



Western Regional Educator Network Plan Region C

2021-2023

Submitted By:

Tracy Conaghan

Western REN Coordinator

tconaghan@lesd.k12.or.us | 541-731-3532

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Preface

Dear Educator Advancement Council Directors and Members of the Western Regional Educator Network,

The Western Regional Educator Network (WREN) proudly represents nearly 5,000 educators within a four-county region in western Oregon. In 2019 the WREN Coordinating Body first convened and had no idea of the unprecedented and historical events that would shape our powerful and collaborative journey. The work described in this plan was accomplished by a dedicated and diverse group of educators, stakeholders, and partners that represent an even more diverse region.

The WREN serves twenty-eight school districts and two Education Service Districts in Lane, Linn, Benton, and Lincoln counties. Our districts range in size with our smallest having 16 educators and 158 students to our largest with 892 educators and 17,351 students. We have both rural and urban areas and span from the coast to the east across the Willamette Valley to the I-5 corridor and beyond.

We are an educator-led, improvement-focused network that elevates and embraces teachers' voice by emphasizing the equity lens to interrupt historical patterns of inequities and support educators through every stage of their career from recruitment through retirement by creating more inclusive and equitable school cultures. We lift educators' voices, hold equity at the center, and use the mindsets and principles of continuous improvement and human-centered design as our guide.

We've leaned in and listened carefully to educators across our region. We've listened to teachers of color, BIPOC novice educators and the mentors who support them, district leaders, superintendents, administrators, prospective teachers on both traditional and alternative pathways, future teachers attending local high schools, and we've listened to each other. We have reflected on the extensive and impactful stories we've heard, have had many difficult conversations, and have designed a plan that we believe accurately reflects the needs of the educators in our region.

Thank you for providing the opportunity for us to embark on this important and powerful journey as we work to lift barriers, change systems, and create more equitable cultures in Oregon's schools.

Kindly,



Tracy Conaghan
Western Regional Educator Network Coordinator

Section 1: Local, Regional, and Statewide Network Development and Support

Establish a sense of cultural expectations, collaboration structures, & regional network routines

1.1 Coordinating Body Meetings

Coordinating body meets at minimum quarterly to network, get updates, and guide next steps.

Our Coordinating Body met five times during the 2020-21 school year and will continue to convene quarterly each year. While we initially started our work together in 2019 with all-day in-person meetings, we reconfigured our meeting format to comply with COVID restrictions and adjusted to 3-hour virtual meetings taking place after the school day. Our time together includes opportunities to connect with each other, hear updates from our task force teams, learn about current and future projects, and approve pending budget items. We share local context, value lived experience, honor our diverse perspectives, and collaboratively build and strengthen our network vision.

We recognize that schedules are busy and at times some of our members are unable to attend our sessions. Following each meeting, the REN coordinator sends a summary email to coordinating body members and district leaders. In addition, each coordinating body member who missed the meeting is invited to a virtual meeting summary session with the REN coordinator to hear updates and contribute to shared work.

Our Coordinating Body members have expressed that they miss meeting each other in person and hope to be able to return to on-site meetings in the future as this format allowed for richer conversations as we tackled actionable work.

Attachment: [WREN CB Meeting Agenda - March 17, 2021](#)

1.2 Equity Protocols

Uses a set of protocols (Gabi- equity pause cards, Tracy- equity-based decision-making tool, Oregon Equity Lens, etc.) that intentionally center equity by disrupting racist, inequitable practices, policies, and ideologies.

Lane Education Service District's School Improvement team has created an [Educational Equity Stance](#) that we utilize to help center all of our work. Another resource we use is a [WREN Equity-Based Decision-Making Tool](#) designed as a table card to have at hand when making decisions.

Additionally, each time the WREN creates a document that will be disseminated to educators in our region, we collaborate through our task force teams by using a validation tool, such as our [Survey Validation Worksheet](#) which ensures survey questions are clear, uses asset-based wording, avoids the use of jargon, and are aligned with our aim.

Each Coordinating Body meeting begins with a review of previously established [Group Agreements and Continuous Improvement Mindsets](#) to disrupt other norms that enforce white supremacy. Our coordinating body members recognize that we are consistently modeling what we want our systems to achieve while acknowledging we all have opportunities to learn and grow.

1.3 Coordinating Body Knowledge Gaps

Develop strong and long-term internal and external relationships to fill knowledge gaps, build capacity and/or bring in outside expertise to the CB. Examples of knowledge gaps could be demographics of your region not represented, districts of your region that are missing from the coordinating body, data expertise, communications insights, etc.

This may include:

- *Superintendents*
- *Educators*
- *Principals*
- *Advisory groups*
- *Non-profits/education partners*
- *Other REN Coordinators*
- *Technical Assistance (Community Design Partners)*
- *EAC Directors*

The Western REN incorporates 28 school districts served by two Education Service Districts (Lane ESD and Linn-Benton-Lincoln ESD). Currently, the WREN has solid relationships with both ESDs and will continue to strengthen the relationship with the school improvement team and strategic partnership team from their respective ESDs.

As a member of the School Improvement team at LESD and Strategic Partnership Team at LBL ESD, the WREN presents in weekly meetings, allowing for multi-department partnerships and networking with educational specialists, regional CTE and regional promise coordinators, SIA administrators, SEL specialists, and the Lane African-American and Black Student Success coordinator. These groups help collaborate and leverage strengths and expertise in our work. Outside of these groups, the WREN meets and communicates updates monthly with the following:

- WREN Advisory Committee (LESD and LBLESD Superintendents and Program Directors)
- LBL ESD's Strategic Partnership Team
- Curriculum Directors
- Federal Program Administrators
- ESD superintendent meetings

In addition to these partnerships, the WREN regularly meets with other groups to help expand our knowledge and fill gaps that we bring back to our CB members:

- Dialogues in Action
- CDP Coaching
- Be Gr8rr Equity and Social Justice workshops and one-on-one equity coaching

Our CB members have indicated that internal communication is done well (*WREN Coordinating Body Meeting, March 2021*) but would like more clarification about when members can share information and to who. Our region still has underrepresented districts and our CB members are not clear on who is responsible for communicating with those districts and what that might look like. Below are the following vacancies in our region:

- Coordinating Body: LBL small district (Alsea or Monroe)
- District Liaisons:
 - LBL- Monroe and Santiam Canyon

- Lane- Mapleton, Marcola, Oakridge, Pleasant Hill

Our plan to address knowledge gaps includes:

- Filling current and future CB vacancies
 - We will do this by connecting with district liaisons, superintendents, administrators, educators currently engaged in WREN work, and local union presidents.
- Streamlining communication to districts without CB representation
 - Spring 2021 the WREN Coordinator will meet with WREN CB members who represent multiple districts to create a communication plan for how to distribute information about the WREN work in between and following each convening.
 - The plan may include asynchronous feedback/engagement, scheduling regular conversations with these district and union leaders,
 - Each Fall the WREN Coordinator will review the communication plan with the CB to ensure that the communication loop is complete with information seamlessly flowing from the WREN → districts → WREN
- CB member Professional Learning
 - We will create a quarterly PL plan that focuses on Liberatory Design, which is a nice intersection of racial equity and continuous improvement work. The CB will be responsible for attending at least 50% of the sessions. This expectation will be included in the WREN CB Collaborative Commitment.

1.4 Racial Equity

Regularly provide CB members, REN staff, and design teams opportunities to advance understanding of racial equity. This may include:

- *Book study*
- *Professional learning opportunities*
- *Training*
- *Coaching*

The WREN has done an excellent job of communicating and providing opportunities to advance understanding of racial equity. Examples of opportunities that have been, or will be offered to CB members, REN staff, and potential design teams in our region include:

- Be Gr8rr Equity and Social Justice workshops + one-on-one equity coaching
- UOTeach-In on Educational Equity & Anti-Oppressive Pedagogies
- Carnegie Foundation Summit offerings
- Carnegie Facilitating Improvement Teams Cohort
- LBL ESD Book study: Belonging Through a Culture of Dignity
- Bright Morning: Coaching for Equity 101 + master series
- Critical race theory, culturally sustaining pedagogies, and ethnic studies course (UO)
- Roadhouse Project (Critical Literacy Instruction & Culturally Diverse Curriculum)
- White Allyship Equity Leader Training & Support Network
- Future Work Design: Equitable HR Practices
- Coaching for Educational Equity (CFEE)
- Dr. Ghody Muhammed, Cultivating Genius

- WREN Teachers of Color UNITE! Keynote speakers and focused interest group

Our Coordinating Body members have identified racial equity learning opportunities as an area of strength for the WREN. They also recognized that the timing is tough right now as their capacity to participate in the advancement of learning while returning to in-person instruction this year is limited (*WREN Coordinating Body Meeting, March 2021*). Members also believe that participating on the CB has opened the door to many new learning opportunities with more on the horizon as we are still in the early stages. They have requested to know what we are doing to make sure everyone else in our region is receiving as many opportunities. Members have also indicated they would like to have talking points, regarding racial equity, to share with their colleagues.

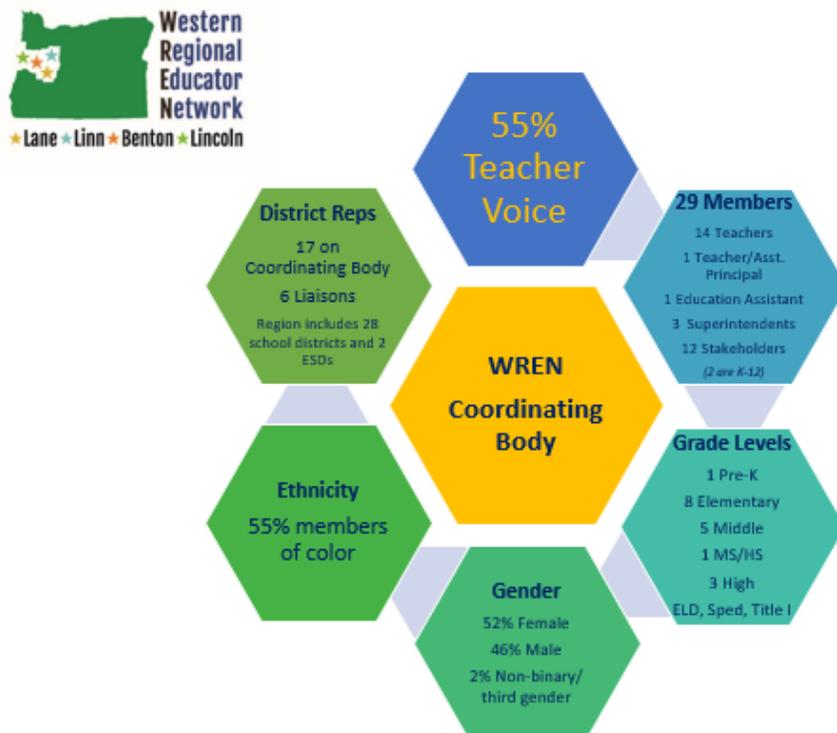
Manage engagement & participation of diverse network members

2.1 CB & Team Demographics

Continues to ensure our CB and network teams are represented by at least 51% of teachers who are reflective of the student demographics of our region.

Our [Coordinating Body](#) consists of 29 [diverse members](#), providing a well-rounded team with various perspectives:

- 55% Teacher voice
- 17 Districts represented with an additional 6 district liaisons
- 55% Members of color
- 55% Female, 41% male, 4% non-binary/third gender



2.2 CB Membership

Has a specific plan to maintain the membership of the CB.

