COLT GILL
DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION
255 CAPITOL STREET NE
SALEM, OREGON 97310
(503) 947-5600
AUGUST 31, 2020

Affirmative Action Plan

2021 – 2023 Biennium
I. AGENCY DESCRIPTION .......................................................... 1
   A. Mission and Objectives
   B. Agency Administrator
   C. Governor’s Policy Advisor for the Oregon Department of Education
   D. Agency Affirmative Action Representative
   E. Procurement Director
   F. Positions Designated by Working Title as Related to “Diversity”,
      “Inclusion”, “Access”, or “Equity”
   G. Organizational Chart

II. AFFIRMATIVE ACTION POLICIES ........................................ 9
   A. Administrator’s Equal Employment Opportunity/Affirmative Action
      (EEO/AA) Policy Statement Diversity & Inclusion Statement
   B. Policy

III. ROLES FOR IMPLEMENTATION OF AFFIRMATIVE ACTION
     PLAN .................................................................................. 15
     Responsibilities and Accountabilities
     1. Administrator
     2. Managers and Supervisors
     3. Affirmative Action Representative

IV. JULY 1, 2019 – JUNE 30, 2020 ............................................ 22
    A. Accomplishments
    B. Progress made or lost since previous biennium

V. JULY 1, 2021 – JUNE 30, 2023 .............................................. 28
    A. Affirmative Action Plan Goals
    B. Strategies and time lines for achieving goals

VI. 2021-2023 Affirmative Action Strategies ................................. 30
    A. Employment
    B. Training, Education and Development Plan
       1. Employees
       2. Volunteers
       3. Contractors/Vendors
    C. Leadership Development/Training Programs
    D. Programs
       1. Internship Program(s)
          a. Formal
          b. Informal
       2. Diversity Awareness Programs
       3. Community Outreach Programs
          a. Career Fairs
b. Community Events/Festivals  
c. Trade-Specific Events

E. Performance Evaluations of All Management Personnel

F. Status of Contracts to Minority-owned Businesses (ORS 659A.015)  
a. Number of contracts with Minority or Women-owned businesses

VII. APPENDIX A – State Policy Documentation……………………………………..40
A. ADA and Reasonable Accommodation Policy (Statewide Policy 50.020.10)  
B. Discrimination and Harassment Free Workplace (Statewide Policy 50.010.01)  
C. Employee Development and Implementation of Oregon Benchmarks for Workforce Development (Statewide Policy 50.045.01)  
D. Veterans Preference in Employment (Oregon Administrative Rule 105-040-0015)  
E. Equal Opportunity and Affirmative Action Rule (Oregon Administrative Rule 105-040-0001)  
F. Executive Order 16-09

VIII. APPENDIX B – Federal Documentation………………………………………..40
A. Age Discrimination in Employment Act of 1967 (ADEA)  
B. Disability Discrimination Title I of the Americans with Disabilities Act of 1990 (ADA)  
D. Genetic Information Discrimination Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)  
E. National Origin Discrimination Title VII of the Civil Rights Act of 1964  
F. Pregnancy Discrimination Title VII of the Civil Rights Act of 1964  
G. Race/Color Discrimination Title VII of the Civil Rights Act of 1964  
H. Religious Discrimination Title VII of the Civil Rights Act of 1964  
I. Retaliation Title VII of the Civil Rights Act of 1964  
J. Sex-Based Discrimination Title VII of the Civil Rights Act of 1964  
K. Sexual Harassment Title VII of the Civil Rights Act of 1964

IX. APPENDIX C – Agency Documentation in Support of its Affirmative Action Plan……………………………………………………………………………….41
A. Diversity and Inclusion Steering Committee Charter  
B. Agency Policy 581-210 – Promotion and Maintenance of a Respectful Workplace  
C. Agency Policy 581-208 – Support of Employee Involvement in Schools and Learning  
D. Agency Policy 581-501 – Payment of Tuition for Accredited Higher Education
To: Governor’s Affirmative Action Office and Department of Administrative Services

The policies of the State Board of Education and the Oregon Department of Education provide that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, sexual orientation, religion, national origin, age, mental or physical disability or any reason prohibited by state or federal law.

Oregon recognizes that a passive prohibition of discriminatory acts is not enough, and that is why one of my priorities has been and will continue to be support for affirmative action and equal opportunity.

Therefore, I have directed the Oregon Department of Education to update the agency’s Affirmative Action Plan for the 2021-23 biennium in order to set out a specific plan to promote equal opportunities for all individuals, based on merit, ability and potential.

At the Oregon Department of Education the following education equity stance, mission, vision and agency values guide our work:

**Education Equity Stance:**
Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed/marginalized.

**Mission**
The Oregon Department of Education fosters equity and excellence for every learner through collaborations with educators, partners, and communities.

**Vision**
Ensure all students have access to and benefit from a world-class, well-rounded, and equitable education system.

**Values**
- **Integrity:** Be honest and transparent regardless of the situation.
- **Accountability:** Own and take responsibility for the quality of outcomes for Oregonians.
- **Excellence:** Collaboratively manage the resources we are entrusted with to achieve the best possible outcomes for Oregonians.
- **Equity:** Create and foster an environment where everyone has access and opportunity to thrive.

The Oregon Department of Education this past two years has been working to engage every employee in a one day Taking it Up Equity Learning Opportunity. Taking it Up is deep dive into systemic racism and the impacts racism has had in Oregon and on our Educational system. During this time the Agency Executive and Leadership Teams have developed an agency-wide equity plan. Imbedded in the agency
plan are specific plans for each office identifying measurable actions leadership and employees will take to achieve our strategic plan vision of “The Oregon Department of Education will set a foundation for agency-wide culture change by building awareness, skill and capacity throughout the agency to more consistently and effectively interrupt historical and current patterns of oppression in Oregon’s school systems in order to create and ensure educational equity.” Agency-wide goals are broken into three categories in support of this vision:

Goal 1: We cultivate shared narratives, practices and protocols that center educational equity in our work.

Goal 2: We leverage our organizational capacity for internal change, innovation, and collaboration to enable and inspire equitable educational practices and outcomes.

Goal 3: We continually expand our capacity for and commitment to diverse and inclusive partnerships in service of educational equity.

Foundational Goal – Education Equity
Interrupt and Transform Historically Inequitable Systems: Provide an equitable education in an environment free of discrimination for every student, youth, family and staff.

Goal 1 – Starting Strong
Every student enters school ready to learn.

Goal 2 – Transition Successfully
Every student is supported and on track to meet expected grade level outcomes through a well-rounded education.

Goal 3 – Graduate College and Career Ready
Every student graduates from high school ready for college, career and civic life.

Goal 4 – Experience Outstanding Customer Service
Every student, every district, and ODE employee is supported through high-functioning ODE business operations.

In order to achieve these goals, I have directed staff to take the following actions:

- Monitor our progress in reaching our diversity goals each quarter;
- Fully implement the Agency Strategic Equity Plan to drive culturally responsive changes in professional learning and practices;
- Market job openings to diverse recruitment sources to provide outreach to underrepresented groups, including job fairs, internet-based publications, email listservs and specialized recruiting firms;
- Encourage alternate methods of filling jobs, including job rotation and developmental assignments, to create additional opportunities for current employees;
- Continued utilization of effective training and development opportunities sponsored by the state of Oregon such as the Management Development Series and Leadership Oregon through the Department of Administrative Services, and external entities such as the Executive Forum’s Leadership Lab;
- Hold all managers accountable for promoting work environments of respect, dignity and professionalism agency-wide;
- Hold all employees accountable, through annual performance evaluations, for work environments that are professional and respectful; and
- Promote tolerance and acceptance among all employees, stakeholders, customers and students by increasing awareness and knowledge of the rich cultural diversity in the state of Oregon.

Oregon Department of Education
255 Capitol St NE, Salem, OR 97310 | Voice: 503-947-5600 | Fax: 503-378-5156 | www.oregon.gov/ode
I am proud of the progress the Oregon Department of Education has already made, especially that we continue to seek ways to increase our overall representation of people of color in many offices. As you see in this report, there is more work to do, but progress has been made, and I remain committed to the successful completion of this important work.

Sincerely,

[Signature]

Colt Gill
Director of the Oregon Department of Education
I. AGENCY DESCRIPTION

A. Mission and Objectives

The Oregon Department of Education (ODE) functions under the direction and control of the State Board of Education, with the Director of the Department of Education serving as an administrative officer for public school matters and as agency administrator. Administrative functions of the State Board of Education are exercised through ODE, and ODE exercises all administrative functions of the state relating to the supervision, management, and control of schools not conferred by law on another agency.

The Director of the Department of Education exercises, under the direction of the State Board of Education, a general superintendence of public schools, and acts as an administrative officer of the State Board of Education and the executive head of ODE. As such, the Deputy Superintendent directs and supervises all agency activities.

Colt Gill was appointed by Governor Kate Brown as the Director of the Department of Education and confirmed by the Senate effective February 12, 2018. As Deputy Superintendent, he provides leadership for all elementary and secondary students in Oregon's public schools and education service districts. He is responsible for statewide standards and instruction programs, school improvement efforts, and Oregon's statewide assessment system. His leadership also extends to the Early Learning Division, the Youth Development Division, the state School for the Deaf, regional programs for children with disabilities and education programs in Oregon’s youth correctional facilities. In addition, ODE acts as a liaison and monitors implementation for a variety of state and federal programs.

Director Gill’s priority is to focus the state’s efforts on ensuring all students, regardless of background, graduate from high school prepared for college, career, and citizenship. Oregon’s legislatively adopted goal is that by the year 2025, 100 percent of Oregonians will earn a high school diploma or its equivalent, 40 percent will earn a post-secondary credential, and 40 percent will obtain a bachelor’s degree or higher.

The Director, working with the Educator Advancement Council, the State Board of Education and ODE staff, has set the following goals for Oregon students and the performance of the agency:

**Goal 1 – Start Strong**

Every student enters school ready to learn and is academically successful by fourth grade.

