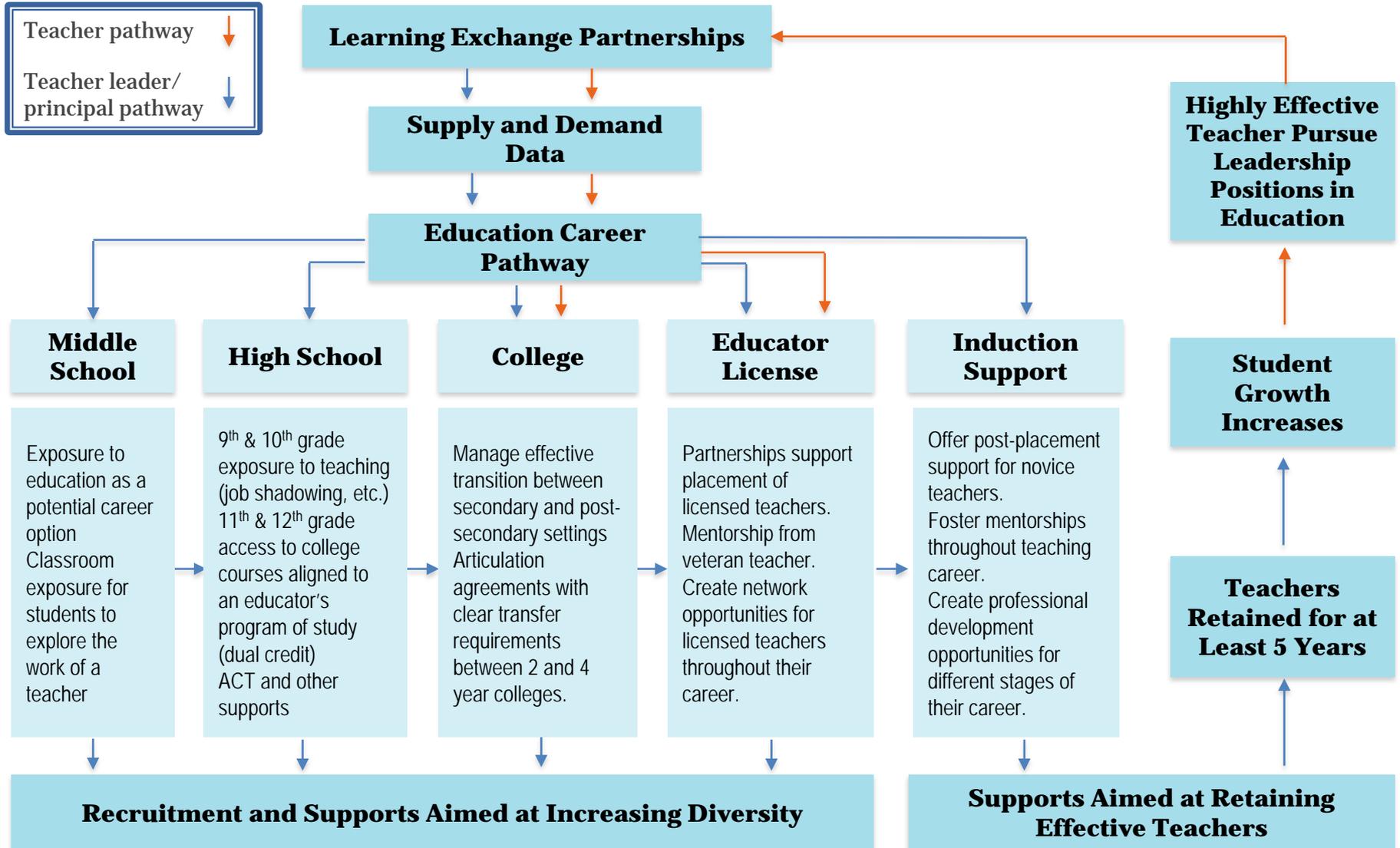


Illinois P-20 Council  
Teacher & Leader Effectiveness Committee  
Co-Chairs Erika Hunt & Audrey Soglin  
Wednesday, December 18, 2013  
10 a.m. – 2 p.m.  
Video Conference: Chicago & Springfield IEA Offices

- I. Committee goals for a Diverse Educator Learning Exchange
  - Recent updates and developments concerning the interest and opportunities for this work
- II. Diverse Educator Learning Exchange Summary and Concept Map
  - Discuss how these represent the continuum of supports and services that a Diverse Educator Learning Exchange might provide
- III. Diverse Educator Learning Exchange Request for Information
  - Recap the purpose of a Request for Information
  - Discuss the substance and scope of the Request for Information, specifically the proposed:
    - i. Continuum of supports and services
    - ii. Timeline
    - iii. Funding
    - iv. Outreach to Potential Partners and Interested Parties
- IV. Consensus and Next Steps

# Diverse Educator Learning Exchange Concept Map



## Illinois P-20 Council: Teacher and Leader Effectiveness Committee Diverse Educator Learning Exchange

In December 2012, the Illinois P-20 Council recommended the idea of a Diverse Educator Learning Exchange to cultivate a pipeline of diverse, academically talented educators in a coordinated effort spanning from student to teacher to instructional leader.

The Council's Teacher and Leader Effectiveness Committee further explored how such a learning exchange might apply to education. Specifically, the Committee considered how the concept might increase both teacher diversity and academic qualifications. The two need not be at odds.

