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## OREGON EDUCATION INVESTMENT BOARD

### Equity and Partnerships Subcommittee

Members: Nichole June Maher; Chair, Ramon Ramirez,  
Julia Brim-Edwards, Mathew Donegan, Samuel Henry, Harriett Adair, Janet Dougherty-Smith

**April 1, 2015**  
**8:30am – 10:30am**  
**NorthWest Health Foundation**  
**221 NW 2nd Ave., #300**  
**Portland, OR 97209**

*Call-In Number (888) 204-5984*

*Participant Code: 992939*

### AGENDA

- 1.0 Welcome & Introductions**  
Nichole June Maher, Chair
- 2.0 Draft Special Education Policy Recommendations**  
Shadiin Garcia, Research and Policy Deputy Director, OEIB
- 3.0 Use Cases for Asset Based Community Engagement Framework**  
Peter Tromba, Research and Policy Director, OEIB
- 4.0 Public Testimony**

All meetings of the Oregon Education Investment Board and its subcommittees are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted [online](#). Staff respectfully requests that you submit 25 collated copies of written materials at the time of your testimony. Persons making presentations including the use of video, DVD, PowerPoint or overhead projection equipment are asked to contact board staff 24 hours prior to the meeting. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at [Seth.Allen@state.or.us](mailto:Seth.Allen@state.or.us). Requests for accommodation should be made at least 48 hours in advance.

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## **Oregon Education Investment Board - Equity and Partnerships Subcommittee Policy Recommendation for Equity in P-20 Special Education**

### **Background**

In October 2014, OEIB convened a group of researchers and state workers who are committed to equity in this field. We convened: Dr. Marjorie McGee from the School of Education at Portland State; Dr. Julie Esparza Brown in the Department of Special Education also at Portland State; Assistant Superintendent in the Education Equity Office at the Oregon Department of Education David Bautista; Education Specialist for Talented and Gifted Rebecca Blocher also in the ODE; and two Research Analysts Dr. Cheng-fei Lai and Blake Whitson. We invited three others who were unable to attend. The researchers discussed their respective work with:

- The fact that we only have 25 teachers in the state of Oregon who are both Special Education Certified and Bilingual
- The over-identification of English Language Learners in the special education disability category of speech and language
- Research on a cultural, linguistic and ecological framework for RTI with English Language Learners and online classes
- Even though the TAG program is significantly underfunded at the district level, the state level is making progress toward a Teacher Licensure specialization in Talented and Gifted and that this office also revealed the concern of the under identification of students of color and girls in TAG

Following that meeting, the Oregon Department of Education and the Oregon Education Investment Board compiled and analyzed data that portrays unequivocal evidence of the overrepresentation of students of color in special education in Oregon (OEIB, 2014). The data has been aggregated, analyzed, and shared to build common narratives about racial/ethnic stereotypes used in Oregon communities that build on residual layers of racial bias and discrimination existing in our schools. The analysis included four years (2010-2014) of aggregated Oregon student data that portrayed objective, yet meaningful descriptions about how Oregon's school institutions are reifying racial segregation through special education.

OEIB then broadened the scope of the researchers to practitioners in the field who have met twice to co-construct potential policies and to study the complexities in identification and delivery of special educational services. Next steps are to continue the co-construction of these policies with special education administrators and state agencies.

## **Unequivocal Evidence of Over and Under Representation in Oregon**

The Oregon Department of Education and the Oregon Education Investment Board analyzed aggregated data using student characteristics to portray a nuanced picture of the overrepresentation of students of color in special education in Oregon.

The data explains that about 19 of every 100 black students in Oregon schools will be identified for special education, about 18 of every 100 Native American students in Oregon schools will be identified for special education, and only 13 of every 100 White students in Oregon schools who will be identified for special education (OEIB, 2014). More specifically, when comparing the Racial/ethnic population of students in special education classrooms versus general education classrooms African American students and Native American students are overrepresented, where 3.7% of students in a special education classroom are African American, but only 2.5% of students in a general education classroom are African American (OEIB, 2014). Similarly, 2.4% of students in a special education classroom are Native American, but only 1.7% of students in a general education classroom are Native American (OEIB, 2014). This is compared to a much smaller difference in White students, where 66.1% of students in a special education classroom are White and 65.1% of students in a general education classroom are White (OEIB, 2014).

Uncovering the context of overrepresentation through patterns of identification for each Race/ethnicity, the Oregon data showed evidence of specific disability categories that served a disproportionate amount of minority students. These disability categories were either more stigmatizing or non-medical diagnoses that are operationalized as avenues for educators to act on implicit bias. For example, emotional disturbance and intellectually disabled have historically been the most stigmatizing disabilities in special education. The Oregon data analysis described that 21% of students identified with emotional disturbance are Native American and 33% are African American, versus White students who account for only 15% of the population of students identified with emotional disturbance. The data also described that 22% of the total population of students with intellectual disabilities are Native American and 24% are black, versus White students who account for 14% of the population of students identified with intellectual disabilities. Another account of overrepresentation uncovered by the data showed that Pacific Island students accounted for 28% of the total population of students identified as hearing impaired, versus White students who accounted for only 8%.

### **Context**

The field of Dis/ability Studies in academia as well as the field of Special Education in the practitioner world is complex, multi-faceted, multi-layered, often institutionally centered and both arenas interact with social, cultural, historical, legal, and medical discourses. A growing number of special education scholars have challenged the scientific-medical framework that posits disability as a deficit, a pronounced deviation from the norm.

Operationally, most schools represent the “normative model” that depicts society’s notion of the binary delineation between normal and different (Artiles, et al., 2002). School culture reflects this “normative model” by responding to those who are “different” through categorization based on unmarked norms of white, able-bodi-ness that influence their interactions with school institutions (Annamma, Morrison, & Jackson, 2014). The overrepresentation of students of color in special education in schools and a possible under-identification of students of color prior to school age requires an examination from a multivariate perspective to address the within-child deficit paradigm that perpetuates the normative model existing in school culture.

Variables that classify students in the normative paradigm include disability, race, ethnicity, sexual orientation, and cultural differences, each of which are related to the negative notion of being different. Similar to the normative model, the medical model of education focuses on how these factors define a “defect” in the child, which ultimately detracts attention from external institutional variables like teacher and school practices that require conformity (Artiles & Trent, 1994). Specifically, the medical model exacerbates the way students of color are depicted in the traditional special education scope (Annamma, Morrison, & Jackson, 2014). For example, Heubert (2002) explained that as institutions demand standardization and homogenization, without an inclusive environment, special education serves as a space for students who cannot be assimilated into this conformity (Ferri, 2005).

The discriminating normative and medical models can be dismantled through policies and legislation that fight seemingly neutral language, which only reinforces white, able-bodied mentalities (Annamma, Morrison, & Jackson, 2014). Statutes and legislation that are “race neutral” provide administrators and school personnel the opportunity to make biased subjective decisions. The medical model diagnoses based on judgments about what is typical, explained by disabilities that refer to biological, psychological, or social factors outside of the normal curve (Artiles & Trent, 1994). Most school institutions follow this model of diagnosis to apply remediation for disabilities; yet schools do not often consider the cultural or historical context of students or the external factors contributing to differences (Annamma, Morrison, & Jackson, 2014).

In order not to disturb the political context, the focus of school reform efforts for the purpose of improved equity practices is generally focused on individual schools instead of institutional bias (Artiles & Trent, 1994). As accountability measures and reports gain importance across the nation, and the construct of school failure is based on the perceived burden that students of color and students with disabilities have on the system (Ferri, 2005). Disaggregated data for schools by race and disability category at the state level measure and compare indicators of the achievement gap by school and support the current gap-gazing culture, which uses this difference in outcomes to marginalize atypical students (Gutierrez, 2008).

The placement of students outside of the general education classroom reifies racial segregation

for groups whose data is used for determining differences in achievement (Ferri, 2005), then the gap-gazing culture uses this data to blame students for the achievement gap (Annamma, Morrison, & Jackson, 2014).

The solutions to these issues are a particularly difficult challenge because the narrative requires we address the following seemingly paradoxical premises: that the overrepresentation of students of color in Special Education is a problem; that Special Education is important and should never be negatively framed; that not all students have equitable access to Special Education services, and that Special Education service delivery needs an overhaul. In short, we have a field that is enmeshed in binaries and enmeshed with the inequalities in socioeconomic and racial structures. It forces policy makers to direct their gaze to the intersections.

### **Action**

Now we look to create a legislative agenda that embodies the following:

- A rejection of commonplace deficit based assumptions
- De-pathologize the stigma of special education
- A reduction of barriers to receiving necessary services
- Support educational models of success grounded in equity, access and inclusion
- A commitment to embracing the overlapping and intersectional nature of the work

### **Policy #1: Alignment**

We recommend the creation of a statewide task force comprised of researchers, state agencies representing P-20, practitioners, and members of advocacy groups representing students affected by these policies. Their tasks include: reporting on policies 2 - 6 creating outcome measures for each and developing a research agenda for best and promising practices from an asset based paradigm (including interventions, research in disproportionality of academic outcomes for all groups including discipline) in students with special needs and students with disabilities using an equity lens that includes race and groups affected by systemic gaps.

### **Policy #2: Early identification practices**

Currently, early intervention early childhood special education students who are identified as having a developmental disability<sup>i</sup> lose that identification prior to kindergarten. We recommend a transition system that includes the following:

- Identification that extends the developmental disability identification to age 9, if applicable as determined by the team, to account for the services gap that occurs when students don't enter school with an individualized education plan.
- Consistency in the spring transition team meeting that has educators and the family in attendance whereby the student is re-assessed and/or the data is re-examined for appropriate placement/services/ to determine continued eligibility. For example: if students are exited, options like 504s<sup>ii</sup> or other progress monitoring services are considered.
- A level of monitoring that links student progress to state accountability measures including but not limited to culturally appropriate language development skills

assessments

- Transition team is versed in culturally responsive practices with particular attention to second language acquisition
- An accounting of the data be reported in a common student information system that is referenced in Policy 5.

