

Student-Centered Equity at the State Level

Presented by Deb Lange,
Assistant Superintendent

AGENDA

1. Meet the Team
2. Grounding in Equity
3. Raising the Bar
4. Closing the Opportunity Gap
 - a. African American/Black Student Success Plan
 - b. Latino/Latina/Latinx and Indigenous (Mexico, Central America, and South America) Student Success Plan
 - c. English Language Learners
5. Looking Ahead: Technical Assistance for ESDs

Meet our Leadership



[Colt Gill](#)

Director of Public Education



[Carmen-Xiomara Urbina](#)

Deputy Director



[Cindy Hunt](#)

Chief of Staff

Meet the Team



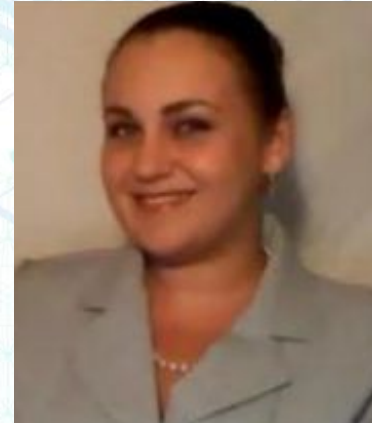
Deb Lange

Assistant Superintendent



TBD

Director



Mariana Praschnik-Enriquez

Office Lead & EL Equity
Education Program Specialist



Spencer Delbridge

Safe & Inclusive Schools
Policy Analyst



Michael Reyes

Latino/a/x Student Success
Program Specialist



Mirela Blekic

EL Equity Education
Program Specialist



Shelaswau Crier

African American/Black Student
Success Program Specialist

Meet the Team



Taffy Carlisle

EL Equity & OSSB Education
Program Specialist



Kelly Kalkofen

EL Equity Education Program
Specialist



Ana Salas

Executive Support



Erin Rothweiler

Administrative Support



Kara Boulahanis

Safe & Inclusive Schools
Operations and Policy Analyst



Yostina Meikhail

Safe & Inclusive Schools
Program Analyst



Arden Robinette

Administrative Support

Grounding in Equity

Equity: “The guarantee of fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.”

— Karen Armstrong, NACE

Grounding in Equity

Education equity: 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 dismantling and restructuring of systems and institutions that create a dichotomy of beneficiaries over oppressed & marginalized peoples.

Grounding in Equity

ODE Stance: ODE is committed to the anti-racist and 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 dismantling and restructuring of systems and institutions that create a dichotomy of beneficiaries over oppressed & marginalized peoples.

Grounding in Equity

Our office is responsible for implementing crucial **state-level equity initiatives** aimed at improving the learning and experience of Oregon's students who hold identities that are currently and historically oppressed, marginalized, and silenced.

We're Raising the Bar

The Office of
Equity, Diversity
and Inclusion is
now the Office of
**Equity, Diversity
and Inclusion
Initiatives (EDII)**

Taking initiative to
address deeper levels of
institutional and structural
racism that exist within
the government and
education systems. EDII
sets the foundation and
advances *system-wide
initiatives...*

We're Raising the Bar

Office of Equity, Diversity and Inclusion

INITIATIVES

LGBTQ2SIA+
Student
Success Plan

Safe and
Inclusive
Schools

African
American/
Black
Student
Success Plan

Oregon
State Seal
of Biliteracy

English
Language
Learner
(HB3499)
Plan

Latino/a/x
Student
Success Plan

Programs that Center Equity

Focus on creating high-quality educational experiences for students.



Programs that Center Equity

The Department manages \$36.1 million of state funding for Grants and Programs that focus specifically on fostering equitable educational outcomes for Oregon students. These include:

- African American/Black Student Success Plan
- Latino/Latina/Latinx and Indigenous (Mexico, Central America, and South America) Student Success Plan
- English Language Learners Grants (State School Fund Transfer)
- LGBTQ2SIA+ Student Success Plan
- Safe and Inclusive Schools



Equity, Diversity, and Inclusion Initiatives Grant-In-Aid

2021-23 Current Service Level (in millions)	GF	OF	OF-CAT*	FF	Total
African American/Black Student Success Plan	\$6.5	\$0.0	\$7.9	\$0.0	\$14.4
Latino/Latina/Latinx and Indigenous (Mexico, Central America, and South America) Student Success Plan	\$0.0	\$0.0	\$6.0	\$0.0	\$6.0
English Language Learner Grants (State School Fund Transfer)	\$0.0	\$10.0	\$0.0	\$0.0	\$10.0
LGBTQSIA+ Student Success Plan	\$0.0	\$0.0	\$2.1	\$0.0	\$2.1
Safe & Inclusive Schools	\$0.0	\$0.0	\$3.6	\$0.0	\$3.6
Total EDI Grants and Programs	\$6.5	\$10.0	\$19.6	\$0.0	\$36.1

Equity, Diversity, and Inclusion Initiatives Grant-In-Aid

African American/Black Student Success Plan

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
\$6.5 million	-	\$7.9 million	-	\$14.4 million

- House Bill 2016 (2015) directed ODE to develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs. The Bill directed ODE to:
 - Form and facilitate an advisory group
 - Develop and implement an African American/Black Student Success Plan to support African American and Black students in the PK-20 system
- The Student Success Act approved additional resources provided through the corporate activity tax to expand support for the Plan.
- For 2019-21, ODE awarded 12* grants to culturally-specific/community-based organizations, ESDs, and school districts to develop strategies to implement 14 indicators of success from the plan.

