AFRICAN AMERICAN/BLACK STUDENT SUCCESS PLAN
Evaluation of Program Initiatives

July 2021

CONTENTS

SECTION I: OVERVIEW

BACKGROUND

Oregon has a history of sanctioned systemic, explicit, and implicit bias against persons of color, their communities, and their institutions. The State of Oregon, acting by and through the Department of Education Office of Equity, Diversity, and Inclusion (EDI), is working to address and reverse the inequities suffered as a result of these biased systems for Oregon's students. Specifically, the 2015 Legislative Assembly's House Bill 2016: African American/Black Student Success Plan ("AABSS Plan") has promised to address historic educational inequities and remove systemic barriers to academic success for African American/Black students, while bolstering family services and culturally responsive community supports.

In 2015, the Oregon Legislature enacted House Bill 2016, which directed the Oregon Department of Education (ODE) to develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs, and convene an advisory group to advise the Department on the creation and implementation of the plan.[1] Implementation of the plan includes awarding grants to early learning hubs, providers of early learning services, school districts, post-secondary institutions of education, and community-based organizations. In 2019-2021, ODE funded 11 AABSS Plan Grantees,[2] 9 of which are based in the Portland Metro region and 2 in the Southwest region of the state.

This evaluation of the AABSS Plan Program takes into consideration the 14 indicators of success and the strategies outlined in the AABSS Plan.

AABSS Plan Indicators of Success
1. Increase access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten
2. 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
3. Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners

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[1] https://www.oregon.gov/ode/students-and-family/equity/AfricanAmericanBlackStudentEducation/Documents/aabsSuccessPlan.pdf. The initiative has since been codified in ORS 329.841 *Statewide education plan for students who are black or African-American or who are members of student group not covered by existing culturally specific plan*. https://oregon.public.law/statutes/ors_329.841

[2] A 12th Grantee originally received funding but needed to withdraw from the funding cycle due to reasons related to the COVID-19 pandemic.

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

5. 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

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

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

8. Reduce the number of discipline incidents for African American/Black students

9. Increase attendance and reduce absenteeism rates for African American/Black students

10. Increase the rate of freshman on-track for African American/Black students

11. Increase graduation rates for African American/Black Students

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

13. 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

14. Ensure that 40% of African American/Black high school graduates complete an Associate's degree or certificate within 3 years; an additional 40% complete a Bachelor's degree within 6 years

In 2019, the Department posted a competitive Request for Proposals for an independent evaluation of the AABSS Plan's progress according to the indicators. In spring 2020, the Department awarded a contract to NPC Research (NPC) to conduct the evaluation from April 2020 through June 2021. This report presents findings from the evaluation with a discussion of the associated implications and recommendations.

EVALUATION DESCRIPTION

NPC researchers employed a culturally responsive and equitable evaluation (CREE) framework[3] informed by the concepts reflected in culturally responsive teaching (CRT).[4] The framework emphasizes the significance of

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[3] Hood, S., Hopson, R., & Kirkhart, K. (2015). Culturally responsive evaluation: Theory, practice, and future implications. In K. Newcomer & H. Hatry (Eds.), *Handbook on practical program evaluation* (4th ed.; pp. 81-317). San Francisco, CA: Jossey-Bass.
[4] Hammond, Z. L. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Thousand Oaks, CA: SAGE Publications.

incorporating cultural references in all aspects of learning, attends to power differentials among people and systems, and places the evaluator as a partner in the process rather than an advisor of the process.[5]

Figure 1. NPC Research's Culturally Responsive and Equitable Approach to the Evaluation of the African American and Black Student Success (AABSS) Plan

Use assessment results
- Make program improvements based on findings
- Develop recommendations in collaboration with key stakeholders

Identify and engage stakeholders
- Establish Evaluation Advisory Subcommittee
- Clarify evaluation purpose and objective

Report and disseminate
- Conduct community presentations and dialogues with key stakholders and diverse audiences of interest
- Revise report based on feedback

Stakeholder and community engagement is continuous

Co-construct the evaluation plan and approach
- Create evaluation plan, approach, and timeline
- Conduct grantee listening sessions
- Share with key stakeholders
- Revise assessment plan

Analyze data
- Use rigorous qualitative and quantitative analytic methods
- Apply equity lens to make meaning with key stakeholders

Collect data
- Collect feedback to develop, pilot, and revise instruments
- Conduct interviews and request administrative data from ODE

Source: Adapted from Hood, Hopson, and Kirkhart's culturally responsive evaluation framework (2015, p. 290).

The CREE framework (Figure 1) recognizes that culturally defined beliefs and values are an essential part of an evaluation and acknowledges the significant role context has in influencing program design, implementation, and impact. This framework includes the following steps: (1) learning the culture and environment; (2) engaging key stakeholders in the process; (3) developing culturally relevant evaluation design and tools; (4) conducting the evaluation with the community; and (5) disseminating results and advocating for change. These steps are embedded in each phase of the evaluation. NPC also drew from systems-oriented evaluation,[6] an emergent approach to evaluation that involves paying explicit attention to leverage points that encourage a system to move in a particular direction, as well as the influence of contextual factors that may affect the planned activities and/or the intended outcomes. The focus on systems allows the evaluator to investigate the

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[5] Frierson, H. T., Hood, S., & Hughes, G. B. (2010). Strategies that address culturally responsive evaluation. In J. Frechtling (Ed.), *The 2002 User-Friendly Handbook for Project Evaluation* (pp. 75-96). Arlington, VA: National Science Foundation.

[6] Thomas, V. G., & Parsons, B. A. (2017). Culturally responsive evaluation meets systems-oriented evaluation. *American Journal of Evaluation*, *38*(1), 7-28.

often-hidden interconnections that would not be evident if we focused only on the specific activities of each individual Grantee's programming.

NPC launched the evaluation activities by forming the AABSS Evaluation Advisory Subcommittee (EAS)—a subset of AABSS Advisory Group members interested in guiding the evaluation process—and holding a series of listening sessions with Grantees. In partnership with the EAS and Grantees, NPC designed and implemented a series of three studies that integrated qualitative and quantitative data sources to develop a comprehensive overview of AABSS programmatic components and associated outcomes. The studies included (1) an **assessment of the school and district context and environment** to understand how district and individual school-specific factors help support, sustain, or hinder the implementation of programs; (2) a **process evaluation** to understand how Grantees adapted programming in response to the COVID-19 health crisis, the racial justice movement, and the Oregon wildfires, and (3) an **outcome evaluation** that assessed Grantee progress across indicators of success. The following subsections describe each study.

Study #1: Assessment of School and District Context and Environment

Grantees experience a variety of challenges and successes related to engaging school district and school building personnel in the implementation of AABSS programming. To better understand how school context and environment impacted the implementation of the program, NPC researchers conducted interviews with school district and school building personnel to assess their knowledge of the AABSS Plan initiatives in their region, their perceived role in supporting these efforts, and the supports they need to work with Grantees to serve students and families most effectively. The findings are reported in Section II and Section III of this report.

Study #1 Evaluation Questions
1. What role do school district personnel play in supporting and sustaining the implementation of AABSS Plan program activities?
2. How do the school district's practices, policies, and values support or hinder the implementation of AABSS Plan program activities?
3. What is the role of school administrators, leadership, and educators in supporting and sustaining the implementation of AABSS Plan program activities?
4. How have COVID-19, the racial justice movement, and the Oregon wildfires impacted the district's/school's capacity to support AABSS Plan initiatives?
5. How are Grantees' strategies, activities, and infrastructure influencing system-level changes?
    a. How has the implementation of AABSS Plan activities influenced the school's/district's approach to supporting African/African American/Black/African Diaspora students?

Study #1 Methods

NPC conducted virtual, semi-structured interviews with Grantees, school district administrators (such as Superintendents, Equity Directors, and School Improvement Specialists), and school building staff (such as Principals, Vice Principals, and Teachers). Grantees helped the NPC evaluation team select 1 to 3 school- and district-level partners with whom they interact in their AABSS Plan work. NPC recruited participants across all

Grantee regions to ensure representation, and interviewed representatives from 10[7] of the 11 current Grantees.

In all, 36 interviews were completed:

- 10 Grantees
- 12 partners at the school level
- 14 partners at the district level

The evaluation team used NVivo qualitative software to code interview transcripts using emergent coding, and identified themes using content analysis.

Study #2: Program Adaptations to Support Students and Families

COVID-19, the movement for social justice and accountability, and the 2020 wildfire season have impacted African/African American/Black/African Diaspora students across Oregon. Most AABSS Plan Grantees had to shift their operations to support the immediate needs of students and their families regarding their academic, physical, emotional, and overall well-being. The evaluation team aimed to assess and describe the adaptations programs made to support families. The findings are reported in Section II and Section III of this report.

Study #2 Evaluation Questions

1. How have Grantees adapted program strategies and activities in response to the events of 2020 and 2021?
2. What factors facilitated the modification and implementation of programs?
3. What were significant challenges encountered during the implementation? How did the program overcome those challenges?
4. What additional resources and support do Grantees need to continue and sustain programmatic efforts?
   a. What additional system-level supports are needed?
   b. How have system level factors (e.g., support from ODE, school districts, and the community) influenced implementation and outcomes?
5. What modifications do Grantees anticipate sustaining when pandemic conditions subside?

Study #2 Methods

The NPC evaluation team integrated items in the interview protocol described above (See Study #1 Methods), focusing on successes, challenges, and needs that emerged while Grantees adapted their AABSS Plan program initiatives to support children and families during the unprecedented events of 2020-2021.

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[7] One Grantee representative did not respond to invitations for an interview.

Study #3: Assessment of Program Outcomes

ODE, the EAS, and Grantees all share an interest in understanding the outcomes associated with the AABSS Grantee Programs. To the extent that data permitted, we assessed the progress the Grantee programs are making related to the AABSS Indicators of Success and other student outcomes of interest. The findings are reported in Section IV of this report.

Study #3 Evaluation Question

1. How does the implementation of the AABS Success Plan relate to changes in indicators of student success?

Study #3 Methods

Using individual student and staff data from ODE, which included preliminary student participant data collected directly from current Grantees, the evaluation team assessed characteristics of and outcomes for students served by AABSS Plan program initiatives and, where applicable, how they compare to students statewide over the 2016-2017 and 2019-2020 school years. Collection and use of individual student and staff data required additional data processing and masking by ODE to protect student confidentiality and respect stakeholder consent. ODE assigned unique study IDs and removed direct identifiers (such as names, date of birth, and ODE assigned secure student/staff IDs) from all individual-level data and assigned an indicator if the student participated in any Grantee activity (based on data submitted by Grantees). Of all Grantee student participant data collected, only students whose records could be matched with 100% certainty with ODE student data collections were used. The data processing and masking methods introduced limitations on the number of data that met evaluation criteria for inclusion in the analysis. In the end, the sample of students served by Grantees in this report is limited to a subset of students served by 4 of the 11 2019-2021 Grantees.

Grantees completed a Data Inventory describing metrics that they use to measure outcomes related to each indicator. This information, included in Section II, is helpful for understanding how to leverage Grantees' existing knowledge and practices related to data collection and data use, while identifying potential areas where Grantees could be supported to collect additional data to measure progress.

ABOUT THIS REPORT

This report is designed to support decision-making and planning by ODE leaders and the AABSS Advisory Group as they look to improve and expand the successful efforts of current and future AABSS Grantees. The content of the report reflects several unanticipated shifts in the original evaluation plan due to COVID-19 school closures, data access challenges, and responses to feedback gathered from ODE, Grantees, and the EAS. The evaluation team is indebted to the EAS, Grantees, and ODE staff for their wisdom and guidance throughout the evaluation process, and for their contributions reflected in this report (see Appendix A for acknowledgements).

Section II introduces the work of the AABSS Plan Grantees in 2019-2021, including key strategies that Grantees have used to address the 14 AABSS indicators.

Section III presents findings from the qualitative analysis for Study #1 and Study #2, which explore how schools and districts support Grantees and how Grantees have adapted their programs to serve the community during the COVID-19 pandemic and racial justice movements.

Section IV presents findings from the quantitative analysis for Study #3, assessing program outcomes. The report concludes with recommendations in Section V.

Appendix A acknowledges the critical roles that stakeholders played throughout the evaluation process. Appendix B provides profiles for each 2019-2021 Grantee based on information from Grantee program records, grant applications, listening sessions, and progress reports. Appendix C provides the full text of interview protocols used for qualitative data collection.

SECTION II: THE AABSS PLAN PROGRAM INITIATIVES

In the 2019-2021 funding cycle, ODE awarded funding to a total of 11 Grantees[8] from across Oregon. Appendix B provides a detailed profile for each Grantee based on data gathered during listening sessions, from grant application documents and program data, and from quarterly progress reports submitted to ODE.

COMMUNITIES SERVED BY AABSS PLAN PROGRAM INITIATIVES

Of the 11 Grantees funded by the AABSS Plan in 2019-2021, 9 of them are headquartered in the Portland Metro Region of Oregon (including Multnomah and Washington Counties) and 2 are based in the Southwest region (including Lane and Jackson Counties). One of the Metro-based Grantees, IRCO, serves students and families in Malheur and Marion counties. Another Metro-based Grantee, Multnomah ESD Bars to Bridges, also operates service sites for justice-involved youth in Yamhill, Linn, and Lane Counties (Figure 2).

From June 2020 through June 2021, AABSS Plan Grantees reported collectively serving 3,067 students across the state of Oregon, including 2,374 African/African American/Black/African Diaspora students.

Figure 2. Counties Served by AABSS Grantees in 2019-2021
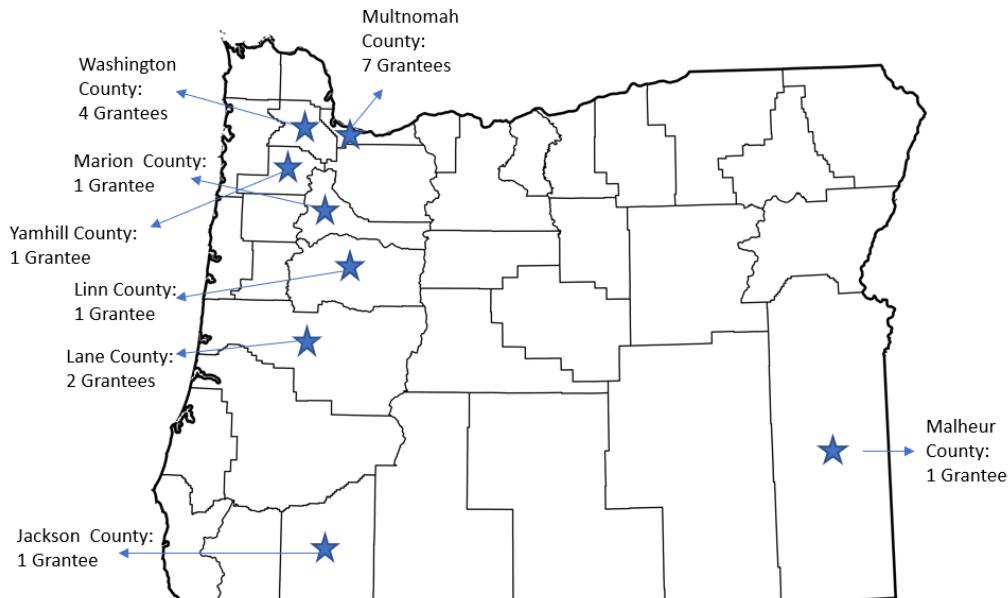
Source: AABSS Plan Grantee Program Data. Note: Grantees can serve students and families in multiple counties.

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[8] A 12th Grantee originally received funding but needed to withdraw from the funding cycle due to reasons related to the COVID-19 pandemic.

GRADE LEVELS SERVED BY AABSS PLAN PROGRAM INITIATIVES

Grantees in 2019-2021 served students from early childhood to postsecondary education, with the highest concentration of students served in grades 4 through 12. In Figure 3, the shaded cells represent the grade levels served by the Grantee in the respective row.

Figure 3. Grade Levels Served by AABSS Grantees in 2019-2021

	Early learning / Kindergarten	Grades K-3	Grades 4-8	Grades 9-12	Postsecondary
African Youth and Community Organization (AYCO)		�	▤	▤	
Black Parent Initiative (BPI)	▤	▤			
Early Learning Washington County and CAIRO (SPACE)		▤	▤		
Education Explorers, LLC	▤	▤			
Elevate Oregon			▤		
Immigrant and Refugee Community Organization (IRCO)		▤	▤	▤	
Lane Education Service District		▤	▤	▤	
Medford and Ashland School Districts		▤	▤	▤	▤
Multnomah Education Service District (MESD): Bars to Bridges			▤	▤	▤
R.E.A.P: Black/African Student Success Plan Program			▤	▤	
Self-Enhancement, Inc. (SEI) and POIC + RAHS			▤	▤	▤
Total	**2**	**7**	**9**	**8**	**3**

AABSS INDICATORS ADDRESSED BY EACH GRANTEE

Grantees in 2019-2021 addressed, collectively, 12 of the 14 indicators of success. Indicators 8 through 11 were the most commonly addressed, with at least 7 Grantees employing key strategies to promote gains in those areas. Indicators 8 through 11 reflect high priorities among Grantees around discipline, attendance, freshman on-track status, and graduation rates. In Figure 4, the shaded cells represent the AABSS Indicators addressed by the Grantee in the respective row.

Figure 4. AABSS Indicators Addressed by Each Grantee

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
AABSS Grantees															
African Youth and Community Organization (AYCO)	■	■	■	■		■	■	■		■					8
Black Parent Initiative (BPI)	■	■	■				■	■	■						6
Early Learning Washington County and CAIRO (SPACE)			■	■			■	■	■	■	■				7
Education Explorers, LLC	■		■			■									3
Elevate Oregon						■		■	■	■	■	■			6
Immigrant and Refugee Community Organization (IRCO)	■	■	■	■		■	■	■	■	■	■				10
Lane Education Service District			■	■		■	■	■	■	■					6
Medford and Ashland School Districts					■	■	■	■							4
Multnomah Education Service District (MESD): Bars to Bridges								■	■	■	■	■			5
R.E.A.P: Black/African Student Success Plan Program						■	■		■	■	■				5
Self-Enhancement, Inc. (SEI) and POIC + RAHS								■	■	■	■	■			5
Total	**4**	**3**	**6**	**3**	**1**	**6**	**5**	**10**	**8**	**8**	**7**	**4**	**0**	**0**	

The remainder of this section describes each of the 14 AABSS indicators, presents which of the Grantees addressed them in 2019-2021, and outlines key strategies that Grantees have used. Grantees also completed a Grantee Data Inventory describing how they collect their own data to measure each indicator, and that information is presented here along with suggestions for additional data points that Grantees could be supported to collect in future funding cycles.

AABSS Indicator 1: Increase access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten

Grantees Addressing Indicator 1
✓ African Youth and Community Organization (AYCO): Strengthening the Capacity of Cultural Navigators ✓ Black Parent Initiative (BPI) ✓ Education Explorers, LLC ✓ Immigrant and Refugee Community Organization (IRCO): Black/African Student Success Project (BASS)
Examples of Key Strategies
Increased access: Increased opportunities for African American and Black students and families to enroll in culturally responsive, high quality early learning programs through provision of a school program and marketing directly to priority families. **Transportation:** Grantees coordinated safe, reliable, and stable door-to-door transportation services for children to attend early learning programs. **Home visits:** Provided in-home learning and support to families on kindergarten readiness, strategies to enhance literacy skills, and orientation to the United States school system. **Parent Education:** Grantees provided opportunities to increase parent awareness and active participation in their child(ren)'s early learner development. **School Curriculum:** Purchased and implemented non-consumable, developmentally appropriate STEM related learning materials.

How are Grantees assessing progress with Indicator 1?

Examples of data currently collected by Grantees	Additional data to collect to measure progress on indicator
▶ Number of students and families referred to early learning/preschool programs ▶ Number of students and families receiving home visits ▶ Types of professional development opportunities provided to staff ▶ Student enrollment in kindergarten transition, preschool, and Head Start programs	▶ Proportion of the priority families who were offered services or who attended services to see if that percent increases over time (or has increased compared to before the programs were available) ▶ Number of families using transportation services

AABSS Indicator 2: 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

Grantees Addressing Indicator 2
✓ African Youth and Community Organization (AYCO): Strengthening the Capacity of Cultural Navigators ✓ Black Parent Initiative (BPI) ✓ Immigrant and Refugee Community Organization (IRCO): Black/African Student Success Project (BASS)
Examples of Key Strategies
Tuition Assistance: Grantees provided tuition fees and monitored progress for least two African Immigrant and Refugee students who enrolled in a degree or certification program focused on early education. **Connected Families to Resources:** Grantee staff connected families to early childhood certification programming and employment or volunteer opportunities. **Culturally Responsive Professional Development:** Grantees offered professional development focused on the intersection of culture and education. Grantees also worked to increase staff educational attainment, strengthen peer relationships, and offer training opportunities.

How are Grantees assessing progress with Indicator 2?

Examples of data currently collected by Grantees	Additional data to collect to measure progress on indicator
▶ Number of students and families referred to certified early childhood programs	▶ Number of staff provided with tuition support for certification programs ▶ Certification and licensure of current early childcare educators

AABSS Indicator 3: Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners

Grantees Addressing Indicator 3

✓ African Youth and Community Organization (AYCO): Strengthening the Capacity of Cultural Navigators

✓ Black Parent Initiative (BPI)

✓ Early Learning Washington County: Building a SPACE for African Students' Success in Washington County

✓ Education Explorers, LLC

✓ Immigrant and Refugee Community Organization (IRCO): Black/African Student Success Project (BASS)

✓ Lane Education Service District: Lane African American/Black Student Success Project

Examples of Key Strategies

Grantee Staffing and Infrastructure: Grantees hired staff to focus on addressing culturally relevant needs and increasing school readiness.

Home Visits: Grantee staff provided in-home learning focused on the development of language, math skills, and safe home environments.

Assessment: Grantees conducted assessment(s) to identify needs for improving school readiness.

Parent Education and Engagement: Grantees provided opportunities to increase parent awareness and active participation in their child(ren)'s early learner development.

School curriculum: Grantees offered tutoring and supports for students.

Professional Development: Grantees developed strategies to improve enrollment and offered training for early childhood care providers.

How are Grantees assessing progress with Indicator 3?

Examples of data currently collected by Grantees	Additional data to collect to measure progress on indicator
▶ Number of students and families referred to kindergarten transition programs ▶ Referral services provided to families regarding early learning and kindergarten programs	▶ Number of providers trained ▶ Increase in provider knowledge or skill ▶ Increase in parent confidence, knowledge, or skill

AABSS Indicator 4: Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon

Grantees Addressing Indicator 4
✓ African Youth and Community Organization (AYCO): Strengthening the Capacity of Cultural Navigators
✓ Early Learning Washington County: Building a SPACE for African Students' Success in Washington County
✓ Immigrant and Refugee Community Organization (IRCO): Black/African Student Success Project (BASS)

Examples of Key Strategies
Grantee Staffing and Infrastructure: Grantees hired additional staff to support students and address student achievement indicators.   **School Curriculum:** Grantees worked with newly enrolled students to promote positive cultural identity and other wellness skills.   **Professional Development:** Grantees provided culturally specific group trainings and events for school districts and staff.   **Resources:** Grantees facilitated connections between students and families to provide additional supports. Additionally, newly enrolled families were referred to the district's Newcomer Center.

How are Grantees assessing progress with Indicator 4?

