

OREGON'S AFRICAN AMERICAN/BLACK STUDENT SUCCESS PLAN

FINAL EVALUATION REPORT

JUNE 2017



Prepared for
Oregon Department of Education
Office of Equity, Diversity, and Inclusion
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Executive Summary

In 2015 the Oregon Legislature enacted House Bill 2016, which directs the Oregon Department of Education (ODE) to develop and implement a statewide education plan for African American/Black students in early childhood through postsecondary education programs. To reduce the gap between African American/Black students and their grade level peers on education indicators (e.g., standardized assessment outcomes, high school graduation rates, discipline referrals), ODE awarded a total of \$2,689,283 to 4 programs: Self-Enhancement, Inc. (SEI); the Immigrant and Refugee Community Organization (IRCO); Multnomah Education Service District, and REAP to create exemplar programs and collaborative practices that lead to successful student outcomes related to (a) eliminating chronic absenteeism, (b) increasing parent and community engagement, and (c) addressing critical transitions such as early childhood to kindergarten and middle to high school. A high-level overview of each project's activities, outcomes, successes, and challenges is presented below.

The African American/Black Student Success Plan of Multnomah County (SEI). Through funding from House Bill 2016, SEI and POIC were able to extend and deepen the services they provided to African American/Black students and their families. SEI primarily provided support through in-school coordinators and parent coordinators. POIC's support is provided by the case manager. At both organizations, relationships with students and families were central to meeting students' and families' needs. Staff at both organizations advocated for students at school to reduce suspensions and expulsions, worked to reduce barriers at home, and provided culturally responsive academic and social activities for students. Through this experience, both organizations were affirmed in their belief that partnerships work and saw the positive impact of their work on students. Challenges to implementation included the short timeline between funding and implementation, lack of timely receipt of data from participating school districts, and pushback from staff about the need for African American/Black student's specific programming.

Black/African Student Success Project (IRCO). During the first year of implementation BASS provided culturally responsive learning supports for students and supported parents around student engagement. Through a program model that provided support to Black/African families at multiple levels, BASS advocates supported students and families at home, at school, and in the community. BASS also provided trainings to school staff on cultural competency. Additionally, BASS was pressed to respond to President Donald Trump's January 27, 2017 executive order regarding immigration and refugee admissions, which required the program to increase its support to students and families regarding their legal rights as immigrants and refugees. BASS addressed the political situation by holding a Know Your Rights event conducted by the American Civil Liberties Union. BASS also experienced some challenges engaging parents with school and managing students' and families' expectations given the program's limited resources.

From Bars to Bridges Project. During the first year of implementation, the From Bars to Bridges Project provided detained youth and youth in corrections with transition specialists who connected them back to their school and communities after reentry. Transition specialists worked with students individually and with their support networks and schools. Overall, students and juvenile justice personnel were overwhelming positive about their experience working with transition specialists and indicated that they are a key resource for students before, during, and after their reentry. Similarly, transition specialists successfully transitioned students back to school and influenced student attendance and school engagement. Transition specialists provided an array of services for students from meeting their basic needs to supporting their academic growth.

To better support students, transition specialists received professional development during weekly meetings, from the culturally responsive partners, and at professional development events. Though the transition specialists received some professional development during the academic year, they expressed a need for more—particularly on equity and trauma-informed care. In addition, transition specialists indicated that building relationships with juvenile justice personnel needed to happen earlier in the process. Transition specialists experienced some challenges in their role, including frequently shifting job responsibilities and an inability to provide transportation for students. Last, transition specialists found the case management and data collection system inefficient and inadequate for accurately assessing students' needs.

The REAP Expansion Project. During the first year of implementation, the REAP Expansion Project expanded programming to 2 new districts and extended into a third district. The REAP Expansion Project provided services to African American/Black students including leadership programming, restorative justice programming, and an affirming community. The REAP Expansion Project also provided restorative justice professional development to school staff through their partnership with R.A.A.P. Counseling and Consulting, and organized family nights to reach out to parents. Overall, students, school leaders, site coordinators, and key staff described the REAP Expansion Project as a positive force in students' lives and the overall school culture. African American/Black students were more engaged in school, had a better sense of their leadership skills and how to utilize them, and were better at conflict resolution. Interviewees and survey respondents described some communication barriers between REAP staff and school staff and challenges related to working with chronically absent students, recruiting students, and administering the school climate survey.

Evaluation Approach

RMC Research Corporation conducted an implementation and outcome evaluation that used a qualitative case study approach that was influenced by culturally responsive, participatory, and empowerment approaches. **Culturally responsive evaluation (CRE)** centers evaluation in culture, recognizes that culturally defined beliefs are part of all evaluations, and responds to context-specific values and beliefs.¹ Moreover, culturally responsive evaluation seeks to bring balance and equity into the evaluation process—particularly with historically marginalized groups. This approach explicitly emphasizes shared lived experiences,² recognizes the work of early African American scholars,³ considers the culture of the program and the participants,⁴ attends to power differentials among people and systems,⁵ explicitly names White privilege,⁶ and pays careful attention to the assembly of an evaluation team.⁷ **Participatory evaluation** is grounded in the experience of program staff, clients, and participants; aims to be useful for program administrators and decision-makers; and retains ownership of the evaluation with stakeholders.⁸ **Empowerment evaluation** aims to use evaluation concepts, techniques, and findings to foster program improvement and self-determination through self-evaluation and reflection.⁹

Case studies. To provide implementation and outcome feedback for each project funded under House Bill 2016, RMC Research designed case studies guided by evaluation questions addressed through interviews, focus groups, and surveys with key stakeholders. RMC Research also collected program data from each project to provide a point-in-time snapshot of short-term outcomes. Each case study was tailored to specific areas of inquiry for each organization and included perspectives from program participants.

The Culturally Responsive Evaluation Process

The evaluation of House Bill 2016 projects was guided by Hood, Hopson, and Kirkhart's¹⁰ considerations for culturally responsive evaluation (see Appendix A) and started with **preparing for the evaluation**. During this phase, RMC Research spoke with stakeholders from ODE's Office of Equity, Diversity, and Inclusion; the African American/Black Student Success Plan Advisory Group; and each project. These conversations were centered on the history of African and African American communities in Oregon and how that history, which includes multiple structural barriers that impede racial equity, would impact the

¹Hood, S., Hopson, R., & Kirkhart, K. (2015). Culturally responsive evaluation: Theory, practice, and future implications. In K. Newcomer & H. Hatry (Eds.), *Handbook on practical program evaluation* (4th ed.; pp. 81–317). San Francisco, CA: Jossey-Bass.

²Hood, S. (1998). Responsive evaluation Amistad style: Perspectives of one Black/African American evaluator. In R. Davis (Ed.), *Proceedings of the Stake Symposium on Educational Evaluation* (pp. 101–112). Urbana-Champaign, IL: University of Illinois.

³Hood, S. (2001). Nobody knows my name: In praise of Black/African American evaluators who were responsive. *New Directions for Evaluation*, 2001(92), 31–44.

⁴Frierson, H.T., Hood, S., & Hughes, G.B. (2010). Strategies that address culturally responsive evaluation. In J. Frechtling (Ed.), *The 2002 User-Friendly Handbook for Project Evaluation* (pp. 75–96). Arlington, VA: National Science Foundation.

⁵Hood, S. (2009). Evaluation for any by Navajos: A narrative case of the irrelevance of globalization. In K.E. Ryan & J.B. Cousins (Eds.), *The Sage International Handbook of Educational Evaluation* (pp. 447–463). Thousand Oaks, CA: Sage.

⁶Hopson, R.K. (2009). Reclaiming knowledge at the margins: Culturally responsive evaluation in the current evaluation moment. In K. Ryan & J.B. Cousins (Eds.), *The Sage International Handbook of Educational Evaluation* (pp. 429–446). Thousand Oaks, CA: Sage.

⁷Askew, K., Beverly, M.G., & Jay, M. (2012). Aligning collaborative and culturally responsive evaluation approaches. *Evaluation and Program Planning*, 35(4), 552–557.

⁸Cousins, J.B. & Earl, L.M. (1992). The case for participatory evaluation. *Education Evaluation and Policy Analysis*, 14(4), 397–418.

⁹Fetterman, D.M., Kaftarian, S.J., & Wandersman, A. (1996). *Empowerment Evaluation: Knowledge and Tools for Self-Assessment and Accountability*. Thousand Oaks, CA: Sage.

¹⁰Hood, S., Hopson, R., and Kirkhart, K. (2015). Culturally Responsive Evaluation: Theory, practice, and future implications. In Newcomer, K. and Hatry, H (Eds.). *Handbook on practical program Evaluation* (4th ed.) (pp. 281-317). San Francisco, CA: Jossey-Bass.

evaluation. RMC Research also sought counsel from Dr. Rodney Hopson, an expert in culturally responsive evaluation, to provide guidance and feedback throughout the evaluation. RMC Research **answered stakeholders' questions** about whether and if evaluators who were not of color would be able to conduct a culturally responsive evaluation and continued critical conversations to move forward as evaluation partners. These discussions were about power, perceptions of research legitimacy depending on the researcher's race, implicit biases, discipline disproportionality, African American/Black students limited exposure to African American/Black educators in Oregon, school climate, and the value of external evaluation. To keep culturally responsive evaluation at the forefront of most conversations, RMC Research incorporated conscious reflection on the evaluation process at meetings with stakeholders at all level of the system.

Because each project funded by House Bill 2016 was unique, the evaluation activities, pace, and modes of communication differed by project and were guided by each project's preferences. Program logic models, outcome evaluation questions, and data collection instruments were **designed and refined collaboratively**. Data collection was scheduled jointly with each project; however, key stakeholders were crucial for recruiting participants for interviews, focus groups, and surveys. To ensure that **human subjects were protected** and that data would be secure, RMC Research submitted all project materials to Ethical and Independent Review Services for approval by their Institutional Review Board. All projects were interested in participant perspectives, and, as such, youth were included in the evaluation of the African American/Black Student Success Plan of Multnomah County (SEI), the Black/African Student Success Project (housed at IRCO, referred to as BASS), From Bars to Bridges Project (MESD), and the REAP Expansion Project. Parents were also included in the African American/Black Student Success Plan of Multnomah County (SEI) and BASS evaluations. Moreover, to reduce potential linguistic barriers at BASS, parent focus groups were co-facilitated with BASS translators and RMC staff in Arabic, Somali, and Swahili. Youth from the From Bars to Bridges Project could take a survey either in a written or verbal format. Evaluation participants were given informed consent documents in English or their preferred language, and, if necessary, the forms were read in English or the participant's preferred language. **Qualitative and quantitative data** were analyzed and synthesized by RMC Research, and **then reviewed and refined by each project** to ensure that each case study accurately reflected the program, used the correct terminology, captured programmatic and linguistic nuances, and stayed as close as possible to stakeholder and participant perspectives. Each case study was designed to be a standalone document that projects could **disseminate** to their stakeholders, funders, or other entities. RMC Research also provided school climate survey reports for each school in the REAP Expansion Project. These reports were reviewed and revised by REAP's key project staff and for dissemination to REAP's stakeholders.

African American/Black Student Success Plan of Multnomah County

In 2016 Self-Enhancement, Inc. (SEI) partnered with Portland Opportunities Industrialization Center and Rosemary Anderson High School (collectively known as POIC + RAHS) to implement the African American/Black Student Success Plan of Multnomah County. **SEI's** overarching goal is to ensure that African American/Black students reach their full potential and become positive contributing citizens who complete at least 2 years of postsecondary education or successful workforce experience by age 25. SEI's services are guided by a strengths-based positive youth development relationship model that embraces African American cultural traditions and norms and fosters partnerships with other community organizations. SEI is dedicated to guiding underserved youth toward reaching their full potential through its relationship model, the SEI Standards, and SEI's Fundamental Beliefs.

SEI Standards and Fundamental Beliefs

Preamble

The **SEI Standards** are founded upon the principles of integrity and respect. Integrity because integrity exemplifies truthfulness, modesty, and trustworthiness. Respect because respect exemplifies courtesy, honor and reverence.

- 1 In SEI, we greet each other every day with a smile and a handshake to strengthen the relationship between us.
- 2 In SEI, we honor and respect each other and so we address one another with proper language and speech.
- 3 In SEI, we value the space of ourselves and others and are careful not to intrude or injure each other.
- 4 In SEI, we are mindful of what is true, and strive to be honest in word and deed.
- 5 In SEI, we treasure our rich culture and hold the cultures of all people in high regard.
- 6 In SEI, we strive to reflect our beauty both inwardly in our understanding and outwardly in our appearance.

Fundamental Beliefs

- 1 All children can and will succeed.
- 2 All children have a gift.
- 3 When children are presented with options and exposure they will discover their purpose and realize their potential.
- 4 All children can learn.
- 5 We see kids for who they can become rather than who they are today.
- 6 All children develop best when surrounded by caring and nurturing adults.
- 7 Staff members are 100% responsible for the relationship.

Each aspect of SEI programming is grounded in research literature on the cultural traditions and norms of the African American community, culturally responsive pedagogy,¹¹ culturally responsive themes,¹² noncognitive factors that influence persevering and thriving in adversity,¹³ high expectations,¹⁴ and positive and consistent adult relationships.¹⁵

As part of House Bill 2016 funding SEI expanded services into Parkrose School District and expanded services in Portland Public Schools' Grant High School. These services include culturally responsive and comprehensive wraparound support for students and their families, academic support, 24/7/365 case management, family engagement, college preparation, career exploration, and skills building for youth at risk of academic failure. By providing a continuum of services during and after school, in the summer, at home, and after high school graduation, SEI aims to build students' resiliency to overcome barriers. SEI after-school programming provides tutoring, enhancement activities, credit recovery support, and life skills classes and discussion groups 4 days a week.

POIC + RAHS (referred to as POIC throughout the report) is committed to supporting the future success of at-risk youth through age 25 by providing the highest quality of service in education, mentoring, family outreach, and employment training and placement to break the cycle of poverty. POIC + RAHS provides accredited, innovative, and culturally specific educational services to engage and motivate gang-impacted and disenfranchised youth of color to achieve postsecondary success. House Bill 2016 formalized a **partnership between SEI and POIC** to strengthen the safety net for high-risk, disconnected, African American/Black youth who have dropped out, have been expelled, or are on the verge of dropping out or being expelled from 5 Multnomah County school districts.

Culturally Responsive Evaluation

The evaluation of the African American/Black Student Success Plan of Multnomah County was guided by Hood, Hopson, and Kirkhart's¹⁶ considerations for culturally responsive evaluation (see Appendix A). While the overall approach was discussed earlier in this report, the unique characteristics of the partnership between RMC Research and the African American/Black Student Success Plan of Multnomah County included discussions about each organization's longstanding history of supporting African American communities in Oregon, SEI's tremendous value to the neighborhood and community as a "second family," the influence of gentrification on bringing families and students in to programming, the impact of historical trauma on families, and the importance of alternative schools for African American youth who have disengaged with public schools. These conversations situated SEI and POIC deeply in the context of a community with a rich African American history and emphasized the key role both organizations play not only locally, but also in supporting African American families and youth throughout the state. Exhibit 1 presents the project logic model, which describes project activities, short-term outcomes, and long-term outcomes.

¹¹Gay, G. (2010). *Culturally responsive teaching: theory, research, and practice* (2nd ed.). New York, NY: Teachers College Press.

¹²Hanley, M.S. & Noblit, G.W. (2009). *Cultural responsiveness, racial identity, and academic success: A literature review*. Retrieved from http://www.heinz.org/userfiles/library/culture-report_final.pdf

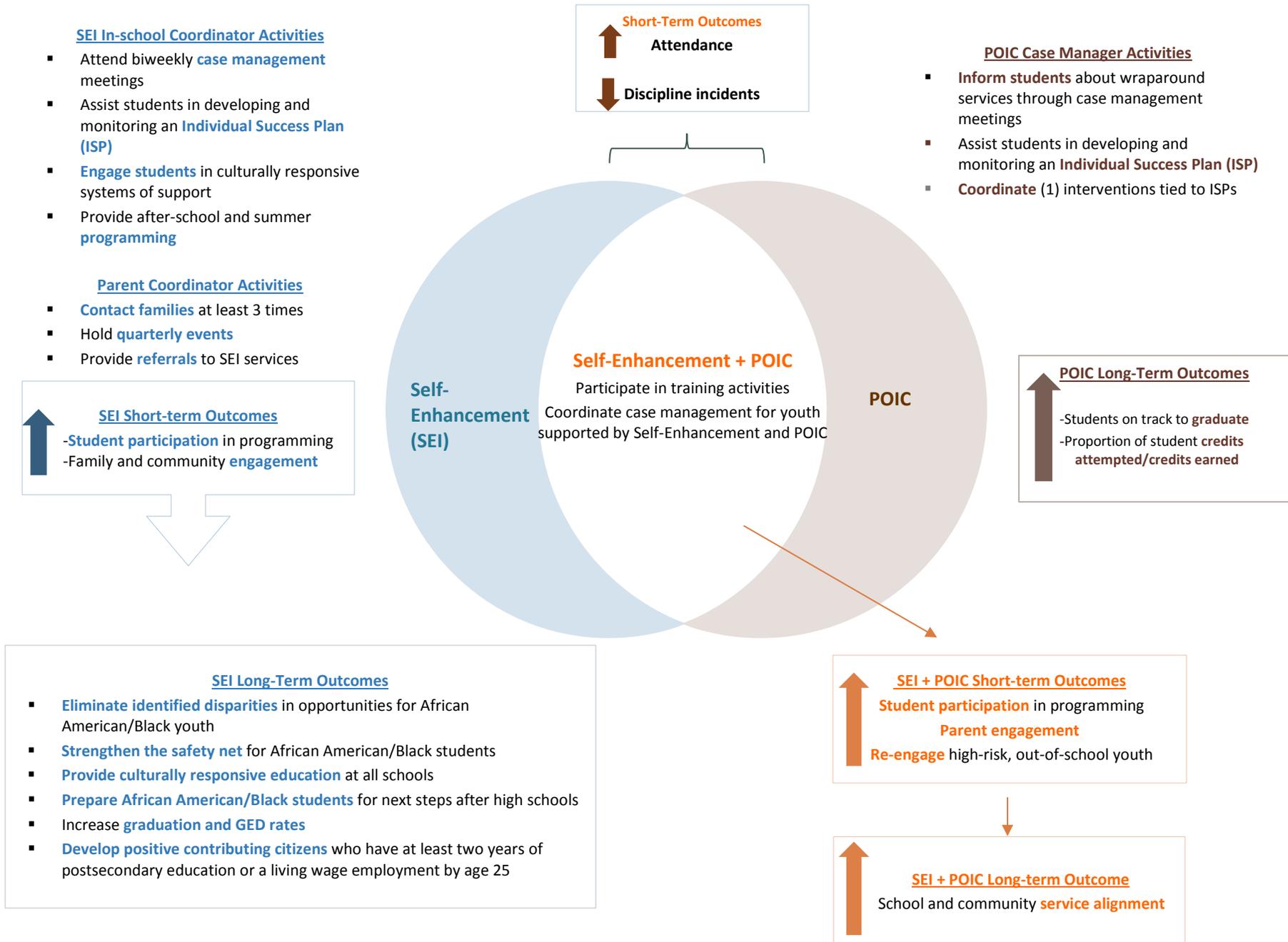
¹³Bandura, A. & Shunk, D. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology*, 41(3), 586–598.

¹⁴Center for Promise. (2013). *SEI data dashboard: Youth systems, school, and state testing data*. Boston, MA: Boston University.

¹⁵Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs*. Clemson, SC: National Dropout Prevention Center, Communities in Schools, Inc.

¹⁶Hood, S., Hopson, R., and Kirkhart, K. (2015). Culturally Responsive Evaluation: Theory, practice, and future implications. In Newcomer, K. and Hatry, H (Eds.). *Handbook on practical program Evaluation* (4th ed.) (pp. 281-317). San Francisco, CA: Jossey-Bass

Exhibit 1 The African American/Black Student Success Plan of Multnomah County



Evaluation Design

To evaluate the African American/Black Student Success Plan of Multnomah County, RMC Research conducted a **mixed-methods evaluation** that included frequent consultations with SEI, POIC, and ODE. RMC Research conducted an implementation and outcome evaluation tailored to the unique goals, activities, and outcomes of SEI and POIC and guided by the questions displayed in Exhibit 2. To address each of the evaluation questions RMC Research gathered information from key staff at SEI and POIC about the project’s short-term goals related to House Bill 2016 and program implementation; sought student perspectives on their experience at Rosemary Anderson High School; and spoke with parents about their experiences with SEI.

Exhibit 2 Evaluation Questions

Evaluation Question	Data Sources
Implementation Evaluation	
1. What are the primary activities of the African American/Black Student Success Plan of Multnomah County?	<ul style="list-style-type: none"> ▶ Program documents ▶ SEI and POIC director(s) interview
2. To what extent is the African American/Black Student Success Plan of Multnomah County being implemented as intended?	<ul style="list-style-type: none"> ▶ In-school coordinator focus group (SEI) ▶ Parent coordinator interview (SEI) ▶ Case manager interview (POIC) ▶ Program documents
3. What factors are facilitating implementation of the African American/Black Student Success Plan of Multnomah County?	<ul style="list-style-type: none"> ▶ SEI and POIC director(s) interview ▶ In-school coordinator focus group (SEI) ▶ Parent coordinator interview (SEI) ▶ Case manager interview (POIC)
4. What are the successes and lessons learned from the African American/Black Student Success Plan of Multnomah County?	<ul style="list-style-type: none"> ▶ SEI and POIC director(s) interview ▶ In-school coordinator focus group (SEI) ▶ Parent coordinator interview (SEI) ▶ Case manager interview (POIC)
5. What significant challenges has the African American/Black Student Success Plan of Multnomah County encountered?	<ul style="list-style-type: none"> ▶ SEI and POIC director(s) interview ▶ In-school coordinator focus group (SEI) ▶ Parent Coordinator interview (SEI) ▶ Case manager interview (POIC)
Outcome Evaluation	
6. How does POIC support influence student perspectives on their school experience?	<ul style="list-style-type: none"> ▶ Young adult (18+) focus group (POIC)
7. How does SEI parent-specific support influence parent engagement with schools?	<ul style="list-style-type: none"> ▶ Parent focus group (SEI) ▶ Parent coordinator interview (SEI)
8. To what extent has the African American/Black Student Success Plan of Multnomah County met its short-term goals?	<ul style="list-style-type: none"> ▶ Program data

Program Implementation

The implementation evaluation addressed Evaluation Questions 1 through 5. RMC Research conducted **interviews** with SEI and POIC staff (directors, parent coordinators, and case managers) and a **focus group** with 4 of SEI's in-school coordinators in April 2017. Participants were asked questions about case management meetings, individual success plans (ISPs), programming, cross-training activities, parent events, facilitators and challenges to implementation, successes, and lessons learned. Implementation data were analyzed using an inductive approach to identify emerging themes and then summarized to provide a point-in-time picture of program implementation. The majority of program activities were implemented as intended.

Primary Activities

Evaluation Questions 1 and 2 focused on the primary activities of the African American/Black Student Success Plan of Multnomah County and the extent to which the activities were implemented as intended. The partnership between SEI and POIC aimed to expand the safety net for African American/Black students by:

- Expanding SEI services at Grant High School.
- Expanding SEI's services into Parkrose School District.
- Providing training opportunities for both organizations' staff.
- Scaling up and aligning services for the highest risk, most alienated out-of-school populations of African American/Black youth served by POIC.

SEI and POIC participated in community-based cross-training activities including a summit on gang violence, roundtables, and other community events such as *Our Sons: A Three-Part Art Impacting Community* series provided by PassinArt.¹⁷ In addition, SEI and POIC were often called upon to be subject matter experts at meetings in Portland and across the state. Through House Bill 2016 funding SEI and POIC learned more about the supports each organization provided, coordinated case management for students served by both organizations, and strengthened wraparound services for families served by both organizations.

