



# Place, Race & Poverty

Regional Achievement Collaborative Summit

August 14, 2015

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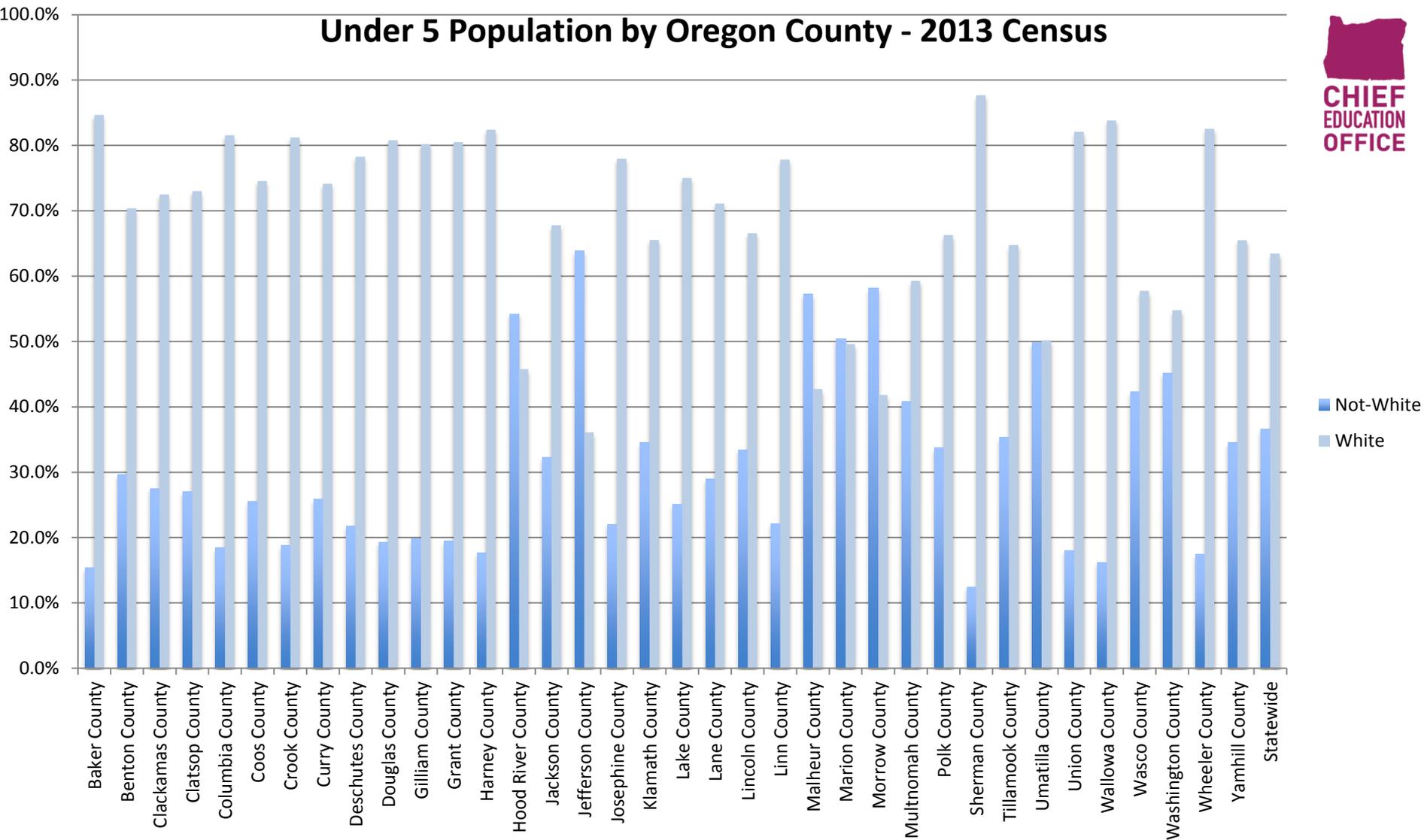
# The Equity Lens

- Passed by the OEIB in 2012, focused on race
- Adopted in similar form by other governing boards, agencies, districts, and institutions
- Creating a new narrative
- Raising new questions
  - How to implement?
  - How to communicate?
  - How do we include other conditions that cause inequity (like socio economic status)?

