Deliver Equitable and Cohesive Technical Assistance
Define strategies for equitable and cohesive Technical Assistance (TA) with limited resources to achieve desired outcomes.

Recommendation 1: Establish a Community of Practice for the SSEL
Establish a Community of Practice (CoP) for the SSEL (to include, but not limited to the following: Regional County Lead/Staff, EXLD Consultants, Analysts, other EXLD staff, and contracted Statewide TA Providers). Provide a structured venue for peer learning, sharing of promising practices, collaboration, and supports for Expanded Learning stakeholders, including an emphasis on the important role of Site Coordinators.

Recommendation 2: Incorporate Needs Assessments and a Shared Vision in Delivery of TA
The SSEL incorporate indicators and/or strategies into regional needs assessments to assure that TA assistance is co-created by the grantee and TA Provider to address local needs and a shared vision of the solution.

Recommendation 3: Provide Web-based Technical Assistance
Technical Assistance providers (including the SSEL) with content expertise develop or expand a library for web-based TA and support for Site Coordinators and program staff.

Recommendation 4: Improve Current Data Collection Methods for Reporting TA
The Statewide Technical Assistance Tracker (STAT) reporting requirements should be simplified, streamlined, or better supported ensuring regular use for Continuous Quality Improvement (CQI) processes.

Empower Site Coordinators
Support the empowerment of site coordinators with leadership, modeling, and mentoring.

Recommendation 1: Survey Site Coordinators Needs and Demographics
Create and distribute a survey instrument to various leadership levels within a district/agency's EXLP, for example: Site Coordinators, Supervisors of Site Coordinators, and/or Program Managers.

Recommendation 2a: Identify and Define Site Coordinator Leadership Competencies
Clearly identify a set of leadership competencies for EXLP Site Coordinators that are defined in context to that role. This should be done by a workgroup/committee that includes Site Coordinators and program managers.

Recommendation 2b: Prioritize and Map the Incremental Steps for Competency Trainings and Development
Once the Site Coordinator competencies are selected (Recommendation 2a), Site Coordinator competencies should be prioritized and then intentionally mapped into a developmental progression to attain proficiency in those competencies. This will assure that the training and

development plan for a Site Coordinator is a scaffolded continuum that incorporates clear expectations and measures of performance that builds upon the individual needs of Site Coordinators.

Recommendation 3: Provide Coaching and Mentoring to Site Coordinators
Develop a system or delivery model for Site Coordinators, including coaching and mentoring, that will effectively and efficiently support the Regional County Leads/Staff in providing the best possible direct TA to EXLPs.

Recommendation 4: Continue to Address the Workforce Alignment of Site Coordinators
The EXLD should formally address, recognize, and establish where the Site Coordinator position falls, not only in the alignment or continuum of positions within the educational field, but also where the position provides valuable professional development that supports other career pathways. This can be done by formalizing and expanding the work of the existing Workforce Development Committee.

Provide Promising Practices
Identify Site Coordinators needs and demographics to determine and provide promising practices realistic with current resources.

Recommendation 1: Collect Promising Practices
Review existing survey data and other sources of data to identify needs and demographics of Site Coordinators and other staff. Based on needs and demographics collect promising practices to support Site Coordinators and other line staff.

Recommendation 2: Identify, Develop, or Enhance Tools and Resources for EXLP Staff
Tools and resources should be developed for program staff at all levels based on survey results. Existing content should be updated or enhanced as needed. Tools and materials should build on one another, be targeted to appropriate audience (including location, type of program, staff roles, staff levels of experience, program sustainability, etc.), and highlight promising practices. Ensure that content gives consideration for local context, including region and operator. For example, urban, rural, suburban, district-operated, CBO-operated, charter, etc.

Recommendation 3: Disseminate and Centralize Tools and Other Resources
Create a plan to widely distribute the developed or enhanced tools and materials throughout the SSEL Ecosystem. All members of the SSEL should have access to these tools/materials and be an integral part of the distribution process. The plan should also include strategies to deliver targeted information to specific audiences. House tools and resources in one central location, such as the EXLD Web page.

Detailed Recommendations

Below you will find context and more detail for each of the recommendations. While the specific recommendations represent a consensus from the QDT, additional information under each recommendation—rationale, resources, category, target audience (those that are impacted by the specific recommendation), and timeline (by quarters (Q) and fiscal years (FY)) —were provided by smaller subcommittees. These subcommittees and other individuals from the planning team also added "additional considerations" when they felt it necessary. The more detailed information was not voted on or approved by the QDT. It was intended to provide additional context to the EXLD to support implementation.

