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OREGON EDUCATION INVESTMENT BOARD Equity and Partnership Sub-Committee

Tuesday, January 8, 2013

8:15 – 10:15 AM

Oregon State Fairgrounds
Cascade Hall, McKenzie Room
2330 17th Street, NE
Salem, OR 97301

AGENDA

- | | |
|------------|---|
| 8:15-8:20 | Welcome & Review of Agenda
Nichole Maher, Sub-committee Chair |
| 8:20-8:50 | LEAD Tool
Rob Larson |
| 9:15-9:45 | Coalition of Communities of Color
Matt Morton and Ann Curry-Stevens |
| 9:45-10:00 | Equity Lens Framework: Continued Discussion
Subcommittee Members |
| 9:45-10:00 | Public Testimony |

All meetings of the Oregon Education Investment Board 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@das.state.or.us. Requests for accommodation should be made at least 72 hours in advance.

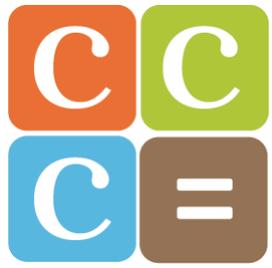
Equity and Partnerships Subcommittee
January 8, 2013
8:15am - 10:15am
Oregon State Fairgrounds, Cascade Hall,
2330 17th Street, NE, Salem, 97301

Audio upon request.

Materials packet includes:

Meeting agenda

"Racial Disparities in Education" presentation - Coalition of Communities of Color and PSU



Racial Disparities in Education

Coalition of Communities of Color

&

Portland State University

Presentation to

Oregon Education Investment Board's

Equity Task Force

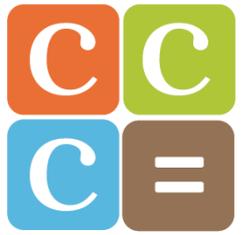
June 3, 2011



Portland State
UNIVERSITY

Overview

- Introducing the Coalition of Communities of Color
- Key findings
- Population growth of students of color
- Key findings
 - Educational attainment disparities
 - Achievement gap (% of those who meet or exceed benchmarks in test results)
 - Discipline (those who are suspended or expelled) disparities
 - Graduation rates disparities
 - Higher Education disparities in access & graduation
- Recommendations



Coalition of Communities of Color

The Coalition's mission is:

- To address the socioeconomic disparities, institutional racism, and inequity of services experienced by our families, children and communities
- To organize our communities for collective action resulting in social change to obtain self-determination, wellness, justice and prosperity



Research Findings

- Broad and deep disparities across 28 various systems and institutions
- Deep disparities exist
 - Incomes half; poverty rates triple
 - Institutional disparities typically more than 20% worse
- Worse than in King County (home to Seattle)
- Worse than USA averages
- Worsen across time (mostly)
- Invisible communities & issues
 - Undercounts
 - Disappeared communities
 - Uneven research practices... Lots not disaggregated or publicly available
- Institutional racism and corollary of white privilege

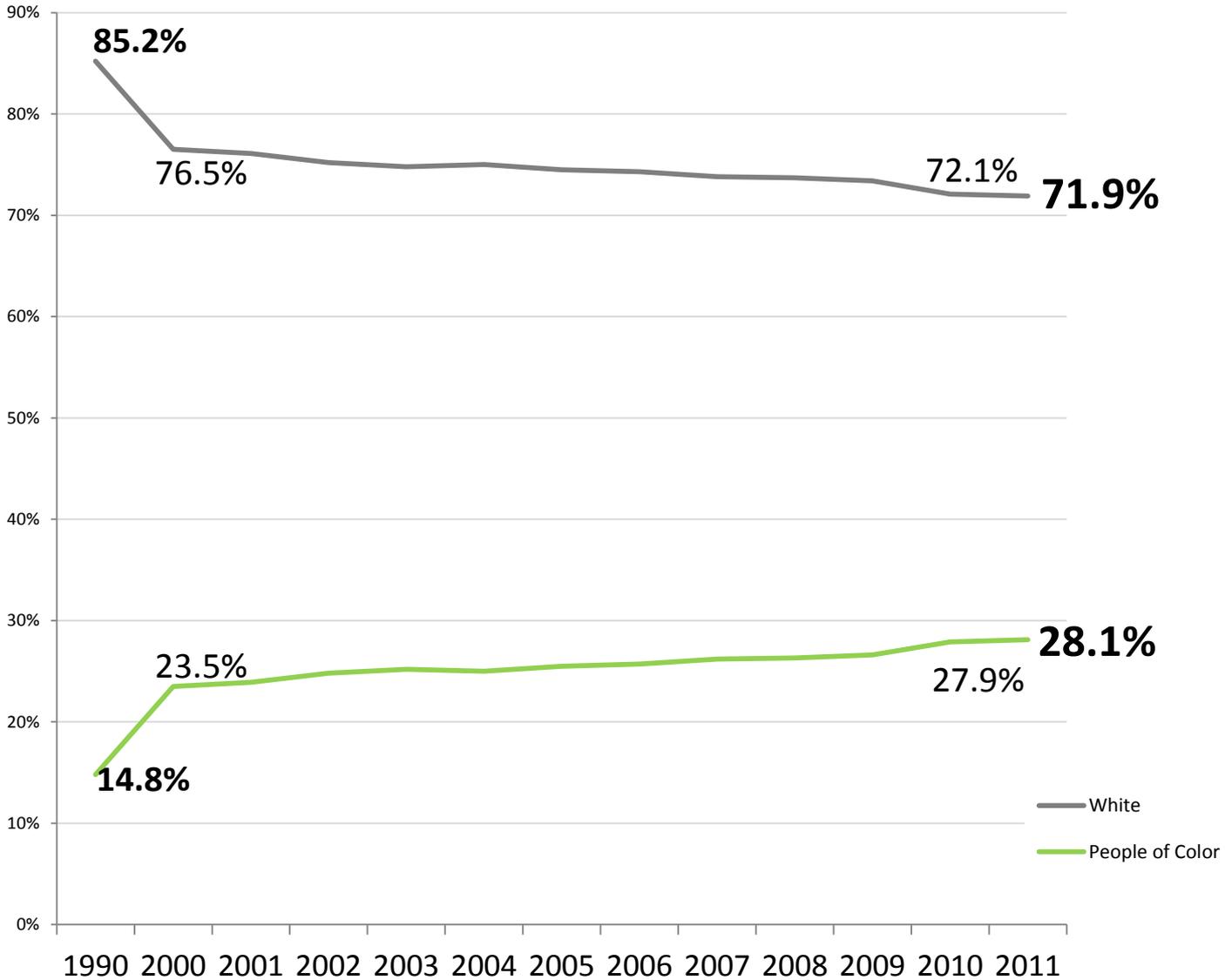
Where have disparities been uncovered?

1. Population counts
2. Education
3. Occupation
4. Unemployment
5. Poverty levels
6. Access to food banks
7. Government procurement and contracting
8. Small business numbers
9. Hiring in public service
10. Incomes
11. Wealth
12. Bankruptcy
13. Lending institutions
14. Housing discrimination
15. Voter registration and voting
16. Volunteering
17. Public office
18. Philanthropy funding
19. Police hiring
20. Juvenile Justice
21. Child welfare
22. Health insurance
23. Health disparities
24. Racial harassment
25. Health risk behaviors (varied results)
26. Criminal justice
27. Access to public housing
28. Homeless numbers

