



Oregon Commission for Voluntary Action and Service

Commission Board Meeting

Members:

DERENDA
SCHUBERT, PhD
Co-Chair
JOSH TODD
Co-Chair
SIERRA BARNES
SHENIKA
CUMBERBATCH
JORGE CRUZ
HEIDI EDWARDS
MICHAEL
FIELDMAN
TODD JONES
ADELE McAFEE
JAYESH
PALSHIKAR
NATHAN RIX
COURTNEY SNEAD
ELIAS VILLEGAS

CNCS Ex-Officio:
MARY GREUSEL

Commission Staff:
CARIE BAUER
*Director, Oregon
Volunteers*

AMY HOLLAND
Program Officer

STEPHANIE
SOLOMON
Program Officer

BRITTANY MELZER
*Board
Administrator*

Technical Advisor:
KAREN
HUMELBAUGH
Director, OWI

June 26th, 2020

9:00am-12:00pm

Microsoft Teams Virtual Meeting Link: [Join Microsoft Teams Meeting](#)

Conference Call #: +1 929-229-5751 Access Code: 488 775 091#

*Persons wishing to testify during the public comment should email Brittany.E.Melzer@hecc.oregon.gov
12 hours prior to the meeting. Times are approximate. Order of the agenda may vary.*

Standing Business

	1.0	Call to Order – Meeting Begins	Co-Chairs Schubert and Todd
9:00	1.1	Introductions and Opening Remarks: Land Acknowledgement	
	1.2	Public Comment (Each Individual/Group will have a time limit of three mins.)	
	1.3	Consent Agenda <u>ACTION ITEM:</u> Approve Meeting Minutes	
	1.4	Agenda Review	
	1.5	Commission Member Announcements	

Standing Reports

	2.0	Reports & Updates	
9:15	2.1	CNCS Report	M. Greusel
9:25	2.2	OV Director Report	C. Bauer
9:35	2.3	OWI Director Report	K. Humelbaugh
9:45	2.4	Program Spotlight: AmeriCorps Programs discussion	AmeriCorps Pr. Staff
10:30	2.5	AmeriCorps Program Report	A. Holland
10:40		<i>Break</i>	
10:45	2.6	Commission ROI Report	J. Luiz
11:00	2.7	<u>ACTION ITEM:</u> Approve Operating Policies	C. Bauer
11:15	2.8	Workgroup Reports	C. Bauer (Chairs TBD)
	2.8a	Equity Advisory Workgroup	
	2.8b	Policy Advisory Workgroup	
	2.8c	Expansion (Response & Recovery) Advisory Workgroup	

Closing Business

	3.0		
11:45	3.1	Parking Lot & Upcoming Dates & Meetings	
12:00	3.2	Adjourn	

All meetings of Oregon Volunteers! Oregon Commission for Voluntary Action and Service are open to the public and will conform to Oregon public meetings laws. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Brittany.E.Melzer@hecc.oregon.gov. Requests for accommodation should be made at least 72 hours in advance. Staff respectfully requests that you submit 25 collated copies of written materials at the time of your testimony. Persons making presentations including the use of video, DVD, PowerPoint or overhead projection equipment are asked to contact staff 12 hours prior to the meeting.



Oregon Commission for Voluntary Action and Service

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- JAYESH PALSHIKAR
- NATHAN RIX
- COURTNEY SNEAD
- ELIAS VILLEGAS

Non-voting members:

- MARY GREUSEL

Commission Staff:

- CARIE BAUER
Director
- AMY HOLLAND
Program Officer
- STEPHANIE SOLOMON
Program Officer
- BRITTANY MELZER
Commission Administrator

Technical Advisor:

- KAREN HUMELBAUGH
Director, Office of Workforce Investments

May 22nd, 2020

9:00am –12:00pm

Skype Link: <https://meet.lync.com/stateoforegon-oregon/brittany.e.melzer/7M0JJNTD?sl=1>

To listen, call: 888-808-6929 Access Code: 2135630

Persons wishing to testify need to send an email twelve hours prior to:

Brittany.e.Melzer@hecc.oregon.gov

MEETING MINUTES

Members Present: To be confirmed

Staff Present: Carie Bauer, Karen Humelbaugh, Amy Holland, Stephanie Solomon

1.0 Call to Order & Welcome

- 1.1 Co-Chair Josh Todd called the meeting to order at 9:03am.

2.0 Commission Business

- 2.1 Public Comment: None
- 2.2 Commission reviewed and approved agenda.
- 2.3 Commission Member Announcements: None.
- 2.4 Director Bauer gave updates on membership status of members, and announced Kelly Wessel’s resignation.
- 2.5 New staff introductions: New permanent hires for program officers, Amy Holland and Stephanie Solomon, were introduced. Geoff Hickox, CNCS State Office Director, also introduced Mary Greusel, new CNCS West Region Senior Portfolio Manager for Oregon and OV Commission ex-officio member.
- 2.6 Directors Hickox and Bauer gave verbal updates and highlights from submitted Director Reports.
- 2.7 Consent Agenda Item: Cochair Josh Todd motioned for approval of consent agenda items. Cochair Derenda Schubert seconded. Motion passed.

3.0 Equity Framework Discussion: Initial Report-Out:

- 3.1 Director Bauer and Commissioner Jorge Cruz gave report on the first meeting to discuss approach to Commission education and discussion needs around equity. Discussion occurred around timing, approach, resources, agenda supportive of discussion and formation of an equity advisory workgroup.

4.0 Program Updates:

- 4.1 Amy Holland submitted updates on program activities during Covid-19.

4.2 Amy Holland and Stephanie Solomon gave overview to commission on funding for the formula and fixed funding program cycle. Co-chair Josh Todd motioned for the commission to support the recommendations as outlined. Member Michael Fieldman seconded. Motion approved.

5.0 Legislative and Policy Updates:

5.1 HECC & OWI Updates: OWI Director Karen Humelbaugh gave updates on Covid-19 phase status, HECC move and state legislative updates.

5.2 2021 OV Legislative Concepts Updates: Director Bauer gave status on OV legislative concepts including the ORS and POPs. Board supported a follow-up survey to Programs about the anticipated name change.

5.3 Director Bauer gave updates on federal legislation.

6.0 Strategic Planning:

6.1 Commission discussed need for new approach to strategic planning and pushed timeline out to research Covid-19 impacts to better determine goals for commission. Director Bauer will draft new RFP that will seek for a facilitator with experience in virtual facilitation.