# Why Race?

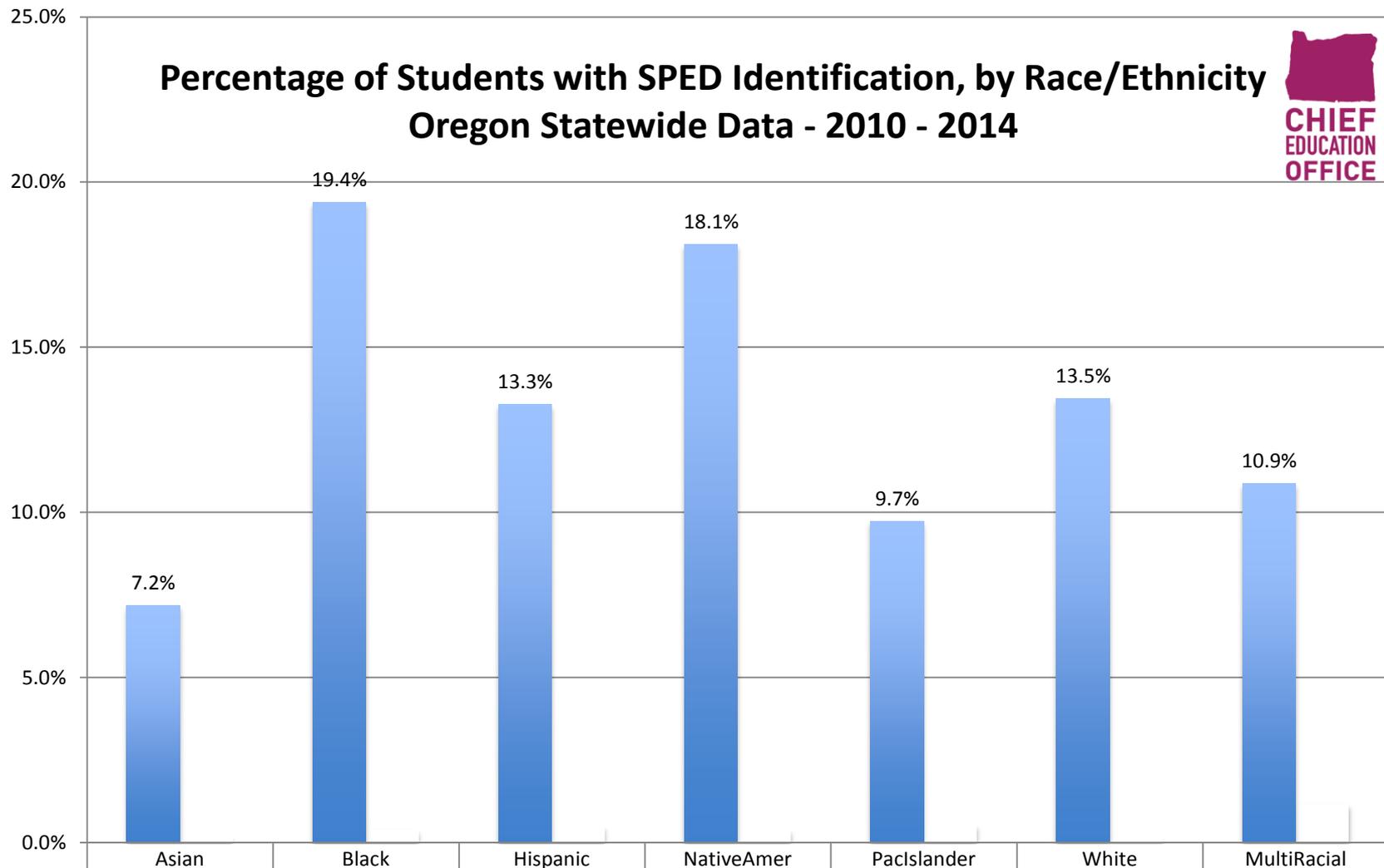
- Race/ethnicity is a predictor of poverty, special education status, talented and gifted status, high school graduation, post-secondary credentials and degrees
- The key strategies to combat racism and promote inclusion benefit all students
- Race/ethnicity is a good first step in understanding intersectionality

## Under 5 Population by Oregon County - 2013 Census



Why race: Statewide in Oregon, 33% of children under 5 are children of color. In six Oregon counties, there are more children of color than white children.

