The Equity, Diversity, and Inclusion Unit
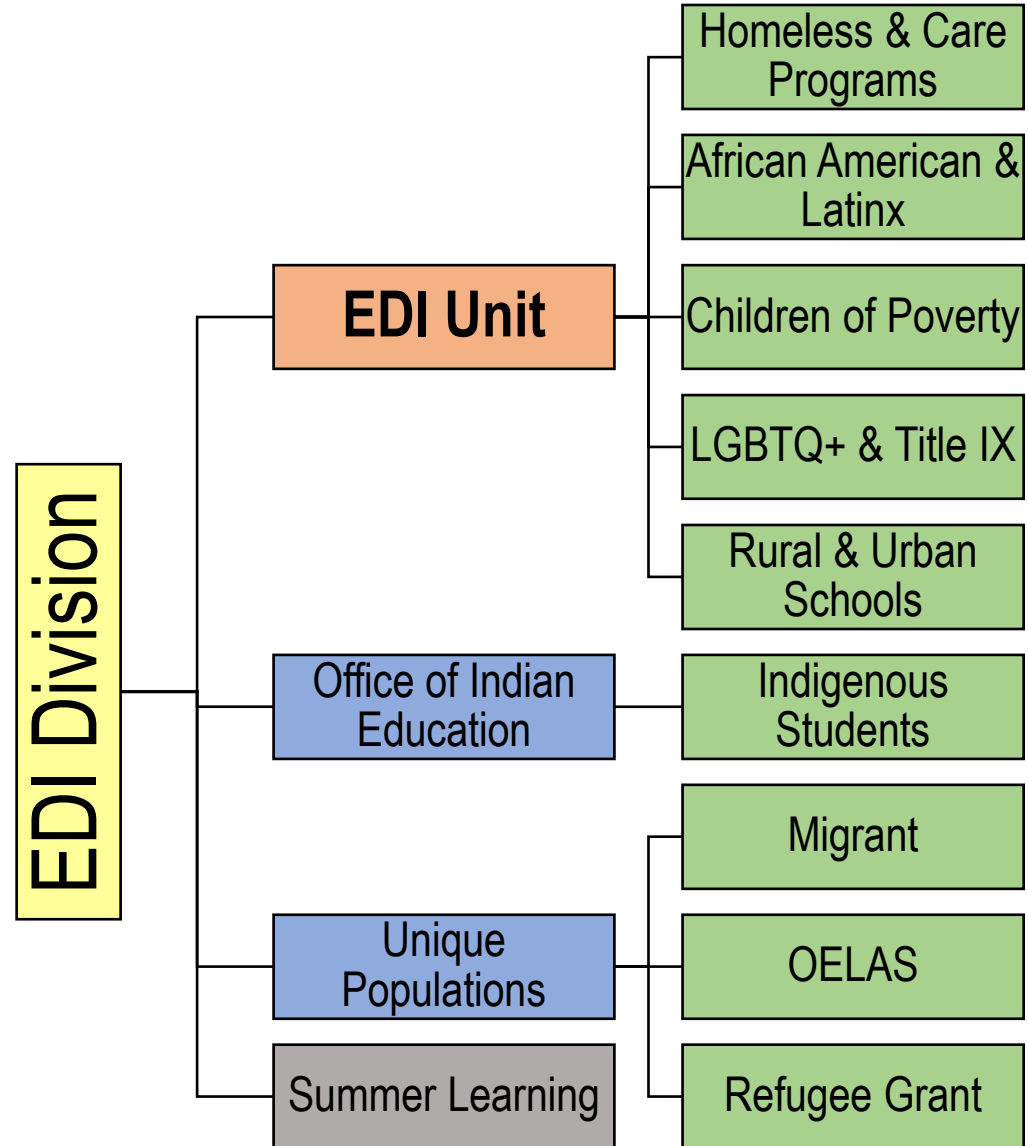
Office of EDI, Homeless Education Program, and Foster Care Education Program

