

Frequently Asked Questions (4- 21-23)

Referral Process for Direct Technical Assistance

When an entity is referred to direct technical assistance, it sounds as if there is some review process to see that the district and COE exhausted other resources. What does this review process look like?

The CCEE developed a referral process that includes multiple discussions with COE, Geo Lead, and the LEA to determine if there is agreement that the COE has exhausted all possible services and supports. Please see this [referral map](#) for more details on the referral process.

What is the timing between when communication starts for a referral and when the district would receive support from CCEE?

The timing between when communication starts for a referral and when the district would receive support from CCEE depends on response times from all parties and schedules.

What entity starts a referral? Has this been the case for all 19 referrals?

Over the past several years, CCEE has received referrals from COEs, LEAs, and Geo Leads. In November 2021, the CCEE reached out to 19 different COEs to begin the discussion of possible referrals for 30 LEAs that met the priority of having three or more student groups not meeting three or more LCFF priorities for three of four consecutive years. Through these conversations, much was learned regarding the different types of support provided to each LEA through the COEs. The most common route of referral is through the COE via Education Code 52072. We are currently working with two districts referred to CCEE through the AB 1840 emergency apportionment route via Education Code 52074.

Is the referral process widely known?

The [referral process](#) has been in Education Code and on our CCEE website since the inception of the CCEE regarding Direct Technical Assistance ([see link](#)) and shared with the California County Superintendents Association, CISC members, CCEE Advisory Council and other state agency partners and associations for feedback. The revised (2022/23) referral process has been shared at CISC meetings and will be posted on the CCEE website as a new element of the DTA page.

Direct Technical Assistance

What activities are included in direct technical assistance? Does every LEA the CCEE supports through direct technical assistance go through a systemic instructional review?

The types of activities provided through direct technical assistance varies depending on the Systemic Instructional Review (SIR) and/or the identified necessary supports. Activities have included: providing quality improvement cycle coaching, Superintendent coaching, District Leadership Team professional learning and coaching, co-creation of professional learning plans and implementation support, providing external professional learning providers, the Intensive Assistance Model, Special Education processes to support and coaching, MTSS plan development, and implementation support. Please see these district updates for more information regarding the types of support currently being provided to the districts being supported through direct technical assistance. Not every district will go through a systemic instructional review.

- Inglewood Unified:
https://ccee-ca.org/wp-content/uploads/2023/03/Inglewood_2023_Report.pdf
- Vallejo City Unified:
https://ccee-ca.org/wp-content/uploads/2023/03/Vallejo_2023_Report.pdf
- Salinas Union High:
https://ccee-ca.org/wp-content/uploads/2023/03/Salinas_2023_Report.pdf
- Sacramento City Unified:
https://ccee-ca.org/wp-content/uploads/2023/04/SCUSD_March-23-Partner-LEA-SIR-Update-Report.pdf
- Oakland Unified:
https://ccee-ca.org/wp-content/uploads/2023/03/Oakland_2023_Report.pdf
- Mt. Diablo Unified:
https://ccee-ca.org/wp-content/uploads/2023/03/Mt_Diablo_2023_Report.pdf

What outcomes is the CCEE looking for when determining if activities through differentiated assistance are working?

The CCEE is looking at multiple outcomes and measures to determine if activities through direct technical assistance are working to improve coherence of the LEA systems that support and improve teaching and learning. An example of an outcome is the creation of an infrastructure within the district to use quality improvement cycles to get better at getting better and to create systems change. The quality improvement cycles include AIM statements, progress measures,

and indicators of impact. The progress measures are linked to student outcomes and the local assessment system so the district and the CCEE can verify student outcomes are improving as a result of the changes made through the quality improvement cycles. One tool used in this process is the Coherence Progression Protocol from Michael Fullan & JoAnn Quinn's Coherence Framework. Another outcome example is the alignment of the LCAP, Strategic Plan, and the many other plans the LEA is required to create with the focus, the intentionality of efforts, and resources of the district team from the boardroom to the classroom.

It sounds like CCEE works at both the district level and the school site level, could you speak to how the work differs at each of these levels. Do you have a sense of which work is more effective, or when a site-based approach is best?

