

## End School to Prison Pipeline

**Problem:** Schools are no longer considered safe places to go to, there are weapons, drugs and discrimination. Oftentimes police when they are brought into schools can be harmful to the environment and can humiliate students.

**Solution:** Require school districts across Oregon and all partners receiving state education funds to train all personnel and students to gain social emotional skills. Substitute a punitive culture in schools with a culture of repair and wrap around support for students. Incentivize School Districts that remove resource officers and police presence from schools and substitute them with mental health professionals, youth peer to peer support specialist, and family support specialist with additional financial resources.

### **Compelling Statistic and/or Quote:**

“Racial disparities are embedded in all aspects of Oregon life, but incarceration rates are particularly jarring: [Black Oregonians are imprisoned at a rate almost four times that of white people](#). “Elected officials and leaders need to openly acknowledge how the state’s history of racist exclusion and disparate policing has led to a generation behind bars.” says Bobbin Singh, executive director of the Oregon Justice Resource Center.” WW article by [Latisha Jensen](#)

“The ACLU is committed to challenging the "school-to-prison pipeline," a disturbing national trend wherein children are funneled out of public schools and into the juvenile and criminal justice systems. Many of these children have learning disabilities or histories of poverty, abuse or neglect, and would benefit from additional educational and counseling services. Instead, they are isolated, punished and pushed out.”

“On July 19, 2022, the Department of Education’s Office for Civil Rights (OCR) issued guidance called *Supporting, Students with Disabilities and*

*Avoiding the Discriminatory Use of Student Discipline Under Section 504 of the Rehabilitation Act of 1973.*

The guidance reminds public elementary and secondary schools of their obligations under a Federal disability civil, rights law, Section 504 of the Rehabilitation Act of 1973, (Section 504), to provide the services, supports, interventions, strategies, and modifications to policies students with disabilities need to address any disability-based behavior, including behavior that could lead to discipline. The guidance explains that when schools do discipline students with disabilities, they must do so in a nondiscriminatory manner.” from [Section 504 Discipline Fact Sheet \(PDF\)](#)

**Potential Costs (Investment):**

**Community Source for Idea:**

**Potential State Agency Partners:**

Oregon Department of Education (ODE), Youth Development Council (YDC), [Juvenile Crime Prevention \(JCP\)](#), Oregon Commission on Black Affairs (OCBA), [Oregon Youth Authority](#) (OYA), [Youth Development Oregon](#) (YDO), Department of Corrections (DOC)

**Potential Community Partners:**

[ACLU Oregon](#), [NAACP](#), [Oregon Justice and Resource Center](#), [Black Educational Achievement Movement](#) (BEAM)

**Additional Information/Resources:**

National

- [Back-to-School Action Guide: Re-Engaging Students and Closing the School-to-Prison Pipeline – The Sentencing Project](#)
- [School-to-Prison Pipeline \[Infographic\] | American Civil Liberties Union](#)
- [YRBS Data Summary & Trends Report | Youth Risk Behavior Surveillance System \(YRBSS\) | CDC](#)

## Relevant Oregon Laws & Rules

- [ORS 420A.130 – Reentry support and services](#)
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## Oregon Department of Education Resources

- [Oregon Department of Education : Assessment Group Reports](#)
- [Oregon Department of Education : Rules & Policies Home](#)
- [Oregon Department of Education : Early Indicator and Intervention System \(EIS\)](#)
- [Oregon Department of Education : School Discipline : Health, Safety & Wellness](#)
- [Oregon Department of Education : School Discipline and Restraint & Seclusion](#)
  - [School Discipline - Oregon Department of Education](#)
  - [Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders. OSEP Policy Support 22-01 \(TA\)](#)
    - [The Relationship of School Structure and Support to Suspension Rates for Black and White High School Students](#)
    - Chu, E., & Ready, D.D. “Exclusion and Urban Public High Schools: Short- and Long-Term Consequences of School Suspensions.” American Journal of Education, 124 (August 2018). Available at: <https://www.journals.uchicago.edu/doi/pdf/10.1086/698454>
    - Gerlinger, J, Viano, S, Gardella, J.H., Fisher, B.W., Curran, F. C., & Higgins, E. M. (2021). Exclusionary School Discipline and Delinquent Outcomes: A Meta-Analysis, Journal of Youth and Adolescence 50, 1493–1509
- [Youth Development Oregon : Racial and Ethnic Disparities \(R/ED\) : Prevention and Justice](#)
  - [FY 2023 Racial and Ethnic Disparities Reduction Plan.pdf](#)
  - [2023 Racial and Ethnic Disparities Reduction Evaluation.pdf](#)

- [Oregon Department of Education : Critical Elements to Improving Graduation](#)
  - [The Eight Critical Elements Leading to Positive Graduation Outcomes](#)
- [Student Success Plans Overview](#)
  - [Aligning for Student Success: Integrated Guidance for six ODE Initiatives](#) (2022)
- [WHAT SUCCESS LOOKS LIKE: THE STUDENT EXPERIENCE](#) p43
- [Extracurricular Participation and Barriers](#)
- [Student Sense of Belonging in Schools: Connection to Outcomes](#)
  - The highest chronic absenteeism rate was among students who strongly disagreed that there are adults in their school who care about them, at 69%. For most of the items, more than 25% of students who strongly disagreed (shown by the leftmost edge of the boxes in the chart above) were not just chronically absent, but severely chronically absent (attending 80% or fewer of their enrolled days; equivalent to missing an average of one day every week in most districts).
  - Research in this area has found that, while many students miss school due to competing priorities (e.g. seeking relationship with family/friends, engaging in a more enjoyable activity, having a need to work or care for siblings) there also exists a subset of students who experience a high degree of stress, anxiety, or fear associated with school, and avoid attending for that reason. These feelings were frequently associated with past experiences of bullying, trauma, and other stressful events, and in some cases avoiding school may be understood as an adaptive strategy to avoid a physically or emotionally dangerous environment. This type of school aversion is particularly undertreated for students from non-dominant cultures due to the school system's historic predisposition to treat the resulting attendance problems as truancy rather than as an indicator of unmet social, emotional, and mental health needs.
- [In Their Own Words: Analysis of Student Short Answers](#)

