



NORTHEAST COMPREHENSIVE CENTER

*Northeast Comprehensive Center*  
**Management Plan**

October 1, 2016 – September 30, 2017

Submitted to USED September 30, 2016

REF: RMC Research Corporation

PR/Award #: S283B12



## Table of Contents

Introduction .....	1
SECTION I .....	2
PROGRAM GOALS, OBJECTIVES, and PERFORMANCEMEASURES .....	2
Northeast Regional Comprehensive Center Program Goals, Objectives, and Measures .....	3
SECTION II.....	4
REGIONAL INITIATIVE SERVICE PLANS .....	4
Regional Initiative: Talent for Turnaround Leadership Academy (T4TLA).....	5
Regional Initiative: Equitable Access to Effective Educators in the Northeast .....	10
SECTION III.....	14
STATE SERVICE PLANS .....	14
Connecticut: Turnaround Project Work Plan.....	15
Connecticut: Teacher Education and Mentoring Program (TEAM) Project Work Plan .....	17
Connecticut: Educator Evaluation Systems Project Work Plan .....	20
Connecticut: Review of the Teacher Certification Requirements Project Work Plan .....	22
Connecticut: Implementing ESSA Project Work Plan .....	24
Maine: Educator Effectiveness Project Work Plan .....	26
Maine Early Learning Work Plan.....	29
Maine: ESSA Planning Project Work Plan .....	32
Massachusetts: Equitable Access Project Work Plan .....	34
Massachusetts: SEI Guidance Project Work Plan .....	36
Massachusetts: ESSA Implementation Support Project Work Plan .....	38
Massachusetts: Innovations in Learning Work Plan.....	40
New Hampshire: Steps to Success Project Work Plan.....	42
New Hampshire: Ensuring Equitable Access for all Students to Excellent Educators .....	44
Project Work Plan .....	44
New Hampshire: ESSA State Plan Support Project Work Plan .....	48
New York: School and District Turnaround Project Work Plan .....	53
New York: Legislative Priorities Project Work Plan .....	55
New York: Early Learning Project Work Plan.....	59
New York: Innovations in Learning Project Work Plan.....	62
Rhode Island: Personalized Learning Project Work Plan.....	65
Rhode Island: ESSA Planning Project Work Plan.....	67
Rhode Island: Revise High School Graduation Policy and Guidance Project Work Plan .....	69
Rhode Island: Implementation of Common Core Standards for English Language Learners.....	72
Project Work Plan .....	72

Vermont: Early Learning Project Work Plan ..... 74  
Vermont: Personalized Learning Project Work Plan ..... 77

## Introduction

This Northeast Comprehensive Center (NCC) Management Plan sets forth the NCC program goals and performance objectives and the Year Five Management Plan for regional and state services established to meet those goals. The plans describe the project objectives, targets, services, staffing, outputs, and outcomes for the period October 1, 2016 through September 30, 2017. In addition, each state plan includes state service projects aligned with the Federal reform priority areas, overarching stated education priorities and outcomes.

The plan is composed of three sections, as follows:

- Section I presents the **NCC program goals, performance objectives, and performance measures**. We have aligned our year-to-year plans, our annual performance reports, and evaluation methods to enable us to track and report on our progress toward meeting our overarching program goals.
- Section II describes our **Regional Initiative Service Plan** for this fiscal period. We are proposing to carry out two Regional Initiatives. *Talent for Turnaround Leadership Academy (T4TLA)* will provide strategic support to SEAs, districts and schools in developing and sustaining educator talent in high need/low performing schools. This initiative is being led in collaboration with the Center for Great Teachers and Leaders (GTL Center), the Regional Educational Laboratory- Northeast and Islands (REL-NEI), CCSSO, and the National Center for Systemic Improvement (NCSI). The second initiative, *Equitable Access to Effective Educators*, will support states as they work to implement plans for ensuring equitable access to effective educators.
- Section III describes our **State Service Project Plans** crafted in consultation with leaders in each of the seven Northeast states (CT, ME, MA, NH, NY, RI, and VT) to help build their capacity to lead priority reforms related to the mission of the regional comprehensive centers.

**SECTION I**  
**PROGRAM GOALS, OBJECTIVES, and PERFORMANCE**  
**MEASURES**

## Northeast Regional Comprehensive Center Program Goals, Objectives, and Measures

Program Goals	Objectives	Measures
<p><b>Program Goal 1:</b> Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.</p>	<ul style="list-style-type: none"> <li>• Assess SEA capacity needs and assets related to priority reform implementation.</li> <li>• Assist SEAs in improving use of existing sources of capacity and developing additional sources of capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of SEA leaders will report gains in capacity based on NCC technical assistance</li> <li>• 80% of participants in NCC services will rate the quality, relevance, and usefulness of technical assistance as high or very high, at least 3 on a 4- point scale.</li> </ul>
<p><b>Program Goal 2:</b> Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.</p>	<ul style="list-style-type: none"> <li>• Assess SEA capacity needs and assets related to district and school support.</li> <li>• Assist SEAs in improving use of existing sources of capacity and developing additional sources of capacity to support district and school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of SEA leaders will report gains in capacity to support district and school improvement.</li> <li>• 80% of SEA leaders will rate the quality, relevance, and useful of NCC services as high or very high, at least 3 on a 4 point scale.</li> </ul>
<p><b>Program Goal 3:</b> Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.</p>	<ul style="list-style-type: none"> <li>• Assess SEA awareness and use of evidence-based resources and practices in priority need areas.</li> <li>• Engage SEA representatives in using evidence-based resources in developing policy, guidance, and professional development and in providing assistance to districts and schools.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of participants in NCC activities will report gains in knowledge and understanding of evidence-based and exemplary practices.</li> <li>• 80% of participants in NCC activities will rate the usefulness of research based resources provided by NCC activities as useful or very useful, at least 3 on a 4 point scale.</li> <li>• 80% of participants in NCC activities will rate the quality and relevance of learning opportunities as high or very high, at least 3 on a 4-point scale.</li> </ul>
<p><b>Program Goal 4:</b> Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.</p>	<ul style="list-style-type: none"> <li>• Engage stakeholders within and across states in face-to-face and virtual activities that address mutual needs and aims</li> <li>• Leverage opportunities for SEAs to engage with individual and organizational expertise, including but not limited to the Content Centers.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage SEA leaders in the Northeast in a minimum of four cross-state initiatives.</li> <li>• 80% of SEA leaders report value provided by NCC-brokered resources at least 3 on a 4-point scale</li> </ul>
<p><b>Program Goal 5</b> Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.</p>	<ul style="list-style-type: none"> <li>• Using a variety of face-to-face and virtual strategies, NCC will help educational leaders build knowledge, skills, and expertise in improving student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of participants in NCC activities will rate the quality of professional development opportunities as high or very high, at least 3 on a 4-point scale.</li> <li>• 80% of participants in NCC professional development activities will report increases in knowledge and understanding.</li> </ul>

**SECTION II**  
**REGIONAL INITIATIVE SERVICE PLANS**

## Regional Initiative: Talent for Turnaround Leadership Academy (T4TLA)

**Participating States:** Two states from the Northeast Region (TBD based on implementation of outreach and selection process)

**Overview of Planned Work:** The Center for Great Teachers and Leaders (GTL), the Center for School Turnaround (CST), the Northeast Regional Comprehensive Center, the West Comprehensive Center, the State Support Network (SSN), the National Center on Systemic Improvement (NCSI), and the Council of Chief State School Officers (CCSSO) are collaborating to provide strategic support to SEAs, districts and schools in developing, supporting, and sustaining educator talent in high need/low performing schools. In year one, the Talent for Turnaround Leadership Academy will engage leadership teams from 10 states in learning about and applying research and best practices in preparing, hiring, developing, and supporting educators in the work of school turnaround. The NCC will work to enlist and support two SEA-LEA teams from the Northeast region. SEA-LEA teams will be supported by a cadre of technical assistance providers and content experts from partner organizations through a gradual release model of technical assistance. Teams will be comprised of state education agency leaders supporting educator effectiveness and school turnaround along with targeted district and school leaders who are poised to take on this work.

Prior to October 1, 2016, NCC as a collaborating partner will have completed a set of preparation tasks that will position partners and SEAs-LEAs to engage in the activities outlined in the Year 5 plan. Tasks include:

- 1) Formation and implementation of planning committee comprised of Content and Regional Center leads
- 2) Outreach and information to RCCs to inform RCCs and SEAs
- 3) Development of materials for assessing SEA, RCC capacity to participate in the Leadership Academy for YR 5
- 4) Development of T4TLA materials for a) outreach to RCCs and SEAs-LEAs, b) assessing capacity to successfully engage in the T4TLA, and c) assessing priority SEA-LEA needs related to developing and/or implementing a Talent for Turnaround system
- 5) Conduct Talent for Turnaround systems assessment to identify strengths and gaps
- 6) Web-based platform created to support T4TLA activities and information dissemination

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.
- Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

**Initiative Objective:**

- Build SEA capacity to design and implement talent management systems that attract, support and retain effective educators for improving and sustaining student and school performance in low performing schools.

**SEAs Objectives:**

- Apply research and evidence-based practices in talent management and school turnaround
- Gather and analyze data to determine coherence and alignment of policies, systems, structures and practices
- Design and utilize communication strategies for informing and engaging stakeholders to build awareness and capacity to scale up the work
- Assess progress and apply data to ensure continuous improvement
- Develop resources that other states and districts can use to support talent for turning around low performing schools

**State Offices:** Educator Effectiveness, School Turnaround, Educator Preparation

**New Initiative:** Yes

**Federal Priority/Priorities:** Great Teachers and Leaders, School Turnaround

**Technical Assistance Strategies:**

- Policy Development
- Professional Learning
- Relationship Brokering

**Outcomes:**

- SEAs and districts increase their knowledge and capacity to design, implement, and monitor aligned policies, systems, structures, and practices to support talent development in school turnaround.
- SEAs and districts develop and use research and evidence-based tools and resources to support effective talent management in school turnaround.

**Regional Initiative: Talent for Turnaround Leadership Academy (T4TLA) Project Work Plan**

<b>Center Activities</b>	<b>Milestones/Output</b>	<b>State Key Team Members</b>	<b>NCC Key Team Members</b>	<b>External Federal Partners</b>	<b>External Non-Federal Partners</b>
<b>Quarter #1 October 2016 – December 2016</b>					
Prepare SEA-LEA teams for national convening	SEA-LEA teams from 2 NE states participate in preparation webinar  Results of Talent for Turnaround systems assessment shared with partners	SEA leads - LEA leads from two Northeast states	Dunne Keirstead NCC State TA providers (TBD)	GTL Center SSN CST NCSI RCCs (TBD)	CCSSO
Collaborate with partners to design first T4TLA meeting based on assessment data	Agenda and materials for first T4TLA meeting shared with participants		Dunne Keirstead NCC State TA providers (TBD)	GTL Center SSN CST NCSI RCCs (TBD)	CCSSO
Present and facilitate at first national Academy meeting	SEA-LEA teams create and share plans for work to be done prior to next Academy meeting	SEA leads - LEA leads from two Northeast states	Dunne Keirstead NCC State TA providers (TBD)	GTL Center SSN CST NCSI RCCs (TBD)	CCSSO
Provide SEA-LEA assistance to Northeast states in implementing plans	NCC staff report to collaborating partners on progress of state implementation	SEA-LEA teams from two Northeast states	Dunne Keirstead NCC State TA providers (TBD)	As needed: GTL Center SSN CST	As needed: CCSSO?
<b>Quarter #2 January 2017 – March 2017</b>					
Provide SEA-LEA assistance to Northeast states in implementing their plans	NCC staff report to collaborating partners on progress of state implementation	SEA-LEA teams from two Northeast states	Dunne Keirstead NCC State TA providers (TBD)	As needed: GTL Center SSN CST	As needed: CCSSO
Conduct needs sensing of Academy SEA-LEA teams to inform second national Academy meeting	Data from NCC SEA-LEA teams shared with collaborating teams	SEA-LEA teams from two Northeast states	Dunne Keirstead NCC State TA providers (TBD)	GTL Center SSN CST	CCSSO

