The Early Learning Council directed the Council's Equity Subcommittee to develop recommendations and a toolkit to align all early learning policy and practice with the Oregon Equity Lens. This report includes recommendations that fall in three categories: culturally responsive practice, operating systems, and data & resource allocation.

Early Learning Council Equity Subcommittee

Report

March 18, 2015

Prepared for the Early Learning Council

Prepared by the Early Learning Council Equity Subcommittee

ACKNOWLEDGEMENTS

The creation of this report and toolkit was a collaborative effort. Through this acknowledgement, we express our deepest appreciation and gratitude for each participant's insight, feedback, input and words of wisdom.

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EXECUTIVE SUMMARY

Oregon has initiated a cradle to career educational transformation process. Oregon struggles with disproportionate graduation rates as students of color, and economically disadvantaged students do not graduate at the same rate as white students[1] or students of higher income. The Oregon Kindergarten assessment also demonstrates continued racial and income disparities. See the charts below for evidence regarding the current disparities in Oregon's education system. Senate Bill 909, passed in 2011 called for a unified, student-centered system of public education, prenatal to age 20, recognizing the value of early learning. The opportunity to align early learning, K-12 and college and career readiness systems will influence our ability to accomplish short and long-term educational outcomes. Also passed in 2011, Senate Bill 253 set a high bar for school and college completion rates. It set a goal that by 2025, 40% of adults have earned a bachelor's degree or higher, 40% have an associate's degree or post-secondary credential and that the remaining 20% have earned a high school diploma or its equivalent. The 40-40-20 goal positions Oregon for success in increasing both the educational and occupational attainment of all Oregonians. It positions Oregon for success in an increasingly diverse society and full participation in a global economy.

The Early Learning Council adopted the Oregon Equity Lens in July 2013 to guide policy recommendations and community engagement as the state took on the ambitious task of concurrent state system transformations to better support each and every child. The purpose of the Oregon Equity Lens is to clearly articulate the shared goals of our state, the intentional investments we must 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 no progress, such as disparities in our graduation rates. The core beliefs around equity, an essential part of the Equity Lens, were created to recognize the institutional and systemic barriers and discriminatory practices that have limited access for many children in the Oregon educational system.[2] The Oregon Equity Lens shall assure kindergarten readiness of Oregon's underserved children through implemented strategies that align programs, systems and funding in early childhood with a focus on children of color and children living in poverty.

The Early Learning Council (ELC) has directed the Council's Equity Subcommittee to develop recommendations and a toolkit to align all early learning policy and practice with the Oregon Equity Lens. This toolkit should include resources that government entities, Hubs, and early care and education providers can use as they work in the early learning sector to eliminate racial and social disparities in kindergarten readiness among children ages 0-5. Early learning policy and practices include those overseen by the Early Learning Council, Division, Hubs, and Providers. The "underserved populations" addressed by the ELC Equity Subcommittee is further defined in the "Definitions" section of this report. The definition includes children of color, low economic status, language learners, children with special needs and more. After eight ELC

[1] http://www.ode.state.or.us/search/page/?id=2644
[2] Oregon Education Investment Board, (2013), Oregon Equity Lens, http://www.ode.state.or.us/superintendent/priorities/final-equity-lens-draft-adopted.pdf

Equity subcommittee meetings, six work sessions, stakeholder input and a review of existing research and tools, the ELC Equity Subcommittee developed comprehensive recommendations that fall into three categories:

1. Culturally Responsive Practice

2. Early Learning Operating Systems

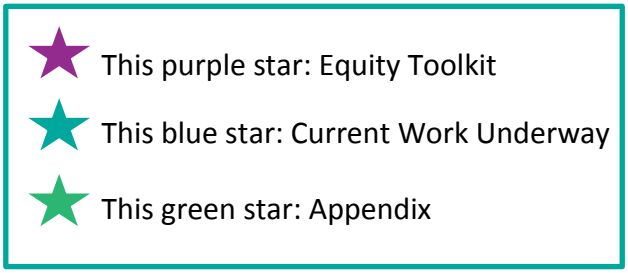
3. Data & Resource Allocation

Culturally Responsive Practice is a set of strategies to increase the level of responsiveness to the interests of culturally and linguistically diverse children and families, culturally and linguistically diverse providers, staff and leaders. "A culturally responsive organization comprehensively addresses power relationships on multiple levels, from the types of services provided and how it maximizes linguistic accessibility, to its human resources and practices – who they hire, how they are skilled, prepared and held accountable, to its cultural norms, its governance structures and policies, and its track record in addressing conflicts and dynamics of inclusion and exclusion."[3] Culturally responsive practice is an approach to addressing gaps that contribute to opportunity and achievement for children of color and children living in poverty.

Early Learning Operating Systems is a category dedicated to establishing equity-informed systems that will sustain Oregon's early learning organizations and their abilities to produce positive outcomes for all Oregon children, with a special focus on our most underserved. The Tool for Organizational Self-Assessment Related to Racial Equity created by The Coalition of Communities of Color and the All Hands Raised partnership will be used to assess current early learning policy and practice as it relates to racial equity.

The recommendations outlined in the **Data & Resource Allocation** category provide the standards, metrics and plans for continuous improvement. The Protocol for Culturally Responsive Organizations developed by The Coalition of Communities of Color and The Center to Advance Racial Equity will guide us throughout the implementation process as we develop an equity-informed early learning system. In addition, equity has been identified as a capability breakthrough.[4] A capability breakthrough creates new competencies as we develop new approaches to achieving the goals of Oregon's Early Learning System. The development of equity standards and metrics is crucial in ensuring ongoing assessment and essential for determining progress and success.

As you go through the report, you will note that some recommendations are color-coded with a star. The purple star indicates recommendations that have a resource included in The Equity Toolkit that supports its implementation. The blue star



[3] The Center to Advance Racial Equity, (2014), The Protocol for Culturally Responsive Organizations, pp. 10 http://www.centertoadvanceracialequity.org
[4] Bernard, (2012), Business at the Speed of Now, Jon Wiley & Sons, Inc. (pp.101)

indicates current Early Learning Council, Early Learning Division and/or Early Learning Hub work currently underway. The green star indicates a reference to an item located in the appendix.

The committee also makes future recommendations at the end of this report to the Early Learning Council. It is important to note that of all subcommittees established by the ELC the work of this subcommittee was entirely unique. The task of the Equity Subcommittee was massive as we were to align all ELC policy and practice with the Oregon Equity Lens. This required looking into issues that impact subgroups including children of color and economically disadvantaged children. It would be ineffective to group all underserved populations and not consider the particular issues facing each population when restructuring the Early Learning System through the Oregon Equity Lens.

The Oregon Equity Lens makes a case for leading with race, which is how this subcommittee proceeded. The ELC Equity Subcommittee recognizes that there are multiple forms of inequity and oppression that must be addressed in our educational system: racism, sexism, classism, ableism and many more. Leading with race provided us with the opportunity to be focused in our findings, recommendations, and selection of tools and resources. While leading with race, the ELC Equity Subcommittee also recognizes the intersectionality between all systems of oppression. Addressing one, stimulates a need to address another and to continue to chip away at systemic inequity until we have transformed ourselves into a culturally responsive Early Learning System. Ultimately, the main recommendation to the Early Learning Council is that more time and continued work is needed to fully align all early learning policies and practice with the Oregon Equity Lens, and develop an equity toolkit that contains tools and resources addressing all underserved populations.

The Early Learning Equity Report & Toolkit will guide our work toward an envisioned future where all children receive the educational supports, family stability and coordinated care necessary to reach their fullest potential.

OVERVIEW OF RECOMENDATIONS

Develop an early learning equity toolkit that aligns all early learning policy and practice with the Oregon Equity Lens in the following three areas:

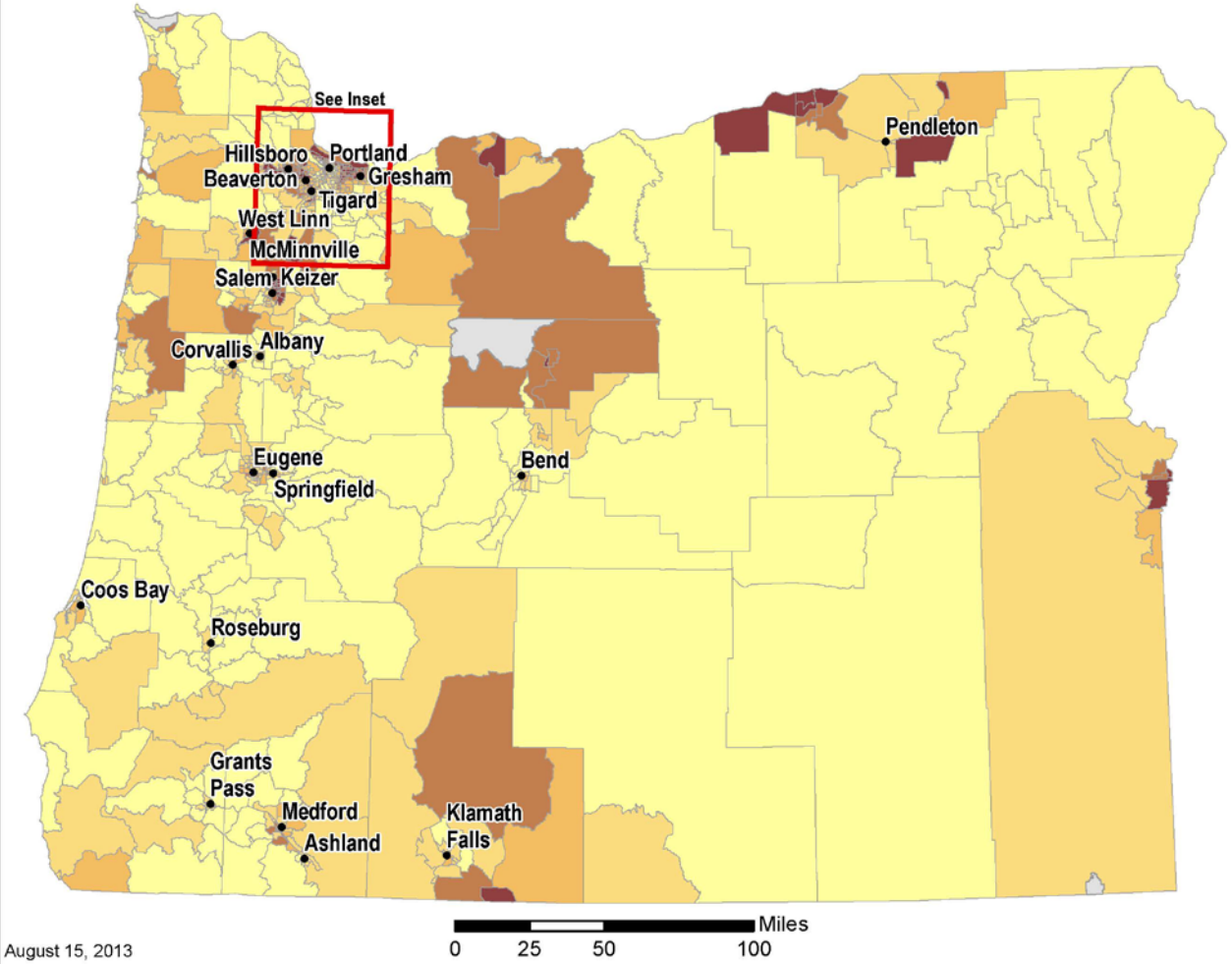
1. Culturally Responsive Practice	2. Early Learning Operating Systems	3. Data & Resource Allocation
Comprehensively address power relationships through the acknowledgement that culture informs how we communicate, shapes the way we receive information, and frames the thinking process of groups and individuals and impacts decision-making.	Establish equity-informed systems that will sustain Oregon's early learning organizations and their abilities to produce positive outcomes for all Oregon children, with a special focus on our most underserved to eliminate disparities.	Data is used to inform decision-making about how and where funding is allocated to eliminate gaps in achievement and ensure quality of care for all Oregon children, with a special focus on our most underserved children.
Recommendations Foster culturally responsive: • Leadership • Community Engagement • Pedagogy	**Recommendations** Institutionalize policy and practice that address: • Governance • Racial & Economic Equity • Workforce Diversification	**Recommendations** Establish clear and consistent approaches to: • Disaggregated Data Collection & Analysis • Metrics & Quality Improvement • Resource Allocation prioritizing underserved populations
Toolkit Resources Responding to Everyday Bigotry: SPEAK UP Characteristics of a Social Change Leader SWOT Analysis Tool for Asset Mapping To Equalize Power Among Us Racial Identity Development A Practical Guide to Accelerating Student Achievement Across Cultures The People's Institute for Survival and Beyond: Undoing Racism Training Visions Inc. Equity Training The Role of the Facilitator	**Toolkit Resources** Anne Arundel County Public Schools • Ethnic & Cultural Education Policy • Philosophy & Mission Policy • Minority Business Policy • Workforce Policy Regulations • 5 Year Strategic Action Plan for Improving School Readiness Houston Independent School District Goals & Purpose Germantown Elementary School Language Policy	**Toolkit Resources** Moving Toward Equity in School Funding within Districts Pennsylvania's Public School Funding: The Foundation of the Commonwealth Oregon Youth Development Division Funding Allocation Plan

