



# STEERING COMMITTEE

## AGENDA

### TOPIC

### SPEAKER

#### Welcome & Introductions

#### Federal and State News

- |                                       |                    |
|---------------------------------------|--------------------|
| • Legislative Updates                 | David Toston       |
| • Fiscal Update                       | Robert Steponovich |
| • Addressing SpEd Staffing Shortages* | Ginese Quann       |
| • CCTC Update*                        |                    |
| • Competitive Integrated Employment*  |                    |
| • CA MTSS Conference*                 |                    |

Wednesday, May 23, 2018  
 10:00 am – 2:30 pm  
 Mission Valley DoubleTree  
 7450 Hazard Center Drive  
 San Diego, CA 92108

#### SELPA Updates

- |   |                  |
|---|------------------|
| • 18-19 Professional Learning Offerings | Kevin Schaefer   |
| • Teacher Academy*                      | Kevin Schaefer   |
| • Para-Educator Academy*                | Kevin Schaefer   |
| • Grasp on CAASPP*                      | Christina French |
| • CASEMIS*                              | Kate Hewitt      |
| • Delay Code 90*                        |                  |
| • Disproportionality Update             | Ginese Quann     |
| • New SELPA Team Members                |                  |
| • 18-19 Steering Meetings*              |                  |
| • Regional Steering Agenda Feedback     |                  |

#### Lunch

\*Denotes a handout included in the packet



May 8, 2018

# Addressing Special Education Staffing Shortages

---

LEGISLATIVE ANALYST'S OFFICE

Presented to:

Assembly Budget Subcommittee No. 2 on Education Finance

Hon. Kevin McCarty, Chair



May 8, 2018



## Special Education Staff



### Two Types of Special Education Staff—Teachers and Specialists

- Teachers provide instruction to students with disabilities and coordinate the services specified in individual education plans. Teachers must hold a special education credential that is specific to the type of students they teach (see figure). Credentials are issued by the Commission on Teacher Credentialing.
  - About 48,000 special education teachers currently serve in public schools in California.

<b>Five Types of Special Education Teaching Credentials</b>	
<b>Credential</b>	<b>Focus of Credential</b>
<b>Mild/Moderate Disabilities</b>	Teacher instructs students with specific learning disabilities, mild/moderate intellectual disabilities, other health impairments, and serious emotional disturbances.
<b>Moderate/Severe Disabilities</b>	Teacher instructs students with autism, moderate/severe intellectual disabilities, multiple disabilities, and serious emotional disturbances.
<b>Early Childhood Education</b>	Teacher instructs children up to five years old with mild/moderate and moderate/severe intellectual disabilities and traumatic brain injuries.
<b>Deaf and Hard of Hearing</b>	Teacher instructs students with deafness, hearing impairments, and deaf-blindness.
<b>Visually Impaired</b>	Teacher instructs students with blindness, visual impairments, and deaf-blindness.

- Specialists provide specific services, such as speech therapy for students with speech impediments or sign language interpretation for students who are deaf. Specialists typically must hold licenses from professional organizations specific to their field.
  - About 24,000 specialists currently provide such services to students in California.

May 8, 2018



## Special Education Staffing Shortages

---



### Longstanding Shortages of Special Education Staff

- The California Department of Education has reported special education staffing shortages nearly every year since the early 1980s. In 2017-18, all but three states reported shortages.
- Teacher shortages are particularly acute for those who teach students with moderate or severe disabilities. In 2015-16, 40 percent of new teachers serving these students lacked the required credential.
- Shortages also are particularly acute for certain specialists positions. In 2015-16, 23 percent of occupational therapists and 16 percent of speech and language pathologists working in schools were employed through temporary staffing agencies.



## Factors Contributing to Shortages

---



### Pay Does Not Reflect Unique Demands of Job

- School districts typically pay special education and general education teachers the same. However, special education teachers have additional responsibilities, including: (1) developing individual education plans; (2) coordinating teams of specialists to work with students; and (3) responding to litigation challenges brought by dissatisfied parents.
- Other professions more tightly connect responsibilities with pay, such that employees with greater responsibilities and challenges receive higher pay.



### State-Level Factors

- State education and credentialing requirements necessitate that teachers have five (rather than four) years of postsecondary education. Many other states have programs that allow students simultaneously to work toward their bachelor's degree in education and special education credential, with students in other states able to receive both in notably less time.
- The state has overly narrow credential requirements, with special education teachers needing different credentials to work with different groups of students with disabilities.
- Some graduate-level preparation programs for specialists are highly impacted.



### Local-Level Factors

- Inefficient human resources practices result in some districts taking over six months to hire job applicants.
- Weak professional development and support systems can contribute to high staff turnover.

May 8, 2018



## Governor's Proposals

---



### **Provides \$50 Million in One-Time Grants for Teacher Residency Programs**

- One-time Proposition 98 funding would be awarded to schools on a competitive basis to create or expand teacher residency programs for special education teachers.
  - Residency programs pair candidates with experienced mentor teachers and provide more classroom-based training than traditional credential programs.
- Schools could qualify for up to \$20,000 per teacher candidate, with a dollar-for-dollar local match required. At this level, the proposal would support 2,500 candidates.
- Selected schools could use their grants for a variety of purposes, including offsetting teacher preparation costs, providing stipends for experienced teachers to mentor teacher candidates, and providing living stipends for teacher candidates.



### **Provides \$50 Million in One-Time Funds for Local Solutions Grants**

- One-time Proposition 98 grants would fund local efforts to recruit and retain special education teachers. Districts would be selected on a competitive basis.
- Successful schools would receive up to \$20,000 per teacher, with a dollar-for-dollar local match required. At this level, the proposal would support 2,500 candidates.
- Districts would have broad discretion in how they could use their grants.

May 8, 2018



## LAO Assessment

---



### **Focus on Special Education Staffing Shortages Has Merit**

- California faces longstanding shortages of special education teachers and specialists.



### **Both of Governor's Proposals Have Shortcomings**

- Neither proposal addresses the ongoing nature of special education staffing shortages.
- Neither proposal addresses underlying compensation issues.
- Neither proposal addresses the core state-level causes of staffing shortages—most notably, overly restrictive education and credentialing requirements.
- Neither proposal addresses specific local-level issues in some districts, including poor human resources practices, unavailable or unhelpful professional development, and lack of ongoing support.
- Neither proposal addresses shortages of speech and language pathologists or occupational therapists.



### **Each Proposal Has Additional Shortcomings**

- The Governor's residency proposal would fund on a one-time basis a small number of teacher candidates. Some of these candidates might have become teachers without the grant funding. Some districts already fund residency programs using their Local Control Funding Formula funding. To the extent that other districts wish to adopt the residency model, they could use the \$1.8 billion in one-time discretionary grants that the Governor also proposes providing in 2018-19.
- The Governor's local solutions proposal gives districts too much discretion without requiring them to address the root causes of their shortages.

May 8, 2018



## LAO Recommendations

---



### **Reject Governor's Proposals**

- Proposals would not result in lasting reductions in special education shortages.
- Instead, pursue strategies that target the underlying issues driving special education shortages.



### **Encourage Districts to Pay Special Education Teachers Commensurate With Their Duties**

- Higher pay would encourage more teachers to pursue special education over general education by compensating them for the additional responsibilities they perform.
- Pay is fundamentally a local decision, but the Legislature may wish to repeal an existing statutory provision that sets a uniform salary schedule as default district policy.



### **Pursue a Package of State-Level Policy Responses**

- We make three recommendations, one that does not have state costs and two that would have relatively minor state costs.



### **Consolidate Two Special Education Teaching Credentials**

- Consolidate the mild/moderate and moderate/severe credentials into one core special education credential.
- To the extent that specific challenges arise while special education teachers are on the job, school districts could provide tailored professional development.

May 8, 2018



## LAO Recommendations

---

*(Continued)*



### **Create Four-Year Credential Route for Special Education Teachers**

- Amend state law to create a four-year degree option for special education teachers, whereby a candidate could obtain a bachelor's degree in special education and a special education teaching credential within four years of study.
- Provide \$250,000 in one-time startup grants for the California State University (CSU) and potentially other teacher preparation institutions to redesign their curriculum and recruit students. For every \$10 million in one-time funding, the state could fund 40 programs.



### **Expand CSU Specialist Training Programs**

- Provide CSU with targeted funding to increase enrollment in its graduate-level occupational therapy and speech and language pathology programs by 5 percent per year for the next few years. In 2018-19, 5 percent growth equates to an increase of roughly 45 full-time-equivalent students. Assuming state enrollment funding of \$15,000 per student, the total associated budget-year cost would be \$675,000.

---

# 3E

## Information/Action

### *Educator Preparation Committee*

#### **Appropriate Content Knowledge Requirement for Special Education Teacher Candidates**

---

**Executive Summary:** This agenda item presents additional information related to satisfying content knowledge requirements for prospective special education teachers. Several options are presented for the Commission's discussion. The discussion at this meeting will inform the next agenda item where the Commission will be asked to adopt performance expectations, program standards, and authorization statements.

**Recommended Action:** That the Commission discuss the options provided in this agenda item regarding the appropriate content knowledge requirement for special education teacher candidates and provide direction to staff.

**Presenters:** William Hatrick and Sarah Solari Colombini, Consultants, Professional Services Division

#### **Strategic Plan Goal**

##### ***II. Program Quality and Accountability***

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

April 2018

---

## Appropriate Content Knowledge Requirement for Special Education Teacher Candidates

---

### Introduction

At its [February 2018 meeting](#) the Commission adopted a revised credential structure for Education Specialist teaching credentials, as described below. As part of the implementation of the new credential structure, staff is presenting in this agenda item a deeper discussion of the appropriate content knowledge for education specialist candidates consistent with this credential structure. The new credential structure provides for specialty content areas for the Preliminary Education Specialist teaching credential:

- Mild to Moderate Support Needs (MMSN)
- Significant Support Needs (SSN)
- Visual Impairments (VI)
- Deaf and Hard of Hearing (DHH)
- Early Childhood Special Education (ECSE)

### Background

The content knowledge required of special education candidates has varied over time in accordance with the credential structure, authorization statements, and student ages/grades served by holders of the credential. For example, during the Ryan credentials era, special education teachers were required to hold a general education teaching credential prior to earning a special education credential, and thus the content knowledge requirement was satisfied by the preparation for the initial general education teaching credential.

Table 1 below provides an historical overview of the special education credential structure in California, including age range/grades authorized. Table 2 provides an overview of the supporting content knowledge requirements for special education candidates within each of these credential structures.

