

# SOUTHERN OREGON UNIVERSITY EDUCATOR EQUITY PLAN

## BACKGROUND

As described in the Governor’s report ([https://www.oregon.gov/eac/Documents/EducatorAdvancement-Report\\_CEdO\\_Nov\\_2016.pdf](https://www.oregon.gov/eac/Documents/EducatorAdvancement-Report_CEdO_Nov_2016.pdf)) on Educator Advancement, high-quality teachers and effective administrators are key drivers to success in student learning, and diverse educators in particular enhance the education of all students. A more diverse workforce brings needed perspectives that help strengthen culturally responsive teaching practices most effective with today’s student populations. Therefore, the recruitment, preparation, and retention of diverse educators, is critical. In support of this finding, the State established a goal that the percentage of diverse educators employed reflects the percentage of diverse students in the state (ORS 342.437).

In support of this goal and other goals related to the diversification of the educator workforce (including the African American/Black Student Success Plan, Latino/a/x Student Success Plan, and American Indian/Alaska Native Student Success Plan), the Educator Advancement Council (EAC), in partnership with the HECC, will support Oregon’s six public educator preparation programs (EPPs) to develop and implement evidence-based best practices for the recruitment, preparation, and retention of diverse educators. The EAC specifically intends to support EPPs in the development and implementation of recruitment and retention strategies, which eliminate disparity, disproportionality, and predictability in outcomes.

Each university is required to develop a plan with specific goals, strategies, and deadlines for the recruitment, admission, retention, and graduation of diverse educators, and contribute to the development of the biennial Educator Equity Report required under ORS 342.448 and ORS 350.100. Since 2016, each EPP has submitted for approval, to the HECC, a biennial plan that describes the goals and strategies they will undertake and the HECC has provided review and approval of the plans (ORS 350.100). The EAC began providing grant funding to each of the six public universities in support of the development and implementation of the Equity Plans in 2020. The project will be closely coordinated with HECC and EAC staff to align with state goals, including continued evaluation and statewide measure of adequacy and feasibility.

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### A. Community of Practice Team

<b>Name of University:</b>	Southern Oregon University
<b>Community of Practice team members:</b>	Roni Adams, Associate Professor of Education and Tribal Nations Liaison, <a href="mailto:adamsr@sou.edu">adamsr@sou.edu</a> Amanda Casto, Instructor of Education and Equity Coordinator, <a href="mailto:castoa@sou.edu">castoa@sou.edu</a> Ria Galo, Multicultural Retention Specialist, <a href="mailto:molis@sou.edu">molis@sou.edu</a> Younghee Kim, Professor of Education and CRT Innovation Community team member, <a href="mailto:kimy@sou.edu">kimy@sou.edu</a> Margaret Perrow, Associate Professor of English Education and CRT Innovation Community Team Leader, <a href="mailto:perrowm@sou.edu">perrowm@sou.edu</a>
<b>Primary Contact for coordinating grant and Community of Practice:</b>	Amanda Casto, Equity Coordinator, <a href="mailto:castoa@sou.edu">castoa@sou.edu</a>

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## B. Strategies

### STRATEGY 1: Peer Navigation Coaches and Facilitated Culture Circles

Question	Response
<p><b>Area of Focus</b></p>	<p><i>Select the area(s) of focus that this strategy addresses.</i></p> <p><input checked="" type="checkbox"/>Retention – Quality Learning Experience  <input type="checkbox"/>Recruitment – Program Quality &amp; Relevance</p>
<p><b>Equity Problem of Practice:</b></p> <p>Where do educator candidates, in particular students of color, struggle the most? Identify <a href="#">program practice standards</a> aligned to the equity problem of practice.</p> <p>Which of the <a href="#">six conditions of systems change</a> do you see impacting your problem of practice?</p>	<p>Over the past six years, SOU’s Educator Equity Pathways have helped increase the proportion of students from culturally and linguistically diverse backgrounds enrolled in teacher licensure programs from 9 to 33%. Providing greater access, however, is but a first step—we must also work to ensure that they feel welcomed, supported and able to thrive once there. Because students from underrepresented populations confront a greater likelihood of encountering social isolation on college campuses (Sidanius, et. al., 2008)<sup>1</sup>, the availability of pro-active social supports is critical to ensuring that all students experience an equitable opportunity for success (Walton &amp; Cohen, 2007)<sup>2</sup>.</p> <p><input type="checkbox"/>Policies – <input checked="" type="checkbox"/>Practices – <input type="checkbox"/>Resources – (STRUCTURAL, explicit)  <input checked="" type="checkbox"/>Relationships/Connections – <input checked="" type="checkbox"/>Power dynamics – (RELATIONAL, semi-explicit)  <input checked="" type="checkbox"/>Mental models – (TRANSFORMATIVE, implicit)</p>
<p><b>Data Sources</b></p> <p>Please describe <b>three</b> different sources of data used to determine your equity problem of practice.</p> <p>What trends do you notice?</p>	<p>Strategies employed to improve recruitment of students from underrepresented populations include increasing opportunities to participate from off-campus locations and maintain paid employment throughout the entirety of teacher preparation programs. While these opportunities certainly facilitate greater access for diverse candidates, they also present unique sets of intersecting challenges. Completing a teacher licensure program while maintaining paid employment as a classroom aide, for example, increases both the range and complexity of demands placed upon candidates as they navigate and balance two already arduous sets of employment and licensure requirements.</p> <p>Program admissions data indicates that these challenges are more likely to be borne by culturally and linguistically diverse candidates, 43% of whom participate from off-campus locations and 24% employed within schools throughout the entirety of their licensure program. Meanwhile, qualitative data gleaned from student advising and program completer surveys reinforce and refine our understanding of the toll these challenges place upon candidates’ academic performance and personal wellbeing. In light of the staffing challenges being experienced by schools as a result of the pandemic, both the prevalence and pressures associated with these “dueling-responsibilities” continue to rise.</p>

<sup>1</sup> Sidanius, J., Levin, S., Van Laar, C., & Sears, D. (2008). The diversity challenge: Social identity and intergroup relations on the college campus. New York, NY: Russell Sage Foundation.

<sup>2</sup> Walton, G. & Cohen, G. (2007). A question of belonging: Race, social fit, and achievement. Journal of Personality and Social Psychology 92 (1), 82–96, DOI: 10.1037/0022-3514.92.1.82

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<p><b>Research-based Strategy/ Solution for Culturally Sustaining Practice:</b></p> <p>What strategy/solution are you using to address the equity problem of practice?</p> <p>Who will be your critical partners in addressing this problem of practice? How will you engage them?</p>	<p>Cultural affinity groups provide regularly scheduled, cohort-based venues for providing collegial support and connection while simultaneously developing the diverse funds of knowledge which students bring with them to the college campus (Kiyama &amp; Rios-Aguilar, 2018)<sup>3</sup>. Serving students who enter the university via one of our Underrepresented Student Pathway programs, Culture Circles at SOU focus on strengthening students' sense of belonging and cultural identity while also helping connect students with campus resources and demystifying the institutional culture and systems of higher education.</p> <p>Facilitated by upperclassmen who have successfully navigated a similar path, Culture Circles meet on a monthly basis to provide programming tailored to the specific cultural identity the groups being served. Peer Navigation Coaches are student worker positions trained and supported by the university's Multicultural Retention Specialist and also provide personalized mentoring and support via regularly scheduled office hours.</p> <p>Knowing that students from underrepresented backgrounds participating in teacher licensure programs are more likely to confront a unique set of additional challenges as discussed previously, establishing a Peer Navigation Coach and Culture Circle to specifically serve students from the Educator Equity Pathways will improve our ability to provide support tailored to address this population's unique circumstances.</p>
<p><b>Strategy Rationale:</b></p> <p>How do you know this is the right strategy? Describe if this strategy is new, adapted or adopted from previous efforts. How closely related is this practice to current district needs and expectations for meaningful employment?</p>	<p>SOU's Cultural Circles are modelled after existing Educators of Color Affinity Groups organized through a Multi-District Equity Collaborative sponsored by the Southern Oregon Educational Services District. While evaluation of that initiative is unfolding, we are working with our K-12 district partners to ensure that educators throughout the Southern Oregon region experience a consistent and well-aligned trajectory as they transition between pre-service and in-service professional development and support structures.</p>
<p><b>How will impact be measured?</b></p> <p><b>What will you learn?</b></p> <p>Describe what results you expect to see after implementing your strategy. Include approximate timeline.</p> <p>How will you identify and disaggregate candidate data for groups you will track.</p>	<p>Consistent with the university's approach to monitor progress towards achieving key strategic priorities, SOU has identified a combination of leading and lagging indicators for measuring the impact of Culture Circles. Because our theory of change posits that increasing students' sense of belonging will contribute to improving student retention and program completion, our leading indicator of success will be the level of students' self-reported sense of belonging within the program completion surveys. Disaggregating those results for students participating in a Culture Circle and comparing those to program-wide averages will help identify the effectiveness of the supports and interventions being provided. As a lagging indicator, improving the retention and completion rates for pathway program students to a point equal to or above whole program averages will be our ultimate measure of success.</p>

<sup>3</sup> Kiyama, J. & Rios-Aguilar, C. (2018). Funds of knowledge in higher education: Honoring students' cultural experiences and resources as strengths. New York, NY: Routledge.

