

## Analysis

### Item 5: Department of Education

#### K-12 Professional Development

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**Analyst:** Doug Wilson

**Request:** Accept a report required by HB 3427 (2019) on a plan to provide an effective combination of programs and initiatives for the professional development of education from kindergarten through grade 12 and instruct the Department of Administrative Services to re-schedule \$10,150,414 Other Funds to implement the amended plan.

**Analysis:** Section 48 of the Student Success Act (HB 3427) requires the Oregon Department of Education (ODE) and the Educator Advancement Council (EAC), after consulting with various education related entities, to “develop a plan to provide an effective combination of programs and initiatives for the professional development of educators from kindergarten through grade 12 and to be funded by the Statewide Education Initiatives Account. The plan shall be based on consideration of increasing: (a) Educator retention; (b) Educator diversity; (c) Mentoring and coaching of educators; (d) Participation in educator preparation programs; and (e) Educator scholarships.” HB 5047, the funding bill for the Student Success Act, included \$15.0 million Other Funds expenditure limitation for funding the results of the of this planning process.

ODE did present a plan to the Interim Joint Committee on Way and Means in January 2020, but the plan lacked significant details on some components and only assumed spending half of the available \$15.0 million during 2019-21. The Joint Committee recommended that two positions be funded so additional planning and implementation could take place, but the remaining portion of the funding be un-scheduled until further details could be brought forward for review by the Emergency Board. With the COVID-19 pandemic, this September Emergency Board meeting is the first opportunity for this review. During the August 2nd special session of 2020, the budget report for the budget bill (SB 5723) included the formal establishment of the two positions and instructed that \$4.5 million of the un-scheduled amount be re-scheduled so ODE could start to move forward in implementing the plan.

The report’s current proposed plan primarily address issues relating to diversifying the K-12 workforce and in reducing the systemic barriers that have kept the K-12 system from achieving diversification in the past. One designated aim in this proposed plan is to “develop a cohesive racially-affirming environment across Oregon’s educator workforce continuum.” This includes strengthening the relationships between staff of school districts and the educator preparation programs (EPP) in addressing these issues. There are three strategies or tiers in this plan described in detail below:

- Dismantle barriers to teaching due to systemic racism (\$4.0 million or 27% of the total)
- Redefine current initiatives (\$6.5 million or 43%)
- Systemic reform to “yield racially/cultural affirming environments” (\$4.2 million or 28%)

The remaining \$0.3 million of the \$15.0 million (or 2%) is for staffing and related costs for developing and implementing the plan.

**Tier 1: Dismantle Barriers**

<b>Program</b>	<b>Amount</b>	<b>Description</b>
Oregon Teacher Scholars Program	\$1,500,000	Provide funds to this \$500,000 existing program to increase the number of scholarships available to teacher candidates who are linguistically or ethnically diverse. Funds may also be used for alumni networking, career search, and advancement opportunities.
Oregon Administrator Scholars Program	\$1,500,000	Partnering with the Teacher Standards and Practices Commission (TSPC) and the Coalition of Oregon School Administrators (COSA), initiate this new program to support leadership preparation and administration/leadership pathways for racially, ethnically, and linguistically diverse educators. The result is a scholarship program providing approximately \$10,000 per participant to take courses at EPPs. Program is planned to be launched in the near future.
Multiple Measures of Teacher Performance	\$500,000	Evaluate the effectiveness of the new TSPC strengths-based approach for measuring teacher candidate performance. This provides alternatives to the current exam or assessments which often are identified as a barrier to a more diverse educator workforce. Some EPPs have started providing the alternatives.
Mitigate Licensure and Assessment Costs	\$500,000	Underwrite the costs of TSPC licensure and the costs of assessments for teacher candidates and current licensees who are racially/ethnically and linguistically diverse. National research identifies these costs as barriers to a diverse workforce.

**Tier 2: Redefine Current Initiatives**

<b>Program</b>	<b>Amount</b>	<b>Description</b>
Grow Your Own (GYO) Investment	\$5,000,000	Invest in GYO programs under a new set of standards to ensure that these programs work with the communities they serve and that operationally include current culturally specific initiatives including those funded through the Student Success Act (e.g., African American/Black Student Success Plan). This program is ready to launch, and funds will go to both new and existing programs that meet the new standards.
Anti-Racist Courses	\$1,000,000	Develop at least two pilot on-line graduate level courses for teachers that address racism issues for current K-12 educators looking to deepen their learning on these issues. Funds will be used for course development and to offset tuition of participants. Oregon State University will partially administer the program.
Support the Oregon Educators Equity Act	\$500,000	This 2015 Act requires Oregon's EPPs to prepare a plan for the recruitment, admission, retention, and graduation of diverse educators and was never funded. Resources will support the implementation and accountability for the plans of the six public universities' EPPs. The program will be administered by the Higher Education Coordination Commission (HECC).

