African American/Black Student Success Plan

Biennial Report to the Oregon Legislature

Office of Equity, Diversity, and Inclusion Initiatives

February 2024

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DEPARTMENT OF EDUCATION
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Executive Summary

Oregon has a history of sanctioned systemic, explicit, and implicit bias against persons of color, their communities, and their institutions. The State of Oregon, acting by and through the Oregon Department of Education Office of Equity, Diversity, and Inclusion, is working to address and reverse the inequities suffered by Oregon's students. Specifically, the Oregon Department of Education's African American/Black Student Success Plan intends to address historic educational inequities and remove systemic barriers to academic success for African American/Black students, while bolstering family services and culturally responsive in-school and community supports.

The Student Success Act (Oregon House Bill 3427) ensures significant investments in programs to support historically underserved students. When fully implemented, this act will invest approximately $2 billion per biennium for early learning and K-12 education. Nestled within the Student Success Act is the African American/Black Student Success Plan. In 2015, the Oregon Legislature enacted House Bill 2016, which was codified as Oregon Revised Statute 329.841. This legislation directs the Oregon Department of Education to develop and implement a statewide education plan for African American/Black/African Diaspora students who are in early childhood through post-secondary education programs and convene an advisory group to advise the Department on the creation and implementation of the plan.

The African American/Black Student Success Advisory Group, which consists of community members, education stakeholders, and representatives of the Department of Early Learning and Care, the Youth Development Division and the Higher Education Coordinating Commission, first convened in 2015. The Advisory Group contributed heavily to the African American/Black Student Success Plan,

which was published in 2017, and was a bi-partisan effort of the Oregon Legislature. The Advisory Group typically meets ten times annually and continues to advise on Plan implementation and updates, administrative rules, and the Plan's associated grant program.

One of the many methods used to support the increased outcomes of African American/Black diaspora students is through the grant program. The Oregon Department of Education awards 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 strategies in the African American/Black Student Success Plan. The Oregon Department of Education works with grantees to evaluate replicability, best practices, and lessons learned from implemented projects, programs, and services. Recently, AABSS has worked with our Office of Research, Accountability, Data, Assessment, and Reporting to create a data collection process to further refine the Plan and inform effective internal agency and cross-agency implementation as well as external (i.e. district) implementation of the African American/Black Student Success Plan. As this is still in the infancy stage, the Department hopes to be able to track throughout every school district and grantee partnerships the impact of this Plan for all students.

In 2021-2023, the Oregon Department of Education funded 14 African American/Black Student Success Plan grantees, which served 10,122 students across the state of Oregon, including 5,652 African American/Black Inclusive students (students who identify as African American/Black only and students who identify as African American/Black in combination with any other race or ethnicity such as Hispanic/Latinx or Multiracial). Of the 14 grantees, 11 are headquartered in the Portland

Metro Region of Oregon (including Multnomah and Washington Counties) and three are based in the Southwest region (including Lane and Jackson Counties). One of the Metro-based grantees serves students and families in

Malheur and Marion counties while another also operates service sites in Yamhill, Linn, and Lane Counties.

Figure 1. Number of Students Served by African American/Black Student Success Grantees between 2021 and 2023 by School District
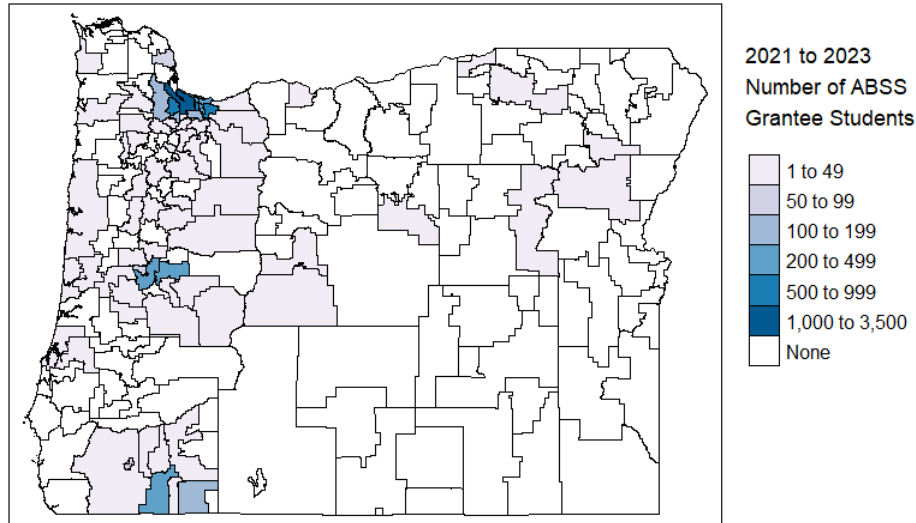
History and Purpose

In 2015 the Oregon Legislature enacted House Bill 2016, which was codified as ORS 329.841. This legislation directs the Oregon Department of Education to develop and implement a statewide education plan for African American/Black/African Diaspora students who are in early childhood through post-secondary education programs. The Oregon Department of Education was directed to convene an advisory group composed of community members, education stakeholders, and representatives of the Early Learning Division, the Youth Development Division and the Higher Education Coordinating Commission. The purpose of the advisory group is to advise the Oregon Department of Education on the development and implementation of the plan as well as criteria, processes, and expectations regarding grant awards; and the adoption of rules by the State Board of Education for the implementation of the plan.

The Oregon Legislature passed this initiative to address the emergency of the disparities and disproportionalities of academic opportunities and outcomes experienced by Oregon's African American and Black students. African American/Black students continue to experience damaging disparate opportunities and disproportionate outcomes in early childhood, youth development, K-12 and higher education. Recognizing that these disproportionate outcomes can be attributed to Oregon's historic and continued systemic biases against persons of color, Oregon Revised Statute 329.841 requires that the African American/Black Student Success Plan address:

- The disparities experienced by plan students in every indicator of academic success, as documented by the department's statewide report card;

- The historical practices leading to disproportionate outcomes for plan students; and
- The educational needs of plan students from early childhood through post-secondary education by examining culturally appropriate best practices in this state and across the nation.

African American/Black Student Success Plan Overview

Incorporating statewide voice and input, the African American/Black Student Success Plan has an Advisory group that advises the Oregon Department of Education on the development and implementation of the plan, Rule development for the grant program, and policy decisions. Supporting the work forward, the African American/Black Student Success Plan also has a grant program where grants are awarded to local and community-led projects to implement the student success strategies key to the program.

Plan Timeline
Below is a timeline of the African American/Black Student Success Plan from inception to the present time.

2015 The legislature created the African American/Black Student Success Plan [House Bill 2016] and the Advisory Group convened.

First Grant Cycle: Cohort 1A: 4 grantees
Cohort 1A: Request For Applications process selected 4 grantees, primarily located in the Portland metro area.

