



OREGON
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EDUCATION

Oregon's Cradle to Career Applying an Equity Lens

Tuesday, March 26, 2019



Time on the Clock of the World



In Lak'ech

Tu eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Luis Valdez



Governor
Kate Brown



“...ensure Oregon’s children, students and young people are provided the full benefit of programs as intended and consistent with the Oregon Equity Lens for education.”



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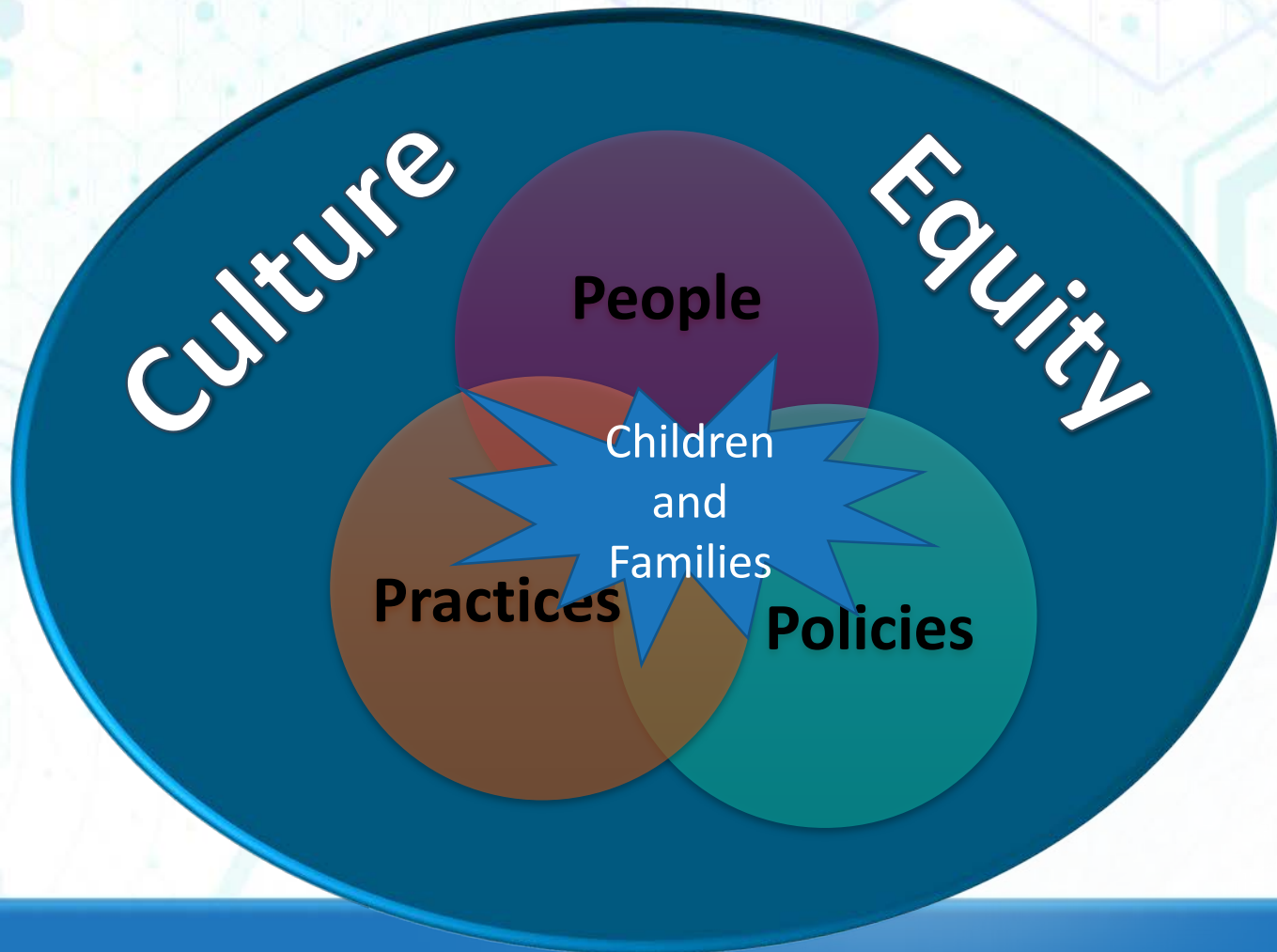
Essential Questions

How should new investments be structured to support students and families of color?



