

# Update on Executive Director Work

April 2019

**March 28, 2019, 1-3 p.m. 50<sup>th</sup> Anniversary Reception – Olympia (Capital Building)**

Discussion and attached agenda review – Thank you for the support!

**Department of Education, West Coast Regional (Region 16) Comprehensive Education Center grant opportunity** – Region 16 covers Alaska, Oregon and Washington. We envision a three-state, ESD collaboration in conjunction with ADI and associated partners.

## **General information:**

From Office of Elementary and Secondary Education, DOE

Approximate Appropriation: \$52,000,000 for 19 Regional Centers

Grant Details: RFP Released on April 4, 2019 (<https://federalregister.gov/d/2019-06583>)

Grant Due: **May 24, 2019 (notification approximately 60 days)**

Three-state (Washington, Oregon, Alaska) ESD Network Grant Application

Webinar for application: April 11 and 17 (Writing team members will be attending both)

Estimated Range of Awards: Region 16 **\$3,316,771.00**

Meetings to date: March 8 and March 29

**Writing Team:** Gene Sharratt, Executive Director, AESD; Todd Johnson (Capital Region, ESD 113); Gary Peterson (OAESD - Oregon Association of Educational Service Districts); Allison Layland (ADI - Academic Development Institute); Ryan Stanley and Sheryl Weinberg (SERCC – Alaska Educational Resource Center); Hilary Loeb and Anna Wade (PESD); Michelle Price (NCESD), and Georgia Heyward (UW Center on Reinventing Public Education).

## **Writing team, roles, and capabilities:**

- Gene Sharratt will coordinate meeting and timelines along with writing and editing
- Todd Johnson will organize the big pieces and support meetings, along with writing and **reviews**.
- Gary Peterson reviewing and adding content
- Allison Layland content, experience, reviewing, and guidance
- Ryan Stanley reviewing and sharing content as well as technology supports
- Hilary Loeb and Anna Wade writing, editing, forms and organization of granular requirements
- Michelle Price reviewing and adding content
- Georgia Heyward reviewing and adding content

### **Comprehensive Centers (CC) program**

**SUMMARY:** The Assistant Secretary for Elementary and Secondary Education (Assistant Secretary) announces priorities, requirements, definitions, and performance measures under the Comprehensive Centers (CC) program. The Assistant Secretary may use these priorities, requirements, definitions, and performance measures for competitions in FY 2019 and subsequent years. We take this action to focus federal technical assistance to address State-defined needs. We intend these priorities, requirements, definitions, and performance measures to increase the effectiveness and efficiency of service delivery to all States.

**Purpose of Program:** The CC program supports the establishment of not less than 20 CCs to provide capacity building services to State educational agencies (SEAs), regional educational agencies (REAs), local educational agencies (LEAs), and schools that improve educational outcomes for all students, close achievement gaps, and improve the quality of instruction.

**Summarize & Review Priorities:** The Assistant Secretary establishes the following requirements for the Comprehensive Centers program. Program Requirements for Regional Centers: Applicants that receive grants under this program must:

(1) Develop State service plans annually in consultation with each State's Chief State School Officers that includes the following elements: high-leverage problems to be addressed, phase of implementation (e.g., needs assessment), capacity-building services to be delivered, key personnel responsible, key Department-funded technical assistance partners, milestones, outputs, outcomes, and, if appropriate, fidelity measures. The annual State service plans must be an update to the Regional Center's five-year plan submitted as part of the Regional Center's application. The annual State service plan elements must also correspond to the relevant sections of the FY 2019 CC Logic Model.

(2) Develop and implement an effective personnel management system that enables the Regional Center to efficiently obtain and retain the services of nationally recognized content experts and other consultants with direct experience working with SEAs, REAs, and LEAs. Personnel must demonstrate that they have the appropriate expertise to deliver quality, intensive services that meet client and recipient needs similar to those in the region to be served.

(3) Develop and implement an effective communications system that enables routine and ongoing exploration of client and recipient needs as well as feedback on services provided. The system must enable routine monitoring of progress toward agreed-upon outcomes, outputs, and milestones; periodic assessment of client satisfaction; and timely identification of changes in State contexts that may impact the success of the project. The communications system must include processes for outreach activities (e.g., regular promotion of services and products to clients and potential and current recipients, particularly at the local level), regular engagement and coordination with the National Center and partner organizations (e.g., other federally funded technical assistance providers), use of feedback loops across organizational levels (Federal, State, and local), and regular engagement of stakeholders involved in or impacted by proposed services.