7.0 Parking Lot Items

7.1 None.

8.0 Upcoming Dates & Meetings:

8.1 Discussed timeline of upcoming meetings.

9.0 Adjourn

9.1 Cochair Todd adjourned at 11:57am.



Oregon Commission for Voluntary Action and Service

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Commission Staff:

- CARIE BAUER
Director
- AMY HOLLAND
Program Officer
- STEPHANIE SOLOMON
Program Officer
- BRITTANY MELZER
Commission Administrator

Technical Advisor:

- KAREN HUMELBAUGH
Director, Office of Workforce Investments

June 8th, 2020

11:0am –11:30am

To listen, call: 888-204-5984 Access Code: 4726317

Persons wishing to testify need to send an email twelve hours prior to: Brittany.e.Melzer@hecc.oregon.gov

MEETING MINUTES

Members Present: Derenda Schubert, Co-Chair; Josh Todd, Co-Chair, Heidi Edwards, Jayesh Palshikar, Nathan Rix, Elias Villegas, Adele McAfee

Staff Present: Carie Bauer, Karen Humelbaugh, Amy Holland, Stephanie Solomon

1.0 Information Sharing

- 1.1 Move Update: HECC has moved to 3225 25th St. SE in Salem, near the Salem airport. Various tech issues occurred during the move and change to new server. Staff ask that any emails sent to staff in last week by Commission members be resent and reminded members of the new staff email addresses.
- 1.2 Federal Legislation Updates: A new version of the expansion bill was introduced with bipartisan support. The new bill is called The CORPS Act. Same bill with some reductions in expansion numbers. Director Bauer will continue to update with bill # when it is created.

2.0 Questions & Needs

- 2.1 Commission discussed recent events around equity and racial justice. Discussion ensued on the Commission’s interest to draft a statement of solidarity and support, and further communicate the Commission’s commitment to equity. Commission members will meet under the Equity Advisory Workgroup to discuss next steps.

OV Staff shared that programs were sent resources to assist members with identifying how to exercise rights as citizens without jeopardizing service status, and resources for mental health assistance.

3.0 Public Comment: Each individual / Group will have a time of three minutes.

- 3.1 Public Comment: None.

4.0 Adjourn2.3

- 4.1 Chair Schubert adjourned at 11:37am.



Oregon Commission for Voluntary Action and Service

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- BRITTANY MELZER
Commission Administrator

Technical Advisor:

- KAREN HUMELBAUGH
Director, Office of Workforce Investments

June 15th, 2020

11:00am – 11:30am

To listen, call: 888-204-5984 Access Code: 4726317

Persons wishing to testify need to send an email twelve hours prior to:

Brittany.e.Melzer@hecc.oregon.gov

MEETING MINUTES

Members Present: Cochairs Derenda Schubert and Josh Todd, Michael Fieldman

Staff Present: Carie Bauer, Karen Humelbaugh, Amy Holland, Stephanie Solomon

1.0 Information Sharing:

- 1.1 Co-Chair Josh Todd called the meeting to order at 11:06am.
- 1.2 OWI Director Karen Humelbaugh announced Governor Brown has paused Phase Two Reopenings and gave further updates on the COVID-19 reopening framework.
- 1.3 Program Updates: OV Director Carie Bauer and OV Program Officer Amy Holland shared information about conversations occurring with programs and members around equity, racial justice, current demonstrations and protests, and the members’ thoughts and needs around participation and their role in service to their community.
- 1.4 Director Bauer provided update on the invite to program directors to the 6/26 meeting to discuss impact of COVID on programs and opportunities that may arise if legislation passes to expand national service. Director Bauer also gave an update on The Corps Act. Cochair Schubert approved formation of an expansion advisory workgroup, that would prioritize review of additional funding and programming opportunities and make recommendations for readiness.

2.0 Questions & Needs:

- 2.1 None.

3.0 Public Comment:

- 3.1 None

4.0 Adjourn

- 4.1 Cochair Josh Todd adjourned meeting at 11:29am.

Docket Item: 2.1 CNCS West Region Report

Docket Summary:

Mary Greusel, Senior Portfolio Manager, West Region, Office of Regional Operations, will be giving updates from CNCS and the West Region Offices.

These updates may go over such topics as:

- CNCS and West Region updates and announcements
- Transformation and Sustainability Plan
- National Service news and updates
- Budgets and Appropriations
- Upcoming Events, Trainings, Meetings

Docket Materials:

CNCS West Region Senior Portfolio Manager Report document.

Staff Recommendation:

None. This is an informational item only.

REGIONALIZATION UPDATE

The CNCS West Region office is now nearly fully staffed. The team supporting Oregon includes Mary Greusel, David Chhay, and Khloe Graczyk. We anticipate onboarding a new staff member to support Oregon in the coming weeks.

As of June 2020, we have completed the transition of grant portfolios to their new Portfolio Managers and Senior Portfolio Managers. Staff have reached out to grantees to introduce themselves and learn about National Service programming in Oregon.

AMERICORPS VISTA SUMMER ASSOCIATE PROGRAM

The Summer Associate program allows for existing AmeriCorps VISTA sponsors to supplement their anti-poverty activities with an infusion of “hands-on volunteers” during the summer months. Unlike year-round VISTA members, Summer Associates can perform direct service activities without limitation. Summer Associates can serve for either 8, 9, or 10 weeks.

In 2020, we are pleased to welcome 23 AmeriCorps VISTA Summer Associates in Oregon. These members will support direct services and capacity building projects through the Campus Compact and Impact Pendleton AmeriCorps VISTA projects.

Docket Item: 2.2 OV Director Report

Docket Summary:

Carie Bauer, Director, Oregon Volunteers, (OV), will be giving updates on OV and state commission topics.

These updates will go over such topics as:

- Funding & Operations
- National Service Updates
- Partnership Updates
- Committees & Cohorts
- Public Policy Updates
- Legislative Updates
- Upcoming Events, Trainings, Meetings

Docket Materials:

n/a

Staff Recommendation:

None. This is an informational item only.

Docket Item: 2.3 HECC & OWI Updates

Docket Summary:

Karen Humelbaugh, Director of the Office of Workforce Investments (OWI) will be giving updates on OWI, and the Higher Education Coordinating Commission Agency (HECC).

These updates will go over topics such as:

- Agency Budget
- Agency Changes
- Legislative Updates
- COVID-19 Updates
- Upcoming Events and Meetings

Docket Materials:

No materials.

Staff Recommendation:

None. This is an informational item only.

Docket Item: 2.4 Program Spotlight: AmeriCorps Program discussion

Docket Summary:

The OV Commission Board invites representatives from AmeriCorps programs to share information with the OV Commission board on several topics, including the impact of COVID-19 on this program year and beyond, and how potential additional funding opportunities could address community needs in Oregon.

Docket Materials:

n/a

Staff Recommendation:

None. This is an informational item only.

Docket Item: 2.5 AmeriCorps Program Report

Docket Summary:

Oregon Volunteers (OV) Program Officer(s) will be giving updates on Oregon Volunteers' AmeriCorps grants and programs.

These updates may go over such topics as:

- Funding and Grantmaking
- Service Day Events
- Program highlights
- Performance Measures
- Upcoming Events, Trainings, Meetings

Docket Materials:

OV Program Officer Report document.

Staff Recommendation:

None. This is an informational item only.

Program Officer Report
June 2020

2020-21 Formula Funding

At the May 2020 Commission meeting, Program Officers presented formula funding recommendations which the Commission voted to support. All programs then adjusted their 2020-21 budgets based on the funding recommendations, which included reductions due to budget limitations. The final submission to CNCS includes 143.58 MSY and \$2,180,800 across seven formula programs.

