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Anti-Racism Policies and Equity Policies in Oregon Schools

Oregon Department of Education

December 17, 2020



Do the best you can until
you know better.

Then when you know better,
do better.

-Maya Angelou



ODE Update

- Review of Education Initiatives Rooted in Equity, Racial Equity, and Antiracism
 - Internal Work
 - Bridge to our School Districts and Community Partners
 - Deeper Work



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Internal Work

Internal Equity Work @ ODE

1. Broaden Leadership Cabinet Diversity: Flattening our hierarchy
2. Minimum of 16 hours of equity learning for every staff member
3. Distributed Strategic Equity Plan
4. Use of an [Equity Decision Tool](#)
5. Aligning Equity Language
6. Hiring Principle I: Diversity is a critical asset needed to meet our goals

Distributed Equity Strategic Plan

Three Year Equity Evolution @ ODE:

- From an *Equity Lens*
- To an *Equity Stance*
- To a *Distributed Equity Strategic Plan*, inclusive of an:
 - Equity, racial equity, and antiracist approach
 - Equity Decision Tool
 - Equity Impact Analysis

Vision:

The Oregon Department of Education will set a foundation for agency-wide culture change by building awareness, skill and capacity throughout the agency to more consistently and effectively interrupt historical and current patterns of neglect and oppression in order to create and ensure educational equity in Oregon's school systems.

Creating the Foundation

**Aligning EDI
Strategic
Investments**

2



Cross-Office Alignment

**Alignment of Language,
Knowledge,
Understanding and
Direction**

Equity, Diversity, and Inclusion Strategic Plan,
Mandatory EDI Professional Development

Equity Strategic Plan 2020-2025

DRAFT

The Oregon Department of Education has developed this five year equity strategic plan to align and guide the agency's internal equity work.

While our commitment to equity is not new, this plan represents a significant and strategic commitment to expand our internal cultural and structural capacity.

This will enable us to more consistently and effectively interrupt historical and current patterns of neglect and oppression in order to create and ensure educational equity in Oregon's school systems.



Goal 1: We cultivate shared narratives, practices and protocols that center equity in our work.



Goal 2: We leverage our organizational capacity for internal change, innovation, and collaboration to enable and inspire equitable educational practices and outcomes.



Goal 3: We continually expand our capacity for and commitment to diverse and inclusive partnerships in service of educational equity.



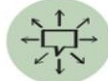
Strategy 1A: Create a shared and deepened understanding of educational equity and the intersectional nature of oppression to deepen the equity stance of all ODE employees.

- Provide Professional and Personal Development Opportunities



Strategy 1B: Embed an equity focus into our practices and protocols.

- Standardize Equity Tools
- Design for an Equitable Employee Experience
- Strengthen Executive Team Focus



Strategy 1C: Prioritize centering equitable voices and practices in our regulation, resource allocation and resource management processes.



Strategy 2A: Build our capacity for equity-centered organizational change and innovation.



Strategy 2B: Provide engaging and consistent internal communications and reporting on organizational (culture + process) changes, innovation, and equity.



Strategy 3A: Seek opportunities to develop and deepen equitable partnership and collaboration with the federally recognized tribal governments in Oregon.



Strategy 3B: Enable, expect, and build structures for meaningful collaboration with districts, education leaders, communities, and students who are impacted by our decisions.



Strategy 3C: Uphold equity in ODE's work, policies, and practices with the state legislature and other state agencies.

ODE's EQUITY STANCE

“Education equity is the equitable implementation of policy, practices, procedures, and legislation that **translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families** including civil rights protected classes. This means the **restructuring and dismantling of systems** and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.”

THE MEANING OF ANTI-RACIST IN POLICY MAKING

Antiracist



One who is supporting an antiracist policy through their actions or expressing an antiracist idea

Antiracist Policy



An antiracist policy is any measure that produces or sustains racial equity between racial groups.

Policy: Written and unwritten law, rules, procedures, processes, regulations, and guidelines that govern people.



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Creating the Bridges

The Oregon Department of Education administers more than 80 different state and federal programs. Each is created through separate law and includes its own timelines, funding formulas, and accountability measures.