- With 13% of 8 th grade students reporting recent experience of bullying, and as much as twice that rate reported by students from non-dominant cultures, it is clear that substantial work remains to be done to ensure that schools are safe for all students. ODE's anti-bullying [guidance](#) includes resources and a summary of Oregon law regarding school and district responsibilities around bullying prevention and response.
- Discipline: Students wrote in complaints that rules are too strict or unfairly enforced. Students also complained that rules weren't enforced when they were bullied. A number of students criticized their school's dress code or cell phone policy.
- [Student Sense of Belonging in Schools: Predictive Factors](#)
  - Addressing the root causes of chronic absenteeism at a systems level requires strong partnerships between students, families, schools, and communities. The Early Indicator and Intervention Systems initiative also encourages the relational conditions that support student success by developing a unified system that integrates and expands the capacity of existing student support efforts and the effective use of data by collaboration and partnership with all education partners.
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  - Learning directly from students about their educational experiences can and should inform local education investments. The initiatives contained within the Integrated Guidance require schools to engage their students, families, staff, and communities to elevate strengths, needs and priorities.
  - **Key Recommendations**
    - There are many practices by which schools can strengthen student belonging. Some practices include:

- Ensuring that teachers form positive connections with all of their Students.
  - Codifying inclusive practices which affirm students' identities, as well as policies that address bullying and hate speech.
  - Ensuring that students' cultures and identities are affirmed and represented in curriculum and classroom materials in school and extracurricular opportunities.
  - Examining current discipline practices, policies and data, and focusing on restorative practices in lieu of exclusionary discipline. All practices are underpinned by a school's shared mindset to support students and families. Adults in schools must both individually and collectively take responsibility to practice growth mindsets by being curious, strengths-based, and culturally responsive.
- Sense of belonging is a core element in a student's experience with school and learning. Sense of belonging has been found to be positively associated with motivational outcomes, social-emotional outcomes and behavioral outcomes, and has smaller, yet still significant impacts on academic achievement. Sense of belonging is positively connected to both the experience of learning and the outcomes of learning.
  - Research has found that students' sense of belonging can be influenced by racism, biased discipline practices, socioeconomic status, school climate, and school support. One study demonstrates that students' relationships with teachers, engagement in school activities and perceived ethnic-based discrimination factored into sense of belonging for students who are white, Latino/a/x, Black/African American, or Asian. Another study found that ethnic pride may also promote sense of belonging, which in turn may support academic achievement.
  - Students from lower socioeconomic backgrounds may experience lower sense of belonging, given the stigmas

surrounding poverty and the material and financial barriers to engaging/participating in school fully (such as sports and materials fees, school supplies, lack of transportation for extracurricular participation, etc.).

- Sense of belonging can also impact longer term academic achievement, particularly for students who are historically underserved by the education system. One study found that feeling safe at school was a significant predictor of 4th and 7th grade numeracy as well as 4th grade literacy; another found that middle school students' sense of belonging in mathematics was a significant predictor of their algebra learning.
- Students who experienced exclusionary discipline incidents<sup>30</sup> during the school year were much less likely to agree with most sense of belonging indicators, though the magnitude varied by indicator. Students who did not experience exclusionary discipline were slightly more likely to report having friends at school, and substantially more likely (more than twice as likely) to report feeling welcome and feeling safe talking with adults. Student relationships with their peers may reflect both positive and negative peer influences, which likely explains the lower correlation between those indicators and discipline incidents. (p.8)
- Looking to the literature, one study found a relationship between lower discipline disparities between Black students and white students, and Black students higher sense of belonging.<sup>31</sup> Another study found students with higher sense of belonging rated themselves lower on measures of behavior problems that could result in disciplinary action.<sup>32</sup> In a recent study, researchers found that increased discipline for minor infractions negatively impacted both the student receiving the suspension and overall classroom achievement, noting that students "tend to have poor school climate perceptions after receiving a suspension, including reports of unfavorable relationships with school adults." (p.9)

SEED Item	Emerging Bilingual	Former English Learner	Students Experiencing Disabilities (IEP)	Students with Experience of Foster Care
I feel safe talking with adults at my school	No difference	No difference	No difference	No difference
I feel safe talking with students at my school	No difference	No difference	0.85 (0.75-0.97)	No difference
I feel welcome at my school	0.75 (0.58-0.97)	No difference	No difference	No difference
I have friends at school	0.66 (0.47-0.93)	No difference	0.61 (0.51-0.73)	No difference
I like going to school	No difference	1.40 (1.14-1.73)	No difference	No difference
My classmates care about me	0.76 (0.60-0.96)	No difference	0.85 (0.75-0.97)	0.73 (0.57-0.95)
There are adults at my school who care about me.	0.44 (0.33-0.58)	No difference	No difference	0.61 (0.43-0.85)

○ See [the interpretative section](#), page 5, for help understanding odds ratios presented here. Odds ratios are relative to students not in the focal population.

- No discussion of exclusionary discipline practices would be complete without noting that disproportionate rates of exclusionary discipline are well-documented at both state and national levels.<sup>35</sup> The impacts described above are likely disproportionately felt, particularly by students federally identified as Black/African American or American Indian/Alaska Native and by students experiencing disabilities.
- The majority of schools with students who have responded to this survey have Student Investment Account (SIA) and/or High School Success (HSS) funds dedicated to activities designed to support student's emotional needs and deepening connections to their school communities. These activities can be broadly categorized into six areas; creating or supporting professional learning community (PLC) teams (3 schools), hiring counselors (7), hiring social-emotional specialists or social workers (3), providing trauma-informed professional development to staff (1), engagement with community organizations designed to support students (2), establishing a wellness center (1), and training student mentors (1). Only two schools were not spending in areas specifically designed to support students in this manner, although monies from other funding streams could be doing so. Collectively, these districts spent \$6.7 million of SIA and HSS funds on these activities during the 2021-23 biennium, representing 14% of their total allocations.
- One elementary school reports that infractions/referrals are down to a total of 7 for the current school year, when compared



to 11 at this time last year and over 50 the year prior to COVID which demonstrates the amount of support that is provided for students and how staff are in intervention mode vs. reactionary mode. They state the team of support, including a family support advocate, school nurse, and counselor, created with SIA dollars has been significant and has made a huge impact on their earliest learners.

