

Analysis

Oregon Department of Education - Educator Advancement Council

Educator Advancement Council and Regional Educator Networks

Analyst: Doug Wilson

Request: Accept a report on implementation of the Educator Advancement Council and the Regional Educator Networks and their programs.

Analysis: The Educator Advancement Council (EAC) was authorized in 2017 as a vehicle to create a systematic and equitable approach to supporting educators across the state in professional development related efforts. An intergovernmental agreement further set out the responsibilities and governance of the EAC. Regional Educator Networks (RENs) act as the regional or local partners to the EAC and are made up teachers and others from a specific region. There are ten RENs across the state each hosted by an Education Service District (ESD). The core funding for the EAC and RENs is a “carve-out” from the State School Fund (\$37.6 million Other Funds) which had previously been designated for the Network for Quality Teaching and Learning (NTQL). In the past, the NQTL funds were used for District Collaboration grants, educator mentoring grants, and other educator professional development efforts. Expenditures for the EAC and RENs are divided into the following categories; (1) REN Capacity and Start-up grants (\$4.1 million), (2) REN Formula grants (\$29.4 million), (3) Technical Assistance (\$1.2 million), (4) Oregon Teacher Scholars program (\$1.0 million), and (5) staffing and related costs (\$1.8 million).

The Legislature felt that these new initiatives merited review prior to fully rolling out so the primary budget bill for ODE (HB 5015; 2019) included a budget note for the EAC and RENs to report to the Legislature by February 1, 2020 on the (1) selection of the RENs, (2) EAC and REN organization and activities to date, and (3) the amount of funds distributed to each REN. Another budget note in the same bill required the EAC staff to determine that a REN has the capacity to provide the administrative, fiscal and policy related responsibilities to carry out a set of professional development programs in their region.

Much of the report deals with topics not directly related to the intent of the budget note or topics previously reported like the request relating to the \$15.0 million in Student Success Act Professional Development resources. The report or responses to follow-up questions find:

- All ten RENs have been identified, organized, and have met at least twice.
- Only a small portion of the funding has been spent or sent out to the RENs. As of February 1st, only \$1.0 million of the start-up grants have been sent out with \$100,000 going to each of the ten RENs. A portion of these grants will be for the costs of a dedicated coordinator for each REN. Additional capacity grants funds will be sent out to each REN for reimbursing the costs of operating the REN.
- The largest amount of funding -- \$12.6 million for the first year of the biennium and \$16.8 million for the second year --is distributed based on a formula. EAC staff anticipate that RENs will submit their plans by late Spring 2020 and first-year funds will be released within 30 days of that. Because of the later distribution of funds, it is likely that RENs will carryover funds distributed in 2019-21 into the next biennium.
- The four authorized positions have been filled -- an Executive Director, support position, a

Director of Equity, Policy & Strategic Initiatives, and Educator Programs Analyst.

Legislative Fiscal Office Recommendation: The Legislative Fiscal Office (LFO) recommends acknowledging receipt of the report.



Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Colt Gill

Director of the Oregon Department of Education

January 17, 2020

The Honorable Senator Betsy Johnson
The Honorable Senator Elizabeth Steiner Hayward
The Honorable Representative Dan Rayfield
Joint Committee on Ways and Means
900 Court Street NE
H-178 State Capitol
Salem OR 97301-4048

Dear Co-Chairpersons:

Nature of Request

The Oregon Department of Education (ODE) and Educator Advancement Council (EAC) respectfully requests acceptance of a progress report required by a budget note in House Bill 5015 on the development of EAC Programs and Regional Educator Networks.

Agency Action

Through Senate Bill 182 (2017), the Oregon Legislature formed the EAC and directed its member to create a systematic and equitable approach to supporting educators who guide students in Oregon's classrooms every day. This important policy directive is supported by research that confirms high-quality educators are vital to student success.

The 2019 Legislature, through House Bill 5015, approved a budget of approximately \$37.8 million for the EAC, which is supported by resources transferred from the State School Fund. Approximately 88% (or \$33.5 million) of the approved budget was directed to the distribution of ten Regional Educator Networks (RENs) located across the state charged with coordinating the professional development and distributing state funding among programs and initiatives serving educators and districts in their region. The funding for each REN is driven by the number of regional licensed educators and administrators, regional teacher attrition rates, the gap between racial diversity of students and educators in the region, and the number of new regional teachers.

In addition to the budget allocated for RENs, the Legislature also approved \$1.2 million for technical assistance to help support implementing RENs; \$1.0 million for continued funding for the Oregon Teachers Scholars Program; and \$2.1 million for EAC and staff operating cost.

Since the funding of EAC was a new concept and would replace the structure in which programs were funded during the 2017-19 biennium, the Legislature established a budget note with the following expectation:

The Honorable Senator Betsy Johnson
The Honorable Senator Elizabeth Steiner Hayward
The Honorable Representative Dan Rayfield
January 17, 2020
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Prior to the distribution of any of the Formula Fund to a Regional Educator Network (REN), the Educator Advancement Council and its staff must determine that the REN has demonstrated its capacity to provide the administrative, fiscal and policy related responsibilities to carry out a set of professional development program in its region. The plan and other required documents must meet all the requirements established by the Council

In addition, the budget note required the EAC to do the following:

The Educator Advancement Council shall report to the Legislature no later than February 1, 2020 on the progress of the development of the programs of the Council and the Regional Educator Networks. The report shall include: (1) the results of the Request for Proposal and selection of the Regional Educator Networks; (2) their organization and activities to date; (3) the organization and activities of the Educator Advancement Council staff; and (4) the amount of funds distributed to each Regional Educator Network by the spending category in the above table.

Since the close of the 2019 Legislature, ODE and EAC staff have work collaboratively on planning, developing, and implementing all aspects of the approved budget. In October 2019, the EAC successfully hired its permanent Executive Director, Dr. Shadiin Garcia, who has continued to make excellent progress in the implementation of the EAC budget.

In accordance to the budget note in House Bill 5015, the EAC has completed a draft report on the progress and development of the programs of the EAC, including the implementation of RENs. Over the next several weeks, ODE and EAC will be completing its final quality assurance review and making any necessary updates to ensure the report is complete. The final report will be available by January 31, 2020, ahead of the required due date of February 1, 2020.

Agency Request

Accept the progress report required by a budget note in House Bill 5015 on the development of EAC Programs and Regional Educator Networks. The final report will be made available to the Legislative Fiscal Office no later than January 31, 2020.

Legislation Affected

None

Thank you for considering the approval of this request.

Sincerely,



Colt Gill
Agency Director



Educator Advancement Council Progress Report

*Submitted to the Legislative Committees on Education
January 26, 2020*





January 26, 2020

The Honorable Senator Rob Wagner, Chair
The Honorable Representative Margaret Doherty, Chair
Legislative Committees on Education
H-178 State Capitol 900 Court Street NE
Salem, OR 97301-4048

Dear Committee Chairs:

In response to the budget note referenced in HB5015 (2019), I am pleased to present this report on the Educator Advancement Council's (EAC) progress to-date.

Report highlights include:

- Update on the Regional Educator Networks (REN)
 - Request for Application (RFA)
 - Selection of RENS
 - REN activities to-date
- Funding disbursement to-date
- Governance
- EAC Major Activities to-date
- Section 48 of the Student Success Act

Thank you for your ongoing support of educators. Please contact me or our Director of Equity, Policy and Strategic Initiatives, Daniel Ramirez, if you have questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Shadiin Garcia".

Dr. Shadiin Garcia
Executive Director

EAC Directors

*Chair Belle Koskela | Vice-Chair Don Grotting | Paul Andrews | Miriam Calderon | Ben Cannon | Colt Gill
Mark Girod | William Graupp Marvin Lynn | Michele Oakes | Martha Richards | Susan Roebber
Anthony Rosilez | Laura Scruggs | Amanda Squibb | Nick Viles | Melissa Wilk
Ex Officio: Representative Susan McLain | Governor's Senior Education Policy Advisor Lindsey Capps*

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Background

[Senate Bill 182 \(2017\)](#), formed the Council and directed creation of a systematic and equitable approach to supporting educators who guide students in Oregon classrooms every day. Research confirms high-quality educators are vital to student success.

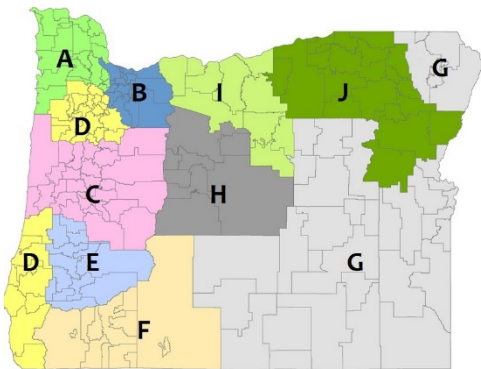
Additional background information may be found in EAC’s [2018 Implementation Progress Report](#) to the Legislature.

Regional Educator Networks (REN)

The EAC launched a Request for Information in Fall 2018 seeking information from organizations and consortiums interested in forming educator networks. The results were very insightful and produced a significant foundation for the Council’s conceptual development of Capacity Grants, Formula Funding and eventual formal Request for Application released in July 2019.

Selection of RENs




Independent selection/scoring committees were established to review the submissions, ensuring committee members scored areas of the state without potential conflicts of interest. None of the EAC directors nor staff participated. Responses were received for all 10 identified regions covering the state and only one region received more than one response.





- [Region A](#) - Northwest Regional ESD REN
- [Region B](#) - Clackamas ESD and Multnomah ESD Educator Advancement Partnership
- [Region C](#) - Lane ESD and Linn Benton Lincoln REN
- [Region D](#) - Willamette ESD and South Coast ESD REN
- [Region E](#) - Douglas ESD REN
- [Region F](#) - Southern Oregon REN
- [Region G](#) - Eastern Oregon REN
- [Region H](#) - High Desert ESD REN
- [Region I](#) - Columbia REN
- [Region J](#) - Oregon Trail REN

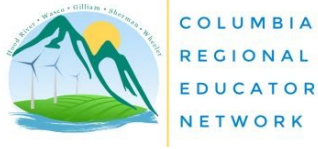

REN Activities

A key component of REN design included a dedicated coordinator for each REN, which has proven invaluable. Please see table below for REN activities.