Examples of data currently collected by Grantees	Additional data to collect to measure progress on indicator
▶ Number of students who are English Language Learners ▶ Students experiencing interruptions in their formal education ▶ Number of students who are identified as recent arrivers and the name of their home country ▶ Number and types of supportive services offered to new arrivers	▶ Number of students and families utilizing interpretation services ▶ Number of students who are foreign exchange students ▶ Number of new staff ▶ Number of trainings/staff trained ▶ Knowledge or skills gained

AABSS Indicator 5: 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

Grantees Addressing Indicator 5
✓ Medford and Ashland School Districts: Building Capacity for Educational Equity

Examples of Key Strategies
Grantee Staffing and Infrastructure: Grantee implemented recruitment and networking efforts to hire African American/Black staff members. Specific strategies included attending career fairs, conferences, and partnering with the Oregon Shakespeare Festival. **Professional Development:** Grantee worked with Southern Oregon University to host an African American/Black educator affinity group.

How are Grantees assessing progress with Indicator 5?

Examples of data currently collected by Grantees	Additional data to collect to measure progress on indicator
▶ Race and ethnicity of teachers ▶ Number of teachers hired each year ▶ Number and type of professional development workshops offered that focus specifically on culturally responsive teaching and pedagogy	▶ Retention rate of teachers ▶ Tenure of teachers ▶ Proportion of African/African American/Black/African Diaspora teachers in relation to African/African American/Black/African Diaspora students

AABSS Indicator 6: Increase the amount of available culturally responsive curriculum in Oregon schools for African American/Black students

Grantees Addressing Indicator 6
✓ African Youth and Community Organization (AYCO): Strengthening the Capacity of Cultural Navigators
✓ Elevate Oregon: African American/Black Student Bonding Project
✓ Immigrant and Refugee Community Organization (IRCO): Black/African Student Success Project (BASS)
✓ Lane Education Service District: Lane African American/Black Student Success Project
✓ Medford and Ashland School Districts: Building Capacity for Educational Equity
✓ R.E.A.P: Black/African Student Success Plan Program - REAP Expansion Project

Examples of Key Strategies
Grantee Staffing and Infrastructure: Grantees hired staff to provide programming and to facilitate relationships that positively affect the African American/Black community of staff and students. **School Curriculum:** Grantees implemented curriculum and summer programming to serve participating students. **Professional Development:** Grantees provided resources and meetings to identify ways to positively impact African American/Black students and families. **Family Education and Engagement:** Grantees provided family and community engagement support. **Assessment:** Grantees conducted a school climate survey to assess needs. Based on these results, trainings were implemented within districts to address deficits.

How are Grantees assessing progress with Indicator 6?

Example of data currently collected by Grantees	Additional data to collect to measure progress on indicator
▶ Number and type of training activities offered to families/caregivers, students, and Grantee staff	▶ Number of school staff that receive ongoing cultural competency training ▶ Technical assistance provided to schools to support the development of culturally relevant curriculum and materials

AABSS Indicator 7: Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students

Grantees Addressing Indicator 7
✓ African Youth and Community Organization (AYCO): Strengthening the Capacity of Cultural Navigators
✓ Black Parent Initiative (BPI)
✓ Early Learning Washington County: Building a SPACE for African Students' Success in Washington County
✓ Education Explorers, LLC
✓ Immigrant and Refugee Community Organization (IRCO): Black/African Student Success Project (BASS)

Examples of Key Strategies
Student Support: Grantees provided culturally responsive and individualized support to assist families with literacy development as well as broader life skills. **Family Support:** Grantees offered programming for families that highlighted communication and learning strategies that could be used to improve literacy outcomes. **School Support:** Grantees provided tuition assistance to increase access to high quality learning environments.

How are Grantees assessing progress with Indicator 7?

Example of data currently collected by Grantees	Additional data to collect to measure progress on indicator
▶ Number and types of programs offered to students to support their literacy and math skills ▶ Number and type of training opportunities offered to staff, students, and families related to culturally responsive teaching and learning practices	▶ Number and types of programs offered to parents/caregivers to support their student's literacy and math skills ▶ Number of students enrolled in Advanced Placement/International Baccalaureate programs ▶ Number of students who demonstrate growth in English language learning and math achievement

AABSS Indicator 8: Reduce the number of discipline incidents for African American/Black students

Grantees Addressing Indicator 8
✓ African Youth and Community Organization (AYCO): Strengthening the Capacity of Cultural Navigators
✓ Black Parent Initiative (BPI)
✓ Early Learning Washington County: Building a SPACE for African Students' Success in Washington County
✓ Elevate Oregon: African American/Black Student Bonding Project
✓ Immigrant and Refugee Community Organization (IRCO): Black/African Student Success Project (BASS)
✓ Lane Education Service District: Lane African American/Black Student Success Project
✓ Medford and Ashland School Districts: Building Capacity for Educational Equity
✓ Multnomah Education Service District (MESD): Bars to Bridges Program
✓ R.E.A.P: Black/African Student Success Plan Program - REAP Expansion Project
✓ Self-Enhancement, Inc. (SEI) and Portland Opportunities Industrialization Center and Rosemary Anderson High School (POIC + RAHS): African American/Black Student Success Plan of Multnomah County

Examples of Key Strategies

Student Support: Individualized supports were provided to students to address and prevent disciplinary issues. Students were encouraged to engage with program staff and identify barriers to well-being and to attend leadership and after-school program opportunities.

Resources: Grantee staff worked with other community organizations and community justice partners to serve students and their families.

Professional Development: Restorative justice training was provided to school and program staff. Grantees offered events focused on equity for school staff and community justice representatives.

Engagement: Grantee worked to reduce disproportionate discipline outcomes by strengthening family and community engagement in schooling.

How are Grantees assessing progress with Indicator 8?

Example of data currently collected by Grantees	Additional data to collect to measure progress on indicator
▶ Number of students receiving support for social and emotional skill building ▶ Number of students receiving behavioral referrals	▶ Reasons for out of school suspensions and expulsions ▶ Number of staff in schools and community members trained in restorative justice ▶ Number of incidents (in addition to number of students) ▶ Trainings at the State and District level in addition to school level

AABSS Indicator 9: Increase attendance and reduce absenteeism rates for African American/Black students

Grantees Addressing Indicator 9
✓ Black Parent Initiative (BPI)
✓ Early Learning Washington County: Building a SPACE for African Students' Success in Washington County
✓ Elevate Oregon: African American/Black Student Bonding Project
✓ Immigrant and Refugee Community Organization (IRCO): Black/African Student Success Project (BASS)
✓ Lane Education Service District: Lane African American/Black Student Success Project
✓ Medford and Ashland School Districts: Building Capacity for Educational Equity
✓ Multnomah Education Service District (MESD): Bars to Bridges Program
✓ Self-Enhancement, Inc. (SEI) and Portland Opportunities Industrialization Center and Rosemary Anderson High School (POIC + RAHS): African American/Black Student Success Plan of Multnomah County

Examples of Key Strategies
Student Support: Program staff worked with students to identify and address barriers to attendance and monitored for intervention as needed. Grantees maintained relationships with students to provide support and encouraged them to attend school regularly.
Engagement: Families were involved in decision making and were a part of the advocacy process when needed for students. Assertive engagement, family training, and events were utilized to develop relationships with students and families.
Assessment: Data were collected and monitored by Grantees to address the well-being of students.
Professional Development: Staff received training in African culture, cultural competence, and equity.
Transportation Support: Grantees offered transportation support to reduce barriers to school attendance.
Staffing: Grantees hired coordinators who maintained a caseload of students for whom they provided services.

How are Grantees assessing progress with Indicator 9?

Example of data currently collected by Grantees	Additional data to collect to measure progress on indicator

▶ Number of students with individualized support plans for personal, social, and academic goals ▶ Number of students receiving home visiting services ▶ Number of students with attendance rate greater than 90%	▶ Number of students with restorative justice plans ▶ Number of students involved in case management services ▶ Number of students who are retained annually

AABSS Indicator 10: Increase the rate of freshman on-track for African American/Black students

Grantees Addressing Indicator 10
✓ African Youth and Community Organization (AYCO): Strengthening the Capacity of Cultural Navigators
✓ Early Learning Washington County: Building a SPACE for African Students' Success in Washington County
✓ Elevate Oregon: African American/Black Student Bonding Project
✓ Immigrant and Refugee Community Organization (IRCO): Black/African Student Success Project (BASS)
✓ Lane Education Service District: Lane African American/Black Student Success Project
✓ Multnomah Education Service District (MESD): Bars to Bridges Program
✓ R.E.A.P: Black/African Student Success Plan Program - REAP Expansion Project
✓ Self-Enhancement, Inc. (SEI) and Portland Opportunities Industrialization Center and Rosemary Anderson High School (POIC + RAHS): African American/Black Student Success Plan of Multnomah County

Examples of Key Strategies
Student Support: Program staff worked with students to monitor grades, reduce barriers to academic achievement, and provide tutoring in multiple academic subjects. Credit recovery resources and additional academic supports were offered to participants.
Assessment: Grantees monitored the grades of students assigned to staff caseloads to identify intervention needs.
Engagement: Relationships with students and families were maintained by program staff and opportunities for leadership activities were made available to students.
Professional Development: Educational and cross-training programs were hosted for program and school staff.

How are Grantees assessing progress with Indicator 10?

Example of data currently collected by Grantees	Additional data to collect to measure progress on indicator
▶ Number of meetings with Grantee staff, school staff, and students ▶ Number of 9th grade students on track for graduation ▶ Number of families receiving home visits	▶ Number of students enrolled in credit recovery programs ▶ Number of students with restorative justice plans ▶ Number of students receiving support around required credit attainment

AABSS Indicator 11: Increase graduation rates for African American/Black Students

Grantees Addressing Indicator 11
✓ Early Learning Washington County: Building a SPACE for African Students' Success in Washington County
✓ Elevate Oregon: African American/Black Student Bonding Project
✓ Immigrant and Refugee Community Organization (IRCO): Black/African Student Success Project (BASS)
✓ Lane Education Service District: Lane African American/Black Student Success Project
✓ Multnomah Education Service District (MESD): Bars to Bridges Program
✓ R.E.A.P: Black/African Student Success Plan Program - REAP Expansion Project
✓ Self-Enhancement, Inc. (SEI) and Portland Opportunities Industrialization Center and Rosemary Anderson High School (POIC + RAHS): African American/Black Student Success Plan of Multnomah County
Examples of Key Strategies
Student Support: Grantees offered coaching and academic advocacy to meet the needs of students as they pursued high school diplomas. Grantees helped with credit recovery and GED support when applicable.
Engagement: Group activities were hosted for families and students to set goals and provide education about graduation requirements.
Resources: Staff worked with students and families to connect them to appropriate community-based resources.

How are Grantees assessing progress with Indicator 11?

Example of data currently collected by Grantees	Additional data to collect to measure progress on indicator
▶ Number of students enrolled in credit recovery opportunities ▶ Number of students enrolled in credit bearing programs ▶ Number of case management meetings provided to students and families ▶ Number of students participating in career/technical education programs/course	▶ Trends in graduation rates of students served by Grantee programming

AABSS Indicator 12: Increase the post-secondary enrollment rates of African American/Black high school graduates and GED completers

Grantees Addressing Indicator 12
✓ Elevate Oregon: African American/Black Student Bonding Project
✓ Multnomah Education Service District (MESD): Bars to Bridges Program
✓ R.E.A.P: Black/African Student Success Plan Program - REAP Expansion Project
✓ Self-Enhancement, Inc. (SEI) and Portland Opportunities Industrialization Center and Rosemary Anderson High School (POIC + RAHS): African American/Black Student Success Plan of Multnomah County

Examples of Key Strategies
Student Support: Grantees offered students resources, events, test preparation, and Free Application for Federal Student Aid (FAFSA) assistance in support of post-secondary enrollment. **Engagement:** Grantees hosted events for students regarding post-secondary preparation and options. **Resources:** Training and intervention were provided to justice-involved youth and Grantees advocated for colleges to engage justice-involved youth with the potential for enrollment. **Transportation Support:** Grantees offered transportation support to events and services.

How are Grantees assessing progress with Indicator 12?

Example of data currently collected by Grantees	Additional data to collect to measure progress on indicator
▶ Number of students and families receiving support around college and career readiness planning ▶ Number of students referred to post-secondary education opportunities and resources	▶ Number of students receiving additional job training/education support

AABSS Indicator 13: 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

None of the Grantees addressed Indicator 13 during the 2019-2021 funding cycle.

AABSS Indicator 14: Ensure that 40% of African American/Black high school graduates complete an Associate's degree or certificate within 3 years; an additional 40% complete a Bachelor's degree within 6 years

None of the Grantees addressed Indicator 14 during the 2019-2021 funding cycle.

SECTION III: SCHOOL DISTRICT CONTEXT AND PROGRAM ADAPTATIONS TO SUPPORT STUDENTS AND FAMILIES

Study #1 of this evaluation aimed to turn a spotlight on the systems of support in place for AABSS Plan Grantees by learning the perspectives of school district, building, and partnership leaders. Study #2 aimed to understand how Grantees adapted their programming and processes to serve students and families during the COVID-19 pandemic, wildfire disasters, and racial justice movements of 2020-2021. Both studies involved qualitative interviews, and this section presents findings from those interviews.

OVERVIEW

To understand how the ecosystem of education stakeholders in Oregon works together to support AABSS Plan program initiatives, NPC conducted interviews with Grantees, school district administrators (such as Superintendents, Equity Directors, and School Improvement Specialists), and school building staff (such as Principals, Vice Principals, and Teachers). The interviews were designed to address the following broad questions, which were co-developed with the Evaluation Advisory Subcommittee (EAS). The full text of the protocol is included as Appendix C.

Interview questions:

1. What role do school/district personnel play in supporting and sustaining the implementation of HB 2016-funded AABSS Plan program initiatives?
2. How do the school's/district's practices, policies, and values support or hinder the implementation of HB 2016-funded AABSS Plan program initiatives?
3. How have COVID-19 and 2020-2021's racial justice movement impacted the district's/school's capacity to support HB 2016-funded AABSS Plan program initiatives?
4. How are Grantees' strategies, activities, and infrastructure influencing system-level changes?
5. How has the implementation of HB 2016-funded AABSS Plan program initiatives influenced the school's/district's approach to supporting African/African American/Black/African Diaspora students?

NPC invited a total of 11 Grantees to participate in interviews, along with 47 district- and school-level contacts (19 school district personnel and 28 school building personnel). Knowing that Oregon educators and education professionals were busy with the transition from remote to hybrid and in-person learning in spring 2021, Grantees were asked to provide names and contact information for multiple individuals from schools and districts in their service region, hoping for a response rate of 50% or higher with all Grantees represented. Ideally, to seek balance and learn as much as possible, Grantees were asked to name 1) one or two people who

are very active and engaged with their work as a Grantee, and 2) one or two people who were not as consistently engaged, to shed light on some of the barriers, competing demands, and opportunities for communication and collaboration that might emerge.

An adapted version of the same protocol (also included in Appendix C) was used to interview Grantees, to learn their perspectives on school and district support of HB 2016-funded AABSS Plan program initiatives.

The final sample consisted of 36 individuals, representing 10 Grantees,[9] including 12 school-level leaders and 14 district-level leaders (Table 1). The final sample exceeded the goal of a 50% response rate of school and district leaders, with a final response rate of 55%.

Table 1. Number of Interviews Conducted in Spring 2021 with AABSS Plan Grantees, School Leaders, and District Leaders

Grantees	School Leadership	District Leadership	TOTAL
10	12	14	36

Because some interviewees represented several different institutions serving multiple Grantees, we achieved representativeness across all Grantee service areas in our final sample (Table 2).

Table 2. Representation Across AABSS Grantees in Spring 2021 Interviews

Grantee Name	Grantee Representative	District Leadership	School Leadership
AYCO	x	x	x
BPI	x	x	x
Early Learning Wash Co	x	x	
Education Explorers, LLC	x		x
Elevate Oregon	x	x	
IRCO	x	x	x
Lane ESD	x	x	x
Medford/Ashland		x	x
Multnomah ESD	x	x	x
R.E.A.P.	x	x	x
SEI & POIC	x	x	x

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[9] One Grantee representative did not participate in an interview.

ANALYTIC APPROACH

With consent from interviewees, we recorded and transcribed each interview and analyzed transcripts using NVivo qualitative analysis software. We employed emergent thematic coding to identify patterns and themes across interviews, which we report here in aggregate.

FINDINGS

Six overarching themes emerged in the interviews, each describing a feature of stakeholder partnerships that helps to support and sustain the implementation of AABSS Plan program initiatives:

1. Awareness
2. Clear expectations
3. Access
4. Communication and collaboration
5. Goals and accountability
6. Sustainability and systemic change

For each of these six themes, we highlight successes (what works to promote this aspect of partnership?); challenges (what hinders the development or maintenance of this aspect of partnership?); and supports stakeholders need to strengthen their partnerships in these areas.

Theme 1. Awareness

What works

Interview participants who described having healthy and effective partnerships tended to have at least one foundational feature in common: a high level of awareness of Grantees' work across the school campus and stakeholder community. Grantees in these partnerships described feeling supported by leaders at different levels. These leaders serve as "champions" who open doors for them within the school community, helping with visibility and integrating their activities and services into the daily functioning of the learning environment. In these partnerships, leaders employ clear messages that emphasize the importance of the AABSS Plan, helping to motivate engagement with staff, families, and students.

Challenges

Several interview participants suggested that without a champion in leadership, Grantees can struggle with building awareness of their services or even their presence in schools. The interview data suggest that stronger messaging about the intended objectives and benefits of the AABSS Plan program initiatives could help to build awareness and motivate stakeholders to engage with Grantees. For instance, several interview participants described experiencing occasional pushback from school staff who did not have a clear understanding of the AABSS programming. Several interview participants suggested that Grantees and partners in rural areas do not always see their needs represented in the AABSS Plan, expressing their perception that the initiative is mostly geared towards regions along the I-5 corridor, namely Portland and Salem. A few school and district leaders described how educators can struggle to connect to the AABSS Plan program initiatives when their student

populations of color are very low. As an example, one school leader said, "other places are dealing with greater issues than us" to explain lower levels of engagement with the grant in their district. This response suggests that some educators may perceive the grant as an initiative to deal with "issues" among African/African American/Black/African Diaspora students as opposed to a strengths-based approach to promoting positive outcomes and public engagement statewide.

On the other hand, a couple of interviewees in areas with larger African American/Black/African Diaspora student populations described a perception among some educators that Grantees sometimes prioritize serving larger service numbers over providing intensive services to meet acute needs.

Recommended Supports

Many of the opportunities emerging in interviews fit within the broad category of messaging and awareness. School and district staff expressed a desire for more information about the initiative, and more information about how the Grantee(s) in their region fit into the larger landscape of legislation and policy. Some interview participants felt that if educators had more information about the potential of the AABSS Plan to promote educational equity and address urgent disparities, there would be more active engagement. Suggestions in this area included direct communication from state-level education leaders with schools/districts or providing schools/districts with easy-to-consume information about the AABSS Plan, accompanied by data to illuminate the motivation behind the legislation and demonstrate the promise of the work. Several interview partners requested that the AABSS Advisory Group include more members from different places in the state, to ensure coherence of the grant's objectives across Oregon.

> **"Come behind the project team and open doors for them."**
>
> **"More ownership at the executive leadership level and better messaging, so we can talk about it and garner more support."**
>
> **--School Leaders**

Theme 2. Clear Expectations

What works

The AABSS Plan thrives with participation from multiple stakeholders including Grantees, schools, district offices, Educational Service Districts (ESDs), families, and community partners. Each of these stakeholders has different roles to play in the ecosystem of the AABSS Plan, and stakeholders want to understand how best to leverage their roles to support the AABSS Plan program initiatives. For example: What does it mean to be a principal at a school where an AABSS Plan Grantee is working? What is expected of the principal in this role, and how does that role intersect with other stakeholder roles? Describing effective partnerships, interview participants said that leaders in different roles were able to provide unique forms of support according to their strengths and the resources at their disposal, as long as they had a clear understanding of when and how to exercise those strengths and allocate those resources.

Challenges

According to a number of interview participants, expectations for different stakeholders in the AABSS Plan ecosystem are not always clear. For instance, school leaders requested clarity on expectations regarding the allocation of time and school resources, and how much access Grantees should have to classroom spaces, student information, and family contacts. District leaders requested clarity on how to integrate the grant into other equity work, as well as how to communicate with schools to ensure that Grantees have the access they need to youth, families, and data. Grantees as well as school and district leaders expressed a need for more clarity regarding data collection (how and when to measure and report on outcomes) as well as more support with data use for tracking progress and advocating for the work. Finally, several interviewees across the different roles mentioned that turnover in staff working on the AABSS Plan at ODE contributed to their perception of shifting and unpredictable expectations from the state.

Recommended Supports

A major strength of the AABSS Plan is the diversity of approaches taken by Grantees, involving educators and community-based leaders who have deep and specific connections to their own communities. Saddling Grantees with overly prescribed sets of guidelines and regulations may hamper Grantees' ability to draw creatively from their unique strengths and responsive practices. At the same time, opportunities exist to clarify expectations for the various stakeholders who each occupy different roles in the work of the grant, starting with listening to them about their needs and their ideas. For example, district leaders who are involved in multiple lines of equity work may benefit from discussion about how this initiative intersects with other efforts, how they can involve their dedicated equity staff, and how they can be effective champions for their schools. School leaders may benefit from guidance around appropriate allocations of space, time, and other resources to support Grantees. ODE could provide templates for Memorandums of Understanding (MOUs) between schools and Grantees, which can help to delineate expectations clearly on both sides of the partnership.

Grantees want to understand not only expectations around data but also other forms of reporting and interacting with other Grantees. There are opportunities to strengthen collaboration between Grantees and to operate as a learning network, but it must be done intentionally with clear objectives, expectations, and metrics for assessing network effectiveness.

> **"There is a grass-roots feeling to this work—successes are happening because of what people are doing on the ground, not because the systems are set up for them to succeed. I would like to see some coherence—guidelines, incentivized metrics."**
>
> **--District Leader**

Theme 3. Access

What works

According to interview participants, partnerships are most effective when schools support Grantees with space and resources needed to meet regularly with students and families, and when Grantees can access student

data in real time (for example, through Synergy or another student information system in place at the school) to know when support or intervention are needed.

Grantees described how existing partnerships can help pave the way for Grantees' access to students and student data. Grantees who had previous relationships with school and district leaders have been better able to establish themselves as a presence for students and gain access to student-level data, according to interviewees. When Grantees have preexisting levels of trust with building leaders, they do not have to start at the beginning to build a relationship and advocate for their presence with students and families. In the absence of existing partnerships, Grantees benefit from being introduced by district or ESD leaders who can "open doors" for them and help schools understand their training and qualifications, how students benefit from their presence, and how Grantees can better serve students by using real-time data to inform their practices.

Challenges

A few Grantees reported facing challenges gaining access to students and information when they do not have existing partnerships or a "champion" at the level of executive leadership. Grantees varied a great deal in their perceptions of being welcomed into school environments. On the other hand, a district leader noted that school personnel must prioritize the protection of their students, and it is not always clear that Grantee staff are trained in school-specific protocols, which hinders their ability to grant access to physical spaces where students are (such as classrooms or even hallways). Likewise, schools cannot grant access to their student information systems without MOUs and rigorous data security measures in place.

Recommended Supports

More than one Grantee said that state-, ESD-, or district-level leaders need to introduce schools to the importance of the AABSS Plan so that schools are "bought in," particularly when Grantees do not have existing relationships with schools. As mentioned above, MOUs between schools and Grantees are helpful tools and could include an outline of the steps that Grantees need to take to access students and their data. ODE and school district leaders should work in partnership to ensure that Grantees can receive any specific training or certification needed to interact with students on campus and access their data.

Theme 4. Communication and Collaboration

What works?

