



EDUCATOR ADVANCEMENT COUNCIL

REVISED AGENDA

Friday, April 26, 2019

9:00 a.m. – 3:00 p.m.

Oregon Department of Veterans' Affairs Building, Grande Ronde Room, Suite 350, 700 Summer Street. NE, Salem, OR

Conference Call: (877)336-1828, public access code 8478084 (*listen only*)

Meeting Protocols

- ✓ All team members are equals and respected as such.
- ✓ The Chair calls on participants during discussions.
- ✓ Discussions are improved by self-assessing "*am I contributing too much or too little?*"
- ✓ We ask clarifying questions when needed and address issues, not individuals.
- ✓ Topics beyond the current agenda are captured to address in the future.
- ✓ Arrive early to begin on time.

Meeting Outcomes

- ✓ Review Fiscal Model Work Group refined draft formula
- ✓ Finalize Educator Network definition
- ✓ Receive information regarding Early Learning alignment and EAC implications
- ✓ Review RFP/Rules Ad Hoc Group recommendations
- ✓ Review Supporting Novice Educators Work Group updated recommendations
- ✓ Discuss prioritized implementation considerations
- ✓ Review Council Seat status – reappointments, vacancies, additional Standing Director, Chair/Vice-chair selection

9:00	1.0	Welcome Remarks	Chair Oakes
	1.1	Roll Call	Angela Bluhm
		Agenda Review/Outcomes	Chair Oakes
9:10	2.0	Consent Agenda – Action Item	Chair Oakes
	2.1	Agenda Approval	
	2.2	Approval of March 20, 2019, meeting minutes	
	2.3	Approval of IGA Amendment #2	
	2.4	Adopt the Oregon Equity Lens	
9:20	3.0	Reports – Information Item	
	3.1	Interim Executive Director Update	Hilda Rosselli
9:35	4.0	Public Comment	Chair Oakes
		• <i>Public members wishing to provide public testimony must sign in at the meeting.</i>	
		• <i>There will only be one speaker from each group.</i>	
		• <i>Each individual speaker or group spokesperson will have three (3) minutes.</i>	
		• <i>The Council welcomes and appreciates public input, but due to time constraints is unable to respond directly to testimony during the meeting.</i>	
		• <i>Public comment may be made in writing and submitted to EACInfo@OregonLearning.org</i>	

9:45	5.0	Fiscal Model WG Refined Draft Formula - Information	Matt Yoshioka
10:00	Break		
10:10	3.2	Governor's Office Update	Lindsey Capps
	3.3	Legislative Update	Lindsey Capps/Rep McLain
10:30	6.0	Educator Network Definition	Jenna Schadler
10:45	7.0	Early Learning Alignment within the EAC - Discussion	Miriam Calderon
11:00	8.0	RFP Update/Timeline Ad Hoc Group - Recommendations	Anthony Rosilez
	8.1	Request to Oregon Department of Education for Temporary Rulemaking by the State Board – Action Item	Vice Chair Grotting
12:15	LUNCH		
12:45	9.0	Supporting Novice Educators WG	Ana Gomez
1:30	10.0	Draft Timeline Scenarios – Discussion and Possible Action	Hilda Rosselli
2:00	11.0	Council Seats – ACTION ITEM	Hilda Rosselli
	11.1	Reappointments	
	11.2	Chair, Vice-chair election	
	11.3	Additional Standing Director	
2:50	12.0	Closing Remarks	Chair Oakes
3:00	Adjourn		

***Next Meetings:**

- May 22-23, Broadway Commons, 1300 Broadway Street NE, Salem
- June 26, Oregon Department of Veterans' Affairs, 700 Summer St. NE, Salem



Public Participation in Educator Advancement Council Meetings

During each Educator Advancement Council meeting, the agenda includes a “public comment” item. It is during this portion of the agenda the public may comment on an agenda item or an item related to the focus of the Educator Advancement Council.

As a public body, input is welcomed, appreciated and allows the Council an opportunity to listen. Due to agenda time constraints or the need to process the information received, they will not typically discuss or respond to questions immediately. If provided input is related to an action item later in the agenda, the Council may use the input during discussion or deliberation of that specific item.

If you wish to address the Council, please write your name and organization on the sign-in sheet prior to the designated public comment time. There will only be one speaker from each group and each individual speaker or group spokesperson will have three (3) minutes.

Thank you for your interest in the work of the Educator Advancement Council.

Unanticipated agenda items may or may not be included. All Educator Advancement Council meetings are open to the public and conform to Oregon public meeting laws. Accommodations requests should be submitted to EACInfo@OregonLearning.org (503) 373-1283 at least 48 hours in advance. To subscribe to meeting notices please register [here](#) or www.education.oregon.gov to find upcoming meetings and prior meeting materials.

EDUCATOR ADVANCEMENT COUNCIL MINUTES

Wednesday, March 20, 2019

9:00 a.m. – 3:00 p.m.

Oregon Department of Veterans' Affairs Building, Grande Ronde Room, Suite 350, 700 Summer Street. NE, Salem, OR

Present: Vice-chair Grotting, Paul Andrews, Miriam Calderon, Lindsey Capps, Christy Cox, Carmen Urbina surrogate for Colt Gill, Bill Graupp, Michelle Homer-Anderson, Belle Koskela, Ken Martinez, Representative McLain, Martha Richards, Jenna Schadler, Laura Scruggs, Nick Viles, Melissa Wilk, Matt Yoshioka

Present by phone: Marvin Lynn, Anthony Rosilez

Excused: Mark Girod, Ana Gomez, Chair Oakes, Sen Roblan

1.0 Welcome Remarks

1.1 Roll Call

Debbie Green conducted a roll call and a quorum was not present. Agenda items requiring a vote was moved until a quorum is present. A quorum was met at 8:20 a.m.

Lindsey Capps arrived at 8:15 a.m.

Miriam Calderon arrived at 8:20 a.m.

1.2 Agenda Review/Outcomes

2.0 Consent Agenda – Action Item

2.1 Agenda Approval

2.2 Approval of February 27, 2019, meeting minutes

Martha Richards moved to approve the consent agenda as presented, seconded by Bill Graupp. The motion passed unanimously.

3.0 Reports – Information Item

3.1 Interim Executive Director Update

Hilda Rosselli presented her Executive Director report which included:

- Draft EAC position descriptions provided to directors; feedback requested within a week.
- Staff engagement report
- Update on the six Design Institutes across the state successfully completed. April 5 in Roseburg will conclude the in-person sessions.
- One rotating director seat will be vacated on April 26. Director input will be important as we consider geographic representation process, and timeline for this appointment.

3.2 Chief Education Officer Update

Lindsey Capps, summarized the Joint Ways & Means presentation on March 19, 2019, on the Governor's budget related to the EAC. The Joint Committee on Student Success (JCSS), is currently working on how new investment dollars in education should be allocated. Their proposal called for new investments to be allocated in three areas: Revamped School Improvement fund (SIF), Early Learning, and Statewide Initiatives. These documents were sent as follow up to EAC Directors following the meeting.

4.0 Public Comment

No public comment.

5.0 Fiscal Model WG

Work Group (WG) Chair Matt Yoshioka and Rick Crager provided the Council with an updated draft funding model scenario using feedback from the last EAC meeting. This fiscal model provides a minimum base of \$15K for districts with fewer than 10 educators and \$30K with 10 or more. Approximately 20-24 districts receiving more than \$200K were proportionally offset to create the base for smaller districts. Matt reviewed the four scenarios and shared the WG recommendation for the 10-30-30-30 scenario. Directors discussed adding licensed educators working at ESDs to this funding model, inclusion of statewide charter schools and School for the Deaf, more details on methodology used to arrive at funding formula, and requested racial diversity data on administrators to be factored into the formula. EAC directors discussed need to determine of RFP references funding levels at the regional level rather than the district level.

Representative McLain arrived at 9:20 a.m.

Break

6.0 Implementation Considerations

Directors submitted comments after the last meeting on three implementation considerations which include Anticipated Challenges, Day-to-day Operations, and Non-negotiables. Directors indicated their priorities for the three implementation consideration lists. Staff will update this document for use in planning the next meeting agenda.

7.0 IGA Amendment

As Council previously discussed, an IGA amendment has been drafted to appropriately adjust new Director's term end dates to June 30, following the school year, instead of the current April term ending. The draft document has been presented for Director feedback as a first reading for consideration at the April meeting.

8.0 Educator Network Definition

Additional feedback for the Educator Network Definition was requested at the last meeting. Directors reviewed the updated draft document and provided comments and feedback. Jenna Schadler will update the definition using Director feedback and send out for Director review.

Noon LUNCH

9.0 Supporting Novice Educators WG

This Work Group met to review feedback from three listening sessions hosted since August to understand novice educator concerns. This feedback will be used to generate a report to Directors at a future EAC meeting. It will include critical attributes and supports for novice educators and how to best retain and support them across the continuum using a framework that includes recruitment, hiring and induction, and district culture and climate.

10.0 Communication Update – Discussion Item

Need for statewide communication was discussed and requested at the last EAC meeting. Hilda Rosselli presented directors with a draft messaging storyboard for their initial feedback.

- RFP Pre-notice discussed:
 - o Slowing the process down to get the message and vision right
 - o Create an ad hoc subcommittee to address the RFP/Rules and address consistent messaging
 - o Remove individual school district references
 - o Emphasize 51% of teachers need to be involved in decision-making
 - o Provide a planning year, relationship building, learning, technical assistance.
- Strengthen messaging about how these investments are changing– money won't come to districts in the same way along with the approach.
- Suggestion to create a short video clip of interviewing a superintendent (school and ESD), principal, and teacher to articulate how this is different from the current status ending in June 2019.
- Provide an initial combined message from Oregon Department of Education and Chief Education Office.

11.0 RFP Update/Timeline – Discussion Item

Directors were provided with a revised RFP draft for Council discussion and edits. Due the previous conversation and altered timeline, directors split into two groups; one to discuss the timeline for releasing the RFP and the other to define priorities for the RFP/Rulemaking Work Group. The RFP/Rulemaking Work Group will meet April 3 for further conversation.

Paul Andrews, Martha Richards, Belle Koskela, Melissa Wilk, Jenna Schadler, Michelle Homer-Anderson, and Christy Cox volunteered to be part of the RFP/Rulemaking Subcommittee work. They will meet April 3 to answer questions and priorities raised today, and return to Council with a revised draft RFP in April.

