

How are you embedding some of these practices? How are you adapting or planning to adapt these racial equity centered practices to your context?

Mentoring

- Use of peer mentors–student affinity group with a stipend
- Resource around mentoring–when meeting with CCs and Univs-would like to get them to provide 1 or 2 people representing diversity to be available to connect with aspiring candidates. They can talk with folks about why they selected their respective EPP, what their experiences are like. Would consider stipend or incentive funds. Want to follow up on this. Maybe for a grant.
- I have been trying to develop with ethnically diverse alumni that have become leaders in their schools to help them become connectors or ambassadors. Connecting them with prospective students who are questioning becoming teachers. Having this become more official and well-thought. Fall, Winter, Spring and maybe Summer. Klamath and SOU.
- Mentorship programs. Now having graduates seeking how they can continue to mentor college students and mentors. Hallmark of the program is the mentorship program. PWI and working to bring folks of color in to build community and mentorship.

Resources

- Consider how to provide resources (info and support) to connectors.
- New website to come alongside the existing WESD Shape Oregon's Future that will be open statewide with a password protected section for Navigators.
- We have a grant specifically for bilingual ed students on their path to become educators. Grant applies to Mexicans and folks who have Mexican roots.

Challenges

- Trying to reach institutions that connect to hispanic populations. Others may not share their email list with us.
- Full time didn't make sense for them (IAs).
- Slow for IAs to go through since they have their job.

Strategies

- Specific course lists and advising guides...for online programs too.

- Revisit the way READ Oregon advertised multiple years of course offerings across the state allowing people to plan for enrollment.
- Preparing books with student voices and stories. How they overcame adversity.
- High school to college. Affinity spaces.
- Doing common book readings and having authors coming. “Building a home in school”. Authors had dinner with students, PDs for k-12.
- When the students have a problem and tell me that they sent an email but didn’t get a response, I ask them to cc the Navigator to support for follow up.
 - Use position to support students and help them navigate.
- Having HS students going and looking to have the support earlier rather than later.
- Thinking about the target population.

Mentoring

Resources

Challenges

Strategies

03/16/2023

How are you embedding some of these practices? How are you adapting or planning to adapt these racial equity centered practices to your context?

Group 1 (Mayla, Darlene,Hilda):

- Use of peer mentors–student affinity group with a stipend
- Resource around mentoring–when meeting with CCs and Univs-would like to get them to provide 1 or 2 people representing diversity to be available to connect with aspiring candidates. They can talk with folks about why they selected their respective EPP, what their experiences are like. Would consider stipend or incentive funds. Want to follow up on this. Maybe for a grant.
- Consider how to provide resources (info and support) to connectors.
- New website to come alongside the existing WESD Shape Oregon's Future that will be open statewide with a password protected section for Navigators.

- Specific course lists and advising guides...for online programs too.
- Revisit the way READ Oregon advertised multiple years of course offerings across the state allowing people to plan for enrollment.

Group 2 (Susan, Tawnya, Vania, Mu):

- I have been trying to develop with ethnically diverse alumni that have become leaders in their schools to help them become connectors or ambassadors. Connecting them with prospective students who are questioning becoming teachers. Having this become more official and well-thought. Fall, Winter, Spring and maybe Summer. Klamath and SOU.
- We have a grant specifically for bilingual ed students on their path to become educators. Grant applies to Mexicans and folks who have Mexican roots. Challenging because we use fliers, emails and info sessions. Face to face is best. Need to work on marketing. Trying to reach institutions that connect to hispanic populations. Others may not share their email list with us. Preparing books with student voices and stories. How they overcame adversity.
- We have a pretty comprehensive program. Started in 2014. High school to college. Affinity spaces. Going back to school. Mentorship programs. Now having graduates seeking how

they can continue to mentor college students and mentors. Hallmark of the program is the mentorship program. PWI and working to bring folks of color in to build community and mentorship. Doing common book readings and having authors coming. "Building a home in school". Authors had dinner with students, PDs for k-12. Reading a new book this year. This year is in the Spring.

Group 3 (Espie, Fatima, Anita, Haydeé):

- When the students have a problem and tell me that they sent an email but didn't get a response, I ask them to cc the Navigator to support for follow up.
 - Use position to support students and help them navigate.
- Tigard-Tualatin-Learning and seeing the connection to students and looking into having HS students going and looking to have the support earlier rather than later. Looking into the model.
 - This would be ideal for folks who are not in the class.
 - If they are IA, for them to leave employment to do that as full time didn't make sense for them. (Espie). Thinking about the target population.
 - It could work for HS students.
- Slow for IAs to go through since they have their job.

