



Educator Advancement Council

9:00 am - 12:15 pm

1:00 - 3:00 pm

2/10/2021

Join Zoom Meeting

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

Meeting ID: 821 2761 6104

Dial by your location:

+1 669 900 6833 US

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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 December 9 , 2020 minutes	
9:15	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.	
9:20	4.0 Connections	Mercedes Jones Emily McCaffrey
9:50	5.0 Spotlight: Getting to know us	Angela Bluhm
10:10	6.0 Equity as Praxis	Lynne Gardner Daniel Ramirez
10:40	BREAK	
10:45	7.0 Voting and Legislative Subcommittee	Chair Koskela
11:30	8.0 EAC Budget Update	Daniel Ramirez
11:45	9.0 REN Update	Mercedes Jones Angela Bluhm



12:15 LUNCH

1:00 10.0 RSSL Update

ODE Leadership

1:30 11.0 Workgroups

EAC Staff

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

Chair Koskela



Educator Advancement Council

Meeting Minutes

9:00 am - 12:20 pm

12/9/2020

Join Zoom Meeting: <https://us02web.zoom.us/j/83818592327>

Meeting ID: 838 1859 2327

Dial by your location: +1 346 248 7799

Find your local number: <https://us02web.zoom.us/j/kcotYRbVFX>

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, Michelle Cardenas, Shannon Criss, Representative McLain, Lindsey Capps, Roberto Gamboa

Excused: Colt Gill, Ardis Clark, Leah Dunbar, Lisa Longoria, Melissa Wilk

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; Horalia Rangel, Oregon Teachers Scholar Program Coordinator

9:04 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 Interim Director Daniel Ramirez. Interim Director reads a quote (please refer to the slide deck).

9:09 1.1 Roll Call

Elizabeth Castillo-Lopez

Elizabeth takes roll call and determines that we have quorum.

1.2 Agenda Review

Chair Koskela

9:11 2.0 Consent Agenda – Action Item

Elizabeth Castillo-Lopez

2.1 Agenda Approval

2.2 Approval of October 21, 2020 minutes

Chair Koskela asks to move motion, Director Richards moves to approve consent agenda, Director Oakes seconds motion. Roll call vocal vote. All approve consent agenda, motion carries.

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.

9:20 4.0 Connections

Lynne

Gardner | Daniel Ramirez

Honoring Past Directors

EAC Staff Introductions

EAC Director Breakout

Honoring past directors. Chair Koskela opens the room for directors to thank and honor past directors. Director Girod, Chair Koskela, Director Richards, Director Oakes, Director Viles, Director Grotting honor and show appreciation to Director Matt Yoshioka.

Chair Koskela begins thanking Director Shadiin Garcia, and opens the room for directors to show appreciation for Shadiin Garcia. Rep McLain, Director Lynn, Director Dujon, Director Viles, Director Richards, Director Mickelson, Director Oakes. Chair Koskela closes the conversation and thanks the past directors.

9:28 Director Clark joins the meeting.

9:35 Chair Koskela moves the meeting forward with the EAC staff introductions agenda item, Interim Director Daniel introduces the staff and reads the strengths. (Please refer to the meeting materials for the slide deck).

9:40 Interim Director realigns the meeting and brings the directors to take a look at the agreements to align their minds before they go into break rooms for activity Equity as Praxis.

10:00 Directors are brought back from breakout rooms, Chair Koskela moves the meeting to agenda item 5.0- Equity as Praxis. Interim Director Daniel shares the slide deck (please refer to meeting materials) discussion followed.

10:13 Director Roebber joins the meeting.

5.0 Equity as Praxis

Director

Garcia | Daniel Ramirez

Last meeting we had a brief but compelling presentation from director Garcia about equity as praxis. Based on the feedback from the last meeting this area of work was particularly exciting and prioritized. Today we will review this presentation and then explore how this framework might impact our work in small groups. Our hope is to end this section with specific actions each of us might take within our own context.

10:25 Directors are placed into breakout rooms to continue with the head, heart, and hands activity.

10:50 Directors are brought back from the breakout rooms. Chair Koskela sent the group into a 10 minute break.

10:50 BREAK

11:00 6.0 Conversations, Questions, Feedback on Updates**Daniel Ramirez**

Chair Koskela brings the meeting back, and moves with agenda item 6.0. Interim Executive Director update. Daniel leads the pop quiz on the Interim update.

11:06 Open room for comments, discussion and recommendations. About CDP quarterly report. Educator equity report or GYO's.