*One of the 12 grantees withdrew due to COVID conditions.

Equity, Diversity, and Inclusion Initiatives Grant-In-Aid

African American/Black Student Success: Implementation & Impact

2015-17: Phase One:

- Plan development with advisory group.
- 4 Grantees, primarily located in Portland-metro area.
- Evaluation was conducted by RMC Research in 2017.

2017-19: Phase Two

- 9 Grantees, expanded to include additional community-based organizations, education service districts, and expanded geographic areas.
- Evaluation was conducted by RMC Research in 2019.

2019-21: Phase Three

- 3 Grantees added
- Evaluation was conducted by RMC Research in 2021.

Anticipated Outcomes

Dedicated funding aimed to support the success of African American/Black students. The grantees implement innovations, exemplar programs, and collaborative practices that lead to successful student outcomes.

Equity, Diversity, and Inclusion Initiatives Grant-In-Aid

Latino/Latina/Latinx and Indigenous (Mexico, Central America, and South America) Student Success Plan

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	\$6.0million	-	\$6.0 million

The Student Success Act (HB 3427, 2019) created the Latino/Latina/Latinx and Indigenous (Mexico, Central America, and South America) Student Success Plan for students who:

- Are Latino/Latina/Latinx or Hispanic, including individuals of Mexican, Cuban, Puerto Rican, South American, Central American, or Spanish descent
- Who have experienced disproportionate results in education due to historical practices, as identified by the State Board of Education by rule

In 2020-21, ODE awarded \$1.0 million to seven grantees to culturally-specific/community-based organizations, a university, and a school district to implement strategies from interim statewide plan.

Equity, Diversity, and Inclusion Initiatives Grant-In-Aid

English Language Learners Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	\$10.0 million	-	-	\$10.0 million

- House Bill 3499 (2015) established a transfer from the State School Fund to create a statewide plan to identify schools that have lower achievement results for English Language Learners (ELL) students, and to support administration of a grant program.
- Goals of HB 3499 are to:
 - ✓ Close opportunity and access gaps, and to interrupt systems of inequity that inhibit academic, social, and emotional growth for underserved students, and specifically ELLs
 - ✓ Assist districts in the creation of plans and funded activities to ensure focus on improving outcomes for ELLs
 - ✓ Provide support for implementing culturally responsive teaching and practice for ELs, and implementation of school improvement interventions and professional learning

Equity, Diversity, and Inclusion Initiatives Grant-In-Aid

English Language Learners Grant Implementation

- In 2019-2020, HB 3499 funds provided support and academic assistance to an estimated 2,054 teachers and administrators and to 16,461 students in 40 school districts¹.
- In 2019-20, out of the 17,847 students served in the identified districts, 1,548 students attained English language proficiency, and 3,984 did not have the opportunity to take the ELP assessment due to the COVID-19 pandemic.
- Approximately 87 districts with fewer than 20 ELs benefited from support facilitated through 5 regional ESDs. Any district with less than 20 is eligible to be served throughout the state².



Foot notes:

¹This is an actual count of students and staff impacted by HB3499, derived from the [external evaluation completed in 2020](#).

²This information is derived from the [external evaluation of ESD supports, completed in 2020](#).

Equity, Diversity, and Inclusion Initiatives Grant-In-Aid

LGBTQ2SIA+ Student Success Plan

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	\$2.1 million	-	\$2.1 million

The LGBTQ2SIA+ Student Success Plan was written to address barriers to educational success for Oregonian students who identify as lesbian, gay, bisexual, non-binary, transgender, gender queer, two-spirit, intersex, asexual (+).

- Part of Section 25 of the Student Success Act, signed into law by Governor Brown in 2019,
- This student success plan establishes a framework for creating safe, inclusive and welcoming schools for LGBTQ2SIA+ students.
- This plan was created through deep collaboration with LGBTQ2SIA+ affinity partners from across the state and was informed by LGBTQ2SIA+ student voice.
- During the 2020 Session, SB 52 provided funding to ODE to implement the Advisory Committee's plan through grant making.

Equity, Diversity, and Inclusion Initiatives

Grant-In-Aid

Safe and Inclusive Schools

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	\$3.6 million	-	\$3.6 million

Safe and Inclusive Schools recognizes that mental health, which encompasses emotional, social, cognitive and behavioral functioning, is one of the cornerstones of public education.

- **Section 36 of the Student Success Act**, establishing the School Safety and Prevention System, offers Oregon school districts services and supports including behavioral safety assessment, suicide prevention, civil rights-related bullying and racial harassment prevention, and access to the SafeOregonTip Line.
- **Adi's Act** requires Oregon School Districts to develop comprehensive district Student Suicide Prevention Plans. These Plans are to include procedural planning, equity and racial equity-centered supports, and a staff training process that explicitly addresses when and how students and families are referred to appropriate mental health and crisis services.
- This system is being developed in collaboration with the **Oregon Health Authority (OHA)**, and in partnership with regional **Education Service Districts (ESDs)** statewide.

Questions?

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