

# **AFRICAN AMERICAN/BLACK STUDENT SUCCESS EVALUATION 2020- 2021**

**FRIDAY, JUNE 25<sup>TH</sup> 2021**

**PRESENTED BY: TANISHA TATE WOODSON, PHD, MPH | RESEARCH ASSOCIATE, NPC RESEARCH**

# AGENDA

- Welcome & introductions
- Evaluation approach – Culturally responsive and equitable evaluation framework
- Study aims and methods
- Summary of evaluation findings
- Recommendations
- Breakout session
- Closing remarks & next steps



# NPC RESEARCH EVALUATION TEAM



**Tanisha.  
Woodson, PhD**  
Project Director



**Shannon  
Davidson, PhD**  
Project Director



**Chad Rodi, PhD**  
Project Advisor



**Chris Partipilo, MS**  
Research Analyst



**Timothy Ho, PhD**  
Research Analyst



# CULTURALLY RESPONSIVE EVALUATION APPROACH

- Culturally responsive and equitable evaluation approach to evaluation and learning
  - Create a learning environment
  - Evaluators are partnering with grantees, funders, communities and priority populations
- Flexible and adaptable
- Equity is a process and an outcome
- Established an Evaluation Advisory Subcommittee:
  - Chairwoman Joyce Harris, Kendra Hughes, Iris Bell, Tim Logan, Earlean Wilson Huey, Amelia Vargas, Shelaswau Crier and Deb Lange



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# CULTURALLY RESPONSIVE EVALUATION APPROACH

- **Established an Evaluation Advisory Subcommittee**
  - Ensured representation of Advisory Group and ODE staff in the evaluation process
  - Worked with NPC Evaluation Team to design the evaluation
  - Identified data collection items for each indicator
  - Provided feedback on the evaluation design
- **Held Listening Sessions with Grantees**
  - Ensured that our data collection aligns with Grantee's work
  - Included participant voice in the evaluation process
  - Provided Grantees with a chance to review and correct deliverables (snapshots and logic models)
- **Build relationships with grantees, partners and stakeholders**
  - Communicated evaluation purpose and process
  - Member checks of documents

# LISTENING TO GRANTEES – EVOLUTION OF THE EVALUATION PLAN



## Relationships with Schools & School Districts

- The relationships grantees share with schools and school districts vary.
- We wanted to understand the successes and challenges school administrators and district leaders experienced when supporting the implementation of grantee programs.

## Impact of the pandemics on program implementation

- The pandemic impacted many students/families.
- Grantees used creative strategies to connect with students and their families.
- Grantees are adapting their programs to support students during these unprecedented times.

## Data... Data... Data...

- There is variation in the type of data grantees collect from the students they serve and the programs they implement.
- Sometimes communication with school districts limit the ability to access student-level data.
- Opportunities abound to support grantees with data collection, monitoring, and use.

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## EVALUATION PURPOSE AND APPROACH

### Aim #1: School context and environment

- What role do school district personnel play in supporting and sustaining the implementation of HB2016 program activities?

### Aim #2: Student Outcomes

- How does the implementation of the AABSS plan relate to changes in the indicators of student success?

### Aim #3: Data Infrastructure

- How are grantees monitoring and reporting data regarding participating students?

# EVALUATION PIVOTS POINTS AND ADAPTATIONS

## Pivot Points

- COVID-19 school and program closures
- Privacy concerns about sharing student-level data
- Grantee data expectations vs. reality



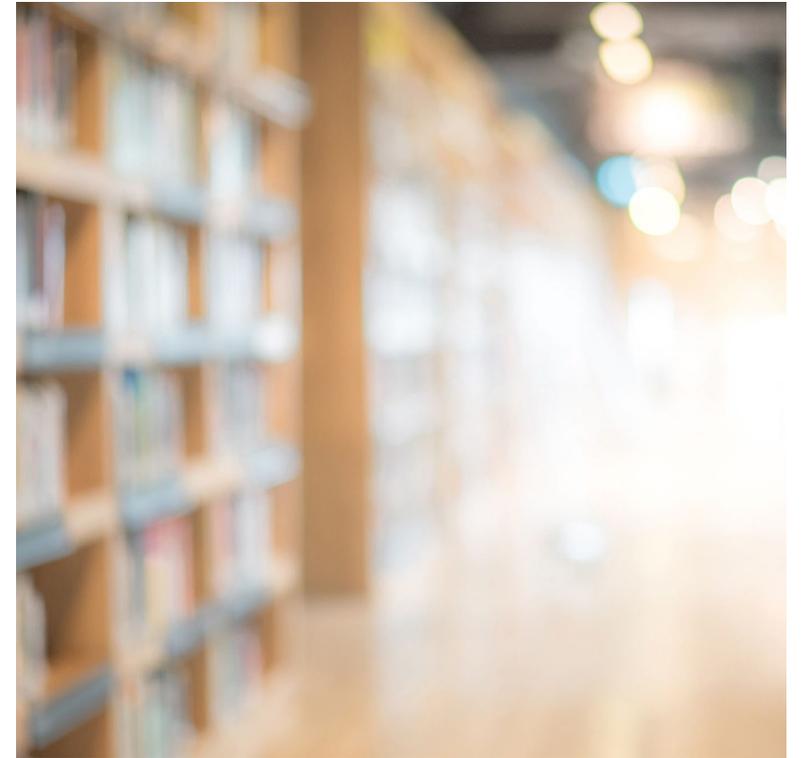
## Adaptations

- Interviews with grantees, school and district leaders instead of site visits
- Masked data and change of timeline
- Focus on listening to grantees and putting data infrastructure in place

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## TURNING THE SPOTLIGHT ON THE SYSTEM

- Interviewed Grantees
- Interviewed school district personnel
- Interviewed school building administrators
- Analyzed student outcome data related to the Indicators of Student Success
- Assessed the infrastructure for data gathering, collecting and reporting





**AIM 1: UNDERSTANDING THE SCHOOL AND SCHOOL  
DISTRICT CONTEXT**



# QUALITATIVE INTERVIEWS

## **Overall purpose of interviews:**

To understand how school district leaders and school building leaders can—and do—create optimal conditions for Grantees to most effectively serve youth.

**What works?**

**What are the challenges?**

**What supports do stakeholders need to work together?**

## QUALITATIVE INTERVIEWS: METHODS

### Recruitment:

- Grantees helped us select 1-3 school- and district-level partners with whom they interact in their AABSS-funded work. We recruited participants across all Grantee regions to ensure representation.
- We also interviewed representatives from 10 current Grantees.

### 36 interviews completed:

- 10 Grantees
- 12 School-level leaders
- 14 District-level leaders

**Analysis:** We used NVivo qualitative software to code interview transcripts using emergent coding, and identified themes using content analysis.