The challenge that confronts Illinois is clear.

- *The demographic gap between Illinois students and educators continues to widen.* In 2012, nearly half – 49 percent – of state's 2 million public school students were racially and ethnically diverse while 16.7 percent of Illinois teachers similarly were diverse.
- *The need for academic readiness among teachers never has been greater.* Educators require the content and skills required for this complex and critically important profession as the expectations for students, educators and schools continue to climb.
- *The state's current ranks of future educators grow less diverse and less academically skilled as the new teacher pipeline progresses.* New research by the Illinois Education Research Council found just 3.2 percent of Illinois students ultimately become Illinois public school teachers, and they tend to be less diverse and academically average when compared with Illinois college graduates in other fields.

Such findings suggest Illinois must improve how it recruits, develops, places, supports and retains diverse, academically talented educators in classrooms statewide.

A Diverse Educator Learning Exchange could buttress such an effort.

At the most elemental level, the Illinois Pathways Initiative – and the learning exchanges that exist within it – provide a model to create partnerships and organize opportunities for students to explore a profession through coursework and work-based learning, such as internships or job shadowing. The learning exchange refers to the statewide partnership that coordinates the resources, planning and investments to support students' development within a profession – in this case, education.

At present, discrete educator pipelines exist within several Illinois school districts, universities and statewide initiatives. A coordinated statewide strategy to cultivate diverse, academically talented educators could strengthen existing efforts and support new ones. This is intended as a cooperative endeavor.

Diversity exists in many forms. The Committee identified racial and ethnic diversity, teaching specialty diversity and economic diversity as three priority areas that a Diverse Educator Learning Exchange might address.

The Committee suggested supports and services that an exchange might provide to guide Illinois students who aspire to become Illinois public school teachers. *See following page.*

# Illinois P-20 Council: Teacher and Leader Effectiveness Committee

## Diverse Educator Learning Exchange

### Middle School

- Introduce education as a viable and valuable profession to students.
- Engage partners to provide classroom-like exposure for students such as tutoring, afterschool programs.



### Secondary Education (9<sup>th</sup> and 10<sup>th</sup>)

- Provide real-life exposure to the profession with job shadowing, tutoring, etc.
- Connect students with talented mentors drawn from the education field.
- Create orientation courses that also apply to other learning exchanges.

### Secondary Education (11<sup>th</sup> and 12<sup>th</sup>)

- Offer academic support – particularly targeted on the ACT – to help students progress to postsecondary.
- Cultivate partnerships to support students as they transition to postsecondary (FAFSA completion, counseling, etc.)
- Access early college courses aligned to an educator learning exchange for dual credit.



### Supply & Demand Data

- Gather supply and demand data at the local, regional and state level.
- Disseminate trend analysis to inform students' academic and career decisions.
- Provide clear data about career opportunities and compensation.

### Postsecondary Education (2-year)

- Provide intensive supports tailored to student population.
- Make clear the course articulation supports available for students who matriculate from 2- to 4-year institutions.
- Manage effective transitions and course alignment through continuous communication with all partners, particularly those at the K-12 and 4-year level.

### Postsecondary Education (4-year)

- Provide academic supports to prepare students for certification and placement.
- Continue portfolio development through stackable credentials and draw upon relevant experiences.
- Offer clinical experience that exposes candidates to a variety of learning environments, including opportunities to work in diverse school settings.

### Certification & Placement

- Draw upon partnerships to support placement of certificants in Illinois public schools.
- Facilitate continued mentorship between experienced educators and new teachers.
- Create networking opportunities for certificants.

### Continued Support for Educators

- Offer induction support upon placement.
- Create professional development resources for educators throughout the field.
- Foster mentorships that connect educators at varying stages of professional development.
- Create teacher leadership roles within schools, and more professional autonomy.

### Pitch for the Educator Profession

- Represent education as a viable and valuable profession worthy of Illinois' top-performing students.
- Make available supply and demand data to promote the need for educators with specific skills and backgrounds.



# Teacher and Leader Effectiveness Committee: Diverse Educator Learning Exchange Request for Information

December, 2013

# Illinois P-20 Council: Teacher and Leader Effectiveness Committee

## Diverse Educator Learning Exchange

The Illinois P-20 Council's Teacher and Leader Effectiveness Committee recommends the state create a Diverse Educator Learning Exchange in a coordinated effort to cultivate a pipeline of diverse, academically talented educators.

The Committee developed recommendations in the following document to share with the Illinois State Board of Education (ISBE) that might inform a Request for Information (RFI). This represents an important, initial step in creating a Diverse Educator Learning Exchange as it was with Illinois' existing learning exchanges.

### **Request for Information (RFI): Diverse Educator Learning Exchange**

#### **Overview**

In December 2012, the Illinois P-20 Council first proposed the idea of a Diverse Educator Learning Exchange to support the development of a pipeline of diverse, academically talented educators in a coordinated effort spanning from student to teacher to instructional leader.

In 2013, the Council's Teacher and Leader Effectiveness Committee further explored how such a learning exchange might apply to education. Specifically, the Committee considered how the concept might increase both teacher diversity and academic qualifications. The two need not be at odds.

The challenge that confronts Illinois is clear.