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<p><b>Stage of Implementation:</b></p> <p>Self-assessment based on <a href="#">Quality Implementation Framework</a>.</p> <p>What evidence did you use to reach this conclusion?</p> <p>How are you building capacity for effective implementation of this strategy?</p>	<p><input type="checkbox"/> Connect &amp; Commit – <input type="checkbox"/> Inquire &amp; Investigate – <input type="checkbox"/> Design &amp; Develop – <input checked="" type="checkbox"/> Implement &amp; Iterate – <input type="checkbox"/> Sustain &amp; Scale</p> <p>Having begun by hiring two Peer Navigation Coaches and piloting Culture Circles for our Pacific Islander student cohort last year, we are now expanding to six coaches and instituting Culture Circles for students from our Latinx and Native American pathway programs as well.</p>
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## STRATEGY 2: Culturally Response Teaching Innovation Community

Question	Response
<p><b>Area of Focus</b></p>	<p><i>Select the area(s) of focus that this strategy addresses.</i></p> <p><input checked="" type="checkbox"/> Retention – Quality Learning Experience  <input type="checkbox"/> Recruitment – Program Quality &amp; Relevance</p>
<p><b>Equity Problem of Practice:</b></p> <p>Where do educator candidates, in particular students of color, struggle the most? Identify <a href="#">program practice standards</a> aligned to the equity problem of practice.</p> <p>Which of the <a href="#">six conditions of systems change</a> do you see impacting your problem of practice?</p>	<p>While peer support plays an important role in helping students feel welcomed and connected while on campus, the instructional practices and classroom climate they encounter is a crucial factor in the effectiveness of their professional preparation as aspiring educators. With that in mind, SOU faculty have convened a professional learning community dedicated to conducting ongoing research into Culturally Responsive Teaching, examining their curriculum and professional practices in light of this research, developing and experimenting with new CRT-informed practices, and disseminating their findings and applications to the wider SOU community.</p> <p><input type="checkbox"/> Policies – <input checked="" type="checkbox"/> Practices – <input type="checkbox"/> Resources – (STRUCTURAL, explicit)  <input checked="" type="checkbox"/> Relationships/Connections – <input checked="" type="checkbox"/> Power dynamics – (RELATIONAL, semi-explicit)  <input checked="" type="checkbox"/> Mental models – (TRANSFORMATIVE, implicit)</p>

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<p><b>Data Sources</b></p> <p>Please describe <b>three</b> different sources of data used to determine your equity problem of practice.</p> <p>What trends do you notice?</p>	<p>Southern Oregon University employs several data sources to assess the campus and classroom climate experienced by students of color and evaluate the effectiveness of efforts to continually improve it. The National Survey of Student Engagement includes a module on “Inclusiveness and Engagement with Cultural Diversity” which examines students’ exposure to inclusive teaching practices and perceptions of institutional values and commitment to diversity. Meanwhile, SOU’s internal Bias Response Team collects real-time data regarding bias related complaints and monitors data showing progress towards SOU’s Strategic Direction IV which states that the university will strive to create a diverse, equitable, inclusive community where learners will flourish. Finally, with specific reference to the experience and perspectives of students participating in teacher licensure programs, we are modifying our annual program completer surveys to include a block of questions specifically focused on measuring students’ sense of belonging and extent to which program faculty model inclusive teaching practices.</p> <p>Triangulating each of these sources and using results from recent years to establish a comparative baseline will enable us to assess the effectiveness of these ongoing efforts and identify trends over time.</p>
<p><b>Research-based Strategy/ Solution for Culturally Sustaining Practice:</b></p> <p>What strategy/solution are you using to address the equity problem of practice?</p> <p>Who will be your critical partners in addressing this problem of practice? How will you engage them?</p>	<p>Culturally Responsive Teaching (CRT) is an approach to pedagogy that recognizes and builds upon the importance of including students’ cultural references in all aspects of learning (Ladson-Billings, 1994). Innovation Collaboratives are a form of Professional Learning Communities specifically tailored to the unique context of higher education focused on establishing a culture of collaboration to improve the experience and learning of students.</p> <p>Braiding together these two frameworks, one substantive and one procedural, SOU’s CRT Innovation Collaborative is a key ally and resource for ensuring that student perspectives voiced through Culture Circles are greeted with a hospitable institutional response. With 20 regular attenders drawn from across multiple departments and with close linkages to similar equity efforts currently underway in the regional K-12 community, the CRT Innovation Collaborative provides a direct venue for engaging critical thought and practice partners across both intuitional and system boundaries.</p>
<p><b>Strategy Rationale:</b></p> <p>How do you know this is the right strategy? Describe if this strategy is new, adapted or adopted from previous efforts.</p> <p>How closely related is this practice to current district needs and expectations for meaningful employment?</p>	<p>The current iteration of the CRT Innovation Collaborative builds upon the success and extends the work of prior efforts. A core team of faculty from the Education and English departments began meeting as part of an ODE funded project in 2015. At that time, SOU’s CRT Transformation Team instituted monthly brown bag meetings to strengthen faculty understanding of, commitment to, and implementation of culturally responsive practices within their own classrooms, establish a CRT lending library, and create opportunities for shared professional learning spanning both K-12 and higher education contexts. Having convened a series of shared regional summits with speakers ranging from Zaretta Hammond and Linda Christenson, that group expanded and formalized into the CRT Innovation Collaborative in 2019 with funding provided through the SOU Center for the Advancement of Teaching and Learning. The</p>

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	current plan seeks to reinstitute and expand upon that work via renewed support enabled by the Educator Equity Plan.
<p><b>How will impact be measured?</b></p> <p><b>What will you learn?</b></p> <p>Describe what results you expect to see after implementing your strategy. Include approximate timeline.</p> <p>How will you identify and disaggregate candidate data for groups you will track.</p>	<p>Evaluating the success of the Innovation Collaborative will again employ a combination of leading and lagging indicators. As a necessary precursor to improving instructional effectiveness, the receptiveness of faculty to critically examine their own practice and invest in a collaborative improvement process will be measured by the number of SOU faculty participating in ongoing culturally responsive and anti-racist professional development activities. A lagging indicator of the impact of these efforts upon the student learning experience will be measured by an aggregated cultural responsiveness score reported within the NSSE, DRT and program completer surveys. Disaggregating scores by program will enable SOU to compare scores for students participating in teacher licensure programs against university-wide averages.</p>
<p><b>Stage of Implementation:</b></p> <p>Self-assessment based on <a href="#">Quality Implementation Framework</a>.</p> <p>What evidence did you use to reach this conclusion?</p> <p>How are you building capacity for effective implementation of this strategy?</p>	<p><input type="checkbox"/>Connect &amp; Commit – <input type="checkbox"/>Inquire &amp; Investigate – <input type="checkbox"/>Design &amp; Develop – <input type="checkbox"/>Implement &amp; Iterate – <input checked="" type="checkbox"/>Sustain &amp; Scale</p> <p>Building upon the success of prior CRT communities of practice, the new iteration of the Innovation Collaborative will continue deepening their own knowledge and refining their practice of CRT within their own courses. With Educator Equity funding provided for the biennium, they will be well positioned and prepared to expand their scope of influence by serving as coaches for other faculty members and programs in year two.</p>

## STRATEGY 3: Tribal Nations Liaison

Question	Response
<p><b>Area of Focus</b></p>	<p><i>Select the area(s) of focus that this strategy addresses.</i></p> <p><input type="checkbox"/>Retention – Quality Learning Experience  <input checked="" type="checkbox"/>Recruitment – Program Quality &amp; Relevance</p>
<p><b>Equity Problem of Practice:</b></p> <p>Where do educator candidates, in particular students of color, struggle the most? Identify <a href="#">program practice standards</a> aligned to the equity problem of practice.</p> <p>Which of the <a href="#">six conditions of systems change</a> do you see impacting your problem of practice?</p>	<p>While SOU's teacher preparation programs have steadily increased the proportion of students from culturally and linguistically diverse backgrounds over the past six years, the number of Native American candidates has failed to keep pace with increases among other diverse populations. Proactively recruiting this demographic of candidates has proven challenging in part because of their underrepresentation among working school paraprofessionals who are a primary recruiting pool for our existing educator equity efforts. Appointing a trusted faculty member and tribal representative as Native Nations Liaison is intended to help build closer connections and relationships with prospective Native American candidates and also with the tribal administrators and community elders who may nominate, encourage and support them during their pathway to becoming licensure teachers.</p>

