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Dr. Karen Fischer Gray,
Superintendent

*Parkrose School District is an equal
opportunity educator and employer.*

March 31, 2017

Chair Roblan, Vice Chair Linthicum and Education Committee members,

My name is Dr. Karen Fischer Gray and I am the Superintendent of the Parkrose School District and the Chair of the Oregon Education Equity Advisory Committee (OEEAG). The OEEAG is responsible for the development and distribution of the Educator Equity Report, an annual report accounting to the Legislature on Oregon's progress in diversifying the number of educators of diverse racial, ethnic and linguistic backgrounds in Oregon. The OEEAG committee is made up of a wide variety of practitioners that meet monthly to review and analyze data, review state and national research, examine promising practices, and develop strategies for diversifying the Oregon teaching workforce.

SB 182 supports this vision. Developed out of the Governor's Council for Education Advancement and the Chief Education Office, this bill supports solid educational practice. The testimony I would like to present is regarding Section 9 in the original bill that seeks funding for scholarships and support for teacher candidates who are culturally or linguistically diverse and enrolled in preparation programs in Oregon administered by the HECC Office of Student Access and Completion.

Thirty-one school districts in Oregon have student demographics ranging from 40% to 82% students of color but the average percentage of teachers of color in Oregon in those same districts ranges from 0 to 27%. We have made some growth in this number over the years and there are outstanding school district-higher education partnerships developing across the state. However, at this rate of growth, we are not going to get to parity any time soon. SB 182 will assist the state to reach its goal of matching student demographics with teacher demographics.

As former Secretary of Education Dr. James Banks states: all students benefit from having teachers and administrators of color. Students of diverse racial and linguistic backgrounds benefit particularly when they can see themselves in the educational systems in which they learn. When students see themselves in the history and hallways of the schools they attend they find relevance and meaning in going to school.

Please support SB 182.

Sincerely,

Dr. Karen Fischer Gray
Superintendent

ONE TEAM ONE DREAM



*Every child reads, thinks critically, and graduates ready for
college and career.*