11:24 7.0 Visioning Announcement and Process**Daniel Ramirez**

Chair Koskela moves the meeting to agenda item 7.0. Interim Director Daniel talks about The EAC staff has started to engage in refining, updating, and providing depth to the EAC vision and connected objectives. Part of this process is engaging the EAC directors in empathy interviews to support and guide this process. Over the coming months the EAC staff will try to connect with each EAC director for a brief 20-30 minute empathy interview focused on their experiences, hopes, fears, and stories connected to the EAC.

11:30 8.0 Council Identity**Daniel Ramirez**

We will now reengage in the Council identity discussion. The EAC staff have compiled and themed the different breakout group documents. The goal of today is to read the compiled lists, further add/delete/refine the language, and finish with a draft document that the EAC staff will refine and send to the council before the February meeting. Again, the purpose of this exercise is to explore some of the roles and responsibilities of the staff and council so we can organize the appropriate folks to make decisions and better utilize our time together.

Directors are placed into breakout rooms.

11:58 9.0 Legislative Subcommittee Update**Chair Koskela**

Chair Koskela brings the group back as a whole. Chair Koskela realigns and moves to agenda item 9.0.

The Legislative subcommittee met on November 30th to discuss the Legislative Concept, Policy Option Package, and Consortium partnership. What follows are the subcommittees recommendations.

List recommendations:

The subcommittee has decided to gather more information for the three items discussed.

Legislative Concept: There was some concern that the LC proposed a school district and ESD without a process to decide which ESD and School District should be part of the IGA.

Policy Option Package: The subcommittee had a few questions regarding the sustainability of funding and the connection to other streams of work. Next steps involve connecting with April Campbell, Shadiin Garcia, and Tribal leaders to talk through the history, opportunity and question of sustainability.

Consortium: Follow up questions were sent to Marvin and Belle/Daniel plan to meet with Marvin to dig into the details. Daniel will support the work over the coming months but we will wait until February for final approval.

The Sub-Committee will meet Mid-January, moving forward.

12:20 10.0 Future Agenda Items and Plus/Delta/Adjourn**Chair Koskela**

Chair Koskela moves the meeting to agenda item 10.0. Plus/Delta/Survey/Adjourn

Rough schedule of what we are proposing to cover over the coming months. (Refer to meeting materials for slide deck).

We would also like your feedback from this meeting so we can grow/improve our own practices. Please provide deltas (areas for growth) and plus of how this meeting was structured, facilitated, and the content. (Please refer to the meeting materials for the survey).

12:23 Chair Koskela gives closing remarks and thanks everyone for all their work and closes the meeting.



Educator Advancement Council

February 10, 2021

9:00 am - 3:00 pm

“Exercise your human mind as fully as possible, knowing it is only an exercise. Build beautiful artifacts, solve problems, explore the secrets of the physical universe, savor the input from all the senses, feel the joy and sorrow, the laughter, the empathy, compassion and tote the emotional memory in your travel bag.” - Ryan Power, *Walking Life*



Land Acknowledgement

The Oregon Association of Colleges for Teacher Education recognizes and pays respect to the nine federally recognized tribal nations of Oregon who have lived on Oregon lands “since time immemorial.” We formally and respectfully acknowledge the members of the Burns Paiute, Coquille, the Cow Creek Band of Umpqua, and Klamath Tribes, along with the following Confederations: 1) Coos, Lower Umpqua, and Siuslaw; Grand Ronde, Umatilla, Warm Springs, and Siletz. We recognize that our colleges and universities sit on lands forcibly or illegally obtained from these tribes. We commit to working collaboratively with our education partners to ensure that educators acknowledge, respect, and effectively teach the history of native peoples in Oregon.



EAC Agreements

- ❖ Stay Engaged
- ❖ Speak Your Truth Responsibly and
- ❖ Monitor Your Talk Time
- ❖ Listen to Understand
- ❖ Experience Discomfort
- ❖ Expect and Accept Non-Closure
- ❖ Reckon with Impact
- ❖ Recognize, honor, and celebrate the complexities of individual contexts



Today's Meeting

01	9:20-9:50	Connections
02	9:50-10:10	Spotlight
03	10:10-10:40	Equity as Praxis
04	10:45-11:15	Voting and Legislative Sub
05	11:15-11:45	EAC Budget Presentation
06	11:45-12:15	REN Update
07	1:00-1:30	RSSL Update
08	1:30-2:55	EAC Workgroups



