



# OAESD

OREGON ASSOCIATION OF  
EDUCATION SERVICE DISTRICTS

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## OAESD Executive Director



The OAESD Governance Council recently [adopted priorities](#) for an upcoming special session of the Legislature. The lead statement for the priorities reads: *Oregon's Education Service Districts, through existing contracts and in coordination with local school districts, provide service and support to Oregon's most vulnerable, underserved, and marginalized children.* This introductory statement is followed by examples of the types of students we serve in a variety of settings.

The language of this preamble is important to us in two ways. First, it clearly articulates the work that we do as ESDs do which has a direct impact on children. One of the challenges we face in defining our work has always been how to articulate our impact with students in ways with which others can identify beyond our traditional local service plans. This statement does that.

The statement is also important in that it highlights the needs of individual children as an area in which ESDs play a critical role. I was reminded of this in a recent meeting with the ESD special education directors which Amber Eaton, our OAESD Program Administrator, and I facilitated. I asked each director to share what they were thinking about school in the fall. The responses included: "it will be hard work"; "there will likely be staff shortages" (as we work to ensure the safety of students); and, "we need to think differently about our service delivery". Overall, however, there was a sense of "worry" about those students whose learning and social-emotional needs are not being met, and may not be met, through a distance learning model.

I have long believed, going back to my days as a teacher, principal, and superintendent, that our success as educators will be the result of the individual successes of one student at a time. Our goal is to meet the learning needs of each student where they are and with an understanding of the factors which influence their ability to learn. In these challenging times, meeting that goal has become more difficult, requiring our best understanding, thinking and creativity. As ESDs, we are well-positioned to work with students, parents, and school districts in new ways in meeting the needs of all children. It is what we do.

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## OAESD Program Administrator

Hello all! At the start of 2020, I was able to join the OAESD team as Program Administrator, and I am excited to provide you with an overview of updates since the beginning of the year. The core of my role is centered on providing support for statewide initiatives, which means I am very fortunate to work with talented teams across all of our 19 ESDs and liaison with our Oregon Department of Education partners. Current initiatives of focus include the Student Success Act, School Safety and Prevention System, Emergency Operations Planning, HB 3499 Support for English Language Learners, Every Day Matters-Chronic Absenteeism, State Personnel Development Grant for Multi-Tiered Systems of Supports, and Regional Educator Networks. Through these initiatives, our ESD teams are able to support our school districts in remarkable ways to better serve Oregon's



students.

Beginning in January and through March, I was able to focus on building relationships and prioritize in-person visits to twelve ESDs to learn more about the unique aspects and strengths of each ESD. Additional in-person visits were able to take place for two ESDs off-site at conferences and ODE-hosted events. I also was able to frequently meet with ODE's department and initiative teams and join in many advisory opportunities, particularly for the Student Success Act.

Beginning in March, support shifted to the virtual realm, but connections continued and have flourished through our ability to meet frequently and purposefully using virtual means. During March, we also saw a shift in priority statewide to supporting Distance Learning for All. Through established connections and relationships with the Oregon Department of Education, I have been able to join additional advisory opportunities on behalf of our ESDs for multiple aspects of Distance Learning for All. Our initiative teams, while still upholding original intent and purpose under each initiative, have also provided monumental support for our school districts and students during these unprecedented times. Our teams have created and assembled resources both per region and collaborated for statewide resources as well. Collaborative efforts have resulted in growing networks of communities of practice, regional and statewide virtual meet-ups for educators, strategies for engaging students in distance learning, and student-voice opportunities for student feedback to guide our efforts.

During the early Spring, additional goals were to establish regular connectivity with teams, and to collaborate on aligning efforts and communication across initiatives for collective efficacy. Distance Learning for All has provided an unexpected opportunity for unification and innovation. *"I am proud and grateful to partner with remarkable leaders for education in Oregon. Learning for students will prevail in Oregon due, in part, to their extraordinary contributions and efforts."*

Please find a sampling of resources below, and feel free to contact me with specific questions.

#### List of resources:

Southern Oregon ESD: [Staying Connected During Remote Learning](#)

High Desert ESD: [Engagement Support](#)

Lane ESD: [Distance Learning for ALL](#)

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## Region 16 Comprehensive Center Update



OAESD is the Oregon host for the Region 16 Comprehensive Center (R16CC)--a federal network of 19 centers dedicated to providing technical assistance and connections to national resources for each region's educational ecosystem. R16CC includes Washington, Alaska, and Oregon and is designed to coordinate the needs and assets of each states' education department, education service districts, school districts, and schools. R16CC was launched in September 2019 and is in year one of a five year federal grant.

R16CC is operated with a staff of five, led by each states' education service district directors, and guided by an Advisory Board. The Advisory Board is comprised of 19 educational leaders as identified by each states' chief education officer. The Board held its first meeting in April and were provided an overview of the R16CC model, and participated in a small group discussion examining the similarities and opportunities that exist between the three states. A list of Advisory Board members can be found on the [R16CC website](#).

R16CC work in Oregon is focused around a state plan with three main components: 1) ODE Organizational Operations, 2) Equity at ODE, 3) American Indian / Alaska Native infrastructure support. Oregon's plan activities were co-created with the ODE Comp Center liaison team. Implementation of the plan is underway and includes valuable engagement and planning for building upon the work of R16CC into the future.

In addition, R16CC has been responsive to our region's needs related to the COVID-19 response and impact. Jeneen Hartley, the Oregon Co-director of R16CC, has been meeting regularly with

ODE staff and providing as-needed support to the agency's ongoing virus response efforts including assisting with the creation of statewide guidance, providing access to national resources, and sharing valuable data from the field with decision-makers at ODE.

Additional information about R16CC and updates on the Center's work can be found on the collaborative's website at [r16cc.org](http://r16cc.org).

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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@oaesd.org](mailto:info@oaesd.org)