

African American/Black Student Success Plan
Advisory Committee
2019-2021 Biennium Packet

Meetings 2019-2020:

October 4, 2019

December 6, 2019

February 7, 2020

April 3, 2020

June 5, 2020

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Charter

Title	African American/Black Student Success Advisory Committee
Sponsors	<ul style="list-style-type: none"> • House Speaker Tina Kotek • House Representative Jodi Hack
Governor’s Office	<ul style="list-style-type: none"> • Lindsey Capps, Education Policy Advisor
Project Mgr.	<ul style="list-style-type: none"> • Title, Assistant Superintendent, Office of EDI • Title, Office of EDI • Title, Equity Education Specialist
Purpose & Expected Results	The purpose of the African American/Black Advisory group is to provide recommendations, support, and, guidance related to the Oregon African American/Black Student Success Plan and well as numerous policy and practice related to access and opportunity for African American/Black students across the state of Oregon.
Funding Source	Oregon Department of Education
Project Success Measures	<p>The African American/Black Student Success Advisory Committee will provide support, recommendations, and guidance through the AA/Black Student Success Plan to:</p> <ul style="list-style-type: none"> • decrease the disproportionate rate of disciplinary incidents; • 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

	<p>three;</p> <ul style="list-style-type: none"> • support student transitions to middle school and through the middle and high school grades to maintain and improve academic performance; • 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; • increase attendance of plan students in four-year post-secondary institutions of education; • increase the number of state agencies and stakeholders to leverage financial resources to sustain and advance the work of the plan <p>To ensure accountability across all Plan success measures, the African American/Black Student Success Advisory Committee will provide feedback on performance measures and outcomes to ensure project grantees demonstrate progress on all targets, as part of their grant award.</p>
Scope	<p>The scope of work will include:</p> <ul style="list-style-type: none"> • Share data and research on Promising Practices in closing gaps for African American/Black students • Provide guidance on the implementation of the African American/Black Student Success plan • Provide guidance and feedback on the accountability of grant recipients connected with the Plan as well as on implementation phases • Create a State of African American/Black Students in Oregon report at the beginning of each school year. The report will provide context, information, and recommendations for continuing to advance the social, emotional, and academic growth and achievement of AA/Black students. • Provide an update on the implementation of the AA/Black Student Success Plan to the State Board of Education yearly • Provide an update on the implementation of the AA/Black Student Success Plan to Oregon Legislature via the House and Senate Education Committees.
Key Stakeholders	<ul style="list-style-type: none"> • Early Learning Division and Early Childhood Educators • Youth Development Division/Council • Juvenile Justice • K-12 Schools and Districts • Higher Education Coordinating Commission • Culturally specific community-based organizations • Students, Families and Caregivers • Oregon Department of Education
Project Approach	<ul style="list-style-type: none"> • The advisory group with knowledge and experience in each indicator will convene on a quarterly basis and advise on the implementation of the African American/Black Student Success Plan • Convening resource team meetings of the advisory group, as needed

	<ul style="list-style-type: none"> • Oregon Department of Education will jointly coordinate and monitor implementation of all aspects of the plan and help to facilitate quarterly meetings of the African American/Black Student Success Advisory Committee. 				
Risks of not doing the project	<ul style="list-style-type: none"> • Chronic disparities in early childhood, youth development, K-12 and higher education settings, across all indicators for African American/Black students in the state of Oregon continue. • Lack of a culturally diverse professional teaching core continues. • Gaps in student achievement and opportunities for African American/ Black students continue. • Disproportionate rates of discipline of African American/Black students continue. • Historical and persistent challenges facing African American/Black students negatively impact P-20 education, business development, housing and employment opportunities, and social and economic growth for the state of Oregon continue. 				
Overall Assessment	This plan is critical to increasing culturally responsive teaching and learning opportunities, improving P-20 student achievement and outcomes for African American/Black students in the state of Oregon.				
Sponsor Approval Signature					
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Name	Date				
Vacant, Assistant Superintendent of the Office of Equity, Diversity, and Inclusion					

Note: ODE will be tasked with ensuring that operationalization of tenure and representation is a unilateral agency-

wide process as well as a process that is specific to the advisory committee’s needs and purposes across all advisory groups with a fiscal attached to it’s originating bill designation. If and when any shifts occur ODE will notify program managers and advisory committee members.

For the purposes of AABS Advisory Committee as it stands, all committee members must:

- Attend at least 75% of the committee meetings
- Complete a yearly survey documenting intention of return, ODE feedback, as well demographic information, biographies and contributions to the committee

Indicators

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.
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 three years; an additional 40% complete a Bachelor's degree within six years.

Advisory Committee Members

Darryl Logan
 Cynthia Richardson
 Dr. Paul E. Coakley
 Markisha Smith
 Mark Jackson
 Donell Morgan
 Veronica Dujon
 Frank Hanna-Williams
 Yvette Alex-Assensoh
 Nkenge Harmon Johnson
 Joyce Harris
 Iris DeGruy Bell
 D.L. Richardson
 Earlean Wilson-Huey

TBD Members Contingent on Survey Response with October 30th, 2019 if persons attend October 4th Meeting.

ODE Internal Data

Year Range: 2014-2018

Measure	Disaggregation	Definition
Pre-Kindergarten Enrollment	Year, Region, Gender	Count and percent of African American/Black students in kindergarten who were enrolled in head start and special education pre-kindergarten.
Early Learning Institutions	Region	Number of head start and special education pre-kindergarten institutions in Oregon.
Kindergarten Assessment	Region, Gender	Average literacy and mathematics achievement scores.
K-12 Enrollment	Year, Grade, Region, Gender, age	Count and percent of African American/Black students enrolled in Oregon public schools.
Demographics	Year, Gradeband, Region, Gender	Count and percent of African American/Black students by specific demographic groups (e.g., students with disabilities, English learners, homeless, migrant, talented and gifted, mobility, access to free/reduced meals).
Disability Categories	Year, Gradeband, Region, Gender	Count and percent of African American/Black students by disability category (e.g., specific learning disability, intellectual disability, emotional disturbance, communication disorder, etc.).
Home Languages Spoken	Year, Gradeband, Region, Gender	Count and percent of African American/Black students by language spoken at home.
Youth Corrections Enrollment	Year, Gradeband, Region, Gender	Count and percent of African American/Black students enrolled in Youth Corrections Education Programs.
Juvenile Detention Enrollment	Year, Gradeband, Region, Gender	Count and percent of African American/Black students enrolled in Juvenile Detention Education Programs.
English Learners	Year, Gradeband, Region, Gender	Count and percent of African American/Black students who are English learners.
Exclusionary Discipline	Year, Gradeband, Region, Gender	Count and percent of African American/Black students who are suspended (ISS and OSS) and expelled.
Regular Attendance	Year, Gradeband, Region, Gender	Count and percent of African American/Black students who are regular attenders.
ELA Achievement	Year, Gradeband, Region, Gender	Count and percent of African American/Black students who are meeting the ELA achievement standard.
Math Achievement	Year, Gradeband, Region, Gender	Count and percent of African American/Black students who are meeting the math achievement standard.
ELA Growth	Year, Region, Gender	Count and percent of African American/Black students who are demonstrating growth in ELA achievement.
Math Growth	Year, Region, Gender	Count and percent of African American/Black students who are demonstrating growth in math achievement.
9th Grade On-Track	Year, Region, Gender	Count and Percent of African American/Black students in 9th grade who on track to graduation.
Career/Technical Education	Year, High School Grade, Region, Gender	Count and Percent of African American/Black students who participate in a career/technical education program/course.
Graduation	Year, Region, Gender	Count and Percent of African American/Black students who graduated from high school.