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Organizational Sustainable Equity Framework Cradle to Career



A Sobering Observation

"All organizations are designed, intentionally or unwittingly, to achieve precisely the results they get."

R. Spencer Darling



Oregon

Chief Education Office Vision Statement

Our vision is to build and coordinate a seamless system that meets the needs of students from cradle to career, and ensure support and opportunities to prosper.

Equity Lens: Preamble

In 2011, the Oregon Legislature created the Oregon Department of Educational Equity and Excellence for each and every student. We believe that we must ensure sufficient resource is available to the success of every child and learner in Oregon is the mission of the Chief Education Office, we continue this critical work. The attainment of a quality education strengthens all Oregonians to the benefit of us all. It is through educational equity that we place to live and make progress towards becoming a state of innovation.

Oregon faces many growing opportunity and system competitiveness and our capacity to innovate. The future is measured by graduation rates, state assessments and the needs of communities of color, immigrants, migrants, and refugees. Communities of color make up over 30% of our state- and are growing. Systemic gaps have continued to persist. As our diverse student population grows, we recognize the strengths of these students remains stagnant for everyone in Oregon. The persistent educational disparities have led to economic output¹ and these losses are compounded by these inequalities.

¹ Alliance for Excellent Education. (November 2011). *The high cost of inadequate high schools*. www.all4ed.org

The second opportunity gap is one of growing disparity between Oregon and the rest of the United States. Our achievement in state benchmarks has remained stagnant and in some communities of color has declined while other states have begun to, or have already significantly surpassed, our statewide rankings. If this trend continues, it will translate into economic decline and a loss of competitive and creative capacity for our state. We believe that one of our most critical responsibilities going forward is to implement a set of concrete system changes and policies to reverse this trend and deliver a truly student-centric education system that improves outcomes and opportunities for students across Oregon.

The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment. We are simultaneously committed to identifying strengths in communities and promising practices in our educational systems.

Beliefs:

We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”

We believe that the students who have previously been described as “at-risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our State education goals.



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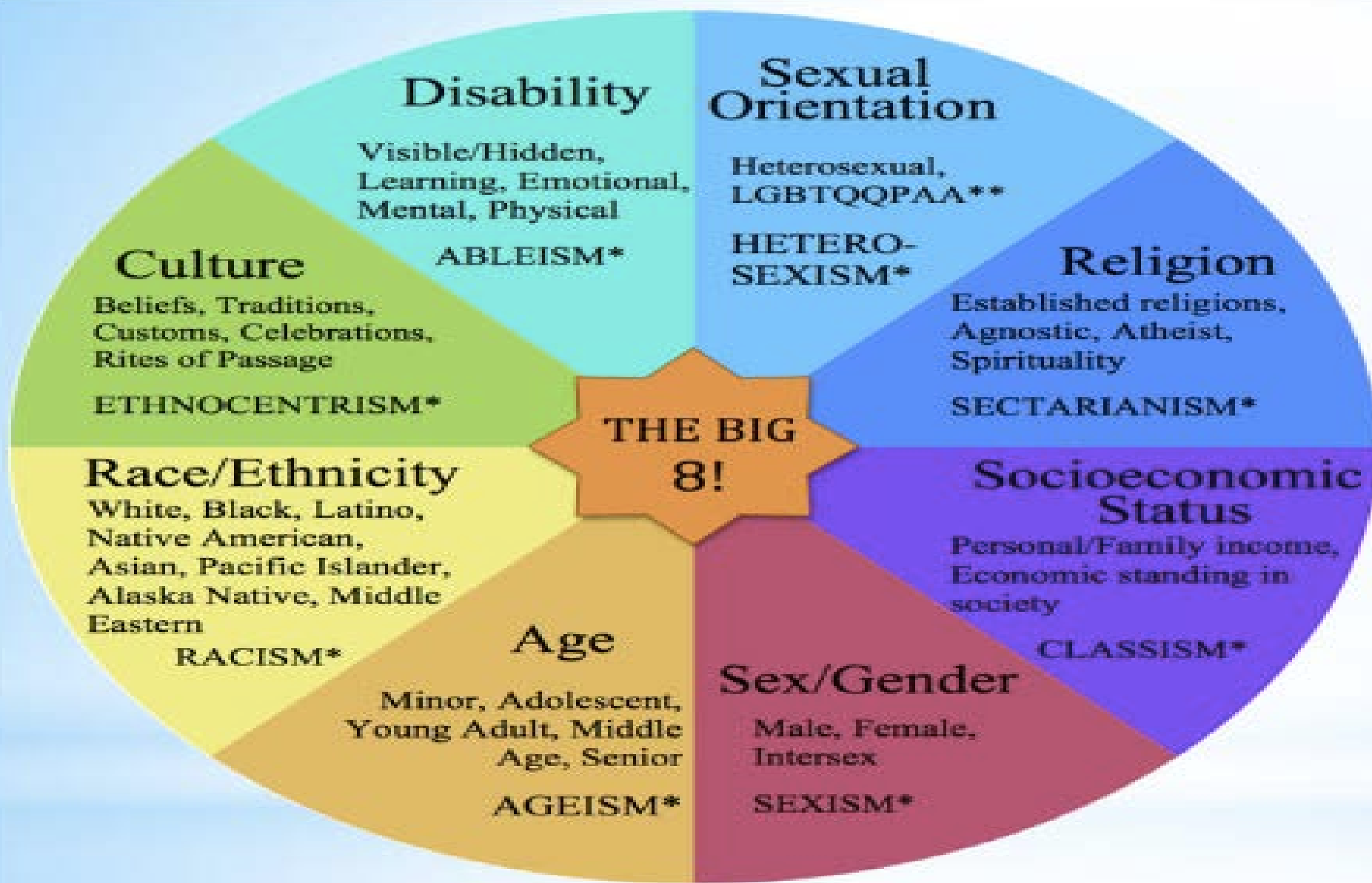
***BUILDING OUR WILL, SKILL AND KNOWLEDGE TO INTERRUPT RACIAL
INEQUITIES IN THE SYSTEMS THAT TAKE CARE OF OUR CHILDREN
AND OUR CHILDREN OF COLOR***