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# Features of successful partnerships between Grantees, Schools, and Districts

- Awareness
- Clear expectations
- Access
- Communication and collaboration
- Goals and accountability
- Sustainability and systemic change

**QUALITATIVE INTERVIEWS: FINDINGS**

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## Awareness

### **What works?**

- Visibility and integration of Grantees in broader school community
- Clear messages and support for the AABSS Plan to motivate engagement with staff, families, and students

### **What are the challenges?**

- Inconsistent messaging and “branding” of the AABSS Plan
- Without a “champion” in leadership, Grantees can struggle with building awareness
- Stakeholders outside of PDX metro need to see themselves represented in the work

### **What supports do stakeholders need to work together?**

- Support from state leadership to introduce and orient schools to the AABSS Plan
- Common language that stakeholders can use to describe the initiatives
- Foster championship of the AABSS Plan within school and district leadership

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## Clear expectations

### **What works?**

- Stakeholders understand how best to leverage their roles to support the AABSS Plan program initiatives. 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?

### **What are the challenges?**

- Lack of clarity around what is expected in each role (including data and reporting)

### **What supports do stakeholders need to work together?**

- Information provided to stakeholders outlining how different roles (principals, superintendents, Grantee staff) can best support the AABSS Plan work
- Templates for MOUs between schools and Grantees
- Technical assistance for grantees to support data collection and reporting

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## Access

### **What works?**

- Schools support Grantees with space and resources needed to meet with students and families regularly
- Grantees can access student data in real time (e.g. through Student Information System such as Synergy)

### **What are the challenges?**

- Schools need to know that Grantees have taken necessary measures to follow safety protocols on campus
- Grantees need MOUs or data sharing agreements in place to access student data

### **What supports do stakeholders need to work together?**

- Guidance to help schools and Grantees develop protocols for accessing students and their data

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## Communication and Collaboration

### What works?

- Frequent, open communication between Grantees and school/district staff
- Integrating the AABSS Plan work with broader equity initiatives

### What are the challenges?

- Occasional pushback from different stakeholders
- Difficulty coordinating across programs
- Missed opportunities to share learning

### What supports do stakeholders need to work together?

- Dedicated diversity, equity and inclusion staff within districts who can help coordinate and align efforts
- Support Grantees to form learning communities with each other
- Guides or templates for communication between schools, districts, and Grantees

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## Goals and accountability

### **What works?**

- Having data to emphasize the importance and urgency of the AABSS Plan
- Having data to monitor the progress of Grantees and their work

### **What are the challenges?**

- Hard to find existing data to answer questions, and hard to collect original data without more support

### **What supports do stakeholders need to work together?**

- Data dashboards or displays to demonstrate importance of the AABSS Plan
- Data tools and guidance for monitoring and reporting progress

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## Sustainability and systemic change

### What works?

- Being able to plan ahead and seek lasting systemic change, which takes time
- Seamless transitions between funding cycles without gaps or lags in funding
- School and district partners highly value the presence of Grantees

### What are the challenges?

- Dealing with turnover at state level
- Re-applying every year for funding, and uncertainty about sustained funding
- Translating individual successes into systemic change

### What supports do stakeholders need to work together?

- Longer funding cycles or more support with applications
- Foster consistency in leadership and more diversity in education workforce
- Training

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## Harnessing Learning from the Covid-19 Pandemic

- Grantees had to quickly pivot to different kinds of work serving the needs of students and families in their communities.
- Many school and district partners realized (or confirmed what they already knew) during this time what a valuable resource the Grantees are to their communities.
- Grantees learned some lessons about flexibility--"meeting students and families where they are"--that can carry into the future.
- Grantees and school system partners also developed new technology skills that could be beneficial to continue learning and using.

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## Harnessing Learning from the Covid-19 Pandemic

- Affinity groups have been a lifeline
- New technologies, such as Google voice and recorded video messages, have been helpful for connecting with families, and some of those tools may continue to be employed after the pandemic.

*“I’ll keep meeting families where they are. If they want to meet me at a park or their house or whatever. The pandemic has made us all more flexible.” - Grantee*

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## SPRING 2021 INTERVIEWS - SUCCESSES

- *“We’ve had a lot of students break out of harmful cycles in schools such as developmental courses and go on to higher ed, grad school.” – School District Leader*
- *“The presence of this team is so important.” – School Administrator*
- *“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.” – School Administrator*



# **THE ROLE OF THE COMMUNITY BASED ORGANIZATION**



# SERVICES PROVIDED BY GRANTEES

## Support to Students

- Home visits
- Referrals to programs (e.g., early learning, behavioral/mental health support, etc)
- One-on-one and group support to students and families
- Extended day programs