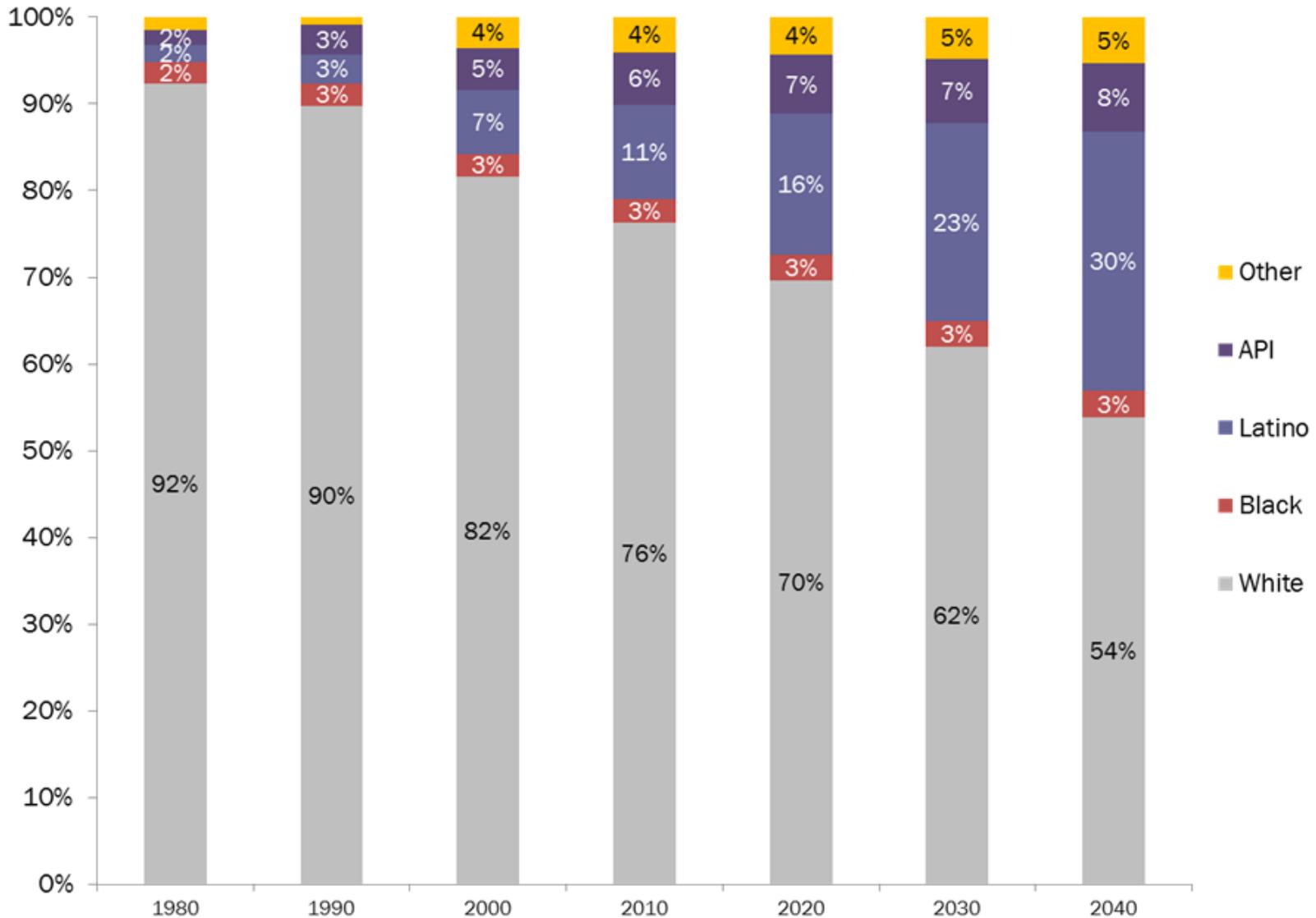
Educational Disparities

- Attainment
- Types of school diplomas
- Dropout
- Cohort study of high school completion (showing much worse levels among students of color)
- Discipline (suspensions and expulsions)
- Achievement (% meet or exceed benchmarks & % in exceed benchmarks level)
- Attendance
- Pre-kindergarten preparation
- Underrepresentation in pre-school, and overrepresentation in Head Start
- Kindergarten disparities
- Geography: overrepresented in poor and weak performance schools
- Post-secondary education
- LEP performance

Population of Multnomah County

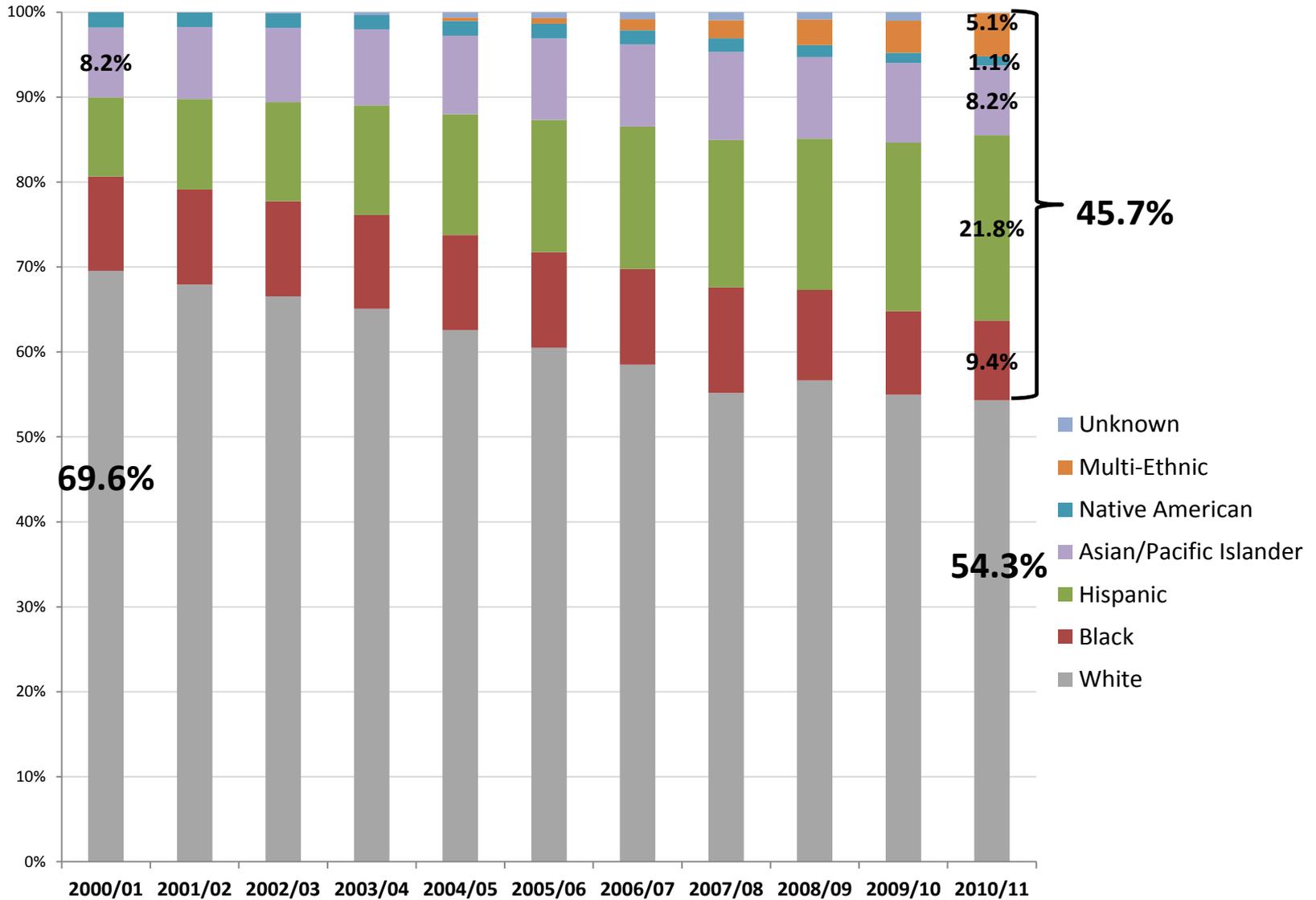


Portland Metro Changing Demographics, 1980-2040



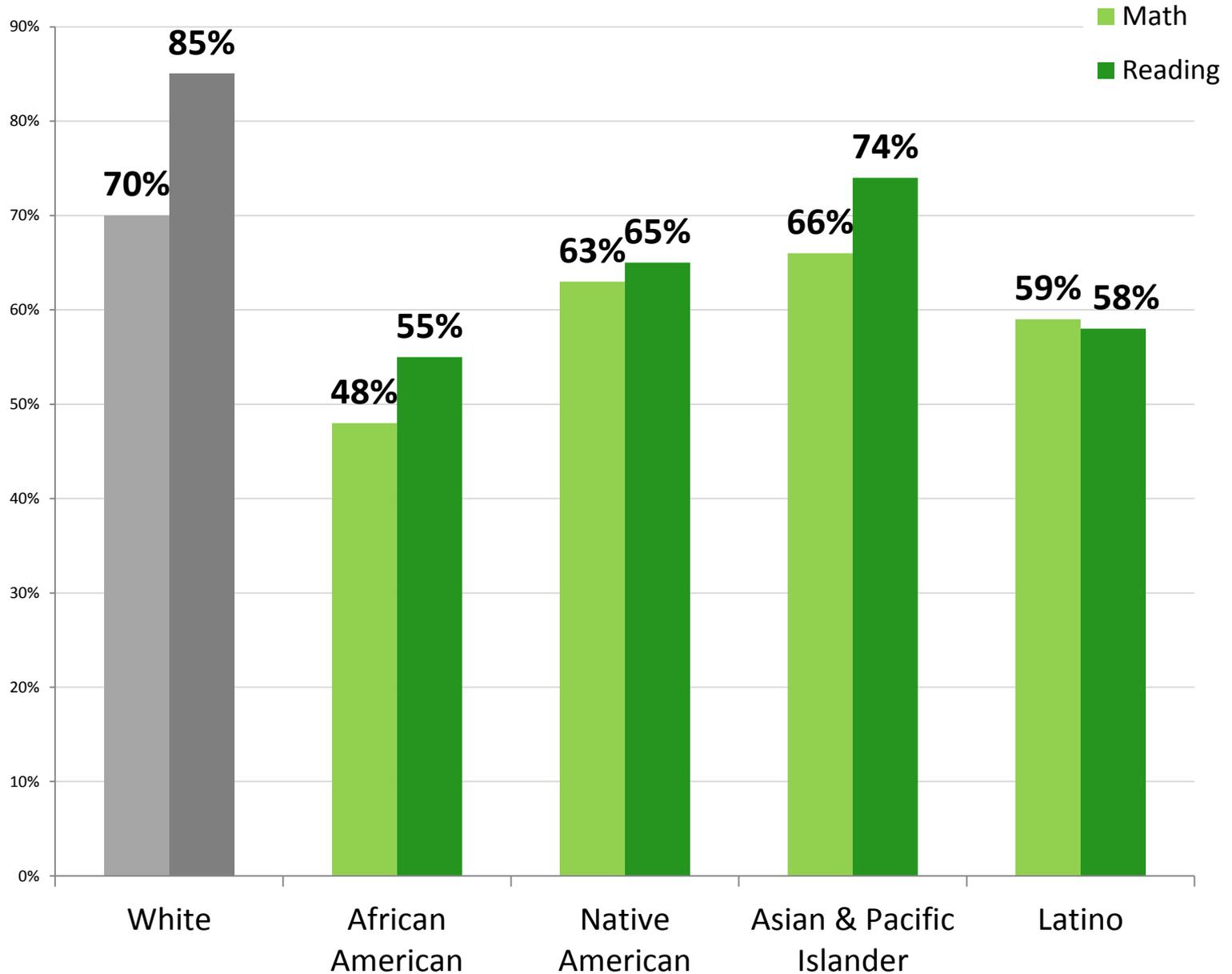
Source: Dr. Manuel Pastor, presentation to Metro, July 30, 2012