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
Collaborate with partners to design second national Academy meeting based on needs sensing data	Agenda and materials developed and shared with SEA-LEA teams		Dunne Keirstead	GTL Center SSN CST	CCSSO
<b>Quarter #3 April 2017 – June 2017</b>					
Provide SEA-LEA assistance to Northeast states in implementing their plans	NCC staff report to collaborating partners on progress of state implementation	SEA-LEA teams from two Northeast states	Dunne Keirstead NCC State TA providers (TBD)	As needed: GTL Center SSN	As needed: CCSSO
With collaborating partners, create template and resources for Academy participants to share their work with local stakeholders	Presentations posted to Academy participants	SEA-LEA teams from two Northeast states	Dunne Keirstead	GTL Center SSN NCSI RCCs (TBD)	CCSSO
Assist SEA-LEA teams to prepare and share information on their work to local stakeholders	Presentations shared with Academy participants.  Presentations to local stakeholders				
Design materials and process to prepare of Cohort 2	Webinar with RCCs		Dunne Keirstead	GTL Center SSN NCSI RCCs (TBD)	CCSSO
<b>Quarter #4 July 2017 – Sept 2017</b>					
SEA-LEA teams conduct assessment of progress using T4T metrics and process	Assessment shared with Academy participants	SEA-LEA teams from two Northeast states	Dunne Keirstead NCC State TA providers (TBD)	As needed: GTL Center SSN	As needed: CCSSO

<b>Center Activities</b>	<b>Milestones/Output</b>	<b>State Key Team Members</b>	<b>NCC Key Team Members</b>	<b>External Federal Partners</b>	<b>External Non-Federal Partners</b>
Collaborate with partners to develop proceedings document highlighting SEA-LEA progress and outcomes	Proceedings document with cases of each SEA-LEA team disseminated to SEAs and CCs		Dunne Keirstead	GTL Center SSN NCSI RCCs (TBD)	CCSSO
Disseminate proceedings at national meeting and throughout CC, CCSSO, NCSI, SSN network	Forum for presentation determined  Webinar for network organizations  Proceedings document posted on partner websites and disseminated throughout network			GTL Center CST	
Identify SEAs and LEAs that will present on their work at national meeting (TBD)	At least 2 SEA-LEAs teams agree to present	SEA-LEA teams from two Northeast states	Dunne Keirstead NCC State TA providers (TBD)	GTL Center SSN NCSI RCCs (TBD)	CCSSO
Assist SEAs and LEAs in preparation for presentation at national meeting (TBD)	PowerPoint and materials prepared	SEA-LEA teams from two Northeast states	Dunne Keirstead NCC State TA providers (TBD)	GTL Center SSN NCSI RCCs (TBD)	CCSSO
Plan for Cohort 2 T4T Leadership Academy	Plans developed and ready for implementation	SEA-LEA teams from two Northeast states	Dunne Keirstead	GTL Center SSN NCSI RCCs (TBD)	CCSSO

## Regional Initiative: Equitable Access to Effective Educators in the Northeast

**Participating States:** Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont

**Overview of Planned Work:** Since February of 2015, the NCC has collaborated with the Center for Great Teachers and Leaders (GTL), the Regional Educational Laboratory-Northeast and Islands (REL-NEI), and the Council of Chief State School Officers (CCSSO) to provide support to SEAs in the Northeast in the development and implementation of their State Plans to Ensure Equitable Access to Effective Educators. By leveraging the expertise and resources across the collaborating partners, we have been able to provide SEAs with robust and differentiated services including:

- Providing and supporting the use of a range of resources to inform development of State Equity Plans, including a) GTL's Equitable Access Toolkit b) Equity and other State Strategic Plans Crosswalk documents created by collaborating partners for each of the seven states, and c) Review of Equity Plans: Equity Gaps and Strategies in the Northeast.
- Designing and leading a regional meeting for SEA teams from five states to provide timely and relevant support to assist states in the final stages of Equity Plan development. State teams were provided with content related to their expressed needs, opportunities to engage with experts from USED, EASN, and five collaborating organizations, and resources and tools to support final plan development.
- Responding to state requests for assistance including:
  - (MAESE) Conducting a scan of SEA structures and systems for leading the equity work. Partners developed a protocol for outreach to states and GTL interviewed 10 SEA leaders and compiled information gathered. Findings were shared via a regional webinar.
  - (CTSED) Developing and providing a professional learning series on *Working Conditions Matter: Cultivating Stability and Growth in our Educator Workforce for districts from CT, MA, and RI*. SEA reps from ME and NH also participated.
  - (MEDOE) Provide *Working Conditions Matter* professional learning series for small, isolated districts and schools in ME.
  - (RIDE, MAESE, CTSED, NYSED) Identify resources and develop strategy for SEAs to support districts in developing cultural proficiency as a strategy to reduce equity gaps.

In Year 5, partners will continue to collaborate to support SEAs in the Northeast as they work to support districts in reducing gaps in equitable access to effective educators. Building on the work accomplished and underway in Year 4, NCC will work with partners to support MEDOE in developing the capacity of small and isolated districts and schools to improve working conditions. NCC will work with partners and other experts to develop and implement a strategy to support SEAs in providing resources to help districts improve cultural proficiency in order to attract and retain educators to work successfully within a diverse community of students, families, and staff.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

- NCC Goal 5: Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

**Initiative Objective:**

- To build the capacity of SEAs in the Northeast to support implementation of strategies that are effective in reducing gaps in equitable access to effective educators.

**State Office:** Educator Effectiveness

**New Initiative:** No

**Project Start Date:** 02/15/2015

**Federal Priority/Priorities:** ESSA, Equity Plans, Great Teachers and Leaders

**Technical Assistance Strategies:**

- Relationship Brokering
- Professional Learning
- Tool and Resource Development

**Outcomes:**

- ME DOE will build its capacity to support districts/schools in small, isolated settings to enhance working conditions in order to attract and retain effective educators.
- SEAs will receive timely support to address their priority needs in implementing Equity Plans.
- SEAs will have resources to support districts and schools in developing cultural proficiency as a strategy to enhance educator effectiveness in diverse settings.

**Regional Initiative: Equitable Access to Effective Educators in the Northeast Project Work Plan**

<b>Center Activities</b>	<b>Milestones/Output</b>	<b>State Key Team Members</b>	<b>NCC Key Team Members</b>	<b>External Federal Partners</b>	<b>External Non-Federal Partners</b>
<b>Quarter #1 October 2016 – December 2016</b>					
Design and provide two professional learning sessions on Teaching Conditions for ME district/school teams	Agenda and materials prepared	Lamonte Cutourier	Dunne Reynolds	Center for Great Teachers and Leaders (GTL) REL-NEI	
Provide support to district and school teams prior to each session to support preparation and follow through	District and school teams complete preparation and follow through tasks				
Support cadre of SEAs leaders in developing strategy to support districts in development of cultural proficiency	Virtual meeting with SEA leaders conducted	Lynch, MA Foehr, RI Marimon, CT (NY-TBD)	Dunne Keirstead Fergus	GTL REL-NEI	
<b>Quarter #2 January 2017 – March 2017</b>					
Conduct strategy session with SEA leaders re: cultural proficiency	SEA leaders develop strategy for supporting districts Action steps identified with timelines and deliverables	Lynch, MA Foehr, RI Marimon, CT (NY-TBD)	Dunne Keirstead Fergus	GTL REL-NEI	
Engage SEA leaders in assessing progress of Equity Plan implementation	Data collected from a minimum of five states	Lynch, MA Foehr, RI Lamonte, ME Marimon, CT Soule, NH NY (TBD)	Dunne Keirstead	GTL REL-NEI	
Identify common areas of needs and develop TA response	Collaborating partners develop TA plan				
Provide useful and timely assistance and resources to address needs	Documentation of assistance and outcomes				
<b>Quarter #3 April 2017 – June 2017</b>					
Convene SEA leaders working on cultural proficiency	Progress reports from SEA leaders and TA providers	Lynch, MA Foehr, RI Marimon, CT (NY-TBD)	Dunne Keirstead Fergus	GTL REL-NEI	
Provide useful and timely assistance and resources to address needs	Documentation of assistance and outcomes	Lynch, MA Foehr, RI Lamonte, ME	Dunne Keirstead	GTL REL-NEI	

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
		Marimon, CT Soule, NH NY (TBD)			
<b>Quarter #4 July 2017 – September 2017</b>					
Work with SEA leaders to identify district promising practices in addressing equity gaps	Three districts identified	Lynch, MA Foehr, RI Lamonte, ME	Dunne Keirstead	GTL REI-NEI	
Plan and conduct webinar featuring districts in the NE with promising practices underway	SEA and district leaders from at least five NE states participate	Marimon, CT Soule, NH NY (TBD)			

# **SECTION III**

## **STATE SERVICE PLANS**

## Connecticut: Turnaround Project Work Plan

**Overview of Planned Work:** The CSDE turnaround office is charged with supporting chronically underperforming schools and districts through the state Alliance District and Commissioners Network programs in addition to the federal School Improvement Grant program. Now entering its second year of both new leadership and staffing, the turnaround office continues to build internal capacity to support the field while also responding to a new accountability system, a forthcoming transition to ESSA, and an Alliance District program that is entering its final year under current iteration.

The NCC will continue activities designed to build the capacity of turnaround office staff initiated during YR 4. The NCC lead a process that identified strengths of turnaround staff and the needs of the schools and districts they work with. NCC modeled a process for staff to lead internal capacity building based on these strengths and needs. The process will build the capacity of individual staff, who in turn build the capacity of each other, ultimately resulting in the development of positions of the turnaround office. These positions of the office describe foundational turnaround strategies that will be promoted by every member of the office and will subsequently be used for developing turnaround support materials and engagements with the field.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

### **Project Objective:**

- Support CSDE turnaround office in building internal structures and capacity to support the most chronically underperforming schools and districts.

**State Office:** Turnaround Office

**New Project:** No

**Project Start Date:** 10/01/2015

**Federal Priority/Priorities:** ESSA, School Turnaround

### **Technical Assistance Strategies:**

- Professional Learning
- Research Synthesis
- Tool and Resource Development

### **Outcomes:**

- SEA will further develop internal structures for building CSDE turnaround capacity to support chronically underperforming schools and districts.
- SEA will develop positions of the turnaround office that describe and inform turnaround practices the office seeks to promote when working to support chronically underperforming schools and districts.

**Connecticut: Turnaround Project Work Plan**

<b>Center Activities</b>	<b>Milestones/Output</b>	<b>State Key Team Members</b>	<b>NCC Key Team Members</b>	<b>External Federal Partners</b>	<b>External Non-Federal Partners</b>
<b>Quarter #1 October 2016 – December 2016</b>					
Provide individual consultative support, research, and professional development	Increased knowledge and skills around individually selected turnaround topic	Nesmith	Schwarz Rutledge		
	Development of draft positions of the office (i.e., description of turnaround practices that office seeks to promote)				
<b>Quarter #2 January 2017 – March 2017</b>					
Provide individual and group consultative support and professional development design	Turnaround office staff build the capacity of each other around individually selected turnaround topics	Nesmith	Schwarz Rutledge		
	Second draft of turnaround positions of the office				
<b>Quarter #3 April 2017 – June 2017</b>					
Provide individual and group consultative support and professional development design	Turnaround office staff use new knowledge and skills in their individual work with schools and districts	Nesmith	Schwarz Rutledge		
	Revision of positions of the office through interactions with schools and districts				
<b>Quarter #4 July 2017 – September 2017</b>					
Provide individual consultative support and research	Final draft of turnaround positions of the office based on feedback from the field	Nesmith	Schwarz Rutledge		

## Connecticut: Teacher Education and Mentoring Program (TEAM) Project Work Plan

**Overview of Planned Work:** Connecticut requires all beginning teachers to complete a two-year mentoring program where they complete a set of modules relating to Connecticut's Common Core of Teaching (CCT) and receive a specific number of hours of mentoring over this time period from a state trained mentor. School districts select the mentors based on state and district criteria. Approximately 2100 new teachers participate in TEAM each year. Mentors may counsel up to 3 teachers each year and are provided an annual \$500 state stipend for each teacher that he/she mentors.

Connecticut statute requires the CSDE to monitor district implementation of TEAM to ensure fidelity to the program's plan and goals, including random district audits and observations by state personnel. Additionally, the CSDE is required to oversee an outside evaluation of the TEAM program every three to five years.

While initial work on TEAM by the NCC began during Year 3, the project was set aside that year and NCC re-engaged the CSDE in this work during Year 4. The CSDE has asked the NCC to assist in designing an approach to monitor and evaluate the effectiveness of the TEAM program. In undertaking this work, the CSDE stressed that there was limited capacity at the SEA for monitoring and any approach developed would need to take this factor into consideration. Additionally, the annual monitoring system needed to inform 3-5 year independent evaluation of TEAM.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

### **Project Objectives:**

- Assist CSDE to finalize the design of the TEAM monitoring system.
- Assist CSDE in the implementation of the TEAM monitoring system.
- Assist CSDE in assessing the effectiveness of the monitoring system and make any needed adjustments.

