# Implementing Learning Supports:  An Action Framework

| Results Orientation/Data-Based Decision Making | Continuum of Programs & Services (Intervention Framework) | Infrastructure | Policies | Capacity Building |
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| 1. a. *Common Results & Indicators* -- Subscribe to and use common result – "success in school" and indicators with supporting results/indicators to inform work. | **2.a. *Resource Mapping* -- Initiate an inventory and mapping process of existing programs/ processes/strategies so that a gap analysis can be completed and goals set based on a shared focus. (Assessment of the effectiveness of the programs/ processes/ strategies for meeting goals should be part of this process).** | 3.a. *Teams* -- Establish cross agency teams to manage and allocate financial and human resources at all levels<br>• Oversee program/services implementation and develop unduplicated common measures.<br>• Develop a staffing strategy<br>• Develop a financing strategy for implementation<br>• Oversee programs/services implementation to monitor implementation and ensure sustainability | 4.a *Interagency Cooperation* -- Cross-agency partners each develop and adopt an intra-agency position supportive of interagency cooperation and collaboration about supports for learning. | **5.a.*Leadership Commitment and Champions*  -- Determine readiness and establish leadership at all levels of youth serving systems for Learning Supports**<br><br>**Identify and cultivate leaders at all levels of youth serving systems to champion learning supports** |
| **1.b. *Priorities* -- Review and analyze multi-system youth data (academic & non-academic) to identify priority needs of youth.** | **2.b. *Action Plans* -- Develop intra-agency Learning Supports action plans that are based on need.** | 3.b. *Integrated Team* -- Study the composition of teams required by various agencies and suggest a team composition that integrates those requirements. | 4.b. *Commitment* -- Develop and adopt an interagency MOA/MOU that specifies commitments to common direction for learning supports. | **5.b.** *Staff Development* **-- Provide training to state/regional/ local staff, such as**<br>• **The concepts and plans for Learning Supports**<br>• Youth development<br>• Use of results, indicators and performance measures<br>• Skills and attitudes to develop cultural proficiency of staff |
| 1.c. *Accountability* -- Identify and use a common framework for performance measurement that assesses effectiveness of Learning Supports programs and practices that are aligned with "success in schools" results and indicators. | 2.c. *Funding Stream Alignment* -- Identify and align funding streams to support achievement of the lead result, "success in school". | 3.c. *Common Language*  -- Agree on and commit to common language and processes for shared decision-making by resource management teams related to learning supports | 4.c. *Re-allocate Resources* -- Adopt policies and procedures to support the financing strategy and staff deployment needed for successful implementation of learning supports. | |
| 1.d. *Monitoring* -- Agree to and implement a continuous improvement process for monitoring implementation of programs and services/practices that includes fidelity of implementation, progress toward out-comes, and decision-making regarding program improvement based on data from monitoring. | 2.d. *Cross-Agency Coordination* -- Develop/Adopt an integrated planning process focused on results that can be used to facilitate coordination of programs and services across agencies (e.g., SIAC, COP, SAFE, at-risk, etc.) within and across agencies or planning entities | 3.d. *Communication* -- Implement a plan for sharing Learning Supports information across agencies giving attention to confidentiality issues of individuals. | 4.d. *Aligned Applications & Reporting* -- Develop RFPs and other state and federal allocation application and reporting processes that:<br>• Align with "success in school" results.<br>• Use common language.<br>• Seek data on common performance measures. | 5.c. *Interagency Capacity* -- Develop interagency capacity to implement the concepts of Learning Supports that:<br>• Align human and financial resources to function more efficiently and effectively as systems of learning supports that are results-oriented within and across agencies; |

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| | | | | • Create mechanisms for oversight and implementation processes for cross-agency planning and resource management at all levels of the system.<br>• Develop and implement continua of programs and services that are<br>  – Based on the principles of positive youth development,<br>  – Responsive to state/regional/local needs,<br>  – Accessible to all youth and their families, and supportive of their needs during the school age years (primary focus group) and transitioning to young adulthood.<br>• Mindful of early childhood transitions |
| 1.e. *Reporting* -- All agencies share progress data that inform our progress toward results with the intent of continuously improving coordination of efforts across agencies. | 2.e. *Inclusivity* -- Review programs and services to ensure that programs and practices:<br>• Are responsive to culture, race, gender, ethnicity, disabilities<br>• Are matched to targeted population<br>• Involve youth in their development<br>• Involve community in their development | 3.e. *Youth Involvement* -- Create opportunities and supports for youth involvement in the planning, implementation, and evaluation of the Learning Supports processes and practices. | 4.e. *Share Tools* -- Develop, promote, use, and share tools that review policies that support Learning Supports and promote culturally competent/responsive practices | |
| | | 3.f. *Connections* -- Establish transitions and align with early childhood and adulthood systems. | 4.f. *Youth Involvement* -- Include youth in the review and development of state Learning Supports policies and practices. | |
| | | | 4.g. *Leadership Support* -- Secure leadership support for the acceptance of diverse local community plans that align with results. | |
| | | | 4.h. *Leadership Support* – Accept Learning Supports plans for from various sources as long as they align with the needs of identified system. (One plan can be used by various systems.) | |