**Goal 2 – Be Proficient and Transition Successfully**
Every student is supported and on track to meet expected grade level outcomes through a well-rounded education.

**Goal 3 – Graduate College and Career Ready**
Every student graduates from high school ready for college, career, and civic life.

**Goal 4 – Experience Outstanding Customer Service**
Every student, district, and agency employee is supported through highly functioning ODE business operations.

To accomplish the goals listed above, the Oregon Department of Education has established the following mission, vision, and values:

**Mission**

The Oregon Department of Education fosters equity and excellence for every learner through collaborations with educators, partners, and communities.

**Vision**

Ensure all students have access to and benefit from a world-class, well-rounded, and equitable education system.

**Values**

Integrity, Accountability, Excellence and Equity

**B. Agency Administrator**

Colt Gill, Deputy Superintendent of Public Instruction  
255 Capitol Street NE  
Salem, Oregon  97310  
(503) 947-5600

**C. Governor’s Policy Advisor for the Oregon Department of Education**

Lindsey Capps, Governor’s Education Policy Advisor  
900 Court Street NE, Suite 160
D. **Agency Affirmative Action Representative**

Krista Campbell, Director of Human Resources  
255 Capitol Street NE  
Salem, Oregon 97310  
(503) 947-5885  
krista.campbell@ode.state.or.us

The Affirmative Action Representative is located in the Office of the Director’s section in the Office of Finance and Administration.

E. **Director of Procurement Services**

Lillie Gray  
255 Capitol Street NE  
Salem, OR 97310  
(503) 947-5647  
lillie.gray@ode.state.or.us
F. Positions Designated by Working Title as Related to “Diversity”, “Inclusion”, “Access”, or “Equity”

The Department of Education has a number of positions in the agency, in addition to the Affirmative Action Representative listed above, that are dedicated in whole or part to protecting and promoting the rights of underrepresented groups. These positions include:

**Office of Equity, Diversity, and Inclusion**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Superintendent, Vacant</td>
<td>Taffy Carlisle</td>
<td>(503) 947-5688</td>
<td><a href="mailto:taffy.carlisle@ode.state.or.us">taffy.carlisle@ode.state.or.us</a></td>
</tr>
<tr>
<td>Assistant Superintendent, Vacant</td>
<td>Kelly Kalkofen</td>
<td>(503)947-5741</td>
<td><a href="mailto:kelly.kalkofen@ode.state.or.us">kelly.kalkofen@ode.state.or.us</a></td>
</tr>
<tr>
<td>Education Program Specialist</td>
<td>Mirela Blekic</td>
<td>(503) 947-5617</td>
<td><a href="mailto:mirela.blekic@ode.state.or.us">mirela.blekic@ode.state.or.us</a></td>
</tr>
<tr>
<td>Director</td>
<td>Deb Lange</td>
<td>(503) 947-5922</td>
<td><a href="mailto:deb.lange@ode.state.or.us">deb.lange@ode.state.or.us</a></td>
</tr>
<tr>
<td>Education Program Specialist</td>
<td>Mariana Praschnik-Enriquez</td>
<td>(503)947-5821</td>
<td><a href="mailto:mariana.praschnik@ode.state.or.us">mariana.praschnik@ode.state.or.us</a></td>
</tr>
<tr>
<td>Education Program Specialist</td>
<td>Dawnnesha Lasuncet</td>
<td>(503)947-5793</td>
<td><a href="mailto:Dawnnesha.lasuncet@ode.state.or.us">Dawnnesha.lasuncet@ode.state.or.us</a></td>
</tr>
</tbody>
</table>
### Office of the Director

**Advisor to the Director of the Department of Education**

- **April Campbell**  
  255 Capitol Street  
  Salem, OR 97310  
  (503)947-5810  
  [april.campbell@ode.state.or.us](mailto:april.campbell@ode.state.or.us)

**Indian Education Specialist**

- **Ramona Halcomb**  
  255 Capitol Street  
  Salem, OR 97310  
  (503)947-5695  
  [ramona.halcomb@ode.state.or.us](mailto:ramona.halcomb@ode.state.or.us)
G. Organization Chart

State Superintendent of Public Instruction – Governor Kate Brown

Early Learning Division – Miriam Calderon

Youth Development Division – Serena Stoudamire Wesley

Deputy Superintendent of Public Instruction – Colt Gill

- Office of Finance and Information Technology
  - Budget Services
  - Financial Services
  - Procurement Services
  - School Finance and Facilities
  - Business Services
  - IT Operations and Services
  - IT Enterprise Services
  - IT Application Development

- Office of Enhancing Student Opportunities – Candace Pelt
  - IDEA Programs
  - IDEA Compliance
  - EI/ECSE Programs
  - Oregon School for the Deaf
  - Federal Programs

- Office of Teaching, Learning, and Assessment – Jennifer Patterson
  - Secondary/Post-Secondary Transitions
  - Standards and Instructional Support
  - Data, Operations, and Grant Management
  - Assessment

- Office of Equity, Diversity, and Inclusion – VACANT
  - Equity Programs
  - Safe and Inclusive Schools
• Office of Research & Data Analysis – Brian Reeder
  o Accountability
  o Child Nutrition
  o Research and Analysis
  o Pupil Transportation and Fingerprinting
• Office Education, Innovation, & Improvement – Scott Nine
  o System Capacity & Improvement
  o Grant Management, & Monitoring
  o District and School Effectiveness
  o Programs & Practice
II. AFFIRMATIVE ACTION PLAN AND POLICIES

A. Administrator's Equal Employment Opportunity/Affirmative Action (EEO/AA) Policy Statement

The Oregon Department of Education's 2021-2023 Affirmative Action Plan has been prepared to provide a specific program to promote equal opportunities for all individuals to seek employment, to work, and to be promoted on the basis of merit, ability, and potential. It is the policy of the State Board of Education and a priority of the Oregon Department of Education and the Deputy State Superintendent of Public Instruction that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, sexual orientation, religion, national origin, age, mental or physical disability, or any reason prohibited by state statute or federal regulation. ODE recognizes that a passive prohibition of discriminatory acts is not enough. The directives and guidelines of the Governor's Statewide Affirmative Action Plan will be approached with a positive attitude and purposeful effort by all ODE employees.

ODE’s plan provides the umbrella for (1) assessing diversity efforts within ODE; (2) creating an inclusive work environment that encourages employees to reach their full potential; and (3) guiding ODE to become an “Employer of Choice.”

It is the policy of the Oregon Department of Education to provide an environment for each employee and each applicant that is free from sexual harassment, as well as harassment and intimidation because of an individual’s race, color, religion, gender, sexual orientation, national origin, age, or disability.

To achieve this inclusive work environment, ODE will carry out an Affirmative Action program that provides procedures for the consideration of protected class candidates in all aspects of human resource management. The Affirmative Action Policy is provided on ODE’s Human Resources website. All ODE employees have access to the internet.

A. Policy

Affirmative Action Representative

Our Affirmative Action Representative, Krista Campbell, is located in the Human Resources section of the Office of the Director. She can be reached by telephone at (503) 947-5885 or by email at krista.campbell@ode.state.or.us. In accordance with Executive Order 16-09, we will ensure our Affirmative Action Representative attends the Governor’s Diversity and Inclusion/Affirmative Action/Equal Employment Opportunity (DI/AA/EEO) meetings as well as trainings provided by the US Equal Employment Opportunity Commission (EEOC). Our Affirmative Action Representative shall encourage a workplace that is polite, courteous
and respectful and advocate the state’s policy for the maintenance of discrimination and harassment free workplace.

All employees are notified that the agency's affirmative action plan is permanently posted at each work site as well as on the agency internet and intranet sites, with additional copies available upon request. Alternative formats such as large print or audio tape are also made available upon request. The agency's affirmative action plan and policy is presented to the agency's management team on a biennial basis. The plan and policy is also an annual agenda item for the agency's Service Employees International Union Labor-Management Committee to solicit the union's cooperation and involvement in meeting the goals.

State and Federal employment law documents are published on the ODE intranet and internet. All employees have access to the internet, and copies of all documents can be made available upon request to ODE’s Employee Services unit. Physical documents are located on bulletin boards in the Public Service Building.

**Individuals with Disabilities**

The Oregon Department of Education will not discriminate, nor tolerate discrimination, against any applicant or employee because of physical or mental disability in regard to any position for which the known applicant for employment is qualified.

ODE is committed to engage in an interactive discussion with all employees who request an accommodation.

Additionally, we agree to take affirmative action to seek to employ, advance in employment, and otherwise treat known qualified individuals with disabilities without regard to their physical or mental disabilities in all employee services selection and decision practices. This includes advertising, benefits, compensation, discipline, layoff, employee facilities, performance evaluations, recruitment, and training. We will continue to administer these practices without regard to race, color, religion, gender, sexual orientation, national origin, age or disability.

**Reasonable Accommodation**

It is the policy of the Oregon Department of Education to provide reasonable accommodation to any qualified person with a disability. The agency will make every reasonable effort to ensure that qualified applicants and employees are able to continue to perform the essential job functions of the position, including modifications or adjustments to the job application process, the work environment, and/or the manner in which a job is performed.

"Reasonable accommodation" is defined as a modification or an adjustment to the job or the work environment that will enable a qualified applicant or employee with a disability to
perform essential job functions. This includes adjustments to ensure that a qualified individual with a disability has rights and privileges in employment equal to those of non-disabled employees. Reasonable accommodation is required unless it would cause the agency undue hardship.

“Undue hardship” is defined as an action requiring significant difficulty or expense when considered in light of factors such as an employer's size, financial resources, the nature and structure of its operation, and the cost and nature of the accommodation.

Employees may request reasonable accommodation at any time during employment. It is the responsibility of the individual seeking accommodation to inform the agency of the need for accommodation.

**Members of the Uniformed Services**

The Oregon Department of Education will not discriminate, or tolerate discrimination, against any employee because they are a member, or apply to be a member, or perform, have performed, applied to perform or have an obligation to perform service in a uniformed service.