## Percentage of Students with SPED Identification, by Race/Ethnicity Oregon Statewide Data - 2010 - 2014



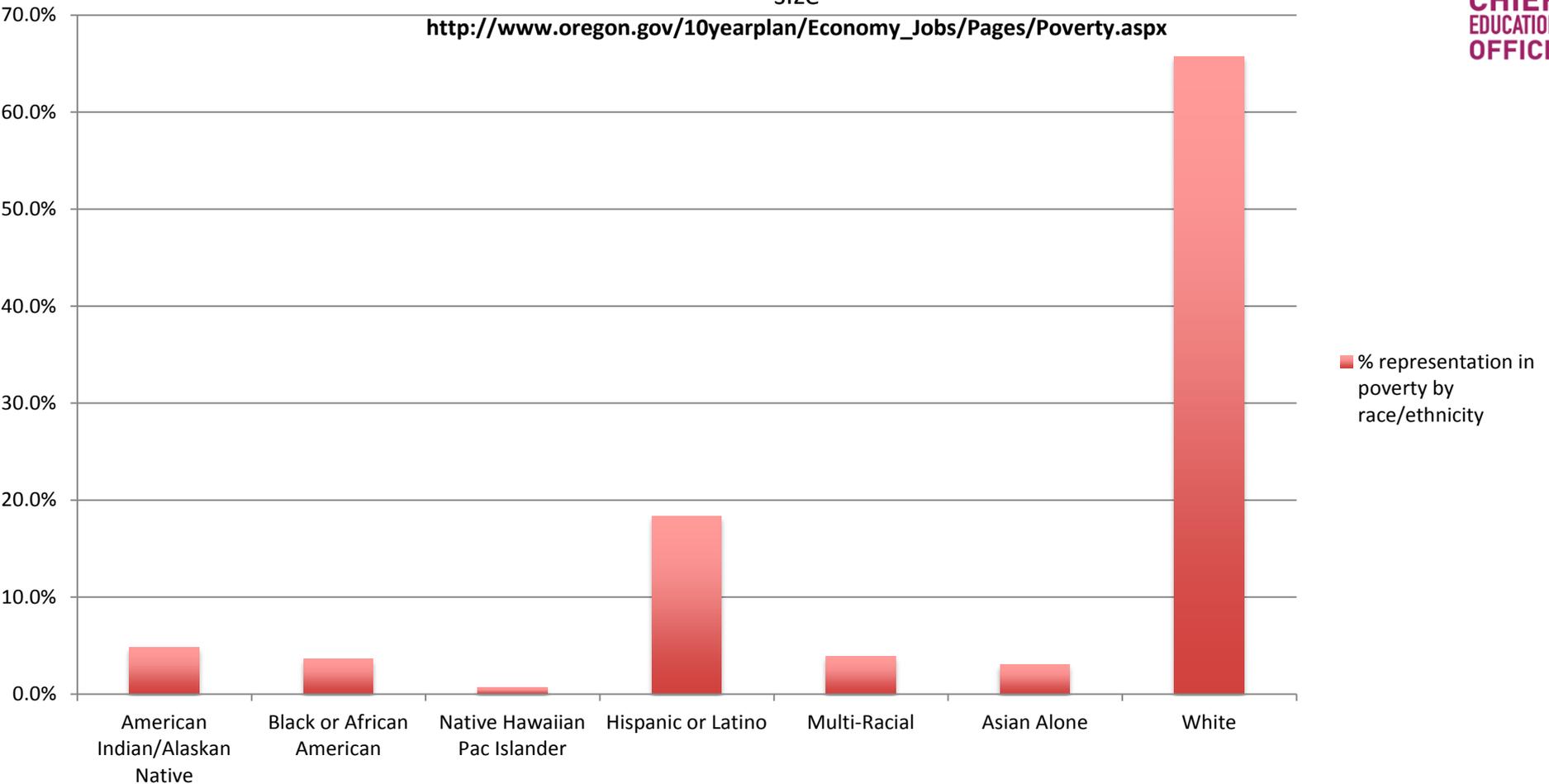
<b>% of population in SPED</b>	7.2%	19.4%	13.3%	18.1%	9.7%	13.5%	10.9%
<b>StdDev</b>	0.2%	0.4%	0.5%	0.4%	0.6%	0.2%	1.2%

Why race: Statewide in Oregon, Black/African American and Native American students are over-represented in Special Education

# Oregon Statewide Poverty Data by Race/Ethnicity 2009-2013

The percentage of individuals whose family income falls below the poverty threshold for their family size

[http://www.oregon.gov/10yearplan/Economy\\_Jobs/Pages/Poverty.aspx](http://www.oregon.gov/10yearplan/Economy_Jobs/Pages/Poverty.aspx)



