



RECA Regular Meeting

Region 9 Education Cooperative offices

9:00am 12/1/2020

<https://zoom.us/j/96933580952?pwd=MGhxZDNTTE9kdDBkczZVZkpsR0xkUT09>

Draft - Agenda

In Attendance:

Time	Item	Notes
9:00 am	Call to Order	Bryan, Steve, Cliff, Marisa, Maria, Vicki, Dr. Abreu, Kelley, Valerie T, Val B, Dahn Guest today: Craig Burfurd
	AESA Conference Virtual	3 days - Noon to 5pm Lots of good content - you can still register https://www.aesa.us/annualconference/ \$450.00 per person
9:02 am	Craig Burford - Ohio ESC Discussion on potential role of a RECA director	Craig E. Burford - Ohio ESC Association Email: Burford@oesca.org Cell: 614-561-6818 Office: 614-846-3855; Fax: 614-846-4081 13 Service agencies (20 years as Exec. Dir) 51 ESCS in Ohio - compete with each other and schools can opt which ESC they join Original hire was to identify and create opportunities and build relations Prior to his work, they were regulatory an extension of the state, then became a fee for service, most mandatory services have gone away. There are 3 mandates 1. . 2. Coordination of sped agreements - services between or to districts - escs approve for high quality



		<p>3. Catch all, anything assigned by department of ed in Ohio (can be broad or limited) spend a lot of time working with the legislature around all of this area.</p> <p>He is full time with a part time admin asst. Housed within the state superintendent association who provide fiscal support</p> <p>In the same building with many other education agencies</p> <p>Time is split ½ with state agencies 25% is direct lobbying 25% is around conferences and professional development and business partnerships. (this is a larger and larger part of Budget is around 500,000.00 S&B, legal, marketing, and general operating costs.)</p> <p>Dues are based on % of what they receive in state funding. With a floor and a cap.. 1% of state aid, floor is \$2700.00 larger are under a cap of \$18,500.</p> <p>51 escs 225,000,000. 57 districts -- smallest is 5,000,000 budget</p> <p>Annual process of identifying priorities</p> <p>How did they become a formal agency</p> <p>Established early on as a 501c6 agency - gives latitude for direct lobbying - had to file articles of incorporation with state. - refile every 5 years in Ohio.</p> <p>1 limit is with grant funding or external funders - there is some limits vs a 501c3</p> <p>Process is in place from Oregon -</p> <p>Statewide rollouts come to Burford's board, and they assign to a design committee of the practitioners. That goes back to state as a plan. Has improved the relationship with State to collaborate on design on those rollouts.</p> <p>ESCS in Ohio get a state operating \$26.00 per student</p> <p>Each year they have to show 5% savings or they take 2.00 per student away 5% is a low threshold.</p> <p>145,000 to smallest to 7.5 million to largest..</p> <p>Working towards a floor and cap. 350k to (# of minimum open the door is around 500,000.00 per ESC to meet statutory requirement)</p> <p>Total is 40million funding</p> <p>Most of them all have an indirect cost associated with them. 75% is fee for service with districts 1.6 billion 800 mill is pd the other is coop purchasing health insur. Operational support (dominated by 20 of the 51 escs.)</p> <p>Director salary was originally funded as a liaison around 65 to 80k range and has evolved over time to facilitate and run meetings, develop conferences - work with state - negotiate revenue</p>
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		<p>sharing with business partners. Are service agencies allowed to lobby, 5 of the 51 contract with their own lobbyist and are specific to the individual ESC.. if it is on behalf of the ESC organization - it is Craig Craigs board is 16 of the 51 supers. 3 Treasurer reps // any esc staff person can sit on also. Decision makers are the supers they are the only ones to vote.</p> <p>Future of the association (vision) Work with the State Department - to keep the ESC work relevant and important Biggest challenge is how to keep legislators informed of value of the ESC. and the change in their state education agent. By being integrated with working with state department - keeps that in the forefront Do mostly general advocacy Difference in lobbying vs advocacy for education (who we are and impact of services) Survey every 2 years - annually collect data and build reports / graphs to share across all parties</p> <ul style="list-style-type: none"> ● Becomes a annual continual education process to inform legislative body on the role of the ESCs <p>By being part of AESA - it has been valuable to all efforts and be active *probably need to identify lobby vs advocacy - need to identify if there is a state of NM policy A Lot of time is spent on calculating cost savings for dollars spent by state thru the ESC to show ROI. Vicki - agrees with advocacy angle and pursue that</p>
9:25 am	Update on Greg Frostad IGA	<p>SHSB scholarship Turned over to REC3 and REC2 to discuss with Gregory. Status? Shared a couple of emails back and forth so far, still waiting on gregory.</p>
9:35	Update on Childcare Initiative - Vicki	<p>Just sent the statement of work for the continuation of work on the childcare project.</p> <ul style="list-style-type: none"> ● Original ended September 2020 - ● They are revising and adding scope <ul style="list-style-type: none"> ○ Some of the positions might change and do a lead with different components ● Funding 11 coordinators throughout the state to assist