The term “uniformed services” means the Armed Forces; the Army National Guard and the Air National Guard when engaged in active duty for training, inactive duty training, or full-time National Guard duty; the commissioned corps of the Public Health Service; and any other category or persons designated by the President in time of war or national emergency.

Veterans applying for positions with ODE are given preference during the recruitment process.

**Performance Evaluations**

It is the responsibility and expectation of all agency managers and supervisors, under the guidance of the agency’s Affirmative Action Representative, Krista Campbell, to successfully implement the 2021-2023 Affirmative Action Plan. Managers and supervisors are held accountable for successful implementation and administration of the plan through the agency’s annual performance evaluation process for managers and supervisors. All performance evaluations are reviewed by Human Resources, to ensure managers and supervisors are held accountable. EEO/AA statistical progress and claim information related to discrimination and/or harassment will be monitored and addressed in the performance evaluation process.

With the launch of the Workday Human Resource Information System, ODE has adopted the Statewide Performance Review Template for Supervisors. This template includes management evaluation on the statewide competency of Intentional Engagement. ODE will
evaluate managers based on their “ability to consider and appreciate multiple perspectives, backgrounds, and values, integrating them throughout the organization, creating opportunities to achieve organizational goals.” As part of the evaluation process, ODE will also evaluate managers on their ability to take “specific steps to create, develop, and sustain a diverse workforce, and to promote an inclusive environment.” These performance measures directly support the 21-23 Affirmative Action Plan, and ODE will begin evaluating managers on these measures during the 21-23 biennium.

All supervisors will also be required to participate in ODE’s Taking it Up Equity Seminar. Taking it Up is a series of two-day internal trainings for all staff to help deepen our collective understanding of equity. To ensure that everyone has a chance to participate and learn in a smaller group environment, ODE will be identifying small numbers of staff from each office each month to join a two-day session. These sessions are part of our agency’s equity strategic planning process. These trainings are designed to help managers and supervisors to better interrupt racial inequities and disparities across our education system.

**Training and Career Growth**

ODE is committed to providing broad and culturally enriched training, career growth and developmental opportunities to all employees on an equal basis, enabling them to further advance and promote their knowledge, skills, and abilities, and their values of diversity.

Finally, any training that is undertaken incorporates proven adult learning techniques to affect the behavioral changes required to truly progress the organization toward its goals.

Our Employee Services staff regularly engages in individual coaching for both supervisory and classified staff.

The agency maintains a copy of the Affirmative Action Plan on the website for all employees to access. Managers shall participate and encourage others to participate in the activities designed to promote diversity and inclusion. The agency’s Management Team will make necessary decisions and monitor the accomplishment of this plan on an ongoing basis and make plan adjustments as necessary. This includes reviewing personnel practices, procedures, and the work climate to identify possible roadblocks to diversity and inclusion, and then taking appropriate remedial action.

**Complaint Procedures**

All applicants and employees are protected from coercion, intimidation, interference, or discrimination for filing a complaint or assisting in an investigation under this policy. Complaint procedures are addressed in DAS Statewide policy 50.010.01, Discrimination and Harassment Free Workplace (Appendix A).
Employees who feel they have been harassed or discriminated against are encouraged to bring such behavior to the attention of the Affirmative Action Representative and/or management via the procedures outlined DAS Statewide policy 50.010.01. Employees who feel they are being harassed or employees who are aware of harassing behavior should report this to the Affirmative Action Representative, Krista Campbell, a manager or union representation. The agency’s Affirmative Action Representative, Krista Campbell, is located in the Employee Services section in the Office of Finance and Administration. She can be reached by telephone at (503) 947-5885 or by email at krista.campbell@ode.state.or.us.

This message is communicated to employees in numerous ways. For example: all-staff emails, agency and individual unit newsletters and various internal meetings held throughout the agency. Because of our excellent working relationship with our labor leaders we have been assisted in carrying that message to represented staff at additional times.

The agency policy also spells out external agencies that can receive complaints from employees such as the Governor’s Affirmative Action Office which can be reached by telephone at (503) 378-6833; the United States Equal Employment Opportunity Commission (EEOC) which can be reached by telephone at (800) 669-4000, (800) 669-6820 (TTY), or by email at info@eeoc.gov; or the Civil Rights Division of the Oregon Bureau of Labor and Industries which can be reached by telephone at (971) 673-0764 or by email at crdemail@boli.state.or.us. Additionally, employees may contact their union or the Department of Administrative Services (DAS).

A complaint procedure was also developed between DAS and the local SEIU. The process created in June 2020. This work is a result of a letter of agreement (LOA) entered into by DAS and SEIU during the 19-21 bargaining session. The intent of this LOA was to clarify the process and steps the Human Resources Team and ODE will take when an employee raises complaints of behavior or interactions in the workplace that violate the DAS Maintaining a Professional Workplace Policy (50.010.03) or the DAS Discrimination and Harassment Free Workplace Policy (50.010.01).
Diversity & Inclusion Statement

Diversity is understood as a fundamental paradigm shift and systemic change in workplace culture. It requires the conscious management of diversity, with the aim of fostering and retaining a qualified and productive workforce. By supporting open and respectful environments, and by offering a spectrum of approaches, the organization as a whole, as well as individual potential, will be strengthened.

The Department of Education defines diversity in its broadest context to include all that makes us unique: race, color, gender, religion, national origin, age, disability status, culture, sexual orientation, gender identity, parental status, educational background, socioeconomic status, intellectual perspective, organizational level, and more. By doing so, we are able to harvest the full performance advantages our diversity offers. Inclusion is the means by which we harvest this talent. It is the deliberate effort to leverage diversity and empower all voices to contribute to the mission.

Inclusion helps to ensure that employees from diverse backgrounds are able to contribute, remain with the agency, and flourish.

The ultimate goal of having a diverse workforce and an inclusive work environment is to deliver better services to our customers (internal and external) and meet the needs of our stakeholders. We see with stark clarity that our effectiveness in providing responsive public services is dependent on our ability to rapidly adapt to the changing dynamics of our global environment. The transformation of an organization’s culture to this end requires a long-term commitment. Effective leadership and accountability are critical to sustaining this organization-wide commitment. The following strategies and objectives are aimed at facilitating and sustaining the effort to achieve the ultimate goal of diversity and inclusion.

ODE must have conditions in place to ensure that diverse perspectives are heard and all contributors are empowered. To achieve this, we must look internally at our organizational cultures and the institutional processes that impact employees’ ability to fully participate and contribute to the mission. The aim is to build an inclusive organization as characterized by equal access to opportunity, culturally competent norms, transparent communications, participatory work processes and decision-making, constructive conflict management, leadership development, equitable rewards systems, and shared accountability. These inclusion characteristics are drivers of our committee’s engagement and organizational performance. We believe that inclusion holds the key to actualizing the performance potential of workforce diversity.
Diversity and Inclusion Representative

Our Diversity and Inclusion Representative, Krista Campbell, is located in the Human Resources section of the Office of the Director. She can be reached by telephone at (503) 947-5885 or by email at krista.campbell@ode.state.or.us. In accordance with Executive Order 16-09, we will ensure our Diversity and Inclusion Representative attends the Governor’s Diversity and Inclusion/Affirmative Action/Equal Employment Opportunity (DI/AA/EEO) meetings as well as trainings provided by the US Equal Employment Opportunity Commission (EEOC). Our Diversity and Inclusion Representative shall encourage a workplace that is polite, courteous and respectful and advocate our policy for the Promotion and Maintenance of a Respectful Workplace. (Appendix A)

Diverse Workforce

It is the policy of ODE to strive to eliminate the effects of past and present discrimination, intended or unintended, that are evident by analysis of present employment patterns and practices. We are committed to establishing and maintaining a diverse workforce reflective of the diverse population within the state of Oregon.

Inclusion programs are developed, crafted, and implemented with regard to employees at all levels of the organization.

III. ROLES FOR IMPLEMENTATION OF AFFIRMATIVE ACTION PLAN
A. Responsibilities and Accountabilities
Administrator

The agency’s Administrator is the Director of the Department of Education, Colt Gill, who was appointed February 12, 2018. Deputy Superintendent Gill has committed and directed the Department of Education to take the necessary affirmative action steps to increase equal employment and promotional opportunities toward establishing and maintaining a diverse workforce to carry out the goals of the Office of the Chief Education Officer and the State Board of Education. Affirmative action statistics and trends specific to ODE are evaluated and analyzed quarterly, and form the basis of the Deputy Superintendent’s direction to the agency. As the executive head of the agency, Deputy Superintendent Gill is accountable to oversee the implementation of the plan.

As the agency Administrator, Director Gill’s role is to:

- set the overall direction and goals of ODE’s affirmative action efforts;
- promote a positive climate throughout the agency; and
ensure ODE Management Team members understand their work performance is 
evaluated based on affirmative action and diversity efforts in conjunction with other 
assigned responsibilities.

Office of Equity, Diversity, and Inclusion:

Pursuant to the provisions of a variety of initiatives related to increased efforts around 
education equity and culturally responsive pedagogy and practice, House Bill 3233 provided 
the funding to create and support a twelve employee Office of Equity, Diversity, and 
Inclusion in the 2013-2015 biennium. This has enabled the Oregon Department of Education 
to provide increased resources and professional development to school districts, community-
based organizations, and post-secondary institutions focused on increasing academic and 
social outcomes for traditionally marginalized student populations, specifically students of 
color, English Learners, and students experiencing poverty.

Office of Equity, Diversity, and Inclusion Mission:

The mission of the Office of Equity, Diversity, and Inclusion is to support our educators, 
students, families, community members, and colleagues to be reflective and self-critical 
about designing, developing, and implementing culturally responsive systems that value 
academic excellence for all students and promote social and emotional well-being, while 
maintaining high expectations and creating safe and supportive space for each student to 
thrive.

Value Statements

Social Justice

We honor the tenets of Social Justice Education, recognizing that creating and maintaining 
systemic reform includes changing laws, policy, and larger social conditions. Our goals are 
about eliminating racism, transforming institutions for equity and justice, and demanding the 
eradication of barriers for culturally and linguistically diverse students and their families.

