

**EDUCATOR ADVANCEMENT COUNCIL  
RETREAT AGENDA – DAY ONE**



Wednesday, May 22, 2019

1:00 p.m. – 5:00 p.m.

Broadway Commons, 1300 Broadway Street NE, Salem, OR

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

*Meeting Protocols*

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

*Meeting Outcomes – Day One*

- ✓ Finalize Network Definition, Novice Educator Recommendations
- ✓ Debrief recent Joint Ways & Means Education Subcommittee
- ✓ Review SB 182
- ✓ Review Fiscal Model WG recommendation for capacity grants
- ✓ Deliberate RFP draft and discuss Implementation considerations

<b>1:00</b>	<b>1.0</b>	<b>Welcome Remarks</b>	Chair Oakes
	1.1	Roll Call	Debbie Green
	1.2	Agenda Review/Outcomes	Chair Oakes
<b>1:10</b>	<b>2.0</b>	<b>Consent Agenda – Action Item</b>	Chair Oakes
	2.1	Agenda Approval	
	2.2	Approval of April 26, and May 10, 2019, minutes	
	2.3	Network Definition	
	2.4	Novice Educator Recommendations	
<b>1:15</b>	<b>3.0</b>	<b>Reports – Information Item</b>	
	3.1	Interim Executive Director Update	Hilda Rosselli
	3.2	Governor’s Office Update	Lindsey Capps
<b>1:25</b>	<b>4.0</b>	<b>Public Comment</b>	Chair Oakes
		<ul style="list-style-type: none"><li>● <i>Public members wishing to provide public testimony must sign in at the meeting.</i></li><li>● <i>There will only be one speaker from each group.</i></li><li>● <i>Each individual speaker or group spokesperson will have three (3) minutes.</i></li><li>● <i>The Council welcomes and appreciates public input, but due to time constraints is unable to respond directly to testimony during the meeting.</i></li></ul>	
<b>1:35</b>	<b>5.0</b>	<b>SB 182 - Activity</b>	Chair Oakes
<b>2:10</b>	<b>6.0</b>	<b>Fiscal Model Work Group: Capacity Grants - Consensus Item</b>	Subcommittee Chair Yoshioka

Unanticipated agenda items may or may not be included. All Educator Advancement Council meetings are open to the public and conform to Oregon public meetings laws. Accommodations requests should be submitted to [EACinfo@OregonLearning.org](mailto: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](http://www.education.oregon.gov) to also find upcoming meetings and prior meeting materials.

**2:40 BREAK**

**2:50 7.0 RFP Discussion**

7.1 Ad Hoc RFP recommendations

Melissa Wilk / Michelle Homer-Anderson

7.2 Implementation Considerations

Chair Oakes

7.3 Overview of RFP components

Hilda Rosselli

7.4 Group discussion of components

Chair Oakes

**4:50 8.0 Wrap Up**

Chair Oakes

**5:00 Adjourn**



## **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.

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## EDUCATOR ADVANCEMENT COUNCIL MINUTES

Friday, April 26, 2019

9:00 a.m. – 3:00 p.m.

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

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

**Present:** Chair Oakes, Vice-chair Grotting, Paul Andrews surrogate Mark Redmond, Miriam Calderon, Lindsey Capps, Christy Cox, Colt Gill surrogate Carmen Urbina, Mark Girod, Ana Gomez, William Graupp, Michelle Homer-Anderson, Belle Koskela, Representative McLain, Anthony Rosilez, Jenna Schadler, Laura Scruggs, Nick Viles, Melissa Wilk, Matt Yoshioka

**Excused:** Marvin Lynn, Ken Martinez, Martha Richards, Senator Roblan

**Staff present:** Hilda Rosselli, Interim Executive Director, Angela Bluhm, Executive Support

### 1.0 Welcome Remarks

1.0 Roll Call

1.2 Agenda Review/Outcomes

### 2.0 Consent Agenda – Action Item

2.1 Agenda Approval

2.2 Approval of March 20, 2019, meeting minutes

2.3 Approval of IGA Amendment #2

2.4 Adopt the Oregon Equity Lens

Chair Oakes acknowledged the one year anniversary since EAC launched. Michelle Homer-Anderson moved to approve the consent agenda as presented, seconded by Vice-chair Grotting. The motion passed unanimously.

### 9:15 3.0 Reports – Information Item

3.1 Interim Executive Director Update

Hilda Rosselli thanked the Council for their work over the last year. Over 230 people attended the Design Institutes throughout the state. Exit tickets were collected at these events with key questions about implementation of Regional Educator Networks (REN). She met with 14 different legislators about EAC planning and progress and will discuss recommended timelines to include in a Ways and Means Education Committee presentation in May. Directors are invited to attend or present and will be provided draft slides for feedback prior to the presentation.

Per SB 182, the Oregon Teacher Scholars program has already awarded 53 Oregon Teacher Scholars with \$5000 scholarships. Following the selection round in May, we anticipate funding a total of 69 scholars for this year. She noted a Meyer Memorial Trust contribution was received of \$5,000 from a personal donor.

3.2 Governor's Office Update – moved to later in the agenda.

**9:45 4.0 Public Comment**

- *Public members wishing to provide public testimony must sign in at the meeting.*
- *There will only be one speaker from each group.*
- *Each individual speaker 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.*
- *Public comment may be made in writing and submitted to [EACInfo@OregonLearning.org](mailto:EACInfo@OregonLearning.org)*

Rob Saxton, Superintendent of NW Regional ESD, provided public comment.

**5.0 Fiscal Model WG Refined Draft Formula - Information**

Chair Yoshioka reviewed the refined draft formula and invited Rick Crager to offer recommendations based on work he has done to include relevant factors including:

- Three year average
- Inclusion of the School for the Deaf
- All educators, not just teachers
- Diversity gap
- Education Service Districts

Yet to be finalized are the amounts for the capacity work grants for the RENs. Chair Yoshioka thanked Rick Crager for all his work on this formula and asked Directors for their consensus which he received.

Belle Koskela arrived at 9:50 a.m.

**6.0 Educator Network Definition \*this item moved to before break\***

Jenna Schadler reviewed edits received to the Network Definition including Early Learning being brought in as a partner. After discussion and additional minor edits, Chair Oakes asked for consensus on the shorter, more concise version of the definition.

Rep. McLain arrived 9:52 a.m.

Miriam Calderon arrived 9:54 a.m.

**Public Comment reopened**

Christy Perry, Superintendent of Salem-Keizer School District, provided comment.

**BREAK**

**3.2 Governor's Office Update**

Lindsey Capps provided Directors with an update. The Governor is pleased to see the results of the Joint Committee on Student Success in achieving policies and investments to reduce persistent disparities in the system with an overall investment strategy of \$2B for pre-K through grade 12 and a roll up of \$40M to support the priorities of the EAC. A plan for the next two years will need to be developed by the EAC and approved by the Legislature. The Governor will continue to be an advocate for this Council.

**3.3 Legislative Update**

Representative McClain shared in addition to the Governor's support, there are 90 Legislators who want to be supportive. This is the first investment going directly to education so there may be some transitional issues and the current service level may not be as high as we need. Some programs will end

on June 30, 2019, and education is not the only area where money is needed. Recommended the EAC go forward with planning and expectations, asked for a review of year one transition, and urged the EAC to communicate this is not a program like previous grant programs. Teachers, other educators, and administrators all need to be involved in this important work. Trying to make sure we are putting the RFP out at the right time with sufficient time for EAC to review plans around common problems of practice.

Lindsey Capps noted this is a conversation about what year one and two looks like. We will have the resources to do this. Our focus should be on specifying what resources are needed in year one and in the short term.

#### **7.0 Addressing Early Learning Alignment within the EAC**

Miriam Calderon, Early Learning System Director, shared the demographics of our current early learning workforce of 25,000 and referenced four recommendations for birth to five early learning providers. Alignment is needed between K-12 and early learning providers as well as higher education serving early learning professionals. Technical assistance is provided through EL Hubs where and providers would benefit from joint professional learning, supporting transitions, and continuity of experiences. There is a growing role for K-12 to deliver preschool and EAC could make a contribution in alignment with early grades.

#### **8.0 RFP Update/Timeline Ad Hoc Group - Recommendations**

Tony Rosilez, noted the RFP will be the foundation of the work of the RENs and he acknowledged work of the staff in pulling this together. The RFP should clarify expectations for the RENs and how they will be held accountable for the dollars.

Jenna Schadler facilitated Directors working in groups to provide edits to the RFP language. The groups discussed the following topics:

- Capacity grants – to fund position for in person convenings and fiscal work
- Requirements for teacher leadership
- What can funds be used for?
- REN responsibilities
- Governance structures – teacher voice
- Varying levels of readiness

#### **LUNCH**

#### **8.1 Request to Oregon Department of Education for Temporary Rulemaking by the State Board**

Tony Rosilez moved to request Oregon Department of Education to undertake temporary rulemaking for the EAC at their next Board meeting on May 16, 2019, seconded by Belle Koskela. The motion passed unanimously.

#### **8.0 Continued**

The groups reviewed common understanding and language on Questions 1, 3, 5, 6, 7, 8 with minor edits for reference in RFP and communications. The Ad Hoc Group reached a consensus on this work and will review these edits at their next meeting on May 14, 2019.

#### **9.0 Supporting Novice Educators WG**

Melissa Wilk requested Directors read the summary and address the questions on the board. Suggestions were given to refine the document with suggested edits and bring back to the EAC in May.

Chair Oakes called for a consensus on the document assuming revisions. Consensus was achieved.

Miriam Calderon left at 2:00 p.m.

Sara Mickelson (her surrogate) joined the EAC on the phone.

## **10.0 Draft Timeline Scenarios – Discussion and Possible Action**

Hilda Rosselli reviewed four possible timeline scenarios for the RFP release. After discussion, a majority of Directors reached consensus on Scenario A for releasing the RFP in late May or early June based on staff capacity. Would then consider awarding Capacity Grants for year one to RENs by October. This allows for input into the RFP from educators and other partners before summer breaks.

## **11.0 Council Seats – ACTION ITEM**

### **11.1 Reappointments**

The following six Directors were eligible for a two-year reappointment:

- Laura Scruggs is the current director in a Middle School Teacher Position #6 and wishes to be reappointed. Standing Directors vote; unanimous approval.
- Michele Oakes is the current director in the K-12 Educator Position #8 and wishes to be reappointed. Standing Directors vote; unanimous approval.
- Jenna Schadler is the current director in the K-12 Educator Position #9 and wishes to be reappointed. Standing Directors vote; unanimous approval.
- Matt Yoshioka is the current director in the K-12 Administrator Position #11 and wishes to be reappointed. Standing Directors vote; unanimous approval.
- Martha Richards is the current director of the Philanthropy Position #19 and wishes to be reappointed. Standing Directors vote; unanimous approval.
- Ana Gomez is the current director of the Community-based Organization Position #21 and does not wish to be reappointed. She was thanked and recognized for her leadership and service both on the Governor's Council on Educator Advancement and the EAC.

### **11.2 Chair, Vice-chair election**

Nominations were taken for Chair and Vice-chair. Don Grotting has accepted the role of Vice-chair. Nominations were received for Chair for Belle Koskela and Michele Oakes. EAC voted to delay this decision until the May Retreat when nominations for Chair will be reopened.

### **11.3 Additional Standing Director**

Lindsey Capps introduced Ben Cannon, Executive Director of the Higher Education Coordinating Commission and recommended him for EAC appointment as a Standing Director with a vote at the May meeting and effective July 1, 2019.

## **12.0 Closing Remarks**

**Adjourn at 3 p.m.**



## EDUCATOR ADVANCEMENT COUNCIL MINUTES

Friday, May 9, 2019  
8:00 a.m.

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

**Present by phone:** Chair Oakes, Paul Andrews; surrogate for Miriam Calderon, Sara Mickelson; surrogate for Colt Gill, Carmen Urbina; Christy Cox, Bill Graupp, Michelle Homer-Anderson, Marvin Lynn, Martha Richards, Representative McLain, Tony Rosilez, Jenna Schadler, Laura Scruggs, Melissa Wilk, Matt Yoshioka

**Excused:** Vice-chair Grotting, Belle Koskela, Ken Martinez, Nick Viles

**Staff present:** Hilda Rosselli, Interim Executive Director, Cheryl Myers, EAC Transition Director

### 1.0 Welcome Remarks

Chair Oakes opened the meeting at 8:03 a.m.

#### 1.1 Roll Call

Hilda Rosselli took roll call; a voting quorum was confirmed (3 Standing, 10 Rotating)

### 2.0 Public Comment

None received.

### 3.0 EAC Temporary Rules – ACTION ITEM

#### 3.1 Temporary Rules

Bill Graupp moved to approve the draft temporary rules as presented, Marvin Lynn seconded; Directors held a brief discussion. Anthony Rosilez amended the motion 0011(d) “REN coordinator required and identify responsibilities”, seconded by Martha Richards. Motion to amend passed unanimously. Christy Cox moved to amend 007 to add “Phases 1-3 Continuous Improvement Process” definition Laura Scruggs seconded. Motion to amend passed unanimously. Anthony Rosilez motion to amend language in 0015 (3) REN must expend funds received under this section in accordance with the RFP issued by the EAC and with the Regional plan developed approved ...” Bill Graupp seconded. Motion to amend passed unanimously. Carmen Urbina motion to amend 0007(3) “EAC may revoke status ... all requirements of the REN RFP issued by the EAC” seconded by Michelle Homer-Anderson; motion passed unanimously. Bill Graupp amends motion to approve include 4 amendments

### 4.0 Closing Remarks

Chair Oakes made closing remarks and adjourned the meeting at 8:49 a.m.



## Educator Network Definition

1. For the RFP Clean Version with a few edits

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

2. Elevator version: Clean shortened version

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





Educator Advancement Council

May 22, 2019  
Docket Item #3.1

Docket Item: Staff Engagement Report

Date	Event Attended	Sponsoring Organization	EAC Staff Attending	Directors Attending
4/30	ESSA Leadership Learning Community	Wallace Foundation	Hilda Rosselli	
5/10	Oregon Association of Colleges for Teacher Education (OACTE)	OACTE	Hilda Rosselli	Mark Girod Marvin Lynn
5/13	Bilingual Teachers/HECC Student Success & Completion Fund Model	HECC	Hilda Rosselli	Tony Rosilez Mark Girod
5/22 Rescheduled	Ways & Means Education Committee/EAC presentation	Legislature	Hilda Rosselli Cheryl Myers	Matt Yoshioka
5/15	Educator Equity Advisory Group	CEdO	Hilda Rosselli	Tony Rosilez
5/16	State Board of Education Meeting	ODE	Hilda Rosselli Cheryl Myers	Lindsey Capps

Upcoming Events

Date	Event Scheduled	Sponsoring Organization	EAC Staff Attending	Directors Attending
5/28-5/31	National Conference on Race & Ethnicity in American Higher Education (NCORE)	NCORE	Cheryl Myers	

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





May 15, 2019

Dear Chair Veliz and members of the State Board of Education:

The Educator Advancement Council marks a turning point for education that the Oregon Education Association has long advocated for – putting educator voice at the center of decision making and ensuring educators are in the driver’s seat of their profession. There is much to applaud in the temporary rules the State Board will consider this week. There are also sections that raise concerns for OEA, which represents the voices of more than 45,000 educators across the state.

OEA would like to put forward some guiding principles for the State Board to consider as it weighs these temporary rules today and ultimately permanent rules for the EAC.

1. *Educator Voice*

For far too long, educator voice including the voice of Education Service Professionals, has been an afterthought in education policy and practice decisions. School, district, and state leaders make decisions that affect thousands of educators and how they interact with and ultimately impact Oregon’s students, but very rarely have those decision makers sought meaningful input from those same people. OEA has called upon this body and ODE to do better in putting educators in the driver’s seat of their profession. The EAC was established with the intent of raising educator voice and the rules and processes governing the EAC and the Regional Educator Networks must protect this intent.

2. *Equitable Distribution of Funds*

The EAC was established in large part to end the inequitable distribution of the former Network for Teaching and Learning funds. Those funds made big differences in districts that received them but left many schools and districts without any additional resources for mentoring educators, growing teacher leadership, or transforming professional learning. The final rules for the Regional Educator Network Funding Formula must ensure equitable distribution so *all* educators – licensed and classified -- and communities benefit.

3. *Authentic Continuous Improvement*

The idea of empowering educator leadership and raising up student, family, and educator voice to create locally contextualized solutions to problems they have collectively identified is a powerful human-centered initiative that OEA supports. We cannot go back to “business as usual” – top-down decisions made by only a few, purchasing products without regard for fit or need, or only paying lip service to educator voice. The final rules for the Regional Educator Network Regional Plans need strong quality controls that promote true continuous

improvement, which is a process that also embraces learning from failure.

4. *Promoting Networks*

The emphasis of the EAC is to build networks of learning across the state and to break down the artificial silos between districts. This is a value we embrace at OEA and one of our own networks of educators on quality assessment practices was studied by the EAC as a prototype for how networks can move improvement faster and farther than working alone. The final rules must champion the learning and improvement that can happen when schools and districts open their doors and work with each other rather than in isolation.

5. *Association Collaboration*

The final rules should also require regional networks and school districts to work in collaboration with their local unions. Research has shown that effective collaborative partnerships in education lead to a number of increased gains, including greater retention, more effective communication amongst stakeholder, and increases in student success. The [National Labor Management Partnership](#) recently issued a call to action to the education community to foster a culture of learning and joint problem solving. OEA has been taking a lead on professional learning in the state and further collaboration with local unions will only serve to strengthen the regional networks.