Here are some examples:

State School Fund ' SSA Student Investment Account ' High school Success ' CTE Revitalization ' STEM Innovation Grants ' Farm-to-School Programs ' African American/Black Student Success Grants ' Latino/a/x Student Success Grants ' Tribal Attendance Grants ' American Indian/Alaska Native Student Success Grants ' Vision Screening ' Early Intervention/Early Childhood Special Education ' Long Term Care and Treatment ' Facilities Grants ' Talented & Gifted Funds ' English Language Learners Programs ' Small School Funds ' Accelerated Learning Programs ' School Meal Programs ' Career Pathway Fund 'High School Success (M98)' Perkins and CTE Statewide Plan ' CTE Revitalization 'Career Pathways ' Student Leadership -DECA, FBLA, FCCLA, HOSA, Skills USA, TSA, FFA, FNRL' STEM regional Networks and Innovation Grants ' FIRST ' Agriculture Summer Programs ' Regional Promise and Accelerated Learning ' Partnership and Support for the Educator Advancement Council

Our Partners include: Communities, the Education Sector Providers and Boards-Commissions-Councils-Advisory Groups

- State Board of Education
- Quality Education Commission
- Fair Dismissal Appeals Board
- Oregon State Interagency Coordinating Council
- State Advisory Council for Special Education
- Oregon School for the Deaf Advisory Board of Directors
- English Learners Advisory Group
- Emerging Bilinguals Visioning Committee
- American Indian/Alaska Native Advisory Committee
- Government-to-Government Education Cluster
- African American/Black Student Success Advisory Group
- Latino/Latina/Latinx Student Success Advisory Group
- LGBTQ2SIA+ Student Success Advisory Group
- ODE Standing Rules Advisory Committee

Moving Equity Forward

- [Oregon State Seal of Biliteracy](#)
- Visiting Teachers Program
- [Graduation Coaches for Migrant Programs](#)
- Center for Applied Linguistics (CAL) Partnership
- [DACAmented/Undocumented Collaborative & Toolkits](#)
- Developing internal translation services protocols
- [Established the Office of Indian Education](#)
- Accessible website
- [State Board of Education: Equity Impact Analysis](#)



MOVING EQUITY FORWARD

- **LC 609: Tribal Regalia & Objects of Cultural Significance**

- Direct SD's to allow Native students to wear traditional regalia or objects of cultural significant at school honoring or graduation ceremonies

- **LC 615/PoP 111: Social Emotional Learning Content Standards*****

- Direct SBE to adopt content standards for SEL for K-12.
- PoP 111: 1 FTE: Ed Spec. 2; 2021-2023 \$334,033; 1 Position/0.92 FTE to develop, implement, and support content standards for social emotional learning for K-12

- **LC 620: Encouraging a Multilingual Education for Our Youth**

- LC 620 revises statutes related to credits, standards, instruction, Essential Skills, accelerated college credits, and statewide assessment development and administration to update English (or English language arts) with “**language arts, which includes reading, writing, and other communication in any language, including English**”

- **LC 625/ PoP 070: LGBTQ2SIA+ Student Plan**

- Directs ODE to develop & implement a statewide education plan for LGBTQ2SIA+ students. SBE will need to establish rules.
- PoP 070: 1 FTE: Ops 4; 2021-2023 \$224,035; and \$2 million in grant from SEIA-SSA

MOVING EQUITY FORWARD

• LC 629: Student Success Act HB 3427 (2019)

- **Student Investment Account:**

- Permit the SBE to define Economically Disadvantaged Students. ORS 327.180 (2)
- Permit the following to receive SIA grants: OSD, JDEP, YDEP ORS 327.185
- Permit state-sponsored charter schools that are not able to apply independently to apply with their host district. ORS 327.185 (3)
- Remove State-Sponsored Charter Schools, which are not eligible to apply independently, from ADM calculation for host districts. (if statute is not amended to allow them to receive SIA funds). ORS 327.195 (1)(c)
- **Permit the State Board of Education to establish a statewide metric for student mental and behavioral health as a SIA longitudinal performance growth target. ORS 327.190 (3)**

- **African American Student Success Plan**

- Remove the language referring to other “student group that is not covered under an existing culturally specific statewide education plan.” ORS 329.841(1); ORS 327.254 (1)
- Add ESDs to list of eligible recipients. ORS 329.841(6)