- Racism and biased use of discipline impacts student mental health, creates difficulty in concentration and decision-making, and creates reduced feelings of closeness with people at school. The School Discipline, Bullying, Restraint and Seclusion page offers resources on reducing harmful and exclusionary practices in schools.
  - The [Basic FBA \(Functional Behavior Analysis\) to BIP \(Behavioral Intervention Plan\)](#) offers modules for educators and behavior specialists to build capacity in schools to support students and develop supportive school cultures. BIPs are about how adults can change behaviors to make the school environment more tailored to meet the needs of students.
- In the spring of 2023, OEII launched the [Engaging Equity: Equitable Mindsets, Practices, and Systems](#). Racial Equity Foundations, the first cluster of four modules within this professional learning series, was designed to help districts respond effectively to emerging needs of their school communities — while taking steps to mitigate some of the systemic disparities experienced by many students and families. Gaining skill in culturally responsive and sustaining pedagogy and practice within instruction is all about meeting every student where they are — in their strengths and needs. The series equips educators to create positive connections and strengthen community and learning conditions to improve student outcomes. Every student can benefit from these universal and targeted approaches.

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## [Oregon Statewide Report Card 2022-23](#)

### P. 78

#### **Discipline Incidents by Student Group – Suspensions and Expulsions**

During the 2022-23 school year, 6.8 percent of Oregon students experienced disciplinary incidents<sup>1</sup>. Across race/ethnicity, students from historically underserved groups<sup>2</sup> were disciplined more often than other students, with Black/African American students and American Indian/Alaska Native students disciplined most often (13.2 percent and 11.2 percent, respectively). Students in Special Education and students federally identified as economically disadvantaged were also disciplined more often than other groups.

Student Group	Percent of Students enrolled on May 1, 2023 with One or More Discipline Incidents <sup>3</sup> in the 2022-23 School Year
Total	6.8%
<b>Gender</b>	
Male	9.1%
Female	4.4%
Non-Binary	7.0%
<b>Race/Ethnicity</b>	
Asian	2.2%
Black/African American	13.2%
Hispanic/Latino	8.0%
American Indian/Alaska Native	11.2%
Multi-Racial <sup>4</sup>	7.3%
Native Hawaiian/Pacific Islander	10.7%
White	6.2%
<b>Other Groups</b>	
Economically Disadvantaged	8.4%
Not Economically Disadvantaged	4.2%
English Learners	7.7%
Not English Learners	6.7%
Special Education <sup>5</sup>	11.2%
Not Special Education	6.1%

In Oregon, a public elementary or secondary school is considered “persistently dangerous” if the school exceeds a certain threshold of expulsions for specific reasons (see expulsion types below) for three consecutive years. The table to the right describes this threshold, which varies depending on school size.

Expulsions fall within the following two categories:

1. Expulsions for firearms or dangerous weapons.
2. Expulsions for students arrested for violent criminal offenses on school grounds, on school-sponsored transportation, and/or during school-sponsored activities.

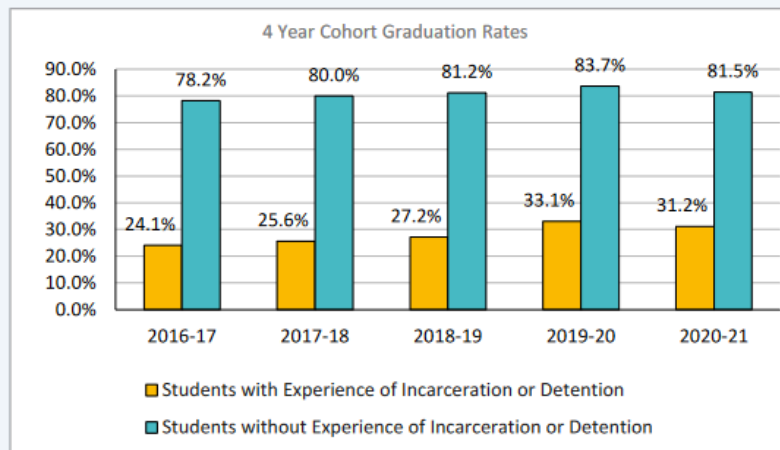
Criteria for Watch Status	Number of Expulsions for Weapons and/or Arrests for Violent Criminal Behavior
Schools with FEWER than 300 Students	9 or more within a school year
Schools with 300 or MORE Students	3 for every 100 students per school year

Between 2009-10 and 2022-23, Oregon did not identify any schools meeting the criteria for monitoring. Oregon also did not identify any schools as “persistently dangerous” for exceeding the threshold for three or more consecutive years.

## Aligning for Student Success: Integrated Guidance for six ODE Initiatives

### STUDENTS WITH EXPERIENCE OF INCARCERATION OR DETENTION

Schools have a powerful opportunity to receive, welcome, and engage students who have experience with incarceration or detention. The data below reflects information from students currently incarcerated or detained as well as students who were previously incarcerated or detained.



Students with Experience of Incarceration or Detention <sup>53</sup>	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Attenders	52.6	50.5	52.3	na	37.0 <sup>54</sup>
3rd Grade Reading (ELA) <sup>55</sup>	na	na	na	na	na
9th Grade On-Track	33.7	39.2	30.0	na	29.4
4-year Graduation	24.1	25.6	27.2	33.1	31.2
5-year Completion	46.3	48.1	52.4	54.3	55.7

- [State of Black Oregon 2015](#)

