

ANALYSIS

Department of Education EAC Grant Programs

Analyst: Wendy Gibson

Request: Acknowledge receipt of a report on the Educator Advancement Council grant programs.

Analysis: The Educator Advancement Council (EAC) submitted a report in accordance with a budget note in HB 5014 (2023).

***Budget Note:** The Educator Advancement Council (EAC) is directed to report to the legislature each biennium on the outcomes of its various grant programs. This report should include a description of each type of program funded by the EAC, the intended outcome from each funded program, the REN in which each program is funded, and the number of licensed educators and/or other quantifiable professional development outcomes produced by each program. The report should also detail the cost of the program, including its administrative costs, the cost per participant, and the cost per licensed educator produced by the program. This report is due to legislative committees on education and to the Joint Ways and Means subcommittee on education no later than February 15th of each odd-numbered year.*

The Educator Advancement Council (EAC) was authorized in 2017 to support, develop, and diversify Oregon’s educator workforce through local educator-led networks. The EAC budget supports the regional educator networks (RENs), for capacity and technical assistance grants provided to the RENs, and for scholarships through the Oregon Teacher Scholars Program. Funding for EAC programs is received from the State School Fund and the Fund for Student Success. In total, the Oregon Department of Education’s (ODE) 2023-25 appropriation measure, HB 5014, allocated \$71 million in funding to the EAC.

EAC Grant in Aid	Total Funds
Tribal Nations Educator Collaborative	\$ 3.4 million
Formula Grants	\$ 35.8 million
Capacity Grants	\$ 4.6 million
Technical Assistance Grants	\$ 1.4 million
HECC Passthrough	\$ 1.1 million
Professional Development Grants	\$ 25.0 million
	\$ 71.3 million

The COVID-19 pandemic created challenges for the EAC to stand up new grant programs to support and grow educators. The needs of educators were changing, and the \$1.6 billion infusion of federal pandemic funding into Oregon schools produced more openings for educators than the workforce could accommodate. During the 2023 session, additional investments were made to increase the number of teachers and expand pathways to licensure, including a \$10 million General Fund investment for teacher apprenticeship and mentorship grants in SB 283. The EAC responded by developing training and mentoring programs for new and developing teachers; however, the outcomes of these programs were unclear. Critics raised concerns regarding EAC's broad interpretation of outcomes and a lack of program structure. The report submitted by the EAC outlines the different programs offered by the Council, along with the outputs and cost per individual.

The educator landscape continues to shift and change. School districts across the state are reducing budgets and lowering staffing levels. Producing general educators may no longer benefit the overall K-12 system in this type of economic environment. EAC programs may need to pivot toward closing specific gaps in the K-12 educator workforce, such as educator endorsements in special education or advanced math and science.

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

Oregon Department of Education

Streepey

Request: Report on Educator Advancement Council grant programs and Grow Your Own program key performance measures.

Recommendation: Acknowledge receipt of the report.

Discussion: The budget report for House Bill 5014 (2023) included two budget notes, directing the Oregon Department of Education (ODE) and the Educator Advancement Council (EAC) to report on outcomes of EAC grant programs and develop at least one new key performance measure (KPM) on the outcomes of Grow Your Own (GYO) programs. The report submitted by ODE and EAC addressed the following two budget notes:

Budget Note: Educator Advancement Council Key Report to the Legislature:

The Educator Advancement Council (EAC) is directed to report to the legislature each biennium on the outcomes of its various grant programs. This report should include a description of each type of program funded by the EAC, the intended outcome from each funded program, the REN in which each program is funded, and the number of licensed educators and/or other quantifiable professional development outcomes produced by each program. The report should also detail the cost of the program, including its administrative costs, the cost per participant, and the cost per licensed educator produced by the program. This report is due to legislative committees on education and to the Joint Ways and Means subcommittee on education no later than February 15th of each odd-numbered year.

Budget Note: Educator Advancement Council Key Performance Measures:

The Educator Advancement Council is directed to develop at least one new key performance measure (KPM) on the outcomes of its Grow Your Own programs. This performance measure should provide data for decision-makers to use in evaluating the costs and benefits for each type of GYO program. The measure should, at a minimum:

- Identify the number of people who enroll in the program,*
- Identify the demographics of people enrolled*
- Identify the number of people who complete the program*
- Identify the number of people who become licensed Oregon educators through the program, and the types of endorsements licensees achieve.*

If the purpose of a Grow Your Own program is not to produce licensed educators, the program's intended outcome should be stated, and the number of enrollees, completers, and the number of people who achieve the intended outcome should be quantified.

The Educator Advancement Council and the Department of Education are directed to work with the Legislative Fiscal Office on the proposed key performance

measure(s) during the 2023-25 legislative interim and complete development by June 2024 in order to propose the new KPM(s) during the 2025-27 budget process.

The report included a background of the EAC's creation, its role, mission, as well as an overview of its grant programs and their intended purposes and outcomes. The report also included budget information, though detail on costs funded through the Regional Educator Network (REN) – including its administrative costs, the cost per participant, and the cost per licensed educator produced by the program – was limited. For example, the report includes a table of approved funding for the 10 Regional Educator Networks, displaying both capacity and formula grant amounts by REN, though no information is included on the individuals served by each REN. The report notes that cost variations are due to several factors, leaving little insight on how much is being spent per participant.

The report puts self-reported REN-served individuals at more than 13,000 licensed educators and non-licensed school staff. It also states RENs supported 165 projects across the state in the 2023-24 academic year. However, the report also notes, "Improvements to current reporting processes for 2024-25 AY will ensure high-quality data provided by each REN on the number and types of educators being served from REN funding." EAC staff are developing systems and reporting structures to better collect information on the number and types of educators being served by REN funding. Creating an improved reporting structure will ensure accuracy in numbers and mitigate against double counting of participants. The reporting on REN funding contrasts with the information in Table 4 on GYO programs, which does include average costs per participants. Future iterations of reports on EAC grant programs could be improved with more detailed information on individuals being served by the RENs to understand costs per participants, administrative costs and costs per licensed teachers. This will facilitate a better understanding of the costs and impacts of REN investments relative to other EAC investments and other budget choices.

The report includes a detailed analysis of GYO programs, noting in the 2023-24 academic year, 29 grantees supported 1,713 adults and 639 high school students. GYO partnerships receive grant funding to implement evidence-based strategies to support the preparation, development, or career advancement for candidates and/or licensed educators, classified staff, and high school students. The focus is on growing the education workforce locally within communities. Table 1 of the report includes a proposed KPM for GYOs for both adults and high school participants to track the number of GYO program completers that either enroll in education-focused post-secondary degree programs for educator careers or become certified or licensed and employed Oregon educators. The proposed KPM in the report aligns with the KPM requirements highlighted in the budget note to House Bill 5014 (2023). The report also notes that EAC is partnering with Regional Education Laboratory Northwest to develop a statewide approach to better understand the impacts that local and regional programs have on improving systems of support for educators, as well as to ensure state funds are leading to desired outcomes. Future EAC reports could be improved by providing overall context on Oregon's educator workforce, including the number of licensed and non-licensed teachers, projected shortfall of licensed teachers and/or other educator staff, current turnover rates and overall metrics that identify areas of need and retention. Assessing the impacts of individual grant programs absent the overall context proves challenging.



Oregon

Tina Kotek, Governor



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Dr. Charlene Williams

Director of the Department of Education

February 13, 2025

Senator Kate Lieber, Co-Chair
Representative Tawna Sanchez, Co-Chair
Joint Committee on Ways and Means
900 Court Street NE
H-178 State Capitol
Salem, OR 97301

Dear Co-Chairs:

Nature of the Request

ODE has submitted the required report on EAC grants per the HB 5015 (2023) budget note:

Budget Note: "Educator Advancement Council Key Report to the Legislature The Educator Advancement Council (EAC) is directed to report to the legislature each biennium on the outcomes of its various grant programs. This report should include a description of each type of program funded by the EAC, the intended outcome from each funded program, the REN in which each program is funded, and the number of licensed educators and/or other quantifiable professional development outcomes produced by each program. The report should also detail the cost of the program, including its administrative costs, the cost per participant, and the cost per licensed educator produced by the program. This report is due to legislative committees on education and to the Joint Ways and Means subcommittee on education no later than February 15th of each odd-numbered year."

Action Requested

ODE respectfully requests acknowledgment and acceptance of the 2025 EAC Grant outcomes report.

Sincerely,

Dr. Williams
Oregon Department of Education Director



Educator Advancement Council Grant Programs Report

The [Educator Advancement Council \(EAC\) Grant Programs Report](#) fulfills the request made by the Legislature in House Bill 5014. This report includes a proposed Key Performance Measure (KPM) for Grow Your Own Partnerships in the 2025-27 biennium in consultation with the Legislative Fiscal Office and presented to the Legislature during the 2025 legislative session. The report also provides information on the 2023-25 grant programs funded by the EAC, including program description, program outcomes, the number of licensed or certified educators served and/or produced by a program, and program costs (administrative and per participant). **2023-25 is the second, full biennium of EAC program implementation.** Data in this report is *to date*, as the biennium is still in process. Each grant program is summarized below:

Regional Educator Networks

Oregon's Regional Educator Networks (RENs) strengthen the state's educator workforce by providing access high-quality, culturally responsive professional development for educators throughout their careers. The activities and outcomes of the RENs demonstrate their flexibility in addressing local needs and fostering innovation to improve educator effectiveness and student outcomes. REN projects include a range of activities such as mentoring, professional learning series, instructional coaching, and collaborative structures for educators. **In the current biennium**, each REN serves over 10,000 licensed educators and more than 3,500 non-licensed school staff with professional services and supports.

Grow Your Own Partnerships

Grow Your Own (GYO) Partnerships are local or regional partnerships designed to address conditions affecting the recruitment and retention of educators. GYO programs provide critical support to current school district staff, pursuing post-secondary degrees to advance their careers, through supports including mentoring, professional development, financial support, and paid release time for GYO participants to meet academic and licensure or certification requirements. **In the current biennium**, 29 GYO grantees support 1,713 adult participants and 639 high school participants, with more than 230 educator candidates earning an educator license or early learning credential.

Tribal Nations Educator Collaborative

In support of the American Indian/Alaska Native Student Success Plan, the EAC consulted with Oregon's federally recognized Tribes to launch Tribal GYO partnerships to assist in the preparation, development and advancement of culturally responsive educators. **In the current**

biennium, each of the nine Tribes are developing Tribal GYO Partnerships through non-competitive grants.

Oregon Teacher Scholars Program

The Oregon Teacher Scholars Program (OTSP) provides scholarships for culturally and linguistically diverse educator candidates pursuing preliminary educator licensure at in-state educator preparation programs (ORS 342.437, ORS 348.295). Administered by the Office of Student Access and Completion (OSAC) within the Higher Education Coordinating Commission (HECC), in partnership with the EAC, OTSP awards student candidates who are in the last two years of a licensure program. **In the current biennium**, OTSP awarded 106 scholarships to culturally and linguistically diverse educators. Also in this biennium, with the passage of HB 3178, eligible candidates now include school counseling, social work, and psychology. HB 3178 also increased the scholarship amount to up to \$12,000 for up to two years (ORS 348.295).

Oregon Public Educator Preparation Programs Equity Plans

The HECC receives funding to support on-going efforts to improve the recruitment, admission, retention and graduation of racially, ethnically, and linguistically diverse educators at the state's public university educator preparation programs (ORS 342.447, ORS 350.100). **In the current biennium**, public EPP leadership teams continue in a second year of Community of Practice (COP) sessions facilitated by Education Northwest, as well as receive individual coaching and support to implement strategies outlined in their equity plans.

Programs in Partnership with the Teacher Standards and Practices Commission

The Teacher Standards and Practices Commission receives funding to support the educator workforce and the goals of the Educator Equity Act (ORS 342.437). *Multiple Measures (MMs) Assessment Options* provides teacher candidates to demonstrate content knowledge expertise and performance readiness. The *Oregon Licensure Expense Reimbursement Program* (OLER) provides reimbursement to diverse educators and candidates for costs relating to licensure and testing fees. The *Oregon Administrator Scholars Program* (OASP) provides scholarships to diverse administrator candidates employed in Oregon schools. **In the current biennium**, OASP awarded 250 scholarships to approximately 170 diverse administrator candidates. MMs supported 375 preliminary candidates to qualify for licensure. OLER provided financial assistance to approximately 695 diverse educators for pre-service and license renewal costs.

Senate Bill 283 Novice Educator Mentoring Program

Per Senate Bill 283 (2023), the one-time grant funding of \$8 million is intended to promote mentorship programs identified in ORS 329.795. **In the current biennium**, 33 grantees applied through a non-competitive application process.

Statewide Professional Learning System

In 2021, the Legislature approved \$2.7 million for the EAC and ODE to develop an online learning community for educators to access at any time via the internet aimed at providing high-quality professional learning. **In the current biennium**, due to significant delays, this program is scheduled to start phase one of implementation before June 30, 2025.

Educator Advancement Council

Grant Programs Report to the Oregon Legislature

February 14, 2025



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Educator Advancement Council

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Executive Summary

The purpose of the [Educator Advancement Council](#) (EAC) Grant Programs Report is to fulfill the request by the Legislature in [House Bill 5014](#) ([Legislative Fiscal Office's budget report](#) for HB 5014). This report includes a proposed Key Performance Measure (KPM) for Grow Your Own Partnerships for the 2025-27 biennium in consultation with the Legislative Fiscal Office and will be presented to the Legislature during the 2025 legislative session. The report also requires information on the current grant-in-aid programs funded by the EAC, including program description, program outcomes, the number of licensed or certified educators served and/or produced by a program, and program costs (administrative and per participant). **2023-25 is the second, full biennium of EAC program implementation.** Data in this report is *to date*, as the biennium is still in process. Each grant program is summarized below:

Regional Educator Networks

Established in 2019, Oregon's Regional Educator Networks (REN) strengthen the state's educator workforce by providing access to high-quality, culturally responsive professional development for educators throughout their careers. The activities and outcomes of the RENs demonstrate their flexibility in addressing local needs and fostering innovation to improve educator effectiveness and student outcomes.

In the current biennium, each REN serves over 10,000 licensed educators and more than 3,500 non-licensed school staff with professional services and supports. In 2023-24, RENs funded 165 projects statewide, which included a range of initiatives such as mentoring, professional learning series, instructional coaching, and collaborative structures for educators. RENs prioritized professional learning opportunities, investing over \$9 million to support educator growth.