- *The demographic gap between Illinois students and educators continues to widen.* In 2012, nearly half – 49 percent – of state's 2 million public school students were racially and ethnically diverse while 16.7 percent of Illinois teachers similarly were diverse.
- *The need for academic readiness among teachers never has been greater.* Educators require the content and skills required for this complex and critically important profession as the expectations for students, educators and schools continue to climb.
- *The state's current ranks of future educators grow less diverse and less academically skilled when compared with other college graduates as the new teacher pipeline progresses.* New research by the Illinois Education Research Council found just 3.2 percent of Illinois students ultimately become Illinois public school teachers, and they tend to be less diverse and academically average when compared with Illinois college graduates in other fields.

Such findings suggest Illinois must improve how it recruits, develops, places, supports and retains diverse, academically talented educators in classrooms statewide. A Diverse Educator Learning Exchange could buttress such an effort.

At the most elemental level, the Illinois Pathways Initiative – and the learning exchanges that exist within it – provide a model to create partnerships and organize opportunities for students to explore a profession through coursework and work-based learning, such as internships and job shadowing. The learning exchange refers to the statewide partnership that coordinates the resources, planning and investments to support students' development within a profession – in this case, education.

## **Illinois P-20 Council: Teacher and Leader Effectiveness Committee Diverse Educator Learning Exchange**

At present, discrete educator pipelines exist within several Illinois school districts, universities and statewide initiatives. A coordinated statewide strategy to cultivate diverse, academically talented educators would strengthen existing efforts and support new ones. This is intended as a cooperative endeavor.

### **Illinois Pathways Initiative**

As mentioned earlier, the Illinois Pathways Initiative – and the learning exchanges that exist within it – provides a model to create partnerships and organize opportunities for students to explore a profession through coursework and work-based learning.

Launched in 2012, the Illinois Pathways Initiative aims to cultivate talent pipelines throughout the state by aligning and coordinating education, workforce and economic development. This effort initially focused on the areas of Science, Technology, Engineering and Mathematics (STEM) education within Illinois public schools.

This effort was supported with a federal Race to the Top grant that ISBE received from the U.S. Department of Education in December 2011. ISBE allocated roughly \$2.25 million of the grant funds to support the development and implementation of several STEM learning exchanges. As proposed, a Diverse Educator Learning Exchange would require a separate source of seed funds.

With partnership from six state agencies, the Illinois Pathways Initiative initially targeted the development of learning exchanges within nine career clusters. These included:

1. Agriculture, Food and Natural Resources
2. Energy
3. Manufacturing
4. Information Technology
5. Architecture and Construction
6. Transportation, Distribution and Logistics
7. Research and Development
8. Health Science
9. Finance

The learning exchanges are administered by ISBE in coordination with the Illinois Pathways Initiative Committee (IPIC). The IPIC facilitates coordination and alignment of programs, policies and technology platforms to support all the learning exchanges.

While a Diverse Educator Learning Exchange differs in kind from the existing STEM Learning Exchanges, commonalities exist. A Diverse Educator Learning Exchange could benefit from the collaborative partnerships, organized opportunities and structures that define the Illinois Pathways Initiative.

### **Program of Study**

As proposed, a Diverse Educator Learning Exchange would support the Program of Study model that provides opportunities for students to explore programs that relate to their academic and career interests while, at the same time, gain real-world skills.

## Illinois P-20 Council: Teacher and Leader Effectiveness Committee Diverse Educator Learning Exchange

A Diverse Educator Program of Study, like the STEM Programs of Study, would offer sequences of courses and learning experiences whereby students could pursue coursework, work-based learning and connections to the profession. This would include an aligned progression of secondary and postsecondary coursework and hands-on training. A Diverse Educator Program of Study also would enable students to earn college credit (dual credit) in high school, teaching certification at the postsecondary level, and an associate or baccalaureate degree.

The course sequences provided through the Diverse Educator Learning Exchange must align with ongoing initiatives to improve Illinois public education, such as the Common Core State Standards, new educator evaluations aligned with the Danielson Framework for Teaching and the EdTPA, or Teacher Performance Assessment. This will require alignment at the secondary and postsecondary level, particularly with educator preparation programs.

A Diverse Educator Learning Exchange would be designed to improve access and success for underrepresented populations, defined by ISBE as “women, minorities, low-income students and disabled students.”

### **The Role of a Diverse Educator Learning Exchange**

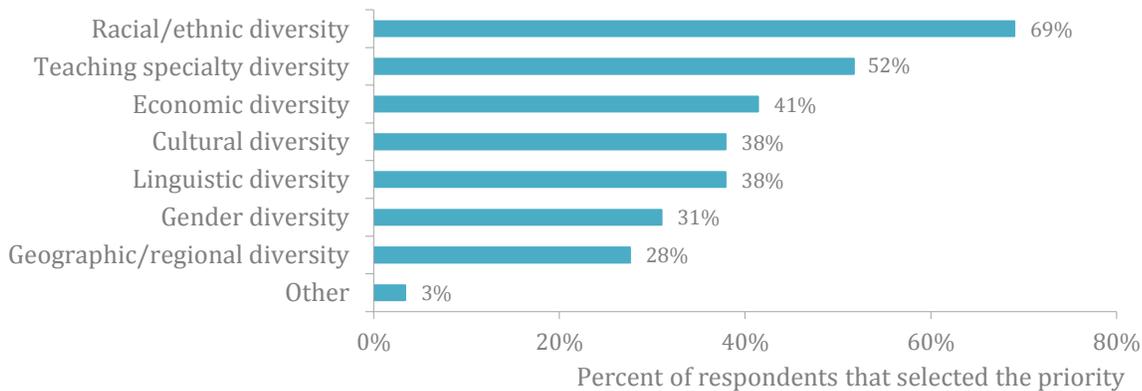
The Teacher and Leader Effectiveness Committee developed three goals for a Diverse Educator Learning Exchange. They include:

- Develop and support a pipeline of diverse, academically talented future Illinois educators in a coordinated effort spanning from student to teacher to instructional leader. This would span from introducing education as a viable and valuable profession in middle school to supporting educators with professional development and mentorship opportunities that extend beyond job placement.
- Build upon the P-20 Illinois Pathways Initiative to cultivate effective talent pipelines. While the initial Pathways focused upon the STEM areas, the Pathways model can be applied more broadly. Education would be the first extension of the Illinois Pathways Initiative beyond STEM fields.
- Identify partners among P-12 school districts, higher education institutions and community organizations that might inform, support and benefit from a Diverse Educator Learning Exchange. A coordinated statewide strategy could strengthen existing efforts and support new ones. This is intended as a cooperative endeavor.

### **Defining Diversity**

Diversity exists in many forms. The Teacher and Leader Effectiveness Committee identified racial and ethnic diversity, teaching specialty diversity and economic diversity as the three priority areas upon which a Diverse Educator Learning Exchange might focus in an October 2013 survey.

## Illinois P-20 Council: Teacher and Leader Effectiveness Committee Diverse Educator Learning Exchange



There is no consistent definition of diversity across the Illinois Pathways Initiative, and the state’s existing learning exchanges do not explicitly address diversity. It is worth noting, however, that diversity is an implicit priority reflected in how and where the various learning exchanges organize resources and create opportunities for students to explore their career interests.

### Services and Supports a Diverse Educator Learning Exchange Might Provide

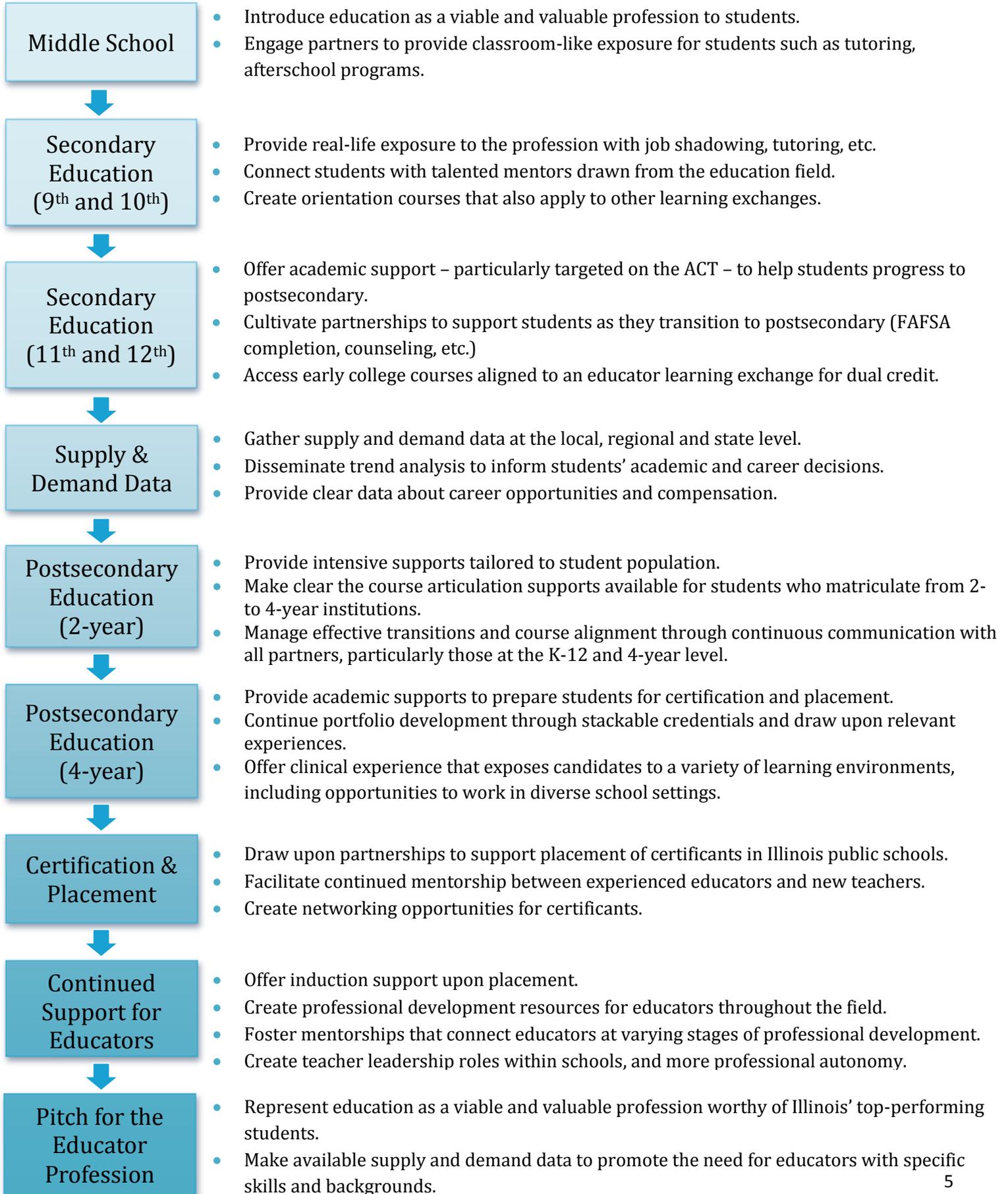
The Committee recommended supports and services that an exchange might provide to develop Illinois students who aspire to teach in Illinois public schools. Committee members expressed these priorities through an online survey as well as an in-person meeting in October 2013.