Connections

Connecting

BR 1 Mark Martha Roberto Michele

BR 2 Veronica Rep
McLain Nick Marvin

BR 3 Sarah Melissa Michelle

BR 4 Tony Don Elena

BR 5 Susan Shannon Belle Ardis

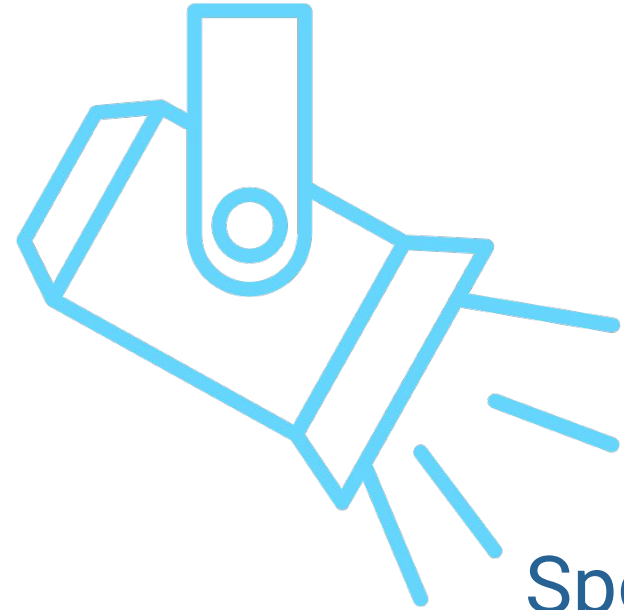
Breakout rooms: “Office” Treasure Hunt

Find and show (if possible), and be prepared to share about:

- One thing on your desk that satisfies one of your five senses
- One thing you use everyday in your work (not your computer!)
- One thing on your desk/in your office that brings you joy



**EDUCATOR
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Spotlight: Getting to Know Us

EAC staff: [Daniel Ramirez, Interim Executive Director](#)
REN Coordinator: [Mariana Zaragoza](#)



Equity as Praxis

"It's not only important to act, it's important to talk because when you talk you begin to create new ideas and new languages." *Grace Lee Boggs (2012)*

WHAT THIS IS



Praxis means centering the following practices:

- Connections across **relationships**
- Placing **communities** most impacted front and center
- Cultivating a **learner** stance
- Centering **story** and **experience**
- Embracing **complexity**
- Approaches that reflect **multiple ways of being and knowing**
- **Collaboration** is given and received with transparency
- Deep understanding of **sovereignty**

Head, Heart, Hands

BR 1 Mark Martha Roberto Michele

BR 2 Veronica Rep
McLain Nick Marvin

BR 3 Sarah Melissa Michelle

BR 4 Tony Don Elena

BR 5 Susan Shannon Belle Ardis

Part 2 - Time: 15 min

Step 1: (3 min) Read your previous comments. Choose one or two equity as praxis practice(s) and that you can commit to over the following weeks. Write it below.

Step 2: (12 min) Talk as a group (3 min/person) why you are committing to this particular practice.



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Break





Legislative Subcommittee and Voting

Reallocating Grant-in-Aid Funding for DOPE Programs

Legislative Subcommittee Update



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Other Legislative Considerations

Budget Presentation

DRAFT

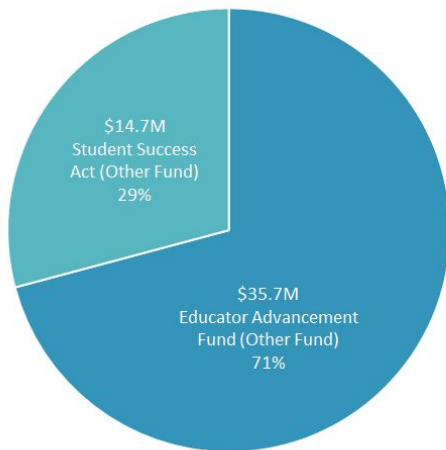


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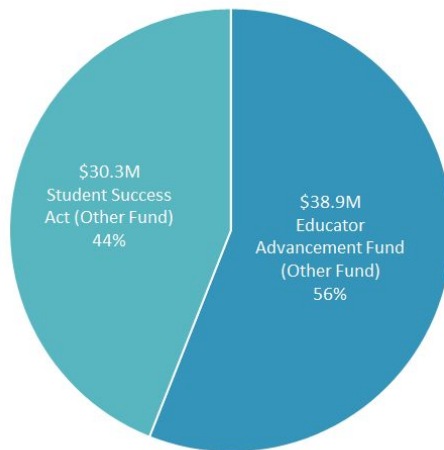
Educator Advancement Council