Grow Your Own Partnerships

Launched in 2021, Grow Your Own (GYO) Partnerships are local or regional partnerships designed to address conditions affecting the recruitment and retention of educators. GYO programs serve aspiring educators-to-be, including high school students and adults, to pursue a career in education. Depending on the participant, program services include career navigation, dual credits, mentoring, professional development, financial support, and paid release time for GYO participants pursuing a postsecondary degree in education leading to certification or licensure.

In the current biennium, 29 GYO grantees support 1,713 adult participants and 639 high school participants, with more than 230 educator candidates earning an educator license or early learning credential in 2023-24. GYO programs serving adult participants work with GYO participants who will enter educator jobs in high-need areas, including rural and rural-remote areas, Special Education, Tribal education, and bilingual/multilingual education. A key role of the GYO partnerships includes the retention of GYO educators through professional development, high-quality mentoring, and opportunities for career advancement.

Tribal Nations Educator Collaborative

The Tribal Nations Educator Collaborative was created in 2021. In support of the American Indian/Alaska Native (AI/AN) Student Success Plan, in 2024 the EAC consulted with Oregon's nine federally recognized tribes to launch Tribal Grow Your Own partnerships to assist in the preparation, development and advancement of culturally-responsive educators.

In the current biennium, each of the nine Tribes will develop Tribal Grow Your Own Partnerships through non-competitive grants to develop and encourage educator career pathways and career advancement.

Oregon Teacher Scholars Program

To meet the state's Educator Equity Goal (ORS 342.437), the Legislature created the Oregon Teacher Scholars Program (OTSP) in 2017 to reduce financial barriers for culturally and linguistically diverse educator candidates pursuing preliminary teacher licensure at in-state educator preparation programs (ORS 348.295). Administered by the Office of Student Access and Completion (OSAC) within the Higher Education Coordinating Commission (HECC), in partnership with the EAC, the program is for student candidates who are in the last two years of an educator licensure program.

In the current biennium, with the passage of HB 3178, eligible candidates now include those pursuing school counseling, social work, and psychology (ORS 348.295). HB 3178 also increased the award amount from \$10,000 to \$12,000 for up to two academic years. Additionally, OSAC launched a standalone OTSP application with rolling deadlines for the 2024-25 academic year increasing access to students who start their licensure programs in mid-year cohorts. An award proration policy was implemented in efforts to prolong the length of time that part-time students can receive the award. To date, OTSP awarded 106 scholarships to culturally and linguistically diverse students pursuing an educator license.

Oregon Public Educator Preparation Programs Equity Plans

Since 2016, each of the state's educator preparation programs (EPP) has written a plan for institutional strategies for improving the recruitment and graduation of diverse candidates (ORS 342.447). Since 2020, grant funding has supported implementation of the educator equity plans towards the development of institutional practices to improve the program relevance and quality of learning experiences for educator candidates, and culturally and linguistically diverse candidates in supporting the goals of the Educator Equity Act (ORS 342.437).

In the current biennium, public EPP leadership teams continue in a second year of Community of Practice (COP) sessions facilitated by Education Northwest, as well as receive individual coaching and support to implement strategies outlined in their equity plans.

Grant Programs in Partnership with the Teacher Standards and Practices Commission

Since 2020, the Teacher Standards and Practices Commission (TSPC) has received funding to support efforts to diversify the educator workforce and reduce barriers to licensure. *Multiple Measures (MMs) Assessment Options* provides a framework for the assessment of teacher

candidate content knowledge expertise and performance readiness. The *Oregon Licensure Expense Reimbursement Program* (formerly the Diversity License Expense Reimbursement Program) provides reimbursement for costs relating to licensure and testing fees to diverse educators and candidates. The *Oregon Administrator Scholars Program* (OASP) provides scholarships to diverse administrator candidates enrolled in Oregon approved programs (OAR 584-235-0205; 584-235-0215; 584-235-0225; 584-235-0235).

In the current biennium, OASP has awarded 250 scholarships to diverse administrator candidates. The Multiple Measures assessment option enabled 375 candidates to qualify for teaching licensure. The Oregon Licensure Reimbursement Program provided financial assistance to approximately 695 educators have for pre-service and renewal-related licensure costs.

Senate Bill 283 Novice Educator Mentoring Program

Per Senate Bill 283 (2023), the one-time grant funding of \$8 million¹ is intended to promote mentorship programs identified in ORS 329.795, as well as continue mentorship relationships, and prioritize beginning educators who hold an endorsement related to special education, serve in a rural school district, who are diverse, and who hold an emergency teaching license. Grant awards were based on an allocation of \$5,672.46 for each beginning educator assigned a mentor through the program. As part of the grant, a technical assistance team will engage with Regional High-Quality Mentoring (HQM) Teams in Communities of Practice (COPs) to learn and collaborate.

In the current biennium, 33 grantees applied through a non-competitive application process. Grantees include nine Regional Educator Networks representing consortia of districts and 24 school districts, with over 1,300 beginning teachers and administrators supported by close to 500 mentors. Data collected from the statewide and regional COPs will inform future recommendations to strengthen improvement efforts and inform mentorship initiatives in the future.

Statewide Professional Learning System

In 2019, the EAC designed an initiative to facilitate professional learning communities across educator preparation programs and districts focused on ensuring educators experience seamless preparation and high-quality professional learning opportunities for improving culturally-responsive practices across school systems. In 2021, the Legislature approved \$2.7 million for the EAC and ODE to develop an online learning community for educators to access at any time via the internet aimed at providing high-quality professional learning.

In the current biennium, the Professional Learning System is tentatively scheduled to start Phase I of implementation before June 30, 2025, dependent on the various procurement process safeguards. Despite multiple delays due to the COVID-19 global pandemic and leadership changes, collaboration between and across the agencies both internal at ODE and

¹ In total, SB 283 allocated \$10 million in support of the mentorship program as well as for the development of educator apprenticeships to the Teacher Standards and Practices Commission.

with TSPC are evident in the implementation plan. The initial focus will center the Early Learning Literacy professional development needs of educators across Oregon and trainings and community practice for REN participants.

The Educator Advancement Council

Mission

The Educator Advancement Council empowers, supports and diversifies Oregon’s educator workforce through local educator-led networks and statewide resources to provide the quality teaching and learning Oregonians desire.

We accomplish this by improving systems of support, developing statewide metrics, and improving fiscal processes across grant programs to ensure state funds are leading to:

- **Recruitment and retention** of rural and rural remote educators, Special Education educators, educators of color and multilingual educators.
- Improved access to and **completion of educator licensure preparation** programs.
- Improved access to **high-quality professional development and mentoring** opportunities for educators.
- Effective state, regional and local **partnerships**.
- Multiple, articulated **pathway connections** for educator career entry through career advancement.
- Improved **retention of novice educators**, 0-3 years, through effective mentoring, onboarding, and support.
- Improved **workplace conditions** relating to school climate and culture, staffing, collaboration and planning time, evaluation and feedback practices.
- Increased use of **evidence-based and culturally-responsive** instructional, engagement, and leadership practices.
- Increased engagement of **teacher leaders** in instructional decision-making.

Vision

Oregon educators across the state are supported in engaging and teaching every child to help them realize their dreams.

Overview

Building on Oregon’s long-standing commitment to provide quality education for every student, the Educator Advancement Council was created in 2017 as a coalition of state agencies, educators, leaders, and community partners who work towards building a statewide, seamless professional learning and educator support system.

In 2017, the Oregon Legislature codified the [recommendations](#) made from the Governor’s Council on Educator Advancement into law through [Senate Bill 182](#), transforming the Network for Quality Teaching and Learning (HB 3233, 2013) into the Educator Advancement Council (EAC). Senate Bill 182 directed the Chief Education Office to coordinate across education agencies to provide support and accountability to Council Directors, connect educator

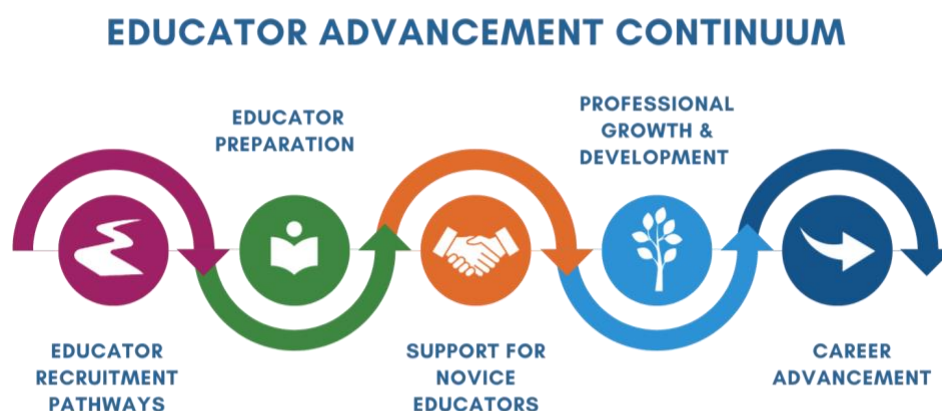
networks, and coordinate and conduct research on teaching and learning conditions, educator workforce supply and demand, and common measures for accountability.

Funding was established through the Educator Advancement Fund (EAF) and directed the EAC to establish local educator networks intended to prioritize needs for educator professional development and support and distribute funding in an equitable manner. In 2019, the EAC received additional funding through ODE to implement programs funded by the Statewide Education Initiatives Account (ORS 327.254). Through collaborative partnerships and educator networks, the Council aims to fund evidenced-based educator support that reflects local contexts and priorities, promotes culturally-responsive teaching practices, and leverages educator expertise and leadership.

Through collaborative partnerships and educator networks, the Council aims to fund evidenced-based educator support that reflects local contexts and priorities, promotes culturally-responsive teaching practices, and leverages educator expertise and leadership.

By recognizing the critical role that educators play in supporting student success, the EAC aims to serve as a model for coordinating educator support systems with state and local education partners along the educator career continuum. The **educator continuum** is best defined as an integrated approach to supporting educators from recruitment toward “accomplished professional practice and longevity” (Figure 1).² For additional information on the establishment of the EAC, see [Appendix A](#).

Figure 1. Educator Advancement Continuum



² Zugelder, B.S. & L’Esperence, M. (2022). Handbook of Research on the Educator Continuum and Development of Teachers. IGI Global.

Structure

The Intergovernmental Agreement sets up the Council as a [21-member board of directors](#), including four Standing Director seats, who are the Executive Directors from the Oregon Department of Education (ODE), the Higher Education Coordinating Commission (HECC), the Teacher Standards and Practices Commission (TSPC), and the Department of Early Learning and Care (DELC). Agency leaders are authorized to appoint surrogates to participate in Council meetings. The Council has 17 Rotating Director seats, representing K-12 educators, local and regional education agency leaders, higher education, early learning, community and philanthropic partners, Oregon's nine Federally Recognized Tribes, and professional educator associations. Rotating Directors serve two-year terms and are appointed by Standing Directors. The Council has historically had three ex-officio, non-voting seats for two Legislators and the Governor's Education Policy Advisor. Directors advise on policy making, budgetary decisions, planning and vision setting of EAC initiatives, as well as upholding the Council's mission, vision, and values, which were established in 2018.

Administration

As the administrative agent of the Council, ODE is directed by statute to perform certain functions in support of the strategic direction of the Council. The Council is staffed by ODE employees and the Executive Director is a member of the ODE Executive Team. The Executive Director is hired by and reports to the Deputy Superintendent of Public Instruction, who is the Director of ODE. As of 2024, the EAC unit at ODE had 16 budgeted, permanent positions and two budgeted, limited duration positions and one unbudgeted, temporary position.³ Currently the office employs 10 permanent staff, one temporary position, two limited duration staff and the Executive Director, and work is underway to fill the remaining positions.

Implementation Milestones

In July 2019, the Council identified [three-year strategic imperatives](#) and aligned goals that would help the Council assess its effectiveness at launching a new statewide professional learning system that elevated the expertise of educators and ensured open and equitable access to professional learning resources for every educator in Oregon. The EAC's **definition of "educator"** was updated in 2024 (SB 1552) to include and direct resources to licensed, non-licensed, and early learning educators as well as educator candidates (ORS 342.940). This ensures that resources are also available to the more than half of staff employed in Oregon's K-12 public schools who are not licensed, yet play an important role in supporting the academic, health, and social-emotional well-being of students.

Implementation of the EAC's strategic imperatives have since progressed and expanded due to changing conditions and legislation ([Appendix B](#)). Shifting priorities due to major events like the COVID-19 global

The EAC's definition of "educator" was updated in 2024 (SB 1552) to include and direct resources to licensed, non-licensed, and early learning educators as well as educator candidates (ORS 342.940).

³ Limited duration positions were approved for the 2023-25 biennium as part of Policy Option Package 301.

pandemic and subsequent workforce shortages, as well as leadership transitions, have impacted the original timelines envisioned for the work.

Educator Advancement Council Grant-in-Aid Programs Overview

The purpose of the EAC’s Grant Programs Report is to fulfill the request by the Legislature in [House Bill 5014](#) which included two budget notes related to required reporting by state agencies ([Legislative Fiscal Office’s budget report](#) for HB 5014, pgs. 7 and 14). The first budget note directed the EAC and ODE to work with the Legislative Fiscal Office (LFO) to develop **Key Performance Measures (KPMs) for the Grow Your Own Initiative** by June 2024 ([Appendix C](#)). With support of the LFO, the EAC drafted the KPM and will propose to the Legislature in the 2025-27 biennium (Table 1). If approved, the KPM will report on program outcomes related to participant completion any GYO program awarded a grant through the EAC’s GYO Grant Initiative. Data collected for KPM reporting must also include participant demographics, such as race and ethnicity, and the number of bilingual and/or multilingual participants for both high school and adult participants who complete a GYO program.

The second budget note directs the EAC to **report to the legislature each biennium on the outcomes of its grant programs**, including:

1. A description of each type of program funded by the EAC.
2. The intended outcome from each funded program.
3. The REN in which each program is funded.⁴
4. The number of licensed educators and/or other quantifiable professional development outcomes produced by each program.
5. The cost of the program, including its administrative costs, the cost per participant, and the cost per licensed or certified educator produced by the program.

Table 1. Proposed Grow Your Own Key Performance Measure, 2025-27

	High School Grow Your Own Programs	Adult Grow Your Own Programs
Key Performance Measure	The number of GYO Program Completers who enroll in an education-focused post-secondary degree program for educator careers (pre-licensure or licensure program).	The number of GYO Program Completers who become certified or licensed and employed Oregon educators.