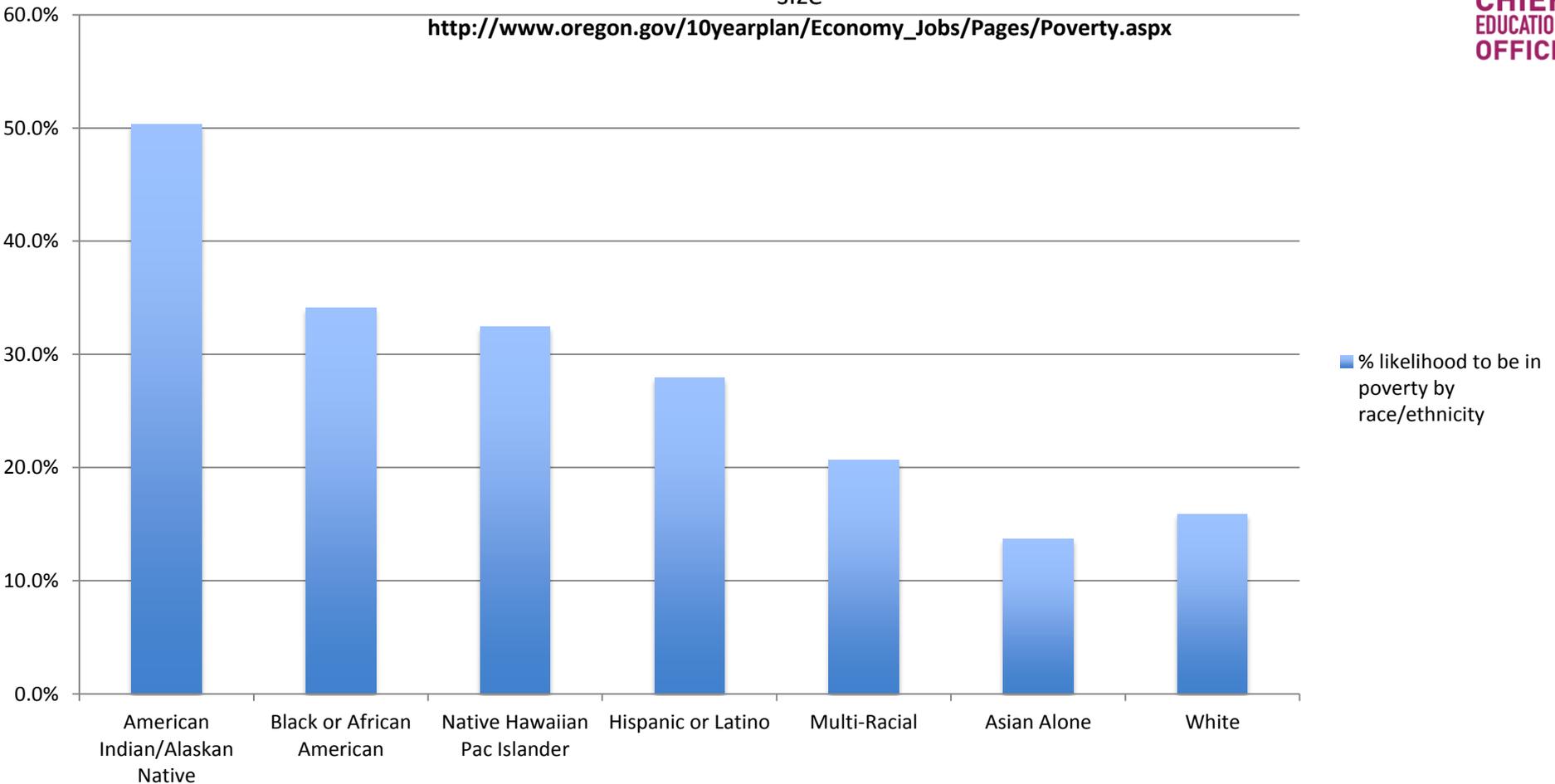
Why race: Statewide in Oregon, most families navigating poverty are white.

