

Joint Ways and Means Presentation

Oregon Advocacy Commissions Office

Budget 2015 - 2017



MARCH 25, 2015



OACO

2

- **Mission: to support the work of**
 - Asian & Pacific Islander Affairs (OCAPIA)
 - Black Affairs (OCBA)
 - Hispanic Affairs (OCHA)
 - Commission for Women (OCFW)
- **Goals: Working together for the success of Oregon communities of color and women**
- **Historical perspective:**
 - Gov Hatfield 1964 est. Commission on Status of Women
 - Gov Atiyeh 1983 est. OCFW, OCBA, OCHA
 - Gov Kitzhaber 1995 est. OCAA

Providing essential expertise

3



- **Invited testimony on the importance of the equity lens before OEIB.**
- **Testimony on Equity in the School Funding Formula before the Oregon School Funding Task Force**
- **Recruiting diverse candidates for Oregon boards and commissions**

Essential infrastructure

4

Leveraging volunteers with highly specialized knowledge and experience, totaling over 20,000 hrs/biennium

- 36 preeminent community leaders appointed by the Governor, each committed to the success of our state & communities
- 8 equally committed legislators appointed by the President of the Senate and the Speaker of the House



Serving growing communities

5

Growth in Communities of Color:

- **In 2013** the population of communities of color in Oregon had grown to 12% Hispanic, 4% Asian and 2% Black.
- **\$0.16 is the current cost per person** represented by the Advocacy Commissions among API, Black, Hispanic Oregonians and women.

GOALS

6

Working together for the success of Oregon communities of color and women

- Overview of goals:
 - Build legislative **advocacy** in the OAC's 6 strategic areas
 - **Broaden the scope of research and partnerships** for public policy internships on strategic issues
 - Develop **partnerships** in support of policy research, with government and community partners.
 - Grow **leadership** with mentoring and internships.
 - Integrate **community engagement** using interactive strategies and tools into all OAC statutory work.

Commission Program Areas

7

Our current initiatives

Proposing policy. The Commissions authored and are championing HB 2226 on confidential name change for domestic violence survivors, and an Executive Order on gender parity for Oregon Boards.

Education equity briefs. We're writing a series of key policy briefs with the Oregon Education Investment Board (OEIB) on disproportionate discipline, English Language Learners, and teacher diversity.

Wage equity and status report. In partnership with BOU we researched new census data for factors influencing wage equity including race, education, and job class. We reported our findings to BOLP's Council on Civil Rights and in the OCFW 2013 Status of Oregon Women Report.

Legislative advocacy. With community partners, the Commissions are talking with legislators and testifying on issues essential for success of all Oregonians.

Strengthening hate crime protections. In collaboration with DOJ Office of Civil Rights, and the Governor's Office we researched Oregon's protections from hate crimes and produced a report that is the basis of Commission support for policy that strengthens all remedies for victims of hate.

Growing tomorrow's leaders

The Advocacy Commissions work to grow the number and influence of leaders of color and women within all branches of state government, its key initiatives, departmental leadership, and policy work. To do that the Commissions reach out to youth, communities of color, and women to instill the desire to serve and create pathways to leadership.

The Oregon Women Firsts poster highlighting Oregon's diverse group of First Women Leaders throughout its history and distributed to every middle school statewide. OCFW in sponsorship with the PSU Center for Women, Politics and Policy

The New American Voters Project: Commissioners and community partners registered over three thousand new voters during naturalization ceremonies and community events. OCHA and OCAPIA working with the Secretary of State's Office.

The Governor's Diversity and Inclusion Kitchen Cabinet: the Advocacy Commission leadership joined the Cabinet of State leaders who plan and direct diversity outreach, recruitment and retention statewide. OCAPIA, OCBA, OCHA, OCFW

Success with community partners

The Advocacy Commissions work collaboratively with community and governmental partners to pursue their missions. Together they plan legislative advocacy, host joint legislative days at the Capitol, conduct voter registration, hold community and business forums, and conduct research.

Our partners include:

- Asian Pacific American Network of Oregon (APANO)
- Urban League of Portland
- Oregon Latino Health Coalition
- Oregon Latino Agenda for Action (OLAA)
- League of Women Voters
- American Association of University Women (AAUW)
- Center for Intercultural Organizing (CIO)
- Governor's Office on Diversity and Inclusion

"I strongly support partnering with the Oregon Advocacy Commissions as well as other government, educational and civic organizations in support of public policy internships. These partnerships leverage collective knowledge and expertise in civil rights and serve to help ensure equality for all Oregonians."

— OREGON ATTORNEY GENERAL ELLEN ROSENBLUM

Policy research and analysis


The Advocacy Commissions provide Masters, PhD, and Law students with public policy internships addressing our priority areas. Topics include:

- Hate crime protections
- Minority procurement contracting
- Health outcomes
- Wage equity
- Education gaps
- Fair housing

The internships are conducted jointly with state partners and the Governor's Office to research statistics, best practices, or policies; analyze gaps and trends; produce reports used by the Advocacy Commissions and their partners to inform new policies, strategic approaches and legislation.

"As a law student, the internship on hate crimes was important to me because it helps my goal of creating positive change in society with visible results."

