

EAC FISCAL MODEL WORK GROUP MINUTES

Tuesday, October 23, 2018

11:30-12:30pm

Conference Call-in: 1-877-336-1828 Access Code: 8478084 (listen only)

Meeting Outcomes

- Review meeting notes
- Review data generated by Oregon Department of Education
- Confirm next steps, meetings logistics

1.0 Preliminary Business: Subcommittee Chair Yoshioka called the meeting to order at 11:34am, made opening comments, reviewed the agenda and outcomes.

Roll Call - members present: Subcommittee Chair Yoshioka, VC Bill Graupp, Laura Scruggs, Lindsey Capps; Carmen Urbina (Colt Gill surrogate) 11:45am, Nick Viles 11:54am. Staff present: Cheryl Myers, Hilda Rosselli

2.0 Public Comment: none

3.0 Trend Data Review and Needs Analysis

- The group reviewed new ODE data; Bill Graupp offered to dig further into the data for the group. Cheryl will share with subcommittee members the Education ‘Mash-up’ map along with the data files in electronic form.
- Briefly reviewed last breakout discussion from the full EAC meeting; Cheryl will send the meeting notes.
- Bill shared CTSO model comparison, discussed sustainability; e.g., if Kaiser came in with other mental health providers as a network to support classroom teachers in their ability to understand student needs, act as a resource – they might be able to approach sustainability in a different manner.
- Lindsey led a presented on the “road ahead”
 - While sequencing may be a bit off between statutory deadlines for GRB and the EAC decision-making, shouldn’t prohibit moving forward
 - Governor’s interest in supporting this work further as identified through her budget recommendation
 - Is the current network funding \$40M sufficient, or is there greater need?
 - Bill: can we set a cap on the administrative rake when we disburse (ensuring maximum \$ to educators)? Varying projects have included these; will be a component of the RFP design
 - What educator WF needs and professional learning priorities are most likely to be identified through the RFI process?
 - Bill: how to feed EPP with candidates, build young career force – especially those without the means to pursue, within 5 years of many retirements.

- Laura: there are a large number of mid-career professionals who might make the leap if they didn't have to stop out for four years. Matt: perhaps night school pathway classes.
- Matt: concurs; also WF diversity: demographics do not match their students. Trauma-informed practices, sees increasing student complexity – conscious discipline (it's about shifting adult mindset, perspective, approach).
- Laura: retention equally as important as recruiting. Carmen: environments must be welcoming, teachers of color barriers.
- Laura: CRP
- Nick: facilitated support for community engagement with teachers, especially related to culturally-responsive feedback.
- Hilda: SK Coalition Anna Livia, culturally-relevant neighborhood tour for teachers
- How might plans initiated by educator networks to address needs and priorities look different or the same between the first/second year of implementation?
 - ✓ Year one: building backbone supports
 - ✓ Year two: continue capacity building; begin PL alignment, convening, coordinated efforts around needs
 - Carmen: appreciates stagger flexibility
 - Bill: can an existing network apply? Yes, not exclusive to new, but
 - Nick: Leadership: will the sponsoring organizations advisory group be comprised of 50+% Yes, per SB182.
- What are the most critical functions served by the EAC in supporting educator networks and broader educator workforce needs?
 - What level of staffing will the EAC need to support the work?
- What is a reasonable overall funding target for the 19-21 biennium? Can change/evolve/modify as the RFI process develops.
 - Carmen: Don't forget PK, not just K12.

4.0 Next Steps, Meeting Logistics

Lindsey will walk the full council through this presentation tomorrow. The Subcommittee Chair will work with staff to schedule the next WG meeting by phone; all should review the data while awaiting the RFI results.

Adjourned at 12:55pm