If done well, the Regional Educator Networks will have a significant impact on teaching and learning across the state. If done poorly or in a rushed manner, we will just have more of the same ineffective professional development and educator disempowerment that was the hallmark of No Child Left Behind. OEA will continue to provide feedback to the EAC and the commissioners who serve on that council. I ask the State Board to consider our guiding principles when voting on the Educator Advancement Fund and Regional Educator Networks.

Respectfully Submitted,



John Larson  
President, Oregon Education Association

Created by EN 5-15-19

**Temporary Rules Governing the Educator Advancement Fund and  
Regional Educator Networks**

**DIVISION 12: EDUCATOR ADVANCEMENT FUND**

**581-012-0001 Definitions**

The following definitions apply to OAR 581-012-0001 to 581-012-0019

- (1) "Educator Advancement Fund" means the fund established by ORS 342.953.
- (2) "ESD" means education service district as defined in ORS 334.003.
- (3) "Nonprofit organization" means an education-focused organization that:
  - (a) Is established as a nonprofit organization under the laws of Oregon; and
  - (b) Qualifies as an exempt organization under section 501(c)(3) or a social welfare organization under 501(c)(4) of the Internal Revenue Code as defined in ORS 314.011.
- (4) "Oregon equity lens" means the equity lens as defined in OAR 581-018-0010.
- (5) "Postsecondary institution of education" means:
  - (a) A community college operated under ORS Chapter 341;
  - (b) The following public universities:
    - (A) University of Oregon;
    - (B) Oregon State University;
    - (C) Portland State University;
    - (D) Oregon Institute of Technology;
    - (E) Western Oregon University;
    - (F) Southern Oregon University;

(G) Eastern Oregon University;

(c) Oregon Health and Science University; or

(d) An Oregon-based, accredited, not-for-profit institution of higher education.

(6) "School district" means a common or union high school district.

(7) "Tribe" means any of the federally recognized Native American tribes of this state.

Statutory/Other Authority: ORS 342.940 and 324.943

Statutes/Other Implemented: ORS 342.940 and 324.943

### **581-012-0003 Equity Lens**

The Educator Advancement Council, the Oregon Department of Education, and the Regional Educator Networks will apply the Oregon equity lens in all work relating to the Educator Advancement Fund and the Regional Educator Networks.

Statutory/Other Authority: ORS 342.940 and 324.943

Statutes/Other Implemented: ORS 342.940 and 324.943

### **581-012-0005 Educator Advancement Fund**

The Educator Advancement Fund may be used for the following purposes:

(1) Regional Educator Network capacity grants pursuant to OAR 581-012-0013;

(2) Regional Educator Network formula funding pursuant to OAR 581-012-0015;

(3) Other investments directed by the Oregon Legislature or the Educator Advancement Council pursuant to OAR 581-012-0017; and

(4) Educator Advancement Council and ODE administrative costs.

Statutory/Other Authority: ORS 342.940 and 324.943

Statutes/Other Implemented: ORS 342.940 and 324.943

### **581-012-0007 Regional Educator Networks**

(1) The Educator Advancement Council will develop Regional Educator Networks across the state for the purpose of facilitating the work of school districts in their respective regions as they improve systems designed to support educators.

(2) Regional Educator Networks must:

(a) Comply with all requirements of ORS 342.943;

(b) Establish a coordinating body for the regional educator network with membership based on the requirements in statute ORS 342.943(2)(f);

- (c) Convene member organizations in their region. Eligible member organizations are school districts, state-sponsored public charter schools, the Oregon School for the Deaf, and an education program under the Youth Corrections Education Program or the Juvenile Detention Education Program;
  - (d) Oversee and monitor Educator Advancement Fund resources allocated to the Regional Educator Network;
  - (e) Reflect and communicate the nature and intent of the Educator Advancement Fund funding;
  - (f) Model and reinforce authentic local stakeholder and educator engagement efforts;
  - (g) Demonstrate a commitment to equity-driven policies and practices including engagement of community stakeholder groups;
  - (h) Support the member organizations through phases 1-3 of a continuous improvement process as defined by the Regional Educator Network Request for Proposals;
  - (i) Participate in ongoing Training and Technical Assistance as required by the Educator Advancement Council;
  - (j) Ensure the Regional Educator Network coordinator is communicating regularly with the Educator Advancement Council;
  - (k) Develop a local plan in accordance with OAR 581-012-0011;
  - (l) Host and promote Training and Technical Assistance opportunities offered by the Educator Advancement Council to support the work of governance groups and/or districts;
  - (m) Participate in best-practice sharing with other Regional Educator Networks, including Educator Advancement Council hosted statewide Regional Educator Network convenings; and
  - (n) Collaborate with other Regional Educator Networks to meet the identified needs of a district if a priority is not being addressed in their local Regional Educator Network.
- (3) The Educator Advancement Council may revoke a Regional Educator Networks status for failure to meet all requirements as specified in the Regional Educator Network Request for Proposals issued by the Educator Advancement Council.

#### **581-012-0009 Criteria for Selecting Regional Educator Networks**

- (1) For each biennium, the Educator Advancement Council will establish a request for proposal solicitation and approval process. The Council will notify eligible applicants of the proposal process and the due dates, and make available necessary guidelines and application forms.
- (2) All proposals must comply with the requirements of ORS 342.943 and rules adopted to implement those laws.

(3) The Educator Advancement Council will select Regional Educator Networks based on the evaluation of the grant applications and the geographic location of applicants to ensure all areas of the state are represented in a Regional Educator Network.

(4) The following entities are eligible to be a Regional Educator Network:

(a) School districts;

(b) ESDs;

(c) Non-profit organizations;

(d) Post-secondary institutions of education;

(e) Tribes; and

(f) A consortium of any combination thereof of entities described in this subsection.

(5) Regional Educator Networks must be or partner with an eligible fiscal agent. Eligible fiscal agents are school districts, ESDs, or post-secondary institutions of education.

Statutory/Other Authority: ORS 342.940 and 324.943

Statutes/Other Implemented: ORS 342.940 and 324.943

#### **581-012-0011 Regional Educator Network Regional Plan**

(1) Regional Educator Networks must develop a regional plan. The regional plan must:

(a) Comply with the requirements of ORS 342.943(3) and (4);

(b) Incorporate the local plans developed by each of the Regional Educator Network's member organizations;

(c) Describe any technical assistance to be provided by the Regional Educator Network;

(d) Identify responsibilities of the required Regional Educator Network coordinator and the amount of assigned FTE;

(e) Identify leveraged resources and additional partner contributions;

(f) Articulate how funding will be used to support the work of the Regional Educator Network and local districts; and

(g) Span a minimum of four years.

(2) Regional Educator Networks must submit the regional plan to the Educator Advancement Council. Each biennium the Educator Advancement Council will announce a deadline for submission of the regional plan.

(3) The Educator Advancement Council must review regional plans submitted by each Regional Educator Network to determine whether the plan should be approved. A regional plan will be approved if the plan meets the requirements of subsection (1) of this rule.

(4) Regional Educator Networks may amend an approved plan so long as the amendment is done in consultation with the Educator Advancement Council and the amended plan is approved by the Council as required under subsection (5) of this rule.

Statutory/Other Authority: ORS 342.940 and 324.943

Statutes/Other Implemented: ORS 342.940 and 324.943

### **581-012-0013 Regional Education Network Capacity Grants**

(1) For each biennium, the Educator Advancement Council will determine and communicate the total amount of funds to be made available to the Regional Educator Networks as capacity grants.

(2) The Oregon Department of Education will distribute funds from the Educator Advancement Fund to each Regional Educator Networks according to the direction of the Educator Advancement Council.

(3) Capacity grants can be used for the following purposes:

(a) Staffing, supplies, and travel costs for at least one dedicated Regional Educator Network staff person to work with people and schools in the region;

(b) Costs related to convening the coordinating body or district teams, including costs for travel, and substitutes for teachers; and

(c) Contracts for services to provide support with data collection, technical assistance, evaluation, and educator development content expertise.

(4) Regional Educator Networks must separately account for funding received under this section and must submit an expenditure report to the Educator Advancement Council upon request by the Council.

(5) If a Regional Educator Network does not spend all of the allotted funds in the given biennium, the Educator Advancement Council will direct the Department of Education to reallocate the funds to one or more of the other Regional Educator Networks or hold the funds in the Educator Advancement Fund to be distributed in the following biennium.

Statutory/Other Authority: ORS 342.940 and 324.943

Statutes/Other Implemented: ORS 342.940 and 324.943

### **581-012-0015 Regional Educator Network Formula Funding**

(1) For each biennium, the Educator Advancement Council will determine the total amount of funds to be made available to the Regional Educator Networks for use by the eligible members within the Regional Educator Network.

(2) The Oregon Department of Education will distribute funds from the Educator Advancement Fund to each Regional Educator Network according to the direction of the Educator Advancement Council.

(3) The Regional Educator Networks must expend funds received under this section in accordance with the Regional Educator Network Request for Proposals issued by the Educator Advancement Council and the regional plan developed and approved under 581-012-0011.

(4) Regional Educator Networks must separately account for funding received under this section and must submit an expenditure report to the Educator Advancement Council upon request by the Council.

(5) If a Regional Educator Network does not spend all of the allotted funds in the given biennium, the Educator Advancement Council will direct the Department of Education to reallocate the funds to one or more of the other Regional Educator Networks or hold the funds in the Educator Advancement Fund to be distributed in the following biennium.

Statutory/Other Authority: ORS 342.940 and 324.943

Statutes/Other Implemented: ORS 342.940 and 324.943

#### **581-012-0017 Other Investments**

(1) The Educator Advancement Council may make other investments at the direction of the legislature or at the discretion of the Educator Advancement Council.

(2) The Oregon Department of Education will distribute funds according to the direction of the Educator Advancement Council.

Statutory/Other Authority: ORS 342.940 and 324.943

Statutes/Other Implemented: ORS 342.940 and 324.943

#### **581-012-0019 Reporting**

(1) Prior to the end of each fiscal year, a Regional Educator Network receiving funds from the Educator Advancement Fund must submit to the Educator Advancement Council:

(a) An expenditure report; and

(b) Audited financial statements.

(c) A report on progress toward goals and locally identified metrics in the regional plan and other metrics identified by the Educator Advancement Council.

Statutory/Other Authority: ORS 342.940 and 324.943

Statutes/Other Implemented: ORS 342.940 and 324.943

### EAC Review Protocol for Senate Bill 182

The passage of SB 182 established the Educator Advancement Council and spelled out levels of specificity regarding the charge and work to be accomplished by the EAC. A year into the process, it is timely to review our status, noting accomplishments, work in progress, and work yet still to be done.

SB 182 Language	Progress to Date	Comments/ Remaining Work
<p><b><i>Establishing the EAC</i></b></p> <p>(2)(a) The Educator Advancement Council is created, as provided by ORS 190.010 (5) and with the authority described in ORS 190.110, for the purposes of providing resources related to educator professional learning and other educator supports.</p> <p>(b) The council shall function through an intergovernmental agreement, as provided by ORS 190.003 to 190.130. The intergovernmental agreement shall outline the governance framework and the administrative details necessary for the efficient and effective implementation of the duties of the council.</p> <p>(3)(a) The council shall consist of members who are representatives of the members of the intergovernmental agreement creating the council, including representatives of state agencies, school districts and education service districts.</p> <p>(b) In addition to the members of the council specified in paragraph (a) of this sub-section, the council shall consist of members who are:</p> <p>(A) Practicing educators, early learning providers and professionals and school district board members; and</p> <p>(B) Representatives of educator preparation providers, education-focused nonprofit organizations, education-focused philanthropic organizations, professional education associations, community-based education organizations that represent families and students, post-secondary institutions of education and federally recognized tribes of this state.</p> <p>(c) The majority of the members of the council identified under paragraphs (a) and (b) of this subsection may identify additional members of the council.</p>	<p>EAC launched.</p> <p>IGA developed.</p> <p>EAC members appointed per statute.</p>	
<p><b><i>Charge of EAC</i></b></p>		

<p>SECTION 1.  (4) The council shall:</p> <ul style="list-style-type: none"> <li>• (a) Establish a system of educator networks, as described in section 2 of this 2017 Act, by which every educator in this state has access to professional learning opportunities; and</li> <li>• (b) Connect educator networks and facilitate communications within and among the networks to improve teaching and learning.</li> </ul> <p>SECTION 2.  (1) The Educator Advancement Council shall establish a system of educator networks, including prescribing characteristics of educator networks and selecting the entities to serve as educator networks.</p>		
<p><b><i>Statutory changes as of July 1, 2019</i></b></p> <p>SECTION 19. The Network is repealed (ORS 342.950)</p> <p>SECTION 20.  (2)(a) The Educator Advancement Council is created, as provided by ORS 190.010 (5) and with the authority described in ORS 190.110, for the purposes of providing resources related to educator professional learning and other educator supports</p> <p>(4) The council shall:</p> <ul style="list-style-type: none"> <li>(a) Establish a system of educator networks, as described in section 2 of this 2017 Act, by which every educator in this state has access to professional learning opportunities; [and]</li> <li>(b) Coordinate the distribution of moneys to educator networks from the Educator Advancement Fund based on the needs of the educators identified by the networks;</li> <li>(c) Connect educator networks and facilitate communications within and among the networks to improve teaching and learning[.]; and</li> <li>(d) Continuously assess the needs of educators in this state and coordinate priorities based on the moneys available for distribution from the Educator Advancement Fund.</li> </ul> <p>SECTION 22. ORS 327.008 is amended to read:  (12)(a) Each biennium, the Department of Education shall transfer [\$33] \$39.5 million from the State School Fund to the [<i>Network of Quality Teaching and Learning</i>] Educator Advancement Fund established under ORS 342.953.  Starting in 2019-21 biennium, the amounts shall be adjusted by the same percentage by which the instructions furnished to state agencies by the Governor under ORS</p>		

<p>291.204 direct the state agencies to adjust their agency budget requests for special payments under ORS 291.216 (6)(a)(C).</p>		
<p><b><i>Roles of Educator Networks</i></b></p> <p>(3) Each educator network shall:</p> <p>(a) Establish professional educator priorities that reflect local needs for each school and school district served by the educator network based on professional learning plans submitted by educators;</p> <p>(b) Ensure equitable access by educators to resources that are distributed through the council;</p> <p>(c) Pursue state and other funds and resources on behalf of the members of the educator network and the educators served by the educator network; and</p> <p>(d) Coordinate communications and accountability for resources distributed through the council to educators served by the educator network.</p>		
<p><b><i>Expectations of Educator Networks</i></b></p> <p>(4) When establishing professional educator priorities that reflect local needs, each educator network shall strive to:</p> <p>(a) Enhance a culture of leadership and collaborative responsibility that elevates and advances the teaching profession among professionals employed by early learning services, schools serving students in kindergarten through grade 12, education service districts, educator preparation providers, nonprofit organizations, professional associations and community-based organizations.</p> <p>(b) Enhance access for educators to high-quality professional learning that:</p> <p>(A) Supports culturally responsive practices;</p> <p>(B) Is guided by the needs of educators served by the educator network;</p> <p>(C) Maximizes collaborative leadership among teachers and administrators; and</p> <p>(D) Reflects professional learning standards.</p> <p>(c) Strengthen and enhance existing evidence-based practices that improve student achievement and that reflect changing students' needs and demographics.</p> <p>(d) Improve the recruitment, preparation, induction and support of educators at each stage of the educators' careers.</p> <p>(e) Enhance leadership and career advancement opportunities for teachers and increase the perspectives of teachers in identifying priorities for funding educator professional learning and educator supports.</p>		
<p><b><i>Sections 10 – 18</i></b></p> <p>Define what the Network for Quality Teaching and Learning can fund through</p>		

June 30, 2019.		
<p><b>Who can Sponsor a Network?</b></p> <p>(2) An entity is eligible to sponsor an educator network if the entity:</p> <p>(a) Is a school district, an education service district, a nonprofit organization, a post- secondary institution of education, a federally recognized tribe of this state or a consortium that is any combination of the entities described in this paragraph;</p> <p>(b) Has demonstrated the ability to oversee the use of funds in support of professional development, mentoring or other direct supports to educators;</p> <p>(c) Has demonstrated a commitment to equity-driven policies and practices;</p> <p>(d) Has the capacity to coordinate services across the region served by the educator network;</p> <p>(e) Has demonstrated experience in developing and managing partnerships; and</p> <p>(f) Has, or agrees to establish, a coordinating body for the educator network that includes:</p> <p>(A) A majority of educators who are based in schools from different grades and content areas and who are reflective of the student demographics of the region served by the educator network; and</p> <p>(B) Members representing state agencies, school districts, education service districts, early learning providers and professionals, school board members, educator preparation providers, education-focused nonprofit organizations, education-focused philanthropic organizations, professional education associations, community-based education organizations that represent families and students, post-secondary institutions of education and federally recognized tribes of this state.</p>		
<p><b>Who can be a Fiscal Agent?</b></p> <p>Section 2 (5) Any school district, education service district or post-secondary institution of education that is a member of an educator network may serve as the fiscal agent for the educator network.</p>		
<p><b>Rulemaking</b></p> <p>(7)(a) The Chief Education Office, the State Board of Education and the Teacher Standards and Practices Commission may adopt any rules necessary at the request of the council to support the council or to perform any duties assigned to the office, board or commission under this section.</p> <p>(b) The council may adopt rules pursuant to ORS chapter 183 for the purpose of section 2 of this 2017 Act.</p>		

