**2024 Requestion for Applications**

**State Performance Plan Technical Assistance Project**

**Technical Assistance Facilitators**

**Focus: Disproportionality**

**Purpose**

The State Performance Plan Technical Assistance Project (SPP-TAP) at the Napa County Office of Education (NCOE) is funded by the California Department of Education (CDE), Special Education Division. The SPP-TAP is seeking applicants who are experts in a variety of educational areas to assist local educational agencies (LEAs). Desired applicants will be able to support LEA teams comprised of general education and special education by advising, guiding, facilitating conversations, and finding appropriate resources for LEAs. They will ensure a cultural lens by engaging in courageous conversations around race, ethnicity, and culture to address performance and compliance issues relating to disproportionality and significant disproportionality. Disproportionality specific to this Request for Applications (RFA) means disproportionate representation of racial and ethnic groups in special education in one of four areas: special education in general; special education within a specific disability category; disciplinary action; and more restrictive educational environments.

Successful applicants are those individuals who meet the eligibility requirements and are deemed the best qualified based on their response to this RFA. The successful applicants will be members of a cadre of approved Technical Assistance (TA) Facilitators able to work with LEAs in the area of disproportionality. To mirror California’s diversity, individuals from traditionally underrepresented groups are encouraged to apply.

**Background**

Under provisions of the reauthorized Individuals with Disabilities Education Act (IDEA) of 2004, every state education agency (SEA) is required to have in place a State Performance Plan (SPP) to establish measurable and rigorous targets for each of the 17 federally required Indicators. Each Indicator has subtopics which must be addressed in the SPP. The SPP also includes descriptions of how the state plans to implement improvement efforts. In addition, each state must analyze the performance of each LEA within the state. Once the performance of each LEA is analyzed, the information must be made available to the public. For more information on this topic, please visit the CDE Annual Performance Report Web page at <http://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.

There are 17 Indicators in the SPP which are defined as:

|  |  |
| --- | --- |
| **Indicator** | **Type** |
| Indicator 1–Graduation | P |
| Indicator 2–Dropout | P |
| Indicator 3–Statewide Assessments | P |
| Indicator 4a–Suspension/Expulsion - Overall | P |
| Indicator 4b–Suspension/Expulsion – by Race/Ethnicity | C |
| Indicator 5– Least Restrictive Environment | P |
| Indicator 6–Preschool Least Restrictive Environment | P |
| Indicator 7–Preschool Assessment | P |
| Indicator 8–Parent Involvement | P |
| Indicator 9–Disproportionate Representation | C |
| Indicator 10–Disproportionate Representation by Disability | C |
| Indicator 11–Child Find | C |
| Indicator 12–Early Childhood Transition | C |
| Indicator 13–Secondary Transition | C |
| Indicator 14–Post-school Outcomes | P |
| Indicator 15–Resolution Sessions | P |
| Indicator 16–Mediation | P |
| Indicator 17–State Systemic Improvement Plan | P |

These Indicators are divided into either performance indicators or compliance indicators (the Indicator listing denotes P for Performance and C for Compliance). Indicators 4A, 4B, 5, 9, and 10 are the current focus for technical assistance through this application.

CDE’s Annual Performance Report (APR) <http://www.cde.ca.gov/sp/se/qa/> system provides an integrated approach to reporting results for state and federal accountability requirements and can inform a results-driven approach to revise the State's targets, improvement activities or resources in the SPP and provide justifications for the revisions.

CDE is required to identify LEAs with disproportionate representation in special education based on race and ethnicity. The state is required by Title 34 of the *Code of Federal Regulations* Section 300.600(d) to monitor LEAs found to have disproportionate representation to ensure that policies, practices, and procedures are compliant and do not lead to inappropriate identification. The state is also required to identify LEAs found to have significant disproportionality. LEAs identified as significantly disproportionate have additional requirements under IDEA, and the CDE monitors their compliance and provides assistance.