Completion	Year, Region, Gender	Count and Percent of African American/Black students who completed high school.
Post-Secondary Enrollment	Year, Region, Gender	Count and Percent of African American/Black students who were enrolled in a post-secondary institution after graduation.
Post-Secondary Institutions	Year, Region	Post-secondary institutions with the largest counts of African American/Black students who graduated from an Oregon public high school.
Staff	Year, Region, Gender	Count and percent of African American/Black staff.
Student/Staff Contact	Year, Region	Count and percent of institutions where an African American/Black student has access to an African American/Black staff.
Educator Experience	Year, Region, Gender	Count and percent of African American/Black educators by level of experience.
Educator Retention	Year, Region, Gender	Count and percent of African American/Black educators who were retained.
Educator Licensure	Year, Region, Gender	Count and percent of African American/Black educators with a teacher license.

Grantees Summary

Phase 1	Previous Award(2 year)	Can be spent 19-21	Supplemental Awards only be spent 20-21
REAP	\$1,687,926	\$904,782	645,784
MESD: B2B	\$1,375,000	\$670,609	\$656,600
IRCO	\$2,400,000	\$989,499	\$583,100
SEI/POIC	\$1,512,160.00	\$759,554	\$731,080
Phase 2			
AYCO/CAIRO/Reynolds SD	200,000	402,589	\$280,000
Elevate Oregon	196,955	\$119,595	\$100,000
CAIRO/Washington County/Beaverton SD	\$390,000	\$269,533	\$219,533
Medford-Ashland SD	600,000	\$317,000	\$270,000
Lane County ESD/NAACP/Lane CC/United Way	\$2,732,209	\$615,787	\$436,017
Yearly Current Grantee Total		\$5,048,948	3,922,114
Biennium Current Grantee Total	8,971,062		

External Evaluators	~\$250-\$300,000		
Continuum Funding (Pilot Year)	<u>\$528,93-\$578,938</u>		

REAP

The REAP Expansion Project is designed to continue support of REAP school-based and community program services to 3-12 grade students by offering the following: 1) Leadership programming and ongoing academic support during and after school; 2) Restorative justice services that include behavior coaching, curriculum, and a restorative plan; 3) Leadership Conference to promote leadership, student voice and expose students to black community leaders; 4) Facilitate a series of interactive/discussion driven forums to present the data outcomes of school climate surveys of the project and develop recommendations to address findings; 5) Conduct educator trainings and coaching to promote culturally responsive teaching, restorative justice practices and trauma informed care and 6) Saturday Leadership Academy focused on black history, coding and entrepreneurship.

IRCO

There is a growing population of African students in Oregon’s schools, while culturally specific resources to help these students remain grossly insufficient and underfunded. The success of the BASS program in meeting this service gap is clear in our enrollment numbers—between

September 2016 and June 2019, BASS provided academic and social-emotional supports to 409 African students who participated in 548 activity hours, provided 362 parents with individualized supports, and provided cultural competency training to 253 school staff. No other service provider

in the area can provide IRCO’s depth of culturally specific services, primarily delivered by bicultural bilingual Youth Advocates. IRCO enjoys both the trust of Oregon’s African communities and the trust of its most diverse schools and districts.

IRCO/BASS recognizes that African youth and families experience multiple forms of marginalization—the systemic and structural racism faced by all

Black communities, as well as the cultural and language barriers of immigrant and refugee communities. African youth and families face high child poverty rates, experience language and cultural barriers leading to disproportionate gaps in school performance, and often live in high-crime, low-resource neighborhoods. Furthermore, this population is experiencing significant growth, which coupled with insufficient resources in existing systems of education and social work leads to disproportionate access to services and greater likelihood of not completing high school or pursuing college/career pathways. The goal of BASS for the

2019-21 project period is to expand upon its network of culturally responsive student and family supports for Oregon's

African communities, building toward a replicable system of change to increase student engagement, school attendance and academic achievement. BASS incorporates trauma-informed social/emotional supports (i.e. positive cultural identity, future orientation, and conflict resolution through a Restorative Justice lens) into the core program components, including after-school student activities and parent group activities. BASS services include parent engagement, additional student access to out-of-school tutoring and academic interventions, social emotional learning and support, transition-specific support for children and youth moving between and transitioning out of schools, and culturally informed professional development for school staff.

BASS builds off existing evidence-based practices and strategies in IRCO's Youth Department, including Restorative Justice, Positive Behavior

Interventions and Supports (PBIS), Trauma-Informed Care, Growth Mindset, and curriculum aligned with Common Core state standards. These practice-proven approaches have demonstrated admirable results, and have been targeted nationally as potential for replication.

As a collaboration between one of the leading culturally and linguistically specific community based organizations in our region, seven of the most diverse school districts in the State of Oregon (four from the previous service period, and three new service districts), we have the collective vision

to close the academic gap for African students. This project has a proven track record of addressing disparities for African children and youth in Oregon schools, and is ready to be scaled up to meet community need.

SEI/POIC

In 2016, Self Enhancement, Inc. (the project lead and applicant) partnered with Portland Opportunities Industrialization Center (POIC) and Rosemary Anderson High School (RAHS) to implement the African American/Black Student Success Plan of Multnomah County, consistent with the purpose of Oregon House Bill 2016 (approved by the Oregon Legislature in 2015) and the statewide education plan to support the academic and social-emotional development of African American/Black students (from early childhood through post-secondary education). Founded in 1981, SEI is dedicated to guiding underserved youth to realize their full potential. SEI is now Oregon's largest African American-led nonprofit multi-service organization, with a proven track record of success in improving academic and other outcomes for African American and other low-income students of color in N/NE Portland and outlying areas of east Multnomah County. SEI's overarching goal is "to cultivate positive, contributing citizens" who have successfully completed at least two consecutive years of post-secondary education or living-wage employment by age 25. SEI's strengths-based mentoring and positive youth development approach is culturally specific for African American students and culturally responsive to students from other racial/ethnic backgrounds. SEI works in partnership with schools, families, and other community-based organizations as appropriate to build relationships grounded in trust, respect, and shared objectives for students' healthy physical and social-emotional development and school success.

Oregon Department of Education (ODE) HB 2016 funding has allowed SEI to expand our comprehensive model of culturally specific and integrated student support services in the Parkrose School District (PSD), at Parkrose High School and feeder Parkrose Middle School in east Multnomah County, and at Grant High School in Portland Public Schools (PPS). SEI sub-contracted with POIC (including RAHS) to strengthen the safety net for high-risk, disconnected African American/Black students and opportunity youth who have dropped out, been expelled, or who on the verge of being so, from schools in Multnomah County.