Critical Examination of Power

We understand the power of White Privilege, recognizing that dominant society often 
carries an invisible knapsack of unearned assets, which widen opportunity gaps between 
culturally, and linguistically diverse students and their White peers, socially and 
academically.

Combating Discrimination and Disparities

We value diversity, recognizing that different backgrounds, perspectives, and ideas bring 
strength. We have a commitment to equitable treatment and elimination of discrimination in
all forms, at all levels, and across all institutions and programs. We work to create and maintain an environment that respects diverse traditions, heritages and experiences. We challenge obstacles to respectful and inclusive learning environments and act in solidarity to prevent discrimination or harassment based on race, color, sex, sexual orientation, marital status, religion, national origin, age, or disability.

Building Capacity for Education Equity

We value supporting educators and our colleagues in developing equitable teaching and learning processes to promote the development of educators that acknowledge and promote equity within education for each student regardless of the student’s race, color, sex, sexual orientation, marital status, religion, national origin, age, or disability. We value supporting the Oregon Equity Lens’ vision for educational equity and excellence to close the achievement and opportunity gaps for students of color and low-income students.

Multicultural Education

We support Multicultural Education, recognizing that multicultural education includes a wide variety of programs and practices related to educational equity for gender, ethnic groups, English Learners, socioeconomics, exceptionalities, religion, and learning styles. We understand that Multicultural Education goes beyond a “Heroes and Holidays” approach and encompasses systemic reform in content, knowledge, pedagogy, prejudice reduction, and empowering school culture and social structure. Multicultural Education reflects culturally responsive pedagogy and practices that use cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these student groups.

The Office of Equity, Diversity, and Inclusion’s work specifically includes monitoring and addressing Civil Rights issues, efforts to close the opportunity, access, and belief gaps for currently and/or historically marginalized student and youth populations, and addressing the cultural and academic needs of English Learners and immigrant students. The Office of Equity, Diversity, and Inclusion has distributed funding to school districts, community based organizations, post-secondary institutions, and other educational stakeholder organizations in the form of grants to support collaborative efforts to design, implement, improve, expand, or otherwise infuse culturally responsive pedagogy and practices to increase student academic outcomes, and social, emotional, and academic outcomes. Additionally, members of the EDI Team work with districts and other educational stakeholders to dismantle systems of oppression that perpetuate inequitable experiences and outcomes for marginalized students and youth.
The Equity Plan provides direction to ODE and other educational stakeholders to develop plans and programs centering on education equity and the Equity Lens.

**Key Functions**

The Office of Equity, Diversity, and Inclusion in the Oregon Department of Education works to provide robust access to a high quality education so that each student in Oregon can reach their highest potential and succeed regardless of their race/ethnicity, color, sex/gender, sexual orientation, marital status, religion, language, national origin, age, disability, familial status, source of income, and socio-economic status.

- Promotes policies and advocates for students who may not have access to quality educational opportunities by preventing discrimination to ensure equal access through technical assistance and vigorous enforcement of civil rights laws.

- Provides specific guidance, leadership, and support to educators, schools, districts, and regions on closing opportunity gaps for historically marginalized student groups, specifically students of color and English Learners by providing research-based, historically accurate, and culturally responsive resources and best practice models for educators, schools, districts, and communities.

- Provides leadership both inside and outside the agency in the understanding and facilitation of education equity by providing targeted support and professional development to create safe, supportive working and learning environments through the implementation of culturally responsive pedagogy and practice to staff and educators in early learning, PK-12 and post-secondary institutions, tribes and other education partners and community members.

- Provides pathways for engaging communities of color, parents, and students in key equity focused education initiatives through guidance, leadership, and support to educators, schools, districts, and through the use of equity driven strategic investments and grant opportunities.

- Collaborates with tribes, community, and higher education partners to identify and research promising practices on pressing equity issues to advance our thinking and the effectiveness of educational programs and services for students of color and English Learners.

Additional examples of agency work in the area of education equity and diversity includes but is not limited to direct contact with the nine Oregon Confederated Tribes and their leadership; participation in the Oregon Tribal Government-to-Government process; formation of the Community Advisory Group; engagement form communities of color on
several legislative bills related to education equity; participation in the Interagency Council for Hunger and Homelessness; and membership on the Governor’s Diversity and Inclusion Task Force; and co-sponsoring events with the Confederation of Oregon School Administrators (COSA).

Examples of initiatives that ODE participates in to reach this goal include:

- Partnering with nine Confederated Tribes to preserve and teach Native American indigenous language and culture in schools;
- Oregon Education Equity Advisory Group which produces the Oregon Educator Equity Report
- HB 3499 English Learner Strategic Plan Bill
- HB 2016 African American/Black Student Success Plan Bill
- TAP Grant Tribal Attendance Policy
- American Indian/Alaska Native State Plan
- Biliteracy Seal Awards
- Visiting Teachers Program in collaboration with the Mexican Consulate
- Facilitation of a Spanish language assessment – Logramos
- HB 2845 Ethnic Studies Bill

Information regarding education equity and cultural responsiveness is currently available to school district personnel, as well as members of the general public. This includes specific professional development resources and information about education equity and cultural responsiveness on the ODE Equity Unit website. Periodic scheduled professional development opportunities provided by the ODE Equity Unit cover various education equity topics including English Learners, creating access and opportunity for racially, culturally, and linguistically diverse students, the dynamics of White privilege, exploring education equity in a broad context, and addressing issues of civil rights. Training on these topics is currently offered to ODE staff as needed.

Currently, the EDI Assistant Superintendent is vacant and the goal of the agency is to hire someone to fill the vacancy towards the end of 2020.

**Affirmative Action Representative**

The evaluation of the Diversity, Inclusion, and Affirmative Action Representative’s job performance is based on successful performance of the assigned responsibilities, which are:

- coordinating the biennial development, maintenance, and updating of the agency’s Affirmative Action Plan, including policy and content recommendations;
- successfully implementing and disseminating the agency’s Affirmative Action Plan;
continuously evaluating the agency’s affirmative action and diversity efforts and recommending changes or refinements to the Affirmative Action Plan as necessary;

developing and monitoring recruitment and retention procedures and practices for compliance with affirmative action policies including outreach, development of hiring criteria, and promotion;

ensuring compliance with accessibility and accommodation requirements;

training agency management and staff in the areas of affirmative action, diversity, and cultural competency;

assisting in and ensuring the provision of accommodations such as alternate formats of documents for applicants, employees, and visitors;

coordinating the investigation of internal and external discrimination complaints;

responding to internal and external discrimination complaints and recommending appropriate action;

keeping agency management informed of progress under the Affirmative Action Plan;

regularly attending the Statewide DI/AA/EEO meetings facilitated by the Governor’s Affirmative Action Office;

meeting weekly with the agency Management Team;

developing, coordinating, and participating in activities aimed at creating a welcoming environment for all employees including those from diverse backgrounds to enhance efforts to recruit and retain members of protected groups; and

Participating in or overseeing activities aimed at creating a welcoming environment for all workers of all backgrounds, including activities aimed at improving retention of members of the protected classes.

Consistent with Director Gill’s commitment to affirmative action and diversity, the Diversity, Inclusion, and Affirmative Action Representative has the necessary resources and support from upper management to ensure the successful and effective implementation of ODE’s Affirmative Action Plan.

The agency’s directors and human resource analysts are responsible for providing equal opportunity for applicants and employees. ODE job announcements and employment ads initiated by ODE include an EEO/AA statement. The Oregon School for the Deaf actively recruits workers with disabilities, and gives preference to all applicants who are skilled in sign language. An effort is made to include diverse representation on employment interview panels. Agency human resource analysts work closely with ODE managers to ensure that decisions made regarding hiring, promotion, demotion, transfer, termination, layoff, training, compensation, benefits, and performance evaluations are arrived at in a non-discriminatory manner. All contracts initiated by ODE include a “Standard Contract Provisions” statement
requiring compliance with federal and state civil rights and rehabilitation statutes, rules, and regulations.
IV. JULY 1, 2019 to JUNE 30, 2020

A. Accomplishments

During the period from July 1, 2019 through June 30, 2020, ODE sustained representation above parity for women and increased representation of people of color. The agency will continue to focus on increasing the representation of people of color in all groups, especially in the teacher/educator category of the professionals job group, which consists of approximately half of our workforce and carries the greatest responsibility for direct services to students and other educators throughout Oregon. In addition, the agency will continue to work to increase the number of women in the computer analyst and trades/maintenance categories. The overall representation of people with disabilities in the agency is 7.7%.

One recruitment factor that has been, and continues to be, a challenge for the agency is the minimum qualifications for the professional’s job group, particularly the teacher/educator category. These positions generally require a bachelor’s degree and classroom experience at the lower ranges, and a master’s degree or doctorate with additional classroom experience and two years of program coordination or leadership experience in the higher salary ranges. The agency's career ladder historically provided very little opportunity for internal promotion between administrative support and professional classifications, resulting in professional positions typically being filled through external recruitment. The strongest competitors for qualified external applicants were Oregon’s public and private schools and education agencies, and the agency was finding it increasingly difficult to offer a compensation package that was competitive in the education job market.

To help address broader concerns with career ladders and professional learning opportunities, ODE HR is working to develop Professional Learning Resource Guides for career paths across the agency. Once these Resource Guides are published, they will provide a basic blueprint for employees to use to develop individual learning plans based on their career goals. Once this project is complete, ODE expects more employees to be ready for promotional opportunities.

The previous DI/AA/EEO workgroup has been attended by the Diversity, Inclusion, and Affirmative Action Representative and other Employee Services staff. It has helped our agency by an exchange of ideas and best practices. ODE expects this work to continue and improve once the Diversity, Equity, and Inclusion Employee Committee is formed.

In an effort to continue to capture accurate data, ODE’s revised new employee orientation program incorporated an instrument to gather more comprehensive self-reported affirmative action data.