2015-2017

2017 Adoption of the first African American/Black Student Success Plan

Second Grant Cycle: Cohort 1B: 9 grantees
Cohort 1A: Renewal of original 4 grantees
Cohort 1B: Request For Applications process added 5 grantees (additional community-based organizations and local education agencies; expanded geographic reach to southern Oregon and Lane county)

2018

2019 **Legislative Session: Student Success Act**
The Oregon legislature provided additional $3.8 million for the grant program through the Statewide Education Initiatives Account of the newly established Student Success Act. The additional funding resulted in a total of $10 million in grant-in-aid funding for the 2019-21 biennium and allowed the Oregon Department of Education to extend the grant program to new recipients.

Third Grant Cycle: Cohort 1A, 1B & 2: 12 grantees[1]

2019-2021

Cohort 1A & 1B: Renewal of 9 grantees

Cohort 2: The Request For Applications process added 3 new grantees from the early learning area. The grant application prioritized birth-to early learning, higher education as well as central and eastern Oregon in order to complete the grade cluster and population continuum per the African American/Black Student Success Plan and as recommended by the Advisory Committee.

The Oregon legislature provided $6,495,804 in general funds and $7,947,660 in other funds from the Statewide Education Initiatives Account of the Student Success Act to support Plan implementation and the grant program. New Request For Applications: All current grantees were required to re-apply (Cohorts 1A, 1B, and 2)

Fourth Grant Cycle: Cohort 3: 14 grantees

2021-2023

- 9 previously awarded grantees selected
- 5 new grantees added
- Expanded geographic service area
- The Oregon Department of Education worked closely with the new cohort of grantees to monitor their progress. In the spring of 2023, the Oregon Department of Education worked with the grantees to renew their funding for an additional year, pending Legislative approval of funds.
- No additional funds were awarded for the 2023-2025 biennium beyond an increase for current service levels for a total of $19,737,490.

Plan Development

The Advisory Group convened in 2015 and was instrumental in the development of recommendations and strategies for the African American/Black Student Success Plan, which includes specific objectives and metrics, relevant accountability partners for each objective, and strategies to accomplish the objectives. To address the statutorily mandated strategies identified in Oregon Revised Statute 329.841, the African American/Black Student Success Plan includes the following objectives:

- Early Childhood through Pre-kindergarten 1-4 Objectives
    - 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 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
- Kindergarten through Grade 3: 1-4 Objectives

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[1] Although the 2019-2021 grant cycle began with 12 grantees, one grantee discontinued service provision due to COVID-19 and subsequently withdrew from the funding cycle.

- ○ Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon
  - ○ Increase 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 amount of available culturally responsive curriculum in Oregon schools for African American/Black students
  - ○ Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students
- ● Grade 4 through Grade 8: 1-4 Objectives
  - ○ Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon
  - ○ Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students
  - ○ Reduce number of discipline incidents for African American/Black Students
  - ○ Increase attendance and reduce absenteeism rates for African American/Black students
- ● Grade 9 through Grade 12: 1-5 Objectives
  - ○ Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon
  - ○ Reduce number of discipline incidents for African American/Black Students
  - ○ Increase attendance and reduce absenteeism rates for African American/Black students
  - ○ Increase rate of freshman on-track for African American/Black students
  - ○ Increased graduation rates for African American/Black Students
- ● Post-secondary: 1-4 Objectives
  - ○ Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon
  - ○ Increased post-secondary enrollment rates of African American/Black students' high school graduates and General Educational Development 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 3 years; an additional 40% complete a Bachelor's degree within 6 years

Advisory Group

When selecting advisory members, every effort is made to ensure that the composition of the African American/Black Student Success Advisory Group reflects the diversity and representation of our students, families, and community stakeholders. In addition, community members and education stakeholder members of the Advisory Group must represent one or more of the following categories:

- ● Different geographic regions of Oregon;
- ● Students/Youth (inclusive of youth who are LGBTQ2SIA+[2]);
- ● Parents, Families, and Caregivers;
- ● Educators;

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[2] The "+" symbol recognizes that there are myriad ways to describe gender identities & sexual orientations.

- Culturally-specific community-based organizations that work with African/American Black Students and/or families;
- English learners;
- African Diaspora immigrant populations;
- Individuals with disabilities;
- Early Childhood Educators;
- Community members working in juvenile justice; and/or
- Representation of diverse identities (e.g., race, ethnicity, gender, sexual orientation, social class, dis/ability, etc.);

The Advisory Group is a small representation of the African American and Black Oregon community. The Advisory Group advises the Oregon Department of Education on the current state of relative experiences and concerns of the community which leads to accountability of plan implementation. Through Advisory Group members, the Department is able to glean experiential data from multiple corners of the State. The Oregon Department of Education partners with the Advisory Group to ensure the voice of communities are uplifted.

The Advisory Group meets monthly to engage in an open, collaborative process to discuss and identify challenges and opportunities and develop recommendations that will improve student outcomes across all academic indicators.

The Advisory Group's work during 2021-2023 focused primarily on student data collection and evaluation, Oregon Administrative Rule amendments, the Request for Applications for the grant, amendments to the African American/Black Student Success Advisory Group Charter, and onboarding and supporting new grantees. In December of 2022, the Advisory Group met in person to begin updating the African American/Black Student Success Plan and advising on strategies to effectively operationalize implementation of the African American/Black Student Success Plan across Oregon Department of Education offices and other relevant agencies and ultimately across all Oregon school districts.

Aligning and Imbedding the African American/Black Student Success Plan across Agency Initiatives and School Districts

The Oregon Department of Education's Student Success Plans establish goals and a set of strategies to improve educational outcomes for African American/Black; American Indian/Alaska Native; Latino/a/x & Indigenous; Lesbian, Gay, Bisexual, Transgender/Non-binary, Queer/Questioning, Two-Spirit, Intersex, Asexual,+; and Native Hawaiian/Pacific Islander students. The success plans include investments in community-based organizations, school districts, early learning providers, educational service districts, Tribal governments, and higher education partners.

In the initial years following the passage of the legislation, the Oregon Department of Education focused on establishing the Advisory Group, developing the Plan, and setting up the mechanisms for the distribution of grant funds. With this foundation established, the Oregon Department of Education is focused on statewide implementation of the Plan which. Statewide implementation involves operationalizing the Plan through:

- Alignment and implementation of Plan strategies in all Oregon school districts.

- Alignment and integration of Plan strategies with other educational or relevant initiatives and offices throughout the Oregon Department of Education, and other Oregon agencies, such as the Division of Early Learning and Care, the Youth Development Division, and the Higher Education Coordinating Commission.

- Alignment of Student Success Plan Grant-funded programs across the state to accomplish the objectives set forth in Student Success Plans.