Yes, through the Intensive Assistance Model (IAM) the CCEE works both at the district and site levels. District and site-level work is necessary to provide a comprehensive approach to systems change within a district. The IAM is intended to create a model within the district for the district as a team to learn from and build capacity within the district, focusing on student results. The lessons learned through the IAM provide an opportunity for district leadership to align professional learning, school support structures, vision, mission, goals, and messaging so all efforts or working intentionally in one direction.

Other

Can you describe at a high level the work of the three centers? Who is the target audience for each of the three centers?

The CCEE is organized into three distinct centers that oversee three bodies of work for specific audiences. See link [here](#) that provides a more detailed organization of the work by staff and center.

The Teaching Learning and Leading Center (TLLC) oversees all teaching and learning initiatives, primarily focused on improving teaching and learning for students at a Local Educational Agency Level. The two primary initiatives in TLLC are the Learning Acceleration Systems Grant (LASG) and Direct Technical Assistance (DTA).

The Transformative Systems for Equitable Educational (TSEE), oversees all state system initiatives, primarily focused on building collaboration and coordination amongst state lead agencies, with the primary target audience being County Offices, Geographic Leads, State Agencies, and State Associations. See the link [here](#) for the directory of SSOS.

The Innovation, Instruction and Impact (I3), oversees all data, research and innovation related to all centers of the CCEE, and local educational agencies, primarily focused on building and

improving the capacity of statewide COEs/LEAs on using data to inform and improve teaching and learning outcomes. The primary target audience being all educators in California. See link [here](#) for statewide data research learning networks.

What support is provided to County Offices of Education to provide higher quality direct technical assistance?

Through our partnership with the COEs in supporting current and future LEAs, we have embedded agreements [for how we will work together](#). These agreements become the foundation and help identify areas of growth for a COE in providing differentiated assistance. For example, we are entering into a partnership with LACOE to partner in conducting a Systemic Instructional Review with a district to help the LACOE Differentiated Assistance team learn and grow in their DA support with other districts in the county.

What support is provided to geographic lead entities?

Geo Leads meeting together with State Agencies approx eight times per year. Agenda is collaboratively built with Geo lead input and state agencies focused on the dissemination of information from the field to state agencies and vice versa, as well as sharing resources to learn from each other in order to meet the needs at the local level as well as the grant assurances (i.e., Advisory Committee structures). Opportunities within the meeting and any time individually to share needs/barriers/successes and best practices with each other and state agencies. State reporting template for Geo Leads includes goals for individual Geographic Leads regions as well as Geo Leads collaboration and connection to the other SSOS lead initiatives. Progress monitoring three times per year with the Geo Lead in continuous improvement practices, identification of needed support from the field and/or state agencies, and mid-year progress check-in with each Geo lead individually. In addition, CCEE connects Geo Leads to specific resources and supports when a need is identified in their region (i.e., CIM alignment with DA for SWD).

Does the CCEE provide services for a fee? If so, what type of work has been provided? How are fees determined?

The [Request CCEE Assistance](#) submission form is located on the CCEE homepage of the website. A minimum threshold for LEAs to receive such services is that the LEA is, 1) at risk of qualifying for state intervention and 2) presenting a need that CCEE can address in nine months or less. Districts must also confirm the third criteria that a number of outside improvement partners are currently engaged in providing assistance, including the local county office of education and

Geographic Lead, in addition to other additional improvement partners. To date, there have been five requests in 2023, with one request being processed as a fee for service. The fees are determined as the scope of work is finalized and in line with comparable services offered throughout the state (e.g., FCMAT rates). These services include strategic planning, reviewing LEA learning recovery plans, and measuring progress on priority standards for pupil achievement. In cases where it is determined that CCEE will not take on the request for assistance, the LEA is referred back to the COE and the Geographic Lead.

What statewide activities is the CCEE particularly well equipped to conduct?

The CCEE works with both legislative and statutory responsibilities to coordinate and build coherence around and amongst state lead agencies, COEs and LEAs. Our statutory responsibilities primarily focus on initiatives that build coherence, capacity and knowledge of how to improve teaching and learning. This responsibility allows us to work alongside LEAs to problem solve and collaborate around very complex and unique situations/challenges. Our legislative responsibility extends in partnership and in alignment with state lead agencies to accomplish specific objectives.