**State Offices:** Bureau of Educator Effectiveness and Professional Learning, Talent Office

**New Project:** No

**Project Start Date:** Initial start date August 2014, re-start date November 2015

**Federal Priority/Priorities:** Great Teacher and Leaders, Equity Plans

### **Technical Assistance Strategies:**

- Policy Development
- Project Management
- Tools and resource development

### **Outcomes:**

- CSDE will improve its procedures to monitor district implementation of TEAM and identify LEAs needing technical assistance.
- CSDE will increase its knowledge and skills to assist LEAs improve their approaches by identifying best practices across the state and sharing this information with all districts.
- CSDE will gain skills and knowledge to assess the overall effectiveness of TEAM, documenting its strengths and challenges.

**Connecticut: Teacher Education and Mentoring Program (TEAM) Project Work Plan**

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Meet with CSDE and make any last minute adjustments to the Level 1 survey	Survey finalized and distributed to all LEAs	Marimon Primack Weiner Other Talent Office staff as needed	Frey		Regional Education Service Centers
Assist CSDE to analyze survey results	District level database created on overall compliance with the TEAM requirements.				
	Data, along with other information, is used to select 30 districts for Level II monitoring				
<b>Quarter #2 January 2017 – March 2017</b>					
Assist CSDE for the following for 30 districts: 1. Review of stratified sample of Reflection Papers from beginning teachers	Determination is made as to whether reflection papers meet standards for approval and/or if certain districts/reviewers need to be provided TA to improve their review practices				
2. Review district 3 year support plans using review rubric	As warranted, CSDE provides districts with recommendations for improvement				
3. Review Team Payment Reports	As warranted, CSDE provides districts with recommendations for improvement				

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #3 April 2017 – June 2017</b>					
Assist selection of 5-10 LEAs for on-site field visits based on Level 1 and 2 reviews	On-site monitoring schedule established and districts notified				
Assist CSDE with focus groups and interviews of teachers, administrators and the PDEC takes place	Feedback data collected and on-site documents are reviewed, as warranted				
Assist CSDE to help beginning teachers who finish TEAM complete survey on the value of and quality of TEAM to strengthen practice	Database developed based on responses that informs any subsequent changes in TEAM				
<b>Quarter #4 July 2017 – September 2017</b>					
Assist CSDE in reporting back to the 5-10 districts participating in on-site visits	Technical assistance provided to strengthen programs				
	Best practices identified and shared with other districts				
Support CSDE in surveying TEAM graduates, principals and mentors (every three years) on the effectiveness of TEAM	Database developed based on responses that informs any subsequent changes in TEAM				
Assist CSDE to make changes for the 2017-18 monitoring cycle based on data and feedback on TEAM	TEAM protocol revised for the 2017-18 year				

## Connecticut: Educator Evaluation Systems Project Work Plan

**Overview of Planned Work:** With the implementation of the Every Student Succeeds Act (ESSA), states are now provided the opportunity to rethink teacher and administrator evaluation systems. This allows states to specifically address state contextual issues to better meet the needs of teachers and administrators in implementing supportive and accountable evaluation systems that will strengthen teacher/administrator practice and improve student learning. Under state law, Connecticut has established the Performance Evaluation Advisory Committee (PEAC). PEAC is comprised of key educational stakeholder groups and representatives from the CSDE. PEAC has been tasked, in state law, to advise the State Board of Education with respect to the core requirements for educator evaluation systems. In this capacity, PEAC meets on a regular basis to discuss key issues relating to educator evaluations.

PEAC will be dealing with key issues relating to the core requirements for the Connecticut educator evaluation systems during the 2016-17 school year. The CSDE has requested that the NCC facilitate these meetings and assist, when needed, in policy development, project management and research synthesis in support of the work of PEAC.

### **NCC Goals:**

- NCC Goal 1: Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- NCC Goal 4: Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

### **Project Objectives:**

- Facilitate the PEAC meetings to help ensure all opinions and ideas are thoughtfully considered and PEAC maintains its timeline for providing recommendations to the Connecticut State Board of Education.
- Assist PEAC in collecting information and data from state and national sources to inform its deliberations.
- As needed, assist PEAC initiate and manage work groups that would work on policy issues that could further inform the work of PEAC

**State Offices:** The Office of the Commissioner of Education and the CSDE Talent Office

**New Project:** Yes

**Federal Priority/Priorities:** ESSA, Great Teachers and Leaders

### **Technical Assistance Strategies:**

- Facilitation
- Project Management
- Research Synthesis

### **Outcomes:**

- PEAC members will increase their knowledge of educator evaluation systems and best practices to develop recommendations to the State Board of Education.
- PEAC will strengthen their collaboration with work groups of educators to inform its work and recommendations.

### Connecticut: Educator Evaluation Systems Project Work Plan

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Facilitate PEAC Meetings in October and December	Minutes of the meetings will reflect outcomes and additional assignments or data that needs to be provided	Commissioner Wentzell Dr. Barzee Marimon	Frey Other NCC staff members based on the needs of PEAC		PEAC Members
<b>Quarter #2 January 2017 – March 2017</b>					
Facilitate PEAC Meetings in February	Minutes of the meetings will reflect outcomes and additional assignments or data that needs to be provided				
<b>Quarter #3 April 2017 – June 2017</b>					
Facilitate PEAC Meetings in April and June	Minutes of the meetings will reflect outcomes and additional assignments or data that needs to be provided				
<b>Quarter #4 July 2017 – September 2017</b>					
Facilitate PEAC Meetings in August	Minutes of the meetings will reflect outcomes and additional assignments or data that needs to be provided				

## Connecticut: Review of the Teacher Certification Requirements Project Work Plan

**Overview of Planned Work:** Beginning in Year 4, the NCC worked with the Bureau of Educator Standards and Certification to examine ways that the certification system in Connecticut could be streamlined. This work resulted in the Commissioner being provided to approaches for making adjustments to the teacher certification structure. More work needs to be done. The CSDE is working with fewer resources than in the past and teacher pipeline systems must be adapted to meet these new conditions. An added dimension relates to the work of the CSDE with respect to the equitable distribution of highly effective educators and their initiative to increase minority teacher recruitment in the state. These issues must be addressed in concert with the overall goal to maintain or adjust standards for teacher certification to ensure that all students in the state have access to teachers appropriately prepared and certified to assist them to be college and career ready by the end of their P-12 educational programs. The NCC will continue to assist the leadership of the Talent Office in the areas of policy development, research synthesis and project management to help shape the teacher certification system to meet this aforementioned goal.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

### **Project Objectives:**

- Streamline teacher certification to ensure that districts have access to qualified teachers when needed and qualified teacher candidates are certified by the CSDE to seek employment in a timely manner.
- Align the CSDE role in the teacher pipeline with those of the teacher preparation institutions and the employing LEAs.
- Ensure that the certification system reflects the competencies teachers need to assist all students to master the Common Core State Standards in Connecticut.

**State Offices:** Bureau of Educator Standards and Certification and the chief Talent Officer

**New Project:** No

**Project Start Date:** 10/01/2015

**Federal Priority/Priorities:** Educator Equity, Great Teachers and Leaders

### **Technical Assistance Strategies:**

- Policy Development
- Project Management
- Research Synthesis

### **Outcomes:**

- CSDE will strengthen its collaboration with stakeholders to draft a certification redesign that will address the three objectives stated above.
- CSDE will increase its understanding of the most effective ways to address the qualitative, efficient, and practical components of its teacher certification system.

**Connecticut: Review of the Teacher Certification Requirements Project Work Plan**

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
A scheduled of activities and milestones will be developed prior to the Beginning of the Year 5 program Year		Barzee The Bureau	Frey		The Education Preparation Advisory Committee (EPAC) and other stakeholder groups as warranted

## Connecticut: Implementing ESSA Project Work Plan

**Overview of Planned Work:** The Connecticut State Board of Education is finalizing its five-year Comprehensive Plan, 2016-21. This plan was developed with input from a wide range of stakeholders and the public through focus groups, surveys and feedback emails. The plan is designed to ensure equity and excellence for all Connecticut students by:

- Having high expectations for all students;
- Ensuring that all students have access to great teachers and leaders; and
- Building and sustaining great schools for all students.

The State Board of Education and the Connecticut State Department of Education will focus its actions and resources to accomplish these objectives and define clear outcomes that will assess the degree of attainment for each of these objectives. The vision set forth in this five-year comprehensive plan is clearly consistent with the goals and requirements of the federal Every Student Succeeds Act (ESSA). The NCC will work with the CSDE leadership team to address the requirements for the Connecticut ESSA state plan to align with and help implement the objectives of its five-year comprehensive plan.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

### **Project Objectives:**

- Assist the CSDE to develop and implement an ESSA State Plan that is grounded in the objectives, actions and outcomes of the state's five-year comprehensive plan that addressed the following ESSA requirements:
  - Ensuring widespread constituency consultation and coordination;
  - Developing performance management and technical assistance for the implementation of the State and LEA plans;
  - Providing evidence that the state has adopted challenging academic standards and aligned assessments in the required subjects;
  - Developing accountability, support and improvement for schools;
  - Supporting excellent educators; and
  - Supporting all students.
- The CSDE submits its ESSA Plan in July 2017 meeting the objective identified above as well as all other federal requirements.

**State Office:** Leadership team

**New Project:** Yes

**Federal Priority/Priorities:** ESSA

### **Technical Assistance Strategies:**

- Facilitation
- Policy Development
- Project Management

### **Outcomes:**

- CSDE will increase its ability to engage stakeholder discussions on the state's 5 year comprehensive plan to provide recommendations and feedback that informs the Connecticut ESSA plan.

### Connecticut: Implementing ESSA Project Work Plan

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
In August 2016, the NCC will facilitate a two day retreat of the CSDE leadership team that will develop a project work plan for this engagement. The project work plan will be updated at that time.		Commissioner Wentzell Cohn Russell-Tucker Donnelly Dr. Barzee Nesmith Gopalakrishnan Dempsey Rodriguez Other members of the Commissioner’s Leadership team	Frey Schwarz		Stakeholders General public

## Maine: Educator Effectiveness Project Work Plan

**Overview of Planned Work:** For the 2016-2017 school year, the Maine Department of Education has directed all School Administrative Units (SAUs) to fully implement their new performance evaluation and professional growth (PEPG) systems. Maine continues to seek help from the NCC in assisting in the support and monitoring of the new systems.

**NCC Program Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

**Project Objective:**

- To support the implementation of educator effectiveness systems and help align this work to other related aspects of SEA services.

**State Office:** Educator Effectiveness

**New Initiative:** No

**Project Start Date:** 12/1/2015

**Federal Priorities:** Great Teachers and Leaders, Equity Plans

**Technical Assistance Strategies:** Facilitation, Policy Development, Professional Learning

**Outcome:**

- The Maine Department of Education will increase their understanding and knowledge of how to support their districts' implementation of educator effectiveness systems.

### Maine: Educator Effectiveness Project Work Plan

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Ongoing consultation with key state leaders	Regularly scheduled meetings Meeting notes	Lomonte Hasson Couturier	Reynolds Frey Kirkendol Edmison Rutledge Keirstead Dunne	GTL Center REL-NEI	Maine Principals Association (MPA)
Provide technical assistance for the implementation and support of PEPG systems and related work	Requests responded by agreed upon due dates Meeting and/or event artifacts such as agendas and survey data				
Support the work of implementing the State’s equitable access plan	Event artifacts such as presentations, agendas, and feedback				
Co-plan and support live and virtual meetings to measure and improve teaching conditions	Event artifacts such as presentations, agendas, and feedback	Lomonte Hasson Couturier	Reynolds Frey Keirstead Dunne	GTL Center REL-NEI	Maine Principals Association (MPA)
<b>Quarter #2 January 2017 – March 2017</b>					
Ongoing consultation with key state leaders	Regularly scheduled meetings Meeting notes	Lomonte Hasson Couturier	Reynolds Frey Kirkendol Edmison Rutledge	GTL Center REL-NEI	Maine Principals Association (MPA)
Provide technical assistance for the implementation and support of PEPG systems and related work	Requests responded by agreed upon due dates Meeting and/or event artifacts such as agendas and survey data				
Support the work of implementing the State’s equitable access plan	Event artifacts such as presentations, agendas, and feedback				
<b>Quarter #3 April 2017 – June 2017</b>					
Ongoing consultation with key state leaders	Regularly scheduled meetings Meeting notes	Lomonte Hasson Couturier	Reynolds Frey Kirkendol Edmison Rutledge	GTL Center REL-NEI	Maine Principals Association (MPA)
Provide technical assistance for the implementation and support of PEPG systems and related work	Requests responded by agreed upon due dates Meeting and/or event artifacts such as agendas and survey data				

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
Support the work of implementing the State's equitable access plan	Event artifacts such as presentations, agendas, and feedback				
<b>Quarter #4 July 2017 – September 2017</b>					
Ongoing consultation with key state leaders	Regularly scheduled meetings Meeting notes	Lomonte Hasson	Reynolds Kirkendol Edmison Rutledge		
Provide technical assistance for the implementation and support of PEPG systems and related work	Requests responded by agreed upon due dates Meeting and/or event artifacts such as agendas and survey data				
Support the work of implementing the State's equitable access plan	Event artifacts such as presentations, agendas, and feedback				

## Maine Early Learning Work Plan

**Overview of Planned Work:** The Maine DOE is continuing to develop a more focused and aligned system to support public preschool programs to work toward implementing the newly required quality standards of program practice. During the 2015-2016 school year, NCC provided guidance and support to the State as they developed a monitoring and reporting system aligned to the legislation outlined in Chapter 124: Basic Approval Standards Public Preschool Program. The Maine DOE has asked NCC to continue working with them to provide resources and materials (e.g., professional development, technical assistance, guidance tools) that support local programs to fully implement the program standards based on the State's coordinated monitoring and reporting systems. As outlined in Chapter 124, all public preschool programs must comply with the program standards contained in the legislation by July 1, 2017.