<b>Table 1: Historical Overview of Special Education Credential Structures</b>				
<i>B= Birth</i>	<i>Pre=Preschool</i>	<i>K= Kindergarten</i>	<i>12 = 12<sup>th</sup> grade</i>	<i>22= 22 years of age</i>
<b>Ryan Credentials (1970-1997)</b>		<b>Education Specialist Credentials (1997-2010)</b>		
Learning Handicapped (LH)	K-12	Mild/Moderate Disabilities (MM)	K-12	
Severely Handicapped (SH)	K-12	Moderate/Severe Disabilities (MS)	K-12	
Visually Handicapped (VH)	K-12	Visual Impairments (VI)	B-22	
Physically Handicapped (PH)	K-12	Physical and Health Impairment (PHI)	B-22	
Communication Handicapped (CH)	K-12	Deaf and Hard of Hearing (DHH)	B-22	
		Early Childhood Special Education (ECSE)	B-Pre	

<b>Table 1: Historical Overview of Special Education Credential Structures</b>			
<i>B= Birth</i>		<i>Pre=Preschool</i>	
<i>K= Kindergarten</i>		<i>12 = 12<sup>th</sup> grade</i>	
		<i>22= 22 years of age</i>	
<b>Education Specialist Credentials (2010-2018)</b>		<b>Education Specialist Credentials (2018- )</b>	
Mild/Moderate Disabilities (MM)	K-12	Mild to Moderate Support Needs (MMSN)	K-22
Moderate/Severe Disabilities (MS)	K-12	Significant Support Needs (SSN)	K-22
Visual Impairments (VI)	B-22	Visual Impairments (VI)	B-22
Physical and Health Impairment (PHI)	B-22		
Deaf and Hard of Hearing (DHH)	B-22	Deaf and Hard of Hearing (DHH)	B-22
Early Childhood Special Education (ECSE)	B-Pre	Early Childhood Special Education (ECSE)	B-K
Language and Academic Development (LAD)	K-22		

Table 1 shows that initially all five specialty content areas within the special education teaching credential authorized the individual to teach students in kindergarten through grade 12. With the redesign in the mid-1990s, a new specialty content area of Early Childhood Special Education was developed to ensure that teachers of the youngest students with disabilities are well prepared and authorized to work with children prior to entering kindergarten.

The credentials issued from 1970-1997 did not authorize the special education teacher to provide services in a Resource setting. But with the move to the Education Specialist teaching credentials structure in 1997, all special education credentials included the preparation and an authorization to teach in a Resource setting. Beginning in 2005, all special education credentials also include the preparation and an authorization to teach English learners.

<b>Table 2: Historical Overview of the Content Knowledge Required for Special Education Credentials</b>		
<b>Ryan Credentials (1970-1997)</b>	<b>Education Specialist Credentials (1997-2010)</b>	<b>Education Specialist Credentials (2010-2018)</b>
<ul style="list-style-type: none"> <li>• Candidates may satisfy the content knowledge requirement by completing a Commission-approved subject matter program or by passing the appropriate CSET examination.</li> <li>• All special education teachers are authorized to teach <b>all content areas</b>.</li> <li>• It is important to note the content area that a special education teacher candidate verifies is not recorded on the credential itself due to the fact that the credential holder is not limited to teaching only that content area.</li> </ul>		

<b>Ryan Credentials (1970-1997)</b>	<b>Education Specialist Credentials (1997-2010)</b>	<b>Education Specialist Credentials (2010-2018)</b>
All special education teachers were required to also hold a general education teaching credential prior to 1997. The content area in which the special education candidate verified knowledge was the content area of the initial Multiple or Single Subject teaching credential. No additional verification of content knowledge was required for special education teachers. The following content areas were included:	Beginning in 1997 individuals could earn a special education credential without previously earning a general education teaching credential. The allowable content areas for a prospective special education were initially identified as any of the Single Subject content areas or the content knowledge required for the Multiple Subject teaching credential. The new Early Childhood Special Education credential did not have a content area knowledge requirement. The following content areas were included:	Beginning in 2010, due to the federal No Child Left Behind legislation, prospective special education teachers were no longer allowed to demonstrate content knowledge in the following content areas: Health, Business, Agriculture, Home Economics, or Industrial and Technology Education. The following content areas were included:
<ol style="list-style-type: none"> <li>1. Elementary Education/ Multiple Subject</li> <li>2. English</li> <li>3. Mathematics</li> <li>4. Science</li> <li>5. Social Studies</li> <li>6. Art</li> <li>7. Music</li> <li>8. Physical Education</li> <li>9. Foreign Language</li> <li>10. Agriculture</li> <li>11. Health</li> <li>12. Home Economics</li> <li>13. Business</li> <li>14. Industrial and Technology Education</li> </ol>	<ol style="list-style-type: none"> <li>1. Elementary Education/ Multiple Subject</li> <li>2. English</li> <li>3. Mathematics</li> <li>4. Science</li> <li>5. Social Studies</li> <li>6. Art</li> <li>7. Music</li> <li>8. Physical Education</li> <li>9. World Languages</li> <li>10. Agriculture</li> <li>11. Health</li> <li>12. Home Economics</li> <li>13. Business</li> <li>14. Industrial and Technology Education</li> </ol>	<ol style="list-style-type: none"> <li>1. Elementary Education/ Multiple Subject</li> <li>2. English</li> <li>3. Mathematics</li> <li>4. Science</li> <li>5. Social Studies</li> <li>6. Art</li> <li>7. Music</li> <li>8. Physical Education</li> <li>9. World Languages</li> </ol>

**Historical Data on How Special Education Candidates Met the Content Knowledge Requirement**  
Data is provided in Table 3 below to identify the content knowledge areas most used by candidates to meet the content knowledge requirement. The vast majority of new

Content Area	Fiscal Year										Total by Content
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
Multiple Subject	2224	2520	2620	2867	2691	2441	1981	1737	1629	1837	22,547
English	88	101	104	123	130	114	105	80	69	85	999
Social Science	69	78	103	99	135	110	93	58	81	89	915
Health Science	23	38	43	48	49	26	12	12	12	10	273
Math-Foundational Level	21	14	15	22	28	21	21	17	10	24	193
Physical Education	15	17	20	27	28	24	17	11	19	15	193
Science	10	25	20	31	26	20	12	15	11	10	180
Foundational General Science <sup>2</sup>	-	-	12	17	23	23	17	20	15	14	164
World Language: Spanish	10	11	10	8	5	5	4	11	5	8	77
Art	4	10	4	7	7	3	5	2	5	1	48
Math	2	2	5	7	8	1	3	5	7	5	45
Home Economics	1	1	2	4	2	3		2	1		16
WL: American Sign Language	3		1	2	2		3	2		2	15
Business	1	1	1	3	1	2	1		1		11
Music	3	1	3		1	1	2	2	1	2	9
WL: Korean	1	2	1	2						3	9
WL: Mandarin	2	2		1		2	1		1		9
WL: Chinese	1	2		2			1	1	1		8
WL: Japanese	3	1	1			1			1		7
Industrial & Technology Education	1		2	1						1	5
WL: French			2			1					3
Agriculture						1			1		2
WL: Italian		1					1				2
WL: Russian										1	1
<b>Totals</b>	<b>2493</b>	<b>2856</b>	<b>3001</b>	<b>3309</b>	<b>3179</b>	<b>2839</b>	<b>2307</b>	<b>1998</b>	<b>1885</b>	<b>2129</b>	<b>25,996</b>

<sup>1</sup> Beginning in 2011-12, shaded cells indicate the content area is no longer acceptable to meet the subject matter requirement for a new special education teaching credential.

<sup>2</sup> Foundational Level General Science credential was added by regulation in February 2009.

Candidates took one or more subtests in the following languages but did not complete all subtests necessary to meet the credential requirement in the following World Languages: Armenian, Cantonese, Filipino, German, Punjabi, Vietnamese

special education teachers, averaging 87 percent over the past 10 years, have satisfied the Multiple Subject content knowledge requirements, while about four percent each have satisfied the English or the Social Science Single Subject content knowledge requirements. All special education teachers are authorized to teach any content area. The data provided in Table 3 was collected by reviewing both credential data and examination data to find information that could assist the Commission in understanding how new special education teachers satisfy the content knowledge requirement.

### **Discussion of Content Knowledge Requirements for the New Special Education Credential Structure**

At the [February 2018 Commission meeting](#), the item provided for Commission consideration included two options (below) for candidates to satisfy content knowledge. In this item, staff presents an additional option for the Commission's consideration. *Note:* With the reactivation of Elementary Subject Matter programs following federal adoption of the revised Elementary and Secondary Education Act, prospective special education teacher candidates will have the choice, regardless of the option selected by the Commission, of completing a Commission-approved subject matter program or passing the appropriate CSET examination in order to meet the applicable content area knowledge requirement.

**Option 1: Maintain the current content knowledge requirements.** A prospective special education teacher could satisfy the same content knowledge requirement as a multiple subject candidate or a single subject candidate in any one of the following content areas: English, Mathematics, Science, Social Studies, Art, Music, Physical Education, and World Languages.

**Option 2: Require special education candidates to meet the multiple subject or the single subject content knowledge requirements in a more limited number of content areas.** The most recent [Special Education agenda item](#) proposed that prospective special education teachers should be required to demonstrate the same content knowledge as a multiple subject candidate or a single subject candidate in one of the following four core academic content areas: English, Mathematics, Science or History/Social Sciences. If this requirement were to be implemented, the list of allowable content area knowledge for all special education credentials would be limited to the following: Elementary Education/Multiple Subject, English, Mathematics, Science, and Social Studies.

**Option 3: Require all special education candidates to meet the same content knowledge requirements as elementary teachers.** The subject matter requirements for a prospective multiple subject teacher address a broad set of content knowledge across all of the following content areas:

- Reading, Language and Literature
- History and Social Studies
- Science
- Mathematics
- Physical Education
- Human Development
- Visual and Performing Arts

### Commission Discussion

Staff requests that the Commission provide input and/or direction regarding the content knowledge that prospective special education teachers should be required to demonstrate. Table 4 provides information on the benefits and challenges with the options identified in this item. This discussion will help inform the next agenda item planned for the June 2018 Commission meeting.

Table 4	Benefits to the Option	Challenges with the Option
<b>Option 1:</b> Elementary plus 8 content areas	<ul style="list-style-type: none"> <li>• This option is the most flexible in that a total of 9 content areas would be allowed.</li> <li>• This is the current requirement so no regulations would need to be promulgated.</li> </ul>	<ul style="list-style-type: none"> <li>• If a candidate satisfies content in one single subject area, will the teacher be adequately prepared to teach and support student learning needs across the range of adopted content standards?</li> </ul>
<b>Option 2:</b> Elementary plus 4 core academic areas	<ul style="list-style-type: none"> <li>• This option would ensure that all special education teachers have verified content knowledge in elementary education or one of the 4 core academic areas.</li> </ul>	<ul style="list-style-type: none"> <li>• If a candidate satisfied content in one single subject area, will the teacher be adequately prepared to teach and support student learning across the range of adopted content standards?</li> <li>• Would need to amend regulations.</li> </ul>
<b>Option 3:</b> Elementary ONLY	<ul style="list-style-type: none"> <li>• This option would ensure that all prospective special education teachers have verified content knowledge in <b>all</b> 4 core academic areas, human development, VAPA, and physical education. This is currently the most often used pathway for candidates seeking an Education Specialist Credential</li> </ul>	<ul style="list-style-type: none"> <li>• This is the most limited option in that only the Multiple Subject/Elementary content would be allowed.</li> <li>• Would need to amend regulations.</li> </ul>

### Next Steps

Staff will incorporate Commission priorities and direction in an agenda item that will be presented for possible Commission action at the June 2018 meeting.

Staff is also working to finalize proposed credential authorization statements, program standards and Teaching Performance Expectations (TPEs) for the Education Specialist credential, and will present these at the June 2018 Commission meeting for review and possible adoption. Once the Commission takes action in June 2018 on the authorization statements, staff will begin the regulatory process.