The Special Education monitoring framework uses a tiered system that differentiates the level of monitoring and technical assistance supports for each LEA based on data analyses and to determine the LEA’s need for support and intervention. At the core of the monitoring framework is the Compliance and Improvement Monitoring (CIM) process. LEAs in Targeted or Intensive Monitoring Levels for performance are required to participate in and complete the CIM process as part of their ongoing, annual monitoring activity. The CIM process is a series of steps and activities which identify LEAs that need assistance with correction, improvement, and the development of an integrated action plan to address the identified problems of practice. The CIM process is designed to ensure LEAs, with differentiated levels of involvement and review, examine a wide-range of both compliance and performance data and identify the root causes of areas of concern so an effective improvement action plan can be developed and implemented.

The CIM is a multi-year process which recognizes that meaningful improvement likely does not occur in a short period of time and requires sustained focus on the areas in need of improvement to effect positive outcomes for students with disabilities.

Significantly Disproportionate (Sig Dis) LEAs are required to take mandatory actions including, but not limited to, reserving 15 percent of IDEA funds to develop and implement a CIM for Sig Dis Plan for Improvement and provide Comprehensive Coordinated Early Intervening Services (CCEIS) services to the identified target population. IDEA requires LEAs to “serve children age 3 through grade 12, particularly, but not exclusively, children in those groups that were significantly over identified…who need additional academic and behavioral support to succeed in a general education environment...” (34 CFR Section 300.646(d)(2-3)).

The U.S. Department of Education’s IDEA website provides up to date information and resources from the Department and their grantees. Visit the Web page at <https://sites.ed.gov/idea/>.

**Eligibility Requirements**

Individual applicants must be personally able to complete the scope of work and ­­­meet the following requirements:

* Be able to provide both in-person and virtual support to LEAs in California.

* Be able to work as an independent contractor/sole proprietor utilizing either a social security number (SSN) or Employer Identification Number (EIN).
* Prior to commencing support to LEAs, TA Facilitators must have and provide evidence of professional liability insurance and an endorsement page as required by the Napa County Office of Education.
* Attend a virtual orientation training on October 16, 2024,12:30 p.m.-4:30 p.m. and complete additional independent study using materials provided by SPP-TAP. This will be necessary to gain a thorough understanding of the CIM technical assistance framework to address significant disproportionality, including how Technical Assistance (TA) Facilitators interface with SPP-TAP, the CDE, and LEAs.
* Attend one two-day face-to-face training in Napa, California scheduled on October 29-30, 2024, and one two-day face-to-face collaboration meeting in Sacramento, California scheduled on December 2-3, 2024, with the SPP-TAP TA Facilitators, SPP-TAP staff and CDE Focused Monitoring and Technical Assistance (FMTA) staff.
* Attend a minimum of four of the six TA Facilitator virtual meetings throughout the year.
* August individual check in meetings with SPP-TAP
* September 18, 2024: 11:30 a.m. - 1:00 p.m.
* November 13, 2024: 11:30 a.m. - 1:00 p.m.
* January 29, 2025: 11:30 a.m. - 1:00 p.m.
* March 19, 2025: 11:30 a.m. - 1:00 p.m.
* May 21, 2025: 11:30 a.m. - 1:00 p.m.
* Be available a minimum of 24 hours per month to support LEAs is required. In order to provide 10 hours (per indicator) of CDE-funded technical assistance per LEA between February 1st and June 30th.

**Expectations, Scope of Work, and Rate of Pay**

***Expectations***

* Incorporate research-based strategies and interventions into the selected LEA’s plan to address disproportionality.
* Assist the selected LEA in the use and analysis of significant disproportionality data from the:
	+ Improvement Data Center
	+ CCEIS Review of Policies, Practices, and Procedures
	+ Programmatic Self-Assessment
	+ Student Case Study
	+ Parent Input
	+ Additional broad range of student-level quantitative and qualitative data with a focus on ethnic/racial, discipline, disability, and placement disparities
* Align programmatic improvement activities with appropriate LEA and state initiatives, e.g. Multi-Tiered System of Support (MTSS), Positive Behavior Interventions and Supports (PBIS), Local Control Accountability Plan (LCAP) English Learners (EL) Master Plan, and Differentiated Assistance (DA).
* Align programmatic improvement activities with the California Common Core State Standards for English language arts/literacy, mathematics and English language development as appropriate.
* Provide technical assistance that maintains and ensures compliance with federal and state statute and regulations.
* Follow the CIM process for significantly disproportionate LEAs when providing technical assistance to LEAs, and communicate needs, challenges and successes with SPP-TAP and the CDE, as directed.
* Participate in ongoing learning through attendance at SPP-TAP events and independently through additional professional development.

