EDUCATION

THE UTAH STATE BOARD OF EDUCATION

Report to the Education Interim Committee

Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education

November 2022

Meghan Everette
ULEAD Director, USBE
Meghan.Everette@schools.utah.gov

Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education

EXECUTIVE SUMMARY

Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education is required to report on successful K-12 practices in Utah and other states and propose policy changes to remove barriers to implementation successful practices. These practices should result from ULEAD's innovative research reports and repository development. There have been 11 projects added to the repository this year, however; none have fully addressed the innovative practice report format. This report includes an overview of ULEAD developed materials and collaborations, stakeholder survey findings and related policy implications, and a model for how ULEAD plans to address repository creation, collaboration, and reporting on findings in the future.

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Background

Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education was created by legislative action during the 2018 General Session of the Utah State Legislature. Sponsors of the Bill envisioned the creation of a research clearinghouse and development of accessible electronic resources designed to improve practices in the public schools of the state. An emphasis is placed on innovative, effective, and efficient practices that can be shared and replicated in comparable schools. In 2022, House Bill 437 amended the duties of the director, duties and makeup of the steering committee, and director selection committee including additional requirements for certain research and reports.

New Director

In Summer 2022, in accordance with the H.B. 437 Section 53E-10-704, the Selection Committee conducted a director search and hired a new ULEAD Director. Dr. Meghan Everette became director in August 2022. She is a veteran educator and taught elementary school in the National Turnaround Model School, was a mathematics coach, and recently served two years as a Full-Time School Ambassador Fellow in the U.S. Department of Education. She is the Utah ASCD President, co-founded and served as Executive Director of the ASCD Emerging Leader Alumni Affiliate, and co-authored the ASCD book *Forces of Influence: How Educators can Leverage Relationships to Improve Practice.* Meghan has designed and led over fifty presentations, workshops, symposiums, webinars, and professional learning opportunities at national and international events. Her work is featured in national outlets such as Education Leadership Magazine, EdWeek, Edutopia, AACTE's EdPrepMatters, Scholastic's Teacher Magazine, and published books.

Meghan was the 2013 Alabama Elementary Teacher of the Year and a 2015-2017 Hope Street Group National Teacher Fellow. She co-designed PoweredBy Teach to Lead Utah and spent six years as a blogger for Scholastic sharing classroom practices on everything from curriculum design to classroom libraries. She was a Digital Promise Micro-Credential Leader and served on the CCSSO Teacher Recruitment and Retention Educator Steering Committee. Meghan earned her doctorate from the University of Florida and her research explored how mass communication theory can be applied to improve trust through school communication.

Steering Committee

The ULEAD Education Steering Committee consists of the director and twelve additional members who "shall hold a meeting at least quarterly" to "discuss prospective and current ULEAD projects and findings; consult with and make recommendations to the director to prioritize ULEAD reports and areas of focused research; facilitate connections between the director and Utah's political, business, education technology, and academic communities; make recommendations to improve gathering, retaining, and disseminating education data and research and evaluation findings for use by participating institutions and other education policy researchers, including data managed by the Utah Data Research Center."

Committee members are appointed to a two-year term and are eligible for more than one term. In September 2022, members were asked to self-identify their desire to continue serving on the Steering Committee. Those member positions that remained open were filled with new appointments in accordance with H.B. 437 Section 53E-10-707. The Steering Committee began quarterly meetings in October 2022 and met in November 2022. Future quarterly meetings are scheduled to occur in January, April, and July 2023.

Committee Member Designation	Name	Representing / Nominated By
ULEAD Director	Meghan Everette *New in Fall 2022*	ULEAD
USBE Member	James Moss, *co-chair*	Utah State Board of Education
State Superintendent or designee	Sarah Young	State Superintendent
Staff director of the State Charter School Board or designee	Jennifer Lambert	Charter School Board
Governor's Office	Britney Cummins, *co-chair*	Office of the Governor
School District Superintendent	David Long *New in Fall 2022*	Beaver School District, USSA
Local School Board Member	Amber Shill	Canyons School District, USBA