**NCC Goals:**

- Provide high-quality technical assistance to SEAs that builds internal capacity to implement, support, and sustain priority initiatives.
- Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

**Project Objective:**

- To support the SEA to develop and implement meaningful professional development opportunities aligned with public preschool quality standards.

**State Office:** Learning Systems Team

**New Project:** No

**Project Start Date:** 10/01/2015

**Federal Priority/Priorities:** Early Learning

**Technical Assistance Strategies:**

- Professional Learning
- Tool and Resource Development

**Outcome:**

- SEA will gain knowledge and understanding of how best to provide resources and materials (e.g., professional development, technical assistance, guidance tools) that align with program quality standards based on the State's coordinated monitoring and reporting systems.

### Maine Early Learning Work Plan

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Meet with Maine DOE staff to review and discuss 2015-2016 monitoring and annual reports to assess professional development needs and problems of practice (this work will be an extension of work beginning in August 2016)	Agenda and notes Detailed work plan and/or calendar of planned activities	Reed Madore	Hughes		
Identify topics, resources and materials and modes of delivery (e.g., webinar series, tools, guidance, professional learning network, website redesign, video bank) to support program teachers and leaders to strengthen program standard implementation					
Conduct review of existing resources and research to frame professional development					
Assist in the design, preparation, and/or implementation of professional development activities					
<b>Quarter #2 January 2017 – March 2017</b>					
Conduct review of existing resources and research to frame professional development	Notes Outlines	Reed Madore	Hughes		
Assist in the design, preparation, and/or implementation of professional development and/or tools	Completed activities (e.g., summaries, agendas, materials and/or presentations)				
<b>Quarter #3 April 2017 – June 2017</b>					
Conduct review of existing resources and research to frame	Notes Outlines	Reed Madore	Hughes		

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
professional development					
Assist in the design, preparation, and/or implementation of professional development and/or tools	Completed activities (e.g., summaries, agendas, materials and/or presentations)				
<b>Quarter #4 July 2017 – September 2017</b>					
Coordinate the preparation of a public preschool guidance document or set of resources	Completed materials	Reed Madore	Hughes		

## Maine: ESSA Planning Project Work Plan

**Overview of Planned Work:** The Maine Department of Education has elected to submit its ESSA plan in March of 2017. For the 2016-2017 year, the State is focused on engaging and informing stakeholders, developing and submitting their ESSA plan, and rooting all direction of the plan in the State's strategic vision.

**NCC Program Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

**Project Objective:**

- To support the planning, development, and successful approval of a thoughtful consolidated ESSA plan for the US Department of Education.

**State Office:** Commissioner's Office

**New Initiative:** Yes

**Federal Priority:** ESSA

**Technical Assistance Strategies:** Facilitation, Policy Development, Relationship Brokering

**Outcome:**

- The Maine Department of Education will increase their understanding and knowledge of how they can and wish to implement ESSA based on Maine stakeholder input and collaboration with the NCC.

**Maine: ESSA Planning Project Work Plan**

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Ongoing consultation with key state leaders	Regularly scheduled meetings	Tome Holmes	Hamilton Reynolds	ESSA Center Center for School Turnaround	
	Meeting notes				
Provide technical assistance for engaging stakeholders for input	Meeting and/or event artifacts such as agendas and notes from the event				
Provide feedback and resources as needed on the planning and process for ESSA implementation	Meeting notes and correspondence demonstrating feedback and input				
<b>Quarter #2 January 2017 – March 2017</b>					
Ongoing consultation with key state leaders	Regularly scheduled meetings	Tome Holmes	Hamilton Reynolds	ESSA Center Center for School Turnaround	
	Meeting notes				
Provide technical assistance for engaging stakeholders for input	Meeting and/or event artifacts such as agendas and notes from the event				
Provide feedback and resources as needed on the planning and process for ESSA implementation	Meeting notes and correspondence demonstrating feedback and input				
<b>Quarter #3 April 2017 – June 2017</b>					
Ongoing consultation with key state leaders	Regularly scheduled meetings	Tome Holmes	Hamilton Reynolds	ESSA Center Center for School Turnaround	
	Meeting notes				
Provide technical assistance for engaging stakeholders for comment and conveying new information	Meeting and/or event artifacts such as agendas and notes from the event				
Provide feedback and resources as needed on the planning and process for ESSA implementation	Meeting notes and correspondence demonstrating feedback and input				
<b>Quarter #4 July 2017 – September 2017</b>					
Ongoing consultation with key state leaders	Regularly scheduled meetings	Tome Holmes	Hamilton Reynolds	ESSA Center Center for School Turnaround	
	Meeting notes				
Provide technical assistance for engaging stakeholders for comment and conveying new information	Meeting and/or event artifacts such as agendas and notes from the event				
Support any final modifications needed and implementation	Meeting notes and correspondence demonstrating feedback and input				

## Massachusetts: Equitable Access Project Work Plan

**Overview of Planned Work:** Under ESSA, states and districts must ensure that low-income and minority students are not served at disproportionate rates by inexperienced, ineffective or out-of-field teachers, and, as required under NCLB, states must evaluate and report on their progress in addressing inequities. Building on the assistance NCC has provided to MA ESE in the development and early implementation of their State Equity Plan, MA ESE has requested that NCC support them in their ongoing efforts to address gaps in equitable access to effective educators across the state. Specifically, MA ESE has requested that NCC assist them in updating their plan, providing a platform for MA ESE to train educators through webinars on the use of the updated MA ESE Student Learning Experiences survey, and assisting in the development and implementation of communications plan to support equity work. NCC will provide ESE with information about ESSA as needed to support their work.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

### **Project Objectives:**

- To assist MA ESE's Office of Teacher Effectiveness as they revise their State Equity Plan for 2016-2017
- To provide a webinar platform for MA ESE to offer at least two webinars on Student Learning Experience 2.0
- To provide support and feedback on communications with the field re: equity resources and strategies

**State Office:** Office of Teacher Effectiveness

**New Project:** No

**Project Start Date:** 10/01/2015

**Federal Priority/Priorities:** Equity Plans, Great Teachers and Leaders

### **Technical Assistance Strategies:**

- Facilitation
- Relationship Brokering
- Tool and Resource Development

### **Outcomes:**

- MA ESE will enhance its capacity to support educators to use the Student Learning Experiences data to identify equity gaps and strategies to address them.
- MA ESE will improve communication strategies to the field about current research, best practices, and resources to support their work in ensuring equitable access to high quality education for every student.

### Maine: Equitable Access Project Work Plan

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Review State Equity Plan for 2016, provide feedback and suggestions for completion of the Plan	Updated State Equity Plan for 2016 completed	Lynch Steiner	Villani		
Research best practices and resources to promote equity and craft communication of them to school district educators	Research on best practices and resources disseminated				
<b>Quarter #2 January 2017 – March 2017</b>					
Provide platform for at least two webinars on Student Learning Experience 2.0	At least two webinars offered on Student Learning Experience 2.0 to educators throughout the state	Lynch Steiner	Villani Weintraub		
Research best practices and resources to promote equity and craft communication of them to school district educators	Research on best practices and resources disseminated				
<b>Quarter #3 April 2017 – June 2017</b>					
Research best practices and resources to promote equity and craft communication about them to school district educators	Research on best practices and resources disseminated	Lynch Steiner	Villani		
<b>Quarter #4 July 2017 – September 2017</b>					
Assist MA ESE's Office of Teacher Effectiveness as they revise their State Equity Plan for 2016-2017  Provide support and feedback on communications with the field re: equity resources and strategies	State Equity Plan modified in a streamlined version, and disseminated to districts for them to work on their district equity plans	Lynch Steiner	Villani		

## Massachusetts: SEI Guidance Project Work Plan

**Overview of Planned Work:** English learners (ELs) currently perform below MA state averages, have the highest dropout rates, and the lowest graduation rates. ELs spend the majority of their day in content classrooms, so the new proposed Sheltered English Instruction (SEI) guidance aims to increase EL student achievement by strengthening curriculum, instruction, and assessment in content classrooms. Educators have expressed a need for more support with the implementation of WIDA in conjunction with Massachusetts state standards. The state plans to provide a framework to help districts build more cohesive and comprehensive programs to serve ELs, and therefore, help to close or reduce achievement gaps for ELs.

### NCC Goals:

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

### Project Objective:

- To provide technical assistance and consultation to support the development of the an English learning Framework: SEI Guidance that will help districts build a more cohesive and comprehensive programs to serve ELs.

**State Offices:** The Office of English Language Acquisition and Academic Achievement (*OELAAA*)

**New Project:** Yes

**Federal Priority/Priorities:** ESSA, Great Teachers and Leaders

### Technical Assistance Strategies:

- Facilitation
- Policy Development
- Professional Learning

### Outcome:

- MA ESE will increase its understanding and knowledge of the SEI framework to help districts build more cohesive and comprehensive programs to serve ELs, and therefore, help to close or reduce achievement gaps for ELs.

### Massachusetts: SEI Guidance Project Work Plan

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Review current SEI guidance as well as do a review current documents and policies related to SEI (WIDA, RETELL, ESL Resource Guide)	Literature review of current documents and policy	Measel Kray	Morrow		
Conduct a needs assessment of those in the field and academic to determine need.	Results of needs assessment used to inform work				
<b>Quarter #2 January 2017 – March 2017</b>					
Using literature review and needs assessment begin crafting elements of SEI framework	TOC of SEI framework prepared	Measel Kray	Morrow		
Work on gather, organizing and developing resources and tools for SEI framework	Resources collected to be used for SEI framework.				
<b>Quarter #3 April 2017 – June 2017</b>					
Develop process/tool for disseminating and implementing guidance in districts	Process or resource guide developed	Measel Kray	Morrow		
Determine how SEI guidance will be shared/disseminated with districts	Action plan prepared for sharing SEI guidance with districts				
<b>Quarter #4 July 2017 – September 2017</b>					
Disseminate SEI guidance to districts	Training and/or dissemination plan developed for sharing resource guide with districts.	Measel Kray	Morrow		

## Massachusetts: ESSA Implementation Support Project Work Plan

**Overview of Planned Work:** Massachusetts, like all states across the country, is working to align their systems to ensure that they meet the spirit, intent, and requirements of the Every Student Succeeds Act. There are important shifts in ESSA that require states to examine current policies, practices, and programs and to plan how they will improve upon their current systems while addressing the ESSA requirements. Massachusetts has identified two priorities for which they would be looking for information, exemplary practices, and assistance with innovation. First, MA ESE would like to know how states are approaching the new emphasis on ELL Accountability in Title I. Second, MA ESE sees ESSA as an opportunity to highlight equity concerns – in student assignment, educator effectiveness, funding, and opportunity to learn. NCC will serve as a thought partner and broker of resources to address ESE’s priority needs. The NCC will partner with the Student Support Network (SSN) in working to assist MA in developing and implementing ESSA plans.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

### **Project Objective:**

- Assist MA ESE leaders in meeting ESSA intent and requirements in the areas of ELL Accountability and Equity.

**State Office:** MA ESE

**New Project:** Yes

**Federal Priority/Priorities:** ESSA

### **Technical Assistance Strategies:**

- Facilitation
- Policy Development
- Relationship Brokering

### **Outcomes:**

- MA ESE will gain the skills and knowledge to develop practical plans for addressing ELL Accountability in Title I as required by ESSA.
- MA ESE will increase its understanding to effectively address priority equity concerns in their ESSA plan.