OIG Special Review

OV has been selected for participation in a CNCS Office of Inspector General special review of subrecipient monitoring activities. OV will respond to this request by providing information, policies and procedures, and other key documents related to subrecipient monitoring activities that occurred in 2018 and 2019.

Life After AmeriCorps Virtual Series

In lieu of an in-person event, Oregon Volunteers is currently hosting a 4-part webinar series for AmeriCorps members and recent alumni to attend. The facilitator for the series is Sharon Tewksbury-Bloom of *Do Good, Be Good*. The virtual series covers the following topics:

- Leveraging Your AmeriCorps Experience In Your Next Step
- How I Used My Education Award
- Leaving AmeriCorps When the Unemployment Rate is at 20%
- Making a Great First Virtual Impression - Small Group Interview Practice

COVID-19 Program Monitoring

Oregon Volunteers will conduct remote desk monitoring in July and August 2020, with a focus on program operations that may be impacted by COVID-19. Programs are juggling multiple demands during this time, and yet monitoring is still a key function of OV especially during periods of uncertainty. We aim to ensure that all programs operate with compliance and safety at the forefront. The monitoring process will help OV staff to identify areas for increased support and TTA. Programmatic desk monitoring will include secure submission of member file documents and program policies, plus a virtual interview with each Program Director. OV Program Officers will provide a monitoring report to each program by the end of October 2020.

Launch of Online Platform

This month, OV launched an online platform (Basecamp) where OV staff can communicate more easily with AmeriCorps Program Directors. The platform is a one-stop shop to find AmeriCorps forms, templates, manuals, and other key documents. It will also allow for more transparent and streamlined communication and collaboration between OV and Program Directors, and among the PD community.

Docket Item: 2.6 Commission ROI Report

Docket Summary:

Jessamyn Luiz, Dialogues in Action, will provide a brief update on the Commission ROI Project, impacts from COVID-19, and the updated timeline for completion.

Docket Materials:

n/a

Staff Recommendation:

None. This is an informational item only.

Docket Item: **2.7 OV Operating Policies**

Docket Summary:

OV's operating policies / bylaws have been updated in the following areas: inclusion of duties, new location and agency home, workgroup structure, clarity on Chair roles, inclusion of standard ORS on state boards, and update to workgroup and executive committee structure.

Docket Materials:

Draft/Updated OV Operating Policies

Staff Recommendation:

Staff recommends the board vote to approve the updated operating policies.



Oregon Volunteers: Commission for Voluntary Action and Service

Commission Operating Policies

Amended (June 2020)

Article 1. General Provisions

Section 1. Name of the Commission

The name of this entity is Oregon Volunteers Commission for Voluntary Action and Service, or, Oregon Volunteers, hereinafter referred to as the "Commission."

Ref.: ORS 458.555 (1)

Section 2. Purpose, Mission and Vision

Purpose: Oregon Volunteers promotes and supports AmeriCorps, volunteerism and civic engagement to strengthen Oregon Communities.

Mission: Strengthening our communities by inspiring Oregonians to actively engage, volunteer, and serve.

Vision:

For Oregon Volunteers:

- Oregon Volunteers is the trusted resource on volunteerism and civic engagement.
- Oregon Volunteers is integral and vital to Oregon's addressing of our state's greatest needs.
- Oregon Volunteers is sustainable with resources and stability to meet its mission.

For Oregon:

- Volunteering is an integral, prominent and essential part of everyday life.
- Oregon's 36 counties have strong, healthy communities built and sustained through service.
- Public engagement drives government.

Section 3. Legal Authority

The Commission is organized under the laws of the State of Oregon, pursuant to ORS 458.555-458.575, hereinafter referred to as the "Act". The Commission will carry out the activities so defined by the statute, and in accordance with the National and community Service Trust Act of 1993. 42 U.S.C. 12501 *et seq.*

It is understood that it is the state's intent that the Commission will serve as the State's liaison to national and state organizations that support its mission. In accordance with the "Act" and Oregon Legislature, the Commission is housed at the Higher Education Coordinating Commission (HECC), within the Office of Workforce Investments (OWI).

Section 4. Area Served

The area served by Oregon Volunteers shall be the State of Oregon.



Section 5. Administrative Support

All correspondence for OV may be addressed in care of:
Director, Oregon Volunteers Commission
Higher Education Coordinating Commission
Office of Workforce Investments
3225 25th Street SE
Salem, OR 97302

The Commission shall make information on its membership and activities available to the public, including information regarding the State National Service Plan required under SEC. 178. [42 U.S.C. 12638] and the Supplemental State Service Plan for Adults Age 55 or Older, required under 45 CR §2550.80

Article 2. Duties of the Commission

Commission Staff work on implementation of the policies, goals and activities recommended by the Commission board. Staff make regular reports to the Commission on implementation.

Section 1. Primary Duties.

Ref. ORS 458.568
45 CFR § 2550.80

The Oregon Volunteers Commission for Voluntary Action and Service shall:

- (1) Develop programs and provide oversight and administration of programs granted to this state by the Corporation for National and Community Service under the National and Community Service Trust Act of 1993, as amended, (P.L. 103-82).
- (2) Prepare state applications to the Corporation for National and Community Service for financial assistance for state-based service programs.
- (3) Develop a Statewide Service Plan and Supplemental State Service Plan for Adults Age 55 or Older.
- (4) Develop projects, training methods, curriculum materials and other materials and activities related to state service programs that receive assistance directly from the Corporation for National and Community Service.
- (5) Engage citizens in service and to strengthen communities, create statewide access for all Oregon citizens to a variety of volunteer opportunities by:
 - a. Evaluating the status of volunteerism in the public, private and nonprofit sectors of this state;
 - b. Examining methods to strengthen the capacity of volunteer organizations to support citizen involvement; and
 - c. Educating all citizens about the importance of citizen involvement and voluntary action.
- (6) Encourage youth and young adults to engage in their communities through voluntary action by:
 - a. Assisting efforts to inform young Oregonians about opportunities for involvement in the public, private and nonprofit sectors;
 - b. Promoting the value of service learning as an educational strategy in the kindergarten through higher educational systems; and
 - c. Collaborating with groups to advocate for youth voice in the public, private and nonprofit governing structures.
- (7) Promote recognition of volunteerism and service into the daily operation of public, private and nonprofit sectors throughout the state by:
 - a. Promoting a statewide volunteer recognition plan open to all sectors; and
 - b. Assisting efforts by Oregon communities to encourage citizen involvement in volunteerism.
- (8) Biennially submit a report to the Governor and the Legislative Assembly as provided under ORS 192.230 to 192.245:
 - a. Detailing commission activities during the preceding two-year period;



- b. Reviewing and summarizing, to the extent the commission deems relevant, the content of reports accepted by the commission on behalf of the Governor;
- c. Assessing the state of national service in Oregon; and
- d. Containing specific recommendations for any additional legislation the commission deems necessary to carry out the purpose of the Oregon Volunteer and Community Service Act or to improve the effectiveness or efficiency of the commission. [2001 c.848 §2; 2005 c.29 §6; 2007 c.6 §3; 2012 c.97 §7; 2017 c.630 §11]

ORS 458.570

The Oregon Volunteers Commission for Voluntary Action and Service shall act in all respects as the successor to the Oregon Commission for National and Community Service formed in response to the National and Community Service Trust Act of 1993.