12.0 Closing Remarks

3:00 Adjourn at 3:07 p.m.



Educator Advancement Council

April 26, 2019
Docket Item #3.1

Docket Item: Staff Engagement Report

Date	Event Attended	Sponsoring Organization	EAC Staff Attending	Directors Attending
3/22	Government to Government Education Cluster Meeting	Federally-recognized Tribes of Oregon / Governor's Office	Cheryl Myers	Lindsey Capps Colt Gill Tony Rosilez
4/4	TSPC Commission Meeting	TSPC	Hilda Rosselli	Tony Rosilez
4/5	Roseburg Design Institute (final in-person)	EAC	Hilda Rosselli Cheryl Myers	
4/7	Elevating and Celebrating Effective Teaching and Teachers ECET ²		Hilda Rosselli	Michele Oakes Melissa Wilk

Upcoming Events

Date	Event Scheduled	Sponsoring Organization	EAC Staff Attending	Directors Attending
4/23	Virtual Design Institute	EAC	Hilda Rosselli Cheryl Myers	

**Content will continue to be updated and may not reflect the most current information by the time the Educator Advancement Council meets*

AMENDMENT #2 to EDUCATOR ADVANCEMENT COUNCIL AGREEMENT

1. This is Amendment No. 2 to the Educator Advancement Council Agreement originally signed on March 20, 2018 (as amended from time to time the “Agreement”), between by and among the Oregon Chief Education Office; the Oregon Department of Education; the Early Learning Division, the Oregon Teacher Standards and Practices Commission; High Desert Education Service District; and Beaverton School District (each a “Party” and collectively the “Parties”).
2. This Amendment shall be effective on the last date the Amendment has been signed by every Party.
3. Pursuant to a vote of the Educator Advancement Council on April 26, 2019, the Agreement is hereby amended as follows with **new language indicated by bold and underlining** and *[deleted language is indicated by italics and brackets]*:
 - A. Article 3, Section 3.c.v is amended as follows:

Once the completed applications have been submitted, the Standing Directors shall appoint *[seven (7)]* **six (6)** of the Rotating Director positions for an initial one-year term and *[eight (8)]* **eleven (11)** of the Rotating Directors for an initial two-year term. After the expiration of the initial Rotating Director terms, new Rotating Directors shall be limited to two (2) terms of two (2) years each and, if selected, shall be selected for any subsequent term using the same appointment process described herein. **Unless otherwise specified at the time of appointment, and unless appointed to an initial one-year term, a Rotating Director’s term shall end on June 30 of the calendar year two years after the year of that Rotating Director’s appointment.**
4. Except as expressly amended above, all other terms and conditions of the Agreement are still in full force and effect. The Parties certify that the representations, warranties and certifications contained in the original Agreement are true and correct as of the effective date of this Amendment and with the same effect as though made at the time of this Amendment.

THE REMAINDER OF THIS PAGE HAS BEEN PURPOSEFULLY LEFT BLANK.

The signatories to this Amendment represent and warrant that they have the power and authority to enter into this Amendment and perform the requirements described herein.

IN WITNESS WHEREOF the Parties have dated and signed this Amendment.

Chief Education Office

Date

Oregon Department of Education

Date

Oregon Early Learning Division

Date

Oregon Teacher Standards and Practices Commission

Date

High Desert Education Service District

Date

Beaverton School District

Date



Educator Advancement Council

April 26, 2019

Docket Item #2.4

Docket Item: Adopt Equity Lens Discussion

Summary: The Oregon Equity Lens has been a central guiding document for EAC and its predecessor, the Governor's Council on Educator Advancement; at the October 2018 EAC meeting, Nancy Golden provided additional historical context. Formal adoption of the lens would publically acknowledge EAC's commitment to equity and strengthen the Council's equity references moving forward, including the upcoming RFP process and temporary rules.



Oregon Equity Lens

Chief Education Office Vision Statement

Our vision is to build and coordinate a seamless system of education that meets the diverse learning needs of students from cradle to career, and ensures each student graduates high school with the support and opportunities to prosper.

Equity Lens: Preamble

In 2011, the Oregon Legislature created the Oregon Education Investment Board, which had a vision of educational equity and excellence for each and every child and learner in Oregon. The OEIB believed that we must ensure sufficient resource is available to guarantee student success, and that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. As the Chief Education Office, we continue this critical work started by the OEIB and reaffirm that the attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live and make progress towards becoming a place of economic, technologic and cultural innovation.

Oregon faces many growing opportunity and systemic gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent gap of student growth as measured by graduation rates, state assessments and daily attendance for our growing populations of communities of color, immigrants, migrants, and rural students navigating poverty. While students of color make up over 30% of our state- and are growing at an inspiring rate- our opportunity and systemic gaps have continued to persist. As our diversity grows and our ability to meet the needs and recognize the strengths of these students remains stagnant or declines- we limit the opportunity of everyone in Oregon. The persistent educational disparities have cost Oregon billions of dollars in lost economic output¹ and these losses are compounded every year we choose not to properly address these inequalities.

1 Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for inadequate high schools.* www.all4ed.org

The second opportunity gap is one of growing disparity between Oregon and the rest of the United States. Our achievement in state benchmarks has remained stagnant and in some communities of color has declined while other states have begun to, or have already significantly surpassed, our statewide rankings. If this trend continues, it will translate into economic decline and a loss of competitive and creative capacity for our state. We believe that one of our most critical responsibilities going forward is to implement a set of concrete system changes and policies to reverse this trend and deliver a truly student-centric education system that improves outcomes and opportunities for students across Oregon.

The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment. We are simultaneously committed to identifying strengths in communities and promising practices in our educational systems.

Beliefs:

We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”

We believe that the students who have previously been described as “at-risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our State education goals.

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate and culturally sustaining educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.

We believe that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and culturally appropriate family engagement and support. This is not simply an expansion of services - it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population - 0-5 year olds and their families.

We believe that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.

We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen, and have the courage to share decision-making, control, and resources.

We believe every learner should have access to information about a broad array of career opportunities and apprenticeships. These will show them multiple paths to employment yielding family-wage incomes without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

We believe that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, emerging bi-lingual students and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

Finally, we believe in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”² An equitable education system requires providing teachers with the tools and support to meet the needs of each student, and a dedicated effort to increase the culturally and linguistically diverse educators who reflect Oregon’s rapidly changing student population.

Chief Education Office Case for Equity:

Oregonians have a shared destiny. Individuals within a community and communities within a larger society need the ability to shape their own present and future, and we believe that education is a fundamental aspect of Oregon’s ability to thrive. Equity is both the means to educational success and an end that benefits us all. Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities. Data are clear that Oregon demographics are changing to provide rich diversity in race, ethnicity, and language³. Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and practice over time to ensure that students from all communities have the opportunities and support to realize their full potential.

Purpose of the Oregon Equity Lens:

The purpose of the Equity Lens is to clearly articulate the shared goals we have for our state, the intentional policies, investments and systemic change we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. As the Chief Education Office executes its charge to align and build a cradle to career education system, an equity lens will prove useful to ensure **every** learner is adequately prepared by educators for meaningful contributions to society.

The **Equity Lens** will confirm the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system. The Equity Lens emphasizes historically underserved students, such as out of school youth, emerging bilingual students (English language learners), and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocation, engagement, communications, data collection and analysis and educator hiring, preparation, and development.

² Hattie, J. (2009), *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement*. P. 238.

³ Oregon Statewide Report Card 2011-2012. www.ode.state.or.us

ADDENDUMS

Basic Features of the Equity Lens:

Objective: By utilizing an equity lens, the Chief Education Office aims to provide a common vocabulary and protocol for resource allocation, partnership, engagement, and strategic initiatives to support students and communities.

The following questions will be considered for resource allocation and evaluating strategic investments:

- 1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?**
- 2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?**
- 3. How does the investment or resource allocation advance opportunities for historically underserved students and communities?**
- 4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)**
- 5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?**
- 6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?**
- 7. How are you collecting data on race, ethnicity, and native language?**
- 8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?**

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. The CEEdO will apply the Equity Lens to policy recommendations, and internal, and external practices as education leaders.

Definitions:

Equity: Equity in education is the notion that each and every learner will receive the necessary resources they need individually to thrive in Oregon's schools no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.

Underserved students: Students whom systems have placed at risk because the systems has operationalized deficit based thinking. Deficit thinking is the practice of having lower expectations for certain groups of people based on demographics or characteristics that they share. In doing so, an "at-risk" narrative is formed, in which students navigating poverty, culturally and linguistically diverse students, and/or historically underserved groups, and their families are pathologized and marginalized. This includes students who are treated differently because of their gender, race, sexual orientation, dis/ability, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.

Race: Race is a social – not biological – construct. We understand the term "race" to mean a racial or ethnic group that is generally recognized in society and often by government. When referring to those groups, we often use the terminology "people of color" or "communities of color" (or a name of the specific racial and/or ethnic group) and "white."

We also understand that racial and ethnic categories differ internationally, and that many of local communities are international communities. In some societies, ethnic, religious and caste groups are oppressed and racialized. These dynamics can occur even when the oppressed group is numerically in the majority.

White privilege: A term used to identify the privileges, opportunities, and gratuities offered by society to those who are white.

Embedded racial inequality: Embedded racial inequalities are also easily produced and reproduced – usually without the intention of doing so and without even a reference to race. These can be policies and practices that intentionally and unintentionally enable white privilege to be reinforced.

40-40-20: Senate Bill 253 - states that by 2025 all adult Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate's degree or a meaningful postsecondary certificate, and 40% will hold a bachelor's degree or

advanced degree. 40-40-20 means representation of every student in Oregon, including students of color.

Disproportionality: Over-representation of students of color in areas that impact their access to educational attainment. This term is a statistical concept that actualizes the disparities across student groups.

Opportunity Gap: The lack of opportunity that many social groups face in our common quest for educational attainment and the shift of attention from the current overwhelming emphasis on schools in discussions of the opportunity gap to more fundamental questions about social and educational opportunity.⁴

Culturally Responsive: Recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.⁵

⁴ *The Opportunity Gap* (2007). Edited by Carol DeShano da Silva, James Philip Huguley, Zenub Kakli, and Radhika Rao.

⁵ Ladson-Billings, Gloria (1994). *The Dreamkeepers: Successful Teachers of African American Children*.