- For health, human service systems, schools, foster care and juvenile justice to become trauma-informed means that every part of the organization, management and service delivery is assessed and modified to include a basic understanding of how trauma impacts the lives of individuals. It recognizes that traditional approaches may exacerbate trauma. Being trauma-informed means being compassionate and culturally responsive, seeing one as human, not just a color or socioeconomic status.
- The social service systems that serve boys, young men and their families are fragmented, exist in silos, do not share a common knowledge base or language, compete for diminishing resources and are chronically stressed. When boys and men of color interface with these stressed systems, their problems are often compounded. The promising Sanctuary Model creates an organizational culture that emphasizes healing from psychological and social trauma, throughout physical and mental healthcare, schools, community-based and social services organizations.
- EFFECTIVE INTERVENTIONS
  - EXPAND TRAUMA-INFORMED SERVICES:
    - Support and expand community-based efforts that are consistent with a trauma-informed approach. Focus on cultural frameworks that promote healing and positive male development and identity to address the effects of trauma, improve health and decrease disparities.
  - WIDEN TRAINING:

- Promote trauma-informed training of judges, law enforcement, healthcare providers, teachers, social service and others who encounter Black men, youth and families.
- SCHOOLS:
  - Promote school-based activities (violence prevention, health, parenting support, education and mentoring), beginning in the early years, that are responsive to adverse social and family conditions within at-risk communities.
- HEALTH AND SOCIAL SERVICES:
  - Infuse health and human service systems with trauma-informed practices to promote healing from trauma and adversity at the individual, family and community levels. Ensure behavioral healthcare that provides trauma-informed treatment.
- CHILD WELFARE:
  - Expand foster care and child welfare practices that engage the whole family (both foster family and family of origin) and that include trauma histories and assessments in providing care.
- JUVENILE JUSTICE:
  - Use rehabilitative options within the juvenile justice system that focus on addressing trauma to divert youth from detention or incarceration.

## HOUSING AND EDUCATIONAL IMPLICATIONS OF PARENTAL INCARCERATION



Parental incarceration heightens risk factors for an already vulnerable population.

**89%** of mothers and **67%** of fathers who lived with their children just prior to their arrest/incarceration reported providing financial support for their family.<sup>5</sup> The loss of this support can impact stability. Even when the absence of the parent improves the child's overall situation, it is still a major disruption that can be difficult for children.

Parental incarceration widens the gaps between White and Black children's housing and education outcomes<sup>6</sup>:

**46%**

Increase in racial gap for behavioral problems

**24%**

Increase in aggressive behavior

**65%**

Increase in racial gap in homelessness

**x2**

Doubles the risk of homelessness for Black children<sup>7</sup>

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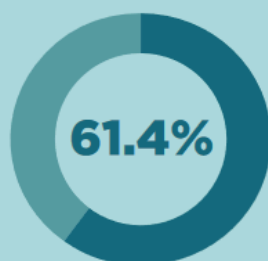
## DISPLACEMENT, POVERTY AND SCHOOL CLOSINGS ALL AFFECT EDUCATIONAL OUTCOMES

Gentrification negatively impacts Black families' access to schools and quality public education. Parallel to their neighborhoods, historically Black schools experience a similar cycle of disinvestment (funding and resources), school closures and redirected investments when new residents move in.

**HIGH  
MOBILITY  
RATES**

**LOWER  
ACHIEVEMENT  
SCORES**

Additionally, research shows that high mobility and poverty result in learning disability, behavioral or developmental issues and lower achievement scores.



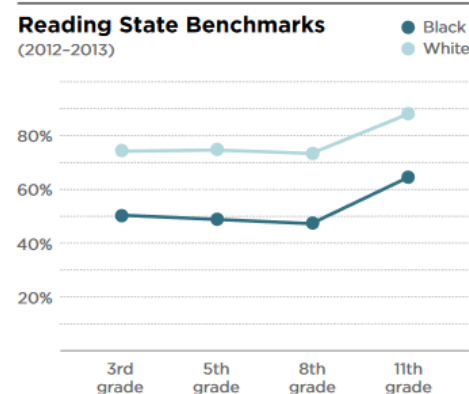
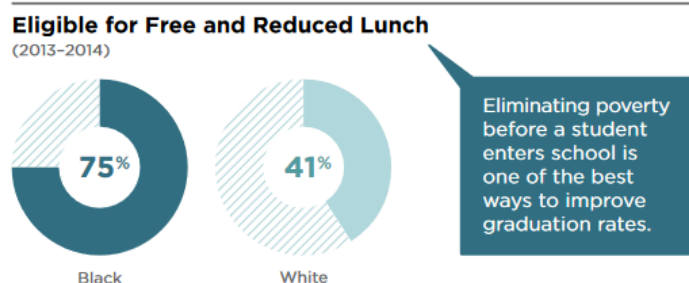
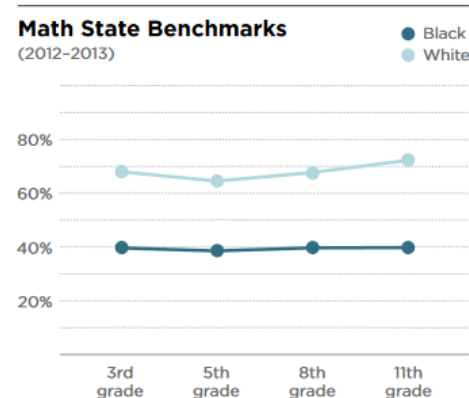
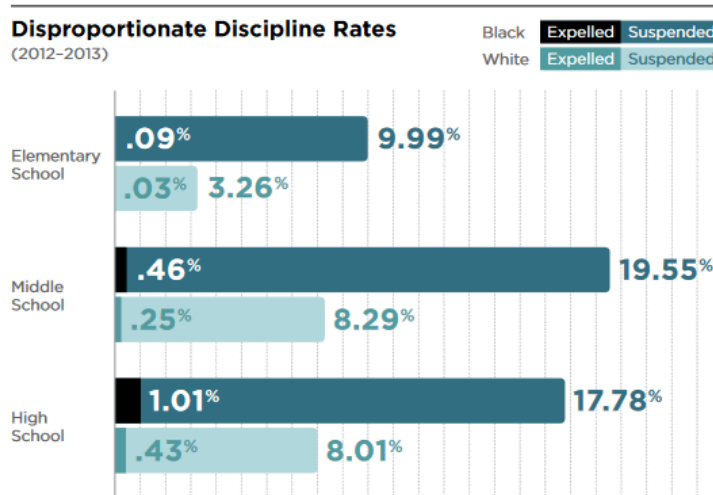
In Oregon, children from low-income families on SNAP who live in a metropolitan county moved at least once and moved across a school boundary.<sup>8</sup>



When schools close, academic gains, standardized test scores, graduation rates and parent engagement all decrease for displaced families.<sup>9</sup>

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- Encourage the Oregon Department of Human Services, local health departments and law enforcement agencies to partner together to support the physical/mental health of Black youth.
  - Integrate trauma-informed practice into service delivery
  - Retrain all police officers in trauma-informed approaches
  - Invest in strategies that reflect best practices for violence reduction and wrap-around services for Black youth.





