Oregon's Kitchen Table – Meyer Memorial Trust – Equitable Education

Background

Meyer Memorial Trust (Meyer), the largest private foundation in Oregon, in partnership with Oregon's Kitchen Table (OKT), conducted an online consultation in April - May 2016 to engage Oregonians from across the state to assist Meyer in developing investment strategies for increasing educational equity in Oregon.

Meyer's new Equitable Education portfolio is aiming to focus its investments in order to maximize outcomes for students facing historic challenges: students of color, low income students and first-generation students. In early 2017, Meyer will begin inviting organizations to submit proposals on educational equity, and the input from the consultation through Oregon's Kitchen Table will be used to help establish Meyer's strategy for future investments.

Equitable education is defined as improving outcomes so historically underserved students achieve educational success. It also means identifying and reducing the disparities in how such students experience education.

The OKT online consultation provided some background on what priorities Meyer is considering as it shapes its Equitable Education work and asked a series of questions about emerging priorities, key developmental measures that help protect youth's academic and social success, and goal setting for how Meyer should measure its success in this area. A series of demographic questions also informed Meyer of who responded to the survey.

The survey consisted of 901 participants and was offered entirely online in English and Spanish. Survey invitations were sent through Oregon's Kitchen Table, Meyer Memorial Trust, and a number of partners, including community organizations as well as early learning, K-12, and higher education channels. It was also promoted through social media channels.

The raw data was provided by OKT to DHM Research for processing and analysis. The following analysis by DHM Research includes a summary of results as well as an annotated survey attached as an appendix. Results in the annotated questionnaire (Appendix B) may add up to 99% or 101% due to rounding.

In addition, OKT conducted a series of listening sessions in different regions of the state for community members to gather in person and discuss the issues raised in the online consultation and provide their input to Meyer. These listening sessions were focused primarily on communities of color in those different regions. The results are included as Appendix A.

Oregon's Kitchen Table: Oregon's Kitchen Table is a program of the College of Urban and Public Affairs at Portland State University, and was created by a group of non-partisan, non-profit community organizations dedicated to helping Oregonians have a voice. Oregon's Kitchen Table is a place for Oregonians to share their ideas, opinions, beliefs, and resources to improve Oregon and our communities. www.oregonskitchentable.org

DHM Research: DHM Research has been providing opinion research and consultation throughout the Pacific Northwest and other regions of the United States for over three decades. The firm is non-partisan and independent and specializes in research projects to support planning, policy-making, and communications. www.dhmresearch.com

Overview of Results

Policies and strategies that directly impact students—such as focusing on improving achievement and closing opportunity gaps—are seen as the most important by participants.

- Comparing different priorities, participants consistently favor policies that support the "building blocks" of student success, such as *navigating through adolescence without being involved in the justice system* or supporting students *transitioning to employment.*
- There is also a great deal of support for the idea that investments in education should close gaps in opportunity and in achievement: nearly all respondents agree that Meyer's success should be measured by the extent to which there are *reduced disparities for target communities* (96%)*.*
- Overall, participants want to see Meyer's investments borne out in the lives of the students themselves.
  - They favor using direct student outcomes to measure Meyer's success, such as *improved graduation rates* and *employability skills* rather than *grantees becoming learning organizations* or increased *educator workforce diversity.*

Investments focusing on aspects of the education system rather than students themselves, such as systems change or research and evaluation, are less popular. Nevertheless, a strong majority of participants—the vast majority of whom provide direct services to students—supported these proposals.

- Measures to encourage systemic change and advocacy such as *getting social and education service providers involved in policy advocacy* are consistently ranked in a second tier of priorities.
- Priorities encouraging research and data-driven policy are also less popular than measures that directly impact students.
  - These research and evaluation priorities tend to have slightly higher rates of "don't know" or "neither important nor unimportant" responses.
- That said, every policy or measure mentioned in the survey is highly popular. Importance ratings consistently top 70%, with strong support for most policies among every demographic subgroup.

Priorities do vary slightly among people of different races and ethnicities. Participants identifying themselves as African American or Hispanic are especially emphatic about closing gaps in education and encouraging diversity on all issues,

and Native American respondents expressed strong opinions on many specific policy initiatives.

- African American respondents and Hispanic were the respondents most likely to prioritize policies designed to improve the cultural responsiveness of education in Oregon, such as *parental engagement, culturally specific supports,* and *increasing Oregon's educator workforce diversity.*
- Both of these groups are especially emphatic about the importance of many of the priorities and policies: both groups consistently responded "very important," as opposed to only "important" at higher rates than other groups.
- Native American participants were more likely to prioritize more technical methods of achieving educational equity, such driving the education and service systems with *evaluation-based data*, *expanding STEAM options*, and *supporting cross-sector regional collaboratives*.

Participants who identified themselves as having grown up in poverty or having been a first-generation students are especially in favor of policies that support students directly; they also place more importance on pride in oneself and connection to one's community.

- These groups of participants place special importance on specific initiatives such as *preparation for* students *and families to enter the next educational level, summer academic supports,* and *services to support transitions* for youth.
- Along with participants of African American and Hispanic backgrounds, participants who had grown up in poverty also emphasize *pride in one's identity* and *connection to one's community* slightly more than participants overall.

