

# Sound Check

We're going to get started in a few minutes.

**Can you hear us?**

Please let us know in the **chat!**

Test Audio

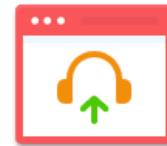
Welcome to the Webinar!  
We'll be starting in a few minutes.

The screenshot shows a webinar interface with the following elements:

- Talking:** A dark grey bar at the top right.
- Meeting Topic:** A label above the meeting details.
- Host:** A label above the meeting details.
- Invitation URL:** A label above the meeting details.
- Participant ID:** A label above the meeting details.
- Audio Settings Panel:** A dark grey panel with the following options:
  - Select a Microphone:**
    - ✓ Microphone Array (Realtek High Definition Audio) Same as System
  - Select a Speaker:**
    - ✓ Speakers (Realtek High Definition Audio)
    - Speakers (Microsoft Docking Station Audio Device)
    - Same as System
  - Test Speaker & Microphone...
  - Switch to Phone Audio...
  - Leave Computer Audio
  - Audio Settings...
- Share:** A red icon of overlapping windows.
- Invite Others:** A blue icon of a person with a plus sign.
- Bottom Toolbar:** A black bar with icons for: Unmute (circled in blue), Start Video, Invite, Manage Participants (with a '1' next to the icon), Share, Chat, Record, Breakout Rooms, and End Meeting.

# Take the participant survey!

1. Look in the **Chat box**. See the survey link?
2. **Click the link** to answer demographics questions



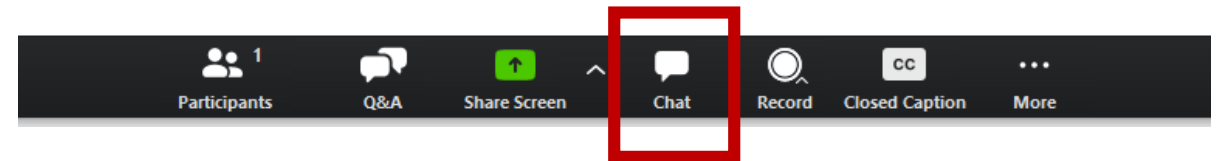
Join Audio



Share Screen

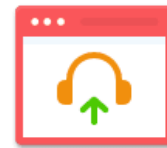


Invite Others



# Tips for Participating

1. Raise Hand for Interactive parts
2. **Questions** as we go? Ask them in the [Q&A](#)
3. **Discussion** is scheduled for the end of the webinar
4. **Recording** will be available at the end of the month.



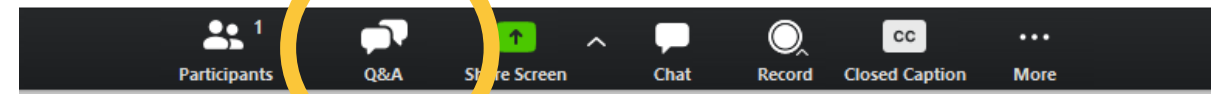
Join Audio



Share Screen



Invite Others



# *Partnering with School Systems*

Understanding the Culture of Education  
Partners and Agencies



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# “Stay home, stay healthy”



**OSPI COVID-19 Information**

<https://www.k12.wa.us/about-ospi/press-releases/novel-coronavirus-covid-19-guidance-resources>



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**Mandy Paradise, OSPI**



**Joy Lyons, ESD 112**



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# Poll #1

I work for the following program or initiative...

My experience with the Education Field is mainly informed by...



# Survey Says: Focus Here

- Connections to schools
  - Community focus and help
  - Prioritizing Prevention vs Intervention activities
  - Youth engagement
- 
- ***Call for guidance*** on how to better partner together with Student Assistance.





# OSPI & ESDs'

## Guiding Objectives for CPWI

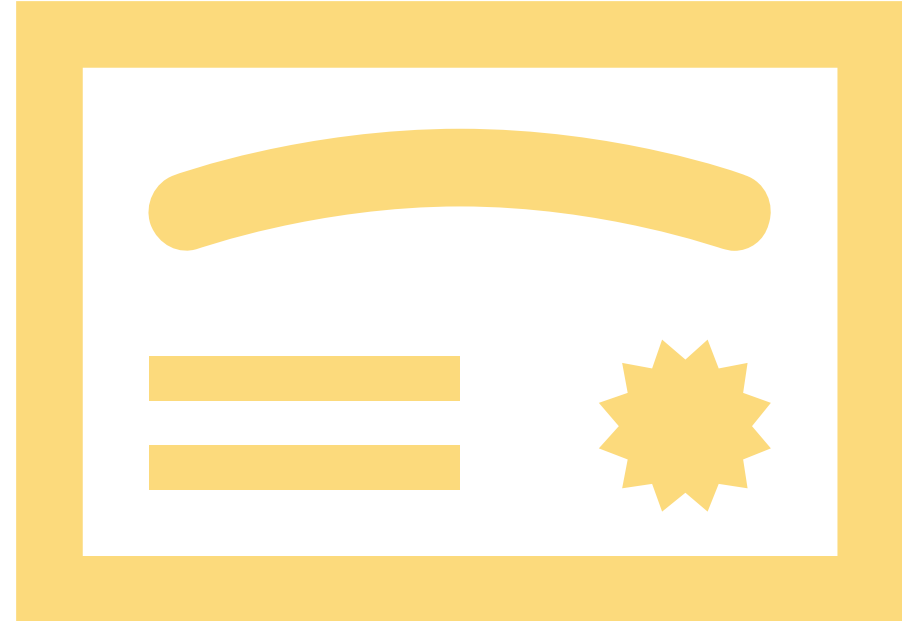


- Describe OSPI and ESD roles
- Clarify Student Assistance Program purpose
- Clarify Student Assistance Professional role
- Examine coalition orientation practices
- Identify exemplars of partnership
- Provide guidance/info on high-value CPWI topics



# Want a certificate of attendance?

Complete the *evaluation* link.



# Agenda:

1. Overview of WA education and OSPI
2. Governance structures
3. Policy considerations + resource share
4. *In Practice* : Tips and Ponderings
5. ESD Overview + Presentation by Joy Lyons, ESD 112
6. Application
7. Discussion





Let's do this!

# Goal

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Strengthen understanding of OSPI and ESDs, and their roles in educational systems

# Guiding Questions

---

- What is OSPI?
- What are ESDs?
- How might organizational cultures impact partnership and collaboration?
- What practices should guide policy efforts aimed at educational systems or settings?

# Poll #2

My top priority for today is...