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	<input type="checkbox"/> Policies – <input type="checkbox"/> Practices – <input checked="" type="checkbox"/> Resources – (STRUCTURAL, explicit) <input checked="" type="checkbox"/> Relationships/Connections – <input checked="" type="checkbox"/> Power dynamics – (RELATIONAL, semi-explicit) <input type="checkbox"/> Mental models – (TRANSFORMATIVE, implicit)																								
<p><b>Data Sources</b></p> <p>Please describe <b>three</b> different sources of data used to determine your equity problem of practice.</p> <p>What trends do you notice?</p>	<p>Admissions data over a seven year period indicate that successful recruitment Native American candidates into SOU’s teacher licensure programs continues to lag behind that of other culturally and linguistically diverse (CLD) populations.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>CLD Candidates in SOU Teacher Licensure Programs</caption> <thead> <tr> <th>Year</th> <th>CLD cohort %</th> <th># Native American</th> </tr> </thead> <tbody> <tr> <td>15-16</td> <td>9</td> <td>4</td> </tr> <tr> <td>16-17</td> <td>14</td> <td>3</td> </tr> <tr> <td>17-18</td> <td>19</td> <td>0</td> </tr> <tr> <td>18-19</td> <td>15</td> <td>1</td> </tr> <tr> <td>19-20</td> <td>24</td> <td>2</td> </tr> <tr> <td>20-21</td> <td>33</td> <td>3</td> </tr> <tr> <td>21-22</td> <td>30</td> <td>4</td> </tr> </tbody> </table> </div>	Year	CLD cohort %	# Native American	15-16	9	4	16-17	14	3	17-18	19	0	18-19	15	1	19-20	24	2	20-21	33	3	21-22	30	4
Year	CLD cohort %	# Native American																							
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<p><b>Research-based Strategy/ Solution for Culturally Sustaining Practice:</b></p> <p>What strategy/solution are you using to address the equity problem of practice?</p> <p>Who will be your critical partners in addressing this problem of practice? How will you engage them?</p>	<p>Successful recruitment of culturally and linguistically diverse candidates over the past six years has involved partnering with regional K-12 school districts who have strong existing relationships with their diverse paraprofessional staff. The encouragement of districts to nominate and help support their culturally and linguistically diverse paraprofessionals embarking upon teacher preparation programs has proven critical to identifying and retaining promising candidates. With Native American candidates currently underrepresented among that pool of potential candidates, we are working to establish similar partnerships with tribal departments of education who are in the best position to play a similar role to that currently played by our other district partners. To build trust and establish working partnerships with the tribal communities, SOU has invested in hiring an experienced faculty member of tribal descent to serve as a Tribal Nations Liaison. This person works closely with tribal members to identify and overcome the barriers that have historically discouraged and impeded Native American candidates from pursuing a career in teaching.</p>																								
<p><b>Strategy Rationale:</b></p> <p>How do you know this is the right strategy? Describe if this strategy is new, adapted or adopted from previous efforts.</p> <p>How closely related is this practice to current district needs and</p>	<p>As described above, we know that cultivating strong partnerships with administrators who have close working relationships with potential candidates is an effective strategy for boosting the success of recruitment efforts because it has already done so with regards to school paraprofessionals and classified staff from diverse backgrounds. This candidate pool has strong potential to become effective classroom teachers because they have already demonstrated commitment to and success working with students and, in many cases, with family outreach and engagement. Recruiting teacher preparation candidates from within the community in which they already live and work is directly aligned</p>																								

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<p>expectations for meaningful employment?</p>	<p>with the philosophy and approach reflected in the statewide Grow Your Own initiative.</p>
<p><b>How will impact be measured?</b></p> <p><b>What will you learn?</b></p> <p>Describe what results you expect to see after implementing your strategy. Include approximate timeline.</p> <p>How will you identify and disaggregate candidate data for groups you will track.</p>	<p>Given the long history of marginalization in and by public schools, the work of building trust and rapport with Native candidates and communities is expected to be long and slow. Accordingly, measures of impact begin with simple points of contact—how frequently and how widely does the liaison meet with tribal community members. Indicators of success in building trust and relationships will include the number of tribal departments of Education nominating and offering to support, financially or otherwise, candidates entering into teacher preparation. Increasing the number of Native American applicants and program completers is the ultimate measure of success, while the willingness of those successful candidates to serve as ongoing program partners (as cooperating teachers, mentors and local community liaisons) will help ensure the continuity and sustainable growth of this mutual undertaking.</p> <p>To date, one Cow Creek member employed as the South Umpqua School District's Tribal Family Advocate has now enrolled in SOU's Second Bachelor's program to earn her teaching license.</p>
<p><b>Stage of Implementation:</b></p> <p>Self-assessment based on <a href="#">Quality Implementation Framework</a>.</p> <p>What evidence did you use to reach this conclusion?</p> <p>How are you building capacity for effective implementation of this strategy?</p>	<p><input checked="" type="checkbox"/> Connect &amp; Commit – <input type="checkbox"/> Inquire &amp; Investigate – <input type="checkbox"/> Design &amp; Develop – <input type="checkbox"/> Implement &amp; Iterate – <input type="checkbox"/> Sustain &amp; Scale</p> <p>The Tribal Nations Liaison has been working to establish rapport and trust with tribal partners throughout the state with a particular emphasis upon those located in geographical proximity to SOU's teacher preparation programs based in the Rogue Valley, Klamath Falls and Coos Bay. She has been attending monthly Zoom meetings with the Southern Coast GYO Advisory Council which includes representatives from the Coos and Coquille Tribes, and has been collaborating with representatives from the Tribal Education Department of the Cow Creek Band of Umpqua Indians and will be meeting with members of the Klamath Tribes as their offices re-open.</p> <p>Through ongoing connection with SOU Native American Studies professors, instructors, and students, she is working collaboratively to attract future teachers, advise Native students currently enrolled in our teacher education programs, and mentor prospective students at Klamath Community College.</p>

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## C. Preliminary Budget Plan

Please provide your best estimate of how funds will be distributed across the strategies and the cost of participation in the Community of Practice. We understand this budget is subject to change.

Category	Item	Description	Schedule	Amount	Percent of Total Grant Amount
<b>Strategy 1: Peer Navigation Coaches and Facilitated Culture Circles</b>					
Personnel	Peer Navigation Coaches	Six .25 FTE student worker positions	10/1/2021 – 6/31/2023	\$53,000	35.3%
Materials	Culture Circle refreshments	\$50 per event	3 Circles meeting monthly	\$3,000	2%
<b>Strategy 1 Total</b>				<b>\$56,000</b>	<b>37.3%</b>
<b>Strategy 2: Culturally Responsive Teaching Innovation Community</b>					
Personnel	Faculty stipends	\$1,000 for 10 faculty	4/1/2022 – 6/31/2023	\$10,000	6.7%
Materials	Curriculum materials	\$500 for 10 faculty	4/1/2022 – 6/31/2023	\$5,000	3.3%
<b>Strategy 2 Total</b>				<b>\$15,000</b>	<b>10%</b>
<b>Strategy 3: Tribal Nations Liaison</b>					
Personnel	Salary and OPE	.25 FTE	1/1/2022 – 6/31/2023	\$50,000	33.3%
Travel	Food and lodging	Quarterly visits to tribal Education Departments	1/1/2022 – 6/31/2023	\$2,000	1.3%
<b>Strategy 3 Total</b>				<b>\$52,000</b>	<b>34.7%</b>
<b>Community of Practice Participation</b>					
Personnel	Faculty stipends	\$1,000 for team of 5	tba	\$5,000	3.3%
Travel	Food and lodging	CoP participation	tba	\$2,000	1.3%
<b>CoP Total</b>				<b>\$7,000</b>	<b>5.7%</b>
<b>Total Direct Costs</b>				<b>\$130,000</b>	<b>86.7%</b>
<b>Administrative Costs</b>					
Personnel	Administrative release for Equity Coordinator	4-credit course release to oversee implementation of strategies and Community of Practice	4/1/2022 – 6/31/2023	\$5,000	3.3%
Indirect	Grants and contracts overhead	University assessment		\$15,000	10%
<b>Total Administrative Costs</b>				<b>\$20,000</b>	<b>13.3%</b>
<b>Total</b>				<b>\$150,000</b>	<b>100%</b>



Date: May 3, 2022

To: Dr. John King  
SOU Division Director, Education, Health and Leadership

From: Sabrina Prud'homme  
University Board Secretary

Re: **Board of Trustees Action on SOU Educator Equity Plan**

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On April 21, 2022, in the regularly scheduled meeting of the Academic and Student Affairs Committee of the board, the committee reviewed the "SOU Educator Equity Plan." The committee found the plan to be adequate and feasible, and unanimously recommended it to the full SOU Board of Trustees for approval.

In the regularly scheduled meeting of the Board of Trustees of Southern Oregon University on April 22, 2022, the board found the SOU Educator Equity Plan to be adequate and feasible as presented, and the plan was approved unanimously.

Dr. King, thank you for your longtime dedication to SOU and matters of equity, diversity and inclusion for the university and educators in Oregon. Your contributions to SOU and education in this state have strengthened both.

If you need anything further regarding the SOU Educator Equity Plan, please let me know.

Best wishes to you in your future endeavors.

A handwritten signature in black ink that reads 'Sabrina Prud'homme'.