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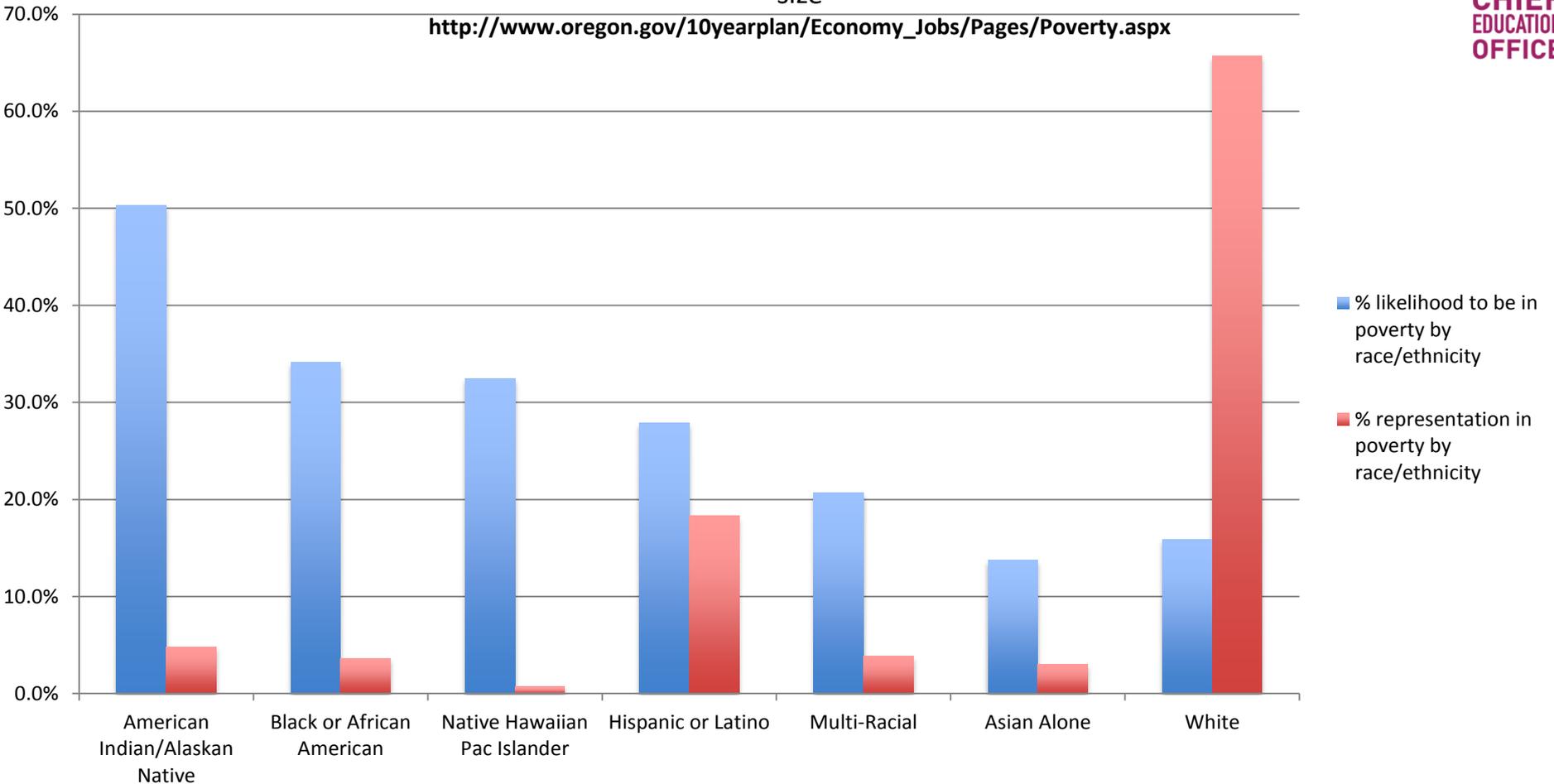
[http://www.oregon.gov/10yearplan/Economy\\_Jobs/Pages/Poverty.aspx](http://www.oregon.gov/10yearplan/Economy_Jobs/Pages/Poverty.aspx)



Why race: Statewide in Oregon, 50% of American Indian/Alaskan Native and over 30% of Black/African American and Native Hawaiian/Pacific Islander families are navigating poverty.

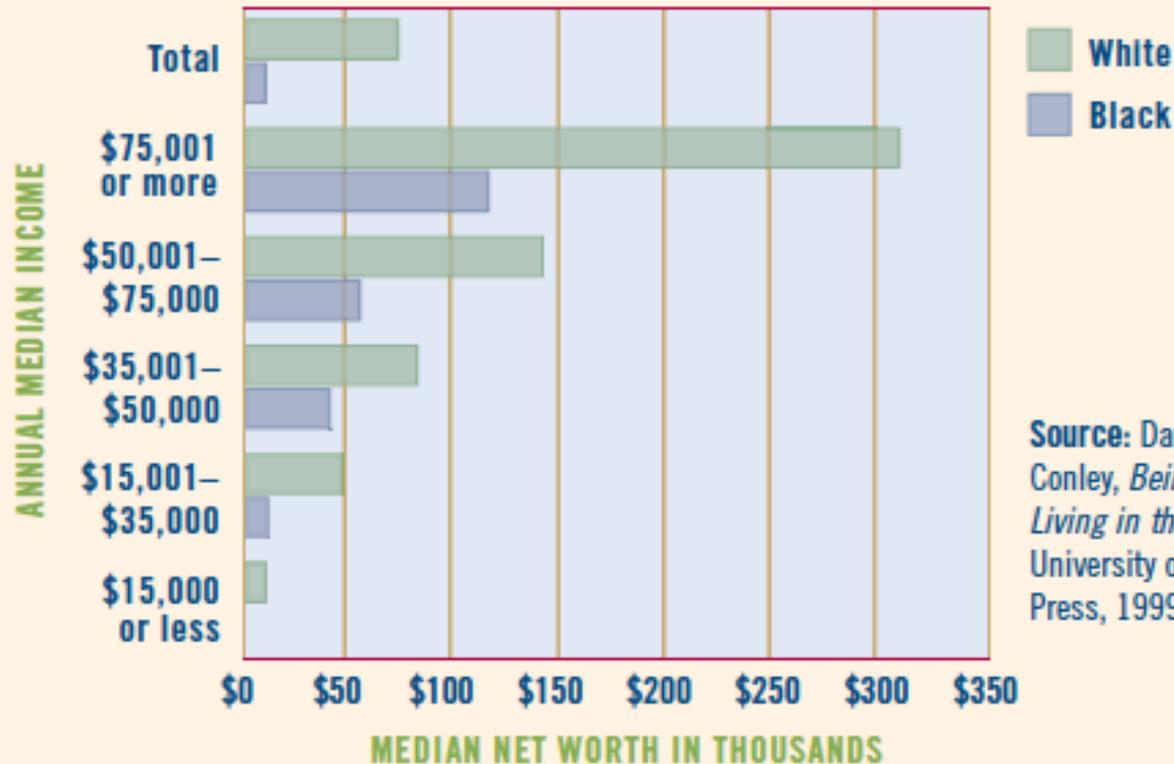
# Oregon Statewide Poverty Data by Race/Ethnicity 2009-2013