Essential Community Reflection

- In our effort to create more personalized environments for our children, “failing our children” takes on a new - double meaning.

Are our children and families failing or are we failing our families and children?

Who are the families and children we are failing?





DISCOURSE I AND II

ADAPTED FROM "CHANGING THE DISCOURSE IN SCHOOLS," BY EUGENE EUBANKS, RALPH PARISH, AND DIANNE SMITH,

"The change process"	The desired circumstances
Improving what exists	Changing something significant
Techniques, methods, and content	Learning and school relationships
Symptoms	Causes
The way things are	What could be
Blaming others for not meeting our standards	Questioning whether our standards are hindrances
Discipline and control	Alienation and resistance
Competency	Relevance
The familiar	The uncomfortable
Answers and solutions	Dilemmas and mysteries
Information transfer	Knowledge creation
Ability and merit	Privilege and oppression
Dropouts	Pushouts
Reproduction	Transformation
The work of adults	The learning and experience of students

ADDRESSING EDUCATIONAL EQUITY

both Gaps & Forms

FORMS OF INEQUITY:

SOCIETAL

FAMILIAL

STAFFING

SOCIO-ECONOMIC

LINGUISTIC

INSTRUCTIONAL

CULTURAL

PROGRAMMATIC

ASSESSMENT

Opportunity Gap

Achievement Gap

Access Gap



**Children
& Families
We Serve**

Worthiness Gap

Teaching Gap

Learning Gap



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Worthiness Gap

- The “**Worthiness Gap**” exists when students internalize the discrimination, marginalization and exclusion that they feel in schools and society in general.
- When only deficits are seen and their assets ignored, students believe they are worthless and outsiders.
- They internalize the negative messages they receive repeatedly in schools. They lack the confidence to try because they believe they will fail or fear they will fail. This fear may lead to an impairment of their performance.



