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

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DEPARTMENT OF EDUCATION

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Section Snapshot

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 six integrated programs. Included is an overview of the calendar, the process for accessing offerings, as well as several example offerings. The last portion of this section 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 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:

TECHNICAL ASSISTANCE → **PROFESSIONAL DEVELOPMENT** → **COACHING** → **CORRECTIVE ACTION**

TECHNICAL ASSISTANCE (TA)

- Technical assistance is consultative or focused support involving communication between ODE or ESD specialists or consultants with specific needs or problems.
- All districts and schools have general access to technical assistance from ODE, which may be coordinated between Education Service Districts (ESDs) through the regional support model.
- All districts and schools have general access to CTE technical assistance from ODE, and/or their CTE Regional Coordinator.

- Technical assistance will be responsive to the timing and specific needs of a given inquiry. TA is generally short-term, technical, or more narrow in focus.
- TA can happen on any aspect of implementing the guidance in this document - ranging from using a given tool to improving district planning efforts to site-visits.
- Examples of technical assistance support include individualized phone calls, review and feedback meetings, email, online meetings and is also available through resources posted on the office website.

PROFESSIONAL DEVELOPMENT

- Professional development opportunities are learning opportunities. They can be regional or statewide. They are likely to elevate critical topics in system change strategies, leadership for equity, and knowledge for all Oregon educators and leaders, while considering the unique contexts of districts across the state.
- A sustained series of professional development workshops could be considered coaching (see below).
- ODE often partners with other organizations offering professional development workshops or conferences (i.e. COSA, OSBA, OASBO, OEA, etc).
- ODE also generates short-term professional learning opportunities to be responsive to field needs.
- Examples of Professional Development include CTE/Perkins Boot Camp, CTE Lunch & Learns, and the Student Success & System Change Learning Series, as well as learning offered through the Educator Advancement Council and Regional Educator Networks.

COACHING

- Coaching is defined as sustained learning programs where relationships are established to advance a definitive aim or outcome. Coaching programs can be invitational or required. Coaching programs can vary in scale, scope, or timing.

- In developing coaching offerings, ODE will take into consideration the input from districts and schools regarding topics and skills that would most benefit implementation of program plans. Additionally, analysis of program progress reports and growth target data will contribute to the determination of coaching focus areas.
- Examples of ODE coaching programs include:
    - Work being done to develop the *Intervention and Strengthening Program*. Established with SIA resources, this includes two new learning series focused on a) Equitable Systems, Mindsets and Practices and b) Community Engagement Systems and Practices. Both will be made available in 2022 and will be available to all grantees; while over time, some may be required to participate.
    - 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

- Corrective Action is 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 law.
- 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.
- Corrective Action is typically the result of not meeting eligibility requirements, performance growth targets, a complaint or monitoring process such as a MOA/Civil Rights visit, or other onsite or desk monitoring.

TEAMS IN PLACE TO SUPPORT INNOVATION AND IMPROVEMENT ACROSS THE CONTINUUM

The successful implementation of this integrated program guidance is supported by a coordinated staff of state, regional, local, and contracted staff. **All districts and schools 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 development, and coaching resources:

Support Roles	Position Definition	Types of Support Provided	Initiatives these support members serve
ESD Liaisons	ESD 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
ODE Regional Support Staff and Grant Managers	ODE Regional Support Staff 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
CTE Regional Coordinators	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, including CTE Subject Area Experts	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
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 refer to the ODE website. As program integration moves forward, additional contact directories will be posted or linked.

ROLE OF EDUCATION SERVICE DISTRICTS AND ESD 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 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 established grant agreements and amendments. 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 serving as the Gatekeeper for additional funding streams dependent on CTE such as HSS
- Leadership of the CTE Consortia
    - Example of Consortia convening
- Additional CTE related coaching and consultation

PROFESSIONAL DEVELOPMENT AND COACHING OPPORTUNITIES ON THE HORIZON

A. INTERVENTION AND STRENGTHENING PROGRAM (ISP)

ODE is creating a robust series of learning opportunities and coaching supports. Many will be asynchronous offerings available at all times. The first series of learning opportunities, including the "Equitable Systems, Mindsets and Practices" and "Community Engagement Systems and Practices" modules, will be accessible to any school or district in Oregon and available in 2022. Facilitated versions of some modules may also be available for some grantees, especially in cases where participation is required.