— WESLEY GARCIA, WILLAMETTE UNIVERSITY COLLEGE OF LAW STUDENT, INTERN FOR OCHA AND OCBA



Advocacy

Leadership

Partnership

Internship

Advocacy Commission Programs

8

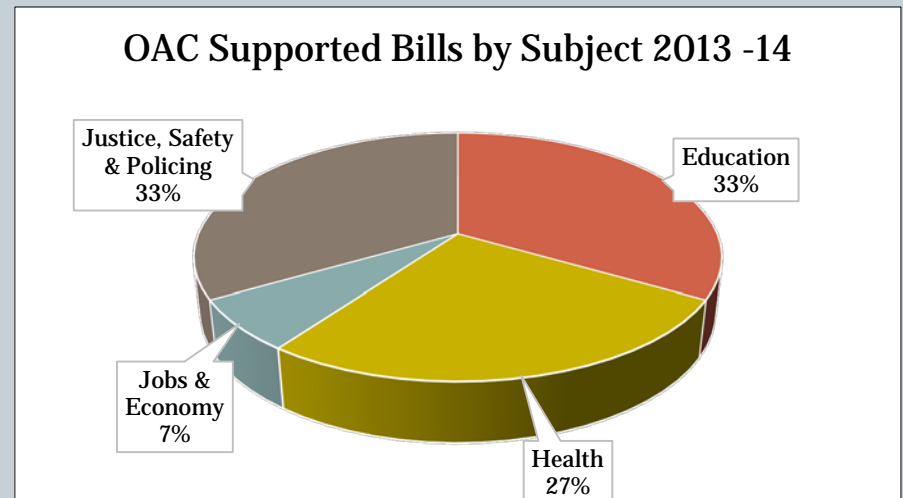
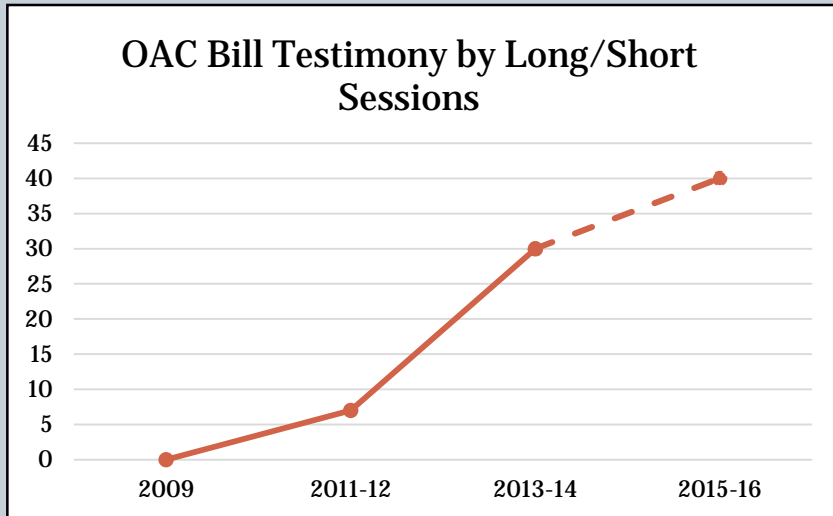
- Advocacy
- Public policy research
- Leadership development
- Partnership



Advocacy 2013-2014

9

OAC Testimony 20 bills 2013 session, 10 bills 2014 session in 6 strategic priority areas:



Advocacy 2013-15

10

To support the legislative advocacy of the four Commissions, the OACO tracked and regularly reported to the Commissions on:

- more than 100 bills of interest in 2013
- more than 60 in 2014

OACO supported 4 OACs to prepare and deliver testimony for legislative hearings at the highest level since 2005.

The Office supported first legislation proposed by OACs:

- OCBA legislation on Hate Crimes
- OCFW legislation allowing domestic violence survivors changing names to begin a life free of their abusers.

2013-14 OAC bill testimony

11

Oregon Advocacy Commissions 2013–2014

www.oregon.gov/OAC/Pages/Advocacy

Advocacy



The Oregon Advocacy Commissions (OACs) give underrepresented populations a voice in policymaking. We maintain an independent voice with in state government, collaborating with the Governor, legislators and community partners on key equity issues and lifting lesser known but important policy areas into prominence with our advocacy. In the 2013 and 2014 sessions the OACs supported 30 bills with testimony and letters of support for hearings, 87% of which passed.

Commission on Asian and Pacific Islander Affairs
oregon.gov/ocapia
Commission on Black Affairs
oregon.gov/ocba
Commission on Hispanic Affairs
oregon.gov/ochs
Commission for Women
oregon.gov/octw



Education

The primary strategic priority of each of the four Advocacy Commissions is addressing education disparities pre-kindergarten through higher ed and the trades.

2013

SB 739, ODE Consultation on Oregon History, Testimony (OCAPIA, OCBA, OCHA, OCFW)*

HB 3409A, Special Certificate for Natural Hair Care, Testimony (OCAPIA, OCBA, OCHA, OCFW)*

HB 2787, Tuition Equity, Letter of Support, Letter of Appreciation (OCHA)*

2014

HB 4084, Community Colleges to Provide Child Daycare for Students, Testimony (OCBA, OCFW)

HB 4090, Grants to Expand School Lunch Programs, Testimony (OCBA, OCHA, OCFW)*
(additional bills continued on back)



Jobs and the Economy

Policies that affect wage equity, jobs, careers, diverse workforce and leadership, small business, poverty, and attainment are part of the OAC's strategic priorities.

2013

SB 744, Pay Equity Study, Testimony (OCFW)*

HB 2213, Small State Procurement Contracting, Testimony (OCAPIA, OCHA)*

HB 2669, Intern Protections at Work, Testimony (OCAPIA, OCBA, OCHA, OCFW)*



Health/Healthcare

OAC's strategic priorities include access to care, health coverage, culturally competent care, health education, and better health outcomes for all.

