

CALIFORNIA SYSTEM
OF SUPPORT

**IMPLEMENTING AND
ADAPTING DIFFERENTIATED
ASSISTANCE**





CALIFORNIA SYSTEM
OF SUPPORT

**IMPLEMENTING AND
ADAPTING DIFFERENTIATED
ASSISTANCE**



A SAN DIEGO COUNTY OFFICE
OF EDUCATION PUBLICATION
NOVEMBER 2021

CALIFORNIA SYSTEM OF SUPPORT
**IMPLEMENTING AND ADAPTING
DIFFERENTIATED ASSISTANCE**
SAN DIEGO COUNTY OFFICE OF EDUCATION

AUTHORS

Shannon Coulter

Director of Research and Evaluation
San Diego County Office of Education

ACKNOWLEDGEMENTS

We developed this guide at the San Diego County Office of Education in partnership with the Southern California System of Support and the National Implementation Research Network (NIRN). We adapted many of the tools from the NIRN's implementation tools, USAID's Adaptive Management guide and The University of Michigan's Prevention Research Center.

Additionally, we have learned much from other states and their efforts to improve public accountability including:

Michigan Department of Education, Lansing, MI

Massachusetts Department of Education,
Boston, MA

Tennessee Department of Education,
Nashville, TN

We would also like to thank our colleagues in California's 53 other county offices of education and the 218 school districts across the state who have engaged in the DA process. Currently, the DA process continues to serve over 2.5 million students. We based much of the knowledge about adapting and implementing DA on the input from these COE and district partnerships.

TABLE OF CONTENTS

California's System of Support	7
California Schools Dashboard	8
Local Control and Accountability Plan	8
Differentiated or Technical Assistance	8
Needs Assessment/Root Cause Analysis	8
Continuous Improvement	9
Implementing Differentiated Assistance with Fidelity	11
Step 1: Determine your COEs capacity to carry out DA	11
Step 2: Assess the fit of the district's strategies to support improvement	13
Step 3: Establish an improvement timeline	13
Step 4: Adapt the DA process to achieve the overall goals	15
<i>What is adaptation?</i>	15
<i>Fidelity and Flexibility</i>	16
<i>Timing of Adaptations</i>	16
<i>Types of Adaptations</i>	16
<i>DA Adaptation Examples</i>	18
Step 5: Evaluate the efficacy of the DA process by gathering stakeholder feedback	19
<i>Facilitator Conversations</i>	19
<i>Observation Forms</i>	19
<i>Pre and Post Surveys</i>	19
References	20
DA Implementation Toolkit	21
Appendix A. Tool 1 COE Skills Self-Assessment	23
Appendix B. Tool 2 DA Theory of Action.....	26
Appendix C. Tool 3 District Core Team Responsibilities	27
Appendix D. Tool 4 Accomplish, Commit, Expect.....	28
Appendix E. Tool 5 Session Facilitation Guide	30
Appendix F. Tool 6 Session Fidelity Check.....	33
Appendix G. Tool 7 Initiative Inventory	34
Appendix H. Tool 8 Action Period Milestones	36
Appendix I. Tool 9 Action Period Milestones	37
Appendix J. Tool 10 Communication Template.....	38
Appendix K. Tool 11 Four Quadrant	39
Appendix L. Tool 12 Charter	40
Appendix M. Tool 13 Action Plan Decision Template	47
Appendix N. Tool 14 Strategy Fit Assessment	49
Appendix O. Tool 15 Action Plan Impact Rubric.....	50
Appendix P. Tool 16 PDSA Rubric	51
Appendix Q. Tool 17 LCAP Calibration Tool	52
Appendix R. Tool 18 DA Post Session Evaluation.....	54
Appendix S. Tool 19 LEA/COE Surveys	55

INTRODUCTION

The purpose of this guide is to assist County Offices of Education (COEs) in making decisions about selecting, implementing, and adapting the differentiated assistance (DA) process. We designed the guide for individuals who are responsible for choosing, supervising, and carrying out DA. Use this guide with the differentiated assistance curriculum toolkit, which is available for download at <http://>

CALIFORNIA'S SYSTEM OF SUPPORT

California Education Code Section 52095.5(b) authorized California's System of Support in 1999. The most recent iteration of the support system is a response to changes in ESSA that encouraged states to adopt a tiered intervention system. California designed the system to support districts through geographic lead agencies using a three-tiered model. Lead agencies, made up of multiple county offices of education, support the 54 California COEs in building the local capacity of the state's 1,390 districts. This support focuses on improving outcomes for California's students in three major areas:

- 1.** Support the continuous improvement of student performance in each of the eight state priorities
- 2.** Address the gaps in achievement between student groups
- 3.** Improve outreach and collaboration with stakeholders to ensure that goals, actions, and services described in school district and COEs Local Control and Accountability Plans reflect the needs of students and the community, especially for historically underrepresented or low-achieving groups (California Department of Education, 2020)

California designed a statewide system of support to assist districts and schools to meet the needs of each student. Modeled conceptually after a Multi-Tiered System of Support framework, California's statewide System of Support aligns state and regional resources to support improvement for all schools and districts using three levels of supports: General support for all districts and schools, Differentiated Assistance, and Intensive Intervention. The first level, general assistance (GA), comprises resources and assistance available to all districts and schools. Resources include curriculum frameworks, professional development, coaching aimed at narrowing disparities among student groups. The second level of assistance, known as differentiated assistance (DA), is targeted assistance offered to districts that meet certain eligibility requirements by California's COEs, the CDE, and the California Collaborative for Educational Excellence (CCEE). These organizations are responsible for supporting districts with the underlying causes that led to eligibility for assistance in addition to strengthening the district's capacity to evaluate the effectiveness of its programs. California offers the final level of support, intensive intervention (II), to schools within districts that have persistent performance issues over consecutive years.

California's current system of support differs from prior systems in several important ways. First, the system emphasizes the district as the unit of change versus the school. Second, it stresses continuous improvement over consequential accountability. Next, the system uses a multi-indicator dashboard aligned to all eight state priorities to assess school quality versus a single number. Finally, the system integrates a data and monitoring system (California Schools Dashboard) with the planning and funding system (LCAP and LCFF) to develop coherence across all accountability elements (Humphrey & O'Day, 2019). The California System of Support aligns the California Schools Dashboard, Local Control and Accountability Plans, and a tiered assistance model to focus districts on comprehensive student success.

CALIFORNIA SCHOOLS DASHBOARD

The California Schools Dashboard provides information on a district's progress on the state's eight priorities. Every district's Dashboard, depending on the grade spans of the students it serves, illustrates the district's and school's status and change across multiple indicators, including graduation rate, suspension rate, college/career readiness, and mathematics and ELA achievement (California Department of Education, 2020). The Dashboard illustrates performance levels using gauges across five levels of performance from red (the lowest performance level) to blue (the highest). In addition to visualizing achievement for all students, the Dashboard provides a comprehensive analysis by each student group in the district or school, including students who are identified as homeless, English learners, foster youth, students with disabilities, and socioeconomically disadvantaged, along with breakdowns of every race and ethnicity category. Combinations of red and orange gauges for multiple student groups determine whether districts are eligible for differentiated assistance.

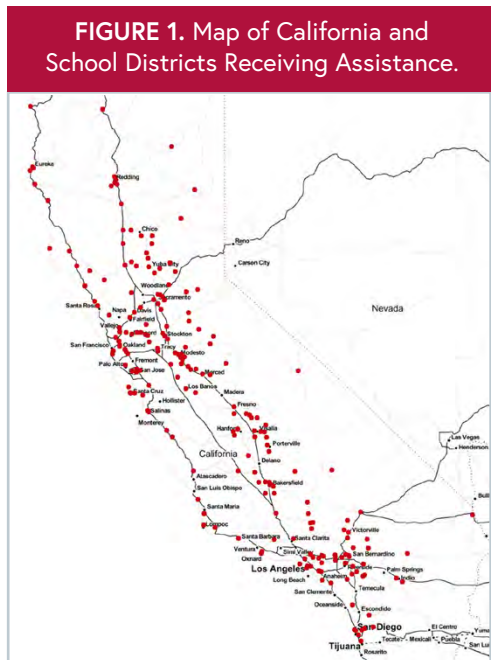
LOCAL CONTROL AND ACCOUNTABILITY PLAN

California's Local Control and Accountability Plan (LCAP) is a three-year plan that describes the district's or LEA's goals, actions, services, and expenditures to support student outcomes. The LCAP is an opportunity for districts to share the how, what, and why programs and services they selected to meet local needs. Each plan consists of a process for engaging stakeholders in addition to sections on resource inequities, analysis, identified need, goals, actions, strategies, and measurable outcomes.

DIFFERENTIATED OR TECHNICAL ASSISTANCE

DA is state assistance provided to districts that fail to meet the performance criteria established by the State Board of Education (SBE). When the state operationalized DA in the 2016-17 school year, approximately 218 districts were eligible for assistance based on results from the California Schools Dashboard. FIGURE 1 illustrates each school district in California participating in Differentiated Assistance in 2017.

DA is a multi-stage process that utilizes a district-based team of 4-12 members including superintendents, assistant superintendents, directors, principals, and frontline staff including teachers, counselors, and support personnel. Teams receive individual support from COEs, the CDE, and the CCEE in the form of improvement coaching throughout the DA process, which involves a needs assessment, root cause analysis, and continuous improvement action planning. Figure 2 outlines DA's theory of action.



NEEDS ASSESSMENT/ROOT CAUSE ANALYSIS

The first phase of the process consists of a California Schools Dashboard orientation, a systems exploration, a root cause analysis, and a synthesis of findings. District-based leadership teams orient themselves to the California Schools Dashboard and the reasons why the district is eligible for DA by reviewing its performance on the statewide indicators. Districts follow a guided protocol that promotes exploration of the data and supports the team to identify information for continuous improvement efforts. The district team members, armed with data, return to the district, and begin examining their system's performance. Many districts engage in continuous improvement processes, such as creating a systems map, conducting empathy interviews, and outlining processes. The systems analysis complements the Dashboard review and focuses the district team on root causes. The root cause analysis uses an inquiry protocol where district-based teams scrutinize problems by identifying contributing factors to performance gaps and examining the differences between current and desired conditions in student achievement. The team's insights lead to an improvement planning process where teams consider (a) change ideas to improve current processes, and (b) implementing strategies and interventions that have a demonstrated impact on performance gaps. District-based teams summarize and consolidate findings from the root cause analysis and begin the planning for addressing system challenges. Finally, each team integrates the findings into the continuous improvement process.

