

Educator Advancement Fund



Presentation to the Joint Committee On Ways and Means
Subcommittee On Education

May 28, 2019

Overview and Purpose

As directed by the Oregon Legislature in SB182(2017), the Educator Advancement Council (EAC) is taking a critical step in improving how Oregon provides public school teachers, early learning professionals, and administrators with high-quality professional learning and support throughout their careers.



Senate Bill 182

- Established the Educator Advancement Council through an Intergovernmental Agreement for the purposes of:
 - (a) Establishing a system of educator networks by which every educator in this state has access to professional learning opportunities and other educator supports; and
 - (b) Connecting educator networks and facilitate communications within and among the networks to improve teaching and learning.
- Repeals the Network for Quality Teaching and Learning on June 30, 2019 and replaces it with the Educator Advancement Fund;



Senate Bill 182

- Transfers \$39.5 million from the State School Fund, as well as any ending balances from the current fund (estimated at \$5.4 million), to the Educator Advancement Fund (EAF) established under ORS 342.953;
- Defines eligibility for sponsors and fiscal agents for educator networks and required Coordinating Body with 51% teacher membership;
- Defines current administrative responsibilities for CEdO and ODE and for when CEdO sunsets; and
- Authorizes HECC to award \$5,000-\$10,000 scholarships to culturally and linguistically diverse teacher candidates in educator preparation programs.



Theory of Action

- **Strategically invest in educators, providing them needed time, space, and support to engage, and funding educator networks.**

**Educators'
Professional
Growth**

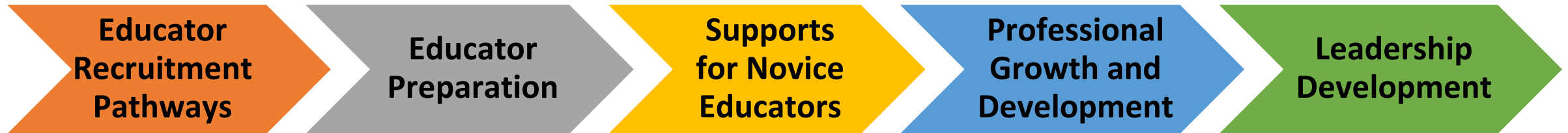
**Improved Systems
and Practices**

- **Create means by which practitioners collaborate to support and improve systems impacting educator practice throughout the state.**

- **Student outcomes improve and more Oregonians achieve the state's educational goals**

Student Success

Investments to Span Educator Career Continuum



Oregon is embarking on a strategy in the coming biennium to use local networks promoting the development of culturally responsive educators from the time they consider entering the profession through the hiring and induction process, professional learning, and career advancement.

EAC Strategic Plan

Strategic Anchors

- **Vision:** Oregon educators across the state are supported in engaging and teaching every child to help them realize their dreams.
- **Mission:** We empower, support and diversify Oregon's educator workforce through local, educator-led networks and statewide resources to provide the quality teaching and learning Oregonians desire

Core Values

- Great teaching and learning is dependent on great educators.
- Teachers know what they need to help students succeed.
- The educator workforce should reflect the diversity of the PreK to 12 student population.
- Professional learning is a seamless system, beginning with early learning.
- Professional learning should be educator-led, community-driven, and equity-focused.
- Investments made in educator development should be systematic and sustainable over time.



Overview of Budget and Planned Investments

2019-21 Current Service Level



Pre SB 182

Network of Quality Teaching Fund	Budget	FTE
School District Collaboration Grants	\$14.0	0.00
Mentoring Grants	\$11.9	0.00
Leadership Training Grants	\$2.6	0.00
Low Performing School Grants	\$2.6	0.00
Dyslexia Training Grants	\$2.0	0.00
District and School Turnaround Grants	\$2.1	0.00
Trauma Informed Grants	\$1.0	0.00
Agency Operations	\$5.1	13.93
Total Grants and Programs	\$41.3	13.93

Post SB 182

Educator Advancement Fund	Budget	FTE
Regional Educator Network Formula Grants	\$33.7	0.00
Regional Educator Network Capacity Grants	\$3.0	0.00
Oregon Teachers Scholars Program (HECC)	\$1.0	0.00
Teaching and Learning Survey	\$0.2	0.00
Technical Assistance Grants	\$1.2	0.00
Agency Operations	\$3.3	8.51
Total Grants and Programs	\$42.4	8.51

