



African American/Black Student Success Plan

May 7, 2021





Welcome



Agenda

- Overview
 - History and Background
 - Creation and Implementation: 3 Base Components
 - Advisory Group
 - Grant
 - Broad scale implementation
- The Plan
- Grant Program:
- Overview of the Oregon Administrative Rules (OAR)
- Example programs and partnerships
- Integrated Implementation
- Q&A

History and Background

- 2015: HB 2016 passed (codified in ORS 329.841)
 - Directs ODE to
 - Develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs [African American/Black Student Success (AABSS) Plan]
 - Create Advisory Group to advise on development and implementation of Plan, grant, and administrative rules for implementation
- 2016: First grantees awarded
- 2017: African American/Black Student Success Plan finalized

AABSS Plan Development and Implementation

3 Base Components

- Advisory Group
- Grant
- Broad scale integrated implementation

Advisory Group

Consists of:

- Community members
- Education stakeholders
- Representatives of
 - Early Learning Division
 - Youth Development Division
 - Higher Education Coordinating Commission

Advisory Group

Advisory Group tasked to advise the department regarding:

- Development and implementation of the plan;
- Eligibility criteria, applicant selection process and expectations for recipients of grant awards described in this section; and
- Adoption of rules by the State Board of Education for the implementation of the plan.

Advisory Group

Original Advisory Group formed in 2015

- 32 members representing Pre-K - Post Secondary education, youth advocacy, health care, community based organizations, parent advocacy, and social justice organizations
- Cohesive group working in an open collaborative manner
- Worked in grade level resource teams to review data and best and advise on development of the plan

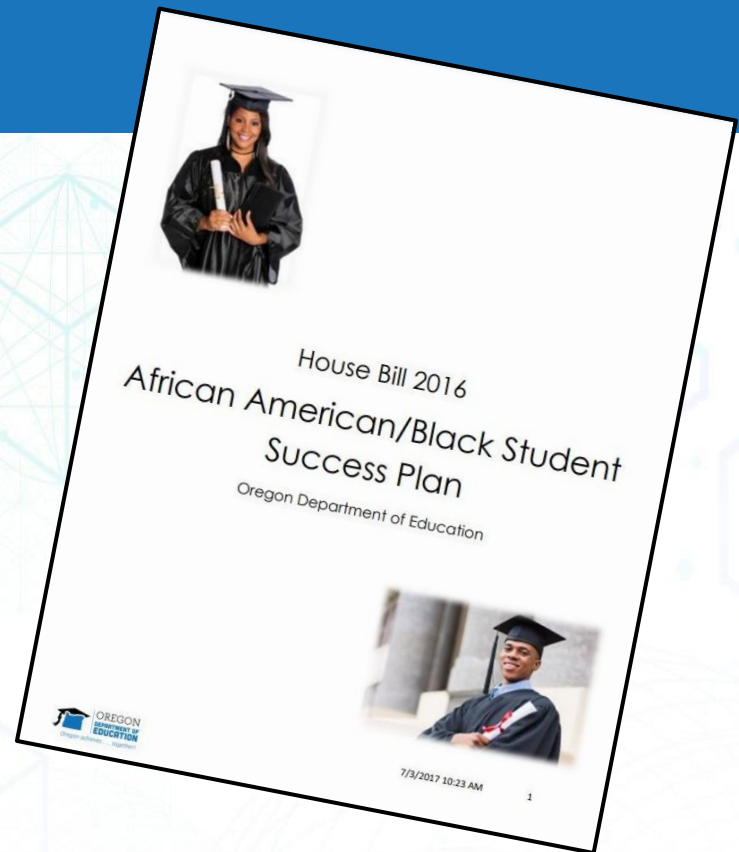
Advisory Group

- AABSS Plan finalized in 2017
- Advisory Group continues to advise on plan implementation, grant program, and administrative rules
- 2021
 - Amended Administrative Rules (OAR)
 - 2021-23 RFA
 - Update AABSS Plan

Grant

- 2016: First Cohort of Grantees
- Presently 12 grantees Advisory Group continues to advise on plan implementation, grant program, and administrative rules
- 2021
 - Amended Administrative Rules (OAR)
 - 2021-23 RFA
 - Update AABSS Plan

African American/Black Student Success Plan



AABSS Webpage: <https://www.oregon.gov/ode/students-and-family/equity/AfricanAmericanBlackStudentEducation/Pages/default.aspx>

Plan must provide strategies

- decrease the disproportionate ***discipline***;
- increase ***parental engagement***;
- increase the ***engagement of students*** in educational activities ***before and after regular school*** hours;
- increase ***early childhood and kindergarten*** readiness;
- improve ***literacy and numeracy levels*** between kindergarten and grade three;
- support ***student transitions to middle school*** and through the middle and high school grades to maintain and improve academic performance;

Plan must provide strategies cont.