In 2023, the Oregon Legislature passed Senate Bill 2275 which requires applicants for Student Investment Account grants to take into consideration recommendations of Advisory Groups formed by the Department of Education in relation to statewide education plans. This legislation is designed to ensure school districts will review the goals and objectives of the Student Success Plan for local implementation.

The Oregon Department of Education began collecting student-level data from African American/Black Student Success grant programs' grantees for the 2021-2022 school year. This data is compared with data collected and analyzed by the Oregon Department of Education to understand the impact of African American/Black Student Success grant programs on student achievement. A brief summary of the findings to date is included in this report. The Oregon Department of Education looks forward to expanding data collection methods piloted with the African American/Black Student Success grant program to the other Student Success grant program this biennium.

To bolster the metrics included to monitor and assess the implementation and impact of individual strategies, the Oregon Department of Education is developing an overarching framework or logic model for coherency across the student success plans and to guide the development, monitoring, and evaluation of the plans. This effort will result in a robust set of metrics to monitor and evaluate how community-based organizations and other grantees partner with school districts to build capacity to improve targeted outcomes for the focal student groups identified in The Oregon Department of Education's Student Success Plans. The support that community-based organizations and other grantees provide falls into five general categories (i.e., academic support, cultural identity development, leadership development, giving back to the community, family, and community engagement), and the Oregon Department of Education aims to identify metrics to monitor outputs and outcomes related to that support.

To this end, the Oregon Department of Education has partnered with Region 16 Comprehensive Center (led by Marzano Research) to develop a cross-student success plan framework that includes key indicators and metrics for monitoring and evaluating the success plans that are appropriately scaled for the Oregon Department of Education's grantees. The Oregon Department of Education and Region 16 Comprehensive Center led by Marzano Research have convened stakeholders to support the design process and help co-develop systems that foster greater communication and collaboration between the Oregon Department of Education, districts, community-based organizations, and other grantees. This cross-student success plan framework and logic model includes indicators that can be used to:

- Support the development and revision of student success plans;
- Provide guidance to community-based organizations, districts, and other grantees regarding outputs and deliverables;
- Monitor implementation; and

- Evaluate the impact of the plans and their associated investments.

This cohesive success plan architecture will help define how the Oregon Department of Education, local education agencies, and community-based organizations work together to improve the ability of the Oregon Department of Education to:

- Manage the direction of funds,
- Guide the planning and implementation of the Student Success Plans, and
- Answer questions about how the strategic investments in community-based organizations and other grantees are impacting student outcomes.

More broadly, the success plan architecture will support the Oregon Department of Education and its partners' use of the metrics to communicate the interconnected nature of the work that grantees, districts, and the Oregon Department of Education do to improve students' experience in schools, sense of belonging, and academic outcomes.

Through this work, Region 16 Comprehensive Center led by Marzano Research collaborates with representatives from the Oregon Department of Education and representatives from other stakeholder groups, as appropriate, to:
- Develop and/or refine a student success plan crosswalk that identifies key themes, trends, and development needs across the five plans;
- Facilitate the development of a framework and logic model applicable to all current and future student success plans;
- Identify key metrics and indicators applicable to all student success plans, while maintaining the distinct objectives and strategies developed by communities or Tribes for each of the individual plans;
- Support the development of an internal alignment process that connects the objectives and strategies in the student success plans to other Oregon Department of Education work (e.g. reading strategies, increasing access to advancement learning, and math pathways project)
- Support the development of a continuous improvement plan that would guide the development, monitoring, evaluation, and iteration of the student success plan; and
- Support development of a strategic communications plan designed to:
    - Foster greater collaboration between the Oregon Department of Education, districts, community-based organizations, and other grantees; and
    - Document the impact of the plans and associated investments on students' school experience, sense of belonging, and academic outcomes.

System Improvements: Guidance

A significant systems improvement implemented over this last biennium is the Student Success Plan Grant Guidance. This guidance provides information on whether and to what extent grant funds may be used for various types of expenditures. It provides detailed guidelines and delineates the inquiry process Oregon Department of Education staff employ to evaluate grantee project plans to determine the allowability of grant expenditures. All grant expenditures are evaluated by Oregon Department of Education staff alongside the proposed or approved project plan to determine whether the expenses are reasonable, allocable, and necessary for the performance of the award. The implementation of this

guidance increases the consistency and fidelity of grant program implementation across student success plans while also minimizing the subjectivity of case-by-case approvals.

In addition, the Office of Equity, Diversity, and Inclusion has embarked on a continuous improvement process to develop and refine our data collection and grantee monitoring and assessment processes. Our goals in this endeavor are to maintain a robust, replicable, and reliable system of grantmaking and award management from inception to implementation to closeout. Ultimately, we intend for these streamlined processes to enable more resources to be devoted to improving student outcomes.

Grant Program Updates: 2021-2023

Figure 2. Counties Served by African American/Black Student Success Grantees in 2021-2023
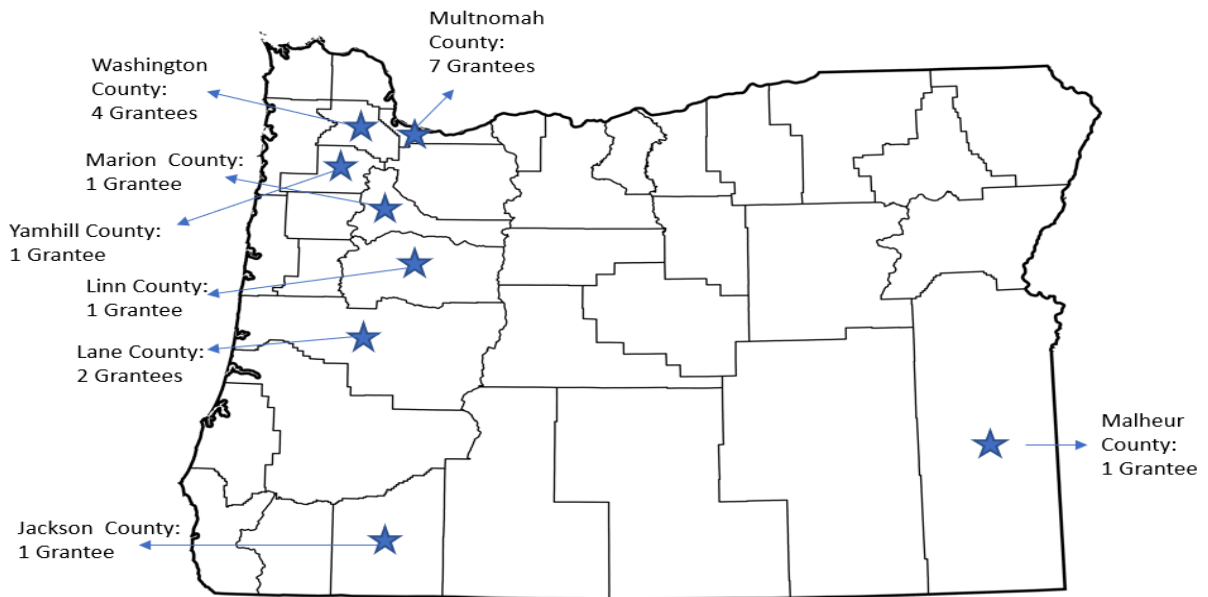
Source: AABSS Plan Grantee Program Data. Note: Grantees can serve students and families in multiple counties.

