

The Southern Oregon Pathway to Teaching

**Southern Oregon University
Educator Equity Plan**

2022-2024



Recruiting and Developing Diverse Educators in Southern Oregon

Oregon's Educator Equity Act (ORS 342.433 to 342.449) establishes a statewide goal that "the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district" (ORS 342.437 as amended by HB 3375, Section 3, 2015). The educator preparation programs in our state are a critical link in achieving this goal.

Pursuant to ORS 342.447, Oregon's six public education schools and colleges are required on a biennial basis to prepare written plans that detail the recruitment, selection, retention, and graduation of diverse educators (HB 3375, Section 6, 2015). The six institutions providing plans are: Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, and Western Oregon University. The law requires the HECC to "review the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, shall adopt the plans."

The Southern Oregon Pathway to Teaching

Southern Oregon University's Educator Equity Plans have been reviewed and approved by both the SOU Board of Trustees and the HECC since 2016. Goals identified in the last plan (2020) included:

- 1) Increasing the number of teachers from culturally and linguistically diverse backgrounds within schools throughout Southern Oregon;
- 2) Increasing the diversity of university enrollment by expanding the pipeline of culturally and linguistically diverse students from within the Rogue Valley who are actively encouraged and academically prepared to enter and succeed in higher education.

Core strategies that helped SOU to achieve these goals included:

- a) Starting early: linking with existing minority outreach efforts which begin in the 8th grade and employ a whole family approach.
- b) Articulated career pathway including dual credit: providing tuition assistance for students to earn 15 credits of college coursework while still in high school.
- c) Bridging systems to support post-secondary and career aspirations: working with students and families as they navigate the transition from K-12 to higher education and into the workforce.
- d) Building community partnerships around common priorities and shared commitments: programing and financial contributions from Southern Oregon University, the Medford and Phoenix-Talent School Districts, and the Southern Oregon Educational Services District.
- e) Offering scholarships: Grants such as the Grow Your Own Fund have supported SOU's ability to enhance access to our teacher preparation programs for diverse candidates, including instructional assistants that are currently employed throughout the region.

Progress Achieved to Date

Since the inception of the Pirates to Raiders program to support academic success and post-secondary aspirations for Latinx students in the Phoenix-Talent School District in 2011, SOU’s School Outreach Programs have expanded to serve over 300 students across six schools and two districts, Phoenix-Talent and Medford Schools.

Table 1: SOU School Outreach Programs Enrollment and Outcomes

	2015-16	2016-17	2017-18	2018-19	2019-20
Total students served (grades 8-12)	164	189	234	304	324
8th grade cohort	46	69	69	77	56
Graduating seniors	n/a	19	23	21	14
College attenders	n/a	19	18	16	12
SOU attenders	n/a	█	█	█	█
Retention rate*	83%	69%	75%	75%	n/a
SOU ED majors	0	█	█	█	█
SOU EPP candidates (MAT)	n/a	n/a	n/a	n/a	█
SOU EPP completers	n/a	n/a	n/a	n/a	n/a
Employed teachers	n/a	n/a	n/a	n/a	n/a

* Latinx students from Medford & Phoenix-Talent SD

By providing after-school tutoring support, college preparation, application and financial aid workshops, and family engagement programming from grades 8 through 12, these programs have contributed to impressive gains in Latinx student success in both partnering school districts. As seen in Table 2, Latinx high school graduation rates have steadily improved in both districts and continue to both surpass the statewide average.

Table 2: Four-Year Cohort Graduation Rates for Latinx Students**

	2016-17	2018-19	2020-2021
Oregon-Hispanic/Latino	72.54	76.2	77.04
Medford SD-Hispanic/Latino	68.06	79.18	79.20
Phoenix-Talent SD-Hispanic/Latino	72.86	89.04	>95

** <https://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx>

Working in concert with other university-district partnerships designed to help diversify the teacher candidate pool, these pathway programs have contributed to significant increases in the number and proportion of culturally and linguistically diverse candidates in SOU’s teacher preparation programs. Combined with the successful facilitation of satellite programs for place-bound students in Klamath Falls and Coos Bay, and the extension of copay privileges, scholarships, and direct loans to allay tuition costs for district paraprofessionals, the percentage of culturally and linguistically diverse candidates enrolled in SOU’s teacher preparation programs has risen from 9 to 30% over a seven year period.

Table 3: SOU Educator Preparation Program Enrollments

Program Starters (MAT/SPED/ES)	2015-16	2017-18	2019-20	2021-22
All candidates	104	106	119	98
CLD candidates	9	20	28	29
CLD cohort percentage	9%	19%	24%	30%

Continuing the Journey, Deepening the Commitment

For the 2022-2024 biennium, the Educator Equity Plan Community of Practice Team at SOU has proposed three strategies to meet the goals established in the plan. Below, various parts of the plan and a description of the strategies are described. Additional information can be viewed in Appendix A.

