

EDUCATOR ADVANCEMENT COUNCIL AGENDA



Wednesday, June 26, 2019

9:00 a.m. – 3:00 p.m.

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

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

Meeting Protocols

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

Meeting Outcomes

- ✓ Appoint Ex-officio Director and confirm Rotating Director vacancies
- ✓ Approve actions relative to Administrative Agent transition
- ✓ Discuss Implementation Considerations and identify next steps
- ✓ Determine direction for future Council development and self-assessment
- ✓ Determine summer meeting dates and any revisions for 2019-20 meeting schedule

9:00	1.0	Call to Order	Chair Koskela
	1.1	Roll Call	Debbie Green
	1.2	Opening Remarks	Chair Koskela
	1.3	Agenda Review/Outcomes	Chair Koskela
9:10	2.0	Consent Agenda – Action Item	Chair Koskela
	2.1	Agenda Approval	
	2.2	Approval of May 22-23, 2019, minutes	
9:15	3.0	Reports – Information Item	
	3.1	Interim Executive Director Update	Hilda Rosselli
	3.2	Governor's Office Report	Lindsey Capps
9:45	4.0	Public Comment	Chair Koskela
		<ul style="list-style-type: none">● <i>Public members wishing to provide public testimony must sign in at the meeting.</i>● <i>There will only be one speaker from each group.</i>● <i>Each individual speaker or group spokesperson will have three (3) minutes.</i>● <i>The Council welcomes and appreciates public input, but due to time constraints is unable to respond directly to testimony during the meeting.</i>	

9:55	5.0	EAC Directors	
	5.1	Ex-officio Director - Action Item	Chair Koskela
	5.2	Rotating Director Vacant Seat – Action Item	Chair Koskela
	5.3	Rotating Director – Discussion Item	Cheryl Myers
10:15		BREAK	
10:25	6.0	Administrative Agent Transition	
	6.1	Presentation	Lindsey Capps/Colt Gill
	6.2	Appoint EAC Administrative Agent - Action Item	Chair Koskela
	6.3	Executive Director Search Timeline - Action Item	Chair Koskela
	6.4	Appoint 5-member Executive Committee - Action Item	Chair Koskela
	6.5	EAC Draft Budget	Rick Crager
	6.6	Next steps	Cheryl Myers
11:25	7.0	Implementation Considerations	Hilda Rosselli
	7.1	Technical Assistance	Chair Koskela
12:30		LUNCH	
1:00		Continue Implementation Considerations	Chair Koskela
		Technical Assistance continued	
	7.2	REN plans	
	7.3	Metrics and outcomes	
2:25	8.0	EAC Self-assessment and Reflection – Discussion Item	Cheryl Myers
2:35	9.0	Meeting Schedule	Chair Koskela
	9.1	Summer meetings	
	9.2	2019-20 schedule	
2:45	10.0	Wrap Up	Chair Koskela
3:00		Adjourn	

Next meetings:

July 24, 2019 – Oregon Department of Veterans’ Affairs Building

August 21, 2019 – Oregon Department of Veterans’ Affairs Building



Public Participation in Educator Advancement Council Meetings

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

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

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

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

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

**EDUCATOR ADVANCEMENT COUNCIL
RETREAT – DAY ONE**



Wednesday, May 22, 2019

MINUTES

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*)

Present: Chair Oakes, Paul Andrews, Lindsey Capps, Christy Cox, Surrogate for Colt Gill, Carmen Urbina, Mark Girod, Bill Graupp, Michelle Homer-Anderson, Belle Koskela, Marvin Lynn, Ken Martinez, Martha Richards, Anthony Rosilez, Nick Viles, Melissa Wilk, Matt Yoshioka

By phone: Surrogate for Miriam Calderon, Sara Mickelson, 1:20 p.m.

Excused: Jenna Schadler, Laura Scruggs, Don Grotting, Senator Roblan, Representative McLain

Staff: Hilda Rosselli, EAC Interim Executive Director, Cheryl Myers, EAC Transition Director, Debbie Green, Executive Support

1.0 Welcome Remarks

1.1 Roll Call

Debbie Green took roll call and determined a quorum was not present.

1.2 Agenda Review/Outcomes

Chair Oakes reviewed the agenda and outcomes with Council members.

1:10 2.0 Consent Agenda – Action Item (moved to later in the agenda)

2.1 Agenda Approval

2.2 Approval of April 26, and May 10, 2019, minutes

2.3 Network Definition

2.4 Novice Educator Recommendations

The consent agenda followed agenda item 3.2 due to no quorum. Martha Richards moved to approve the consent agenda as presented, seconded by Mark Girod. Some discussion to add two statements into last month's minutes. "All certified preschool teachers working in elementary schools are included in the funding formula." "Is it EAC's role to include or discuss exit interviews?"

The motion passed unanimously.

3.0 Reports – Information Item

3.1 Interim Executive Director Update

Hilda Rosselli shared the staff engagement report and a brief update. Temporary rules were approved on May 16 at the State Board of Education meeting. Very positive comments were made about the work of the EAC. Hilda also referenced a letter from OEA on the importance of educator voice, continuous improvement, working in networks, and association collaboration and included an area of concern for all educators (licensed and classified) to benefit from our work. There are opportunities that exist as the local groups think about their needs, they may decide to elevate systems improvement for classified staff to

become educators and determine how to include classified staff in professional learning opportunities. Hilda thanked Belle and Jenna, and Ken for their work in presenting information about EAC in multiple districts.

Nick Viles arrived at 1:23 p.m.

3.2 Governor's Office Update

Lindsey Capps reinforced Council engagement regarding EAC work has been critical for legislative education subcommittees. There will be an EAC presentation before the Joint Ways & Means Education Subcommittee on May 28 to share EAC recommendations. The Legislature is on track to provide resources necessary for the Council to move forward with those funds. The Student Success Act was signed into law which will help provide \$9B state school fund budget.

Carmen Urbina arrived at 1:30 p.m.

Carmen Urbina and Lindsey Capps left the meeting at 2:50 p.m.

4.0 Public Comment

No public comment.

5.0 SB 182 – Activity

Chair Oakes led the council in an activity to review SB 182 and bill direction regarding roles and responsibilities. Council discussed the most important aspects of SB 182 for EAC implementation:

- Educator infused – language is specific to determine local needs and dependent on professional learning plans submitted by educators. Network members put forth a plan together, request approval of the plan to the governing body.
- A building-based teacher, administrator or other professional certified by TSPC is part of the 51% teacher voice discussed in the bill.
- Supports culturally-responsive practices representing student needs and demographics. How does this expectation become operationalized – a demonstrated understanding of who is in the community and who is not seen represented?
- Teacher leadership and collaboration language should be stronger in the RFP as referenced in SB 182.
- The council is to continuously access (p 2) monitoring, metrics, outcomes, reporting, etc.
- Roles of educator networks: professional educator priorities, does it mean the same thing as problems of practice? Expectations of educator networks: access to high quality professional learning (networks, ongoing cohort). Do we have a shared understanding of access to high quality professional learning? Does it mean continuous improvement?
- Define some of this in permanent rules to clarify this is continuous improvement.
- Add continuous improvement to the network definition in the RFP. The RFP process will drive this language and place this language in permanent rules. Rules and RFP aligned in definition. The current definition is not as complete but it's also for those who aren't as familiar with education terms.
- Following CEEdO sunsets there will be supporting programs which help achieve the purposes of the educator equity act. It is important to define these purposes at some point.
- It does not speak to requirements if a local school or district solicits other grant dollars or donations. REN plan – report on any additional resources – included in RFP. We should provide the same requirements for districts who raise other money to add to these grants.

BREAK

6.0 Fiscal Model Work Group: Capacity Grants - Consensus Item

WG Chair Matt Yoshioka provided information on the capacity grant discussion from the last work group meeting. Each Sponsoring Organization/REN will receive the same amount but recommend the amount is

increased in years one and two. Year one capacity grant would be \$150k + \$100k = \$250k. Year two capacity grant would be \$150k + \$50k = \$200k; Year three revert to \$150k, but would be revisited by EAC. Clarifying fund release it will not be at the beginning of the budget year. Emphasized a desire for the prorated Capacity Grants to be distributed as soon as possible. The additional one-time bumps are derived from prorating the amounts this fall. Should a coordinator be compensated as a mid-year educator and should the position be yearlong? The State traditionally builds in a standard 3.5% COLA. Some districts and regions will have a higher cost of living. There is some concern about year three and the possibility of extra funding still needed for the capacity grant. The flat funding model for capacity grants was used due to the desire for each region to have at least one REN Coordinator and the other unique region variables make funding formula consideration untenable.

The Council provided consensus to move forward with the WG recommendation to place the capacity grant model in the RFP.

7.0 RFP Discussion

7.1 Ad Hoc RFP recommendations

Melissa Wilk and Michelle Homer-Anderson reviewed the Ad Hoc group RFP recommendations developed at their last meeting on May 14.

7.2 Implementation Considerations

7.3 Overview of RFP components

Hilda Rosselli reviewed the document in the packet which provided an overview of the draft RFP by section.

7.4 Group discussion of components – postponed to June meeting

8.0 Wrap Up

Adjourn at 5 p.m.

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*)



Present: Chair Oakes, Vice-chair Grotting, Paul Andrews, Lindsey Capps, Christy Cox, Surrogate for Colt Gill, Carmen Urbina, Mark Girod, Bill Graupp, Michelle Homer-Anderson, Belle Koskela, Ken Martinez, Martha Richards, Anthony Rosilez, Laura Scruggs, Nick Viles, Melissa Wilk, Matt Yoshioka

Excused: Miriam Calderon, Jenna Schadler, Senator Roblan, Representative McLain

By phone: Marvin Lynn

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

1.0 Welcome Remarks

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 (503)373-1283 at least 48 hours in advance. To subscribe to meeting notices please register [here](#) or www.education.oregon.gov to also find upcoming meetings and prior meeting materials.

Chair Oakes opened discussion regarding summer meeting dates; Hilda reviewed the work to be accomplished over the summer (TA, RFP June draft; staff will be engaged in outreach). The group determined the dates will be held, but could be then held via phone or cancelled as needed.

2.0 Preliminary Business

2.1 Roll Call

Cheryl took roll (Nick Viles arrived at 9:09 a.m., Carmen Urbina left at 12:10 p.m., Lindsey Capps arrived at 2:15 p.m.)

3.0 Council Professional Learning - Discussion Item

Cheryl shared a short Equity video clip and Council engaged in a poster activity reflection, gallery walk ensued during break and lunch (Chair requested directors capture future professional learning items on their exit tickets):

- a new idea, perspective or insight = place on the head poster
- a new feeling = place on the heart poster
- an action idea or skill to implement = place on feet poster

4.0 Joint Ways & Means Education Subcommittee Debrief – Information Item

The Joint W&M Education Subcommittee EAC presentation originally scheduled May 15, 2019, was postponed and is rescheduled for May 28, 2019. Hilda previewed the presentation.

BREAK

5.0 OTSP Scholars Program – Information Item

Hilda updated the Scholars Program status and proposed budget. Sapphire, a scholar recipient, expressed her appreciation for the program and shared ideas for possible OTSP improvement: strengthen the cohort model, a process to learn from the other scholars (loves and appreciates Lala). Why teaching? Aloha HS Child Development Program experience with children caused her to turn from pursuing law to teaching. Fears on entering teaching? Ability to find meaningful employment in the current hiring environment.

6.0 RFP Discussion (continued)

Belle shared a new slide deck and facilitated a discussion to confirm a shared understanding of the proposed RFP components.

Noon LUNCH

6.0 RFP Discussion - Consensus Item

Directors finalized their RFP discussion and added final edits. Directors reached a consensus to use this version when releasing the RFP in June 2019.

Roll was retaken to determine a voting quorum.