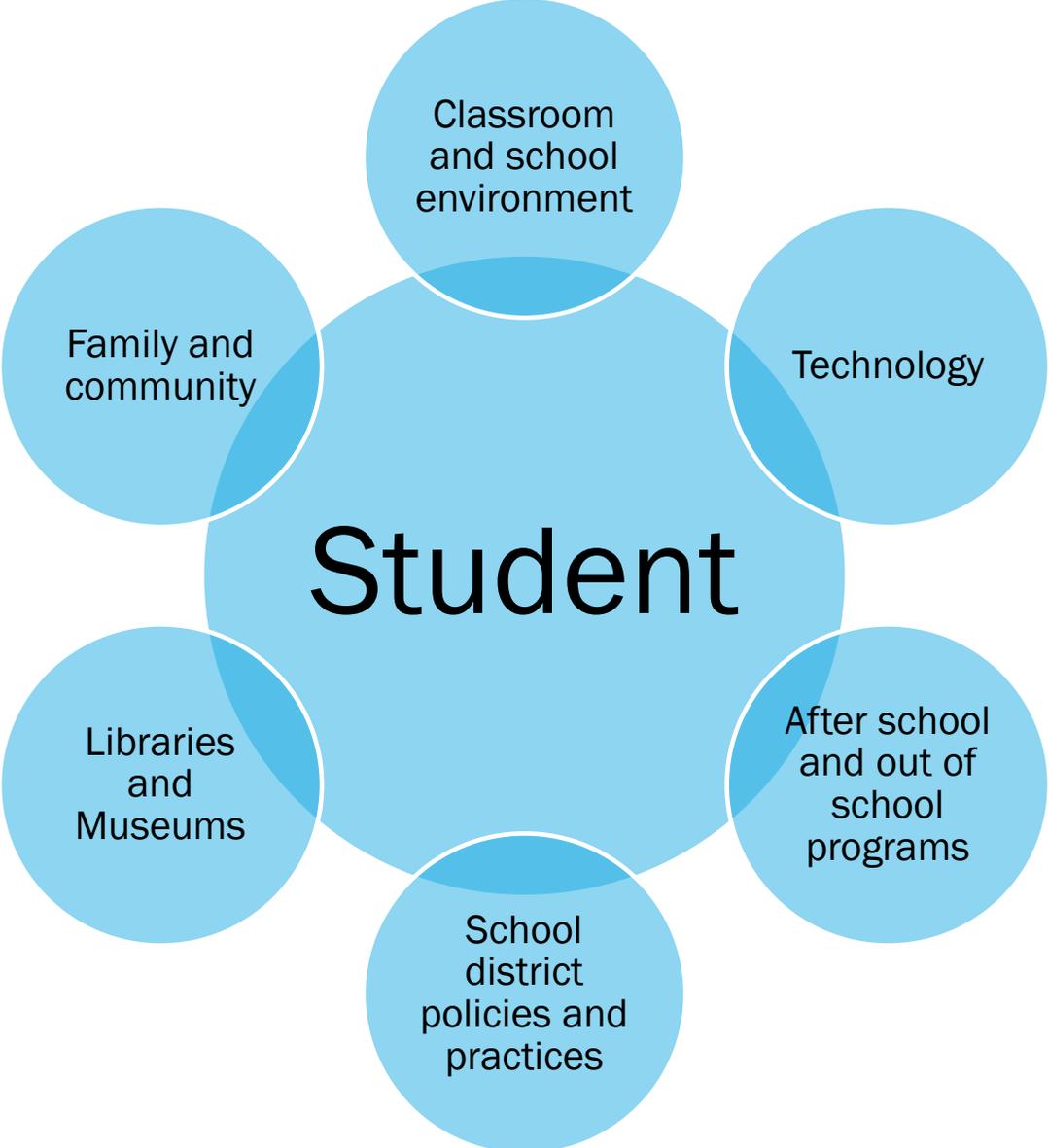
## Support to Schools

- Professional development for educators and staff
- Co-creation of curriculum
- Tuition support for continuing education
- Hiring educators of color
- Dedicated slots and placement AA/Black students in early learning programs

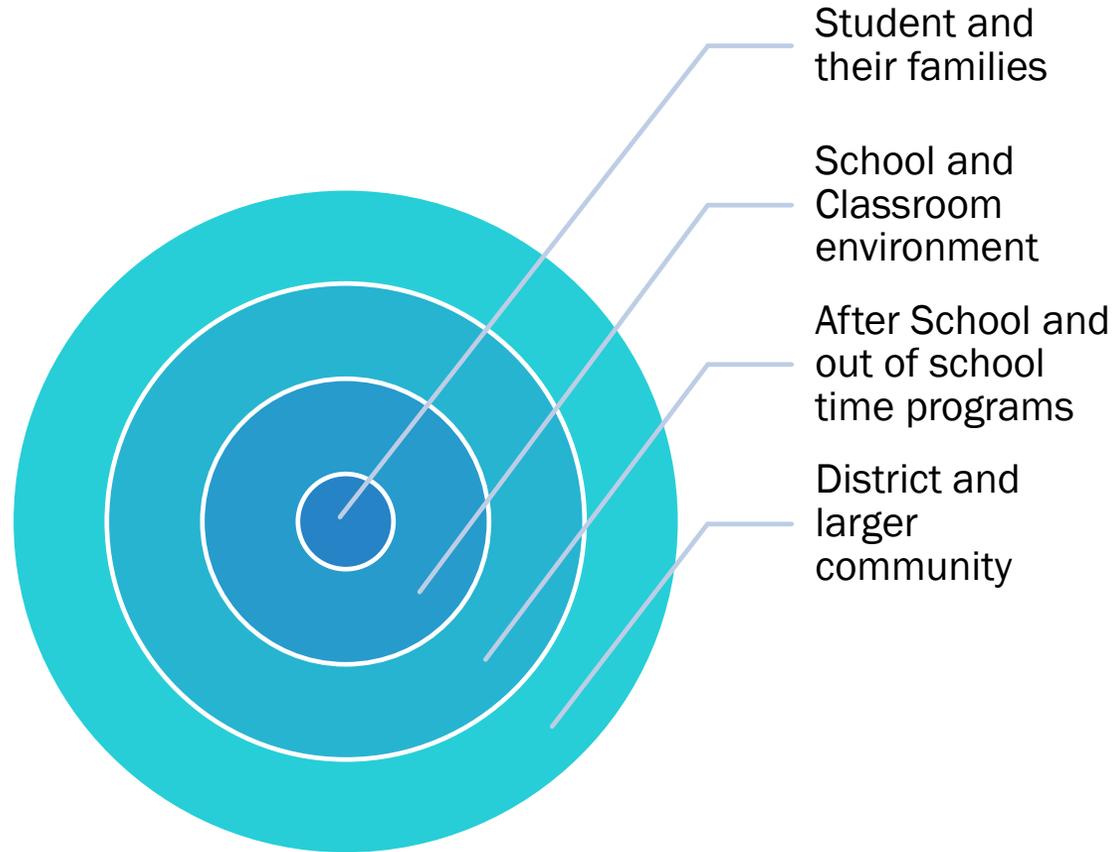
## Support Program Staff

- Professional development and training opportunities
- Career growth and leadership opportunities

# STUDENT'S ECOSYSTEM



# STUDENT'S ECOSYSTEM



## The Enduring Presence of the Community Based, Nonprofit Organizations

### STUDENT AND THEIR FAMILIES

- Welcoming new arrivers
- First form of support when entering the school environment

### SCHOOL AND CLASSROOM ENVIRONMENT

- Training teachers and staff on culturally responsive teaching practices
- Brokering relationships between students, their families and school staff
- Create a welcoming and safe space for students

### AFTER SCHOOL AND OUT OF SCHOOL TIME PROGRAMS

- Exposure to arts, music and recreation
- Extracurricular activities
- Mentorship and tutoring services
- Transportation support
- After school support services

### DISTRICT AND LARGER COMMUNITY

- Curriculum development
- Recruiting, hiring and retaining educators of color
- Prof. development for district leaders and administrators
- Equity-based policies