2019-21 and 2021-23 Budget overview

2019-2021 Legislatively Approved Budget
\$50.5 Million
by Fund Type

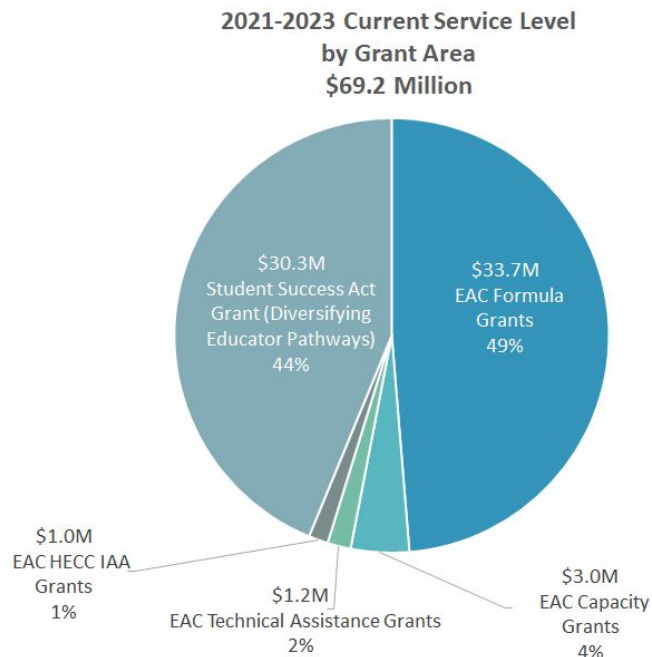


2021-2023 Current Service Level
\$69.2 Million
by Fund Type



Educator Advancement Council

2021-23 Current Service Level Budget by Grant Area



Educator Advancement Council

Program and Grants Overview

The Educator Advancement Council 2021-23 Current Service Level (CSL) from programs and grants is \$37.3 million total funds. These programs and grants are designed to help Oregon diversify its educator workforce and achieve high-quality, well-supported and culturally-responsive public educators in every classroom.

EAC grants fund the following programs:

- Regional Educator Networks
- Diversifying Oregon's Pathways in Education Programs
- TELL Survey (Teaching, Empowering, Leading and Learning)
- Educator Equity Report

Educator Advancement Council

Formula Grants: Regional Educator Networks

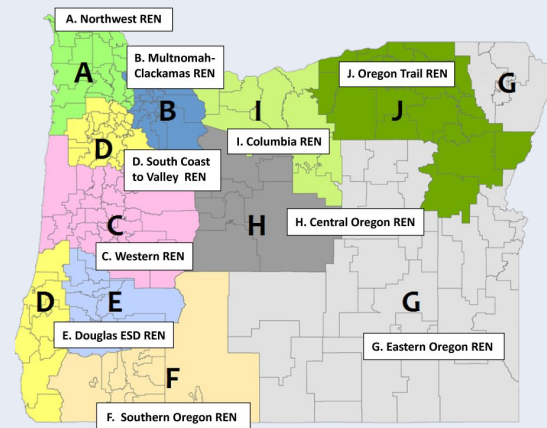
2021-23 CSL - \$33.675 million Total Funds

Other Funds

This funds the implementation of the Regional Educator Network Plans.

In 2019-2021:

- The EAC distributed formula funds to all 10 RENS for REN Plan implementation.
- Region specific based on:
 - Teacher turn-over
 - Diversity gap between teacher and student demographics
 - Total educators (teachers, paraeducators, principals, asst. principals)
 - Novice educators



Educator Advancement Council

Capacity Grants: Regional Educator Networks

2021-23 CSL - \$3 million Total Funds

Other Funds

This funds operational costs for the Regional Educator Networks

In 2019-2021, each REN received \$450,000 in funds for operational costs:

- REN Coordinator Salary
- Support Staff Salary
- Costs of convening the Coordinating Body of educators
 - substitute costs
 - travel reimbursements
- Other operational services like phone, printing, etc.

Educator Advancement Council

Technical Assistance Grants: Regional Educator Networks

2021-23 CSL - \$1.2 million Total Funds

Other Funds

Provides funds for REN Technical Assistance, which includes individualized coaching on improvement science, collaborative meetings, and equity learning groups.