2019-21 Current Service Level

Investments	Description
Educator Network Capacity Grants	Capacity funding for an estimated 10 sponsoring entities.
Educator Network Formula Grants	Funding provided to networks serving all Oregon school districts via local plans aimed at supports and highly effective professional learning for Oregon educators.
Oregon Teachers Scholars Program	Funding transferred to HECC to provide scholarships to support ethnically and linguistically diverse teachers.
Teaching & Learning Survey	Survey of licensed school-based educators to assess teaching conditions at the school, district, and state level.
Technical Assistance Grants	Support for technical assistance and coaching for educator networks
Agency Operations	Support for staffing, program management, Council convenings, business services for the EAC, surveys, and research studies.

2019-21 Governor's Recommended Budget

- The 2019-21 Governor's Recommended Budget adds an additional \$19.7 in General Fund to further support the work of the EAC.
- The additional funding would provide support for the following:
 - ❑ Additional \$7.0M of incentive funding to increase number of adults enrolling in early childhood programs at community colleges and universities
 - ❑ Additional \$3.7M and 1 position to provide professional development for teachers to improve kindergarten readiness for students.
 - ❑ Additional \$9.0M to provide increased funding for Educator Network Grants to further the networks in effectively serving all Oregon school districts in establishing local plans aimed at professional development of all K-12 educators.
- An estimated \$50 million per biennium was approved in HB 5047 for ODE to return during 2020 Legislature to submit a plan for both early learning and K-12 educator professional development.



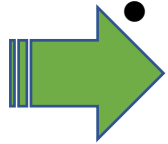
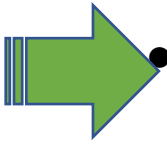
Overview of Budget Categories

Regional Educator Networks

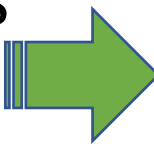
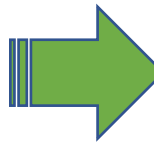
The Educator Advancement Council (EAC) will identify ten Sponsoring Organizations for Regional Educator Networks (REN) through a Request for Proposals to help facilitate the work of school districts in their respective regions as they improve systems designed to support educators.



Roles of REN Sponsoring Organizations

- Create opportunities for teacher voice and community to drive plans for EAC funding responsive to local context;
 - Ensure every part of the state has equitable access to resources distributed from the EAF.
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- Per SB 182 convene a coordinating body (51% teacher voice)
 - Help facilitate the three Phases of Network implementation identified by the EAC
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- Receive, hold in trust, and disperse Educator Advancement Funding for use in improving systems of support for educators;
 - Braid or leverage resources to add to Educator Advancement funds when possible.

Roles of REN Sponsoring Organizations

- Facilitate and lead equity-driven policies and practices with RENs; and
 - Coordinate communications and accountability for resources distributed through the council to educators served by the educator network.
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- 
- Model and reinforce authentic local stakeholder engagement efforts
 - Reflect and communicate the vision of the EAC and use of funds
 - Address diversity gaps in workforce
 - Help school districts in the region identify and document local outcome metrics
 - Communicate regularly with the EAC via the REN coordinator
 - Provide annual reports to EAC on educator network(s) progress

What is an Educator Network?

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

Per EAC April 2019 meeting



Capacity Grants to REN Sponsoring Organizations

The Capacity Grants will fund each REN Sponsoring Organization to support conditions stipulated in the EAC RFP and may pay for:

- Staff at least one dedicated REN Coordinator to work with schools and partners in their region;
- Costs of convening the coordinating body, including costs for travel, substitutes for teachers, services/supplies, and indirect (up to 10% for operations); and
- Contracts for needed support/expertise (e.g. evaluation/data collection, content expertise to support networks to work through a problem of practice).

REN Sponsoring Organization Systems Improvement

- REN Sponsoring Organizations will engage teams in three phases of continuous improvement.
- After demonstrating evidence of completing the first phase of a continuous improvement process, districts may access funds for allowable expenses to work on their ‘priority’ problems of practice as identified in Phase 1 and 2 OR they may choose to ‘pool funds’ to work together on shared problem(s) of practice with other districts.