**Tier 3: Systemic Reform**

The biggest change from the original plan was in this tier. The original plan outlined a Community of Practice (CoP) model with an extensive system of mentoring and bringing together teachers, district leaders, EPP leaders, and consultants. With the challenges of distant learning and the time commitment the CoP model, a new approach was developed creating a Racial Justice Institute to achieve culturally and racially affirming environments across the EPPs for Black, Indigenous, and People of Color (BIPoC) educators. This new model was piloted this Spring with over 200 participants involving three networks.

<b>Program</b>	<b>Amount</b>	<b>Description</b>
Racial Justice Statewide Institute	\$1,946,760	Establish and fund a teacher-centered institute for BIPoC educators utilizing two settings. The first is open to a larger group to connect BIPoC educators for a series half or full day networking sessions support innovative instruction and approaches. The second is to bring together approximately 30 BIPoC Fellows to engage more deeply in racial justice learning and leadership and to engage in anti-racist collaborative projects.
Diversifying Pathways Evaluation and Technical Assistance	\$1,826,511	Fund research and evaluation to determine the best practices that meet the goals and needs of educators. Also provide technical assistance to scale and operationalize promising practices that support BIPoC educators. EAC plans to work with the University of Oregon on this program evaluation.
Strategic Communications	\$450,000	Provide for more public awareness and participation in the efforts around these programs in the three tiers.

In addition to the tiers above, the proposal funds the two established Operations and Policy Analyst 4 positions (0.84 FTE) for technical assistance and program administration. These positions were approved during the August 2nd special session of 2020.

ODE and EAC have filled in many of the details for this plan that were lacking in their January 2020 report. Over the past seven months, major partnerships have been established, detailed program planning has taken place, and interagency and other agreements have been prepared or are in the review stage. Most of the details remaining are more implementation in nature and likely to be worked through in the near future.

The Legislative Fiscal Office (LFO) recognizes the amount of work that has gone into developing and improving these programs. LFO is concerned that with only nine months remaining in the biennium, the agency does not rush the implementation of these programs just to spend the available funds. In addition, the funding source (Corporate Activities Tax) is new and estimates at this point could vary significantly. The agency must take a measured approach in the implementation. With this in mind, LFO suggests that the agency report back to the Legislature early in the 2021 session on its implementation progress and spending. This could take place either as a separate report or as part of the agency budget hearings which generally take place in the first two months of the session. LFO will also meet regularly with the agency program and fiscal staff to monitor the implementation.

Both the Higher Education Coordinating Commission (HECC) and the Teacher Standards and Practices Commission (TSPC) will require Other Funds expenditure limitation as ODE will transfer resources to

each of them for the components of the plan they will administer. For HECC, the amount required is \$2.0 million (\$1.5 million for the Oregon Teachers Scholars program and \$500,000 for the funds relating to the Educators Equity Act). TSPC will need \$2.5 million in limitation (\$1.5 million for the Oregon Administrators Scholars program, \$500,000 for the Multiple Measures of Teacher Performance, and \$500,000 for the Mitigate Licensure and Assessment Costs components).

**Legislative Fiscal Office Recommendation:** The Legislative Fiscal Office recommends that the Emergency Board acknowledge receipt of the report from the Department of Education, instruct the Department of Administrative Services to re-schedule \$10,150,414 Other Funds expenditure limitation, and require the Department of Education to report to the Joint Committee on Way and Means early in the 2021 legislative session on the progress of implementing the K-12 educator professional development plan under the Student Success Act. In addition, LFO recommends that the Emergency Board increase the Higher Education Coordinating Commission's Other Funds expenditure limitation by \$2,000,000 and increase the Teachers Standards and Practices Commission's Other Funds expenditure limitation by \$2,500,000 for implementing the plan.