(4) Collaborate with the National Center to support client and recipient participation in learning opportunities (e.g., multi-State and cross-regional peer-to-peer exchanges on high-leverage problems) and support participation of Regional Center staff in learning opportunities (e.g., peer-to-peer exchanges on effective coaching systems), with the goal of reaching as many REAs, LEAs, and schools in need of services as possible while also providing high-quality services.

(5) Identify and enter into partnership agreements with national organizations, businesses, and industry for the purpose of supporting States in the implementation and scaling-up of evidence-based programs, practices, and interventions, as well as reducing duplication of services to States. Within 90 days of receiving funding for an award, provide copies of MOU(s) with the REL(s) in the region that the Center serves and Department-funded technical assistance providers that are charged with supporting comprehensive, systemic changes in States or Department-funded technical assistance providers with particular expertise (e.g., early learning or instruction for English language learners).

(6) Be located in the region the Center serves. The Project Director must be capable of managing all aspects of the Center and be either at minimum 0.75 FTE or there must be two Co-Project Directors each at minimum 0.5 FTE. The Project Director or Co-Project Directors and key personnel must also be able to provide on-site services at the intensity, duration, and modality appropriate to achieving agreed-upon milestones, outputs, and outcomes described in annual State service plans.

(7) Within 90 days of receiving funding for an award, demonstrate that it has secured client and partner commitments to carry out proposed State service plans.

#### FINAL APPLICATION REQUIREMENTS:

##### All Centers:

(1) Present applicable State, regional, and local data demonstrating the current needs related to building capacity to implement and scale up evidence-based programs, practices, and interventions. Reference, as appropriate, information related to the Department's finalized monitoring and audit findings.

(2) Demonstrate expert knowledge of statutory requirements, regulations, and policies related to programs authorized under ESEA and current education issues and policy initiatives for supporting the implementation and scaling up of evidence-based programs, practices, and interventions.

(3) Consistent with the priorities and requirements for this program, demonstrate expertise and experience in the following areas:

(i) Managing budgets; selecting, coordinating, and overseeing multiple consultant and sub-contractor teams; and leading large-scale projects to deliver tools, training, and other services to governments, agencies, communities, businesses, schools, or other organizations.

(ii) Designing and implementing performance management

processes with staff, subcontractors, and consultants that enable effective hiring, developing, supervising, and retaining a team of subject-matter experts and professional staff.

(iii) Identifying problems and conducting root-cause analysis; developing and implementing logic models, organizational assessments, strategic plans, and process improvements; and sustaining the use of evidence-based programs, practices, and interventions.

(iv) Monitoring and evaluating activities, including, but not limited to: compiling data, conducting interviews, developing tools to enhance capacity-building approaches, conducting data analysis using statistical software, interpreting results from data using widely acceptable quantitative and qualitative methods, and developing evaluation reports.

(4) Describe the current research on adult learning principles, coaching, and implementation science that will inform the applicant's capacity-building services, including how the applicant will promote self-sufficiency and sustainability of State-led school improvement activities.

(5) Present a proposed communications plan for working with appropriate levels of the education system (e.g., SEAs, REAs, LEAs, and/or schools) to ensure there is communication between each level and that there are processes in place to support, and continuously assess, the implementation of evidence-based programs, practices, and interventions. The applicant must describe how it will engage in meaningful consultation with a broad range of stakeholders (e.g., principals, teachers, families, community members). The ideal applicant will propose effective strategies for receiving ongoing and timely input on the needs of its clients and the usefulness of its services and describe how it will continuously cultivate in-person relationships with clients, recipients, and partners that are knowledgeable of the identified needs for that region.

(6) Present a proposed evaluation plan for the project. The evaluation plan must describe the criteria for determining the extent to which: milestones were met; outputs were met; recipient outcomes (short-term, mid-term, and long-term) were met; and capacity-building services proposed in State service plans were implemented as intended.