The State Advisory Council for Special Education (SACSE) is a continuing advisory group for ODE and represents a diverse group. This group reviews aspects of statewide programs in special education, advises the Deputy Superintendent and the State Board of Education on unmet needs in the area of special education, and assists the State in developing and reporting data and evaluation
concerning special education. Members of this group include individuals with disabilities, parents or guardians of children and youth with disabilities, educators of children and youth with disabilities, state and local education officials, administrators of programs for children and youth with disabilities, and other persons associated with or interested in special education.

Advisory committees and/or councils related to underrepresented groups have been established to meaningfully engage parents, stakeholders, and the larger community to make Oregon’s schools the best in the country. They include the African American/Black Student Success Plan Advisory Group, the Oregon American Indian/Alaska Native Advisory Panel, the English Language Learners (ELL) Program Advisory Group, and various Content and Assessment advisory panels.

B. Progress Made or Lost Since Previous Biennium

The affirmative action goals for the Oregon Department of Education are based on an analysis of employment patterns and practices, with particular attention given to the representation/underrepresentation of women, people of color, and people with disabilities as it relates to parity. Parity is a condition that is achieved in an organization when the protected class composition of its workforce is equal to that in the relevant available work force. The parity figures used in this analysis were established by the Governor’s Affirmative Action Office for EEO-4 job categories.

An analysis of summary data provided by the Department of Administrative Services for the period July 1, 2017, through June 30, 2018, which weights the job group parity percentages based on the number of employees within each job group, reveals the following:

- The agency’s **gender representation** consists of 69.4% women and 30.6% men, an increase of 0.81 percentage points for women. The agency continues to exceed parity in its gender representation of women in upper and middle management, and also meets or exceeds parity in the gender representation of women in most middle and lower salary ranges. An area of opportunity to increase gender representation for women may be in the skilled craft workers job group, which does not have any female incumbents. Positions in the skilled craft workers job group within ODE include Facility Operations Specialists, Facility Energy Technicians, and Electricians.

- The agency’s representation of **people of color** is 21.3% an increase of 5.05 percentage points from the July 1, 2019. The agency would also benefit from a continued focus on recruitment efforts within underrepresented groups in the paraprofessional and technical job groups, including service maintenance workers and skilled craft workers.

- Representation of **people with disabilities** is 7.1%, a decrease of 4.45 percentage points from the July 1, 2017.

Of the 43 employees promoted internally during the period of July 1, 2019, through June 30, 2020, 20.9% were people of color and 74.42% were women. These promotions varied within job groups,
but primarily included upper and middle management, social science/planner/researcher, program coordinator/analyst, computer analyst, inspector/compliance/investigator, and accounting/financial/revenue. Although people of color and women were promoted within the agency during the period of July 2019 through June 2020, the agency will continue to monitor recruitment statistics to seek ways to increase the promotion rate of people in underrepresented groups.

Of the six employees that have promoted or transferred from classified service to management service in this period, four were women and one was a person of color.

The charts on the next page summarize a comparison of the makeup of the ODE workforce from July 1, 2019 to June 30, 2020.
### Supervisors by Racial Categories and Genders

<table>
<thead>
<tr>
<th>Racial Category</th>
<th>Female</th>
<th>Male</th>
<th>All</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3.13%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>4.69%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>10.94%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Two Or More Races</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>4.69%</td>
</tr>
<tr>
<td>White</td>
<td>30</td>
<td>19</td>
<td>49</td>
<td>76.56%</td>
</tr>
</tbody>
</table>

**Totals** | 40 | 24 | 64 |  |

### Supervisors by Reported Disability & Veteran’s Status, and Racial Categories

<table>
<thead>
<tr>
<th>Racial Category</th>
<th>Female Disability Reported</th>
<th>Female Veteran Reported</th>
<th>Male Disability Reported</th>
<th>Male Veteran Reported</th>
<th>Male All</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Or More Races</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals** | 2 | 0 | 2 | 2 | 4 | 6 |

*Excluding anyone not identified as belonging to a racial category
### Racial Representation by Job Classification

<table>
<thead>
<tr>
<th>Classification</th>
<th>Actual</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Support</td>
<td>22</td>
<td>24.20%</td>
</tr>
<tr>
<td>Officials and Administrators</td>
<td>15</td>
<td>24.60%</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>9</td>
<td>39.10%</td>
</tr>
<tr>
<td>Professionals</td>
<td>92</td>
<td>19.90%</td>
</tr>
<tr>
<td>Service</td>
<td>1</td>
<td>0.07%</td>
</tr>
<tr>
<td>Skilled Craft Workers</td>
<td>1</td>
<td>0.17%</td>
</tr>
<tr>
<td>Technicians</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>140</td>
<td></td>
</tr>
</tbody>
</table>

### Gender Representation by Job Classification

<table>
<thead>
<tr>
<th>Classification</th>
<th>Female Actual</th>
<th>Female Pct.</th>
<th>Male Actual</th>
<th>Male Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Support</td>
<td>82</td>
<td>90.0%</td>
<td>9</td>
<td>9.90%</td>
</tr>
<tr>
<td>Officials and Administrators</td>
<td>42</td>
<td>68.0%</td>
<td>19</td>
<td>31.10%</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>11</td>
<td>47.0%</td>
<td>12</td>
<td>52.20%</td>
</tr>
<tr>
<td>Professionals</td>
<td>317</td>
<td>68.0%</td>
<td>146</td>
<td>31.50%</td>
</tr>
<tr>
<td>Service</td>
<td>7</td>
<td>46.0%</td>
<td>8</td>
<td>53.30%</td>
</tr>
<tr>
<td>Skilled Craft Workers</td>
<td>0</td>
<td>0.00%</td>
<td>6</td>
<td>100.0%</td>
</tr>
<tr>
<td>Technicians</td>
<td>1</td>
<td>25.0%</td>
<td>3</td>
<td>75.00%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>460</td>
<td>69.4%</td>
<td>203</td>
<td>30.6%</td>
</tr>
</tbody>
</table>
### Agency Supervisor Promotions by Racial Categories & Gender

<table>
<thead>
<tr>
<th>Racial Categories</th>
<th>Female Reported Disability</th>
<th>Male Reported Disability</th>
<th>Female Agency Workforce</th>
<th>Male Agency Workforce</th>
<th>All Agency Workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Or More Races</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Agency Totals**: 0 0 0 0 1 1 1

### Agency Non-Supervisor Promotions by Racial Categories & Gender

<table>
<thead>
<tr>
<th>Racial Categories</th>
<th>Female Reported</th>
<th>Male Reported</th>
<th>Female Agency Workforce</th>
<th>Male Agency Workforce</th>
<th>All Agency Workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Or More Races</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>3 1 4</td>
<td>1 1 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Agency Totals**: 3 1 4 0 2 2 6
V. JULY 1, 2021 – JUNE 30, 2023
A. Affirmative Action Plan Goals

ODE’s affirmative action plan goal is to increase the diversity of the agency so that it mirrors the diversity in Oregon’s classrooms. This goal is an integral component of our strategic plan, which is summarized below. Following the strategies of our Strategic Plan will be critical to ensure we are meeting Affirmative Action goals.

ODE STRATEGIC PLAN SUMMARY

At the Oregon Department of Education, we are guided by the following mission, vision, and values:

**Mission**
The Oregon Department of Education fosters equity and excellence for every learner through collaborations with educators, partners, and communities.

**Vision**
Ensure all students have access to and benefit from a world-class, well-rounded, and equitable education system.

**Values**
Integrity, Accountability, Excellence, and Equity

The goals, which will help us achieve our mission, were developed through an equity lens and encompass not only our agency values, but also our commitment to achieving a diverse and inclusive environment throughout Oregon’s education enterprise so that every student reaches their full potential.

This commitment is evidenced by the following goals:

**Goal 1 – Start Strong**
Every student enters school ready to learn and is academically successful by fourth grade.

**Goal 2 – Be Proficient and Transition Successfully**
Every student is supported and on track to meet expected grade level outcomes through a well-rounded education.

**Goal 3 – Graduate College and Career Ready**
Every student graduates from high school ready for college, career, and civic life.
Goal 4 – Experience Outstanding Customer Service
Every student, district, and agency employee is supported through highly functioning ODE business operations.

ODE revised its Strategic Plan during the 17-19 biennium to include a fifth goal:

Goal 5 – Interrupt and Transform Historically Inequitable Systems

B. Strategies and Timelines for Achieving Goals
To successfully achieve ODE’s goals, we will continue to work toward achieving the following goals:

Goal 1 – Start Strong
Every student enters school ready to learn and is academically successful by fourth grade.

Goal 2 – Be Proficient and Transition Successfully
Every student is supported and on track to meet expected grade level outcomes through a well-rounded education.

Goal 3 – Graduate College and Career Ready
Every student graduates from high school ready for college, career, and civic life.

Goal 4 – Experience Outstanding Customer Service
Every student, district, and agency employee is supported through highly functioning ODE business operations.

1. As part of Goal 4, ODE will develop, pilot, and launch a revised New Employee Orientation that connects new employees to the mission, vision, values of the agency, and equity, diversity, and inclusion.
2. ODE will develop and publish Professional Learning Resource Guides and develop individual learning plans for all employees.
3. ODE will develop a new Recruitment Strategy for the agency that encompasses equity, diversity, and inclusion.
Goal 5 – Interrupt and Transform Historically Inequitable Systems

1. Through Goal 5, ODE is forming the ODE Diversity, Equity, and Inclusion Employee Committee. This committee will coordinate diversity, equity, and inclusion activities and information shared internally with the Agency’s Affirmative Action goals.

2. ODE’s objectives as part of this goal also include updating the Oregon Equity Lens and increasing professional training and guidance for Oregon Educators. This will involve developing an internal shared understanding across ODE staff of educational equity.

