SECTION 7: GETTING BETTER: SUPPORT AND IMPROVEMENT OPPORTUNITIES AND EXPECTATIONS

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DEPARTMENT OF EDUCATION

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Section Snapshot

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The guidance below outlines the continuum of resources and activities that will be available over the course of the upcoming biennium to support the planning, implementation, monitoring, and evaluation of the integrated programs. This section also describes the process for instances where a school or district does not meet requirements or intervention is required in implementation.

CONTINUUM OF SUPPORTS AND IMPROVEMENT OPPORTUNITIES

Improving and strengthening educational offerings often works best when effort is mutual and the focus is shared. **All districts and schools can make use of these universal supports and improvement opportunities across all programs.** ODE is a state educational agency and holds a range of responsibilities and expectations to support innovation and improvement. ODE aims to meet its obligations through the following continuum of offerings (For more information please visit the EII Technical Assistance, Professional Learning, Coaching webpage):

TECHNICAL ASSISTANCE (TA)

- Technical assistance is consultative or focused support designed to meet specific needs that may arise in the implementation of rule, policy, or procedural shifts. To best support the capacity of grant recipients, offers of technical assistance may come from ODE, ESD liaisons, CTE Regional Coordinators, US Department of Education, or consultants.
- Technical assistance will be responsive to the timing and specific needs of a given inquiry. TA is generally short-term, technical, or more specific in focus.

Examples of technical assistance include individualized phone calls, review and feedback meetings, email, office hours, on-going consultation, sharing of resources, webinars, and site visits

PROFESSIONAL LEARNING (PL)

- Professional learning elevates educational practices designed to ensure that all Oregon students experience high quality learning to thrive both in school and after graduation. Professional learning is ongoing development and enhancement of skills that build from strengths, increase capacity, build research-based expertise to shift mindsets, enhance classroom pedagogy, or improve school or district practices.

Examples of ODE professional learning include Equitable Systems, Mindsets and Practices learning series, Community Engagement Systems and Practices learning series, CTE/Perkins Boot Camp, CTE Lunch & Learns, EIIS Learning Series, and regional and statewide conference presentations, listening sessions. Additional learning is offered through the Educator Advancement Council, Education Service Districts and Regional Educator Networks.

COACHING

- Coaching is distinguished from professional learning by a focus on relationship and customized goals to advance a definitive aim or outcome.
- Coaching is a sustained program that can vary in scale, scope, or timings and can be invitational or required.

Examples of ODE coaching programs include:

- Customized Onsite Coaching available through the Intervention and Strengthening Program, providing customized coaching services that can embed professional learning opportunities in specific focal areas that support districts as they work toward their integrated plan goals. Focal areas include Early Literacy, Middle School Literacy, Fiscal Stewardship, Equitable Mindsets, Systems & Practices, and Community Engagement. For more information, please visit the EII Technical Assistance Professional Learning and Coaching webpage or reach out to your Regional Support team.
- The CTE Regional Leadership Academy is for new CTE Perkins Reserve Grant Coordinators with less than 24 months of experience. The purpose of the Leadership Academy is to work with participants to develop a deeper understanding of their role and to further develop the skills necessary to lead the regional CTE collaboration and improvement efforts.

CORRECTIVE ACTION – OUTLINING CORRECTIVE ACTIONS AND WAYS TO MEET COMPLIANCE CHALLENGES

- Corrective Action and Corrective Action Plans are the terminology used when ODE determines and communicates requirements or actions that must be completed over time in order to maintain funding eligibility. This involves ODE using statutory authority to state what actions are needed to be in compliance with state or federal statutes and regulations.
- Corrective Action is typically the result of not meeting eligibility requirements, performance growth targets, and/or other legal requirements under the programs in the integrated application. For any district designated as heightened or high risk for specific federal programs, there is also specific coaching support provided to help improve programs, systems, and fiscal capacity.
- ODE will work with the recipient to develop a Corrective Action Plan which will outline areas of concern, required actions, expectations for

demonstration of correction, and a timeline for the process. Additionally, a Corrective Action Plan may direct grant funds to specific activities or put grant funds on hold.

ODE is guided by the values of accountability and integrity, which undergird ODE's responsibility to ensure that grant recipients meet expected performance targets, eligibility qualification, and legal requirements. ODE understands that holding compliance responsibilities with integrity means providing clear expectations, offering excellent support, and being thoughtful about what remedies are required to have the most positive impact on students, educators, and communities. This cannot be done without respectful, meaningful, and sustained partnership with districts.