Establishing Statewide Logic Models to Monitor Statewide Outcomes

The EAC supports nine grant-in-aid programs. These programs operate in coordination with state education agency partners and local education agency partners to ensure Oregon’s preK-12 students have access to high-quality, well-supported and culturally-responsive educators in every classroom (ORS 342.940 and ORS 327.254). To accomplish this goal, the EAC guides a

⁴ Except for the RENs and GYO Partnerships, the other grant programs are not located in a REN.

variety of programs and projects across the state that prioritize local and regional needs for preK-12 educators, schools, and students.

In 2024, the [Regional Education Laboratory Northwest \(REL\)](#), funded by the U.S. Department of Education, began supporting ODE and the EAC in **developing a statewide approach** to better understand the impacts that local and regional programs have on improving systems of support for educators, as well as to ensure state funds are leading to desired outcomes. This work has supported the EAC staff and its partners to operationalize one of its core functions to assist local, regional, and state leaders to identify and scale the high leverage strategies to address conditions adversely impacting educators and students. The goal of partnering with REL Northwest is to operationalize and measure EAC program implementation and determine how partners' activities are impacting Oregon educators' experiences, capacities, and ultimately to improve preK-12 student outcomes.

The **2023-25 biennium is the second, full biennium of EAC program implementation**, and the first legislative funding cycle since statewide school closures due to the COVID-19 global pandemic. EAC staff, with support from REL Northwest and EAC partners (from Grow Your Own Partnerships and Regional Educator Networks), have focused on developing **statewide logic models** to help (a) articulate and improve systems of statewide and regional support, (b) develop statewide metrics to guide continuous improvement, and (c) improve fiscal processes across grant programs to ensure state funds are contributing to the following outcomes:

- **Career Pathways and Advancement in Educator Careers:** Streamline career pathways into and through educator careers and provide financial resources and other support to achieve an educator workforce that is equity-driven and more reflective of preK-12 student demographics.
- **Elevating Educator Voice and Leadership:** Ensure the voices of classroom teachers and other educators are regularly included in decision-making regarding professional learning priorities, educator supports, and policies impacting educators at the school, district, region and state levels.
- **Enhanced District and Educator Preparation Partnerships:** Create and deepen partnerships between Pre-Kindergarten services, Tribes, districts, community colleges and universities to promote interest in educator professions, coordinate educator preparation efforts, and share data to support and retain high-quality, culturally responsive, diverse and effective educator professionals.
- **Equity Driven High-Quality Professional Learning:** Identify and expand professional learning models across the state that support preK-12 teachers, administrators, and other educators to design and implement equity driven, high-quality professional learning that is aligned to state-adopted professional learning standards to improve student outcomes.
- **Retention Efforts:** Improve and expand models to provide all novice educators access to high-quality mentoring and professional development and support during their first three years to promote effective practices and increase educator retention.

Networks and Partnerships Serving Educators Across Oregon

Over the past five years, the EAC and its state, regional, and local partners have established and funded several new collaborative structures for the implementation of educator systems of support. The EAC directs the use of grant-in-aid dollars allocated by the Legislature to the **Educator Advancement Fund** (ORS 342.953) and collaborates with ODE and other state agencies to implement programs funded by the **Statewide Education Initiatives Account** (ORS 327.254).

HB 5014 made a one-time change to the way the state funds grant-in-aid programs directed by the EAC in the 2023-25 biennium (see the [Legislative Fiscal Office's budget report](#) for HB 5014). As a result of this shift, the Grow Your Own Initiative and the Oregon Teacher Scholars Program will be funded by the Educator Advancement Fund in the new biennium. Agency partnership programs with HECC and TSPC, including the Oregon Administrator Scholars Program and Oregon Licensure Expense Reimbursement Program (formerly the Diversity License Expense Reimbursement Program), as well as educator professional learning programs will continue to be funded with Statewide Education Initiative Account Funds. Table 2 provides a summary of the EAC's current grant-in-aid programs supported by investments from the Oregon Legislature.

The EAC directs the use of grant-in-aid dollars allocated by the Legislature to the Educator Advancement Fund (ORS 342.953) and collaborates with ODE and other state agencies to implement programs funded by the Statewide Education Initiatives Account (ORS 327.254).

Table 2. Educator Advancement Council Grant-in-Aid Programs, 2023-25

Grant Program	Educator Advancement Fund	Statewide Education Initiatives Account	General Funds
Grow Your Own Partnerships (<i>see Note</i>)	\$17,087,271	--	--
Multiple Measures Assessment Options	--	\$320,000	--
Oregon Administrator Scholars Program	\$3,240,000	--	--
Oregon Licensure Expense Reimbursement Program ⁵	--	\$740,000	--

⁵ Formerly called the Diversity License Reimbursement Program.

Oregon Teacher Scholars Program (<i>see Note</i>)	\$5,000,000		
Public Educator Preparation Program Equity Plans	\$1,100,000	--	--
Regional Educator Networks	\$42,761,563	--	--
Novice Educator Mentoring Program	--	--	\$8,000,000
Statewide Professional Learning System	--	\$2,708,984	--
Tribal Nations Educator Collaborative	--	\$3,416,807	--
Total Program Allocation, 2023-25	\$69,188,834	\$7,185,791	\$8,000,000

Note. These programs were previously funded by the Student Success Act's Statewide Education Initiatives Account.

Grant-in-Aid Program Reports

This section includes detailed information about each of the grant-in-aid programs described in Table 2 including program and participant outcomes and participant demographic data. Information presented in this report was collected by ODE after the execution of the grant agreements during the 2023-24 academic year. Grantees must submit progress and annual reports as well as quarterly expenditure reports during the biennium to ODE. **Data presented in this report was collected and provided by program grantees from progress and annual reports required under grant agreements.**

Over the past year, staff has developed protocols to ensure verification of participants enrolled in EAC grant-in-aid programs. In coordination with state education agencies, information collected from grantees will support efforts to track progress on the state investments in educator workforce over time ([The Oregon Longitudinal Data System](#)). These efforts will ensure high-quality participant data on enrollment and/or completion of higher education degrees, licensure, certification, and preK-12 employment to inform legislative, statewide, and regional reporting needs.

Finally, information presented in **the report represents data submitted and collected for the 2023-24 academic year as the 2023-25 biennium does not conclude until June 30, 2025.**

Regional Educator Networks

Program Description

The Oregon Legislature directed ([SB 182](#)) the Educator Advancement Council to create Regional Educator Networks (RENs) to support high-quality educator preparation and ongoing, effective professional learning and supports for educators. RENs aim to strengthen the educator workforce in all 197 school districts and 19 education service districts, from recruitment to retirement through offering ongoing professional development, mentoring, and career advancement opportunities, leading to high-quality educators in every classroom. Table 3 provides a program summary for the RENs to date.



Figure 2. Ten Regional Educator Networks

Established in 2019, the RENs work to cultivate a culture of collaborative leadership, center teacher perspectives and community voices in designing and supporting open access to regional, high-quality, culturally-responsive professional learning that reflects local context and career stages. Each REN is guided by a coordinating body representative of the region that includes mostly educators. Per [SB 182](#) and [ORS 342.940-953](#), the EAC is charged with ensuring the RENs provide educators with access to services and resources that that accomplish **five specific policy goals**:

1. Provide open access **to high-quality and culturally-responsive professional learning** and support for Oregon educators that *reflects teacher voice*, local contexts, stages of an educator's career, maximizes collaborative leadership among teachers and administrators, and reflects professional learning standards.
2. Enhance a **culture of leadership and collaborative responsibility** that elevates and advances the teaching profession among professionals employed by early learning services, schools serving students in kindergarten through grade 12, education service districts, educator preparation providers, nonprofit organizations, professional associations, and community-based organizations.
3. Strengthen and enhance **existing evidence-based practices that improve student achievement** and reflect changing students' needs and demographics.
4. Improve the recruitment, preparation, induction, and support of educators **at each stage of educators' careers**.
5. Enhance leadership and career advancement opportunities for teachers and **increase the perspectives of teachers** in identifying priorities for funding educator professional learning and educator supports.

Table 3. Grant Program Summary for Regional Educator Networks, 2023-25

Program Description	Since 2019, ten Regional Educator Networks (RENs), serving all 197 school districts focused on supporting educator and community voices by designing and supporting open access to regional, high-quality, culturally- responsive professional learning that reflects local context to support all educators (SB 182; ORS 342.940-953).
Intended Program Outcomes	<ol style="list-style-type: none"> 1. Identify Equity Driven High-Quality Professional Learning to expand professional learning models across the state that support preK-12 teachers, administrators, and other educators to design and implement equity driven, high-quality professional learning that is aligned to state-adopted professional learning standards to improve student outcomes. 2. Elevate Educator Voice and Leadership to ensure the voices of classroom teachers and other educators are regularly included in decision-making regarding professional learning priorities, educator supports, and policies impacting educators at the school, district, region and state levels. 3. Invest Career Pathways and Advancement in Educator Careers by streamlining career pathways into and through educator careers and provide financial resources and other support to achieve an educator workforce that is equity-driven and more reflective of preK-12 student demographics. 4. Focus on Retention Efforts to improve and expand models to provide all novice educators access to high-quality mentoring and professional development and support during their first three years to promote effective practices and increase educator retention.
Number of Licensed Educators Served	More than 10,000 licensed educators, including teachers and administrators.
Number of Licensed Educators Produced by the Program	The RENs do not produce licensed educators.
Program Costs, including administrative costs	\$6,932,820 (Capacity Funds).
Cost per Participant	For this report, cost per participant is unavailable. Formula Funds vary across RENs which are used to support the delivery of support services and resources identified in each EAC-approved REN plan (OAR 581-012-0015). See Description of Program Costs for more information.
Cost per Licensed Educator produced by the Program	The RENs do not produce licensed educators.
Total Program Allocation, 2023-25	\$42,761,563 (Formula and Capacity Funds).

Note. Data based on self-reports collected from each Regional Educator Network.

Description of Program Costs

In 2018, the EAC established a Request for Application that identified ten sponsoring organizations to host each REN. In 2019, ODE on behalf of the EAC, entered into grant agreements with ten education service districts (ESDs) that were selected to sponsor a REN.

Sponsoring Organizations receive two allocations, capacity grants and formula funds, to operationalize the REN and implement services and supports for educators. In total, the RENs received \$42,761,563 for the 2023-25 biennium. Table 4 provides the total amount of funding each region received for formula funds and capacity grants.

Formula Funds support costs associated with the delivery of educator support strategies, services and resources identified in the region's EAC-approved REN plan (OAR 581-012-0015). The allocation per REN is determined by a formula that is calculated by taking the three-year average of data that provided by ODE and includes the following factors across the school districts within each region:

- Number of teachers and administrators.
- Number of first- and second-year teachers, principals, and assistant principals.
- Number of teachers that do not return to their position the previous year.
- Number of non-white teachers needed to eliminate the diversity gap between the number of non-white students and non-white teachers.

Capacity Grants support Sponsoring Organization organizational costs associated with hosting REN staff and services (OAR 581-012-0013). The allocation is based on a minimum amount, with additional funds for staffing awarded based on availability and need. Each biennium, Sponsoring Organizations spend 100% of capacity funds, often not having enough funds to cover capacity costs. The allowable costs include:

- Full Time Employment (FTE) for a dedicated REN Coordinator.
- Travel and mileage reimbursement for REN coordinator to build partnerships with school districts.
- Costs associated with convening the coordinating body such as venue, food, mileage and substitute teacher reimbursements.

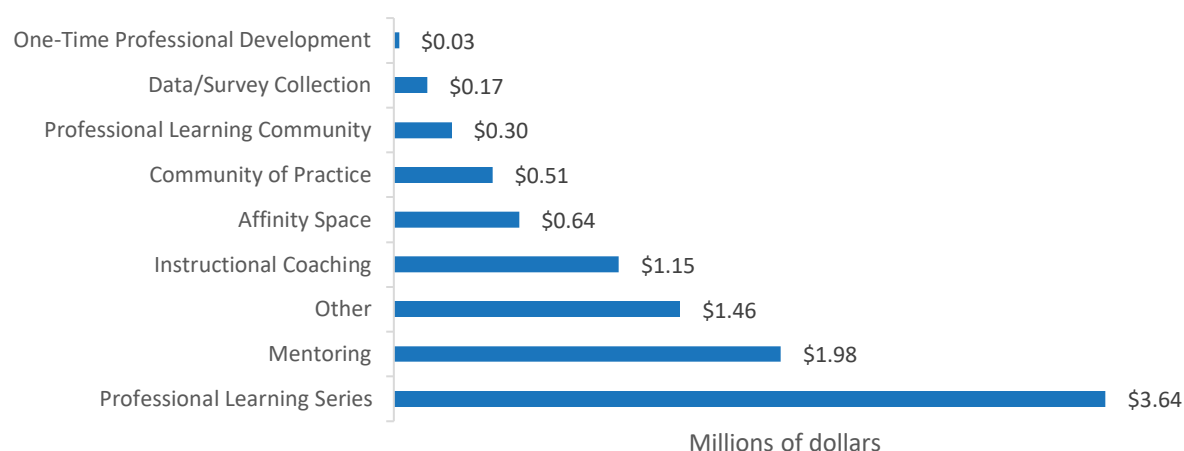
Table 4. Approved Funding for 10 Regional Educator Networks, 2023-25

Regional Educator Network	Sponsoring Organization/ Grantee	Capacity Funds Grant	Formula Funds Grant	Total Grant Amount
Central Oregon	High Desert ESD	\$671,486	\$1,622,641	\$2,294,127
Columbia	Columbia Gorge ESD	\$673,132	\$1,170,349	\$1,843,481
Douglas	Douglas ESD	\$688,085	\$1,226,778	\$1,914,862
Eastern Oregon	Malheur ESD	\$650,618	\$2,094,431	\$2,745,049
Multnomah Clackamas	Multnomah ESD and Clackamas ESD	\$740,000	\$7,807,315	\$8,547,315
Northwest	Northwest Regional ESD	\$746,280	\$5,245,353	\$5,991,633
Oregon Trail	Intermountain ESD	\$632,494	\$2,231,583	\$2,864,077

South Coast to Valley	Willamette ESD	\$696,004	\$6,156,141	\$6,852,145
Southern Oregon	Southern Oregon ESD	\$764,099	\$2,919,260	\$3,683,359
Western	Lane ESD	\$670,623	\$5,354,893	\$6,025,515
Total		\$6,932,820	\$35,828,743	\$42,761,563

Cost per participant in activities funded by the REN varies across the regions. There are many factors that cause variation in the cost associated per REN participant. Variables include but are not limited to the timeframe of the activity (e.g. one-time or ongoing), the type of educator group being served (e.g. novice teacher, experienced administrator), costs related to contracted services, and district bargaining agreements for when receiving professional learning (e.g. stipends, working outside of contract hours).