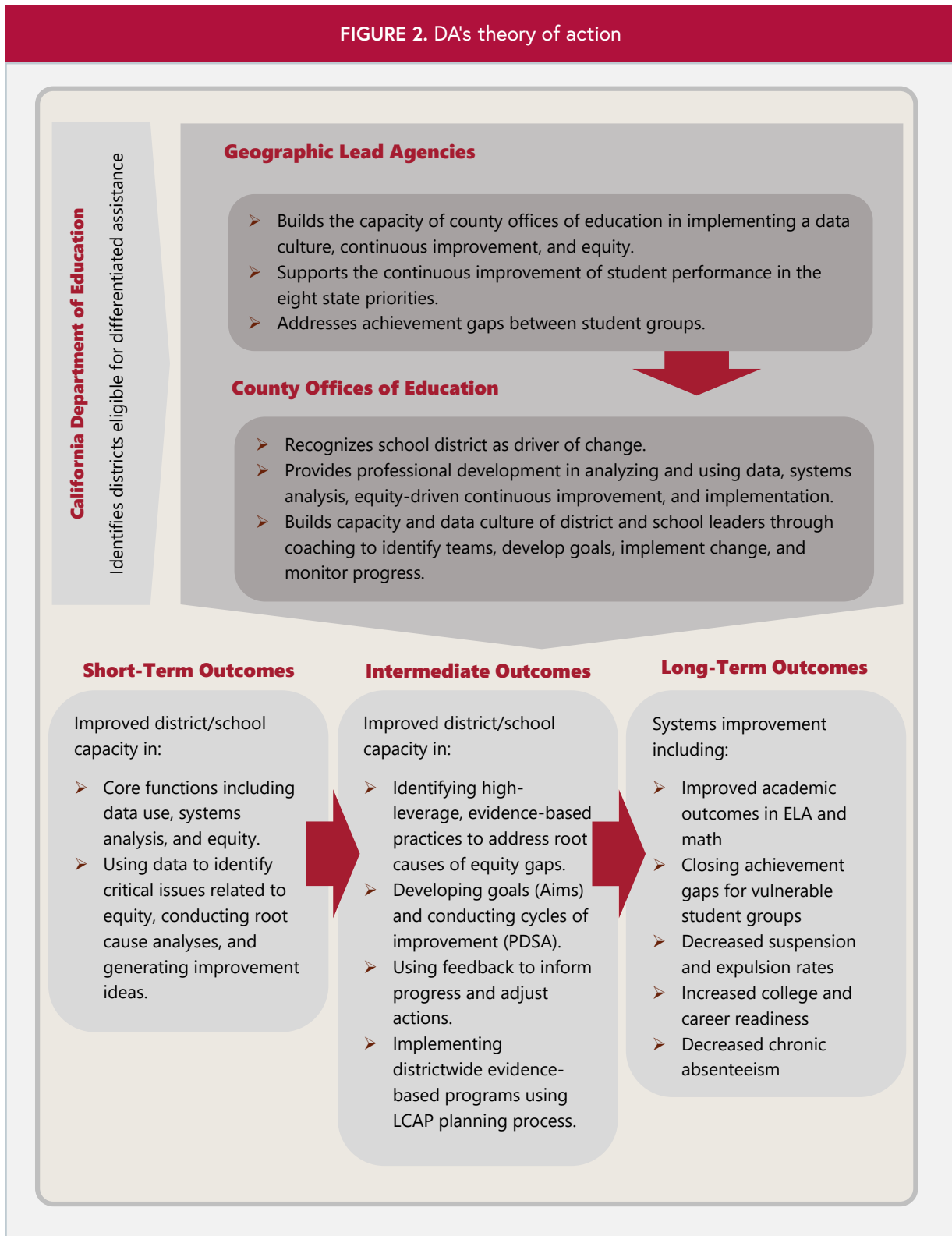
CONTINUOUS IMPROVEMENT

The next stage of the DA process involves the Charter Institute, which originated from a collaboration with the Carnegie Foundation and their six core principles of improvement (Bryk, Gomez, Grunow, & LeMahieu, 2015). District-based teams use the root cause analysis to define the problem and examine the variability in the system that produces the problem. Teams continue to examine the system using mapping tools and interviewing strategies to understand the work people carry out in the system. Teams develop a set of measures that help understand progress made in addressing the problem. Teams use measures as part of the small-scale experiments to test change ideas. These Plan, Do, Study, and Act (PDSA) cycles are critical milestones to refining and scaling ideas successfully. Finally, teams conduct the work embedded in a networked community of other districts struggling with similar problems. The collaborative approach within and across teams unites the groups around a shared purpose and diffuses solutions across a wide community.

Eligibility for DA is complex and requires evidence of a student group failing to meet the criteria for two or more state priorities. Four main priorities contribute to DA eligibility including achievement in English language arts (ELA) and math (priority 4), graduation and chronic absenteeism rates (priority 5), suspension rates (priority 6), and college readiness (priority 8). While the system for determining eligibility involves too many scenarios to describe, one possible scenario might involve a student group, for example, Foster Youth, with red gauges on the California Schools Dashboard in both ELA achievement and suspension rate. The gauges suggest that the student group has a low percentage of students who are meeting standard in ELA and a higher percentage of students suspended in the current year. Because of these factors, the district is eligible for DA.

DA eligibility indicates prolonged inequities between student groups in local school districts. Each of the inequities present student-level costs, including limited college and career options, less career earnings power, and a lower quality of life in general. DA eligibility triggers a substantial investment by COEs to support districts to reduce persistent gaps across the eight state priorities. Such an investment begs the question of whether DA is an effective accountability intervention for reducing inequities in school districts.

FIGURE 2. DA's theory of action



IMPLEMENTING DIFFERENTIATED ASSISTANCE WITH FIDELITY

To fully implement DA, COEs must consider its capacity, resources, and processes to support local school districts. Resources and processes provide a structure that enables project flexibility and reinforces the continuous improvement mindset. DA teams must ensure they have sufficient resources and capacity to support the learning and improvement activities. Additionally, COEs must ensure DA projects include flexibility to enable them to shift activities to meet evolving needs. This means being able to alter and abandon activities to meet the project's goals.

A major first step in implementing DA with fidelity is determining whether a COE has the capacity to carry out the DA service.

Step 1: Determine your COEs capacity to carry out DA

DA staffing depends on the size of the respective county and number of school districts receiving differentiated assistance. On average, each school district requires a 0.15 - 0.20 FTEs for about 12 months. Staff hours include intake and logistical processes, learning sessions, coaching, prep-time, and networking with other coaches and service providers.

The DA curriculum for a single year includes four 240-minute sessions and another 15 hours to complete DA tasks and 12 coaching hours, for a total of 51 hours (about 2 days).

DA leads at COEs need direct support from an experienced DA supervisor, ideally a director or Assistant Superintendent.

Annual budgets for DA include staff time, materials for tasks, transportation, and supplies to carry out DA activities. Budgets will vary according to the size of the program. COEs receive approximately \$250,000 per school district involved in the process.

DA requires a learning space that is convenient and accessible to participants. Ideally, the space includes storage for materials and computer access.

COEs also need structures in place to identify, monitor, and retain school districts throughout the process. It is ideal to build lasting relationships with the school communities served.

COE Capacity Checklist

1. Does your COE have a learning space convenient for adults with access to technology?	✓
2. Does your COE have existing relationships in place with the district served in the process?	✓
3. Does your COE have an annual budget for DA that funds staff, materials, transportation, and other costs?	✓
4. Does your COE have experts in the organization that can mentor new DA leads?	✓
5. Does your COE have access to the DA curriculum, improvement tools, and other materials?	✓
6. Does your COE have commitments from staff in terms of time and expertise to support the districts served?	✓

The people who deliver the DA are critical to its success. Well-prepared DA leads provide a safe and consistent environment for school districts to interact. They are supportive of DA participants and maintain a balance between structure and flexibility. Leads must be familiar with DA objectives and principles and prepare for each learning and coaching session.

The questions on the DA skills assessment will help your COE assess the experiences and skills of staff and their capacity to carry out all DA activities. The document below is a brief version of the full assessment in Appendix A.

DA Skills Assessment

SKILL	1	2	3	4	5
Explaining the Differentiated Assistance process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the California School Dashboard to examine strengths and weaknesses for a particular school district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating a data inquiry process with people unfamiliar with data analysis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating the structure and purpose of the Local Control Accountability Plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating teams from data analysis to next steps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting empathy interviews to understand the problem from a user's perspective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using fishbone diagrams to understand causes and effects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a 5 Whys protocol to explore root causes of a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizing information using affinity diagrams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using process maps to explore how a process or system works or make a process visible by breaking it into steps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting student shadowing to understand a user's experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using an interrelationship digraph to explore relationships between different "causes" of a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying relevant outcome and process related measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing tools and/or methods to support data collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Constructing and interpreting a run chart.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using visualization tools (e.g., run chart, bar chart) to understand variation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Step 2: Assess the fit of the district's strategies to support improvement

An important aspect of the DA process is the selection of programs or strategies a district uses to address gaps in performance between student groups. A criterion accompanying the selection of these programs or strategies is the *fit or match between the program and/or strategy and the needs of the end users*. Program or strategy fit involves four main questions:

- (1) Does the program or strategy support the needs of the target student population?
- (2) Is the district supportive of the program or strategy?
- (3) Does the program or strategy fit the district's values?
- (4) Does the program or strategy address an adaptive challenge?

Affirmative answers to these questions improve the chances the target student group adopts the program or strategy by creating a better match between the needs of the student population and the problem. A good fit assessment also helps to shift adult mindsets and behaviors toward adaptive challenges versus purely technical problems. The root causes of gaps in performance between student groups tend to be an adaptive issue versus a technical one. Appendix I provides the full fit assessment.