When we established the Coordinating Body in 2019 we asked members for a two-year commitment, with an opportunity to continue beyond June 2021. As a result, the majority of our CB membership was retained and we had very few spots to fill. We anticipate some natural turnover of CB stakeholders and district representatives over the next four years. As change ideas are launched and local improvement teams are lifted we plan to fill vacant spots with team leaders who have become involved in WREN work.

To solidify the commitment of our CB we will turn to our CB members to help create and provide feedback on a WREN CB Collaborative Commitment document this spring, you can view the DRAFT [HERE](#). In addition, the WREN team will create a formal plan for recruiting future members.

The WREN values the strengths and needs of educators across our entire region. Recognizing that our CB should remain small in order to be agile, we wanted to ensure that the experiences and unique needs of our entire region are centered. As a result, we added six [WREN District Liaisons](#) to our network this fall. Districts that do not have a representative on the CB have a teacher leader in their region who serves as the WREN liaison distributing and sharing information to and from the WREN. District liaisons are invited to participate on our WREN Design Task Force and are included in all PD opportunities extended to the CB.

2.3 Educator Engagement

Engage in a variety of ways with educators of color in the region to build relationships and ownership of the REN work. This could include affinity groups, advisory groups, listening sessions, empathy interviews, etc.

One of the WREN's most successful change ideas so far has been the regional affinity group, Teachers of Color UNITE!, focusing on care and connection for 50 teachers of color across the network. The first cohort of the affinity group had 30 participants from 8 districts with representation from all grade levels and multiple roles. The second cohort added 20 additional participants and 5 more districts. There are 8 design team facilitators, representing 7 districts and one community college from our region who worked diligently to create a space that is safe, supportive, and inspirational. We have responded to feedback from participants by keeping cohorts/breakout rooms intact and have also launched a smaller interest group focusing on culturally responsive curriculum. We have plans for summer 2021 connection and are working to launch a separate affinity space for administrators of color in the fall. The interest groups are spaces for BIPOC educators to share and collaborate on resources such as culturally responsive curriculum, quality instructional assessment practices, and local/state equity policy dialogues. These interest groups allow for leadership opportunities within the affinity group to facilitate and network, while also focusing on specific topics to increase opportunities for participants to engage with the affinity space itself.

The WREN, alongside Columbia REN (CREN) and South Coast to Valley REN (SC2V REN), held a focus group with novice BIPOC teachers in April to hear about their specific needs

and identify ways to provide support which included sharing findings and themes with participants. The facilitator of the focus groups is a current Teacher of Color, from the Columbia REN region, who utilized an equity-based facilitation protocol for the listening session. The information gathered from these conversations will allow the WREN to better plan for meeting the Social-Emotional needs of novice BIPOC educators in our region, aligned with our aim to increase recruitment and retention. This information along with common themes was shared back with participants and will further be used to help guide the work we will eventually do with mentors of novice teachers.

After engaging with educators of color in the region another cross-REN opportunity was identified and is in the development stage. This idea is around creating a leadership training for BIPOC educators to develop and expand their confidence as a leader while learning skillful facilitation strategies. The change idea design team is being led by a Teacher of Color with extensive facilitation experience. The CREN, SC2V REN, and WREN are recruiting BIPOC educators from across each region to join the design team which will begin designing the curriculum this summer with a project launch in the fall.

Another educator engagement is through teachers with Restricted Teaching Licenses (RTL). In partnership with the director of Pacific University in Eugene, the WREN has been made aware of the large percentage of teachers with a Restricted Teaching License. Many of these teachers are BIPOC and have a high level of expertise, in some cases with a teaching license that isn't reciprocal in Oregon, so providing a better pathway to more permanent licensure for these teachers is important. Pacific University currently has a program at their Woodburn campus in partnership with the Salem-Keizer school district to support those teachers in their pursuit of a preliminary license and the WREN is looking into how we might be able to have a similar program in our region. To hear directly from those we aim to serve the WREN invited the 111 teachers on an RTL to participate in a [Thoughtexchange](#) to identify the most important resources and supports they need to become a licensed teacher. In addition, the CREN in partnership with the WREN held a focus group in early April and will reconvene the group inviting additional educators to attend a second session in late May to identify and prioritize potential change ideas.

Connecting within Oregon

3.1 Participation in State Efforts & Shared Learning

Regions participate in State provided efforts to share, learn, and spread promising practices. This could include attending: REN Summit (TBA), meetings with EAC staff, DIA workgroups, CDP, etc.

The WREN staff consistently prioritizes attending provided opportunities to share and learn from DIA workgroups, Be Gr8rr Social Justice and Racial Equity workshops and 1:1 coaching sessions, CDP group meetings, PDSA workshopping sessions, and both team and individual coaching. We also attend state and national conferences including Coaching for Educational Equity (CFEE), Taking it Up, Carnegie Foundation Facilitating Improvement Teams, and Annual Summit. In addition to these larger convenings, the WREN coordinator meets weekly

with other REN coordinators for collaboration and shared learning, and this practice recently expanded to include our improvement coaches who have started their own information sharing and collaboration sessions. The WREN team seeks to partner with other RENs and local organizations when projects align, some examples are described above.

3.2 Connection to Other Statewide Programs

Awareness of and connection to other statewide efforts to support and diversify the educator workforce (e.g., connection to regional teacher pathways programs, integration of Tribal History/Shared History in professional learning; mapping African American/Black Student Success Plan objectives on efforts; etc.)

The WREN is privileged to have well-connected experts in state-wide diversification efforts on its Coordinating Body. Some of these include:

- African American/Black Student Success - Director/program supervisor
- CTE - Director/program supervisor
- Integration of Tribal History/Shared History - Social studies teachers, and representatives from the Confederated Tribes of Siletz Indians and Coos Lower Umpqua, Siuslaw Indians
- Regional Educator Pathways and GYO programs - Lane Community College, Lane ESD, Pacific University, University of Oregon, Oregon State University, Higher Education Coordinating Commission
- Regional Promise (ED100/dual credit course) - Lane Community College
- SSA/SIA - Director/program supervisor for the ESD, and 3 district superintendents

Other program collaboration that allows the WREN to make connections to statewide efforts are:

- Lane African-American Black Student Success
- Title III
- Migrant Education
- Content area specialists (Math, Social Studies, ELA, Ethnic Studies, Science)
- Regional CTE coordination
- Youth Transition Program
- Connected Lane County
- Lane Regional Promise
- Suicide Prevention, Intervention & Postvention
- Social-Emotional Learning
- Multi-Tiered Systems of Support

One way the WREN is working in collaboration with another statewide program is in conjunction with a change idea taking place with the staff at a local high school who is working to create a culture of listening for and responding to acts of institutional racism. The HS staff will begin by getting trained in restorative justice practices, using a multi-tiered approach modeled after the Oakland Unified Schools Restorative Justice Implementation Guide, fit to their unique local context. A member of the Lane African-American Black Student Success program is a certified Level II trainer with the International Institute of Restorative Practices, and we are seeking a partnership with this person to provide training to the team. The team prefers to have someone who is local; he is tied to the community and has a vested interest in creating more equitable and inclusive school cultures across Lane County.

The WREN will continue to collaborate and share resources with statewide programs and

will remain intentional about inviting program experts to provide feedback and contribute to WREN projects while also looking at ways other programs could support the work of the WREN.

Section 2: Continuous Improvement (Improvement Science)

Orchestrate the processes to understand the problem & the system that produces the problem.

4.1 Teacher-centered Design & Empathy Experiences

We use processes for engaging various types of expertise such as teacher-centered design and empathy experiences at all levels of the network including teams and CB.

Our overall theory of improvement, including the accompanying change ideas, has been informed by teacher-centered design, empathy interviews, focus group experiences, and research. Data collected has been analyzed for common themes, opportunities for improvement and to prioritize needs. As we continue to get change ideas up and running in building and district implementation teams, we will use this model of information gathering, along with other immersion experiences, to inform future change ideas.

4.2 Co-constructing Theory with BIPoC Educators

*Co-constructing fishbone diagram, change ideas, drivers, and AIM statements where educators of color, if not through the CB, then through an affinity group, advisory groups, or consultation, are driving the work
Example: 5% constructed by REN staff and 95% by educators*

The WREN working theory was created and revised by BIPoC educators.

- The coordinating body used [fishbone diagrams](#) to inform our theory of change. They were co-constructed through the coordinating body, which is made up of 55% of teachers of color.
- The WREN Data and Measurement Task Force which meets every other week has done extensive work clarifying our drivers and identifying measures. This team is made up of 83% (%) people of color and is lead by our Data and Measurement Coordinator who is also a person of color.
- In spring 2021 the WREN Data and Measurement Coordinator established a Driver Diagram Revision Committee (DDRC) to review and fine-tune our working theory. The DDRC was comprised of 40% (%) people of color.
- The majority of our change ideas have been designed by, and with, BIPoC educators. We are intentional about reaching out to those we aim to serve, recruiting BIPoC educators with lived experience that aligns with our change focus (novice, RTL, etc.), and take the time to listen and learn through focus groups, empathy interviews, surveys, and Thoughtexchange sessions throughout the design process and PDSA cycles.

4.3 Driver Diagram/Working Theory

REN plan has a clear and extensive working theory (aka: driver diagram or theory of improvement) that includes primary and secondary drivers as well as change ideas

The Western REN has a clear and extensive [working theory](#) which consists of an aim statement, 5 primary drivers, 11 secondary drivers, and both current and future change ideas.

4.4/4.5 AIM & Driver Measures

In addition to aim quantitative measures - regional working theories have primary or secondary driver measures

The WREN Data and Measurement coordinator is currently working with the Data and Measurement task force to identify primary and secondary driver measures, which will reflect the driver diagram revision. Please see the document used for these committee work sessions: [Driver Measures](#) (still in progress)

This work initially began with Monica Cox, Ten02 Consulting, who transitioned the project over to the WREN Data and Measurement coordinator who joined the team in January.

Develop and Refine Working Theory (Driver Diagram)

5.1 AIM is Measurable & Specific

We have a measurable and specific AIM driven by educators and by the CB.

Our AIM is measurable and specific. Created by our Coordinating Body (59% educators) it is based on our research and consultations with the driver diagram review committee (80% educators) and TA Coach. It was created using the SMART goal design guided by the NYC Dept of Education Improvement Science Handbook. Please see aim below:

"We will create more inclusive and equitable school cultures in order to increase the percentage of teachers of color from 9.8% to 14.3% by June 2023"

5.2 Driver Diagram Built from Research & Data

We have a driver diagram built from research, educator experiences, and local input/data that has guided our working theory.

Our driver diagram has been created through research, empathy interview data collection, as well as input from our Coordinating body, and subgroup committees. The research was provided by our consulting agency, and staff were trained in the creation of a diagram. Protocols were used to collect and integrate feedback from committee members in order to revise the driver diagram to reflect all sources of this information.