Figure 3. Formula Funding Allocated for Regional Educator Network Activities, 2023-24



Note: For the 2023-24 academic year, RENs spent over \$9 million dollars investing in support and services for educators. Over half of the funding was invested in professional learning series. RENs spent \$11,000 on financial resources not included in the Figure. “Other” refers to activities that support convening and recruiting educators in their regions.

Program Activities and Outcomes

As mentioned above, the EAC partnered with the Northwest Regional Educational Laboratory (REL NW) in 2024 to develop a statewide evaluation plan and metrics for the RENS. From this

ongoing work, the EAC developed a logic model to identify short- and long-term outcomes aligned to EAC policy goals and indicators to monitor progress towards the statewide program outcomes. RENs are designed to be flexible and responsive to local needs and provide opportunities for innovation to test and iterate on various interventions to improve educator effectiveness and student outcomes.

Across the state, RENs funded several activities that include mentoring, professional learning series, professional learning communities, communities of practice, affinity spaces, instructional coaching, one-time professional development opportunities, as well as administer and collect surveys and data related to supporting educators (Figure 3). During 2023-24, RENs prioritized over \$3.6 million in formula funding for professional learning series and close to \$2 million for mentoring novice educators (teachers and administrators). In addition, the RENs supported 165 projects across the state aimed to support educators at various stages in their careers, including educator preparation pathways, support for novice educators, and professional growth and development for experienced educators.

During the 2023-24 academic year, the RENs supported 165 projects across the state aimed to support educators at each stage of the educator career continuum which includes supporting educator preparation pathways, support for novice educators, and professional growth and development.

PROGRAM HIGHLIGHT

Multnomah Clackamas REN convened 12 school districts and two education service districts and facilitated professional learning focused on building capacity to cultivate a culture of collaborative leadership among administrators. Through the year-long series of learning, administrators engaged in discussions on shared problems of practice and solutions they would take back to their districts to test and iterate on.

Program Outcome 1: Equity Driven High-Quality Professional Learning

The RENs were designed to provide open access to high-quality equity-driven professional learning for every educator in the state of Oregon. The 2016 Report from the Governor's Council on Educator Advancement recommended that all REN professional learning be equity-driven, designed with practitioner involvement, and adhere to state adopted standards for professional learning. The goal of professional learning is to improve classroom practice and ultimately improve student learning. Professional learning and a commitment to continuous improvement are at the heart of educator advancement and have the potential to lead to a strong educator workforce.

Most REN projects are designed to provide educators with opportunities to engage and access professional learning that is ongoing, responsive to educator needs and local context, as well as

opportunities to apply learning across different contexts and time to collaborate and reflect with other educators. Through high-quality and culturally-responsive professional learning, RENs aim to build educator knowledge, skills, and dispositions required to reduce inequities in student outcomes and improve educators' professional practice.

Program Outcome 2: Elevating Educator Voice and Leadership

National research on school-related factors demonstrates that teachers and school leaders are the top two influencers of student success, and that effective teachers have a significant impact on graduation rates, college attendance, and life earnings.⁶ Research also demonstrates that when teachers are engaged in school decisions and collaborate with administrators and each other, school climate improves.⁷

Sponsoring Organizations are required to establish and convene a Coordinating Body that meets the requirements of ORS 342.943. There are a total of 214 members across the state serving on Coordinating Bodies, with a total of 123 serving as educators actively engaged in decision making and identifying needs and priorities for their respective region. REN coordinating bodies are required to reflect a majority of educators across multiple schools within the REN, from different grades and content areas, and reflect the student demographics within the region served.

Program Outcome 3: Career Pathways and Advancement in Educator Careers

Several REN projects aim to strengthen the educator workforce by ensuring aspiring educators have accessible and affordable pathways into educator careers, as well as providing high-quality

PROGRAM HIGHLIGHT

The **Western REN's** Coordinating Body collectively identified that teacher attrition is highest in the region amongst educators within their first three years in the profession. Further, it was shared these educators are often struggling to meet the multiple competing demands of their role, which lowers morale and collective efficacy. This guided the WREN to invest in mentorship, professional learning, communities of practice, and instructional coaching, targeted at early career educators. The decision-making process surrounding WREN regional priorities and accompanying investments was defined by initial information gathering, open discussion using collaborative protocols, consensus building, implementation, follow up and evaluation.

⁶ Grissom, J.A., Egalite, A.J. and Lindsay, C.A. (2021). How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research. New York: The Wallace Foundation.

⁷ Kahlenberg, R. D., & Potter, H. (2014). Why Teacher Voice Matters. *American Educator*, 38, 6.

training to obtain teaching credentials and transition into licensed positions. In doing so, these teachers leverage their knowledge of and connection to the school community for effective teacher leadership in the classroom to meet the diverse needs of students.

Program Outcome 4: Retention Efforts

EAC policy goals call for RENs to improve retention efforts via high-quality mentoring services and support. All RENs are focused on developing strategies to improve retention efforts for novice teachers and administrators, which include providing mentorship support that is driven by educator needs and local context. The RENs aim to coordinate support for novice educators, particularly in rural, remote school settings, so they feel connected to colleagues through a network and have access to resources that improve areas of instruction and classroom management.

- In 2024, **nine of the ten RENs applied and were awarded funding through SB 283** to implement the statewide mentorship grant that aims to provide mentor support to first- and second-year teachers and administrators.
- During the 2023-2024 academic year, **all ten RENs funded several educator mentoring projects to provide first and second year teachers and administrators** with support structures necessary to be effective in their instructional and leadership practices and to improve retention (e.g., 15 school districts in the Eastern Oregon REN are providing support to 75 first- and second-year teachers aimed at increasing retention rates across the region).
- **More than 1,300 novice teachers and administrators are receiving mentor support** through their partnerships with RENs in their areas of the state.

Participants Served by Program

As defined by [ORS 342.940](#), a REN participant is any educator who participates or engages in REN funded projects, activities or change ideas. This definition includes a teacher, an administrator, or another school employee who is employed to provide instruction or support

PROGRAM HIGHLIGHT

In partnership with local school districts, the **Northwest Regional Educator Network** identified the need to focus on the region's educator workforce shortage by connecting to its Grow Your Own program to support paraprofessionals to become licensed educators. The NWREN GYO is a collaborative effort between the Northwest Regional Education Service District, local school districts, and higher education partners, identifying on-ramps to careers in education from high school and beyond. Support includes mentoring and training at different stages along the way for non-traditional candidates.

to students in pre-kindergarten through grade 12. In addition, a REN participant may also be an educator candidate, entering or enrolled in an educator preparation program.

During the 2023-24 academic year, the 10 RENs funded more than 165 projects providing services and supports for more than 13,000 licensed educators and non-licensed school staff.⁸ Of the 165 projects, many were open to all educator groups, with some having a narrower focus on:

- Beginning teachers and administrators
- Special educator teachers
- Career and Technical educators
- School counselors
- Bilingual and multilingual teachers
- Rural educator
- Educators of color
- LGBTQ educators
- Early learning educators
- Classified staff
- Substitute teachers

Grow Your Own Partnerships

Program Description

National research suggests that “Grow Your Own” (GYO) educator partnerships provide opportunities to address educator shortages, recruitment and retention issues and educator diversity by engaging in a variety of strategies that aim to develop educators in their local communities.⁹ A recent report finds 26 states with codified and/or funded GYO programs at the state level, with 20 of those programs having the explicit goal of diversifying the teacher workforce.¹⁰

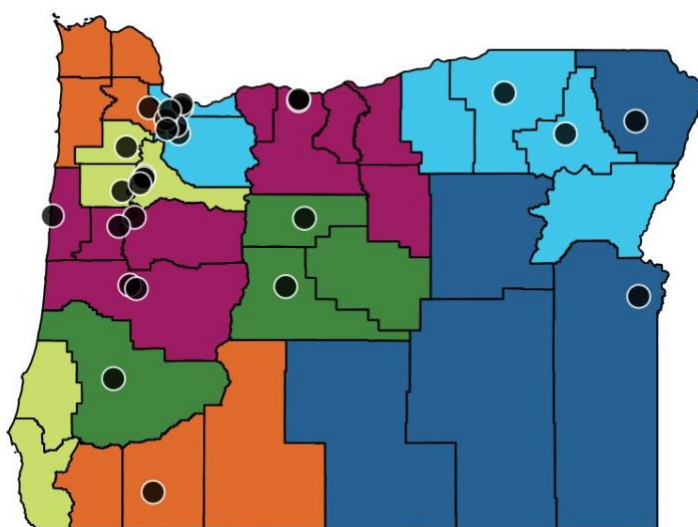


Figure 4. Grow Your Own Grantees, 2023-25

The [2019 Student Success Act \(HB 3427\)](#)

significantly increased Oregon’s investments in programs to address historic, systemic, and persistent education inequities and ensure that students experience high-quality and culturally responsive learning. In recognition that educators must reflect the diversity, assets, and experiences of the students and communities they serve and must have the skills, dispositions,

⁸ Improvements to current reporting processes for 2024-25 AY will ensure high-quality data provided by each REN on the number and types of educators being served from REN funding.

⁹ Garcia, A. (2024). Grow Your Own Teachers: A 50-State Scan of Policies and Programs.

<https://www.newamerica.org/education-policy/reports/grow-your-own-teachers/>

¹⁰ Swisher, A. (2023). State of the States 2023: Policies to Increase Teacher Diversity. Washington, D.C.: National Council on Teacher Quality.

and knowledge to meet those students' needs, the EAC developed [a plan for the distribution of Statewide Education Initiatives Account](#) funds to increase:

- Educator retention
- Educator diversity
- Mentoring and coaching of Educators
- Participation in Educator preparation programs
- Educator scholarships

In alignment with the recommendations of the [2016 Governor's Council on Educator Advancement](#) and in support of the goals of HB 3427, the EAC supports local and regional GYO partnerships implementing GYO programs for high school students, postsecondary students, and adults seeking to advance their careers by becoming educators in their communities. The statewide goals for GYO partnerships include:

- **Identifying and determining areas of need** based on local and/or regional school communities and share data to coordinate culturally responsive educator preparation, development, and advancement efforts.
- **Assessing internal institutional structures and identify barriers** that may impede efforts to achieve a diverse, high-quality pool of educator professionals.
- **Working with local and regional partners** to build affordable, regional career pathways into education, which provide multiple options for nontraditional postsecondary students to access.
- **Increasing the retention of new educators through high-quality mentorship** programs focused on culturally-responsive curricula, instruction practices, and learning environments that support every student to be successful.

In fall of 2020, and again in 2023, ODE issued a Request for Grant Applications (RFA) on behalf of the EAC to invest funds in GYO Partnerships across Oregon. In 2023, [29 GYO partnerships](#) were selected to receive a grant of approximately \$600,000 for the two-year biennium. Grantees include one community-based organization, seven school districts, ten education service districts (ESDs), six community colleges and five public universities across the state. See [Appendix C](#) for each grantee and award amounts. Table 5 provides a summary of the GYO Partnership grant program to date.

Table 5. Grant Program Summary for Grow Your Own Partnerships, 2023-25

Program Description	Since 2020, the Grow Your Own Partnerships fund local and regional partnerships that provide recruitment, advancement and retention of high school students, school and district classified staff, and community members pursuing educator pathways (Student Success Act, HB 3427).
Intended Program Outcomes	1. Enhance District and Educator Preparation Partnerships to create and deepen partnerships between Pre-Kindergarten services, Tribes, districts, community colleges and universities to promote interest in educator professions, coordinate educator preparation efforts, and share data to

	<p>support and retain high-quality, culturally responsive, diverse and effective educator professionals.</p> <p>2. <i>Invest in Career Pathways and Advancement in Educator Careers</i> by streamlining career pathways into and through educator careers and provide financial resources and other support to achieve an educator workforce that is equity-driven and more reflective of preK-12 student demographics.</p> <p>3. <i>Focus on Retention Efforts</i> to improve and expand models to provide all novice educators access to high-quality mentoring and professional development and support during their first three years to promote effective practices and increase educator retention.</p>
Number of Licensed Educators Served	Of the 1,713 adult GYO participants, 221 are licensed educators; 159 are teachers with a restricted teaching license; 71 are teachers with an emergency teaching license; and 65 are teachers with a substitute teaching license. In addition, 480 GYO participants are classified as non-licensed staff.
Number of Licensed Educators Produced by the Program	During the 2023-24 academic year, 218 participants earned a TSPC preliminary license; 155 GYO participants earned a certification; 269 GYO participants earned an endorsement in multiple subjects or Special Education.
Program Costs, including administrative costs	Total Program Cost includes \$10,290,350. For detailed information on each GYO award see Appendix D .
Cost per Participant	The average cost per high school participant is \$914. The average cost per adult GYO participant is \$6,818. See Description of Program Costs for more information.
Cost per Licensed Educator produced by the Program	For this report, cost per participant is unavailable, due to the variation in programs for licensed educator. Average cost for programs serving adults becoming licensed or certified educators is \$6,818.
Total Program Allocation, 2023-25	\$17,087,271

Note. Data based on self-reports collected from each Grow Your Own grantee, June and October 2024.

Description of Program Costs

Grant funds support program costs associated with the delivery of GYO educator support strategies. For the 2023-25 biennium, dedicated funding for GYO grants totals \$17,087,270 with allowable costs for Program Staff, Supplies and Materials, Equipment, Travel and Transportation, Professional Services, Contracted Services and Fees, Staff Professional Development & Training and Participant Direct Support & Incentives.

Due to the different types of programs and participants, budgets vary across each GYO program. The average cost for programs supporting adult participants pursuing an educator license, endorsement or certificate is \$601,799 over the biennium, while the average cost for programs supporting high school students earning transferable, college credits is approximately \$419,344. The average cost per program and participant can be found in Table 6. The reported budget information is sourced from executed grant agreements and quarterly expenditure reports.

Table 6. Grow Your Own Programs Services, Supports and Average Costs, 2023-24

GYO program type by participant	Examples of program services and supports	Average program cost	Average cost per participant
High School	Career exploration in education through dual credit program of study, pathway navigation and advising for transition to an Oregon postsecondary institution with an education degree. Some programs provide paid internships and/or connect students to a GYO program at an Oregon postsecondary institution.	\$419,344	\$914
Adult	Financial assistance, tuition remission, mentoring and coaching, academic support, tuition remission, cohort-based peer support, professional development opportunities, and/or career navigation services.	\$601,799	\$6,818

Note. The average program cost includes administrative costs. Average program costs were determined by the total amounts of the grant awards divided by the number of programs supporting High School Participants or the number of programs supporting Adult Participants to complete a licensure or certificate. The average cost per participant was calculated by totaling the amounts expended from “Participant Direct Supports and Incentives” in year 1 of the 2023-2025 biennium (July 1, 2023-June 30, 2024) and divided by the total number of participants reported on quarterly expenditure reports during the first year of the biennium for the respective programs.