SEI provided services to 139 African American and Black students in Grant High School, Parkrose Middle School, and Parkrose High School who received SEI's full fidelity in-school, after-school, summer, parent engagement, and enrichment programming. Funding from House Bill 2016 retained SEI staff at Grant High School, thereby increasing the level of support for African American and Black students. In addition, SEI partnered with Parkrose School District to cover a full case load of students at Parkrose Middle and High Schools. House Bill 2016 supported in-school coordinators and parent coordinators.

Parent coordinators focused on removing barriers at home that influenced a student's success at school. Barriers included homelessness and socio-economic or parental challenges around advocating for their child at school. To reduce barriers at home SEI

“The parent coordinators have been critical in situations related to suspensions and expulsions. They help parents advocate for their child with administrators and teachers. That can be really intimidating for a parent who does not know their rights in the system because they can be taken advantage of. Parent coordinators come in to find out what was really happening with Black youth.”

SEI Parent Focus Group

¹⁷<http://www.passinart.net/>

provided parenting education classes, home visits, financial resources, wraparound services, access to referrals for counseling, holiday events, and coaching. Parenting education classes presented ideas and skills for parenting in new ways and created a space where parents shared strategies. SEI held several parent events in 2016 and 2017. One event stressed the importance of taking time for self-care, celebration, and saving for a vacation and another featured James Pate’s traveling exhibit *Kin Killin’ Kin*.¹⁸ Parents who attended an event on gun violence expressed interest in becoming more involved in community groups; an SEI staff member credited this event with getting “people thinking and sharing—it was hard, but it was good.” Other activities included back-to-school events, workshops on energy saving and assistance, Rent Well classes, and the seminar “How to Talk to Your Kids about Sex.”

In-school coordinators nurtured relationships between students—including students not on their caseloads—and were **champions for students in all areas of their lives**. They worked individually with students, offered in-school assistance, and were available 24/7. In-school coordinators also cultivated **relationships with school staff and parents** to effectively resolve student issues. In-school coordinators worked with their students to create ISPs that stated students’ academic, personal, and social goals along with 2 strategies to accomplish each goal. Student goals tended to focus on attendance, homework, and grades. In-school coordinators monitored students’ progress toward their goals both formally and informally. In-school coordinators reported that developing the ISPs helps build trust with students because they learn about the students’ family and the challenges they face using the Family, Interest, Relationship, Social, and School (FIRSS) checklist and SEI’s Barriers Checklist. This information was stored in SEI’s Efforts to Outcomes (ETO) database, which helped staff stay current on student and family needs.

“There are a lot of kids in this program that have it really bad. They make them feel better by taking them to get their hair done and other things that make them feel good. I love the way they make the kids feel wanted, safe, and in a positive environment. Always positive.”

SEI Parent Focus Group

Other activities SEI provided during the 2016–2017 academic year included:

- Third Annual Community Day of Service
- Black History Month celebrations
- Community-based talent show
- Credit recovery classes
- Driver education classes
- Enrichment activities during school closure days
- Gender-based programming (Sisters Reflecting Beauty, Brothers Reflecting Brotherhood)
- Internships
- Male leadership
- Middle and high school overnight trips
- Post-high school coordination
- Rock the Block
- Summer and after-school enrichment

¹⁸<http://www.passinart.net/kin-killin-kin>

- Summer and night school
- The Black Parents Social at Parkrose Middle and High Schools
- The Nike Product Creation Experience¹⁹
- Transportation to SEI-sponsored events

Portland Opportunities Industrial Center (POIC). Through House Bill 2016 funding, POIC provided services to 230 African American and Black students at its 4 campuses. Much of POIC’s support for students was provided by the **case manager**, who focused on individual case management, programming, barrier reduction, parent engagement, and student advocacy. Like the in-school coordinators at SEI, the POIC case manager used **ISPs** to build relationships with African American and Black students. An ISP was most effective if it was regularly reviewed and included weekly student follow-up. Initially the case manager was expected to handle ISPs for 80 students receiving support through House Bill 2016 funding—however, the case load grew to over 200 students and the student-staff ratio became too large for personalized support so the students’ advisors implemented the ISP process instead.

The case manager reviewed the completed ISPs to determine how best to support and incentivize students’ progress toward their goals. For some students, providing food at activities was enough to encourage participation, whereas for other students offering credit for attending community or educational events increased participation. In addition to monitoring the ISPs, the case manager **advocated for students** to resolve disciplinary issues, gathering information and serving as a liaison. One overarching goal was to reduce discipline disproportionality, and the case manager collaborated with teachers and the Dean of Students to identify alternatives to suspension and expulsion. During the 2016–2017 academic year POIC tried several approaches to reduce discipline disproportionality, including a written self-reflection exercise that resulted in decreased suspensions.

The case manager also worked with parents to **reduce barriers at home**. For example, after the case manager learned that a parent’s heat had been turned off POIC provided funds for energy assistance. The case manager sought to have positive and preemptive interactions with parents, kept parents informed about how their children were doing in class, and encouraged involvement at POIC. The case manager also attended parent-teacher conferences.

Other activities the case manager provided during the 2016–2017 academic year included:

- A weeklong tour of Historically Black Colleges and Universities
- An attendance challenge
- Invitations to community events including the *Kin Killin’ Kin* traveling exhibit and Marcus Gardley’s play *The Gospel of Lovingkindness*²⁰
- Monthly parent engagement meetings
- The Arlene Schnitzer Communicare program

“The case manager helped me see there are opportunities for college. I wasn’t planning on going to college before talking to [the case manager]. POIC helped me see things I didn’t see in myself.”

POIC Student Focus Group

¹⁹<http://www.nicekicks.com/nike-hosts-product-creation-experience-program-portland-high-school-students/>

²⁰<http://www.passinart.net/gospel-lovingkindness>

- The Black Student Union

Facilitators to Implementation

SEI and POIC leaders, the SEI in-school coordinators, the SEI parent coordinator, and the POIC case manager cited 6 factors that facilitated implementing the African American/Black Student Success Plan of Multnomah County.

SEI’s and POIC’s longstanding histories in the communities they serve encouraged family and student involvement. SEI has had the same foundations and principles for decades. As one parent who participated in SEI programming noted, SEI “is like home for us.”

Incentives increased student and parent participation in activities. To encourage academic success, positive behavior, and short-term goal achievement, SEI and POIC provided incentives including rewards generated through a behavior point system, blue and gold cards awarded for high GPAs, trips, food, and academic credit. In-school coordinators reported “reward[ing] the behavior we want to see.” POIC also used incentives such as food and gift cards to encourage parents to attend monthly parent meetings.

SEI had resources to support parent engagement. Parents were involved with SEI because the organization had parent coordinators dedicated to each school site. One staff member said that through “experience . . . engaging parental support [we] have found that the easiest parent engagement activities are the workshops, parenting education classes, and holiday events.”

POIC’s smaller caseloads facilitated personalized support. The case manager checked in with students regularly, including sending encouraging messages via phone call or text.

SEI provided in-school case management that included daily visibility. Because in-school coordinators were available to students 24/7/365 and frequently met with students individually, they could respond to issues that required support or intervention including homelessness, social or economic hardships, and abuse.

The Black Student Unions at Grant High School (SEI) and POIC increased students’ connections to one another and created community. Black Student Unions provided a safe place where students could talk openly about what was happening in the community and their lives and identify options to create change. Black Student Unions also supported students’ cultural pride. The General Steppers from Grant High School’s Black Student Union performed on KATU’s Afternoon Live with Tra’ Renee Chambers.²¹ In addition, many students from SEI’s Black Student Union participated in the 51st anniversary of the historic civil rights marches from Selma to Montgomery, Alabama; attended an educational summit where Dr. Adelaide Sanford was the guest speaker; and visited the Civil Rights Memorial in Montgomery.

Successes and Lessons Learned

The organization leaders, SEI in-school coordinators, SEI parent coordinator, and POIC case manager were asked about successes and lessons learned from implementing the African American/Black Student Success Plan of Multnomah County.

²¹<http://katu.com/afternoon-live/lifestyle-health/black-history-month-the-general-steppers>

Successes

The partnership between SEI and POIC provided more academic supports for African American/Black students. Because of House Bill 2016 funding, POIC intentionally focused on providing integrated services to African American students. The collaboration between SEI and POIC enabled the organizations to “weave a protective circle” around families and students.

SEI built relationships with schools in Parkrose School District, which increased the number of students served. By expanding into Parkrose School District SEI was able to provide more wraparound services for students and become part of the school community. In-school coordinators participated in activities to develop their own niche in the schools. One SEI staff member described the goal for SEI as developing relationships with families that “last for life.”

SEI and POIC have seen a positive impact on African American/Black families and students. At POIC, students’ engagement with school and the program increased. At SEI, students’ grades improved, students found jobs, and parents found housing.

Staff who were most visible and accessible to students served as a resource for support. A goal of SEI’s in-school coordinators and the POIC case manager was to be highly visible and to connect students to resources. The ISP process fostered connections with students and facilitated conversations about challenges and the kinds of support students needed. As the school year progressed, students were more likely to reach out to the SEI in-school coordinators or the POIC case manager if they needed support. One in-school coordinator noted, “It feels amazing when a student calls and reaches out.”

“When students do have issues, they are coming to me. I had one [student] who wouldn’t talk to me for about 2 months, and now she’s in my office every day giving me hugs and just opening up. I will say that’s a big success. Just getting to know them and breaking down those barriers.”

SEI In-school coordinator Focus Group

School suspensions and expulsions decreased. Staff at both organizations worked to reduce suspension and expulsions by meeting with teachers and administrators to advocate for disciplinary alternatives.

Lessons Learned

The investment in African American students was worth it. Programming supported by House Bill 2016 was an important step to create equity and a stronger school system.

Partnerships work. One leader noted that the project reinforced that partnerships work and no entity can do this work alone. The leader remarked, “Everyone plays their role—and that’s how you create something to make sure that kids are successful at a high rate.”

Connecting with students was extremely important. At SEI, staff and students greet each other every day with a smile and a handshake, which breaks down barriers between them. Learning the “SEI way,” which is founded upon integrity and respect, gave students a barometer against which to measure their behaviors in all areas, thereby increasing their chances for success. At POIC, one interviewee observed that taking time to listen to students is an effective way to foster connection because “that’s something that they don’t get a lot of.”

Challenges

The organization leaders, SEI in-school coordinators, the SEI parent coordinator, and the POIC case manager were asked about challenges implementing the African American/Black Student Success Plan of Multnomah County.

The timeline between funding and implementation was too short for optimal planning. The brief window between funding and implementation also required staff to be flexible and innovative when student activities did not work as planned.

African American/Black students and families that have had negative experiences with other social service agencies and schools may need more time to develop trust with program staff. New programming or changes to familiar programs may take longer to gain community buy-in. Overcoming this challenge required transparency, forums for open dialogue, and a persistent and consistent approach.

To hire and train the right staff requires dedication and resources. SEI staff are required to be college educated and trained in the “SEI Way,” which involves embodying and practicing the SEI Standards and Fundamental Beliefs.

The data sharing agreement with Parkrose School District was not implemented due to time constraints. As of May 2017, SEI’s data team was working with Multnomah Education Service District to develop a plan to acquire student data for the schools SEI serves in a timelier manner.

Some teachers do not understand the systemic inequities that influence African American/Black student success. Teachers without this understanding do not support the programs. This lack of support can have a negative impact on outcomes for African American/Black students. Some teachers needed detailed, research-based information about culturally specific education inequities and disproportionality to support culturally specific programming.

“A lot of people want equality rather than equity. Understanding that piece can be difficult, especially when everyone here is having a hard time.”

Program Staff Interview

Program Outcomes

The outcome evaluation addressed Evaluation Questions 6 through 8 and focuses on students’ perceptions of their experience with POIC; parents’ perceptions of their experience with SEI; and the short-term goals of SEI and POIC’s. All in-person data were collected in April 2017. To explore students’ perceptions of their experiences with POIC, RMC Research conducted a 60-minute **focus group** with 3 students who were 18 and older. The students were asked questions about the types of support they received from POIC and how that support influenced their experience with school. RMC Research also conducted a focus group with 5 parents who received services from the SEI Parent Coordinator. The parents were asked about the types of support they received from SEI and how that support influenced their engagement with their child’s school and learning. RMC Research also received **program data** from SEI and POIC related to their short-term goals.

Student Perspectives

This section presents the students' perspectives on POIC and school.

Students appreciated the community and school climate at POIC. One student described POIC as a place where “you can learn to be yourself.” Another student considered it a “loving, peaceful environment.” Additionally, at POIC students were able to relate to others with similar life situations.

Developing ISPs helped students create and take action on their short- and long-term goals. One student said, “[The ISP process] helped me set a map for my future.” Another noted, “[The ISP] helps me visualize what I’ve got to do.” Students suggested improving the ISP process by requiring bimonthly progress check-ins, assigning the ISP advisor based on compatibility, and allowing students to select their ISP advisor during the second semester.

Students attended a variety of activities funded through House Bill 2016 and some of these activities increased their interest in attending college.

Students participated in such activities as a 4K charity run, Black Student Union, multicultural night, a tour of Historically Black Colleges and Universities (HBCUs), and a play. The activity that seemed to have the most impact was the HBCU tour. Students also mentioned that their connection with the POIC case manager in general increased their interest in attending college.

Parent Engagement

Parents were asked about their experiences at SEI and said that **SEI proactively reached out to the community to inform parents about the programs and supports SEI offered.** One parent observed that as she became more involved at SEI her connections with the staff and other parents deepened. Through word-of-mouth, parents heard positive information about SEI, which encouraged them to participate in activities. One parent learned about SEI through her sister and daughter; another parent had participated in SEI program when she was younger. **SEI’s reputation and family atmosphere encouraged parent engagement with SEI** and one parent said that SEI is like a “second family.”

Short-Term Outcomes

SEI and POIC provided RMC Research with outcome data presented in Exhibit 3. By March 31, 2017, both SEI and POIC had met their short-term goals for number of students engaged in programming. In addition, SEI met its short-term goal for percentage of students participating in a minimum of 2 hours a week of after-school programming.

“Rosemary Anderson has elevated my intelligence, not just in smarts, but as a person in society. It taught me how to keep cool, calm, and collected in aggravating situations. And it taught me how to be a man because my dad never taught me that.”

POIC Student Focus Group

“The “HBCU tour made me feel there is so much outside of Portland. Being in Atlanta was tight. If it wasn’t for [the case manager], I wouldn’t have gone. She was hella motivating. She drove me, and was highly persistent. When she says she is going to do something, she does it. I didn’t want to go to college before I left, and now I’m definitely going to college.”

POIC Student Focus Group

Exhibit 3 SEI and POIC Program Data

Actual	Target	Program Measure
Self-Enhancement, Inc.		
139	110	# of students at Parkrose and Grant High Schools engaged in culturally responsive system of support (e.g., students connected to an in-school coordinator)
126	110	# of students with Individual Success Plans for personal, social, and academic goals
133	110	# of students attending after-school programming
62	62	# of students attending summer programming (Summer 2016)
59%	85%	% of students with an attendance rate of 90% or higher (of 61 students with attendance data) ^a
97%	85%	% of students participating in a minimum of 2 hours/week of after-school programming
97%	85%	% of students with 0–1 behavior referrals
TBD	3	# of contacts and quarterly events provided by parent coordinators
130	—	# of attendees at events provided by parent coordinators
4	4	# of cross-training events among SEI and POIC staff
507	—	# of case management meetings
462	—	# of minutes per month students are in contact with in-school coordinator
POIC		
238	80	# of high-risk, disconnected, expelled/suspended, and out-of-school youth engaged
56%	—	Rate of credits earned vs. credits attempted
46	—	# of families engaged
60%	—	Average attendance rate
81%	—	Average retention rate

Note. Dashes indicate no target set. Bold indicates the target was met.

^aOnly includes the students who had attendance data provided.

Summary and Recommendations

Through funding from House Bill 2016, SEI and POIC were able to extend and deepen the services they provided to African American/Black students and their families. SEI primarily provided support through in-school coordinators and parent coordinators. POIC's support was provided by the case manager. At both organizations, relationships with students and families were central to meeting students' and families' needs. Staff at both organizations advocated for students at school to reduce suspensions and expulsions, worked to reduce barriers at home, and provided culturally responsive academic and social activities for students. Through this experience, both organizations were affirmed in their belief that partnerships work and saw the positive impact of their work on students. Challenges to implementation included the short timeline between funding and implementation, lack of timely receipt of data from

participating school districts, and pushback from staff about the need for African American/Black student's specific programming.

The following recommendations are based on data collected from SEI and POIC staff, POIC students, and SEI parents:

- **Continue funding the partnership.** The community would benefit from both organizations receiving additional funding to refine processes, improve and extend programming, and provide summer programming for schools and districts supported by House Bill 2016 funding.
- **Continue to provide activities that inspire future-orientation.** Students at POIC spoke about the power of the HBCU tour. These opportunities introduced students to possibilities, and—as some students noted—opened their eyes and minds to the real possibility of attending college.
- **Consider more frequent check-ins with students** at POIC. This may ensure students are moving toward their goals and students expressed an interest in connecting frequently with adults who care about their progress.

Black/African Student Success Project

The Immigrant and Refugee Community Organization (IRCO) is a community-based organization that provides culturally and linguistically specific services to the region's communities of color. IRCO's Africa House functions as a one-stop center, providing services to Oregon's diverse Black/African immigrant and refugee communities. In 2016 IRCO received funding from House Bill 2016 to lead a consortium that includes 4 east Multnomah County School Districts—David Douglas, Gresham-Barlow, Parkrose, and Reynolds—and Portland State University to pilot the Black/African Student Success Project (BASS). The goal of BASS is to develop a network of culturally responsive student and family supports for the growing population of Black/African immigrant and refugee students in the region.

The target population of BASS is Black/African students in kindergarten through Grade 12 in the 4 participating districts. These students experience a particular set of barriers, including high child poverty rates, language and cultural differences, racism, discrimination and xenophobia, and high neighborhood crime rates.²² 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. 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 such as after-school student activities and group parent activities^{23,24,25}. A fundamental aspect of BASS is the advocate, who provides individualized support to students and their families. Within the participating schools and districts this project promotes parental involvement, enhances student access to extracurricular tutoring and transition support, and provides culturally informed professional development for school staff. Exhibit 4 presents the project logic model which describes project activities, short-term outcomes, and long-term outcomes.

Culturally Responsive Evaluation

Hood, Hopson, and Kirkhart's²⁶ considerations for culturally responsive evaluation guided RMC Research's evaluation of BASS (see Appendix A). BASS staff members, who were primarily representative of the African communities they serve, partnered with RMC Research as experts, educators, and cultural brokers. BASS staff shared their deep and vast knowledge about immigrant and refugee experiences in Oregon and the unique barriers that students and families from Africa face. BASS staff and RMC Research collaborated to define evaluation questions, create and refine the program logic model, and develop the evaluation plan. BASS staff also provided feedback on instruments and played a pivotal role in identifying focus group participants. Most important, BASS staff fully supported the evaluation by recruiting parents and focus group participants (including knocking on families' doors); translating consent documents; co-facilitating focus groups in Arabic, Somali, and Swahili; and holding a luncheon for parents who participated in the focus groups. BASS staff provided valuable feedback on the evaluation report to ensure that results were clear, useful, and reflected the communities BASS served. Without the strong collaboration between BASS staff and RMC Research, the evaluation activities would have missed the mark culturally and linguistically and potentially further marginalized newcomers.

²²Curry-Stevens, A. & Coalition of Communities of Color. (2013). *The Black/African immigrant and refugee community in Multnomah County: An unsettling profile*. Portland, OR: Portland State University.

²³van der Kolk, B.A. (1996). *Traumatic stress: The effects of overwhelming experience on mind, body, and society*. New York, NY: Guilford Press.

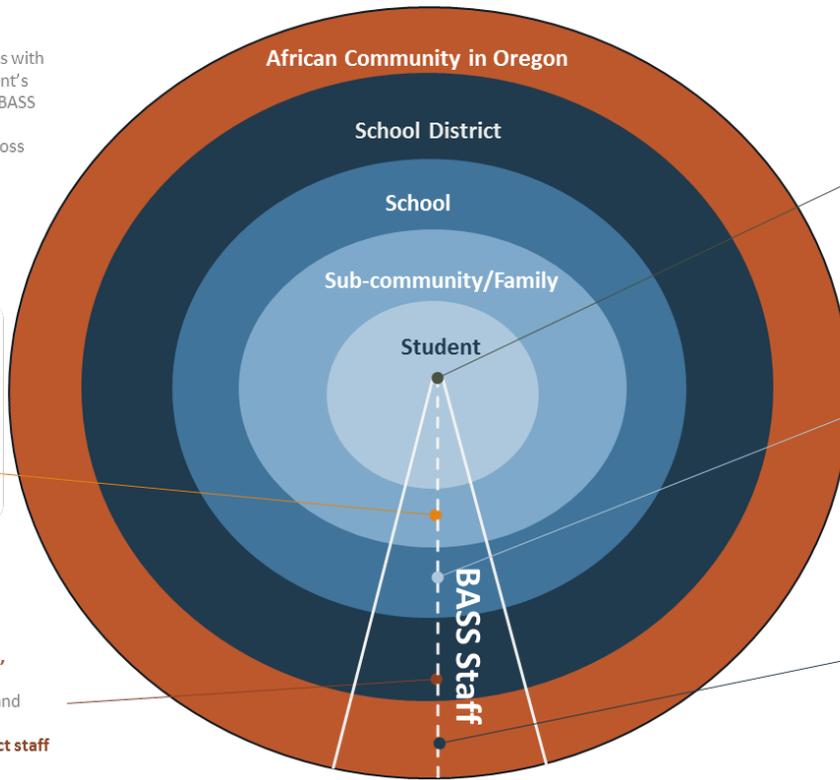
²⁴Sullivan, D. & Tifft, L. (2008). *Handbook of restorative justice*. New York, NY: Routledge.

²⁵Zehr, H. (2005). *Changing lenses: A new focus for crime and justice* (3rd ed.). Scottsdale, PA: Herald Press.

²⁶Hood, S., Hopson, R. K., & Kirkhart, K. E. (2015). Culturally responsive evaluation. In K.E. Newcomer, H.P. Hatry, & J.S. Wholey (Eds.) *Handbook of Practical Program Evaluation* (4th ed.). San Francisco: Jossey-Bass.

Exhibit 4 Black/African Student Success Logic Model

This social ecological logic model captures **the multiple levels of the BASS project**. BASS works with populations served by BASS (student and student's family/community) and the entities that serve BASS students (schools and school districts). BASS's bilingual, bicultural staff build relationships across systemic levels.



- SUB-COMMUNITY/FAMILY**
- Facilitate home-school-home **communication**
 - Provide **in-home tutoring** for youth and families
 - Provide **parent focused activities**
 - Inform families about and provide access to **wraparound services**
 - Support **key transitions**

- SCHOOL DISTRICT**
- School district partners with **BASS staff**.
 - Co-develop **culturally responsive curriculum, pedagogy, and practices**
 - BASS staff provides **out-of-school activities** and **summer programming**
 - BASS staff provides **cultural events for district staff**

- STUDENT LEVEL**
- Student communication with **Academic Advocate**
 - Culturally specific academic plans**
 - Student attendance and progress **monitoring**
 - Leadership development opportunities** that focus on SEL development (conflict resolution, future orientation, and positive cultural identify)
 - Support **key transitions**

- SCHOOL LEVEL**
- School partners with **Academic Advocates**
 - Academic Advocates provide **in-school support**
 - BASS staff provides school staff **professional development**
 - BASS staff provides **after school programming**

- AFRICAN COMMUNITY IN OREGON LEVEL**
- BASS services are co-located at schools and **IRCO Africa House**
 - Africa House provides **culturally specific and responsive site-specific activities and referrals** to students and families

- Inputs**
- Africa House**
 - BASS Staff**
 - Project Director
 - Academic Advocate Coords.
 - Academic Advocates
 - Clinical Specialist
 - Curriculum Specialist
 - PSU Intern

- Activities and Outputs at Multiple Levels**
- African Community in Oregon
 - School District
 - School
 - Sub-community/Family
 - Individual

- Short-term Outcomes**
- Student attendance
 - Student engagement
 - Parent engagement
 - Improved transitions between ES, MS, HS

- Long-term Outcomes**
- Academic gap for students of color
 - Disproportionate discipline
 - Ensure that Black/African students have access to **culturally responsive teaching and learning supports**
 - Parents' abilities to be advocates for their children

Evaluation Design

To evaluate BASS, RMC Research conducted a **mixed-methods evaluation** that included regular consultations with IRCO leadership and ODE and an implementation and outcome evaluation tailored to IRCO's unique goals, activities, and outcomes and guided by the questions displayed in Exhibit 5. To address the evaluation questions related to program implementation, RMC Research synthesized information gained through interviews of IRCO leaders, focus groups with BASS staff, and surveys completed by staff in schools and districts receiving BASS services. To address the evaluation questions related to program outcomes, RMC Research conducted focus groups with students and parents receiving BASS services and collected BASS program documents and data related to BASS's short-term goals that align with House Bill 2016.