Continuous Improvement Approach



Phase 1

Understanding Local Context

- 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

Phase 2

Prioritizing Goals

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

Phase 3

Continuous Improvement

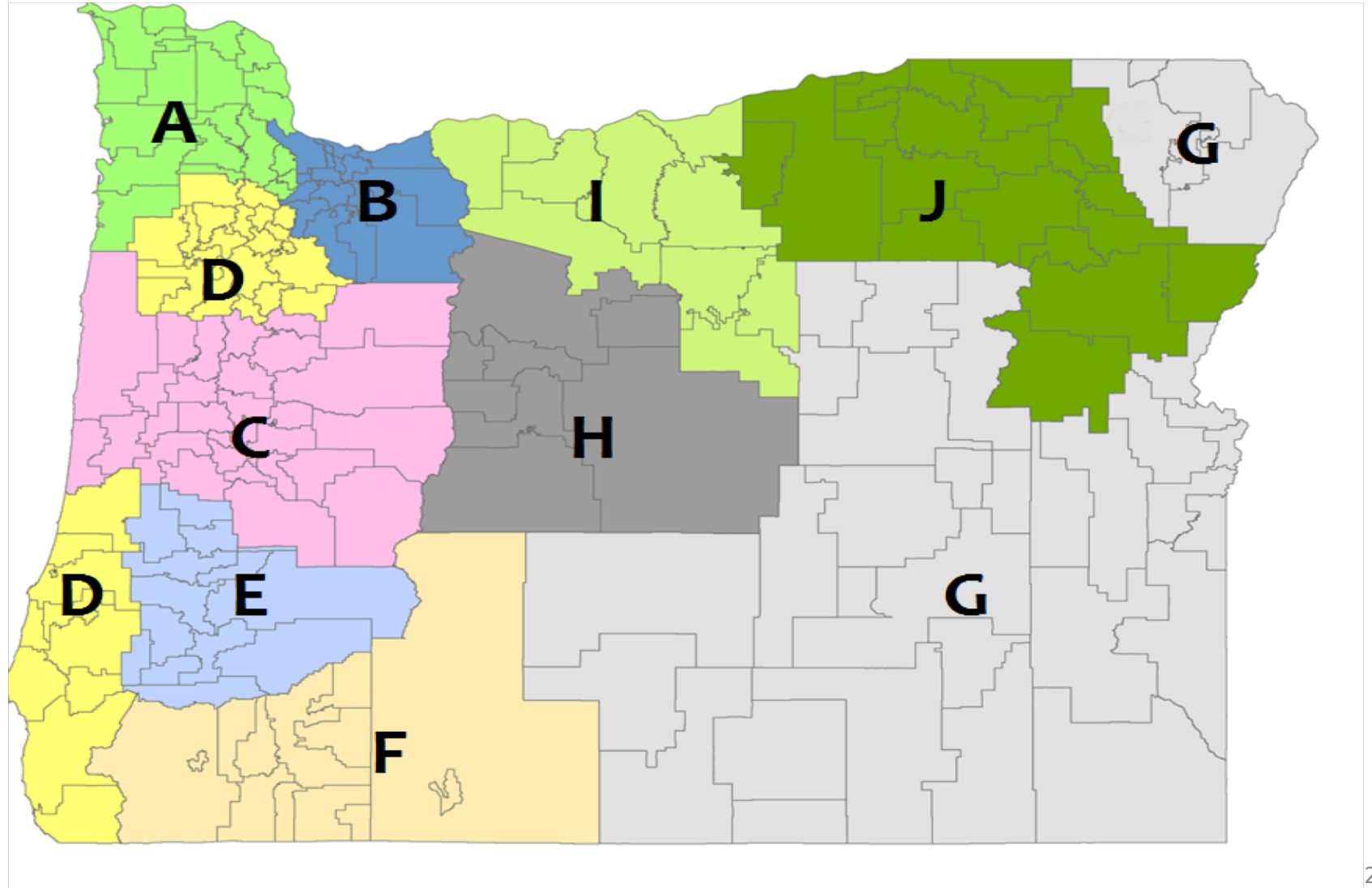
- Establish plan, do, study, act (PDSA) cycles with network teams
- Continue coaching across educator network
- Connect educator networks across common needs and understandings
- Implement stakeholder feedback loops

