HB2016: African American/Black Student Success Plan
Grant Projects

Oregon Department of Education
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The REAP Expansion Project
Organization: REAP USA
Project Director: Mark Jackson

The REAP Expansion Project is designed to expand REAP school-based and community programs and services to the following schools: Centennial High School, Oliver K-6, Parklane K-6, David Douglas High School, Ron Russell Middle School and Aloha High School. Furthermore, in collaboration with project partners R.A.A.P. Counseling and Consulting, educators will be trained to be more culturally responsive to African American/Black students. Lastly, Portland State University, R.A.A.P., and ILEAP will assist REAP in assessing school climates in each location, to better identify how to serve African American/Black students with programming.

The REAP Expansion Project will offer student participants 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;

In addition, the REAP Expansion Project will conduct a series of school climate surveys and interviews at partner schools; conduct educator trainings and restorative justice coaching to promote culturally responsive teaching and restorative justice practices.

The anticipated goals of the project include:
1. Engage 320 students in REAP school-based programs
2. Retain 70% of students in REAP school-based programs
3. Engage 1,000 students in REAP major leadership conference
4. Conduct quarterly restorative justice & trauma-informed care educator trainings at partnering schools
5. Conduct monthly restorative justice & trauma-informed care coaching sessions with educators at partnering school

Staff roles include:
- Site Coordinator(s) - will administer direct programming during/after school hours to students.
- Attendance Specialist (1 FT – 100% of their time) will work with chronically absent students and their parent/families and refer students to REAP and outside agencies for emergency services.
- Program Administrator - will manage program reporting, correspondence among implementation team, staff, students, families and community stakeholders.
- Consultant - R.A.A.P. Counseling & Consulting – Provide culturally responsive trauma informed care and discipline practices training & coaching for educators at partnering schools and assist with school climate assessments
- Consultant - Individual Learning through Empowerment Advancing Possibilities (ILEAP) – Will assist with school climate assessments; lend support with parent engagement strategy meetings; provide a series of workshops to support parent and community engagement.
The African American/Black Student Success Plan of Multnomah County Project
Agency: Self Enhancement, Inc.
Project Director: Tony Hopson, Jr.

SEI is dedicated to guiding underserved youth to realize their full potential. Working with schools, families, and community groups to provide the culturally responsive and comprehensive wraparound support, guidance, and opportunities that underserved students need to achieve academic, personal, and economic success.

SEI’s overarching goal is to cultivate “positive contributing citizens” who complete at least two years of postsecondary education or successful workforce experience by the age 25. From its founding in 1981, SEI’s primary beneficiaries have been African American and other low-income students of color in the N/NE Portland neighborhoods.

SEI’s Relationship Model is a strengths-based positive youth development approach drawn from African-American cultural traditions and norms (Leary, 1993), partnering with other community organizations providing mutually reinforcing culturally specific resources, including professional adult African American mentors. The focus on building relationships grounded in trust and respect while working toward agreed-on mutual objectives is a hallmark that has made SEI's mentoring and positive youth development approach uniquely successful in benefiting African American students and families.

The relationship model focuses on providing culturally specific mentoring services including academic support, 24/7/365 case management, family engagement, college preparation, career exploration and skill building for youth at-risk of academic failure by providing a continuum of services to help students build resiliency in overcoming barriers in multiple environments: during school, after school, in the summer, at home, and following high school graduation.

In School Coordinators:
- Academic Success
  - Attendance & absenteeism monitoring
  - Grade & credit attainability
  - Class monitoring
  - Interweaving into the fabric of the school & faculty
- Interventions
  - School
  - Personal
- One-on-One Case Management
  - Individual Success Planning (ISP)
  - Daily interaction

Afterschool Programming:
- Academic
- Social & Life Skills
  - Job readiness
  - Career Exploration
  - Brothers Reflecting Brotherhood & Sisters Reflecting Beauty
- Arts & Performance
- Sports & Recreation
- STEM/STEAM
- Academic credit recovery

Summer Programming:
- Academic
- Social & Life Skills
  o Job readiness
  o Career Exploration
  o Brothers Reflecting Brotherhood & Sisters Reflecting Beauty
- Arts & Performance
- Sports & Recreation
- STEM/STEAM
- Academic credit recovery
- Internships

Post-Secondary Coordination:
- College preparation
- College tours
- College open houses
- Application assistance
- Resume writing
- Internships

SEI will be providing a Parent Coordinator, use of a program analyst, and data team which will have direct programmatic impact on HB2016 without the expense.

The collaboration with POIC+RAHS will focus on an additional 80 high risk, disconnected, African American/Black youth who have dropped out, been expelled, or are on the verge of dropping out/expulsion from the five Multnomah County school districts.