Regional Educator Networks		Hosting Education Service District(s)(ESD) and # of Districts	Major Activities of the Coordinating Bodies (CB)
A. Northwest Regional Educator Network		Northwest Regional ESD; 20 districts	First CB meeting: 12/20/19 <ul style="list-style-type: none"> • Reviewed history of EAC • Goals and timeline • Introduction to Design Thinking and Improvement Science • Set Equity Lens • Critical data walk • Developed Problems of Practice Second CB meeting: 1/22/20 Intended meeting outcomes: <ul style="list-style-type: none"> • Review steps of project • Introduction of Empathy Interviews and protocols in preparation for region wide interviews • Begin first steps in analysis of data
B. Clackamas/ Multnomah ESD Educator Advancement Partnership		Clackamas ESD and Multnomah ESD; 18 districts	First CB meeting: 12/12/19 Second CB meeting: 1/14-15/20 Intended meeting outcomes: <ul style="list-style-type: none"> • Identify Guiding Principles for the REN and CB • Understand systems thinking and change • Identify three Problems of Practice and complete a root cause analysis
C. Lane ESD, Linn Benton Lincoln ESD REN		Lane and Linn Benton Lincoln ESDs; 28 districts	First CB meeting: 1/16-17/20 <ul style="list-style-type: none"> • Completed individual onboarding meetings with each of the 29 coordinating body members: November - January • Scheduled Listening Sessions in each district (2 completed), in every community college/ university in the region, and in each high school teacher cadet/ED100 class (2 completed)

<p>D. Willamette ESD and South Coast ESD REN</p>		<p>Willamette ESD and South Coast ESD; 31 districts</p>	<p>Completed district listening sessions and coordinating body formation: November 2019 First CB meeting: 12/16/19</p> <ul style="list-style-type: none"> Examined Problems of Practice in region & purpose/background of REN work) <p>Second CB meeting: 1/27/20 Intended meeting outcomes:</p> <ul style="list-style-type: none"> Examine regional data analysis & root causes
<p>E. Douglas ESD REN</p>		<p>Douglas ESD; 13 districts</p>	<p>First CB meeting: 12/5-6/19</p> <ul style="list-style-type: none"> Purpose/background of EAC and REN Coordinating Body received active training on checking bias and working to understand others' thinking Examined Polarity Thinking <p>Second CB meeting: 1/17/20 Intended meeting outcomes:</p> <ul style="list-style-type: none"> Review purpose and initial training Logistics Determine Problems of Practice in Douglas County Region using collected data and qualitative information Examine Problems of Practice polarities Divide Coordinating Body into workgroups for Problems of Practice deeper dive
<p>F. Southern Oregon REN</p>		<p>Southern Oregon ESD; 13 districts</p>	<p>First CB meeting: 12/18/19</p> <ul style="list-style-type: none"> Relationship building Exploring common language and understandings around intercultural development and polarity thinking Leveraged prior recruitment work to diversify the REN and to review EAC history and goals Examined alignment with current regional work in order to inform future work

			Second CB meeting: 2/19/20
G. Eastern Oregon REN		Malheur ESD (Sponsoring) plus Grant, Harney, Lake and Wallowa ESDs guiding and cooperating; 41 Districts	<p>First CB meeting 12/8/19</p> <ul style="list-style-type: none"> • Reviewed history of EAC • Reviewed timeline and set milestones • Coordinating Body Inventory and selection and appointment of at-large members <p>Second CB meeting 12/12/19</p> <ul style="list-style-type: none"> • Review of REN Charge • Identified regional Problems of Practice • Developed and approved educator survey for regional deployment • Finished collecting input and empathy data from 100% of REN districts and 67% of regional educators on Jan. 10 <p>Third CB meeting 12/13/20</p> <ul style="list-style-type: none"> • Began work with Malheur Equity Stewards • Reviewed educator survey results • Explored and prioritized regional macro-Problems of Practice • Initiated root cause analysis <p>Fourth CB meeting 2/13/20</p> <ul style="list-style-type: none"> • Goal: to complete root cause analysis and continue narrowing focus
H. High Desert ESD REN		High Desert ESD; 8 districts	<p>First CB meeting: 12/16/19</p> <p>Second CB meeting: 1/24/20</p> <p>Reviewed EAC history</p> <ul style="list-style-type: none"> • Explored values of membership • Facilitating Improvement Science and collecting data from districts • Equity lens exploration • District data analysis • Developed REN timeline

<p>I. Columbia REN</p>		<p>Columbia and North Central ESD; 10 districts</p>	<p>First CB meeting: 12/16/19 Second CB meeting: 1/31/20</p> <ul style="list-style-type: none"> • Work includes data dive/regional needs assessment to identify initial Problems of Practice. • Conducting listening sessions in each of the regional districts
<p>J. Oregon Trail REN</p>		<p>InterMountain ESD; 21 districts</p>	<p>First CB meeting: 11/14/19 Second CB meeting: 12/17/19 Third CB meeting: 2/11/20</p> <ul style="list-style-type: none"> • Problems of Practice identification • Root cause analysis • Root cause analysis and empathy interview preparation

Funding Disbursements

The HB5015 budget note called out the table below:

2019-21 Educator Advancement Grant Budget		
\$ Millions		
	Year 1	Year 2
REN Capacity Grants	\$ 1.1	\$ 1.5
REN Start Up Costs	\$ 1.0	\$ 0.5
Formula Funding	\$ 12.6	\$ 16.8
Technical Assistance	\$ 0.6	\$ 0.6
Oregon Teachers Scholars	\$ 0.5	\$ 0.5
<i>Subtotal</i>	\$ 15.9	\$ 19.9
Total	\$	35.8

*totals may not foot due to rounding.

Fiscal year-to-date funding disbursements:

- Oregon Teacher Scholars Program (in conjunction with HECC Office of Student Access & Completion) \$ 0
- REN Capacity Grants \$ 0
- REN Capacity Grant – start-up \$ 500,000
- REN Technical Assistance Grant \$ 0

Governance

The Chief Education Office previously provided EAC support as its Administrative Agent. Prior to CEEdO's sunset, the Council appointed Oregon Department of Education as its new Administrative Agent. Numerous members from the Governor-appointed Council on Educator Advancement were appointed to the new EAC in April 2018 to provide continuity and historical context; the remaining members were selected through a robust recruitment. Due to recent turnover, there are currently two vacancies. Please refer to Appendix A. With Council director input, beginning November 2019, the EAC monthly meetings are being hosted at local RENs throughout the state. Thus far, the Council has met at the Lane Community College Longhouse and Multnomah Education Service District.

Intergovernmental Agreement

The Intergovernmental Agreement (IGA) has been amended twice; once to add ex-officio directors and once to reflect CEEdO's sunset. Please see Appendix B.

Staffing Support

The Educator Advancement Council is pleased to share the following four permanent positions:

- Executive Director: Dr. Shadiin Garcia
- Executive Support Specialist: Elizabeth Castillo-Lopez
- Director of Equity, Partnerships, and Strategic Initiatives: Dr. Daniel Ramirez
- Educator Programs Analyst: Angela Bluhm

Major Activities to Date

House Bill 3375: Oregon Educator Equity Act

HB 3375 requires that the state's education agencies jointly submit an annual report to the Legislature on the status of Oregon's efforts to achieve a K-12 educator workforce that more closely

mirrors the demographics of the students in our schools. The report is required to include:

- 1) A summary of the most recent data collected as provided by ORS 342.443;
- 2) Recommendations for meeting the goals expressed in ORS 342.437; and
- 3) A description of best practices within Oregon and other states for recruiting and retaining minority teachers.

In partnership with the Chief Education Office, the office of the EAC produced the [2019 Educator Equity Report](#). Please refer to Appendix C to review the Executive Summary.

Although positive trends are noted, the educator workforce is still not shifting quickly enough to respond to Oregon's changing ethnically and linguistically diverse K-12 student body. The greatest increase was seen in teacher candidate preparation completers which increased from 17.3 percent in 2016-17 to 23.9 percent for 2017-18. A small but positive increase was found in administrator candidate preparation completers which increased from 11.3 percent in 2016-17 to 12.04 percent in 2017-18. Over 200 additional ethnically diverse teachers were employed in Oregon's public schools this year bringing the percent from 9.9 percent to 10.4 percent. When adding in the most recently available number of linguistically diverse employed teachers, the percent increases from 10.7 percent in 2017-18 to 11.2 percent in 2018-19. Percentages for racially diverse employed administrators, guidance counselors and educational assistants all increased slightly (< 1 percent).

Further, HB 3375 requires each public teacher education program in the state prepare a plan for the recruitment, admission, retention and graduation of diverse educators to accomplish the goal described in the original act. The state goal: the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district (ORS 342.437 as amended by HB 3375, Section 3, 2015). The Higher Education Coordinating Commission (HECC) reviews the plans for adequacy and feasibility with the governing board for each public university that has a teacher education program and, after necessary revisions, adopts the plans. The EAC partners with HECC to convene the six public universities offering an Educator Prep Program (EPP) four times a year to support their work.

Oregon Educator Equity Advisory Council

The Oregon Educator Equity Advisory Group is a 20-member group (see Appendix D) originally convened by Oregon's Chief Education Office, now convened by the EAC, and charged to:

- Research, coordinate and oversee legislative reports deriving from SB 755 that outline Oregon's current status and progress toward diversifying the educator workforce and to spotlight/recommend/drive needed practices and policies;
- Ensure that the voices of culturally and linguistically diverse citizens in Oregon are engaged in examining root causes, current assets and needed changes in policy and practices that can help diversify Oregon's educator workforce;
- Review progress and results from funded state investments intended to recruit, prepare, retain and advance Oregon's educator workforce; and
- Recommend future investments for the state that can improve students' access to educators

who more closely mirror our K-12 student population demographics.

They meet approximately six times a year and their activities may be found on the EAC website.

Oregon Teacher Scholars Program

In January 2018, the Chief Education Office launched the Oregon Teachers Scholars Program (OTSP) in collaboration with HECC's Office of Student Access & Completion (OSAC). In addition to offering scholarships, the program provides a coordinator to assist recipients with professional development conferences, career coaching networking opportunities and other resources throughout their journey to become and remain an educator. The EAC office continues to support and guide this work, including participation in the hiring of a permanent program coordinator who officially started in the fall of 2019. During the 2018-19 school year, we visited with every university in the state to promote the program (with the exception of SOU who connected via Skype). Last school year OTSP funded 69 students and this year they have funded 48 new scholars and 27 returning students with 117 students total. OTSP will be funding another 75 students next school year.

The application can be found on the [Office of Student Access and Completion webpage](#). OSAC's application window is open from November 1, 2019 to March 1, 2020. This year OTSP's focus will be on offering more employment assistance for the recipients by providing mock interviews, tips for their first year and other helpful information for the student to teacher transition. They will also extend their outreach to community colleges with pre-education preparation programs.

