

STATE BOARD OF EDUCATION – ADMINISTRATIVE RULE SUMMARY

Title/OAR #: Culturally Responsive Pedagogy and Practices Grant

OAR #581-018-0500 through 581-018-0515

Date: June 19, 2014

Staff/Office: Rudyane Rivera-Lindstrom and Markisha Smith, Office of Education Equity and
Cindy Hunt, Deputy Superintendent’s Office

New Rule **Amend Existing Rule** **Repeal Rule**

Hearing Date: May 29, 2014 **Hearings Officer Report Attached**

Prompted by: **State law changes** **Federal law changes** **Other**

Action Requested:

First Reading/Second Reading **Adoption** **Adoption/Consent Agenda**

PROPOSED/AMENDED RULE SUMMARY:

The proposed temporary rules implement the provisions of House Bill 3233 by establishing a Culturally Responsive Pedagogy and Practices Grant Program. The board previously adopted these rules as temporary rules.

BACKGROUND:

In 2013, under the leadership of Governor John Kitzhaber, the Oregon Education Investment Board proposed key strategic investments to support Oregon’s attainment of 40/40/20. Key to this work is a revitalization of the education profession and the establishment of a Network of Quality Teaching and Learning. Conceptualized and passed by legislature in HB 3233, the Network provides funding for a comprehensive system of support for educators that creates a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system.

One of the purposes of the network is to distribute funding:

To school districts and post-secondary institutions for the purpose of closing achievement gaps by providing and improving the effectiveness of professional development, implementing data-driven decision making, supporting practice communities, preparing culturally responsive educators at the pre-service level, and implementing culturally competent practices.

The rules establish a Culturally Responsive Pedagogy and Practices Grant program as one of the methods to address this specific direction in HB 3233. The purpose of the grant program is to support school districts, post secondary institutions, and nonprofit organizations in closing opportunity gaps for culturally and/or linguistically diverse learners through culturally responsive pedagogy and practices. Further, the training, mentoring, and study of best practices will ensure current and future educators are able to provide culturally relevant, effective instruction to motivate, engage, and support diverse populations of students. The grants will be awarded in varying stages based on a detailed description of the proposed projects submitted through the RFP process.

Grants are competitive and awarded based on whether the applicant identifies how the funds will be used to reach the 40-40-20 goal and improve education outcomes for culturally and/or linguistically diverse students as identified by the Oregon Education Investment Board Equity Lens document, in addition to whether the applicant demonstrates support, commitment and readiness for changing social and academic outcomes for students of color.

Grantees may apply for funding between \$50,000-\$200,000 which is awarded based on detailed project phases.

CHANGED SINCE LAST BOARD MEETING?

- N/A; first read—hasn't been before board
- No; the board previously adopted these rules as temporary rules
- Yes – As follows:

Fiscal Impact:

There will also be some cost to the Department of Education to administer the grant program. However, the legislature designated new positions and funding to cover these costs and other costs associated with administering HB 3233.

STAFF RECOMMENDATION:

- Adopt administrative rule at this meeting
- Adopt administrative rule at next meeting
- No recommendation at this time (rarely used)

Culturally Responsive Pedagogy and Practices Grant

581-018-0500

Definitions

The following definitions apply to OAR 581-018-0500 to 581-018-0515:

- (1) “Achievement gap” means the research-based gap in opportunity that often exists between students who are economically disadvantaged, students learning English as a second language and students who are African American, Hispanic or Native American and their White peers.
- (2) “Culturally responsive” means the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them.
- (3) “Culturally Responsive Pedagogy and Practices Grant” means the Grant established in OAR 581-018-0205 to implement ORS 342.950(3)(f).
- (4) “Culturally Relevant” means pedagogy and practices that propose the following: students must experience academic success, students must develop and/or maintain cultural competence, and students must develop a critical consciousness through which they challenge the status quo of the current social order.
- (5) “Culturally and/or linguistically diverse” means: students who identify as racial and/or ethnically diverse (Hispanic, African American, Native American, Alaskan Native, Pacific Islander) or whose native language is not English.
- (6) “Culturally competent” means the ability to successfully teach students who come from a culture or cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.
- (7) “Systemic Equity” means: the transformed ways in which systems and individuals habitually operate to ensure that every learner- in whatever learning environment that learner is found- has the greatest opportunity to learn enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and for life.
- (8) “Opportunity gap” means: the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students.
- (9) “Pre-service teacher” means an individual who is enrolled in a post-secondary teacher preparation program at the undergraduate or graduate level working to obtain an initial teaching license.

Stat. Auth.: ORS 342.950

Stat. Implemented: ORS 342.950

581-018-0503

Establishment

- (1) There is established the Culturally Responsive Pedagogy and Practices Grant to support school districts and post-secondary educator preparation programs who are working to close achievement gaps for culturally and/or linguistically diverse learners through culturally responsive pedagogy and practices. The grants may be used to fund research based best practices which:

(a) Provide a critical opportunity for schools and institutions of higher education to address the social and academic needs of diverse students ; and

(b) Connect in-school experiences with out-of-school living, promote educational equity and excellence, and create a strong community among individuals from diverse cultural, social, and ethnic backgrounds while developing students' sense of agency, efficacy, and empowerment.

(2) Subject to available funds, the grants will be awarded for the biennium based on a detailed description of proposed programming or services. This can include but is not limited to:

(a) Planning phase.

(b) Implementation phase.

