Culturally Relevant Education
Needs Assessment & Gap Analysis

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Culturally Relevant Environmental Education and Youth Workforce Development Consultant
Welcome

Introductions:

(Name/ Race and Ethnicity/ Gender Pronoun)

What’s one thing you look forward to doing in the Winter Time?
GOALS OF

NEEDS ASSESSMENT

Identify the current state of education connected to the Willamette River System in order to:

- Evaluate the extent to which local organization provide culturally relevant education rooted in Equity, Diversity, and Inclusion (EDI).
Goals of Needs Assessment

- Demographic of students and program educators
- Engagement efforts around Equity, Diversity, and Inclusion within Education Programs
- General understanding of culturally relevant education and the barriers
- Individual interest and needs around participating in a learning community
METHODOLOGY

**Interviews**

- Informal setting
- 45 and 90 minutes
- Conversational

**Surveys**

- On-line survey
- Focused on obtaining information from education programs connected to the environmental field, community based organizations, and the Willamette River System
- Survey opened from March 12th to March 26th
Key Findings
OF
Assessment

- Community Based Organizations understand and practice culturally relevant education
- Limited Understanding Around Culturally Relevant Education
- Desire to Learn about Culturally Relevant Education
- Lack of Racial and Ethnic Diversity within Mainstream Environmental Organizations.
### Key Findings (Interviews)

**What is Culturally Relevant Education?**

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<th>Mainstream Environmental Org. (White Led Organizations)</th>
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Key Findings of Interviews: Barriers

- **Funding** (all interviewees reported lack of funding as an issue)
- Better understanding around equity, diversity, and inclusion and culturally relevant education strategies

- **Staff capacity**
- Increase staff of color
  - Bi-lingual and bi-cultural educators
How does this data relate to you or your organization? (Any Surprises?)

- In groups of 4-5, please discuss this question.
## Key Findings (Interviews)
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Key Findings

OF

Assessment

Surveys

- Preliminary demographic information suggest lack in racial and ethnic diversity
- Data suggest respondents understand culturally relevant education but lack actionable steps in creating programming that is inclusive and equitable
- Need and desire in a shared learning community
Key Findings of Surveys

Demographics of Oregon Students

- During the 2016-17 school year, Oregon’s Educator Equity report shared that 577,379 K-12 students were enrolled in Oregon’s public school.

- Of these students, across 31 counties, 213,630 were students of color (37%). This report also shared that in comparison, only 10.1% of teacher throughout Oregon, were teachers of color.
Key Findings of Surveys
Demographics of Program Participants

Race

- White
- Black or African-American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander
- From multiple races
- Other
- I don’t know

Percentage of Respondents
Demographics of Program Participants

Ethnicity

- Mexican
- Mexican-American
- Chicano
- Puerto Rican
- Cuban
- Cuban-American
- From Multiple Spanish...
- Other
- I don’t know

Percentage of Respondents
Demographics of Education Staff

Race

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<th>Percentage of Respondents</th>
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<tr>
<td>White</td>
<td>80%</td>
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<tr>
<td>Black or African-American</td>
<td>20%</td>
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<tr>
<td>American Indian or...</td>
<td>10%</td>
</tr>
<tr>
<td>Asian</td>
<td>20%</td>
</tr>
<tr>
<td>Native Hawaiian or...</td>
<td>5%</td>
</tr>
<tr>
<td>From multiple races</td>
<td>30%</td>
</tr>
<tr>
<td>Other</td>
<td>20%</td>
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<td>I don't know</td>
<td>5%</td>
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Demographics of staff

Ethnicity

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Themes From Survey Respondents

What does the phrase "Culturally Relevant Education" mean to you?

(Most used words)

Audience, Sharing, Programming, Empowering, Experiences, Appropriate, Learning, Activities, Backgrounds, Consideration, Teaching, Representation, Culturally Relevant Education, Means, Specific, Cultural
Top 5 Themes (High to Low)

What does the phrase "Culturally Relevant Education" mean to you?

1. Relatable Information on a Personal Level
2. Incorporates People’s Own Experiences and Ways of Knowing
3. Limited Understanding of Culturally Relevant Education
4. See Themselves Represented and Reflected
5. Individualized Curriculum/Flexible Program
Top 5 Themes (High to Low)

What actions does your organization take to make your programs racially, ethnically and culturally inclusive?

- Outreach and Recruitment (Program specific)
- Unclear/ Just Started
- Translate Materials and/or Programs (Spanish)
- Partner with Culturally Specific Organizations
- People of Color on Staff
Themes From Survey Respondents

“What are the barriers to making your programs more racially, ethnically and culturally inclusive?”

(Most used words)
Top 5 Themes (High to Low)

What are the **barriers** to making your programs more racially, ethnically and culturally inclusive?”

1. **Funding for trainings, staff, programs**
2. **Lack of staff diversity**
3. **Time and staff capacity**
4. **Lack of knowledge or know how**
5. **Lack of support or leadership within organization**
Themes From Survey Respondents

“Interest in Shared Learning Community”
(Most used words)
Concerns Around Shared Learning Community

- Inequitable Burden of teaching
- Fear of Co-option of work
- Prioritization of Transactional vs. Personal relationships
- Reactionary vs. Intentionally planned partnerships
Conclusion

- Needs Assessment provided unique opportunity to build relationships across the Willamette River Basin

- Communities of color lead efforts, understand, and practice culturally relevant education (But not always)

- Move beyond Outreach and Translation into Culturally Relevant rooted in Equity, Diversity, and Inclusion (Multicultural Educational Practices).
Multicultural Education

- Multicultural education demands an integration of multiple cultures and ways of thinking and knowing into educational context.
- Is grounded in the lives of our students.
- Embraces and recognizes the value of students’ home languages.
- Critiques school knowledge, knowledge that has been historically Eurocentric.
- Is rooted in an anti-racist struggle about which knowledge and experiences should be included in the curriculum.
- Celebrates social movements and the fight against nativism, xenophobia, and white supremacy.
Where are you on the Continuum?

- How did your Organization get started?
- How did your Educational program get started?
- How is it funded? (Education)
- How does your organization/education team make decisions?
- Who do you partner with?/ How do you partner?
Recommendations

Financially support communities of color led, community-based organizations in their existing work.

Support community building between communities of color led community-based organizations and mainstream environmental organizations.

Begin the process of creating a multicultural shared learning community.

Support truly equitable partnerships between communities of color led, community-based organizations and mainstream environmental organizations that intentionally co-create programs.
Create space for Community-Based Organization led by people of color to come together to discuss their experiences, share strategies, build bridges.

Provide options for social gatherings where community building between communities of color led organizations and mainstream environmental organizations can occur.

Support the intersection of work occurring within Upper Willamette Stewardship Equity Engagement Strategy and other regional effort to provide concrete ways to authentically engage with community-based organizations.

Provide support to organizations working on integrating Equity, Diversity, and Inclusion into their programming.

Next Steps
Questions?