In 2019-2021:

- All 10 RENs received up to 10 hrs of virtual coaching monthly on:
 - Continuous Improvement Training and Supports
 - Equity Resource Coaching
 - Data and Measurement Supports
- Collaborative meetings included:
 - Monthly Professional Learning Community meetings
 - Monthly Professional Learning meetings
 - Biweekly REN Coordinator/EAC Staff meetings

Educator Advancement Council

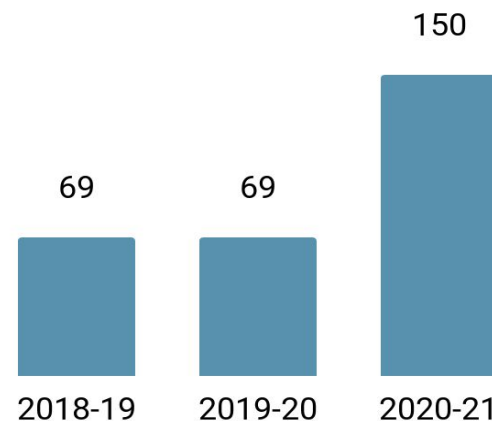
HECC Interagency Agreement: Oregon Teacher Scholars Program

2021-23 CSL - \$1.0 million Total Funds

Other Funds

Provides funds to Higher Education Coordinating Commission (HECC) for the Oregon Teacher Scholars Program (ORS 348.295).

In 2020-21, grant funds enabled the program to award an additional 81 scholarships to ethnically, culturally, and/or linguistically diverse teacher candidates.



Educator Advancement Council

Grant-in-Aid: Diversifying Oregon's Pathways in Education

2021-23 CSL - \$30.3 million Total Funds

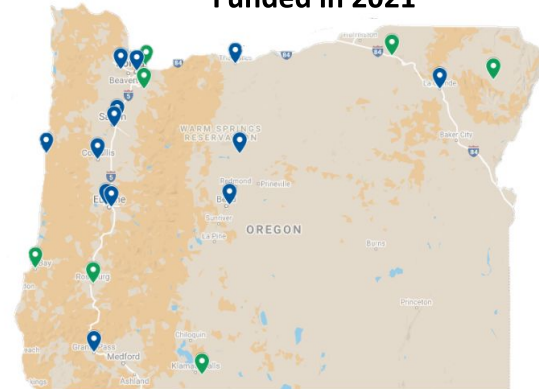
OF-SSA Fund

Provides funds for early learning and K-12 educator professional learning and educator preparation program support, including programs that increase educator diversity and retain diverse educators (ORS 327.254).

In 2019-2021, \$8M awarded as of February 10, addressing issues relating to diversifying the early learning and K-12 workforce and reducing systemic barriers.

- \$2.5 million for scholarships for ethnically, racially, and/or linguistically diverse future educators and administrators and evaluation of career assessment tools
- \$5.5 million for development of culturally responsive and racially affirming learning opportunities for aspiring educators, and piloting anti-racism professional learning for current educators

Grow-Your-Own Educator Programs Funded in 2021



2021-2023 REN Plan Framework

Draft Framework

Aug-February 5

- Regionally responsive and built around improvement science process
- Drew from [NIC Assessment Tool](#) (Carnegie) & [Intermediary Capacity Framework](#) (Catalyst Ed)
- Two rounds of feedback/revisions with Community Design Partners
- One round with individual REN Coordinators; REN Coordinators asked to identify criteria that should be adjusted to fit regional context and for missing criteria



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REN Plan Framework *Draft* Timeline

Feb 11

RENs will
receive REN
Plan Framework

March 1

Submit
self-assessment

March 12

Submit
Adjustments

April 16

Submit initial
draft

April 21

EAC will vote on
framework &
REN
Presentation of
regional
strengths

May 14

Finalize REN
Plan and get
CB approval

May 28

Submit final plan-
evaluation
committee meets
for 4 weeks

June 23

EAC receives
recommendati
ons and votes
on plan

REN Quick Stats

- ❑ **260** educators and stakeholders engaged in coordinating bodies
- ❑ **307** Local educators and education partners driving regional change
- ❑ **2,600** educators impacted by REN work
- ❑ Over **35** change ideas in progress

Improvement Science on the Ground

Interview with:
Gabrielle Deleone, REN Coordinator for Columbia REN

Lunch





RSSL - Update

Workgroups

Workgroups are a time for the Council Directors to dig in alongside staff - to provide critical feedback, co-design, co-create, envision, etc.

Session Options:

- *REN Plan Criteria and Process with Angela and Mercedes*
- *Director's Engagement with Daniel*
- *SSA Grant-in-Aid Funds 2021 - 2023 with Emily and Lynne*

Future Agenda Items



RETREAT Aug 6-7

- Strategic Planning with a Communication Plan
- Membership
- ED Update

OCTOBER 21

- Equity Praxis (theory, action, reflection)
- REN Update
- Section 48 Update
- Identity Reflection

DECEMBER 9

- Equity Praxis (theory, action, reflection)
- REN Update
- Section 48 Update
- Council Identity
- PoP, LG, Consortium Update

FEBRUARY 10

- Equity Praxis (theory, action, reflection)
- REN Plan/Criteria
- PoP, LG, Consortium Update
- Vision and objectives
- Evaluation Update

APRIL 21

- Equity Praxis (theory, action, reflection)
- REN Framework Approval
- REN Quarterly Report
- Legislative subcommittee
- DOPE 48 Update
- Workgroups

JUNE 23

- Equity Praxis (theory, action, reflection)
- REN Plan Voting



Thank you!

