



Educator Advancement Council

9:00 am - 12:10pm

12:50 - 3:00 pm

4/21/2021

Join Zoom Meeting

<https://us02web.zoom.us/j/89770700737?from=addon>

Meeting ID: 897 7070 0737

One tap mobile

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Vision: Oregon educators across the state are supported in engaging and teaching every child to help them realize their dreams.

Mission: We empower, support and diversify Oregon's educator workforce through local, educator-led networks and statewide resources to provide the quality teaching and learning Oregonians desire.

9:00	1.0 Call to Order and Acknowledgment of the Original People of the Land	Chair Koskela
	1.1 Roll Call	Elizabeth Castillo-Lopez
	1.2 Agenda Review	Chair Koskela
9:10	2.0 Consent Agenda – Action Item	Elizabeth Castillo-Lopez
	2.1 Agenda Approval	
	2.2 Approval of February minutes	
9:15	3.0 Public Comment	Chair Koskela
	- To provide public testimony, submit written testimony at least 24 hours prior to the meeting to eaacinfo@oregonlearning.org. - The Council welcomes and appreciates public input, but due to time constraints is unable to respond directly to testimony during the meeting.	
9:20	4.0 Connections	Mercedes Jones Emily McCaffrey
	4.1 Honoring Nick!	
9:35	5.0 REN Bright Spots	Mercedes Jones Angela Bluhm
10:20	6.0 Workgroups	All
11:40	BREAK	
11:45	7.0 Voting	Chair Koskela
	11.1 REN Plan Framework and REN Plan Template	EAC Director (Director Oaks)
	11.2 DOPE Funding Plan	EAC Director (Director Wilk)



12:15 LUNCH

12:55 8.0 Equity as Praxis

Lynne Gardner | Daniel Ramirez

1:25 9.0 Spotlight Videos

Chair Koskela

1:40 10.0 EPP Ed Equity Plan Presentations

Erin Weeks-Earp

2:25 11.0 Executive Director Hiring Process

Director Gill | Krista Campbell

2:55 12.0 Future Agenda Items and Plus/Delta/Adjourn

Chair Koskela



Educator Advancement Council

Meeting Minutes

9:00 am - 3:00 pm

2/10/2021

Join Zoom Meeting

Join Zoom Meeting

<https://us02web.zoom.us/j/82127616104?from=addon>

Meeting ID: 821 2761 6104

Dial by your location:

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<https://us02web.zoom.us/j/kcQ5QHswRc>

Attending: Veronica Dujon, Sara Mickelson, Anthony Rosilez, Belle Koskela, Don Grotting, Mark Girod, Martha Richards, Michele Oakes, Marvin Lynn, Bill Graupp, Nick Viles, Susan Roebber, Elena Barreto, Shannon Criss, Representative McLain, Lindsey Capps, Roberto Gamboa, Melissa Wilk

Excused: Colt Gill, Ardis Clark, Lisa Longoria, Michelle Cardenas

Staffing: Daniel L. Ramirez, Interim Executive Director; Elizabeth Castillo-Lopez, Council Administrator; Angela Bluhm, Educator Program Analyst; Lynne Gardner and Emily McCaffrey, Program Director Educator Programs; Mercedes Jones, Horalia Rangel, Oregon Teachers Scholar Program Coordinator

9:03 1.0 Call to Order and Acknowledgment of the Original People of the Land

Chair Koskela

Chair Koskela calls the meeting to order and hands the land acknowledgement intro to Director Girod and Director Lynn. (Please refer to the meeting materials for the slide deck).

9:04 1.1 Roll Call

Elizabeth Castillo-Lopez

Elizabeth takes roll call and determines that we have quorum.

1.2 Agenda Review

Chair Koskela

9:13 3.0 Public Comment

Chair Koskela

- To provide public testimony, sign in at the meeting or submit written testimony prior to the meeting to eacinfo@oregonlearning.org.
- Each group may have one speaker; each individual or group spokesperson will have three (3) minutes.
- The Council welcomes and appreciates public input, but due to time constraints is unable to respond directly to testimony during the meeting.

Elizabeth confirms we have no public comment at this time.

9:14 4.0 Connections
McCaffrey

Mercedes Jones | Emily

Chair Koskela introduces both Emily and Mercedes and they both introduce the office treasure hunt activity. Staff joins during this activity. (Please refer to the meeting materials for the slide deck).

9:30 Everyone comes back into the big group and Chair Koskela asks to have a few members share out.

9:35 5.0 Spotlight: Getting to know us

Angela Bluhm

Resource: [Daniel Video](#) and [Mariana Video](#)

Chair Koskela shifts the meeting to agenda item 5.0, where she worked in collaboration with Angela and produced two short videos for the EAC to get to know a staff member and REN coordinator. Daniel plays both videos (Please refer to the meeting materials for the slide deck).

9:51 Chair Koskela makes an invitation to revoice what directors thought was important from the videos.

9:45 Director Mickelson joins the meeting.

9:53 2.0 Consent Agenda – Action Item

Elizabeth Castillo-Lopez

2.1 Agenda Approval

2.2 Approval of December 9 , 2020 minutes

Earlier in the meeting we had to postpone agenda item 2.0 because we did not have a complete quorum. Since Director Mickelson has now joined the meeting, Chair Koskela has shifted the agenda again to complete this agenda item. Chair Koskela asks directors to take a minute to take a look at the meeting minutes and moves asks to move motion to approve the consent agenda. Director Grotting moves motion, Director Richards seconds the motion. Roll call vocal vote. All approve. Motion Passes.

10:01 7.0 Voting and Legislative Subcommittee

Chair Koskela

Resource: [GYO Memo](#)

Resource: [Legislative Subcommittee Update](#)

Resource: [Bill Tracker](#)

The next agenda item that needs a vote is 7.0, Chair Koskela gives the council time to review the Memo for GYO funding. After a few minutes Executive Director Daniel Ramirez answers questions from discussion. (Discussion followed).

10:25 Director Roebber joins the meeting.

10:27 After a few minutes of discussion, Director Richards moves motion to fund all 6 GYO programs, Director Oakes and Director Lynn second the motion. Discussion followed. Roll call vocal vote (Chair Koskela, Director Barreto, Director Girod, and Director Viles abstain from voting). Motion passes.

10:40 BREAK

10:50 Chair Koskela calls the meeting back. Continues with agenda item 7.0 legislative subcommittee updates. The Legislative Capacity team has been hard at work creating bill analysis for legislation related to or directly impacting the EAC. Again, you can find a resource tracking all of these bills in the email sent to directors on Friday as well as linked in the participant agenda with resources. Daniel gives a quick update on the current legislative context as well as bills the staff are tracking and at this moment,

conversations will continue in the next EAC meetings (Please refer to the meeting materials for the slide deck).

11:39 8.0 EAC Budget Update

Daniel Ramirez

Chair Koskela moves the meeting forward, Executive Director Daniel Ramirez gives a sneak peak of the Draft budget proposal that will be presented to the Ways and Means Committee on March 1st. (Please refer to the meeting materials for the slide deck).

11:45 9.0 REN Update

Mercedes Jones |

Angela Bluhm

Resource: [REN Framework](#)

Chair Koskela moves meeting to agenda item 9.0 REN update. Introduces Mercedes and Angela to take over this agenda item. Mercedes Jones, gives a brief update (please refer to meeting materials for slide deck). Angela continues with the REN interview with Gabriella DeLeaone.

12:10 LUNCH

Before the councils goes to lunch, a link is shared for them to sign up for an afternoon work group session.

12:58 Director Gill joins the meeting.

1:03 10.0 RSSL Update

ODE Leadership

Chair Koskela reconvenes the meeting and transitions to the afternoon sessions, introduces Director Colt Gill to give the Ready Schools Safe Learners update. (Please refer to meeting materials for slide deck).

1:30 11.0 Workgroups

EAC Staff

Resource: [Membership/Roles/Responsibilities](#)

Chair Koskela moves to agenda item 11.0, Emily sets up breakout rooms and places everyone (including the public) into the work group they want to join.

2:41 Everyone reconvenes into a big group meeting. Chair Koskela asks for each workgroup to share out.

2:53 12.0 Future Agenda Items and Plus/Delta/Adjourn

Chair Koskela

Resource: [Feedback Form!!](#)

Chair Koskela gives closing remarks and closes the meeting.

Agenda Item tabled for next meeting

6.0 Equity as Praxis

Lynne Gardner | Daniel Ramirez

Resource: [Head, heart, hands](#)

2021-2023 REN Plan Template

Cover page Table of Contents
I. Introduction & Historical Context <i>Suggested 2 pages</i>
Describe how the network was developed and has evolved over time (to be copied from plan to plan with edits as needed) This section could include strengths and/or successes in this work, challenges, nuances related to COVID-19, limited subs, and teacher capacity, and opportunities for collaboration and EAC support, as well as how the work has impacted educators.
II. Local, Regional, and Statewide Network Development and Support <i>Suggested 3 pages + Appendices/evidence</i> <i>Appendices/evidence/links could include specific protocol use, CB convening dates, communication sent out to CB, agendas, examples of meeting routines, contracts, growing relationship with stakeholders, how REN coordinator have collaborated (continue to collaborate), professional learning opportunities, etc.</i>
- Explain how cultural expectations, collaboration structures, & regional network routines have been established for your REN and how the REN refines these structures as this work evolves. - Describe how the REN continues to manage engagement and participation of diverse network members. - Describe what steps have been taken to connect the REN within Oregon to other statewide efforts.
III. Continuous Improvement (Improvement Science) <i>Suggested 3 pages + Appendices/Evidence</i> <i>Appendices/Evidence/links could include last year's work to identify a working theory, evidence of identifying problems of practice within individual Design Teams, the actual driver diagram with measures, research and experience attached to drivers/improvement ideas, engagement with improvement science coaching/training, a sample PDSA that illustrates the first year of implementation (redaction of personal/district/school information is expected), any resource materials for capacity building.</i>
- Describe how the REN established and continues to refine routines and processes to understand the problem and system that produces the problem. - Explain how the REN developed and refined the working theory (driver diagram) - List any and all opportunities the REN has provided and will continue to provide training and coaching to build healthy networked improvement communities. - Describe the routines and processes established by the REN for PDSA cycles.
IV. Communication & Shared Learning <i>Suggested 3 pages + Appendices/Evidence</i> <i>Appendices/Evidence/links could include podcasts, newsletters, websites, regional convenings, agendas, distribution lists to connect local/regional stakeholders to common and connected learnings, communication plan outlines, community/stakeholder engagement timelines, etc.</i>

2021-2023 REN Plan Template

- Describe how the REN has shared and will continue to share network improvement and growth locally, regionally, and statewide.
- Describe how the REN has established and plans to maintain communication loops throughout the REN to collaborate and share learning.

V. Measurement and Data for Improvement

[Resources from Monica](#)

Suggested 1-2 pages + Appendices/Evidence

- Name additional supports for analytics, measurements, and evaluation
- Describe the processes developed by the REN to analyze, measure, and evaluation plan
- Describe processes established by the REN to monitor and evaluate improvement.

VI. Budget

Suggested 2 pages

- See budget table below

VII. Appendix

Capacity Funds

	2019-2021	Projected 2021-2023 (total current allocation is \$300k)	
REN Coordinator Salary			
REN Coordinator Support Staff			
Coordinating Body Convening/Training Costs 1. Travel 2. Sub costs 3. Venue costs 4. Other (please specify)			
Indirect Costs			
(over)/under \$300k			Total

2021-2023 REN Plan Template

Formula Funds			
			Proposed 2021-23
Salary			
Design/Implementation/Improvement Coaches Salary and Benefits			
Data Coordinator Salary and Benefits			
Equity Coordinator Salary and Benefits			
Administrative Salary (if included)			
			Proposed 2021-23
Building Capacity			
Office expenses			
Design Teams Training			
Design Coach Training			
Data Team Training			
Equity Coaching/Contracts			
Data/research contracts			
Software costs			
Hardware costs			
Other contracts (please specify)			
Implementation of Working Theory			
Secondary Driver	Change Idea(s) attached to Secondary Driver	Associated Budget Items	Proposed 2021-23
1.	1. Change idea		

2021-2023 REN Plan Template

	name 2. Change idea name 3. Change idea name		
2.	4. Change idea name 5. Change idea name 6. Change idea name		
3.	7. Change idea name 8. Change idea name 9. Change idea name		
4.	10. Change idea name 11. Change idea name 12. Change idea name		
5.	13. Change idea name 14. Change idea name 15. Change idea name		
6.	16. Change idea name 17. Change idea name 18. Change idea name		
Indirect Costs			

2021-2023 REN Plan Framework

The 2021-2023 REN Plan Framework is a reimagined tool intended to provide clarity around what Regional Educator Networks (REN) have accomplished and gives a clear vision of what the future REN looks like. This framework is intended to be more regionally responsive and takes a more specific approach to evaluating the work being done by the RENs and what the expectations from the EAC are. Within the framework there are specific descriptors laid out that include criteria in local and regional context, continuous improvement, social and shared learning, measurement and data analytics, and budget. There is also a section titled, “Looking forward” with criteria for REN Coordinators to consider. The goal is for this framework to be used as a self assessment tool. REN Coordinators are expected to co-construct the self assessment with their coordinating bodies and consult network teams as appropriate throughout this process. This new process will allow for multiple rounds of feedback between the RENs and EAC before RENs submit their final REN plan for the new biennium.

As we work our way through this process, we acknowledge that this work requires deep partnership and shared accountability between the RENs and EAC. We also fully acknowledge the shared learning that has come from this process. The REN Plan Framework will serve as a guide for the Educator Advancement Council to support RENs along the continuous improvement continuum and celebrate what has already been done.

****Note:** Design teams vs network teams: In this document, design teams refer to the school-based teams designing and implementing change ideas. Network team refers to the whole REN system including CB members, Design Coaches, etc.

REN Plan Framework Process

- ☐ February 11- RENs will receive final REN Plan Framework
- ☐ March 1- Submit first self-assessment
- ☐ March 12- Submit adjustments
- ☐ April 16- Submit initial draft of REN plan with a focus on red categories
- ☐ May 14- Finalize REN plan
- ☐ May 28- Submit Final REN plan
- ☐ June EAC meeting will vote to approve REN plans

Name of REN:

Please give a brief description of who participated in the self-assessment and which parts they contributed to.

