



2016

Chief Education Office
Government to Government
Annual Report



Oregon

Kate Brown, Governor

Chief Education Office

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December 15, 2016

Karen Quigley
Legislative Commission on Indian Affairs
900 Court Street NE, Room 167
Salem, OR 97301

Dear Karen:

On behalf of the Chief Education Office, I am pleased to submit our 2016 Government to Government Annual Report.

The vision of the Chief Education Office is to build and coordinate a seamless system of education that meets the diverse learning needs of students from cradle to career. The Chief Education Office is charged to improve access, opportunity and outcomes for students across the learning continuum from early learning through higher education. It is through our core focus on equity that we are committed to identifying strengths in communities and promising practices within our unified education system to ensure every student is well-served and provided multiple pathways to success.

The Chief Education Office recognizes our agency's obligation and responsibility to open communication and meaningful consultation with the sovereign, Federally-recognized Tribes of Oregon. This engagement informs and enriches our ongoing partnership with tribal communities to better serve our native students. We remain committed to strengthening and growing the partnership between our agency and the Tribes of Oregon.

If you have questions about this report, please contact my office at 503-378-2761.

Sincerely,

Lindsey Capps
Chief Education Officer

CC: Governor Kate Brown

Table of Contents

About the Chief Education Office	4
Oregon Equity Lens	4
Agency Activities to Promote Government-to-Government Relationship.....	5
Education Cluster Quarterly Meetings.....	5
Chief Education Office Programs and Initiatives.....	5
American Indian / Alaska Native (AI/AN) Education State Plan.....	5
Improving High School Graduation	5
Chronic Absenteeism	6
Trauma Informed Practices Pilot.....	7
Oregon Educator Equity Advisory Group	7
Statewide Longitudinal Data System	7
STEM Education Plan	8
Continued Commitment	9
Appendix 1- Oregon Equity Lens.....	10

About the Chief Education Office

The Chief Education Office is charged with building a seamless system of education from birth to college & career to meet Oregon's 40-40-20 goal by 2025. Our three primary roles include: leading cross-agency policy, research and planning tied to critical student outcomes, alleviating barriers impeding student success, and elevating a core focus on equity within all educational settings. We deliver impact through: convening cross-sector groups to co-construct powerful solutions, enhancing coordination with agency leaders and governing boards, operationalizing the Equity Lens across all educational entities and stakeholders, and developing a coordinated system to link and analyze student data.

Lindsey Capps, Chief Education Officer, serves as the Government to Government representative for the Chief Education Office, and is responsible for working with the following Chief Education Office policy directors and other agency directors to identify specific areas of collaboration and consultation on programs, policies and/or initiatives that affect tribes:

Chief Education Office

Lindsey Capps, Chief Education Officer
Colt Gill, Education Innovation Officer
Kristin Gimbel, Public Affairs Director
Dr. Krissi Hewitt, Regional Education Partnership Policy Advisor
Mark Lewis, CTE & STEAM Education Policy Director
Dr. Hilda Rosselli, Career & College Readiness & Educator Advancement Policy Director
John Starr, SLDS Project Director
Peter Tromba, Interagency Policy Research Director
Lindsay Moussa, Executive Assistant to Chief Education Officer & Support to Education Cluster

State Agency Directors

Monica Beane, Teacher Standards and Practices Commission
Iris Bell, Youth Development Division
Ben Cannon, Higher Education Coordinating Commission
MaryKay Dahlgreen, Oregon State Library
David Mandell, Early Learning System
Salam Noor, Oregon Department of Education

Oregon Equity Lens

The Oregon Equity Lens, created and adopted by the Oregon Education Investment Board (now the Chief Education Office), is the policy and process by which the agency identifies the potential impact on communities as it relates to planned or current policies, programs, or investments. The Equity Lens emphasizes historically underserved students, such as out of school youth, emerging bilingual students (English language learners), and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The Equity Lens confirms the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system. By utilizing an equity lens, the Chief Education Office aims to provide a common vocabulary and protocol for resource allocation, partnership, engagement, and strategic initiatives to support all students and communities, including tribal communities (see Appendix 1).

Agency Activities to Promote Government-to-Government Relationship

Education Cluster Quarterly Meetings

Chief Education Officer Lindsey Capps co-convenes the quarterly convening of the Tribes and State Education Agencies through the Government-to-Government Education Cluster. Prior to each meeting, the Chief Education Officer consults with the Tribal Facilitator to co-create the meeting agendas based 1) on specific requests by the tribes; and 2) to facilitate engagement of the education directors of the Tribes with state education agency directors on critical issues related to early childhood, K-12 public schools, higher education, youth development and the educator workforce. Additionally, information and updates on policy, programs or initiatives which impact the tribes are provided by each agency. At the Education Cluster meetings, the Chief Education Office has provided updates and information about the programs and initiatives described in the following section.