Participants who said they represent the views of their organization are especially enthusiastic about many of these policies, and they are especially likely to support systemic change and policies that impact the "backstage" of the educational system. For instance, these participants are more likely than people who represent their personal opinion to support the idea that *service providers need to be more involved in advocacy* and favor *supporting the existing cross-sector regional collaboratives.*

Key Findings

Oregon's Kitchen Table conducted an online survey of 901 participants. The purpose of the survey was to engage Oregonians from across the state to assist Meyer Memorial Trust in developing investment strategies for increasing educational equity in Oregon.

EQUITABLE EDUCATION CONCEPTS

Participants first read a set of five statements about equitable education concepts and strategies and were asked to indicate how much they agree with each (Q1-Q5).

More than six in ten participants said they either "strongly agree" or "agree" with each statement in this section. The statement with the highest levels of agreement was also the broadest: nearly every respondent (95%) agreed that *particularly vulnerable populations of students need robust supports to facilitate their education success*.

Agreement was slightly less unanimous when it came to statements addressing the specifics of how vulnerable populations should be supported. *Culturally responsive education*, service providers being more *involved in advocacy*, and the idea that *children and youth are at greatest risk during transitions between institutions* each garnered between 70% and 80% agreement.

Fewer participants, 67%, supported the idea that *we need to ensure that evaluation-based data drives both the education system and the service system*. Participants were most likely to disagree with this statement (11%), but they were also most likely to say that they "neither agree nor disagree."

Demographic Differences
Participants identifying themselves as African American/Caribbean or Hispanic/Latino were especially supportive of many of these statements. For instance, 100% of African American participants and 89% of Hispanic participants (as opposed to 78% overall) agreed that *service providers need to be more involved in advocacy.* These groups also supported *improvements in culturally responsive education* (94% and 89%) more than responses overall (80%). Additionally, these two groups were more likely to support the idea that *children are at the greatest risk during the transitions between institutions* (94% and 80%) than were participants overall (73%).

There were also differences in opinion between those who indicated that their survey responses reflect the priorities of their organization and those who said their responses reflect only their own opinions. Organizational participants were more likely to agree with the more specific statements. For instance, 90% of these participants said they support the idea that *service providers need to be more involved in advocacy*, as opposed to 75% of individual participants.

PRIORITIZING EDUCATION INITIATIVES

The next section of the survey asked participants to rate the importance of various initiatives to address gaps in public education policy in Oregon (Q6-Q18).

Again, there was a high level of support for this series of statements—over half described each initiative as either "very important" or "important." The statements garnering the most support focused on the basics of student success, such as supporting *students being on track for 9th grade success* (93%), *students leaving high school and transitioning to employment* (91%), and *expanding career technical education options* (90%).

The statements participants considered less important tended to focus on other aspects of the educational system, rather than directly on students themselves. For instance, 78% said increasing *Oregon's educator workforce diversity* is "very important" or "important," while 73% said the same of getting *social and educational service providers involved in policy advocacy*.

The statement participants considered least important was *supporting the existing cross-sector regional* collaboratives. While 54% of participants considered this factor important, 22% responded "don't know," while just 1-5% of participants responded "don't know" to the other statements in this series.

Demographic Differences
African American and Hispanic respondents again supported certain statements at higher rates. Some 94% of African Americans and 88-89% of Hispanics rated *increasing Oregon's educator workforce diversity* and *expanding culturally specific supports to best reach and holistically serve priority communities* as important, as opposed to 77-78% of participants overall. Meanwhile, African Americans were less likely to rate *supporting students leaving high school and transitioning to employment* as important (78%, vs. 91% overall); however, this gap did not hold when participants were asked about *supporting students leaving high school and transitioning to college* (89% for both overall and for African Americans).

Priorities also differed slightly by age: older participants over the age of 64 were more likely to say *research and evaluation to identify what works* is important (91% compared to 84% for younger participants), while younger participants aged 18-34 rated *increasing the diversity of Oregon's educator workforce* more highly (88% compared to 78% for older participants).

Throughout this series of questions, this group of younger participants aged 18-34 were more likely to rate priorities as "very important," while older participants were more likely to rate them as only "important." This pattern also held for African American and Hispanic participants, who were often the most likely to rate statements "very important." Native American participants were more likely to rate statements as "very important" when they pointed to specific objectives, rather than general ones. For example, these participants gave higher ratings to statements regarding advocacy, connecting students to careers, and bringing equity into the classroom through programs and a diverse teaching staff.

Lastly, there were again noticeable differences between participants who said that they speak for an organization and those who said they speak only for themselves. Organizational participants were more likely than individual participants to rate the bottom three statements in this series as "important": expanding the *availability of culturally specific supports* for priority communities, getting *service providers involved in policy advocacy*, and supporting *cross-sector regional collaboratives.*

MEASURING YOUTH DEVELOPMENT

The next set of questions listed key developmental measures that help students succeed and asked participants to rate their importance to educational equity (Q19-26).