Frequent, open communication between Grantees and school/district staff helps to build the trust needed for stakeholders to engage with the AABSS Plan program initiatives. According to several interviewees, Grantees are helping to promote communication within and between school and district personnel. In addition to connecting school staff with families, Grantees are effective at building bridges between educators within and across schools and districts. As one school leader phrased it, the AABSS Plan program initiative in the region "has put folks in conversation that weren't in conversation before." Several interview participants described how district-level diversity, equity, and inclusion (DEI) staff can be helpful for making connections between the AABSS Plan and other equity-focused initiatives in the region, allowing programs to leverage their strengths and resources.

Several Grantees said they benefitted from opportunities to share learning with other Grantees, particularly when there is overlap in student populations served.

What are the challenges?

Interview participants across all roles discussed the difficulty of coordinating across services within the same school or district, including Grantees who serve overlapping populations of youth.

Regarding cross-Grantee collaboration, the ODE team convenes Grantees monthly for important announcements, evaluation updates, requests for follow-up tasks, and information sharing. Because these agenda items take time, there is not much opportunity during those monthly meetings for interactive knowledge sharing or relationship building amongst the Grantees.

Recommended Supports

Dedicated diversity, equity, and inclusion staff within districts can help coordinate and align efforts across different organization working in the same community. Staff in these roles often have a broader perspective on opportunities that exist to leverage resources and share learning across programs. Similar to the supports proposed above for building awareness, stakeholders would likely benefit from examples or templates of communication plans for schools, districts, and Grantees to use as guidelines for their own communication protocols and practices.

Grantees may also benefit from the formation of a more intentional learning community with each other, facilitated by the AABSS Plan Coordinator. Existing monthly Grantee meetings could be reconfigured to offer more opportunities to engage in Grantee-driven discussions to build and share knowledge.

Theme 5. Goals and Accountability

What works?

Data can be a powerful tool for promoting the AABSS Plan program initiatives by demonstrating both the promise and the progress of the work. When partners have statistics and data displays on hand to emphasize the importance and urgency of the AABSS Plan, stakeholders are more motivated to engage, according to several interview participants.

Virtually all of the Grantees talked about the need for collecting and managing data that they can use to monitor progress toward achieving objectives, and to identify areas of needed improvement.

> **"We need to have data so we can say, look, this is something we need to get support for."**
>
> **--School Leader**

What are the challenges?

Several school and district leaders expressed frustration about needing more education data at their fingertips. For example, a district partner described looking for some statistics to substantiate a point about disparities in outcomes for students of color and finding it difficult to navigate ODE's public data collections to find those specific data points.

Grantees also need support and technical assistance for collecting program data that will help them both to monitor their own objectives and meet their reporting requirements for the grant. Without such technical assistance, Grantees find themselves required to report on metrics that they may not have systems in place to collect and manage.

Recommended Supports

The more education leaders see positive outcomes emerging from the work of Grantees, the more likely they will be to participate actively. Suggestions included creating and maintaining a data dashboard that stakeholders can easily access and interact with, so that they can look at outcomes in their region alongside statewide outcomes. There is need for the state to provide reports of aggregate and system level outcomes over time that align with the AABSS indicators.

Grantees expressed a desire to collect and use data more effectively but need more consistent communication about ODE's expectations for data collection and reporting. Grantees also need more technical support for data collection, management, and use. Suggestions included outlining data expectations at the outset of the funding cycle (including a timeline for which data will be required to collect and when) and providing training to ensure someone from each Grantee team has the capacity to collect and track the required data in a secure and effective manner. Grantees may also need support with drafting and executing MOUs with their partner schools so that they can access student-level data in real time. Importantly, Grantees need to know ahead of time who will have access to their data related to the grant (e.g., ODE staff and any externally contracted evaluation team) so that they can discuss and obtain necessary consent from schools and families.

> **"Hold us accountable."**
>
> **--School Leader**

Theme 6. Sustainability and Systemic Change

What works?

School and district partners value the presence of Grantees and reported many individual-level and school-level successes from the AABSS Plan program initiatives. Grantees and their staff were described during interviews using terms such as "powerful presence" and "godsend." Interviewees shared powerful anecdotes of Grantees affecting positive change for students and school communities. For example, a school leader described a shy student who became a passionate advocate for school-wide curriculum change. A district partner described seeing a series of students break out of harmful cycles—such as being needlessly tracked into developmental courses—and going on to pursue advanced postsecondary education.

> **"The presence of this team is so important."**
>
> **--School Leader**

What are the challenges?

Successes take time and persistence to translate into systemic change. According to some interview participants, planning for long-term change is difficult when Grantees and their stakeholders are uncertain about the status of funding from year to year, or when they experience gaps or lags in funding cycles. A few interviewees also suggested that staff turnover at ODE has complicated transitions between funding cycles.

Recommended Supports

According to principles of equitable funding,[10] longer funding cycles and simplified application processes can lead to more seamless transitions and greater continuity of programming. This is particularly true for small community-based organizations working within funding constraints. By employing retention strategies and continuity plans to mitigate the impact of staff turnover related to coordination of the AABSS Plan, the ODE team will be well positioned to put the necessary supports in place for more stability and sustainability. Furthermore, technical assistance related to data monitoring and reporting will help set Grantees up to apply for further funding, including funding from other sources that can support and sustain their work.

Importantly, student- and school-level successes take time to translate into systemic change and measurable outcomes. When asked if they had observed system-level changes resulting from the AABSS Plan program initiatives, most interviewees were not able to name specific changes yet. One school leader said that the programming needs to be more "embedded" in schools before lasting changes take effect. A district leader stressed that change takes time and implored the Oregon legislature and ODE to continue funding the work.

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[10] https://nonprofitaf.com/wp-content/uploads/2021/03/Equitable-Grantmaking-Continuum-Full-Version-Updated-March-2021.pdf

> **"The longer we can continue, we will start to see the outcomes. It takes time—don't let it go away before we can see the fruits of the labor."**
>
> **--District Leader**

HARNESSING LEARNING FROM THE EVENTS OF 2020-2021

Grantees have been a critical resource for schools and districts during both the COVID-19 pandemic and a series of wildfires in summer 2020 that heavily impacted some Grantee communities. One school leader stressed that Grantees were a "lifeline" to students and families during school and business shutdowns, a time in which many Grantees pivoted to focus on helping families with basic health and safety needs such as food and hygiene products. According to a number of school leaders, Grantees were in many cases able to reach and communicate with families more effectively than school staff during extended school closures.

The global health crisis of the past year has been disproportionately devastating for communities of color, to the extent that the CDC Director officially designated racism as a public health risk in April 2021.[11] Meanwhile, the murder of George Floyd at the hands of police in summer 2020 sparked the largest racial justice protests in the United States since the Civil Rights Movement. Nearly all Grantees reported, during interviews, that they facilitated discussions or otherwise made space for students and families to process the different emotions ignited during this time.

Many interviewees described lessons they had learned over the past year about adapting to change and remembering what is important during times of crisis. AABSS Grantees and partners have shown incredible creativity and resilience in the face of adversity, including embracing new technologies such as Zoom, Google Voice, and recorded messages to reach students and families. Some of those tools may continue to be useful as the pandemic subsides, and stakeholders should be encouraged to reflect on any tools and changes to their practices that they want to retain for their future work. For example, one district leader in a region with many newcomer families described using video to record messages for families in their native languages—a practice that has proved so successful, they plan to continue it going forward.

> **"I'll keep meeting families where they are…the pandemic has made us all more flexible."**
>
> **--Grantee**

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[11] https://www.cdc.gov/media/releases/2021/s0408-racism-health.html

SECTION IV: ASSESSMENT OF PROGRAM OUTCOMES

The evaluation team used administrative data collected from the Oregon Department of Education to assess student-level outcomes. The data presented in this section first describe some characteristics of Oregon's student and educator population, followed by a focus on the African/African American/Black/African Diaspora student population in Oregon, and finally focuses on a subset of the Grantee student population.

As described in Section I, collection and use of individual student and staff data required additional data processing and masking by ODE in order to protect student confidentiality and respect stakeholder consent. The data processing and masking methods introduced limitations on the amount of data that met evaluation criteria for inclusion in the analysis. In the end, the sample of students served by Grantees in this report reflects the population of 4 of the 11 Grantees in the 2020-2021 school year, 3 Grantees in the 2018-2019 and 2019-2020 school years, and 2 Grantees in the 2016-2017 and 2017-2018 school years. The analysis, therefore, should be considered a pilot study to establish a foundation for analyzing Grantee outcomes in future iterations of the evaluation when data will be available from all Grantees. Results presented in this section should not be generalized to the entire Grantee population.

CHARACTERISTICS OF STUDENTS AND EDUCATORS IN OREGON

In the school years since 2014, non-Hispanic white students have made up approximately 60-63% of the total student population in Oregon. The following chart (Figure 5) highlights the percentage of students of color in Oregon during those years, disaggregated by race. Note that if a student or educator identified as Multiracial or Hispanic and one of the races is listed as Black, the student is counted in the following figures as African American/Black. The Multiracial and Hispanic categories include students who listed multiple races and/or Hispanic ethnicity and did NOT indicate African American/Black as a category. This approach reflects the AABSS Advisory Group's interest in outcomes for students with the lived experiences of identifying at least in part as African/African American/Black/African Diaspora in Oregon.

Figure 5. Student Enrollment in Oregon for Students of Color
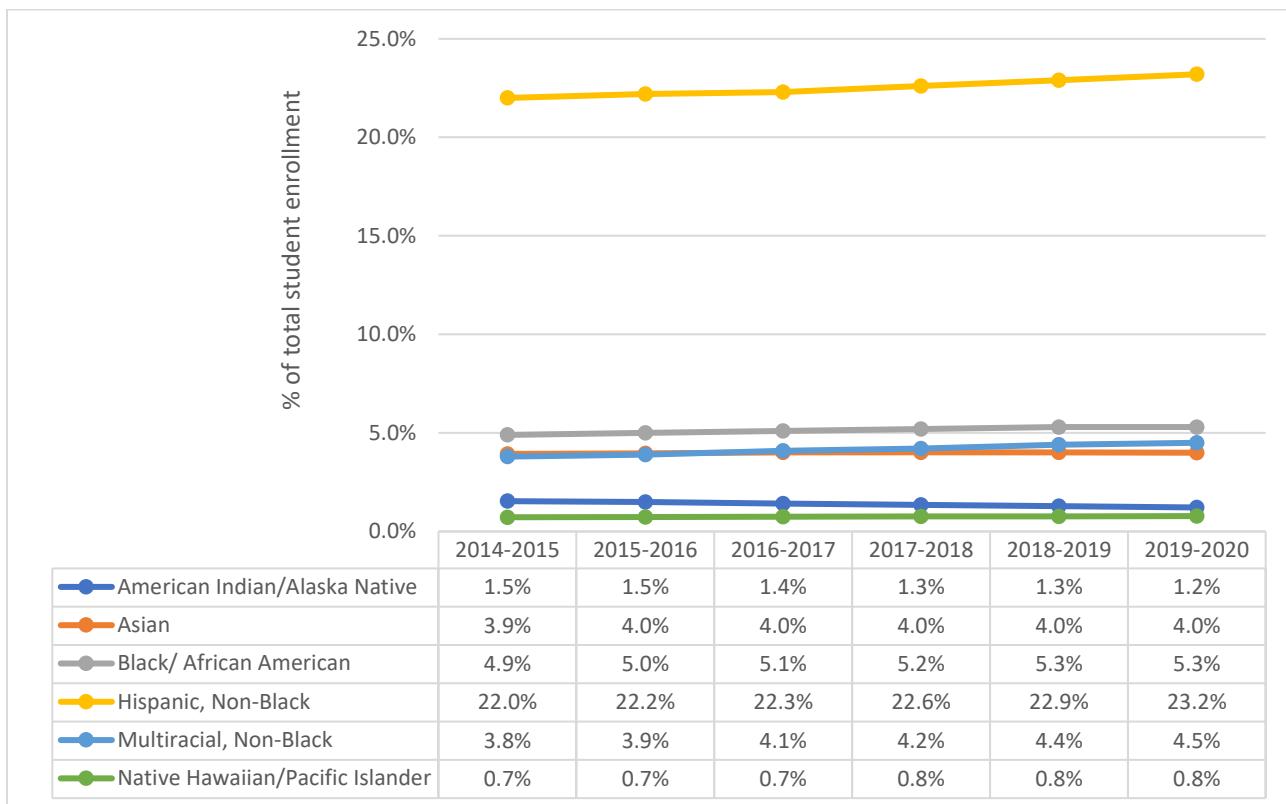
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
American Indian/Alaska Native	1.5%	1.5%	1.4%	1.3%	1.3%	1.2%
Asian	3.9%	4.0%	4.0%	4.0%	4.0%	4.0%
Black/ African American	4.9%	5.0%	5.1%	5.2%	5.3%	5.3%
Hispanic, Non-Black	22.0%	22.2%	22.3%	22.6%	22.9%	23.2%
Multiracial, Non-Black	3.8%	3.9%	4.1%	4.2%	4.4%	4.5%
Native Hawaiian/Pacific Islander	0.7%	0.7%	0.7%	0.8%	0.8%	0.8%

Source: ODE Annual Cumulative ADM. Counts are deduplicated. Note: If a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black. The Multiracial and Hispanic categories include students whose race/ethnicity categories did NOT include African American/Black.

In the same school years, approximately 90% of educators have been non-Hispanic white. The following graph (Figure 6) focuses on the 10% of the educator population that identifies as an Educator of Color. The number of educators that identify as Hispanic has increased over time while the rates have remained stable for the remaining racial groups. The proportion of African/African American/Black/African Diaspora educators in Oregon has consistently made up between 1.2%-1.4% of the overall population of educators from 2013-2020. The districts with the highest number of African/African American/Black/African Diaspora educators in this sample are (in alphabetical order) Beaverton School District, David Douglas School District, Eugene School District, Forest Grove School District, Hillsboro School District, North Clackamas School District, Portland Public School District, and Salem-Keizer School District.

Figure 6. Race and Ethnicity of Educators of Color in Oregon

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
American Indian/Alaska Native	0.5%	0.5%	0.5%	0.5%	0.5%	0.6%	0.6%
Asian	1.6%	1.7%	1.7%	1.7%	1.8%	1.9%	2.0%
Black/African American	1.3%	1.1%	1.1%	1.2%	1.2%	1.3%	1.3%
Hispanic, Non-Black	3.8%	3.9%	4.2%	4.5%	4.7%	5.3%	5.5%
Multiracial, Non-Black	1.3%	1.4%	1.4%	1.4%	1.5%	1.5%	1.5%
Pacific Islander	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
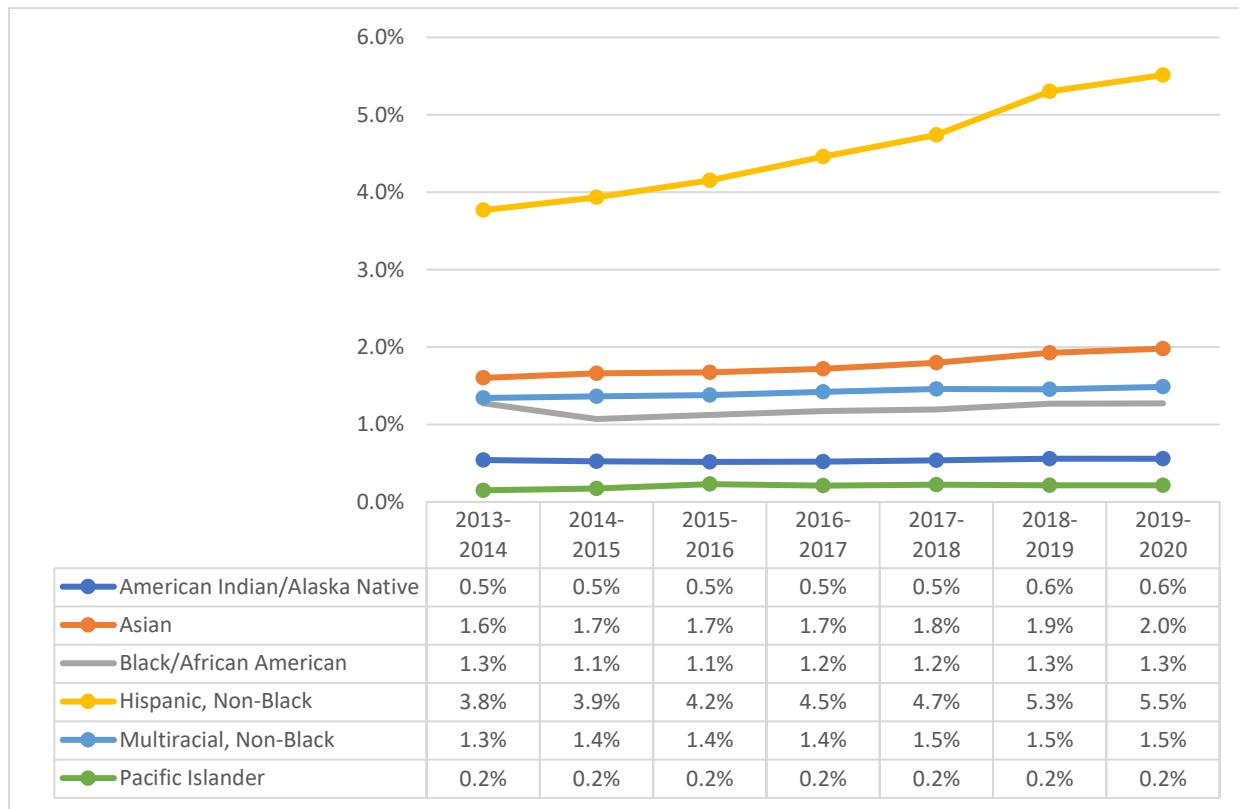
Source: ODE Staff Position Data Collection. Counts are deduplicated. Note: If an educator identifies as Multiracial or Hispanic and lists one race as African American/Black, the educator is counted as African American/Black. The Multiracial and Hispanic categories include educators whose race/ethnicity categories did NOT include African American/Black.

The Impact of Disaggregating Race and Ethnicity Categories for Multiracial and Hispanic Students

The chart below (Figure 7) shows the difference in the African American/Black student population depending on how a student's race and ethnicity is defined. The federally-defined counts include students who are non-Hispanic and identify as African American or Black and not with any other racial category. The inclusive counts include students who identify as African American or Black and also includes Hispanic students and students who are multiracial so long as one of the racial categories is African American or Black. Thus, the inclusive counts include Multiracial students as well as Hispanic Black students. Since the 2014-2015 school year, the number of African American/Black students was under 15,000 annually using the federally-defined counts but over 30,000 annually if using the inclusive counts.

Figure 7. African American/Black Student Enrollment in Oregon Inclusive and Exclusive of Multiracial and Hispanic Students

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Federally-defined	13,592	13,517	13,470	13,328	13,185	13,044
Inclusive	30,858	31,614	32,345	32,935	33,157	33,164

School Year

Federally-defined   Inclusive
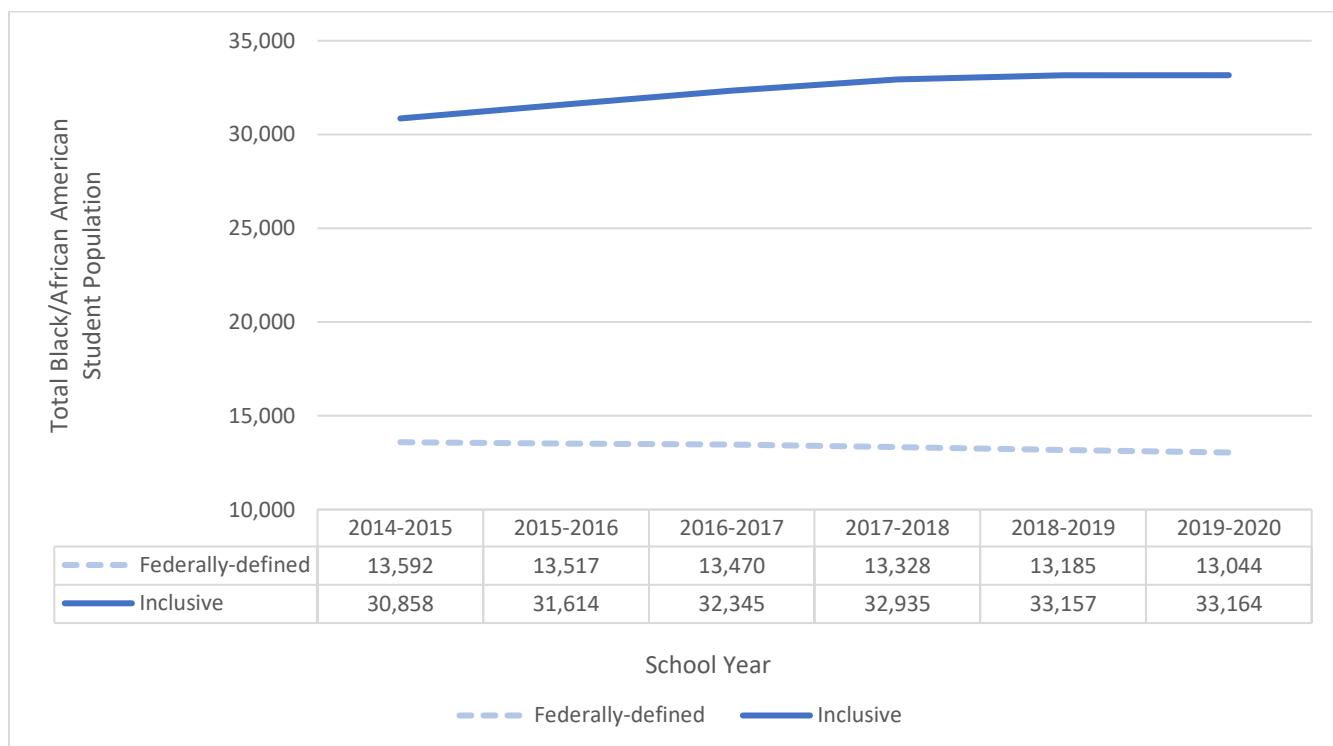
Source: ODE Annual Cumulative ADM. Counts are deduplicated. Note: For the "Inclusive" definition, if a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black.

Figures 8 and 9 show the proportions of students in the categories that comprise the inclusive definition of the African American/Black/African Diaspora population, for Oregon overall and for the sample of students in the pilot Grantee group. Comparing the two figures, the sample of students served by the subset of Grantees in the pilot study includes a higher proportion of Black multiracial students than the overall population in Oregon, particularly in the 2018-2019 and 2019-2020 school years.