The coordinated network of supports is represented in the two diagrams that follow.

- The first is a flow chart that captures the progression from student to teacher to instructional leader. This reflects how a statewide strategy might emerge to recruit, develop, place, support and retain diverse academically talented educators in classrooms statewide.
- The second is a concept map that represents how the elements might interact to support candidates.

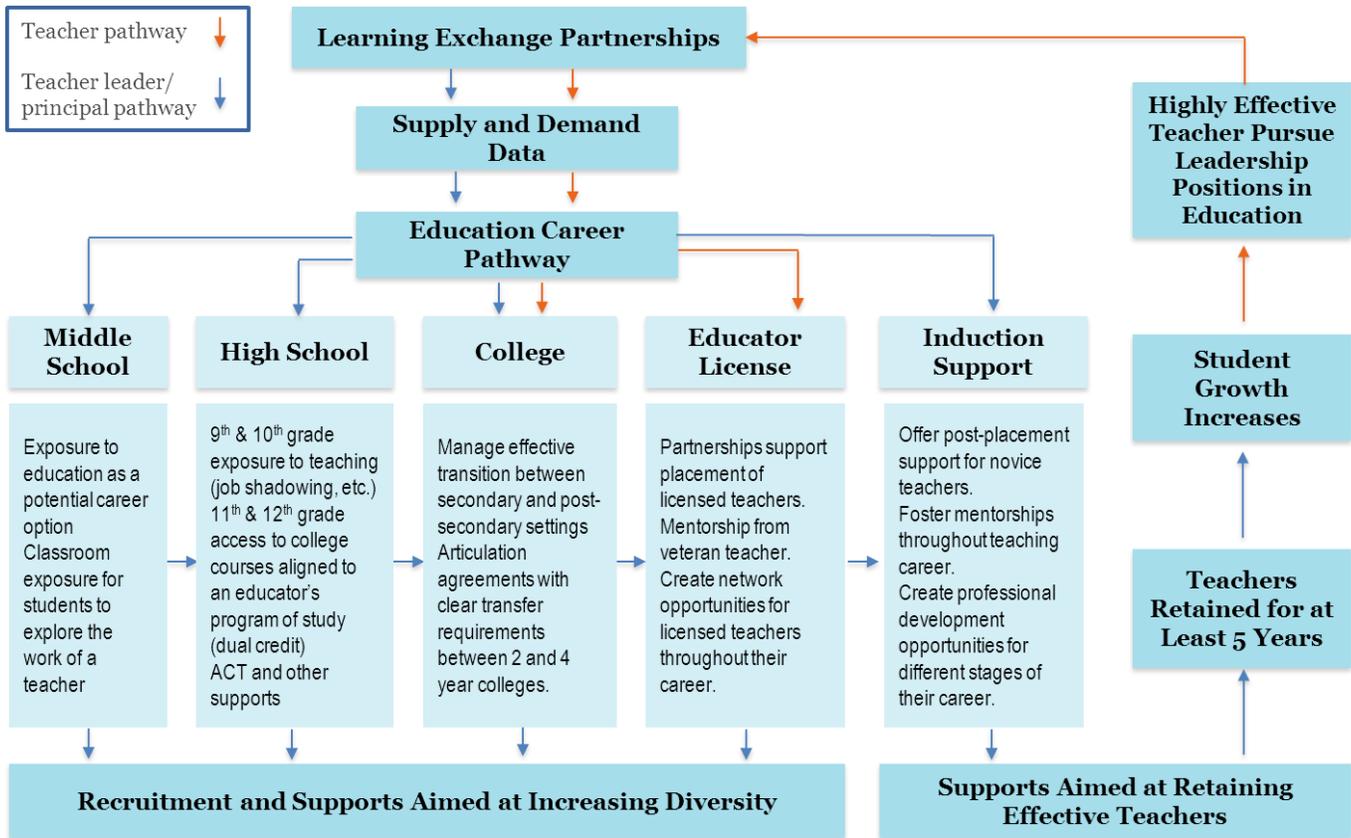
Both might serve as resources to inform responses to this Request for Information. Organizations interested in leading the Diverse Educator Learning Exchange should consider how they might develop a continuum of supports that span from recruitment to retention.

## Illinois P-20 Council: Teacher and Leader Effectiveness Committee Diverse Educator Learning Exchange



# Illinois P-20 Council: Teacher and Leader Effectiveness Committee

## Diverse Educator Learning Exchange



### Diverse Educator Learning Exchange as a Public-Public Partnership

The Illinois Pathways Initiative conceived of the learning exchanges – particularly in the STEM areas – as public and private partnerships that draw together K-12 school districts, higher education institutions, industry experts, research centers and community organizations.