# **Competitive Integrated Employment for Individuals with Intellectual Disabilities and Developmental Disabilities**

**“Real Work for Real Pay in the Real World”**

Written Guidance

April 2018

California Department of Education  
California Department of Rehabilitation  
California Department of Developmental Services

## Table of Contents

Introduction .....	3
Vision .....	3
Core Principles.....	4
Section I. The Current Landscape: Statutory Requirements .....	4
A. Employment First Policy .....	4
B. Individuals with Disabilities Education Act .....	5
C. Workforce Innovation and Opportunity Act .....	6
D. The Lanterman Act .....	8
Section II. Roles and Responsibilities of Local Partners .....	9
A. Local Educational Agencies.....	10
B. Department of Rehabilitation Districts .....	10
C. Regional Centers.....	10
Section III. Coordinating Efforts: Local Partnership Agreements .....	10
A. What are Local Partnership Agreements? .....	11
B. Who is Included in a Local Partnership Agreement? .....	11
C. How are Local Partnerships Established? .....	11
D. What Outcomes Are Local Partnerships Supposed to Achieve? .....	13
E. Where Should Local Partnership Agreements be Submitted?.....	13
Section IV. Exemplary, Effective, and Emerging (“Triple E”) Practices .....	13
A. Well-Sequenced Services.....	13
B. Collaborative Funding Structures .....	14
C. Strategic Planning to Encourage Integrated Settings .....	14
Section V. Tools and Resources .....	14
A. Assistive Technology .....	14
B. Benefits and Financial Planning .....	15
C. Career Planning Resources.....	15
D. Community Resources .....	15
E. Customized Employment.....	16
F. Employment Resources and Programs .....	16
G. Family .....	16
H. Home and Community-Based Settings Rule .....	16
I. Informed Choice .....	17
J. Person-Centered Planning .....	17
K. Provider Transformation .....	18
L. Teacher Resources .....	18
M. Transition Resources.....	18

## Written Guidance on Collaboration to Achieve Competitive Integrated Employment for Individuals with Intellectual Disabilities and Developmental Disabilities

*The purpose of the CIE Blueprint, as well as this written guidance is to increase the number of individuals with intellectual disabilities and developmental disabilities (ID/DD) <sup>1</sup> who are afforded opportunities to work toward and achieve competitive integrated employment (CIE).*

*This initial written guidance is intended to provide managers, and staff from local educational agencies (LEA), Department of Rehabilitation (DOR) districts, and regional centers with useful and current information on what is possible within policies, statutory requirements, and roles and responsibilities that should be considered to implement the objectives of the California Employment First Policy and the CIE Blueprint. As stated in the CIE Blueprint, the departments will provide written guidance outlining interagency collaboration and coordination of service delivery between the California Department of Education (CDE), the DOR, and the Department of Developmental Services (DDS) at the statewide level, and between the many hundreds of LEAs, 14 DOR districts, and 21 regional centers in the local communities of California for the benefit of individuals with ID/DD and their families.*

*The departments will also encourage the development of and provide a template for Local Partnership Agreements that incorporate strategies for collaboration and coordinated service delivery in the local communities.*

*The CIE Blueprint can be found on the [California Health and Human Services Agency “CIE”](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx) webpage.*

*[http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-\(CIE\).aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx)*

### Introduction

This document provides context and guidance to support improved collaboration and coordination between the three departments through transition services; adult pathways to employment; postsecondary education activities; supported employment services; customized employment; other employment support options; and business partner engagement. The document is divided into the following sections:

- **Section I** – Relevant policy and statutory requirements, and what is *possible* within those requirements through statewide and local collaboration.
- **Section II** – Key aspects of coordinating local level services between LEAs, DOR districts, regional centers, and other stakeholders, including each partner’s roles and responsibilities.
- **Section III** – Examples of exemplary, effective, and emerging (“Triple E”) practices for transition planning and coordination at the local level.
- **Section IV** – Tools and resources for transition planning.

### Vision

Every individual with ID/DD has the opportunity to succeed in CIE.

---

<sup>1</sup> “Individuals” means youth and adults with ID/DD.

## Core Principles

The core principles that guide the overarching systems change efforts by the three departments are:

1. Person-centered planning is the basis for decisions and actions affecting the lives of individuals with ID/DD.
2. Coordination across LEAs, DOR districts, and regional centers to develop and implement person-centered plans is the responsibility of each respective agency in collaboration with individuals with ID/DD and their families.
3. Outreach to and engagement of individuals with ID/DD and their families such that they understand the role of each agency and are included appropriately in planning and services.
4. All individuals with ID/DD seeking employment are afforded opportunities for career exploration, career development, and postsecondary education and training.
5. Career exploration and development activities include work experience in CIE settings in the community.
6. Individuals with ID/DD are connected with community resources and appropriate services and supports from transition to adulthood, including benefits planning to encourage employment.
7. Employment services focus on CIE and work to phase out the use of subminimum wage.
8. Continue to develop and use “Triple E” practices that support increased opportunities for individuals with ID/DD to prepare for and engage in CIE.

## Section I. The Current Landscape: Statutory Requirements

It is important to understand the current landscape in terms of the interplay between what’s required and what’s possible within our governing policies and laws. These policies and laws describe the framework within which the administrators, managers, and staff of LEAs, DOR districts, and regional centers can create coordinated service delivery resulting in multiple pathways to CIE for individuals with ID/DD.

The National and California Employment First policies, and each department’s federal and state requirements, establish the primary infrastructure used to increase CIE outcomes for individuals with ID/DD.

### A. Employment First Policy

Employment First is a framework for systems change that is centered on the premise that all individuals, including individuals with significant disabilities, are capable of full participation in integrated employment and community life.

At the national level, Employment First has become a priority with the U.S. Department of Labor, Office of Disability Employment Policy (ODEP) and the Administration on Intellectual and Developmental Disabilities. These agencies have made significant investments to assist states to create systems change consistent with Employment First.

Under this approach, publicly-financed systems are urged to align policies, service delivery practices, and reimbursement structures to commit to community integrated employment as

the priority outcome of publicly-financed day and employment services for individuals with disabilities including those with the most significant disabilities.

California adopted a formal Employment First Policy in 2013 as part of the Lanterman Act (Welfare and Institutions Code section 4869(a)(1)). It is the policy of California that opportunities for integrated, competitive employment will be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities.

#### What is Possible with Employment First?

- Every individual, regardless of any disability, has the opportunity to work toward and engage in meaningful employment, and enjoy all the benefits of such employment.
- Individuals with ID/DD are included in the mainstream life of their community to bring about more independent and productive lives.
- New levels of cooperation, trust, and resourcefulness at every level result in better services and outcomes for individuals with ID/DD.

*For example, the Lodi Unified School District and the Valley Mountain Regional Center have partnered to provide paid Internships to students transitioning from school to employment. These internships provide students with ID/DD the opportunity to work toward and engage in meaningful employment as part of their transition to adulthood.*

#### **B. Individuals with Disabilities Education Act**

The Individuals with Disabilities Education Act (IDEA) (PL 108-446, 20 United States Code (USC) 1400 *et seq.*) requires LEAs to develop and implement Individualized Education Programs (IEPs) for students with disabilities.

#### Requirements for IEPs within the IDEA

- Postsecondary goals that are measurable and appropriate based upon assessments related to training, education, employment, and independent living skills, as appropriate. Transition services, including the course of study, that are needed to help the student in reaching postsecondary goals. These must be included no later than the first IEP to be in effect when the student is 16, or younger if determined appropriate by the IEP team, and updated annually thereafter.
- A statement that the student has been informed that the rights afforded to parents relating to special education will transfer to the student at age 18.
  - This must be included no later than one year before the student reaches the age of 18.

#### What is Possible with the IDEA?

- A focus on early and ongoing assessments that support discovery and job exploration of career interests, as part of the student's introduction to postsecondary options that may include the world of work.
- Preparation for post-secondary education and/or vocational training including Comprehensive Transition Programs in institutions of higher education.

- Development of self-advocacy skills and independence.
- Development of postsecondary goals towards economic and personal self-sufficiency as an adult. Career development and employment will be considered as part of the IEP planning process, including supports to achieve success and steps to address any barriers.
- Utilization of a “career portfolio” containing an individual’s education history, work experience, skill sets, personnel goals, and other information that would be valuable to share with each program as the individual moves forward in their pathway to employment.
- Vendorization of LEAs by the local regional center to become an employer of record for the purpose of developing paid internship programs (PIP) to assist students by providing work experience and guidance on a career pathway.
  - Schools may become vendorized by the regional center to provide the PIP and be eligible for CIE Incentive Payments.
    - A school must prepare a program design in order to be vendorized. A sample program design for a PIP and a sample of suggested required elements for a CIE Incentive Payments Program Design are available on the [California Health and Human Services Agency CIE](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx) webpage. ([http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-\(CIE\).aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx))
- Development of contracts with regional center vendors to meet the needs of students between the ages 18-22 who have not yet received a certificate of completion or diploma. (Welfare and Institutions Code section 4648.55)
- Provision of appropriate services to support the student during work experience and internship activities.

### Collaboration and Coordination

- The IEP planning process is informed by the youth’s strengths, preferences and interests and actively involves DOR, and regional center partners as appropriate, resulting in multiple entities working toward the achievement of the student’s IEP goals.
- Clearly stated and understood methods for coordinating services.
- Engagement in transition planning, where the team can identify the contribution of specific services, supports, and leadership of partner agencies.
- Outreach to, engagement of, and support for students, families, and community.

### **C. Workforce Innovation and Opportunity Act**

The Workforce Innovation and Opportunity Act (WIOA) (42 U.S.C. § 701 et seq.) makes significant changes to the DOR vocational rehabilitation program in support of CIE. A DOR participant’s employment goal and appropriate vocational rehabilitation services are documented through the Individualized Plan for Employment (IPE) to help an individual with ID/DD prepare for and engage in CIE.

## WIOA Requirements

- Collaboration with the CDE, DOR, DDS, Employment Development Department, and the California Workforce Development System.
- DOR Student Services, i.e., pre-employment transition services, are made available statewide to all students with disabilities.
- Participation in IEP and Individual Program Plan (IPP) meetings, when invited, for students receiving DOR Student Services or youth receiving transition services.
- Equal and meaningful participation by individuals with ID/DD in workforce development activities as a result of coordination and collaboration with America's Job Center of California.
- Limitations on the payment of subminimum wage to youth, students, and adults with disabilities.
  - An individual age 24 or younger cannot be placed in a job earning subminimum wage, unless: 1) the individual is, as of July 22, 2016, already employed at subminimum wage by a certified employer; or 2) the individual has received pre-employment transition services, career counseling, and information and referrals designed to enable the individual to obtain CIE and the individual either a) applied for vocational rehabilitation services and was found ineligible or b) the individual was determined eligible, has an individualized plan for employment, is working toward an employment outcome, received appropriate supports and services including supported employment (SE) services for a reasonable period of time, without success, resulting in case closure, the individual has been provided career counseling and information and referrals to federal and state programs to help the individual discover, experience, and attain CIE, and the counseling and information was not for employment at subminimum wage.
- Provision of career counseling, information and referral (CC&IR) annually for youth and adults who are working at subminimum wage
  - Any individual hired into subminimum wage employment after July 22, 2016, must receive CC&IR services twice the first year of employment and annually thereafter. All individuals employed at subminimum wage prior to July 22, 2016, require CC&IR services annually.

## What is Possible with the WIOA?

- DOR Student Services provided to potentially eligible students with disabilities (students potentially eligible for vocational rehabilitation services).
- Individuals with ID/DD obtain the services necessary to pursue and engage in careers of their choice, including high-demand jobs available in today's economy.
- Individualized Plans for Employment with "projected postsecondary goals," which include multiple measurable steps and may incorporate work experience and continuing education and training, as appropriate.
- On-the-Job Training (OJT) and short-term supports to obtain work experience.
- Competitive integrated employment including full or part-time work based upon the individual's needs and preferences to support the individual in achieving their goals and maximum employment potential.