2013

HB 2134, Collection of Health Data by Race, Ethnicity, Testimony (OCAPIA)*

HB 2611, Culturally Competent Care, Testimony (OCAPIA, OCBA, OCHA, OCFW)*

2014

SB 1511A, Radon Testing and Abatement in Schools, Testimony (OCFW)

SB 1542, Home Care Registry, Testimony (OCFW)*

(additional bills continued on back)



Justice, Safety and Policing

Overrepresentation in justice and corrections, hate and stalking protections, profiling, community policing and training, and access to justice are essential issues for the OACs.

2013

SB 560, End Racial Profiling, Testimony (OCAPIA, OCBA, OCHA)

HB 2226 Domestic Violence Survivor Name Change Anonymity, drafted by OCFW*

2014

HB 4054A, Renaming Ballot Measure for Short-Term Driver Card, Letter of Support (OCAPIA, OCBA, OCHA, OCFW)

HB 4086, Exempt Personally Identifiable Information Collected by Mass Transit Electronic Fare System, Testimony (OCFW)*

(additional bills continued on back)

OAC Supported Bills 2013–2014



* Indicates that bill passed

Public Policy Research

12

“Anecdotal evidence gets our attention but when it comes to making policy decisions, there is a need for a sense of scale, for details to back up the stories.”

- Representative Lew Frederick

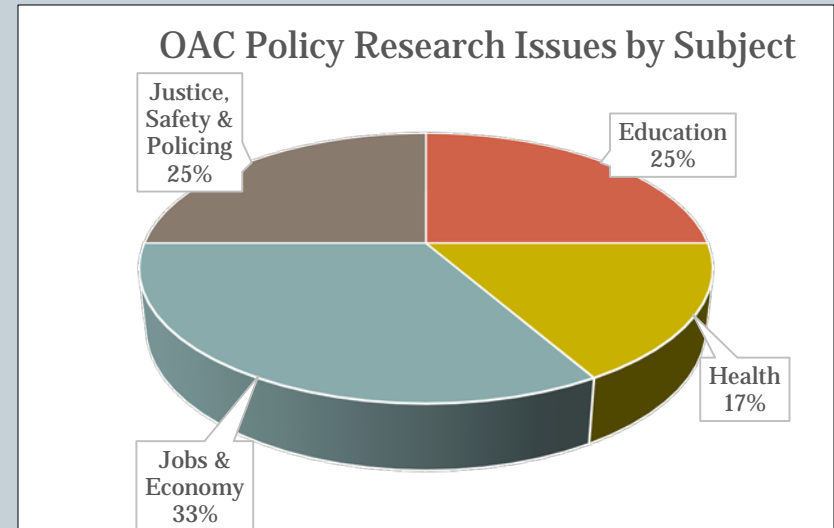
Policy Research & Analysis

13

The OAC's statutory missions include study of issues challenging the success of their constituent communities.

The goals of the research:

- provide essential data
- practice review and analysis, and
- recommendations for policy improvements in areas of strategic interest to the Commissions.



2013-15 OAC research outcomes

14

Oregon Advocacy Commissions' Public Policy Research 2013-15 Work



The Oregon Advocacy Commissions (OAC)

and public policy research go together. It is part of our statutory missions. The goal of the research is to provide essential data and practice review, analysis, and recommendations for policy improvements in areas of strategic interest to the Commissions. The research is in collaboration with the OAC's, state and community partners and Oregon Universities.

**Commission on Asian and Pacific
Islander Affairs**
oregon.gov/ocapia
Commission on Black Affairs
oregon.gov/ocba
Commission on Hispanic Affairs
oregon.gov/ochia
Commission for Women
oregon.gov/octw



Education

The primary strategic priority of each of the 4 Advocacy Commissions is addressing education disparities among students of color and women. The future of Oregon depends on successful education for all Oregonians from pre-kindergarten through higher education and the trades.

Disproportionate discipline in schools: Prepared 2 white papers comparing national and local successful models, and school policy remedies shown to decrease exclusion for students of color while maintaining classroom discipline.

Partners: OCBA with the Oregon Department of Education (ODE), Oregon School Discipline Advisory Council, Governor's Office, and Willamette School of Law.
(additional bills continued on back)



Justice, Safety and Policing

Overrepresentation of communities of color in the justice and corrections systems, hate crime and stalking protections, profiling, sentencing, community policing and training, death penalty concerns, human trafficking and access to justice are strategic issues for the Oregon Advocacy Commissions.

Status of hate crime protections in Oregon. Preparatory to proposing legislation, researched and prepared white paper on hate crime statutes,

"The sound, comprehensive studies now emerging from the internship program at the office of the Advocacy Commissions...have increased the capacity, the efficiency and the effectiveness of the commissions themselves, and their value to the communities they represent and the State as a whole." — REP. LEW FREDERICK

reporting and training in Oregon; review and analysis of the statutory language to identify and propose areas for improvement.

Partners: OCHA and OCBA with the DOJ Civil Rights Unit, the Governor's Offices of Diversity and Public Safety, and Willamette Law School.

(additional bills continued on back)



Healthcare

Access to care and health coverage, culturally competent care, health education, health disparities, and better health outcomes for all are part of the strategic work of the Advocacy Commissions.

Oregon Migrant and Seasonal Farmworker Health Status Report. Literature review and analysis of health status studies and articles on migrant farmworker health in Oregon in areas including: healthcare access, cancer, chemicals exposure, oral health, reproductive health, and prenatal care.

Partners: OCHA with the Oregon Health Authority Office of Multicultural Health Services (now OHA Office of Equity and Inclusion) and the Governor's Office.



Jobs and the Economy

Policy that affects wage equity, labor trafficking, career paths, diverse workforce and leadership, small business development, respectful workplaces and attainment is part of the strategic work of the Advocacy Commissions for Jobs and the economy.