The existing learning exchanges are organized as collaborative communities; each is governed and coordinated through a public-private steering group of stakeholder representatives.

A Diverse Educator Learning Exchange could differ in that it likely would draw upon public partners such as K-12 school districts, postsecondary institutions, community organizations, research centers and the like. As with the STEM learning exchanges, industry experts are critical to develop a pipeline that serves workforce needs, although here the industry experts likely would be public partners. A collaborative partnership would remain the driving priority, however.

### Proposed Timeline

In creating the STEM learning exchanges, the P-20 Illinois Pathways Initiative and partner organizations spent months speaking with stakeholders, exploring the learning exchange concept and cultivating interest among a swathe of interested organizations. The Diverse Educator Learning Exchange would be no different.

## Illinois P-20 Council: Teacher and Leader Effectiveness Committee Diverse Educator Learning Exchange

The timeline could unfold as follows:

Timeframe	Activity
<b>May – December 2013</b>	Research and investigate the role of a Diverse Educator Learning Exchange.
<b>December 2013</b>	Offer recommendation in the form of an RFI to the P20 Council and the Illinois State Board of Education (ISBE).
<b>February 2014</b>	Identify organizations interested in partnering with a Diverse Educator Learning Exchange; Coordinate with the Illinois Pathways Initiative Committee.
<b>March 2014</b>	Host a convening of interested stakeholders and educators to propose the Diverse Educator Learning Exchange.
<b>April 2014</b>	Post the RFI for a Diverse Educator Learning Exchange.
<b>June 2014</b>	RFI responses due; ISBE publicly posts all RFI responses.
<b>July 2014</b>	Gather RFI respondents to develop an Request for Sealed Proposals (RFSP) that might be used to refine the Diverse Educator Learning Exchange, the lead entity, etc.
<b>September 2014</b>	Issue RFSP for a Diverse Educator Learning Exchange.
<b>November 2014</b>	RFSP responses due.
<b>December 2014</b>	Select lead entity and award contract. Planning contractors begin to organize for implementation and cultivate stakeholder engagement.
<b>January 2015</b>	Convene partners and finalize three-year plan for a Diverse Educator Learning Exchange; Begin planning and implementation activities.
<b>February 2015</b>	Identify pilot school districts and higher education partners.
<b>April 2015</b>	Implementation contractors make Learning Exchanges available to stakeholders including integration of tools and resources with ISLE.
<b>August 2015</b>	Launch Diverse Educator Learning Exchange in pilot school districts.

### Response Requirements

The purpose of an RFI is to assist state officials in gauging the interest in creating a Diverse Educator Learning Exchange and the existence of partnerships to support such an endeavor. So, too, does an RFI make clear for interested organizations the continuum of supports that should be developed through a Diverse Educator Learning Exchange.

Not-for-profit organizations and public entities are invited to submit responses containing the information specified below.

- Provide a statement of interest in a Diverse Educator Learning Exchange.
- Articulate a vision for how this statewide effort to develop a pipeline of diverse, academically talented educators for Illinois classrooms might build upon existing efforts and seed new ones, and make clear how the Diverse Educator Learning Exchange could coordinate a continuum of supports spanning from recruitment to retention (as described on pages 5-6) and a phase-in plan to deliver these supports.
- Identify the single organization or partnership of organizations responding to the RFI, and provide contact information for the lead entity’s primary contact person.

## Illinois P-20 Council: Teacher and Leader Effectiveness Committee Diverse Educator Learning Exchange

- Describe the respondent's organization, experience and qualifications to serve as a lead entity within a Diverse Educator Learning Exchange.
- Describe the respondent's relationships and partnerships with stakeholders across education that might bolster a Diverse Educator Learning Exchange. Please attach letters of support.
- Describe the corporate status of the respondent's organization be it a not-for-profit, public entity, etc.

### *Proposed Roles*

Learning exchanges are rooted in partnerships that provide the resources, supports and materials to help students explore a particular profession. A Diverse Educator Learning Exchange would take a similar approach. However, a lead entity or lead planning entity might be identified to organize the initial phase of work.

With the other learning exchanges, a lead entity was charged with developing a three-year strategic plan, supporting a program of study within a pilot local school district, participating in the Illinois Pathways Initiative and serving as the fiscal agent for the endeavor.

### **Scope of Work**

Two key roles would drive the implementation of a Diverse Educator Learning Exchange. These include a lead entity – an organization charged with coordinating the implementation of an exchange – and the lead planning entity – an organization charged with planning the exchange. The roles could be assumed by a single entity or more in partnership. Together, these entities would support the rollout of a Diverse Educator Learning Exchange, develop the continuum of supports and services provided (as described on pages 5-6) and coordinate fundraising to develop the fiscal resources available for the work. **(Note: The Committee has not discussed how a Diverse Educator Learning Exchange might be funded. This RFI borrows the structure of the RFI that informed the STEM Learning Exchanges, but this issue is one the Committee should discuss during the Dec. 18<sup>th</sup> meeting.)**

Lead entities would develop a three-year strategic plan for the Learning Exchange and support the implementation of the Diverse Educator POS in participating school districts. This will require coordination with secondary and postsecondary partners to ensure the sequences of courses and learning opportunities align with ongoing initiatives such as the Common Core State Standards and new educator evaluations such as the Danielson Framework for Teaching.

The lead entity also joins in statewide activities across the Learning Exchanges and serves as a fiscal agent for both public and possibly private funds.