Participants again focused on the basics of student success, and were most concerned that students are able to succeed, academically and personally. The top-rated measures were: *having advocates to support them and their families in times of crisis* and *navigating through adolescence without being involved in the justice system and avoid drugs and alcohol.* Both of these statements were rated "very important" by about seven in ten participants and rated "very important" or "important" by nearly every participant (96-97%).

Every measure listed in this series was considered "very important" or "important" by at least eight in ten participants. The two measures at the bottom of the list— that youth *have services to support their transitions to different levels of school* (86% total importance, 38% very important) and *summer academic supports to*

limit academic sliding (86% total importance, 40% very important)—both referred to a specific policy or program being in place rather than a broader outcome. Notably, these measures were not more likely than the others to be considered unimportant (1-2%); rather, participants were more likely to consider these measures "neither important nor unimportant" (9-10%).

Demographic Differences
That young people have *pride in their identity* was prioritized more strongly by specific demographic groups. While total importance for this measure was similar among all subgroups, some were especially likely to rate it as "very important." African American (81%) and Hispanic (77%) participants afforded more importance than participants overall (54%). Participants under 34 responded similarly (68%), as did participants who were raised in poverty (60%).

Participants who identified as having spent their childhood in poverty or as a first-generation student prioritized certain developmental measures more than their peers. They were more likely to consider specific supportive policies, such as *services to support transitions to different levels of school, preparation for students and families to enter the next educational level,* and *summer academic supports* as "very important." Those who spent their childhood in poverty also prioritized *connection to one's community* more.

PRIORITIZING INVESTMENTS

In the next two questions, participants were presented with a list of Meyer investments and asked to choose the three they consider most important (Q27) and the three they consider least important (Q28).

Participants showed a preference for investments that directly support the work that organizations do: about half listed *working capital,* such as financing the up-front costs of program expansion (51%), and *capacity-building,* such as training for new technology (48%), in their top three.

Participants were less enthused about investments in physical infrastructure. Both *capital (e.g. buildings, equipment)* and *technical assistance* were listed in the bottom three by 45% of participants. That said, nearly a third (28%) of participants chose fewer than three investments they were allowed, implying many found it difficult to label any of the investments listed as unimportant.

Demographic Differences
Young people aged 18-34 were more likely to support *advocacy and systems* change, and 51% placed it in the top three, compared to 39% of participants

overall. Among young people, advocacy was rated higher than *capacity-building* (47%), while among all participants advocacy rated a distant third (39%).

MEASURING SUCCESS

The last set of questions asked how Meyer should measure its success in the area of educational equity. Participants were presented with a series of measurements and asked to rate their importance (Q29-38).

The most popular measurements, those receiving over 50% "very important" ratings, were all measures of direct student outcomes: *improved graduation rates* (54% "very important"), *connections to supportive adults* (53%), *employability skills* (53%), and *reduced disparities for target communities* (51%).

Measurements with lower "very important" scores tended to address outcomes for schools or organizations, rather than the students themselves—for instance, *grantees becoming learning organizations* (35%). The lowest-scoring measurement, that *public policy and institutional change 'hardwires' schools and districts,* had higher levels of "don't know" responses (9%, vs. 0-2%) and may have been confusing to some participants. However, it is important to note that each measurement in this series was rated highly; all but one were described as "very important," "important," or "sort of important" by more than nine in ten participants.

Demographic Differences
African Americans were especially emphatic about the importance of *reduced disparities for target communities*, with 72% saying this measure of success is "very important," as opposed to 37%-51% of other participants. First generation students, meanwhile, emphasized the *long-term well-being and economic success of students who receive services* (51% "very important" vs. 42% among non-first generation students).

The importance of *improved student outcomes in graduation rates* increased with participants' age. Some 65% of participants over 55 considered this measurement "very important," while 55% of those 35 to 64 and 36% of those under 35 agreed.

Those who said they represent the views of their organization again differed from participants who said they only represent their own opinion. Following the pattern established throughout the survey, organizational participants were more positive towards strategies aimed at the whole system such as *grantees becoming learning organizations* and *public policy and institutional change 'hardwiring' schools and districts.*

Appendix A. Regional Listening Sessions

Introduction:
From June through August 2016, Oregon's Kitchen Table traveled across the state and hosted five listening sessions on behalf of Meyer Memorial Trust's Equitable Education Portfolio. The aim was to get feedback on the priorities of each region in achieving equitable education by focusing on the results of an online, statewide consultation OKT conducted with Meyer in spring 2016. Listening sessions were held in Hermiston, Medford, Portland, Redmond, and Salem. OKT targeted outreach to Oregonians representing underserved communities and education-focused organizations and individuals. These listening sessions will inform Meyer's Equitable Education Portfolio team on how to build their work moving forward, including strategies and investment priorities.

Listening Sessions Participation Overview:
Hermiston (June 21, 2016)
Participants included members of: Blue Mountain Community College, Hermiston High School, and early learning employees from Head Start

Medford (July 7, 2016)
Participants included members of: United Way Jackson County, RAC Southern Oregon Success, Regional Health Equity Coalition, Oregon House, and the Jackson County Public Health.

Redmond (July 21, 2016)
Participants included members of: OSU, public libraries, immersion elementary programs, RAC Better Together, La Clase, school district employees, OCF, and the High Desert Museum.

