



2017

Chief Education Office
Government to Government
Annual Report

Chief Education Office

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December 15, 2017

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 2017 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 with improving 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,

A handwritten signature in black ink, appearing to read "Lindsey Capps".

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
Government to Government Education Cluster Quarterly Meetings	5
Chief Education Office Programs and Initiatives.....	6
American Indian / Alaska Native (AI/AN) Education State Plan.....	6
Improving High School Graduation	6
The Graduation Equity Fund (Senate Bill 183)	6
Improving the Achievement of Students in Poverty (HB 3216)	7
Trauma-Informed Practices Pilot	7
Oregon Educator Equity Advisory Group	8
Governor’s Council on Educator Advancement.....	8
2018 TELL Oregon Survey.....	9
Statewide Longitudinal Data System	10
STEM Education Plan and Investments.....	10
Continued Commitment	11
Appendix 1- Oregon Equity Lens.....	12

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 amongst 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 Education Cluster 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

Lisa Morawski, Public Affairs Director

Mark Lewis, CTE & STEAM Education Policy Director

Dr. Hilda Rosselli, Career & College Readiness & Educator Advancement Policy Director

John Starr, SLDS Project Director

Lindsay Moussa, Executive Assistant to Chief Education Officer & Support to Education Cluster

State Agency Directors

Miriam Calderon, Early Learning System

Ben Cannon, Higher Education Coordinating Commission

Lindsey Capps, Youth Development Division (Acting)

MaryKay Dahlgreen, Oregon State Library

Trent Danowski, Teacher Standards and Practices Commission (Deputy director)

Colt Gill, 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 using an equity lens, the Chief Education Office provides 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

Government to Government Education Cluster Quarterly Meetings

Chief Education Officer Lindsey Capps co-convenes the quarterly meetings of the tribal and state education agencies through the Government-to-Government Education Cluster. Prior to each meeting, the Chief Education Officer and Tribal Facilitator co-create the meeting agendas based on specific requests by the tribes and 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, each agency provides information and updates on policy, programs or initiatives that impact or are of interest to the tribes.

One of the notable achievements resulting from the Education Cluster was Senate Bill 13, which was passed in the 2017 Legislative Session. Known as the Tribal History and Sovereignty Curriculum bill, it directs the Department of Education to work in consultation with the nine federally recognized tribes to develop curriculum related to the Native American experience in Oregon, for grades K-12 as well as professional development for educators.

In the two years leading up to the passage of the bill, in addition to sharing stories and examples of successes and areas of great accomplishment, the tribal education representatives serving on the Education Cluster identified the need for Oregon communities at large to better understand the history and sovereignty of the tribes. This would help ensure tribal students are better served, as well as provide the benefit to all students to understand the history and culture of the people who lived in Oregon first and remain here today. The cluster members brought forward proposed solutions, outlined critical components of such a curriculum, and worked with state agency cluster members to move the bill, which was championed by Governor Brown, through the legislative process. This success was a testament to the effectiveness and mutual benefit of maintaining close and collaborative working relationships between the state agencies and the tribal governments.

At the Education Cluster meetings, the Chief Education Office provided updates and information about the programs and initiatives described in the following section.

Chief Education Office Programs and Initiatives

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

As charged in the AI/AN State Plan, in 2017 the Chief Education Officer continued convening conversations with tribal communities, state education agency directors and local school district leaders across the state. 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 team to facilitate community conversations and help draft local "community conversation action plans" for ongoing engagement.

2017 Community Conversations

Coos, Lower Umpqua &

Siuslaw- May 11th

Coquille - August 24th

Klamath- December 15th

Improving High School Graduation

Colt Gill was appointed by Governor Brown in 2016 to work within the Chief Education Office as the state's Education Innovation Officer. The Education Innovation Officer is charged with improving graduation outcomes by 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.

One of the Education Innovation Officer's first initiatives, upon appointment, was to conduct community engagement sessions with upward of 1,000 key stakeholders closest to Oregon's education system. Participant voices represented individuals from dozens of communities, including tribal communities, across 32 Oregon counties, resulting in a representative sample of students, families, educators, and community members across the state — including a heightened focus on historically underserved students and families. Qualitative analysis of the many thoughts and ideas shared by participants provided the state with a keen understanding of how to leverage established partnerships and promising practices while also addressing the many barriers Oregon students face on their path to graduation and beyond. The full report can be accessed at <http://education.oregon.gov/portfolio/2017-graduation-report/>.

