



## Equity Lens

OEIB Equity Lens  
Adopted April 9, 2013



# Education Investment Board:

## Equity Lens

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### OEIB Vision Statement

*To advise and support the building, implementation and investment in a unified public education system in Oregon that meets the diverse learning needs of every pre-K through postsecondary student and provides boundless opportunities that support success; ensuring a 100 percent high school graduation rate by 2025 and reaching the 40-40-20 goal.*

### OEIB Equity Lens: Preamble

*The Oregon Educational Investment Board has a vision of educational equity and excellence for each and every child and learner in Oregon. We must ensure that sufficient resource is available to guarantee their success and we understand that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. 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 two growing opportunity gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent achievement gap between our growing populations of communities of color, immigrants, migrants, and low income rural students with our more affluent white students. While students of color make up over 30% of our state- and are growing at an inspiring rate- our achievement gap has continued to persist. As our diversity grows and our ability to meet the needs 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 output<sup>1</sup> and these losses are compounded every year we choose not to properly address these inequalities.*

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<sup>1</sup> Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for inadequate high schools.* [www.all4ed.org](http://www.all4ed.org)

*The second achievement 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 criteria and policies in order to reverse this trend and deliver the best educational continuum and educational outcomes to Oregon's Children.*

*The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.*

**Beliefs:**

**We believe** that everyone has the ability to learn and that we have an ethical responsibility and a 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 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 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 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 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/job opportunities and apprenticeships that 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, English language learners 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.

**And, we believe** in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”<sup>2</sup> An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

### **Oregon Educational Investment 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. Data are clear that Oregon demographics are changing to provide rich diversity in race, ethnicity, and language.<sup>3</sup> Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and changing practice over time to ensure that all communities can reach the goal and the vision of 40/40/20.

**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 system, 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 will prove useful to ensure **every** learner is adequately prepared by educators focused on equity 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 underserved students, such as out of school youth, 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, overall investments, hiring and professional learning.

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

<sup>3</sup> Oregon Statewide Report Card 2011-2012. [www.ode.state.or.us](http://www.ode.state.or.us)

## **ADDENDUMS**

### **Basic Features of the Equity Lens:**

**Objective:** By utilizing an equity lens, the OEIB aims to provide a common vocabulary and protocol for resource allocation and evaluating strategic investments.

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 the 40/40/20 goal?**
- 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. OEIB will apply the equity lens to strategic investment proposals reviews, as well as its practices as a board.

## 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. 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.

**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.

**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 achievement gap to more fundamental questions about social and educational opportunity.<sup>4</sup>

**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.<sup>5</sup>

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

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





# Equity Lens

Power Point





*Equity Lens: Where **all** means **every**...*

**Equity & Partnerships Subcommittee**

**OEIB**

May 20, 2013

# Subcommittee Members

- Nichole Maher, Chair
- Harriett Adair\*
- Julia Brim-Edwards
- Janet Doherty Smith\*
- Samuel Henry
- Governor Kitzharber

\*Appointed from ELC May 10, 2013



# Charge to Subcommittee

*Provide guidance and expertise in the development of strategies to reach out-of-school youth and overcome challenges associated with race, ethnicity, poverty and language.*



# Process for Reviewing Lens

- Staff Review and Feedback
- Advisory Committee
- Outreach to CBOs and Individuals
- Met with High School Students
- Met with community
- Received written comments, suggestions, support
- Invited Public Testimony



# Equity Lens Format

- Preamble
- Beliefs
- Purpose
- Case for Equity
- Addendums
  - Basic Features of the Equity Lens
  - Definitions



# Preamble

- Vision of educational equity and excellence
- Resources to guaranteed student success
- Tied to prosperity of Oregon
- Opportunity gap: Achievement gap and status of Oregon
- Implement concrete criteria and policy for Oregon's children
- Focus race/ethnicity



# We Believe...

- Moral imperative for optimal learning environments
- Speaking a language other than English is an asset
- Welcome inclusivity
- Must meet the needs of diverse populations
- Intentional and proven practices to return out-of-school youth to school
- Quality early learner programs end disparities and gaps
- Resource allocations demonstrate priorities
- Partnerships are key to improving outcomes
- Broad array of career/job opportunities
- Universities, colleges, and community colleges play a critical role
- Diverse teacher workforce
- Rich history and culture of learners are a source of pride
- Importance of supporting great teaching





# Case for Equity

- Oregonians have a shared identity
- 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
- Intentional examination of systemic policies and practices
- Active investment in structures may lead to reaching goal of 40-40-20



<http://youtu.be/PWvPmFVvi5w>

# Purpose

- Articulate shared goals
- **Intentional investments**
- Clear accountability structures
- **Confirm the importance of recognizing institutional barriers and discriminatory practices**
- Particular focus on underserved students, out-of-school youth, ELL, some students of color and some rural geographical locations
- **Results: focus on academic proficiency, civic awareness, workplace literacy, and personal integrity**
- System outcomes: resource allocation, overall investments, hiring and professional learning



# Basic features of the equity lens/Questions to consider

- **OBJECTIVE:** By utilizing an equity lens, the OEIB aims to provide a common vocabulary and protocol for resource allocation and evaluating strategic investments.
- Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
- Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?



- How does the investment or resource allocation advance the 40/40/20 goal?
- What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
- 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)?



- How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
- How are you collecting data on race, ethnicity, and native language?
- What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?



# 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.



# Definitions

- **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 Caucasian and not a member of an ethnic group.





# Definitions

- **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.
- **Disproportionality:** Over-representation of students of color in areas that impact their access to educational attainment.



# Definitions

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

- **Culturally Responsive/Relevant:** 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.

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





# Equity Lens

Letters of Support





April 4, 2013

Doris McEwen, Ph.D.  
Deputy Director for Curriculum and Instruction  
Oregon Education Investment Board  
775 Court Street, NE  
Salem, OR 97306

Dear Dr. McEwen;

Thank you for the opportunity to participate in the Oregon Education Investment Board (OEIB) discussion of the role of equity in student achievement. OSBA's primary focus is supporting school board members in their efforts to increase student achievement. Our members – the 1,400 volunteer, locally elected education leaders of our school districts, education service districts and community colleges -- adopted priorities for 2013 which include the statement "OSBA supports efforts to close academic achievement gaps and provide services to all students who need extra supports."

I am very pleased that the OEIB is taking action to assist school districts in addressing equity issues. OSBA supports the concept of using an equity lens in the work to advance student achievement. This concept of equity and an equity lens will be helpful in framing discussions around achievement as we move forward. Please consider us a resource as OEIB proceeds with this important issue; we can enlist members from around the state who could provide valuable perspectives to enrich OEIB's discussion.

Sincerely,

Betsy Miller-Jones  
Executive Director

BMJ:ty

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**CONFEDERATION OF OREGON SCHOOL ADMINISTRATORS**  
707 13<sup>TH</sup> STREET SE, SUITE 100, SALEM, OREGON 97301  
TELEPHONE (503) 581-3141  
FAX (503) 581 9840

April 8, 2013

### SUPPORTING OEIB's USE OF AN EQUITY LENS

Dear Gov. Kitzhaber, Dr. Crew and Oregon Education Investment Board members,

COSA shares the Oregon Education Investment Board's (OEIB) vision of educational equity and excellence for each and every child, and we support the concept of the Board's utilizing an equity lens to ensure that we are making progress toward achieving this vision. We appreciate the work that Doris McEwen, Nicole Maher and the OEIB Equity and Partnerships Subcommittee have done on the equity lens, and resonate strongly with the belief statements in the document.

I have had the opportunity to meet with Dr. McEwen and share a few thoughts about the draft equity lens document. As we discussed, it is important that the language introducing and supporting the equity lens be accurate; we would suggest substantiating and documenting the statements in the preamble that seek to describe our challenge.