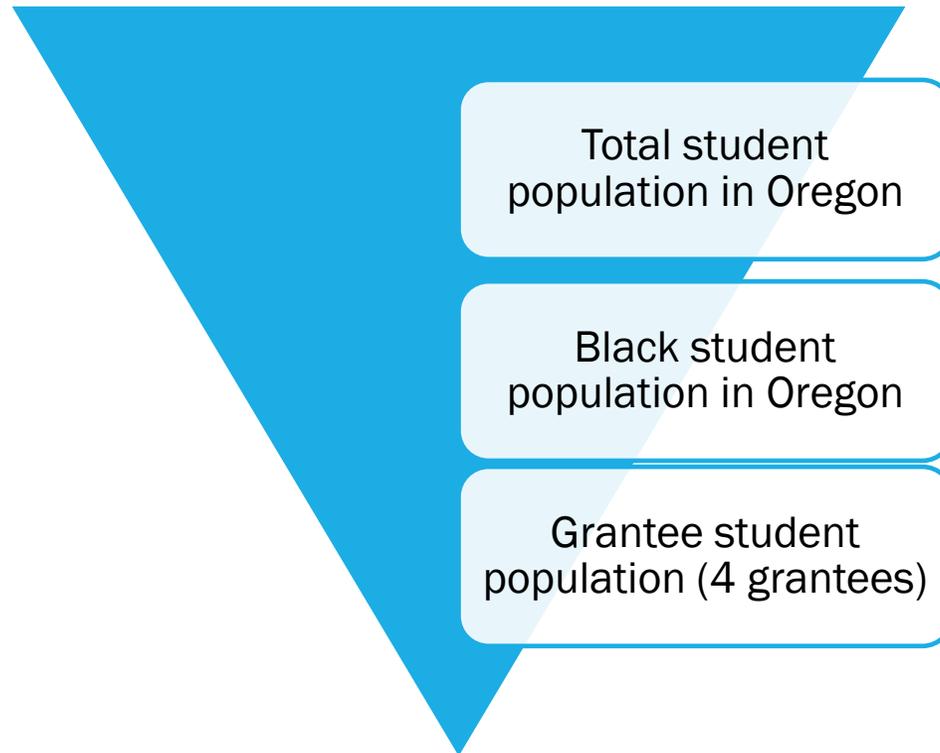


## **AIM 2: STUDENT OUTCOMES**



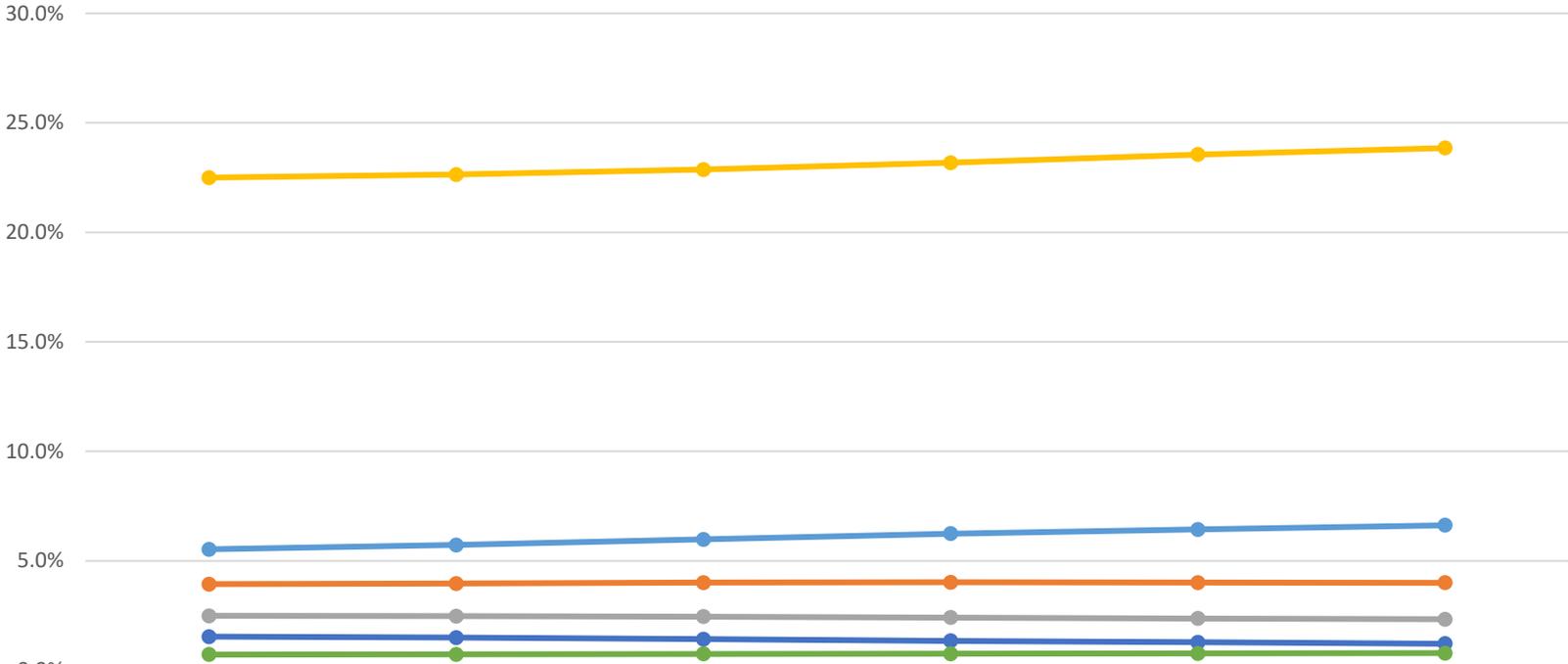
# STUDENT OUTCOME DATA

- Data source: Administrative data from Oregon Department of Education
- Student level deidentified data representing four grantees
- Presentation of findings:



# OREGON STUDENT POPULATION

Total Student Enrollment in Oregon for Non-white Students

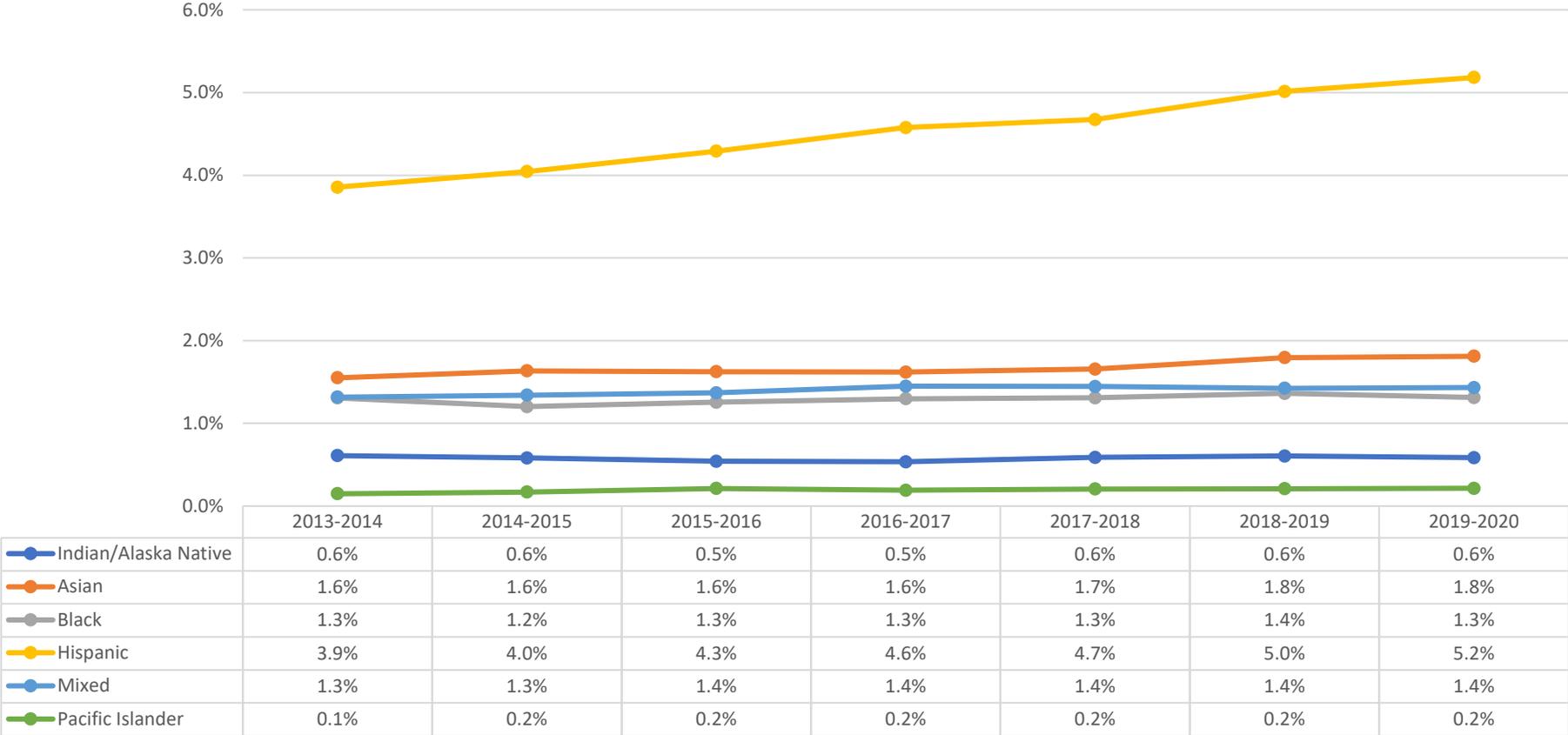


	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Indian/Alaska Native	1.5%	1.5%	1.4%	1.3%	1.3%	1.2%
Asian	3.9%	4.0%	4.0%	4.0%	4.0%	4.0%
Black	2.5%	2.5%	2.4%	2.4%	2.4%	2.3%
Hispanic	22.5%	22.6%	22.9%	23.2%	23.6%	23.9%
Mixed	5.5%	5.7%	6.0%	6.2%	6.4%	6.6%
Pacific Islander	0.7%	0.7%	0.7%	0.8%	0.8%	0.8%

Indian/Alaska Native Asian Black Hispanic Mixed Pacific Islander

# OREGON EDUCATORS

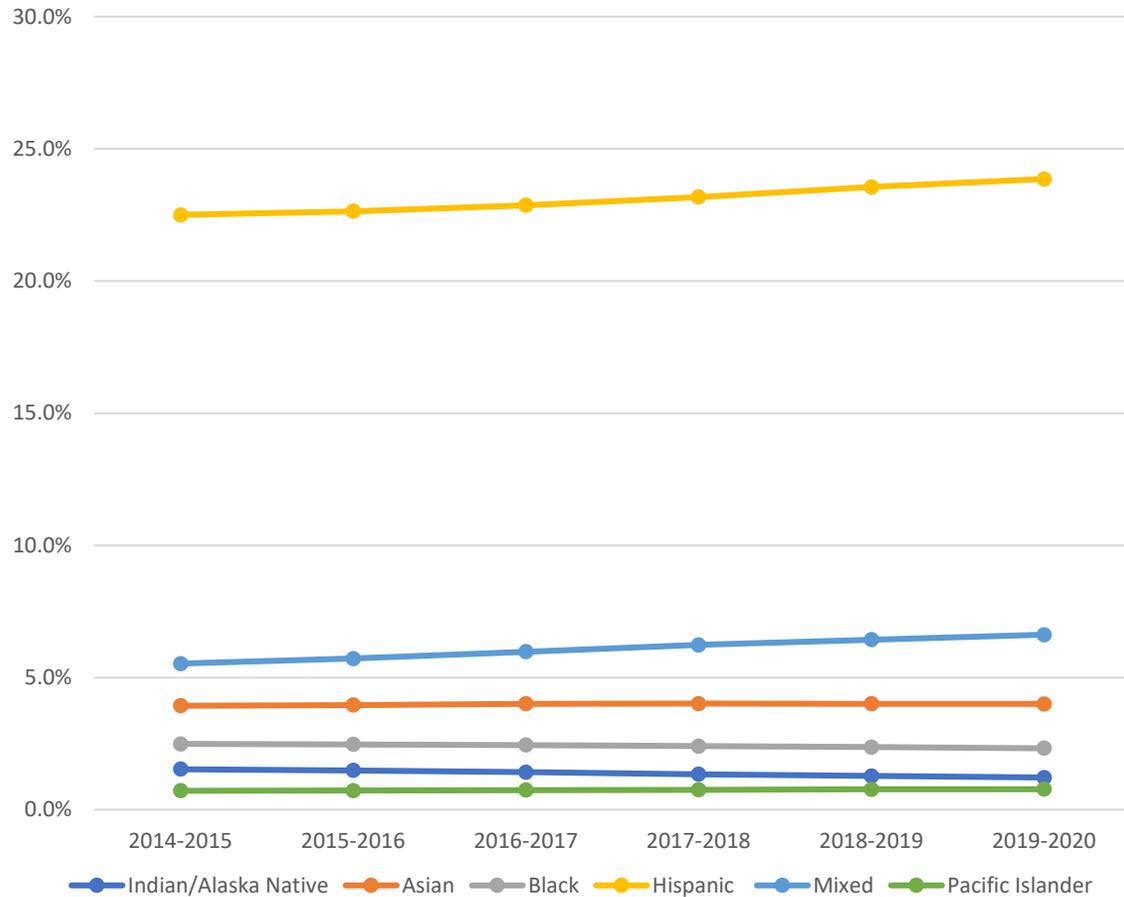
## Race and Ethnicity of Non-white Educators in Oregon



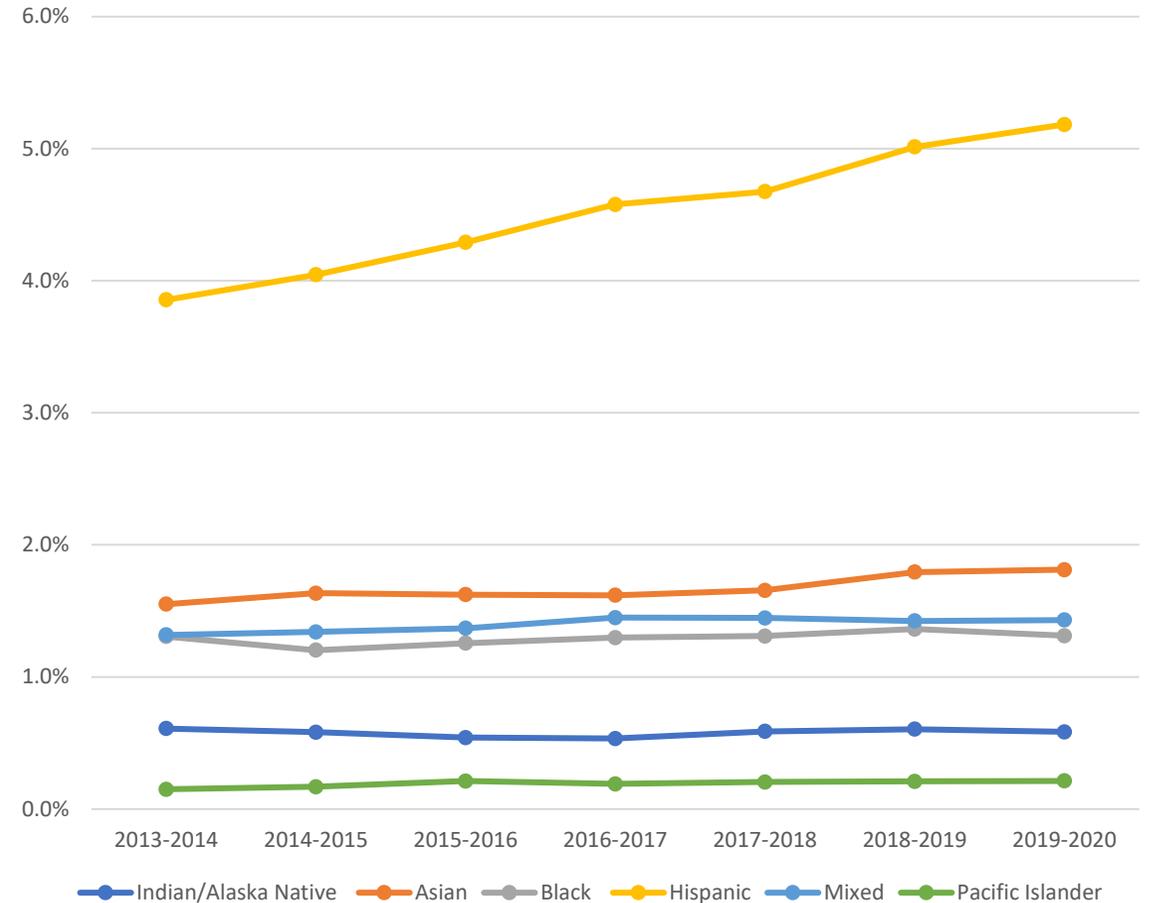
● Indian/Alaska Native  
 ● Asian  
 ● Black  
 ● Hispanic  
 ● Mixed  
 ● Pacific Islander