In addition to the development of the learning opportunities mentioned above, the Intervention and Strengthening Program will also offer extended coaching services. At this time, ODE plans to build additional coaching resources and services in several focal areas, and may include additional focal areas should the need and interest arise. The coaching supports will include an opportunity for grantees and contractors to co-develop their coaching plan, including a scope and sequence and expected outcomes, before the work begins. At this time the coaching focal areas include:

- **Equitable Mindsets, Systems & Practices** - Coaching for additional in-school or district support for grantees that have already participated in the Equitable Systems, Mindsets and Practices learning series. Participating grantees will partner with their selected ODE-approved contractor/vendor to enhance and bring alive the learning embedded within this equity series.

- **Community Engagement Systems and Practices** - Coaching for additional in-school and district support for grantees that have already participated in the Community Engagement Systems Practices learning series. Participating grantees will partner with the ODE-approved contractor/vendor to enhance and bring alive the learning embedded within the community engagement series.

- **Integrated Model of Mental Health** - Participating grantees will partner with the ODE-approved contractor/vendor to develop and implement mental health services and supports that align with ODE's Integrated Model of Mental Health. Embedded focus points will include multi-leveled prevention and intervention systems that integrate trauma- and SEL-informed, strengths-based, equity-centered, culturally-responsive principles and practices for all students (especially for focal student groups) and staff.

- **Early Literacy** - Participating grantees will partner with the ODE-approved contractor/vendor to systematize their early literacy program, including attention to materials, instruction and assessment to improve practices and outcomes for all students and especially for focal student groups.

- **Financial Stewardship** - Participating grantees will partner with the ODE-approved contractor/vendor to address systems around equitable, student-centered and community- or need-driven resource allocation, budgeting drivers, principles and practices associated with federal and state education funds, blending and braiding funds, and resource mapping and matching.

B. STUDENT SUCCESS & SYSTEM CHANGE LEARNING SERIES

This learning series provides foundational understanding of the components of a high-quality Early Indicator and Intervention System, as well as engagement with district and school leaders to develop a plan for EIIS implementation.

Learning series participants will establish and develop common understanding of the elements of an Early Indicator and Intervention System through study and review of relevant EIIS practices and resources and build a knowledge base of current research of various EIIS models. Additionally, participants will explore student data using equity-centered data inquiry protocol, develop common equity-centered data inquiry strategies, and develop fluency in use of specific data dashboard software or data systems.

Participants will build upon this learning to identify areas of focus for individual district and school EIIS implementation plans, reflect on current district and school strengths, identify areas for development and in

need of support, and identify potential areas of focus for professional learning and coaching in the school and district. This learning series will also provide the opportunity to develop group facilitation skills and to develop equity focused group norms.

Essential Questions

- How is an Early Indicator and Intervention System a catalyst for equity and student learning?
- How will we use equity-centered student data practices to interrupt structural inequities in schools?
- How will EIIS implementation strengthen partnerships with students, families, communities, and tribes?
- What specific and powerful leadership practices are needed to build EIIS teams in schools and districts?
- How will we use EIIS as a high-leverage strategy?

OUTLINING CORRECTIVE ACTIONS AND WAYS TO MEET COMPLIANCE CHALLENGES

Collaboration with educators and partners is central to ODE's mission to foster equity and excellence for every learner. ODE is committed to learning alongside school districts and charter schools to support building capacity for program implementation, school system improvement, and supporting all learners.

Additionally, 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. **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;
- 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 all civil rights laws.

An applicant's progress toward targets may be sporadic, or subject to unexpected changes in circumstances. To that end, a grant recipient may submit an explanation for the reasons why the areas were not met. In response, ODE will respond with 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 that fails to meet the performance targets will be required to include an improvement plan as described below, 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.

1. Implement a written plan identifying specific interventions and corrective actions, a timeline for improvement, and a monitoring plan.

   a. Example - Provide specific technical assistance on identifying unlawful discrimination and development of remedies for, and prevention of, discrimination. Monitor implementation learning within district activities.

2. Require the grant recipient to enter into a coaching program.

   a. 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.

   b. Example - Assist the applicant to improve and correct interpretation of data, program alignment and design within Perkins application.

3. Conduct a compliance review and/or investigation of unlawful actions.

   a. Respond to a discrimination or civil rights complaint related to grant expenditures or program implementation.

4. Direct the expenditure of grant funds.

   a. Example - Restrict district to specific expenditure areas in order to direct impact toward areas in need of improvement.

5. 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.

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.