Our collective commitment to equity is essential to moving Oregon forward. We agree that "the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians." We look forward to joining you in this work.

Sincerely,

A handwritten signature in black ink, appearing to read 'CH', with a horizontal line extending to the right.

Craig Hawkins

Executive Director



April 8, 2013

Dr. Doris McEwen  
Deputy Director for Curriculum and Instruction  
Oregon Education Investment Board  
775 Court Street NE  
Salem, OR 97301

Dear Dr. McEwen,

The Chalkboard Project supports the creation and implementation of an Equity Lens to guide OEIB's work. We strongly agree with the premise that we must reverse current trends and widening gaps by working intentionally to ensure the success of every Oregon student. The Equity Lens clearly articulates a strong vision and asks the right questions of strategic investments.

Chalkboard also believes that closing achievement gaps will require that all students have access to great teaching in every classroom. Research is clear that teachers have the most significant impact on student success in the classroom. We believe that Oregon's professional educators must receive the tools and support to meet the needs of all of their students, including training in culturally responsive instruction. We also believe that Oregon has a responsibility to recruit, attract, and prepare a more diverse educator workforce. We would hope that the adoption of the Equity Lens leads to important conversations about supporting great teaching across the state.

The Chalkboard Project looks forward to partnering with the state on efforts to better serve all of Oregon's students. We are pleased with the creation of the Equity Lens and hope that it plays a meaningful role in shaping the strategic investments made in education in Oregon.

Sincerely,

A handwritten signature in black ink that reads "Sue Hildick".

Sue Hildick  
President

221 NW Second Avenue, Suite 203  
Portland, Oregon 97209  
voice 503.542.4325 fax 971.230.1274  
[www.chalkboardproject.org](http://www.chalkboardproject.org)

April 8, 2013

Nichole Maher, Chair  
Equity and Partnerships Subcommittee, OEIB  
c/o Dr. Doris McEwen, Deputy Director for Curriculum & Instruction  
Oregon Education Investment Board  
755 Court Street NE  
Salem, OR 97301

Dear Chair Maher:

On behalf of the Oregon Leadership Network (OLN) we provide enthusiastic support for the Oregon Educational Investment Board (OEIB) to use the revised draft Equity Lens to guide your important work in serving *each and every* Oregon student. We believe that the OEIB has taken bold action to address educational equity. This work is not only significant in Oregon, but it is nationally important. We applaud your vision and explicit call for greater educational equity across our P-20 education system.

This emerging state priority is consistent with the mission of the OLN to *expand and transform the knowledge, will, skill, and capacity of educational leadership to focus on issues of educational equity so each student achieves at the highest level.*

For nearly fourteen years the OLN has been a positive statewide force in developing educational leadership capacity for equity. The OLN is a dedicated membership of sixteen school districts and two ESDs that serve over 30% of Oregon students. Additional agencies and organizations include the ODE and TSPC, higher education institutions, and a number of significant professional associations in the state.

Thank you for your leadership and commitment to the urgent call for our school system to serve *each and every* student in Oregon.

Sincerely,



Rob Larson, Ed.D.  
Director, Oregon Leadership Network

Cc: OLN Executive Committee  
Rob Saxton, Deputy State Superintendent of Public Instruction



# Oregon

John A. Kitzhaber, Governor

Oregon Advocacy Commissions Office  
"Advocating Equality and Diversity"  
1819 SW 5th Ave., Portland, OR 97201  
O 503.302.9725 / F 503.473.8519  
Email: [oaco.mail@state.or.us](mailto:oaco.mail@state.or.us)

## Oregon Education Investment Board Invited testimony on the Equity Lens, 4/9/13

Governor Kitzhaber and members of the Board:

The Chairs of the Oregon Advocacy Commissions are submitting testimony in support the *Equity Lens* document prepared for your consideration by the OEIB Equity Subcommittee. We represent the:

- The Commission on Asian & Pacific Islander Affairs
- The Commission on Black Affairs
- The Commission on Hispanic Affairs
- The Commission for Women

Thank you for inviting us before you today to testify briefly about the importance of the *Equity Lens* which draws our attention to race, ethnicity, and consideration of equity as our most challenging frontier and one with the greatest promise of a bright future for all in Oregon.

Addressing disparities in educational attainment for communities of color and women is a strategic priority of the Oregon Advocacy Commissions. This includes the overrepresentation of students of color and English Language Learners in school discipline and school drop out rates, and underrepresentation of these students proficient in reading by grade 3, HS graduation, and completion of college. We believe as you do, that these bright young people are the future of Oregon and that robbing them of their potential robs Oregon of the attainment, innovation, engagement, and acumen we need to succeed.

The *Equity Lens* offers a framework and a set of powerful considerations to guide investments in Oregon education and evaluate the approaches we use to educate. Each of the Advocacy Commissions has reviewed it and has unique viewpoints on the efficacy of this document which we will share today, but we are agreed that the *Equity Lens*' focus on race and ethnicity is imperative for Oregon to achieve its education goals. We congratulate you and the Subcommittee on this document and look forward to working with you as adopt it and move forward.

Stephen Ying, Chair, OCAPIA

Isaac Dixon, Chair, OCBA

Andrea Cano, Chair, OCHA

Stephanie Vardavas, Chair, OCFW

**OR Commission on Asian and Pacific Islander Affairs**  
Stephen Ying, Chair  
Mari Watanabe, Vice Chair  
Legislative Liaisons:  
Sen. Jackie Dingfelder  
Rep. Gene Whisnant

**OR Commission on Black Affairs**  
Isaac E. Dixon, Chair  
James Morris, Vice Chair  
Legislative Liaisons:  
Sen. Rod Monroe  
Rep. Lew Frederick

**OR Commission on Hispanic Affairs**  
Andrea Cano, Chair  
Gilbert P. Carrasco, Vice Chair  
Legislative Liaisons:  
Sen. Chip Shields  
Rep. Chris Harker

**OR Commission for Women**  
Stephanie Vardavas, Chair  
Jeanne Burch, Vice Chair  
Legislative Liaisons:  
Sen. Monnes Anderson  
Rep. Betty Komp

**Staff**

Lucy Baker, Administrator  
Nancy Kramer, Executive Assistant





**OREGON CHILD CARE  
RESOURCE & REFERRAL**

**NETWORK**

Doris McEwen, Ph.D  
Deputy Director Curriculum & Instruction  
Oregon Education Investment Board (OEIB)  
775 Court Street NE  
Salem, OR 98300

Dear Dr. McEwen:

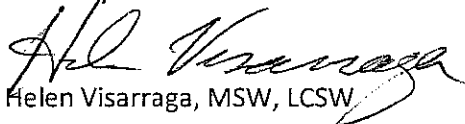
This is a letter of support on behalf of the state-wide Child Care Resource & Referral System (CCR&R) for OEIB to adopt the Equity Lens in guiding its work. The field of Early Care & Education (ECE) is a foundational landscape for children to begin learning the value of multiculturalism and diversity. The Equity Lens would provide guiding principles for ECE sectors to ensure that program design management efforts, planning, communication systems, on-going monitoring, assessment of services, and staffing plans are developed and implemented in line with equity guidelines.

The Equity Lens is a concise and clearly defined pathway to equity that can be used in a variety of venues such as discussions at community meetings, developing internal agency policies, development of training and technical assistance strategies and opening up avenues to have authentic and relevant on-going discussions about race, poverty and diversity.

The Oregon Child Care Resource & Referral Network has already begun to promote the development of the Equity Lens among the CCR&R system by initiating discussions and support at state-wide meetings with CCR&R directors and staff. The CCR&R system touches all working parents who are seeking child care services and provides training and technical assistance for the professional development of Early Care & Education practitioners. The CCR&R system is also the key organization working with child care providers to roll out the Oregon Quality Rating and Improvement System (QRIS). The Equity Lens will enhance current efforts for ensuring that equity for underserved populations and Dual Language Learners is at the forefront of the emerging Oregon QRIS.