MOVING EQUITY FORWARD

- **LC 629: Student Success Act HB 3427 (2019)**
 - **School Safety & Prevention System**
 - Align state law with federal law (FERPA) for the release of student information during an emergency.
 - **School Nutrition - Expanded access to school meals ([SB 1520,2020](#))**
 - Amend to revise the definition of eligible student and the reimbursement rate. These are the same changes that were included in the SB 1520 (2020).
- **LC 630/ PoP 105: Statewide Facility Assessment**
 - There is no way to determine the actual current conditions of school facilities across the state. We propose to use the Facilities Grant funding for a Statewide Facility Condition Assessment to provide the state with comprehensive picture of school facility conditions across communities.
 - PoP 105: Investment of \$3.5 million that shifts the resources from the Facilities Grant in the State School Fund to support identifying current conditions of all statewide school facilities and targeting resources to address the highest risks. Establishes 1 Position/0.92 FTE).



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Deeper Work

Phase I: Deep Analysis and Alignment of ODE Bodies of Work

Phase I: Deep Analysis/Alignment-ODE Bodies of Work



Crosswalk across SLA and EAC



Learner Stance Offerings



Next Steps



Crosswalk the AABSS Plan across **SIA** and EAC



Elements Align

ie third grade
literacy, attendance,
9th grade on track;
focal groups



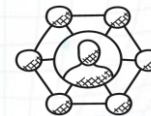
Still moving amidst C-19

Family & Community
Engagement; Student
Engagement & Attendance;
Robust and culturally sustaining
education within school & before
and after school



Comm Engagement

Continue to grow the
authentic and
transparent muscle



Opportunities

Coaching frameworks;
math; culturally and
linguistically congruent
newcomer program;
workforce “shortage”

The honest questions:

1. How can knowledge learned from the grant investments, the plan, and the advisory group drive the coaching programs?
2. How can we tighten the mechanism that creates the throughlines for Every Day Matters, High School Success, and SIA in, for example, the literacy strategies that are specific to newcomer program?
3. How can we break through white fragility, of both internal and external, while also not centering it?

Phase I: Deep Analysis/Alignment-ODE Bodies of Work



Learner Stance Offerings

Goal: Know/learn the plan; crosswalk the work; identify strengths; reveal areas of growth

1. Generative
2. Appetite for deeper dive in this plan alongside a sincere desire for accountability so they can integrate the work ***in service*** of the grantees and Advisory Committee values; stewards in service to your wisdom to achieve the goals
3. Desire to repeat process with all Student Success plans to reveal the connective tissues along with the discrete and important differences
4. It is ODE's responsibility to deliver on this work and the cross walk offers recognition that ODE must create sustainable mechanisms that ensures the follow through.

Phase I: Deep Analysis/Alignment-ODE Bodies of Work



Next Steps

1. Continue this crosswalk of AABSS plan across entire agency
2. Advocate for staffing of this work to create the accountability infrastructure
3. Return with learnings gathered from this pilot in addition to the learnings gathered across the plans