POIC+RAHS will focus on the outcomes as identified in the originally proposed Action Plan, measuring student growth in areas of rate of credit attainment (credits earned vs credits attempted), discipline (number of disciplinary incidents), family engagement and support, and school attendance/retention.
The Black/African Student Success Project
Organization: Immigrant and Refugee Community Organization
Project Director: Djimet Dogo

The Black/African Immigrant and Refugee Student Success Project is a consortium with the Immigrant and Refugee Community Organization (IRCO), four East Multnomah County School Districts – David Douglas, Gresham-Barlow, Parkrose and Reynolds - and the Portland State University Department of Conflict Resolution and Center for Student Success, to develop a network of culturally responsive student and family supports to the growing population of Black/African Immigrant and Refugee students in the region.

Given the marginalized conditions specific to these students, this project seeks to establish replicable systems of change to increase student engagement, school attendance and academic achievement. In addition to bicultural bilingual Academic Advisors within participating schools across the partnering school districts, this project compels increased parental involvement and advocacy, additional student access to out-of-school tutoring and academic interventions, student leadership trainings in restorative practice conflict resolutions, and culturally informed professional development for school staff.

Portland State University offers expertise specific to literature review of restorative justice, trauma-informed practices and project evaluation. Guided and monitored by a Leadership Team, this project’s success will be measured from a combination of traditional school-based quantitative indicators (attendance, behavior, and achievement data) as well as culturally informed qualitative measurements developed in collaboration between PSU and IRCO staff.
The Bars to Bridges Project  
District: Multnomah Education Service District  
Project Director: Scott Ryan

The focus of the Bars to Bridges Project are detained African American/Black students ages 11-21 attending the MESD school program at Donald E. Long (DEL), Yamhill Juvenile Detention Program, Multnomah County Detention Center (ages 18-21), and Multnomah County Inverness jail (ages 18-21), as well as YCEP youth up to age 25 enrolled at Three Lakes High School, at Oak Creek Youth Correctional Facility, and Ocean Dunes High School at the Camp Florence Youth Transitional Facility in Florence, Oregon. The project will reconnect students to family and community resources, boost successful transitions to neighborhood and community middle and high schools, community colleges, four-year colleges, and ultimately prepare students to enter the workforce job-ready, via programs like Job Corps, career and technical education (CTE), vocational education, and apprenticeship programs.

In order to reduce the number of days students are denied re-entry into their home and neighborhood school, the following plan supports a student’s successful return to their home school and path to graduation.

Partnerships are being established with culturally specific providers, including SoValTi and Guiding Light Family Services. Additionally, existing partnerships are being expanded with agencies such as Self Enhancement Inc. (SEI), Mental Health First Aid, Growing Gardens, and others which emerge as the grant proceeds. Students will access culturally responsive and trauma informed professionals who will connect them with appropriate resources at their school and communities throughout Oregon, depending on the youth’s placement after leaving juvenile detention, youth corrections, or adult detention. Professional development is scheduled to begin in August 2016 and to include transition specialists, MESD staff, and outside partners.

**Transition Support**

The Transition Specialist will work with African American, Black, and multi-racial students in reconnecting with their neighborhood and/or community school. This position works directly with culturally and socially responsive organizations, applicable school districts, administrators, building principals, and counselors to navigate the successful reentry into school after exiting a MESD juvenile detention center, youth corrections, or adult detention setting. Transition specialists are responsible for all aspects of the wraparound support model and will obtain community support services, mentoring, educational tutoring, transportation, and support the transition process by eliminating barriers to enrollment in education at the appropriate educational placement.

Transition specialists will be responsible for the following services:

- Collect and disseminate information about reentry and outreach programs to various law enforcement and other community service agencies;
- Maintain contacts with special interest organizations related to reentry and/or crime prevention;
- Identify specific communities and organizations interested in forming partnerships with local community organizations, state organizations, and law enforcement
authorities to reduce recidivism and increase educational enrollment for students exiting juvenile detention, youth corrections, or adult detention;

- Develop relationships and work with state and local authorities, educators and family/caregivers, and community members to advance reentry services in the students' neighborhood school or education program;

- Survey and act on the needs of students to reduce and eliminate barriers to reentry into their educational program;

- Determine students’ needs and create a partnership with community service organizations within the school district to evaluate student access in education and reduce recidivism;

- Assist in the procurement of resources to contribute and complement reentry into the school and reduce recidivism;

- Schedule and conduct visits with applicable school district and focus option schools to assist, promote, and provide a connection between juvenile detention, youth corrections, or adult detention and to neighborhood schools;

- Schedule time with students, families, providers, and support networks to complete all steps necessary for reentry into school; and

- Give support to students, parents, providers, and support networks through information and training related to the reentry process for re-enrolling in school.