Improving Special Education Services (ISES) Stakeholders' Meeting
December 5, 2008

CDE Special Projects and contracted TA Providers
Poster Session Descriptions

Individualized Education Program (IEP) Module
Linda Wyatt

"Standards-based Individualized Education Programs (IEP): Closing the Achievement Gap for Students with Disabilities"

Overview: The IEP training module has been developed to provide participants with information about developing IEP goals that are standards-based. It will be placed on the CalSTAT website in order to serve as a training tool 24/7.

Focus: The focus is on writing annual IEP goals that are standards-based. Included in the discussion are reasons why students with IEPs need to be exposed to standards-based goals.

Targeted Audience: Educators, Administrators, Parents and university students.

Technical Assistance: Will be provided by the Policy and Program Services Unit and staff from CalSTAT.

Successes: This training module will replace the training module that is currently on the CalSTAT website. The information is aligned to the 2004 IDEA regulations.

California Modified Assessment-Indicator 3
Jill Larson

The California Modified Assessment (CMA) is part of the Standardized Testing and Reporting program (STAR). It is a modified assessment for students with disabilities who have an IEP. It is based on grade-level standards and covers the same content as the Content Standards Test (CST). IDEA regulations were amended to include specific IEP requirements for students who participate in the CMA. Students must meet specific participation criteria in order to be eligible and must have a grade-level, standards-based goal for every subject being assessed by the CMA.

Resources:
• Participation Criteria: http://www.cde.ca.gov/ta/tg/sr/participcriteria.asp
• The CMA and IEP Requirements Webinar: www.cacompcenter.org/cma
  o Power Point Slides
  o Training Notes
  o Training Worksheets
  o Additional Resources

California Services for Technical Assistance and Training (CALSTAT) and State Improvement Grant (SIG) 2 Final Evaluation Report
Anne Davin, Li Walter, and Alan Wood

CalSTAT (California Services for Technical Assistance and Training) is a special project of the California Department of Education, Special Education Division. It is funded through the Special Education Division and the California State Personnel Development Grant (SPDG). The SPDG, a federal grant, will continue to reform and improve California's system of personnel preparation and professional development as part of a larger effort to increase student achievement and improve outcomes for students with disabilities. The SPDG supports and develops partnerships with schools and families by providing training, technical assistance and resources to both special education and general education. The activities of CalSTAT are guided by and support research-based practices and core messages. Project activities include:

- **Training and Technical Assistance**
    - State and Regional Leadership Institutes / Leadership Community
    - Cadre of BEST/Positive Behavioral Supports Trainers (BEST)
    - Effective Reading Intervention Academy (ERIA)
    - Field-requested TA in Core Message Areas
- **Continued Leadership Site (LS) Support**
    - For best practices in the areas of literacy, behavior, SE/GE collaboration, transition, and family partnerships
- **Family Partnerships**
    - Family Participation Fund (FPF)
    - Community Advisory Committee (CAC) development support
- **Information Dissemination**
    - Special Edge, RISE Library, Podcasts
- **Data Tools**
    - TED-Training Evaluation Database, CST Charting Program

CalSTAT continues activities from the earlier State Improvement Grant (SIG2), which closed in August 2008. A comprehensive retrospective describes SIG2 activities and outcomes, the *SIG2 Evaluation Activities Evaluation Summary Report*. This report is being distributed to stakeholders at the December 2008 ISES meeting, and SIG Evaluators Cheryl "Li" Walter and Alan Wood are available during the ISES Poster Board session to discuss SIG2 activities and outcomes.

For more information please visit our website at www.calstat.org.

Special Education Early Delivery System Project (SEEDS)
Cathy Mitkitka

SEEDS is a project of the California Department of Education (CDE), Special Education Division and 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. SEEDS has provided support and training at no cost to LEAs on behalf of CDE since 1994.

The priorities for SEEDS' assistance are:

- Infant and preschool programs that have been subject to a monitoring review in order to provide training and technical assistance to address non-compliance at the LEA level.
- Programs that need to make changes in their service delivery model in response to changes in state and federal laws.
- Assisting programs to implement a federally required statewide assessment program for preschoolers.

SEEDS provides technical assistance through individual consultation, group training, facilitation, program assessment, research, material development, resource referral and many other methods depending on the unique needs of each LEA.

To learn more about how SEEDS can assist your program, give us a call 916-228-2379 or visit our web site www.scoe.net/seeds.

Desired Results *Access* Project
Donna Sullivan-Patterson

The Desired Results system is an accountability initiative of the California Department of Education (CDE) developed to determine the effectiveness of its child development and early childhood special education services and programs. The system ensures that children who are enrolled in state-funded preschool programs benefit from those programs.

Central to the Desired Results System are the assessment instruments that measure children's progress. These instruments, the Desired Results Developmental Profiles (DRDP), comprise the child assessment component of the Desired Results system. The DRDP instruments are authentic assessments that enable assessors to document children's progress over time and in everyday settings and activities. All preschool-age children with Individualized Education Programs (IEPs) participate in this assessment system.

The two DRDP instruments used for preschool-age children with IEPs include

- **PS DRDP-R:** describes children's development from age three to kindergarten.
- **DRDP** *access:* describes children's development from birth to kindergarten**.**

The Desired Results *access* Project assists the California Department of Education, Special Education Division (SED), in implementing the DRDP Assessment System to measure the progress of California's preschool-age children with IEPs. The Project's activities include providing ongoing professional development opportunities, resources and technical support to those implementing the Assessment System, and conducting research and evaluation activities that will lead to data-informed improvements to the system.

The Desired Results *access* Project also develops and manages the Special Education Desired Results System (SEDRS), an online system that collects Desired Results assessment data through a secure web interface. It is the mechanism for reporting DRDP data for all preschool children with IEPs to CDE.

A key focus this year is providing increased resources and support for administrators, service providers, and families in using DRDP assessments and the resulting data to review and enhance their local programs.

For additional information and a wealth of resources please visit www.draccess.org.

Special Education Early Childhood Administrators Project (SEECAP)
Kathleen Finn

SEECAP promotes excellence in educational leadership by addressing the unique professional development needs of experienced and aspiring administrators and parent or professional leaders in early childhood and early childhood special education. Attendees are encouraged to participate with your inter- and intra-agency leadership TEAM representatives from early childhood general education, special education, state & private preschool, Head Start, Early Head Start, and early care and education. Together teams examine the issues, develop a collaborative action plan, and transform your local systems of education and service delivery. SEECAP Participants:
- Receive guidance in understanding program connections and responsibilities associated with local, state, and federal initiatives and mandates.
- Examine research-based interventions, developmentally appropriate practices and staff training options to support quality programs.
- Engage in creative interagency dialogue.
- Build leadership competence, confidence and a collegial network.

Least Restrictive Environment (LRE) Resources Project -WestEd
LaQuetta Copeland

The Least Restrictive Environment (LRE) is the instructional environment closest to that of a typically developing student of the same chronological age, and is where the child would attend school in the absence of a disability.

The Least Restrictive Environment (LRE) Resources Project at WestEd is funded by the California Department of Education, Special Education Division to develop materials and resources for use by districts and sites to improve access to the LRE. To achieve this goal, the project is establishing an interactive website to provide training materials, videos, research-based articles and other resources. The site will also allow for web-based training and interactive discussions. In addition, the LRE Resources Project maintains a consultant bank to provide teacher training, mentoring, facilitating, technical assistance, and specialized materials. The project also provides resources and information for CDE consultants, hearing officers parent groups and other interested parties.
The following are available from the LRE Resources Project:
- LRE Starter Kit
- LRE Self-Assessment and Continuous Improvement Activities Tool
    - School Site Level Tool
    - District Level Tool
- Videos/DVDs:
    - *The Paraprofessional's Role in Inclusive Classrooms* (DVD plus support manual)

o *Restructuring Schools for All Kids (DVD)*

Riverside County Achievement Team Plus (RCAT+)
Dawn Walsh

The ScaleUP Project is one of the activities contracted between the Riverside County Office of Education and the California Department of Education, Special Education Division for the overall purpose of improving educational outcomes for all students with a focus on students with disabilities.

The ScaleUP Project is designed to build regional and local capacity to improve outcomes for students by addressing instruction that is data informed, research based and in accordance with state content standards for administrators, support staff, specialist, teachers, paraprofessionals, and others serving all students, including students with disabilities.

The ScaleUP Project addresses the need to develop leadership processes and procedures regarding program improvement at the site and district levels, which ensure that all children, including children with disabilities, have access to and progress in the general education standards based curriculum.

PURPOSE

To expand the number of county offices, districts and school sites utilizing the RCAT Plus model statewide.

The RCAT Plus model is based on the operating principle and belief that if we can alter the behavior of adults and impact the school site by increasing staff collaboration with a focus on student learning and elevating student achievement, we can raise student achievement across all subgroups, including students with disabilities. Schools participating in RCAT Plus are enjoying an impact gap – a measurable and widening positive difference in the numbers of all students and students with disabilities in both English Language Arts and Mathematics who are performing at or above the proficient and passing level. (See separate handout for description of RCAT model: Riverside Achievement Team: Connecting Systems, Structures and Curricula with Beliefs for High Student Achievement)

California Comprehensive Center
Marion Miller

The California Comprehensive Center (CA CC) at WestEd is funded by the US Department of Education and is part of a federal network of 16 regional Comprehensive Assistance Centers, serving individual states or clusters of states. The Comprehensive Centers are charged with building state capacity to implement fully the federal No Child Left Behind Act (NCLB), improve student achievement and close achievement gaps. The CA CC provides assistance to the California Department of Education and other state agencies, as well as to statewide groups and organizations that help districts and schools implement NCLB.

The priority areas of the CA CC are the following:

1. Supporting those working to build the capacity of districts and schools to improve student achievement.
2. Building the capacity of the state and districts to support students with special needs, including English learners, and students receiving special education services, and students served under Migrant Education
3. Disseminating research-based and promising practices
4. Building the capacity of key statewide networks to support NCLB implementation
5. Building the capacity of the state to use technologies to support districts and schools

Teach California
Kris Marubayashi

TEACH California (TC) is administered by the California Department of Education and is funded by CDE and the US Department of Education. TC was created as a "one-stop information center" for prospective teachers, and highlights the great need for special education, mathematics, and science teachers. Its web site is filled with career counseling activities, interactive interviews with teachers, and information about the credentialing process. The site contains a fully searchable database of teacher recruitment and teacher preparation programs, and complete information about financial aid. Outreach materials can be ordered online, for free.

A new function, online registration, will soon be added. This feature will enable prospective teachers to create, save, and update their own pathway to teaching. In addition, teachers and administrators will have access to a teacher recruitment "checklist" that is designed to help them create or modify their own teacher recruitment program.

TEACH California is located at www.teachcalifornia.org.