

Connect

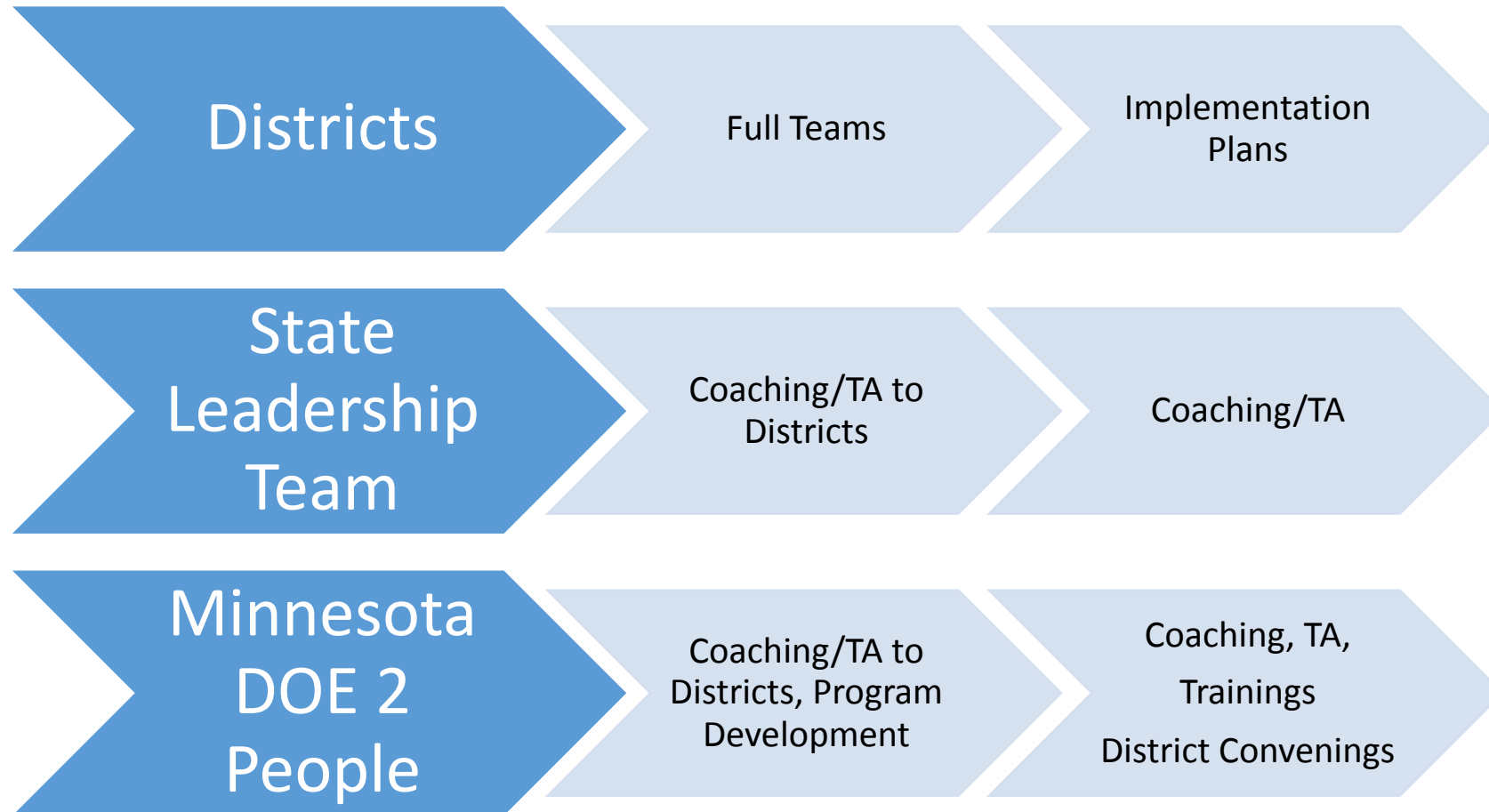
Learn

Sustain

Designing for Sustainability:
Working for and with
Minnesota Schools
Amy Marsicano
Minnesota Department of Education

**Your
Organization
Logo**

Walking together through each program step:
Partner Districts, State Leadership Team, MN DOE