Figure 8. Overall Population of African/African American/Black/African Diaspora Students in Oregon from 2014-2020, Disaggregated by Multiracial, Hispanic, and Single-race Proportions

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
■ Black-Multiracial	52.3%	53.6%	54.6%	55.5%	56.0%	56.0%
■ Black-Hispanic	3.9%	3.8%	4.0%	4.2%	4.5%	4.8%
■ African American/Black (non-Hispanic, single race)	43.9%	42.6%	41.4%	40.2%	39.6%	39.2%

Academic Year

■ African American/Black (non-Hispanic, single race) ■ Black-Hispanic ■ Black-Multiracial
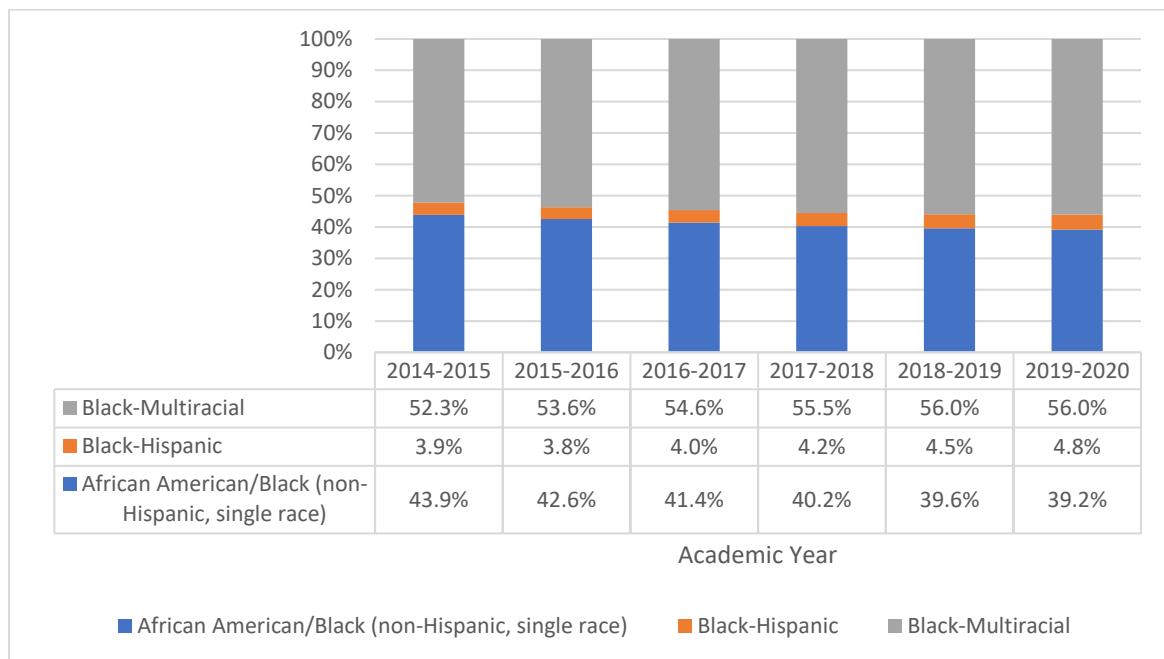
Source: ODE Annual Cumulative ADM. Counts are deduplicated.

Figure 9. Population of African/African American/Black/African Diaspora Students in Grantee Pilot Study from 2016-2020, Disaggregated by Multiracial, Hispanic, and Single-race Proportions
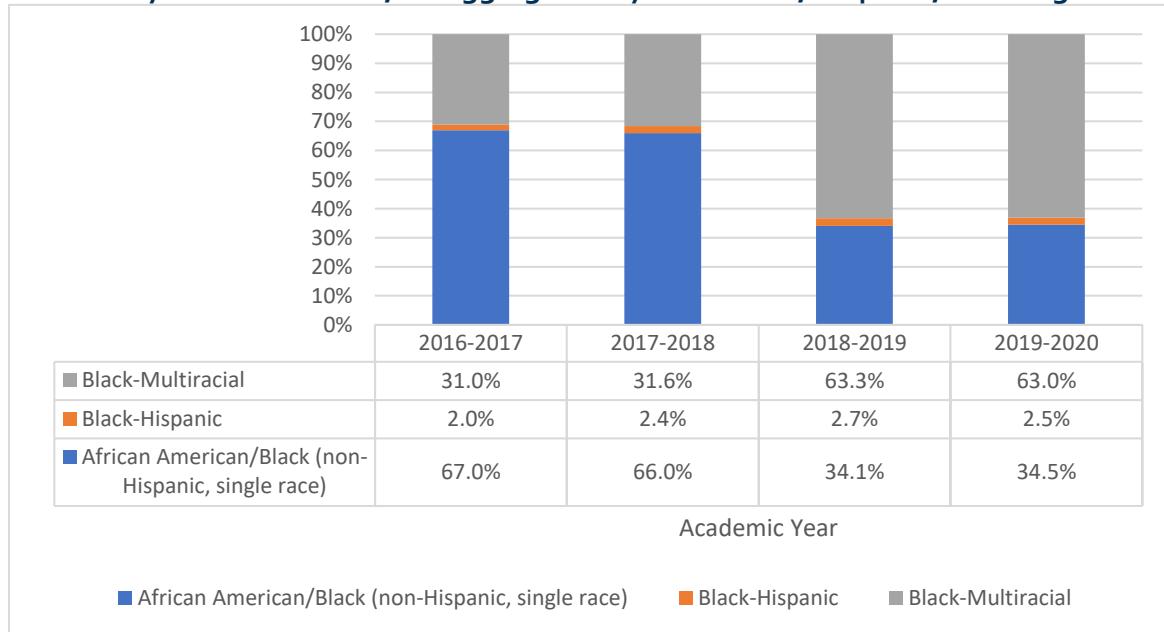
	2016-2017	2017-2018	2018-2019	2019-2020
■ Black-Multiracial	31.0%	31.6%	63.3%	63.0%
■ Black-Hispanic	2.0%	2.4%	2.7%	2.5%
■ African American/Black (non-Hispanic, single race)	67.0%	66.0%	34.1%	34.5%

Academic Year

■ African American/Black (non-Hispanic, single race) ■ Black-Hispanic ■ Black-Multiracial

Source: Preliminary Grantee Participant Data and ODE Annual Cumulative ADM. Counts are deduplicated.

Among youth served by the sample of two Grantees in the 2016-2017 and 2017-2018 school years, the percent of students identifying as African American in the ODE data—based on the inclusive definition—was around 93% (Table 3). African American/Black students comprised 97% of the grantee student population during the 2018-2019 academic year (4 Grantees) and 97% of students receiving grantee services in the 2019-2020 school year (4 Grantees). White (non-Hispanic) students were the next most-represented racial group of grantee students at 1.3% during these recent academic years.

Table 3. Pilot Study: Demographics of Grantee Student Population

School Year	American Indian/Alaska Native	Asian	Black (any race/ ethnicity)	Hispanic (Non-Black/ African American)	Multi-racial (Non-Black/ African American)	Pacific Islander	White	Total
2016-2017 (2 Grantees)	0%	0.5%	93.5%	0.9%	0.9%	0.9%	3.3%	214
2017-2018 (2 Grantees)	0%	0.5%	92.8%	2.3%	1.4%	1.4%	1.8%	222
2018-2019 (3 Grantees)	0.1%	0.1%	97.3%	0.8%	0.3%	0.8%	0.5%	736
2019-2020 (3 Grantees)	0.1%	0%	97.0%	1.1%	0.3%	0.3%	1.3%	795
2020-2021 (4 Grantees)	0.1%	0%	97.7%	0.4%	0%	0.1%	0.9%	847

Source: Preliminary Grantee Participant Data and ODE Annual Cumulative ADM. Counts are deduplicated. Note: If a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black. The Multiracial and Hispanic categories include students whose race/ethnicity categories did NOT include African American/Black.

If Table 3 was limited to students who identified only as African American/Black (non-Hispanic and not Multiracial), the percent of African American/Black students served by the AABSS Plan program initiatives in this sample would never exceed 62%. Figure 10 further demonstrates the importance of considering how the lived experiences of Multiracial and Hispanic students may show up differently in the data if race categories are disaggregated in different ways.

Out of the four Grantees included in this section of the report, the earliest start was during the 2016-2017 school year, which is represented by two grantees whose available data started that year. A third Grantee began during the 2018-2019 school year, leading to an increase in the number of students served. Using the federal definition of African American/Black students, grantees served 134 African American/Black students in 2016-2017, increasing to 268 African American/Black students in 2019-2020. Using the definition inclusive of Multiracial and Hispanic students, grantees served 200 African American/Black students in 2016-2017 and 771 African American/Black students in 2019-2020.

## Figure 10. Pilot Study: African American/Black Students served by Grantees Inclusive and Exclusive of Multiracial and Hispanic Students
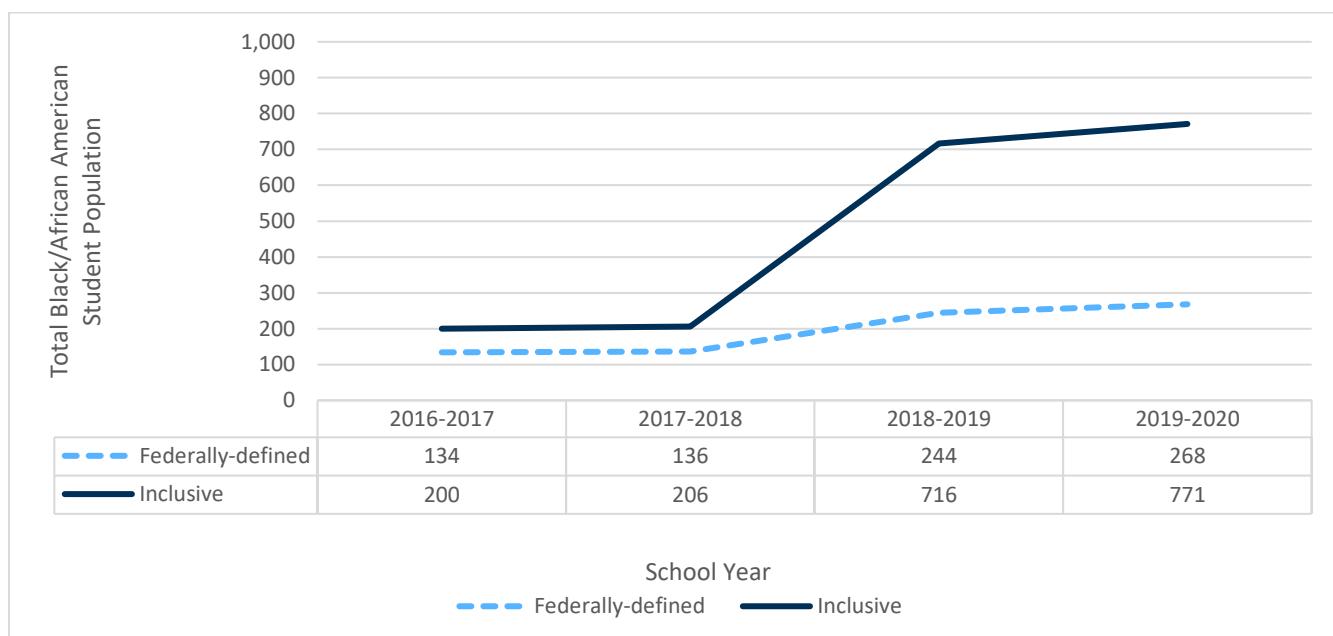
	2016-2017	2017-2018	2018-2019	2019-2020
Federally-defined	134	136	244	268
Inclusive	200	206	716	771

School Year

Federally-defined Inclusive

Source: Preliminary Grantee Participant Data and ODE Annual Cumulative ADM. Counts are deduplicated. Note: the samples for 2016-2017 and 2017-2018 include students from 2 Grantees, and the samples for 2018-2019 and 2019-2020 include students from 3 Grantees. For the "Inclusive" definition, if a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black.

Gender

Enrollment by gender for African American/Black students in Oregon was split relatively evenly between students identifying as male and female from 2014-2020, with male students representing a slightly higher percent of the African/African American/Black/African Diaspora student population (51%-52%) during each year data were collected through 2019-2020. This result is consistent with other categories of race and ethnicity, in nearly all of which males represent slightly more students than females, with the exception of an even (50%) gender distribution among Asian students. Notably, 2019-2020 was the first year that any African/African American/Black/African Diaspora students identified as nonbinary, but the proportion was too small to show up as a percentage.

In the population of students served by the Grantees in the pilot study, males represented a higher proportion of students in 2016-2017 and 2017-2018 (55% and 58%, respectively) but the distribution across genders has evened out since the 2018-2019 school year.

Homelessness

African/African American/Black/African Diaspora students were consistently reported as homeless more frequently than the overall student population in Oregon.[12] The percent of African/African American/Black/African Diaspora students who were homeless peaked in 2016-2017 at 7.4%, which is nearly twice as much as the overall percentage of homeless students.

Figure 11. Pilot Study: Percent Homelessness Among African/African American/Black/African Diaspora Students in Oregon in Grantee Student Population Compared to All Students and African American/Black Students in Oregon

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All African American/Black Students in Oregon	7%	7%	7%	7%	7%	6%
All Students in Oregon	3%	4%	4%	4%	4%	4%
Grantee Students			8%	12%	10%	3%

School Year

— All African American/Black Students in Oregon   — All Students in Oregon   — Grantee Students
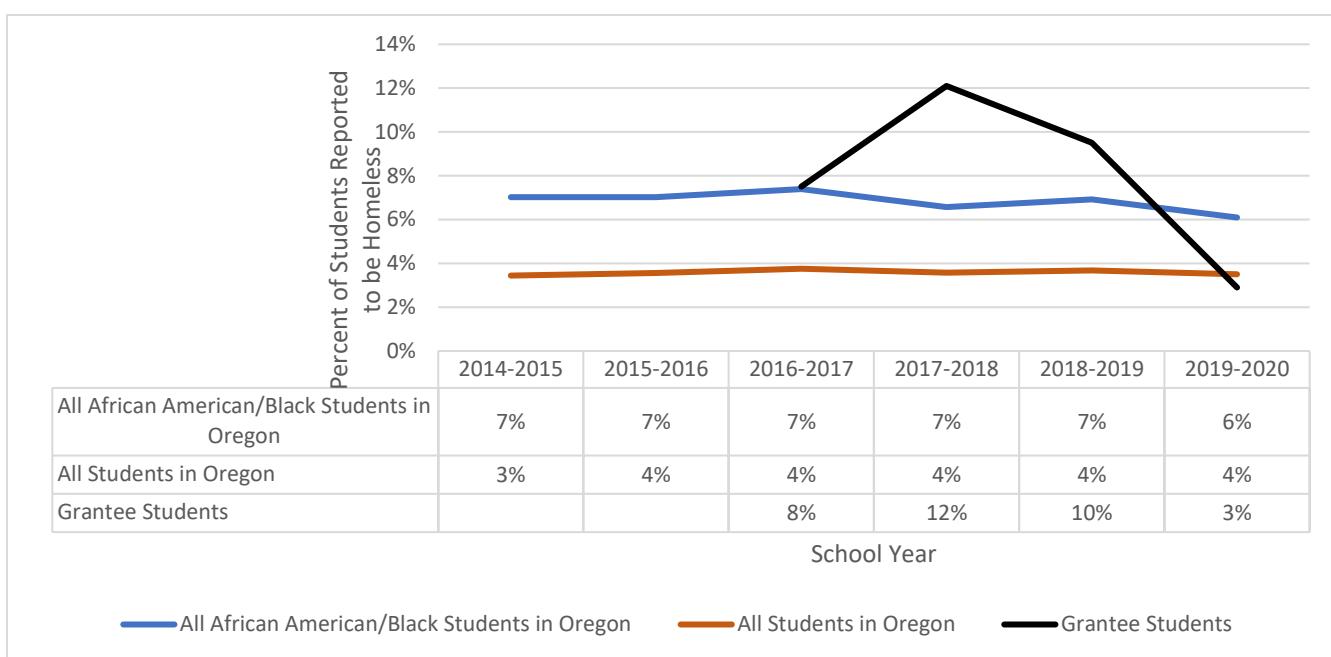
Source: Preliminary Grantee Participant Data, ESEA McKinney-Vento Homeless, and ODE Annual Cumulative ADM. Counts are deduplicated. Note: If a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black. The samples for 2016-2017 and 2017-2018 include students from 2 Grantees, and the samples for 2018-2019 and 2019-2020 include students from 3 Grantees.

Overall Enrollment

Figure 12 includes the number of students identified in ODE student data as African American/Black who were enrolled throughout the State of Oregon from 2014-2020. Both the enrollment count for African/African American/Black/African Diaspora students and the proportion of African/African American/Black/African

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[12] Students meet Oregon's definition of homeless if they "lack a fixed, regular, and adequate nighttime residence." Students are eligible for educational rights and services as homeless students if they, for example, live in an emergency or transitional housing, share housing with others due to economic hardship, reside in motels, or live in tents or trailers for lack of alternative, adequate housing. Unaccompanied children and youth who are not living with parents or legal guardians – for whatever the reason - are also eligible. Source: https://www.oregon.gov/ode/schools-and-districts/reportcards/Documents/rptcard2019.pdf

Diaspora students in Oregon has increased during the years covered by this report. In the 2019-2020 academic year, there were 33,164 Black/African American students enrolled in Oregon schools.

Figure 12. Student Enrollment by Race/Ethnicity in Oregon
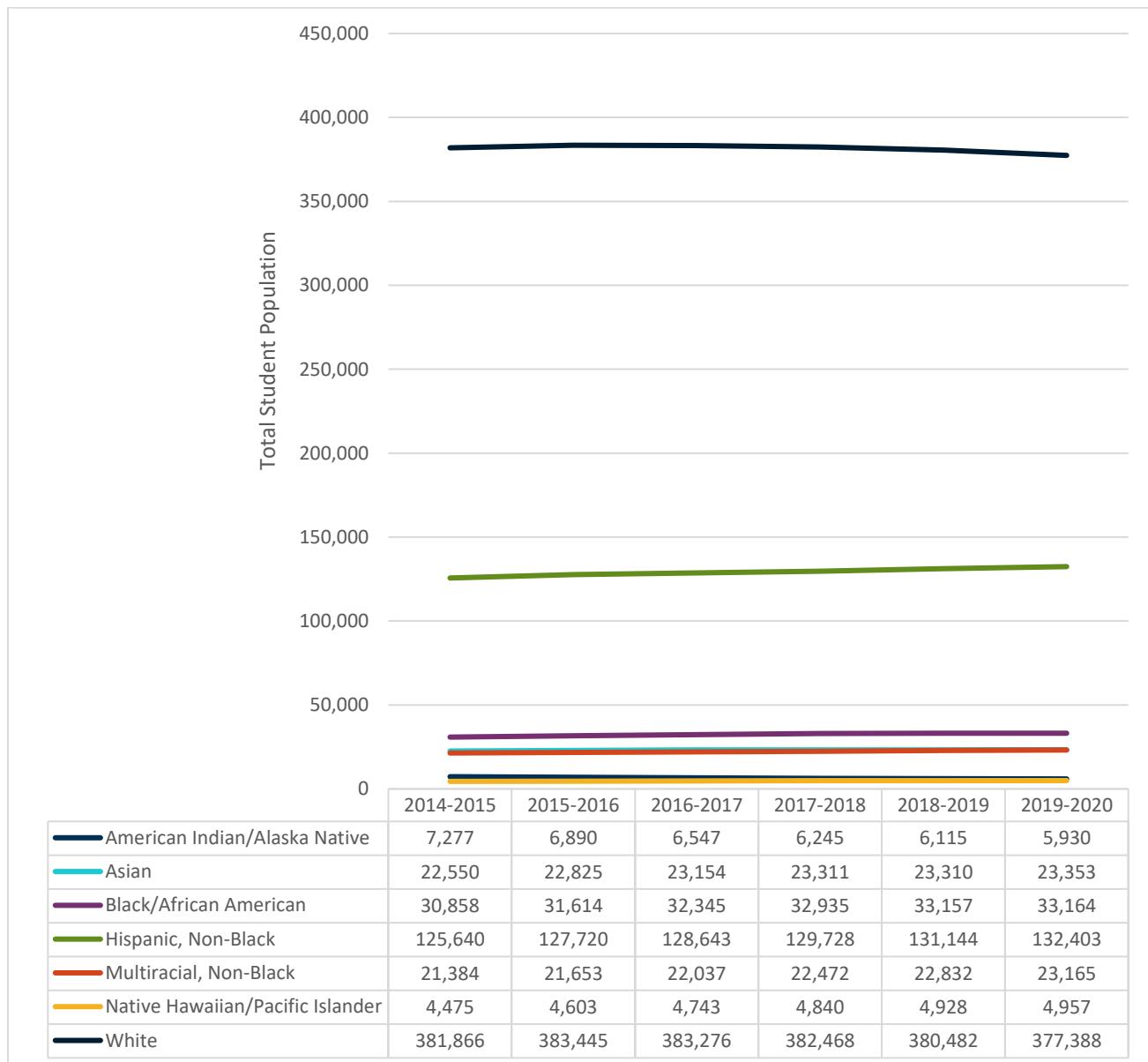
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
American Indian/Alaska Native	7,277	6,890	6,547	6,245	6,115	5,930
Asian	22,550	22,825	23,154	23,311	23,310	23,353
Black/African American	30,858	31,614	32,345	32,935	33,157	33,164
Hispanic, Non-Black	125,640	127,720	128,643	129,728	131,144	132,403
Multiracial, Non-Black	21,384	21,653	22,037	22,472	22,832	23,165
Native Hawaiian/Pacific Islander	4,475	4,603	4,743	4,840	4,928	4,957
White	381,866	383,445	383,276	382,468	380,482	377,388

Source: ODE Annual Cumulative ADM. Counts are deduplicated. Note: If a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black. The Multiracial and Hispanic categories include students whose race/ethnicity categories did NOT include African American/Black.

Graduation and Completion Rates

Figure 13 details the 4-year graduation rates of the overall Oregon student population, all African American/Black students in Oregon, and grantee students by their year of high school entry. Graduation is defined as a student receiving a regular diploma, a modified diploma, and those students who earned their diplomas but have not yet received them because they were returning for a 5th year of high school to earn college credits. Students that are deceased or transferred to home schooling or out-of-state schooling are excluded from this analysis.

For all students in Oregon, the 4-year graduation rate was 77% for students entering high school in 2013-2014 and 83% for students entering high school in 2016-2017. For African American/Black students in Oregon, the 4-year graduation rates were 70% and 76%, respectively, for the same high school entry years. Grantee students had lower 4-year graduation rates. Grantee students entering high school in 2013-2014 had a 4-year graduation rate of 35% and the rate increased to 62% for grantee students entering high school in 2016-2017.