Exhibit 5 Evaluation Questions

Evaluation Question	Data Sources
Implementation Evaluation	
1. What are the primary activities of BASS?	<ul style="list-style-type: none"> ▶ Program documents ▶ IRCO leaders and BASS staff group interview
2. To what extent is BASS being implemented as intended?	<ul style="list-style-type: none"> ▶ Program documents ▶ IRCO leaders and BASS staff group interview ▶ Bilingual bicultural advocate focus groups
3. What factors are facilitating implementation of BASS?	<ul style="list-style-type: none"> ▶ IRCO leaders and BASS staff group interview ▶ Bilingual bicultural advocate focus groups ▶ School and School District Staff Survey
4. What are successes and lessons learned for BASS?	<ul style="list-style-type: none"> ▶ IRCO leaders and BASS staff group interview ▶ Bilingual bicultural advocate focus groups ▶ School and School District Staff Survey
5. What significant challenges has BASS encountered?	<ul style="list-style-type: none"> ▶ IRCO leaders and BASS staff group interview ▶ Bilingual bicultural advocate focus groups ▶ School and School District Staff Survey
Outcome Evaluation	
6. How does BASS influence parent and student engagement?	<ul style="list-style-type: none"> ▶ Parent focus groups ▶ Student focus groups ▶ Bilingual bicultural advocate focus groups
7. To what extent has BASS met its short-term goals?	<ul style="list-style-type: none"> ▶ Program data

Program Implementation

The implementation evaluation was driven by ongoing conversations with BASS leadership about project activities and addressed Evaluation Questions 1 through 5. RMC research conducted a **group interview** with 6 BASS leaders, **focus groups** with 10 advocates, and a **survey** of 25 school and district staff. Interview, focus group, and survey participants were asked about in-school, after-school, and out-of-school programming; the development of culturally specific academic plans and culturally responsive curricula and instructional practices; professional development for teachers and school staff; parent-focused activities; and wraparound services for students and families. BASS leaders and advocates were also asked about program implementation, facilitators and challenges, successes, and lessons learned. Implementation data were analyzed using an inductive approach to identify emerging themes and then summarized to provide a point-in-time picture of program implementation.

“The assessment tools we use, we developed those internally, because we found that trying to use grades and state test scores in not giving us an accurate picture of where the students are at.”

BASS Leadership Group Interview

Primary Activities

Evaluation Questions 1 and 2 focused on the primary activities of BASS and the extent to which the activities were implemented as intended. BASS took a 3-pronged approach to programming: one set of activities focused on ensuring that Black/African students had access to **culturally responsive learning supports**, a second set of activities to ensure that Black/African immigrant and refugee families were exposed to **parent engagement efforts**, and a third set of activities to support school staff implementing **culturally responsive pedagogy and discipline practices**. Together, these 3 types of activities sought to bridge the gap between Black/African students and families and the students’ schools by creating a culturally and linguistically responsive environment for immigrant and refugee students and their families.

Providing Culturally Responsive Teaching and Learning Supports for Students

Individualized support for Black/African students was integral to the BASS approach. BASS connected students to an advocate who provided culturally and linguistically-specific academic advising and personalized mentoring. Black/African refugee and immigrant students face unique linguistic, cultural, emotional, and academic barriers in their efforts to navigate the United States school system, and the advocates supported students individually to navigate these barriers. Advocates monitored the attendance of their students and met with students, teachers, case managers, and counselors to develop individualized plans for attendance and school engagement. Advocates also mentored students on differences in the educational approaches of the U.S. school and the students’ home countries—including but not limited to rules and regulations, discipline, and how lunch functions. The individualized support services included home visits where advocates provided tutoring and homework assistance and obtained parental signatures for permissions slips or consent forms.

“I had an issue where a student could not communicate well about going to the bathroom, and she was punished for about an hour . . . She was afraid to speak up. I had to be there for her.”

Bilingual Bicultural Academic Advocate Focus Group

In-Class Supports provided an opportunity for advocates to assist students academically one-on-one. In-class supports were particularly important for students who have recently arrived in the United States and may experience pronounced linguistic and cultural barriers in a classroom setting. BASS coordinators, who managed advocates, connected newcomer students to advocates for in-class support. Teachers could also request advocates for classroom support with translation and explanation, math and literacy, and addressing behavioral challenges. In-class support services were in particularly high demand in English language learner (ELL) classrooms where teachers served a higher percentage of Black/African immigrant and refugee students.

After-School and Out-of-School Programs served Black/African students beyond the school day and year-round. According to BASS staff, “[There is] never a time where we are not communicating with youth and families.”

After-school programs addressed both academic and social-emotional needs. Advocates provided tutoring, particularly in math and literacy—multilingually when needed. Programming included restorative justice “circles”²⁷ in the participants’ language and a focus on positive cultural identity. These programs provided an opportunity for Black/African students to gather, listen to African dance music, and eat African food. BASS’s curriculum specialist worked with advocates to incorporate culturally relevant themes and activities, such as games and personal story-telling, into after-school academic programming. Advocates also provided career workshops, goal setting activities, and career path advising.

Out-of-school programs consisted of weekend activities, fieldtrips, conferences, and summer programs. Weekend activities were held at IRCO’s Africa House, where students could receive homework assistance and tutoring. Additionally, BASS organized a variety of fieldtrips for Black/African students. For example, students transitioning from one school level to the next visited their future schools, and high school students toured colleges in the region. BASS also participated in and hosted a range of conferences. For example, advocates recruited students to attend Portland State University’s Black Student Success Summit in April 2017 and participate in the African Youth Council, which fosters leadership skills. BASS hosted a Positive Cultural Identity Conference in winter 2017, where students showcased cultural arts representing their home countries. BASS also held an event that featured culturally and linguistically relevant math and literacy assessments that IRCO had developed specifically for Black/African students. Additionally, though gang prevention is not an explicit goal of BASS, both the after-school and out-of-school programming indirectly supported prevention by keeping students engaged and supported academically, socially, and emotionally, which reduced students’ exposure to gang activity.

“We want characters and themes that are reflective of students’ experiences that aligned with common core and the social emotional pieces. It’s a work in progress, but that is something that is really important to us, and [we] incorporate that into the academic after school [programming].”

BASS Leadership Group Interview

“Being at IRCO, we are constantly in the loop as far as new things being available. Emails are always being sent out for housing assistance, bill payment, legal attorney things. It’s our job to bring those to the families.”

Bilingual Bicultural Academic Advocate Focus Group

²⁷ Zehr, H. (2015) *The little book of restorative justice*. New York, NY: Skyhorse Publishing, Inc.

Supporting Parents and Families Around School Engagement Efforts

Individualized Support for parents is crucial to parent and family engagement, and frequent home visits were a fundamental and primary aspect of programming. Home visits provided opportunities for advocates to inform parents about school-related opportunities or issues involving their child. Because language and cultural barriers can inhibit a parent’s ability to meaningfully engage in their child’s school experience, the translation services that advocates provided for parents were crucial at parent-teacher conferences and other types of communication with the school. Advocates also provided cultural support to parents around school engagement. For example, advocates informed parents of their rights and responsibilities related to their child’s schooling, which often differ significantly from those in their home country, and helped parents understand processes such as grading, class scheduling, graduation requirements, the bus schedule, and school lunch.

Advocates also referred parents to wraparound services provided or brokered by IRCO and Africa House including rental, insurance, and housing assistance; ESL classes for adults; childcare; job search assistance; and senior services. According to BASS leadership, this support for family well-being led to more engagement in schools for students and parents and fostered a strong bond of trust between the family and the advocate.

Parent Group Activities and **Culturally-Specific Workshops** further supported parent engagement in their children’s education. BASS hosted and participated in events focused on school-related topics and organized multicultural nights at schools to promote awareness of different cultures. For example, BASS facilitated a newcomer family event. BASS staff also provided transportation and translation services to school and community events. In addition, BASS hosted an informational event run by the American Civil Liberties Union about immigrant rights and protocols for contact with the U.S. Immigration and Customs Enforcement²⁸.

Supporting Culturally Responsive Pedagogy and Discipline Practices for School Staff

Cultural Competency Trainings for School Staff

impacted the school climate for immigrant and refugee students. BASS staff conducted trainings on culturally responsive practices and provided information about the challenges immigrant and refugee students and parents faced. BASS staff also participated in or led **multicultural events** for school and school district staff. For example, BASS partnered with school staff to facilitate a World Hijab Day, which aimed to raise awareness about this culturally specific practice.

“Helping the family isn’t only about academic learning. It’s shoring up families with resources to reduce stress in home [and] reduce other burdens.”

BASS Leadership Group Interview

“None of us expected to have this [training] be a part of BASS, [but] it impacts everything. Student attendance, safety at school, and it’s all interrelated. It’s something that came up.”

BASS Leadership Group Interview

“School climate influences. . . outcomes. That is why we are doing training with school staff. If a student doesn’t want to be in school, and if school doesn’t feel safe, it makes attendance work really hard.”

IRCO Leaders Group Interview

²⁸<https://www.aclu.org/know-your-rights>

Individual support for school staff complimented the cultural competency trainings and multicultural events. BASS advocates provided support to teachers, counselors, ELL teachers, and school administrators around grade and attendance monitoring, disciplinary incidents, translation needs, and parent outreach. Teachers could request an advocate’s in-class support or parent liaison services. According to one advocate, “[The ELL teachers] are the ones that we mostly connect with because they are the ones that have a lot of kids with limited language.” Because advocates personally understood the immigrant and refugee experience, they were able to “[bridge] the gap between the African culture and the American culture and [help teachers] understand about discipline and how these kids understand what discipline means.”

Facilitators to Implementation

IRCO leaders, BASS staff, advocates, and school and district staff were asked about factors that facilitate BASS implementation.

Trust among Black/African immigrant and refugee families. Because IRCO and Africa House are well known and trusted, BASS’s affiliation with IRCO facilitated trust among Black/African immigrant and refugee youth and their families. Additionally, the advocates and most key BASS leaders were personally connected to the communities they served, which furthered that trust.

Knowledgeable and receptive school and district staff. School staff discussed the importance of having teachers who were willing to collaborate, were supportive of the program’s goals, and understood the cultural background of children and families from Africa. Advocates also cited the importance of buy-in from school leadership as a key factor in successful program implementation. Positive relationships with school staff and administrators helped ensure that BASS advocates had space to operate within the school, could access student data, and received referrals.

Clear communication and guidelines for school and district staff regarding BASS and its purpose.

School staff noted that teachers and administrators needed to understand the role of the advocates and to be aware of the services BASS provided to families to facilitate implementation.

“Since we have the background and cultural understanding and linguistic understanding with students and families that we serve, it’s an asset to our partners, to our administrators.”

Bilingual Bicultural Academic Advocate Focus Group

“Our culture is so strong on [trust]. If I can’t rely on you for this, how could I rely on you for other things? It is important for us to make time for you. I’ll read this to you, fill this out for you. So we don’t break what we have already built.”

Bilingual Bicultural Academic Advocate Focus Group

“At the beginning, language was a barrier, and they didn’t talk much. But now, you see them socializing with other students in the classroom. That’s a success.”

Bilingual Bicultural Academic Advocate Focus Group

Successes and Lessons Learned

IRCO leaders, BASS staff, advocates, and school and district staff members were asked about the successes and lessons learned implementing BASS.

Successes

IRCO deepened partnerships with school districts.

Collocating advocates at the schools and Africa House facilitated collaboration among BASS and school staff and increased the visibility of IRCO and its services.

IRCO hired a diverse, talented, and passionate staff.

BASS leadership discussed their successes hiring staff who mirrored the linguistic and cultural diversity of the Black/African communities served. Additionally, staff were described as highly motivated, working outside the typical 9 am–5 pm schedule to meet families’ needs—which was key to building trust among families in Black/African immigrant and refugee communities.

Advocates built trustful relationships with students and families. Advocates reported being treated as a family member and turned to in times of need.

IRCO recruited and retained students in the program. At the time of this report BASS was serving over 200 Black/African immigrant and refugee youth and families.

Student’ academic and social confidence increased.

Advocates reported improved grades, attendance, and motivation to work hard in school. Additionally, as language barriers broke down students spent more time socializing with peers.

Lessons Learned

Advocates need to customize their approach for each student. Advocates reported learning to be patient and to take each student’s unique personal history and needs into account.

“All staff need to know who to contact and what sort of support is offered [by BASS].”

School Staff Survey

“Sometimes they [parents] call us on the weekend. Because of that relationship, you’ll get a call even though you are not working. You become part of the family.”

Bilingual Bicultural Academic Advocate Focus Group

“[BASS Advocates] help my uncle. They have a good relationship with him, so he feels comfortable with me going to BASS activities.”

Student Focus Group

“[I have learned about] not making assumptions and assuming that they [students] can do this or they can do that. They are also teaching us things, too.”

Bilingual Bicultural Academic Advocate Focus Group

Advocates need time to build trust with students and their families. As the program progressed, advocates developed approaches to getting to know students and families and gaining their trust. They reported, for example, that regular home visits were much more effective than phone calls for cultivating trusting relationships with families.

Challenges

Difficulty engaging parents in their children’s schooling. Advocates and BASS leadership reported challenges engaging parents, which they attributed to a variety of factors. Many Black/African parents were unfamiliar with the U.S. school system and unsure how to engage with their child’s school. Due to a cultural difference between the U.S. school system and many African schools, some parents perceived involvement in school as interference rather than a responsibility. Advocates also reported more difficulty gaining the trust of the parents than the students.

Navigating families’ fears around the current political climate toward immigrants and refugees. As a result of recent government statements and actions related to immigrants and refugees, particularly President Donald Trump’s signing of executive orders restricting immigration and refugee admissions,^{29,30} the students and families receiving BASS services expressed fear for their safety and confusion about their status in the U.S. This impacted program functioning and student and family engagement with school. BASS leadership reported that students experienced increased bullying related to citizenship status and anxiety about the possible deportation. BASS leadership and advocates discussed a decrease in school attendance and an increase in parents’ reluctance to sign documents—including school permission slips.

Managing expectations with a dearth of resources. BASS leadership commented on difficulties meeting the needs of schools and families due to a lack of resources. School staff wanted more support from advocates and families requested one-on-one mentoring for their children; however, there were not enough advocates to expand program services. BASS relied on the House Bill 2016 funding to implement the program, and continued funding would be critical to sustaining the program. BASS leadership noted that the short timeframe between program funding and implementation was a challenge, particularly for hiring qualified staff members.

“Home visits, I think, are one of the most effective things that we do. Going to the homes and actually building a relationship. Some of these parents, we don’t know them . . . So going to these homes and talking to them, . . . letting them know that we would advocate for them to the end.”

Bilingual Bicultural Academic Advocate Focus Group

“A lot of teachers ask why Somali parents don’t come to the school. In our school, we see teachers as second parents. We leave kids there until the end of the day, because we know the teacher is a second parent and will take care of everything.”

Bilingual Bicultural Academic Advocate Focus Group

“The most challenges we faced were during election time . . . Some parents did not want to even send kids to school to be safe . . . Attendance dropped. We had to reach out and talk to parents about laws and lawyers.”

Bilingual Bicultural Academic Advocate Focus Group

²⁹<https://www.whitehouse.gov/the-press-office/2017/01/27/executive-order-protecting-nation-foreign-terrorist-entry-united-states>

³⁰<https://www.whitehouse.gov/the-press-office/2017/03/06/executive-order-protecting-nation-foreign-terrorist-entry-united-states>

Difficulty engaging male youth in the program.

Advocates reported difficulties recruiting and retaining male youth—particularly in after-school programming. Advocates suggested that increasing the number of male advocates might attract more male youth.

Overcoming lack of awareness among district and school staff of the program and the services it provides.

Some school staff were not aware of BASS and its purpose. Because BASS was one of many programs implemented in the schools, some teachers expressed confusion around accessing BASS services. Some school staff requested more regular communication from BASS.

“As a female advocate, only girls came to my after-school program. It was a struggle to get boys to come to the after-school program. Had to do extra work to get to boys to come to after-school. [They’d] just stay one hour, stay for 30 minutes.”

Bilingual Bicultural Academic Advocate Focus Group

Program Outcomes

To explore **students’ and families’ perspectives** on school engagement, RMC Research conducted 4 focus groups with a total of 18 parents and 2 focus groups with a total of 19 youth who had received BASS services. Parents, whose focus groups were conducted in Arabic, Somali, and Swahili, were asked about the BASS services they had received. Students were asked about their experiences with their advocates and BASS after-school and out-of-school programs and how their school experience had changed since participating in BASS. Advocates also participated in a focus group and provided their perspectives on parent and student engagement with BASS services.

Students’ and Families’ Perspectives on School Engagement

Students received academic support in school, after school, and outside of school.

This support included translation services, homework help, attendance and grade monitoring, and tutoring in English and math. According to parents, this academic supports bolstered their children’s confidence. Additionally, students reported that having an advocate and participating in BASS activities encouraged them to think about their **future and set goals**.

“I am a first-generation student, so I didn’t know what high school would be like. My advocate opened it up to me and told me about the different programs that are available.”

Student Focus Group

BASS provided students with a much-needed social and emotional support network.

The after-school and out-of-school programs strengthened the students’ bonds with the Black/African immigrant and refugee community, helping them learn about and appreciate their **cultural identity**, and kept students away from violence and gangs.

“When I was in middle school, I used to stress out doing my homework. Then, I found people that speak my language.”

Student Focus Group

Students became more comfortable with school as a result of having an advocate from a similar background. Students appreciated having an advocate that shared an African language and had gone through the experience of navigating the U.S. school system as an immigrant or refugee.

“At the end of the day, you know there is some person from your culture you can go to.”

Student Focus Group

BASS enhanced parents’ ability to support their children’s education.

Advocates supported parent engagement by facilitating communication between school and home and bridging the gap with respect to cultural differences. Advocates provided translation services, delivered permission slips, informed parents of activities and events, and provided transportation to activities such as parent-teacher conferences. Advocates also provided **wraparound services** to parents by supporting their efforts to learn English and assisting with housing, insurance, and medical paperwork. As a result, parents attended more school-related events and were more confident about engaging with schools on behalf of their children. Parents reported that **home visits** were especially effective in terms of providing services and building trust.

Families received crucial wraparound services from BASS and IRCO. These services included referrals to services, newcomer-specific programs, job assistance, parenting education, transportation assistance, and crisis management assistance. Parents also receive access to English language classes, which helped them engage with their children’s schools.

“Being an immigrant, we are experiencing many struggles. We need support in everything. We need to adjust to this community. It is weird to us. We need someone to support us. We need the advocate to support us in the school system.”

Parent Focus Group

Short-Term Outcomes

BASS provided RMC Research with outcome data presented in Exhibit 6. As of May 15, 2017, BASS met its target of number of staff who received ongoing Cultural Competency Training, and was 6 students shy of meeting its student participant target. Because BASS may support several siblings in one family, the number of parents served is lower than the number of youth served.

Exhibit 6 IRCO Program Data

Actual	Target	Program Measure
204	210	# of students served
90%	—	% of transitioning students that received transition-specific support
123	25–45	# of school staff who received ongoing Cultural Competency Training
187	210	# of parents enrolled in individualized support
92	210	# of parents who participated in group activities
187	210	# of parents that were contacted more than once per month

Note. Dashes indicate no target set.

Summary and Recommendations

During the first year of implementation BASS provided culturally responsive learning supports for students and supported parents around student engagement. Through a program model that provided support to Black/African families at multiple levels, BASS supported students and families at home, at school, and in the community. BASS also provided trainings to school staff on cultural competency. Additionally, BASS was pressed to respond to President Donald Trump's January 27, 2017 executive order regarding immigration and refugee admissions, which required the program to increase its support to students and families regarding their legal rights as immigrants and refugees. BASS addressed the political situation by holding a Know Your Rights event conducted by the American Civil Liberties Union. BASS also experienced some challenges engaging parents with school and managing students' and families' expectations given the program's limited resources. The following recommendations are a result of interviews with BASS leadership, focus groups with advocates, youth and parents receiving BASS services; and a survey of school and district staff.

Provide more adult education classes. To further enhance their ability to engage with schools, parents would like more opportunities to participate in adult education classes. For example, parents suggested that more English classes would increase their self-sufficiency and better equip them to engage with their children's schools.

Include community service opportunities in youth programming. Students expressed interest in more community service-related field trips that bring them in contact with the Oregon community at large.

Continue to strengthen relationships with district and school staff and streamline communication. School staff expressed a desire to know more about BASS and wanted clearly defined guidelines about referring students to BASS and requesting support from advocates. School staff also requested more staff cultural awareness training.

Expand services to include more direct support for families. Parents suggested expanding services to include whole families, including younger children, and requested more support to reduce exposure to gang activity and drug use. Parents also wanted BASS to enhance its services in middle schools. Several parents suggested increasing the number of advocates and decreasing their caseloads to foster closer relationships with families. Although realizing this recommendation depends on future resources, it provides insight into the priorities of the Black/African immigrant and refugee community.

From Bars to Bridges Project

From Bars to Bridges Project was launched in September 2016 as part of funding received through House Bill 2016. From Bars to Bridges Project provides culturally responsive support and resources to detained African American, Black, and multiracial students to foster a successful transition back to school and community. From Bars to Bridges Project programming is grounded in research on culturally relevant pedagogy, cultural connectivity,^{31,32} and trauma-informed care.³³

From Bars to Bridges Project works with detained African American, Black, and multiracial youth aged 11–21 at the Multnomah Education Service District (MESD) school program at Donald E. Long Juvenile Detention Center (DEL), the Assessment and Evaluation Program at DEL, the Yamhill Juvenile Detention School Program, the Multnomah County Detention Center, and the Multnomah County Inverness Jail.

The project also works with Youth Corrections Education Program (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 aims to reconnect students to family and community resources and prepares students to enter the workforce. From Bars to Bridges Project goals are to (a) reduce the number of students denied reentry into their neighborhood school, (b) support students' successful return to their neighborhood middle and high schools, community colleges, and 4-year colleges, and (c) keep students on a path to graduation.

From Bars to Bridges Project used House Bill 2016 funding to establish partnerships with culturally responsive organizations (e.g., SoValTi, Guiding Light Family Services), and expand existing partnerships with community collaborators (e.g., Mental Health First Aid). Transition specialists are culturally responsive and trauma informed professionals responsible for all aspects of From Bars to Bridges Project's wraparound support model, which fosters support networks for youth and their families.

Culturally Responsive Evaluation

The evaluation of the From Bars to Bridges Project was guided by Hood, Hopson, and Kirkhart's³⁴ considerations for culturally responsive evaluation (see Appendix A). While the overall approach was discussed earlier in this report, the unique characteristics of the partnership between RMC Research and the From Bars to Bridges Project included discussions about racial disproportionality in school discipline practices and the overrepresentation of African American, Black, and multiracial students in Oregon's juvenile detention centers and correctional facilities. These conversations helped RMC Research understand the context in which the project was implemented. From Bars to Bridges staff collaborated with RMC Research to define the evaluation questions, create the evaluation plan, and develop data collection tools to accurately capture the project's work. From Bars to Bridges staff played a pivotal role in identifying a diverse group of stakeholders directly impacted by the program to participate in focus groups and interviews. Additionally, project staff provided valuable feedback on the evaluation report to ensure that results were clear, useful, and reflective of the communities the project serves. Exhibit 7 presents the project logic model which describes project activities, short-term outcomes, and long-term outcomes.

