



OREGON EDUCATION INVESTMENT BOARD Equity and Partnership Sub-Committee*

Tuesday, March 12, 2013

8:15 – 10:15 AM

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

*JOHN KITZHABER
Governor of Oregon
OEIB Chair

NANCY GOLDEN
Chair Designee

*JULIA BRIM-EDWARDS

YVONNE CURTIS

MATTHEW DONEGAN

*SAMUEL HENRY

*NICHOLE MAHER

MARK MULVIHILL

DAVID RIVES

RON SAXTON

MARY SPILDE

KAY TORAN

JOHANNA
VAANDERING

Chief Education Officer
DR. RUDY CREW

AGENDA

8:15-8:20	Welcome & Review of Agenda Nichole Maher, Sub-committee Chair
8:20-8:30	Draft Equity Lens: Advisory Committee Input Dr. Doris McEwen, Staff Support
8:30-8:45	Continued Discussion Subcommittee Members
8:45-9:20	Update Governor Kitzharber on Equity Lens
9:20-9:30	Break
9:30-9:50	Draft Equity Lens: Outreach Plan, Planning for OEIB April Meeting, Next Steps Dr. Doris McEwen, Staff Support Nichole Maher, Sub-committee Chair
9:50-10:00	Revised Issues Brief: Discipline (Approval)
10:00-10:15	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

March 12, 2013

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

Audio upon request

Materials packet includes:

Meeting agenda

DRAFT Equity Lens

Equity Lens – Thoughts to Consider in Developing an Equity Lens

OEIB Vision Statement: (Taken from the OEIB Vision Statement that is Pending Adoption)

...the OEIB will mobilize its effort around a vision that will use the statutory right to create, invest in, align, and build a P-20 system and the moral authority to influence, convene, report, and measure the conditions of student success.

Purpose of the OEIB Equity Lens: The purpose of the equity lens is to clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational systems, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. As the OEIB executes its charge to align and build a P-20 education system, an equity lens should prove useful to ensure that **every** learner is adequately prepared for meaningful contributions to society. The purpose of the **equity lens** is to confirm the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system. The equity lens particularly focuses on underserved students – out of school youth, English Language Learners, and students in some communities of color and some rural geographical locations. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocation, overall investments, hiring and professional learning.

Oregon Educational Investments Board Case for Equity:

Oregonians have a shared destiny. Individuals within a community and communities within a larger society need the ability to shape their own present and future and we believe that Education is a fundamental aspect of Oregon's ability to thrive. Equity is both the means to Educational success *and* an end that benefits us all. Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities. Working toward equity requires an understanding of historical contexts and the active investment in social structures over time to ensure that all communities can reach the goals of the 40/40/20.

Beliefs:

We believe that every learner has the ability to learn and that we have a moral responsibility to ensure a structure that provides optimal learning environments that lead students to be prepared for their future.

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 relative English as a second language support.

We believe that the students who have previously been described as “at risk,” “underperforming,” or “under-represented” actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations previously considered minority, and our inability to meet the needs of this increasingly diverse population inherently limit the ability for Oregon to thrive and for us to successfully reach our 40/40/20 goals.

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally relevant, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school.

We believe that ending disparities and gaps in achievement begin in the delivery of quality Early Learnerhood programs and appropriate parent engagement and support. This is not simply an expansion of services -- it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.

We believe that resource allocation demonstrates our priorities and our values. If rural communities, communities of color, English language learners, and out of school youth are truly our priority then we must demonstrate our commitment in the way that we allocate resources and make educational investments.

We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage, share decision making, control, and resources.

We believe that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Community Colleges and Universities must demonstrate that they can serve these populations and have the same or better outcomes in order for them to be a full partner in achieving our collective goals.

We believe that our institutions of higher education will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity

and the ability for all of these populations to be educationally successful and ultimately employed.

We believe that we must meet the needs of our special education population. Students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, making necessary accommodations when feasible.

Outcomes:

1. Every learner is academically proficient in the core areas of reading, mathematics, writing, and science.
2. Every learner has civic awareness and an understanding of what it means to practice behaviors that uplift the larger community.
3. Every learner has workplace literacy and knows how to access information about entering community colleges, baccalaureate institutions, the workforce, or military as their postsecondary pursuits.
4. Every learner demonstrates personal integrity. They will be honest, know what is right, and behave in a manner that radiates to their moral center.
5. Every learner has access to a quality early learning program and environment to develop the skills and early supports needed to start school successfully.
6. Every learner labeled as a “hard-to-reach out of school youth” will re-engage in school.
7. Every graduate from post-secondary is prepared as an effective citizen-leader who can confront and resolve instances of prejudice, bias and discrimination.

Definitions:

Equity: in education is the notion that EACH and EVERY learner will receive the necessary resources they need individually to thrive in Oregon’s schools no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.

Underserved students: Students whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, and geographic location.

Achievement gap: Achievement gap refers to the observed and persistent disparity on a number of educational measures between the performance of groups of students,

especially groups defined by [gender](#), [race/ethnicity](#), and [socioeconomic](#) status. (Wikipedia.org)

The difference in the performance between each ESEA subgroup ... within a participating LEA or school and the statewide average performance of the LEA's or State's highest achieving subgroups in reading/language arts and mathematics as measured by the assessments required under the ESEA. (U.S. Department of Education, www.Ed.org)

Race: Race is a social – not biological – construct. We understand the term “race” to mean a racial or ethnic group [do we want to separate] that is generally recognized in society and often, by government. When referring to those groups, we often use the terminology “people of color” or “communities of color” (or a name of the specific racial and/or ethnic group) and “white.”

We also understand that racial and ethnic categories differ internationally, and that many of local communities are international communities. In some societies, ethnic, religious and caste groups are oppressed and racialized. These dynamics can occur even when the oppressed group is numerically in the majority.

White privilege: A term used to identify the privileges, opportunities, and gratuities offered by society to those who are Caucasian and not a member of an ethnic group.

Embedded racial inequality: Embedded racial inequalities are also easily produced and reproduced – usually without the intention of doing so and without even a reference to race. These can be policies and practices that intentionally and unintentionally enable white privilege to be reinforced.

40-40-20:

Disproportionality:

Basic Features of the Equity Lens:

- An understanding that an equity lens is not about particular groups, but rather, about how race shapes the allocation of power and the distribution of benefits and burdens among all groups within society.
- Disaggregate data so there is active analysis of the data and information about race and ethnicity, poverty, gender, English language proficiency, differently abled, and geographical location in program development, community engagement, governance, and policy/advocacy setting.

- Understanding disparities and disproportionality – actively learning why they exist and applying this learning to the work of the OEIB and Equity and Partnerships Subcommittee.
- Examining issues, needs, and opportunities and their root causes from a structural standpoint.
- Naming race explicitly when talking about problems and solutions.
- Understanding the context in which the lens may be applied.

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. OEIB will apply the equity lens to strategic investment proposals reviews, as well as its practices as a board.

Questions to Guide Equity Reviews:

1. What are the structural causes of disparate and disproportional data?
2. How is your information representative of the population in your community?
3. Who is engaged and/or served/impacted by the proposal?
4. How will the proposal help eliminate the achievement gap?
5. What information do we need to make better decisions in these areas?