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Recommendation
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Rationale
The SSEL consists of Regional County Lead/Staff that provide TA to EXLPs. These leaders are well-versed in the delivery of TA but may still benefit from their own learning community. This learning community would provide a venue for collaboration, allowing the Regional County Lead/Staff and EXLD staff to support each other and share ideas. Sharing information, ideas, and solutions to common challenges across SSEL service areas can be a vehicle to increase cohesiveness and quality of TA across service areas. The SSEL already have regular meetings, but these meetings might not be the right venue for collaboration, given the need to cover timely business or compliance issues.

Resources
- CoP Facilitator and Organizer   - CoP Meeting Space   - Funding   - SSEL Time

Recommendation 1: Establish a Community of Practice for the SSEL

Category

- TA
- Professional Development (PD)
- CQI

Target Audience

Required:
- SSEL

Optional:
- TA Providers

Suggested Timeline

- FY 18–19 Q1: Design, including identify facilitator, participants, etc.
- FY 18–19 Q1-Q4: Implement annual schedule of meetings

Additional Considerations

- Technology solutions should significantly drive down the cost of convening a CoP, but at least one in-person convening is recommended for establishment of norms, technical support, and improved engagement.
- Participation in the CoP can be mandatory or optional. Mandatory participation improves the likelihood that shared practices and collaboration achieve large scale impact. Optional participation improves the likelihood that participants engage in the collaboration meaningfully and build trust. While statewide travel can be costly, most regions already collaborate with their nearest peers and would benefit most from sharing practices with those they less frequently interact with such as Regional Teams from other parts of the state.
- There are several models of learning communities. One model is the professional learning community (PLC). In PLCs, participants either collaborate around a shared issue, such as the success of specific students, or they participate in training as a cohort over time. A CoP on the other hand does not have a singular focus (as participants should focus on their own local regions, not a shared issue), and CoPs do not have training agendas. The level of expertise among the SSEL is high, making any training agenda difficult to develop. Instead participants learn by supporting each other. They might participate in peer coaching (1:1 conversations), peer assists (1:4 conversations), or other collaborative support strategies.
- Consider including the facilitation of the CoP in the contract of a contracted statewide TA Provider.
- Resources should be allocated to either travel costs and meeting space, or technology (Zoom, Slack, Google Drive, etc.) that lends itself to a virtual meeting space.
- This strategy has been identified as a low effort, low cost strategy that has the possibility of medium to high impact on the cohesion and effectiveness of TA.

Recommendation 1: Establish a Community of Practice for the SSEL

- This recommendation can be iterated in various degrees of formality. For example, it might be optional among the Regional County Lead/Staff until its efficacy is established, then when it is mandatory some participants will be promoters. It might also include TA providers outside the SSEL to expand the influence of the collaboration to the SSEL Ecosystem. Lastly, Regional County Lead/Staff might be encouraged to convene their own local TA provider CoP regionally.

Recommendation 2: Incorporate Needs Assessments and a Shared Vision in Delivery of TA

Recommendation

The SSEL incorporate indicators and/or strategies into regional needs assessments to assure that TA assistance is co-created by the grantee and TA Provider to address local needs and a shared vision of the solution.

Rationale

Effective TA occurs when solutions to specific challenges faced by an organization are evidenced-based and co-created. In part, the foundation for success is based on the acknowledgement on the part of the grantee to implement such solutions, the commitment to the expectations for implementation, and the enhanced fit between the recipient's capacity and the required work. Thus, it is important that targeted and critical TA[8] clearly address the local needs and incorporate a shared vision of the solution. Equitable TA and successful outcomes result, in part, from the TA provider recognizing the needs and capacities of the local recipient. Successful implementation of recommendations is further enhanced when the TA provider and the recipient have shared evaluative feedback leading to solutions which are clearly co-constructed and within the recipient's capacity to implement.

Resources

- Action Plan Template/Guidance
- Needs/Readiness Assessment Tools
- Training/Webinar

Category

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[8] Targeted TA is providing TA for a specific audience and purpose. This includes the grantee, EXLP program directors, EXLP site coordinators, and EXLPs receiving a Federal Program Monitoring visit.

Critical TA is providing TA to high need EXLPs. High-need refers to EXLPs identified through the Technical Assistance Priority Plan as not meeting attendance, program goals, or both; EXLPs with Federal Program Monitoring findings, EXLPs with audit findings, newly awarded EXLPs, EXLPs with staffing issues, and EXLPs with new Program Directors/Site Coordinators.