# Take Notes

Share **One Big Thing** at the end







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## OSPI's Role



- Allocate funding
- Provide tools and resources
- Provide technical assistance
- Support and create policy





**Vision**

*All students prepared for post-secondary pathways, careers, and civic engagement.*

**Mission**

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

**Values**

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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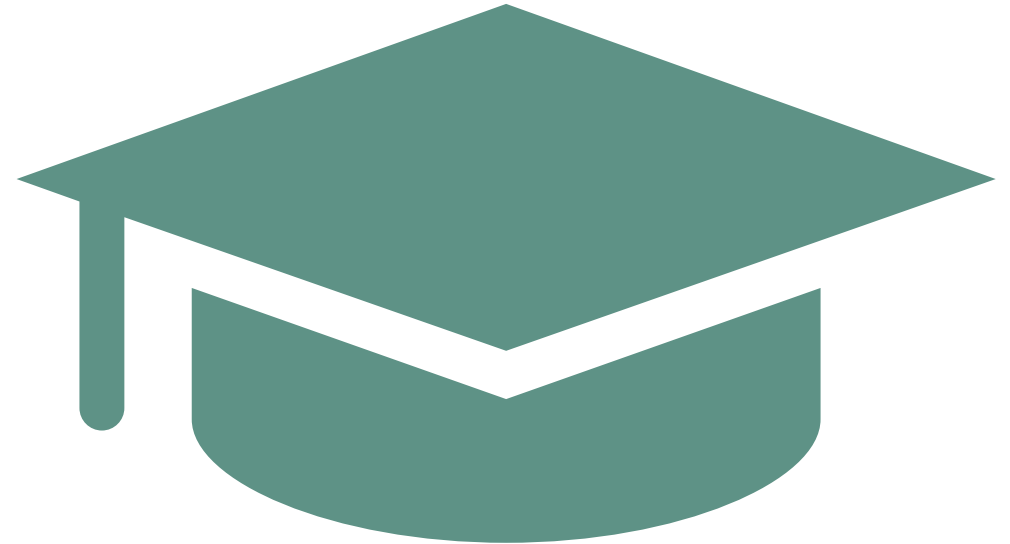
## **Basic education—Goals of school districts.**

A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

- (1) **Read** with comprehension, **write** effectively, and **communicate** successfully in a variety of ways and settings and with a variety of audiences;
- (2) Know and apply the core concepts and principles of **mathematics**; social, physical, and life **sciences**; **civics** and **history**, including different **cultures** and participation in representative **government**; **geography**; **arts**; and **health** and **fitness**;
- (3) **Think analytically**, logically, and creatively, and to integrate **technology** literacy and fluency as well as different experiences and knowledge to form **reasoned judgments** and **solve problems**; and
- (4) Understand the importance of **work** and finance and how performance, effort, and decisions directly affect future **career** and **educational opportunities**.

## Learning Standards & Year of Adoption

- [The Arts](#) (2017)
- [Computer Science](#) (2018)
- [Early Learning \(birth through 3rd grade\)](#) (N/A)
- [Educational Technology](#) (2018)
- [English Language Arts](#) (2011)
- [English Language Proficiency](#) (2013)
- [Environment and Sustainability](#) (2009)
- [Financial Education \(PDF\)](#) (2016)
- ★ [Health and Physical Education](#) (2016)
- [Mathematics](#) (2011)
- [Science](#) (2013)
- [Social Studies](#) (2018)
- [World Languages](#) (2015)



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**Class size**

**Educator well-being**

**Contract negotiations**

**Discipline rules**

**Truancy supports**

**Facilities**

**Attendance**

**TPEP**

**24 Credit  
Graduation**

**Closing  
achievement gaps**

**Student well-being**

**9<sup>th</sup> Grade-on-track**

# Schools Stress About...





**Harvard  
Center for  
the  
Developing  
Child**

We all need a set of **core life skills** to manage work, family, and relationships successfully. **These include:**

---

**PLANNING**

Being able to make plans, carry them out, and set and meet goals

---

**FOCUS**

Concentrating on what's most important at any given time

---

**SELF-CONTROL**

Having the ability to control how we respond to our emotions and stressful situations

---

**AWARENESS**

Noticing people and situations around us and how we all fit into the picture

---

**FLEXIBILITY**

Being able to adapt to changing situations

---



# Substance Use Prevention & Intervention

The Student Assistance Prevention-Intervention Services Program (SAPISP) is a comprehensive, integrated model of services that fosters safe school environments, promotes healthy childhood development and prevents alcohol, tobacco, and other drug abuse. The SAPISP, operated by OSPI, places Student Assistance Professionals in schools to implement comprehensive student assistance programs that address problems associated with substance use and other at-risk behaviors.

<https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health/substance-use-prevention-intervention>



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# **Governance Structure:** How it all Connects

# State

---

HCA/DOH



# Regional

---

MCOs/LHJs & Contractors



# Local

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Contractors



**A public agency, but selected - not elected.** Partners span private organizations, companies, businesses, and other entities including public service such as county or school.

# State

---

OSPI



# Regional

---

ESDs



# Local

---

School Boards



**Public agencies and elected.** Partnerships are well-established among state, regional, and local entities and feature a systems connection. Local control and governance are often independent of state or regional monitoring.



Why this matters

*In your words...*

“What is happening at the top levels to encourage schools to work with CPWI communities?”



# State



**OSPI**

# Regional



# Local

**295**  
**School**  
**Districts**



*In your words...*

“We need you to keep us in the loop on school level programs, interventions, polices, and struggles.”

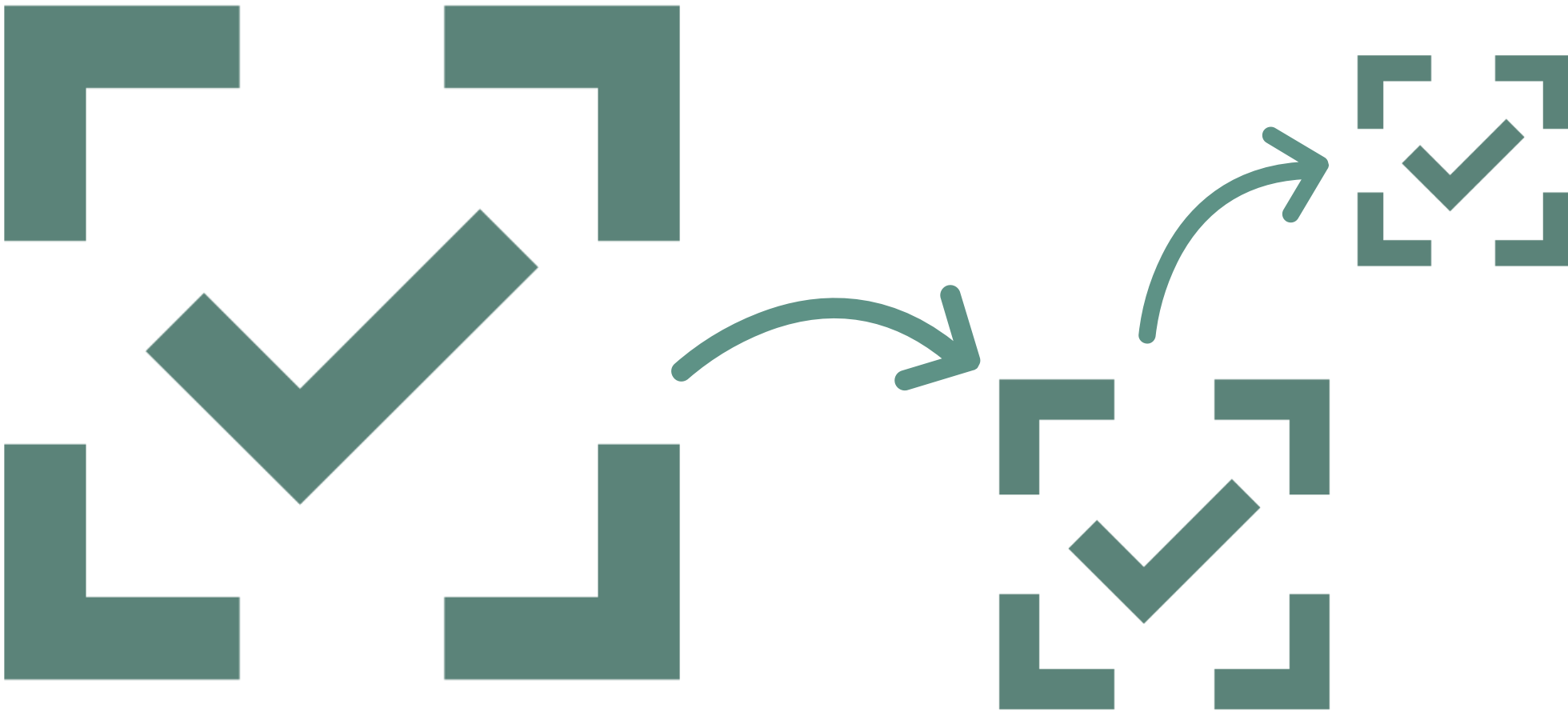


# Education Policy





# Education Policy



*In your words...*

“How do we interact and engage?  
How can we navigate school red  
tape?”