### **Policy #3: Disproportionality**

- *Part 1.* We recommend that OEIB study the current state rules and regulations (irrespective of what OR is currently reporting) with regard to what constitutes disproportionality between various groups of students who are identified for and receiving special education services including varied socio-economic status, Migrant Education Program (Title I-C) students, Indian Education Services (Title VII), and English Language learners and make recommendations.
- *Part 2.* ODE has a special education compliance system in the form of Corrective Action Plans and Improvement Plans (CAP/IP). We recommend that any CAP/IP should include general education administration, educators. Further, the CAPs/IPs must be integrated and aligned with district's system-wide instructional plans.
- *Part 3.* We further recommend ODE creates intentional preventative practices that includes an early warning system as well as a user friendly schema for districts and schools to proactively calculate, analyze and determine if they are nearing disproportionality and inequity<sup>iii</sup>. Districts and schools can access the data via a common student information system that is referenced in Policy 5.

### **Policy #4: Inclusive Identification Teams Composition**

We recommend that (from entry to exit) meetings for students with special needs and students with disabilities including identification meetings are comprised of teams versed in cultural and linguistic competency. The convening organization will provide a vetted list of experts/community allies to represent the cultural perspective of the student on the team and a resource bank of cultural specific service providers from every service the students are eligible to receive to all team members.

### **Policy #5: Common Student Information System**

Currently student's individual education data does not seamlessly flow from one district to another resulting in students not receiving special education services upon arrival leaving critical service gaps. We recommend the development of a common student information system (like the secure document transfer system currently used by the state) and/or common electronic record exchange process for all school districts, and at all transition points hosted by ODE.

### **Policy #6 Culturally and Linguistically Diverse Models of Education**

Currently most school psychologists and general education teachers are not versed in culturally responsive identification practices. We recommendation the development of a Culturally and Linguistically Diverse model for every educator involved with special education identification that includes a model for key transitions pre-kindergarten to kindergarten, elementary to middle schools, middle school to high school and high school to post-high school/college/career.

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<sup>i</sup> Developmental Delay is a disability category used for children birth through age of eligibility for public school who experiences developmental delays in physical development, cognitive development, communication development, social or emotional development or adaptive development. Categories are in two age groups:  
*1. Early Intervention Eligibility* (birth through age two): If an infant or toddler is suspected of having a developmental delay, the following evaluation shall be conducted:

- Review of previous testing, medical data, and parent reports;
- At least one norm referenced, standardized test addressing the child's level of functioning in all areas;
- At least one additional procedure to confirm the child's level of functioning in each area of suspected delay;
- At least one 20-minute observation of the child; and
- Other evaluative information as necessary to determine eligibility.

For a infant or toddler suspected of experiencing a developmental delay, the child shall meet one of the following minimum criteria:

- Two standard deviations or more below the mean in one or more of the developmental areas, or 1.5 standard deviations below the mean in two or more of the developmental areas; and
- As a result of the disability the child needs EI services.

*2. Early Childhood Special Education Eligibility* (age three through age of eligibility for public school): If a preschooler is suspected of having a developmental delay, the following evaluation shall be conducted:

- Review of previous testing, medical data, and parent reports;
- At least one norm referenced, standardized test addressing the child's level of functioning in all areas;
- At least one additional procedure to confirm the child's level of functioning in each area of suspected delay;
- At least one 20-minute observation of the child; and
- Other evaluative information as necessary to determine eligibility.

For a preschooler suspected of experiencing a developmental delay, the child shall meet the following minimum criteria:

- 1.5 standard deviations or more below the mean in two or more of the developmental areas;
- The child's disability has an adverse impact on the child's developmental progress; and
- The child needs special education services as a result of the disability.

<sup>ii</sup> The Individuals with Disabilities Act covers all school-aged children who fall within one or more specific categories of qualifying conditions (i.e., autism, [specific learning disabilities](#), speech or language impairments, emotional disturbance, traumatic brain injury, visual impairment, hearing impairment, and other health impairments). It requires that a child's disability adversely affects her educational performance. Whereas, Section 504 of the Rehabilitation Act of 1973 covers an individual who has or has had a physical or mental impairment that substantially limits a major life activity. (Major life activities include: walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.) A 504 does not require that a child need special education to qualify. Students who are ineligible for services or are no longer entitled to services under IDEA (e.g., kids with LD who no longer meet IDEA eligibility criteria) may be entitled to accommodations under Section 504.

<sup>iii</sup> A disproportionality status of 2, for example, is based on a federal formula with the threshold determined by the state. Inequity refers here to practices that if left unaddressed will lead to disproportionality status.



Oregon Education Investment Board

**Policy Recommendation for Equity in P-20  
Special Education**

# Guiding values

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- A replacement of commonplace deficit based assumptions for strength based ideology
- De-pathologize the stigma of special education
- A reduction of barriers to receiving necessary services
- Support educational models of success grounded in equity, access and inclusion
- A commitment to embracing the overlapping and intersectional nature of the work

# Timeline



Nov  
2014

- Research in the field met
- Examine K12 data – Part I

Dec  
2014

- Examine K12 data – Part II
- Examine EI/ECSE

Jan/Feb  
2015

- Sped work group met
- Community Engagement Framework developed

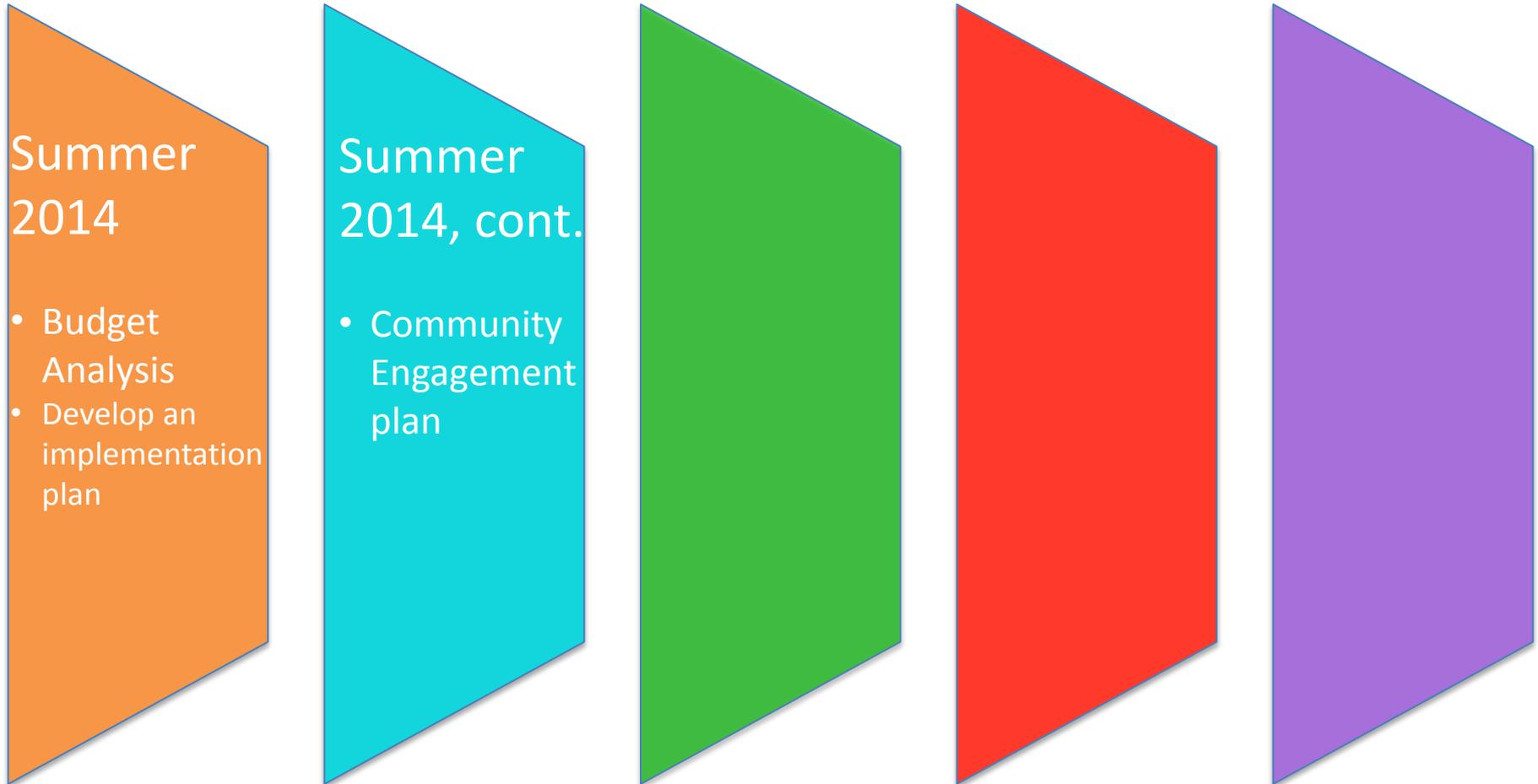
Feb/Mar  
2014

- Sped work group met
- Develop policy agenda
- Lit review

Apr/May  
2014

- Sped work group will meet
- Agency feedback on policy
- Communication doc

# Timeline



# Workgroup

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- Dr. Julie Esparza Brown, Portland State University
- Dr. Marjorie McGee, Portland State University
- Blake Whitson, Research Analyst at ODE
- Dr. Cheng-fei Lai, Research Analyst at OEIB
- Education Specialists: Candace Vickers, Alisha Brown, Josh Kahn
- David Bautista, Assistant Superintendent, ODE
- Dr. Martha Buenrostro, ODE
- Julie Heilman, Director of Student Services, CSD 13J

# Policy #1 Example change



## Policy #1

We recommend the creation of a statewide task force comprised of researchers, state agencies representing P-20; practitioners, and \_\_\_\_\_. Their tasks include: reporting on policies 2 - 6, creating outcome measures for each and developing a research agenda for best and promising practices in special education with an equity lens.