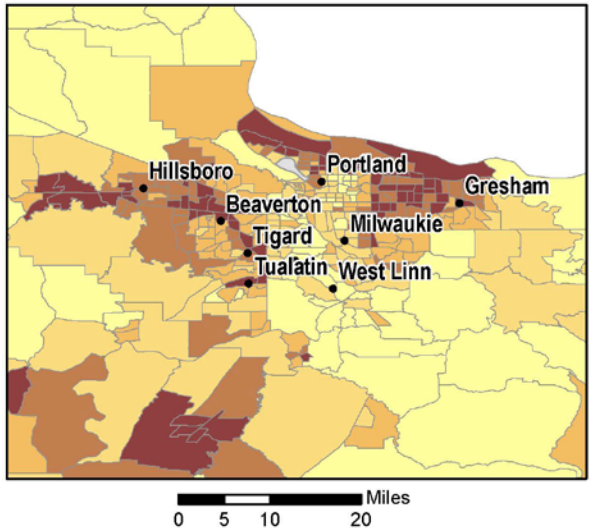
Cross-Category Tools

* The Tool for Organizational Self Assessment Related to Racial Equity
* The Protocol for Culturally Responsive Practice
** To be used together*

Guiding Document: The Oregon Equity Lens

Children of Color: Ages 0 through 6





Population of Color

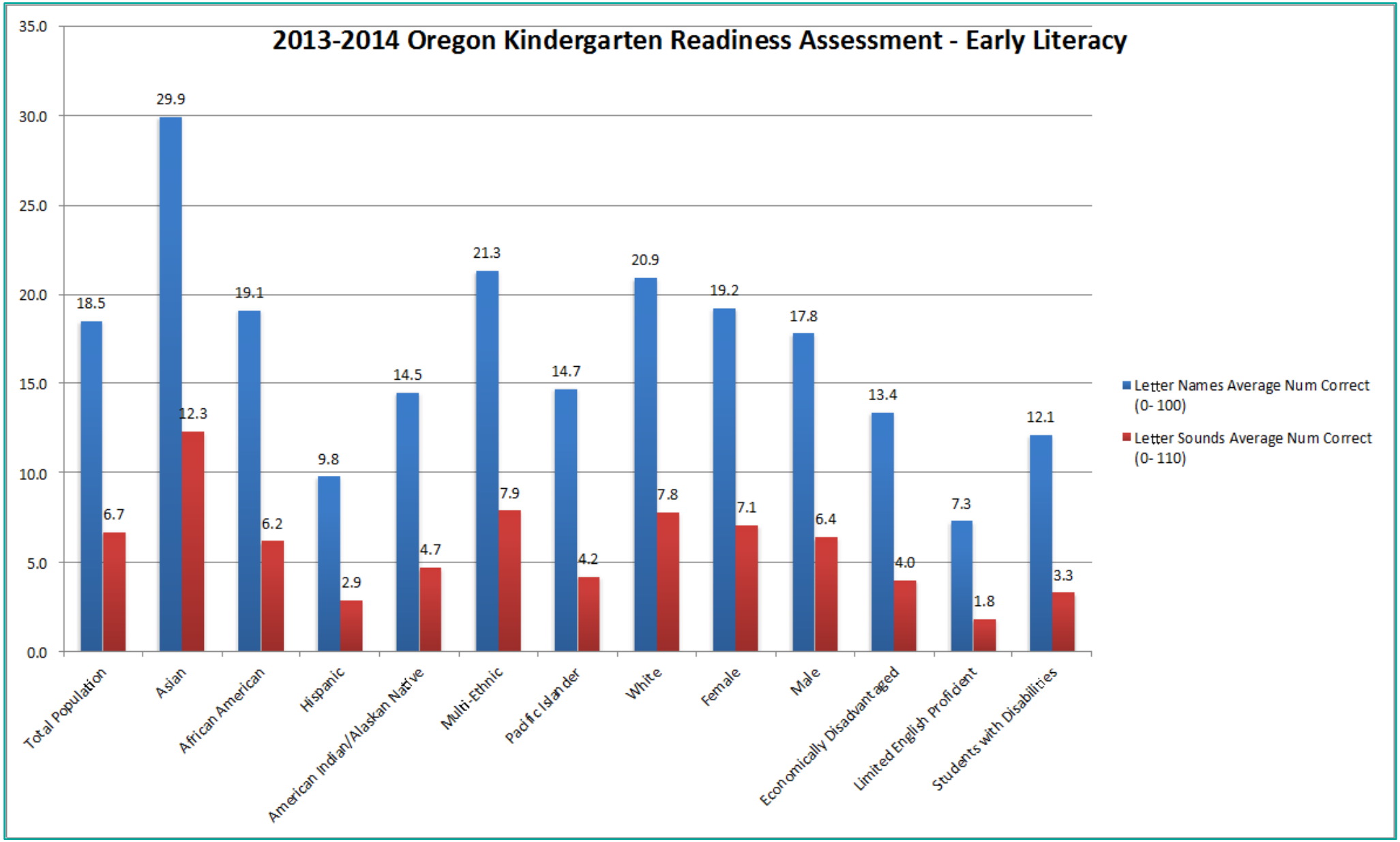
% Total Children Ages 0 through 6 in Census Tract

8.3% - 20.2%	40.5% - 55.6%
20.3% - 29.5%	55.7% - 87.3%
29.6% - 40.4%	No Data

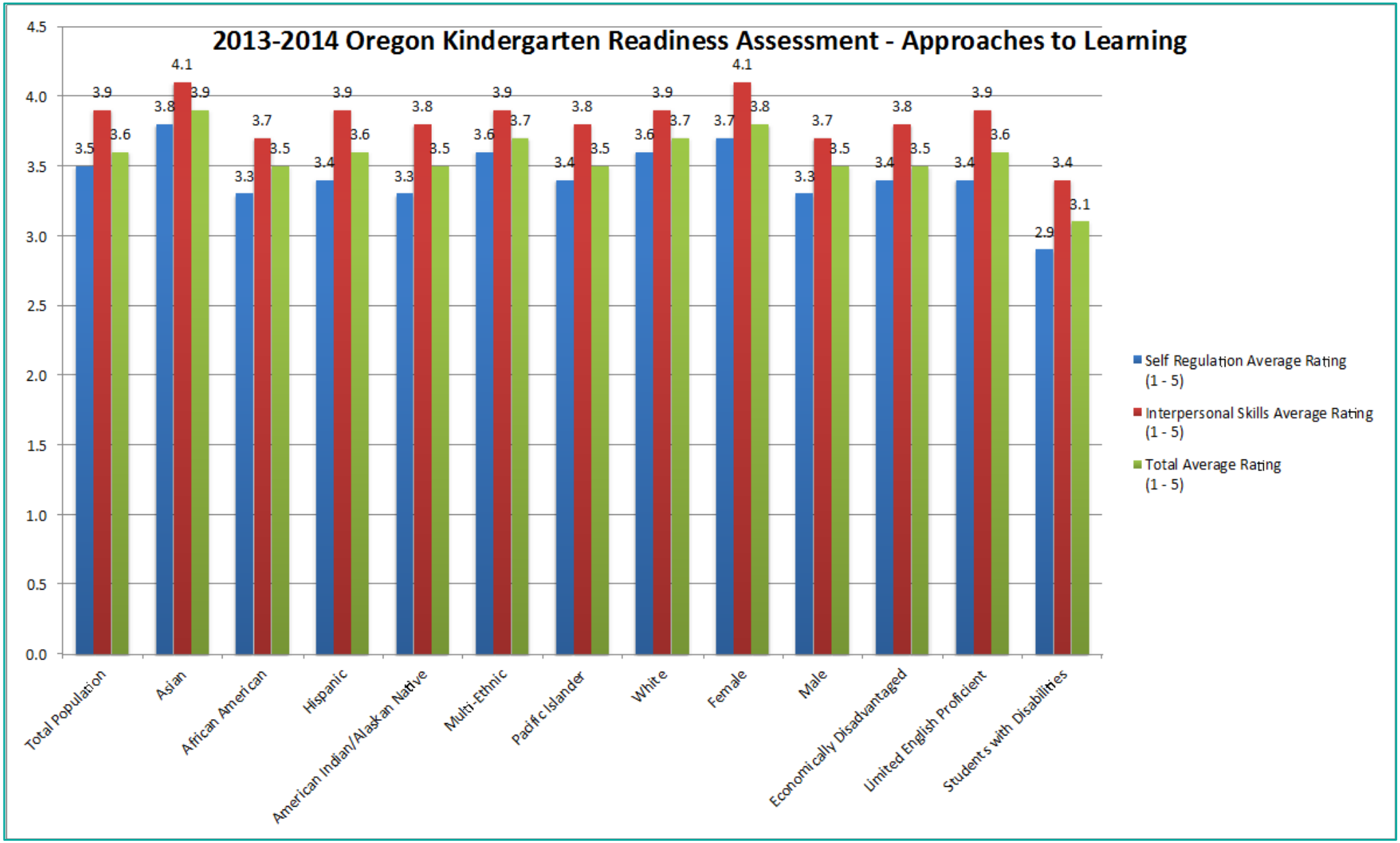
Data Source: 2010 Census SF1 12I, SF2 PCT3

August 15, 2013

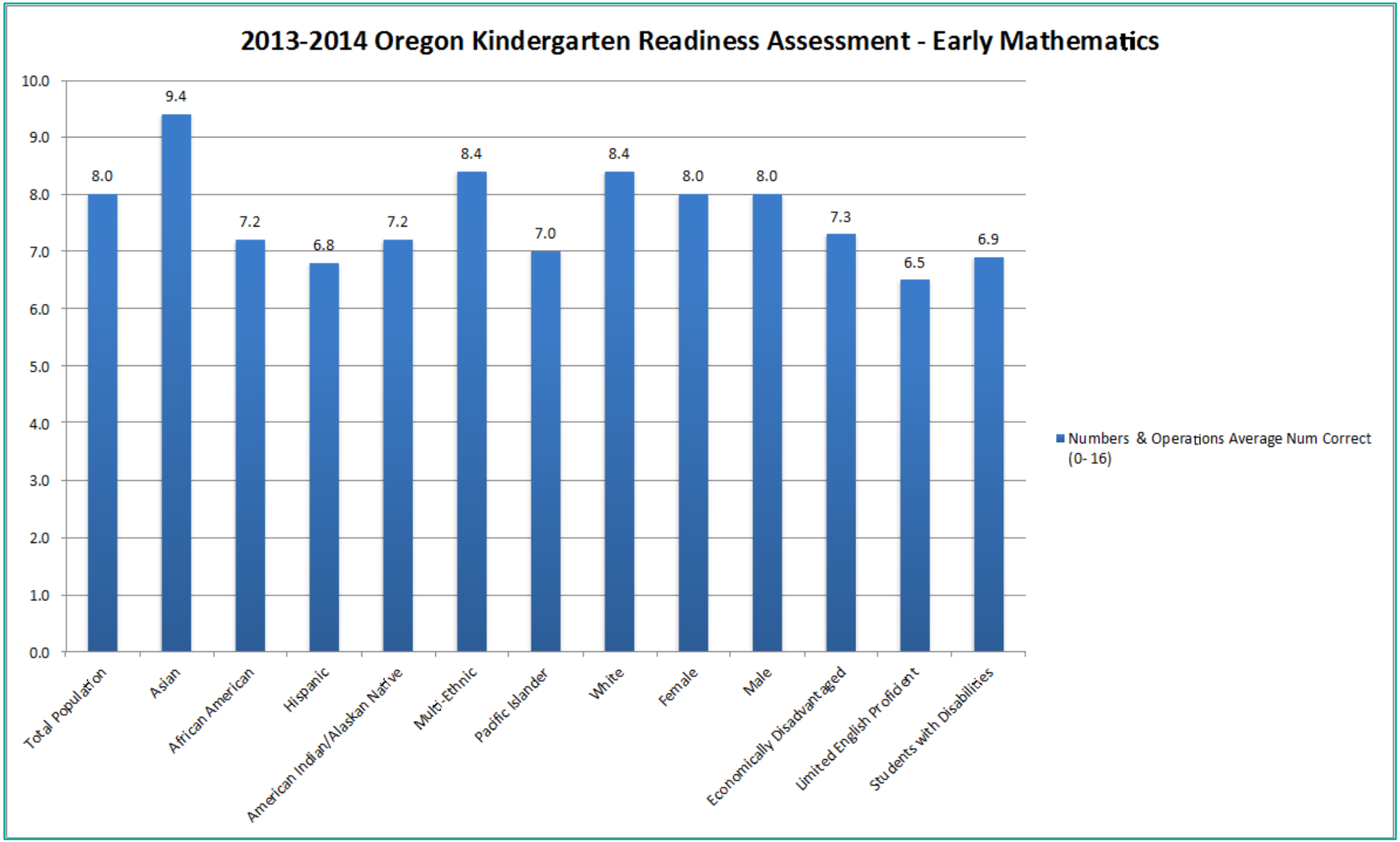
CENTER *for* EVIDENCE-BASED POLICY
Oregon Health & Science University