The Division of Equity, Diversity, and Inclusion (EDI)

KEY

Yellow = Division/Associate Superintendent
Blue = Unit/Deputy Associate Superintendent
Orange = Unit/Director
Green = Programs & Focus Areas
Grey = Unit/Program

EDI Division

- **EDI Unit**
  - Homeless & Care Programs
  - African American & Latinx
  - Children of Poverty
  - LGBTQ+ & Title IX
  - Rural & Urban Schools
- Office of Indian Education
  - Indigenous Students
- Unique Populations
  - Migrant
  - OELAS
  - Refugee Grant
- Summer Learning

The EDI Unit

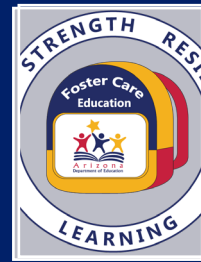**Dr. Brittani (Didi) Roy**
Director of Educational Policy & Program Integrity

Office of Equity, Diversity, and Inclusion

Foster Care Education Program

Homeless Education Program

Marisa Peña
Professional Learning Specialist

Joey Taylor
Foster Care Education Coordinator

Rita Rodriguez
Homeless Education Program Coordinator

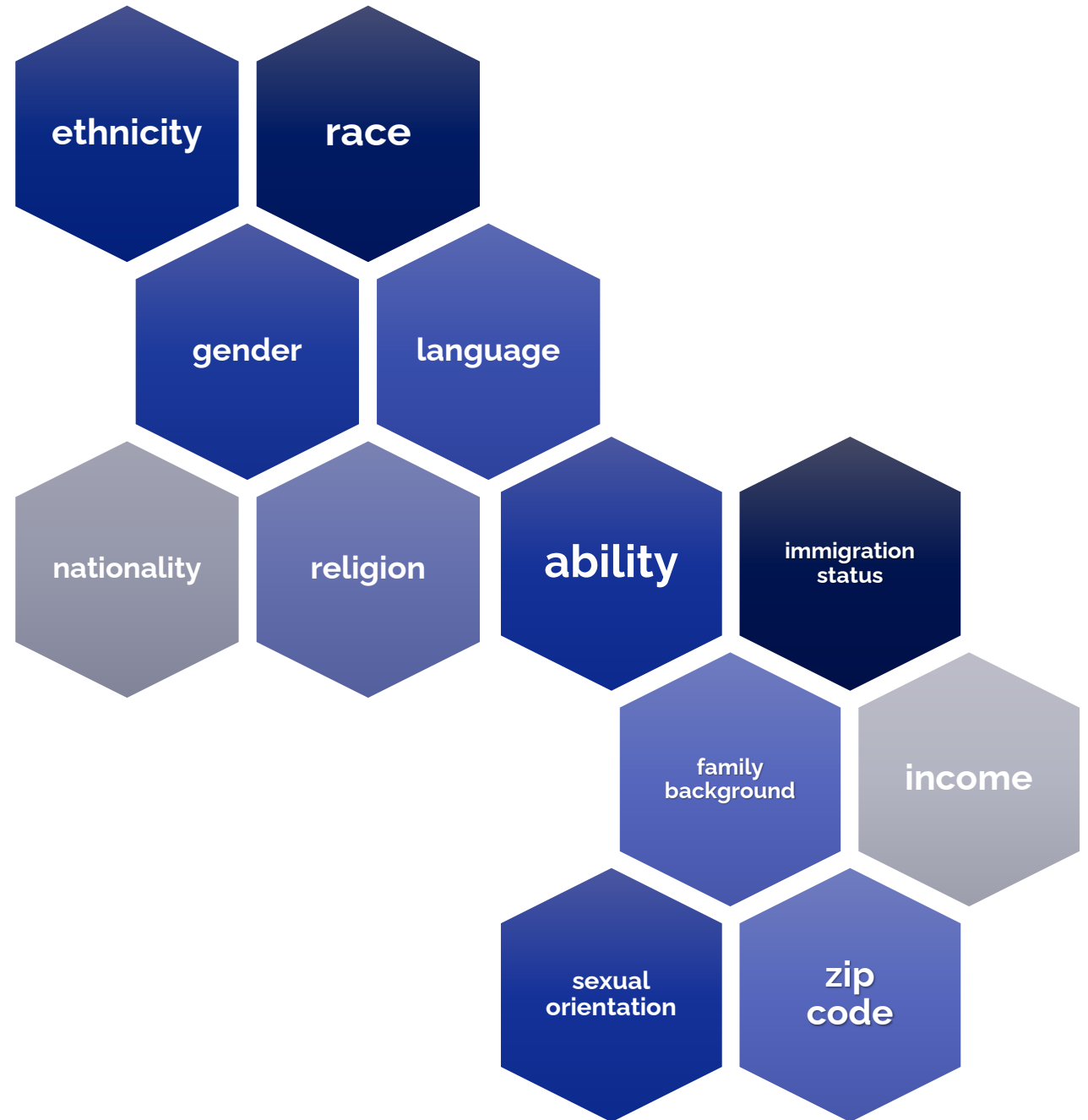# The Office of Equity, Diversity, and Inclusion