The Oregon Volunteers Commission for Voluntary Action and Service shall act at all times in compliance with the requirements imposed upon a state commission by the National and Community Service Trust Act of 1993 in effect on January 1, 2006. [2001 c.848 §9; 2005 c.29 §7]

Section 2. Goals for Programs, Citizen Participation and Volunteerism

Ref. ORS 458.578

(1)The Legislative Assembly declares that the purpose of this section is to promote the development of better communities by using citizen participation and volunteerism to foster greater civic responsibility.

(2)The Oregon Volunteers Commission for Voluntary Action and Service shall identify goals to develop and facilitate the initiation of public and private entity programs that will encourage and reward citizen participation and volunteerism. The programs developed and facilitated by the commission goals must have one or more of the following objectives:

- (a)To place increased priority on citizen participation and volunteerism as a means for addressing complex problems facing Oregon communities.
- (b)To encourage community leaders to implement strategies that recognize community volunteers as a valuable and much-needed asset for expanding civic responsibility.
- (c)To promote the concept and practice of business and corporate volunteering, with emphasis on communities where business and corporate volunteering initiatives are less developed.
- (d)To increase the enthusiasm, dedication and combined expertise of citizens and public and private entities for creating new ways to effectively use citizen participation and volunteerism in meeting the current and future challenges facing Oregon communities.
- (e)To increase the alignment between community volunteer resources and the goals of the state.
- (f)To implement policy and administrative changes that encourage and enable citizen participation and volunteerism by individuals.
- (g)To encourage nonprofit agencies to increase effectiveness and efficiency by including the use of volunteers in their service delivery systems.
- (h)To promote and support the concept of participation and volunteerism by all citizens as an effective means to address community needs and achieve a collective commitment to lifelong community service.
- (i)To recognize National Volunteer Week as a time for encouraging citizens to participate in community service projects.
- (j)To recognize the importance of individual volunteers and of volunteer and service organizations and to honor and celebrate the success of volunteers. [2007 c.6 §2; 2017 c.725 §12]



Article 3. Membership

The members of the Oregon Volunteers Commission for Voluntary Action and Service must be citizens of this state who have a proven commitment to community service and who have a demonstrated interest in fostering and nurturing citizen involvement as a strategy for strengthening communities and promoting the ethic of service in all sectors of this state.

Ref.: ORS 458.558 (1)

Section 1. Appointed Members

The commission shall consist of at least 15 members appointed by the Governor and may consist of not more than 25 members appointed by the Governor. The appointment of the members of the commission is subject to confirmation by the Senate in the manner prescribed in ORS 171.562 and 171.565. Appointed members shall have voting privileges.

Ref.: ORS 458.555 (2, 4)

45 CFR §2550.50 (a)

Section 2. Member Representation

Members of the commission must include at least one of each of the following:

ORS 458.555 (2)

45 CFR §2550.50 (b)

- (a) An individual with experience in educational, training and development needs of youth, particularly disadvantaged youth.
- (b) An individual with experience in promoting involvement of older adults in service and volunteerism.
- (c) A representative of community-based agencies or organizations within this state.
- (d) The Deputy Superintendent of Public Instruction or designee.
- (e) A representative of local governments in this state.
- (f) A representative of local labor unions in this state.
- (g) A representative of business
- (h) An individual between the ages of 16 and 25, inclusive, who is a participant or supervisor of a service program for school-age youth, or of a campus-based or national service program.
- (i) A representative of a national service program described in 42 U.S.C. 12572(a).
- (j) A representative of the volunteer sector.

In addition to the above required appointments, Commission members may also hold appointed representation from the following groups:

- (a) Educators
- (b) Experts in the delivery of human, educational, environmental or public safety services to communities and individuals.
- (c) Members of Native American tribes.
- (d) At-risk youths who are out of school.
- (e) Entities that receive assistance under the Domestic Volunteer Service Act of 1973 (42 U.S.C. 4950 et seq.).

Ref.: ORS 458.558 (3)

45 CFR §2550.50 (c-d)

In making appointments of members described in the sections above, the Commission must ensure that:

- (a) No more than 50 percent of the appointed members are from the same political party; and
- (b) No more than 25 percent of the appointed members are state employees.

Ref.: ORS 458.558 (4)

45 CFR §2550.50 (e)



Other composition requirements.

To the extent practicable, the Commission shall ensure that the membership of the Commission is diverse with respect to race, ethnicity, age, gender, and disability characteristics.

45 CFR §2550.50 (e)

Section 3. Ex-Officio Members

Commission membership will also include an ex-officio, non-voting representative from the Corporation for National and Community Service (CNCS). This position is designated by CNCS to represent a state or group of states to carry out national service activities.

45 CFR §2550.50 (i)

The Commission may recommend to the Governor to appoint other non-voting Ex-Officio members who may not hold office.

Section 4. Terms and Vacancies

ORS 458-555 (1-4)

1. The term of service of each appointed member is three years, but a member serves at the pleasure of the Governor.
2. Before the expiration of the term of a member, the Governor shall appoint a successor whose term begins on the first day of the next following month.
3. A member is eligible for reappointment. Members may not serve more than two full consecutive terms, except for those specially mandated by enabling legislation.
4. If there is a vacancy for any cause, the Governor shall make an appointment to become immediately effective for the unexpired term.
5. In the case where appointments are made for terms of less than three years, those appointments shall not count toward the two, three-year maximum service limit.
6. Commissioners whose terms have expired shall serve until the position is filled by appointment or reappointment, regardless of term limits.
7. A Commission member may resign at any time by giving written notice to the Director and the Chairs of the Commission.
8. A member of the Oregon Volunteers Commission for Voluntary Action and Service is entitled to receive, from moneys available to the Commission, actual and necessary travel and other expenses incurred in the performance of official duties as provided in ORS 292.495.
9. Commission members are expected to attend all regularly scheduled meetings. Attendance at Commission meetings is a critical factor affecting the ability of the Commission to meet its purpose. Participation is allowed by video or telephone conference. Commission members who cannot attend a meeting shall notify the Commission's co-Chair or Director in advance. Failure to notify is considered an unexcused absence. Two consecutively missed meetings may constitute grounds for removal by a majority vote of the Executive Committee. Two consecutive unexcused absences shall constitute a resignation. (ORS 182.010)

Section 5. Conflict of Interest

Members will declare potential and actual conflicts of interest in accordance with the Government Standards and Practice Act (ORS 244.010-244.400)



If a Commission member has a conflict of interest with any proposal submitted or any program being reviewed, the Commission member must declare the conflict; the minutes must so reflect; and the Commission member must refrain from any discussion on the matter. All Commission members shall annually sign and follow a conflict of interest policy.