- Services to advance in employment, which may include advanced training in science, technology, engineering, and math.
- Alternative employment options, such as supported employment, OJT, customized employment, and microenterprise, to ensure opportunities in CIE for all individuals with disabilities.
- Employment retention services.
- Services to family members that enable the person with ID/DD to achieve CIE.

#### Collaboration and Coordination

- The IPE planning process is informed by person-centered planning and actively involves the LEA and regional center partners, as appropriate, resulting in multiple entities working toward the achievement of the individual's IPE goals.
- Career pathways, developed through collaboration between business partners and public entities to meet the needs of employers and the needs of individuals with disabilities.

#### **D. The Lanterman Act**

California law (Welfare and Institutions Code Divisions 4.1, 4.5, and 4.7 and Title 14 of the Government Code) requires that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities. The IPP records the goals, services, and supports an individual with ID/DD needs to pursue CIE.

#### Lanterman Act Requirements

- Services and supports to enable persons with ID/DD to integrate into the community including opportunities for CIE as the highest priority.
- Informed choice through the person-centered planning process.
- Person-centered planning guides the decision making process within the IPP planning meetings.
- Provision of services as described through the person-centered planning process.
- Regional centers provide individuals, age 16 or older and families as appropriate, information about the Employment First Policy, options for CIE, and services and supports including postsecondary education.
- Competitive integrated employment regardless of the severity of an individual's disability.

#### What is Possible with the Lanterman Act?

- Tailored Day Services allow postsecondary education, technical or vocational training in the community.
- Paid Internship Programs with wages provided as a pathway to CIE.
  - For the PIP, the PIP supports may be paid by the school, the regional center, or the DOR. Examples of each are provided below.

- If the internship is used as work experience or for resume building for the individual PIP supports could be paid by the school.
- If it is believed that the internship will not end in a CIE job the PIP supports could be paid by the regional center.
- If the business, providing the internship, sees the employee as a future hire leading to a CIE job, the PIP supports could be paid by the DOR.
- Microenterprises owned by individuals with ID/DD who have control and responsibility for decision making and overseeing the business, may be considered CIE.
- Ongoing job support services for youth, under exemption, and adults in CIE through the SE services program to ensure the individual's retention of the job.
- Supported Employment Services when DOR is not providing such services under an Order of Selection.
- Ongoing support services (job coaching) after an individual's job is stable to ensure his or her retention of the job.
- In alignment with person-centered planning and California's Employment First Policy, CIE is the first option to be considered for working age individuals, but other goals may be chosen.

### Collaboration and Coordination

- The IPP planning process is informed by person-centered planning and actively involves LEA and DOR partners, as appropriate, resulting in multiple entities working toward the achievement of the individual's IPP goals.
- Clearly stated and understood methods for coordinating services subject to the restrictions in Welfare and Institutions Code section 4648.55 for individuals aged 18 through 21 who have not received a certificate of completion or diploma, including (1) assisting individuals to access generic services in cases where the planning team determines those services are appropriate; and 2) granting exemptions as appropriate which would allow the regional center to purchase those services directly.
- Clearly stated and understood methods for funding SE services in circumstances where individuals are placed on waiting lists for vocational rehabilitation services. These services include (1) intensive services job coaching until stabilization is achieved; (2) SE intake; (3) SE retention; and (4) SE placement fees.

## **Section II. Roles and Responsibilities of Local Partners**

It is the intention of the three departments as part of implementation of the Blueprint that the three core local partners come together and develop processes that will work best in their area to support individuals transitioning from school or other adult services to CIE. This process should be person-centered and based upon each individual's unique strengths, resources, priorities, concerns, abilities, and capabilities. Part of the conversation will include when to make referrals from agency to agency, when to invite participation in planning meetings, and who does what by when in the transition process leading to CIE.

Included in the topics of discussions are the following:

- Sharing of information from agency to agency.
- Development and maintenance of individual career portfolios.
- Effective times and methods to collaborate on behalf of each person seeking to achieve CIE.
- Appropriate engagement of family and other members of each individual's circle of support.

Within the context of that conversation, each core partner's roles and responsibilities are as follows:

### **A. Local Educational Agencies**

- Individualized education program development, including developing an individual's transition goals.
- Coordinate services with agencies that assist the individual to achieve their employment goal, for example regional centers, DOR, service providers, workforce development system and postsecondary education system.
- Coordinate IEP meetings.

### **B. Department of Rehabilitation Districts**

- Individualized Plan for Employment development, including developing an individual's employment goal.
- Coordinate services with agencies that assist individuals to achieve their employment goal, for example regional centers, LEAs, service providers, workforce development system and postsecondary education system.
- Coordinate IPE meetings.
- Attend IEP and IPP meetings when invited.

### **C. Regional Centers**

- Individual Program Plan development, including a conversation around employment and individual choice related to the individual's employment goal.
- Coordination with agencies that assist the individual to achieve their employment goal, for example LEAs, DOR, workforce system, postsecondary education system, and service providers.
- Coordination of exemptions for students and youth, as appropriate.
- Coordinate IPP meetings.
- Attend IEP and IPE meetings when invited.

## **Section III. Coordinating Efforts: Local Partnership Agreements**

Local educational agencies, DOR districts, and regional centers will collaborate by developing Local Partnership Agreements (LPAs).

Local Partnership Agreements create frameworks that transcend changes to personnel, funding, and political climates. They are critical in efforts to change the ways mutual consumers of the core partners (LEAs, DOR Districts, and regional centers) are served, to better utilize resources, and to produce improved employment outcomes. By taking the time to develop a plan for working together, partners create a shared vision of what's possible.

The CIE Blueprint requires the following targeted outcomes for LPAs:

- By June 30, 2018, the departments have a goal to establish at least 13 new LPAs between LEAs, DOR districts, and regional centers, including linkages to the workforce development system, and other key partners and stakeholders such as individuals, family members, and providers.
- Over the next five years (2017 through 2022), the goal is to have LPAs developed between DOR districts, regional centers, and 270 LEAs.

Each state department instructs the development of LPAs as follows:

- The **CDE** will direct all WorkAbility I programs (currently 270) to enter into LPAs.
  - For contracts beginning in state fiscal year 2018/2019, the CDE will revise the WorkAbility I statement of assurances to include LPA participation.
- The **DOR** directed all of its 13 geographical districts to enter into LPAs beginning in state fiscal year 2016/2017.
- The **DDS** added LPA development, and other CIE-related outcomes, to the 21 regional center performance contracts beginning in state fiscal year 2017/2018.

### **A. What are Local Partnership Agreements?**

Local Partnership Agreements articulate the ways in which local partners will work together to streamline service delivery, engage their communities, and increase CIE opportunities for individuals with ID/DD. These agreements are the result of conversations and provide the opportunity for each set of local partners to determine what strategies will work best for them and the populations they serve.

Core partners (LEAs, DOR districts, and regional centers) should initiate the process now to ensure compliance with the commitments made in the CIE Blueprint.

An [LPA Template](#) is available on the [California Health and Human Services Agency CIE](#) webpage and should be used to guide your local conversations.  
[http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-\(CIE\).aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx)

### **B. Who is Included in a Local Partnership Agreement?**

Both core and community partners may enter into an LPA. Core partners are LEAs, DOR districts, and regional centers. Community partners are any other local stakeholders, such as providers, individuals with ID/DD and their families, whose participation supports the intentions of the LPA.

An LPA can include any number of local community partners. The incorporation of local community partners expands on what's *possible* when creating an LPA, but is not required. Potential community partners will vary based on the local resources; examples of these are included in the [LPA Template](#).

### **C. How are Local Partnerships Established?**

An LPA begins with the identification of local core partners. Once a LEA, DOR District or regional center has identified who their local partners are, they should set up an initial meeting to begin the conversation. At the first meeting core partners are encouraged to:

- Review the LPA Template.
- Discuss areas of consensus and identify areas that need more discussion.
- Identify other local partners that may be invited to subsequent meetings.
- Determine a regular meeting schedule to begin drafting the LPA.

Examples of specific steps local communities could take to establish their LPAs are provided below:

#### Identify Key Entities for Change in Employment

- Conduct outreach to local community partners (e.g., local workforce development, providers, Family Resource Centers) who may contribute to the implementation of new strategies for employment. Communicate expectations for participation to the community partners.

#### Identify a Coordinator for the LPA

- Identify a partner or team of partners to conduct the administrative functions of the LPA process, such as scheduling meetings, preparing agendas, and following up on action items.

#### Convene the Local Planning Team for the LPA

- Coordinator(s) identified above convenes the LPA team. This will likely occur over a series of discussions/meetings, but could include the following framework:
  - Enhance understanding of what is called for in the Blueprint, including a review what each agency may contribute and identification of other potential community resources.
  - Enhance understanding of what is called for in the establishment of the LPA.
  - Establish a framework for the LPA. Provide examples of how partners can engage in this work together in the planning and implementation of the LPA.
  - Invite more partners as needs and/or deficits arise.

#### Test out Some Small Changes

- The LPA working group should identify a practice (new way for referral, person centered planning, etc.) to see how successful they are at making changes, gather feedback from all entities, especially individuals with ID/DD served and their families.

#### Develop Measurable Outcomes for the Planned Changes with a Timeline

- Measurable goals will allow partners to track progress and modify goals and practices as needed.

#### Provide Support and Education to Build Capacity within the Agencies, Providers, Families and Individuals with ID/DD.

- Foster information exchange across agencies and with individuals with ID/DD and their families, etc. There may also be a need for each agency to communicate information and training specific to their work.

#### Communicate, Communicate, Communicate

- Share information freely. Integrate employment activities with other priority changes like HCBS, Disparities, and Self-Determination. Also share information about obstacles encountered and how these were addressed.
- Consider identifying a website/repository for sharing and exchanging information.

#### Evaluate Progress

- Use data to support whether or not the partners have made the planned changes. Over time, under each of these steps there could be examples that are shared across the state, e.g., agendas; training materials; practices that work; well-sequenced funding;

referrals; benefits planning; etc. Information sharing is critical; there is no need to reinvent the wheel.

#### **D. What Outcomes Are Local Partnerships Supposed to Achieve?**

Local Partnership Agreements are developed to improve local collaboration to achieve increased participation in CIE for individuals with ID/DD. For example, this includes tracking employment participation rates, earnings data, and school exit data. This data can be looked at based on many characteristics such as age and other demographic information and type of service received. The following data sources are available to assist LPA partners track their results:

- [Employment First Data Dashboard](https://scdd.ca.gov/employment_data_dashboard/)  
https://scdd.ca.gov/employment\_data\_dashboard/
- [Regional Center Oversight Dashboard](http://www.dds.ca.gov/RCOversight/index.cfm)  
http://www.dds.ca.gov/RCOversight/index.cfm
- CIE Blueprint Annual Report
  - Status updates on Blueprint Targeted Outcomes and Actions will be included in the annual report.
  - Paid Internship Program outcomes and CIE Incentive Payment outcomes will be included in the annual report.

#### **E. Where Should Local Partnership Agreements be Submitted?**

The DOR will require all District Administrators to send a copy of all new LPAs to the CIE Interagency Leadership Workgroup through the California CIE inbox at [CaliforniaCIE@dor.ca.gov](mailto:CaliforniaCIE@dor.ca.gov). The LPAs will be posted in the CIE Toolbox as a resource.

Submit questions and requests for technical assistance to the CaliforniaCIE inbox at [CaliforniaCIE@dor.ca.gov](mailto:CaliforniaCIE@dor.ca.gov).