What are other equity practices you are using that you would like to share with your fellow Navigators?

Group 1 (Hilda/Terra):

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Group 2 (Mu):

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Group 3 (Haydeé):

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In your role as Navigator, what opportunities do you see to push towards structural changes to the school and education systems that embed racial equity practices?

Specific responses and resistance to racial equity initiatives (from people outside of the classroom)

- There were complaints made to the school districts (a very diverse district) pulled out of the program.
- Can't imagine what it would be like to be in a public university in a state like FL where the Governor is dictating what is being taught and emphasized.
- The fight for education is slowly disappearing, especially over the last year.
- Being pushed out for not being supported by admin.
- So many barriers to support students.
- Systemic barriers.

Feelings and emotional responses to the state of racial equity

- Seeing people being ignored.
- Conversations that leave us feeling helpless.
- Feeling broken in a broken system.
- Being an ally and thinking about the exhaustion that folks of color are feeling.
- Sometimes I feel exhausted.
- Not having room in the classroom for children to have room to breathe.
- So many that feel powerless.

Hope for change and possibility

- New superintendent for Salem-Kaiser (2nd largest school district woman of color) gives new hope.
- Having a voice in the room and actual change to occur.
- I have motivation because I see the impact of the programs especially for bilingual students.

Ineffective action and inaction

- There are times it feels like we are moving backwards from the progress we have made around racial equity.
- Only making decisions for now with no foresight.
- Same circles/cycles and bandaids being used.

Opportunities

- Discussions of power and privilege are part of the curriculum, e.g. reading *Creating a Home in Schools Sustaining Identities for Black, Indigenous, and Teachers of Color* by Francisco Rios, A Longoria. Read a Section on Dear White Educators.
- It is in my personality to make change.
- Spanish-speaking and hispanic people needing representation at spanish-serving institutions need policies to ensure that the authorities are required to best serve these students.
- Ofelia Garcia pedagogical strategies in designing instruction–corrientes. Understanding that children will shift the curriculum. Taking that to the system level.
- Being really intentional about recruiting BIPOC educators.
- Wanting to have more BIPOC educators and how we retain them and support them?
- Outreach and creating career pathways. Sustainable pathways.

Specific responses and resistance to racial equity initiatives (from people outside of the classroom)

Feelings and emotional responses to the state of racial equity

Hope for change and possibility

Ineffective action and inaction

Opportunities

In your role as Navigator, what opportunities do you see to push towards structural changes to the school and education systems that embed racial equity practices?

Group 1 (Tawnya, Anita, Hilda):

- In one EPP program, discussions of power and privilege are part of the curriculum, e.g. reading *Creating a Home in Schools Sustaining Identities for Black, Indigenous, and Teachers of Color* by Francisco Rios, A Longoria. Read a Section on Dear White Educators—there were complaints made to the school districts (a very diverse district) pulled out of the program. Promised to talk with her but hasn't
- Seeing people being ignored.
- There are times it feels like we are moving backwards from the progress we have made around racial equity. Can't imagine what it would be like to be in a public university in a state like FL where the Governor is dictating what is being taught and emphasized.

Group 2 (Mu): Vania, Terra, Darlene

- Conversations that leave us feeling helpless. Being new makes me feel change is possible but others who have been here think it will never happen. It is in my personality to make change. New superintendent for Salem-Kaiser (2nd largest school district woman of color) gives new hope.
- I can vision out ten years from now of what could be and bring it back to the decisions being made now and how that can impact. Only making decisions for now with no foresight. Having a voice in the room and actual change to occur. Feeling broken in a broken system. Same circles/cycles and

bandaids being used. Conversations show that change isn't what people want. Being an ally and thinking about the exhaustion that folks of color are feeling. The fight for education is slowly disappearing, especially over the last year.

- Sometimes I feel exhausted too but at the same time I have motivation because I see the impact of the programs especially for bilingual students. Spanish-speaking and hispanic people needing representation at spanish-serving institutions need policies to ensure that the authorities are required to best serve these students.

Group 3 (Haydeé):

- Not having room in the classroom for children to have room to breathe.
- Ofelia Garcia pedagogical strategies in designing instruction–corrientes. Understanding that children will shift the curriculum. Taking that to the system level.
- Being really intentional about recruiting BIPOC educators.
- Being pushed out for not being supported by admin.
- Wanting to have more BIPOC educators and how we retain them and support them?
- Outreach and creating career pathways. Sustainable pathways. So many barriers to support students.
- So many that feel powerless.
- Systemic barriers.

