

## African American/Black Student Success Plan Grant Funding Process

581-017-0550

### Definitions

The following definitions apply to OAR 581-017-0550 to 581-017-0682:

(1) "Achievement gap" means the research-based gap in achievement that often exists between students who are economically disadvantaged, students learning English as a second language and students who are African American, Hispanic or Native American and their peers.

(2) "African American" ~~means a person from African descent living in America and also means a person referred to in census data as "Black."~~ means a person of African descent born in America.

(3) "Black means an individual who was born in or has immigrated to America from Africa, the Caribbean, or South and Central Latin America.

~~(43)~~ "African American/Black Student Success Plan Grant" means the Grant established in OAR 581-017-0553 to implement ORS 329.841.

~~(54)~~ "Community-based organization" means a nonprofit organization that is representative of a community or significant segments of a community, which is located within or in close proximity to the community it serves. This includes culturally specific populations within a community.

~~(65)~~ "Culturally responsive" means the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them.

~~(76)~~ "Disproportionate discipline" means disproportionate rates of suspensions and expulsions for African American/Black students compared to their white classmates "who commit similar infractions and who have similar discipline histories."

~~(87)~~ "Non-profit organization" means:

(a) An organization established as a nonprofit organization under the laws of Oregon; and

(b) Qualifies as an exempt organization under section 501(c)(3) of the Internal Revenue Code as defined in ORS 314.011.

(98) “Opportunity gap” means the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students.

(109) “Plan student” means a student enrolled in early childhood through post-secondary education who is black or African American or a member of a student group that is not covered under an existing culturally specific statewide education plan.

(11) “Culturally Specific Organization” means organizations led and staffed by persons of color that primarily serve communities of color. Organizations providing Culturally Specific Services demonstrate intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities documented in the community and how that influences the structure of their program or service; ability to describe the community’s cultural practices, health and safety beliefs/practices, positive cultural identity/pride/resilience, immigration dynamics, religious beliefs, etc. and how their services have been adapted to those cultural norms.

Stat. Auth.: ORS 329.841

Stat. Implemented: ORS 329.841

Hist: ODE 35-2016, f. & cert. ef. 6-15-16

## **581-017-0553**

### **Establishment**

(1) There is established the African American/Black Student Success Plan Grant to support early learning hubs, providers of early learning services, school districts, education service districts, post-secondary institutions of education, and community based organizations who are working to design, implement, improve, expand, or otherwise revise programs and services for African American and Black students. The programs and services to be provided under the grant will:

~~(a) Assist African American and Black students to develop a range of knowledge, skills, abilities and dispositions that will lead to successful student outcomes in educational achievement;~~

~~(b) Address issues such as attendance, chronic absenteeism and elementary, middle, high school and postsecondary transitions; and~~

~~(c) Will include a variety of supports including the involvement of parents and communities across the state. The African American/Black Student Success Plan Grants support a vision that addresses the following indicators of success:~~

A. Decrease the disproportionate rate of disciplinary incidents;

B. Increase parental engagement;

C. Increase the engagement of students in educational activities before and after regular school hours;

D. Increase early childhood and kindergarten readiness;

E. Improve literacy and numeracy levels between kindergarten and grade three;

F. Support student transitions to middle school and through the middle and high school grades to maintain and improve academic performance;

G. Support culturally responsive pedagogy and practices from early childhood through post-secondary education;

H. Support the development of culturally responsive curricula from early childhood through post-secondary education;

I. Increase attendance of plan students in community colleges and professional certification programs;

J. Increase attendance of plan students in four-year post-secondary institutions of education; and

K. Increase the number of state agencies and stakeholders to leverage financial resources to sustain and advance the work of the plan.

(b) Will include a variety of supports including the involvement of parents and communities across the state.

(2) Subject to available funds, the Department of Education shall award up to four grants based on a detailed description of proposed programming or services. The programs or services may include:

(a) The scale-up of an existing program or service; and

(b) The implementation of a new program or service.

(3) The purpose of the grant program is to provide funds to applicants that can demonstrate and document a thorough understanding of the unique needs of African American and Black students, and who have the potential to become exemplar programs and who create collaborative practices relating to strategies outlined in the African American/Black Student Success Plan:

~~(a) Promoting regular and consistent school attendance and active parent engagement to eliminate chronic absenteeism;~~

~~(b) Addressing parent and community engagement on the importance of the role of the parent offering training or professional development for parents, educators, and interested community members on closing the achievement gaps for African American and Black students; and~~

~~(c) Addressing early childhood to kindergarten, middle to high school and high school to post-secondary transitions for African American and Black students. Programs promote student engagement and literacy development and college and career readiness and transition to college and career.~~

(a) Increase access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten.

(b) Increase the number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood environments.

(c) Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners.

(d) Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon.

(e) Increase the number of Oregon school districts that recruit, hire, and retain African American/Black educators at a rate comparable to that of Oregon's African American/Black student population.

(f) Increase the amount of available culturally responsive curriculum in Oregon schools for African American/Black students.

(g) Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students.

(h) Reduce the number of discipline incidents for African American/Black Students.

(i) Increase attendance and reduce absenteeism rates for African American/Black students.

(j) Increase the rate of freshman on-track for African American/Black students.

(k) Increase graduation rates for African American/Black Students.

(l) Increase the post-secondary enrollment rates of African American/Black students high school graduates and GED completers.

(m) Ensure that 90% of African American/Black students in post-secondary education institutions complete at least half the number of credits by their degree certificate.

