

Disproportionate Representation

Indicators 4, 9, and 10

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Improvement Activities for 2008 (2008-09): The following activities were implemented and will continue in 2009-10:

CONTINUING ACTIVITIES – Indicator 4: Suspension and Expulsion		
Activity	Timeline	Resources
In collaboration with other divisions of CDE and the P-16 Council, provide technical assistance to LEAs and schools on reinventing high schools.	Ongoing	Special Education and Curriculum and Instruction Divisions http://www.cde.ca.gov/ci/ http://www.cde.ca.gov/eo/in/pc/hsreformrptrecomnd.asp
Provide technical assistance to schools focused on the implementation of reform programs that have been successful in high poverty.	Ongoing	CDE staff http://www.cde.ca.gov/eo/in/pc/yr07agmission.asp
Work with SELPAs, LEAs and County Offices of Education (COE) to clarify responsibilities and improve behavior emergency and other behavioral incident reporting.	Ongoing	Special Education, Program Improvement, Learning and Supports Divisions, SELPAs and LEAs http://www.cde.ca.gov/ds/
Work with SELPAs, LEAs and COE to update and improve monitoring items and instruments for reviewing policies, practices and procedures related to this indicator.	Ongoing	Special Education, Program Improvement, and Learning and Supports Divisions, SELPAs and LEAs http://www.calstat.org/ http://www.cde.ca.gov/sp/se/qa/

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2008 (2008-09):

The following are being added to address identified slippage:

ADDED ACTIVITIES – Indicator 4. Suspension and Expulsion		
Activity	Timeline	Resources
Provide Building Effective Schools Together (BEST) training and technical assistance positive behavioral supports focused on decreasing dropout rates. This program integrates the research based principles of Positive Behavior Supports (PBS) and includes school site-based teams that are a required element for all implementing BEST sites.	2005-June 30, 2011 Fall and Spring	CDE staff and California Services for Technical Assistance and Training (CalSTAT) http://www.calstat.org/ The CalSTAT contract funded one district, Los Angeles USD, which is the largest district in the State for the most recent year. The PBS research based principles at http://www.calstat.org/behaviormessages.html
Positive Behavior Supports (PBS) research based core messages promoting customized training and technical assistance at the school site level, increasing time in academic instruction and decreasing suspension and expulsion incidents.	2011	CDE and LEA Staff and CalSTAT http://www.calstat.org/
Promote the IRIS modules in behavior, diversity, and other content. This is a special project training and technical assistance work.	2009-2011	CDE and LEA staff, IRIS Center http://www.iriscenter.com/index.html http://iris.peabody.vanderbilt.edu/resources.html
Promote the Culturally Responsive Teaching in California online training modules for the school site general and special educators dealing with utilizing positive behavior supports.	2009-2011	CDE staff, Contractor (Equity Alliance Center at Arizona State University), and LEA staff http://ea.niusileadscape.org/moodle/
Increase the number of school sites implementing the Building Effective Schools Together (BEST) positive behavioral supports program training and technical assistance designed to decrease dropout rates.	20010-2011	CDE staff, contractor The California received additional (restored) funding under its SPDG that will be used to increase funding to 70 previously identified schools in seven districts to support implementation the BEST program which is based on the tenets of PBS.

Monitoring Priority: Disproportionality
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Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
(20 U.S.C. 1416(a)(3)(C))

Improvement Activities for 2008 (2008-09): The following improvement activities were implemented and will continue in 2009-10:

CONTINUING ACTIVITIES – Indicator 9: Disproportionality by Race and Ethnicity		
Activities	Timelines	Resources
Work with the Western Regional Resource Center (WRRRC) and other federal contractors to identify and disseminate research-based practices related to preventing disproportionate representation and to address the relationship between eligibility and disproportionality of racial and ethnic groups.	2005-2010 Ongoing	CDE staff with the Western Regional Resource Center (WRRRC) http://www.rfcnetwork.org/wrrc/
Refine policies, procedures, and practices instruments to assist the LEAs in reviewing their policies, procedures and practices in relation to disproportionality of racial and ethnic groups.	Annually	CDE staff and the Western Regional Resource Center (WRRRC), Office of Special Education Programs (OSEP), and SELPA directors http://www.rfcnetwork.org/wrrc/ http://www.cde.ca.gov/sp/se/as/caselpas.asp http://www.ed.gov/about/offices/list/osers/osep/index.html
Convene special meetings of ISES and SELPA stakeholder groups to develop two types of practice reviews: 1) Compliance based to address IDEA monitoring requirements 2) Research based to address improvement needed outside of a compliance context	January 2008 to June 2010	CDE Staff and the Western Regional Resource Center (WRRRC), Office of Special Education Programs (OSEP), SELPA directors http://www.rfcnetwork.org/wrrc/ http://www.cde.ca.gov/sp/se/as/caselpas.asp http://www.ed.gov/about/offices/list/osers/osep/index.html
Incorporate preliminary self-review and improvement planning modules, based on National Center for Culturally Responsive Educational Systems (NCCRESt), into monitoring software.	June 2008-2011	CDE staff and the National Center on Culturally Responsive Educational Systems (NCCRESt), Office of Special Education Programs (OSEP), SELPA directors http://www.cde.ca.gov/sp/se/as/caselpas.asp http://www.ed.gov/about/offices/list/osers/osep/index.html http://www.nccrest.org/