Race/Ethnicity of Students in Public Schools, Multnomah County

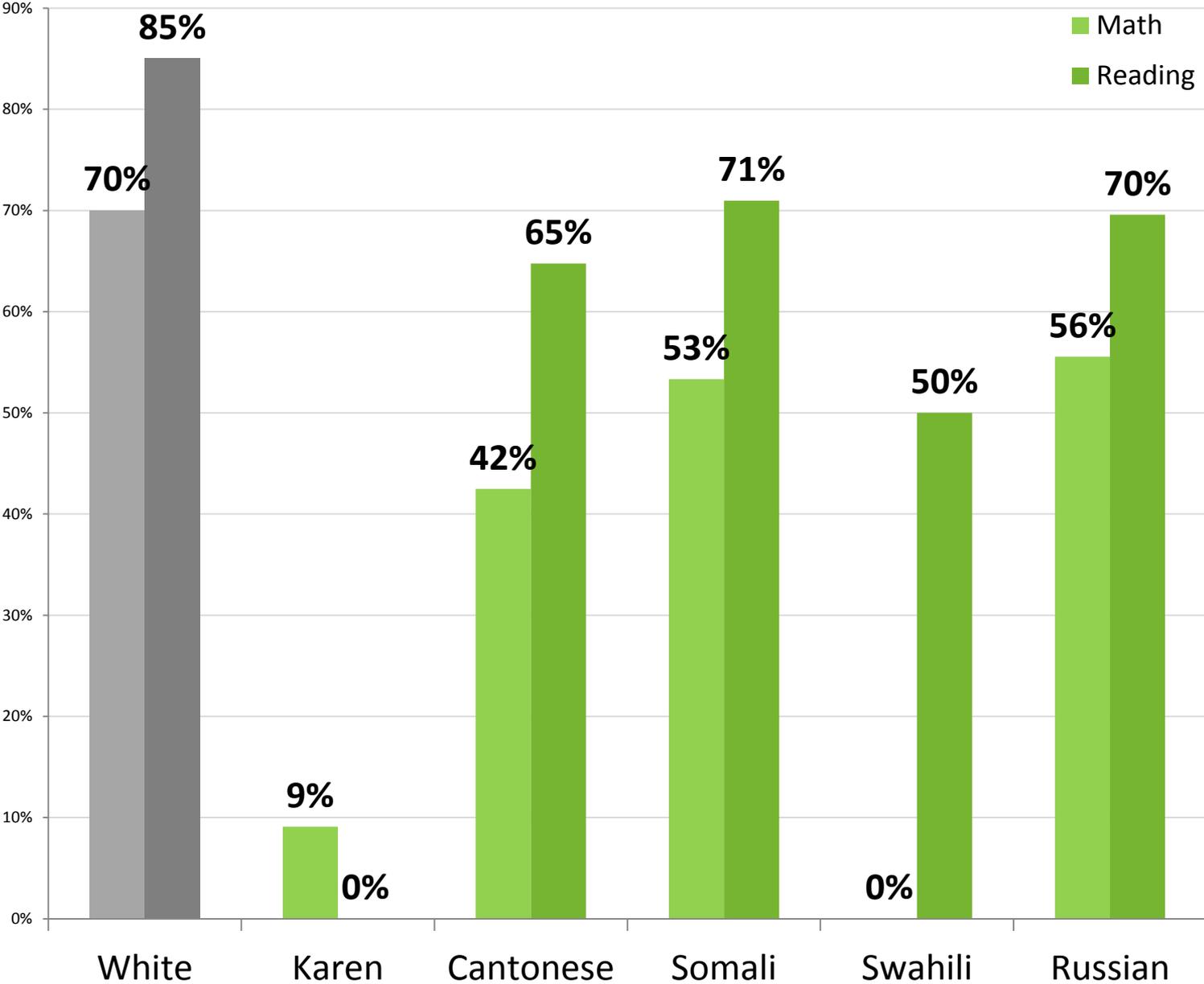


Across Oregon, the population of people of color is 21.5% yet 33% of Oregon's public school students.

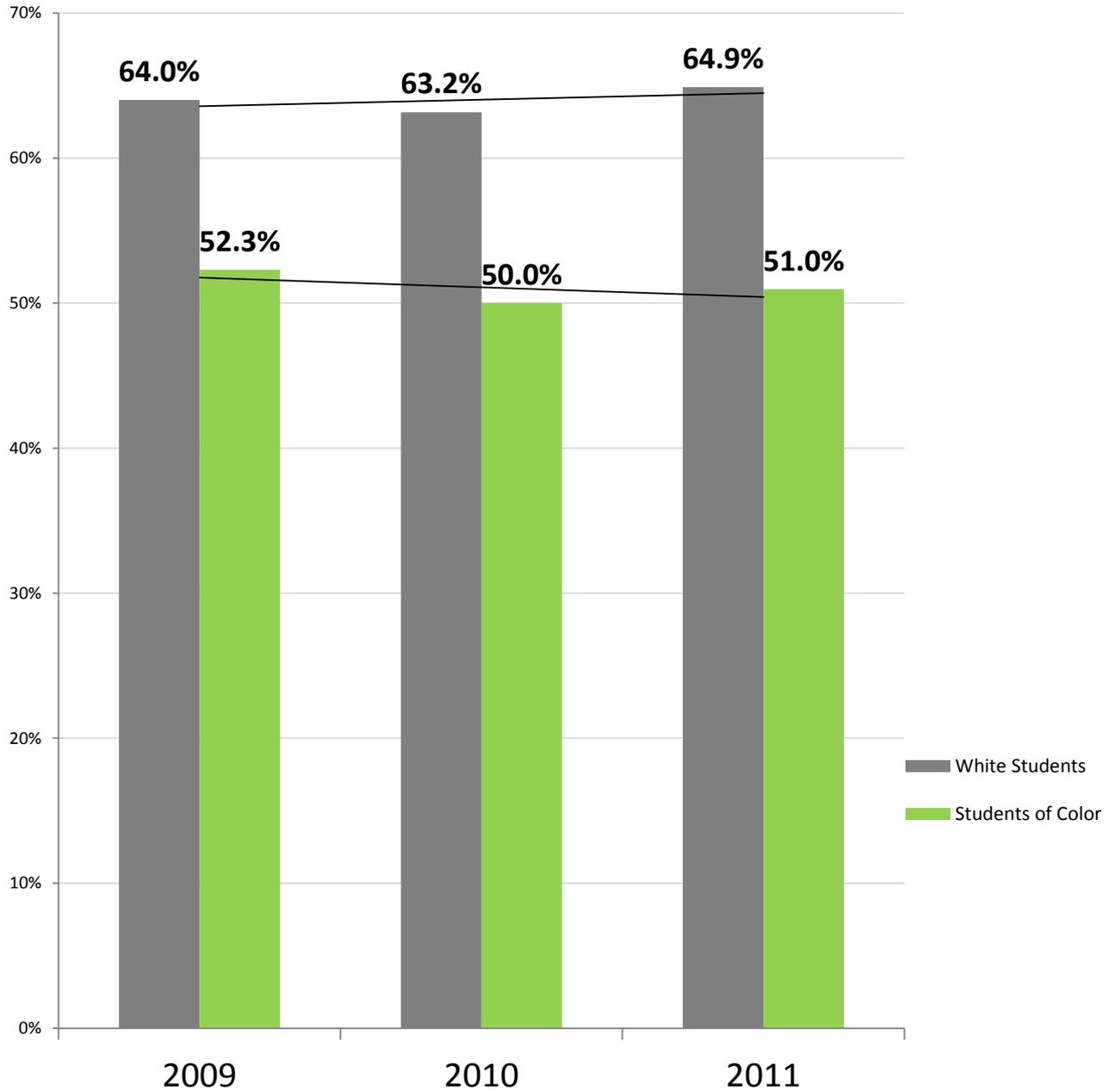
Achievement Gap, Multnomah County, 2010 (% of students who meet benchmarks)