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- At the age of 4, Jesse was suspended and eventually kicked out of his preschool classroom. At the age of 5, he doesn't know whether he's ready for kindergarten or not. Neither do his parents; they just know that he's "bad." And so begins the familiar narrative, one that says Black boys are more likely to

get suspended or expelled from school for subjective offenses, such as insubordination, disobedience, disruption. The same narrative shows their kindergarten suspension rates as high as 10 percent. For Black boys, this narrative includes the reality that less than 1 percent of teachers in Oregon look like them and only 40 percent of students who look like them are meeting benchmarks in math at third grade.

- Black youth experience daily assaults on their integrity by people in positions of authority, such as teachers and police. These microaggressions become internalized consciously and unconsciously. Dr. Joy DeGruy Leary's book "Post Traumatic Slave Syndrome" equates these stresses with those experienced by former combat soldiers. Black males can respond to these assaults with fear and antagonism toward the police and school. When Black male students are constantly accused of misbehavior, their personal integrity is offended. Although some research suggests that Black students are not actually more disruptive in class than White students, they are suspended and expelled at rates double that for Whites.
- POSITIVE INTERVENTIONS
  - Many constructive efforts are underway to counter Black youth alienation:
    - Programs like Our Gang Impacted Families Team (GIFT) and Street Level Gang Outreach Program provide intense case management for families of gang members.
    - Programs like Self Enhancement Inc. and R.E.A.P provide alternative pathways to more constructive Black, Latino and Asian identity.



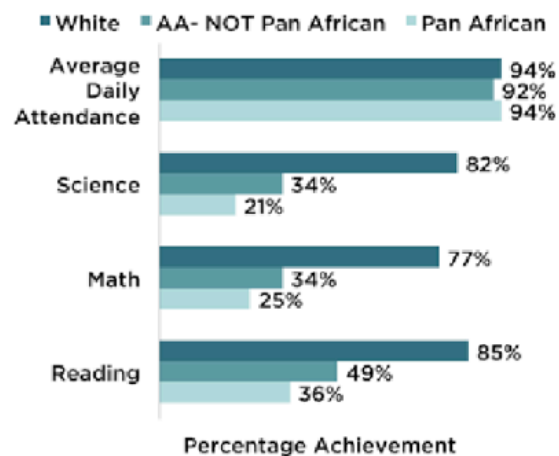
- Community Health Workers, who come from the community, have direct experience with the conditions affecting our youth.
- POLICY PRIORITIES:
  - Factor food, housing and parental employment into school-readiness standards for Black youth.
  - Train and develop Black leaders, mentors and teachers and implement Black leadership and mentorship programs for Black students in predominantly non-Black schools and other public institutions, including the foster care system.
    -  Violence Prevention & Community Restoration
  - Set strong targets for hiring teachers of color.
    -  Diversity in School Educators and Staff
  - End “zero-tolerance” discipline policies and create a classroom atmosphere where Black students are engaged and encouraged to participate.
  - Develop education models that reflect the lives and experiences of Black youth and train educators and other school staff in culturally-responsive practices.
  - Update criminal sentencing guidelines for Black youth to emphasize accountability, education, and employment training, not incarceration. End mandatory minimum sentencing.

## PAN AFRICAN STUDENT ACHIEVEMENT IN PORTLAND PUBLIC SCHOOLS

Portland Public Schools Pan African\* students demonstrate roughly the same average daily school attendance as their White counterparts, but experience some of the greatest education disparities in student achievement. Teacher training and preparedness must better equip our educators to address the academic needs of Pan African students, ensuring that time spent in the classroom prepares our youth for graduation, higher education and employment.

\*Here, Pan African refers to students who are more likely to be culturally connected to Africa—either born in an African country, or their (or their parent's) primary language is an African dialect.

Percentage of Portland Students (by race) Meeting or Exceeding State Benchmarks



*This table was provided by the Research & Evaluation Department of Portland Public Schools. The data represents students from the 2014-2015 school year, and their most recent OAKS State Assessment test status.*

## EARLY INTERVENTION REDUCES YOUTH VIOLENCE

Homicide is the #1 cause of death in Black youth aged 10-24. Multiple traumas, interpersonal trauma and chronic stress in the environment can overstimulate the fight/flight/freeze response.

In 2011, 185 men of color aged 10-24 were seen in Legacy Emanuel Hospital's emergency department with a penetrating trauma (shot or stabbed).

Several studies across multiple cities demonstrated the effectiveness of reducing

youth violence by intervening at the hospital level. For example, Healing Hurt People Portland is a community-focused youth violence prevention program that targets young males of color who have suffered a penetrating trauma.

The program makes contact in the emergency department within four hours, in a culturally sensitive, compassionate way. Its wraparound services help the young men and their families for 6-12 months after the incident.<sup>9</sup>

### POLICY PRIORITIES:

- Better prepare Black youth for the workforce by:
  - Increasing opportunities for summer and internship programs for Black youth through public/private partnerships
  - Expanding the definition of “success” to include high school completion via the GED (high school

equivalency exam) and participation in concurrent GED/community college programs

- Requiring school districts to offer education to students through age 21 and expanding the “middle college” model
  - Implementing and expanding STEM (Science, Technology, Engineering, and Mathematics) programs for Black students
  - Providing direct funding to culturally specific nonprofits for youth development, career readiness, mental health, social supports, mentoring and teacher professional development
  - Making career pathway, advanced training or post-secondary education opportunities accessible for every Black student
  - Taking advantage of Oregon’s provision that lets school districts award high school credit for learning opportunities outside the classroom
  - Ensuring pipeline programming for the trades and related fields
- Tie WorkSource Oregon investments to culturally specific post-secondary education and vocational training programs.
  - Explore models that include community colleges serving incarcerated youth.
  - Lower the cost of higher education by exploring ideas like:
    - Continuation of successful programs that support students, including Portland Community College’s Future Connect Scholarship Program