Part 1. SOU Community of Practice Team

SOU’s Community of Practice Team has been established at SOU to spearhead work that falls under the Educator Equity Plan and to collaborate with other departments on campus to carry out the plan’s strategies. The team consists of:

- Educator Equity Coordinator: Amanda Casto, Assistant Professor of Education
- Multicultural Retention Specialist: Ria Galo, Admissions Counselor & Transfer Specialist
- CRT Innovation Community Team Members: Younghee Kim, Professor of Education, & Margaret Perrow, Associate Professor of English Education
- Tribal Nations Liaison: Michelle Pavlionis, Instructor

Part 2. SOU Goals

- Goal 1: The percentage of culturally and linguistically diverse candidates admitted to and completing SOU’s educator preparation programs will continue to increase by an average of 3% per year.
- Goal 2: The retention rate for culturally and linguistically diverse students from SOU’s School Outreach Programs will equal or surpass that of their whole cohort averages.

Part 3: SOU Strategies

Strategy 1: Peer Navigation Coaches and Facilitated Culture Circles

- 1a. SOU’s Multicultural Retention Specialist and Student Navigation Coaches were created as part of SOU’s 2020 Educator Equity Plan to help connect students with campus resources, provide peer support, and promote persistence. The Multicultural Retention Specialist is a staff position in the Admissions department responsible for helping students from underrepresented populations make a successful transition into the university setting, learn to navigate university systems and access available resources, and foster a sense of belonging and social connection. Navigation coaches are student worker positions responsible for providing personalized mentoring and support for

students and assisting the multicultural retention specialist in designing and facilitating cohort-based programming including Culture Circles (see below).

- 2b. Culture Circles are facilitated monthly to strengthen students' own sense of cultural identity and belonging while also demystifying the institutional culture of higher education. Recognizing that students from underrepresented populations confront a greater likelihood of experiencing social isolation on college campuses, affinity groups can play a vital role in helping promote greater connection, wellbeing, and persistence and also contribute to creating a more inclusive campus climate (Sidanius, et. al., 2008)¹. Co-designed and co-facilitated by the Multicultural Retention Specialist and Navigation Coaches, Culture Circles at SOU will provide regularly scheduled, cohort-based venues for providing collegial support and connection, acknowledging and developing the diverse funds of knowledge which students bring with them to the college campus (Kiyama & Rios-Aguilar, 2018)², and familiarizing students with the university's institutional norms, expectations and systems.

Strategy 2: Culturally Responsive Teaching Innovation Community

- 2a. The Culturally Responsive Teaching (CRT) Innovation Community is a professional learning community (PLC) that supports faculty as they transform institutional and classroom practices to ensure that all students experience campus and classroom environments that are equitable, welcoming, and inclusive. Recognizing that the retention and wellbeing of diverse students depends in large part upon the reception they receive on a daily basis, this PLC, composed of 10 faculty in the teacher preparation program engaged in researching CRT and examining their curriculum and professional practices in light of this research, is a key ally and resource for ensuring that student perspectives, experiences and needs voiced through Culture Circles are greeted with a hospitable and responsive institutional climate.

Strategy 3: Tribal Nations Liaison

- 3a. 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. Therefore, appointing a trusted faculty member and tribal representative as Native Nations Liaison - a faculty member of Indigenous descent - 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 licensed teachers. This person works

¹ 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.

² Kiyama, J. & Rios-Aguilar, C. (2018). *Funds of knowledge in higher education: Honoring students' cultural experiences and resources as strengths*. New York, NY: Routledge.

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.

Budget

Revenues

The Oregon Student Success Act (HB 3427, Section 48) allocates funding to support the six public universities that offer Educator Preparation Programs in creating a community of practice to support the strategies identified in their Educator Equity Plans. It is anticipated that \$150,000 will be made available to each campus to be expended between June 30, 2022 and June 20, 2024.

Expenses

Strategy 1: Peer Navigation Coaches and Facilitated Culture Circles

Personnel:

- \$53,000 for Peer Navigation Coaches. Six .25 FTE student worker positions.[40 hrs/month for 9 months @ 15/hr.]

Materials:

- \$3,000 for Culture Circle refreshments. [3 meetings per month for 9 months.]

Strategy 2: Culturally Responsive Teaching Innovation Community

Personnel:

- \$10,000 for 10 faculty stipends.

Materials:

- \$5,000 for curriculum materials and guest speakers

Strategy 3: Tribal Nations Liaison

Personnel:

- \$50,000 for Tribal Nations Liaison. .25 FTE salary and OPE.
- \$2,000 for quarterly visits (travel) to tribal education departments.