Disproportionate attainment for tradespeople of color from Apprentice to Journeyman: Developed 2 white papers analyzing BOLI/PSU data on matriculation and progress among tradespeople of color leading to their graduation to Journeyman status, review of national models of success, and recommendations for policy, training and oversight.

Partners: OCBA with BOLI Apprenticeship Program, the Governor's Office on Workforce, the PSU Hatfield School and Lewis and Clark Law School.

(additional bills continued on back)

"Oregon Advocacy Commissions are making a positive difference in the lives of Oregonians. They work to give underrepresented populations a voice, investing time and an energy to conduct important research, analysis and public policy development to make our state stronger and more equitable."

— OREGON LABOR COMMISSIONER BIRD AUKAN

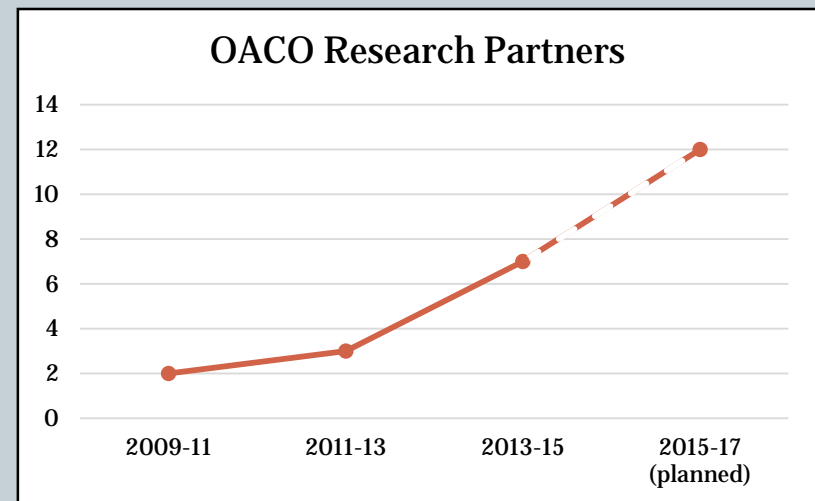
Public Policy Research 2013-15

15

In the 2013-15 biennium the Commissions increased the numbers of policy research projects in key areas and grew their state partners to the highest levels in their history.

State partners now include:

- Governor's Office
- Education – ODE, OEIB
- Justice – DOJ, US Attorney's Office
- Labor – BOLI
- Equity data – State Library Reference Division



Policy Research Reports

16

2015 Research Project between OCBA and BOLI Apprenticeship Division

Excerpt from Status Report on the Disproportionately High Numbers of Terminations among African American Apprentices with an Exit Date between 2006 and 2010

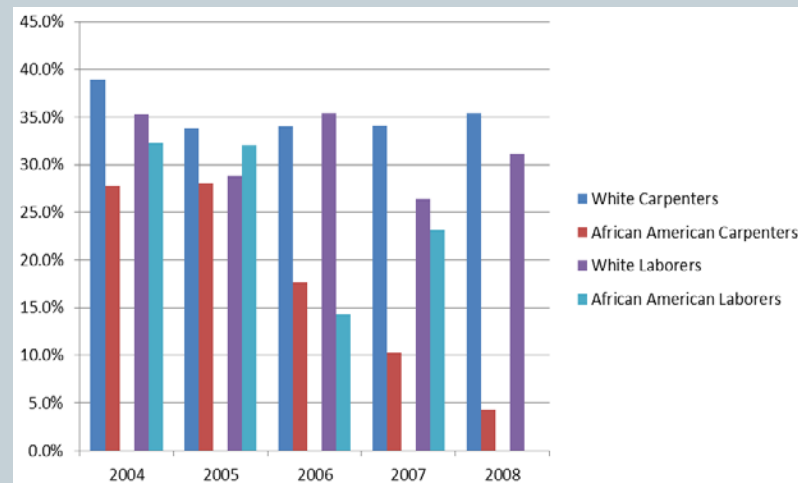


Chart 3: Completion Rates for White, Non-Hispanic and African American Apprentices in Carpenter and Laborer Apprenticeships

Issue Briefs

17

Oregon Education Investment Board

775 Court St. SE, Salem, Oregon, 97301



Oregon Education Investment Board
 Chief Education Officer
 Dr. Nancy Golden
 Board of Directors:
 Julia Brink Edwards
 Dr. Yvonne Curtis
 Matthew W. Duggan
 Dr. Samuel Henry
 Nicholas Maher
 Dr. Mark Mahall
 David Ross
 Ron Sutton
 Dr. Mary Walsh
 Kay 2000
 Hanna Youngblood
 Erik Whitford

Disproportionate Discipline in Oregon's K-12 Schools

Issue Brief

INTRODUCTION

To reach Oregon's education goal of 40-40-20, which seeks to ensure every Oregon student is college and career ready by 2025, it is essential that every Oregon student be consistently connected to the most stable, engaging, safe, and supportive learning environment possible. School discipline strategies and associated policies are receiving attention across the state. (e.g. Positive Behavioral Interventions and Supports (PBIS)). However, large numbers of students who display behaviors deemed inappropriate are still separated or removed from the learning environment. National research indicates that those who have the greatest academic, social, economic, and emotional needs are disproportionately impacted by discipline policies that remove them from the learning environment leading to increased disengagement from school (Linn, 2012). During the 2011-12 school year approximately 43,000 (8%) of Oregon students were subject to formal disciplinary action of in- or out-of-school suspension, or expulsion.¹