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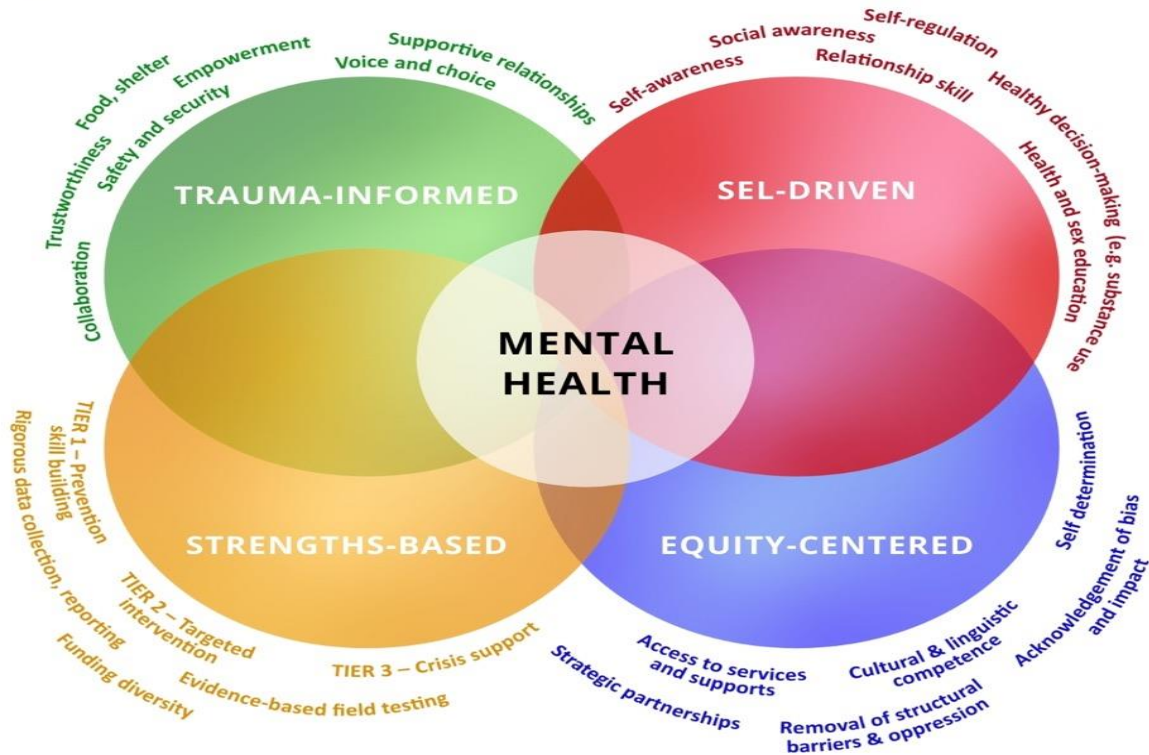
Integrated Model of Mental Health & Well-Being



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Integrated Model of Mental Health & Well-being

Mental health emphasizes strengths, resilience, and enhancing social-emotional abilities



CONTINUUM OF CARE

Physiological
needs

Safety &
security

Relationships,
connections,
community

Purpose &
self-efficacy

Self-
actualization



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Visibility and Representation of Student Demographics

(Federal Race and Ethnicity Guidelines)

US Department of Education Race and Ethnicity Guidelines: Historical Review

- In 1997, the Office of Management and Budget (OMB) published new standards for Federal agencies on the collection of racial and ethnic data.
- The standards, required to be implemented no later than Fall 2010.
- Important Fact: The collection standards had been in place since 1977 before the revision in 1997.



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Category Transitions 2008-II

2008-2009 ODE Categories	2009-2010 ODE Categories	2010-2011 ODE Categories
Hispanic Ethnic Flag	Hispanic/Latino Ethnicity Flag <i>(may stand alone as Latino without an additional identifier called race)</i>	Hispanic/Latino Ethnicity Flag <i>(must be accompanied by a racial designation)</i>
American Indian/Alaskan Native Ethnic Flag <i>(affiliation with a US federally recognized tribal Nation only)</i>	American Indian/Alaskan Native Race Flag <i>(now includes indigenous people from North, Central and South America, including Mexico)</i>	American Indian/Alaskan Native Race Flag <i>(now includes indigenous people from North, Central and South America, including Mexico)</i>
Asian Pacific/Islander Ethnic Flag	Asian Race Flag	Asian Race Flag
African American Ethnic Flag	African American Race Flag	African American Race Flag
White Ethnic Flag	White Race Flag	White Race Flag
(category not created yet)	Native Hawaiian or Other Pacific Islander Race Flag	Native Hawaiian or Other Pacific Islander Race Flag
Declined to Report Flag	Declined to Report Flag	All records required to include race and ethnicity, observer ID required if self-ID not completed.

Table 1. Oregon's Black Student Enrollment Trends

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
African American/ Black (non-Hispanic, single race)	14,182 (2.5%)	13,969 (2.5%)	13,699 (2.4%)	13,673 (2.4%)	13,744 (2.4%)	13,654 (2.4%)	13,509 (2.3%)	13,301 (2.3%)	13,176 (2.3%)
African American/ Black-Hispanic	2,882 (0.51%)	3,104 (0.55%)	3,152 (0.56%)	3,235 (0.57%)	3,236 (0.56%)	3,456 (0.6%)	3,770 (0.65%)	4,079 (0.7%)	4,314 (0.74%)
African American/ Black-Multiracial	8,084 (1.4%)	8,840 (1.6%)	9,460 (1.7%)	10,060 (1.8%)	10,564 (1.8%)	11,175 (1.9%)	11,744 (2%)	12,193 (2.1%)	12,686 (2.2%)
All African American/ Black students	25,148 (4.5%)	25,913 (4.6%)	26,311 (4.6%)	26,968 (4.7%)	27,544 (4.8%)	28,285 (4.9%)	29,023 (5%)	29,573 (5.1%)	30,176 (5.2%)

