



## REGIONAL PLAN

The Multnomah-Clackamas Regional Educator Network has developed a plan to improve the systems of support for educators in our region that centers racial equity and elevates the voice of educators. The regional needs of educators were prioritized and a theory of improvement has been created. The theory includes a regional goal and specific change ideas that we believe will have a direct impact on our ability to reach our goal. As a network, we will learn and grow together in order to create sustainable change and provide equitable supports for all educators across the region.

**By 2023, we will increase the retention of educators of color in our region.**

### CHANGE IDEAS

Change ideas were selected and elevated based upon the research, interviews, district feedback and input from educators on the change ideas that best addressed their current needs. The Coordinating Body is in the process of recruiting improvement teams to design and test the initial change ideas that were identified. Initially 4 change ideas will be implemented with the intent to elevate additional ideas based upon community feedback.

#### **Regional Affinity Groups for BIPOC Educators**

**Facilitated groups for white educators to become anti-racist in all aspects of their practice/profession**

**Regional mentor training for culturally responsive mentoring with plan for implementation**

**Application of equity lens in various context (including instruction, curricula, the reopening of school and the design of hybrid models)**

### IN ACTION

MCREN has been actively working to identify and recruit educators, districts and teams to design innovations and test the impact of those changes on our system of support for the region. Implementation teams that consist of teachers, district leaders and other stakeholders test the change, collect and analyze data, then revise the idea and retest. The teams then share their learning with other teams testing similar ideas and the regional network as a whole. This process allows members of the network to share in the learning, collaborate around common problems of practice and implement ideas that meet individual needs and local context of districts, schools and educators. Currently teams are answering the following questions:

#### **AFFINITY GROUPS**

- How do we create processes and protocols that allows for BIPOC educators to heal, network, provide advocacy and impact systems reform?

#### **APPLICATION OF AN EQUITY LENS**

- How can we create a cultural norm that centers racial equity in decision making at the school, department and individual level?

#### **REGIONAL MENTOR TRAINING**

- Can we create a structure for mentors that allows them to continue to grow professionally and advance their capacity to support early educators utilizing culturally responsive mentoring practices?

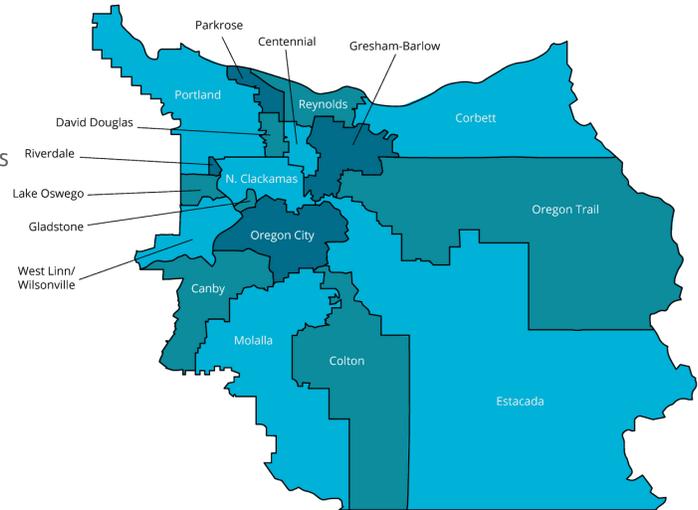
#### **FACILITATED ANTI-RACIST EDUCATOR GROUPS**

- What processes and protocols are effective to move from passive learning to action and advocacy?



## Meet our Members

The priority of the REN is to understand and address needs of educators by centering racial equity the voices of educators. We have collected stories from current members of our network to explain what we do. Our primary decision makers are teacher representatives from each of our regional districts. A full list of Coordinating Body Members can be found on our website as well as contact information for the MCREN staff.



## WEBSITE

The Communication Committee has been very active with providing updates and access to the opportunities provided by the REN. Our primary source of communication has been the website. Visit us at: [www.mcren.org](http://www.mcren.org)

## TEAMS

Multnomah-Clackamas Regional Educator Network has received several proposals for potential change ideas. We have also met with teachers, administrators, executive leadership, regional education leaders as well as community and higher education leaders to answer questions and provide technical support in proposing ideas. Featured below is some of the feedback we have received.

### Engagement By the Numbers:

**23 individual teams**

**16 REN Districts/Partners**

*"We need to pour into our problems areas, not just point them out."*

*"We want to take people beyond book-club to start taking action."*

*"We want to start affinity support for educators of color as early as possible!"*

*"It's felt like support for educators of color is a secret and people don't want to talk about why we need these groups."*

*"The same voices dominate all our staff meetings, and the staff of color are silent."*

*"We want all teachers to be able to interrupt racism, and we also want all students to be able to!"*

*"It feels like racial equity is an embargoed topic."*

*"People think that being color-blind is being nice, and at a racial-equity training a white teacher said they were feeling offended by reverse-racism."*

*"I felt like no one else was experiencing school the way I was experiencing it."*

## DATA AND EVALUATION

The data committee members, design coaches and implementation teams are being provided coaching and support from data and evaluation coaches. This support allows for teams and individuals to gather the necessary data to learn fast and make the necessary adjustments for greatest impact.

As part of our efforts to make growth toward our AIM of increasing retention rates, MCREN has identified drivers, or systems and conditions, that we believe will be most impactful to help us reach our goal. The data committee is working closely with a team of researchers and evaluators to identify the necessary data to help measure our growth as well as the shifts in systems and mindsets overall.

As part of the iterative testing cycles, implementation teams are also collecting data and sharing their learning. This data not only helps us to understand if the idea is impactful for the educators directly engaging in the change idea, it also provides us with information on the larger systems level shifts.

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## PROCESSES

Any REN member district, educator or stakeholder can be part of a change idea or implementation team. We have designed processes and protocols to allow ideas to be shared with the REN and resources to be provided to teams. In holding to our priority of centering educator voice, our systems provide resources and technical assistance for all approved ideas. We will support all teams through the 6 steps for approval as well as through the testing phases.

### Submitting an idea

- Propose idea through email or the link on our website
- Design coaches will schedule a meeting to gain a better understanding of the idea and how it might align with our regional goal
- Local Implementation Team and Design Coaches will create a plan and submit a budget
- The plan and budget will be reviewed considering the alignment to the regional goal, priorities outlined by the Coordinating Body and Design Committee.
- Feedback will be provided to the team
- Upon approval, a contract will be issued to the district(s). Districts will be reimbursed for expenses outlined in the plan.

### Implementing

- Teams will participate in PDSA cycles with the support of REN improvement coaches
- Data will be collected and shared at network meetings
- Iterations of promising practices will continue to scale and spread across the network

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## CONTACT US

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