7.0 Council Seats – Action Item

7.1 Election of Standing Director

At the last meeting the Executive Director of the Higher Education Coordinating Commission, Ben Cannon, was introduced to the Council as a possible Standing Director. For all the reasons stated, this item is now before the full Council for a vote. Ben was unable to be present, but extended his enthusiasm to participate in the Council. Director Richards moved to elect Ben Cannon as Standing Director, seconded by Don Grotting. The motion passed unanimously

- 7.2 In April, Directors delayed elections to the May meeting. Cheryl Myers opened the floor for nominations or self-nominations.

Michele Oakes nominated Belle Koskela for Council Chair, seconded by Martha Richards.
Martha Richards moved to close nominations, seconded by Paul Andrews.
Belle Koskela accepted the nomination for Council Chair.
A verbal vote was taken and Belle Koskela was approved unanimously. New Council Chair Koskela assumed the gavel and facilitated the remainder of the meeting.

Martha Richards nominated Don Grotting for Vice-chair, seconded by Lindsey Capps.
Martha Richards moved to close the nominations, seconded by Paul Andrews.
Don Grotting accepted the nomination for Vice-chair.
A verbal vote was taken and Don Grotting was approved unanimously.

- 7.3 Rotating Director Vacancy - Discussion Item
As outreach for the CBO director seat begins, we'd like further input from the Council. Council input included coastal and south-central representation.

Staff will begin outreach and the updated application will be forwarded to all Council directors for additional outreach; the website will be updated for interested parties to download.

- 8.0 **EAC Self-assessment and Reflection** (due to time constraints, this will occur in June)

- 9.0 **Closing Remarks**

Adjourn at 3:01 p.m.



Educator Advancement Council

June 26, 2019
Docket Item #3.1

May 24, 2019

To Whom It May Concern,

The members of the Oregon Educator Equity Advisory Group (OEEAG) would like to submit to you the following letter of support for funding for the Oregon Teacher Scholars Program. As the Chair of the OEEAG for the last four years, the OEEAG and I have been hard at work developing action steps and strategies to increase the number of educators of linguistic and ethnic diversity in our ever-diversifying state. Our Group is responsible for the annual Oregon Educator Equity Report for the State Legislature largely created by Dr. Hilda Rosselli, a stalwart champion of educator diversity.

The recommendation for the Oregon Teacher Scholars Program originated from our Oregon Educator Equity Advisory Group who studied six other states' models and have recommended this funding for two biennia in the Oregon Educator Equity Report. This funding is now in place and has been facilitated by OSAC. We have studied and found that many diverse students wanting to become educators have had a difficult time finishing the last year of an educator preparation program due to the fact that the practicum part of the program requires people to commit to full time student teaching. Diverse educators, in many instances, are also people who are working 2-3 jobs to survive at a family wage. They cannot take off work to do this and hence, they drop out before completing. This funding allows end of program students to finish their programs by providing funding for their living such as child care, transportation and books. We have seen much success even in the early stages of this scholarship program. It is very promising!

A key point we would like to make is the uniqueness of this scholarship program: it does more than just provide scholarships; it also provides navigation support, professional learning related to culturally relevant pedagogy and practice, job finding assistance, and networking. The Oregon Teacher Scholars Program hired a part time coordinator and we have found that this personal touch makes all the difference in the world to our students. We would like to expand this role to serve more Scholars.

Finally, this program can begin to satisfy the high demand needs of our school districts identified by the Educator Advancement Council, Joint Committee on Student Success, and the Confederation of School Administrators. Our schools are diversifying and we are not keeping up with the demand for teachers that match the demographics of our students. The Oregon Teacher Scholars Program has begun to prove that it can help diversify the Oregon Educator Workforce. Please support this Program with funding for the next biennium.

Sincerely,

Dr. Karen Fischer Gray, Superintendent Lincoln County SD
Chair, Oregon Educator Equity Advisory Group



Educator Advancement Council

June 26, 2019
Docket Item #3.1

Docket Item: Staff Engagement Report

Date	Event Attended	Sponsoring Organization	EAC Staff Attending	Directors Attending
5/28-5/29	Ways & Means Education Subcommittee	Legislature	Hilda Rosselli	Lindsey Capps Colt Gill
5/28-6/1	NCORE (National Conference for Race and Ethnicity in American Higher Education)	NCORE	Cheryl Myers	
5/29	ESSA Leadership Learning Community (ELLC)	Oregon grant via Wallace Foundation	Hilda Rosselli	Tony Rosilez
6/18	Government to Government Education Summit	Tribes	Cheryl Myers	Lindsey Capps
6/7	CEEDAR	ODE	Hilda Rosselli	
6/17	TSPC Commission meeting	TSPC	Hilda Rosselli	Tony Rosilez
6/20-21	edTPA 2.0 Design Team meeting	SCOPE	Hilda Rosselli	Marvin Lynn

Upcoming Events

Date	Event Scheduled	Sponsoring Organization	EAC Staff Attending	Directors Attending

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

STATE OF OREGON



COVER PAGE

OREGON DEPARTMENT OF EDUCATION
on behalf of the
EDUCATOR ADVANCEMENT COUNCIL

SPONSORING ORGANIZATIONS AND GRANT FUNDING FOR REGIONAL EDUCATOR NETWORKS

Request for Sponsoring Organizations and Grant Applications (RFA)

ODE-1133-19

Date of Issue: June 14, 2019

Closing Date: July 29, 2019, 10:00 AM

Single Point of Contact (SPC): Holley Oglesby, Procurement & Contract Specialist

Address:	255 Capitol Street NE, 3 rd floor
City, State, Zip	Salem, OR 97310
Phone (voice)	(503) 373-1707
E-mail:	Holley.Oglesby@state.or.us

In compliance with the Americans with Disabilities Act of 1990, this RFA may be made available in alternate formats such as Braille, large print, audiotape, oral presentation, and computer disk. To request an alternate format call the Oregon Department of Education, (503) 947-5600.

It is a 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, age, sexual orientation, or disability in any educational programs, activities or employment. For more information, visit the [Anti-Discrimination Policy page](#).

TABLE OF CONTENTS

SECTION 1: GENERAL INFORMATION	3
1.1 INTRODUCTION	3
1.2 SCHEDULE	3
1.3 SINGLE POINT OF CONTACT (SPC)	3
SECTION 2: AUTHORITY, OVERVIEW, AND SCOPE	4
2.1 AUTHORITY	4
2.2 DEFINITION OF TERMS	4
2.3 OVERVIEW	6
2.4 SCOPE OF PROJECT	10
SECTION 3: PROCUREMENT REQUIREMENTS AND EVALUATION	13
3.1 MINIMUM APPLICANT REQUIREMENTS	13
3.2 MINIMUM SUBMISSION REQUIREMENTS	13
3.3 PROCUREMENT PROCESS	14
3.4 APPLICATION CONTENT REQUIREMENTS	16
3.5 EVALUATION PROCESS	20
3.6 RESERVED	22
3.7 NEXT STEP DETERMINATION	23
3.8 RESERVED	23
3.9 POINT AND SCORE CALCULATIONS	23
3.10 RANKING OF APPLICANTS	25
SECTION 4: AWARD AND NEGOTIATION	25
4.1 AWARD NOTIFICATION PROCESS	25
4.2 INTENT TO AWARD PROTEST	25
4.3 SUCCESSFUL APPLICANT SUBMISSION REQUIREMENTS	26
4.4 GRANT NEGOTIATION	27
SECTION 5: ADDITIONAL INFORMATION	27
5.1 GOVERNING LAWS AND REGULATIONS	27
5.2 OWNERSHIP/PERMISSION TO USE MATERIALS	27
5.3 CANCELLATION OF RFA; REJECTION OF APPLICATIONS; NO DAMAGES	28
5.4 COST OF SUBMITTING AN APPLICATION	28
SECTION 6: LIST OF ATTACHMENTS	28
ATTACHMENT A SAMPLE GRANT	28
ATTACHMENT B DISCLOSURE EXEMPTION	28
ATTACHMENT C APPLICANT INFORMATION AND CERTIFICATION SHEET	28
ATTACHMENT D LIST OF PARTNERS	28
ATTACHMENT E BUDGET WORKSHEET	28
ATTACHMENT F THE EAC'S CORE VALUES	28

SECTION 1: GENERAL INFORMATION

1.1 INTRODUCTION

The State of Oregon, acting by and through the Department of Education (“Agency”), is issuing this Request for Grant Applications (“RFA”) to identify and stand up regional organizations interested in serving as a Sponsoring Organization for a Regional Education Network (“REN”) starting in the fall of 2019.

As charged by the Oregon Legislature in Senate Bill 182 (2017) (“SB 182”), 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. Agency, on behalf of the EAC is seeking applications from organizations and consortiums interested in serving as a Sponsoring Organization for a REN for the 2019-2021 biennium to help facilitate the work of regions as they improve systems designed to support Educators. Guidance on the EAC’s core values is provided as Attachment F to assist in the development of effective applications.

Additional details are included in the Scope of Activities section.

Agency anticipates the award of up to 10 Grant Agreements (“Grants”) from this RFA. The initial term of each Grant is anticipated to be 2 years.

1.2 SCHEDULE

The table below represents a tentative schedule of events. All times are listed in Pacific Time. All dates listed are subject to change. N/A denotes that event is not applicable to this RFA.

Event	Date	Time
Pre-Application Webinar	June 24, 2019	2:00 – 3:30 PM
Questions/ Requests for Clarification Due	July 1, 2019	5:00 PM
Closing (Applications Due)	July 29, 2019	10:00 AM
Issuance of Notice of Intent to Award (approximate)	August 16, 2019	
Award Protest Period Ends	7 calendar days after Notice of Intent to Award	

1.3 SINGLE POINT OF CONTACT (SPC)

The SPC for this RFA is identified on the Cover Page, along with the SPC’s contact information. Applicant shall direct all communications related to any provision of the RFA, whether about the technical requirements of the RFA, contractual requirements, the RFA process, or any other provision only to the SPC.

SECTION 2: AUTHORITY, OVERVIEW, AND SCOPE

2.1 AUTHORITY

Agency is issuing this RFA pursuant to its authority under SB 182 (referenced in ORS 342.940 and ORS 342.943). Temporary rules pertaining to this RFA reside in OAR 581-012-0001 through 581-012-0019.

2.2 DEFINITION OF TERMS

For the purposes of this RFA, capitalized words will refer to the following definitions.

2.2.1 General Definitions

Capitalized terms not specifically defined in this document are defined in OAR 125-246-0110 and ORS 581-012-0001.

2.2.2 Project Specific Definitions

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 and planning which may include, but is not limited to, parent groups and advocacy groups, city and business partners, student input, and Educators.

Continuous Improvement: a school or instructional-improvement process that unfolds progressively, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. The concept also encompasses the general belief that improvement is not something that starts and stops, but it's something that requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth.

Culturally Responsive: the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them.

Coordinating Body: required by ORS 342.943 and 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) 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 Tribes.

Educator: a teacher, administrator or other school professional who is licensed, registered or certified by the Oregon Teacher Standards and Practices Commission.

Educator Advancement Fund (“EAF”): the fund continuously appropriated to Agency established by ORS 342.940 in the State Treasury, separate and distinct from the General Fund to be distributed by the EAC.

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 and is committed to supporting diversity, professional learning and experiences of the Educator workforce at each stage of their careers by evaluating and then tailoring systems to meet the needs of local Educators.

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.

Fiscal Agent: an established organization that may accept state funding on behalf of the REN, 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.

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 (“REN”): an Educator Network designated for one of the regional areas set forth in Figure 5 of Section 2.3. of this RFA.

Sponsoring Organization for a Regional Educator Network (“Sponsoring Organization”): a school district, education service district, nonprofit organization, Postsecondary Institution, Tribe, or a consortia or combination of any of these groups in a designated region of the state that convenes a Coordinating Body and meets the requirements of ORS 342.943(2).”