Local, Regional, and Statewide Network Development and Support

	RED We don't have a plan	YELLOW We have a plan to do this but haven't started yet	GREEN This is fully embedded in our REN
1. Establish a sense of cultural expectations, collaboration structures, & regional network routines			
1.1 Coordinating body meets at minimum quarterly to network, get updates, and to guide next steps.			
1.2 Uses a set of protocols (Gabi- equity pause cards, Tracy- equity based decision making tool, Oregon Equity Lens, etc.) that intentionally centers equity by disrupting racist, inequitable practices, policies, and ideologies.			
1.3 Develop strong and long-term internal and external relationships to fill knowledge gaps, build capacity and/or bring in outside expertise to the CB. Examples of knowledge gaps could be demographics of your region not represented, districts of your region that are missing from the coordinating body, data expertise, communications insights, etc. This may include: ● Superintendents			

• Educators • Principals • Advisory groups • Non-profits/education partners • Other REN Coordinators • Technical Assistance (Community Design Partners) • EAC Directors			
1.4 Regularly provide CB members, REN staff, and design teams opportunities to advance understanding of racial equity. This may include: • Book study • Professional learning opportunities • Training • Coaching			
2. Manage engagement & participation of diverse network members			
2.1 Continues to ensure our CB and network teams are represented by at least 51% of teachers who are reflective of the student demographics of our region.			
2.2 Has a specific plan to maintain the membership of the CB.			
2.3 Engage in a variety of ways with educators of color in the region to build relationship and ownership of the REN work. This could include affinity groups, advisory groups, listening sessions, empathy interviews, etc.			
3. Connecting within Oregon			
3.1 Regions participate in State provided efforts to share, learn, and spread promising practices. This could include attending: REN Summit (TBA), meetings with EAC staff, DIA workgroups, CDP, etc.			
3.2 Awareness of and connection to other statewide efforts to support and diversify the educator workforce (e.g. connection to regional teacher pathways programs, integration of Tribal History/Shared History in professional learning; mapping African American/Black Student Success			

Plan objectives on efforts; etc.)			
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Continuous Improvement (Improvement Science)

	RED We don't have a plan	YELLOW We have a plan to do this but haven't started yet	GREEN This is fully embedded in our REN
4. Orchestrate the processes to understand the problem & the system that produces the problem.			
4.1 We use processes for engaging various types of expertise such as teacher-centered design and empathy experiences at all levels of the network including teams and CB.			
4.2 Co-constructing fishbone diagram, change ideas, drivers, and AIM statements where educators of color, if not through the CB, then through an affinity group, advisory groups, or consultation, are driving the work Example: 5% constructed by REN staff and 95% by educators			
4.3 REN plan has a clear and extensive working theory (aka: driver diagram or theory of improvement) that includes primary and secondary drivers as well as change ideas			
4.5 In addition to aim quantitative measures - regional working theories have primary or secondary driver measures			
5. Develop & refine working theory (driver diagram)			
5.1 We have a measurable and specific AIM driven by educators and by the CB.			
5.2 We have a driver diagram built from research, educator experiences, and local input/data that has guided our working theory.			
5.3 Biannually we revisit and revise our theory based on content learnings, PDSA learning and			

revise based on evaluation of established measurements in working theory			
6. Provide training & coaching to build improvement muscle in network			
6.1 Professional learning provided to the network on the mindsets and tools of continuous improvement processes, human-centered design, and anti-racist practices			
6.2 Actively participating in Technical Assistance vendor coaching			
6.3 Regularly provide coaching to design teams through PDSA cycles (iterative).			
6.4 Regularly engage with DIA in qualitative training methods			
7. Establish PDSA Routines and Processes			
7.1 PDSA routines are clearly documented and accessible to REN staff and updated regularly (at least every six weeks)			
7.2 Provide an example of a deep dive into one change idea, such as: ● Pre change idea: what driver does this relate to ● Pre-change idea: how did you engage your CB in creating this change idea ● Pre change idea: how does racial equity drive this ● How many schools to pilot ● How long ● Who leads ● What to measure ● When to check-in ● Who to check in with ● How to check-in ● How to assess ● How to adjust ● How to scale ● How to communicate findings			

• Who to communicate findings to			
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Communication and Shared Learning

	RED We don't have a plan	YELLOW We have a plan to do this but haven't started yet	GREEN This is fully embedded in our REN
8. Document and share network improvement story and growth with the region, state and nation			
8.1 We have multiple methods for sharing our regions' work and story (such as a simple data visualization, creating video snippets, putting REN links on the district pages, utilizing the CB for communication out, distribution lists, union lists, connecting with Early Learning Hugs and Child Care Research & Referral) that explain the what, who and why			
8.2 We have a communication plan that shares our tests and data outcomes			
8.3 Capture the learning from each change idea/PDSA cycles and share across teams so they can more quickly adjust course. Learnings to focus on are: <i>How</i> to do the work (e.g., learning about improvement methodologies, learning tools in human-centered design, etc. - The <i>content area</i> or subject area of a problem of practice (i.e., for RENS, the "content" learning is centered around AIM statements, so for in many RENS, it is the recruitment/retention/and supports of BIPOC educators) - Learnings derived directly from PDSA cycles (which are both about process/implementation and the outcome on the content area/AIM)			
9. Establish and maintain communication loops throughout the REN to collaborate and share learning			
9.1 Hold region-wide convenings for			

design/implementation/improvement teams several times throughout the year so teams can: • Practice mindsets, how to design & test change ideas (PDSA cycles) • Share lessons learned and support Plan-Do-Study-Act cycles in schools and districts • Use lessons learned to manage and update working theory (driver diagram)			
9.2 Create a “change package” - a series of change ideas that work together to form a big impact, and share this with the region; Explain how this aligns with the EACs Equity as Praxis framework.			
9.3 Have a long term plan/goal for building coalition among BIPOC educators (affinity groups, BIPOC advisory group, etc.) and create relationship and ownership of REN work			
9.4 Create a routine/structures for both sharing out as well as creating multiple opportunities to engage and listen reporting updates to regional network: • teachers • superintendents • principals • CB • partner colleges/universities • EAC team • Community based organizations • Families • Existing teacher groups			

Measurement and Data for Improvement

	RED We don't have a plan	YELLOW We have a plan to do this but haven't started yet	GREEN This is fully embedded in our REN
10. Develop a system to Monitor and Evaluate Improvement			

10.1 We have measurement and analytics team members on staff or in our network to help develop our measurement system (contractors count!).			
10.2 We have resources and tools for collecting, managing, and analyzing the different types of data we need to measure our improvement efforts			
10.3 We can access existing data to measure our improvement efforts if needed			
10.4 We can negotiate data sharing agreements with outside agencies, including school districts, ESDs, state agencies, and colleges/universities if needed			
10.5 Craft community routines and rules that allow for regular, routinized data analysis at the aim, drivers, and change idea levels • How to measure (survey? existing data? empathy interviews?) • Who to validate surveys with • Who to get data from • What to collect through REN vs what to collect through ESD • Who owns the data the REN collects • How do I store my data and who has access			
10.6 We use change idea measurements to inform drivers, driver measurements to inform our AIM statement • How do these utilize change idea metrics? • Systemize evaluation of these metrics to adjust change ideas (ie if the change ideas are not moving this metric, what needs to happen?) • How do these feed the AIM measurement?			
11. Analytics, measurements, and evaluation plan			
11.1 We routinely monitor network-generated data for alignment with racial equity, and identify successes, strengths and needs among our member schools.			

11.2 Our AIM measure(s): - are reasonable and attainable - are specific about who, what, where, why - include a specific timeframe - center racial equity - Is informed by existing data			
11.3 We use our driver measures to evaluate progress towards our AIM.			
11.4 For each of our measures, we know which data is needed and how to collect it			
11.5 For each of our measures, we have a template for analyzing and reporting the data			
11.6 We have created easily readable and accessible data visualizations that show our AIM baseline and growth over time and our driver measures baselines and growth over time			

Budget

	RED We don't have a plan	YELLOW We have a plan to do this but haven't started yet	GREEN This is fully embedded in our REN
12. Budget for Specific Change Ideas (part of Formula)			
12. 1 Attach to theory of change			
12. 2 Limited FTE			
13. Budget for Capacity and Formula			
13.1 Show costs for both FF and CF: show shortage if one exists			
13.2 Should now include salaries			
13.3 Should now include operating costs			

13.4 Create a system with ESD staff that maintains relationships and avenues of understanding with the ESD fiscal office to address reporting needs and oversee expenditure of funds.			
13.5 CB is part of decision making on large expenditures, such as permanent hirings, contracts, large software purchases, etc.			

Looking Forward to 2023-2025 (not part of self-evaluation, just FYI)

14. Looking Forward
14.1 Learning or partnerships beyond Oregon focused on continuous improvement.
14.2 Extend engagement/co-construction to administration, education partners, etc. in region
14.3 Extend equity trainings to network team/region
14.4 Regular meetings with participating network organizations/teams about the potential spread/scalability of each change idea locally/across region
14.5 We measure how “connected” individuals and local teams feel toward the REN

Diversifying Oregon's Pathways in Education: Grant-in-Aid Programs 2021-2023

The [December 2019 Report on Section 48 \(Diversifying the Educator Workforce\)](#) outlined the EAC's 2019-2021 plan for spending grant-in-aid Student Success Act Funds (June 30, 2019 - June 30, 2021). Since the plan was written and approved, the COVID-19 pandemic significantly altered the context within which Oregon's education institutions and communities operate, and the budget was adjusted to respond to changing needs. In August 2020, the Council approved [adjustments to the plan](#) based on listening sessions with educators, and in February 2021, approved [shifting funds](#) to support Grow-Your-Own partnerships.

	2019-21 Planned Budget	2021-23 Planned Budget	Details
Total Budget	\$14.65M	\$29.25M	• 2020-21: With approval of the Section 48 plan in early 2020, the EAC had one year in the 2019-21 biennium to implement planned initiatives, and therefore worked to administer just one year of funding. The EAC expects that in total, close to \$13M will be spent by the end of the biennium (June 30, 2021). The remaining, unspent funds (largely a result of delays in state processes due to the pandemic) will not roll-over into the EAC's next biennium budget. • 2021-23: The Governor's recommended budget is \$30.7M, including staff and operations costs. The grant-in-aid budget described here is an estimate based on costs and allows for any changes made by the legislature and staff and operations costs. Based on needs identified by EAC staff and partners, and assessments from the field, some bodies of work have been adjusted to accommodate changes in the EAC's proposed budget plan for the next biennium.

Dismantling Barriers

Initiative	2019-21 Planned Budget	2021-23 Planned Budget	Details
Oregon Teacher Scholars Program (OTSP)	\$1.5M	\$3M	• 2020-21: 150 scholars were funded at \$5k each. An additional ~20 scholars funded at \$5k each in spring term 2021. Due to pandemic/remote learning, \$1.5k tech stipends were provided to 2020-21 scholars to offset any related expenditures.

Initiative	2019-21 Planned Budget	2021-23 Planned Budget	Details
			● 2021-23: Depending on the outcome of HB 2166, the EAC has requested amending SB 182 (2017) to increase the current award per scholar to \$10k each per academic year. The change would fund up to 150 scholars each year (or 300 scholars at \$5k each per year).
Oregon Administrator Scholars Program (OASP)	\$1.5M	\$3M	● 2020-21: \$10K scholarship program is currently open to support administrative leadership preparation and pathways for racially, ethnically, and/or linguistically diverse administrator candidates; currently 100 scholarships have been awarded. ● 2021-23: OASP will fund up to 100 scholars at \$10k each (max) per year. Based on recommendations from TSPC, the program is considering expanding scholarships to other school personnel (counselors, social workers, etc.).
Diversity License Expense Reimbursement	\$500k	\$750k	● 2020-21: Over 140 educators (racially, ethnically, and/or linguistically diverse teachers or administrators, teacher or administrator candidates, and/or any candidate who completed a teacher or administrator program on or after July 1, 2020) have applied for reimbursement. Funds are still available, and TSPC has established a mailbox specifically for reimbursement requests. ● 2021-23: TSPC will fund an unknown number of current educators over the next biennium, and based on their recommendations, projected funds for this investment can meet current needs without doubling this amount.
Evaluation of the Holistic Assessment Content Knowledge	\$500k	\$750k	● 2020-21: This funding allowed TSPC to hire a research analyst to review the proposed TSPC multiple measures and holistic assessment models and other possible nontraditional pathways to licensing pathways. This funding also requires TSPC to collaborate with the University of Oregon, who developed models of nontraditional assessment, to research the level of gaps in the Oregon educator workforce: regionally, by endorsement field, and demographically. ● 2021-23: TSPC anticipates this work will continue without the original recommendation to double the amount of funding (see the December Report on Section 48, Diversifying the Educator Workforce).

Shifting Practices/Creating racially and culturally affirming environments

Initiative	2019-21 Planned Budget	2021-23 Planned Budget	Details
<u>Grow Your Own Partnerships (GYO)</u>	\$5M	\$14M	● 2020-21: 27 programs funded (9 emerging and 18 existing programs) across the state for, on average, \$250k. In February 2021, the Council approved increasing the total funds available to GYOs to \$6.8M for the year. ● 2021-23: Funding will support GYOs through a competitive grant process. EAC staff and partners in the field have assessed this initiative to have a significant need across the state and recommend this funding to increase based on the 2020-21 needs.
Teacher Anti-racist Courses	\$1M	\$2M	● 2020-21: Educator preparation programs at the six public universities (Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, and Western Oregon University) piloting at least one online anti-racist course for a small cohort of current teachers, tuition-free. This funding requires participating universities to partner with local and/or national equity consulting organization(s). Each university received \$170k for their pilot. ● 2021-23: Funding will support continued opportunities for educators to engage in tuition-free, anti-racist learning for graduate credit. Public and private educator preparation programs will have an opportunity to submit proposals for grants.
Educator Preparation Programs Equity Plans (Education Equity Act)	\$500k	\$1M	● 2020-21: In partnership with the HECC, funded the six public educator preparation programs (Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, and Western Oregon University) at \$83k each for one year to support their legislative requirements to implement an equity plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators. ● 2021-23: Each university will receive the same amount annually (\$83k) to support implementation of their plan during the new biennium.
Racial Justice Institute and Fellowship	\$1.9M	\$2M	● 2020-21: Through a competitive grant, the EAC will contract with a vendor to provide a Racial Justice Institute aimed at achieving culturally and racially affirming environments across the educator preparation continuum. This Institute has a two part approach: (1) Provide a professional network for Black, Indigenous, Tribal, Latino/a/x, Asian, and Pacific Islander educators to connect, align and

Initiative	2019-21 Planned Budget	2021-23 Planned Budget	Details
			amplify culturally sustaining pedagogical approaches, and support innovative instruction over a year; and (2) a Fellowship for a group of 30 Black, Indigenous, Tribal, Latino/a/x, Asian, and Pacific Islander educators to engage in deep racial justice learning, leadership and project development coaching, and propose collaborative projects to create more racially affirming educational spaces. ● 2021-23: Due to the delayed timeline to launch the Institute, the contracted vendor will extend their work into the 2021-23 biennium. The Institute and Fellowship will launch in Summer 2021 and continue through the school year, with an opportunity to renew the contract for the 2022-2023 year.

Overall Support for All Grant-in-Aid Programming

Initiative	2019-21 Planned Budget	2021-23 Planned Budget	Details
Research & Evaluation	\$1M	\$1M	● 2020-21: Originally intended to research and evaluate the initiatives outlined in the December Report on Section 48, Diversifying the Educator Workforce. Due to the pandemic, this funding was scaled down to conduct surveys and focus groups of participants in GYO and anti-racism courses to understand participant experiences and inform planning for future years at a cost of \$150k for 4 months. This work will be conducted by Eastern Oregon University. The remaining funds were used to support GYO grants. ● 2021-23: Through a competitive RFP process, partner with a research team to design a strategic and integrated research and evaluation plan to assess the impact(s) and effectiveness of the EAC's initiatives to inform future policy and implementation decisions.
Technical Assistance	\$800k	\$1M	● 2020-21: No funds were spent on technical assistance in the current biennium. The remaining funds were used to support GYO grants. ● 2021-23: Anticipating hiring a contractor through a competitive RFP process to support GYOs with various needs, potentially including continuous improvement processes, racial equity training, evaluation, and community design.