## Policy #1

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# Policy #2 Example change

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## Policy #2

Currently, early intervention early childhood special education students who are identified as having a developmental disability lose that identification prior to kindergarten. We recommend that the identification extends the developmental disability identification to grade two to account for the services gap that occurs when students don't enter school with an individualized education plan.

# Policy #2 Example change

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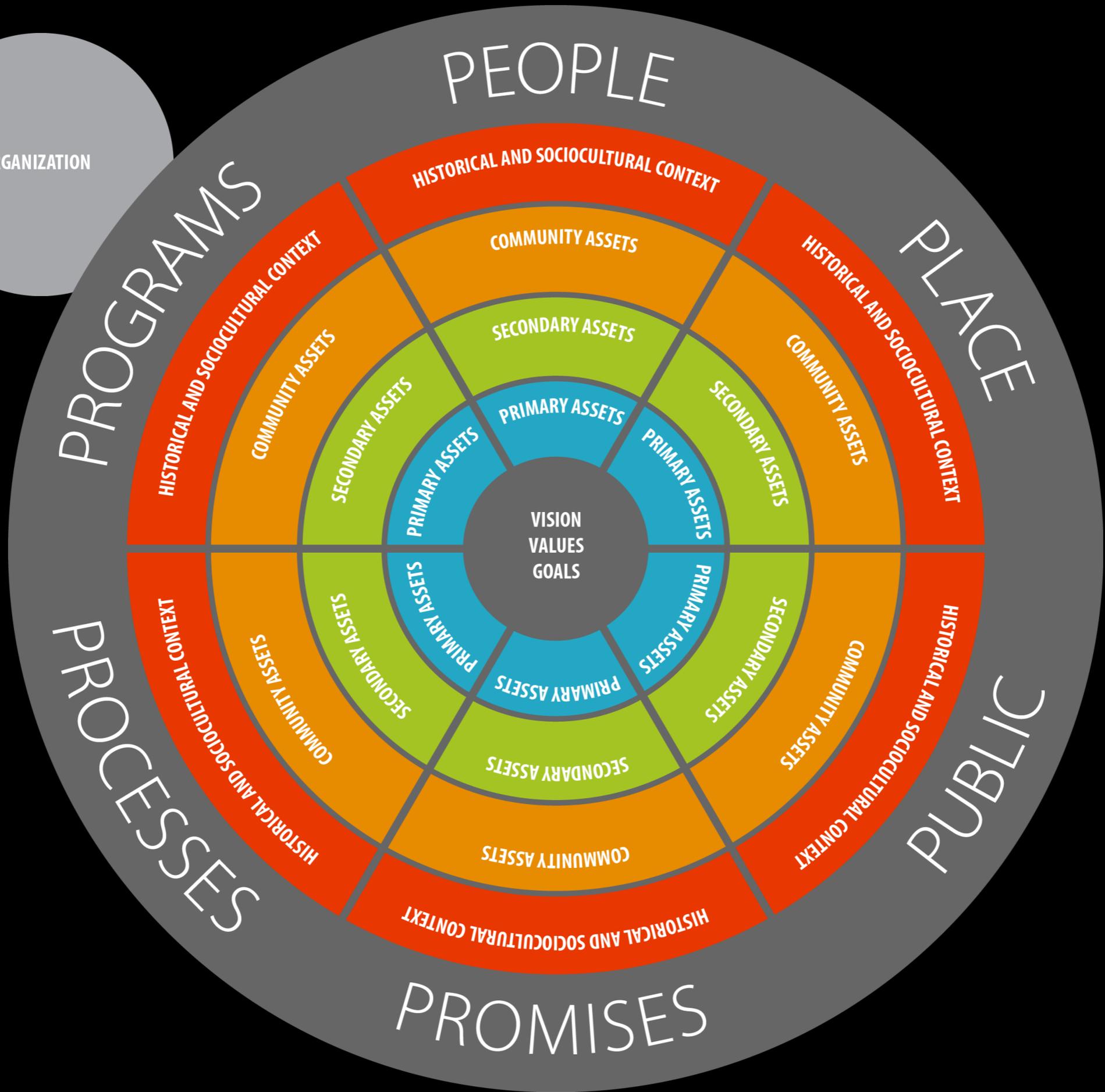


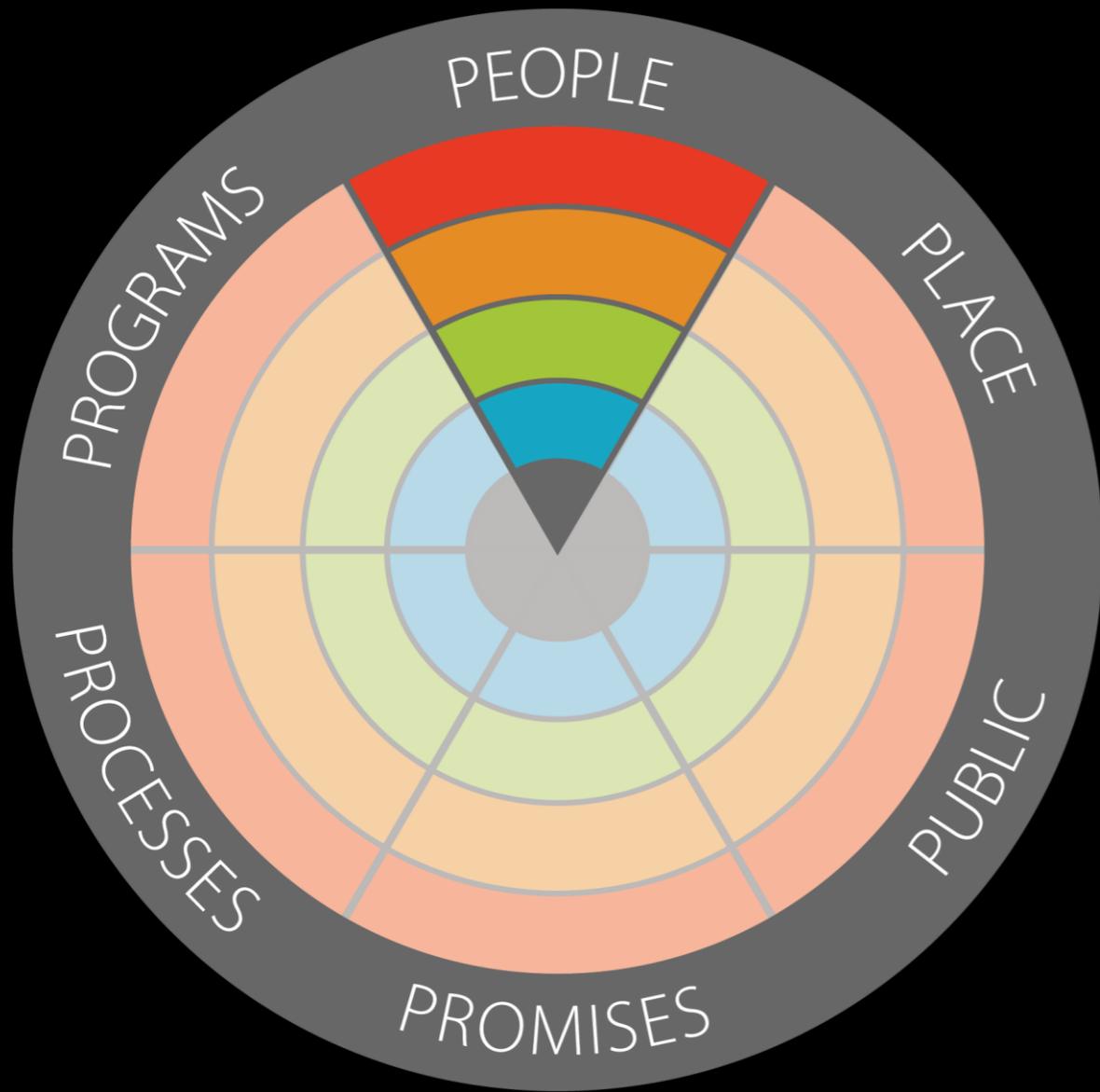
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- A level of monitoring that links student progress to state accountability measures including but not limited to culturally appropriate language development skills assessments
- Transition team is versed in culturally responsive practices with particular attention to second language acquisition
- An accounting of the data be reported in a common student information system that is referenced in Policy 5.