Figure 13. Pilot Study: Four-Year Graduation Rates Among African/African American/Black/African Diaspora Students in Oregon in Grantee Student Population Compared to All Students and African American/Black Students in Oregon

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All African American/Black Students in Oregon	70%	69%	70%	69%	72%	76%
All Students in Oregon	74%	75%	77%	79%	80%	83%
Grantee students			35%	39%	50%	62%

Year of High School Entry

— All African American/Black Students in Oregon — All Students in Oregon — Grantee students
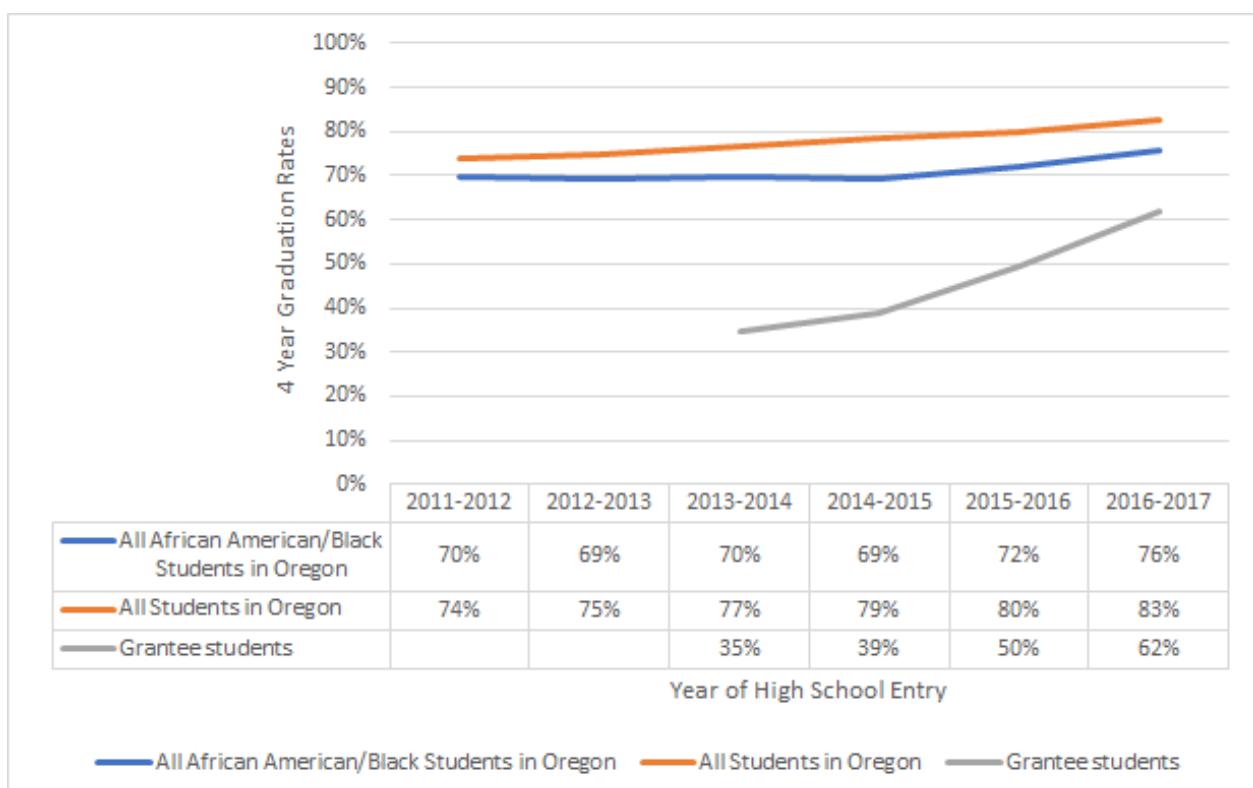
Source: ODE Annual Cumulative ADM and cohort graduation. Counts are deduplicated. Note: If a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black. Note: the samples of students entering high school in 2013-2014 and 2014-2015 include students from 2 Grantees, and the samples of students entering high school in 2015-2016 or 2016-2017 include students from 3 Grantees.

In addition to a regular diploma, a modified diploma, and earning a diploma but not yet receiving it because a student was returning for a 5th year to earn college credits, the completion rate also includes those students who earned an adult high school diploma or a GED. Similar to graduation rates, completion rates exclude students who are deceased or transferred to home schooling or out-of-state schooling.

Figure 14 displays the 5-year completion rate for all Oregon students, all African American/Black students in Oregon, and all grantee students by the year they entered high school. For all students in Oregon, the 5-year completion rate increased from 82% for students entering high school in 2011-2012 to 87% for students entering high school in 2015-2016. African American/Black students in Oregon had 5-year completion rates that increased from 78% to 81% during the same period. For grantee students, the 5-year completion rate for students entering high school in 2013-2014 was 58% and for students entering high school in 2015-2016 the 5-year completion rate was 66%.

Figure 14. Pilot Study: Five-Year Completion Rates Among African/African American/Black/African Diaspora Students in Oregon in Grantee Student Population (4 Grantees) Compared to All Students and African American/Black Students in Oregon
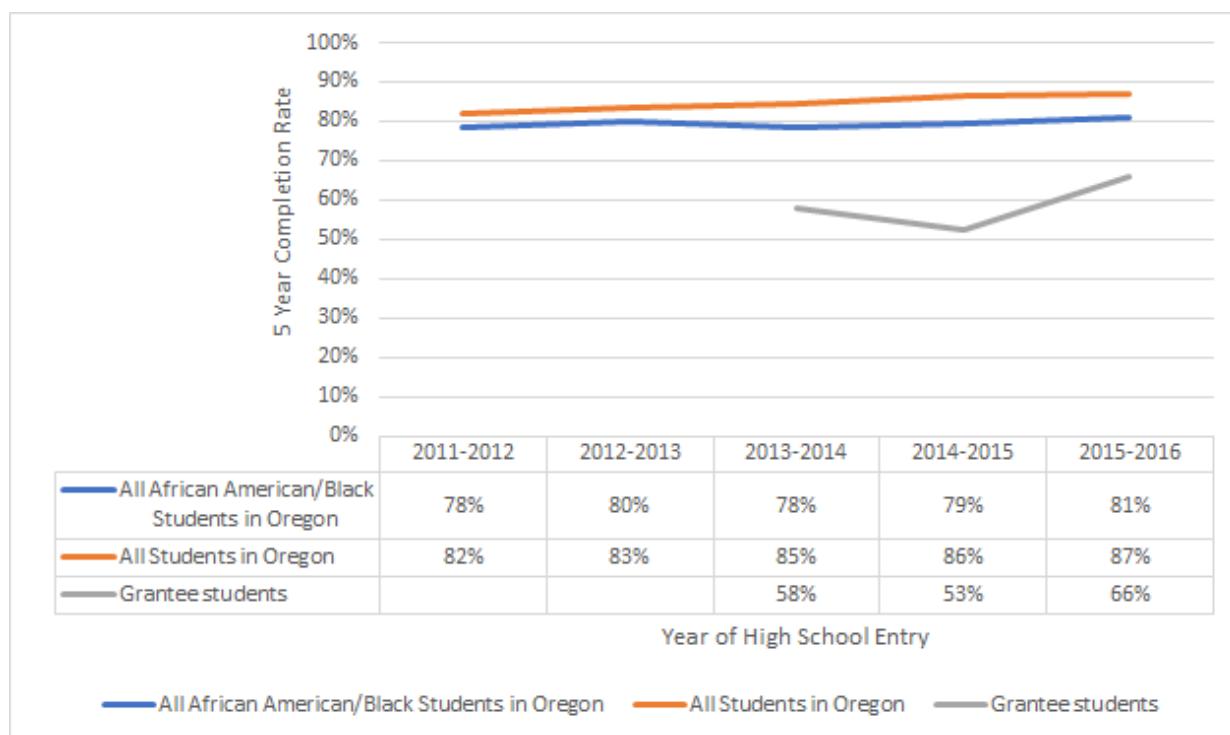
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
All African American/Black Students in Oregon	78%	80%	78%	79%	81%
All Students in Oregon	82%	83%	85%	86%	87%
Grantee students			58%	53%	66%

Year of High School Entry

Source: ODE Annual Cumulative ADM and cohort graduation. Counts are deduplicated. Note: If a student identifies as Multiracial and one of the races is listed as African American/Black, the student is counted as African American/Black. Note: the samples of students entering high school in 2013-2014 and 2014-2015 include students from 2 Grantees, and the sample of students entering high school in 2015-2016 includes students from 3 Grantees.

Regular Attendance

During the 2018-2019 academic year, 72% of students in the grantee sample were regular attenders, meaning that they did not miss more than 10% of classes during the year (Figure 15). This number was an increase from 54% of students in the 2017-2018 school year and 55% in the 2016-2017 school year. Grantee students had a lower percentage who were regular attenders compared to the overall student population in Oregon and the African American/Black student population in Oregon. Regular attender status was not available for the 2019-2020 school year at the time of this report.

Figure 15. Pilot Study: Percent Regular Attenders in Grantee Student Population Compared to All Students and African American/Black Students in Oregon

|	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All African American/Black Students in Oregon	81%	80%	78%	77%	75%	
All Students in Oregon	83%	82%	81%	80%	80%	
Grantee students			55%	54%	72%	

School Year
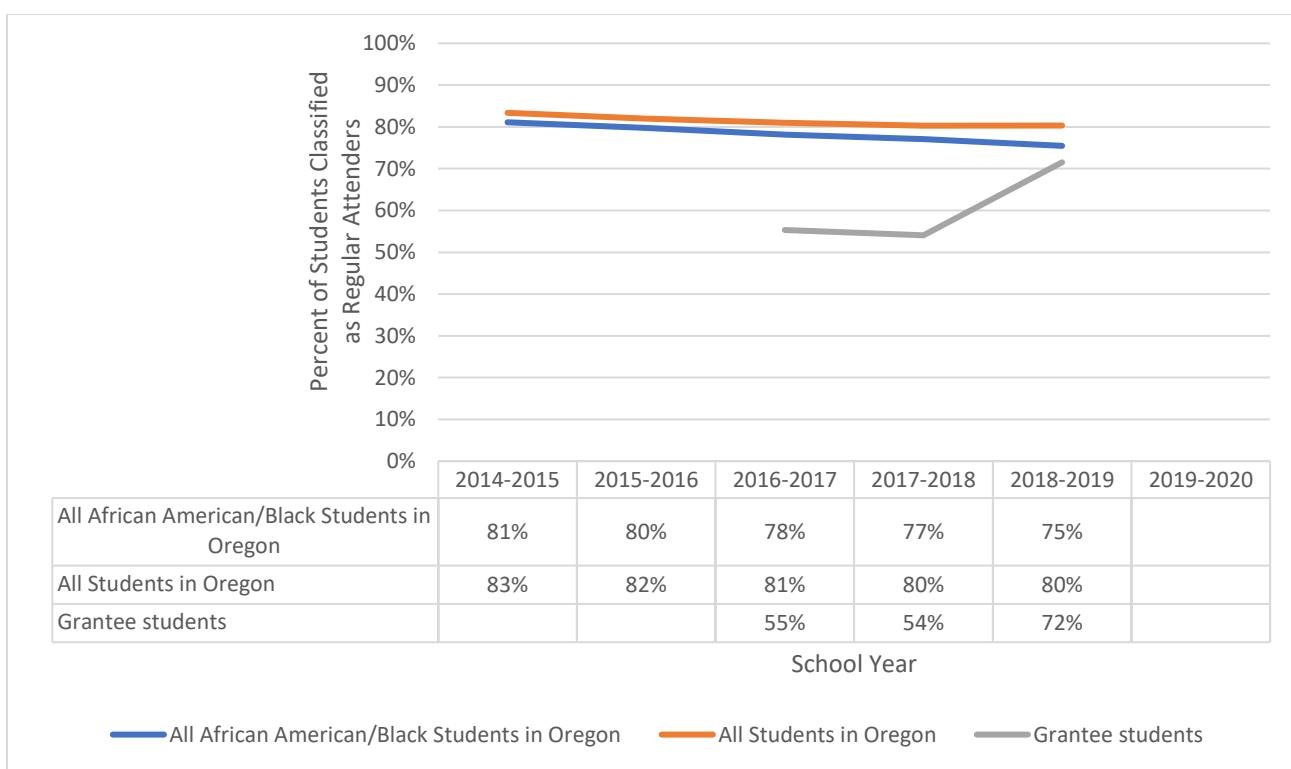
Source: ODE Annual Cumulative ADM and Regular Attenders. Counts are deduplicated. Note: If a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black. The samples for 2016-2017 and 2017-2018 include students from 2 Grantees, and the sample for 2018-2019 includes students from 3 Grantees.

Disciplinary Actions

The percent of Grantee students who experienced disciplinary actions[13] peaked in the 2017-2018 academic year at 52% (Figure 16). In the 2018-2019 school year, this value decreased to 22% of Grantee students. The percentage of Grantee students with a disciplinary action in 2018-2019 and 2019-2020 was comparable to the percentage of all African American/Black students and the overall student population statewide with any disciplinary actions. In the 2019-2020 academic year, 13% of Grantee students experienced a disciplinary action. The decrease in 2019-2020 may be attributable to the effects of the COVID-19 pandemic and its impact on school closures, as the overall percentage of students with a disciplinary action decreased statewide.

Figure 16. Pilot Study: Percent of Students Experiencing Disciplinary Actions in Grantee Student Population Compared to All Students and African American/Black Students in Oregon

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All African American/Black Students in Oregon	16%	18%	18%	20%	21%	10%
All Students in Oregon	9%	9%	10%	11%	10%	6%
Grantee students			43%	48%	22%	13%

School Year

—— All African American/Black Students in Oregon   —— All Students in Oregon   —— Grantee students
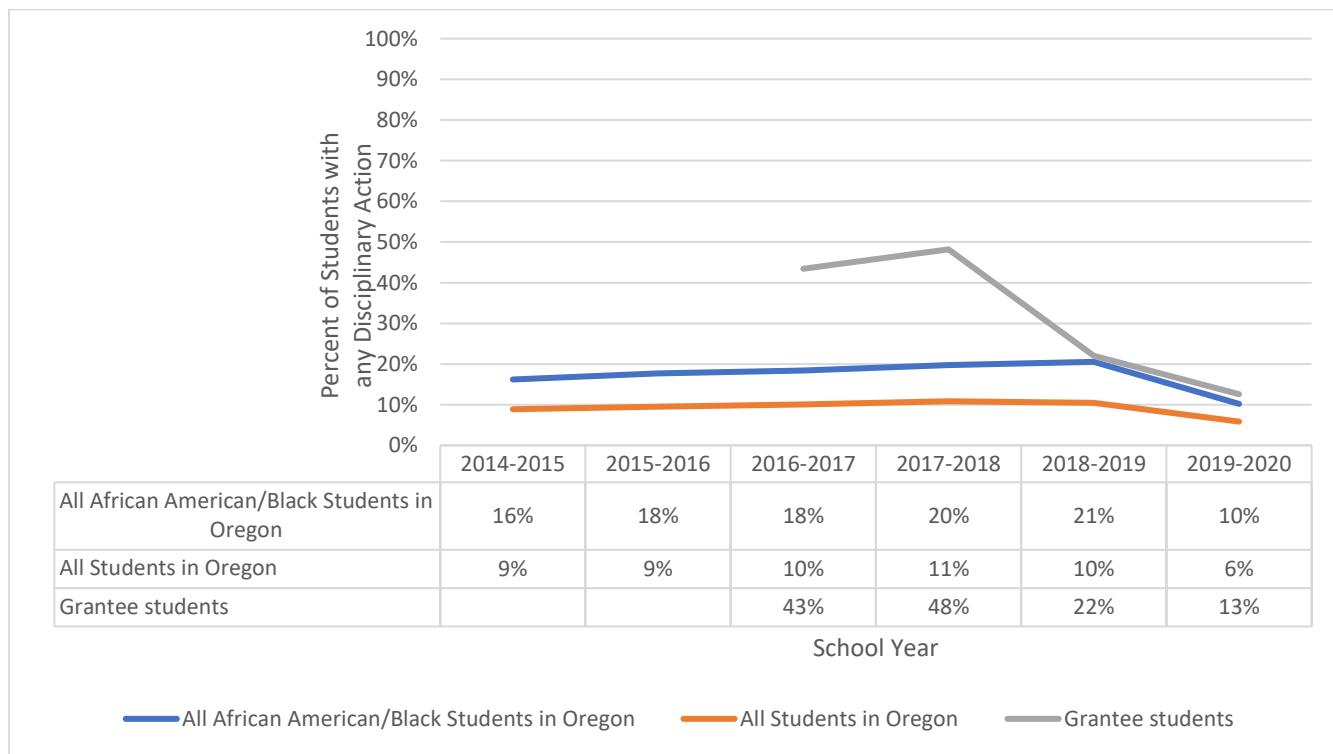
Source: ODE Annual Cumulative ADM and Discipline Incidents Data Collection. Counts are deduplicated. Note: If a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black. The samples for 2016-2017 and 2017-2018 include students from 2 Grantees, and the samples for 2018-2019 and 2019-2020 include students from 3 Grantees.

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[13] Types of disciplinary actions include expulsion, in-school suspension, out-of-school suspension, truancy, and removal to an alternate educational setting. See https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/disciplinecollectionmanual.pdf

Ninth Grade on Track for On-time Graduation

Between the 2016-2017 and 2018-2019 school years, Grantee students in 9th grade fluctuated between 58% and 75% who were on track for on-time graduation. During these years, the percentage of 9th grade students on track for on-time graduation during their cohort years was lower compared to the overall 9th grade student population in Oregon and all 9th grade African American/Black students in Oregon. Between 82% and 84% of all 9th grade students in Oregon were on track for on-time graduation between 2016-2017 and 2018-2019 while between 73% and 77% of 9th grade African American/Black students in Oregon were on track for on-time graduation during the same period. Grantee 9th grade students had a similar rate to 9th grade African American/Black students in 2018-2019.

Figure 17. Pilot Study: Percent of Ninth Grade Students on Track for On-time Graduation in Grantee Student Population Compared to All Students and African American/Black Students in Oregon

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
All African American/Black Students in Oregon	68%	75%	73%	77%	77%
All Students in Oregon	78%	82%	82%	84%	84%
Grantee students			67%	58%	75%

School Year

All African American/Black Students in Oregon ▬ All Students in Oregon ▬ Grantee students
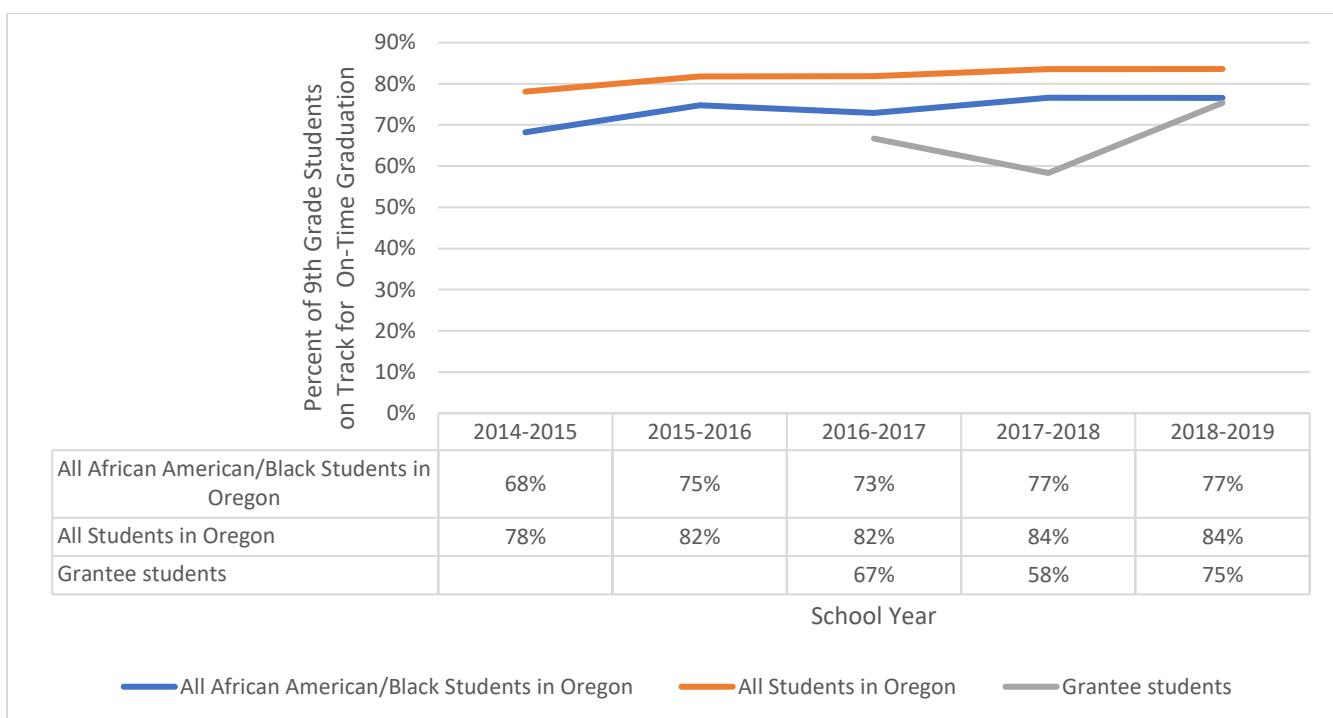
Source: ODE Annual Cumulative ADM and 9th Grade on Track. Counts are deduplicated. Note: If a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black. The samples for 2016-2017 and 2017-2018 include students from 2 Grantees, and the sample for 2018-2019 includes students from 3 Grantees.

SECTION V: RECOMMENDATIONS

Based on the findings from both qualitative and quantitative analyses, NPC Research recommends that ODE and the AABSS Advisory Group address the following objectives going forward.

INCREASE AWARENESS OF THE AABSS PLAN AMONG EDUCATION STAKEHOLDERS

- Provide more information to leadership and staff at schools, district offices, and ESDs about the potential of the AABSS Plan to promote educational equity and address urgent disparities. Consider a media campaign, community events, and direct communication from state-level education leaders with easy-to-consume information about the AABSS Plan, accompanied by data to illuminate the motivation behind the legislation and demonstrate the promise of the work.

- Provide both state- and district-level education leaders and AABSS Advisory Group members with tools and resources to be champions for the initiatives in their communities. These resources may include materials to distribute physically (such as brochures or postcards) or to share digitally (such as media releases). Ensure that the information on ODE's website is up to date, and that ODE leadership uses consistent vocabulary and messaging about the Plan. The AABSS Plan Coordinator—potentially with support from the external evaluation team—should be tasked with creating talking points and highlights that are shared with leadership to help motivate engagement.

- Recruit and retain AABSS Advisory Group members from different places in the state, to ensure coherence of the grant's objectives across Oregon.

- Data can be a powerful tool for promoting the AABSS Plan program initiatives by allowing education leaders to see positive outcomes emerging from the work of Grantees. Consider including data points in public-facing materials and media releases. A data dashboard could be developed to allow stakeholders to access and interact with data on outcomes easily in their region and around the state.

DEVELOP PROTOCOLS FOR SCHOOL AND DISTRICT COLLABORATION WITH GRANTEES

- Opportunities exist to clarify expectations for the various stakeholders who each occupy different roles in the work of the grant. The ODE team could help by providing information to school and district partners in the form of a guidebook or toolkit that delineates the expectations for partnership. School leaders may benefit from guidance around appropriate allocations of space, time, and other resources to support Grantees.

- Providing Grantees and partners with templates for Memorandums of Understanding (MOUs) could help to formalize the expectations and agreements on both sides of the partnership. For instance, if ODE wishes to ensure that partnering school districts provide access to student data in real time for

Grantees through the Student Information System, an MOU template should include the steps needed on both sides of the partnership for Grantees to gain such access.

- District leaders who are involved in multiple lines of equity work may benefit from discussion with ODE about how this initiative intersects with other efforts, and how they can leverage the strength of dedicated equity staff.

BUILD GRANTEE CAPACITY TO COLLECT AND USE DATA

- Grantees need support and technical assistance for collecting program data that will help them both to monitor their own objectives and meet their reporting requirements for the grant. An external evaluation team can support ODE with the provision of this technical assistance as part of the evaluation scope.

- ODE can support Grantees in building their data infrastructure by providing templates and data collection protocols with clear instructions and guidance for data collection and use.

- ODE and the Advisory Group should engage in discussions to ensure that within the framework of the 14 AABSS indicators of success, Grantees are able to focus their efforts on the indicators that matter to them most, that are reasonable to measure accurately, and that most closely match the needs in their communities.

ESTABLISH LEARNING COLLABORATIVES

- The monthly Grantee meetings that ODE facilitates provide an opportunity for Grantees to build relationships with each other and create a space for learning and sharing resources. Time for networking and collaboration should be intentionally built into the agenda during those meetings, potentially extending them by 15-30 minutes and employing facilitation strategies such as breakout rooms and discussion prompts.

- Validated instruments exist that measure the strength and vitality of learning networks and research-practice partnerships. ODE may wish to consider collecting its own data on the functioning of the Grantee learning collaborative (or include such measurement in the scope of the external evaluator's work), both for improvement and to model data collection and use for Grantees.

- With stronger data collection protocols in place, Grantees can use data as part of the learning environment and as a tool for continuous and collective improvement. Grantees should have regular opportunities to review cohort-wide data to celebrate successes and identify areas to direct future efforts.