Initiative	2019-21 Planned Budget	2021-23 Planned Budget	Details
Public Awareness Campaign	\$450k	\$750k	● 2020-21: Due to the need to support GYO's, no funds were spent on public awareness or communications in the current biennium. ● 2021-23: Invest in developing a strategic communications plan that includes various types of social media to capture and elevate the programs and initiatives funded and supported by the EAC.



EASTERN OREGON
UNIVERSITY

The University that Works with You

**Educator Equity Annual Report
2020-2021**

**Matt Seimears, Ph.D.
Dean, College of Education**

HIGH-QUALITY PROGRAMS

Problems to be Addressed

Eastern Oregon University has identified two overarching problems. All of EOU's goals for HB 3375 (2015) are directly aligned with the following problems:

- Increasing the diversification of the teacher workforce:
 - Continued commitment and growth in the Oregon Teacher Pathway program
 - Developing partnerships with ESD, RENs, Community Colleges and districts to diversify the workforce and develop grow-your-own partnerships
- Increasing the teacher workforce prepared to work with culturally and linguistically diverse candidates:
 - Leveraging the Center for Culturally Responsive Practices to provide professional development for teacher candidates, in-service teachers and administrators
 - Increase the number of EOU teacher candidates trained to work with English to Speakers of Other Languages

Data to Help Understand the Problems

- BIPOC students make up 51 percent ([Oregon Educator Equity Report, 2020](#)) of the student population in state public schools, yet over 80 percent ([The State of Racial Diversity in the Educator Workforce, 2016](#)) of teachers are white.
- “GYO teacher programs can help address teacher shortages, retention issues and teacher diversity by engaging in a variety of strategies that aim to recruit teachers from local communities in hopes that the pool of candidates will increase in diversity and will be more likely to remain teaching in their communities (Valenzuela, 2017).” (Oregon Educator Equity Report, 2020)
- “For PreK-12 schools to be equipped to effectively promote racial equity, teachers must be provided training to shift the effects of their own racial biases (Starck, et al., 2020) ([Oregon Educator Equity Report, 2020](#)) .”

Improvements & Changes Implemented: Culturally Sustaining Pillars for Professional Learning and Systemic Shifts

- [Center for Culturally Responsive Practices](#) (CCRP)
 - Upcoming 3 part (ZOOM) series by three leading scholars titled : Leading, Learning and Living for Equity and Justice. The dates will be May 11th, 18th, and 25th. Topics to be discussed include: Day 1 - Leading for Equity and Justice; Day 2 – Learning for Equity and Justice; and Day 3 – Living for Equity and Justice.

All University (students, faculty & staff) 1:00- 2:30
Students in Oregon Teacher Pathway 3:00-4:00
Teachers, Admins, and Community Members: 4:30-6:00
Oregon Teacher Pathway Students and Alums of OTP: 6:30-7:30

The topics will be tailored to meet the needs for each audience. The series will be recorded and archived on CCRP website.
 - Continued investment in the CCRP Professional Development Library and the EOU library, which is accessible to the university and community at large.
 - Continued commitment to OTP alumni growth and outreach. CCRP has invested in OTP alumni classroom libraries (6 alumni) by purchasing books with a focus on representation of diverse groups in age appropriate literature.
 - Archived CCRP presentations are accessible [online](#).

ACCESS FOR ALL

Improvements & Changes Implemented: Additional EOU Commitments

- [Oregon Teacher Pathway](#) (OTP)–
 - From 2014-2020 – 369 High School Participants
 - High school participants increased from 39 students (2014-2015) to 72 students ([2019-2020](#)).
 - 2019-2020 OTP College Participants (Mentors)
 - 64 (31% are from under represented populations)
 - Growth in High School Partnerships
 - 2020-21, 13 active high school
 - Additional new districts signing on for 2021-2022
- English for Speakers of Other Languages Endorsed Teacher Candidates (ESOL)
 - 115 undergraduate candidates prepared to teach ESOL since 2018.
- [Teach Rural Oregon](#) (TRO)
 - Project aimed at recruiting diverse teacher candidates.
 - Eastern Oregon Teacher Academy:
 - June 23-26, 2021
 - Continued Grow-Your-Own Development:
 - Community 2+2 pathways have been developed: MHCC, BMCC, TVCC
 - Others in progress

LIVE, LEARN, SUCCEED

Strengths of Students & Community

- OTP Cycle of Mentorship
 - The OTP HS teachers mentor OTP HS students, who in turn, serve as mentors to elementary students.
 - OTP freshman and sophomores at EOU mentor the HS OTP students.
 - Junior and Senior OTP students mentor the EOU freshman and sophomore OTP students.
- EOU College of Education Advisory Council
 - Advises and provides leadership in the development, evaluation, and improvement of high quality undergraduate and graduate teacher preparation programs.
 - Comprised of EOU teacher candidates, College of Education faculty, Mentor Teachers and partnering K-12 administration, University Supervisors, and alumni.

HIGH-QUALITY PROGRAMS

Evaluation

- CCRP:
 - Tracking workshop attendance, as well as views of the achieved presentations
- OTP:
 - Tracking participating high school growth and student enrollment.
 - Tracking OTP alumni
 - External evaluation of the OTP high school curriculum
- ESOL:
 - Tracking the number of EOU candidates who have completed the ESOL coursework
- TRO
 - Tracking the number of matriculated participants
 - Tracking the number of the junior study

Conclusion

LIVE, LEARN, SUCCEED



Educator Equity Report April 2021 Presentation

Portland State University, College of Education



College of Education
PORTLAND STATE UNIVERSITY

Problem Addressed

- The Initial **Teacher Preparation** Programs (29.1% vs. 34%) did not meet Oregon's 2019 benchmark of ethnically diverse high school graduates.
- The **Initial Administrator Licensure** Program (22.2% vs. 34%) did not meet Oregon's 2019 benchmark of ethnically diverse high school graduates.



Data

- COE Admissions Data (by Program)
- COE New Student Survey (by Program)
- COE Exit Survey
- COE Student Climate Survey (by Academic Department)
- COE Educator Equity Report (Aggregate reporting)



Root Causes

- Issues with the teacher profession more broadly
- Little to no connection with faculty of color during recruitment process
- Need for community relationship building for recruitment and retention
- More robust financial support for pipelines/partnerships happening around the state regarding GYO programs, paraeducators



Improvements and Changes Implemented

- Faculty recruitment practices and hiring
- Preparation for Student of Color Advisory Board
- Approved job description for Multicultural Recruitment Counselor
- Data infrastructure for recruitment



Strengths of Students and Communities

- Students and communities are experts in their lived experience -- ex: New Student Survey; Student Advisory Board
- Local teachers with knowledge of local social conditions/dynamics make for better teachers
- Existing pipeline programs provide connections with districts, communities, and students
- Existing University resources (COE EDI Coordinator; Cultural Resource Centers, etc.)



Monitoring and Evaluation

- Tracking via efforts from the COE Coordinator for Equity, Diversity, and Inclusion
 - Google Sheet evaluation mechanism
 - Quarterly meetings with Associate Dean and Director of Student Services, Marketing, and Communication
- Tracking admissions data
- Student climate survey data (used to set departmental goals and track outcomes)



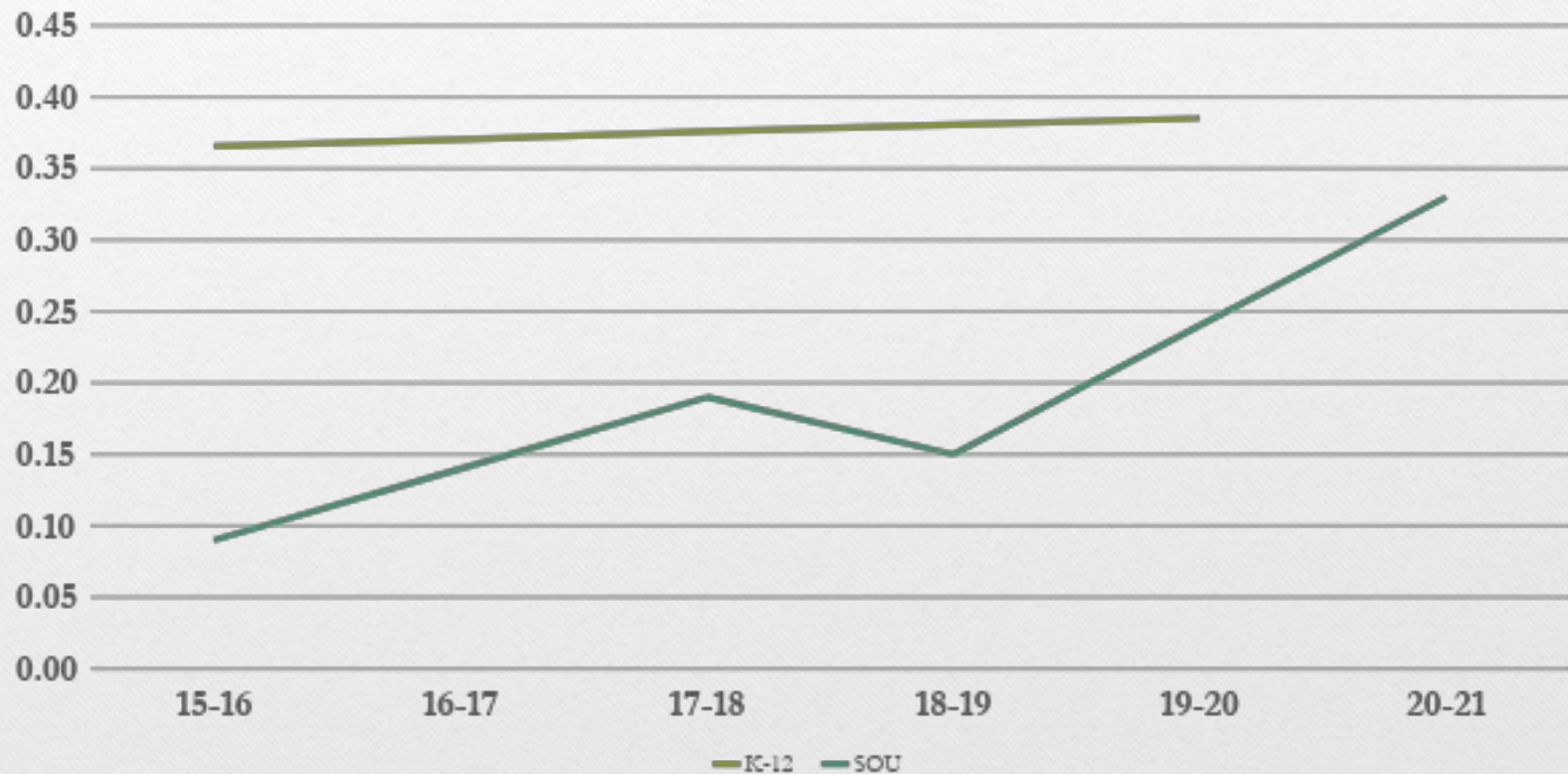
Conclusion



2021 Educator Equity Report

Southern Oregon University

CLD% of Oregon K-12 students and SOU EPP candidates



By the Numbers

Progress ... Increasing Candidate Diversity

<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>
9%	14%	19%	15%	24%	33%

and Intersecting Challenges ...

Diverse candidates are more likely to experience:

Off-Campus Participation: 43%

District Employment: 24%

Student Support Referrals: 7%

Low Entrance GPAs: 4%

Diversity Gap: Root Causes

Affordability

- Financial challenges posed by high program costs while also maintaining family obligations

Access

- The ability to maintain and satisfy contractual requirements of paid employment while enrolled in teacher preparation programs.
- Geographic: the accessibility of high quality teacher preparation for place-bound candidates in remote and rural communities

Responsiveness

- University systems that fail to recognize & value the varied circumstances and cultural capital of diverse candidates' lived experience

Changes Implemented

Improving Affordability

- \$50,000 in equity scholarships awarded to 22 candidates
- Braiding supports with the GYO Grant
- Expanding and investing in Community College transfer pathways

Improving Access

- Hybrid satellite programs in Klamath Falls and Coos Bay
- All coursework available evenings & weekends

Improving Responsiveness

- Culturally Responsive Teaching Innovation Collaborative
- Multicultural Retention Specialist & Tribal Nations Liaison
- Peer Navigation Coaches: Latinx, Native American, and American Samoan cohorts

Leveraging Individual and Community Strengths

Paraprofessional pathways tap individual strengths

- Educational assistants already demonstrate commitment to students and capacity for providing instructional support

Peer support

- Navigation coaches nurture a sense of connection and belonging among diverse candidates while simultaneously developing relevant skill sets and experience

Shared priorities and shared commitments

- Districts and Tribal Departments of Education partner in identifying and supporting diverse candidates by nominating candidates and providing matching scholarships

Evaluating Our Efforts

Recruiting Diverse Candidates

- Diverse candidates now account for 33% of SOU EPP cohorts
- Community college transfers now account for 43% of SOU EPP cohorts
- SOU's Tribal Nations Liaison held initial outreach meetings with the Cow Creek, Coos and Coquille, and Klamath Tribal Departments of Education in January-March

Supporting Diverse Candidates

- Earning and learning: 30% of SOU EPP candidates currently hold paid positions in local schools
- Hiring of SOU's Multicultural Retention Specialist and Peer Navigation Coaches were delayed until March, 2021

Central Oregon Regional Educator Network

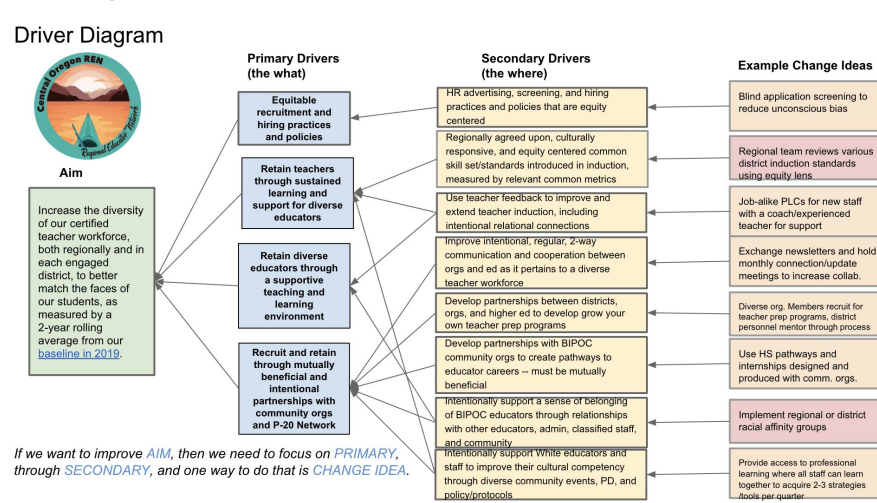
-Harnessing the power of collaboration to support diversity and equity in our classrooms



We are responsive to our region

COREN gives our districts the opportunity to participate in the chartering of our network by seeking change ideas from them!