<p><b>Role of CEdO</b></p> <p>Section 1 (5) The Chief Education Office shall provide support to the strategic direction of the council by:</p> <ul style="list-style-type: none"> <li>(a) Conducting and coordinating research to monitor: <ul style="list-style-type: none"> <li>(A) Teaching and learning conditions;</li> <li>(B) Educator workforce supply and demand; and</li> <li>(C) Common outcomes and measures anticipated to promote improvement in teaching and learning.</li> </ul> </li> <li>(b) Assisting the council in coordinating and connecting educator networks, supporting professional learning priorities, enabling access to professional learning and supports, leveraging funding sources and managing innovation funds.</li> <li>(c) Recommending statutory and agency rule changes needed to support the purposes of the council.</li> <li>(d) Supporting programs that help to achieve the purposes of the Educators Equity Act.</li> <li>(e) Supporting a statewide plan for increasing: <ul style="list-style-type: none"> <li>(A) The supply of culturally diverse teacher candidates; and</li> <li>(B) The successful recruitment of effective educators to work in high-need schools and in practice areas with a shortage of educators.</li> </ul> </li> <li>(f) Identifying high-leverage educator practices to be developed by educators throughout their careers.</li> <li>(g) Providing accountability of the council by ensuring that the council: <ul style="list-style-type: none"> <li>A) Gives preference, when making recommendations about funding distributions, to entities that have demonstrated success in improving student indicators.</li> <li>(B) Considers the delivery of services for the benefit of all regions of this state when establishing the system of educator networks.</li> <li>(C) Works toward improving student progress indicators identified by the Chief Education Office or set forth in ORS 350.014.</li> <li>(D) Includes and connects education providers and leaders from prekindergarten through post-secondary education.</li> </ul> </li> <li>(h) Providing staff support for the administrative functions of the council.</li> </ul>		
<p><b>Role of ODE</b></p> <p>Section 20 (6) (a) Developing a system that allows for the statewide dissemination of emerging practices and evidence-based models.</p> <p>(b) Providing technical assistance to the council, including online systems for sharing</p>		

<p>professional learning resources and supporting educator networks.</p> <p>(c) Administering the distribution of grant and contract funds for programs described in this section.</p> <p>(d) Providing administrative support to the educator networks, including:</p> <ul style="list-style-type: none"> <li>(A) Making recommendations to the Chief Education Office and the council about the selection of the sponsors of educator networks;</li> <li>(B) Providing technical assistance to educator networks; and</li> <li>(C) Entering into grant agreements or contracts for the distribution of funds to educator networks.</li> </ul>		
<p><b><i>After CEdO Sunsets</i></b></p> <p>Section 25 (5) The Chief Education Office shall provide support to the strategic direction of the council by:</p> <ul style="list-style-type: none"> <li>(b) Conducting and coordinating research to monitor: <ul style="list-style-type: none"> <li>(A) Teaching and learning conditions;</li> <li>(B) Educator workforce supply and demand; and</li> <li>(C) Common outcomes and measures anticipated to promote improvement in teaching and learning.</li> </ul> </li> <li>(b) Assisting the council in coordinating and connecting educator networks, supporting professional learning priorities, enabling access to professional learning and supports, leveraging funding sources and managing innovation funds.</li> <li>(c) Recommending statutory and agency rule changes needed to support the purposes of the council.</li> <li>(d) Supporting programs that help to achieve the purposes of the Educators Equity Act.</li> <li>(e) Supporting a statewide plan for increasing: <ul style="list-style-type: none"> <li>(A) The supply of culturally diverse teacher candidates; and</li> <li>(B) The successful recruitment of effective educators to work in high-need schools and in practice areas with a shortage of educators.</li> </ul> </li> <li>(f) Identifying high-leverage educator practices to be developed by educators throughout their careers.</li> <li>(g) Providing accountability of the council by ensuring that the council: <ul style="list-style-type: none"> <li>A) Gives preference, when making recommendations about funding distributions, to entities that have demonstrated success in improving student indicators.</li> <li>(B) Considers the delivery of services for the benefit of all regions of this state when establishing the system of educator networks.</li> <li>(C) Works toward improving student progress indicators identified by the Chief</li> </ul> </li> </ul>		

<p>Education Office or set forth in ORS 350.014.</p> <p>(D) Includes and connects education providers and leaders from prekindergarten through post-secondary education.</p> <p>(h) Providing staff support for the administrative functions of the council.</p>		
<p><b>Legislative Appropriation</b></p> <p>Section 21 (1) The Educator Advancement Fund is established in the State Treasury, separate and distinct from the General Fund. Interest earned by the Educator Advancement Fund shall be credited to the Educator Advancement Fund.</p> <p>(2) Moneys in the Educator Advancement Fund are continuously appropriated to the Department of Education for the Network of Quality Teaching and Learning established by ORS 342.950 and for the Educator Advancement Council created by section 1 of this 2017 Act.</p> <p>(3) The Department of Education, on behalf of the State of Oregon, may solicit and accept gifts, grants or donations from public and private sources for the Educator Advancement Council. Moneys received under this section shall be deposited into the Educator Advancement Fund.</p> <p>Section 22 (12)(a) Each biennium, the Department of Education shall transfer [§33] \$39.5 million from the State School Fund to the [Network of Quality Teaching and Learning] Educator Advancement Fund established under ORS 342.953.</p> <p>Section 22 (12 (c) For each biennium, the amounts identified in [paragraph (b)(B) and (C) of] this subsection shall be adjusted by the same percentage by which the [amount appropriated to the State School Fund for that biennium is increased or decreased compared with the preceding biennium, as determined by the Department of Education after consultation with the Legislative Fiscal Officer] instructions furnished to state agencies by the Governor under ORS 291.204 direct the state agencies to adjust their agency budget requests for special payments under ORS 291.216 (6)(a)(C).</p>		
<p><b>Amendments to Network language (Until July 1, 2019)</b></p> <p>SECTION 12. ORS 329.805 is amended to read: 329.795.</p> <ul style="list-style-type: none"> <li>• Educator networks are eligible to participate in the beginning teacher and administrator mentorship program.</li> <li>• A school district can participate through an educator network to jointly operate a mentorship program.</li> <li>• An educator network can administer a grant-in-aid for the mentorship</li> </ul>		

<p>SECTION 17. ORS 329.838 is amended to read: 329.838.</p> <ul style="list-style-type: none"> <li>• Educator networks are eligible to participate in the school district collaboration grant program.</li> <li>• ODE can provide technical assistance to educator networks applying or receiving school district collaboration grant.</li> <li>• An educator network can administer a grant-in-aid for a school district collaboration grant program.</li> </ul>		
<p><b>Reporting</b></p> <p>SECTION 3. The Educator Advancement Council shall submit a report on the progress of the council toward implementing the duties prescribed to the council by sections 1 and 2 of this 2017 Act to the interim committees of the Legislative Assembly related to education no later than January 15, 2018.</p>		
<p><b>Professional Development for Early Learning Providers and Financial Aid for Certain Teacher Candidates to Use at Educator Preparation Providers</b></p> <p>SECTION 7. (1) The Early Learning Division, under the direction of the Early Learning Council and in collaboration with the Educator Advancement Council created by section 1 of this 2017 Act, shall establish and implement policies and practices to achieve vigorous and comprehensive early childhood professional development systems in this state that incorporate improved recruitment, preparation, induction, career advancement opportunities and support for early learning providers and professionals, including professionals who provide home visiting services.</p> <p>(2) To achieve the objectives described in subsection (1) of this section, the division shall develop or expand:</p> <p>(a) Strategies and partnerships that connect early learning providers and professionals with access to education pathways, including college credentials, degrees and certificates;</p> <p>(b) Coaching and mentorship programs that make available cohorts, mentors and quality improvement specialists to advise, assist, educate and provide information to early learning providers and professionals;</p> <p>(c) Professional development tracking systems for the workforce for early learning to ensure coverage of the necessary skills and knowledge required of early learning</p>		

<p>providers and professionals, including professionals who provide home visiting services; and</p> <p>(d) Collaborations that support exempt family child care providers, as defined in ORS 329A.430, through the advancement of research in child development, peer learning and mentoring.</p> <p>(3) The division shall collaborate with any state agencies or other partners to achieve the objectives described in subsection (1) of this section and to carry out the provisions of sub- section (2) of this section.</p>		
<p><b><i>Teacher candidate scholarships</i></b></p> <p>SECTION 9. (1) In addition to any other form of student financial aid authorized by law, the Higher Education Coordinating Commission may award scholarships to culturally and linguistically diverse teacher candidates to use at approved educator preparation providers, as defined in ORS 342.120, for the purpose of advancing the goal described in ORS 342.437.</p> <p>Scholarships awarded under this section shall be in amounts of \$5,000 each academic year, for a maximum of two academic years.</p> <p>The commission shall adopt rules necessary for the implementation and administration of this section in consultation with the Educator Advancement Council and the Chief Education Office.</p>		

**Definitions**

“Educator” Section 1 (1) As used in this section and section 2 of this 2017 Act, “educator” means a teacher, administrator or other school professional who is licensed, registered or certified by the Teacher Standards and Practices Commission.



Educator Advancement Council

May 22, 2019

Docket Item# 6.0

**Educator Advancement Council – Fiscal Model Work Group**  
**REN Capacity Grant Recommendation**  
**May 22, 2019**

**Background**

At the April EAC meeting, a discussion of the REN Capacity Grant concluded the proposed biennial allocation was insufficient for the initial desired work and a request emerged for the Fiscal Model WG to address the shortfall and the merits of a Capacity Grant formula model.

The Fiscal Model WG met May 16<sup>th</sup> and bring forward the following recommendation for Council consideration.

Reflecting each REN's convening obligations and to fund at least one dedicated REN coordinator, the recommendation is to fund each region equally, but provide a bump in Years 1 and 2 to recognize additional start-up needs, anticipating this will diminish by Year 3. Some regions will serve fewer educators, but have greater geographic distance to navigate and contain many districts without prior NQTL investments. Others serve a greater number of educators, in more compressed areas with many prior year NQTL investments; even with the minimum floor model calculation, these RENs will receive significantly greater funding formula amounts and in consultation with their Coordinating Body/school districts could consider additional FTE.

**Capacity Grant Recommendation**

Each REN (assuming 10) would receive a base allocation of \$150,000 per year to offset operational needs, convening costs and provide one dedicated REN Coordinator. This amount will be prorated in Year 1 depending on when the REN Capacity Grant is awarded, but should be dispersed as early as possible. In addition to this amount, each REN will receive an additional \$100,000 in Year 1 of the 2019-21 biennium to assist with start-up needs and building the network foundation. In Year 2, beginning 7/1/2020, each REN will receive an additional \$50,000 to its base \$150,000 for the second year.

While moving forward, Year 3 is anticipated to remain solely at the base amount of \$150,000 per year, the EAC has the flexibility to review prior to each biennium and adjust accordingly.



## Educator Advancement Council

May 22, 2019

Docket Item# 6.0

### **Prorated Capacity Grant Annual Funding Levels**

- a. Year 1 \$150k (prorated on the basis of capacity grant start time) + \$100k
- b. Year 2 \$150k + \$50k
- c. Year 3 and beyond \$150k

Educator Advancement Council

May 22, 23, 2019

Docket Item#7.0



On behalf of the



## Request for Proposal

### Educator Advancement Council Regional Educator Network

2019-2021

**Grant Application Due Date: TBA**

**Oregon Department of Education  
255 Capitol Street NE  
Salem, OR 97310-0203**

**FUNDING CONTINGENT ON OREGON LEGISLATIVE BUDGET APPROVAL**

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, sexual orientation, age or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Oregon Department of Education, 255 Capitol Street NE, Salem, OR 97310; Telephone (503) 947-5600; Fax (503) 378-5156.

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DRAFT

## **Educator Advancement Council Networks Request for Proposal**

Teachers influence more to student achievement more than any other aspect of education. Years of research on teacher quality continue to confirm effective teachers not only enrich the lives of students on a daily basis but their work results in increased student achievement. It's because of the important impact of teachers on student learning that Oregon set aside dedicated monies in 2013 within the State School Fund to support and strengthen the education profession and ultimately, provide the quality education all students deserve.

As charged by the Oregon Legislature in SB182 (2017), the Educator Advancement Council (EAC) is taking a critical step toward improving how Oregon provides public school teachers, early learning professionals, and administrators with equitable access to high-quality professional learning and support throughout their careers. The EAC understands every educator needs support at multiple points along their career path to meet the needs of every student they serve. This includes work to better align shared professional culture and professional learning between early care and kindergarten to grade 3 educators including elementary school principals and Early Childhood Education directors. These collaborative efforts can support school districts in aligning attendance, curriculum, instructional, culturally responsive teaching, and assessment practices across the early learning to third-grade continuum.

Through a Request for Proposals (RFP), the EAC is seeking proposals from organizations and consortiums interested in serving as Regional Educator Networks to help facilitate the work of school districts in their respective regions as they improve systems designed to support educators.

### **I. Background**

#### **A. Original Legislation and Intent**

In 2013, Oregon's initial Network for Quality Teaching and Learning (NQTL) was created as part of HB3233—a strategic initiative to ensure Oregon's public educators have the mentoring, professional development, and other support services needed to improve the quality of teaching and learning across Oregon. This foundational investment supported funding for three biennia of initiatives, primarily distributing funding through competitive grants.

Based on feedback from many school districts, the Governor issued Executive Order 16-08 creating the Governor's Council on Educator Advancement in 2016 charged with bringing her recommendations on how Oregon could:

- Create more equitable access to resources across the state to address local educator needs and maximize local expertise;
- Set the stage for local innovation and flexibility to more effectively and equitably deploy collaborative, educator-led, and student-centered solutions to increase achievement and preparedness for the future; and

Readers are encouraged to use the Glossary of Terms provided in Appendix XX to ensure common understandings of terms used throughout this RFP.

## 5.17.19

- Leverage resources and expertise through new partnerships between public education agencies, professional associations, higher education institutions and nonprofit, philanthropy and community partners.

The Governor's Council on Educator Advancement members adopted four guiding principles outlined in Figure 3 guiding the efforts of the current Educator Advancement Council.

**Figure 1. 2016-17 Guiding Principles for Council Recommendations**



- **Equity Focused** Driven by the Council's commitment to closing educational opportunity gaps for all students, recommendations were examined using Oregon's Equity Lens. Council members affirmed all educators should be prepared and supported to create welcoming and inclusive learning environments, engage students and families, and address institutional barriers or discriminatory practices limiting access for many students in Oregon's education system.



- **A Seamless System** Fragmentation and silos could be eliminated and collaboration, efficiency, and effectiveness could be enhanced across educator preparation, licensing, employment and career advancement.



- **Empowering Teacher Voice and Leadership** One of the hallmarks of a true profession is involvement of those within the profession in determining the actual work and conditions that surround it. The Council believed policies intended to impact teachers can and should be vetted and improved by those most likely to be impacted. Opportunities for teacher leadership help elevate teaching as a desirable profession. Effective teachers afforded opportunities for teacher leadership are more likely to treat teaching as an attractive long-term career option. Effective teachers in leadership positions can help influence instructional practices in other classrooms to improve student learning<sup>1</sup>.



- **Time to Support Professional Learning** Professional learning is most effective when it is job-embedded and sustained over time rather than being a solitary event. Professional learning paired with time transfer of learning via follow-up, study groups, coaching, and reflection is associated with stronger impacts on teachers and student learning<sup>2</sup>. Teachers perceive professional learning as most effective when it is sustained over time<sup>3</sup>. High-performing countries have added job-embedded collaboration time for teachers to observe in each other's classrooms to study teaching and work on common problems of practices<sup>4</sup>.

<sup>1</sup> Akert, Nancy & Martin, Barbara. (2012). The Role of Teacher Leaders in School Improvement through the Perceptions of Principals and Teachers. *International Journal of Education*. 4. 10.5296/ije.v4i4.2290.

<sup>2</sup> Weiss, I. R., & Pasley J. D. (2006). *Scaling up instructional improvement through teacher professional development: Insights from the local systemic change initiative*. Philadelphia, PA: Consortium for Policy.

<sup>3</sup> Garet, M., Porter, A., Desimone, L., Birman, B., & Yon, K.S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4).

<sup>4</sup> Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press.

## 5.17.19

In November 2016, the Council issued a [full report](#) to the Governor with 10 recommendations outlined in Figure 4. The recommendations continue to serve as a foundation for anticipated changes resulting from successful implementation of Educator Networks in Oregon.

**Figure 4. 2016 Original Governor’s Council Recommendations to the Governor**

1) Create and deepen partnerships between Pre-Kindergarten services, districts, community colleges and universities to promote interest in the teaching profession, coordinate teacher and administrator preparation efforts, and share data sets needed to achieve a high-quality pool of licensed professionals.
2) Streamline career pathways into teaching and provide financial resources and supports to achieve an educator workforce in Oregon that is more reflective of Pre- Kindergarten-12 student demographics.
3) Support all novice teachers with induction and mentoring supports during their first two years.
4) Provide all novice school administrators with induction and mentoring supports during their first two years.
5) Require state and federally funded professional learning to be equity-driven, designed with practitioner involvement, and adhere to state adopted standards for professional learning.
6) Expand model statewide to engage teachers and administrators working together to design and implement professional learning to improve student outcomes.
7) Support a seamless system of professional learning linking Early Learning providers with the K-3 public school systems.
8) Ensure the voices of classroom teachers are included on a regular basis in decision-making regarding professional learning priorities, educator supports, and policies impacting teachers at the school, district, region, and state levels.
9) Create opportunities to develop, enhance, and recognize teacher leadership.
10) Establish a statewide Intergovernmental Coalition to coordinate and connect regional networks in support of professional learning priorities, blending of funding sources, and management of innovation funds.

