

Lane Community College

EQUITY LENS

Toolkit

Office of Equity and Inclusion
9-25-2019

To request this information in an alternate format, please contact the Center for Accessible Resources at (541) 463-5150 or accessibleresources@lanecc.edu

equity@lanecc.edu



DIVERSITY VALUES

To ensure we realize our stated college values and actualize access, equity, and inclusion across the college, we are building and implementing an Equity Lens. We will be identifying and supporting best practices for equity-related initiatives, with a strong commitment to equal employment and educational opportunity in all activities, programs, and services.

- ☆ **Access** is opportunity for everyone who wishes to participate (in the college)
- ☆ **Equity** is fair and just opportunities for all employees and students to reach their academic and professional potential
- ☆ **Inclusion** is a sense of belonging as a valued member of decision-making and life of the college

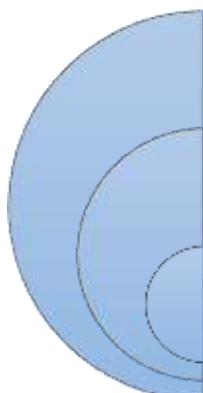
STRATEGIC DIRECTION

Access, Equity, and Inclusion through a Social Justice Framework

Social justice—ensuring that issues of privilege, oppression, discrimination are recognized, understood, and addressed—is the means by which access, equity and inclusion are achieved. In order to fully realize Lane’s commitment to these outcomes, we will develop a social justice framework (Equity Lens) to guide our work. This framework will provide structures, systems and support for:

- Advancing individual and collective growth in cultural fluency, agility and competency across the institution
- Bringing stakeholder groups together to identify and remedy barriers to social justice at Lane Community College
- Improving recruitment and retention of diverse students and staff
- Increasing the range, scope and depth of curriculum available to students focused on issues of diversity, equity and inclusion
- Demonstrating leadership in social justice to the communities we serve

STRATEGIC OBJECTIVES

	Integrate principles of social justice throughout the college learning and working environment
	Develop a culture of inclusivity, and respect, through dialogue, outreach, education, and equitable policies and practices
	Improve recruitment, retention, and support of diverse students, faculty, staff, and managers

KEY STRATEGIES

1. Create a Social Justice Equity Framework (Equity Lens) – Develop and implement a comprehensive Equity Lens framework for Lane Community College to ensure considerations of equity and social justice are applied throughout the college. Our framework, which is based on the Higher Education Coordinating Commission (HECC) Equity Lens and Multnomah County’s Equity and Empowerment Lens, consists of a series of questions. These questions will highlight issues and opportunities for improving access, equity and inclusion. This framework will also act as a resource for addressing policies and practices that create and sustain oppression and discrimination.

- *Vision* – Through a framework of social justice, the equity lens helps us to acknowledge the existence and causes of systemic inequity at Lane. It provides opportunities for intentional healing, reconciliation, and empowerment. Honest, transparent, and consistent use of this lens enables the campus to create a culture of accountability and empower all members of our community.
- *Purpose* – The Equity Lens is used to reassess systems and decision-making to achieve access, equity, and inclusion on a college-wide level.
- *Practitioner/Consultant* – The lens will be thoughtfully and incrementally developed, implemented, and assessed over the course of five years, beginning in 2017-18 with the guidance from an outside collaborator Mr. Phil Tajitsu Nash.

2. Provide Cultural Competency Professional Development CCPD Opportunities – Develop and offer a comprehensive, sustainable range of opportunities for engagement in meaningful professional development around topics of diversity, inclusion, equity, and social justice to enhance levels of cultural competency across the college.

3. Institute Diversity Orientation and Development for Students and Staff – Create a permanent, ongoing structure for orientation and education of Lane students, faculty, staff and managers focused on diversity, inclusion, equity, cultural competency, and social justice.