Section 48 of the Student Success Act

Section 48 of the Student Success Act (HB 3427) requires ODE and the EAC, after consulting with various education-related entities, to "develop a plan to provide an effective combination of programs and initiatives for the professional development of educators from kindergarten through grade 12 and to be funded by the Statewide Education Initiatives Account. The plan shall be based on consideration of increasing: (a) Educator retention; (b) Educator diversity; (c) Mentoring and coaching of educators; (d) Participation in educator preparation programs; and (e) Educator scholarships."

The [report](#) was submitted to the Legislative Assembly on January 15, 2020. The report's proposed plan primarily addresses issues relating to diversifying the K-12 workforce and in reducing the systemic barriers that have kept the K-12 system from achieving the diversification in the past. One designated aim in this proposed plan is to "develop a cohesive racially-affirming environment across Oregon's educator workforce continuum." This includes strengthening the relationships between school district staff and the educator preparation programs (EPP) in addressing these issues. There are three strategies or tiers in this plan:

- "Dismantle barriers to teaching and administration due to systemic racism;
- Support current initiatives through meaningful shifts in practice; and
- Implement comprehensive systems marrying educator preparation and K-12 support programs that can yield racially/cultural affirming environments."

Tier 1 -- Dismantling Barriers

Program	Amount	Description
Oregon Teacher Scholars Program	\$750,000	Provide additional funds to this existing program (current 2019-21 funding is \$1 million) to increase the number of scholarships available to racially, ethnically and linguistically diverse teacher candidates. Funds may also be used for alumni networking, career search and advancement opportunities.
Oregon Administrator Scholars Program	\$750,000	Initiate this new program to support leadership preparation and administration/leadership pathways for racially, ethnically and linguistically diverse educators. Details on how this program will operate still must be developed by a workgroup.
Multiple Measures of Teacher Performance	\$250,000	Evaluate the new Teacher Standards & Practices Commission (TSPC) strengths-based approach for measuring teacher candidate performance. This provides alternatives to the current exam or assessments which often are identified as a barrier to a more diverse educator workforce. Some EPPs have started providing the alternatives. Funds would be used to determine the long-term effectiveness through both quantitative and qualitative analysis.
Mitigate Licensure and Assessment Costs	\$250,000	Underwrite the costs of TSPC licensure and the costs of assessments for teacher candidates who are racially/ethnically and linguistically diverse. National research identifies these costs as barriers to a diverse workforce.

Tier 2: Redefine Current Initiatives

Program	Amount	Description
Grow Your Own (GYO) Investment	\$2,500,000	Invest in Grow Your Own (GYO) programs under a new set of standards to ensure that these programs work with the communities they serve and that operationally include current culturally specific initiatives including those funded through the Student Success Act (e.g., African American/Black Student Success Plan). Specific details including the new standards still must be developed.
Fund Pilot Anti-Racist Courses	\$500,000	Fund at least two pilot online graduate level courses for teachers addressing racism issues for educators looking to deepen their learning on these issues and to offer a model in a culturally sustaining context for current teachers.
Support the Oregon Educator Equity Act	\$250,000	This 2015 Act requires Oregon's EPPs to prepare a plan for the recruitment, admission, retention and graduation of diverse educators. Funding will support the implementation and accountability for the plans of the six public universities' EPPs.

Tier 3: System Reform

Program	Amount	Description
Mentorship for Leadership	\$216,500	Fund monthly hour-long mentoring sessions with a K-12 district leader, an EPP leader and a consultant to discuss key contextual factors for implementing culturally sustaining pedagogy. Funding would be available for 11 sessions annually for the 20 participants in each Community of Practice (CoP).
Communities of Practices (CoPs)	\$403,380	Fund a series of bi-monthly full-day meetings with the 20 participants in each CoP to receive training on race equity and culturally sustaining pedagogy. Funds would be used for meeting facilitator, travel, food and the cost for teacher substitute backfilling for meeting participants.
Site-Based Professional Learning	\$405,000	Fund 15 two-hour long trainings for staff from K-12 sites and EPP sites for a more condensed version of the day-long CoP meeting above. This training would be open to more staff than just those participating in the mentoring. Funds are for costs related to facilitation, food and travel of participants.
Research and Evaluation	\$500,000	Invest in comprehensive research and evaluation to determine if the CoP model outlined above is effective and how it can be used in other districts. Who and how this task is to be undertaken has yet to be determined.
Strategic Communications	\$225,000	Funding to “elevate the work of the EAC and CoP” both at the state and national levels. It is unclear what the value of the national part of this task is for Oregon.

This proposed tier brings together K-12 leaders with EPP staff to achieve consistent culturally and racially affirming environments in a Community of Practice (CoP) model. The components are: (1) mentoring meetings between leaders of K-12 (e.g., school leadership or lead teachers), EPPs and a consultant; (2) CoP meetings bringing together the mentoring participants at a district(s) level; and (3) Site-Based Professional Learning involving a greater number of participants at the district(s) level. Participating districts would be identified as serving high percentages of emerging bilingual students. The investment estimates are based on six CoPs, each with 20 participants from districts and EPPs.

Appendix A

Educator Advancement Council Directors (2019-20)

Chair: Belle Koskela, High School Teacher and Instructional Coach, David Douglas School District; K12 Educator

Vice Chair: Don Grotting, Superintendent, Beaverton School District

Paul Andrews, Superintendent, High Desert ESD; Education Service District

Miriam Calderon, Early Learning System Director; Oregon Early Learning Division

Ben Cannon, Executive Director; Higher Education Coordinating Commission

Lindsey Capps, Senior Education Policy Advisor, ex-officio; Oregon Governor's Office

Christy Cox, Senior Program Officer for Early Childhood Development, Ford Family Foundation; Nonprofit Organization

Colt Gill, Director; Oregon Department of Education

Mark Girod, President, Oregon Association for Colleges of Teacher Education; Professional Education Program

Bill Graupp, Vice Chair, North Marion School Board; School Board Member

Marvin Lynn, Dean, Graduate School of Education, Portland State University; Educator Preparation Program

Susan McLain, State Representative, ex-officio; Oregon House of Representatives

Michele Oakes, Mentor Program Coordinator, Bend-LaPine School District; K12 Educator

Martha Richards, Executive Director, James F. and Marion L. Miller Foundation; Philanthropic Organization

Susan Roebber, Federal Programs Teacher on Special Assignment, Lincoln County SD; K12 Educator

Anthony Rosilez, Executive Director; Teacher Standards and Practices Commission

Laura Scruggs, 8th Grade Teacher, Springfield School District; Middle School Teacher

Amanda Squibb, Executive Director of Friends of the Children-Klamath Basin; Community-based Organization

Nicholas Viles, Education Specialist, Confederated Tribes of Siletz Indians; Tribal Representative

Melissa Wilk, 1st Grade Teacher, Glide School District; Elementary School Teacher

Matt Yoshioka, Director of Curriculum, Instruction & Assessment, Pendleton School District; K12 Administrator

Vacant Seat: Early Learning Provider or Professional

Vacant Seat: High School Teacher

Appendix B: Intergovernmental Agreement

**EDUCATOR ADVANCEMENT COUNCIL
INTERGOVERNMENTAL AGREEMENT**

**DATED: ~~March 20, 2018~~
UPDATED: November 26, 2019**

AN INTERGOVERNMENTAL AGREEMENT FOR THE EDUCATOR ADVANCEMENT COUNCIL

This Intergovernmental Agreement creates a governance framework for the Educator Advancement Council (EAC). It is prepared by and among the Oregon Department of Education; the Early Learning Division, the Oregon Teacher Standards and Practices Commission; High Desert Education Service District; and Beaverton School District, each referred to individually herein as a "Party" and collectively as the "Parties", effective on the Effective Date as described herein.

RECITALS

1. ORS 190.003 through 190.118 encourages intergovernmental cooperation in the interest of furthering economy and efficiency and authorizes units of local government, state government agencies, and Tribes to enter into agreements to perform any of their respective functions or activities and to form new intergovernmental entities responsible to and acting on behalf of the parties.
2. Each party to this Agreement is an agency of the State of Oregon or a local government recognized under Oregon statutes and all are authorized by law to participate in this intergovernmental agreement.
3. By Executive Order 16-08 (March 29, 2016), the Governor created the Council on Educator Advancement and charged the council with making recommendations related to a coherent, transparent, and accountable governance model for the programs and practices outlined in ORS 342.950 and the associated fund outlined in ORS 342.953. Recommendation 10 is to "Establish a statewide Intergovernmental Council to coordinate and connect regional networks in support of professional learning priorities, blending of funding sources and management of innovation funds."
4. Senate Bill 182, passed by the 2017 State Legislature, requires that the EAC function through an intergovernmental agreement, as provided by ORS 190.003 to 190.130. The intergovernmental agreement shall outline the governance framework and the administrative details necessary for the efficient and effective implementation of the duties of the EAC.
5. The Parties intend that the EAC will function separate and distinct from the Council on Educator Advancement established through Executive Order 16-08, the State Board of Education, or any other existing governmental entity, but that the new entity will continue to work cooperatively and collaboratively with the State Board of Education, State of Oregon agencies, educator stakeholders, and others, in furtherance of objectives in Senate Bill 182.
6. Coordinating this system is a complex undertaking that no single agency, authority, or organization can accomplish on its own; rather, a collaboration of many government agencies, nonprofit agencies, and the private sector is necessary to achieve Oregon's goals and objectives for educator advancement.
7. The Intergovernmental Agreement was initially signed March 20, 2018.
8. The Intergovernmental Agreement was amended by the EAC as follows:
 - a. On May 2, 2018, the EAC adopted Amendment #1 to this Agreement, which amended Article 3, section 3.d and Article 6, section 8;
 - b. On April 26, 2019, the EAC adopted Amendment #2, which amended see Article 3. Section 3.c.v.

NOW, THEREFORE, IN CONSIDERATION OF THE ABOVE RECITALS AND THE MUTUAL COVENANTS AND AGREEMENTS HEREIN, THE PARTIES AGREE AS FOLLOWS:

ARTICLE 1 - DEFINITIONS

Definitions. As used in this Agreement, the following terms when capitalized shall have the following meanings:

- a. “Administrative Agent”: An entity or person designated by the EAC to provide administrative support services at the direction of the EAC.
- b. “Agreement”: This Intergovernmental Agreement creating a governance framework for the Educator Advancement Council (EAC).
- c. “EAC”: The Educator Advancement Council established by Senate Bill 182 (codified at ORS 342.940 and 342.943) and this intergovernmental agreement.
- d. “Board”: The governing and decision-making body of the EAC.
- e. “Participating Entities”: Educational public and private entities who are not a Party to this Agreement and who have a representative appointed to fill a Director seat as described in Article 3.