ORGANIZATION





**PRIMARY**

Engagement text here

**SECONDARY**

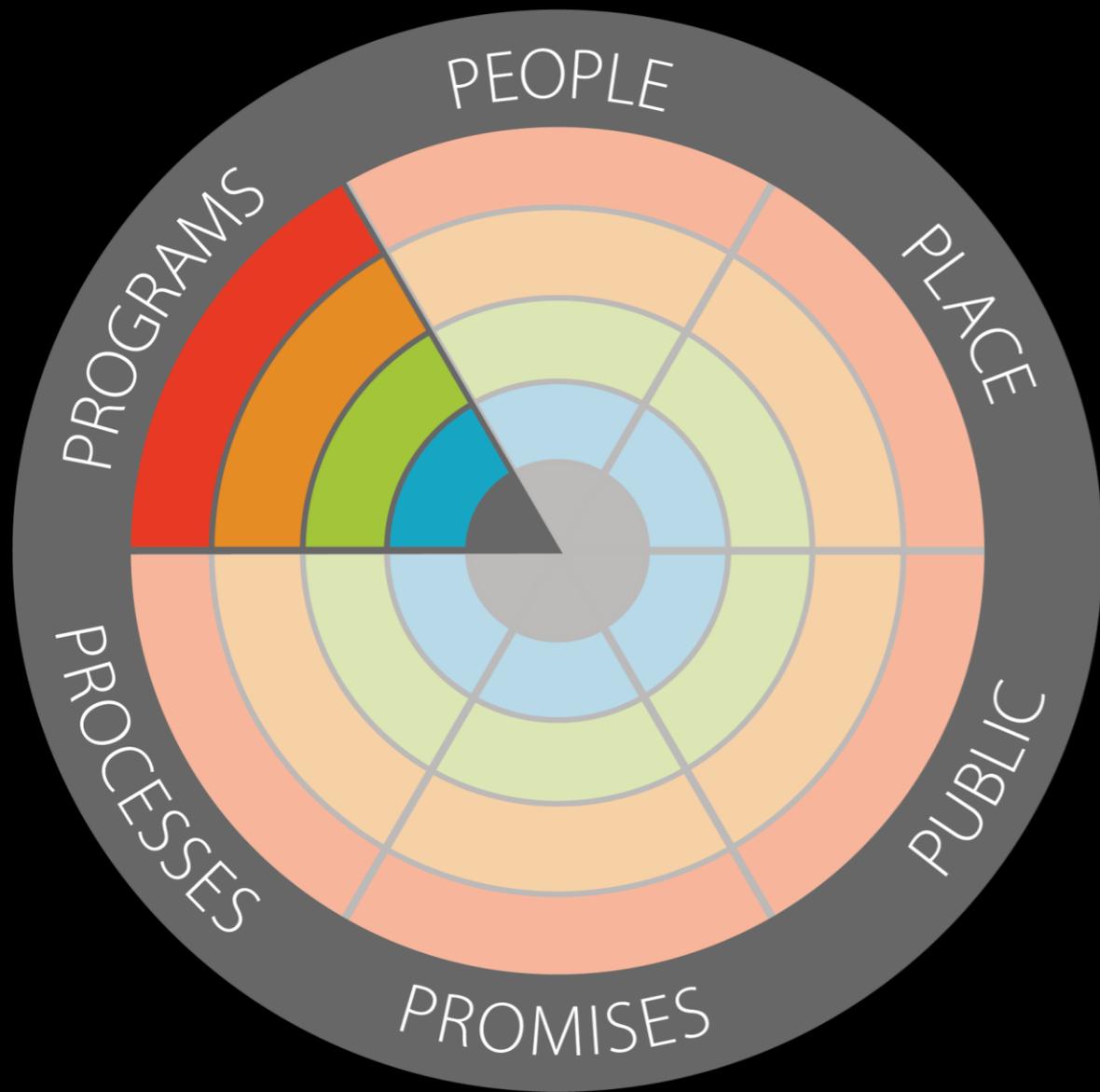
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**COMMUNITY**

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**SOCIO / HIST**

Engagement text here



**PRIMARY**

Engagement text here

**SECONDARY**

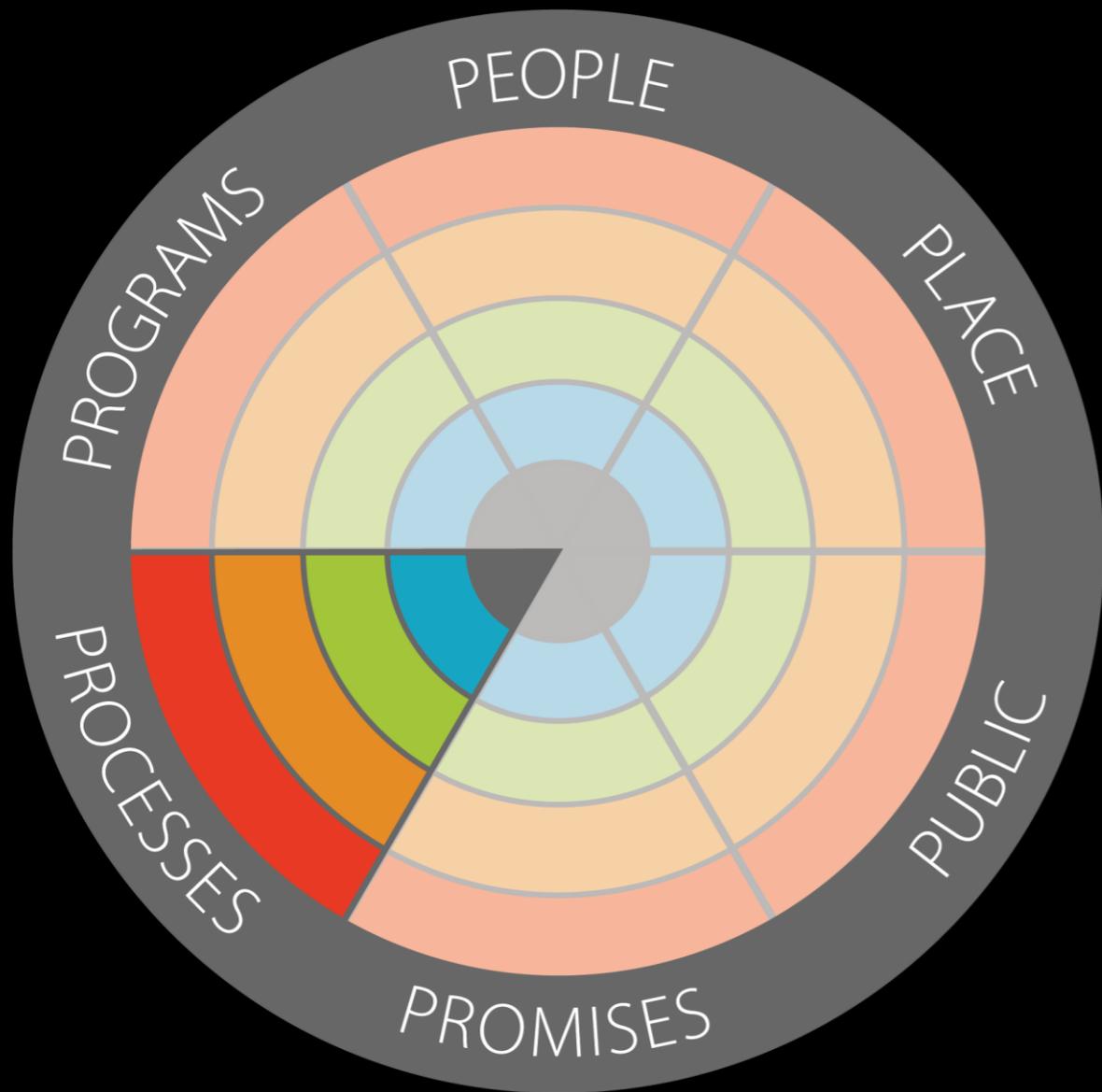
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**COMMUNITY**

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**SOCIO / HIST**

Engagement text here



**PRIMARY**

Engagement text here

**SECONDARY**

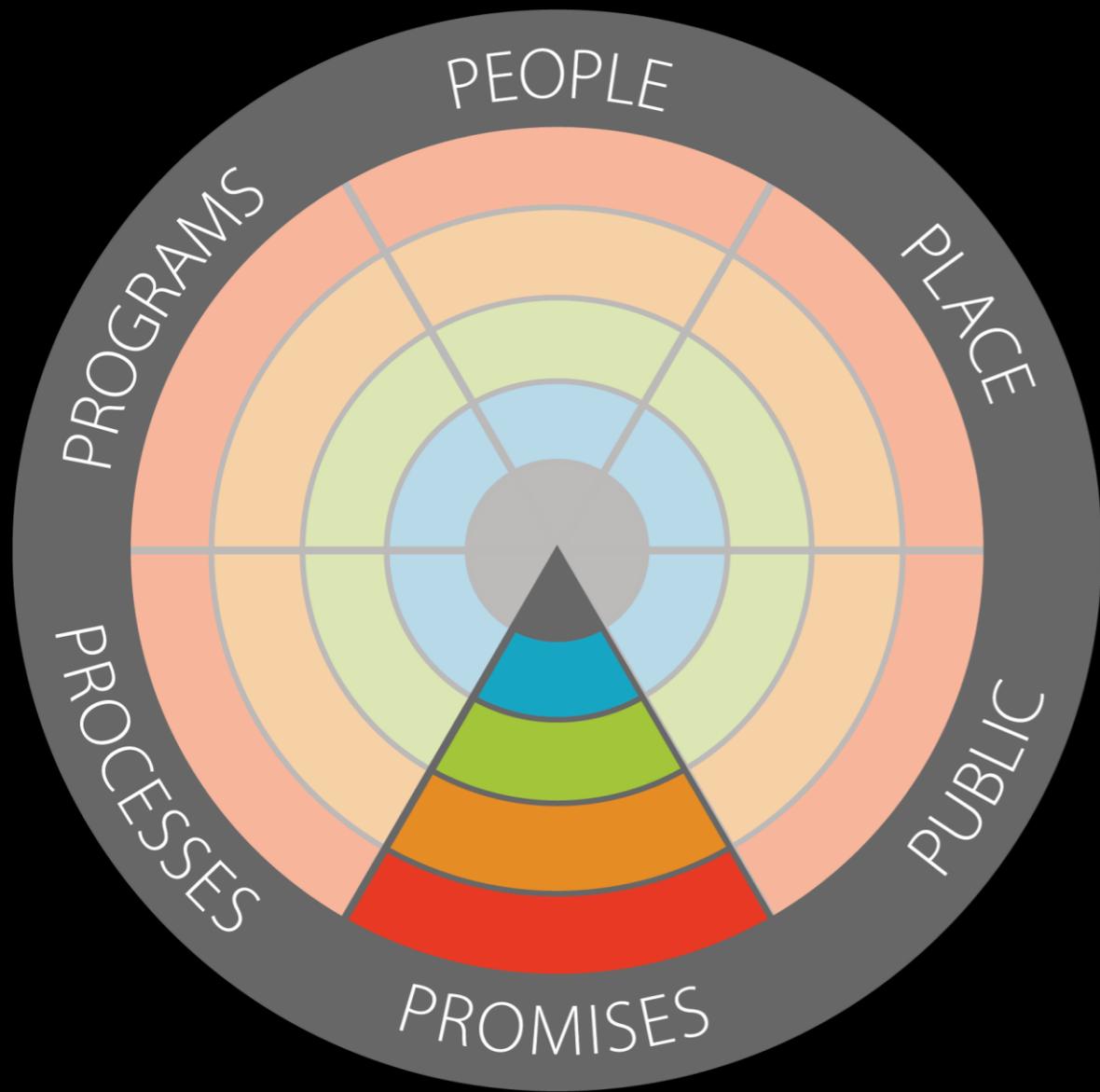
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**COMMUNITY**