Designing for 1308 Sustainability: Develop Infrastructure

1. Development of **State Leadership Team** (our SHAC) to provide intensive 1:1 coaching for each district, actively managed by MDE
2. Development of **District-level Leadership Team** (DLT) comprised of many individuals with multiple functions for shared-decision making
3. District-level Teams **must** participate in quarterly convenings **in addition to trainings** and receive 1:1 coaching between the quarterly convenings
4. State Leadership Team members with content expertise participate in quarterly convenings and provide 1:1 TA/coaching to districts

District Partners-

Responsibilities for Sustainability

- Develop District Team, beyond Coordinator
- Conduct *their own* needs assessment using MDE tools
- Conduct Monthly Team Meetings- Internal
- Develop Implementation Plans
- Monthly Coordinator Calls- DOE
- Trainings (SHS, Policy, Curriculum)
- TA/FU
- Quarterly Convenings

PICTURE HERE

Responsibilities for Sustainability

State Leadership Team

Attend district team convenings (4X year)
Provide coaching & TA

Monthly Meetings with Minnesota DOE

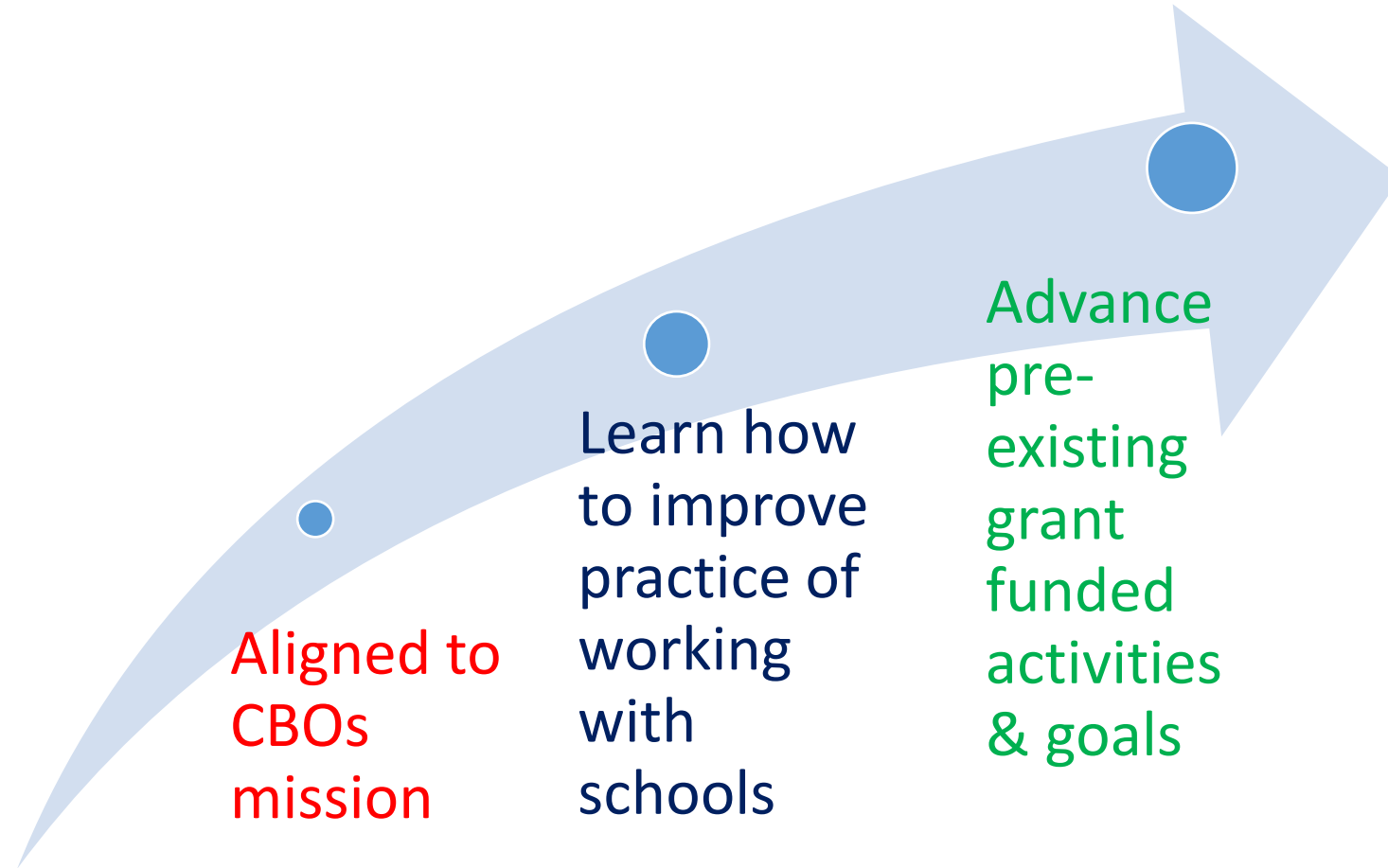
- Provide district feedback
- Provide in-put on program development
- Provide consultation on program tools
- Leverage aligned opportunities