Driver Diagram



We are working at multiple levels

School Level

Bend Senior High School -
High School Pathways



District Level

Crook County School
District - HR Marketing
Materials



Regional Level

Regional Care Coaches -
Restorative Practices PLCs



**Tuesday, April 13th, 4pm-5:30pm
& Tuesday, May 4th, 4pm-5:30pm**
Reserve your spot ASAP

OSU CASCADES CREDIT OPTION

Link to ED 808 [Syllabus](#)

To earn the 1 FREE OSU credit:

1. [Register](#) for the event.
2. Must have attended the 2 day intro to Restorative Practices for Educators with IIRP (Nov or Mar).
3. Must attend both PLC sessions (4/13 & 5/4) and complete exit tickets
4. ED 808 [Registration form](#)
5. If you haven't taken an 808 credit from OSU-C in the last year, you'll also need the [New Application form](#)

Completed & signed forms are due by 3/29/21 at 5pm to kimberly.strong@hdcsd.org

[REGISTER HERE!](#)

Details

- Optional opportunity outside contract hours on Zoom for two 90 min sessions.
- Eligible for 1 optional graduate credit.
- Review tools and connect with others across the region on implementing Restorative Practices in Education.
- Process, plan and troubleshoot with an IIRP Instructor & Culture of Care.
- All participants will also receive a copy of IIRP's [Intentional Classroom Engagement](#).

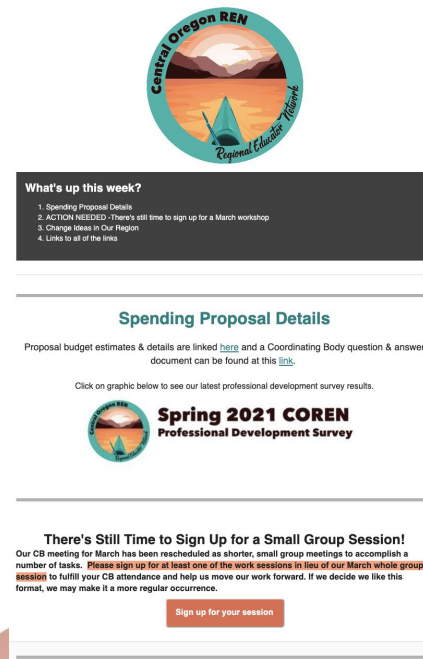
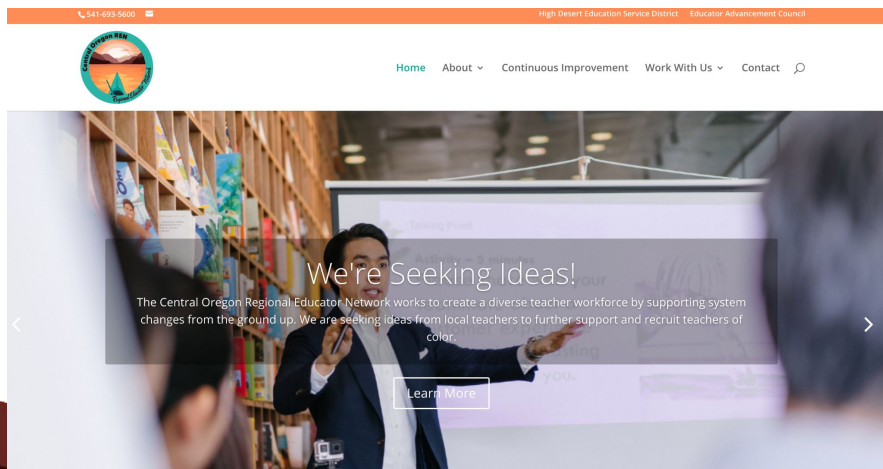
www.cultureofcareoregon.org



We communicate our work within and outside our network.

COREN Website

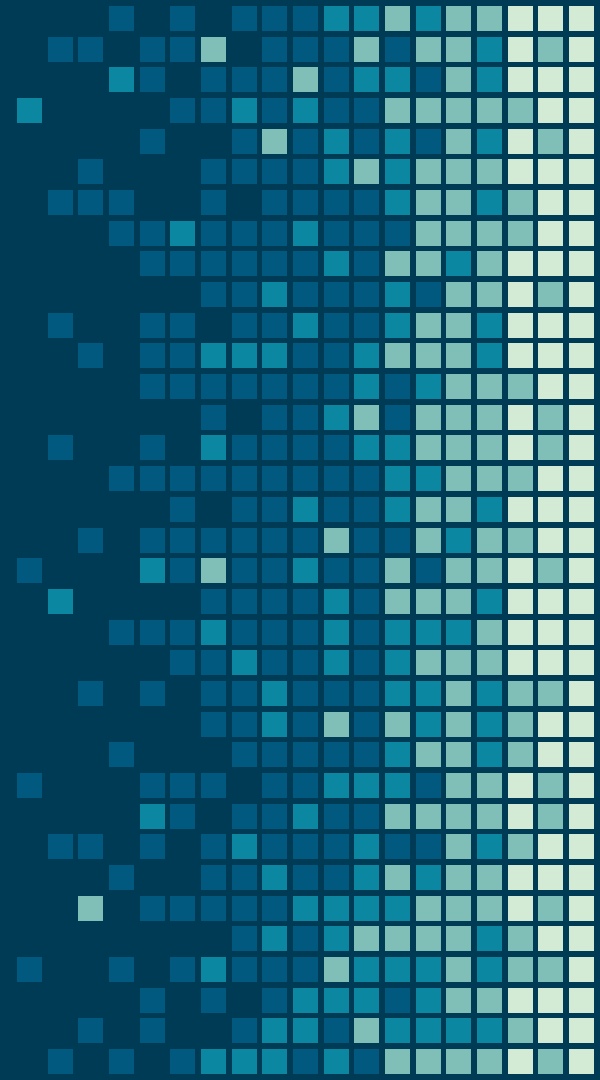
COREN CB Newsletter



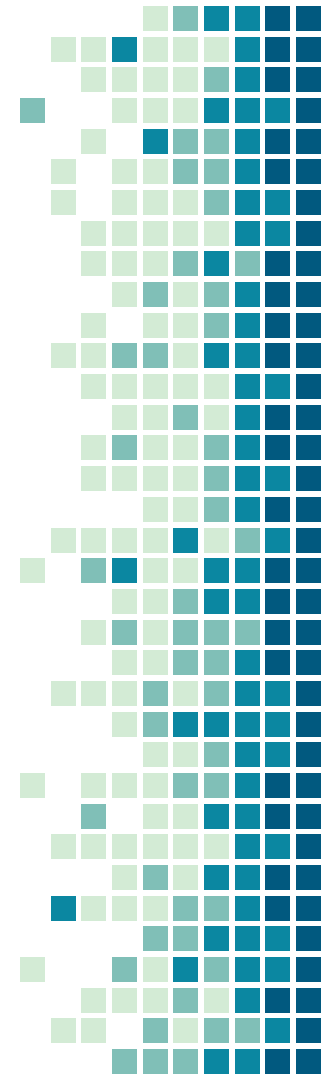
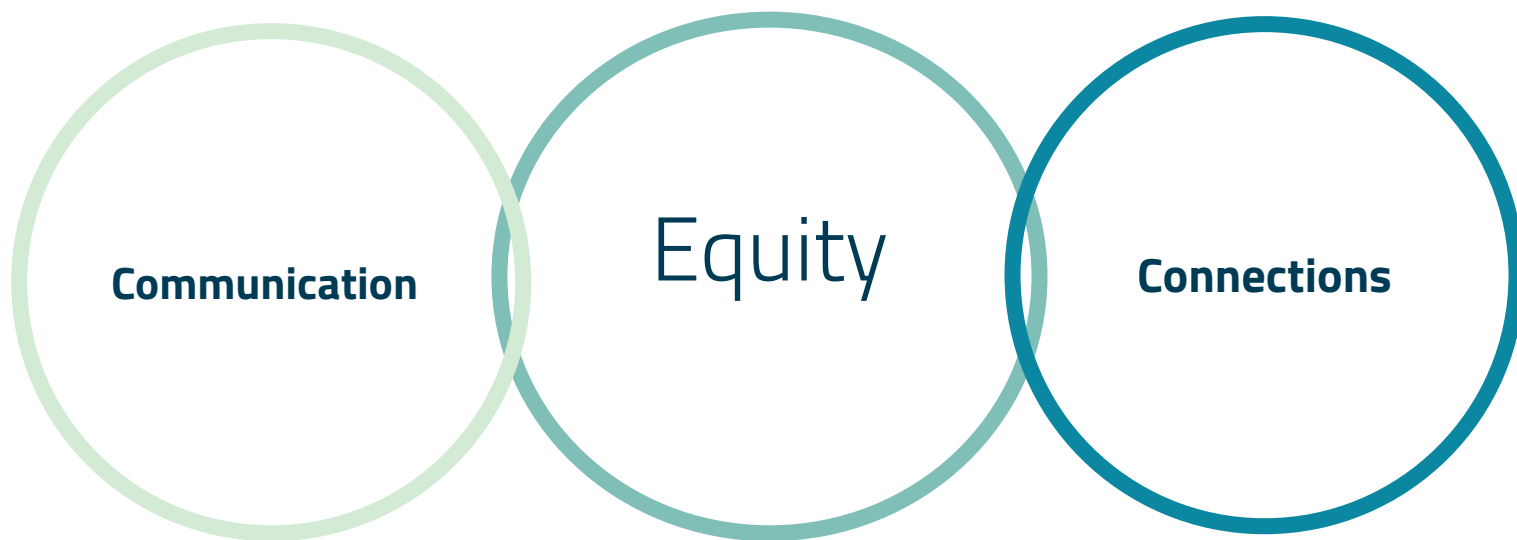
Our design teams see value in our process.



Douglas REN Bright Spots and Celebrations



Centering Around Growth



The background is a solid dark blue. In the upper left, there are six light blue stars of varying sizes scattered across the space. On the right side, there is a vertical decorative element consisting of a grid of small squares in various shades of blue and white, creating a pixelated or mosaic-like effect.

Communication

LOOPED IN

WITH DOUGLAS ESD

A MONTHLY NEWSLETTER TO SUPPORT AND INFORM DOUGLAS COUNTY EDUCATORS



APRIL 2021 VOLUME 1 ISSUE 4

Equity

WORD OF THE MONTH

In the world of equity and becoming anti-racist, effective communication is vital to moving forward. Yet new terms come fast and language changes regularly, which can become an unintentional barrier. Keep up with all of it with our extensive glossary of racial equity terms that you can access [HERE](#), and look for a new word featured each month. Did you come across a word that you didn't know or understand? Send it over to us and we can help clarify. reina.pike@douglasesd.k12.or.us

COLOR-BLIND

A term referring to the disregard of racial characteristics. Proponents of color-blind practices believe that treating people equally inherently leads to a more equal society and/or that racism and race privilege no longer exercise the power they once did, while opponents of color-blind practices believe that color blindness allows those in power to disregard or ignore the history of oppression and how it is experienced today.

LEARN MORE! Watch a TED Talk that tackles this issue head on, [Melody Hobson: Color blind or color brave?](#)

Connections



Professional Learning

Introduction to SB 13 Curriculum for Teachers: Tribal History/Shared History with Juliana Marez

An overview of the new tribal curriculum put together by the 9 federally recognized Oregon tribes and the Oregon Department of Education. Resources will be shared to integrate into your own classroom curriculum.



Who: Teachers of all grade levels and content areas
What: Resources and training for the new Tribal History curriculum requirements
Where: Zoom
When: Tuesday, March 30 at 7 p.m.
How: Sign up by clicking [HERE](#)
Information: Contact reina.pike@douglasesd.k12.or.us



OUR PROCESS HAS BARRIERS



our **SUCCESS** found through **FAILURE** is
finding ways to get closer to the teachers



A cluster of six blue stars of varying sizes is positioned in the upper left quadrant of the slide.

Equity

EQUITY DESIGN TEAM

Professional Learning

- Menu
- Glossary
- Trainings Offered
 - SB-13, Warm Demander, Looking Back

Personal Growth

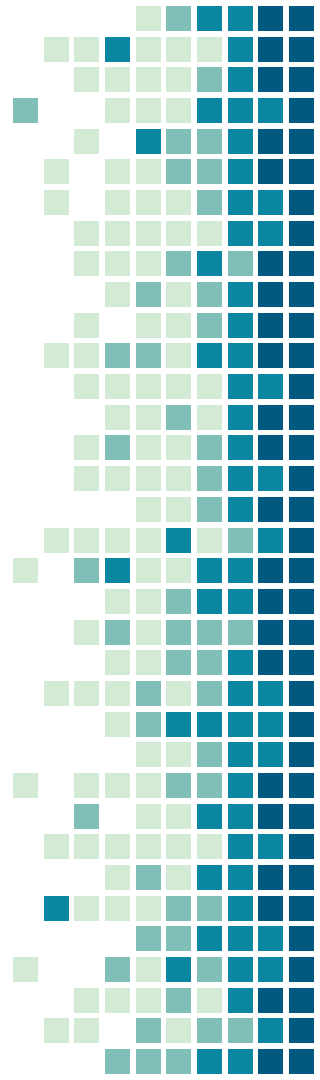
- Coaches
- Reading Rainbow
- Trainings

Listening Sessions

- Phoenix Staff
- North Douglas Staff
- BIPOC Affinity Group

Affinity Groups with Equity Focus

- Superintendents
- Administrators
- BIPOC Educators
- ELL Coordinators

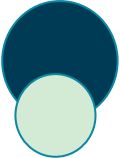


The background is a solid dark blue. In the upper left, there are six light blue stars of varying sizes scattered across the space. On the right side, there is a vertical column of a pixelated pattern, consisting of a grid of squares in various shades of blue and white, creating a digital or mosaic-like effect.

Connections

“ *I have had no peers to bounce ideas off of aside from those I have met at professional learning experiences . . . and the handful of times I’ve observed other teachers in the classroom.*

Teacher from Douglas County District



Connecting Silo'ed Teachers



Mentoring

Four districts are testing new mentoring and induction systems, while the Douglas REN team is supporting a common space for new teachers to connect with each other.



Tuesdays with Beth

In October the Douglas REN launched a weekly professional learning series open to all educators in our region. Topics are gleaned from surveys and listening sessions hosted and currently relevant issues. .



Content Affinity Groups

Douglas REN is currently hosting listening sessions for math instructors across the region to plan professional learning and connections for the 2021-22 school year with a team of math instructors leading the way.

457 teacher connections

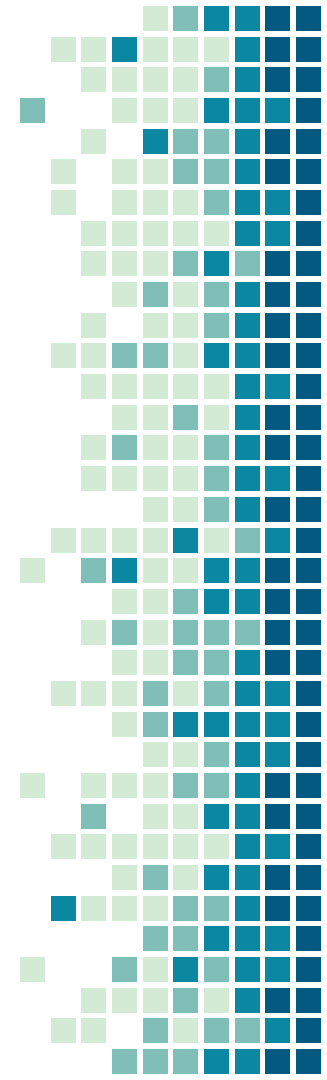
That's a lot of connections

9 design teams

And a lot of change ideas

MOMENTUM

Broader engagement!



THANKS!

Any questions?