Grade Levels Served by African American/Black Student Success Program Initiatives

Grantees in 2021-2023 served students from early childhood to post-secondary education, with a slightly higher number of students served in middle through high school (Figure 3). In Figure 4, the shaded cells represent the grade levels served by the Grantee in the respective row.

Figure 3. Number of Students Served by African American/Black Student Success Grantees between 2021 to 2023 by Grade
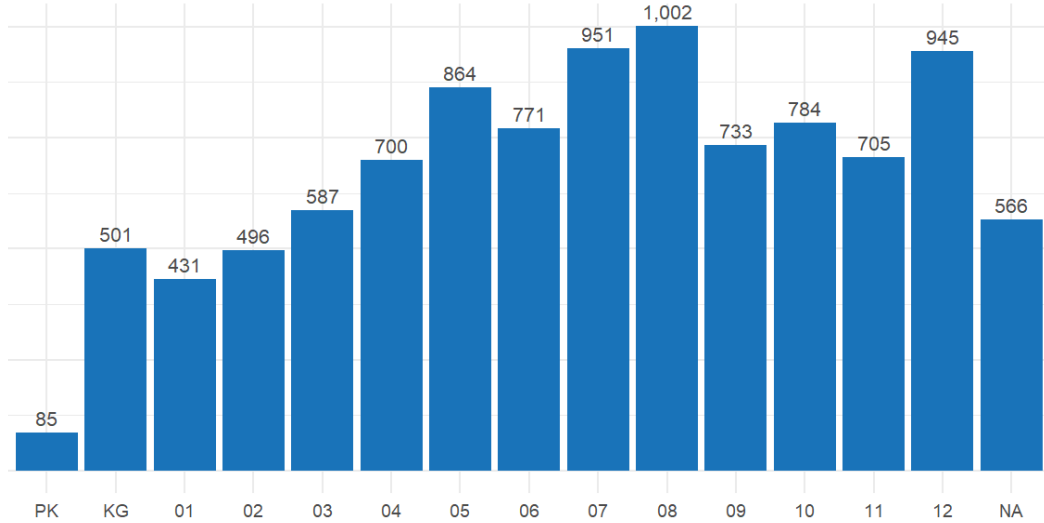
Note: NA indicates individuals served by African American/Black Student Success grantees that did not return a match in the Oregon Department of Education database. These individuals may include students in private or home school, students in post-secondary or private preschool programs, or parents of young children served by early learning grantees.

Figure 4. Grade Levels Served by African American/Black Student Success Grantees in 2021-2023

	Early learning / Kindergarten	Grades K-3	Grades 4-8	Grades 9-12	Postsecondary
African Youth & Community Organization (AYCO)		■	■	■	
Airway Science for Kids Inc. (ASK)	■	■			
Black Parent Initiative (BPI)		■	■	■	
Center for African Immigrants and Refugees of Oregon (CAIRO)	■				
Coalition of Black Men (COBM)			■		
Immigrant and Refugee Community Organization (IRCO)		■	■	■	
Lane Education Service District		■	■	■	
Multnomah Education Service District (MESD): Bars to Bridges		■	■	■	■
Oregon State University (OSU)			■	■	■
Portland Opportunities Industrialization Center (POIC)			■	■	

REAP INC.					
Self Enhancement, Inc. (SEI)					
Southern Oregon ESD					
Washington County (Early Learning Hub)					
Total	2	7	12	11	6

## Towards a More Inclusive and Representative Definition for Race and Ethnicity

In an effort to provide a more accurate picture of African American/Black students in Oregon, we are not using the traditional Race/Ethnicity categories to identify students which can lead to undercounting students who identify as African American/Black and obscuring students' complex and diverse identities. Instead, we are using more detailed data to group students in the following categories:

1. **African American/Black – Only** (AA/B Only) – Sum of students who identify as Non-Latino/a/x and Non-Multi-Racial African American/Black. This means the students' sole selected race/ethnicity is African American/Black. In other reports issued by the Oregon Department of Education, these students are those identified as African American/Black.

2. **African American/Black – Plus** (AA/B Plus) – Sum of students who identify as African American/Black as well as Hispanic/Latino and students who identify as African American/Black and one or more additionally identified races such as White, African American/Black, Asian, or Pacific Islander/Native Hawaiian. In other reports issued by the Oregon Department of Education, these students would be counted as Hispanic/Latino or Multi-Racial respectively.

3. **Non-African American/Black** (Non AA/B) – Sum of all students who do not identify as African American/Black or as African American/Black in combination with any other race or ethnicity.

