

Assessment of Infrastructure Analysis Tool

Overview:

The CDE requires completion of the Infrastructure Analysis tool as an activity within Step One of the Compliance and Improvement Monitoring (CIM) process. The activity allows local educational agencies (LEA) to review six basic components of their special education infrastructure and determine the degree to which these components are in place in the system. By determining where components are fully functioning or require improvement. The LEA is able to decide where best to start system improvement efforts.

The data gathered here will be used in determining possible areas of action and focus in the CIM process.

The tool may be completed electronically by following the link below, or paper/pencil survey by printing the tool available here. The publication also provides a tool for examining the degree to which these components are in place in your system.

The Six Basic Components are outlined below:

- **Collaboration and Communication.** Norms and processes that allow for meaningful and productive interaction between special education programs and other programs, as well as between schools and families.
- **Staffing.** Processes to monitor and address personnel needs, and strategic allocation of staff with defined roles and responsibilities.
- **Policy and Procedures.** The existence of up-to-date, documented, and accessible procedures that are compliant with the Individuals with Disabilities Education Act (IDEA), along with a robust pre-referral system, such as a multi-tiered system of support.
- **Data Systems.** Accurate and consistent data sources that are accessible and monitored at the student, classroom, and school levels.
- **Resource Management.** Budget planning and monitoring processes that ensure that resources for special education are strategically allocated and managed to meet state and federal guidelines and to serve students with disabilities.
- **Instructional Practices.** Professional learning opportunities, systems, and processes for general and special education teachers and other personnel, to support high-quality Individualized Education Programs (IEPs) and all students' access to the general education curriculum.

Roles:

Technical Assistance Provider – shall work directly with Intensive Level 1 and Level 2 LEAs on their infrastructure analysis. They should direct the LEA to access the tool and explain how to complete the form. They should also work with the LEA to review the Summary Table, as well as assist the LEA in developing either the Action Planning Table or the Impact-Effort Matrix. Once completed, the Technical Assistance Provider will advise the LEA to summarize their findings from the Infrastructure Analysis process, including the Summary Table findings and the results of the Action Planning Table or the Impact-Effort Matrix, and input the information into Stepwell under Step 1 of the CIM process.

FMTA Consultant - shall work directly with Intensive Level 3 LEAs on their infrastructure analysis. They should direct the LEA to access the tool and explain how to complete the form. They should also work with the LEA to review the Summary Table, as well as assist the LEA in developing either the Action Planning Table or the Impact-Effort Matrix. Once completed, the FMTA Consultant will advise the LEA to summarize their findings from the Infrastructure Analysis process, including the Summary Table findings and the results of the Action Planning Table or the Impact-Effort Matrix, and input the information into Stepwell under Step 1 of the CIM process.

FMTA Manager – shall provide access to the Infrastructure Analysis tool to the FMTA Consultants and Technical Assistance Providers for dissemination to the LEAs they are working with. FMTA Managers will provide access to a tracking sheet that will be updated when the Infrastructure Analysis tool is completed by the LEA as indicated by the FMTA Consultant or Technical Assistance Provider. FMTA Managers will determine issue dates and due dates for completion of the Infrastructure Analysis tool.