(7) Present a logic model informed by research or evaluation findings that demonstrates a rationale (as defined in 34 CFR 77.1) explaining how the project is likely to improve or achieve relevant and expected outcomes. This logic model must align with the FY 2019 CC Logic Model, communicate how the project will achieve its expected outcomes (short-term, mid-

term, and long-term), and provide a framework for both the formative and summative evaluations of the project consistent with the applicant's evaluation plan. Include a description of underlying concepts, assumptions, expectations, beliefs, and theories, as well as the relationships and linkages among these variables, and any empirical support for this framework.

(8) Include an assurance that, if awarded a grant, the applicant will assist the Department with the transfer of pertinent resources and products and maintain the continuity of services to States during the transition to this new award period, as appropriate, including by working with the FY 2012 Comprehensive Center on Building State Capacity and Productivity to migrate products, resources, and other relevant project information to the National Center's Comprehensive Center network website.

### Regional Centers:

In addition to meeting the Application Requirements for All Centers, a Regional Center applicant must-

(1) describe the proposed approach to intensive capacity-building services, including identification of intended recipients and alignment of proposed capacity-building services to meet client needs. The applicant must also describe how it intends to measure the readiness of clients and recipients to work with the applicant; measure client and recipient capacity across the four capacity-building dimensions, including available resources; and measure the ability of the client and recipients to build capacity at the local level.

### FINAL DEFINITIONS:

The Assistant Secretary establishes the following definitions for the purposes of the Comprehensive Centers program. We may apply one or more of these definitions in any year in which this program is in effect.

Capacity-building services means assistance that strengthens an individual's or organization's ability to engage in continuous improvement and achieve expected outcomes.

The four dimensions of capacity-building services are:

(1) Human capacity means development or improvement of individual knowledge, skills, technical expertise, and

ability to adapt and be resilient to policy and leadership changes.

(2) Organizational capacity means structures that support clear communication and a shared understanding of an organization's visions and goals, and delineated individual roles and responsibilities in functional areas.

(3) Policy capacity means structures that support alignment, differentiation, or enactment of local, State, and Federal policies and initiatives.

(4) Resource capacity means tangible materials and assets that support alignment and use of Federal, State, private, and local funds.

**The three tiers of capacity-building services are:**

(1) Intensive means assistance often provided on-site and requiring a stable, ongoing relationship between the Regional Center and its clients and recipients, as well as periodic reflection, continuous feedback, and use of evidence-based improvement strategies. This category of capacity-building services should support increased recipient capacity in more than one capacity dimension and result in medium-term and long-term outcomes at one or more system levels.

(2) Targeted means assistance based on needs common to multiple clients and recipients and not extensively individualized. A relationship is established between the recipient(s), the National Center, and Regional Center(s) as appropriate. This category of capacity-building services includes one-time, labor-intensive events, such as facilitating strategic planning or hosting national or regional conferences. It can also include less labor-intensive events that extend over a period of time, such as facilitating a series of conference calls on single or multiple topics that are designed around the needs of the recipients. Facilitating communities of practice can also be considered targeted capacity-building services.

(3) Universal means assistance and information provided to independent users through their own initiative, involving minimal interaction with National Center staff and including one-time, invited or offered conference presentations by National Center staff. This category of capacity-building services also includes information or

products, such as newsletters, guidebooks, policy briefs, or research syntheses, downloaded from the Center's website by independent users. Brief communications by National Center staff with recipients, either by telephone or email, are also considered universal services.

## RESOURCES

- ABOUT ED: Comprehensive Centers Program <https://www2.ed.gov/programs/newccp/index.html>
- 2016 Regional Advisory Committee Reports <https://www2.ed.gov/about/bdscomm/list/rac/index.html>
- Proposed Priorities, Requirements, Definitions, and Performance Measures-Comprehensive Centers Program Catalog of Federal Domestic Assistance (CFDA) Number: 84.283B <https://www.federalregister.gov/documents/2018/09/28/2018-21089/proposed-priorities-requirements-definitions-and-performance-measures-comprehensive-centers-program>
- ADI Publications <https://www.adi.org/publications.html>
- Washington state Association of Educational Service Districts <https://www.waesd.org/services/>
- Oregon Association of Education Service Districts <https://www.oaesd.org/>
- SERRC - Alaska's Educational Resource Center <https://serrc.org/>
- TEDNA TRIBAL EDUCATION DEPARTMENTS NATIONAL ASSEMBLY <https://tedna.org/>
- Center on Reinventing Public Education <https://www.crpe.org/>