Lead Planning Entities would undertake initial planning activities and oversee statewide stakeholder engagement to support future implementation of the Diverse Educator Learning Exchanges and may be designated as Lead Entity after the planning year.

As shown in the *Proposed Timeline*, ISBE might issue an RFSP to select the Lead Entity and Lead Planning Entity in July 2014. Provided below is information about the anticipated RFSP requirements and selection criteria to enable interested organizations to plan and begin work before issuing the RFSP. However, ISBE

## Illinois P-20 Council: Teacher and Leader Effectiveness Committee Diverse Educator Learning Exchange

may elect to modify the proposed scope of work requirements and selection criteria in the final RFSP or otherwise alter its procurement course of action.

### **Lead Entities**

The scope of work for Lead Entity will be provided in a forthcoming RFSP, but the anticipated requirements and activities are described below.

1. **Provide 100% Cash or In-Kind Matching Contribution.** (NOTE: Here again, this is an issue the Committee has not discussed with regard to the proposed Diverse Educator Learning Exchange. The funding support toward sustainability was a key piece of the STEM Learning Exchange RFI. The Committee should discuss this during the Dec. 18<sup>th</sup> meeting.)
2. **Work Plan Requirements.**

Respondents to the RFSP applying to serve as a Lead Entity will be required to provide a work plan describing in detail how the following scope of work requirements would be accomplished, and how the continuum of supports described in pages 5-6 would be developed over time. This includes timelines, work locations, and the proposed role and responsibilities of the lead organization and any partner organizations.

#### A. Establish the Organizational Structure of the Diverse Educator as Fiscal Agent.

The Diverse Educator Learning Exchange is envisioned as a partnership that could include school districts, postsecondary institutions, industry experts, labor unions, professional organizations, state governmental agencies, student organizations, research centers and other community partners. The Lead Entity would organize a collaborative community to support the Learning Exchange and establish a governance structure in which the Lead Entity will serve as the administrative and fiscal agent for the Learning Exchange with a steering group of partners as referenced above.

The Diverse Educator Learning Exchange would be developed and implemented with support from state and federal funds as well as private contributions. The designated Lead Entity would serve as the fiscal agent for the Learning Exchange and, in this role, would receive and administer tax-deductible donations and other funding public and/or private sources.

#### B. Develop and Implement a Three-Year Strategic Plan and Budget for the Learning Exchange.

The lead entity would work with public and possibly private partners to create resources and opportunities for students interested in pursuing academic and career opportunities in education. This would require support for educator programs of study within participating school districts. Each Lead Entity would develop a three-year strategic plan and corresponding budget (through 2018) for the Learning Exchange. The plan must address the key services and supports identified earlier in this RFI. The lead entity would oversee implementation of the strategic plan and coordinate the Learning Exchange through their contract period with ISBE. A lead entity may partner with other public and private organizations, as appropriate, to accomplish the goals, services and supports of a Diverse Educator Learning Exchange and implement the strategic plan.

## Illinois P-20 Council: Teacher and Leader Effectiveness Committee Diverse Educator Learning Exchange

### C. Develop a Sustainability Plan for Continued Operations beyond 2018.

A Lead entity (or entities) would oversee the administration of the Diverse Educator Learning Exchange through 2018 and develop a plan for sustainable operations beyond that time. The sustainability plan should align with the original governance structure established for the Learning Exchange and focus on the continuum of supports identified earlier in this RFI (pages 5-6).

This plan should address whether a Diverse Educator Learning Exchange improves how Illinois recruits, develops, places, supports and retains diverse, academically talented educators in classrooms statewide and outline strategies for continued improvement. The plan must provide a basis for the long-term management of the Diverse Educator Learning Exchange, consistent with the identified goals, services and supports for the Diverse Educator Learning Exchange.

### ***Lead Planning Entities***

The scope of work for Lead Planning Entities will be provided in the RFSP, but it is anticipated to include the following activities.

- 1. Provide 100% Cash or In-Kind Matching Contribution.** (NOTE: The Committee should discuss how best to address funding of a Diverse Educator Learning Exchange during the Dec. 18<sup>th</sup> meeting. The structure below reflects the STEM Learning Exchange RFI, but we wanted to flag this for the Committee's consideration.)

Each Lead Planning Entity would provide a contribution equal to at least 100% of the amount of funding allocated to the Diverse Educator Learning Exchange. The contribution may be in the form of cash or in-kind contributions. In their proposals, organizations should demonstrate commitments from contributors that amount to at least half of the required matching amount, and describe both the capacity and strategy to secure the remaining portion of the required amount. Commitments may include an agreement, commitment letter, pledge to contribute, or request for application from a philanthropic entity. Commitments must be specific to the Diverse Educator Learning Exchange.

### **2. Work Plan Requirements.**

Applicants to as the Lead Planning Entity would provide a work plan describing how the scope of work requirements might be accomplished, including timelines, work locations, and the roles and responsibilities of the lead entity and partner organizations.

#### A. *Undertake Pre-Implementation Activities.*

The Lead Planning Entity would lay the groundwork for future implementation of the Diverse Educator Learning Exchange. This entails creating a proposed governance structure for the Learning Exchange, identifying key tools and resources to implement the Learning Exchange and supporting the development of an education program of study in participating school districts.