5.3 Regular Revision of Working Theory (Driver Diagram)

Biannually we revisit and revise our theory based on content learnings, PDSA learning and revise based on evaluation of established measurements in working theory

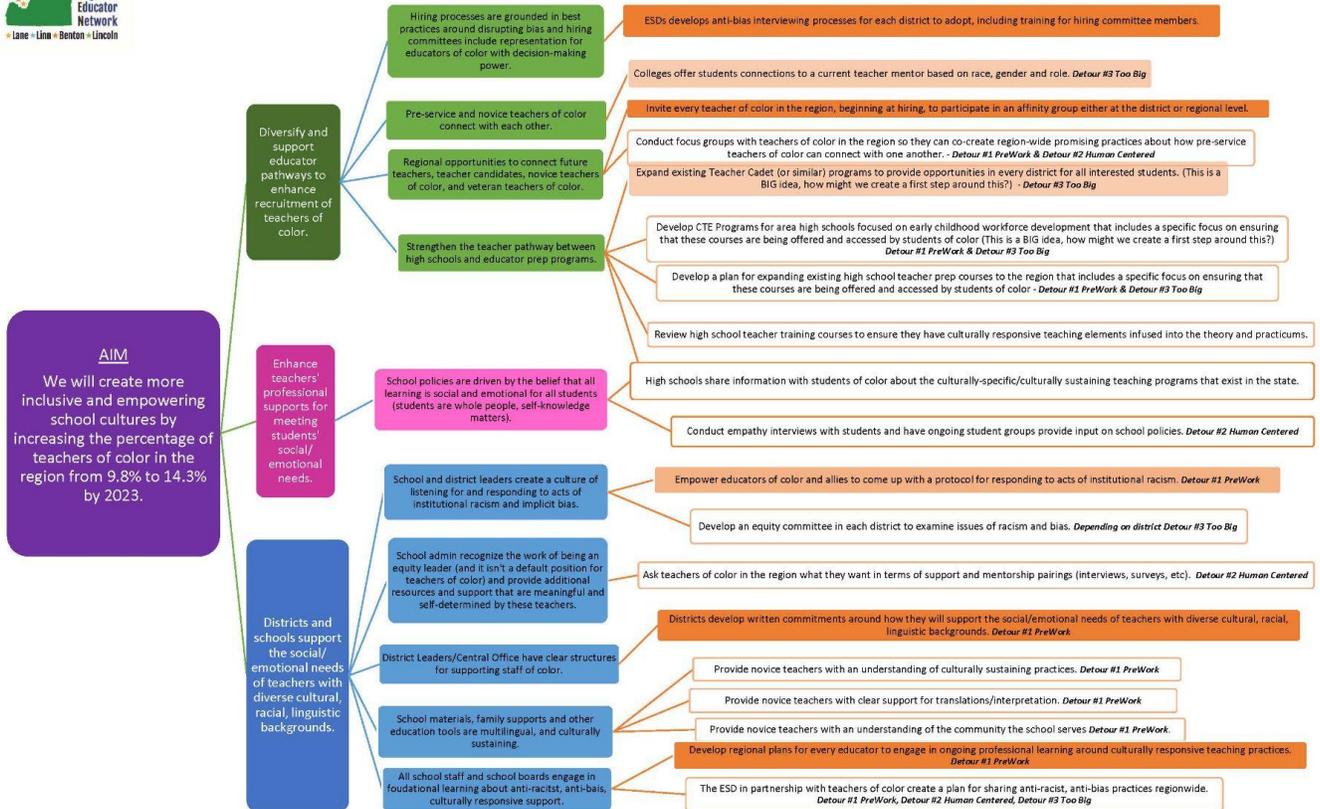
In March/April 2021 the WREN staff, along with the WREN Driver Diagram Review Committee, conducted an extensive driver diagram review that was based on new learnings

about the process of improvement science, PDSA cycles that have been conducted over the last year, and current research in the field of diversity, equity and inclusion.

Before Revision



Driver Diagram – Working Theory



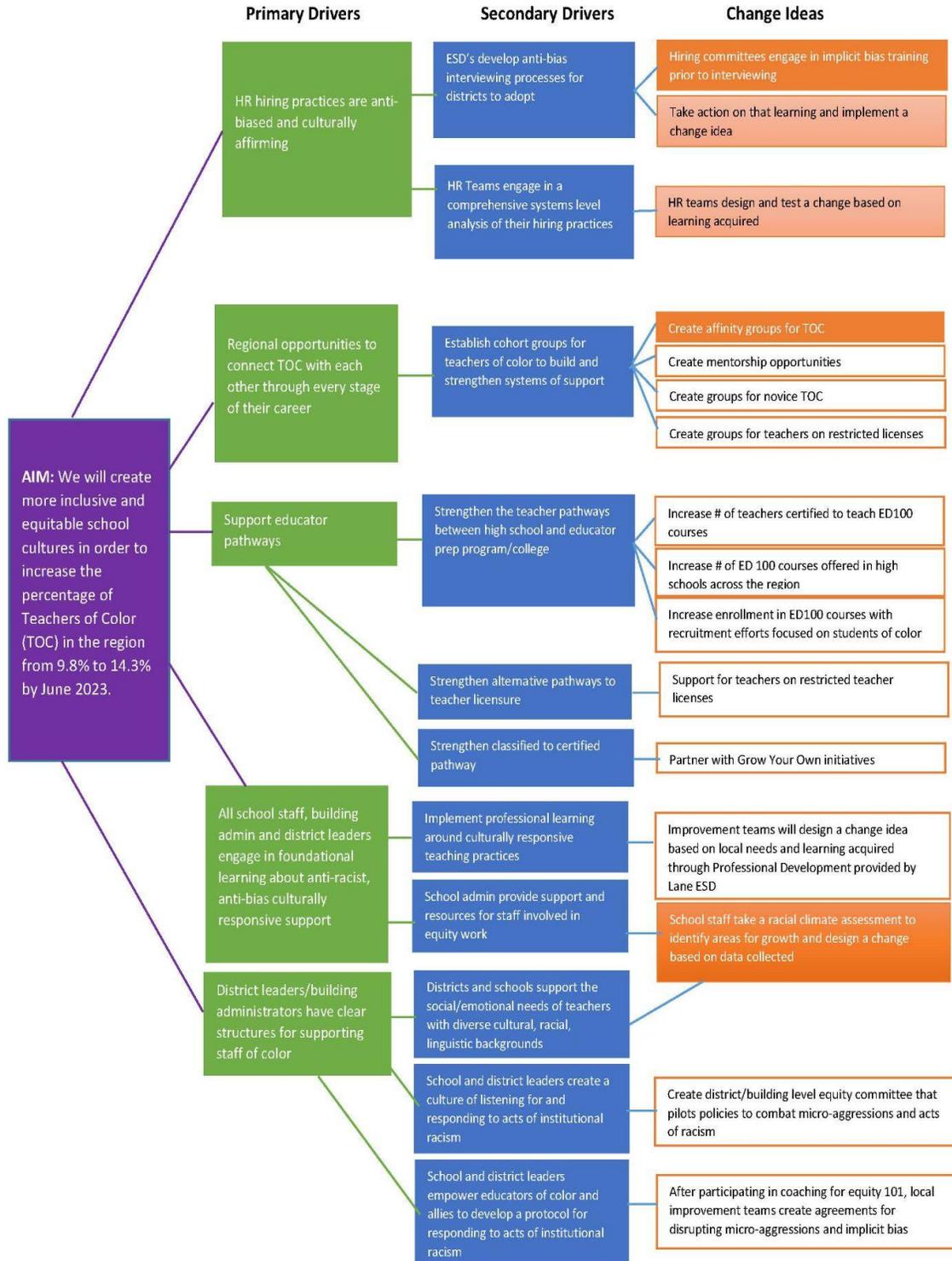
TLC 2.25.2021

After Revision



NEW DRIVER DIAGRAM

Key
Up & Running
In-Progress
Not Yet Started



Overview of changes made:

Original Primary Drivers (2019-20)	Revised Primary Drivers (2020-21)
<p>Diversify and support educator pathways to enhance recruitment of teachers of color.</p> <p>Enhance teachers' professional support for meeting students' social/ emotional needs.</p> <p>Districts and schools support the social/ emotional needs of teachers with diverse cultural, racial, linguistic backgrounds.</p>	<p>HR hiring practices are anti-biased and culturally affirming</p> <p>Regional opportunities to connect TOC with each other through every stage of their career</p> <p>Supporting Educator Pathways</p> <p>School staff, building admin, and district leaders to engage in foundational learning about anti-racist, anti-bias culturally responsive support</p> <p>District leaders/building administrators have clear structures for supporting staff of color</p>
Original Secondary Drivers (2019-20)	Revised Secondary Drivers (2020-21)
<p>Hiring processes are grounded in best practices around disrupting bias and hiring committees include representation for educators of color with decision-making power.</p> <p>Pre-service and novice teachers of color connect with each other.</p> <p>Regional opportunities to connect future teachers, teacher candidates, novice teachers of color, and veteran teachers of color.</p> <p>Strengthen the teacher pathway between high schools and educator prep programs</p> <p>School policies are driven by the belief that all learning is social and emotional for all students (students are whole people, self-knowledge matters).</p> <p>School and district leaders create a culture of listening for and responding to acts of institutional racism and implicit bias.</p> <p>School administrators recognize the work of being an equity leader (and it isn't a default position for teachers of color) and provide additional resources and support that are meaningful and self-determined by these teachers.</p> <p>District Leaders/Central Office have clear structures for supporting staff of color.</p> <p>School materials, family supports, and other educational tools are multilingual, and culturally sustaining.</p> <p>All school staff and school boards engage in foundational learning about anti-racist, anti-bias, culturally responsive support.</p>	<p>ESD develops anti-bias interviewing processes for districts to adopt</p> <p>Supporting HR Teams to engage in a comprehensive systems-level analysis of their hiring practices</p> <p>Establishing cohort groups for teachers of color to build and strengthen systems of support</p> <p>Strengthening the teacher pathways between high school and educator prep program/college</p> <p>Strengthening alternative pathways to teacher licensure</p> <p>Strengthening classified to certified pathway</p> <p>Implementing professional learning around culturally responsive teaching practices</p> <p>Encouraging school admin to provide support and resources for staff involved in equity work</p> <p>Encouraging districts and schools to support the social/emotional needs of teachers with diverse cultural, racial, linguistic backgrounds</p> <p>Supporting school and district leaders in creating a culture of listening for and responding to acts of institutional racism</p> <p>Encouraging school and district leaders to</p>

	empower educators of color and allies to develop a protocol for responding to acts of institutional racism
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See link to [Agenda](#) for all DD review meetings

Provide Training & Coaching to Build Improvement Muscle in the Network

6.1 Professional Learning on Continuous Improvement for the Network

Professional learning provided to the network on the mindsets and tools of continuous improvement processes, human-centered design, and anti-racist practices

WREN staff, including coordinator, data and measurement coordinator, and improvement coaches are engaging in ongoing professional learning to develop expertise and establish routines and practices to use when coaching implementation teams at the district or regional level. Examples of professional learning include:

Continuous Improvement Principles and Mindsets & Human-Centered Design

- Monthly professional learning opportunities provided by statewide technical assistance providers
- Carnegie Foundation's Facilitating Improvement Teams Cohort
- Carnegie Foundation's Summit on Improvement in Education
- Weekly coaching sessions with Erin Whitlock Consulting
- Additional learning opportunities as available/needed (Coaching for Equity 101; Ricky Robertson ACES and Resiliency series)

Anti-Racist Practices

- Monthly Courageous Conversations about Racial Justice and Equity
- Equity coaching 1:1 sessions
- Belonging through a Culture of Dignity national book study
- SOESD Equity Summit
- Coaching for Educational Equity (CFEE)
- Taking It Up

The WREN has and will continue to, provide opportunities for training in these areas throughout the network including [Coaching for Equity 101](#), [Critical Literacy Pedagogy](#), [Critical Race Theory](#), [Culturally Sustaining Pedagogies](#), and [Ethnic Studies](#).