Salem (July 22, 2016)
Participants included members of: NAACP, Salem/Keizer Coalition for Equity, parents, CAPACES, Coalition of Churches, and Mano a Mano.

Portland (August 11, 2016)
Participants included members of: Coalition of Communities of Color, Kairos PDX, Latino Network, Self Enhancement Inc., PSU, IRCO, IRCO Africa House, Slavic Community Center, NAYA Family Center, Hacienda CDC, Multnomah County, and APANO.

Process:
Participants were asked to provide feedback on the OKT online consultation questions and results. The survey posed a series of statements reflecting different points of view about Meyer's Equitable Education strategy and asked participants to indicate how strongly they agreed and disagreed (or felt were important or unimportant) with those statements. The Listening Sessions particularly focused on

whether those viewpoints resonated with the equitable education work being done in their community. If not, they were asked to provide clarification.

The statements in the survey that received agreement or importance ratings of 50% or higher from participants were included in the results provided to participants.

Highest Rated Strategy Priorities

Service providers need to be more involved in advocacy to improve social & economic policies that affect families
Many see Meyer as a potential champion for driving legislative changes on education issues.

Meyer is viewed as uniquely placed to build partnerships with the Oregon Department of Education and provide funding were the state is falling short.

Community members see the importance of advocacy but also experience limited time, energy, and resources to be effective in this work. How can Meyer provide support to train the spectrum of equitable education champions (i.e. teachers, parents, community advocates) to be unified in their approach?

Culturally specific services delivered in collaboration with culturally specific providers creates responsive advocacy for underserved schools.

Vulnerable student populations need robust support to facilitate educational success
For many this statement aligned with the approach they were taking, but acknowledge having little resources to make a lasting impact.

Participants talked about the need to include a spectrum of school employees that could support student success. In particular, classified employees (e.g. cafeteria workers, janitors, classroom assistants, bus drivers) were seen as successful advocates for vulnerable students. Many would like to see these employees get recognized and receive the tools they need to be successful at supporting kids.

Teacher and parents were also mentioned as needing adequate tools to supporting students dealing with crisis situations.

Some expressed the need for a more holistic approach that includes resource navigation and actual resources to address carriers like housing, internet access, etc. Another approach is to focus on the systems and policies, not individual families.

Some believed the word vulnerable student population should be changed to historically underserved students to reflect student's potential.

Student success can best be achieved by improvements in:
  o *Culturally responsive education*

  o *Parental engagement*

Providing the appropriate teachers for the appropriate kids was a common theme among the sessions. The need for personnel (e.g. teacher, admin) with lived experience, not just Spanish speakers, was a major concern. There's a sense of urgency to have appropriate teachers now rather than creating a 10-year plan.

Many believed that schools need a reason to implement equity focused programs and curriculum. How can MMT incentivize schools to provide equity focused training and programs?

Many agreed that without parent involvement, student success cannot be achieved. To help increase parent participation, parents should be seen as equal to teachers. They have the life experiences that could provide the input teachers need to create the right learning environment for their kids.

Involving culturally specific organizations and partners in this work is important. They have programs that are successful and show results, so their input should be viewed as expertise.

What was missing for some was the role of systems changes in student success, not just in programs or parents.

Where Public Education Most Needs to Improve

Support children during educational transitions
  o *Quality literacy support for pre-kindergarten children*
  o *Support students for 9th grade success*

Participants at the listening sessions highlighted a lack of mental health services in educational transitions, particularly as students move from early childhood into kindergarten and all the way through to the transition into 9th grade.

Home-based early learning facilities were reported as mostly used by communities of color. They need the same level of opportunities for training and certification to create across the board standardization of quality care.

Many believed that we should start thinking about supporting children in educational transitions before they get to 9th grade, from early education to middle school. Looking for ways to increase teacher and mentor time in student's lives is important since there is a believed correlation between the decrease in the student's time with teachers and friends in 9th grade and a decrease in interest in school.

Participants believed that to do this a diverse workforce is needed. Schools should also do a better job at keeping racial equity metrics.

Support students leaving high school
The word "support" was not well received, since some believed it implied maintaining the status quo and not aiming for improvement. They would prefer the word "prepare" instead.

Help transition to employment
Besides participants sharing the need for more assistance for alternative high school students to transition into a career, there wasn't a strong focus/ passion on this topic at any of the meetings. One session did mention the need to include undocumented students in these strategies and the unique barriers they face.

Expand CTE (Career Technical Education) options
For many there was a lack of acknowledgement in the need to help students obtain access into College. It was noted that transition into college has been difficult for students of color who tend to not get as much attention and preparation in their schools. A stronger connection to community colleges is needed.

Reduce equity-related barriers in school/district policies, practices & culture
   o ***Discipline, Language***

There was a lot of energy when discussing this topic, which highlighted the many interactions participants faced when dealing with unnecessary disciplinary actions against students of color. Stories were shared about the lack of teacher empathy and knowledge of student's educational rights coming from undocumented families. There was a common theme that emerged speaking to the misperceptions that students of color have no "real future", so the long-term repercussions of disciplinary actions for students weren't analyzed.