**Massachusetts: ESSA Implementation Support Project Work Plan**

<b>Center Activities</b>	<b>Milestones/Output</b>	<b>State Key Team Members</b>	<b>NCC Key Team Members</b>	<b>External Federal Partners</b>	<b>External Non-Federal Partners</b>
<b>Quarter #1 October 2016 – December 2016</b>					
Conduct scan of state approaches to ELL Accountability in Title I	Purpose and criteria for state scan identified	Aguiar Kray	Morrow	SSN	
	Scans Completed				
	Summary report completed				
Arrange for teleconferences with other SEA leaders to inform MA ESE planning	States identified for information sharing	Aguiar Kray	Morrow	SSN	
	Teleconferences conducted with minimum of two states				
Assist ESE with protocol for conducting a review of ESSA plans to assess likely impact on equity	ESSA plans assessed Plans made to strengthen plans to promote equity	Conaway (TBD)	Edmison	SSN	
<b>Quarter #2 January 2017 – March 2017</b>					
Meet with SEA leaders to identify needs re developing opportunity to learn accountability measure	Plan developed to address needs	Conaway	Edmison	SSN	
Conduct scan of state approaches to measuring opportunity learn	Report prepared with options for measuring opportunity to learn	Conaway	Edmison	SSN	
<b>Quarter #3 April 2017 – June 2017</b>					
Meet with SEA leaders to identify needs re: ESSA planning	Plan developed to address needs in order of priority	Conaway	Edmison	SSN	
Assist by providing reports, resources, broker assistance to address needs	Resources provided to ESE	Conaway	Edmison	SSN	
<b>Quarter #4 July 2017 – September 2017</b>					
Meet with SEA leaders to identify needs re: ESSA planning	Plan developed to address needs in order of priority	Conaway	Edmison	SSN	
Assist by providing reports, resources, broker assistance to address needs	Resources provided to ESE	Conaway	Edmison	SSN	

## Massachusetts: Innovations in Learning Work Plan

**Overview of Planned Work:** ESSA Title IV, Part A references *‘Providing educators, school leaders, and administrators with the professional learning tools, devices, content and resources to discover, adapt, and share relevant high-quality educational resources’*. Massachusetts seeks to expand digital literacy and capacity for K-12 schools and educators, but it lacks information from the research about what can be expanded and aligned at the state level. ODL has expressed a desire to have targeted support in identifying resources, and providing assistance in the implementation of programs and practices supporting the effective integration of technology within the classroom.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

### **Project Objective:**

- Support the SEA to identify and promote educator supports as they relate to effective integration of technology within the classroom.

**State Office:** MA DESE Office of Digital Learning

**New Project:** Yes

**Federal Priority/Priorities:** ESSA, Innovations in Learning

### **Technical Assistance Strategies:**

- Facilitation
- Policy Development
- Research Synthesis

### **Outcome:**

- SEA/district leaders will increase their understanding of how to use and integrate technology to support teaching and learning.

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Articulate the supports required to promote educator and administrator in the area of educational technology integration	Increased number of page views on the ODL Blog	Klau Kupps Gwatkin	Shirali Morgan D’Ambrosio	CIL REL-NEI	
	List and descriptions of state-sponsored K-12 micro-credentialing programs				
	Description of license requirements for K-12 educational technology directors in other states				
<b>Quarter #2 January 2017 – March 2017</b>					
Identify supports around professional development and technology expenditure as it relates to effective educational technology integration	Overview of the state's investment in K-12 educational technology as compared to other states	Klau Kupps Gwatkin	Shirali Morgan D’Ambrosio	CIL REL-NEI	
<b>Quarter #3 April 2017 – June 2017</b>					
Support the development and deployment of ESE-sponsored online professional development to K-12 educators	Facilitated conversations with other SEAs	Klau Kupps Gwatkin	Shirali Morgan D’Ambrosio		
	Report on Learning Management Systems being used by other SEAs to provide PD				
<b>Quarter #4 July 2017 – September 2017</b>					
Design survey and collect feedback from stakeholders who have received supports across Q1-Q3	Distribute survey				
	Summary of results				

## New Hampshire: Steps to Success Project Work Plan

**Overview of Planned Work:** The New Hampshire Department of Education will continue with its commitment to their Title 1 Priority and Focus schools as identified as Innovation schools. This will involve providing the information the Innovation schools need to initiate or continue the plan development or review process using Problems of Practice technique and Indistar tool. At three times during the year there will be a summative review of the data compiled from submitted Innovation plans to identify and report to the school teams on trends in the work. The NHDOE has requested that the Northeast Comprehensive Center (NCC) continue to support this effort by working along with the school improvement personnel currently working with these groups of schools. This will involve providing technical assistance on the use of the Indistar tool called Steps to Success as well as School Improvement Grant (SIG) monitoring throughout the 2016-17 and culminating in presentations at the NH Educator's conference to be held August 2-4, 2017. The NCC will act as a thought partner in ongoing discussions about planning for changes as a result of the implementation of the provisions of ESSA.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.

### **Project Objective:**

- To assist the SEA to develop and implement a plan of support for the Priority and Focus schools in their use of the Indistar tool and Steps to Success process.

**State Office:** Office of Integrated Programs

**New Project:** No

**Start date:** 10/01/2013

**Federal Priority/Priorities:** School Turnaround, Data-based Decision-making

### **Technical Assistance Strategies:**

- Facilitation
- Professional Learning
- Tool and Resource Development

### **Outcomes:**

- SEA will continue to improve its procedures to facilitate the writing of the school Innovative plans
- SEA will strengthen their collaboration with the NCC and Indistar in the use of research-based and exemplary practices for districts and schools.
- SEA will continue to improve communication with LEA's in their role of support for school improvement efforts.

### New Hampshire: Steps to Success Project Work Plan

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Assist in planning and conducting the second quarterly meeting, Friday, 11/4/ 2016 @UNH	Meeting agenda, workshops agendas, meeting and session evaluations	Nichol Feistman	Trunk		
<b>Quarter #2 January 2017 – March 2017</b>					
Participate in triannual review of school innovation plans (3 days) 1/31-2/2/17	100% of the schools submit Innovation plans due 1/27/17	Nichol Feistman	Trunk		
	All plans reviewed using a rubric and returned to the schools for further action, if necessary				
Assist in planning and conducting the third quarterly meeting 1/19/17@PSU	Meeting agenda, workshops agendas and session evaluation				
<b>Quarter #3 April 2017 – June 2017</b>					
Assist in planning and conducting the fourth quarterly meeting 5/25/17 @PSU	Meeting agenda, workshops agendas and session evaluations	Nichol Feistman	Trunk		
Participate in triannual review of school innovation plans (3 days) 6/6-8/17	100% of the schools submit Innovation plans due 6/2/17				
	All plans reviewed using a rubric and returned to the schools for further action, if necessary				
<b>Quarter #4 July 2017 – September 2017</b>					
Assist in planning and conducting the Summer Summit-First quarterly meeting 8/2-4/17	Meeting agenda, workshop agendas and session evaluations	Nichol Feistman	Trunk		

## **New Hampshire: Ensuring Equitable Access for all Students to Excellent Educators Project Work Plan**

**Overview of Planned Work:** The NCC in partnership with the REL – NEI will continue to support and build the capacity of the NH DOE in the implementation of the state’s approved equity plan – “Ensuring Equitable Access for all Students to Excellent Educators” This work will include working collaboratively with the NH DOE as it supports the Manchester School District by facilitating sessions on how to coordinate services to support equitable access goals determined in the Manchester District Equity Plan. The NCC and REL-NEI will also facilitate focus groups in selected additional school districts in which initial state data point to equity gaps. Focus group sessions will determine if, based on district level data, those equity gaps exist. NCC will work with DOE staff and the school district leadership to perform a root cause analysis and further assist the NH DOE team by identifying and sharing research-based findings and evidence-based practices that can support districts in their efforts to proactively move forward after the analysis. Additionally, the NCC will continue to support the NH DOE in planning and facilitating the quarterly meetings of the NH Task Force on Equity.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.

### **Project Objectives:**

- Assist the NH DOE in implementing its Ensuring Equitable Access for all Students to Excellent Educators Plan through the facilitation of district focus groups and district equity team meetings. Technical Assistance will include assisting in data collection, root cause analysis, review of existing district supports for educator talent development and recommendations of evidence-based practices to build the district’s capacity to develop its teaching force and address equity gaps.
- Support the NH DOE in ensuring that the NH Task Force on Equity provides a representative sample of diverse stakeholders who can inform the work of the state in relation to equity and serve as an ambassador of information to colleagues and constituents across the state in regard to the NH DOE’s Ensuring Equitable Access for all Students to Excellent Educators Plan.

**State Office:** Educator Effectiveness

**New Project:** No

**Project Start Date:** 10/01/15

**Federal Priority/Priorities:** Equity Plans, Great Teachers and Leaders

### **Technical Assistance Strategies:**

- Facilitation
- Relationship Brokering
- Research Synthesis

**Outcomes:**

- The NH DOE will increase its understanding of practical approaches to support districts in developing and implementing district level equity plans that will result in the use of research-based and exemplary practices for educator talent development and the reduction of equity gaps.
- The NH DOE will strengthen its communication strategies to keep the public informed of its work.
- The NH DOE will increase its ability to work collaboratively with stakeholders to ensure the state Equity Plan is meeting the diversified needs of all students.

### New Hampshire: Ensuring Equitable Access for all Students to Excellent Educators Project Work Plan

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Conduct focus groups in identified districts.	List of data sources identified within each district on which to conduct a root cause analysis as well as a list of currently identified supports to educators.	Soule	Reade	REL-NEI	
Facilitate meeting with NH DOE Internal Equity Team to share data.	Meeting minutes				
Facilitate meetings of district level equity teams to conduct root cause analysis and begin equity plan development.	Agendas, meeting minutes, supporting tools as needed				
Assist in planning and co-facilitating the quarterly meeting of the NH Task Force on Equity.	Agenda, meeting minutes				
<b>Quarter #2 January 2017 – March 2017</b>					
Meet with NH DOE Internal Equity Team to plan agendas and prepare materials for district level meetings.	Meeting minutes	Soule	Reade	REL-NEI	
Facilitate meetings of district level equity teams to continue equity plan development including the review of district level supports for developing educator talent.	Agendas, meeting minutes, supporting tools as needed				
Assist in planning and co-facilitating the quarterly meeting of the NH Task Force on Equity.	Agendas, meeting minutes,				
<b>Quarter #3 April 2017 – June 2017</b>					
Meet with NH DOE Internal Equity Team to plan agendas and prepare materials for district level meetings.	Meeting minutes	Soule	Reade	REL-NEI	
Facilitate meetings of district level equity teams to finalize equity plan	Agendas, meeting minutes, supporting tools as needed				

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
development including system for benchmarking progress of implementation – including checks for fidelity and effectiveness.					
Assist in planning and co-facilitating the quarterly meeting of the NH Task Force on Equity.	Agendas, meeting minutes				
<b>Quarter #4 July 2017 – September 2017</b>					
Meet with NH DOE Internal Equity Team to plan agendas and prepare materials for district level meetings.	meeting minutes	Soule	Reade	REL-NEI	
Facilitate meetings of district level equity teams to review equity plan implementation - including review of data from benchmarking points.	Agendas, meeting minutes, supporting tools as needed				
Assist in planning and co-facilitating the quarterly meeting of the NH Task Force on Equity.	Agendas, meeting minutes,				

## New Hampshire: ESSA State Plan Support Project Work Plan

**Overview of Planned Work:** The NH DOE has requested that the NCC support them in their continued implementation of a stakeholder engagement process to help inform the creation of the state's ESSA State Plan. The NCC will work with DOE staff leading the Comprehensive Support and Improvement Advisory Team (school improvement of Title I) and the Early Childhood Advisory Team to develop agendas, gather necessary research, facilitate meetings, and prepare transparent notes from the meetings to share with the public. Additionally, NCC will assist the DOE in developing materials and facilitating town hall meetings and focus groups to gather feedback into the state's vision for education and its ESSA State Plan.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

### **Project Objectives:**

- Assist NH DOE in developing its state plan by helping to:
  1. Ensure the DOE has recommendations/feedback regarding the required elements of the state plan within a specific timeline.
  2. Ensure the DOE considers where it is necessary to provide technical advisories for schools regarding changes (those areas that may not be required for the state plan); and
  3. Determine if any state laws or regulations need to be changed due to the new federal law.

