

News & Announcements

REQUESTS FOR PROPOSALS (RFP)

CCEE is seeking submissions of professional learning opportunities and materials related to the topics outlined in the Request for Proposals:

- Development & Delivery of Resources and Services to Support Professional Learning Activities for LEAs
- Proposals due: April 15, 2022 for 2021-2022 school year. Any submission after 4/15 will be accepted for the 2022-2023 school year

→ <https://bit.ly/3Bx6A8A>

CCEE is soliciting proposals for external evaluation services for the following initiatives:

- [Independent Evaluation Services for the Reading Instruction & Intervention Initiative](#)
(Proposals due: March 17, 2022 at 4pm)
- [Independent Evaluation Services for the Learning Acceleration Systems Grant](#)
(Proposals due: March 17, 2022 at 4pm)

LOOKING AHEAD

March 9: Transforming Education in California Webinar Series: Moving Forward

- March 9 from 10am-12pm Participants will explore the opportunities offered by the California Community Schools Partnership Program (CCSPP) as a frame for strategic planning. Hearing from peers and colleagues who are at differing entry points in the process will be central to this session, as participants look toward the potentiality of developing a plan for both applying for and maximizing California education investments.

→ <https://bit.ly/3vfowRb>

March 15 & 17: The Community Engagement Initiative (CEI) Cohort III RFA Information Sessions

- Are you a California school district that is interested in transforming your district's Community Engagement efforts and learning more about the benefits of joining the Community Engagement Initiative? Register now for our [March 15, 2022](#) or [March 17, 2022](#) information session to learn more!
- CEI Cohort III Applications are due 5/17/22

IN CASE YOU MISSED IT

Link to Feb System of Support Update:

- <https://bit.ly/33vgWJs>

Executive Director's Corner

Vision for Accessibility and Inclusion to Deliver on the CA Promise

By Matt J. Navo, CCEE Executive Director



System Transformation Requires an Inclusive Mindset.

There has been much discussion among educators about how we transform education. There are multiple researchers, authors and practitioners that have varied and sometimes, opposing opinions about how to do this work. In my opinion, regardless of what ideas people may have on this topic, System Transformation is about the people. This requires that we approach the work of transforming systems with an inclusive mindset, where regardless of position, experience, and ideas, we are inclusive of all educational and community partners.

The California Collaborative of Educational Excellence is a statewide leader delivering on California's promise of a quality, equitable education for every student. Our history and purpose has always been to deliver on this promise supporting all Local Educational Agencies (LEAs) in accomplishing the goals they identified in their Local Control Accountability Plans (LCAPs). The most recent historic investments in the 2021 Budget Act included significant new funding for TK-12 schools that are inclusive and committed to transforming schools and the role they play in education. Examples include Expanded Learning Opportunities Program, Universal Transitional Kindergarten, and the California Community Schools Partnership Program.

The Transformative Systems for Equitable Educational Outcomes (TSEE) Center partners with educators, communities, and organizations to create inclusive and accessible resources to support systems transformation. This newsletter highlights the TSEE Center team, led by Deputy Director, Chris Hartley, former Humboldt County Superintendent of Schools.

Alignment and Coherence Across the System of Support

By Chris Hartley Ed.D., CCEE Deputy Executive Director, Transformative Systems



Serving the needs of our children and youth is the top priority for the CCEE and for the Transformative Systems for Equitable Educational Outcomes Center (TSEE). In order to be effective, state agencies, County Offices of Education (COE) and professional organizations must strive for alignment and coherence in how every district and school throughout the state is served.

The CA Statewide System of Support (SSOS) is intended to provide the structure and foundation for this coherence. One way we can collectively improve the effectiveness of this structure is to develop a shared understanding of how the services we provide fit in the SSOS and, most importantly, how these services are accessed by districts and schools in the state.

At CCEE, we are focused on being keenly aware of the services and supports we develop in partnership with other agencies and organizations. An important commitment to this work is the correct identification of the type of service being made available. Within the SSOS, there are three tiers of service: Universal, Targeted and Intensive. The importance of identifying where a particular support exists is critical to districts having a clear understanding of the purpose, accessibility and context.

By being thoughtful in our partnerships, adopting shared terminology, clearly designing intended levels of support and scaffolding levels of assistance throughout the SSOS, we can collectively build a sustainable system that truly provides real time support for districts and schools. I want to thank all our incredible partner agencies throughout the state for collaborating with us on this journey. Our collective work is critical in maximizing our current opportunities and utilizing this historic time in education to transform practices to serve our most precious resource, our students.