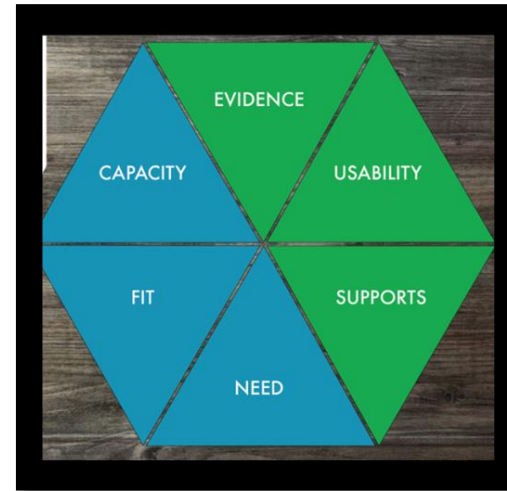
# Think about...

- Education's perspective
- Who is best situated to implement
- Impact on all students in all situations
- Including the ESD



# Poll #3

How would you rate your familiarity with the NIRN **Hexagon Tool**?





# NIRN

## NATIONAL IMPLEMENTATION RESEARCH NETWORK

FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

### Interactive Lesson 1 The Hexagon Tool

Through this interactive lesson on the Hexagon tool and companion resources, you will learn how to identify the need for your organization as well as the root cause of that need, identify potential options and their relevant information, evaluate fit and feasibility of the options, and finally to use the information gathered during the hexagon process to inform your implementation planning.

[View Streaming Lesson](#)

[Download Hexagon Tool](#)

[Download Initiative Inventory](#)

[Download Root Cause Analysis Handout](#)

[Download Engaging Stakeholders](#)

[Download Program Developer Interview Guide](#)



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#### Implementing Site Indicators

##### CAPACITY TO IMPLEMENT

Staff meet minimum qualifications

Able to sustain staffing, coaching, training, data systems, performance assessment, and administration

- Financially
- Structurally
- Cultural responsiveness capacity

Buy-in process operationalized

- Practitioners
- Families

##### FIT with CURRENT INITIATIVES

Alignment with community, regional, state priorities

Fit with family and community values, culture and history

Impact on other interventions & initiatives

Alignment with organizational structure

##### NEED

Target population identified

Disaggregated data indicating population needs

Parent & community perceptions of need

#### Program Indicators

##### EVIDENCE

Strength of evidence—for whom in what conditions:

- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

Outcomes – Is it worth it?

Fidelity data

Cost-effectiveness data

##### SUPPORTS

Expert Assistance

Staffing

Training

Coaching & Supervision

Racial Equity

Impact Assessment

Data Systems

Technology Supports (IT)

Administration & System

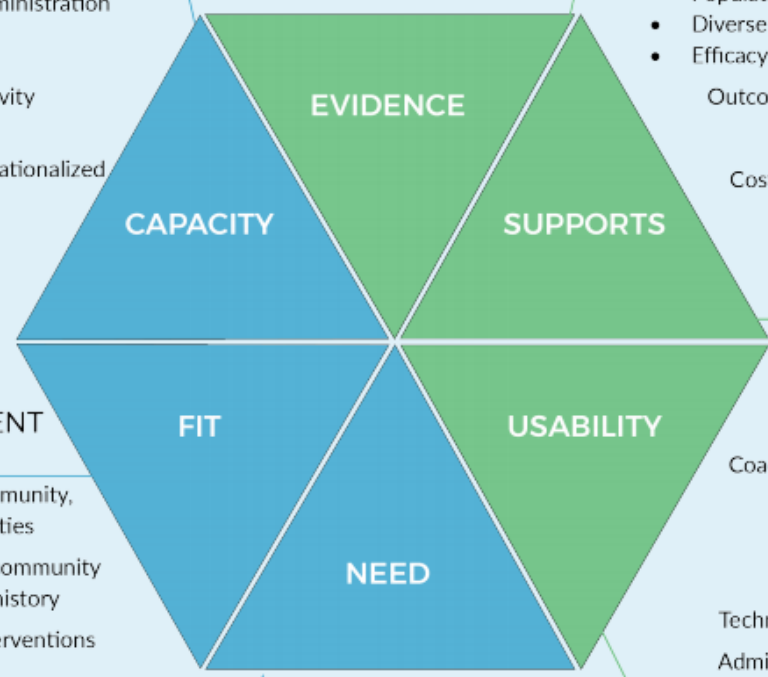
##### USABILITY

Well-defined program

Mature sites to observe

Several replications

Adaptations for context



<https://nirn.fpg.unc.edu/ai-lessons-and-short-courses>

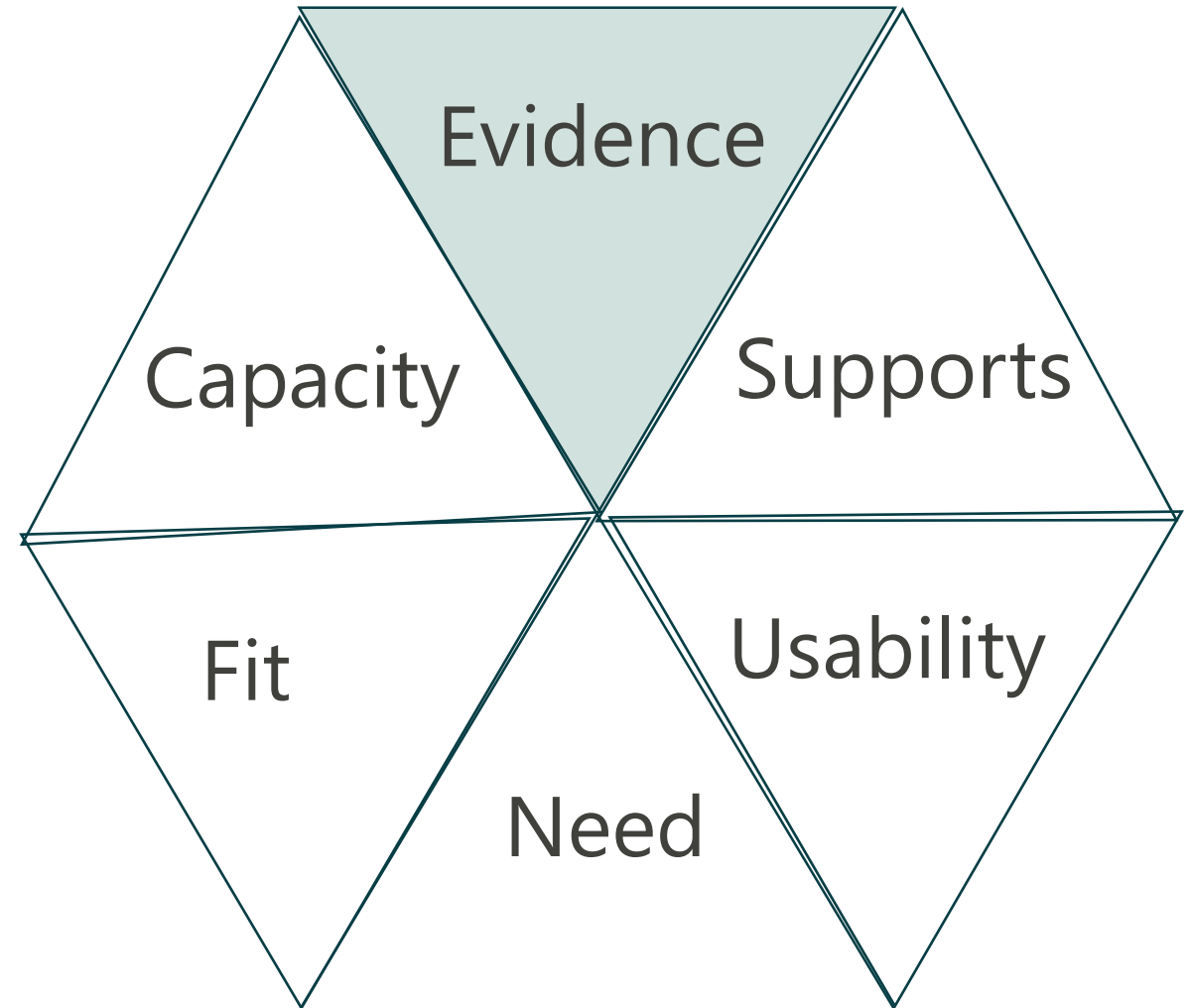
Are there research data available to demonstrate this approach?