Minnesota DOE

Develop All-District Quarterly Convenings
Provide District Trainings
Provide Coaching & TA

- Management of Districts
- Management of Coordinators
- Management of State Leadership Team
- Program development
- Leverage NGOs

State Leadership Team: What's in it for me?

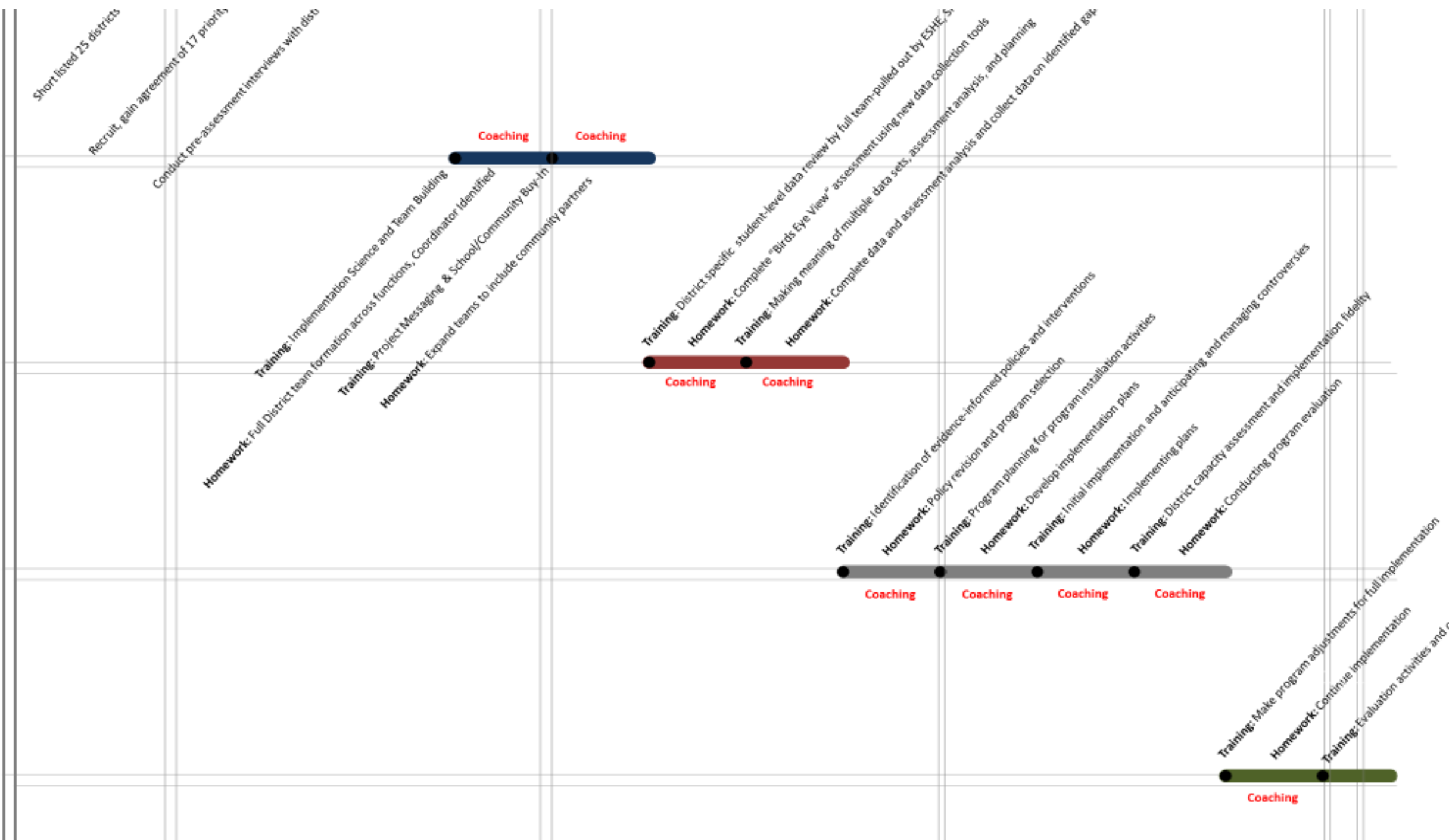


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Sustainability Tool: Implementation Plans

(SCREEN SHOT HERE)

- Includes integration with other district initiatives
- District Strategic Plan integration
 - Red Wing District
 - Cass Lake-Bena District
- Communication Planning
- Used at trainings and added or adjusted
- Used as ‘Map’ for TA provider for District

Example: District 916

- Not meeting Minnesota state law for HIV/STI Prevention
- Teachers not delivering *any* Sexual Health Education
- Teachers not trained in Sexual Health Education
- Curriculum Selection criteria not in place
- Curriculum not in place
- 6-Month Needs Assessment- No Student Level Data
- 11 Buildings

Today: District 916

- ✓ Criteria for Curriculum Selection Established
- ✓ Curricula review held with team: Curriculum Selected
- ✓ Curriculum Adoption across the entire district
- ✓ Training of school professional staff
- ✓ Training of Instructional Coaches for feedback, observation
- ✓ Meets Minnesota state law on HIV/STI prevention education
- ✓ Student Level Data Obtained- administration of MSS (YRBS)
 - ✓ Sexually Active
 - ✓ 14% LGBT population
 - ✓ 4% Trans/Gender Minority
- ✓ TA Delivery Plan & Coaching- this year
- ✓ Booster Sessions- this year

(screen shot 916s Plan & Staff Picture)

Example #3: District Red Wing

Rural Minnesota (show picture of state with star, show logo)

Evidence-Informed Curriculum not in place

Curriculum selection criteria not in place

Curriculum & Instruction Director- not trained in curriculum selection