Another notable topic was around the negative impacts on families and communities when a student of color is disciplined based on their race. It takes a lot of energy for a parent to mobilize the community, both with limited resources, against their child's disciplinary actions.

   o ***Parental engagement, Culturally responsive pedagogy***

Although it was clear that most participants viewed parental engagement as a key to student success, many mentioned barriers for parents to feeling welcomed in schools. In some schools, parental volunteers were limited to those who have legal status, while in others, translation/interpretation services were nonexistent or hard to find. Establishing policies to support parental engagement was mentioned as a current gap in the system.

Schools were seen as natural community centers where wrap around services could have a home. But, if parents feel marginalized at the schools due to their child's disciplinary record or immigration status, they will not see the school as a safe space.

Cultural programs were mentioned as needing to come in as a continuous flow, not a one-time push. Since these programs are limited due to a lack of district funding, participants wondered if Meyer has a role in incentivizing districts in supporting programs that have proven to be successful.

Valuing the expertise from communities of color organizations is a needed shift.

Important Developmental Measures for Educational Equity

Participants in the listening sessions were also asked to consider the developmental measures for educational equity that might be more important.

The highest rated measures from the survey are below with responses from the listening sessions' participants.

Community
- **Preserve student's connection to community**
- **Advocates support students/family in crisis**

Mental Health needs came up again as very important during this part of the discussion.

Many vulnerable students end up transferring multiple times to different school systems. There is a need for state and local agreements on sharing student data when students transfer so they can transition well into their new school.
Warp around services were seen as a benefit for families in crisis, but many rural communities face a lack of social service providers for families.

Interpretation / translation and culturally specific staff was again mentioned as a huge need.

Student Self-Esteem
- **Pride in identity**
- **Leave education system with self-concept intact**

Participants mentioned that in addition to a healthy self-esteem, social and emotional wellbeing is another sign of success.

Students need to see a reflection of themselves in school to have pride in their identity (e.g. art, teachers, signage).

Here is where parents could also be used as a resource, for example, to teach classes on the history missing in the history books.

Personal and Community Achievement
- **Navigate adolescence without involvement with justice system, drugs or alcohol**
- **Flourish and contribute to Oregon's future**

One of the most talked about topics was the need to recruit and maintain (living wage) teachers of color.

The importance of providing support to students who are parents, who are less likely to complete school without it, was discussed.

If students are involved in justice system, it is very important to create a strong & continued support system for them and their family so they can navigate away from it and obtain success.

Culturally specific after-school and summer programs were mentioned as an important resource for vulnerable students during their time away from school.

Creating opportunities for students and parents to feel a pride in their culture allows them to have a stronger voice in advocacy.

An intergenerational approach or restorative justice models can create an additional support system.

Many agreed that all data informing measurements should be disaggregated.

These last two categories in green are the top results from the online survey and were used as a reference for providing input to the three areas of work Meyer is developing, systems change, movement building, and achievement. A world café activity was incorporated for participants to provide feedback on how they believe each area could be achieved. For example, participants were asked what would it take in Salem to achieve a change in the educational system to improve all student outcomes (systems change), to build a strong movement towards equitable education (movement building), and obtain student achievement for students of color and other vulnerable students (achievement). The results of the activity are found below the two survey results sections.

Most Important Investments Meyer Should Prioritize
- Working Capital
    - Finance up-front costs of program expansion
- Capacity-Building
    - Support training in new technologies
    - Access to professional organizations & consultants

- Operating Support
- Advocacy and System Change

How Should Success Be Measured?
- Reduce disparities for target communities:
    - Math & Reading Levels
    - Retention in School, Graduation Rate
    - Discipline, Attendance
- Improved student outcomes
    - Graduation rates
    - Student completion programs
- Youths connected to supportive adults for problem solving when challenges emerge
- Youth employment post education
    - Employable Skills
    - Capable of Job Search
    - Job Retention

- Long-term wellbeing and economic success to students who receive services

Results of the world café activity:

Systems Change

Participants believed that working on the system level could trickle to the other two categories. It was mentioned that for decades the focus has been on student achievement and it hasn't worked but only hurt communities in the end. Communities have to be part of the system change in order to repair what was lost.

Support Programs that Work
- Operating funds should be long-term, 3- 5 years
- Effective assessment
- Investing in counseling, mental health
- Provide a variety of communication methods for families
- Equity lens in the work is the priority
- Providing multiple access to academics
- Recognize immigrant barriers and support those students

Develop Strong Partnerships
- Community and school partnership
- Schools should recognize the need for community partners, parents, and family members
- There should be a business and school relationship established to provide students with opportunities for employment experience
- All community strategic planning must involve schools
- Funding wrap-around services
- Inclusive/intentional community recruitment into membership organizations that work on equity issues

Building Leaders from the Community
- Diverse school board members
- Trainings for parents to be able to make informed decisions of where to place their children and how to advocate for them in the legislature
- Integrated electoral work to get more leaders in decision-making roles
- Top decision makers are engaged and understand the models of culturally specific organizations.