Data Sources: American Community Survey, United States Census Bureau, http://www.census.gov/acs/www/
Children First for Oregon, Kids Count Center, http://www.cffo.org



Data Sources: American Community Survey, United States Census Bureau, http://www.census.gov/acs/www/
Children First for Oregon, Kids Count Center, http://www.cffo.org



Data Sources: American Community Survey, United States Census Bureau, http://www.census.gov/acs/www/
Children First for Oregon, Kids Count Center, http://www.cffo.org

OREGON K-12 SCHOOLS 2012-13

Level of Poverty in Schools	School Type	# Schools	Total Students	Percent Underserved race/ethnicity	Percent Ever LEP	Percent SpEd
40% or less	Elementary	193	68,891	12	7	12
41% to 60%	Elementary	186	67,327	20	12	14
61% to 80%	Elementary	223	80,435	32	20	15
Over 80%	Elementary	123	49,039	57	45	15
40% or less	Middle S.	45	26,174	15	10	12
41% to 60%	Middle S.	72	37,058	22	13	15
61% to 80%	Middle S.	52	25,535	32	23	16
Over 80%	Middle S.	19	11,672	60	47	17
40% or less	High School	102	72,349	15	8	10
41% to 60%	High School	127	74,554	23	12	13
61% to 80%	High School	75	26,783	37	24	15
Over 80%	High School	29	6,372	61	38	15
Totals		**1246**	**546,189**			

Oregon K-12 Schools data table provided by the ODE Equity Unit, (2014)

340 K-12 Schools with less than 40% Poverty Rate
385 K-12 Schools with 41-60% Poverty Rate
350 K-12 Schools with 61-80% Poverty Rate
171 K-12 Schools with Over 80% Poverty Rate

123 or 16% Elementary Schools are Over 80% Poverty Rate
19 or 10% Middle Schools are Over 80% Poverty Rate
29 or 9% High Schools are Over 80% Poverty Rate

DEFINITIONS[1]

Acculturation: The process in which members of one cultural group adopt the beliefs and behaviors of the dominant group. Acculturation of one cultural group into another may be evidenced by language variation, language preference, the merging of cultural norms, attitudes and values[2].

BIAS:

Disconfirmation Bias: Refers to expending disproportionate energy trying to disprove ideas that contradict our current beliefs[3].

Confirmation Bias: Refers to paying more attention and assigning greater credence to ideas that support our current beliefs[4].

Implicit Bias: Refers to the attitudes or stereotypes that affect our understanding, action, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control[5].

Communities of Practice: Groups of people who share a concern or a passion for something they do and learn how to do better as they interact regularly[6].

Cultural Humility: The ability to maintain a high level of self-awareness; interpersonal stance, that is difference-oriented; an openness/receptiveness to difference, in relation to aspects of cultural identity that are most important to the individual one is interacting with[7].

Cultural Responsiveness: The capacity to respond to the issues of diverse communities requiring knowledge and capacity at systemic, organizational, professional and individual levels (The Protocol 2014).

Culturally Responsive Organizations: An organization that comprehensively addresses power relationships throughout the organization and that is responsive to the interests of communities of color, service users of color, and staff of color (The Protocol, 2014).

Culturally Responsive Services: Services that are respectful of, and relevant to, the beliefs, practices, culture and linguistic needs of diverse consumer/client populations and communities whose members identify as having particular cultural and linguistic affiliations by virtue of their

[1] All definitions without a reference come from the Oregon Equity Lens Glossary of Terms. This document is Appendix A of this report.
[2] Hazuda, (1988) Acculturation and Assimilation Among Mexican Americans: Scales and Population Based Data, Social Science Quarterly, Sept.
[3] Forgas, (2003), Social Judgements: Implicit and Explicit Processes, Cambridge University Press
[4] MacMullen, (2015), Civics Beyond Critics: Character Education in a Liberal Democracy, Oxford University Press
[5] Kirwan Institute for the Study of Race & Ethnicity, (2014), State of Science Implicit Bias, http://kirwaninstitute.osu.edu/research/understanding-implicit-bias
[6] http://wenger-trayner.com/introduction-to-communities-of-practice/
[7] Ortega, (2011), Training Child Welfare Workers from an Intersectional Cultural Humility Perspective: A Paradigm Shift, Child Welfare Journal

place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home (The Protocol, 2014).

Culturally Responsive Teaching: Recognition of the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers children intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes[8].

Embedded racial inequity: Embedded racial inequities are 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.

Ethnicity: Cultural factors such as nationality, place of origin, ancestry and beliefs. Ethnicity is often characterized by cultural features such as dress, language, religion and social organization.

Equity: In education, equity 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 characteristics.

40-40-20, Oregon Senate Bill 253: SB 253 states that by 2025, 20% of all adult Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate degree or a meaningful postsecondary certificate, and 40% will hold a bachelor's degree or advanced degree. 40-40-20 includes representation of every student in Oregon, including students of color.

GAPS:

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.

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 discussion of the achievement gap to more fundamental questions about social and educational opportunity.

Belief Gap: Refers to the beliefs and expectations of students, parents, teachers and the community influenced by implicit bias and that contributes to the achievement gap.

MINDSET:[9]

[8] Gay, (2011), Culturally Responsive Teaching: Theory, Research & Practice, Teachers College Press
[9] Dweck, (2007), Mindset: A New Psychology of Success, Random House

Fixed Mindset: The belief that basic qualities, such as intelligence or talent, are simply fixed traits. The belief that intelligence and talent alone create success.

Growth Mindset: The belief that one's most basic abilities can be developed through dedication and hard work. Brains and talents are points of departure. A love of learning and resilience are essential for great accomplishment.

P-20: Cradle to Career: The creation of a more seamless and integrated education experience from prenatal to graduate school; from cradle to career.

POVERTY:[10] An experience in which a person or community lacks resources and essentials to enjoy a minimum standard of life and well-being. Poverty is a result from multiple adverse risk factors that affect both the mind and body such as emotional and social challenges, acute and chronic stressors, and health and safety issues.

Situational Poverty: A period of living in poverty caused by situational factors such as divorce, death of a spouse, unexpected health expenses, and the loss of a job that lead to loss of income and material possessions.

Generational Poverty: A family living in poverty for at least two generations that lack the economic or social resources to break the cycle of poverty.

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."

Underserved students/populations: Students/populations whom systems have placed at risk because of their race, ethnicity, income status, English proficiency, 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.

Values: Values derive from what we believe. Values are concepts that we deem important such as integrity, honesty, humility, effort, education, perseverance and equity.

White Privilege: A term used to identify the privileges, opportunities, and gratuities offered by society to those who are white.

[10] Jensen (2009), Teaching with Poverty In Mind, Association for Supervision & Curriculum Development

1. CULTURALLY RESPONSIVE PRACTICE

A. Background: Culturally responsive pedagogy is the craft of honoring children's cultural backgrounds, life experiences, and communication styles by incorporating their funds of knowledge[11] into early learning systems. It is a dynamic, multi-faceted, ongoing process that cultivates caring and community-oriented learning spaces as well as joyful brain building that empowers young children to be the leaders of their own learning and to reach beyond their fullest potential. It is a shift in educational mindset that can increase kindergarten readiness for all children while eliminating opportunity gaps when children enter the K-12 educational system. A culturally responsive early learning system embeds equity informed practice into all aspects of the organization, including leadership. Culturally responsive leadership provides accountability and culturally responsive engagement. Outreach approaches ensure shared decision-making and inclusion of Oregon's most underserved populations. It will also help establish communities of practice in the early childhood field centered on honoring children's cultural backgrounds, life experiences, and communication styles. This is a key strategy for long-term education reform where all children are successful.

i. Culturally Responsive Leadership

1. Organizational Climate, Culture & Communications
   a. Create positive, anti-racism, anti-bias and anti-privilege environments within the Early Learning Council, Early Learning Division, Early Learning Hubs and provider organizations that promote knowledge, acceptance, inclusion and respect.
   ★ b. Individuals throughout the Early Learning System are trained and continuously supported to identify and become aware of how racism and privilege play out in the workplace, early learning spaces, and community. Policies will be created and adopted to ensure individuals are protected from retaliation if they bring up issues of racism, bigotry or prejudice.

★ Equity Toolkit
★ Current Work
★ Appendix

[11] González, N., Moll, L., and Amanti, C. (2005). Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms. New Jersey: Lawrence Erlbaum Associates, Publishers

c. Identify and select anti-racism, anti-bias and anti-privilege trainings to pilot and coordinate efforts with the Oregon Department of Education management team around the equity training process.

d. Create an Early Learning System Equity Team that consists of staff who will pilot anti-racism, anti-bias and anti-privilege training in line with the findings and recommendations in this report and the Oregon Equity Lens.

e. Once identified, ensure adequate funding and release time for all staff to attend the ongoing recommended training. Develop an implementation timeline and 18 month roll-out.

f. Follow-up and integrate training by allocating necessary funding, time and space for dialogue, discussion and reflection on racial equity, implicit bias and privilege through bi-weekly Communities of Practice sessions. This will also be an opportunity to problem-solve issues in a safe space with a trained facilitator to guide the process.

g. Create affinity groups for staff to build mutual support, address workplace concerns, talk about inequities, think about systems transformation and identify action steps for implementation and clear outcomes.

h. Establish Equity Teams to assess current levels of cultural responsiveness, track progress and hold the organization accountable for real change.

i. Early Learning Hubs will complete annual surveys on organizational climate and culture among staff and subcontractors to identify areas of strength and areas of opportunity in regard to underserved populations; prioritize and act on findings.

j. Establish an Equity Implementation Subcommittee to take the place of this current Equity Subcommittee to assist the ELD with operationalization of the findings and recommendations made in the report. The Implementation Subcommittee shall create a specific plan identifying the work that needs to be done to operationalize these findings and recommendations. This plan shall then be recommended to the ELC for adoption and inclusion in the ELC's Strategic Plan.

2. Service Based Equity

a. Services are driven by the needs of underserved children who are prioritized in funding processes.

b. Oregon Equity Lens "Essential Questions" are applied prior to allocating monies and implementing new service policy or practice.

c. The Early Learning Division will evaluate data from Early Learning Hubs on a yearly basis to assure compliance in service delivery to underrepresented

★ Equity Toolkit
★ Current Work
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populations, eliminating service delivery access issues and barriers to successful completion of services.

d. Use the service based equity standards from the Protocol to develop a plan for equity-informed funding, professional development, service revisions, policy and practice review; revision and implementation.
e. Staff honor and respect the culture of children, families and providers.
f. Staff learn and demonstrate understanding of cultural norms, values, everyday practices and routines, including food, greetings, and family conventions.
g. Children's language and culture should be reflected in early learning contexts and physical environments.
h. Curriculum, instruction, activities and assessments affirm children's language and culture. Interactions with children and families are culturally informed.
i. Division and Hub staff participate in professional development opportunities to learn about emerging and longstanding cultural groups in their community so that children and families are welcomed and engaged including underserved populations. Examples include but are not limited to voluntary and required training, organization level partnering and sponsorship of community events.
j. Develop and implement a language access plan for all Early Learning Division public communications including Quality Rating & Improvement System (QRIS) documents, developmental screening documents, licensing and subsidy documents, and request for proposals. Include forms, policies, instructions, and publicity materials.
k. Identify the languages that translation and interpretation services will be provided in and develop policies around language interpretation and translation provision.
l. Prioritize funding for translation and interpretation services
m. Establish cross-sector language teams. For example teams with representation from Oregon Health Authority, Department of Human Services, Oregon Department of Education, Child Care Resource and Referral, and Quality Rating and Improvement rated providers.
n. Develop early learning specific bilingual glossaries in target languages
o. Align early learning approaches to language acquisition, English language development, and dual language to K-3. Refer to the Oregon Department of Education English Language Learner (ELL) Strategic Plan, Goal Eight.

Equity Toolkit
Current Work
Appendix

ii. Culturally Responsive Community Engagement

1. Family Provider Influence & Voice

★ a. Engage underserved families in state level policy-making, funding decisions, Early Learning Hub governance and decision-making.

b. Include an engagement plan that shifts roles so state agencies go to families and providers as opposed to families and providers coming into state structures with the goal to reach underserved populations.

★ c. Ensure that parents of underserved children have resources and supports to be successful at supporting their children's learning outcomes. Some examples of literacy strategies are StORytime and VROOM. Led by the Oregon Education Investment Board, StORytime is an Oregon literacy campaign that highlights parent-child interactions that promote early literacy development. VROOM is a national campaign founded on the latest early childhood development and brain research.

d. Prioritize continued funding of programs that support parent-child interactions.

e. Prioritize service delivery to children of color and economically disadvantaged children ages 0-5 to eliminate disparities.