The state-wide Oregon CCR&R System fully supports and recommends that OEIB adopt the Equity Lens as a key element for guiding the work of education and investment in Oregon.

Sincerely



Helen Visarraga, MSW, LCSW

***Connect.Educate.Navigate***

805 Liberty St. N.E., Suite 2, Salem, OR 97301 • 503.375.2644 • Fax 503.399.9858

info@oregonchildcare.org • www.oregonchildcare.org



To: The Oregon Education Investment Board  
From: Sue Levin, Executive Director, Stand for Children  
Date: April 8, 2013  
Re: OEIB Equity Lens

To the members of the Oregon Education Investment Board:

I am pleased to have the opportunity to testify in support of the Equity Lens that the Board proposes to use to articulate its objectives and to evaluate the effectiveness of Oregon's education system.

As we all know, Oregon's demographics have changed dramatically in the last 20 years. The percentage of students who are low-income, Latino and/or and English Language learners has roughly tripled in this period.

Our state—from our political leadership to our local education institutions—have not reacted to these changes with either the consistency or the urgency that some of us might hope for.

That has led to the very uneven outcomes we see, across our state, for underserved groups. We have individual schools and districts in our state that are steadily narrowing the achievement gap for low-income students and for students of color. We have other, comparable districts that with similar demographics and similar per-student spending, graduate significantly fewer of their Black, Latino and Native American students when compared to White and Asian students.

As a state, the numbers are particularly bleak. A 2010 report by The Education Trust had this to say:

“Low-income students in Oregon, sadly, rank among the lowest performing in the country and actually have lost ground since 2003. Meanwhile, the gap separating these students from their higher income peers has grown significantly.”

I profoundly hope that the work of the OEIB, and the principles represented in this Equity Lens, represent a turning point, to a time when our policies will reflect our population, so that the needs of low-income students, and particularly children of color, will be prioritized.

For example, I believe that you received a presentation this morning on English Language learners. The need for improving ELL instruction statewide could not be greater and the stakes couldn't be higher. Latino students statewide have a 60% graduation rate—10 percentage points lower than White students and nearly 20 points below Asian students. For English Language learners, the 4-year graduation rate falls below 50%.

Latinos constitute the fastest-growing segment of our population: one in four kindergartners last fall was Latino. If we do not move quickly and intentionally to improve the quality of education that Latino students and ELLs receive statewide, we are creating a generation of Oregonians who can neither earn an adequate living nor contribute to the prosperity of our state.

In the last few years, Stand for Children has intentionally reoriented our efforts and the focus of our members in order to work where the need is greatest. Our staff and our members did a lot of soul-searching and came to the conclusion that, while in the past our mission statement referred to 'all children', our focus and our policy agenda did not reflect this. We acknowledged that the achievement gap in Oregon has widened in the time that Stand has been here. If we as an organization believe that 'all children' can succeed, then we have to intentionally look at the students who are consistently not making it, and ask ourselves not just why, but what can we do about it.

This spring, we are working in the legislature, with coalition partners, on a wide array of equity issues, including tuition equity; changing the calculation for the poverty weighting (which currently relies on 2000 census data); disparate discipline; and adding parents to the Achievement Compact committees.

We stand ready to work with the OEIB, school districts, parents, teachers and other community groups to help narrow Oregon's achievement gap, so that all our children have the chance to graduate from high school prepared for, and with access to college.

May 14, 2013

Kimberly Melton & Mark Jackson

Thank you members of the OEIB for giving us the opportunity to address you today.

My name is Kimberly Melton and I am the co-chair of the Oregon Alliance for Education Equity. I am also the Portland metro area director at Stand for Children.

#### About OAEE

The Oregon Alliance for Education Equity is a non-partisan coalition of community organizations that represent communities of color, English Language Learners (ELLs), education advocates, families, allies and other stakeholders. We initially came together around the issue of student discipline and worked together with the Oregon Department of Education to publish student discipline data annually broken out by race and ethnicity. As we all well know, the disparities in student discipline practices are a persistent challenge in communities of color but it is not the only important one.

A little over one year ago, we gathered on the Capitol Steps to call attention to the need better support and improved outcomes for students of color and ELL. We were glad to see David Bautista and Gov. Kitzhaber address our event.

After that action, the loose coalition of groups decided to commit to being a united voice at the state level to support policies that promote equity for our students and narrow Oregon's achievement gap.

At our monthly meeting at the end of April, our members discussed the recently-approved equity lens. Each fall when the doors to the schools open to a new crop of kindergartners, we are making a promise to them, committing to provide a high quality education that prepares them for life. We believe that this equity lens is a step forward in ensuring that state policies and initiatives will help schools make good on that promise. So, thank you.

We would also ask for two things:

- That you would be transparent as you evaluate proposed policies according to this equity lens and make it easy for parents and community understand and engage with you in this process.
- That you would truly take time to plan and create strategies to engage stakeholders. You called out this desire and commitment in the equity lens. We know it can be energizing, frustrating, full opinions and many voices but we believe it is an important part of creating effective public policy and we desire to be partners with you in this work.

I think this leads very nicely into my final piece.

The Oregon Alliance for Education Equity (OAEE) has appreciated the opportunity to engage with the Oregon Education Investment Board, the Oregon Department of Education and other lawmakers throughout the legislative session as for the first time, we began to advocate for policies as a network of organizations.

One of our highest priorities in the current legislative session was to address the need for parents and community members to have a meaningful voice on school district achievement compact advisory committees. We believe the implementation of those ambitious goals for student success

are shared by teachers, school leaders, state leaders,, parents and community. And, therefore, parents and community members (particularly those from communities are underserved and underrepresented) should be a meaningful part of their design, approval and implementation. Unfortunately, despite broad support for SB 297, it died in committee.

We recognize the importance of this issue and so have some of you and we hope that you would continue to find a path forward that provides parents and communities the voice they deserve.

As you may be aware, some school districts, including Portland Public Schools, have included ex-officio positions for parents on their advisory committee. While this should serve as a model for other districts, we understand that some districts have been advised by counsel that current law prohibits even non-voting parent or community members on these committees.

We would ask three things from you:

- That you clarify for school districts the flexibility they currently have
- That you provide 2 to 3 models or examples of ways that districts can engage parents and community within the current law
- And, finally, that you take the lead in finding a way to breathe life back into the spirit and purpose of SB 297. Non-voting status simply IS NOT enough. Parents and community members should be regarded as equals when setting goals for the young people of Oregon.

By working in partnership we can begin to address some of the deep-rooted issues and develop coordinated solutions and approaches to improving education in our state.

We desire to help our schools make good on the promises we make students and we know you do as well. Thank you so much for your time and your commitment to children.



Mark Jackson  
Co-Chair (Spring 2013)  
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503.341.6161



Kim Melton  
Co-Chair (Spring 2013)  
[kmelton@stand.org](mailto:kmelton@stand.org)  
503.415-1754

***Oregon Alliance for Education Equity (OAEE) Steering Committee:***

Inger McDowell, Coalition of Communities of Color  
Jason Trombley, Asian Pacific American Network of Oregon,  
Eduardo Angulo, Salem-Keizer Coalition for Equality,  
Becky Straus, American Civil Liberties Union (ACLU) of Oregon,  
Damon Fournier, Chalkboard Project  
Lakeitha Elliott, Urban League of Portland  
April Campbell, Oregon Government to Government Tribal Education Cluster  
Mark Jackson, Reaching and Empowering All People (REAP)  
Kim Melton, Stand for Children



## Oregon Alliance for Education Equity (OAEE)

*The OAEE is ready to align our efforts and work together with policy makers towards solutions. Our membership is comprised of over 20 culturally specific and advocacy organizations throughout the State of Oregon. We are committed to a meaningful partnership to address the educational inequities faced by students and their families. We are united to eliminate racial and ethnic disparities in education, improve student achievement and ensure that all students have an opportunity to be successful in every community throughout our state.*

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### Supporting the Future of Education for Oregon's Children:

- **Oregon's Student Body Is Changing**
  - The number of students of color in Oregon public schools has doubled over the past 15 years. Students of color comprised 16.3% (88,196) of public school enrollment in 1997. Today, students of color make up about 35% (198,922). (Oregon Dept. of Education)
- **Oregon Lags Behind Other States**
  - Oregon is one of seven states where achievement score gaps between higher and lower income students widened from 2003 to 2011. (National Assessment of Educational Progress)
- **Oregon Students Are Not Graduating from High Schools Prepared Or With Access to College**
  - In the Class of 2012, 71 percent of students graduated within four years. That number was 10 to 20 percent less for students of color. Among African American, Native American and English Language Learner students, only half graduated with a traditional diploma.