# Oregon

Kate Brown, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

**Colt Gill**

Director of the Oregon Department of Education

September 4, 2020

The Honorable Senator Peter Courtney, Co-Chair  
The Honorable Representative Tina Kotek, Co-Chair  
State Emergency Board  
900 Court Street NE  
Salem OR 97301-4048

Dear Co-Chairpersons:

### **Nature of Request**

The Oregon Department of Education (ODE) and Educator Advancement Council (EAC) respectfully requests acceptance of a revised report required through House Bill 3427, Section 48 on a plan to provide an effective combination of programs and initiatives for the professional development of education from kindergarten through grade 12 and to be funded by the Statewide Education Initiative Account, and to reschedule \$10,150,414 Other Funds limitation for implementing the plan.

### **Agency Action**

The 2019 Legislature made a substantial commitment to Oregon's children, educators, and schools through the passage of House Bill 3427 (Student Success Act). This Act is expected to invest \$1.0 billion in early learning and K-12 education each fiscal year. This funding will be deposited to the Fund for Student Success where a portion will be transferred to the State School Fund and the remaining balance will be divided between three distinct accounts – Early Learning Account (20%); Student Investment Account (50%); and Statewide Education Initiative Account (30%).

The Legislature, through HB 5047, authorized \$265.1 million of the funding deposited to the Statewide Education Initiative Account to be used on various initiatives established in Section 25 of the Act. As part of Sub Section (g) of this Section, a portion of the authorized funding was to be used in developing and implementing professional development programs and training programs, including programs that increase educator diversity and retain diverse educators. Within the \$265.1 million authorized budget for the Statewide Education Initiative Account, \$15.0 million was set aside specifically for this purpose.

Through the Student Success Act, the Legislature provided additional direction on the use of the \$15.0 million through Section 48 of the Act. This directive instructed both ODE and EAC to complete a plan on how these funds would be used and report back to the Legislative Assembly by January 15, 2020. Specifically, the directive was as follows:

*The Department of Education and the Educator Advancement Council, in consultation with the Teacher Standards and Practices Commission, the Higher Education Coordinating Commission and representatives of school districts and other education stakeholders, shall develop a plan to provide an effective combination of programs and initiatives for the professional development of educators from kindergarten through grade 12 and to be funded by the Statewide Education Initiatives Account. The plan shall be based on consideration of increasing: (a) Educator retention; (b) Educator diversity; (c) Mentoring and coaching of educators; (d) Participation in educator preparation programs; and (e) Educator scholarships.*

The staff for the EAC have worked diligently since the close of the 2019 Legislature to implement their current service level budget approved in House Bill 5015, as well as develop a plan for the additional \$15.0 million authorized by HB 5047 and further directed by the Student Success Act. Staff completed a draft plan based on the input received from stakeholders and partners and presented it to the Ways and Means Subcommittee on Education on January 14, 2020. At that time, the plan included only 1 year of funding, and the Committee recommended that DAS un-schedule \$10,150,414, allowing the EAC time to report back to the Emergency Board with more specific details on their plan at the September Emergency Board.

The current revised plan identifies a goal to develop and implement a cohesive racially-affirming environment across Oregon's educator workforce continuum. With this goal in mind, the plan applies a three tiered investment approach to address Oregon's educator workforce continuum so educators of color and Indigenous educators no longer feel trapped, but rather feel empowered within a consistent racially-affirming environment in Oregon. The three tiered investment approach includes: dismantling barriers; redefining current initiatives; and systemic reform.

### ***Tier 1 – Dismantling Barriers***

The draft plan proposes to make strategic investments to explicitly counteract and dismantle the barriers diverse teacher candidates face in completing educator preparation programs and transitioning into strong career pathways. The plan will target approximately 27 percent of the resources in programs and activities that effectively:

- mitigate the cost associated with scholarships, administration, alumni networking, and career advancement for diverse educators;
- launch a leadership preparation and pathway program for diverse educators; and
- invest in the Teaching, Standards, and Practice Commission's comprehensive program evaluation of the holistic assessment model, as well as offsetting the cost of licensure and assessment for diverse candidates in Oregon.

### ***Tier 2 – Redefining Current Initiatives***

Oregon's current programs and initiatives require educators of color and Indigenous educators to participate within systems that perpetuate existing structural racism. As such, the second tier of draft plan proposes to strategically shift current initiatives to advance racially and linguistically diverse teacher candidates through Oregon's educator preparation programs (EPPs). The plan will target approximately 43 percent of the resources in programs and activities that effectively:

- alter the fundamental goals of Grow Your Own (GYO) models so their work operationalizes current culturally specific initiatives; ensures funds are available to early learning educators who are part of the K-12 system; and provides for pathways from high school to community college to four years and/or colleges of education;
- pilot anti-racism coursework to help educators deepen their learning and take action through connection with and accountability to other educators in a similar place, as well as earn continued graduate credits; and
- support universities in the implementation of Oregon Educators Equity Act passed by the Oregon Legislature in 2015 requiring each public teacher education program in the state to prepare a plan for the recruitment, admission, retention, and graduation of diverse educators to accomplish the goal described in the original act.