Senate Bill 283

What sparks curiosity for you when you read [this summary of Senate Bill 283](#)?

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What are your thoughts and suggestions regarding Senate Bill 283?

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Below are the notes and sharings from Navigators in previous meetings and forums.

**Instructional Assistant/Paraeducator Pathways to Teaching:
Successes to Celebrate and Barriers to Surmount**

1. How are the experiences of Instructional Assistants in your GYO project similar or different to what our panelists shared?
2. What is working?

Group 1 (Aaron, Hilda, Kate and Darlene):)

- The barriers seem to be very similar across the state - financial barriers, note being sought after by administrators, process barriers. We need to invite IAs to consider this as an opportunity.
- Aaron said that he has had more IAs seek him out, rather than administrators seeking out interest within their own buildings/districts. Possibly administrator burnout? What's the barrier there?
- Darlene said that they are collaborating with others to cover the cost of tuition so that finances are less of a barrier for teacher candidates. There are less opportunities for future secondary teachers. IAs who work 4 hours or more a day will have benefits. They are also allowed to take a one year leave of absence, or work as substitutes if they have a bachelor's degree.
- Darlene also said that they have reduced the burden for candidates by simplifying the process to access funds for teacher prep programs.
- There are more barriers for candidates who are pursuing math and science teaching positions.
- Kate shared one of her colleagues pursued a pathway on her own volition and wasn't pursued until she finished with a sped degree
- Darlene says that the website is incredibly helpful, especially for IAs who have complicated schedules. Hilda said that there is a spreadsheet called Open: Choose Local, but it's not very user friendly, so that is something that could be improved. Darlene was a web designer, so she would be happy to help with upkeep once the website has been created.

Group 2 (Names: Julian, Mayla, Vania, Haydeé)

- Bureaucratic red tape that is a public university. IAs need more flexibility than they are currently able to offer.
- IAs get roped into emergency credentials. They fall behind in the coursework, and there are no quick pathways. Then they leave the profession. There is no clear support plan.
- Not having a clear support.
- Going back to school after a long time is daunting, mentally and emotionally.
- People who are not BIPOC get frustrated because they are not eligible for funding/support.
- Grant that covers up to eight credits for school district employees. Making sure that people know about funding opportunities (marketing, connecting with other places that can spread the word).

Group 1 (Aaron, Hilda, Kate and Darlene):

In what ways can we as a Navigator Network collectively support and advocate for solutions to employment and barriers faced by BIPOC aspiring teachers using the Instructional Assistant pathway to become teachers?

Contribute to the state website to make this clearer

- Develop list of needs that are still unmet
- Work with SEIU to communicate about pathways
- Work with CBOs to make up the difference in funds needed beyond \$5250
- It would be helpful to have more consistency in the amount of money we can provide to teacher candidates across the state

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Group 2 (Names: Julian, Mayla, Vania, Shawna, Haydeé)

In what ways can we as a Navigator Network collectively support and advocate for solutions to employment and barriers faced by BIPOC aspiring teachers using the Instructional Assistant pathway to become teachers?

- We can share resources and ideas, as well as success stories. We can help each other to reach out to our local school districts, community colleges, and universities, to create partnerships that take aspiring teachers all the way from AA to BA to credential, without impeding their ability to provide for themselves and their families. Some folks seem to have this already, but we do not. What about creating a virtual support group across the state for IAs who are on the pathway to becoming teachers? Not all areas will have enough candidates to create a group of their own. SS
- Create accessible resources for students as well as procedures to follow similar to FAQs for becoming an educator in Oregon.
- Shared list of financial resources available to students
- Combine funds (maybe one partner can cover one aspect of a IA's schooling but not all) (EX: MESD paying for PCC tuition in partnership with DDSD)
- Sending institutions and receiving institutions.
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Trends, Needs and Offerings - Navigator Network

Trends

- ESD-Have people who want to become licensed but not through licenses.
- SD-Shortage of teachers overall, but especially BIPOC and math/science
- IHE-Declining enrollment
- IHE-Shift to more flexible concise taking options
- ESD-Teachers leaving profession, limited interest in teaching as a profession->workload, perception, support, compensation.
- CCC-Not enough ED classes, AAOT classes applicants for grants.
- ESD-Teacher movement having net loss to rural districts
- ESD-Housing cost prohibiting ability to work
- SOU- Drop in enrollment, even while actively recruiting. (Satellite program is still growing)
- WOU- Drop in enrollment- possibly due to bad publicity on education/poor work conditions for teachers/housing and other basic needs
- EOU- Enrollment drop, housing needs, GYO enrollment down overall
- Chemeketa- Still hasn't recovered since the pandemic. Need to protect the instructors as well as encourage future educators.
- Clackamas CC- ED class enrollment is still steady, ECE Spanish program is growing!
- Grant funds have been essential in maintaining the enrollment we do have.
- How do we combat negativity surrounding the field (politics)? Build up the profession.
- Housing idea- specific housing for educators (on top of preexisting businesses)
- Low enrollments in GYO programs and Teacher Prep Programs
- Teaching profession is not celebrated, rewarded, or honored.
- ESD Enrollment in GYO is decreasing.
- SD Compensation for educators is too low. Teacher burnout.