(n) Ensure that 40% of African American/Black high school graduates complete an Associate's degree or certificate within three years; an additional 40% complete a Bachelor's degree within six years.

Stat. Auth.: ORS 329.841

Stat. Implemented: ORS 329.841

Hist: ODE 35-2016, f. & cert. ef. 6-15-16

**581-017-0556**

### **Eligibility**

(1) To be eligible to receive the African American/Black Student Success Grant, an organization must:

(a) Be an early learning hub, a provider of early learning services, a school district, an education service district, a post-secondary institution of education, and culturally specific and/or ~~or~~ a community based organization.

(b) Any of the above entities who have serve a percentage and/or number of African American/Black Student populations determined by the Oregon Department of Education.

(c) Be actively engaged in or prepared to enter into an inclusive partnership and or consortium with other eligible entities invested in the success of the project that seeks to close gaps for African American/Black students through the implementation of culturally responsive programming or services.

(A) Consortia and partnerships must include a culturally specific community-based organization, as the lead fiscal and project agency for the grant.

(B) Post-secondary institutions must have at least one school district and a culturally specific community-based organization as a partner.

(C) Culturally specific and community-based organizations must have at least one school district, and/or post-secondary institution as a partner.

(D) Early learning hubs or providers of early learning services must have at least one school district and/or post-secondary institution and a culturally specific community-based organization as a partner.

(db) For existing programs or services that are being scaled up, provide data to the Department of Education documenting that the majority of their students who are served through the programming or services by the organization are African American/Black.

(ee) For new programs or services, provide information to the Department about how the program or services will serve African American/Black students.

(2) A single grant proposal may include more than one eligible applicant, but the fiscal agent must be one of the eligible applicants identified in subsection (1) of this rule.

Stat. Auth.: ORS 329.841

Stat. Implemented: ORS 329.841

Hist: ODE 35-2016, f. & cert. ef. 6-15-16

**581-017-0559**

### **Criteria**

(1) The Oregon Department of Education shall establish a request for applications proposal solicitation and approval process to be conducted for the African American/Black Student Success Plan for Grant funds. All proposals must comply with the requirements of the Department's Procurement process. Grants shall be awarded based on the following criteria:

(a) Ability of the applicant to identify how funds will be used to address school attendance and chronic absenteeism, Pre-K to 3rd grade, middle and high school, utilizing programs that create educational supports and developmental assets leading to continual and increased attendance for African American and Black students. In Pre-K programs, this is specific to increased attendance in early learning programs which foster success upon entering the K-12 education system. A critical examination of the negative impact of disproportionate rates of African American/Black students named in discipline behaviors leading to suspensions and expulsions is also a key component in this area;

(b) Ability of the applicant to demonstrate knowledge, experience, and expertise in addressing parent and community engagement to improve academic achievement and graduation rates for African American and Black students; and

(c) Ability of the applicant to increase student participation in summer school, improved academic preparation, transitions from early childhood to kindergarten, middle school to high school, high school to college and/or increase graduation rates and decreased dropout rates.

(3) The Department shall give priority to proposals that meet the minimum criteria and:

(a) Provide a sustainability plan to continue the program for at least two years after the grant funding has ended.

(b) The extent to which the applicant clearly documents its capacity to implement and carry out programming and services for addressing the needs of African American and Black student populations, including demonstrated intentions to work in a collaborative way with school districts or post-secondary institutions.

(4) The Department of Education shall allocate funds for the grant program based on the evaluation of the grant application, whether the applicant meets the minimum requirements in 581-017-0556, and the following considerations:

~~(a) Geographic location of applicant to ensure geographic diversity within the recipients of grant program funds throughout the state;~~ The geographic location of grant applicants to ensure geographic diversity and representation within the recipients of and plan students served in grant program funds throughout the state. This includes areas of the state that demonstrate a lack of sufficient services for African American/Black students.

~~(b) Applicants/organizations who have documented evidence of having programs or services which serve a primarily African American/Black student population;~~ Grant applicants who demonstrate commitment and readiness to use best practice around culturally responsive programming and services to close gaps for African American and Black students.

~~(c) Applicants/organizations who have a high level of students who are economically disadvantaged; and~~ Applicants who demonstrate evidence of prior implementation of a robust culturally responsive program or service as a way to close opportunity gaps for African American and Black students.

~~(d) Give preference to organizations that have demonstrated success in improving student outcomes for African American/Black students.~~

Stat. Auth.: ORS 329.841

Stat. Implemented: ORS 329.841

Hist: ODE 35-2016, f. & cert. ef. 6-15-16

## **581-017-0562**

### **Funding**

(1) Grantees shall submit a detailed budget narrative and complete a budget template for the program or service that being funded through the grant.

(2) Grantees shall use funds received for the current program scale-up and new program planning and implementation as outlined in the request for proposal.

(3) Grantees must be able to expend the funds for allowable purposes specified in the request for proposal within the grant timeline according to acceptable accounting procedures.

Stat. Auth.: ORS 329.841

Stat. Implemented: ORS 329.841

Hist: ODE 35-2016, f. & cert. ef. 6-15-16

## **581-017-0565**

### **Reporting**

The Oregon Department of Education shall provide to grant recipients a template for an interim and final grant report. Grantees are required to submit a final report prior to receiving their final request for funds.

Stat. Auth.: ORS 329.841

Stat. Implemented: ORS 329.841

Hist: ODE 35-2016, f. & cert. ef. 6-15-16