You can find me at:

debbie.price@douglasesd.k12.or.us



COLUMBIA
REGIONAL
EDUCATOR
NETWORK

CGESD & NCESD

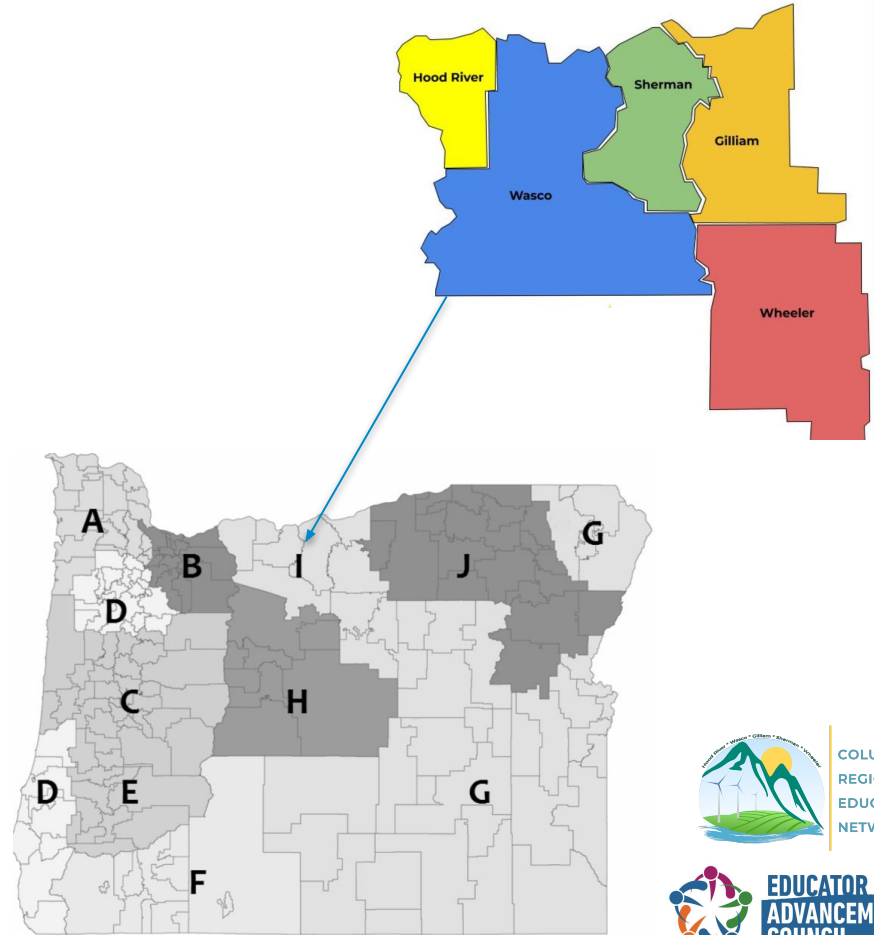


Region I: **CGESD & NCESD**

Our Region spans 5 counties (Hood River, Wasco, Sherman, Gilliam, and Wheeler) and serves 10 school districts.

Our REN serves:

- Members of 2 Federally Recognized Tribes: Confederated Tribes of the Umatilla Indian Reservation and Confederated Tribes of Warm Springs
- Approximately 9000 students and 500 educators.



COLUMBIA
REGIONAL
EDUCATOR
NETWORK



EDUCATOR
ADVANCEMENT
COUNCIL

EDUCATOR Engagement and REGIONAL PRIORITIES



Supporting novice educators is a priority, as a new teacher I often feel like I am in over my head.

Thought Exchange

The first five years of teaching are crazy and there is a lot of growth and change. To retain more teachers, we need to guide and support them.

Teacher Listening Sessions

To thrive as an educator of color I need peers I identify with, and asked for my input, and to feel safe talking about racial/cultural identity.

Focus Groups

I have felt most supported when experienced people in my building have stepped in to help me.

Empathy Interviews

AIM STATEMENT

Our regional goal for improvement

Support and increase retention of educators of color and novice educators.



COLUMBIA
REGIONAL
EDUCATOR
NETWORK



EDUCATOR
ADVANCEMENT
COUNCIL

Columbia REN

Implementation Highlights

Regional Racial and Cultural Equity Committee

Internal Mentorships for Early Career Educators





EASTERN OREGON
REGIONAL EDUCATOR
NETWORK

EASTERN OREGON BRIGHT SPOTS

Presented by Jennifer Martin, REN Coordinator



AIM STATEMENT:

By June 30, 2023, 80% of eastern Oregon educators will have equitable access to sustained, quality professional learning in order to:

- recruit and retain high quality educators,
- and develop the capacity of educators to improve student learning.

PROFESSIONAL LEARNING BY THE NUMBERS



3,585

of Instances educators
attended REN Professional
Learning opportunities to
date

7,002

of professional learning
hours attended by Eastern
Oregon educators to date

602

of participants in our
Regional Shared PD Day on
April 2

665

of Educators in the
Eastern Oregon Region



PROFESSIONAL LEARNING



"It was truly great – Running Horse Livingston...was fantastic. I would absolutely attend something of his again. My only complaint about the multicultural education in white spaces was that it was only one-hour long. I didn't expect to get so much out of the PD...so Yay REN!"
~Wallowa Co. Teacher, Spring PD DAY



Tyler is so engaging and full of so many ideas. The recordings will be invaluable! I learned so much about tools I have never heard of!
~ Malheur Co. Teacher, Google Cafes

"I thought these Virtual Summer Institute Sessions were amazing. I was able to take several that I was interested in."

~ Lake Co. Teacher, Virtual Summer Institute

Eastern Oregon REN Website



690

www.eoren.org
New Website Users to
Date



48.8%

of user sessions on
the website are by
return visitors



53

Subscribers to the
Eastern Oregon REN
Professional
Development

YouTube Channel



10

Eastern Oregon
Educators serving on
our new Regional
Video PD Team

SUPPORT FOR NOVICE EDUCATORS



EASTERN OREGON REGIONAL MENTOR COHORT

17 mentors from all 5 counties
and from 13 districts completing
training with the New Teacher
Center to prepare for mentoring
next Fall.



Eastern Oregon Rural Collaboratives

4 PILOT TEAMS, 25 TEACHERS, 15
DISTRICTS

3rd grade Math

7th grade Math

Rural Remote Math

Teachers of Emergent Bilinguals

100% OF PARTICIPATING EDUCATORS
ARE FINDING VALUE IN BEING PART
OF THE COLLABORATIVE WITH 73%
FINDING EXTREME VALUE

91% OF EDUCATORS PLAN TO
PARTICIPATE NEXT YEAR

2 DISTRICTS

Are already requesting REN Support to expand the
process to include their entire school / district.

"Making a plan and collecting data to analyze in the future. This is so valuable but very difficult to do in a small school when you don't have any data to compare it to other than your own."

"The best thing thus far is the sense of community. Having people of different experience levels and backgrounds has helped me to stay focused throughout this difficult year."

"Collaborating and sharing ideas with other one room school teachers. This is a very unique teaching situation, and being able to communicate with others in the same situation has been very valuable."



What has been the best thing about serving on the Rural Collaborative?

"I am finding the rich conversions we have about math instruction very valuable. As we develop our assessments and put them into practice I will be excited to examine the data we collect and learn more about each other's best practices. As a rural teacher, having this teacher team has been wonderful."

"The collaborative input from multiple perspectives while analyzing standards and writing assessments. All that we are learning about collective efficacy and analysis of student data has changed how I look at all work completed by students."

"Most effective PLC I have ever participated in. Thank you for this opportunity."

THANK YOU!



CONTACT INFORMATION

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363 A Street W.; Vale, OR 97918

EMAIL ADDRESS

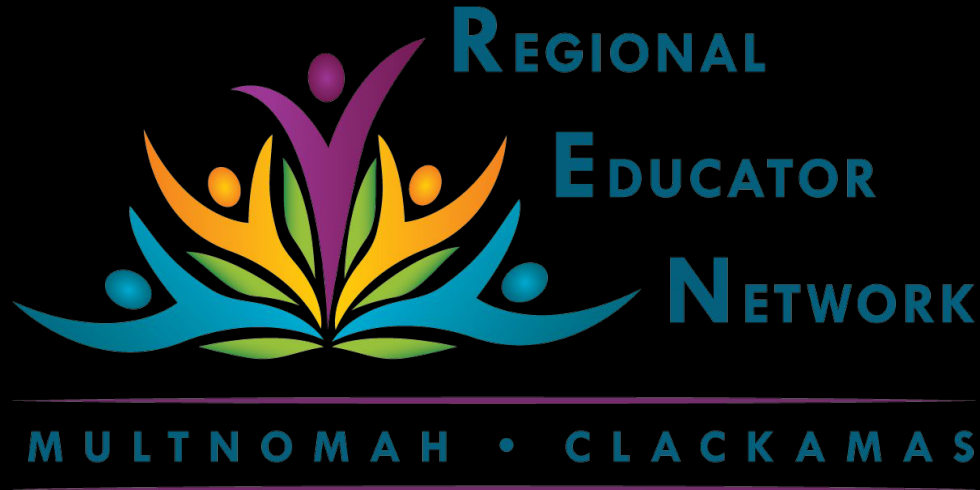
Jennifer.Martin@malesd.org

PHONE NUMBER

(541) 473-4838

WEBSITE

www.eoren.org



Networked Learning Community
April 21st, 2021

Bright Spots

- ★ 107 individuals actively working on change ideas in the region/district or school
- ★ 31 Coordinating Body Members
- ★ 23 Network Designers (Committee Members)
- ★ 17 Ideas in varying stages of PDSA implementation (pre-work-testing)
- ★ 11 Districts have educators participating as designers to run PDSAs
- ★ 2 ESDs active with change ideas
- ★ 2 Community partners active in testing ideas



One Story of Regional Impact





STEM Education Summit: Building a Coalition for Attracting and Retaining a Diverse STEM Teaching Workforce | Virtual



The Smithsonian Science Education Center in collaboration with Shell Oil Company is hosting a virtual STEM Education Summit on February 20, 2021 through February 27, 2021 to engage leadership teams from districts throughout the US who have identified problems of practice related to attracting and retaining a diverse STEM teaching workforce. This Summit is a highly interactive experience, with a clear outcome at the end – giving districts the tools to develop district-specific “action plans” for recruiting and retaining minority STEM teachers to leadership roles while remaining in the classroom.



<https://ssec.si.edu/event/stem-education-summit-building-coalition-attracting-and-retaining-diverse-stem-teaching>



Call to Action

Process to Recruitment

2 Teams -

Reynolds School District - Building team (5 educators: 3 teachers, 2 administrators)

Gresham-Barlow School District & Parkrose School District
- Multnomah County Consortium (5 educators: 4 teachers, 1 district administrator)

Utilize Networking Capabilities:

- REN Coordinating Body
- Metro-East STEM hub
- CTE Coordinator
- STEAM Consultant



Building Expertise and Capacity

Smithsonian Summit

- 2 - Virtual Learning Days (Saturday sessions)
- 5 - Asynchronous plan development days (M-F)
- 3 - Follow-up coaching sessions with assigned mentor

Assigned mentor with experience in STEM education, organizational systems change, equity centered practices

Multnomah-Clackamas Regional Educator Network

- 2 - Networking meetings to discuss progress and additional supports necessary
- 1 - Regional Networking learning session to share progress/process (July)

Ongoing sharing during Regional STEAM Hub meetings

Logic Model: STEM Education Summit

OREGON Team 2



Problem Statement:

There is a lack of diversity in the US STEM workforce. Students of color are exiting the STEM pipeline due to lack of access to teachers who represent their identity and other structural inequities. When students are exposed to same race teachers, then interest and engagement in STEM increases. In order to improve persistence for students of color in STEM, we need to increase active effort to recruit diverse teachers of color by recruiting from diverse schools and alternative candidate pools.

There are hiring practice issues for attracting diverse teachers of color in East County.

1. Limited effort in recruiting diverse applicants
2. Current/traditional applicant pools (for recruitment) are not diverse

Goal: Collectively increase diverse STEM teachers of color in Gresham Barlow and Parkrose School Districts by at least 1 person per year by convincing stakeholders that this is a priority.

1. Convince stakeholders of the importance and having diverse STEM teachers of color by sharing relevant data
2. Develop best practices and recommendations for recruiting and hiring STEM teachers
3. Recruit from HBCUs (Historically Black Colleges and Universities), MSIs (Minority-Serving Institutions), HSIs (Hispanic-Serving Institutions), and PWIs (Predominantly White Institutions)
4. Identify and encourage classified diverse persons of color (staff members) to pursue a degree (career) in STEM education
5. Seek out opportunities and share ideas between districts to provide funding for classified diverse persons of color (staff members) to attend a teacher training program

<u>Inputs:</u>	<u>Tasks/Owners:</u>	<u>Outputs:</u>	<u>Outcomes:</u>
1. Human Resources 2. Superintendents/ School Boards 3. Principals/School Administrator 4. STEM Teachers 5. Oregon Educators of Color Network 6. Industry Partners (STEM organizations (e.g., Boeing, NASA, etc.) 7. College Partners (HBCUs, MSIs, HSIs, PWIs)	1. Conduct the WHY research (collect data) (██████████) 2. Get information from district leaders (what are the current TOC recruitment strategies? What funding/ programs are available for certified staff who want to pursue a teaching degree?) (██████████ ██████████ HR) 3. Create a presentation for stakeholders detailing the importance of recruiting and retaining teachers of color in STEM. (██████████) 4. Prepare a survey to distribute to current teachers of color to inform promotional materials (Nancy ?) 5. Research job fairs in Oregon and throughout the U.S. (██████████ - contacts HR in GBSD) 6. Develop industry partnerships to recruit diverse	Short Term Outputs 1. Research report 2. Presentation for stakeholders 3. Analysis Output (teacher of color experiences in STEM) report and slide deck 4. Contact list with information about possible partnerships with industry 5. Contact list with information about possible partnerships with HBCUs, MSIs, HSIs, PWIs 6. List of Job Fairs/Colleges (e.g., HBCUs, HSIs, MSIs, etc.) to recruit diverse teachers of color	Short Term Outcomes 1. Stakeholders research known recruitment strategies and recruitment strategies 2. Analysis and recruitment strategies 3. Industry establishment and recruitment strategies 4. University establishment and recruitment strategies 5. Diverse teachers of color to the STEM workforce