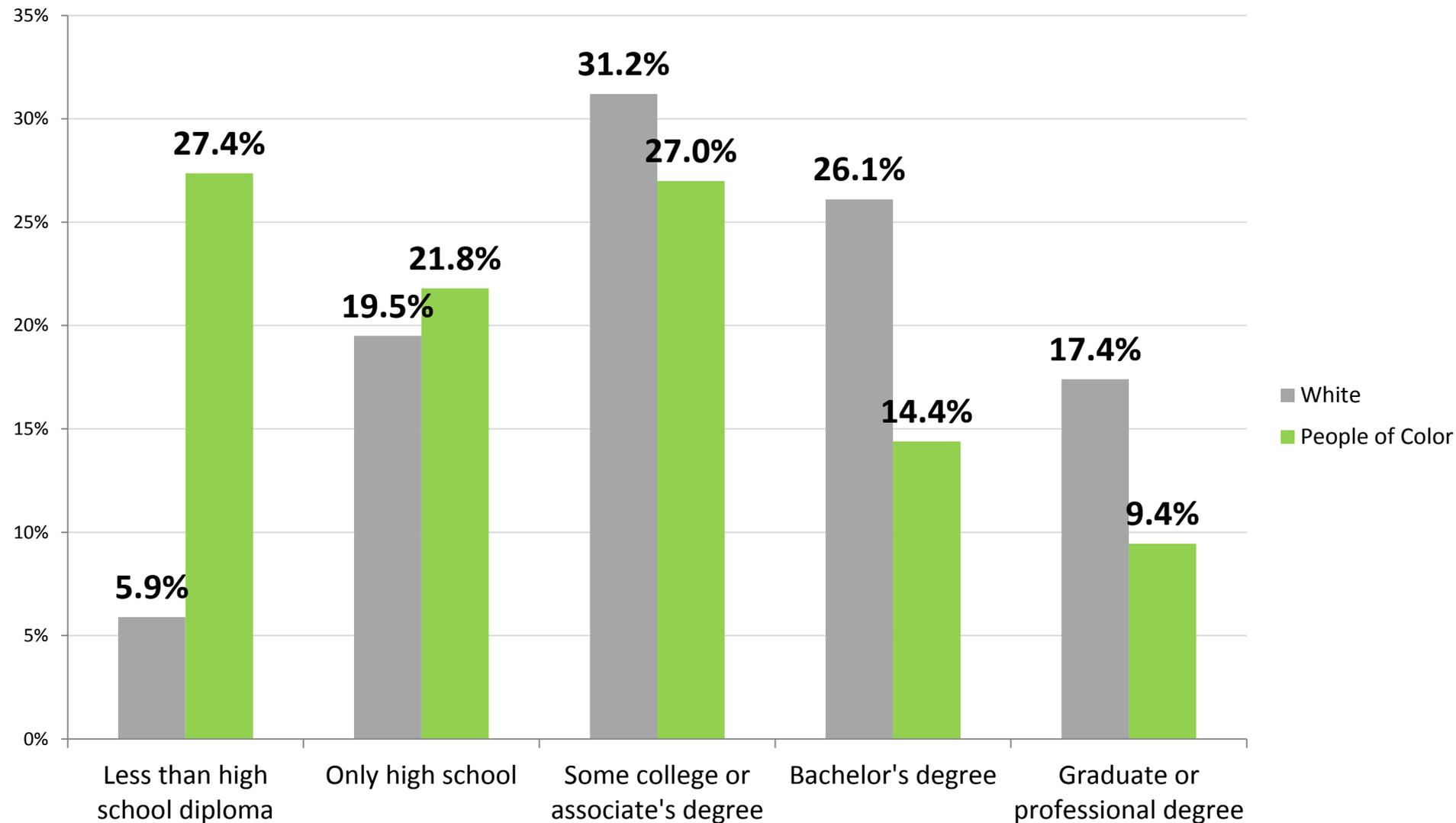
Achievement Gap, Selected Communities, Multnomah County, 2010



Cohort Graduation Rate, Multnomah County

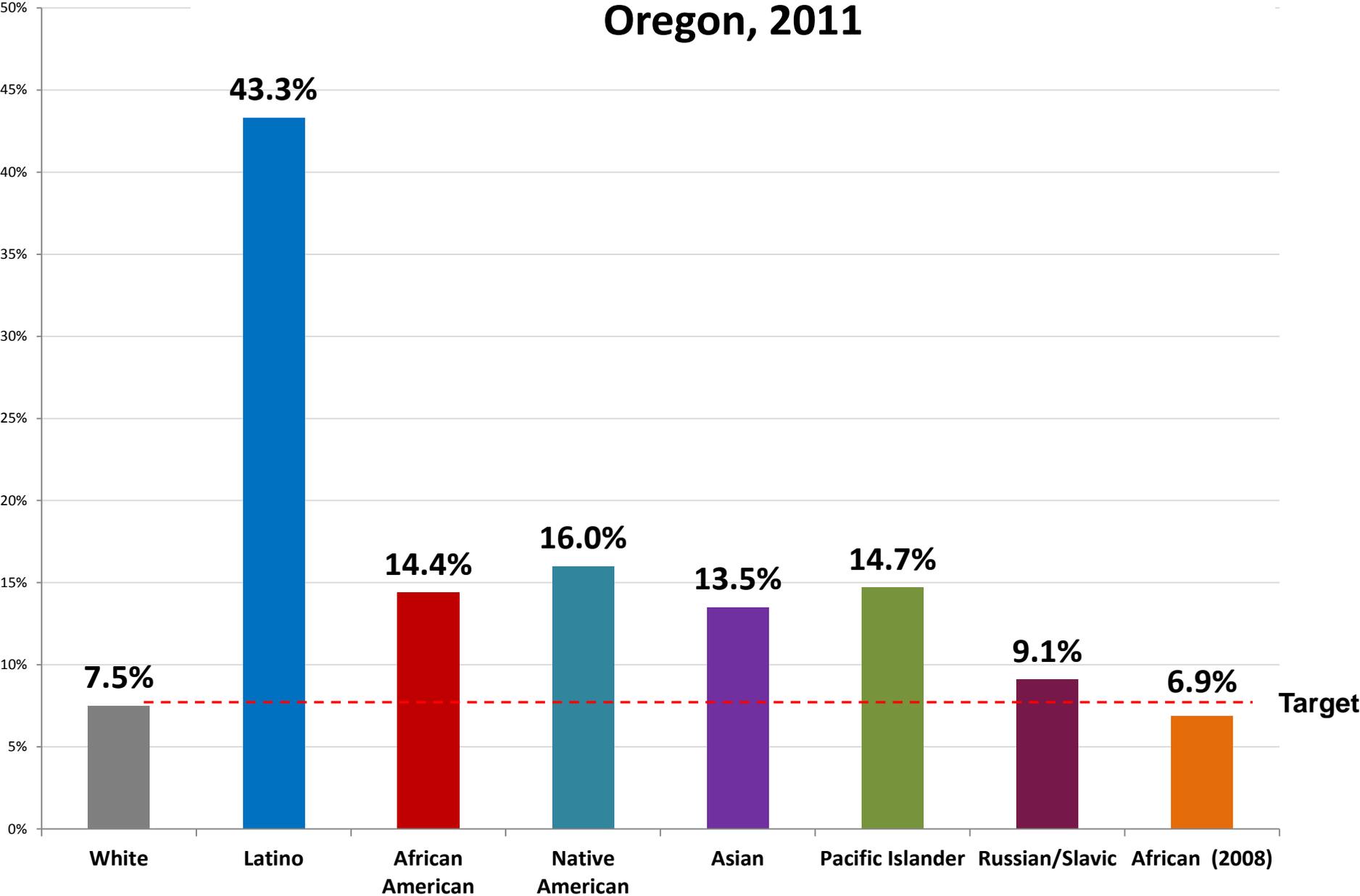


Educational Attainment, Multnomah County, 2011

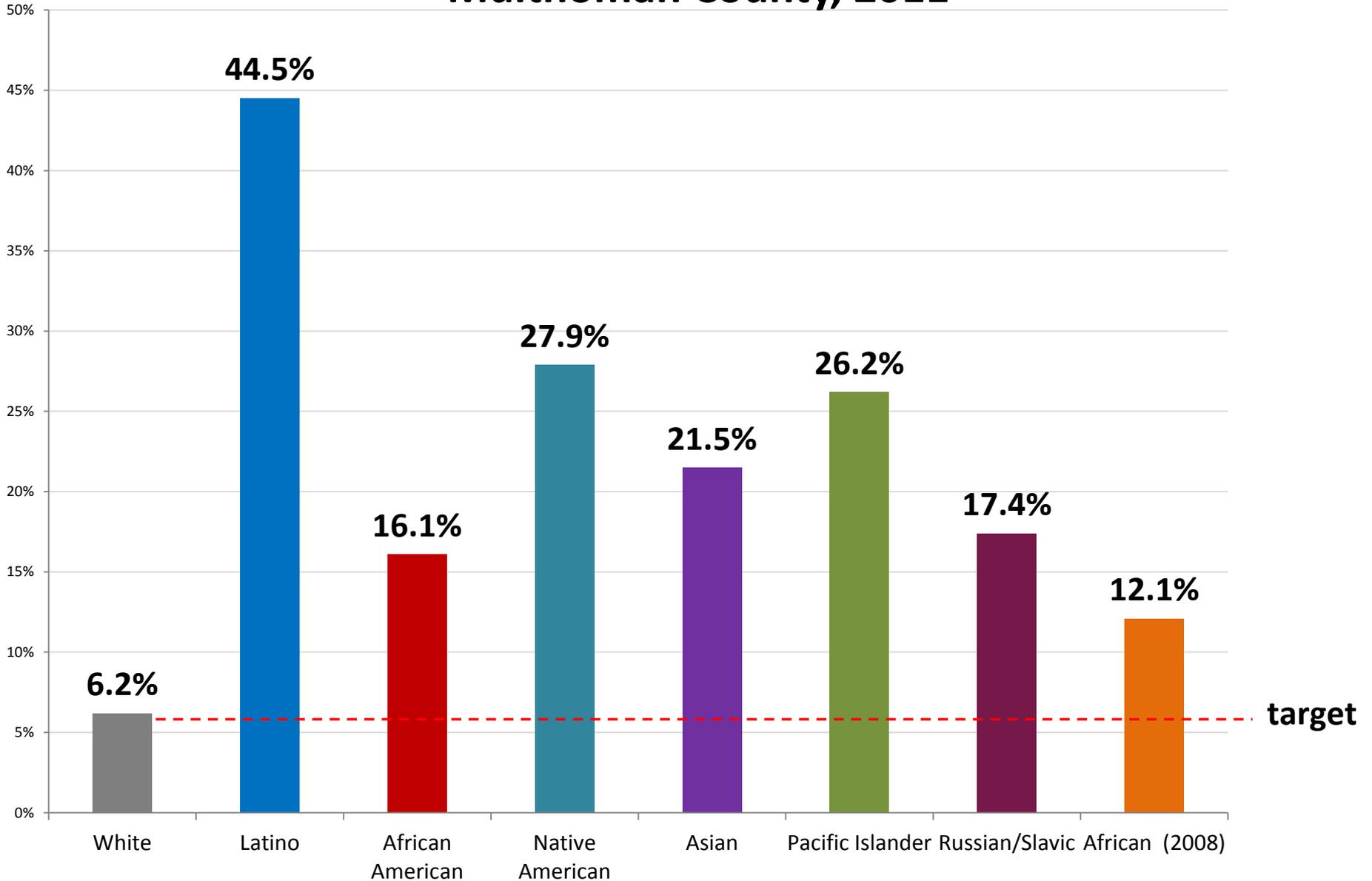


- If White, have 1/17 chance of not graduating high school. If a person of color, more than ¼ don't graduate high school.
- Chance of having a degree? 44% for Whites, and 24% for people of color.