# Illinois P-20 Council: Teacher and Leader Effectiveness Committee

## Diverse Educator Learning Exchange

### B. *Engage Stakeholders.*

The success of the Diverse Educator Learning Exchange largely depends upon the development of partnerships that involve stakeholders in the governance, development, and implementation of the Learning Exchange. The Lead Planning Entity would identify and engage stakeholders representing diverse interests in the planning process. This includes school districts, postsecondary institutions, industry experts, labor unions, professional associations, state governmental agencies, student organizations, research centers and other community partners.

### Anticipated Selection Criteria

#### 1. Narrative Description

- A. **Matching Contribution:** Each Lead Entity and Lead Planning Entity must provide a 100% cash or in-kind matching contribution. Proposals must demonstrate commitments for at least half of the total contribution amount, as well as the capacity to provide the additional matching contribution during the contract term. Respondents that cannot demonstrate this requirement are not eligible for a contract award. Proposals that do not meet this criterion will not be further evaluated or scored.
- B. **Work Plan** (500 total points). The contractor's work plan will be judged against the scope of work, which will be outlined in the RFSP, and in accordance with the following criteria:

#### **For respondents seeking to be designated as a Lead Entity:**

- i. The respondent identifies a proposed organizational structure that is appropriate, effective and aligned with the partnership structure identified earlier. The respondents describe roles and responsibilities for the Lead Entity and any partners, including strategies for governance and management of the Learning Exchange. The proposal demonstrates that the respondent has sufficient fiscal and management capacity to undertake all activities described in the work plan, including, but not limited to managing public and private funds. (150 points)
- ii. The respondent outlines key goals, activities, and strategies to implement a Diverse Educator Learning Exchange. The proposed strategic planning process addresses the service and supports identified earlier, and puts forth a clear plan to create a Diverse Educator Learning Exchange that provides them. (250 points)
- iii. The respondent identifies funding commitments, or effective strategies to obtain contributions that exceed the minimum required matching contribution of extend beyond the initial contract term. (100 points)

#### **For respondents seeking to be designated as a Lead Planning Entity:**

- i. Proposed strategies for planning the development of the Learning Exchange and its governance and organizational structure are likely to be effective and further the goal of improving how Illinois recruits, develops, places, supports and retains diverse, academically talented educators in classrooms statewide. (200 points)

## Illinois P-20 Council: Teacher and Leader Effectiveness Committee Diverse Educator Learning Exchange

- ii. Proposed strategies for identifying and engaging the broad range of stakeholders are likely to be effective and further the goal of improving how Illinois recruits, develops, places, supports and retains diverse, academically talented educators in classroom statewide. (200 points)
  - iii. The respondent demonstrates the ability to manage and administer public and/or private funds. (100 points)
- C. **Required Qualifications:** (500 total points). A respondent's qualifications, including capacity, experience, and partnership support will be judged against the qualification requirements, which will be outline in the RFSP, and in accordance with the following criteria.

**There is evidence that the respondent:**

- i. Identified key management personnel with the proper qualifications, credentials, and/or experience and the demonstrated knowledge, expertise, and capacity necessary to effectively plan or develop and implement the Diverse Educator Learning Exchange in accordance with the continuum of supports and services described on pages 5-6. (100 points)
  - ii. Demonstrated sufficient partnership and/or relationships with diverse supporting stakeholders in the public and private sectors to accomplish the identified activities, goal and demonstrated support from a broad range of partners to serve in the role of Lead Entity or Lead Planning Entity, as applicable to the Diverse Educator Learning Exchange. The respondent provided detailed information, including strong and specific letters of support, about partnerships and relationship with stakeholders and supporting entities. (400 points)
2. **Cost Proposal**  
The RFSP will require each bidder to submit a detailed cost proposal.

# Illinois P-20 Council: Teacher and Leader Effectiveness Committee

## Diverse Educator Learning Exchange

### APPENDIX

#### Committee's History and Scope of Work

The Illinois P-20 Council's Teacher and Leader Effectiveness Committee represents an array of stakeholders including state agencies such as the Illinois State Board of Education, the Illinois Board of Higher Education, the Illinois Community College Board, public and private higher education institutions that prepare educators, K-12 school districts, professional organizations, community organizations, policy groups and educators who work in classrooms statewide every day.

In May, the Committee convened to explore the Illinois Pathways Initiative and the ongoing efforts to create learning exchanges within the STEM fields and to discuss how this approach might apply to education. The Committee also learned about Elgin School District U-46's work to develop a local pipeline of diverse, academically talented educators.

In July, the Committee learned more about the partnership and priorities of the Health Sciences Learning Exchange specifically.

In September, the Committee examined several existing, discrete efforts to cultivate a diverse teacher pipeline across the state, including the work of Diversifying Higher Education Faculty in Illinois, Golden Apple, Grow Your Own and Teach for America.

In October, the Committee reviewed research by the Illinois Education Research Council about the racial diversity and academic composition of the teacher supply pipeline, studied other states' efforts to develop diverse educator pipelines as well as the ongoing work of the existing Illinois learning exchanges. The Committee heard from the University Center of Lake County that brings together regional offices of education, higher education institutions and K-12 school districts to examine the evolving needs of school districts and create preparation programs to meet them.

The Committee participated in public meetings, webinars and surveys to engage stakeholders and draw upon a range of perspectives in identifying the key services and supports that a Diverse Educator Learning Exchange might provide.