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### Where can we begin addressing disparities in education for students of color?

- Increase funding for priority populations (students of color, low-income, and ELL) that will assist schools with improving educational outcomes.
- Build a comprehensive system that supports students from Pre-K to high school and beyond.
- Cultivate a diverse workforce by making a commitment to full the mandate of the Oregon Minority Teacher Act (1991) and support efforts for every school district to train, hire and retain a diverse workforce of teachers of color.
- Support students in and out of school with wraparound services through resources allocated to effective culturally-specific organizations serving priority populations.
- Eliminate zero tolerance discipline policies that disproportionately target students of color.

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#### **OAEE Member Organizations:**

Asian Pacific American Network of Oregon (APANO)| Chalkboard Project| Coalition of Communities of Color| Oregon Indian Education Association| Reaching and Empowering All People (REAP) Inc.| Salem-Keizer Coalition for Equality| Stand for Children| The ACLU of Oregon| Urban League of Portland| Adelante Mujeres| Casa Latinos Unidos de Benton County| Centro Cultural of Washington County| Corvallis NAACP| Eugene/Springfield NAACP| Latino Network of Portland| Linn Benton Hispanic Advisory Committee| Oregon Association for Bilingual Education| Portland Teachers Program| Salem-Keizer NAACP| The Tribal Government to Government Education Cluster of Oregon| Una Voz: Latino Leadership and Advocacy Inc.,| Unete|

[www.oaee.net](http://www.oaee.net)



# Equity Lens

Comments/Suggestions





## OREGON EDUCATION INVESTMENT BOARD

6 March 2013

Earlier this year, the Oregon Education Investment Board (OEIB) established the Equity and Partnerships Subcommittee to provide guidance and expertise in the development of strategies to ensure equitable outcomes for out-of-school youth and overcome challenges associated with race, ethnicity, poverty and language. One of the deliverables of the subcommittee is an equity lens with which OEIB will review strategic investments, as well as its other work as a board.

On behalf of the chair of the Equity and Partnerships Subcommittee, Nichole Maher, I am forwarding to you for review and feedback the draft equity lens being developed by the subcommittee. In addition to your input, we'd like to include your name on the list of supporters of the final equity lens, pending your approval.

The feedback from your organization is important to us as we engage in the transformation of education in the State of Oregon. We are looking for feedback from a broad constituency and appreciate your consideration of the draft equity lens. Your feedback can be provided in writing by email or U.S. Postal Service, in a face-to-face meeting with OEIB staff and/or subcommittee member, by telephone, or in an assembly of your organization.

If you would like for OEIB staff and/or subcommittee members to meet with your organization, please contact Doris McEwen at 503-373-0036 to schedule a time prior to April 9. The Equity and Partnerships Subcommittee will discuss feedback at their meetings on March 12 and April 9. These meetings will be held from 8:15 am – 10:15 am at the Oregon State Fairground, Cascade Building.

The Subcommittee will present the draft equity lens to the OEIB members at the April 9 board meeting at 1:00 p.m. at the Oregon State Fairgrounds as well.

Thank you for your consideration. We look forward to hearing from you.

Sincerely,

Doris McEwen, Ph.D.  
Deputy, Curriculum & Instruction

c: Governor John Kitzhaber  
Dr. Rudy Crew  
Mrs. Nichole Maher



Comments on Draft Equity Lens for OEIB  
Center for Great Public Schools  
Oregon Education Association

The Oregon Education Association appreciates having the opportunity to review and comment on the draft equity lens document in preparation for the OEIB's work. We stand ready to participate with many other stakeholder groups in our state to work towards the promise of equal opportunity and growth for all Oregon students.

OEA has a long social justice history in Oregon, central to that history is our work around closing the opportunity gap, culturally responsive teaching, adequate and sustainable funding, diversification of the education force, wrap around services that nurture the whole child, community-family partnerships and strong, supported professional learning communities that drive authentically student centered systems across the whole district.

We respectfully submit the following comments with both praise for this initiative and with suggested amendments to strengthen the documents purpose and authority:

- **The preamble to the equity lens for public education should have at its core the belief in raising and expanding inclusion of all students and families in the pursuit of a healthy democracy that ensures opportunity to each and every child.** As written, the preamble emphasizes that growing student disparities are a cause of lost economic output for the state. It goes on to focus on Oregon's lack of competitiveness with other states. These statements alone are not inclusive of the core goals of equity and social justice. Public schools and colleges are a place for students to develop skills to compete in society *and* serve as an extension of the collective American family that is informed and enriched by each and every member of our society. Institutions of public education provide lifelong learning opportunities and environments where democratic values are fostered and a humane, caring and multi-racial, pluralistic society is strengthened and enriched.
- **In further defining the purpose of the equity lens, we would suggest that it be amended to read: *"The equity lens will confirm the importance of recognizing institutional and systemic barriers, inadequate and unstable funding, political imbalance and discriminatory practices that have limited access for many students in the Oregon education system."*** The currently draft states only that "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." This statement is too narrow, failing to address that stable, adequate and equitable resources to support high-quality learning opportunities for our most needy students throughout all schools in Oregon is fundamental to achieving equity.
- **In general, the system outcomes have all been written to address what the learner will be able to do, but this unnecessarily limits rather than expands the equity lens.**

**The system outcomes must also focus on addressing inequitable policy and practices**, such as class size, inequitable school structures and practices or lack of diversification of the K-12 educator force, among other factors.

- The first belief statement asserts that every learner has the ability to learn accentuates our moral responsibility to provide optimal learning environments. **The belief statements should reflect that pursuing this moral responsibility also requires stable and adequate support to improve and strengthen the conditions of teaching and learning necessary for each and every student to be successful.**
- **Creating a culture of equity requires practices and environments enriched by cross cultural authenticity and exchange. Toward this end, the belief statements should include a commitment to diversifying the educator work force in K-12 and post-secondary public education.** The creation of a diverse educator workforce in our state has not kept pace with the increasingly diversified demographic makeup of students in Oregon.
- **The most marginally treated students and families must be provided an opportunity to weigh in on the equity lens and be continually engaged by the OEIB in developing solutions to promote equity within different contexts throughout public education. The process of developing this equity lens is no exception.** Two critical question are posed in the draft document underscore that this critical engagement and dialogue is necessary for an authentic statewide equity strategy to emerge: “What are the barriers to more equitable outcomes (e.g. mandated, political, emotional, financial, programmatic or managerial)?;” and “How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation?” These questions ought to be reflected back in the creation of this document to strengthen its authority and ensure shared reflection and responsibility to achieve equitable outcomes for all Oregon students.



## MEMO

**To:** Doris McEwen, OEIB  
**From:** Helen Visarraga, Executive Director  
**Date:** March 7, 2013  
**Re:** OEIB Draft Equity Lens Feedback

The OCCRRN is glad to provide feedback and be part of the group promoting this effort.