### **Section IV. Exemplary, Effective, and Emerging (“Triple E”) Practices**

The term “Triple E” practices refers to exemplary, effective, and emerging practices that support increased opportunities for individuals with ID/DD to prepare for and engage in CIE. “Triple E” practices illustrate successful programs and local collaboration through success stories, as applicable, from the individual, business, and service perspectives.

- Exemplary means a method proven by evidence based practice(s).
- Effective means a method that is anecdotally reported to work well.
- Emerging means a new method currently being developed.

The following are examples of “Triple E” practices.

#### **A. Well-Sequenced Services**

One example of well-sequenced services was developed by WorkLink, TransCen, Inc’s San Francisco-based transition and employment direct services provider, specializing in assisting job seekers with disabilities find employment. WorkLink developed a toolkit on methods to create flexible person-centered supports.

Some of these methods include:

- Sequencing services to create a menu of supports.
- Using individualized service plans that focus on building work skills and independence and include employment objectives.

- Using the person-centered discovery and customized employment methods to find the right job.
- Using customized job development plans.

The toolkit can be found here [WorkLink Toolkit](#).

[https://www.semel.ucla.edu/sites/all/files/cecy\\_consortium/WorkLinkToolkit\\_v1.pdf](https://www.semel.ucla.edu/sites/all/files/cecy_consortium/WorkLinkToolkit_v1.pdf)

## B. Collaborative Funding Structures

An example of an emerging practice is collaborative funding of paid internships. The Valley Mountain Regional Center has vendorized the Lodi Unified School District to be the employer of record for paid internships funded under [Assembly Bill x2-1](#). The Lodi Unified School District funds and provides job supports to each intern and the Valley Mountain Regional Center funds the intern's wages and employer costs up to \$10,400 per intern, per year. Each intern, age 18 through 21, has an IPP goal of CIE with an appropriate exemption required by Welfare and Institutions Code section 4648.55. If the business hires the individual in a CIE placement, the DOR may fund hourly job coaching, as appropriate, through a Community Rehabilitation Program.

The Lodi Unified School District's Sample Program Design - Paid Internship Program can be found on the [California Health and Human Services Agency CIE](#) webpage under the Resources section.

[http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-\(CIE\).aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx)

## C. Strategic Planning to Encourage Integrated Settings

An example of an effective practice is early initiation of collaborative conversations to meet the new [Centers for Medicaid and Medicare Services \(CMS\)](#) federal statutory and regulatory requirements regarding integrated settings for day programs and prevocational services. One example is the Far North Regional Center's Strategic Plan developed in consultation with their local community partners including the DOR.

The Far North Regional Center Strategic Plan for Employment itemizes a vision and mission to improve CIE outcomes. Specific objectives and strategies are listed to achieve their local vision.

The Far North Regional Center Strategic Plan for Employment can be found on the [California Health and Human Services Agency CIE](#) webpage under the Resources section.

[http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-\(CIE\).aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx)

## Section V. Tools and Resources

Tools and resources are available to assist in the development of LPAs. These resources may help identify additional partners, practices, services, and supports that can be accessed to create multiple pathways to CIE.

### A. Assistive Technology

- [Ability Tools](#) – Ability Tools is California's Assistive Technology Act Program. The program provides services for Californians with disabilities of all ages, helps answer assistive technology (AT) questions and assists individuals with AT issues. Ability Tools

offers a variety of trainings each month that local partners could participate in to learn about AT and assist individuals with their AT needs on their pathway to CIE.

<http://abilitytools.org/>

- [Assistive Technology Program](#) – The Assistive Technology Program provides AT services statewide to assist individuals with disabilities to live independently and participate in the community. Services provided could be included in the LPAs as a resource for accommodations and supports.  
<http://www.dor.ca.gov/AT/index.html>
- [Center for Accessible Technology \(CforAT\)](#) – The CforAT could be included in the LPAs as a resource for accommodations and supports. The center provides assistive technology training or technical assistance for professionals, teachers and aides, and students.  
<http://www.cforat.org/>

## B. Benefits and Financial Planning

- [Disability Benefits \(DB\) 101](#) – DB 101 helps people with disabilities and service providers understand the connections between work and benefits. DB101 will help individuals with ID/DD make informed choices and show how they can make work part of their plan.  
<https://ca.db101.org/>
- [California Achieving a Better Life Experience \(CalABLE\) Program](#) – The CalABLE program allows qualified individuals with disabilities and their families to open tax-free savings accounts without the worry of losing vital government assistance.  
<http://treasurer.ca.gov/able/resources/factsheet.pdf>
- [Social Security Work Incentives](#) – The Social Security Work Incentives provides facts about work incentives and employment supports for individuals receiving SSI or SSDI allowing them to remain in control of their finances and health care during their transition to work and financial independence.  
<http://www.dor.ca.gov/VRED/Social-Security-Work-Incentives-Status.html>
- [Work Incentives Planning and Assistance \(WIPA\)](#) - The WIPA program enables beneficiaries with disabilities to receive accurate information, and use that information to make a successful transition to work.  
<https://www.ssa.gov/work/WIPA.html>

## C. Career Planning Resources

- [California Career Center](#) - The California Career Center is a career and college exploration and planning portal for middle and high school students. The portal aligns with seven California and national organizations' standards, guidelines, and frameworks. The center can assist students, families, teachers, and other professionals in the career planning process.  
<http://calcareercenter.org/>
- [California CareerZone](#) – The California CareerZone is a resource of the CDE's [California Career Resource Network \(CalCRN\)](#) program. The California CareerZone focuses on career and transition planning and helps individuals explore, plan for and pursue careers that reflect their passion, skills, and life goals.  
<https://www.cacareerzone.org/>

## D. Community Resources

- [Independent Living Centers \(ILCs\)](#) – Independent Living Centers provide services to individuals with disabilities to maximize their ability to live independently in the environment of their own choosing. Local ILCs are potential community partners for LPAs.

<http://www.dor.ca.gov/ILS/ILS-What-Is-ILC.html>

- [Regional Centers Directory](#) – The Regional Center Directory provides the location and contact information for the 21 regional centers in California. Local LEAs and DOR districts may use this list to identify their local regional center.  
<http://www.dds.ca.gov/RC/RCList.cfm>

## E. Customized Employment

- [LEAD Center Customized Employment](#) – The LEAD Center provides intensive technical assistance and training to staff at American Job Centers and their partners on group discovery, customized employment, self-guided discovery and self-employment, while highlighting the benefits of partnerships, collaborations, and leveraging resources.  
<http://www.leadcenter.org/customized-employment>

## F. Employment Resources and Programs

- [America's Job Center of California \(AJCC\)](#) – The AJCC provides access to the state's employment-related services. The center helps employers find qualified workers and job seekers find good jobs. Employers can get help in posting job openings and recruiting candidates. Job seekers can get assistance in assessing skills, finding job opportunities and training, and prepping a resume. Local AJCCs are potential community partners for LPAs.  
<http://americasjobcenter.ca.gov/>

## G. Family

- [California Early Start Program](#) – The California Early Start Program provides appropriate early intervention and family support services for young children with developmental disabilities from birth to three years of age.  
<http://www.dds.ca.gov/EarlyStart/index.cfm>
- [CA Parent Training and Information Center](#) – The seven CA Parent Training and Information Center are potential community partners for LPAs. The centers are nonprofit organizations that educate and empower families of children with disabilities.  
<http://www.parentcenterhub.org/findurcenter/california/>
- [Family Resource Centers](#) – Family Resource Centers are potential community partners for LPAs. The centers provide parent to parent support, outreach, information and referral services to families of children with disabilities and the professionals who serve them.  
<http://www.frcnca.org/>

## H. Home and Community-Based Settings Rule

- [Centers for Medicaid and Medicare Services \(CMS\) Home and Community-Based Services \(HCBS\) Regulations](#) – These federal rules, effective March 17, 2014, require homes and programs where HCBS are delivered to meet new criteria in order to qualify for federal funding under the Medicaid program (called "Medi-Cal" in California). Each state must write a plan for how its HCBS programs meet these new rules. States have until March 17, 2022, to implement the requirements for home and community-based settings in accordance with CMS-approved plans. Initially, CMS required states to be in compliance with the new rules by March 17, 2019, before extending the compliance date by three years. However, consistent with CMS' original direction, the blueprint contains a compliance date of March 2019. While compliance in all settings may not be achieved by this date, DDS will work with regional centers to prioritize employment settings and make its best effort to achieve substantial compliance by March 2019.

<http://www.dds.ca.gov/HCBS/>

- [Extension of Transition Period for Compliance with Home and Community-Based Settings Criteria](#) – This informational bulletin was released on May 9, 2017, indicating that the transition period for compliance with home and community-based settings criteria has been extended by three years until March 17, 2022.  
<https://www.medicaid.gov/federal-policy-guidance/downloads/cib050917.pdf>

## I. Informed Choice

- [How I Want to Spend My Time](#) - This guide is an easy-to-use six page booklet geared for users with disabilities seeking person-centered adult services to support their futures. With plain language and graphic cues, the tool guides individuals to practice self-direction as they: identify how they want to spend their time and the support they need. The tool also provides questions to ask when choosing service agencies to meet their goals and a straightforward agreement page.  
[http://www.dds.ca.gov/ConsumerCorner/docs/HowIWantoSpendMyTime\\_English.pdf](http://www.dds.ca.gov/ConsumerCorner/docs/HowIWantoSpendMyTime_English.pdf)
- [Making Informed Choices](#) - This guide is an easy-to-use six page booklet geared for users with disabilities who are in transition from high school to adult life. With plain language and helpful graphics, the tool guides individuals to practice self-direction as they: Think about their futures; make a simple plan; and do what they need to get started. After completing, the booklet can be easily shared at team meetings, with family, teachers and support staff.  
[http://www.dds.ca.gov/ConsumerCorner/docs/MakingInformedChoices\\_English.pdf](http://www.dds.ca.gov/ConsumerCorner/docs/MakingInformedChoices_English.pdf)
- [Making My Own Choices](#) - This booklet provides information to help people choose things that are important to them in their life.  
<http://www.dds.ca.gov/ConsumerCorner/docs/MakingMyOwnChoices.pdf>
- [Tailored Day Services](#) – These services are designed to maximize a consumer's individualized choices and needs, with customization of day services through individualized services. Tailored Day Services provide opportunities for increased integration and inclusion, as well as further opportunities for the individual to develop or maintain employment/volunteer activities, and pursue postsecondary education. Tailored Day Programs are potential community partners for LPAs.  
<http://www.dds.ca.gov/WorkServices/docs/tailoredDayProgramI.pdf>

## J. Person-Centered Planning

- [Leadership Through Personal Change: Think - Plan – Do Guides](#) – The following guides help people with developmental disabilities to have self-determined lives:
  - [Building a Career](#)  
[http://www.dds.ca.gov/ConsumerCorner/thinkplando/Building\\_a\\_Career.pdf](http://www.dds.ca.gov/ConsumerCorner/thinkplando/Building_a_Career.pdf)
  - [Finding a Job](#) [http://www.dds.ca.gov/ConsumerCorner/thinkplando/Finding\\_a\\_Job.pdf](http://www.dds.ca.gov/ConsumerCorner/thinkplando/Finding_a_Job.pdf)
  - [Having My Own Business](#)  
[http://www.dds.ca.gov/ConsumerCorner/thinkplando/Having\\_My\\_Own\\_Business.pdf](http://www.dds.ca.gov/ConsumerCorner/thinkplando/Having_My_Own_Business.pdf)
- [From Conversations to Actions Using the IPP](#) - This booklet shares the real life stories of how consumers can set their goals and objectives and work through the IPP process to achieve them [http://www.dds.ca.gov/ConsumerCorner/docs/CAC\\_IPP\\_2004.pdf](http://www.dds.ca.gov/ConsumerCorner/docs/CAC_IPP_2004.pdf)
- [Independent Living Checklist](#) – This checklist provides a list of questions that could be used with individuals with ID/DD to help them determine whether they are prepared to live more independently.  
[http://www.ncwd-youth.info/sites/default/files/IndependentChecklist\\_PAS.pdf](http://www.ncwd-youth.info/sites/default/files/IndependentChecklist_PAS.pdf)
- [Navigating College for Students with Autism](#) – This handbook is written by adults and youth on the autism spectrum for current and future autistic college students. The handbook

provides information to help these individuals understand some important differences between what they experienced in high school and what they can expect to experience in college. The rights and responsibilities of college students are very different from those of students in elementary and high school.