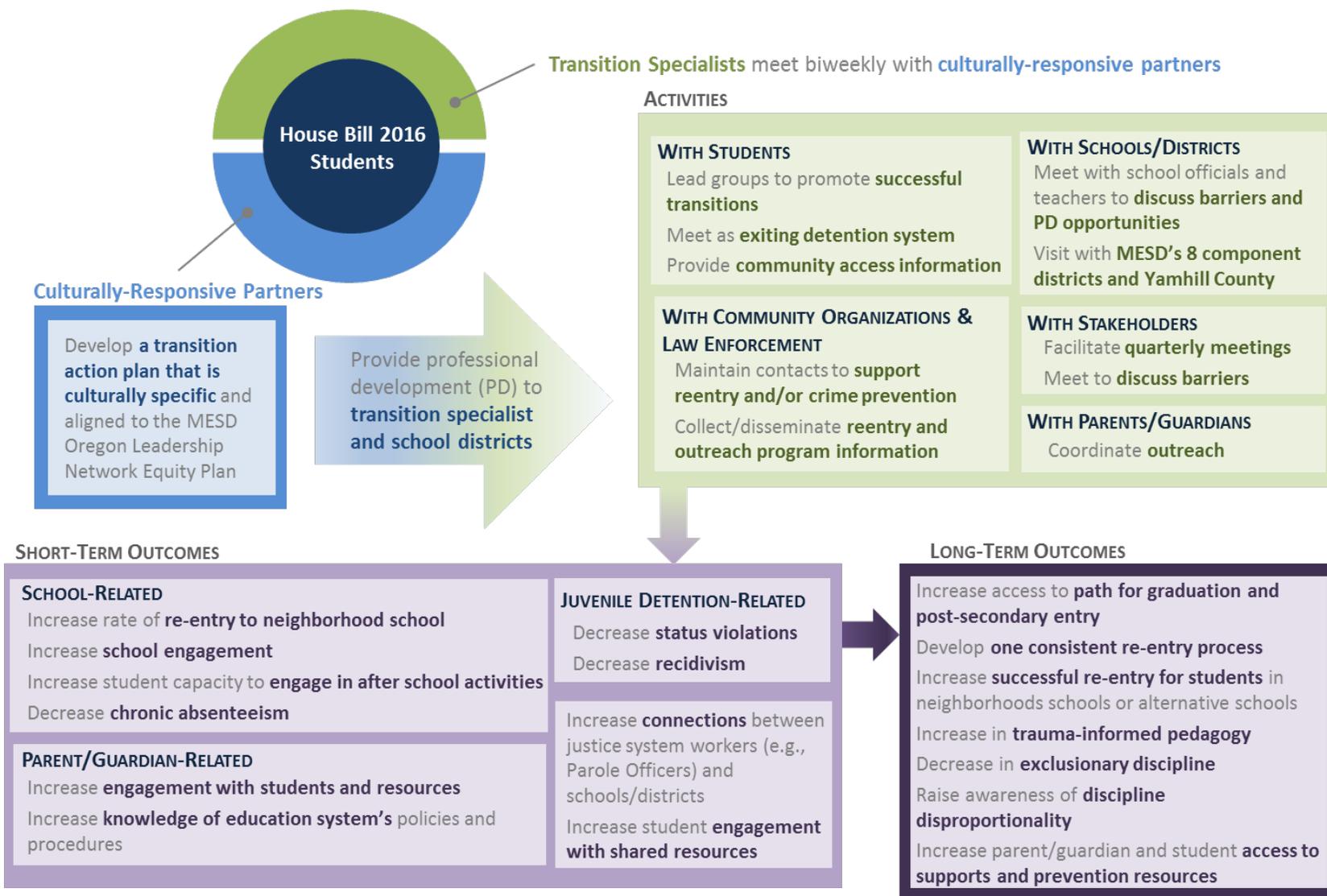
³¹Ogbu, J.U. (1983). Minority status and schooling in plural societies. *Comparative Education Review*, 27(2), 168–190.

³²Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491.

³³Hopper, E.K., Bassuk, E.L., & Olivet, J. (2010). Shelter from the storm: Trauma-informed care in homelessness services settings. *The Open Health Services and Policy Journal*, 3(2), 80–100.

³⁴Hood, S., Hopson, R., and Kirkhart, K. (2015). Culturally Responsive Evaluation: Theory, practice, and future implications. In Newcomer, K. and Hatry, H (Eds.). *Handbook on practical program Evaluation (4th ed.)* (pp. 281-317). San Francisco, CA: Jossey-Bass

Exhibit 7 From Bars to Bridges Logic Model



Evaluation Design

To evaluate the From Bars to Bridges Project, RMC Research conducted a **mixed-methods evaluation** that included (a) frequent consultations with From Bars to Bridges Project staff and the ODE and (b) an implementation and outcome evaluation. The evaluation was tailored to From Bars to Bridges Project's unique goals, activities, and outcomes and was guided by the questions and data sources shown in Exhibit 8. To address each of the evaluation questions, RMC Research gathered information about program implementation from the From Bars to Bridges Project's key staff, sought students' perspectives on their experience receiving From Bars to Bridges Project services, spoke with juvenile justice personnel about their experiences with the From Bars to Bridges Project, and collected information on the project's short-term goals related to House Bill 2016.

Exhibit 8 Evaluation Questions

Evaluation Question	Data Sources
Implementation Evaluation	
1. What are From Bars to Bridges Project's primary activities?	<ul style="list-style-type: none"> ▶ Program documents ▶ Project lead/culturally responsive partners group interview
2. To what extent is From Bars to Bridges Project being implemented as intended?	<ul style="list-style-type: none"> ▶ Program data ▶ Project lead/culturally responsive partners group interview ▶ Transition specialists focus group
3. What factors are facilitating implementation of From Bars to Bridges Project?	<ul style="list-style-type: none"> ▶ Project lead/culturally responsive partners group interview ▶ Transition specialists focus group
4. What are From Bars to Bridges Project's successes and lessons learned?	<ul style="list-style-type: none"> ▶ Project lead/culturally responsive partners group interview ▶ Transition specialists focus group
5. What significant challenges has From Bars to Bridges Project encountered?	<ul style="list-style-type: none"> ▶ Project lead/culturally responsive partners group interview ▶ Transition specialists focus group
Outcome Evaluation	
6. How does having a Transition Specialist remove barriers for students?	<ul style="list-style-type: none"> ▶ Student focus groups ▶ Student survey ▶ Transition specialists focus group ▶ Juvenile justice personnel focus group
7. How does From Bars to Bridges Project support align with and extend the existing support structure for detained African American, Black, and multiracial students?	<ul style="list-style-type: none"> ▶ Juvenile justice personnel focus group
8. To what extent has From Bars to Bridges Project met its short-term outcomes?	<ul style="list-style-type: none"> ▶ Program data ▶ Program documents

Program Implementation

The implementation evaluation addressed Evaluation Questions 1 through 5. In April 2017 RMC Research conducted a **group interview** with the From Bars to Bridges Project lead and the 2 culturally responsive partners and a **focus group** with 7 transition specialists. Participants were asked questions about the implementation of From Bars to Bridges Project activities, facilitators and challenges to implementation, successes, and lessons learned. Implementation data were analyzed using an inductive approach to identify emerging themes, and then summarized to provide a point-in-time picture of program implementation. Though key project staff reported fine-tuning the project—“building the plane as we fly it”—the main components of the From Bars to Bridges Project were implemented as intended.

Primary Activities

Evaluation Questions 1 and 2 focused on primary activities for the From Bars to Bridges Project and the extent to which the activities were implemented as intended. From Bars to Bridges Project aimed to support the successful transition back to school and communities for detained African American, Black, and multiracial students by:

1. Connecting students with transition specialists who are culturally responsive to the students’ needs, helping the students navigate the school system, and coordinating outreach with students’ support networks.
2. Connecting transition specialists to culturally responsive partners who provide professional development and mentoring and to culturally appropriate services, materials, and information.

From Bars to Bridges Project connected students with transition specialists. Through House Bill 2016 funding, From Bars to Bridges Project’s transition specialists provided services to 131³⁵ African American, Black, and multiracial students. Transition specialists worked individually with students to determine needs and make them “feel whole.” Transition specialists **built relationships with students** to inform the activities and services they provided for students. Transition specialists met students in detention where they first focused on building trust and connecting with students.

Transition specialists started by explaining the program’s focus on education, sharing their personal stories, and emphasizing that they are not law enforcement or part of the juvenile justice system. Through these conversations, transition specialists determined how much support the students thought they needed and provided students with the opportunity decide how best to reenter school and their communities. Transition specialists often became mentors as they focused on successfully transitioning students back to school, which included reentry, attendance, and engagement.

“The mentoring piece is probably one of the most important pieces because, specifically with the Black/African American youth population, relationship is so important. If you don’t invest in building that relationship, then they won’t be receptive to working with you.”

Transition Specialist Focus Group

³⁵Based on program enrollment as of March 31, 2017.

Transition specialists supported students’

transitions back to school after exiting detention or corrections. Transition specialists addressed students’ needs at the student, school and network levels to provide holistic support that aligned the individuals and systems that affected students. At the **student level** transition specialists ensured students’ basic needs were met to attend school safely and comfortably, encouraged students to prioritize education, and reviewed students’ transcripts and education records to develop an education plan. At the **school level** transition specialists assisted with enrollment, attended relevant meetings with teachers and other staff, and identified factors that could facilitate or impede success. Transition specialists met with school district-level staff only in complicated cases. At the **support network level** transition specialists engaged students’ families and guardians in the education process and assessed students’ social settings to identify factors that might jeopardize school engagement. Transition specialists collaborated with Parole and Probation Officers and community-based organization staff to ensure that there was “no duplication of efforts or services but the student was getting everything he or she needed to be successful.” The From Bars to Bridges Project lead met with school district personnel to raise program awareness and resolve systemic issues that negatively impacted students’ transition back to school.

Transition specialists supported school attendance and engagement

after students transitioned back to school, continuing to provide guidance, support, and resources as needed. Transitions Specialists ensured the students understood their right to privacy, including their right to not disclose their charges, and their right to an education. Transition specialists also supported Parole and Probation Officers’ efforts, attending court and reentry progress hearings, and cultivated relationships with school staff. In some instances, transition specialists became the school’s primary point-of-contact.

Transition specialists also supported students’ transitions back into the community and provided wraparound services. Transition specialists assisted with the logistics of reentry (e.g., getting an ID) and worked with students to improve their social and communication skills. Transition specialists visited students at home and developed relationships with their families and support networks—in some cases helping the students reconnect with their families. Transition specialists also connected students to mental health services and employment.

From Bars to Bridges Project supported transition specialists’ continued professional development.

Because transition specialists were responsible for providing student-specific, culturally responsive, trauma-informed services, the From Bars to Bridges Project leadership dedicated resources to ensure continued professional development. Transition specialists had **weekly meetings** to discuss successes

“The biggest attribute that Bars to Bridges is providing for kids coming out of facilities is that it gives you someone to hold your hand and walk you through the appropriate things you need to get done to get you back into your neighborhood school or some other kind of institutional learning. We are able to get those kids there, talk to the appropriate people, have the appropriate meetings, and provide parental or family support to get them back into school.”

Project Lead and Culturally Responsive
Partners Interview

“I have worked with a school where I come into the class because the student has trouble staying in school all day. I would sit in class or maybe sit with him and do homework outside of class, just something to engage him in school.”

Transition Specialist Focus Group

and barriers, and the culturally responsive partners sometimes attended these meetings to guide the brainstorming and decision-making processes. The culturally responsive partners were also available for phone or email support. Transition specialists were invited to **attend professional development events**. For example, MESD hosted an Equity and Diversity Series with presentations conducted by content experts on equity-driven partnerships and transitioning incarcerated youth back to their communities.

Facilitators to Implementation

The project lead, culturally responsive partners, and transition specialists were asked to describe factors that facilitated implementation of From Bars to Bridges Project.

Investment in relationships with students.

Transition specialists established contact with students in detention, gathering information about their circumstances and needs, and continued to invest in these relationships after release.

Mutual support among transition specialists.

Transition specialists reported that weekly meetings were more than caseload check-in meetings. Transition specialists shared concerns and success stories and solicited recommendations and resources from one another.

High-quality transition specialists. The project lead and culturally responsive partners carefully selected transition specialists capable of providing direct services and interacting with students, schools, and juvenile justice personnel. Students and juvenile justice personnel were overwhelmingly positive about their experiences working with transition specialists. One juvenile justice personnel participant emphasized, “I would only encourage you to keep hiring quality. That is my standard. The transition specialist rocks. You want someone like that.”

Professional development and working with culturally responsive partners. Transition specialists have benefitted from attending professional development sessions and interacting with the culturally responsive partners, who provided orientation and trainings on culturally relevant pedagogy, developing connections with students, first aid, trauma-informed care, self-care, and navigating school and criminal justice systems.

Successes and Lessons Learned

The project lead, culturally responsive partners, and transition specialists were asked about the successes and lessons learned that came from implementing the From Bars to Bridges Project.

“We definitely try to get information and create an environment where kids feel safe talking with us. A lot of it comes down to time, recognizing they cannot just answer questions and we automatically have a relationship. That time investment is really important.”

Transition Specialist Focus Group

“Transition specialists lean on one another a lot, which helps with understanding the students’ situations and working out plans. We bounce ideas off each other. We depend on each other a lot.”

Transition Specialist Focus Group

“The [culturally-responsive partners] have some good information for us as far as how to have self-care and see different aspects of things. They keep our brains fresh.”

Transition Specialist Focus Group

Successes

Students transitioned from detention or corrections back to school. Transition specialists shared several stories of successful school reentry. Transition specialists helped students understand their education options, establish reentry plans, connect with teachers and others in the students' support networks, and complete reenrollment paperwork—often while the students were still in detention.

“I had a kid released from detention and enrolled back in home school the next Monday. He has been attending every day since.”

Transition Specialist Focus Group

School attendance and engagement increased. Transition specialists proudly shared stories of students attending and engaging in school. In one example, a transition specialist had student who “felt overwhelmed and like she wasn’t smart enough for college” and helped the student stay focused by reviewing class syllabi together and meeting weekly to assess progress. “Fast forward to the end of the semester and [the student] passed both classes with As,” boasted the transition specialist.

Criminal justice outcomes improved. Transition specialists shared examples of reducing recidivism and status offense violations and contributing to initial charges being dropped. Transition specialists attended court hearings and sometimes the judge asked them to testify on behalf of a student’s school record. One juvenile justice personnel stated, “If anything is going to help those recidivism rates, that direct contact with the judge is because the judge knows they are working with the student to go back to school and can speak on that school advocacy piece.”

Awareness about the From Bars to Bridges Project increased. The project lead and culturally responsive partners presented information about the From Bars to Bridges Project at conferences, to school administrators and staff, and to detention and corrections personnel. The strategic investment in raising awareness about the importance of the program for African American, Black, and multiracial students paid off. Initial buy-in from schools has increased, the program has strong momentum, successful transitions have increased, and partnerships with community-based organizations were established.

From Bars to Bridges Project developed a good team. The project lead and culturally responsive partners reported successfully pulling together the right people to implement From Bars to Bridges Project. During the hiring process, they “really scrutinized [transition specialists’] backgrounds and experiences” because they knew the transition specialists would be leading the program on the ground.

“We have a good team, a diverse squad. They have the right common thread in that they want to work with youth. They care about what is going on with these kids.”

-Transition Specialist Focus Group

From Bars to Bridges Project established relationships with key school and juvenile justice personnel and students’ families and support networks. Transition specialists have successfully established relationships with people in students’ lives. These relationships broadened a student’s web of support and promoted collaboration across groups, which led to positive school, community, and criminal justice outcomes.

Lessons Learned

Transition specialists need more ongoing professional development. Specifically, transition specialists requested more ongoing training on equity and trauma-informed care from the culturally responsive providers and outside presenters.

The project addressed inequality at multiple systemic levels. One transition specialist said, “It is kind of crazy that people were not doing this job before this year. Just imagine all the kids before that didn’t have anyone communicating with them about their education.” Some transition specialists believed their role as the students’ mentor went beyond education and addressed more systemic barriers like stigma about Black identity and the perception that job opportunities are limited for people of color. Other transition specialists learned that microaggressions and inequality based on race or ethnicity are realities in the education system. They also witnessed students experience discrimination regularly.

“Lesson I learned, being a Black man, is giving a kid options and being a role model is huge. Kids ask me how I got this job because there is this stigma that there are only a couple ways to be successful. Just to give these kids options - get a job, get your GED, get your diploma. Let them know that someone that looks like them is helping them. That is one of the things I have learned as a Black man.”

Transition Specialist Focus Group

Working in mainstream versus alternative schools differed. Transition specialists noticed that alternative schools were “used to having a lot of providers coming in and pulling students from class and checking in and mainstream schools are not set up in that way.” Mainstream school staff, in contrast, often wanted to know the students’ charges, which is a violation of the students’ privacy and complicates the relationship when transition specialists do not share that information.

Sustaining the From Bars to Bridges Project was an ongoing process. The project lead and culturally responsive partners reported that launching the project was difficult and success was gradual. Thus, they decided to focus on program sustainability and continued funding.

Relationship-building with juvenile justice personnel needed to begin earlier. One Transition Specialist noted that the relationship with juvenile justice personnel had “a rocky start” with tensions over territory and the role of transition specialists. Although the project lead and culturally responsive partners collaborated with juvenile justice department leads to set up memoranda of understanding to submit the grant proposal, the juvenile justice department leads were not the staff working directly with transition specialists, which resulted in “difficult—non-responsive at times—communication.” Over time, parole and probation officers and juvenile court counselors recognized the value of the transition specialists, and the relationships improved.

Challenges

The project lead, culturally responsive partners, and transition specialists were asked what significant challenges they have faced while implementing the From Bars to Bridges Project.

Difficulty working with school administrators and staff. Transition specialists reported that working with school administrators and staff was a challenge due to lack of communication, a tendency to stigmatize students who have been in detention or corrections, and misunderstanding about the program’s purpose. Transition specialists endeavored to overcome the perception that the program “dump[ed] students off” on schools.

Barriers in the school system. Systemic barriers that impeded the program’s progress included neighborhood schools trying to “push students out” to alternative schools, intentionally delaying the reentry process, not allowing mid-semester enrollment, and not treating students in a culturally responsive, trauma-informed way. Transition specialists shared examples of students returning to detention because of incidents that could have been prevented with a more efficient school reenrollment process.

Difficulty building relationships with juvenile justice personnel. Transition specialists reported that building relationships with some juvenile justice personnel was challenging and “every time we work with a new parole or probation officer, we have to reexplain and rebuild those relationships.”

Unclear expectations and limited support for transition specialists. Transition specialists reported that unclear expectations and limited support from the From Bars to Bridges Project’s leadership has been challenging, and at times transition specialists were unprepared to handle their constantly changing job responsibilities. Transition specialists expected to receive more training and support from the culturally responsive providers. For example, transition specialists “were told the culturally responsive partners would go to their first reentry meeting, but they didn’t.” Transition specialists initially reached out to the culturally responsive partners for support, but over time felt almost completely disconnected from them.

Prohibitions against providing transportation for students in personal vehicles. Not being allowed to provide transportation for students to court, school, and program activities was reported as “one of the biggest hurdles of the program.”

Inadequate case management and data collection system. Transition specialists expressed frustration about the project’s case management software and data collection system, which they believe limited their effectiveness and ability to recognize service deficits that contributed to poor student outcomes.

“They are set in stone that he or she is a troublemaker, so we have to break down that stigma. There is a negative outlook on the youth that they will mess up again.”

Transition Specialist Focus Group

“I feel strongly that had my student been enrolled immediately, as was her right, the violation would not have happened.”

Transition Specialist Focus Group

“We were kind of thrown into this work and told that we would have all this support and instead we just kind of have to fall flat on our faces and learn as we went basically.”

Transition Specialist Focus Group

Grant-specific setbacks. Because the project was being implemented for the first time under House Bill 2016, the delayed funding and time constraints of the grant were especially difficult to navigate. As champions for the From Bars to Bridges Project, the project lead and culturally responsive partners stayed positive and kept looking to the future saying, “We dealt with it as best we could and now we are doing fine 8 months into this program.”

Program Outcomes

The outcome evaluation addresses Evaluation Questions 6 through 8 and focused on transition specialists’ and students’ perception of the impact of the project’s programming on removing barriers for students exiting detention or corrections and as juvenile justice personnel’s perception of how the From Bars to Bridges Project support aligned with or extended the existing support structure for detained or recently detained African American, Black, and multiracial students. The outcome evaluation also addressed whether From Bars to Bridges Project met its short-term outcomes. Exhibit 9 outlines the data collection activities, which took place in April 2017, and data sources that were used to address program outcomes.

Exhibit 9 Data Sources and Data Collection

Data Source	Data Collection Details	Participants
Student focus groups	RMC Research conducted three 60-minute focus groups with students at Three Lakes High School at Oak Creek Youth Correctional Facility and Donald E. Long Juvenile Detention.	8 ^a
Student survey	RMC Research surveyed formerly detained students during a community event hosted by the From Bars to Bridges Project at Oaks Park Roller Skating Rink in Portland, Oregon.	9
Transition specialists focus group	RMC Research conducted a 60-minute focus group with transition specialists.	7
Juvenile justice personnel focus group	RMC Research conducted a 60-minute focus group with juvenile justice personnel.	8 ^b
Program data	RMC Research received program data related to the project’s short-term outcomes.	—

Note. Dash indicates data not applicable.

^a4 students at Three Lakes High School at Oak Creek Youth Correctional Facility participated in 1 focus group and 4 students at Donald E. Long Juvenile Detention Center participated in the other 2 focus groups. ^b5 Parole and probation officers and 3 juvenile court counselors.

Qualitative outcome data (i.e., focus group data) were analyzed using an inductive approach to identify emerging themes, and then summarized. Quantitative outcome data (i.e., program data) were aggregated and reported descriptively.

Removing Student Barriers

Detained and formerly detained students, transition specialists, and juvenile justice personnel were asked their perception on how From Bars to Bridges Project removes barriers for students.

Common barriers students faced transitioning back to school and the community after exiting detention or corrections included:

- Students being behind in academic credit.
- Students graduating high school late.
- Students having difficulty staying focused.
- Students experiencing stigma because of having been to detention or corrections.
- Students experiencing limited or no parental involvement in their educational processes.
- Students experiencing school-system setbacks such as delays and difficult relationships with the staff and teachers.
- Students navigating the complicated process to reenrollment.

Students, transition specialists and juvenile justice personnel shared stories about how transition specialists removed these barriers by **advocating on the students' behalf**. Students discussed how they relied on their transition specialists to set up meetings with school staff, their families, Department of Human Services workers, and parole and probation officers. Transition specialists attended court hearings and IEP meetings at school to advocate for education opportunities on behalf of students, but they also considered how the students felt about reentering school. As one student said, "My transition specialist wants me to be back at school but she cares about me being comfortable at school, so she advocates for that."

Transition specialists **developed alternative education plans** and **informed students of their education options** which allowed students to be key decision-makers in their education. Alternative education plans included developing condensed class schedules and taking online courses to continue their education when students cannot enroll mid-semester. Students, transition specialists and juvenile justice personnel agreed that a big role for the transition specialists is "cheerleader" as they **motivated students and students' families and support networks to prioritize education**. Students described how transition specialists believed in them and their future, motivated them to want to do well in school, and helped them "believe in the impossible." Transition specialists explained the importance of education to students' families, which was helpful for students that moved back into their family homes.

"[Transition specialist] just helped me address the pros and cons of a trade school and 2-year college and the expenses and graduation rates and stuff like that. I feel like she has been very helpful with me going back to college."

Student Focus Group

"My transition specialist just makes me want to graduate and do my best."

