



STATE PERFORMANCE PLAN TECHNICAL ASSISTANCE PROJECT

Compliance and Improvement Monitoring (CIM) for Significant Disproportionality (Sig Dis) Plan for Improvement Development ***Menu of Services for Technical Assistance Facilitation***

Introduction to Menu of Services

The California Department of Education (CDE) will provide Technical Assistance (TA) for each Local Educational Agency (LEA) identified as Significantly Disproportionate in 2024 through the State Performance Plan Technical Assistant Project (SPP-TAP). Each LEA will receive a minimum of 20 hours (per indicator) of TA support for the development of a CIM for Sig Dis Plan for Improvement. This menu of services will be used by the LEA and the selected SPP-TAP TA Facilitator to develop a Memorandum of Understanding (MOU) describing the agreed upon TA support. Selection of TA Facilitator AND signed MOU must be sent to SPP-TAP no later than April 19th, 2024. TA services funded by the CDE must be completed by June 30, 2024 and will be monitored by SPP-TAP.

SPP-TAP Technical Assistance Facilitators will advise, guide, and facilitate conversations, and find appropriate resources for LEAs. TA Facilitators will focus on:

- Supporting the use of a cultural lens,
- Guiding collaboration between general education and special education, and
- Engaging in courageous conversations around race, ethnicity, and culture.

Potential services listed below are in alignment with the Four Step CIM for Sig Dis Process. Please note the time estimates listed below demonstrate the high probability that LEAs will need and want TA Facilitator support beyond what is funded by CDE in order to complete the required activities. Additional services on this menu can be contracted directly with the TA Facilitators at a rate of \$110 per hour.

SPP-TAP will be contacting LEAs to discuss their TA Facilitator selection and arrange a virtual meeting to develop the Memorandum of Understanding. You can view SPP-TAP TA Facilitator biographies and contact information on the [SPP-TAP TA Facilitator webpage](#).

Menu of Services

Step 1: Gather and Inquire

- CIM Team Meetings: 1-4 hours
 - Meet with superintendent to provide an overview of CIM for Sig Dis and Comprehensive Coordinated Early Intervening Services (CCEIS)
 - Explain the methodology for significant disproportionality designation and what that looks like in practical terms
 - Walk through the requirements and the steps of the CIM for Sig Dis Plan for Improvement development using the Guidance Document
 - Facilitate backward planning (create an LEA specific timeline) for completion of the CIM for Sig Dis Plan for Improvement development
 - Assist in Educational Partner selection
 - Share Educational Partner invitation tools
 - Follow-up after meetings to monitor task completion and identify any necessary actions to move forward with plan writing and implementation
 - Facilitate Leadership Team meetings
- Educational Partners' Meetings: 1-4 hours
 - Develop and provide tools to support meetings
 - Facilitate Educational Partners' meetings
 - Provide CIM for Sig Dis Plan process overview and introduce the CIM for Sig Dis Plan for Improvement development process
 - Root cause and action steps discussion
 - Identification of target population
- Gathering Quantitative Data: 1-2 hours
 - Facilitate data review with CIM Team to identify and discuss data gaps
 - Identify appropriate data sources that provide general and special education data (both quantitative and qualitative) that are disaggregated by race/ethnicity.
- Gathering Qualitative Data: 1-12 hours
 - Facilitate focus groups
 - Assist with conducting empathy interviews
 - Conduct an equity walk
 - Assist in developing a case study based on student files reviews
 - Support the planning for gathering family input
 - Assist in summarizing family input
- Programmatic Self-Assessment: 1-12 hours
 - Support selection of self-assessment tools
 - Support implementation of self-assessment
- Conduct an Infrastructure Analysis: 1-2 hours
 - Assist with reviewing special education infrastructure
- Policies, Practices, and Procedures (PPP) Review: 1-4 hours
 - Provide an overview of the process for completing the PPP Review
 - Assist with review of general and special education PPP
 - Facilitate a review of the PPP Review findings
- Case Study: 2-25 hours
 - Facilitate the process of conducting a case study file review
 - Facilitate the debriefing and analysis of the case study file review
- Consolidation of Step 1: 2-8 hours
 - Assist with analysis of findings from the programmatic self-assessment process and the additional qualitative and quantitative data from student case study, family input, infrastructure analysis, PPP review, and general and special education
 - Support the summarization of data analysis findings

New LEAs are not likely to accomplish tasks beyond this point before June 30, 2024.

Continuing LEAs may use CDE-funded TA support to examine data and student outcomes from implementation of their 2023 CIM for Comprehensive Coordinated Early Intervening Services (CCEIS) Plan to assist in the development of the 2024 Continuing CIM for Sig Dis Addendum and Budget.

Step 2: Investigate

- Root Cause Analysis: 1-4 hours
 - Share tools to identify root cause(s)
 - Ensure application of a cultural lens when using the root cause tools
 - Ensure that beliefs and mindsets are reflected in the root cause(s)
 - Facilitate the incorporation of diverse perspectives into the root cause identification
 - Assist in connecting data analysis findings to root cause(s)
 - Support understanding of root causes to align with appropriate measurable outcomes
- Prioritize Factors Contributing to Significant Disproportionality (Root Causes): 1-3 hours
 - Provide guidance in applying a cultural lens with prioritization tools
 - Facilitate the prioritization of high leverage root cause(s)
- Initiative Inventory: 1-2 hours
 - Provide an overview of the process for completing the Initiative Crosswalk
 - Facilitate a discussion of the Initiative Crosswalk findings
- Identification of Target Population: 1-4 hours
 - Guide selection of appropriate criteria to identify students in need of additional support (target population) in alignment with prioritized root causes
- Development of a Theory of Action: 1-2 hours
 - Assist with the development of a theory of action based on prioritized root causes and the identified target population
- Consolidation of Step 2: 1-2 hours
 - Assist with the summarization of Step 2 findings

Step 3: Plan for Results

- Development of CIM for Sig Dis Plan for Improvement: 1-2 hours
 - Identify resources to support planning
 - Support the development of student focused outcomes
 - Support identification of activities that include culturally responsive strategies and equitable steps to support the identified target population
 - Identify existing LEA initiatives that align with the CIM for Sig Dis Plan for Improvement
- Budget: 1-1.5 hours
 - Guide development of budget to ensure activities are allowable and appropriate
 - Identify blended funding from existing LEA initiatives to align with CIM for Sig Dis Plan for Improvement, as appropriate
- CIM for Sig Dis Plan for Improvement Review: 1-4 hours
 - Review draft of CIM for Sig Dis Plan for Improvement and provide feedback

Step 4: Implement and Monitor

- Implement and evaluate effectiveness of the CIM for Sig Dis Plan for Improvement:
 - Assist with planning for implementation and evaluation of the CIM for Sig Dis Plan for Improvement
 - Support data collection for evaluating effectiveness of interventions
 - Support implementation monitoring
 - Provide guidance around student tracking requirements
 - Assist with development of Progress Reports
 - Assist in identifying successful activities to continue once CCEIS funds have been expended