<http://www.navigatingcollege.org/download.php>

- [Person-Centered Planning](#) – This DDS document provides excerpts taken from the IPP Resource Manual to facilitate consumers and their families regarding person-centered planning. [http://www.dds.ca.gov/Publications/docs/Person\\_Ctrd\\_Planning.pdf](http://www.dds.ca.gov/Publications/docs/Person_Ctrd_Planning.pdf)
- [Ways to Find Jobs](#) – This easy-to-use guide provides information on ways to find a job for individuals with disabilities. [http://www.dds.ca.gov/ConsumerCorner/docs/LearnAboutSeries\\_FindingAJob.pdf](http://www.dds.ca.gov/ConsumerCorner/docs/LearnAboutSeries_FindingAJob.pdf)

## K. Provider Transformation

- [California Association of People Supporting Employment \(APSE\)](#) – The APSE is a national organization with an exclusive focus on integrated employment and career advancement opportunities for individuals with disabilities. <http://apse.org/>
- [Home and Community Based Compliance Activities Funding](#) [www.dds.ca.gov/HCBS/](http://www.dds.ca.gov/HCBS/)

## L. Teacher Resources

- [California School Directory \(K-12\)](#) – The California School Directory contains information about California public schools, private schools, nonpublic nonsectarian schools, school districts, and county offices of education. The DOR districts and regional centers may use this directory to identify the LEAs in their area. <http://www.cde.ca.gov/schooldirectory/>
- [California Community College Campuses](#) – This link provides a list of all California Community Colleges. Local community colleges are potential community partners for LPAs. <http://californiacommunitycolleges.cccco.edu/AlphaList.aspx>
- [California State University Campuses](#) - This link provides a list of all California State Universities. Local universities are potential community partners for LPAs. <https://www2.calstate.edu/attend/campuses>
- [Essential Skills for Teens](#) – This resource assists students in assessing and developing essential skills to be able to innovate, to think critically, to analyze, to collaborate and to communicate. <http://cacareerbriefs.com/quick-tips/workplace-skills/>
- [Soft Skills to Pay the Bills Curriculum](#) – This curriculum focuses on teaching "soft" or workforce readiness skills to youth, including youth with disabilities. <https://www.dol.gov/odep/topics/youth/softskills/>
- [University of California Campuses](#) - This link provides a list of all Universities of California. Local universities are potential community partners for LPAs. <https://www.universityofcalifornia.edu/uc-system/parts-of-uc>

## M. Transition Resources

- [California Transition Alliance](#) - The California Transition Alliance supports youth-serving professionals who assist youth and families as they transition from secondary education to adult life. <http://www.catransitionalliance.org/catransitionalliance.aspx>
- [Comprehensive Transition Programs for Postsecondary Education/Training](#) - The Comprehensive Transition and Postsecondary Programs for Students with Intellectual

Disabilities provides grants to institutions of higher education or consortia of institutions of higher education to enable them to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities.

<https://www2.ed.gov/programs/tpsid/index.html>

- [Secondary Transition Planning](#) – This link provides resources and guidelines to assist youth with disabilities as they transition from school to adult life, including education and training, employment and independent living.

<http://www.cde.ca.gov/sp/se/st/>

### Additional National Resources

- [Workforce Innovation Technical Assistance Center \(WINTAC\)](#) – The WINTAC has compiled a comprehensive resource list on pre-employment transition services, including the attached snapshot. The info can be accessed at [http://www.wintac.org/topic-areas/pre-employment-transition-services/resources#preets\\_resources](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources#preets_resources).
- [National Collaborative on Workforce and Disability \(NCWD\)](#) – The NCWD/Youth provides information about employment and youth with disabilities. The NCWD partners with experts in disability, education, employment, and workforce development.  
<http://www.ncwd-youth.info/>
- [National Technical Assistance Center on Transition](#) – This center provides technical assistance to all States and U.S. territories to ensure transition-age youth with disabilities receive high-quality education services.  
<https://www2.ed.gov/programs/rsa-ntact/index.html>
- [Office of Disability Employment Policy \(ODEP\)](#) - The ODEP is the only non-regulatory federal agency that promotes policies and coordinates with employers and all levels of government to increase workplace success for people with disabilities.  
<https://www.dol.gov/odep/>
- [Think College](#) - Think College is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disability.  
<http://www.thinkcollege.net/>
- [Workforce GPS](#) – This resource is an interactive online communication and learning technical assistance platform to communicate with and build the capacity of the public workforce investment system to develop and implement innovative approaches to workforce and economic development in the 21<sup>st</sup> Century economy. The website offers resources and peer-to-peer connection to public workforce system, education professionals, and business.  
<https://www.workforcegps.org/>
- [Promoting the Readiness of Minors in Supplemental Security Income \(PROMISE\)](#) - This project is an interagency collaboration of the U.S. Departments of Education, Health and Human Services, Labor, and the Social Security Administration. Under this grant program, state agencies have partnered to develop and implement six model demonstration projects that provide coordinated services and supports to youth with disabilities receiving supplemental security income (SSI) benefits and to their families in order to improve the education and career outcomes. <http://www.promisetacenter.org/>
- [Institute for Educational Leadership's \(IEL\) Vocational Rehabilitation \(VR\) Training and Technical Assistance \(TA\) Center for Youth \(Y-TAC\)](#) – This program provides state VR programs and related rehabilitation professionals with technical assistance and training to help more effectively serve youth with disabilities.  
<http://iel.org/vryouth-tac>



2018  
National MTSS  
Professional  
Learning  
Institute

# ALL MEANS ALL



## “Delivering Opportunity. Fulfilling Equity.”



**Shawn Ginwright**  
Associate Professor of Education



**Tia Elena Martinez**  
Executive Director of Forward Change



**Chris Ulmer**  
Teacher, speaker and founder of  
Special Books by Special Kids



**Kristin Wright**  
California State Director of  
Special Education

# July 24 - 26

Join us in this action-packed conference to learn about the latest research-based practices to scale up your multi-tiered system of support. We will focus on how to integrate academic, behavioral and social-emotional supports to meet the needs of the whole child. Along with internationally acclaimed speakers, this institute will feature specially designed strands of professional learning to support your stage of MTSS implementation – and your role in this critical work. In addition, participants will hear how school districts from throughout the nation and state are building effective MTSS frameworks and using data to improve student outcomes.

**Sacramento Convention Center**  
1400 J St, Sacramento, CA 95814



Register at [CAMTSSPLI.OCDE.US](http://CAMTSSPLI.OCDE.US)





# 2018 TEACHER ACADEMY



*This two-day institute is designed for both new and experienced special education teachers and will incorporate research-based content and activities that will deepen participant knowledge and enhance their educational practices leading to improved outcomes for students with disabilities.*

July 17 – 19  
San Jose, CA

August 7 – 9  
San Diego, CA

August 14 – 16  
Los Angeles, CA

August 28 – 30  
Sacramento, CA

September 11 – 13  
Oakland, CA

Date TBD  
Orange County, CA

## WHO SHOULD ATTEND?

The Teacher Academy is designed for new special education teachers or teachers who are looking for a refresher. Teams of educators are encouraged to join.

## PARTICIPANT OUTCOMES

- Ensure educational benefit for students with disabilities through the development of a reasonably calculated, compliant IEP when determining FAPE in the LRE.
- Design and deliver specialized academic instruction, including classroom adaptations, based on assessment information.
- Identify and implement positive, preventative behavior management techniques.
- Practice and improve communication and facilitation skills.
- Understand qualifying disability categories and implications for individualized program design.
- Identify the continuum of placement/support options and review a variety of inclusive practices including co-teaching, Universal Design for Learning (UDL), differentiated instruction, site/classroom climate (including students with moderate/severe disabilities).
- Explore general education initiatives and structures that directly impact special education such as Response to Instruction and Intervention (RTI2), Positive Behavioral Interventions (PBIS), Student Study Team (SST) meetings, 504 Plan development.

More information and registration at:  
**[charterselpa.org/academies/](http://charterselpa.org/academies/)**





EL DORADO

CHARTERSELPA

# PARAEDUCATOR ACADEMY

## Fall

October 9th  
Los Angeles

October 30th  
San Diego

October 23rd  
Bay Area

October 11th  
Sacramento

## Spring

February 27th  
Los Angeles

February 12th  
San Diego

February 12th  
Bay Area

February 20th  
Sacramento

## WHO SHOULD ATTEND?

The SELPA is offering this academy twice next year in each of the four regions. All paraeducators are invited. This academy is only offered to partners of the El Dorado Charter SELPA.

## PARTICIPANT OUTCOMES

Highly skilled paraeducators are an integral component of a quality educational program. Under the supervision of an appropriately credentialed educator, paraeducators are responsible for the support of students with disabilities in the least restrictive setting as outlined in the IEP. To be effective in this vital role, and to ensure positive student outcomes, paraeducators require ongoing focused training. In addition, a clear understanding of the delivery of individualized adaptations and educational supports for students across school settings is essential.

Join us for a one-day academy designed to provide tools and resources to equip paraeducators in supporting students toward positive student outcomes.

More information and registration at:  
[charterselpa.org/academies/](https://charterselpa.org/academies/)



# GETTING A GRASP ON

## PROFESSIONAL LEARNING

The California Department of Education (CDE) will host an array of upcoming professional development opportunities to assist local educational agency staff whose work relates to statewide testing:

### Post-Test Workshop (May–June)

This workshop provides information about the interpretation and use of student results on the CAASPP assessments and the reports. The workshop provides high-level information on the scoring of the online summative assessments, describes the various components of the Student Score Reports, and reviews how to use the Online Reporting System. This workshop is also offered as a live-streamed Webcast. [Registration is now available.](#)

### Summer Institute 2018

The Summer Institute 2018 is a two-day, in-person, professional development opportunity titled "Analyzing Student Work and Using the Interim and Digital Library Systems to Inform Teaching and Learning." The Summer Institute is for classroom teachers, instructional coaches, and teachers on special assignment in kindergarten through grade twelve. However, administrators also may find this training useful to inform their support of classroom teachers. (See the [calendar](#) for exact dates.