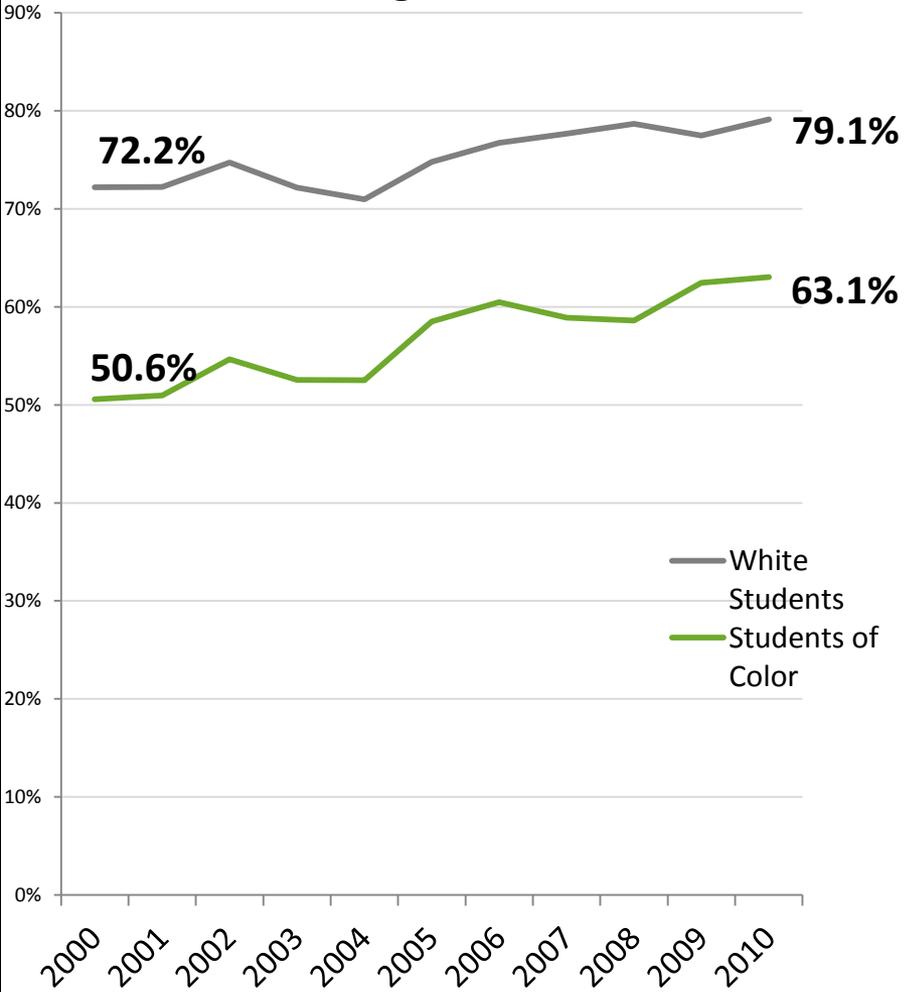
Size of Community that has not completed High School, Oregon, 2011



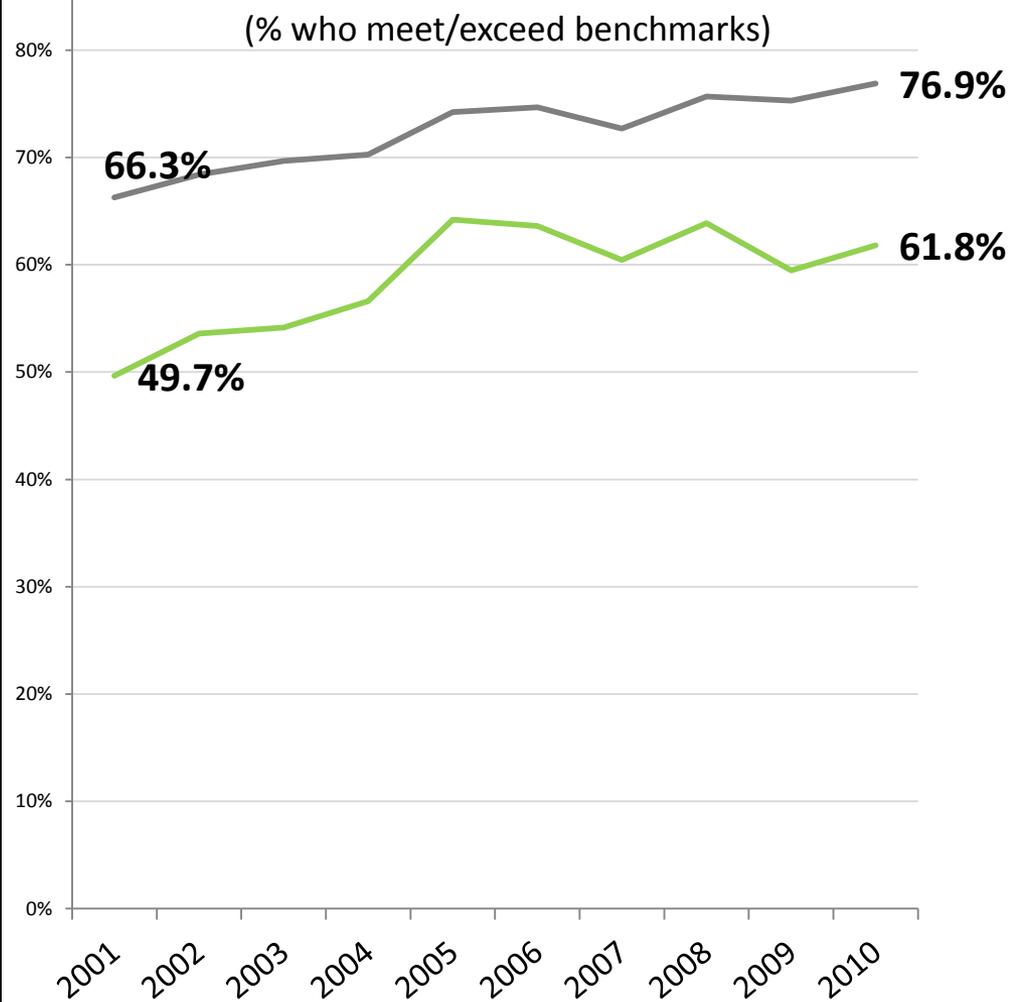
Size of Community that has not completed High School, Multnomah County, 2011