Program Activities and Outcomes

GYO partnerships receive grant funding to implement evidence-based strategies in support of the preparation, development, or career advancement for educators and/or candidates who are novice educators, preK-12 classified staff, preK-12 licensed educators, and high school students. Based on GYO progress reports submitted in April 2023, GYO partnerships apply the following common approaches to enroll GYO participants in their regions:

- Recruiting locally from high school students, classified and certified staff, substitute teachers, and community volunteers.
- Focusing on leveraging local candidate pools and talent to address staffing shortages and diversify the workforce.
- Supporting participants at different stages of their careers with diverse backgrounds, work experiences, and career goals.
- Partnering with TSPC-approved educator preparation programs to offer multiple, articulated, alternative pathways into education careers.
- Offering pathway navigation support, financial assistance, cohort-based activities, and employment-related support (such as job guarantees or paid release time).

As part of the 2023 RFA, GYO partnerships are focused on developing strategies aimed to recruit, develop, and advance educators in the state's high-need areas such as bilingual/ multilingual educators, rural and rural remote educators, and Special Education educators. Additionally, GYO partnerships strongly encourage educators whose lived experiences and training prepares them to provide high-quality, racially and culturally sustaining instruction and care for students as described in the state's [Student Success Plans](#).

GYO partnerships are focused on developing strategies aimed to recruit, develop, and advance educators in the state's high-need areas such as bilingual/ multilingual educators, rural and rural remote educators, and Special Education educators.

Program Outcome 1: Enhanced District and Educator Preparation Program Partnership

All GYO grantees coordinate with multiple partners in their local area or region. Partners must include an organization that is directly and continuously involved as a collaborator who may be actively engaged in program decision-making, engagement with communities, or include responsibilities related to the goals, implementation, and/or activities of the program. GYO

partnerships provide the core foundation for GYO programs, with more than 190 partners including Oregon's federally recognized Tribal governments, school districts, ESDs, RENs, public and private universities, culturally specific community organizations, and other state education organizations.

PROGRAM HIGHLIGHT

Jefferson County School District's GYO program is designed to meet the communities' educational needs, local hiring and retention challenges, as well as narrow the gap between the racial demographics of our diverse student body and our teaching staff. This includes being adaptive and designing programs to foster and prepare future educators for our schools and support present and future educators on traditional and non-traditional learning pathways, all through continued work with our valuable partners, Central Oregon Community College, George Fox University, and Oregon State University.

School districts (80) and post-secondary institutions (50) represent the largest types of partners involved in a GYO Partnership. Notably, twenty-four grantees report outcomes for adult participants including earning certification or licensure at a TSPC-approved Oregon educator preparation program (e.g. Early Childhood Certificate, preliminary license, etc.).

Program Outcome 2: Career Pathways in Educator Careers

GYO programs reported implementing three key strategies to support participants focused on career pathway recruitment, career preparation, and career advancement and success:

(1) **Career recruitment strategies** support access to educator career pathways for high school and adult GYO participants.

(2) **Career preparation strategies** provide access to high-quality, culturally responsive training and supports that result in highly qualified participants ready to meet the needs of Oregon's preK-12 students.

(3) **Career advancement strategies** focus on evidence-based retention supports for early career educators after the completion of the GYO program.

These strategies are notably evident for GYO participants who are school or education service district employees. Data collected from progress reports for 2023-24 AY include 480 (37%) GYO participants are classified or non-licensed staff. Additionally, 516 adult GYO participants are employed as licensed educators, including 221 (17%) with a teaching license, 159 (12.3%) with a restricted teaching license, 71 (5.6%) on an emergency teaching license and 65 (5%) with a substitute teaching license. See [Appendix E](#) for detailed information on GYO participant employment status.

Program Outcome 3: Retention Efforts

As a key component in GYO partnerships, almost all programs (21) serving adult participants are working with GYO participants who will enter educator jobs in high-need areas, including rural areas, special education, Tribal education, and bilingual or multilingual education and remain as educators in their local communities for more than three years.

As a new grant initiative that launched in the fall of 2020 during the COVID-19 global pandemic, data collected from the past four years, (or two biennial cycles), is still developing on the overall retention efforts of educators produced by GYO partnerships. However early indicators from GYO programs serving adult participants demonstrate GYO partnerships (e.g. school districts, community-based organizations, Oregon postsecondary institutions, Tribes, RENs, etc.) are actively engaged in retention efforts through professional development for novice educators, access to high-quality mentoring, and other induction supports for participants completing a GYO program.¹¹

Participant Demographic Information

During the 2023-24 academic year, 29 GYO grantees supported 1,713 adult participants and 639 high school participants who enrolled in a GYO program. GYO participants are high school students, postsecondary students, or working adults who are on a pathway to become an educator or advance their educator career. As required for this report, GYO grantees provide

PROGRAM HIGHLIGHT

For **Three Rivers School District**, recruiting and retaining educators has always been a challenge because of the district's rural and remote location. To respond to the need for more educators, the program provides scholarships and support to classified employees enrolled in educator preparation programs, allowing participants to earn wages and maintain benefits while simultaneously completing practicum and student teaching requirements.

¹¹ Collected from progress reports (April 2024) and annual reports (June 2024) submitted by GYO grantees.

race and/or ethnicity information for enrolled GYO participants using state and federal reporting requirements and other demographic information including bilingual or multilingual participants, geographic location, state or federal Tribal citizenship and high school participant grade levels:

Race and ethnicity data reported includes 1,531 (90%) of enrolled GYO adult participants and 581 (91%) of high school GYO participants representing diverse communities across Oregon ([Appendix F](#)).¹²

Multilingual data reported includes 500 (34%) of GYO adult participants speak Spanish. Forty-eight additional unique languages are represented across GYO adult participants. For high school students, 79 (13%) spoke Spanish as a primary or second language in addition to English and six additional unique languages were represented across participants.¹³

Oregon county of residence data reported includes 1,428 (83%) adult GYO participants and 634 (99.2%) high school participants. Adult GYO participants reside in 33 of 36 Oregon counties, 503 participants (35%) are from in urban counties, 426 (32%) are from rural counties, and the remaining 258 (18%) are from suburban counties. High school participants reside in 16 of 36 Oregon counties, 498 participants (78.6%) are from urban counties, 40 (6.3%) are from rural counties, and the remaining 96 (15.1%) are from suburban counties.

Federally recognized Tribal citizenship reported includes 56 (3%) GYO participants. Twenty-seven (48%) of GYO participants are citizens of an Oregon-based Tribe, Confederated Tribes of Warm Springs, Confederated Tribes of Siletz, Klamath Tribes, Confederated Tribes of Grand Ronde, Burns Paiute Tribe, Confederated Tribes of Umatilla Reservation, Cow Creek Band of Umpqua Indians, Coquille Indian Tribe, and 29 (52%) of GYO participants are citizens of federally recognized Tribes outside of Oregon.

Grade level of high school GYO participants enrolled in GYO education-focused programs (2023-24) includes 593 students (93%). By grade level: 172 (29%) 9th graders; 92 (16%) 10th graders; 143 (24%) 11th graders; 186 (31%) 12th graders.

[Program Success Indicators: Participant Career Milestones](#)

During the 2023-24 academic year, 624 adult GYO participants received a license, certificate, or endorsement. The number of adult GYO participants who received a TSPC license include 218 participants, and well over half of these participants (145) received a primary teaching license and 40 participants received a special education license. Additionally, 155 GYO participants received a certification or credential, and of these, 87 received an early learning certificate. There were 52 adult GYO participants who completed a community college degree and transferred to an in-state educator licensure program. Finally, 269 adult GYO participants received an endorsement, including 147 receiving a multiple subject endorsement and 40 adult

¹² Demographic data included in the proposed Key Performance Measure for 2025-27 biennium.

¹³ Demographic data included in the proposed Key Performance Measure for 2025-27 biennium.

participants receiving a special education endorsement. See [Appendix G](#) for licensure, certification, and endorsement information for all GYO participants.

Figure 5. Grow Your Own Participant Career Milestones, 2023-24



Note: Data based on self-reports in June 2024 by 2023-24 GYO grantees and may not include all GYO programs.

Agency Partnerships for Equitable Educator Pathways

Section 48 of [HB 3427](#) (2019), also known as the Student Success Act, called on the state’s education agencies 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 (ORS 327.254).” Like the Grow Your Own Partnerships, grant programs with agency partners fall under the direction of the Student Success Act to develop statewide strategies for educator support that increase: (a) Educator retention; (b) Educator diversity; (c) Mentoring and coaching of educators; (d) Participation in educator preparation programs; and (e) Educator scholarships.

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In support of these strategies, the EAC administers Statewide Education Initiatives grant funds to accelerate statewide progress toward achieving the goals of the Educator Equity Act ([ORS 342.437](#); [HB 3375, 2015](#)) and other statewide equity initiatives (including the African American/Black Student Success Plan, American Indian/Alaska Native Student Success Plan, and Latino/a/x Student Success Plan).

Despite early delays due to the COVID-19 pandemic, the EAC has worked in partnership with state and local education agencies, as well as Oregon's public educator preparation programs, to implement grant-in-aid programs described in this section. Five years into implementation, the EAC has focused on identifying early indicators of success from grant programs administered by agency partners to support the following strategic goals:

- Invest state funds to expand access to resources and supports for aspiring, diverse educator candidates through scholarships, professional networking and employment support, and learning opportunities.
- Engage university and district regional partners to redesign pre-service preparation priorities, goals and identification of high leverage strategies aligned to success criteria culturally-responsive practices.
- Align, coordinate, and integrate educator preparation and professional learning efforts to ensure that educators experience a seamless system of support – from educator preparation, novice teacher support, educator professional growth to career advancement and retention.

Higher Education Coordinating Commission: *Oregon Teacher Scholars Program*

Based on recommendations from the Oregon Educator Equity Advisory Group, the Legislature created the [Oregon Teacher Scholars Program](#) (OTSP) in 2017 to reduce financial barriers for culturally and linguistically diverse educator candidates pursuing an education degree at an in-state, approved educator preparation program ([ORS 348.295](#); [ORS 342.120](#)). Administered by the Office of Student Access and Completion (OSAC) within the Higher Education Coordinating Commission (HECC), in partnership with the EAC, the program is a grant for students who are in the last two years of their program for licensure. Between 2018 and 2024, OTSP awarded more than 450 individual educator candidates, including candidates holding a Preliminary Teaching license, a Restricted Teaching license, an Emergency Restricted license, a Restricted Substitute Teaching license, a Charter School Registry Teaching license, an Emergency Substitute Teaching license, a Restricted Counselor license, a Restricted Administrator license or a Professional Teaching license (see [Appendix H](#)).

In 2023, through the passage of [HB 3178](#), OTSP expanded eligibility for candidates pursuing licensure in school counseling, social work, and psychology ([ORS 348.295](#)). Additionally, scholarship funding increased for candidates to receive up to \$12,000 each academic year, for up to two academic years. During this biennium, OTSP awarded 106 scholarships to culturally and linguistically diverse educators pursuing licensure (see [Appendix H](#) for participant

demographic information). Table 7 provides a summary of the Oregon Teacher Scholars Program to date.

Table 7. Grant Program Summary for Oregon Teacher Scholars Program, 2023-25

Program Description	Since 2018, the HECC's Oregon Teacher Scholars Program (ORS 348.295) has awarded scholarships to more than 450 individual teacher candidates. In 2023, the program expanded to serve aspiring school counselors, social workers, and psychologists.
Intended Program Outcomes	1. Invest in Career Pathways and Advancement in Educator Careers by streamlining career pathways into and through educator careers and provide financial resources and other support to achieve an educator workforce that is equity-driven and more reflective of preK-12 student demographics.
Number of Licensed Educators Served	This program does not serve licensed educators. This program provided over 106 scholarships to <i>educator candidates</i> to date.
Number of Licensed Educators Produced by the Program	This program does not produce licensed educators.
Administrative costs	Administrative costs include 10% for processing per award, program costs, and FTE position, \$671,452.
Cost per Participant	Eligible recipients may receive up to \$12,000 each academic year for up to two academic years.
Cost per Licensed Educator produced by the Program	This program does not produce licensed educators.
Total Program Allocation, 2023-25	\$5,000,000

Note. Data based on reports submitted by the Office of Student Access and Success from the HECC.

Higher Education Coordinating Commission: *Public Educator Preparation Program Equity Plans*

Since 2016, the state's six public educator preparation programs have been required to submit to the HECC a biennial, institutional plan for the recruitment, retention, and graduation of diverse educators ([ORS 342.447](#); [ORS 342.448](#)). Beginning in 2020, and expanded in 2021, the EAC has invested over \$2.5 million in state funds to the six public university Educator Equity Plans, which also serve to provide a record of the shared work across the state to build a stronger educator workforce in Oregon. The HECC distributes this funding to universities in support of the development, implementation, and evaluation of evidence-based strategies and policies to improve outcomes for the preparation and graduation of diverse educator candidates. Table 8 provides a summary of the Public Educator Preparation Program Equity Plans to date.

In coordination with state education partner agencies and leaders in the universities, HECC provided funding to continue a Community of Practice (COP) for leadership teams from each university with contracted facilitators from Education Northwest. COP sessions support the

development and implementation of the institutional equity plans, as well as provide individual coaching to each university team in implementing strategies outlined in their equity plans. Through this project, HECC's equity plan review process was revised and updated based on the engagement with university teams.

At its June and August 2024 public meetings, the HECC approved the educator equity plans for 2024-2026. To view the 2024-2026 plans submitted and approved by the HECC see the approved [2024-26 Equity Plans](#).

Table 8. Grant Program Summary for Public Educator Preparation Program Equity Plans, 2023-25

Program Description	Since 2016, the state's six public university educator preparation programs have been required to submit to the HECC a biennial, institutional plan with specific goals and strategies for the recruitment, admission, retention and graduation of racially, ethnically, and linguistically diverse educators (ORS 342.447, ORS 350.100).
Intended Program Outcomes	<ol style="list-style-type: none"> 1. Invest in Career Pathways and Advancement in Educator Careers by streamlining career pathways into and through educator careers and provide financial resources and other support to achieve an educator workforce that is equity-driven and more reflective of preK-12 student demographics. 2. Enhance District and Educator Preparation Partnerships to create and deepen partnerships between Pre-Kindergarten services, Tribes, districts, community colleges and universities to promote interest in educator professions, coordinate educator preparation efforts, and share data to support and retain high-quality, culturally responsive, diverse and effective educator professionals.
Number of Licensed Educators Served	This program does not serve licensed educators.
Number of Licensed Educators Produced by the Program	This program does not produce licensed educators.
Administrative costs	\$20,000
Cost per Participant	This program does not have participants. Each Oregon public university receives \$150,000 per biennium.
Cost per Licensed Educator produced by the Program	This program does not produce licensed educators.
Total Program Allocation, 2023-25	\$1,100,000

Note. Data based on reports submitted by the HECC.