### B. Continuing and Current Legislation

In 2017 the Oregon Legislature, in collaboration with the Governor’s Office and the Chief Education Office, passed [SB 182](#) enacting mechanisms to implement the Report’s recommendations through a more equitable distribution of Network funds. This included forming an Educator Advancement Council charged with establishing a system of regional educator networks across all areas of the state to offer educators access to networks and resources providing services and supports driven by educator needs across the full spectrum of an educator’s career. The EAC envisions this continuum stretching from the time individuals consider the education profession to career advancements as a teacher leader or school or district administrator as illustrated in Figure 5.

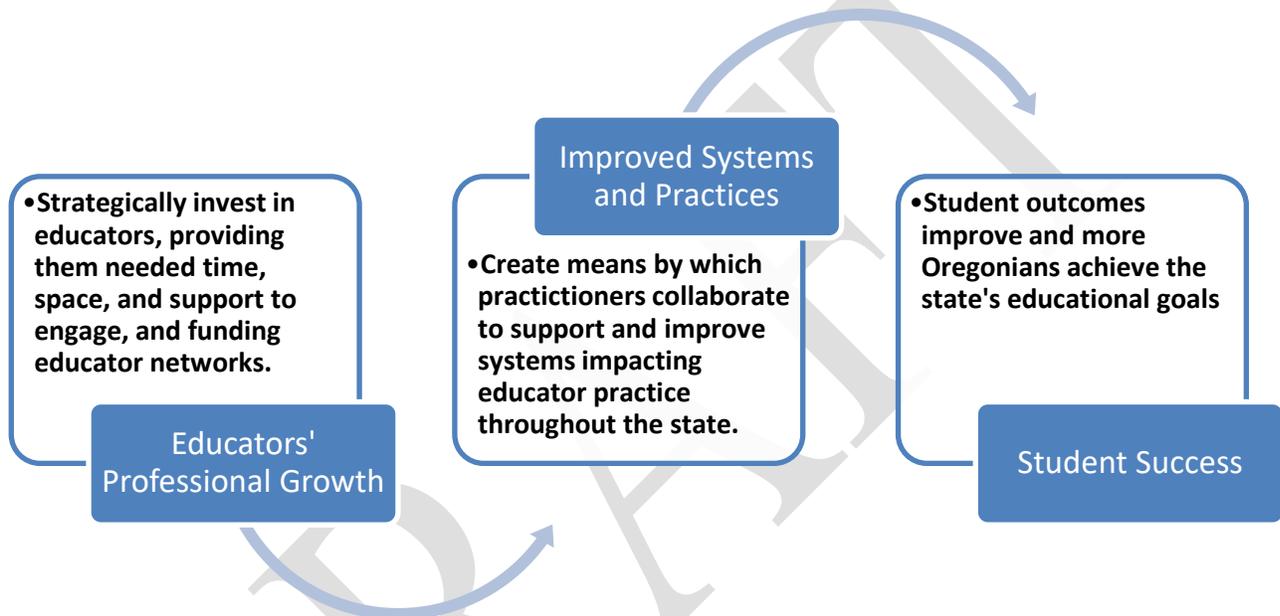
**Figure 5. Educator Career Continuum.**



### C. Theory of Action Driving the EAC Approach

The State of Oregon recognizes high quality, well-supported, and culturally-responsive educators in every classroom can unlock the potential of their students and help them succeed in school and beyond. The Regional Educator Networks will help local school districts engage educators in their community, identify local needs, and help the EAC leverage and distribute state dollars in a noncompetitive way to support educators in serving their students. Figure 6 illustrates the Theory of Action for the resulting Regional Educator Networks.

**Figure 6. Theory of Action for Educator Networks**



The EAC's establishment of educator networks represents significant changes in the way the state supports educators and ensures access across every area of the state. The EAC believes this work is best situated where:

- Networks are formed with multiple sectors in the community;
- Practitioner voices help eliminate locally defined inequities; and
- Data and the experiences of practitioners are used for continuous improvement.

The EAC issued a Request for Information (RFI) in Fall 2018 and is using the input to inform this Request for Proposals. As a result, the EAC has identified proposed regions in the state and seeks to establish an EAC Regional Educator Network in each region to serve as a Sponsoring Organization/Fiscal Agent to help facilitate the work of school districts in their respective regions as they improve systems designed to support educators.

#### D. EAC Regional Educator Networks

The EAC is utilizing this RFP to identify EAC Regional Educator Networks to serve as Sponsoring Organizations/Fiscal Agents (defined in Figure 7) ensuring all geographic regions in the state are represented and complying with all requirements of ORS 342.943.

Each EAC Regional Educator Network will need to be or include a Fiscal Agent to receive and manage distribution of monies from the Educator Advancement Fund for the 2019-21 biennium on behalf of the school districts in their regions based on an EAC-approved formula or have included an identified Fiscal Agent to serve in this capacity.

In addition to a minimum base level of funding, the funding formula is calculated on three years of data on educator data in each school district within the region to include:

- Number of licensed educators
- Teachers and administrators new to the profession,
- Teacher retention rates, and
- Gaps in educator workforce diversity and the demographics of the students enrolled.

#### Figure 7. Key Definitions

**EAC Regional Educator Network (REN)**– an entity in a designated region of the state selected by the EAC to serve as a Sponsoring Organization. RENs convene a Coordinating Body representing educator networks in the region, serve as a liaison with the EAC regarding technical assistance needs of the region, assist in leveraging regional resources, receive and distribute EAF funding for local school districts, and help document network outcomes. An entity is eligible to sponsor an educator network if the entity:

- (a) Is a school district, education service districts, nonprofit organizations, postsecondary institutions of education, federally recognized tribes of Oregon, or a consortium that is a combination of the identified entities and which includes a partner eligible to serve as a Regional Fiscal Agent.
- (b) Has demonstrated the ability to oversee the use of funds in support of professional development, mentoring or other direct supports to educators;
- (c) Has demonstrated a commitment to equity-driven policies and practices;
- (d) Has the capacity to coordinate services across the region served by the educator network;
- (e) Has demonstrated experience in developing and managing partnerships; and
- (f) Has, or agrees to establish, a Coordinating Body for the educator network

**Fiscal Agent**—A Regional Educator Network must be able to perform fiduciary responsibilities relative to EAC funding for the region. A fiscal agent may be a school district, education service district or postsecondary institution of education that is a member of an educator network.

### **E. Regional Educator Network (REN) Capacity Grants and Educator Advancement Fund (EAF)**

Each identified Regional Educator Network will be eligible for a Capacity Grant of \$150,000 for the 2019-21 biennium and a one-time seed funding of \$100,000 in Year One and \$50,000 in Year Two<sup>5</sup> to perform defined responsibilities but will be encouraged to leverage existing regional resources and identify in-kind contributions from partners to maximize the impact of the EAF in the region. Upon receipt of funds, each EAC Regional Educator Network will serve as a liaison between the EAC and the local school districts and partners within their region.

Each REN may use their capacity grant to offset the fiscal impact of the REN hiring/appointing an individual responsible for organizing the REN's coordinating body and meetings of school districts in the region, and serving as a liaison to the EAC. Ideally this coordinator will also be a trained coach in the concepts being promoted (continuous improvement, equity, authentic engagement, etc.) so they may provide technical assistance (TA) to their region. The liaisons will also work with other REN coordinators to link networks and may help create new ones.

Each REN will also have fiscal authority to disperse the formula funding in support of districts developing and testing changes to their systems. The EAF funding formula is calculated on each school district's three-year averages of:

- Licensed educators;
- Teachers and administrators new to their profession;
- Teacher retention rates; and
- Gaps in educator workforce diversity as compared to the demographics of enrolled students.

In addition, the proposed funding formula calculation includes a two-tier minimum adjustment beginning with a \$30,000 allocation for any district with a base less than \$30,000. For any district with a base less than \$15,000 and an average number of district educators less than 10, a minimum amount of \$15,000 was applied.

### **F. Characteristics of Effective Educator Networks**

The Educator Advancement Council developed the following definition for an educator network:

EAC Educator Networks are a collaboration of partners, inclusive of local teachers, administrators, early learning, community members, and stakeholders, organized together in a collaborative learning process that holds teachers at the center of the work in order to improve outcomes for all Oregon students. EAC Educator Networks empower teacher leaders as they organize around common problems of practice and to identify and develop strategies, metrics and outcomes at the local level. However, they will also share some statewide goals and common measures intended to improve the

<sup>5</sup> Pending EAC approval of Fiscal Work Group recommendations at May meeting.

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diversity, learning, and experience of all educators. Thus, efforts of individual educator networks will reshape and strengthen systems of education to impact each educator across the state of Oregon throughout their career continuum. EAC Educator Networks can be regional or statewide, leverage teacher expertise and leadership, are flexible and share learned experiences, resources, and capacity, but localize how they achieve their goals.

The Chief Education Office and the Educator Advancement Council studied best practices before designing this Request for Proposals, using a Prototyping Study of existing educator networks. The study investigated a variety of models (regional, rural, theory of change, etc.), capturing promising practices, lessons learned, identified barriers, additional funding opportunities (federal, private), and possible local partners with strong and diverse educator voice. The EAC is using characteristics outlined in the [Prototyping Study](#) to define expectations for how sponsoring organizations and networks will be expected to function.

Educator networks set their goals based on a deep understanding of how the current system is operating from the viewpoint of those it aims to serve. Networks do not organize around a solution, a program, or an initiative, but around improving specific systems of support for educators along the educator advancement continuum. By focusing on system improvement, networks can sustain changes and better leverage resources as often changes can not result in improvement if the workplace does not possess a culture that values testing, systems knowledge, and change.

The EAC is prepared to identify technical assistance sources to support Regional Educator Networks in modeling and using a continuous improvement system.



### What are Common Characteristics of Successful Networks?

#### Successful networks

- are adaptive and flexible
- promote shared learning
- use a process of continuous improvement
- are informed by local needs and set within local systems/context
- hold equity as a foundational value
- leverage financial and human capital resources
- support learning and implementation
- encourage teacher voice and shared leadership
- develop clear measures and accountability

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Educator Networks are developed and supported through the following three phases:

Phase 1: Understanding local context

- Collect/review local data to understand need
- Identify user groups and design team/s
- Establish relationships between sponsor organization, network teams, partners and community and the EAC
- Collect empathy data through stories to help better understand system barriers

Phase 2: Prioritizing Goals

- Prioritize and select local goals
- Identify outcomes and success metrics
- Examine alignment across district and network strategic plans
- Develop stakeholder feedback loops to inform strategic process

Phase 3: Continuous Improvement

- Establish plan, do, study, act (PDSA) cycles with network teams
- Continue coaching across educator networks
- Connect educator networks across common needs and understandings
- Implement stakeholder feedback loops

Successful applicants will use tools and practices (Figure 8) valuable in supporting the development and implementation of successful educator networks focused on system change and continuous improvement driven by teacher voice.

### **Figure 8. Sample Tools and Processes for System Improvement**

**Empathy Data**-- Empathy is the ability to understand and identify with another person's context, emotions, goals and motivations. Gathering empathy data requires consciously listening to voices of those for whom systems may not be working. For example:

*A design team carefully ensures its membership reflects educators with different perspectives and experiences: brand-new teachers, for example, who are traditionally excluded from design teams because they were "too new." Having diverse perspectives at the table can offer powerful insights and stories traditionally overlooked.*

**Fishbone Diagram**-- A fishbone diagram, also called a cause and effect diagram or Ishikawa diagram, is a visualization tool for categorizing the potential causes of a problem in order to identify its root causes. For example:

*Before implementing a known solution for supporting novice educators, a design team explores what other factors related to job placement and assignments create additional barriers for novice educators.*

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### G. Equity

EAC Regional Educator Networks are expected to incorporate and adopt the principles of Oregon's [Equity Lens](#). The purpose of the equity lens is to clearly articulate the shared goals of our state, the intentional investments we will make to reach the goals of an equitable educational system, and to create clear accountability structures ensuring active progress is realized and course corrections made as needed.

Through the Equity Lens, the Educator Advancement Council considers the creation of strategic opportunities for educational equity and excellence for every child and learner in Oregon, regardless of geographic location or size of district. Simply stating adherence to an equity mindset is not enough...the EAC expects successful applicants to deploy knowledge and experience in systemic equity work and/or demonstrate an eagerness to learn and receive coaching. The Equity Lens provides twelve core beliefs fueling opportunities to bolster success for diverse student populations across the state. The beliefs most pertinent to the work of this grant are included in Appendix B.

#### SAMPLE QUESTIONS EXPECTED TO GUIDE EAC REGIONAL EDUCATOR NETWORKS

1. Reflecting on the existing data and demographics of the region to be served, who are the racial/ethnic and underserved groups affected by current practices? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the proposed decision being made worsen or improve existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance the 40/40/20 goal?
4. What are the barriers to more equitable outcomes (e.g. mandated, political, emotional, financial, programmatic or managerial)?
5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on race, ethnicity, and native language?
8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in culturally responsive instruction?

#### *WHAT DOES EQUITY LOOK LIKE...*

Be sure to include historically underserved users as you seek to understand your systems. Gather stories from people who do not represent the historically dominant culture such as students of color, families for whom English is not their first language, or LGBTQ teachers. Understanding people in historically underserved groups helps you uncover insights that may not be as obvious through a dominant culture lens. If we concentrate only on "average" users, we are likely to only confirm what we already know, rather than learn something new.

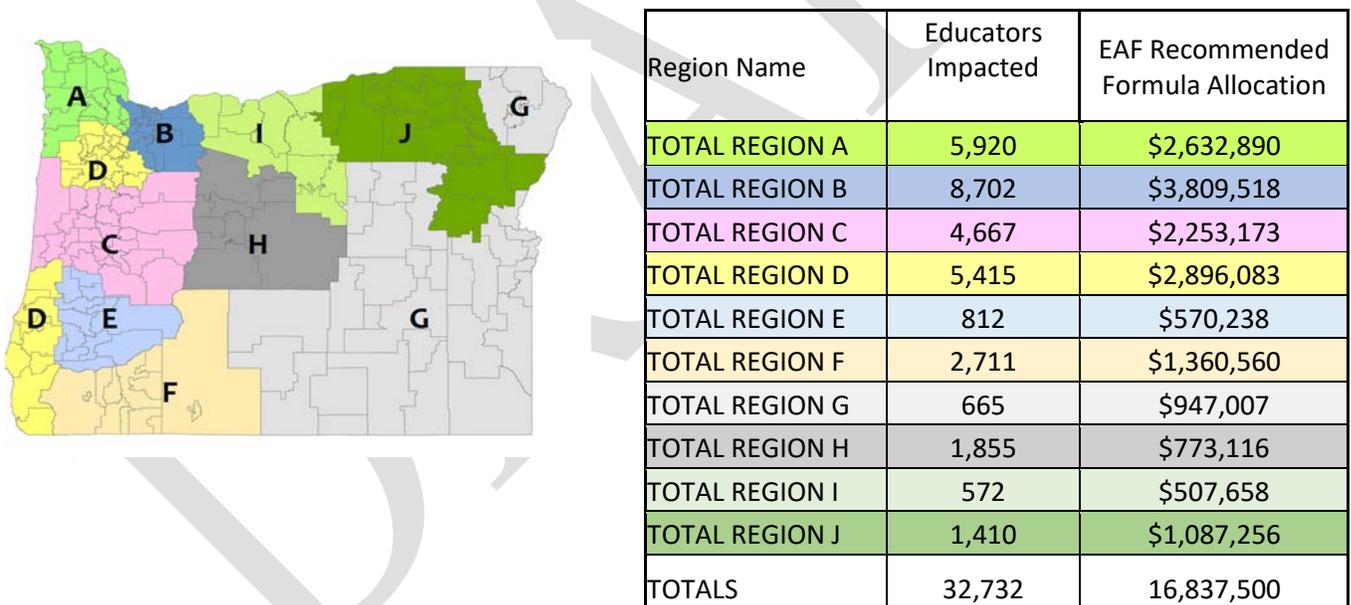
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### II. General Information

#### A. Purpose.

The purpose of this RFP is to identify ten EAC Regional Educator Networks willing to engage educators and their community partners to identify local professional learning needs and educator supports across the career continuum for each school district in their region, manage and distribute EAC funding, coordinate, and report on outcomes from state investments. Each REN will help facilitate design and implementation of continuous improvement efforts within their region. They will also encourage other partners (such as philanthropy, higher education institutions, community partners, business and industry) to contribute or participate via matched funds or in-kind resources, content expertise, capacity support, or as learners. Deriving from the EAC Request for Information responses, the EAC has proposed **ten** potential regions shown in the map in Figure 9 map to serve all school districts in the state. Responses to this RFP will test the initial assumptions around regions with adjustments as needed by the EAC. Each region's recommended allocation was based on an EAC funding formula described later.

**Figure 9. Potential Regional Areas to be Served by RENs and Recommended Regional Funding**



#### B. Eligibility

An EAC Regional Educator Network may be a school district, education service district, nonprofit organization, postsecondary institution of education, federally recognized tribe of Oregon, or a consortium of the identified entities and includes an eligible partner to serve as the Fiscal Agent performing fiduciary responsibilities relative to EAC funding for the region. A fiscal agent may be a school district, education service district or postsecondary institution of education that is a member of an educator network.

### C. Roles of Regional Educator Networks

- Reflect and communicate the vision of the EAC and use of funds
- Convene/staff a Coordinating Body (Figure 10)
- Communicate regularly with the EAC via the REN coordinator
- Submit REN Plan (including local plans) to the EAC for approval
- Provide annual summary reports to the EAC on behalf of the Coordinating Body on educator network(s) progress
- Where appropriate, map individual district objectives with networks outside of the REN's current region
- Receive, hold in trust, and distribute Educator Advancement Funding for use by school districts within the region;
- Facilitate decisions in the Coordinating Body regarding the highest and best use of EAF funds for individual schools and groups of districts.