Figure 5. The demographic of Students Served by Grantees in 2022-23
Note: '*' suppresses counts of less than 10 students. African American/Black Inclusive includes students who identify as African American/Black only with no other identified race/ethnicity (federal definition), students who identify as African American/Black and Hispanic Latinx, and students who identify as African American/Black and one or more additional racial identities (multi-racial).
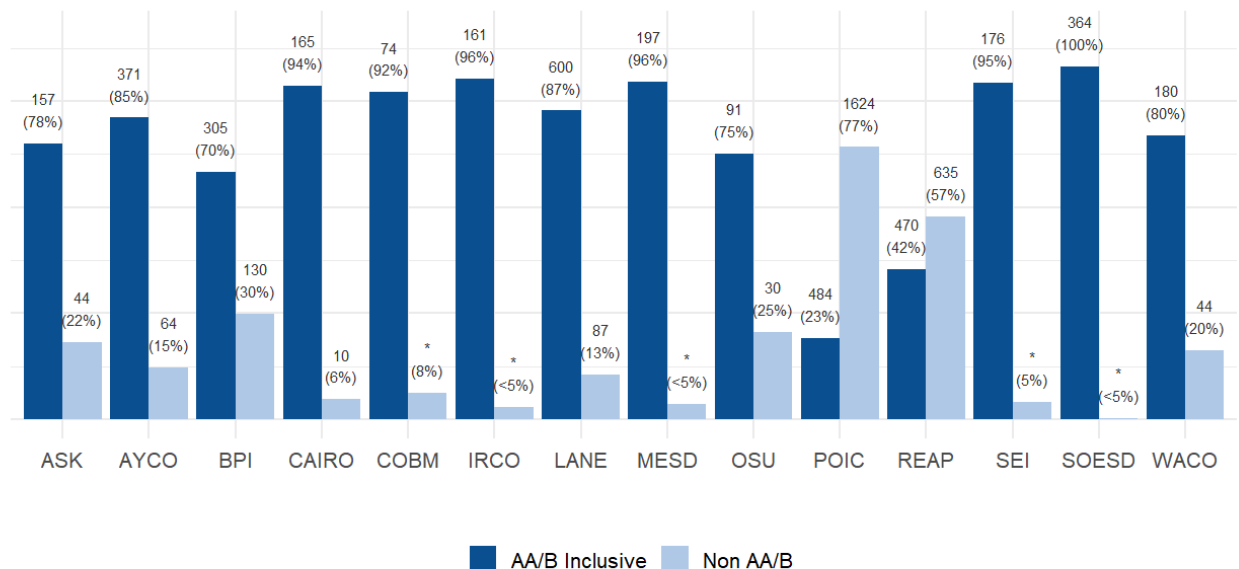
Figure 6. Top Language of Origin for Students Served by Grantees in 2021-2023
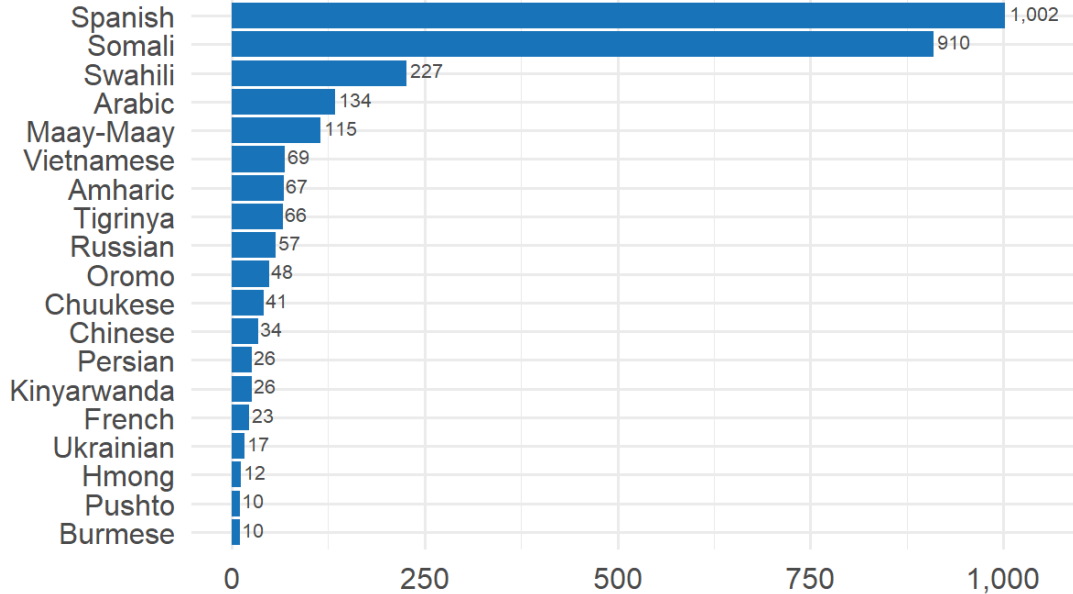
*Note*: Top Language of Origin not including English.

Accomplishments

Grantees serve a vital role in their respective communities providing crucial services to culturally and linguistically diverse students who also experience challenges, higher needs, and disproportionate academic outcomes. The following data summary complements the anecdotes and accomplishments reported in the next section by the grantees. In 2022-23:

- 19.7% of students served by grantees were considered English Learners, double the statewide average of 10.8% (Figure 7). Of 4 grantees, more than half of their program students were English Learners (range 47.4% to 69%).
- 5.9% of grantee-served students experienced houselessness compared to the statewide average of 3.7% (Figure 8). Almost all grantees (12 out of 14) served students who experienced houselessness above the statewide average. In 4 grantees, approximately 10% or more of their students served were considered houseless (range 9.2% to 11.5%), a rate 2.5 times the statewide average.
- Of note, four grantees served students who participated in the Talented and Gifted Program (range 7.5% to 12.4%) above the statewide average of 6.2%.
- 16.8% of students served by grantees received Individualized Education Plan (IEP) services, comparable to the statewide average of 15.8%. However, there were 5 grantees where more than 20% of their program students received IEP services (range 19% to 25%).
- 13.2% of students served by grantees experienced one or more disciplinary actions at school, double the statewide average of 6.5% (Figure 9). Almost all grantees (12 out of 14) served students who experienced discipline action above the statewide average. In 6 grantees, 20% or

more of their program students experienced discipline action (range 19.3% to 26.2%), a rate 3 times the statewide average.
- 54.4% of students served by grantees were considered regular attenders compared to the statewide average of 61.9%. However, grantee-served students had a similar attendance rate compared with statewide students from their respective racial and ethnic group (Figure 10). For example, 52.7% of African American/Black Only students served by grantees were considered regular attenders, and 56.4% of African American/Black Only students statewide were regular attenders in 2022-23.
  - Notably, students from 5 grantees were considered regular attenders (range 58% to 74%), close to or above the statewide average of 61.9%.
- While 64% of students served by grantees overall were considered on-track to graduate by the end of 9th grade compared to a statewide average of 81.6%, there was a wide range of percentages for students 9th grade on track in the grantees ranging from 10% to 92%. The low percentage is attributed to a grantee that serves youth transitioning from the juvenile justice system.
  - To highlight, students from half of the grantees (6 out of 12 serving students in the on-track age group) were considered on-track to graduate by the end of 9th grade (range 80% to 92%) at a rate similar or above the statewide average of 81.6%.

Figure 7. 2022-23 Percent of Current English Learners in African American/Black Student Success Program and Statewide
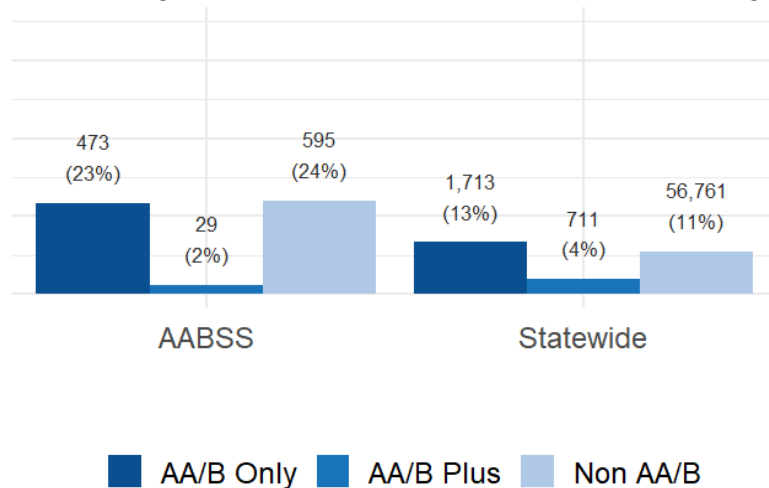

Note. See the section "Towards a More Inclusive and Representative Definition for Race and Ethnicity" for detailed information on student racial ethnic groups.