A Story

Teams share their experience

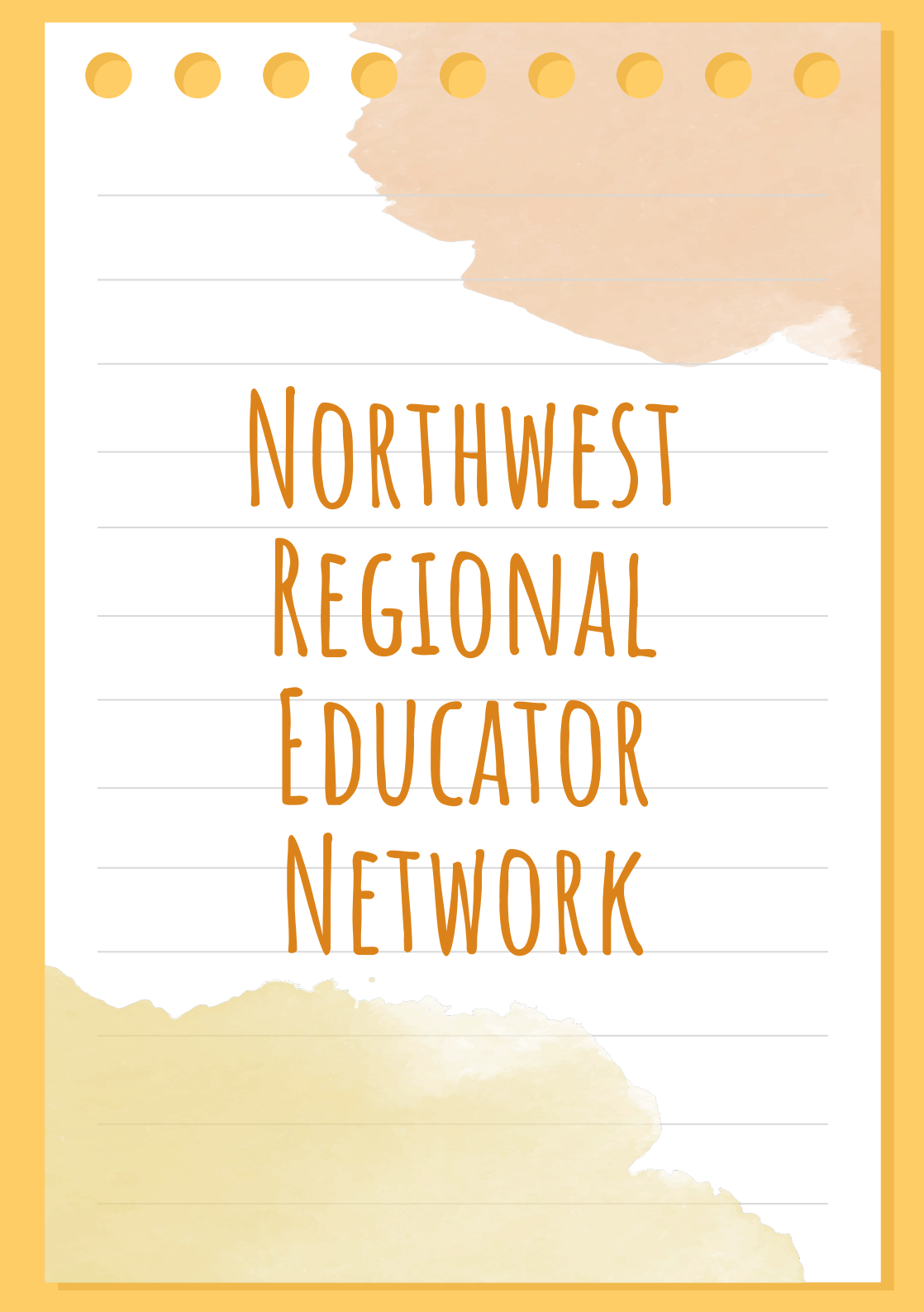
Why did you get involved with
MCREN?

J. Roger Hay, Gresham-Barlow School
District

Smithsonian Partnership:

**Building a Coalition for Attracting
and Retaining a Diverse STEM
Teaching Workforce**





NORTHWEST REGIONAL EDUCATOR NETWORK

TABLE OF CONTENTS

01

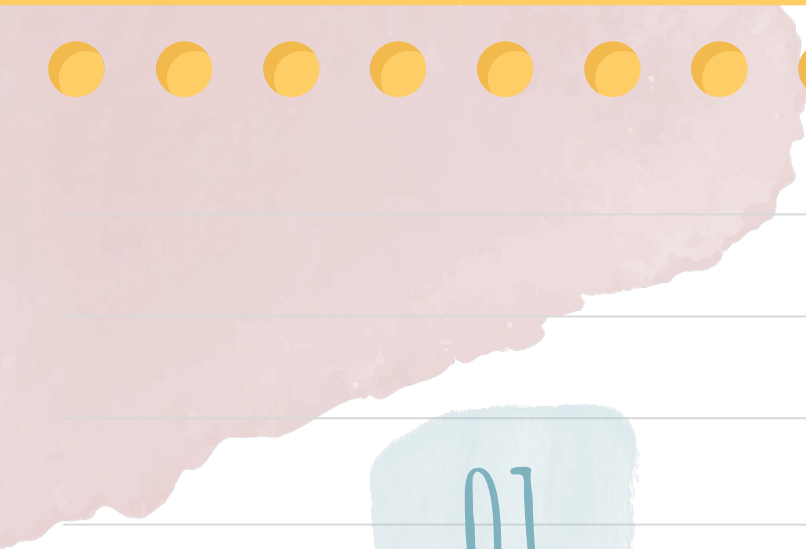
Coordinating Body

02

Change Ideas

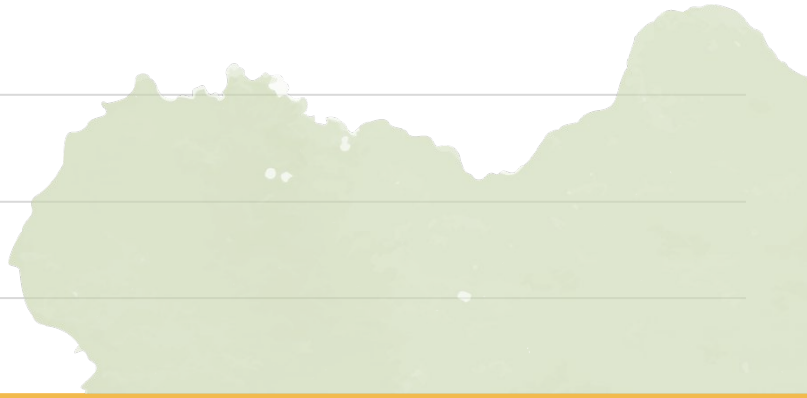
03

BIPoC Committee



01

COORDINATING BODY



COORDINATING BODY



Members

Our members are educators, administrators and superintendents from the districts we serve.



Empathy Interviews

In 2020 the coordinating body conducted empathy interviews and listening sessions with educators of color throughout the districts. Which led to the creation of the driver diagrams of the community needs.



Evaluation

The coordinating body is evaluating the progress that the REN has made on its current plan and working on a plan for the next two years.

DRIVER DIAGRAM

Aim

Across our region the number of educators of color are very low. In order to create change in school environments that will support and honor people of color, we will focus our effects on retention and recruitment.

By June 2025, we will increase the retention of educators of color in our region from ___% from ___%. And educators in our district from ___% to ___%.

Equity learning is actionable, multi tiered, results in changes to practice, policy and is everyone's responsibility

Teachers of color are among colleagues of color from pre-service through first five years of employment.

Allocated resources, articulated roles, and distributed leadership in recruiting, retaining, and supporting new teachers and admin, specifically new teachers and admin of color.

Primary Drivers

DRIVER DIAGRAM

Primary Driver

Equity learning is actionable, multi tiered, results in changes to practice, policy and is everyone's responsibility

Secondary Drivers

Engaging in critical white studies rooted in transformative and social approach

Educators of color are among other educators of color

Operationalizing Equity

Critical White Ally Teams

Equity coach for administrators who need support operationalizing their equity goals through actionable measured next steps

Regional mentors of color for educators of color

Change Ideas

DRIVER DIAGRAM

Primary Driver

Teachers of color are among colleagues of color from pre-service through first five years of employment.

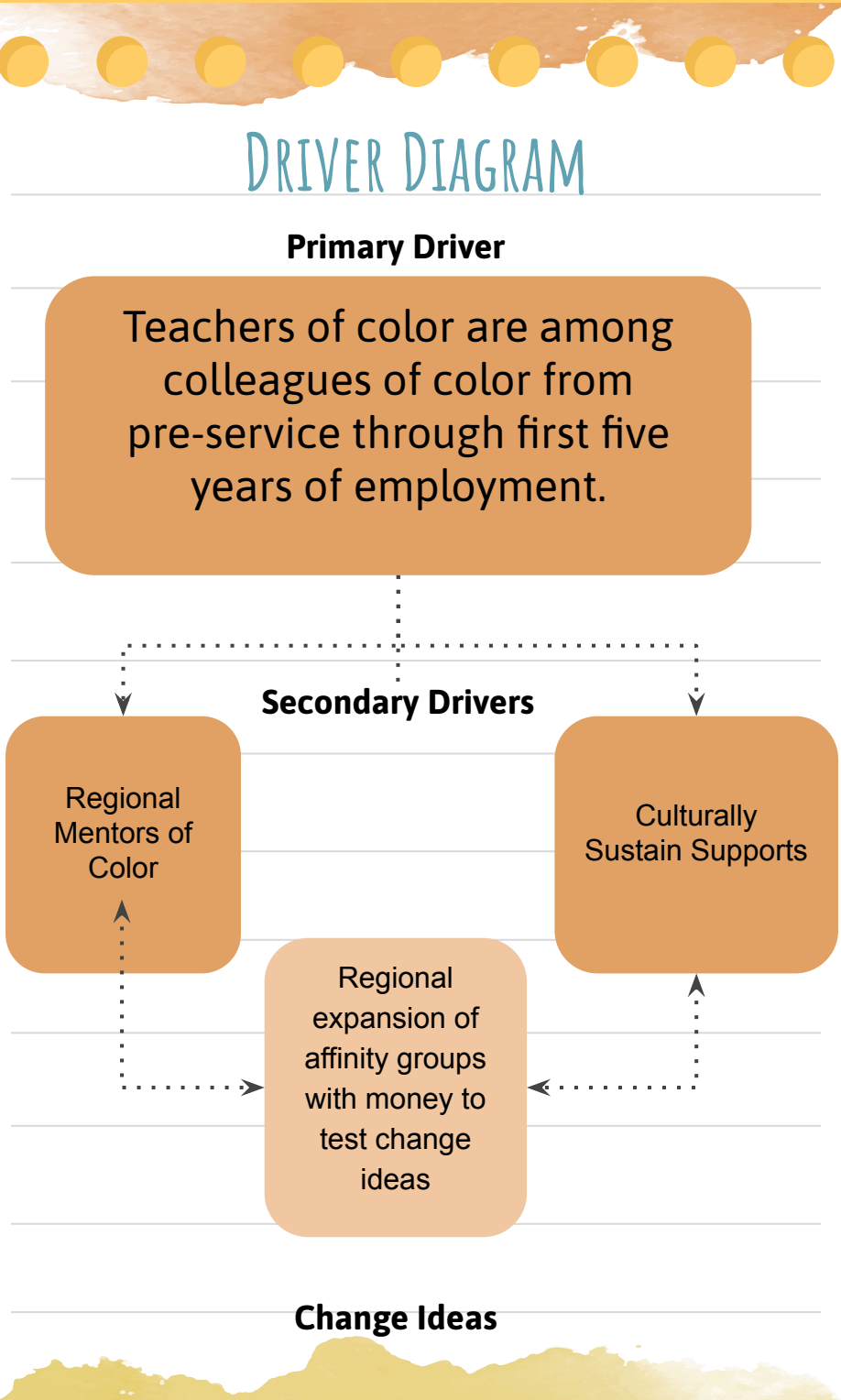
Secondary Drivers

Regional
Mentors of
Color

Culturally
Sustain Supports

Regional
expansion of
affinity groups
with money to
test change
ideas

Change Ideas



DRIVER DIAGRAM

Primary Driver

Allocated resources, articulated roles, and distributed leadership in recruiting, retaining, and supporting new teachers and admin, specifically new teachers and admin of color.

Secondary Drivers

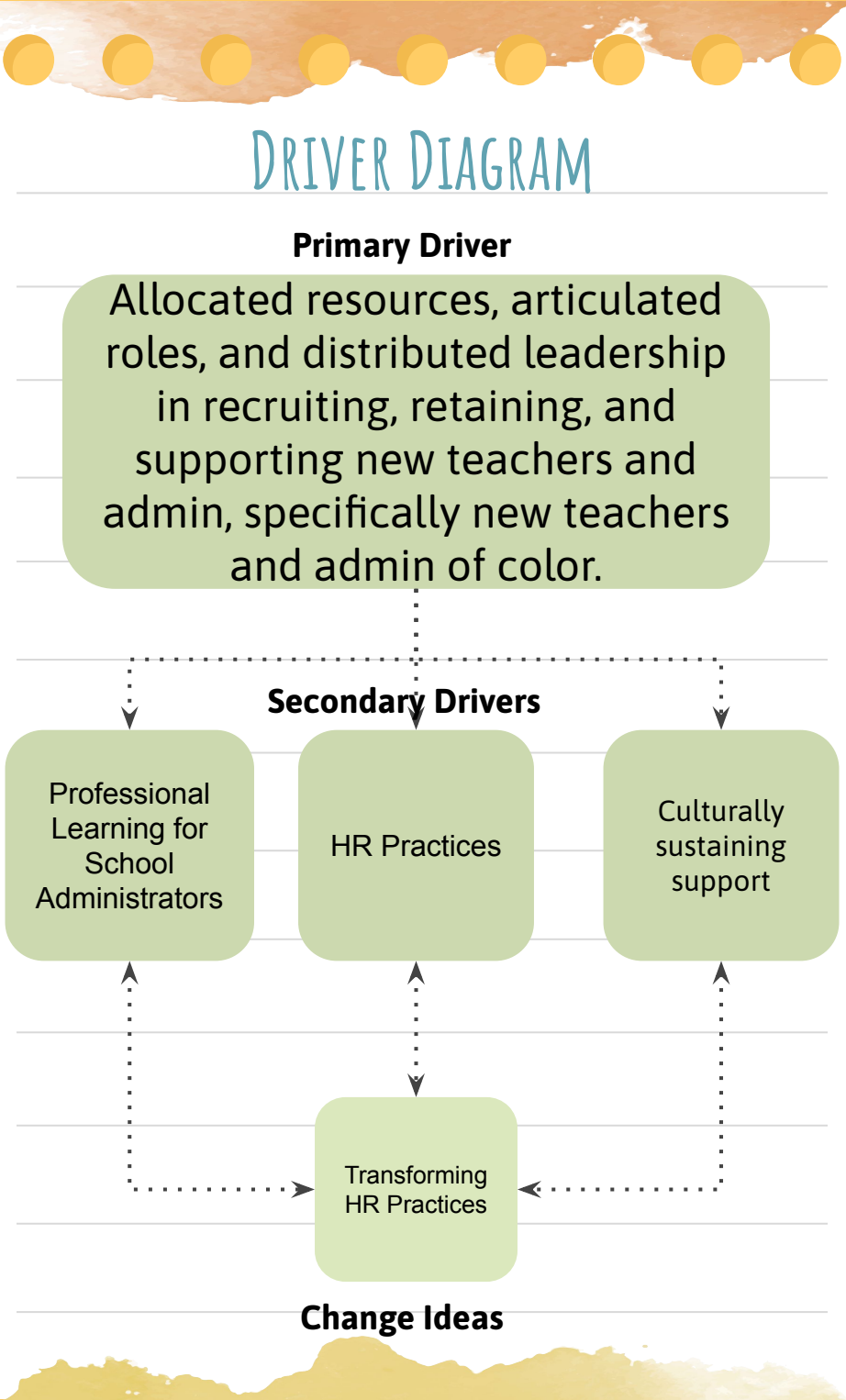
Professional Learning for School Administrators

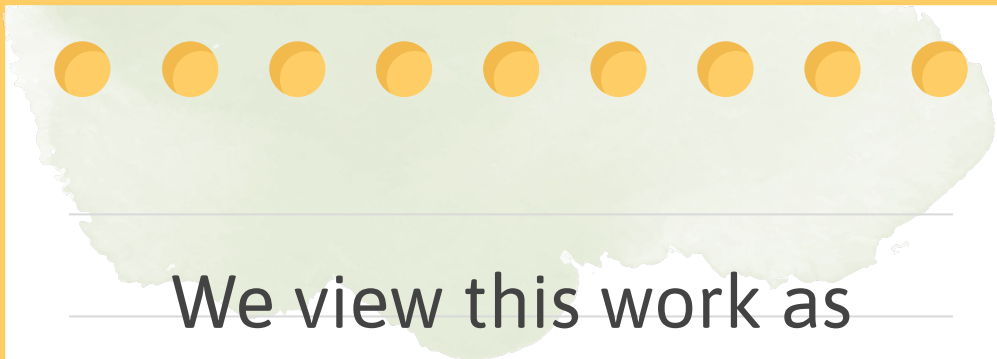
HR Practices

Culturally sustaining support

Transforming HR Practices

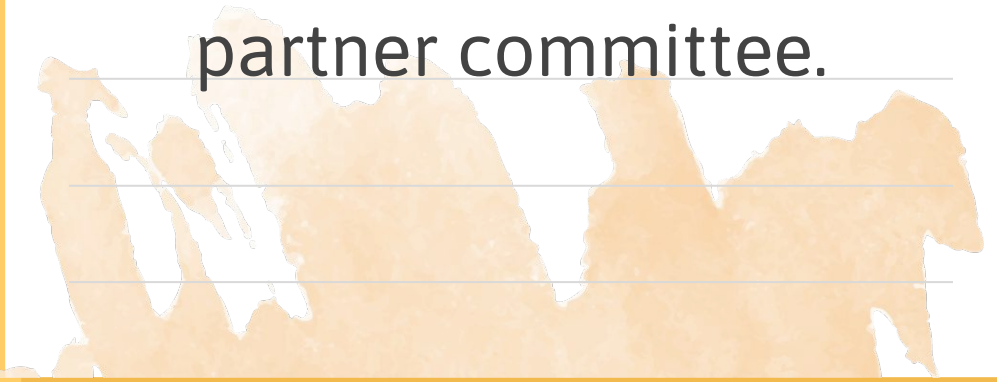
Change Ideas





We view this work as antiracist work. In that the coordinating body asked themselves what if every teacher had everything every day.