Under what conditions was the evidence developed?

What outcomes are expected if this policy or practice is implemented?

Has this been done in similar settings?

How might this impact culturally and linguistically diverse populations?



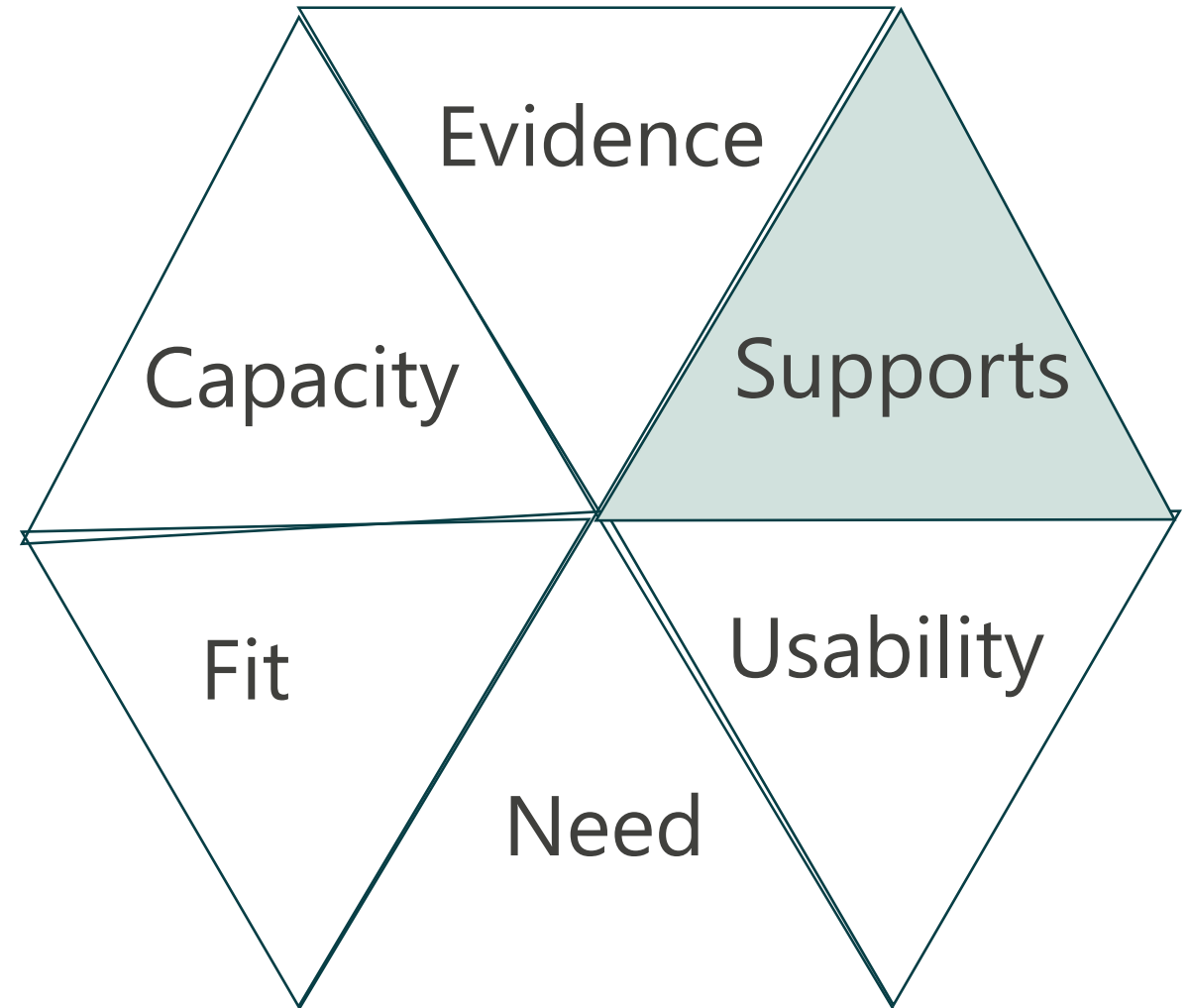
Is there a qualified “expert” who can help with implementation?

Are the resources needed to make this change readily available?

- Identify resources and associated costs.

What level of “buy-in” exists?

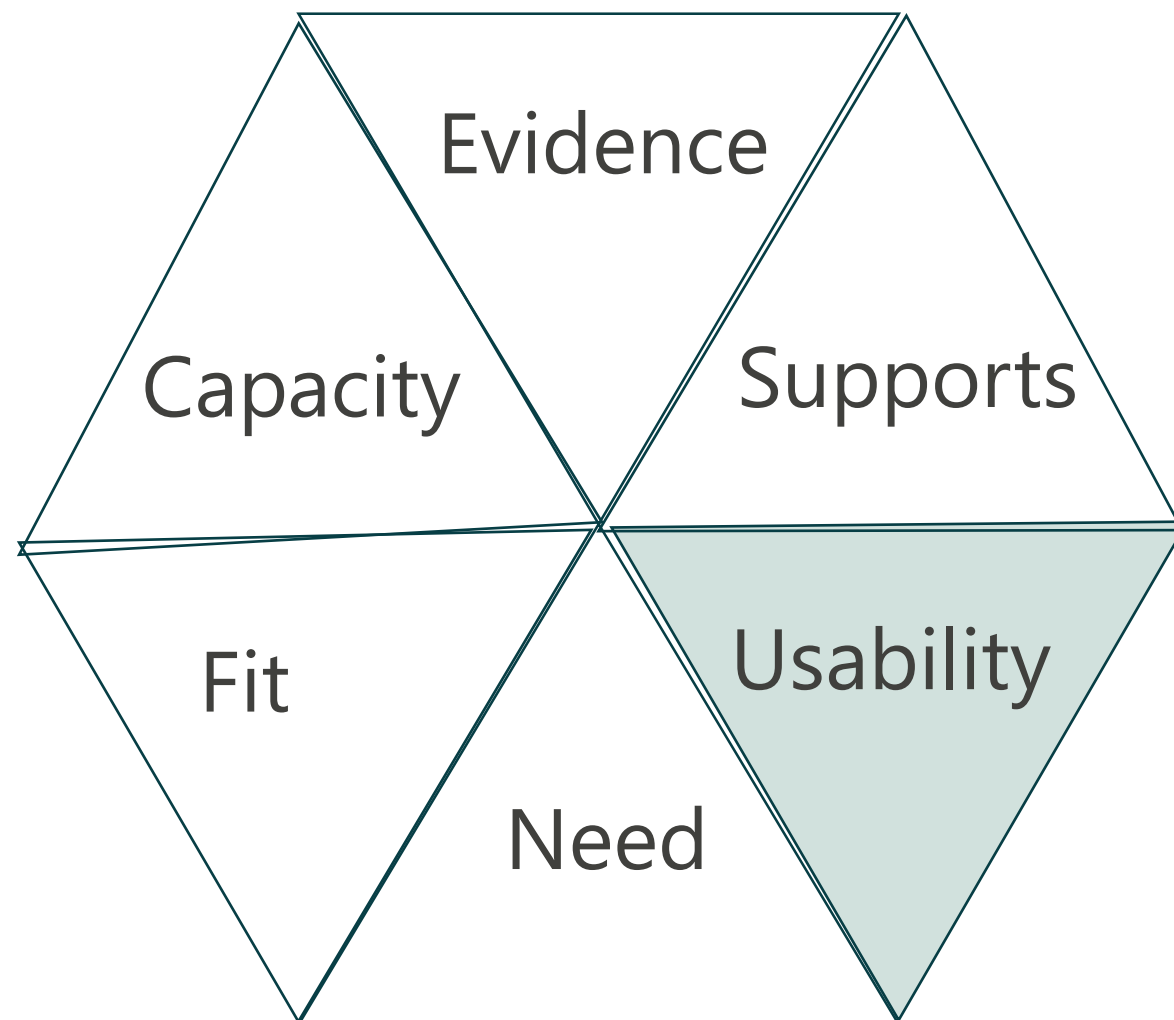
Do leaders support this change?