Figure 8. 2022-23 Percent of Students Experiencing Houselessness in African American/Black Student Success Program and Statewide
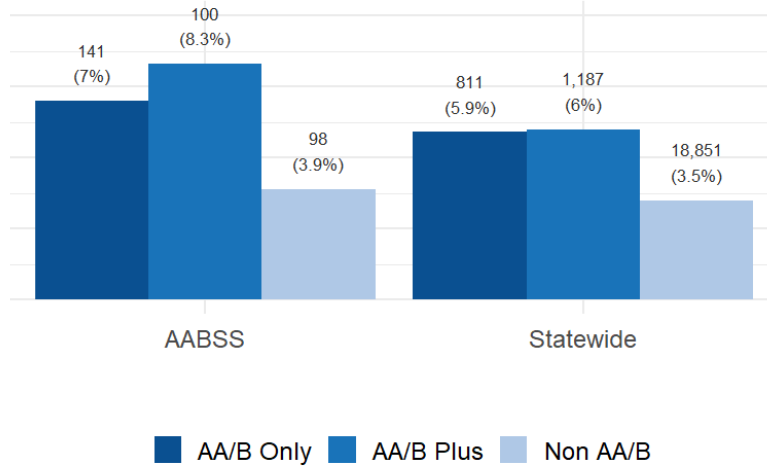
Note. See the section "Towards a More Inclusive and Representative Definition for Race and Ethnicity" for detailed information on student racial ethnic groups.

Figure 9. 2022-23 Percent of Students that Experienced One or More Discipline Action in African American/Black Student Success Program and Statewide
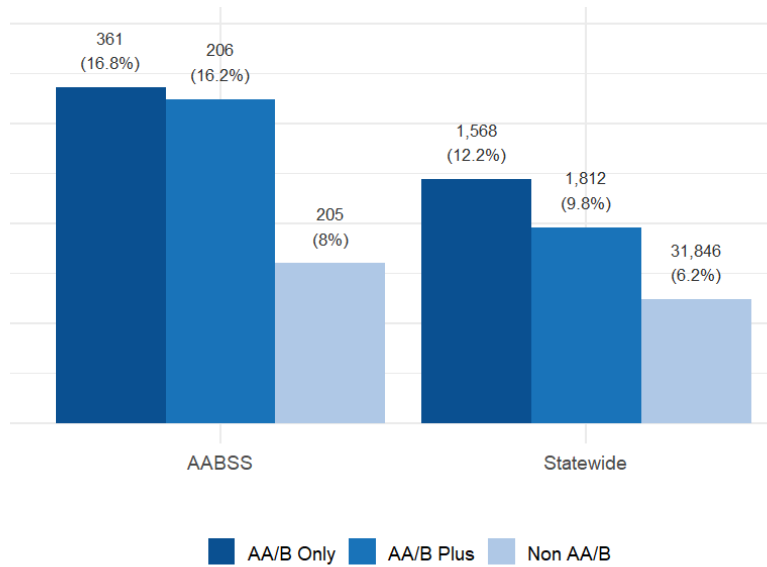
Note: Students served by grantees that experienced Expulsion = 14 (0.2%), Suspension = 758 (13%) and No Discipline Action = 5,229 (87%).

Figure 10. 2022-23 Percent of Students Regularly Attending Schools in African American/Black Student Success Program and Statewide
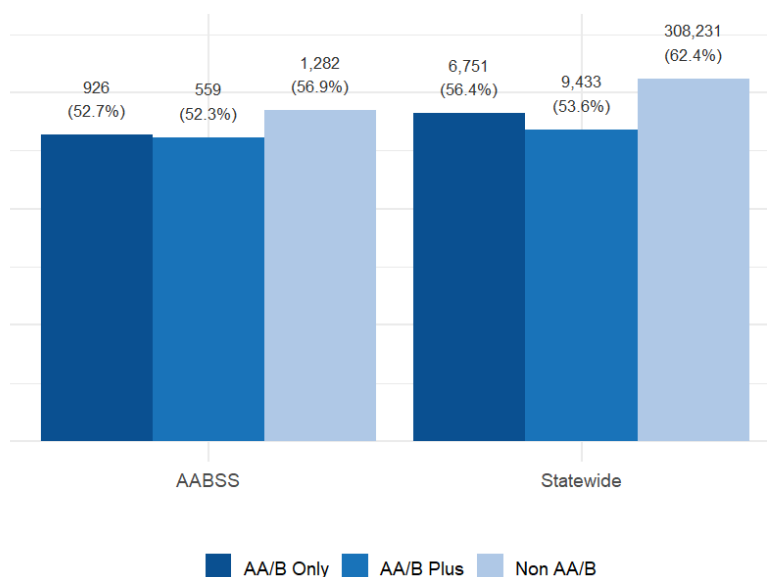
Note. Includes data from 5,078 (85%) of AABSS students. Out of 6,001 unique students with SSID. There were 923 (15%) students served by grantees in 2022-23 that did not meet ODE regular attenders inclusion requirements (being enrolled on the first school day in May and for at least 75 days by that date for the school year).

Collectively, African American/Black Student Success Grantees:
- Served approximately 3,628 students during the 2021-2022 school year and approximately 6,494 students during the 2022-2023 school year.
- In 2022-23, grantees served 2,320 African American/Black Only students (18% of statewide African American/Black Only students), and 1,285 African American/Black Plus students (7% of statewide African American/Black Plus students).
- There are 92 unique languages spoken by grantee-served students (Figure 6).

In addition, various grantees provided the following anecdotes/accomplishments as indicated:

- One Grantee shared that among the many exciting services and activities that they provide, they have been able to feature a Science Technology Engineering and Math Club, 3-D Printing, and a Club that focuses on students that identify as female. They have also provided a monthly family engagement opportunity where families have a chance to meet Black Aerospace Professionals, receive mentoring, participate in activities, and learn about additional programs.
- This grantee also stated that they have had the opportunity to reach students and families and provide an opportunity to explore high-wage, high-demand (and local) jobs in a variety of companies has allowed both students and their parents to pursue job opportunities.
- One grantee shared about the two Elementary School-dedicated staff they were able to onboard to serve numerous districts. Both staffs have full caseloads and are engaged in one-on-one mentorship, small group support, and larger school events, etc.
- One grantee shared how students benefited more from direct support in the classroom. Students have expressed the excitement to see someone who looks like them support and help with reading and writing activities.
- One grantee shared about how they have been supporting students who are new to the country and the Oregon public school system.