What Does EDI Mean?

Educational Equity occurs when all students are provided the resources and opportunities they need to be successful academically and socially.
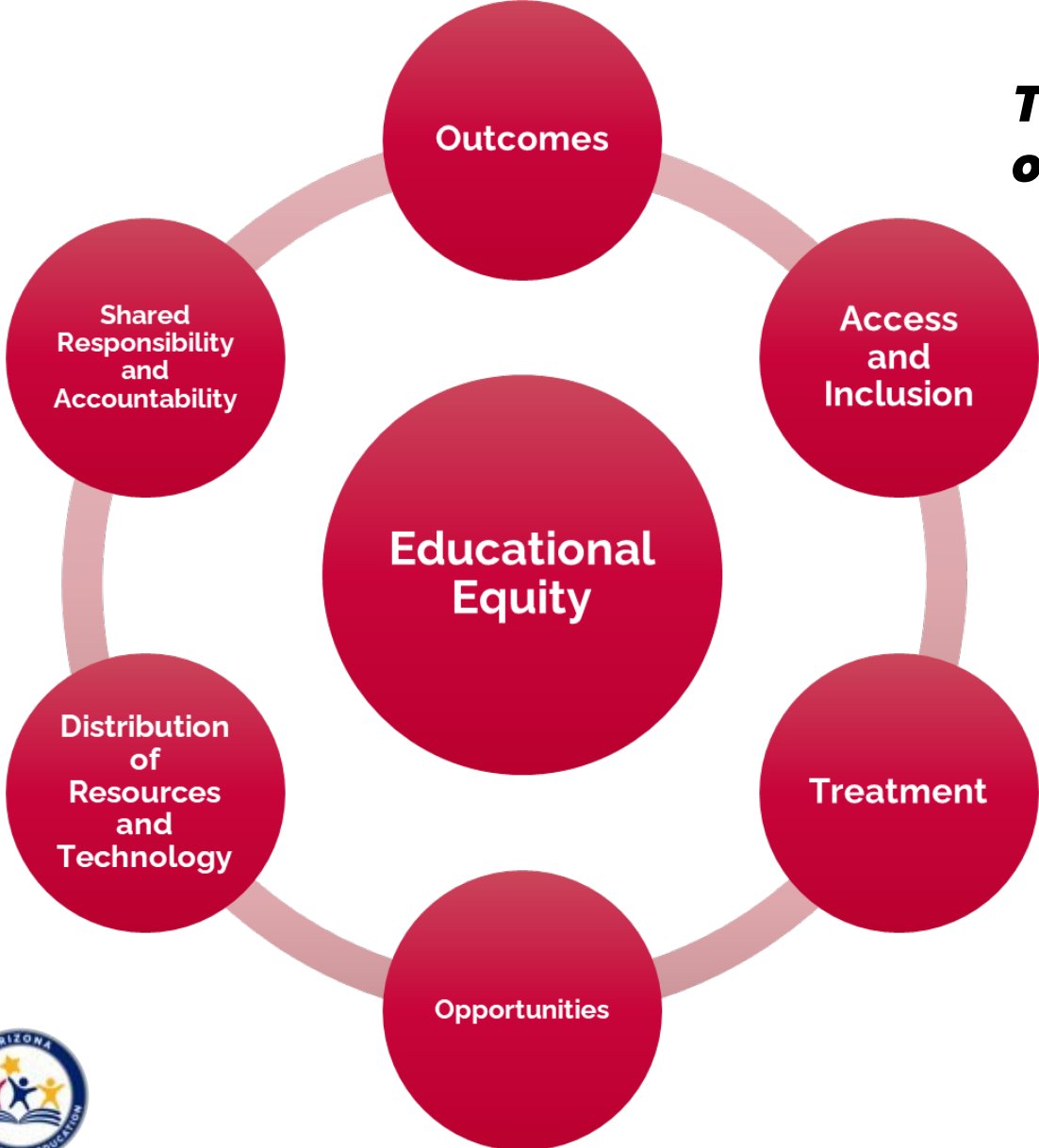
Diversity encompasses all the ways in which people differ.