Student Focus Group

Students, transition specialists, and juvenile justice personnel shared how transition specialists have helped students **access needed community resources and meet such basic needs as:**

- | | |
|----------------------------|-------------------|
| ▪ Mental health services | ▪ Employment |
| ▪ Anger management courses | ▪ Financial aid |
| ▪ Childcare | ▪ Food |
| ▪ Housing | ▪ Clothing |
| ▪ SNAP benefits | ▪ School supplies |

Students who were in detention or corrections before without a transition specialist said that **being in or exiting detention or corrections was different with a transition specialist**. Students said transition specialists were the “best support” I have, “made it easier to not go back into detention because felt accountable to do well for the [transition specialist],” “helps guide me to make the right decisions,” and “turned my life around and helped in ways that no one else could.” One student said, “I would not be in school now if it weren’t for my transition specialist.”

“Having a transition specialist made me realize that there is more out there than getting in trouble and doing the same stupid thing I was doing. I always wanted a job and then [transition specialist] sat down and helped me with my resume and applying. He even helped with interviews.”

Student Survey

Juvenile Justice Personnel Perspectives

Juvenile justice personnel were asked about how the From Bars to Bridges Project support aligned with or extended the existing support structure for detained or recently detained African American, Black, and multiracial students.

From Bars to Bridges Project **did not duplicate efforts or overlap with other programming**.

According to juvenile justice personnel, the transition specialists helped the students navigate services and resources available from other grants but did not duplicate services. Juvenile justice personnel were overwhelmingly positive about the project because the transition specialists **provide extra support for the students on their caseloads to succeed**. Juvenile justice personnel appreciated that transition specialists were available to support

“[Transition specialist] is really good at thinking outside the box and being collaborative. I appreciate her partnership and she has been a really great teammate in helping navigate things. We kind of tag team things together and it is great.”

Juvenile Justice Personnel Focus Group

education by attending IEP meetings, mentoring students, encouraging students to prioritize education, and providing school supplies if needed. Transition specialists rallied parental and guardian involvement, which has been a big barrier for juvenile justice personnel. They also supported vocational opportunities, mental health services, and life and social skills development. Juvenile justice personnel appreciated partnering with transition specialists because the collaboration provides a new perspective. Transition specialists also brought fresh energy needed to work with the students, especially the more complicated cases. Additionally, transition specialists provided support to students for longer than juvenile justice personnel could, increasing the likelihood that students stay in school.

Juvenile justice personnel reported that the **positive relationships that transition specialists have built with students** benefitted their work. Juvenile justice personnel relied on transition specialists to communicate with students and their support networks and relay information back to the juvenile justice personnel. The students were aware that the transition specialists worked with the juvenile justice personnel. Some information is easier for students to share with the transition specialists because they were outside the criminal justice system.

Because juvenile justice personnel were responsible for the outcomes of the students on their caseload, they set a high standard for the individuals who worked with them. Juvenile justice personnel appreciated the **quality of the transition specialists**—particularly their communication skills, timeliness,

professionalism, and ability to understand their role. Juvenile justice personnel reported that **students had better outcomes with transition specialists**. Students were not as likely to violate parole or probation agreements, they reentered schools at a higher rate, and school attendance and engagement increased. Some juvenile justice personnel were excited about the progress and saw it “moving toward keeping students engaged” but thought there is more work to be done.

Juvenile justice personnel believed **there was a need for the From Bars to Bridges Project**. They wanted the current program to continue and expand to all students and counties, and they wanted students to receive services from the From Bars to Bridges Project regardless if students went to detention (i.e., if students receive a citation but do not go to detention).

Short-Term Outcomes

To address Evaluation Question 8 From Bars to Bridges Project provided RMC Research with outcome data present in Exhibit 10. As of March 31, 2017, the From Bars to Bridges Project has **served 131 students** since its implementation in September 2016. In those 7 months, transition specialists have had **1,514 contacts with students’ parents, guardians, or support networks**. After leaving detention or corrections, transition specialists have assisted **110 students attend a neighborhood, alternative, or postsecondary school**.

“No one gets on my case that isn’t good. I am held accountable to a standard. I feel comfortable because they have the skills and really understand to stay in their lane.”

Juvenile Justice Personnel Focus Group

“You just have to put in big bold letters that WE WANT IT EXPANDED FOR ALL.”

Juvenile Justice Personnel Focus Group

Exhibit 10 From Bars to Bridges Project Program Data

Variable	
Program/resource-related	
131	# of students involved in programming
36	# students involved in programming (social, employment, academic)
Types of Programming	
▶ Public Schooling	▶ Portland Youth Builders
▶ Online Schooling	▶ SE Works and Worksource Oregon
▶ Employment	▶ Anawim Christian Community
▶ Sports	▶ Oregon Department of Human Services (DHS) Community Program
▶ Community Health Initiative (CHI)	▶ SAGE Youth Residential Program
▶ White Shield Center—Wildflowers Program	▶ Assessment and Evaluation Program at Donald E. Long
▶ YES House	▶ Stepping Stone Program—Looking Glass Community Services
▶ Children’s Farm Home	▶ New Avenues for Youth
▶ Lifeworks Northwest (LWNW)	▶ Sexual Assault Resource Center (SARC)
▶ Parrot Creek	▶ Youth Villages
▶ Harkins House Juvenile Shelter	▶ Assessment and Treatment for Youth and Families (ATYF)
▶ Oregon Youth Authority (OYA) Programming	▶ “I Have a Dream” Oregon
▶ Northwest Discovery	▶ Wineva Johnson Center for Girls
▶ Camp Florence	▶ St. Mary’s Academy
▶ CLEAR Alliance	
School-related	
39	# of students attending alternative schools
65	# of students attending neighborhood schools
6	# of students attending postsecondary schools
Juvenile detention-related^a	
73	# of times that students returned to Juvenile Detention Hall (JDH) on parole or probation status violations
22	# of times that students on parole or probation returning to JDH due to a new offense (recidivism)
30	# of warrants after client began working with a Transition Specialist
Parent/guardian-related	
1,514	# of contacts with parent/guardian or support network
17	# of students with DHS guardianship

^aJuvenile-detention related outcomes may be duplicated because students may have returned to JDH on parole or probation status offenses, returned to JDH due to new offenses, or received a warrant multiple times.

Summary and Recommendations

During the first year of implementation, the From Bars to Bridges Project provided detained youth and youth in corrections with transition specialists who connected them back to their school and communities after reentry. Transition specialists worked with students individually and with their support networks and schools. Overall, students and juvenile justice personnel were overwhelming positive about their experience working with transition specialists and indicated that they are a key resource for students before, during, and after their reentry. Similarly, transition specialists were able to successfully transition students back to school and influence student attendance and school engagement. Transition specialists provided an array of services for students from meeting their basic needs to supporting their academic growth.

To better support students, transition specialists received professional development during weekly meetings, from the culturally responsive partners, and at professional development events. Though the transition specialists received some professional development during the academic year, they expressed a need for more—particularly on equity and trauma-informed care. In addition, transition specialists indicated that building relationships with juvenile justice personnel needed to happen earlier in the process. Transition specialists experienced some challenges in their role, including frequently shifting job responsibilities and an inability to provide transportation for students. Last, transition specialists found the case management and data collection system inefficient and inadequate for accurately assessing students' needs. RMC Research offers the following recommendations based on these findings.

Develop a statewide school reentry protocol. The From Bars to Bridges Project lead and culturally responsive partners have been developing a statewide school reentry protocol to implement in every district in Oregon. Give the systemic barriers to a timely and smooth school reentry process described in this report, a statewide school reentry protocol would streamline school reentry for students exiting detention centers and correction facilities and deliver on students' right to education.

Clearly define the roles of transition specialists and provide more, ongoing training and professional development. Transition specialists are responsible for all aspects of the From Bars to Bridges Project's wraparound support model so providing more, ongoing training and professional development is important for the project's continued success and sustainability. Regularly checking in with transition specialists would help program leadership determine which training topics and schedule are most needed. Also, as the From Bars to Bridges Project completes its first year of funding, RMC Research suggests coordinating a planning day with all project staff to reflect on the previous year and define the transition specialists' job responsibilities collaboratively to ensure expectations are aligned.

Support transportation of students by transition specialists. If transition specialists could provide students with transportation to court, school, or program activities, they could more fully support the students' needs.

Develop a more appropriate case management and data collection system. Using a more robust case management software will allow transition specialists to efficiently enter data and develop reports to inform and improve the services provided by the From Bars to Bridges Project.

The REAP Expansion Project

REAP is a multicultural youth leadership program which offers a continuum of services that provide culturally responsive supports to children and youth in Grades 3–12. Program staff based in schools work with youth, families, and schools on issues including discipline equity, academic success, after school enrichment, leadership development, civic engagement, entrepreneurship, and youth voice. In 2016 REAP received funding from House Bill 2016 to expand REAP services to Aloha High School, Centennial High School, David Douglas High School, Oliver Elementary School, Parklane Elementary School, and Ron Russell Middle School. The REAP Expansion Project offers student participants (a) leadership programming and ongoing academic support during and after school, (b) restorative justice services related to behavior, curriculum, and a restorative planning, (c) leadership conferences to promote leadership, student voice, and expose students to African American/Black community leaders, and (d) services for chronically absent students and their families. The REAP Expansion Project also works with schools and districts to conduct a series of school climate surveys at partner schools and provide culturally responsive, trauma-informed, and restorative justice training and coaching for educators and administrators.

Staff roles include:

- **Program administrator**—Manage program reporting and correspondence among implementation team, staff, students, families and community stakeholders. Program administrators include the executive director (grant manager), program administrator, and director of programs.
- **Site coordinator**—Administer direct programming during and after school hours to students, work with chronically absent students, and refer students to REAP and outside agencies for emergency services.
- **Partner—R.A.A.P. Counseling & Consulting**—Provide culturally responsive, trauma-informed care and discipline practices training and coaching for educators at partnering schools and assist with school climate assessments.

Culturally Responsive Evaluation

The evaluation of The REAP Expansion Project was guided by Hood, Hopson, and Kirkhart's³⁶ considerations for culturally responsive evaluation (see Appendix A). While the overall approach was discussed earlier in this report, the unique characteristics of the partnership between RMC Research and The REAP Expansion Project included discussions about the importance of targeted support for African American/Black youth in schools with little to no history supporting African American/Black youth. Because educators may be unaware of unconscious biases and practices that silence African American/Black youth, it is imperative that REAP and educators encourage African American/Black students to have an active voice and to become leaders at school and in the community. School staff also need to be aware that African American/Black students may have experienced trauma and be prepared to identify it. Knowledge of trauma-informed care may improve educators' understanding of root causes of student behavior and how to effectively support students. The REAP Expansion Project staff played a pivotal role in identifying a diverse group of stakeholders and youth directly impacted by the program to participate in focus groups and interviews. Exhibit 11 presents the project logic model which describes project activities, short-term outcomes, and long-term outcomes.

³⁶Hood, S., Hopson, R., and Kirkhart, K. (2015). Culturally Responsive Evaluation: Theory, practice, and future implications. In Newcomer, K. and Hatry, H (Eds.). *Handbook on practical program Evaluation (4th ed.)* (pp. 281-317). San Francisco, CA: Jossey-Bass

Exhibit 11 REAP Expansion Project Logic Model



Evaluation Design

To evaluate the REAP Expansion Project, RMC Research conducted a **mixed-methods evaluation** that included frequent consulting with project leadership and ODE and an implementation and outcome evaluation. The evaluation was tailored to the REAP Expansion Project's unique goals, activities, and outcomes and is guided by the questions, data sources, and analyses shown in Exhibit 12. To address each of the evaluation questions, RMC Research gathered information about program implementation from key staff at REAP, sought student perspectives, spoke with school leaders from 2 schools about having REAP at their school, and collected information on REAP's short-term House Bill 2016 goals.

Exhibit 12 Evaluation Questions

Evaluation Question	Data Sources
Implementation Evaluation	
1. What are the REAP Expansion Project's primary activities?	<ul style="list-style-type: none"> ▶ Program documents ▶ Program administration group interview
2. To what extent is the REAP Expansion Project being implemented as intended?	<ul style="list-style-type: none"> ▶ Program data ▶ Key REAP Expansion Project staff group interview ▶ Site coordinator survey ▶ School leadership interviews
3. What factors are facilitating implementation of the REAP Expansion Project?	<ul style="list-style-type: none"> ▶ Key REAP Expansion Project staff group interview ▶ Site coordinator survey ▶ School leadership interviews
4. What are the REAP Expansion Project's successes and lessons learned?	<ul style="list-style-type: none"> ▶ Key REAP Expansion Project staff group interview ▶ Site coordinator survey ▶ School leadership interviews
5. What significant challenges has the REAP Expansion Project encountered?	<ul style="list-style-type: none"> ▶ Key REAP Expansion Project staff group interview ▶ Site coordinator survey ▶ School leadership interviews
6. Do perceptions of school climate differ for African American/Black students compared to all other students?	<ul style="list-style-type: none"> ▶ School climate survey
7. How does the student climate survey align with schools' equity goals and/or future school improvement plans?	<ul style="list-style-type: none"> ▶ Key REAP Expansion Project staff group interview ▶ Site coordinator survey ▶ School leadership interviews
Outcome Evaluation	
8. What is the perceived impact of REAP Expansion Project programming on school climate, student attendance, and discipline disproportionality?	<ul style="list-style-type: none"> ▶ Key REAP Expansion Project staff group interview ▶ Site coordinator Survey ▶ School leadership interviews
9. How does REAP influence student perspectives on their school experience?	<ul style="list-style-type: none"> ▶ Student focus groups
10. To what extent has the REAP Expansion Project met its short-term outcomes?	<ul style="list-style-type: none"> ▶ Program documents ▶ Program data

Program Implementation

The implementation evaluation addresses Evaluation Questions 1 through 7. RMC Research conducted the following data collection activities in April 2017:

- **Key REAP Expansion Project staff group interview**—RMC Research conducted a 60-minute group interview with the executive director (grant manager), director of programs, and project program administrator.
- **School Leadership interview**—RMC Research conducted 30-minute interviews with one school leader from Parklane Elementary School and one school leader from Centennial High School.
- **Site Coordinator Survey**—RMC Research surveyed 10 site coordinators from all 6 schools via Survey Monkey.
- **School climate survey data**—RMC Research analyzed school climate survey data collected by The REAP Expansion Project. As of May 15, 2017, data were collected from 5 of 6 schools.

Interview and survey participants were asked questions about The REAP Expansion Project’s primary activities, implementation, facilitators and challenges to implementation, successes and lessons learned, and how the school climate aligns with schools’ equity goals and future school improvement plans. Qualitative implementation data (i.e., interviews and site coordinator survey) were analyzed using an inductive approach to identify emerging themes and then summarized to provide a point-in-time picture of program implementation. Quantitative implementation data (i.e., school climate data) were analyzed using independent *t*-tests to assess whether perceptions of school climate significantly differed for African/African American/Black students compared to all other students.

Primary Activities

Evaluation Questions 1 and 2 focused on the primary activities of the REAP Expansion Project and the extent to which the activities were implemented as intended. The REAP Expansion Project aimed to expand existing services to schools in Beaverton and Centennial School Districts, and to enhance programming in David Douglas School District. All REAP Expansion Project programming was implemented with the goal of supporting students to flourish in their schools and communities by increasing their sense of voice, leadership, and overall community and school engagement.

Establishing a community where African American/Black students were accepted, safe, and understood was at the heart of the REAP Expansion Project. A major contributor to establishing a community was the space designated for REAP at participating schools. Equally important were the site coordinators who were available at the schools every day. For many students, the first step toward school engagement, leadership, and autonomy is being heard and affirmed, and site coordinators offered a variety of student-focused services that cultivated community, including individual and group advocacy activities and check-in lunches. Students, school leaders, and key REAP project staff all described site coordinators as a key component to establishing community in schools because they connected with students, learned about students’ families and friends, and evaluated how those external factors may impact students’ experiences in schools.

Leadership programming was a large focus of the REAP Expansion Project, which provided different types of leadership programs and activities for students including Solutions, Renaissance, Sojourn, Young Entrepreneurs Program, REAP Celebration Luncheon, Young Entrepreneur Leadership Institute, Black Male Challenge, Young Women’s Leadership Conference, and Academy of Leadership Innovations. See Appendix A for descriptions of each leadership program.

Leadership programming aimed to cultivate student leadership by supporting student voice. For example, students had the opportunity to go to the state capital, city hall, and Multnomah County school board to provide their perspective on issues that were important to them. As part of the Youth Entrepreneurship Leadership Institute, local business owners told their story of starting a business, and students then shared their own business ideas. The REAP Expansion Project looked for ways to embed student voice into all program leadership activities.

Restorative justice-focused services included proactive, targeted support for students experiencing disciplinary challenges. Instead of suspending students for an incident, students attended Reflections, a 1- to 2-day program during which site coordinators guided students through a reflection process that included sharing their perspective, considering other perspectives, reflecting on what they could have done differently, creating a restorative justice plan to address the issues and establishing steps to get back in the classroom. Site coordinators also facilitated restorative circles that allowed students to express how they were physically or emotionally harmed and provided an opportunity for those who harmed to take responsibility for their actions. At Parklane Elementary School the site coordinator responded to the school's request for more proactive programming by incorporating Mindful Moments, 15-minute meditative exercises that helped students calm down. The site coordinators at Parklane Elementary School also piloted a peer mentoring program with Grade 6 students who were part of Reflections.

Professional development for school staff was implemented through the REAP Expansion Project's partnership with R.A.A.P. Counseling and Consulting. Trainings included the entire staff or a select group of staff and occurred quarterly, monthly, or weekly depending on the school. The professional development focused on helping educators understand the myriad factors that affected student engagement in the classroom. Staff received hands-on training on building trust and responding to student behaviors in a restorative way.

District family nights, led by students, were opportunities for families to participate in an evening of dinner and games and to learn about REAP programming. Parents also learned how to support their children who are involved in REAP.

Assessing school climate helped schools measure their progress toward their equity goals and identify needs. The school climate survey provided students with opportunities for voice in a few ways. Students at David Douglas High School designed the survey and elicited feedback from students in the SUN program about item clarity and relevance to students. The survey was administered to all students at each REAP Expansion Project school to learn about their perspectives on their school climate. As of May 15, 2017, the school climate survey had been administered to students in 5 of the 6 participating schools.

Facilitators to Implementation

Key REAP Expansion Project staff, site coordinators, and school leaders from 2 participating schools were asked about factors that facilitate implementing the REAP Expansion Project.

Establishing partnerships with district and schools.

Contacting district-level staff before program implementation to establish trust and communicate shared goals and desired outcomes created buy-in. REAP staff held a series of meetings at the district and school levels before implementation began to understand the community and culture of each school and strategize implementation of the REAP Expansion Project. REAP staff also met monthly with school administrators and quarterly with district superintendents to ensure program outcomes were met and to discuss challenges.

“We have every program under the sun here . . . but I would not say they have become part of our culture. REAP has made that leap.”

School Leader Interview

Collaborative communication between REAP and school staff. School leaders and site coordinators said that open and collaborative communication had enabled both parties to better assist students and implement programming. For example, communication between the staff at Parklane Elementary School and the site coordinator led to the implementation of Mindful Moments, which aligned with the school’s goal to reduce discipline disproportionality.

Having the resources to establish relationships with students.

A few factors facilitated establishing relationships with students. First, having designated space at the school allowed site coordinators, who were often the only adults of color in the schools, to establish a community in which African American/Black students felt accepted, safe, and understood. Second, having site coordinators in the school every day ensured a consistent support system for students.

“Our Black/African American and Black students feel as if they have someone to relate to. They have someone that cares about their needs and after high school experience.”

Site Coordinator Survey

Successes and Lessons Learned

Key REAP Expansion Project staff, site coordinators, and school leaders from 2 participating schools were asked about the successes and lessons learned that came from implementing the REAP Expansion Project.

Successes

Decreasing suspensions. Site coordinators and school leaders noted suspensions decreased since REAP started working with students. At Parklane Elementary, school leaders reported that suspensions reduced from 76 days during the 2015–2016 school year (one of the highest rates in the district) to 1 day during the 2016–2017 school year (one of the lowest rates in the district).

Establishing new partnerships. The REAP Expansion Project established partnerships in Centennial and Beaverton School Districts, which had limited or no history of targeted support for African American/Black students, and expanded services in David Douglas School District. Key REAP Expansion Project staff reported that “districts have seen the REAP programming in the high school and elementary school and now want REAP in the middle school.” Expanding to other schools will build on the relationships the REAP Expansion Project has already established.

Increasing the number of students served. Site coordinators reported that more students attended REAP activities as the year progressed and students wanted more REAP programming.

Increasing student engagement with school. Site coordinators, key REAP Expansion Project staff, and school leaders shared stories of students thriving in school, making post-graduation plans, and taking on leadership roles due to their involvement in REAP programming. For example, at David Douglas High School REAP students won appointments to the president, vice president, secretary, and treasurer positions on the Black Student Union board.

“Black/African and Black students who otherwise would not participate in any extra curricula activities now come twice a week to our after school [leadership program] and believe that they can influence a positive change.”

Site Coordinator Survey

Offering innovative programming. The REAP Expansion Project developed new services to meet student the needs at participating schools. At Parklane Elementary School, the original Reflections model was extended to include the 30-minute Mindful Moments intervention. Site coordinators at Parklane Elementary School also introduced Tuesday Fun Lunch, an activity that encouraged students to earn game playing time as a reward for positive behaviors.

Lessons Learned

Laying the foundation with districts took time. Key REAP Expansion Project staff needed more time to build relationships at the district level and to integrate into the school culture.

Communicating with school staff was essential. Site coordinators reported that continuous communication with school staff was crucial to ensure goals and expectations were aligned.

Recruiting students was a continuous effort. One site coordinator reported learning that recruiting students was ongoing and that students needed to be reminded about REAP programs and activities.

Gaining implementation insights influenced site coordinators’ involvement in REAP.

Site coordinators offered various lessons they learned while implementing the REAP Expansion Project, including how to advocate for materials, rooms, and computers at schools; that every student has a unique story and should receive services and support based on their needs; that resistance and defensiveness (on the part of parents and school staff) is part of the process when addressing disproportionate discipline for students of color; and that being creative promotes students’ interest and engagement.

“I’ve learned that my past experiences have become impactful on students who need someone honest and upfront about life challenges. I’ve learned to appreciate students who wake up and go to bed with struggle.”

Site Coordinator Survey

Challenges

Key REAP Expansion Project staff, site coordinators, and school leaders from 2 participating schools were asked what significant challenges they faced while implementing the REAP Expansion Project.

Communication gaps between REAP staff and school- and district-level staff. Key REAP Expansion Project staff, site coordinators, and school leaders said that lack of communication had at times been a

challenge. From REAP staff's perspective, a big challenge was school staff's unresponsiveness to REAP's needs prior to implementation (e.g., badges for site coordinators, computer equipment, access to student records, Synergy access). From the school leaders' perspective, REAP staff's communication about REAP activities with teachers could be improved. One school leader indicated that although REAP staff established close relationships with some teachers, more teachers could be made aware of REAP and its services. Site coordinators agreed that communication between REAP staff and school staff about programming expectations could be improved.

Misaligned priorities between REAP and schools. Key REAP Expansion Project staff indicated that not having the same priorities impeded implementation and possibly future success. For example, scheduling professional development for teachers was difficult because of district priorities that overrode equity priorities. Districts agreed to collaborate with REAP to identify funding to sustain and expand programming; however, as of April 2017 districts had not moved forward on seeking funding.

Recruiting students to after-school activities. Key REAP Expansion Project staff, site coordinators, and school leaders discussed how recruiting students to REAP programming has been challenging, particularly for programming that was not during the school day. REAP staff implemented REAP lunch time so that students could engage with the REAP community during the school day; however, other strategies may be needed to engage students beyond the school day.

Inadequate space for operation. Although there was a designated space at each school for REAP programming, school leaders and site coordinators expressed a need for more space. In order to increase program capacity, REAP needs larger spaces.