SEI is requesting additional funding to sustain these efforts at the targeted schools/districts, in continued partnership with POIC. SEI and POIC will continue to use the requested funding to reduce barriers, build assets, and strengthen the safety net for African American/Black youth who are at risk of school disengagement and/or who have dropped out, been expelled, or are on the verge of drop-out/expulsion. The last grant focused on core indicators 8, 9, and 11 (discipline, attendance/absenteeism, graduation rates), with the outcomes and successes to date described in Oregon's African American/Black Student Success Plan Final Evaluation Report (RMC Research, June 2019). For the 2019-2021 grant period, SEI proposes to continue to pursue those three core indicators, plus add two more: 10 and 12 (freshman on-track rate, and post-secondary enrollment rate). The 2019 graduating cohort of SEI enrollees at Grant and Parkrose high schools (the first cohort at Parkrose to have benefitted from SEI's in-school service coordinators' support and case management) provides the opportunity to collect follow-up data on their post-secondary progress, consistent with our long-term "positive, contributing citizenship" goal. Furthermore, parents surveyed as part of the external RMC Research evaluation noted the need for continued post-secondary support by SEI (page 61, Summary and Recommendations). Adding the freshman on-track rate indicator also supports our work with the high schools to improve transition at critical junctures, including between grades 8-9, 9-10, and on-track progress toward high school graduation.

The importance of continuing SEI and POIC services is noted in the final evaluation report describing key challenges (pages 58-59), e.g., "...East Portland being unprepared for the influx of students of color displaced due to gentrification, parents lacking trust in schools, a high need for in-school coordinators' services...teachers and school security personnel who were unfamiliar with working with students of color and the challenges students of color confront....an additional in-school coordinator is needed to support the growing number of students in East Portland." SEI's in-school service coordinators each work with a

caseload of 35-40 students to provide culturally specific academic and social-emotional support for students, and to foster positive relationships connecting parents, school staff, students, and SEI's wraparound services (offered in and after school, during holiday breaks and the summer). Prior grant support allowed POIC to implement a tiered system of academic and other support to better address individual needs for more intensive services. SEI and POIC both use incentives to recognize/reward student achievements, review progress towards goals with each student at least monthly, and work closely with various external organizations to secure additional needed services and age-appropriate opportunities (e.g., field trips, college tours, work-based learning experiences, internships). One of strengths of SEI's model is the Individual Success Plan (ISP) tool that SEI's in-school coordinators develop with students as "living documents" outlining short-term and long-term goals and action steps (e.g., for raising grades, increasing attendance, joining student clubs, attending after-school activities). A recent Harvard University report examining the various types of personalized learning and integrated student support plans used at the K-12 and postsecondary levels confirms the efficacy of SEI's long experience with ISPs (Lee 2019).

The SEI Relationship Model, Fundamental Beliefs, and Standards are the foundational principles guiding all of SEI's school and community services (Leary 1993, Gabriel et al. 1996, Bandele et al 2010). These principles are grounded in Afrocentric cultural traditions and norms, in SEI's 38 years of advocacy and practical experience working in Oregon's largest African American community, and in the deep history of African Americans in using collective action at the local, state, national, and international levels to secure civil rights, political and economic justice, and equity of opportunity for all. While culturally specific for the African American/Black community, these guiding principles are also universal in their scope and applicable to any culture, group, or individual. They have also been reviewed by other culturally specific/responsive service providers as part of SEI's leadership of the countywide Successful Families 2020 poverty-reduction initiative, and development of the federally funded Albina-Rockwood Promise Neighborhoods Initiative (ARPNI), focused on created a cradle-to-career system of school-based/school-linked services for children, students, and families in the Jefferson and Roosevelt high school attendance areas (Portland and Reynolds school districts). SEI's AA/B Student Success Plan grant and continued partnership with POIC complements and will inform that five-year initiative.

SEI and POIC work to provide the system of integrated and wraparound student and family support needed to help struggling, underserved students, and disengaged students and young adults thrive in the face of multiple complex barriers, at home, at school, or in the community. The effectiveness of this comprehensive, wraparound approach is cited in the literature on positive youth development, integrated student supports, the social determinants of health, and "how people learn" (e.g., ASCD, 2014; Child Trends, 2017; NASEM, 2018; Wasser Gish, 2019).

Multnomah ESD

Bars to Bridges (B2B), a Phase I AABS Grant awardee, provides educational and career support to African American, Black, Biracial and Multiracial youth who have been detained and/or incarcerated at the Donald E. Long juvenile detention facility, and other detention and youth correctional sites where Multnomah Education Services (MESD) provides educational services. Since the program's inception, B2B's primary focus has been to reduce recidivism and to increase school attendance, achievement and graduation rates for African American, Black, Biracial and Multiracial youth, which is in line with grant core indicators.

B2B has demonstrably been able to reduce recidivism and to increase school attendance, achievement and graduation rates by:

(1) Providing individualized transition support through Transition Specialists (TS). Each youth has a TS that assists the youth in transitioning out of the juvenile justice system and into school settings and the workforce. The TS personalizes supports for each youth based on that youth's needs, interests and goals. Supports include meeting advocacy, transportation, school supplies, tutoring, incentives, etc. Additionally, youth are encouraged to pursue post-secondary educational and career goals. (2) Offering targeted professional-learning opportunities for educational staff and stakeholders in relevant school districts that emphasize and develop equity, inclusion, culturally responsive teaching, address disproportionate discipline, and support the development of equity lenses. (3) Advancing updated re-entry/enrollment policy and practices in schools and districts to decrease enrollment barriers in neighborhood schools and educational programs. (4) Fostering relationships with juvenile justice professionals, community resources/organizations and educational organizations to provide more robust supports for youth. (5) Providing parents/families with resources to advocate for their youth.

Looking ahead to the next biennium, B2B plans to expand the services offered to:

(A) African American, Black, Biracial and Multiracial youth who have been arrested but were not detained, via a referral process through a Community Justice Mediator; (B) Siblings/family members of B2B eligible youth; and (C) Parents/Families of B2B eligible youth in order to provide more focused and individualized wraparound support for the whole family.

Elevate Oregon

Our early interventions are successfully bridging the gap in culturally responsive services for school-aged youth and families. The need for this work, delivered by AA/B TMs and by an organization embedded in the Parkrose community, is critical as gentrification continues to destabilize AA/B communities. Elevate will increase program activities and staffing to empower student success. Doubling our reach for AA/B middle school students and adding services to support AA/B 4th and 5th graders will cement our program pipeline and extend our reach in the community. Elevate Oregon will enhance mentoring, peer bonding, classroom curriculum, family engagement and district culture change for AA/B middle school youth in Parkrose, expanding this successful program to add an additional 30 AA/B middle school Parkrose School District youth for a total of 60 AA/B middle school students in program

30 4th and 5th grade elementary school-aged youth through weekly after-school activities

AYCO/CAIRO/Reynolds SD

This project is a collaboration of two community-based, culturally specific organizations and University Faculty committed to shifting persistent disparities in the rates of academic success and discipline for Black/African youth in Oregon schools. Oregon schools have fallen short in efforts to shift trends that leave African youth trailing in academic success indicators: preschool enrollment, kindergarten readiness, GPA, graduation rates, enrollment in TAG programs, and college entrance, and disproportionate disciplinary actions (SETF, 2016; NPPC Newcomer report, 2016). Although immigrant families are negotiating the challenges of limited English, literacy, and understanding of U.S. culture, they possess cultural capital that social institutions often overlook. We are committed to expanding cultural responsiveness in schools by making visible the cultural wealth (Yosso, 2005) of East African families and communities and assisting participants in using that capital to navigate and disrupt barriers often faced when attempting to access educational opportunities.