### Figure 10. Coordinating Body Composition

Each REN shall have a leadership/design team (SB describes this as the Coordinating Body) comprised of:

(A) A majority of educators who are based in schools from different grades and content areas and reflective of the student demographics of the region served by the educator network (can include site-based teaching or personnel service licensed educators); and

(B) Additional or existing members should include school and district administrators, education service district/s staff, early learning professionals, and representation from school boards and postsecondary institutions of education. Based on regional presence, the REN is encouraged to seek representation from local education-focused nonprofit organizations, any federally-recognized tribes, education-focused philanthropic organizations, professional education associations, and community-based education organizations representing families and students.

### D. Facilitating Development of Local Educator Network Needs

Effective educator networks set their goals based on a deep understanding of how the current system is operating from the viewpoint of those it aims to serve; thus, the EAC Regional Educator Networks must be willing to:

- Model and reinforce authentic local stakeholder and educator engagement efforts
- Demonstrate a commitment to equity-driven policies and practices including engagement of community stakeholder groups
- Receive Technical Assistance by EAC-recommended TA provider(s)
- When needed, bring in EAC-recommended TA provider to offer trainings, workshops, webinars, etc. to support the work of the coordinating body and/or districts in the region
- Model use of process tools needed to fully engage teachers, administrators, and partners in unpacking their current and respective systems supporting educators

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- Differentiate support needed by school districts in their region as they move into Network implementation;
- Demonstrate how local and regional resources are braided or leveraged to augment Educator Advancement funds (e.g. use of Title funds, ESD services, other grant-in-aid funds, partner contributions, and in-kind resources);
- Assist school districts in the region to identify and document local outcome metrics. In addition, the EAC may identify common statewide metrics such as: number of teacher positions filled, educator workforce diversity, number of new educators mentored, educator retention, policy shifts in how professional learning is provided, career advancement and leadership options developed for teachers, etc., and
- Help facilitate the three Phases of Network Development identified by the EAC and outlined in Figure 11.

**Figure 11. Phases of Network Development**

<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>
<b>Understanding Local Context</b>	<b>Prioritizing Goals</b>	<b>Continuous Improvement</b>
<ul style="list-style-type: none"><li>• Collect/review local data to understand need</li><li>• Identify user groups and design team</li><li>• Establish relationships between sponsor organization, network teams, and EAC</li><li>• Collect empathy data</li></ul>	<ul style="list-style-type: none"><li>• Prioritize and select local goals</li><li>• Identify outcomes and success metrics</li><li>• Examine alignment across district and network strategic plans</li><li>• Develop stakeholder feedback loops to inform the process</li></ul>	<ul style="list-style-type: none"><li>• Establish plan, do, study, act (PDSA) cycles with network teams</li><li>• Continue coaching across educator network</li><li>• Connect educator networks across common needs and understandings</li><li>• Implement stakeholder feedback loops</li></ul>

Districts will be reimbursed by the REN from the formula funding for allowable expenses as needed to allow for:

1. Immediate teacher participation in governance and
2. Phase 1, 2, or 3 work at the local level

Recognizing the uniqueness of each REN and the variance of school districts within them, the EAC anticipates some RENs and districts with shared priorities and prior experience with improvement cycles may be able to move more quickly than others toward planning and initial testing of system changes. Some may be ready to form networks during the first year after several REN convenings, while others will emerge at a more deliberate pace. As networks coalesce together around a problem of practice, they will identify change ideas, test things out and share their learning.

After demonstrating evidence of completing the first phase of a continuous improvement process, districts may be reimbursed for allowable expenses to work on their 'priority' problems of practice as identified in the Phase 1 info gathering *OR* they may choose to 'pool funds' with other districts to work together on shared problem(s) of practice.

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Districts will remain with their original Regional Educator Network (REN) for Year One. After the first year, districts may join another thematic network but they cannot secure more funding than they brought into the region with their district weighting formula. In order to join a new thematic network, a district would have to submit a proposal to the coordinating body of the REN.

School districts within EAC Regional Educator Networks will access technical assistance and coaching to assist them as they:

- Support innovation and system improvement at any stage of the educator career continuum;
- Create awareness and shared commitment to alignment of systems that strengthen supports for early learning professionals working in public school settings;
- Model a culture respectful and conducive to the enhanced role teacher leaders need to play in decision-making on practices impacting the profession;
- Form a local coordinating/design teams and seek to include 51% teacher representation reflective of their communities. Some members may also serve on the REN Coordinating Body;
- Nurture and sustain collaborative responsibility among all stakeholders to elevate and advance the education profession;
- Increase access for educators to highly-effective professional learning supporting culturally-responsive teaching;
- Design professional learning guided by the identified needs of educators, led by those with classroom teaching expertise, and followed with time and coaching to apply new learning;
- Collect user data across participating districts or organizations to deeply understand their focus area;
- Design and implement high quality and localized change ideas; and
- Measure implementation and progress towards their goals.

### **E. Technical Assistance for RENs**

The Educator Advancement Council staff will work with the Regional Educator Networks to:

- (1) Connect Regional Educator Networks access to technical assistance and coaching providers.
- (2) Assist Regional Educator Networks across the state to share best practices, insights and expertise.
- (3) Help connect and facilitate sharing between local Educator Networks focused on specific issues of practice.
- (4) Provide ongoing communication and updates on all EAC Regional Educator Networks in the state.

### **F. Use of EAC Regional Educator Network Capacity Grants**

Each selected EAC Regional Educator Network will receive a Capacity Grant for operations, must be able to spend funds according to acceptable accounting procedures and provide evidence of

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such procedures. The Capacity Grant fund will fund RENs to support conditions stipulated in the EAC RFP and pay for:

- 1) Staffing costs for at least one dedicated REN coordinator to work with people and schools in their region, (Ideally this coordinator will also be a trained coach in concepts including continuous improvement, equity, authentic engagement, etc. so they may support TA to their region. The liaisons will also work with other REN coordinators to link networks and possibly create new ones.)
- 2) Convening costs of the Coordinating Body, including costs for travel, substitutes for teachers, REN staff traveling to distant districts for engagement purposes, and supplies,
- 3) Contracts for needed support/expertise (e.g. evaluation/data collection, content expertise to support educator networks to work through a problem of practice)

All funds will be provided through the Electronic Grants Management System (EGMS). Costs must be necessary and reasonable to carry out Regional Educator Network functions and not prohibited under State or local laws.

Reasonable costs will not exceed that which would be incurred by a prudent person, are ordinary and necessary for the operation of the program, and represent sound business practices. Lack of documentation is a primary reason for negative audit findings. Documentation must be available to support all expenditures and may be requested by the Oregon Department of Education at any time.

Proposals awarded under this RFP will be funded for eligible expenses incurred through June 30, 2021. Under specific ODE guidelines, awardees may submit for an advanced payment of awarded funds for summer activities occurring between July 1, 2021 and September 30, 2021. Awardees will be required to submit an updated proposal to ODE that outlines anticipated summer expenditures no later than April 1, 2021. The proposal should be based on activities already identified and budgeted for and should use only remaining grant funds. **No additional funds will be awarded for summer activities and any funds not expended by the awardee must be returned to ODE after September 30, 2021.**

**Note – Indirect rates will not apply for this RFP as each entity will already receive a Capacity Grant for operations and is expected to also demonstrate in-kind contributions or donations of time, resources, and expertise from other sources.**

**EAC Regional Educator Network Capacity Grants may not be used for:**

- Costs associated with writing this proposal.
- Contractual obligations extending beyond June 30, 2021, or began prior to the award date.
- Purchase of equipment which becomes the property of any individual or organization other than eligible project partners or recipients.
- Purchase of services for personal benefit beyond the Network functionality.

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- Support for travel to out-of-state professional meetings/conferences unless the meeting is identified in the proposal or REN plan and attendance will directly and significantly advance the project.
- Purchase of office equipment unless directly linked to outcomes.

### **G. Assurances.**

By signing the assurances included in this application, products and materials created as a result of an EAC Regional Educator Network Grant will be made available for unrestricted reuse and recombination according to the following Creative Commons licensing agreement: [Creative Commons licenses](#). In addition, public school districts, educational service districts, public charter schools, community colleges and public universities, business, industry and community partners agree to cooperate with ODE and EAC to collect and report on any data to the extent that it is possible.

### **H. Scoring.**

All applications will be scored by a review committee using the scoring criteria provided in this document. Each application will have at least three reviewers, including one teacher. When possible, each proposal will be scored by a mix of reviewers including: Educator Advancement Council directors, staff from the Chief Education Office, the Department of Education, the Early Learning Division, the Teacher Standards and Practices Commission and former Governor's Council Advisory Group members. No direct applicant or others with a conflict of interest will review a proposal within their existing region.

After scores are compiled, the Educator Advancement Council will make final recommendations based on the funding requirements established in the Oregon Legislative Budget Notes for the Educator Advancement Fund, proposal alignment to the elements specified in SB 182, and geographic coverage.

### **I. Appeals**

The Oregon Department of Education will notify both successful and unsuccessful applicants and provide a summary of comments and suggestions related to their applications. Applicants will have one week from the date of the notification letter to contest the decision-making process, not the decision. Details on how to appeal will be included in the funding notification. Once appeals have been considered, the award decisions made by the Deputy Superintendent are final.

### **J. Applicable rules**

On behalf of the EAC, the Oregon State Board of Education adopted temporary rules (ADD LINK) to assist applicants in developing responses to the EAC Regional Educator Networks Request for Proposals, awarding of funds resulting from the RFP, and REN implementation and access to the Educator Advancement Fund.

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**III. Application Process**

**A. Timeline with Critical Information. DATES TO BE DETERMINED W/ODE PROCURMENT**

Dates	Activities
June XX, 2019	Request for Proposals (RFP) available
May 28, 2019	An RFP Technical Assistance Webinar will be offered. <a href="#">Click here to join.</a> If you are unable to join the webinar, contact <a href="#">Hilda Rosselli.</a>
<b>XX, 2019</b>	<b><i>Applications due to ODE by 2:00PM PST</i></b>
XX, 2019	Notification
????	Final Notification (clarify if this is based on procurement processes?)
XXX, 2019	Award Period begins
Starting October 2019	Technical Assistance by request and as determined by EAC staff (provided throughout the 2019-2021 biennium)
?????	Statewide EAC Regional Educator Network Convening (tentative dates)
April 24, 2020/April 30, 2021	All Network information for annual updates submitted to the EAC
May 22, 2021	EAC Regional Educator Networks final outcome metrics due to EAC
May 29, 2021	EAC Regional Educator Networks receive EAC assessment of outcome metrics
Monthly Communication	Conference calls to be scheduled by EAC staff
April 1, 2021	Notice of intent to use funds during the summer of 2021
June 30, 2021	Last day to expend funds
August 13, 2021	Last date to draw funds (note: EGMS shutdown approx. two weeks to update index numbers late July/early Aug)
August 31, 2021	Final EAC Regional Educator Network reports due
September 30, 2021	Return any unexpended funds to the EAC via ODE

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### B. Required Application Sections

- (1) **Application Cover Page** – Complete and include the form provided in Appendix B
- (2) **Statement of Commitment**– Provide a completed Statement of Commitment provided in Appendix B from each school district(s) and/or Educational Service District/s included within the Regional Educator Network.
- (3) **List of Additional Partners** – Complete and include this form provided in the appendix to include examples of community-based organizations, federally recognized tribe/s of this state, higher education institutions, philanthropic organizations, municipalities, non-profit organizations, etc.
- (4) **Application Narrative** – Please refer to the Application Narrative guidance in the following section. This section may not exceed **16** pages (not including budget narrative, worksheet and partner commitments).
- (5) **Budget Worksheet and Budget Narrative** – The budget worksheet should clearly reflect reasonable costs associated with the EAC Educator Network development and functionality. Budget worksheets are provided in Appendix C. The budget narrative should provide clarity to the budget worksheet by describing how the amounts in the worksheet were determined. Major single expenditures should be itemized and linked to specific operations of the Educator Network.
- (6) **Appendix** – Not required, however, any supporting charts, graphs, and tables may be placed in the appendix and referenced in the Grant Narrative.

### C. Format and Application Instructions for Submission

- 12-point font, Times New Roman
- Double spaced
- 1-inch margins on the sides, top, and bottom of 8½” by 11” paper
- **16** page narrative maximum, (excluding: cover page, statement of commitments, assurances, budget worksheet and budget narrative)
- No faxed applications
- Numbered pages
- Name the file in this format: **The organization** it is being submitted from, **underscore**, and **EAC Regional Educator Network Grant**

An **electronic version of the 1) completed application, 2) a scanned copy of the signed Statement of Assurances and 3) Statement of Commitment**, in Word (.doc or .docx), or a PDF format must be received by **2:00 pm on XXX, 2019**. Please use the Secure File Transfer Process outlined below to submit the electronic version of the grant application.

**Secure File Transfer Process** – An electronic version of the complete application must be submitted to ([EMAIL](#)) using the Secure File Transfer system available on the [ODE District Website](#). Follow the instructions provided on the secure file transfer website. Multiple files must be compressed (zipped) into a single folder for submission. Only complete applications submitted by the due date will be scored. Contact the ODE helpdesk at 503-947-5715 if you need assistance with the Secure File Transfer Process.

**IV. Application Narrative****Please complete the following:**

The purpose of this RFP is to award ten successful applicants to serve as an EAC Regional Educator Network. Successful applicants of this RFP will articulate:

- Capacity and support from regional partners for serving as an EAC Regional Educator Network in a specified region of the state (Region A, B, C, etc.)
- A clear vision as to the intended purpose and desired outcomes as a result of collaborative regional planning;
- A commitment to fully understanding the fundamental characteristics of systems in need of improvement;
- Capacity and willingness to participate in technical assistance and coaching in order to authentically engage educators in defining regional needs for EAC funding; and
- An inclusive equity-driven community engagement process.

**(A) Vision and Mission (No more than 6 pages in length.)**

- Identify all school districts, ESDs, early learning providers, postsecondary institutions, a federally tribe/s recognized in this state, community groups, professional associations, non-profit organizations, philanthropic organizations, and other partners involved in your proposed EAC Regional Educator Network.
- Describe the existing relationship status with the school districts you propose to serve.
- How is the EAC Regional Educator Network applicant critical to the region being served?
- What educator related needs and challenges have already been elevated in the region? In particular, address issues of any historically underserved and underrepresented population. Provide relevant educator data relating to those needs in an appendix.
- What are hoped for changes as a result of serving as an EAC Regional Educator Network?
- To what degree has your organization already engaged in continuous improvement processes to accelerate learning about system changes and address problems of practice impacting educators?
- What unique assets, resources, and characteristics of the region will enable your EAC Regional Educator Network to be effective?
- What additional partners and stakeholders will be recruited for the long-term sustainability of this EAC Regional Educator Network?
- What is the relationship between your proposed EAC Regional Network and other regional efforts? (e.g., educator preparation partnerships, early learning hubs, STEM hubs, or other regional networks, etc.)

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### **(B) Governance (No more than 4 pages in length.)**

- Describe the operating structure of your EAC Regional Educator Network, including: staffing, committees, distributed functions across partners, and partnership agreements?
- The EAC recognizes the importance of a lead staff member for each Regional Educator Network and cautions against too much distributed leadership FTE. Describe the qualities and experiences the proposed lead for the EAC Regional will need to demonstrate related to:
  - Group facilitation skills and shared decision making
  - Multiple partners collaboration
  - Demonstrated commitment to equity
  - Community engagement
  - Project management skills
  - Continuous improvement processes experience
- What is your plan for establishing a Coordinating Body per SB 182?
- How will teacher leaders be engaged in the Coordinating Body?
- What convening processes will be used to engage the Coordinating Body to guide and focus of your EAC Regional Educator Network, including underserved community engagement?
- Describe your capacity to receive, hold, distribute and account for funding efficiently and effectively.
  - How will you retain fund supervision and control to ensure funds are used strictly for network purposes, document use of funds, and provide reports to the EAC on their use?
- Describe your experience in developing and facilitating partnerships.
- Successful EAC Regional Educator Networks need to consistently navigate multiple partner efforts and programs with a commitment to using relevant data for continuous improvement. What processes and key performance indicators will be used to assess, and to improve, the quality of services provided by the EAC Regional Educator Network?
- What is your plan for regular communication and engagement with external and internal stakeholders? How will partners be engaged and focused on the work?
- Attach any proposed partner agreements in the Appendix.
- Include a list of the partners directly involved in the development of this proposal. Describe their roles in the process of proposal development and the approach taken to ensure commitment to an educator and equity-driven process moving forward.

### **(C) Equity (No more than 2 pages in length.)**

- How has your entity demonstrated a commitment to equity-driven policies and practices? How do you envision this commitment be operationalized within the proposed EAC Regional Educator Network?
- To what degree will your Coordinating Body include culturally and linguistically diverse educators, parents, students and community stakeholders?

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- Describe and reflect on the demographic data trends of your region, including the diversity of the educator workforce (race, ethnicity, linguistic, and gender) gap as compared to the students being served in the region that the Regional Educator Network and partners will consider.
- Identify elements contributing to regional educator hiring and retention data.

### **(D) Participation in Technical Assistance (No more than 2 pages in length.)**

- To what extent has your organization engaged in technical assistance to learn how to apply tenets of continuous improvement processes to unpack root causes of problems of practice with educators at the table?
- To what extent has your organization engaged in equity audits to ascertain needed areas of technical assistance or coaching?
- How do you anticipate benefiting from participating in technical assistance and coaching for EAC Regional Educator Networks?
- How have you worked to build relationships with existing or emerging educator networks in your region? In particular, please describe processes you have used to authentically engage and elevate teacher voice.