System Improvement: solutions that are built locally, through a process of deeply understanding system variance and experiences of those being served, with Equity Lens-driven implementation that focuses on adaptive implementation with integrity, not just fidelity.

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.

Technical Assistance means facilitated training, tools and processes needed to carry out project activities.

Tribe: any of the federally-recognized Native American tribes of this state.

2.3 OVERVIEW

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 across pre-kindergarten through grade three 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.

2.3.1 Original Legislation and Intent

In 2013, Oregon’s initial Network for Quality Teaching and Learning was created as part of House Bill 3233—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
- Leverage resources and expertise through new partnerships between public education agencies, professional associations, higher education institutions and nonprofit, philanthropic and community partners.

(The remainder of this page has been intentionally left blank.)

The Governor’s Council on Educator Advancement adopted four guiding principles outlined in Figure 1 which informed the efforts of the current EAC.

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 learning¹.



- **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 learning². Teachers perceive professional learning as most effective when it is sustained over time³. 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 practices⁴.

¹ 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.

² 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.

³ 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).

⁴ 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.

In November 2016, the Governor’s Council on Educator Advancement issued a full report (the “Report”) to the Governor with 10 recommendations outlined in Figure 2. The Report can be viewed at this website: https://www.oregon.gov/cedo/Documents/Educator-Advancement-Report_CEdO_Nov_2016.pdf. The recommendations continue to serve as a foundation for anticipated changes resulting from successful implementation of Educator Networks in Oregon.

Figure 2. 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.

2.3.2 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 for Quality Teaching and Learning funds. This included forming the EAC charged with establishing a system of 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 3.

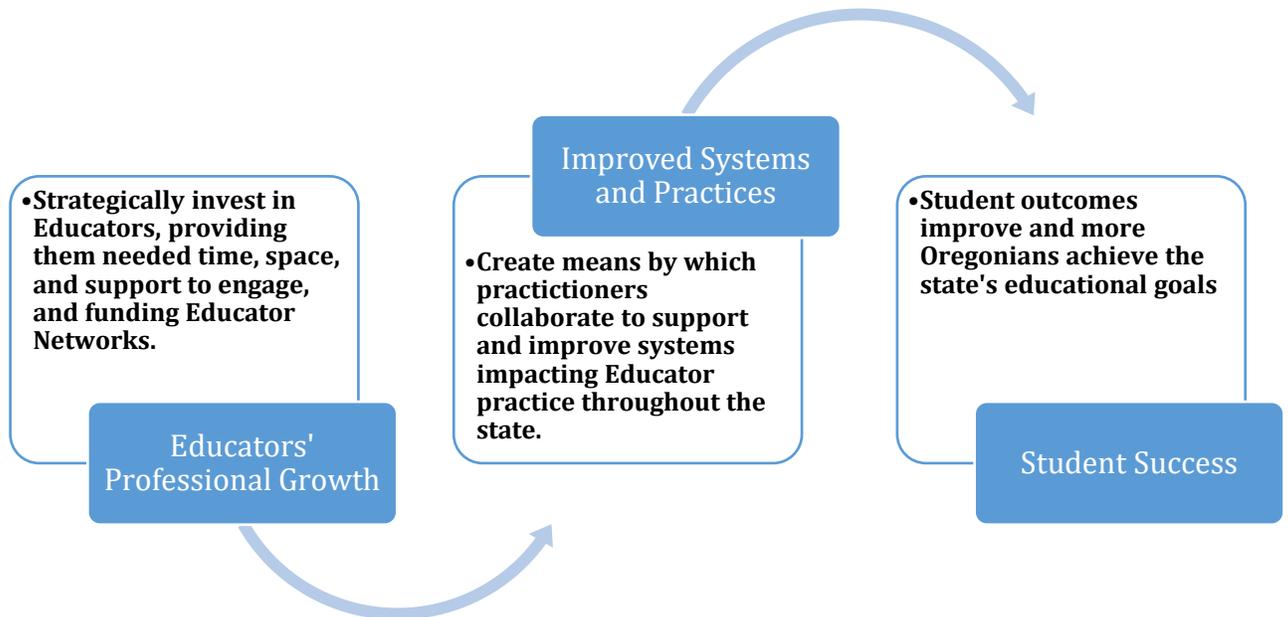
Figure 3. Educator Career Continuum



2.3.3 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 RENs will help local school districts engage Educators in their community to identify local needs, and help the EAC leverage and distribute state dollars in a noncompetitive way to support Educators in serving their students. Figure 4 illustrates the Theory of Action for the resulting RENs.

Figure 4. Theory of Action for Regional Educator Networks



The EAC’s establishment of Regional 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:

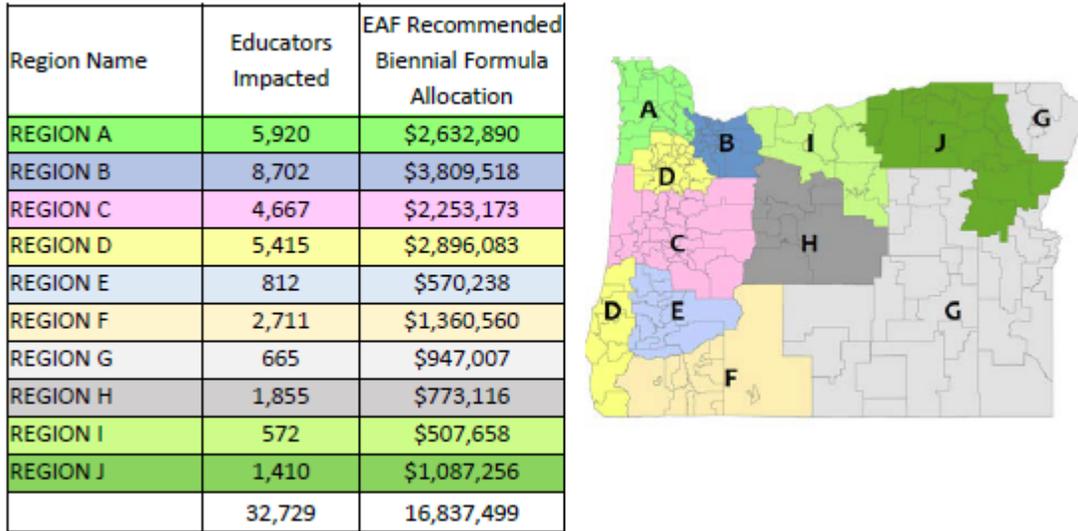
- Networks are formed with multiple sectors in the community;
- Educator voices help eliminate locally defined inequities; and
- Data and the experiences of Educators are used for Continuous Improvement.

The EAC issued a Request for Information in fall 2018 and used the input to inform this RFA. As a result, the EAC has identified proposed 10 regions in the state (reference Figure 5) and seeks to identify a REN Sponsoring Organization/Fiscal Agent for each region to help facilitate the work of regions as they improve systems designed to support Educators.

The purpose of this RFA is to identify 10 Sponsoring Organizations, one for each of the ten proposed regions 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 Sponsoring Organization will help facilitate design and implementation of Continuous Improvement efforts within their region. They will also invite 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. Responses to this RFA will test the initial assumptions around regions with adjustments as needed by the EAC. All Oregon public school districts are eligible to be members of a REN and subsequently, eligible to benefit from the resources of the EAF. If after a year, a district seeks to move to another region, the EAC will review formal requests for migration to another REN.

Figure 5. Potential Regional Areas to be Served by RENs and Recommended Regional Funding



2.4 SCOPE OF PROJECT

2.4.1 Expectations for a Sponsoring Organization for each Regional Educator Network

It is expected that each Sponsoring Organization will seek representation from local education-focused nonprofit organizations, Tribes, education-focused philanthropic organizations, professional education associations, and community-based education organizations representing families and students. The Sponsoring Organization will represent school districts and partners in its region, serve as a liaison with the EAC regarding Technical Assistance needs of the region, facilitate processes identified in this RFA, assist in leveraging regional resources, distribute money from the Educator Advancement Fund to local school districts, and help document REN outcomes. Such activities will include, but are not limited to:

- Reflecting and communicating the vision of the EAC and use of funds;
- Convening and staffing a Coordinating Body;
- Communicating regularly with the EAC via the REN coordinator;
- Submitting a REN plan (including local plans; Agency to provide additional guidance after award) to the EAC for approval;
- Providing annual summary reports to the EAC on behalf of the Coordinating Body on Educator Network(s) progress;

- Where appropriate, mapping individual district objectives with networks outside of the REN's current region;
- Receiving, holding in trust, and distributing, directly or through a Fiscal Agent, the EAF funds for use by school districts within the region; and
- Facilitating decisions in the Coordinating Body regarding the highest and best use of EAF funds for individual schools and groups of districts.

2.4.2 Facilitating Identification of Local Needs

Educator Networks empower Teacher Leaders as they organize around common problems of practice 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. Educator Networks leverage teacher expertise and leadership, are flexible and share learned experiences, resources, and capacity, but localize how they achieve their goals. 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 and local context; thus, the Sponsoring Organization and Coordinating Body must be willing to:

- Model and reinforce authentic local stakeholder and Educator engagement efforts;
- Demonstrate a commitment to Equity Lens-driven policies and practices including engagement of community stakeholder groups;
- Receive Technical Assistance by EAC-recommended provider(s);
- When needed, bring in EAC-recommended Technical Assistance providers to offer trainings, workshops, webinars, etc. to support the work of the Coordinating Body and 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;
- Differentiate support needed by school districts in their region as they move into implementation;
- Facilitate the development of a REN plan to be submitted to the EAC for approval for use of EAF funds;
- Demonstrate how local and regional resources are braided or leveraged to augment EAF funds (e.g. use of Title funds, ESD services, other grant-in-aid funds, partner contributions, and in-kind resources); and
- 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.

2.4.3 Technical Assistance and Coaching

Sponsoring Organizations will need to provide Technical Assistance to assist local school districts and partners 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 local design teams and include 51% teacher representation reflective of their communities. Some members may also serve on the REN Coordinating Body;
- Develop local plans for use by the Coordinating Body as they develop a Regional Educator Network Plan;
- 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.

2.4.4 Sponsoring Organization Grants and Educator Advancement Fund (“EAF”)

Each identified Sponsoring Organization will be eligible for a grant of \$150,000 in each year of the 2019-21 biennium plus one-time seed funding of \$100,000 in year one and \$50,000 in year two to perform defined responsibilities (collectively the “Grant Funds”). They will be expected to leverage existing regional resources and identify in-kind contributions from partners to maximize the impact of the Grant Funds in the region. Upon receipt of the Grant Funds, each Sponsoring Organization will serve as a liaison between the EAC and the local school districts and partners within their region.

Each Sponsoring Organization may use their Grant Funds to offset the fiscal impact Sponsoring Organizations need to support conditions stipulated in the RFA including:

- Staffing for a dedicated REN coordinator to work with individuals and schools in their region. (Ideally this coordinator will also be a trained coach in concepts including Continuous Improvement, Equity Lens, authentic engagement, etc. so they may provide Technical Assistance for their region.) Each coordinator will also collaborate with other REN coordinators to link networks and possibly create new ones;
- Paying the costs to convene the Coordinating Body, including costs for travel, substitutes for teachers, REN staff traveling to distant districts for engagement purposes, and supplies; and

- Contracting for needed support/expertise (e.g. evaluation/data collection, content expertise to support Educator Networks working through a problem of practice).

Upon Agency’s approval of the REN plan, the Coordinating Body of each REN will have fiscal authority to disburse the EAF formula funding described in OAR 581-012-0015 for their region.