Participate in summative and formative project evaluation and reporting activities.

* Maintain professional conduct and positively promote CDE’s CIM process.
* Facilitate the CIM process ensuring a focus on student outcome disparities (including behavioral and academic) based on race and ethnicity.
* Adhere to Napa County Office of Education’s fiscal and contractual guidelines.

***Scope of Work***

The scope of work describes services that may be carried out by the Technical Assistance Facilitators at the request of an LEA. SPP-TAP TA Facilitators will advise, guide, 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.

Specifically, LEAs can select supports from a TA Facilitator from the Menu of Services below.

Step 1: Gather and Inquire

* + CIM Team Meetings:
		- 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
		- Facilitate backward planning (create an LEA specific timeline) for completion of the CIM for Sig Dis Plan for Improvement
		- Assist in Educational Partner selection
		- Share Educational Partner invitation tools
		- Facilitate CIM Team meetings
		- Follow-up after meetings to monitor task completion and identify any necessary actions to move forward with plan writing and implementation
	+ Educational Partners’ Meetings:
		- Develop and provide tools to support meetings
		- Facilitate Educational Partners’ meetings
		- Provide CIM for Sig Dis process overview and introduce the CIM for Sig Dis Plan for Improvement development process
		- Facilitate Root cause and action steps discussion
		- Identification of target population
	+ Gathering Quantitative Data:
		- Facilitate data review with CIM Team to identify and discuss data gaps
		- Assist in identification of appropriate data sources that provide general and special education data (both quantitative and qualitative) that are disaggregated by race/ethnicity
	+ Gathering Qualitative Data:
		- 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:
		- Support selection of self-assessment tools
		- Support implementation of self-assessment
	+ Conduct an Infrastructure Analysis:
		- Assist with reviewing special education infrastructure
	+ Policies, Practices, and Procedures (PPP) Review:
		- 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 with Educational Partners
	+ Consolidation of Step 1:
		- 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 (for Continuing LEAs this would include outcome data from the implementation of current CIM for Sig Dis plan)
		- Support the summarization of data analysis findings

Step 2: Investigate

* + CIM Team Meetings:
		- Facilitate Leadership Team meetings
		- Follow-up after meetings to monitor task completion and identify any necessary actions to move forward with plan writing and implementation
	+ Educational Partners’ 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
		- Facilitate root cause and action steps discussion
		- Assist in dentification of target population
	+ Root Cause Analysis:
		- 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):
		- Provide guidance in applying a cultural lens with prioritization tools
		- Facilitate the prioritization of high leverage root cause(s)
	+ Initiative Inventory:
		- Provide an overview of the process for completing the Initiative Inventory
		- Facilitate a discussion of the Initiative Inventory findings
	+ Identification of Target Population:
		- 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:
		- Assist with the development of a theory of action based on prioritized root causes and the identified target population
	+ Consolidation of Step 2:
		- Assist with the summarization of Step 2 findings

Step 3: Plan for Results

* CIM Team Meetings
	+ Facilitate Leadership Team meetings
	+ Follow-up after meetings to monitor task completion and identify any necessary actions to move forward with plan writing and implementation
* Educational Partners’ Meetings
	+ Facilitate Educational Partners’ meetings
* Development of CIM for Sig Dis Plan for Improvement:
* 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
* Assist in the identification of existing LEA initiatives that align with the CIM for Sig Dis Plan for Improvement
* Budget:
* Guide development of budget to ensure activities are allowable and appropriate
* Assist in the identification of 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 and provide feedback Review:
* Review draft of CIM for Sig Dis Plan for Improvement and provide feedback

Step 4: Implement and Monitor

* Educational Partners’ Meetings:
	+ Facilitate Educational Partners’ meetings
* 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
* Implement and evaluate effectiveness 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

***Rate of Pay***

All services listed in the above Menu of Services are provided by the TA Facilitator at the CDE-approved rate of $110 per hour. These services may be mandated and funded by the CDE or requested by and contracted with LEAs. The rate of pay for services beyond those listed on the Menu of Services may be negotiated and contracted separately and directly with LEAs.