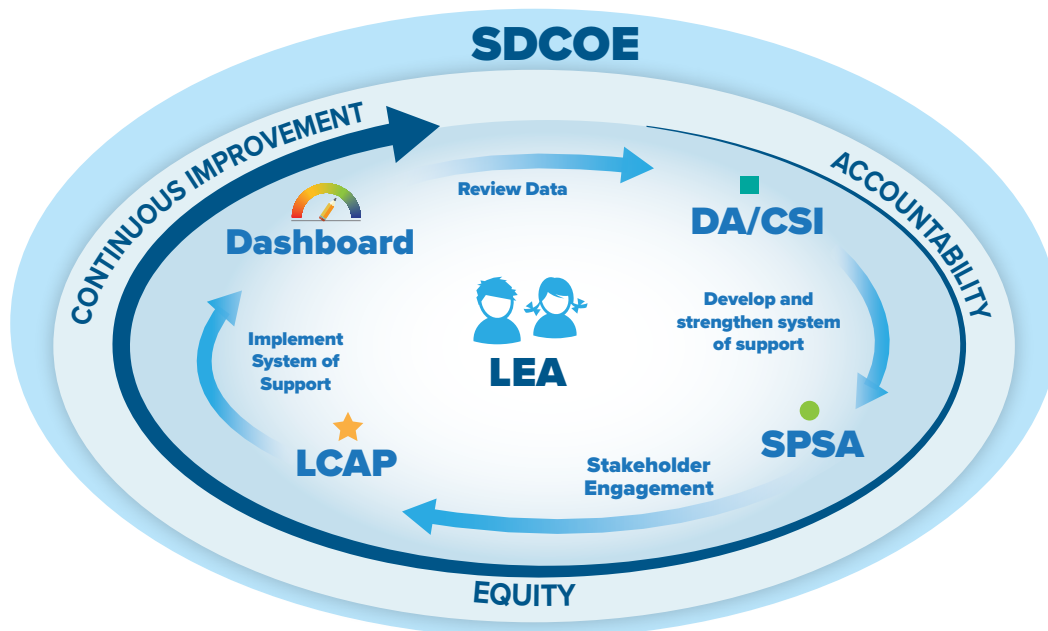
Step 3: Establish an improvement timeline

The following table illustrates the flow of DA activities from inception in December through the next 18 months (about 1 and a half years). Aligned to these activities are resources to support the DA process. These tools and resources help support capacity building in COEs, facilitating learning sessions, fidelity checks for various parts of the DA process, establishing clear expectations and outcomes for the process, teaming structures, and rubrics for tracking milestones and accomplishments.

Step 4: Adapt the DA process to achieve the overall goals

Differentiated Assistance (DA) is the second level of support for LEAs with significant disparities in performance among student groups. The content and process of DA focuses on an LEA needs assessment, root cause analysis, selecting and implementing evidence-based strategies, and monitoring the efficacy of these decisions within a continuous improvement process. All adaptations should be consistent with DA's core content and process components so that these components are not lost or diluted during implementation. The information below should assist facilitators in deciding whether they need to make any adaptations and, if so, provide guidance for adapting the content and process appropriately.

Figure 2. Core Components of Differentiated Assistance



WHAT IS ADAPTATION?

Adaptation refers to modifications made to an evidence-based program, practice, or strategy including any additions, deletions, and modifications. Adaptations can range from minor adjustments to the program or service to reconception (Backer, 2001; Rogers, 2003). Some researchers suggest that adaptations made to a program may compromise its fidelity and effectiveness (Elliot & Mihalic, 2004), while others believe that adaptations may enhance program processes or outcomes (Backer, 2001; Rotheram-Borus & Duan, 2003; Castro, Barerra & Martinez, C.R., 2004). Adaptation to the DA content and or process could help to tailor the program to specific contexts; however, adaptations could also threaten the integrity of DA if facilitators compromise its core components. By following the guidance in this section, we believe it is possible to make adaptations to DA without undermining its purpose. To do so, it is important to understand some key concepts and principles for adapting evidence-based programs or services.

FIDELITY AND FLEXIBILITY

In the context of program implementation, fidelity means carrying out the original program exactly as designed, including all the core components (Metz, 2007). Flexibility means responding to contextual conditions in a way that preserves the core delivery and content components of a program. It is important to balance fidelity and flexibility to maintain the core components of a service while allowing for adaptations to improve its fit and usability. Unless there is an obvious reason for an adaptation, implementers should carry out the DA content and process as designed.

TIMING OF ADAPTATIONS

Planned Adaptations

Facilitators make planned adaptations before implementation starts. Planned adaptations may be in response to cultural contexts, time constraints, developmental needs, or other circumstances that facilitators anticipate in advance. When considering a planned adaptation, it is necessary to assess whether it will be consistent with the core components of the DA content and process.

Responsive Adaptations

Facilitators make these adaptations during implementation (in the field) in response to emerging issues and experiences. These adaptations may occur due to unforeseen circumstances, such as staffing or logistical challenges, local events, or in response to participants' needs and behaviors. Facilitators may make adaptations "in the moment" during DA events, without time to plan the changes or assess whether an adaptation compromises the service's core components. When a field adaptation occurs, it is important to reflect on its effects on the content and delivery of the adaptation to determine whether it should be repeated or avoided in the future.

TYPES OF ADAPTATIONS

Adaptations may include changes to the content or the delivery of a program or service.

Adaptations to content include the knowledge, skills and messages delivered through program activities. Adaptations to content may include modifications, additions or deletions of activities.

Adaptations to content delivery include the strategies/processes used to implement the content. Adaptations to delivery may include changes in timing, materials, and instructional methods. Content delivery adaptations also include any alterations to the continuous improvement process embedded in DA.

GREEN LIGHT, YELLOW LIGHT, RED LIGHT ADAPTATION GUIDELINES

Facilitators may find it difficult to decide which adaptations will or will not compromise the DA core components. Table 2 provides some general guidance to help practitioners make decisions about adaptations. The guidance uses a "stop light" metaphor to identify adaptations that are not likely to compromise core components (Green Light), those that may compromise core components (Yellow Light), and those that are likely to compromise core components (Red Light). (Firpo-Triplett & Fuller, 2012).

Table 2. Adaptation Guidance

	DESCRIPTION	EXAMPLES
Green Light (GO)	Not likely to compromise core components	<i>Adding relevant cultural references, using local information, adapting to logistics/timing issues.</i>
Yellow Light (Proceed Carefully)	May compromise core components or alter how components work together	<i>Adding new content, addressing additional outcomes, changing order of activities.</i>
Red Light (Stop)	Likely to compromise core components or alter how they work together.	<i>Deleting multiple curriculum components, substituting facilitated activities for virtual meetings.</i>

DA ADAPTATION EXAMPLES

Table 3 provides examples of adaptations to the DA content and process and classifies them according to the "Green Light", "Yellow Light" or "Red Light" criteria.

Table 3. Examples of DA Adaptations

CATEGORY	TYPE	ADAPTATION	RATIONALE
Green Light	Modifying content	Instead of identifying three or four potential root causes, the team identified two.	The purpose of this activity is to explore all the causes of a problem. Adapting the causes from three or four to two will not likely threaten the overall purpose of the activity.
	Adding content	The team added findings from a local survey to the consolidation of learning discussion.	Adding additional information at this stage of the process allows the team to explore additional areas that may be of interest to other stakeholders.
	Modifying process	The team used a large wall in the conference room versus the charts for their root cause activity.	This activity included worksheets and tools at the table but using a larger area so that everyone could participate in the process does not fundamentally alter the underlying activity.
Yellow Light	Skipping content	The team lead stopped the fishbone activity after 3 "bones" because the team was so large, they did not have time to investigate other areas.	Not completing all the sections of the fishbone might threaten the success of the root cause analysis unless other work is done in future sessions.
	Modifying content	The team used their FPM findings generated from that root cause activity.	While teams may generate similar findings, using other findings does not give them the same opportunity to explore the problem deeply.
	Modifying process	The activity was supposed to last 40 minutes, but team members left after 30 minutes because of another meeting.	The activity was designed to last 40 minutes and 30 minutes may not be sufficient to complete it.
Red Light	Skipping content	The team did not complete the 5 Whys activity.	The purpose of the 5 Why activity is for teams to think critically about areas of need. Not completing the activity undermines the purpose of the Root Cause Institute.
	Modifying process	The team leader facilitated the root cause analysis before the team investigated their system.	Understanding the system prepares teams for the root cause analysis. Changing the order removes critical thinking and forces people to think more hypothetically about problems.

Step 5: Evaluate the efficacy of the DA process by gathering stakeholder feedback

There are also several formal methods for collecting feedback from individuals involved in the DA process. Directors of the DA process in COEs should talk to facilitators of professional learning, coaches, and to district-based teams to determine the quality of the DA experience. At a minimum, COEs should gather feedback after each learning session along with end of the process reflections.

FACILITATOR CONVERSATIONS

Conversation with facilitators that correspond to each session in order to track any changes (deletions or additions) made to DA sessions. Questions might include any or all of the following:

1. How did things go in this session?
2. Would you change anything if you did this session again next week?
3. Did anything unexpected happen? If so, how did you respond?
4. Were you satisfied with the timelines for participants to engage in and complete the session activities?

OBSERVATION FORMS

Session observation forms or "fidelity checks" that observers (e.g. program coordinators, coaches, assistants, other staff) complete that correspond to each session in order to track planned or spontaneous changes made to the session. These documents also allow the observer to evaluate the delivery of the content (see Appendix E).

PRE AND POST SURVEYS

Questionnaires for participants that evaluate the effects of the DA program on individual attitudes, beliefs, and behaviors. These surveys can occur after individual workshops or sessions and at the conclusion of the entire DA process (see Appendix K and L).

Gathering feedback on the DA process is essential in determining how consistently facilitators, coaches, and others implemented the program and to determine whether the intended changes of the DA process occurred.

REFERENCES

- Backer, T. (2001). *Finding the Balance: Program fidelity and adaptation in substance abuse prevention: A state of the art review*.
- Bryk, A., Gomez, L., Grunow, A., & LeMahieu, P. (2015). *Learning to improve: How America's schools can get better at getting better*. Cambridge: Harvard Education Press.
- Castro, F. G., Barerra, M., & Martinez, C. R. (2004). The cultural adaption of prevention interventions: Resolving tensions between fidelity and fit. *Prevention Science*, 41-45.
- Dee, T., & Dizon-Ross, E. (2019). School performance, accountability, and waiver reforms: Evidence from Louisiana. *Educational Evaluation and Policy Analysis*, 41(3), 316-349.
- Education, C. D. (2020, 09 05). *California Department of Education*. Retrieved from California School Dashboard and System of Support: <https://www.cde.ca.gov/ta/aC/cm/>
- Elliot, D. S., & Mihalic, S. (2004). Issues in disseminating and replicating effective prevention programs. *Prevention Science*, 47-53.
- Firpo-Triplett, R. &. (2012). General adpatation guidance: A guide to adapting evidence-based sexual health curricula. Resource Center for Adolescent Pregnancy Prevention. Retrieved from <http://recapp.etr.org/recapp/documents/programs/GeneralAdaptationGuidanceFINAL.pdf>
- Humphrey, D. C., & O'Day, J. (2019). *The early implementation of California's system of support: Counties, differentiated assistance, and the new school dashboard*. Stanford: Policy Analysis for California Education.
- Kane, T., & Staiger, D. (2002). The promise and pitfalls of using imprecise school accountability measures. *Journal of Economic Perspectives*(16), 91-114.
- Metz, A. (2007). A 10-step guide to adopting and sustaining evidence-based practices in out of school time programs. *Child Trends*.
- Rotheram-Borus, M. J., & Duan, N. (2003). Next generation of preventive interventions. *Journal of the American Academy of Child and Adolescent Psychiatry*, 518-526.
- Wong, K., & Shen, F. (2003). Measuring the effectiveness of city and state takeover as a school reform strategy. *Peabody Journal of Education*, 88-119.

