

Re-engagement Opportunities for Students in Washington County

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HSSN meeting

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Boys &
Girls Aid



SECOND HOME
— A Program of EMOregon

Why Re-engagement matters in Oregon

“A new analysis of data from 40 states and the District of Columbia by Stanford University education professor Thomas Dee in partnership with the Associated Press found that more than a quarter of students nationally were chronically absent in the 2021-2022 school year, up from 15% just before the pandemic. That’s an additional **6.5 million students** who were chronically absent than before the pandemic, Dee said in a call with reporters.

Oregon had the fourth highest rate of absenteeism of any state, with 36.1% of students missing 10% or more of the school year. The state trailed only Michigan (38.5%), New Mexico (40.4%) and Alaska (48.5%).

Students who miss big chunks of the school year tend to struggle academically and socially, especially as they fall farther behind and despair of ever being able to catch up, researchers at the Oregon Department of Education say. **They are less connected to clubs, activities, teachers and friends and more vulnerable to dropping out”**

<https://www.oregonlive.com/education/2023/08/oregons-chronic-absenteeism-rate-1-of-nations-most-alarming.html>

“More than 38% of Oregon students missed at least three weeks of school in 2022-2023, an ominous statistic that was even grimmer than the previous year, when students first returned to school buildings full time.

Approximately 200,000 students were considered chronically absent — defined as missing at least 10% of school days — setting them up for not learning to read and failing to graduate from high school, according to data released Thursday by the Oregon Department of Education.”

<https://www.oregonlive.com/education/2023/10/oregons-abysmal-chronic-attendance-problem-grew-even-worst-last-year-state-reveals.html>

“Dropping out of high school is related to a number of negative outcomes. According to data from the Census Bureau’s 2017 Current Population Survey (CPS), the median earnings of adults ages 25 through 34 who worked full time, year round and who had not completed high school were lower than the earnings of those with higher levels of educational attainment. For example, median earnings for full-time workers ages 25 through 34 who had not completed high school (\$26,000) were lower than those of workers whose highest education level was high school completion (\$32,000), an associate’s degree (\$39,000), or a bachelor’s or higher degree (\$55,000). Among 25- to 34-year-olds in the labor force, the unemployment rate for high school dropouts (13 percent) was higher than the unemployment rate of those whose highest level of educational attainment was a high school credential (7 percent).² In addition, dropouts age 25 and older were reported being in worse health than adults who were not dropouts, regardless of income (Pleis, Ward, and Lucas 2010). Dropouts also make up disproportionately higher percentages of the nation’s institutionalized population than of the nation’s noninstitutionalized population.³ Relative to individuals who complete high school, the average high school dropout costs the economy approximately \$272,000 over his or her lifetime in terms of lower tax contributions, higher reliance on Medicaid and Medicare, higher rates of criminal activity, and higher reliance on welfare (Levin and Belfield 2007)”

<https://nces.ed.gov/programs/dropout/intro.asp>

What this grant can offer (through us at least)

“Outreach Services including identification and contact of youth who left school prior to achieving a high school diploma or its equivalent; referral services; culturally specific and trauma-informed engagement; and ongoing retention support for Eligible Youth

- Educational Services which deliver specialized education, training, and/or support services that are structured and lead to high school graduation and GED completion for reengaged youth including: credit-bearing, diploma-track high school education; academic remediation; credit recovery; GED Options and other GED preparation and testing; and Post-Secondary Access;
- One-on-one academic and career coaching, and/or case management;
- Supportive Services such as mental health counseling, substance abuse counseling, navigation and connection to social services, childcare, transportation assistance, housing assistance, basic needs assistance, and Affinity Groups;
- Post-Completion Services to support transition to career or college or both types of services to current reengaged youth who have earned a diploma or GED credential while enrolled in a Reengagement Program supported by Agency”

What this Grant can Offer

“Through both direct services and partnership(s), the Applicant must implement the proposed Reengagement Services while ensuring access to Educational Services for high school completion. Reengagement Services are:

- Outreach Services including identification and contact of youth or its equivalent; referral services; culturally appropriate services for Eligible Youth
- Educational Services including workforce development training; post-secondary education and training; job skills training; internship placement; job placement; and career and technical education
- Supportive Services such as mental health counseling, substance abuse counseling, navigation and connection to social services, childcare, transportation assistance, housing assistance, basic needs assistance, and Affinity Groups;
- Post-Completion Services to support transition to career or college or both types of services to current reengaged youth who have earned a diploma or GED credential while enrolled in a Reengagement Program supported by Agency and determined to fit within the Scope of Activities of this RFA”

EMAIL US AND WE'LL FIGURE OUT WHAT WE CAN OFFER

Who can it serve?

