

Developing Systems to Serve Students with Disabilities

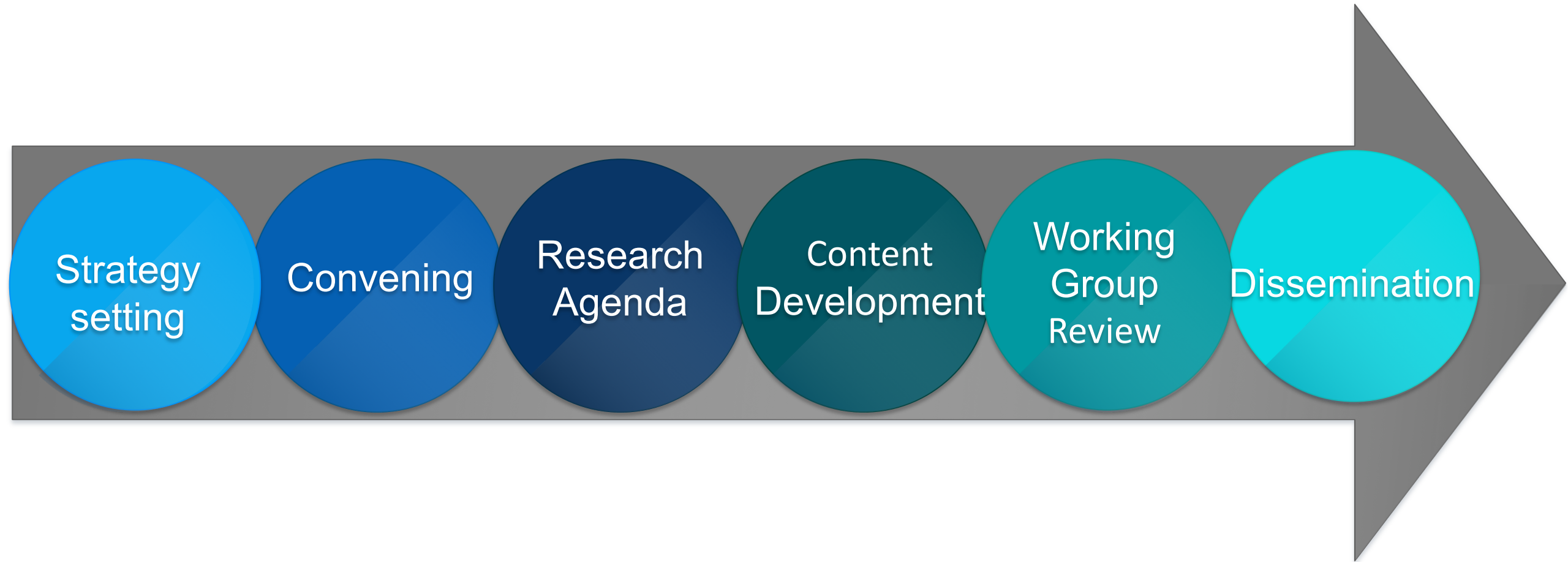
PACE Annual Conference
February 7, 2020
Sacramento, California

@edpolicyinca



#2020PACE

PACE Policy Research Panel Process



- February 7 Convening
- February 18 Release
- 3-Webinar Series (Feb-Mar)

Agenda

- 1:15-2:15: Panelist presentations
- 2:15-2:40: Small group Q&A & researcher conversation
- 2:40-2:45: Small group share out

Panelists



Jacob Kirksey,
PhD Candidate, UC Santa
Barbara



Aubyn Stahmer, Professor,
Department of Psychiatry &
Behavioral Sciences, UC Davis



Naomi Ondrasek, Senior
Researcher & Policy Advisor,
Learning Policy Institute



Dan Humphrey,
independent researcher



Ron Powell, CEO of RJPowell
Consultants



Alex Briscoe, Principal,
California's Children's Trust



Preservice Preparation of Teachers to Support the Inclusion of Students with Learning Disabilities

Michael Gottfried & Jacob Kirksey

PACE Special Education Research Meeting

February 7, 2020

Policy Context - Inclusion

Accountability

- Individuals with Disabilities Education Act (1997, 2004) heightened expectations that students with disabilities be educated alongside peers without disabilities
- No Child Left Behind incorporated accountability expectations for the education of these students through teacher and school evaluations
 - i.e. Under ESSA, only students with the most significant cognitive disabilities (1% of student population) are allowed to take alternative assessment

Changing Classroom Compositions

- More students with learning disabilities (SWLDs) are spending a majority of their school day in general education classrooms than ever before
 - 1989: 11% of public school SWLDs spent over 80% of instructional time in general education
 - 2015: This number jumped to 68%
- End goal is that *all* students make yearly academic progress