- Improve financial literacy among Black youth by supporting successful programs like Children's Savings Accounts that provide the ability to generate savings and wealth
- Black Male Achievement (BMA) [reports](#)
  - [Black Male Achievement Conference Convenes In Portland - OPB](#)
  - [Portland hosts National League of Cities' Black Male Achievement Convening](#)
- [OHA Strategic Plan](#) 2024
  - Educational inequity compounds health inequities:
    - Research shows people who don't graduate high school are more likely to have lower lifelong income and poorer health outcomes. Although Oregon has made overall gains in graduation rates over recent years, some student groups continue to graduate at lower rates including those experiencing homelessness, involved in special education, or in foster care, as well as American Indian/Alaska Native, Black, African immigrant and Latino/Latina/Latinx students. The COVID-19 pandemic set back learning and social development for Oregon's students (especially in elementary grades), worsening gaps in student achievement.
- [YRBS Data Summary & Trends Report | Youth Risk Behavior Surveillance System \(YRBSS\) | CDC](#)
- [2024 Oregon Educator Equity Report](#)
  - Decades of research underscores the positive impacts of educator diversity on the academic achievement and social and emotional development for students of color, as well as their white peers. For example, a longitudinal study found that Black

students taught by a Black teacher at least once between third and fifth grade were less likely to drop out of high school and more likely to aspire to go to college (Gerhenson et al., 2022). Likewise, researchers found that Black students are more likely to take advanced coursework if taught by a Black teacher (Hart, 2020). Additionally, improving educator diversity in schools is linked to improving school climate, such as reducing absenteeism and discipline disparities (Gottfried et al., 2022; Shirrell et al., 2021). Benefits of a racially, ethnically and linguistically diverse educator workforce also contribute to an inclusive school environment where students are less likely to experience segregated classes based on race or linguistic differences (Hart, 2023).

- [System of Care Advisory Council 2024 Report](#)
  - While a focus on residential or inpatient treatment services may feel most responsive to the current need, research strongly indicates that most youth thrive when the services and supports they need are available at home or in their community, rather than through inpatient treatment at a facility. At the same time, due to two decades of underfunding and the confusing, siloed nature of Oregon's child serving agencies, there are more youth with high-acuity treatment needs than would exist if community-based treatment services were readily available.
  - [BRS](#) for all: Behavior Rehabilitation Services improve the lives of children and adolescents by providing counseling, skills-training, and behavioral support services. Currently, the only way to access these services is through ODHS-Child Welfare (CW) or the Oregon Youth Authority (OYA). CW and OYA are 'crisis-response' systems which require children to experience significant disruption before becoming eligible for this service.
    - OHA should ensure BRS is available to any child or youth for whom it is clinically appropriate, with funding provided by the Oregon Legislature, allowing lower acuity youth to get BRS services in their homes or communities, and

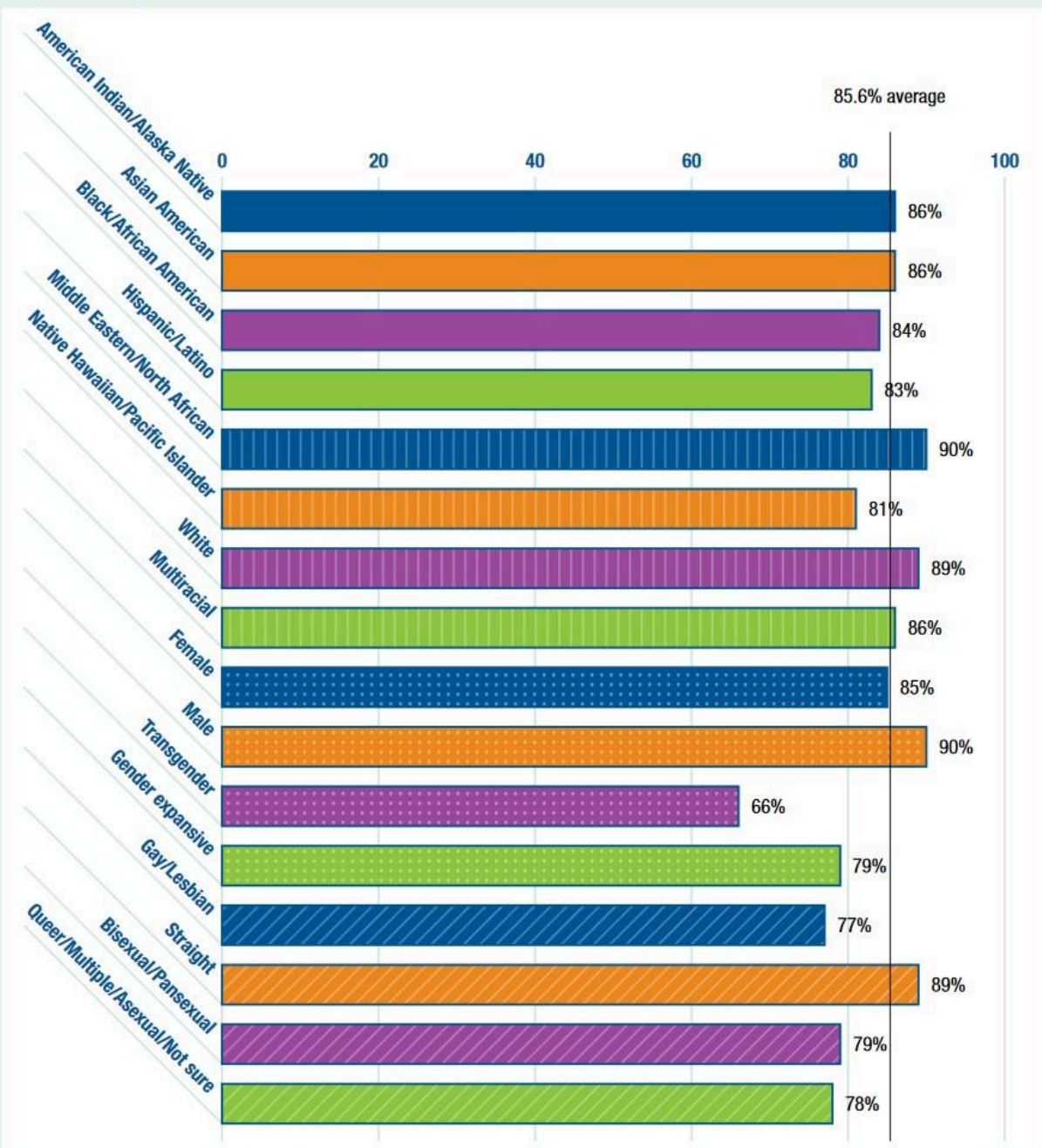
preventing crises from requiring law enforcement or child welfare involvement.