As a Latina woman who has worked in Mental Health, Social Services, and Early Learning Programs for thirty plus years, I applaud this effort by OEIB. My work in the area of cultural diversity education and promotion spans across the diverse populations of Utah (25 years), New Mexico (5 years), California (2 years), Washington DC (5 years) and Oregon for the past 2 years as the Executive Director of the OCCRRN.

The Equity Lens will bring the issues of racial and ethnic equality to the forefront. It will be a useful tool to develop contractor work plans that include evidence of cultural and linguistic responsiveness as actual deliverables. Implementation of the Equity Lens into the Oregon communities through the Early Learning Hubs would begin the transformation process at the grass roots level where it is needed. I see great value for the Equity Lens as a set of fundamental guiding principles that need to be embedded into policy, research and practice.

I believe strongly that this effort can bring agencies together to have critical conversations that go deeper than simply translating a few materials here and there when funds are available. I see the value of this tool in the work we have started with the Head Start Resource Team to begin collaborative discussions for cross-sectored early literacy efforts among Head Start programs and Child Care facilities. I also see the benefits of using this information for developing guiding principles for the Professional Development Committee and the Outreach and Access Subcommittee within the Child Care community.

Eliminating the opportunity gap in a community requires many different points of access to education, collaborations and involvement of stakeholders who are willing to make a determined and focused effort to receive input from members of underserved groups and Dual Language Learners. Too often, mandated, political, emotional, financial, programmatic or managerial barriers continue to exist because the gap between theory, policy, research and actual direct services continues to expand. *A house is never built from the roof down.* We must start laying the foundation by involving parents and families to inform the policies and practices that will impact their children. This is a huge gap in Oregon. The Equity Lens will provide a pathway to begin rebuilding the foundation for equal access to education and services that will help children of all ages reach their innate potential. I like the term "every child is a genius". I look forward to giving continued support to OEIB in this effort.



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## MEMO

**TO:** Doris McEwen, Oregon Education Investment Board

**FROM:** Interim Chancellor Melody Rose, Oregon University System

**DATE:** March 15<sup>th</sup>, 2013

**RE:** “Equity Lens” Feedback

Thank you for meeting with us yesterday to discuss the draft Equity Lens document being developed by the OEIB Sub-Committee on Equity and Partnerships. As promised, here is a written response. Since Assistant Vice Chancellor Holliday attends the meetings of the Sub-Committee and since I attend all OEIB full meetings, we can certainly elaborate on these concerns and engage in discussion in whatever way best moves the Equity Lens forward as a tool for increasing equity in Oregon education.

1. OUS supports the development of the Equity Lens; it has the potential of guiding our work in a very meaningful way—we know we need to continue to make progress, in particular in bringing and retaining more faculty of color to our institutions.
2. Our Board made diversity – of the student body as well as the faculty and staff – a priority this year, and elevated it to one of five top goals for OUS; our Board Academic Strategies Committee is engaging university presidents and holding them accountable for meeting institutional diversity goals.
3. Our internal research indicates that our student body has become more diverse each year, going back at least to 2002. Currently, 23.3% of our students are students of color. That percentage closely mirrors 2010 US Census data as best we can determine. Attached are three slides we are using in our presentation to the Oregon Legislature, Joint Ways & Means Committee.

4. We have conducted internal research (it would need to be updated) that shows that OUS graduation rates for white, Hispanic/Latino, and African American students are equal when controlling for high school GPA and SAT scores. There is strong evidence that academic preparation is the underlying factor in lower graduation rates, regardless of race, ethnicity or other student characteristics.
5. Due to that research and other factors, we have embarked on a large number of student success initiatives at our campuses that are focused on underprepared students. In fact, PSU Chief Diversity Officer Jilma Meneses will be testifying in the legislature on our behalf next week on this very topic.
6. We want to better understand the statement on page 3 of the Draft Equity Lens document that Oregon “community colleges and universities must demonstrate that they can serve these populations.” We feel that we are making strides in serving students of color and in diversifying our faculty. This doesn’t mean that we are satisfied with the outcomes we have achieved so far-- we simply don’t feel that postsecondary education should be singled out in this way in the document.
7. Achieving equity in educational opportunity and outcomes is the job of all education sectors, from early learning through postsecondary. We support more positive language in the Equity Lens document that retains the high expectations it rightly has for us and for all sectors.
8. We would be happy to engage the OEIB Sub-Committee on Equity and Partnerships and the full OIEB directly on these issues, and we are delighted that you have offered to add Assistant Vice Chancellor Joe Holliday to the Advisory Group as a next step. Assistant Vice Chancellor Bob Kieran has also offered to participate if he can be helpful to your work.

**MCEWEN Doris \* OEIB**

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**From:** Beth Unverzagt <beth.unverzagt@oregonask.org>  
**Sent:** Wednesday, March 06, 2013 11:50 PM  
**To:** MCEWEN Doris \* OEIB  
**Subject:** Re: Draft Equity Lens

Good Morning Doris,

Thank you for the opportunity to review the equity document. It is beautifully written. The "case" is clear with the opportunity gap and achievement gap.

These statements:

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.

and

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.

Are core beliefs of most Oregonians and we should perhaps find ways to emphasize them.

I don't think most Oregonians behave intentionally without an equity lens - I think they just have such "small" world view that they don't understand the issue.

The core problem is the understanding of how to think and behave differently. See and admit your actions are perhaps not appropriate and then change your behavior.  
But - if you don't know you are behaving inappropriately it is hard to get people to change behavior.

The belief statements and outcomes are clear and concise and should be well received.

My only concern is the white privilege statement. I think most Oregonians don't view themselves as privileged and as written probably won't be well received by rural white Oregonians - or white 60 year old men who run our legislature. They believe they are fair and equitable. I think most individuals and communities don't understand social systems of race consciousness - most only understand what has an effect on their lives. Just a thought from a middle aged white woman!

One area that perhaps needs more emphasis in this document is the issue of poverty. Poverty is overwhelming our state, systems and families...and most importantly having deep and persistent effects on our children. Yet, as a state we seem not to be able to face this reality or work together to find solutions. I would encourage the committee to develop a strong statement and definition of poverty.

I will send this statement to our steering committee and ask them for feedback. I will also inform them about the opportunity to give direct feedback to you if they would like to before April 9th.

I will ask for a "virtual vote" about being on the list of supporters and will get the nod.

Thanks - more soon.

Beth A. Unverzagt  
Director, OregonASK  
503-551-5488 (c)  
503-689-1656 (o)  
[beth.unverzagt@oregonask.org](mailto:beth.unverzagt@oregonask.org)  
[www.oregonask.org](http://www.oregonask.org)

On Wed, Mar 6, 2013 at 6:20 PM, MCEWEN Doris \* OEIB <[doris.mcewen@state.or.us](mailto:doris.mcewen@state.or.us)> wrote:

The Equity and Partnerships Subcommittee is seeking your input on a draft equity lens being developed to present to the Oregon Education Investment Board (OEIB) for consideration. Please review the attached letter and equity lens. We hope you will assist us by providing your feedback. The Equity and Partnerships Subcommittee will meet Tuesday, March 12 and April 9. Feedback will be reviewed at each of these meetings. The subcommittee would like to present the equity lens at the April 9<sup>th</sup> meeting of the OEIB.

Please let me know if you have questions or would like to discuss further.

Thanks so much,

Doris

## MCEWEN Doris \* OEIB

---

**From:** Sandra McDonough <SMcDonough@portlandalliance.com>  
**Sent:** Friday, March 15, 2013 12:04 PM  
**To:** Nichole Maher  
**Cc:** MCEWEN Doris \* OEIB; ryan@oba-online.org; betsyearls@aol.org; dwyse@orbusinesscouncil.org; CANNON Ben \* GOV; HEALY Cathleen \* OEIB; Mari Watanabe  
**Subject:** Re: Draft Equity Lens

Sure.