STRENGTHEN IMPLEMENTATION OF THE AABSS PLAN ALONG THE PATHWAY FROM EARLY LEARNING TO POSTSECONDARY EDUCATION

- The AABSS Plan provides a list of 14 indicators of student success that the Grantees could potentially address. During our evaluation we noticed that none of the current Grantees addressed Indicators 13

or 14, which relate to postsecondary education, and that few Grantees were addressing early learning. These ends of the school age continuum need more attention to address needs at the state level.

- Consider partnering with the Office of the Higher Education Coordinating Commission to strengthen the interpretation and implementation of Indicators 13 and 14.

- Consider soliciting feedback from current and former Grantees regarding the interpretation and implementation of the indicators of student success. When possible, use their feedback to make modifications to the indicators to ensure that addressing and measuring each indicator is feasible within time and cost parameters.

- Consider expanding the reach of Grantees that serve early learning and postsecondary student populations, either by actively recruiting new Grantees in these areas, or supporting current Grantees to increase their scope, or both.

PURSUE SYSTEM LEVEL CHANGES

- Collaborate with similarly missioned funders (e.g., the Oregon Community Foundation's Black Student Success initiative; Portland Public Schools' Racial Equity and Social Justice Strategies and Partnerships) to align program strategic planning and implementation.

- Support relationship-building between community-based organizations, students, and their schools while attending to the cultural differences that exist within African American and Black communities (e.g., immigrant and refugee communities).

- Continually revisit ODE's racial equity lens and grantmaking processes to enhance the focus on racial justice, which emphasizes power dynamics and transformative solutions to historic and ongoing systemic racism.[14]

- Consider revising the funding application and administration process to reflect principles of equitable grant making (Table 4).

- Consider providing additional support to prospective and new Grantees during the pre-and post-application process. During the pre-application process, provide webinars, example applications, and one-on-one support to applicants. This approach will enable organizations that do not typically have grant-writing capacity to build their capacity for submitting a competitive application.

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[14] Sen, Rinku, and Villarosa, Lori. *Grantmaking With a Racial Justice Lens: A Practical Guide*. Philanthropic Initiative for Racial Equity. 2019.

Table 4. Principles of Equitable Grantmaking

	Level 1 Funder (least equitable)	Level 2 Funder (more equitable)	Level 3 Funder (most equitable)
Organization Size Funded	Only funds well-established organizations with proven track records	Mostly funds well-established organizations with proven track records, but also considers smaller organizations	Significant support of organizations that are smaller and more grassroots in nature, especially those that are led by and serving marginalized communities
Grant Application Process	Requires multiple-page narratives, several attachments, and/or unique outcomes templates. Takes organizations 15 or more hours to complete	Requires a lot of copying and pasting and a few attachments. Takes 4 to 14 hours to complete application	Accepts grant proposals written for other purposes and reaches out to organizations to ask clarifying questions verbally. Takes organizations up to 3 hours to complete
Grant Decision Timeline/Fund Disbursement	Takes 3 or more months	Takes 1 to 3 months	Takes less than 1 month
Renewal process	Requires Grantees to fill out a new application every cycle	Has shorter, more streamlined applications to renew grants	Funding is renewed with brief conversation to ensure goals and values still align

Adapted from https://nonprofitaf.com/wp-content/uploads/2021/03/Equitable-Grantmaking-Continuum-Full-Version-Updated-March-2021.pdf

APPENDICES

APPENDIX A. ACKNOWLEDGEMENTS

The NPC team extends gratitude to everyone who has helped with the evaluation, especially the following:

- Oregon Department of Education: Carmen Xiomara Urbina, Deborah Lange, Shelaswau Crier, and Amelia Vargas
- Evaluation Advisory Subcommittee: Chairwoman Joyce Harris, Kendra Hughes, Iris Bell, Tim Logan, Earlean Wilson Huey, Amelia Vargas, Shelaswau Crier, and Deborah Lange
- All of the AABS Advisory Group members, with special gratitude for those who provided feedback during evaluation updates
- All of the Grantees for their collaboration and inspirational efforts

APPENDIX B. GRANTEE PROFILES

African Youth and Community Organization (AYCO): Strengthening the Capacity of Cultural Navigators

Program Description
Strengthening the Capacity of Cultural Navigators works to recognize and build upon the cultural capacity of East African families in several school districts in the Greater Portland area. This project focuses on using cultural navigators to address multiple domains of the environment that may affect academic outcomes for Black/African youth. AYCO and its partners provide supports and intervention efforts that work to improve engagement, communication, and cultural responsivity in service of Black/African students.

The primary goals of this program are to:

1. Provide students with mentoring related to both academic and personal development
2. Offer professional development programming for both grant and school staff
3. Ensure academic support is provided to students in after-school programming
4. Improve engagement of parents and families as well as communication between families and school staff

History with the AABS Success Plan
Strengthening the Capacity of Cultural Navigators is a Phase II Grantee, funded through House Bill 2016 in 2018. From 7/1/2020 to 6/30/2021, the program served 224 African/African American/Black/African Diaspora students.

Services Provided

Strengthening the Capacity of Cultural Navigators serves elementary and middle-school aged students in these School Districts:

- Beaverton School District
- David Douglas School District
- Portland Public Schools
- Reynolds School District

Strengthening the Capacity of Cultural Navigators provides the following services:

- **Provide mentoring to students:** Cultural navigators provide mentoring related to academic and personal development for student participants.
- **Improve professional development of staff:** Workshops and programming are offered to improve cultural responsivity and overall professional development.
- **Experiential learning opportunities:** Students are afforded the ability to learn through field trips, sports activities, and engagement with community partners.

Strengthening the Capacity of Cultural Navigators is currently addressing 8 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
African Youth and Community Organization (AYCO)	■	■	■	■		■	■	■		■					8

Indicator 1: Increased access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten

Indicator 2: Increased number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood environments

Indicator 3: A consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners

Indicator 4: A culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon

Indicator 6: Increased amount of available culturally responsive curriculum in Oregon schools for African American/Black students

Indicator 7: Increased literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students

Indicator 8: Reduced number of discipline incidents for African American/Black Students

Indicator 10: Increased rate of freshman on-track for African American/Black students

Service Model
Cultural navigators work within schools to provide in-school and after school support to participating students. These program staff members offer mentoring to students to improve the development of both academic and personal skills. In addition, cultural navigators work to address barriers preventing parents and families from communicating and engaging with the school system.

Partnerships
Strengthening the Capacity of Cultural Navigators currently has partnerships with the African Youth and Community Organization (AYCO), the Center for African Immigrants and Refugees Organization (CAIRO), and Portland State University.

Data accessibility
The focus of this current evaluation is to provide a quantitative assessment of how each of the Grantee progress on the HB 2016 Indicators of Success. The following table lists data practices asked of each of the Grantees.

Data accessibility: AYCO	Yes/No
Program established MOU with school district	Yes
Program/Grantee staff are able to access student records via Synergy or other school/district data system	Yes
Program/Grantee staff have a case management system for tracking engagement activities with students	Yes
Program/Grantee staff track student identification numbers for each student connected to the program	Yes

Strengthening the Capacity of Cultural Navigators Logic Model

Inputs	Activities	Outputs	Outcomes
Program leadership Cultural Navigators Students School districts Community organizations Parents/guardians and other family members	Professional development for school staff and service providers Mentoring for students After-school academic support for students Facilitating communication and engagement of parents/caregivers with the school system Providing out of school developmental opportunities for students such as field trips, sports, and involvement with community organizations	Increased culturally responsive curriculum Professional development workshops conducted Students receiving mentoring Improved conflict resolution skills by students Improved literacy and other academic outcomes	*Student/Youth Outcomes* Increased student attendance Reduced disciplinary incidents Increased literacy outcomes Increased graduation rates *School Outcomes* Increased cultural capacity and responsiveness of school staff Greater family engagement in school processes

Black Parent Initiative (BPI)

Program Description

The Black Parent Initiative is dedicated to supporting Black, African American, and Multi-Ethnic families in the Portland metropolitan area. Participants are provided services through home visiting programs, school-based programming, and wraparound resources designed to meet the various needs of these families.

The primary goals of this program are to:

1. Continue to develop relationships between African American, African, Black, and Multi-Ethnic families and their communities.
2. Provide parent education of at-home learning strategies and activities to support improved achievement and early childhood development.
3. Increase understanding and advocacy of parents regarding the needs of students.
4. Improve academic outcomes for Black, African American, and Multi-Ethnic students.

History with the AABS Success Plan

The Black Parent Initiative Project is a Phase II Grantee, funded through House Bill 2016 in 2020. From 7/1/2020 to 6/30/2021, BPI served 255 students, 249 of whom were African/African American/Black/African Diaspora students.

Services Provided

The Black Parent Initiative serves children from birth through the fifth grade and offers the following services:

- **Mobile Doula and Lactation Services:** Culturally representative doulas help new and expecting mothers to improve birth and other health outcomes.
- **Home Visiting:** Culturally-specific home visits offer support and resources to parents.
- **School-Based Learning Communities:** Works to improve advocacy and engagement of parents and to help them build relationships with each other and school staff.

The mobile double and lactation services and the home visiting program engage families from the Portland metropolitan area. The school-based programming connects with students attending the following Portland Public Schools – Beaumont Middle, Faubion Elementary, Sabin Elementary, Prescott Elementary and Kelly Elementary.

The Black Parent Initiative is currently addressing 6 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Black Parent Initiative (BPI)	■	■	■				■	■	■						6

Indicator 1: Increased access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten

Indicator 2: Increased number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood environments

Indicator 3: A consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners

Indicator 7: Increased literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students

Indicator 8: Reduced number of discipline incidents for African American/Black Students

Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students

Service Model

This program works to identify where families are at upon program entry and to provide holistic services designed to meet those needs. Mobile and home-visiting programs are available to reduce barriers to accessing services. In addition, culturally representative staff work with families to improve parent engagement and education as well as early childhood health and academic outcomes. Additionally, the Black Parent Initiative works to build relationships between parents and representatives of the school system so that children are advocated for and served in a responsive manner.

Partnerships

The Black Parent Initiative currently has partnerships with Albina Head Start, Multnomah County REACH, and Sabin Elementary School. BPI's school-based services, now known as Sawubona, connected with Community Vision/Assistive Technologies Lab to identify and provide tools for helping students remain focused during virtual learning. Sawubona also connected with Decoding Dyslexia.

Data accessibility

The focus of this current evaluation is to provide a quantitative assessment of how each of the Grantee progress on the HB 2016 Indicators of Success. The following table lists data practices asked of each of the Grantees.

Data accessibility: BPI	Yes/No
Program established MOU with school district	Yes
Program/Grantee staff are able to access student records via Synergy or other school/district data system	Yes
Program/Grantee staff have a case management system for tracking engagement activities with students	Yes
Program/Grantee staff track student identification numbers for each student connected to the program	Yes

Black Parent Initiative Logic Model

Inputs	Activities	Outputs	Outcomes

Program leadership
 	
Program staff
 	
School staff
 	
Students
 	
Parents/guardians
	Mobile doula services
	
	Home-visiting services
	
	Hiring of diverse staff
	
	Facilitate the training of black certified lactation counselors
	
	Facilitate parent-teacher meetings
	
	Parent engagement workshops and activities
		Birth outcomes
		
		Attendance at student/parent community events
		
		Academic achievement metrics
		
		Black doula workforce
			Student/Youth Outcomes
			
			  Increased access to high quality early learning
			
			  Increased literacy outcomes
			
			  Reduced discipline incidents
			
			  Reduced absenteeism
			Family Outcomes
			
			  Improved parent engagement and education
			System Outcomes
			
			  Increase training and certification of black doulas

Early Learning Washington County: Building a SPACE for African Students' Success in Washington County

Program Description
Washington County Children Youth and Families/United Way/ Early Learning Washington County has partnered with CAIRO (Center for African Immigrants and Refugees in Oregon) and Beaverton School District Newcomers' Centers to develop a SPACE (Schools and Parents and Communities Engaged for African Students Success) Program. Grounded in African philosophy, SPACE provide a variety of services for African children, families and youth in Washington County, where there have historically been no existing services despite Beaverton School District having the second-largest enrollment of African- American/Black students in Oregon, including African/Black immigrant and refugee children and youth. The Somali population in Beaverton/Aloha is the largest African/Black immigrant and Muslim community in Oregon. SPACE empowers parents/caregivers to develop the skills, confidence, and knowledge they need to be leaders and advocates in their children's learning development, as well as supporting culturally-informed educators to ensure that appropriate engagement, education and care is available to all youth and families, will result in sustained success for Somali children, youth and parents in school and life.

The SPACE Program has three overarching goals:

1. Empower parents to develop the skills, confidence, and knowledge they need to be leaders and advocates in their children's learning and development

2. Grow the pool of culturally informed educators and ensure that appropriate engagement, education, and care are available to all youth and families

3. Ensure that Somali children and youth will be ready for sustained success in school and life.

ELWC and CAIRO are also launching a new culturally specific early learning program in Beaverton called Cairo Academy, which began in Multnomah County and is expanding to include sixteen students, primarily Somali students, in Washington County. The program is supported by Preschool Promise funding.

History with the AABS Success Plan
ELWC is a Phase II Grantee, funded through House Bill 2016 in 2018. From 7/1/2020 to 6/30/2021, the program served 35 African/African American/Black/African Diaspora students.

Services Provided
The SPACE Program serves students in the Beaverton School District (BSD). SPACE agents provide both in school support (at four sites) and at home support.

Services provided by SPACE agents include:

- Helping parents/caregivers and school staff communicate with each other

- Providing cultural consultations for school staff and community partners at large in Washington County
- Conducting trainings for school staff around African culture and history
- Supporting parents/caregivers with hurdles in home which affect their children's school engagement.
- Empowering students and families
- Supporting students and families in class and at family events and conferences
- Communicating with students and families in person, by telephone, text messages, social media, and FaceTime to make sure families have needed information and support regarding their early learning needs (enrollment/referral, etc.)

ELWC is currently working on 7 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Early Learning Washington County and CAIRO (SPACE)			■	■			■	■	■	■	■				7

Indicator 3: A consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners

Indicator 4: A culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon

Indicator 7: Increased literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students

Indicator 8: Reduced number of discipline incidents for African American/Black Students

Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students

Indicator 10: Increased rate of freshman on-track for African American/Black students

Indicator 11: Increased graduation rates for African American/Black Students

Service Model

The SPACE Program staff consists of project leaders and SPACE agents. SPACE agents are employed by the partner organizations. The program's model is based on working together with schools and families to build bridges and foster communication. The SPACE Program provides students and families with information they need for students to succeed in school, while educating school staff about the unique needs of immigrant populations and supporting teachers to meet the needs of the families.

The SPACE Program is grounded in culturally sustaining practices, such as trainings on culture for schools, class sit-ins, family festivals, and family circles where parents/caregivers can share and interact with teachers and students.

Partnerships

Washington County Children Youth and Families/United Way/Early Learning Washington County works in consortium with CAIRO (Center for African Immigrants and Refugees in Oregon) and Beaverton School District Newcomers' Centers to develop and run the SPACE Program. The work of the consortium (made up of ELWC, CAIRO, and BSD) is designed to change the landscape of Beaverton School District by expanding culturally and linguistically responsive services for African immigrant students and families. While each partner's work is intertwined with the work of the SPACE Agents, the three partners are each responsible for their own indicators. The United Way is also a partner.

Data accessibility

The focus of this current evaluation is to provide a quantitative assessment of how each of the Grantee progress on the HB 2016 Indicators of Success. In an effort to prepare for this endeavor, we need to first understand Grantee's data collection and storage practices. The following table lists data practices asked of each of the Grantees.

Data accessibility – Early Learning Washington County	Yes/No
Program established MOU with school district	Yes
Program/Grantee staff are able to access student records via Synergy or other school/district data system	No
Program/Grantee staff have a case management system for tracking engagement activities with students	Yes (in progress of getting Apricot system up)
Program/Grantee staff track student identification numbers for each student connected to the program	No

The SPACE program manager who oversees the work of the SPACE agents also supervises and looks at the data entered by staff. CAIRO used to collect data with Google Forms, and is now moving to an Apricot case management system. The program collects data on the number of contacts with students, teachers, and families, as well as the activities in which participants engage. Also tracked are the number of referrals, and number of students with disciplinary challenges or behavioral challenges.

SPACE Program Logic Model

Inputs	Activities	Outputs	• Outcomes
Project leadership Partner organizations SPACE Agents Students District leadership and staff School leadership and staff Parents/guardians and other family members Access to student-level data	Developing system to educate families on the importance of early learning Providing cultural responsiveness training and PD to teachers Referring applicable children to the BSD Newcomer Center/ELD Program Tutoring, group mentorship and peer support Outreach and engagement with African students and families Working with middle school students to support academic success and promote freshman-on-track	# of participating schools # of participating students and families attending programming # of educators participating in training and professional development Frequency of contact with families Frequency of contact with school and district staff Number of children enrolled in early learning programs Number of referrals to relevant programming, e.g. Newcomer Center and ELD Program Literacy and numeracy scores Number of regular attenders Number of freshmen on track Number of students graduating	Increase by 25% the number of children enrolled in early learning programs Increase alignment and cultural responsiveness of early learning and K-12 Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon 100% of applicable children will be referred to the BSD Newcomer Center/ELD Program and 100% of African immigrant children identified by the ELD will be referred to SPACE Increase literacy and numeracy outcomes among students served by 6.8% each per year Increase understanding of needs of African American/Black students and cultural responsiveness in schools Improve regular school attendance by 5% increase the rate of freshman on-track for African students by 10% Increase graduation rates for African American/Black Students by 10%

Education Explorers, LLC

Program Description

Education Explorers, LLC is an early education program based in Tigard, Oregon offering culturally responsive and research-backed curriculum. Participating students in this program receive warm and supportive in-school and out-of-school care as they develop skills through play-based learning. This program strives to create an inclusive environment by hiring diverse staff who can respond to the needs of diverse students.

The primary goals of this program are to:

1. Increase access to high quality early learning programs for African American/Black families in Washington County
2. Provide parenting services for African American/Black families in Washington County
3. Facilitate a safe and inclusive environment for students to learn through play
4. Maintain a diverse staff that relates to the varied experiences of students
5. Provide support to improve the home context of students by offering in-home and virtual lessons regarding home safety and developmentally appropriate practices

History with the AABS Success Plan

The Education Explorers Project is a Phase II Grantee, funded through House Bill 2016 in 2020.

Services Provided

The Education Explorers Project serves children from the ages of 2 months to 12 years of age.

The Education Explorers Project provides the following services:

- **A safe and culturally responsive learning environment:** This program strives to provide inclusive and culturally appropriate experiential learning for students.
- **Improved access to research-based early learning curriculum:** Participating families have options to improve affordability and access such as tuition scholarships and transportation support.
- **Literacy and numeracy development:** Programming for students is holistic and includes targeted activities for improving reading and math skills.
- **Parent education:** In-home and virtual meetings are provided to parents/guardians to address home safety concerns and to promote warm and developmentally appropriate interactions with children.
- **Transportation:** This program provides safe and easily accessible transportation services for children to early education and out-of-school time programs.

The Education Explorers Project is currently addressing 3 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Education Explorers, LLC	▢		▢				▢								3
Indicator 1: Increased access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten **Indicator 3**: A consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners **Indicator 7:** Increased literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students															

Service Model

This program provides students the opportunity to learn through play and experience in an environment with diverse peers and teachers. The Montessori education philosophy and Nature-Based learning are both embraced at Education Explorers. Staff work with students both in-school and out-of-school with a low student to teacher ratio so that the varied needs of participants can be accommodated. In addition, financial and transportation supports are available for families who may have barriers to accessing high quality early learning.

Data accessibility

The focus of this current evaluation is to provide a quantitative assessment of how each of the Grantee progress on the HB 2016 Indicators of Success. The following table lists data practices asked of each of the Grantees.

Data accessibility: Education Explorers	Yes/No
Program established MOU with school district	N/A[5]
Program/Grantee staff are able to access student records via Synergy or other school/district data system	N/A[6]
Program/Grantee staff have a case management system for tracking engagement activities with students	Yes
Program/Grantee staff track student identification numbers for each student connected to the program	N/A[7]

Education Explorers Logic Model

Inputs	Activities	Outputs	Outcomes

Program leadership
 	
Program staff
 	
Students
 	
Parents/guardians
	Establish tuition scholarships for families
	
	Provide transportation to participating families
	
	Experiential learning focused on numeracy and literacy skills
	
	Hiring of diverse staff
	
	Home safety education
		Enrollment reports
		
		Attendance reports
		
		Transportation logs
		
		Students and families feel comfortable in program environment
			Student/Youth Outcomes
			
			    Increased access to high quality early learning
			
			    Increased literacy outcomes
			
			    Cohesive transitions between developmental and school stages
			
			Family Outcomes
			
			    Improved home safety and developmentally appropriate practices

Elevate Oregon: African American/Black Student Bonding Project

Program Description

The African American/Black Student Bonding Project utilizes a culturally responsive program model developed by Elevate Oregon to support underserved students in the Parkrose School District. The project focuses on promoting positive bi-directional relationships between students and teacher mentors. Additionally, the African American/Black Student Bonding Project works to facilitate increased involvement from multiple components of the student's educational experience including school district leadership, teachers, and families. This program also provides participating students with opportunities to further develop leadership skills, school transition preparation, and relationships with teacher mentors through varied out of school programming.

The primary goals of this program are to:

1. Develop relationships between teacher mentors and students
2. Improve involvement and communication between school district personnel, teachers, students, and families
3. Provide culturally responsive in school curriculum to develop both the academic and social-emotional abilities of students
4. Enhance the learning experience of students through experiential out of school programming
5. Promote trust and communication between students, teachers, and families via the teacher mentor relationship

History with the AABS Success Plan

The African American/Black Student Bonding Project is a Phase II Grantee, funded through House Bill in 2018. From 7/1/2020 to 6/30/2021, the program served 122 students, including 68 African/African American/Black/African Diaspora students.

Services Provided

The African American/Black Student Bonding Project serves elementary and middle-school aged students in the Parkrose School District at these sites:

- Parkrose Middle School (ages 11-13)
- Prescott Elementary School (ages 9-11)
- Russell Elementary School (ages 9-11)
- Sacramento Elementary School (ages 9-11)
- Shaver Elementary School (ages 9-11)

The African American/Black Student Bonding Project provides the following services:

- **Provide individualized mentoring to students:** Each student has a teacher mentor assigned to them who advocates for them, provides support during transitions/life events, and helps them to be accountable for attendance and academic outcomes.
- **Promote possibilities outside of school walls:** Students have the opportunity to participate in exposure trips and leadership opportunities.
- **Culturally responsive curriculum:** Teacher mentors provide culturally relevant lessons that encompass 13 different character qualities and life skills.
- **Ensuring communication between all parties:** Teacher mentors serve as a facilitator between students, families, and school district staff to maintain collaboration and equal engagement.

The African American/Black Student Bonding Project is currently addressing 6 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Elevate Oregon						▓		▓	▓	▓	▓	▓			6

Indicator 6: Increased amount of available culturally responsive curriculum in Oregon schools for African American/Black students

Indicator 8: Reduced number of discipline incidents for African American/Black Students

Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students

Indicator 10: Increased rate of freshman on-track for African American/Black students

Indicator 11: Increased graduation rates for African American/Black Students

Indicator 12: Increased post-secondary enrollment rates of African American/Black students' high school graduates and General Educational Development (GED) completers

Service Model
This program thrives due to its close working relationship with the Parkrose School District. A teacher mentor is assigned a caseload of about 30 students. The teacher mentors continue working with these students as they advance through the school system, culminating in the students' transition to high school. Additionally, the African American/Black Student Bonding Project focuses on the development of relationships and strong communication between teacher mentors, teachers, families, and students.