Is the policy change clearly defined? For whom is it intended?

Is each core feature of the policy operationalized?

What do we know about the reasons previous policies were successful or unsuccessful?



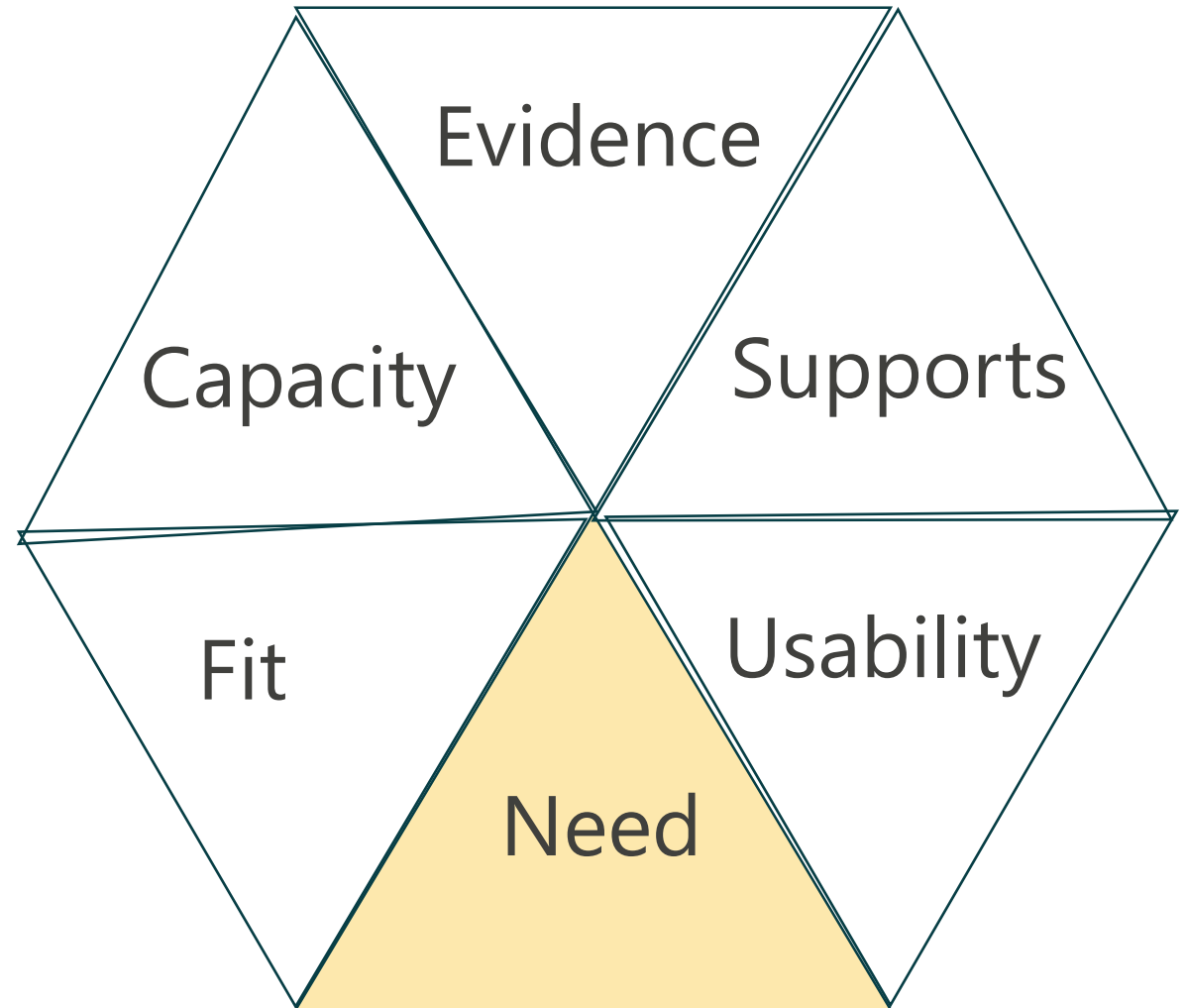


Who will this policy impact?

What are the needs of this population? How were the needs of the population determined?

How do affected individuals perceive their need? What do they believe will be helpful?