Overview

Of the 43,000 instances of disciplinary action across the state approximately:²

- 70% involved students from low-income families
- 70% involved males
- 25% involved those in elementary school
- 40% involved those in middle school
- 35% involved those in high school
- 60% were related to disruptive behavior
- 60% resulted in out of school suspension; 4% in expulsions
- 85% lasted less than 10 days; 25% lasted one day or less

Disaggregating data by race and ethnicity and viewing as a proportion of each student subgroup population illustrates with clarity that students of color are disproportionately impacted by disciplinary action. Students within subgroup population with one or more discipline incidents in the 2011-12 school year:³

- 18% of all Black/African American students
- 11% of all American Indian/Alaska Native students
- 9% of all Hispanic/Latino students
- 8% of all Native Hawaiian/Pacific Islander students
- 5% of all Multiracial students
- 7% of all white students
- 2% of all Asian students

Impact

While there are numerous complex challenges to be considered in maintaining a safe and effective learning environment for every teacher and student, in all but the most extreme cases the consequence of exclusion reinforces negative behavior while doing nothing to uncover underlying issues that must be addressed to support positive student engagement in school, community, and life (Linn, 2012).



Population vs. Discipline Incidents³ 2011-12⁴

Population	Percent	Discipline Incident Percent
Hispanic/Latino	21%	28%
Black/African American	3%	5%
American Indian/Alaska Native	2%	3%
Native Hawaiian/Pacific Islander	1%	1%
Multiracial	3%	3%
Asian	4%	1%
White	65%	60%

⁴Represents the distribution of total student population in State by subgroup vs. distribution of total student discipline incidents by State subgroup population

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English Learners in Oregon's Education System

Issue Brief

INTRODUCTION

To reach Oregon's education goal of 40-40-20, which seeks to ensure every Oregon student is college and career ready by 2025, it is essential that every Oregon student be consistently connected with the most engaging, supportive, rigorous, and equitable learning environment possible. "Equity is both the means to educational success and an end that benefits us all."¹

OVERVIEW

Oregon is fortunate to have a growing diversity of speakers of languages other than English² across our education system from Pre-K to college (P-20). Between 1997-98 and 2011-12, K-12 students reporting their language of origin as one other than English has risen about 336%,³ to 2011-12 approximately 128,000 (24%) of Oregon's 540,000 K-12 students reported their language of origin was one other than English and 59,000 (10%) were identified as developing English Language Proficiency (LEP).⁴

EL Terms - There are many terms, often used interchangeably, to refer to students whose first language is one other than English. These terms include, but are not limited to:⁵

- EL English Learners
- ELL English Language Learners
- ELL Limited English Proficient
- DLL Dual Language Learners
- ESL English as a Second Language
- LTG Long-Term English Learners
- EB Emergent Bilinguals

SUPPORTING ENGLISH LEARNERS

English Learners in our P-20 education system require supportive educational environments that offer developmental pathways to academic language proficiency, access to rigorous academic content, while simultaneously preserving primary language(s).⁶ "Social English—the language of everyday conversation—is developed relatively quickly (6 months to 2 years). Academic English—the language used in school, the workplace, text, and assessments—however, requires an intentional systemic focus over a longer period of time (5+ years)."⁷ "In the absence of intentional systemic support, those in the process of developing Academic English are more likely to struggle as they progress through schooling and become at-risk for disengagement or dropping out."⁸ Across the state, strategies, policies, and funding to support English Learners are receiving attention, yet our system continues to fall English Learners slowing too many to unnecessarily fall behind their peers.⁹

Diversity - English Learners are a very heterogeneous group leading to a variety of learning needs. Strategies that support some English Learners in certain situations, will not necessarily work for others. Differences among English Learners include, but are not limited to:¹⁰

- Language of origin (cognate/non-cognate), prior exposure to English
- Immigration status, migrant status, socioeconomic status
- Length and consistency of schooling (in primary language/English), age, grade level (pre-K to college), parent and community engagement in education
- Country/region of origin (developed/developing, conflict/peace, rural/urban)

Oregon Education Investment Board www.oregon.gov/OIEB/Pages/InvestmentBoard.aspx
 Oregon Advisory Committee Office www.oregon.gov/OAC/Pages/Title.aspx
 Portland State University Institute of Education www.psu.edu/education/institute
 June 2013 | ORAPT 2-10-2013_v01

Largest Limited English Proficient (LEP) Language Groups in Oregon K-12 Schools 2011-12¹

Language	Percent of LEP Student Enrollment	Number of LEP Students Enrolled	Total Students Enrolled by Language
Spanish	77.1%	45,369	76,200
Russian	3.8%	2,200	4,000
Vietnamese	3.1%	1,832	4,450
English*	1.7%	996	432,340
Chinese	1.6%	952	2,680
Social	1.3%	760	910
Arabic	1.0%	570	890
Ukrainian	0.9%	540	1,160

* Native American/Alaskan Native students may qualify as LEP even though these students have English as their language of origin.