Sent from my iPhone

On Mar 15, 2013, at 11:23 AM, "Nichole Maher" <nmaher@nwhf.org> wrote:

These are great comments Sandra- Thank you, Thank you, Thank you. Is your organization willing to sign on as a supporter of the effort?

Sent from my iPad

On Mar 15, 2013, at 10:46 AM, "Sandra McDonough" <SMcDonough@portlandalliance.com> wrote:

Thank you for the opportunity to comment. I shared the draft with my colleague Mari Watanabe who runs Partners in Diversity, and we agree it is a great piece of work. We have just a couple of thoughts.

First, from the business perspective, I suggest you add to the 'we believe' list this thought: "We believe every learner should have access to information about a broad array of career/job opportunities that will show them multiple paths to employment yielding family-wage incomes." Or something like that. This comes from a recent study we did that showed people of color and people who don't speak language at home can earn as much as 50 percent more in manufacturing jobs, but we know employers are challenged in finding candidates in those diverse population groups. We need to make knowledge about the broad spectrum of jobs available to more kids at an earlier age.

Second, on page 4, bullet 3, I would add "apprenticeship opportunities" that students should have access to which, again, is an area that has not traditionally reflected diversity.

This next set of comments is more personal from me as a parent of a special learner (who is also a person of color). I think this paper gives short shrift to special learning students. You have to get all the way to the bottom of page 3, in the last bullet, before there is even mention of special learners and it is at the very bottom of your 'we believe' recitation. I think the paper needs to more fully recognize the failure of our public school system in serving many special learning students and the importance of ensuring those students have the opportunity to thrive and succeed. The problem is not just that there is an over-representation of students of color in the special learning population (which is probably true) and not enough in the talented and gifted program (also probably true). Rather, the question is whether we are adequately and *effectively* serving the students who have additional learning needs. Based on my personal experience, we are not.

Thanks.




Sandi McDonough

Sandra McDonough  
President & CEO  
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connect with the Alliance on:

<image001.gif><image002.gif><image003.gif><image004.gif>  
and on the PBA [Blog](#)

 **Help save paper - do you need to print this email?**

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**From:** MCEWEN Doris \* OEIB [<mailto:doris.mcewen@state.or.us>]

**Sent:** Tuesday, March 12, 2013 4:45 PM

**To:** 'ryan@oba-online.org'; Sandra McDonough; 'betsyearls@aol.org';  
'dwyse@orbusinesscouncil.org'

**Cc:** CANNON Ben \* GOV; HEALY Cathleen \* OEIB; [nmaher@nwhf.org](mailto:nmaher@nwhf.org)

**Subject:** Draft Equity Lens

The Equity and Partnerships Subcommittee of the Oregon Education Investment Board (OEIB) is seeking your input on a draft equity lens being developed to present to the OEIB for consideration. Governor Kitzharber is a member of the Equity and Partnerships Subcommittee and attended today's meeting, suggesting that you be provided with the draft equity lens to provide feedback. He also indicated he will talk with each of you as well.

Please review the attached letter and equity lens. We hope you will assist us by providing your feedback. The Equity and Partnerships Subcommittee met Tuesday, March 12 and will meet again April 9. Feedback will be reviewed at each of these meetings. The subcommittee would like to present the equity lens at the April 9<sup>th</sup> meeting of the OEIB.

Please let me know if you have questions or would like to discuss further.

Thanks so much,

Doris

March 11, 2013

Doris McEwen, Ph.D.  
Deputy, Curriculum and Instruction  
Oregon Education Investment Board  
Salem, OR 97301  
VIA E-MAIL

Dear Doris:

Thank you for the invitation and opportunity to comment on the draft "Equity Lens" document being developed by OEIB's Equity and Partnerships Subcommittee. Education Northwest wholeheartedly endorses the quest to make the Oregon education system a more equitable one, and looks forward to the final statement. In the attached document, a team from our organization offers editorial suggestions in the hopes that they will support a strong final version of the document.

In addition, on behalf of the team, I raise a few questions for your consideration:

- The text reference to "underserved students" on page two cites only some of the individuals or groups who are underserved. For the sake of consistency, you may wish to include all of the individuals cited in the definition provided for "underserved or marginalized students" found on page 5.
- On page 3 you cite the desirability of having campus faculty and staff reflect the nature of our growing state diversity in order to offer the best educational experiences for our students. Consider whether you wish to make a similar statement regarding our entire education system.

Please feel free to contact our staff lead in reviewing this draft, Vicki Nishioka, at 503.275.9498 or [Vicki.Nishioka@educationnorthwest.org](mailto:Vicki.Nishioka@educationnorthwest.org) if you have any questions regarding these comments. Again, thank you for the opportunity to help promote equity in Oregon through a review of this important document.

Sincerely,



Steve Fleischman  
Chief Executive Officer

Dear Members Of the Oregon investment program After having Dr. Doris McEwen visited my Senior Inquiry class At Roosevelt High School I've been inspired by your work on equity within the schools. In class we worked with our fellow classmates and the ingenious D.R. McEwen. I've created a list of suggestions on the equity lens to only add on the lens responsibilities.

1. I have noticed that the lens in the draft that it does not cover equity amongst schools reaching district standards and above. The reason why I mention the type of thriving schools is because of possible opposition and misunderstanding of the equity lens. Although these schools in affluent neighborhoods it would not be a surprise for them to have an argument due to said misunderstandings and have a section on how the equity lens is good for school not just individually but the Oregon schools as a whole.
2. Another thing I would like to add is how Teachers can use forms of alternative teaching to individual students learning in an equitable fashion without upsetting the balance with kids that aren't subject to need of such methods don't receive more than needed to create balance in the equity amongst students.
3. Explain in depth how equity will help benefits as a whole and address white privilege in a manner that is understandable and reasons the need for equity without offending Caucasian citizens so they can recognize the issue without being offended "possible uproar from racially ignorant citizens on the subject of white privilege.

Sent by Zach Learned, Roosevelt HS Senior Inquiry, 3-20-2013



## Equity Lens

Outreach for Input



Organization	Title	Name
All Hands Raised	Chief Executive Officer	Dan Ryan
APANO		Joseph Santos-Lyons
Associated Oregon Industries	Education Director	Betsy Earls
Black Parent Init. & ELC		Charles McGee
Business Education Compact	Executive Director	Tamra Busch-Johnsen
CAUSA		Francisco Lopez
Chalkboard Project	President	Sue Hildick
Children First	Executive Director	Robin Christian
Children's Institute	Chief of Staff	Doug Wells
CIO		Andrew Riley
CIO		Kayse Jama
Coalition of Communities of Color	Executive Director	Julia Meiers
Confederated Tribes of Grand Ronde	Executive Director	April Campbell
COSA	Executive Director	Craig Hawkins
DRO		Bob Joondeph
Education Northwest	Deputy Director	Mike Siebersma
EI Programa Hispano		Linda Castillo
FACT Oregon		Roberta Dunn
Hispanic Chamber of Commerce		Gale Castillo
Indian Education	Education Specialist	Steve Woodcock
IRCO	Associate Director	Lee Po Cha
IRCO		Saokhom Tauch
Latino Network		Carmen Rubio
Multnomah University	Teacher Educator Program Dire	Deborah J. Miller, Ed.D.
NAACP Portland	President	Dr. Audrey Terrell
NAACP Springfield		
OACTE		
OALA		Mark Davalos
OATAG		Margaret DeLacy
OCDD		Jaime Daignault
OCDD		Leslie Sutfon
ODE	Deputy Superintendent	Rob Saxton
OEA	Executive Director	Richard Sanders
OEA	President	Gail Rasmussen
OEA	Vice President	Hanna Vaandering