Source: Oregon Department of Education 1st Period Annual Daily Membership Data Collection

Next Steps

Acknowledging data identification and collection is a common concern among many of our affinity groups, we propose to bring together a cross-office internal team lead by April Campbell, Director of the Office of Indian Education, and Deb Lange, Director of the Office of Equity, Diversity, and Inclusion. They will work together and invite leads of ODE's state plans, data collection, leadership team, others. The workgroup would be charged with making recommendations back to E-Team on the following:

Project Design / Development:

- Reviewing the background and history;
 - [OMB offered 2 options](#)
(separate/combined)
- Literature Review
- Identification of other Problems of Practice;
- Identify internal / external impacts;
- Identify resources needed;
- Timeline and budget

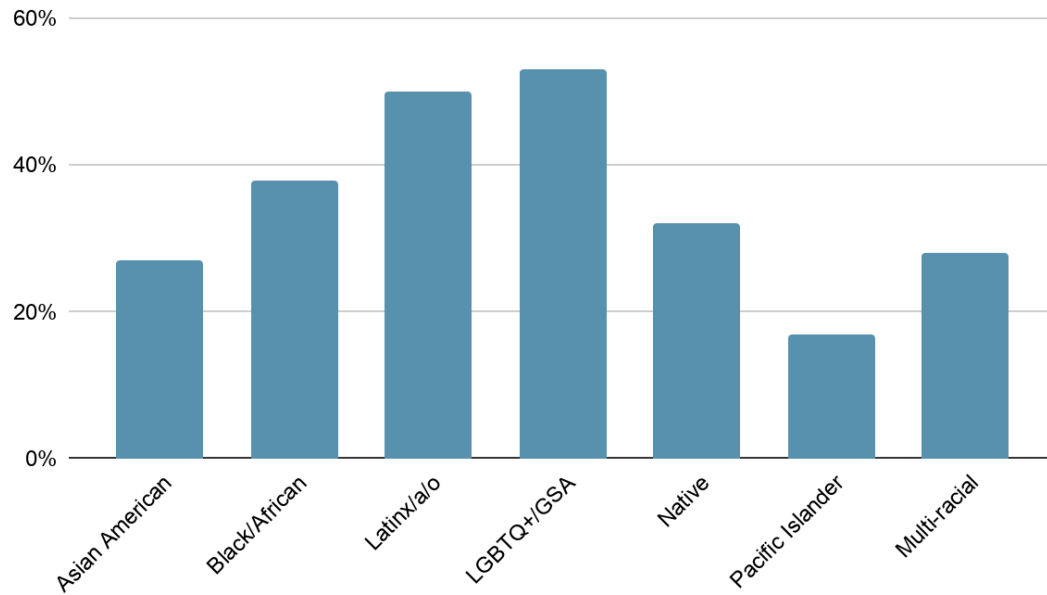
Implementation:

- Strategies for implementation;
- Communication plan (engagement);
- Professional development/training;
- Piloting/tracking implementation