The WREN staff builds the capacity of coaching district and regional implementation teams in these areas as partnerships continue to form. Design coaches will meet with individual implementation teams twice a month to provide foundational learning in improvement science to engage in disciplined inquiry within localized contexts. We are creating a WREN Improvement Science Resource Guide (see [DRAFT](#)) which we will use both internally and externally while coaching local improvement teams.

We recognize that content learning regarding diversity, equity, and inclusion, as well as anti-racist practices, will be necessary in order to identify change ideas that are related to the theory of change.

The network mindsets are the foundation to all the work that is done in the WREN and are continually revisited in coordinating body meetings, as well as committee subgroups.

6.2 TA Vendor Coaching

Actively participating in Technical Assistance vendor coaching

The WREN has participated in the following TA:

- SeeChange
- Community Design Partners
- Erin Whitlock consulting
- Be Gr8rr workshops
- RaVonya Knight 1:1 coaching
- Dialogues in Action

6.3 Coaching for Design Teams

Regularly provide coaching to design teams through PDSA cycles (iterative)

We are currently coaching PDSA cycles with the Teachers of Color UNITE! Affinity group design team and Culturally Responsive Teaching subgroup, as well as in the Scio school district, Corvallis School District, South Lane School District, and Lincoln School District. These partnerships are at varying stages of implementation; however, all teams have agreed to participate in PDSA iterative cycles, and we are beginning to co-construct change ideas using improvement science principles, mindsets, and tools.

6.4 Dialogues in Action

Regularly engage with DIA in qualitative training methods

Our WREN team which includes our coordinator, data and measurement specialist, and two coaches participate in all training sessions with Dialogues in Action. The most recent work in writing impact statements is linked [here](#).

Establish PDSA Routines and Processes

7.1 PDSA Routines

PDSA routines are clearly documented and accessible to REN staff and updated regularly (at least every six weeks)

PDSA cycles are documented on this [form](#). All PDSAs are accessible in a shared drive by WREN staff and are gradually being transferred to the NILS platform. All PDSA cycles have been recently updated to reflect the current iteration, a process we follow every 4-6 weeks, and at a maximum of 90 days.

Mindsets:

- Fail Forward
- Start Small
- Possibly Wrong, Definitely Incomplete
- Bias Toward Action
- Keep a Learning Orientation
- Collective Responsibility
- Systems Thinking

Entry Points:

- [Change idea Menu](#)
 - This menu is updated monthly and distributed through coordinating body meetings/emails/on one emails to educators across the network. Educators fill out attached interest forms as a point of entry to receiving support/resources/coaching from the WREN. Once an interest form has been received a meeting is scheduled with an improvement coach to start the onboarding and design process.

Templates/Forms

- [PDSA Template](#)

PDSA Study Routine:

Change Idea?

- How did our results match the prediction? What does this mean/what can we extrapolate?
- Did we meet our goal? How did this change idea work toward meeting our goal?
- Did we notice anything surprising? How do we prepare to address these surprises?

Implementation of Change Idea?

- What did the "climate" feel like or look like?
 - Based on this, what could the implementation team add/subtract/modify?
- What did we not plan for or what didn't go as planned?
- What was easy? What was hard? Why?
- Was this plan doable/tenable?

How did doing a PDSA go?

- What did we learn about measurement in the PDSA cycle? How well were our questions aligned to our measures?
- How well are our questions aligned to the expected outcomes of learning? Did we ask the right questions?
 - Design
- Is our goal clear and well written?
- What did we learn about starting small?
- What did we learn about implementation planning?

7.2 Change Idea Deep Dive

Provide an example of a deep dive into one change idea, such as:

Run an interest-specific small group for Teachers of Color UNITE affinity space, specific to culturally responsive teaching curriculum and lesson planning.

- *Pre-change idea: what driver does this relate to:* Establish Cohort Groups for Teachers of Color to build and strengthen systems of support.
- *Pre-change idea: how did you engage your CB in creating this change idea:* The coordinating body engaged in a root cause analysis and systems mapping process to establish the original problem of practice, and scope the aim. From this analysis, possible drivers and change ideas were derived. A leadership team from the Regional Affinity space identified the change idea through going through their own cycle of continuous improvement with the goal of increasing attendance in the ToC UNITE! Affinity space.
- *Pre change idea: how does racial equity drive this:* Racial equity is central to this change idea, as is outlined in the theory of change: The WREN will increase the recruiting and retaining of ToC through providing regional affinity spaces, that offer specific interest groups that aim to meet the needs of those who attend.
- *How many schools to pilot:* This is a regional space that includes teachers from Springfield SD, 4j SD, South Lane, Pleasant Hill, Fern Ridge, GAPS, Lincoln County, Siuslaw.
- *How long:* There have been two cycles run over the course of 2 months (3/19/2021-5/11/2021)
- *Who leads:* An implementation team of four educators from Greater Albany, Pleasant Hill, and Bethel school districts.
- *What to measure:* Learning questions of interest from cycle 1:
 - 1. Will having a subgroup encourage people to come back for the next WREN TOC unite Care and Connection meeting (big meeting)? (outcome)
 - 2. Will having a subgroup encourage people to come back for the next WREN TOC unite subgroup meeting? (outcome)
 - 3. Will subgroup members come in and out of our subgroup meetings depending on the topic? (outcome)
 - 4. Does offering the subgroup cause increased feelings of positivity toward belonging to an affinity group. (outcome)
 - 5. How many times do we need to offer a subgroup in order to increase attendance?
 - 6. How many times do we need to offer a subgroup to increase feelings of belonging?
- *When to check-in:* Twice a month, once to plan the meeting, and once to go over data collected for measurements.
- *Who to check in with:* Improvement & Design Coach
- *How to check-in:* Scheduled Zoom Meetings
- *How to assess:* Analysis protocol that looks at measures [\(PDSA\)](#)

- *How to adjust:* For cycle 2 we used the feedback form to make adjustments: we added more opportunities for Q & A after presentations, adjusted the information we collected, and distributed leadership to get new facilitators involved.
- *How to scale:* This change idea will be adopted for this affinity space, however, we will scale by adding interest groups to future affinity spaces being planned. For example, there is a white ally affinity space being planned this summer. In addition, there are other job-alike affinity spaces being designed in the region that this change idea could be tested in, with the purpose of enhancing attendance by meeting the needs of those to attend.
- *How to communicate findings:* Protocols for Consolidation of Learning
 - We are studying protocols from Carnegie Summit and Facilitating Improvement Teams to help us create a WREN Protocol for Consolidation of Learning which will be put in place in Fall 2021 for network sharing and for the purpose of creating "change packages"
- *Who to communicate findings to:* Coordinating Body Meetings, future Network Convenings, Protocols for Consolidation of learning

Additional information on design: This leadership team conducted empathy interviews in their own spaces, engaged in root cause analysis, and did some learning in their content area. Through this design process, they identified the importance of affinity spaces for retaining teachers of color and wanted to strengthen participation, as well as leadership opportunities to enhance feelings of connection, belonging, and relevance for Teachers of Color in the network.

Section 3: Communication and Shared Learning

Document and share network improvement story and growth with the region, state, and nation

8.1 Sharing Our Story

We have multiple methods for sharing our regions' work and story (such as a simple data visualization, creating video snippets, putting REN links on the district pages, utilizing the CB for communication out, distribution lists, union lists, connecting with Early Learning Hubs and Child Care Research & Referral) that explain the what, who and why

The WREN believes that communication across the region is essential to grow awareness, recruit participants, promote opportunities, and develop partnerships.

Monthly [updates](#) are shared with the WREN Advisory Committee, Superintendents, Curriculum Leaders, and ESD School Improvement/Strategic Partnership teams. In addition, we frequently update and share our [Change Project Menu](#) with educators and stakeholders across our region.

Here are some of the ways we share our story:

- During CB and Task Force meetings
- [Videos](#)
- [Data visualizations](#)
- [WREN website](#)
- [Lane ESD website](#)
- [Linn Benton Lincoln ESD website](#)
- Regional email lists organized by specific groups, such as:
 - Superintendents
 - Building principals
 - Human Resource
 - OEA Local Union Presidents
 - Classified Local Union Presidents
 - WREN Coordinating Body
 - WREN District Liaisons
 - Affinity Group Participants

While we have regular communication routines in place we also recognize that this is an area for us to improve. We plan on spending time this summer and next fall with the WREN staff and Communication Task Force to create a formal communication plan.



WREN Update
Curriculum Leaders & Superintendents
April 15, 2021

Current Change Projects

- **Teachers of Color UNITE! - FLYER**
 - 12 Districts | 50 participants
 - Final Meeting of the school year - May 8th
 - Subcommittee: Culturally Responsive Lessons
- **Mitigating Implicit-Bias in Hiring - FLYER**
 - [Interest Forms](#) to be reviewed on **April 16** and **May 14**.
 - Contact: [Erin Ellis](#) for more information.
- **Meeting the SE Needs of Teachers**
 - [Interest forms](#) will be reviewed on **April 16** and **May 14**
 - Contact [Aly Nestler](#) for more information.
- **Design Your Own Project - FLYER**
 - Tell us about your change idea [HERE](#).
 - [Project ideas](#) will be reviewed on **April 16** and **May 14**.
 - Contact [Tracy Conaghan](#) for more information.
- **Western REN Change Project Menu**



Focus Groups

- **Restricted Teaching License Focus Group**
 - **Partnership:** CREN (Columbia Gorge) & WREN
 - **Focus Group:** 4/8/21 | 3 participants representing the WREN
 - **Regional Data:** 111 teachers on RTL
 - Click [HERE](#) for more information
- **BIPOC Novice Educator Support Focus Group**
 - **Partnership:** SC2VREN (Willamette ESD & South Coast ESD), CREN (Columbia Gorge) & WREN
 - **Focus Group:** held 4/6/21 | 3 participants from WREN
 - Click [HERE](#) for more information
- **Mentors of Novice Teachers Focus Group**
 - **Partnership:** SC2VREN (Willamette ESD & South Coast ESD), CREN (Columbia Gorge) & WREN
 - Click [HERE](#) for more information

[WREN Website](#)

8.2 Sharing our Outcomes

We have a communication plan that shares our tests and data outcomes

Beginning Fall 2021, the WREN will host regional convenings where local Improvement Team Leads will share the learning taking place in their local contexts. Through shared knowledge, we hope to spread and scale successful change ideas throughout our region and state.

8.3 Sharing PDSA Learning

Capture the learning from each change idea/PDSA cycle and share it across teams so they can more quickly adjust course.