****Make sure to fill out the
reflection form!**



MEMO

To: Educator Advancement Council (EAC) Directors

From: EAC Staff

Re: Shifting funds for GYO Programs in 2019-2021 Biennium

Date: 2/5/2021

Summary

This proposal is to adjust the allocation of grant-in-aid funds within the \$15 million budget of the approved plan to Diversify Oregon's Pathways in Education (Section 48, Student Success Act, House Bill 3427). We propose expanding the amount of funding originally dedicated to Grow-Your-Own/Teacher Pathways by shifting funds originally allocated to Research, Evaluation and Technical Assistance and the Public Awareness Campaign. Due to COVID-19, delays in state processes, and the legislative deadline to spend all funding allocated in the plan by the end of the biennium, which is June 30, 2021, we believe shifting funds to support GYO programs will have the most impact. The Council will vote on this request to reallocate funds at the February 10, 2021 meeting.

Figure 1: Proposed Funding Shift for Current Biennium (Ending June 30, 2021)

<i>Grow Your Own Teacher Pathway Partnership</i>	\$5 million	<i>\$6.8 million</i>
<i>Evaluation and Technical Assistance</i>	\$1.8 million	<i>\$450,000</i>
<i>Public Awareness Campaign</i>	\$450,000	

**Final amounts will depend on the results of evaluation of grant applications.*

Background

Although the Council approved [the overall plan in January 2020](#), funding was frozen by the Legislature due to the pandemic. In July 2020, the EAC received approval to spend the total amount allocated to the plan. However, releasing this funding in July created significant delays across the Agency to solicit and award grant-in-aid monies. Requests for Applications to support GYO teacher pathway programs were submitted in late October. The EAC received 25 applications and the original \$5 million budget allowed for 20 applicants to be funded. Applicants were notified in late December and contracts are currently being sent to awardees.

In late December and early January, EAC staff learned that two additional GYO applications were incorrectly filed. Although ODE's IT office determined these were errors on the part of the applicants, the system ODE uses was unable to notify us or the applicants that their applications were not received.



After consultation with ODE's procurement and IT teams, EAC staff decided it was appropriate to evaluate the late applications.

At the same time, EAC staff began exploring options to respond to the needs of its partners and stakeholders, including shifting grant-in-aid funds within the existing budget. In January, EAC staff met with ODE procurement and the Legislative Fiscal Officer to determine the EAC's authority to shift funds within the budget, and were later notified that EAC has the authority to shift these funds.

Rationale

Given the deadline to spend all funds by June 30, 2021, EAC staff strongly believe funding GYO's creates the most effective and impactful use of these resources *at this time* for these reasons: • Considering the scope of the work required to be completed in less than five months, funding GYO programs, which stand at the ready to spend funds, will have the most impact. • Due to the financial hardship created prior to and further exacerbated during the pandemic, there is an urgent need to support individuals (racially, ethnically and/or linguistically diverse students and classified staff) who are pursuing educator preparation programs or teacher licensure.

- The delay in the current state's procurement process means the research and evaluation work cannot be conducted as outlined in the plan. Moving forward, this work will be fully implemented in the next biennium.

Next Steps

Should this proposal be approved by the Council, EAC staff will contact the remaining applicants to confirm their continued interest in pursuing the grant, and at that time will score the remaining applications in a second-round evaluation. If the Council does not approve this proposal, the funding will remain the same, however it is unlikely that the funding allocated for Research and Evaluation will be mostly unspent by the end of the 2019-2021 biennium.

Future Impact and Considerations

EAC staff are requesting to adjust funding for this biennium only. Given the Governor's 2021-2023 budget, the recommended increase to the EAC's grant-in-aid budget for educator professional development will be \$31.3 million. The EAC staff are working to develop a plan for the allocation of expanded funding in the next biennium, which will be brought to the Council for input and later for approval.