SECTION 3: PROCUREMENT REQUIREMENTS AND EVALUATION

3.1 MINIMUM APPLICANT REQUIREMENTS

3.1.1 Sponsoring Organization

An entity is eligible to sponsor a REN if the entity:

- Is a school district, education service district, nonprofit organization, Postsecondary Institution of education, Tribe, or a consortium that is a combination of the identified entities and which includes a partner eligible to serve as a Fiscal Agent;
- Has demonstrated the ability to oversee the use of funds in support of professional development, mentoring or other direct supports to Educators;
- Has demonstrated a commitment to Equity Lens-driven policies and practices;
- Has the capacity to coordinate services across the region served by the Educator Network;
- Has demonstrated experience in developing and managing partnerships; and
- Has, or agrees to establish, a Coordinating Body for the REN.

3.1.2 Fiscal Agent

A Sponsoring Organization must use a Fiscal Agent to receive and distribute Grant Funds within its REN or perform such functions itself. Any Fiscal Agent must be a school district, education service district or Postsecondary Institution of education that is a member of the Regional Educator Network.

3.2 MINIMUM SUBMISSION REQUIREMENTS

3.2.1 Application Format and Quantity

Applications should follow the format and reference the sections listed in the Application Content Requirements section. Responses to each section and subsection should be labeled to indicate the item being addressed. Applications must describe in detail how requirements of this RFA will be met and may provide additional related information.

An Applicant shall submit one electronic copy of its Application as described in Section 3.3.4. In addition, if Applicant believes any of its Application is exempt from disclosure under Oregon Public Records Law (ORS 192.311 through 192.478), Applicant shall complete and submit the Disclosure Exemption Affidavit (Attachment B) and a fully redacted version of its Application, clearly identified as the redacted version.

3.2.2 Authorized Representative

A representative authorized to bind the Applicant shall sign the Application. Failure of the authorized representative to sign the Application may subject the Application to rejection by Agency.

3.3 PROCUREMENT PROCESS

3.3.1 Public Notice

The RFA, including all Addenda and attachments, is published in the Oregon Procurement Information Network (ORPIN) at <http://orpin.oregon.gov>. RFA documents will not be mailed to prospective Applicants.

Agency shall advertise all Addenda on ORPIN. A prospective Applicant is solely responsible for checking ORPIN to determine whether or not any Addenda have been issued. Addenda are incorporated into the RFA by this reference.

3.3.2 Questions/ Requests for Clarification

All inquiries, whether relating to the RFA process, administration, deadline or method of award, or to the intent or technical aspects of the RFA must:

- Be emailed to the SPC;
- Reference the RFA number;
- Identify Applicant's name and contact information;
- Be sent by an authorized representative;
- Refer to the specific area of the RFA being questioned (i.e. page, section and paragraph number); and
- Be received by the due date and time for Questions/Requests for Clarification identified in the Schedule.

3.3.3 Pre-Application Conference

A pre-Application webinar will be held at the date and time listed in the Schedule (Section 1.2). Prospective Applicants' participation in this webinar is highly encouraged but not mandatory.

The purpose of the pre-Application webinar is to:

- Provide additional description of the project;
- Explain the RFA process; and
- Answer any questions Applicants may have related to the project or the process.

Statements made at the pre-Application webinar are not binding upon Agency. Applicants may be asked to submit questions in Writing.

Interested parties may register to participate in the pre-Application webinar at this link: <https://register.gotowebinar.com/register/3196856845491473409>.

3.3.4 Application Submission

Applicant is solely responsible for ensuring its Application is received by the SPC in accordance with the RFA requirements before the Closing date identified in the Schedule. Agency is not responsible for any delays in mail or by common carriers or for transmission errors or delays or mistaken delivery. Applications submitted by any means not authorized may be rejected.

3.3.4.1 Submission via Secure File Transfer Process

An electronic version of the complete Application must be submitted to the SPC using the secure file transfer system available on Agency's district website:

<https://district.ode.state.or.us/apps/xfers/>. 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 Closing will be scored. Contact Agency's helpdesk at 503-947-5715 if you need assistance with the secure file transfer process.

3.3.5 Modification or Withdrawal of Applications

Any Applicant who wishes to make modifications to an Application already received by Agency shall submit its modification in the manner indicated in the Application Submission section and must denote the specific change(s) to the Application submission.

If an Applicant wishes to withdraw a submitted Application, it shall do so prior to Closing. The Applicant shall submit a written notice signed by an authorized representative of its intent to withdraw its Application. The notice must include the RFA number and be submitted to the SPC.

3.3.6 Application Due

Applications and all required submittal items must be received by the SPC on or before Closing. Applications received after Closing will not be accepted. All Application modifications or withdrawals must be completed prior to Closing.

Applications received after Closing are considered LATE and will NOT be accepted for evaluation. Late Applications will be returned to the respective Applicant or destroyed.

3.3.7 Application Rejection

Agency may reject an Application for any of the following reasons:

- Applicant fails to substantially comply with all prescribed RFA procedures and requirements, including but not limited to the requirement that Applicant's authorized representative sign the Application.
- Applicant makes any contact regarding this RFA with State representatives such as State employees or officials other than the SPC or those the SPC authorizes, or inappropriate contact with the SPC.
- Applicant attempts to inappropriately influence a member of the evaluation committee.
- Application is conditioned on Agency's acceptance of any other terms and conditions or rights to negotiate any alternative terms and conditions that are not reasonably related to those expressly authorized for negotiation in the RFA or Addenda.

3.3.8 Opening of Application

There will be no public Opening of Applications. Applications received will not be available for inspection until after the evaluation process has been completed and the Notice of Intent to Award is issued.

3.4 APPLICATION CONTENT REQUIREMENTS

Application must address each of the items listed in this section and all other requirements set forth in this RFA. Applicant shall fully describe the activities to be completed. An Application that merely offers to complete activities as stated in this RFA will be considered non-Responsive to this RFA and will not be considered further.

3.4.1 Applicant Information and Certification Sheet

Applicant shall complete and submit the Applicant Information and Certification Sheet (Attachment C).

3.4.2 List of Partners

Applicant shall complete and submit the List of Partners form (Attachment D) to include relevant community-based organizations, Tribes, higher education institutions, philanthropic organizations, municipalities, non-profit organizations, etc. that Applicant plans to engage for the project. Prior to execution of any Grant, Applicant will be required to show evidence of commitment (e.g. formal agreement, letter of commitment, etc.) for each partner. Agency reserves the right to reject an Application if Applicant cannot obtain firm commitments from partners required for Applicant's proposed plan to be successful.

3.4.3 Application Narrative

Applicant shall complete and submit a narrative that addresses the elements described below. The narrative must not exceed 17 pages (per section page limits shown below) of double-spaced, 10+ point font. Applicants should use definitive verbs in their narrative to describe what the Applicant "will" do rather than aspirational verbs such as "hopes," "expects," "intends," "plans" or similar verbs that do not express a firm commitment to undertake a specific action.

3.4.3.1 Sponsoring Organization Characteristics (no more than 6 pages in length)

REQUIRED

- How is Applicant critical to the region being served?
- Identify all school districts, education service districts, early learning providers, Postsecondary Institutions, Tribes, community groups, professional associations, non-profit organizations, philanthropic organizations, and other partners involved in Application.
- Describe Applicant's relationship status with the school districts Applicant proposes to serve.
- What Educator-related needs and challenges have already been elevated in the region? In particular, address issues of any historically underserved or

underrepresented population. Provide relevant Educator data relating to those needs in an appendix (this appendix will not count toward the 6 page limit).

- What are hoped for changes as a result of serving as a Sponsoring Organization?

DISCRETIONARY

- To what degree has Applicant already engaged in Continuous Improvement to accelerate learning about system changes and address problems of practice impacting Educators?
- What unique assets, resources, and characteristics of the region will enable Applicant to be effective?
- What additional partners and stakeholders will be recruited for the long-term sustainability of this Sponsoring Organization?
- What is the relationship between Applicant’s proposed REN and other regional efforts? (e.g., Educator preparation partnerships, early learning hubs, STEM hubs, or other regional networks, etc.)

3.4.3.2 Governance Structure (no more than 4 pages in length)

- What is Applicant’s plan for establishing a Coordinating Body per ORS 342.943 that includes equitable geographic representation, including a balance of various sized districts?
- How will Applicant ensure the Coordinating Body is comprised of a majority (over 50%) of teachers that are appointed and engaged in the Coordinating Body, as per ORS 342.943?
- Explain any anticipated difficulties in achieving representation on the Coordinating Body from types of educational entities that are not located in the region served by the applicable REN.
- Describe the operating structure of the Sponsoring Organization, including: staffing, committees, distributed functions across partners, and partnership agreements.
- The EAC recognizes the importance of a coordinator for each Sponsoring Organization and cautions against fragmented leadership. Describe the qualities and experiences the proposed REN coordinator 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; and
 - Continuous Improvement experience
- What convening processes will be used to engage the Coordinating Body to guide the Sponsoring Organization’s focus including underserved community engagement?
- Describe Applicant’s capacity to receive, hold, distribute and account for funding efficiently and effectively.

- How will Applicant retain fund supervision and control to ensure funds are used strictly for REN purposes, document use of funds, and provide reports to the EAC on their use?
- Describe Applicant’s experience in developing and facilitating partnerships.
- Successful Sponsoring Organizations need to consistently navigate multiple partner efforts and programs with a commitment to use 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 Sponsoring Organization?
- What is Applicant’s 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 to the List of Partners form (Attachment D).
- Include a list of the partners directly involved in the development of Applicant’s Application. Describe their roles in the process of Application development and the approach taken to ensure commitment to an Educator and equity-driven process moving forward.

**3.4.3.3 Equity
(no more than 3 pages in length)**

- Describe and reflect on the demographic data trends of Applicant’s region, including the diversity of the Educator workforce (race, ethnicity, linguistic, and gender) gap as compared to the students being served in the region the Sponsoring Organization. Identify elements contributing to regional Educator hiring and retention data.
- How will Applicant ensure the Coordinating Body includes culturally and linguistically diverse Educators, parents, students and community stakeholders?
- Provide evidence of how Applicant has demonstrated a commitment to Equity Lens-driven policies and practices. How will this commitment be operationalized within the proposed Sponsoring Organization? Describe the current reach of Applicant’s policies and practices within Applicant’s organization(s).
- What is next in Applicant’s organization’s equity learning journey?
- Describe Applicant’s capacity to lead and facilitate the REN’s equity work moving forward.

**3.4.3.4 Participation in Technical Assistance
(no more than 2 pages in length)**

- Has Applicant previously received Technical Assistance? If so, describe the topics and experience. To what extent has Applicant engaged in Technical Assistance to learn how to apply tenets of Continuous Improvement with Educators at the table?
- To what extent has Applicant engaged in equity audits to ascertain needed areas of Technical Assistance or coaching?
- How does Applicant anticipate benefiting from participating in EAC-provided Technical Assistance and coaching for Sponsoring Organizations?

- How has Applicant worked to build relationships with existing or emerging Educator networks in its region? In particular, please describe processes Applicant has used to authentically engage and elevate teacher viewpoints and opinions.
- Describe an example of prior Technical Assistance and how it altered Applicant's practices.

3.4.3.5 Budget Worksheet and Narrative (no more than 2 pages in length)

Applicant shall complete and submit a detailed budget worksheet (Attachment E) and narrative that clearly identifies reasonable costs associated with the REN development and functionality. The budget narrative should explain 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. If Applicant will be using a Fiscal Agent, documentation of this arrangement (an agreement or letter signed by both parties indicating they intend to enter into an agreement for this purpose) must be attached to the Budget Worksheet.

NOTE: This narrative should not address proposed uses for future EAF formula funding as that will emerge from the work of the REN's Coordinating Body.

- Describe how each budget line item was determined.
- Identify roles and responsibilities for any staff funded partially or entirely through the Grant.
- Describe how Applicant will leverage other state, federal, private, philanthropic funding or in-kind resource donations.
 - NOTE: The allowable indirect costs are up to 10% for the Grant.

NOTE: Additional detail is not required, however, any supporting charts, graphs, or tables may be placed in an appendix (which will not count toward the 2 page limit) and referenced in the budget narrative.