Principal or leader, non-charter	Gregory Wilkey	Davis High School, Davis School District, UASSP
Principal or leader, non-charter	Sue Damm *New in Fall 2022*	Edison Elementary, Salt Lake City School District, UAESP
Principal or leader, charter	Kelli Booth	NUAMES High School, Davis Campus, Layton
Educator with a current license	Emma Moss *New in Fall 2022*	Utah Teacher of the Year, Utah Teacher Fellows, Eastmont Middle School, Canyons District
Educator with a current license	Marley McClune *New in Fall 2022*	Utah Teacher Fellows, Northridge High School, Davis School District
Citizen or business representative	Becky Pickle *New in Spring 2022*	Business Owner

Clearinghouse Audit

Section 53E-10-702 requires Utah Leading through Effective, Actionable, and Dynamic Education, to: (1) gather and explain current education research in an electronic research clearinghouse for use by practitioners; (2) initiate and disseminate research reports on innovative and successful practices by Utah LEAs, and guided by the steering committee, practitioners, and policymakers.

The ULEAD clearinghouse is currently housed on the ULEAD section of the Utah State Board of Education website at https://schools.utah.gov/ulead. In September 2022, ULEAD completed a repository inventory to provide an overview of current resources to inform development strategy.
Content is divided into:
- Content and Collaborations
    - Innovative and Effective Practice Reports
    - Promising Practices
    - Research Partners

- Early Literacy Repository
- External Resources

Resources include 48 items, 29 of which were created through an external contract with Hanover research. There are currently 3 practice reports overviews. Over half of the materials are in long reports of approximately 20 or more pages. Of the 11 funded research projects, 2 have posted products and 2 more are being finalized for posting. Five projects were granted no-cost extensions due to research limitations through the COVID-19 pandemic, and two more are in the process of pursuing extensions. External links are broken across nine categories and have links to 49 external sites. Sixty percent of the links are to fact checking sites and 24% are to research repositories.

Repository resources are not condensed into one searchable database, in part because of the USBE website organization limitations. A new USBE website is planned in the upcoming 12-15 months and ULEAD is working to update the design of current section pages to better facilitate topic-based searching.

Projects added between November 2021 and November 2022 include:
- Teaching Standards Toolkits
  Developed in collaboration with Hanover research, these toolkits highlight effective practices and supports for each of the Utah Teaching Standards.
    - [Standard 8: Reflecting on Practice and Pursing Professional Growth Toolkit](#)
    - [Standard 10: Maintaining Professional Ethical Behavior](#)
- Professional Learning Standards Toolkits
  Developed in collaboration with Hanover research, these toolkits highlight effective practices and supports for implementation of the Utah Professional Learning Standards.
    - [Standard 1: Facilitating Professional Learning Communities](#)
    - [Standard 3: Using Resources Effectively](#)
    - [Standard 2: Becoming a Skillful Leader](#)
    - [Standard 4: Using Data to Provide Professional Learning](#)
- Research Partner Reports
  Developed in collaboration with Utah-based researchers in Utah Institutes of Higher Education.

- o [Promoting Utah Teacher Retention through Effective Classroom Management](), The University of Utah and Utah State University
- o [Coaching in Trauma-Informed Classroom Management](), Southern Utah University

Projects in development include:
- Ongoing Research
  Two recent projects were completed and are being finalized for posting including a Brigham Young University study about reading anxiety and a review of an early childhood program from The University of Utah. Seven other projects from 2019-2020 research priorities received no-cost research extensions due to the impact of the COVID-19 impact.
- Bright Spots UEN Videos
  The Utah Education Network, ULEAD, and the USBE Literacy team are working to identify literacy practices and high-performing school sites to highlight in a series of short practice videos. The proposed videos build on a previous selection of videos created to feature math practices that align with the Utah Framework for Mathematics, developed by ULEAD in collaboration with math leaders statewide.
- Policy and Research Brief (Appendix A)
  To address the requirement that ULEAD explains current educational research and policies, Policy and Research Briefs have been developed to provide short overviews and tie information to important statistics and programs in Utah schools. As the Steering Committee identifies new research priorities, Briefs will be tied to priority topics. An example research brief is included in Appendix A.