4. Improve Recruitment and Retention of Diverse Students and Staff – Increase outreach and engagement with underrepresented communities, identify policy and practice barriers to student and staff application and entry, and implement intentional recruitment communication strategies to improve student and staff recruitment. Enhance and leverage existing relationships with communities of color and other communities to improve communications and support for students, faculty and staff. Support affinity-based groups, clubs, organizations, and professional development opportunities to improve engagement and retention.

A CLOSER LOOK..

Access ensures that individuals from a broad range of backgrounds can gain access to public institutions, spaces, and services, and have full participation in political, social, economic, and cultural life.

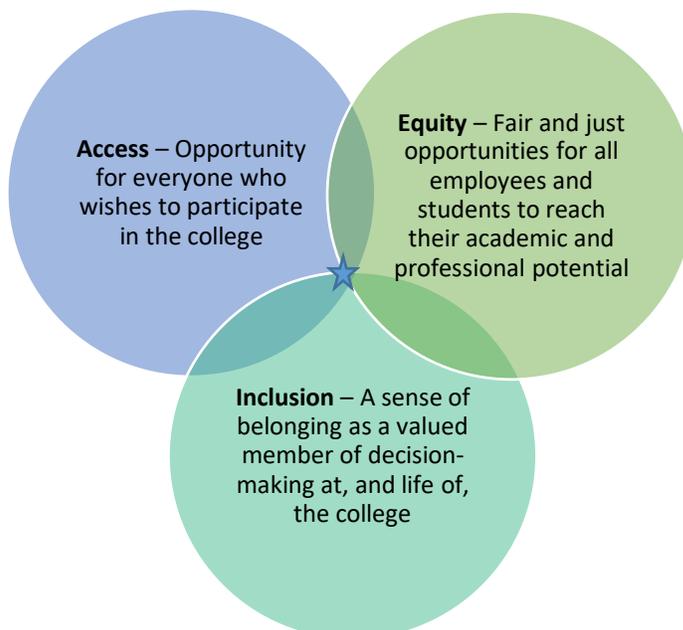
Equity asks us to understand where individuals actually are and what their specific needs may be, and to then provide opportunities and support that meet their specific needs and thus allow them the chance to live full, healthy lives. Unlike equality, equity strives to ensure that everyone has access to equal results and outcomes regardless of their starting point.

Inclusion is the degree to which a group, institution, or organization makes genuine space for individuals from all backgrounds to fully participate in decision-making processes and social planning.

Intersectionality is a term coined by American civil rights advocate Kimberlé Williams Crenshaw in the late 1980's. The term is used to describe the ways in which social identities--such as gender, race, class, ethnicity, religion, sexuality, etc.--*intersect and overlap* in ways that do not allow these identities and related systems of oppression--such as sexism, racism, classism, bigotry, homophobia, etc.--to be examined separately.

Equity Lens models previously developed have a single focus--usually race. Ours will be more broad and inclusive, a 5-year Diversity Plan will allow us to talk about the effects of multi-faceted oppressions through an intersectional lens. Another unique feature of Lane's Equity Lens is that we will include both students and employees.

Campus-wide implementation and use of an Equity Lens model approach to decision-making will increase institutional alignment in our strategic direction. It will be:



- * A collaboratively created framework for decision-making
- * A new way of thinking about how we approach decision-making, and who is included in that process
- * A way to reframe decision-making at the institutional level, in ways that work to increase equity
- * An opportunity to transform the institution through a cultural shift...