Regional Educator Network Funding Grants

- Formula based on 3 year averages of four educator data points for school districts in each region
 - Number of licensed teachers and administrators (10%)
 - Teacher attrition rates (30%)
 - Gap between racial diversity of students and teachers/administrators (30%)
 - Number of new teachers and administrators hired (30%)
 - Minimum base funding for small districts



Ten Potential EAC Regional Educator Networks (REN)



Regional Educator Network Funding Grants

Region Name	Educators Impacted	Year 1 EAF Formula Allocation	Year 2 EAF Formula Allocation
TOTAL REGION A	5,920	\$2,632,890	\$2,632,890
TOTAL REGION B	8,702	\$3,809,518	\$3,809,518
TOTAL REGION C	4,667	\$2,253,173	\$2,253,173
TOTAL REGION D	5,415	\$2,896,083	\$2,896,083
TOTAL REGION E	812	\$570,238	\$570,238
TOTAL REGION F	2,711	\$1,360,560	\$1,360,560
TOTAL REGION G	665	\$947,007	\$947,007
TOTAL REGION H	1,855	\$773,116	\$773,116
TOTAL REGION I	572	\$507,658	\$507,658
TOTAL REGION j	1,410	\$1,087,256	\$1,087,256
TOTAL DISTRIBUTION	32,732	\$16,837,500	\$16,837,500

Oregon Teacher Scholars Program (OTSP)



- Providing \$5,000 scholarships for linguistically and ethnically diverse teacher candidates
- Helping Scholars navigate licensure, preparation, and employment
- Connecting Scholars to other ethnically or linguistically diverse educators at education related workshops, field trips, and job fairs
- Helping Scholars meet potential future employers
- Assisting Scholars in developing culturally responsive skills
- Linking Scholars via Facebook across the state and tracking progress

Oregon Teacher Scholars Program (OTSP)



- 69 scholars awarded in 2018-19
- Currently enrolled in 14 of Oregon's 16 educator preparation programs (62% Public, 38% Private)
- Ethnic diversity
 - 42 Latinx scholars (61%)
 - 8 White (12%)
 - 6 Multi-racial (9%)
 - 4 Asian (6%)
 - 3 Black/African American scholars (4%)
 - 3 American Indian and Alaskan Native (4%)
 - 3 Native Hawaiian/Pacific Islander (4%)
- Linguistic diversity
 - Spanish speaking
 - Other languages
- Gender---50 Females (73%), 19 Males (27%)



Lala Rangel
OTSP Coordinator

Educator Career Pathway and Workforce Needs

- HB 3427—By January 15, 2020, ODE and EAC, in collaboration with TSPC, HECC, and partners to develop a plan addressing:
 - Educator retention;
 - Educator diversity;
 - Mentoring and coaching of educators;
 - Participation in educator preparation programs; and
 - Educator scholarships.
- HB 3010—Task force to examine educator shortages, attrition of teachers and IAs, workforce diversity, and hard to fill positions
- Annual Oregon Educator Equity Report and Oregon Teacher Scholars Program

Survey on Teaching and Learning Conditions

- Contracted services for anonymous survey of licensed school-based educators to assess teaching conditions at the school, district, and state level (4th iteration).
- \$150K in 2019-2020
 - Refinement of 2020 survey items
 - Coordination of coded access to survey by school and communication templates
 - Survey launch and 24/7 help desk
 - Analysis of results
 - Web posting by school, district, and state level
- \$50K in 2020-2021
 - Customized reports and research
 - In-depth analyses and dissemination

Technical Assistance

- Contracted services for EAC Technical Assistance and Coaching for REN Sponsoring Organizations-\$1.2 M
 - Support innovation and system improvement including authentic engagement and gathering of user data;
 - Facilitate REN culture respectful and conducive to enhanced role of teachers and other stakeholders;
 - Create awareness and shared commitment to alignment of systems strengthening supports for early learning professionals working in public school settings;
 - Help RENs design and implement high quality and localized change ideas