Innovative Practice Reports
[Section 53E-10-703]() part 6 details the composition of Innovative Practice Reports to be developed and included in the ULEAD repository. These reports should have:
- Reference or review of research regarding the practice in which the subject local education agency (LEA) has demonstrated success;
- Identify causes of the LEA's successful practice through acceptable, evidence-based research methods;
- Identify opportunities for LEAs to adopt or customize innovative or best practices
- Address limitations to successful replication or adaptation of the successful

practice by other LEAs. These could include, but are not limited to, federal or state laws, state or LEA policy, socioeconomic conditions, or funding limitations;
- Include practical templates for successful replication or adaptation of successful practices;
- Identify experts in the successful practice that is the subject of the innovative practice report, including teachers or administrators at the subject LEA;
- Include an executive summary describing the innovative practice report, and;
- Have a video component or other element designed to ensure the practice report is readily understandable by practitioners (such as an infographic, chart, or other visual tool)

Currently, no full Innovative Practice Reports are included in the repository. There are three one-page practice overviews including:
- [Community Partnership Initiative, Roy Cone Project](#)
- [Mathematics Transition Success in Rich School District](#)
- [Mindfulness in Davis County Schools, Learning to Breathe](#)

Full Innovative Practice Reports will be developed in collaboration with Utah practitioners, researchers, and institutes of higher education. Generating these reports is the primary ULEAD product and the focus of the newly adopted ULEAD Program Logic Model (Appendix D) and Research Process (Figure 1).

Statewide Innovation and Collaboration
Section 53E-10-702 part 3 says ULEAD should promote statewide innovation and collaboration by: (a) identifying experts in areas of practice (b) conducting conferences, webinars, and online forums for practitioners; and (c) facilitating direct collaboration between schools.

Prior to the new director appointment in August 2022, ULEAD worked to connect by developing projects to further the Spring 2020 and Fall 2021 Leadership in Mathematics Working Summit. A series of videos were created in collaboration with USBE Mathematics, UEN, and state mathematics leaders to explain and promote the Guiding Vision for K-12 Mathematics in Utah Framework. The [playlist](#) is hosted on UEN's YouTube site, website, and are played on UEN TV regularly. Two other projects stemming from the mathematics conference included a [UEN Podcast](#) with Utah Mathematics teachers and a forthcoming article in the National Association of State Boards of Education chronicle.

Social Media

Two significant collaborative efforts have advanced since the appointment of Director Everette. First, ULEAD has developed a social media presence that continues to grow. This includes active engagement with the @ULEAD_Education Twitter account and the #utedchat, which ULEAD has been invited to host in Spring 2023. ULEAD has added a LinkedIn and Instagram presence. Further development of these channels is included in the ULEAD Program Logic Model.

UCET

Another collaborative effort has developed with the Utah Coalition for Educational Technology (UCET). ULEAD is working with UCET to develop an LEA Highlight Hive at the March 2023 UCET Statewide Conference. LEAs are invited to host a table in the Highlight Hive that features innovative practices in their school or system. The new conference offering is intended to promote conversation and innovation sharing in a ULEAD sponsored space. ULEAD will also host a TedTalk style hour of Utah practitioners sharing best and innovative practices on one of the main conference stages.

Collaborative efforts were stymied due to the ongoing COVID-19 pandemic but have been addressed through a working engagement and communication plan, as included in the ULEAD Program Logic Model.

Other Policy-Based Collaboration

ULEAD is named in two additional bills that foster innovation and collaboration.

Due to the passing of [Senate Bill 127](#), USBE, an Expert Science of Reading Panel, ULEAD, the Center for School of the Future at Utah State University, and an independent university-based research center must collaborate to develop a repository of materials to support LEAs, public school teachers, school leaders, educator preparation programs and associated faculty, other educational support personnel and parents. This repository must include science of reading and science of reading instructional resources, evidence-informed practices and evidence-based intervention materials, and resources for teachers and other educational support personnel to support targeted activities and strategies for parents to support at-home reading.

ULEAD has collaborated with all named parties to facilitate development of the required materials. They will continue to develop these materials, cross-post them in the ULEAD Repository, and promote them statewide as they become available over the upcoming year.

Due to the passing of House Bill 386, ULEAD will review the performance of an innovation program, as defined in Section 53G-10-601, to determine the extent to which the learning and performance of students in an opportunity class met the criteria established in the innovation program and report on the findings. To date, there has been one application under this bill. ULEAD has developed supportive application materials for teachers and LEAs that will be posted to the website and an overview of each approved innovation application will be available to share innovation ideas. An example from the first approved innovation is included in Appendix B. These measures ensure collaboration between the teacher, approving LEA, and ULEAD, and serve as a collaboration point between school and teachers with the same innovation focus going forward.

Policy Recommendations to Remove Barriers to Innovation

ULEAD is guided by the steering committee, practitioners, and policy makers to guide recommendations.