DIVERSITY PLAN/EQUITY LENS IMPLEMENTATION TIMELINE

Winter 2019 Proposed Update, by the Office of Equity and Inclusion

FY	SUMMER	FALL	WINTER	SPRING
2016-17		Form subcommittees Begin initial planning	Begin meeting as a team Contract with Phil Nash	Continue to meet Draft framing documents
2017-18	Develop Conversation Kit	Roll Out Equity Lens Plan	Equity Lens Development	Equity Lens Development
		Rehaul Diversity Website		Finalize framing documents
		Phil Nash Visit (?)		
2018-19		Finalize Equity Lens Plan Phil Nash (live) Workshop	Develop Access Component Recruitment (Stakeholders) Revisit Diversity Website	Lay Groundwork for Access ELIT Summit Phil Nash Visit
2019-20	Soft Launch of Access	Roll-Out/Implement Access	Assess Access Roll-Out	Make Revisions to Access
	Awareness Campaign	Develop Equity Components	Lay Groundwork for Equity	Roll-Out/Implement Equity
	ELIT Retreat	Survey Students	Calibrate based on feedback	
2020-21	Assess Equity Roll-Out	Make Revisions to Equity	Prepare Holistic Assessment	Holistic Assessment
	Develop Inclusion Elements	Groundwork Inclusion	Roll-Out Inclusion	Assess Inclusion Roll-Out
	Survey Participants	Calibrate based on feedback		
2021-22	Make Revisions to Inclusion	Make Holistic Revisions	Develop next 5-year plan	Groundwork for next plan
	Holistic Assessment (cont.)	Finalize Equity Lens Tool	Adopt Plan (Equity Lens)	Adopt Plan (Div. Council)

Not yet adopted by Diversity Council

EQUITY LENS TOOL

What is the issue, policy, or process being examined?

Who is conducting this analysis -- who is at the table for this discussion?

INQUIRY

1. Who is affected by content and current framing of this policy, program, practice, or decision? What are the potential impacts? (Use the lists on the back of this page to help you get started.)
2. How does this policy, program, practice, decision-making process, or decision *increase* access, equity, and inclusion? How does it *produce or worsen* any disparities?
3. Who is being impacted by this decision-making process? How have stakeholders been intentionally invited to and empowered to participate in the decision-making process or practice?
4. What are the barriers to more equitable outcomes around this policy, program, practice, decision making-process or decision?
5. How will members of the college community identify, address, and mitigate negative impacts and the barriers identified above? How will you support this work?
6. How can we, as members of the college community, create an environment and culture that fosters healing and reconciliation to transform our structures, environments, and selves?

What is the decision or action that will be taken in relation to the issue, policy, or process?

We are working to determine Best Practices in Equity Lens Implementation,
please forward your narrative results to equity@lanecc.edu.

PERSPECTIVE

Use these lists as a starting point to help identify specific groups or individuals who will be affected by a decision or process. This is not an exhaustive list - use your experience and knowledge about the issue in question to fill out your inquiry.

Remember that the Equity Lens is a means of inquiry, and should never be used as a justification for a pre-determined outcome. Be mindful and transparent when assigning weight to the needs of *any* single group, especially as any single group over any other.

STUDENT POPULATIONS

- ESL Students
- Online Students
- Students with housing or food insecurities
- Part-Time Students
- Adult Basic Secondary Ed Students
- International Students
- Potential Students (from where?)
- Students in a specific program
- Hispanic or Latinx Students
- Undocumented Students
- Black Students
- Asian Students
- Native Students
- Students of Color, generally
- Working Students
- Transgender or Gender Non-Conforming
- LGBTQQA Students
- Student Parents
- Students with Physical Disabilities
- Students with Learning Disabilities
- Continuing Ed Students
- Students at Outreach Locations
- Rural Students
- Transfer/AAOT Students
- Career Tech Students
- Veteran Students
- Non-Traditional Students
- First-Gen College Students
- ASLCC Representatives
- Students w/o Access to Health Care
- Students with Mental Health Needs
- Formerly Incarcerated Students
- Student Athletes
- Future Students
- Survivors of Assault
- Students living with PTSD

EMPLOYEES

- Contracted Classified Employees
- Time-Sheet Classified Employees
- Permanent Faculty
- Adjunct Faculty
- Managers
- Hispanic or Latinx Employees
- Asian Employees
- Black Employees
- Native Employees
- Employees of Color, generally
- Employees in a specific department
- New Employees

COMMUNITY

This is a placeholder to consider relationships, alliances, and social capital that might be affected by the decision, policy, or process being considered. Some possibilities:

- Community Partnerships
- Legal or Policy-Based Requirements
- Funding Sources

VALUES

Values won't be represented as groups or individuals in your analysis, but if the decision-making body has agreed-upon values, it's a good idea to make them explicit and name them at the beginning of the Equity Lens analysis. Some possibilities:

- LCC Vision and Mission
- LCC Strategic Priorities
- Council Charter Values

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The Oregon Equity Lens was adopted by the Higher Education Coordinating Commission (HECC) in 2014 as a cornerstone to the State's approach to education policy and budgeting. The Equity Lens was originally developed by and adopted by the former Oregon Education Investment Board (OEIB), and is implemented by the Oregon Chief Education Office in addition to the HECC.