ARTICLE 2 - WARRANTIES AND REPRESENTATIONS OF THE PARTIES

- 1. Warranties of the Parties; Term.** Each Party warrants and represents that it has the legal authority to enter into this Agreement. The Term of this Agreement is perpetual and the EAC shall continue to exist indefinitely from year to year unless terminated and dissolved as provided herein.
- 2. Limitation of Financial Obligations of the Parties.** No Party to this Agreement or Participating Entity shall be responsible or liable for the financial decisions or obligations of the EAC or any project(s) undertaken by it, nor for any expenses or liabilities thereof, except as that Party or Participating Entity explicitly agrees in writing and as otherwise authorized by law.
- 3. Authorizing Ordinances.** Each Party certifies that it has undertaken the necessary public procedures and, if applicable, has passed an ordinance, in accordance with ORS 190.085, which authorizes the signatories to this Agreement to act on behalf of the Party in executing this Agreement. The Parties further agree that, if required, they will file with the Secretary of State, within 30 days after the effective date of this Agreement, a copy of the adopted ordinance and statement of information as specified in ORS 190.085(2). Any copies of documents filed pursuant to ORS 190.085(2) shall also be furnished to and be retained by the EAC.

ARTICLE 3 EDUCATOR ADVANCEMENT COUNCIL – GOVERNANCE FRAMEWORK

- 1. Creation of the EAC.** Pursuant to Senate Bill 182 (codified at ORS 342.940 and 342.943) and this intergovernmental agreement, the EAC is hereby created as of the Effective Date of this Agreement.
- 2. Purposes of the EAC.** The purposes of the EAC, generally, are described in section 2 of Senate Bill 182 (2017), as codified at Oregon Revised Statutes (ORS) 342.940 and 342.943 and are incorporated herein by this reference.
- 3. Governing Body.** The EAC shall be governed by the Board consisting of at least 21 members selected in accordance with the requirements of Senate Bill 182 and this Agreement, who shall each have one vote. The

Board is divided into two classes of Directors: “Standing Directors” and “Rotating Directors.” The rights and responsibilities of the two classes are further described below.

a) Standing Directors.

- i) Each Standing Director shall have one vote and shall serve for an unlimited term at the pleasure of their respective state agencies.
- ii) Standing Directors shall have all the authority necessary to govern the EAC, including but not limited to the authority to: work with the Governor’s Office to appoint the Rotating Directors, attend all EAC meetings, place items on the EAC agenda, participate in any discussion or debate on any matter before the EAC, and to vote on any matter before the EAC.
- iii) Each Standing Director may designate a temporary surrogate who may act on behalf of the Standing Director. Each temporary surrogate designated by a Standing Director shall have and exercise all of the powers conferred on that Standing Director under this Agreement.
- iv) The Standing Directors shall have the sole and exclusive authority to vote on the following matters:
 - 1) The appointment of Rotating Directors;
 - 2) The dissolution of the EAC;
 - 3) The ratification or remand to the Board for further consideration of any EAC decision concerning the allocation or expenditure of state funds; and
 - 4) The ratification or remand of Strategic Plans or statewide plans adoption.
- v) The Standing Directors shall include one representative appointed from each of the following state agencies:
 - Seat 1: The Oregon Department of Education
 - Seat 2: The Oregon Early Learning Division
 - Seat 3: The Oregon Teacher Standards and Practices Commission
 - Seat 4: The Oregon Higher Education Coordinating Commission

b) Rotating Directors.

- i) Each Rotating Director shall have one vote.
- ii) Except as provided in Article 3, section 3.c below, each Rotating Director shall serve a two-year term which may be renewed by the Standing Directors for one additional two-year term.
- iii) Rotating Directors shall have all authority necessary to govern the EAC, including but not limited to: the authority to attend all EAC meetings, place items on the EAC agenda, participate in any discussion or debate on any matter before the EAC, and to vote on those matters before the EAC not committed to the exclusive voting authority and privilege of the Standing Directors pursuant to Article 3, section 3.a.. For those matters committed to the exclusive voting authority and privilege of the Standing Directors, Rotating Directors shall have the authority to participate in any Board discussion and debate before the Standing Directors’ vote occurs.
- iv) Each Rotating Director may designate a temporary surrogate who may act on behalf of the Rotating Director. Each temporary surrogate designated by a Rotating Director shall have and exercise all of the powers conferred on that Rotating Director under this Agreement.

v) The Rotating Directors shall include representatives from the below entities and organizations:

Seat 5	Oregon public elementary school; representative shall be a practicing teacher
Seat 6	Oregon public middle school; representative shall be a practicing teacher
Seat 7	Oregon public high school; representative shall be a practicing teacher
Seat 8	Oregon public K12 school; representative shall be a practicing educator
Seat 9	Oregon public K12 school; representative shall be a practicing educator
Seat 10	Oregon public K12 school; representative shall be a practicing educator
Seat 11	Oregon public K12 school; representative shall be a practicing administrator
Seat 12	Oregon Education Service District; representative shall be a practicing Superintendent
Seat 13	Oregon School District; representative shall be a practicing Superintendent
Seat 14	School District; representative shall be a Board Member
Seat 15	Early learning; representative shall be a practicing provider or professional
Seat 16	Professional education association
Seat 17	Postsecondary institution educator preparation program
Seat 18	Nonprofit organization, education-focused
Seat 19	Philanthropic organization, education-focused
Seat 20	Federally recognized tribe of this state
Seat 21	Community-based organization representing families and students, education and equity-focused

c) Appointment of Rotating Directors; Vacancies; Staggered Terms.

- i) Rotating Directors shall be appointed by the Standing Directors in the manner set forth in this subsection below.
- ii) The Standing Directors shall fill all vacant Rotating Director positions within 120 days. If the Standing Directors fail to fill a Rotating Director position within 120 days from the vacancy, the Board shall fill the vacancy at the next scheduled Board meeting or at a later date to be specified and agreed upon by the Board. In the event that no qualified candidates are identified for a vacant seat, Standing Directors shall provide a report on the status of its search for candidates at each Board meeting until the vacant seat is filled.
- iii) Upon execution of this Agreement, all state agency Parties shall become Standing Directors, the High Desert Education Service District's designated representative shall fill Seat 12 for a two (2) year term, and the Beaverton School District's representative shall fill Seat 13 for a two (2) year term. Upon completion of those initial two (2) year terms, the Rotating Directors for Seats 12 and Seat 13 may be selected for additional terms in accordance with the procedures described in this Article 3, section 3.c.iii-iv of this Agreement.
- iv) The Standing Directors shall develop and widely distribute and make widely available an application form to the types of entities described in Article 3, section 3.b above. Such form shall request qualifying information from the entities who desire to have a representative appointed to a Rotating Director seat, including but not limited to: the name of the proposed Rotating Director appointee, the Rotating Director seat that the applicant seeks, proof of the insurance required under Article 6, and the proposed appointee's qualifications for that seat.

Once the completed applications have been submitted, the Standing Directors shall appoint [*seven (7)*] **six (6)** of the Rotating Director positions for an initial one-year term and [*eight (8)*] **eleven (11)** of the

Rotating Directors for an initial two-year term. After the expiration of the initial Rotating Director terms, new Rotating Directors shall be limited to two (2) terms of two (2) years each and, if selected, shall be selected for any subsequent term using the same appointment process described herein. **Unless otherwise specified at the time of appointment, and unless appointed to an initial one-year term, a Rotating Director's term shall end on June 30 of the calendar year two years after the year of that Rotating Director's appointment.**

Appointment of Additional Directors. Subject to the EAC membership requirements in ORS 342.940 and 342.943, a majority of the Board may propose to increase or decrease the number of Directors at any time. Any new Directors proposed under this Article 3, section 4.d shall be subject to the applicable quorum, voting, and appointment processes in Article 3.

- i) If the Board increases the number of Directors, the Board may select a new Rotating Director or a non-voting, ex-officio Director (“Ex-Officio Director”) to fill that new seat.
- ii) An Ex-Officio Director appointed by the Board in accordance with this section shall exercise the same authority, and shall be subject to the same duties and limitations, as a Rotating Director described Article 3, section 3.b, except that:
 - (1) Ex-Officio Directors shall not have any voting authority and may not vote on matters before the Council; and
 - (2) Ex-Officio Directors may not place items on the EAC agenda.
- i) If the Board increases the number of Directors, the Board may select a new Rotating Director or a non-voting, ex-officio Director (“Ex-Officio Director”) to fill that new seat.
- ii) An Ex-Officio Director appointed by the Board in accordance with this section shall exercise the same authority, and shall be subject to the same duties and limitations, as a Rotating Director described Article 3, section 3.b, except that:
 - (1) Ex-Officio Directors shall not have any voting authority and may not vote on matters before the Council; and
 - (2) Ex-Officio Directors may not place items on the EAC agenda.

5. Officers. There shall be a Board Chair (“Chair”) and a Board Vice Chair (“Vice Chair”), who shall be selected pursuant to the voting requirements provided in Article 3, section 10 herein. The Board may, subject to the voting requirements provided in Article 3 herein, establish other Officer positions from time to time.

6. Chair. The Chair shall be selected from the Board Directors seated at the time of the vote who will remain on the Board for at least one (1) year from the date of selection. The Chair of the Board shall serve for a term of one (1) year from the date of selection. Once appointed, the Chair shall:

- a) Serve as the primary contact person for communicating with and providing oversight to the Administrative Agent;
- b) Preside over EAC meetings; and
- c) In coordination with the Administrative Agent or other duly-appointed EAC staff, set the agenda for those meetings.

Subject to the requirements of Senate Bill 182, the Board, by adopting EAC bylaws, may confer additional powers on the Chair, may provide for a longer Chair term, or may provide a process for the removal of the Chair.

7. Vice Chair. The Vice Chair shall be a Director seated at the time of the vote who will remain on the Board for at least one (1) year from the date of selection. The Vice Chair of the Board shall serve for a term of one (1) year from the date of selection. Once appointed, the Vice Chair shall:

- a) Fulfill the role of the Chair in the event that the Chair is unable to attend a Board meeting; and
- b) Oversee financial management of the Board in coordination with the Administrative Agent.

Subject to the requirements of Senate Bill 182, the Board, by adopting EAC bylaws, may confer additional powers on the Vice Chair, may provide for a longer Vice Chair term, or may provide a process for the removal of the Vice Chair.

8. General Powers and Duties of EAC. The EAC shall have all powers and duties provided under ORS 190.003 to 190.110, as more particularly described in Senate Bill 182 (codified at ORS 342.940 and 342.943) and this Agreement, and as otherwise authorized by law, including but not limited to (i) adopting such rules and internal management policies as it deems necessary in furtherance of the purposes of this Agreement and Senate Bill 182; (ii) providing for such agents and employees as it deems necessary; (iii) contracting for the acquisition of goods and services; and (iv) acquiring and holding tangible and intangible assets as needed to achieve the purposes of the EAC.