Difficulty implementing Reflections. Though the Reflections program decreased discipline disproportionality, implementation challenges persisted. For example, participation in Reflections required an administrative referral, which impacted the school's policies and practices regarding discipline. For Reflections to become more widely used, school staff need to understand Reflections programming and how it benefits students involved in discipline incidents. Site coordinators also noted that at schools with multiple REAP programs, it was difficult to implement Reflections and manage other REAP activities, largely because of the time commitment involved to implement Reflections well. Additionally, one site coordinator noted that implementing the Reflections program illuminated inequities that school staff were perpetuating, and that navigating those situations was complicated. For example, one site coordinator noticed that 2 students were involved in an incident and one was sent to the 2-day Reflections program, whereas the other did not receive any consequences.

Chronically absent students. Site coordinators and school leaders from one school cited chronic absenteeism as a challenge due to (a) a lack of a proactive plan to address chronic absenteeism, (b) the amount of time it takes to identify the root issues, and (c) difficulty contacting and engaging chronically absent students.

Difficulty administering the school climate survey. At one of the elementary schools, the school climate survey included sensitive items about sexual orientation, which resulted in parent complaints. REAP staff revised the survey so that the items were appropriate for the grade level going forward. Some other challenges included gaining buy-in from school and district staff to administer the survey efficiently and in a timely manner due to schools' schedules and snow days.

School Climate

Evaluation Questions 6 and 7 focused on how the school climate survey aligned with school equity goals and/or future school improvement plans, and whether perceptions of school climate differ for African American/Black students compared to all other students.

Site coordinators, key REAP Expansion Project staff, and school leaders had mixed views on how the school climate survey aligned with school equity goals. The key REAP Expansion Project staff reported not clearly understanding the equity-related policies or programs at the participating schools other than the embedded REAP programming. School leaders, in contrast, reported having equity plans and teams but were unsure about what the school climate survey was or how it aligned with their school's equity plans. Site coordinators' perspectives were in the middle—the schools they served addressed equity in some capacity (e.g., posters) and the school climate survey helped to assess how schools' equity goals aligned with the students' perceptions of their school climate, which provided a starting point to identify next steps.

As of May 15, 2017, the school climate survey was administered in 5 of the 6 participating schools. At least 77% of targeted students took the survey at each school except Aloha High School (approximately 34% of students took the survey, the highest survey completion rate for that school to date). At the time of this report, the REAP Expansion Project was still collecting student responses from Ron Russell Middle School. Elementary schools administered the survey to Grades 4–6 due to the sensitive nature of some of the questions (e.g., sexual orientation), whereas high schools administered the survey to all students. RMC Research analyzed all data collected to date to assess whether perceptions of school climate differ for African or African American students³⁷ compared to all other students with independent *t*-tests using the mean scores of items with Likert scale response options. Exhibit 13 shows the number of surveys completed by school and student type (not African or African American and African or African American).

Exhibit 13 School Climate Survey Completion

School	Not African or African American	African or African American	Total
Aloha High School	607	55	662
Centennial High School	1,284	143	1,427
David Douglas High School	1,988	322	2,310
Oliver Elementary School	89	8	97
Parklane Elementary School	142	31	173

Note. At the time of this report less than half of students enrolled have completed the survey at Aloha High School, Oliver Elementary, and Parklane Elementary School (34%, 25%, 43% respectively). Approximately 80% of students at Centennial and David Douglas High Schools completed the survey. Data collection at Ron Russell Middle School was in process. Completion rates were based on approximate enrollment numbers from previous years.

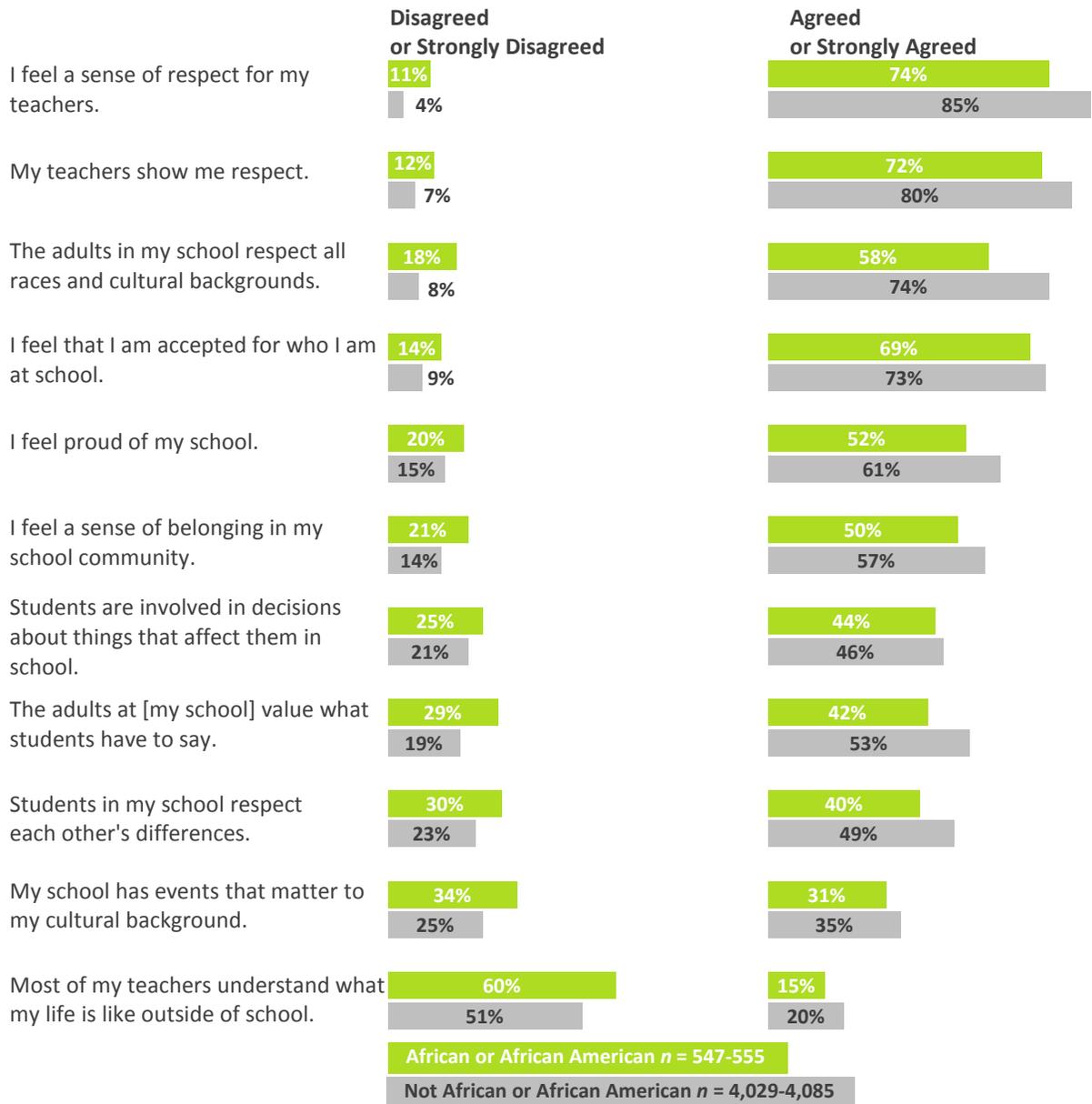
Students rated how strongly they agreed with statements about how their school embraces diversity, emphasizes respect for students (by adults and with each other), cultivates school pride, and maintains a commitment to student support through adults making connections with students. Two of the 13 items showed no significant differences in responses between the groups: “Students in my school care about learning and getting a good education” and “Students respect school property.” Exhibit 14 shows

³⁷As part of the survey, students had the option of choosing which ethnic group they belonged to, including (a) Hispanic/Latino, (b) Asian, (c) Pacific Islander, (d) African, (e) African American (Black), (f) Slavic/Russian, (g) Middle Eastern, (h) Native American, (i) White, and (j) Not listed. RMC Research combined African and African American/Black student responses to match the students served by REAP programming and because of small sub-group sample sizes. African and African American/Black student responses were combined for the purposes of this report. Note that African and African American/Black students may have different educational needs and school experiences that warrant different types of student support services that contribute to their educational success.

school climate items with significant differences between groups. For these items, African/African American students' ratings were significantly lower than their peers. For example, while the majority of both groups reported feeling a sense of respect for their teachers, there was a higher percentage of African/African American students who disagreed with that statement. Appendix C contains data tables with frequencies and means for all items by student group.

Exhibit 14 School Climate Items Showing Significant Differences Between Groups

African and African American students at participating schools reported significantly lower ratings than their peers in terms of mutual respect and understanding between teachers and students, feeling proud of their school, and feeling a sense of belonging in their school community.

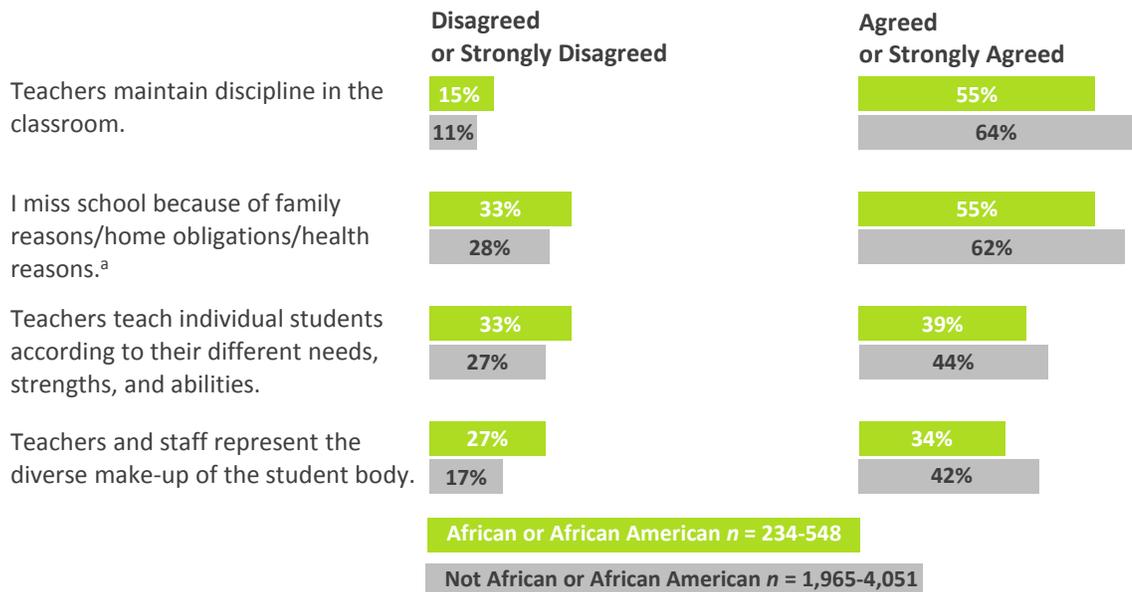


Note. Data included 5 REAP Expansion Project schools. Ron Russell Middle School was not included in the analysis. Rating scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Unsure), 4 (Agree), 5 (Strongly Agree). See Appendix B for frequencies by individual categories for all items.

Students also rated how strongly they agreed with statements related to school engagement, teaching pedagogy, and classroom discipline. Two items showed no significant differences between the groups: “The language used in class is difficult to understand” and “It is often hard to pay attention in class due to worrying about problems outside of school.” Exhibit 15 shows school accessibility items with significant differences between groups. For these items, African/African American students’ ratings were significantly lower than their peers. For example, while the majority of both groups reported teachers in their school maintain discipline in the classroom, there was a higher percentage of African/African American students who disagreed with that statement, making the overall mean score significantly lower than that of their peers.

Exhibit 15 School Accessibility

African and African American students at participating schools reported significantly lower ratings than their peers in terms of their perception of school staff representing diversity, teachers maintaining discipline in the classroom, teachers teaching individual students according to their different needs and missing school due to home obligations or health reasons.



Note. Data includes 5 REAP Expansion Project schools. Ron Russell Middle School was not included in the analysis. Rating scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Unsure), 4 (Agree), 5 (Strongly Agree). See Appendix C for frequencies by individual categories for all items.

^aItem represents David Douglas students only due to item not aligning across surveys.

RMC Research also analyzed survey data by school and provided the REAP Expansion Project briefs containing the findings from each school. Appendix C includes individual school climate briefs.

Program Outcomes

The outcome evaluation addressed Evaluation Questions 8 through 10, and focused on REAP and school staff's perceived impact of the REAP Expansion Project programming on school climate, student attendance, discipline disproportionality, and how REAP has influenced student perspectives on their school experience. The outcome evaluation also addressed whether the REAP Expansion Project has met its short-term outcomes. The following data collection activities and data sources were used to address program outcomes:

- **Key REAP Expansion Project staff group interview**
- **School leadership members interview**
- **Site coordinator survey**
- **Student focus groups**
- **Program data**

Perceived Impact

Key REAP Expansion Project staff, site coordinators, and school leaders from 2 participating schools were asked how the REAP Expansion Project impacts school climate, student attendance/engagement, and discipline disproportionality.

Students grew by participating in the REAP

Expansion Project. Key REAP Expansion Project staff, site coordinators, and school leaders relayed stories of how African American/Black students who participated in REAP programming were **more engaged in school, more empowered, were growing and exerting their leadership skills, were better equipped to handle conflict, were more college-ready, had increased GPAs, and had an overall better attitude toward school.** The first step

toward these outcomes was building relationships with students. Site coordinators and school leaders reported how crucial it was to have site coordinators, who often are of color, on campus daily advocating for African American/Black students. Those relationships made African American/Black students feel safe and affirmed, a precursor to growing leadership abilities and being empowered to exert those leadership abilities. Site coordinators reached out to students individually to talk about grades, post-graduation plans, attendance, and any other issues that came up for students. Creating this bond and trust with adults in their schools allowed students to translate that feeling of connection into the classroom setting. Because of those individual relationships, students then become more engaged in REAP leadership programming. Through these programs African American/Black students learned skills that promoted autonomy and motivated students to engage in activities to make change in their schools and communities.

School climate has improved. Key REAP Expansion Project staff, site coordinators, and school leaders reported that the presence of REAP staff in schools improved school climate due to (a) the greater representation of professionals of color on campus, (b) school administrators' interest in students' perceptions, (c) the restorative focus of disciplinary issues (d) the professional development offered to teachers, which facilitated communication between teachers and African American/Black students, and (e) REAP's involvement in activities such as Black History Month. One site coordinator commented,

“I have a child that if it weren't for REAP, probably would still have no plan for what they are going to do come June 15 but now there is a game plan in place.”

School Leader Interview

“[We] have seen an increase in connections being made between the students—connections that were likely not to happen simply based on social circles, interests, and grade barriers.”

Discipline disproportionality decreased. Key REAP Expansion Project staff, site coordinators, and school leaders indicated a decrease in referrals, suspensions, and overall negative behavior due to the Reflections program’s restorative focus. African American/Black students who may have been suspended from school remained in a learning environment (the REAP dedicated space) which prevented them from falling behind academically. During their time in the Reflections program students delved deeply into why they did what they did, how it affected those around them, what they could have done instead, and developed a plan to avoid repeating mistakes. Site coordinators and school leaders reported that students could more easily express their concerns and advocate for their needs in less combative and more collaborative ways. Teachers have mirrored restorative terminology used by REAP staff to encourage students to voice their needs and frustrations in appropriate and constructive ways. One school leader remarked, “The professional development by [R.A.A.P.] has been huge . . . I hear less talk about insubordination now. Teachers are looking a little deeper at what the child is trying to communicate, what pain is the child in, what are they going through at home.” Program data support this perception: during the **2015–2016** school year, there were **3,542 disciplinary referrals** across Oliver Elementary School, Parklane Elementary School, Centennial High School, and Aloha High School (schools with Reflections programming). In **2016–2017**, the number of disciplinary referrals dropped to **1,884**.

“These kids are leaders, that is the thing. That is why they get under the teachers’ skin so badly. That is why [site coordinators] are effective—they are so deeply respectful of the child’s soul—they get it—they get the beauty that is in there, and they have time to show it to the kid.”

School Leader Interview

Student Perspectives

RMC Research conducted 2 student focus groups: one with 2 students from Parklane Elementary School and one with 2 students from Centennial High School. Students were asked questions about the types of REAP activities they engaged in and how REAP influenced their perspectives on school, education, and their leadership skills. Overall students confirmed the perceptions that key REAP Expansion Project staff, site coordinators, and school leaders had about the impact of REAP programming.

Providing emotional support. Students received a great deal of emotional support from site coordinators because they cared and were adults that the students could relate to. Students thought REAP was a safe and open place for anybody and a place that some students thought was better than their homes: “I think the main thing about REAP is that if you feel like an outsider they will make you feel included and loved and like you have a family.” Students described checking in with site coordinators before and after school, stopping by during the day for a chat and a snack, and walking with site coordinators to identify solutions to problems.

Increasing their engagement in school. Students reported becoming more aware of their grades and more determined to persevere in school. Some students reported that site coordinators believed in them more than their parents or even themselves and that inspired them to improve their attendance and grades in school. One student described being motivated to raise Cs and Ds to As and Bs, and another student reported realizing the importance of graduation. “Sometimes I don’t want to go [to school] in the morning,” stated one student, “— thinking about REAP people is what will make me go.”

Providing conflict resolution and leadership strategies. Students described learning strategies to navigate conflicts and teaching that knowledge to their peers. Two students interviewed were being trained to mentor younger students in the Reflections program. They described learning how to be in the moment with someone who has a problem and how to use coping mechanisms to reduce stress.

Broadening students’ career and education knowledge. Female REAP students went on a field trip to Microsoft where they spoke to the manager and heard about her career trajectory. Another field trip was to the MODA Center, where professionals talked about their careers and facilitated a discussion about goals and accomplishments. Students also received assistance preparing for the workforce.

Short-Term Outcomes

To address Evaluation Question 10, REAP staff provided RMC Research with outcome data presented in Exhibit 16. Since its implementation in September 2016, the REAP Expansion Project has reached **317 students**, has **held 12 district-wide leadership conferences/events** at which **786 students attended**, and **provided professional development to 77 educators** through their partner R.A.A.P. Counseling & Consulting.

“My family would always say I was dumb and that I couldn’t graduate and it hurt my self-esteem and made me feel like what is the point of trying to do well on tests. REAP people told me the opposite. Since they believed in me it made me feel like I could do it.”

Student Focus Group

“I will try and help someone if they need it because I learned that through REAP. The things that they do for me I try to do for other people.”

Student Focus Group

Exhibit 16 REAP Expansion Project Program Data

Variable		
School-Related		
2015–2016	2016–2017	Program Measure
3,542	1,884	# of disciplinary referrals ^a
194	115	# of suspensions ^a
Program-Related		
Actual		Program Measure
320	224	# of students reached/served by site coordinator
40	16	# of meetings with teachers, counselors, administrators, school district leaders
12	—	# of district-wide leadership conference conferences/events held
786	1,000	# of student attendees at district-wide leadership conferences/events ^b
61	—	# of students referred to Reflections ^a
48	—	# of restorative plans created ^a
57	—	# of students that completed Reflections program ^a
2	—	# of summer programs planned
2	—	# of summer programs held
838	—	# of students enrolled in each academic year and summer program
100% (837)	70%	# of students retained in each academic year and summer program
77	—	# of educators at each PD event
77	—	# of surveys completed by educators at each PD event
13	—	# of PD events held

Note. Dashes indicate no target set. Bold indicates the target was met.

^aNumber includes only those schools with Reflections programming (Oliver Elementary, Parklane Elementary, Centennial High School, Aloha High School). ^bNumber includes students who attended conferences from a 4th district (Portland Public School District).

Summary and Recommendations

During the first year of implementation, the REAP Expansion Project expanded programming to 2 new districts and extended into a third district. The REAP Expansion Project provided services to African American/Black students including leadership programming, restorative justice programming, and an affirming community. The REAP Expansion Project also provided restorative justice professional development to school staff through their partnership with R.A.A.P. Counseling and Consulting, and organized family nights to reach out to parents. Overall, students, school leaders, site coordinators, and key staff described the REAP Expansion Project as a positive force in students' lives and the overall school culture. African American/Black students were more engaged in school, had a better sense of their leadership skills and how to utilize them, and were better at conflict resolution. Interviewees and survey respondents also described communication barriers between REAP staff and school staff and challenges related to working with chronically absent students, recruiting students, and administering

the school climate survey. RMC Research offers the following recommendations for the REAP Expansion Project based on the evaluation findings.

Improve communication between REAP staff and schools. Though interviewees and survey respondents described how REAP was integrated into the school culture, added new programming to better serve students, and increased in REAP staff's ability to establish relationships with students, some school staff did not fully understand REAP programming activities. The REAP Expansion Project staff may want to consider employing additional strategies to increase awareness of REAP programming to all staff (e.g., describing Reflections in detail and the Reflections referral process).

Increase student accessibility to REAP programming. Interviewees and survey respondents reported student recruitment can be difficult because students have after-school obligations. REAP Expansion Project staff may consider working with schools to create more during-school activities and explore the possibility of creating activities where students could earn credits.

Take a proactive approach to addressing chronic absenteeism. The REAP Expansion Project addressed chronic absenteeism at one school by frequently checking in with students. REAP Expansion Project staff may consider collaborating with schools on how to best reach chronically absent students and to identify the most effective programming to engage students.

Provide more professional development training on cultural diversity. Site coordinators and school leaders suggested that the REAP Expansion Project provide professional development training that reflects the variety of student backgrounds and cultures at each school.

Obtain adequate space at all participating schools. Though the REAP Expansion Project has designated space at each participating school, interviewees and survey respondents expressed the need for more space.

Appendix A

Culturally Responsive Evaluation

CULTURALLY RESPONSIVE EVALUATION

Hood, S., Hopson, R., and Kirkhart, K. (2015). Culturally Responsive Evaluation: Theory, practice, and future implications. In Newcomer, K. and Hatry, H (Eds.). *Handbook on practical program Evaluation (4th ed.)* (pp. 281-317). San Francisco, CA: Jossey-Bass

Evaluation Phase	What you should consider . . .
PREPARE FOR EVALUATION	<ul style="list-style-type: none"> ▶ The history of this place (community, neighborhood, organization, program). ▶ Why is evaluation desired at this particular time and by whom? ▶ Who are the stakeholders and where does the evaluation stand in relationship to each of them? ▶ What are the appropriate protocols for entering into conversation with different stakeholders? ▶ How is power held, exercised, and shared (or use oppressively) in this context? Whose values are marginalized and whose values are privileged? <p>Assembling Evaluation Team</p> <ul style="list-style-type: none"> ▶ Who brings relevant life experiences and professional experience? ▶ Who is fluent in the languages spoken in this site? ▶ Who has the technical expertise required to design and carry out an evaluation? ▶ Who has the cultural competence in areas relevant to this site? ▶ Will a cultural insider be required to guide the evaluation in their interactions and understandings?
ENGAGING STAKEHOLDERS	<ul style="list-style-type: none"> ▶ The pace at which it is appropriate to move. ▶ The protocols appropriate to respectfully enter a community or other context ▶ Spending time in the context to appreciate its ways of doing business, getting things done. ▶ The order in which stakeholders should be contacted, reflecting formal and informal hierarchies ▶ How to create meaningful roles for stakeholders in the evaluation process ▶ How program participants or recipients can be involved in the evaluation ▶ Diversity within and among stakeholder groups ▶ How is respect communicated and trust established in this context?
IDENTIFY EVALUATION PURPOSES	<ul style="list-style-type: none"> ▶ Is the evaluation required as a condition of funding? ▶ Is the evaluation being initiated to gain knowledge for program planning and development? ▶ Is the evaluation intended to inform decisions about future action, such as restricting or downsizing? ▶ Is there a political controversy behind this evaluation ▶ Have concerns been raised about the program that led to a call for more information? ▶ Is this evaluation part of a philosophy of ongoing program reflection and improvement?