2. Community Collaboration

★ a. Use asset-mapping tools to identify the strengths and contributions of underserved families, providers, hubs, the Early Learning Division, the Early Learning Council and public and private stakeholders and partners.

★ b. Identify primary, secondary and community assets of each stakeholder and partner and establish an understanding of historical and sociocultural context specific to each one.

c. Develop a plan for leveraging assets to accomplish mutually agreed upon goals, strategies and initiatives.

★ d. Engage community-based organizations in state level policy-making, funding decisions, Early Learning Hub governance and decision-making.

★ e. Hubs will partner with community-based organizations to engage families and providers to participate in governance and decision-making prioritizing underserved families.

f. Identify community-based organizations that can must be included in the Hub decision-making process and provide equity-informed support for Early Learning Hub implementation.

g. The Early Learning Council and the Early Learning Division will provide resources and support for culturally specific community-based organizations

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who want to engage with and navigate state systems. This is intended to help them gain access to decision-makers and have better knowledge of the early learning system.

h. Collect community engagement information on how the Early Learning Division gathers continuous community input and feedback, maintains authenticity in the work and remains authentically engaged with community through the process, with a special focus on the most underserved.

iii. Culturally Responsive Pedagogy

1. Professional Development System

a. Require early learning providers to obtain training in culturally responsive teaching, multilingual and multicultural education. This is currently being worked on by the Early Learning Division's Professional Development Workgroup. We support the work of this group.

2. Communities of Practice

a. Early learning teachers and providers must be required to access effective culturally responsive practices for young children. This includes access to programs in the following:

i. Culturally Responsive Teaching

1. Develop and strengthen skills and abilities to acknowledge the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect children's dispositions, attitudes and approaches to learning. Strengthen the ability to communicate a strong image of the child as inherently capable and competent[12].
2. Strengthen abilities to build bridges of meaningfulness between varying cultural contexts as well as between academic abstractions and lived socio-cultural realities.
3. Increase the use of a wide variety of engagement strategies that are meaningful to different learning styles.

ii. Early Learning teachers and providers will be required to access training and effective teaching in the following: Language acquisition, dual language learning, bilingualism and multilingualism.

iii. Cultural Knowledge & Multicultural Education

1. Expand understanding of emerging and longstanding cultural groups in Oregon and in the United States by identifying and/or creating equity curriculum specifically for early learning providers, the Early Learning Council and Early Learning Division staff. Require the understanding of

[12] Gay, (2011), Culturally Responsive Teaching: Theory, Research & Practice, Teachers College Press

historical and sociocultural context of emerging and longstanding cultural groups in Oregon and in the United States.

2. Build abilities to incorporate multicultural information, resources and materials.
3. Oregon Kindergarten Assessment
    a. Acknowledging Historical Trauma
        i. Require assessment teams to have an understanding of historical and sociocultural context of emerging and longstanding cultural groups in Oregon and in the United States; including how historical massive group trauma contributes to the cumulative and psychological wounding over the lifespan and across generations[13] and how this may affects children and their disposition toward school assessment.
    b. Assessments & Cultural Relevance
        i. Ensure early learning assessment is conducted in a culturally responsive manner for the children being assessed.
            1. Consider historical and sociocultural factors such as historical trauma, history of immigration, acculturation, lack of trust, situational & generational poverty, and language.
        ii. Integrate culturally responsive attitudes, knowledge, communication skills, cultural humility, and intervention strategies in assessment administration techniques.
        iii. Ensure early learning assessment does not depend on a child's understanding of speaking abilities in English, but on the specific knowledge, skills, or abilities that the assessment measures[14].
    c. Culturally Responsive Assessment Administration
        i. Kindergarten Assessment
            1. Continue to adjust and improve Kindergarten Assessment measure to ensure that cultural responsiveness is built into the measure and administration guidelines.
            2. Ensure appropriate identification of English Language Learners for purposes of the assessment
        ii. Developmental Screening
            1. Ensure developmental screening tools take into account cultural norms and context.

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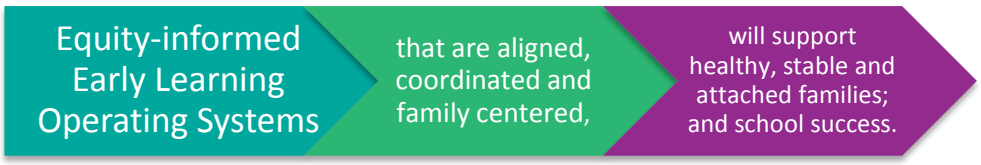
[13] Braveheart, (2001), Clinical Assessment with American Indians, Cultural Competent Social Work Practice: Practice Skills, Interventions, and Evaluations, Longman Publishers
[14] U.S. Department of Health & Human Services Administration for Children and Families Office of Head Start, (2010), The Head Start Child Development and Early Learning Framework

2. Ensure all training materials and training guides are culturally responsive and available in multiple languages by engaging with vendors who are culturally and linguistically responsive to the needs of providers.

2. EARLY LEARNING OPERATING SYSTEMS

A. Background: In 2011, SB 909 created the Early Learning Council (ELC), charged with developing an outcome plan for Oregon's children birth to five. In 2012, HB 4165 directed improvements to early learning services and delegated ELC oversight of the Early Learning System. In 2013 HB 2013 gave even more direction for implementing the Early Learning System. HB 3234 created the Early Learning Division within the Oregon Department of Education that same year. Staff began to be transferred to the new Division in early 2014 with plans for a complete transition of Early Learning Staff in the coming years. The Early Learning Division is in its' infancy and has been undergoing system transformation and organizational evolution to meet its new stated mission. We have the opportunity to develop equity-informed operating systems that are aligned, coordinated and family centered so that all of Oregon's children grow up in families that are healthy, stable & attached. In addition, this allows us to shift paradigms so all of Oregon's children are supported to enter school ready to succeed. This section includes specific actions found necessary to create equitable operating systems impacted by the work of the Early Learning Council. Within this section we discuss operating system recommendations for the Early Learning Council, the Early Learning Division, and the Early Learning Hubs. These operating systems must be designed within a framework where equity is considered and present at every stage.



i. Organizational Self-Assessment

1. The Early Learning Division shall perform a self-assessment and use both the Tool for Organizational Self-Assessment Related to Racial Equity and the Protocol for Culturally Responsive Organizations created by The Coalition of Communities of Color and All Hands Raised. The Early Learning Division shall continue to use the multi-level Early Learning Division Equity Team to complete the two tools.
   a. Use the technical assistance provided by The Coalition of Communities of Color and All Hands Raised to assure proper use of these tools.
   b. The Early Learning Division will use these tools to establish organizational equity priorities.
   c. It is recommended the Early Learning Division collaborate with state education agencies to develop a process for completing both the Tool for

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Organizational Self-Assessment Related to Racial Equity and the Protocol for Culturally Responsive Organizations. This provides a strategy for a seamless education system that addresses equity. State education agencies include:

i. The Oregon Department of Education (ODE)
ii. The Oregon Education Investment Board (OEIB)
iii. The Youth Development Division (YDD)
iv. The Higher Education Coordinating Council (HECC)

★ d. Use the results of the Tool and the Protocol to establish priorities for the development of an Early Learning Division Equity Plan. Equity Plan contents should include:

i. Mission Statement
ii. Racial Equity Policy
iii. Disaggregated Data Collection Standards
iv. Language Access Plan
v. Annual Assessment
vi. Annual Improvement Plan

ii. Organizational Commitment, Leadership & Governance

1. The Early Learning Council

★ a. It is recommended that the Early Learning Council, in collaboration with diverse Oregon equity leaders, develop an "Early Learning Council Equity Implementation Subcommittee" to assist the ELD with operationalization of the findings and recommendations made in this report. The Implementation Subcommittee shall create a specific plan identifying the work that needs to be done to operationalize these findings and recommendations as well as establish metrics to measure progress. The Early Learning Council Equity Implementation Subcommittee shall serve as an advisory council to also ensure full implementation of the Early Learning Division's "Equity Plan" as explained below.

b. It is recommended the ELC Implementation Subcommittee include staff (including but not limited to staff from the ELD) with specific knowledge of the Early Learning System and culture. This is critical. Members of the community should also be represented. Oregon families and the public shall have reasonable opportunity to provide comment throughout the Implementation Subcommittee's work.

c. The Early Learning Council Equity Subcommittee shall dissolve once the Early Learning Council Implementation Subcommittee is established. The Equity Subcommittee members will work with the Early Learning Council to recommend members for the Equity Implementation Subcommittee.

2. The Early Learning Division

a. Shall use the results of the Tool and the Protocol to establish priorities for the development of an Early Learning Council Equity Plan. The Equity Plan contents shall be in line with the tools and recommended to the ELC for

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inclusion in their strategic plan.

★ b. Create an organizational map of the Early Learning Division to clearly communicate ELD staff roles.

★ c. Create an Early Learning Division Directory to clearly communicate ELD staff responsibilities.

d. Create and communicate the goal, purpose and value of diverse membership of all ELD teams so there is a shared understanding of alignment and coordination with the Oregon Equity Lens. Teams include but are not limited to:

i. Subcommittees
ii. Workgroups
iii. Advisory Councils & Panels

★★ e. Publicly express commitment to equity in all aspects of the early learning process through ELD mission and value statements.

i. Establish standing equity agenda items and expectations for each team, subcommittee, workgroup, and advisory council/panel to increase the engagement and participation of underserved populations in these groups.

★ f. The ELD will facilitate group conversations across units on each section of the Oregon Equity Lens to consider what it means for each unit.

iii. Racial Equity Policies & Implementation Practices

★ 1. Establish a multi-level Early Learning Division Equity Team to provide guidance, council and leadership in the development of an Early Learning Division Equity Plan.

★ 2. Apply the Oregon Equity Lens Essential Questions prior to any allocation of public monies.

iv. Workforce Composition & Quality

★ 1. Collaborate with the Oregon Department of Education Human Resources Department to ensure that Early Learning Division policies and procedures related to hiring are aligned and coordinated.

2. ELC, ELD, Hubs and Early Learning providers must at a minimum reflect the racial composition of Oregon's early childhood population. Ensure staff reflects the early childhood population. While the ELC does not have control over the ELD, Hubs, and Early Learning providers they should strongly encourage this recommendation.

a. Compare workforce demographics of children eligible to be served by state funding and develop a plan for hiring to better reflect the demographics of the population.

3. Update the demographic profile of current staff of the ELD, Hubs and Early Education Workforce.

4. Ensure ELD, Hub and Early Learning providers practice diverse hiring across the range of job opportunities to ensure people of color are not disproportionately

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being hired at lower-pay, lower-skilled jobs. While the ELC does not have control over the ELD, Hubs, and Early Learning providers they should strongly encourage this recommendation.

5. The Early Learning Division and Hubs shall incorporate the Oregon Equity Lens philosophy into all elements of the hiring process, including job descriptions, announcements, interview processes, materials and hiring criteria.
6. Ensure all job descriptions and job announcements reference and are in compliance with the Oregon Equity Lens and Early Learning Division commitment to infusing the Oregon Equity Lens into all ELD efforts.
    a. Require descriptions of experience with communities of color in cover letters or resume.
    b. Ask applicants to reflect on the Equity Lens and it's meaning for the job they are applying for.
7. Culturally Responsive Recruitment
    a. Ensure abundant application pool from culturally and linguistically diverse communities.
    b. Conduct targeted outreach to culturally and linguistically diverse communities for job announcements and hiring processes.
    c. Advertise heavily in media that reaches culturally and linguistically diverse communities.
    d. Encourage word of mouth recruitment among staff and community members that belong to culturally and linguistically diverse communities.
    e. Reasonably extend application submission time windows if the applicant pools do not contain enough highly qualified people of color.
8. Hiring Panels, Rubrics and Criteria for Hiring
    a. Include bilingual as a strongly valued element of hiring criteria, and in service areas that are highly diverse, include bilingual as a required element.
    b. Incentivize through differential pay for verified bilingual skills.
    c. Belonging to the community of color where an individual will work and/or having a lived history in a culturally and linguistically diverse community is a strongly valued element of hiring and hiring panel criteria.
    d. Include culturally and linguistically diverse individuals representing a cross-section of ethnic groups on all hiring panels.
    e. Include the following on all ELD hiring panels. At least one ELC Equity Implementation Team Member, early childhood providers, community members, and members of the ODE equity unit.
    f. Create a hiring decision rubric that reflects the Oregon Equity Lens. See example in Appendix C.
    g. Provide training to hiring panels around cultural responsive mindfulness as they approach the evaluation of candidates.
9. New Employee Orientation
    a. Create a new employee orientation that communicates the Early Learning

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Division's commitment to the Oregon Equity Lens and shows how this commitment is reflected in the day-to-day operations of the division.

b. Coordinate the ELD new employee orientation with the Oregon Department of Education new employee orientation through the development of ELD Equity Curriculum.