5-Year High School (HS) Cohort Graduation Rate of Limited English Proficient (LEP) Students in Oregon 2011-12²

Regular Diploma	LEP HS Cohort	Total HS Cohort
60%	62%	72%
64%	64%	81%
64%	64%	81%
5%	5%	5%
30%	30%	37%

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Chronic Absenteeism in Oregon Schools

Issue Brief

INTRODUCTION

To reach Oregon's education goal of 40-40-20, which seeks to ensure every Oregon student is college and career ready by 2025, a multitude of factors must simultaneously be addressed. One such factor is ensuring that those enrolled in school—attends school (Linn, 2012). Students must be at school regularly to take advantage of the learning opportunities offered at school. Common methods for tracking attendance can mask real student attendance issues, which work to quietly undermine reform efforts. Oregon is one of a handful of U.S. states actively tracking student Chronic Absenteeism (CA), which is defined in Oregon as those enrolled students missing 10% or more of school, excused or not.¹ During the 2013-14 school year approximately 81,000 (15%) of Oregon students in standard enrollment whose attendance was tracked on a daily basis were chronically absent from school.²

Overview

Average Daily Attendance (ADA) is the most common measure of student attendance at school. ADA reports the average % of students who show up to school each day. Truthfully reporting, required by federal law, reports only those student absences that are deemed "excused" by state definition. Chronic Absenteeism (CA) in Oregon, reports students missing 10% or more of school, excused or not, based on the number of students enrolled for at least 75 days in a standard program on May 1st 14.

In Oregon, chronic absenteeism disproportionately impacts students from economically disadvantaged families and students with disabilities by a large margin.

Of the approximately 317,000 Oregon students counted in 2013-14, 30,000 Elementary School children were chronically absent with the highest rates in the early years:³

- ADA 94% (CA 16%) at 4,300 Kindergarten
 - ADA 95% (CA 14%) at 6,000 First Graders
 - ADA 95% (CA 12%) at 9,500 Second Graders
 - ADA 95% (CA 11%) at 4,300 Third Graders
 - ADA 95% (CA 11%) at 4,400 Fourth Graders
 - ADA 95% (CA 11%) at 4,800 Fifth Graders
 - ADA 95% (CA 14%) at 8,900 Sixth Graders
 - ADA 95% (CA 14%) at 8,900 Seventh Graders
 - ADA 94% (CA 16%) at 8,900 Eighth Graders
- 33,000 high school students were chronically absent, topping out with 10,000 Oregonians missing 10% or more of school in 9600th year:
- ADA 94% (CA 17%) at 9,900 Freshman
 - ADA 93% (CA 19%) at 7,900 Sophomores
 - ADA 93% (CA 21%) at 8,000 Juniors
 - ADA 93% (CA 24%) at 10,000 Seniors

Prevalence of Chronic Absence within Subgroup and as a Proportion of Population 2013-14⁴

Subgroup	Chronic Absence within Subgroup	Prevalence (% of All Chronic Absence)
Students with Disabilities	23% (11,000)	13% (18%)
Economically Disadvantaged	20% (10,000)	12% (16%)
English Learners	14% (7,000)	10% (13%)

Prevalence of Chronic Absence within Subgroup and as a Proportion of Population 2013-14⁵

Subgroup	Chronic Absence within Subgroup	Prevalence (% of All Chronic Absence)
American Indian/Alaska Native	27% (1,200)	3% (3%)
Native Hawaiian/Pacific Islander	21% (1,000)	3% (3%)
Hispanic/Latino	17% (8,000)	23% (24%)
Black/African American	14% (7,000)	2% (2%)
Multiracial	14% (7,000)	1% (1%)
White	15% (11,000)	65% (63%)
Asian	5% (2,000)	6% (6%)

Oregon Education Investment Board www.oregon.gov/OIEB/Pages/InvestmentBoard.aspx
 Oregon Advisory Committee Office www.oregon.gov/OAC/Pages/Title.aspx
 Portland State University Institute of Education www.psu.edu/education/institute
 January 2014

Creating a series of 7 Issue Briefs to provide exposure to a number of key subjects.

Growing Backlog of Research Projects

18

Most of the state partners are now repeat customers with 2 to 4 public policy interns. This has caused a growing backlog for new projects due to staffing capacity. Addressing this backlog would double the OAC's public policy research projects per biennium, from 7 to 14. **The OACO budget requests a Policy Analyst to handle this growth in research and related advocacy.**

In 2015 the backlog includes:

- 6 Health-related public policy research topics with the Regional Health Equity Coalitions
- DOJ/Oregon Law Center research project on stalking protections
- State Library research partnership with OCFW developing reference and data analysis for public policy affecting women of color, women in poverty, and their families
- Criminal Justice Commission partnership with OCAPIA, OCBA and OCHA regarding collective racial impacts on victims of crimes

Public Policy Research

19

“The sound, comprehensive studies now emerging from the internship program at the office of the Advocacy Commissions...have increased the capacity, the efficiency and the effectiveness of the commissions themselves, and their value to the communities they represent and the State as a whole.”

- Representative Lew Frederick

Leadership Development

20

- **Annual OCFW Women of Achievement Awards**
 - Honoring Oregon's finest women leaders in business, arts, science, education, and public service
 - Current honorees:
 - ✦ Peg Malloy
 - ✦ Lisa Schroeder
 - ✦ Cheryl Strayed
 - ✦ Jill Tanner
 - ✦ Joanne Verger



Leadership Development

21

Roosevelt HS Rough Writers history project at OCBA



Leadership Development

22

Recruiting diverse candidates for Oregon boards and commissions including:

- DHS' Domestic Violence Prevention & Response Task Force
- Oregon Massage Board

Co-sponsoring leadership development training with community and business partners for communities of color and women:

- APANO
- APACC/Partners in Diversity
- National Black Caucus Conference
- US Hispanic Leadership Institute (USHLI)
- White House Initiative on AAPI (WHIAAPI)



Partnership

23

Commissions' community partners include:

- Asian Pacific American Network of Oregon (APANO)
- Asian Pacific American Chamber of Commerce (APACC)
- Urban League of Portland
- Center for Intercultural Organizing (CIO)
- Oregon Latino Health Coalition (OLHC)
- Oregon Latino Agenda for Action (OLAA)
- League of Women Voters (OLWV)
- American Association of University Women (AAUW)