The Graduation Equity Fund (Senate Bill 183)

Input from local communities across Oregon through the convenings described above informed the development of SB 183 (2017), the Graduation Equity Fund. The Graduation Equity Fund helps local districts focus on underserved student populations and put them on a path to graduation. It does this by:

- (1) Providing an Early Indicator and Intervention System to identify and support students who are not on-track for graduation while there is still time to change their trajectory,

(2) Scaling-up trauma-informed practices to better support students who have endured adverse experiences, like a death in the family or hunger, or children who are part of an historically marginalized group in Oregon, and

(3) Improving school attendance through a focus on building positive relationships between schools, families and communities and implementing culturally responsive and sustaining practices.

Improving the Achievement of Students in Poverty (HB 3216)

As directed by HB 4057 (2016), the Chief Education Office released a [report](#) in February 2017 related to the allocation of State School Fund (SSF) revenue to improve success outcomes for students whose families are navigating poverty. The findings and conclusions from this report suggested a follow-up study specific to the evaluation and sustainable funding of practices deemed promising in improving the achievement of students in poverty.

In response, HB 3216 (2017) directs CEo to continue this work. The HB 3216 report will focus on the evaluation of locally effective practices, any modifications that will improve the cost-effectiveness and/or scalability of practices, and sustainable funding sources and budget models that will promote equitable practices that are culturally responsive and attuned to students of highest need in achieving their goals.

Work on this report is underway, and will require significant input, collaboration, and partnership from key education stakeholders across the state. Data is proposed to be collected and analyzed in early 2018, with subsequent practice and budget models developed in spring to summer 2018. The report is due to Legislature in September 2018.

Trauma-Informed Practices Pilot

As part of the effort to address chronic absenteeism in Oregon, [House Bill 4002](#) (2016) 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 improve 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.

Since the implementation of the Trauma-Informed Pilot, the pilot sites hired full-time coordinators that provided professional development opportunities for all staff, and helped school leadership examine and align existing school programs, systems and structures to support school-wide trauma-informed practices. Findings from the field of implementation science indicate that the early stages of implementation must build consensus for trauma-informed approaches, develop staff competencies in trauma-informed approaches, and establish organizational capacity and commitment. Thus, important foundational components of trauma-informed schools are professional development training and organizational support, which ensure that all school personnel realize the impact of trauma, recognize the need for trauma-informed care, and develop the skills to create a trauma-informed environment.

Goals for Year 2 of the pilot have been established:

- Building strong and sustained support from school board and leadership
- Creating academic and health policies, programs and services that are culturally specific and appropriate to promote equity
- Developing shared trauma-informed concepts and activities to facilitate open communication about experiences, incidents, and events
- Ensuring that staff actively use trauma-informed strategies in interactions with students and each other
- Engaging students and families so that they have an understanding of how stress impacts the brain and how to increase resiliency
- Applying the trauma-informed lens to existing and new school initiatives, policies, new hires, and standards
- Creating a streamlined and efficient process with community service partners
- Establishing robust systems to ensure quality
- Ensuring a financial mechanism to maintain school coordinator or a team housed within the school

By the end of Year 3, we hope to share the activities conducted by each pilot site to achieve the goals above, share lessons learned, and disseminate tools and resources throughout the state.

Oregon Educator Equity Advisory Group

In July 2017, the Oregon Educator Equity Advisory Group released the [2017 Oregon Educator Equity Report](#), which is focused on Oregon's effort to diversify its educator workforce.

The percentage of culturally or linguistically diverse classroom teachers in Oregon's public schools has exceeded 10 percent; however, there is still a 28.9 percent gap between the diversity of Oregon's K-12 student population and that of its' classroom teachers. On a positive note, 23 percent of the teacher candidates enrolled in Oregon teacher licensure programs in 2017-17 and 13 percent of the teacher licensure program completers in 2015-16 were culturally or linguistically diverse. With continued focus on recruitment and new state scholarships for culturally or linguistically diverse teacher candidates, the state is positioned to see an even greater increase in the diversity of the educator workforce within the next three years. However, American Indian or Alaskan Native teacher candidates are still the least represented among those enrolled in an educator preparation program (28 out of 2,290 candidates in 2016-17), and those who are completing an educator preparation program (15 out of 1,792 graduates in 2015-16).