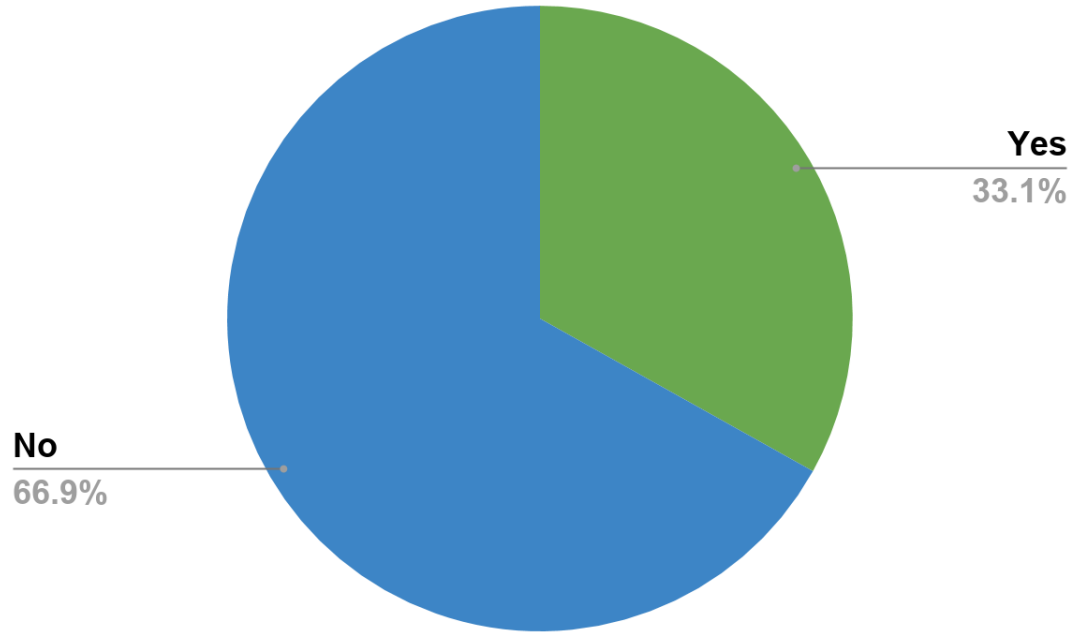
Survey Background

- Completed by approximately 150 school districts, ESDs, and charter schools over the last 2-3 weeks
- Topics included educational equity, mental and behavioral health, and distance learning
- Results received earlier this week and are still being processed
- A sampling of relevant questions have been included in this presentation

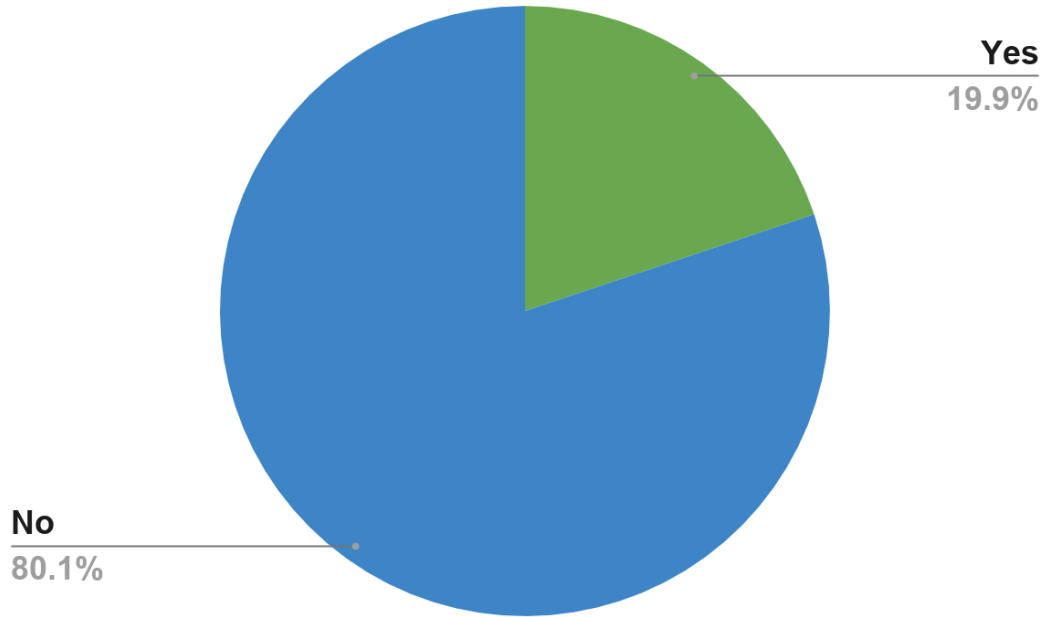
Student Affinity Groups Across Districts