CONTINUING ACTIVITIES – Indicator 9: Disproportionality by Race and Ethnicity		
Activities	Timelines	Resources
<p>The SED, in collaboration with other divisions, participates in the Superintendents Closing the Achievement Gap initiative to address closing the achievement gap for students with disabilities:</p> <ol style="list-style-type: none"> 1) Assign staff to participate 2) Provide information contained in SPP and APR 3) Assist in the development of products and materials, such as: <ul style="list-style-type: none"> • Culturally Responsive Teaching in California at http://ea.niusileadscape.org/moodle/ • Expand the web-based California School Climate Survey (CSCS) to include a Special Education Supports Module (SESM). 4) Obtain general education input and participation in the development of district level practices review. 	<p>June 2007 to June 2010</p>	<p>CDE staff, Special Education Division and Equity Alliance Center at Arizona State University (Contractor) and the State Superintendent's P-16 Council. (To be Completed Spring 2010)</p> <p>http://ea.niusileadscape.org/moodle/</p>
	<p>Completed Fall 2009</p>	<p>CDE staff and California Comprehensive Center at WestED</p> <p>http://www.wested.org/cs/we/view/pj/446</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2008 (2008-09)

The following are being added to decrease the rate of disproportionate representation:

ADDED ACTIVITIES– Indicator 9: Disproportionality by Race and Ethnicity		
Activities	Timelines	Resources
<p>Annually identify districts that are significantly disproportionate, using existing instruments and procedures.</p>	<p>Ongoing</p>	<p>CDE staff, OSEP, and SELPA</p> <p>http://www.ed.gov/legislation/FedRegister/finrule/2006-3/081406a.pdf</p> <p>http://www.cde.ca.gov/sp/se/sr/selinks.asp</p>
<p>In collaboration with the WRRC, conduct a study of promising practices among districts that are not disproportionate to identify causes of disproportionate identification of students by race and ethnicity and practices that achieve successful identification and improved outcomes for students with disabilities.</p>	<p>January 2007 to January 2010</p>	<p>CDE staff and the Western Regional Resource Center (WRRC)</p> <p>http://www.rfcnetwork.org/wrrc/</p>

ADDED ACTIVITIES– Indicator 9: Disproportionality by Race and Ethnicity		
Activities	Timelines	Resources
SED, with the assistance of the WRRRC, will reconvene a Larry P. Task Force to identify appropriate pre-referral assessment practices and procedures and practices related to effective instruction and determination of eligibility for special education. In addition, CDE will develop a criteria for selection of evaluation instruments consistent with Larry P. case and publish revised matrix.	2010-2011	CDE staff, field experts, Larry P. Task Force, and the Western Regional Resource Center (WRRRC) http://www.rfcnetwork.org/wrrc/
Develop and maintain a series of Web pages providing information on disproportionate representation of students receiving special education services by race and ethnicity.	October 2009	CDE staff, WRRRC, and Equity Alliance Center http://www.cde.ca.gov/sp/se/qa/disproportionality.asp
Design and develop a SPP technical assistance system to assist LEAs to correct non-compliance findings in anyone of the indicators. <ul style="list-style-type: none"> • Hire two nationally recognized experts in systems change and disproportionality • Convene a design team to gain input on the proposed SPP TA system. • Draft a proposed SPP TA system design. • Convene focus group of key stakeholders to solicit input on the proposed SPP TA system. • Present a briefing of the proposed TA system to ACSE and meet with the SBE liaison and staff to solicit input • Develop a briefing paper on the final SPP TA system. • Identify technical assistance and training consultants in SPP content areas. Train identified consultants in the CDE monitoring systems, data, SPP TA system, SPP content resources and tools.	2009-2010	CDE staff, Contractor NAPA COE, WestEd California Comprehensive Center, WRRRC, Equity Alliance Center (Arizona State University), two national experts on technical assistance systems, and technical assistance on disproportionality by Perry Williams (OSEP) http://www.calstat.org/ http://www.rfcnetwork.org/wrrc/ http://www.wested.org/cs/we/view/pj/446
Execute a contract to implement a SPP technical assistance system.	July 1, 2010-2011	CDE staff, Contractor NAPA COE CalSTAT http://www.calstat.org/ http://www.rfcnetwork.org/wrrc/