Oregon Equity Lens: Preamble

In 2011, the Oregon Legislature created the Oregon Education Investment Board, which had a vision of educational equity and excellence for each and every child and learner in Oregon. The OEIB believed that we must ensure sufficient resource is available to guarantee student success, and that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. As the Higher Education Coordinating Commission, with our Oregon education partners, we continue this critical work started by the OEIB and reaffirm that 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 many growing opportunity and systemic gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent gap of student growth as measured by graduation rates, state assessments and daily attendance for our growing populations of communities of color, immigrants, migrants, and rural students navigating poverty. While students of color make up 35% of the educational pipeline in our state¹—our opportunity and systemic gaps continue to persist. As our diversity grows and our ability to meet the needs and recognize the strengths 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 output¹ and these losses are compounded every year we choose not to properly address these inequalities.

The second opportunity gap is one of disparity between Oregon and the rest of the United States. When the OEIB started this work, Oregon's achievement in state benchmarks had remained stagnant—and in some communities of color had declined—while other states had begun to, or had already surpassed, our statewide rankings. Disparities in educational attainment can 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 system changes and policies to deliver a truly student-centric education system that improves outcomes and opportunities for students across Oregon.

The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment. We are simultaneously committed to identifying strengths in communities and promising practices in our educational systems.²

Chief Education Office Vision Statement

Our vision is to build and coordinate a seamless system of education that meets the diverse learning needs of students from cradle to career, and ensures each student graduates high school with the support and opportunities to prosper.

Higher Education Coordinating Commission Vision Statement

The State of Oregon's Higher Education Coordinating Commission (HECC) is dedicated to fostering and sustaining the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond high school.

Oregon Equity Lens: Beliefs

We believe that everyone has the ability to learn and that we have an ethical and 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 State education goals.

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate and culturally sustaining 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 culturally appropriate family 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 opportunities and apprenticeships. These 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, emerging bi-lingual students 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.

Finally, we believe in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”³ An equitable education system requires providing teachers with the tools and support to meet the needs of each student, and a dedicated effort to increase the culturally and linguistically diverse educators who reflect Oregon’s rapidly changing student population.

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 have been changing to provide rich diversity in race, ethnicity, and language.⁴ Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and practice over time to ensure that students from all communities have the opportunities and support to realize their full potential.

Oregon Equity Lens: Purpose

The purpose of the Equity Lens is to clearly articulate the shared goals we have for our state, the intentional policies, investments and systemic change 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 Chief Education Office executes its charge to align and build a cradle to career education system and the Higher Education Coordinating Commission executes its charge to foster pathways for postsecondary success, an equity lens is useful to ensure every learner is adequately prepared by educators for meaningful contributions to society.

The Equity Lens confirms the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access and success for many students in the Oregon education system. The Equity Lens emphasizes historically underserved students, such as out of school youth, emerging bilingual students (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, engagement, communications, data collection and analysis and educator hiring, preparation, and development.

Oregon Equity Lens: Objectives

By utilizing the Equity Lens, the Higher Education Coordinating Commission aims to provide a common vocabulary and protocol for resource allocation, partnership, engagement, and strategic initiatives to support students and communities.

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 opportunities for historically underserved students and communities?

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. The HECC will apply the Equity Lens to policy recommendations, and internal, and external practices as education leaders.