DA IMPLEMENTATION TOOLKIT

The appendices include several tools COEs can use to assess and build DA capacity, improve facilitation of learning sessions, and track and monitor DA outcomes. The following table provides a high-level description of each tool in the appendices.

TOOL	WHAT IS IT?	HOW TO USE IT?
COE Skills Self-Assessment	A survey of skills necessary to facilitate the DA process.	Prior to initiating the DA process, use this questionnaire to gather information on skills for facilitating DA and identify areas for capacity building.
DA Theory of Action	A diagram illustrating the actions and outcomes of the DA process.	Use this document with all involved in the DA process to convey the ways in which the DA process achieves its outcomes.
District Core Team Responsibilities	Survey completed by participants at different points of the program.	Prior to establishing formal DA teams, use this tool to delineate the roles and responsibilities of DA team members.
Accomplish, Commit, Expect (ACE)	A tool that outlines the expectations and commitments for teams engaged in DA work.	Use this tool with DA teams to outline the expectations and commitments of the DA process.
Session Facilitation Guide	An example of a high-level design for one DA session.	Prior to carrying out a face-to-face session, capture the planning process including session times, objectives, materials, and other items.
Session Fidelity Check	A tool to track the activities and outcomes in each learning session.	After face-to-face sessions, use this assessment to determine whether the session was faithful to the session's theory and design.
Initiative Inventory	A tool that supports the identification of existing initiatives to address a problem.	Use this tool to prioritize and reduce the number of initiatives focused on a problem.
Action Period Milestones	A list of critical elements necessary to stay on track to complete the DA process successfully with time boundaries.	Use these checklists to determine if the DA process met milestones at the 90, 180, and 360-day periods.
Action Plan Decision Matrix	A decision-matrix used to make changes to programs or strategies based on risks.	Use this decision tool as teams begin the action planning process to ensure district teams develop quality DA action plans.
Communication Tool	A template for determining who to communicate with throughout the DA process	Use this tool to map out stakeholders and the messages for communicating.
Four Quadrant	A worksheet to describe the way a program or practice works.	Use this tool to create a clear description of the program or practice.
DA Charter	A template for outlining the goals and actions of a DA project.	Use this template to design the action plan for a DA project.
DA Decision-Making	A guide for anticipating and reacting to potential challenges in the DA process.	Use this guide to determine the elements within a DA project that are critical for its success and plan accordingly.

TOOL	WHAT IS IT?	HOW TO USE IT?
FIT Assessment	A tool that helps match a program and/or strategy to the needs of the end users.	Use this rubric as DA teams develop strategies to address performance gaps.
Action Plan Impact Rubric	A list of expectations describing various levels of effectiveness regarding the action plan process.	Use this rubric at the end of an action period to compare the actual DA events to a set of expectations.
PDSA Rubric	A list of expectations describing the elements of a PDSA cycle.	Use this rubric prior to implanting a change test to ensure district teams carry out PDSA cycles effectively.
LCAP Calibration Tool	A tool for aligning the DA work to the LCAP process.	Use this tool to sustain a DA project by aligning it with goals in the LCAP.
Post Session Evaluation	A post session survey capturing participants' levels agreement with session objectives.	Use this survey to gather perceptions about program sessions objectives and make improvements.
LEA Survey	A comprehensive survey capturing multiple aspects of the DA process for district team members.	Use this summative survey at the end of the DA process to understand the users' experience and make recommendations for improvements.

APPENDIX A. TOOL 1 COE SKILLS SELF-ASSESSMENT

California County Office of Education COE Skills Self-Assessment

Your self-assessment of your current level of skills, methods and tools for improvement will be helpful for informing the design of the DA process and building capability around leading and facilitating quality improvement.

Please use the following rating scale to complete the self-assessment.

SELF-ASSESSMENT INSTRUCTIONS

For each skill, method or tool please assess yourself using the 5-point scale defined below.

- 1

Stage 1 - Emerging Knowledge:
You are saying you have limited knowledge about the tool or skill; with little to no experience using it.

- 2

Stage 2 - Skill to Use in Supported Scenario:
You are saying you can apply in identified situations (i.e., if someone tells you that it is appropriate to use a flow diagram in this situation, you could use a flow diagram).

- 3

Stage 3 - Facilitate Others in Supported Scenario:
You are saying you know how, when and where to use the method, skill or tool (i.e., you can identify for yourself that a run chart is needed in this situation) and could help others to make use of the tool/skill.

- 4

Stage 4 - Skilled Application:
You are saying you have experience with the method, tool or skill to the point that you can adapt it to a new situation, know when it is appropriate and can explain why you are using it to others (i.e., you can explain why you chose, this specific type of flow diagram and adapt the diagram in nonstandard ways).

- 5

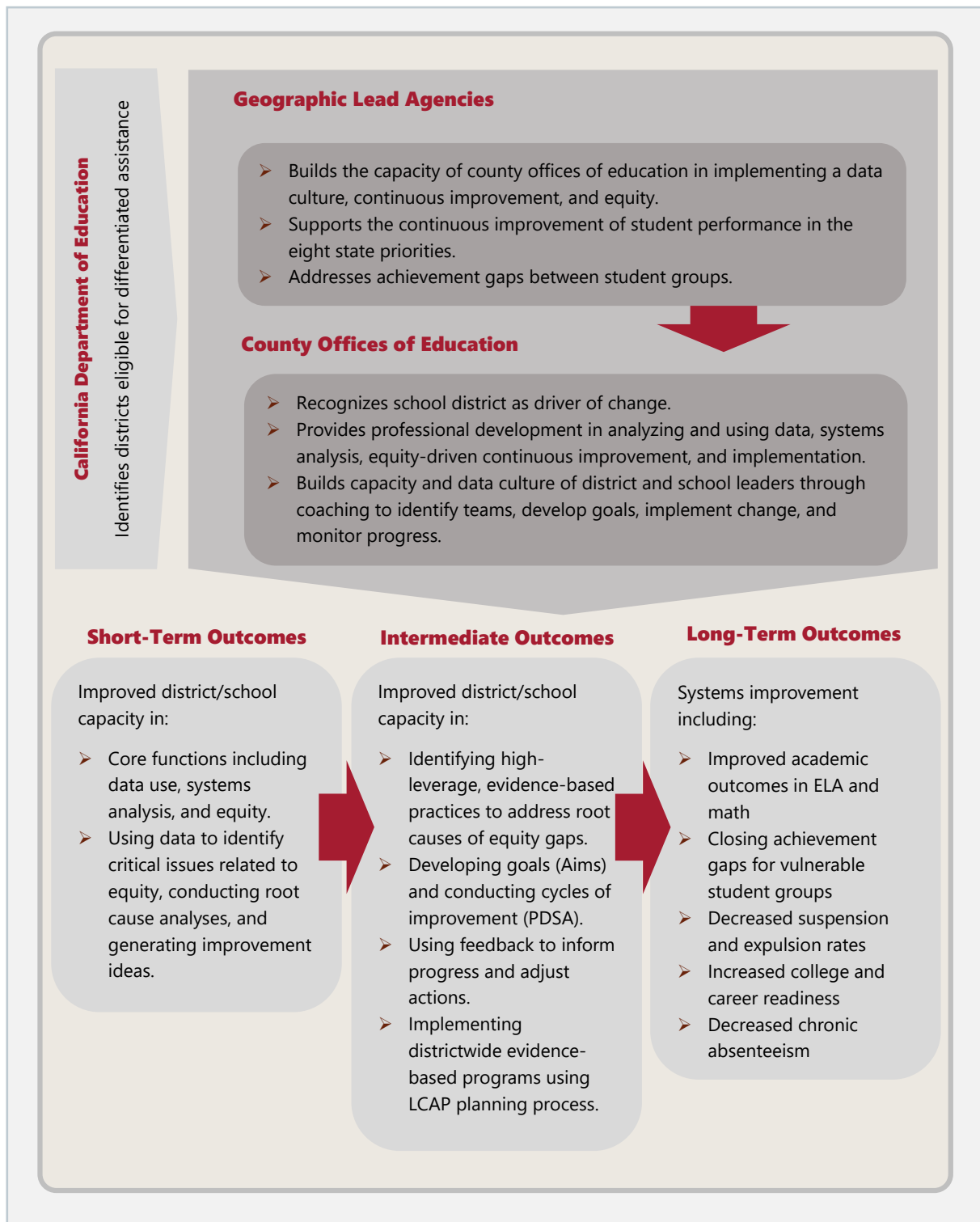
Stage 5 - Teach and Coach:
You are saying you can teach the theory and the use of the method, skill or tool (i.e., you can teach others when to use a Cause and Effect Diagram rather than some other tool, why it is valuable in this situation and the theory behind how it will be useful).

The inventory contains 37 items relevant to the DA process. Please rate your skill level based on the stages of knowledge.