Teacher Standards and Practices Commission: [Oregon Administrator Scholars Program](#)

Beginning in 2020, the EAC has more than doubled the state's investment in the program with resources from the 2019 Student Success Act. In partnership with TSPC, the Oregon Administrator Scholars Program (OASP) was established to build on the success of the Oregon Teachers Scholars Program but designed for diverse administrator candidates ([OAR 584-235-](#)

[0205](#); [584-235-0215](#); [584-235-0225](#); [584-235-0235](#)). OASP provides scholarships up to a maximum of \$12,000 per academic year, for a maximum of two years, for racially or linguistically diverse administrator candidates accepted and enrolled in an approved administrator program. The scholarships may be used to pay for classes, fees, and related costs. To date, OASP awarded approximately 250 scholarships to approximately 170 diverse educators pursuing an administrative license (race and ethnicity information is not available at the time of this report).

Table 9 provides a summary of the OASP to date and reflects a reallocation of funds to address the growing demand of aspiring administrator candidates requesting financial support to pursue an administrator license. This adjustment was facilitated by the temporary pause of the Oregon Licensure Expense Reimbursement (OLER) program during the biennium.

Table 9. Grant Program Summary for Oregon Administrator Scholars Program, 2023-25

Program Description	Since 2021, the TSPC's Oregon Administrator Scholars Program (OASP) has provided academic scholarships for diverse administrator candidates enrolled in educator preparation programs (OAR 584-235-0205; 584-235-0215; 584-235-0225; 584-235-0235).
Intended Program Outcomes	1. <i>Invest in Career Pathways and Advancement in Educator Careers</i> by streamlining career pathways into and through educator careers and provide financial resources and other support to achieve an educator workforce that is equity-driven and more reflective of preK-12 student demographics.
Number of Licensed Educators Served	Approximately 170 licensed educators.
Number of Licensed Educators Produced by the Program	This program does not produce licensed educators. This program supports licensed educators pursuing an administrator license.
Administrative costs	\$100,000
Cost per Participant	Eligible participants may receive up to \$12,000 each academic year for up to two academic years.
Cost per Licensed Educator produced by the Program	This program does not produce licensed educators.
Total Program Allocation, 2023-25	\$3,240,000

Note. Data based on reports submitted by TSPC, with some estimations applied as necessary.

Teacher Standards and Practices Commission: *Oregon Licensure Expense Reimbursement Program*

In partnership with TSPC, the Oregon Licensure Expense Reimbursement (OLER) program is funded by the 2019 Student Success Act to provide financial assistance to linguistically diverse¹⁴ educators for expenses related to the cost of becoming licensed ([OAR 584-200-0125](#)). Eligible Oregon educators must demonstrate they enhance Oregon linguistic inclusion through fluency in language that aligns with a TSPC-approved World Language endorsement such as the Oregon Seal of Biliteracy, or holding or applying for specialized licenses or endorsements (such as an Oregon American Indian Languages Teaching License, an English to Speakers of Other Languages endorsement, World Language endorsement, or a specialization in American Sign Language, Bilingual Education or Dual Language teaching), and/or having a degree or minor in a subject related to a TSPC-approved World Language.

The high costs of licensure often pose challenges, especially for educator candidates and newly licensed educators who may not yet have secured full-time employment. TSPC estimates licensure-related costs are approximately \$700 for new teachers. The program outcome for OLER is to mitigate costs for educators in high needs areas of the educator workforce as related to support linguistically diverse Pre-K-12 students. Approximately 695 educators were reimbursed through the program, totaling more than \$330,000 by the end of the fiscal year ([Appendix I](#)). Table 10 provides a summary for the OLER program to date.

Table 10. Grant Program Summary for Oregon Licensure Expense Reimbursement Program, 2023-25

Program Description	The Oregon Licensure Expense Reimbursement Program, <i>formerly the Diversity Licensure Expense Reimbursement Program</i> , was created to mitigate financial costs related to obtaining and renewing teacher, administrator, and personnel services licenses.
Intended Program Outcomes	1. <i>Invest in Career Pathways and Advancement in Educator Careers</i> by streamlining career pathways into and through educator careers and provide financial resources and other support to achieve an educator workforce that is equity-driven and more reflective of preK-12 student demographics.
Number of Licensed Educators Served	To date, TSPC has reimbursed approximately 695 licensed educators and candidates for costs related to licensure fees.
Number of Licensed Educators Produced by the Program	This program does not produce licensed educators.
Administrative costs	\$120,000
Cost per Participant	On average, \$512 per participant.

¹⁴ Pursuant to ORS 342.437, the Commission may disburse moneys to increase the percentage of licensed linguistically diverse educators employed and retained in this state through reimbursement from the TSPC General Program Fund to applicants for reimbursement of the direct costs of seeking and obtaining Oregon teacher, administrator, and personnel service licensure or renewal, as well as assessment fees leading to licensure, registration, or certification.

Cost per Licensed Educator produced by the Program	This program does not produce licensed educators.
Total Program Allocation, 2023-25	\$740,000

Note. Data based on reports submitted by TSPC, with some estimations applied as necessary.

Teacher Standards and Practices Commission: *Multiple Measures Assessment Options*

In addition to completion of coursework, educator candidates must complete field experiences, such as student teaching, as well as demonstrate competency in their content area and pedagogical skills through assessments. Since 2019, Oregon offers [Multiple Measures \(MMs\) Assessment Options](#), which provide a framework for the assessment of teacher candidate content knowledge expertise and performance readiness. Rather than using a single data point to determine readiness (i.e. a test score), the use of multiple indicators and sources of evidence to determine teacher readiness is a method for addressing disparities in pass rates, which have been the focus of much research for racially, ethnically, and linguistically diverse teachers.¹⁵ TSPC anticipates an increase in candidates opting to use these assessment options over the next several years.

Overall, 1,113 preliminary candidates qualified for licensure using the multiple measures program. The number of preliminary teaching licensure candidates who utilized Multiple Measures Assessment Options to demonstrate either content knowledge or performance readiness has more than tripled from 97 preliminary candidates in 2019-20 to 375 preliminary candidates in 2023-24. Data by race and/or ethnicity or endorsement area for preliminary candidates was unavailable for this report. Table 11 provides a summary for the Multiple Measures program to date.

Table 11. Grant Program Summary for Multiple Measures Assessment Options, 2023-25

Program Description	Funded by the Student Success Act, the Multiple Measures (MM) program enables teacher candidates to demonstrate content knowledge and teaching competencies through alternative assessments, such as portfolios and coursework evaluations, rather than relying solely on standardized tests.
Intended Program Outcomes	1. Invest in Career Pathways and Advancement in Educator Careers by streamlining career pathways into and through educator careers and provide financial resources and other support to achieve an educator workforce that is equity-driven and more reflective of preK-12 student demographics.
Number of Licensed Educators Served	This program does not serve licensed educators. This program serves <i>educator candidates</i> .
Number of Licensed Educators Produced by the Program	This program does not produce licensed educators. Since 2019, over 1,000 teacher candidates have <i>qualified for licensure</i> using Multiple Measures Assessment Option, with 375 preliminary candidates qualifying in 2023-25.

¹⁵ Motamedi, J. G., Leong, M., & Hanson, H. (2018). Potential testing barriers for teacher candidates of color. [gov/ncee/edlabs/regions/northwest/pdf/potential-testing-barriers.pdf](https://ncee.edlabs/regions/northwest/pdf/potential-testing-barriers.pdf).

Administrative costs	\$300,000
Cost per Participant	On average, \$568 per participant.
Cost per Licensed Educator produced by the Program	This program does not serve licensed educators.
Total Program Allocation, 2023-25	\$320,000

Note. Data based on reports submitted by TSPC, with some estimations applied as necessary.

One-Time Grant Programs

Tribal Nations Educator Collaborative

The Tribal Nations Educator Collaborative was created through the passage of Policy Option Package 301 in 2021 and continued in 2023 for the current biennium. The initiative supports implementation of the [American Indian/ Alaska Native \(AI/AN\) Student Success Plan](#), which identifies the need for culturally relevant and responsive professional learning for current practicing educators and all district staff to support the holistic needs of AI/AN students. The Plan also calls for the implementation of historically accurate, culturally embedded curriculum and instructional materials. Paired with recent Oregon legislation that requires school districts to implement curriculum and academic content standards that are more reflective of and responsive to student identities, high-quality professional learning is crucial for all Oregon educators to effectively teach Tribal History/Shared History curriculum (Senate Bill 13). The Tribal Nations Educator Collaborative supports two objectives of the Plan:

- Develop and grow staff and educators to support AI/AN student success.
- Increase the number of AI/AN identified teachers, paraprofessionals, and administrators employed in early learning, school districts, and post-secondary institutions at a rate comparable to that of Oregon's AI/AN student population.

During the 2023-25 biennium, the EAC invested \$3.4 million dollars for the nine federally recognized Tribes of Oregon to develop Tribal Nations Grow Your Own Partnerships. Tribes are developing programs based on their specific community's needs. Each Tribe was eligible to request up to \$375,000. Table 12 includes the approved budgets for the Tribal Grow Your Own grants. Many Tribes are developing Tribal Language educators and pathways. Other focus areas include supporting Tribal Grow Your Own participants through professional development and training opportunities, scholarships to further their education or licensure support.

The goals of the grant are to:

- Promote interest in the profession, coordinate culturally-responsive educator preparation, development, and advancement efforts, as well as share data needed to achieve a diverse, high-quality pool of professionals.
- Build affordable, regional career pathways into education, including access for Nontraditional Postsecondary Students, to achieve a workforce that is culturally responsive and reflective of student demographics.

PROGRAM HIGHLIGHT

The **Coquille Indian Tribe** is developing a Tribal GYO Language Educator Program. The goal of the program is to increase language use across the Tribal community, increase capacity for Tribal language programs and to create language learning materials for the Tribe. In the next biennium, the long-term goals are to recruit and incentivize Tribal language speakers, expand the program to include a second traditional language, and to provide opportunities for year one participants to be employed in the Tribal language department.

Table 12. Approved Budgets for Tribal Grow Your Own Grants, 2023-25

Oregon Federally Recognized Tribe	Award Amount
Burns Paiute Tribe	\$375,000
Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians	\$375,000
Confederated Tribes of Grand Ronde	\$375,000
Confederated Tribes of Siletz Indians	\$200,000
Confederated Tribes of Umatilla Indian Reservation	\$375,000
Confederated Tribes of Warm Springs	\$375,000
Cow Creek Band of the Umpqua Tribe of Indians	\$246,440
The Coquille Tribe	\$375,000
The Klamath Tribes	\$375,000
Total	\$3,071,440

Additionally, during the Spring of 2024, the EAC entered into an intergovernmental agreement with the Columbia Gorge Education Service District, for \$39,000 to facilitate five-days of in person professional development training around the foundational work of implementing Tribal History/Shared History Curriculum (TH/SH). The goal of the Tribal History/Shared History Professional Development Training is to prepare educators with understanding the lived experience of Tribal people in Oregon, the Essential Understandings of TH/SH and the curriculum lesson plans themselves. Approximately 86 participants attended the professional development series which included 79 licensed educators and seven non-licensed participants. Costs for educator stipends included \$18,570 and \$20,430 in substitute costs. Table 13 provides a summary for the Tribal GYO Partnership program to date.

Table 13. Grant Program Summary for Tribal Grow Your Own Partnerships, 2023-25

Program Description	Since 2024, non-competitive grants for Oregon’s nine federally recognized Tribes to support the development of educator career pathways and career advancement.
Intended Program Outcomes	<ol style="list-style-type: none"> 1. <i>Invest in Career Pathways and Advancement in Educator Careers</i> by streamlining career pathways into and through educator careers and provide financial resources and other support to achieve an educator workforce that is equity-driven and more reflective of preK-12 student demographics. 2. <i>Enhance District and Educator Preparation Partnerships</i> to create and deepen partnerships between Pre-Kindergarten services, Tribes, districts, community colleges and universities to promote interest in educator professions, coordinate educator preparation efforts, and share data to support and retain high-quality, culturally responsive, diverse and effective educator professionals. 3. <i>Focus on Retention Efforts</i> to improve and expand models to provide all novice educators access to high-quality mentoring and professional development and support during their first three years to promote effective practices and increase educator retention.
Number of Licensed Educators	Of the 61 Tribal Grow Your Own participants enrolled in the program, eight are licensed educators.
Number of Licensed Educators Produced by the Program	For this report, information is unavailable due to the program being in early stages of development and implementation.
Administrative costs	\$414,653
Cost per Participant	For this report, information is unavailable due to the program being in early stages of development and implementation.
Cost per Licensed Educator produced by the Program	For this report, information is unavailable due to the program being in early stages of development and implementation.
Total Program Allocation, 2023-25	\$3,416,807

SB 283 Novice Educator Mentoring Program

High-quality mentorship programs for beginning teachers and administrators are known to support educator retention and student success.¹⁶ The purpose of the grant is to provide eligible beginning teachers and administrators with a formally assigned mentor who will support their professional development and improve the likelihood of their retention. Per Senate Bill 283 (2023), the one-time grant funding of \$8 million is intended to promote mentorship programs identified in ORS 329.795, as well as continue mentorship relationships, and prioritize beginning educators who hold an endorsement related to special education, serve in a rural school district, who are diverse, and who hold an emergency teaching license. Grant awards were based on an allocation of \$5,672.46 for each beginning educator assigned a mentor through the program.

There were 33 grantees identified through a non-competitive application process:

- Nine Regional Educator Networks representing consortia of districts and 24 school districts.
- Over 1,300 beginning teachers and administrators supported by close to 500 mentors.