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		<ul style="list-style-type: none"> ○ Will continue with overall project manager ○ Micro grant support to facilities for supplies (desks / materials etc) <ul style="list-style-type: none"> ■ \$2,500 grants ○ Adding communication support (infographics - media background) ○ Core group will probably remain but a couple of others to focus on special areas. ● Building in funding for the next 7 months. <p>Please email Vicki with your participation. Will be about 43,000 for remainder of year (includes S&B) might be 6 months so might be less.. Some money for supplies and resources (IDC had to negotiate down - 6%)</p> <p>Let Vicki know asap - funding is ECECD (quick turn) by Monday.</p>
9:45	<p>Request for REC to take a IGA - from Educator Quality Seana Flanagan</p> <p>Estimated up to 200 scholars will be 500,000 + IDC</p>	<p>Scholarship to support HB102 -</p> <p>The work would include providing award letters and fulfilling requests for reimbursements for educators who are awarded scholarships to obtain National Board Certification. The Educator Quality Division will provide language for the letter and a list of awardees to include amount of award, name, address, email, district/charter affiliation and license number. Awardees will be required to submit proof of payment for completion of one or more strands towards National Board Certification. The Educator Quality Division will work with the REC to determine required documentation. This funding is provided to the Department through HB2 based on passage of HB102</p>
9:55 am	IGA Process	<p>Discuss process of what happens when the NMRECA is asked to take an IGA</p> <ol style="list-style-type: none"> 1. Proposal to create a sequential offering <ol style="list-style-type: none"> a. Question <ol style="list-style-type: none"> i. Numerical order or Random <ol style="list-style-type: none"> 1. Randomizers - web based (https://www.classtools.net/random-name-picker/28_P8ZiBG) b. Establish a tracking system that documents the process for transparency 2. If REC opts to not take the IGA it goes to the next REC on the list and so forth <p>What happens in the event of a collaborative IGA - Affect on rotation</p> <ol style="list-style-type: none"> 1. Is this the option of the REC on tap?

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		<ol style="list-style-type: none"> 2. Participation relies on ability for REC to participate 3. What is the IDC share <ol style="list-style-type: none"> a. Proposal from Adan to do an annual average of IDC. <ol style="list-style-type: none"> i. Comment was that a flat 8% would break the PED ii. Averages in the past few years <ol style="list-style-type: none"> 1. 15/16 - 7.8% 2. 19/20 - 7.5% 3. 20/21 - 6.9% 4. What is the IDC proportional share to participating RECs <p>What happens if you take an IGA out of your sequence - do you remain in the sequence?</p> <ol style="list-style-type: none"> 1. What happens if a bureau doesn't want to work with a particular REC
		<p>Need a transparent process</p> <ol style="list-style-type: none"> 1. Start with a list of current IGAs by REC 2. Maria, Invite Oregon Director to discuss IGA work <ol style="list-style-type: none"> a. Talk to Craig next week for info 3. Build a decision tree <ol style="list-style-type: none"> a. IDC rate b. Capacity c. What other factors need to be considered <p>Conversation tabled to Tuesday</p> <p>. what is criteria for making decisions with people around the table</p> <ul style="list-style-type: none"> - We are having delays in this process now - so we need to work hard to be responsive and react quickly. <p>Interest in Seana's IGA</p> <ol style="list-style-type: none"> 1. No but support 2. Yes but ok with R9 3. Yes interested 4. No but support 5. No but support 6. Not present 7. Not present - No but support

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		8. No but support 9. Yes 10. No but support
	Other business:	Gary Peterson from Oregon - Maria is working on
10:30 am	Adjourn	

CANVAS for RECs - COVID Safety training

All 10 RECs now have a portal for COVID Training. I have synced the badge and copied the self-enroll links below. They are ready for users and to be put on the website.

REC #1 - COVID-19 Training - Fall 2020
REC #2 - COVID-19 Training - Fall 2020
REC #3 - COVID-19 Training - Fall 2020
REC #4 - COVID-19 Training - Fall 2020
REC #5 - COVID-19 Training - Fall 2020
REC #6 - COVID-19 Training - Fall 2020
REC #7 - COVID-19 Training - Fall 2020
REC #8 - COVID-19 Training - Fall 2020
REC #9 - COVID-19 Training - Fall 2020
REC #10 - COVID-19 Training - Fall 2020
Private Schools - COVID-19 Training - Fall 2020

Future work for agendas:

- LFC reports:
 - Have the BMs in the meeting - set meeting for January.
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- Had meeting with S Lucero, D Craig, Adan, re chart of accounts and the ability to standardize the COA and a guide for RECs -- Have DC or SL on conversation.