- SD After people retire, they end up subbing. Creates the cycle.
- Concern when candidates are hired to fill vacancies on emergency licenses without adequate support and mentoring
- Uncertainty and low morale in general
- More activity happening in the realm of workforce urgency at the national level and with registered apprenticeships
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Needs

- ESD Full cycle - wrap around support for diverse teachers from recruitment, ed. Program to employment with attention focused on retention.
- SD We need a plan.
- ESD Cooperation from IHE to streamline pathway creation.
- IHE Breaking down staff and faculty resistance to change
- CCC Improve our grants, more applicants, better class options.
- ESD County level data to diversify.
- ESD Addressing racism within the community. The environment is not where it needs to be to have a GYO. Folks wanting to leave and not coming back. How do we motivate or inspire them to return to toxic environments?
- Lack of housing.
- SD In Southern Oregon our ability to recruit BIPOC folks is limited. Southern Oregon is not known for being a welcoming space for BIPOC folks. Folks getting trained in equity. When they are out in the community they are not safe.
- SD Housing issue is a statewide thing.

- SD Community level issues that affect school districts.
- Assurances for these efforts to continue, support from the legislature, EAC, etc
- More awareness of the positive aspects of a career as an educator
- More scholarships for rural and poor candidates
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Offerings

- SoESD-Singular Pre Ed Program Plan
- SoESD-Scholarship Portal
- IHE-Promoting partnerships with GYO's in ESD/SD-topic within HECC/IHES. Example: Ease of navigation to degree/flexibility/strengthening/offering transfer mapping
- SD-Jobs for aspiring teachers
- SD-Broad perspective of teacher pathways
- ESD Guidance, advocacy, scholarships and connection. ID/personnel in district, community, mentor.

- CCC Redesign applications, improve.
- ESD Statewide website.
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Collective Action

In what ways can this group co-conspire together as a network to support BIPOC teacher candidates to succeed?

- Share information. Information is key. Sharing what worked and learn from those lessons and guidelines to help us. Be friends. Create trust. Share our feelings.
- Sharing experiences and learning from mistakes. What worked and what didn't. Sharing experiences from students. Having a good form of communication.
- Showing what works and what doesn't. Having communication and resource spreadsheet. So we know who to contact and have connections.
- For BIPOC future candidates to succeed: working together to dismantle systems. Power when putting a name of things and using
- Important to have conversations and find ways to make changes and where to go with our findings. Have all the right people at the table. Using the work and time to find

the solutions. Rather than just having conversations and staying in the space.

- Unfortunate that we return to oppressive systems without support. Leveraging the power, expertise and strength of the folks in this group.
- Common themes of lack of support within the system and having this group helps to have a support system.
- Ground level: Talking to an aspiring teacher and being able to refer them to people that we know who can encourage them and support them on their next steps in their journey. Dream: Would love to support a doctoral group of educators. Love to see and nurture that dream to have the most inspired individual be a part of the journey.
- A lot of policies and priorities are coming that may push education in a certain direction. Having this group will help because it is a rocky slope depending on the leaders (gov and legislature). What can this group really do to shake the system?

- Working together to dismantle systems by using our position to communicate our vision, mission and goals as a collective voice to other agencies, institutions, departments, etc.
- Taking time to see, hear and respect one another.