Inventory	1	2	3	4	5
Explaining the Differentiated Assistance process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the California School Dashboard to examine strengths and weaknesses for a particular school district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating a data inquiry process with people unfamiliar with data analysis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating the structure and purpose of the Local Control Accountability Plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating teams from data analysis to next steps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting empathy interviews to understand the problem from a user’s perspective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using fishbone diagrams to understand causes and effects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a 5 Whys protocol to explore root causes of a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizing information using affinity diagrams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using process maps to explore how a process or system works or make a process visible by breaking it into steps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting student shadowing to understand a user’s experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using an interrelationship digraph to explore relationships between different “causes” of a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying relevant outcome and process related measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing tools and/or methods to support data collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Constructing and interpreting a run chart.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using visualization tools (e.g., run chart, bar chart) to understand variation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gathering information about the system using data collection tools such as surveys.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizing information using a force field analysis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing, setting up, and running PDSA cycles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing qualitative and quantitative data collection plans for the PDSA cycles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Running tests on a small scale and increasing the scope of testing as learning occurs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using decision-making tools such as rank order to arrive at team consensus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a clear aim statement that addresses a systemic challenge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using basic statistics to interpret improvement (mean, median, mode, frequencies, percentages, and others).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a charter for an improvement project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Researching and assessing evidence for change ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recording data for the purpose of analysis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Managing conflicts within teams and team dynamics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing a change package.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forming a District Implementation Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating a needs assessment to understand better the strengths and weaknesses of a system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using an initiative inventory to examine different LEA efforts to address a priority in the system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a tool like the Hexagon tool to consider factors affecting implementation of an initiative (such as organizational fit and capacity, need, and so on).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining the differences between testing changes and implementing a change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the structures and procedures necessary to support the implementation of a new program or practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing measurement system to monitor the progress of a newly implemented program or practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a communication plan to share relevant, timely information regarding a newly implemented program or practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an initial implementation plan for a program or practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a professional development, training, and/or coaching plan for a newly implemented program or practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX B. TOOL 2 DA THEORY OF ACTION



APPENDIX C. TOOL 3 DISTRICT CORE TEAM RESPONSIBILITIES

California County Office of Education

DA District Core Team Responsibilities

Core District Team Recommendations	Commitments Required
<p>Assistant Superintendent/ Director of Educational Services (District Lead)</p> <p>District-level staff member responsible for leading the project and actively removing barriers to the DA process success.</p>	<p>Supports DA process from the district level and communicates with team members</p> <p>+ Attendance & Participation at:</p> <ul style="list-style-type: none"> <input type="checkbox"/> DA sessions - Jan. 28, week of Feb. 25th - TBD, March 19, week of April 22nd - TBD <input type="checkbox"/> Check-in meetings and calls
<p>District Expert/Staff</p> <p>Knowledgeable about areas to be improved including systems, procedures, etc. Actively connects the team to knowledge from research and practice.</p>	<p>Supports DA process from the district level and communicates with team members</p> <p>+ Attendance & Participation at:</p> <ul style="list-style-type: none"> <input type="checkbox"/> DA sessions - Jan. 28, week of Feb. 25th - TBD, March 19, week of April 22nd - TBD <input type="checkbox"/> Check-in meetings and calls
<p>District Data Expert</p> <p>District staff member who is knowledgeable and able to access district/site data systems and reports.</p>	<p>Supports DA process with data exploration and collection</p> <p>+Attendance & Participation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> DA sessions - Jan. 28, week of Feb. 25th - TBD, March 19, week of April 22nd - TBD <input type="checkbox"/> Check-in meetings and calls
<p>Site Leadership</p> <p>From site relevant to identified areas</p>	<p>Support project from the site level</p> <p>+ Attendance & Participation at:</p> <ul style="list-style-type: none"> <input type="checkbox"/> DA sessions - Jan. 28, week of Feb. 25th - TBD, March 19, week of April 22nd - TBD <input type="checkbox"/> Possible check-in meetings and calls
<p>Site Members</p> <p>From site and areas relevant to identified needs</p> <p>Examples - CCR Indicator, counselor, teacher or AP</p>	<p>Participates in project from the site level</p> <p>+ Attendance & Participation at:</p> <ul style="list-style-type: none"> <input type="checkbox"/> DA sessions - Jan. 28, week of Feb. 25th - TBD, March 19, week of April 22nd - TBD

APPENDIX D. TOOL 4 ACCOMPLISH, COMMIT, EXPECT

California County Office of Education

Accomplish, Commit, Expect

Establishing purposeful, active, and effective improvement processes in Local Educational Agencies (LEAs) is essential to improving education. Capacity development for improvement requires a commitment of LEA and COE time and attention. Once implementation capacity is established, it can provide the foundation to support, sustain, and improve the full and effective use of a number of effective education practices districtwide for generations of students for decades to come.

The purpose of the SDCOE Differentiated Assistance process is to help LEAs enhance district capacity to provide the critical content and foundation for establishing large-scale, sustainable, high-fidelity implementation of effective education practices to maximize academic and social outcomes of all K-12 students. This work is accomplished through the use of the science of improvement and strategies for organization change.

The following overview document highlights critical aspects of the partnership between SDCOE and

Signature, LEA Representative
Date

Date

Signature, SDCOE Representative

Accomplish, Commit, Expect - Differentiated Assistance 2021-2022	
Accomplish (What are our outcomes?)	<ul style="list-style-type: none"> ● Identify and build upon recent successes in our LEA ● Commitment to evaluating and improving current systems through a continuous improvement lens ● Alignment of implementation of change ideas to strategic plans ● Engagement in sustainable improvement process that is aligned to increased positive outcomes for students ● Implementation of high leverage actions that inform initial and long term strategic planning to support continued district improvement efforts ● Embed evidence of DA goals and actions within the LCAP goals, metrics, and/or actions. ● Design process for measuring improvement and impact in our chosen Differentiated Assistance pathway. <hr/> Is there anything that you would like to add? <ul style="list-style-type: none"> ● ● ●
Commit (What are the needed commitments from our partner LEA?)	<ul style="list-style-type: none"> ● District management team is engaged in the process and actively supports system investigation and the development and implementation of change ideas ● Identify one (1) Cabinet level leader to function as the district Differentiated Assistance Team Lead ● Designate one (1) district team member to function as the data lead ● Establish a Differentiated Assistance team comprised of: <ul style="list-style-type: none"> ○ One or more members of the LCAP development team ○ One or more members of the district instructional leadership/student services team ○ One or more site level leader ○ One or more classroom teacher ● Engage in a DA team meeting to re-engage in the DA process and develop commitments to the work
	<ul style="list-style-type: none"> ● Engage in ongoing learning and complete necessary pre-work prior to any learning sessions ● Tolerate ambiguity amid systems change <hr/> (Add prompt for LEA) Is there anything additional you would like your team to commit to? <ul style="list-style-type: none"> ● ● ●
Expect (What can our partner LEA expect from SDCOE?)	<ul style="list-style-type: none"> ● A set of improvement tools in support of continued growth and improvement ● Development of learning sessions that are connected to current needs and coaching support as needed throughout the process ● Use of an iterative process focused on learning and improvement ● Support for the system as it faces ambiguity amid the change process ● Focus on data, research, and established best practice ● Support for district teams in building capacity related to systems investigation and data literacy ● Support for narrowing focus on high leverage actions that improve student outcomes ● Community building processes to reinforce the positive partnership between the district and the county office team ● Dedicated team members to support the district team through the improvement journey ● Dashboard to dashboard support <hr/> (Add prompt for LEA) Are there any additional expectations your team has for your SDCOE colleagues? <ul style="list-style-type: none"> ● ● ●

APPENDIX E. TOOL 5 SESSION FACILITATION GUIDE

California County Office of Education DA Session Facilitation Guide (Sample)


Differentiated Assistance Year 1: Data Institute

LEAs: Alpine, Borrego Springs, Escondido Union, La Mesa-Spring Valley, San Ysidro Elementary, Pacific View Charter, King Chavez

TIME	SECTION	OBJECTIVES & ACTIVITIES	NOTES	SLIDES
7:30-8:30		Breakfast, Check-in	Facilitators <ul style="list-style-type: none"> Greet teams (Check in by 7:45 AM) District table of contents with bitly code on the table 	None
8:30-8:45		Introductions, technology and materials management ***Ensure all LEA attendees can access their district folder ***	Materials <ul style="list-style-type: none"> Table facilitation guide (will be provided in advance) Table boxes View only access to Google slides presentation DA District Data Profile slide deck per LEA with data and hyperlinks embedded <ul style="list-style-type: none"> Important note: If during the session the team runs out of room on a slide to type their notes, have them capture more detailed notes below the slide in the Google slides note feature. If other team members want to make notes on the slide deck this is where they would add their notes. Google folder access per LEA with documents Blank paper for every table (10-15 pieces of paper per table) 	
8:45-9:00 15 minutes	Welcome	<ul style="list-style-type: none"> Welcome by Dr. Rodriguez-Chien speaking to the role of SDCOE-partnership 		1-2
9:00-9:20 20 minutes	Introduction	<ul style="list-style-type: none"> Learning Outcomes Roles & Responsibilities Check-in & Reflection Part 1: Differentiated Assistance Process 	Materials <ul style="list-style-type: none"> DA District Data Profile (located in Differentiated Assistance External folders linked here) <ul style="list-style-type: none"> Note SDCOE and LEA team on slide 2 of the district slide deck Have district note-taker check in and reflections on slide 3 of the district slide deck Internal note-taking template <ul style="list-style-type: none"> Pre-determine who from the SDCOE team will be responsible for taking notes on the internal note taking document 	3-8
9:20-9:40 20 minutes	Holistic Data Analysis	<ul style="list-style-type: none"> Levels of data Collective Purpose Intent of the Process Current Reality <ul style="list-style-type: none"> Table discussion of two areas where the LEA has experienced the greatest progress (their opinion) Discuss areas of strength 	Materials <ul style="list-style-type: none"> DA District Data Profile (located in Differentiated Assistance External folders linked here) <ul style="list-style-type: none"> During Current reality discussion have district note taker take notes on slide 5. Internal note-taking template <ul style="list-style-type: none"> Ensure that SDCOE team member is capturing some of the highlights shared by the LEA team. 	9-13


Differentiated Assistance Year 1: Data Institute

LEAs: Alpine, Borrego Springs, Escondido Union, La Mesa-Spring Valley, San Ysidro Elementary, Pacific View Charter, King Chavez

