

## **Central Rivers AEA Accreditation Site Visit**

October 4, 2022 Interviews

October 5, 2022 Team summation and report writing

### **Noted Strengths:**

The organizational structure used by the AEA provides support for efficient and effective service delivery of professional development opportunities and a variety of services to support districts in building capacity to enhance learning for all students.

Blending Theory of Practice with Inspired Leadership has established the basis for a strong, consistent service delivery plan which supports the current organizational structure. This, coupled with feedback loops and the Cycle Visits, has established a routine that allows for stakeholder input and monitoring of programs, services and multiple pilot initiatives.

Implementation of the Care Team approach, pooling the combined expertise of in multiple areas, vs support by an individual consultant has enhanced the ability of the agency staff to more effectively respond to district needs. This model allows consultants to draw on the expertise of colleagues as needed.

The design, implementation, and continued expansion of the Learning Management System (LMS) has provided an array of delivery modalities for learning modules covering a wide range of topics to support staff and administration.

Media, IT and tech support were noted as essential services by several of the LEA interview groups. This included not only the materials collections, but the numerous web-based applications and resources for students and staff use, as well as support for ADA compliance, and STEM and Coding resources.

Strong support for data utilization (Data Warehouse), interpretation and use in decision making was noted by multiple interview groups. Appreciation was expressed for the AEA support provided, not only districts that were required to use the SAMI process, but for those who chose to utilize it as a tool to monitor system strengths and over-all district health. Additionally, it was noted that the AEA encouraged use of Conditions for Learning survey data by districts in assessing student and district climate health.

Several interview groups reported that Central Rivers Area Education Agency (CRAEA) has implemented shared systems and contracted services for personnel as an option for districts to address the shortage of teachers and administrative roles. These positions include work experience coordinators (EOC) in the area of special education, special education directors, curriculum directors, English Language Learner (ELL) teachers and instructional technology (IT) support, as well as interim superintendent support by Sam Miller and Karl Kurt.

Central Rivers Area Education Agency conducted an internal equity audit. As a result of this survey, the AEA identified the need to expand services in the area of diversity, equity, and inclusion. This resulted in hiring a consultant to lead learning in this area. The AEA has also deployed the Hanover Survey as a means of collecting data related to agency performance. Results indicated that the agency is ahead of the state average percentages in many areas.

District administrative leadership was appreciative of Central Rivers Area Education Agency's (CRAEA) support for districts during COVID. The weekly access to informal conversations with peers, facilitated by CRAEA leadership was an invaluable support.

Supports for Diverse Learners was frequently mentioned. This was an area that many LEA staff were familiar with and were appreciative of the support they were provided. EL was frequently noted as being a strong point. Trust and confidence in AEA partnerships was evident. Both AEA and LEA interviews indicated that the practice of embedding consultants in district level teams was beneficial in establishing open communication and trust.

Interviewees in the area of early childhood acknowledged support in unpacking standards, Early Access and ECSE connections with community partners (state funded) programs.

Central Rivers AEA is recognized at the state level for their strong leadership in the area of SEL. Hosting the recent Behavior Summit was an example of this, and was well received.

The AEA has provided both resources and support in the area of Future Ready standards, including resources and templates for districts to use in Portrait of a Graduate work.

**Suggestions for Consideration and Growth:**

Market, Market, Market! Share your story, your accomplishments and leadership. You have a wonderful story to tell, and much to be proud of. Use every opportunity to share what you do.

Continue to encourage learning and implementation of MTSS Tier 2 and Tier 3 supports as a means to ensure that districts are equipped to support students who may not meet the threshold for special education or other support services don't fall through cracks in the system, and continue to widen the gap in their achievement.

As you monitor the various pilot projects, engage in data collection and analysis to ascertain the effectiveness and practicality of expanding implementation and the capacity of the agency to sustain current programming, as you continue to grow and respond to current need and anticipated need in the future.