The percentage of individuals whose family income falls below the poverty threshold for their family size



Why race: This is a comparison of the likelihood of families to be navigating poverty to the number of families navigating poverty.

# Accumulated Wealth



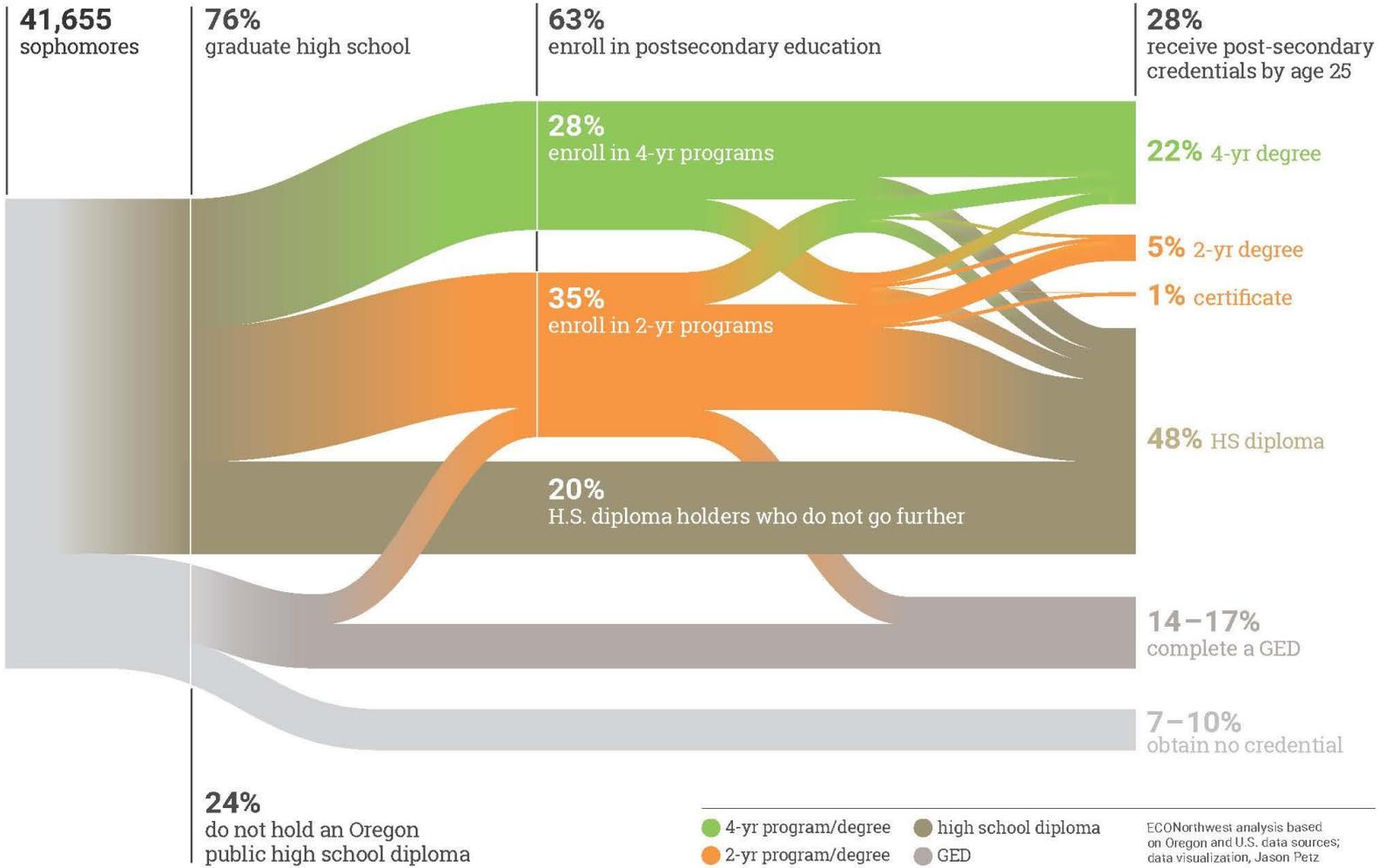
Source: Data from Dalton Conley, *Being Black, Living in the Red* (Berkeley: University of California Press, 1999), 27.