- support ***culturally responsive pedagogy*** and practices from early childhood through post-secondary education;
- support the development of ***culturally responsive curricula*** from early childhood through post-secondary education;
- increase ***attendance of plan students in community colleges and professional certification programs***; and
- increase ***attendance of plan students in four-year post-secondary institutions of education***

Plan Objectives

The AABSS Plan includes the following objectives:

- Early Childhood through PreKindergarten 1-4 Objectives
- Kindergarten through Grade 3: 1-4 Objectives
- Grade 4 through Grade 8: 1-4 Objectives
- Grade 9 through Grade 12: 1-5 Objectives
- Post-secondary: 1-4 Objectives

Objectives and Strategies

Early Childhood to Kindergarten		
Objectives/Metrics	Strategies	Accountability Partners
<p>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.</p> <p><i>The Early Learning Division will be tasked to develop a committee to identify a baseline and metrics to measure this objective. They will then report their recommendations to HB 2016 Advisory Group for review and approval.</i></p>	<p>a. Identify and implement culturally specific pedagogy, curriculum, investments, and assessments.</p> <p>b. Use culturally responsive positive discipline practices and supports to decrease/eliminate suspensions and expulsions.</p> <p>c. Increase the number of families receiving home visiting supports.</p> <p>d. Increase the number of students in publically funded preschool programs at a rate comparable to that of Oregon's diverse student population.</p> <p>e. Increase access to opportunities for parents/guardians and educators to collaborate and learn about developmental and educational needs of African American/Black children and the child care needs of families.</p>	<p>a. Early Learning Division</p> <p>b. Chief Education Office</p> <p>c. Culturally Specific Community-Based Organizations</p> <p>d. Local Education Agencies (School Districts)</p>
<p>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.</p> <p><i>The Early Learning Division will be tasked to develop a committee to identify a baseline and metrics to measure this objective. They will then report their recommendations to HB 2016 Advisory Group for review and approval.</i></p>	<p>a. Increase the numbers of African American/Black educators in the early childhood workforce.</p> <p>b. Formally request shifts and adjustments to standards and requirements for quality ratings for early learning programs to improve SPARK's (formerly known as QRIS, Oregon's Quality Rating and Improvement System) effectiveness.</p> <p>c. Collaborate with SPARK team to discuss inclusion of culturally responsive SPARK analysis and standards.</p>	<p>a. Early Learning Division</p> <p>b. Oregon Department of Education</p> <p>c. Chief Education Office</p> <p>d. Higher Education Coordinating Commission</p> <p>e. Local Education Agencies (School districts)</p>
<p>3. Build a consistent approach and aligned pathway</p>	<p>a. Increase the number of school districts and early learning hubs partnering together to coordinate culturally responsive kindergarten</p>	<p>a. Oregon Department of Education</p>

Plan Objectives: Early Childhood - PreK

1. Increase access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare AABD children for kindergarten.
2. Increase the number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of AABD children in early childhood environments.
3. Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of AABD early learners.
4. Build a culturally and linguistically congruent newcomer program for AABD students.

Plan Objectives: Grade K-3

1. Increase the number of AABD educators in Oregon. (Includes recruitment, hiring, and retention.)
2. Increase the amount of available culturally responsive curriculum in Oregon schools for AABD students.
3. Increase literacy and numeracy outcomes for AABD students.
4. Build a culturally and linguistically congruent newcomer program for AABD students.

Plan Objectives: Grades 4-8

1. Increase academic outcomes for AABD students in math and English language arts.
2. Increase attendance and reduce absenteeism rates for AABD students.
3. Reduce the number of discipline incidents for AABD students.
4. Build a culturally and linguistically congruent newcomer program for AABD students.

Plan Objectives: Grades 9-12

1. Increase the rate of freshman on-track to graduate for AABD students.
2. Increase attendance and reduce absenteeism rates for AABD students.
3. Increase graduation rates for AABD students.
4. Reduce the number of discipline incidents for AABD students.
5. Build a culturally and linguistically congruent newcomer program for AABD students

Plan Objectives: Post-Secondary/Higher Ed

1. Increase the post-secondary enrollment rate of AABD students.
2. Ensure that AABD students in post-secondary education institutions complete at least half the number of credits required by their degree or certificate.
3. Ensure that AABD high school graduates and GED completers complete an Associate's degree or certificate within three years or complete a Bachelor's degree within six years.
4. Encourage culturally and linguistically congruent newcomer strategies at postsecondary institutions to support AABD students.

Indicators of Success

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

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.

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

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

Indicators of Success

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.

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

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

Indicators of Success

Reduce the number of discipline incidents for African American/Black Students

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

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

Increase graduation rates for African American/Black Students

Indicators of Success

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

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.