- One grantee shared about the culturally affirming identity development support they have provided to program students.
- One grantee shared about the advocacy and support they have provided to students and their caregivers at school conferences and how they are exploring how we can cross-train our Advocates to better support youth in prevention and early intervention techniques when working with students at risk of gang involvement.
- One Grantee shared that through post-secondary support for our enrolled students, a youth mentor was able to take a student to visit 2 campuses that offered them a scholarship to attend. Without the support from the program, the youth wouldn't have been able to attend the visits and see what opportunities were available to them since they had no friends or family nearby that could have supported them in that capacity. From those visits, a youth accepted an offer to a 4-year university, Eastern Oregon University.
- One grantee shared about how students and educators in primary grades have enrolled in the Story Time Tribe virtual book club series offered through these funds, giving them access to a collection of books written by African American authors as well as opportunities to gain access to videos of the stories read by Black and BIPOC professionals from the local community with ASL interpretation. A partnership was developed to connect with other public and nonprofit entities that serve Black youth to increase access to culturally diverse literature through the furnishing of a book vending machine. PK-20 Mapping development continued with consortium partners with the recognition that additional review from stakeholders and buy-in from local school districts for implementation is needed. Students were able to participate in GRIOT mentorship for K-12 male youth, playgroups, and receive tutoring from a nonprofit that serves multi-ethnic youth.
- One grantee shared that transition Specialists worked to advocate for equitable educational services through outreach and culturally relevant interagency practices, working with detention center staff, educators, local school districts, and community agencies to support and plan for youth re-engagement to school/educational programming. Transition Specialists provided wraparound support for students, liaised with community programming, provided mentoring support, tutoring, connection with affinity groups, and transportation as well as court support as needed.
- One grantee shared that they provided grief support for families and students, student and family advocacy, bias training for teachers, and culturally specific curriculum for elementary and middle school students.
- One grantee shared that 100% of high school seniors they supported graduated on June 15, 2023.
- One grantee shared about the partnerships that they have been able to form with other district members and departments. Through these partnerships, they have been able to hold valuable training and workshops.
- One grantee shared about the progress 5th grade students have made throughout the year. They had been struggling with math skills and during this past quarter, through tutoring offered in and outside the classroom.

African American/Black Student Success Indicators Addressed by Grantees

Grantees of the African American/Black Student Success Plan grant program use funds to create or expand an exemplar program and develop collaborative practices to address one or more of the objectives outlined in the. The objectives are summarized in the 14 indicators in the table below. Note that all 14 Indicators were addressed by grantees during the 2021-2023 funding cycle.

Indicator 1: Increase access to high-quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten.
Indicator 2: Increase number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood environments.
Indicator 3: Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners.
Indicator 4: Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon.
Indicator 5: Increase the number of Oregon school districts that recruit, hire, and retain African American/Black educators at a rate comparable to that of Oregon's African American/Black student population.
Indicator 6: Increase the amount of available culturally responsive curriculum in Oregon schools for African American/Black students.
Indicator 7: Increase literacy outcomes by 6.8 percent per year and numeracy outcomes by 6.8 percent per year for African American/Black students.
Indicator 8: Reduce number of discipline incidents for African American/Black Students.
Indicator 9: Increase attendance and reduce absenteeism rates for African American/Black students.
Indicator 10: Increase rate of freshman on-track for African American/Black students.
Indicator 11: Increased graduation rates for African American/Black Students.
Indicator 12: Increased post-secondary enrollment rates of African American/Black students' high school graduates and General Educational Development (GED) completers.
Indicator 13: Ensure that 90 percent of African American/Black students in post-secondary education institutions complete at least half the number of credits by their degree certificate.
Indicator 14: Ensure that 40 percent of African American/Black high school graduates complete an Associate's degree or certificate within three years; an additional 40 percent complete a Bachelor's degree within six years.

Grantees in 2021-2023 addressed, collectively, all 14 indicators of success. Indicators seven through 12 were the most commonly addressed, with at least eight grantees employing key strategies to promote gains in those areas. Indicators seven through 12 reflect high priorities among grantees around literacy, discipline, attendance, freshman on-track status, graduation rates, and post-secondary enrollment rates.

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

- **Increased access:** Increased opportunities for African American and Black students and families to enroll in culturally responsive, high-quality early learning programs through the provision of a school program and marketing directly to priority families.
- **Home visits:** Provided in-home learning and support to families on kindergarten readiness, strategies to enhance literacy skills, and orientation to the United States school system.
- **Parent Education:** Grantees provided opportunities to increase parent awareness and active participation in their child(ren)'s early learning development.

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

- **Connected Families to Resources:** Grantee staff connected families to early childhood certification programming and employment or volunteer opportunities.
- **Culturally Responsive Professional Development:** Grantees offered professional development focused on the intersection of culture and education. Grantees also worked to increase staff educational attainment, strengthen peer relationships, and offer training opportunities.

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

- **Grantee Staffing and Infrastructure:** Grantees hired staff to focus on addressing culturally relevant needs and increasing school readiness.
- **Home Visits:** Grantee staff provided in-home learning focused on the development of language, and math skills, and safe home environments.
- **Head Start Referral:** Grantees provided children with priority applicant referrals to local Head Start programs.
- **Parent Education and Engagement:** Grantees provided opportunities to increase parent awareness and active participation in their child(ren)'s early learning development.
- **School curriculum:** Grantees offered tutoring support for students.
- **Professional Development:** Grantees offered training for early childhood care providers.

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

- **Grantee Staffing and Infrastructure:** Grantees hired additional staff to support students and address student achievement indicators.
- **School Curriculum:** Grantees worked with newly enrolled students to promote positive cultural identity and other wellness skills.
- **Professional Development:** Grantees provided culturally specific group training and events for school districts and staff.
- **Translation Support:** Grantees facilitated translation support for parents during school events, phone calls, workshops, and IEP meetings.

African American/Black Student Success Indicator 5: Increase the number of Oregon school districts that recruit, hire, and retain African American/Black educators at a rate comparable to that of Oregon's African American/Black student population

- **Grantee Staffing and Infrastructure:** Grantee implemented recruitment and networking efforts to hire African American/Black staff members. Specific strategies included attending career fairs and conferences and partnering with the Oregon Shakespeare Festival.
- **Professional Development:** Grantee worked with Southern Oregon University to host an African American/Black educator affinity group.
- **Degree Promotion:** Grantees held information sessions on the Master of Arts in Teaching (MAT) degree for local Black Student Unions

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

- **Grantee Staffing and Infrastructure:** Grantees hired staff to provide programming and to facilitate relationships that positively affect the African American/Black community of staff and students.
- **School Curriculum:** Grantees implemented curriculum and summer programming to serve participating students.
- **Professional Development:** Grantees provided resources and meetings to identify ways to positively impact African American/Black students and families.
- **Family Education and Engagement:** Grantees provided family and community engagement support.
- **Assessment:** Grantees conducted a school climate survey to assess needs.