Why race: Nationwide, Black workers who make the same salary as White workers have significantly less net worth.

# The Education Pathway

Where the Oregon public high school class of 2006\* went over the next nine years

\*sophomores in 2003-04

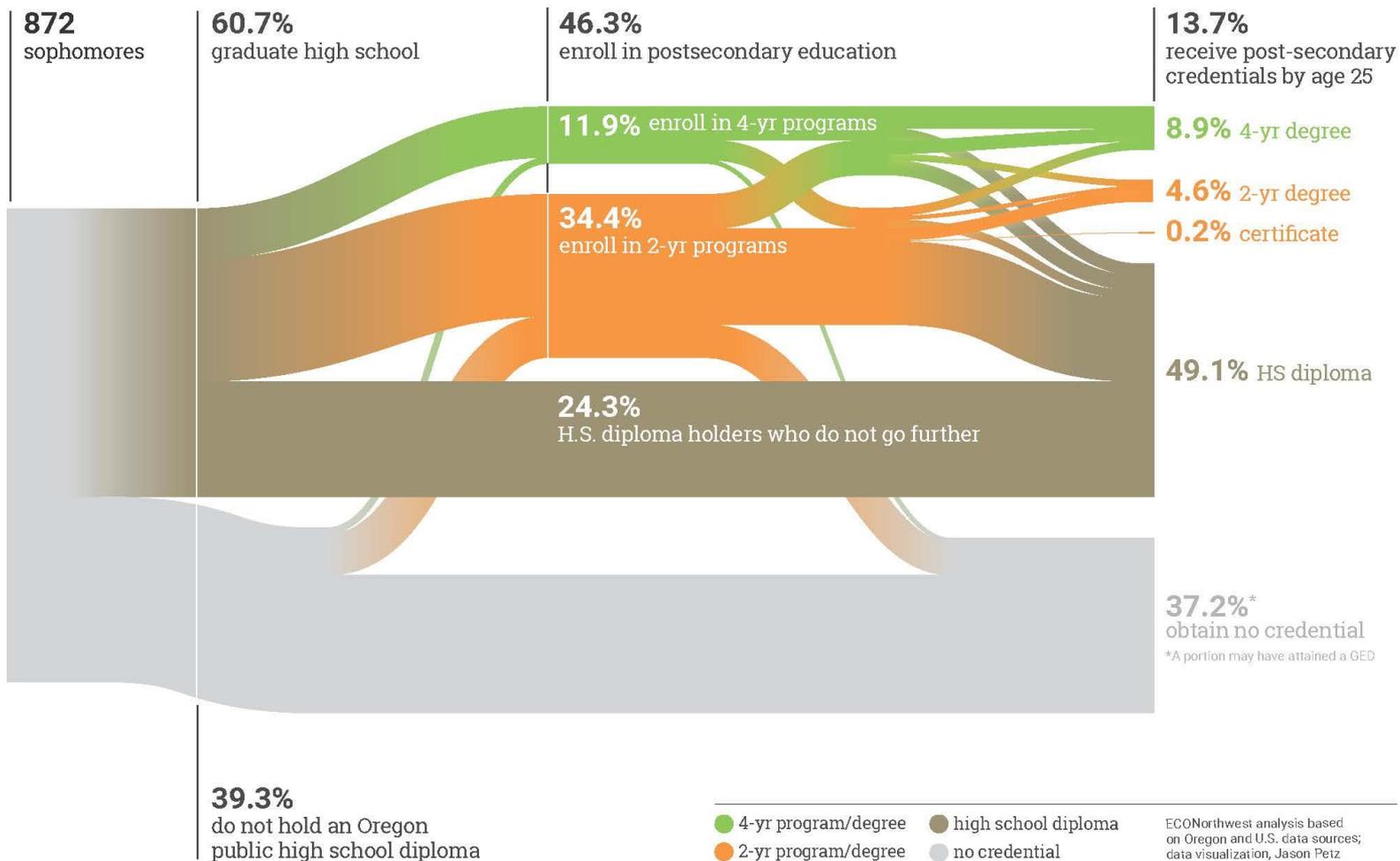


# The Education Pathway

NATIVE AMERICAN STUDENTS

Where the Oregon public high school class of 2006\* went over the next nine years

\*sophomores in 2003-04



ECONorthwest analysis based on Oregon and U.S. data sources; data visualization, Jason Petz  
 To learn more: [oregonlearns.org](http://oregonlearns.org)

# Culturally Responsive Curriculum, Instruction and Assessments

- Benefits all students
- Diverse curriculum; place-based curriculum
- Culturally responsive versions of current strategies
- Clubs and student unions; solidarity
- Student's Bill of Rights for assessment