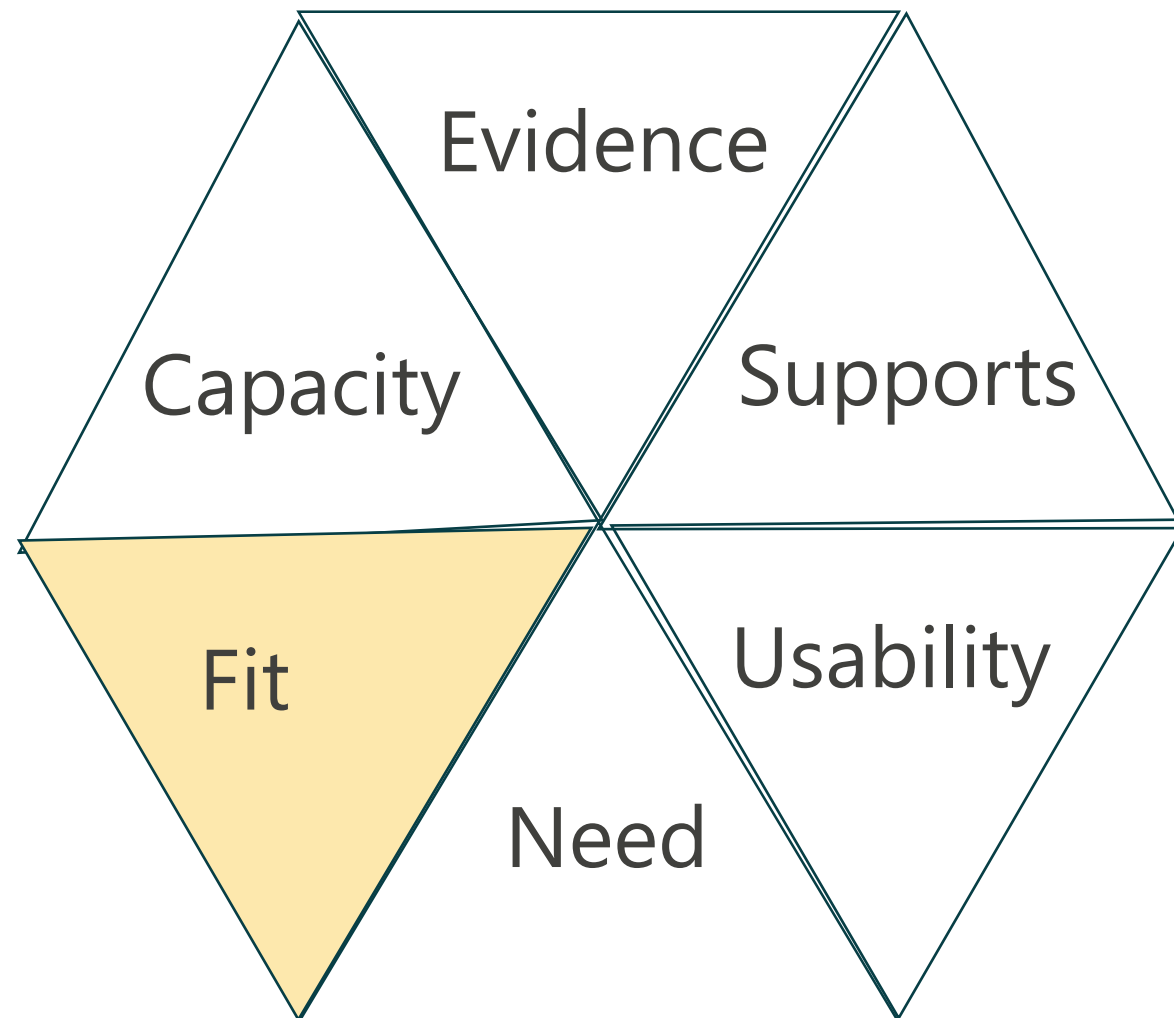
If the policy is implemented, what can potentially change for students, families, and staff?



How does the policy fit with the priorities of the school?

What other policies or procedures currently being implemented will intersect with this policy?

How does this policy fit with the staff and student school culture?

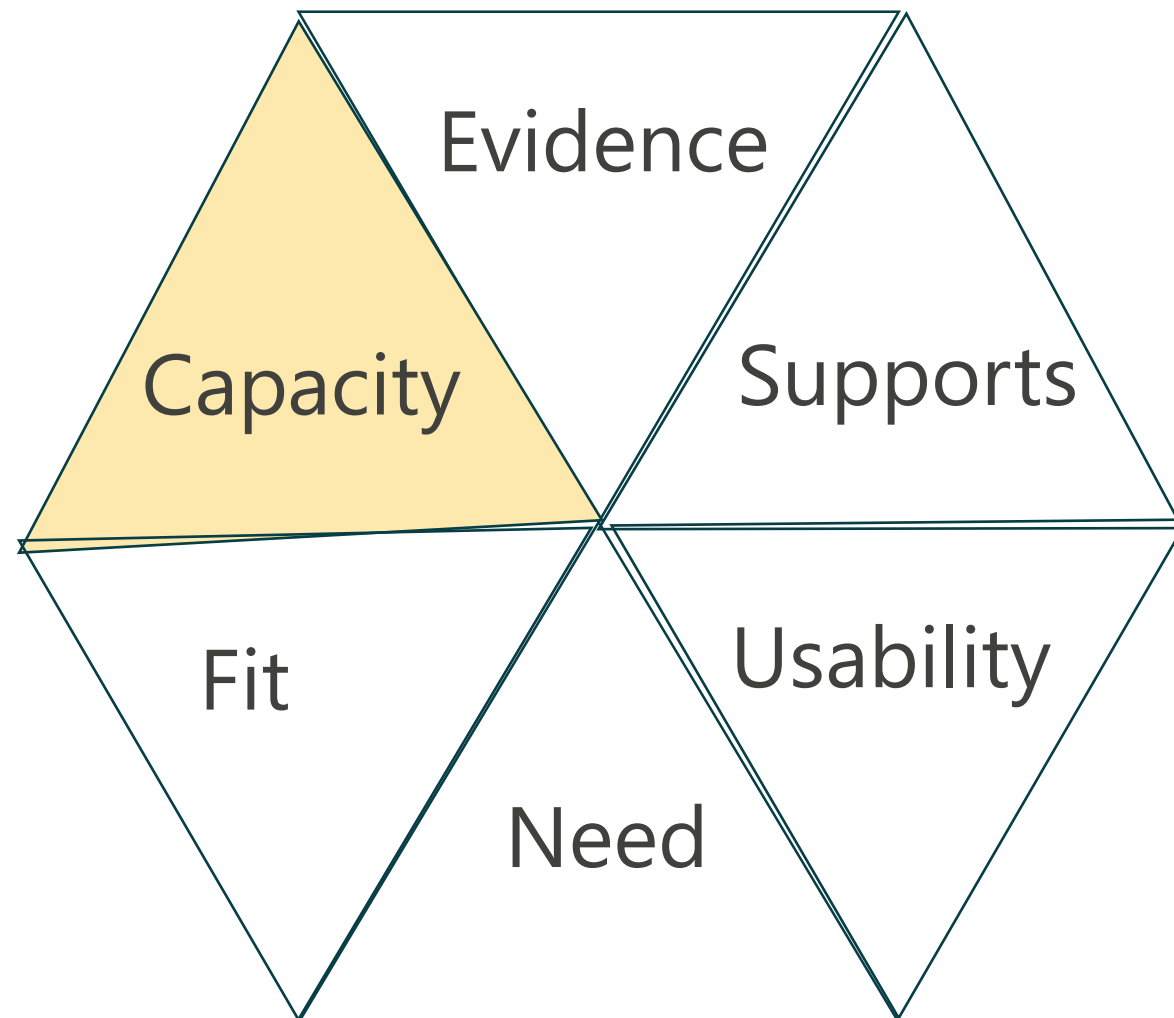


Are there resources to support the costs associated with this policy change?

What are the staffing requirements for the policy or practice changes?

What administrative practices must be developed or refined to support the proposed change?

Will the current communication and referral systems responsively match with those impacted, including families?



# Who is best positioned for this work?



Partnership in Education is big work  
***Collaboration is Key***

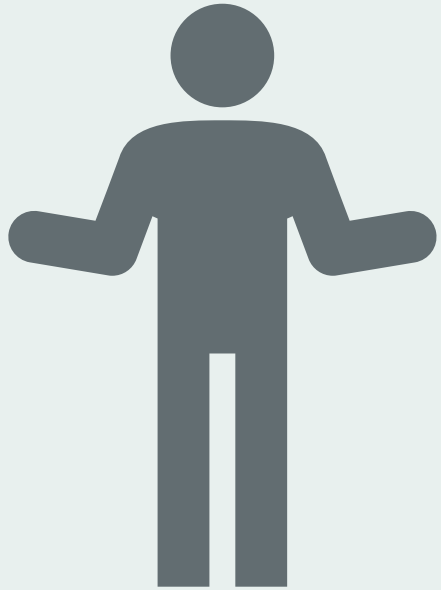


*In your words...*

“How do we create more influence with the District?”



