



OAESD

OREGON ASSOCIATION OF
EDUCATION SERVICE DISTRICTS

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OAESD Spring Conference Highlights

OAESD just wrapped up the Spring Conference at Sunriver Resort in Central Oregon. This year's theme was "ESDs: Leading Education to Thrive in Oregon." The conference kicked off on Thursday with speakers Ricky Robertson and Amber Warner who wrote [Building Resilience in Students Impacted by Adverse Childhood Experiences](#).

They talked about the impact of [adverse childhood experiences](#) (ACE) and trauma on learning, behavior, and social-emotional development of children. They asserted that ACE is an equity issue as educators work toward equitable distribution of student outcomes. They also presented at the second general session on trauma-informed interventions and support to foster student and staff resilience.



Also that day, there were five breakout sessions with topics including: Treasure Valley Tech: A Measure 98 Regional Consortium; Tell our Story: How do ESD Collect, Vet, Create, and Share Good News; Diversifying our NWRESA and Educator Workforce; Taking the Guesswork Out of Goal Setting through Predictive Analytics; and Leveraging Partnerships to Build Pathways in Computer Science. Towards the end of the day, there was a roundtable discussion about the impact PERS is having on Oregon ESDs and recent legislative efforts to reduce that cost. The evening concluded with the President's Reception followed by the annual ESD banquet. Innovation Awards were presented to eight ESDs over six different categories during the dinner.

On Friday, Superintendent John Welch and Brad Brown from [Puget Sound ESD](#) provided the keynote on Becoming an Anti-Racist Multicultural Organization and Leading with Racial Equity. During the last general session of the conference, representatives from Intermountain, Lane, Northwest Regional, and South Coast ESDs provided a panel discussion on "ESDs leading for Equity." As the conference concluded, each of the Innovation Award winners presented and answered questions about their programs.

Thanks to everyone that attended the Spring Conference. A big thanks to [Edustaff](#), [Forecast 5](#), [Moda](#), [PACE](#), [PlanMember](#), and [Corwin](#) as event sponsors and to the [exhibitors](#) that joined us. It is not too early to be thinking about next year's conference that will be at SunRiver Resort from May 11 to 12. Hope to see you there.

Oregon Student Success Act

In early 2018, Senate President Peter Courtney established the [Joint Committee on Student Success](#) (JCSS) to "create a plan to improve educational outcomes for students across the state." Shortly afterwards, the Committee traveled to 29 Oregon communities, conducted many student listening sessions, hosted ten education stakeholder roundtables, toured schools and early learning sites, hosted roundtable discussions with business leaders and held ten public hearings. Afterwards, they formed three workgroups on the topics of high quality classrooms, college and career readiness, and students being ready and able to learn. They developed policy recommendations for the Committee's final report and [HB 3427](#).

The Committee held its first legislative meeting in January 2019 and met twice a week until HB 3427 was passed out of committee. Over those three months, there was robust testimony from the public, business leaders, agency officials and the education community. Many proposals were considered before the Committee reached its final decision on the content of HB 3427 and the companion budget bill [HB 5047](#).

Initial drafts of HB 3427 did not include funding for ESDs. However, during committee discussions the case was successfully made that ESDs play a critical role in the implementation of the programs proposed by the Committee. This resulted in an appropriation of \$24 million for grants from the Statewide Education Initiatives Account to ESDs to support component school districts in the development and implementation of their 2020-21 plans. HB 3427 establishes the Fund for Student Success to be separate and distinct from the General Fund. 50% of this fund will go to Student Investment account, up to 30% to the Statewide Education Initiatives account, and at least 20% to the Early Learning account.