Evaluation Phase	What you should consider . . .
FRAME THE RIGHT QUESTIONS	<ul style="list-style-type: none"> ▶ Whose values and interests are presented in the proposed questions? ▶ Who participates in developing and refining the questions? ▶ What will be accepted as credible evidence in answering each question? ▶ Do the questions address issues of equity of opportunity/outcome? ▶ Will the evaluation explore who benefits most and least from the program? ▶ Are the questions broad enough to permit more than one way of studying the question? ▶ Will the evaluation be attentive to unintended consequence of both program processes and outcomes?
DESIGN THE EVALUATION	<ul style="list-style-type: none"> ▶ Who <i>owns</i> the information that is relevant to this evaluation? ▶ What protections are built in to assure ethical treatment of participants and appropriate guardianship of their information? ▶ Have non-traditional sources of information been respected? ▶ What quantitative methods of data collection might be available and appropriate in this context? ▶ What qualitative methods of data collection might be culturally congruent? ▶ How does the pact and timing of the evaluation fit the time frame of this community? ▶ How might qualitative and quantitative methods be integrated to form more complete answers to the evaluation questions?
SELECT AND ADAPT INSTRUMENTATION	<ul style="list-style-type: none"> ▶ The literacy level and language proficiency of the persons from who you are gathering information. ▶ Whether oral or written communication is more culturally congruent. ▶ Whether an existing tool or a more culturally-specific tool is the method of choice. ▶ Whether a culturally-specific method of communication in this context might be used in data collection. ▶ Whether non-verbal communication will be included or excluded from consideration. <p>Using an existing tool?</p> <ul style="list-style-type: none"> ▶ Who participated in the original research that developed and validated this instrument? ▶ Where was the instrument developed and in what time frame? ▶ Are the assumption and theoretical foundation of the instrument congruent with the context of your evaluation? ▶ Is the instrument available in languages appropriate to your context? ▶ Are relevant norms available to assist you in interpreting data correctly for this context?
COLLECT THE DATA	<ul style="list-style-type: none"> ▶ Have you made clear the purpose of the evaluation and how it is ultimately intended to benefit persons in this community/setting? ▶ Is the voluntary nature of participation well understood? ▶ Have appropriate assurance been communicated and followed regarding safeguarding the information shared?

Evaluation Phase	What you should consider . . .
	<ul style="list-style-type: none"> ▶ Have you allowed adequate time for introductions before beginning data collection? ▶ Is the pace of data collection appropriate for this respondent? Have you made provisions to have more than one interaction rather than rushing through your agenda? ▶ If an interpreter is needed, has that person been vetted by the community? ▶ Will non-verbal communication be documented in your procedures? ▶ How will you conclude the interaction and express appreciation for the gift of information that you have been granted?
ANALYZE THE DATA	<ul style="list-style-type: none"> ▶ A cultural interpreter may be needed to capture nuances of meaning. ▶ Involving stakeholder in interpretation can support the validity and understanding of actions. ▶ It is often useful to examine program operations or outcomes in relation to subgroups of participants; the program may not be received by all persons in the same way. ▶ Pay attention to outliers and unexpected results. Successful or positive outliers may offer especially valuable clues to the resilience of a community. ▶ Notice how the evaluator lens (values, experience, expectations) shapes the conclusions, especially with regard to what information is given the most and least weight in coming to answers.
DISSEMINATE/USE RESULTS	<ul style="list-style-type: none"> ▶ Create opportunities for key stakeholders to review and comment on drafts. ▶ Be clear about ownership of findings. What information is culturally restricted and should not be shared? ▶ How to communicate with each stakeholder audience in the most culturally appropriate ways. ▶ Notice who will benefit from sharing the results. ▶ Do the actions taken reflect an accurate understanding of the findings? ▶ Are positive changes created by actions taken? ▶ How to involve stakeholders in the dissemination of findings. Now all results come directly from the evaluator; who holds a position to insure that the results are taken seriously?

Appendix B

Description of REAP Leadership Programs



REAP

Programs & Activities

“To proactively Ignite, Elevate, and Engage the Next Wave of Leaders”

PROGRAMS

Solutions

Students participating in the Solutions program learn and demonstrate school/community leadership skills, develop or strengthen academic skills needed for school success, college readiness, future careers; and bolster positive behavior, and relational communication and problem-solving skills, such as negotiation and teamwork.

Renaissance

Our vision is to affirm the positive identity and self-worth of young black men. We accomplish this by promoting positive images of black males, developing their leadership potential and innovative abilities. Our young men model leadership through peer mentoring, civic engagement, business innovation and public speaking.

Reflections

Reflections provides proactive, targeted support for youth who are identified as having disciplinary challenges. The goal is to keep students caught up on school work and to support them in addressing their behavior challenges, including a school discipline analysis. This program was developed to address disproportionate discipline practices and the school-to-prison pipeline.

Sojourn

A high school elective course that explores the black experience from a leadership perspective. This course was established to expose students on how black overcame personal obstacles and excelled as leaders in the areas of innovation, entrepreneurship and scholastic achievement.

Young Entrepreneurs Program

A career leadership program focused on entrepreneurial education & innovation. This program was instituted to create opportunities for students to unleash their innovation and explore ways to create their own wealth to become self-sufficient.

ACTIVITIES

REAP Celebration Luncheon

The luncheon brings together business leaders, elected officials, community advocates, parents and students to celebrate our program success and celebrate our partners for their continued support.

Young Entrepreneur Leadership Institute (YELI)

A weeklong institute with a focus on philanthropy, business ownership, resume building, and business pitching. Business owners were invited to come and speak to our students about the process of starting a business. Students were then given the tools to create a business plan from name of the business, logo, mission statement, vision and creatively present to potential funders for sponsorship.

Black Male Challenge

A student leadership conference during the school day designed to engage student voice within the school climate and inspire students to excel academically and as leaders. This all day event was designed to create the opportunity for students to be motivated during the school year in effort to push beyond personal challenges and excel as leaders in the school and the community. It is through this event that students are able to voice their concerns and recommendations on how to support each other and improve their experience in school.

Young Women's Leadership Conference

The ladies of REAP participate in a full day conference where they conduct informational interviews with female leaders from a variety of career fields.

Challenge: Academy of Leadership Innovations

Challenge is a four-day academy designed to develop leadership skills on how to unleash individual and collective creativity to build toward the future with innovation. It's designed to bring together students to become motivated about school, connect with educators for the upcoming school year and to interface with business leaders about their future goals.

District Family Night

Students and their families are invited to participate in an evening of dinner, games, and a thorough explanation about REAP programming and how parents can support their students who are involved with REAP.

Appendix C

REAP Climate Survey Data Tables

Exhibit C1: School Climate

	Respondent Type	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	M
Students in my school care about learning and getting a good education.	A/AA	3%	10%	38%	38%	11%	3.45
	Non-A/AA	2%	10%	31%	47%	10%	3.52
The adults in my school respect all races and cultural backgrounds.*	A/AA	6%	12%	24%	35%	23%	3.58
	Non-A/AA	2%	6%	18%	43%	31%	3.96
The adults at my school value what students have to say.*	A/AA	9%	20%	29%	31%	11%	3.14
	Non-A/AA	5%	14%	28%	41%	12%	3.41
Students are involved in decisions about things that affect them in school.*	A/AA	10%	15%	32%	33%	11%	3.20
	Non-A/AA	7%	14%	34%	34%	12%	3.30
I feel that I am accepted for who I am at school.*	A/AA	6%	8%	17%	42%	27%	3.77
	Non-A/AA	3%	6%	17%	47%	26%	3.88
My teachers show me respect.*	A/AA	5%	7%	16%	45%	27%	3.83
	Non-A/AA	2%	5%	13%	50%	30%	4.02
I feel a sense of respect for my teachers.*	A/AA	4%	7%	15%	45%	29%	3.90
	Non-A/AA	1%	3%	11%	51%	34%	4.14
Most of my teachers understand what my life is like outside of school.*	A/AA	33%	27%	25%	11%	4%	2.27
	Non-A/AA	21%	30%	29%	15%	5%	2.51
Students in my school respect each other's differences. (gender, race, culture, disability, sexual orientation, etc.).*	A/AA	10%	20%	30%	29%	11%	3.10
	Non-A/AA	7%	16%	29%	37%	12%	3.32
My school has events that matter to my cultural background.*	A/AA	16%	18%	35%	23%	8%	2.90
	Non-A/AA	9%	16%	41%	27%	8%	3.11
I feel proud of my school.*	A/AA	9%	11%	28%	35%	17%	3.41
	Non-A/AA	6%	9%	25%	43%	18%	3.60
Students respect school property.	A/AA	14%	22%	33%	22%	9%	2.90
	Non-A/AA	10%	25%	34%	26%	6%	2.93
I feel a sense of belonging in my school community.*	A/AA	10%	11%	30%	37%	13%	3.33
	Non-A/AA	4%	10%	29%	43%	14%	3.54

Note. A/AA = African/African American students. African/African American $n = 547-555$. Non-African/African American $n = 4,029-4,085$. Rating scale: 1 (*Strongly Disagree*), 2 (*Disagree*), 3 (*Unsure*), 4 (*Agree*), 5 (*Strongly Agree*). Differences assessed using independent t -tests (using the mean scores).

*Significant differences at $p < .05$.

Exhibit C2: School Accessibility

	Respondent Type	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	M
How well does each of the following statements describe you as a student?							
I miss school because of family reasons/home obligations/health reasons.^{a*}	A/AA	17%	16%	12%	29%	26%	3.31
	Non-A/AA	14%	14%	11%	32%	30%	3.50
I miss school because of family reasons/home obligations. ^b	A/AA	17%	31%	23%	22%	8%	2.72
	Non-A/AA	18%	35%	19%	21%	8%	2.65
I miss school because of health reasons. ^b	A/AA	16%	20%	19%	31%	14%	3.08
	Non-A/AA	14%	27%	15%	34%	10%	3.00
The language used in class is difficult to understand.	A/AA	36%	37%	12%	9%	6%	2.11
	Non-A/AA	38%	40%	12%	7%	3%	1.98
It's often hard to pay attention in class because I'm worrying about problems and/or issues outside of school.	A/AA	18%	25%	20%	28%	10%	2.88
	Non-A/AA	14%	30%	21%	24%	12%	2.91
How would you rate the teachers at your school on each of the following?							
My teacher maintains discipline in the classroom.*	A/AA	6%	9%	31%	42%	13%	3.46
	Non-A/AA	3%	8%	26%	52%	12%	3.62
Teaching individual students according to their different needs, strengths, and abilities.*	A/AA	14%	19%	29%	27%	12%	3.05
	Non-A/AA	8%	19%	29%	33%	11%	3.21
Teachers and staff represent the diverse make-up of the student body.*	A/AA	15%	12%	39%	23%	11%	3.03
	Non-A/AA	6%	11%	42%	31%	11%	3.30

Note. A/AA = African /African American students. African/African American $n = 234-548$; Non-African/African American $n = 1,965-4,051$. Rating scale: 1 (*Strongly Disagree*), 2 (*Disagree*), 3 (*Unsure*), 4 (*Agree*), 5 (*Strongly Agree*). Differences assessed using independent t -tests (using the mean scores).

^aItem represents David Douglas students only due to item not aligning across surveys. ^bItem represents all students except David Douglas due to items not aligning across surveys.

*Significant differences at $p < .05$.

Exhibit C3: Helping Students Learn

	Respondent Type	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	M
More one-on-one attention from teachers would help with my academic success.	A/AA	4%	6%	21%	40%	28%	3.83
	Non-A/AA	2%	7%	21%	42%	29%	3.88
It is important to know how the things I learn in school matter in the real world.	A/AA	4%	5%	16%	34%	41%	4.02
	Non-A/AA	2%	4%	11%	41%	41%	4.16

Note. A/AA = African /African American students African/African American: $n = 234-236$. Non-African/African American: $n = 2,077-2,080$. Items represent all students with the exception of David Douglas due to item not aligning across surveys. Rating scale: 1 (*Strongly Disagree*), 2 (*Disagree*), 3 (*Unsure*), 4 (*Agree*), 5 (*Strongly Agree*). Differences assessed using independent t -tests (using the mean scores).

*Significant differences at $p < .05$.

Appendix D

Data Collection Instruments

African American/Black Student Success Plan of Multnomah County Leader Interview Protocol

Thank you for agreeing to participate in this interview. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American/Black Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in learning about how the African American/Black Student Success Plan of Multnomah County is implemented, successes and challenges you have encountered, and lessons learned. This interview will be about **one hour**.

1. What is your role and how long have you been in your role at SEI or POIC?
2. How does your project work with its partners (e.g., POIC and each school district)? (EQ1)
3. Please describe how you coordinate services to support African American and Black students? (EQ1)
 - Cross-training activities
 - Coordinated case management
 - Events
4. How do your organizations work together with the goal of strengthening the safety net for African American and Black students (SEI)? (EQ1)
5. How do your organizations work together to try and improve or expand services for the highest risk youth (POIC)? (EQ1)
6. What makes your collaboration work? (EQ3)
7. What challenges have you encountered through your collaboration? (EQ5)
8. What are some of the successes you have had implementing the African American/Black Student Success Plan of Multnomah County? (EQ4)
9. What significant challenges have you encountered? (EQ5)
10. What are some of the lessons learned from implementing the African American/Black Student Success Plan of Multnomah County? (EQ4)
11. Is there anything else you would like to add about the African American/Black Student Success Plan of Multnomah County that we did not already talk about?

African American/Black Student Success Plan of Multnomah County SEI In-School Coordinator Focus Group Protocol

Thank you for agreeing to participate in this interview. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American/Black Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in learning about how the African American/Black Student Success Plan of Multnomah County is implemented, successes and challenges you have encountered, and lessons learned. This interview will be about **one hour**.

1. What is your role and how long have you been in your role at SEI?
2. Do you collaborate with the SEI Parent Coordinator? If so, how?
3. Please describe how you work with African American and Black students at your school? (EQ2)
 - Academic success (e.g., attendance monitoring, grades and credit attainability, class monitoring, being part of the school and faculty)
 - Interventions (e.g., school and personal, Black Male Leadership Activities)
 - One-on-one case management (e.g., ISPs, daily interactions, case management meetings)
 - Afterschool and summer programming
 - Post-high school coordination
 - Provide culturally responsive systems of support
4. What is the process for developing and monitoring students' Individual Success Plans? (EQ2)
5. Thinking about all of the activities we just talked about, are there some aspects of your role that are easier to implement than others? If so, what makes them easier? (EQ3)
6. Thinking about all of the activities we just talked about, are there some aspects of your role that are more difficult to implement than others? If so, what makes them more difficult? (EQ5)
7. What are some of the successes you have had as an In-school Coordinator? (EQ4)
8. What significant challenges have you encountered as an In-school Coordinator? (EQ5)
9. What are some of the lessons you have learned as an In-school Coordinator? (EQ4)
10. Is there anything else you would like to add about SEI or being in In-school Coordinator that we did not already talk about?

African American/Black Student Success Plan of Multnomah County SEI Parent Coordinator Interview Protocol

Thank you for agreeing to participate in this interview. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American/Black Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in learning about how the African American/Black Student Success Plan of Multnomah County is implemented, successes and challenges you have encountered, and lessons learned. This interview will be about **one hour**.

1. What is your role and how long have you been in your role at SEI?
2. Do you collaborate with the SEI In-school Coordinator? If so, how? (EQ2)
3. Please describe how you work with parents or guardians of African American and Black students. (EQ2)
4. What kind of events have you provided for parents and guardians (e.g., open house, back-to-school, outreach)? How did they go? (EQ2)
5. What changes related to engagement with school have you noticed in the parents that you have been working with? (EQ7)

Examples include changes related to:

- Support networks with other parents.
- Knowledge about parenting and child-rearing skills (e.g., development, setting home conditions)
- Knowledge about how to advocate for children at school.
- Knowledge about how to be involved in school and school programs.
- Involvement with child(ren) at home (e.g., homework, curriculum-related activities and decisions).
- Communication with school.
- Participation at school activities or events (e.g., PTO, action teams, other parent organizations)
- Participation at community events.

6. Thinking about all of the activities we just talked about, are there some aspects of your role that are easier to implement than others? If so, what makes them easier? (EQ3)
7. Thinking about all of the activities we just talked about, are there some aspects of your role that are more difficult to implement than others? If so, what makes them more difficult? (EQ5)
8. What are some of the successes you have had as a Parent Coordinator? (EQ4)
9. What significant challenges have you encountered? (EQ5)
10. What are some of the lessons you have learned as a Parent Coordinator? (EQ4)
11. Is there anything else you would like to add about SEI or being a Parent Coordinator that we did not already talk about?

African American/Black Student Success Plan of Multnomah County SEI In-School Coordinator Focus Group Protocol

Thank you for agreeing to participate in this interview. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American/Black Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in learning about how the African American/Black Student Success Plan of Multnomah County is implemented, successes and challenges you have encountered, and lessons learned. This interview will be about **one hour**.

1. What is your role and how long have you been in your role at SEI?
2. Do you collaborate with the SEI Parent Coordinator? If so, how?
3. Please describe how you work with African American and Black students at your school? (EQ2)
 - Academic success (e.g., attendance monitoring, grades and credit attainability, class monitoring, being part of the school and faculty)
 - Interventions (e.g., school and personal, Black Male Leadership Activities)
 - One-on-one case management (e.g., ISPs, daily interactions, case management meetings)
 - Afterschool and summer programming
 - Post-high school coordination
 - Provide culturally responsive systems of support
4. What is the process for developing and monitoring students' Individual Success Plans? (EQ2)
5. Thinking about all of the activities we just talked about, are there some aspects of your role that are easier to implement than others? If so, what makes them easier? (EQ3)
6. Thinking about all of the activities we just talked about, are there some aspects of your role that are more difficult to implement than others? If so, what makes them more difficult? (EQ5)
7. What are some of the successes you have had as an In-school Coordinator? (EQ4)
8. What significant challenges have you encountered as an In-school Coordinator? (EQ5)
9. What are some of the lessons you have learned as an In-school Coordinator? (EQ4)
10. Is there anything else you would like to add about SEI or being in In-school Coordinator that we did not already talk about?

African American/Black Student Success Plan of Multnomah County POIC Case Manager Protocol

Thank you for agreeing to participate in this interview. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American/Black Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in learning about how African American/Black Student Success Plan of Multnomah County is implemented, successes and challenges you have encountered, and lessons learned. This interview will be about **one hour**.

1. What is your role and how long have you been in this role with POIC?
2. Please describe how you work with African American and Black students at Rosemary Anderson High School (RAHS). (EQ2)
 - Informing students about wraparound services
 - Conducting case management meetings
 - Assisting students and working with academic advisors to develop and monitor Individual Success Plans (ISPs)
 - Coordinating interventions tied to ISPs
 - Calls and visits to address absenteeism
 - Program development
 - Data management
 - Advocacy
 - Parent engagement
 - Other
3. Tell me about the ISP process. How effective is it? Why or why not? (EQ2, EQ3)
4. What cross-training activities did you participate in with SEI? (EQ2)
5. How do you coordinate case management for youth that are supported by both SEI and POIC? (EQ2)
6. Thinking about all of the activities we just talked about related to your role and to cross-training, were some activities easier to implement than others? If so, what made them easier? (EQ3)
7. Thinking about all of the activities we just talked about related to your role and to cross-training, were some activities more difficult to implement than others? If so, what made them more difficult? (EQ5)
8. What are some of the successes you have had as a case manager? Why were they successful? (EQ4)
9. What significant challenges have you encountered? (EQ5)
10. What are some of the lessons you have learned as a case manager? (EQ4)
11. Is there anything else you would like to add about your collaboration with SEI or your role as a case manager that we did not already talk about?

African American/Black Student Success Plan of Multnomah County POIC Youth Focus Group Protocol

Thank you for agreeing to participate in this focus group. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American/Black Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in your perspective on Rosemary Anderson High School. This focus group will be about **one hour**.

1. How long have you been attending Rosemary Anderson High School?
2. Tell me about your experiences with school before you started going to Rosemary Anderson High School? What did you like about school then? What didn't you like? (EQ6)
3. What's different about going to school at Rosemary Anderson High School? What do you like? What don't you like? (EQ6)
4. Is there someone at Rosemary Anderson High School who has created goals with you in your advisory class? Have you found that process helpful? Why or why not? (EQ6)
5. Do you have any ideas about what might make the goal setting process more useful to you? (EQ6)
6. Here are some activities that were offered during the 2016-2017 academic year:
 - List examples of activities that were offered
7. Were you aware of these activities? If so, did you participate? Why or why not? (EQ6)
8. If you participated, which activities did you attend? What did you get out of those activities? (EQ6)
9. If you participated, did your views about school change after being part of the activity? If so, how? (EQ6)
10. What suggestions do you have on how Rosemary Anderson High School can interest more African American and Black students in the school's activities? (EQ6)
11. Is there anything else you would like to add about your experience at Rosemary Anderson High School that we did not already talk about?

BASS Staff Group Interview Protocol

Thank you for agreeing to participate in this interview. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American/Black Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in learning about how BASS works with the African community in Oregon, successes and challenges you have encountered, and lessons learned. This interview will be about **90 minutes**.

1. What is your role and how long have you been in this role at IRCO?
2. How does BASS work with its partners (e.g., each school district and Portland State University)? (EQ1)
3. How do the Bilingual Bicultural Advocate Coordinators [Rebecca and Gudeta] work with the Bilingual Bicultural Advocates? (EQ1)
4. Please describe your culturally and linguistically responsive model (EQ1). How does it address:
 - disproportionate discipline
 - parental engagement
 - student engagement
 - student transitions
 - culturally-responsive curricula
5. How does BASS work with the African community in Oregon? (EQ1)
 - What services are located at schools? At Africa House? Somewhere else?
 - What culturally-specific and responsive activities are provided to students and families by Africa House?
6. How does BASS work with school districts? (EQ1)
 - How does BASS partner with school districts?
 - How does BASS work with schools to develop culturally-responsive curricula, pedagogy, and practices?
 - What kinds of out-of-school activities and summer programming does BASS provide?
 - What kinds of cultural events for district staff does BASS provide?
7. How does BASS work with African families and students? (EQ1)
 - What does home-school-home communication look like?
 - How does BASS provide in-home tutoring for youth and families?
 - What type of parent focused activities does BASS provide?
 - What type of wraparound services does BASS provide or inform families about?
 - What type of key transitions does BASS support and what does that support look like?

8. Thinking about all of the BASS activities we just talked about, are there some BASS activities that are easier to implement than other BASS activities? If so, what makes them easier? (EQ3)
9. Thinking about all of the BASS activities we just talked about, are there some BASS activities that are more difficult to implement than other BASS activities? If so, what makes them more difficult? (EQ5)
10. What are some of the successes you have had implementing BASS? (EQ4)
11. What significant challenges has BASS encountered? (EQ5)
12. What are some of the lessons learned from implementing BASS? (EQ4)
13. Is there anything else you would like to add about BASS that we did not already talk about?

BASS Bilingual Bicultural Academic Advocates Protocol

Thank you for agreeing to participate in this interview. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American/Black Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in learning about how BASS works with the African community in Oregon, successes and challenges you have encountered, and lessons learned. This interview will be about **one hour**.

1. What is your role and how long have you been in this role at IRCO?
2. How do you work with BASS partners (e.g., each school district and Portland State University)? (EQ2)
3. What does culturally and linguistically responsive academic advising, family engagement, and school staff development look like? (EQ2)
4. How does your work address:
 - Disproportionate discipline?
 - Parental engagement?
 - Student engagement?
 - Student transitions?
 - Culturally-responsive curricula? (EQ2)
5. How do you work with the African community in Oregon? (EQ2)
6. How do you work with school districts and school staff? (EQ2)
 - How do you partner with school districts?
 - How do you work with schools to develop culturally-responsive curricula, pedagogy, and practices?
 - How are you involved with out-of-school activities and summer programming?
 - How are you involved with cultural events for district and school staff?
7. How do you work with African families and students? (EQ2)
 - What does home-school-home communication look like?
 - Do you provide in-home tutoring for youth and families? If so, how?
 - How do you provide after-school groups for youth?
 - What type of school day supports do you provide (i.e. in-class supports, etc.)?
 - What type of parent focused activities do you provide?
 - What type of wraparound services do you provide or inform families about?
 - What type of key transitions do you support and what does that support look like?