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Early inclusion



Funding



Study



"No thanks"

# Educational Service Districts (ESD)

## **ESD 101**

4202 S. Regal  
Spokane, WA 99223-7738  
509-789-3800  
<http://www.esd101.net>

## **ESD 105**

33 S. 2nd Ave.  
Yakima, WA 98902-3486  
509-454-3102  
<http://www.esd105.org>

## **ESD 112**

2500 N.E. 65th Ave.  
Vancouver, WA 98661-6812  
360-750-7503  
<http://www.esd112.org>

## **ESD 113**

6005 Tyee Dr SW  
Tumwater, WA 98512  
360-464-6700  
<http://www.esd113.org>

## **ESD 114**

105 National Ave. N.  
Bremerton, WA 98312  
360-405-5801  
<https://www.oesd114.org>

## **ESD 121**

800 Oakesdale Ave SW  
Renton, WA 98057  
425-917-7600, 800-664-4549  
<http://www.psesd.org>

## **ESD 123**

3924 West Court Street  
Pasco, WA 99301  
509-547-8441  
<http://www.esd123.org>

## **ESD 171**

430 Old Station Road  
Wenatchee, WA 98801  
509-665-2610  
<http://www.ncesd.org>

## **ESD 189**

1601 R Avenue  
Anacortes, WA 98221  
360-299-4000  
<http://www.nwesd.org>





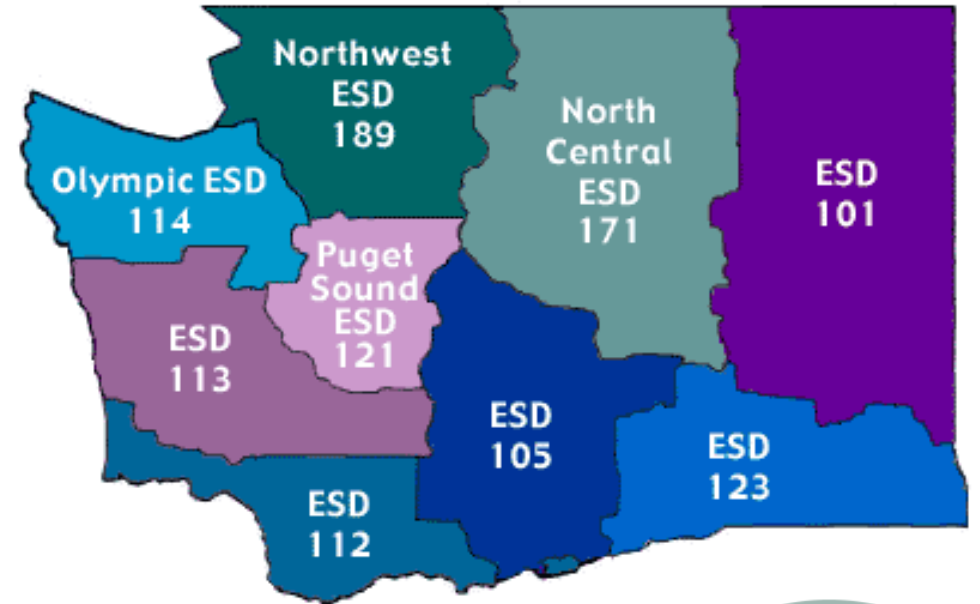


# Educational Service Districts (ESDs)

# Poll #4

How often do you collaborate with, or seek assistance from, your ESD?

My main contact at the ESD is...



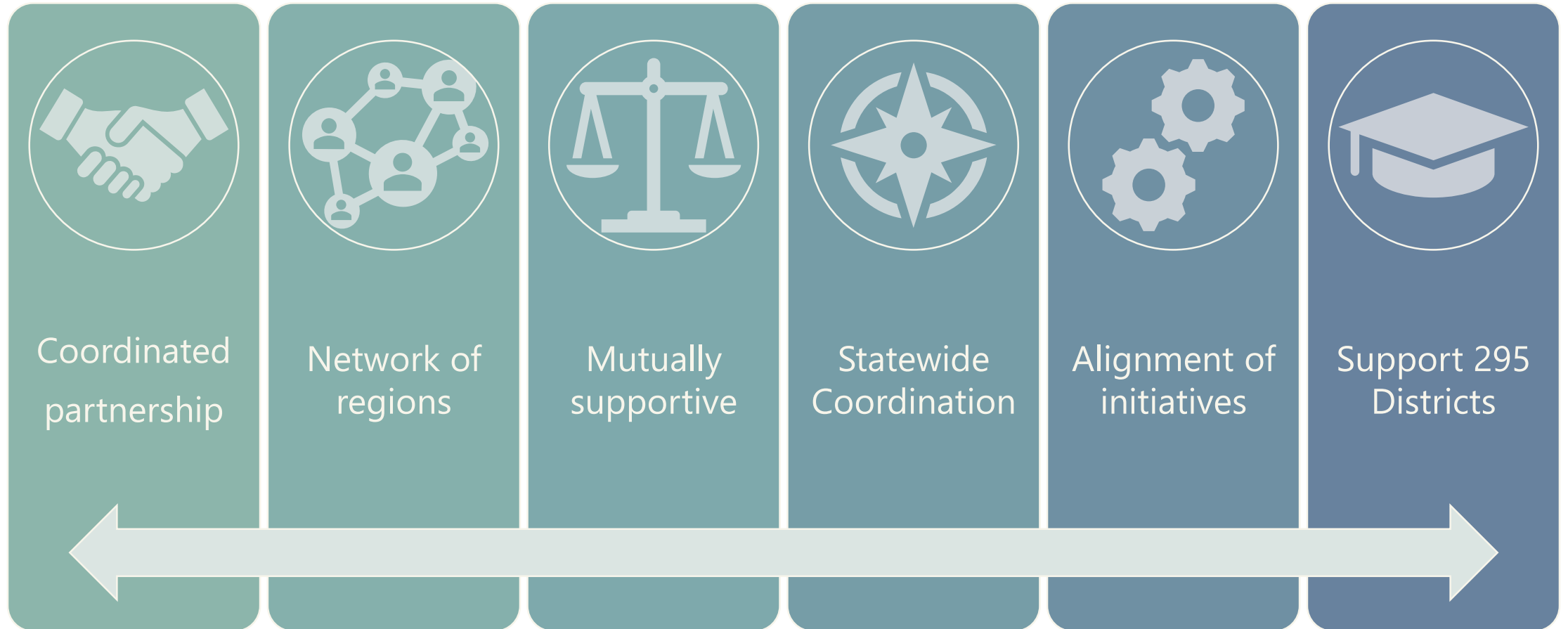
# Educational Service Districts (ESDs)





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# WA Education: Working Together



# WA Education: Working Together

## Joy Lyons

*Prevention and Youth Services  
Manager, ESD 112*

- 20 years of education service; 8 years at ESD 112
- Expertise: Student Assistance, Coalitions, School Policy





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**ESD 112**



# PREVENTION & YOUTH SERVICES

EDUCATIONAL SERVICE DISTRICT 112



# OUR PROGRAMS

- Educational Advocates
- Truancy Project
- Summer Works
- Behavioral HEALTH
- STUDENT Threat Assessment
- SMART Team
- Community Prevention Projects
- Student Assistance Program



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**ESD** 112



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[Policies](#) [Partnerships](#) [Contact](#)

**PREVENT  
COALITION**

**CONNECTION IS THE BEST PREVENTION**

Prevent | Reduce | Educate | Voice | Empower | Nurture | Transform



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**ESD** **112**

About Events Resources



Policies Partnerships Contact

# PREVENTION IN RURAL COMMUNITIES

What works in rural communities across Washington State? Together we'll find out.