As part of the SB 283 Mentoring Grant, a technical assistance team engages with Regional High-Quality Mentoring (HQM) Teams in Communities of Practice (COPs) to learn and collaborate. Regional Educator Networks (RENs) convene regional COPs. In addition to learning with each other about effective mentoring knowledge, skills, and practice, the COPs continue to explore the Oregon State Mentoring Standards and provide feedback to improve guidance in this work across the state. Features of technical assistance during the 2024-25 school year include:

- **Statewide Community of Practice Sessions:** Monthly sessions are hosted by the technical assistance team. These sessions unpack the Oregon HQM standards, problem solve implementation, evaluate effectiveness of their projects, and plan for improvements.
- **Statewide High-Quality Mentoring Summit:** An end of year summit will be convened for mentoring program grant teams. Regional HQM teams will come together to share, learn, and celebrate. Each team will present key learnings from their individual mentoring project.
- **Regional High-Quality Mentoring Team Sessions:** Regional HQM Teams of grantee program staff meet regularly over the year, coordinated by Regional Educator Network staff. Meetings focus on reviews of past work and integrating learning into program implementation.
- **Regional Site Visits:** The technical assistance partners will conduct one site visit to each of the Regional HQM Teams. Site visits include focus group discussions, visits with mentees and mentors, administrative and human resources data discussions, and any relevant information the Regional Team is seeking feedback on related to mentoring.

¹⁶ Ingersoll, R.M. & Smith, T.M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681-714.

The EAC and ODE are partnering with an evaluation partner to conduct a statewide evaluation of the SB 283 Educator Mentoring Grant Program, as required by SB 283. The purpose of this evaluation is to describe the mentoring program models currently in place across Oregon and identify opportunities to scale promising practices. The evaluation team conducts surveys of mentors, mentees, and program leaders, as well as collects information through interviews, focus groups, and written reports. Table 14 provides a summary for the Statewide Mentorship program to date.

Table 14. Grant Program Summary for SB 293 Statewide Mentorship, 2023-25

Program Description	Non-competitive, one-time funding, for 2023-25 grants provided to 33 grantees to implement high-quality mentorship programs for beginning teachers and administrators.
Intended Program Outcomes	1. <i>Focus on Retention Efforts</i> to improve and expand models to provide all novice educators access to high-quality mentoring and professional development and support during their first three years to promote effective practices and increase educator retention.
Number of Licensed Educators Served	1,677 licensed teachers and 142 licensed administrators.
Number of Licensed Educators Produced by the Program	This program does not produce licensed educators.
Administrative costs	\$335,808.82
Cost per Participant	The cost per participant is \$5,672.46.
Cost per Licensed Educator produced by the Program	This program does not produce licensed educators.
Total Program Allocation, 2023-25	\$8,000,000

Statewide Professional Learning System

In 2021 the Legislature approved \$2.7 million for the EAC and ODE to develop an online learning community that educators can access at any time via the internet, provides high-quality professional learning through courses, instructional resources, classroom reaching videos, and lessons. The goal of the statewide professional learning platform system is to articulate and enact a comprehensive and coherent professional learning system that identifies, develops, and assesses key learning strategies and structures that promote high-quality educators for every student, regardless of race, gender, socioeconomic status or location. The funding allocated to the system will be used to support participation of educators in the professional learning system, including but not limited to reimbursement for course fees towards micro credentials or professional development unit (PDUs) credits; substitute reimbursement for districts; teacher leader and faculty stipends; and extended, paid educator clinical experiences.

Due to the COVID-19 global pandemic and leadership changes, this project experienced significant delays in implementation during the current biennium. Currently, the EAC has hired

a Professional Learning Specialist to further project implementation and is working closely with ODE procurement and the Department of Administrative Services (DAS) to identify a learning management contractor that would house the platform. The Professional Learning Platform is tentatively scheduled to start phase one of implementation before June 30, 2025. The initial focus of the platform will center Early Learning Literacy professional development needs of educators across Oregon. Table 15 provides a summary for the Statewide Professional Learning System to date.

Table 15. Grant Program Summary for Statewide Professional Learning System, 2023-25

Program Description	Funds support high quality professional learning opportunities aligned to state standards and responsive to educator needs.
Intended Program Outcomes	<p>1. <i>Identify Equity Driven High-Quality Professional Learning</i> to identify and expand professional learning models across the state that support preK-12 teachers, administrators, and other educators to design and implement equity driven, high-quality professional learning that is aligned to state-adopted professional learning standards to improve student outcomes.</p> <p>2. <i>Focus on Retention Efforts</i> to improve and expand models to provide all novice educators access to high-quality mentoring and professional development and support during their first three years to promote effective practices and increase educator retention.</p>
Number of Licensed Educators	For this report, information is unavailable due to the program being in early stages of development.
Number of Licensed Educators Produced by the Program	This program does not produce licensed educators.
Administrative costs	For this report, information is unavailable due to the program in early stages of development.
Cost per Participant	For this report, information is unavailable due to the program in early stages of development.
Cost per Licensed Educator produced by the Program	This program does not produce licensed educators.
Total Program Allocation, 2023-25	\$2,708,984

Moving into the 2025-27 Biennium

The EAC is in a unique position to serve as a change agent for the state of education in Oregon as an innovative partnership that leverages collaborative leadership across state education agencies (SEAs), local education agencies (LEAs), and additional partners to build a system that can achieve high-quality, well-supported educators in every classroom. The Council brings educators, who have the highest influence over changing outcomes for students, into shared decision making with state leaders.

Staff continue to work with partners and grantees to improve services and document learning to help the EAC operationalize one of its core functions: *To direct the use of state resources that identify the highest leverage strategies for improving systemwide conditions impacting educators and students.* The EAC is focused on building a collective impact approach to system redesign, which means bringing together partners and multiple perspectives from across sectors and the state to build coherent and equity aligned programs and services that are working together for improved outcomes.

Nearing the end of its second full biennium grant cycle, the EAC has made several improvements across grant programs to better collect information, as well as monitor implementation. The EAC will prioritize improving data collection processes for more accurate reporting, developing a system to monitor expenditure reports and how funding is being spent, as well as developing an implementation plan to evaluate implementation of the statewide EAC outcomes and indicators.

Appendix A: Establishment of the Educator Advancement Council

Senate Bill 253 (2011) established a state goal that by 2025, every Oregon student should earn a high school diploma – one that represents a high level of knowledge and skills. Key to this work, and connected to new, higher [standards to guide and evaluate the practices of effective teachers and school leaders](#) in Oregon public schools, was the establishment of the Network for Quality Teaching and Learning (HB 3233, 2013). The Network provided funding for educator support intended to create a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the education system. The Network aimed to strengthen recruitment, preparation, induction, and ongoing professional development for Oregon’s educators, as well as empower educators to help implement curriculum needed to support students’ success, document the impacts on results, and infuse current preparation programs with in-the-field practices that are working for Oregon’s students.

In 2016, access to funding for small and rural districts was a primary area of concern. According to a [2018 report by the Chief Education Office](#), fifty percent of Oregon’s school districts did not receive any of the Network funded investments in the three prior biennia. Former Governor Kate Brown issued [Executive Order 16-08](#), establishing the Governor’s Council on Educator Advancement as an advisory body to the Governor, and charged with conducting an examination of the Network’s structure, funding, metrics of success, and leveraging of resources to address how best to provide access and efficient delivery of professional learning to all Oregon educators. The Council’s subsequent [2016 report](#) identified gaps in the current system that were intended to be addressed by the creation of an intergovernmental coalition as a “backbone structure” to fulfill the desired functions of coordination, alignment, accountability, and quality assurance/support across the Network. The report makes ten recommendations, including to “establish a statewide Intergovernmental Coalition to coordinate and connect regional networks in support of professional learning priorities, blending of funding sources and management of innovation funds.” The report also proposed an “Oregon Professional Learning and Educator Support System” which intended to model an “equitable, sustainable mechanism for distributing professional learning resources and educator support—accounting for local contexts and priorities while leveraging the expertise and leadership capacity of educators.”

Governor Brown’s administration envisioned the Council as a board that would operate in partnership with state education agencies to advance policy, coordinate across the P-20 system, and ensure oversight and accountability for Educator Advancement Funds and educator networks. State agencies, primarily ODE, would administer programs, grants, and research in support of the Council’s goals and objectives. From 2017 to 2018, [the Chief Education Office led development](#) of the Intergovernmental Agreement (IGA) between state and local education agencies that established the Council, selected rotating directors to serve on the Council, and researched effective models for educator networks. When the Chief Education Office sunset in 2019, these duties were assigned to and [taken up by staff at the Oregon Department of Education \(ODE\)](#).

Appendix B: Educator Advancement Council Implementation Milestones

Since 2018, implementation of the EAC and its initiatives has progressed and expanded due to changing conditions and subsequent legislation:

2018 to 2019: Under the leadership of the Chief Education Office, the EAC developed characteristics and criteria for **Regional Educator Networks (RENs)**, selected sponsoring organizations, and ODE distributed initial planning grants in late 2019. Formula and Capacity grants have been distributed each biennium since. Each of the ten RENs continue to be housed at education service districts serving all 197 school districts across the state, and each is led by a Coordinating Body made up of at least 51% local educators, community organizations, and higher education partners.

2019: In addition to launching the RENs, the passage of Section 48 of the Student Success Act (HB 3427) provided additional investments in educator development and diversity programs to be identified by EAC, Teacher Standards and Practices Commission (TSPC), school districts, and education partners. The [development of the plan](#) and the subsequent administration of investments in the identified programs is coordinated by the EAC office at ODE, though programs are administered across multiple agencies. [Release of funds](#), as well as pandemic-related delays led to programs launching in late 2020, including **Grow Your Own Partnership grants, teacher and administrator scholarship and licensure reimbursement programs, funding for public educator preparation programs' equity plan implementation, development of Multiple Measures Assessment options, and professional development** in support of culturally-responsive, anti-racist practice.

2020: The creation and publication of the **Educator Equity Report** (ORS 342.448) was transitioned from the Chief Education Office to the EAC office at ODE, along with facilitation of the Oregon Educator Equity Advisory Group. In partnership with HECC, TSPC, and ODE, the EAC published the 2020 and 2022 Educator Equity Reports. Administration of the **TELL Survey** was also undertaken by the EAC staff (though it was not administered in 2020 due to the pandemic; the 2023 survey was renamed due to copyright).

2021: Through [SB 5513 \(Policy Option Package 301\)](#), the Legislature approved one-time funding for an **Indigenous Educator Institute**, to be established by the EAC, that aimed to create a network for current educators, fully fund the schooling and licensure for future Indigenous educators and administrators, share best practices relating to promising racially affirming practices, advocate for initiatives regarding Indigenous sovereignty, and convene state and national Indigenous educators, scholars and leaders. Additionally, HB 2166 codified changes to EAC governance, providing the authority for EAC to operate as a separate entity from its administrative agent. However, these statutory changes were never operationalized before they were rolled back in 2023 through SB 275.

2022: The Legislature allocated additional staff positions and funding to ODE for the design and launch of the EAC's **comprehensive professional learning system** for preK-12 educators, including the development of an online professional learning platform through which every educator in the state can access high-quality professional learning resources and opportunities

(HB 5202). Additionally, HB 4030 directed ODE to distribute one-time funding to every Oregon school district to address urgent education staff shortages. Governor Brown directed the EAC to collaborate with ODE in the design of grant requirements in order to promote the use of funding for high leverage, sustainable investments. EAC staff also took on coordination of the **Statewide Leadership Advisory Committee**, which continued the work of the ESSA Leadership Learning Community (ELLC) that began in 2016 with support from the Wallace Foundation.

2023: The Legislature directed the EAC to establish and coordinate grants in support of **mentoring programs for beginning teachers and administrators** and allocates one-time funding to support this grant program during the 2023-2025 biennium (SB 283). The bill also directs EAC to consult with ODE on developing standards for an annual survey on the working experiences of all education staff as well as developing a business case for the creation of an **education workforce database**. HB 3383 added classified staff representation to the Council. HB 5506 directed the EAC to report biennially to the Legislature on outcomes of its programs and requires reporting on **Key Performance Measures for Grow Your Own programs**. It also extended one-time funding for the Indigenous Educator Institute, which was re-named the **Tribal Nations Educator Collaborative**.

2024: The Legislature adopts an updated definition of “**educator**” in **ORS 342.940, as proposed by the EAC, to include non-licensed staff and educator candidates**, which codifies the ability for Educator Advancement Funds to be spent on programs that support these groups of educators (SB 1552).

Appendix C: Key Performance Measure for Grow Your Own Programs

The Educator Advancement Council is directed to develop at least one new key performance measure (KPM) on the outcomes of its Grow Your Own programs. This performance measure should provide data for decision-makers to use in evaluating the costs and benefits for each type of GYO program. The measure should, at a minimum:

- Identify the number of people who enroll in the program.
- Identify the demographics of people enrolled.
- Identify the number of people who complete the program.
- Identify the number of people who become licensed Oregon educators through the program, and the types of endorsements licensees achieve.

If the purpose of a Grow Your Own program is not to produce licensed educators, the program's intended outcome should be stated, and the number of enrollees, completers, and the number of people who achieve the intended outcome should be quantified. The Educator Advancement Council and the Department of Education are directed to work with the Legislative Fiscal Office on the proposed key performance measure(s) during the 2023-25 legislative interim and complete development by June 2024 in order to propose the new KPM(s) during the 2025-27 budget process.

Appendix D: 2023-25 Grow Your Own Grantee Recipients

Twenty-nine GYO grantees are selected through a competitive application process. The 2023-2025 grant period includes six community colleges, one community-based organization, 10 education service districts, seven school districts and five universities. When reviewing the table, there are two programs with partners who provide tuition dollars to enrolled GYO participants.

Program Costs include program staff, supplies and materials, equipment, travel and transportation, professional services, contracted services and fees, staff professional development and training, and institution or organization indirect rate. Indirect rates vary depending on the type of institution or organization.

Participant Direct Support costs include all direct assistance and supports provided to participants, such as participation incentives or stipends, financial assistance, academic support, materials or equipment.