EDUCATOR ADVANCEMENT COUNCIL

Conouncil:

- Vacancies – Middle School

Staff:

- We are excited to welcome one new staff member to the EAC team!
 - Mercedes Jones joined us on December 15th and she has already jumped into the deep end - co-developing the REN Framework, co-facilitating REN meetings, and providing ongoing one on one support to the REN Coordinators.
- Memberships
 - Public Deans Quarterly Meeting (TBD)
 - Oregon Educator Equity Advisor Workgroup (March)

PARTNERS

Agencies/Orgs/Leadership:

- Office of Indian Education: Daniel has set up regular meetings with April Campbell, the Director of the Office of Indian Education. April and Daniel discuss a variety of topics but most recently they began initial conversations about the connections to and the possibilities of the Indigenous and Tribal Educator Institute.
- Oregon Education Association: The EAC Staff met with Oregon Education Association staff to share, connect, and receive feedback on current programs and future efforts.
- Teachers Standards and Practices Commission: Daniel continues to meet with Tony on a monthly basis to discuss legislation, EAC/TSPC connections and opportunities, and leadership more broadly.
- Oregon Alliance of Black School Educators: Emily and Lynne met with Kevin Bacon who is the new president of OABSE to discuss connections to the EAC and how we can more intentionally support Black educators.
- Oregon Association of Education Service Districts: Daniel met with Amber Eaton and Gary Peterson from OAESD to provide updates on the different streams of work from the EAC and find a time to meet with the collective REN Superintendents to share updates and receive feedback.
- Superintendents: Daniel has connected with one REN Superintendent - Pat Sublette - but will continue to meet with each of the REN Superintendents to offer support, provide updates, and receive feedback.
- Oregon Department of Education: Daniel has a recurring meeting set with Colt and recently connected about legislation, EAC updates, and things Daniel should anticipate over the coming months.
- Other Departments/Agencies: Daniel continues to meet with folks from Early Learning, the Senior Strategy and Operations Office, the Educational Innovation and Improvement department, Digital Learning, Office of Teaching and Learning and a variety of other departments, agencies, and entities to elevate, amplify, and develop meaningful relationships.

Presentations/Events/Conferences:

- Presentations
 - January: Oregon Department of Education Executive Team
 - January: State Board of Education
 - January: Oregon Association of College Teacher Educators
 - February: Senate Education Committee

REGIONAL EDUCATOR NETWORKS

REN Coordinators are currently working with staff on the updated [REN Framework](#). We have done extensive work to ensure that this draft framework was aligned to legislation, grant agreements, and permanent rules. It is also directly informed by over a year experience coaching, supporting, and reflecting alongside REN coordinators. We also drew extensively from successful frameworks already in existence, specifically the [NIC Assessment Tool](#) from Carnegie, the [Intermediary Capacity Framework](#) from Catalyst Ed (who is supporting all of the Bill and Melinda Gates Foundations

Networks), and ongoing feedback from Community Design Partners - a nationally recognized expert on networked continuous improvement. Additionally, we worked to filter this framework through our commitment to [Equity as Praxis](#) and Culturally Sustaining Pedagogies.

REN Coordinators with support from Community Design Partners are working extremely hard to ensure implementation is happening and regional design/improvement teams are engaged in iterative cycles. This is not easy work as part of this work necessitates deep systemic, cultural shifts - guiding a region towards a different way of making decisions and implementing changes. We want to honor their hard work and look forward to finding better ways to support them in the future!

DIVERSIFYING OREGON'S PATHWAYS IN EDUCATION (Section 48)

The DOPE team continues to drive the work through procurement. Due to the late approval from legislators (September 25) and the backlog in procurement because of federal relief money it is incredible what the DOPE team has been able to accomplish. The team is finalizing the last contracts for the 20 GYO/Pathways programs; released funds for over 150 Oregon Teacher Scholars Scholarships; transferred 2.5M to TSPC for licensure and assessment reimbursements as well as a new Oregon Administrators Scholar Program (over 60 applicants!); transferred funds to the HECC to support public Universities Education Equity Plans; and are working to finalize the Antiracist Course funding or the six Public Educator Prep Programs as well as the Racial Justice Institute. Again, we can't stress enough that the team is doing absolutely everything in their power to move the work forward and most delays are outside of our control.

INTERNAL OPERATIONS

Capacity teams:

- The legislative capacity team continues to drive our legislative work forward - producing multiple bill analyses for ODE, coordinating different elements impacting legislation (budget, other departments, etc.), creating our Ways and Means presentation, and more broadly organizing and producing strategic structures the EAC can utilize in the future.
- The strategic communications team is organizing a year calendar that identifies clear goals and outcomes for our strategic communications work. The team has produced a [blog](#), several videos, the monthly newsletter, and is in process of finalizing several one pagers for our legislative session.