Achievement Gap, Reading & Literature

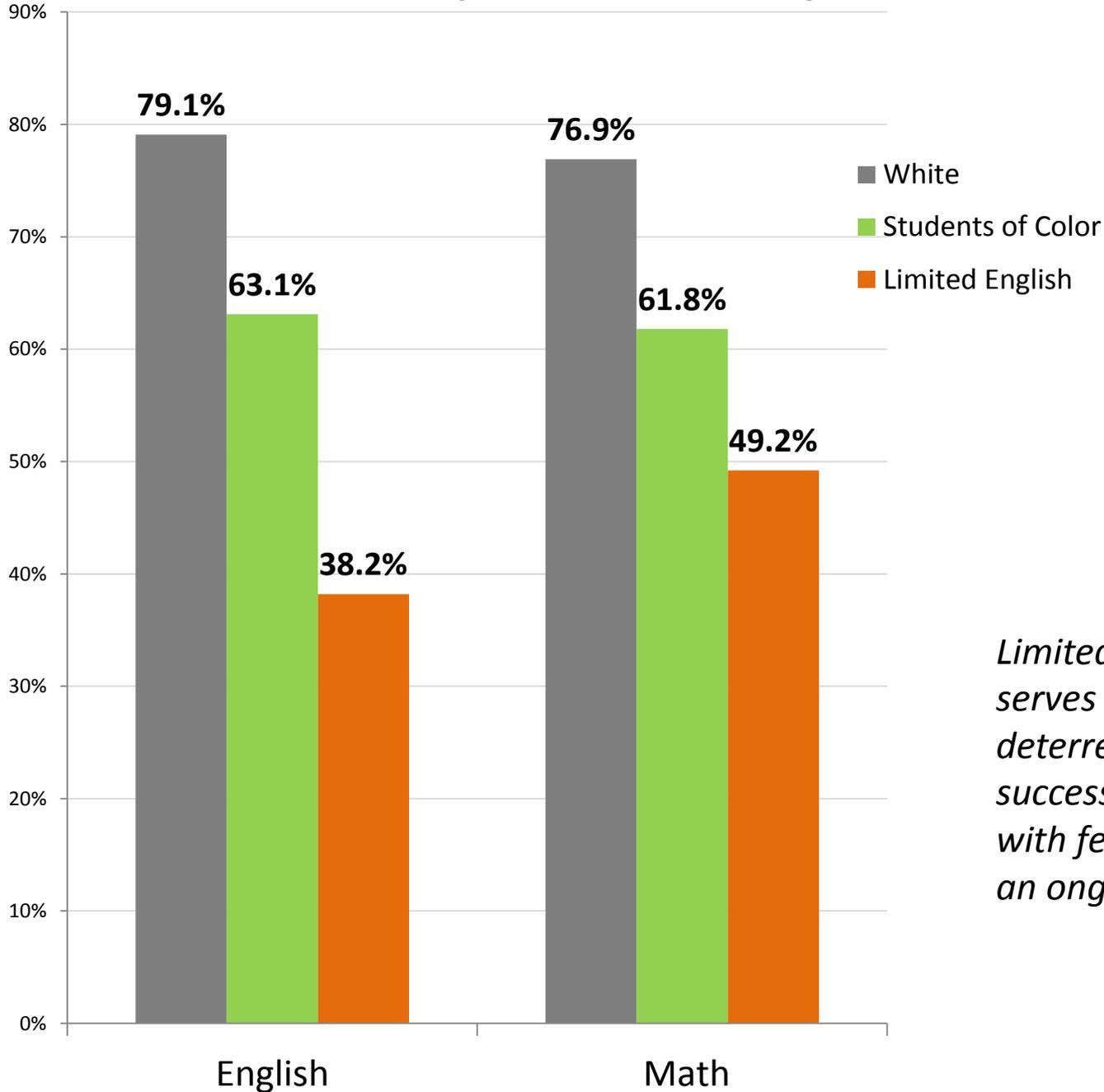


Achievement Gap, Math



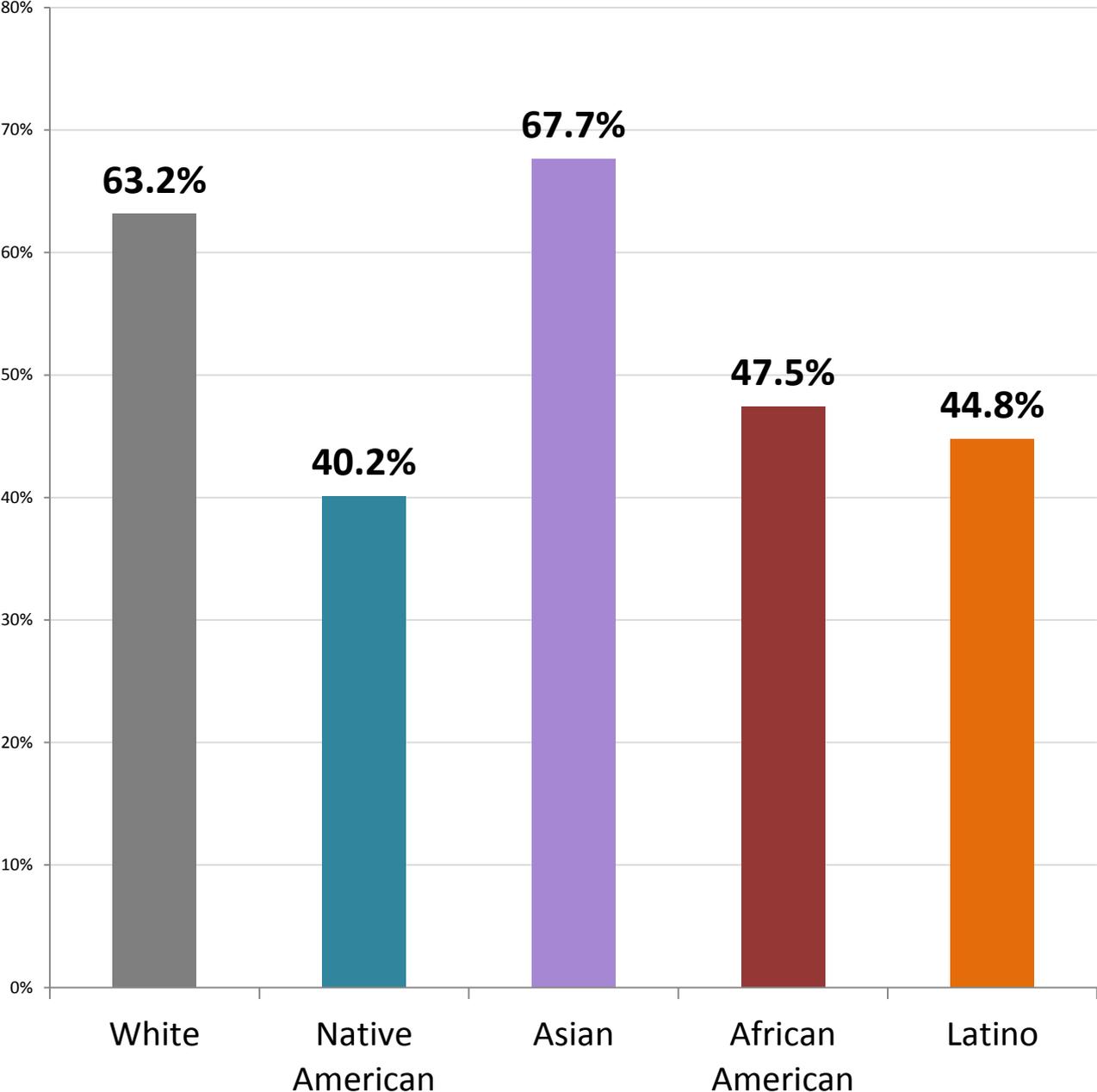
- Educational disparities are deep, and widened last year
- Improvements best between 2004 and 2006

Achievement Gap, Multnomah County, 2010



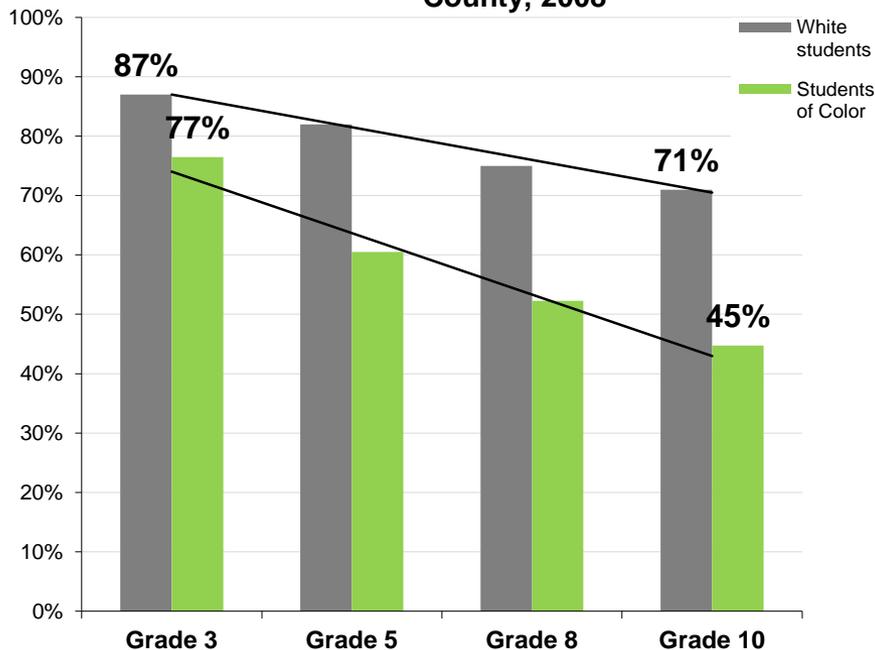
Limited English capacity serves today as a massive deterrent to academic success. Non-compliance with federal regulations is an ongoing problem.