10. Ongoing Professional Development
    a. Create equity professional development opportunities in each of the following contexts a minimum of 2x a year for each individual:
        i. Program Leaders Meetings
        ii. Program Managers Meetings
        iii. Executive Leadership Meetings
        iv. Early Learning Division All-Staff Meetings
        v. Early Learning Hub Collaboratives
        vi. Monthly Early Learning Hub Calls & Webinars
        vii. Equity Team Meetings
        viii. Language Team Meetings
        ix. Affinity Groups
        x. Conferences
    b. Performance Evaluations
        i. It is recommended that the ELD and Hubs create performance evaluations based on the Oregon Equity Lens. Provide training to managers and supervisors that address implicit bias on performance evaluations to avoid discrimination complaints.
        ii. Use the Protocol as a guide for how to include racial and economic equity in performance evaluations.
        iii. Use the technical assistance provided by The Coalition of Communities of Color and the All Hands Raised Partnership to assure proper use of the tools.
    c. Project Evaluations
        i. Create project evaluations based on the Oregon Equity Lens.
        ii. Require all project administrators to include equity updates for the projects they manage a minimum of 2x a year.

3. DATA & RESOURCE ALLOCATION

A. Background: The Early Learning Council is committed to making measurable progress to ensure that all children enter Kindergarten ready to succeed. The ELC's strategic plan prioritizes a commitment to focus strategies on children who are over-represented in the academic achievement gap and under-represented in accessing strong services and supports. Essential to early learning program quality and effectiveness is data collection and analysis. Clear and consistent data collection and

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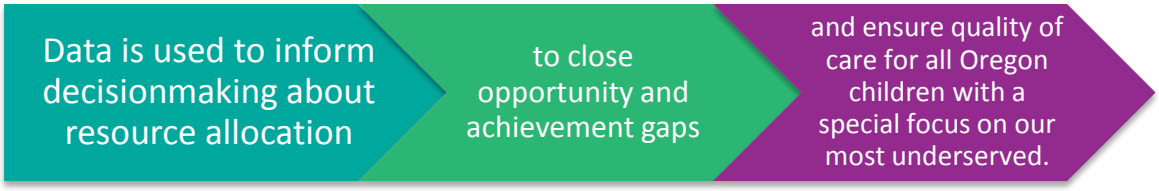
analysis informs decision-making and resource allocation. Currently, the Oregon Early Learning System is grappling with ways to collect data on children, families, the early childhood workforce and the Early Learning Division workforce in clear and consistent ways. This section makes recommendations to ensure equity in areas associated with data collection for the early learning system.



i. **Data Collection**

1. Align demographic data (this includes terms and definitions) across funding sources in the Early Learning System so providers and Early Learning Hubs do not have to report one family in different demographic categories for different funders.
2. Gather data at the point of contact easiest for families. For example, upon initial enrollment.
3. Create opportunities for families to self-identify through the use of racial, ethnic and income identity reporting forms.
4. Develop a process to generate regular data on racial and income diversity in the Early Learning System for the following:
   a. Early Learning Hub Grantees
   b. Early Learning Hub Leadership
   c. The Early Learning Provider Workforce
   d. The Early Learning Division Workforce
   e. Early Learning Council
5. We understand the Oregon Child Care Research Partnership continues to work on the best methods for the Early Learning System to collect basic information about childhood care and education in Oregon. At this time, we have no way to know who a non-subsidized licensed child care provider serves. We understand that due to limited budgets, the state of Oregon did away with a biannual household survey, which previously provided childcare and educational information. Our recommendation is to continue supporting the efforts of the Oregon Child Care Research Partnership as they seek to establish a way to collect valuable information from a complex Early Learning System. We expect the Early Learning Council will seek to be regularly briefed on their efforts at a minimum of one time a year. The ELC must support systems that assist in the collection of data from all early learning providers so decisions can be made withal Oregon students in mind creating equity and successful results for all children.

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6. Require the ELD, Hubs, and QRIS providers to disaggregate data at a minimum by race, ethnicity, home language and income for Oregon children ages 0-5.
    i. In data collection, include these characteristics and the number of children served in early learning settings: Head Start, subsidized child care, private pay, family friend and neighbor care, family child care and center care.
    ii. Collect data on race, ethnicity, home language and income for the number of families that participate in community engagement activities initiated by the Early Learning System.
    iii. It is recommended to consult with the state of Georgia in developing a sophisticated system to collect this information.
        1. Work with the ELD to create an implementation plan to initiate this process.
    iv. In addition to the current requirements that Hubs measure and evaluate progress through a shared set of metrics and indicators, and the recommendations made by the Hub Metrics Committee, beginning June 1, 2016, it is recommended that ELD require Hubs to work with service providers to adopt more specific targeted "progress" goals for all populations. (An example of this includes a service provider finding that in 2015 their serviced population was made up of 10% Latino children and families. In 2016, this service provider would specify a goal where their serviced population would increase by 15% Latino children and families so their service population could be more representative of the need in their community). The lack of specific quantifiable goals hinders the elimination of disparities and deflates trust.
    b. Kindergarten Assessment Data
        i. Include the demographic data outlined above.
        ii. Clearly and effectively communicate the purpose of the Assessment.
        iii. Clearly and effectively describe each component of the Assessment and explain what it measures and what it does not measure.
        iv. Clarify and inform families of factors that the Assessment does not consider i.e. specific regional dialect, cultural norms and values, simultaneous bilingualism.
        v. Provide family/parent-friendly strategies for supporting young children with literacy development in the early years.

ii. **Metrics**

1. Use the Tool for Organizational Self Assessment Related to Racial Equity and the Protocol for Culturally Responsive Teaching to assess Early Learning Division Policy and Practice in nine domains:
    a. Organizational Commitment, Leadership & Governance
    b. Racial Equity Policies & Implementation Practices
    c. Organizational Climate, Culture & Communications

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d. Service-Based Equity
e. Service-User Voice & Influence
f. Workforce Composition & Quality
g. Community Collaboration
h. Resource Allocation & Contracting Practice
i. Data, Metrics & Continuous Improvement

2. Led by the Early Learning Division Equity Team, use self-assessment data to establish priorities for the development of an Early Learning Division Equity Plan.
   a. Use the action options, exemplars, standards, metrics and rating system outlined in the Protocol for Culturally Responsive Organizations to build an equity-informed accountability structure.

iii. **Resource Allocation**

1. It is recommended that any budgetary system for the ELC, ELD, and Hubs shall be modified to include priority funding for early learning services to understand underserved populations. This includes modifying eligibility requirements for the monies available in the Early Learning System so that underserved populations are served and prioritized.
2. Review by category and in total the Early Learning budget and other budgets where funding is available for Early Learning Services to ensure resources are directed to eliminate disparities in outcomes and access. Design a method that proves the occurrence of this review and explains findings when it comes to demonstrating that adequate resources are spent on underserved populations.
   a. Distrust of the system from underserved populations exist and these policies will assist in building trust and evidence our value of equity.
   b. Use targeted outreach to address any gaps identified in funding allocation review.

iv. **Contracting Practice**

1. Request for Proposals (RFP)
   a. Include a rationale in RFP announcements as to how the funding opportunity furthers the goals set forth in the Oregon Equity Lens.
   b. Reduce barriers to applying for RFPs by hosting bidder's conferences and workshops to ensure understanding of the RFP process.
   c. RFP Application
      i. Require all RFP's include responses to the Oregon Equity Lens Essential Questions and an explanation of specific belief statements that are addressed in the proposal.
      ii. Require applicants to describe in RFP hiring mechanisms that will ensure workforce representative of the socio-economic, cultural and linguistic backgrounds of the children they will serve.
      iii. Require applicants describe how members of the governing board match the race and cultural background of the children they serve.
      iv. Demonstrate an awareness of data regarding children most affected by

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the opportunity gap and specify a plan for addressing any disparities upon funding.

v. Describe their plan to improve the cultural responsiveness of the organization using the Protocol or an equivalent tool.

★ d. Ensure comprehensive outreach to organizations that serve underserved communities.

e. Ensure RFP processes include opportunities for site visits and interviews for a wide range of applicants. Prioritize organizations that can provide effective early learning service to children of color and children living in poverty.

f. Include equity-informed leaders. For example, ODE's Equity Unit and communities of color leaders, on RFP decision panels. Ensure that community members receive stipends for participation to cover time off of work to participate in the process.

g. Ensure scoring rubrics place high value on serving historically underserved communities.

h. Regular reports include responses to:

i. How are you serving racial and ethnic communities effectively?

ii. Give an example of how families have driven program, policy or resource decisions in your program this quarter.

iii. How are families involved in decision-making and hiring processes for positions funded with state money?

★ 2. Early Learning Hubs

a. The ELC Equity Subcommittee supports recommendations made by the ELC Hub Metrics Committee. We expect after a year of services, Hubs will be required to set more specific goals and targets regarding underserved populations.

b. Hubs will prioritize funding to underserved populations.

c. Require Early Learning Hubs to report on resource allocation to underserved populations in their region.

d. Ensure Early Learning Hubs regularly report on how funding is addressing disparities.

e. Ensure Early Learning Hubs Metric System supports the operationalization of the Oregon Equity Lens.

f. Fund projects that increase cultural responsiveness of Early Learning Hubs and Providers.

★ **v. Continuous Quality Improvement**

1. Review the components of the Early Learning Division Equity Plan on a regular basis, a minimum of once a year.

a. Mission Statement

b. Racial Equity Policy

c. Racial Diversity Reporting

d. Language Access Plan

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e. Annual Assessment
f. Annual Improvement Plan

2. Have the ELD Equity Plan and all new policy and practice reviewed by:
   a. The Early Learning Council
   b. The ELC Equity Implementation Subcommittee
   c. The ELD Equity Team
   d. The ODE Equity Unit
3. Develop an implementation plan and allocate resources to operationalize the Early Learning Council Equity Subcommittee Report
4. In adherence to Oregon's Equity Lens, equity decisions and considerations should be occurring every day and at all levels of the Early Learning Division, Council, and Hubs. We applaud the ELD's decision to establish an "Equity Director" for the Early learning Division. Due to the number of Oregon children and families served by the ELD and the number of staff present in the ELD, we expect this position to continuously report to the ELD Director regarding the load of duties. We do not want to spread this position so thin that nothing gets done. In order to be effective, we recommend the ELD provide reasonable assistance to the Equity Director.

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4. THE EARLY LEARNING COUNCIL STRATEGIC PLAN

The Early Learning Council recently adopted their Strategic Plan for 2015-2020. This plan includes four goals. Prior to the adoption of this Strategic Plan, the Equity Subcommittee reviewed the ELC's then existing plan, which had three goals, and developed recommendations based on the guidance provided by the Oregon Equity Lens. The only goal this committee did not address is "Goal 4: The Early Learning Council is accountable/accessible to its constituents."

On the following page are charts that include this subcommittee's recommendations through the use of outcomes and indicators for the three of the four goals in the strategic plan. These goals are in different order than presented in the current Strategic Plan, but they continue to be the same goals. The recommendations below are made to address the needs of underserved populations in the Oregon Early Learning System.

GOALS ONE, TWO & THREE • OUTCOMES • INDICATORS

Goal One

The early childhood system is aligned, coordinated and family & child-centered within the guidelines of the Oregon Equity Lens.

Outcomes

- There are common equity-informed policies and practices among the Early Learning Council, Division, Hubs, and Early Childhood Workforce.
- Catalytic and transformative leadership is demonstrated where diverse cultures and ideas are brought into the decision-making process.
- The Early Learning Council, Division, Hubs, and Early Childhood Workforce can demonstrate alignment of agendas, strategies and resources
- Partners share data and information about the communities they serve
- The Early Learning Council, Division, Hubs, and Early Childhood Workforce demonstrate coordination of activities
- The voice of Oregon families and communities guides the work of the Early Learning Council, Division, Hubs, and Early Childhood Workforce.
- Disparities in access to services and supports are eliminated
- Services are culturally responsive.
- Supports are culturally responsive.
- Disparities in Kindergarten Assessment results are eliminated.
- Disparities in 4- year graduation rates are eliminated thereby eliminating the achievement gap.

Indicators

1. An Equity Plan is in place and details culturally responsive policies and practices at all of the following levels: Early Learning Council, Early Learning Division, and Early Learning Hubs.
2. Demonstrated active participation of courageous leadership from the Early Learning Council, Early Learning Division, Early Learning Hubs, and Early Childhood Workforce where actions are taken to reach and hear from underserved populations.
3. Documentation of shared outcomes and activities between the Early Learning Council, Early Learning Division, Early Learning Hubs, and early care and education providers, and other government entities providing early learning services.
4. Documentation of shared data about budgets, services provided and children served between the Early Learning Council, Early Learning Division, Early Learning Hubs, and early care and education providers, and other government entities providing early learning services.
5. Mechanisms to share funding and blend/braid resources are actively being used and can be verified.
6. Demonstrated meaningful engagement with children and families from all of the communities served by the Early Learning System with a special focus on underserved populations.
7. Demonstrated engagement with community-based organizations as partners in delivery of services to children and families.
8. Program participation data demonstrates increase in effective services to children and families from underserved populations.