3.4.4 Public Record/Confidential or Proprietary Information

All Applications are public record and are subject to public inspection after Agency issues the Notice of Intent to Award. If an Applicant believes that any portion of its Application contains any information that is a trade secret under ORS Chapter 192.345(2) or otherwise is exempt from disclosure under the Oregon Public Records Law (ORS 192.311 through 192.478), Applicant shall complete and submit the Disclosure Exemption Affidavit (Attachment B) and a fully redacted version of its Application.

Applicant is cautioned that cost information generally is not considered a trade secret under Oregon Public Records Law (ORS 192.311 through 192.478) and identifying the Application, in whole, as exempt from disclosure is not acceptable. Agency advises each Applicant to consult with its own legal counsel regarding disclosure issues.

If Applicant fails to identify the portions of the Application that Applicant claims are exempt from disclosure, Application has waived any future claim of non-disclosure of that information.

3.5 EVALUATION PROCESS

3.5.1 Responsiveness and Responsibility Determination

Applications received prior to Closing will be reviewed for Responsiveness to all RFA requirements including compliance with minimum requirements in sections 3.1 and 3.2 and Application Content Requirements in section 3.4. If the Application is unclear, the SPC may request clarification from Applicant. However, clarifications may not be used to rehabilitate a non-Responsive Application. If the SPC finds the Application non-Responsive, the Application may be rejected, however, Agency may waive minor mistakes in its sole discretion.

At any time prior to award, Agency may reject an Applicant found to be not Responsible.

3.5.2 Evaluation Criteria

Applications meeting the requirements outlined in the Application Content Requirements section will be evaluated by an Evaluation Committee. Evaluators will assign a score of 0 to 10 for each evaluation criterion listed below in this section.

For each region, Agency intends to select one entity to serve as the Sponsoring Organization and to receive the Grant funds. Applications will not be competing with all Applications received in response to this RFA. Rather, Applications will only be competing regionally. For example, an Application that proposes to serve region A will only compete with other Applications proposing to serve region A.

SPC may request further clarification to assist the Evaluation Committee in gaining additional understanding of Applications. A response to a clarification request must be to clarify or explain portions of the already submitted Application and may not contain new information not included in the original Application.

SCORE	EXPLANATION
10	OUTSTANDING – Response meets all the requirements and has demonstrated in a clear and concise manner a thorough knowledge and understanding of the subject matter and project. The Applicant provides insight into its expertise, knowledge, and understanding of the subject matter.
6 – 9	VERY GOOD – Response provides useful information, while showing experience and knowledge within the category. Response demonstrates above average knowledge and ability with no apparent deficiencies noted.
5	ADEQUATE – Response meets all requirements in an adequate manner. Response demonstrates an ability to comply with guidelines, parameters, and requirements with no additional information put forth by the Applicant.
1 – 4	FAIR – Applicant meets minimum requirements, but does not demonstrate sufficient knowledge of the subject matter.
0	RESPONSE OF NO VALUE – An unacceptable response that does not meet the requirements set forth in the RFA. Applicant has not demonstrated knowledge of the subject matter.

3.5.2.1 Evaluation Item 1: Sponsoring Organization Characteristics (25%)

- To what extent does Applicant show evidence of preferred Characteristics of a Sponsoring Organization?
 - Application demonstrates capacity and support from regional partners to serve as a Sponsoring Organization in a specified region of the state (Region A, B, C, etc.). Application shows evidence of ongoing relationships and partnerships with school districts in the region. Application shows evidence of committed partners, both in the RFA development and in described REN activities.
 - Applicant conveys a commitment to fully understanding the fundamental characteristics of systems in need of improvement.
 - Applicant has the capacity and willingness to participate in Technical Assistance and coaching in order to authentically engage Educators in defining regional needs for EAC funding.
 - Application aligns with core principles of the EAC’s vision for RENs. Applicant communicates a clear vision as to the intended purpose and desired outcome as a result of collaborative regional planning.
 - Applicant demonstrates potential and willingness to contribute to the larger statewide REN system.
 - Applicant’s Application development process used meaningful input and involvement of multiple stakeholders and partners.
 - Application communicates long-term vision as to additional partners who could help support the REN’s efforts.
 - Applicant demonstrates an awareness of Educator-related needs and challenges within the region, particularly for historically underserved or underrepresented populations.
 - Application identifies assets, resources and regional characteristics informing the REN’s work.
 - Applicant shows demonstrated success in improving student indicators.
 - Application utilizes an inclusive equity-driven Community Engagement process.

3.5.2.2 Evaluation Item 2: Sponsoring Organization’s Governance Structure (25%)

- To what extent does Applicant’s proposed governance structure for the Sponsoring Organization support the following attributes?
 - 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.
 - An 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.

- Evidence that discussions have been held and agreements reached regarding geographical boundaries and partner participation.

3.5.2.3 Evaluation Item 3: Equity-Driven Vision and Process (25%)

- How well does Applicant show evidence of an Equity Lens-driven vision and process?
 - Application reflects principles in the Equity Lens throughout the Application—in the approach to REN activities, supports for Educators, partnerships, and involvement of students, families, and community.
 - Application demonstrates attention to data on Educators and learners in the region is examined through an Equity Lens or audit.
 - Application ensures 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.
 - Applicant’s strategies for ensuring equity of access to all are well thought out and reflect best practices in community.

3.5.2.4 Evaluation Item 4: Technical Assistance as a Sponsoring Organization (15%)

- To what extent does Applicant show a willingness to participate in and help facilitate Technical Assistance as a Sponsoring Organization?
 - Application demonstrates evidence of familiarity with tenets of Continuous Improvement.
 - Application includes the use of needs assessments and equity audits to determine areas for Technical Assistance or coaching.
 - Applicant shows the 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.
 - Applicant shows willingness to host and facilitate Technical Assistance and coaching for partners in the region.

3.5.2.5 Evaluation Item 5: Budget (10%)

- How well does Applicant provide a thorough and reasonable budget for use of Sponsoring Organization Grant funding? Quality of response will be evaluated by considering the following criteria:
 - Applicant’s 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 RFA guidelines.

3.6 RESERVED

3.7 NEXT STEP DETERMINATION

Agency may conduct additional rounds of competition if in the best interest of the State. Additional rounds of competition may consist of, but will not be limited to:

- Establishing a Competitive Range
- Presentations/Demonstrations/Additional Submittal Items
- Interviews

If Agency elects to conduct additional round(s), Agency shall provide written notice to all Applicants describing the next step. At any time, Agency may dispense with the selected additional round and: (1) issue a Notice of Intent to Award to the highest ranking Responsible Applicant; or (2) elect to conduct an alternative round of competition; or (3) cancel the solicitation.

3.8 RESERVED

3.9 POINT AND SCORE CALCULATIONS

Scores are the values (0 through 10) assigned by each evaluator.

Points are the total possible value for each section as listed in the table below.

The SPC will average all scores for each evaluation criterion. The average score will be used as a percentage multiplier of the maximum possible points for that criterion. 1=10%, 5=50%, 9=90%, etc.

(The remainder of this page has been intentionally left blank.)

Points possible are as follows:

EVALUATION CRITERIA		POINTS POSSIBLE
3.5.2.1	<p>Evaluation Item 1: Sponsoring Organization Characteristics</p> <ul style="list-style-type: none"> Application demonstrates capacity and support from regional partners to serve as a Sponsoring Organization in a specified region of the state (Region A, B, C, etc.). Application shows evidence of ongoing relationships and partnerships with school districts in the region. Application shows evidence of committed partners, both in the RFA development and in described REN activities. 	5
	<ul style="list-style-type: none"> Applicant conveys a commitment to fully understanding the fundamental characteristics of systems in need of improvement. 	5
	<ul style="list-style-type: none"> Applicant has the capacity and willingness to participate in Technical Assistance and coaching in order to authentically engage Educators in defining regional needs for EAC funding. 	5
	<ul style="list-style-type: none"> Application aligns with core principles of the EAC’s vision for RENs. Applicant communicates a clear vision as to the intended purpose and desired outcome as a result of collaborative regional planning. 	2
	<ul style="list-style-type: none"> Applicant demonstrates potential and willingness to contribute to the larger statewide REN system. 	2
	<ul style="list-style-type: none"> Applicant’s Application development process used meaningful input and involvement of multiple stakeholders and partners. 	1
	<ul style="list-style-type: none"> Application communicates long-term vision as to additional partners who could help support the REN’s efforts. 	1
	<ul style="list-style-type: none"> Applicant demonstrates an awareness of Educator-related needs and challenges within the region, particularly for historically underserved or underrepresented populations. 	1
	<ul style="list-style-type: none"> Application identifies assets, resources and regional characteristics informing the REN’s work. 	1
	<ul style="list-style-type: none"> Applicant shows demonstrated success in improving student indicators. 	1
<ul style="list-style-type: none"> Application utilizes an inclusive equity-driven Community Engagement process. 	1	
3.5.2.2	Evaluation Item 2: Sponsoring Organization’s Governance Structure	25
3.5.2.3	Evaluation Item 3: Equity-Driven Vision and Process	25
3.5.2.4	Evaluation Item 4: Technical Assistance as a Sponsoring Organization	15
3.5.2.5	Evaluation Item 5: Budget	10
TOTAL POINTS POSSIBLE		100

EXAMPLE:

Applicant A receives scores of 10, 9, and 8 for a criterion worth 50 points. The SPC averages 10, 9, and 8 for a score of 9. 9 is used as a 90% multiplier to the possible points of 50. 50 multiplied by 90% is 45. Applicant A's points for the criterion is 45.

3.10 RANKING OF APPLICANTS

The SPC will total the points for each Application. SPC will determine rank order for each respective Application and Applicant, with the highest point total receiving the highest rank, and successive rank order determined by the next highest point total.

SECTION 4: AWARD AND NEGOTIATION

4.1 AWARD NOTIFICATION PROCESS

4.1.1 Award Consideration

Agency, if it awards a Grant, shall award a Grant to the highest ranking Responsible Applicant(s) based upon the scoring methodology and process described in Section 3. Agency may award less than the full scope described in this RFA. **AGENCY RESERVES THE RIGHT TO NOT SELECT ANY APPLICANTS UNDER THIS RFA IF AGENCY DETERMINES IN ITS SOLE DISCRETION THAT A SELECTION SHOULD NOT BE MADE OR GRANT FUNDS DISTRIBUTED.**

4.1.2 Notice of Intent to Award

Agency will notify all Applicants in writing that Agency intends to award a Grant to the selected Applicant(s) subject to successful negotiation of any negotiable provisions.

4.2 INTENT TO AWARD PROTEST

4.2.1 Protest Submission

An Affected Applicant shall have 7 calendar days from the date of the Intent to Award notice to file a written protest.

An Applicant is an Affected Applicant only if the Applicant would be eligible for a Grant award in the event the protest was successful and is protesting because Agency failed to conduct an evaluation of Applications in accordance with the criteria or process described in this RFA

If Agency receives only one Application in a given region, Agency may dispense with the evaluation process and Intent to Award protest period and proceed with Grant negotiations and award.

4.2.1.1 Protests must:

- Be delivered to the SPC via email or hard copy;
- Reference the RFA number;
- Identify Applicant’s name and contact information;
- Be signed by an authorized representative;
- Specify the grounds for the protest; and
- Be received within 7 calendar days of the Intent to Award notice.

4.2.2 Response to Protest

Agency will address all timely submitted protests within a reasonable time and will issue a written decision to the respective Applicant. Protests that do not include the required information may not be considered by Agency.

4.3 SUCCESSFUL APPLICANT SUBMISSION REQUIREMENTS

4.3.1 Insurance

Prior to execution of the Grant, the apparent successful Applicant shall secure and demonstrate to Agency proof of insurance coverage meeting the requirements identified in the RFA or as otherwise negotiated.