**State Office:** Division of Educational Improvement; Bureau of Integrated Programs

**New Project:** Yes

**Federal Priority/Priorities:** ESSA

### **Technical Assistance Strategies:**

- Facilitation
- Research Synthesis
- Tool and Resource Development

### **Outcomes:**

- The NH DOE will gain the skills to create a state ESSA Plan that meets the federal requirements and has been highly inclusive of input from stakeholders.
- The NH DOE will increase its understanding to introduce necessary changes to state law and regulations in order to align with the federal requirements of ESSA as outlined in its state plan.

### New Hampshire: ESSA State Plan Support Project Work Plan

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Meet with senior leaders of NH DOE to set initial course and develop vision, purpose and detailed understanding of input needed from stakeholders of the the ESSA Comprehensive Support and Advisory Team, and the ESSA Early Childhood Advisory Team.	Meeting minutes	Chief of Staff, Gage Director of Bureau of Integrated Programs, Motika	Reade		
Maintain ongoing contact with NH DOE Leadership to share and discuss information generated through stakeholder meetings and provide resources as needed to the NH DOE as it develops its state ESSA plan.	Resource lists identified				
Work with NH DOE lead for the ESSA Comprehensive Support and Advisory Team to plan and co-facilitate stakeholder meetings.	Agendas Meeting minutes	NH DOE Staff - TBD	Reade Trunk		
Work with NH DOE lead for the ESSA Early Childhood Advisory Team to plan and co-facilitate stakeholder meetings.	Agendas Meeting minutes	NH DOE Staff - TBD	Hughes Reade		
<b>Quarter #2 January 2017 – March 2017</b>					
Meet with senior leaders of NH DOE to set initial course and develop vision, purpose and detailed understanding of input needed from stakeholders of the the ESSA Comprehensive Support and Advisory Team, and the ESSA Early Childhood Advisory Team.	Meeting minutes	Chief of Staff, Heather Director of Bureau of Integrated Programs, Motika	Reade		

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
Maintain ongoing contact with NH DOE Leadership to share and discuss information generated through stakeholder meetings and provide resources as needed to the NH DOE as it develops its state ESSA plan.	Resource lists identified				
Work with NH DOE lead for the ESSA Comprehensive Support and Advisory Team to plan and co-facilitate stakeholder meetings.	Agendas Meeting minutes	NH DOE Staff - TBD	Reade Trunk		
Work with NH DOE lead for the ESSA Early Childhood Advisory Team to plan and co-facilitate stakeholder meetings.	Agendas Meeting minutes	NH DOE Staff - TBD	Hughes Reade		
<b>Quarter #3 April 2017 – June 2017</b>					
Meet with senior leaders of NH DOE to benchmark progress of input needed from stakeholders of the ESSA Comprehensive Support and Advisory Team, and the ESSA Early Childhood Advisory Team.	Meeting minutes	Chief of Staff, Gage  Director of Bureau of Integrated Programs, Motika	Reade		
Maintain ongoing contact with NH DOE Leadership to share and discuss information generated through stakeholder meetings and provide resources as needed to the NH DOE as it develops its state ESSA plan.	Resource lists identified				
Work with NH DOE lead for the ESSA Comprehensive Support and Advisory Team to plan and co-facilitate stakeholder meetings.	Agendas Meeting minutes	NH DOE Staff - TBD	Reade Trunk		

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
Work with NH DOE lead for the ESSA Early Childhood Advisory Team to plan and co-facilitate stakeholder meetings.	Agendas Meeting minutes	NH DOE Staff - TBD	Hughes Reade		
<b>Quarter #4 July 2017 – September 2017</b>					
Meet with senior leaders of NH DOE to benchmark progress of input from stakeholders of the the ESSA Comprehensive Support and Advisory Team, and the ESSA Early Childhood Advisory Team.	Meeting minutes	Chief of Staff, Gage Director of Bureau of Integrated Programs, Motika	Reade		
Maintain ongoing contact with NH DOE Leadership to share and discuss information generated through stakeholder meetings and provide resources as needed to the NH DOE as it develops its state ESSA plan.	Resource lists identified				
Work with NH DOE lead for the ESSA Comprehensive Support and Advisory Team to plan and co-facilitate stakeholder meetings.	Agendas Meeting minutes	NH DOE Staff - TBD	Reade Trunk	Work with NH DOE lead for the ESSA Comprehensive Support and Advisory Team to plan and co-facilitate stakeholder meetings.	

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
Work with NH DOE lead for the ESSA Early Childhood Advisory Team to plan and co-facilitate stakeholder meetings.	Agendas Meeting minutes	NH DOE Staff - TBD	Hughes Reade	Work with NH DOE lead for the ESSA Early Childhood Advisory Team to plan and co-facilitate stakeholder meetings.	

## New York: School and District Turnaround Project Work Plan

**Overview of Planned Work:** The New York State Education Department (NYSED) looks to build on recent revisions to its accountability system through the new Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The state used the ESEA Flexibility waiver process to make refinements to its accountability system, including through the development of a new state single diagnostic tool (DTSDE). The accountability system was further refined through the development of a school Receivership program to address challenges associated with the most chronically underperforming schools.

The Northeast Comprehensive Center (NCC) proposes to support NYSED on the development and implementation of the state ESSA plan and the recently developed Receivership program, both pertaining to the turnaround and support of underperforming schools and districts. NCC will provide research and consultative support to NYSED as the state prepares an ESSA plan for March 2017 submission. Similarly, the NCC will continue to support the refinement and implementation of the state Receivership program through advisement, research and planning support, and professional development design.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

### **Project Objectives:**

- Support NYSED in the development and initial implementation of an ESSA state plan through research and consultative support.
- Support NYSED in the continued refinement and implementation of the state Receivership program through advisement, research and planning support, and professional development design.

**State Offices:** Office of Accountability and Office of Innovation and School Reform

**New Project:** No

**Project Start Date:** 10/01/2015

**Federal Priority/Priorities:** ESSA, School Turnaround

### **Technical Assistance Strategies:**

- Policy Development
- Professional Learning
- Research Synthesis

### **Outcomes:**

- SEA will increase knowledge of school and district accountability and support practices.
- SEA will strengthen their collaboration with the field to design and submit its ESSA state plan by March of 2017.
- SEA will continue to develop state structures and practices to support underperforming schools and districts.

### New York: School and District Turnaround Project Work Plan

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Provide research and consultative support during ESSA development process	ESSA plan first draft submitted to Board of Regents and stakeholders for public comment	Schwartz Atkinson	Schwarz Frey Rutledge Hirsch Barnes	Center for School Turnaround	
Provide research, planning, and professional development design	Receivership stakeholder event convened				
<b>Quarter #2 January 2017 – March 2017</b>					
Provide research and consultative support, including analysis and response to stakeholder feedback	Revised ESSA plan submitted to Board of Regents for final approval, subsequent submission to US Department of Education	Schwartz Atkinson	Schwarz Frey Rutledge Hirsch Barnes		
Provide research, planning, and professional development design	Receivership support mechanism developed for field (e.g., receivership professional learning network)				
<b>Quarter #3 April 2017 – June 2017</b>					
Provide ESSA planning support	Internal draft ESSA implementation plan prepared	Schwartz Atkinson	Schwarz Frey		
<b>Quarter #4 July 2017 – September 2017</b>					
Provide ESSA implementation support as needed	ESSA implementation services TBD	Schwartz Atkinson	Schwarz Frey		

## New York: Legislative Priorities Project Work Plan

**Overview of Planned Work:** The NCC proposes to continue to support the New York State Education department with legislative priorities around promoting socio economic integration and improving outcomes for young men of color. President Obama signed a Presidential Memorandum in January 2014 establishing the My Brother's Keeper Task Force, as an interagency effort. In 2015, Regent Lester W. Young, Jr. presented President Obama's My Brother's Keeper to the New York Board of Regents (BOR). The BOR recognized the importance of establishing a Regents Workgroup aligned with the goals of My Brother's Keeper in New York State. The goals of the workgroup are to:

- To examine the educational challenges and opportunities boys and young men of color face; and
- To recommend strategies that address these challenges and expand opportunities to increase their success.

A Blue Ribbon Committee was formed, met, and submitted recommendations to the BOR in December of 2015:

1. Recruiting, developing, preparing, and retaining professional staff;
2. Aligning boys and young men of color outcomes with stakeholder relationships;
3. Focusing multiple institutions/agencies on the developmental & holistic approach to improve outcomes for boys and young men of color;
4. Providing greater clarity on the roadmap leading to college and career success; and
5. Building equitable systems.

Funding for the initiative was secured and the implementation is being lead the State Education Department. NCC proposes to support the state with MBK implementation through the research and professional development design, informing NYSED in the design and delivery of supports for the field around improving outcomes for young men of color.

On December 30, 2014 Commissioner King announced a statewide grant program to promote socioeconomic integration. Under this program, up to 25 Title I Priority and Focus Schools could receive Socioeconomic Integration Pilot Program grants of up to \$1.25 million. These grants, which utilize 1003(a) Title I School Improvement funds, can be used to support up to 18 months of planning activities and two years of program implementation. The purpose of the Socioeconomic Integration Pilot Program is to increase student achievement in Priority and Focus Schools by encouraging greater socioeconomic integration in these schools.

Districts were permitted to select one of the three approved models consistent with the 2011 Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools released jointly by the U.S. Department of Justice and U.S. Department of Education.

Nine districts in total are participating in the SIPP and are entering the second year of program implementation. The state is seeking to support ongoing pilot work and find ways to capture and share best practices that have been generated. The NCC proposes to provide consultative support and professional development design for NYSED regarding ways state can support socioeconomic pilot program (SIPP) schools.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.

- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

**Project Objectives:**

- Support NYSED in the identification, dissemination, and support of practices that have been shown to improve outcomes for young men of color.
- Support NYSED in fostering the development and spread of pilot work designed to promote socioeconomic integration strategies.

**State Offices:** Office of Accountability

**New Project:** No

**Project Start Date:** 05/01/2016

**Federal Priority/Priorities:** School Turnaround, College and Career Readiness

**Technical Assistance Strategies:**

- Facilitation
- Policy Development
- Tool and Resource Development

**Outcomes:**

- SEA will identify, disseminate, and support schools and districts around practices that have been shown to improve outcomes for young men of color.
- SEA will support and disseminate school and district practices designed to promote socioeconomic integration.

### New York: Legislative Priorities Project Work Plan

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Provide consultative support and professional development design for NYSED regarding ways state can support socioeconomic pilot program (SIPP) schools	State support provided to SIPP schools (e.g., resources, professional development)	Schwartz Meadows-Shuford Hansen Brown-Johnson	Schwarz Morgan Fergus	Center on School Turnaround (CST)	
Provide research and professional development design regarding research-based strategies for improving outcomes for young men of color	Research document approved by NYSED and disseminated to the field Research used to assist in structuring state MBK RFPs				
<b>Quarter #2 January 2017 – March 2017</b>					
Provide continued consultative support and guidance to NYSED around the support of SIPP schools	State developed professional development tools and/or training opportunities for the field	Schwartz Meadows-Shuford Hansen Brown-Johnson	Schwarz Morgan Fergus	Center on School Turnaround (CST)	
Provide research and professional development design, technical assistance to NYSED in design and delivery of supports for the field around improving outcomes for young men of color	Professional development tools and materials used by the field Continued use of research to inform state MBK RFPs, and the support provided to RFP grantees				
<b>Quarter #3 April 2017 – June 2017</b>					
Provide research and professional development design, technical assistance to NYSED in design and delivery of supports for the field around improving outcomes for young men of color	Professional development tools and materials used by the field Use of research to inform state MBK RFPs and the support provided to RFP grantees	Meadows-Shuford Hansen Brown-Johnson	Schwarz Morgan Fergus		
<b>Quarter #4 July 2017 – September 2017</b>					
Provide continued consultative support and guidance to NYSED around the support of SIPP schools	State developed professional development tools and/or training opportunities for the field	Schwartz Meadows-Shuford Hansen	Schwarz Morgan Fergus	Center on School Turnaround (CST)	

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
Provide research and professional development design, technical assistance to NYSED in design and delivery of supports for the field around improving outcomes for young men of color	Professional development tools and materials used by the field Use of research to inform state MBK RFPs and the support provided to RFP grantees	Brown-Johnson			

## New York: Early Learning Project Work Plan

**Overview of Planned Work:** NCC's Year 5 work will focus on assisting the NYSED Office of Early Learning Team (OEL) to develop resources and opportunities to promote and share high quality practices that support implementation of the Prekindergarten Foundation for the Common Core and support implementation of a prekindergarten to 3rd grade (PK-3) continuum. During the 2015-2016 school year, NCC worked with OEL and key stakeholder groups, including the Prekindergarten to 3rd Grade Administrators' Association and the NYS Early Childhood Advisory Council to learn about current needs and strategies that support programming along the PK-3 continuum. NCC supported OEL and stakeholders to host a statewide leadership event to build momentum and understanding of a PK-3 continuum and assess local level needs in terms of implementing quality programs across the PK-3 continuum. During the 2016-2017 school year, NCC will continue to support OEL to continue promoting high quality practices along the PK-3 continuum through regional meetings and support the preparation of tools and resources. NCC will also support OEL as the NY State Education Department plans for the implementation of ESSA, as needed.