### 2018 Assessment and Accountability Info Meeting

#### North Meeting

Thursday, September 20, 2018  
 Doubletree Hotel Sacramento  
 2001 Point West Way  
 Sacramento, California 95815

#### South Meeting

Thursday, September 27, 2018  
 Doubletree Hotel Ontario  
 Empire Ballroom  
 222 North Vineyard Avenue  
 Ontario, California 91764

#### [ELPAC Academy](#)

#### Highlights of the training include:

- How the ELPAC task types connect to the California 2012 ELD standards and classroom instruction
- How to create Interim Assessments using existing curriculum or resources
- How to select Accessibility Resources for English learners across all state assessment
  - Sacramento – August 27
  - Sacramento – August 29
  - San Diego – August 30
  - San Diego – August 31
  - Riverside – September 6
  - Riverside – September 7 (date change)
  - Clovis – September 12
  - Clovis – September 13
  - Los Angeles – September 24

# GETTING A GRASP ON

## [CAASPP Institute](#)

### CAASPP Institute Dates and Locations:

- |              |                     |                               |
|--------------|---------------------|-------------------------------|
| ▪ Sacramento | October 3–4, 2018   | (DoubleTree Hotel)            |
| ▪ Pasadena   | October 10–11, 2018 | (Pasadena Convention Center)  |
| ▪ Fresno     | October 17–18, 2018 | (DoubleTree Hotel)            |
| ▪ San Diego  | October 22–23, 2018 | (San Diego Convention Center) |
| ▪ Redding    | October 24–25, 2018 | (Red Lion Hotel)              |
| ▪ Riverside  | October 29–30, 2018 | (Riverside Convention Center) |

### CAST Academy

To support the implementation of the California Science Test (CAST), the CDE has partnered with SCOE to present the 2018 CAST Academy, a training that will be held at five locations in October 2018. The one-day training will be offered in fall 2018 as follows:

- October 2—Sacramento
- October 9—Riverside
- October 16—San Diego
- October 23—Clovis
- October 30—Los Angeles

## Wanted: Educators with Experience in Science, Special Education, and Spanish

Experienced educators in science, special education, and Spanish are needed! Throughout the summer, the CDE will be conducting workshops for the CAST, the California Alternate Assessments (CAAs) for English language arts/literacy (ELA), mathematics, and science, and the California Spanish Assessment (CSA) assessments. Participants will have the opportunity to help the CDE with item and data review. The feedback from these workshops will assist us in identifying any improvements that might be needed. The workshop meetings will take place in Sacramento. For further information and to apply, please refer to the [online application](#).

## SPOTLIGHT ON ACCESSIBILITY

### [New Playlist in the Digital Library Professional Learning Series- Performance Tasks!](#)

A new playlist—“[Performance Tasks](#)”—has been added to the CDE *Professional Learning Series!* This resource brings together a range of materials for using performance tasks to measure student progress and improve instruction. To provide users with the essential characteristics of performance tasks, the playlist organizes links to, and summaries of, materials and Digital Library resources that include the following:

- A performance assessment educational report

# GETTING A GRASP ON

- Interactive video modules
- Presentation slides and facilitation guides
- A comprehensive instructional guide for educators
- Smarter Balanced performance task technical specifications
- A Web-based application for identifying relevant playlists

Educators are encouraged to consult the “Performance Tasks” playlist for professional learning aimed at improving instruction, informing teaching, and meeting individualized instructional and assessment needs for all students. The *Professional Learning Series* provides a wide selection of professional learning resources on relevant and timely topics. Explore them all on the CDE [Digital Library Playlists Web page](#).

## CAA for Science

### California Alternate Assessment for Science Reminders

The period for administering the California Alternate Assessment (CAA) for Science differs from the testing window that an LEA selects for the other CAASPP assessments. Since last November, LEAs have had access to the CAA for Science for administration to eligible students, and that access will extend through the LEA’s last day of instruction.

The period for test examiners to input students’ CAA results from the answer recording document (ARD) into the [Data Entry Interface \(DEI\)](#) is under way and will continue through the last day of school or July 16, 2018, whichever comes first. It is recommended that the test examiner input the student’s scores into the DEI as soon as the student completes the test; that way, the test examiner and LEA and site coordinators can track completion rates for all three embedded performance tasks.

Note that in order for the CDE to count a student as having participated in the CAA for Science, (1) the student must attempt **all three** embedded PTs; and (2) the student’s results must be entered into the DEI. Also note that LEAs must keep ARDs for one year. Questions about the DEI should be directed to the California Technical Assistance Center by phone at 800-955-2954 or by e-mail at [caltac@ets.org](mailto:caltac@ets.org).

### CAA for Science: Test Examiner Survey

The [survey for CAA for Science test examiners](#) is now available. The survey will gather feedback on the pilot assessment, providing crucial guidance on test administration procedures and the operational design of the CAA for Science for future administrations. The survey takes approximately eight to ten minutes to complete. Test examiners should complete this survey once they have completed science testing for this year. Note that survey responses are confidential.

Questions about the CAA for Science test examiner survey should be directed to the California Technical Assistance Center by phone at 800-955-2954 or by e-mail at [caltac@ets.org](mailto:caltac@ets.org).





# June 30<sup>th</sup>, 2018 CASEMIS

## *Current Details, DINC Indicators and Prevention, and Top 10 Errors/Warnings*

### June 30<sup>th</sup>, 2018 CASEMIS Report

#### **Current Details:**

The errors and warnings are now posted in SEIS.

CASEMIS Errors

Updated: 5.7.2018 CASEMIS will be pulled on 6/30/2018. Please check these CASEMIS errors and warnings daily. We ask that majority of errors...  
[Read More](#)



[Fix Errors](#)

By clicking on “Fix Errors”, you can access and fix all errors/warnings for your caseload and/or LEA. These errors/warnings should be fixed **no later than June 20<sup>th</sup>, 2018.**

#### **Data Identified Non-Compliance (DINC) Indicators and Prevention:**

##### Indicators:

1. Annual IEP
2. Triennial IEP
3. 60 Day Evaluation
4. Secondary Transition Plan

##### Preventing DINC:

Look for the following codes in the CASEMIS Errors Link, ***these warnings will cause DINC so they need to resolved before 6/30/2018:***

- a. W909 LAST\_IEP DATE IS OVER 1 YEAR
- b. W910 LAST\_EVAL DATE IS OVER 3 YEARS
- c. W928 TRAN\_REG IS EMPTY FOR AGE 16 & OLDER
- d. W935 EVLDLAY CODE IS MISSING

These warnings can be resolved by performing one of the following:

1. If the meeting has not been held, hold prior to 6/30/2018 or select an appropriate delay code.
2. If the meeting has been held, perform an amendment to fix the dates on the information/eligibility page.

***Please note: The June CASEMIS collects data on all students evaluated and/or provided services this school year. This includes eligible, ineligible, transferred, pending, and exited students.***

## Top 10 Errors/Warnings:

### 1. E211 – Duplicate Service

**Description:** Entries in the SERVICE Field records for the same student have one or more of the same codes. A SERVICE code may only be used once per student.

**How to Fix this Error:** Go to the CASEMIS B Page of the student's record in SEIS and identify the duplicate service. Then perform one of the following tasks:

1. If the duplicate service is discontinued AND ended prior to 07/01/2017, then delete the service.
2. If the duplicate service is discontinued AND ended on or after 07/01/17, then mark the service Do Not Report (DNR).
3. If the duplicate service is active, then mark Do Not Report (DNR).

### SPECIAL EDUCATION AND RELATED SERVICES + Add Service

Expand/Collapse All

#1 330 Specialized Academic Instruction

**Dates**  
12/11/2017 - 12/10/2018

**Duration/Frequency**  
266 min x 1 sessions = 266 min Weekly

**Provider**  
100 District of Service

Do Not Report

Do Not Print

**Blank Grids to Print** 0

Amend Service
Continue to new IEP
Discontinue Service
Copy to ESY

#2 330 Specialized Academic Instruction

**Dates**  
12/15/2016 - 12/11/2017

Discontinued Service

**Duration/Frequency**  
50 min Daily

**Provider**  
100 District of Service

Do Not Report

Do Not Print

**Blank Grids to Print** 0

Delete

### 2. E519 – Parent Input Code is in Error

**Description:** The entry for the Field PARINPUT is not one of the codes listed for the Field.

**How to Fix this Error:** Go to the CASEMIS A Page of the student's record in SEIS and find the A-56 Field.

1. If the student's current IEP reflects that the parent had involvement, select "Yes" and click save.
2. If the student's current IEP reflects that the parent didn't have involvement, select "No" and click save.
3. If the student's current IEP reflects that the parent did not respond, select "No Response" and click save. (It is important to only click this is the parent did not respond since it could have negative effects on your school's indicator report.)

#### CASEMIS A Page: A-56 Field

**A-56 PARINPUT** Parent evaluation of district's family involvement efforts.

Yes  No  No Response

4.

#### Student's IEP – Parent Consent Page

As a means of improving services and results for your child did the school facilitate parent involvement?

Yes  No  No Response

### 3. E130 – Last IEP is a Future or Projected Date

**Description:** The date in the Field LAST\_IEP is a future date or projected date, based on the calendar and clock in your computer. The date of last IEP meeting must be an actual date that took place in the past, not a meeting date in the future.

**How to Fix this Error:** Go to the CASEMIS A Page of the student's record in SEIS and find the A-36 Field.

1. If the Last IEP date is before 6/30/2018 AND your school plans on holding the IEP on that date, then this error will remain until the IEP is held and affirmed/attested. Please ensure that these records are affirmed/attested before 6/30/2018.
2. If the Last IEP date is before 6/30/2018 AND your school is not planning on holding the IEP on that date, then please enter the date of the last actual IEP held.
3. If the Last IEP date is after 6/30/2018, please stop prepping for this IEP until 6/30/2018 and enter the date of the last actual IEP held.

#### CASEMIS A Page: A-36 Field

**A-36 LAST\_IEP** Date of student's last complete IEP, IFSP, or ISP meeting.



### 4. W909 – Last IEP Date is Over 1 Year

**Description:** The entry in the Field LAST\_IEP is more than one year before the REPT\_DATE or more than one year before the EXIT\_DATE if there is an entry in the Field EXIT\_DATE.

**How to Fix this Error:** Go to the CASEMIS A Page of the student's record in SEIS and find the A-36 Field.

1. If the Last Annual IEP has not been held, please hold the annual IEP before 6/30/2018 and affirm/attest the IEP in SEIS.
2. If the Last Annual IEP was held in the required timeframe (365 days), please check the IEP Date, along with Last Annual IEP and Next Annual IEP on the *Information/Eligibility* page of the current IEP. If a clerical error is found on the dates, an amendment will need to be done and sent home to the parents. The amendment would need to be affirmed/attested before 6/30/2018.
3. If the Last Annual IEP was held late, and an IEP Delay reason applies please select the delay reason on CASEMIS A.

#### CASEMIS A Page: A-36 Field

**A-36 LAST\_IEP** Date of student's last complete IEP, IFSP, or ISP meeting.



#### CASEMIS A Page: IEP Delay

**IEP Delay**

Optional field to describe why the annual IEP should be considered timely.

----Select One----

REQUIRED for Code 90 Only

## 5. W919 – Transition Reg is Empty for Age Under 16

**Description:** There is no entry in the Field TRAN\_REGX for age 15. There should be an entry for TRAN\_REGX for age 15 and older.

**How to Fix this Error:** Go to the CASEMIS A Page of the student's record in SEIS and find the A-47 through A-54 Fields.

1. This warning will not affect your LEA until next year. It is an informational warning stating that the student will be turning 16 years old next year and there are no transition goals in place. These goals need to be in place **before** the student's 16<sup>th</sup> birthday. An IEP needs to be held in order to add transition goals. This could lead to possible DINC issues.

### CASEMIS A Page: A-47 – A-54 Fields

**A-47 TRAN\_REG1** The student's IEP includes appropriate measurable postsecondary goal or goals that cover education or training, employment, and, as needed, independent living.