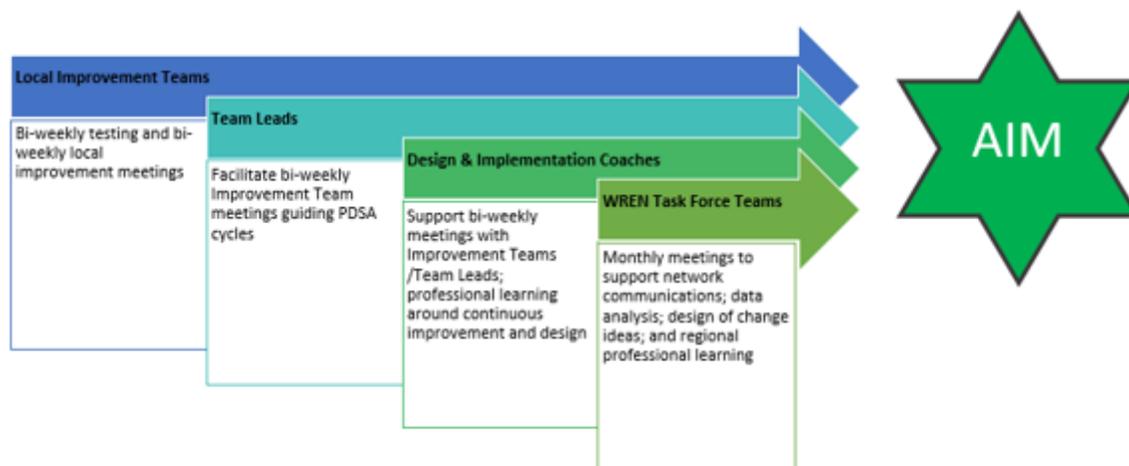
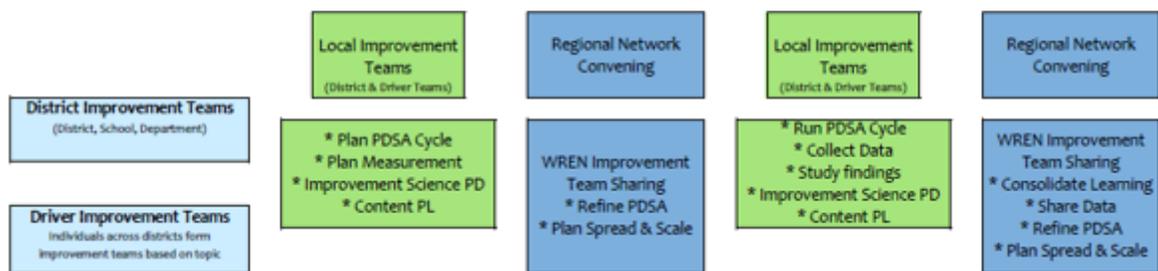
Learnings to focus on are:

- 1. How to do the work (e.g., learning about improvement methodologies, learning tools in human-centered design, etc.)*
- 2. The content area or subject area of a problem of practice (i.e., for RENS, the "content" learning is centered around AIM statements, so for in many RENS, it is the recruitment/retention/and supports of BIPOC educators)*
- 3. Learnings derived directly from PDSA cycles (which are both about process/implementation and the outcome on the content area/AIM)*

As we continue to develop and run PDSAs we plan on sharing the learning through and by:

- Quarterly regional convenings of improvement team leads
- Regular correspondence newsletters that share PDSA learning
- Shared learning sessions
- Utilizing the NILS platform and/or Google Drive as a centralized space to hold action plans so other teams can view PDSAs

WREN Improvement Routine



Establish and maintain communication loops throughout the REN to collaborate and share learning

9.1 Region-wide Convenings for Improvement Teams

Hold region-wide convenings for design/implementation/improvement teams several times throughout the year so teams can:

- Practice mindsets, how to design & test change ideas (PDSA cycles)
- Share lessons learned and support Plan-Do-Study-Act cycles in schools and districts
- Use lessons learned to manage and update working theory (driver diagram)

Our [Western REN Timeline 2021-2025](#) shows our plan for holding 3-6 learning sessions (3 sessions of 2 days each held in the fall, winter, & spring) where the following takes place:

- Practice ownership of mindsets and group norms
- Establish a narrative of the work
- Share out local contexts and PDSAs
- Common learning around Improvement Science
- Common content learning-this could be sectioned up if different learning is necessary (i.e. teacher wellness/social-emotional learning, anti-racist organizations,
- Revisit driver diagram

9.2 Change Package

Create a "change package" - a series of change ideas that work together to form a big impact, and share this with the region; Explain how this aligns with the EACs Equity as Praxis framework.

The EACs Equity as Praxis Framework states, "It's not only important to act, it's important to talk because when you talk you begin to create new ideas and new languages." - Grace Lee Noggs (2012).

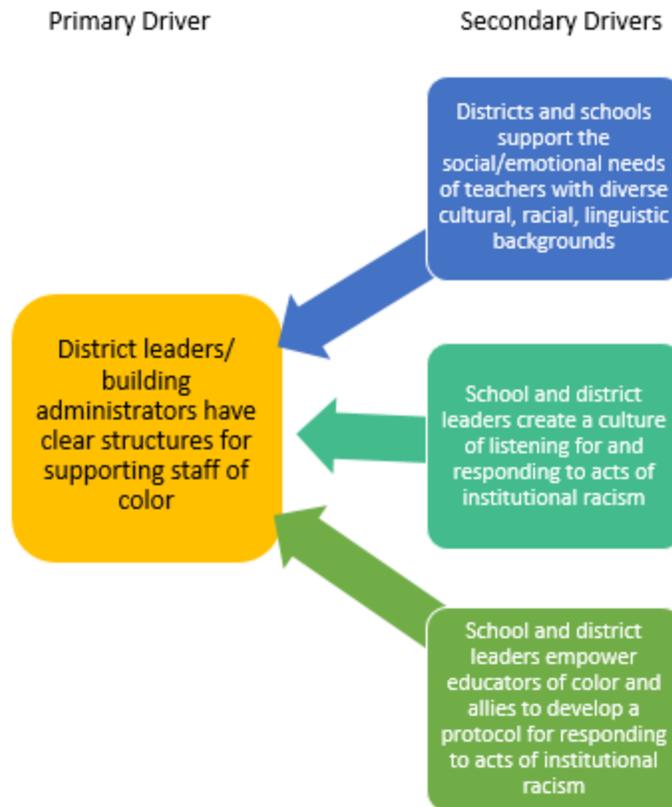
Praxis means centering the following practices:

- Connection across relationships
- Placing communities most impacted front and center
- Cultivating a learner stance
- Centering story and experience
- Embracing complexity
- Approaches that reflect multiple ways of being and knowing
- Collaboration is given and received with transparency
- Deep understanding of sovereignty



The WREN is making progress toward creating "change packages" by supporting a series of change ideas connected to one impact/secondary driver. We are in the early stages of launching PDSAs and encouraging our schools, districts, and universities to partner with as many change ideas as possible. We have been focusing our efforts on building district partnerships in order to establish testing sites for change ideas. New partnerships have been lifted this spring and we will continue to add partnerships next fall and throughout the school year and beyond. Having a network of PDSAs running will allow us to measure the impact of change ideas in order to create a comprehensive package.

The WREN plans to develop "change idea packages" which are broader and have a larger impact than a single change idea. One change package we are developing is around district leaders/administrators having clear structures for supporting staff of color.



In this driver, we have change ideas that could be packaged together and implemented simultaneously in buildings, districts, or regions that would create a powerful impact on staff of color getting much-needed support from district leaders and building administrators.

To help lift this change package several professional learning opportunities which will provide essential foundational knowledge on racism, equity, and dismantling educational systems are being offered to district leadership, building administrators, novice teacher mentors, equity leaders, and white allies this spring and summer. This three-pronged approach aims to interrupt acts of institutional racism by supporting the social and emotional needs of BIPOC teachers, creating district leaders who recognize and disrupt, and empowering BIPOC educators and allies. We believe this multi-system approach will have a powerful impact on supporting staff of color.

9.3 Coalition Among BIPOC Educators

Have a long term plan/goal for building a coalition among BIPOC educators (affinity groups, BIPOC advisory group, etc.) and create relationship and ownership of REN work

The WREN currently supports the Teachers of Color UNITE affinity space, which is focusing on care and connection for teachers of color across the network. The WREN actively promotes affinity space meetings, as well as accompanying interest groups with regular correspondence to contacts across the network.

The ToC UNITE affinity group is planned and facilitated by a design team that consists of BIPoC educators. There is an additional BIPoC leadership team that plans and promotes interest groups that feature a specific topic of interest the larger group indicated wanting to discuss. Currently, this group has designed an interest group to address culturally responsive curriculum and lesson planning. This team is working to distribute leadership in order to recruit additional facilitators to promote engagement and participation in this network of educators.

In addition, a new opportunity recently came forth following a focus group with novice BIPoC educators. Through a partnership with SC2V REN and CREN, the WREN is working on a BIPoC Leadership Cadre change idea. While still in the design phase this change idea seeks to create BIPoC Teacher Leaders by taking participants through a series of leadership training courses that will increase confidence and skills around group leadership and facilitation strategies. The hope is to create a multi-REN regional team of BIPoC teacher leaders who will lead and facilitate sessions with BIPoC educators at their local school, district, and REN region. Over time we hope to spread and scale by encouraging the first cohort to assist with training cohort 2 the following year.

9.4 Routines for Sharing & Reporting Updates

Create a routine/structures for both sharing out as well as creating multiple opportunities to engage and listen, reporting updates to the regional network:

- *teachers*
- *superintendents*
- *principals*
- *CB*
- *partner colleges/universities*
- *EAC team*
- *Community-based organizations*
- *Families*
- *Existing teacher groups*

WREN learning and progress are shared regionally in the following ways:

- Email Lists
- Convenings
 - Coordinating Body
 - Learning Sessions
 - Task Force Teams
- Regional Meetings
 - Curriculum Leaders
 - Superintendent Meetings
 - School Improvement Team
 - Strategic Partnership Team
- Travel to site locations

We engage and listen with educators across our region in multiple ways. Our routines are centered around focus groups, listening sessions, empathy interviews, Thoughtexchange

interactions, and a variety of questionnaires and surveys. We have been working on developing a standard protocol for the focus groups and listening sessions, in collaboration with Columbia REN leaders. Centering educator voice is essential in our work so we begin designing our change ideas with educator and/or student engagement opportunities to inform details of planning and include voices and experiences of those who will be impacted by the change.

The WREN will expand and enhance communication efforts which will be outlined in the Communication Plan being created this summer and early fall with the WREN staff and Communication Task Force.

See the [WREN Timeline](#) for our meeting/convening schedule.

Section 4: Measurement and Data for Improvement

Develop a system to Monitor and Evaluate Improvement

10.1 Data & Measurement Specialist

We have measurement and analytics team members on staff or in our network to help develop our measurement system (contractors count!)

The WREN works with an external Data Analyst hired by the EAC, has a Data and Measurement Task Force that meets twice a month, and has hired a full-time Data and Measurement Coordinator to help develop measures and conduct analysis on WREN goals and progress over time.

10.2 Data Resources & Tools

We have resources and tools for collecting, managing, and analyzing the different types of data we need to measure our improvement efforts

The WREN has purchased software and tools such as MS Excel, Tableau, Canva, and Stata for managing and analyzing data. We have Thoughtexchange and Qualtrics for data collection. In addition, we just purchased 5Sight, which is a tool that contains staff and student data from ODE. Our Data and Measurement Coordinator is fluent in using each of these tools and pursues training opportunities to expand her knowledge and expertise.