Partnership

24

Commissions' state partners include:

- Governor's Offices of Diversity & Inclusion, Public Safety & Workforce
- Bureau of Labor & Industries (BOLI), Apprenticeship & Training Division
- Criminal Justice Commission (CJC)
- Department of Justice
- Oregon Department of Education (ODE)
- Oregon Education Investment Board (OEIB)
- Oregon State Library
- U.S. Attorney's office

Public Policy Research *(continued)*

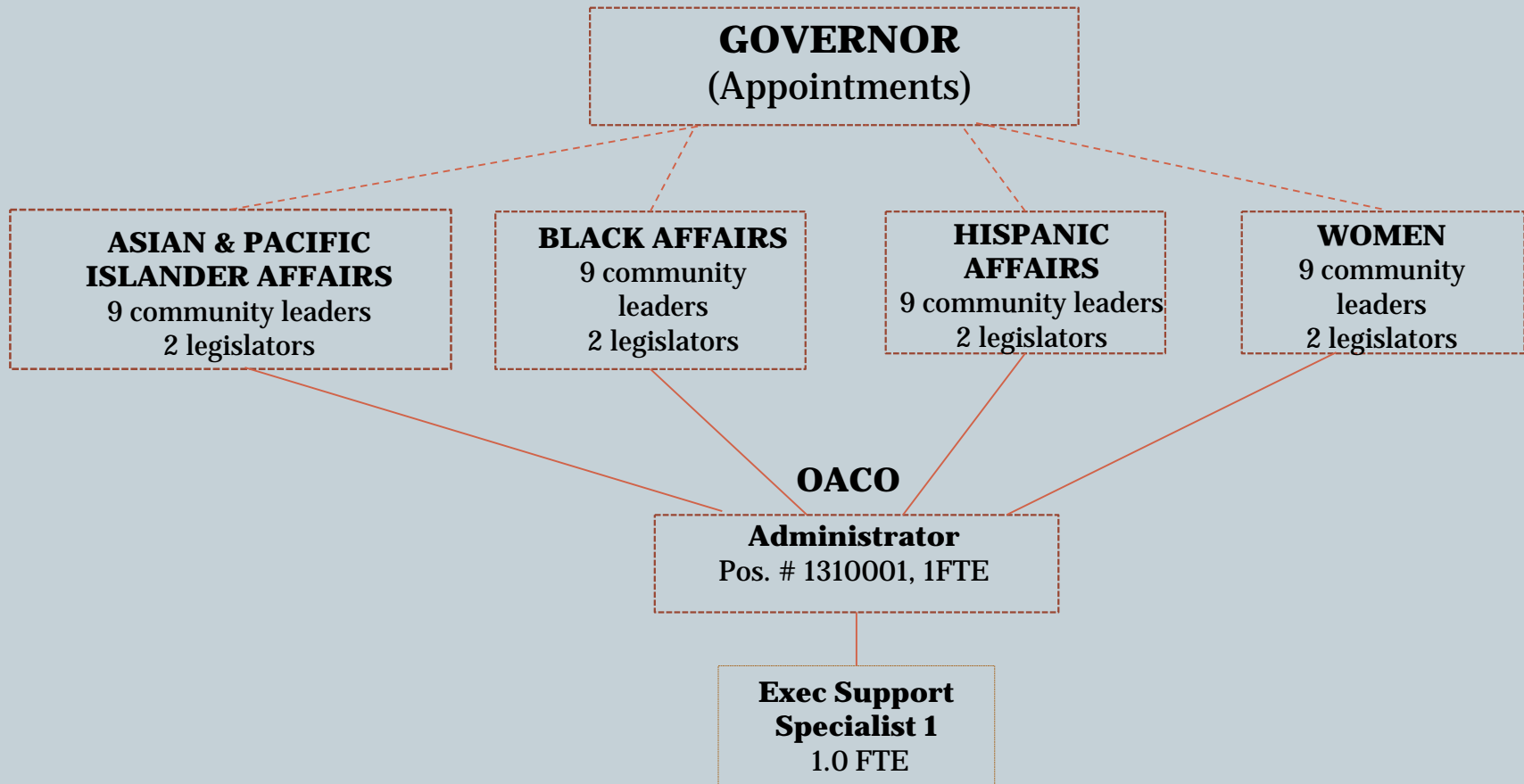
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“I strongly support partnering with the Oregon Advocacy Commissions as well as other government, educational and civic organizations in support of public policy internships. These partnerships leverage collective knowledge and expertise in civil rights and serve to help ensure equality for all Oregonians.”