# OREGON STUDENT ENROLLMENT AND OREGON EDUCATORS

## Total Student Enrollment in Oregon for Non-white Students



## Race and Ethnicity of Non-white Educators in Oregon

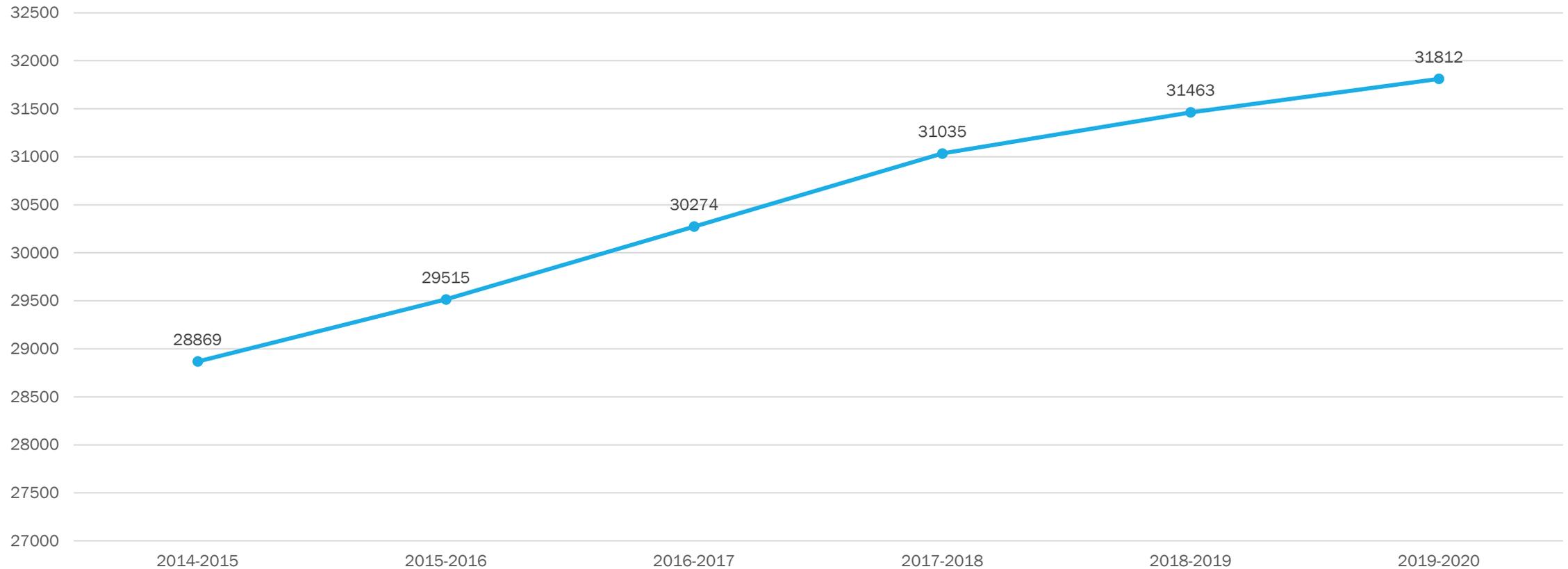


# **DISTRICTS WITH HIGHEST NUMBER OF BLACK EDUCATORS**

- 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
- Salem- Keizer School District

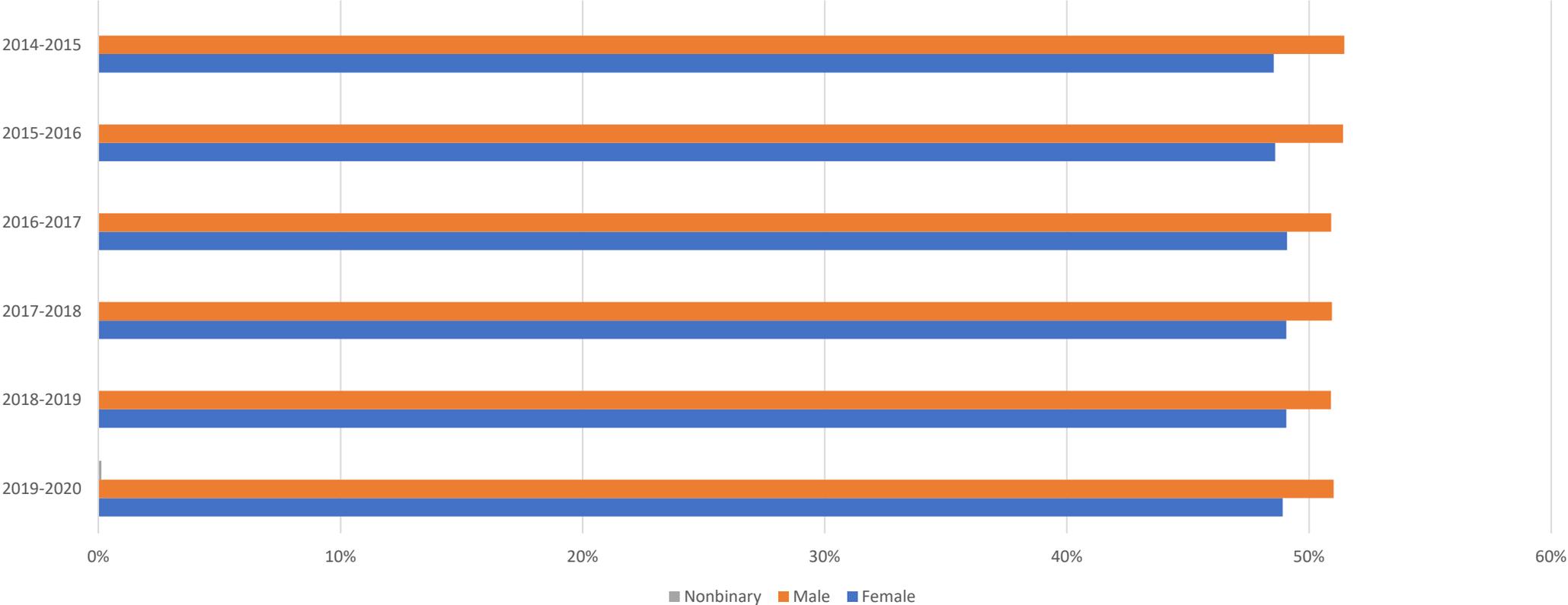
# BLACK/AFRICAN AMERICAN STUDENT ENROLLMENT