TIME	SECTION	OBJECTIVES & ACTIVITIES	NOTES	SLIDES																		
9:40-10:25 45 min	Dashboard Analysis	<ul style="list-style-type: none"> Guided tour of the dashboard Break (10 minutes) 	<p>Materials</p> <ul style="list-style-type: none"> CA School Dashboard Access Slide Deck link (use slides 6-9) link here for external folder for each district (located in External Google folder for district) Rainbow grid posters for each LEA Sticky dots (red, orange, yellow, green, blue) Google slides DA District Data profile Template Post-it notes (Color = Yellow) <table border="1"> <thead> <tr> <th>Indicator</th> <th>Red</th> <th>Orange</th> <th>Yellow</th> <th>Green</th> <th>Blue</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td colspan="6">Observations</td> </tr> </tbody> </table>	Indicator	Red	Orange	Yellow	Green	Blue							Observations						14-40
Indicator		Red		Orange	Yellow	Green	Blue															
Observations																						
10:25- 10:45 20 min	<ul style="list-style-type: none"> Complete Rainbow Grid of DA Indicators 																					
10:45- 11:05 25 minutes	<ul style="list-style-type: none"> I Notice <ul style="list-style-type: none"> Post-it activity (Specific color for Dashboard) First time after completing the "I Notice" have team members partner up and talk through their post-it notes to push on each other's thinking regarding noticings. I Wonder <ul style="list-style-type: none"> Post-it activity (Specific color for Dashboard) I'd like to know more about <ul style="list-style-type: none"> Post-it activity (Specific color for Dashboard) 	<ul style="list-style-type: none"> Data Review chart posted for each LEA <table border="1"> <thead> <tr> <th>Notice</th> <th>Wonder</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <th>Assumptions</th> <th>Know More</th> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> Internal note-taking template Ensure that SDCOE team member is capturing some of the highlights shared by the LEA team. 	Notice	Wonder			Assumptions	Know More														
Notice	Wonder																					
Assumptions	Know More																					
11:05-12:00 55 minutes	Local Measures	<ul style="list-style-type: none"> I Notice <ul style="list-style-type: none"> Local measure data exploration with observe questions from the general slide deck I Wonder <ul style="list-style-type: none"> Post-it activity (Specific color for Dashboard) I'd like to know more about <ul style="list-style-type: none"> Post-it activity (Specific color for Dashboard) 	<p>Materials</p> <ul style="list-style-type: none"> 2 hard copies of the Local Measures Map per table Orange post-it notes DA District Data Profile Slide Deck link (use slides 10-12) link here for external folder for each district (located in External Google folder for district) Internal note-taking template Ensure that SDCOE team member is capturing some of the highlights shared by the LEA team. 	41-48																		
12:00-1:00	Lunch			49																		
1:00- 2:00 60 minutes	LCAP Actions and Services	<ul style="list-style-type: none"> I Notice <ul style="list-style-type: none"> Post-it activity (Specific color for Dashboard) I Wonder <ul style="list-style-type: none"> Post-it activity (Specific color for Dashboard) I'd like to know more about <ul style="list-style-type: none"> Post-it activity (Specific color for Dashboard) 	<p>Materials</p> <ul style="list-style-type: none"> LEA LCAP Goals/Actions/Services template from external folder for each LEA team member to review. 	50-58																		

Differentiated Assistance Year 1: Data Institute

LEAs: Alpine, Borrego Springs, Escondido Union, La Mesa-Spring Valley, San Ysidro Elementary, Pacific View Charter, King Chavez

TIME	SECTION	OBJECTIVES & ACTIVITIES	NOTES	SLIDES
	LCAP Actions and Services <i>(continued)</i>		<ul style="list-style-type: none"> • LCAP After Action snapshot (hard copies for each district)  <ul style="list-style-type: none"> • Slide Deck link (use slides 13-14) link here for external folder for each district (located in External Google folder for district) • Blue post-it notes • Internal note-taking template <ul style="list-style-type: none"> □ Ensure that SDCOE team member is capturing some of the highlights shared by the LEA team. 	
2:00-2:30 30 minutes	Evaluating Impact	<ul style="list-style-type: none"> • Impact <ul style="list-style-type: none"> □ Table discussion and note-taking around guiding questions • Stepping Back <ul style="list-style-type: none"> □ Stepping Back- have district note-taker record areas for further investigation on slide 15 & 16 • Evaluating Impact <ul style="list-style-type: none"> □ LEA teams will type the 3-4 areas for further investigation that they had identified and as a team walk through the matrix on slide 17 using the guiding questions from slide 62 of the data institute presentation to document who they are intending to impact 	<p>Materials</p> <ul style="list-style-type: none"> • Impact & Stepping Back <ul style="list-style-type: none"> □ Slide Deck link (use slide 15&16) link here for external folder for each district (located in External Google folder for district) • Evaluating Impact- <ul style="list-style-type: none"> □ Slide Deck link (use slide 17) link here for external folder for each district (located in External Google folder for district) 	59-63
2:30-3:15 30 minutes	Launch	<ul style="list-style-type: none"> • Next Steps <ul style="list-style-type: none"> □ Utilizing the areas for further investigation, each LEA team is to utilize slide 18 of DA District Data Profile slide Deck link here to develop investigation plan • Table completes feedback form, record district on them 	<p>Materials</p> <ul style="list-style-type: none"> • Slide 18 of DA District Data Profile slide Deck link here to develop investigation plan 	64-69

APPENDIX F. TOOL 6 SESSION FIDELITY CHECK

California County Office of Education
Session Fidelity Check

Background			
Session Title:			
Session Date:		Planned session time:	
Facilitator(s)		Expected attendance	
Leads			
LEAs			
Location			
During Session			
		Rating	Explain
1. Facilitators started session on time.			
2. Facilitators had all necessary equipment and materials.			
3. Facilitators reviewed the session agenda.			
4. Facilitators delivered session content so that all groups were able to engage in session activities.			
5. Facilitator delivered session content in a culturally responsive manner, recognizing the individual contexts and cultures of each group.			
6. Facilitators delivered session content in a way that shared control of the activities with their participants.			
7. Facilitator provided ample time for all groups to complete the session's products.			
8. Facilitators responded to questions and allowed time for discussion and reflection.			
+ Facilitated with no room for improvement, ✓ completed with some room for improvement, - not completed			

APPENDIX G. TOOL 7 INITIATIVE INVENTORY

California County Office of Education Initiative Inventory

Partner/Small Group Processing (determine based on size and power dynamics)

- Each team member is given either assignment 1 or 2.
- Team members then form pairs or small groups with the same assignment.
- With their paired partner, team members review the initiative inventory and answer the following as signed questions:

Assignment 1:

- Which initiatives share similar leadership?
- Which initiatives share similar implementation sites? Where is this happening?
- Which initiatives share similar target audiences?
- Are there any gaps in leadership, implementation sites, or target audiences?

Assignment 2:

- Which initiatives share similar implementation activities (e.g., professional development, coaching)?
- Which initiatives share similar outcome measures?
- Are there any gaps in implementation activities or outcome measures?
- Which initiatives share funding sources (money, people, time)?
- Which initiatives are not aligned to their LCAP?

Whole Group

Each group reports the results of their analysis.

Following the report out, whole group discusses and creates a synthesis:

- Where might there be gaps within or between initiatives (e.g., groups of students, financial commitments, evidence of outcomes) or the larger system?
- What questions do we have about current initiatives and their implementation and/or efficacy?
- What questions/wonderings do you still have?

Based on synthesis of the analysis:

- Is there an initiative we would recommend for further analysis of fit and feasibility to address need?
- Decision-making process / tool for identifying this: High leverage/high impact
- What are recommendations for actions related to other initiatives? (parking lot or offline/parallel work)
- Is there anything that we can stop doing to make room for what we are doing or need to do?
- Create a summary of findings and recommendations to share with leadership and stakeholders.

Name of Attendance Strategy or Communication	Brief Description	Intended Outcome or Purpose	Timeframe (i.e. Start/Stop, Duration, Frequency)	Target Population	Person(s) Responsible	Effort Level (0 = none, 1 = a little, 2 = some, 3 = a lot)	Evidence of Impact Level (0 = none, 1 = anecdotal only, 2 = limited data, 3 = strong data)
Example: Winter Holiday Letter		Reduce holiday absences beyond the winter break	1 X per year	All (tier 1)	principal; office staff	1	0

APPENDIX H. TOOL 8 ACTION PERIOD MILESTONES

California County Office of Education Action Period Milestones (90 days)

- ✓ Agreements between COE and LEA completed.
- ✓ District strengths and weaknesses assessed.
- ✓ DA team members identified.
- ✓ Analysis of California Schools Dashboard completed.
- ✓ Root Cause Analysis concluded.
- ✓ Focus Area determined.
- ✓ Reasons for problem(s) in Focus Area explored (e.g., process map, systems investigation, empathy interviews, and others).

APPENDIX I. TOOL 9 ACTION PERIOD MILESTONES

California County Office of Education

Action Period Milestones (180 days)

- ✓ Action plan developed.
- ✓ COE feedback on Action Plan provided (including feedback on LCAP alignment)
- ✓ Action Plan feedback addressed by LEA; updated Action Plan.
- ✓ Strategies to improve Focus Area tested (possible PDSA Cycles).
- ✓ Data collected.
- ✓ Results analyzed; action taken on results.
- ✓ Community stakeholders identified (using LCAP).
- ✓ Results communicated to school community.
- ✓ Evidence of impact summarized in Action Plan

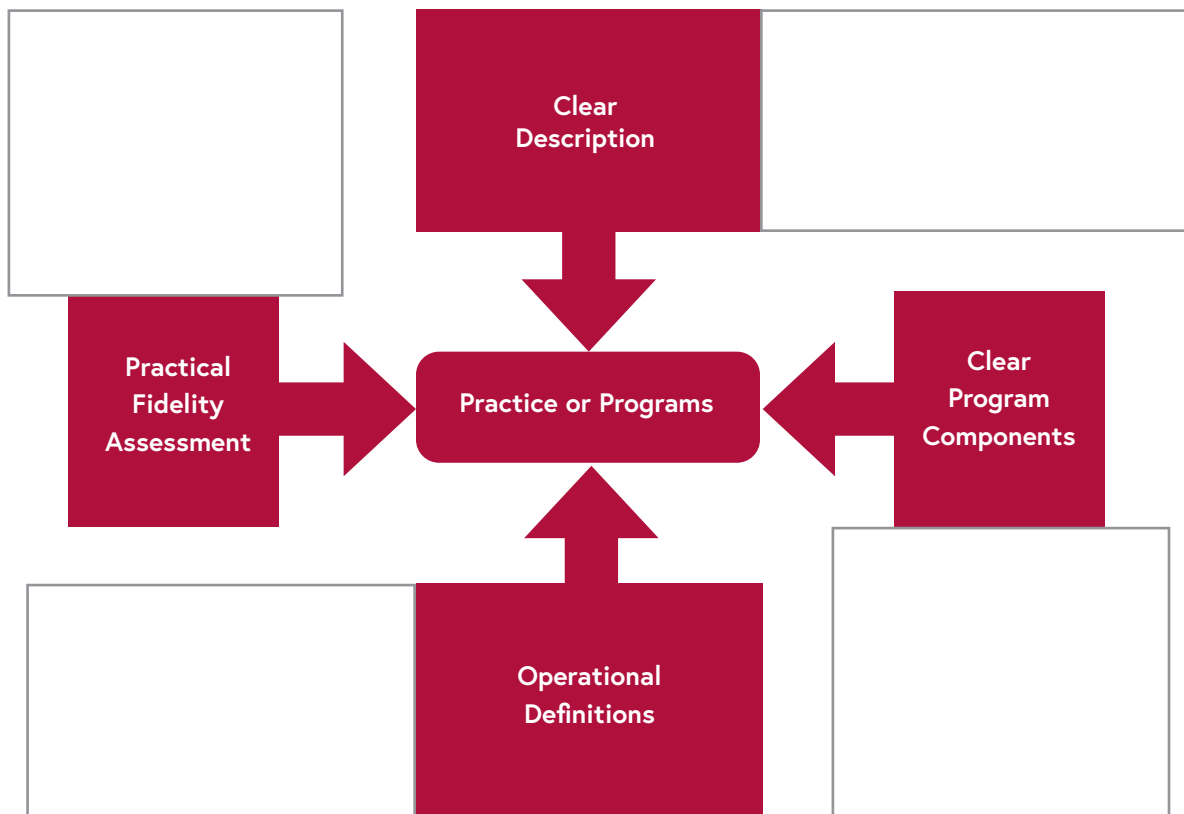
APPENDIX J. TOOL 10 COMMUNICATION TEMPLATE

