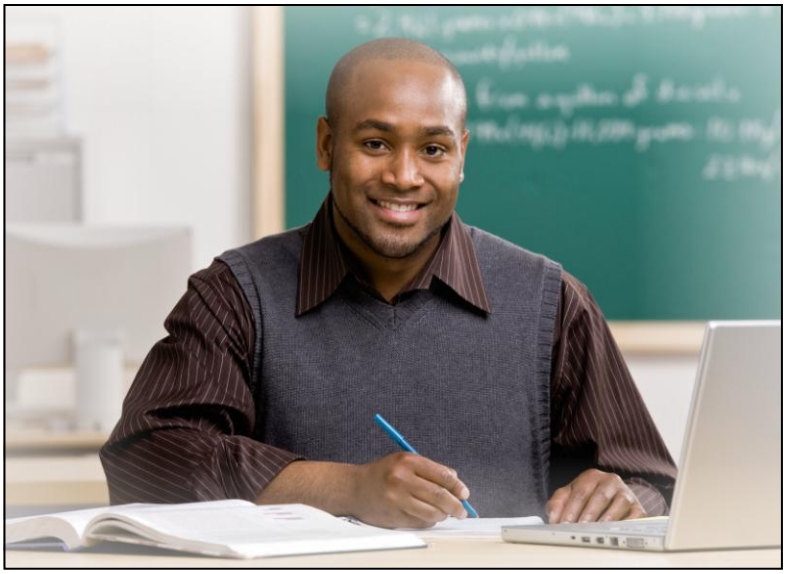
# The 2014 Oregon Minority Teacher Act Status Report

In accordance with
Senate Bill 755



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# Executive Summary

## Background

Since the passage of the Minority Teacher Act in 1991, Oregon has made sporadic efforts to address the gap between the demographics of the state's educator workforce and that of the K-12 students they serve. These efforts have had a limited impact on a gap that continues to widen as was reflected in reports generated and provided to the Legislature in 2003, 2005, and 2011. Currently, the Oregon Department of Education reports that in 2013, Oregon's students of color make up more than one-third of the K-12 population but only 8.3% of Oregon's teacher workforce is non-white and the most notable difference exists between Latino students (21.5%) and Latino teachers (3.6%).

## Senate Bill 755

During the 2013 Legislative Session, Senate Bill 755 (Appendix A) amended the original Minority Teacher Act passed in 1991 with a revised goal for 2015 and changed the definition of "Minority" to include educators whose first language is not English. SB 755 also required that, no later than July 1, 2014, representatives of the Oregon Education Investment Board (OEIB), the Oregon University System (OUS), the Oregon Department of Education (ODE), and the Oregon Teacher Standards and Practices Commission (TSPC) jointly submit a report on the Minority Teacher Act of 1991 to the Interim Legislative Committees on Education that includes:

1. A summary of the most recent data collected as provided by ORS 342.443;
2. A summary of the plans currently implemented as referenced in the Minority Teacher Act passed in 1991. (ORS 342.447);
3. Recommendations for meeting the goals expressed in ORS 342.437, including proposals for the date by which to meet the goals expressed in ORS 342.437; and
4. A description of best practices within Oregon and other states for recruiting and retaining minority teachers.

## 2014 Status Report

In accordance with the legislation, this 2014 report serves as a "status" update on progress toward achieving the 2015 goal. In addition, this report also describes ways in which the 2015 report can be enhanced to serve as the foundation for action and accountability. A statewide advisory group representative of the changing demographics in Oregon has been formed and is ready to provide a means of assessing, evaluating and advocating for continuous accountability and improvement or conditions and policies that impact educator equity.

While data available for the 2015 are still incomplete and there are still discrepancies between the data sources (ODE and TSPC), this report identifies issues surrounding the accessibility, accuracy, and interpretation of the data that can help inform potential changes during the 2015 legislative session. Although SB 755 amended the definition of minority to include educators whose first language is not English, these data are not currently collected or available for analysis. Steps are now been taken by ODE, the OUS, and TSPC to collect these new data for inclusion in the full report due July 1, 2015.

## Key Findings in 2014

1. Although data for 2013-14 are not available yet, as of July 1, 2013, Oregon is on track to meet the 2015 goal of increasing the percentage of minority candidates graduated from Oregon's public educator preparation programs by 10% as compared to July 2, 2012. The 2012-13 data show that the annual yield of minority candidates graduating from public educator preparation programs increased by sixteen and that minority graduates accounted for 14.3% of the total numbers who graduated.

2. As of 2014, Oregon is only two-three individuals short of being on track to meet the 2015 goal of increasing the percentage of minority administrators employed by school districts and education service districts by 10% as compared to July 2, 2012. The 2013-14 data reveal that the number of culturally and linguistically diverse administrators employed in Oregon public schools has increased by 18 since 2011-12 and is currently 10.8% of the employed administrator workforce.

3. As of 2014, Oregon is not on track to meet the 2015 goal of increasing the percentage of minority teachers employed by school districts and education services districts by 10% as compared to July 2, 2012. The 2013-14 data reveal that the number of culturally and linguistically diverse teachers employed in Oregon public schools only increased by ten to 2,401 (8.46%) percent of the employed teacher workforce. The reduction may be in part due to reductions in staff in recent years.

Given that the gap between student demographics and educator demographics in Oregon continues to widen at the same time that the student achievement gaps between student populations continues to increase, the intent of the Minority Teacher Act and Senate Bill 755 remain critical to Oregon's education agenda.

# Key Findings from the Research

### Demographic Shifts

The U.S. Census Bureau predicts that by 2020, the U.S. people of color will increase by 32%, meaning that people of color will make up 39% of the total U.S. population. On a corresponding level, we have seen a 12% increase in students of color in Oregon public schools between 2003 and 2013. In 2011-12, 26% of Oregon's public high school graduates were students of color and 17% of Oregon's high school graduates were Hispanic. By 2015-16, 31% of Oregon's public high school graduates are projected to be students of color, with 23% of all Oregon high school graduates projected to be Hispanic. This shift is expected to continue to increase over the next 10 years, as the change in ethnic demographics is impacting western states at a much higher rate than other regions of the United States.

### Impact of Teachers of Color on Students of Color

There are compelling reasons for diversifying the education workforce to better reflect the students being served. Educators of color serve as cultural brokers, not only helping students navigate their school environment and culture, but also increasing involvement of families and communities of color which in turn impacts student attendance, achievement, graduation rates and postsecondary aspirations. Villegas, Strom, and Lucas (2012) offer two key reasons supporting the urgency of intentional efforts to prepare, recruit, and retain the number of culturally and linguistically diverse teachers enrolled in teacher preparation programs leading to teaching and administrative positions:

1. **Teachers of Color Serve as Role Models for All Students**: Early proponents of diversifying the teaching force argue that white students as well as students of color benefit from seeing culturally and linguistically diverse educators; such daily interactions could potentially dispel myths of racial inferiority that white students might have internalized about people of color from socializations outside of school (Waters, 1989).

2. **Teachers of Color are Uniquely Positioned to Teach Students of Color**: Teachers who are culturally and linguistically diverse tend to bring to teaching an understanding of minority students' cultural, backgrounds and experiences (Gay, 2000; Nieto, 2000; Villegas et.al., 2012). And, although teachers of color vary significantly in their own backgrounds and experiences related to those of their diverse students, compared to their white counterparts, minority teachers are more likely to understand many aspects of the lives of minority students (Milner, 2006).

It is critical that we also understand the impact of a diversified workforce in closing the academic achievement gap between white and non-white students. While there are multiple efforts, policies, and programs centered on this important social crisis, several studies have found that diversifying the field of education has both an immediate and long-term impact of closing the academic achievement gap. For example, research (Dee, 2004; Eddy & Easton-Brooks, 2011) has shown that when matched with a teacher of the same ethnicity, elementary-level students of color performed higher on academic achievement tests than those students of color who are

not taught by a teacher of color. Easton-Brooks (2013), created the State Teacher Diversity Index based off of Boser's (2011) Teacher Diversity Gap Index and found that, as the gap in percentage of diversity of teachers to the percentage of diversity of students in the state increased, the state's achievement score gap between Spanish-speakers/white and African American/white students increased significantly. Given the gap between the percentage of diverse teachers to the percentage of diverse students, Oregon ranks 30th out of 50 states on the State Teacher Diversity Index.

A study by Clewell et al. (2005) showed an increase in the reading and mathematics scores of African American and Spanish-speaking elementary students at 4th and 6th grade when taught by a teacher of their same ethnicity. For those Spanish-speaking students who were taught by a Spanish-speaking teacher of the same ethnicity, their mathematics scores at 4th and 6th grade were higher than those Spanish-speaking students who were not taught by a teacher of their same ethnicity. In reading, those Spanish-speaking students taught by a Spanish-speaking teacher of the same ethnicity scored higher than Spanish-speaking students who were not taught by a teacher of their same ethnicity.

Two studies using longitudinal data showed that students of color who engaged with a diverse educator workforce had higher achievement test scores in reading (Easton-Brooks et al., 2010) and mathematics (Eddy & Easton-Brooks, 2011) than students who did not have at least one teacher of the same race between kindergarten and 5th grade. Easton-Brooks et al. found that African American students who had at least one African American teacher between kindergarten and 5th grade scored 1.50 points higher in reading than those students who did not have at least one African American teacher at the end of kindergarten. The reading scores of these students increased 1.75 points per year higher than those students who did not have at least one African American teacher between kindergarten and 5th grade. Similarly, Eddy and Easton-Brooks (2011) found that students who were exposed to at least one African American teacher scored 1.44 points higher on the mathematics achievement test at the end of kindergarten and the growth in the mathematics scores of these students was at least 0.64 points higher than those students not exposed to an African American teacher between kindergarten and fifth grade.

### Recruitment of Educators of Color into Education Careers

A challenge in increasing the number of teachers of color resides is the fact that less than 10% of college students of color elect education as their major. Most of these students go into fields such as business and social science (Dickson, 2010; Porter & Umbach, 2006). These students elect not to go into the field of education because of expanded opportunities for people of color who are college graduates, low teacher salaries, rigorous testing standards in schools and more demanding certification and licensing requirements, and social perception of the teaching profession (Easton-Brooks, et al., 2010; Lewis, 2006).

Lewis (2006) proposed strategies for recruiting African American teachers, which could be followed to recruit other groups of teachers of color. The proposed approach is as follows: (1) collaboration with communities, (2) faculty mentors, (3) refinement of entrance requirements, (4) college and school collaboration, (5) academic supports, and (6) collaborations with community colleges. While these recommendations were based on the recruitment of African American males, these strategies should also be used in the recruitment of all preservice

teachers of color. Boser (2011) recommendations include (1) increasing federal oversight of and increased accountability for teacher preparation programs, and (2) creating statewide initiatives to fund teacher preparation programs aimed at teachers of color. In addition, efforts should also be made by policymakers to increase salaries and/or incentives to entice qualified teachers of color to the field of education.

### Recruitment and Hiring of Teachers of Color

It is important that school district human resource departments focus efforts to specifically recruit teachers and administrators of color, and work with existing teachers and school administrators on developing strategies for improving the hiring process. Also, key relationships need to be formed with colleges and universities to recruit high quality teachers, especially in high-needs areas such as mathematics, science, and special education. Because principals often have the final decision-making authority on what teachers will be hired at the local school site, they need to work closely with school district hiring officials to examine and improve their approaches to diversify, recruit, hire, and retain qualified teachers of color.

### Retention of Educators of Color

While there have been increases nationally in people of color entering the field of education, educators of color are leaving the field at a much higher rate than that of white-teachers (18% to 24% higher in 2004 and 2009, respectfully) and between 1980 and 2009 the turnover rate for teachers of color has increased by 28%.

Studies (Bireda & Chait, 2011; Boser, 2011; Ingersoll and May, 2011) also show~~s~~ that these teachers are primarily employed in public schools serving high-poverty, high-ethnic minority, and urban student populations. Their findings show that teachers of color are two to three times more likely than white teachers of color to work in schools with students from families and communities with high stress factors. This desire to teach in these schools may come from their desire to impact the change in the lives of students of color (Miner, 2006). In turn, white teachers are more likely to leave schools with a higher percentage of students of color when these schools have high poverty or are in urban communities.

While some researchers have found factors such as salaries, classroom resources, and professional development opportunities had little to do with teachers of color leaving the classroom, Boser (2011) found that 63% of African American and 54% of Spanish-speaking teachers were not satisfied with their pay compared to 48% of white teachers. While Ingersoll and May (2011) found that salary also is a contributing factors to transfers and turnover, they note that teachers' decision making and the degree of individual instructional autonomy were the most influential factors for teachers of color~~s~~ leaving the classroom. What these teachers may be finding is the value in standardized tests and test scores outweigh the need for connecting with students at a more humanistic or cultural level. Further, Boser (2011) found that teachers of color were less satisfied with the way their school was run in comparison to white teachers.

As systems across Oregon are finding ways to recruit a more culturally and linguistically diverse teaching staff, the issue of retention becomes a much larger piece of the puzzle. The greatest recruitment efforts mean little if diverse populations of teachers do not feel a connection to the school and community in which they work and live. In many instances, highly qualified diverse educators leave the teaching profession entirely or find

employment in school districts that are committed to addressing their needs. Research has found this especially true for male minority teachers (Ingersoll & May, 2011). Despite a significant increase in minority teachers over the past two decades compared to white incoming teachers, minority teachers have left schools at higher rates (Ingersoll & May, 2011). Ingersoll and May note the following as major factors influencing minority teacher's decisions to either leave teaching or a specific school district: working in economically challenged schools where deficit viewpoints and toxic work conditions permeate, lack of a collective decision making process between faculty and administration, and lack of instructional autonomy.

As Oregon improves its efforts to diversify the field of education and to decrease the academic achievement gap between students of color and white students, it is critical that a statewide collective action involve classroom teachers, building administrators, school district personnel, community organizations, educator preparation programs, state agencies and policymakers.

As various ethnically and linguistically diverse teachers enter the field of education, more research on this topic is needed, especially related to populations in which languages other than English is a significant part of a student's culture. Further, while the percent of teachers of color is increasing, the field of education still employs heavily white teachers. It is critical that hiring and placement procedures and practices are analyzed and those responsible for hiring receive training in cultural responsiveness and implicit bias. Diversifying the staff responsible for district recruitment and hiring can also improve practice.

# Process for Developing the 2014 Status Report

## Oregon Equity Lens

The Oregon Education Investment Board has a vision of educational equity and excellence for each and every child and learner in Oregon. We understand that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. The attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live, and make progress towards becoming a place of economic, technologic and cultural innovation.

As such, the Oregon Equity Lens, adopted by the OEIB in April 2013, is now being applied to explicitly identify disparities in education outcomes for the purpose of targeting areas for action, intervention and investment. For the purposes of this report, the Equity Lens helps us further analyze the racial and ethnic diversity among our education workforce serving Oregon students in the K-12 system.

## Oregon Educator Equity Advisory Group

With the recommendation of Oregon's Chief Education Officer, an Oregon Educator Equity Advisory Group was formed. Chaired by Dean Donald Easton-Brooks from Eastern Oregon University, the group is composed of over 20 leaders representing schools, districts, communities of color, public and private educator preparation programs, Teacher Standards and Practices Commission, the Oregon Department of Education, Education Northwest, Oregon Education Investment Board, Oregon Education Association, and the Chalkboard Project. Key to the focus of the group's work was selection of members reflective of the cultural and linguistic demographics of Oregon's K-12 student populations (Appendix B). The group has met four times and adopted a charge:

> The Oregon Educator Equity Advisory Group (OEEAG) assesses, evaluates, and advocates for statewide educational policy with legislators, state organizations, schools, and communities on practices that prepare, recruit, and retain racially, ethnically and linguistically diverse educators that contribute to the continuing success of diverse students, teachers, families, and communities.

One of the Advisory Group's first tasks was to evaluate the 2011 Oregon Minority Educator Report to identify what was most informative, what needed to be added and how the report could be organized and disseminated to have a greater impact on sustainable change. These recommendations are shared in this report and will influence the development and presentation of the 2015 report.

One of the key recommendations from the Advisory Group was to recommend a name for the report that is reflective of SB 755. Instead of the use of the term "teachers", the group recommends that the term "educators" be used to reflect the data on both teachers and administrators being tracked. The group also suggested use of the term "equity" instead of the term "minority" as the latter term can convey an unintended

meaning of "less than." The proposed title for the report is the **Oregon Educator Equity Report** and knowing that this change would require an amendment to legislation, the group welcomes the opportunity to discuss this further with legislators during Legislative Days scheduled before the 2015 Legislative Session.

The group also discussed the deeper and more pervasive factors that influence the recruitment, preparation, and retention of culturally and linguistically diverse educators. As such, the Advisory Group has drafted a Score Card they plan to monitor that includes the following elements:

**Workforce Diversity:** Demographics of the workplace by gender, race, ethnicity, first language, salary, age, physical ability, and sexual orientation. *Goal*: increase the percentage of diverse educators by each category.

**Leadership for Diversity Commitment**: Leaders' attitudes and expectations. *Goal*: Increase the involvement of the school and district leaders in initiative, programs, or projects to promote learning among diverse learners.

**Workplace Climate/Behavior Diversity**: Employees' attitudes and expectations. *Goal*: Increase the number of projects and initiatives in place that target learning for diverse students.

**Diversity Partnerships**: Engagement with community partnerships or community organizations. *Goal*: Increase the percentage of partnerships across the district.

**Structural Diversity**: The roles for personnel by gender, race, ethnicity, first language, salary, age, physical ability, and sexual orientation. *Goal*: Increase the number of educational leaders in higher position by each of the categories.

**Achievement of students**: Achievement gap in scores and graduation rates of students. *Goal:* Measure gap in achievement of minority and non-minority students as well as graduation rates.

**Diversifying the field:** Recruitment and retention of diverse educators by roles. *Goal*: Increase school and district capacity to recruit and retain diverse workers.

Using these data, the group will answer critical questions such as:

1. What do data show in relationship to the different categories?
2. What are the keys to success?
3. What are the barriers to success?
4. What action plan is needed to achieve this vision of adequate diversity practices?

One of the key roles of the Advisory Group during the next year will be to determine means by which to monitor, document, analyze, and share evidence related to the Score Card elements. These can become a major enhancement to the biennial Oregon Minority Teacher Report starting in 2015.

## Educator Workforce Data Team

In order to provide the Educator Equity Advisory Team with data required by SB 755 and to better coordinate the collection of data with consistent definitions, annual collections timelines, and in-depth analyses, a small Educator Workforce Data Team was developed consisting of agency staff from the Oregon Department of Education, the Oregon Education Investment Board, the Oregon University System, and the Teacher Standards and Practices Commission. This group has already compiled initial data for the 2014 Report and has identified several key issues that still need to be resolved before the 2015 Report is due.

With the changes impacting the Oregon University System office this year, it has been critical to reconsider how best to gather data from the public university educator preparation programs that typically were collected and analyzed by staff in the Chancellor's office. During the next year, the Educator Workforce Data Team will formalize a timeline for requesting, receiving, and verifying all data sources that may include data from the public individual institutions, the Oregon Teacher Standards and Practices Commission, and the Oregon Department of Education. In addition, there is a strong interest among the independent colleges and universities in participating in this important work given that they produce roughly half of all of the new teachers licensed each year in Oregon.

The Educator Workforce Data Team also views this work as connected to several other critical needs for Oregon related to strengthening data and information regarding educator preparation that are now part of their work plan.

1. Oregon needs an official recruitment site that promotes the education profession to five groups of individuals:

    a. Culturally and linguistically diverse students of color enrolled in K-12 schools;
    b. Culturally and linguistically diverse students of color enrolled in postsecondary education programs;
    c. Culturally and linguistically diverse staff such as educational assistants employed in school settings;
    d. Culturally and linguistically diverse career changers, including those returning from military service; and
    e. Out of state applicants interested in living and working in Oregon.

The website needs to provide welcoming, inclusive, useful and accurate information related to the need for more culturally and linguistically diverse educators in Oregon, current supply and demand data by district or region, career advancement opportunities, licensure requirements, available financial supports, educator preparation program information for prospective students, and ways to network with other culturally and linguistically diverse educators. Seed funding from HB 3233 has been identified to support the design and launch of a statewide website prior to the 2015 Legislative Session.

2. Oregon needs to connect several data systems to create more reliable and accessible ways to track:
    a. Supply and demand data on the educator workforce
    b. Hiring and retention data on candidates after they graduate to determine who is employed, where they are employed, how long they are retained, and how they advance in their careers

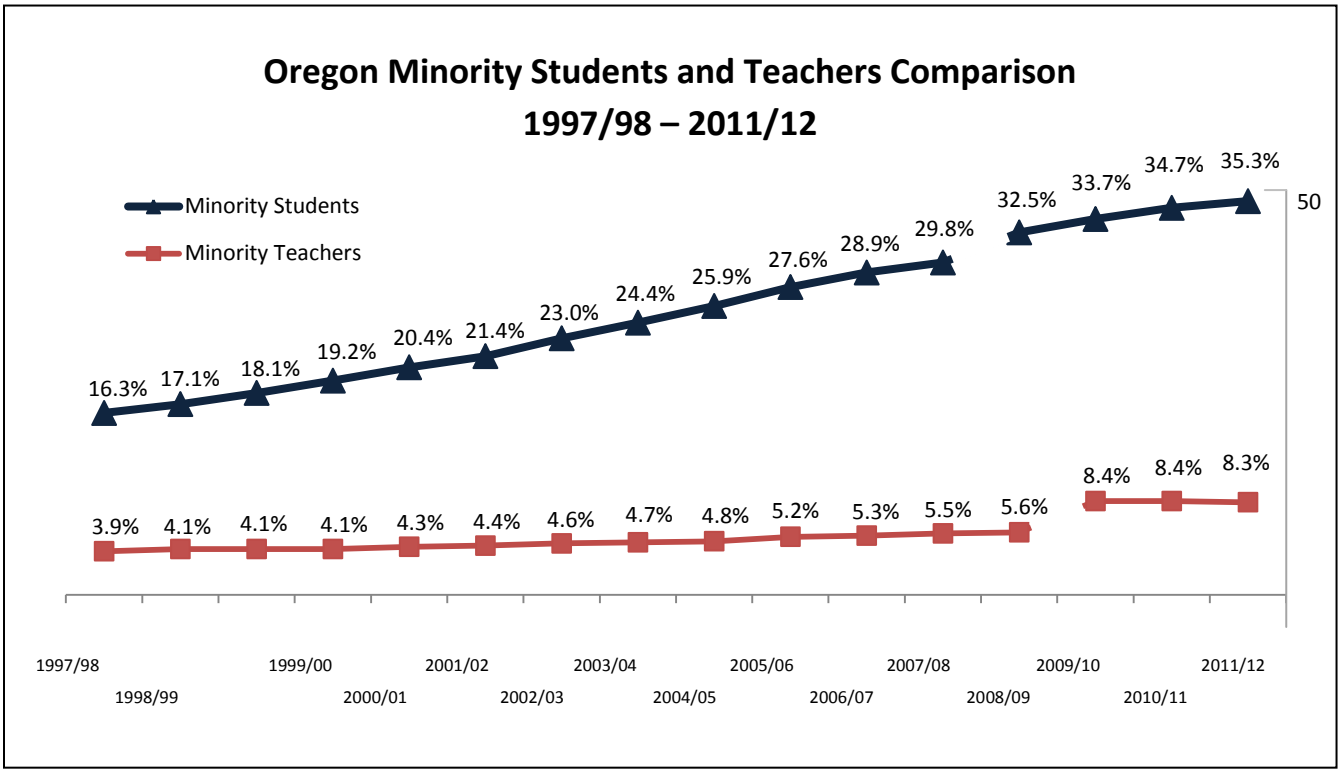
Seed funding from HB 3233 has been identified to support the design and launch of a data exchange to accomplish these activities prior to the 2015 Legislative Session.

# 2014 Preliminary Data

## Big Picture Data

The 2012-2013 Oregon Department of Education Statewide Report Card states that Oregon has made some progress in hiring and retaining a more racially and ethnically diverse set of teachers; however, this progress has not kept pace with the increasing diversity of Oregon's student population. As Figure 1 below illustrates, Oregon's students of color now make up more than one-third of the K-12 population but only 8.3% of Oregon's teacher workforce are teachers of color.

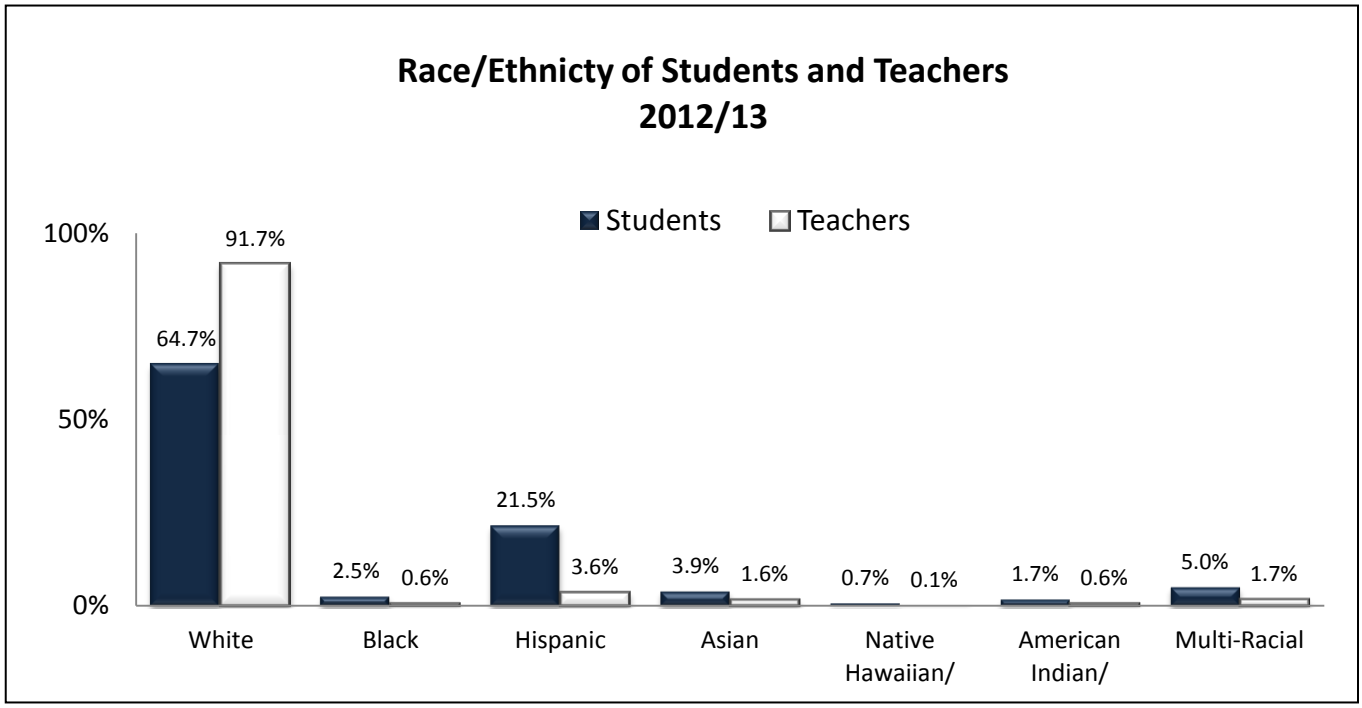
**Figure 1**: *Oregon Minority Students and Teachers Comparison 1997/98 – 2011/12*




**Source**: Fall Membership and Staff Position Collections. Note that in 2009/10 for students, and 2010/11 for teachers, the guidelines for reporting race/ethnicity changed – see http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for details. These data may not be comparable to prior years.

As illustrated in Figure 2, the disparity between individual groups of minority students and educators has stayed relatively unchanged with the gap between Latino students and Latino educators being most notable. In 2012/13, Oregon had 21.5% Latino students and only 3.6% Latino teachers. Given that over 20% of all K-12 students in Oregon public schools report a language of origin other than English, it is imperative to increase the number of Spanish speaking teachers in the workforce, particularly as Oregon's dual language and bilingual programs continue to need more fully bilingual teachers who can use Spanish as a bridge to English, foster parental involvement and communication, work with newcomer students, and deliver content in two languages.

**Figure 2**: *Oregon Demographic Gaps Between K-12 Public School Students and Public School Teachers*



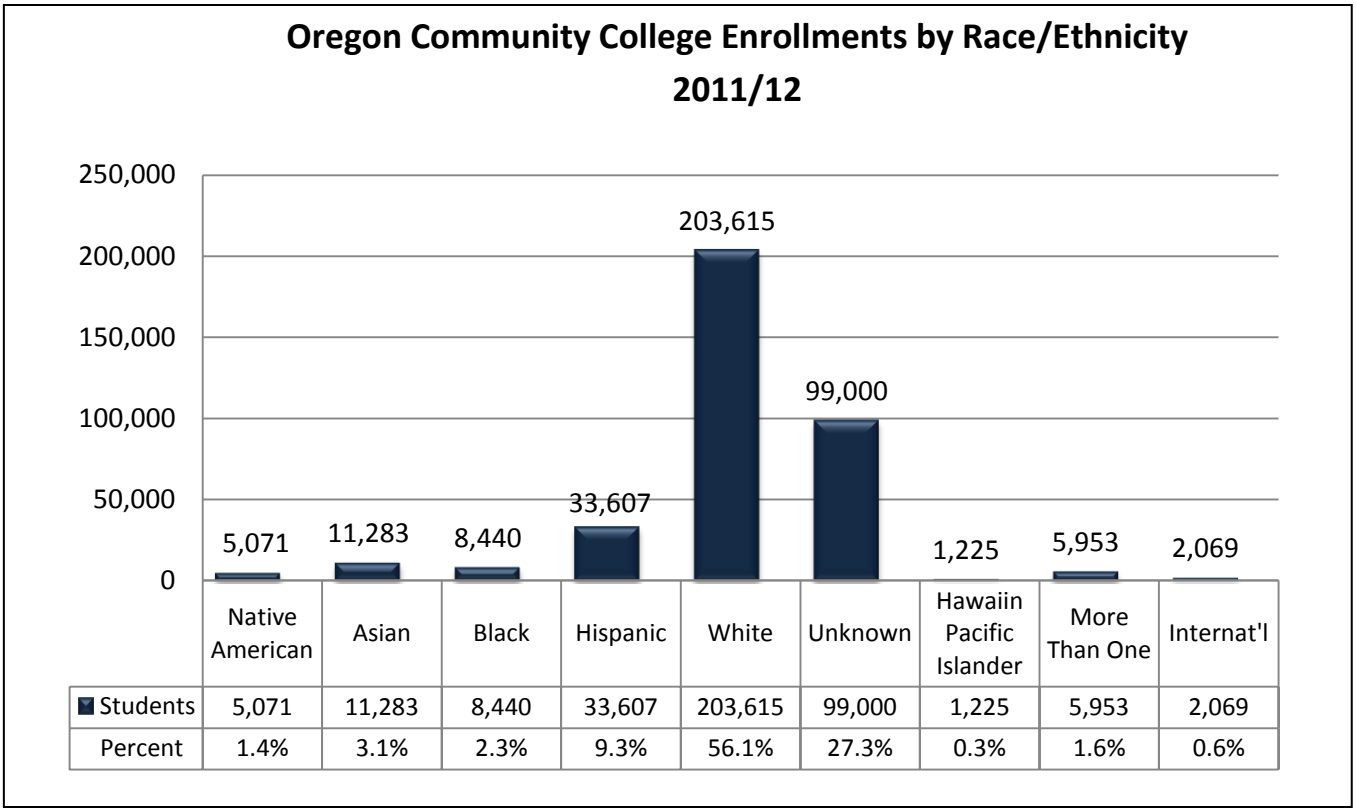

**Source**: Fall Membership and Staff Position Collections (Note: Multi-Racial does not include students or staff who reported Hispanic Ethnicity – they are all reported under Hispanic.)
See http://www.ode.state.or.us/news/announcements/announcement/aspx?=4630 for more information.

## Minority Students Enrolled in Community Colleges

Student enrollment data for 2011-2012 compiled by the Division of Community Colleges and Workforce Development show that the race/ethnicity of a large percentage of students is unknown. Of the students who were enrolled in Oregon community colleges in 2011-12 who report their race/ethnicity, the largest percentage self-identify as white (56.1%) followed by 9.3%, who self-identify as Hispanic/Latino.

Although many students decline to report their racial/ethnic identity, the community college campuses in Oregon still vary in terms of the percentage of culturally and ethnically diverse enrolled students. The most diverse campus is Portland Community College, which in 2009-2010 had 20,033 students (21.2%) who self-reported a race or ethnic background other than Caucasian. On the other hand, only 5.5% of Tillamook Bay Community College's student body of 2,478 self -reported a race or ethnic background other than Caucasian the same year.

**Figure 3**: *2011/12 Oregon Community College Enrollments by Race/Ethnicity*




**Source**: Division of Community College and Workforce Development 2013 Testimony to Ways and Means Committee.

## Minority Students Applying for Admission and Accepted to Public Universities

According to staff at the Oregon University System, data for student applications by race and ethnicity are no longer easily collected at the state level. This means that two of the elements identified in the original Minority Teacher Act will need to be reconsidered:

1. Minority students applying for admission to public universities listed in ORS 352.002; and
2. Minority students accepted in public universities

To address this issue for the 2014 status report, data tables in Appendix C are excerpted from a report entitled, *Diversity in the Oregon University System: A Snapshot of the Present and a Look to the Future* (OUS, 2013) providing snapshots of each of the OUS institutions from 2007-08 through 2011-12 as a useful reference.

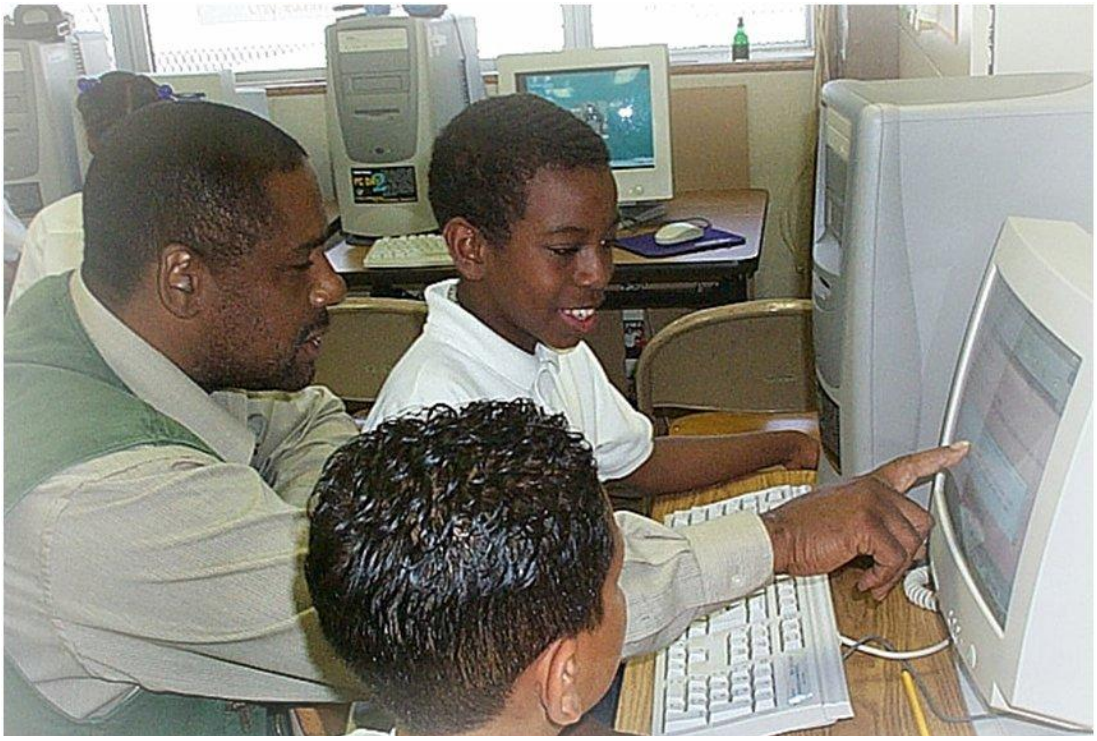
Possible solutions for the future include requesting a special submission of the data needed based on the Student Centralized Administrative Reporting File (SCARF), building a new application report that includes race, ethnicity, and primary language status.

## Minority Students Enrolled in the Oregon Public Universities

The same OUS report referenced above included data showing that about 23% of OUS new undergraduate admits in 2011-12 (both first time freshman and new transfer students) were students of color. As a system, the institutions are not enrolling as many African Americans (1.9% newly admitted to OUS compared to 2.5% Oregon high school graduates), American Indian or Alaska Natives (1.5% newly admitted to OUS compared to 1.7% Oregon high school graduates), or Hispanic students (8.7% newly admitted to OUS compared to 17% Oregon high school graduates).

## Minority Candidates Seeking to Enter and Admitted into Oregon Educator Preparation Programs

All educator preparation programs in Oregon are required to have their teacher and administrator candidates submit a background and fingerprint application to TSPC prior to clinical practice. Although believed by some to be an accurate tool for calculating the cultural and linguistic diversity of candidates who have been admitted to a an educator preparation program, due to each university's differing procedures for filing PA1 forms, the number can include candidates who are still completing prerequisite coursework, candidates who were never formally admitted to a program or candidates who were admitted to a program but never reached the clinical practice stage of the program.  For these reasons, use of the PA1 forms is not recommended in the future as a reliable data source, and TSPC will work with both public and independent educator preparation programs to standardize reporting procedures for a more appropriate and accurate collection methodology.



## Minority Candidates who have Completed Public Teacher Education Programs

The Oregon Teacher Standards and Practices Commission processes C-2 forms from each candidate who has completed a preparation program and subsequently is recommended for licensure by a state-approved educator preparation program. These data are used to calculate program completers. Chart 1 shows that Portland State University continues to have the most culturally and linguistically diverse teacher candidates, and in fact is the only institution that has had double-digit figures. Likewise, both Oregon State University and University of Oregon have experienced consistent increases over the past three years.

**Chart 1**: *2010/11 – 2012/13 Teachers Program Completers by Ethnicity Prepared in Oregon Public Institutions*

**Teachers Program Completers by Ethnicity Prepared in Oregon Public Institutions 2010/11 – 2012/13**

| | | White | American Indian/AK Native | Asian | Black African American | Hispanic | Pacific Islander | Multi-Ethnic | % Minority (Non-White) |
|---|---|---|---|---|---|---|---|---|---|
| Eastern Oregon University | 2010/11 | 96 | 2 | 2 | 1 | 4 | | 4 | 11.8% |
| | 2011/12 | 81 | | | | 3 | 1 | 3 | 7.5% |
| | 2012/13 | 73 | 1 | | 1 | 5 | | | 7.6% |
| Oregon State University | 2010/11 | 163 | 1 | 4 | 1 | 2 | | 2 | 5.3% |
| | 2011/12 | 111 | 2 | 3 | | 3 | 2 | 1 | 8.8% |
| | 2012/13 | 102 | 1 | 2 | | 5 | | | 10.1% |
| Portland State University | 2010/11 | 203 | 3 | 10 | 7 | 17 | | 8 | 17.7% |
| | 2011/12 | 213 | 2 | 12 | 6 | 9 | | 3 | 15% |
| | 2012/13 | 167 | 3 | 10 | 6 | 19 | 1 | 18 | 24.2% |
| Southern Oregon University | 2010/11 | 92 | | 2 | | 3 | 1 | 1 | 7% |
| | 2011/12 | 78 | | 1 | | 5 | | 4 | 10.5% |
| | 2012/13 | 95 | 1 | 2 | | 2 | 2 | 1 | 7.4% |
| University of Oregon | 2010/11 | 117 | 3 | 8 | | 6 | | 3 | 14.3% |
| | 2011/12 | 87 | 3 | 8 | | 5 | 1 | 7 | 16.6% |
| | 2012/13 | 86 | 2 | 8 | | 5 | | 5 | 18% |
| Western Oregon University | 2010/11 | 172 | 1 | 1 | | 9 | 2 | 2 | 7.2% |
| | 2011/12 | 155 | 2 | 6 | | 9 | | 3 | 11.1% |
| | 2012/13 | 142 | 2 | 1 | | 9 | | 4 | 9.3% |

**Source**: Compiled the Oregon Teacher Standards and Practices Commission June 2014. (Note: The column indicating the ercentage of minority or non-white candidates is based on the total number that in many cases includes small numbers of candidates who declined to self-identify.*)*

## Progress on the Number of Administrators of Color Prepared in Oregon

Parallel data for the three public institutions that prepare administrators (Portland State University, Southern Oregon University and University of Oregon) show that for the past three years Portland State University has made the most significant progress in increasing the number of minority candidates prepared and licensed for educational leadership or administrator roles that can include assistant principal, principal, superintendent, and other district administrative positions (see Chart 2).

**Chart 2**: *2010/11 – 2012/13 Administrator Program Completers by Ethnicity Prepared in Oregon Public Institutions*

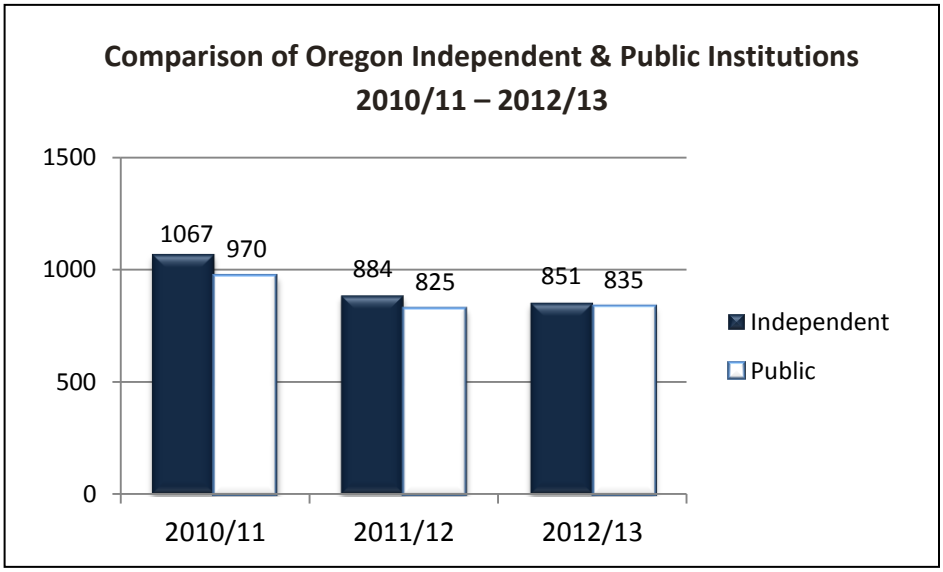
| Administrator Program Completers by Ethnicity Prepared in Oregon Public Institutions 2010/11 – 2012/13 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | White | American Indian/ AK Native | Asian | Black African American | Hispanic | Pacific Islander | Multi-Ethnic | % Minority (Non-White) |
| Portland State University | 2010/11 | 48 | | | | 2 | | | 3.9% |
| | 2011/12 | 64 | | 2 | 3 | 2 | | 1 | 10.8% |
| | 2012/13 | 43 | 2 | 3 | 3 | 2 | | 1 | 19.6% |
| Southern Oregon University | 2010/11 | 28 | | | | | | | -- |
| | 2011/12 | 14 | | | | 1 | | | 6.2% |
| | 2012/13 | 19 | | | | 1 | | | 4.7% |
| University of Oregon | 2010/11 | 35 | | | | | | | -- |
| | 2011/12 | 37 | | 1 | 1 | 2 | | 1 | 11.6% |
| | 2012/13 | 25 | | | | 1 | | | 3.7% |

**Source**: Compiled by the Oregon Teacher Standards and Practices Commission June 2014. (Note: The column indicating the percentage of minority candidates is based on the total number that in many cases includes small numbers of candidates who declined to self-identify.

## Independent Institutions Compared to Public Institutions

Although not specifically requested in SB 755, Figure 4 shows that educator preparation programs at Oregon's independent colleges and universities have been producing more new teachers than the public institutions for the last three years.

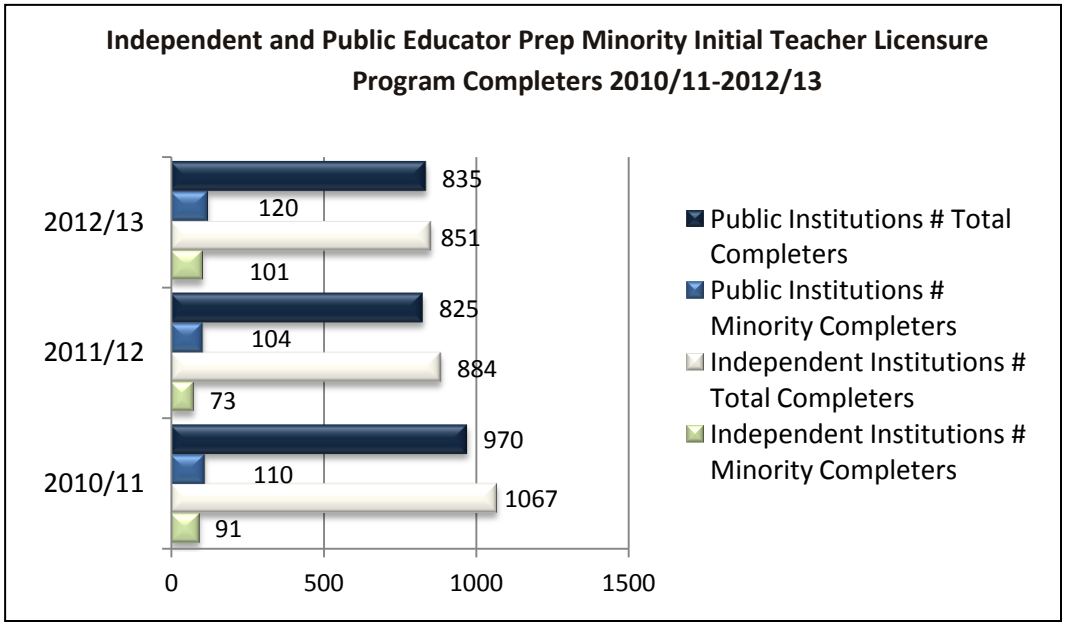
**Figure 4**: *Comparison of Oregon Initial Teacher Licensure Completers*




**Source**: Compiled by the Oregon Teacher Standards and Practices Commission June 2014.

However, the public institutions have exceeded the independent institutions in terms of the number of minority candidates prepared and recommended to TSPC for their initial teaching licenses as illustrated in Figure 5.

**Figure 5:** *Comparison Data for Oregon Independent and Public*

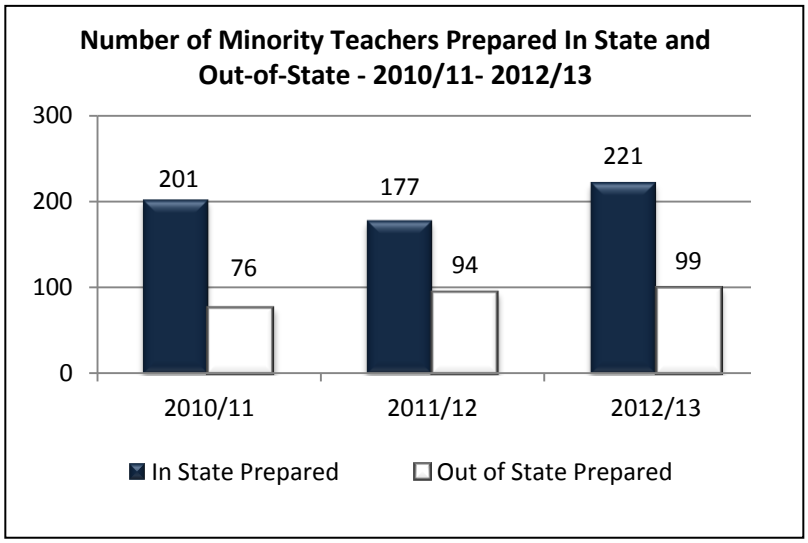



**Source**: Compiled by the Oregon Teacher Standards and Practices Commission June 2014

## Minority Candidates Receiving Oregon Teaching Licenses Prepared in Oregon and in Other States

Every year, TSPC processes licenses for teachers prepared out of state and seeking an Oregon teaching license. These can be individuals who have been specifically recruited and hired by Oregon school districts or who have moved to Oregon and are seeking employment. Figure 6 shows that the number of minority teachers coming to Oregon and prepared in other states is less than half of those prepared in Oregon but the out-of-state number has increased slightly over the past three years. However, it is currently unclear as to when the out-of-state prepared teachers received their first initial teaching license as they are simply listed as out-of-state prepared, therefore comparing this number to newly prepared Oregon Candidates would not be statistically sound. It should be noted that over the past three years, 30 "minority" administrators prepared out of state have filed for an initial administrator licensure with TSPC. No particular trend or pattern is discernible.

**Figure 6**: *Number of Minority Teachers Prepared in and Out of State*.




**Source**: Compiled by the Oregon TSPC June 2014.

## Recommended Next Steps for Educator Preparation Data Collection in 2014-15

Currently, TSPC is exploring access to specific institutional data for the Title II reports that each institution complete and submit to the U.S. Department of Education. (Candidate completer and test data for the Title II report are uploaded via the applicable test company.) Other options include changing the format of the annual reports required by TSPC from each institution, creating a unique enrollment form completed by each candidate or use of the Integrated Postsecondary Education Data System (IPEDS) data. This will be part of the TSPC agenda for the coming year and will involve the TSPC Commissioners, the deans and directors of Oregon's public and private educator preparation programs, and an advisory group that is being formed. Further reconciliation is needed to align current discrepancies between employment data maintained by ODE with data maintained by TSPC monitoring those employed with current licenses.

## Minority Educators Newly Employed and Already Employed in Oregon Public Schools

Although final data have not yet been refined for the 2013-2014 year, preliminary data in Chart 3 are reflecting a small increase from last year (+10) in the number of administrators defined as minority who were newly hired in Oregon public schools. Furthermore, the number of newly hired teachers defined as minority who were newly hired in Oregon public schools doubled from last year.

**Chart 3**: *Newly and Already Employed Minority Teachers/Administrators in Oregon Public Schools*

| | Dec 1, 2011 Headcount | Dec 1, 2012 Headcount | Dec 1, 2013 Headcount (Preliminary) |
|---|---|---|---|
| Minority teachers who are newly employed in the public schools in this state; (Not previously employed in the state of Oregon as a teacher or administrator) | 94 | 103 | 205 |
| Minority teachers already employed in the public schools. (At least one year of experience as a teacher or administrator in the state, potentially including work in a private school) | 2,298 | 2,240 | 2,197 |
| COMBINED TEACHER DATA | 2,392 | 2,343 | 2,402 |

| | Dec 1, 2011 Headcount | Dec 1, 2012 Headcount | Dec 1, 2013 Headcount (Preliminary) |
|---|---|---|---|
| Minority administrators who are newly employed in the public schools in this state; (Not previously employed in the state of Oregon as a teacher or administrator) | 5 | 3 | 13 |
| Minority administrators already employed in the public schools. (At least one year of experience as a teacher or administrator in the state, potentially including work in a private school) | 192 | 191 | 199 |
| COMBINED ADMINISTRATOR DATA | 197 | 194 | 212 |

**Source**: Compiled by staff at the Oregon Department of Education June 2014. Note: Minority" = Staff member reported: Black, Hispanic, American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander Race/Ethnicity, or Multi-Racial [language of origin data not available at this time].

In terms of those who were hired in previous years, there was a small increase in the number of "minority" administrators with more than one year of experience or more who were retained. However, there was a significant decrease (N =43) in the number of "minority" teachers. This represents approximately a 2% drop for the state's minority teacher workforce. As language of origin data are not available at this time, there is no baseline data yet for this additional population category added in SB 755.

**Reports on Program Plans in Public University Educator Preparation Programs**

Senate Bill 755 required a summary of the plans currently implemented as provided by the earlier language in Minority Teacher Act in ORS 342.447 stipulating that the State Board of Higher Education would require each public teacher education program in the state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of minority teachers. The State Board was to adopt rules governing the contents of the plans, develop initial and biennial review processes and timetables for revising the plans, review the plans for adequacy and feasibility and, after making necessary revisions, adopt the plans. Although this work has been more visible within the Oregon Minority Education Reports published in 2005 and 2011, there has not been specific action taken by the State Board of Education. However, the Academic Strategies Committee of the Oregon University System completed a study in mid 2013 that reported on data and efforts at each campus to diversify the student body. Given the nature of functions remaining at the Oregon University System office, this task may need to be recommended to the Higher Education Coordinating Commission for further action.

It should be noted that educator preparation programs have been required to report on their diversity plans as part of the revised Oregon TSPC state accreditation process, mirrored after the standards used by the National Council for Accreditation of Teacher Education (NCATE) to accredit OSU, PSU, WOU, and four independent institutions that have opted to be nationally accredited. These extensive national standards focused on diversity address the following questions:

1. What proficiencies related to diversity are candidates expected to develop and demonstrate?
2. What required coursework and experiences enable teacher candidates to develop awareness of the importance of diversity in teaching and learning and the knowledge, skills and dispositions to adapt instruction and/or services for diverse populations?
3. What assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?
4. How diverse is the faculty who work with education candidates?
5. What knowledge and experiences do unit and clinical faculty have related to preparing candidates to work with students from diverse groups?
6. What efforts does the unit make to recruit and retain a diverse faculty?
7. How diverse are the candidates in the initial teacher preparation and advanced preparation programs?
8. What opportunities do candidates have to interact with candidates from diverse groups? What efforts does the unit make to recruit and retain candidates from diverse groups?
9. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice?

10. How does the unit ensure that each candidate has at least one field experience with students from racial and language groups different than their own, students with exceptionalities, and students from different socioeconomic groups?
11. How does the unit ensure that candidates develop and practice knowledge, skills, and dispositions related to diversity during their field experiences and clinical practice?
12. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

TSPC modified its program review process in 2012 to more closely mirror the rigor of NCATE. TSPC's Standard 4 of the preparation program state accreditation has since required that each institution provide documentation showing that:

1. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions including cultural competency necessary to help all students learn equitably.
2. Assessments indicate that candidates can demonstrate and apply proficiencies related to cultural competency and equitable student achievement.
3. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.
4. A cohort of candidates and faculty from diverse groups informs the unit's curriculum, pedagogy, and field experiences in culturally meaningful ways. Diverse faculty and peers assist candidates in addressing teaching and learning from multiple perspectives and different life experiences.
5. The unit provides for different voices in the professional development and work of the education profession. The greater range of cultural backgrounds and experiences among faculty and candidates enhances understanding of cultural competency and equity in the classroom.

## Progress Toward 2015 Goals Designated in SB 755

The original language in the Minority Teacher Act stated a goal for the state that read as follows:

> *The State of Oregon is committed to ethnic-racial equity and, therefore, it is the goal of the state that by the year 2001 the number of minority teachers, including administrators, employed by school districts and education service districts shall be approximately proportionate to the number of minority children enrolled in the public schools of this state. [1991 c.434 §2]*

SB 755 revised the goal set in the original Minority Teacher Act by amending the language to read:

> *As a result of this state's commitment to ethnic-racial equality the goal of this state is that, by July 2015, the following shall be increased by 10% as compared to July 1, 2012:*
>
> *(1) The number of minority teachers and administrators employed by school districts and education service districts; and*
>
> (2) *The number of minority students enrolled in public teacher education programs.*

In an attempt to more accurately estimate numbers that would be needed to meet the goals set in SB 755 for minority teachers by 2015, the Advisory Group, with the help of the Educator Workforce Data Team, are working with existing data and calculating estimated numbers needed to meet the 10% growth from numbers reported in 2011-2012. The first such tables, provided by the Oregon Department of Education, show that:

1. Our base number of culturally and linguistically diverse teachers employed in Oregon public schools in 2011-12 was 2,392.
2. Thus, a 10% increase from this base figure to meet the goal for 2015 would be 239 more teachers.
3. The 2013-14 data reveal that the number of culturally and linguistically diverse teachers employed in Oregon public schools has increased to 2,402.
4. This represents an increase of 10 since 2011-12.
5. Thus, an additional 229 culturally and linguistically diverse teachers would need to be employed in Oregon public schools to meet the goal for 2015 established in SB 755.

Similar projections were done to estimate the number of additional administrators of color needed to be recruited and retained to meet the goal set in SB 755. The news is better, given the data in Chart 4.

**Chart 4**: *Administrators by Ethnicity Employed in Oregon Public Schools*.

| | 2011/12 | 2012/13 | 2013/14 |
|---|---|---|---|
| Superintendents | 6 | 6 | 5 |
| Assistant Superintendents | 5 | 6 | 7 |
| Principals | 134 | 130 | 147 |
| Assistant Principals | 64 | 65 | 68 |
| TOTAL | 209 | 207 | 227 |

1. Our base number of culturally and linguistically diverse administrators employed in Oregon public schools in 2011-12 was 209.
2. Thus, a 10% increase from this base figure to meet the goal for 2015 would be 20 more administrators.
3. The 2013-14 data show the number of culturally and linguistically diverse administrators employed in Oregon public schools increased by 18 from 2011-12 to 2013-14.
4. Thus, if the 2013-14 number were to stay stable through the 2014-15 year and add at least two more culturally and linguistically diverse administrators, the state would have exceeded the number of additional culturally and linguistically diverse administrators employed in Oregon public schools projected to meet the goal for 2015 established in SB 755.

In terms of progress toward the number of minority students enrolled in public teacher education programs, this 2014 status report is using program completer data that are more reliable for providing rough estimates until TSPC

can conclude its collaboration with education preparation programs to provide a revised data collection plan for newly admitted candidates. Charts 5 through 6 provide summary data for the past two years for completers from educator preparation programs at both public and independent institutions. As the 2013-14 data becomes available these charts will be updated.

**Chart 5**: *2011/12 New Initial Licensed Teachers in Oregon*. Data retrieved by TSPC June 25, 2014.

| 2011/12 Program Completers | Black/ African American | American Indian/ Alaska Native | Asian | Native Hawaii/ Pacific Islander | Hispanic/ Latino | Multi-ethnic | Total Minority | Total Completers | Minority % of the Total Completers |
|---|---|---|---|---|---|---|---|---|---|
| Oregon **Public** Institutions/ OUS | 6 | 9 | 30 | 4 | 34 | 21 | 104 | 825 | 12.6% |
| Oregon **Independent** Institutions | 3 | 6 | 28 | 3 | 20 | 13 | 73 | 884 | 8.2% |
| In State Prepared Subtotal | 9 | 15 | 58 | 7 | 54 | 34 | 177 | 1709 | 10.3% |

**Chart 6**: *2012/13 New Initial Licensed Teachers in Oregon*. Data retrieved by TSPC June 25, 2014

| 2012/13 Program Completers | Black/ African American | American Indian/ Alaska Native | Asian | Native Hawaii/ Pacific Islander | Hispanic/ Latino | Multi-ethnic | Total Minority | Total Completers | Minority % of the Total Completers |
|---|---|---|---|---|---|---|---|---|---|
| Oregon **Public** Institutions/ OUS | 7 | 10 | 23 | 3 | 45 | 32 | 120 | 835 | 14.3% |
| Oregon **Independent** Institutions | 8 | 7 | 41 | 8 | 21 | 16 | 101 | 851 | 11.9% |
| In State Prepared Subtotal | 15 | 17 | 64 | 11 | 66 | 48 | 221 | 1686 | 13.1% |

1. Our base number of culturally and linguistically diverse educators prepared in Oregon's public educator preparation programs in 2011-12 was 104.
2. A 10% increase from the base figure to meet the 2015 goal would be 11 more culturally and linguistically diverse candidates enrolled in Oregon's public educator preparation programs.
3. The 2012-13 data reveal that the number of culturally and linguistically diverse candidates completing Oregon's public educator preparation programs had increased by 16.
4. This represents a nearly 2% increase from 2011-12 to 2012-13 in the share of minority candidates within the total of program completers in public institutions.
5. Thus, to meet the goal for 2015 established in SB 755, if these figures were to remain stable or increase, the state would have exceeded the number of additional culturally and linguistically diverse teachers employed in Oregon public schools projected to meet the goal for 2015 established in SB 755.

Note that by next year, data should be available to track candidates who meet the expanded minority definition, namely those for whom English is not their native language. However, given the significant gaps that still exist between student demographics and educator workforce demographics, the intent of the Minority Teacher Act of 1991 and Senate Bill 755 still remain very critical to Oregon's education agenda, particularly as student achievement gaps between student populations continue to increase.

# Promising Work in Progress

### Oregon Minority Educator Pipeline and Retention Grants

As a result of House Bill 3233 and the Network for Quality Teaching and Learning, Oregon has awarded over $700,000 in partnerships focused specifically on recruitment, preparation, and retention activities that can result in more culturally and linguistically diverse educators. The proposed projects take different approaches that include recruiting high school students through cadet programs, supports for college students of color, grow-your-own initiatives, and pathways that help current school employees and career changers pursue teaching as a career. A summary of each awarded project is highlighted below.

| OREGON MINORITY EDUCATOR PIPELINE MODELS GRANTS | |
|---|---|
| **Eastern Oregon University** | **Oregon Teacher Pathway**<br>The goal of the Oregon Teacher Pathway is to increase the number of quality teachers of color in eastern Oregon public schools by creating a teacher awareness pipeline starting with 11th grade students and assisting these students as they complete their degrees and teacher licensure. More importantly, an essential goal of OTP is to work in partnership with local schools and other organizations to recruit, retain, support, and hire students upon program completion. |
| **High Desert Education Service District** | **Central Oregon Teacher Pipeline**<br>An awarded TeachOregon grant in Central Oregon is currently being used to recruit and retain a diverse teaching force in the region. The Oregon Minority Pipeline Model Grant provides the funding to focus attention specifically on Jefferson County/Warm Springs to establish a minority teacher pipeline line. The two main goals of the project are to (1) Develop a local "educator pipeline" that reflects the demographics of K-12 students in the region. (2) To reduce barriers to entry and retention, select students will receive scholarships, mentoring, extended learning opportunities, and career preparation. |
| **Klamath County School District** | **Klamath Teach!**<br>The Klamath County School District realizes their current employment philosophy and policy is not closing the gap in becoming a stable and culturally represented staff with the Klamath Tribe. The Oregon Minority Educator Pipeline Model Grant is uniquely positioned to help the Chiloquin community's underserved student population. The major goal for this project is to develop and initiate an articulated system that identifies and promotes Klamath Tribal Youth into the teaching field and service to the Chiloquin and Klamath County Community. This involves strategic college recruitment of Native American teacher candidates. |
| **Salem-Keizer School District** | **Teacher Cadet Program/Career in Teaching Program**<br>The Teacher Cadet Program focuses on students in the Salem-Keizer School district at the middle school and high school levels. The goal is to encourage students in grades 6-12 to consider a career in teaching. The Career in Teaching Program targets current educational support professionals who already possess a bachelor's degree. In exchange for three years teaching for Salem-Keizer, the candidates are provided tuition and support to receive their teaching license. |

| OREGON MINORITY EDUCATOR RETENTION GRANTS | |
|---|---|
| **Hillsboro School District** | **HSD Minority Retention Grant**<br>The Hillsboro School District believes that a workforce reflective of the community that it serves has a positive impact on overall student achievement. The primary goal of our district is to increase and successfully retain the number of culturally and linguistically diverse educators in the HSD K-12 system. Specifically, the project goal is to retain 100% minority educators (currently 25 teachers) in the Hilhi (WL Henry, South Meadows MS, and Hillsboro HS) feeder system in 2013-2014. These strategies include a focus on professional development, mentorship, and a welcome center. The district is committed to increasing the minority educator population by 10% (at least two teachers every year) until the percentage of minority educators is equal to the percentage of minority students in the feeder schools. |
| **Pendleton School District** | **Pendleton Diversity Promotion and Retention Project**<br>The overall goal of the project is to create a culture that supports and celebrates diversity, where our students, staff, and community members all feel welcome, and where all students are expected to succeed. The specific goal of the project is to increase and maintain the diversity of the Pendleton School District professional staff. This includes developing a district plan to address the lack of diversity through cultural awareness professional development for current staff, review of hiring practices and procedures, strengthening relationships and building momentum with the Confederated Tribes, partnering with the local community college (BMCC) and Eastern Oregon University, exploring a teacher cadet program, and refining the existing mentoring program and including support for new minority teachers. |
| **Portland Public Schools** | **Portland Public Schools: Retaining Minority Educators**<br>All of Portland's students, regardless of race, ethnicity, or culture, benefit from the involvement of educators who are as diverse as the students they teach. Portland's system for the retention of a diverse teaching force has been developed and planned during the last two years. PPS has a significant need, has made progress through a district-wide commitment to equity, and has support through other grant opportunities focused on minority educator recruitment and retention. The one clear, focused goal of this project is to retain culturally and linguistically diverse teaching staff. The four objectives of the project include a retain rate increase of 15% by June 30, 2015, mentoring programs for new teachers, principals, and aspiring principals with culturally responsive mentors and role models, an analysis of conditions that impact minority teacher retention, and the development of a professional team to review research-based best practices to retain a diverse teaching staff by Portland's Human Resources Department. |

The projected impact of these projects by July 2015 on the number of minority teachers prepared and retained is shown in Chart 7.

**Chart 7**: *Projected Culturally and Linguistically Diverse Teachers Prepared and Retained by 2014/15.*

| Awarded PIPELINE Grants | Amount of Funding | Number of Educators 2014-2015 |
|---|---|---|
| Eastern Oregon University | $170,992.50 | 15 |
| Salem-Keizer SD | $157,257 | 9 |
| Klamath County SD | $73,815 | 8 |
| High Desert ESD | $168,536 | 10 |
| **Pipeline Model Grant Totals** | **$570,600** | **42** |
| **Awarded RETENTION Grants** | **Amount of Funding** | **Number of Educators 2014-2015** |
| Portland Public Schools | $35,000 | Retention increase of 15% |
| Pendleton SD | $10,000/additional $25,000 with approved plan in Year 2 | Retention of 100% of minority teachers |
| Hillsboro SD | $10,000/additional $25,000 with approved plan in Year 2 | Retention of 100% of minority teachers<br>Increase of 10% more minority teachers |
| **Retention Grant Totals** | **$85,000** | |

## Voices from the Field Study: Minority Licensed Educators Currently Not Employed in Oregon Public Schools

To further understand the factors impacting retention, a study is being contracted by OEIB to study this issue in two phases. Phase one includes an online survey of 1400 educators of color who hold a current teaching license with TSPC but are not working in an Oregon public school. With assistance on data access from TSPC, the survey will determine:

1. Current employment status (position type and salary level, relation to current licensure(s) held)
2. Employment history relative to positions sought and obtained within an Oregon public school
3. Insights on their preparation for working in Oregon's public school sector
4. Type and quality of assistance provided while seeking employment in Oregon's public school sector
5. Personal experiences involving the recruitment and hiring process within Oregon's public school sector
6. Type and levels of support and opportunities for career advancement provided in the Oregon public school sector
7. Conditions and factors influencing their employment decisions
8. Alignment of their current employment status relative to their career goals
9. Interest in seeking future employment opportunities in Oregon's public school sector

Follow up interviews will be conducted with a stratified sample of the survey respondents who indicate willingness to engage further in a discussion of barriers faced by individuals who:

1. Sought but did not obtain an educator position in an Oregon public school; and
2. Obtained employment and subsequently left their positions.

Phase two of the study will involve an additional survey of the 1700+ currently employed minority educators in Oregon using a stratified sample to identify barriers and potential solutions for hiring and retaining a more diverse educator workforce. The results of both studies will be reviewed by the Oregon Educator Equity Advisory Group and findings will be included in the 2015 Minority Educator Report.

### TeachOregon Projects

In 2012, Chalkboard Project awarded design grants to five University/district partnerships to design innovative models for preparing the next generation of teachers and address the lack of diversity in the educator workforce. After a year of planning, all five projects received implementation funds (three from Chalkboard and two from HB 3233 educator preparation funds) totaling $1.5 million for the biennium. The educator preparation programs participating are responsible for between 65-70% of the new licensed teachers in Oregon and include multiple partners (see Chart 8).

**Chart 8**: *2012 Educator Preparation Program Grants.*

| Name of Project | Partnership | Funding Source |
|---|---|---|
| TeachSpringfield – Aspiring Teacher Program | Springfield School District, Pacific University, and University of Oregon and Lane Community College | Chalkboard Project |
| Portland Metro Teaching and Learning Coalition-Bridge Program | David Douglass School District, North Clackamas School District, Portland Public Schools and Portland State University | Chalkboard Project |
| Salem-Keizer University Collaborative – Careers in Teaching | Salem-Keizer School District, Corban University and Western Oregon University | Chalkboard Project |
| Teach Central Oregon – Grow Our Own Committee | Bend- La Pine School District, Crook County School District, Jefferson 509J, High Desert ESD, Oregon State University- Cascades and Central Oregon Community College | Network for Quality Teaching and Learning (HB 3233) |
| PAC - Woodburn Mentor Program | Tillamook School District, Newberg school District, Sherwood School District and Woodburn School District, George Fox University, Pacific University, Chemeketa Community College and Tillamook Bay Community College | Network for Quality Teaching and Learning (HB 3233) |

Although still in the first year of full implementation, each partnership is focused on specific strategies that will improve recruitment and preparation and retention of more teacher candidates from historically under-represented groups. The five projects involve 13 school districts, 7 universities and 4 community colleges and include short-term, mid-term, and long-term interventions. All intervention approaches involve mentor and advisement support before and during the teacher preparation program and connections with communities of color advocacy and support groups.

1. Short-term approaches and interventions focus on undergraduate student recruitment to masters level teacher preparation programs and recruitment of instructional assistants with bachelor degrees and classroom experience in the districts into teacher preparation programs to gain teacher licensure (12-16 months to completion).
2. Middle-range approaches and interventions involve recruitment and support of high school, community college students and instructional assistants with associate degrees into teacher licensure programs (2 years to 5 years to completion).
3. Long-range approaches involve the use of the Pro-Team curriculum at the middle school level as an elective and the Teacher Cadet classes at the high school level as electives along with tutoring and opportunities to experience teaching as a possible career and post-secondary option. The high school dual credit courses are being put in place and are shown to increase student confidence in their ability and establish a "Pre-Ed" career pathway for the future teacher. The TeachOregon project teams will participate in training this summer for the Pro-Team and Teacher Cadet Programs with trainers from the CERRA Center in South Carolina. Salem-Keizer initiated the Pro-Team program at three middle schools this past year and enrolled 71 students with 90% of those enrolled being culturally diverse students. The projected conservative enrollment in the Teacher Cadet and Pro-Team programs for fall, 2014 across all projects is 300 students. (5 years to 10 years to completion).

The TeachOregon projections for increase in culturally diverse teacher candidates are based on an enrollment figure of 500 non-white students enrolled in teacher preparation programs in 2012. At the end of the second year of the TeachOregon Project (2015) there will be a 10% increase in teacher candidates. At the end of Year 3 (2016) there will be a 15% increase and with sustained efforts in years 4 and 5 there will be a 40% increase in culturally diverse teacher candidates in Oregon educator preparation programs. The Educator Equity Advisory Group will be kept updated on progress for each project and the results will be included in the 2015 Minority Teacher Report.

## TELL Survey Results in Oregon

Research from around the country shows that teaching conditions are positively associated with improved student achievement and teacher retention (of all teachers, not specifically diverse teachers). The **T**eaching, **E**mpowering, **L**eading and **L**earning **(TELL)** Oregon survey, administered February 24-March 24, 2014, was an anonymous statewide survey of licensed school-based educators to assess teaching conditions at the school, district and state level. This survey is not only a way to gauge on-the-ground learning conditions across the state but a venue for informing policy makers what educators need to do their jobs well. TELL Oregon was conducted under the leadership of the Oregon Department of Education and supported by a coalition of education organizations including the Oregon Education Association, the Confederation of Oregon School

Administrators, the Oregon Education Investment Board, and the Chalkboard Project. The survey was administered by the New Teacher Center (NTC), a national organization dedicated to supporting the development of a high-quality teaching force. Oregon partners involved with the survey will continue to work with the New Teacher Center over the coming year to further review and analyze these survey results. The results will contribute to both school and district improvement efforts and will help inform state policy decisions as we work to improve teaching and learning conditions in our state.

Educators were asked to rate a wide range of questions on a scale of strongly agree to strongly disagree. Almost 80% of these 87 survey questions received an agree/strongly agree rate of over 60%. Statewide, only seven of the questions had agreement rates of below 50%. Questions were categorized in eight areas: Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support.

One of the findings of the initial TELL Survey administration this year pointed to the need for formalized mentoring for new teachers. Although the survey included 1st through 3rd year new teachers which may have impacted the results, the findings showed that only six out of ten new teachers are formally assigned a mentor, and less than half of these met with their mentor once a month or more to do lesson planning, align plans with curriculum, analyze student work, review student assessments, or observe mentor practice. This indicates that there are many new educators who could still benefit from a formal mentor or from additional support in their critical first few years.

Though the TELL Survey does not currently ask questions specific to the learning conditions that might contribute to differing outcomes for students of color or to the working conditions/experiences that are different for diverse educators, this statewide survey process could be an excellent tool for gathering more data. It also might be helpful to be able to disaggregate the TELL Survey data to see if there are differences in opinion based on racial/ethnic demographics of respondents.

### Promoting Culturally Responsive Leaders - the Oregon Leadership Network (OLN)

The mission of the OLN is to expand and transform the knowledge, will, skill, and capacity of educational leadership to focus on issues of educational equity so each student achieves at the highest level. The OLN, now in its fifteenth year, is a statewide leadership development network committed to educational equity. With twenty-one school districts, that serve 42% of Oregon's student population and 50% of its students of color and EL students, the OLN has a continuous focus on eliminating educational disparities while strengthening equitable practices across the P-20 education system.

In partnership with the OEIB, ODE and TSPC, the OLN is joined by a number of statewide professional associations, higher education institutions and non-profit organizations to advance the *OEIB Equity Lens* and implement the Oregon Educational Leadership Standards in order to meet state educational performance targets and to ensure equitable access to a high quality education for each student in the state.

## Culturally Responsive Pedagogy and Practices Grants

In 2013, under the leadership of Governor John Kitzhaber, the Oregon Education Investment Board proposed key strategic investments to support Oregon's attainment of 40/40/20. Key to this work is a revitalization of the education profession and the establishment of a Network of Quality Teaching and Learning. Conceptualized and passed by legislature in HB 3233, the Network provides funding for a comprehensive system of support for educators that creates a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system. Paramount to the Network is the expansion of and support for school districts and post-secondary teacher preparation programs.

The purpose of the Culturally Responsive Pedagogy and Practices Grant is to support school districts, charter schools, post-secondary teacher preparation programs, non-profits, or a consortia of these entities in closing achievement and opportunity gaps through implementation of culturally responsive pedagogy and practices, and/or to support university teacher preparatory programs in their efforts of preparing culturally competent teachers to work in the field of education. Furthermore, the professional development, mentoring and study of best practices will ensure educators are able to provide culturally relevant, effective instruction and to motivate, engage and support students of color.

The chart below highlights the awarded grant projects, amount, and brief summaries (see Chart 9).

**Chart 9**: *Culturally Responsive Pedagogy and Practices Grant Projects.*

| Project Name/Organization | Amount Awarded | Summary of Project |
|---|---|---|
| Develop, Design, and Implement Culturally Responsive Pedagogy for Native Students Beaverton SD | $78,306.10 | Beaverton School District has won a competitive grant to train district teachers in the use of culturally responsive pedagogy with the goal of increasing American Indian and Alaska Native student academic success and helping them to become college and career-ready by graduation. |
| EOU: Center for Culturally Responsive Practices/Eastern Oregon University | $198,880.90 | The development of the Center for Culturally Responsive Practices is in response to the growing need to provide culturally responsive training and assistance to the immediate eastern Oregon communities, which range from The Dalles through Ontario, Oregon. The CCRP also looks to serve as a resource center to the state of Oregon as a whole. |
| Community of Resistance/Kairos PDX | $200,000 | The "Communities of Resistance Project" is a collaborative effort to equip educators with tools for culturally relevant classroom practice, effectively closing the opportunity gaps for students who are culturally and/or linguistically diverse in Oregon schools. The project will:<br>1) Design, lead and host five full-day professional development sessions for a cohort of 20 kindergarten and first grade instructors and pre-service educators.<br>2) Work with community-based organizations, resources and libraries to compile materials reflecting this cohort's emerging curricular and content needs as they develop their culturally responsive practice. |

| | | |
|---|---|---|
| | | 3) Design a culminating event that will allow for educators to share their experience with peers and pre-service teachers and make visible the work and the impact of culturally responsive pedagogy and practice. |
| Culturally Responsive Mathematics Education for Elementary Schools Portland State University | $112,307 | The project provides professional development for elementary school teachers and work in culturally diverse elementary schools to develop culturally responsive mathematics education because the early years are formative in framing students' dispositions towards mathematics (Oregon Department of Education, 2003). |
| Open Meadow Equity to Excellence/Open Meadow School | $120,900 | Building on the successes of current Open Meadow programs, this project will bolster a groundbreaking dropout prevention program that prepares off-track 7th- 12th grade students to persist in four- year post-secondary education and employment. The school will run in partnership with Consortia members, Gresham-Barlow, Centennial, Parkrose, and David Douglas School Districts and UPSE. The Consortia provides a pioneering model focusing on culturally inclusive, relationship-based, extended-day and extended-year school programming, emphasizing cultural identity, restorative justice, student/family engagement and skill- acceleration. These key elements will strengthen academic rigor and increase student success, particularly for youth of color. |
| Exploring Culturally Responsive Pedagogy and Practice in the Intersections of Closing the Achievement Gap and Equity Work in Portland Public Schools/Portland State University | $128,094 | Closing the Achievement Gap research group at Portland State University proposes to collaborate with PPS Office of Equity and Partnerships and Office of Research, Evaluation and Assessment to engage in research and establish a process that centers on the role of culturally responsive pedagogy and practice at the intersection of closing the achievement gap and school district equity work. Building upon work that PPS has already established in their District-wide Racial Equity Plan and the CTAG research conducted by the PSU research team, the proposed project aims to establish a systemic district-wide CTAG recognition process that recognizes and highlights culturally responsive practice. |
| Inquiring to Enact Culturally Responsive Pedagogy and Practices/Lewis and Clark College | $179,012 | Lewis and Clark Graduate School of Education and Counseling (GSEC), in partnership with three Portland Public High Schools- Madison, Grant, and Roosevelt- proposes to adapt a "Strategic Inquiry" approach, which has been highly successful in New York City school reform, to support teachers and leaders to enact CRPP at their sites, and to increase the success of traditionally marginalized populations at these schools. |
| Project High Five/Western Oregon University | $200,000 | Project High Five: Culture, Collaboration, Commitment, Communication, and Community envisions a systemic professional learning approach that promotes culturally responsive teaching and educational equity district wide by working with both pre-service and in-service teachers while linking school and community resources to empower students in their educational goals. |

## Educational Assistant Career Pathways (HB 3254)

One of the greatest sources for a more diverse workforce can be found in our Educational Assistants (EAs), many of which have taken limited coursework but have immense experiences in the classroom. HB 3254 charged the Oregon Education Investment Board (OEIB) with developing career pathways for educational assistants (EAs) to become licensed teachers. The OEIB in partnership with the Oregon Department of Education (ODE) created a Steering Group from relevant stakeholders to develop guidelines for school districts, educational service districts, and institutions of higher education to collaborate and support educational assistants who participate in career pathways as well as to recommend requirements for an educational assistant to enter the program. The report, which is being submitted to the Legislature on July 1, 2014, identifies three proposed models for Career Pathways Programs for educational assistants to earn their teaching license:

**Model 1**: A recommendation to provide support to replicate or expand the existing award winning Bilingual Teacher Pathway program at Portland State University. The Bilingual Teacher Pathway Program could accommodate the addition of 16 or more educational assistants who either have a bachelor's degree or two years of college. The program is a two to three year part-time program model that leads to an initial teaching license and an ESOL endorsement.

**Model 2**: The creation of a Credit for Prior Learning (CPL) model career pathway for educational assistants. Capitalizing on the existing statewide work to standardize and improve the processes used by colleges in Oregon to award credit for prior learning, this model would support a workgroup to align the outcomes for paraeducator training at the community college with teacher preparation program requirements. This collaborative group would look for courses that closely align with the experiences and skills gained by educational assistants during their work and develop rubrics for evaluating this knowledge. The group would identify gaps and work to identify methods for addressing them, such as offering a portfolio course at the community college to help educational assistants demonstrate their knowledge. The model builds on existing work done between the Community College Consortium of Paraeducator Preparation and Eastern Oregon University. It would provide a pathway that allows educational assistants to use their experience to potentially accelerate their completion of an educator preparation program.

**Model 3**: The final proposed model is to explore the use of a competency-based program through Western Governor's University. This model most completely recognizes the knowledge and skills that educational assistants may have acquired during their time working in Oregon schools. It is also an ideal model for reaching educational assistants in rural areas. However, it does lack some of the face-to-face support identified as important in the recommended guidelines for successful educational assistant career pathways. An exploration of a partnership between Oregon schools and community colleges with Western Governor's University could be a way to address this concern.

# Continuing Issues and Barriers

The Oregon Educator Equity Advisory Group has clearly expressed the concern that the current status is unacceptable and that continued advocacy, leadership, and solution finding is needed. They have outlined a number of barriers and issues that require further policy considerations. During the coming year, the group will be investigating each of these issues in great depth to determine what Oregon needs to do less of, more of or in a different way to get positive results. A full set of recommendations will be included in the 2015 Minority Teacher Report to address initial issues or barriers identified in Chart 10.

**Chart 10:** *Continuing Issues or Barriers in Oregon*

| **Continuing Issues or Barriers in Oregon** | |
|---|---|
| **Issue or Barrier** | **Explanation** |
| Lack of Career Appeal | A Social Policy & Politics Program Third Way report recently released notes that the teaching profession is not viewed by Millennials as a viable teaching option.[1] |
| High cost of programs | Although Oregon Opportunity Grants, Pell Grants, and specific institutional scholarships help students piecemeal together the financial support needed to pursue a bachelor's or graduate level degree leading to teacher licensure, the costs are still a barrier to many students. Many still lack knowledge and information about financial options like TEACH grants and other scholarship opportunities. |
| Relatively low salaries and limited career ladders | Opportunities to advance and the salaries for those established in a career are key factors considered by individuals selecting their professional pathways. Too often the limited career ladder and noncompetitive salaries are disincentives to those selecting professional careers. |
| Entrance Requirements | A tension exists in the profession whereas critics of educator preparation are calling for higher admission standards (usually GPA or test scores) and those who are seeking to recruit a more diverse workforce are concerned about additional barriers that could be impacted by a candidates' ability to pass tests, particularly if English is their second language. |
| Lack of Early Recruitment Efforts | There is a lack of preparation at middle and high school levels for a career in teaching. To date there is not even a state authorized website that provides clear and useful information allowing prospective candidates to compare and contract program options and design a customized plan that includes needed supports. A plan for a statewide recruitment website is underway. |
| Insufficient Test Preparation | Some future candidates need supports and interventions to help them prepare for required exams. Currently, no statewide support or test preparation is easily available and what is provided by the test companies has an additional cost to the candidates and is only available online. |

[1] Hiler, T. & Hatalsky, L.E. (2014) *Teaching: The Next Generation.* Third Way. Retrieved 2014-06-11.

| | |
|---|---|
| Adoption of a new Required Performance Assessment | With the adoption of edTPA, a new required performance assessment that involves writing, there exists the need to monitor the required assessment for bias particularly for prospective teachers for whom English is a second language and to systematically establish policies and practices that eliminate bias and support culturally and linguistically diverse candidates as they pursue careers in the education profession. |
| Lack of Consistent Access to Supports for Candidates | Oregon has 18 different educator preparation programs that each approach recruitment and retention individually rather than collectively. Most lack mentors or advocates that can support candidates before and during the college and teacher preparation program. |
| Job Market Perceptions | Budget reductions and layoffs over recent years have contributed to a lack of job security for teaching positions. Although the demand side of the market is increasing again, there is still a perception of limited job opportunities in teaching. |
| Limited Professional Mobility | As noted by the Third Way report, the majority of states require teachers to pay into defined benefit pension plans, which often have vesting periods of five or ten years and back-loaded benefits for those who stay in teaching long-term. Those who choose to leave the profession or simply move to another state prior to vesting often end up losing what they've earned in the system. Lack of consistency in license requirements from state to state limits mobility. |
| School and District Culture | Although there are known best practices for retaining educators and particularly culturally and linguistically diverse educators, change starts at the building level with an educational leader who creates an inclusive environment, welcomes the added value that a diverse workforce brings to the education mission and advocates for policies and practices that eliminate the marginalization of educators from minority background. This includes a re-examination of recruitment, interviewing, and hiring practices and policies as well as the creating of networking opportunities and building culture that supports an inclusive work environment. |

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# Appendix A: Senate Bill 755

77th OREGON LEGISLATIVE ASSEMBLY--2013 Regular Session

Enrolled

## Senate Bill 755

Sponsored by Senator DINGFELDER, Representative FREDERICK, Senator HASS (at the request of Jeff Stiles)

CHAPTER .....

AN ACT

Relating to the Minority Teacher Act; creating new provisions; amending ORS 342.433, 342.437 and 342.443 and section 10, chapter 519, Oregon Laws 2011; repealing ORS 342.437; and declaring an emergency.

**Be It Enacted by the People of the State of Oregon**:

**SECTION 1**. ORS 342.433 is amended to read:
342.433. As used in ORS 342.433 to 342.449 and 351.077:
(1) "Minority" means a person who is:
(a) A person having origins in any of the black racial groups of Africa but who is not Hispanic;
(b) A person of Hispanic culture or origin;
(c) A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands; [or]
(d) An American Indian or Alaskan Native having origins in any of the original peoples of North America[.]; or
(e) **A person whose first language is not English.**
(2) "Teacher" includes a teacher or an administrator.
**SECTION 2.** ORS 342.437 is amended to read:
342.437. [The State of Oregon is committed to ethnic-racial equity and, therefore, it is the goal of the state that by the year 2001 the number of minority teachers, including administrators, employed by school districts and education service districts shall be approximately proportionate to the number of minority children enrolled in the public schools of this state.] **As a result of this state's commitment to ethnic-racial equality, the goal of this state is that, by July 1, 2015, the following shall be increased by 10 percent as compared to July 1, 2012:**
**(1) The number of minority teachers and administrators employed by school districts and education service districts; and**
**(2) The number of minority students enrolled in public teacher education programs.**
**SECTION 3. ORS 342.437 is repealed June 30, 2016.**
**SECTION 4.** ORS 342.443 is amended to read:
342.443. (1) The [Education and Workforce Policy Advisor] **Oregon Education Investment Board** shall report biennially to the Legislative Assembly longitudinal data on the number and percentage of:
(a) Minority students enrolled in community colleges;
(b) Minority students applying for admission to public universities listed in ORS 352.002;
(c) Minority students accepted in public universities;
(d) Minority students graduated from public universities;
(e) Minority candidates seeking to enter public teacher education programs in this state;
(f) Minority candidates admitted to public teacher education programs;
(g) Minority candidates who have completed approved public teacher education programs;
(h) Minority candidates receiving Oregon teaching licenses based on preparation in this state and preparation in other states;
(i) Minority teachers who are newly employed in the public schools in this state; and
(j) Minority teachers already employed in the public schools.
(2) The [advisor] **board** also shall report comparisons of minorities' and nonminorities' scores on basic skills, pedagogy and subject matter tests.
(3) The Oregon University System, the Department of Education, the Teacher Standards and Practices Commission, community colleges and school districts shall cooperate with the [advisor] **board** in collecting data and preparing the report.
**SECTION 5**. ORS 342.443, as amended by section 4 of this 2013 Act, is amended to read:
342.443. (1) The [Oregon Education Investment Board] Education and Workforce Policy Advisor shall report biennially to the Legislative Assembly longitudinal data on the number and percentage of:
(a) Minority students enrolled in community colleges;
(b) Minority students applying for admission to public universities listed in ORS 352.002;

(c) Minority students accepted in public universities;
(d) Minority students graduated from public universities;
(e) Minority candidates seeking to enter public teacher education programs in this state;
(f) Minority candidates admitted to public teacher education programs;
(g) Minority candidates who have completed approved public teacher education programs;
(h) Minority candidates receiving Oregon teaching licenses based on preparation in this state and preparation in other states;
(i) Minority teachers who are newly employed in the public schools in this state; and
(j) Minority teachers already employed in the public schools.
(2) The [board] advisor also shall report comparisons of minorities' and nonminorities' scores on basic skills, pedagogy and subject matter tests.
(3) The Oregon University System, the Department of Education, the Teacher Standards and Practices Commission, community colleges and school districts shall cooperate with the [board] advisor in collecting data and preparing the report.
**SECTION 6.** Section 10, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 37, Oregon Laws 2012, is amended to read:
Sec. 10. (1) Sections 1, 2, 3, 5, 6 and 7, chapter 519, Oregon Laws 2011, are repealed on March 15, 2016.
(2) The amendments to ORS 342.443 by section 5 of this 2013 Act become operative on March 15, 2016.
**SECTION 7.** (1) No later than July 1, 2014, representatives of the Oregon Education Investment Board, the Oregon University System, the Department of Education and the Teacher Standards and Practices Commission shall jointly submit a report on the Minority Teacher Act of 1991 to the interim legislative committees on education. The report shall include:
(a) A summary of the most recent data collected as provided by ORS 342.443.
(b) A summary of the plans currently implemented as provided by ORS 342.447.
(c) Recommendations for meeting the goals expressed in ORS 342.437, including proposals
for the date by which to meet the goals expressed in ORS 342.437.
(d) A description of best practices within Oregon and other states for recruiting and retaining minority teachers.
(2) The Oregon Education Investment Board, the Oregon University System, the Department of Education and the Teacher Standards and Practices Commission shall make the report submitted as provided under subsection (1) of this section available on the website of each agency.
**SECTION 8**. This 2013 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2013 Act takes effect on its passage.

**Passed by Senate June 26, 2013**

.....
Robert Taylor, Secretary of Senate

.....
Peter Courtney, President of Senate

Passed **by House June 28, 2013**

.....
Tina Kotek, Speaker of House

**Received by Governor**

.....M.,....., 2013

**Approved:**

.....
John Kitzhaber, Governor

**Filed in Office of Secretary of State:**

.....M.,....., 2013

.....
Kate Brown, Secretary of State

# Appendix B: 2014 Oregon Educator Equity Advisory Group Members

| | |
|---|---|
| Donald Easton-Brooks, Advisory Group Chair<br>College of Education Dean<br>Eastern Oregon University | Hilda Rosselli, Advisory Group Staff<br>Director of College and Career Readiness<br>Oregon Education Investment Board |
| Mary Cadez, Director<br>TeachOregon<br>Chalkboard Project | Nubia Green, Teacher<br>Cesar E. Chaves Elementary School<br>Salem Keizer School District |
| April Campbell, Indian Education Advisor<br>Office of Deputy Superintendent of Instruction<br>Oregon Department of Education | Rita Koli, Assistant Professor<br>College of Education<br>San Jose State University |
| Victoria Bianes Chamberlain<br>Executive Director<br>Oregon Teacher Standards and Practices Commission | Armando Laguardia<br>Community Leader<br>Portland African American Leadership Forum NW |
| Deborah Cochrane, Director<br>Portland Teachers Program<br>Portland Community College | Rob Larson, Director<br>Strategic Relations<br>Education Northwest |
| Maria Dantas-Whitney, Division Chair<br>College of Education<br>Western Oregon University | Dani Ledezma, Education Advisor<br>Office of the Governor<br>Oregon State Government |
| Teresa Ferrer, Consultant<br>Center for Great Public Schools<br>Oregon Education Association | Donna Maxey, Chair<br>Diversity and Inclusion Committee<br>Oregon Parent Teacher Association |
| Representative Lew Frederick, State Legislator<br>District 43<br>Oregon House of Representatives | Keith Menk<br>Deputy Director<br>Teacher Standards and Practices Commission |
| Mike Garling, Consultant<br>Education Foundation Member<br>Springfield School District | Marsha Moyer, Coordinate<br>Education and Leadership Training<br>Oregon School Personnel Association |
| Bonnie Gray, Director<br>Recruitment and Workforce Diversity<br>Portland Public Schools | Robert Nava, Associate Professor<br>College of Education<br>Warner Pacific College |
| Karen Gray<br>Superintendent<br>Park Rose School District | Markisha Smith, Education Liaison<br>Education Equity Unit<br>Oregon Department of Education |

# Appendix C: Oregon Public University Admission Data

### Eastern Oregon University New Undergraduate Admissions

| | 2007/08 | 2009/09 | 2009/10 | 2010/11 | 2011/12 |
|---|---|---|---|---|---|
| **Total** | 741 | 821 | 975 | 1,024 | 1,005 |
| Total First Time Freshman | 257 | 313 | 403 | 389 | 310 |
| Total Transfer Students | 484 | 508 | 572 | 635 | 695 |
| Students of Color | 9.7% | 10.5% | 12.7% | 11.5% | 14.5% |
| Black or African American Students | 0.5% | 1.7% | 1.3% | 0.7% | 1.9% |
| American Indian or Alaska Native | 1.9% | 2.6% | 2.7% | 2.1% | 3.2% |
| Asian or Pacific Islander | 1.6% | 1.5% | 3.2% | 2.5% | 3.1% |
| Hispanic Students | 3.5% | 3.8% | 5.2% | 5.8% | 5.9% |

### Oregon State University New Undergraduate Admissions

| | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|---|---|---|---|---|---|
| **Total** | 3,857 | 4,049 | 4,453 | 4,482 | 4,428 |
| Total First Time Freshman | 2,600 | 2,659 | 2,761 | 2,773 | 2,646 |
| Total Transfer Students | 1,257 | 1,390 | 1,692 | 1,709 | 1,782 |
| Students of Color | 15.4% | 15.7% | 15.4% | 20.1% | 22.1% |
| Black or African American Students | 1.2% | 1.1% | 0.9% | 0.6% | 0.6% |
| American Indian or Alaska Native | 1.2% | 1.7% | 1.5% | 1.0% | 1.0% |
| Asian or Pacific Islander | 7.5% | 7.5% | 7.6% | 6.1% | 7.2% |
| Hispanic Students | 5.3% | 5.3% | 5.3% | 6.9% | 7.5% |

### Portland State University New Undergraduate Admissions

| | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|---|---|---|---|---|---|
| **Total** | 4,523 | 4,794 | 4,989 | 4,842 | 4,991 |
| Total First Time Freshman | 1,369 | 1,402 | 1,317 | 1,214 | 1,090 |
| Total Transfer Students | 3,154 | 3,392 | 3,672 | 3,628 | 3,901 |
| Students of Color | 22.2% | 21.9% | 21.0% | 25.3% | 28.3% |
| Black or African American Students | 3.3% | 3.4% | 3.2% | 3.6% | 3.3% |
| American Indian or Alaska Native | 1.6% | 1.4% | 1.7% | 1.3% | 1.5% |
| Asian or Pacific Islander | 9.0% | 8.6% | 9.4% | 8.1% | 7.7% |
| Hispanic Students | 6.3% | 6.7% | 6.2% | 8.5% | 10.7% |

## Southern Oregon University New Undergraduate Admissions

| | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|---|---|---|---|---|---|
| **Total** | 1,024 | 983 | 948 | 1,113 | 1,171 |
| Total First Time Freshman | 559 | 536 | 485 | 530 | 507 |
| Total Transfer Students | 465 | 447 | 463 | 583 | 664 |
| Students of Color | 12.5% | 15.6% | 11.8% | 16.8% | 18.0% |
| Black or African American Students | 1.5% | 1.0% | 1.2% | 1.6% | 1.0% |
| American Indian or Alaska Native | 1.5% | 2.0% | 2.0% | 2.4% | 1.5% |
| Asian or Pacific Islander | 2.5% | 3.4% | 2.4% | 2.2% | 1.7% |
| Hispanic Students | 5.4% | 7.2% | 5.9% | 8.8% | 8.7% |

## University of Oregon New Undergrad Admissions

| | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|---|---|---|---|---|---|
| **Total** | 3,488 | 3,551 | 3,523 | 3,376 | 3,506 |
| Total First Time Freshman | 2,355 | 2,445 | 2,258 | 2,063 | 2,220 |
| Total Transfer Students | 1,133 | 1,106 | 1,265 | 1,313 | 1,286 |
| Students of Color | 16.0% | 18.1% | 17.3% | 21.4% | 22.6% |
| Black or African American Students | 1.3% | 1.8% | 1.4% | 1.7% | 2.0% |
| American Indian or Alaska Native | 1.5% | 1.4% | 1.3% | 0.9% | 0.8% |
| Asian or Pacific Islander | 5.8% | 7.1% | 6.0% | 6.3% | 5.9% |
| Hispanic Students | 4.0% | 4.1% | 4.2% | 6.8% | 7.5% |

## Western Oregon University New Undergrad Admissions

| | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|---|---|---|---|---|---|
| **Total** | 1,315 | 1,373 | 1,419 | 1,602 | 1,603 |
| Total First Time Freshman | 811 | 799 | 854 | 972 | 925 |
| Total Transfer Students | 504 | 574 | 565 | 630 | 678 |
| Students of Color | 17.8% | 17.1% | 19.6% | 24.7% | 20.2% |
| Black or African American Students | 1.4% | 2.5% | 3.2% | 3.6% | 2.5% |
| American Indian or Alaska Native | 1.5% | 2.0% | 2.3% | 1.7% | 2.9% |
| Asian or Pacific Islander | 3.0% | 3.0% | 2.6% | 2.6% | 3.2% |
| Hispanic Students | 11.0% | 8.8% | 10.2% | 14.2% | 11.5% |

Source: Diversity in the Oregon University System: A Snapshot of the Present and a Look to the Future (OUS, 2013)