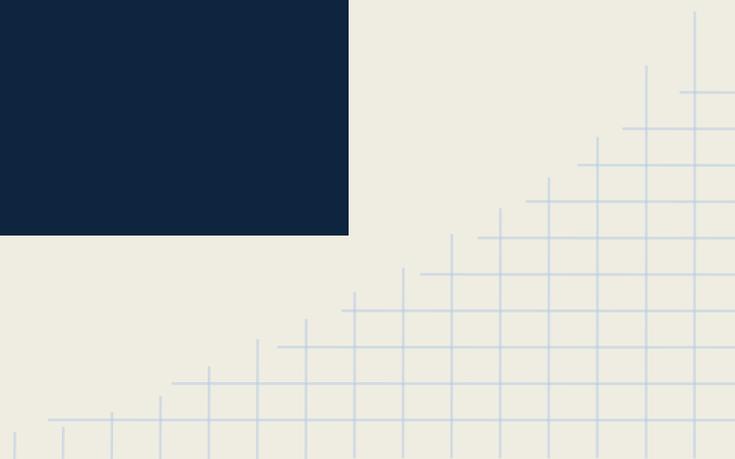




ELD Program Leaders Meeting

October 8, 2014 • 12:30-2:00



4+1 Agreements for Courageous Conversation

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect and accept non-closure
- Practice confidentiality

Walk Around & Add

Equity Lens Responses

Word That Resonate

Vision

Achievement

Outcomes

Ethics

Responsibility

Persistent

Asset

Courage

Opportunity

Listen

Ethical

Commitment

Moral

Prosperity

Authentically

Intentional

Everyone

Support

Speaking

Shared

Destiny

Language

Walk Around & Add

Equity Lens Responses

Essence of Our Work

The delivery of quality early learning programs...

Ending disparities...

Ensure sufficient resources..

Understand the success...

Choosing to properly address..

Ethical and mutual responsibility...

Supporting great teaching...

Shared decision-making...

Community Colleges and universities have a critical role ...

Walk Around & Add

Equity Lens Responses

We Wonder About...

How is **great teaching** defined?

Which **states** have **surpassed** in narrowing gaps and disparities?

How is **appropriate parent engagement and support** defined?

If **race and ethnicity is the primary focus**, how do we explain this to rural White Oregonians?

What are the **intentional and proven practices**?

How do we provide services that **best** meet needs?

How do we foster **trust** when there is a distrust in government?

Education and Employment: What parts of each can we influence?

Walk Around & Add

Equity Belief Statements & ELD Alignment

2. 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.

What do we do to operationalize this belief? (Intent)	Does this example of our work ignore or worsen disparities or produce unintended consequences? (Impact)
Bilingual Licensing Staff Diverse cultural norms as it relates to licensing rules Equity and Diversity Learning Table Translation of documents	

Walk Around & Add

Equity Belief Statements & ELD Alignment

4. 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.

What do we do to operationalize this belief? (Intent)	Does this example of our work ignore or worsen disparities or produce unintended consequences? (Impact)
Supports for special populations Teen Parent Program Alcohol and Drug Treatment Program OPK and Head Start RTT Supplemental Scholarships Child Care Centers/Homes are primarily owned by women and people of color	

Walk Around & Add

Equity Belief Statements & ELD Alignment

6. 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.

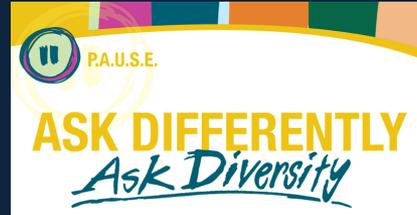
What do we do to operationalize this belief? (Intent)	Does this example of our work ignore or worsen disparities or produce unintended consequences? (Impact)
Focused Child Care Networks Parent Hubs QRIS Implementation Validation Study Portfolios Community Engagement ERDC and Special Populations Subsidy	

Walk Around & Add

Equity Belief Statements & ELD Alignment

7. 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.