Background

On March 20, 2019, the Educator Advancement Council (EAC) Fiscal Model Work Group presented four draft funding formula scenarios for full Council consideration in conjunction with the upcoming Request for Proposal (RFP) identifying Regional Educator Networks (REN). The draft formulae was based on four factors: average number of educators, average number of first and second year educators, average number of teacher turnover, and average number of non-white teachers needed to eliminate the diversity gap between teachers and students. The four scenarios included varying funding weights for each of the factors.

The Fiscal Model WG recommended the 10%-30%-30%-30% scenario, respectively. The proposed draft formula included a two-tier minimum grant system beginning with a \$30,000 allocation for all districts with a base less than \$30,000. For any district with a base less than \$15,000 and an average number of district educators less than 10, a minimum grant of \$15,000 would be allocated. To help offset the cost of minimum grants and maintain balance throughout the allocation to districts, the impacts of minimum grants were recommended to be shared proportionately by districts with base allocations of \$200,000 or more, but never fall below \$200,000 in its formula allocation.

EAC Recommendation

The EAC provided consensus for the Fiscal Workgroup 10%-30%-30%-30% scenario recommendation with minor modifications, including:

- Modify the diversity gap factor to include all educators rather than only teachers. This factor is now described as the average number of non-white educators needed to eliminate the diversity gap between educators and students.
- Update to include educators in all 19 Education Service Districts (ESD) and the Oregon School for the Deaf (OSD). The formula works seamlessly as long as ESDs remain in a defined region as opposed to multiple regions; OSD was added to Region D.
- *Additional data update:* the diversity gap data was previously based on the 2017-18 school year as opposed to the average of the last three school years. To provide consistency with the other weighting factors, the last three school years average was applied.

Modification Impacts

The recommended changes to the formula and updated data created some shifts in region allocations, the greatest being the addition of the 19 ESDs/OSD to the formula. Most urban regions decreased, particularly A and B, while rural regions increased. This was driven by most rural regions maintaining minimum grants after applying ESDs/OSD, whereas most urban areas were beyond minimum grants and the ESDs/OSD inclusion resulted in reduced grants. The impacts are summarized in the following two tables.

TABLE 1: **GOVERNOR'S RECOMMENDED BUDGET** - \$20,800,000 PER YEAR

Region Name	10-30-30-30 (3/20/19)		10-30-30-30 (rev. 4/15/19)		Difference in Formula Allocation w/Minimum
	Educators 3 Year Avg.	Total Formula Allocation w/Minimum	Educators 3 Year Avg.	Total Formula Allocation w/Minimum	
TOTAL REGION A	5,820	3,504,450	5,921	3,450,227	-54,223
TOTAL REGION B	8,597	5,009,179	8,702	4,947,309	-61,870
TOTAL REGION C	4,611	2,775,109	4,667	2,754,032	-21,077
TOTAL REGION D	5,362	3,643,696	5,415	3,635,249	-8,446
TOTAL REGION E	792	599,763	812	629,276	29,513
TOTAL REGION F	2,676	1,684,821	2,711	1,668,554	-16,267
TOTAL REGION G	651	931,598	665	1,003,961	72,363
TOTAL REGION H	1,822	906,577	1,855	925,990	19,413
TOTAL REGION I	566	546,288	572	572,024	25,736
TOTAL REGION J	1,387	1,198,520	1,410	1,213,378	14,859
TOTAL DISTRIBUTION	32,285	20,800,000	32,732	20,800,000	0

TABLE 2: **CURRENT SERVICE LEVEL** - \$16,837,500 PER YEAR

Region Name	10-30-30-30 (3/20/19)		10-30-30-30 (rev. 4/15/19)		Difference in Formula Allocation w/Minimum
	Educators 3 Year Avg.	Total Formula Allocation w/Minimum	Educators 3 Year Avg.	Total Formula Allocation w/Minimum	
TOTAL REGION A	5,820	2,712,961	5,921	2,632,890	-80,071
TOTAL REGION B	8,597	3,893,365	8,702	3,809,518	-83,847
TOTAL REGION C	4,611	2,251,898	4,667	2,253,173	1,275
TOTAL REGION D	5,362	2,901,986	5,415	2,896,083	-5,903
TOTAL REGION E	792	541,063	812	570,238	29,175
TOTAL REGION F	2,676	1,368,032	2,711	1,360,560	-7,472
TOTAL REGION G	651	874,087	665	947,007	72,921
TOTAL REGION H	1,822	748,301	1,855	773,116	24,815
TOTAL REGION I	566	480,643	572	507,658	27,015
TOTAL REGION J	1,387	1,065,164	1,410	1,087,256	22,093
TOTAL DISTRIBUTION	32,285	16,837,500	32,732	16,837,500	0

Work Group Request

In response to full Council input, the Fiscal Model Work Group presents these formula modifications and seeks EAC consensus to include them as draft funding formula concepts in the upcoming RFP identifying RENs.

Educator Advancement Council
DRAFT Funding Options - By REN

Oregon Department of Education

Based on **Governor's Recommended Budget** - \$20,800,000 per year

4.15.2019

Region Name	10-30-30-30 (3/20/19)			10-30-30-30 (Revised 4/15/19)			Difference in Formula Allocation w/Minimum
	Educators 3 Year Avg.	Total Formula Allocation	Total Formula Allocation w/Minimum	Educators 3 Year Avg.	Total Formula Allocation	Total Formula Allocation w/Minimum	
TOTAL REGION A	5,820	3,754,624	3,504,450	5,921	3,748,636	3,450,227	-54,223
TOTAL REGION B	8,597	5,453,679	5,009,179	8,702	5,477,610	4,947,309	-61,870
TOTAL REGION C	4,611	2,802,395	2,775,109	4,667	2,776,098	2,754,032	-21,077
TOTAL REGION D	5,362	3,751,897	3,643,696	5,415	3,747,885	3,635,249	-8,446
TOTAL REGION E	792	482,142	599,763	812	494,834	629,276	29,513
TOTAL REGION F	2,676	1,708,071	1,684,821	2,711	1,704,604	1,668,554	-16,267
TOTAL REGION G	651	485,094	931,598	665	486,384	1,003,961	72,363
TOTAL REGION H	1,822	936,706	906,577	1,855	939,021	925,990	19,413
TOTAL REGION I	566	415,514	546,288	572	411,579	572,024	25,736
TOTAL REGION j	1,387	1,009,877	1,198,520	1,410	1,013,350	1,213,378	14,859
TOTAL DISTRIBUTION	32,285	20,800,000	20,800,000	32,732	20,800,000	20,800,000	0

Educator Advancement Council
DRAFT Funding Options - By REN

Oregon Department of Education

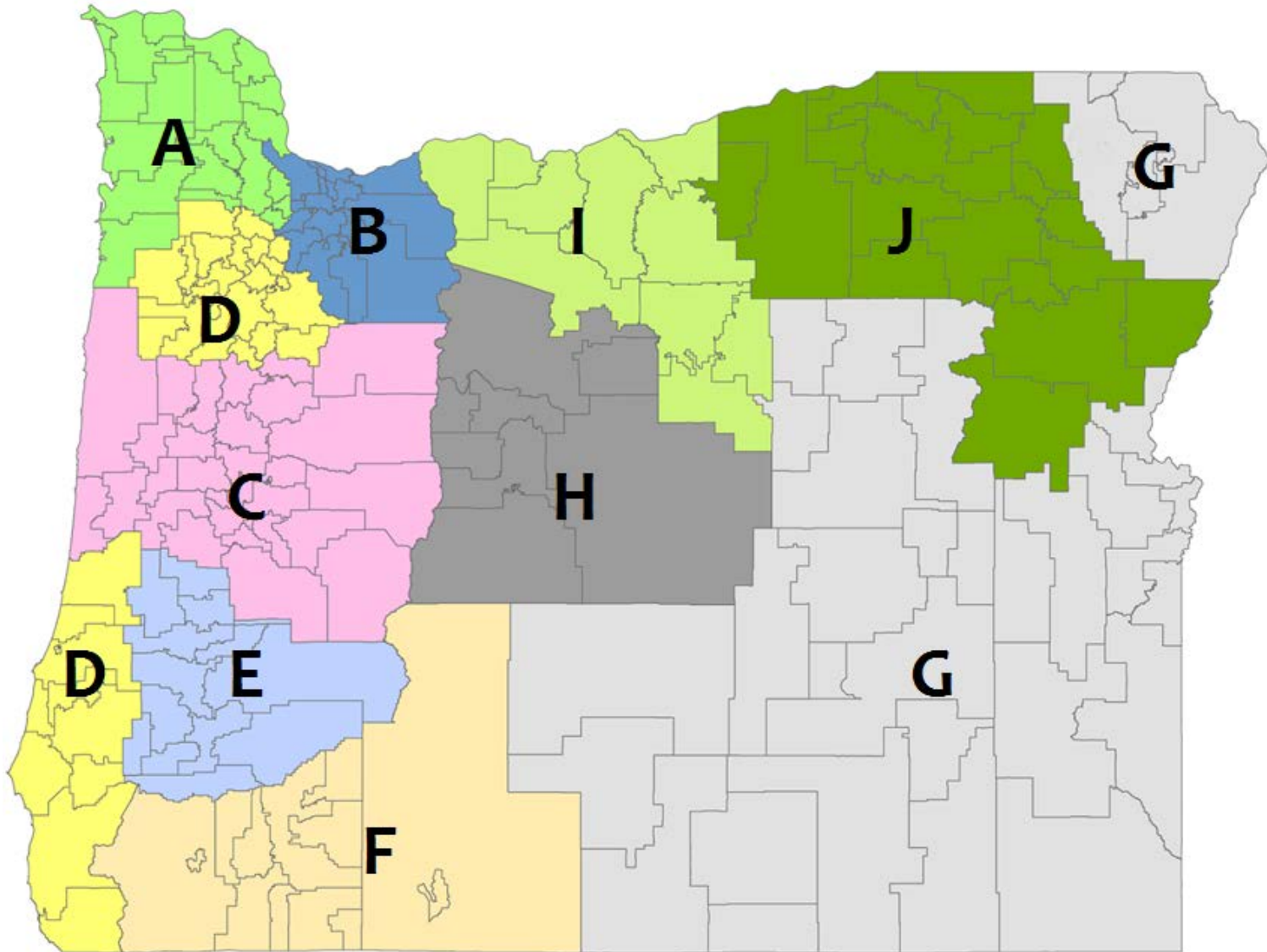
Based on **Current Service Level** - \$16,837,500 per year