This opened up conversation about accessibility and the addition of the BIPOC partner committee.



```
graph TD; A[Coordinating Body] -.-> B[Change Ideas]; B -.-> C[BIPoC Committee]; C -.-> A;
```

Coordinating Body

Steering, reviewing and evaluating change idea outcomes with the REN aim in mind.

Change Ideas

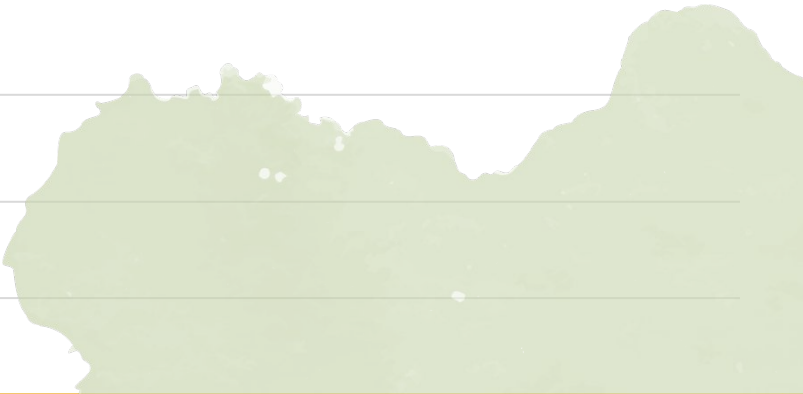
BIPoC Committee

Steering, reviewing and evaluating change idea outcomes with the BIPoC educator community in mind.



02

CHANGE IDEAS



CHANGE IDEAS

Equity Advisors for Admin

NREN TOSAs that are available to support schools in achieving their equity goals.

Mentors of Color for Educators of Color

Matching new educators of color with experienced educators of color in their region.

Transformative HR Practices

Embedding diversity, equity and inclusion into all our HR practices

Affinity & Allyship groups

Engaging in critical studies rooted in transformative and social action approach

Operationalizing
equity learning

Educators of color are
among other
educators of color

Culturally sustaining
support

HR Practices

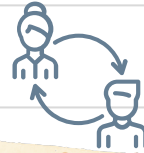
**Increase the
number of BIPOC
educators**

CHANGE IDEAS



Equity Advisors for Admin

The job posting has closed and is in the selection process. The pool includes more than 25 qualified applications.



Mentors of Color for Educators of Color

We have twelve mentors and five mentees who have applied to test this change idea. Six of the 20 districts are represented in this first cohort.



Transformative HR Practices

District HR Representatives are examining current practices and reimagining HR with diversity, equity, and inclusion (DEI) at the center. They are working on creating customizable DEI frameworks and tools that can be used throughout the region.



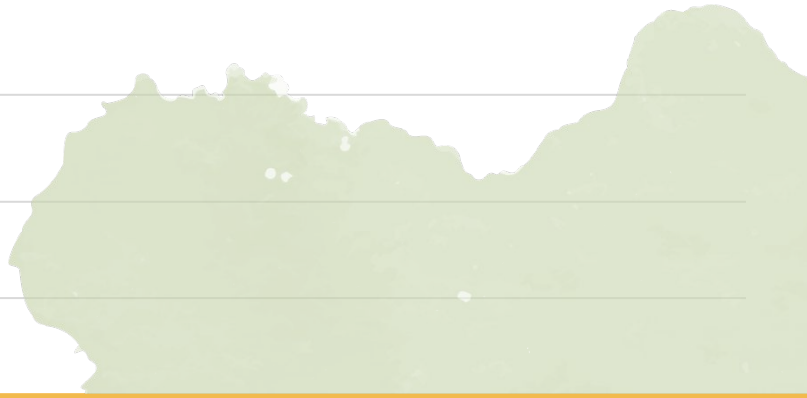
Affinity & Allyship groups

We are working with several groups from different districts on testing change ideas in their schools.



03

BIPOC COMMITTEE



BIPOC COMMITTEE



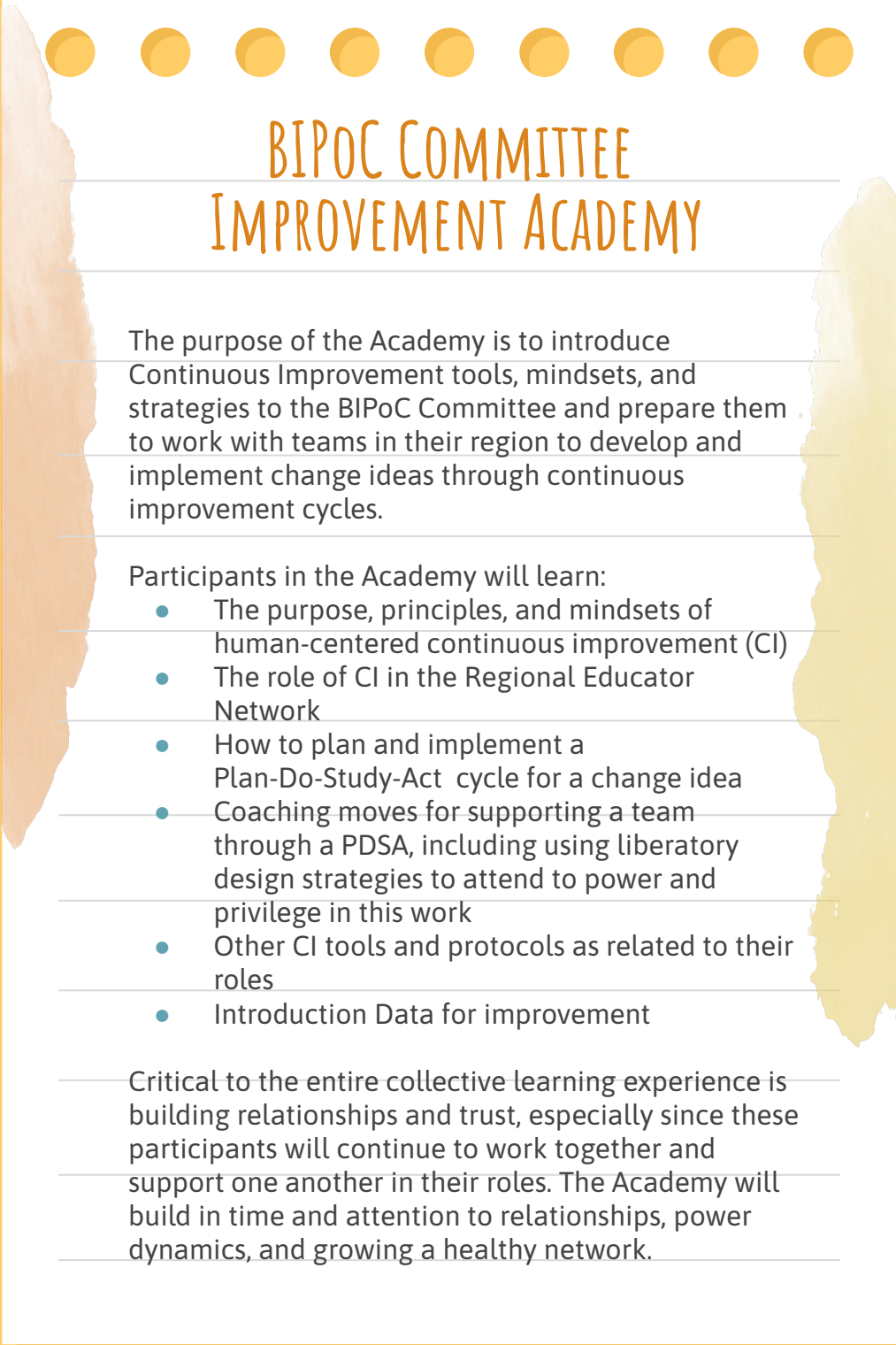
The Committee

This 33 member committee of BIPOC educators is convening to provide oversight on the change ideas to ensure that the work is staying community centered.



The Subcommittee

The committee has divided into subcommittees based on the change ideas to help operationalize the work.



BIPOC COMMITTEE IMPROVEMENT ACADEMY

The purpose of the Academy is to introduce Continuous Improvement tools, mindsets, and strategies to the BIPoC Committee and prepare them to work with teams in their region to develop and implement change ideas through continuous improvement cycles.

Participants in the Academy will learn:

- The purpose, principles, and mindsets of human-centered continuous improvement (CI)
- The role of CI in the Regional Educator Network
- How to plan and implement a Plan-Do-Study-Act cycle for a change idea
- Coaching moves for supporting a team through a PDSA, including using liberatory design strategies to attend to power and privilege in this work
- Other CI tools and protocols as related to their roles
- Introduction Data for improvement

Critical to the entire collective learning experience is building relationships and trust, especially since these participants will continue to work together and support one another in their roles. The Academy will build in time and attention to relationships, power dynamics, and growing a healthy network.

Common Pitfalls

Continuous Improvement

Start at scale

Start small

Reflect at the end of the year

Learn fast to implement well

Solutionitis

Change ideas from human experience, research, seeing the system

Top-down decisions

User-based decisions

This is the right answer

Possibly wrong, definitely incomplete

Add to the existing system

Change the existing system

Fidelity of implementation

Integrity of implementation

Not much attention to implementation

Attention to implementation



THANKS!

Do you have any questions?

mzaragoza@nwresd.k12.or.us
307-399-9127



CREDITS: This presentation template was created by **Slidesgo**, including icon by **Flaticon**, and infographics & images from **Freepik**





WESD & SCESD
REGIONAL EDUCATOR NETWORK

Executive Council Meeting
April 16, 2021



Willamette
EDUCATION SERVICE DISTRICT

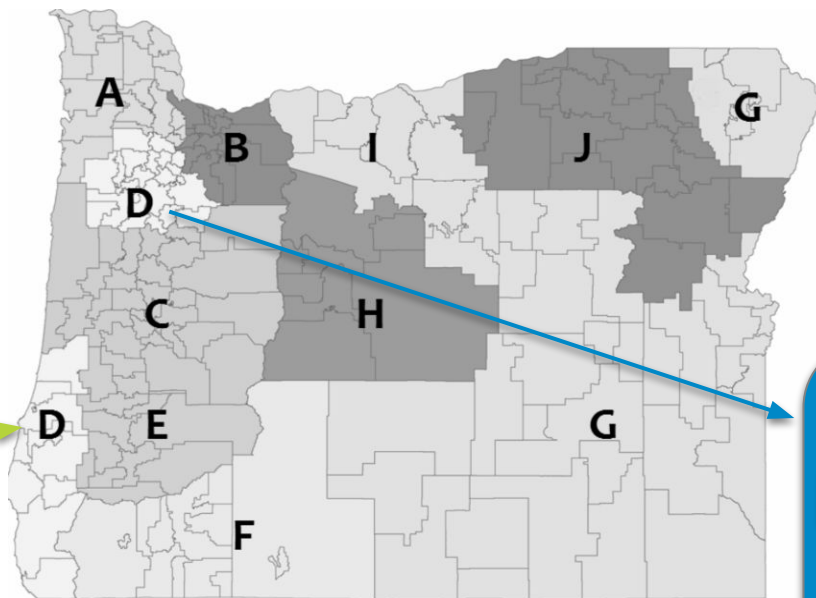




Today's Goals

1. What REN means for educators
2. Exciting REN work & updates
3. Questions & Closing

Region D: WESD + SCESD REN



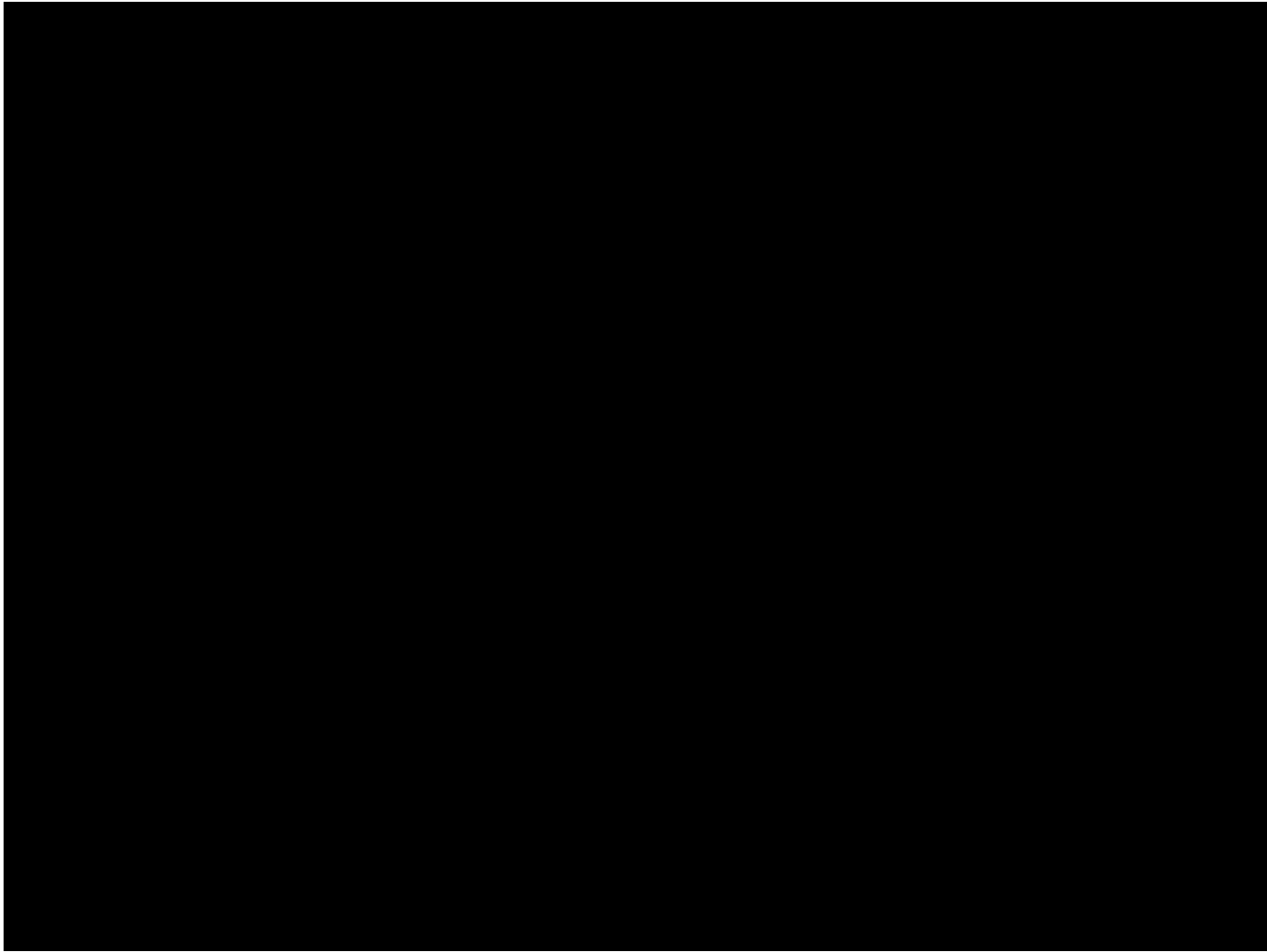
AIM STATEMENT

Our regional goal for improvement



By June 2023, the percentage of BIPOC educators will increase from 10% to 15% across the region.