VI. 2021-2023 AFFIRMATIVE ACTION STRATEGIES

A. Employment

Recruitment Activities

The Oregon Department of Education is an equal-opportunity employer that is committed to a proactive role in the recruitment and selection process. We use diverse recruitment strategies to identify and attract candidates, and establish interview panels that represent protected class groups.

Our agency has offered informational presentations to students at universities regarding navigating the state recruitment system and other application process tips and tricks. In the past, ODE has presented this material at Oregon State University, the Oregon Institute of Technology, and at a Government-to-Government meeting with Oregon’s nine tribes. In addition, our agency will be presenting this information to Portland State University, Lewis and Clark College, Pacific University, University of Oregon, Willamette University, George Fox University, Western Oregon University, Corban University, South Salem High School, North Salem High School, McKay High School, and McNary High School in the future. The purpose of these presentations is to help eliminate any barriers that may exist for future applicants throughout the application and interview processes.

ODE uses an extensive advertising guide and strategy. Jobs are posted on various platforms including LinkedIn, Twitter, Glassdoor, Handshake, iMatch, and the League of Oregon Cities. In addition, ODE sends job advertisements to diversity and inclusion-focused groups including the Equity in Oregon listerv, Partners in Diversity, the Hispanic Metropolitan Chamber, and Urban League of Portland. ODE strives to attend the job and career fairs offered by these organizations on an annual basis.

ODE executing a project to ensure all web content is fully accessible to people with disabilities. This includes ensuring our public-facing careers page is accessible, and that job postings are accessible documents. In addition, the launch of the Workday system will increase the accessibility of the entire job application process. This accessibility initiative also includes ensuring this Affirmative Action Plan is published on the public website and fully accessible. These efforts
should result in greater numbers of people with disabilities applying for and receiving jobs with ODE.

**Succession Planning**

While a formal succession plan has not been developed, the agency has access to a database of information and statistics on staff training, education, and development. Our agency is bound by a Collective Bargaining Agreement and DAS policies which dictate the recruitment and hiring process. Data is being tracked and analyzed to assist with identifying staff members who are ready now, or may soon be ready, to assume key positions. Processes have been implemented to ensure that opportunities for training and advancement are provided to all employees in an equitable manner. For example, when able to work employees out of their classification as promotional, developmental and learning opportunities, we have implemented a process that requires managers to communicate the work out of class opportunity to all qualified staff and meet with all interested individuals prior to determining which employee will be given the higher level work experience and pay differential.

All staff members are afforded the opportunity for advancement. Human Resources staff members are available to provide career counseling and developmental planning for employees, including exploring the possibility of job rotations, opportunities to work out of classification, tuition reimbursement, and informational interviews.

Wherever possible, the agency has established career ladders to provide advancement opportunities for employees, and to attract applicants interested in career opportunities. Historically there has been a sizable gap between the agency’s administrative positions and positions classified as Education Program Specialists (EPS). It is difficult for employees in the lower administrative classifications to move into the higher EPS series because the EPS minimum qualifications require a Master’s degree in an education-related field and five years of classroom experience. To provide more career ladders, the agency has increasingly made use of the Program Analyst (PA) and Operations and Policy Analyst (OPA) classification series. Both the PA and OPA series have four levels and accept a wider range of degrees and experience that can be gained in lower administrative classifications. That provides more opportunity for advancement to those employees in the lower administrative classifications.

**B. Training, Education and Development Plan**

**Overview**

To further advance ODE’s commitment towards developing employees and maximizing the workforce, a Learning and Organizational Development Specialist position was established within the Employee Services department at the start of the 2019-2021 biennium. The person in this position is dedicated to ensuring relevant development opportunities are made accessible to employees. The addition of this position has allowed the agency to increase internal trainings.
However, there are still budgetary barriers to external training in some offices within the agency. Training budgets are administered on an office-by-office basis with varied types of funding that range from general funds, other funds, and/or federal funds. The barrier results from the type of funding playing a determining factor in whether or not funds are available for external training. The Learning and Development Specialist works to provide in-house training or sources free or low-cost training for ODE staff.

Employees

Although training dollars are limited, we continue to provide in-house training opportunities to help our employees enhance their skills. ODE is a sponsor of the annual Diversity and Inclusion Conference which allows for 92 of our employees to attend. Our in-house training programs are offered in person, virtually, and through iLearnOregon, an online learning management system. Training topics include performance evaluation, progressive discipline, recruitment, interviewing, writing position descriptions, leadership Interview Bias, Change Management, and Vicarious Trauma. These trainings help ensure employees understand and implement processes and practices with consistency and effectiveness. These trainings also help employees develop professionally and personally by looking at their unconscious biases, their ability to adapt to change, and their ability to address trauma they have experienced and address it. These trainings create well-rounded employees and provide support where traditional EAP and mental health services are not available. iLearnOregon allows us to create and manage our own agency trainings, providing the opportunity to tailor trainings specifically to our agency and create them in-house, resulting in better accuracy and cost savings. iLearnOregon allows the agency to offer multi-dimensional trainings in which employees are offered classes with both a traditional iLearn component and an in-person or virtual classroom component. HR Training and Development has also been focusing on ensuring all of our trainings are developed with accessibility in mind and is taking great steps in ensuring the trainings are culturally appropriate and accessible to all employees. We are also working on creating and translating training content into Spanish and adding ASL interpretation when possible for our bilingual employees.

iLearnOregon is accessible to both state and non-state employees, requiring nothing more than an internet connection and an email address, and the system keeps a record of each individual’s trainings. The Child Nutrition Programs, Pupil Transportation, and Early Learning Division units conduct many of their trainings via iLearnOregon with excellent results thus far. In their experience, iLearnOregon has meant less overtime due to travel to training sites throughout the state, as well as better satisfaction on the part of their sponsors who were able to receive their required certification at their place of work, rather than traveling to a specific location. HR Training and Development has also begun to focus on hosting our trainings in a virtual setting, as most employees are working from home. We have also developed a google site that hosts all of our training offerings and offerings available to staff for free. We will also implement synchronous training offerings where staff will be able to participate virtually or at the ODE offices. The use of this program allows people from all areas of the state to attend required training without the barriers of travel and additional expenses.

In 2018, ODE formally began requiring all managers to attend the Department of Administrative services Foundational Training program. This program covers critical foundational skills for managers that can be applied immediately in the workplace. The program includes sessions on diversity, inclusion, and equity, enhancing team cohesion, coaching, emotional intelligence, and
addressing conflict. Employees interested in furthering their career in the management service are encouraged to attend the DAS Emerging Manager program.

In addition, agency staff will continue to have the opportunity to take advantage of the various training sessions provided by the Oregon Department of Justice and the Oregon Department of Administrative Services. These training opportunities are posted through iLearn, which is available to all employees. ODE HR Training and Development regularly sends out email notifications to employees when relevant trainings are added to iLearn by other agencies.

The agency has regular labor/management committee meetings. The committee consists of an equal number of labor and management representatives. The management representatives are from the Management Team. The committee meets quarterly or sooner if needed to discuss issues that may concern either group. The vision statement of the group is “A quality and productive workplace.” The goals of the committee are to (1) facilitate early resolution of worksite concerns, (2) develop recommendations for improved workplace quality and productivity, (3) build mutual respect, and (4) communicate outcomes. The committee is committed to treating all with dignity and respect. Any employee of ODE, whether management or represented, may bring an issue to the labor/management committee. This information is posted on the agency’s website. ODE’s Diversity, Inclusion, and Affirmative Action Representative serves the committee in an advisory capacity.

Every newly hired employee receives a letter with a written confirmation of the job offer. In addition, ODE has developed an onboarding process that will be instrumental to agency efforts to successfully integrate new employees in a collaborative and proactive manner that will foster and encourage inclusion. Hiring managers are provided with an employee onboarding checklist to help their preparation for when an employee arrives on their first day through the end of trial service. ODE is revising this checklist to ensure employees are onboarded effectively, and HR Training and Development has published a New Hire Guidebook to ensure our new hires are given the opportunity to succeed. This guidebook consists of an overview of ODE, equity and inclusion, important travel, budget, procurement, and IT processes, and an overview of policies and benefits. We provide employees with information on parking, carpool programs, Smart Commuter programs, and bus passes. We fully explain sick and vacation leave, holidays, and personal leave. We provide links to our policies. Individual units within ODE also provide orientation specific to the employee’s work program.

As planned in the 2017-2019 Affirmative Action Plan, ODE created a survey process to evaluate and understand the effectiveness of our onboarding efforts. Survey results led to the launch of an Onboarding Workgroup tasked to develop recommendations to revamp the agency’s onboarding process. The Workgroup has published recommendations to provide a consistent and effective onboarding program for ODE. These recommendations include expanding training related to the mission of the agency and equity and inclusion training as part of New Employee Orientation.

In addition to the New Employee Guidebook, we also have a virtual new employee orientation that gives an introduction to the agency, Mission, Vision, and Values activities, a Q&A session with leadership, and an SEIU presentation. We have received positive feedback from new employees on NEO’s applicability. Individual units within ODE also provide orientation specific to the employee’s work program.
The agency comes together for all-staff meetings twice each year. These meetings are held to bring agency employees together for information sharing and training, and to provide a forum to build inclusivity and support for ODE’s mission and goals.

ODE is very proactive in conducting ergonomic assessments so that we can accommodate employees should they have any specific physical needs. To keep employees comfortable and productive in the workplace we have purchased special chairs and work surfaces that are adjustable. In the coming fiscal year, multiple staff will be trained to offer ergonomic assessments to employees.

Volunteers

Volunteers are utilized in various areas throughout the agency. In addition to unpaid interns working in agency operations, the Oregon School for the Deaf regularly uses volunteers for their programs. All volunteers have access to the agency’s Affirmative Action Plan through ODE’s public website and may receive a paper copy upon request. Agency coordinators will inform individuals about the agency’s affirmative action plan when they begin volunteering and will provide information to them on how to access the plan. Training is provided both initially to volunteers and on an as-needed basis; the type of activity they are assigned to perform determines the nature or need for training.