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**SOCIO / HIST**

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**PRIMARY**

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**SECONDARY**

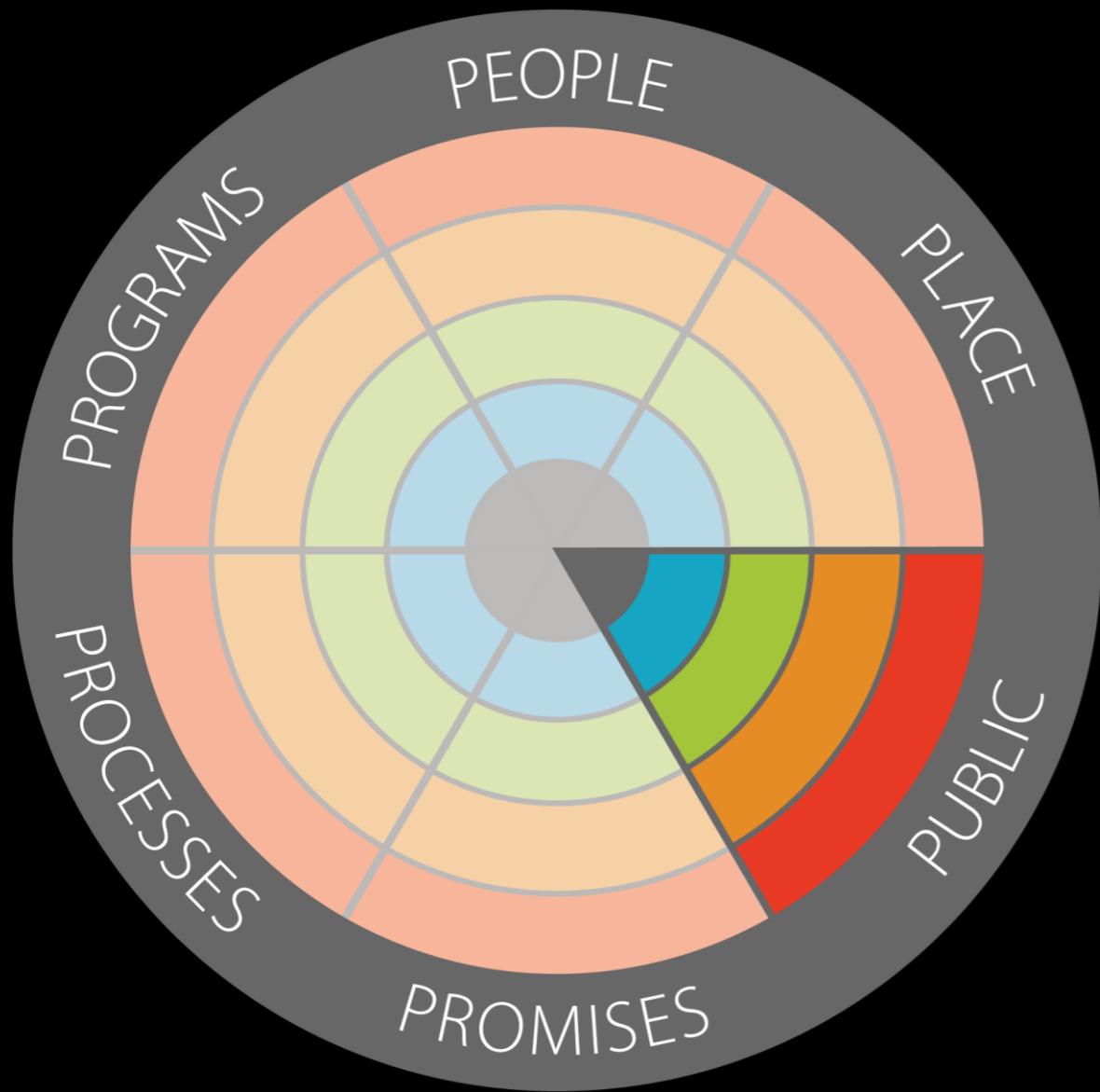
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**COMMUNITY**

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**SOCIO / HIST**

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**PRIMARY**

Engagement text here

**SECONDARY**

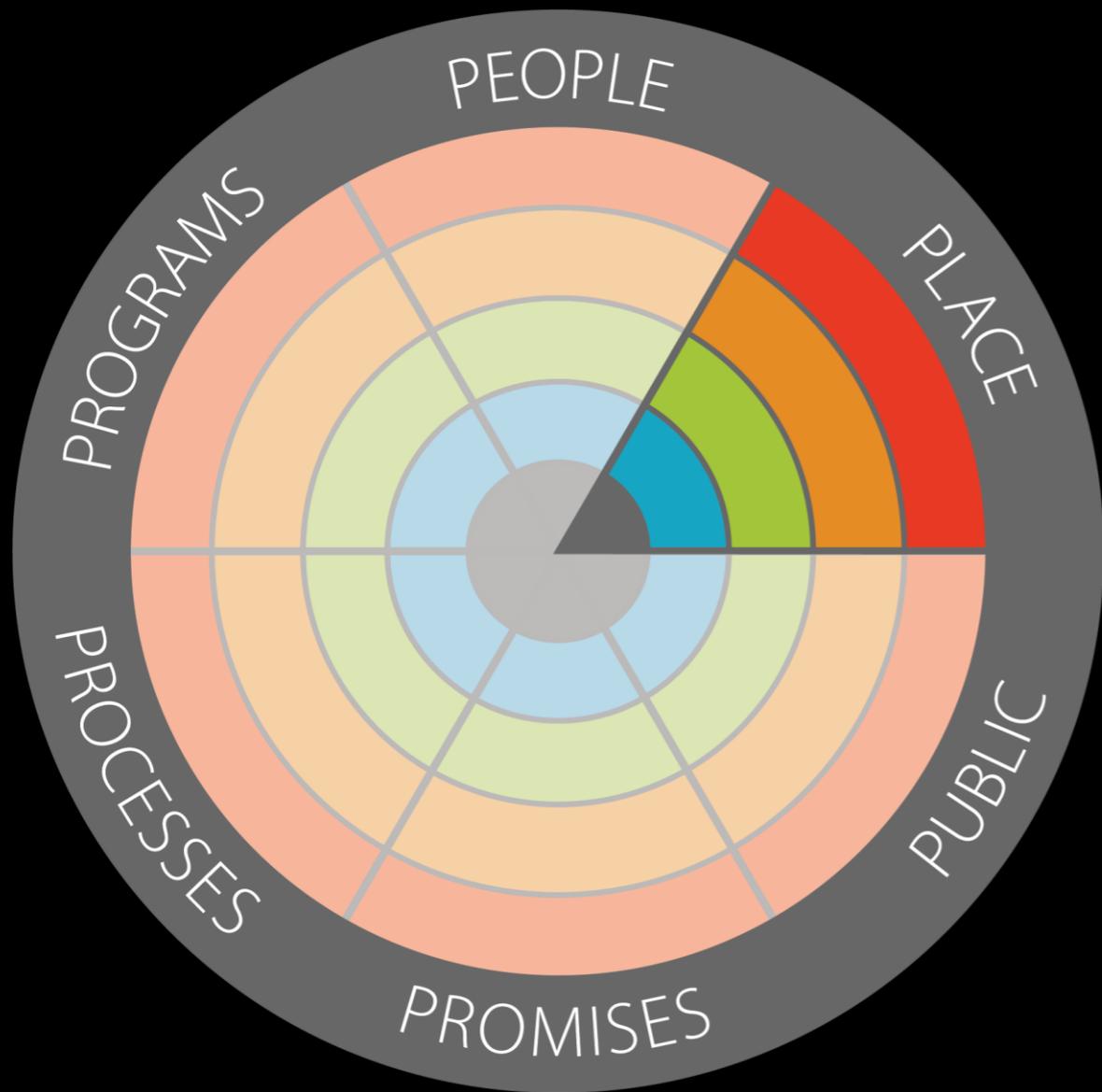
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**COMMUNITY**