9. Meetings. The Board shall meet at least four (4) times per year. The Board Chair or the Administrative Agent, or both shall provide at least 30 days' written notice to all Board members regarding all regular meetings. For emergency or otherwise unscheduled meetings, the Board Chair or Administrative Agent, or both shall provide at least 48 hours advance written notice to all Board members. All Board Directors may submit matters to the Administrative Agent or to the Board Chair for inclusion on the meeting agenda. Meetings of the Board, the Standing Directors, and any subcommittee with the authority to make decisions on behalf of the Board or to recommend actions to the Board, shall be conducted in accordance with the provisions of the Oregon Public Meetings Law, ORS 192.610 to 192.710. The Board shall hold regular meetings on a schedule determined by the Board. In accordance with the Public Meetings Law, special or emergency meetings may be called by the Chair or Vice Chair of the Board. Meetings may include participation by telephone conference call or other electronic communication means. The quorum requirements described in this Agreement apply to all meetings of the EAC, including any emergency meetings.

10. Quorum, Voting, and Consensus.

- a) **General Quorum Requirement.** Except as otherwise provided in this Agreement, the quorum necessary to meet and conduct any business of the EAC, except for business subject to the exclusive voting authority and privilege of the Standing Directors pursuant to Article 3, section 3.a, shall be three (3) Standing Directors and ten (10) Rotating Directors.
- b) **Special Quorum Requirement for Article 3.a Meetings.** The quorum necessary to meet and conduct any business which is subject to pursuant to Article 3, section 3.a shall be three (3) Standing Directors and three (3) Rotating Directors.
- c) **Temporary Quorum Rule.** If the seated Director membership is less than the required quora described in Article 3, sections 10.a and 10.b, a Temporary Quorum Rule shall apply. The Temporary Quorum Rule allows the seated Directors to meet, deliberate, and vote solely on the appointment of additional Directors or to appoint a Chair and Vice-Chair. The Temporary Quorum established under this section shall consist of one (1) Director more than a majority of the currently-seated Directors.

Nothing in this subsection shall be interpreted to amend or affect the exclusive voting authority and privilege of the Standing Directors pursuant to Article 3, section 3.a.

d) Voting.

- i) Voting Generally. All EAC votes, except for those votes excepted immediately below, shall require a majority of those Directors present and constituting a quorum.
- ii) Voting Exception for Article 3.a Standing Director Voting. Non-dissolution votes which are subject to the exclusive voting authority and privilege of the Standing Directors pursuant to Article 3, section 3.a shall require a majority of all Standing Directors.
- iii) Voting Exception for Votes to Dissolve the EAC. Votes to dissolve the EAC or otherwise terminate this IGA, which are subject to the exclusive voting authority and privilege of the Standing Directors pursuant to Article 3, section 3.a shall require a unanimous vote of all Standing Directors in accordance with Article 3, section 10.b's quorum requirement.
- iv) Voting Exception for Certain Votes to Amend the IGA. This Agreement may not be amended, supplemented or modified in a manner that is not in compliance with ORS Chapter 190, Senate Bill 182, or otherwise applicable law. Votes to amend this Agreement shall generally require a majority of all Directors present and constituting a quorum, except that Board votes to amend the following sections shall require a majority vote of all Directors present and constituting a quorum which must include an affirmative, unanimous vote of all Standing Directors:
 - (1) Any changes to Article 3, section 3(a);
 - (2) Any increase in the number of Standing Directors necessary for a quorum described in Article 3, section 10.b;
 - (3) Any changes to the termination provisions in Article 4;
 - (4) Any changes to Article 6, section 5;
 - (5) Any changes to Article 6, section 8;
 - (6) Any changes to Article 6, section 9; and
 - (7) Any changes to Article 6, section 12.
- e) The Board shall strive for consensus decision-making on all decisions and will foster a collaborative approach to problem solving. When a matter is initially considered, every Board Director present at the meeting shall signal his or her position on the matter. The Board will then discuss the matter presented and will, if possible, attempt to reach a unanimous consensus regarding the matter. If after good faith efforts to reach a unanimous consensus, the Board cannot do so, the Board may decide to:
 - a) delegate an issue to a working group for further exploration; or
 - b) decide the matter by a majority "yes or no" vote in compliance with the voting authority described in this Agreement. Voting on matters before the EAC is an obligation of the Directors and abstentions are not authorized unless the Director has declared either a potential or actual conflict of interest.
- f) All Directors are encouraged to voice and have recorded their views. If any Director sees the need to stand in the way of consensus on a decision, he/she will explain his/her concern with the proposed decision to the Board, and the Board will make every attempt to understand the concern and the underlying interests. Any consensus reached shall be confirmed by a formal vote of the Board in accordance with the voting requirements described in this Agreement.

11. Additional Protocols. Additional protocols for officers, meetings, and the conduct of business shall be

established by the Board through the adoption of bylaws or rules. In the event of a conflict between the adopted bylaws and this Agreement, this Agreement shall prevail.

12. Rulemaking; Bylaws; and Procedural Subcommittee. The EAC shall establish a subcommittee to draft rules and bylaws for the EAC (“Procedural Subcommittee”). The Procedural Subcommittee shall be subject to the requirements of the Oregon Public Meetings Law, ORS 192.610 to 192.710.

- a) Composition of Procedural Subcommittee. The Procedural Subcommittee shall consist of two (2) Standing Directors selected by the Standing Directors and two (2) Rotating Directors selected by the Rotating Directors.
- b) Powers of Procedural Subcommittee. The Procedural Subcommittee shall draft rules and bylaws for consideration and adoption by the Board pursuant to the voting authority and quorum requirements provided in Article 3, section 10. Before a rule may be presented to the Board for adoption, the Procedural Subcommittee must approve the rule or bylaw a majority of the members of the Procedural Subcommittee present and constituting a quorum.
- c) Quorum Requirements. The quorum necessary to meet, conduct any business of the Procedural Subcommittee or vote to approve rules or bylaws for consideration and adoption by the Board shall be all members of the Procedural Subcommittee.
- d) Adoption of Rules and Bylaws. Following approval of rules or bylaws by the Procedural Subcommittee for consideration by the Board, the Board may:
 - i) Adopt the approved rules or bylaws in accordance with the quorum and voting requirements in Article 3, section 10; or
 - ii) Vote to remand the rules or bylaws to the Procedural Subcommittee for further revision.

13. Board Compensation. The Board Directors shall not be compensated by the EAC but may be reimbursed, as provided by EAC bylaws and to the extent allowed by Oregon state law.

14. Public Records. The EAC shall comply with the Oregon Public Records Act, ORS 192.410 to 192.505.

15. Budgeting, Accounting, and Audits.

- a) The EAC shall operate on a Fiscal Year beginning on July 1 and ending on June 30 of each year, and the Board, working with the Administrative Agent, shall biannually prepare and adopt a budget for EAC operations for the next Fiscal Biennium. The EAC shall adopt a schedule for its budget process. The budget process shall be as provided in Senate Bill 182 and Oregon law.
- b) The EAC, with assistance from its Administrative Agent, shall maintain an independent budget control procedure and provide budget reports at its regular meetings. These reports shall show expenditures, receipts and such further information as the EAC shall direct, either by internal management policy or by direction from the Chair.
- c) The EAC shall be subject to audit by the Oregon Secretary of State.

16. Administrative Agent. As authorized by law, the EAC shall appoint a person or entity to serve as the Administrative Agent for the EAC. Once appointed, the Administrative Agent shall be responsible for duties as determined and assigned by the Board. Administrative support services to be provided by the Administrative

Agent may include: (i) providing public notices; (ii) maintaining public records; (iii) receiving funds and making payments; (iv) assisting the EAC in complying with applicable public contracting requirements or other state laws; (v) maintaining financial records; (vi) preparing budget reports; (vii) providing related clerical support; and (viii) other administrative support functions as explicitly agreed by the Administrative Agent and EAC. The Administrative Agent may, in consultation with the Board, establish Advisory Groups to assist Board objectives. Such groups shall report directly to the Administrative Agent.

17. Limitation of Powers. The Parties and the Participating Entities (including any respective employees, agents, heirs and assigns acting within their proper scope of authority) to this intergovernmental agreement are not liable for the debts, liabilities, and obligations of the EAC. The EAC's powers and authority are also limited as described herein.

ARTICLE 4
WITHDRAWAL, TERMINATION OF MEMBERSHIP,
SALE OF ASSETS AND DISSOLUTION

1. Voluntary Dissolution of the EAC. Notwithstanding anything in this Agreement to the contrary, this Agreement may be terminated and the EAC dissolved by a unanimous vote of the Standing Directors taken in compliance with the applicable quorum requirements described in Article 3, section 10 herein. Prior to dissolution, the Parties shall agree on a plan for the disposition, division and distribution of any assets acquired by the EAC and the assumption of any outstanding indebtedness or known liabilities of the EAC by the Parties. Unless modified by the plan, the dissolution shall be effective only after all debts and obligations are paid or provision for payment is made.

2. Voluntary Withdrawal by Any Party. Unless otherwise prohibited by law, any Party may elect to terminate its participation in this Agreement and withdraw from the EAC by giving written notice of its desire to terminate to all other remaining Parties, and stating a date for termination which shall be not less than 60 days from the date of notice. Within 30 days following receipt of such notice, the Parties shall amend the Agreement as necessary to reflect the change in membership in the EAC.

3. Termination by Operation of Law. This Agreement shall terminate by operation of law if the authority necessary to create and operate the EAC is repealed or otherwise ceases to exist.

ARTICLE 5 - NOTICES

1. Providing Notice. Any notice herein required or permitted to be given shall be given in writing and shall be effective as to a Party when delivered to the Party at the address set forth in Exhibit 1. Notices shall be considered delivered either upon actual receipt if delivered personally or by fax or e-mail, or at the end of the third business day after the date of deposit in the United States mail, postage prepaid, certified, return receipt requested addressed to the Party as set forth in Exhibit 1.

2. Notice List. The EAC shall maintain a list for notification of the Parties and Participating Entities under this Agreement. The Parties shall notify the EAC of any change of address or title for receipt of notices under this Agreement.

ARTICLE 6 - GENERAL PROVISIONS

1. Entire Agreement. This Agreement and any authorized addenda or exhibits embody the entire agreement and understanding between and among the Parties hereto with respect to the EAC and supersedes all previous agreements and understandings relating to the EAC.