Staff Recruitment, Retention and Training
- Recruiting strategies
  - Recruit from historically diverse colleges
  - Incentives to relocate
- Schools to work with community partners to retain teachers of color
- Students need teachers with heart, patience, and lived experiences
- Equitable educators need knowledge in the law - what rights do children and parents have
- Cultural responsiveness training, having materials for parents in their home language
- Hiring culturally appropriate staff including administration

- Districts to have access to professional organizations and consultants to do equity work.

Research
- Increase capacity for community based organizations to inform systems change and advocacy work.
- Collaborate and leverage research work so they are linked and strategically aligned.

Communication
- Clear messaging coming from community organizations

Movement Building
Movement Building was also seen as a critical part of achieving equitable education. Creating unity among the community on the issue was mentioned as a necessary aspect to obtaining self-sustaining changes in the school system.

Sustainable Funding Streams
- Long-term: minimum of 5 years with operations, admin, and technical assistance is very critical
- Fund collective work in the communities
- Support service providers to be part of the movement

Need for Community Spaces
- Staff dedicated to connecting all communities of color & keeping them organized around equity issues
- A space where families feel welcome and needed in order to create change

Have Common Language
- Articulate the problem/cause to stakeholders
- Identify strategies and achievable goals
- Communication to parents in ways they relate to - clear and in their own language

Trainings: Develop Leaders at All Levels
- School staff/Administration: they have a role/enforcement in systems change and need to be protected for voicing what is needed
- Parent leadership training & engagement: take parent involvement seriously and show them their opinions matter, provide training to parents by parents (popular education)
- Develop teacher & parent training where biases are confronted together - teachers & parents are humanized
- Student leadership training
- Identify champions - including legislative representatives
  - Retain them
  - Need to motivate and support

Improve connections with community members
- Parents

- Neighbors close to the school, they have a stake in the school's success, an untapped resource
- Intergenerational programs

Achievement
As mentioned, achievement came secondary to the first two categories for some participants; nonetheless, many saw the role of attempting to address student success through academic achievement.

Community Support
- Instill a culture of achievement throughout the community
- Mentorships and internships to connect students to the business community
- Scholarships for vulnerable students wanting to attend college
- Alumni role models can help students reflect on academic success
- Year round support: in-school, after-school, and summers

Increase Family Engagement
- Provide parent workshops in Spanish
- Parents need to have knowledge of their child's actual academic skills and receive recommendations/support to bridge the gaps

Pride in One's Culture
- Literature that speaks to student's lived experiences
- Culturally relevant and responsive curriculum
- Starts from cradle to career through programs

Address Causes of Absenteeism
- Children are moving to next level without meeting the requirements of the next level, this decreases the likelihood of students feeling successful

STEM
- Concentrate on this area for students or color from pre-school to high school

Policies & evaluation
- Defined standardized testing
- Develop the "right" indicators
- Funding community based organization's evaluation process
- Data disaggregation

Appendix B. Annotated Online Survey

Oregon's Kitchen Table Educational Equity Consultation
May 2016; N=901 Participants
DHM Research

Meyer Memorial Trust is a private foundation that works with and invests in organizations, communities, ideas and efforts that contribute to a flourishing and equitable Oregon. As part of that work, Meyer is developing an investment strategy to improve educational equity in Oregon.

Meyer is aiming to focus its investments in order to maximize outcomes for students facing historic challenges: students of color, low income students and first-generation students.

In early 2017, Meyer will begin inviting organizations to submit proposals on educational equity, and your input will help establish Meyer's strategy for future investments. Your responses are completely anonymous and are not associated with your email address or any other contact information. Thank you for your participation!

Emerging priorities

Some of the priorities Meyer is considering include:

1. Support strategies that improve Oregon student achievement and close gaps in educational opportunities and outcomes.
2. Strengthen systems change efforts in order to improve public policy so as to better support children, youth and families.
3. Learn from research and evaluation what works to most effectively support children, youth and families.

Equitable education is defined as improving student outcomes so that students of color, low income students and first-generation students achieve educational success. It also means identifying and reducing the disparities in how such students experience education.

Next, we'll ask you a series of questions on emerging priorities, goal setting, and yourself.

There are a number of points of view about the priorities that should be part of our strategy. Below are some statements that reflect some of those different viewpoints. Please indicate how strongly you agree or disagree with each of the following statements.

EQUITABLE EDUCATION

Response Category	Strongly Agree	Agree	Neither agree/ disagree	Disagree	Strongly disagree	Don't know
1. Children and youth are at greatest risk during the transitions between institutions: into kindergarten, into middle school, into high school and into college or career.	33%	40%	15%	5%	<1%	6%
2. Service providers need to be more involved in advocacy to improve social and economic policies that affect the lives of their families.	37%	41%	13%	5%	1%	3%
3. Particularly vulnerable populations of students need robust supports to facilitate their educational success.	70%	25%	2%	1%	<1%	1%
4. We need to ensure that evaluation-based data drives both the education system and the service system.	27%	40%	18%	8%	3%	3%
5. Student success can best be achieved by improvements in culturally responsive education and parental engagement.	41%	40%	12%	5%	1%	2%

We perceive that there are some educational initiatives that are not being well enough addressed in the state. Please indicate how important it is to address these priorities. In other words, where does public education most need to improve?