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**SOCIO / HIST**

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**PRIMARY**

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**SECONDARY**

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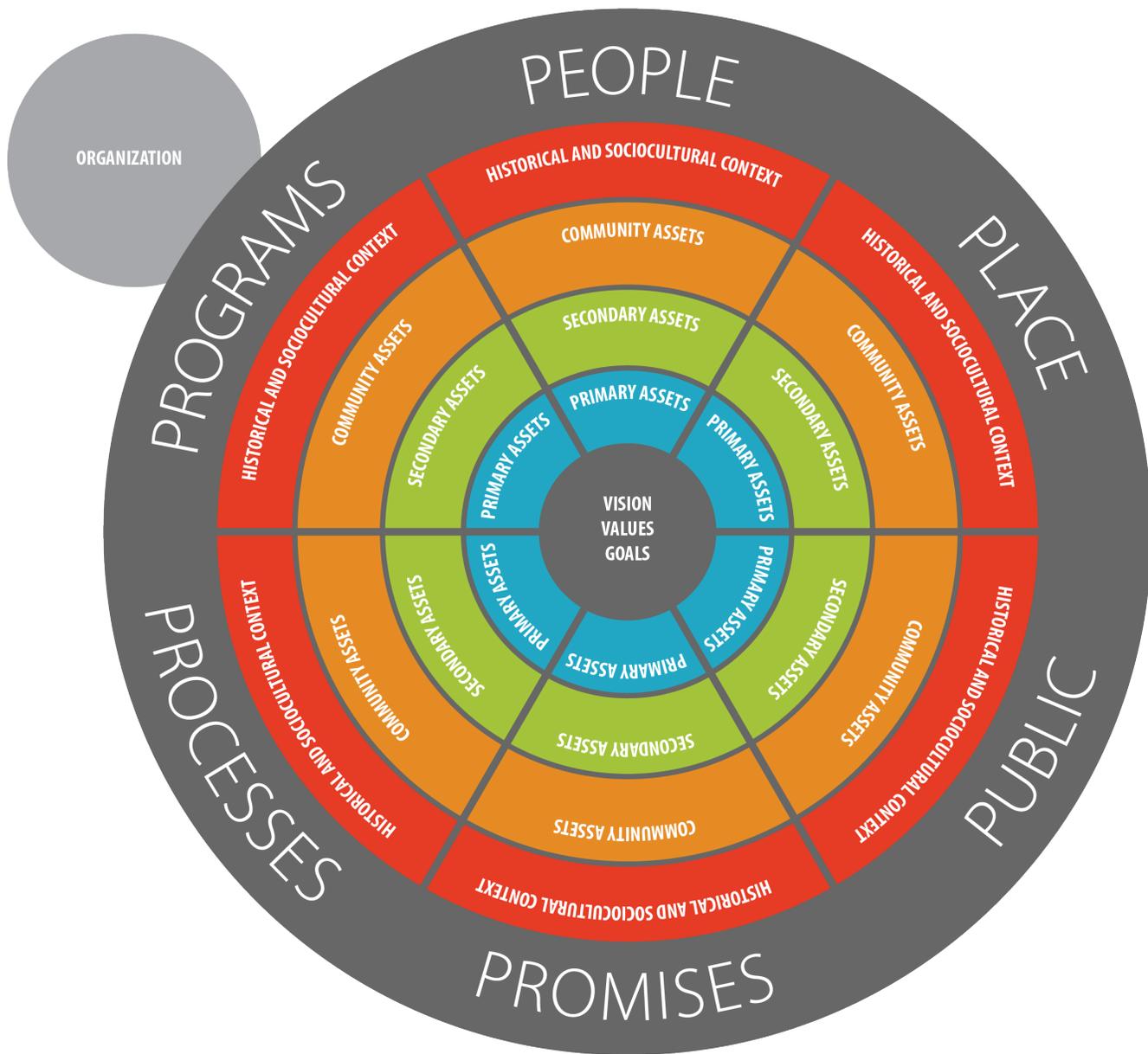
**COMMUNITY**

Engagement text here

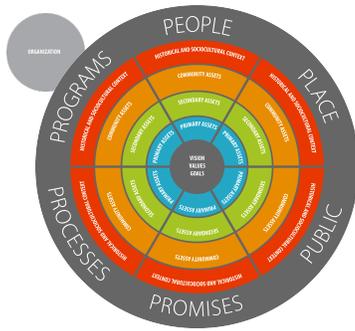
**SOCIO / HIST**

Engagement text here

# Community Engagement Framework



Equity, Transparency, Collaboration,  
Integrity, Self-reflection



# Community Engagement Framework

## An Asset-Based Approach

This community engagement framework centers the strengths of the organization instead of started from a needs-based approach. The strengths are then used to forge sustainable relationships between group and individuals. Integrity, transparency, collaboration, equity and self-reflection are the values that create the foundation for the framework.

### THE VALUES

**Integrity.** The framework is based on relationship-building which means one must lead with humility and respect. Acting with integrity means always being cognizant of the power in exploitation.

**Transparency.** The framework strives to embrace potential conflicts, histories of actions/inaction, power dynamics, and the history of limited resources.

**Collaboration.** This framework is a shift from a paradigm of seeking feedback on programs to an effort indicative of an authentic co-construction of ideas and plans based on assets.

**Equity.** This framework will align with current educational standards of equity which means intentional examination of organizational practices in both a historical and sociocultural context.

**Self-reflection.** This framework is meant to be a living document that will undergo multiple iterations through the tenure of current relationships as well as shift with the evolution of the organization.

### THE ELEMENTS

#### Asset Dimensions

**Primary assets.** The structures and strengths of the organization

**Secondary assets.** Other organizational strengths and structures that are leveraged regularly

**Community Assets.** Existing partnerships and connections in the community that might assist in reaching the goals of the organization or be leveraged at a later time

**Historical and sociocultural assets.** The organization's history and sociocultural context for the type of work going on in the relationship

#### The 6 Ps

**People.** Individuals or organizations who form the structures and strengths of the organization

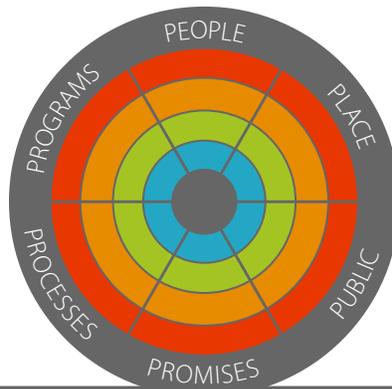
**Place.** The geographic features of the land, physical spaces (offices, meeting spaces, locations etc.), climate, plants, and animals (and the stories/knowledge about them) that are primary assets for your organization

**Public.** The citizens who stand to benefit from the services of the organization

**Promises.** Allocations of time or other resources and the outcomes to which the organization is accountable

**Processes.** Theoretical frameworks and theories of action that guide the work of the organization

**Programs.** Existing programs and projects that structure the work of an organization



## ORGANIZATIONAL

Mission, vision, values, goals of the organization overall and in the context of the relationship.

	OVERALL	RELATIONSHIP SPECIFIC
MISSION	What is the overall mission/vision of the organization?	Is there a specific mission/vision for the relationship/project
VALUES	What values structure the work of the organization?	How do these values manifest in this project?
GOALS	What are the stated and implied goals of the organization?	What are the goals specific to this relationship?

### PRIMARY ASSETS

The organizational aspects that will be most immediately present with regard to the relationship/project

### SECONDARY ASSETS

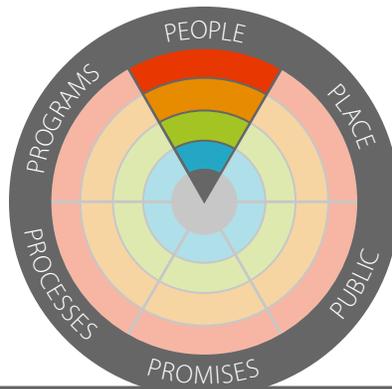
Other organizational strengths that might be leveraged for use in the relationship

### COMMUNITY ASSETS

Existing relationships and connections in the community that might assist in reaching goals of the partnership, or be leveraged at a later time

### HISTORICAL & SOCIOCULTURAL CONTEXT

The organization's history and sociocultural context for the type of work going on in the relationship



## PEOPLE



### PRIMARY

Who are the people involved who will have the most direct influence on the project/relationship?

### SECONDARY

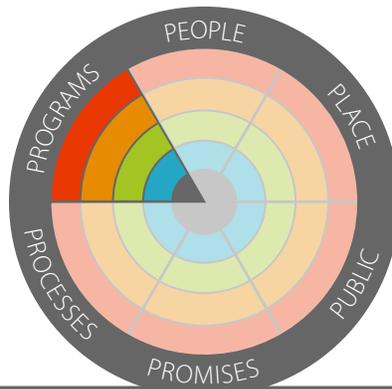
Who else is in the organization that might be leveraged to support the work of the relationship?(i.e. HR Support, finance, planning, graphic design, technology, other programs etc.)

### COMMUNITY

Who are some people in your community you already partner with or whose knowledge and expertise might be leveraged to support the relationship?

### HIST / SOCIO

Who are the people that started your organization? Are they still around? Who traditionally has been a part of designing and developing relationships?



## PROGRAMS



### PRIMARY

What programs are part of the relationship?

### SECONDARY

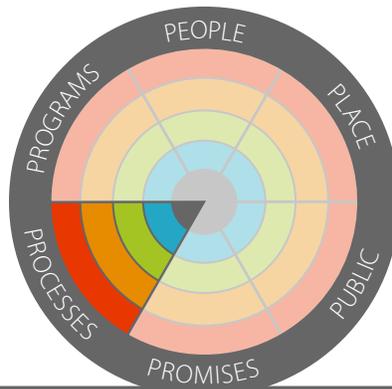
What are the other programs that exist within the organization? Where does this project fit within the larger organizational structure?

### COMMUNITY

What are some programs in the community that might serve the needs of the relationship? (i.e. mentoring programs, arts-based organizations, churches, colleges and universities etc.).

### HIST / SOCIO

What programmatic efforts have been made in the past with regards to the project/relationship? What are some examples of success or failure regarding such programs?



## PROCESSES



### PRIMARY

What theoretical frameworks, theories of action etc. guide the work? (i.e. 4 Keys, ESP Pyramid)

### SECONDARY

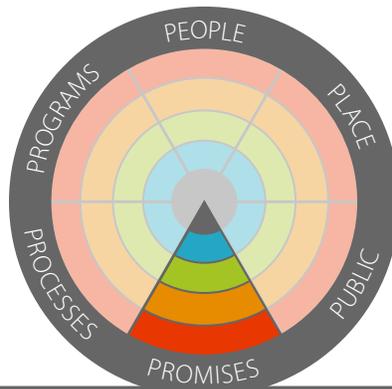
Are there other frameworks or theories of action that might inform the relationship?

### COMMUNITY

Are there theoretical models or methodological approaches that you know of that may serve the project/relationship? (i.e. culturally responsive practices, research or evaluation models etc.).

### HIST / SOCIO

What processes have been used in the past? How have they been successful? Where have they been challenged? What is the process for evaluation and reflection? How has the organization's knowledge grown or changed across time with regard to the theoretical frameworks and theories of action that they choose?



## PROMISES



### PRIMARY

What does the current allocation of funding and resources look like for the relationship?

### SECONDARY

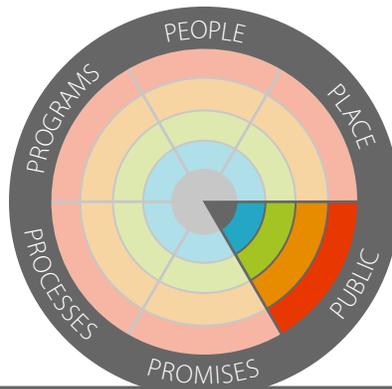
What are the other main allocations of resources in the organization? How might these be used to support the relationship?