California County Office of Education Communication Template

Stakeholder Group	Purpose of Communication	Form of Communication	Person(s) Responsible	Frequency (monthly?)
Superintendent		Supt. Newsletter	Joe	Monthly
Board of Education	Information	Presentation/ Board Meeting	Committee	In the Fall 2018 (Sept.) - Board meeting
School Faculty/Staff	Establishing common language, promote buy-in within context of support	Email, Staff meetings	Site Principals/Committee Members	
Union Presidents (CTAB & CSEA)	Gain support, provide information	Meeting	Joe	Monthly
Families	Encourage involvement, increase understanding regarding school services	Newsletters, site presentations, DELAC, BDAC,	Site Principals	
Principals	Provide information, transference of vision, establish common language, promote buy-in	Principal PD presentations	Joe, Jill & Barbara	Monthly, Before the end of the school year

APPENDIX K. TOOL 11 FOUR QUADRANT

California County Office of Education Program/Practice Description



APPENDIX L. TOOL 12 CHARTER

California County Office of Education
Charter

District:	
District Leader: Data lead: Equity lead: SDCOE DA lead:	Team Member: Team Member: Team Member: Team Member:
Student Groups:	Performance Indicators:

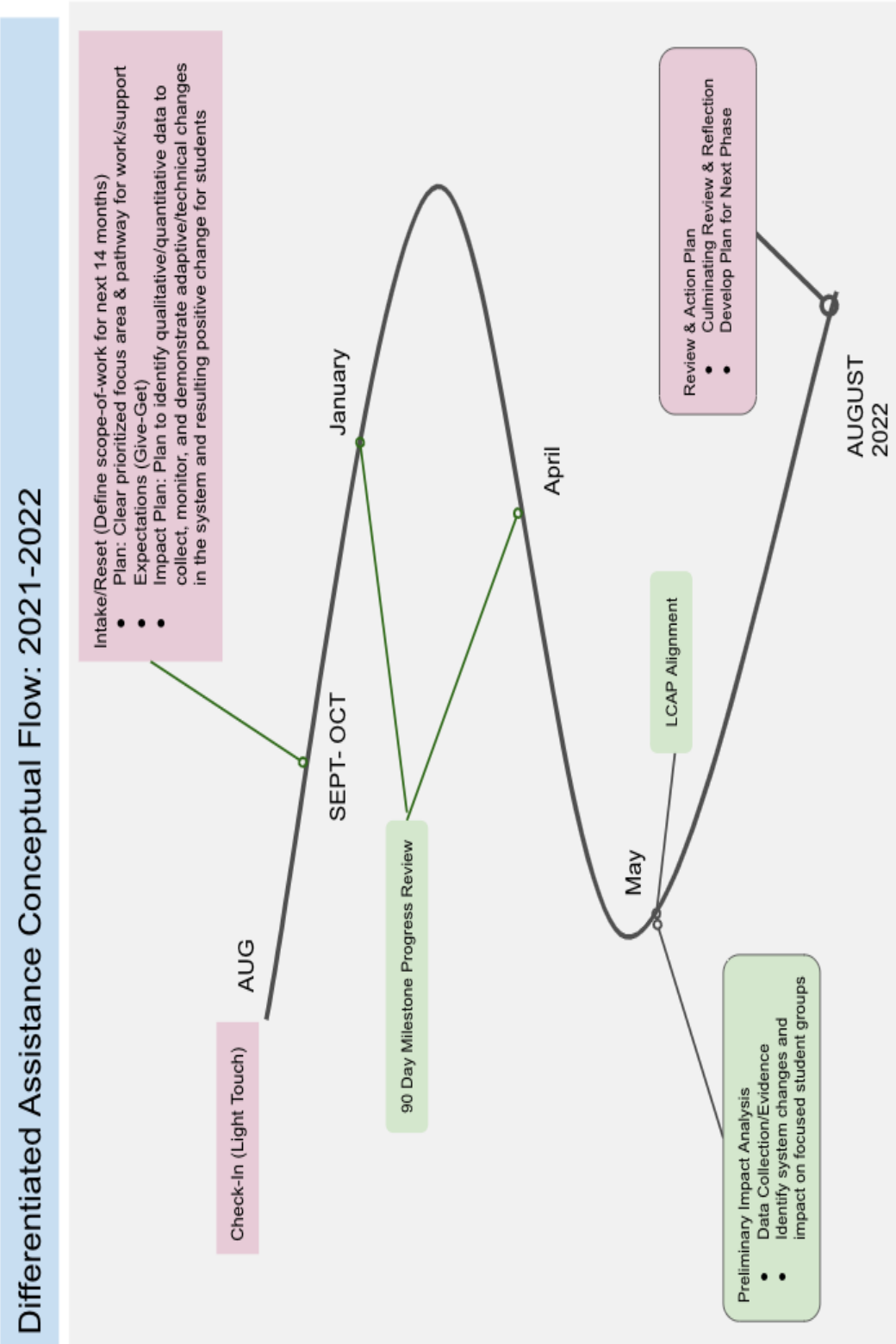
1. What specifically are we trying to accomplish?	
Problem to be addressed Broadly defines the What? Provides any necessary background information and introduces the problem that the district is forming around.	
Reason for the improvement work:	Team Member Each team member will capture their initial thoughts about their rationale for increasing opportunities for _____

Defines the Why? Makes a powerful case to all stakeholders about why improvement is needed.		(insert Student Groups) specifically a focus on _____ (insert Performance Indicators).	
AIM Statement What will be improved? How much? By when? For what or whom?			

2. How do we know a change is an improvement?		
Identify appropriate measures	<p>Fidelity measure <i>Measures that assess the degree to which something is being implemented as intended.</i></p> <p>Outcome measures <i>Measures about what happens to students as a result of objectives and outputs. They convey students' overall satisfaction with a course or program, transformative experiences gained, notable achievements, and tangible indicators of career readiness and improved performance.</i></p>	
Brief description of how often data will be collected		

3. What changes can we make that will lead to improvement?	
Initial changes we can make	Technical changes:
	Adaptive changes:
Ideas for PDSA cycles	Technical changes:
	Adaptive changes:
Potential barriers/constraints	Brief ideas on how to address the barriers/constraints

District LEAD and SDCOE Lead		District TEAM and SDCOE Lead	
August 2021	Check-in	August 2021	
September 2021	Intake/Reset <ul style="list-style-type: none"> • Plan • Expectation • Impact Plan 	September 2021	Intake/Reset <ul style="list-style-type: none"> • Plan • Expectation • Impact Plan
October 2021		October 2021	
November 2021		November 2021	
December 2021		December 2021	
January 2022	90 Day Milestone Progress Review	January 2022	90 Day Milestone Progress Review
February 2022		February 2022	
March 2022		March 2022	
April 2022	90 Day Milestone Progress Review	April 2022	90 Day Milestone Progress Review
May 2022	Preliminary Impact Analysis LCAP Alignment	May 2022	Preliminary Impact Analysis LCAP Alignment
June 2022		June 2022	
July 2022		July 2022	



3. What changes can we make that will lead to improvement?	
Team Member	Team member describes an initial change
Team Member	Team member shares ideas for PDSA cycles
What are some potential barriers/constraints?	What are some brief ideas on how to address?

APPENDIX M. TOOL 13 ACTION PLAN DECISION TEMPLATE

California County Office of Education Action Plan Decision Matrix

Teams identify which of these conditions will have a large effect on the project if they do not hold true (condition impact) and the likelihood of them not holding true (condition risk) using the matrix below. A planning template on the next page provides an example.

To engage in decision matrix based on the action planning, follow this three-step process.

1. List the conditions that are important to a project's implementation or overall success.
2. Determine how important each condition is, using the decision matrix, below. The matrix assesses the risk of an expected condition holding compared to the degree of impact on the project if the condition does not hold. It suggests four options: stop the project, add resources or strategies, create a contingency plan, or do nothing.
3. Using the template on the next page, determine your scenario plan. Include the necessary conditions and decision matrix determination. An example is provided for guidance.

		Impact on the program plan if the condition does not hold			
		Large impact	Moderate impact	Limited impact	Minor impact
Risk of the condition not holding	Very likely	Add resources, other strategies or stop this project.		Create a contingency plan.	
	Likely				
	Unlikely	Create a contingency plan.		Do nothing	
	Very unlikely				

SCENARIO PLANNING TEMPLATE

Project: Monitoring four-year transition plans for students with disabilities

Necessary condition	Risk of the condition not holding	Impact on the project if the condition does not hold	Action according to the decision matrix	Justification for stop/do nothing, or description of a new strategy or contingency plan	Resource considerations (financial, human)
Example: Finalize agreements with local community colleges for dual credit courses 3 months prior to the start of the school year.	<input type="checkbox"/> Very likely	<input checked="" type="checkbox"/> Large	<input type="checkbox"/> Add resources and strategies	Example: In the unlikely event that the project cannot secure an agreement for the dual credit courses with the community college, the project will adjust this activity by using Bridgepoint, an online provider of dual credit courses. This adjustment will allow the project to focus more time on determining the types of courses students might take since Bridgepoint has more course offerings.	Example: This change would increase the costs of the project considerably because attending a community college is free versus a private, for-profit school, which charges \$895 per course.
	<input type="checkbox"/> Likely	<input type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Create a contingency plan		
	<input checked="" type="checkbox"/> Unlikely	<input type="checkbox"/> Limited	<input type="checkbox"/> Stop this project		
	<input type="checkbox"/> Very unlikely	<input type="checkbox"/> Minor	<input type="checkbox"/> Do nothing		

APPENDIX N. TOOL 14 STRATEGY FIT ASSESSMENT

California County Office of Education
FIT Assessment

Fit Element	Fit (Y/N)	Explanation
Is the program/strategy appropriate for the grade level/age level where the problem is present?		
Does the program/strategy fit into the cultural context of the LEA?		
Does the LEA have exceptional circumstances the program/strategy cannot address (e.g., not designed for foster youth students)?		
Does the program/strategy align with the LEAs mission?		
Does the LEAs Board of Education support the program/strategy's activities?		
Does the program/strategy address an adaptive challenge?		
Does the LEA have a collaborative leadership structure to support the work?		
Can the LEA invest the time necessary for the program/strategy to succeed (e.g., 40 hours (about 1 and a half days) of coaching/networking/ professional learning)?		
What other programs exist for the target population? Is this program/strategy compatible with those programs?		
Does the program/strategy align with LEA priorities (e.g., organizational goal)?		