Grants that will go to school districts are based on ADMw and can be used for students' mental or behavioral health needs and to increase academic achievement for students. This funding can only be used to increase instructional time, address students' health or safety needs, reduce class sizes or expand availability and participation in a well-rounded learning experience. Grants to ESDs will be determined by an ESD's ADMw. The ESD plans must align with school districts' plans in meeting the performance growth targets of the school districts. Each plan must include the provision of technical assistance, coordination with ODE in administering technical assistance, be adopted as a part of the local service plan and approved by ODE. Each ESD must submit an annual report to ODE that describes how the ESD spent grant moneys and include an evaluation of the ESD's compliance with the plan.

HB 3427 also establishes a Statewide Education Initiatives account to provide funding for 11 statewide education initiatives. Those initiatives are the High School Graduation and College and Career Readiness Act, expanding school breakfast/lunch programs, youth reengagement programs, a statewide school safety and prevention system, statewide equity initiatives, summer learning programs, early warning systems for graduation, professional development and educator diversity, increased transparency in public education, funding to school districts participating in the intensive program, and technical assistance for coaching.

Finally, HB 3427 establishes the Early Learning Account to provide funding for early learning programs that align with the Early Learning Councils. These six programs include: EI/ECSE, relief nurseries, programs funded by the Early Childhood Equity Fund, the Oregon prekindergarten program, professional development for early childhood educators, and Early Head Start programs.

NWRESD's 'Strategic Planning that Works'

In 2015, NWRESD started the process of building a new strategic plan that will not sit on a shelf and gather dust. The first step in building the strategic plan is collaboration. NWRESD brought together a racially diverse cross-agency team and utilized consensus building tools so the group of 20 unanimously supported the plan. The consensus building toolkit starts with something very simple—brown sticky paper. This brown sticky paper is critical because it allows large groups to brainstorm ideas, stick them up on paper, and then the facilitator can group and sort ideas into themes. Then, with dot voting, the group prioritizes areas of work. With this toolkit and thoughtful facilitation, the strategic planning committee was able to build ownership, reach consensus, and develop a strong plan.



The strategic plan itself does not look terribly different from those of other districts, but what NWRESD thinks sets their plan apart is in the “stocktake” process. Goal leaders present updates on their goals, objectives, and strategies by providing data and answering a series of questions. “We

set aside the first hour of our weekly cabinet meetings so goal leaders have the opportunity to share progress with the superintendent,” says Deputy Superintendent Sarah Pope. “This provides a space for accountability, but also allows questions from the entire group. The feedback generated in stocktakes helps us make course corrections along the way.” Then, twice a year, NWRESD cabinet members participate in a deeper dive “summative stocktake,” and provide reports out to the board of directors, the organization at large, and member districts.

Momentum for the 2015-17 plan was so strong the agency was able to successfully accomplish all but one of their goals. And when employees saw firsthand the success of the plan’s first iteration, they were eager to join the strategic planning team for 2018-20. NWRESD is currently closing out year one of their current two-year plan. Additional information about their [strategic plan](#) and an [informational video](#) is available on their website.

2019 Innovation Award Winners

Congratulations to each of the eight ESDs and the programs that received the 2019 Innovation Awards at the OAESD spring conference. Here is a list of this year's winners:

- The award in the category of **Technology** went to Douglas ESD for their Iris Connect.
- The award in the category of **Financial/Business Services/Agency Operations** was awarded to High Desert ESD for their ESD Budgeting in Google.
- The award in the category of **Special Education** was presented to Malheur ESD for their LEAP Program for Early Intervention/Early Childhood Special Education.
- The award in the category of **School Improvement** went to Lane ESD for their Elevate Lane County Externships.
- The award in the category of **Promising Practice** was given to Clackamas ESD, Multnomah ESD, and Northwest Regional ESD for their Cascade Alliance for Equity, Regional Workforce Diversification through Grow Your Own Partnerships with Educator Preparation Programs.
- The award in the category of **Significant Practice** went to Northwest Regional ESD for Strategic Planning that Works.

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Does your ESD have something interesting going on the rest of the state should know about?
Send your ideas or suggestion to info@oesd.org