Oregon Equity Lens: Definitions

Equity: 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 the systems have operationalized deficit-based thinking. Deficit thinking is the practice of having lower expectations for certain groups of people based on demographics or characteristics that they share. In doing so, an “at-risk” narrative is formed, in which students navigating poverty, culturally and linguistically diverse students, and/or historically underserved groups, and their families are pathologized and marginalized. This includes students who are treated differently because of their gender, race, sexual orientation, dis/ability, 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.

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 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: In 2011, the State of Oregon enacted legislation (ORS 350.014) creating the 40-40-20 educational attainment goal: that by 2025 all 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.⁵ 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 opportunity gap to more fundamental questions about social and educational opportunity.⁶

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.⁷

¹ U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimate.

² Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for inadequate high schools.*

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

⁴ ODE (2016), *Oregon Statewide Report Card, 2015-16: An Annual Report to the Legislature on Oregon Public Schools.*

⁵ *The Opportunity Gap* (2007). Edited by Carol DeShano da Silva, James Philip Huguley, Zenub Kakli, and Radhika Rao.

⁶ The 40-40-20 statute was updated with the passage of HB 2311 (2017), refocusing it on students in the educational pipeline.

⁷ Ladson-Billings, Gloria (2009- Second Edition, 1994). *The Dreamkeepers: Successful Teachers of African American Children*; Gay, Geneva (2010). *Culturally Responsive Teaching: Theory, Research, and Practice.* New York: Teachers College Press.

* NOTE: *The Equity Lens* was edited in 2017 by the Higher Education Coordinating Commission with technical and data related updates.



PPS Racial Equity and Social Justice Lens

Updated December 2018

Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is the support of racial equity and social justice. Dedicated policy, people, and practice are necessary to create a culturally responsive organization that ensures the success of students who can navigate and compete in a culturally complex society and global economy.

We must ensure that all students are guaranteed a comprehensive, rigorous, equitable, and inclusive education. Universal access to quality education not only benefits students from all backgrounds, but strengthens our communities and promotes societal prosperity. It is through racial equity and social justice that PPS will become a premiere school district and significantly contribute to Portland becoming a place of economic, technological and cultural innovation.

In 2011, PPS adopted a Racial Educational Equity Policy that called out harmful disparities in our schools and identified the district's role in eliminating them. Since then, PPS embarked on a five-year plan that resulted in several achievements. However, there is collective acknowledgement that there is still much work remaining to ensure all student experience equitable outcomes. Under the leadership of Superintendent Guadalupe Guerrero, PPS has embarked on an inclusive planning process to identify the most urgent areas of opportunity to continue this important work and incorporate our efforts into our five-year road map for Racial Equity and Social Justice.

Our aim is to elevate PPS Racial Equity and Social Justice practices to a comprehensive, defined framework with clear system-wide equity and social justice actions and measurable results.

The primary focus of the Racial Equity and Social Justice 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 at PPS allows direct improvements in the other dimensions of diversity. 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 the district should adopt a student-centered, racial equity and social justice focused lens in all decisions.

We believe all students should have equitable access to enriched opportunities in school.

We believe we have a collective responsibility to ensure our schools provide a caring, supportive environment. School communities should support healthy, positive development of students and help them grow their unique gifts and talents.

We believe the district must work in aligned and coherent ways and in close partnerships with families and communities. 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 that we are uniquely positioned to effect change broadly across our community because of our role in educating and caring for close to 50,000 Portland children every day. We believe in being courageous and bringing a sense of urgency to this important work.

We believe in setting measurable and audacious goals. Embedded in each goal is the provision of a culturally relevant and responsive pedagogy, with clearly defined racial equity and social justice based practices and curriculums.

We believe in accountability in all areas of school and student performance, including the areas of Racial Equity and Social Justice

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."

Racial Equity and Social Justice Lens

The PPS RESJ Lens is a critical thinking tool which will be applied to the internal systems, processes, resources and programs of PPS to create increased opportunities for all students by evaluating burdens, benefits and outcomes to underserved communities. Through consistent utilization of the RESJ Lens, we intend to strengthen our strategies and approaches toward more equitable outcomes for every student.

