
Section Six: Responsive Supports

Technical Assistance and Capacity-Building Available to All Applicants

All eligible applicants have access to technical assistance (TA), which may be provided by ODE staff through regional supports coordinated between Education Service Districts (ESDs) and ODE, or through external contractors. The long-term vision for technical assistance provided by ODE will be responsive to the needs of districts and designed and deployed to support systems improvement. For example:

- Identification of and support for best practices for meeting performance growth targets;
- Identification of and support for implementing promising practices; and
- Attention to cultivating a culture of internal accountability.¹

Sections 17 and 18 of the [Student Success Act](#) established two distinct but related coaching programs which are intended to provide capacity building, system improvement supports and accountability structures to support SIA implementation.

Role of Education Service Districts

ESD Liaisons

Each Education Service District (ESD) has identified a staff member or contractor who is allocating at least .25 FTE towards the role and function of being a liaison - the primary point of contact and collaboration - between ODE's Office of Education Innovation and Improvement, the ESD they represent and the districts within the ESD's service region.

ESD Liaisons are expected to consistently participate in planned ODE virtual and in-person meetings, participate in equity trainings and communicate regularly via email and phone with the Office of Education Innovation and Improvement and designated ODE staff.

The liaison function may be met differently by different ESDs but a common set of attributes have been established to support consistency and quality of engagement. Liaison time is funded by

¹ Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York: Teachers College Press.

moneys to help school districts develop educational strategic plans aligned with the values and goals of the 2019-2021 Student Success Act. As each ESD has flexibility for how they meet the grant agreement and roles outlined in [Section 25 of HB 3427](#), here is a list of the kinds of roles liaisons or their teams would likely fulfill:

- Support districts with authentic community engagement. The [SIA Engagement Toolkit](#) is available to support ESDs and school districts in these engagement processes.
- Develop or support the use of surveys and other engagement tools, including communication and translation supports as useful.
- Support school districts with incorporating engagement feedback into the Needs Assessment and planning processes, including developing connections between the engagement, needs assessment, Continuous Improvement Plan (CIP) process and application for SSA Student Investment Account funds.
- Assist districts in their application development and documentation for a grant from the SSA Student Investment Account.
- In individual and/or group meetings, lead or assist the district in documenting their needs, growth targets, attainable outcomes, investment strategies and accountability metrics as outlined in the SSA.
- Work closely with ODE to deliver this technical assistance to districts. This will require regular meetings and phone consultation with ODE staff to obtain resource and promising practice knowledge.
- Support districts with the use of equity-based tools for decision making.

Intervention and Strengthening Program (Coaching Program)

Each biennium ODE is expected to monitor and determine if a grant recipient is meeting the longitudinal performance growth targets identified in their grant agreement. If a grant recipient does not meet the performance growth targets, the grant recipient may submit an explanation for the reasons why the performance growth targets were not met.

Coaching Program

The Coaching Program, referred to as the **Intervention and Strengthening Program (ISP)** is for SIA grant recipients who do not meet longitudinal performance growth targets.

After taking into consideration the explanation submitted by the grant recipient, ODE may require the grant recipient to enter into the Intervention and Strengthening Program (ISP) - the coaching program described in section 17 of the Act.

If required, participation in the coaching program must be for at least one year, unless ODE allows for a shorter period of time.

Under the program, the department shall advise and counsel grant recipients on how to meet performance growth targets and shall assist grant recipients with ongoing professional development and peer collaboration. The SSA does provide ODE the ability to direct the expenditure of SIA funds as the strongest form of intervention within this program. The principles, staffing and contracting approach for this program is underway. The earliest ODE will contact grant recipients under this program is in the summer and fall of 2021.

The ISP program is for districts and the charter schools they sponsor in the SIA application, and charter schools that have applied and are receiving SIA funds independently.

Timeline

Participation in ISP program supports for required SIA recipients is anticipated for the fall of 2021.

Requirements for Participation

Participants in the ISP coaching program will:

- Participate for at least one year, unless ODE allows for a shorter period of time;
- Receive advice and council on how to meet performance growth targets; and
- Receive professional development and peer collaboration.

Intensive Coaching Program

An *Intensive Coaching Program (ICP)* is established in Section 18 **for school districts with the highest need for coaching, support and intervention**. This intensive program is by invitation and only school districts are eligible. The ICP requires at least four years of participation. Districts that agree to participate are eligible for additional funding from the Statewide Education Initiatives Account.

ODE will initiate conversations with the first districts invited to participate in February 2020, with the formal coaching program planned to begin in July 2020. The ICP will utilize Student Success Teams

(SST) as outlined in the Act. Each SST will be composed of at least one ODE point person, district leader, educator, community member and an ESD liaison (additional expertise will be brought on for participation on the SST or consultation to the SST by contract). SST's provide advice and counsel on how to improve performance outcomes and develop recommendations for meeting longitudinal performance growth targets.

Timeline

ODE will initiate conversations and invite five districts to participate in February 2020. The four years of formal coaching begin in July 2020.

Requirements for Participation

Participation in the ICP requires that districts:

- Commit to regular student success plan meetings to monitor practices.
- Use data to track student progress.
- Ensure employees receive professional learning and training.
- Create safe and inclusive learning environments.
- Improve school and school district practices and structures to support teaching and learning.
- Improve the skills of the members of the school board.
- Accept all recommendations of the Student Success Teams related to the use of SIA grant moneys and any additional funding received under this section.
- Consider all recommendations of the Student Success Teams for any district operations.