Over the past year, the Education Cluster meetings have been a forum of focused discussion on improving, revising and establishing state education agency policies, practices and processes in accordance with formal Tribal Consultation.

Chief Education Office Programs and Initiatives

American Indian / Alaska Native (AI/AN) Education State Plan

As charged in the AI/AN State Plan, the Chief Education Officer convened conversations with five Tribal communities, State Education Agency Directors and local school district leaders in 2016, with plans to meet with the remaining four federally recognized tribes in 2017.

The objectives of these conversations were to facilitate discussion regarding the communities' strengths, needs, and educational priorities, to create and identify opportunities for state and local education agencies to partner with the Tribes around strategies to improve educational opportunity and outcomes for Tribal students, and to improve student/parental/community engagement by establishing a cadre to facilitate community conversations and assist with the drafting of local "community conversation action plans" for ongoing engagement.

2016 Community Conversations

Warm Springs - March 10th
Umatilla - April 27th
Grand Ronde - July 18th
Cow Creek - August 24th
Burns Paiute - October 27th

Improving High School Graduation

Colt Gill has been appointed by Governor Brown to work within the Chief Education Office as the state's Education Innovation Officer. The Education Innovation Officer is charged with working with communities to identify and scale up effective practices and to work with the Chief Education Officer and Deputy Superintendent of Public Instruction to recommend policy, budget priorities, and actions to improve graduation outcomes while preparing students for their next steps in college or career.

Beginning in summer of 2016, Colt has traveled across Oregon to engage with students, families, educators and community leaders to better understand the unique challenges, assets, and opportunities in regions across our state. As these meetings were planned, tribes were invited to the engagements occurring near their communities. Colt was able to have additional conversations on this topic with Cow Creek, Umatilla, Warm Springs, and Coquille tribes, as well as a group of tribal youth council members from across the state. Listed below are graduation-specific strategies that have emerged as consistent themes in research around what is effective, and have been reinforced by communities thus far as Colt has traveled the state:

1. Investing in Equitable Outcomes: Resourcing to specifically support and create opportunities for populations of students who our systems have historically underserved and disproportionately make up the nearly 12,000 students who do not graduate high school on-time each year.
2. Early Indicator Systems: These systems are used effectively in more than 30 states and use data to create a collaborative approach among educators, students, families, and communities to keep students on a pathway to graduation.
3. Counseling, Wrap-Around Services, and Career & College Planning Support: Oregon currently has one of the highest student-to-counselor ratios in the country. To ensure our students are meaningfully supported in graduating high school and moving on with a plan for their future, they need effective guides and support systems such as culturally sustaining and trauma-informed practices along the way.
4. Career Technical Education: We know that applied learning engages students in school and helps them prepare for their future. CTE students in Oregon have graduation rates closing in on 90%, and importantly this trend holds true for our communities of color, tribal students, and students in poverty as well.
5. Chronic Absenteeism: Attendance has a clear connection with graduation. A focus on engaging curriculum, culturally responsive and sustaining practices, and partnerships between schools and community organizations that can help provide holistic supports to students and families is critical.

Chronic Absenteeism

In 2016, the Chief Education Office released a comprehensive report on chronic absenteeism in Oregon's public schools. The Chief Education Office engaged with those populations and communities most impacted by chronic absenteeism through forty-four focus groups, at seven research sites throughout the state of Oregon. The Confederated Tribes of the Umatilla Indian Reservation was one of those sites, and additional focus groups including the Native American community were also conducted.

Under House Bill 4002, enacted in 2016, the Oregon Department of Education (ODE) and Chief Education Office were tasked to jointly develop a [statewide plan to address chronic absenteeism](#). In collaboration with community leaders, education stakeholders and representatives from the early learning, health and human services sectors, ODE and the Chief Education Office submitted recommendations to the Governor and Oregon Legislature on December 1.

Recognizing that chronic absenteeism is a complex issue that requires a thoughtful and complex response, the plan recognizes the importance of partnerships and wrap around supports to address the root causes of chronic absenteeism. Creating these partnerships and welcoming school environments will impact absenteeism rates, as well as high school graduation, school discipline, and student academic achievement.