ADDED ACTIVITIES– Indicator 9: Disproportionality by Race and Ethnicity		
Activities	Timelines	Resources
Collaborate with other CDE divisions and advisory groups to gain meaningful input regarding the over-representation of certain ethnic groups receiving special education services: <ul style="list-style-type: none"> • Advisory Commission on Special Education (ACSE) • African-American Advisory Committee (AAAC) to the SBE • Cultural/Climate Subcommittee of the P-16 Council • SBE liaison and staff 	July 1, 2010-2011	CDE staff English Learner and Curriculum Support Division http://intranet.cde.ca.gov/ac/bd/pd/ District and School Improvement Division http://intranet.cde.ca.gov/ac/bd/sd/index.aspx X P-16 Council http://intranet.cde.ca.gov/ac/bd/pa/p16.aspx

Monitoring Priority: Disproportionality
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Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
(20 U.S.C. 1416(a)(3)(C))

Improvement Activities for 2008 (2008-09): The following improvement activities were implemented and will continue in 2009-10:

CONTINUING ACTIVITIES – Indicator 10: Disproportionality by Disability		
Activities	Timelines	Resources
Refine policies, procedures, and practices guidance to assist the LEAs in reviewing their policies, procedures and practices in relation to disproportionality by disability groups..	Annually	CDE staff and the Western Regional Resource Center (WRRC), Office of Special Education Programs (OSEP), SELPA directors http://www.rfcnetwork.org/wrrc/ http://www.cde.ca.gov/sp/se/as/caselpas.asp http://www.ed.gov/about/offices/list/osers/osep/index.html
Use refined procedures to identify districts with significant disproportionality and establish plans for supervision and technical assistance.	2011	CDE staff and the Western Regional Resource Center (WRRC), Office of Special Education Programs (OSEP), SELPA directors http://www.rfcnetwork.org/wrrc/ http://www.cde.ca.gov/sp/se/as/caselpas.asp http://www.ed.gov/about/offices/list/osers/osep/index.html
Convene special meetings of ISES and SELPA stakeholder groups to develop two types of practices reviews: 1) Compliance-based to address IDEA monitoring requirements 2) Research-based to address improvement needed outside of a compliance context.	January 2008 to June 2010	CDE staff and the Western Regional Resource Center (WRRC), Office of Special Education Programs (OSEP), SELPA directors http://www.rfcnetwork.org/wrrc/ http://www.cde.ca.gov/sp/se/as/caselpas.asp http://www.ed.gov/about/offices/list/osers/osep/index.html
Incorporate preliminary self-review and improvement planning modules, based on National Center for Culturally Responsive Educational Systems (NCCRESt), into monitoring software.	June 2008-2011	CDE staff and the National Center on Culturally Responsive Educational Systems (NCCRESt), Office of Special Education Programs (OSEP), SELPA directors http://www.cde.ca.gov/sp/se/as/caselpas.asp http://www.ed.gov/about/offices/list/osers/osep/index.html http://www.nccrest.org/

CONTINUING ACTIVITIES – Indicator 10: Disproportionality by Disability		
Activities	Timelines	Resources
Prepare information about the E-Formula for statewide presentations and technical assistance. Identify the effect of different cut points on the number of districts identified.	Fall 2009-2010	CDE staff
<p>The SED, in collaboration with other CDE divisions, participates in Superintendent's Closing the Achievement Gap initiative, to address issues related to closing the achievement gap for students with disabilities:</p> <ol style="list-style-type: none"> 1) Assign SED staff to participate 2) Provide information contained SPP and APR 3) Assist in the development of products and materials such as: <ul style="list-style-type: none"> • Culturally Responsive Teaching in California at http://ea.niusileadscape.org/moodle/ • Expand the web-based California School Climate Survey (CSCS) to include a Special Education Supports Module (SESM). 4) Obtain general education input and participation in the development of district level practices review. 	<p>June 2007 to June 2010</p> <p>Completed Fall 2009</p>	<p>CDE staff and Contractors, Equity Alliance Center at Arizona State University (Contractor), and the State Superintendent's P-16 Council. (To be Completed Spring 2010)</p> <p>http://ea.niusileadscape.org/moodle/</p> <p>CDE staff and WestED, http://www.wested.org/cs/we/view/pj/446</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2008 (2008-09)

The following are being added to decrease the rate of disproportionate representation:

ADDED ACTIVITIES– Indicator 10: Disproportionality by Disability		
Activities	Timelines	Resources
Annually identify districts that are significantly disproportionate, using existing instruments and procedures related to disability.	Ongoing	CDE staff and OSEP
In collaboration with the WRRC conduct a study of promising practices among districts that are not disproportionate to identify practices that may result in disproportionate identification of students by race and ethnicity and practices that achieve successful identification and improved outcomes for students with disabilities.	January 2007 to January 2010	<p>CDE staff with the Western Regional Resource Center (WRRC)</p> <p>http://www.rfcnetwork.org/wrrc/</p>

ADDED ACTIVITIES– Indicator 10: Disproportionality by Disability		
Activities	Timelines	Resources
SED, with the assistance of the WRRRC, will reconvene a Larry P. Task Force to identify appropriate pre-referral assessment practices and procedures and practices related to effective instruction and determination of eligibility for special education eligibility. In addition, CDE will develop criteria for selection of evaluation instruments consistent with Larry P. case and publish revised matrix.	2010-2011	CDE staff, field experts, Larry P. Task Force, with the Western Regional Resource Center (WRRRC) http://www.rfcnetwork.org/wrrc/
Develop and maintain a series of Web pages providing information on disproportionate representation of students receiving special education services by race and ethnicity.	October 2009	CDE staff, WRRRC, and Equity Alliance Center http://www.cde.ca.gov/sp/se/qa/disproportionality.asp
Design and develop a SPP technical assistance system to assist LEAs to correct non-compliance findings in any one of the indicators. <ul style="list-style-type: none"> • Hire two nationally recognized experts in systems change and disproportionality. • Convene a design team to gain input on the proposed SPP TA system. • Draft a proposed SPP TA system design. • Convene a focus group of key stakeholders to solicit input on the proposed SPP TA system. • Present a briefing of the proposed TA system to ACSE and meet with the SBE liaison and staff to solicit input. • Develop a briefing paper on the final SPP TA system. • Identify technical assistance and training consultants in SPP content areas. Train identified consultants in the CDE monitoring systems, data, SPP TA system, SPP content resources and tools.	2009-2010	CDE staff, Contractor NAPA COE, WestEd California Comprehensive Center, WRRRC, Equity Alliance Center (Arizona State University), two national experts on technical assistance systems, and technical assistance on disproportionality by Perry Williams (OSEP) . http://www.calstat.org/ http://www.rfcnetwork.org/wrrc/ http://www.wested.org/cs/we/view/pj/446

Least Restrictive Environment

Indicator 5

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
 - B. Inside the regular class less than 40% of the day; and
 - C. In separate schools, residential facilities, or homebound/hospital placements.
- (20 U.S.C. 1416(a)(3)(A))

Improvement Activities for 2008 (2008-09): The following activities were implemented and will continue in 2009-10:

CONTINUING ACTIVITIES – Indicator 5: LRE		
Activity	Timeline	Resources
Continue implementation of the Facilitated Focused Monitoring Project including the “scaling up” focused monitoring activities that contain targeted technical assistance to LEAs related to LRE and improved academic outcomes for all students, including students with disabilities.	Through June 30, 2011	CDE and LEA staff and CalSTAT http://www.calstat.org/
Using requirements of IDEA 2004, evidence-based research, State Board of Education adopted policy on LRE , and state content and performance standards, conduct Regional and Statewide Personnel Development Grant (SPDG) Leadership Institutes and provide technical assistance to schools staff to support improved practices related to placement of students with disabilities in conformity with their IEPs.	Through June 30, 2011 Fall and spring regional Annually for statewide	CDE staff and CalSTAT http://www.calstat.org/ http://www.k8accesscenter.org/index.php
Implement the State Personnel Development Grant (SPDG) that provides training and technical assistance in scientifically-based research and instruction in the areas of literacy and behavior and that promote and sustain practices that foster special education/general education collaboration.	January-March 2007 and implementation of the new federal grant January 2008-2012.	CDE staff, State Personnel Development Grant (SPDG), and United State Department of Education (USDOE), Office of Special Education Programs (OSEP) http://www.calstat.org/
Conduct activities related to parent involvement, LRE , RtI ² , and secondary transition. CDE promotes parental involvement by inviting their membership and participation in ISES and in CDE trainings. CDE supported trainings are posted on the Internet to increase parent access to training materials. In addition through CDE partnerships with PTI, FRC, and FEC parents are provided training and	January-March 2007 and implementation of the new federal grant January 2008-2012.	CDE staff and State Personnel Development Grant (SPDG), United State Department of Education (USDOE), Office of Special Education Programs (OSEP) federal grant competition http://www.calstat.org/

CONTINUING ACTIVITIES – Indicator 5: LRE		
Activity	Timeline	Resources
technical assistance statewide. CDE also maintains a parent 'hot line' to provide parent information and assistance.		
Based on CDE data review of monitoring findings, including CASEMIS information, determine state technical assistance needs regarding noncompliant findings and provide focused technical assistance to sites and LEAs regarding <i>LRE</i> .	2005-June 30, 2011	CDE staff http://www.cde.ca.gov/sp/se/sr/issforswd.asp
Provide a Web-based IEP training module that emphasizes how IEP teams can address standards-based IEPs; Educational Benefit Processes for develop IEPs, IEP team decisions making related to student participation in state assessments, and information for IEP teams about <i>LRE</i> .	2008-2011 Ongoing	CDE and California Comprehensive Center http://www.wested.org/cs/we/view/pj/446 http://www.k8accesscenter.org/index.php
Begin preliminary development and implementation of training and technical assistance on identified topics, including <i>LRE</i> to LEAs participating in a CDE pilot project that includes the participation of a Charter LEA.	2007-2010 Pilot timeline	CDE staff, SELPA Directors, and CalSTAT http://www.calstat.org/
Participate in the development, implementation, and evaluation of the <i>LRE</i> survey that will be utilized in state Program Improvement activities, including use of the survey by the Site Assistance Intervention Teams (SAIT) and District Assistance Intervention Teams (DAIT). Provide training and technical assistance on the <i>LRE</i> survey to LEAs and schools in Program Improvement under ESEA.	2005-June 30, 2011	CDE staff, contractor, California Comprehensive Center http://www.wested.org/cs/we/view/pj/446 http://www.wested.org/cs/we/view/pj/204

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2008 (2008-09)

The following are being added to address identified slippage:

ADDED ACTIVITIES – Indicator 5: LRE		
Activity	Timeline	Resources
Develop and maintain training modules on standards-based IEPs in collaboration with the California Comprehensive Center to promote and sustain activities that foster special education/general education collaboration. (Chapter topics include: Access, Standards-based IEPs, Service Delivery Models, and Curriculum and Instruction Strategies)	2009-2010 Ongoing	CDE staff, contractor, California Comprehensive Center http://www.wested.org/cs/we/view/pj/446 http://www.k8accesscenter.org/index.php
In collaboration with the California Comprehensive Center and Program Improvement Office, SED will assist in the development of the <i>Inventory of Services and Supports (ISS) for Students with Disabilities</i> and training for District Assistance and Intervention Teams (DAIT) on the ISS.	2009 Ongoing	CDE staff and the California Comprehensive Center http://www.wested.org/cs/we/view/pj/446 http://www.wested.org/cs/we/view/pj/204

Parent Involvement

Indicator 8

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A))

Improvement Activities for 2008 (2008-09): The following activities were implemented and will continue in 2009-10:

CONTINUING ACTIVITIES – Indicator 8: Parent Involvement		
Activities	Timelines	Resources
Conduct analysis and prepare plans for APR on all indicators, including parent involvement.	July 1, 2005 to June 30, 2011	Special Education Division and SEEDS http://www.scoe.net/SEEDS
Explore Web-based applications for all components of the monitoring system including parent involvement.	2009-2011	CDE staff and Supporting Early Education Delivery Systems (SEEDS) Project http://www.scoe.net/SEEDS
During 2008-09, CDE will work with PTIs and FECs to develop a three year sampling plan to collect family involvement information using the NCSEAM parent involvement survey.	2009-2011	CDE staff, parent organizations, and SEEDS project http://www.scoe.net/SEEDS http://www.ed.gov/programs/rsaptp/index.html http://cafec.org/
Data collection will be conducted independent of the monitoring processes by parent centers and CDE staff (PSRS Parent Helpline).	June 30, 2011	CDE staff, parent organizations, and SEEDS Project http://www.scoe.net/SEEDS http://www.ed.gov/programs/rsaptp/index.html http://cafec.org/
Develop a detailed revised universal sampling plan to survey parental involvement.	2009-2010	CDE staff, parent organizations. and SEEDS Project http://www.scoe.net/SEEDS http://www.ed.gov/programs/rsaptp/index.html http://cafec.org/

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2008 (2008-09):

The following is being added at the recommendation of the improving Special Education Services (ISES) Stakeholder group:

ADDED ACTIVITIES– Indicator 8: Parent Involvement		
Activities	Activities	Activities
Develop a Web-based survey process and a statewide data collection through CASEMIS to capture a universal sample of families to address the Parent Involvement Indicator.	June 2010 Ongoing	CDE staff, SEEDS Project, ISES stakeholders workgroup, and SELPA Directors http://www.scoe.net/SEEDS
Develop and implement a universal sampling plan for the collection of parent involvement data for indicator 8 (Parent Involvement).	Ongoing	CDE staff, SEEDS Project, ISES stakeholders workgroup, and SELPA Directors http://www.scoe.net/SEEDS
Conduct activities related to parent involvement, <i>LRE</i> , RtI ² , and Secondary Transition. CDE promotes parental involvement by inviting their membership and participation in ISES and in CDE trainings. CDE supported trainings are posted on the Internet to increase parent access to training materials. In addition through CDE partnerships with PTI, FRC, and FEC parents are provided training and technical assistance statewide. CDE also maintains a parent 'hot line' to provide parent information and assistance.	Ongoing	CDE staff and State Personnel Development Grant (SPDG), United State Department of Education (USDOE), Office of Special Education Programs (OSEP) http://www.calstat.org/

Transition Language

Indicators 13 and 14*

**Indicator 14 taken from the Consolidated California State
Performance Plan (SPP) (Updated 14-Apr-2010)
Reflecting approved changes to initial submission of December 2, 2005*

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
(20 U.S.C. 1416(a)(3)(B))

Improvement Activities for 2008 (2008-09): The following activities were implemented and will continue in 2009-10:

CONTINUING ACTIVITIES – Indicator 13: Secondary Transition		
Improvement Activities	Timelines	Resources and Type
Use transition data collected through state-funded Workability I grant procedures to ensure programs include the provision of transition services..	Annually	CDE staff, SELPA, and LEAs
Provide CASEMIS training for SELPAS and ongoing technical assistance to ensure reliable and accurate submission of data.	2005-2010 Ongoing and twice a year trainings	CDE staff, SELPA, and LEAs http://www.cde.ca.gov/sp/se/ds/casemis1209.asp
Develop and implement selected activities related to secondary transition including training to build local capacity, technical assistance, CoP, materials dissemination with emphasis on compliance, guidance based upon exemplary researched based practices, and stakeholder input.	Ongoing	CDE staff, Workability I staff, and field trainers
Provide regionalized training and technical assistance regarding elements of transition services, goals and objectives IEP. This is a collaboration, monitoring, training and technical assistance activity to support secondary transition.	Ongoing	CDE staff and California Services for Technical Assistance and Training (CalSTAT) http://www.calstat.org/
Use statewide CoP for collaborative efforts related to transition services across multiple agencies (DRS, EDD, SILC, parents, and consumers).	2005-2011	CDE staff, Workability I Staff, and NASDSE facilitation for CoP

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2008 (2008-09)

The following is being added at the recommendation of the improving Special Education Services (ISES) Stakeholder group:

ADDED ACTIVITIES– Indicator 13: Secondary Transition		
Improvement Activities	Timelines	Resources and Type
Disseminate and provide training on the Transition Handbook written for students' parents, and teachers which offers practical guidance and resources to support the transition of students with disabilities as they move into the world of adulthood and/or independent living. In addition the CDE reprinted and distributed 5,000 copies to LEAs and parent organizations free of charge, and posted the Handbook on the Internet along with; PowerPoint training modules, and other training materials.	Ongoing	CDE staff and California Services for Technical Assistance and Training (CalSTAT) http://www.calstat.org/ Transition to Adult Living: A Guide for Secondary Education http://www.calstat.org/transitionGuide.html

Indicator 14 - Post-school

Monitoring Priority: Effective Supervision Part B/Effective Transition
Indicator - Percent of youth who had IEP, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. (20 USC 1416(a)(3)(B))
Measurement: Percent = number of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by number of youth assessed who had IEPs and are no longer in secondary school times 100.

Improvement Activities/Timelines/Resources:

Many improvement activities are shared by Indication 13 (Secondary Transition) and Indicator 14 (Post School Outcomes). In addition, however, this indicator is new for LEAs in California and requires additional technical assistance regarding the methods to secure a greater response rate by students exiting special education.

COMPLETED ACTIVITIES		
Activity	Timelines	Resources
Transition to Adult Living: A Guide for Secondary Education: Guide revised to IDEA final regulations. This comprehensive handbook is written for students, parents, and teachers. It offers practical guidance and resources in support of transition efforts for students with disabilities as they move from their junior high and high school years into the world of adulthood and/or independent living.	2005-2007	CDE staff, field staff Type: Development of training and technical assistance, information dissemination, general supervision for compliance with IDEA 2004
Develop and implement multiple activities regarding Secondary Transition including training to build local capacity, technical assistance, CoP, materials dissemination with emphasis on compliance and guidance based upon exemplary researched based practices and stakeholder input.	October, November 2005; March, April, May and June 2006	CDE staff, Workability I staff, field trainers Type: Training and technical assistance
Provide regionalized training and technical assistance regarding transition services language in the IEP.	October, November 2005; March, April, May and June 2006	CDE staff, Workability I staff, field trainers Type: Training and technical assistance

CONTINUING ACTIVITIES		
Activity	Timelines	Resources
Use statewide community of practice for collaborative efforts related to transition services across multiple agencies [DOR, EDD, California State Independent Living Council (SILC), parents and consumers].	2005-2011	CDE staff, Workability I Staff, NASDSE facilitation for CoP Type: Stakeholder group; technical assistance
Prepare report in CASEMIS software to enable LEAs and SELPAs to review Table D entries relative to prior June exiters.	For June 2008 data collection	CDE Staff and contractors
Target technical assistance to LEAs and SELPAs with no valid responses.	January through June 2008	CDE Staff and contractors
Use statewide community of practice for collaborative efforts related to transition services across multiple agencies (DOR, EDD, SILC, parents and consumers).	2005-2011	CDE staff, Workability I Staff, NASDSE facilitation for COP
Use transition data in the state-funded Workability I grant procedures to ensure programs include the provision of transition services.	December 30, 2007	CDE staff, SELPA, LEAs Type: Monitoring, technical assistance and training
Provide CASEMIS training for SELPAs and ongoing technical assistance to ensure reliable and accurate submission of data.	2005-2010 Ongoing and twice a year trainings	CDE staff, SELPA, LEAs Type: Monitoring, technical assistance and training
Work with national and state experts on research and data approaches to address post school outcomes data collection.	2006-2011	CDE staff, experts Type: Technical stakeholder workgroup and research

ADDED ACTIVITIES		
Activity	Timelines	Resources
Review and revise technical assistance materials related to Post Secondary Outcome surveys. Disseminate to LEAs with exiters reported in June 07.	January 2008	CDE Staff and contractors
Prepare and disseminate LEA and SELPA summaries related to Post Secondary survey responses in Table D.	January 2008	CDE Staff and contractors
Target technical assistance to LEAs and SELPAs with no valid responses.	January - June 2008	CDE Staff and contractors

Early Childhood

Indicators 6*, 7**, and 12***

**Indicator 6 from the Consolidated California State Performance Plan (SPP) (Updated June 2010)*

***Indicator 7 from the SPP – 2009 (Submitted February 2010) Preschool Assessment*

****Indicator 12 from the 2010 APR submission*

Indicator 6 - Preschool Least Restrictive Environment

Monitoring Priority: FAPE in the LRE.
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Indicator - Percent of preschool children with IEP who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). (20 USC 1416(a)(3)(A)).

Measurement: The number of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total number of preschool children with IEPs times 100.

New reporting requirement:

1. In regular preschool more than 10 hours per week, receiving the majority of their special education services in the regular preschool;
2. In regular preschool more than 10 hours per week, receiving the majority of their special education services outside of the regular preschool;
3. In regular preschool less than 10 hours per week, receiving the majority of their special education services in the regular preschool; and
4. In regular preschool less than 10 hours per week, receiving the majority of their special education services outside of the regular preschool.

Completed Activities – Indicator 6 Preschool LRE		
Activities	Timelines	Resources
Review individual SELPA and LEA calculations. Identify extreme, outlying values.	By January 1, 2006	CDE staff
Prepare and disseminate general policy letter related to preschool LRE.	By January 1, 2006	CDE staff
Contact districts with extreme, outlying values to monitor policies, procedures and practices; and to provide technical assistance.	By January 1, 2006	CDE staff
Conduct monitoring; prepare corrective action plans, if needed; and follow-up to ensure correction.	By June 30, 2006	CDE staff
Work with preschool technical assistance contractors to prepare and disseminate technical assistance materials and services.	By June 30, 2006	CDE staff and contractors
Conduct ongoing review of APR data calculations and prepare annual action plans.	July 2006 through June 30, 2011	CDE staff and contractors

Completed Activities – Indicator 6 Preschool LRE		
Activities	Timelines	Resources
Convene Preschooler Stakeholder Committee to review data	2005 - 2007	CDE staff and contractors
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005; annually	CDE staff, SELPA, LEAs
Develop and maintain IDEA 2004 information Web page with links to important references and resources on the Reauthorization of the IDEA	December 2004; ongoing update	CDE/SED staff; Web capability of CDE Web page http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web pages and listservs on variety of topics	Updated frequently	CDE/SED staff; Web capability of CDE
Develop and disseminate Pocketbook of Special Education Statistics	Annually	CDE staff
Post special education data on CDE DataQuest Web site	Annually	CDE/SED staff; Web capability of CDE Web page http://data1.cde.ca.gov/dataquest/
Create and post the Special Education Data Summaries on the Web	Annually	CDE staff, Web capability of CDE Web page http://www.cde.ca.gov/sp/se/ds/datarpts0607.asp

Indicator 7

Monitoring Priority: Free Appropriate Public Education (FAPE) in the LRE

Indicator 7: Preschool Assessment

Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs. (20 U.S.C. 1416(a)(3)(A)).

Description of Improvement Activities/Timelines/Resources

CONTINUING ACTIVITIES – Indicator 7: Preschool Assessment		
Improvement Activities	Timelines	Resources
Provide ongoing technical assistance and support	Ongoing	CDE staff and Napa County Office of Education, DR access Project www.draccess.org
Collect entry and exit data on 3, 4, and 5 year olds	Yearly Fall and Spring	LEAs and SELPAs Napa County Office of Education, DR access Project www.draccess.org
Provide continuous training and technical assistance regarding instruction and accountability	Ongoing	CDE staff and Napa County Office of Education, DR access Project www.draccess.org
Provide ongoing technical assistance and training statewide to early childhood special education staff and assist CDE in monitoring and activities related to preschool assessment	2005-2011	CDE staff, Napa County Office of Education, DR access Project www.draccess.org
Continue the Train-the-Trainer training for SELPA teams to build local capacity for support, technical assistance and mentoring	Ongoing	CDE staff, Napa County Office of Education, DR access Project www.draccess.org
Develop Web-based modules for training and instruction related to the DRDP instruments and data reporting system to build local capacity for support, technical assistance and mentoring	Ongoing	CDE staff, Napa County Office of Education, DR access Project www.draccess.org

CONTINUING ACTIVITIES – Indicator 7: Preschool Assessment		
Improvement Activities	Timelines	Resources
Enhance the Web-based Special Education Desired Results System (SEDRS) data reporting system to improve timeliness, completeness and quality of data submission	Yearly	CDE staff, Napa County Office of Education, DR access Project www.draccess.org
Optimize SEDRS, develop quality assurance measures for optimal user support	Ongoing	CDE staff Napa County Office of Education, DR access Project www.draccess.org

ADDED ACTIVITIES – Indicator 7: Preschool Assessment		
Improvement Activities	Timelines	Resources
Complete additional missing data analysis to enhance data quality and completeness	Fall 2009-Fall 2010	CDE staff, Napa County Office of Education, DR access Project

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B (LEA notified pursuant to 637(a)(9)(A)) for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

Improvement Activities for 2008 (2008-09): The following activities were implemented and will continue in 2009-10:

CONTINUING ACTIVITIES – Indicator 12: Transition Part C to Part B		
Improvement Activity	Timeline	Resources and Type
Meet annually with SELPA, LEA, and Regional Centers to review data and plan for corrective action plans and technical assistance activities related to transition from Part C to Part B, based on APR data.	2006-2010	CDE staff; Department of Developmental Services, Early Start, WestEd, and SEEDS http://www.dds.ca.gov/EarlyStart/Home.cfm http://www.wested.org/cs/we/view/loc/13 http://www.wested.org/cs/we/view/pj/201 http://www.scoe.net/seeds/
Convene ISES stakeholder group to obtain input on aspects of Part C to Part B transition (e.g. moving from family focus to child focus).	2005-2010 Ongoing	CDE staff; Department of Developmental Services, Early Start, WestEd, and SEEDS http://www.dds.ca.gov/EarlyStart/Home.cfm http://www.wested.org/cs/we/view/loc/13 http://www.wested.org/cs/we/view/pj/201 http://www.scoe.net/seeds/
Revise CASEMIS to include separate referral and evaluation dates for Part B and Part C.	Continue to update	CDE staff; Department of Developmental Services, and Early Start http://www.dds.ca.gov/EarlyStart/Home.cfm http://www.cde.ca.gov/sp/se/ds/casemis1209.asp

CONTINUING ACTIVITIES – Indicator 12: Transition Part C to Part B		
Improvement Activity	Timeline	Resources and Type
Participate in OSEP National Early Childhood Conference.	Annually	CDE staff; Department of Developmental Services, Early Start, NECTAC, and OSEP http://www.dds.ca.gov/EarlyStart/Home.cfm http://www.nectac.org/~meetings/national2009/splash.html http://www.nectac.org/
Participate in a joint Transition Project with the Department of Developmental Services, Part C Lead Agency, with the assistance of the WRRC.	2008-2011	CDE and DDS staff and Western Regional Resource Center http://www.dds.ca.gov/EarlyStart/Home.cfm http://www.rfcnetwork.org/wrrc/
Target symposiums, field meetings, and training on Transition from C to B.	2008-2011	CDE and DDS staff and Western Regional Resource Center, SEEDS, and Special Education Early Childhood Administrators Project (SEECAP) http://www.dds.ca.gov/EarlyStart/Home.cfm http://www.sdcoe.net/student/eeps/seecap/?loc=home http://www.scoe.net/seeds/

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2008 (2008-09)

The following are being added to address identified slippage:

ADDED ACTIVITIES– Indicator 12: Transition Part C to Part B		
Improvement Activity	Timeline	Resources and Type
Add data collection for new measurement element (e) for of children who were referred to Part C less than 90 Days before their third birthdays.	2010-2011	CDE staff and SELPA
Revise existing C to B Transition Handbook to update and align language in collaboration with Part C lead agency and Part B lead agency.	2010-2011	CDE and DDS staff, SEEDS and WestEd http://www.dds.ca.gov/EarlyStart/Home.cfm http://www.sdcoe.net/student/eeps/seecap/?loc=home http://www.scoe.net/seeds/

ADDED ACTIVITIES– Indicator 12: Transition Part C to Part B		
Improvement Activity	Timeline	Resources and Type
Train special education personnel on the Transition Handbook and provide updates at symposiums, workshops and Webinars, and through the use of other Internet technologies.	Ongoing	CDE and DDS staff, SEEDS, and WestEd http://www.dds.ca.gov/EarlyStart/Home.cfm http://www.sdcoe.net/student/eeps/seecap/?loc=home http://www.scoe.net/seeds/
Update and train personnel on the Special Education Early Childhood Handbooks (birth to 5) which address the following topics: IFSP/IEP, Service Delivery, Interagency Agreements, Transition, Administration, Assessment, and Families.	Ongoing	CDE and DDS staff, SEEDS and WestEd http://www.dds.ca.gov/EarlyStart/Home.cfm http://www.sdcoe.net/student/eeps/seecap/?loc=home http://www.scoe.net/seeds/ Handbooks available for purchase or download at the CDE Website. http://www.cde.ca.gov/sp/se/fp/ecseries.asp
Continue participating with DDS, Part C lead agency, on the Interagency Coordinating Council (ICC), monitoring activities, symposiums, and planning meetings to build a strong state level community of practice (CoP)	Ongoing	CDE and DDS staff, SEEDS, and WestEd http://www.dds.ca.gov/EarlyStart/Home.cfm http://www.sdcoe.net/student/eeps/seecap/?loc=home http://www.scoe.net/seeds/