- OHA should create a centralized referral pathway for BRS and require CCOs to use that pathway, to effectively connect children and youth to needed care quickly.
- State-provided funding should prioritize the components of BRS which are based in Collaborative Problem Solving (CPS), and address trauma that is the cause of most behavioral challenges.
- The [2023 Youth Suicide Intervention and Prevention Plan Annual Report](#) shows the number of suicides among Oregon youth identified as white have decreased since 2018, but the suicide numbers for youth of color have remained the same or increased slightly. Legislative action to address this disparity requires investments in services that youth of color will engage with – services provided by peers, in schools or at youth drop-in centers, and services provided by people who understand the cultural dynamics affecting youth of color in Oregon today.
- Oregon's system of care for children and youth is ranked last in the country for access to care. The SOCAC urges the Oregon Legislature to fully fund the children's system, focusing on the programs and services identified in this report, to improve access to appropriate care for young Oregonians. In addition, SOCAC asks the Legislature to work with agency partners, especially ODHS and OHA, to adapt rules and regulations to be trauma-responsive, attainable by communities with different levels of resources, and accessible for youth and families before a crisis takes place.
- [System of Care Advisory Council](#) Data Report 2023
  - Positive social connections are critical for all children and youth. In particular, the presence of a trusted adult in a young person's life is one of the most important protective factors. Youth who are socially connected are less likely to have mental health issues, experience violence, use substances, and/or engage in risky behaviors. Youth who have a trusted adult in their life are



more likely to demonstrate healthy coping mechanisms and resilience when faced with distress or adversity.

Graph 1. Percent of 8th grade students with a safe place or person they can go to outside of school if they need help:




County level data is available online. School district and/or school level data may be available by contacting your local school district or school directly.

- Incarceration in the prison system has lifelong impact on families. Adult incarceration is the end result of a birth to prison pipeline that disproportionately impacts communities of color, especially African American/Black men. A functional system of care provides numerous opportunities to interrupt this pipeline. Through early intervention and access to culturally and linguistically responsive services, adult incarceration can be prevented.
- News Articles (2024)
  - [Oregon education chief emphasizes 'love and joy' in schools despite challenges - OPB](#)
  - [Once, Oregon's Black students went to college at higher rates than their white classmates. Not anymore – oregonlive.com](#)
  - [Oregon's Latino students were going to college more frequently. Then COVID hit – oregonlive.com](#)
  - [Oregon's Indigenous students juggle tribal ties, future plans](#)
  - [For Oregon's Pacific Islander students, college can feel far from possible – oregonlive.com](#)
  - [Oregon higher ed advocates hail baby steps to propel more high school grads to college, career training, but call for more urgency – oregonlive.com](#)
  - [Kindergartners are missing a lot of school. This California district has a fix – OPB](#)
  - [New Kids Count Data Book shows test score plunge, absenteeism surges in Oregon schools - KTVZ](#)
    - [2024 KIDS COUNT Data Book - The Annie E. Casey Foundation](#)
    - [2024 KIDS COUNT Data Book Interactive | Oregon](#)
    - [KIDS COUNT Data Center from the Annie E. Casey Foundation | Oregon](#)




- [To fight chronic absenteeism, an Oregon school district enlists the whole town](#)
- [What it takes to convince families that kids need to attend school | Jefferson Public Radio](#)
- [Former Inmate at Oregon youth prison accuses fired counselor and another ex-employee of sexual misconduct | Oregon Live](#)
- [Gun violence in Portland continues to decline, halfway through 2024 - OPB](#)
- [Oregon's troubling track record treating teens for mental illness, addiction: Beat Check podcast - oregonlive.com](#)
- [Students nationally continue to struggle with mental health. Here's what support looks like at one Oregon high school - OPB](#)
- [Oregon pilot program aims to increase graduation rates for kids in foster care – OPB](#)
- [Oregon's successes and failures in caring for its children | Jefferson Public Radio](#)
- [Oregon Incarcerates Youth At Higher Rate Than Most States - OPB \(2018\)](#)
- [Building Momentum for Reform – The Sentencing Project](#)
- [Oregon program helps incarcerated youth and adoptable dogs alike. It's called Project POOCH – OPB](#)
- [More allegations of sexual abuse emerge from Oregon's juvenile detention system](#)
- [How a tool built in Washington is helping schools fight absenteeism • Oregon Capital Chronicle](#)
- [Oregon announces first three 'recovery' high schools to help students facing problems with substance abuse – OPB](#)
- [Opinion: Student Success Act offers state a model for effective, accountable education funding - oregonlive.com](#)
- [Oregon's Student Success Act: Illuminating Five Years of Impact](#)
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- Scholarly Articles