Trauma Informed Practices Pilot

As part of the effort to address chronic absenteeism in Oregon, House Bill 4002 also directed the Chief Education Office and the Oregon Department of Education (in partnership with the Oregon Health Authority), to pilot a trauma informed approach to improving the delivery of education, health services, and interventions in high schools. Central High School in Polk County and Tigard High School in Washington County were selected for the pilot based on rigorous criteria developed among partners. Students who have experienced early childhood trauma are more likely to be chronically absent and less likely to be on-track to graduate. A trauma informed approach builds a network of support that includes teaching and health center staff and community resources. The website education.oregon.gov/trauma-informed-pilot contains more information about this project. With respect to Tribal students, research has shown that events experienced by families over generations (forced relocation, oppression, and racism) causes trauma. As work begins with the two pilot schools, the conversation is broadening to include other schools and organizations working to create trauma informed environments that are culturally responsive and sustaining.

Oregon Educator Equity Advisory Group

This year, the Oregon Educator Equity Advisory Group has identified common themes related to educators and supports for educators across the Oregon American Indian/Alaska Native Education State Plan, the English Learners State Plan, the African American Student Success Plan, and Oregon's required Federal Plan for Equitable Access to Excellent Educators. The goal was to identify areas of alignment across the plans and better communicate needs and requested legislation and resources. In March 2016, the Chief Education Office presented to the Education Cluster, reviewed the advisory group's charge and gathered input from Tribal representatives. The feedback provided focused on the need for educators prepared to teach using historically accurate and culturally embedded American Indian/Alaska Native curriculum, assessment tools, and instructional materials. This feedback was incorporated into the report, and as will be outlined separately, has been incorporated into the AI/AN Education State Plan.

Statewide Longitudinal Data System

The Statewide Longitudinal Data System has been fully funded and has moved into the development/test phase of the project. The system will allow the Chief Education Office to collect and connect information from a variety of data sources in education to produce data records that show the pathways of students through the system from K-12 through higher education, and employment. This will allow policy makers, educators, researchers staff and others, to better understand how our students are doing, what programs make a difference, and where barriers still exist for some or all students.

For the first time in Oregon, a public resource will exist to evaluate and improve our schools based on data that shows students' growth over time from K-12 to college and the workforce. In addition, the system will be available to produce custom reports or extracts to support Tribal programs, grant applications, program evaluations, etc. The system will be complete in the Fall of 2017 and Chief Education Office staff will be available to the Government to Government Education Cluster to offer training in the use of the tool. With respect to Oregon's federally recognized tribal students, the Chief Education Office team is interested in gathering input as to what information the tribal governments are interested in seeing and has requested feedback from the Education Cluster members.

STEM Education Plan

The STEM Investment Council was established for the purpose of assisting the Chief Education Officer in developing and overseeing a long-term strategy to meet the following educational goals by 2025 related to science, technology, engineering and mathematics:

- 1) Double the percentage of students in 4th and 8th grades who are proficient or advanced in mathematics and science, as determined using a nationally representative assessment of students' knowledge in mathematics and science.
- 2) Double the number of students who earn a post-secondary degree requiring proficiency in science, technology, engineering, or mathematics.

In December 2016, the STEM Investment Council released its 2016 STEM Education Plan, in which it outlines goals, strategies and priority outcomes to advance Oregon's progress toward the educational goals specified above. With input from Tribal education directors through the Education Cluster and focus groups from communities of color, the STEM Education Plan includes a specific goal on equity due to the tragic opportunity and attainment gaps in Oregon, particularly among students of color and families living in poverty. Nationally, just 3.3 percent of Native Americans and Alaska Natives have earned a first university degree in natural sciences or engineering. Priority outcomes related to this effort include:

- 1) By 2018, work with communities of color to establish volunteer networks of STEM employees of color to act as role models in and out of school.
- 2) By 2020, double the number of historically underserved and underrepresented STEM students who are enrolled in post-secondary STEM-related programs.
- 3) By 2025, double the number of historically underserved and underrepresented students attaining a STEM-related degree or credential.

In order to attain these outcomes, educators both in and out of school are urged to utilize local community members for place-based and culturally-sustaining learning experiences. Accomplishment of the goals outlined in the STEM Education Plan can help ensure Oregonians of all races, economic status, and locations will develop the fundamental STEM-enabled skills and mindsets necessary to: improve the prosperity of all individuals and communities across the state, become creative life-long learners who can

adapt to changing social and economic conditions, fully contribute to an increasingly complex and technologically rich global society, and address high-demand, competitive workforce and industry needs.

Continued Commitment

The Chief Education Office recognizes positive and powerful impact communication and consultation with Oregon's sovereign Tribes has contributed to informing and enriching our work as we plan and implement policies, programs and initiatives. We remain committed to promoting communication and a government to government relationship between our agency and the Tribes of Oregon.

Appendix 1- Oregon Equity Lens



Oregon Equity Lens

Chief Education Office Vision Statement

Our vision is to build and coordinate a seamless system of education that meets the diverse learning needs of students from cradle to career, and ensures each student graduates high school with the support and opportunities to prosper.