### COMMUNITY

Does the organization have other commitments in the community? To who? How are resources allocated to these other relationships?

### HIST / SOCIO

Is the current allocation of time and resources a departure from the way the organization has approached partnerships in the past? What is new or exciting about the relationship?



# PUBLIC



## PRIMARY

Who are the clients targeted for service as part of the project? How are they being included?

## SECONDARY

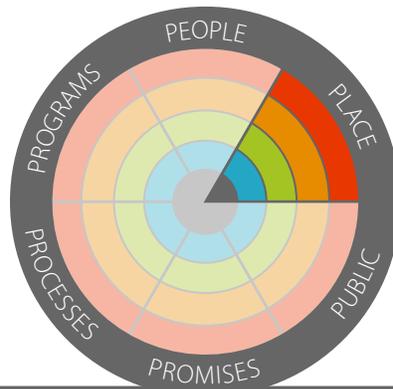
Who are other clients you serve who are not targeted by the project/relationship, but might benefit from it?

## COMMUNITY

Who are some people in the community that might use your services but do not?

## HIST / SOCIO

Who has the organization typically served? How would the organization like that to grow or change? What efforts have been made to reach out to potential clients, customers, and stakeholders, especially those from underserved communities?



## PLACE

### PRIMARY

What are the primary geographic features of the land, physical spaces (offices, meeting spaces, locations etc.), climate, plants, and animals (and the stories/knowledge about them) that are primary assets for your organization?

### SECONDARY

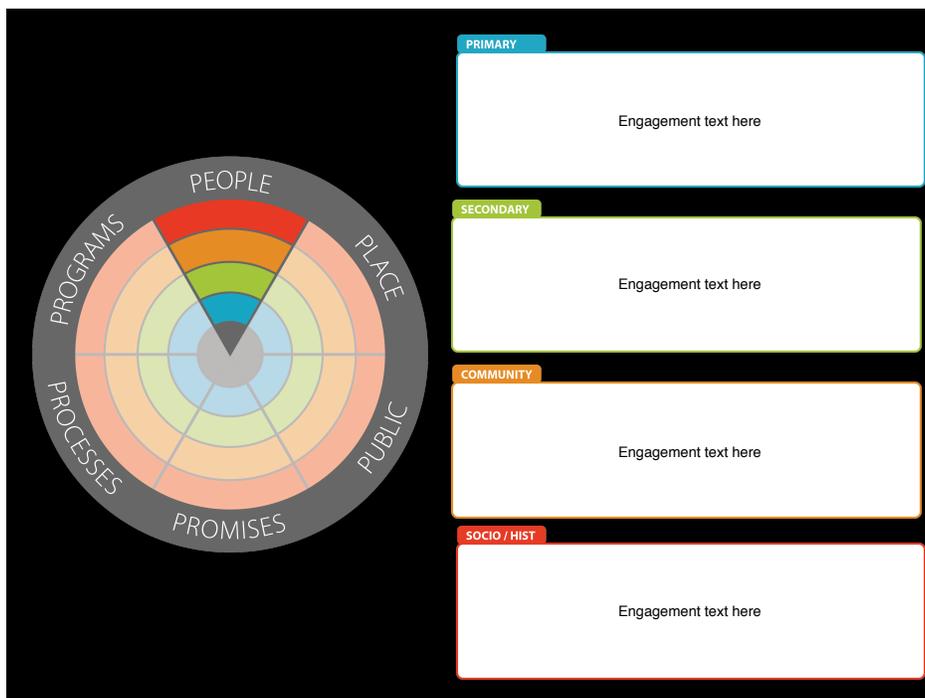
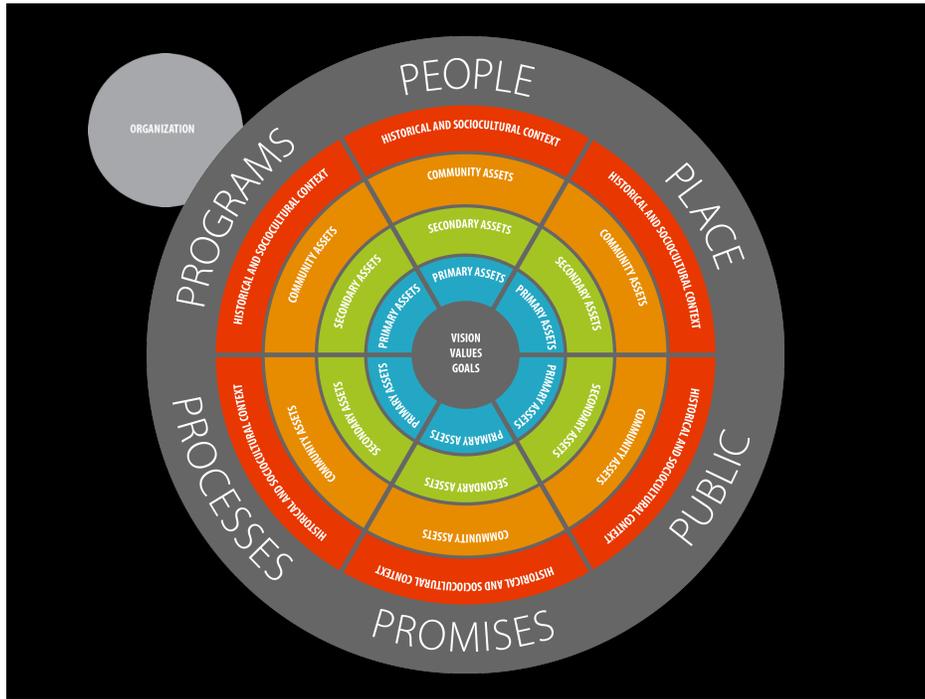
What are the secondary geographic features of the land, physical spaces (offices, meeting spaces, locations etc.), climate, plants, and animals (and the stories/knowledge about them) that are primary assets for your organization?

### COMMUNITY

What are the physical features and characteristics of the local area that might inform the work of the relationship (i.e. resources that exist in the community that might serve as assets)? are some people in the community that might use your services but do not?

### HIST / SOCIO

How has the organization used the physical spaces in the past? Why is the office located where it is? What is made possible by your place in the context of larger social and cultural influences.



PRIMARY

Engagement text here

SECONDARY

Engagement text here

COMMUNITY

Engagement text here

SOCIO / HIST

Engagement text here

PRIMARY

Engagement text here

SECONDARY

Engagement text here

COMMUNITY

Engagement text here

SOCIO / HIST

Engagement text here

PEOPLE

PLACE

PROMISES

PROCESSES

PRIMARY

Engagement text here

SECONDARY

Engagement text here

COMMUNITY

Engagement text here

SOCIO / HIST

Engagement text here

PEOPLE

PLACE

PROMISES

PROCESSES

PRIMARY

Engagement text here

SECONDARY

Engagement text here

COMMUNITY

Engagement text here

SOCIO / HIST

Engagement text here

PEOPLE

PLACE

PUBLIC

PROMISES

PROGRAMS

PROCESSES

PRIMARY

Engagement text here

SECONDARY

Engagement text here

COMMUNITY

Engagement text here

SOCIO / HIST

Engagement text here



Oregon Education Investment Board

# Asset Based Community Engagement: Grounding the Tool in the Work of the OEIB

# Asset Based Community Engagement: Grounding the Tool in the Work of the OEIB

Equity and Partnerships  
Subcommittee

April 1, 2015

# Key questions since last meeting

- What are the outcomes of an asset based approach versus other approaches?
- Does all community engagement need to use the tool?
- How do we ensure that the tool gets used?
- With whom would we use this tool and in what order?
- How can we keep track of all this information?

# Key questions since last meeting

- How does this fit into the actual work of the OEIB board and agency staff?
- How do we address the tensions between a community based strategy and more traditional representative processes (boards, commissions, councils, etc)?
- How does this surface equity? For example: homophobia, able-ism, etc
- How does this talk from a “power-up” standpoint?

# Approaches to answering key questions

- Research
- Use Cases
- Testing

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# Research

- Continuum of Engagement
- Typology of 3 Engagement Strategies
  - Transactional
  - Transitional
  - Transformational
- Antecedents and Outcomes