**NCC Goals:**

- Provide high-quality technical assistance to OEL that builds internal capacity to implement, support, and sustain priority initiatives.
- Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

**Project Objective:**

- To assist OEL and key partners to promote resources and opportunities that support high quality PK-3 practices on the local level across the state.

**State Office:** Office of Early Learning

**New Project:** No

**Project Start Date:** 10/01/2015

**Federal Priority/Priorities:** Early Learning

**Technical Assistance Strategies:**

- Professional Learning
- Tool and Resource Development

**Outcome:**

- SEA will provide resources and opportunities to support the implementation of high quality PK-3 practices and promote the implementation of the PreK Foundation for the Common Core.

### New York: Early Learning Project Work Plan

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Meet with OEL staff and key stakeholder groups to design and plan regional meetings	Agenda	Kenney Dwyer Pannucci Rose-Turrioglio	Hughes	CEELO	Gallagher NYS PK-3 Administrators' Association
Assist OEL to implement up to two regional meetings focused on PK-3 practices. Use regional meetings as a tool to disseminate high quality practices	Meeting agendas and materials				
Review and revise user-friendly tools and resources, as needed	Completed tools and resources				
<b>Quarter #2 January 2017 – March 2017</b>					
Meet with OEL staff and key stakeholder groups to design and plan regional meeting	Agenda	Kenney Dwyer Pannucci Rose-Turrioglio	Hughes	CEELO	Gallagher NYS PK-3 Administrators' Association
Assist OEL to implement a regional meeting focused on PK-3 practices. Use regional meeting as a tool to disseminate high quality practices	Meeting agenda and materials				
Review and revise user-friendly tools and resources, as needed	Completed tools and resources				
<b>Quarter #3 April 2017 – June 2017</b>					
Meet with OEL staff and key stakeholder groups to design, plan, and implement a statewide meeting (webinar or in-person, TBD)	Agenda and meeting materials	Kenney Dwyer Pannucci Rose-Turrioglio	Hughes	CEELO	Gallagher NYS PK-3 Administrators' Association
Review and revise user-friendly tools and resources to disseminate high quality practices and resources	Completed tools and resources				
<b>Quarter #4 July 2017 – September 2017</b>					
Meet with OEL staff and key stakeholder groups to debrief and discuss sustainability.	Agenda	Kenney Dwyer Pannucci	Hughes	CEELO	Gallagher NYS PK-3 Administrators'

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
Review and revise user-friendly tools and resources to disseminate high quality practices and resources.	Completed tools and resources	Rose-Turriglio			Association

## New York: Innovations in Learning Project Work Plan

**Overview of Planned Work:** The focus of Title IV, Part A of ESSA is to improve the use of educational technology in order to improve the academic achievement and digital literacy of all students. The New York State Education Department (NYSED) has requested NCC assistance in identifying programs that could be included in the state ESSA plan and looking at how other states have engaged stakeholders in educational technology planning at the state level.

Initially NYSED is looking for assistance around computer-based testing (CBT) implementation as part of its commitment to both meeting the needs of 21st century learners and improving test delivery, test integrity, scoring validity, and turn-around time on testing results. Starting in 2016, New York State began administering some statewide assessments (grades 3 – 8 computer-based field tests and the ELA and Mathematics computer-based sections of the NYSAA). Since that time, NCC has been asked to provide technical assistance to NYSED with respect to research around best practices and ways to promote student readiness around the use of technology. During Year 5 (2016-17), the NCC will continue its work with NYSED in this area. The work will primarily focus on providing technical assistance to NYSED as it supports administrators and educators in implementing CBT.

Another request is around supporting School Library programs within the state. ESSA has included school libraries in a number of the provisions. Conversations with the ED&T team in Quarter 1 will help clarify the kind of assistance that the SEA will need as they transition to ESSA. NCC will continue to examine ESSA, understand the provisions for school libraries within the ESSA, and work with New York Library Association (NYLA), Section of School Librarians (SSL) and NYSED to communicate the impact of the new provisions on the school library community.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.

### **Project Objective:**

- To assist the ED&T team in guiding the effective integration of technology to transform learning environments statewide.

**State Offices:** Office of Educational Design and Technology

**New Project:** No

**Project Start Date:** 10/01/2015

**Federal Priority/Priorities:** ESSA, Innovations in Learning

### **Technical Assistance Strategies:**

- Relationship Brokering
- Research Synthesis
- Tool and Resource Development

### **Outcomes:**

- SEA will increase their knowledge of research, processes and tools to support innovations that maximize school and learner success.
- SEA will improve procedures that facilitate educational programs and initiatives pertaining to technology integration.

### New York: Innovations in Learning Project Work Plan

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Respond to NYSED’s requests for Information, research and/or best practices aligned with ESSA Title IV Part A, initially relating to computer based testing and libraries as 21st century learning centers	Requests responded by agreed upon deadlines	Logan LeRoy Brock	Shirali Reynolds Morgan D’Ambrosio		NYLA SSL Early Adopters of CBT Pilot in NY Other SEA Representatives NYSED ESSA Think Tank Supporting All Students workgroup
Assist NYSED in providing educational technology specialists, administrators, and school librarians with the professional learning tools, content and resources to use technology effectively in the classroom	Meeting agendas and minutes Completed tools and resources Guidance documents as needed				
<b>Quarter #2 January 2017 – March 2017</b>					
Assist to develop recommendations based on the requests for information	Report on recommendations	Logan LeRoy Brock	Shirali Morgan D’Ambrosio		
Seek feedback from ED&T on recommendations and determine next steps	Summary of feedback				
Conduct focus group with early adopters of the Computer Based Testing Pilot in NY	Data collection schedule Report on focus group discussions				
<b>Quarter #3 April 2017 – June 2017</b>					
Support ED&T in developing a plan for scale and sustainability for initiatives concerning CBT and Library Programs in the state	Scale and Sustainability Plans	Logan LeRoy Brock	Shirali Morgan D’Ambrosio		

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #4 July 2017 – September 2017</b>					
Identify potential tools and resources to help schools and districts implement CBT and strengthen their library programs	Dissemination plan for tools and resources	Logan LeRoy Brock	Shirali Morgan D’Ambrosio		

## Rhode Island: Personalized Learning Project Work Plan

**Overview of Planned Work:** Rhode Island is working on a revised vision for education and personalized learning is embedded in this vision. The vision places a high value on teaching and learning for every student through the lens of personalized learning with pathways for learning deeply, proficiency-based learning systems and foundational learning in PK-3.

There will be multiple offices within RIDE working on developing a plan for personalized learning that aligns with what is written in ESSA Title IV Part A. The Office of Multiple Pathways will be part of these discussions, working on supporting planning and implementation efforts. The Office has requested NCC assistance in promoting the understanding and use of research-based and exemplary practices by educational decision makers in other states working on similar initiatives. Specifically, in Year 5, RIDE would like to receive more information about the following:

- What is the current understanding of personalized learning in RI? How do we know we are “moving the needle”?
- What can RIDE do to communicate around personalized learning efforts, both from the perspective of sharing what we know is in place, and also in terms of pressing on a definition that will have some value in terms of improving outcomes for students.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.

### **Project Objectives:**

- Facilitate internal meetings within RIDE to help ensure all opinions and ideas are thoughtfully considered.
- Assist RIDE in collecting information and data from state and national sources to inform its deliberations.
- As needed, assist RIDE to initiate and manage work groups that would work on policy issues that could further inform the work of various offices within the Department to support Personalized Learning efforts.

**State Office:** Office of Multiple Pathways

**New Project:** No

**Project Start Date:** 06/21/2016

**Federal Priority/Priorities:** Innovations in Learning, ESSA

### **Technical Assistance Strategies:**

- Tool and Resource Development
- Facilitation
- Research Synthesis

### **Outcomes:**

- SEA will increase their knowledge of personalized learning in practice and characteristics of systems that result in the best outcomes for students and under what conditions.
- SEA will strengthen their collaboration with other practitioners of personalized learning within the Department.

**Rhode Island: Personalized Learning Project Work Plan**

<b>Center Activities</b>	<b>Milestones/Output</b>	<b>State Key Team Members</b>	<b>NCC Key Team Members</b>	<b>External Federal Partners</b>	<b>External Non-Federal Partners)</b>
<b>Quarter #1 October 2016 – December 2016</b>					
Facilitate internal meetings to decide action steps after an initial definition of personalized learning has been developed by attendees at the September 2016 statewide conference in RI	Minutes of the meetings reflect outcomes and additional assignments or data that needs to be provided.	Walsh	Shirali Rutledge Morgan		
<b>Quarter #2 January 2017 – March 2017</b>					
Identify resources or tools that that would be helpful to schools/districts as they implement personalized learning	List of tools and resources and accompanying guidance document, if needed.	Walsh	Shirali Rutledge Morgan		
Facilitate internal meetings to decide next steps	Minutes of the meetings will reflect outcomes and additional assignments or data that needs to be provided				

## Rhode Island: ESSA Planning Project Work Plan

**Overview of Planned Work:** NCC to provide technical assistance and guidance to RI in support of their work developing a RI ESSA Plan for submission to USED in July 2017.

**NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.
- Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

**Project Objective:**

- To assist RIDE to develop a statewide plan for ESSA, with particular focus on supporting all Rhode Island stakeholders to have input into the development of the state's ESSA plan.

**State Office:** Office of the Associate Commissioner for Teaching and Learning

**New Project:** No

**Project Start Date:** 5/1/2016

**Federal Priority/Priorities:** ESSA, Standards and Assessment

**Technical Assistance Strategies:**

- Facilitation
- Policy Development
- Professional Learning

**Outcomes:**

- SEA will strengthen collaboration with key educational stakeholder groups in Rhode Island
- SEA will develop procedures that support gathering and using input from the field towards state-level planning and policy development
- SEA will increase their knowledge of cross-state issues regarding ESSA planning and implementation

### Rhode Island: ESSA Planning Project Work Plan

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Facilitate internal ESSA stakeholder engagement planning meetings	Meeting notes	Brown Keith Snider	Gerzon Rutledge		
Provide resources and technical assistance to RIDE facilitators leading the ESSA Committee of Practitioners meetings	Committee of Practitioner Agendas				
Provide resources and tools for ESSA Committee of Practitioners review of ESSA content	Committee of Practitioner Meeting Notes				
Support skills and knowledge of RIDE Committee of Practitioner facilitators to support effective meeting processes that focus on participant input and iterative cycles of feedback	Committee of Practitioner agendas Meeting notes				
<b>Quarter #2 January 2017 – March 2017</b>					
Facilitate internal ESSA stakeholder engagement planning meetings	Meeting notes	Brown Keith Snider	Gerzon Rutledge		
Provide technical assistance and guidance to further develop external input sessions on key ESSA topics	Committee of Practitioner Meeting agendas Committee of Practitioner meeting notes				
Provide guidance on key ESSA topics, as identified by the members of the Committee of Practitioners and RIDE staff	Guidance documents				
<b>Quarter #3 April 2017 – June 2017</b>					
Support development of initial ESSA plan, provide guidance and feedback on plan during development	Draft ESSA Plan	Brown Keith Snider	Gerzon Rutledge		
Support the development and implementation of external feedback sessions on the state's approach to ESSA plan elements	Summary of feedback on ESSA elements				

## Rhode Island: Revise High School Graduation Policy and Guidance Project Work Plan

**Overview of Planned Work:** The Rhode Island Department of Education is in process of revising their HS Graduation Requirements to align with the state's strategic plan for education and their ESSA Planning. The initial draft of regulations was approved by the RI Council on Elementary and Secondary Education in June, 2016. NCC will support RIDE's High School Graduation Team to develop written guidance that support the new regulations and disseminate that guidance through informational meetings and stakeholder engagement sessions that will take place throughout the 2016-2017 school year.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.
- Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

### **Project Objective:**

- To assist the Rhode Island Department of Education to gather input from the field, revise written guidance to support the field to use new High School Graduation Requirements, and develop effective dissemination practices to guide educators to fully adopt the new regulations.