Article 5. Officers

Section 1. Composition

The Oregon Volunteers Commission for Voluntary Action and Service shall select a commission member as chairperson and another as vice chairperson, for terms, and with duties and powers necessary for the performance of the functions of those offices, as the commission determines. ORS 458.560

Officers will be elected at the annual meeting by members of the Commission for a term of one year. Officers may hold an office for no more than three (3) consecutive terms.

Any officer may resign at any time by giving written notice to a Commission Chair.

A vacancy of any office may be filled, for the remainder of the unexpired term, by majority vote of the Commission.

Section 2. Duties of Office

The Chair and Vice Chair will have general charge of the business of the Commission and serve as members of the Executive Committee. The Chairs may delegate any of their powers. The Chairs will, in consultation with each other, decide on how best to share and divide their responsibilities in respect to the following:

- Sets agenda for Commission meetings in consultation with the Director.
- Recommends short and long range plans for the organization as part of the strategic planning process.
- Initiates policy review and revision.
- Selects and appoints members to fill chair positions on workgroups, task forces, advisory councils, and positions as liaison to other organizations. Appointments are made with consideration of the interests, knowledge, and expertise of the individual Commission members.
- Supporting, guiding and coaching fellow board members inside and outside of meetings.
- Conducting and reporting results of any board evaluations.
- Participates in board succession planning (recruitment, nominations and orientation).
- Supervises and provides direction for workgroups and taskforces.
- Serves as an ex-officio member of all workgroups.
- Identifies and communicates membership needs, conducts outreach to candidates and other membership-related tasks. Chairs Membership workgroup, if workgroup is determined to be necessary.
- With the Director, participates actively in making business decisions and in the initiation and/or maintenance of business and community relationships.
- Represents the commission to external audiences, and at conferences and other professional meetings.
- Serves, with the Director, as commission spokesperson for media inquiries.



Article 6. Meetings

Section 1. Meeting Requirements

ORS 458.560

The commission shall meet at least once every three months at a place, day and hour determined by the Commission. The Commission shall meet at other times and places specified by the call of the Chairs or of a majority of the members of the commission.

One regularly scheduled meeting will be designated as the Annual Meeting. At the Annual Meeting, election of Officers will take place in addition to regular Commission business.

Section 2. Quorum

A quorum is required to conduct business of the Commission.

A majority of the members of the commission constitutes a quorum for the transaction of business.

At least 50% of the Commission membership must vote in favor of any motion in order for the motion to be approved. If a quorum is not present at a regularly scheduled or special meeting, and an emergency requires action be taken, the action shall be ratified at the next regular business meeting.

Section 3. Special Meetings

Special meetings may be called by the Chairs between regularly scheduled meetings or at the written request of three (3) members. In the absence of both Chairs, the meeting may be called by the Director.

Section 4. Public Notice.

All meetings of the Commission at which any business related to its purpose is transacted will be open to the public in accordance with Oregon's public meeting requirements. (ORS 1192.610-192.690)

Public notice of all regular Commission meetings will be given at least 48 hours prior to the meeting, through posting on the Oregon Transparency public meeting website. Additional information (agenda, materials) will be posted to the Commission website and distributed to Commission members. The public are provided an opportunity to provide comment during each meeting.

Participation in meetings shall be limited to:

- Commission members and staff, or staff working with the Commission
- Commission technical advisors
- Invited guests or presenters
- Public comment or participation by non-members, at the discretion of the Chairs, that is relevant to the matter under consideration before the Commission.

Article 7. Committees and Workgroups

Section 1. Executive Committee

The Chairs, past Chair(s) (*if available and for the first year after the expiration of the term of office*), and Chairs of active workgroups make-up the Executive Committee. The Director of the Commission serves as an ex-officio member of the Executive Committee. The past chair will serve in an advisory, non-voting capacity if no longer serving on the Commission.

The Executive Committee will conduct the work of a steering committee and will have the power to act in the Commission's behalf between meetings, provided however that the Executive Committee may not:



- (a) Determine the general policy, goals, or direction of the Commission;
- (b) Approve any act required by law to be approved by members, and
- (c) Adopt, amend, or repeal the Commission policies.

The Executive Committee will assure that its actions are ratified at the next scheduled Commission meeting by the Commission, and none of its acts will conflict with action taken by the Commission. Frequency of Executive Committee meetings are determined by the Chairs and Director.

Section 2. Other Committees and Workgroups

The Oregon Volunteers Commission for Voluntary Action and Service may establish advisory and technical committees as the commission considers necessary to aid and advise the commission in the performance of commission functions. These committees may be continuing or temporary committees. The commission shall determine the representation, membership, terms and organization of the committees and shall appoint the committee members. ORS 458.565

Members of the committees are not entitled to compensation, but at the discretion of the commission may be reimbursed, from moneys available to the commission, for actual and necessary travel and other expenses incurred by them in the performance of their official duties, as provided in ORS 292.495.

As possible, the Commission intends for the Executive Committee to be the only Commission committee. The Commission will rely on workgroups to conduct work as necessary. The Chairs will establish workgroups to assist the Commission in carrying out its duties or current work. The Chairs shall appoint a chair of the workgroup from among the Commission members, taking into account the need for and level of participation required and, the expertise or experience required, and to the extent possible, the interest expressed by board members. The Chairs may also appoint individuals who are not board members to serve as additional members of workgroups in order to have representation of a broad group of interested stakeholders. Non-members cannot serve as chair of the workgroup.

Article 8. Amendments

Section 1. Review

The Commission will review the operating policies as needed and make recommendations for appropriate changes.

Section 2. Amendments

The Commission operating policies may be amended by a quorum of Commission members present at a regular meeting. Notice of proposed Policy Revisions must be given in writing prior to the Commission meeting at which they are to be considered.



Docket Item: **2.8 Advisory Workgroup Reports**

Docket Summary:

Update on the formation of the following workgroups: Equity Advisory Workgroup, Public Policy and Education Advisory Workgroup and the Expansion (Response & Recovery) Advisory Workgroup. Updates will include membership, draft descriptions, and scheduling timeline.

Docket Materials:

Draft: Advisory Workgroup descriptions

Staff Recommendation:

None. This is an informational item only.

Advisory Workgroups are smaller groups of subject matter specialists with expertise in a specific topic area.

Workgroups further the work of the Commission by:

- Researching and advising on issues important to the Commission
- Developing goals and plans to carry out the purpose of the workgroup and the strategic goals of the Commission
- Connecting with peers and other subject matter experts in the field
- Identifying subject experts to present to the Commission
- Help craft policy statements, shape strategic messaging on key subject matter areas, review tools, resources and best practices
- Make recommendations to the Commission

Workgroups work in coordination with the Director and Chairs. Most workgroups meet monthly via conference call and may meet in person as determined by the group. Workgroup members may spend anywhere from 1-2 hours per month to 1-2 hours per week on tasks related to workgroup deliverables.

Workgroups can be comprised of Commission members and non-member stakeholders, as appointed by Commission chairs. Each workgroup is chaired by a Commission member. Only members can be workgroup chairs.

