



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

SHEILA A. ALLES
INTERIM STATE SUPERINTENDENT

MEMORANDUM

DATE: September 26, 2018

TO: Intermediate School District Superintendents Receiving Regional Assistance Grant Funds
Regional Assistance Grant Contacts

FROM: Dr. Paula Y. Daniels, Director *pyd*
Office of Educational Supports
Dr. LaWanna Shelton, Interim Assistant Director *LS*
Office of Partnership Districts

SUBJECT: Guidance on the Roles and Responsibilities of the Regional Assistance Grant Implementation Facilitator

Michigan's Every Student Succeeds Act (ESSA) plan states that all districts with Comprehensive Support and Improvement Schools (CSI) will be assigned an Implementation Facilitator (IF) funded through the Regional Assistance Grant (RAG). The IF should be knowledgeable about evidence-based school turnaround/continuous improvement strategies as well as research-based systems improvement. The Implementation Facilitator will work with district and building leadership to identify high quality Tier One instruction in all classrooms, including early childhood (where applicable), and take steps to improve instruction when needed.

The expectation for RAG funded Implementation Facilitators (IFs) is they assist districts with CSI Schools in identifying their data-based needs to improve student achievement and inform the School Improvement Plan (SIP), completing the SIP, and coordinate all efforts in order to help the district and CSI schools manage improvement efforts. The RAG funded IF will engage in regular, clear, and detailed communication with district and school leadership, as well as any other partners, stakeholders, or vendors providing services to the district in support of the CSI school(s). The IF should understand why, what, and how supports are being delivered to CSI schools and how supports align with the SIP. All district and school personnel should view technical assistance and support as seamless and coordinated and for the good of students.

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Page 2
September 20, 2018

The Michigan Department of Education (MDE) is providing the attached guidance to inform the work of the IFs for the 2018-19 school year and beyond.

Questions regarding this communication may be directed to Bill Witt at wittb1@michigan.gov or 517-241-9869.

Attachment

cc: Jill Baynes

Regional Assistance Grant Implementation Facilitator Roles and Expectations

Michigan's Every Student Succeeds Act (ESSA) plan states that all districts with Comprehensive Support and Improvement Schools (CSI) will be assigned an Implementation Facilitator funded through the Regional Assistance Grant (RAG). The Implementation Facilitator should be knowledgeable about evidence-based school turnaround/continuous improvement strategies as well as research-based systems improvement. The Implementation Facilitator will work with district and building leadership to identify high quality Tier One instruction in all classrooms, including early childhood (where applicable), and take steps to improve instruction when needed.

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All CSI schools will receive RAG funded supports, including the services of the IF. This is true regardless of Title receiving status and whether the district is operating under a signed Partnership Agreement.

The non-negotiables for all CSI schools and their districts are:

- The IF is the lead and central source of RAG information, service, and supports to the district and CSI school.
- Supports and services are needs based and are mutually agreed upon by the intermediate school district (ISD)/educational service agency (ESA) and the district and CSI school.
- The IF and ISD/ESA will coordinate with Calhoun ISD to secure Technical Assistance Grant (TAG) Supports for CSI schools, if requested by the district and school, to support their data-based needs. These supports are:
 - Installing the Blueprint for Systemic Turnaround
 - Supporting early literacy
 - Analyzing data, determining the needs, and using that information to inform planning
- RAG funded supports do not replace or duplicate TAG funded services unless there is a documented capacity issue noted by Calhoun ISD and the MDE.

The non-negotiables for Implementation Facilitators working with districts and schools operating under a signed Partnership Agreement are:

- The Partnership Agreement is the primary driver of improvement efforts. All parties will obtain this from the districts they support and ensure that all services align with it.

- The IF will communicate regularly with the MDE Partnership District Liaison about the RAG supports and services provided to the partnership district and its schools.
- The partnership district superintendent has the final say in all supports. If the superintendent is not in agreement with the ISD/ESA or MI Excel Statewide Field Team staff or services, the staff and services will be adjusted to meet the superintendent's expectations.
- If a partnership district superintendent requests additional support from the MI Excel Statewide Field Team, the MI Excel Statewide Field Team will honor that request after contacting the ISD/ESA MI Excel Consultant to inform them of the request and ensure that the support is coordinated with the ongoing work.
- The MDE expects that each of the parties providing support and services informs the others involved in assisting the district/school to implement their Partnership and set up a communication plan to keep abreast of current initiatives. As noted above, the RAG funded IF will ensure regular and clear communication with the MDE Partnership District Liaison. The common outcome of all the services and supports is to increase the systemic capacity of the adults in the system to improve the achievement, behavior, health and social skills of every child.

ROLES AND RESPONSIBILITIES OF THE IMPLEMENTATION FACILITATOR

- Upon initial identification of CSI status, assist the district and school in completing a needs assessment and writing or revising the SIP to address the reasons for CSI status. CSI school SIPs are due by September 1st annually as required for all schools in Michigan.
- Work with district and school teams to determine challenges to systems implementation and student achievement gains.
- Determine what TAG services could be implemented to meet those needs and in the case of Partnership Districts, align with the Partnership District Agreement.
- Coordinate requests for TAG services with Calhoun ISD (Blueprint, Early Literacy, analyzing data and determining needs); ensure duplicative services are not being provided.
- If installation of the Blueprint or professional learning around Early Literacy, the Collaborative Learning Cycle, Surveys of Enacted Curriculum or Crucial Conversations have been selected by the district/school, assess the capacity of the ISD/ESA to attend trainings and coordinate and align that work with the district/school and the MI Excel Statewide Field team. Contact the MI Excel Statewide Field Team if additional support is needed. If no additional support is needed, communicate with the MI Excel Statewide Field Team as needed to support the district/school.
- Document needs and services in district service plans. Submit the district service plan with RAG application in MEGS+.
- Monitor delivery of MI Excel services.
 - If TAG training has been selected as a service, the IF and other ISD/ESA staff supporting the district and CSI school should attend these trainings with district/schools.
- Evaluate the impact of the RAG MI Excel services in the End of Year Report.