**State Offices:** Office of Secondary School Support, Office of the Associate Commissioner for Teaching and Learning

**New Project:** No

**Project Start Date:** 10/01/2015

**Federal Priority/Priorities:** College and Career Readiness, Standards and Assessment

### **Technical Assistance Strategies:**

- Facilitation
- Professional Learning
- Tool and Resource Development

### **Outcomes:**

- The SEA will strengthen their collaboration with secondary educators in order to effectively disseminate new High School Graduation policies and guidance.
- The SEA will improve procedures to support iterative feedback cycles to gather input on use of new High School Graduation policies and guidance.
- The SEA will gain knowledge about effective dissemination of policy guidance to educators in the field.

**Rhode Island: Revise High School Graduation Policy and Guidance Project Work Plan**

<b>Center Activities</b>	<b>Milestones/Output</b>	<b>State Key Team Members</b>	<b>NCC Key Team Members</b>	<b>External Federal Partners</b>	<b>External Non-Federal Partners</b>
<b>Quarter #1 October 2016 – December 2016</b>					
Provide resources, guidance, and feedback during the development of RI written guidance to support new practices of personalization and competency-based education as outlined in the state’s new HS Graduation Requirements	Coordinated resources from other SEAs on written guidance for personalization, pathways and competency-based education	Cornell Brown	Gerzon Ahigian		
Support RI to develop a plan to engage stakeholders in providing input into the development of written guidance in support of the state’s revised High School regulations	Meeting notes from stakeholder input sessions Written stakeholder engagement plan				
Provide guidance to RIDE on how to craft key messages and materials related to shifts in practice expected as a result of revisions to HS Graduation requirements	Meeting notes from internal RIDE meetings				
<b>Quarter #2 January 2017 – March 2017</b>					
Provide feedback on the development of written guidance to support RI’s new High School Graduation requirements	Final written guidance and supporting documentation	Cornell Brown	Gerzon Ahigian		
Support RI to implement the stakeholder engagement plan to disseminate and support new practices related to HS Graduation	Meeting agendas for stakeholder engagement activities and input sessions				
<b>Quarter #3 April 2017 – June 2017</b>					
Provide resources and guidance to RIDE to gather input from LEAs on best ways to implement the revised HS Graduation Requirements	Data collected from stakeholders	Cornell Brown	Gerzon Ahigian		

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
Use data from LEA input to develop a Year 2 dissemination plan to support LEAs to implement revised High School Graduation Requirements	Year 2 Dissemination plan				
Support engagement activities with external stakeholders to build capacity to use guidance to implement new regulations	Meeting agendas				
	Meeting notes				
<b>Quarter #4 July 2017 – September 2017</b>					
Support the development of the second round of stakeholder input sessions to complete final revisions to state's HS Graduation written guidance	External Stakeholder meeting agendas	Cornell Brown	Gerzon Ahigian		
	Final revisions of Guidance to support High School Regulations				

## Rhode Island: Implementation of Common Core Standards for English Language Learners Project Work Plan

**Overview of Planned Work:** NCC, in collaboration with RIDE, the Office of Instruction, Assessment, and Curriculum and the Office of Students, Communities, and Academic Supports, has completed school-site prototyping of professional learning resources for integrating English Language Learner instruction into general education classrooms and has completed the design of online learning module content that support Rhode Island classroom teachers to integrate English Language Learner instruction into their general education classrooms. In support of new regulations governing the education of English Language Learners, NCC will continue this collaboration with RIDE to post these units on their digital learning platform and support school districts whose teachers are taking the online course.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Design and provide high-quality professional development opportunities that advance educational leaders' knowledge and practice.

### **Project Objectives:**

- Assist RIDE to develop a set of online resources (e.g., protocols, videos, and sample lessons and assessments) to integrate and embed ELD standards into existing units of study.
- Support RIDE to ensure that the state's ELL Directors and curriculum directors can use the online resources (protocols, videos, and sample lessons and assessments) to support teachers to gain required credentials to teach ELL students.

**State Offices:** Office of Curriculum, Instruction and Assessment

**New Project:** No

**Project Start Date:** 10/1/2014

**Federal Priority/Priorities:** Standards and Assessment, English Language Learning

### **Technical Assistance Strategies:**

- Professional Learning
- Tool and Resource Development

### **Outcomes:**

- EL Directors, curriculum coordinators and RIDE staff will increase their understanding of how to use the resources on the online portal and train others in its use.
- Increase in district knowledge and skills regarding use of standards to support instruction of ELL students within general education classrooms.

**Rhode Island: Implementation of Common Core Standards for English Language Learners Project Work Plan**

<b>Center Activities</b>	<b>Milestones/Output</b>	<b>State Key Team Members</b>	<b>NCC Key Team Members</b>	<b>External Federal Partners</b>	<b>External Non-Federal Partners</b>
<b>Quarter #1 October 2016 – December 2016</b>					
Finalize posting of all edited course resources to online portal	Revised curriculum online	Belanger	Perks Morrow		
Test final resources on online portal	Completed portal				
Gather feedback on course materials from EL directors and curriculum coordinators	Meeting minutes				
Gather feedback from school teams implementing the online course	Feedback forms				
<b>Quarter #2 January 2017 – March 2017</b>					
Determine remaining work based on feedback		Belanger	Perks Morrow		

## Vermont: Early Learning Project Work Plan

**Overview of Planned Work:** The Vermont Agency of Education works in collaboration with several organizations to support early education through multiple programs including state-funded prekindergarten education, Early Education Initiative, grant awards, early intervention, Title 1 preschool and migrant preschool programs. Currently, the Vermont Agency of Education is working with an interagency stakeholder group through the Early Learning Challenge grant to revise/develop a comprehensive assessment plan, called the Vermont Early Childhood Comprehensive Assessment System (VECCAS). During the 2015-2016 school year, NCC was asked to support the Agency of Education as they finalized a VECCAS framework, which is currently under review at higher levels within the Agency. This year, the Vermont Agency of Education has requested that NCC continue to work with them in this area and provide support as they work to prepare a guide or resource geared to local communities (e.g., school-based preschools, early care providers, practitioners, parents, etc.) and schools to implement the VECCAS. NCC will also provide support as the Vermont Agency of Education plans to implement ESSA, as appropriate and requested.

**NCC Goal:**

- Provide high-quality technical assistance to the Vermont Agency of Education to build their internal capacity to implement, support, and sustain priority initiatives.

**Project Objective:**

- To assist the SEA to prepare a guide in support of the Vermont Early Childhood Comprehensive Assessment System.

**State Office:** Agency of Education

**New Project:** No

**Project Start Date:** 10/01/2015

**Federal Priority/Priorities:** Early Education

**Technical Assistance strategy:**

- Tool and Resource Development

**Outcome:**

- The Vermont Agency of Education will improve the tools/systems it employs to promote understanding and implementation of VECCAS at the local level.

### Vermont: Early Learning Project Work Plan

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Conduct check-in meetings/calls with Vermont Agency of Education staff to review status of VECCAS framework and stakeholder group discussions. This may include attendance at one or more stakeholder group meetings. (Note: the first call is scheduled for August 3, second meeting scheduled for September 19)	Agenda Email exchange, and/or Project log	Cairns McCarthy	Hughes	Schilder and/or Squires CEELO	
Conduct a review of existing materials and tools to frame development activities	Notes Outlines				
Assist the preparation of VECCAS guide materials	Drafted materials				
<b>Quarter #2 January 2017 – March 2017</b>					
Conduct check-in meetings/calls with Vermont Agency of Education staff to review draft VECCAS guide and stakeholder group discussions. This may include attendance at one or more stakeholder group meetings	Agenda Email exchange, and/or Project log	Cairns McCarthy	Hughes	Schilder and/or Squires CEELO	
Collect feedback and suggestions on draft from stakeholder groups on the draft guide and adjust as appropriate	Updated materials, incorporating Task Force feedback				
Assist to finalize guide	Finalized document(s)				

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #3 April 2017 – June 2017</b>					
Conduct check-in meetings/calls with Vermont Agency of Education staff to review updated VECCAS guide and stakeholder group discussions	Agenda Email exchange, and/or Project log	Cairns McCarthy	Hughes	Schilder and/or Squires CEELO	
Provide assistance to the Vermont Agency of Education in planning and conducting up to 5 regional meetings about the guide	Agenda Meeting materials				
<b>Quarter #4 July 2017 – September 2017</b>					
Conduct check-in meetings/calls with Vermont Agency of Education staff to review updated VECCAS guide and stakeholder group discussions	Agenda Email exchange, and/or Project log	Cairns McCarthy	Hughes	Schilder and/or Squires CEELO	
Provide assistance to the Vermont Agency of Education in planning and conducting up to 5 regional meetings about the guide	Agenda Meeting materials				

## Vermont: Personalized Learning Project Work Plan

**Overview of Planned Work:** Vermont Agency of Education has appointed a new 3 member team to develop a vision and plan to implement personalized learning in the state. Personalized learning is an element of Vermont's proposed ESSA measures. All efforts to date have been around supporting schools with their Personalized Learning Plans. However, a shift towards personalized learning is more than just the plans. In Year 4, this team had requested NCC to share research findings on how personalization produces positive outcomes for students. In year 5, we will be working with AOE to develop a communications strategy to convey this information to the field. They have also requested NCC to help them provide updated resources and tools for Vermont schools through their website and through professional learning. And lastly, the team would like to leverage our network to be a part of a national/regional cohort of personalization practitioners.

### **NCC Goals:**

- Provide high-quality technical assistance to State Education Agencies (SEAs) that builds internal capacity to implement, support, and sustain priority initiatives.
- Provide high-quality technical assistance to SEAs that builds their capacity to support district and school improvement efforts.
- Promote the understanding and use of research-based and exemplary practices by educational decision makers working to improve student achievement.
- Support cooperation and collaboration among SEA leaders, individuals, and organizations that enhances the capacity of SEAs to achieve their aims.

### **Project Objective:**

- To assist the SEA and its Personalization and Flexible Pathways team with information that they need to support schools and districts in implementing personalized learning.

**State Offices:** Office of Personalization and Flexible Pathways

**New Project:** No

**Project Start Date:** 07/15/2016

**Federal Priority/Priorities:** ESSA, Innovations in Learning

### **Technical Assistance Strategies:**

- Research Synthesis
- Relationship Brokering
- Tool and Resource Development

### **Outcomes:**

- SEA will increase their knowledge of personalized learning in practice and characteristics of systems that result in the best outcomes for students and under what conditions.
- SEA will strengthen their collaboration with other practitioners of personalized learning within the region.

### Vermont: Personalized Learning Project Work Plan

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #1 October 2016 – December 2016</b>					
Assist in developing a communications strategy to share research report findings around personalized learning benefits and best practices	Communications Plan	Olson Newton Mara	Shirali D’Ambrosio Ahigian Hayes Kirkendol		
Support the implementation of the communications plan	Regular check ins Marketing materials prepared				
Provide updated and vetted resources and tools for the field for the revised web page	Ongoing list of resources				
<b>Quarter #2 January 2017 – March 2017</b>					
Provide updated and vetted resources and tools for the field for the revised web page	Ongoing list of resources	Olson Newton Mara	Shirali D’Ambrosio Ahigian Hayes Kirkendol	CIL	
Facilitate a conversation to help the team come up with criteria for assessing personalized learning a) resources b) classroom / school practices so they can move forward to share resources with the field	Group discussion protocol Group discussion findings Report List of criteria				
Identify list of possible panelists, facilitators for a meeting of New England entities / SEAs implementing personalization	List of panelists and roles				
Determine financial limitations	Budget				
Assist in developing a program plan including length of meeting, number of presentations/ discussions, dates, times	Program plan				

Center Activities	Milestones/Output	State Key Team Members	NCC Key Team Members	External Federal Partners	External Non-Federal Partners
<b>Quarter #3 April 2017 – June 2017</b>					
Provide updated and vetted resources and tools for the field for the revised web page	Ongoing list of resources	Olson Newton Mara	Shirali D’Ambrosio Ahigian Hayes Kirkendol		
Assist VAE in planning the meeting of New England entities / SEAs implementing personalization	Secure location Create publicity strategy Communication materials				
<b>Quarter #4 July 2017 – September 2017</b>					
Provide updated and vetted resources and tools for the field for the revised web page	Ongoing list of resources	Olson Newton Mara	Shirali D’Ambrosio Ahigian Hayes Kirkendol		
Support VAE in coordinating implementation on site at the meeting of SEAs in the Northeast implementing Personalized Learning	Meeting convened				