Statewide System of Support Theory of Action

If state agencies (CDE, SBE, CCEE) and lead agencies (Geographic Lead Agencies, Community Engagement Initiative Lead Agencies, SELPA Lead Agencies) co-design a System of Support which supports reciprocal relationships and mutual learning

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and if the state and lead agencies build the knowledge, practices, mindsets and systems changes needed to increase their capacity to address systemic bias and inequities within the current system

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and if the state and the lead agencies do what they are tasked to do by statute and provides support tailored to locally identified needs and strengths of COEs and LEAs

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Then COEs/LEAs will know how to access SOS resources and capabilities, be equipped to uncover their own solutions for identified needs and address inequities within the current system, and will have the capacity to use their local control and continuous improvement processes to change outcomes for COEs, LEAS, schools, and students.

State and Lead Agencies

- Work collaboratively to advance the purpose of the SOS
- Identify and implement practices and strategies necessary to create new system based on regular communication, principles of continuous improvement and culture of support rather than compliance
- Develop mindset that working together within the SOS is an effective mechanism for disrupting the current system, addressing inequities, and improving student outcomes
- Intentionally connect COEs, LEAs, and local stakeholders to identify local needs for interventions rather providing packaged approaches

State and Lead Agencies
Systems

- Develop systems, activities, and resources needed to adopt and sustain effective innovations
- Implement strategies and practices to bring each Lead to the next level of programmatic and organizational maturity needed to effectively and efficiently advance its mission and inspire others to do the same

Knowledge

- Demonstrate awareness of best practices and knowledge of how to effectively implement those practices

Skills/Practices

- Build skills and capacity in fostering effective reciprocal relationships
- Cultivate culture of self-reflection and continuous improvement
- Solicit feedback to improve practices

Mindsets/Attitudes

- Understand need for change at all levels of the system including one's own
- Focus on underlying structures and mental models that perpetuate current system

State Agencies

- Facilitate and enable communication among Lead Agencies, COEs, LEAs, and advocacy partners
- Collect, analyze, and disseminate best practices and research resources
- Collaborate in planning and create conditions for success based on a culture of support rather than compliance
- Build a culture of continuous improvement

Geographic Lead Agencies

- **Capacity**: Collaboratively build organizational capacity with COEs, lead agencies, and LEAs
- **Resources**: Develop, refine, curate and share universal and targeted resources based on identified needs of LEAs
- **Facilitation**: Build coherence by facilitating communication and collaboration through reciprocal partnerships within the Statewide System of Support
- **Connectors:** Act as connectors between COEs/LEAs and all the lead agencies of the SOS

SELPA Lead Agencies

- Train and support LEAs in the use of data, root cause analyses, systems alignment, and coherence to support students with disabilities
- Help LEAs develop and implement evidence-based practices for students with disabilities

CEI Leads

- Engage district participants in learning networks to deepen community engagement practice
- Implement state structure of PD/PLLN
- Develop authentic community engagement

COE outcomes

- Awareness of and ability to address locally identified needs
- Provision of general assistance to all LEAs and differentiated assistance when needed.
- Changes in knowledge, practices, and mindsets to address systemic inequities

LEA outcomes

- Changes in knowledge, practices, and mindsets to address systemic inequities
- Create culture of support to enable school sites to do their work and sustain it even if changes occur

School staff outcomes

- Changes in knowledge, practices, and mindsets to address systemic inequities
- Belief that personal efforts can help all students succeed
- Creation of classroom environments that respect and address needs of all students

Student outcomes

- Reduced inequality in educational outcomes
- Increased student engagement
- Improvement in student academic achievement