4.15.2019

Region Name	10-30-30-30 (3/20/19)			10-30-30-30 (Revised 4/15/19)			Difference in Formula Allocation w/Minimum
	Educators 3 Year Avg.	Total Formula Allocation	Total Formula Allocation w/Minimum	Educators 3 Year Avg.	Total Formula Allocation	Total Formula Allocation w/Minimum	
TOTAL REGION A	5,820	3,039,350	2,712,961	5,921	3,034,503	2,632,890	-80,071
TOTAL REGION B	8,597	4,414,727	3,893,365	8,702	4,434,099	3,809,518	-83,847
TOTAL REGION C	4,611	2,268,525	2,251,898	4,667	2,247,238	2,253,173	1,275
TOTAL REGION D	5,362	3,037,143	2,901,986	5,415	3,033,895	2,896,083	-5,903
TOTAL REGION E	792	390,292	541,063	812	400,566	570,238	29,175
TOTAL REGION F	2,676	1,382,675	1,368,032	2,711	1,379,869	1,360,560	-7,472
TOTAL REGION G	651	392,681	874,087	665	393,726	947,007	72,921
TOTAL REGION H	1,822	758,259	748,301	1,855	760,133	773,116	24,815
TOTAL REGION I	566	336,357	480,643	572	333,171	507,658	27,015
TOTAL REGION j	1,387	817,491	1,065,164	1,410	820,302	1,087,256	22,093
TOTAL DISTRIBUTION	32,285	16,837,500	16,837,500	32,732	16,837,500	16,837,500	0

PROPOSED REGIONAL EDUCATOR NETWORK REGIONS

Pending final RFP and final Funding Formula decisions by EAC



	District Name	ID	ESD	Title II Annual Allocation
A	Astoria SD 1	DISTRICT	NW REGIONAL	57,325
A	Banks SD 13	DISTRICT	NW REGIONAL	18,921
A	Beaverton SD 48J	DISTRICT	NW REGIONAL	978,788
A	Clatskanie SD 6J	DISTRICT	NW REGIONAL	25,552
A	Forest Grove SD 15	DISTRICT	NW REGIONAL	203,522
A	Gaston SD 511J	DISTRICT	NW REGIONAL	12,414
A	Hillsboro SD 1J	DISTRICT	NW REGIONAL	592,286
A	Jewell SD 8	DISTRICT	NW REGIONAL	6,318
A	Knappa SD 4	DISTRICT	NW REGIONAL	13,622
A	Neah-Kah-Nie SD 56	DISTRICT	NW REGIONAL	34,078
A	Nestucca Valley SD 101J	DISTRICT	NW REGIONAL	21,436
A	NW Regional ESD	ESD	NW REGIONAL	0
A	Rainier SD 13	DISTRICT	NW REGIONAL	31,295
A	Scappoose SD 1J	DISTRICT	NW REGIONAL	47,572
A	Seaside SD 10	DISTRICT	NW REGIONAL	59,079
A	Sherwood SD 88J	DISTRICT	NW REGIONAL	93,200
A	St Helens SD 502	DISTRICT	NW REGIONAL	99,664
A	Tigard-Tualatin SD 23J	DISTRICT	NW REGIONAL	319,279
A	Tillamook SD 9	DISTRICT	NW REGIONAL	72,863
A	Vernonia SD 47J	DISTRICT	NW REGIONAL	19,378
A	Warrenton-Hammond SD 30	DISTRICT	NW REGIONAL	33,449

B	Canby SD 86	DISTRICT	CLACKAMAS	131,286
B	Centennial SD 28J	DISTRICT	MULTNOMAH	320,400
B	Clackamas ESD	ESD	CLACKAMAS	0
B	Colton SD 53	DISTRICT	CLACKAMAS	13,891
B	Corbett SD 39	DISTRICT	MULTNOMAH	12,401
B	David Douglas SD 40	DISTRICT	MULTNOMAH	483,275
B	Estacada SD 108	DISTRICT	CLACKAMAS	65,312
B	Gladstone SD 115	DISTRICT	CLACKAMAS	40,956
B	Gresham-Barlow SD 10J	DISTRICT	MULTNOMAH	396,849
B	Lake Oswego SD 7J	DISTRICT	CLACKAMAS	26,294
B	Molalla River SD 35	DISTRICT	CLACKAMAS	73,416
B	Multnomah ESD	ESD	MULTNOMAH	0
B	North Clackamas SD 12	DISTRICT	CLACKAMAS	418,825
B	Oregon City SD 62	DISTRICT	CLACKAMAS	186,643
B	Oregon Trail SD 46	DISTRICT	CLACKAMAS	100,289
B	Parkrose SD 3	DISTRICT	MULTNOMAH	150,614
B	Portland SD 1J	DISTRICT	MULTNOMAH	1,326,900
B	Reynolds SD 7	DISTRICT	MULTNOMAH	538,244
B	Riverdale SD 51J	DISTRICT	MULTNOMAH	6,437
B	West Linn-Wilsonville SD 3J	DISTRICT	CLACKAMAS	137,284

	District Name	ID	ESD	Title II Annual Allocation
C	Alsea SD 7J	DISTRICT	LBL	5,678
C	Bethel SD 52	DISTRICT	LANE	231,166
C	Blachly SD 90	DISTRICT	LANE	4,284
C	Central Linn SD 552	DISTRICT	LBL	20,819
C	Corvallis SD 509J	DISTRICT	LBL	172,338
C	Creswell SD 40	DISTRICT	LANE	41,543
C	Crow-Applegate-Lorane SD 66	DISTRICT	LANE	12,947
C	Eugene SD 4J	DISTRICT	LANE	537,890
C	Fern Ridge SD 28J	DISTRICT	LANE	68,119
C	Greater Albany Public SD 8J	DISTRICT	LBL	331,259
C	Harrisburg SD 7J	DISTRICT	LBL	33,138
C	Junction City SD 69	DISTRICT	LANE	64,948
C	Lane ESD	ESD	LANE	0
C	Lebanon Community SD 9	DISTRICT	LBL	165,092
C	Lincoln County SD	DISTRICT	LBL	235,171
C	Linn-Benton ESD	ESD	LBL	0
C	Lowell SD 71	DISTRICT	LANE	10,386
C	Mapleton SD 32	DISTRICT	LANE	7,436
C	Marcola SD 79J	DISTRICT	LANE	598
C	McKenzie SD 68	DISTRICT	LANE	10,452
C	Monroe SD 1J	DISTRICT	LBL	22,214
C	Oakridge SD 76	DISTRICT	LANE	31,984
C	Philomath SD 17J	DISTRICT	LBL	34,339
C	Pleasant Hill SD 1	DISTRICT	LANE	31,894
C	Santiam Canyon SD 129J	DISTRICT	LBL	19,425
C	Scio SD 95	DISTRICT	LBL	17,206
C	Siuslaw SD 97J	DISTRICT	LANE	85,651
C	South Lane SD 45J3	DISTRICT	LANE	107,802
C	Springfield SD 19	DISTRICT	LANE	458,128
C	Sweet Home SD 55	DISTRICT	LBL	85,534

D	Amity SD 4J	DISTRICT	WILLAMETTE	20,215
D	Bandon SD 54	DISTRICT	SOUTH COAST	32,319
D	Brookings-Harbor SD 17C	DISTRICT	SOUTH COAST	55,986
D	Cascade SD 5	DISTRICT	WILLAMETTE	68,309
D	Central Curry SD 1	DISTRICT	SOUTH COAST	17,092
D	Central SD 13J	DISTRICT	WILLAMETTE	109,961
D	Coos Bay SD 9	DISTRICT	SOUTH COAST	170,689
D	Coquille SD 8	DISTRICT	SOUTH COAST	38,409
D	Dallas SD 2	DISTRICT	WILLAMETTE	111,067
D	Dayton SD 8	DISTRICT	WILLAMETTE	25,324
D	Falls City SD 57	DISTRICT	WILLAMETTE	8,304

	District Name	ID	ESD	Title II Annual Allocation
D	Gervais SD 1	DISTRICT	WILLAMETTE	45,749
D	Jefferson SD 14J	DISTRICT	WILLAMETTE	41,328
D	McMinnville SD 40	DISTRICT	WILLAMETTE	208,028
D	Mt Angel SD 91	DISTRICT	WILLAMETTE	17,146
D	Myrtle Point SD 41	DISTRICT	SOUTH COAST	28,759
D	Newberg SD 29J	DISTRICT	WILLAMETTE	138,704
D	North Bend SD 13	DISTRICT	SOUTH COAST	80,557
D	North Marion SD 15	DISTRICT	WILLAMETTE	55,207
D	North Santiam SD 29J	DISTRICT	WILLAMETTE	74,656
D	Oregon School for the Deaf	OSD	WILLAMETTE	0
D	Perrydale SD 21	DISTRICT	WILLAMETTE	4,828
D	Port Orford-Langlois SD 2CJ	DISTRICT	SOUTH COAST	29,059
D	Powers SD 31	DISTRICT	SOUTH COAST	6,629
D	Reedsport SD 105	DISTRICT	DOUGLAS	29,818
D	Salem-Keizer SD 24J	DISTRICT	WILLAMETTE	1,485,760
D	Sheridan SD 48J	DISTRICT	WILLAMETTE	33,275
D	Silver Falls SD 4J	DISTRICT	WILLAMETTE	85,938
D	South Coast ESD	ESD	SOUTH COAST	0
D	St Paul SD 45	DISTRICT	WILLAMETTE	6,503
D	Willamette ESD	ESD	WILLAMETTE	0
D	Willamina SD 30J	DISTRICT	WILLAMETTE	29,171
D	Woodburn SD 103	DISTRICT	WILLAMETTE	319,622
D	Yamhill Carlton SD 1	DISTRICT	WILLAMETTE	19,125