Office of the Governor	Policy Advisor	Frank Garcia, Jr.
OLAA		Consuelo Saragoza
OLAA		Jessica Rodriguez
OLAA		Maria Rubio
Oregon Native American Chamber of Commerce	Vice President	Zeke Smith
Oregon Business Association	Executive Director	Ryan Deckert
Oregon Business Council	Executive Director	Duncan Wyse
Oregon Child Care Resource & Referral Network	Executive Director	Helen Visarraga
Oregon Commission on Hispanic Affairs	Chair	Andrea Cano
Oregon PTA		Carol Wire
Oregon PTA		Otto Schell
Oregon University System		Joe Holliday
Oregon University System	Interim Chancellor	Melody Rose
OregonAsks	Executive Director	Beth Unverzagt
OSBA	Executive Director	Betsy Miller-Jones
Portland Business Alliance	Executive Director	Sandra McDonough
PTA Oregon	President	Jackee Duvall
REAP		Mark Jackson
REL Northwest		Vicki Nishioka, Ph.D.
Salem-Keizer Coalition for Equity	Oregon Outreach Coordinator	Eduardo Angulo
SEI		Tony Hobson
Stand for Children	Executive Director	Sue Levin
Stanford University	Professor and Consultant	Linda Darling-Hammond
State Advisory Council for Special Education	ODE Staff Support	Steve Woodcock
University of Washington	Professor and Consultant	Geneva Gay
University of Washington	Professor and Consultant	James Bank
Urban League	Executive Director	Michael Alexander
Urban League		Midge Purcell



# PORTLAND PUBLIC SCHOOLS

6941 North Central / Portland, Oregon 97203

Telephone: (503) 916-5260 • FAX: (503) 916-2704

## ROOSEVELT HIGH SCHOOL

April 11, 2013

Dear Dr. McEwen,

First, I want to express my thanks to you for all you do and have done for this Equity lens. This was an amazing opportunity that I feel so fortunate to have been part of. The experience of sitting in support of an issue is an O.E.I.B meeting the ability to have photo ops with the governor and help pass this lens is not something many people can say they have gotten to be a part of. I have learned alot through this experience. Although I don't think politics is my calling I will definatly stay involved and do as much as I can to support causes that are worthwhile.

I would like to say a few words about the lens. I am excited ~~to~~ to see this lens put into action and can't wait to see the benefits multiply. My favorite aspects of this lens are that it will help give support to students where it is most needed. I would really like to know more about your plans to set up support and what that looks like for youth especially that are homeless. Homelessness in youth is a real subject of interest for me mainly because I have been on my own since I was 14 yrs old as well as I feel if we help support these kids to do well in school our poverty will reduce emensly. I am currently writing a research paper on this aspect as well. The other part of this lens that excites me is the fact that students who excell in everything or students who need some more help will have the oppurtunity to engage in classes best suited for their academic levels.

Getting to help out with this lens and talking about education has been a great way to learn what my peers think is important as well as adults like you. Now I would like to share my education goals and aspirations with you. I have

been given many challenges through out my schooling and I have learned I work well with a challenge. So I am preparing for a long school voyage to receive my Ph.D in theatre and literature. I want to teach other people to these subjects as much as I love them. Next year I will be attending Lewis & Clark college and it will be 90% paid for. Due to hard work and Pervserance my loans will be the same amount of money as if I were to buy a new car. I feel fortunate and excited for all the opportunities ahead.

Thank you again for everything you do and have done. I would really like to stay in touch and be kept up on this lenses progress.

Have a blessed day.

Rosalia Trujillo-Martin





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## ROOSEVELT HIGH SCHOOL

Dear Dr. McEwen,

April 11<sup>th</sup>, 2013

Unfortunately, I was unable to attend the trip to Salem with my Peers due to illness. However, I am very grateful for the opportunity you have given my classmates. I am very proud of the ones who spoke in the conference, I know they did an exceptional job and I am very thankful you let my class share our perspectives with the governor. This equity lens will have a big impact on generations to come and it is amazing you gave us a chance to change history.

The equity lens is setting a new standard for kids to reach. I believe this will help the progress of mankind as it is an investment in our kids future education. This lens will help make it an even playing field for everyone to have the chance to succeed and attend college.

Next year I plan to attend either the university of Oregon or Oregon State. I believe college is the key to my success and I have the essential skills to succeed in college. This lens will give many kids the skills to succeed in school like me. In college I plan to focus on sciences and math especially physics.

This equity lens will change lives and is the start of progress for the future. This conference was a big deal and it was an honor you allowed our class to advocate our points and views. Thank you.

Sincerely

A handwritten signature in black ink, consisting of stylized, overlapping letters that appear to be 'MR' followed by a long horizontal flourish.



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## ROOSEVELT HIGH SCHOOL

April 11, 2013

Dear Dr. Doris McEwen,

My name is Conner Cabbison. Unfortunately I was unable to attend the conference in Salem due to illness. I would however like to express my gratitude for providing me and my peers the opportunity to play a role in state politics. The field trip was an excellent experience for my fellow classmates, especially our speakers, David, Jazzmine, Shani, and Warren.

I cannot stress enough the importance of the equity lens and meeting the 40-40-20 goal. The expanding achievement gap in Oregon is of great concern to me. Prior to learning about the equity lens I had no idea that Oregon was ranked 47<sup>th</sup> in the country in terms of academic achievement. Having lived in Oregon my entire life it pains me to see my state not live up to its full potential.

Although my time in the Portland Public School system is winding as I come closer to graduation I will definitely look forward to re-engage

my school and state in college, upon graduating I hope to attend either PSU or UNCO where I will work my way into medical school. I'm not sure which facet of the medical field I will focus in but I want to use college as a chance to explore it.

Once again, I would like to thank you for allowing us to attend the conference. It was a fantastic experience for my classmates. Best of luck to you and thank you.

Comer Amin



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ROOSEVELT HIGH SCHOOL

April 11, 2013

Dear Dr. McEwen,

I am thankful for having the opportunity to come and participate in the Oregon Education Investment Board at the Oregon State Fairground, Cascade Building. It is such a great pleasure for you to have our school, Roosevelt High take part in the OEIB Equity lens which plays an important part in furthering us students' education. This will be in my memory.

The Equity lens poses a greater change in the values of student education and can bring about the educational equity in students of color and those who live on a low income budget. The increasing rate of diversity in the community and the means of support for them have been limited. Achieving the gap between this will give students of not American born and those of color like me the chance to gain a higher step and support in the means of education. The Equity lens is something that can put a change in the community and of our future.

The stories I heard at the OEIB meeting greatly touched me especially the story of Vanessa and her involvement in gang groups. How she got out of it to be where she is now is truly amazing. What she did and went through must of taken great courage and hard dedication. Her story has given me a hope of strength that I too can overcome the challenges I face.

I am gratefully thankful again for you to come especially to Roosevelt High school and giving us an insight of the Equity lens as well as testify in the OEIB meeting. Being in the presence of the Governor and OEIB members was overwhelming for I have not been at such a important subcommittee party. I'm glad to have been a part of the contribution of what to become yet our future education.

Regina Xiong



# PORTLAND PUBLIC SCHOOLS

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ROOSEVELT HIGH SCHOOL

Apr. 11th, 2013

Dear Dr. McEwen,

Thank you for actively seeking out the input of <sup>my</sup> class regarding the equity lens. I feel honored to have had the opportunity to contribute. Unfortunately, students do not get the chance to advocate for their education often enough. Thank you finding value in the voices and opinions of my peers and I.

As a mixed, lower middle class student, the equity lens is important to me. Although I do not feel like my education was significantly impacted by my race/ethnicity I do feel like going to a diverse, poor high school has limited my education. I wish I had received more access to AP, IB or dual credit classes. Hopefully, with the equity lens in place, these classes will be equally dispersed among all schools so that the more affluent white students do not get a disproportionate amount of these classes.

Next year, I am going to attend the Portland State University honors college as a sustainability scholar. I want to major in Biology. After getting my doctorate, I want to work with endangered species.