Number of Black/African American Student Enrolled in School in Oregon  
(SY14-15 to SY19-20)



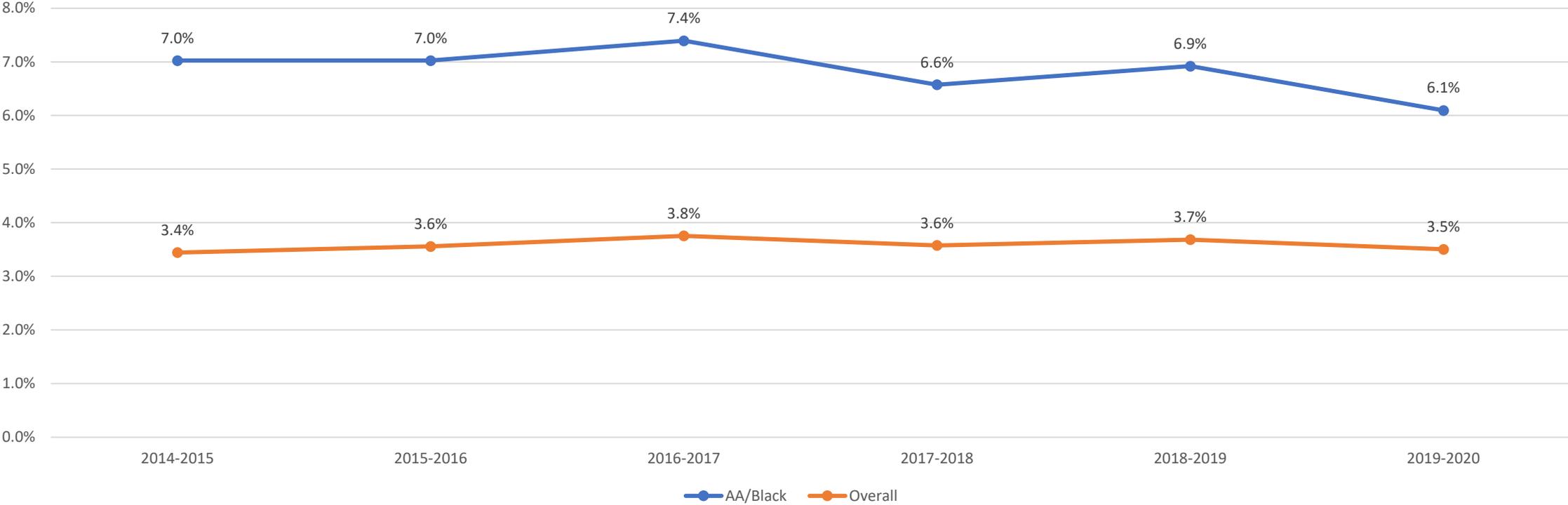
# CHARACTERISTICS OF BLACK/AFRICAN AMERICAN STUDENT POPULATION

Total Enrollment of African American/Black Students in Oregon



# HOMELESSNESS AMONG BLACK/AFRICAN AMERICAN STUDENT POPULATION

Percent Homelessness Among Black Students in Oregon compared to total student population



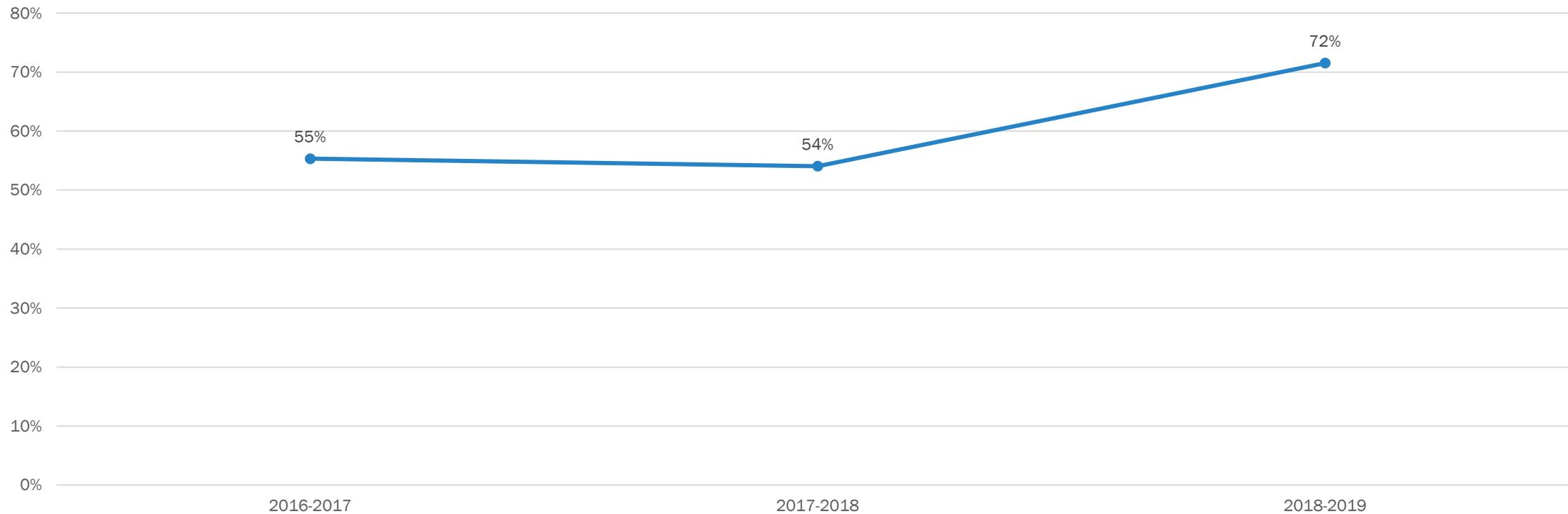
	Indian/Alaska Native	Asian	Black	Hispanic	Mixed	Pacific Islander	White	Total Students
2016-2017	0.0%	0.5%	62.6%	5.1%	23.8%	1.4%	6.5%	214
2017-2018	0.0%	0.5%	61.3%	7.2%	25.2%	1.8%	4.1%	222
2018-2019	0%	0%	96%	1%	1%	1%	2%	736
2019-2020	0%	0%	96%	1%	1%	0%	2%	795