E	Camas Valley SD 21J	DISTRICT	DOUGLAS	7,628
E	Douglas County SD 15	DISTRICT	DOUGLAS	4,038
E	Douglas County SD 4 (Roseburg)	DISTRICT	DOUGLAS	250,227
E	Douglas ESD	ESD	DOUGLAS	0
E	Elkton SD 34	DISTRICT	DOUGLAS	6,515
E	Glendale SD 77	DISTRICT	DOUGLAS	16,243
E	Glide SD 12	DISTRICT	DOUGLAS	33,163
E	North Douglas SD 22	DISTRICT	DOUGLAS	16,183
E	Oakland SD 1	DISTRICT	DOUGLAS	13,832
E	Riddle SD 70	DISTRICT	DOUGLAS	17,344
E	South Umpqua SD 19	DISTRICT	DOUGLAS	91,609
E	Sutherlin SD 130	DISTRICT	DOUGLAS	56,860
E	Winston-Dillard SD 116	DISTRICT	DOUGLAS	72,224
E	Yoncalla SD 32	DISTRICT	DOUGLAS	17,242

	District Name	ID	ESD	Title II Annual Allocation
F	Ashland SD 5	DISTRICT	SOUTHERN OR	88,094
F	Butte Falls SD 91	DISTRICT	SOUTHERN OR	7,036
F	Central Point SD 6	DISTRICT	SOUTHERN OR	151,720
F	Eagle Point SD 9	DISTRICT	SOUTHERN OR	178,859
F	Grants Pass SD 7	DISTRICT	SOUTHERN OR	288,371
F	Klamath County SD	DISTRICT	SOUTHERN OR	230,932
F	Klamath Falls Schools	DISTRICT	SOUTHERN OR	190,273
F	Medford SD 549C	DISTRICT	SOUTHERN OR	558,167
F	Phoenix-Talent SD 4	DISTRICT	SOUTHERN OR	125,900
F	Pinehurst SD 94	DISTRICT	SOUTHERN OR	694
F	Prospect SD 59	DISTRICT	SOUTHERN OR	5,325
F	Rogue River SD 35	DISTRICT	SOUTHERN OR	57,788
F	Southern Oregon ESD	ESD	SOUTHERN OR	0
F	Three Rivers/Josephine Cty SD	DISTRICT	SOUTHERN OR	304,268

G	Adel SD 21	DISTRICT	LAKE	341
G	Adrian SD 61	DISTRICT	MALHEUR	6,808
G	Annex SD 29	DISTRICT	MALHEUR	2,297
G	Arock SD 81	DISTRICT	MALHEUR	1,197
G	Dayville SD 16J	DISTRICT	GRANT	2,644
G	Diamond SD 7	DISTRICT	HARNEY	748
G	Double O SD 28	DISTRICT	HARNEY	150
G	Drewsey SD 13	DISTRICT	HARNEY	616
G	Enterprise SD 21	DISTRICT	WALLOWA	14,101
G	Frenchglen SD 16	DISTRICT	HARNEY	473
G	Grant ESD	ESD	GRANT	0
G	Harney County SD 3 (Burns)	DISTRICT	HARNEY	33,013
G	Harney County Union High SD	DISTRICT	HARNEY	2,513
G	Harney Cty SD 4 (Crane, Suntu	DISTRICT	HARNEY	2,160
G	Harney ESD	ESD	HARNEY	0
G	Harper SD 66	DISTRICT	MALHEUR	2,441
G	Huntington SD 16J	DISTRICT	INTERMOUNTAIN	2,985
G	John Day SD 3	DISTRICT	GRANT	25,642
G	Jordan Valley SD 3	DISTRICT	MALHEUR	2,267
G	Joseph SD 6	DISTRICT	WALLOWA	7,718
G	Juntura SD 12	DISTRICT	MALHEUR	909
G	Lake County SD 7	DISTRICT	LAKE	111,698
G	Lake ESD	ESD	LAKE	0

	District Name	ID	ESD	Title II Annual Allocation
G	Long Creek SD 17	DISTRICT	GRANT	1,214
G	Malheur County SD 51 (McDer	DISTRICT	MALHEUR	9,537
G	Malheur ESD	ESD	MALHEUR	0
G	Monument SD 8	DISTRICT	GRANT	2,136
G	North Lake SD 14	DISTRICT	LAKE	10,936
G	Nyssa SD 26	DISTRICT	MALHEUR	49,573
G	Ontario SD 8C	DISTRICT	MALHEUR	152,473
G	Paisley SD 11	DISTRICT	LAKE	2,267
G	Pine Creek SD 5	DISTRICT	HARNEY	1,119
G	Plush SD 18	DISTRICT	LAKE	311
G	Prairie City SD 4	DISTRICT	GRANT	5,402
G	South Harney SD 33	DISTRICT	HARNEY	491
G	Suntex SD 10	DISTRICT	HARNEY	461
G	Troy SD 54	DISTRICT	WALLOWA	12
G	Vale SD 84	DISTRICT	MALHEUR	42,340
G	Wallowa ESD	ESD	WALLOWA	0
G	Wallowa SD 12	DISTRICT	WALLOWA	11,385

H	Ashwood SD 8	DISTRICT	JEFFERSON	449
H	Bend-LaPine Administrative S	DISTRICT	HIGH DESERT	422,680
H	Black Butte SD 41	DISTRICT	JEFFERSON	820
H	Crook County SD	DISTRICT	HIGH DESERT	113,965
H	Culver SD 4	DISTRICT	JEFFERSON	24,822
H	High Desert ESD	ESD	HIGH DESERT	0
H	Jefferson County SD 509J	DISTRICT	JEFFERSON	141,218
H	Jefferson ESD	ESD	JEFFERSON	0
H	Redmond SD 2J	DISTRICT	HIGH DESERT	304,754
H	Sisters SD 6	DISTRICT	HIGH DESERT	28,650

	District Name	ID	ESD	Title II Annual Allocation
I	Arlington SD 3	DISTRICT	NORTH CENTRAL	4,930
I	Columbia ESD	ESD	COLUMBIA	0
I	Condon SD 25J	DISTRICT	NORTH CENTRAL	2,333
I	Dufur SD 29	DISTRICT	COLUMBIA	8,519
I	Fossil SD 21J	DISTRICT	NORTH CENTRAL	5,079
I	Hood River County SD	DISTRICT	COLUMBIA	113,035
I	Mitchell SD 55	DISTRICT	NORTH CENTRAL	1,795
I	North Central ESD	ESD	NORTH CENTRAL	0
I	North Wasco County SD 21	DISTRICT	COLUMBIA	129,478
I	Sherman County SD	DISTRICT	NORTH CENTRAL	7,760
I	South Wasco County SD 1	DISTRICT	COLUMBIA	9,142
I	Spray SD 1	DISTRICT	NORTH CENTRAL	1,621

J	Athena-Weston SD 29RJ	DISTRICT	INTERMOUNTAIN	18,146
J	Baker SD 5J	DISTRICT	INTERMOUNTAIN	79,290
J	Burnt River SD 30J	DISTRICT	INTERMOUNTAIN	885
J	Cove SD 15	DISTRICT	INTERMOUNTAIN	7,562
J	Echo SD 5	DISTRICT	INTERMOUNTAIN	10,512
J	Elgin SD 23	DISTRICT	INTERMOUNTAIN	11,391
J	Helix SD 1	DISTRICT	INTERMOUNTAIN	2,991
J	Hermiston SD 8	DISTRICT	INTERMOUNTAIN	203,437
J	Imbler SD 11	DISTRICT	INTERMOUNTAIN	4,565
J	Intermountain ESD	ESD	INTERMOUNTAIN	0
J	Ione SD R2	DISTRICT	INTERMOUNTAIN	2,022
J	La Grande SD 1	DISTRICT	INTERMOUNTAIN	92,080
J	Milton-Freewater Unified SD 7	DISTRICT	INTERMOUNTAIN	109,719
J	Morrow SD 1	DISTRICT	INTERMOUNTAIN	75,202
J	North Powder SD 8J	DISTRICT	INTERMOUNTAIN	8,663
J	Pendleton SD 16	DISTRICT	INTERMOUNTAIN	115,005
J	Pilot Rock SD 2	DISTRICT	INTERMOUNTAIN	11,116
J	Pine Eagle SD 61	DISTRICT	INTERMOUNTAIN	6,240
J	Stanfield SD 61	DISTRICT	INTERMOUNTAIN	12,396
J	Ukiah SD 80R	DISTRICT	INTERMOUNTAIN	1,837
J	Umatilla SD 6R	DISTRICT	INTERMOUNTAIN	49,196
J	Union SD 5	DISTRICT	INTERMOUNTAIN	11,762

4/9/19 New definition and shortened definition based on all previous feedback

Edited Version:

EAC Educator Networks are a collaboration of partners, inclusive of local teachers, administrators, **early learning**, community members, and stakeholders, organized together in a collaborative learning process that holds **early learning and** K-12 teachers at the center of the work in order to improve outcomes for all Oregon students. EAC Educator Networks **empower teacher leaders as they are** organized around a common problem of practice **and to** identify and develop strategies, metrics and outcomes at the local level. However, they will also share some statewide goals and common measures intended to improve the diversity, learning, and experience of all educators. Thus, efforts of individual educator networks will reshape and strengthen systems of education to impact each educator across the state of Oregon throughout their career continuum. EAC Educator Networks can be regional or statewide, leverage teacher expertise and leadership, are flexible and share learned experiences, resources, and capacity, but localize how they achieve their goals.

Clean Version:

EAC Educator Networks are a collaboration of partners, inclusive of local teachers, administrators, early learning, community members, and stakeholders, organized together in a collaborative learning process that holds K-12 teachers at the center of the work in order to improve outcomes for all Oregon students. EAC Educator Networks empower teacher leaders as they organize around a common problem of practice ~~and~~ to identify and develop strategies, metrics and outcomes at the local level. However, they will also share some statewide goals and common measures intended to improve the diversity, learning, and experience of all educators. Thus, efforts of individual educator networks will reshape and strengthen systems of education to impact each educator across the state of Oregon throughout their career continuum. EAC Educator Networks may be regional or statewide, leverage teacher expertise and leadership, are flexible and share learned experiences, resources, and capacity, but localize how they achieve their goals.

Edited Shortened Version:

EAC Educator Networks are a collaboration of partners organized together in a learning process holding teachers at the center of the work in order to improve outcomes for all Oregon students. EAC Educator Networks **empower teacher leaders as they are** organized around a common problem of practice and identify and develop strategies, metrics and outcomes at the local level to improve the diversity, learning, and experience of all educators throughout their career continuum.