### ***Tier 3 – Systemic Reform***

The critical change agent in the draft plan is a focus on systemic reform and strategic improvements in applied professional learning aimed at achieving culturally and racially affirming environments across Oregon’s educator preparation continuum. Focused communities of practice (CoP) engaged in professional learning for culturally sustaining pedagogy can address and prevent the harm of the existing structural racism and cultural marginalization in Oregon’s P-20 schools. More specifically, these CoPs can identify, support, and create optimal working conditions.

The plan will target approximately 28 percent in a system for mentorship, coaching, and professional learning between EPPs and K-12 systems. The investment will be based on a model in which:

- EPP and K-12 leadership will receive two-to-one mentoring;
- leaders will engage in professional learning on race equity and culturally sustaining pedagogy; and
- staff and personnel at the EPP and K-12 sites will also receive/have access to the race, equity and culturally sustaining pedagogy professional learning for their community-based needs and strengths.

Finally, to effectively implement the plan and administer the three tiered investment approach outlined, ODE and EAC will require operational resources. As such, the plan calls for approximately 2 percent of the budget for the establishment of two positions for strategic leader and policy expertise to achieve the paradigm shift outlined in this comprehensive, multi-tiered, statewide proposal, and to ensure accountability and oversight of the state investments made for each tier.

The final plan, including cash flow, is included with this request.

### **Agency Request**

Accept the final report required through House Bill 3427, Section 48 to provide a plan on an effective combination of programs and initiatives for the professional development of education from kindergarten through grade 12 and reschedule \$10,150,414 Other Funds limitation for implementing the plan.

### **Legislation Affected**

None

The Honorable Senator Peter Courtney, Co-Chair  
The Honorable Representative Tina Kotek, Co-Chair  
State Emergency Board  
September 4, 2020  
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Thank you for considering the approval of this request.

Sincerely,

A handwritten signature in blue ink, appearing to read "Colt Gill", with a long horizontal flourish extending to the right.

Colt Gill  
ODE Agency Director

Sincerely

A handwritten signature in blue ink, appearing to read "Dr. Daniel L. Ramirez", with a stylized, cursive script.

Dr. Daniel L. Ramirez  
EAC Interim Executive Director



## Diversifying Oregon's Pathways in Education: Section 48 of House Bill 3427

The December 2019 Report on Section 48 (Diversifying the Educator Workforce) of the Student Success Act (House Bill 3427) outlined spending over the course of two years - from June 30, 2019 until June 30, 2021. What follows is a status update on each of the elements in the plan as well as an adjustment to Tier 3. On August 6, 2020, the Educator Advancement Council Directors approved this shift in concept from Communities of Practice for leaders and schools to a Racial Justice Institute that will initially focus on supporting Black, Indigenous, and Educators of Color. There was no adjustment on the amount but rather on the concept itself. In short, EAC intends to spend and implement all \$15M between August 30, 2020 and June 30, 2021.

### First three months (by Nov 30) we will have spent: \$7.94M

	SEPT 30	Oct 31	Nov 30	Dec 31	Jan 31	Feb 28	Mar 31	Apr 30	May 31	June 30
<b>TOTAL:</b>	<b>\$4,527,673</b>	<b>\$527,673</b>	<b>\$3,186,510</b>	<b>\$27,673</b>	<b>\$327,673</b>	<b>\$3,186,510</b>	<b>\$27,673</b>	<b>\$27,673</b>	<b>\$3,133,270</b>	<b>\$27,673</b>
<b>HECC IAA</b>	\$1,500,000									
<b>TSPC IAA</b>	\$2,500,000									
<b>Grow Your Own Programs</b>			\$1,666,667			\$1,666,667			\$1,666,667	
<b>Anti-Racist PD Contractor</b>			\$333,333			\$333,333			\$333,333	
<b>HB3375 Public Universities</b>	\$500,000									
<b>Racial Justice Institute</b>		\$500,000	\$400,000		\$300,000	\$400,000			\$346,760	
<b>Evaluation and TA Vendor</b>			\$608,837			\$608,837			\$608,837	
<b>Public Awareness Campaign</b>			\$150,000			\$150,000			\$150,000	
<b>Program Staff and Operations</b>	\$27,673	\$27,673	\$27,673	\$27,673	\$27,673	\$27,673	\$27,673	\$27,673	\$27,673	\$27,673

### Tier 1:

- Oregon Teachers Scholars Program (\$1.5M):** In collaboration with the HECC, we are creating the conditions to increase scholarship amounts for the 2020 - 2021 recipient and offer an additional round of scholarship funds for racially, ethnically, and heritage-speaking teacher candidates. Since 2018, over 138 scholarships for teacher candidates have been awarded, with over 100 recipients this year.

