



African American/Black Student Success Plan

May 7, 2021





Agenda

- History and Background
- The Plan
- Grant Program
- OCF
- 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]
 - Convene Advisory Group to advise on development and implementation of Plan, grant, and administrative rules for implementation
 - Award grants to implement the strategies developed in the plan.

History and Background

- 2015: Advisory Group convened
- 2016: First grantees awarded
- 2017: African American/Black Student Success Plan published
- 2018: 5 grantees added (expanded geographic service area)
- 2020: 3 Grantees (expanded range of services)
- 2021:
 - Rules Revision
 - Amended Legislation
 - New RFA – Cohort 3: 14 grantees
- 2022:
 - Legislative Report
 - Update AABSS Plan

History and Background

Amended Legislation – HB 2060

SECTION 6. ORS 329.841 is amended to read:

329.841. (1) For the purposes of this section, “plan student” means a student enrolled in early childhood through post-secondary education who:

(a) Is black or African-American [*or a member of a student group that is not covered under an existing culturally specific statewide education plan*]; and

(6) The department, in consultation with the advisory group, shall award grants to Early Learning Hubs, providers of early learning services, school districts, **education service districts**, post-secondary institutions of education and community-based organizations to implement the strategies developed in the plan developed and implemented under this section.



AABSS Overview

AABSS COMPONENTS

Statewide Education Plan

Develop

Implement

Address:

- disparities
- historical practices
- educational needs

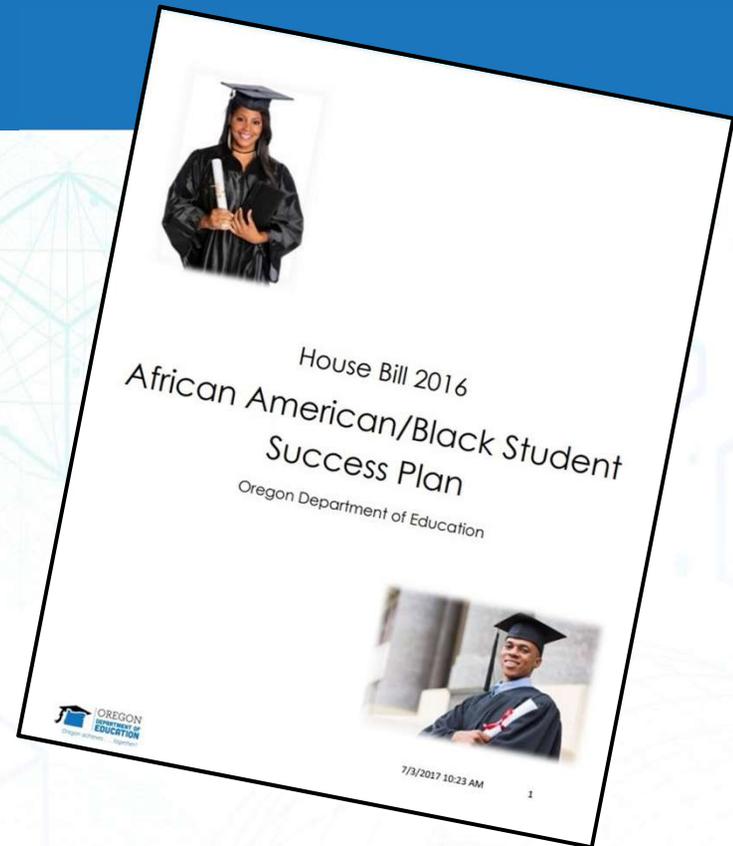
Provide Strategies to:

- address disproportionate discipline
- increase parental engagement
- increase school readiness
- support grade level transitions
- support culturally responsive pedagogy, practices, & curricula
- increase attendance in post-secondary programs

AABSS Grant

early learning hubs, providers of early learning services, school districts, education service districts, post-secondary institutions of education and community-based organizations

African American/Black Student Success Plan



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



African American/Black Student Success

Education plan for African American/Black students to succeed academically

Home > Students & Families > Education Equity > African American/Black Student Success



Student Success Plan

[Student Success Plan](#)

[House Bill 2016](#)

[Oregon Revised Statutes 329.841](#)

[Resources \(Coming Soon!\)](#)



Advisory Group

[Meetings](#)

[Charter](#)

[Group Members \(Coming Soon!\)](#)



Grants

[Request For Applications \(RFA\)](#)

[Grantees](#)

[Rules](#)

[External Evaluation Report](#)



Resources



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



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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

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



Cohort 3 Grantees

- Airway Science for Kids, Inc.
- African Youth and Community Organization (AYCO)
- Black Parent Initiative (BPI)
- Coalition of Black Men (COBM)
- Center for African Immigrants and Refugees Organization (CAIRO)
- Immigrant and Refugee Community Organization (IRCO)
- Lane Education Service District
- Multnomah Education Service District
- Oregon State University (OSU)
- Portland Opportunities Industrialization Center, Inc. (POIC)
- REAP
- Self Enhancement, Inc. (SEI)
- Southern Oregon Education Service District
- Washington County



African American/Black Student Success

Education plan for African American/Black students to succeed academically

ODE's offices in Salem are closed to the public. Staff will be teleworking and we remain open to the public by telephone and online. Visit our Contact Us page for details on how to get in touch while the buildings are closed: <https://www.oregon.gov/ode/about-us/Pages/Contact-Us.aspx>

African American/Black Student Success Grantees

Sign up [here](#) to receive announcements!

Equity Initiatives

Civil Rights

English Learner Initiatives

AFRICAN AMERICAN/BLACK STUDENT SUCCESS

African American/Black Student Success Plan

African American/Black Student Success Resources

African American/Black Student Success Advisory Group

African American/Black Student Success Advisory Group Meeting Archive



Airway Science for Kids, Inc.

Airway Science for Kids (ASK) has provided engagement and opportunity outreach to the underserved populations of the Portland area since 1992. ASK's diverse board is committed to serving the community as a connection to information, opportunities, and resources necessary to navigate this COVID-impacted, socially and economically challenging world in which we live. ASK has always intentionally infused our aviation and aerospace education with culturally responsive history, education, and career information. The effects of adapting to change, isolation, uncertainty and unprecedented physical, emotional, and environmental challenges are inherent in pushing the boundaries of air and space. With this perspective, our programs intentionally integrate considerations essential to student and family wellbeing.

We have developed six project-based educational modules in STEM fields that are presented (in age-appropriate formats) onsite, online and at our partner locations. These modules explore: flight, the solar system, airplane design, space travel, drones, and robotics. Each module

integrates professional skills development, physical and social-emotional health, career exploration and interviews with diverse people in the field through standards-based facilitation and engineering design process activities. Distance learning has widened the education gap. As a partner in NASA's Museum and Education Alliance, we have complete access and free use of all NASA's extensive, thoroughly vetted, NGSS-aligned resources.



ODE & OCF – A fledging partnership

- Growing CBO capacity
- Sharing the AABSS Plan
- Expanding partnerships



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**Questions?
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Thank You!