



**Oregon Educator Equity Advisory Group  
June 12, 2019 WOU**

**MINUTES**

**Attending:** Marked with X

|   |                           |   |   |
|---|---------------------------|---|---|
|   | Koreen Barreras-Brown     | X | Cecelia Monto                             |
| X | April Campbell            | X | Rhonda Nese / Dianna Carrizales-Englemann |
|   | Tara Cooper               | X | Bahia Overton                             |
| X | Veronica Dujon – by phone | X | Cynthia Richardson                        |
| X | Jennifer Duvall           |   | Helen Richardson                          |
| X | Teresa Ferrer             | X | Tony Rosilez                              |
| X | Karen Gray, Chair         | X | Hilda Rosselli                            |
| X | Tawnya Lubbes – by phone  | X | Carlos Sequeira                           |
|   | Marvin Lynn               | X | Maria Dantas-Whitney                      |
|   |                           |   |   |
|   |                           |   |   |
|   |                           |   |   |
|   |                           |   |   |

**Visitors by phone: Amber Ryerson (WESD), Jessica Allen (Chalkboard)**

| <b>Agenda Item</b>                                  | <b>Discussion Notes</b>  |
|---|--|
| <b>1) Welcome &amp; brief updates Karen Gray</b>    | Meeting started at 1:10 p.m. with roll call and brief updates from members. Chair Gray added an item to the agenda regarding an issue raised by Tawnya Lubbes.   |
| <b>2) Approval of May 15, 2019, meeting minutes</b> | Cynthia Richardson moved to approve the minutes as presented, seconded by Jennifer Duvall. Motion passes.  |
| <b>3) Update on Oregon Teacher Scholars Program</b> | Total of 69 Scholars identified this year, including the last group of 16 scholars. Approval for \$1M for the 2019-21 bienium.   |
| <b>4) Implications of HB 4327 Language</b>          | Hilda shared a summary of the report requested of ODE and EAC in partnership with TSPC and HECC and partners due in January to recommend uses for \$15M being in held in reserve and focused on educator diversification from Sec 48 of the Student Success Act. |

|   |  |
|---|--|
| <p><b>5) Member status for 2019-20</b></p>                        | <p>Karen invited OEEAG members to reconfirm their interest in serving on the OEEAG next year. Suggested checking with some members who have been unable to attend regarding their interest in staying on the committee Karen announced she is stepping down from the Committee but she is interested in reviewing scholarships.</p>  |
| <p><b>6) Election of new chair and vice chair for 2019-20</b></p> | <p>Karen Gray nominated Cynthia Richardson as Chair and seconded by Teresa Ferer. Cynthia accepted the nomination and after a vote was unanimously elected.</p> <p>Karen Gray nominated Koreen Barreras-Brown as Vice-chair seconded by April Campbell. Koreen accepted the nomination and after a vote was unanimously elected.</p>   |
| <p><b>NEW ITEM:</b></p>   | <p>Tawnya Lubbes shared the history of HECC's Student Success Completion Model budget model for HECC and noted TSPC's removal of "bilingual" from the ESOL endorsement moving it to a dual language specialization. Mark Girod has proposed language for reporting in SCARF include EPP verification of:</p> <ul style="list-style-type: none"> <li>• Completion of the EPP-approved ESOL endorsement program</li> <li>• Completion of a language competency test as recognized by TSPC including either NES or ACTFL</li> <li>• Successful completion of student teaching (or at least a 90-hour practicum) in a dual-language classroom in which the educator uses two or more languages (regularly) to teach</li> </ul> <p>Concerns:</p> <ul style="list-style-type: none"> <li>• Semantic issue of bilingual definition versus dual-language.</li> <li>• Only 40 dual language schools so limited placement in dual-language classroom.</li> <li>• Feels like we are putting more expectations on candidates.</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• What is the goal for dual language specialization?</li> </ul> <p>One recommendation is for two levels of bilingual competency</p> <ul style="list-style-type: none"> <li>• Bilingual and able to communicate with students and families in a second language</li> <li>• Proficiency in the second language enabling them to teach in a second language</li> </ul> <p>TSPC will examine potential of micro-credentialing as a means of documenting that a candidate has advanced language skills.</p> <p>Additional needs for districts to help them discern the skill levels of candidates and to clarify the meanings relative to dual language and bilingual.</p> <p>Add as a potential to the work plan for adoption at the retreat in September.</p> |
| <p><b>7) Retreat date, location and proposed content</b></p> | <p>Discussion about locations and possible dates for the retreat in August. Cynthia, Koreen and Hilda will develop an agenda. Members shared their hopes for the Advisory Group for the upcoming year to include:</p> <ul style="list-style-type: none"> <li>• Develop educator diversity data for districts in the state so that groups can track progress.</li> <li>• Add an Oregon Administrators Scholar Program to create resources for future administrators of color.</li> <li>• Develop a director of resources and leaders (Yellow pages). Professional development topics and expertise.</li> <li>• Create a repository on the Ed Equity website for names and resources.</li> </ul>  |
| <p><b>8) Proposed meeting locations for next year</b></p>    | <p>To determine at the retreat.</p>   |
| <p><b>9) Public Comment</b></p>                              | <p>No public testimony.</p>   |

|   |   |
|---|---|
| 10) Break                               |   |
| 11) Revised 2019 Educator Equity Report | <p>Hilda provided an overview and draft status. Formal approval of 2018 Action Steps.</p> <ul style="list-style-type: none"> <li>• Proposed Action Steps for 2019-2020—All <ul style="list-style-type: none"> <li>○ Reviewed voting results and edits and recommendation was to accept as presented for inclusion in 2019 report</li> </ul> </li> <li>• Discussion of draft of 2019 report—All <ul style="list-style-type: none"> <li>○ Hilda requested individuals designated to review specific spotlights with all edits due back by Friday, June 14.</li> </ul> </li> </ul> <p>Of interest: It was suggested to consider partnering with Workforce initiatives in Oregon to consider a focus on educator employment and recruitment. Colorado got their workforce department to focus on education as their priority. Leveraging marketing money from <i>Workforce</i> Innovation and Opportunity Act (WIOA) in <i>Oregon</i><br/> <a href="https://www.oregon.gov/highered/institutions-programs/workforce/Pages/workforce.aspx">https://www.oregon.gov/highered/institutions-programs/workforce/Pages/workforce.aspx</a><br/> Karen Humelbaugh<br/> <a href="https://www.oregon.gov/highered/institutions-programs/workforce/Pages/workforce.aspx">https://www.oregon.gov/highered/institutions-programs/workforce/Pages/workforce.aspx</a></p> |
| Adjourn at 3:50 p.m.                    |   |