Yesterday was a valuable opportunity to exercise my public speaking skills. I also loved the opportunity to represent my class, Roosevelt and all high-achieving students in the state. I wish more opportunities like this were made available to high school students.

Again, thank you for the opportunity.

Sincerely,  
*Jazzmine Allen*  
Jazzmine Allen



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## ROOSEVELT HIGH SCHOOL

Dear Dr. McEwen,

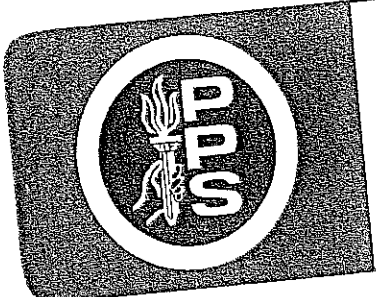
Thank you for the opportunity to represent Roosevelt High school and our support of the equity lens. We are aware of how fortunate we are as high school students to be an audience and present to the Oregon Education Investment board.

As a Roosevelt student, I know schools are not receiving the support they NEED and other schools are receiving substantially more support than they need. With this lens I believe schools will be given a much needed boost, because schools that need the support will be able to obtain it.

I am an aspiring Electrical and computer Science Engineer. I have been accepted to PSU. One day I hope to work at Intel. Without advanced I may have fallen between the cracks due to disinterest.

It was a privilege to meet a political activist who came to us for our input. I have experienced political guests who when presented across, while you were more concerned about hearing from us. It would be nice if you visited again.

Sincerely Robert Ellis



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## ROOSEVELT HIGH SCHOOL

April 11, 2013

Dear Dr. McEwen,

Thanks for giving us the wonderful opportunity to come and participate in the OEIB meeting, it was a great experience. Also I would like to say thank you for giving the four kids in our class a chance to testify in front of the board members. They were not only sharing their stories, but also representing Roosevelt High School. In addition, we appreciate you coming down to our school to present the equity lens, and giving us an insight on it.

Although my siblings attended college, but didn't graduate; I am now highly expected to attend and graduate from college. To survive through high school I needed to have all the support possible. The best possible option was for me to join a after school program called Step up, which is a tutoring program. It was because of this great opportunity I was able to maintain my excellent grades throughout the year, and receive support. I am now a senior, and still currently enrolled in Step up, it's still continuing to help me throughout my education. The equity lens is helping to provide students with resources and opportunities that will make them successful in the future.

After graduating from Roosevelt High School, I will be attending Oregon State University to major in Nursing. I have always been interested in this health career since I was just a kid, nursing is something I have always dreamed of pursuing my future into.

Finally, I would like to say thank you once again for letting my class and I to be in part of a great opportunity / having a wonderful experience.

Sincerely,  
Shirwani K.





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ROOSEVELT HIGH SCHOOL

April 11th, 2013

Dear Dr. McEwan

I would first off like to thank you for sharing this opportunity with our Senior Inquiry class. I am truly grateful that I've been able to obtain this experience and cap-off my last year of high school working with the Oregon Equity ler. Although, the conference is over and I may not be able to engage in activities in class, I would love to receive updates and possibly see another meeting. The lens is giving Oregon stu hope that the education we receive during years in school will be of the highest quality. No longer will students travel in to the real world without the essential skills and knowled to be successful. Along with the fact that a student in Oregon, I am also interested in becoming a Math educator in the near future. The equity lens has given me assurance that the career path I have chosen is the right one. Again I would like to thank our students work with you again to do our state of Oregon and more important

Sincerely,  
Andre Melon



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ROOSEVELT HIGH SCHOOL

April 11, 2013

Dear Dr. Doris McEwen,

I want to thank you for the tremendous opportunity that you gave us to meet the governor. Also to let us hear our voice on this equity lens. I never thought to have the opportunity to meet the members of the OEIB. This experience is really valuable to me and I just wanted to say thank you for making the trip possible.

Attending this meeting and hearing from the testimonies had an impact in me. The stories supported the use of an equity lens and demonstrated how vital it is for schools. The equity lens for me it means more opportunities for everyone. Education should and must be available for each student regardless of their race, skin color or ethnicity. I believe that the equity lens will provide this for students; it will support their education and morally.

I can speak for foreign students or exchange students, that have a difficult time learning because of the language barrier. Coming to USA from a different country can cause students to slow down academical. This is because of several reasons: first the language, second adapting to a new culture and third familiarizing with the educational process. Some countries are above or at the same level of education in USA. With students that are way above the educational level should get advanced courses to keep growing their knowledge. Same with lower level students they need programs to help them meet the standard classes. There shouldn't be any student held back or pushed on drastically to deprive them from succeeding.

I believe that the equity lens is a new path for students to succeed in school and in their life. Thank you for advocating for students and for the opportunity to meet the OEIB. Best of lucks in your career, the best wishes for you!

Sincerely,

Antonia Equina Cortez



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**ROOSEVELT HIGH SCHOOL**

April 11, 2013

Dear Dr. McEwen,

I very much enjoyed having the opportunity to meet you and to be a part of this wonderful process. I would also like to thank you for giving my school the chance to meet the Governor and to testified in front of the DEIB board.



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**ROOSEVELT HIGH SCHOOL**

April 11, 2013

Dear Dr. McEwen,

I would like to thank you for allowing my class the opportunity to come down to Salem to testify for the Equity lens. Although I did not speak, I know that my peers represented us well, and for you to give us students a voice on the equity lens, I greatly appreciate it.

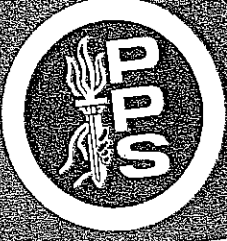
Having this equity lens, I knew that it will give more students the opportunities that they need to succeed in their educational careers. Such as the after school programs that provides student the support that they need when they're getting none at home.

After graduating from Roosevelt, I will pursue on Portland State University to continue on my education career to become an architect. I know that everyone who has and are still supporting me will be happy if I want to further my education.

I want to thank you again for giving our class the opportunity to give our inputs on the equity lens. It was a privilege to have this experience.

Sincerely,

Tracey Cha



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ROOSEVELT HIGH SCHOOL

April 11, 2013

Dear Dr. McEwen,

Thank you for giving us the opportunity to come out to Salem and witness history in the making. Thank you for giving me especially, the opportunity to testify on behalf of the equity lens. This will surely be a meeting that will continue to live on within me as I pursue a future knowing that equity means the success of us all.

"Equity is the process to equality." These words stood out to me the most. In a way, they outline the future and importance of the equity lens. As we work toward a more equitable future, our decisions will be more influential to ourselves, and those around us. Although the success of my cousin's because of it. I don't look forward to the passing of this bill at this time as something that should have happened sooner; rather, that it breeds a future of equality because each and every one will have the opportunities to create their own destiny. The passing of the equity lens means a better future for all Oregonians, especially my peers within the Portland Public Schools system.

Thank you again for allowing us to testify on behalf of the equity lens, and I look forward to your debrief with us soon.

Sincerely,  
Warren Van  
-Roosevelt High



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ROOSEVELT HIGH SCHOOL

April 11, 2013

Dear Dr. Doris McEwen,

On behalf of everyone in the PSU inquiry class, I'd like to thank you for the great experience and chance to participate in the process of getting the equity lens policy approved.

While I may not have been one of the speakers, I'm sure we all recognized the weight of the situation, and represented our school. For me, the equity lens represents educators taking time to identify the influences affecting every student and taking time to help them succeed.

While my current career of choice (engineering) has little connection to our state's educational policy, the writer in me can recognize how the stories told in that meeting room swayed the board's decision. I can recall the last time I've personally witnessed the words of the people being heard so intensely.

Once again, thank you for this opportunity. I'm sure we'd all look to another visit to you if the chance comes. If no such chance arises, I'm sure we'd all understand.

Sincerely, Harvey  
RHS 5