Equity Lens: Preamble

In 2011, the Oregon Legislature created the Oregon Education Investment Board, which had a vision of educational equity and excellence for each and every child and learner in Oregon. The OEIB believed that we must ensure sufficient resource is available to guarantee student success, and that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. As the Chief Education Office, we continue this critical work started by the OEIB and reaffirm that the attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live and make progress towards becoming a place of economic, technologic and cultural innovation.

Oregon faces many growing opportunity and systemic gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent gap of student growth as measured by graduation rates, state assessments and daily attendance for our growing populations of communities of color, immigrants, migrants, and rural students navigating poverty. While students of color make up over 30% of our state- and are growing at an inspiring rate- our opportunity and systemic gaps have continued to persist. As our diversity grows and our ability to meet the needs and recognize the strengths of these students remains stagnant or declines- we limit the opportunity of everyone in Oregon. The persistent educational disparities have cost Oregon billions of dollars in lost economic output¹ and these losses are compounded every year we choose not to properly address these inequalities.

1 Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for 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.

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

We believe that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and culturally appropriate family 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 and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways 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 to share decision-making, control, and resources.

We believe every learner should have access to information about a broad array of career opportunities and apprenticeships. These will show them multiple paths to employment yielding family-wage incomes without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

We believe that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, emerging bi-lingual students and students with disabilities. Our institutions of higher education, and the P-20 system, 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 the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

Finally, we believe in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”² An equitable education system requires providing teachers with the tools and support to meet the needs of each student, and a dedicated effort to increase the culturally and linguistically diverse educators who reflect Oregon’s rapidly changing student population.

Chief Education Office 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. Data are clear that Oregon demographics are changing to provide rich diversity in race, ethnicity, and language³. Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and practice over time to ensure that students from all communities have the opportunities and support to realize their full potential.

Purpose of the Oregon Equity Lens:

The purpose of the Equity Lens is to clearly articulate the shared goals we have for our state, the intentional policies, investments and systemic change we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. As the Chief Education Office executes its charge to align and build a cradle to career education system, an equity lens will prove useful to ensure **every** learner is adequately prepared by educators for meaningful contributions to society.

The **Equity Lens** will 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 emphasizes historically underserved students, such as out of school youth, emerging bilingual students (English language learners), and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. 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, engagement, communications, data collection and analysis and educator hiring, preparation, and development.

² Hattie, J. (2009), *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement*. P. 238.

³ Oregon Statewide Report Card 2011-2012. www.ode.state.or.us

ADDENDUMS

Basic Features of the Equity Lens:

Objective: By utilizing an equity lens, the Chief Education Office aims to provide a common vocabulary and protocol for resource allocation, partnership, engagement, and strategic initiatives to support students and communities.

The following questions will be considered for resource allocation and evaluating strategic investments:

- 1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?**
- 2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?**
- 3. How does the investment or resource allocation advance opportunities for historically underserved students and communities?**
- 4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)**
- 5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?**
- 6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?**
- 7. How are you collecting data on race, ethnicity, and native language?**
- 8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?**

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. The CEEdO will apply the Equity Lens to policy recommendations, and internal, and external practices as education leaders.

Definitions:

Equity: 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 the systems has operationalized deficit based thinking. Deficit thinking is the practice of having lower expectations for certain groups of people based on demographics or characteristics that they share. In doing so, an "at-risk" narrative is formed, in which students navigating poverty, culturally and linguistically diverse students, and/or historically underserved groups, and their families are pathologized and marginalized. This includes students who are treated differently because of their gender, race, sexual orientation, dis/ability, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.

Race: Race is a social – not biological – construct. We understand the term “race” to mean a racial or ethnic group 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 white.

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: Senate Bill 253 - states that by 2025 all adult Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate’s degree or a meaningful postsecondary certificate, and 40% will hold a bachelor’s degree or

advanced degree. 40-40-20 means representation of every student in Oregon, including students of color.

Disproportionality: Over-representation of students of color in areas that impact their access to educational attainment. This term is a statistical concept that actualizes the disparities across student groups.

Opportunity Gap: The lack of opportunity that many social groups face in our common quest for educational attainment and the shift of attention from the current overwhelming emphasis on schools in discussions of the opportunity gap to more fundamental questions about social and educational opportunity.⁴

Culturally Responsive: Recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.⁵

⁴ *The Opportunity Gap* (2007). Edited by Carol DeShano da Silva, James Philip Huguley, Zenub Kakli, and Radhika Rao.

⁵ Ladson-Billings, Gloria (1994). *The Dreamkeepers: Successful Teachers of African American Children*.