2. Severability. If any one or more of the provisions contained in this Agreement shall be determined to be invalid, illegal, or unenforceable in any respect, the validity, legality and enforceability of the remaining provisions contained herein shall not in any way be affected or impaired thereby.

3. Counterparts. This Agreement may be executed by the Parties in any number of counterparts or separate counterparts, any combination of which shall constitute an Agreement between and among the Parties.

4. Headings. The Article, section and subsection headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation of this Agreement.

5. Survival of Covenants. Any provision of this Agreement which, by its terms has or may have application after the expiration or earlier termination of this Agreement, including all covenants, agreements, and warranties,

shall be deemed to the extent of such application to survive the expiration or termination of this Agreement.

6. Agency Relationship. Nothing contained in this Agreement or any transaction is intended to or should be construed as creating the relationship of partners, joint-ventures, or agency relationship between Parties or any Participating Entities. Neither shall the employees, agents, or representatives of any Party or Participating Entity be considered to be employees, agents, or representatives of any other Party or Participating Entity for the purposes of the Oregon Tort Claims Act (“OTCA”), ORS 30.260 to 30.300, or for any other purpose. Provided, however, that Standing Directors and Rotating Directors shall be considered officers of the EAC for purposes of the OTCA with respect to those actions taken by each Director that fall within the course and scope of their obligations to the EAC as defined by this Agreement, EAC bylaws, or otherwise applicable law.

7. Third party beneficiaries; No Employment Relationship. Except as expressly provided in this Agreement, the State and the units of local government are the only Parties to the Agreement and are the only parties entitled to enforce the terms of the Agreement. Nothing in the Agreement gives, is intended to give, or shall be construed to give or provide, any benefit or right, whether directly, indirectly, or otherwise, to third persons. No employment relationships between the Parties or Participating Entities shall be imputedly created by this Agreement. Employees and volunteers remain subject solely to the personnel policies, rules, and regulations of their employer-of-record. The intent of this provision is to prevent the creation of any “special employer” relationships under Oregon workers’ compensation law, PERS regulations, or other state or federal laws.

8. Indemnification. SUBJECT TO THE TORT CLAIM LIMITATIONS OF THE OREGON CONSTITUTION AND THE OREGON TORT CLAIMS ACT, AND SUBJECT TO ORS CHAPTERS 180 AND 190:

- A) EACH PARTY SHALL DEFEND, SAVE, HOLD HARMLESS AND INDEMNIFY ALL OTHER PARTIES AND THEIR RESPECTIVE SUBDIVISIONS, OFFICERS, DIRECTORS, EMPLOYEES AND AGENTS FROM AND AGAINST ALL CLAIMS, SUITS, ACTIONS, LOSSES, DAMAGES, LIABILITIES, COSTS AND EXPENSES OF ANY NATURE WHATSOEVER, RESULTING FROM, ARISING OUT OF OR RELATING TO OFFICIAL ACTIONS TAKEN WITHIN THE PROPER SCOPE OF THEIR AUTHORITY UNDER THIS AGREEMENT; AND
- B) EACH PARTY SHALL FURTHER DEFEND, SAVE, HOLD HARMLESS AND INDEMNIFY ALL PARTICIPATING ENTITIES AS DEFINED IN THIS AGREEMENT, THEIR OFFICERS, EMPLOYEES AND AGENTS FROM AND AGAINST ALL CLAIMS, SUITS, ACTIONS, LOSSES, DAMAGES, LIABILITIES, COSTS AND EXPENSES OF ANY NATURE WHATSOEVER RESULTING FROM, ARISING OUT OF, OR RELATING TO THE ACTS OR OMISSIONS OF THE PARTY OR ITS OFFICERS, EMPLOYEES, SUBCONTRACTORS, OR AGENTS RELATED TO THE PARTY’S PARTICIPATION IN THE EAC.

9. Parties’ Insurance. The Parties shall each maintain comprehensive insurance coverage or sufficient self-insurance reserves to cover the reasonable risks of damage or loss in the form of personal injury, bodily injury, or property damage, or economic or financial losses for acts or omissions done in the course and scope of this Agreement. Each Party that is a part of “state government” as defined in ORS 174.111 shall maintain insurance coverage through the State of Oregon Insurance Fund pursuant to ORS Chapter 278. Each Party to this Agreement that is not a part of “state government” as defined in ORS 174.111 shall obtain at its expense the insurance specified in Exhibit 2, attached hereto and incorporated herein by reference.

10. Council Works. In the operation of the EAC, the EAC may create, procure, or otherwise own materials, including, but not limited to, brochures, logo designs, printed and electronic materials (“Works”) for the benefit of the EAC, to be used by the EAC. Subject to the rights and limitations set forth below, the following provisions apply to the Works:

- a) All right, title and interest to the Works, including trademarks, trade secrets, patents and any other proprietary rights arising out of or embodied in the Works, are owned exclusively by the EAC.
- b) Board members shall execute such documents and instruments as the EAC may reasonably request in order to record or perfect the assignments required under this Article 6, section 11 to fully vest such rights in EAC.

11. Non-Appropriation Clause. Each Party’s obligation to pay any amounts, perform any activities or provide any items under this Agreement is conditioned upon that Party’s receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow the Party, in the exercise of its reasonable administrative discretion, to meet its obligations under this Agreement. Nothing in this Agreement is to be construed as permitting any violation of Article XI, section 7 of the Oregon Constitution or any other law regulating liabilities or monetary obligations of the State of Oregon.

12. Effective Date and Duration. This Agreement shall become effective on the date signed by all Parties and shall remain in effect until such time as it may be terminated or the EAC dissolved as provided herein.

13. Authority to Sign. The signatories to this Agreement represent and warrant that they have the power and authority to enter into this Agreement and perform the requirements described herein.

IN WITNESS WHEREOF the Parties have dated and signed this Agreement.

Oregon Department of Education

Oregon Early Learning Division

Oregon Teacher Standards and Practices Commission

High Desert Education Service District

Beaverton School District

EXHIBIT 1
Party Contact Information

Oregon Department of Education

Colt Gill, Deputy Superintendent of Instruction
255 Capitol Street NE
Salem, OR 97310

Oregon Early Learning Division

Miriam Calderon, Early Learning System Director
775 Summer Street NE, #300
Salem, OR 97301

Oregon Teacher Standards and Practices Commission

Anthony Rosilez, Executive Director
250 Division Street NE
Salem, OR 97301

High Desert Education Service District

Paul Andrews, Superintendent
2804 SW 6th Street
Redmond, OR 97756

Beaverton School District

Don Grotting, Superintendent
16550 SW Merlo Road
Beaverton, OR 97003

EXHIBIT 2

Insurance Requirements

INSURANCE REQUIREMENTS:

Each Party to this Agreement that is not a part of “state government” as defined in ORS 174.111 (“Local Government Member”) shall obtain at its expense the insurance specified in this Exhibit 2 prior to performing under this agreement and shall maintain it in full force and expense throughout the duration of this agreement and as required by an extended reporting period or all tail coverage requirements. Insurance shall be from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in State and that are acceptable to the State. Self-insurance may be considered an acceptable form of insurance. Coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers’ compensation. Local Government Members shall pay for all deductibles, self-insurance retention and self-insurance, if any.

WORKERS’ COMPENSATION & EMPLOYERS’ LIABILITY

All employers, including Local Government Members, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017 and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Local Government Members shall require and ensure that each of its subcontractors complies with these requirements. If a Local Government Member is a subject employer, as defined in ORS 656.023, Local Government Member shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident. If a Local Government Member is an employer subject to any other state’s workers’ compensation law, Contactor shall provide workers’ compensation insurance coverage for its employees as required by applicable workers’ compensation laws including employers’ liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

COMMERCIAL GENERAL LIABILITY:

Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance shall include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this Agreement, and have no limitation of coverage to designated premises, project or operation. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence. Annual aggregate limit shall not be less than \$2,000,000.

AUTOMOBILE LIABILITY INSURANCE:

Automobile Liability Insurance covering a Local Government Member’s business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY:

Professional Liability insurance covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Agreement by the Local Government Member and Local Government Member’s subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per occurrence. Annual aggregate limit shall not be less than \$2,000,000. If coverage is on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Local Government Member shall provide Tail Coverage as stated below.

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

Directors, Officers and Organization insurance covering actual or alleged errors, omissions, or negligent acts, including improper financial oversight and use of funds and donor contributions, of the directors and officers of the organization with a combined single limit of no less than \$1,000,000 per claim.

EXCESS/UMBRELLA INSURANCE:

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance.

ADDITIONAL INSURED:

The Commercial General Liability insurance and Automobile liability insurance required under this Agreement must include an additional insured endorsement specifying the State of Oregon, its officers, employees and agents as Additional Insureds, including additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to a Local Government Member's activities to be performed under this Agreement. Coverage shall be primary and non-contributory with any other insurance and self-insurance. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on ISO Form CG 20 10 07 04 or equivalent and the Additional Insured endorsement with respect to completed operations must be on ISO form CG 20 37 04 13 or equivalent.

TAIL COVERAGE:

If any of the required insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, each Local Government Member shall maintain either tail coverage or continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of this Agreement, for a minimum of 24 months following the later of (i) Local Government Member's completion of all Services required under this Agreement, or, (ii) termination of the Agreement, or, (iii) The expiration of all warranty periods provided under this Agreement.

CERTIFICATE(S) AND PROOF OF INSURANCE:

Local Government Member shall provide to the State of Oregon Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Agreement. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance, the State of Oregon has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Agreement.

NOTICE OF CHANGE OR CANCELLATION:

The Local Government Member or its insurer must provide at least 30 days' written notice to the State of Oregon before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW:

Local Government Member agrees to periodic review of insurance requirements by the State of Oregon under this agreement and to provide updated requirements as mutually agreed upon by Local Government Member and the State of Oregon.

STATE ACCEPTANCE:

All insurance providers are subject to acceptance by the State of Oregon. If requested by the State of Oregon, Local Government Member shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to the State of Oregon's representatives responsible for verification of the insurance coverages required.

EXECUTIVE SUMMARY

Origin of this Report

In 2013 the Oregon Legislature amended the original Minority Teacher Act passed in 1991 and changed the definition of “Minority” to include educators whose first language is not English. Statute also required that the state’s education agencies jointly submit an annual report to the Legislature on the status of Oregon’s efforts to achieve a K-12 educator workforce that more closely mirrors the demographics of the students in our schools. The report is required to include:

- 1) A summary of the most recent data collected as provided by ORS 342.443;
- 2) Recommendations for meeting the goals expressed in ORS 342.437; and
- 3) A description of best practices within Oregon and other states for recruiting and retaining minority teachers.