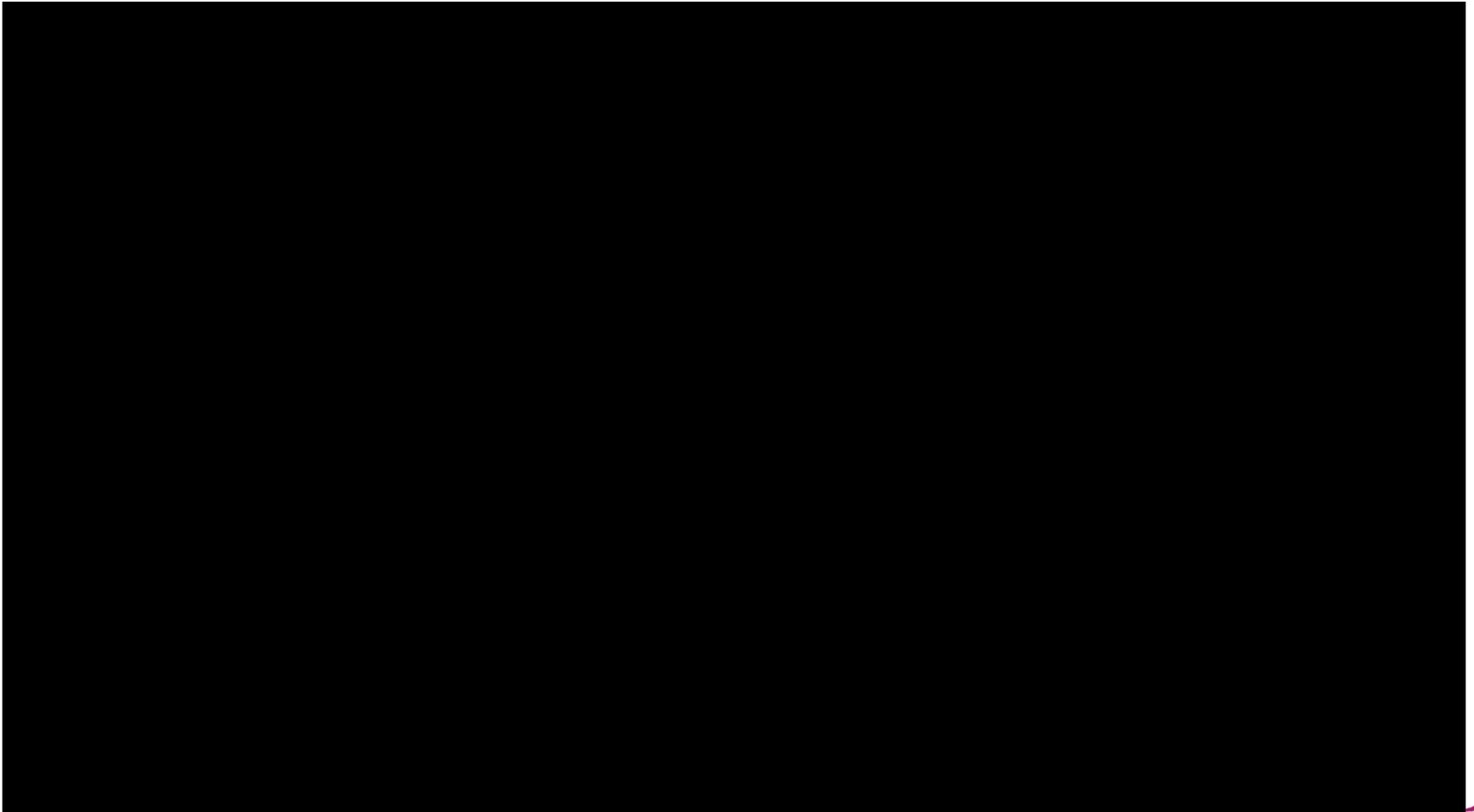
# Intersectionality

- Moving from the simple to the complex
- The danger of a single story
- A poverty lens

# Complexity

- Each story of our students and families is complex and nuanced, these stories are less reliable, but more valid
- Quantitative comparisons require simplified models that are more reliable, but less valid
- Challenge is keeping in mind both the complex individual stories and the aggregate to find a balance of reliability and validity

# Chimamanda Ngozi Adichie: The Danger of a Single Story





# No research to support the a “Culture of Poverty”

- Significant variations among families navigating poverty
- Much more similarity based on race/ethnicity and place
- No differences in linguistic ability or “word gap” based on economic status
- “Culture of Poverty” is a deficit perspective; normalization of one definition of success
- Benefit: first step in understanding

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# Poverty Lens

- Defined in a context of race/ethnicity and place
- Historical and multi-generational
- Funds of Knowledge
- Asset based community engagement
- Recognition how education is affected by and can affect the macro economic conditions in Oregon