Due to the varied nature of the services provided, meetings with volunteers to discuss the Affirmative Action Plan in detail are not feasible. Efforts are made to ensure volunteers know where and how to access ODE’s Affirmative Action Plan.

Contractors/Vendors

The 2021-2023 Affirmative Action Plan will be made available to all providers and vendors through the agency’s public website, and a paper copy of the plan will be available to them upon request. Due to the varied nature of the agency’s work, group meetings with providers and vendors to discuss the Affirmative Action Plan in detail are not feasible. Efforts are made to ensure all providers and vendors know where and how to access ODE’s Affirmative Action Plan.

Leadership Development/Training Program

During the 2019-2021 biennium, ODE provided leadership development and training activities during monthly Directors’ Training meetings to agency managers and supervisors. These activities included training on implicit bias, interviewing techniques, recruiting a diverse candidate pool, and data and research initiatives.

Leadership development and training opportunities continue to be provided in the 2021-2023 biennium. We require all managers to attend the Department of Administrative Services’ Management Development Series Foundational Training Program and encourage our future leaders to attend the Emerging Managers Program, which will provide skill building in various areas of management and leadership. In addition, ODE will continue to develop and offer training opportunities to employees in leadership positions, including directors, supervisors, and lead workers. ODE has begun tracking EEO data of participants in these types of leadership development programs, and for the 2019-2021 biennium, ODE will have EEO data of participants for an entire biennium.

Twenty-one employees in the upper and middle management job groups have attended the DAS Foundational Training Program. Of these twenty-one, sixteen were from underrepresented groups.
Twelve employees are currently enrolled and either progressive in the program or awaiting to start. Eight of these employees are from underrepresented groups.

Since July 1, 2018, fifteen employees have completed the DAS Emerging Manager training program. Eleven of these employees are from underrepresented groups. The job groups represented in this cohort include employees from the teacher/educator, administrative support, financial, social science/planner/researcher, compliance/investigator, and computer analyst. The job data for this cohort is tracked, and already one employee has been promoted to the middle management job group during the biennium and one is on job rotation in a higher-level classification since completing the training.

Seven employees have promoted or transferred from classified service to management service in the period July 1, 2017 to June 30, 2019. Five of these promotions were women, and one was a person of color. These employees, as well as existing managers, will continue to benefit from ongoing efforts to provide development and training activities specific to leadership and managing people.

C. Programs

Internship Programs

ODE provides formal internship opportunities that are designed to provide experience for students in the areas of educational policy and administration, political science and public administration, communications/marketing, information technology, community schools, finance and accounting, a student worker program at the ODE building, and food service work program at the Oregon School for the Deaf. The program allows students a chance to apply textbook theories to real world problems while developing an understanding of the agency and its mission. Internships are available to high school, undergraduate, and graduate students of all majors or disciplines who are interested in state government. Many internship opportunities are posted publicly as open recruitments where candidates go through an interview process prior to selection. This program has benefited both the student interns and ODE, and several past interns have been selected for permanent positions within the agency following their internships.

ODE supports exposure to state service in a variety of informal ways, including “Take Your Child to Work Day” and supporting employee involvement in schools.

Diversity Awareness Programs

ODE has developed a five year equity strategic plan to align and guide the agency’s internal equity work to enable the agency to more consistently and effectively interrupt historical and current patterns of neglect and oppression in order to create and ensure educational equity in Oregon’s school systems.

ODE continues to be a sponsoring agency for the State Diversity Conference and will have over 90 staff members in attendance at the next conference. ODE is also a sponsoring partner in COSA for the Special Education Conference, the EL Alliance Conference, and the Teaching, Learning, and Assessment Conference.

Current diversity initiatives are designed to encourage multicultural and diversity awareness, acknowledgement, and inclusion. In support of this, ODE continues to review and update policies and procedures to enhance the diversity of the workforce and accommodate diverse needs, and to study the work environment to determine what changes are needed to ensure a welcoming
environment for current and future employees. We look for training opportunities to expose all employees to diverse cultures. Related efforts include examining recruitment trends from a diversity perspective in order to improve recruitment and retention of a diverse workforce. ODE sponsors Lunch and Learn presentations each month with presenters from inside and outside the agency. Previous presentations have included a number of equity, diversity, and inclusion topics such as LGBTQ issues in education, and barriers and dynamics of sexual assault and domestic violence facing youth.

The agency recognizes the importance of family and community involvement in children’s success in school and learning. (Appendix C – ODE Policy 581-208) ODE encourages staff to participate in school and learning activities by providing flexibility in work schedules. Staff members are allowed to develop telecommuting schedules with their managers, work flexible schedules, and participate in agency-wide training. The agency is committed to promoting and maintaining a work environment that is respectful, positive, productive, and free of discrimination or work place harassment.

The Office of Enhancing Student Opportunities devotes it’s time to ensuring students with disabilities are afforded every educational opportunity they are entitled to under state and federal law. The employees are individuals who have devoted their careers to this mission. This devotion permeates not only this unit, but the entire agency. Other employees in the agency serve on special interest groups or committees at a local, state, or national level.

Because ODE operates the School for the Deaf, we are particularly sensitive to employees with special needs. We make sure all of the learning opportunities that are provided meet and exceed accessibility standards.

Community Outreach Programs

Starting in the spring of 2013, the agency increased the scope of advertising and conducted other outreach initiatives such as participating in job fairs and increasing and diversifying where we place our job announcements. Since the Spring of 2015 ODE has actively participated in college and career fairs with local educational institutions and increased our community engagement efforts which has connected our agency with diverse stakeholder groups such as Partners in Diversity, the Urban League, Incite, OHSU’s night for networking, Hispanic Chamber, and Kairos PDX, and many others. These initiatives were strategically targeted to increase awareness of the agency’s inclusive work environment and our commitment to hiring diverse and highly qualified talent.

Additionally, we advertise with iMatch Skills, the Employment Department’s job board, Partners in Diversity, Oregon Urban League, and Education Networks within Oregon. The recruitment team also routes all openings to the Nine Tribes of Oregon’s job board. The agency will continue strategies such as these as well as explore additional strategies.

Effectiveness is measured by gathering data on the applicant pools to determine the number of qualified applicants from underrepresented groups. The Human Resources department tracks the percentage of people of color throughout the application process including the number of diverse candidates upon initial application, the number of diverse candidates who meet the minimum qualifications, the number of diverse candidates who move through each step of the interview process and finally the number of diverse candidates who are finally hired. The Employee Services department will review applicant matriculation data at least quarterly.
Interview panels are created and used to reflect the diversity of the agency’s workforce and stakeholder base. Interview panel members can be from outside agencies, from stakeholder and partner groups, and from both represented and management service employee groups regardless of the status of the recruited position. In 2020, ODE launched a training series that is required of interview panel members. This training covers the responsibilities of members of the interview panel including: question types, confidentiality, conflict of interest, and interview bias. All panel members must also complete a virtual classroom training that addresses interview bias and how the interview panel can interrupt and address bias in interviews. The agency is actively seeking highly qualified candidates from historically underrepresented groups as we move toward our goal that the diversity of our workforce match the diversity of the student population in Oregon. We have created “Interview Panel Guidelines” that are reviewed with the interview panel prior to interviews. It clarifies our expectations and includes a statement above the signature line stating that, “The Oregon Department of Education is an affirmative action equal opportunity employer and encourages qualified women, persons of color, persons with disabilities and any other classification protected under state or federal law to apply for this opening.”

The outreach efforts and opportunities described above benefit the agency’s recruitment efforts by providing valuable exposure and information about the agency and its mission to a diverse group of potential applicants.

In addition, each year ODE recruits people from all over Oregon to participate in the development of statewide assessments, serve on advisory boards, and provide input on proposed changes to education policy or programs. Community outreach and statewide participation in these activities provides opportunities for greater representation for diverse populations. For example, the Office of Assessment and Accountability conducts sensitivity panels composed of citizens from diverse groups to review test questions to make sure the questions do not disproportionately affect members of underrepresented groups.

Deputy Superintendent Gill has set specific goals for ODE as part of a strategic plan to move the agency forward. To accomplish these goals, ODE prioritizes building and maintaining partnerships with historically underserved communities, and providing clear and timely information to customers and stakeholders.

For example, ODE believes community engagement and collaboration are key to developing a strong state plan as required by the federal Every Student Succeeds Act (ESSA), which replaces No Child Left Behind (NCLB). ESSA will establish a framework for preparing Oregon’s students for life beyond K-12 and reflects many of our state’s education priorities including:

- Ensuring students graduate high school ready for college and the workplace
- Reducing gaps among student groups in achievement, opportunity, and graduation
- Supporting and improving struggling schools
- Expanding access to high-quality early learning opportunities for our youngest learners
- Keeping the focus on high-quality classroom instruction through professional development and meaningful feedback for educators

ODE staff members frequently attend trade-specific events in the course of their attendance at various local, state and federal education-related conferences and activities. Participation in these events provides excellent outreach and recruiting opportunities.
D. Performance Evaluations of All Management Personnel

ODE ensures managers understand their work performance is evaluated based on affirmative action and diversity efforts in conjunction with other assigned responsibilities. ODE is committed to supporting managers through the DAS Oregon Management Project (TOMP), by using the statewide values, competencies, and proficiencies that state government seeks in its managers; we will now empower managers with the right tools and training to produce outcomes, provide support, assess performance and provide feedback to the staff they manage, according to those values and competencies.

Climate Survey

ODE in cooperation with SEIU administered a climate survey in 2020. The focus of this survey was to identify a baseline of understanding and knowledge that will assist offices and the agency in building policies, programs, supports, and other resources to assist agency efforts.