Failure to demonstrate coverage may result in Agency terminating negotiations and commencing negotiations with the next highest ranking Applicant. Applicant is encouraged to consult its insurance agent about the insurance requirements contained in Insurance Requirements (Exhibit B of Attachment A) prior to Application submission.

4.3.2 Taxpayer Identification Number

The apparent successful Applicant shall provide its Taxpayer Identification Number (TIN) and backup withholding status on a completed [W-9 form](#) if either of the following applies:

- When requested by Agency (normally in an Intent to Award notice), or
- When the backup withholding status or any other information of Applicant has changed since the last submitted W-9 form, if any.

Agency will not make any payment until Agency has a properly completed W-9.

4.3.3 Business Registry

If selected for award, Applicant shall be duly authorized by the State of Oregon to transact business in the State of Oregon before executing the Grant. The selected Applicant shall submit a current Oregon Secretary of State Business Registry number, or an explanation if not applicable.

All Corporations and other business entities (domestic and foreign) must have a Registered Agent in Oregon. See requirements and exceptions regarding Registered Agents. For more information, see Oregon Business Guide, How to Start a Business in Oregon and Laws and Rules. The titles in this subsection are available at the following Internet site: <http://www.filinginoregon.com/index.htm>.

4.4 GRANT NEGOTIATION

4.4.1 Negotiation

By submitting an Application, Applicant agrees to comply with the requirements of the RFA, including the terms and conditions of the Sample Grant (Attachment A), with the exception of those terms reserved for negotiation. Applicant shall review the attached Sample Grant and note exceptions. Unless Applicant notes exceptions in its Application, the State intends to enter into a Grant with the successful Applicant substantially in the form set forth in Sample Grant (Attachment A). It may be possible to negotiate some provisions of the final Grant; however, many provisions cannot be changed. Applicant is cautioned that the State of Oregon believes modifications to the standard provisions constitute increased risk and increased cost to the State. Therefore, Agency will consider the Scope of requested exceptions in the evaluation of Applications.

Any Application that is conditioned upon Agency's acceptance of any other terms and conditions may be rejected. Any subsequent negotiated changes are subject to prior approval of the Oregon Department of Justice.

All items, except those listed below, may be negotiated between Agency and the apparent successful Applicant in compliance with Oregon State laws:

- Choice of law
- Choice of venue
- Constitutional requirements
- All applicable federal and State requirements

In the event that the parties have not reached mutually agreeable terms within 5 calendar days, Agency may terminate Negotiations and commence Negotiations with the next highest ranking Applicant.

SECTION 5: ADDITIONAL INFORMATION

5.1 GOVERNING LAWS AND REGULATIONS

This RFA is governed by the laws of the State of Oregon. Venue for any administrative or judicial action relating to this RFA, evaluation and award is the Circuit Court of Marion County for the State of Oregon; provided, however, if a proceeding must be brought in a federal forum, then it must be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court.

5.2 OWNERSHIP/PERMISSION TO USE MATERIALS

All Applications submitted in response to this RFA become the property of Agency. By submitting an Application in response to this RFA, Applicant grants the State a non-exclusive, perpetual, irrevocable, royalty-free license for the rights to copy, distribute, display, prepare derivative works of and transmit the Application solely for the purpose of evaluating the Application, negotiating a Grant, if awarded to Applicant, or as otherwise needed to administer

the RFA process, and to fulfill obligations under Oregon Public Records Law (ORS 192.311 through 192.478). Applications, including supporting materials, may not be returned to Applicant unless the Application is submitted late.

5.3 CANCELLATION OF RFA; REJECTION OF APPLICATIONS; NO DAMAGES

Agency may reject any or all Applications in-whole or in-part, or may cancel this RFA at any time when the rejection or cancellation is in the best interest of the State or Agency, as determined by Agency. Neither the State nor Agency is liable to any Applicant for any loss or expense caused by or resulting from the delay, suspension, or cancellation of the RFA, award, or rejection of any Application.

5.4 COST OF SUBMITTING AN APPLICATION

Applicant shall pay all the costs in submitting its Application, including, but not limited to, the costs to prepare and submit the Application, costs of samples and other supporting materials, costs to participate in demonstrations, or costs associated with protests.

SECTION 6: LIST OF ATTACHMENTS

- ATTACHMENT A SAMPLE GRANT
- ATTACHMENT B DISCLOSURE EXEMPTION
- ATTACHMENT C APPLICANT INFORMATION AND CERTIFICATION SHEET
- ATTACHMENT D LIST OF PARTNERS
- ATTACHMENT E BUDGET WORKSHEET
- ATTACHMENT F THE EAC'S CORE VALUES

ATTACHMENT C — APPLICANT INFORMATION AND CERTIFICATION SHEET

Region: _____

(select from regions A-J based on the map in Section 2.4 of the RFA)

Total # of partners: _____

(should match the number listed in Attachment D – List of Partners)

Total # of students directly served: _____

Total # of Educators served: _____

Legal Name of Applicant: _____

Address: _____

City, State, Zip: _____

State of Incorporation: _____

Entity Type: _____

Contact Name: _____

Telephone: _____

Email: _____

Oregon Business Registry Number (if required): _____

Any individual signing below hereby certifies they are an authorized representative of Applicant and that:

1. Applicant understands and accepts the requirements of this RFA. By submitting an Application, Applicant agrees to be bound by the Grant Agreement terms and conditions in Attachment A and as modified by any Addenda, except for those terms and conditions that Agency has reserved for negotiation, as identified in the RFA.
2. Applicant acknowledges receipt of any and all Addenda to this RFA.
3. If awarded a Grant Agreement, Applicant agrees to perform the activities and meet the performance standards set forth in the final negotiated Grant Agreement.
4. I have knowledge regarding Applicant’s payment of taxes and by signing below I hereby certify that, to the best of my knowledge, Applicant is not in violation of any tax laws of the state or a political subdivision of the state, including, without limitation, ORS 305.620 and ORS chapters 316, 317 and 318.
5. Applicant does not discriminate in its employment practices with regard to race, creed, age, religious affiliation, gender, disability, sexual orientation, national origin. When awarding subgrants or

contracts, Applicant does not discriminate against any business certified under ORS 200.055 as a disadvantaged business enterprise, a minority-owned business, a woman-owned business, a business that a service-disabled veteran owns or an emerging small business.

- 6. Applicant complies with ORS 652.220 and does not unlawfully discriminate against any of Applicant’s employees in the payment of wages or other compensation for work of comparable character on the basis of an employee’s membership in a protected class. “Protected class” means a group of persons distinguished by race, color, religion, sex, sexual orientation, national origin, marital status, veteran status, disability or age.
- 7. Applicant and Applicant’s employees, agents, and contractors are not included on:
 - A. the “Specially Designated Nationals and Blocked Persons” list maintained by the Office of Foreign Assets Control of the United States Department of the Treasury found at: <https://www.treasury.gov/ofac/downloads/sdnlist.pdf>, or
 - B. the government wide exclusions lists in the System for Award Management found at: <https://www.sam.gov/portal/>
- 8. Applicant certifies that, to the best of its knowledge, there exists no actual or potential conflict between the business or economic interests of Applicant, its employees, or its agents, on the one hand, and the business or economic interests of the State, on the other hand, arising out of, or relating in any way to, the subject matter of the RFA. If any changes occur with respect to Applicant’s status regarding conflict of interest, Applicant shall promptly notify the State in writing.
- 9. Applicant certifies that all contents of the Application (including any other forms or documentation, if required under this RFA) and this Application Information and Certification Sheet are truthful and accurate and have been prepared independently from all other Applicants, and without collusion, fraud, or other dishonesty.
- 10. Applicant understands that any statement or representation it makes in response to this RFA, if determined to be false or fraudulent, a misrepresentation, or inaccurate because of the omission of material information, could result in a "claim" {as defined by the Oregon False Claims Act, ORS 180.750(1)} made under any resulting Grant Agreement being a "false claim" {ORS 180.750(2)} subject to the Oregon False Claims Act, ORS 180.750 to 180.785, and to any liabilities or penalties associated with the making of a false claim under that Act.
- 11. Applicant acknowledges these certifications are in addition to any certifications required in the Grant Agreement at the time of Grant Agreement execution.

Authorized Signature

Date

(Printed Name and Title)

ATTACHMENT D — LIST OF PARTNERS

Identify Applicant's partners and potential partners. Indicate each entity's commitment level to Applicant's efforts:

- Firm = formal agreement
- Probable = verbal commitment
- Potential = Applicant plans to engage entity but has not yet started discussion

NOTE: Prior to execution of any Grant, Applicant will be required to show evidence of commitment for each partner (e.g. formal agreement, letter of commitment, etc.).

Name of Applicant: _____

	Partner Entity	Contact Information (name/ phone/ email)	Role/ Responsibilities	Commitment Level
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

	Partner Entity	Contact Information (name/ phone/ email)	Role/ Responsibilities	Commitment Level
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				

(Add rows as needed)

ATTACHMENT F — THE EAC’S CORE VALUES

Educator Advancement Council Guidance

The EAC has developed guidance aligned with its core values of Equity, Highly Effective Professional Learning, Educator Voice, and a Seamless System to assist Sponsoring Organizations 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 and publish additional technical memos as the RENs are established.

1. Equity

Sponsoring Organizations 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 EAC 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 RFA are included in this attachment.

A. Sample Equity Questions Guiding Regional Educator Networks

- i. 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?
- ii. Does the proposed decision being made worsen or improve existing disparities or produce other unintended consequences? What is the impact of eliminating the opportunity gap?
- iii. How does the investment or resource allocation advance the 40/40/20 goal?
- iv. What are the barriers to more equitable outcomes (e.g. mandated, political, emotional, financial, programmatic or managerial)?

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.

- v. 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)?
- vi. How will you modify or enhance your strategies to ensure each learner and community's individual and cultural needs are met?
- vii. How are you collecting data on race, ethnicity, and native language?
- viii. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in Culturally Responsive instruction?

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.

2. Career Continuum

The EAC’s intent is to support and identify current systems, engage the users for whom the systems are designed to serve, and 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.



A. 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 career technical education).
- 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 the Oregon Department of Education (“ODE”) and the EAC, in consultation with Teachers Standards and Practices Commission, the Higher Education Coordinating Commission, 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.

B. Supports for Novice Educators

Since 2007, the state of Oregon 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, 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](#) with resources on [standards](#), foundational supports, and practices conducive to quality mentoring, the work group identified additional guidance for consideration:

- 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 skill sets for mentoring, mentors benefit from unpacking their understanding and beliefs about equity and race, and developing skill/strategy development for having conversations with mentees 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, including those relevant to the needs of novice teachers and administrators of color.
- Contexts into which new teachers are placed are associated with their attendance, effectiveness, development, and retention¹. 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. Confederation of Oregon School Administrators and Oregon Association of Latino Administrators) have designed resources and services useful for redesigning supports for novice administrators.

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

C. 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 toward 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 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 Educator Network](#) and [Canvas](#) are existing tools to connect Educators around common learning needs and enhance access to professional learning for those in remote areas.

3. 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.*²

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 indicates 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.²

“...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 classroom 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 previous 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 as other voices they could also learn from as their user-centered lens expanded to include to students, parents, and community members.

4. 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

² 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.

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 ODE’s 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.

5. Characteristics of Effective Educator Networks

The Chief Education Office and the EAC examined best practices 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 a prototype study entitled [“Characteristics of Effective Educator Networks”](#) contracted by the Governor’s Council on Educator Advancement 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. Educator 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, Educator 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 each Sponsoring Organization in modeling and using a Continuous Improvement system as show below:



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
- rely upon teacher voice and shared leadership
- develop clear measures and accountability

The EAC has identified three phases of System Improvement for each Sponsoring Organization to facilitate within their region as shown below:

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

Technical assistance will be provided on the use of tools and practices valuable in supporting the development and implementation of successful Educator Networks focused on system change and Continuous Improvement driven by teacher voice.

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.