Partnerships
The African American/Black Student Bonding Project currently has partnerships with the Parkrose School District, Schools Uniting Neighborhoods (SUN) School Systems, Immigrant and Refugee Community Organization (IRCO), Self Enhancement, Inc. (SEI), and Latino Network.

Data accessibility
The focus of this current evaluation is to provide a quantitative assessment of how each of the Grantee progress on the HB 2016 Indicators of Success. The following table lists data practices asked of each of the Grantees.

Data accessibility: Elevate Oregon	Yes/No
Program established MOU with school district	Yes
Program/Grantee staff are able to access student records via Synergy or other school/district data system	Yes
Program/Grantee staff have a case management system for tracking engagement activities with students	Yes
Program/Grantee staff track student identification numbers for each student connected to the program	Yes

Elevate Oregon: African American/Black Student Bonding Project Logic Model

Inputs	Activities	Outputs	Outcomes
Program leadership Teacher Mentors Students School districts Relationships with community organizations Parents/guardians and other family members Access to student-level data	Daily classroom programming provided by teacher mentors regarding 13-character qualities and life skills After-school programming sessions conducted by teacher mentors in a trauma informed manner about life challenges Teacher mentors advocate for students and parents with school staff Teacher mentors maintain contact with parents/caregivers in order to stay updated about student successes/challenges District culture activities to increase cultural responsiveness	# schools served # classroom programs per year # after school programs per year # students enrolled in classroom programs each year # students attending after-school programs each year Students receiving mentoring and/or classroom programming per year District culture activities held each year	*Student/Youth Outcomes* Increased student attendance Reduced disciplinary incidents Improved grades in core academic subjects Students achieve at least one personal/school-related goal Increase graduation rates *School Outcomes* Restorative practices integrated into the educational system Increase student/teacher racial/ethnic demographic congruency

Immigrant and Refugee Community Organization (IRCO): Black/African Student Success Project (BASS)

Program Description

The Black/African Student Success Project (BASS) works to address barriers to engagement and academic achievement for Black/African immigrant and refugee students attending schools throughout the Willamette Valley. This population of students faces challenges that are both systemic and cultural. As such, this project utilizes the Immigrant and Refugee Community Organization's decades of experience to provide culturally responsive resources to students, families, and school staff.

The primary goals of this program are to:

1. Increase the engagement of Black/African students
2. Facilitate the involvement of parents/caregivers in their students' education
3. Provide trauma-informed and culturally responsive services to this specialized population
4. Reduce academic disparities for Black/African students

History with the AABS Success Plan

The Black/African Student Success Project is a Phase I Grantee, funded through House Bill 2016 in 2016. From 7/1/2020 to 6/30/2021, the program served 207 African/African American/Black/African Diaspora students.

Services Provided

The Black/African Student Success Project serves Pre-K through Grade 12 students in these school districts:

- Centennial School District
- David Douglas School District
- Gresham-Barlow School District
- Parkrose School District
- Portland Public Schools
- Reynolds School District
- Salem-Keizer School District

The Black/African Student Success Project provides the following services:

- **Facilitate communication between students, parents/caregivers, and staff:** The BASS project addresses barriers to communication such as language and cultural differences so that all stakeholders can be invested in the educational process for Black/African students.
- **Provide advocacy for students:** Families are provided with access to services, education about the school system, and meetings where progress updates are provided, and concerns can be addressed.
- **Culturally responsive curriculum:** School staff receive professional development so that they can interact and serve students in a culturally appropriate and trauma-informed manner.

The Black/African Student Success Project is currently addressing 10 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Immigrant and Refugee Community Organization (IRCO)	▨	▨	▨	▨		▨	▨	▨	▨	▨	▨				10

Indicator 1: Increased access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten

Indicator 2: Increased number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood environments

Indicator 3: A consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners

Indicator 4: A culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon

Indicator 6: Increased amount of available culturally responsive curriculum in Oregon schools for African American/Black students

Indicator 7: Increased literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students
Indicator 8: Reduced number of discipline incidents for African American/Black Students
Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students
Indicator 10: Increased rate of freshman on-track for African American/Black students
Indicator 11: Increased graduation rates for African American/Black Students

Service Model

The BASS program provides Black/African students with youth advocates who offer support in a variety of academic and personal domains. Advocates work to eliminate communication barriers between families and the school system, provide social and emotional support, facilitate academic interventions for students, and help participants successfully transition between schools.

Between the 2016-2019 school years, the program provided services to over 400 students.

Partnerships

The Black/African Student Success Project currently has partnerships with the Parkrose School District, Reynolds School District, David Douglas School District, and Gresham Barlow School District.

Data accessibility

The focus of this current evaluation is to provide a quantitative assessment of how each of the Grantee progress on the HB 2016 Indicators of Success. The following table lists data practices asked of each of the Grantees.

Data accessibility: IRCO	Yes/No
Program established MOU with school district	Yes
Program/Grantee staff are able to access student records via Synergy or other school/district data system	Yes
Program/Grantee staff have a case management system for tracking engagement activities with students	Yes
Program/Grantee staff track student identification numbers for each student connected to the program	Yes

IRCO Black/African Student Success Project Logic Model

Inputs	Activities	Outputs	Outcomes
Program leadership Coordinators Advocates Students School districts Parents/guardians and other family members	Advocates provide case management and academic support Advocates facilitate meetings between school staff and parents/caregivers School staff are provided with culturally responsive professional development BASS staff advocate for the diverse needs of Black/African immigrant and refugee students	# of schools served # classroom programs per year # of professional development activities each year # of students enrolled in classroom programs each year Students receiving support and classroom programming per year	*Student/Youth Outcomes* Increased student attendance Improved grades in core academic subjects Increased graduation rates Reduced discipline incidents *School Outcomes* Staff have education regarding cultural responsiveness and trauma-informed care

Lane Education Service District: Lane African American/Black Student Success Project

Program Description

The Lane African American/Black Student Success Project utilizes the resources of multiple systems and organizations within the county in order to meet the needs of Black/African American students and their families. In this program, Student Success Navigators work to advocate for students, provide professional development related to cultural responsiveness and implicit bias, and promote connections between students and the opportunities provided by community organizations.

The primary goals of this program are to:
1. Ensure that students are self-confident, engaged, and catalyzed to achieve personal and academic success.
2. Improve the engagement of young children and their families early in education.
3. Provide the resources, infrastructure, and opportunities necessary for African American Black students to thrive.
4. Facilitate communication between schools, families, and the Black/African American community.

History with the AABS Success Plan

The Lane African American/Black Student Success Project is a Phase II Grantee, funded through House Bill 2016 in 2018. From 7/1/2020 to 6/30/2021, the program served 662 students.

Services Provided

The Lane African American/Black Student Success Project serves Pre-K to Grade 12 students in Lane County across sixteen different school districts.

The Lane African American/Black Student Success Project provides the following services:

- **Promote connections with community organizations:** Various community organizations in Lane County have a wealth of knowledge and experience that can be accessed by participating students.
- **Build relationships within schools:** Students with shared experiences and backgrounds are introduced to each other so they can learn and build a sense of community.
- **Professional development:** Community based organizations support the continuing education of school staff to address implicit bias, promote racial justice, and ensure that Black/African American students are having their needs met.

The Lane ESD African American/Black Student Success Project is currently addressing 6 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Lane Education Service District			■			■		■	■	■	■				6

Indicator 3: A consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners

Indicator 6: Increased amount of available culturally responsive curriculum in Oregon schools for African American/Black students

Indicator 8: Reduced number of discipline incidents for African American/Black Students

Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students

Indicator 10: Increased rate of freshman on-track for African American/Black students

Indicator 11: Increased graduation rates for African American/Black Students

Service Model

This program thrives because of its ability to target multiple levels of the students' ecosystem for support. Student Success Navigators work to provide direct academic and social support to students while promoting connections between the students and their peers, the school system, and organizations in the community.

Partnerships

The Lane African American/Black Student Success Project currently has partnerships with the sixteen school districts within Lane County, the Lane County Early Learning Hub, Lane Community College, and the National Association for the Advancement of Colored People of Lane County (NAACP).

Data accessibility

The focus of this current evaluation is to provide a quantitative assessment of how each of the Grantee progress on the HB 2016 Indicators of Success. The following table lists data practices asked of each of the Grantees.

Data accessibility: Lane ESD	Yes/No
Program established MOU with school district	Yes
Program/Grantee staff are able to access student records via Synergy or other school/district data system	Yes
Program/Grantee staff have a case management system for tracking engagement activities with students	Yes
Program/Grantee staff track student identification numbers for each student connected to the program	No

Lane African American/Black Student Success Project Logic Model

Inputs	Activities	Outputs	Outcomes
Program leadership Student Success Navigators Students School districts Relationships with community organizations Parents/guardians and other family members	Student Success Navigators provide advocacy and facilitate connection between students In-school programming is provided to increase students' sense of belonging and community Student Success Navigators advocate for students and parents with school staff Students are connected with community organizations Professional development for school staff regarding cultural responsiveness	# of schools served # classroom programs per year Results of student surveys # of students enrolled in classroom programs each year # of students accessing resources from community organizations # of professional development activities	*Student/Youth Outcomes* Increased student attendance Reduced disciplinary incidents Increased rate of freshman on-track students Increased student sense of belonging Increased graduation rates *School Outcomes* Increased culturally responsive curriculum Staff receive presentations and professional development from community organizations

Medford and Ashland School Districts: Building Capacity for Educational Equity

Program Description

Building Capacity for Educational Equity is a collaborative project involving both the Medford and Ashland School Districts. These districts are working together to elevate the voices and concerns of Black/African American students, offering supports for parents and families of students that will allow them to advocate for their children, and addressing systemic school-level issues to reduce racism and barriers to success for Black/African American students.

The primary goals of this program are to:

1. Build capacity within school districts by gathering input from students, families, and school staff
2. Provide students with leadership opportunities and exposure to higher education possibilities
3. Review curriculum and policies for cultural responsivity
4. Continue to recruit and hire a diverse school staff workforce
5. Improve disciplinary processes to reduce incidents for Black/African American students

History with the AABS Success Plan

The Building Capacity for Educational Equity Project is a Phase II Grantee, funded through House Bill 2016 in 2018. From 7/1/2020 to 6/30/2021, the program served 548 students, 496 of whom were African/African American/Black/African Diaspora students.

Services Provided

The Building Capacity for Educational Equity Project serves Pre-K through Grade 12 students in the Ashland School District and Medford School District.

The Building Capacity for Educational Equity Project provides the following services:

- **Facilitating communication and collaboration:** This project works to promote sharing and communication between members of the school system, students, and their families, as well as other systems such as law enforcement.
- **Networking:** Program staff attend workshops and conferences to share about opportunities at these districts and to help recruit diverse potential staff members
- **Professional development:** Policies and procedures within the school system are reviewed and updated to be culturally responsive. In addition, staff receive training regarding restorative justice.
- **Creating community:** The program convenes meetings with students and families in order to introduce each other and help them work towards common goals in a collective fashion.

The Building Capacity for Educational Equity Project is currently addressing 4 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Medford and Ashland School Districts															4

Indicator 5: Increased 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

Indicator 6: Increased amount of available culturally responsive curriculum in Oregon schools for African American/Black students

Indicator 8: Reduced number of discipline incidents for African American/Black Students

Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students

Service Model

This program utilizes an equity specialist to engage with students, families, and school staff in order to address barriers to student success. Funding is also provided by this program for professional development opportunities, student activities, attendance at conferences, and building collaborations with other organizations in the community. In addition, school policies and procedures are reviewed to ensure that they are culturally appropriate. Finally, student mentors from Southern Oregon University and high schools in the Ashland and Medford School Districts work to support younger students and help them reach both academic and personal goals.

Partnerships

The Building Capacity for Educational Equity Project currently has partnerships with Southern Oregon University, the Oregon Shakespeare Festival, and the Southern Oregon Education Service District.

Data accessibility

The focus of this current evaluation is to provide a quantitative assessment of how each of the Grantee progress on the HB 2016 Indicators of Success. The following table lists data practices asked of each of the Grantees.

Data accessibility: Medford/Ashland	Yes/No
Program established MOU with school district	Yes
Program/Grantee staff are able to access student records via Synergy or other school/district data system	Yes
Program/Grantee staff have a case management system for tracking engagement activities with students	Yes
Program/Grantee staff track student identification numbers for each student connected to the program	Yes

Medford & Ashland School Districts: Building Capacity for Educational Equity Project Logic Model

Inputs	Activities	Outputs	Outcomes
Program leadership Students School districts Relationships with community organizations Parents/guardians Professional conferences and workshops	Implicit bias and restorative justice training Review of disciplinary procedures Mentoring provided by SOU students Mentoring provided by high school students Monthly parent support meetings Recruitment and networking efforts	Number of discipline logs Student/parent feedback surveys Improved academic outcomes for students Parents/caregivers are involved in decision-making process and can advocate for students Increased diversity in recruitment and hiring	*Student/Youth Outcomes* Reduced disciplinary incidents Increased attendance Increased graduation rates *School Outcomes* School procedures reviewed for cultural responsivity Increased school staff diversity

Multnomah Education Service District (MESD): Bars to Bridges Program

Program Description

Multnomah Education Service District is an education cooperative that provides a wide variety of program, services, and academic placement options on a regional basis to school districts in Multnomah County and beyond. The Bars to Bridges Project (B2B) was inspired by the observation that African American/Black students who had been involved with the juvenile justice system were facing barriers while transitioning into school settings, the workforce, and their communities. B2B aims to remove these barriers by connecting students, families, and community members to resources that will help prepare students to enter the school system or the workforce. The reentry process is facilitated by transition specialists (TS),[1] who are culturally responsive and trauma-informed professionals responsible for all aspects of wraparound support.

The primary goals of this program are to:

1. Support students' successful transition to their neighborhood middle and high schools, alternative schools, community colleges, and four-year colleges
2. Support students on their path to graduation and post-secondary success
3. Eliminate chronic absenteeism and promote engagement in school
4. Connect family and community members to trauma-informed and culturally responsive resources and development opportunities
5. Amplify the voices of students, families, and community members in policy reform

History with the AABS Success Plan
Bars to Bridges Project is a Phase I Grantee, funded through House Bill 2016 in 2016.

Services Provided
B2B serves African American, Black, Biracial and Multiracial students from 26 different school districts across Oregon, including Benton, Clackamas, Lane, Linn, Marion, Multnomah, and Washington counties. B2B provides services to youth who have been detained and/or incarcerated at the following MESD service sites:

- Donald E. Long juvenile detention facility (ages 11-18)
- Yamhill Juvenile Detention School Program (ages 1-18)
- Multnomah County Detention Center and Multnomah County Inverness jail (ages 18-21)
- Linn Juvenile Detention School Program (ages 12-18)
- Three Lakes High School at Oak Creek (ages 12-24)
- Riverside High School at Oak Creek (ages 12-24 and
- Ocean Dunes High School at Camp Florence (ages 12-24).

B2B provides the following services:

- **Provide individualized transition support to youth:** Each youth has a Transition Specialist (TS) that assists the youth with transitioning out of the juvenile justice system and into school settings and the workforce. TSs employ trauma-informed and culturally responsive approaches to mentorship and support.
- **Connect stakeholders with professional learning opportunities:** Targeted professional-learning opportunities are offered to educational staff and stakeholders in relevant school districts. These learning opportunities focus on the following topic areas: equity, inclusion, culturally responsive teaching, disproportionate discipline, and development of an equity lens.
- **Address disruptive school policies:** B2B advance updated re-entry/enrollment policies and practices in schools and districts to decrease enrollment barriers in neighborhood schools and educational programs.
- **Support families:** B2B provides individualized support to families, including siblings, to promote advocacy and resilience.
- **Build relationships with supportive services:** B2B foster relationships with juvenile justice professionals, community resources/organizations and educational organizations to provide more robust support for youth.

B2B is currently working on 5 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Multnomah Education Service District (MESD): Bars to Bridges															5
Total	4	3	6	3	1	6	5	10	8	8	7	4	0	0	

Indicator 8: Reduced number of discipline incidents for African American/Black Students

Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students

Indicator 10: Increased rate of freshman on-track for African American/Black students

Indicator 11: Increased graduation rates for African American/Black Students

Indicator 12: Increased post-secondary enrollment rates of African American/Black students' high school graduates and General Educational Development (GED) completers

Service Model
As soon as a student in this population enters one of MESD sites, a trained transitional specialist (TS) will be assigned to the students and stays with the student as the student moves through transitions. Each TS has a caseload of roughly 20-30 students at a time. The continuity of support by one TS provides the opportunity to develop a positive relationship between the TS, the students and the student's family and other involved adults. The TSs engage with youth based on their assessed level of need: Tier 0 youth are contacted as appropriate/needed; Tier 1 youth are contacted once every two weeks; Tier 2 youth are contacted three times every two weeks; and Tier 3 youth are contacted three times per week. Youth move across different tiers of support as their needs evolve over time.

During the 2017-2018 school year, the program provided services to 167 students.

Operationally, B2B strives to build capacity among its staff members by encouraging them to develop specialized areas of expertise. This leads to more organizational stability and less turnover by allowing staff members to learn from each other's strengths and develop their own pathways for growth in the organization.

Partnerships
B2B's current partners include REAP, IRCO, and NAYA. Former partners include SoValti and Guiding Light Family Services, LLC.

Data accessibility
The focus of this current evaluation is to provide a quantitative assessment of how each of the Grantee progress on the HB 2016 Indicators of Success. In an effort to prepare for this endeavor, we need to first understand Grantee's data collection and storage practices. The following table lists data practices asked of each of the Grantees.

Data accessibility: MESD B2B	Yes/No
Program established MOU with school district	Yes
Program/Grantee staff are able to access student records via Synergy or other school/district data system	Yes
Program/Grantee staff have a case management system for tracking engagement activities with students	Yes
Program/Grantee staff track student identification numbers for each student connected to the program	Yes (although first year data have some inconsistencies)

Multnomah ESD: Bars to Bridges Program Logic Model

Inputs	Activities	Outputs	Outcomes

Project leadership
 	
Transition Specialists
 	
Students
 	
School districts
 	
Relationships with community organizations, juvenile justice, and law enforcement
 	
Parents/guardians and other family members
 	
Access to student-level data
	Provide professional learning opportunities for educators
	
	Connect students, families, educators, juvenile justice service providers and community members with professional development activities and other resources
	
	Offer individualized trauma-informed and culturally responsive support to youth reentering the community and neighborhood schools
	
	Regular touch points between transition specialists and clients based on tiered system
	
	Postsecondary and career planning
	
	Develop a shared resource database that can be accessed by students, families, or school staff
	
	Engage with families, including siblings
	
	Amplify voices of students and families to inform policy change
		# professional learning workshops offered to educators
		
		# participants attending workshops
		
		# meetings between youth and Transition Specialists
		
		Frequency of contact with families
		
		# partnerships with community organizations
		
		Frequency of contact with juvenile justice and law enforcement partners
		
		Frequency of engagement with policymakers
		
		# stakeholders accessing resource database
			Student/Youth Outcomes
			
			    Increase rate of re-entry to neighborhood school
			
			    Increase regular and consistent school attendance (Decrease chronic absenteeism)
			
			    Increase school engagement
			
			    Increase student capacity to engage in after school activities
			
			    Increase rate of freshman on track
			
			    Increase graduation rates
			
			    Increase post-secondary enrollment rates
			
			    Decrease disciplinary incidents
			
			Parent/Guardian Outcomes
			
			    Increase engagement with students and resources
			
			School Outcomes
			
			    Increase awareness and knowledge of trauma informed practices
			
			    Increase awareness of culturally responsive practices
			
			Juvenile Justice Outcomes
			
			    Decrease status violation
			
			    Decrease recidivism
			
			    Increase connections between juvenile detention and corrections and school/districts
			
			    Increase student engagement with shared resources

R.E.A.P: Black/African Student Success Plan Program - REAP Expansion Project

Program Description
REAP is a multicultural youth leadership program that works with students in grades 3rd through 12th, aiming to ignite, elevate, and engage future global leaders through civic engagement, entrepreneurship, and cooperative management. REAP offers three core school-based programs during and after school: Solutions, Reflections & Renaissance.

Solutions is a 10-month curriculum focused on leadership, offering students year around opportunities to build upon their own experience, history, and culture through exposure to business, civic and educational leaders. The curriculum includes a series of interactive leadership trainings and applied learning approaches to help students (1) Learn and demonstrate school/community leadership skills; (2) Develop or strengthen academic skills needed for school success, college readiness, future careers; and (3) Bolster positive behavior, and relational communication and problem-solving skills, such as negotiation and teamwork.

Reflections provides a proactive, strength-based intervention called Elevate for youth who are identified as having disciplinary issues. The program offers behavioral supports, assistance with school work, and advocacy for each student's right to equal access of education. REAP's School Climate Survey uses a restorative and equitable lens to analyze fair discipline policies and develop the framework for appropriate student behavior, ultimately contributing to a positive school culture. Reflections also promotes problem solving and de-escalation skills through an approach called Mindful Moments.

Renaissance is a gender and culturally specific leadership development program for males between the ages of 12-18, provides increased and focused interventions exclusive to their unique needs.

The REAP Expansion Project aims to bring REAP services to a greater number of students. REAP states the following as primary goals to accomplish by June of 2021:

- Engage 420 students in REAP school-based programs and retain 70%
- Engage 500 students in REAP major leadership conference & forums & retain 70%
- Conduct quarterly restorative justice & trauma informed care educator trainings at partnering schools
- Conduct restorative justice & trauma informed care coaching sessions with educators at partnering school based on need

History with the AABS Success Plan
REAP is a Phase I Grantee, funded through House Bill 2016 in 2016. From 7/1/2020 to 6/30/2021, the program served 742 students, 305 of whom were African/African American/Black/African Diaspora students.

Services Provided
REAP provides school-based and community program services to the following schools:

- Aloha High School

- Centennial High School
- David Douglas High School
- Oliver elementary School
- Parklane Elementary School
- Ron Russel Middle School

Incarcerated youth can also access some of REAP's services online. REAP provides the following services:

- **Leadership programming and ongoing academic support during and after school:** programming includes peer support, mentoring, and the Saturday Leadership Academy.
- **Restorative justice services related to behavior, curriculum, and restorative planning:** REAP, through its partnership with R.A.A.P., offers culturally responsive, trauma-informed, and restorative justice training and coaching for educators and administrators.
- **Leadership conference to promote leadership, student voice, and expose student to black community leaders:** Students are empowered by various activities aimed at developing leadership skills. Career leaders from various industries volunteer as speakers and workplace tour hosts. Corporations, small businesses, colleges/universities, and government agencies purchase sponsorships to support the program.
- **Services for chronically absent students and their families.** In partnership with ILEAP, the program provides secondary family engagement and supports for fostering positive school climate, including a Family Night every fall and spring that features a student talent show, games, acknowledgement of students, and a brief overview of REAP programming and upcoming events.

In addition to continuing these services and activities, REP plans to facilitate a series of interactive and discussion driven forums to present the data outcomes of school climate surveys of the project and develop recommendations to address findings.

REAP is currently working on 5of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
R.E.A.P: Black/African Student Success Plan Program						☐		☐		☐	☐	☐			5
Indicator 6: Increased amount of available culturally responsive curriculum in Oregon schools for African American/Black students															
Indicator 8: Reduced number of discipline incidents for African American/Black Students															
Indicator 10: Increased rate of freshman on-track for African American/Black students															
Indicator 11: Increased graduation rates for African American/Black Students															
Indicator 12: Increased post-secondary enrollment rates of African American/Black students' high school graduates and General Educational Development (GED) completers															

Service Model

The REAP Expansion Project aims to support students to flourish in their schools and communities. Five Project Leaders manage program reporting and communication between the implementation team, staff, students, families, and community stakeholders. Leadership roles include a Grant Manager/Executive Director, Director of Program, Youth Direct Services Manager, Marketing and Leadership Development Manager and Fundraising and Program Innovation Manager.