SJP

# Meeting Oregon's Education Workforce Needs

Education Recruitment Plan

October 2021 Edition



Western Oregon  
UNIVERSITY

College of Education

## **Preamble**

The educator programs at Western Oregon University have always sought to be responsive to the needs of Oregon schools, districts, and communities. Our programs prepare large numbers of classroom teachers each year and we recognize the responsibility we have to contribute to educator workforce development across the state. In 2015, the Oregon legislature passed HB 3375 that requires public universities to file plans indicating how they will “recruit, retain, admit, and graduate increasing numbers of culturally and linguistically diverse future teachers.” Building an educator workforce that matches the demographics of the K-12 children in Oregon became the major goal and several legislative actions, investments, and state agency efforts since 2015 have all contributed to these goals.

In large part, due to the requirements of HB 3375, Western Oregon University has prepared a report or plan documenting efforts to recruit, retain, and graduate the educators that Oregon needs for several years. A previous version of this plan focused on the contextual factors or the university-level factors that contributed to effective recruitment. Another version focused on retention within programs and documented efforts to retain a diverse population of future educators in educator preparation programs. Lessons learned from these reports were that Western Oregon University has a context conducive to support the diversification of the educator workforce and that the education programs do not represent a barrier for culturally and linguistically diverse future teachers. Though these issues have been previously investigated, they are not closed or resolved. Education faculty continue to work to develop supportive contexts and understand the lived experiences of those students moving through our programs. However, this version of our Recruitment Plan focuses on a broad range of change strategies implemented recently that are all working in concert to develop the educator workforce needed in Oregon. All versions of our Recruitment Plans can be found at the College of Education website and in our CAEP Self-Study Report.

The educator programs at Western are the longest running, continuously nationally accredited programs in the state holding accreditation since 1954. As we prepare for our upcoming site visit in 2022, we are finding that our Recruitment Plan is driving a great deal of our Quality Assurances System work including investigations of our recruitment funnel, matriculation, and employment. We spend enormous time and energy coordinating with district partners, aligning efforts, braiding funds, and searching for synergy in our region to accomplish our educator workforce development goals. We believe strongly in the theory of change that we can affect positive outcomes for children, families, and communities if we invest in, support, and build an educator workforce that is effective and shares the cultural and linguistic assets of our region. This has become our core work and it drives enormous innovation on our campus and within our programs.

For these reasons, we are proud to present the October, 2021 version of our Educator Preparation Recruitment Plan titled, *Meeting Oregon's Education Workforce Needs*.

## **Overview**

Western Oregon University has a positive and supportive campus climate that contributes to the effectiveness of efforts to recruit, retain, and graduate increasing numbers of culturally and linguistically diverse students. Institutionally, our student population was 38.6% non-white in fall '20 (WOU, Institutional Research) with a 19.6% Latinx population. Western aspires to become the first four-year, public university in the state to qualify as a Hispanic Serving Institution, a designation

bestowed by the Hispanic Association of Colleges and Universities (HACU). The faculty demographics at Western do not currently match the diversity of our student population. Though 24.3% of our total instructional faculty report as non-white, only 5.2% of them are Latinx. Clearly, our campus has progress to be made around building the faculty (and staff) workforce that matches the demographics of our university students. It is essential to bring faculty to campus with cultural and linguistic assets that are similar to our major student groups.

Interestingly, during summer 2021, the College of Education conducted a language asset analysis of all faculty and staff and learned that, despite the university demographics, 56% of tenured and tenure track faculty and 36% of the staff in the College of Education report being bilingual. Spanish and American Sign Language represented the most common linguistic assets for our employees followed next by Chinese, Taiwanese, Arabic, German, French, Italian, Portuguese, Italian, and Quechua. These assets are critical to support the targets and goals pursued in educator preparation.

Finally, Western Oregon University has an active University Diversity and Inclusion Advisory Committee (UDIAC) that reports directly to the President. Supported by UDIAC and an active student advocacy group, Western is preparing to launch a search for an inaugural, cabinet-level Diversity Officer. Our campus is excited about this opportunity to align resources and innovations with our mission and goals and to continue to make progress toward becoming more deeply inclusive and diverse in all ways.

It is within this supportive institutional climate that the educator programs Recruitment Plan is situated. More details about university context salient to our goals can be found in previous reports.

### **Educator Program Targets**

Oregon is fortunate to have a supportive policy context relative to educator workforce development. The system is far from perfect as evidenced by the lack of a comprehensive educator supply and demand report in the last decade, but relative to building a culturally and linguistically diverse workforce, several positive alignments and tools exist. Since 2016, the Educator Advancement Council has published the annual Oregon Educator Equity Report which reviews available data on the status of the educator workforce and the children of Oregon relative to cultural and linguistic assets. This comprehensive report serves as a compass relative to these outcomes though without accompanying supply and demand information the nuances of how need is parsed by educator license type, endorsement area, and for geographics regions of the state continues to be unknown. However, the main targets remain clear in that 38.5% of the children in Oregon are ethnically diverse (2019-2020) while only 10.9% of the teachers are ethnically diverse (2019-2020). Unfortunately, only 21.5% of the initial licensure completers in Oregon are ethnically diverse (2018-2019) so Oregon is actually losing ground relative to building a workforce that matches the diversity of our students.

Given this context, and as codified in our 2020 Recruitment Plan, educator programs have two major targets toward which much effort is directed. These targets include:

- Target 1: To recruit, retain, admit, and graduate increasing numbers of culturally and linguistically diverse future educators as necessary to match the cultural and linguistic assets found in Oregon's children, families, and communities.

Target 2: To prepare the types of educators needed to meet workforce needs in our region and in the state. Specifically, to prepare increasing numbers of special education teachers and bilingual teachers.

Clearly, there is overlap between these two targets as we also aspire to prepare increasing numbers of culturally and linguistically diverse special education teachers and other combinations at the intersection of these two targets. The targets are not mutually exclusive and supporting one often also supports the other. Change strategies designed to work toward these targets, therefore, often influence both targets simultaneously but we report them separately so that we can more easily set and monitor goals and progress toward those targets over time.

It is important to understand that these targets are the most salient in our region. We have other outcomes that we care about including preparing more advanced mathematics teachers, more Spanish teachers, more deaf education teachers, and even increasing numbers of elementary teachers. Oregon has teetered on the edge of a qualified teacher shortage for many years and simply increasing the number of licensed educators is also an outcome that matters at Western. The state of Oregon needs Western Oregon University to contribute in each of these ways and, like with our two major targets, these other outcomes are also supported by our change strategies. However, we will judge ourselves against these two targets, specifically.

### **Supportive Contextual Work**

Before we take a deep dive into the change strategies that we have implemented and the goals identified to help us move toward the two broad targets, we share important contextual work underway that we believe also contributes to our abilities to reach our targets. We divide these contextual elements into (a) external policy and partnership efforts and (b) internal anti-racist and inclusive practices.

#### **External partnerships and policy participation**

*Educator Advancement Council and Regional Educator Networks.* Western education faculty have worked hard to develop partnerships and serve on committees and organizations that are helping to lead implementation of changes around the state relative to preparing the educator workforce needed. Dean Mark Girod serves as a Director with the Educator Advancement Council (EAC) and participates in monthly policy and implementation meetings associated with education workforce development issues. The EAC also has representatives from the Oregon Department of Education (ODE), the Early Learning Division (ELD), Teacher Standards and Practices Commission (TSPC), and the Higher Education Coordinating Council (HECC) and is an intra-agency group committed to educator workforce development. EAC Directors also include key legislators so there is a tight connection to policy actions.

The Educator Advancement Council funds ten Regional Educator Networks (RENs) around Oregon focused on local district participation and the identification and solving of local educator workforce needs. Dr. Maria Dantas-Whitney serves on the coordinating body of the REN organized out of the Northwest Regional Education Service District (NWRESA) that serves districts in Washington, Columbia, Clatsop, and Tillamook counties. Dr. Cindy Ryan serves on the coordinating body of the REN organized out of Douglas ESD serving Douglas county school districts including critical rural and tribal communities. Dean Mark Girod also serves on the coordinating body for the

South Coast to Valley (SC2V) REN organized out of Willamette ESD that also serves the South Coast ESD. Together the SC2V REN serves the districts of Polk, Marion, Yamhill, Coos, and Curry counties. As the RENs were being established, Western also signed on as partners with the REN serving both Clackamas and Multnomah ESDs serving Clackamas and Multnomah counties and also the REN supporting Lane ESD and Linn Benton Lincoln ESD serving each of those four counties as well. In total, we identify our partnership footprint as a contiguous group of 16 counties serving more than 80% of Oregon's schools, teachers, and children. Our goal is to be the best higher education partner possible to all educators, districts, communities, and schools in that footprint. Through this, we will serve the needs of Oregon children more effectively.

*Mid-Valley Education Collaborative.* For more than a decade, Western education faculty met monthly with representatives from the Salem-Keizer School District and other area educator preparation programs including Corban University, Willamette University, and Pacific University. Conversations centered on improvement to practices for recruiting new educators, preparing educators through robust clinical experiences, and then hiring, on-boarding, and mentoring educators to improve retention. These conversations have been incredibly productive and useful in the day-to-day practices of the work we all share together.