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Essential Questions

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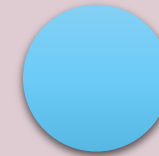
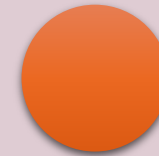
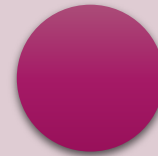
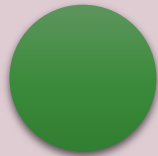
Legislative Equity Investments

English
Language
Learners: HB
3499 (2015)

Poverty
Weights:
HB 2968
(2015)

Poverty
Report:
HB
4057

Tribal
Attendance
Pilot
Projects
(2017)



African
American
Student
Success
Plan: HB
2016
(2015)

Trauma
Inform
Pilot:
HB
4002
(2016)

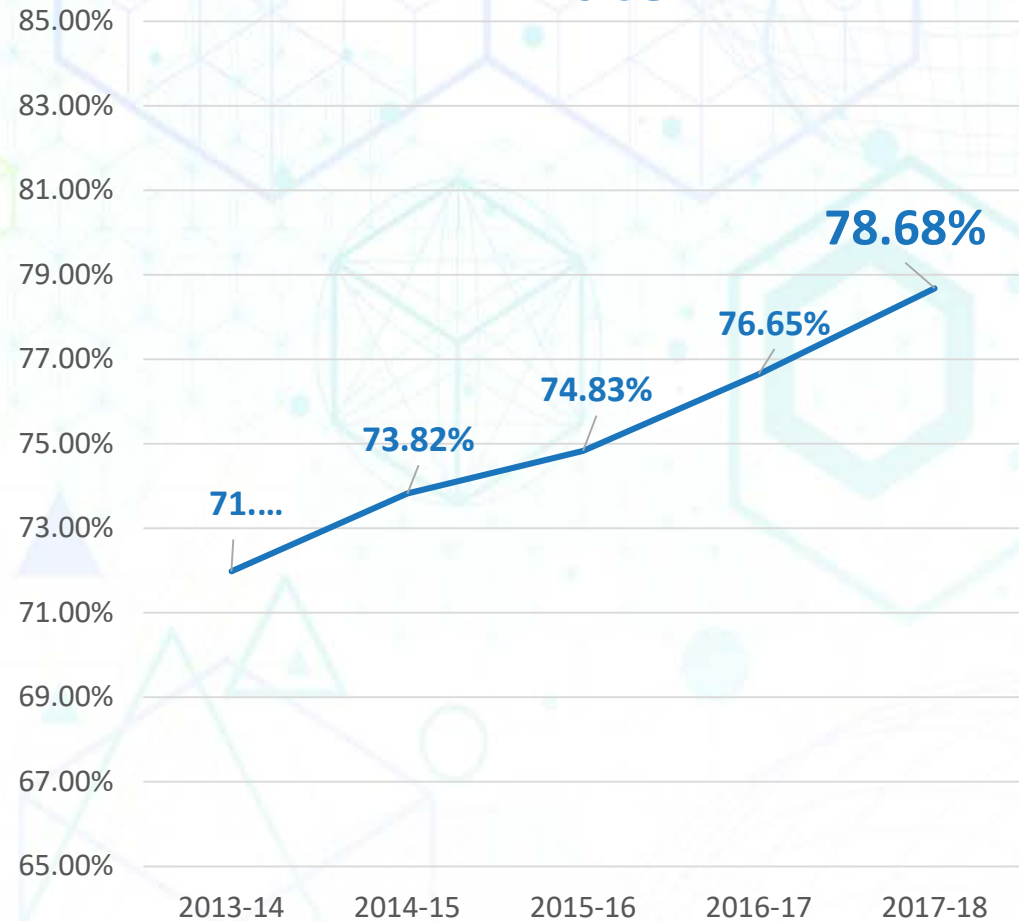
Ethnic
Studies:
HB
2845
(2017)

Tribal History/
Shared
History: SB 13
(2017)



4-year Cohort Graduation Rate

Student Group	4-Year Graduation Rate For 2017-2018	Increase From 2013-14
All Students	78.6%	6.7 points
Native Hawaiian/ Pacific Islander	75.4%	4.7 points
American Indian/ Alaska Native	65.3%	11.8 points
Black/African American	68.0%	7.8 points
Hispanic/Latino	74.6%	9.7 points
Multi-Racial	69.8%	8.6 points
Former English Learners	82.5%	(New Group)