Goal Two
Children are supported to enter school ready to succeed
Outcomes
• Underserved children arrive at Kindergarten with the social-emotional, language and cognitive skills that will support their success in school; • Disparities in Kindergarten Assessment results are eliminated; • All families are supported as their child's first and most important teachers; • Early care and education programs and providers are equipped to promote positive child development; • Underserved children and families experience aligned instructional practices and seamless transitions from early learning programs to kindergarten; and • Disparities in outcomes for children of color and low-income families are eliminated.
Indicators
1. Increase in number of QRIS providers serving underserved communities. 2. Increase in percent of underserved children who receive a developmental screen before the age of 3. 3. Increase in percentage of children from underserved populations enrolled in Kindergarten before start of school year. 4. Increase in percentage of children from underserved populations in Kindergarten with consistent school attendance by demographic group. 5. Children from underserved populations will excel at all skills assessed on Kindergarten Assessment. This will cause an increase in Kindergarten Assessment scores in each domain by demographic group. 6. Elimination of disparities in percentage of Kindergarten children of color and from low-income families with consistent school attendance. 7. Increase in percentage of children from underserved populations in third grade who are reading at grade-level by demographic group. 8. Elimination of disparities in percentage third grade children of color and from low-income families who are reading at grade level.

Goal Three
Families are healthy, stable, and attached
Outcomes
• Families have positive physical and mental health, supported by access to high-quality, culturally informed health services; • Parents and families of underserved populations have the confidence, knowledge and skills to support healthy attachment and the positive development of the children in their care; • Families have adequate resources to meet their needs, such as housing and transportation, and supports to strengthen their resilience to stress; and • Working families have access to safe and affordable child care that promotes positive child development.
Indicators
• Increase in percentage of underserved children in Employment Related Day Care (ERDC) in a 3, 4 or 5 tier QRIS program. • Increase in the number of children and families of underserved populations served by DHS who are receiving early learning, parent education or family support services. • Increase in the number of regular (preventative) visits to their primary care home for children of underserved populations on OHP.

5. FUTURE RECOMMENDATIONS

A. Next Steps

i. The Early Learning Council should recognize and commit to continue the work on equity. More time, work, and financial resources are needed to fully align all early learning policy and practice with the Oregon equity Lens, and develop an equity toolkit that contains tools for all underserved populations. This is a massive undertaking. It would be ineffective to group all underserved populations and not consider the particular issue facing each population when restructuring the Early Learning System through the Oregon Equity Lens. This report may highlight race more, but that should not diminish the value of addressing all underserved populations. More time and work are needed to fully address all underserved populations including but not limited to economically disadvantages student, and linguistically diverse children.

ii. Establish a staff-heavy Equity Implementation Committee with the early learning system skills and knowledge to help create an equity implementation plan within the findings and recommendations in the Equity Report. This group must not be too large. This group will vet the

implementation plan with families. This group's task is to operationalize the findings and recommendations in this report creating an Early Learning System that meets the requirement of the Oregon Equity Lens. The costs for this recommendation will include costs to hire an equity consultant to work with the Implementation Committee.

iii. The resources compiled in the Equity Toolkit are helpful templates and guidelines to initiate equity-informed systems-building. However, it is recommended that the ELD develop new resources that speak directly to the goals outlined in this report and that can be shared with other government entities that provide early learning services, Hubs and early care and education providers. Several of the resources can easily stand alone. However, when thinking about using the resources together, or adapting them individually, it will be important to note the lack of continuity in language and variance in philosophy. Rather than working from several resource tools, it is recommended that sufficient time be taken to create a seamless and comprehensive Equity Toolkit that can support the vision of this Equity Report and initiate the implementation of the recommendations outlined in it.
    1. It is recommended that a curriculum be developed to operationalize the report recommendations. A module approach would allow training and administration of the curriculum over several sessions and to distinctly different audiences. Some audiences, for example, might only receive MODULES 1&2.
        a. Sample outline
            i. MODULE 1: 4 hours of training
                1. Context of Early Learning Equity Report/Recommendations
                2. Training on Implementation of Report Recommendations
                3. Introductory Cultural Awareness/Cultural Mapping Session
            ii. MODULE 2: 4 hours of training
                1. Identity, Privilege, and Power Dynamics
            iii. MODULE 3: 4 hours of training
                1. Skills-Building: Anti-Bias Language (MODULES 1 and 2 are a prerequisite)
            iv. MODULE 4: 4 hours of training
                1. Skills Building: Facilitation and Managing Conflict (MODULES 1,2, and 3 are prerequisites)
            v. Estimated budget to develop the curriculum
                1. $24,000-$30,000 low end

2. $48,000-$60,000 high end

vi. Estimated Timeframe

1. 6-12 months to develop the curriculum

B. Breakthrough Initiative: Equity in the Early Learning Division has been identified as a capability breakthrough. A capability breakthrough creates brand new competencies in order to develop a new process for accomplishing the work of an organization[15].

i. The Early Learning Division will use the Equity Report and Toolkit as a guide for establishing an Equity Breakthrough Plan to include[16]:

1. **Objectives:** What will be accomplished
2. **Targets:** How success will be measured
3. **Situations:** The inequities that will be eliminated and the opportunities that will be leveraged
4. **Strategies:** The plan for eliminating inequity and leveraging opportunity
5. **Subtargets:** How the success of strategies will be measured

ii. The Early Learning Division will use the Breakthrough Plan to develop a Breakthrough Workplan that defines the tasks required to implement each strategy, assigns ownership to each task, sets a schedule or due dates for completion, and describes other variable and dependencies that may affect successful completion of tasks[17].

iii. A Breakthrough Status Review will be used as a tool that formally keeps track of progress. It will include strategies, performance to date, status, analysis of deviation and corrective action[18].

The Equity Report outlines a comprehensive effort, one that will require a significant amount of time to implement. As such, it will require time to inform key stakeholders of a) the goals of the Equity Report and b) it's timeline for implementation. Stakeholders may then need capacity building to provide them with core competency skills to support their ability to successfully implement the recommended strategies. Without proper structures in place to undergird the vision set forth in the Equity Report, the effort may be compromised. Careful consideration to staffing, organizational structure, and funding to support the actual implementation of the recommendations outlined in the Equity Report must be taken.

Therefore, in addition to clear process and timeline for implementation, it is strongly recommended that the Early Learning Council clarify what resources; both human and financial, will be needed to support a robust implementation

[15] Bernard, (2012), Business at the Speed of Now, Jon Wiley & Sons, Inc. (pp.101)
[16] Bernard, (2012), Business at the Speed of Now, Jon Wiley & Sons, Inc. (pp.104)
[17] Bernard, (2012), Business at the Speed of Now, Jon Wiley & Sons, Inc. (pp.105)
[18] Bernard, (2012), Business at the Speed of Now, Jon Wiley & Sons, Inc. (pp.106)

effort. In addition, low-cost implementation strategies should be explored by utilizing the existing infrastructure.

6. APPENDIX

A. The Oregon Equity Lens
B. Early Learning Division Organizational Map
C. Interview Materials for Engagement Coordinator Position
    i. Interview Questions & Tasks
    ii. Interview Scoring Rubric
D. Language Access Plan Outline
E. 2013 Oregon Under 5 Population by County, Race/Ethnicity
F. 2013 Oregon Under 5 Population by County, White/Not-White
G. 2013-14 Oregon Head Start Population by Center, Race/Ethnicity
H. 2013-14 Oregon Head Start Population by Center, White/Not-White
I. Percentage Representation in Employment Related Day Care by Race/Ethnicity July 2014 by Children 0-5 Served

Education Investment Board:

Equity Lens

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 inspiriting 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[1] and these losses are compounded every year we choose not to properly address these inequalities.

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

The second 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."[2] 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.[3] 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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[2] Hattie, J. (2009), *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement. P. 238.*

[3] Oregon Statewide Report Card 2011-2012. www.ode.state.or.us

ADDENDUMS

Basic Features of the Equity Lens:

Objective: By utilizing an equity lens, the 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

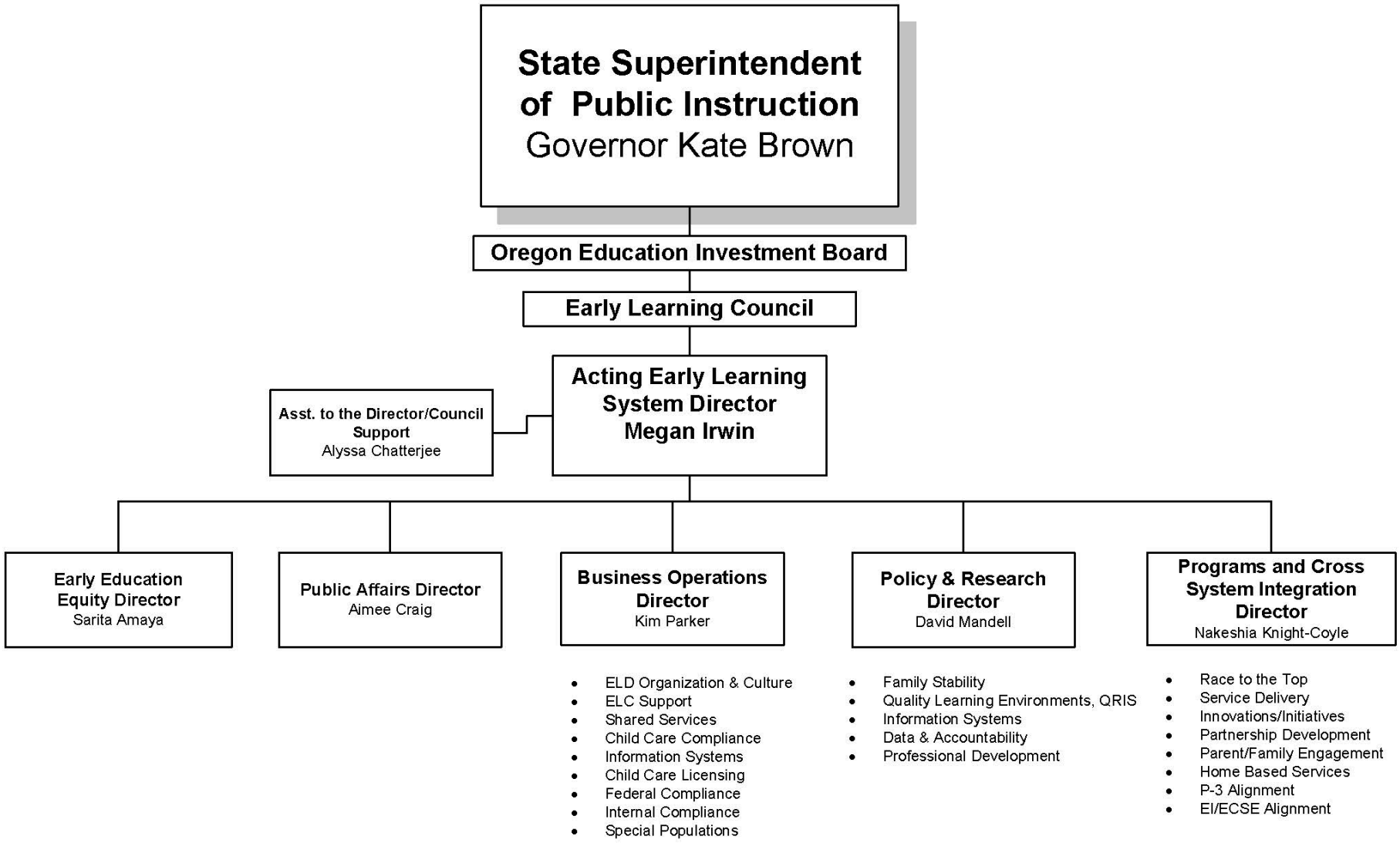
advanced degree. 40-40-20 means representation of every student in Oregon, including students of color.

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.[4]

Culturally Responsive: Recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.[5]

OREGON DEPARTMENT OF EDUCATION
Early Learning Division



C:\Users\chattera.ODE\Documents\ELD Organizational Overview.vsd Page 47 - ELD
Chart based on 2013-2015 PICS FTE
Last Edited: 3/10/2015

Community Engagement Interview Materials

Timeline

January 16th Review applications

January 23 Phone Interviews

Email interview questions 15 minutes before

January 28th 1st In-Person

Email interview tasks 2 days before Jan 26th

Email interview questions 15 minutes before

February 3rd 2nd In-Person

Email interview tasks 4 days before Jan 30th

Email interview questions 15 minutes before

Job Description

The Oregon Equity Lens

The Early Learning Council adopted the Oregon Equity Lens in July 2013 to guide policy recommendations and community engagement as we took on the ambitious task of concurrent state system transformations that support each and every student. The purpose for the Oregon Equity Lens is to clearly articulate the shared goals of 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 no progress. The collection of core beliefs around equity was also created to recognize the institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon educational system. The Oregon Equity Lens emphasizes racial equity because race and ethnicity continue to compound disparity. While there continues to be a deep commitment to many other areas of the opportunity gap, a focus on race by everyone will allow direct improvement in the other areas. Target populations include communities of color, immigrants, migrants, and low income rural and urban populations. Please consider and/or reference this document when responding to each interview question.