Teachers not receiving PD in Sexual Health Education

Yet, 7th & 10th grade delivery of Sexual Health Education

Sexual Health policy not in place

Today: Red Wing

Curriculum Selection Criteria in place

- Student level data used

Evidence-Informed curriculum selected

District wide curriculum adoption across 2 grade levels

Policy Drafted

Curriculum Training – 7th and 10th grade levels

Curriculum Instruction Director attends Training on Curriculum

Teachers attend training

TA/FU support – this winter

Sustainability

Sustainability practices were not Fast for us.

We had to pick 2-

- ❖ Fast
- ❖ Sustainable
- ❖ Inexpensive

“Fast & Sustainable” = Expensive

“Sustainable & Inexpensive” = Slow

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What is worth doing, is worth doing sustainably

Pictures Here

Notes-

Sustainability work is not fast or convenient work. Systems change work is hard and not immediately seen or rewarded. For us, School system change is the right thing to do for young people.

We are learning that Schools are not strangers to endurance and hard work – and doing it without much credit. They are proponents of “Grit” after all.

We see 1308 as an enormous invitation to engage in systems change work- school systems change. For us, 1308 is primarily a TA grant to move school processes and systems- to make way for evidence-informed programs which may change over time.

We have been very tempted to abort sustainability. It’s messy and hard. The first 3 years, the successes are not about outcomes that are tied to Numbers or Data- all of our successes are processes.

But for us, with limited funding and a window period of 5-years, we wanted to reap the precious opportunity this grant provides- we want the grant to clear new pathways for programs and have legs well beyond 2018. Young people deserve that.