Cohort Graduation Rate, 2010, Multnomah County

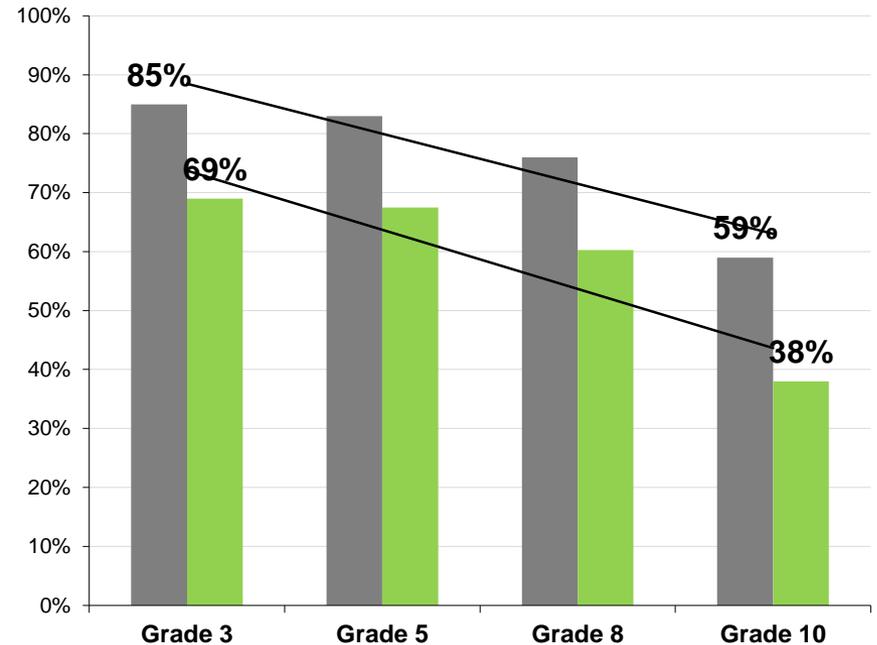


The achievement gap worsens significantly as our youth move into higher grades

Achivement Gap, Reading & Literature, Multnomah County, 2008



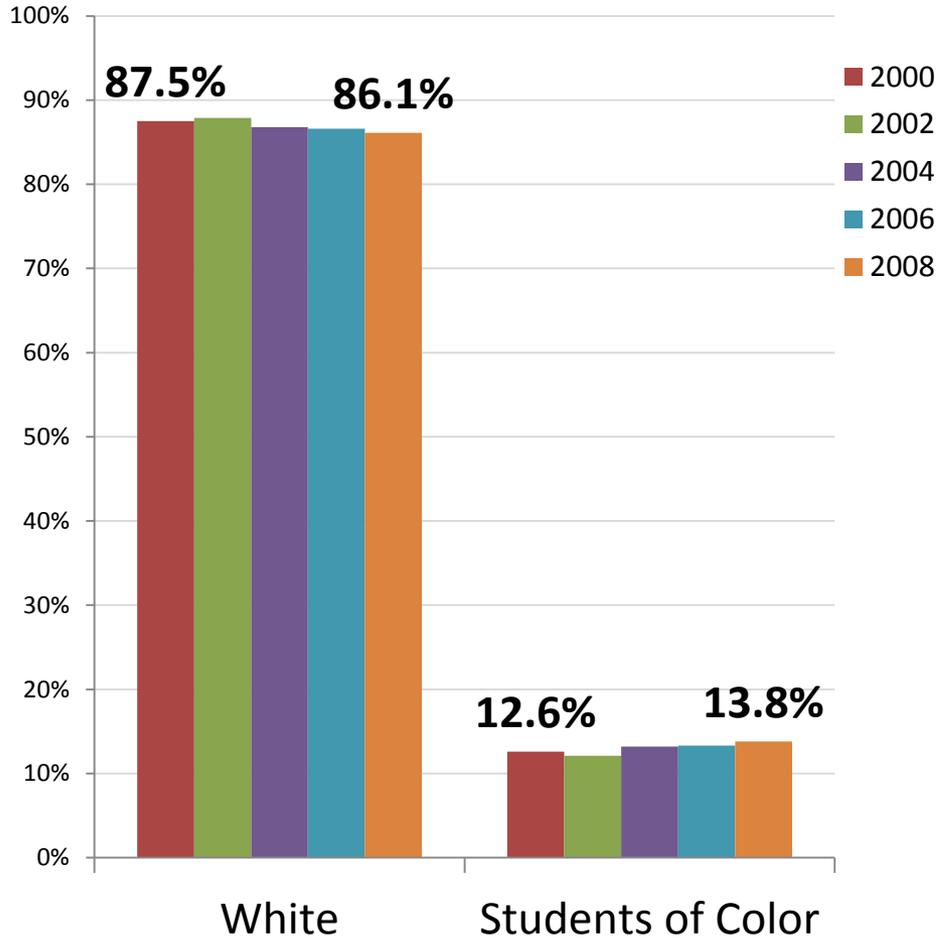
Achievement Gap, Math, Multnomah County, 2008



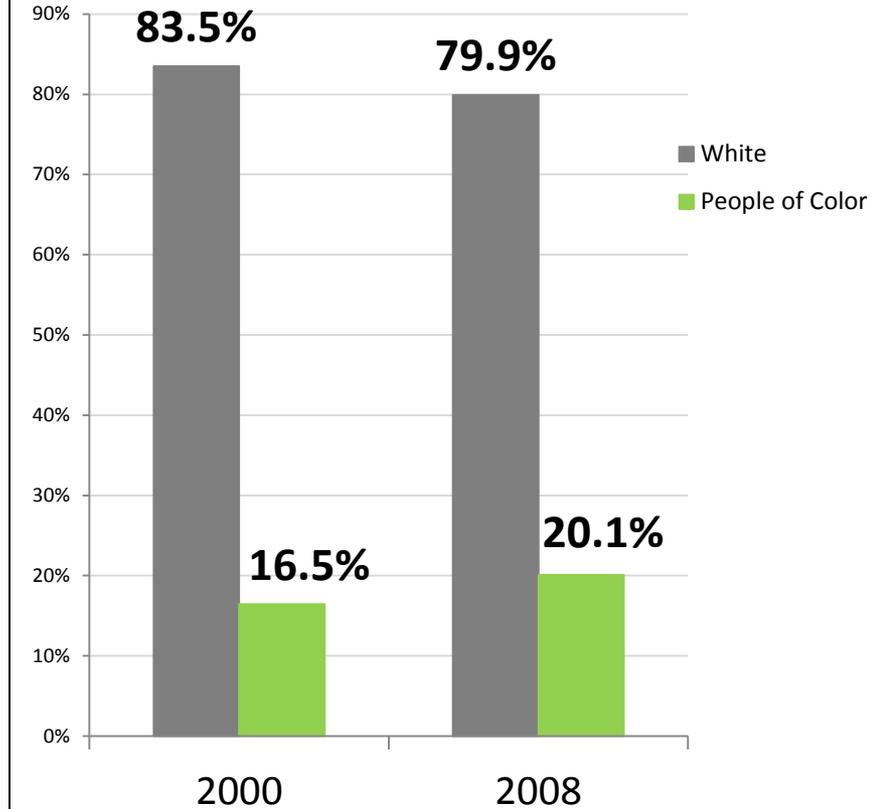
Impact of Affluence on Graduation Rates

- Oregon, 2009
 - For Whites – increase graduation rates from 82% to 90%
 - For Students of Color – little impact on graduation... 78% regardless of income levels
- What does this mean?
 - Only Whites are able to translate improved incomes into improved graduation levels
 - Students of color are not able to translate affluence into improved chances for graduation