Phone Interview Questions

1. How has your culture influenced you?
2. What's most important to you about your previous work?
3. What's most important to you about community engagement work?
4. Please describe a situation in which you worked on a project with people who were

from cultural backgrounds other than your own. What was challenging for you in this work? What did you do to make your work together successful?

1st In-Person Interview Questions

1. Provide a frank assessment of your own equity skills and challenges.
2. How would you measure equity in your community engagement work?
3. Give us an example where an equity lens was used in a previous work experience, but not fully integrated or embedded in your work/policy/strategy.
4. What are the top three strategies you use to ensure an equity lens is used when developing, planning and implementing community engagement work.
5. Give us an example of when your listening skills proved crucial to an outcome.
6. Describe your process for building new relationships across communities and your experience with coalition-building.
7. Describe your strategy for managing multiple projects at one time while ensuring quality, timeliness, and accuracy. Give examples.
8. How would you identify the needs for on the ground outreach and social media and website management?
9. Describe what culturally responsive community engagement looks like and explain how you would develop a work plan reflective of it.

Interview Task 1

a. Read the Oregon Equity Lens and
   i. Share 3 words that resonate with you.
   ii. Share 3 phrases that are the most closely related to community engagement.
   iii. Share 3 phrases you wonder about.
   iv. Describe how you will use this document to guide your work

Interview Task 2

b. Read the Quality Rating Improvement System (QRIS) Summary
   i. How will you plan frequent and differentiated communication around QRIS?
   ii. Describe each communication approach and target audiences
   iii. Consider the following questions when framing your answer:
      1. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?

2nd In-Person Interview Questions

1. What's most important to you about your previous work?
2. What's most important to you about community engagement work?

3. Define the terms diversity, inclusion, equity, intent and impact. How are they related to community engagement work?

Interview Task 1

a. Read the Oregon Equity Lens and
   i. Identify 3 strengths and 3 areas you believe could be strengthened. Describe why and how you would strengthen these areas
   ii. Describe how the ELD can operationalize the Oregon Equity Lens in Early Learning contexts (i.e. Early Learning Council, Early Learning Division, Early Learning Hubs, Child Care Centers, Pre- schools, Home Visiting Programs). Describe how you would lead efforts to engage Oregon Stakeholders in the process of operationalizing the Oregon Equity Lens.

Interview Task 2

a. Scenario: You are attending an early education summit and initiate a conversation with another participant. Upon learning that you work for the Early Learning Division, the participant brings up the topic on suspensions and expulsions in pre-school. She/He is especially interested in what you are going to do about it. You have also been fielding comments on the ELD twitter account around the same topic.
   i. Read the memo on suspensions and expulsions in early learning settings and the policy paper on suspensions and expulsions in early learning settings issued by the US Department of Education
   ii. Develop a community engagement plan that engages multiple stakeholders in a conversation around the topic.
      - How would you create community engagement opportunities that are meaningful to stakeholders?
      - How would you use the information from the community engagement sessions to inform the Early Learning Division's work?

You may use this template to structure your action plan or create your own. Be prepared to answer questions about it.

Action Plan	Deliverables	Resources & Materials

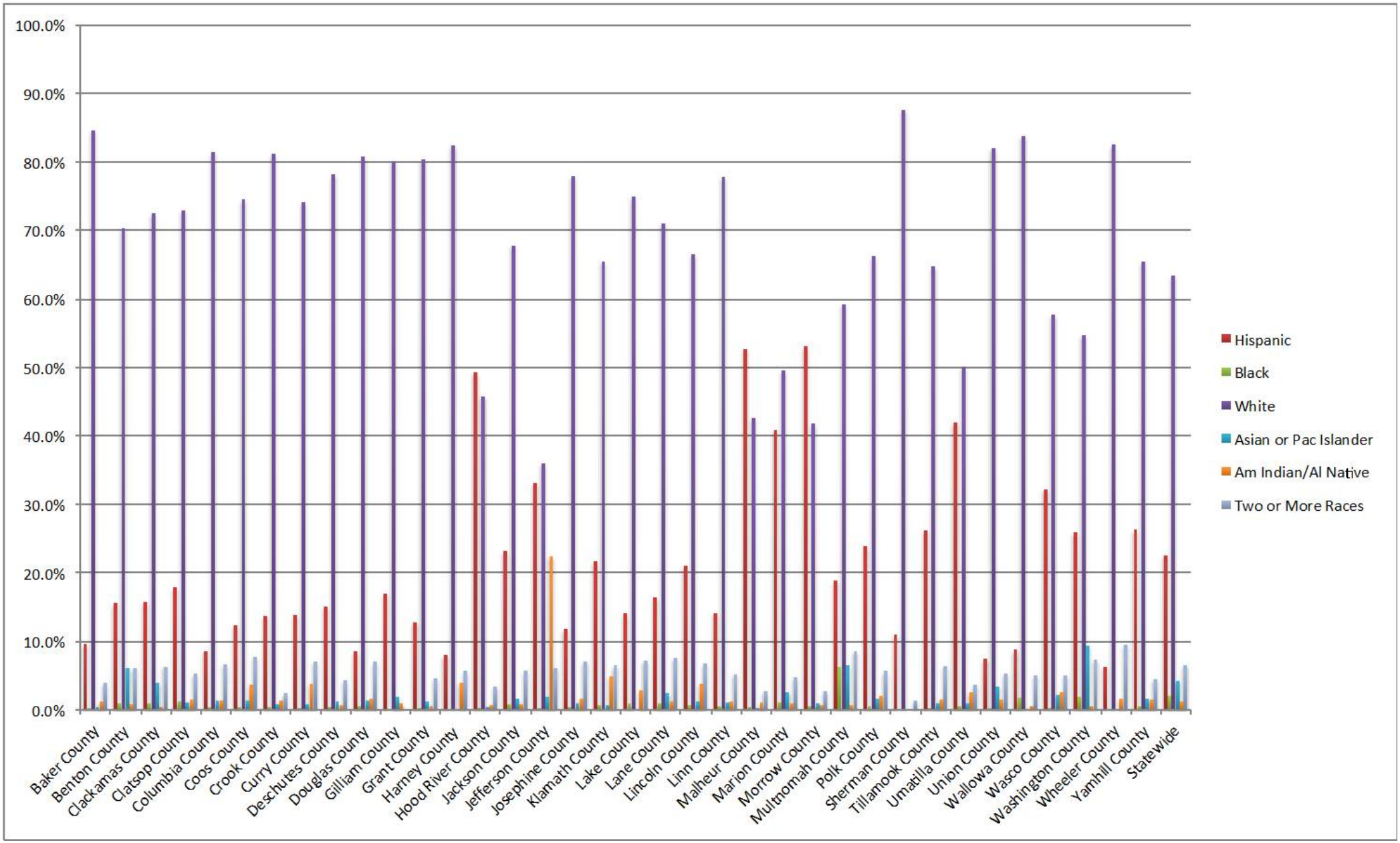
Engagement Coordinator				
Worked with diverse populations **B.A. and/or equivalent years of experience in communications and public affairs**				
Abilities & Skills				
Communication Active Listener Seeks to understand first Appropriate non-verbal communication	**Knowledge-able** Child and family centered Specific to content History of achievement Range of experiences Resourceful	**21st Century** Ability to write with clarity Outstanding verbal skills Networked Skilled in a variety of media including website and social media management	**Time Management** Able to adjust/adapt Prioritizes projects Balances meetings and work time	
Aptitudes				
Flexible Can-do attitude Able to adjust/adapt Good with ambiguity Able to differentiate Can see the big picture and pay attention to detail	**Creative** Range of experiences Range of interests Thinks outside of the box Adventurous	**Problem-Solver** Open to alternate solutions Open to multiple perspectives Flexible and curious Inquisitive	**Listener** Attentive listener Synthesizes information Finds commonalities between information/ideas shared/expressed Incorporates feedback and input into work	
Dispositions, Beliefs & Values				
Positive Positive outlook Possibility-oriented Always respectful Optimistic Asset-based mindset	**Integrity** Is reliable Follows through Trustworthy Sound judgement Authentic Genuine Principled	**Professional** Formality appropriate to context Dependable, reliable, committed Language appropriate to situation Appropriate response to feedback	**Motivating** Supports other's ideas Positive Possibility-oriented Fully embraced - all in	**Dedicated** Take pride in work Strive to continuously improve Caring Committed Driven Possibility-oriented
Respectful Builds relationships Positive/Proactive Contextually aware Empathetic Able to recognize differences Comfortable working through conflict	**Innovative** Moves beyond what is required Takes it to another level Possibility-oriented Expand on what is Reflective	**Cultural Humility** Evolving sense of self and others It is an attitude/desire Cross-cultural experiences Conscious of dynamics when cultures interact Understands and appreciates differences Open-minded Values equity	**Collective Wisdom** Multiple perspectives at the heart of work Ability to be a team player History of collaboration Build on community assets Active participant	**Relational** Situational awareness Cultural context and communication Positive relationships Active listener Engaged Person-centered Fosters Trust
• Making a positive impact for children and families • Shared belief in the power of the collective and a strong affinity for working together • Commitment to enhancing our own professional practice				

Early Learning Division Language Access Plan Outline

Contents will include

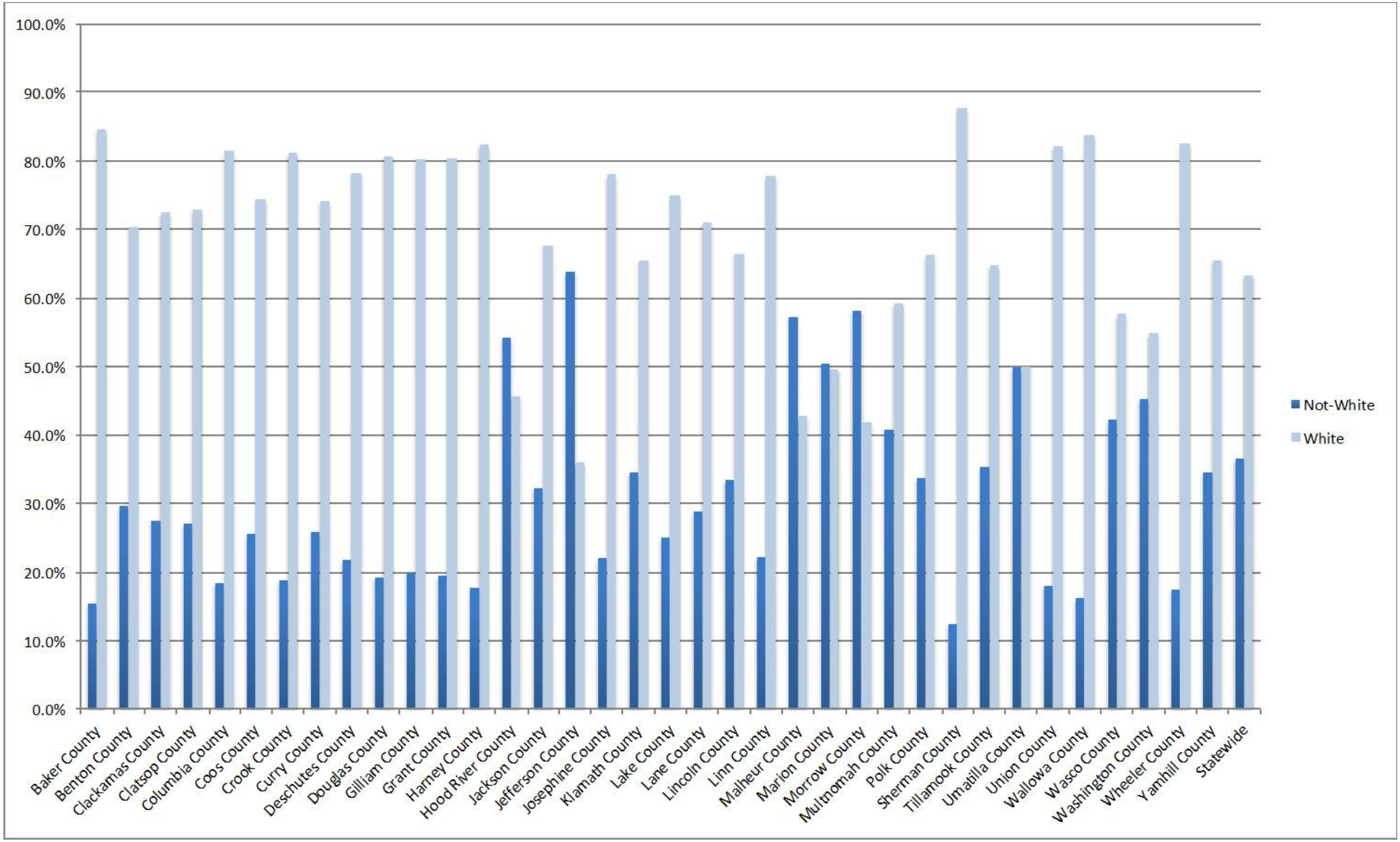
1. Language Access Toolkit
a. Research
b. Resources & Materials
2. Language Access Glossary
3. Early Learning Division Language Access Plan
a. Early Childhood Glossary
b. Language Services Reference Sheet
c. Proposals
d. Plan
e. Language Teams
f. Translation Services
g. Interpretation Services
h. Contracting Process: Request For Proposals