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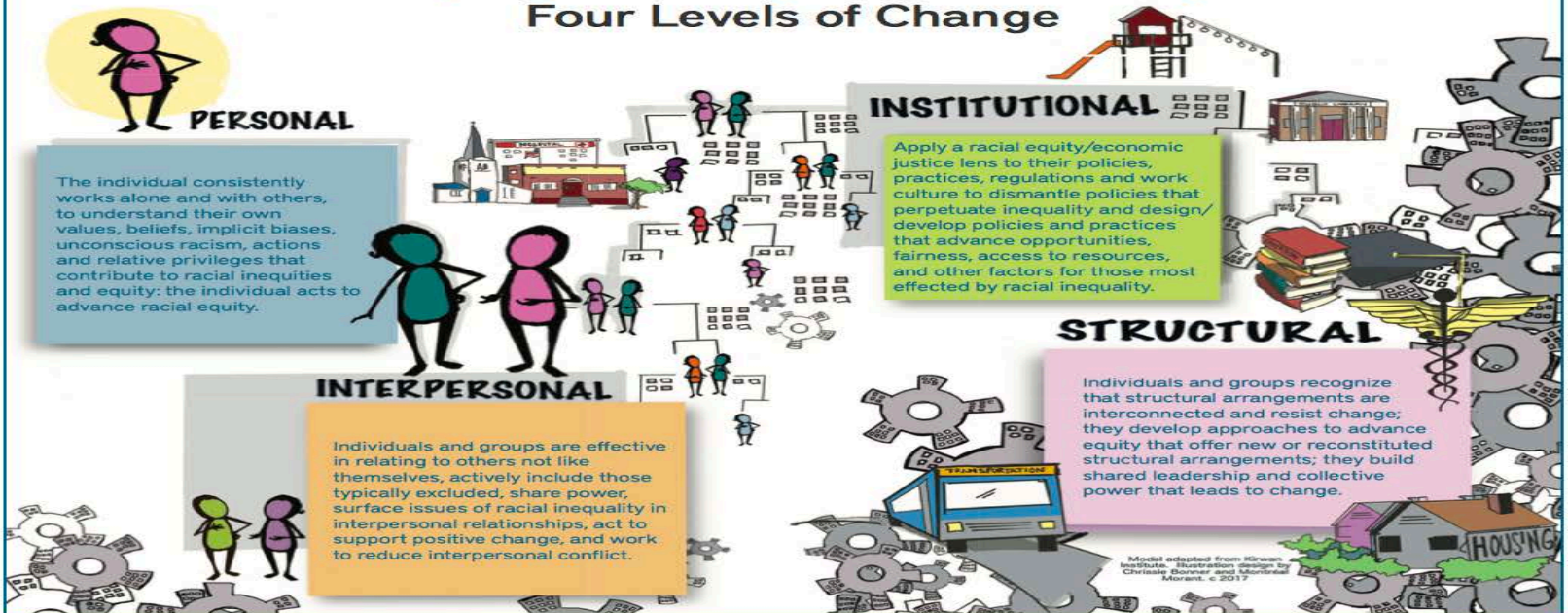
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Resources



Equity Action Framework

Racial Equity in Early Childhood Systems Four Levels of Change



OCTOBER 2017

Developed by: Sherri Stewart Killins, EdD; Michelle Stover-Wright, MS; Aisha Ray, PhD



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Early Learning System: Raise Up Oregon

- *Raise Up Oregon*, the early learning system plan for the next five years (2019-2024), identifies the need to develop cross agency and sector approaches to equity funding opportunities to meet the needs of historically underserved children and families in our state.

SUBJECT: Title of topic/OAR # and Title
STAFF NAME & OFFICE:

Summarize the issue. Three to five sentences that explains the subject and the need for board attention—what's the problem/concern/issue? If this is a rule, what is the change that needs to be made?

☐ New Rule ☐ Amend Existing Rule ☐ Repeal Rule

☐ Consent Agenda
☐ First Reading
☐ Presentation
☐ No
Presentation
☐ Action
☐ Temp Rule

BACKGROUND

Include the following points for new OARs, OAR updates or changes

1. History:
 - a. What prompted the rule (why do we have it)? State law? Federal law? Incident? Why are changes/amendments being proposed?
 - b. What is the current requirement in rule or statute?
2. Purpose
 - a. What function does the current rule hold?
 - b. How long has the rule been in place?
3. Does the board have any areas of discretion or is this strictly mirroring statute?
 - a. If the board does have discretion, those areas should be called out here or in next section.
4. Stakeholder voice/input (individual and collective i.e., groups)
 - a. Who was involved in bringing this to the Board?
 - b. What did engagement in this process entail?
 - c. Who may be affected by this?
 - d. Whose voice is missing potentially?
 - e. What additional information does the Board need prior to moving forward?