For more examples, see: [Virtual Design Institute slides](#)



Education Advancement Council

June 26, 2019

Docket Item #5.3

Docket Item: Rotating Director Vacancies

As candidates are sought for two vacant EAC director seats (community-based organization with an education-focus and a K12 educator) with complementary skills, attitude and commitment to the EAC vision and mission, the following are primary considerations:

- Geographic reach currently not represented on the Council
- Continued efforts to match the Council diversity with the diversity of the students we serve
- Other considerations?

Anticipated Process

- Updated application
- Communication draft (attached)
- Outreach outlets
 - ✓ Current EAC listserv (2,000+)
 - ✓ EAC Directors
 - ✓ Education Agencies (upcoming newsletters/updates)
 - ✓ Partners (education associations, community-based organizations, nonprofits, philanthropy, tribes, etc.)

Proposed Timeline

<u>Community-based Organization</u>			<u>K-12 Educator</u>	
June-August	Outreach		July-September	Outreach
September	EAC applicant consideration		October	EAC applicant consideration
October	Onboarding		November	Onboarding



EDUCATOR ADVANCEMENT COUNCIL INTEREST FORM

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

Thank you for your interest in serving! [Senate Bill 182](#) (2017) established the Educator Advancement Council (EAC). The EAC seeks a broad range of stakeholder voice; this application submits your interest in becoming an initial Rotating Director as a representative of:

- | | |
|--|--|
| <ul style="list-style-type: none"> *Oregon public elementary school, practicing teacher *Oregon public middle school, practicing teacher *Oregon public high school, practicing teacher <input type="checkbox"/> (3) Oregon public K12 school, practicing educator *Oregon public K12 school, administrator *Oregon School District, superintendent *Oregon Education Service District, superintendent *Oregon School District, current board member | <ul style="list-style-type: none"> *Early learning-provider or professional coach *Professional education association *Postsecondary institution educator preparation program *Nonprofit organization, education-focused *Philanthropic organization, education-focused *Federally-recognized tribe of this state <input type="checkbox"/> Community-based organization, representing families and students, education and equity-focused |
|--|--|

Please be mindful while telephonic participation is possible, in person engagement is preferred; public meetings are anticipated 7-10 times annually, frequently in the Salem area and typically spanning 5-6 hours.

please print

<i>First</i>	<i>Preferred</i>	<i>Middle</i>	<i>Last</i>
<input type="checkbox"/> Business address		<input type="checkbox"/> Residence address	
		<i>City/State/zipcode</i>	
<i>Primary phone</i>	()	<input type="checkbox"/> cell	<input type="checkbox"/> work <input type="checkbox"/> other
<i>Secondary phone</i>	()	<input type="checkbox"/> cell	<input type="checkbox"/> work <input type="checkbox"/> other
<i>Email</i>	<i>County of residence</i>		
<i>Employer</i>	<i>Title/Role</i>		
<i>Do you identify as LGBTQ?</i>		<i>Have you ever held a teaching license?</i> <input type="checkbox"/> yes <input type="checkbox"/> no	
<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> prefer not to answer			
<i>What is your gender?</i>			
<input type="checkbox"/> Female <input type="checkbox"/> Non-binary/third gender			
<input type="checkbox"/> Male <input type="checkbox"/> prefer to self-describe:			
<input type="checkbox"/> prefer not to answer			

Race/Ethnicity (please indicate all that apply)

Native American/Alaskan Native

African American/Black Hispanic/Latinx

Asian/Pacific Islander Caucasian/White

Multi/other prefer not to answer

Disability
(accommodation available upon request)

_____/_____/2019

signature

don't forget to include the attachments (see statements)

Note: this application is subject to the Public Records Act and may be disclosed upon request; personal information would be redacted.

This form may be prefilled online <https://www.oregon.gov/cedo/educators/Pages/EAC.aspx/>, then printed for submission

Organization Statement of Support

[Senate Bill 182](#) (2017) created the Educator Advancement Council (EAC) to establish regional educator networks across the state to support public educators in their professional development and learning, driven by educator voice and local context. I am pleased to recommend the following individual to represent our organization for consideration as an EAC Council Director; they have our full support.

please print

Individual Recommended:

First Last Council Seat Description

Authorized representative:

First Last Organization

Primary phone (_____) _____ cell work
 other _____

Email _____

Signature Title, Role

Notes: In addition to Council Director reimbursement for state-permissible travel expenses, it is anticipated the EAC will consider that a school district required to employ a substitute for a teacher or administrator who is absent from their employment while performing duties as a Council Director will be entitled to reimburse the district's actual expenses in employing the substitute, not the daily costs of the employed Council Director.

Please be mindful while telephonic participation is possible, in person engagement is preferred; public meetings are anticipated 7-10 times annually, frequently in the Salem area and typically spanning 5-6 hours. Participant agreement attached.

Note: this application is subject to the Public Records Act and may be disclosed upon request; personal information would be redacted.

This form may be prefilled online <https://www.oregon.gov/cedo/educators/Pages/EAC.aspx/>, then printed for submission



The Educator Advancement Council is continuing its forward momentum!

Senate Bill 182 (2017) created the Educator Advancement Council, recognizing Oregon's goal to achieve high quality, well-supported and culturally-responsive public educators in every classroom. The Council is building on Oregon's prior investments to further support educators statewide including, but not limited to:

- Establishing a system of local educator networks that prioritize and enhance educators' access to professional learning and supports, combining state investment and other leveraged resources driven by educator need. (A Request for Applications on behalf of the Educator Advancement Council was recently released; for additional information, please go to www.oregon.gov/eac/.)
- Creating the Oregon Teacher Scholars Program to help achieve purposes of the Educator's Equity Act, including scholarships, mentoring, networking and other resources for racially or linguistically diverse teaching candidates.
- Aligning early learning professional development efforts with K-12.
- Continuing partnership efforts to enhance efforts around workforce supply and demand.

The Council is comprised of 21 directors with a broad range of voices, experiences, and perspectives. **There are currently two director vacancies** desiring representation:

- 1) a community-based organization with an education-focus representing families and students
- 2) a practicing K12 public educator

Meetings are currently held monthly and span 6-7 hours, but are anticipated to occur 7-10 times annually in the future. During Legislative Session they are held in Salem; outside of session, the Council may choose to hold meetings around the state. Allowable travel expenses are reimbursable and a provision for teacher substitute costs exists; further details are available from EAC staff.

This is an exciting time as this innovative effort gains momentum; we would greatly appreciate sharing this announcement with your networks. Application information is available on the EAC website at www.oregon.gov/EAC.

Please feel free to reach out if you have further questions.

With thanks,

CHERYL MYERS

Operations & Engagement Director

pronouns: she/her/hers

EAC Directors

Chair Belle Koskela | Vice-Chair Don Grotting | Paul Andrews | Miriam Calderon | Lindsey Capps | Christy Cox
Colt Gill | Mark Girod | William Graupp | Michelle Homer-Anderson | Belle Koskela | Marvin Lynn
Ken Martinez | Michele Oakes | Martha Richards | Anthony Rosilez | Jenna Schadler | Laura Scruggs | Nick Viles | Melissa Wilk
Ex Officio: Senator Arnie Roblan | Representative Susan McLain



Educator Advancement Council

June 26, 2019

Docket Item #6.5

Summary:

The Legislature and Governor have yet to approve the state budget; the attached draft EAC budget informational document is based on the most current information available, but additional process steps remain prior to finalization for Council review.

Other legislative bills may also impact the final budget and following session conclusion 30 days will be needed to provide the final reconciliation. Staff will work with the Vice-Chair and prepare a final budget document for Council consideration at the August meeting.



Educator Advancement Council

Docket Item #6.5

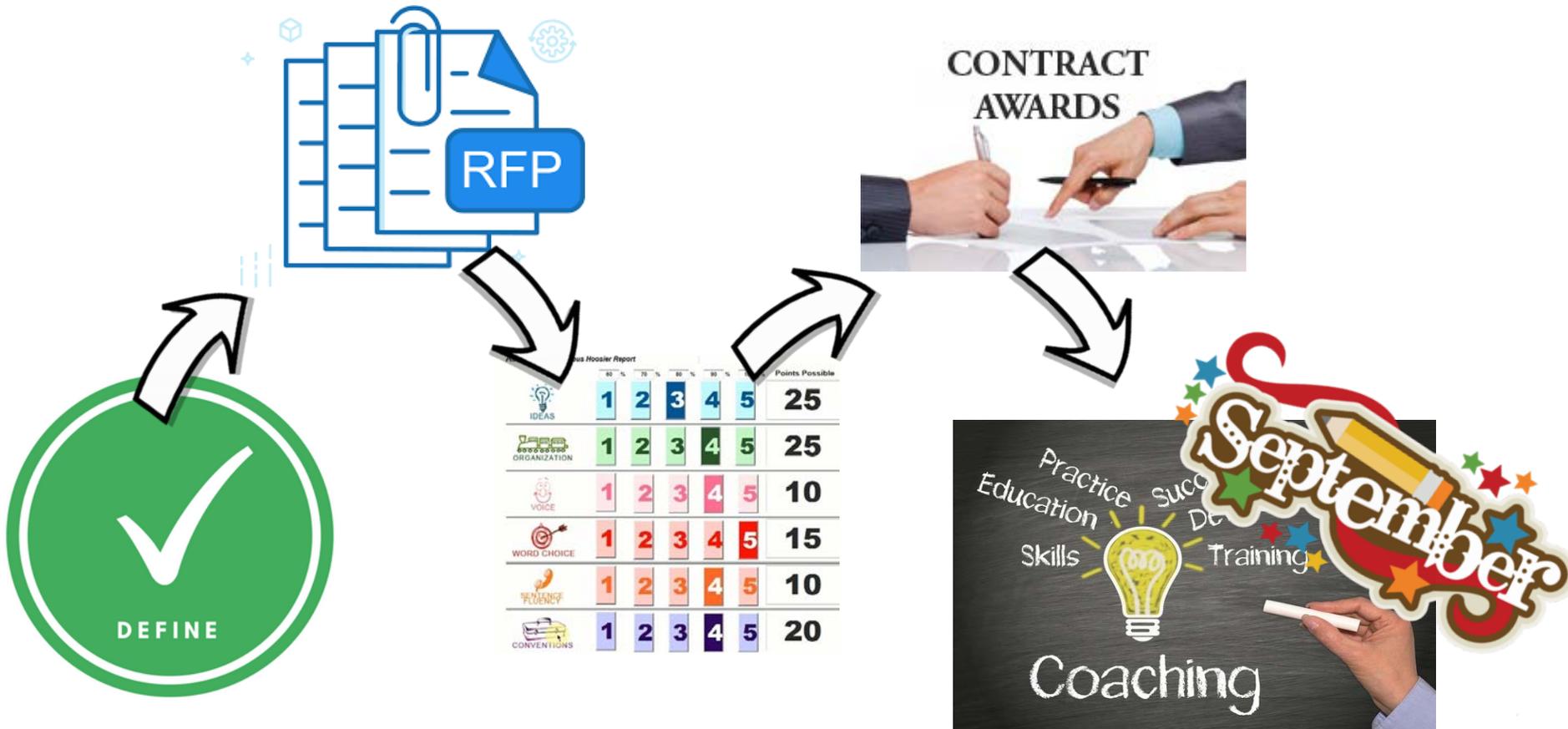
2019-21 Legislative Recommended Budget

Based on Recommendation of Ways and Means Subcommittee on Education - June 12, 2019