(3) The purpose of the grant program is to provide funds to school districts and post-secondary educator preparation programs that are focused on collaboration around culturally responsive professional development and pre-service teacher preparation. Outcomes of this work should be evident through teacher interactions with culturally and/or linguistically diverse learners and increased academic achievement for these students. This can include the following:

(a) Developing culturally responsive pedagogy and practice specific to closing the opportunity gap for Hispanic (Latino/a), African American, Asian American, Alaskan Native, American Native, and all other student populations of color;

(b) Connecting with students of color with special emphasis on the implementation of the Oregon Multicultural Education Act;

(c) Best practice in Education Equity;

(d) Strengthening ties between home, school, tribes, and larger communities;

(e) Post-secondary course work and field experiences concentrated on preparing pre-service teachers to demonstrate pedagogy and practices of a culturally responsive educator.

Stat. Auth.: ORS 342.950

Stat. Implemented: ORS 342.950

581-018-0506

Eligibility

(1) To be eligible to receive the Culturally Responsive Pedagogy and Practices Grant an applicant must be a:

(a) School district;

(b) Public charter school;

(c) Consortium of school districts, public charter schools, non-profits organizations and/or post-secondary institutions; or

(d) Consortia may have the district, public charter school, non-profit organization or post-secondary institution serve as a lead agency for the grant.

(e) Post-secondary teacher preparation programs. Each post-secondary institution must have at least one school districts or public charter school as a partner.

(f) Non-profit organization. Each non-profit organization must have at least one school district, public charter and/or post-secondary institution as a partner.

(2) In addition to the entities listed in subsection (1) of this section consortia may also have additional partner entities.

Stat. Auth.: ORS 342.950

Stat. Implemented: ORS 342.950

581-018-0509

Criteria

(1) The Oregon Department of Education shall establish a request for proposal solicitation and approval process to be conducted for the Culturally Responsive Pedagogy and Practices Grant funds. All proposals must comply with the requirements of section 1, chapter 661, Oregon Laws 2013 (Enrolled House Bill 3233) and rules adopted to implement that section.

(2) Grants shall be awarded based on the following criteria:

(a) Whether the grant application identifies how the funds will be used to reach the 40-40-20 goal and improve education outcomes for students of color and English learners as identified by the Oregon Education Investment Board Equity Lens document.

(b) Whether the grant applicant demonstrates commitment and readiness to use best practice around culturally responsive pedagogy and practice to close opportunity gaps for culturally and/or linguistically diverse learners.

(3) The Department shall give priority to proposals that meet the minimum criteria and:

(a) Provide a sustainability plan to continue the program for at least two years after the grant funding has ended.

(b) The extent to which the applicant clearly documents its capacity to design and implement preparation and/or professional development that focuses on culturally responsive pedagogy and practices that:

(A) Increase academic achievement, retention, and graduation rates for students of color;

(B) Increase student engagement and participation;

(C) Increase of the presence of culturally competent teachers and teaching;

(D) Strengthen the bond and communication between home, school, tribe, and the larger community;

(E) Effectively utilize the local community as an extension of the classroom learning environment;

(F) Use any exemplary multicultural curricula or strategies identified by the Department of Education pursuant to the Oregon Multicultural Act under ORS 336.113, as a guide for curriculum and development; and

(G) Implement professional development that is culturally responsive and extends throughout the entire school year;

(H) Revise course offerings and field experiences for pre-service teachers that explicitly prepares educators to implement culturally responsive teaching and practices.

(4) The Department of Education shall allocate funds for the grant program based on the evaluation of the grant application and the following considerations:

(a) Geographic location of applicants to insure geographic diversity within the recipients of grant program funds throughout the state;

(b) Applicants who demonstrate evidence of prior design/planning of a robust culturally responsive learning environment as a way to close achievement gaps for culturally and/or linguistically diverse learners;

(c) Applicants who have a high level of culturally and/or linguistically diverse learners, and those who experience economic disparities.

Stat. Auth.: ORS 342.950

Stat. Implemented: ORS 342.950

581-018-0512**Funding**

(1) Each grantee may apply for between \$50,000-\$200,00 in funding which shall be awarded during the following phases based on a detailed budget narrative and budget template:

(a) Planning phase;

(b) Implementation Phase.

(2) Grantees shall use funds received for the planning and implementation phases of the grant for activities outlined in the request for proposal.

(3) Grantees must be able to expend the funds for allowable purposes specified in the request for proposal within the grant timeline according to acceptable accounting procedures.

Stat. Auth.: ORS 342.950

Stat. Implemented: ORS 342.950

581-018-0515**Reporting**

The Oregon Department of Education shall provide to grant recipients a template for an interim and final grant report. Grantees are required to submit a final report prior to receiving their final request for funds.

Stat. Auth.: ORS 342.950

Stat. Implemented: ORS 342.950



ROB S. SAXTON
Deputy Superintendent of Public Instruction

BEFORE THE OREGON DEPARTMENT OF EDUCATION

RULE HEARING: OAR 581-018-0500 to 581-018-0515
Culturally Responsive Pedagogy and Practices Grant

HEARING OFFICER'S REPORT

The Department held a public hearing on May 29, 2014, to receive public comment on the proposed rule amendments. Notice of hearing was published in a timely manner in the Secretary of State's bulletin and was sent to interested parties and persons who requested notice pursuant to ORS 183.335 (7). The hearing was held at the Department's offices in Salem, Oregon before Emily Nazarov, Hearing Officer.

There was no testimony.

Respectfully submitted this 9th day of June, 2014

Emily Nazarov
Hearing Officer