Response Category	Very important	Important	Neither imp./ unimp.	Unim-portant	Very unim-portant	Don't know
6. Prepare children for kindergarten through quality early literacy supports.	53%	36%	6%	3%	1%	1%
7. Prepare students for middle school.	36%	52%	8%	1%	<1%	2%
8. Support students being on track for 9th grade success.	48%	45%	4%	<1%	<1%	2%
9. Support students leaving high school and transitioning to employment.	48%	43%	7%	1%	<1%	1%
10. Support students leaving high school and transitioning to college.	43%	45%	8%	1%	<1%	1%

Response Category	Very important	Important	Neither imp./ unimp.	Unim- portant	Very unim- portant	Don't know
11. Support efforts to reduce equity-related barriers in school and district policies, practices and culture (such as discipline, language, parent engagement and culturally responsive pedagogy).	57%	32%	5%	3%	1%	2%
12. Expand STEAM (science, technology, engineering, arts and math) options.	43%	42%	10%	3%	1%	1%
13. Expand CTE (career technical education) options.	54%	36%	7%	1%	<1%	1%
14. Support the existing cross-sector regional collaboratives.	20%	34%	18%	4%	1%	22%
15. Expand the availability of culturally specific supports to best reach and holistically serve priority communities.	37%	40%	13%	3%	1%	5%
16. Increase Oregon's educator workforce diversity.	43%	35%	15%	4%	1%	2%
17. Get social and educational service providers involved in policy advocacy.	31%	42%	17%	4%	1%	4%
18. Research and evaluation to identify what works, and what works for whom.	43%	42%	10%	2%	1%	2%

Here are some key developmental measures that help protect youth's academic and social success. Please indicate how important you think these measures are for educational equity.

Response Category	Very important	Important	Neither imp./ unimp.	Unim- portant	Very unim- portant	Don't know
19. Connection to one's community	47%	44%	6%	1%	<1%	1%
20. Pride in one's identity	54%	37%	6%	1%	<1%	1%
21. Youth navigate through adolescence without being involved in the justice system and avoid drugs and alcohol.	72%	24%	2%	<1%	0%	1%
22. Youth have advocates to support them and their families in times of crisis.	68%	29%	2%	<1%	<1%	<1%
23. Youth have services to support their transitions to different levels of school.	38%	48%	9%	2%	<1%	2%
24. Summer academic supports to limit academic sliding	40%	46%	10%	1%	0%	3%

Response Category	Very important	Important	Neither imp./ unimp.	Unim- portant	Very unim- portant	Don't know
25. Preparation for students and families to enter the next educational level	44%	47%	6%	1%	0%	1%
26. Youth leave the education system with their self-concept intact, ready to flourish and contribute to Oregon's future.	59%	31%	6%	1%	1%	2%

EMERGING PRIORITIES

27. The following list identifies the types of investments Meyer has made. Please rank the **three most important** investments you think Meyer should prioritize moving forward for the equitable education portfolio.

Response Category	Most important	2nd most important	3rd most important
A. Capital (e.g. buildings, equipment, etc.)	8%	4%	6%
B. Working capital (e.g. financing up-front costs of program expansion	22%	16%	13%
C. Capacity-building (e.g. support for training new technologies, access to professional organizations and consultants, etc.)	16%	19%	13%
D. Operating support	13%	12%	8%
E. Direct service	11%	11%	9%
F. Innovation	6%	9%	12%
G. Advocacy and systems change	12%	12%	15%
H. Technical assistance	1%	4%	4%
I. Collaborative efforts within the field to increase impact (statewide coalitions, convenings, networks, partnership)	8%	10%	13%
J. Research	3%	4%	7%

28. Now, please rank the three least important investments you think Meyer should prioritize moving forward for the equitable education portfolio.

Response Category	Least important	2nd Least important	3rd Least important
K. Capital (e.g. buildings, equipment, etc.)	24%	10%	11%
L. Working capital (e.g. financing up-front costs of program expansion	2%	4%	5%
M. Capacity-building (e.g. support for training new technologies, access to professional organizations and consultants, etc.)	2%	4%	3%
N. Operating support	6%	12%	7%

Response Category	Least important	2nd Least important	3rd Least important
O. Direct service	9%	11%	8%
P. Innovation	6%	8%	7%
Q. Advocacy and systems change	4%	7%	7%
R. Technical assistance	14%	17%	14%
S. Collaborative efforts within the filed to increase impact (statewide coalitions, convenings, networks, partnership)	11%	10%	8%
T. Research	15%	10%	16%
U. None selected	6%	8%	14%

GOAL SETTING

How should we measure our success? Let us know how important each measure is to you.