Inclusion is the conscious process of ensuring a learner is provided the supports necessary to contribute to and feel part of the learning environment.

ethnicity

race

gender

language

nationality

religion

ability

immigration status

family background

income

sexual orientation

zip code

The Equity Framework

Together, the 6 Dimensions of Equity and the 4 P's guide our efforts to ensure Educational Equity for ALL students.

Outcomes

Shared Responsibility and Accountability

Access and Inclusion

Educational Equity

Distribution of Resources and Technology

Treatment

Opportunities

Policies
Laws, rules, and regulations that govern education systems.

Programs
Systems of services, activities, or strategies to provide education and fulfill educational goals.

Procedures
Established methods to carry out tasks such as instruction, assessment, discipline, referrals, student placement, etc.

Practices
Collection of ethics, principles, approaches, strategies, and use of tools to deliver education services.

The Office of Equity, Diversity, and Inclusion (EDI)
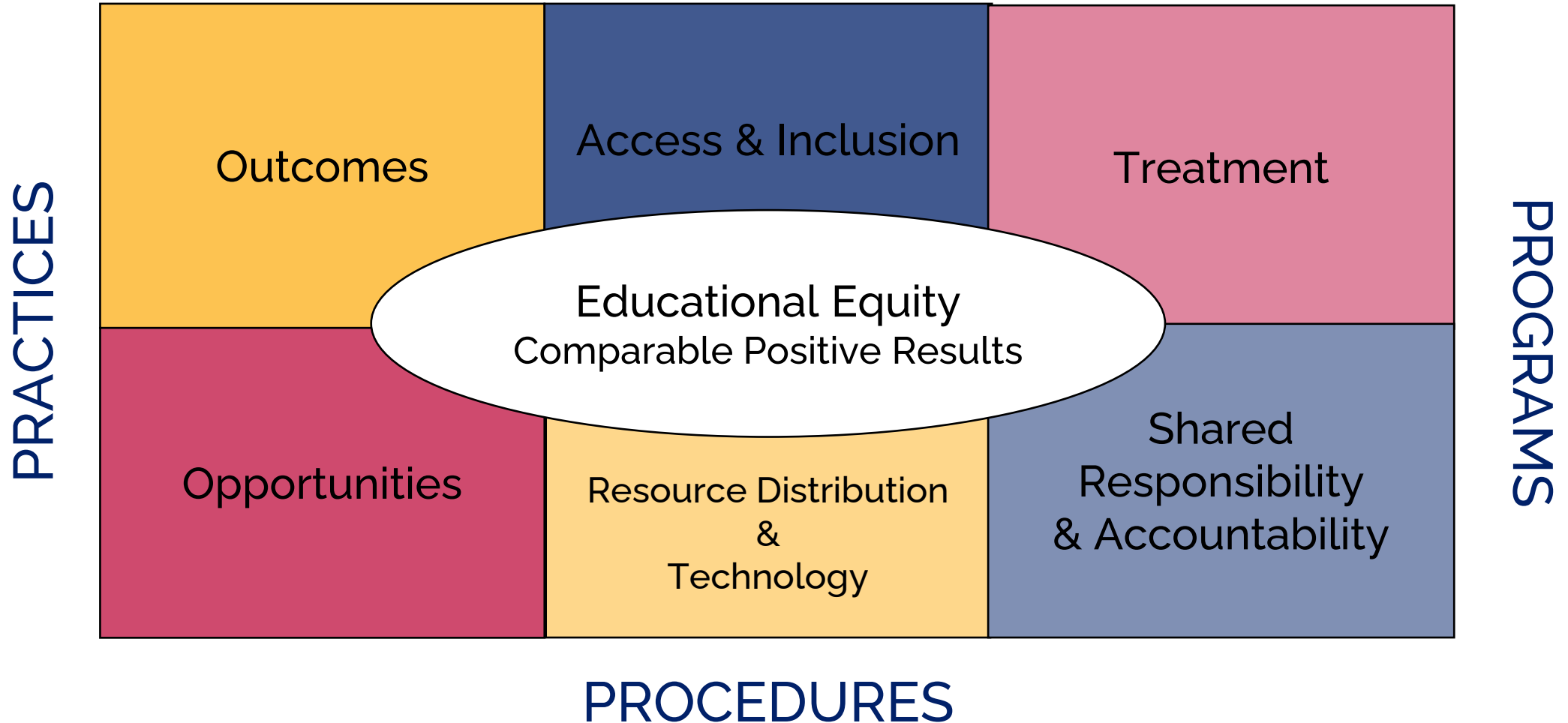
Within our office, we work to ensure:

- Shared responsibility across all offices and program areas in the **EDI Division**;

- Alignment of our frameworks to offer support and guidance on the various **grants** available across our division;

- The provision of useful, relevant, and equity-centered **professional learning** within and outside of the agency; and

- *Strategic partnerships and efforts to target groups of students that data shows are in need of support, yet are not currently being addressed by an existing program or funding.*

Shared Responsibility with OIE

Recent Collaboration:

- EDI Division Leadership Team
- Shared rollout of the Teaching and Learning Framework to the EDI Division
- Changing the Narrative: K-12 Indigenous Literacy and Literature Symposium
- Representation at ADE conferences

Future and Continued Collaboration:

- Inclusion of Indigenous perspectives as new projects are taken on, such as the Chronic Absenteeism Task Force;
- Ensuring OIE lens when supporting and providing professional learning to LEAs;
- Seeking improved and culturally-relevant data collection; and
- Building new partnerships from connections made through the Symposium.

Foster Care Education Program

Foster Care Education Program

- Responsible for overseeing the implementation of the ESSA [foster care school stability assurances](#) for Arizona
  - Children in foster care have the right to remain at their school of origin.
  - **School of origin-** school attended before entering foster care or the school attended before a foster care housing change.
    - If it is not in the best interest to remain at the school of origin, the child should be immediately enrolled into a new school
    - During the best interest determination (BID) the child should continue attending the school of origin

Foster Care Education Program

- School districts/charters (LEAs) and child welfare agencies (DCS, tribal, or local) should establish points of contacts to facilitate school stability for children in foster care.