**Scoring of Applications**

The selection process will be based on the following criterion point range:

|  |  |
| --- | --- |
| **CRITERIA** | **Range of Points** |
| 1. Experience and knowledge of disproportionality in Special Education.
 | 0-15 |
| 1. Demonstrated ability to lead systemic improvement efforts using an explicit racial equity lens in educational settings. Experience providing technical assistance on resolving systemic issues through the examination of policies, practices, and procedures.
 | 0-20 |
| 1. Knowledge of resources and evidence-based practices available to support equitable access and opportunity for all students. For example: culturally responsive pedagogy and school environments; culturally responsive positive behavior interventions and supports, MTSS and social emotional learning; empathic discipline; family engagement; restorative justice; and the English Learners (EL) Master Plan and the *California Practitioners’ Guide for Educating English Learners with Disabilities*.
 | 0-20 |
| 1. Experience and knowledge in delivery of effective professional development. Practice regular self-reflection to increase awareness of how personal experiences impact perspectives and beliefs. Possess high degree of skill in facilitation of difficult discussions particularly those involving issues of race and culture.
 | 0-20 |
| 1. Strong understanding of state and federal regulations and data systems including Individuals with Disabilities Education Act (IDEA), the California Dashboard and Statewide System of Support, the California Longitudinal Pupil Achievement Data System (CALPADS), the Elementary and Secondary Education Act (ESEA), Local Control and Accountability Plan (LCAP) and Differentiated Assistance (DA), and the Compliance and Improvement Monitoring (CIM) process.
 | 0-10 |
| 1. Ability to work collaboratively with groups. Strong interpersonal and organizational skills, including demonstrated ability to collaborate with LEA leadership, general education, special education, parents and community partners.
 | 0-15 |
| **Total Possible Points** | **0-100** |
|  |  |

**Selection of State Performance Plan Technical Assistance Facilitators**

A committee approved by the CDE will score all applications. Applications will be scored using the criterion point range. Applications receiving a score of 80 or higher, and meeting all eligibility requirements, will be deemed as qualified. Of those applications deemed qualified, applicants will be recommended for approval based on a ranked order of total application points, specific expertise areas, and geographical dispersion. Final selection of TA Facilitators will be contingent upon CDE approval. To mirror California’s diversity, individuals from traditionally underrepresented groups are encouraged to apply. Please note, there is no appeal process in place regarding this selection process.

**APPLICATION INSTRUCTIONS**

Please complete and submit:

1. The application cover sheet form specifying the name of applicant, address, phone numbers, e-mail address, two references, and confirming eligibility requirements.
2. A resume or vita providing evidence of the applicant’s knowledge, skills, and experience.
3. The narrative statement form clearly describing how the applicant meets the required criteria. This narrative description is limited to a maximum of four numbered pages (8.5” x 11” pages, 12-point Arial font, single spaced with one-inch margins, and the applicant’s name must be included at the top of each page submitted).

SPP-TAP TA Facilitators who are currently approved by the CDE and in good standing will only need to submit the application cover sheet.

Applicants are to submit a Microsoft Word Document or PDF electronically. **All application materials** (cover sheet form, resume or vita, and narrative statement form) **MUST be received by the SPP-TAP no later than 5:00 PM on September 16, 2024 .**

Submit applications to: Kee-An Lauser

E-mail: klauser@napacoe.org

Phone: 707-812-1018

California Department of Education, Special Education Division's special project, State Performance Plan Technical Assistance Project (SPP-TAP) is funded through a contract with the Napa County Office of Education. SPP-TAP is funded from federal funds, (State Grants #H027A080116A) provided from the U.S. Department of Education Part B of the Individuals with Disabilities Education Act. Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.