This project will develop the capacity of East African youth and families to deepen their understanding of U.S. institutions and culture, and also to strengthen their capacity to recognize and articulate their needs that align to their social, cultural and faith-based values. Our constituents will also examine the ways that school and community pressure to assimilate can weaken family connections and cultural systems of support. Cultural Navigators (CNs) at AYCO and CAIRO will continue to design and implement engagement opportunities that strengthen the families' capacity to decipher, disrupt, and reflect on these dynamics using a participatory and community wealth model of engagement. CN's will also provide supports (such as mentoring, tutoring and school-home communication) from within schools and out in the community to address issues related to academic achievement gaps and school success.

The positions at AYCO will provide opportunities for mentorship, family support, leadership development and academic support for high school and middle school students, primarily in the community. ACYCO will work to strengthen partnerships with David Douglas. The positions at CAIRO will be assigned to increased partnership opportunities with Reynolds School District, ELD. This position will also provide assistance with early childhood transitions (P-3) and communication between families and schools.

To create long-term impact on the success of African/Black students entering public school, aspiring educator support for community members will be offered through post-secondary education.

LANE ESD/NAACP/Lane Community College/United Way

The purpose of the Lane African American Black Student Success Project is to establish a countywide supportive education ecosystem spanning from early learning to high school graduation. The project will facilitate systemic accountability and capacity to ensure the needs of African American Black students, families, and community are identified and addressed. To achieve this purpose, specific grant tasks will be integrated into efforts underway in other forums (such as School Improvement Plans, Curriculum Leaders, Lane Regional Equity Leaders, Equity Community Consortium, etc.) to broaden the spectrum of conversation, develop shared understanding of issues and needs, and provide sustainability in the pursuit of outcomes. Key strategies include Student Success Navigators, School Readiness Specialist, formal Project Coordinator/coordinated and integrated components, student enrichment and support, educator and navigator professional development, culturally responsive pedagogy and practices, family support and capacity building, community alliance support, and continuous school improvement.

These strategies will lead to the following outcomes:

1. Students are self-confident, engaged, and catalyzed to achieve personal and academic success.
2. Young children and their families are engaged early in education.
3. The Lane County education ecosystem provides the resources, infrastructure, and opportunities necessary for African American Black students to thrive.
4. Communication among schools, families, and African American Black community is seamless and occurs frequently on multiple levels (individual, family, community group, alliance of groups, etc.) through formal and informal venues.

CAIRO/Beaverton SD/Washington County

The Beaverton School District (BSD) is the third largest school district in Oregon (after Portland and Salem-Keizer) with 40,964 students enrolled in school year 2018-2019. BSD also has the second-largest enrollment of African-American/Black students in Oregon, 1,229 being 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. The purpose of SPACE is to provide a variety of services focusing on African/Black children and families with 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.

Before the SPACE Program began, there were no existing services specifically for African/Black students in Washington County.

With the requested expansion of funding and services for the FY 19-20, the SPACE Program will expand with the goal of serving all Somali immigrant children, youth and families (particularly single-parent and multigenerational households) as well as other African immigrant children, youth and families in the Beaverton/Aloha area

Medford SD/Ashland SD

1. The purpose of this project is to continue building capacity by gathering input from stakeholders (educators along with African American/Black students and their families) through Parent Outreach and targeted surveys.

2. To network and collaborate with Southern Oregon University to develop and carryout a week leadership summit at the college that gives students experiences regarding leadership community building. Students will attend sessions during the day and stay at the dorms on campus. This will also help to promote career choices and pathways for education.

We would work on “growing our own” staff by letting students explore educational career paths.

3. Continue to have Ashland School District and Medford School District grow our capacity for culturally sustaining practices we will continue to learn lessons, which will help us make progress. As Brunner points out, “There is no single ‘right’ way to create culturally responsive learning communities ... student facilitators shared that it is the effort of the adults around them that the students value more than the adults’ getting it all right. That valuing, along with the compelling research, creates for us an imperative that as educators we must strive for cultural proficiency to help our students be successful.”

4. We want to continue to reduce the number of discipline incidents for both districts. We would like to provide more staff development training around Restorative Justice and practices that address systemic oppression for our most marginalized groups of students.

5. To review the new content area Social Studies standards for culturally responsive and sustaining practices/standards.

6. We would like to offer stipends for our student mentors from Southern Oregon University and to our parents that are helping to facilitate our Parent Outreach Meetings.

Grantee Scope of Work

REAP

- **Increase the amount of available culturally responsive curriculum in Oregon schools for African American/Black students.**
 - Youth Essentials Coordinators will work with RAAP to build skills concerning trauma informed care and restorative justice that will guide their curriculum being built across programs and approaches practiced with students in school programs.
 - Youth Essentials Coordinators will create, sustain, and evolve curriculum for the Solutions program (skill building, leadership, academic success), the Reflections program (intervention programs concerning disciplinary issues), the Renaissance program (focus academic achievement and leadership development of Black males), and the Saturday Leadership Academy Program (focusing on Black history, coding and entrepreneurship)
 - Youth Essentials Coordinators will attend professional development and leadership trainings to strengthen their skills in building curriculum and practicing it's implementation.
 - Youth Essentials Coordinators will work with ILEAP to provide family engagement support and community engagement.
- **Reduce the number of discipline incidents for African American/Black Students.**
 - The Reflections program will be implemented with students via the Youth Essentials Coordinators. Coordinators will support students with staying on track with assignments, support students in addressing behavioral issues, and promote student rights for equal access to education.
 - REAP will administer the REAP school Climate survey to determine if fair discipline policies are being utilized in schools.
- **Increase the rate of freshman on-track for African American/Black students.**
 - The Solutions, Reflections and Renaissance Program will all have Youth Essentials Coordinators provide supports for students serviced by REAP's programs to stay on track with credit attainment that leads to graduation.

- REAP will engage students in leadership conferences and forums to support student efficacy in attaining educational goals.
- REAP will host family nights within the districts they serve in order to engage families and communities to build a network of support for students.
- Youth will engage in the Saturday Leadership Academy
- **Increase graduation rates for African American/Black Students.**
 - Youth Essentials Coordinators will work with youth and families to address equity, academic success, after school enrichment, leadership development, civic engagement, cooperative management, entrepreneurship, and youth voice
 - Youth Essentials Coordinators will serve on school committees on equity, climate, positive behavior intervention, & supports.
 - Youth Essentials Coordinators will provide coaching and training opportunities regarding equity and inclusion and specifically address anti-Blackness.
- **Increase the post-secondary enrollment rates of African American/Black students high school graduates and GED completers.**
 - Use the Solutions, Reflections, Renaissance, and Leadership Academy Programs as vehicles to increase knowledge around college applications, post-secondary supports, entrepreneurial pursuit, FAFSA, graduation transition education, family engagement with ILEAP, and Student leadership conferences and forums.