10.3 Data Access

We can access existing data to measure our improvement efforts if needed

We have limited access to existing data due to restructuring within the ODE and privacy concerns from districts in disclosing demographic data for staff. There is an ongoing data agreement process yet to be concluded between the ODE and teams/schools/districts. We won't be clear on the granularity and availability of the data until then. The ODE is working on providing the formula fund 2019-2020 data, which will be available in June.

The WREN team has also purchased 5Sight, which contains data like teacher (FTE only) & student demographic data that has been useful in helping the team check for progress.

10.4 Data Sharing Agreements

We can negotiate data-sharing agreements with outside agencies, including school districts, ESDs, state agencies, and colleges/universities if needed

The WREN is currently in the process of negotiating and revising data-sharing agreements with school districts. A [WREN Data-Sharing Agreement](#) has been created and signed by about 21% of our school districts. However, some districts were hesitant to sign the

document due to the legal terms/wording. So, the WREN has created an [explanation letter](#) for the request that is currently under review and being negotiated internally and with data representatives in a school district. In addition, Lane ESD is working on a regionwide multiple program [data-sharing agreement](#) between the ESD and 16 component districts.

10.5 Data Routines

Craft community routines and rules that allow for regular, routinized data analysis at the aim, drivers, and change idea levels

- *How to measure (survey? existing data? Empathy interviews?)*
- *Who to validate surveys with*
- *Who to get data from*
- *What to collect through REN vs what to collect through ESD*
- *Who owns the data the REN collects*
- *How do I store my data and who has access*

The WREN has a data and measurement task force and Data and Measurement Coordinator that works together every two weeks to develop measures, validate surveys and identify data sources. See sample validation worksheet below:

Survey Validation Worksheet
Adapted from the Validation Rubric for Expert Panel - VREP®

Scores

- 1=**Not Acceptable** (major modifications needed)
- 2=**Below Expectations** (some modifications needed)
- 3=**Meets Expectations** (no modifications needed but could be improved with minor changes)
- 4=**Exceeds Expectations** (no modifications needed)

Criteria	Operational Definitions	Score	Questions NOT meeting standard (List page and question number) and need to be revised. <i>Please use the comments and suggestions section to recommend revisions.</i>
Clarity	<ul style="list-style-type: none"> • The questions are direct and specific. • Only one question is asked at a time. • The participants can understand what is being asked. • There are no <i>double-barreled</i> questions (two questions in one) 		
Wordiness	<ul style="list-style-type: none"> • Questions are concise • There are no unnecessary words 		
Negative Wording	<ul style="list-style-type: none"> • Questions are asked using the affirmative (e.g., Instead of asking, "Which methods are not used?", the researcher asks, "Which methods <i>are</i> used?") 		
Overlapping Responses	<ul style="list-style-type: none"> • No response covers more than one choice. • All possibilities are considered. • There are no ambiguous questions. 		
Balance			

The Data and Measurement Coordinator identifies contacts to gather data from and is currently working on data requests. Most of the data the REN collects is owned by ODE or school districts. Our data is stored in WREN-owned google drive and is accessible by the improvement teams and coordinating body members.

10.6 Measurement Pathway Informs Work

We use change idea measurements to inform drivers, driver measurements to inform our AIM statement

- *How do these utilize change idea metrics?*
- *Systemize evaluation of these metrics to adjust change ideas (ie if the change ideas are not moving this metric, what needs to happen?)*
- *How do these feed the AIM measurement?*

The WREN uses change idea measurements to inform driver measurements and AIM through its PDSA cycles. Change idea metrics are created in the Plan stage of the PDSA cycles where we identify the intended outcomes of the change idea and ensure they are aligned with our drivers and aim. In this change, our stated goals are guiding statements that are aligned with the aim to ensure that the results from the change ideas feed/positively influence the aim.

While we are still in the early stages of running PDSA cycles we review data collected following each iteration with the Improvement Team and WREN staff to inform decisions for adaptations to the next PDSA cycle. As we continue to build PDSAs and increase PDSA cycles we plan on reviewing data in regular intervals with our Data and Measurement Task Force, sharing findings with our CB, and during our regional learning sessions. All decisions to adopt (spread and scale) or abandon a change idea will be made in collaboration with the Data and Measurement Coordinator and Task Force, WREN staff, and local improvement team.

Analytics, measurements, and evaluation plan

11.1 Network Generated Data

We routinely monitor network-generated data for alignment with racial equity and identify successes, strengths, and needs among our member schools.

The WREN team is centered on equity and ensures that the data generated aligns with racial equity and identifies successes, strengths, and opportunities for support and growth among member schools/districts. Our roadmap to achieving equity in the region begins by looking at the climate of each district/school, which is assessed using [surveys](#) and interviews to identify areas of inequity and lack of inclusion. Our team then generates data through these qualitative research methods to address those specific problem areas that will ultimately help the REN provide support and resources that help improvement teams to create more empowering school cultures that promote recruitment and retention of diverse talent (TOC).

We use our measures to make iterations to our change ideas through PDSA cycles. An example is using the feedback and attendance from the Teachers of Color UNITE! Affinity group to adapt that change idea. We are still early in this process and haven't needed to change any of our drivers at this point.

11.2 AIM Measures

Our AIM measure(s):

- *are reasonable and attainable*
- *are specific about who, what, where, why*

- include a specific timeframe
- center racial equity
- Is informed by existing data

Our AIM was created using the SMART goal format and validated with research and consultation from internal and external experts. It is specific, measurable, attainable, reasonable/relevant, and timebound (somewhat). Limited access to data may affect the timing. However, the AIM was informed by existing data that showed the # of TOC in our region at 9.8%.

11.3 Driver Measures → AIM

We use our driver measures to evaluate progress towards our AIM.

The WREN recently revised the driver diagram and is in the process of developing measures. The driver measures are designed to reveal progress towards our aim, especially with regards to retention and recruitment. Click [HERE](#) to view our working document.

AIM Measures (Note: This work is in progress by the Data and Measurement Task Force - May 2021)

AIM: To create more inclusive and equitable school cultures in order to increase the percentage of TOC in the region from 9.8% to 14.3% by June 2023	
Lagging (non-frequent & results)	Leading (frequent & predictive)
Increased % of TOC	# TOC in recruitment or hiring process Applying for jobs and being invited to interview
Increased retention rate	Increased feeling of a more inclusive and equitable school culture through staff (TOC & Others) surveys/interviews
Increased TOC hired	
Possible Questions (Specific)	Sample
Increased feeling of a more inclusive and equitable school culture through staff (TOC & Others) surveys/interviews	My school/district has incorporated systems/activities that make the school culture more inclusive/equitable

Type of Measure			
List of Ideas	Outcome/Aim Measure	Driver Measure	PDSA Measure
Classroom Observations		✓	✓
Student Academic Improvement	✓		
Surveys of TOC, Admin, etc (Climate Surveys)	✓	✓	✓

Administrative/Baseline Data (New Hires, retirees, retention, etc)	✓		
Interviews (climate, in-depth, empathy, exit)	✓	✓	✓
Interview observations (search advocate)		✓	
District and School Observations (Change in systems, staff interaction)		✓	✓

11.4 Data for Measures

For each of our measures, we know which data is needed and how to collect it

As mentioned above the WREN, in collaboration with the Data and Measurement Task Force, has recently completed brainstorming sessions for measures of our drivers and aim. Please see the link [here](#).

We have also consulted Erin Whitlock for some guidance. Our plan is to combine the information from Erin's coaching sessions and the measurement task force to finalize the measures. The measures will be validated with the impact statements from Dialogues In Action (DIA) sessions, and the data and measurement coordinator will use the information to complete a measurement plan for Fall 2021.

11.5 Analyzing & Reporting Data

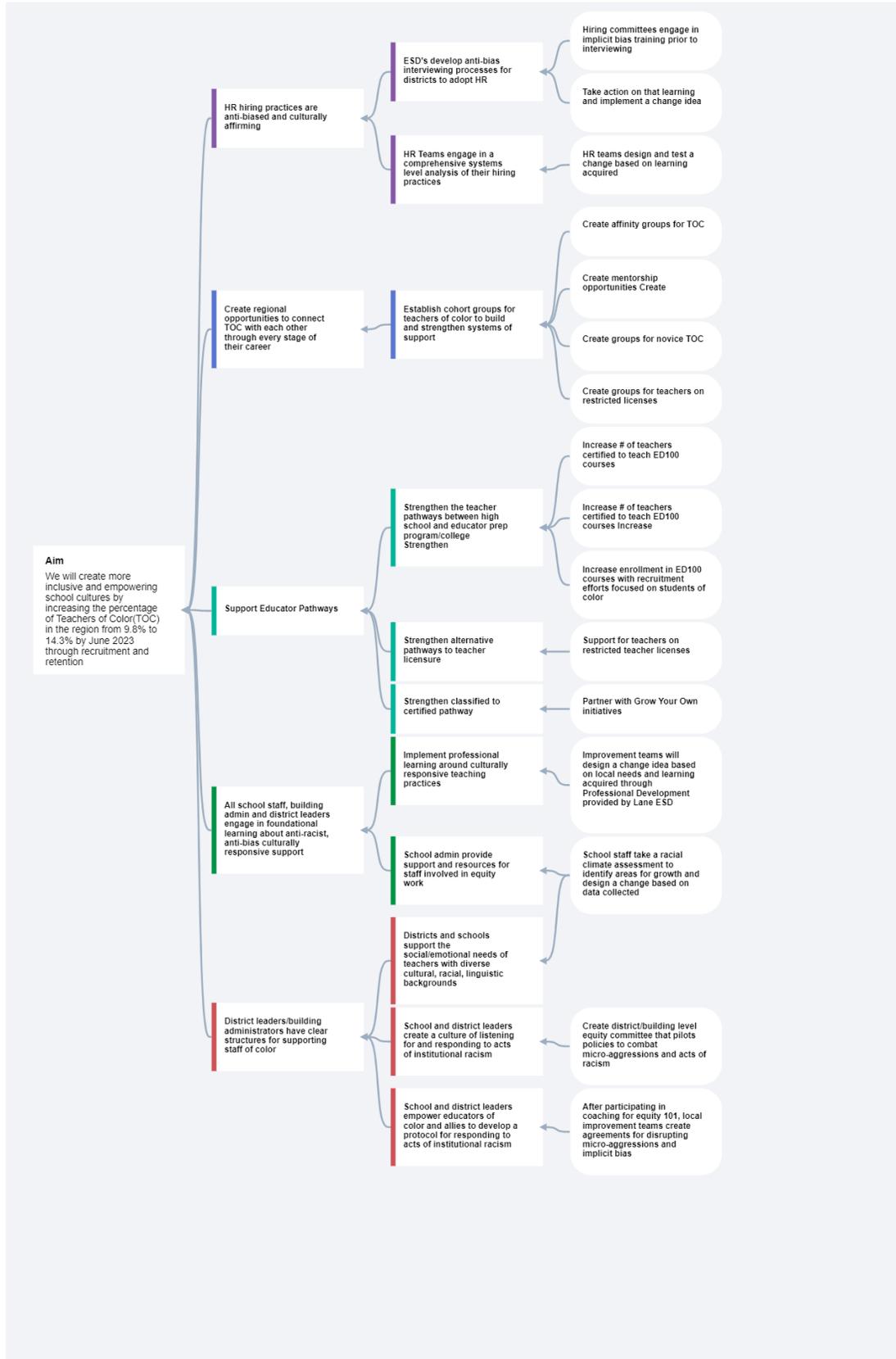
For each of our measures, we have a template for analyzing and reporting the data

The WREN Driver Diagram Review Committee recently updated our driver diagram. Our Data and Measurement Coordinator is leading our Data & Measurement Task Force through a process to identify the measures (see above), then creating the template for them.