In August of 2021, a kick-off meeting was held for the Mid-Valley Education Collaborative (MVEC) which seeks to replicate the powerful and embedded relationships between educator preparation programs and ten mid-valley school districts. Great enthusiasm exists for a continuation of this mid-valley effort and working sub-committees are in development focused on: (a) recruitment and pathways to the profession; (b) preparation, placements, and clinical practices; (c) hiring, retention, mentoring, and professional development; (d) data, evaluation, and research, and; (e) a steering committee for the full group. The organizational leadership for the group is being provided by Willamette ESD but our district partners also span into the Linn Benton Lincoln ESD and two Regional Educator Networks. We are excited about the possibilities that MVEC represents in our region to launch shared solutions to common problems, braid funds and pursue strategic investments, and to model for the rest of the state what it means to collaborate effectively and achieve shared goals.

*Statewide Longitudinal Data System.* Dr. Mark Robertson, Director of Accreditation in the College of Education at Western, is currently partnering with three other universities, Teacher Standards and Practices Commission, and the Higher Education Coordination Commission's State Longitudinal Data system team. This group is working to create a systematic data file for each Oregon educator preparation program that provides a comprehensive list of program completers and the year they were hired in public schools for all professional positions. This will allow each educator preparation program to look backward to identify rates of emergency licenses awarded, types and locations of specific schools of employment that may inform employer satisfaction, and to monitor retention and promotion of hired completers. This file will also allow for disaggregation into subgroups and contribute to fine-grained analysis of educator workforce preparation and implementation across the state.

*Participation on Oregon Education Equity Team.* As mentioned previously, since 2016, the Educator Advancement Council has produced a comprehensive Education Equity Report documenting the changing demographics of Oregon's schools, districts, and communities and also the status of the educator profession relative to these same demographics. This report is the definitive statement in Oregon about progress being made (and not) relative to building the education workforce needed to

serve our children and communities. It includes relevant policy changes, relevant state agency changes and reorganizations, and includes promising practices that should be considered for continuing to move the needle. Western is fortunate that faculty member, Dr. Maria Dantas-Whitney, has served continuously on the advisory council for this critical statewide report and we benefit from her insider knowledge and understanding of the issues detailed each year.

### **Internal anti-racist and inclusive practices**

*Justice, Equity, Diversity, and Inclusivity.* The College of Education recently established the Office of Justice, Equity, Diversity, and Inclusion to support the work necessary in all our programs and practices. COE JEDI centers anti-racism and anti-colonialism in all work in the College of Education. By placing justice first, we amplify the need to name oppression and remove barriers for students, staff, and faculty who traditionally experience inequity, invisibility, and harm in institutions of higher education. COE JEDI works to ensure that our teaching, service, and research is grounded in equity with the aim of preparing socially-responsible teachers and professionals. We seek to become actively informed while advocating for and supporting those who have faced discrimination and racial aggression in schools, workplaces, and society. Our goals include: (a) establish academic, financial, and social support for typically marginalized students; (b) maintain spaces for collective healing and understanding; (c) mediate institutional decision-making with an equity lens, and; (d) become the regional leader in anti-racist education and advocacy for traditionally marginalized communities. More about COE JEDI can be found here: <https://wou.edu/education/jedi/>

*Free, anti-racist course.* Education faculty partnered with Central School District teachers and administration to conduct deep, meaningful, and sustainable equity work across the entire school district during spring and summer 2021. After strategy discussions, lead faculty were identified at Western and the district-level equity team was identified at Central SD to collaborate, develop, and then implement delivery of a free anti-racist professional development course. Led by Dr. Jaclyn Caires-Hurly and Mandy Olsen at Western, nationally recognized professional development supporters were brought in including Dr. Bettina love from the University of Georgia, Conscious Education Consulting, Resolutions Northwest and Restorative Justice training, the BUENO Center at the University of Colorado, and Gender Spectrum training as well. Building-level equity teams in each of the six district schools and at the district office were convened, building-level implementation plans were developed, and then professional development needs were identified that helped each building-level team work toward implementation. More than 60 participants collaborated on this work and the hope is that significant progress will be made toward building a more inclusive district context. Of course, critical lessons were also learned that will be applied to educator preparation at Western.

*Curriculum integration work.* Education faculty recently developed an equity framework for curriculum infusion of Oregon's equity initiatives throughout the undergraduate, elementary licensure program coursework. This framework will allow utilization of the wisdom of the state equity initiatives including: (a) American Indian/Alaska Native Education and Tribal History/Shared History; (b) Black/African American Student Education; (c) Emerging Bilinguals (English Learners); (d) Ethnic Studies Standards; (e) LatinX Student Education, and; (f) Holocaust and Genocide Curriculum. This work will model for future teachers that these frameworks can be integrated in logical and useful ways to promote equity, inclusion, and multiculturalism in daily classroom instruction. This work was led by Drs. Kristen Pratt, Ken Carano, and involved several other faculty partners.

Together, these external and internal efforts contribute indirectly to the momentum that allows us to work effectively to meet the targets identified. In the next section, we detail change strategies specific to the major targets and use a set of prompts borrowed from CAEP exemplars including responding to each of these question prompts:

- a) Describe the goal and how it is aligned to the target?
- b) What relevant baseline data is available that informs the goal?
- c) Is achieving the goal feasible?
- d) What strategies or steps will be followed to achieve the goal and what resources are necessary to do so?
- e) What adjustments will be made going forward toward meeting the goal and the associated target?

A summary of all efforts, actions, and responses to these guiding questions are found in Appendix A.

### **Goals in Alignment with Targets**

The educator programs have invested considerable time, energy, and resources in innovations and change strategies designed to work toward the two major targets identified previously. What follows is a thorough description of change strategies, goals, and analysis of the theory of action in accordance with the prompts above.

**Target 1: To recruit, retain, admit, and graduate increasing numbers of culturally and linguistically diverse future educators as necessary to match the cultural and linguistic assets found in Oregon’s children, families, and communities.**

- a) Describe the goal and how it is aligned to the target?

The multi-faceted nature of Target 1 requires that we identify several goals including each of the following:

Goal 1a: Over the next six years, increase the number of culturally and linguistically diverse students enrolled in our preliminary licensure programs to 45%, estimated to match the percentage of culturally and linguistically diverse K-12 students in Oregon schools.

Goal 1b: Over the next six years, increase the number of culturally and linguistically diverse students completing our preliminary licensure programs to 40%, estimated to match the percentage of culturally and linguistically diverse K-12 students in Oregon schools, including a small gap to allow for losses within the preparation pipeline.

Previous analyses indicated that our preliminary licensure programs have a supportive climate and that retention within programs is not a significant impediment to achieving Target 1 therefore we focus here on simply adding more culturally and linguistically diverse students in our programs and then helping them graduate as a means to achieving Target 1.

- b) What relevant baseline data is available that informs the goal?

Over time, we have set several benchmarks by which to judge our successes relative to recruiting, admitting, retaining, and graduating increasing numbers of culturally and linguistically diverse future teachers.

Table 1. Percentage of culturally and/or linguistically diverse students in educator pathways over time (historical and aspirational goals).

	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>*20-21</u>	<u>*21-22</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u>	<u>25-26</u>	<u>26-27</u>
Applied	16%	20%	34%	30%	30%	32%	35%	38%	40%	45%
Admitted	92%	89%	76%	76%	80%	84%	86%	88%	90%	95%
Enrolled	73%	82%	71%	76%	80%	84%	86%	88%	90%	95%
Completed	16%	19%	32%	30%	30%	32%	34%	36%	38%	40%

\*Data during pandemic years has been impacted in ways not yet completely understood. We will continue to drive forward as pandemic conditions abate and pursue our goals to build the educator workforce needed.

Note. It has become increasingly common for students to decline to respond to questions asking them to identify their cultural and/or linguistic demographics. This fact adds significant uncertainty to this data. Approaches to address this will be described later.

Within the data included in table 1 is rich nuance in that application, admission, enrollment, and completion occur at different points of time during any one year across educator programs, includes a mix of 4-year undergraduate students, transfer students, and career changers or adult learners, and even has nuance within programs preparing educators with different endorsements, from different regions around the state, and coming from different community colleges. Additionally, linguistic diversity is not a category traditionally captured in university demographic surveys and so our numbers include local assessment of linguistic diversity that occurs regularly and systematically in all our educator program pathways. Our Quality Assurances System allows for the disaggregation of data to investigate these nuances, strategize to maximize opportunities and to shore-up gaps, weaknesses, or impediments within our systems. However, table 1 at the highest level of analysis, is how we choose to monitor over time. In section (d) we examine a range of tactics designed to help meet the goals and the associated target.

- c) Is achieving the goals feasible?

Educator faculty and administration believe that achieving these two goals in alignment with Target 1 are feasible though as overall numbers grow in preliminary licensure programs, meeting these target percentages will represent very large increases in raw numbers of culturally and linguistically diverse students enrolled and graduating. Significant resources are associated with each of these goals and resource allocation is dealt with specific to each change idea.