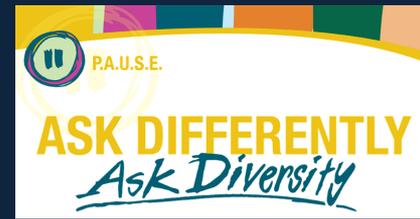
What do we do to operationalize this belief? (Intent)	Does this example of our work ignore or worsen disparities or produce unintended consequences? (Impact)
QRIS Early Bird Incentives Incentives for participation in QRIS Language Translation Work Groups ERDC and Special Populations Subsidy Equity Innovation Funds for Early Learning Hubs	



PAUSE Ask Differently Ask Diversity

Oregon Department of Human Services
Office of Equity & Multicultural Services

What is PAUSE?



- A resource that facilitates a process for informed decision-making
- A valuable tool to help teams make more inclusive and equitable decisions.
- A way to simultaneously consider **budget/resource AND diversity/equity** implications in the work that we do.

HISTORY

Respect and Service Equity are important Core Values in DHS. The P.A.U.S.E. Model was developed by Jason D. Mak and Gloria M. Anderson in the DHS Office of Equity and Multicultural Services (OEMS) as a tool to help infuse diversity and equity into everything that we do. It is a research-based model that brings together a variety of innovative practices. The idea was to visually remind staff to 'P.A.U.S.E.' to consider their impact on others. The goal is to normalize an 'equity lens' in the culture of our agency. The P.A.U.S.E. model was adopted by DHS Executive Team at the fall 2011 retreat and has become a required course for all employees.

PAUSE Framework



	Principles	Questions to Ask
P	PEOPLE REPRESENT A DIVERSE & INCLUSIVE MIX	Who is included or excluded? Who decides?
A	ADVOCATE FOR DIVERSITY IN EVERYTHING WE DO	How can I be a diversity champion?
U	UNDERSTAND OURSELVES AND OUR IMPACT ON OTHERS	Where are my hidden biases and privileges?
S	STRENGTH-BASED SOLUTIONS ARE CUSTOMIZED & RESOURCES PRIORITIZED BASED ON NEED	How do I empower people by focusing on strengths and customizing solutions?
E	ENGAGE PEOPLE THE WAY THEY WANT TO BE TREATED	How do I build trusting relationships?

Brainstorm Activity



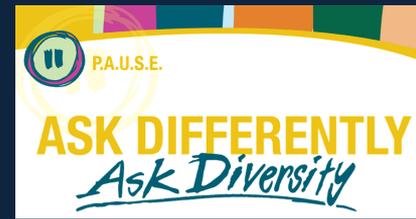
What do you think might be some reasons that cause well-intentioned people or organizations to discriminate unintentionally?

1. _____
2. _____
3. _____
4. _____
5. _____



What is the intent vs. impact?

Before Every Key Decision Remember to PAUSE



Equality vs. Equity



Collectively, answer the following:

Discuss the illustration. What do the boxes represent? The children? The fence? The fans in the grandstands? The soccer field? The soccer players?

So how do the concepts of equality and equity differ? Can you think of a real world example of each?

Why do you think Service Equity is important to the work we do as an division?

Equality doesn't mean equity



This is equality



This is equity

Next Steps

- Hopes & Dreams
- All Staff Retreat
- Agenda for next meeting
 - Ideas Generated from last meeting:
 - Up with the times equity training
 - More Courageous Conversations
 - State Leaders giving us advice
 - Inviting people who disagree with us to come and talk to us
 - Streamline equity initiatives
 - Equity Lens everywhere
 - Use the 4+1 Agreement often

Hopes & Dreams

- Have more equity training for everyone in the ELD
- Identify the greater goal, objective outcome
- I hope I don't lose sight of the reason for this work; children, babies, families, people
- Messages
- Sensitive to kids with special needs
- Policies respect and believe in parents ability to love and care for their own children regardless of economic status and education
- Our division's language lexicon