Our new driver diagram is displayed in the [NILS platform](#), and we are using Excel and Tableau to analyze the data and create visualizations that show the progress of our improvement efforts and the results of our surveys and change ideas. Generally, we perform the analysis and create visualizations ad hoc. The whole team is trained in using the NILS platform and has monthly check-ins and updates with the help desk. This summer we will deepen our understanding and skills with the NILS platform as we load and update our PDSAs and plan on using this as a tool going forward to share learnings across the region. We are currently in discussions with the Tableau team to get other team members trained in using the tool as viewers/explorers.

Regarding updating the NILS software, it is updated when there are changes to our processes like with the revisions to the driver diagram, and progress with PDSA's. It will be updated with measures and resources when they are finalized.

NILS 5.10.21



Here's an example of how we are reporting our data.
Our **challenge** is getting **access to** the **data needed**:

PROGRESS TEMPLATE

Areas of Improvement	Description	Goal/Measure	Result/Progress	Details
AIM	We will create more inclusive and empowering school cultures by increasing the percentage of Teachers of Color (TOC) in the region from 9.8% to 14.3% by June 2023 through recruitment and retention	Increase in TOC from 9.8% to 14.3%	2019 – 9.8% 2020- x% 2021 – x% 2022 – x% 2023 – x%	School are becoming more equity-centered
Primary Driver 1	HR hiring practices are anti-biased and culturally affirming	Increased recruitment of TOC	2019 – 441 2020 – xxx 2021 – xxx 2022 – xxx 2023 - xxx	HR committees are getting trained to mitigate bias in hiring
Primary Driver 2	Regional opportunities to connect TOC with each other through every stage of their career	Opportunities Available	2019 – 0 2020 – 0 2021 – 2 2022 – x 2023 - x	Cohort groups are being formed to support TOC
Primary Driver 3	Support educator pathways	More prospective educators identified	2019 – 0 2020 – 0 2021 –xx 2022 – xx 2023 - xx	Opportunities to encourage potential teachers are being created
Primary Driver 4	All school staff, building admin and district leaders engage in foundational learning about anti-racist, anti-bias culturally responsive support	Trainings for anti-racist & anti-bias learning being offered	2019 – 0 2020 – 0 2021 – 3 2022 – xx 2023 - xx	Culturally Responsive Teaching (CRT) training, BeGr8rr workshop, Antiracist webinar (UO) etc. for school staff, admin and district leaders is currently in progress
Primary Driver 5	District leaders/building administrators have clear structures for supporting staff of color	Areas of support being identified and resources provided	2019 – 0 2020 – 0 2021 – 3+ 2022 - xx 2023 - xx	Racial climate is currently being assessed with surveys

11.6 Data Visualization

We have created easily readable and accessible data visualizations that show our AIM baseline and growth over time and our driver measures baselines and growth over time

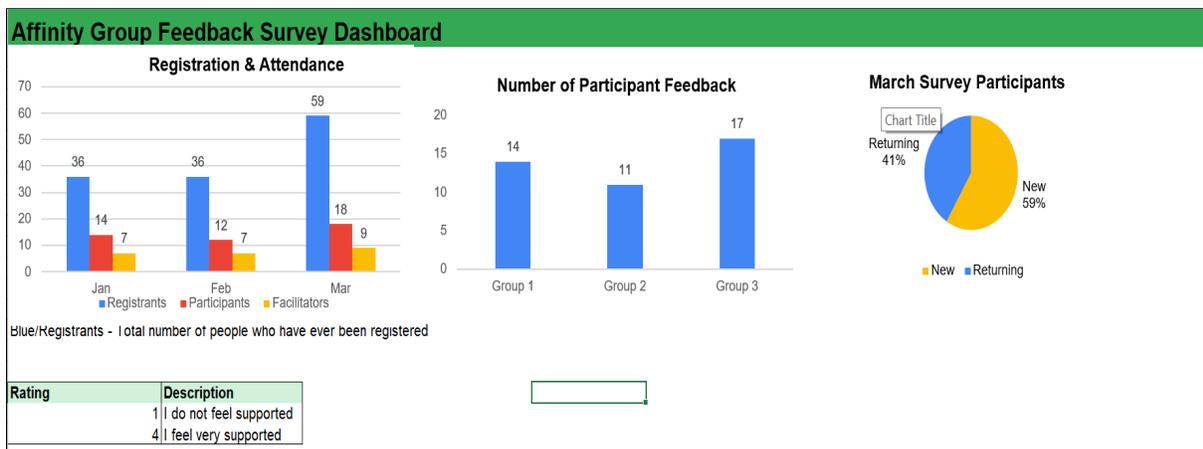
As a new network, we have baseline data that was used to establish our AIM but have struggled with accessing recent data needed to monitor our progress and show growth over time. Gaining access to recent data has been a challenge that we are continuing to navigate. Our efforts to collect recent data include:

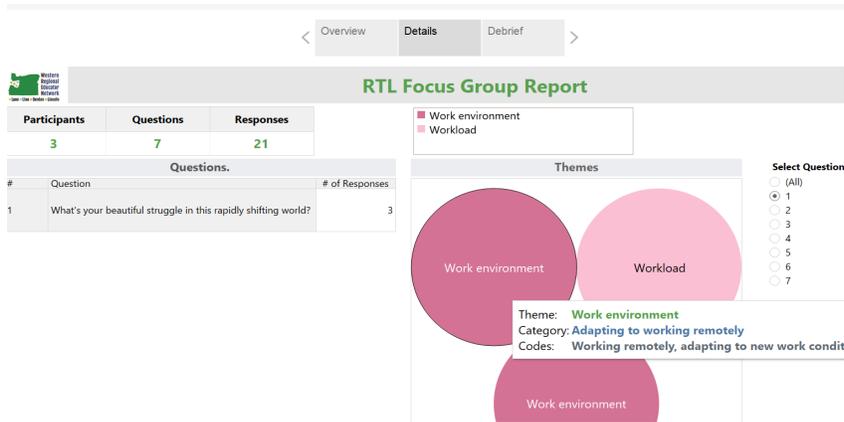
- Reaching out to each of our 28 districts individually by communicating with superintendents, district leaders, and technology/data directors
- Creating and sending out [data-sharing agreements](#)/ requests to all 28 districts

- 6 districts have signed and returned the agreement. Others refused and/or didn't respond.
- Due to concerns expressed by districts regarding the Data Sharing Agreement we authored a [letter of explanation](#) and shared it with our ESD superintendents and WREN Advisory Committee.
 - We've been advised to discontinue asking districts for data until Lane ESD can create an ESD-wide data request for all programs. The plan is to finalize this [data request](#) by the end of the school year. LBL ESD does not have this in place.
- Reaching out to ODE regularly requesting data for our region,

These challenges have resulted in our inability to gather essential data and information needed to measure our impact and connect with educators we aim to serve. To help navigate these challenges the WREN team is currently working with DIA to develop impact statements for all drivers, both old and new, which address both qualitative and quantitative data. Please see the document [here](#). The plan is to establish all impact statements and use them as a validation tool for our measures.

Our Data and Measurement Coordinator has created aesthetically appealing visualizations using Excel, Tableau, and Canva which illustrate the data we have collected so far on our current change ideas. Here are examples from our Teachers of Color UNITE affinity group.





REGIONAL AFFINITY GROUP FOR TEACHERS OF COLOR

The Western Regional Educator Network Presents...

TEACHERS OF COLOR UNITE

The overall goal for the WREN's Regional Affinity Group, Teachers of Color Unite!, is for BIPOC educators to come together in the community to heal, grow, and advocate for systems change. Minoritized educators and professionals of color have been requesting spaces where authentic dialogue can be held to discuss the issues impacting many of us in our respective institutions. This is an opportunity to engage with one another as we navigate the most complicated of times in our profession, in our community, as a region, and as a country

RESULT SO FAR...

28

PARTICIPANTS

Cohort 1
28 participants

Cohort 2
Launching in March

ALL

TEACHERS
Counselors
Deans
IA/EA
Equity Coordinator
Union
HS student

7

DISTRICTS

Bethel
Corvallis
Eugene-4j
Greater Albany
Lebanon
Lincoln County
Springfield

8

DESIGN TEAM
FACILITATORS

Ruth Larson
Norina Andina
Desiree Stainbrook
Monica Tapia
Imelda Cortez
Javier Cervantes
Luis Rivera
Nicole Butler-Hooton

Teachers of Color UNITE Testimonials

"The facilitators were great at asking meaningful questions that helped us learn more about one another and build a basis of connection. The environment was comfortable and there was very positive energy." - Julia Blue Arm

"This group has made me feel unisolated (I know that is not a real word but it is how I feel) -when I am here (WREN) I feel heard, seen, understood, supported, and EMPOWERED." - Iris Carrasco

Teachers of Color UNITE! visualization

See the link to the affinity group dashboards. We are working on purchasing viewer/explorer licenses or tableau public in order to publish workbooks for permitted viewers to explore.

Section 5: Budget

Budget for Specific Change Ideas (part of Formula)

12. 1 Attach to Theory of Change

The WREN has budgets that align with drivers and change ideas (see Implementation of Theory and Change Ideas budget below).

12. 2 Limited FTE

The WREN has five full-time staff.

During our last convening, the CB approved sharing the FTE for a new position, an Education Pathways Specialist who will support future teachers of color on the pathway to licensure which aligns with our Driver Diagram and AIM. The FTE for this position will be shared between programs with 0.25 of the FTE funded by the WREN for 2021-22, and 0.5 FTE funded by the WREN for 2022-23, and beyond. *(see details in section 12.4 below)*

Budget for Capacity and Formula

13.1 Capacity Funds & Formula Funds

Show costs for both FF and CF: show shortage if one exists

Capacity Funding

The WREN Capacity funds are used to cover the cost of doing business in the region.

- REN Coordinator salary and benefits
- REN Program Assistant salary and benefits
- Coordinating Body Convening: travel, subs/hourly rate, food, venue, and materials
- Coordinating Body Task Force hourly rate/stipends

	2019-2021	2021-2023
Capacity Funds	\$450,000	\$300,000
Expenses	\$379,778	\$483,592
Over/Under	\$70,222	(\$183,592)

245 - Capacity Funds				
		2019-2020	2020-2021	Projected 2021-2023
	REN Coordinator			
	Salary	\$62,412.17	\$87,664.00	\$180,000.00
	Benefits	\$36,474.28	\$51,671.00	\$106,000.00
	Total:	\$98,886.45	\$139,335.00	\$285,636.00
	REN Support Staff			
	Salary	\$1,189.70	\$34,509.00	\$70,760.00
	Benefits	n/a	\$30,252.00	\$62,998.00
	Total:	\$1,189.70	\$64,760.00	\$132,756.00
	REN Coordinating Body			
Convening /Training Costs	Travel (parking, mileage, hotel)	\$7,658.49	\$93.86	\$10,000.00
	Sub/hourly rate (\$280 day) 20 CB members - 4 mtgs/year	\$7,033.48	\$16,000.00	\$44,800.00
	Venue Costs	\$0.00	\$0.00	\$4,000.00
	Catering/Meals	\$2,255.79	\$0.00	\$6,400.00
	Total:	\$16,947.76	\$16,093.86	\$65,200.00
	(over)/under \$300k Total:	\$117,023.91	\$220,188.86	\$483,592.00
	Other Expenses			
	312 - Professional & Technical Services		\$1,761.00	\$4,000.00
	349 - Mileage		\$94.00	\$2,500.00
	351 - Phone		\$800.00	\$1,600.00
	353 - Postage		\$0.00	\$200.00
	355 - Printing		\$12.00	\$200.00
	389 - Non-Instructional Prof. Tech		\$0.00	\$0.00
	410 - Supplies		\$26.00	\$1,000.00
	460 - Non-Consumables		\$0.00	\$500.00
	470 - Computer Software		\$12,792.00	\$2,000.00
	480 - Computer Hardware		\$0.00	\$2,000.00
	Total:	\$0.00	\$15,485.00	\$14,000.00
	Indirect Costs rate of 9 %	\$18,565.58	\$9,783.00	\$27,000.00
	Total:	\$18,565.58	\$9,783.00	\$27,000.00

Note: The amount needed for capacity funding is \$483,592.00 which is **\$183,592 over** the budgeted amount of \$300,000 per biennium.