What the
South Coast 2 Valley REN
means to our educators...





Closing

Contact me with any questions!

Lauren.Collins@wesd.org

PHONE 503.385.4848



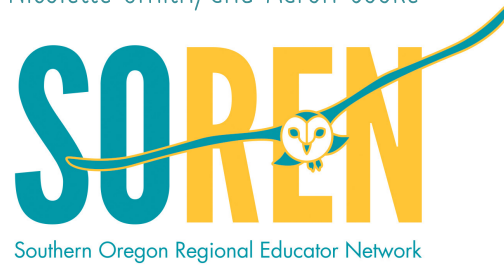
SOREN

Southern Oregon Regional Educator Network

Presentation to the Educator Advancement Council – April 21, 2021
Dr. Heidi Olivadoti, SOREN Coordinator



With Sincere Gratitude to the Members
of the SOREN Lead Team at SOESD:
Dr. Mark Angle-Hobson, Kirsten Fountain
Nicolette Smith, and Aaron Cooke



Strength in Our Networked Relationships

Community Partners

Regional Educators

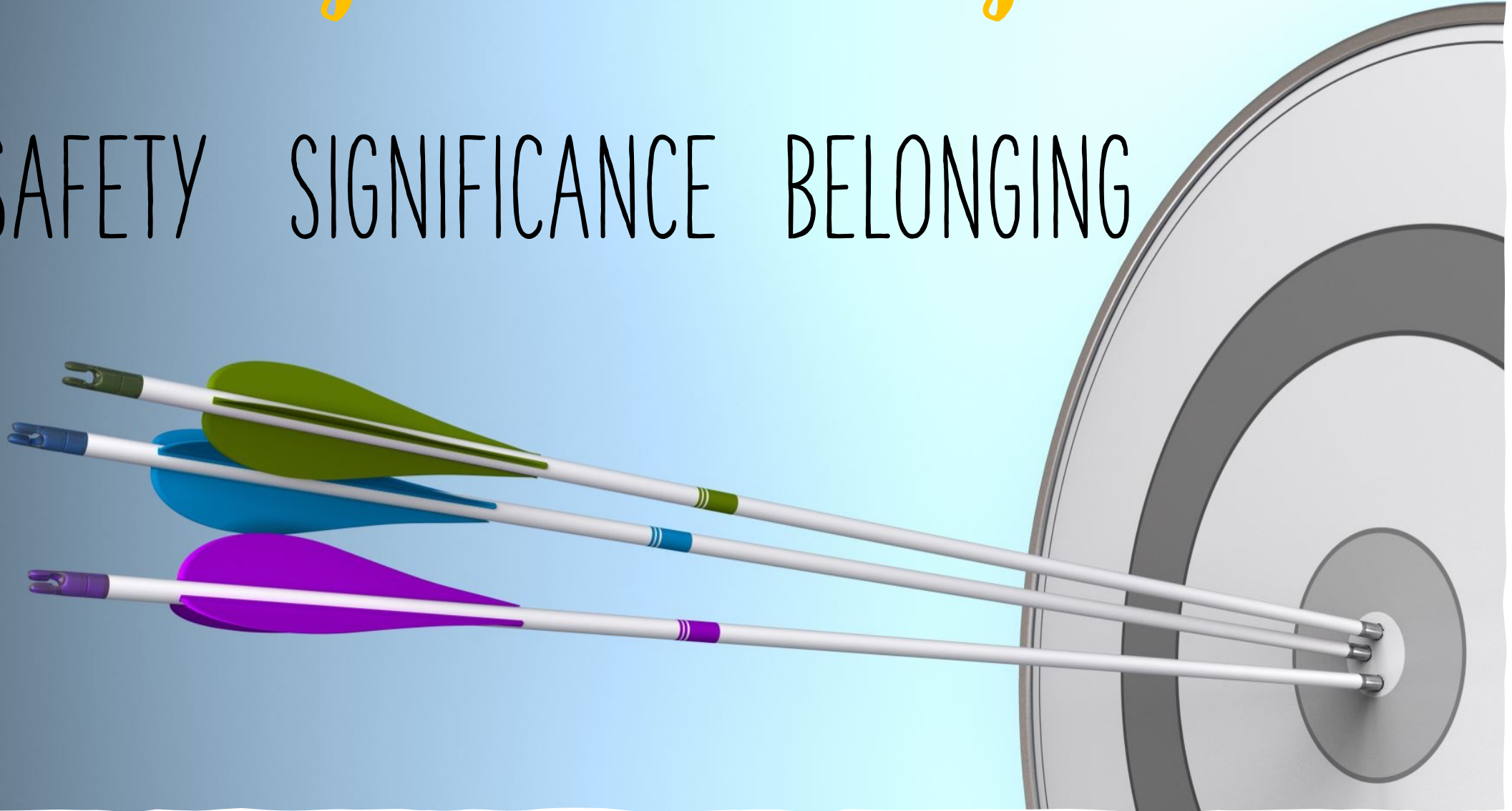
Advisory Team

Regional Design Team

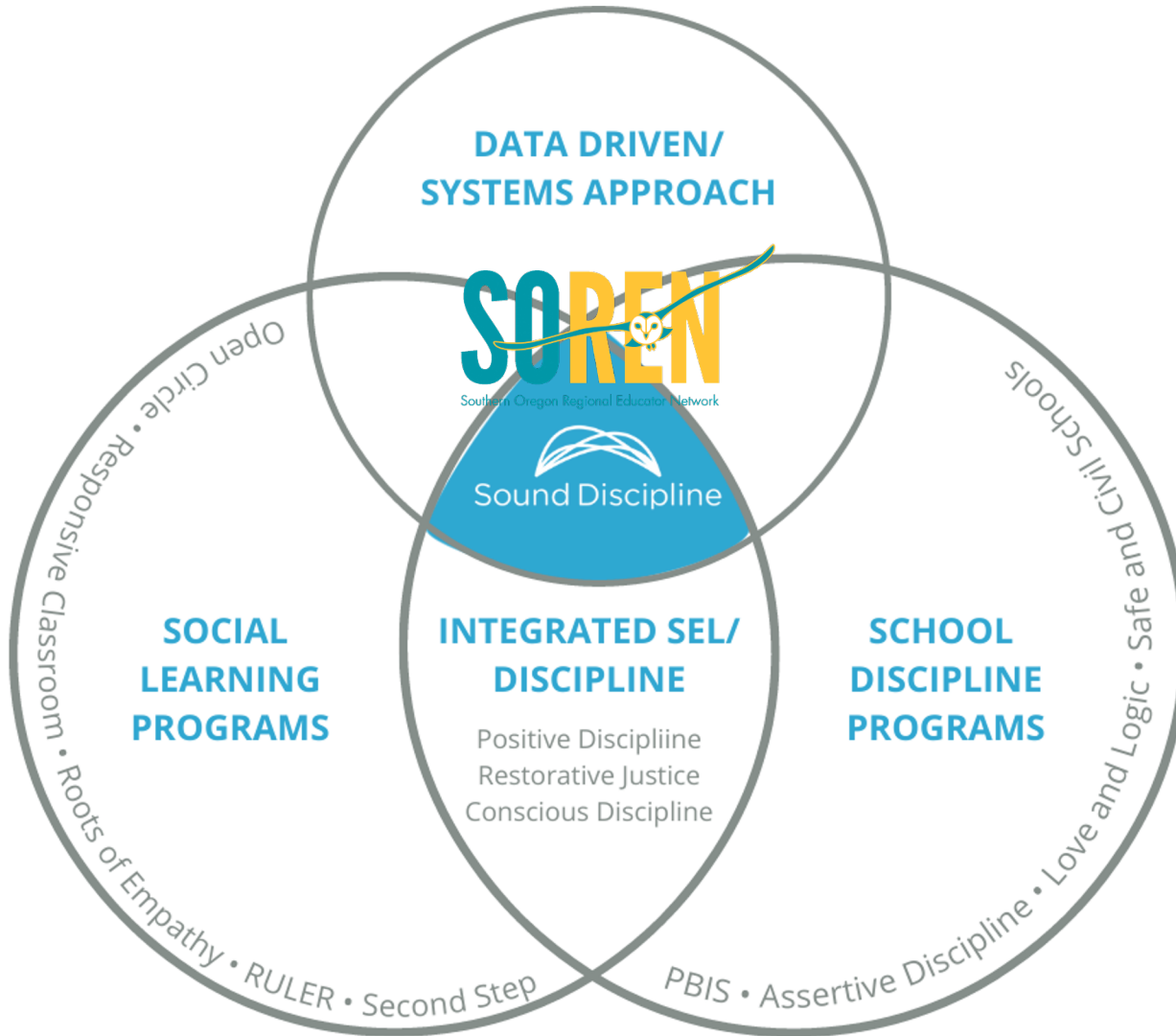


3 Things Unite Our Region

SAFETY SIGNIFICANCE BELONGING



Positive Discipline – District Partnership Model PILOT SCHOOLS



3 Districts
3 Pilot Schools
3 Distinct Populations

146 Educators
1,155 Students

Equity and Social Emotional Learning

Primary Driver	Actions that support Secondary Drivers related to Equity, Social Emotional Learning, and/or Positive Discipline Pilot Schools	Professional Learning in Community
Equity	- Ongoing training and support, monthly collaboration between diverse teams, working to transform school practices to be human-centered and dignity affirming where every human can thrive. - Classified staff receives monthly ongoing training, support, and coaching in human-centered dignity affirming practices.	- Positive Discipline in the Classroom - Reimagining Resilience - TransActive Gender Project - Southern Oregon White Anti-Racist Educators (SOWARE) - SO Queer Affinity Group - BIPOC Affinity Group - Belonging through A Culture of Dignity: The Keys to Successful Equity Implementation - Training Parents the Positive Discipline Way - Southern Oregon Equity Summit - SOESD Diversity Equity and Inclusion Workgroup
Educator Voice	- Educator Voice drives data team's exploration of a question or problem of practice. - Teacher Helping Teacher is a human-centered support system that equips and empowers teachers to collaborate, and problem solve together.	
Collective Efficacy	- Educators hold themselves and their peers accountable to creating and sustaining an environment of belonging. - Routinely engage in teams to identify beliefs behind behavior, examine systems that could be doing harm, and improve lived experiences and outcomes at school for every child and adult in the system.	
Skilled Leadership	- Professional Learning opportunities focused on Social Emotional Learning: Positive Discipline, Reimagining Resilience, Cultivating a Culture of Dignity and Belonging. - Offer coaching support to administrators related to issues that continuously improve systems for teachers, staff, students, and families.	
Psychological Safety	- Trauma-informed, Tier 3 support for students who are experiencing challenges. - Cultivating a climate of dignity and belonging by holding trust and responsibility at the center of every conversation and action.	

Support for Novice Educators

Mentors for Teachers,
Administrators, and
Counselors

Highly Trained Community-
NTC, ODE, Art of Coaching

Monthly PLC for All Mentors
New Mentor PLC's

Reflective Cycles focused on
Continuous Improvement and
Growth for ALL

Shared Leadership
Shared Resources (funded by
SSA, Title IIA, and Districts)

Just in Time,
Job-Embedded,
Professional Learning

Equity-Centered,
Strengths-Based Approaches
and Tools

Rigorous, relational, and
relevant hiring, reporting, and
accountability measures

Next steps SOREN

Southern Oregon Regional Educator Network

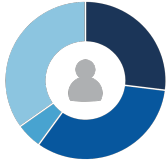


61
Participants

97
Thoughts

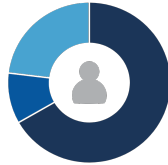
1,140
Ratings

What is your role?



%		Answer
27%	(16)	Teacher
33%	(20)	Administrator
5%	(3)	Community Partner
35%	(21)	Other

Do you identify with the dominant culture in Southern Oregon?



%		Answer
67%	(40)	Yes
10%	(6)	No
23%	(14)	Partially

THOUGHTEXCHANGE

SOREN Design/Advisory Teams April 8-14, 2021

What are the most important things to consider as we continue our work to increase Safety, Significance and Belonging? (n=61)

personal must access heard authentic goals
change people valued time support
belonging work equality staff
safe feel + safety way
community educators understand
different significance positive
equitable relationships trusting
always encourage everyone voices
lens look input conversations equity building
equity building community

goals understand different people encourage
trusting look way educators lens everyone
heard feel valued equality access
safe building belonging + time systems
support always community staff must
significance equitable personal authentic
voices change positive
safety relationships one input
conversations

SOREN's "Possibly Wrong, Definitely Incomplete" 2021-2025 Vision and Shared Planning

Our AIM



Culture of **DIGNITY**

Equity

Educator Voice

Collective Efficacy

Skilled Leadership

Psychological Safety

Plan Out for 4 Years

Our DRIVERS

Safety

Significance

Belonging

GOALS



The logo for the Southern Oregon Regional Educator Network (SOREN) is centered in the image. It features the word "SOREN" in a large, bold, sans-serif font. The letters "SO" are teal, and the letters "REN" are yellow. A stylized owl is positioned between the "R" and "E", with its wings spread wide, appearing to fly over the letters. The owl is white with teal outlines and yellow eyes. A long, thin, curved line in teal and yellow extends from the owl's wings across the top of the letters.

SOREN

Southern Oregon Regional Educator Network



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.