Service Areas: Centennial School District, Beaverton School District, David Douglas School District, Gresham Barlow School District, and Hillsboro School District.

IRCO

- **Increase access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten.**
 - BASS staff will work with families to support in-home learning and provide families with education on kindergarten and the U.S. school system. The BASS staff will also work with families through in-home visits that focus on an early learning pilot to build literacy skills and overall kindergarten readiness. (EKT)
- **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.**
 - BASS staff will connect families to early childhood certification programming and employment or volunteer opportunities with ongoing BASS staff support.
- **Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners.**
 - BASS staff will assist in K-3 enrollment from the early childhood efforts of their early learning pilot program. BASS staff will also continue in home visits with concentrated efforts on language and math literacy. BASS staff will continue to identify and assist families who were not able to enroll in the early learning pilot program with information on Kindergarten and the U.S. school system.
- **Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon.**
 - BASS staff will work with newcomer students to increase positive cultural identity, conflict resolution skills, wellness, and future orientation. BASS Staff will provide summer program activities, ELL and U.S. orientation

supports, and community based supports. BASS staff will also work with the school districts and staff to provide culturally specific individualized or group trainings/events. BASS Staff will continue to focus efforts on IRCO's internal newcomer assessment to determine student readiness in language and math literacy.

- **Increase the amount of available culturally responsive curriculum in Oregon schools for African American/Black students.**
 - BASS staff will continue to develop and evolve curriculum used in their programming specific to the communities they work with after school and during the summer and hold individualized and group trainings/coaching/events concerning African cultures/cultural awareness.
- **Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students.**
 - BASS staff will provide academic advocacy, after school group activities, and in-home tutoring. BASS staff will also support families with individualized support and group activities to help their students be successful and to understand their rights/responsibilities as care givers and awareness of school programs. In addition, students will participate in summer programming that focuses on academic skill building and social/emotional skill development.
- **Reduce the number of discipline incidents for African American/Black Students.**
 - BASS staff will provide individualized support and advocacy for students and families based on in school discipline incidents. BASS staff will also provide support concerning psychoeducational topics (positive cultural identity, conflict resolution and future orientation) to students and families (individualized and group).
- **Increase attendance and reduce absenteeism rates for African American/Black students.**
 - BASS staff will provide academic advocacy, after school activities and in home tutoring to students. BASS Staff will work with school staff to increase knowledge of African communities and cultures and BASS staff will work with families to understand their rights/responsibilities and increase their knowledge of school programs. BASS staff will work with families to monitor child progress and BASS staff will engage with psychoeducational topics as well with students and families.
- **Increase the rate of freshman on-track for African American/Black students.**
 - BASS staff will work with youth referred to their organization specific 9th grade counts programming or district led programming that focuses on high school transition and readiness. BASS staff will continue working with students throughout their 9th grade year.
- **Increase graduation rates for African American/Black Students.**
 - BASS staff will provide high school aged students with academic support and advocacy based on need or referral including credit recovery and credit attainment programming. BASS staff will also provide support to families with information and advocacy concerning high school and post-secondary topics and monitoring student progress. BASS staff will also provide group activities for parents concerning graduation. BASS staff will work with students to explore college and career opportunities.

Service Areas: Full service delivery in Reynolds School District, Parkrose School District, and David Douglas School District; in home visiting with Gresham Barlow School District students and families; and to begin or continue nurturing relationships with Portland Public Schools, Centennial, Salem-Keizer, and Malheur ESD to the best of their ability with funding provided. Salem-Keizer will work on determining how these indicators can be met in this burgeoning service area.

SEI/POIC

To meet the indicators of : **1)Reduce the number of discipline incidents for African American/Black Students, 2)Increase attendance and reduce absenteeism rates for African American/Black students and 3) Increase the rate of freshman on-track for African American/Black students, the following strategies will be used:**

- Hire/orient coordinators, implement core SEI programming at each school with a caseload of 35-40 students per coordinator.
- Coordinators assist students by developing and monitoring Individual Success Plan (ISP) goals and progress
- Encourage and monitor student participation in after-school programming during the school year and through school breaks.
- Encourage and monitor student participation in 5 week summer program (academic, exposure, and enrichment) and a 1-2 week camp (sports or otherwise)
- Enrollment of students in SEI male and female leadership programs during school, after school, and summer. In this program coordinators will identify needed supports for students necessary to meet ISP goals
- and SEI will arrange staff cross training events and schedule regular planning meetings to ensure grant alignment of services.

- Coordinators will work with students to develop and ISP with student interventions addressing absenteeism such as home visits, calls, emergency support, and encouragement to engage in available programming.
- POIC staff will schedule quarterly culturally responsive professional development opportunities for their organization.
- Both SEI and POIC will expand their efforts of outreach to students and families by conducting home visits with ability to offer counseling and family services supports or referrals.
- POIC Coordinator and case manager will process referrals and establish tiered case management in efforts to engage youth
- Coordinators will work with each student in their caseload to develop and ISP, engage with students 5 days a week after school, and/or offer RAHS tutoring, life skills, health, STEAM, basketball, internships, and mentoring support.

To meet the indicator of **Increase graduation rates for African American/Black Students**, the grantees will use the following strategy:

- Coordinators work with students to ensure that their ISP goals and action steps are aligned with graduation requirements at each grade level. Coordinators collaborate with SEI, schools, and other service providers to reduce barriers.
- Coordinators will work with students to secure needed credits through evening scholars classes and summer programming.
- Parent coordinators will engage with parents and arrange quarterly events such as open houses and back to school culturally specific outreach activities that align with school goals and graduation requirements.

To meet the indicator of : **Increase the post-secondary enrollment rates of African American/Black students high school graduates and GED completers**, the grantees will use the following strategies:

- Provide tools and resources necessary to prepare students for success in career readiness and/or post-secondary readiness upon successful graduation.
- Coordinators will work with students to plan and practice for college tests and prepare college applications.
- Parent coordinators will provide quarterly events such as post-secondary preparation & enrollment.
- SEI will provide follow up contact and support for successful transition to post-secondary enrollment by offering programs for students to participate in such as summer bridge programs, post-high school classes, and male/female leadership programs during breaks.
- Coordinators will refer, as needed, to POIC employment & training intervention services for justice involved youth, youth parent programs, etc.