8. What changes, if any, related to engagement with school have you noticed in the parents that you have been working with? (EQ8)

Examples include changes related to parents’:

- Support network with other parents.
 - Knowledge about parenting and child-rearing skills (e.g., development, setting home conditions)
 - Knowledge about how to advocate for children at school.
 - Knowledge about how to be involved in school and school programs.
 - Involvement with child(ren) at home (e.g., homework, curriculum-related activities and decisions).
 - Communication with school.
 - Participation at school activities or events (e.g., PTO, action teams, other parent organizations)
 - Participation at community events.
9. Thinking about all of the BASS activities we just talked about, are there some activities that are easier to implement than others? If so, what makes them easier to implement? (EQ3) Are some levels (i.e. school district level, school level, African community, etc.) easier to work within than others? (EQ3)
10. Thinking about all of the BASS activities we just talked about, are there some activities that are more difficult to implement than others? If so, what makes them more difficult to implement? (EQ5) Are there some levels (i.e. school district level, school level, African community, etc.) more difficult to work within than others? (EQ5)
11. What are some of the successes you have had as a Bilingual Bicultural Academic Advocate? Why have these approaches been successful? (EQ4)
12. What significant challenges have you encountered? (EQ5)
13. What are some of the lessons you have learned as a Bilingual Bicultural Academic Advocate? (EQ4)
14. Is there anything else you would like to add about BASS that we did not already talk about?

IRCO Parent Focus Group Protocol

Thank you for agreeing to participate in this focus group. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American/Black Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in learning about how IRCO/BASS works with the African community in Oregon, successes and challenges you have encountered, and lessons learned. This focus group will be about **one hour**.

1. How did you hear about IRCO/BASS? (opener)
2. How long have you been connected to IRCO/BASS? (opener)
3. How long has your child been participating in IRCO/BASS at school? (opener)

Here are some school activities and services that IRCO/BASS has provided:

- School Events (i.e. back to school nights, parent/teacher conferences, etc.)
 - Home visits to talk about your child's school
 - Phone calls to discuss your child's schooling
 - Resource referral and connection
 - After-school academic tutoring
 - In-class supports
 - Bilingual school to home and home to school communication
 - Recreational activities for your children
4. Which of the school activities or services have you been involved in? What did you like or dislike about these activities or services? [EQ6]
 5. What kinds of wrap-around services has IRCO/BASS provided you with? These could be home visits, referrals to resources, help with applications or other paperwork, mediating between you and your child. [EQ6]
 6. Do you think these wrap-around services have helped you and your child work with the school more effectively? Why or why not? [EQ6]
 7. Since you have started working with IRCO/BASS are you better able to support your child(ren) at school? Why or why not? [EQ6]
 8. Since you have started with IRCO/BASS, do you think you have learned new ways to be involved in your child's school and school programs? This could mean communicating with your child's school more often, participating in more school events and activities (parent/teacher conferences, meetings with school staff, etc.?) Why or why not? [EQ6]
 9. What has been the most important aspect of being involved with IRCO/BASS to you and your family? [EQ6]
 10. Is there anything BASS doesn't offer to you and your family that you would like? (EQ6)
 11. Is there anything else you would like to add about working with IRCO/BASS that we did not already talk about?

BASS Youth Focus Group Protocol

Thank you for agreeing to participate in this focus group. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American/Black Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in your perspective on the BASS program. This focus group will be about **one hour**.

1. How long have you been in this country? (Opener)
2. Your academic advocate is part of IRCO's BASS program. How long have you had an academic advocate from IRCO/BASS? (Opener)
3. How would you describe your relationship with your academic advocate? (Opener)
4. What does having a BASS/IRCO staff in your school mean to you? (EQ6)
Probe: What do you like about your academic advocate from IRCO/BASS? (EQ6)
5. What does your academic advocate do for you? (e.g., activities, things you talk about, guidance toward resources, etc.). (EQ 7)
6. What was school like for you last year— or before you met your academic advocate? (EQ6)
7. What's different about going to school now that you have an academic advocate? What do you like? What don't you like? (EQ6)
8. Have you worked with your academic advocate to set goals for yourself? Have you found that process helpful? Why or why not? (EQ6)

Here are some activities that were offered during the 2016-2017 academic year:

- After-school group activities
- Connecting your family to resources, as needed
- Fieldtrips
- In-class supports
- Mentoring you receive at home
- Phone calls to your families about your school
- Positive Cultural Identity Conference

9. What did you like about these activities? (EQ6)
10. Of the activities listed, which if any helped you with: (EQ6, EQ7)
 - Learning math or English? How?
 - Understanding conflict resolution better? How?
 - Exploring your cultural identity/ies? How?
 - Thinking about your future school or career plans or goals? How?
11. Did participating in any of these activities change your experience at school? If so, what changed? (EQ6)
12. Were there any BASS activities at school that you did not like? Why? (EQ6)
13. Were there services that BASS provides outside of the school that you did not like? Why? (EQ6)
14. Is there anything you wish that the BASS program did that it is not currently doing related to school? (EQ6)
15. Is there anything else you would like to add about your experience working with a Bilingual Bicultural Academic Advocate or BASS activities, in general, that we did not already talk about?

BASS School Staff Survey

Thank you for agreeing to take this survey. RMC Research is providing evaluation services for IRCO's BASS program which is funded by HB 2016. This funding aims to create collaborative practices for programs that support African American/Black Students that can become exemplars for the African American/Black Student Success Plan. We are interested in learning about how BASS is being implemented at your school.

- The survey will take **10 minutes**.
- Your participation is **voluntary**.
- You may start the survey and then decide to **stop at any time**.
- There are **no risks** or consequences based on how you answer.
- Your answers are only used for the **purposes of the study**. Your answers will be put together with other school staff responses to create one report.
- Your responses will be used to help the Oregon Department of Education **support African American, African, and Black students**.

You are making a decision whether to participate in this evaluation. Selecting "yes" below indicates that you have read the information (or the information was read to you) provided in the e-mail that included the survey link and you agree to participate in the evaluation. By selecting "yes" you are not waiving any of your legal rights as an evaluation participant.

Yes.

No.

1. Where do you work?

- Gresham High School
- Parkrose Middle School
- Davis Elementary School
- Glenfair Elementary School

2. What is your role?

- School administrator
- School counselor
- English Language Learner (ELL) teacher
- Classroom teacher
- Other: _____

3. If you are a teacher, what grade do you teach? (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 7 th Grade |
| <input type="checkbox"/> 1 st Grade | <input type="checkbox"/> 8 th Grade |
| <input type="checkbox"/> 2 nd Grade | <input type="checkbox"/> 9 th Grade |
| <input type="checkbox"/> 3 rd Grade | <input type="checkbox"/> 10 th Grade |
| <input type="checkbox"/> 4 th Grade | <input type="checkbox"/> 11 th Grade |
| <input type="checkbox"/> 5 th Grade | <input type="checkbox"/> 12 th Grade |
| <input type="checkbox"/> 6 th Grade | |

4. About how many of your students are from an African country?

5. What support(s) has your school received from IRCO's BASS program? (check all that apply) (Q2)

- BASS Bilingual Bicultural Advocates
- Cultural events for staff
- Culturally-responsive curricula
- One-on-one support for students (e.g., tutoring, advocacy, home-school-home communication)
- Out-of-school activities for African and Black students
- Parent and family support (e.g., information about wraparound services, parent focused activities)
- Professional development on cultural awareness
- Professional development on African students' needs
- Professional development on culturally-responsive practices
- Summer programming for African and Black students

6. What is BASS doing well at your school? (Q4)

7. What school characteristics need to be in place to make BASS easy to implement? (Q3)

8. What school characteristics could make BASS challenging to implement? (Q5)

9. What additional services do you wish BASS could provide? (Q4)

10. Are there ways that BASS could be improved? (Q4)

11. Is there anything else you would like to add about BASS?

The Bars to Bridges Project Project-lead/Culturally-Responsive Partners Interview Protocol

Thank you for agreeing to participate in this interview. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American, Black, and Multi-Racial Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in learning about how the Bars to Bridges Project is implemented, successes and challenges you have encountered, and lessons learned. This interview will be about **one hour**.

1. What is your role and how long have you been in your role with the Bars to Bridges Project?
2. How does the Bars to Bridges Project work with each of the following groups? (EQ1)
 - Students
 - Community organizations
 - Law enforcement (e.g, Police and Police Departments)
 - Schools and school staff (e.g., school counselor, classroom teachers, education assistants, administrators)
 - Districts and district staff (e.g., district office personnel)
 - Parents, guardians, and support networks (however defined by the student – e.g., partners, cousins, grandparents)
 - Juvenile justice personal (e.g., parole/probation officers, juvenile court counselors, and community monitoring team members)
3. What is the role of the Culturally-Responsive Partners? (EQ1)
4. What is the role of the Transition Specialists? (EQ1)
5. How do the Culturally-Responsive Partners and Transition Specialists work together? (EQ2)
6. Thinking about all of the Bars to Bridges activities we just talked about, are some aspects of the project easier to implement than others? If so, what makes them easier? (EQ3)
7. What are some of the successes you had implementing the Bars to Bridges project? (EQ4)
8. What significant challenges have you encountered implementing the Bars to Bridges project? (EQ5)
9. What are some of the lessons learned from implementing the Bars to Bridges Project? (EQ4)
10. Is there anything else you would like to add about the Bars to Bridges project that we did not already talk about?

The Bars to Bridges Project Transition Specialist Focus Group Protocol

Thank you for agreeing to participate in this focus group. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American, Black, and Multi-Racial Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in learning about how the Bars to Bridges Project is implemented, successes and challenges you have encountered, and lessons learned. This focus group will be about **one hour**.

1. What does your role entail as a Transition Specialist?

2. Where do you serve as a Transition Specialist?
 - Donald E. Long (DEL)
 - Yamhill Juvenile Detention School Program
 - Multnomah County Inverness jail
 - Three Lakes High School at Oak Creek Youth Correctional Facility
 - Ocean Dunes High School at the Camp Florence Youth Transitional Facility

3. What communities/towns/schools do you work with as a Transition Specialist?
[Facilitator Note: Record the communities and towns. For report, summarize data by school level (Elementary School, Middle School, and High School), community type (rural, suburban, urban), and location in Oregon (e.g., Northwestern, Eastern, Southern).

4. What has been administrators' response to your presence in schools and assistance with currently and formerly detained students? If you work in multiple schools/settings, what has been your experience navigating the systematic and informal differences across schools? (EQ3, EQ5)

5. How do you work with each of the following groups as a Transition Specialist? (EQ2)
Probe: What is the role of the staff person you work with in each of these groups?
 - Students
 - Community organizations
 - Law enforcement (e.g, Police and Police Departments)
 - Schools and school staff (e.g., school counselor, classroom teachers, education assistants, administrators)
 - Districts and district staff (e.g., district office personnel)
 - Parents, guardians, and support networks (however defined by the student – e.g., partners, cousins, grandparents)
 - Juvenile justice personnel (e.g., parole/probation officers, juvenile court counselors, and community monitoring team members)

6. Describe some of the most common barriers to student re-entry into neighborhood schools. What Bars to Bridges Project activities reduce these barriers? Which are most effective and why? (EQ7)
7. Thinking about all of the Bars to Bridges activities we just talked about, are some aspects of the project easier to implement than others? If so, what makes them easier? (EQ3)
8. What are some of the successes you had with students re-entering their neighborhood schools? Could you provide an example and the sequence of events of a successful transition? (EQ4)
9. How have the following resources had an impact on your work as a Transition Specialist? (EQ7)
 - Relationship with culturally-responsive partners
 - Professional Development events
10. What significant challenges have you encountered as a Transition Specialist? What factors might lead to a less successful transition? Could you provide an example and sequence of events of a less successful transition? (EQ5)
11. What are some of the lessons you have learned as a Transition Specialist about students re-entering school? (EQ4)
12. Is there anything else you would like to add about the Bars to Bridges project that we did not already talk about?

The Bars to Bridges Project Juvenile Justice Personnel Focus Group Protocol

Thank you for agreeing to participate in this focus group. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American, Black, and Multi-Racial Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in learning about how the House Bill 2016 Bars to Bridges Project aligns with and extends the existing support structure for detained African American, Black, and Multi-Racial students. During this focus group when we refer to multi-racial students, we are referring to students that identify as Black or African American and any other race. For example, an African American and Asian American student. This focus group will be about **one hour**.

1. What is your title? How long have you been in this position? What county are you with?
2. How do you work with the House Bill 2016 Bars to Bridges Project?
3. Since you started working with the House Bill 2016 Bars to Bridges Project, have you noticed any changes in the student re-entry process for African American, Black, and Multi-Racial youth? (EQ8)
4. How does the House Bill 2016 Bars to Bridges Project support align with or extend the existing support structure for African American, Black, and Multi-Racial youth on your caseload? (EQ8)
5. What type of support does the House Bill 2016 Bars to Bridges Project offer to African American, Black, and Multi-Racial students that wouldn't be offered otherwise? (EQ8)
6. Are there any House Bill 2016 Bars to Bridges Project supports that overlap with existing services for African American, Black, and Multi-Racial youth? (EQ8)
7. What type of additional supports or programs would you like to see the House Bill 2016 Bars to Bridges Project offer to African American, Black, and Multi-Racial youth? (EQ8)
8. Thinking about all of the House Bill 2016 Bars to Bridges supports we just talked about, are some more helpful than others? If so, which ones? Why? (EQ8)
9. Describe some of the most common barriers African American, Black, and Multi-Racial students encounter during re-entry into schools. Has the Bars to Bridges Project reduced these barriers? If so, how? (EQ7)
10. Since the House Bill 2016 Bars to Bridges Project started, have you noticed any changes in recidivism rates? In status offenses? (EQ8)
11. Is there anything else you would like to add about the House Bill 2016 Bars to Bridges project that we did not already talk about?

The Bars to Bridges Project Student Focus Group Protocol

Thank you for agreeing to participate in this focus group. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American, Black, and Multi-Racial Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in learning about how the Bars to Bridges Project is implemented, successes and challenges you have encountered, and lessons learned for the ultimate goal of youth returning to school. This focus group will be about **one hour**.

1. We would like to hear about how working with your Transition Specialist has been going. What did you expect when you first met your Transition Specialist?
2. How long have you had a Transition Specialist?
Probe: How many days? Months?
3. Describe your relationship with your Transition Specialist (e.g., how often you communicate, what types of things do you discuss, how do you communicate – in person, via text message). (EQ7)
4. What are your feelings about having a Transition Specialist? (EQ7)
5. When you think about re-entering school, what challenges do you anticipate encountering as a result of being detained by law enforcement? (EQ7)
Probe: What school/type of school do you plan on attending (neighborhood, alternative, unknown)?
6. What is your Transition Specialist doing to address those potential challenges? (EQ7)
7. Has your Transition Specialist talked with you about potential resources in your community (e.g., health support, SNAP benefits)? If so, what kind of resources did you discuss and how will those be helpful/not helpful? (EQ7)
8. Has your Transition Specialist met with your parent/guardian/support network (however you define it) to discuss the process of re-entering school? If so, are those relationships making a difference in your re-entry process? How? (EQ7)
9. Has working with your Transition Specialist influenced how you feel about returning to school? If so, how? (EQ7)
10. Have any of you been in detention/corrections before? If so, how does that experience differ from this experience (i.e., having a relationship with a Transition Specialist versus not having a relationship with a Transition Specialist)? (EQ7)
11. Is there anything else you would like to add about working with a Transition Specialist that we did not already talk about?

The Bars to Bridges Project Community Event Student Survey Protocol

Thank you for agreeing to participate in this survey. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American, Black, Multi-Racial Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in learning about how the Bars to Bridges Project is implemented, successes and challenges you have encountered, and lessons learned. This survey should take approximately 15 to complete.

1. How long have you had a Transition Specialist?
 - Less than one month
 - 1 month
 - 2 months
 - 3 months
 - 4 months
 - 5 months
 - 6 or more months
2. How often do you have contact with your Transition Specialist? (For example, less than once a week, once a week, more than three times a week)
3. What do you talk about with your Transition Specialist? (check all that apply)
 - Education
 - Transition to the community
 - Housing
 - Work
 - Family/support network relationships
 - Community relationships
 - Available resources
 - Other: _____
4. What are your feelings about having a Transition Specialist?
5. When you re-entered school and/or your community, what kind of challenges came up? (check all that apply)
 - Tuition
 - Stable housing
 - Financial support
 - Access to transportation (For example, a car or public transportation)
 - Childcare
 - Other: _____

6. Is your Transition Specialist aware of the challenges you selected in Question 5?
- No (If selected, skip to question 9.)
 - Yes
7. Have you worked with your Transition Specialist on a plan to address these challenges?
- No (If selected, skip to question 9.)
 - Yes
8. How have you worked with your Transition Specialist on a plan to address these challenges?
9. Has your Transition Specialist connected you to any of the following resources in your community?
- Health insurance
 - Mental health services
 - Supplemental Nutrition Assistance Program (SNAP) benefits
 - Temporary Assistance for Needy Families (TANF) benefits
 - Women, Infants, Children (WIC) benefits
 - Community service organizations (e.g., REAP, SEI)
 - Free Application for Federal Student Aid (FAFSA)*
 - Oregon Promise
 - Other: _____
10. Has your Transition Specialist met with your support network (parent/guardian/other) to discuss the process of re-entering school?
- No (If selected, skip to question 13.)
 - Yes
11. Did meetings between your Transition Specialist and your support network make a difference in how your re-entry into school went?
- No (If selected, skip to question 13.)
 - Yes
12. How did meetings between your Transition Specialist and your support network make a difference in how your re-entry into school went?

13. Has your Transition Specialist met with your support network (parent/guardian/other) to discuss the process of re-entering your community?
- No (If selected, skip to question 16.)
 - Yes
14. Did meetings between your Transition Specialist and your support network make a difference in how your re-entry into your community went?
- No (If selected, skip to question 16.)
 - Yes
15. How did meetings between your Transition Specialist and your support network make a difference in how your re-entry into your community went?
16. Has working with your Transition Specialist made a difference in how you felt about exiting corrections?
- No (If selected, skip to question 18.)
 - Yes
17. How has working with your Transition Specialist made a difference in how you felt about exiting corrections?
18. Have you been in detention/corrections before without access to a Transition Specialist?
- No (If selected, skip to question 20.)
 - Yes
19. How does having a Transition Specialist differ from that experience (i.e., having a relationship with a Transition Specialist versus not having a relationship with a Transition Specialist)?
20. Is there anything else you would like to add about working with a Transition Specialist?

REAP Expansion Project Project Administration Group Interview Protocol

Thank you for agreeing to participate in this interview. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American/Black Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in learning about how REAP is implemented, successes and challenges you have encountered, and lessons learned. This interview will be about **one hour**.

1. What is your role and how long have you been in this role at REAP?
2. What are the REAP Expansion Project's primary activities and what does implementation look like? Tell me a little about how REAP: (EQ1 and EQ2)
 - Maintains a visible presence in schools
 - Addresses school climate
 - Cultivates student leadership
 - Provides professional development for teachers and administrators
 - Provides student programming
 - Provides restorative justice services
 - Supports chronically-absent students
 - Increase student school/community engagement
3. Thinking about all of the REAP Expansion Project activities we just talked about, what factors facilitate their implementation? Are there some activities that are easier to implement than others? If so, what makes them easier to implement? (EQ3)
4. How does the Climate Survey fit in with each school's present equity goals and/or future school improvement plans? (EQ 7)
5. Based on your experience implementing the REAP Expansion Project, what is your perception of how the project impacts: (EQ 9)
 - School climate
 - Student attendance
 - Discipline disproportionality

Probes: How does REAP's focus on encouraging student voice/leadership impact these outcomes? How does having REAP staff on site impact these outcomes? How does REAP's focus on fostering community engagement impact these outcomes?

6. What are some of the successes you have had implementing the REAP Expansion Project? (EQ4)
7. What significant challenges has the REAP Expansion Project encountered? (EQ5)
8. What are some of the lessons learned from implementing the REAP Expansion Project? (EQ4)
9. Is there anything else you would like to add about the REAP Expansion Project that we did not already talk about?

REAP Expansion Project Site Coordinator Survey Protocol

The REAP Expansion Project Site Coordinator Survey collects information about REAP Expansion Project activities, facilitators and challenges to implementation, successes and lessons learned, and your perceived impact of REAP Expansion Project programming on school climate, student attendance, and discipline disproportionality.

- The survey will take **20 minutes**.
- Your participation is **voluntary**.
- You may start the survey and then decide to **stop at any time**.
- There are **no risks** or consequences based on how you answer.
- Your answers are only used for the **purposes of the study**. Your answers will be put together with other site coordinators' responses to create one report.
- Your responses will be used to help the Oregon Department of Education **support African American, African, and Black students**.

You are making a decision whether to participate in this evaluation. Selecting “yes” below indicates that you have read the information (or the information was read to you) provided in the e-mail that included the survey link and you agree to participate in the evaluation. By selecting “yes” you are not waiving any of your legal rights as an evaluation participant.

Yes.

No.

Thank you for agreeing to take this survey. **When responding to these questions, think about the school where you work.**

1. How long have you been a Site Coordinator for REAP?
2. Which is your REAP site (check all that apply)? (Aloha High School, Centennial High School, David Douglas High School, Oliver K–6, Parklane K–6, Ron Russell Middle School)
3. Which of the following REAP Expansion Project activities have you been involved with during the 2016-2017 school year? (EQ2)
 - Providing leadership programming
 - Providing academic support
 - Working with chronically-absent students
 - Providing restorative justice services
 - Administering the school climate survey
 - Other
4. Of the activities that you selected, were some easier to implement than others? If so, which activities, and what made them easier to implement? (EQ3)
5. How does the Climate Survey fit in with your school's present equity goals and/or future school improvement plans? (EQ7)
6. How has the REAP Expansion Project influenced school climate at your school? (EQ9)

7. How has the REAP Expansion Project influenced student engagement for African American and Black students? (EQ9)
8. How has the REAP Expansion Project influenced referrals and suspensions for African American and Black students at your school? (EQ9)
9. What are some of the successes of REAP Expansion Project? (EQ4)
10. What are some of the challenges with the REAP Expansion Project? (EQ5)
11. What are some of the lessons you have learned working with the REAP Expansion Project? (EQ4)
12. Based on your experience at your school, how do students involved in REAP differ from those not involved in REAP in terms of how they perceive school climate, their engagement in school, and their experience with referrals/suspensions? (EQ9)
13. Is there anything else you would like to add about the REAP Expansion Project?

REAP Expansion Project Student Focus Group Protocol

Thank you for agreeing to participate in this focus group. RMC Research is providing evaluation services to each grantee funded by House Bill 2016. This funding aims to create collaborative practices for programs that support African American/Black Students and that can become exemplars for the African American/Black Student Success Plan. We are interested in learning about how REAP is implemented, successes and challenges you have encountered, and lessons learned. This focus group will be about **one hour**.

1. Tell me about your experience with the REAP Expansion Project. Let's start with how you got involved with REAP.
2. What REAP activities have you participated in this school year? (activities which involved the REAP site coordinator at your school)
3. What did you like most about the REAP activities you participated in? What did you like least? (EQ10)
4. What are some of the most important things you learned from the REAP activities you participated in? (EQ10)
5. Is there anything you have learned through REAP activities that you use in other areas of your life (outside of school)? (EQ10)
6. Has REAP helped you develop your leadership skills? If so, what kind of skills have you developed? How have you used leadership skills inside and outside of school? (EQ10)
7. How has REAP affected your feelings about education?
Probe: do you value your education more or less since participating in REAP? (EQ10)
8. What influence has REAP had on your sense of cultural belonging at school? If REAP has influenced your sense of cultural belonging at school, has cultural belonging changed your view on school? If so, how? (EQ10)
9. Has the REAP Site Coordinator at your school advocated for you in terms of academic support or discipline? If so, how? How did that influence your perspective on school? (EQ10)
10. Would you recommend participating in REAP to other students at your school? Why or why not?
11. Is there anything else you would like to add about the REAP Expansion Project that we did not already talk about?