- *Oregon Administrators Scholars Program (\$1.5M)*: In collaboration with TSPC and Coalition of School Administrators (COASA) we have designed a scholarship program (\$10K per scholar) to recruit and support leadership preparation and pathways for racially, ethnically, and heritage-speaking administrator candidates.
- *Teachers Standards and Practice (\$1M)*: In collaboration with TSPC, we have developed an Intergovernmental Agreement whereby TSPC will launch licensure stipends (licensure costs and assessment fees) for racially, ethnically, and heritage-speaking educator candidates; and an additional \$500,000 to pilot the Holistic Assessment of Content Knowledge which was created as an alternative pathway to licensure.

#### **Tier 2:**

- *Grow Your Own Teacher Pathway Partnership(\$5M)*: In collaboration with educator preparation programs, current “Grow-Your-Own” programs, philanthropy, and education associations (OEA and COASA), we developed criteria to support statewide partnerships to diversity the educator workforce while also supporting the implementation of Oregon’s culturally responsive legislative initiatives, such as Tribal History/Shared History, Ethnic Studies Standards, Jewish Holocaust bill, AA/Black Student Success Plan and related equity plans. We are ready to release an RFA in August and reward participants in September.
- *Teacher Antiracist Courses (\$1M)*: In collaboration with educators in the field, we are ready to launch an RFP for a contractor to partner with an educator preparation program to pilot at least two online anti-racist graduate level courses for licensed teachers currently working in a K12 school. The EAC offered multiple sessions to current teachers who revealed this as a number one need.
- *Educator Equity Plans - Education Equity Act HB3375 (\$500K)*: In partnership with the HECC we have created an Interagency Agreement to disburse funds to the six public educator preparation programs to support their legislative requirement of producing a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators.

#### **Tier 3:**

- *Racial Justice Institute (\$1.9M)*: The EAC has proposed to create a Racial Justice Institute aimed at achieving culturally and racially affirming environments across the educator preparation continuum. This Institute has a two part approach. \*See below for rationale and further details.
- *Diversifying Oregon’s Pathways in Oregon Evaluation and Technical Assistance (\$1.8M)*: The EAC will Invest in a comprehensive research and evaluation plan to investigate the extent to which the different tiers impact diversifying the educator profession, can inform future policy and practice, and can be scaled and applied across specific contexts. Also provide technical assistance to operationalize promising practices that support diversification and retention of Black, Indigenous, and Educators of Color.
- *Public Awareness Campaign (\$450K)*: Invest in strategic communications that will elevate the work of the EAC and the different tiers across the state.

\*Because of the COVID-19 pandemic there has been an inordinate amount of pressure and work placed on administrators to design and implement a new model for education in Oregon. At the same time we recognize that many educators feel under-supported as they navigate the dynamic and complex transition to new models of education. These feelings are exacerbated for BIPOC educators who -in addition to the pandemic - often shoulder the additional work of navigating racially un-affirming environments, supporting BIPOC students and families, and reckon with the disproportionate impact of COVID-19 on their own communities. As a result of this shifting need, the EAC has proposed to create a Racial Justice Institute aimed at achieving culturally and racially affirming environments across our educator pathways continuum. The EAC piloted an initial network specifically for BIPOC educators during the months of March and April with overwhelming engagement and positive responses. Within 48 hours the EAC had over 200 BIPOC educators signed up to participate. During these sessions BIPOC educators asked for ongoing, racially affirming support. The purpose of this Institute is to address and prevent the harm of the existing structural racism and cultural marginalization in Oregon’s K-12 Schools, which are especially pertinent during times of constrained resources. This in

particular creates a mechanism for the retention of BIPOC teachers.

The previously recommended investment (Column 1 in Table A) requires a significant amount of time from K12, university and teacher leaders and does not account for their workload amidst a pandemic. The proposed change continues to align with the mission of Section 48 while also addressing an important need in the system.