Service Areas: City of Portland and Multnomah County; Parkrose School District and Portland Public Schools (Grant High School)

Multnomah ESD

- **Reduce the number of discipline incidents for African American/Black Students.**
 - Transition specialists will work with students (socially, emotionally, culturally, and academically) and school (administration, staff, and educators) to determine what school is best for the student to attend.
 - Transition specialist will assess and determine whether disproportionate treatment will increase due to a student's enrollment in a school.
 - Transition specialists will work with students to understand and assist with factors that are leading to disciplinary disruptions.
 - MESD B2B program will develop a new system of logging transition specialist data with more depth of information to understand contributing factors
 - Transition specialists will provide family training and develop community resource outreach supports

- Transitions specialists will develop and host and equity series with educators and community justice personnel specifically addressing anti-Blackness
- Meet quarterly with community justice/juvenile justice partners
- Attend Oregon and national juvenile justice expertise
- Present B2B work at conferences, fairs, and events

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

- Transition specialist will work with students to get them house back into a school within three- seven days.
- Transition specialists will organize and attend enrollment meetings and provide mentorship
- MESD B2B program will provide transportation, supplies, and fee and social support as needed to remove barriers leading to absenteeism
- Transition specialists will organize events during the year to maintain engagement, sense of belonging, and community during school breaks
- Transition specialists will remain with students until they have graduated or it is deemed that the students well-being is supported enough for them to be successful.
- MESD B2B program will develop a new system of logging transition specialist data with more depth of information to understand contributing factors
- Transition specialists will provide family training and develop community resource outreach supports
- Transitions specialists will develop and host and equity series with educators and community justice personnel specifically addressing anti-Blackness
-

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

- Transition specialists will provide summer school and credit recovery support for middle school and freshman youth
- Transitions specialists will develop and host and equity series with educators and community justice personnel specifically addressing anti-Blackness

Increase graduation rates for African American/Black Students.

- Transition specialists will provide family training and develop community resource outreach supports
- Transition specialist will continue working with students until graduation
- Transition specialists will work with students to ensure credit recovery and credit acquisition is timely through pre-existing MESD programming.

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

- Transition specialists will provide mentorship, transportation, supplies and student fees where necessary
- Transition specialists will immerse students in college fairs, events, and career fairs.
- Transition specialists will provide college or career program application support and FAFSA and scholarship workshops and support
 - Transition specialists will work with students to ensure that they achieve their GED if high school graduation is not possible.

- Transition specialists will present and attend the National HBCU conference to encourage colleges to come to Oregon and to shed light on how to engage with Black youth that have been or are detained in terms of college enrollment.

Service Areas: MESD * *due to the nature of your work we understand that you provide services for students across approximately 26 school districts across Oregon.

Elevate Oregon

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

- Teacher Mentors will create, update, and deliver culturally specific curriculum to African American/Black students. This curriculum will be delivered in class daily to middle school youth and weekly to elementary school youth
- Summer programming will be provided by Elevate Oregon in partnership with Parkrose School District and/or other community organizations as needed
- Teacher Mentors will gain professional development pertaining to African Immigrant and Refugee community needs
- Elevate will partner with other community organizations to host Black family social events quarterly.
- **Reduce the number of discipline incidents for African American/Black Students.**
 - Teacher Mentors will develop early intervention practices and approaches for students, schedule regular check-ins, communicate with family/care-givers and work with school staff to develop interventions focused on culturally responsive and restorative strategies to resolve conflict.
- **Increase attendance and reduce absenteeism rates for African American/Black students.**
 - Teacher Mentors will regularly check attendance of students and practice early intervention when attendance falls below 85%. When issues are identified by teacher mentors, they will connect with family members to develop a progress plan to increase attendance.
 - Teacher Mentors will recruit 5th graders to participate in transition programming
 - Teacher mentors will facilitate peer network building with students to increase sense of community.
 - Teacher mentors participate in student equity teams to identify early intervention for youth at risk of failing or failing to attend class.
- **Increase the rate of freshman on-track for African American/Black students.**
 - Teacher mentors will check the grades of students on a regular basis, hold 1:1 discussions with students to offer support, advocacy, and offer tools of self-advocacy and self-determination goal building that fits the individual students.
 - Teacher Mentors will coordinate resources that can assist in keeping students on track through middle school.
 - Teacher mentors and volunteers will work to provide homework assistance in core subjects for students in bi-weekly after school programming.
 - Teacher mentors participate in student equity teams to identify early intervention for youth at risk of failing or failing to attend class.

Service Areas: Parkrose School District

- **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.**
 - Providing tuition fees and monitoring progress of at least two individuals within the African Immigrant and Refugee community members to enroll in a degree or certification program focused in the field of education (early learning through higher education/CTE).
- **Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners.**
 - Hiring one full time SPACE Agent (37.5 hours) to work with the African Immigrant and Refugee community by introducing families to early childhood programs and services (including prenatal), work with early learning hubs to focus on culturally relevant and responsive needs, assist in enrolling early learners into pre-school programs and K-3 schools. This person will also work with the Cultural navigator in the Reynolds school district elementary school(s) and burgeoning relationships with other necessary school districts.
- **Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon.**
 - Hiring two SPACE Agents to work in Reynolds School District, supporting students and addressing student achievement indicators
 - Hiring one .5 SPACE program/grant manager to work with Reynolds School District (and emerging relationship districts) to develop a plan to construct a newcomer program (defined by the consortium) in collaboration with SPACE Agents in the school district as well as the AYCO Cultural Navigators in the summer and after school programs. This person is also expected to supervise all CAIRO SPACE Agents in this grant
 - Hiring 1 AYCO Cultural Navigator /Manager (24 hours) to supervise AYCO Cultural Navigators in the grant. Also responsible for taking the lead on convening, point of contact and data collection.
- **Increase the amount of available culturally responsive curriculum in Oregon schools for African American/Black students.**
 - Hiring two AYCO Cultural Navigator (37 hours wk), on to work on summer and after School programming for students and families to develop and evolve curriculum based on community needs. One CN to develop relationships with David Douglas and provide student/family support.
- **Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students.**
 - Utilize Cultural Navigator working in summer and after school programming to use culturally responsive curriculum for students and families that focus on social-emotional literacy, fiscal literacy, as well as reading/language literacy.
 - Utilize Cultural Navigators and SPACE Agents working within school districts to build supports for students to increase positive literacy outcomes.
- **Reduce the number of discipline incidents for African American/Black Students.**
 - Utilize the two full time SPACE Agents in the Reynolds School District (and other necessary districts) to offer student support services to students

- Utilize AYCO Cultural Navigators to develop existing relationship with David Douglas High School and one middle school providing in school and community-based supports for youth and families. The future plan is to extend the relationship and currently High school MOU to the district.
- **Increase attendance and reduce absenteeism rates for African American/Black students.**
 - Utilize the two full time SPACE Agents in the Reynolds School District (and other necessary districts) to offer student support services to students
 - Utilize AYCO Cultural Navigators to develop existing relationship with David Douglas High School and one middle school providing in school and community-based supports for youth and families. The future plan is to extend the relationship and to finalize an MOU with the High school and district.
- **Increase the rate of freshman on-track for African American/Black students.**
 - Utilize the two full time Cultural Navigators in the Reynolds School District (and other necessary districts) to offer student support services to students
 - Utilize AYCO Cultural Navigators to develop and continue existing relationship with David Douglas High School and one middle school providing in school and community-based supports for youth and families.

Service Area: Reynolds School District (CAIRO MOU) with the expectation of building relationships in other districts of need*

Lane ESD/NAACP/Lane Community College/United Way

- **Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners.**
 - To increase the propensity for school readiness for early childhood, the consortium will hire an early learning specialist adept at working with and understanding the needs of African American/ Black youth and families in early learning.
 - The early learning specialist will conduct early learning assessment that will identify the needs of early learners to prepare for school and connect youth and their families with appropriate resources within the county.
 - The early learning specialist will provide home visits, connect early learners with resources and opportunities in coordination with Student Success Navigators where needed, and assist families with enrolling their children in early learning programs and kindergarten.
 - The early learning specialist will work with the early learning hub with United Way to identify and support Black early learners enrolled in programs.
- **Reduce the number of discipline incidents for African American/Black Students.**
 - The consortium will hire a coordinator to ensure that the schools ‘continuous

school improvement plans specifically addresses pathways to create school and learning environments where African American/Black Student can thrive.