Response Category	Very imp.	Impor-tant	Sort of imp.	Sort of unimp.	Not imp.	Cmpltly unimp.	Don't know
29. Reduced disparities for target communities in math and reading levels, retention in school, discipline, attendance, and graduation rates (among others).	51%	35%	10%	1%	1%	1%	1%
30. Improved student outcomes in graduation rates and student completion of programs	54%	36%	8%	1%	<1%	0%	<1%
31. Public policy and institutional change "hardwires" schools and districts to promote educational success, improving the prognosis for educational equity.	24%	37%	21%	5%	3%	1%	9%
32. Sufficient data is available so that disparities can be identified, problems prioritized, solutions identified, and societal benefits tracked.	35%	38%	19%	4%	2%	1%	1%
33. Broader wellbeing such as health, child development, pride in one's identity, and minimal involvement with drugs and alcohol	43%	40%	12%	2%	1%	<1%	1%
34. Participating children and youth have positive future goals.	38%	45%	14%	2%	<1%	0%	<1%

Response Category	Very imp.	Impor-tant	Sort of imp.	Sort of unimp.	Not imp.	Cmpltly unimp.	Don't know
35. Youth are well connected to supportive adults who can help problem solve when challenges emerge.	53%	39%	6%	1%	<1%	0%	<1%
36. Youth have employability skills, are ready for job searching and retain a job if/when one is secured.	53%	35%	9%	1%	<1%	<1%	1%
37. Long-term wellbeing and economic success of students who receive services	44%	42%	10%	1%	1%	0%	1%
38. Degree to which grantees become learning organizations, able to review their data and experience, and improve the quality of their interventions	35%	42%	15%	3%	2%	1%	2%

DEMOGRAPHICS

Now we want to ask you some questions about yourself so that we make sure we hear from the whole community.

39. What type of organization do you work in?

Response Category	N=901
Nonprofit	47%
Public sector	25%
Tribal nation	1%
Foundation	2%
Professional services	8%
Professional association	1%
None of the above	9%
Other	7%

40. What areas do you or your organization work in? Please select all that apply.

Response Category	N=901
Advocacy (systems change and public policy)	29%
Alternative school	9%
Arts, cultures and humanities	15%
Career Technical Education (CTE)	11%

Response Category	N=901
Charter school	5%
Childcare	7%
Community development	24%
Early education	19%
Health	19%
Higher education	19%
Human services	21%
K-12 public education system	32%
Public affairs	6%
Capacity-building/sector support	14%
Culturally-specific organization	8%
Culturally-specific services	12%
None of the above	11%
Other…	13%

41. What is your organization's relationship with Meyer Memorial Trust (Meyer)?

Response Category	N=901
Current grantee	13%
Past grantee	18%
We have applied for Meyer funding in the past, but have never received funding	4%
Nonprofit partner organization	3%
Funding or policy partner	3%
We are interested in Meyer's work, but have no formal relationship	26%
None of the above	24%
Other…	2%
Don't know	5%

42. What is your organization's budget size?

Response Category	N=901
Less than $50,000	5%
$50,000 to $100,000	4%

Response Category	N=901
$100,000 to $250,000	6%
$250,000 to $500,000	7%
$500,000 to $1 million	9%
$1 to $5 million	17%
$5 to $10 million	7%
$10 million or above	20%
Not applicable	22%

43. Please let us know which parts of Oregon you serve or work in.

Response Category	N=901
My organization's work covers all of Oregon	20%
Portland Metro	43%
Willamette Valley	11%
Rest of State	30%
None/does not apply	5%

44. What role do you hold?

Response Category	N=901
Board Member	13%
Executive Director/CEO	19%
Senior Manager	13%
Manager	10%
Supervisor	4%
Front-line staff	9%
Parent	8%
Teacher	8%
Administrator	11%
Early learning provider	2%
School-based advocate	2%
Higher education professional	7%
Elected official	11%
None of the above	10%
Other…	11%

45. We want to better understand how Meyer is reaching various communities throughout Oregon. Select any of the following descriptions that apply to your organization.

Response Category	N=901
We are located in and serve rural under-resourced communities	32%
We are located outside of the Willamette Valley/I-5 corridor	20%
We are located in the Willamette Valley/I-5 corridor	47%
We are a culturally-specific organization	6%
We primarily serve communities of color	12%
None of the above/does not apply	19%
We serve these other underserved communities	18%

46. What races/ethnicities do you consider yourself to be? Please select all that apply.[1]

Response Category	N=901
African American	4%
African	<1%
Caribbean Island(s)	<1%
American Indian/Alaska Native	5%
Native/Indigenous to Canada	<1%
Asian	4%
Hispanic/Latino	7%
Middle Eastern/North African	1%
Pacific Islander	1%
Slavic	1%
White	84%
None selected	5%

47. If you would like to share in your own words how you describe your race, origin, ethnicity, ancestry and/or Tribal affiliations, please use this space.

48. Do you identify as someone who spent the majority of your childhood (under 18 years) in poverty?

Response Category	N=901

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[1] Respondents were able to select any that applied, including providing a description in their own words (open ended). Percentages will not then add up to 100%.

Yes	19%
No	77%
Choose not to respond	4%

49. Do you identify as having been a first-generation student?

Response Category	N=901
Yes	22%
No	74%
Choose not to respond	3%

50. Age

Response Category	N=901
Under 18	0%
18-24	1%
25-34	10%
35-44	22%
45-54	25%
55-64	25%
65 and older	15%

51. How should we interpret your insights and priorities?

Response Category	N=901
They reflect my organization's priorities	4%
They reflect my own priorities	55%
Both of the above	40%