The Chair of an active workgroup coordinates the agenda and facilitation of the meeting, under support of the Director. The Chair serves as a member of the Executive Committee. In addition to participating in an executive committee planning call, the Chair (or designated workgroup member) provides a report-out on workgroup activities during regular Commission meetings.

OV Commission Advisory Workgroups

Equity Advisory Workgroup: To make recommendations and take actions to advance Commission's actions on matters of diversity, equity and inclusion:

- Gain broader awareness and understanding of equity concepts
- Develop a Commission commitment to equity
- Implement equity principles into Commission operations (*grantmaking, recruitment and representation, communications, for example*)
- Incorporate discussion and learning activities into Commission activities

- In coordination with the directives of the HECC DEI Director, make recommendations for Commission equity goals in alignment with the HECC Equity Lens.

Public Policy and Education Advisory Workgroup: To take actions to advance public policy goals of the Commission by:

- Gain broader awareness and understanding of public policy issues
- Identify policies that support the strategic goals of the Commission
- Develop policy statements
- Participate in the States4Service
- Coordinate educational and awareness activities with the Director and Chairs, as applicable

Expansion (Recovery & Response) Advisory Workgroup: To discuss implications of national service expansion, anticipate readiness questions and investigate opportunities related to additional legislation and funding for national service and its role in response and recovery by:

- Gain broader awareness and understanding of legislation and funding opportunities
- Gain broader awareness and understanding of community and program needs
- Identify expansion opportunities, resources and challenges
- Identify stakeholders in expansion activities
- Coordinate educational activities during Commission meetings that highlight best practices, opportunities and other meaningful topics related to expansion.

To apply as a Chair of the Commission or a Chair of an Advisory Workgroup, send the following information to the Director of Oregon Volunteers:

- Name
- Commission Member Role
- Statement of Interest
- Qualifications



State of Oregon Equity Framework in COVID-19 Response and Recovery

Office of Governor Kate Brown





ACKNOWLEDGMENTS

The State of Oregon Equity Framework in COVID-19 Response and Recovery is the culmination of the expertise and insight of many individuals, including Governor Kate Brown's staff, agency directors, deputy directors, state equity leaders, and community partners to advance equity in the state government. The Equity Framework would not have been made possible without the support of the State of Oregon Enterprise Leadership Team's Diversity, Equity, and Inclusion subcommittee.

Thank you.

A MESSAGE FROM GOVERNOR KATE BROWN



Oregon is at yet another turning point. The COVID-19 pandemic has fundamentally changed and disrupted the lives of every Oregonian with unprecedented levels of economic and health impacts. The effects of this global health crisis deeply exacerbate the existing and persisting inequities experienced by families, children, rural Oregonians, and communities of color. We have made great strides in keeping Oregonians safe and healthy, as we have worked to flatten the COVID-19 curve. However, our state is at a juncture that demands our state government take proactive and anti-racist measures to build a more equitable Oregon while reflecting the state's values of accountability, equity, excellence, and integrity.

The COVID-19 pandemic has further exacerbated racial disparities. As we work to reopen the economy and build a safe and strong Oregon, I am committed to putting our marginalized communities at the forefront of our recovery plan. Likewise, building a more equitable Oregon requires every part of state government to work diligently to ensure that equity is integrated into every aspect of the state's COVID-19 response and recovery efforts and beyond. The *State of Oregon Equity Framework in COVID-19 Response and Recovery* is designed to be a roadmap and tool to support state agencies, boards, and commissions in our state government's continued efforts to center equity.

The equity framework illustrates the core elements to protect and engage with communities; collect data and promote inclusive workplaces; and build economic resiliency. To support and protect our vulnerable and underserved populations, we need to collect, analyze, and report disaggregated data to deepen our understanding of the communities that are impacted the most. Additionally, community voices need to be uplifted to inform how we target investments in the places that need it most.

I expect all state agencies to fully commit to applying the *State of Oregon Equity Framework* in developing agency-specific strategies and concrete actions to address racial and economic disparities due to COVID-19 as we plan and ready the state for recovery. Through these equity strategies, we can move the metrics to improve equity outcomes and advance racial justice for all Oregonians for years to come.

Your unwavering dedication fuels my commitment to put this work into practice. What truly defines us as Oregonians is our tradition of coming together and working collaboratively toward the shared vision of a thriving Oregon where we all have opportunities to fulfill our greatest potential. It is a great pleasure and privilege to work with you during this critical time in the history of our state. I am thankful for all the agency directors and employees who have been working tirelessly to serve Oregonians.

We stand united and strong during a historic moment to put Oregon on a better path forward. Together, we can build a more equitable Oregon.

Sincerely,

A handwritten signature in black ink that reads "Kate Brown". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Governor Kate Brown

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OREGON EQUITY FRAMEWORK

Introduction

During the unprecedented time of the COVID-19 pandemic, Governor Kate Brown's top priority is to keep all Oregonians safe and healthy. Efforts to mitigate COVID-19 have illuminated how connected our communities are, and how disproportionate effects in one community affect us all across the state. At the same time, Governor Brown and state public health experts recognize that COVID-19 has had disproportionate infection rates and other negative effects on specific communities, including Native American, Tribal members, Black, African American, Latinx, Asian, Pacific Islander, linguistically diverse populations, and those with disabilities.

A key learning from COVID-19 both here and across the country is how deeply this virus exacerbates existing racial and economic inequities with wide-ranging health, social, and economic implications. For example, long-standing health inequities have caused higher rates of chronic health problems within communities of color compared to white communities. Because COVID-19 puts people with underlying health conditions at greater risk, people of color face a greater chance of experiencing severe COVID-19 illness. Similarly, economic inequities result in more people of color employed in essential hourly wage

jobs, which require them to travel to work and interact with people on the job, putting them at higher risk of exposure to the virus.

Yet, we can address these inequities and lower the risks communities of color have experienced. As we respond to this crisis and plan for recovery, we have an unprecedented opportunity and moral obligation to address the many structural barriers that disproportionately impact Oregon's communities of color and families navigating poverty.

This also includes understanding the government-to-government relationship with the nine federally recognized tribes of Oregon as a vital piece to this work. We must all do our part at the state level to ensure this partnership is being respected and honored.

Governor Brown prioritizes equity in all statewide responses to the crisis to protect and support our historically and currently underserved and under-resourced populations. On the path to recovery, it is imperative that all state agencies prioritize equity in their recovery policies and practices. Culturally specific and responsive strategies are critical to advance equitable outcomes for all Oregonians.

It is the collective responsibility of every state agency to apply the State of Oregon Equity Framework to develop agency-specific strategies and concrete actions to address racial and economic disparities due to COVID-19 as we plan and ready the state for recovery.

The State of Oregon Equity Framework

The State of Oregon Equity Framework articulates the specific communities that must be included and considered, core elements to advance equity, and guiding questions for developing strategies and evaluating efforts.

Governor Kate Brown's Equity Values:

Prioritizing Equity: Commitment to prioritizing equity and addressing racial disparities on all responses and as we consider and work toward recovery from COVID-19.