Clean Shortened Version:

EAC Educator Networks are a collaboration of partners organized together in a learning

process holding teachers at the center of the work in order to improve outcomes for all Oregon students. EAC Educator Networks empower teacher leaders as they organize around a common problem of practice and identify and develop strategies, metrics and outcomes at the local level to improve the diversity, learning, and experience of all educators throughout their career continuum.

Another suggested version:

EAC Educator Networks are a collaboration of partners, inclusive of local teachers, administrators, early learning community members, and stakeholders, organized together in a collaborative learning process holding early learning and K-12 teachers at the center of the work in order to improve outcomes for all Oregon students. EAC Educator Networks **hold K-12 teachers at the center of the work and they** empower teacher leaders and are organized around a common problem of practice **at the local level. The networks work together to** and identify and develop **specific goals, and adopt or develop measures to help document, track and monitor outcomes related to advancing student achievement.** Strategies, metrics, and outcomes will be developed at the local level. However, they will also share some statewide goals and common measures intended to improve the diversity, learning, and experience of all educators. Thus, efforts of individual educator networks will reshape and strengthen systems of education to impact each educator across the state of Oregon throughout their career continuum. EAC Educator Networks may be regional or statewide, leverage teacher expertise and leadership, are flexible and share learned experiences, resources, and capacity, but localize how they achieve their goals.



Educator Advancement Council

April 26, 2019 Docket

Item #8.oA

Docket Item: **RFP Update/Timeline Ad Hoc Group Recommendations**

Background: The EAC is developing a Request for Proposals (RFP) to identify Regional Educator Networks (RENs). Following discussion of a draft RFP at the March meeting, EAC Directors Andrews, Homer-Anderson, Cox, Koskela, Richards, Rosilez, Schadler, Urbina, and Wilk volunteered to work with EAC staff to clarify and reach more common understanding of key elements to be incorporated or reflected in the EAC Regional Educator Network RFP.

The group has met twice and is providing the EAC with recommendations relative to clarifying aspects of the RFP, the timeline, and language for inclusion in temporary rules related to the RFP.

EAC Staff Recommendation:

EAC staff recommends the EAC seek consensus today on two items:

- Ad-Hoc recommendations for the RFP including any additional suggested edits from the EAC. This will enable EAC staff to work with ODE to use the approved language to finalize temporary rules for review related to the RFP for State Board of Education approval at their May 21st meeting.
- A proposed timeline for the implementation including any additional suggested edits from the EAC in preparation for a scheduled presentation on May 2nd to the Joint Committee on Ways and Means Sub-committee on Education.



Docket Item: Temporary Rulemaking

Summary: Rulemaking is a very routine practice to convey clarity to the public and provide uniformity and standardization. It is highly advisable to ensure “rules” are in place prior to the upcoming RFP process.

- SB182 appropriates the Educator Advancement Fund to ODE and indicates the State Board of Education (SBE) may adopt necessary rules.
- Temporary rules as drafted:
 - focus on the clarity needed for the RFP process and procurement; temporary rules do not require public input, but will be distributed widely as soon as the draft is finalized to allow for public comment.
 - will be in effect for up to 6 months; it is anticipated permanent rules will be sought far in advance of this timeframe.

When permanent rules are sought, EAC will have greater insights on the need for additional and/or expanded terms and definitions to provide increased clarity regarding the Regional Educator Networks and associated processes.

The State Board of Education and EAC will post the temporary rules as soon as available, allowing for public input to be submitted prior or at the May 16th public meeting.

Staff Recommendation: On behalf of the EAC, request Oregon Department of Education undertake temporary rulemaking for the State Board of Education’s consideration at their upcoming May 16, 2019 meeting..

Educator Advancement Council Ad-hoc RFP Group

Update and Initial Agreement

At the March EAC meeting, a group of EAC directors volunteered to work with EAC staff to clarify and reach more common understanding of key elements that will need to be incorporated or reflected in the EAC Regional Educator Network RFP.

Group members identified key questions in March and sent in individual responses to be summarized and color coded indicating where there was potential common understanding, where there were unique perspectives that needed to be discussed, and where additional discussion topics emerged.

In early April, the group met for an hour and identified initial levels of consensus on 5 of the question areas.

At a longer meeting this week, group members used a consensus tool to confirm common understandings and edited a consolidated copy to share with the EAC on April 26, 2019.

1. Who and what will the EAF fund?	The Educator Advancement Fund (EAF) will fund Regional Educator Networks (RENs) through capacity grants to help facilitate the work of school districts in their respective regions as they improve systems designed to support educators. Each REN can use their capacity grant to offset the financial burden of the REN hiring/appointing an individual responsible for convening the REN's coordinating body and meetings of school districts in the region, and serving as a liaison with the EAC. Ideally this coordinator will also be a trained coach in the concepts we're promoting (continuous improvement, equity, authentic engagement, etc.) so that they can provide TA to their region. The liaisons will also work with other REN coordinators to link networks and help create new ones. Each REN will also have fiscal authority to disperse formula funding to support districts in developing and testing changes to their systems via EAF funding based on a funding formula calculated on each school district's three-year averages of: - o Licensed educators; - o Teachers and administrators new to their profession; - o Teacher retention rates; and - o Diversity gaps between the racial demographics of the students and that of the district's teachers. ADDITIONAL AREAS FOR DISCUSSION: • What the funds can be spent on?
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3. How does money flow from the REN to local districts or networks and when?	REN receives EAF resources based on the EAC funding formula and disperses resources to districts based on their plans to identify change ideas to test out. Districts will be able to ‘draw down’ funds for allowable expenses as needed from the REN, through a process described in the RFP. For example, districts could get a lump ‘starter fund’ to allow for 1. Immediate teacher participation in governance and 2. Phase 1 work at the local level After demonstrating evidence of completing the first phase of a continuous improvement process, districts can draw down funds for allowable expenses to work independently on their ‘priority’ problems of practice as identified in phase 1 info gathering OR they can choose to ‘pool funds’ to work together on shared problem(s) of practice with other districts. Districts can use the formula funding to engage teams in three phases of continuous improvement at the district level: Phase 1 Understand local context - o Collect and review local data to understand need - o Identify user groups and design team - o Establish relationships between REN and local network teams Phase 2 Prioritize goals - o Prioritize and select local goals - o Identify outcomes and relevant success metrics - o Examine alignment across district and network strategic plans - o Develop stakeholder feedback loops to inform the process Phase 3 Support continuous improvement efforts - o Establish plan, do, study, act (PDSA) cycles with network teams - o Provide needed coaching and technical assistance - o Connect educator networks across common needs and understandings - o Implement stakeholder feedback loops There needs to be accountability to ensure resources are being spread equitably across the region and all school districts concur with their respective regional plan. There also needs to be a process if a school district is not in accordance with regional plans or does not feel that the region is meeting their needs. ADDITIONAL AREAS FOR DISCUSSION: ● Are we mandating all districts to start in the same place? Some have already done a lot of this work. How are we defining readiness? ● Define “draw down” funds for allowable expense and how readiness is defined.

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| | ● Does it operate like an HOA where governing body approves requests from districts? |
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5. What will the Capacity Grant fund?	The Capacity Grant fund will fund RENS to support conditions stipulated in the EAC RFP and pay for: 1) Staffing costs for at least one dedicated REN staff person to work with people and schools in their region 2) Costs of convening the coordinating body or district teams, including costs for travel, substitutes for teachers, REN staff traveling to distant districts to engage them, and supplies 3) Use of virtual technology to assure participation by remote districts, 4) Contracts for needed support/expertise (e.g. evaluation/data collection, content expertise to support educator networks to work through a problem of practice) NOTES: • Allocation of the capacity grants should be proportional given variance between RENS, both numbers and geographic region (still to be determined by the Fiscal WG) • Expectation of leveraged or braided funding to identify in-kind contributions of the sponsoring organization and partners towards costs for the REN ADDITIONAL AREAS FOR DISCUSSION: • Indirect rate should be included in Capacity Grants. 10%? • Could an indirect rate address the REN's capacity to handle fiduciary responsibilities for the EAF resources? • Floor needed for Capacity Grants • Need to increase the level of Capacity Grant to cover more than the cost of a Coordinator
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6. What are the RENS' sponsoring organization roles and responsibilities?	REN Roles and Responsibilities - Reflects and communicates the nature of the EAF funding, what is it truly for (systemic improvements not back fill funding) - Convenes/staffs a regional coordinating body (described in next question) - Models and reinforces authentic local stakeholder and educator engagement efforts - Demonstrates a commitment to equity-driven policies and practices including engagement of community stakeholder groups - Supports the districts (or cohorts of districts) through phases 1-3 of a continuous improvement model - Receives ongoing Training and Technical Assistance by the EAC-designated TTA provider(s) - Communicates regularly with the EAC via the REN coordinator - Articulates REN and local plans to the EAC for use of funding - When needed, brings in EAC-designated TA provider to offer trainings, workshops, webinars, etc. to support the work of governance groups and/or districts - Provides annual summary reports to the EAC on behalf of the regional governance group on educator network(s) progress - Where appropriate, maps individual district objectives with networks outside of the REN's current region - Oversees the use of funds in support of professional development, mentoring or other direct supports to educators - Facilitate decisions regarding the highest and best use of EAF funds for individual schools and groups of districts (with shared goals to implement user-centered) ADDITIONAL AREAS FOR DISCUSSION: - What happens when a school district joins a network outside the region? When can this occur? For what reasons? Impact on resources? - Role of RENS related to data/evaluation
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7. What are the governance structures at the REN? Local district? -How are these established? -Does the 51% teacher voice apply to local districts as well?	Each REN shall have a leadership/design team (SB calls this a coordinating body) made up of: (A) A majority of educators who are based in schools from different grades and content areas and who are reflective of the student demographics of the region served by the educator network; and (B) Additional or existing members should include school and district administrators, education service district/s staff, early learning professionals, and representation from school boards, and post-secondary institutions of education. Based on regional presence, the REN is encouraged to seek representation from local education-focused nonprofit organizations, any federally recognized tribes, education-focused philanthropic organizations, professional education associations, and community-based education organizations representing families and students. The EAC recommends districts forming a local coordinating/design teams should seek to include 51% teacher representation reflective of their communities. Some may be also on the REN coordinating body. ADDITIONAL AREAS FOR DISCUSSION: • Appointment process, equitable voce, role of EAC • Concern about avoiding tokenism. Need to give guidance.
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8. What are the phases we anticipate for the work?