ULEAD added four optional questions to the Utah State Board of Education survey to LEAs about their use of CARES funding. New and innovative programs that educators found most promising were:

1. Credit recovery programs
2. Home visits
3. Technology and hybrid learning opportunities PPE and sanitization
4. Summer and afterschool programs

Though 49 of 56 respondents felt their efficiencies related to innovations with particular focus on additional staff and technology. Six respondents felt more time was needed to determine the long-term impact of implementation efforts.

Survey respondents provided the following guidance to help like-schools with innovation implementation efforts:

- Provide direct student support from highly qualified teachers through intervention, tutoring, and after school options

- Complete ongoing, collaborative needs-based assessments target data-driven, solutions
- Continue to provide technology and technology support to allow personalized learning and connection from home

Stakeholder survey information offers a glimpse into innovation topics and barriers practitioners are grappling with. An overview of Stakeholder Survey responses is in Appendix C. Full Innovative Practice Reports were not completed in 2021-2022, in part because of the no-cost extensions for supported research during the COVID-19 pandemic. Because Innovative Practice Reports were not completed during the year, limited recommendations around best practices can be reported.

Next Steps
Though progressing, ULEAD has not fully met all aspects of the program priorities. In order to better meet program challenges so that ULEAD can offer implementation and policy guidance, ULEAD is undergoing a refocusing of program strategy under the vision of the new Director.

Logic Model
To better address the requirements of ULEAD, a vision for the program utilizing a logic model was developed and presented to the Steering Committee for feedback in October 2022. The ULEAD Program Logic Model is included in full in Appendix D. The program moves forward guided by the theory of action that if ULEAD consistently collaborates with stakeholders to build a usable repository of field research, and connects practitioners with those resources, then ULEAD will be recognized as a reliable and reputable educator resource that ultimately improves teaching and learning practices to drive opportunities for student success. Key actions to meet this theory of action include building the ULEAD repository, establishing and enacting a communication and engagement plan, and consistently monitoring program progress.

Research Process Model
The Steering Committee highlighted need to visualize the ULEAD research process. The purpose of the ULEAD Research Process is to show the continual development process to find and highlight "bright spots" in Utah education. This model allows for researchers, practitioners, and other stakeholders to find entry points to connect and collaborate with ULEAD and each other. A simplified model is included in Figure

1.

Figure **1**

ULEAD Research Process Model
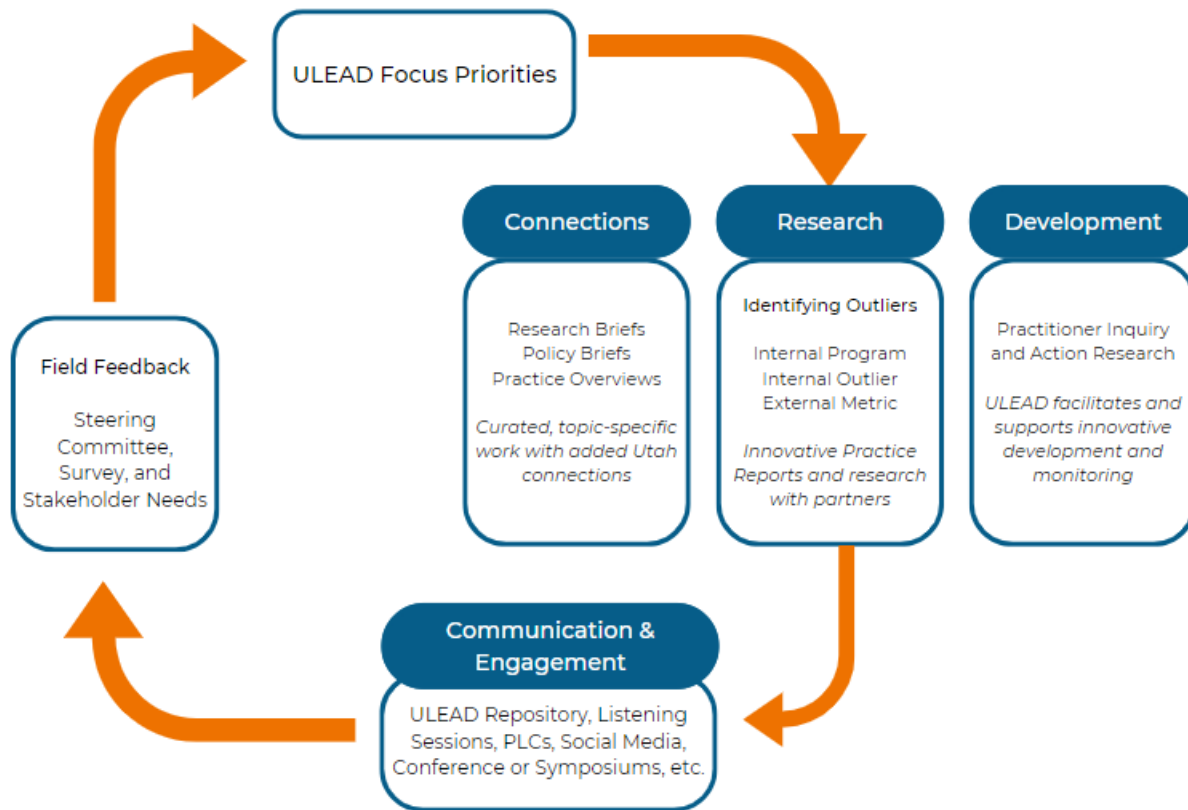
Increased Collaboration