Seven Youth Essentials Coordinators serve as site coordinators and are housed at each school, administering direct programing during the afterschool hours to students, providing one-on-one support to students, and referring students to REAP and outside agencies for emergency services. Youth Essentials Coordinators also work closely with school personnel and create the ever-evolving curriculum for the Solutions, Reflections, and Renaissance programming. Youth Essentials Coordinator responsibilities include:

- Working intensively with youth and families on issues including discipline equity, academic success, after school enrichment, leadership development, civic engagement, cooperative management, entrepreneurship, and youth voice
- Serving on school committees on equity, climate, Positive Behavior Intervention & Supports, etc.
- Assisting in providing training and coaching opportunities on equity and inclusion
- Leading or co-leading advocacy efforts around specific policy issues that impact education and other areas that affect diverse communities
- Attending professional development and leadership trainings
- Practicing and modeling leadership

Partnerships

REAP works in partnership with R.A.A.P. Counseling and Consulting to train educators to be more culturally responsive to African American/Black students. REAP also partners with Portland State University, R.A.A.P., and ILEAP to assess school climates and develop programming in each location. ILEAP and Bridge-Pamoja offerl services to address the mental health, food/rental assistance needs of students and families.

Data accessibility

The focus of this current evaluation is to provide a quantitative assessment of how each of the Grantee progress on the HB 2016 Indicators of Success. In an effort to prepare for this endeavor, we need to first understand Grantee's data collection and storage practices. The following table lists data practices asked of each of the Grantees.

Data accessibility: REAP	Yes/No
Program established MOU with school district	Yes
Program/Grantee staff are able to access student records via Synergy or other school/district data system	No
Program/Grantee staff have a case management system for tracking engagement activities with students	Yes (in progress of getting Apricot system up)
Program/Grantee staff track student identification numbers for each student connected to the program	No

REAP reports that it collects school climate surveys from each partner school, as well as a parent/caregiver survey at the end of every family night to learn how parents/caregivers can support their supports and the mission of REAP. A personal tracking tool is in development to help students track their goals and progress throughout the school year. REAP staff also track program participation, attendance, grades, and birthdays for identifying students over time.

REAP Program Logic Model

Inputs	Activities	Outputs	Outcomes

Project leadership
 	
Youth Essentials Coordinators
 	
Students
 	
School leadership and staff
 	
Parents/guardians and other family members
 	
Access to student-level data
	Building relationship with students and establishing a community at each school
	
	Implementing leadership programming that addresses students' individual needs, including peer mentoring, information sharing and access to community resources.
	
	Providing restorative justice programming
	
	Reaching out to parents and guardians with district family nights
	
	Providing professional development to both school and REAP staff
	
	Working with school staff to assess school climate
		# participating schools
		
		# Youth Essentials Coordinators to deliver programming during school hours and after school
		
		# participating students attending programming:
		
		   -In school
		   -After school
		   -At leadership
		   conferences
		
		# educators participating in training and professional development
		
		Frequency of contact with families
		
		Frequency of contact with school staff to assess school climate
			School-based programs offer academic, social & emotional learning supports to promote student success increase the rate of freshman on-track for graduation.
			
			REAP leadership events promote parent and community engagement, peer leadership, and information sharing solely focused on ensuring high school graduation.
			
			Leadership curriculum for school-based programs is culturally responsive.
			
			School-based programs work through an integrated model to ensure an increase in the graduation rates for African American/Black Students.
			
			Training curriculum for school-based programs is culturally responsive established in partnership with Portland State University Black Studies Department and REAP staff
			
			Educator trainings & school climate survey & forums address barriers to teaching and learning and guide policy around disproportionate discipline and equity.
			
			Educator trainings & school climate survey & forums equip teachers and administrators to impact student performance.
			
			Graduating students continue to work with Youth Essentials Coordinators to ensure a successful transition to post-secondary education.
			
			Curriculum and summer programming offer students the necessary resources and supports to assist with college and trade planning.

Self-Enhancement, Inc. (SEI) and Portland Opportunities Industrialization Center and Rosemary Anderson High School (POIC + RAHS): African American/Black Student Success Plan of Multnomah County

Program Description

Self-Enhancement, Inc. works with underserved youth—primarily African-American students in Portland's North and Northeast neighborhoods—along with their schools, families, and community groups to provide the culturally responsive and comprehensive wraparound support, guidance, and opportunities that underserved students need to achieve academic, personal, and economic success.

The overarching goal is to cultivate "positive contributing citizens" who complete at least two years of postsecondary education or successful workforce experience by the age 25. SEI utilizes a strengths-based positive youth development approach to provide culturally specific mentoring services, including academic support, 24/7/365 case management, family engagement, college preparation, career exploration and skill building for youth at risk of academic failure. By providing a continuum of services, the program helps students build resiliency in overcoming barriers in multiple environments: during school, after school, in the summer, at home, and following high school graduation.

Beginning in 2016, Self-Enhancement, Inc. (SEI) partnered with Portland Opportunities Industrialization Center and Rosemary Anderson High School (POIC + RAHS) to implement the African American/Black Student Success Plan of Multnomah County.

History with the AABS Success Plan

The AABS Success Plan of Multnomah County is a Phase I Grantee, funded through House Bill 2016 in 2016. From 7/1/2020 to 6/30/2021, the program served 138 students, 125 of whom were African/African American/Black/African Diaspora students.

Services Provided

The AABS Success Plan of Multnomah County works with schools, families, and community groups to provide the culturally responsive and comprehensive wraparound support, guidance and opportunities that underserved students need to achieve academic, personal, and economic success.

The program has pivoted this year to focus on five areas: 1) Home safety 2) Social and emotional learning, 3) ISPs, 4) Academic objectives and goals, and 5) Food security. There are currently four mental health providers available to help students deal with stress and depression. Coordinators each speak with about 10 students a day, along with weekly class meetings and after school programming.

SEI and POIC are currently working on 5 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Self-Enhancement, Inc. (SEI) and POIC + RAHS															5

Indicator 8: Reduced number of discipline incidents for African American/Black Students

Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students

Indicator 10: Increased rate of freshman on-track for African American/Black students

Indicator 11: Increased graduation rates for African American/Black Students

Indicator 12: Increased post-secondary enrollment rates of African American/Black students' high school graduates and General Educational Development (GED) completers

Service Model

SEI serves the City of Portland and Multnomah County, including Parkrose School District and Portland Public Schools (Grant High School). Through the collaboration with POIC+RAHS, the program reaches an additional 80 African American/Black youth who have dropped out, been expelled, or are on the verge of dropping out or being expelled from the five Multnomah County school districts. POIC+RAHS will focus on the outcomes as identified in the originally proposed Action Plan, measuring student growth in areas of rate of credit attainment (credits earned vs credits attempted), discipline (number of disciplinary incidents), family engagement and support, and school attendance/retention.

According to program leaders, the partnership between SEI and POIC works because POIC can pick up students when they come out of the school district system. The two programs do not share the same model, but they share principles to ensure continuity of care for students. The leadership teams at both organizations work closely together so that when students matriculate to POIC, all parties know that their needs are being met. The program serves the following student populations:

Parkrose School District

- Parkrose High School
- Parkrose Middle

Portland Public Schools

- Grant High School

Rosemary Anderson High School

- North Campus
- East Campus
- North Columbia Campus
- Southeast/Lents Campus

Partnerships

The AABS Success Plan of Multnomah County primarily involves the partnership between its two central entities: Self-Enhancement, Inc. (SEI) and Portland Opportunities Industrialization Center and Rosemary Anderson High School (POIC + RAHS). Other partnership activities have included Schools Uniting Neighborhoods (SUN), The Promise Neighborhood Initiative, and Bridge 13.

Data accessibility

The focus of this current evaluation is to provide a quantitative assessment of how each of the Grantee progress on the HB 2016 Indicators of Success. To prepare for this endeavor, we need to first understand Grantee's data collection and storage practices. The following table lists data practices asked of each of the Grantees.

Data accessibility: SEI / POIC &RAHS	Yes/No
Program established MOU with school district	Yes
Program/Grantee staff are able to access student records via Synergy or other school/district data system	Yes
Program/Grantee staff have a case management system for tracking engagement activities with students	Yes
Program/Grantee staff track student identification numbers for each student connected to the program	Yes

SEI collects participation data, used for tracking after school participation such as going to the SUN class, participating in a sports activity, or any other activity.

SEI and POIC have Synergy access for Parkrose and PPS, including access to historical data on students who may move back and forth between the POIC program and the school district. SEI's data team has an agreement with the districts to get a "data dump" that help partners understand what is happening with students.

POIC administers youth surveys to determine needs and inform services for students and educators.

SEI/POIC & RAHS AABS Success Plan of Multnomah County Logic Model

Inputs	Activities	Outputs	Outcomes
In-school service coordinator FTE Parent coordinators Program analysts Data team Laptops and other technology The SEI Relationship Model, Fundamental Beliefs, and Standards Students School districts Relationships with community organizations, juvenile justice, and law enforcement Parent/guardians and other family members Access to student-level data	Create and maintain ISP for enrolled students with academic, social, and personal goals Hold biweekly case management meetings with students to identify needed interventions Encourage & monitor student participation in after-school program during school year and over breaks. Offer collaborative meetings and trainings to families Employ parent coordinators to provide at least three "touches," with parents/caregivers and arrange quarterly events (e.g., open house, back-to-school, culturally specific outreach activities Arrange staff cross-training events and regular planning meetings. Provide follow-up contact and support for successful transition to post-secondary enrollment (e.g., participation in summer "bridge" program, post-high classes, and male/female leadership programs Assist students in securing needed credits and in planning college tests, applications	# students connected to an SEI in-school service coordinator % completing ISP; quarterly progress on academic, social, personal goals Minutes per month of 1-to-1 contact/support % enrollees with behavioral referrals; types of referrals (e.g., suspension); types of interventions applied # contacts with parent/guardians, # and types of activities & events, number of attendees # & types of trainings; number of attendees, results of planning meetings (e.g., referral, outreach strategies, outcomes) # students enrolled in post-secondary programs (2/4-year and vocational) at end of each year # and % students graduating high school on time # credit-bearing programs offered (outside of regular classes); # students enrolling & completing programs	Increased # of AA/Black students engaged in a culturally responsive system of support Increased # of AA/Black students graduating and graduating on time 85% of AA/Black students have 0-1 behavioral referrals 85% of AA/Black students maintain an attendance rate of 90% or higher 85% of students participate in a minimum of 2 hours/week of after-school and summer programming Reduced # of out-of-school suspensions Increased # of AA/Black high-risk, disconnected, expelled/ suspended, and out-of-school youth re-engaged Increased number of AA/Black students earning Honor Roll and Attendance awards Increased family engagement Improved school-community service alignment, "no wrong door" access for students and families Increased culturally responsive PD for POIC staff members Increased # of AA/Black students enrolled in credit recovery and acquisition opportunities Increased rate of high school credits earned versus attempted Increased # of graduating students transitioning successfully to post-secondary education

SEEDS OF PROMISE

Note: Due to circumstances brought about by COVID-19, this Grantee discontinued services and withdrew from the program during the 2020-21 school year.

Program Description

Seeds of Promise Child Development Center is an early learning service provider located in Salem, Oregon that offers culturally specific programming for African American/Black children. Their curriculum is designed to meet the needs of students and families based on the results of school-readiness assessments and the input of parents/caregivers.

The primary goals of this program are to:

1. Increase access to culturally specific and high-quality early learning programs for African American/Black families in the Salem-Keizer area
2. Offer early learning curriculum that prepares students for school
3. Hire a diverse staff and identify potential future staff members
4. Provide continuing education opportunities for staff
5. Engage families through classes and conferences

History with the AABS Success Plan

The Seeds of Promise Project is a Phase II Grantee, funded through House Bill 2016 in 2020 and discontinued in 2021.

Services Provided

The Seeds of Promise Project is affiliated with Seeds of Faith Ministries and serves children from 2 to 6 years of age. The Seeds of Promise Project provides the following services:

- **A safe and culturally responsive learning environment:** This program is designed specifically with African American/Black families in mind.
- **Small student to teacher ratios:** Students receive early learning instruction and care in an environment adaptive to their needs.
- **Literacy and numeracy development:** Programming for students is holistic and includes targeted activities for improving reading and math skills based on the results of statewide school-readiness metrics.
- **Parent education:** In-person and virtual conferences and classes are provided for parents/guardians that are focused on parent engagement and education. Seeds of Promise offers a small stipend for parenting classes and works with parents/guardians to uncover potential early learning educators within the parent population.

The Seeds of Promise Project was working on 3of the 14 AABSS indicators at the time of funding:

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
AABSS Grantees															
African Youth and Community Organization (AYCO)	X	X	X	X		X	X	X		X					8
Black Parent Initiative (BPI)	X	X	X			X		X	X						6
Early Learning Washington County and CAIRO (SPACE)			X	X			X	X	X	X					7
Education Explorers, LLC	X					X		X							3
Elevate Oregon							X	X	X	X	X	X			6
Immigrant and Refugee Community Organization (IRCO)	X	X	X	X		X	X	X	X	X					10
Lane Education Service District			X				X	X	X	X	X				6
Medford and Ashland School Districts				X				X	X		X				4
Multnomah Education Service District (MESD): Bars to Bridges							X	X	X	X	X				5
R.E.A.P: Black/African Student Success Plan Program							X	X		X	X	X			5
Self-Enhancement, Inc. (SEI) and POIC + RAHS								X	X	X	X	X			5
Total	4	3	6	3	1	6	5	10	8	8	7	4	0	0	

Indicator 1: Increased access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten

Indicator 2: Increased number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood environments;

Indicator 3: A consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners;

Indicator 4: A culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon;

Indicator 5: Increased 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;

Indicator 6: Increased amount of available culturally responsive curriculum in Oregon schools for African American/Black students

Indicator 7: Increased literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students

Indicator 8: Reduced number of discipline incidents for African American/Black Students
Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students
Indicator 10: Increased rate of freshman on-track for African American/Black students
Indicator 11: Increased graduation rates for African American/Black Students
Indicator 12: Increased post-secondary enrollment rates of African American/Black students' high school graduates and General Educational Development (GED) completers

Service Model

This program offers culturally specific early learning experiences for African American/Black families in the Salem-Keizer area. The curriculum is holistic and encompasses motor skill development, social interactions, and literacy/numeracy among other constructs. Students receive education that is tailored to their needs and reflective of input from families. Because many of the participating families experience domestic violence, Seeds of Promise offers enhanced security features and partnerships with external organizations to meet the needs of Domestic Violence survivors.

Partnerships

The Seeds of Promise Project currently has partnerships with Court Street Childcare, the National Association for the Advancement of Colored People (NAACP), the Office of Student Equity, Access and Advancement for Salem-Keizer Public Schools, Child Care Resource and Referral, Family Building Blocks, and Chemeketa Community College.

Data accessibility

The focus of this current evaluation is to provide a quantitative assessment of how each of the Grantee progress on the HB 2016 Indicators of Success. The following table lists data practices asked of each of the Grantees.

Data accessibility: Seeds of Promise	Yes/No
Program established MOU with school district	N/A[2]
Program/Grantee staff are able to access student records via Synergy or other school/district data system	N/A[3]
Program/Grantee staff have a case management system for tracking engagement activities with students	No
Program/Grantee staff track student identification numbers for each student connected to the program	N/A[4]

Seeds of Promise Project Logic Model

Inputs	Activities	Outputs	Outcomes

Program leadership
 	
Program staff
 	
Students
 	
Parents/guardians
 	
Community partnerships
	Educational activities that are adapted to results from assessments
	
	Culturally responsive curriculum
	
	Hiring of diverse staff
	
	Professional development for staff
	
	Continuing education for staff
	
	High school and college mentors
	
	Parent education activities
		Enrollment and retention
		
		School-preparedness assessments
		
		Staff composition
		
		Parent/guardian attendance during conferences and workshops
		
		Staff participation in professional development
			Student/Youth Outcomes
			
			    Increased access to culturally specific early learning
			
			    Increased literacy outcomes
			
			    Cohesive transitions between developmental and school stages
			
			Family Outcomes
			
			    Improved parent engagement
			
			    Recruitment of early learning service providers from parent population
			
			Program Outcomes
			
			    Diverse and staff
			
			    Increased access to professional development for staff

APPENDIX C. Qualitative Data Collection Protocol

School District Leadership Interview

1. What role do school/district personnel play in supporting and sustaining the implementation of House Bill 2016 (HB 2016)-funded African American/Black Student Success (AABSS) Plan program initiatives?

• Can you tell us about the HB 2016-funded AABSS Plan program initiative(s) that [program name(s)] is/are working on in your district?

• How would you describe your role in supporting and sustaining the implementation of HB 2016-funded AABSS Plan program initiative(s)? *Probe: How does your role compare to the role of personnel at the school site?*

• When it comes to the school district's support for the implementation of HB 2016-funded AABSS Plan program initiative(s), what are some strengths?

• Are there additional ways that you would like to support African/African American/Black/African Diaspora students and families in your district?

• Can you describe any barriers that might impede your efforts?

2. How do the school/district's practices, policies and values support or hinder the implementation of HB 2016-funded AABSS Plan program initiatives?

• In your view, how do district-level policies, practices and values demonstrate support for the HB 2016-funded AABSS Plan program initiative(s) being carried out by [program name]? [Probe for more general ways the district supports African/African American/Black/African Diaspora students and families.]

• Have there been instances in which you've felt or realized that policies or practices at the district level have hindered the implementation of HB 2016-funded AABSS Plan program initiative(s)? (Please explain)

• What supports or resources do you believe ODE could provide that would help the implementation of HB 2016-funded AABSS Plan program initiative(s) in your district?

3. How have COVID-19, the racial justice movement, and the Oregon wildfires impacted the district's/school's capacity to support HB 2016-funded AABSS Plan program initiatives?

• [3 separate questions] How have COVID-19/the racial justice movement/the Oregon wildfires impacted the district's capacity to address harm to African/African American/Black/African Diaspora and families?

• Do you perceive any enduring consequences (positive or negative) of the events of 2020 that will continue to impact the work of the HB 2016-funded AABSS Plan program initiative(s) in the future?

4. How are Grantees' strategies, activities, and infrastructure influencing system-level changes?

• Have you perceived changes at the district level that you can link to the strategies or activities of the HB 2016-funded AABSS Plan program initiative(s) in your region? If so, please describe any changes.

• Are there any system level changes that you would like to see come out of this work? If so, what support do the HB 2016-funded AABSS Plan program initiative(s) need to bring about these changes?

5. How has the implementation of HB 2016-funded AABSS Plan program initiatives influenced the school's/district's approach to supporting African/African American/Black/African Diaspora students?

• Specifically, how has the implementation of HB 2016-funded AABSS Plan program initiative(s) influenced the district's approach to supporting African/African American/Black/African Diaspora students?

School Administrators and Leadership Interview

1. What role do school/district personnel play in supporting and sustaining the implementation of HB 2016-funded AABSS Plan program initiatives?

• Can you tell us about the HB 2016-funded AABSS Plan program initiative(s) that [program name(s)] is/are doing in your school community?

• How would you describe your role in supporting and sustaining the implementation of HB 2016-funded AABSS Plan program initiative(s)? *Probe: How does your role compare to the role of personnel at the district?*

• When it comes to school leadership and personnel support for the implementation of HB 2016-funded AABSS Plan program initiative(s), what are some strengths?

• Are there additional ways that you would like to support African/African American/Black/African Diaspora students and families in your district?

• Can you describe any barriers that might impede your efforts?

2. How do the school/district's practices, policies and values support or hinder the implementation of HB 2016-funded AABSS Plan program initiatives?

• In your view, how do school-level policies, practices and values demonstrate support for the HB 2016-funded AABSS Plan program initiative(s) being carried out by [program name(s)]? [Probe for more general ways the school supports African/African American/Black/African Diaspora students and families.]

• Have there been instances in which you've felt or realized that policies or practices at the school level have hindered the implementation of HB 2016-funded AABSS Plan program initiative(s)? (Please explain)

• What supports or resources do you believe ODE could provide that would help the implementation of the HB 2016-funded AABSS Plan program initiative(s) in your school?

3. How have COVID-19, the racial justice movement, and the Oregon wildfires impacted the district's/school's capacity to support HB 2016-funded AABSS Plan program initiatives?

• [3 separate questions] How have COVID-19/the racial justice movement/the Oregon wildfires impacted the school's capacity to address harm to African/African American/Black/African Diaspora students and families?

• Do you perceive any enduring consequences (positive or negative) of the events of 2020 that will continue to impact the HB 2016-funded AABSS Plan program initiative(s) in the future?

4. How are Grantees' strategies, activities, and infrastructure influencing system-level changes?

• Have you perceived changes at the school level that you can link to the strategies or activities of the HB 2016-funded AABSS Plan program initiative(s) in your region? If so, please describe any changes.

• Are there any system level changes that you would like to see come out of this work? If so, what support do the HB 2016-funded AABSS Plan program initiative(s) need to bring about these changes?

5. How has the implementation of HB 2016-funded AABSS Plan program initiatives influenced the school's/district's approach to supporting African/African American/Black/African Diaspora students?

• Specifically, how has the implementation of HB 2016-funded AABSS Plan program initiative(s) influenced the district's approach to supporting Black/African American/African students?

Grantee Leadership Interview

1. What role do school/district personnel play in supporting and sustaining the implementation of HB 2016-funded AABSS Plan program initiatives?

• From your perspective, what role do school personnel play in supporting and sustaining the implementation of your HB 2016-funded AABSS Plan program initiative(s)?

• From your perspective, what role do district personnel play in supporting and sustaining the implementation of your HB 2016-funded AABSS Plan program initiative(s)?

• When it comes to school and district leadership support for your HB 2016-funded AABSS Plan program initiative(s), what are some strengths?

• Are there additional ways that you would like school and district personnel to support African/African American/Black/African Diaspora students and families in your district?

• Can you describe any barriers that might impede your efforts?

2. How do the school/district's practices, policies and values support or hinder the implementation of HB 2016-funded AABSS Plan program initiatives?

• From your perspective, how do the school and district's practices, policies and values support the implementation of HB 2016-funded AABSS Plan program initiative(s)? [Probe for more general ways the school and district support African/African American/Black/African Diaspora students and families.]

• From your perspective, how do the school district's practices, policies and values hinder the implementation of HB 2016-funded AABSS Plan program initiative(s)?

• What supports or resources do you believe ODE could provide that would help your collaboration with the school/district?

3. How have COVID-19, the racial justice movement, and the Oregon wildfires impacted the district's/school's capacity to support HB 2016-funded AABSS Plan program initiatives?

• [3 separate questions] How have COVID-19/the racial justice movement/the Oregon wildfires impacted the school or district's capacity to support your HB 2016-funded AABSS Plan program initiative(s)?

• Do you perceive any enduring consequences (positive or negative) of the events of 2020 that will continue to impact collaboration with the school/district?

4. How are Grantees' strategies, activities, and infrastructure influencing system-level changes?

• Have you perceived changes at the school or district level that you can link to your strategies or activities? If so, please describe any changes.

• Are there any system level changes that you would like to see come out of this work? If so, what support do you need to bring about these changes?

5. How has the implementation of HB 2016-funded AABSS Plan program initiatives influenced the school's/district's approach to supporting African/African American/Black/African Diaspora students?

• Specifically, how has your work influenced the school or district's approach to supporting African/African American/Black/African Diaspora students?