Based on varying levels of readiness, RENs would:

- Set up coordinating bodies as referenced in SB 182
- Determine how teacher participation is going to be supported at the district level.
- Convene local partners to offer training and tools facilitated by the REN and EAC-designated TTA (Phase 1: ‘listening and information gathering’) at the regional and local school district level
- Analyze results of phase 1 at local and regional level to identify local and regional priorities
- Share priorities with the EAC and other REN’s in the state (identifying overlap/ shared statewide priorities)
- ‘Forming’ educator networks around problems of practice at district level or for multiple districts with shared/same priority

RENs and districts will document their use of processes related to phases of system improvement starting with understanding their local context (Phase 1) followed by prioritizing goals (Phase 2), and continuous improvement (Phase 3) as illustrated below:

Phase 1	Phase 2	Phase 3
Understanding Local Context	Prioritizing Goals	Continuous Improvement
• Collect/review local data to understand need • Identify user groups and design team • Establish relationships between sponsor organization, network teams, and EAC • Collect empathy data	• Prioritize and select local goals • Identify outcomes and success metrics • Examine alignment across district and network strategic plans • Develop stakeholder feedback loops to inform the process	• Establish plan, do, study, act (PDSA) cycles with network teams • Continue coaching across educator network • Connect educator networks across common needs and understandings • Implement stakeholder feedback loops

Recognizing the variance in work afforded to each REN and the networks within them, the EAC anticipates some RENs and districts with shared priorities and some experience with improvement cycles may be moving more quickly toward planning and initial testing of system changes. Some may be ready to form networks during the first year after several REN convenings. As networks come together around a problem of practice, they will identify change ideas, test things out and share their learning.

ADDITIONAL AREAS FOR DISCUSSION:

- Define readiness
- Concern about length of time expected to set this up before accessing resources
- Need to create space to honor and build upon work from previous investments.
- What networks could form around. SB 182 is explicit on some things, e.g., mentoring, but we have added more emphases that are not in the bill.
- Iterative process of the phases.



Educator Advancement Council

April 26, 2019

Docket Item #9.0

Docket Item: **Supporting Novice Educators WG**

Summary: Beginning teachers represent one of our most vulnerable populations of educators. Although not all novice teachers need the same levels of support, the EAC has repeatedly considered mentoring as part of an effective induction model.

The EAC Supporting Novice Educators Work Group was charged to advise the EAC on recommendations needed to ensure all teachers and administrators new to the profession receive high quality, culturally-responsive support (mentoring and induction) to start strong in their education careers and leadership roles. The work group reviewed state and national research/data and conducted listening sessions to gather lessons learned from the field, identify specific needs of administrators, and the lived experiences of novice educators of color. They anticipate RENs will want to work with districts to consider all aspects of their respective recruiting, hiring placement, induction and mentoring systems as they support districts' efforts to improve supports for novice educators.

This document presents the EAC with recommendations for use in the following ways:

- Reference within the body of the Regional Educator Network RFP,
- A more detailed inclusion in an Appendix within the REN RFP,
- Consideration for a subsequent Technical Assistance Memo to RENs and districts, and/or
- Additional guidance on needed policy changes at the state level.

Staff Recommendation:

The work group invites the full Council to review this document prior to the April 26th meeting and come prepared to address the following questions:

- The Work Group has agreed that a general statement of expectations should be included in the body of the REN RFP. They also would like to include key recommendations in an Appendix. Which recommendations would you elevate for spotlighting in the RFP Appendix? e.g. Ic, Ig, lic, IIIf, IIIb, etc.
- What questions or connections does this set of recommendations raise for you based on your respective EAC's Work Group focus? e.g. Launching Networks, Fiscal Model, RFP Ad Hoc group
- Given the role you represent on the EAC (teacher, administrator, school board member, etc.) how do the recommendations resonate?
- Beyond wordsmithing, what significant changes would you recommend be made?

Staff Request:

EAC guidance is also sought by EAC staff for messaging related to concerns surfacing from districts regarding the end of Network Grants as of June 30, 2019, and in particular the absence of funds to support the cost of mentoring.

We want to be responsive and could advise districts previously funded by the Oregon Mentor Project or those who have been using other sources of funds for supporting newly hired teachers and administrators to start a system improvement process by examining policies/practices and experiences of their novice educators.

Please review the sample message and provide feedback:

“Resources from the EAC to support novice educators will not be available through the RENs until such time as districts have identified ways in which to pilot system improvements through processes facilitated by the RENs.”

SUGGESTED RECOMMENDATIONS FOR SUPPORTING NOVICE EDUCATORS
Identified by the Educator Advancement Work Group on Supporting Novice Educators

RECRUITMENT	HIRING	INDUCTION AND MENTORING
1. Hiring committees need to include more people of color and be attentive to implicit bias issues. 2. Communities of color can be engaged to provide feedback on candidates for potential leadership roles in schools and districts. 3. Teacher candidates of color need to learn how to navigate	5. Educators being recruited to a district need a reliable source of information on local demographics, school and district strategic initiatives, equity policies, student outcomes, and resources available to support new educators. 6. Novice educators of color new to a community benefit from an orientation to culturally specific community resources in and any histories of marginalization. 7. Contexts into which new teachers are placed are associated with their attendance, effectiveness, development, and retention¹. Teacher placements should be reviewed to ensure novice teachers are not assigned disproportionately to the highest-need students, classes with students exhibiting higher than average discipline issues or to larger class sizes, or classes with larger than average number of students who require special education or English language learning services. 8. School officials can help mitigate issues a less experienced teacher might face by minimizing the number of preps a teacher is given in their first year, providing early access to a dedicated well-stocked classroom, sufficient teaching resources, aligning course assignments with the teacher's areas of licensure, limiting extracurricular duties, and providing a highly qualified mentor. 9. Districts should consider placements for novice teachers where they will have access to experienced and successful	16. Districts should utilize the wide array of resources developed and available through the Oregon Mentor Program website to provide guidance on standards, foundational supports, assurances and practices conducive to quality mentoring. 17. Conducting empathy interviews can help districts gain insight and data better understand issues and make meaningful changes to continuously improve current systems. Engaging new educators, mentors, union leadership and district administration at the same table can help in identifying needed system changes. 18. Careful selection and sustained professional learning for mentors is key to a successful mentoring program. Selection should include attention to: success in the classroom, knowledge of the school and district values and culturally responsive criteria consistent with the roles and responsibilities of mentoring. When possible, districts should hire culturally and linguistically diverse mentors. 19. Opportunities for initial and ongoing professional learning for mentors is essential and should be offered via mechanisms limiting travel costs and time. In addition to basic skills sets for mentoring, mentors need to unpack their understanding and

¹ *Taking their First Steps: The Distribution of New Teachers into School and Classroom Contexts and Implications for Teacher Effectiveness and Growth* Paul Bruno, Sarah Rabovsky, Katharine Strunk CALDER Working Paper No. 212-0119-1 January 2019.

SUGGESTED RECOMMENDATIONS FOR SUPPORTING NOVICE EDUCATORS

Identified by the Educator Advancement Work Group on Supporting Novice Educators

white centered systems prior to entering employment as part of coursework or clinical seminars. 4. Developing effective residency programs may reduce singular reliance on a mentoring program to help a new teacher be successful.	coworkers who can help shape professional norms around effort, attendance, and student performance. 10. Teachers and administrators of color can benefit from placements at schools where they have other colleagues of color. 11. Districts should prioritize professional learning for school administrators on topics such as recognizing and confronting micro-aggressions, working in multi-cultural environments, anti-bias hiring practices, and purposeful incorporation of culture into instruction, policy, and practice. 12. Novice educators of color are in a tenuous stage of their employment and may be hesitant to advocate for their students experiencing micro-aggressions or other forms of institutional racism. Districts need to create safe spaces where all staff can share observations about student experiences without fear of retribution. 13. Districts and school boards should examine a Return on Investment gained by supporting high quality novice educators versus the costs affiliated with educator turnover. 14. Districts engaging higher education partners can effectively streamline a new educator's transition from educator preparation through hiring and first two years of employment. Minimally, data on retention of program graduates should be analyzed for useful refinements in the system and sharing with university staff. 15. Use of confidential exit interviews can provide insights on teacher attrition and help refine systems of support. Currently no consistent set of resources exist to aid districts or the state in tapping into the lived experiences of teachers and administrators who leave the profession.	beliefs about equity and race, and develop skills for working with mentees in conversations about race and equity. 20. Rural communities may need more flexible formats to support educators in low incidence areas and to supplement supports using digital resources, e.g. Oregon Educator Network to connect mentees with educators in other communities. 21. A review of current Oregon rules related to mentoring (329.788 through 320.820) and the Network for Quality Teaching and Learning (581-018-0130 through 581-018-0148) should be undertaken by ODE and EAC staff to identify areas of restrictive policy related to the Oregon Mentoring Project requiring refinement or sunseting. 22. The requirement of at least 79-90 hours of frequent contact between mentors and mentees throughout the school year should consider the potential contributions of other professionals in the school or district who interact with the new educator (e.g. reading specialists, instructional coaches, ELL specialists, etc.). 23. Besides principals and superintendents, districts should consider the needs of novice assistant principals as well as other novice district administrators (e.g. Special Education, Human Resource, and other central office leadership roles). 24. The RENs should leverage resources developed by COSA, OALA, and other districts to redesign supports for novice administrators.
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Educator Advancement Council

April 26, 2019

Docket Item #10

DRAFT Educator Advancement Council Projected Timeline

Prepared for EAC April 26th meeting

SB 182 Implementation

TIMEFRAME	ACTION	STATUS/CAVEATS
Jan 2019	-Based on responses to EAC Request for Information in Fall 2018, Council proposed 10 regions to ensure equitable, efficient, and accountable statewide access to Educator Advancement Fund (EAF). -The EAC Fiscal Work Group used the proposed regions and developed draft EAF funding scenarios for EAC review with weighting factors and a formula based on three-year averages of school district data on number of licensed educators (10%), number of new teachers and administrators hired (30%), teacher retention rates (30%), and gap between teacher/administrator and student racial demographics (30%).	March 2019 EAC approved weighting factors and slight revisions to formula.
Feb – April 2019	Seven all-day Design Institutes held in Medford, Gresham, Hillsboro, Pendleton, Albany, Redmond, Roseburg (200+ attendees) to familiarize stakeholders with: 1. Transition from Network for Quality Teaching and Learning to Educator Advancement Fund, 2. Proposed REN Request for Proposal (RFP), and 3. Tools and processes anticipated to maximize EAF ROI and sustained outcomes related to system improvement. Additional virtual Design Institute scheduled for 4/23/19	Two Design Institutes were rescheduled due to snow conditions.
Feb – March 2019 March - May 2019 April – June 2019	-EAC reviewed draft of REN RFP and proposed revisions. -EAC ad-hoc group worked with EAC staff to finetune elements of for RFP. -Full EAC reviews their consensus on language, timelines, and implementation	April--EAC discusses subcommittee's recommendations