Operations



- Operation-\$3.3M
 - Council Support (average 8 per year)--substitutes, travel, and allowable expenses
 - EAC operations
 - EAC dedicated staff (7) --EAC Manager (PEM G), EAC Operations and Communications Director (OPA 4), Executive Support Specialist 2, Research Analyst 4, Ed Program Specialist 2, Program Analyst 1 (2)
 - EAC operations—space lease, copier lease, telecommunications and licenses, publications, employee training, statewide convening, travel, office expenses, website services, and attorney fees
 - ODE shared services
 - ODE indirect business services (2) - Fiscal Analyst 3, Human Resource Analyst 1

Current Progress and Rollout Plan

EAC Process To Date

1. Request for Information
2. Design Institutes
3. Ten Regions for REN Sponsoring Organizations
4. Draft funding formula
5. Temporary rules
6. Request for Proposal
7. Launching in 2019-2020 school year.

REN Sponsoring Organizations Years 1 and 2

(assuming various stages of REN readiness and pacing)

Year One Activities

- Establish coordinating bodies per SB 182
- Convene local partners to offer training and tools to facilitate districts (or consortiums) through phases 1-3 of a continuous improvement model
- Based on readiness, disperse funds for system improvement efforts, e.g. professional development, novice educator support, career pathways, etc.
- Submit REN plans and priorities to the EAC for approval of use of funds

Year Two Activities

- Oversee use of funds in support of professional development, mentoring or other direct supports to educators
- When needed, host/offer trainings, workshops, webinars, etc. to support the work of governance groups and/or districts
- Provide annual summary reports to the EAC on behalf of the regional coordinating body on educator network(s) progress
- Where appropriate, map individual district objectives with networks outside of the REN's current region

Proposed EAF Annual Budget in 2019-2023

	2019-21 CSL		2019-21 Proposed Modification	
EAC BUDGET	Year One	Year Two	Year One	Year Two
REN Capacity Grants	\$1,500,000	\$1,500,000	\$1,125,000	\$1,500,000
REN One Time Start Up	\$0	\$0	\$1,000,000	\$500,000
Formula Funding	\$16,837,500	\$16,837,500	\$12,628,125	\$16,837,500
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	\$1,617,000	\$1,683,000	\$1,617,000	\$1,683,000
Yearly subtotal	\$21,204,500	\$21,170,500	\$17,620,125	\$21,670,500
TOTAL	\$42,375,000		\$39,290,625	

Challenges Anticipated

- Current NQTL funding concluding June 30th
- “Authentic” engagement of teachers and communities of color
- Consideration of local context and variance
- Timing of EAC RENs
- Clarifying opportunities for alignment with Early Learning and shared learning for professionals
- Articulating the moving parts of an improved process
 - Systems approach vs. funding pre-determined solutions
 - Local context and partnerships, user-need driven
 - Balancing of accountability with locally identified needs
- Aligning RENs and HB 3427 elements:
 - Teacher recruitment, diversity, scholarships, retention

Moving from Network Grants to EAF

- Statewide access for all educators versus competitive grants benefiting only some educators.
- Intentional involvement of teachers (sharing expertise, developing as teacher leaders, and engagement in elevating educators needs and system improvement).
- A lasting systems approach built on local context and differentiated needs.
- Support for partnerships addressing anticipated local educator workforce needs.
- Professional-learning and supports adaptive to the needs of educators and schools and culturally-responsive.
- Streamlined policy and alignment across education agencies.

Envisioned impact of the EAF on the life of an educator

The Professional Development & Support Continuum from the Perspective of an Educator

Educators have time for reflection and peer learning communities;
are supported in becoming culturally responsive



Espie gains familiarity with the profession through a volunteer opportunity or credit-bearing pre-professional coursework

High School



Espie receives scholarships, licensure test preparation, and advising to support completion of required coursework

Higher Education (Teacher Preparation)



Espie completes student teaching that includes support and feedback from skilled coaches; and help with preparing for hiring process



As a new teacher, Espie receives support from a trained mentor to improve her ability to teach and engage students

Years 1-2 of Teaching



Throughout her career Espie receives coaching, support, and opportunities to learn and collaborate with colleagues to improve practice

Remainder of Educator Career



Later in her career Espie has the opportunity to grow as a teacher leader, coach other teachers, or become a school or district leader

Questions