BUDGET CATEGORY	BUDGET	2019-20 ESTIMATE	2020-21 ESTIMATE	2019-21 EXPEND PLAN
OPERATIONS				
Personal Services				
2125001 - Principal Executive Manager G (1.00 FTE)	386,801	188,624	198,177	386,801
2125002 - Operations & Policy Analyst 3 (0.50 FTE)	107,705	-	107,705	107,705
2125003 - Executive Support Analyst 2 (1.00 FTE)	140,067	68,305	71,762	140,067
2125006 - Program Analyst 3 (0.92 FTE)	175,310	80,033	95,277	175,310
Total Personal Services	809,883	336,962	472,921	809,883
Services and Supplies				
In-State Travel	78,750	33,075	45,675	78,750
Employee Training	3,095	1,300	1,795	3,095
Office Supplies	3,211	1,349	1,862	3,211
Telecomm	8,821	3,705	5,116	8,821
Data Processing	38,688	16,249	22,439	38,688
Professional Services	550,000	231,000	319,000	550,000
Teaching & Learning Conditions Survey Contract	200,000	150,000	50,000	200,000
Attorney General	18,000	12,000	6,000	18,000
Dues & Subscriptions	1,934	812	1,122	1,934
EAC Monthly Meetings (\$2,000/month)	50,000	21,000	29,000	50,000
* Budget Transfer to Office of Finance & Information Technology	369,482	184,741	184,741	369,482
Total Services and Supplies	1,321,981	655,231	666,750	1,321,981
TOTAL OPERATIONS	2,131,864	992,193	1,139,671	2,131,864
GRANT IN AID				
Regional Educator Network Capacity Grants	2,625,000	1,500,000	1,500,000	3,000,000
Regional Educator Network Start Up Grants	1,500,000	1,000,000	500,000	1,500,000
Regional Educator Network Formula Grants	29,465,625	12,628,125	16,837,500	29,465,625
Technical Assistance Contracts/Grants	1,200,000	600,000	600,000	1,200,000
Transfer to HECC - Oregon Teachers Scholars Programs	1,000,000	500,000	500,000	1,000,000
Budget Reconciliation	-	(375,000)	-	(375,000)
TOTAL GRANT IN AID	35,790,625	15,853,125	19,937,500	35,790,625
TOTAL EAC 2019-21 BUDGET	37,922,489	16,845,318	21,077,171	37,922,489

* Budget is administered by OFIT to provide all indirect services as well as payment of rent and information technology assets

EAC-provided Technical Assistance



Building Common Background

Technical Assistance

Coaching

Mentoring

Consulting

Resources

Process Supports

Facilitation of Professional Learning

Measurement and Data Analysis

A Variety of Technical Assistance

ODE Staff

EAC Staff

EAC selected TA via contract

Sponsoring Organization Staff

REN Member Peer to Peer Coaching

*Capacity Grant can purchase TA

*Formula Grant can purchase TA

*Aligned with the REN plan

Technical Assistance

ODE Staff

EAC Staff



EAC selected TA

Sponsoring Organization Staff

REN Member Peer to Peer Coaching

*Capacity Grant can purchase TA

*Formula Grant can purchase TA

*Aligned with the REN plan

Technical Assistance

ODE Staff

EAC Staff

EAC selected TA

	2019-21		2021-2023	
EAC BUDGET	Year One	Year Two	Year One	Year Two
REN Capacity Grants (.75 Yr 1)	\$1,125,000	\$1,500,000	\$1,500,000	\$1,500,000
REN One Time Start Up	\$1,000,000	\$500,000		
Formula Funding (.75 Yr 1)	\$12,440,625	\$16,587,500	\$16,587,500	\$16,587,500
Technical Assistance	\$600,000	\$600,000	\$600,000	\$600,000
Teaching & Learning Survey	\$150,000	\$50,000	\$150,000	\$50,000
Oregon Teacher Scholars*	\$500,000	\$500,000	\$500,000	\$500,000
EAC Operations	\$1,650,000	\$1,650,000	\$1,294,980	\$1,294,980
Yearly subtotal	\$17,465,625	\$21,387,500	\$20,887,500	\$20,787,500
TOTAL		\$38,853,125		\$41,675,000

ODE Staff
EAC Staff



EAC-provided TA

Sponsoring Organization Staff
REN Member Peer to Peer Coaching

*Capacity Grant can purchase TA

*Formula Grant can purchase TA

Problem of Practice:
Our teacher evaluation system is not being used as a tool for professional reflection & growth.

Improvement Cycle



TWO

Educator network are supported through the following three phases:

Phase 1	Phase 2	Phase 3
Understanding Local Context	Prioritizing Goals	Continuous Improvement
<ul style="list-style-type: none">Collect/review local data to understand needIdentify user groups and design teamEstablish relationships between sponsor organization, network teams, and EACCollect empathy data	<ul style="list-style-type: none">Prioritize and select local goalsIdentify outcomes and success metricsExamine alignment across district and network strategic plansDevelop stakeholder feedback loops to inform the process	<ul style="list-style-type: none">Establish plan, do, study, act (PDSA) cycles with network teamsContinue coaching across educator networkConnect educator networks across common needs and understandingsImplement stakeholder feedback loops



ODE Staff
EAC Staff



EAC-provided TA

Sponsoring Organization Staff
REN Member Peer to Peer Coaching

*Capacity Grant can purchase TA

*Formula Grant can purchase TA

Problem of Practice:
Our staff don't know much about our new refugee communities and 40% of our recently arrived students failed a core class last year.

Improvement Cycle



TWO

Educator network are supported through the following three phases:

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



Technical Assistance

ODE Staff

EAC Staff



EAC-provided TA

- State-wide
- Processes Oriented (Content Flexible)
- ↗ Capacity: Differentiated & Accelerative
 - Stakeholder Driven
- Compliments EAC & ODE staff TA

EAC TA TBD

Format/ Structure	1 provider or multiple? 1 year or 2 year contract?
What	What content will TA cover?
How	How will TA be delivered? How will TA be differentiated?

NOW: The full EAC will give initial, big picture direction for Technical Assistance.



HOW: RFA jigsaw, notes collection & analysis

WHY: To inform the first draft of an RFP for TA

WHAT'S NEXT: Staff and an ad-hoc committee will complete a draft RFP & Rubric for TA to bring to the full EAC.



Why JIGSAW the Sponsoring Organization RFA for this?

**TA will support Sponsoring
Organizations (SO) & their
Coordinating Bodies (CB) in
their roles and responsibilities
within the regions, across the
state and with the EAC.**

READING LENS



What technical assistance might be necessary to support sponsoring organizations and their coordinating bodies do their work well?



What technical assistance might be necessary to support sponsoring organizations and their coordinating bodies do their work well?

What	How
Content	Process
Purpose	Implementation



What technical assistance might be necessary to support sponsoring organizations and their coordinating bodies do their work well?



What is needed to **get started** with RENs?



What technical assistance might be necessary to support sponsoring organizations and their coordinating bodies do their work well?

take
note!

In the margins, keep a list of TA needs/ideas/opportunities as you read.



Stay big picture.



What technical assistance might be necessary to support sponsoring organizations and their coordinating bodies do their work well?

take
note!

1. Review your TA list.



2. Choose your Top 5 ideas from this section.

3. Writes your Top 5 on sticky notes.



One idea per note.



Sticky Note Grouping

One person shares a note & describes as needed.

Anyone else with a similar idea, places it next to the first.

Repeat. Take Turns. Move things around.

Continue until all sticky notes are down.

Other (non RFA) Considerations for TA

1 Local Context & Differentiation

**2 Communication within & between RENS
& across Oregon**

3 Planning & Facilitation of High Quality PL

4 Values & Experiences of the TA Provider

Something Else?

With sticky notes and/or markers, add to
and update your poster.



Sticky Note Labeling

Draw on the paper, if needed, to show relationships.

Label each cluster with just enough info.

~~Time~~ “Not enough time”
“Better in the AM”

Next: 60 Second Share Out (IF TIME)

Decide who your speaker will be

Decide what your group will share

NEXT STEPS

Posters & papers will be analyzed for trends.

Staff will use the trends to create a draft TA RFP & Rubric by 7/10/19.

The draft will be shared digitally with all EAC directors.

Directors will have from 7/11/19 until 7/24/19 to respond with questions, comments, and suggested revisions.

At the July 24th EAC meeting, the ad-hoc committee will read all directors comments. They will make revisions based on feedback to the draft RFP, and will bring a revised draft to the July EAC meeting.



Educator Advancement Council

June , 2019

Docket Item #7.0

Notetaking Template

As we raise issues and ideas relative to Implementation considerations, we offer this notetaking template to help you capture thoughts, ideas, additional questions for consideration prior to our meeting, during, and for future more indepth deliberations.

REN Metrics and Outcomes

1. When do you think RENs should be informed of their responsibilities relative to metrics or outcomes?
2. What thoughts do you have regarding the timing and frequency with which outcomes and metrics might be submitted to the EAC and how?
3. What are your thoughts about metrics or outcomes that would be appropriate for the EAC to monitor statewide?
4. What sample local metrics or outcomes do you think might emerge that would be appropriate to share with RENs?
5. What are your thoughts about an ideal timeline for EAC development and approval of a list of both statewide and local/regional metrics and outcomes?

REN Plans

1. What your thoughts about when RENs should be expected to submit their REN plans?
2. As you think about REN plans, what comes to your mind as potential required and/or optional components worthy of consideration?
3. What review process do you envision the EAC undertaking to approve REN plans? Are you envisioning the process be iterative seeking amendments prior to final approval?
4. What resources would you recommend EAC staff review in order to draft a template for REN plans? To what degree should the REN plans incorporate or align with other required “plans” around ESSA, School Improvement, Student Success, etc.
5. What are your initial thoughts about a potential timeline for EAC development and approval of the template for REN plans?

Other Thoughts You want to Capture

REN Plans

Issue: Prior to release of formula funding to any identified Regional Educator Network, the Educator Advancement Council and the Oregon Department of Education as its administrative agent will need to verify that each REN has met a defined level of readiness via a Regional Educator Network Plan.

References to REN Plans in SB182:

(3) Each educator network shall:

(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;

References to REN Plans in the Temporary Rules:

(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.

Task: Potential questions for the EAC to address may include:

1. When are RENs expected to submit their REN plans?
2. What are the required and/or optional components of a REN Plan?
3. What review process should the EAC undertake to approve REN plans? Will the process be iterative seeking amendments prior to final approval?
4. What resources should the EAC staff review in order to draft a template for REN plans?
5. What is the timeline for EAC development and approval of the template for REN plans?



REN Outcomes and Metrics

Issue: The EAC will be responsible for advising the RENs on both local and statewide metrics and outcomes to be reported to the EAC and the Legislature. It is assumed that some metrics and outcomes will emerge from individual Regional Educator Network Plans.

References to REN Outcomes and Metrics in the Temporary Rules:

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.

Task: Potential questions for the EAC to address may include:

1. When would RENs be informed of their responsibilities relative to metrics or outcomes?
2. How often would outcomes and metrics be submitted to the EAC and how?
3. What metrics or outcomes would be appropriate for the EAC to monitor statewide?
4. What sample local metrics or outcomes would be appropriate to share with RENs?
5. What is the ideal timeline for EAC development and approval of a list of both statewide and local/regional metrics and outcomes?



Educator Advancement Council
June 26, 2019
Docket Item #9.2

Proposed Meeting Schedule 2019-20

<u>Date</u>	<u>Time</u>
July 24	9 a.m. – 3 p.m.
August 21	9 a.m. – 3 p.m.
September 25	9 a.m. – 3 p.m.
October 22 (Retreat)	1 – 5 p.m.
October 23 (Retreat)	9 a.m. – 3 p.m.
November	No meeting
December 11	9 a.m. – 3 p.m.
January 22	9 a.m. – 3 p.m.
February 26	9 a.m. – 3 p.m.
March 18	9 a.m. – 3 p.m.
April 22	9 a.m. – 3 p.m.
May 20	9 a.m. – 3 p.m.
June 17	9 a.m. – 3 p.m.



Name: _____ (optional)

EAC Meeting Feedback

<p>1. What went well at the meeting?</p>
<p>2. What questions do you still have?</p>
<p>3. Do you have future agenda items for consideration?</p>
<p>4. What might we improve on?</p>