- d) What strategies, tactics, or steps will be followed to achieve the goal and what resources are necessary to do so?

The following section describes a series of tactics or efforts designed to achieve the two goals associated with Target 1. The two goals aligned with target 1 are complementary and the tactics or strategies are also complementary. We don't always have data available to help us know which tactic or strategy is working most effectively and so we look, listen, and adjust at the tactic level, to the best of our ability, in pursuit of the overall goals and target.

*Community college partnerships and transfer pathways.* Following HB 2998 (2017) which tasked the Oregon Higher Education Coordinating Commission with convening community colleges and public universities to explore transfer pathways. Two years of regular conversations and negotiations resulted in the development of a Major Transfer Map (MTM) in elementary education that was adopted by HECC in June 2020. Western education faculty, led by Dr. Marie LeJeune, were steadfast supporters for this work. In fact, the full HECC report on the elementary education MTM includes extensive appendices explaining how the transfer pathway works on each public university campus except at Western Oregon University. The basic MTM transfer pathway is all that is needed for students to navigate at Western as it does not contain caveats or other qualifiers that confuse or make more difficult use of the MTM. Again, Western education faculty embraced robust transfer pathways wholeheartedly.

From there, Education faculty and our education transfer advisor, Darlene Fritz, have worked tirelessly to build clear, clean, and robust transfer pathway maps with ten Oregon community colleges and continue to work to add the others. Darlene regularly visits community college campuses, has built strong professional relationships with advisors on those campuses, and is actively advising 200-300 community college students who will be preparing to transfer to Western in the future. The full wisdom and value of the education transfer pathways work can be found here: <https://wou.edu/teachered/teacherpathways/>

Table 2. Undergraduate Education majors by home community college, spring 2021  
Total number = 246

<u>Campus</u>	<u>Number</u>	<u>Percentage</u>
Chemeketa	100	41%
Linn-Benton	32	13%
Portland	20	8%
Clackamas	13	5%
Umpqua	10	4%
Lane	9	3%
Central Oregon	8	3%
Rogue	8	3%
Mount Hood	--	Less than 2%
Southwestern Oregon	--	Less than 2%
Oregon Coast	--	Less than 2%
Clatsop	--	Less than 2%
Columbia Gorge	--	Less than 2%
Blue Mountain	--	Less than 2%
Klamath	--	Less than 2%
Tillamook Bay	--	Less than 2%
Treasure Valley	--	Less than 2%

The information in Table 2 is supplied by Western Institutional Research and helps us prioritize which community college campuses are already strong feeders to our undergraduate, preliminary licensure program and also helps us be targeted in developing new relationships. Several investments have been necessary to support this work including: (a) ask transfer liaison advisor Darlene Fritz to

expand efforts to travel to community college campuses and cover her associated travel costs to do so estimated at approximately \$300/month (b) assign a graduate assistant to pick up the on-campus advising load that Darlene has vacated to more effectively serve community college transfer which requires an annual repurposing of \$20,000 and (c) utilize our web designer services to support the development of transfer web and print materials at an annual cost of \$12,000. We believe these are positive and worthwhile investments given their estimated return in support of the goals associated with Target 1.

*Additional remission scholarships and student support programs.* The Western Oregon University Board of Trustees has worked hard recently to increase student remission money available on our campus. Essentially, remission scholarships are those funded by Western to offset costs for students enrolled on our campus. Western continues to study how to most effectively utilize remission scholarships to support students with the greatest need who are also most likely to achieve graduation. Additionally, Western continues to support several academic success programs such as the Student Enrichment Program, Diversity Scholars, Multicultural Student Services, and has recently landed the Teacher Prep Student Support Services grant to also contribute to education major retention and completion. More information can be found about TPSSS here: <https://wou.edu/tpsss/>

In addition, Interim President Jay Kenton recently announced that an increase in scholarship funding for the Bilingual Teacher Scholars program would occur to support new students in fall '22. The increase in scholarships is from 19 in fall '21 (19\*\$3,000\*5 years) to 100 in fall '22 (100\*\$3,000\*5 years) equating to an institutional investment (or transfer of effort) from \$57,000 in fall '21 to \$300,000 in fall '22. This shift is in direct alignment to the institutional goal of becoming a Hispanic Serving Institution as rapidly as possible.

*Adding accessible program pathways.* Education faculty know that it is essential to have accessible programs available to working adults and to those living outside the valley. Education faculty have built online, hybrid, Saturday, and face-to-face options that allow future teachers to pick the pathways that are necessary for their success. Contributing to smooth community college transfer pathways, education faculty moved several courses to the 200-level to make it easier for students to complete meaningful coursework at their local community college before seeking degree completion and licensure at Western. Currently, faculty are preparing to roll-out an undergraduate pathway to Special Education licensure that we believe will also be critical for paraprofessionals and adult learners interested in becoming a teacher in this area. A recent study conducted by the College of Education exploring employment of paraprofessionals in Polk, Marion, and Yamhill counties indicates that half of the more than 4,000 paraprofessionals working in the region are assigned to special education supports. Again, building out accessible pathways in this area serves multiple purposes that will help us increase the numbers of special education teachers prepared. This work has been led by Drs. Katrina Hovey and Shari Hopkins and was supported by many other education faculty. This work was done utilizing resources from the successful Grow-Your-Own educators grant from the Oregon Department of Education called Rural Partners Pathways to the Profession (RP3). Once these accessible pathways are developed, no additional resources will be necessary to sustain them unless they become large and need internal faculty program coordination.

*Office for Advancement of Paraprofessionals.* Western has established the Office for Advancement of Paraprofessionals staffed by education faculty member, Dr. Rachel Harrington. This Office is focused on meeting the professional development needs of area paraprofessionals, supports paraprofessionals in charting degree completion and licensure pathways, and is also exploring

providing free on-boarding training for paraprofessionals. In August 2021, the 2<sup>nd</sup> annual summer Conference on Learning and Instruction for Paraprofessionals (CLIP) was held via zoom at Western and more than 100 paraprofessionals from Oregon and Alaska participated. More information about Western's Office for Advancement of Paraprofessionals can be found here: [www.wou.edu/education/cap](http://www.wou.edu/education/cap)

The Office of Advancement of Paraprofessionals is funded by money from the Higher Education Coordinating Council and includes \$12,000 per year. We anticipate that this money will continue to be available and that this work will continue uninterrupted and will mature over time to serve more educators in support of Target 1.

*High school pathways to the profession.* Western continues to explore with regional partners, how to effectively build high school pathways into the education profession. A recent Grow-Your-Own (GYO) grant awarded to Willamette Education Service District (WESD) explored building a high school pathway outside of the traditional bell structure allowing participants from across multiple schools and districts to form a professional community, receive professional development, and chart their paths to degree completion, licensure, and employment in a school district. In support of this, Western Oregon University also partners with WESD on an extensive dual-credit program that allows high school students to earn college credit in core academic disciplines through an assessment-based system called the Willamette Promise. Education faculty have recently worked to establish ED 200 Introduction to Education (led by Drs. Dana Ulveland and Marcus Wenzel) and ED 220 Introduction to Early Childhood Education (led by Drs. Andrea Emerson and Ya-Fang Cheng) in Willamette Promise to facilitate dual credit and to help high school students build momentum for entering educator professions. More information about Willamette Promise can be found here: <https://www.wesd.org/willamettepromise>

This work was supported by internal, College of Education saving across FY21 and are unlikely to be available going forward into FY22 and beyond. This is not a liability, however, because now that the courses are developed the annual investment to continue to deliver them in collaboration with district partners is carried by the institutional commitment to Willamette Promise.

*Rural Pathways Partnership Project (RP3).* Rural Oregon school districts have experienced significant teacher shortages, particularly for bilingual and special educators. Funded as a Grow-Your-Own (GYO) project from the Oregon Department of Education, the Rural Partnerships Pathways Program (RP3) at Western has helped us to partner with the Cow Creek Band of Umpqua Tribe of Indians and three educational service districts including Douglas ESD, Northwest Regional ESD, and Linn Benton Lincoln ESD to develop rural educator pathways. These pathways create opportunities for rural educators to participate in place-conscious degree completion, licensure and added endorsements programs such as English for Speakers of Other Languages (ESOL) or Special Education. Drs. Maria Dantas Whitney and Kristen Pratt have served as co-PIs for this critical initiative. More information about the RP3 grant project can be found here: <https://wou.edu/teachered/rp3-grant/>

The co-PIs were also invited to compete for an “accelerator grant” from the Meyer Memorial Trust to more quickly achieve the outcomes of the RP3 grant. This grant was awarded and brought an additional \$90,000 to these innovation efforts. Finally, co-PIs were recently notified that a one-year extension to the RP3 grant was approved by the Oregon Department of Education and so the strategies for continuing the work into the next year are in development though most of the same

goals remain the same. Beyond the one-year extension, it is anticipated that Western will continue to compete successfully for other GYO funding from the Oregon Department of Education and so we imagine having a relatively stable soft-money funding stream to contribute to Target 1 and associated goals.