Degrees Awarded by Oregon's Public Universities, 2000 to 2008

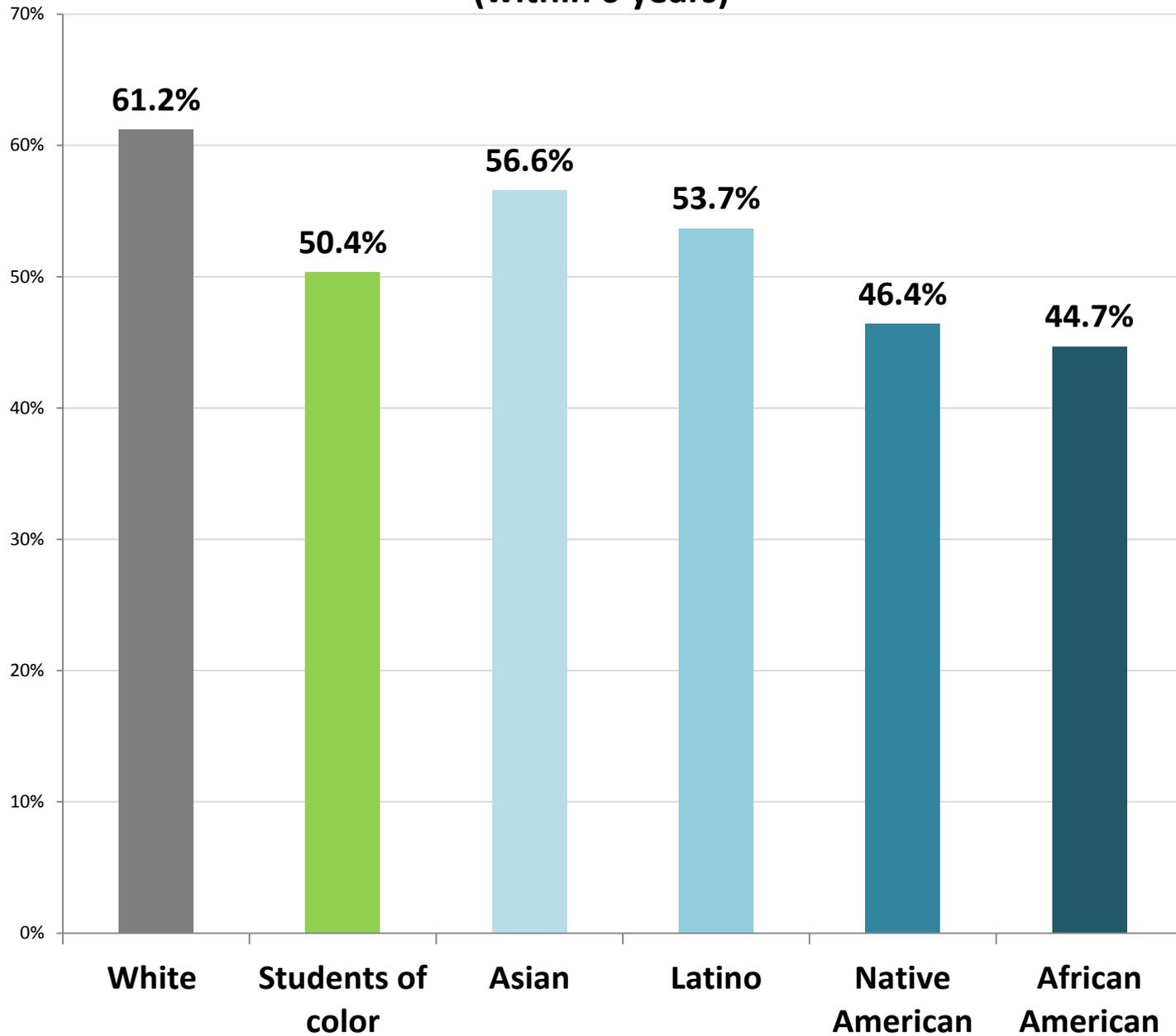


Oregon's Population, 2000 & 2008



Result: Disproportionality has gotten worse since 2000

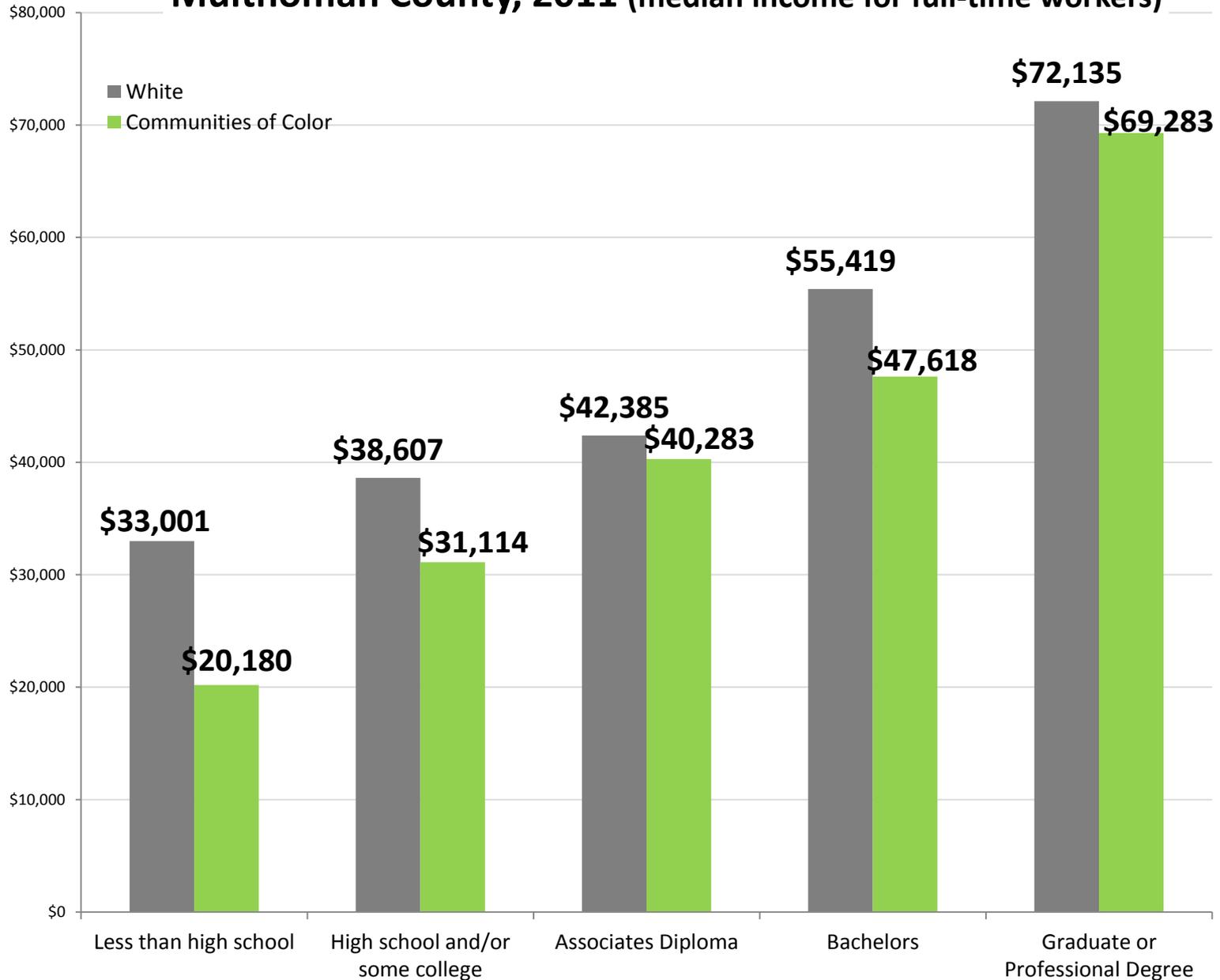
Oregon University System Graduation Rates, 2008 (within 6 years)



Yet Education is not a guarantee

- Unemployment
 - In 2011
 - White = 7.1%
 - People of Color = 20.7% (three times higher)
- At same education levels, people of color have much greater unemployment
 - In 2007, college-educated have 43.8% worse unemployment than Whites
 - By 2008, this deteriorated to 51% worse levels
- And worse incomes...

Average Annual Incomes for those of same education, Multnomah County, 2011 (median income for full-time workers)



Net impact... today

- Of every 100 White students who start high school...
 - 61 of them complete high school successfully
 - 43 of them go on to higher education
 - If all go to OUS institutions, **26 will graduate** from university in 6 years (one-in-four)
- Of every 100 students of color who start high school...
 - Only 44 of them complete high school successfully
 - Only 30 go on to higher education
 - If all go to OUS institutions, **only 15 will graduate** from university in 6 years (one-in-seven)
- ***Disparities will grow with these trends***

Recommendations

1. Recognize depth and urgency of this problem
2. Achievements seen for White students must be provided for students of color
 - Educational (and economic) progress for Oregon depends on gains made for students of color
 - Our destiny as a region depends on racial equity gains made among communities of color
3. **Policies** must drive reforms
 - Move good intentions into concrete and durable achievements
4. Make **culturally-specific education** available...

What is a culturally-specific organization?

- The majority of students and staff are from a particular community of color
- The organizational environment is culturally-focused and identified as such by all
- The staff, board and leadership reflects the community that is served
- The organization has a track record of successful community engagement and involvement with the community being served

What benefits exist for students?

- They enter the doors as insiders instead of outsiders
 - Service users are validated in their specific cultural context
- Staff are much more likely to validate experiences of racism in human encounters
- Services are accountable to their own communities
- Students' experiences are much better understood by educators
- Advocacy practices are more pronounced and visible

What benefits exist for the community?

- Grow own solutions to issues
 - Capacity building
- Builds valued local resources
- Creates local knowledges
 - Builds expertise, reputation and influence
- Promote own leadership
 - Board, staff, educators, volunteers

Culturally-Specific Education

- NAYA Early College Academy
 - Retention = 90% of students
 - Graduation = 88% of enrollments
 - Teacher recruitment = over 90% are Native and 88% hold Master's degrees
 - Achievement = average 3-grade level reading gain
- Self-Enhancement, Inc.
 - Graduation = 100% of enrollments

Recommendations (Cont'd)

5. Address racial disparities using best practices that include:
 - Clear directives & commitments at top leadership level
 - Assessment of status to help set priorities (called “audits”)
 - Strong community partnerships
 - Shared power and resources
 - Culturally-specific services for each community
6. Research reforms

PPS Racial Educational Equity Policy (2011)

“In light of this mission and our beliefs, Portland Public Schools’ historic, persistent achievement gap between White students and students of color is unacceptable... this policy focuses on the most historically persistent achievement gap, which is that between White students and students of color...closing the achievement gap... is the top priority of the Board of Education, the Superintendent and all district staff. **Race must cease to be a predictor of student achievement and success... The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals.**”

Racial Equity “Audit” to identify needs & priorities

Organizational Structures
Racial Equity Policy
Public commitment in writing to racial equity
Infrastructure exists to sustain racial equity
Driver system (steering committee) effective to advance racial equity
Accountability for progress exists internally across all levels of the organization
Accountability for progress exists externally
Future planning integrates racial equity (strategic planning, annual planning, grant applications)
Tracking system exists to assess current and future outcomes & achievements
Tracking system is informed by Coalition of Communities of Color
Allocation of resources aligned with racial equity goals
Monetary elements: purchasing, contracting/subcontracting & investments
Hiring and employment systems advance racial equity
Operations integrate racial equity
Impacts
Racial disparities are reducing
Where disparities are not reducing, remedies are developed
Capacity
Knowledge base exists for how to reduce service-based racial disparities
Key staff aligned with racial equity mission
Resources exist for reducing racial disparities in important ways
Community Impacts
The community is benefiting from the institutional reforms in concrete, valued and observable ways
Community members most affected by institution integrated into organization as both volunteers and staff

Research Reforms

- Count communities of color appropriately
 - Conventional data sources (such as the Census and the American Community Survey) undercounts our communities of a magnitude of between 5% and 40% (depending on the community).
 - We have also found some governmental entities using 10-year old data. The result is a severe cut in the resources made available to our communities, since money follows numbers.
- Always disaggregate by race and ethnicity
- Standardize reporting practices
 - Each governmental entity has varied research practices drawing on different customs for analyzing and researching data.
 - Creates confusion & opaqueness in how we are able to study experience and frustration for our agencies in receipt of contract dollars.
- Require contractors & subcontractors to disaggregate too (not usually required)
 - Include BOTH service usage and service outcomes
- Be transparent
 - Reporting practices obscure and hide disparities, sometimes intentionally

Thank you!

For more information

- Matt Morton, Executive Director, NAYA
 - matthewm@nayapdx.org
- Julia Meier, Coordinator, Coalition of Communities of Color
 - juliam@nayapdx.org
 - 503-288-8177 x295
- Ann Curry-Stevens, Principle Investigator
 - currya@pdx.edu
 - 503-725-5315
- The full report can be downloaded from www.coalitioncommunitiescolor.org