Addressing Health and Economic Impacts: Address underlying systemic causes of health and wealth inequalities exacerbated by COVID-19 and disproportionately impacting Oregon's historically and currently underserved and under-resourced communities.

Ensuring an Inclusive and Welcoming Oregon: Commitment for Oregon to be an inclusive and welcoming state for all regardless of race, ethnicity, culture, color, disability, gender, gender identity, marital status, national origin, age, religion, sexual orientation, socio-economic status, veteran status, and immigration status.

Racial Equity, Underserved, and Rural Communities

Racial equity means closing the gaps so that race can no longer predict one's success, which simultaneously improves outcomes for all. To achieve racial equity, we must transform our institutions and structures to create systems that provide the infrastructure for communities to thrive. This commitment requires a paradigm shift on our path to recovery through the intentional integration of racial equity in every decision.

For the purpose of the Equity Framework, the definition of our historically and currently underserved communities include Oregonians who are:

- Native Americans, members of Oregon's nine federally recognized tribes, American Indians, Alaska Natives;
- Black, Africans, African Americans;
- Latinx, Hispanic;
- Asian, Pacific Islanders;
- Immigrants, refugees, asylum seekers;
- Undocumented, DREAMers;
- Linguistically diverse;
- People with disabilities;
- LGBTQ+;
- Aging/older adults;
- Economically disadvantaged;
- Farmworkers, migrant workers; and
- Living in rural parts of the state.

We recognize that individuals often identify with multiple communities and are impacted by compounding systems of oppression, also known as intersectionality. Identity and experience impacts racial, health, and economic equity and should be considered in applying core elements that help us center equity in our planning and response efforts.

Living in rural communities can create additional challenges in accessing fundamental infrastructures such as education, health care, housing, broadband, and employment opportunities. As such, it is essential we consider the impacts of place and the systems of oppression on all rural communities. It is also critical that the state consults and collaborates directly with Tribal Governments to partner on solutions that may have tribal implications or interests via government-to-government relationships.

Core Elements Centering Equity

Engage and Protect Communities

Inclusive Communications:

- Language Access and Literacy - Ensure multilingual Oregonians have access to translated material in appropriate languages. Translate important information and guidance in a timely way. Information should be communicated in a way that is clear, and culturally and linguistically responsive to the intended community.
- Accessibility - Ensure people with disabilities have access to information in appropriate formats and in compliance with the Americans with Disabilities Act (ADA).
- Message in Appropriate Medium - Deliver information via culturally specific media outlets and culturally and linguistically responsive formats to reach all communities including social media, video, and radio.
- Trusted Messengers - Communicate with communities through trusted local stakeholders, community-based organizations, and leaders.
- Trauma-informed Communications - Recognize traumas people experience due to marginalization, inequity, and other structural factors. Avoid language and messages that exacerbate these inequities.
- Involve Communities in the Development of Communications - Collaborate with community members to develop messages and communications products that resonate with and are accessible to intended communities.

Community-Informed Policy and Partnerships

Engage and center diverse community stakeholders and local leaders across the state to be an essential part of the data-informed decision-making process. Build on and collaborate with the trusted network of community-based organizational partners to lead in policymaking and ensure that we proactively address policy gaps.

Safety for Our Communities

Ensure the safety of all Oregonians by taking active measures against discrimination, racism, xenophobia, stigmatization, violence, and hate crimes; protect civil rights for all Oregonians.



Collect Data and Promote an Inclusive Workforce

Disaggregated Data-Collection and Transparency

Collect, analyze, and report granular data to inform regional mitigation measures, culturally and linguistically responsive communications, and to target resources for the most impacted communities across the state. Sources of data include community narratives, meaning qualitative data, to provide whole context to quantitative data.

Workforce Diversity and Inclusive Workplace

Promote public service through the recruitment, hiring, and retention of diverse staff and commit to retaining staff of color. Create leadership pipeline opportunities and ensure every level of state government workforce reflects the changing population of Oregon. Ensure a safe, inclusive, and accessible working environment for all.

Build Economic Resiliency

Community Resilience Investments

Target investments to historically and currently marginalized populations and/or organizations deeply rooted and reflective of the communities they serve to improve economic welfare in under-resourced communities. Consider representation of organizations across the state, including those historically and currently under-resourced. Ensure data-informed decisions and resources are dedicated to mitigate the disproportionate impacts experienced in communities.

Contract Equity

Provide economic opportunities for all Oregon businesses, and in particular minority-owned, women-owned, service-disabled veteran-owned, and emerging small businesses through equity practices in state purchasing to promote recovery and community economic development.



Guiding Questions

Below are guiding questions to apply equity in all development and implementation of State of Oregon's COVID-19 response and recovery efforts:

1. How do we ensure our communications and messaging are getting to all Oregonians? Who are the communities being left behind and how do we connect with those communities? What processes are in place for:

- Translating and interpreting agency communications?
- Ensuring that ADA requirements are met or exceeded?
- Communicating with people who may be unable to read, lack access to the Internet, and/or need information through alternate media?
- Working with trusted messengers and local leaders to communicate with communities?
- Seeking early input to inform the development of communications materials?

2. Are we collecting, reviewing, and analyzing demographic data to inform mitigation measures, communication strategies, and targeted investments? How are these data being woven into decision making?

3. How are we ensuring we have representation of voices across race, ethnicity, culture, color, tribal membership, disability, gender, gender identity, marital status, national origin, age, religion, sexual orientation, socio-economic status, veteran status, and immigration status? And geographically?

4. What are the ways we engage agency equity leaders and communities in decision making currently? Whose voices and perspectives are not at the table? Why? What can we do to ensure they are part of our decision-making process?



5. What are the barriers that keep communities from participating in decision making? How are we ensuring that we provide access to and address the needs of:

- Language?
- Technology?
- Physical accessibility?
- Adequate support and preparation?
- Financial support?

6. How are we ensuring that forms of response/relief/benefit/resource/budget allocation are:

- Going directly to the communities who need it?
- Accessible regardless of disability or status?
- Accessible regardless of language?
- Compliant with the ADA requirements?
- Accessible regardless of access to technology?
- Supporting, consulting, and/or partnering with tribes?
- Accessible regardless of geographic location including rural Oregonians?
- Being prioritized for communities already living on the margins (e.g., older adults, gender, ethnic, and racial minorities, immigration status, socio-economic status)?

7. Are we using strategies that are culturally specific and responsive to address the distinct needs of Oregonians? If not, what resources or community partners can we consult with to develop culturally specific and responsive strategies?
8. Are our programs and services providing reasonable accommodations in compliance with the ADA to Oregonians? If not, what resources or partners can we consult with to develop strategies to better support people with disabilities?
9. What measurable outcomes are most important to our historically and currently underserved communities? How will impacts be documented and evaluated? How will our communities participate in the evaluation process? Are we achieving the anticipated outcomes? Are we having measurable impact in the communities?
10. How are we consistently communicating our efforts with our communities and demonstrating our results? How do we collect and respond to feedback? How do we use these results to continually reevaluate and improve our efforts? How are we ensuring these partnerships do not exploit the communities we seek to engage?
11. How will we operationalize equity and create accountability systems? How will we ensure adequate capacity to implement strategies as outlined?