*Key partnership with Willamette Education Service District (WESD).* Western has always sought to be the best partner possible to our local Education Service District, Willamette ESD, which serves the 21 Polk, Marion, and Yamhill county school districts. Recently, Western has partnered with WESD to launch the Center for Advancement of Paraprofessionals (CAP) and joint funding will be used to hire a regional Navigator who will help area paraprofessionals chart pathways to degree completion and licensure should they wish to explore becoming a classroom teacher. This work is unfolding in the supportive context of the Mid-Valley Educator Collaborative (MVEC) described previously. Western is supporting this effort through our synergistic Office of Advancement of Paraprofessionals described earlier but also through a contribution of \$20,000 annually to Willamette ESD to support this regional navigator position. This money comes from the Higher Education Coordination Council and we anticipate that this money will continue to be available long-term.

*Listening sessions.* Leveraging resources from the Higher Education Coordinating Commission (HECC) and the South Coast to Valley (SC2V) Regional Educator Network (REN), the Oregon Department of Education (ODE), and our Rural Partnerships Pathways Project (RP3), Western faculty conducted listening sessions with more than 100 rural educators and tribal partners, community college students, area paraprofessionals, and Bilingual Teacher Scholars currently at Western Oregon University. These listening sessions were recorded and analyzed for potential change ideas that would help education faculty eliminate barriers for students, design resources and supports to aid smooth matriculation and retention over time, and also to become more effective in preparing, supporting, and advocating for future educators. An extensive list of change ideas has been developed and many of these are currently being implemented. Several of the change ideas described in this report were developed as a result of these listening sessions but several more need further discussion by faculty before they can be enacted. These listening sessions have turned out to be a critical tool for progress within education programs and on our broader university campus. At least two of these listening session mechanisms will be replicated and repeated including (a) establishing Educator Voices, a student feedback group led by Drs. Maria Dantas-Whitney, Kristen Pratt, and Lin Wu funded by HECC and (b) affinity spaces for diverse students organized and led by the College of Education Office of Justice, Equity, Diversity, and Inclusion (COE JEDI) and faculty coordinator, Dr. Jaclyn Caires-Hurley.

A scaled version of these listening sessions will continue funded at \$14,000 annually by resources allocated from the Higher Education Coordinating Council. It is anticipated that these resources will continue for several years. Reports for these listening sessions will be referenced in the Self Study Report as included as evidence.

*Professional communities.* As indicated repeatedly by students and reiterated in listening sessions, one of the most critical innovations education faculty can support is the intentional development of strong professional communities for our students as they seek to enroll, matriculate, and ultimately complete educator preparation. The Bilingual Teacher Scholars (BTS) program focuses tightly on convening BTS students for regular professional development activities and other team building activities. This work naturally connects students, faculty, and district partners and education faculty are considering how to replicate and extend these strategies into other pathways serving other

groups of students. Retention is facilitated by strong professional affiliation and a strong professional community. To date, this work does not have an associated cost but requires that faculty attend deliberately to efforts to build a stronger professional community within preliminary licensure programs.

- e) What adjustments will be made going forward toward meeting the goal and the associated target?

The strategies and tactics described above represent significant investments of time, energy, and resources dedicated to the goals in association with Target 1. As the university context continues to evolve, and the policy and funding landscape for innovation changes in alignment with diversifying the Oregon education workforce, we will adjust accordingly to continue to make progress toward Target 1.

**Target 2: To prepare the types of educators needed to meet workforce needs in our region and in the state. Specifically, to prepare increasing numbers of special education teachers and bilingual teachers.**

Goal 2a: Over the next six years, increase the number of special educator completers to 50 annually to meet the needs of Oregon school districts.

Goal 2b: Over the next six years, increase the number of bilingual teacher completers to 100 annually to meet the needs of Oregon school districts.

- a) Describe the goals and how they are aligned to the target?

The goals identified above are directly aligned to Target 2 and simply break the targeted populations down into actionable efforts associated with each. Educator faculty and administration believe that these goals are achievable and that to achieve them will help move Oregon closer to building a workforce that is needed to serve the children, families, and communities in our state. Oregon lacks a comprehensive, statewide educator supply and demand report that might detail these needs. However, conversations about Western’s preparation goals at a meeting of the Mid-Valley Education Collaborative led to indications by ten district partners that these goals capture their most pressing workforce needs. Other needs were identified like for qualified substitute teachers but recent state policy innovation has worked to address this concern.

- b) What relevant baseline data is available that informs the goal?

Table 3. Numbers of educators prepared in Special Education and who are bilingual educators over time (historical and aspirational goals).

	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22*</u>	<u>22-23</u>	<u>23-24</u>	<u>24-25</u>	<u>25-26</u>	<u>26-27</u>
SpEd	24	28	30	32	25	30	35	40	45	50
Bilingual	8	10	16	22	30	40	50	60	80	100

\*Completers in the 2021-2022 academic year will continue to be impacted by pandemic conditions.

Table 3 shows the number of Special Education completers each year (historical and aspirational) which includes generalist completers, early interventionist completers, and deaf and hard of hearing educator completers. Similarly, data reported for Bilingual teachers includes all Bilingual Teacher

Scholars who must show language competence for admission into that program, all world languages endorsement completers, and all students who self-report in our placement survey that they are bilingual. This self-report index may not be a perfect measure but we lack a more appropriate indicator at this time.

During summer 2021, three important administrative actions were taken that support the goals captured in table 3. First, a search for another tenure track faculty member in Special Education: Generalist was approved. We believe this additional faculty member will help launch programming to support more school districts outside the Willamette Valley who seek to grow-their-own special education teachers as more and more of our programming in this area moves completely online. Second, a first-year tenure track faculty member holding a position as “bilingual, elementary generalist” left her position for another job. University administration supported a faculty request to roll a long-serving non-tenure track faculty member who holds an appropriate doctorate and is herself bilingual and bicultural into that position lent stability to programming in this area. As a result, we welcome Dr. Jessica Daugherty as a new Assistant Professor. Third, university administration also authorized a search for a tenure track replacement in Deaf and Hard of Hearing education and so we will be able to resume program delivery in this area as well. Each of these three administrative moves will help us develop the faculty capacities to move toward our goals to help diversify the Oregon education workforce. Each of these faculty position requests represent an institutional investment of approximately \$100,000.

c) Is achieving the goal feasible?

Educator faculty and administration believe that achieving these goals are feasible and that the associated target is also achievable. Significant efforts will need to be made in support of these and significant institutional support is also necessary. Early progress at the institutional level is encouraging, however.

d) What strategies, tactics, or steps will be followed to achieve the goal and what resources are necessary to do so?

*Expansion of the Special Education partnership pathways program.* Fall '21 begins the sixth cohort delivering initial licensure preparation coursework in collaboration with Salem-Keizer School District at a negotiated rate. Recently, North Santiam and Woodburn School Districts joined as partners though the model remains the same in that each district identifies paraprofessionals who wish to earn preliminary licensure in special education and Western delivers licensure coursework through flexible avenues, in partnership with these districts, sharing faculty, resources, and expertise, and a 50% discount. This program is becoming increasingly popular and we imagine expanding to other area districts. The financial commitment from Western is significant to offer programming at such a steep discount (approximately \$320,000 annually) but we continue to do so because it is aligned with our core mission to serve the needs of our local communities.

*Expansion of the Bilingual Teacher Scholars (BTS) program.* Now in its sixth year, the Bilingual Teacher Scholars programs continues to be a successful innovation designed to help partner school districts identify, recruit, promote, partner, support, graduate, and hire bilingual and bicultural young people into the education profession. Both Western and partner school districts support Bilingual Teacher Scholars financially and professionally and are invested in the successes of these individuals throughout the duration of their college experiences. Western is now partnering with the WOU

Foundation to enlist the aid of philanthropic support to increase the number of scholarships available to this program and to future teachers. The Bilingual Teacher Scholars program continues to be an essential tool in efforts to diversify the education workforce in Oregon. Drs. Carmen Caceda helped launch the Bilingual Teacher Scholars program and Dr. Maria Dantas-Whitney serves as the current faculty program coordinator. More information about the Bilingual Teacher Scholars program can be found here: [www.wou.edu/bts](http://www.wou.edu/bts)

It was described previously that Interim President Jay Kenton has committed to a significant expansion of scholarships awarded in the Bilingual Teacher Scholars program and planning is underway to consider expansions to preliminary graduate programs and other routes that add options for the preparation of future bilingual teachers.

- e) What adjustments will be made going forward toward meeting the goal and the associated target?

As indicated previously, Western administration approved a new tenure track search in special education and a new tenure track search to re-launch the Deaf and Hard of Hearing Educator program. Each of these will allow us to bring new faculty expertise to campus that will result in new program delivery innovations and increases in admitted and completed students in these areas. It is imperative that successful searches are realized and that new faculty expertise be secured to accomplish the goals identified and Target 3.