- The coordinator, in collaboration with Student Success Navigators , will conduct a needs/landscape assessment by school with families/caregivers, teachers, administration, and students specifically addressing the climate of these environments for African American/Black students/families. The coordinator will use the collected data to assist in the development of the continuous school improvement. The coordinator will also use the data to establish an action plan for the school and the districts to move these parties forwards towards eradicating anti-Blackness in school environments
 - The coordinator, School Readiness Specialist , and Student Success Navigators will also participate in restorative practices professional development.
- **Increase the amount of available culturally responsive curriculum in Oregon schools for African American/Black students.**
 - The coordinator (in consultation with local African American curriculum developers and experts) will identify, develop and provide professional development and other resources, individualized or in groups, for teachers, administrators, counselors, coaches, etc. in collaboration with Student Success Navigators on a quarterly basis.
 - The coordinator will convene regular meetings for the grant team and work with the team to identify and pursue infrastructure shifts that positively impact African American/ Black students and families from early learning to post-secondary
 - The coordinator, School Readiness Specialist , and the Student Success Navigators will collaborate to convene the Lane County Community Alliance
 - The coordinator, in collaboration with the School Readiness Specialist and Student Success Navigators , will determine how to disseminate eradicating anti-Blackness curriculum on the Regional Educator Network and School Improvement Plans.
 - The coordinator, School Readiness Specialist and the Student Success Navigators will work to develop African American/ Black specific content developed for Culturally Competent Teaching Foundations, science, math, English, and language arts.

- The consortium will hire a technical assistance liaison with specialization specific to African American/Black community healthy engagement with institutional structures to restore and strengthen relationships in ways that positively affect the African American/Black community within staff and with students. This liaison will work with the consortium for the duration of a year to assess the effectiveness of the grant partnership in breaking down institutional barriers and evaluate the progress of the consortiums in establish healthy and collaborative relationship that facilitate improved outcomes for students as outlined in this proposal
- **Increase attendance and reduce absenteeism rates for African American/Black students.**
 - The program coordinator, in collaboration with district administrators, will collect data on students' sense of belonging, establish baseline data and develop goals for improvement to document student outcomes
 - The program coordinator will work with district administrators and Student Success Navigators to identify African American/Black students in consortium school and modify assignments accordingly to ensure balanced cased loads
 - Student Success Navigators and School Readiness Specialist will connect young children, students and their families with resources and opportunities
 - The program coordinator, in collaboration with Student Success Navigators, will work with staff and teachers to learn practices and increase competencies on how to ensure that the school environment is safe for African American/Black students and families.
 - The program coordinator, in collaboration with Student Success Navigators will support families in advocating for the rights of African American/ Black students with IEP meetings, disciplinary meetings, etc.
 - Student Success Navigators, the coordinator, and the School Readiness Specialist will gain professional development to increase understanding of the needs of and resources available to African Immigrant and Refugee students and families.
 - Student Success Navigators will participate in school meetings relevant to the needs of African American/Black students
 - Student Success Navigators will work to support Black Student Unions throughout the school year and work with those students to connect them to summer and leadership/mentoring/community support programming opportunities.
 - The program coordinator, in collaboration with Student Success Navigators

will work with students and families to document experiences and create regional data (participatory action data collection)

- The coordinator, School Readiness Specialist, and Student Success Navigators will work with students, Community Alliance, and other relevant partners to identify mechanisms and approaches for student voice in discussions and decisions.
- Increase the rate of freshman on-track for African American/Black students.
 - The program coordinator, in collaboration with Student Success Navigators and under the supervision and authorization of building administrators will use access to grading systems to monitor students' grades within their caseloads
 - Student Success Navigators will connect students to necessary resources across partners within the community alliance to ensure students have access to credit recovery programs and credit acquisition support
 - Student Success Navigators will maintain relationships with students and families to assess student well being
 - The program coordinator and the Student Success Navigators will attend and assist with implementation of Decision Education Foundation "Strong Start Camp" for 9th grade and identify and enroll students who could benefit from participation.
 - Student Success Navigators , the coordinator and the School Readiness Specialist (excluding middle school and high school specific work) will participate in non-deficit communication professional development (NAPE), trauma training, Smart Start Camp PD, 3:2:1 Insight PD and develop best practices as it pertains to African American/ Black students.
 - Student Success Navigators , the coordinator and the School Readiness Specialist will work with students and families to document experiences and create regional data (participatory action data collection)
 - Student Success Navigators , the coordinator and the School Readiness Specialist will work with students, Community Alliance, and other relevant partners to identify mechanisms and approaches for student voice in discussions and decisions
 - Student Success Navigators will work with NAACP to engage students as mentors or as participants in the ACT-so program, the NAACP Back to School Stay in School program, and the LCC Rites of Passage Summer Program.

·Increase graduation rates for African American/Black Students.

- Student Success Navigators will work with the coordinator to develop pathways of supporting African American/Black students with credit recovery, credit acquisition, or tutoring resources, or GED support from available district resources. The program coordinator, in collaboration with The Student Success Navigators will convene a yearly BSU event where a student will be nominated and given an educational tuition stipend to pursue a certification or a degree related to the field of education. The PC and Navigators in conjunction with the consortium partners will determine the award criteria and process for nomination and selection.

Service Areas:

Lane County (16 districts) Bethel, Blachly, Creswell, Crow-Applegate-Lorane, Eugene, Fern Ridge, Junction City, Lowell, Mapleton, Marcola, McKenzie, Oakridge, Pleasant Hill, Siuslaw, South Lane, Springfield School Districts

CAIRO/Beaverton SD/Washington County

- **Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners.**
 - Early Learning Washington County (ELWC) will work collaboratively with SPACE Agents to develop a system to educate parents on the importance of early learning and assist in increasing the number of children enrolled in early learning programs. The CAIRO SPACE program will provide tutoring and supports for P-3 students. There will also be available training for early childhood care providers. ELWC will focus on developing and strengthening strategies related to early learning and preschool enrollment, professional development for child care providers, kindergarten transition activities/materials and library and STEM related activities/materials throughout the school year and during summer. ELWC will provide professional development opportunities to increase culturally and linguistically responsive care for all childcare providers. Efforts will also be made to decrease barriers for African/African American child care providers to participate in professional development.
- **Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon.**
 - BSD ELD teachers and Newcomer program will connect students/families SPACE Agents for additional supports.
 - CAIRO SPACE Agents will work with families to identify and refer families to the BSD newcomer center.
- **Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students.**
 - The SPACE Program will work with students and families to provide tutoring, peer support, and group mentorship. SPACE Tutors will also provide tutoring at least two days a week. SPACE Agents will recruit students for this afterschool program. In addition, SPACE Agents will create a group for girls to meet once a month to provide peer support to build literacy skills/ skill building concerning cultural and social needs.
- **Reduce the number of discipline incidents for African American/Black Students.**
 - CAIRO and BSD will collaborate to provide culturally specific trainings to educators to increase understanding of disproportionate treatment and address cultural unawareness. CAIRO will develop and implement at least three PD trainings a year for teachers, administrators and non-teaching staff. SPACE Agents will identify caseloads and develop progress plans with families and provide support with parent teacher conferences, as needed.
- **Increase attendance and reduce absenteeism rates for African American/Black students.**
 - SPACE Agents will conduct outreach and engage with families to improve regular school attendance. SPACE Agents will monitor attendance records and provide family support where needed. SPACE Agents will also identify what

consistent barriers are present that prevent regular attendance and connect families to services that may assist in eradicating identified barriers. SPACE agents will seek to develop mentorship with students consistently impacted by absenteeism.