San Bernardino County Superintendent of School's Community Focused Strategy

By Theodore "Ted" Alejandre, Superintendent, SBCSS

The mission of the San Bernardino County Superintendent of Schools (SBCSS) is to transform lives through education; creating inclusive environments and maintaining trusting relationships with our stakeholders is critical in ensuring the success of this collective mission. It has been my privilege to travel this amazing county and experience how these inclusive environments are built through collaboration and positive connections between students, parents, educators, and community partners. I believe that when stakeholders feel connected to schools, students are more likely to excel academically and succeed socially. Building inclusive school environments throughout our 33 districts is a primary goal of SBCSS that seeks to inspire educators to embrace cultural and linguistic differences and to understand the unique experiences of our students.

To successfully provide our more than 400,000 students with access to a fair, equitable, and inclusive education, we must work together through countywide programs like our Strategic Planning Initiative, Countywide Vision, Community Vital Signs, and many others. At the February 3, 2022 CCEE Board Meeting Luz Leon, a parent leader in the Ontario-Montclair School District, spoke to the importance of working together when she stated, "We know that big changes imply small steps, but by being constant we will be able to make solid progress and obtain definitive results." I am pleased that being part of the Community Engagement Initiative has helped create this "solid progress". It is with this spirit that we stay committed to working with our school districts, agencies, families, and the community at large to provide services, information, and leadership, always with a focus on students.

RELEVANT LINKS:

[Strategic Planning Initiative](#)

[Community Vital Signs](#)

[Countywide Vision](#)

[Community Engagement Initiative](#)



System Improvement Leads: Accelerating Learning for Students with Disabilities

By Heidi Hata, Director, System Improvement Leads Project

On February 9, 2022, six district teams from across the state came together to focus on their shared aim: accelerating learning for students with disabilities. These educators from Shasta, San Luis Obispo, West Contra Costa, Sonoma, Irvine, and Clovis are part of a Networked Improvement Community supported by the System Improvement Leads (SIL) team.

The network launched in September 2021 and spent the first few weeks thoroughly investigating their local contexts: what is working well for students with disabilities and what needs improvement. Although the team's contexts are very different (district ADA, urban/rural, single/multidistrict SELPAs), the findings were strikingly similar: inconsistent IEP process, varying understanding of the purpose of the IEP, burdensome data collection practices, and long standing disconnects between special education and general education staff. Armed with this information, SIL's improvement coaches conducted literature reviews to identify evidence-based practices to address the identified challenges and teams set off testing them out in their local contexts. Research is a critical starting point, but would the ideas work in practice? What would need to be adapted to make sure the changes worked for each team's unique setting?

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Meet Our New TSEE Staff!



Jasmine Hennessy,
Program Specialist, TSEE

Jasmine supports the Transformative Systems for Equitable Educational Outcomes Center by providing project management, research and analysis, and administrative assistance for the Statewide System of Support, various reading initiatives, and grant program evaluations. She is passionate about improving equity in educational outcomes for all students

Fun Fact: Jasmine is an avid rock-climber!



Melissa Hodgson,
Program Specialist, TSEE

Melissa serves as a Program Specialist for the Transformative Systems for Equitable Educational Outcomes (TSEE) Center. In this role, she works collaboratively with the team to provide project management & coordination, and administrative support. She works directly alongside Deputy Executive Director, Dr. Chris Hartley and brings with her almost a decade of experience working in education!

Fun Fact: Melissa married her high school sweetheart & will celebrate her 25th wedding anniversary in May!



Andrew Lawton,
Program Specialist,
Community & Strategic
Engagement

Drew serves as a Program Specialist for CCEE's Community Engagement Initiative (CEI) in the Transformative Systems team. He comes to the CCEE with almost 10 years of statewide educational experience in California.

Fun Fact: If you find any typos in the newsletter this month, it's Drew's fault!

ABOUT THE CCEE

The California Collaborative for Educational Excellence is a statewide leader delivering on California's promise of a quality, equitable education for every student.

ccee-ca.org

Transformative Systems for Equitable Educational Outcomes

Our team partners with educators, communities, and organizations to empower schools to meet the evolving needs of all students.