The survey asked the following questions on a Likert scale of Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, N/A - Not Applicable:

- I am comfortable engaging and discussing topics related to equity, diversity, and inclusion.
- Our organization is inclusive so that staff from diverse backgrounds all feel they belong in the system.
- Our organization actively recruits and welcomes people of diverse racial and ethnic backgrounds for positions at all levels.
- I have witnessed and/or experienced stereotypes about race, ethnicity, socioeconomic status, disability, sexual orientation, and gender in our organization.
- Our organization’s rules and policies send a clear message that harassment, biased language, bullying, and other such behaviors are not acceptable in the workplace.
- There is a designated individual in my organization to whom I can safely report incidents of harassment and discrimination.
- Grievances and concerns on harassment or discrimination are treated seriously and handled promptly, effectively, and fairly.
- I feel physically, socially, and emotionally safe in my work unit and/or division.
- I feel physically, socially, and emotionally safe across the organization.
- Equity, diversity, and inclusion is woven into the work that I do on a regular basis (daily or weekly).
- Leadership in my organization has a deep commitment and provides clear and consistent leadership regarding equity, diversity, and multiculturalism.

The following two questions used the following scale: Thriving with it, Striving for it, Just surviving, other

- How would you describe how you are feeling about your work right now?
- How would you describe how you are doing in our organization’s work environment?

The following two questions were open-ended:

- If you could affect change in our organization in one way, what would that look like, sound like, and/or feel like?
- Anything else you would like to share?
The results of the survey are currently being compiled and reviewed by SEIU and will be reviewed by the Labor Management Committee with ODE leadership and then distributed for wider use. ODE leadership will use this data for their work on the agency’s equity plan.

E. Status of Contracts to Minority Businesses (ORS 659A.015)

ODE’s Procurement Services work unit produces quarterly reports in accordance with Executive Order No. 12-03 for the Director of Economic and Business Equity, who is also known as the Advocate for Minority, Women, and Emerging Small Business (MWESB). The reported information is available upon request from the Governor’s Office of Economic and Business Equity. From January 1, 20019 through the end of the 2020 calendar year

ODE had 88 contracts in place with the value of over $5,000; however, none was awarded to MWESB. It is possible that many of the firms ODE contracts with could be certified through the MWESB application process if they chose to apply. ODE provides notice to certified firms for all competitive solicitations through the Oregon Procurement Information Network (ORPIN). Contract dollars from January 1, 2019 to September 1, 2020 totaled $24,271,341. No contracts have been registered with COBID because many of the services we need are not furnished by COBID vendors.

ODE will need to look into ways to expand outreach education to contractors to get more contractors into the MWESB certification process. ODE will look for additional opportunities to collaborate with MWESB in order to have an understanding of ODE’s current contracting needs. Currently, ODE attends monthly meeting with Salem Connections. Salem Capitol Connections provides Oregon entrepreneurs with opportunities to connect with public and private entities that lead to sustainable business relationships and opportunities.

Much of the contract work is what ODE classifies as temporary work. This work can either involves translations or assessment help which are classified in the Program Analyst series. This work is generally represented by SEIU.
VII. APPENDIX A

A. State Policy Documentation

All State Policy Documents

A. ADA and Reasonable Accommodation Policy (Statewide Policy 50.020.10)
B. Discrimination and Harassment Free Workplace (Statewide Policy 50.010.01)
C. Employee Development and Implementation of Oregon Benchmarks for Workforce Development (Statewide Policy 50.045.01)
D. Veterans Preference in Employment (105-040-0015)
E. Equal Opportunity and Affirmation Action Rule (105-040-0001)
F. Executive Order 17-11

VIII. APPENDIX B

B. Federal Documentation

All Federal Policy Documents

A. Age Discrimination in Employment Act of 1967 (ADEA)
B. Disability Discrimination Title I of the Americans with Disability Act of 1990
D. Genetic Information Discrimination Title II of the Genetic Information/Nondiscrimination Act of 2008 (GINA)
E. National Origin Discrimination Title VII of the Civil Rights Act of 1964
F. Pregnancy Discrimination Title VII of the Civil Rights Act of 1964
G. Race/Color Discrimination Title VII of the Civil Rights Act of 1964
H. Religious Discrimination Title VII of the Civil Rights Act of 1964
I. Retaliation Title VII of the Civil Agency Affirmative Action Policy
J. Sex-Based Discrimination Title VII of the Civil Rights Act of 1964
K. Sexual Harassment Title VII of the Civil Rights Act of 1964
IX. APPENDIX C

C. Agency Documentation in Support of its Affirmative Action Plan

AGENCY POLICY 581-214  
Effective Date: 07-19-2017

AUTHORIZED SIGNATURE: Signature on file at ODE

RE: Support of Employee Involvement in Wellness Activities

PURPOSE:
ODE is committed to promoting an environment that contributes to employee wellness. Healthy, empowered and engaged employees are integral to the effective delivery of ODE services to our education partners. Prompted by Governor’s Executive Order No. 17-01 State Agency Employee Wellness, ODE recognizes the benefits to both employers and employees of workplace programs that promote and support health and wellness.

POLICY:

ODE supports employee requests for approved time away from regular duties to participate in wellness activities. Examples of such activities include but are not limited to participation in the agency’s wellness committee and wellness activities and events. Employees seeking to participate in these activities must present a request to their manager in writing or in an email and allow a minimum of two weeks for their manager to review and respond. When considering an employee’s request for time off, managers will consider the needs of the office, whether services can be adequately maintained, the frequency of requests, and the level of disruption to the office in their decision.

With manager approval, employees are permitted to attend agency and state sponsored wellness events during work hours, for a reasonable amount of time, without the need to utilize personal leave. For other wellness activities, the manager and employee may mutually agree to flex schedules, or the manager may approve the use of vacation leave, comp time, personal business or leave without pay as appropriate in accordance with applicable collective bargaining agreements and/or Statewide HR Policy 10.030.01 Support of Employee’s Work and Family Needs. Management and executive service employees will follow the same basic principles as represented staff in requesting time to participate in wellness activities.

A wellness committee established by charter will advise management on and assist with carrying out initiatives that promote wellness. This wellness committee shall be comprised of employees who provide balanced and broad representation of ODE. A specified number of hours and length of commitment will be determined and included in the committee’s charter, and members will be allowed time to participate during their normal work hours. Wellness-related educational opportunities shall not be utilized by event sponsors, hosts, or attendees to sell, promote, or solicit products or services.
AGENCY POLICY 581-501

Effective Date: 06-27-2006

APPROVED: Signature on File at ODE

RE: Payment of Tuition for Accredited Higher Education

PURPOSE: The purpose of the program is to provide a structured and equitable system for Permanent Classified, Management and Executive Service staff to obtain needed education, advance employee skills and to recognize that benefits of education are portable and therefore shared by ODE and the individual.

POLICY:
This Policy is specific to Agency payment for tuition expenses for ODE employees attending courses at credit granting institutes of higher education accredited by an agency approved by the U.S. Secretary of Education. This Policy does not apply to conference, workshop or trade-specific trainings that do not grant higher education credit to individual students. This policy does not change written agreements entered into prior to the effective date of this policy. This policy does not supersede any collective bargaining agreement and is intended to be implemented within available resources.

1. When Management Directs Attendance in a Course or Program
In a case where the specific education is a unique and specialized job requirement not normally found in job applicants, or became a requirement of a current position after an employee was hired, the Agency may direct an employee to attend the course and make payment directly to a provider best suited for Agency needs.

2. Considerations When Employee Requests Tuition Payment for Attendance in a Course or Program

   a. Permanent employees may request tuition payment using a form prescribed by the Unit Coordinators. The form provides space for all required justifications and agreements. The employee shall include a description of the program and how it will be of benefit to the State. The employee’s Assistant Superintendent, or written delegate, must approve each course or program of study in advance.

   b. Assistant Superintendents, or written delegates, must consider the requesting employee’s impact and potential benefit to the Agency in making any decision grant tuition payment under this policy. The Course or program must be relevant to current career field and of benefit to the agency.

   c. The employee must present proof of grade and proof of payment for reimbursement. Reimbursement can only be made upon completion of the course with a course grade of at least a C (2.0), a “Pass” in the case of a Pass/Fail course, or meet the minimum requirements of the program.

3. Considerations for Selection of Education Program and Location
   a. Every effort should be taken to maximize the use of public community colleges or state university courses or programs.

   b. Private institutions should only be used when the course or program of instruction is deemed necessary and there is no equivalent program available within 35 miles of the employee’s place of business.
c. Distance Learning is an acceptable delivery method in this policy.

d. The Assistant Superintendent, or written delegate, shall provide a justification of the education program selected and describe the balance of the benefit to the state and the employee. Assistant Superintendent, or written delegate, may consider any relevant factors in this justification such as quality of the program, timing, availability, and impact on employee’s schedule.

4. Limitations

e. It is not the intent of this policy to give unlimited access to ever increasing levels of education, such as gaining advanced degrees, without due consideration to the benefit to the Agency. Requests should not be approved for courses in programs significantly above or unrelated to the employee’s current position.

f. Each request must be reviewed by the employee’s Assistant Superintendent. After completion of education, the employee must agree to continue in state service for a period of six months or twice the period of training, whichever is greater. The employee shall also agree to reimburse to the state an amount of tuition proportionate to the unfulfilled portion of the commitment in the event he/she does not fulfill this commitment. Under extenuating circumstances, such commitments may be modified or waived by the agency appointing authority.

g. Reimbursement for tuition at private institutions will be limited to the comparable tuition costs for comparable program or level of education at the nearest State University. This policy may be used to reimburse Tuition and course fees only. This policy may not be used to reimburse parking, student activity fees, elective fees or books.

h. Employees enrolled in Distance Learning programs may not use ODE computers during work hours to complete coursework.

i. This policy shall not be used for Educational Leave with Pay. This Policy is limited to specific courses or programs of study that support employees to continue in performance of their duties.

5. Benefits

a. The Assistant Superintendent, or written delegate, may approve individuals to take classes during normal work hours in a paid status, and/or;

b. Reimbursement of up to 100% of tuition cost, based on their assessment of the balance of benefit to the employee and the Agency.

c. Agency will not pay for overtime, compensatory time, employee travel or travel related expenses except when course is required as in paragraph 1.

Reference/Authority
DAS/SEIU 2007-2009 Collective Bargaining Agreement, Article 121.5, Section 2