ULEAD is in the process of scheduling meetings with Deans of Education at institutes of higher education across the state. The Research System will be used to engage professional and student researchers in collaboration to develop Innovative Practice Reports and other ULEAD repository materials. These materials, in turn, are promoted and used as engagement points throughout the state.

New Priorities

The new formation of the ULEAD Steering Committee met in October and November 2022 to develop new focus priorities. Priorities were developed from stakeholder and policy maker feedback, USBE practitioner surveys, and Steering Committee feedback. Innovative Practice Reports and collaborative engagement efforts will focus on these priorities. The four broad categories of priority focus

include:
- Social Emotional Supports in Academic Learning Activities
- Intentional and Strategic Engagement through Technology
- Attendance
- Factors Contributing to Educator Job Satisfaction

Research Brief:
Newcomer English Language Development

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Understanding Newcomer English Learner Students' Language Development:
Comparisons and Predictors

Umansky, I. M., Thompson, K.D., Soland, J., & Kibler, A. (2022). Understanding newcoming English learner students' English language development: Comparisons and predictors, *Bilingual Research Journal*, https://doi.org/10.1080/15235882.2022.2111618

The following is a brief overview of research and is not intended to replicate or replace the fully published work.

The Background

Newcomers are a subgroup of English learners that were not born in the country and have spent fewer (if any) years in the country prior to entering school. Understanding unique aspects of how newcomers learn English is important because language development is a strong predictor of how academic success (Suarez-Orozco et al., 2010).

The Study

This study analyzed data from the same English learner and newcomer students in 2013/14 and 2017/18. Altogether. Researchers used scores from WIDA ACCESS, given as a language proficiency assessment in 40 states, as the primary data to answer three research What is the average incoming ELP status and growth trajectory among newcomer students?

1. What factors are associated with initial ELP and growth among newcomer students?
2. How do newcomers' initial ELP and growth compare to those of the EL-classified students in their same grade level who are not newcomers?
3. How do newcomers' initial ELP and growth compare to those of the EL-classified students in their same grade level who are not newcomers?

The Findings

Schools are important to the growth of EL proficiency. Newcomers have rapid English language proficiency growth in their first two years of school. The earlier students enter in U.S. schools, the greater their language acquisition over four years. Students with disabilities do not achieve English proficiency at the same rate as students without disabilities. Bilingual instruction did not hinder English acquisition, implying that using the home language in school would not prevent English learning.

Key Quotes

"...results from this study suggest that newcomers' first years in U.S. schools are a *window of opportunity*"

"...teachers and administrators should not take rapid newcomer ELP growth for granted, but rather build on students' language skills to support their rapid growth."

"English development *is not* hampered by providing instruction in newcomer students' home languages..."

Related Utah Statistics

8.1%

English language learners make up 8.1% of Utah's public-school students. Over 55,000 Utah students are classified as language learners (NCES, 2022; USBE, 2022).

55,000+ Language Learners

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Top newcomer languages in Utah are Arabic, Somali, Nepali, Spanish, Swahili, and Burmese (AAU, 2021). Navajo and Chinese are also top languages among English learners in Utah (Villegas, 2021).