April 2019	-Temporary rules drafted w/ODE related to RFP and selection and expectations of RENS	Timeline still being deliberated at April EAC meeting
May-June 2019	-State Board of Education reviews/approves rules.	
May 2, 2019	-EAC provides update to Ways and Means Committee on EAC work to date, implementation timeline, recommended final funding levels, and potential accountability measures.	
July - Aug 2019	- Regional Educator Network RFP reviewed by ODE procurement.	Pending review of EAC
Sept 2019 End of Oct 2019	-RFP is released to the field. -Applicants submit responses to RFP (60 day window).	
July/August 2019	-ODE Procurement works with EAC staff to issue Technical Assistance (TA) Call for Proposals for Phase I.	Pending review of EAC
August 2019	-Phase I TA contracts finalized.	
Oct 2019	-Fiscal Agent partner and proposer qualifications confirmed by ODE procurement.	Timeline to be deliberated at April EAC meeting
Nov 2019	-RENs formally identified through RFP selection process by the EAC ¹ .	
Nov 2019	-Appeals process if needed.	
Sept-Oct 2019	-Per EAC deliberations, ODE awards RENS with capacity grants (\$200K to \$400K based on size) and Phase I EAF funding per EAC's approved formula inclusive of school districts within each region.	EAC to inform Phase I anticipated levels of funding.
Nov 2019 – Spring 2020	-Technical Assistance and Coaching provided to RENS to support: ● Formation of Coordinating Bodies per SB 182, ● EAC guardrails on funds and processes, ● Tools and processes for engaging local school districts, teachers, and partners for a systems focused process. ● Guidance on fiscal/administrative activities	
Nov-Dec 2019	-EAC staff engage with REN coordinators on implementation planning.	
Nov-Dec 2019	-Each REN forms Coordinating Body (51% teachers)	

¹ RFP Reviewers to include: Educator Advancement Council directors, staff from the Chief Education Office, the Department of Education, the Early Learning Division, the Teacher Standards and Practices Commission and former Governor's Council Advisory Group members. Assignment of reviewers will avoid potential conflicts of interest by direct applicant or others with a relationship to proposal/s.

Jan – April 2019 Nov 2019 – Winter 2020	-RENs and school district partners use EAF to engage in Phase 1: Understanding Local Context and Phase 2 Prioritizing Goals. -Additional activities during year one include: • Developing improvement capacity within RENs and local school districts, • Identifying and leveraging additional resources, • Building relationships within and across networks and with the EAC, and • Unpacking current systems and areas needing improvement • Co-creating four-year REN draft plan reflective of local needs.	
Win - Spr 2020 Win - Spr 2020	-RENs and local districts submit plans to EAC for review including proposed local outcome metrics. -EAC reviews and suggests revisions to RENs.	Submission dates based on readiness
Rolling basis	EAC approves REN plans and authorizes ODE release of funds or reimbursement of approved use of funds.	Still under discussion at EAC
Based on REN readiness	RENs, local districts, and partners begin Phase 2 and 3: Plan, Do, Study, Act cycles focused on systems of support for educators.	Still under discussion at EAC
Spring 2020	EAC provides TA on how new local and statewide networks emerge.	Still under discussion at EAC
Fall -Summer 2020	-EAC engages in iterative systems improvement process in preparation for 2021-2023 Legislature. -EAC listening tours -EAC meetings held at REN locations -Invited presentations at EAC meetings	Pending EAC discussion
Ongoing	-EAC supports via staff and shared services with state agencies including: 1. Exchanges and dissemination of best practices and shared expertise across RENs focused on specific issues of practice, including: EAC website, virtual practitioner network (OEN), social media, blogs, an annual statewide convening, legislative updates and reports, etc. 2. Ongoing communication and updates to stakeholders on all EAC and REN activity and progress, and 3. Monitoring of statewide progress indicators:	Pending EAC final deliberation

	a. Teaching and Working Conditions (Biennial survey) b. Educator shortages (Supply and Demand Report) c. Diversification of educator workforce (Annual Educator Equity Report) d. Retention of Oregon Teacher Scholars e. Educator retention rates f. Student outcomes	
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Transitions Resulting from CEdO Sunset

TIMEFRAME	ACTION	CAVEATS
Feb-July 2019	-Weekly team and transition planning meetings involving ODE and CEdO	
April/May 2019	-Position descriptions for EAC (4 FTE) and ODE staff (grant disbursement analysts and specialists) developed, reviewed and shared with EAC	
April 2019	-Communications issued regarding existing grant funded Network projects and transition to educator networks covering all areas of the state.	
April/May 2019	-Shared services agreements drafted between EAC and ODE including: budget, finance, procurement, HR, information technology and state agency assessments, -Determination of EAC office location, lines of authority, org charts, etc. -IAA's/IGA's brokered between CEdO and HECC, and Early Learning related to shared investments, e.g. scholarships, EL Centers for Excellence, etc.	
June 2019	-Legislature clarifies EAC signatories and IGA is updated.	
July 2019	- Adjustments made to EAF according to Legislatively Approved Budget (LAB). - ODE begins serving as Administrative Agent for EAC. - HECC standing director begins attending EAC. - EAC is fully staffed. - Governor's Policy Advisor approved as EAC Ex-Officio member. - New areas of EAC investments approved by the Legislature are incorporated into EAC Strategic Plan.	Pending appropriate approvals

Scenario A	Scenario B	Scenario C	Scenario D
Temporary rulemaking¹ related to RFP (May 16th State Board of Ed) • Plus--Process is completed (public comment, SBE vote) before RFP is ready to release. • Plus--Builds off stakeholder interest from Design Institutes. • Plus--Already primed the State Board at their April mtg to anticipate us coming back. • Plus--Allows for public comment between April and May meeting while teachers are still on contract. REN RFP released late May. REN Awards in Aug/Sept. Plus—Responds to anticipation from the field based on earlier discussion of RFP coming out in Spring Plus—ODE could award REN capacity grants and Phase I EAF funding in September/October. Delta—Limited opportunity for partner and teacher engagement in REN proposal prior to end of school year.	Temporary rulemaking related to RFP (May 16th State Board of Ed) • Plus—Process is completed (public comment, SBE vote) before RFP is ready to release. • Plus—Allows for public comment between April and May meeting while teachers are still on contract. REN RFP released in late June. REN Awards in September • Plus—Selection process and appeals process could occur in August. • Plus—ODE could award REN capacity grants and Phase I EAF funding in October. • Delta—Limited opportunity for partner and teacher engagement in REN proposal prior to end of school year.	Temporary rulemaking related to RFP (Sept State Board of Ed) • Plus—Provides more time for consideration of the RFP Ad Hoc work group's work on RFP elements and EAC review. • Delta—public comment might compete with start of school. REN RFP released in September. REN Awards in November • Plus—EAC legislature has finalized budget. • Delta—ODE would not award REN capacity grants and Phase I EAF funding until December. • Would lose half a year of momentum and might diminish public faith in the new process. • Delta—May compete with other JCSS processes for attention.	Temporary rulemaking related to RFP (May 16th State Board of Ed) • Plus—Process is completed (public comment, SBE vote) before RFP is ready to release • Plus—Allows for public comment between April and May meeting while teachers are still on contract. REN RFP released in October. REN Awards in December • Plus--EAC legislature has finalized budget. • Delta—Selection process and appeals in December during a busy month. • Delta— ODE would not award REN capacity grants and Phase I EAF funding until January. • Would lose half a year of momentum and might diminish public faith in the new process. • Delta—May compete with other JCSS processes for attention.

Glossary: EAF-Educator Advancement Fund. JCSS-Joint Committee on Student Success. W&M-Joint Ways and Means Education Subcommittee
REN-Regional Educator network. RFP-Request for Proposal. ODE-Oregon Department of Education. EAC-Educator Advancement Council. TA-Technical Assistance.

¹ Rulemaking provides assurances to applicants, minimizes risk for Oregon Department of Education, and provides clarity on terms critical to the RFP process and RENs. Approved temporary rules can be in place up to 6 mths before they would need to become permanent.



Educator Advancement Council

April 26, 2019

Docket Item #11.3

Docket Item: Additional Standing Chair

Summary: SB182 specifically named four education state agencies (Chief Education Office, Oregon Department of Education, Early Learning Division and Teachers Standards & Practices Commission) but did not include higher education. As there are numerous connections to postsecondary education such as educator preparation programs, Oregon Teacher Scholars Program and workforce, the addition of the Higher Education Coordinating Commission (HECC) would complete the education continuum representation. Additionally, at the sunset of the Chief Education Office on June 30, 2019, the Educator Advancement Council would have only three remaining Standing Directors. Lindsey Capps will introduce Ben Cannon and lead a discussion regarding Council direction to consider adding HECC as a Standing Director, effective July 1, 2019.

Executive Director of the Higher Education Coordinating Commission since 2013. In this position, Cannon oversees state funding allocations, policy-setting, and coordination for Oregon's higher education system, including community colleges and public universities. Cannon is a former teacher, state representative and education policy advisor to the Governor. Elected three times to the Oregon House of Representatives (2006-2011), he chaired House committees with jurisdiction over environment, energy, and water policy, and served on committees related to health care and education. From 2003 to 2011, he taught humanities to middle school students at the Arbor School of Arts and Education. He earned his BA from Washington University, St. Louis, and attended Oxford University, England, on a Rhodes Scholarship, earning graduate degrees in comparative and international education and philosophy, politics, and economics.

Staff Recommendation: Add the Higher Education Coordinating Commission as a Standing Director, effective July 1, 2019.



Name: _____ (optional)

EAC Meeting Feedback

1. What went well at the meeting?

2. What questions do you still have?

3. Do you have future agenda items for consideration?

4. What might we improve on?