- Oregon Attorney General Ellen Rosenblum

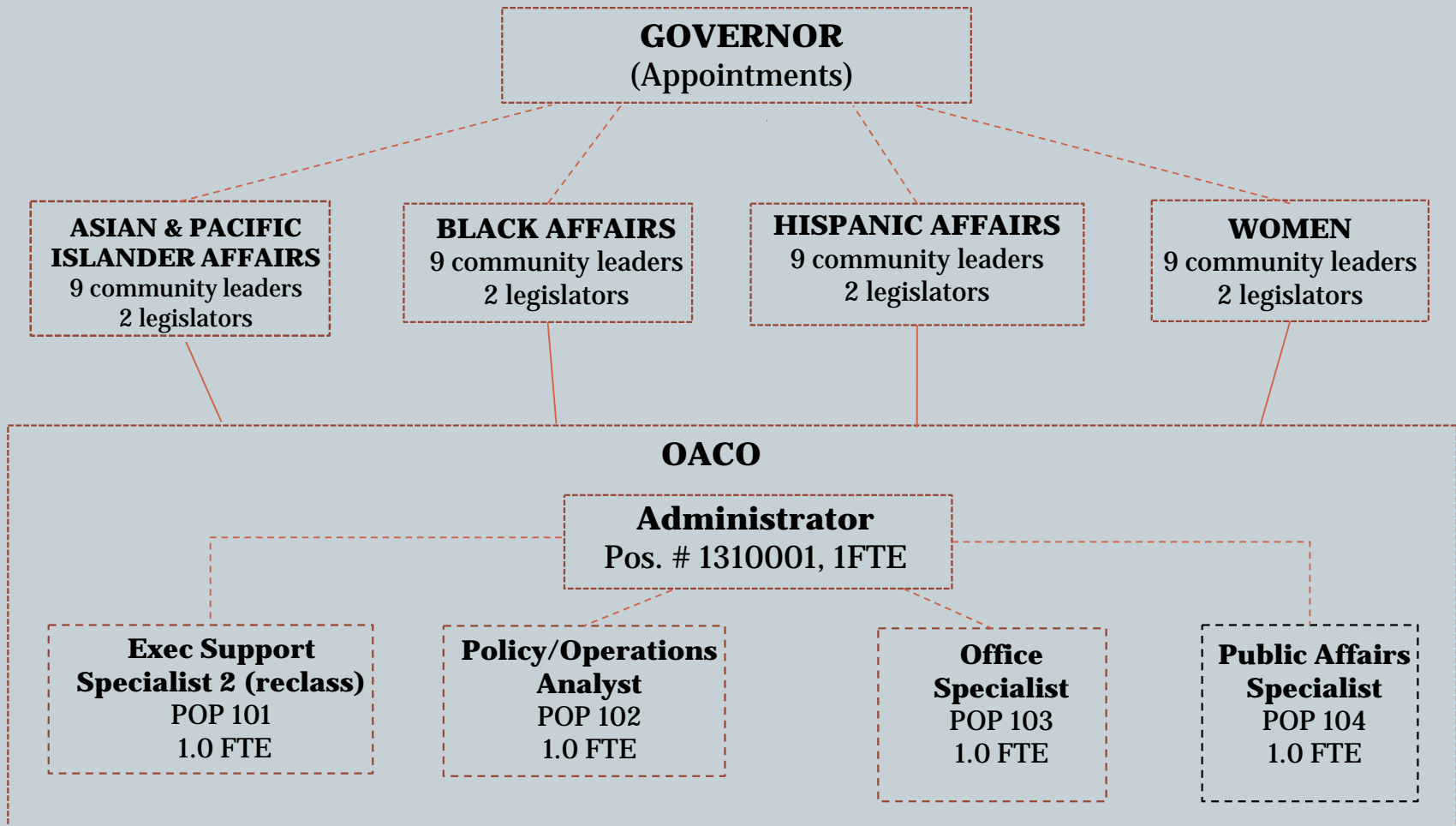
Current 2013-15 Organization Chart

26



Proposed 2015-17 Organization Chart

27



How are we doing?

28

Key Performance Measures (KPMs)

Customer Satisfaction

- Overall Quality 97% satisfaction rating

Biggest challenge:

Timeliness by staff in responding to Commissioner requests

15 Best Practices Indicators – Advocacy Commissions

- 100% achievement rating

Major Budget Drivers & Environmental Factors

29

Joint Ways & Means' question to the OACs in 2013:
“What resources do you need to fully fulfill your statutory mission and duties?”

In response the Advocacy Commissions worked with the Governor's Office and DAS HR to conduct a year-long review of staff support for statutory mission in Advocacy, Public Policy Research, Leadership Development and Engagement with constituent communities.

The OACs are requesting the Legislature's help for additional resources to implement the resulting staffing plans and related POPs.

Program & Service Changes 2005 - 2015

30

- Growing OAC need for assistance with bill writing, bill analysis, testimony and public policy research, quadrupled in 4 years
- Backlog of research topics slowed by staff bandwidth
- Emerging OAC Committee structure and required staffing for 100 additional committee meetings per biennium
- Growing need to communicate with their constituent communities statewide

OACO's POPs

31

- **Growing interagency collaboration.** Reclassification of an Executive Support Specialist
- **Increasing OAC policy research and advocacy.** Addition of an Operations and Policy Analyst 3
- **Building OAC policy committee support.** Addition of an Office Specialist 1
- **Focused community/partner engagement.** Addition of a Public Affairs Specialist 2

Major Changes since 2005

32

- **In June 2005**, the Commissions were re-funded under the combined administration of the Advocacy Commissions Office (OACO) with 2 FTE after a two-year period of no funding and no staffing.
- **In 2006**, the OACO was fully staffed with 2 FTE in Salem.
- **Between 2009 – 13** the OACO maintained stable staffing and reduced its budget in accordance with required reductions.
- **In 2013** the population of communities of color in Oregon had grown to 12% Hispanic, 4% Asian and 2% Black.
- **Between 2013 – 15** the OACs increased legislative advocacy by 400% (from 6 to 30 bills), public policy research by 250% (from 2 to 7 projects), state partnerships by 150% (from 3 to 7).

Contain Costs & Improve Programs

33

Maintaining budget efficiencies including working from mobile phones only, small office footprint, building robust distance meeting supports for 4 Commissions.

Improving Programs:

- Leveraging state partner equity data and partnerships for public policy research outcomes
- Building policy related data with new State Library reference support
- Growing community meetings and engagement with constituent communities statewide

Oregon Advocacy Commissioners, Joint meeting of the OACs August 2014