Administrative Costs

Personnel:

- \$5,000 for Community of Practice participation. [\$1,000 for team of 5]
- \$5,000 for 4-credit course release for Equity Coordinator.
- \$2,000 for food & lodging related to CoP participation.

Indirect:

- \$15,000 for grants and contracts overhead.

Appendix A
SOU's Educator Equity Plan Template

A. Community of Practice Team

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

B. Strategies

STRATEGY 1: Peer Navigation Coaches and Facilitated Culture Circles

Area of Focus:	<i>Select the area(s) of focus that this strategy addresses.</i> <input checked="" type="checkbox"/> Retention – Quality Learning Experience <input type="checkbox"/> Recruitment – Program Quality & Relevance
Equity Problem of Practice:	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), the availability of proactive social supports is critical to ensuring that all students experience an equitable opportunity for success (Walton & Cohen, 2007).

	<p><input type="checkbox"/>Policies – <input checked="" type="checkbox"/>Practices – <input type="checkbox"/>Resources – (STRUCTURAL, explicit)</p> <p><input checked="" type="checkbox"/>Relationships/Connections – <input checked="" type="checkbox"/>Power dynamics – (RELATIONAL, semi explicit)</p> <p><input checked="" type="checkbox"/>Mental models – (TRANSFORMATIVE, implicit)</p>
<p>Data Sources:</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>

<p>Research-based Strategy/ Solution for Culturally Sustaining Practice:</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 & Rios-Agular, 2018). 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 of 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>Strategy Rationale:</p>	<p>SOU’s Cultural Circles are modeled 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>How will impact be measured? What will you learn?</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>
<p>Stage of Implementation:</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>

STRATEGY 2: Peer Navigation Coaches and Facilitated Culture Circles

<p>Area of Focus:</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 & Relevance</p>
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<p>Equity 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>
<p>Data Sources:</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 completion 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</p>

	<p>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>Research-based Strategy/ Solution for Culturally Sustaining Practice:</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>Strategy Rationale:</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</p>

	<p>Learning. The current plan seeks to reinstitute and expand upon that work with faculty in the Teacher Educator Committee via renewed support enabled by the Educator Equity Plan.</p>
<p>How will impact be measured? What will you learn?</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>Stage of Implementation:</p>	<p><input type="checkbox"/> Connect & Commit – <input type="checkbox"/> Inquire & Investigate – <input type="checkbox"/> Design & Develop – <input type="checkbox"/> Implement & Iterate – <input checked="" type="checkbox"/> Sustain & 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

<p>Area of Focus:</p>	<p>Select the area(s) of focus that this strategy addresses.</p> <p><input type="checkbox"/> Retention – Quality Learning Experience</p> <p><input checked="" type="checkbox"/> Recruitment – Program Quality & Relevance</p>																								
<p>Equity 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 licensed teachers.</p>																								
<p>Data Sources:</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 data-bbox="678 1283 1383 1705"> <p>The graph shows two data series over seven academic years. The blue line represents the percentage of the CLD cohort, which starts at approximately 9% in 15-16, rises to 19% in 17-18, dips to 15% in 18-19, peaks at 33% in 20-21, and ends at 30% in 21-22. The red line represents the number of Native American candidates, which starts at 4 in 15-16, drops to 0 in 17-18, and then slowly increases to 4 in 21-22.</p> <table border="1"> <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>25</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	25	2	20-21	33	3	21-22	30	4
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<p>Research-based Strategy/ Solution for Culturally Sustaining Practice:</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>Strategy Rationale:</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>

<p>How will impact be measured? What will you learn?</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. 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>Stage of Implementation:</p>	<p><input checked="" type="checkbox"/> Connect & Commit – <input type="checkbox"/> Inquire & Investigate – <input type="checkbox"/> Design & Develop – <input type="checkbox"/> Implement & Iterate – <input type="checkbox"/> Sustain & 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. Through ongoing connections with SOU Native American Studies professors, instructors, and students,</p>

	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.
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C. Preliminary Budget Plan

Category	Item	Description	Schedule	Amount	Percent of Total Grant Amount
Strategy 1: Peer Navigation Coaches and Facilitated Culture Circles					
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%
Strategy 1 Total				\$56,000	37.3%
Strategy 2: Culturally Responsive Teaching Innovation Community					
Personnel	Faculty stipends	\$1,000 for 10 faculty	4/1/2022 – 6/31/2023	\$10,000	6.7%
Materials	Curriculum materi		4/1/2022 – 6/31/2023	\$5,000	3.3%
Strategy 2 Total				\$15,000	10%
Strategy 3: Tribal Nations Liaison					
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%
Strategy 3 Total				\$52,000	34.7%

Community of Practice Participation					
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%
CoP Total				\$7,000	5.7%
Total Direct Costs				\$130,000	86.7%
Administrative Costs					
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%
Total Administrative Costs				\$20,000	13.3%
Total				\$150,000	100%