Yes  No

**A-48 TRAN\_REG2** Is (are) the postsecondary goal(s) updated annually?

Yes  No

**A-49 TRAN\_REG3** Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?

Yes  No

**A-50 TRAN\_REG4** Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

Yes  No

**A-51 TRAN\_REG5** Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

Yes  No

**A-52 TRAN\_REG6** Is (are) there annual IEP goal(s) related to the student's transition services needs?

Yes  No

**A-53 TRAN\_REG7** Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

Yes  No

**A-54 TRAN\_REG8** If appropriate, is there evidence that 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?)

Yes  No  NA

**Fields A-47 through A-53 need to be marked as "Yes".**

**Field A-54 can be marked "Yes" or "N/A".**

## 6. W920 – No Graduation Plan for Grades 8 and Up

**Description:** There is no entry in the Field GRAD\_PLAN for grade 8 and up. Should be an entry for GRAD\_PLAN for grade 8 and higher.

**How to Fix this Error:** Go to the CASEMIS A Page of the student's record in SEIS and find the A-63 Field.

1. Check the Current IEP and see if a graduation plan was entered, if so then add it to A-63.
2. If the Current IEP did not have a graduation plan entered, then hold an amendment to add. Please affirm/attest before 6/30/2018.

### CASEMIS A Page: A-65 Field

**A-65 EXIT\_REASON** Reason for leaving or exiting special education program from SELPA.

----Select One----

**This is just a warning but could easily turn into an error. It is best practice to correct as soon as possible.**

## 7. E194 – Federal Setting School Code is in Error

**Description:** The entry in the Field FEDSET\_SCH is not one of the codes on the list under the Field for student (ages 6–22). There must be an entry for students ages 6–22.

**How to Fix this Error:** Go to the CASEMIS A Page of the student's record in SEIS and find the A-44 Field.

1. If the student is 6 years old or older, please enter the correct school federal setting.

**CASEMIS A Page: A-44 Field**

**A-44 FEDSET\_SCH** Federal Program setting for school age children ages 6 to 22 only.

----Select One----

**Codes:** **400 – Regular Classroom/Public Day School:** A program that includes  $\geq 50\%$  nondisabled students.

**450 – Separate School:** A setting where students receive services for  $>50\%$  of the school day in a program specifically for Students with disabilities.

**460 – Residential Facility:** Facility where students reside and receive  $> 50\%$  of their services at.

**470 – Homebound/Hospital:** Facility where students receive services in homebound/hospital setting.

**480 – Correctional Facility:** Students receiving services in short-term detention or correctional facility.

**490 – Parentally Places in Private School:** Student is at a private school but receives special education through the LEA.

**500 – Homeless:** Either the student is homeless, unaccompanied or the entire family is.

## 8. W910 – Last Evaluation (TRI) is over 3 Years

**Description:** The entry in the Field LAST\_EVAL is more than three years before the REPT\_DATE or more than three years before the EXIT\_DATE if there is an entry in the Field EXIT\_DATE.

**How to Fix this Error:** Go to the CASEMIS A Page of the student's record in SEIS and find the A-37 Field.

1. If the Last Evaluation IEP has not been held, please hold the annual IEP before 6/30/2018 and affirm/attest the IEP in SEIS.
2. If the Last Evaluation IEP was held in the required timeframe (1095 days), please check the Last Evaluation IEP Date and the Next Evaluation Date IEP on the *Information/Eligibility* page of the current IEP. If a clerical error is found on the dates, an amendment will need to be done and sent home to the parents. The amendment would need to be affirmed/attested before 6/30/2018.
3. If the Last Evaluation IEP was held late, and an TRI Delay reason applies please select the delay reason on CASEMIS A.

**CASEMIS A Page: A-37 Field**

**A-37 LAST\_EVAL** Date of the latest determination of initial or continued eligibility for special education.



09/12/2017

## 9. E200 – No Services Listed for Student

**Description:** There are no services record in the SERVICE data table for student.

**How to Fix this Error:** Go to the CASEMIS B Page of the student's record in SEIS and find the service data table. If the student is eligible in SEIS, then there should be services listed.

1. If there are no services listed because an IEP has not been held and the student has not been determined eligible, then move this student into pending.

2. If there are no services listed but an IEP has been held and the student has been determined eligible, then contact your SELPA Program Technician.
3. If there are services listed but your LEA is still receiving this error, then check to make sure:
  - a. The service is not marked Do Not Report (DNR).
  - b. The service end date is not in the past.
  - c. The service start date is not in the future.

### Blank Service Date Table

**SPECIAL EDUCATION AND RELATED SERVICES** + Add Service

Expand/Collapse All

### Services Listed – Why is CASEMIS saying there are no services?

#1 330 Specialized Academic Instruction + >

Dates	Duration/Frequency	Provider
01/10/2019 - 12/09/2019	150 min Daily	100 District of Service

Do Not Report
  Do Not Print
Blank Grids to Print

Amend Service
Continue to new IEP
Discontinue Service
Copy to ESY

## 10. E201 – Invalid Plan Type for Eligible Student or Verify Exit Date & Reason

**Description:** The plan type for the eligible student is invalid or there is an exit date and reason entered but the student is still eligible.

**How to Fix this Error:** Go to the CASEMIS A Page of the student's record in SEIS and find the A-32, A-64, and A-65 Fields.

1. In the A-32 field, the only acceptable plan types for an eligible student are: 10 – IEP, 15 – IFSP, 20 – ISP
2. In the A-64 and A-65 Fields, if there is an exit date and reason enter, either exit the student (if no longer receiving services) or delete the exit date and reason (if still receiving services).

### CASEMIS A Page: A-32 Field

**A-32 PLAN\_TYPE** Type of education plan for special education services.

----Select One----

Please Note: If a student was Eligible for Special Education and is no longer eligible, do not change their plan type to 70/80/90. These students should be exited from Special Ed.

### CASEMIS A Page: A-64 and A-65 Fields

**A-64 EXIT\_DATE** Date the student exited the special education program, last date the student received special education services, and/or date when student left the SELPA. Must not be a future or projected date.

**A-65 EXIT\_REASON** Reason for leaving or exiting special education program from SELPA.

----Select One----



# Delay Code 90 Evidence

*CDE will be requesting evidence for select LEAs during CASEMIS reporting.*

## Delay Code 90 Evidence

### Description:

The California Department of Education (CDE) will be reviewing delay reasons for missed timelines submitted by LEAs during the CASEMIS reporting periods. These delay reasons are to be used in instances where there are extraordinary circumstances for exceeding mandated timelines for the Individualized Education Program (IEP), the Individual Family Service Plan (IFSP), the Individual Service Plan (ISP), the triennial review, or a pending student record.

The CDE will identify LEAs within the Special Education Local Plan Area (SELPA) that use a delay code 90 in the June 30<sup>th</sup> CASEMIS data submission. Some of these LEAs will be randomly selected to submit a set of records for which CDE will require additional evidence.

Acceptable evidence may include:

1. E-mail communications between parent(s) and the LEA.
2. Documentation of extraordinary circumstances that caused delayed timelines.
3. Notation and dates of natural disasters.
4. Copies of any litigation/settlement agreements that may have been the cause of delay.

Failure to provide evidence will be considered as noncompliance and in violation of the Individuals with Disabilities Education Act 34 Code of Federal Regulations (CFR) 300.601 (b)(1).

### Acceptable Delay Codes:

A-30 Evaluation Delay	
10	Parent did not make child available
20	Official school break of more than five days
30	Transfer
40	Late without Cause
<b>90</b>	<b>Other</b>

A-31 Third Birthday Delay	
10	Parent refused consent
20	Parent did not make child available
30	Official school break of more than five days
40	Late without Cause
<b>90</b>	<b>Other</b>

A-66 IEP Delay/A-67 Triennial Delay	
10	Timely IEP; another IEP held
20	Parent contacted – did not attend
30	Transfer
40	Late without Cause
<b>90</b>	<b>Other</b>

***Code 90 – Other requires a description and evidence.***

***If you have questions about delay codes, please contact your assigned SELPA Program Technician.***



## 2018-19 Charter SELPA Steering Meetings

### Participants:

A Steering representative has direct oversight over the day-to-day special education operations of the charter school. The representative is designated by the CEO for each charter LEA member. Organizational partners, who operate more than one charter school, may have a single representative for all schools. Participation by charter LEAs at steering meetings is strongly encouraged.

### Meeting Information:

In an effort to support local professional learning networks and needs, we have regionalized Steering meetings. Steering meetings are now being offered in the Sacramento, Bay Area, Los Angeles, and San Diego. The SELPA encourages physical attendance at these meetings. There will also be online steering meetings throughout the year. Below is the schedule for the 2018-19 year:

### Online

#### SEPTEMBER, 2018

9/19 | 10 a.m. to 12:00 p.m.

Online via Zoom

#### JANUARY, 2019

1/16 | 10 a.m. to 12:00 p.m.

Online via Zoom

### Regional Meetings

#### OCTOBER, 2018 (In person)

**Sacramento | 10/17, 10 a.m. to 2:30 p.m.**

Sacramento Endowment Center

1414 K St, #500 Sacramento, CA 95814

.....

**Bay Area | 10/18, 10 a.m. to 2:30 p.m.**

Courtyard Oakland Emeryville

5555 Shellmound St, Emeryville, CA 94608

.....

**Los Angeles | 10/24, 10 a.m. to 2:30 p.m.**

Long Beach Marriott

4700 Airport Plaza Dr, Long Beach, CA 90815

.....

**San Diego | 10/25, 10 a.m. to 2:30 p.m.**

Hilton Garden Inn San Diego Downtown/Bayside

2137 Pacific Hwy A, San Diego, CA 92101

.....

#### NOVEMBER, 2018 (In person)

**Sacramento | 11/7, 10 a.m. to 2:30 p.m.**

Hyatt Regency Sacramento

1209 L Street, Sacramento, CA 95814

.....

**Bay Area | 11/08, 10 a.m. to 2:30 p.m.**

Courtyard Oakland Emeryville - Marriott

5555 Shellmound St, Emeryville, CA 94608

.....

**Los Angeles | 11/14, 10 a.m. to 2:30 p.m.**

Long Beach Marriott

4700 Airport Plaza Dr, Long Beach, CA 90815

.....

**San Diego | 11/15, 10 a.m. to 2:30 p.m.**

Hilton Garden Inn San Diego Downtown/Bayside

2137 Pacific Hwy A, San Diego, CA 92101

#### APRIL, 2019 (In person)

**Sacramento | 04/03, 10 a.m. to 2:30 p.m.**

Sacramento, TBD

.....

**Bay Area | 04/04, 10 a.m. to 2:30 p.m.**

Courtyard Oakland Emeryville

5555 Shellmound St, Emeryville, CA 94608

.....

**Los Angeles | 04/10, 10 a.m. to 2:30 p.m.**

Long Beach Marriott

4700 Airport Plaza Dr, Long Beach, CA 90815

.....

**San Diego | 04/11, 10 a.m. to 2:30 p.m.**

Hilton Garden Inn San Diego Downtown/Bayside

2137 Pacific Hwy A, San Diego, CA 92101

### Regional & Online

#### MAY, 2019 (In person & online)

for all regions in conjunction with CEO Council meeting.

**San Diego | 05/22, 10 a.m. to 2:30 p.m.**

Hilton Garden Inn San Diego Downtown/Bayside

2137 Pacific Hwy A, San Diego, CA 92101

#### NOTE:

You will receive an email invitation prior to the meeting with further details.

**LUNCH IS PROVIDED FOR  
IN-PERSON MEETINGS**

[charterselpa.org/partner-services/steering/](http://charterselpa.org/partner-services/steering/)