Within the scope of this guidance and the initiative covered, ODE will intervene to ensure that compliance is achieved when a grant recipient does not meet specific requirements or outcomes, including, but not limited to:

- Longitudinal Performance Growth Targets and Local Optional Metrics;
- At least 90% of the Perkins performance targets at the consortia or direct grant recipient level;
- Eligibility requirements;
- Application alignment with available performance and demographic data;
- Misuse of or inadequate reporting of finances;
- Community engagement priorities; and/or
- Observing state and federal civil rights laws.

A Corrective Action process will be initiated when it is determined that a grant recipient has not met a specific requirement outcome, which may occur following a performance target review, eligibility review, or when ODE is made aware of misuse of finances or not following legal requirements of the integrated programs.

Longitudinal Performance Growth Targets (LPGTs) and Local Optional Metrics (LOMs), as a part of the grant agreements, will be reviewed against the actual rates for all metrics and types of targets that were set on a yearly basis, as data are available. ODE acknowledges that, especially for small grantees, large fluctuations in rates can occur due to small student group size (small N size). Should actual rates differ from the set target values, grantees will have the opportunity to reflect on progress within the reporting cycle. An applicant's progress toward targets may be sporadic, or subject to unexpected changes in circumstances. In response, ODE

may send an invitation to engage in developing a plan for improvement and monitoring, taking into consideration the explanation submitted by the grant recipient.

Of note, a Perkins recipient who fails to meet the performance targets will be required to include an improvement plan, noting that consortia members will be accountable for performance targets at the consortia level.

Corrective Actions Plans are improvement plans that outline specific actions that must be taken and outcomes that must be met. Plans will be developed to address the areas that need improvement and will draw upon a **continuum of interventions**, as outlined below.

Directed Support	Required Coaching	Review for Compliance	Directed Grant Funds	Grant Funds Withheld
Implement a written plan identifying specific interventions and corrective actions, a timeline for improvement, and a monitoring plan. Example - Develop a plan that describes specific technical assistance and professional learning on implementing 9th grade success teams during the school year, the process the district will follow to improve the quality and consistency of their 9th grade on track program, and the quality of observable practices and systems that should be in place by the end of the school year. ODE will monitor the TA/PL, check in on the implementation process, and evaluate the practices and systems at the end of the year.	Require the grant recipient to enter into a coaching program. Example - District is required to participate in the Intervention and Strengthening Coaching Program to increase knowledge about equitable systems and improve district and school systems, strategies, and actions related to equitable education. Example - Assist the applicant to improve and correct interpretation of data, program alignment and design within Perkins application.	Conduct a compliance review and/or investigation of unlawful actions. Example - Respond to a discrimination or civil rights complaint related to grant expenditures or program implementation.	Direct the expenditure of grant funds. Example - Restrict district to specific expenditure areas in order to direct impact toward areas in need of improvement.	Withhold grant funds until all requirements are fully in place. ORS 327.201, OAR 581-013-0020, and section 123 (a)(5)(b)(3) and 4(a)(i)(ii) of Perkins V provide ODE the ability to restrict the expenditure of grant funds as the strongest form of intervention within this program.

TEAMS IN PLACE TO SUPPORT INNOVATION AND IMPROVEMENT ACROSS THE CONTINUUM

The successful implementation of this integrated program guidance is supported by the coordination of state, regional, local, and contracted staff. **All eligible grantees can make use of these supports.** As it relates to this guidance, please use the following chart to track contacts at ESDs and ODE who are supporting general TA, professional learning, and coaching resources:

Support Roles	Position Definition	Types of Support Provided	Initiatives these support members serve
ESD Integration Liaisons	ESD Integration Liaisons will support the full process of application, implementation, and evaluation for these initiatives. They hold a deep understanding of their service districts and local contexts.	▪ Technical Assistance ▪ Professional Development ▪ Regional Networking	▪ HSS ▪ SIA ▪ CIP ▪ CTE ▪ EDM ▪ EIIS ▪ ELSSDG
ODE Regional Support and District Grant Managers	ODE Regional Support Teams will support schools and districts within a specific region with all aspects of the integrated programs and budget planning, application, and implementation. These generalists will learn deeply about the context and nuance of the schools and districts they serve and will work often in collaboration with ESD Liaisons.	▪ Technical Assistance ▪ Professional Development ▪ Regional Networking	▪ HSS ▪ SIA ▪ CIP ▪ CTE ▪ EDM ▪ EIIS ▪ ELSSDG
CTE Regional Coordinators	CTE Regional Coordinators are employees of ESDs, Community Colleges and School Districts. RCs are experts in all things CTE. They lead regional consortia implementing CTE Programs of Study. Please see more information below.	▪ Technical Assistance ▪ Professional Development ▪ Regional Networking	▪ HSS ▪ CTE
ODE Program Staff	ODE staff within EII or CTE with expertise on specific, technical, components of each initiative. These staff members are the resident "experts" on their specific program or subject area.	▪ Technical Assistance ▪ Professional Development ▪ Regional Networking ▪ Grant Writing ▪ Program Development and Assessment	▪ HSS ▪ SIA ▪ CIP ▪ CTE ▪ EDM ▪ EIIS ▪ ELSSDG
ODE Office of Indian Education	OIE staff can support affected LEAs who are required to engage in Tribal Consultation for the integrated application.	▪ Technical Assistance ▪ Professional Development ▪ Adaptive Leadership Coaching	Supports efforts across all initiatives
External Contractors	Partners from outside organizations that ODE contracts with. They typically are contracted to provide specific expertise or skill sets.	▪ Professional Development ▪ Coaching	Potentially All Programs Outlined within this Guidance