### **(E) Budget Narrative (No more than 2 pages in length.)**

- Describe how each budget line item was determined.
- Identify roles and responsibilities for any staff funded partially or entirely through this grant.
- Describe how you will leverage other state, federal, private, philanthropic funding or in-kind resource donations. (Note: No indirect allowable.)

### Appendix A Terminology Used in this RFP

- “Collective Impact” the commitment of a group of stakeholders from different organizations, or sectors, to a common process for solving a specific problem, using a structured form of design and implementation.
- “Community Engagement” a broad collaboration and participation between multiple sectors of the community for the mutually beneficial exchange of knowledge and resources to identify local needs and contribute to larger conversations on visioning planning which may include, but not limited to, parent groups and advocacy groups, city and business partners, student input, and educators.
- “Culturally Responsive” the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles or diverse students to make learning more appropriate and effective for them.
- “Culturally Sustaining Pedagogy” teaching that explores, honors, and sustains linguistic, literate and cultural pluralism of students and their families as part of the democratic nature of schooling.
- “Educator” pre-school and K-12 teachers, administrators, principals, assistant principals, and other professionals and administrators responsible for managing schools and who are responsible for educating students through daily instructional practice.
- “Empathy Interviews” a semi-structured approach to collecting data to understand the context, uncover hidden needs, and guide improvement efforts from the vantage point of those that a system aims to serve, or the system user. Interviews begin with a pre-established series of questions and the freedom to ask follow-up questions going more deeply when possible. Empathy interviews collect data through stories to help better understand system barriers.
- “Educator Network” a collaboration of partners, inclusive of local teachers, administrators, early learning, community members, and stakeholders, organized together in a collaborative learning process that holds teachers at the center of the work in order to improve outcomes for all Oregon students. EAC Educator Networks empower teacher leaders as they organize around common problems of practice and to identify and develop strategies, metrics and outcomes at the local level. However, they will also share some statewide goals and common measures intended to improve the diversity, learning, and experience of all educators. Thus, efforts of individual educator networks will reshape and strengthen systems of education to impact each educator across the state of Oregon throughout their career continuum. EAC Educator Networks can be regional or statewide, leverage teacher expertise and leadership, are flexible and share learned experiences, resources, and capacity, but localize how they achieve their goals.
- “Equity Lens” the commitment and principles adopted by the Oregon Education Investment Board to address inequities of access, opportunity, interest, and attainment for underserved and underrepresented populations in all current and future strategic investments.

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- “Fail Forward” a process whereby users test a change idea or solution on a small scale with the full understanding it may be modified or adapted to fit various local contexts.
- “Fiscal Agent” an established organization that may accept state funding on behalf of the network, retain supervision and control over the funds ensuring they are used strictly for the sponsored network purposes, maintain records proving the funds use, and provide reports to the EAC on its use. Schools districts, education service districts, and institutions of higher education who are members of the regional network are the only organizations eligible to serve as a fiscal agent of an EAC Regional Educator Network.
- “High-quality professional learning” job-embedded and sustained over time rather than being a solitary event. Professional learning paired with time use approaches to enable transfer of learning and applied practice through follow-up, study groups, coaching and reflection.
- “Locally Developed” stakeholders, or system users including educators, students, parents, district leaders and/or community members discussing the way challenges appear in their specific district, school, or organization. They seek to uncover the root causes of a problem, from the perspective of those that the system is aiming to serve, before identifying a solution. Once they understand the problem, they collaboratively create solutions.
- “Postsecondary Institution”:
  - A community college operated under ORS chapter 341.
  - The following public universities
    - University of Oregon
    - Oregon State University
    - Portland State University
    - Oregon Institute of Technology
    - Western Oregon University
    - Southern Oregon University
    - Eastern Oregon University
    - Oregon Health and Science University
  - An Oregon-based, accredited, not-for-profit institution of higher education.
- “Pre-school” a family child care or an early childhood center-based program in which children between 0 and 5 years of age combine learning with play in a program operated by professionally trained teachers.
- “Regional Educator Network” an entity in a designated region of the state selected by the EAC to convene a Coordinating Body representing educator networks in the region, serve as a liaison with the EAC, coordinate technical assistance needs of the region, assist in leveraging regional resources, receive and distribute EAF resources to local school districts, and help document network outcomes. Based on specific expertise and need, a Regional Educator Network may also serve the same function as an “Educator Network”.

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- “Request for Information (RFI)” a process used to solicit information and aid in decision-making. An RFI does not result in a contract, but intended to gather information for future decision-making.
- “Request for Proposal (RFP)” a written, formal solicitation process where price and specification are not the only consideration in determining award criteria. This solicitation process is intended to result in a contract.
- “School” a public elementary, middle school, high school, community college, or postsecondary institution offering a comprehensive instructional program. A school may include a discreet comprehensive instructional program within a larger school or college.
- “Sponsoring Organization” school districts, education service districts, nonprofit organizations, postsecondary institutions of education, federally recognized tribes of the state, or a consortia or combination of any of these groups willing to convene, facilitate, content, process, fiscal, and infrastructure support to participating school districts to meet the intent of SB 182.
- “Systems” the product of interactions among the people engaged with it, the tools and materials they have at their disposal, the norms and policies that guiding their work, the relationships between all these people/things, and the processes through which these people and resources come together to do work.
- “System Improvement” solutions are built locally, through a process of deeply understanding system variance and experiences of those being served. Equity-driven implementation focuses on adaptive implementation with integrity, not just fidelity.
- “System Variation” when most school reform initiatives accept a wide variability in performance; the variation itself is what educator networks should be seeking to understand. Why is something working well for users in some contexts but not working well in others?
- “Teachers” credentialed educators who serve as classroom instructors in home-based or center-based pre-schools or K-12 school
- “Teacher Leaders” teachers who may continue to teach students but who also have a role and influence that extending beyond their own classroom to others within the school and elsewhere.
- “Tested and Refined” when teams begin small scale implementation once locally developed solutions are designed through an inclusive process. They run rapid, measured implementation cycles to collect data on the results prior to further testing out across the entire district.
- “Tribe” any of the federally-recognized Native American tribes of this state.
- “Underserved Students” students whom systems have historically placed at risk related to race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, or geographic location.
- “User and User Centered” when educators begin identifying systems that should be rebuilt to fit the needs of the end users— teachers, students, families, and communities— and bring these users into the process of designing solutions to systemic variation.

**Appendix B Equity Lens Belief Statements**

- We believe everyone has the ability to learn and that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.
- We believe speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.
- We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”
- We believe the students who have previously been described as “at risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our 40/40/20 goals.
- We believe intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.
- We believe ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and appropriate parent engagement and support. This is not simply an expansion of services -- it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.
- We believe resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.
- We believe communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control, and resources.
- We believe our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.
- We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

**Appendix D Application Cover Page (All Fields Must Be Completed)**

Region: \_\_\_\_\_

Total # of students directly served: \_\_\_\_\_

Total # of educators directly served: \_\_\_\_\_

Total # of active partners: \_\_\_\_\_

Name of Regional Educator

Network: \_\_\_\_\_

Project Director: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State \_\_\_\_\_ Zip: \_\_\_\_\_

Phone \_\_\_\_\_ FAX: \_\_\_\_\_ E-mail: \_\_\_\_\_

Grant Fiscal Agent Name and Title: \_\_\_\_\_

Phone: \_\_\_\_\_ FAX: \_\_\_\_\_ E-mail: \_\_\_\_\_

**2019 - 2021 Statement of Assurances**

- The EAC Regional Educator Network assures and certifies compliance with regulations, policies, and requirements related to the acceptance and use of state funds for programs included in this application.
- The recipient or the senior designate agrees to carry out the intent of the EAC Regional Educator Network and use of funding as proposed in the application.
- By June, 2020 and June, 2021 the awardee shall submit all required documentation.
- Violations of the rules or laws may result in sanctions, which may include but are not limited to reduction or revocation of grant award.
- The EAC Regional Educator Network is responsible for adopting and adhering to the [Equity Lens](#).
- The applicant certifies, to the best of their knowledge, the accuracy of information in this application; that the filing of this application is duly authorized by the governing body of this organization, or institution, and complies with the statement of assurances.
- The applicant certifies to the best of their knowledge the guidelines for Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) are being followed. Federal laws protecting the privacy of student education records are being followed.
- By signing the assurances included in this application, the EAC Regional Educator Network agrees to cooperate with the EAC to collect and report requested data within reason.

\_\_\_\_\_  
Project Director printed name

\_\_\_\_\_  
Project Director Signature

\_\_\_\_\_  
Date

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**Appendix E Statement of Commitment from Each School District and/or Education Service District in the Regional Educator Network and Other Partners**  
(Please duplicate as needed and Print or Type)

Name of Partner: \_\_\_\_\_  
Contact Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Phone: \_\_\_\_\_ FAX: \_\_\_\_\_ E-mail: \_\_\_\_\_

Describe the contributions this partner will provide to enhance the EAC Regional Educator Network. What evidence can be provided on integral contributions of the partner to the work of the EAC Regional Educator Network? (financial, in-kind, materials, expertise, etc.)?

DRAFT

\_\_\_\_\_  
Print Name of Authorized Agent      Signature of Authorized Agent      Date

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**Appendix F List of Additional Partners  
Sponsoring Organization**

The following individuals and/or organizations have reviewed, discussed, and agreed to their part in implementing the EAC Regional Education Network as proposed:

	<b>Name</b>	<b>Title</b>	<b>Organization</b>	<b>Role/Responsibilities</b>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				

**\*In addition, a signed commitment form is required from any of the identified stakeholders:**

- **A School District or Education Service District**
- **A Postsecondary Institution**
- **A Nonprofit Organization or Community Partner**

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Appendix G

Capacity Grant Budget Worksheet

**TO BE COMPLETED PENDING FUNDING ALLOCATION FROM FISCAL WORK GROUP AND  
REVIEW BY ODE**

Project Name: \_\_\_\_\_

Fiscal Agent: \_\_\_\_\_

Categories	Description	Line Total	Anticipated Leveraged Funds
Staff Salaries			
Staff Benefits			
Instructional, Professional & Technical Services			
In-State Travel			
Other General Professional & Technical Services			
Supplies & Materials			
Non-Consumable Items			
Computer Software			
Computer Hardware			
Capital Outlay (Depreciable Technology)			
Total by Function			

## Appendix H

### EAC Regional Educator Network Grant Scoring Rubric and Guide

Applicants should use this as a guide when responding to the RFP.

#### Narrative Elements and Criteria

##### A. Vision and Purpose (35%)

- Capacity and support from regional partners to serve as an EAC Regional Educator Network in a specified region of the state (Region A, B, C, etc.).
- Alignment with core principles of the EAC RFP vision for RENs.
- Potential and willingness to contribute to the larger statewide REN system.
- Evidence of ongoing relationships and partnerships with school districts in the region.
- Evidence of committed partners, both in the RFP development and in described REN activities.
- Process used meaningful input and involvement of multiple stakeholders and partners.
- Long term vision as to additional partners who could help support the REN's efforts.
- A clear vision as to the intended purpose and desired outcome as a result of collaborative regional planning.
- A commitment to fully understanding the fundamental characteristics of systems in need of improvement.
- Awareness of educator-related needs and challenges within the region, particularly for historically underserved or underrepresented populations.
- Capacity and willingness to participate in technical assistance and coaching in order to authentically engage educators in defining regional needs for EAC funding.
- Identification of assets, resources and regional characteristics informing the REN's work.
- Demonstrated success in improving student indicators.
- An inclusive equity-driven community engagement process.
- A detailed and feasible timeline to launch and implement the REN.

##### B. Governance (25%)

- A clear vision of the intended REN operating structure, e.g. staffing, possible committees, and partnership agreements, including structures and decision-making processes.
- Multiple, high-level, respected sector leaders who will champion and drive this work.
- Identified coordinator with evidenced strengths in group facilitation, collaboration with multiple partners, equity-driven action and leadership, community engagement, project management skills and commitment to continuous improvement processes.
- Discussions have been held and agreements reached regarding geographical boundaries and partner participation.

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- A plan for establishing a REN Coordinating Body meeting SB 182 requirements.
- Evidence of a culture respectful and conducive to the enhanced role of teacher leaders within the REN.
- Prior experience convening groups to achieve collective goals.
- Sufficient capacity and infrastructure in place to efficiently and effectively implement grant funding.
- Evidence of or plans for processes in place to ensure continuous improvement and quality of the REN's implementation.
- Communication plans for engaging with partners and the EAC.

### C. Equity (15%)

- Principles in the Equity Lens are reflected throughout the application—in the approach to REN activities, supports for educators, partnerships, and involvement of students, families, and community.
- Attention to data on educators and learners in the region is examined through an Equity Lens or audit.
- Cultural assets as well as barriers and needs of culturally and linguistically diverse educators and learners navigating poverty in the region are explicit and appear well understood.
- Strategies for ensuring equity of access to all are well thought out and reflect best practices in community engagement.

### D. Participation in Technical Assistance (15%)

- Evidence of familiarity with tenets of continuous improvement processes.
- Use of needs assessments and equity audits to determine areas for technical assistance or coaching.
- Capacity and willingness to participate in technical assistance and coaching in order to authentically engage educators in defining regional needs for EAF support and systems redesign.
- Willingness to host and facilitate technical assistance and coaching for partners in the region.

### E. Budget Narrative (10%)

- Proposed budget is reasonable and appropriate for the scope of the proposed entity and activities.
- Budget narrative matches budget items.
- Budget narrative clearly describes budget items and their purpose.
- Budget items are allowable based on RFP guidelines.

## Appendix I

**Educator Advancement Council Guidance on Core Values**

The Educator Advancement Council has developed guidance aligned with its core values of Equity, Highly Effective Professional Learning, Educator Voice, and a Seamless System to assist Regional Educator Networks (RENs) and their partners as they commence a process of continuous improvement designed to address system improvement across the continuum of an educator’s career as depicted below. The EAC will work with RENs to provide Technical Assistance (TA) and publish additional Technical Memos as the RENs are established.

**Career Continuum**

The intent of the EAC is to support identify current systems, engage the users for whom the system is designed to serve, engage partners to identify areas for innovation and testing of system improvements. The EAC frequently references the following chevron to guide the areas of system improvement appropriate for the RENs and school districts to address.

**Educator Recruitment Pathways and Educator Preparation**

- Oregon’s current and projected educator workforce indicates increased teacher shortages (e.g. Bilingual Education, Special Education, Science, Math, and CTE).
- Oregon’s educator workforce continues to be mostly white, monolingual females with a persistent gap between the racial and linguistic diversity of the K-12 students being served and Oregon’s educator workforce.
- Rural districts are experiencing heightened challenges in hiring and retaining educators.
- Oregon’s educator workforce is “greying” and is facing an escalating retirement wave as current educators approach a decision point to leave the profession.
- HB 3427 calls for a plan developed by ODE and the EAC, in consultation with TSPC, HECC, and representatives of school districts and education stakeholders submitted to the Legislative Assembly by January 15, 2020. The plan is to provide an effective combination of programs and initiatives for the professional development of educators from kindergarten through grade 12 for funding consideration by the Statewide Education Initiatives Account. The plan is to be based on consideration of increasing:
  - (a) Educator retention;
  - (b) Educator diversity;
  - (c) Mentoring and coaching of educators;
  - (d) Participation in educator preparation programs; and
  - (e) Educator scholarships.

### Supports for Novice Educators

Since 2007, the state has been providing competitive grants to school districts to provide mentoring to new teachers and administrators new to their roles. The EAC Supporting Novice Educators work group studied findings from the Oregon Mentor Project findings, state data on retention and teacher perceptions, and mentoring and induction research. They conducted listening sessions on the lived experiences of novice teachers and administrators with a special emphasis on the voices of educators of color. In addition to calling out the array of Fast Facts and free resources on the ODE Oregon Mentor Project website, the work group identified additional guidance for consideration:

- Districts can utilize the wide array of resources developed and available through the [Oregon Mentor Program website](#) to provide guidance on [standards](#), foundational supports, assurances and practices conducive to quality mentoring.
- Careful selection and sustained professional learning for mentors is key to a successful mentoring program with attention to: success in the classroom, knowledge of the school and district values, and culturally responsive criteria consistent with the roles and responsibilities of mentoring. In addition to basic skills sets for mentoring, mentors benefit from unpacking their understanding and beliefs about equity and race, and develop skill/strategy development for working with mentees in conversations about race and equity.
- Conducting empathy interviews can help districts gain greater insight and data to better understand issues and make meaningful changes to continuously improve current systems. Engaging new educators, mentors, union leadership and district administration at the same table can aid in identifying needed system changes.
- Contexts into which new teachers are placed are associated with their attendance, effectiveness, development, and retention<sup>6</sup>. Teacher placements can be reviewed to ensure novice teachers are not assigned disproportionately to the highest-need students, larger class sizes, classes with students exhibiting higher than average discipline issues, or larger than average number of students receiving special education or English Language Learning services.
- School officials can help mitigate issues a less experienced teacher might face by minimizing the number of preps assigned in their first year, providing early access to a dedicated well-stocked classroom, sufficient teaching resources, aligning course assignments with the teacher's areas of licensure, limiting extracurricular duties, and providing a highly qualified mentor.
- Rural communities may need more flexible formats to support educators in low incidence areas and to supplement supports using digital resources, e.g. [Oregon Educator Network](#) to connect mentees with educators in other communities.
- In addition to principals and superintendents, districts should consider the needs of novice assistant/vice principals as well as other novice district administrators (e.g. Special Education, Human Resource, and other central office leadership roles).
- A number of school districts and organization (e.g. COSA and OALA) have also designed resources and services that can be leveraged to redesign supports for novice administrators.