About 15% of Utah students 5-10 years old have parents who are immigrants (Migration Policy Institute, 2018).

Utah State Board of Education

ESEA Programs, Title III: English Learners, Immigrants, and Refugees

Utah Dual Language Immersions

Utah Connects

Tumaini Welcome and Transition Program, Granite School District

Granite School District uses Professional Support Teams to identify, enroll, and support newcomer students and families with individualized and ongoing attention.

Supporting New Students to America, Utah Education Network

UEN hosts a resource site for educators, families, and students to support Utah newcomers.

Models of Enrollment and Welcoming for Refugee Students

Case Study: Clayton Middle School, Salt Lake City School District

WIDA and Utah

Utah-specific requirements and resources related to ELL assessment, including Utah's ACCESS for ELLs Checklist and the Identification and Placement guide.

Related Resource

Refugee Children in U.S. Schools: A Toolkit for Teachers and School Personnel

Created in conjunction with the Office of Refugee Resettlement, this toolkit includes continually updated resources and supports for educators.

References

Asian Association of Utah. (2022). *About us*. Refugee & Immigrant Center. https://aau-slc.org/about/

Migration Policy Institute. (2021). *Utah's immigrant and U.S.-born parents of young and elementary-school-age children* [Fact sheet]. https://www.migrationpolicy.org/sites/default/files/publications/mpi_nciip_parents-children-0-4-and-5-10-ut-2021_final.pdf

National Center for Education Statistics. (2022). English Learners in Public Schools. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. https://nces.ed.gov/programs/coe/indicator/cgf

Suarez-Orozco, C., Band, H.J., & Onaga, M. (2010) Contributions to variations in academic trajectories amongst recent immigrant youth. *International Journal of Behavioral Development, 34*(6), 500-510. http://dx.doi.org/10.1177/0165025409360304

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Appendix B
Example Innovation Overview

Innovation Proposal:
Student Wellness

Spanish Fork High School
Nebo School District
Contact: Adena Campbell
Email: Adena.Campbell@nebo.com

Proposed Innovation

Students will participate in a peer-support group facilitated by a peer-support leader during class time for elective or social studies credit. Open-source materials including experiential-based activities and practices will be used. The curriculum and additional support will be implemented by school and district therapists and social workers.

Purpose and Potential

The goal of this alternative curriculum is to foster stress management and mental health supports. By developing healthy coping skills, engaging in healthy relationships, and using management strategies, students will gain positive coping mechanisms leading to overall student wellness and success.

Courses Include

three course sections, each a semester long, and will earn elective or Social Studies credit. Students are selected by counselors, teachers, and parents to participate.

Student Outcomes

will be measured with psychological assessments, self-reported progress, and student feedback. Two prior years of initial data is available.

Funding

Grant funding will be used for curriculum, consumable materials, classroom supplies, guest speakers and training, and online subscriptions necessary to implementation.

Under House Bill 386, Local Education Agencies can approve up to $5,000 in grant funding for innovation programs. The innovation outlined here is one example that has been approved for implementation. Learn more at schools.utah.gov/ulead.

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Nebo
SCHOOL DISTRICT

SPANISH FORK
HIGH SCHOOL

Appendix C
Stakeholder Survey Overview

CARES Funding

The Utah State Board of Education surveyed LEAs in regard to their CARES funding. Four optional ULEAD Questions were included and about half of the respondents participated in answering these questions.

Question 1: What investment(s) do you believe will be the most effective in meeting the current learning needs of students

1. Technology for students and classrooms
2. Afterschool, summer, and tutoring programs with a specific focus on HVAC improvements allowing for summer programming
3. Mental health supports
4. Investments in teachers and support staff

Question 2: Which investment(s) would you describe as innovative (new to your LEA?)

1. Credit recovery programs
2. Home visits
3. Technology and hybrid learning opportunities PPE and sanitization
4. Summer and afterschool programs

Question 3: Have any of the new investments (district/school level) led to new efficiencies going forward?

Forty-nine of fifty-six responses indicated that there is new efficiency related to investments. Six respondents indicated they need more time to assess long-term efficiency. The most common responses were about technology use and additional staff.

Question 4: Do you have an actionable recommendation for a demographically similar school in the state?