The following questions are a guide and will be considered when making decisions and contemplating our strategies.

1. Describe the proposed action, desired results and outcomes, and connection to PPS' mission: Every student by name prepared for college, career and participation as an active community member, regardless of race, income or zip code.
2. How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision?
 - a. Is there stakeholder support or opposition to the proposal? Why?
3. How does the proposed action expand opportunities for racial equity and social justice?
 - a. Who are the demographic groups affected?
 - b. How will each group be impacted/affected by the decision or action?
 - c. Are there any potential unintended consequences for specific groups/populations? Are there strategies in place to mitigate any negative impacts?
4. Does the proposed action address barriers to equitable outcomes?
 - a. How will you track progress toward reducing disparities?
5. What information/data are you basing your decision or action upon?
 - a. What data or metrics will you collect/use to track impacts of the proposed action on the identified populations?
6. Describe any changes you have made or will make to the action after applying this lens

DEFINITIONS

Diversity - Any and all differences between and among people

Educational Equity - Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. (from the PPS Racial Equity Policy narrative)

Equity - The state, quality or ideal of being just, impartial and fair. The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired state or lofty value. To be achieved and sustained, equity needs to be thought of as a structural and system concept

Inclusion - The action or state of including or of being included within a group or structure. Inclusion involves authentic and empowered participation and a true sense of belonging.

Social Justice - Elimination of performance variability between student groups and accelerated achievement for underserved populations.

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

PURPOSE

PEOPLE

Who is positively and negatively affected (by this issue) and how?

How are people differently situated in terms of the barriers they experience?

Are people traumatized/retraumatized by your issue/decision area?

Consider physical, spiritual, emotional and contextual effects

PLACE

How are you/your issue or decision accounting for people's emotional and physical safety, and their need to be productive and feel valued?

How are you considering environmental impacts as well as environmental justice?

How are public resources and investments distributed geographically?

ISSUE/ DECISION

PROCESS

How are we meaningfully including or excluding people (communities of color) who are affected?

What policies, processes and social relationships contribute to the exclusion of communities most affected by inequities?

Are there empowering processes at every human touchpoint?

What processes are traumatizing and how do we improve them?

POWER

What are the barriers to doing equity and racial justice work?

What are the benefits and burdens that communities experience with this issue?

Who is accountable?

What is your decision-making structure?

How is the current issue, policy, or program shifting power dynamics to better integrate voices and priorities of communities of color?

Equity and Empowerment Lens

Purpose Towards Racial Equity

In a purpose-driven system, all partners at all levels align around transformative values, relationships and goals moving towards racial equity, integrating an emphasis on doing less harm and supporting actions that heal and transform.

Defining An Individual's Purpose:

- ⇒ What is my purpose towards achieving racial equity?
- ⇒ What gets in the way of maintaining my purpose towards racial equity?
- ⇒ What do I need to maintain my purpose?
- ⇒ Purpose towards racial equity is also further clarified by our positions in the hierarchy.
 1. If you are a manager or other type of leader with positional authority, how can you further clarify your purpose so that you are leveraging the power you have?
 2. If you are at a lower level in the organization, what do you need from leadership in order to feel valued and a key contributor to the organizational purpose?
 3. How does your role and your purpose influence and align with?

Defining An Institution's Purpose:

- ⇒ What is our institution's purpose towards racial equity?
- ⇒ How are we clearly defining that purpose, and where and how do we communicate that?
- ⇒ How can we ensure that our purpose is integrated into our policies, procedures, and practices?
- ⇒ How can we give our employees a greater sense of meaning in what they do around racial equity, so they feel more enthusiastic and hopeful about their work?
- ⇒ In what practical ways can our institution add more value around racial equity and do less harm?
- ⇒ Is racial equity the central theme in your recruitment and retention efforts?
- ⇒ Do you have the right people around you to achieve your purpose? If not, how can you move towards this reality?
- ⇒ How do you ensure individuals work together with leaders to align to the institution's purpose towards racial equity?