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<sup>6</sup> *Taking their First Steps: The Distribution of New Teachers into School and Classroom Contexts and Implications for Teacher Effectiveness and Growth* Paul Bruno, Sarah Rabovsky, Katharine Strunk CALDER Working Paper No. 212-0119-1 January 2019.

### Professional Growth and Development

The EAC considers Professional Learning as one of the main mechanisms by which educators are expected to improve their professional practice and, through their improvement, better meet the needs of each student they serve. However, educators are often required to attend poorly-designed, one-shot workshops having little to do with their day-to-day work in the classroom. These frustrating experiences may breed cynicism and frustration, rather than the professional growth they are meant to inspire.

To impact teacher practice, the Governor's Council on Educator Advancement studied what is known about highly effective Professional Learning through an in-depth review of the national Learning Forward standards. They also reviewed lessons learned from previous Network investments designed to involve practitioners in designing Professional Learning that is collaborative, ongoing and directly connected to instruction. Their findings:

- Teaching is a complex profession requiring all educators (including classified staff) to work towards a common goal, engage in continuous improvement and support, challenge and learn from each other.
- Meaningful Professional Learning ensures there is ample job-embedded interaction among educators and classified staff.
- Effective professional learning invites teachers to play a role in choosing the focus of their learning, which ensures relevance.
- Furthermore, it involves modeling, active engagement, coaching, constructive feedback, and reflection opportunities. Models may include teachers observing other teachers, choices for professional learning differentiated based on teacher needs, effectively facilitated Professional Learning Communities (PLCs) characterized by thoughtful conversations about effective teaching and learning.
- Just like students, teachers learn best in different ways. It is important to match professional learning outcomes with research, theories and models to promote active engagement.
- Intentional professional learning can engage educators in understanding how their own cultural identity shapes instruction in the classroom and in developing culturally-responsive teaching strategies.
- Limitations on time and money require coordination of resources (human, fiscal, material, technology and time) to meet prioritized professional learning. It is better to do a few things really well rather than many things only to a satisfactory level.
- Just as students are held to high expectations, there must be high expectations for each teacher's learning. This starts with identifying learning outcomes indicating when desired changes are achieved.
- The [Oregon Education Network](#) and [Canvas](#) are existing tools to connect educators around common learning needs and enhance access to professional learning for those in remote areas.

### Elevating Teacher Voice and Career Advancement

One of the EAC's core values is focused on elevating teacher voice and opportunities for teacher leadership on decisions impacting the education profession. The role of teachers in systems redesign is a focus on user-centered design in which top-down decisions are replaced by teacher-led design teams. A 2014 report by the Center for Teaching Quality, National Board for Professional Teaching Standards, and the National Education Association states:

*When it comes to teacher retention, for example, both new and experienced teachers who leave the profession have indicated that they do so in part because of a lack of shared decision-making roles and opportunities to lead. Teaching has been referred to by researcher Charlotte Danielson as a “flat” profession; the dearth of roles in which teachers can grow and extend their knowledge and practices beyond the classroom—while still having the option to engage closely with student learning—can lead to dissatisfaction and flight from the profession, especially among those who crave additional intellectual and career rigor.*

Lessons learned from [national research](#) find that schools are still less likely to emphasize the elements of instructional leadership entailing recognition of, and support for, teachers and enhancing teacher voice. Yet, the research points to instructional leadership is independently, significantly, and positively related to student achievement, after controlling for the background characteristics of schools (such as poverty level), and this is so for both mathematics and English language arts. Furthermore, some areas of teacher decision making are more strongly tied to student achievement.<sup>7</sup>

*“...faculty voice and control related to student behavioral and discipline decisions are more consequential for student academic achievement than teacher authority related to issues seemingly more directly tied to class- room instruction, such as selecting textbooks, choosing grading practices, and devising one’s classroom teaching techniques. School improvement planning is the decision-making area that has the next strongest association with student achievement.”*

In Oregon, school districts engaged in Network-funded School District Collaboration grants found improvements in professional learning in districts where teachers’ voices authentically informed change. Teachers indicated how much they learned and accomplished in two years of implementation and they noted it would have been impossible without funding to compensate teachers’ time to engage. Paying attention to teacher voice was a useful reminder noted by districts of other voices they could also learn from as their user-centered lens expanded to include to students, parents, and community members.

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<sup>7</sup> Ingersoll, R M.; Sirinides, P; Dougherty, P. (2018). Leadership Matters: Teachers' Roles in School Decision Making and School Performance. *American Educator*, v42 n1 p13-17, 39 Spr 2018.

### Early Learning and Educator Advancement Council Alignment

SB 182 references the need for collaboration between EAC and the Early Learning Council related to policies and practices to achieve vigorous and comprehensive early childhood professional development systems in this state incorporating improved recruitment, preparation, induction, career advancement opportunities and support for early learning providers and professionals, including professionals who provide home visiting services.

Oregon has made meaningful strides in supporting kindergarten transitions over the last several years; however, significant work remains to scale culturally responsive, developmentally appropriate transition practices across the state, and to achieve greater alignment across early education and K-12 settings. Furthermore, many communities have implemented full day kindergarten without being fully supported to adopt age/developmentally appropriate classroom practices. As a result, many children experience difficult transitions into kindergarten, contributing to challenging classroom behaviors, chronic absenteeism, and persistent opportunity and achievement gaps between groups of students throughout the early grades, impacting overall learning trajectories.

EAC alignment with Early Learning Division staff and providers in Oregon could establish shared professional culture and practice between early education and kindergarten to grade 3 (K-3) supporting all domains with attention to:

- Professional Learning Teams, consisting of both early learning and kindergarten to grade 3 (K-3) educators, with participation in shared statewide and regional professional learning activities on the part of both early learning and K-3 educators, including elementary school principals and Early Childhood Education directors;
- A focus on high-quality culturally-responsive, inclusive, and developmentally appropriate professional learning can help support school districts' efforts to align curriculum, instructional and assessment practices across the prenatal-to-third-grade (P-3) continuum;
- Aligning the work of RENs and Early Learning Hubs can support social emotional learning across the P-3 continuum.
- Improving professional learning opportunities includes increasing the relevance and effectiveness of professional learning through job-embedded supports and the inclusion of culturally responsive pedagogy.

Early childhood educators also need pathways to early childhood degrees, ongoing professional learning supports, and positive, supportive work environments in order to implement best practice. These conditions can ensure that Oregon retains the workforce it needs, rather than continue to see a quarter of the workforce leaving the field each year.



## Educator Advancement Council

May 22, 2019  
Docket Item #7.1

**Summary:** Below are the minutes from the Ad Hoc Group summarizing the RFP recommendations to the full Council

### **MINUTES REQUEST FOR PROPOSAL/RULEMAKING EAC AD HOC GROUP**

**Tuesday, May 14, 2019**

**10 a.m. – 1 p.m.**

**Conference call: 1-888-557-8511, Access code 5579138#**

**EAC Directors present:** Paul Andrews, Christy Cox, Michelle Homer Anderson, Belle Koskela, Michele Oakes, Tony Rosilez, Jenna Schadler, Carmen Xiomara Urbina, Melissa Wilk, Matt Yoshioka

**EAC Directors excused:** Martha Richards

**Staff:** Hilda Rosselli, Debbie Green

**1. Welcome, Roll Call, and meeting protocols and agenda**

Jenna Schadler welcomed the group and reviewed meeting outcomes. Debbie Green took a verbal roll call.

**2. Discuss questions 2 & 4 and areas requiring further discussion**

Question #2: Whose money is this?

Consensus to determine districts will remain with their original Regional Educator Network (REN) for the first year of the formula grants. After the first year, districts will be able to join another thematic network but they cannot secure more funding than they brought into the region with their district weighting formula. In order to join a new thematic network, a district would have to submit a proposal to the coordinating body of the REN. SB 182 provides for the EAC to help facilitate the joining of those districts into networks. Legal advice will be obtained and avenues of appeal to the EAC will be developed if district's feel their needs are not being met through their REN.

Capacity grant is sponsoring organization money to support regional network. Formula grant belongs to the region, and Coordinating body, 51% educators will determine how that money is spent. Two possible areas: supporting districts and regions in coming together and supporting districts, regions, and stakeholders in implementing changes they want to make.

Question #4: How can the money be spent? How will those decisions be made?

Group members developed a list of examples and non-examples of how the formula grants may be spent.

Recommendations to questions 2 and 4 will be provided to the full Council at their next meeting.

3. **Review new language (Ques 1, 3, 4, 5, 6, 7, and 8) in revised RFP draft**

SB 182 definition of educators making up the majority on the Coordinating Body for each REN:

“...based in schools from different grades, content areas, and representative of student population”. In addition to classroom teachers, the group discussed if TOSA’s, counselors, and other educators should be included in the 51% of participants needed to make decisions about how to use the network dollars in their district. Consensus was to include any site-based teaching or personnel service licensed educators.

4. **Finalize a plan for sharing at EAC on 5.22-23.19**

Melissa Wilk and Michelle Homer-Anderson volunteered to present the group’s RFP recommendations to the full Council at their next meeting.

5. **Summary of next steps**

Melissa Wilk and Michelle Homer-Anderson will connect with Jenna and Michele to plan this part of the meeting agenda.

**Adjourn at 12:00 p.m.**

## Implementation Considerations – Docket Item #7.2

May 22, 2019

<b>ANTICIPATED CHALLENGES</b>	<b>NON-NEGOTIABLES</b>	<b>DAY-TO-DAY OPERATIONS</b>
#1 Teacher leadership	#1 Technical Assistance & Coaching	#1 Technical Assistance Sponsoring Organizations bring together all districts (51% of teachers) in their region for an initial convening to elevate problems or practice and prioritize where they would like to start
How a district “leaves” their network to join another network	Statewide measurable/outcomes	Keeping teachers involved in the conversation when they are in the classroom full time
Teacher involvement in smaller districts/regions	51% teachers on networks (classroom & teacher voice at the core)	
Technical assistance		#2 Technical assistance and coaching – how funded? Who is facilitating?
How to collaborate with other districts	#2 Participation in a network	Educator networks (ENs) are kind of a tiered system: <ul style="list-style-type: none"> <li>• Districts have teams that meet regularly within their district</li> <li>• Districts send a representative team from their district team to attend the ENs meeting. They bring their work from the district to and from the EN meetings</li> <li>• ENs send a representative group to the EAC convenings</li> <li>• Teacher leaders are at all levels of this work</li> </ul>
Release time for teachers	Culturally responsive practices and pedagogy	Ensuring equity through community engagement and participations
Integration of early childhood	Autonomy of the regions	
		#3 SOs help organize districts into ENs based on the problem with which they will start
#2 How to ensure sustainability	#3 Teacher leaders are involved at all levels	ENs will meet and begin to understand the problem of practice and create change ideas (meet across

Implementation Considerations – Docket Item #7.2  
May 22, 2019

		state or within region; create a budget)
Time to focus on continuous improvement as an EAC system	Designing ENs to be sure they address system change	As a district gets far into the change idea testing process, they might be ready to begin another problem of practice. At this time SOs would then arrange districts in a new EN.
Money parameters		Communications with all groups
Early Childhood integration		Experience of the user focused on the user
Access and opportunity gaps		Who is reviewing the RFPs?
What is equity? Tools to support networks?		Defining oversight
#3 Convincing teachers they do actually get to make decisions		<p><b>Ad Hoc Advisory Group Discussion 5/14/19</b></p> <ul style="list-style-type: none"> <li>• Actual expenditures</li> <li>• Empower teachers to lead this work</li> <li>• Testing system improvement changes</li> <li>• Using continuous improvement practices or processes</li> <li>• Equity/using Governor’s Council 9 recommendations and 4 lenses as a guide</li> <li>• Collaboration – bringing entities together to share learning</li> <li>• Work aligned to career continuum</li> <li>• Expenditures must fall within the approved REN plans and activities. Align with parameters outlined in the RFP</li> <li>• Engage community partners and stakeholders, families, and students; representative of student population</li> <li>• Seeding innovation and improvement cycles with an eye to sustainability</li> </ul>
How a district leaves their network to join another network		

**EAC Regional Educator Network Request for Proposals:  
Summary of Draft Components and Decision Points**

**Overview of Draft RFP by Section**

**This document is designed to assist in reviewing the Draft RFP and to highlight areas of discussion at the May 22-23<sup>rd</sup> EAC meeting.**

1. **Background**—Pages 1 - 4. This section has been shortened but includes key references to previous Network for Quality Teaching and Learning, Governor’s Council, Core Values, SB 182, Theory of Action, and the EAC.
2. **RENs**—Pages 5 – 10. Brief overview of the RENs, Capacity Grants, Funding Formula, characteristics of effective networks, and the Equity Lens.
3. **General Information**—Pages 10 – 16. Region map and associated formula funding for each region, eligibility, coordinating body composition, REN expectations to facilitate development of local educator network needs including the 3 phases of continuous improvement, technical assistance for RENs, use of Capacity Grants, assurances, scoring, and appeals.
4. **Application Process**—Pages 16 – 21. Timeline, required components of application, format and submission instructions, application narrative,
5. **Glossary**—Pages 22 – 24. Updated network definition. **What additional terms need to be defined?**
6. **Equity Lens Belief Statements**—Page 25.
7. **Estimated EAC Funding per school district**—Page XX to XX. **Is this to be included?**
8. **Appendix Cover Page, Statement of commitment, Additional Partners**—Pages 27 – 29.
9. **Sample Budget Worksheet**. Page 30. To be developed mirroring Year One and Two Budget.
10. **Siderails**—Page 31 – XX.
11. **Grant Scoring Rubric**—Page XX . Four-level analytical rubric to be developed once EAC approves the Selection Criteria. See below.

**Remaining Decision Points**

**RFP Evaluators** (to include EAC Directors): page XX.

Following initial review by ODE Procurement confirming minimum qualifications are met:

1. Evaluator training, early September?
2. Currently proposing 3 evaluators for each proposal. Assuming 20 proposals received, proposing evaluators review at least 3 proposals in September, with assignments avoiding any potential conflicts of interest.
3. EAC staff to review all proposals and provide support to reviewers.
4. Propose recruiting and training additional evaluators from:

- a. Recommended staff from Early Learning Division, Oregon Department of Education (Teaching, Learning, and Assessment, Equity, Inclusion, and Diversity Unit, Student Services, etc.) Teacher Standards and Practices, Higher Education Coordinating Commission, former Governor’s Council members, education focused philanthropic organization, OEA, COSA, CBOs, tribal members, student-focused nonprofit, Oregon regional Teacher of the Year awardees.
- b. Who else should we tap?

**REN Plan:**

1. We reference a plan but should confirm our agreement beyond what is currently stated in 581-012-011 of the approved temporary rules outlined below:
  - a. Comply with requirements of outlining charge and expectations of educator networks per SB 182 (ORS 342.943 (3) & (4))
  - b. Incorporate the local plans developed by each REN’s member organizations;
  - c. Describe any technical assistance to be provided by the REN;
  - d. Identify responsibilities of the required REN coordinator and the amount of assigned FTE;
  - e. Identify leveraged resources and additional partner contributions;
  - f. Articulate funding amounts used to support the work of the REN and local districts; and
  - g. Span a minimum of four years.
  
2. Are these the right elements for a REN to include in the plan? What else should be added? How much detail on the plan components for RFP inclusion and how much may be determined and communicated once RENs are selected? Potential elements to consider:
  - a. Confirmation of all participating school districts and partners (challenging for RENs serving many small districts or adequate representation for very large districts)
  - b. Coordinating Body composition
  - c. Process for appointing members (equity focus, teacher voice, partners)
  - d. Guidelines adopted for conducting meetings and decision-making
  - e. Updated REN work plan and timeline
  - f. Identified priority areas for Phase 1 and 2 within region
    - i. Process used for determining areas of the plan
      1. Whose voices were included? Engagement process best practices
      2. Process for decision-making?
    - ii. Who, what, when, how and rationale
    - iii. Proposed identified metrics or outcomes
      1. Plan for compiling
  - g. Regarding proposed budget for funding formula (Should we specify a timeframe? Year 1? Year 1 and 2?)
  - h. Regarding 4-year plan, should there be caveats regarding assuming Years 3 and 4?
3. How detailed should the inclusion of local district plans be in the REN Plan?
  - a. Sustainability not dependent on formula funding?
4. When is the REN plan due?
  - a. Review process? (may not need an RFP reference)

- b. EAC's timeline for approving or requesting edits? Temporary rules state EAC will announce a deadline each biennium.
- 5. Further specify the rules amending process or address later?

**RFP Timeline:** Page 17. These dates have been reviewed with ODE Procurement Office.

- 1. Do they align with the EAC vision of the approved timeline?
- 2. Other constraints to be considered?

**Siderails:** included in the Appendix

- 1. Title suggestions: Non-negotiables, Guidelines for Implementation, EAC Siderails?
- 2. Are these the right area descriptions?
- 3. What else needs to be added?

**Grant Scoring Rubric:** Page 32-33.

- 1. Are these the appropriate Rubric categories?
- 2. Are these the right Rubric percentage weightings?
- 3. Edits, deletions, additions?





## EDUCATOR ADVANCEMENT COUNCIL RETREAT AGENDA – DAY TWO

Thursday, May 23, 2019

8:30 a.m. – 3:00 p.m.