The recommended change is: The creation of a Racial Justice Institute, which is a statewide endeavor that is designed and implemented by the EAC staff (distinct and separate, but aligned with the Regional Educator Networks) that will initially focus the creation of a BIPOC network and a 30 person Racial Justice Fellowship (Table A; Column 2).

Table A

<b>Column 1: Previous (\$1.9M) - Communities of Practice</b>	<b>Column 2: Proposed (\$1.9M) - Racial Justice Institute (Phase 1)</b>
<p>The EAC, in accordance with Section 48 of the Student Success Act, will develop and invest in a system for mentorship, coaching and professional learning between Educator Preparation Programs (EPP) and K12 systems. The investment in the Oregon community of practice framework follows a nested model in which (a) EPP and K12 leadership (deans, administrators and teacher leaders) will receive two-to-one mentoring, (b) Leaders will engage in professional learning on race equity and culturally sustaining pedagogy, and (c) the staff and personnel at the EPP and K12 sites will also receive/have access to the race, equity and culturally sustaining pedagogy professional learning for their community-based needs and strengths.</p>	<p>The EAC has proposed to create a Racial Justice Institute aimed at achieving culturally and racially affirming environments across the educator preparation continuum. This Institute has a two part approach</p> <ol style="list-style-type: none"> <li><b>A Black, Indigenous, and Educator of Color Network for Oregon Educators:</b> There will be a series of full and half day sessions for BIPOC educators to connect, align and amplify culturally sustaining pedagogical approaches, and support innovative instruction.</li> <li><b>A Racial Justice Fellowship:</b> The Fellowship will provide the support and funding for a group of 30 BIPOC educators to engage in deep racial justice learning, leadership and project development coaching, and propose collaborative projects to create more racially affirming educational spaces.</li> </ol>

**Detailed Budget:**

1.1 OTSP	Funds to mitigate the costs associated with scholarships, administration, alumni networking, and career advancement.	\$1,500,000.00
1.2 OASP	Investment for COSA, TSPC, and HECC to launch a leadership preparation and pathway program for diverse educators.	\$1,500,000.00
1.3 Multiple Measures	Invest in TSPC comprehensive program evaluation of the holistic assessment model.	\$500,000.00

1.4 Licensure and Assessment	Fund for TSPC costs of licensure and assessments for diverse teacher candidates in Oregon (e.g. ORELA and EdTPA).	\$500,000.00
<b>Tier 2. Redefine Current Initiatives</b>		
2.1 GYO Redefined	Invest funds to alter the fundamental goals of GYO models so their work operationalizes current culturally specific initiatives.	\$5,000,000.00
2.2 Pilot anti-racism coursework	This course is for educators who are looking to deepen their learning and take action through connection with and accountability to other educators in a similar place and earn continued graduate credits.	\$1,000,000.00
2.3 Educators Equity Act House Bill 3375	The EAC will support the six public universities in creating a community of practice that provides incentives for their institutions to support the work of their plans and their chosen areas of foci.	\$500,000.00
<b>Tier 3. Systemic Reform</b>		
3.1 Racial Justice Statewide Institute	Fund a teacher-centered institute to advance racial justice in education. Initiate a BIPOC educator support network - focused on connecting BIPOC educators; elevating anti-racist practices; and supporting a rapidly dynamic educator experience. Fund 30 BIPOC Racial Justice Fellows to engage in deep racial justice leadership work and engage in antiracist collaborative projects.	\$1,946,760.00
3.2 Diversifying Oregon's Pathways Evaluation and Technical Assistance	Invest in comprehensive research and evaluation plan to investigate the extent to which Section 48 best practices achieves its aims, can inform future policy and practice, and can be scaled and applied across specific contexts. Also provide technical assistance to operationalize promising practices that support diversification and retention of Black, Indigenous, and Educators of Color.	\$1,826,511.00
3.3 Public Awareness Campaign	Creating public awareness that will elevate the work of the EAC and Section 48 across the state and national levels.	\$450,000.00
<b>Expense Summary</b>		



Tier 1. Dismantling Barriers		\$4,000,000.00
Tier 2. Redefine Current Initiatives		\$6,500,000.00
Tier 3. Systemic Reform		\$4,223,271.00
Program Staff and Operations		\$276,729.00
Total Budget		\$15,000,000.00

*Contact Shadiin Garcia at [shadiin.garcia@ode.state.or.us](mailto:shadiin.garcia@ode.state.or.us) or Daniel Luis Ramirez at [daniel.ramirez@ode.state.or.us](mailto:daniel.ramirez@ode.state.or.us) for more information.*