Mission, Vision, Values:

- The staff drafted a [mission, vision, and values](#) for the EAC Staff. It was a deep dive into our why and sets a foundation to guide the work moving forward.

Communication:

- We continue to iterate on better ways to communicate with EAC Directors and REN Coordinators. We are now producing a monthly newsletter and sending a weekly email blast. Please continue to give us feedback on how to improve our communication!

With deep appreciation and respect,

Daniel Luis Ramirez, Ph.D.

Interim Executive Director



Legislative Subcommittee Update: 2/10/2020

Summary: The legislative subcommittee met on 1/20/2020 to discuss three items: the EAC Legislative Concept, the Policy Option Package, and a formal partnership with the Consortium organized by Director Lynn. Chair Koskela, Director Wilk, Director Graupp, and Director Clark were in attendance to ask critical questions and provide thoughtful discussion. What follows is a brief update on each of the three items under consideration:

Legislative Concept: The Legislative Concept was originally proposed by the EAC and language was developed in conjunction with the Department of Justice and Legislative Council. Simultaneously, the Education Recovery Committee met to discuss the Governor's educational priorities for the biennium. Language was finalized with the Department of Justice and the Legislative Council and instead of introducing the Legislative Concept through a house or senate member the Legislative Concept was wrapped into the proposed educational equity bill guided by the Education Recovery Committee. The Legislative Subcommittee had technical questions about impact which were discussed but no major concerns emerged from the discussion.

Policy Option Package: The Policy Option Package proposed by the EAC will allocate reserve grant-in-aid funding from the previous Network for Quality Teaching and Learning program to create an Indigenous and Tribal Educator Institute and Anti-Racist Leadership Initiative. The previous funding was inaccessible to the EAC due to spending limitations set by legislation. This Policy Option Package would allow for the EAC to strategically invest in diversifying and supporting the educator workforce through a culturally specific initiative and a focus on creating racially affirming systems with additional leadership support.

The Legislative Subcommittee discussed the implications of one time funding and the potential impact of moving forward without guaranteed funding in the next biennium. However, Daniel Ramirez connected with Shadiin Garcia (Senior Strategy and Operations Officer) and April Campbell (Director of the Office of Indian Education) to discuss the rationale, connection, and future of this line of funding.

- Both April and Shadiin were clear that funding for Indigenous and Tribal programs have always been connected with risk and much of what we see today supporting Indigenous and Tribal Education was never guaranteed funding - their assessment was that this funding creates a precedent that we should invest in culturally specific initiatives to diversify the educator workforce.
- Additionally, April and Shadiin provided important context to help the legislative subcommittee understand that the proposed Indigenous and Tribal Educator Institute connects to objectives within the American Indian/Alaskan Native Student Success Plan as well as to a pilot program that the Office of Indian Education will be running this spring to support Indigenous and Tribal educators.



Daniel also presented the Indigenous and Tribal Educator Institute to the Government to Government Tribal Education Cluster and received broad support. Daniel also continues to meet regularly with April to collaborate on connections to the pilot program and next steps related to the institute. The legislative subcommittee was in support of this part of the Policy Option Package.

The Anti-Racist Leadership Initiative was also discussed but the subcommittee determined that more information was needed before they felt comfortable moving forward to support this part of the Policy Option Package. The legislative subcommittee will meet again in February with Director Urbina to ask questions related to the context, connection, and future of this proposed initiative.

The Educator Preparation Consortium: Director Lynn has proposed and created an Educator Preparation Consortium that aims

“to facilitate forward-thinking and visionary dialogue among education groups including TSPC, OSPA, OEA, OSBA, OACTE, COSA, ODE, EAC (RENS), HECC, OAICU, Superintendents, ESDs, & OALA and members of the legislature, and a rep from the Governor’s office to document the good work that is happening, identify gaps in the preparation of educators (teachers, counselors, principals, and other school professionals) and develop collaborative solutions designed to address these gaps;

1. To support cross-institutional academic program development and offerings in high-need areas - (READ Oregon as an example);
 - a. Increase access to teacher preparation for remote/rural areas of the state;
 - b. Increase the recruitment and retention of diverse educators;
 - c. Breakdown barriers to teacher preparation through strategic use of a “multiple measures approach”

The first meeting of the consortium was held on January 15th. Facilitated by Director Lynn, Chair Koskela, Director Rosilez, and Daniel presented and participated in the consortium. The legislative subcommittee met to discuss a formal partnership but had additional questions for Director Lynn before making a decision on a formalized partnership. Director Lynn will meet with the legislative subcommittee in February to answer additional questions related to the goals, partnerships, and implications of the consortium.



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.



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?