SUMMARY OF PREVIOUS BOARD ACTION

1. Has this been before the board before? If so, what action did the board take?

HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

- ☐ N/A; first read—hasn't been before board
☐ No; same as last month
☐ Yes – As follows:



State Board of Education Guiding Questions

Objective: These core questions were influenced by the Equity Lens and have been modified to assist the State Board of Education as rule changes and policy decisions are considered.

1. Who are the historically underserved groups affected? What is the potential impact of the rule changes or policy decisions on these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact of the rule change or policy decision on eliminating the opportunity or achievement gap?
3. How does the rule change or policy decision advance Oregon's 40-40-20 goal?
4. What are the barriers to more equitable outcomes, either:
 - a) State or federally mandated?
 - b) Political?
 - c) Emotional?
 - d) Financial?
 - e) Programmatic?
5. How were stakeholders who are also members of the communities affected by this rule change or policy decision intentionally involved?
6. If the rule change or policy decision has tribal implications and it has been deemed appropriate by the Department's Tribal Liaison, the Deputy Superintendent, or State Board, has there been engagement or collaboration with tribes in this rule change or policy decision?
7. How has the Oregon Department of Education modified or enhanced the rule change or policy decision to address the needs of historically underserved communities?



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www.grantcraft.org

grantcraft
PRACTICAL WISDOM FOR GRANTMAKERS

- 2** What is a racial equity lens?
- 4** How a racial equity lens works
- 9** Applying a racial equity lens
- 13** Implementing a commitment to racial equity
- 22** Looking inward: using a racial equity lens inside your foundation

In partnership with



GRANT MAKING WITH A RACIAL EQUITY LENS

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FOUNDATION CENTER



EQUITY AND EMPOWERMENT LENS

2012

2015

race forward 
THE CENTER FOR RACIAL JUSTICE INNOVATION

Race Reporting Guide

A RACE FORWARD MEDIA REFERENCE

- Guidelines for covering key issues with a racial lens
- Reporting on specific racial and ethnic groups
- Harmful racial discourse practices to avoid
- Key terms and concepts
- Online resources

Racial Equity Impact Assessment Guide for Economic Policies and Public Budgets

Stage	Questions for Consideration
1. Analyzing Current Problems	<p>A. What are the adverse effects that different disadvantaged racialized communities experience under current conditions, policies, practices, and expenditures?</p> <p>B. What are the causes or contributing factors (e.g. unfair policies and practices, inequitable or insufficient funding formulas) that produce or perpetuate the inequities?</p> <p>C. What data or evidence is available or can be collected to demonstrate the racial inequities, adverse effects, contributing causes, trends and current needs?</p>
2. Developing and Advancing Proposed Changes	<p>A. What steps can insure public input and participation by the most disadvantaged racial communities and stakeholders in developing proposed policies and budgets?</p> <p>B. What new policies, programs, funding streams are needed to address the needs and inequities that different racialized communities face?</p> <p>C. What changes in existing policies, programs, budgets would reduce racial inequities?</p> <p>D. What new opportunities can be created to enhance equity, inclusion and unity across different racial/ethnic groups?</p> <p>E. What specific equitable outcomes will this achieve and what are the success indicators?</p> <p>F. How can these proposed changes be effectively designed in such a way to make them most viable, enforceable and sustainable?</p>
3. Analyzing Current Proposals	<p>A. Will the proposal reduce, limit or eliminate programs that are vital to or disproportionately needed by, particular disadvantaged racial/ethnic communities?</p> <p>B. Will the proposal increase, expand or create programs that are vital to or disproportionately needed by, particular disadvantaged racial/ethnic communities?</p> <p>C. Will the proposal miss or create opportunities to benefit and unify people across different racial/ethnic communities?</p> <p>D. Will there be enough money allocated to address real racial inequities with fair and sustainable revenue streams?</p> <p>E. Will there be adequate provisions to ensure success and fairness, including sufficient public participating by stakeholders in development, implementation and evaluation?</p> <p>F. What modifications in the proposal are needed to maximize racial equity and inclusion?</p>

Success



what people think
it looks like

Success



what it really
looks like



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Our Community



Talking About Race and Racism Isn't Divisive ---It's Absolutely Necessary



“We can’t ever hope to heal the wounds that racism has inflicted – and continues to inflict – on a significant portion of our fellow citizens/residents if we refuse to talk about it.”



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Thank You!