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

Grant Program

Eligibility (OAR 581-017-0556)

Three required elements:

- Eligible Organization
- Students Served
- Partnerships

Eligibility (OAR 581-017-0556)

Eligible Organizations

- Early learning hubs
- Providers of early learning services
- School districts
- Education service districts (ESD) (*with passage of HB 2060*)
- Post-secondary institutions of education
- Community-Based Organizations (must be non-profit organization as defined by ORS 65.001)

Eligibility (OAR 581-017-0556)

Students Served

Serve African/African American/Black/African Diaspora (AABD) students and youth populations and their families as follows:

- Existing programs or projects that are being scaled up
 - Provide data to ODE validating that the **majority** of students who are served through the programming or services the organization is providing under the Grant are African/African American/Black/African Diaspora students
- New programs or services
 - Provide information to ODE about **how** the program or project **will serve** African/African American/Black/African Diaspora students and **estimating the total number** of African/African American/Black/African Diaspora students who will be served

Levels of Student Engagement

- **Level 1:** High frequency of contact; mostly participating in activities with direct or one-to-one, individualized contexts; home visits (virtual or in-person)
- **Level 2:** Medium frequency of contact; mainly participating in “one-time” activities with indirect, group contexts
- **Level 3:** Low frequency of contact; indirectly participating through schoolwide contexts or staff professional development opportunities

Levels of Engagement - Level 1

High frequency of contact; mostly participating in activities with direct or one-to-one, individualized contexts; home visits (virtual or in-person)



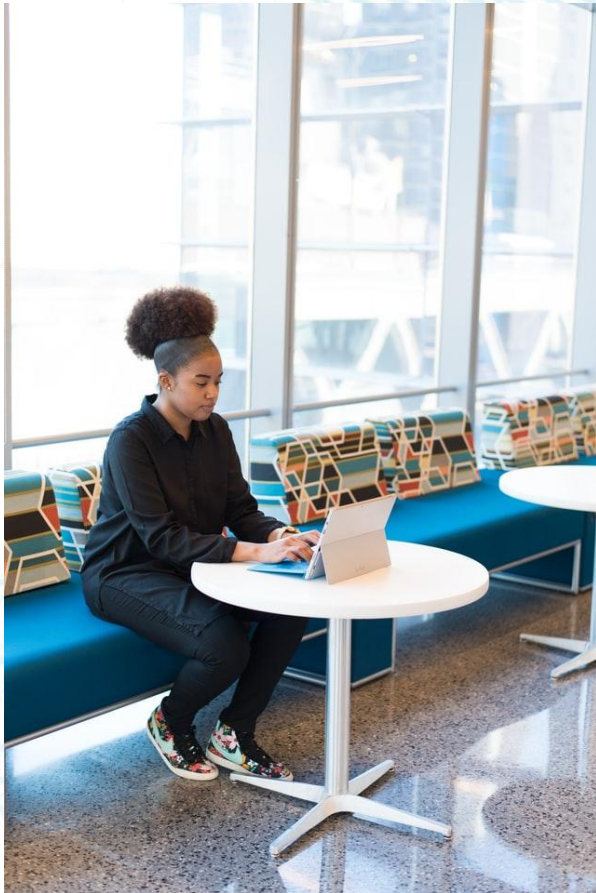
Levels of Engagement - Level 2

Medium frequency of contact; mostly participating in activities with more indirect, group contexts



Levels of Engagement - Level 3

Low frequency of contact;
indirectly participating through
schoolwide contexts as a member
of larger student body; secondary
impacts through staff training/PD



Example	Level 1	Level 2	Level 3
Students in a class where the teacher has received professional development supported by the grant			X
Students in classes where the curriculum materials have been supported by the grant			X
Every African American/Black student in a school with an active BSU			X
Students engaged by a Grantee's recruitment efforts but not enrolled in Grantee programming			X
Every African American/Black student in the school or school district where Grantee programming is offered			X
Students participating in a leadership summit led by Grantee program		X	

Example	Level 1	Level 2	Level 3
Students participating in an active BSU served by Grantee program staff	X		
Students receiving home visits, or virtual services in at-home contexts, from Grantee program staff	X		
Students participating in Grantee-led summer classes and programming	X		
Students who regularly attended tutoring sessions offered by Grantee program staff	X		
Students who regularly attended mentoring sessions offered by Grantee program staff	X		
Students who regularly attended an after-school program offered by program staff	X		
Students who regularly attended a class offered by Grantee program staff	X		

Eligibility (OAR 581-017-0556)

Partnerships

Be actively engaged in or prepared to enter into an inclusive Partnership and/or consortium with other entities invested in the success of African/African American/Black/African Diaspora students through the implementation of Culturally Responsive programming or services.

Eligibility (OAR 581-017-0556)

The Partnership or consortium must meet the following criteria:

- **Consortiums and Partnerships must include a Culturally Specific Organization that works with African/African American/Black/African Diaspora students.**
- If the applicant is a Culturally Specific or Community-Based Organization, early learning hub or provider of early learning services,
 - Must have at least one
 - school district or
 - post-secondary institution as a partner.

* A single grant proposal may include more than one applicant, but the lead applicant must be one of the eligible types identified in subsection (1) of this rule.

Eligibility (OAR 581-017-0556)

Partnerships

- Community Based Organization (CBO) as lead applicant working with students in multiple schools
- School District as lead applicant working with one or more community based organizations
- Coordinated program between school district, CBOs, and post-secondary education programs
- Pre-school working with elementary schools in school district

Integrated Implementation

- Sharing the AABSS Plan
- Coordinating with other Agency programs



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Questions? Contact:

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