The Chief Education Office presented the 2017 Educator Equity report to the Education Cluster on Dec. 8th, 2017, and heard thoughts and feedback about how to better reach and retain Native American educators. The Educator Equity Advisory Group welcomes additional opportunities to meet with tribal leaders to discuss these findings further and to gather insights and advise from Oregon's nine tribes.

Governor's Council on Educator Advancement

On September 7, 2017, Governor Kate Brown signed into law [Senate Bill 182](#) (2017), building upon recommendations (full report [here](#)) from the Governor's Council on Educator Advancement to ensure more

equitable access to resources designed to provide high-quality professional learning and support to public educators.

SB 182 creates a permanent Educator Advancement Council (EAC) with authority to recommend future priorities for the Educator Network Fund with particular attention to local needs and priorities identified by practitioners. It authorized the Higher Education Coordinating Commission to award scholarships to culturally or linguistically diverse teacher candidates for use at approved educator preparation programs and directs the Early Learning Division to establish and implement policies and practices related to comprehensive early childhood professional development systems.

Cheryl Myers, who previously attended Education Cluster meetings as a representative of the Higher Education Coordinating Commission (HECC), has rotated to the Chief Education Office and is serving as the Transition Director for this vital work. She is responsible for standing up the new EAC board of directors and will be reaching out for EAC member recruitment and soliciting input around areas such as mentoring for new teachers and administrators, culturally responsive professional development, and supports to educators throughout their careers.

2018 TELL Oregon Survey

National research shows that the teaching conditions measured in the Teaching, Empowering, Leading, and Learning (TELL) Survey are positively associated with improved student achievement and teacher retention. Oregon educators will have the opportunity to provide input on key education issues that support school improvement planning by participating in the 2018 TELL Oregon Survey. The Chief Education Office is partnering with the Oregon Department of Education, Confederation of School Administrators, the Oregon Education Association, and the Oregon School Boards Association to administer the anonymous survey of all school-based licensed educators and administrators. The TELL Survey, which will be administered in February 2018, includes questions on the following topics:

- Community Engagement and Support
- Teacher Leadership
- School Leadership
- Managing Student Conduct
- Use of Time
- Professional Development
- Facilities and Resources
- Instructional Practices and Support
- New Teacher Support

Every school that reaches the minimum response rate threshold of 50 percent (and a minimum of 5 respondents) will be able to use its own data in school improvement planning. Results from the 2016 TELL Survey are viewable on the [TELL Oregon website](#).

Statewide Longitudinal Data System

The Statewide Longitudinal Data System (SLDS) is a new initiative that will allow the Chief Education Office to collect and connect information from a variety of sources to show the pathways of students through early learning, K-12, 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.

In January 2018, the SLDS will become operational. Chief Education Office staff has offered to be available to the Government to Government Education Cluster to offer training in the use of the tool. The office also would like input from the tribal governments on what information they would like to see about tribal students.

STEM Education Plan and Investments

The STEM Investment Council assists the Chief Education Officer in developing and overseeing a long-term strategy to increase students' interest and proficiency in science, technology, engineering and mathematics (known as STEM).

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 fully contribute to our technologically rich society and meet emerging needs of the workforce.

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 sizable 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 2017, the Oregon Legislature reauthorized \$9.5 million in funding to support STEM investments for the 2017-19 biennium. Those investments include support for:

- Math in Real Life – Professional development for middle school and high school educators to improve the effectiveness of mathematics instruction by drawing upon real-world examples.
- STEM Beyond School – This grant provided support to improve access for underserved and underrepresented students to high-quality STEM programs in after-school settings.

- Computer Science and Digital Literacy – Through the Oregon Science Teachers Association, professional development and support for teachers and principals was provided to increase the number of CS-related courses offered in schools throughout Oregon.
- Regional STEM Hubs – These regional collaboratives bring together multiple sectors and organizations (K-12, post-secondary, non-profits, business/industry, chambers of commerce, tribal representatives, elected officials, and other community leaders) to find local solutions to local needs. They are expected to prioritize issues related to equity of access, opportunity, and expectations. In 2017, two new Hubs were selected for funding, addressing needs in the Northwest region and Linn and Benton counties.

Continued Commitment

The Chief Education Office recognizes the positive and powerful impact communication and consultation with Oregon’s sovereign tribes has in informing and enriching our work. We remain committed to promoting communication and a positive 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*.