Youth age 14-24 who are not currently enrolled in high school, and have not earned a high school diploma or high school equivalency credential such as a GED credential.

Youth age 14-21 who are defined as a dropout under ORS 339.505, and not exempt from attending public school under ORS 339.030, and have not earned a high school diploma or high school equivalency credential such as a GED credential.

Youth age 14-24 who are recommended by the Oregon Youth Authority, the Oregon Department of Human Services, Juvenile Court Judges, County Juvenile Departments, the Housing and Community Services Department, a community college, a Federally-Recognized Tribe, a School District, or an Education Service District, and have not earned a high school diploma or high school equivalency credential such as a GED credential;

Youth age 16-21 who are enrolled in a high school, initially enrolled in high school one or more years prior, and have not earned a high school diploma or high school equivalency credential such as a GED credential; and have earned 3 or more credits fewer than the expected number of credits to be earned based on the duration of enrollment, and have had irregular attendance or been removed from active enrollment in a school program due to absences.

Long Story Short?

If you encounter a youth aged 14-24, they do not have a High School Diploma or GED and are not regularly attending school but you think they would benefit from re-engagement services, refer them to us and we can figure out eligibility.

Angelina's Role

- Oversees the Engagement Program for BGAID, half Homeless Prevention & half Education Re-engagement
- Provides Education Re-engagement to youth 14-24 throughout Washington County
- One-on-One case management where there is goal setting, service planning, and life skill building
- Can provide financial assistance to cover education related costs
- Support with addressing and removing barriers to education
- Help accessing and building resources in the community
- Aftercare check ins

Frances's Role

- I am happy to go anywhere in Washington County
- If appropriate we can consider a host home but not required to work with me.
- One on one case management
 - Referrals primarily through the school counselors and McKenny-Vento Liaisons
 - Resources
 - Advocacy
 - Mentorship
- Resource Room at the Forest Grove UCC Church
 - Internet access (wi-fi and shared computers)
 - Homework support
 - Connection to resources
 - Hot drinks (obviously the most important)

Challenges we are facing

- Outreach and finding these students not engaging with school
- Schools not sharing engagement data
- Accessing consistent communication
- Not having enough resources
- Navigating student schedules
 - The need for programs that exist outside of regular school hours
 - Especially for in-person programs. We are encountering multiple students who need to work or have other barriers to attending school who find that online school programs are just not working for them.
 - Or for diploma programs not GEDs

FYI...YEHP tuition and fee waiver

- In 2022 the Oregon legislature passed HB 4013 which expanded a previous bill to expand the tuition and fees waiver (for a state school in OR) from individuals who had been in the foster care system to include youth who experienced homelessness AND who worked with a contracted DHS agency for at least six months
- More info [here](#)
- Contracted agencies (in the Portland Metro Area) are listed on the next slide
- If you have questions about this, please reach out to me and I will help you figure out who to talk to.

FYI...YEHP tuition and fee waiver

Portland Metro

- [AntFarm Youth Services](#)
- [Boys and Girls Aid](#)
- [College Housing Northwest](#)
- [DevNW](#)
- [Ecumenical Ministries of Oregon](#)
- [HomePlate Youth Services](#)
- [Immigrant and Refugee Community Organization](#)
- [Janus Youth Programs](#)
- [Kindred Partners](#)
- [Native American Youth and Family Center \(NAYA\)](#)
- [New Avenues for Youth](#)
- [Outside In](#)
- [Parrott Creek](#)
- [Youth Progress Association](#)

Questions?



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