In 2015 the Oregon Legislature renamed the Minority Teacher Act to the Oregon Educator Equity Act and directed the Higher Education Coordinating Commission to require each public teacher education program to adopt a plan every other year with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators. The plans are to be reviewed first by the governing board of each public university with a teacher education program. Then the Higher Education Coordinating Commission (HECC) staff reviews and, after necessary revisions are made, the HECC approves the plans.

The report and accompanying presentations have come to represent a strident call to action and an annual benchmark for the state related to each stage of the talent development educator pathway to more closely mirror the demographics of our Pre-K-12 student population. Presentations on the findings of the report by the Oregon Educator Advisory Group (Figure 1) at multiple meetings and conferences each year has notably helped elevate collective interest and momentum in allocating resources to support a more diverse educator workforce. This year the report was referenced in the 2019 Chief State School Officers Report entitled, [Diverse and Learner-Ready Teachers Initiative Vision and Guidance Paper](#), and cited by numerous researchers in Oregon and other states.

DISCLAIMER

While Oregon legislation limits the foci of data in this report to ethnic and linguistic diversity, the Oregon Educator Equity Advisory Group recognizes the importance of many other forms of diversity within the educator workforce including gender, sexual orientation, disability status, and factors related to income level.

This year, the 2018 Oregon Educator Equity Report received the **2019 Diversified Teaching Workforce Research Award** from the American Association of Colleges for Teacher Education (AACTE). Teacher Diversity Research Award is presented by a Diversified Teacher Workforce (DTW) Topical Action Group (TAG) of AACTE for outstanding research and advocacy related to various policies, practices, programs, pedagogies, systems, and/or institutions for the purpose of advancing teacher diversity. The research leadership embodied by Oregon’s report advanced the current understanding of how to diversify the teacher workforce to enhance educational opportunities for all students.



OEEAG members Marvin Lynn (far left) and Hilda Rosselli (third from left) accept Research Award at AACTE Diversity Teacher Workforce Institute

Figure 1: Oregon Educator Equity Advisory Group Mission

Mission

Oregon Educator Equity Advisory Group (OEEAG)

The presence of teachers of color in Oregon classrooms is severely limited. Research has shown when students of color have educators who mirror their demographics, all students benefit. The Oregon Educator Equity Advisory Group (OEEAG) is committed to diversifying the educator workforce and improving cultural responsiveness in schools. We do this by:

- Reviewing data at the district level and documenting progress of current initiatives and
- Recommending new statewide investments and engaging the public to identify needed changes.



Members of the Educator Advancement Council Helping to Develop HB 3427 Plan for Legislators

OEEAG Efforts Amplified by the Educator Advancement Council

For a number of years, the Oregon Educator Equity Advisory Group was the primary state level group focused on racial and ethnic diversification of the state’s educator workforce. As a result of state statute, the Educator Advancement Council (EAC) was launched in 2018 to establish educator networks facilitating the work of school districts in their respective regions as they improve systems designed to support educators at each stage of their career starting from recruitment through teacher leadership and career advancement. The new system is designed to lead change from the inside out, engaging frontline educators in collaboration with community resources to build on the successes of the past, and adapt support to meet the needs of today’s education workforce and students with specific attention to educator workforce diversification.

As the Chief Education Office sunsets by July 1, 2019, the Educator Advancement Council (EAC) will review finding and recommendations in the annual Oregon Educator Equity Report and work with the Educator Equity Advisory Group to support the Oregon Teacher Scholars Program and encourage local partnerships designed to recruit, prepare, hire, retain, and advance teachers and administrators of color in Oregon.

House Bill 3427 Calls for a Plan

Within the state, attention to educator workforce diversification has grown as more and more school districts seek to hire educators who are more reflective of the students they serve. The Oregon Confederation of School Administrators used results from the report to propose a bill to support diverse educator pathways and scholarships. The Oregon Joint Committee on Student Success requested testimony on the report data and built upon the report’s findings in HB 3427 (Figure 2) requiring development of a plan with recommendations for the Legislature by January 2020 to provide an effective combination of programs and initiatives for the professional development of educators from kindergarten through grade 12 and to be funded by the Statewide Education Initiatives Account.

Figure 2: Language from HB 3427

SECTION 48. (1) The Department of Education and the Educator Advancement Council, in consultation with the Teacher Standards and Practices Commission, the Higher Education Coordinating Commission and representatives of school districts and other education stakeholders, shall develop a plan to provide an effective combination of programs and initiatives for the professional development of educators from kindergarten through grade 12 and to be funded by the Statewide Education Initiatives Account. The plan shall be based on consideration of increasing:

- (a) Educator retention;
- (b) Educator diversity;
- (c) Mentoring and coaching of educators;
- (d) Participation in educator preparation programs; and
- (e) Educator scholarships.

(2) The department shall provide a report, and may include recommendations for legislation, to an interim committee of the Legislative Assembly related to education no later than January 15, 2020.

SECTION 49. Section 48 of this 2019 Act is repealed on June 30, 2020.

Summary Data

Although positive trends are noted in almost every category reported in Table 1, the educator workforce is still not shifting quickly enough to respond to Oregon’s changing ethnically and linguistically diverse K-12 student body. The greatest increase was seen in teacher candidate preparation completers which increased from 17.3% in 2016-17 to 23.9% for 2017-18. A small but positive increase was found in administrator candidate preparation completers which increased from 11.3% in 2016-17 to 12.04% in 2017-18. Over 200 additional ethnically diverse teachers were employed in Oregon’s public schools this year bringing the percent from 9.9% to 10.4%. When adding in the most recently available number of linguistically diverse employed teachers, the percent increases from 10.7% in 2017-18 to 11.2% in 2018-19. Percentages for racially diverse employed administrators, guidance counselors and educational assistants all increased slightly (< 1%).

2019 Summary of Data Points

Table 1 summarizes this year's data points and indicates change from the 2018 report summary.

Table 1: Summary of Most Recent Data Available and Change from 2018 Reports

SUMMARY OF DATA	NUMBER	PERCENT	CHANGE FROM 2017 REPORT
Ethnically Diverse Students (2018-2019)	221,525	38.1%	↑
Districts w/40 percent or higher ethnically diverse students (2018)	35	17.7%	↑
Ethnically and Linguistically Diverse Students (2017-18)		39.9%	
Ethnically Diverse Candidates Enrolled in Teacher Education (2017-18)	567	25.8%	NA ¹
Ethnically Diverse Teacher Preparation Completers (2017-2018)	519	23.9%	↑
Reciprocal Teacher Licensees who are Ethnically Diverse (2018-2019)	117	12.6%	↑
Ethnically Diverse Administrator Candidates Enrolled (2017-2018)	127	20.2%	NA
Ethnically Diverse Administrator Program Completers (2017-2018)	40	12.04	↑
All Teachers Employed (2018-19)	31,409		↑
Ethnically Diverse Teachers Employed (2018-2019)	3,278	10.4%	↑
Ethnically and Linguistically Diverse Teachers Employed (2018-2019)	3,530	11.2%	↑
Ethnically Diverse Administrators Employed (2018-2019))	267	11.4%	↑
Ethnically and Linguistically Diverse Administrators (2018-2019)	279	12.0%	↑
Ethnically Diverse Guidance Counselors (2018-2019)	214	15.3%	↑
Ethnically Diverse Educational Assistants (2018-2019)	3,030	19.7%	↑

Sources: ODE Fall Staff Position Collection and Oregon Teacher Standards and Practices Commission

2019 Oregon Educator Equity Advisory Group Recommendations

The Oregon Educator Equity Advisory Group feels strongly in the value of the annual Oregon Educator Equity Report to drive action, whether it be in state policy or local practices. This year's recommended action steps appear in each section of the report as well as in Figure 3.

Figure 3: 2019 Oregon Educator Equity Advisory Group Recommended Action Steps

<p>RECRUITMENT</p> <p>Partner with state level workforce agencies, business and communities of color to develop and launch a statewide marketing campaign elevating the teaching profession and guiding potential educators to the resources needed to enter the profession. (state level action steps specifically via a plan referenced in HB 3427)</p> <p>Work with communities of color, school districts, and other partners to recruit and support educational assistants, other school/district staff, parents, career changers, and after-school program mentors who reflect local diversity and are more likely to seek teaching positions in their local communities. (EAC Regional Educator Networks, school, district and educator preparation program level action steps specifically</p>	<p>via a plan referenced in HB 3427)</p> <p>Implement specific recruitment of linguistically and ethnically diverse educational assistants. Include funding sources for these students, since they likely will not qualify for supports such as the Oregon Promise. (EAC Regional Educator Networks, school, district and state legislator action steps specifically via a plan referenced in HB 3427)</p> <p>Work with communities of color, school districts, and other partners to recruit and support more linguistically and ethnically diverse teacher candidates into teaching careers via strong K-12/higher education partnerships and Grow Your Programs. (EAC Regional Educator Networks, school, district and educator preparation program level action steps specifically via a plan referenced in HB 3427)</p>
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¹ Enrollment data reporting changed from last year's report and is not comparable.

PREPARATION

Work with the Educator Advancement Council to help lower the cost of teacher preparation by increasing funding for the Oregon Teacher Scholars Program (OTSP) to provide scholarships and help students navigate the complicated journey through licensure, preparation, job search, and employment in Oregon's educator workforce. Ensure that OTSP is sustainable as it grows, consider a full-time coordinator and administrative support. Provide cohort and alumni networking activities as well as career advancement opportunities. **(Educator Advancement Council and state legislator action steps specifically via a plan referenced in HB 3427)**

Work with the Educator Advancement Council and Confederation of Oregon School Administrators (COSA) to propose and launch an Oregon Administrative Scholars Program to support preparation costs for more racially, ethnically and linguistically diverse educators seeking to become administrators. **(OEEAG, COSA, EAC Regional Educator Networks and state legislator action steps specifically via a plan referenced in HB 3427)**

Raise awareness and development of Residency Programs allowing future teachers to earn an income while they are enrolled in teacher preparation programs. These funds can be matched by districts to help cover living costs for career changers while they are studying to become teachers. **(EAC Regional Educator Networks and state legislator action steps specifically via a plan referenced in HB 3427)**

Support Oregon Teacher Standards and Practices Commission's implementation of a multiple measures framework permitting teacher candidates to demonstrate their competency through multiple performance measures less likely to generate racial and linguistic disparities. **(Teacher Standards and Practices Commission action steps)**

Develop transparent and streamlined pathways from community colleges to teacher preparation programs including articulation of transferable credit and promising practices of transfer pathways and cross sector actions promoted by Career College Collaborative (C3). **(Higher Education Coordinating Commission action steps)**