1. Provide direct student support from highly qualified teachers through intervention, tutoring, and after school options
2. Complete ongoing, collaborative needs-based assessments target data-driven, solutions

3. Continue to provide technology and technology support to allow personalized learning and connection from home

2022 Needs Assessment Report

In February 2022, ULEAD conducted two statewide needs assessment surveys. The stakeholder survey, with 938 responses, and the leadership survey with 98 responses, had the same or similar questions to help guide priority selection.

Thinking about the next two years, which research topics are most important to you?

1. Strengthening and supporting educators
2. Student well-being and mental health
3. Climate and culture including community and family engagement
4. Effective school leadership

Which Elementary and Secondary School Emergency Relief (ESSER) Fund investments seem to hold the most promise and should be studied further?

1. Instructional assistants, aides, tutors, mentors, coaches and/or interventionists
2. Mental health services for students, staff, and school community
3. Parent and/or community engagement

What topics could help practitioners better understand ways to improve learning outcomes for student in Utah?

- **44%** Operations and Communications such as teacher and student support, staffing, funding, and facilities.
- **38%** Instructional Practices such as how students are learning and how teachers are teaching.
- **11%** Culture and Learning Atmosphere
- **7%** Family and Community Involvement

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Problem of Practice

ULEAD is a unique program intended to 1) Gather and explain current research 2) Initiate and disseminate reports on innovative and successful practices in Utah education 3) Promote innovation and collaboration between stakeholder and practitioners. ULEAD is currently underused and undervalued as an information resource for all education stakeholder

Theory of Action

IF.... ULEAD consistently collaborates with stakeholders to build a usable repository of field research AND connects practitioners with those resources THEN.... ULEAD will be recognized as a reliable and reputable educator resource that ultimately improves teaching and learning practices to drive opportunities for student success

Root Causes

1. Lack of Understanding of ULEAD - what it is, what it does
(Program as a whole)

2. Lack of Interaction with Resources - using the clearinghouse, interacting with resources, what we offer that is useful to you
(The work we do)

3. Little or inconsistent collaboration between stakeholders to identify, create, interact with, and disseminate practices in a consistent and timely system

Inputs

USBE Staff and Resources
Steering Committee
Partners
- Higher Education Institutions (Researchers, Policy centers, Students, Teachers, etc.)
- Utah Fellows
- Connected Organizations
- Research Centers (WestEd, RELWest, IES, etc)
- Utah Education Organizations
- Other Utah Institutions/Organizations

Current Materials
USBE Mailing Lists
Internal Contact List
Prior Summit Partners

Related Accounts (such as social media scheduling, CMP, Creative suite, etc)

Actions

1. Build Repository
- Inventory current materials
- Inventory current research and projects
- Update website form and function
- Assess outsourcing
- Develop system for Posting > Communication

2. Communication Plan
- Build contact database
- Identify internal dissemination contacts
- Create social media schedule
- Update logo usage
- Determine ADA guidelines
- Create branding document (possible to recreate, redevelop tools currently in old formats and bring to ADA standards + break apart larger docs)

3. Create Engagement (w/Communication overlap)
- Use of existing tools
- School-Practice-School connections
- Summits, Presentations, Build for District PD, Practitioner Inquiry, Webinars, TTL Style + 360, listening sessions

4. Monitoring
- What is our baseline
- Measuring the ULEAD plan effectiveness
  - Surveys, cycles, reporting

Outputs

- Increased number of repository items across topics and within priority focus areas
  - Increased sources, partners, and products, for example:
    - Rural schools and partner representation
    - All Utah schools of higher education
    - Practice reports, outside reports, infographics or visual representations, summit reports, etc.
- Increased communication
  - Internal
  - External
  - Increased analytics (website, social media)
- Monitoring benchmarks

Outcomes

Short Term Goals: Prior to January 2023
- Internal awareness of what ULEAD is/isn't & who our partners are
- Solidified priorities for 2022-2023
- Online presence evaluated
- Current state of the program understood
- Steering committee feels valued and heard

Medium Term Goals: 6 mo - 2 Years
- Meaningful, consistent partnerships
- Active engagement with tools, resources, and research
- Policy engagement - awareness and use within policy decisions and connections between field-policy makers
- School-Practice-School connected networks
- Teaching and Learning shifts as a result of ULEAD services

Long Term Goals: 2 Years +
- ULEAD as a valued resource for reliable tools and practice information in Utah & beyond
- Student outcome increased tied to practice shift due (in part) to ULEAD services