Table 16. Grow Your Own Grantee Award, Program Costs, and Participant Support, 2023-25

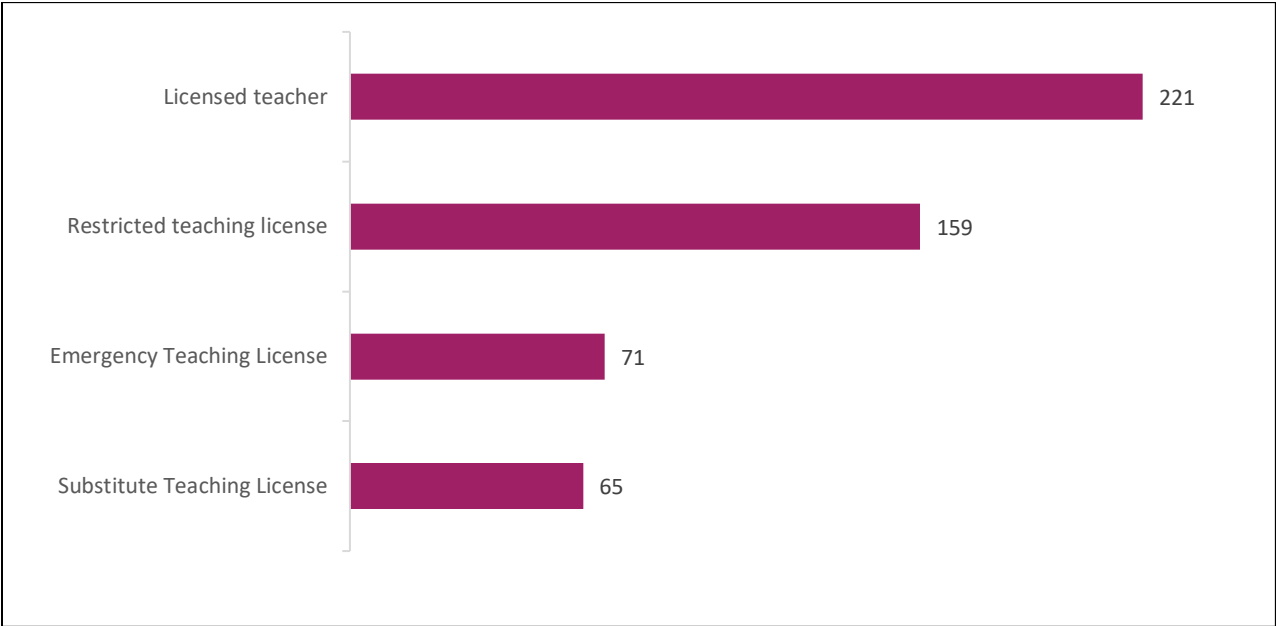
Grantee	County	REN	Award Amount	Program Costs	Participant Direct Support
Central Oregon Community College	Crook	Central Oregon REN	\$513, 856	\$446,205	\$67,651
Chemeketa Community College	Yamhill	South Coast to Valley REN	\$612,127	\$382,203	\$229,925
Clackamas Community College	Clackamas	Multnomah-Clackamas REN	\$612,500	\$312,379	\$300,121
Columbia Gorge Community College	Wasco	Columbia REN	\$611,734	\$362,734	\$249,000
Columbia Gorge Education Service District	Wasco	Columbia REN	\$607,125	\$372,125	\$235,000
David Douglas School District	Multnomah	Multnomah-Clackamas REN	\$612,500	\$554,000	\$58,500
Malheur Education Service District	Malheur	Eastern Oregon REN	\$609,131	\$59,131	\$550,000
Eastern Oregon University	Union	Oregon Trail REN	\$612,500	\$291,900	\$320,600
InterMountain Education Service District	Umatilla	Oregon Trail REN	\$611, 809	\$511,809	\$100,000
Jefferson County School District SD 509	Jefferson	Central Oregon REN	\$612, 416	\$341,997	\$270,419

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Lane Education Service District	Lane	Western REN	\$612,500	\$162,500	\$450,000
Lincoln County School District	Lincoln	Western REN	\$612,500	\$107,046	\$505,454
Linn Benton Lincoln Education Service District	Linn	Western REN	\$612,500	\$288,598	\$323,902
McMinnville School District	Yamhill	South Coast to Valley REN	\$612,500	\$288,792	\$323,708
Multnomah Education Service District	Multnomah	Multnomah-Clackamas REN	\$612,500	\$236,167	\$376,333
Northwest Regional Education Service District	Washington	Northwest REN	\$611,902	\$611,902	\$0.00
Oregon Association for the Education of Young Children	Clackamas	Multnomah-Clackamas REN	\$612,488	\$377,366	\$235,123
Oregon State University	Benton	Western REN	\$362,154	\$290,603	\$223,000
Portland Community College	Multnomah	Multnomah-Clackamas REN	\$612,500	\$461,272	\$151,228
Portland State University	Multnomah	Multnomah-Clackamas REN	\$612,500	\$165,170	\$447,330
Salem-Keizer Public Schools	Yamhill	South Coast to Valley REN	\$609,316	\$609,316	\$0.00
Southern Oregon Education Service District	Jackson	Southern Oregon REN	\$612,346	\$338,847	\$273,500
Three Rivers School District	Josephine	Southern Oregon REN	\$603, 611	\$353,611.40	\$250,000
Umpqua Community College	Douglas	Douglas REN	\$544,932	\$211,933	\$333,000
University of Oregon	Lane	Western REN	\$612,491	\$532,491	\$80,000
Wallowa ESD Region 18	Wallowa	Eastern Oregon REN	\$612,141	\$459,516	\$152,625
Western Oregon University	Polk	Western REN	\$612,500	\$371,500	\$241,000
Willamette Education Service District	Yamhill	South Coast to Valley REN	\$612,465	\$580,965	\$31,500
West Linn-Wilsonville School District	Clackamas	Multnomah-Clackamas REN	\$226,272	\$208,272	\$18,000

Appendix E: Grow Your Own Program Adult Participant Employment

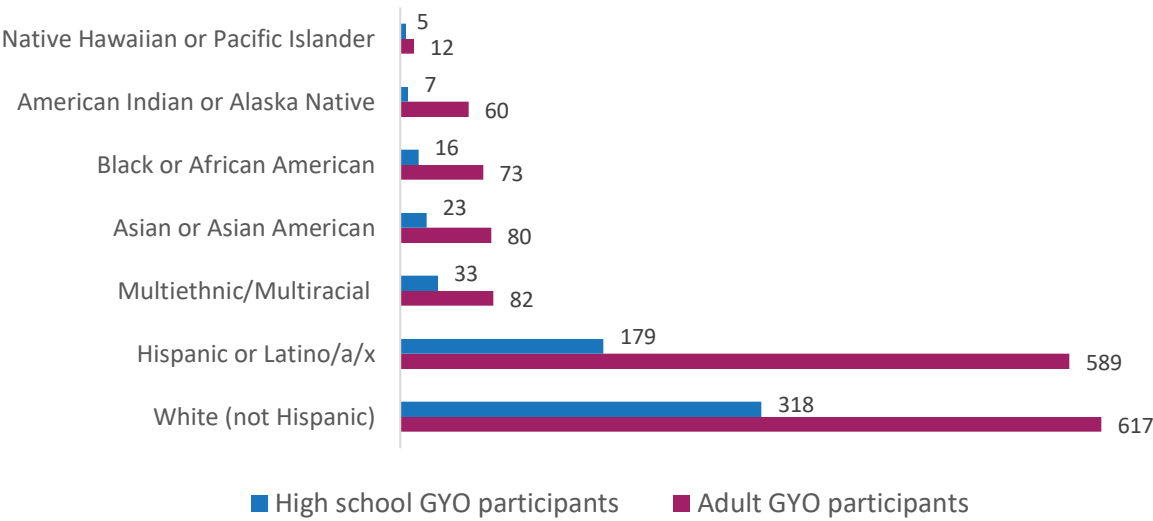
Figure 6. Employment or Licensure Type for GYO Adult Participants, 2023-24



Note. Current employment data and licensure were reported for 1,378 (80%) of adult GYO participants, “Other employment data” may also include post-secondary students. Data represents over 80% of participant data reported by GYO grantees.

Appendix F: Grow Your Own Program Participant Race and Ethnicity Information

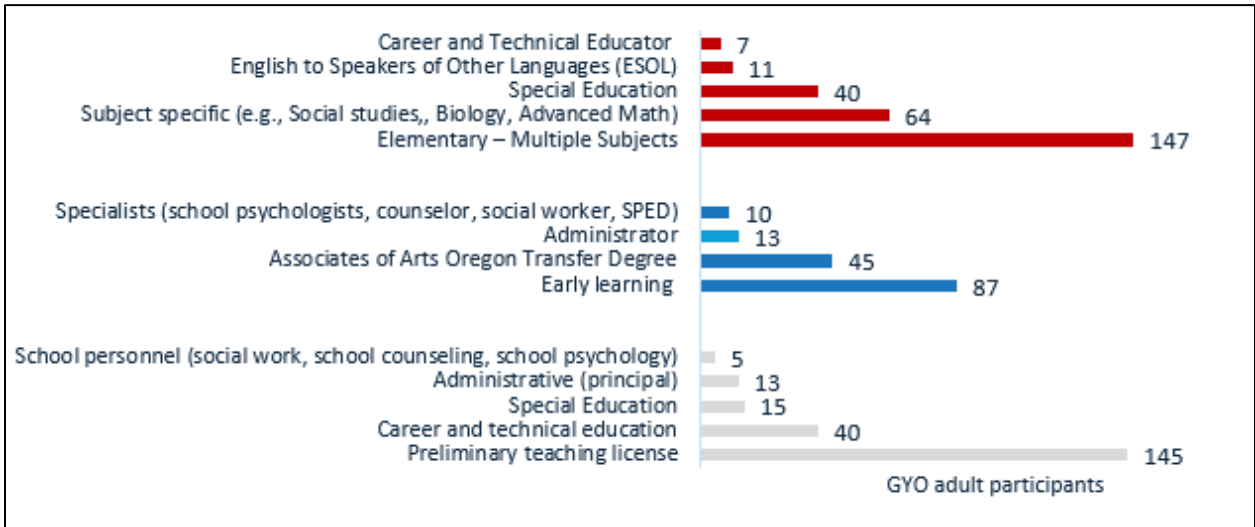
Figure 7. Race and Ethnicity of Adult and High School GYO Participants, 2023-24



Note. Race and ethnicity categories are determined as required by federal and state reporting.

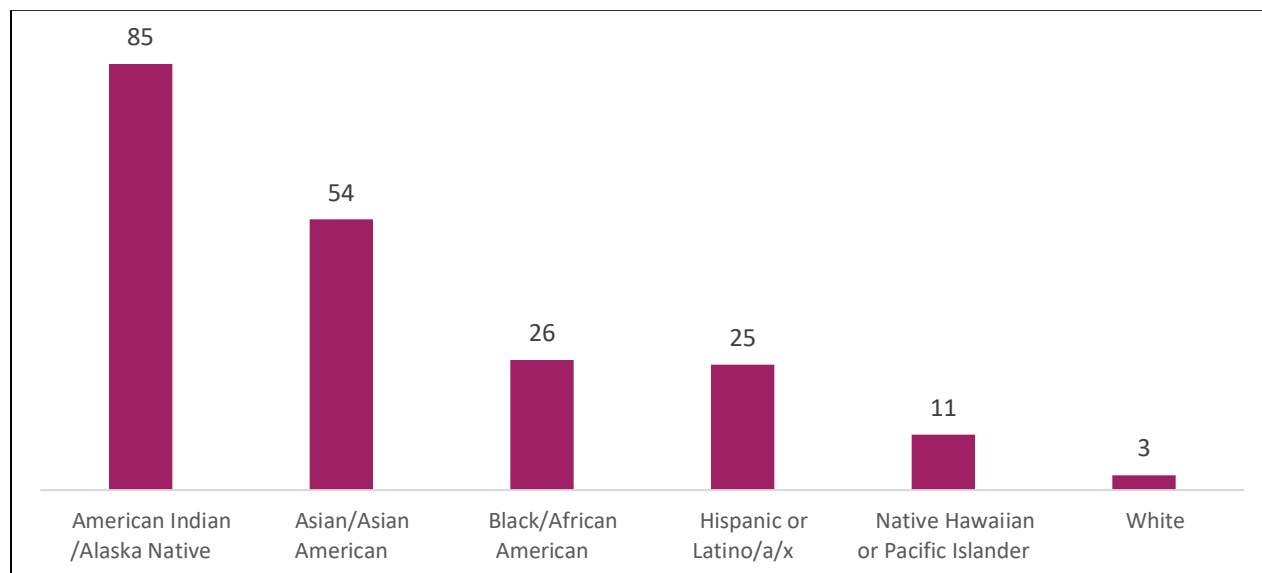
Appendix G: Grow Your Own Program Licenses, Certifications, and Endorsements Earned

Figure 8. Licenses, Certifications, and Endorsements Earned by GYO Participants, 2023-24



Appendix H: Grant-in-Aid Program Administered by the Higher Education Coordinating Commission

Figure 9. Race and Ethnicity of Oregon Teachers Scholar Program Recipients, 2023-24



Note. Race and ethnicity categories are determined as required by federal and state reporting.

Table 17. Oregon Teacher Scholars Program Recipient Counts and Awards, 2018-19 to 2023-24

Academic Year	Scholarship Award Amount	Number of Scholars Awarded	Total Scholarship Funds Awarded
2018-2019	\$5,000	70	\$345,000
2019-2020	\$5,000	70	\$330,000
2020-2021	\$5,000	172	\$827,334
2021-2022	\$10,000	183	\$1,680,000
2022-2023	\$10,000	163	\$1,615,000
2023-2024	\$12,000	180	\$2,087,680
	\$47,000		

Source. Office of Student Access and Completion, Higher Education Coordinating Commission as of May 2024.

Note. Administrative costs are 10% of the total obligated funds per biennium.

Table 18. Oregon Teacher Scholars Program Completers License Type, 2018-19 to 2023-24

License Type	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Total
Preliminary Teaching, including License for Conditional Assignment	33	49	67	83	84	75	391
Restricted Teaching		1	3	8	4	16	32
Emergency Teaching				6		4	10
Restricted Substitute Teaching				2		2	5
Charter School Registry - Teaching				1		1	2
Emergency Substitute Teaching				1			1
District Substitute Teaching					1	7	8
Restricted Administrator			1				1
Restricted Counselor						1	1
Professional Teaching			1				1
Total	33	50	72	101	90	106	452

Source: Teacher Standards and Practices Commission License records as of May 2023.

Note: Participants are organized in this table by their final year of participation in the scholarship program.

Appendix I: Grant-in-Aid Program Administered by the Teacher Standards and Practices Commission

Table 19. Diversity Licensure Expense Reimbursement Program Recipient Demographics, 2021-24

Race and/or Ethnicity	Total
American Indian or Alaskan Native	239
Asian/Asian American	661
Black/African American	315
Hispanic or Latino/a/x	1,498
A first language that is not English	1,038
Total (see note)	3,751

Source. Teacher Standards and Practices Commission. Definitions of “Diverse” as described by ORS 342.433.

Note. Candidates were given the option to select multiple responses, as indicated by the 'Select all that apply' format, allowing for a more comprehensive capture of their demographic identity. This program is now the Oregon Licensure Reimbursement Program.