State of Oregon's Definition of Diversity, Equity, Inclusion

Diversity is the appreciation and prioritization of different backgrounds, identities, and experiences collectively and as individuals. It emphasizes the need for representation of communities that are systemically underrepresented and under-resourced. These differences are strengths that maximize the state's competitive advantage through innovation, effectiveness, and adaptability.

Equity acknowledges that not all people, or all communities, are starting from the same place due to historic and current systems of oppression. Equity is the effort to provide different levels of support based on an individual's or group's needs in order to achieve fairness in outcomes. Equity actionably empowers communities most impacted by systemic oppression and requires the redistribution of resources, power, and opportunity to those communities.

Inclusion is a state of belonging when persons of different backgrounds, experiences, and identities are valued, integrated, and welcomed equitably as decision makers, collaborators, and colleagues. Ultimately, inclusion is the environment that organizations create to allow these differences to thrive.

Appendices

Appendix I: State of Oregon COVID-19 Response

Governor Kate Brown and Oregon state agencies have taken significant actions to support and protect our most vulnerable and underserved communities in response and recovery. These efforts include language accessibility; culturally specific and responsive services, guidance and policies; community engagement; and proactive outreach to all communities across Oregon. Below is an exemplary list highlighting Oregon's COVID-19 response.

Governor Kate Brown's Building a Safe and Strong Oregon Website

A multilingual page including Executive Orders, state agencies' COVID-19 updates, Reopening Oregon framework and guidance.

<https://coronavirus.oregon.gov>

Oregon Health Authority COVID-19 Updates

Daily updates on COVID-19, guidance, and resources.

<https://govstatus.egov.com/OR-OHA-COVID-19>

[Actions for an Equity-Centered Response to COVID-19](#)

Resources and FAQs for Immigrants and Refugees

A section for immigrant and refugee communities with a list of resources and FAQs, public charge information to address top concerns, available in 11 different languages.

<https://govstatus.egov.com/or-covid-19>

Stay Home, Save Lives Materials

In the effort to slow the spread of COVID-19, we are asking Oregonians around the state to share information on how to stay safe and save lives. Materials are available to download and share, unaltered, in any medium for any noncommercial use. They are available in multiple languages.

<https://govstatus.egov.com/or-stay-home-save-lives>

COVID-19 Outreach and Education Campaign

Safe + Strong is a statewide effort to reach communities most impacted by health disparities with culturally relevant, linguistically responsive resources.

<https://www.safestrongoregon.org/>

Small Business Resources Navigator

To help connect small businesses to financial support and information they need to stay in business through the COVID-19 crisis.

<https://www.oregon4biz.com/>



Appendix II: Other COVID-19 Resources

List of resources from national and local organizations:

State of Oregon ADA toolkit

www.oregon.gov/das/HR/Pages/ADA.aspx

U.S. Equal Employment Opportunity Commission: What You Should Know About COVID-19 and the ADA, the Rehabilitation Act and other EEO Laws

www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws

U.S. Department of Justice: A Guide to Disability Rights Laws

www.ada.gov/cguide.htm

U.S. Department of Justice: ADA Update: A Primer for State and Local Government

www.ada.gov/regs2010/titleII_2010/title_ii_primer.html

List of COVID-19 Resources compiled by Oregon DHS - Office of Equity and Multicultural Services

www.oregon.gov/DHS/ABOUTDHS/OEMS/Pages/covid-19-resources.aspx

Government Alliance on Racial Equity (GARE)

[COVID-19 Racial Equity Rapid Response: Guidebook for Government](#)

Robert Wood Johnson Foundation

[Health Equity Principles for State and Local leaders in Responding to Reopening and Recovering from COVID-19](#)

JVION

[COVID Community Vulnerability Map](#)

Migration Policy Institute

www.migrationpolicy.org/

National Equity Atlas

<https://nationalequityatlas.org/>

National League of Cities

<https://covid19.nlc.org/>

Race Forward

<https://www.raceforward.org/>

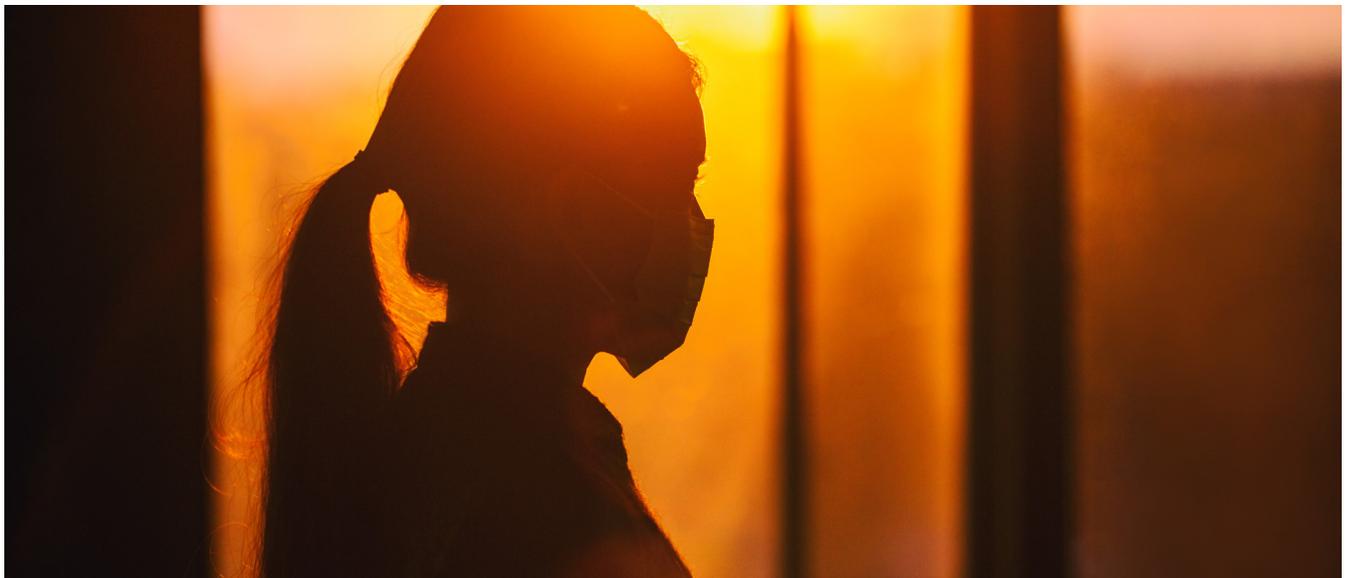
PolicyLink

[COVID-19 & Race](#)

[Advancing Frontline Employees of Color](#)

Job Accommodation Network: Accommodation and Compliance: Coronavirus Disease 2019 (COVID-19)

<https://askjan.org/topics/COVID-19.cfm>



Governor Kate Brown

Office of Diversity, Equity & Inclusion

Sophorn Cheang, Director of Diversity, Equity and Inclusion

Chiao-Yun (Anny) Hsiao, Diversity, Equity and Inclusion Coordinator

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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.