Work with the State Longitudinal Data System to ensure that all educator preparation programs (EPPs) in Oregon are able to track graduates by 2021 through key employment benchmarks and access statewide student performance data (and other teacher performance data) necessary to monitor the effectiveness of graduates and meet Council for the Accreditation of Education Preparation (CAEP) requirements. **(State Longitudinal Data System action steps)**

EMPLOYMENT

Develop strategies with the Educator Advancement Council to encourage school district superintendents and HR directors to work closely with local educator preparation

programs to coordinate student teaching placements maximizing assets diverse candidates bring to schools. Create opportunities to interview candidates for hire before they graduate. **(OEEAG and school and district level action steps)**

Provide anti-bias training for staff to develop more effective, culturally responsive and equity-driven recruitment and hiring strategies. Encourage use of diverse human resource teams in which linguistically and ethnically diverse teachers can help shape more effective recruitment and hiring strategies. **(Office of Equity, Diversity, and Inclusion at ODE, school district, and Oregon School Personnel Association action steps)**

Work with the Educator Advancement Council, Oregon Department of Education, and partners to redesign supports for novice educators of color to ensure every teacher and administrator new to the profession has an equitable work placement and workload, and is provided with a well-trained mentor or instructional coach skilled in offering culturally responsive support for all newly employed educators. Develop a plan to recruit and train mentors from diverse backgrounds and to match diverse new teachers and diverse mentors. **(EAC Regional Educator Network action steps via a plan referenced in HB 3427)**

RETENTION

Assist school and district administrators in creating collaborative, supportive and culturally responsive work environments for all teachers. Provide access to affinity groups and other professional community-based networking organizations for linguistically and ethnically diverse employed educators. **(EAC Regional Educator Network action steps)**

Work with the Educator Advancement Council and Oregon Department of Education to determine how Title II's optional 3 percent leadership set-aside funds can strengthen principal recruitment, preparation, induction, and development focused on supportive and equity-driven school leadership. Consider funding educators' membership in professional associations such as the National Association of Black School Educators as a retention strategy. **(Oregon Department of Education and Educator Advancement Council action steps)**

Build upon results from the HB 4044 study to engage school districts in adopting promising practices that help attract and retain effective, culturally responsive teachers to work in Oregon's most complex schools. **(OEEAG action steps via a plan referenced in HB 3427)**

Work with the Teacher Standards and Practices Commission to develop a marketing campaign to publicize financial support for earning National Board certification; thus, helping advance the careers of more of Oregon's racially or linguistically diverse teachers. **(Educator Advancement Council and Teacher Standards and Practices Commission action steps)**

SECTION 1: INTRODUCTION

For the sixth consecutive year, the Chief Education Office (CEdO) has partnered with the Oregon Teacher Standards and Practices Commission (TSPC), the Oregon Department of Education (ODE), and the Higher Education Coordinating Commission (HECC) with oversight from the Oregon Educator Advisory Group to produce and publish a report on Oregon’s efforts to diversify the K-12 educator workforce. Oregon Statute 342.448 outlines requirements for reporting and analyzing of annual data on diversity in Oregon’s educator workforce. In addition to required data outlined in statute, the report highlights:

- 1) Promising practices for recruiting, preparing, hiring and retaining culturally and linguistically diverse educators,
- 2) Highlights from the biennial Oregon educator preparation plans for the recruitment, admission, retention, and graduation of diverse educators (ORS 342.447),
- 3) Progress on the Educator Equity Advisory group’s 2018-2019 Work Plan, and
- 4) Key recommendations for Oregon to achieve an educator workforce that more closely mirrors Oregon’s student demographics from pre-K through 12th grade.

Educator Equity Advisory Group

Since 2014, a 20-member Advisory Group has assisted the Chief Education Office in overseeing the annual Oregon Educator Equity Report on Oregon’s progress in diversifying the K-12 educator workforce. The Oregon Educator Equity Advisory Group meets regularly to:

- Advise on the gathering and reporting of annual data,
- Learn firsthand about efforts underway demonstrating promise for expansion,
- Engage with Oregon’s nine Federally Recognized Tribes and stakeholders who can help identify related issues, barriers, and needs, and
- Assess, evaluate and advocate for educational policy supporting Oregon’s progress in diversifying the educator workforce.

Agendas and meeting materials are posted a week prior to each Advisory Group meeting. Members of the public can sign up to receive meeting notices, download meeting materials, attend the meetings as observers by phone or in person, and provide public testimony. All meetings conform with Oregon public meetings laws.

Figure 4: Glossary of Terms Used in this Report

TERMINOLOGY USED IN THE 2018 REPORT

Terms associated with race and ethnicity are incomplete, uneven and contentious. They are frequently affiliated with a particular agency or data collection definition. When possible this report uses race and ethnicity as defined by the [United States Census](#) and HB 3375 Educator Equity Act passed in 2015. However, the report draws from several preexisting data collections and research in the field. As such, variance in terminology is attributed to the primary sources that are being referenced.

Diverse – culturally or linguistically diverse characteristics of a person, including: (a) Origins in any of the black racial groups of Africa but is not Hispanic; (b) Hispanic culture or origin, regardless of race; (c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands; (d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or (e) A first language that is not English.

Linguistically diverse - in reference to data exclusively focused on individuals for whom their first language is not English.

Racially or ethnically diverse - in reference to data exclusively examining racial/ethnic origin.

Progress on 2018-2019 Work Plan

Each year, the Advisory Group develops a Work Plan to drive action and advocacy related to findings from the previous year’s report. Progress made on the 2018-2019 Plan is outlined in Figure 5.

Figure 5: Update on 2018-2019 Educator Equity Advisory Group Work Plan

2018-2019 EDUCATOR EQUITY ADVISORY GROUP WORK PLAN	ACTIONS TAKEN IN 2018-2019
<p>1) The Educator Equity Advisory Group will oversee the Oregon Teacher Scholars Program by communicating notice of application deadlines, collecting applications, creating a selection and review committee and then communicating with successful applicants. In addition, the Group will advocate to the Oregon Legislature for additional support and funding to sustain and expand the Oregon Teacher Scholars Program for more potential educators.</p>	<p><i>Oregon Teacher Scholars Program awarded 69 scholarships to racially or linguistically diverse teacher candidates in partnership with the Higher Education Coordinating Commission’s Office of Student Access and Completion. Scholars networked via an OTSP Facebook page, attended professional learning events during the school year, networked with currently employed teachers of color, and provided assistance in navigating their journeys from preparation to licensure and eventual employment.</i></p>
<p>2) The Educator Equity Advisory Group will align its educator diversity work with other work groups in the State such as but not limited to the Educator Advancement Council, the Joint Committee on Student Success, the American Indian/Alaska Native Advisory Committee, the Confederation of School Administrators, and Teacher Standards and Practices Commission and advocate for needed policy changes and/or legislation</p>	<p><i>The Advisory Group connected regularly with lead representatives from each of the identified groups at their regularly scheduled meetings.</i></p>
<p>3) The Educator Equity Advisory Group will engage in state wide listening sessions with communities of color involving various education preparation, employment and diversification topics.</p>	<p><i>The Oregon Educator Equity Advisory Group partnered with the Educator Advancement Council to host a Listening Session focused on the needs of novice educators of color.</i></p>
<p>4) The Educator Equity Advisory Group will engage various experts in identified subject matter that will increase the Group’s skills and knowledge as a means to increase our effectiveness and efficiency regarding increasing the preparation, recruitment, hiring, retention and promotion of education staff of color and linguistic diversity.</p>	<p><i>The Advisory Group hosted invited presentations this year from:</i></p> <ul style="list-style-type: none"> • <i>The Higher Education Coordinating Commission on HB 2998 and credit transfer work between community colleges and universities;</i> • <i>Chemeketa Community College’s pilot of the Bilingual Scholars Program and the ORELA pilot;</i> • <i>The Oregon Government to Government Education Cluster;</i> • <i>The Office of Student Access and Completion on the Oregon Teacher Scholars Program;</i> • <i>OEA’s Symposium on Creating Pathways towards Social Justice for our Students;</i> • <i>The Confederation of School Administrators on HB 2742; and</i> • <i>The ODE Office of Equity, Diversity, & Inclusion.</i>
<p>5) The Educator Equity Advisory Group will oversee the production, distribution and statewide presentation of the Oregon Annual Educator Equity Report and its findings as it relates to increasing the Oregon Education Workforce, especially increasing the numbers of teachers of linguistic and racial diversity.</p>	<p><i>Staff and Advisory Group members presented findings and recommendations at 7 conferences and events.</i></p> <p><i>Oregon Association of Teacher Educators, Teacher Standards and Practices Commission, Oregon Advocacy Commission, Oregon Educator Advancement Council, Oregon edTPA Summit, National Association of State Directors of Teacher Education and Certification Ted Andrews Winter Symposium, and the AACTE Diversified Teacher Workforce Institute</i></p>

“As Oregon Educator Equity Advisory Group Members, we have galvanized together with players across our state to create access to data, propose investments, and garner advocacy for policy and practices to recruit, prepare, hire, retain and advance educators of color in our state.”

Karen Gray, Chair



Appendix D: Oregon Educator Equity Advisory Group

Cynthia Richardson, Chair
Director of Equity, Access, and Advancement
Salem-Keizer School District

Koreen Barreras-Brown, Superintendent
Colton School District

April Campbell, Indian Education Advisor
Oregon Department of Education

Maria Dantas-Whitney, Professor
College of Education
Western Oregon University

Veronica Dujon, Director, University Academic
Strategies
Higher Education Coordinating Commission

Jennifer Duvall, Human Resources Director
Corvallis School District

Teresa Ferrer, Consultant, Center for Great Public
Schools
Oregon Education Association

Tara Cooper,
NW Promise Post-Secondary Pathways Director

Julie Esparza-Brown, Associate Professor,
Department of Special Education
Portland State University

Marvin Lynn, Dean, Graduate School of Education
Portland State University

Tawnya Lubbes, Assistant Professor
Eastern Oregon University

Cecelia Monto, Dean, Education & Humanities
Chemeketa Community College

Rhonda Nese, Research Associate
College of Education
University of Oregon

Janet Soto Rodriguez, Deputy Director
The Chalkboard Project

Helen Richardson, Instructional Mentor
North Salem High School

Loretta Benjamin-Samuels, Senior Director for
Talent Management
Portland Public Schools

Anthony Rosilez, Executive Director
Oregon Teacher Standards and Practices
Commission

Shadiin Garcia, Executive Director
Educator Advancement Council

Carlos Sequeira, Director of Instruction, Equity, and
Partnerships
Lane Education Service District

Juan-Carlos Chavez, Assistant Superintendent for
the Office of Equity, Diversity, and Inclusion
Oregon Department of Education