## GRANTEE STUDENT POPULATION

# GRANTEE STUDENTS GRADUATION RATES

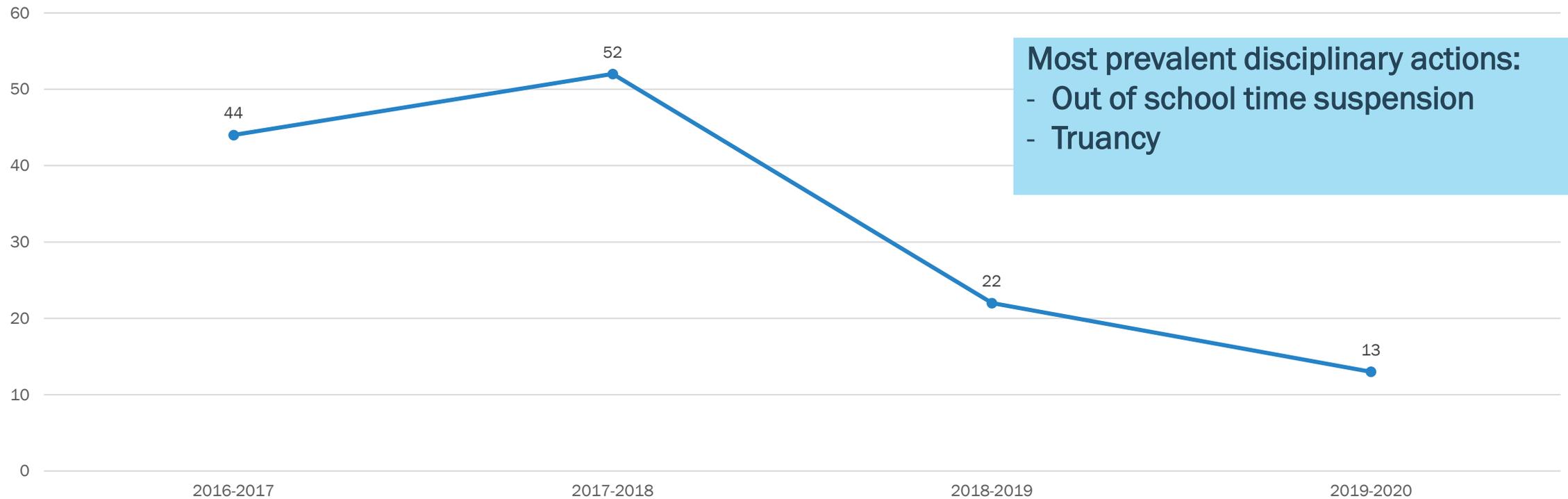
	2017-2018	2018-2019	2019-2020	2020-2021
Alternative Certificate	0%	3.9%	0%	0.7%
Continuing Enrollment	18.2%	13%	16.7%	16.2%
Extended Diploma	0%	0%	0.7%	0.5%
GED	9.1%	6.5%	4.6%	5.7%
Diploma	54.5%	51.9%	57.4%	55.9%
Dropouts	18.2%	24.7	13.5%	16.2%
Transfer to another State	0%	0%	4.3%	2.9%
Home Schooled	0%	0%	2.8%	1.9%
<b>Total students</b>	<b>55</b>	<b>77</b>	<b>281</b>	<b>419</b>

### Percent Regular Attender



**REGULAR ATTENDER**

## Percentage of Grantee Students Experiencing Disciplinary Actions



**DISCIPLINARY ACTIONS**



## MISSINGNESS IN THE DATASET

- Career and technical education
- On track for graduation
- Recent Arriver
- Foreign exchange student
- English Language Learner



## **AIM 3: DATA INFRASTRUCTURE**



# GRANTEE DATA INFRASTRUCTURE

Data Infrastructure	Number of Grantees
Case Management System	9
Other Electronic Database	4
Excel Files	10
Word Documents	3
Shared Drive	9
Paper Tracking Sheets	6
Other	4

## Case Management System:

- Google Drive
- Quickbase dashboard
- Apricot Solutions
- Apricot 360
- Efforts to Outcomes (ETO)
- ProCare and CorAdvantage

## Other Electronic Databases:

- Synergy
- Data is stored in third-party database
- Google forms
- Nation Builder

## Other:

- In the process of implementing a case management system
- Smartsheet
- Stored in a third-party database: Synergy, Schoology,

# MEASURES TRACKED BY GRANTEES

## System

- ✓ Professional development and training of educators and staff
- ✓ Technical assistance for curriculum development
- ✓ Availability of kindergarten transition programs
- ✓ Pre/post assessment of teacher trainings

## Student

- ✓ Home visits with families
- ✓ Level of engagement in summer programming, youth activities
- ✓ Track grades, attendance, credits, and on track for graduation

## Family Support

- ✓ Parent enrollment in supportive services
- ✓ Resources provided to families regarding supportive services (e.g., interpretation services, case management support, career and college readiness)



# **RECOMMENDATIONS**



# RECOMMENDATIONS

## USE DATA AND THE EVALUATION PROCESS AS A LEARNING TOOL

- Use data in a learning environment and as a tool for continuous improvement
- Support grantees in building their data infrastructure
- Align the indicators of student success with data reality

## ESTABLISH LEARNING COLLABORATIVES

- Use the grantee meetings as a space for learning and sharing resources among grantees

## SYSTEM LEVEL CHANGES

- Support the relationship between community-based organizations, students and their schools
- Attend to the cultural difference that exist within African American and Black communities (e.g., immigrant and refugee communities)
- Collaborate with similarly missioned funders (e.g., OCF's Black Student Success Act; Portland Public Schools Racial Equity and Social Justice Strategies and Partnerships)
- Implement an equitable grant making process

## EQUITABLE GRANTMAKING CONTINUUM

	Level 1 Funder	Level 2 Funder	Level 3 Funder
<b>Organization Size Funded</b>	Only funds well-established organizations with proven track records	Mostly funds well-established organization 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
<b>Grant Application Process</b>	Requires multiple-page narratives, several attachments, and/or unique outcomes templates. Take organizations 15 or more hours to complete	Requires a lot of copying and pasting and a few attachments. 4 to 14 hours to complete application.	Accepts grant proposals written for other purposes and reaches out to organizations to verbally ask clarifying questions. Take organizations up to 3 hours to complete
<b>Grant Decision Timeline/Fund Disbursement</b>	Take three or more months	Take one to three months	Takes less than one month
<b>Renewal process</b>	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

# RECOMMENDATIONS

## Racial Equity

The original guide describes four important features of a **racial equity lens**:

Analyzes data and information about race and ethnicity

Understands disparities and the reasons they exist

Looks at structural root causes of problems

Names race explicitly when talking about problems and solutions

## Racial Justice

A **racial justice lens** adds four more critical elements:

Understands and acknowledges racial history

Creates a shared affirmative vision of a fair and inclusive society

Focuses explicitly on building civic, cultural, economic, and political power by those most impacted

Emphasizes transformative solutions that impact multiple systems

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## QUESTIONS

- How can we strengthen the student learning ecosystem by building deeper relationships with students, families, schools, districts and the larger community?
- How are we going to measure grantee success and effectiveness?



## **NEXT STEPS**

- **FINAL REPORT:**
  - Review and provide feedback on final report
- **PLANNING:**
  - Dissect and distill the information into action plans and strategic approaches
- **ALIGN DATA:**
  - Align indicators of student success with grantee-level and state-level data (e.g., data dictionary)
- **DATA SUPPORT TO GRANTEES:**
  - Provide technical assistance to grantee to support their data gathering efforts



THANK YOU

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