**State Performance Plan Technical Assistance Project**

**Technical Assistance Facilitators
Focus: Disproportionality**

**APPLICATION COVER SHEET FORM**

**Applicant Information:**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**References (Please list two professionals who can describe their experience working with you if requested):**

1. Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number \_\_\_\_\_\_\_\_\_\_\_\_\_

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number \_\_\_\_\_\_\_\_\_\_\_\_\_

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please confirm the following eligibility requirements. If selected:**

* I am able to provide in-person support to LEAs in California.
* I commit to attend the required virtual session being held October 16, 2024, 12:30 p.m..-4:30 p.m.
* I commit to attend the required in-person sessions being held on October 29-30, 2024 at the Napa County Office of Education and December 2-3, 2024 at the California Department of Education (a stipend will be provided to help offset travel costs).
* I commit to attend 4-6 virtual TA Facilitator calls annually. (Dates currently scheduled for 2024 are September 18, 11:30 a.m.-1 p.m., November 13, 11:30 a.m.-1 p.m., January 29, 11:30 a.m.-1:00 p.m., March 19, 11:30 a.m.-1 p.m., and May 21, 11:30 a.m.-1:00 p.m.)
* I have the time availability for ongoing meetings, trainings and support to LEAs if selected.
* I understand that my performance will be reviewed regularly. Should I fail to meet expectations of the SPP-TAP or abide by the approved rate of pay for supports in the Menu of Services, I understand this will be cause for removal from the TA Facilitator cadre.
* I understand that any contract for services provided to an LEA using CCEIS funds will be available for review by the CDE.
* I will provide evidence of professional liability insurance and additional insured endorsement page naming Napa County Office of Education, its Board of Trustees, officers, employees, volunteers and students as additionally insured prior to working LEAs, if selected.

Checklist for a complete eligible application

Be sure that you:

* Include completed Application Cover Sheet Form.
* Include resume or vita.
* Include no more than four numbered pages in the narrative.
* Spell out all acronyms and abbreviations.
* Use single-space, Arial 12-point font, and one-inch margins for the narrative.
* Submit all materials to SPP-TAP no later than 5:00 PM on September 16, 2024

 (via electronic submission in a Microsoft Word or PDF file).

**State Performance Plan Technical Assistance Project**

**Technical Assistance Facilitators**

**Focus: Disproportionality**

**NARRATIVE STATEMENT FORM**

**Instructions**: Please respond to **each question separately** under each criterion heading, clearly describing how you meet the required criteria. This narrative description is limited to a maximum of four pages (8.5” x 11”, 12-point Arial font, single-spaced, one-inch margins, with name included at the top of each page submitted).

**Question: Criterion A: What is your experience and knowledge of disproportionality in Special Education?**

**Question: Criterion B: What experience have you had leading systemic improvement efforts using an explicit racial equity lens in educational settings; and providing technical assistance on resolving systemic issues through examination of policies, practices, and procedures?**

**Question: Criterion C: What is your knowledge of resources and evidence-based practices available to support equitable access and opportunity for all students?** (Examples include: culturally responsive pedagogy and school environments; culturally responsive positive behavior interventions and supports, Multi-Tiered System of Support (MTSS) and social emotional learning; empathic discipline; family engagement; restorative justice; and the English Learners (EL) Master Plan and the *California Practitioners’ Guide for Educating English Learners with Disabilities*.)

**Question: Criterion D: What is your experience and knowledge in delivery of effective professional development, practice of self-reflection to increase awareness of how personal experiences impact perspectives and beliefs, and facilitation of difficult discussions particularly around issues of race and culture.**

**Question: Criterion E: Describe your knowledge and experience with the following: Individuals with Disabilities Education Act (IDEA); the California Dashboard and Statewide System of Support; the California Longitudinal Pupil Achievement Data System (CALPADS); the Elementary Secondary Education Act (ESEA), and Local Control and Accountability Plan (LCAP) and Differentiated Assistance (DA), and the Compliance and Improvement Monitoring (CIM) process.**

**Question: Criterion F: What experience have you had leading collaborative work with educational groups involving Local Educational Agency (LEA) leadership, general education, special education, parents, and community partners?**

**Applicant’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Response: Criterion A:**

**Response: Criterion B:**

**Response: Criterion C:**

**Response: Criterion D:**

**Response: Criterion E:**

**Response: Criterion F:**