- [Deconstructing the School to Prison Pipeline in Hawai'i: Revitalization and Restoration of Kānaka, 'Āina and Kuleana Through Language and Cultural Practices | JCSCORE](#)
- [Sailer\\_Creating Feedback in the Flow of the School-to-Prison Pipeline](#)
  - DefendEd is the educational advocacy project of the Harris County Public Defender's Office -- Juvenile Division. We defend our teen clients in the classroom and courtroom by providing fully integrated civil and criminal advocacy. Our attorneys have dual professional backgrounds in education, social work, or healthcare and law, which uniquely positions us to work with clients who intersect multiple systems, leveraging better outcomes for our clients across those systems.
-  [AASA\\_SchoolLeadersDoingWorkRightWay.pdf](#)
  - This document summarizes the five schools districts profiled during the 2021-2022 school year that are building walls between schools and the justice system, engaging in restorative policies and practices, working to eliminate bias and disproportionality, and providing all children with fair and equitable access to high-quality opportunities. The districts profiled were Aldine Independent School District, Houston, Texas; Brownsville Area School District, Pennsylvania; St. Louis Public Schools, Missouri; Phoenix Union High School District, Arizona; and Riverhead Central School District, New York. These school districts have worked intentionally to reduce school-related juvenile justice interactions where the



superintendent and school system played a key role in changes to limit youth interaction with law enforcement, school-based arrests and juvenile justice. [This report was prepared with Aldine Independent School District, Brownsville Area School District, St. Louis Public Schools, and Riverhead Central School District.]

-  [GAO\\_DifferencesStudentArrestRates.pdf](#)
  - The Departments of Education and Justice are responsible for enforcing certain federal civil rights laws that prohibit discrimination in K-12 schools based on characteristics such as race, sex, and disability, including regarding police interactions with students. The House committee report for the Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations Bill, 2023, includes a provision for GAO to review the role of policing in schools, including the effect on students of different races. This report addresses (1) what Education's data show about the extent to which different student groups are arrested in K-12 schools and (2) whether police presence in schools is associated with student arrests.
  - What GAO Recommends
    - GAO is making three recommendations that Education: (1) collect arrest and referral data, by race, for students with disabilities who receive services under Section 504; (2) disclose the limitations of its 2021–2022 arrest data; and (3) clearly inform school districts about future changes to arrest and referral data in its civil rights data


collection. Education generally agreed with these recommendations.



-  Garcia\_AdvancingQuantCritRethinkSchoolToPrison.pdf
  - Latinx and Black youth are pushed out of school at a higher than average rate of 7.7% and 5.5%, respectively, compared to 4.1% of White youth. By “pushed out” we are referring to students who are labeled as “drop outs.” This language shift is important, as, “dropout” implies a choice made by students to leave school while “pushout” accounts for the various forces that lead to students leaving school. One factor that contributes to this alarming statistic is that harsh school punishment disproportionately affects racial and ethnic minority students in urban settings, rather than making school more accessible for them. Using data from the California Department of Justice and the Civil Rights Data Collection repository, we provide a descriptive analysis of the school-to-prison pipeline in Southern California.
-  Hall\_ConfrontingTraditionalSystemQualitativeStudy.pdf
  - The present study aimed to identify the challenges of implementing restorative practices in public schools across a Southern California county through the lens of key policy stakeholders. The goal was to address the current lack of research and help inform more equitable disciplinary measures in the United States.
-  Hullenaar\_YouthViolentOffendingSchoolOut.pdf
  - This study used violent victimization data from the National Crime Victimization Survey (1994–2018) to examine whether criminal justice interventions (i.e.

reporting to the police and arrest) for youth-perpetrated violence were more likely to occur in school than outside school. On average, violence at school was 8.4 percentage points less likely than violence outside school to be reported to the police, but if there was a police report, violence in school was 8.0 percentage points more likely to involve an arrest. These statistical differences remained stable throughout the study period. Further analyses of the pooled sample by the offender's gender and race found that school violence was associated with an increased likelihood of arrest only for Black youth, not White youth, and only for boys, not girls. Implications of these results for the school-to-prison pipeline argument are discussed.

-  Jacobs\_DisruptingSTPPCulturallyResponsiveBlackStuden...
  - The purpose of this qualitative study was to understand the knowledge base of educators regarding the implementation of culturally responsive classroom practices. This study was also conducted to determine if the consistent application of culturally responsive classroom practices could affect the disruption of the school to prison pipeline.
-  Morgan\_PreventingSchoolToPrisonPipeline.pdf
  - The disproportionate discipline of students of color leads to many negative outcomes. The use of exclusionary school discipline contributes to this problem. This form of discipline has been shown to make students feel socially isolated and to prevent them from making academic progress. The causes of the disproportionate discipline of

students of color involve a lack of teacher support and preparation, teacher misunderstandings, and the punitive systems often used in urban areas. Research on this topic reveals that certain practices would likely alleviate this problem. Some of these practices include implementing restorative discipline, providing better support for teachers, and hiring more teachers of color.

-  Morgan\_RestorativeJusticeSTPPLitReview.pdf
  - Black students experience out-of-school suspensions at a higher rate than other students. The higher rate at which these students are suspended is believed to contribute to a school-to-prison pipeline. This review article is designed to enhance the understanding of this problem by focusing on the factors that play a part in the school-to-prison pipeline. A purposeful sample of recently published literature by some of the leading scholars in this area was selected for analysis. Some studies indicate that school personnel may be biased in the ways they respond to Black students. The lack of teacher preparation and support has been documented to be one of the contributing factors as well. Researchers have also referred to the similarities between urban schools and other schools with high concentrations of Black students, arguing that these schools implement more punitive approaches to discipline. This review article enhances the understanding of a possible way to deal with this problem by including content about how implementing effective restorative discipline programs may alleviate the school-to-prison pipeline.

-  wicker\_darby\_EndingTheSchoolToPrisonPipelineInSouth...
  - Jason P. Nance succinctly summarizes the crisis of the school to prison pipeline:
    - [T]he most alarming aspect of these recent negative disciplinary and achievement trends is that some student racial groups are disproportionately affected. National, state, and local data across all settings and at all school levels clearly demonstrate that school administrators and teachers discipline minority students, particularly African-American students, more harshly and more frequently than similarly-situated white students. Further, empirical data manifest the substantial achievement gaps that exist between minority students and white students at every grade level. Moreover, schools that serve primarily disadvantaged and underachieving minority students typically have access to fewer resources to educate students. Those same schools more often rely on extreme forms of discipline, punishment, and control, pushing disproportionately high numbers of minority students out of school and into the juvenile justice system.
-  Wozolek\_LGBTQYouthOfColor.pdf

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