Breaking Barriers Across Systems Activity - Navigators

Individual: How would dismantling barriers look like in your context within the system?		
Name	System	Response
Desi Nicodemus	Teacher prep programs	Want to diversify the educator workforce. Allow historically underrepresented communities to attend school for free to become a teacher. Have more professors of color
Tawnya Lubbes	University Teacher Preparation	<ul style="list-style-type: none"> • <u>Systemic change</u>: remove barriers to teacher licensure and teacher retention (i.e. requirements, funding, pathways, bureaucracy, incentivise)

		<ul style="list-style-type: none"> ● Recruitment: Starting early so that our youth and minoritized folx see themselves in the teaching profession ● Mentor/Support: provide mentorship and support to BITOCs and BISOCs as well as culturally and linguistically diverse individuals ● Development: Provide opportunities for ongoing identity development including reflective practice for all emerging educators in a culturally responsive and sustaining way (Cultural Humility) ● Empower: put BITOC/BISOC/POC voices at the forefront, provide support on how they can be system changers and disruptors of systemic oppression ● <u>Systemic change</u>: as we diversify the educator workforce the system must change rather than be “patched” or include more checkboxes. Change should be a continuum
Mayla Morgan	Clackamas Community College	<ul style="list-style-type: none"> ● Translation of materials to various languages (application, financial aide info, scholarships, course registration, etc.) ● Degrees/classes offered in students’ first language ● Support/admin staff dedicated to supporting BIPOC students ● Additional funding dedicated to these resources ● Outreach to previously forgotten/ignored potential partners
Gema Ventura Alfonso	Western Oregon University	<ul style="list-style-type: none"> ● Resources for undocumented students ● Hear what students have to say a way to report certain problems that students encounter with staff

		<ul style="list-style-type: none"> • Have staff/faculty held accountable • Have a resource center for students, a space where they can use materials that they need for some Ed classes. • Have a diverse bilingual classes (other than just Spanish and English)so other bilingual students who want to be bilingual teachers can teach in both of their languages.
Terra Hernandez	Willamette ESD	<ul style="list-style-type: none"> • HR Implicit Bias Training and changes to application processes and hiring rubrics revamped • Cost of college • Time spent in college to receive your teaching degree • Teacher Pay • District planning with radical imagination • Teacher retention and flexible compensation • Mentoring as a wrap around support for all educators, administrators, students, and families. • School become the social service hub of support for communities
Tammy Short	BMCC	<ul style="list-style-type: none"> • Remove barriers involved with registration • Support for ALL students from start to finish <ul style="list-style-type: none"> ○ Life Coach ○ Testing ○ Bilingual tutors ○ A voice at the table • A common goal from Navigators to Faculty to Admin regarding Systemic structures • More bilingual courses offered-working on this one

Hilda Rosselli	WESD Grant Consultant	Navigators would be seen as an essential element of every GYO effort. Navigators would be supported with resources, PD opportunities, 12 month contracts, and empowered to bring needed changes to the table. Systems would be better positioned to work across sectors, moving away from territorialism and candidates would feel totally supported and valued as they move into employment, including mentoring provided by BIPOC teachers would be the norm, not an anomaly.

Breaking Barriers Across Systems Activity - Navigators

Collective:

How can we in this group break systemic silos across systems and create pathways to support future BIPOC teachers to be successful?

Group 1 Names: Gema, Tammy, Terra

- Who wants to be a teacher? There aren't teachers to recruit
- HR
- Pathways that are flexible
 - Can't stay in position as they are getting their licensure
 - Traditional path is great for those graduating but not others
- High school bridges

- Latinx educators and Latinx students
- Institute happening in person
 - 40 Paraeducators
 - Districts are supportive in eastern oregon
 - Pre-registration, enrollment
 - AOT Elementary education
 - Get tools and technology
 - 3 days receive info
 - Before end of term they are reaching out to them
 - Going above and beyond because wants them to be successful
 - 1 hour on Zoom helping them fill out the fafsa
 - We are all here for the students, so how can we help the students
- Worked with teacher prep (WOU/Trio program)
 - Student and faculty
 - Peers
 - Limited resources for undocumented students
 - OMAS

Group 2 Names: Hilda, Mayla, Tawnya

- Making pathways accessible- funding, partnerships- can begin to make systemic change by involving different people. Need to explore how to make change in a continuous manner- representing those we serve- diversify who is a part of the conversation. Needs to be consistent!
- Change the system and lens and stop othering, a diverse education system should be the norm.
- Because we are this collective group of Navigators, we have this great opportunity to create those pathways. Someone in the ESD knows that Mayla has a bilingual program and Tawnya at Eastern has other programs. More people involved in the conversation and need to be more consistent.
- Still have territorialism- “these are my students”- this becomes a limitation when students require flexibility. Creates competition instead of working collectively to support students. Within the network, we have representatives from different systems but they need the opportunity to work together. (Can be complicated in the Portland area with so many systems).
- Grants create competition rather than collective goal because of funding requirements.
- Main idea: Want to create collective force***

- Articulate collectively for the educator advancement counsel and legislators that we need to be able to break down barriers and focus on helping students - possible policy changes