[Learn More](#)

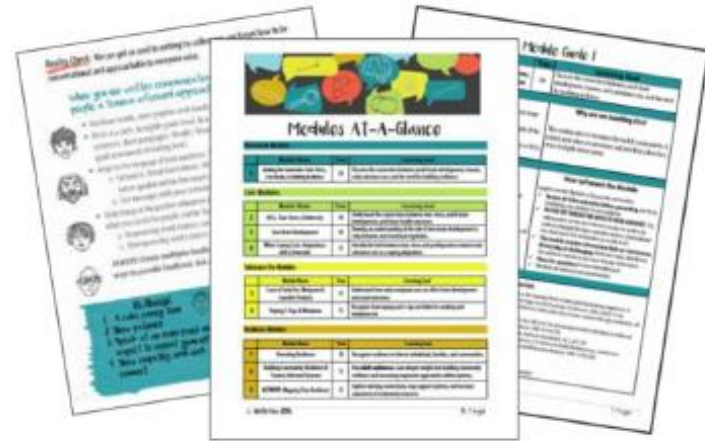


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**ESD** **1** **1** **2**



**17 TRAININGS OFFERED**



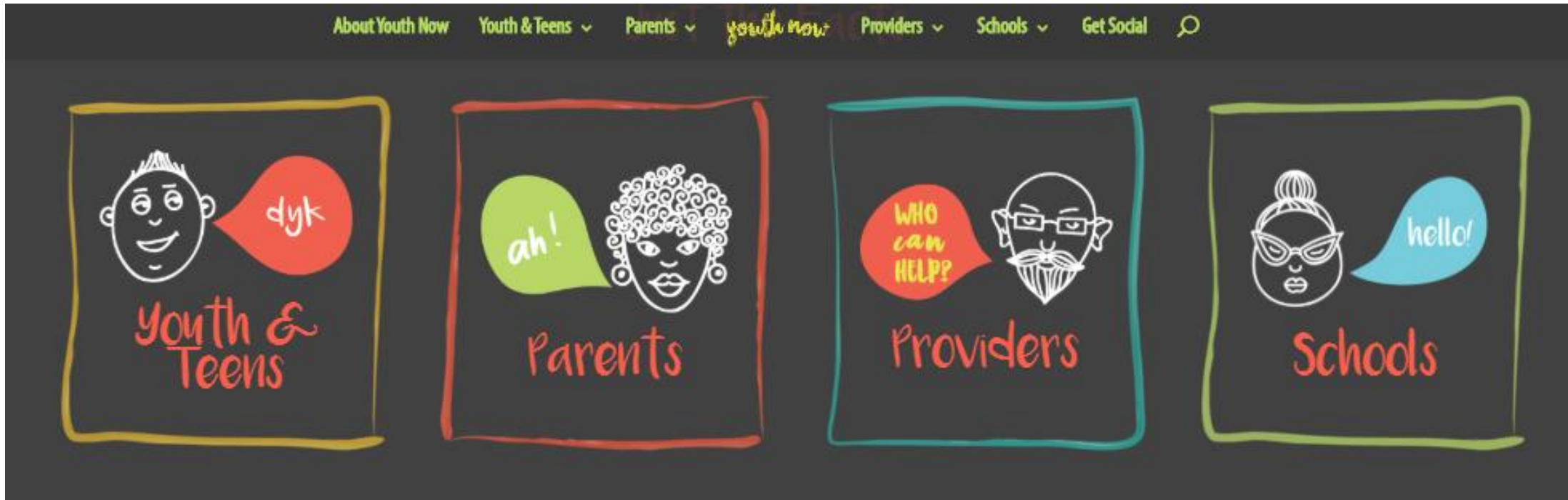
**3 TOOLKITS PUBLISHED**



**32 KEY LEADER MEETINGS**



**7,989 LBS. DRUGS COLLECTED**



# Student Assistance Professionals ESD 112 Region – CPWI only



# Courtyard Connections at Jemtegaard Middle School in Washougal Washington

Music and playing guitars are such a great way to make connections,” said Butler. “When we started, I thought each student would take turns, but no! Everyone plays at the same time in their own area. Other students come out and will sit and listen. Some will ask if they can try playing and others will share.”

“There are so many smiles,” she added. “It is happening so organically. Students who participate are feeling valued and know this is a safe place to try new things.”



Connection is the best  
prevention

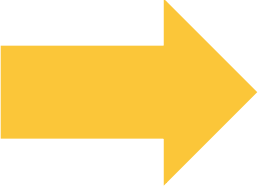


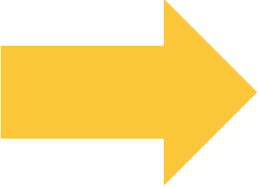
Education is a **network**, focused on students



# Application

 OSPI, ESDs, and Schools **collaborate laterally** to serve students. Focus is not top-down.

 ESDs and Schools have a customer service **relationship**. Together, we serve students.

 Policy change requires a multifaceted approach, with **education-insiders** at the table.

# Closing Points

## Working with Education Agencies and Schools...



Relies on school interest, **capacity**, and engagement



Requires shared **resources** and **co-created visions**



Substance use prevention is **one piece** of a large puzzle



# Discussion

A

- What is one take-away you have?
- Or, an **“ah-ha!”** you’d like to share?

B

- How will you **apply** this information in your work?

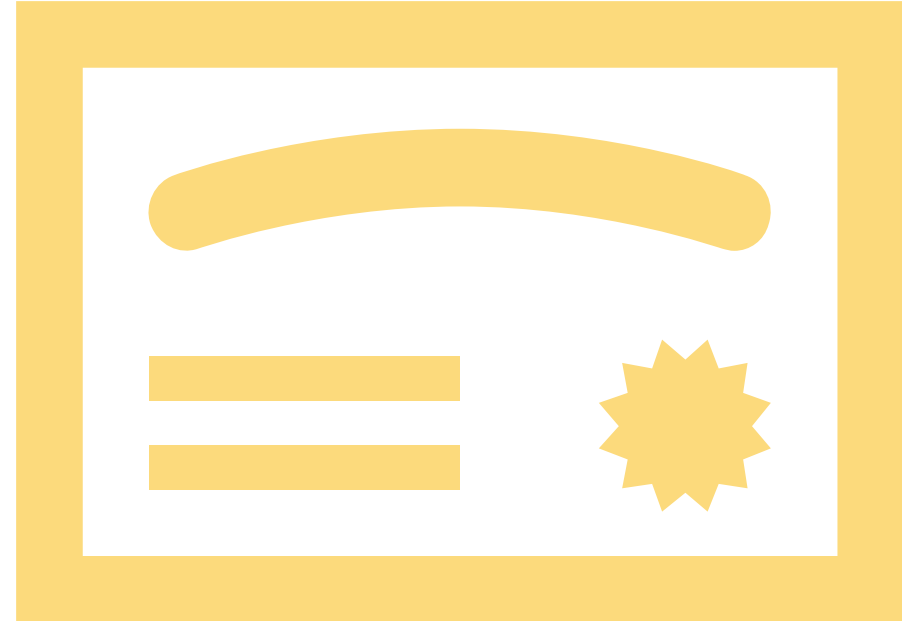
C

- Share your **questions** and **comments**.



# Want a certificate of attendance?

Complete the *evaluation* link.





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[twitter.com/waospi](https://twitter.com/waospi)



[youtube.com/waospi](https://youtube.com/waospi)



[medium.com/waospi](https://medium.com/waospi)



[linkedin.com/company/waospi](https://linkedin.com/company/waospi)