Capacity funding is going from \$450,000 to \$300,000 for the 2021-2023 biennium which doesn't even cover the cost of the salary and benefits for the REN Coordinator and Assistant. As currently projected, the balance of the coordinator, assistant, and coordinating body convening costs and stipends have to be supplemented by formula funding.

Formula Funding

Formula funding prioritizes three things:

- WREN Improvement Coaches (2.0 FTE)
 - Responsible for building continuous improvement capacity and supporting learning with educators across our region. Our coaches honor district context and have the ability to meet network educators/districts where they are in their process, help to build them up, and bring them along in their equity journey. Improvement Coaches facilitate improvement teams to understand the system, identify where improvements can be made, shift mindsets, and work together to make systemic change.
- WREN Data and Measurement Coordinator (1.0 FTE)
 - Responsible for designing measures, collecting data, and analyzing reports to support and guide the work of the WREN. The Data and Measurement Coordinator leads quantitative and qualitative research to support effective program implementation, develop recommendations for improvement, and document program outcomes and assist districts with effective analysis of data to support continuous improvement cycles.
- Systems-level change towards the aim statement - change ideas. These can include cost for:
 - Stipends for design teams running/tracking change ideas
 - Substitute release time
 - Materials/books/supplies
 - Expert facilitators/coaches
 - Short term trainings/courses

13.2 Salaries

Should now include salaries

	WREN FTE		
	2019-2020	2020-2021	Projected 2021-2023
REN Coordinator			
Salary & Benefits	\$98,886.45	\$139,335.00	\$285,636.00
REN Support Staff			
Salary & Benefits	\$1,189.70	\$64,760.00	\$132,756.00
Improvement Coach 1			
Salary & Benefits	\$0.00	\$118,080.00	\$247,968.00
Improvement Coach 2			
Salary & Benefits	\$0.00	\$114,106.00	\$239,620.50
Data & Measurement Coordinator			
Salary & Benefits	\$0.00	\$76,595.00	\$160,849.50
Total:	\$100,076.15	\$512,876.00	\$1,066,830.00

Proposed - Pathways Specialist			
Salary & Benefits (0.25 FTE)	\$0.00	\$0.00	\$29,520.00
Salary & Benefits (0.50 FTE)	\$0.00	\$0.00	\$59,040.00
Total:			\$88,560.00
<i>Note: This proposal will be reviewed by the CB on May 26, 2021</i>			
Total if Pathways Specialist is approved:			\$1,155,390.00

13.3 Operating Costs

Should now include operating costs

Capacity	2020-2021	Projected 2021-2023	2021-2023 Budget \$300,000
REN Coordinator Salary & Benefits	\$139,335.00	\$285,636.00	
REN Program Assistant Salary & Benefits	\$64,760.00	\$132,756.00	
312 - Professional & Technical Services	\$1,761.00	\$4,000.00	
340 - Travel & Meetings	\$0.00	\$65,200.00	
349 - Mileage	\$94.00	\$2,500.00	
351 - Phone	\$800.00	\$1,600.00	
353 - Postage	\$0.00	\$200.00	
355 - Printing	\$12.00	\$200.00	
389 - Non-Instructional Prof Tech	\$0.00	\$0.00	
410 - Supplies	\$26.00	\$1,000.00	
460 - Non-Consumables	\$0.00	\$500.00	
470 - Computer Software	\$12,792.00	\$2,000.00	
480 - Computer Hardware	\$0.00	\$2,000.00	
690 - Indirect (9%)	\$9,783.00	\$27,000.00	
		\$524,592.00	-\$224,592.00

Formula Funds Sustaining Network and Implementation	2020-2021	Projected 2021-2023	2021-2023 Budget \$4,506,346
Overflow from capacity funds		\$224,592.00	
Improvement Coach 1	\$118,080.00	\$247,968.00	
Improvement Coach 2	\$114,106.00	\$239,621.00	
Data and Measurement Coordinator	\$76,595.00	\$160,850.00	
Data Coordinator Fellowship	\$0.00	\$45,000.00	
312 - Professional & Technical Services	\$5,148.00	\$10,296.00	
340 - Travel & Meetings (PD/Training)	\$24,730.00	\$49,460.00	
389 - Non-Instructional Prof Tech	\$0.00	\$30,000.00	
410 - Supplies	\$0.00	\$5,000.00	
460 - Non-Consumables	\$0.00	\$500.00	
470 - Computer Software	\$28,246.00	\$112,574.00	
480 - Computer Hardware	\$4,321.00	\$2,000.00	
690 - Indirect (9%)	\$1,420.00	\$405,571.00	
	\$372,646.00	\$1,533,432.00	
		Remaining Funds	\$2,972,914

Implementation of Theory of Improvement and Change Ideas		
Primary Driver	Change Ideas/Possible Change Ideas	2021-2023 Budget \$2,972,914.00
Helping ESD's develop anti-bias interviewing processes for districts to adopt	Support for hiring committees that engage in implicit bias training prior to interviewing	5% of the remaining budget
	Taking action on that learning, implementation of a change idea	\$148,646
Supporting HR Teams to engage in a comprehensive systems-level analysis of their hiring practices	Future Work Design to lead HR teams Fall 2021	5% of the remaining budget
	Taking action on that learning, implementation of a change idea	\$148,646

Establishing cohort groups for teachers of color to build and strengthen systems of support	Teachers of Color UNITE! affinity group	20% of the remaining budget \$594,583
	Teachers of Color UNITE! Interest group	
	RTL Support Group	
	Novice BIPOC Teachers Support	
	Affinity Space for Dual-Immersion and ELD Teachers	
	Additional Affinity/Cohort groups TBD	
Strengthening the teacher pathways between high school and educator prep program/college	Increase # of teachers certified to teach ED100	2% of the remaining budget \$59,458
	Additional HS -->EPP pathways support <i>(change ideas TBD)</i>	
Strengthening alternative pathways to teacher licensure	Support for teachers on restricted/emergency teaching licenses.	3% of the remaining budget \$89,187
	Additional alternative pathways support <i>(change ideas TBD)</i>	
Strengthening classified to certified pathway	Affinity and support for EA/IAs in 4j, Bethel, & Springfield	3% of the remaining budget \$89,187
	Additional pathways from classified --> certified <i>(change ideas TBD)</i>	
Implementing professional learning around culturally responsive teaching practices	Critical Literacy Pedagogy K-8 & Supporting educators to take action on the learning, implementation of a change idea	25% of the remaining budget \$743,229
	ToC Unite - Interest Group & Supporting educators to take action on the learning, implementation of a	

	change idea	
	Dr. Gholdy Muhammed: Cultivating Genius Foundational Session & Supporting educators to take action on the learning, implementation of a change idea	
	Additional Change Ideas TBD	
Encouraging school admin to provide support and resources for staff involved in equity work	<i>Additional change ideas TBD</i>	2% of the remaining budget \$59,458
Encouraging districts and schools to support the social/emotional needs of teachers with diverse cultural, racial, linguistic backgrounds	Meeting the SE needs of educators at Centennial Elem, Scio SD	5% of the remaining budget \$148,646
	Meeting the SE needs of educators at Kelly MS, Eugene 4j	
	<i>Additional change ideas TBD</i>	
Supporting school and district leaders in creating a culture of listening for and responding to acts of institutional racism	Coaching for Equity 101 & Support for local improvement teams to take action on the learning, implementation of a change idea	20% of the remaining budget \$594,583
	Critical Race Theory, Culturally Sustaining Pedagogies, and Ethnic Studies course & Support for local improvement teams to take action on the learning, implementation of a change idea	
	Be Gr8rr - Racial Equity and Social Justice Training for White Allies & Support for local improvement teams to take action on the learning, implementation of a change idea	
Encouraging school and district leaders to empower educators of color and allies to develop a	South Teachers and Staff Against Racism (STAR) South Eugene HS, Eugene 4j	10% of the remaining budget

protocol for responding to acts of institutional racism	See: <i>Coaching for Equity 101</i> <i>Critical Race Theory</i> <i>Be Gr8rr</i>	\$297,291
	Taking action on new learning, design, and implementation of a change idea	

13.4 ESD Fiscal Office

Create a system with ESD staff that maintains relationships and avenues of understanding with the ESD fiscal office to address reporting needs and oversee the expenditure of funds.

The WREN Coordinator and WREN Program Assistant work with the ESD business office to ensure contracts are signed and payments for contracts and purchases are processed in a timely manner, We also collaborate on invoice submissions to the EAC so that when the ESD has an invoice prepared the REN Coordinator can upload it into Smartsheet along with the REN quarterly report.

For some of our change projects, educators submit extra duty timesheets to their district who pays them for the time, and sends an invoice to the WREN. For other projects, the ESD is creating a channel through our job application system to hire each participant as a temporary employee and will process and distribute payments quarterly. We will be launching this system in late May.

13.5 Coordinating Body & Funding Decisions

CB is part of decision-making on large expenditures, such as permanent hirings, contracts, large software purchases, etc.

This year the Coordinating Body reviewed and approved formula fund budget items over \$10,000 including FTE for two continuous improvement coaches and a data and measurement coordinator. Next year, the WREN will add a Budget Task Force which will meet monthly to review and approve budgets for change ideas based on connection to our driver diagram. The Coordinating Body will hear updates from these committee members at each meeting.

The WREN prioritizes the expertise and experiences of educators in our region and prioritizes fair compensation for their time. Historically, educator's time, expertise, and local wisdom have been undervalued in favor of outside experts who typically charge a very high hourly rate. The WREN works to flip this dynamic by utilizing the collective wisdom of its' teachers, empowering them to design and track changes they see are needed to the system.

Section 6: Looking Forward to 2023-2025

Looking Forward

14.1 Beyond Oregon

Learning or partnerships beyond Oregon focused on continuous improvement.

14.2 Extending Co-construction

Extend engagement/co-construction to administration, education partners, etc. in the region

14.3 Extending Equity Trainings

Extend equity trainings to network team/region

14.4 Spreading & Scaling

Regular meetings with participating network organizations/teams about the potential spread/scalability of each change idea locally/across the region

14.5 Feeling Connected

We measure how "connected" individuals and local teams feel toward the REN