- To designate a foster care point of contact for one of the 22 Indigenous Sovereign Nations, input your information in this form https://forms.office.com/r/CW1WXqJxRv

Foster Care Education Program

- LEAs and child welfare agencies share the responsibility to transport children to their school of origin

- LEAs can access DCS foster care data in AzEDS through the FSTR – Student Foster Care Report. Tribal foster care data is entered into the SIS as a student characteristic.

Shared Responsibility with OIE

- **Collaboration opportunities**
  - The ESSA foster care school stability assurances apply for tribal foster care.
  - Reach out to the [LEA foster care points of contact](#) to ensure children in foster care are being fully supported
  - Partner with ADE's Foster Care Education Program to develop the BID process for children in tribal foster care
  - Participate in the Maricopa & Southern Arizona LEA & CWA meetings

Homeless Education Program

Homeless Education Program

Responsible for overseeing the implementation of the McKinney-Vento Homeless Assistance Act.

Main provisions of the McKinney-Vento Act are to support the following:

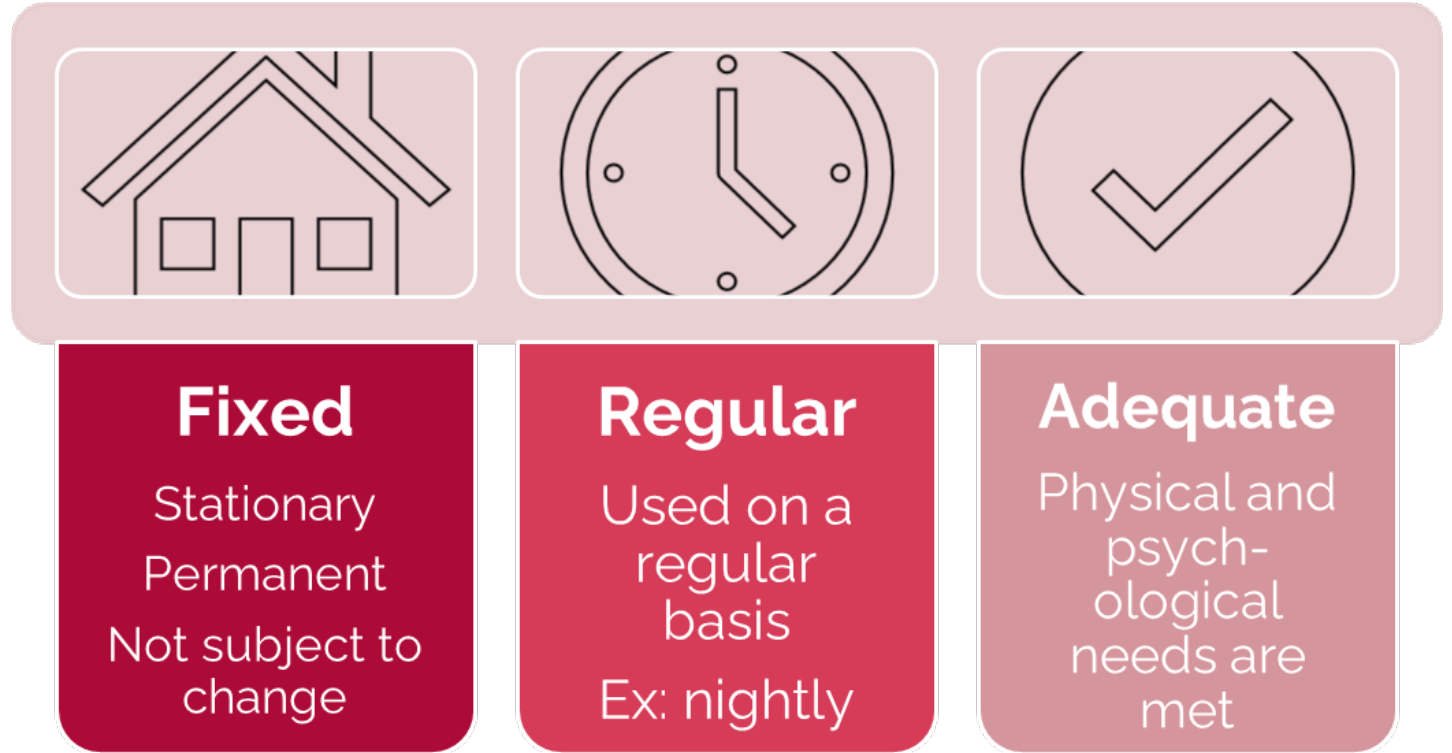- Access to all activities
- Academic supports
- Identification & immediate enrollment
- School stability and educational success
- Transportation

Homeless Education Program

Federal Definition

Individuals who lack a fixed, regular, and adequate nighttime residence.

Fixed
Stationary

Permanent

Not subject to change

Regular
Used on a regular basis

Ex: nightly

Adequate
Physical and psych-ological needs are met

Homeless Education Program

Common Qualifying Living Situations

Sheltered
- Shelters
- Transitional housing programs

Unsheltered
- Abandoned buildings
- Campgrounds, parks, vehicles
- Inadequate housing structures or trailer parks

Hotel / Motel
- Temporary housing in hotel or motel

Doubled-Up
- Sharing housing with friends or family due to loss of housing, economic hardship, or similar reason.
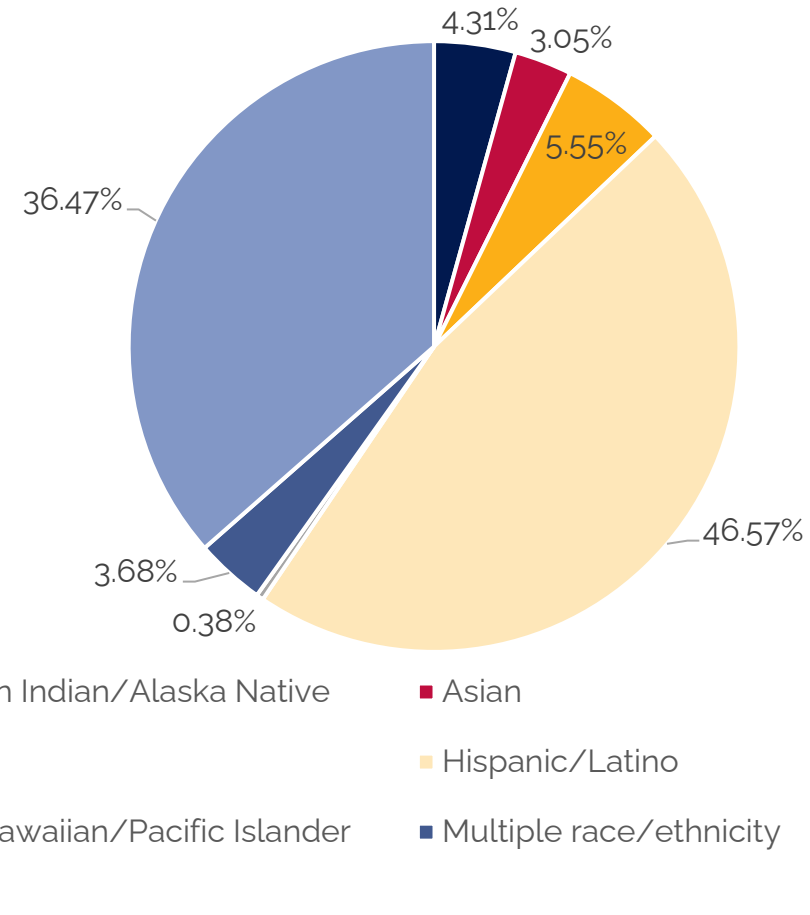- Typically, not of mutual interest.

Unaccompanied
- A homeless child or youth not in the physical custody of a parent or guardian.
- This includes when a student is with a family member, but that person is not their legal guardian.

Enrollment

- Data represents overall enrollment in Arizona.

  - American Indian/Alaska Native 4.31%

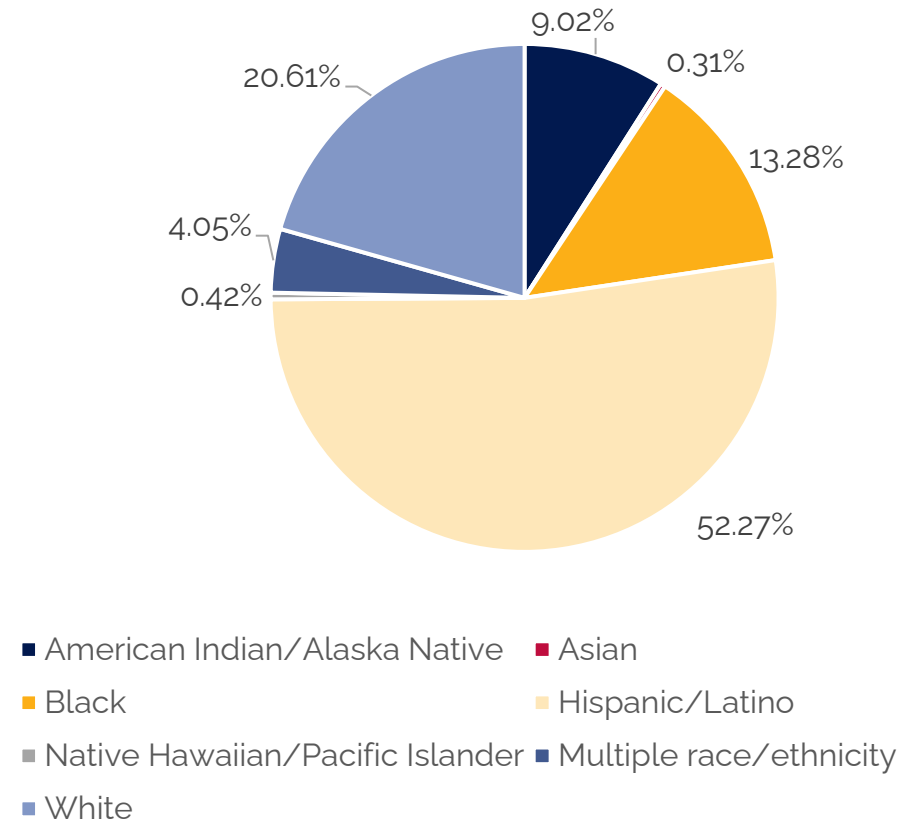LEA reported enrollment
by race/ethnicity
SY 2020-21

- 4.31%
- 3.05%
- 5.55%
- 46.57%
- 0.38%
- 3.68%
- 36.47%

Legend:
- American Indian/Alaska Native
- Asian
- Black
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- Multiple race/ethnicity
- White

- Aggregate data from NCHE Arizona Workbook.

Shared Responsibility with OIE

- There is an overrepresentation of Indigenous students in the statewide Homeless data
  - American Indian/Alaskan Native 9.02%
- Collaboration is key

LEA reported enrollment of HCY by race/ethnicity SY 2020-21

9.02%
0.31%
13.28%
4.05%
0.42%
20.61%
52.27%

- American Indian/Alaska Native
- Asian
- Black
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- Multiple race/ethnicity
- White

- Aggregate data from NCHE Arizona Workbook..

Connect with us!

The EDI Unit

The Office of Equity, Diversity, and Inclusion

Foster Care Education Program

Homeless Education Program

EDI@azed.gov

Foster Care@ azed.gov

Homeless@ azed.gov

Thank You!