Appendix A includes a summarized table of showing targets, goals, strategies or actions, what data informs these strategies or actions, who are the key people involved in each strategy or action, associated costs, critical data to be reviewed to judge the effectiveness of the strategies or actions, and considerations of next steps in the evolution of these innovations. We will monitor and update progress through review of Appendix A and modifications to the full report based on annual faculty feedback.

### **Looking forward**

Educator faculty will continue to monitor progress toward each of the innovations described, adjust as necessary over time, and monitor data associated with key outcomes toward meeting the two major targets. Our Quality Assurance System allows for the disaggregation of all data by program, level, endorsement area, candidate gender, race/ethnicity, and any other descriptive information available to us. This allows for robust internal analysis of recruitment, retention, enrollment, and completion successes and encourages us to adjust, as necessary, to meet the outcomes and goals.

In anticipation of our 2022 CAEP site visit, we are actively writing a description of the unit-level continuous improvement strategies, cycles, and participants that we actively engage over time. Our program-level assurances keep us on track and assure that we don't have equity issues on key, program-level assessments but we use unit-level continuous improvement strategies constantly to keep investments targeted, relationships and partnerships focused on key outcomes, and invest our time and energies systematically to be responsible to the role we play in educator workforce development in Oregon.

Oregon continues to invest and innovate relative to diversification of the educator workforce through the Regional Educator Networks (RENs) and the momentum of the Educator

Advancement Council (EAC). Similarly, the Student Success Act (SSA) allocates money to the Diversification of Professional Educators fund (formerly section 48 of the Student Success Act). Through these allocations, innovations like the grow-your-own grants competition out of the Oregon Department of Education and scholarship funding provided by the Oregon Teacher Scholars Program and Teacher Standards and Practices Commission are all aligned to create momentum for this work to carry forward in Oregon. Again, the educator programs at Western Oregon University strive to be the best partner possible in this work. It is through these actions that we support the children, families, communities, and educators in Oregon that allow our citizens to grow, thrive, and succeed.

## Appendix A: Summarized Recruitment Plan - October '21

**Target 1: To recruit, retain, admit, and graduate increasing numbers of culturally and linguistically diverse future educators as necessary to match the cultural and linguistic assets found in Oregon's children, families, and communities.**

**Goal 1a: Over the next six years, increase the number of culturally and linguistically diverse students enrolled in our preliminary licensure programs to 40%, estimated to match the percentage of culturally and linguistically diverse K-12 students in Oregon schools.**

**Goal 1b: Over the next six years, increase the number of culturally and linguistically diverse students completing our preliminary licensure programs to 40%, estimated to match the percentage of culturally and linguistically diverse K-12 students in Oregon schools.**

<u>Strategy, tactic, or action</u>	<u>Informed by what data?</u>	<u>People involved?</u>	<u>Associated costs?</u>	<u>Critical data</u>	<u>Next steps</u>
Expand, support, and refine community college and transfer pathways	UG education majors by community college of origin	Darlene Fritz, Marie LeJeune, Tori Stutzman	\$8,000 travel to support Darlene, \$20,000 GA costs to back-fill Darlene's load with GA support, \$12,000 in web and design	UG education major transfer data annual review	Expand to Klamath and Rogue Community Colleges as per invite from Southern Oregon ESD
Two new tenure track lines in SpEd and DHHE	Confirmation in MVEC about needs for SpEd teachers in the region	SpEd faculty	\$200,000 total	SpEd completers	Recruit and hire new faculty, add SpEd option, re-launch DHHE program
Increase institutional remission aid for future teachers	Admissions application to enrollment funnel	Financial aid, Admission, and Bilingual Teacher Scholars	\$300,000 commitment fall '22	Application to enrollment rates	Expansion of BTS into two GR programs and into Diverse Teachers pathway
Find synergy with Teacher Preparation Student Support Services grant program	Associated with goals of federal grant	Jen Koshnick, Darlene Fritz, Olivia Flores, Kolbie Kopp, Marie LeJeune, and Maria Dantas-Whitney	TPSSS federal grant	TPSSS grant goals	Consider transitioning TPSSS to COE
Expand and support more accessible program pathways	Spring '21 listening sessions and expansion of Saturday pathway in UG program	Kate Hovey, Shari Hopkins, Marie LeJeune, and faculty teaching in this pathway	In-kind	Enrollment in UG pathway	Approval of SpEd pathway on campus and then through TSPC (winter '22)

Launch Office for Advancement of Paraprofessionals	Spring '21 listening sessions	Rachel Harrington	\$12,000 from HECC Ed. Equity	Enrollment of regional paraprofessionals	Deepen partnership with Center for Advancement of Paraprofessionals at WESD
Build ED 200 and ED 220 in Willamette Promise dual-credit program	Strong regional participation in Willamette Promise dual-credit program	Dana Ulveland, Marcus Wenzel, Ya-Fang Cheng, and Andrea Emerson	\$9,000 in FY21	Enrollment of WP students in these courses	Consider expansion into other courses if successful
Launch and continue Rural Partnerships Pathways Program (RP3)	Desire to solve accessible pathways for rural partners and those partners outside the valley	Maria Dantas-Whitney, Kristen Pratt, Marie LeJeune, Ken Carano, Annie Ittner, Kate Hovey, Jaclyn Caires-Hurley	\$300,000 in GYO ODE grant, \$350,000 extension, \$90 MMT accelerator grant	Application and enrollment from rural partner districts	Hire internal Navigator to partner with WESD CAP Navigator
Support rollout of Center for Advancement of Paraprofessionals at Willamette ESD	Spring '21 regional paraprofessionals listening sessions and COE Paraprofessional Report spring '21	Mark Girod and Mark Robertson	\$40,000 of HECC Ed. Equity transferred from Western to WESD to support this initiative	Enrollment of regional paraprofessionals in educator programs at Western	Partner with LEA (through MVEC) to help CAP find regional momentum
Launch Mid-Valley Educator Collaborative	Spring '21 listening sessions and partner discussions with partner LEAs	Mark Girod, Marie LeJeune, Mark Robertson, Zig Derochowski, Jessica Dougherty	In-kind	Increases in culturally and linguistically diverse teachers hired and retained	Consider additional pathways projects and supports in the mid-valley region
Listening sessions	Spring '21 student listening sessions	Maria DW, Kristen Pratt, Lin Wu	\$14,500 from HECC Ed. Equity	Ongoing student feedback	Target (a) characteristics of quality professional community and (b) how to support peer-to-peer mentoring
Professional communities	Spring '21 listening sessions	Maria DW and faculty program coordinators	\$10,000 annual events budget in BTS program	Ongoing student feedback	Start a student Education club?

**Target 2: To prepare the types of educators needed to meet workforce needs in our region and in the state. Specifically, to prepare increasing numbers of special education teachers and bilingual teachers.**

**Goal 2a: Over the next six years, increase the number of special educator completers to 50 annually to meet the needs of Oregon school districts.**

**Goal 2b: Over the next six years, increase the number of bilingual teacher completers to 100 annually to meet the needs of Oregon school districts.**

<u>Strategy, tactic, or action</u>	<u>Informed by what data?</u>	<u>People involved?</u>	<u>Associated costs?</u>	<u>Critical data</u>	<u>Next steps</u>
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Expansion of Special Education partnership program	Enrollment in SpEd programs	Kate Hovey and Shari Hopkins	\$4,500 for SKPP coordination and 60 credits delivered each year at 50% GR tuition discount (\$320,000 total)	Enrollment in program	Expand LEA partners and add a tenure line faculty member (fall '22 start)
Expansion to UG SpEd pathway	Enrollment in UG SpEd pathway	Kate Hovey, Shari Hopkins, and Marie LeJeune	In-kind	Enrollment in program	Approve pathway on campus then seek approval with TSPC winter '22
Expansion of Bilingual Teacher Scholars program	Application and enrollment in BTS and Diverse Teachers programs	Maria Dantas-Whitney	\$300,000 fall '22 and \$300,000 in one-time CARES money from Senator Patterson	Enrollment in BTS and Diverse Teachers programs	Work diligently with LEA partners to field a strong applicant pool so that these scholarships can be awarded to outstanding students
Re-launch Deaf and Hard of Hearing Educator program	Regional need for DHHE educators	Mark Girod, Denise Thew Hackett, and faculty	Approximately \$250,000 annual program costs	Application, enrollment, and completers	Hire new tenure track faculty member (fall '22 start)



April 25, 2022

Dr. Mark Girod  
Dean, College of Education  
Western Oregon University  
345 N. Monmouth Ave.  
Monmouth, OR 97361

Dear Dean Girod,

This letter is to confirm that the Western Oregon University Board of Trustees has reviewed the biennial report *Meeting Oregon's Workforce Needs* prepared in accordance with HB 3375. The report was reviewed for adequacy and feasibility and accepted at the Board's regular April 20, 2022 meeting.

With the Board's approval, you may submit this report to the Higher Education Coordinating Commission, the Oregon Legislature, or any other body that requires an approved copy of WOU's HB 3375 report.

Regards,

Ryan James Hagemann  
Secretary to the Board of Trustees