



# Early Childhood Special Education

## Web-based Seminar

May 1, 2009

Supported by the  
*SEEDS Project*  
and the  
*California Comprehensive Center at WestEd*

CALIFORNIA DEPARTMENT OF EDUCATION  
Jack O'Connell, State Superintendent of Public Instruction



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Partners

- California Department of Education
  - Child Development Division
    - ~ Cecelia Fisher-Dahms
  - Special Education Division
    - ~ Chris Drouin
    - ~ Meredith Cathcart
- Department of Developmental Services
  - ~ Patric Widmann





JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Partners

- Santa Clara County Office of Education  
~ Janice Battaglia
- Napa County Office of Education  
~ Andi Knowlton
- Santa Barbara County Education Office  
~ Florene Bednersh



3



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Agenda

- **Introduction**  
Agenda & Process Review/ Outcomes
- **Updates & New Information**
  - *Updates DDS*
  - *Updates CDD*
  - *Updates CDE-SED*
  - *Question & Comments*
- **Recovery Stimulus Intro CDE-SED**
- **Inclusive Models & Resources**  
*Santa Clara ~ Napa ~ Santa Barbara*
- **Closing**

4



**JACK O'CONNELL**  
State Superintendent  
of Public Instruction

## Department of Developmental Services

5



**JACK O'CONNELL**  
State Superintendent  
of Public Instruction

## Department of Developmental Services

### Part C Stimulus Funds

- \$53,233,000 for California
- All funds will be directed to Purchase of Service
- Decision makers

6



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Department of Developmental Services

### **Early Start Complaint and Due Process Procedures Changes**

- File for any reason
- More mediation available

7



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Department of Developmental Services

### **Budget Reduction Proposals For Early Start**

- Eligibility Criteria
- Neighborhood Preschools
- Private Insurance

8



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Department of Developmental Services

### Transition Project

- Bridging Document
- Joint Transition Letter
- Skillbuilder III
- Webinars and/or Online Learning
- CalSTAT Funding

9



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## California Department of Education Child Development Division

- Quality Improvement Plan and  
Activities Update
- Project Updates and Timelines
- Center on the Social and Emotional  
Foundations for Early Learning  
(CSEFEL) Application

10



**JACK O'CONNELL**  
State Superintendent  
of Public Instruction

## California Department of Education Special Education Division

SPP/APR  
Updates

11



**JACK O'CONNELL**  
State Superintendent  
of Public Instruction

## SPP/APR

- Submitted Feb 1, 2009
  - Issues
- Clarification time April 7, 2009
- What's Next
  - Compliance Determinations
  - Indicators
  - Noncompliance
- Coming Changes
  - Data Collection
  - Calculations

12



JACK O'CONNELL  
State Superintendent  
of Public Instruction

# Local Accountability Reports

- Three types of reports flow from the SPP and APR about LEAs:
  - APR Indicators
  - Compliance Determinations
  - Noncompliance Findings



JACK O'CONNELL  
State Superintendent  
of Public Instruction

Table of Content	
Overview of California's State Performance Plan (SPP) Development	1
Indicator #1 - Graduation	
Indicator #2 - Dropout	
Indicator #3 - Statewide Assessments	
Indicator #4 - Suspension and Expulsion	
Indicator #5 - Least Restrictive Environment	
Indicator #6 - Preschool Least Restrictive Environment	
Indicator #7 - Preschool Assessment	
Indicator #8 - Parent Involvement	
Indicator #9 - Disproportionality Overall	
Indicator #10 - Disproportionality Disability	
Indicator #11 - Eligibility Evaluation	
Indicator #12 - Part C to Part B Transition	
Indicator #13 - Secondary Transition Goals and Services	
Indicator #14 - Post-school	
Indicator #15 - General Supervision	
Indicator #16 - Complaints	
Indicator #17 - Due Process	
Indicator #18 - Hearing Requests	110
Indicator #19- Mediation	113
Indicator #20 - State-reported Data	116
Attachment 1: Report of dispute resolution under Part B of the Individuals with Disabilities Education Act	119

•The IDEA requires that CDE publicly report on the first 14 indicators at the district level.

•Six are compliance indicators and eight are performance indicators.

•The compliance indicators must be used as a part of the LEAs compliance determination

California Department of EDUCATION

Change Text Size: A A A

Search  GO

Advanced | Site Map | A-Z Index

Curriculum & Instruction | Testing & Accountability | Professional Development

Finance & Grants | Data & Statistics | Learning Support | Specialized Programs

Home » Specialized Programs » Special Education » Announcements & Current Issues [Printer-friendly version](#)

### Announcements & Current Issues

Current and upcoming events, time-sensitive issues, and hot topics.

[Student Participation in Statewide Assessments: Guidelines for IEP Team Decision-Making](#) (Updated 10-Mar-2008)  
Save the Date - Training of Trainers.

[2008 Annual State Application under Part B of the Individuals with Disabilities Education Act \(IDEA\)](#) (Posted 28-Feb-2008)  
Will be submitted May 16, 2008 for February 2009

**Composite of Laws, 30th Edition**

- [Order Form](#) (Posted 22-Feb-2008)  
regulations relative to special uniform complaint procedures
- [Introduction](#) (Posted 22-Feb-2008)  
- Title 5, Special Education Programs

[Assisting Students with Disabilities P](#)  
[Accommodations/Modifications and S](#)

[Focused Monitoring and Technical Assistance Contacts](#) (Updated 13-Feb-2008)  
Special Education Division consultants assignments by County

[2008 California Secondary Transition Conference](#) (Posted 26-Dec-2007)  
Navigating the Roadmap to Success.

[Vendor Information](#) (Posted 29-Jan-2008)

**Annual Performance Report Measures** (Posted 20-Dec-2007)  
Short summaries of special education program and student outcome data for California school districts.

Questions: Barbara McDonald | [bmcdonal@cde.ca.gov](mailto:bmcdonal@cde.ca.gov) | 916-327-3536

#### District Reports for 2006-07

To expedite access and search functions, the report has been divided into 11 manageable files. The reports are in alphabetical order by district or SELPA name.

To access the two page report for a district, click on the link containing the first letter of that district. When the report opens, use the "Find" function to search for the name of the district. You may then view the report on the screen or print it. In the Print dialogue box, use the Print Range to select and limit the printout to only the pages of the district(s) being viewed.

If you experience difficulties viewing or printing a specific report, contact the [Focused Monitoring and Technical Assistance consultant](#) for that district to request a hardcopy.

**First Letter of District Name:**

- [A-B](#) (PDF; 2.5MB; 228pp.)
- [C](#) (PDF; 1.9MB; 174pp.)
- [D-F](#) (PDF; 2.2MB; 200pp.)
- [G-J](#) (PDF; 2.1MB; 190pp.)
- [K-L](#) (PDF; 2.2MB; 202pp.)
- [M](#) (PDF; 1.8MB; 164pp.)
- [N-O](#) (PDF; 1.2MB; 110pp.)
- [P-R](#) (PDF; 2.5MB; 228pp.)
- [S](#) (PDF; 2.7MB; 244pp.)
- [T-Z](#) (PDF; 2.4MB; 216pp.)

Special indicator reports can be found in the bottom section

#### District Data for SPP Indicators 11 and 12

In response to the California's APR submitted in February 2009, the United States Department of Education, Office of Special Education Programs (OSEP) commented that California had not published district detail data for SPP Indicators 11 and 12. Accordingly, the following tables contain data for each district for which there were data reported during 2006-07. Terminology and acronyms are consistent with those defined in the Terms and Measurements.

**First Letter of District Name:**

- [A-C](#) (DOC; 2.3MB; 225pp.)
- [D-H](#) (DOC; 1.9MB; 187pp.)
- [I-M](#) (DOC; 2.2MB; 233pp.)
- [N-S](#) (DOC; 3.5MB; 347pp.)
- [T-Y](#) (DOC; 1.2MB; 120pp.)

**SPECIAL ADDENDUM  
2006-07 Annual Performance Report Indicators**

District Name:  
CDS Code:

**Indicator 11 - Eligibility Evaluation:** Percent of children ages birth - eighteen whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Records Reviewed	No. of Records Found Non-Compliant	Percent Compliant	2006-07 Target	Met Target
<b>43</b>	<b>14</b>	<b>67.4%</b>	<b>100%</b>	<b>No</b>

Data Source: Monitoring data reported in 2006-07

Note: N/M indicates that the district had no monitoring findings in 2006-07 for this indicator. N/C indicates that no value was calculated due to a denominator value less than 20. N/A indicates that the target value is not applicable due to the lack of a calculated percentage value for the indicator.

**Data and Calculations**

**Target Information**

**Indicator 12 - Part C to Part B Transition:** Percent of children ages birth - three in each SELPA receiving special education under IDEA Part C' who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays.

No. Transitioned from Part C	On Time Ineligible	On Time Eligible	Parent Consent Delayed Assessment	Percent On Time Eligible	2006-07 Target	Met Target
<b>27</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>81.5</b>	<b>100%</b>	<b>No</b>

Data Source: CASEMIS June 2007 (Part B) and Exit Data from the Department of Developmental Services (Part C).

Note: N/C indicates that no value was calculated due to a denominator value less than 20. N/A indicates that the target value is not applicable due to the lack of a calculated percentage value for the indicator.

17

**District Reports for 2006-07**

To expedite access and search functions, the report has been divided into 11 manageable files. The reports are in alphabetical order by district or SELPA name.

To access the two page report for a district, click on the link containing the first letter of that district. When the report opens, use the "Find" function to search for the name of the district. You may then view the report on the screen or print it. In the Print dialogue box, use the Print Range to select and limit the printout to only the pages of the district(s) being viewed.

If you experience difficulties viewing or printing a specific report, contact the [Focused Monitoring and Technical Assistance consultant](#) for that district to request a hardcopy.

**First Letter of District Name:**

- [A-B](#) (PDF; 2.5MB; 228pp.)
- [C](#) (PDF; 1.9MB; 174pp.)
- [D-F](#) (PDF; 2.2MB; 200pp.)
- [G-J](#) (PDF; 2.1MB; 190pp.)
- [K-L](#) (PDF; 2.2MB; 202pp.)
- [M](#) (PDF; 1.8MB; 164pp.)
- [N-O](#) (PDF; 1.2MB; 110pp.)
- [P-R](#) (PDF; 2.5MB; 228pp.)
- [S](#) (PDF; 2.7MB; 244pp.)
- [T-Z](#) (PDF; 2.4MB; 216pp.)

**Both sets of reports will be replaced shortly by the 2007-08 reports**

**District Data for SPP Indicators 11 and 12**

In response to the California's APR submitted in February 2009, the United States Department of Education, Office of Special Education Programs (OSEP) commented that California had not published district detail data for SPP Indicators 11 and 12. Accordingly, the following tables contain data for each district for which there were data reported during 2006-07. Terminology and acronyms are consistent with those defined in the Terms and Measurements.

**First Letter of District Name:**

- [A-C](#) (DOC; 2.3MB; 225pp.)
- [D-H](#) (DOC; 1.9MB; 187pp.)
- [I-M](#) (DOC; 2.2MB; 233pp.)
- [N-S](#) (DOC; 3.5MB; 347pp.)
- [T-Y](#) (DOC; 1.2MB; 120pp.)

18



**JACK O'CONNELL**  
State Superintendent  
of Public Instruction

## California Compliance Determinations Are Being Based On:

- Timely Correction of Noncompliance
- Timely and Complete Reporting
- Compliance Indicators
  - Indicator 9: Overall Disproportionality
  - Indicator 10: Disproportionality by Disability
  - Indicator 11: Initial Evaluation
  - Indicator 12: Part C to Part B Transition
  - Indicator 13: Secondary Transition
- Audit Findings

19

As Required by IDEA, CDE prepares a Compliance Determination for each district. It includes consideration of


Compliance Indicators:

- #9 – Disproportionality
- #10 – Disproportionality by Disability
- #11 – Initial Assessment
- # 12 – Transition at age 3
- # 13 – Secondary Transition

Timely Correction of Noncompliance

Timely and Accurate Reporting

Audits



**JACK O'CONNELL**  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

September 12, 2008

Dear Superintendent

The Individuals with Disabilities Education Act (IDEA) as amended in 2004 requires that states make determinations of local district performance in their provision of special education and related services. The California Department of Education (CDE) reviewed data from the 2006-07 school year for ~~XXXXXX~~ district in the compliance categories listed in the following table. Based on this information, CDE determined that ~~XXXXXX~~ has a Needs Assistance status in implementing the requirements of IDEA, Part B for 2006-07.

The attached material, California Local District Compliance Determination Process under Section 616, IDEA 2004, explains the CDE process for making the compliance determinations.

State Performance Plan Indicator	Data	Score	Determination
Indicator 9: Overall Disproportionality	<ul style="list-style-type: none"> <li>- Calculations indicated that the district is considered: N/C</li> <li>- The district met compliance standards for policies, procedures and practices: N/A</li> <li>- The district's disparity index increased over the prior year: Yes</li> </ul>	N/C	N/A
Indicator 10: Disproportionality by Disability	<ul style="list-style-type: none"> <li>- Calculations indicated that the district is considered: N/C</li> <li>- The district met the compliance standards for policies, procedures and practices: N/A</li> </ul>	N/C	N/A

1325 N STREET, SACRAMENTO, CA 95811-0601 • 916-324-0000 • WWW.CDE.CA.GOV

20



September 12, 2008

The Compliance Determination Letter contains a summary table with information about each of the indicators evaluated to make the overall Compliance Determination: Data, Score, and Indicator Determination

Dear Superintendent

The Individuals with Disabilities Education Act (IDEA) as amended in 2004 requires that states make determinations of local district performance in their provision of special education and related services. The California Department of Education (CDE) reviewed data from the 2006-07 school year for ~~Rowland Unified School District~~ in the compliance categories listed in the following table. Based on this information, CDE determined that the ~~Rowland Unified School District~~ has a Needs Assistance status in implementing the requirements of IDEA, Part B for 2006-07.

The attached material, California Local District Compliance Determination Process under Section 615, IDEA 2004, explains the CDE process for making the compliance determinations.

State Performance Plan Indicator	Data	Score	Determination
Indicator 9: Overall Disproportionality	- Calculations indicated that the district is considered: Not Disproportionate - The district met compliance standards for policies, procedures and practices: Yes - The district's disparity index increased over the prior year: Yes	4	Meets Requirements
Indicator 10: Disproportionality by Disability	- Calculations indicated that the district is considered: Not Disproportionate - The district met the compliance standards for	4	Meets Requirements

21

I. Compliance Indicators		Measurement:
<b>Indicator 9: Disproportionality Overall</b>		This measure is calculated in two steps:  Disparity - For each race/ethnic category, the number of students receiving special education is divided by the number of students in that race/ethnic category in general education yielding the likelihood (or risk) that a student from that category will be found eligible for special education. This calculation is repeated for each of the race/ethnic categories. The smallest risk percentage is subtracted from the largest, producing an index of the size of the disparity in identification among race/ethnic categories. The annual benchmark for this index decreases each year. Districts that exceed the annual benchmark are then measured for overall
The district is also sent information about calculation of the data and the criteria used to rate each indicator.		the Disparity value is less than or equal to the established benchmark for ed disproportionate on this measure. If, however, the Disparity value is ark for that year, two additional calculations are performed. The race/ethnic category of all students receiving special education in the LEA race/ethnic category of all students in grades one - twelve in the LEA, each of the listed race/ethnic categories. To test for proportional over- h race/ethnic enrollment receiving special education in a district is - group in the total grade one - twelve population of the district. When the proportion of students ages six - twenty-two receiving special education for any race/ethnic category is more than 20 percent higher than its proportion in the grades one - twelve populations AND the district has higher disparity using the disparity test, the district is identified as proportionately overrepresented. To test for proportional under-representation, the proportion of each race/ethnic enrollment receiving special education in a district is compared to the proportion of that group in the total grade one - twelve population of the district. When the proportion of students ages six - twenty-two receiving special education for any race/ethnic category is more than 40 percent lower than its proportion in the grades one - twelve population AND the district has higher disparity using the disparity test, the district is identified as proportionately underrepresented
Meets Requirements	4 pts	
Needs Assistance	3 pts	<b>Meets requirements:</b> Districts that are not disproportionate, may have disparity, but the district policy, procedures and practices are compliant with statutory and regulatory requirements.
Needs Intervention	2 pts	<b>Needs Assistance:</b> Districts that are disproportionate with some noncompliant policies, procedures and practices. The district disparity has decreased from the prior year measure.
Needs Significant Intervention	1 pt	<b>Needs Intervention:</b> Districts that are disproportionate with noncompliant policies, procedures and practices. The district disparity has increased from the prior year measure.  <b>Needs Significant Intervention:</b> Districts that are significantly disproportionate with noncompliant policies, procedures, and practices.

22

The table also includes information about Timely Correction of Noncompliance, Timely and Complete Reporting, and Audit Findings. The overall score is the average of all the areas with a score. The numerical score translates into an overall determination status.

State Performance Plan Indicator	Data	Score	Determination
	policies, procedures and practices: Yes - The district had 17 race/ethnicity-disability cells that were over or under represented.		
Indicator 11: Initial Evaluation	Data submitted indicated that 17.5% of initial evaluations were completed within 60 days of receiving parent consent.	3	Needs Assistance
Indicator 12: Transition from Part C to Part B	Data submitted indicated that 39.4% of children referred from Part C had an IEP developed and implemented by the child's third birthday.	2	Needs Intervention
Indicator 13: Secondary Transition	Percent of youth age 16 and above had coordinated, measurable annual IEP goals and transition services: 95%	4	Meets Requirements
Timely Correction of Noncompliance	Compliance monitoring data indicates that the district had 0 noncompliance findings that were corrected after the one year timeline.	4	Meets Requirements
Timely and Complete Reporting	Records indicate that the SELPA and District submitted timely and complete data 53% of the time.	2	Needs Intervention
Audit Findings		N/C	N/A
<b>OVERALL DETERMINATION</b>		3.29	Needs Assistance
N/A – Not applicable to the district N/C – Not calculated for the district			

Because the overall compliance determination for the Pomona Unified School District is Needs Assistance, the district is required to seek technical assistance from the

Focused Monitoring and Technical Assistance (FMTA) Consultant assigned to your district. Please consult the CDE website at <http://www.cde.ca.gov/sp/se/qa/fmtacnct.asp> for a listing of local area FMTA consultants.

The determination of timely and complete recording is based on another table that captures information about data that must be submitted to CDE. SELPA level reports are associated with all of the districts in the SELPA.

TIMELY and COMPLETE REPORTING		
Reports	Timely	Complete
CASEMIS December 1, 2006 Due Date: January 13, 2006	0	1
CASEMIS December 1, 2006 Anomaly Report Due Date: January 15, 2006	N/C	0
CASEMIS 2006-07 Special Education Personnel Data Report Due Date: March 10, 2006	0	1
Desired Results Developmental Profile June 2007 Due Date: August 17, 2007	1	N/C
CASEMIS June 30, 2007 Due Date: August 17, 2007	0	1
CASEMIS June 30, 2007 Anomaly Report Due Date: August 17, 2007	N/C	1
CASEMIS Post School Outcomes Data Table 2007 Due Date: August 17, 2007	0	N/C
SELPA 2006-07 Local Plan Due Date: July 10, 2007	1	1
SELPA Annual Service and Budget Plan Due Date: July 10, 2007	1	1
Special Education Self Review Monitoring Plan Due Date: March 15, 2007	N/C	N/C
Special Education Self Review Data File Due Date: September 30, 2007	N/C	N/C
Maintenance of Effort (SEMB) 10/17/06 Due Date: October 17, 2006	0	1
Maintenance of Effort (SEMA) 12/15/06 Due Date: December 15, 2006	0	1
Behavior Reports Due Date: October 13, 2006	N/A	1
<b>Total</b>		12
<b>Overall Percentage</b>		63%

1=Report submitted, timely, or complete  
0=Report not submitted, not timely, or not complete  
N/C – Not calculated in 2006-07  
N/A – Not applicable in 2006-07  
Total= the sum of all calculated and applicable fields.  
Overall percentage= total divided by the number of calculated and applicable fields.

Each report submitted is rated for timeliness and completeness on the due date and receives a "1" or a "0". The overall percentage is based on the sum of 1's and 0's divided by the number of cells with a rating.

**TIMELY and COMPLETE REPORTING**

District Name:  
District Number:  
SELPA Number:  
SELPA Name:

Reports	Timely	Complete
CASEMIS December 1, 2006 Due Date: January 13, 2006	0	1
CASEMIS December 1, 2006 Anomaly Report Due Date: January 13, 2006	N/C	0
CASEMIS 2006-07 Special Education Personnel Data Report Due Date: March 10, 2006	0	1
Desired Results Developmental Profile June 2007 Due Date: August 17, 2007	1	N/C
CASEMIS June 30, 2007 Due Date: August 17, 2007	0	1
CASEMIS June 30, 2007 Anomaly Report Due Date: August 17, 2007	N/C	1
CASEMIS Post School Outcomes Data Table 2007 Due Date: August 17, 2007	0	N/C
SELPA 2006-07 Local Plan Due Date: July 10, 2007	1	1
SELPA Annual Service and Budget Plan Due Date: July 10, 2007	1	1
Special Education Self Review Monitoring Plan Due Date: March 15, 2007	N/C	N/C
Special Education Self Review Data File Due Date: September 30, 2007	N/C	N/C
Maintenance of Effort (SEMB) 10/17/06 Due Date: October 17, 2006	0	1
Maintenance of Effort (SEMA) 12/15/06 Due Date: December 15, 2006	0	1
Behavior Reports Due Date: October 15, 2006	N/A	1
<b>Total</b>		12
<b>Overall Percentage</b>		63%

1=Report submitted, timely, or complete  
0=Report not submitted, not timely, or not complete  
N/C – Not calculated in 2006-07  
N/A – Not applicable in 2006-07  
Total= the sum of all calculated and applicable fields.  
Overall percentage= total divided by the number of calculated and applicable fields.

25

The overall percentage from the timely and complete reporting table is entered into the Compliance Determination and becomes part of the overall Compliance Determination.

State Performance Plan Indicator	Data	Score	Determination
	policies, procedures and practices: Yes - The district had 17 race/ethnicity-disability cells that were over or under represented.		
Indicator 11: Initial Evaluation	Data submitted indicated that 77.5% of initial evaluations were completed within 60 days of receiving parent consent.	3	Needs Assistance
Indicator 12: Transition from Part C to Part B	Data submitted indicated that 39.4% of children referred from Part C had an IEP developed and implemented by the child's third birthday.	2	Needs Intervention
Indicator 13: Secondary Transition	Percent of youth age 16 and above had coordinated, measurable annual IEP goals and transition services: 95%	4	Meets Requirements
Timely Correction of Non-compliance	Compliance monitoring data indicates that the district had 0 non-compliance findings that were corrected after the one year timeline.	4	Meets Requirements
Timely and Complete Reporting	Records indicate that the SELPA and District submitted 63% of complete data of the time.	2	Needs Intervention
Audit Findings		N/C	N/A
<b>OVERALL DETERMINATION</b>		3.29	Needs Assistance

N/A – Not applicable to the district  
N/C – Not calculated for the district

Because the overall compliance determination for the Pomona Unified School District is Needs Assistance, the district is required to seek technical assistance from the

Focused Monitoring and Technical Assistance (FMTA) Consultant assigned to your district. Please consult the CDE website at <http://www.cde.ca.gov/sp/se/qa/frnkacnrit.asp> for a listing of local area FMTA consultants.

26



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Compliance Determinations and MOE Reduction

- If the total Federal grant in FY 2009 exceeds the amount received in FY 2008, the LEA may be eligible to reduce their maintenance of effort level by up to 50 percent of this increase.
- If, in making its annual compliance determinations, an SEA determines that an LEA is not meeting the requirements of Part B, the SEA *must* prohibit that LEA from reducing its MOE for any fiscal year (no MOE reduction if the LEA's determination is Needs Assistance, Needs Intervention, or Needs Substantial Intervention)
- Finally, an LEA that is required to use 15 percent of its IDEA Part B allocation on CEIS because of significant disproportionality, will not be able to reduce local MOE.

27



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Noncompliance Findings

28



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Findings of Noncompliance based on CASEMIS data

- OSEP expects CDE to make findings of noncompliance based on data supplied to CDE through CASEMIS. (see OSEP FAQ on compliance #8 at <http://spp-apr-calendar.rrfcnetwork.org/explorer/view/id/530>.)
- Previously, CDE sent letters related to annual IEP timelines and triennial reviews.
- Now CDE is expected to send findings of noncompliance and corrective action plans for items calculated through the CASEMIS data submissions. Specifically, findings will be made related to
  - Indicator #4 – Suspension and Expulsion,
  - Indicator #9 – Disproportionality Overall,
  - Indicator #10 - Disproportionality by Disability,
  - Indicator #11 - Initial Evaluation,
  - Indicator #12 - Transition from Part C to Part B, and
  - Indicator #13 - Post Secondary Transition.

29



JACK O'CONNELL  
State Superintendent  
of Public Instruction

### FREQUENTLY ASKED QUESTIONS REGARDING IDENTIFICATION AND CORRECTION OF NONCOMPLIANCE AND REPORTING ON CORRECTION IN THE STATE PERFORMANCE PLAN (SPP)/ANNUAL PERFORMANCE REPORT (APR)

SEPTEMBER 3, 2008

#### **8. Must a State make a finding of noncompliance if the State receives data through its database that show noncompliance with the requirements of the IDEA?**

Yes, consistent with the response to question 5, above, a State must account for all noncompliance, whether collected through the State's on-site monitoring system, other monitoring processes such as self-assessment or desk review of records, data system, or statewide representative sample or 618 data. If a State examines data through its database and determines that they show noncompliance with the requirements of the IDEA, the State must make a finding and require correction as soon as possible, and in no case later than one year after the State's identification (the State's written notification to the LEA or EIS program of the finding of noncompliance).

30



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## SPP/APR Changes

31



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Several Types of Changes are in the Works

- **Proposed by OSEP to OMB**
  - Alignment to ESEA calculations (formerly known as NCLB)
  - Lag year added to some indicators
  - Old indicators coming (back) online
  - Changed indicators
  - Preschool LRE data collection
- **Changes sought by CDE**
  - Disproportionality Calculations
  - Significant Disproportionality Calculations

32

## Changed Indicators

Indicator	Change	First Reported to OSEP
1 Graduation	Same as ESEA	FFY 2008 APR due 2/1/10.
2 Drop Out	Same as ESEA	FFY 2008 APR due 2/1/10.
4B Discipline by Ethnicity	New indicator	FFY 2009 SPP due 2/1/11***
6 - Preschool LRE	New data re: hours in PS	Feb 2010 618 Data *** FFY 2009 SPP due 2/1/11
12 - C to B Transition	New Exception	FFY 2008 SPP due 2/1/10
13- Secondary Transition	Major component changes	FFY 2009 SPP due 2/1/11.***
14 - Post Secondary Education and Employment	New measures, calculation and definitions	FFY 2009 SPP due 2/1/11***
*** Will require additional data collection. Under discussion with SELPA		

33



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Old Indicators Coming Online

- **Indicator 4.B. - Discipline by Disability**
  - Will calculate over and under representation of students by ethnicity in the pool of students suspended/expelled for 10 days or more
  - Will require review of policies, procedures and practices
  - Will report only those with noncompliant policies procedures and practices
  - Compliance indicator – 0% tolerance.
- **Indicator 6 – Preschool LRE**
  - Will be calculated using new 618 definitions for students served in regular preschool – location where special ed services are provided to students in regular preschool more or less than 10 hours
  - Will establish new benchmarks and targets
- **Indicator 7 – Preschool Assessment**
  - Will calculate new benchmarks and targets per OSEP instructions – two targets per developmental area.
  - Will begin reporting in APR and in SPP/APR Indicators

34



JACK O'CONNELL  
State Superintendent  
of Public Instruction

# Questions



We will now answer some questions from the chat area and the question box related to the State Updates

35



JACK O'CONNELL  
State Superintendent  
of Public Instruction

# Recovery \$\$



36



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## California ARRA Preschool Funding

- ARRA IDEA 611 Preschool Grants (Est.) = \$74,065,942
- ARRA IDEA 619 Preschool Grants = \$41,028,219
- **Total ARRA of 2009 Estimated Preschool Funds = \$115,094,161**

37



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## California ARRA Preschool Funding

- Regular IDEA 611 Preschool Grant (Est.) = \$66,562,407
- Regular IDEA 619 Preschool Grant = \$30,000,000
- **Total Estimate Regular FY 09 IDEA Preschool Funds = \$96,562,407**
- **TOTAL FY 2009 IDEA Preschool Funding = \$211,656,568**

38



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Availability of ARRA Preschool Funding

The grant award time period is

February 17, 2009  
through  
September 30, 2011

39



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Authorized Uses of IDEA Part B ARRA Funds

- Funding is one-time additional funds for the regular FY 2009 IDEA 619 grant award.
- All provisions of EDGAR and GEPA, as well as those in IDEA, that currently apply to IDEA funds apply to the IDEA Part B ARRA funds.
- Generally, funds should be used for short-term investments that have the potential for long-term benefits, rather than for expenditures the LEAs may not be able to sustain once the ARRA funds are expended.

40



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Some possible uses of these limited-term IDEA ARRA Funds

- Obtain state-of-the art assistive technology devices and training in their use to enhance access curriculum
- Provide intensive district-wide PD for special and regular education teachers - focuses innovative evidence-based school-wide strategies in curriculum and positive behavioral supports
- Develop or expand the capacity to collect and use data to improve teaching and learning.
- Expand the availability and range of inclusive placement options for preschoolers with disabilities

41



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Poll

How will you spend your recovery \$\$?

- a) Obtain state-of-the art assistive technology devices and training
- b) Provide intensive district-wide PD for special and regular education teachers
- c) Develop or expand the capacity to collect and use data to improve teaching and learning.
- d) Expand the availability and range of inclusive placement options for preschoolers with disabilities
- e) Other

42



JACK O'CONNELL  
State Superintendent  
of Public Instruction

# Inclusive Models & Resources



43



JACK O'CONNELL  
State Superintendent  
of Public Instruction

Santa Clara County Office of Education



# INCLUSION COLLABORATIVE

Supported by:

44





JACK O'CONNELL  
State Superintendent  
of Public Instruction

## MISSION STATEMENT

*The Inclusion Collaborative of Santa Clara County is committed to ensuring that children with disabilities and special needs have equal access to full participation in inclusive learning environments.*



45



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## What is Inclusion as defined by the Inclusion Collaborative?

- Children with and without disabilities participate in work, play and learning activities together.
- Modifications and accommodations to routines and activities are made so that all children can benefit.
- ALL children are welcomed and have the sense of belonging!



46



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Benefits of Inclusion....

- All children...
  - learn to grow and develop together
  - with and without disabilities share in experiences.
  - form lasting relationships
  - become aware of similarities and differences between themselves and their peers.
  - develop a sense that everyone, regardless of abilities or disabilities has an important contribution.



47



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Kit for Inclusion Team Success (KITS)



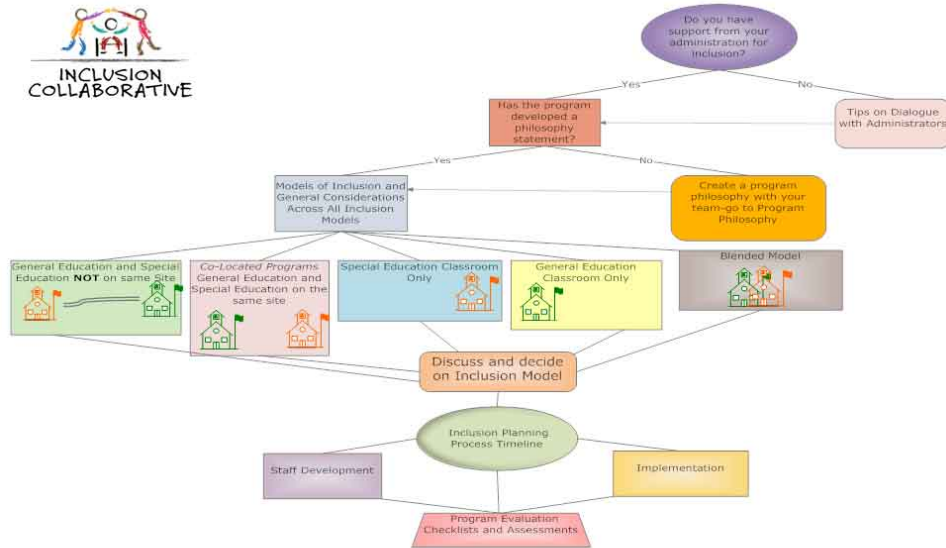
### Purpose of KITS

- To help programs get started with inclusion
- Help programs evaluate their current inclusion efforts
- Support the community, staff and families in their journey toward inclusive practices

© 2009 Inclusion Collaborative

48

## Inclusion Model Decision Matrix



1200 Redier Park Drive MC 227 San Jose, CA 95131 (408) 453-6756 FAX: 453-6596  
 www.scces.org/programs/inclusion  
 © 2009 Inclusion Collaborative



JACK O'CONNELL  
 State Superintendent  
 of Public Instruction

## Purpose and Overview of Decision Matrix

Assists programs, staff or families to understand the steps toward the creation of an inclusive program

- Administrative Support
- Tips for Dialogue with Administrators
- Program Philosophy
- General Considerations Across All Inclusion Models
- Models of Inclusion
- Inclusion Planning Process and Timeline
- Staff Development
- Implementation
- Program Evaluation



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## For More Information

***Inclusion Collaborative***  
***www.inclusioncollaborative.org***



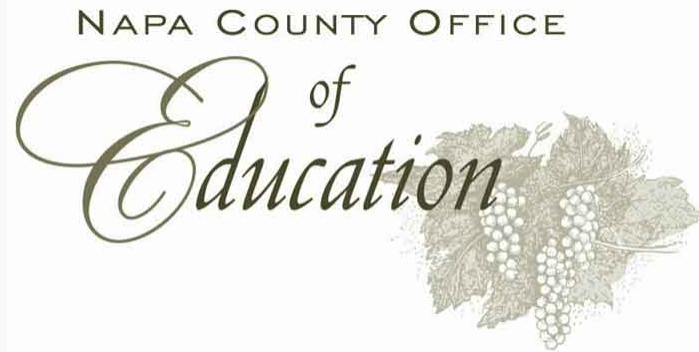
***Contact Janice Battaglia***  
***janice\_battaglia@sccoe.org***

***SEEDS Project***  
***www.scoe.net/SEEDS***

51



JACK O'CONNELL  
State Superintendent  
of Public Instruction



**Barbara G. Nemko, Ph.D. Superintendent**  
**Early Childhood Services**

52



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Napa County Office of Education's (NCOE) Preschool Program Demographics

- Napa Infant Preschool Program (NIPP) serves between 175 – 300 preschool students per year
- Non-Categorical program



Photo: NCOE Website <http://www.ncoe.k12.ca.us/>

53



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## NCOE's Preschool Program Staff

62 staff members who are specific to Preschool Services

Blended staff includes:

- Director of Early Childhood Services
- 2 Program Coordinators
- 3 Administrative and school site secretaries
- ECSE Credentialed Teachers
- *Speech and Language Therapists*
- *Occupational and Physical Therapists*
- *School Nurse*
- *School Psychologist*
- *Social Worker MFCC on contract*

54



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## NCOE's Preschool Program Staff *Continued*

- EC Teachers with Child Development Matrix permit
- Associate Teachers (with CDD Permit)
- Instructional Assistants on 3 different Tiers
  - Classroom Aids
  - Early Intervention Assistants
  - Autism Behavioral Aids

55



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## NCOE's Preschool Classrooms

- 14 ECSE classrooms operated by NCOE
- 49 other community locations within Napa County are provided special education services through NIPP
- Full day or partial day classes – All are fully inclusive
- Community Support Team

### **Locations include:**

- *School District operated State Preschool*
- *Private Community Preschools*
- *8 Head Start sites (16 total ½ day classrooms) through Community Partnerships*
- *12 Community Preschool sites supporting 25+ classrooms*
- *Therapeutic Childcare Center operated through Health and Human Services*
- *Family Childcare settings*
- *Individual child's home*

56



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## NCOE's Preschool Model

### Reasons for change

- Philosophy—We fundamentally believed in inclusion
- NIPP always had an excellent partnership with Head Start
- Parents wanted more community options—kids needed to go to school where parents wanted them to go
- We have a good reputation in the community and therefore the community was “very ripe” for the opportunity to partner with NIPP
- Current model has evolved since 1999. Yearly changes are based upon program evaluation and input from families

57



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## NCOE's Existing Resources

- Highly skilled staff members committed to a vision of Inclusive Communities
- Support and backing from local Family Resource Center (Parents CAN)
- Strong existing partnership with community agencies and preschools
- Support of the Superintendent and Deputy Superintendent
- Use of AGH consultants for the implementation of Integrated Therapy approach in all high quality classrooms
- High Quality Special Education Birth to Five Program in place since 1975
- Local First Five funding
- Director who was knowledgeable of programs and funding streams available through Child Development Division

58



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## NCOE's Challenges

- In the beginning, convincing the Special Education Staff that Inclusion is supported by strong research and is Evidence Based, just stating "it was the law" was not enough!
- Funding for Training
- Getting community partners on board (i.e. CCS, Regional Center)
- Partners had different philosophies of how to provide therapy (clinical versus educational).

59



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## NCOE's Successful Strategies

- Pick people who are on board first and go with them in the implementation before the full change.
- Make sure you implement it fully and effectively with training, and consistent follow up support for staff.
- Know you need to train new staff coming into the program and have an interagency model in place for training. Remember that staff assignments can change from year to year.
- Do it strategically—each year add a bit more. Don't think you can change all at once.

60



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## NCOE's Essential Components for Inclusion

- Start with High Quality, Developmentally Appropriate classrooms based on the research.
- Work with parents on planning from the beginning.
- Do one strand of inclusion per year (i.e. focus on building community options for children one year).
- Work within the community to partner on specific projects or training—"On the Road to Excellence"
- Have Program Standards
- Have a budget for staff development and a travel budget.
- Count on additional staffing, and administrative time.
- Have a living agreement with SELPA—not set in stone. Fluid and flexible, including staff input.

61



JACK O'CONNELL  
State Superintendent  
of Public Instruction



S A N T A B A R B A R A  
County Education Office  
*William J. Cirone, Superintendent*



62



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## Santa Barbara County Education Office's (SBCEO) Preschool Program Demographics

- Number of Preschool Students Served: 599
- Children – Disability Categories
  - Hearing Impairment
  - Hearing and Visual Impairment
  - Language or Speech Disorder
  - Visual Impairment
  - Severe Orthopedic Impairment
  - Autistic-like Behaviors
  - Mental Retardation

63



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## SBCEO's Preschool Program Staff

- 26 Early Childhood Special Ed. Teachers
- 49 Instructional Assistants
- 2 ECE Preschool Directors
- 7 ECE Preschool Associate Teachers
- Speech & Language Specialists
- Speech Assistants
- Adapted Physical Education Specialists
- Vision & Hearing Specialists
- Occupational Therapists
- Behavior Specialist
- Nursing Services
- Psychologists



64



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## SBCEO's Preschool Program Classrooms

- 29 Preschool SDC sites
  - 9 State Preschools
  - 5 Head Starts
  - 6 Private Preschools
  - 1 Community College
  - 1 University Children's Center
  - 2 County-owned Preschools
  - 4 Learning Enrichment Autism Program Classes
  - 1 DHH Preschool Class

65



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## SBCEO's Preschool Model

### Reasons for Change:

We began doing some preschool inclusion in the early 1980's. There are legal reasons (IDEA, 504, etc.), philosophical reasons (equal access and rights) and educational reasons (appropriate models, positive social relationships, improved skills in all developmental areas). But our most important reason was simply that it works!



66



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## SBCEO's Preschool Model

SBCEO's model is based on the belief that all preschool children with special needs should be served in natural environments with typical peers to promote the opportunity for each child to develop to his or her fullest potential. Except for our specialized environments that provide supplemental instruction for children with autism and or who are deaf or hard-of-hearing, every child is served in a private preschool, a State Preschool, a Head Start Preschool, a co-located program with a State Preschool or in one of our two SBCEO-operated preschools.

67



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## SBCEO's Existing Resources

- First 5 Santa Barbara
- Office of Early Care and Education
- Early Childhood-Special Needs Collaborative
- Preschool Inclusion Task Force
- Family First (Family Resource Center)
- Head Start (CAC)
- Child Abuse Listening and Mediation (CALM)
- Child Assistance Creating Hope (CATCH)
- Health Linkages
- Tri-Counties Regional Center
- UCSB Autism Clinic: First S.T.E.P.
- The Home Instruction for Preschool Youngsters project (HIPPY)

68



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## SBCEO's Challenges / Strategies

- **Challenges**
  - Different styles of ECE and Special Ed. staff
  - Time for planning
  - Attitudes towards inclusion
  - Finding appropriate private sites
- **Successful Strategies**
  - Parent collaboration and decision-making
  - Becoming an integral part of the preschool
  - Leasing slots in private preschools
  - County-owned preschool (NAEYC Accreditation)
  - Celebrating and recognizing our ECE Directors

69



JACK O'CONNELL  
State Superintendent  
of Public Instruction

## SBCEO's Essential Components for Inclusion

- Qualified and well trained staff
- Family involvement in all aspects of the program
- Administrative leadership and commitment (both ECE and Special Education)
- Willingness to create flexible and innovative options
- Program philosophy that promotes acceptance and respect of each child and staff that celebrate the diversity of all children
- A natural ratio of children with and without disabilities
- Comprehensive team planning to support inclusion
- Advocacy for children and their families

70



JACK O'CONNELL  
State Superintendent  
of Public Instruction

# SEEDS Project Support

## www.scoe.net/seeds



71

Home About Us Training & Technical Assistance Resources/Focus Areas CDE Monitoring Search Staff Sign In

**SEEDS** Supporting Early Education Delivery Systems  
Early Childhood Special Education Training and Technical Assistance

**WELCOME!**

SEEDS is a project of the California Department of Education (CDE), Special Education Division and is under the auspices of the Sacramento County Office of Education.

The SEEDS Project offers training and technical assistance to administrators, staff, and families involved in early childhood special education programs. Assistance is provided to programs serving children ages birth to five in Local Education Agencies (LEAs) throughout California.



**PROJECT HIGHLIGHTS**

We invite you to explore these areas of our site:

- [CDE-SED Early Childhood Special Education Webinar](#)  
May 1, 2009
- [Assistive Technology](#) for young children
- [Zaca Center, Santa Barbara County Education Office](#)  
Learn about what one community created to provide inclusive preschool options.

**QUICK LINKS**

- [CDE-SED Self Review Parent Survey and Information](#)
- [CDE-SED Verification Review Parent Survey and Information](#)
- [CDE-SED NCSEAM Parent Surveys](#) (coming soon!)
- [California Department of Education - Special Education Division](#)

SEEDS Project - Sacramento County Office of Education  
10474 Mathar Boulevard | P.O. Box 286023 | Sacramento, CA 95826 | (916) 228-2379 | Fax: (916) 228-2311 | ryan@scoe.net

Least Restrictive Environment Resources

- Support
- Website Links
- Program Spotlights
- Video Clips

72



JACK O'CONNELL  
State Superintendent  
of Public Instruction

# Questions



We will now answer some questions  
from the chat area and  
the question box

73



JACK O'CONNELL  
State Superintendent  
of Public Instruction

# Closing Remarks

- Thank you for joining us for this ECSE Field Meeting Webinar
- Please follow up with the activities and submit additional comments and questions at the SEEDS Web site
- See you in the Fall



74