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

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

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

- **Student Support:** Individualized supports were provided to students to address and prevent disciplinary issues. Students were encouraged to engage with program staff, identify barriers to well-being, and attend leadership and after-school program opportunities.
- **Resources:** Grantee staff worked with other community organizations and community justice partners to serve students and their families.
- **Professional Development:** Restorative justice training was provided to school and program staff. Grantees offered events focused on equity for school staff and community justice representatives**.**

- **Engagement:** Grantees worked to reduce disproportionate discipline outcomes by strengthening family and community engagement in schooling.
- **Mental Health Consultations:** Grantees worked to increase access to culturally responsive mental health advocates and services for students and families.

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

- **Student Support:** Program staff worked with students to identify and address barriers to attendance and monitored for intervention as needed. Grantees maintained relationships with students to provide support and encouraged them to attend school regularly.
- **Engagement:** Families were involved in decision-making and were a part of the advocacy process when needed for students. Assertive engagement, family training, and events were utilized to develop relationships with students and families.
- **Assessment:** Data were collected and monitored by grantees to address the well-being of students.
- **Professional Development:** Staff received training in African culture, cultural competence, and equity.

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

- **Student Support:** Program staff worked with students to monitor grades, reduce barriers to academic achievement, and provide tutoring in multiple academic subjects. Credit recovery resources and additional academic support were offered to participants.
- **Assessment:** Grantees monitored the grades of students assigned to staff caseloads to identify intervention needs.
- **Engagement:** Relationships with students and families were maintained by program staff and opportunities for leadership activities were made available to students.
- **Professional Development:** Educational and cross-training programs were hosted for the program and school staff.
- **College/Career Preparation:** Grantees provided students with career and college-related mentorship opportunities. College and career readiness events were held.

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

- **Student Support:** Grantees offered coaching and academic advocacy to meet the needs of students as they pursued high school diplomas. Grantees helped with credit recovery and General Educational Development support when applicable.
- **Engagement:** Group activities were hosted for families and students to set goals and provide education about graduation requirements.
- **Resources:** Staff worked with students and families to connect them to appropriate community-based resources.
- **College/Career Preparation:** Grantees provided students with career and college-related mentorship opportunities. College and career readiness events were held.

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

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

African American/Black Student Success Indicator 13: Ensure that 90% of African American/Black students in post-secondary education institutions complete at least half the number of credits by their degree certificate

- **Student Support:** Grantees offered coaching and academic advocacy to meet the needs of students as they pursue degrees or certificates.
- **Progress Monitoring:** Grantees met regularly with students to monitor progress toward degree and career goals.
- **Youth Mentorship:** Programs were expanded by grantees to include peer mentorship opportunities for post-secondary students.

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

- **Student Support:** Grantees offered coaching and academic advocacy to meet the needs of students as they pursue post-secondary degrees or certificates.
- **Progress Monitoring:** Grantee staff met regularly with students to monitor progress toward degree and career goals.
- **Youth Mentorship:** Programs were expanded by grantees to include peer mentorship opportunities for post-secondary students.

Looking Forward to the 2023-2025 Biennium

Grant Selection and Extension

The 2023 legislative session resulted in approximately $19 million to support the grant program for the African American/Black Student Success Plan. In spring 2023, the Oregon Department of Education renewed the current grantees for an additional year of funding. The Oregon Department of Education is awarding a total of $6,450,293 in funding for this extension. The remaining funding will be awarded through a request for application process for grant program implementation during the 24-25 school year and beyond.

Grant Program Funding Updates

In an effort towards continuous improvement, the Office of Equity, Diversity, and Inclusion at the Oregon Department of Education is developing policies and procedures to ensure greater alignment, equity, and accountability across the four current Student Success Plans. This includes guidance for the grant programs to ensure fiscal accountability for the usage of grant funds.

Appendix A. Grantee Profiles

Communities Served by African American/Black Student Success Grant Program Initiatives

Grantee Name	Grantee Type	Counties Served	Students Served 2021-2023
African Youth & Community Organization (AYCO)	Community-based organization	Multnomah	673
Airway Science for Kids Inc. (ASK)	Community-based organization	Multnomah	561
Black Parent Initiative (BPI)	Community-based organization	Multnomah	715
Center for African Immigrants and Refugees of Oregon (CAIRO)	Community-based organization	Multnomah	293
Coalition of Black Men (COBM)	Community-based organization	Multnomah	124
Immigrant and Refugee Community Organization (IRCO)	Community-based organization	Multnomah	288
Lane ESD	Education service district	Lane	864
Multnomah ESD (Bars to Bridges)	Education service district	Multnomah	380
Oregon State University (OSU)	University	Various	210
Portland Opportunities Industrialization Center (POIC)	Community-based organization	Multnomah	2,612
REAP INC.	Community-based organization	Multnomah	1,997
Self Enhancement, Inc. (SEI)	Community-based organization	Multnomah	333
Southern Oregon ESD	Education service district	Jackson	614
Washington County (Early Learning Hub)	English Learning Hub	Washington	457

Appendix B: Grantee Funding

Grantee	2021-2022 Award	2022-2023 Award	2023-2024 Award
African Youth and Community Organization	$1,012,586.87	$516,161.96	$764,174.40
Airway Science for Kids	$888,581.01	$447,018.99	$617,800.00
Black Parent Initiative	$762,566.43	$762,566.43	$455,405.58
Center for African Immigration and Refugees (CAIRO)	$789,866.68	$223,603.12	$506,734.90
Coalition of Black Men	$487,177.34	$139,506.27	$313,335.51
Immigrant and Refugee Community Organization	$1,787,613.06	$259,043.84	$1,023,328.45
Lane ESD	$1,652,096.56	$402,584.57	$826,048.28
Multnomah ESD/Bars to Bridges	$1,324,623.00	$605,833.00	$965,228.00
Oregon State University	$245,387.30	$155,033.70	$200,210.00
Portland Opportunities Industrialization Center	$1,062,735.03	$404,762.69	$732,735.99
REAP, Inc.	$1,260,160.00	$804,840.00	$1,032,500.00
Self Enhancement Inc	$1,096,970.15	$366,246.80	$712,681.72
Southern OR ESD	$751,492.82	$257,340.00	$375,746.41
Washington County (Early Learning Hub)	$1,135,485.61	$713,242.46	$924,364.04