2013 Oregon Under 5 Population by County, Race/Ethnicity



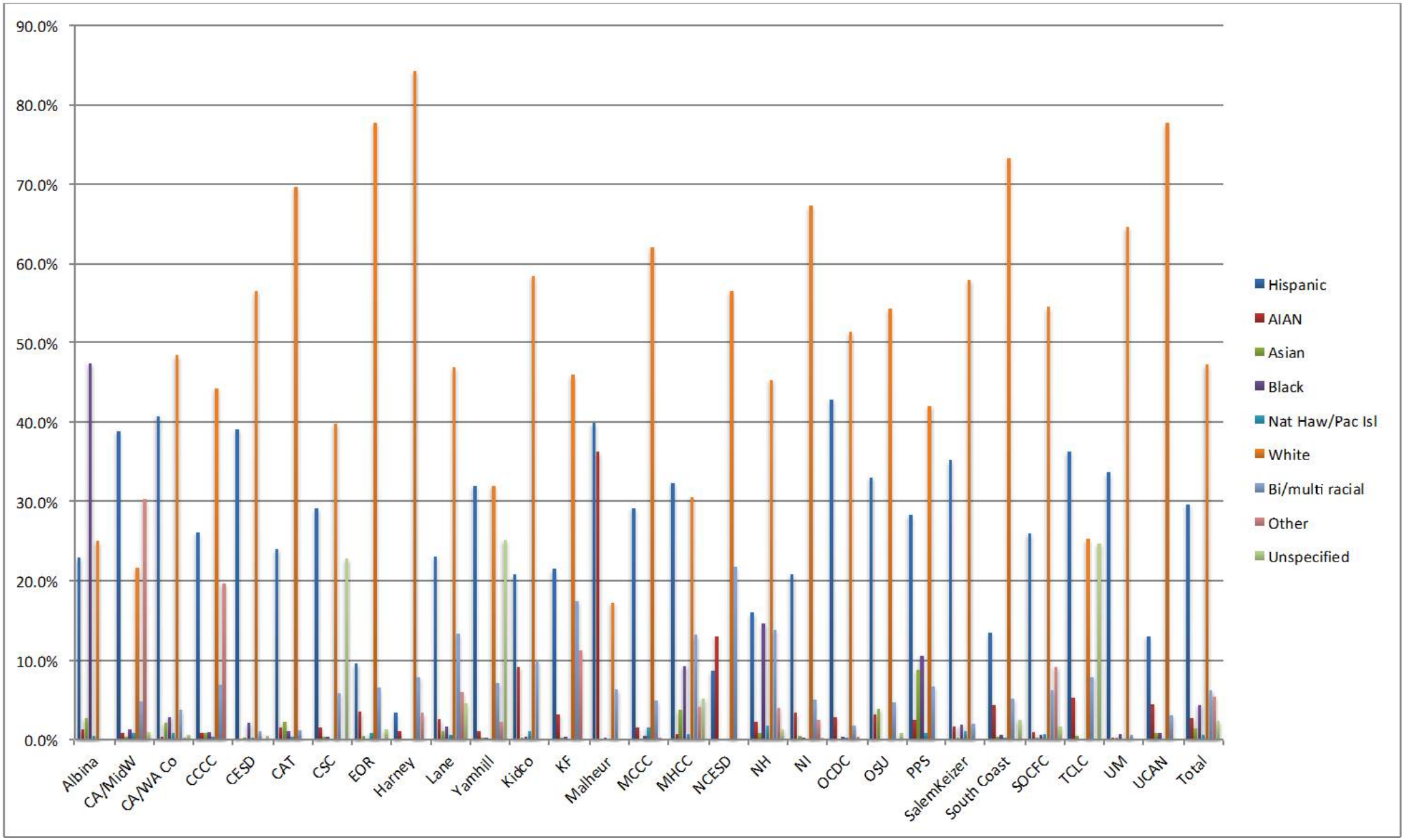
Data Sources: American Community Survey, United States Census Bureau, http://www.census.gov/acs/www/
Children First for Oregon, Kids Count Center, http://www.cffo.org

2013 Oregon Under 5 Population by County, White/Not-White



Data Sources: American Community Survey, United States Census Bureau, http://www.census.gov/acs/www/
Children First for Oregon, Kids Count Center, http://www.cffo.org

2013-14 Oregon Head Start Population by Center, Race/Ethnicity



Data Sources: American Community Survey, United States Census Bureau, http://www.census.gov/acs/www/
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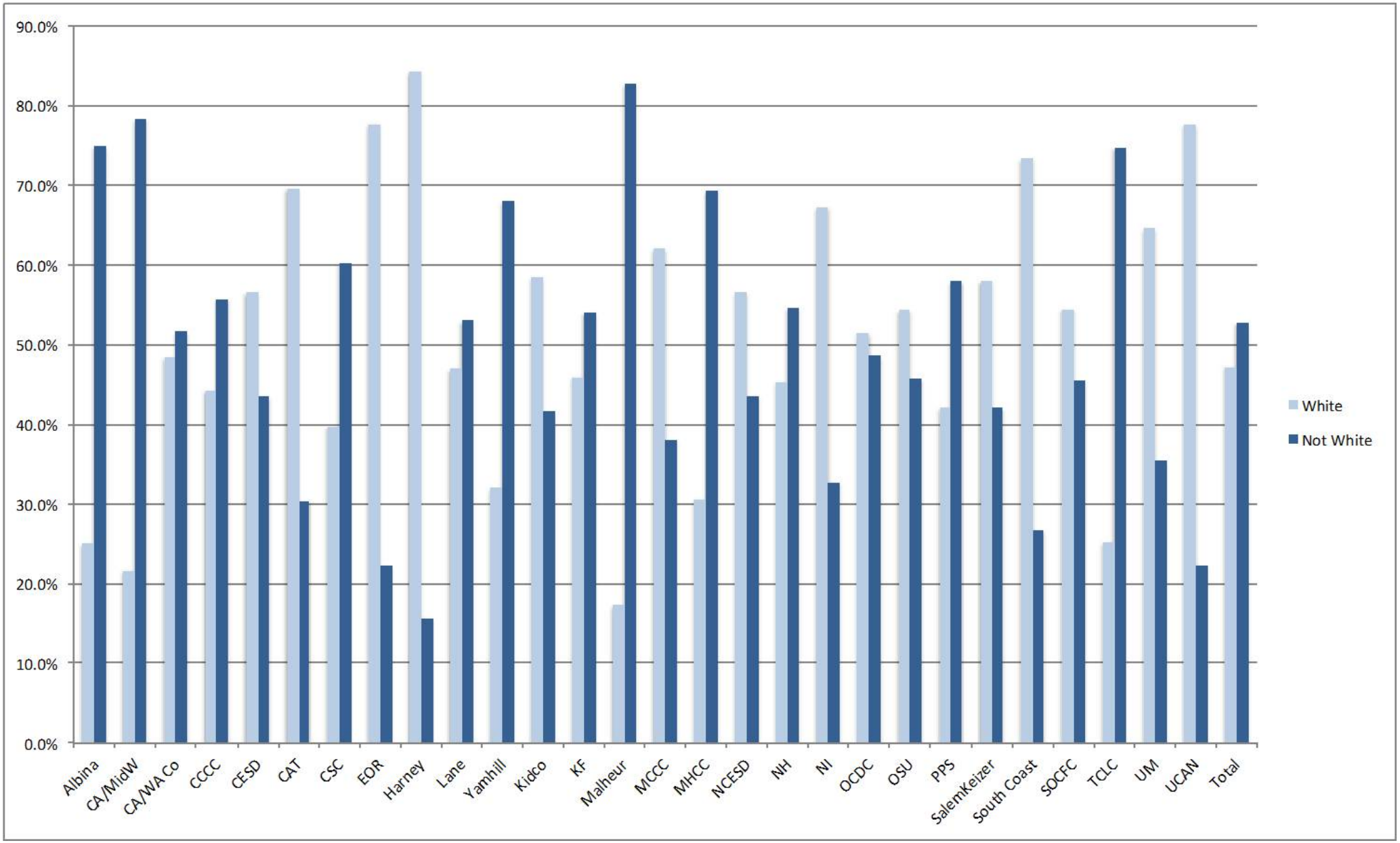
2013-14 Oregon Head Start Population by Center, White/Not-White



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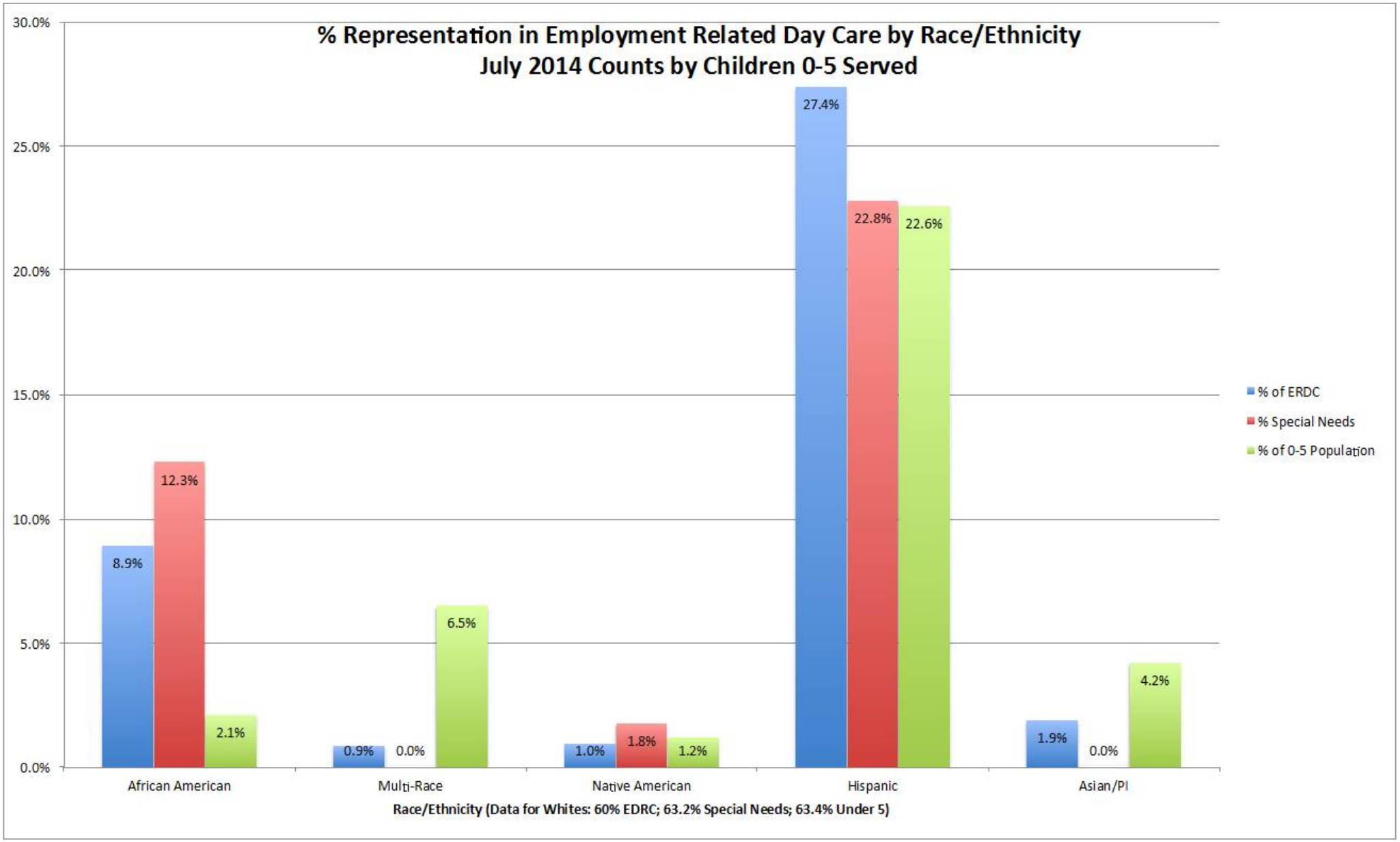

Data Sources: American Community Survey, United States Census Bureau, http://www.census.gov/acs/www/
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