- **Increase the rate of freshman on-track for African American/Black students.**
 - SPACE Agents will work with middle school students and provide academic supports to increase the propensity of academic success when transitioning to high school. SPACE Tutors will provide academic tutoring for middle and high school students, students enrolled in the newcomer center and ELD programs. SPACE Agents will also partner with Beaverton Together, alcohol and drug prevention coalition based in BSD, to provide input on how prevention efforts can better serve African Immigrant communities.
- **Increase graduation rates for African American/Black Students.**
 - SPACE Agents will work with students, families, and educators to determine the best pathways for students to graduate. SPACE Agents will work with students to assess needs and refer them to GED/CTE/Measure 98 resources. The SPACE program will provide mentoring and academic support as well as tutoring after school. SPACE Agents will coordinate 4 college and career focused activities/workshops including but not limited to college visits, inspiring leaders, FAFSA, writing resumes and college applications.

Service Area: Beaverton School District; Washington County

Medford SD/Ashland SD

- **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.**
 - ASD and MSD will continue recruiting efforts and specialists will attend workshops on how to more successfully recruit African American/Black candidates.
 - ASD and MSD specialists will attend HBCU college career fairs, the National HBCU conference (attend/present), and regional career fairs to bolster recruitment efforts.
 - ASD and MSD will work with Oregon Shakespeare Festival to gain more knowledge on how to recruit African American/Black candidates to the Southern region of Oregon.
 - Southern Oregon University will also partner with ASD and MSD specialists to host an African American/ Black educator affinity group.
- **Increase the amount of available culturally responsive curriculum in Oregon schools for African American/Black students.**
 - Ashland and Medford specialists will use research driven professional learning and ongoing educators collaboration to ensure that ASD and MSD African American/ Black students are engaged in culturally relevant and responsive learning environments.
 - EDI inventory will be given to teachers and staff that specifically pertains to the intersections of African American/Black identity. Results will be reviewed as a whole to identify trends, strengths, and weaknesses within and across the Medford and Ashland school districts.
 - ASD and MSD specialists will gain professional development as it pertains to African Immigrant and Refugee communities as well as trauma informed professional development.
 - Students and families will also be given a climate survey to assess needs that the school districts need assistance on improving within and across the Medford and Ashland school districts.
 - From result of climate surveys and African American/ Black community EDI inventory , frameworks for professional development trainings will be developed and implemented for educator participation within both districts
- **Reduce the number of discipline incidents for African American/Black Students.**
 - Restorative Justice training and staff awareness regarding anti-blackness as it relates to discipline rates will be provided to administrators and teachers.
 - Specialists in each district will review discipline procedures and practices at each school within both school districts.
- **Increase attendance and reduce absenteeism rates for African American/Black students.**
 - Mentors from each high school will work with middle school students to promote on track activities.

- Southern Oregon University Mentors will work with high school, middle school, and elementary school students during summer programming on campus to promote self-awareness, build community, and explore post-secondary possibilities.
- Parent mentors will be provided for elementary BSU students
- ASD and MSD specialists will hold monthly parent meetings as well as coordinate/facilitate meetings with parents and MSD and ASD administration as needed.

Service Areas: Ashland and Medford School Districts

School District Served

2019-2021 BIENNIUM ADVISORY PACKET

HB2016 Schools Receiving Services (Phase II)				
Elevate Oregon	CAIRO/Washington County/Beaverton ESD	Medford/Ashland	LANE ESD/NAACP	AYCO/CAIRO/PSU
Parkrose School District (4 th -12 th)	Beaverton School District	Medford School District North Medford High Griffin Creek Elementary Kennedy Elementary School South Medford High Hoover Elementary Central High Oak Grove Elementary Washington Elementary Jacksonville Elementary Ruch K-8 Jefferson Elementary Abraham Lincoln Elementary	Lane County School District Bethel Blachly Cresswell Crow-Applegate-Lorane Eugene Fern Ridge Junction City Lowell Mapleton Marcola McKenzie Oakridge Pleasant Hill Siuslaw South Lane Springfield	Reynolds School District
		Ashland School District Ashland High Ashland Middle Bellview Elementary Helmam Elementary John Muir School Walker Elementary School Willow Wind CLC		
Students being served under HB 2016 Funds: 12/1/2018 – 30 60 (2019)	Students being served under HB2016 Funds: 12/1/2018- 106 (data count ongoing)	Students being served under HB2016 Funds: 12/1/2018 Medford-175 Ashland- 365	Students being served under HB2016 Funds: 12/1/2018- N/A	Students being served under HB2016 Funds: 12/1/2018- N/A

2019-2021 BIENNIUM ADVISORY PACKET

*Note: Number Counts are incomplete for 2018 as it is ongoing implementation work. Complete numbers will be available 7/31/2019			
HB2016 Schools Receiving Services			
REAP	SEI	IRCO	MESD
Beaverton School District Aloha High School	Parkrose School District Parkrose High School Parkrose Middle	David Douglas School District Ron Russell Middle Lincoln Park Elementary	Component School Districts Centennial Corbett David Douglas Gresham-Barlow Parkrose Portland Reynolds Riverdale
Centennial School District Centennial High School Oliver Elementary Parklane Elementary	Portland Public Schools Grant High School	Gresham-Barlow School District Dexter Middle School	Donald E. Long School (Portland Metro Area)
David Douglas School District Ron Russell Middle David Douglas High School	Rosemary Anderson High School North Campus East Campus North Columbia Campus Southeast/Lents Campus	Parkrose School District Parkrose High School Parkrose Middle Shaver Elementary Sacramento Elementary	Yamhill County Juvenile Detention Program (Yamhill and Polk Counties)
Hillsboro School District (2019)		Reynolds School District Reynolds High School Alder Elementary Davis Elementary Glenfair Elementary	Three Lakes High School and Riverside High School (Lane County)
			Ocean Dunes High School (Lane County)
Students being served: 12/1/2016 -- 85 1/25/2017 -- 173 3/28/2017 – 194 12/1/2018- 115	Students being served: 12/1/2016 -- 242 1/25/2017 -- 278 (SEI=118, POIC=160) 3/28/2017 – (SEI=137, POIC = 180) 12/1/2018- N/A	Student being served: 12/1/2016 -- 95 1/25/2017 – 162 3/28/2017 – 194 12/1/2018- N/A	Students being served: 12/1/2016 -- 97 1/25/2017 -- 116 3/28/2017 – 123 12/1/2018- N/A

Notes: