



Educator Equity Advisory Group

June 15, 2016

1:00pm – 3:00pm

Somerville Large Conference Room, 775 Court St NE, Salem OR 97301

Call-In Information (888) 557-8511

Access code: 5579138#

AGENDA

1) Welcome and opening remarks—Chair Karen Gray

- a) Roll call
- b) Draft notes from May 19th meeting (Handout)

2) 2016 Educator Equity Report

- a) Opening Remarks—Hilda Rosselli
- b) Overall comments from members by section
- c) Feedback on organizational structure
- d) Key additions being sought
- e) Recommendations based on discussion today
- f) Edit sheets due to Hilda **NO LATER THAN 5PM THURSDAY, JUNE 16th**

3) Work Group Time

1. Drafting the State Plan
2. Drafting the Legislative Concept

4) Public Comment

- a) Members of the public wanting to give public testimony must sign in.
- b) There will only be one speaker from each group.
- c) Each individual speaker or group spokesman will have three (3) minutes.

5) Next meeting

- **No meeting in July**
- Retreat August 23rd 9AM to 2PM Location TBA

All meetings of the Chief Education Office are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted online. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Angela Bluhm at 503-378-5152 or by email at angela.bluhm@state.or.us. Requests for accommodation should be made at least 48 hours in advance.



Chief Education Office

Oregon Educator Equity Advisory Group

Education Northwest

May 19, 2016 **DRAFT** Meeting Notes

Present: Rep. Lew Frederick, Shadiin Garcia, Bonnie Gray, Armando Leguardia, Randy Kamphaus, Joy Koenig (phone), Rob Larson, Keith Menk (phone), Cecilia Monto, Markisha Smith (phone), Hilda Rosselli

1. Welcome and opening remarks

Hilda Rosselli welcomed members and shared that Karen was unexpectedly called away. She also shared that Ansellmo Villanueva has accepted a position out of state and will be sharing more details shortly. The group wishes him well and will miss him. Shadiin noted that Ansellmo always reached to every new professional of color in the community and connected him.

The April 21st meeting notes were reviewed. Randy Kamphaus moved to approve the notes as presented. Armando seconded the motion. Upon call for the vote, the minutes were approved.

2. Reminders and Follow Ups

- a) Updated Advisory Group Roster was distributed.
- b) Hilda shared an updated summary sheet of five state Fellowship Programs (new one added was Connecticut). Several key features of interest to Oregon were discussed for potential inclusion in a legislative concept including:
 - i) Fellows in Illinois teach full time one year in a public, private, or parochial school with at least 30% minority enrollment for each year of assistance received. Rob noted that this aligns nicely with the Federal Plan for Equitable Access.
 - ii) Cecelia wondered how Oregon Promise funding could be leveraged to maximize the impact of the \$5K a year.
 - iii) Shadiin noted that funding needs to be accompanied by a culture of inclusiveness and support within the program.
 - iv) Armando inquired as to loan forgiveness options that would further the funding provided.

Members also received a summary of highlights of the remaining four public Educator Preparation Program Plans that were shared with the HECC Student

Success and Institutional Collaboration Committee earlier this month. She and Erin will be synthesizing the plans for the June HECC meeting.

c) Armando made a motion to accept a statement that he drafted to drive a more intentional advocacy focus. Randy seconded the motion. Discussion regarding the motion followed:

- Clarity around term “minority”—Armando was open to taking out the word minority
- Would the term “culturally and linguistically diverse” be opening this up beyond where the real needs are.
- Referenced the language in the Ed Equity bill that defines “diverse” as including “a person whose first language is not English”
- Could define intended areas, e.g. Basque, Russian, etc.
- Clarity around use of the motion, e.g. preamble?, defining legislation?
- Armando wants the motion to lead the work and to use this to discuss needs with the Governor, legislators, committing ourselves to defining what we need. It directs and emboldens our areas of focus.
- Should there be incentives for TSPC to develop programs or for ODE to promote hiring and retention?
- Is this referencing separate but equal programs for teachers of color? No
- Should programs be required to show what they are doing around content, effectiveness, coherent strand within program content and an inclusive environment etc. as a requirement for funding?
- Armando cautioned against including too much in bill language.
- Support for making sure that retention is part of the work.
- Need for alignment in space between higher education and K-12.

Motion was accepted unanimously with the edits as shown.

- i) It is hereby moved that the Educator Equity Advisory Group plan and initiate an advocacy strategy for the robust increase of ~~minority~~ culturally diverse and bilingual teacher candidates and certified ~~minority~~ teachers. The advocacy strategy shall address three areas:**
- (1) New legislation that clarifies the long term interest and commitment of the state to equity in the increase of ~~minority~~ culturally diverse and bilingual teachers and the funding necessary to support its commitment.**
 - (2) Institutional commitment from the state teacher education institutions for the creation of ~~minority~~ culturally diverse and bilingual teacher programs that significantly increase the number of teacher candidates over time to close the gap between the percentage of minority students and teachers in the state, and**
 - (3) Seek the support and participation for the state’s ethnic/racial minority communities in the advocacy strategies created by the Educator Equity Advisory Group.**

3. Update on 2016 Action Steps Tasks for this year's work plan

Hilda noted that Karen sees the promising practices, the feedback from the Summit, and the research on other states as sources for the Advisory Group to include in both a legislative concept AND a state plan.

- a. Develop list of promising practices emerging from Oregon projects to include in OOEAG state plan proposal

Hilda shared that Karen has suggested structuring the plan using the format of the State's Strategic Plan for English Language Learners with different sectors' areas of responsibility spelled out. (See attached template) **Cecelia, Rob L., Bonnie, Karen and Hilda will connect before the next meeting to draft the plan.**

b. Convene Education Preparation programs to discuss current efforts to diversify workforce and prepare all teachers to be culturally responsive

Karen and Hilda have condensed all the notes from the summit and members now are asked to review these and identify those with the most promise for inclusion in our state plan and/or legislative concept. **Rob Larson offered to have EdNW staff also analyze the list and share back those ideas that are evidenced based.** That was appreciated with a note that some of the emerging practices may not yet have been validated through research.

c. Compile recommendations from research and state Fellows Programs projects to include in OOEAG state plan proposal.

See above discussion.

Hilda also shared a draft Legislative Concept and requested that the members review this and provide feedback to Karen and Hilda. **Markisha and Randy also offered to assist with the draft legislative language.**

4. Brief Updates on State Plans

a. Black Student Success Workgroup

Markisha shared that the RFP developed by the Black Student Success Workgroup is due back tomorrow with announcement of those receiving fund by the first week in June. A draft of the full plan from the workgroup will be available by end of summer.

Markisha also will forward slides and notes from Kendra Hughes who recently attended a National Summit on Teacher Diversity (see attached)

b. American Indian/ Alaskan Native Oregon Indian Education State Plan

Shadiin provided an update on the American Indian/ Alaskan Native Oregon Indian Education State Plan which mirrors ODE's Strategic Plan. The Tribal Attendance Pilot is up and running with someone at each tribe working on attendance with partnering schools. Legislative language is being drafted based on work in Montana and other states around historically accurate, culturally embedded, place-based,

contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials. Rob L will connect April and Shadiin with Allison Hagen who worked with Montana on their legislation.

The Chief Ed Office is hosting community engagement convenings across the state in which tribes are asked to help co-construct the listening sessions in a culturally appropriate manner. The AI/AN Plan is being shared at a variety of meetings with documentation on dissemination efforts. Hilda will share list of conferences that have been used to disseminate Educator Equity Report with Shadiin and April.

5) Parkrose School District hiring guide—postponed discussion till June meeting

6) Public Comment—none received.

Hilda shared information on the Portland Teachers Program annual reception and graduation (see attached) and a new Executive Order issued by the Governor to require all state agencies to review their affirmative action plans and encourage use of Cultural Competency Assessment and Implementation Services and an confidential web-based exit interview survey tool (see attached).

Rob L shared a flyer on the upcoming National Equity Project that is occurring June 28-29th in partnership with OLN.

Meeting was adjourned at 5:00 p.m.