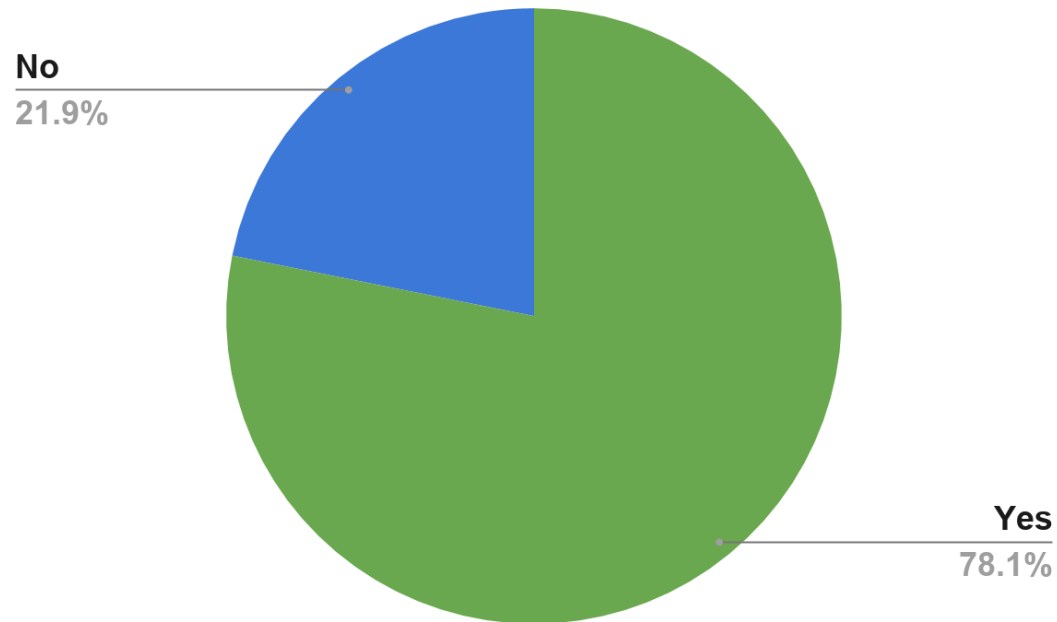
Does your district have an equity director/manager/TOSA?



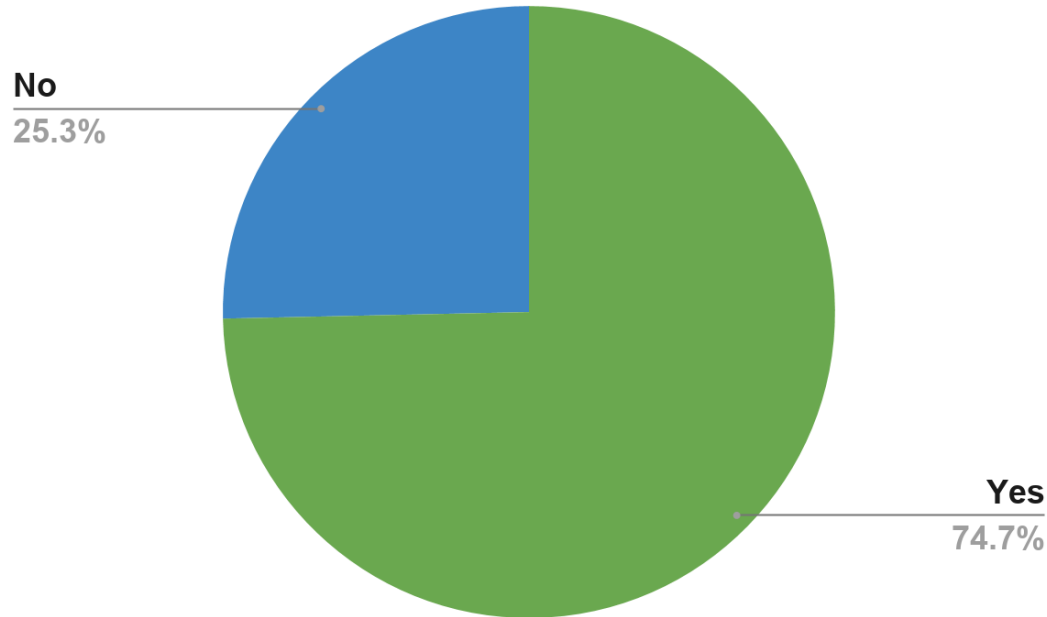
Does your district have a sanctuary policy or resolution in support of DACA or undocumented students and families?



Does your district have an equity policy?



Does your district make use of an early warning system to identify students that may be at risk for not graduating?





*“We need to stop fixing
what we have and
create what our
students and
communities deserve”.*

*Colt Gill
Director, Oregon Department of Education*

Thank you! With any questions

- Please contact:

- Jessica Ventura, ODE Government Relations Director
- Carmen Xiomara Urbina, ODE Deputy Director