Broadway Commons, 1300 Broadway Street NE, Salem, OR

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

### *Meeting Protocols*

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

### *Meeting Outcomes – Day Two*

- ✓ Participate in Professional Learning
- ✓ Review Joint Ways & Means Subcommittee
- ✓ Discuss Oregon Teacher Scholars Program
- ✓ Finalize RFP
- ✓ Elections: Chair, Standing Director
- ✓ Discuss EAC self-assessment

8:30	1.0	<b>Welcome Remarks</b>	Chair Oakes
8:35	2.0	<b>Preliminary Business</b>	
	2.1	Roll Call	Debbie Green
8:40	3.0	<b>Council Professional Learning - Discussion Item</b>	Cheryl Myers
9:00	4.0	<b>Joint Ways &amp; Means Education Subcommittee Debrief – Information Item</b>	Hilda Rosselli
9:40		<b>BREAK</b>	
9:50	5.0	<b>OTSP Scholars Program – Information Item</b>	Hilda Rosselli
10:20	6.0	<b>RFP Discussion (continued)</b>	Chair Oakes
Noon		<b>LUNCH</b>	
12:45	6.1	<b>RFP Discussion - Consensus Item</b>	Chair Oakes

<b>1:45</b>	<b>7.0</b>	<b>Council Seats – Action Item</b>	Cheryl Myers
	7.1	Election of Council Chair	
	7.2	Election of Standing Director	
	7.3	Rotating Director vacancy - Discussion Item	
<b>2:15</b>	<b>8.0</b>	<b>EAC Self-assessment and Reflection – Discussion Item</b>	Cheryl Myers
<b>2:50</b>	<b>9.0</b>	<b>Closing Remarks</b>	Chair
<b>3:00</b>	<b>10.0</b>	<b>Adjourn</b>	

**Next meetings:**

June 26, 2019 – Oregon Department of Veterans’ Affairs Building

TO BE REVISITED: July 24, 2019 – Oregon Department of Veterans’ Affairs Building

TO BE REVISITED: August 21, 2019 – Oregon Department of Veterans’ Affairs Building



# Oregon Teacher Scholars Program

*“As a child of migrants, higher education was always the dream that was barely out of reach. Today, with this award, I am finally able to feel that end goal at my fingertips. As promised, this award will go towards helping me become a teacher that will create culturally competent lessons that will engage my future students.”*

Oregon Teacher Scholar

# What is the Oregon Teacher Scholars Program (OTSP)?



- Designed by the Educator Equity Advisory Group
- Enacted through Senate Bill 182 (2017) to help diversify Oregon's educator workforce
- Funded through the Network for Quality Teaching and Learning
- Launched in 2018
- Partners:
  - Chief Education Office,
  - Oregon Department of Education,
  - Educator Advancement Council, and
  - Higher Education Coordinating Commission, Office of Student Access and Completion



# Who is Eligible for OTSP?

**Who:** Oregon Teacher Scholars Program applicants must be ethnically or linguistically diverse to qualify for selection. University or college students in both undergraduate and graduate level initial/preliminary Oregon teaching licensure programs are eligible to apply. Students must be enrolled in an education preparation program at the time of receiving the OTSP scholarship. For undergraduate degrees this is typically the last two years of an education degree.

OTSP Coordinator: Horalia Rangel |  
horalia.rangel@hecc.oregon.gov | (503)689-2571 |  
www.teachin.oregon.gov



# Oregon Teacher Scholars Program Services



- Provides \$5,000 scholarships for linguistically and ethnically diverse teacher candidates (renewable up for an additional \$5000)
- Helps Scholars navigate licensure, preparation, and employment
- Connects Scholars to other ethnically or linguistically diverse educators at education related workshops, field trips, and job fairs
- Helps Scholars meet potential future employers
- Assists Scholars in developing relevant culturally responsive skills and experiences
- Links Scholars via Facebook across the state and tracks cohort progress

# Benefits of networking



**Jessica Pickens** Founding Member  
Hello! I'm Jessica Pickens on my undergrad in education at Redmond School District. I am currently a language 1st grade teacher. I would love to have the support of the network to work with all the other members.

**MiriamLiset Romero** Founding Member · October 11, 2018  
Hey guys, I am struggling with classroom management. Any ideas for a first grade classroom.

1 Like

Like 4 Comments Seen by 26

View 1 more comment

**Rina Miyamoto-Sundahl** Founding Member · Same!! This struggle is real!!!  
Like · Reply · 29w

teaching... hearing your experience...  
Like · Reply · 36w

# Sample Professional Learning Events



Teaching Radical Openness

## Equity & Social Justice TEACH-IN

Saturday, November 17, 2018  
University of Oregon, College of Education Complex

TEACH-IN is a collaboration with district equity partners and the ODE Equity Unit in which K-12 teachers share resources, practices, and examples from their everyday work in a one-day series of professional development workshops focusing on everyday culturally sustaining classroom practices.

uoTeach  
Partners in Education

<https://blog...>

OREGON ASSOCIATION OF LATINO ADMINISTRATORS

# Inspire

ideas | leadership | education

ALA

OREGON EDUCATION ASSOCIATION

## TRANSFORMING OUR SCHOOLS

CREATING PATHWAYS TOWARD RACIAL JUSTICE FOR OUR STUDENTS

# Oregon Teacher Scholars Program Data

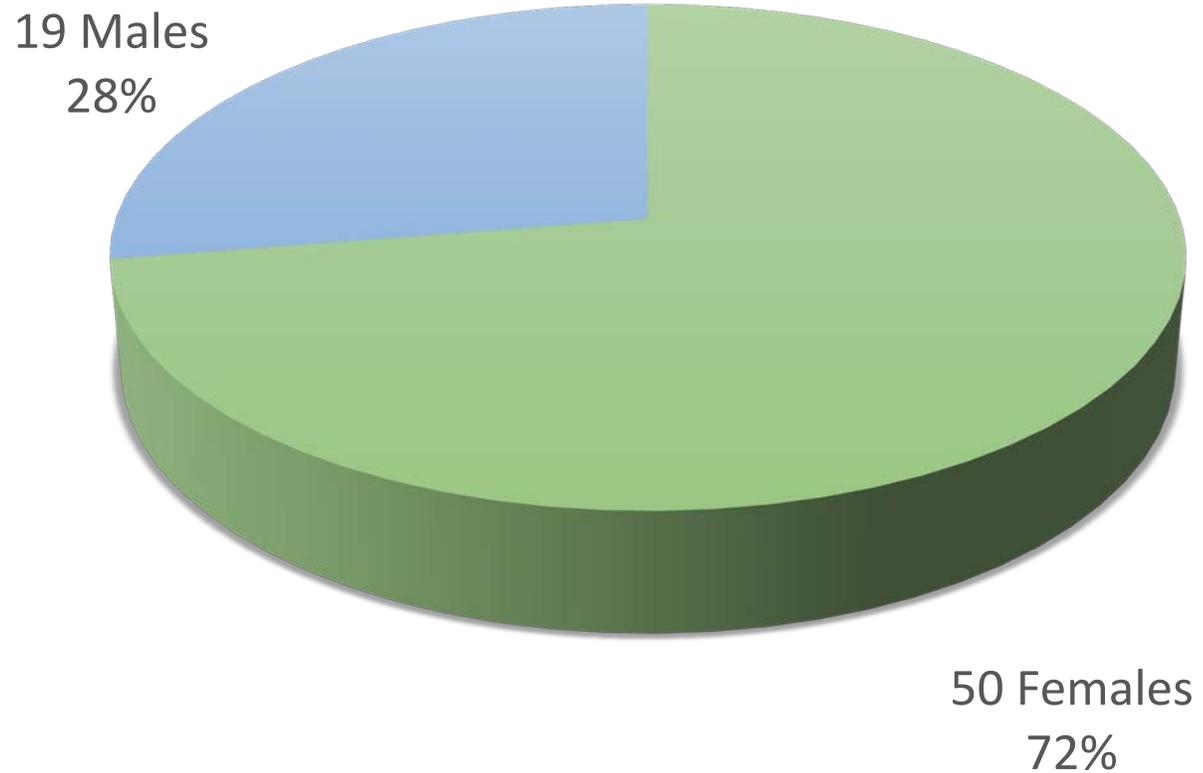


- 69 scholars awarded in 2018-19
- Currently enrolled in 14 of Oregon's 16 educator preparation programs (62% Public, 38% Private)
- Ethnic diversity
  - 42 Latinx scholars (61%)
  - 8 White (12%)
  - 6 Multi-racial (9%)
  - 4 Asian (6%)
  - 3 Black/African American scholars (4%)
  - 3 American Indian and Alaskan Native (4%)
  - 3 Native Hawaiian/Pacific Islander (4%)
- Gender---50 Females (72%), 19 Males (28%)

# Who are the Oregon Teacher Scholars?

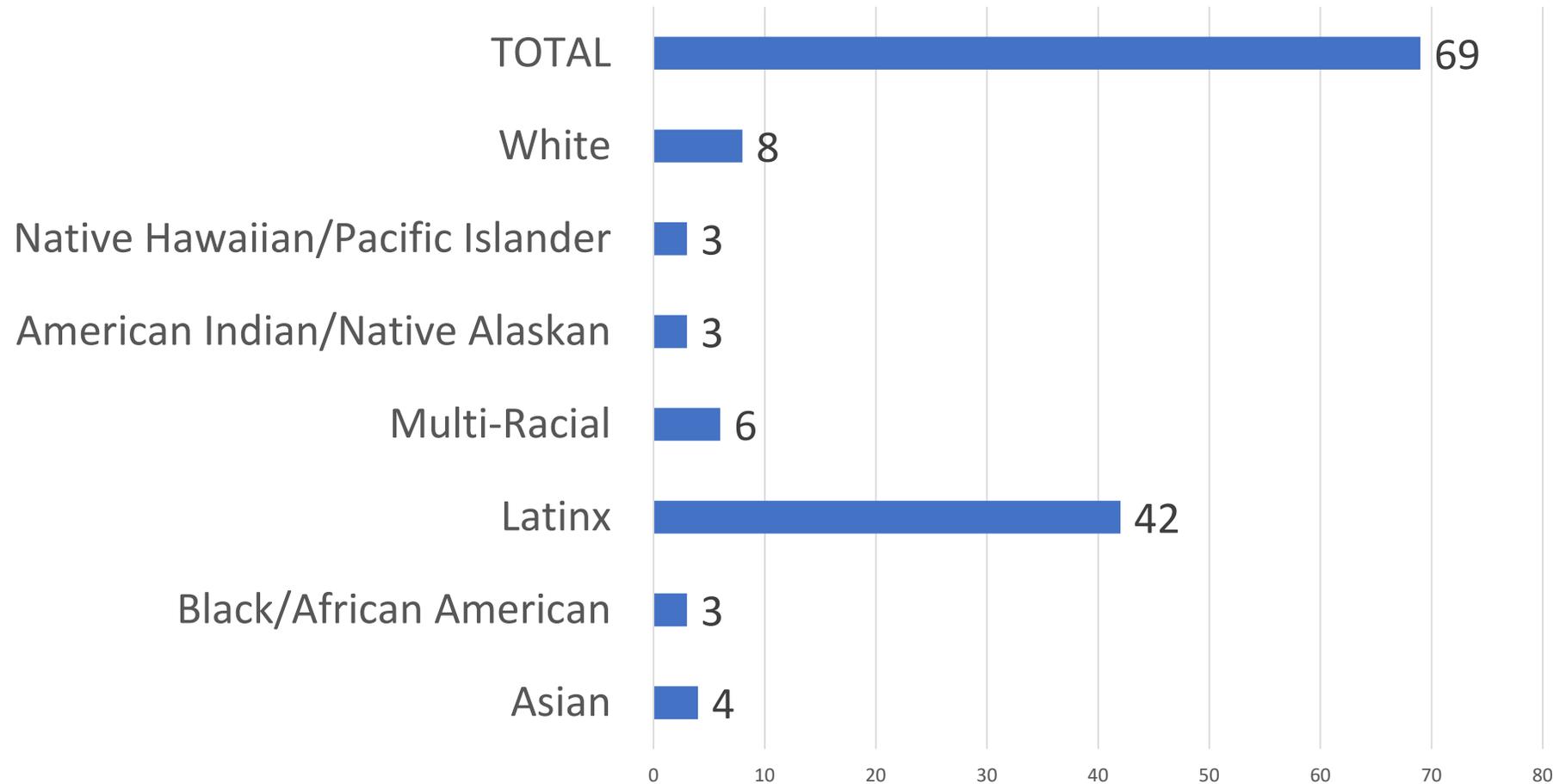


Oregon Teacher Scholars by Gender  
May 2019



# Who are the Oregon Teacher Scholars?

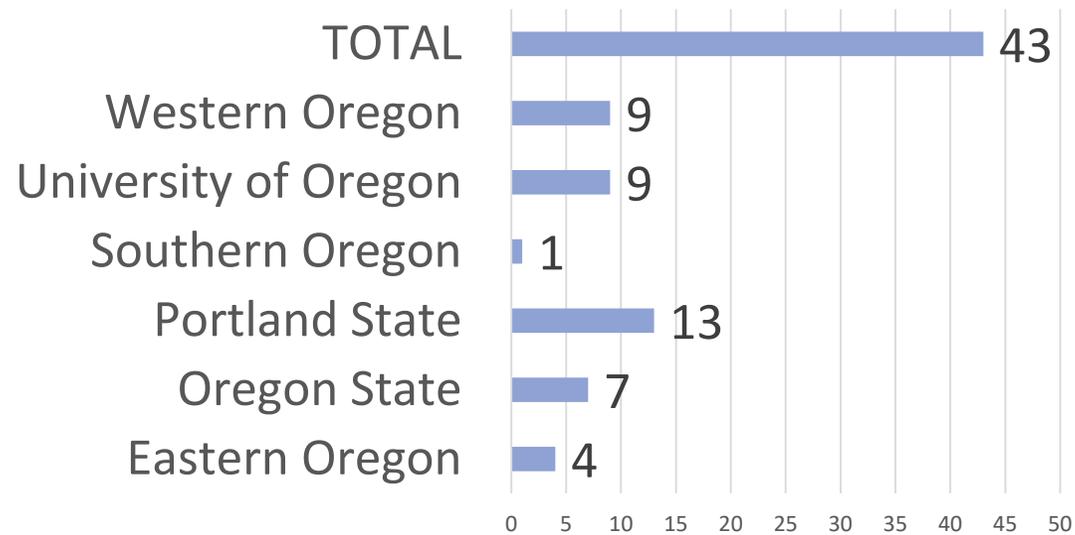
## Ethnicity of Oregon Teacher Scholars May 2019



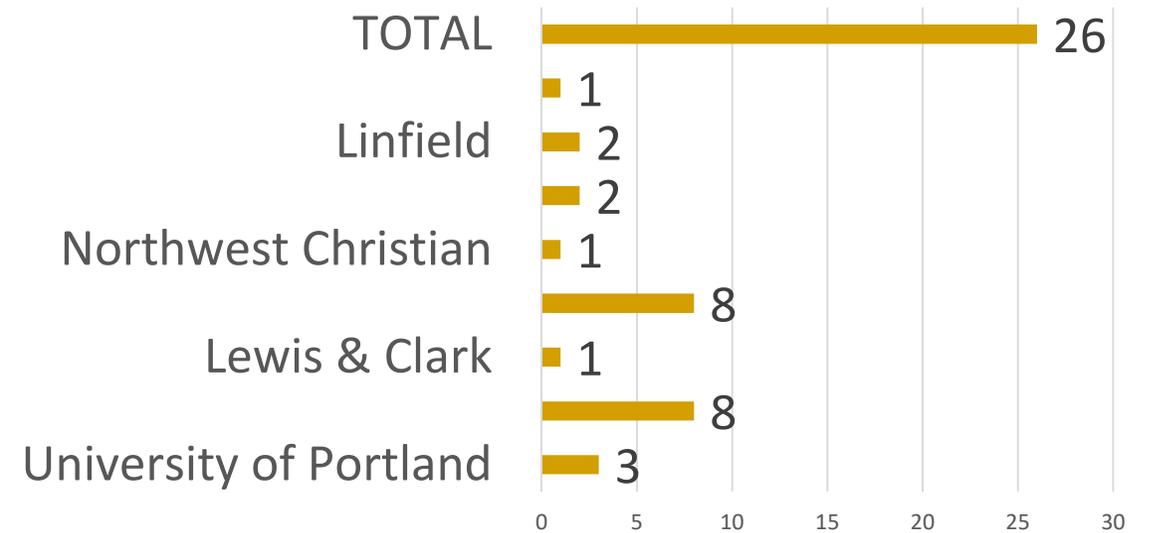
# Who are the Oregon Teacher Scholars?



## Oregon Teacher Scholars in Public Universities-May 2019



## Oregon Teacher Scholars in Private Universities-May 2019



# Who are the Oregon Teacher Scholars?



Licensure Areas (Includes Scholars wanting to work in Bilingual settings)

- Elementary Education
- Special Education
- Middle/high school
  - Spanish
  - Social Studies
  - Science
  - History
  - Language Arts
  - Math
  - Biology



# What Scholars Have to Say...

*Being multilingual is deeply important for these children's futures, not only in terms of future professional opportunities, but also as an opportunity to embrace cultures other than their own, to expand their global perspectives, and to become citizens prepared to participate in a diverse society. These are skills they will carry with them for the rest of their lives, no matter where they go.*

I intend to continue learning and growing, so that one day I may have the tools to encourage my students to reach their fullest potential, and the insights to being my own culturally responsive teaching style to Oregon's next generation. After all, they deserve it.

*Growing up, I had some very exceptional teachers but as a Mexican American, I never once throughout my K-12 education had a teacher who shared the same cultural and linguistic experiences as me. When students from ethnic minorities see positive representation of their cultures, it is truly empowering. I feel so proud that Oregon Teacher Scholars is giving opportunities to individuals like myself who represent a large population of the student demographic in Oregon.*





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?