To find out who serves in these roles for your district, consortium, charter, or program please contact the Office of EII. As program integration moves forward, additional contact directories will be posted or linked.

ROLE OF EDUCATION SERVICE DISTRICTS AND ESD INTEGRATION LIAISONS

Each Education Service District (ESD) has identified staff members and/or contractors who are allocating at least a combined 1.0 FTE towards the role and function of being a Liaison working across the programs outlined in this guidance. Liaisons and each ESD team offer a helpful, regional primary point of contact and can support collaboration with ODE.

ESD Integration Liaisons are consistently participating in planned ODE virtual and in-person meetings. In addition, ESD Liaisons participate in equity training and communicate regularly via email and phone with staff working in EII and on CTE. Through implementation of this guidance, the aim is to closely align the work of the ESD Liaison and the CTE Regional Coordinators in the spirit of system alignment and improvement.

A common set of attributes have been established for the Liaison role. Each ESD has flexibility in how they meet the aims of liaison roles based on their individual context and needs emerging from their region. This means that each region's support will likely look and feel different from other regions - and is outlined in the ESD's Comprehensive Support Plan each year. Below is a sampling of the kinds of roles liaisons or their teams would likely fulfill:

- Support districts with authentic community engagement, using the Community Engagement Toolkit as a resource.
- Develop or support the use of surveys and other engagement tools, including communication and translation support as useful.
- Support school districts with incorporating engagement feedback into the planning processes, including developing connections between the engagement, needs assessment, Continuous Improvement Plan (CIP) process, review of the QEM and statewide student success plans.
- Assist districts in their integrated application development and documentation.
- In individual and/or group meetings, lead or assist the district in documenting their needs, growth targets, attainable outcomes, investment strategies and accountability metrics.
- Work closely with ODE to deliver this technical assistance to districts. This will require regular meetings and phone consultation with ODE staff to obtain resources and promising practice knowledge.
- Support districts with the use of equity-based tools for decision making.

ROLE OF THE CTE REGIONAL COORDINATORS (RCS)

CTE Regional Coordinators are employees of ESDs, Community Colleges and School Districts and are funded through the Perkins federal funds and/or local dollars.

RCs are experts in all things CTE and have established relationships with local employers and community colleges and lead regional discussions on preparing students for next steps after high school. CTE Regional Coordinators have their finger on the pulse of labor market/jobs information, as well as Perkins Performance metrics for schools and regions. Below is a sampling of the kinds of roles RCs would likely fulfill:

- Fiscal management of Perkins funds and navigation of federal Perkins requirements.
- CTE Program of Study development and assessment.
- Recruitment, licensing, and retention of CTE teachers.
    - Coordination of regional professional development.
- Advocacy and relationship building with Community Colleges and Business and Industry partners.
    - Postsecondary Program alignment and articulation (Dual Credit / Accelerated Learning).
    - Creation and tracking of Work-Based Learning Experiences.
- Support Districts in the interpretation of CTE Data.
    - Perkins Performance Targets.
    - Labor market results and workforce needs.
- Assist Districts in accessing and planning for non-Perkins funding streams to support CTE, such as HSS.
- Leadership of the CTE Consortia.
- Additional CTE related coaching and consultation.

LOOKING FORWARD

All districts and schools can access and engage in the learning, support, and improvement opportunities across all programs included in this guidance. ODE can always use your input to make this process more efficient and effective, and to reflect the interests and needs of schools and districts across Oregon. Send your ideas to ODE.EII@ode.oregon.gov.