APPENDIX O. TOOL 15 ACTION PLAN IMPACT RUBRIC

California County Office of Education

Action Plan Impact Rubric

Progress Score	Label	Criteria
0.5	Intent to participate	Root causes examined, initial goals developed (may be imprecise or unmeasurable), initial team formed, no action plan completed.
1.0	Plan and team established	Initial action plan completed and individuals for teams solidified. Action plan goals are concrete and measurable, strategies identified and align to goals, data elements match strategies & goals, strategies fit organizational context.
1.5	Planning started	Participants using program/strategies selected, professional learning identified, coaching cycles developed, data elements finalized, communication plan designed, regular meetings occur.
2.0	Activity, but no changes	Professional learning provided, project measure(s) developed, and data collected (including baseline data). Practitioners begin program or strategy delivery.
2.5	Changes tested, but no improvement	Strategies tested (PDSA cycles). Program/strategy delivery observed, data gathered, fidelity checks occur, engagement levels determined, results examined, follow-up actions determined.
3.0	Modest improvement	Successful tests of change completed for at least one strategy. Anecdotal evidence of improvement summarized. Follow-up actions documented; new improvement cycle initiated
3.5	Improvement	Six-month goal accomplished, follow-up plans partially documented, rationale for follow-up summarized, improvement process and decision-making more regular, increased communication of impact to stakeholders
4.0	Significant improvement	Expected results achieved in 12 months. Interpretation of impact documented and summarized. Rationale for follow-up clearly described. Improvement process and decision-making part of regular district functions. Effective communication of impact to stakeholders

APPENDIX P. TOOL 16 PDSA RUBRIC

California County Office of Education
PDSA Rubric

Describe change tested:		
Plan		
a. Was a test planned?	Y/N	Explanation
i. Who?		
ii. What?		
iii. When?		
iv. Where?		
v. Data identified/collection source?		
vi. Predictions made?		
Do		
b. Was the plan carried out?		
c. Were data collected?		
Study		
d. Was time set aside to analyze the data?		
e. Were results compared to predictions?		
Act		
f. Did teams act on the results (e.g., adopt, amend, abandon)?		

APPENDIX Q. TOOL 17 LCAP CALIBRATION TOOL

California County Office of Education LCAP Calibration Tool

LCAP Section	<p>What has the LEA committed to incorporate into the LCAP? <i>(copy and paste draft or actual LCAP language into this section)</i></p>	<p>Ideal State (Success Criteria)</p>	<p>To be completed by SDCOE DA Lead after LCAP Board adoption <i>(after July 1, 2021)</i></p> <p>To what extent does the actual LCAP reflect the Ideal State? <i>(Include specific examples from the Board adopted LCAP)</i></p>
Plan Summary		<p>The LEA specifies the needs of the DA identified area of focus on student groups in the areas of identified need in the Plan Summary.</p> <p>The LEA additionally includes the needs of additional student groups and focus areas (academic, social emotional...) as surfaced through the Data Collection Prioritization process.</p>	
Annual Update Section		<p>The LEA shares success and challenges in implementing learning from the 2019-2020 DA process, and reflects on how the DA process from 2020-2021 and its findings will be reflected in the 2021-2022 LCAP.</p>	
Stakeholder Engagement Involvement Process		<p>The LEA includes the Working Smarter session, Data Collection Prioritization session, and Focusing Improvement Efforts session as stakeholder engagement activities in the Stakeholder Engagement section.</p>	

<p>Stakeholder Engagement Impact on LCAP</p>		<p>The Stakeholder Engagement section incorporates a discussion of the process of focusing improvement efforts through the DA process and which stakeholder groups were involved in the DA process.</p>	
<p>Metrics</p>		<p>The LEA incorporates metrics within the LCAP that specifically address the performance and progress of student groups whose needs surfaced during the Data Collection Prioritization process.</p>	
<p>Actions</p>		<p>The LEA incorporates actions aligned with resources in the LCAP that specifically address the needs of student groups whose needs surfaced during the Focusing Improvement Efforts process.</p>	

APPENDIX R. TOOL 18 DA POST SESSION EVALUATION

(This is a sample evaluation participants take after a DA session including the percentage of participants who identified "Agree" or "Strongly Agree" on the survey, and whether that percentage "Missed", "Met", or "Exceeded" expectations.)

California County Office of Education DA Post Session Evaluation

Session Objective	% Agree or Strongly Agree	Missed, Met, Exceeded*
Because of my participation in this Institute, I can describe the key components of the Differentiated Assistance process.	%	
Because of my participation in this Institute, I can determine areas of strength and weakness using the CA School Dashboard.	%	
Because of my participation in this Institute, I can identify additional areas of strength and weakness using our Local Measures.	%	
Because of my participation in this Institute, I can investigate how the results we are getting on the CA School Dashboard are connected to the actions in our LCAP.	%	
Because of my participation in this Institute, I can design a plan to further investigate our system needs.	%	

*Note. Missed < 74%, Met 75% < > 85%, Exceeded > 85%.

APPENDIX S. TOOL 19 LEA/COE SURVEYS

California County Office of Education LEA Perspective

DIFFERENTIATED ASSISTANCE SURVEY LEA Perspective

Thank you for participating in the survey. This survey asks questions about your perspective of the Differentiated Assistance (DA) process in 2018-2019. The purpose of the survey is to gather feedback from the districts we serve so that we can improve the process for them in the future.

The survey is confidential. Only I will know your individual responses. The survey consists of 21 questions and takes about 10 minutes to complete. Please be honest in your assessment of DA. We can only improve if we have objective, constructive feedback.

If you have any questions, please contact me at email@sdcoe.net or by phone at 858.292.XXXX. Once again, thank you for participating in this survey.

Based on your experience in the DA process in 2018-2019, please rate your level of satisfaction with the service you received.

- Extremely satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Extremely dissatisfied

To what extent do you agree with the following statements regarding your participation in DA in 2018-2019?

SDCOE staff were easy to work with during the DA process.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

The support we received from SDCOE during DA was much better than our alternatives.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

We got what we needed from SDCOE during the DA process.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Our DA work with SDCOE was worth the time, resources, and energy we invested as an LEA.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

We can count on SDCOE to help us address performance gaps in our district.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

To what extent do the following statements describe your feelings about DA in 2018-2019?

"Our COE has a lot of good people but I would not necessarily go to them regarding our performance gaps if I weren't required to."

- Clearly describes my experience
- Mostly describes my experience
- Moderately describes my experience
- Slightly describes my experience
- Does not describe my experience

"I don't think the COE has any particular skills set we don't have internally."

- Clearly describes my experience
- Mostly describes my experience
- Moderately describes my experience
- Slightly describes my experience
- Does not describe my experience

"The DA root cause process doesn't go deep enough. I left thinking we weren't there yet."

- Clearly describes my experience
- Mostly describes my experience
- Moderately describes my experience
- Slightly describes my experience
- Does not describe my experience

"Our COE team had the right people there all the time to support us."

- Clearly describes my experience
- Mostly describes my experience
- Moderately describes my experience
- Slightly describes my experience
- Does not describe my experience

"The DA process enabled us to address our performance gaps versus telling is what to do."

- Clearly describes my experience
- Mostly describes my experience
- Moderately describes my experience
- Slightly describes my experience
- Does not describe my experience

"The DA process tried to do too much to change long-standing performance gaps within a short timeframe of December to May."

- Clearly describes my experience
- Mostly describes my experience
- Moderately describes my experience
- Slightly describes my experience
- Does not describe my experience

"The DA process started out great but then stalled."

- Clearly describes my experience
- Mostly describes my experience
- Moderately describes my experience
- Slightly describes my experience
- Does not describe my experience

"I learned more from other districts during the DA process than from our COE."

- Clearly describes my experience
- Mostly describes my experience
- Moderately describes my experience
- Slightly describes my experience
- Does not describe my experience

"It felt like the COE's approach to DA was tailored specifically to our district needs."

- Clearly describes my experience
- Mostly describes my experience
- Moderately describes my experience
- Slightly describes my experience
- Does not describe my experience

"The dashboard accurately reflected where we were in terms of outcomes across all the priority areas and students groups."

- Clearly describes my experience
- Mostly describes my experience
- Moderately describes my experience
- Slightly describes my experience
- Does not describe my experience

How would you rank your goals for the DA process?

- _____ No longer meet eligibility requirements for Differentiated Assistance
- _____ Practice improvement science tools like root cause analysis and PDSA cycles
- _____ Address a performance issue in the district and improve student achievement
- _____ Learn from other districts about how to solve mutual problems
- _____ Build the capacity of an internal improvement team
- _____ Learn how to evaluate the effectiveness of all our programs and strategies

To what extent is the following stem true for each of the statements below and how challenging is the issue for your district?

We have robust universal supports in place for ...

(Note: Elementary districts can leave the item about graduation rates blank).

	How true is this statement?			How challenging is this issue?		
	Not true at all	Somewhat true	Definitely true	Not a challenge at all	Somewhat a challenge	Significant challenge
Increasing college and Career readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reducing suspension/expulsion rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reducing chronic absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing academic achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing graduation rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please select your district from the list below.

How often did you participate in the following DA activities?							
	Daily	2-3 times a week	Once a week	Twice a month	Monthly	Once or twice during DA	Never
District DA team meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face-to-face professional learning (i.e., Institutes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Onsite meetings/visits by SDCOE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone calls/email exchanges with SDCOE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



FOR MORE INFORMATION CONTACT:

Shannon E. Coulter, Ph.D.

Director, Research And Evaluation

San Diego Office of Education

6401 Linda Vista Drive

San Diego, Ca 92111

scoulter@sdcoe.net

858-295-8825



san diego county office of
EDUCATION
FUTURE WITHOUT BOUNDARIES™