Increasing community engagement

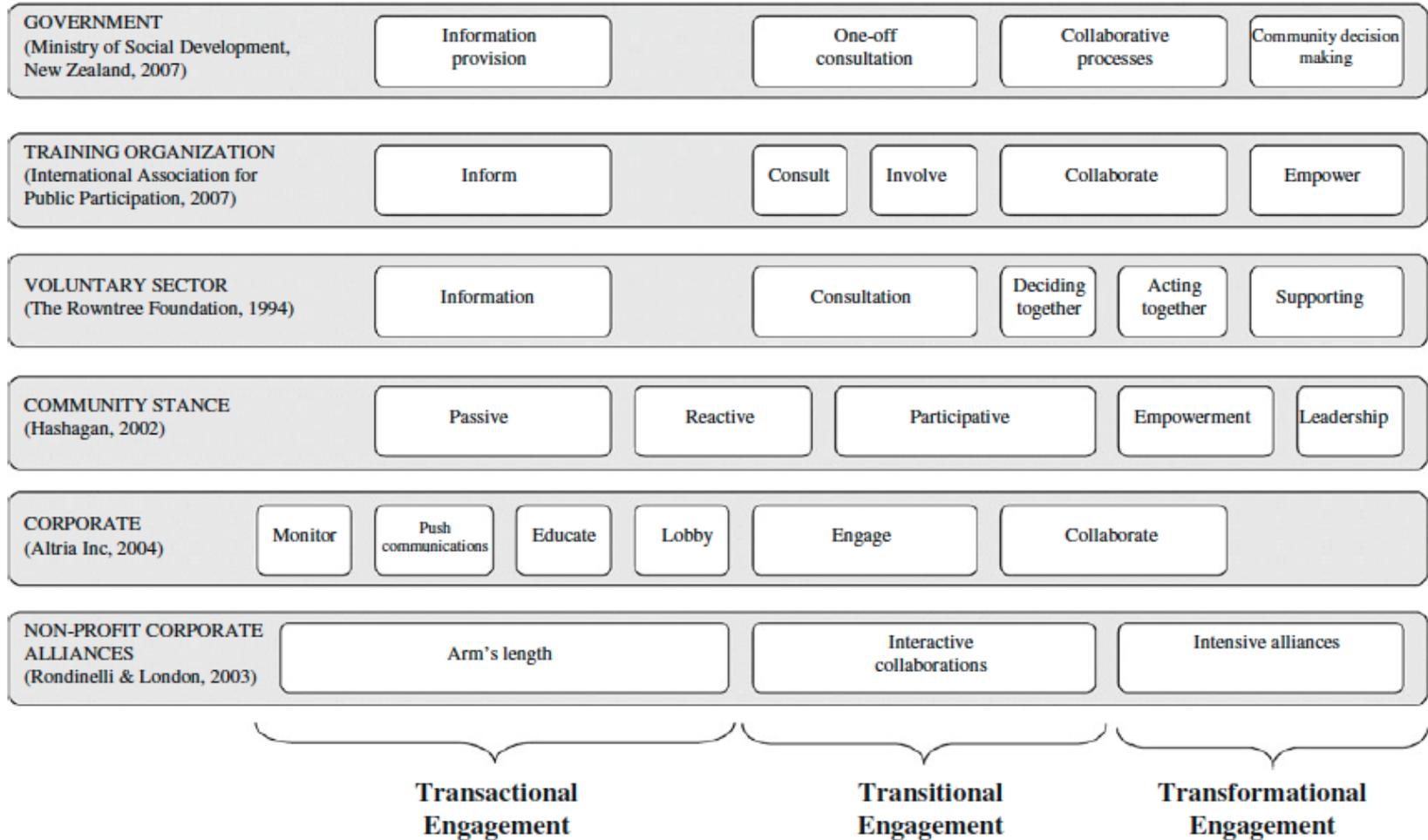


Figure 2. The continuum of community engagement.

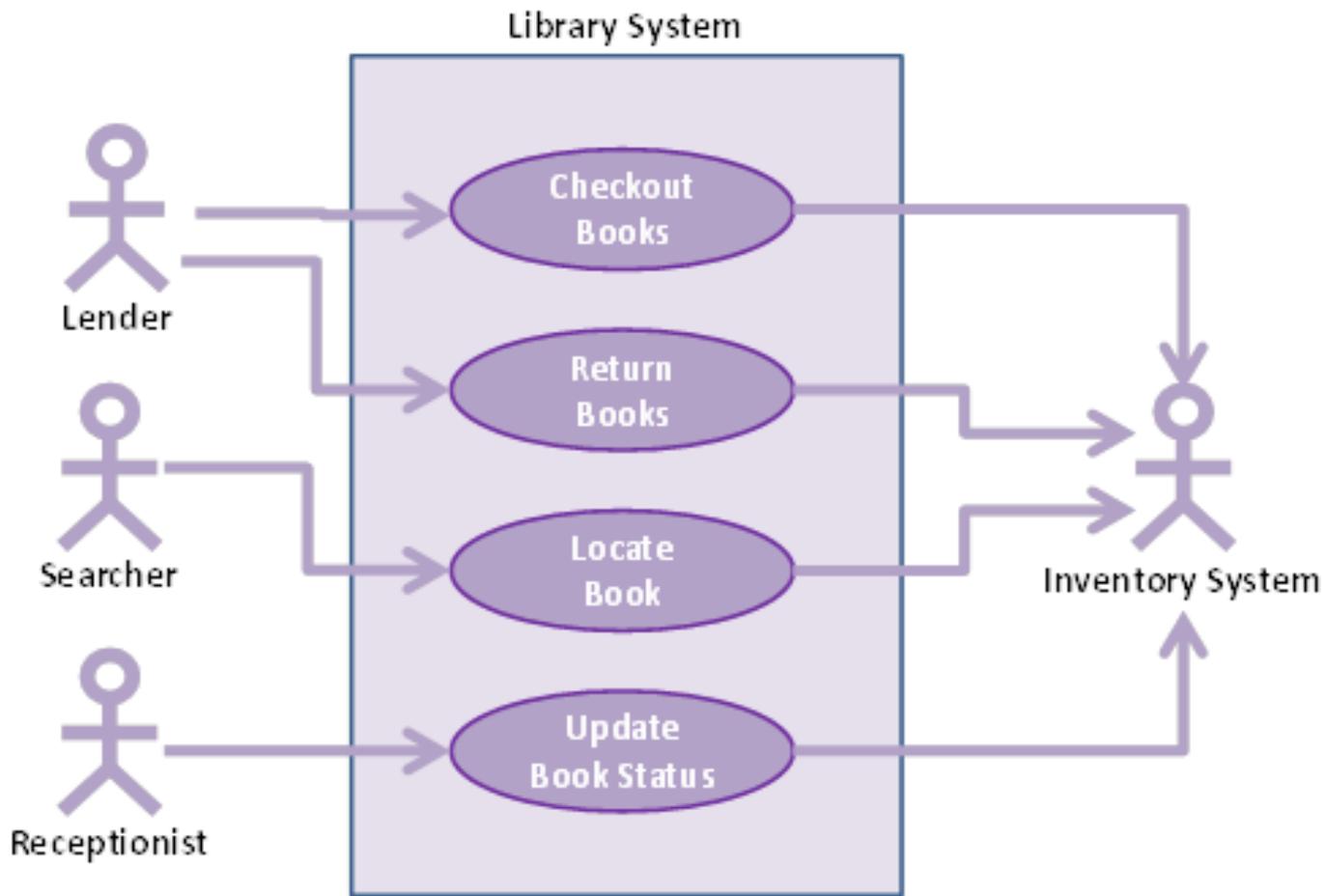
# Use Cases

- Defines the function and needs of the user
- Who is involved
- What is the order of events
- What is produced
- Where are potential barriers, unintended outcomes, weaknesses, and threats

# Use cases to consider today

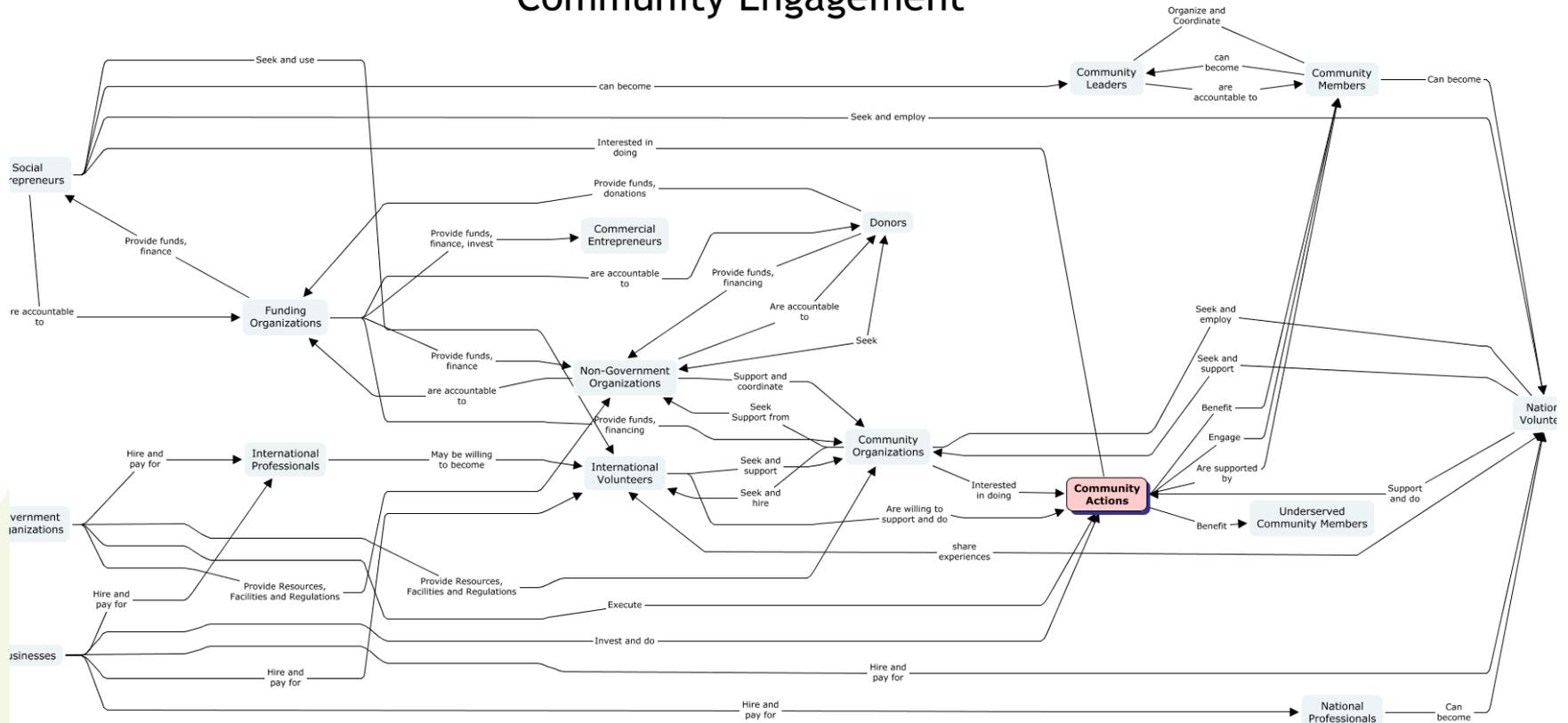
- 2 year cycle to inform the Governor's Recommended Budget
- Yearly cycle of OEIB and other agency legislative concepts
- Implementation of strategic investments by state agencies
- Resets of existing implementations
- Ad hoc consideration of new topics
- Other

# Example of a Use Case - Simple



# Example of a Use Case - Complex

## Community Engagement



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# Testing

- Existing Partners
- New Relationships
- Consultation

OEIB