Policy Context – Teacher Preparation

Educating SWLDs

- Teachers face more responsibility than ever before to facilitate high-quality education in inclusive classrooms for students with and without disabilities
- As a result, teacher education programs are confronted with increased pressure for producing teachers who are prepared to teach in inclusive classrooms
- Challenge: Traditionally, preparation for teaching SWDs has been isolated for only candidates receiving a special education credential

Added Licensure Requirements

- Teacher Performance Assessments (TPAs) act as one method of streamlining teacher preparation for traditional certification
- edTPA – adopted by over 900 programs across 41 states – is a rigorous TPA designed to assess candidates' readiness to teach
- edTPA contains subject-specific rubrics and requires candidates to collect data in teaching placements with which to reflect on practice

California

Teacher Performance Expectations

- The California Commission on Teacher Credentialing has set “an expectation that both tasks and rubrics have a focus on teaching students with disabilities placed in the general education classroom” (Sandy, 2016)
- Programs and their candidates are held accountable for meeting these TPEs
- These TPEs go hand-in-hand with preparing for edTPA

Teacher Performance Assessments

- Programs can use one of three TPAs to assess candidates near the end of their preparation: CalTPA, edTPA, or FAST
- 49 programs use edTPA
- Rubrics include areas where candidates must demonstrate an understanding of teaching students with disabilities and other diverse learners

Our Study

Research Questions

1. Do pre-service teachers perceive themselves as ready to educate SWLDs in general education classrooms?
2. At the time of graduation, do pre-service teachers' perceptions of various qualities of their training (e.g., coursework, fieldwork, edTPA) link to their perceptions of readiness to educate SWLDs in general education classrooms?
3. Do these related perceptions differ between elementary and secondary pre- service teachers?

Limited Research to Inform Us

Teacher Education for SWLDs

- Teacher education for working with students with and without disabilities is still not well-integrated
- Co-teaching, multiple methods of engagement, and learning tools for students with learning disabilities are new to general education teacher prep
- Expansive literature notes the struggle in shaping dispositions of candidates

Performance Assessments

- Okhremtchouk et al. (2009) and Margolis and Doring (2013) note inconsistency in messaging about edTPA within programs, particularly among cooperating teachers
- Ledwell and Oyler (2016) and Ratner and Kolman (2016) note inconsistency among faculty within programs
- Cohen, Hutt, and Gottlieb (2018) found variation in the implementation and support for edTPA as well as inconsistency in how edTPA was aligned with broader program goals

Study Sites

University of California Teacher Education Programs

- 7 UC campuses used for our study
 - Excluded two that were undergoing program reorganization
 - 1 campus was used as pilot study
- Study 1: 69 preservice teachers
- Study 2: 473 preservice teachers
- Survey
 - 15-20 minute surveys online via Qualtrics
 - Demographics of candidates, undergrad GPA, license type, Likert scales for perceptions of program and preparation to work with SWLDs

Table 1. Pre-service teacher demographics

	Study Sample Percentage	California Percentage*
Male	22	29
Female	78	71
Black	1	5
Hispanic	23	29
White	59	46
Asian	18	7
Other	14	9
Total Number of Pre-Service Teachers	473	23,766

* Data provided by the California Commission on Teacher Credentialing Annual Report Card 2017–18.
<https://www.ctc.ca.gov/docs/default-source/commission/reports/titleii-2017-2018-annualrprt.pdf?sfvrsn=2>

Outcomes

General Support

- Overarching statements of preparation to work in inclusive classrooms
- i.e. “I feel prepared to use IEPs to effectively teach students with disabilities”

Instructional strategies

- Specific instructional strategies prior literature notes being important for teaching SWLDs
- i.e. “I feel prepared to model co-teaching in classrooms with students with learning disabilities”

Program Characteristics

Helpfulness

- Utility of edTPA for becoming a teacher
- "edTPA helped me become a stronger teacher"

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- Program was cohesive in goals and expectations
- "My program articulates a clear vision of teaching and learning"

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Placement

- Placement was in line with candidates' expectations
- "Was your student teaching placement consistent with your expectations with regard to students' socioeconomic status?"

Analysis

$$Y_{ij} = \beta_0 + \beta_1 B_{ij} + \beta_2 P_{ij} + \beta_3 E_{ij} + \varepsilon_{ij}$$

Baseline model

- Y – SWLD scale
- B – Background characteristics of candidates
- P – Characteristics of programs
- E – Elementary credential
- Error – Clustered at the program level

Limiting Comparisons to Within Programs

Unobserved variation

- There may be unobservable variables from data that we did not collect that is biasing estimates
- Considering we are interested in program factors, it is important to control for potential unobserved variables between programs
 - Similar to multilevel modeling, but accounts for selection into programs (Hoxby, 2000)

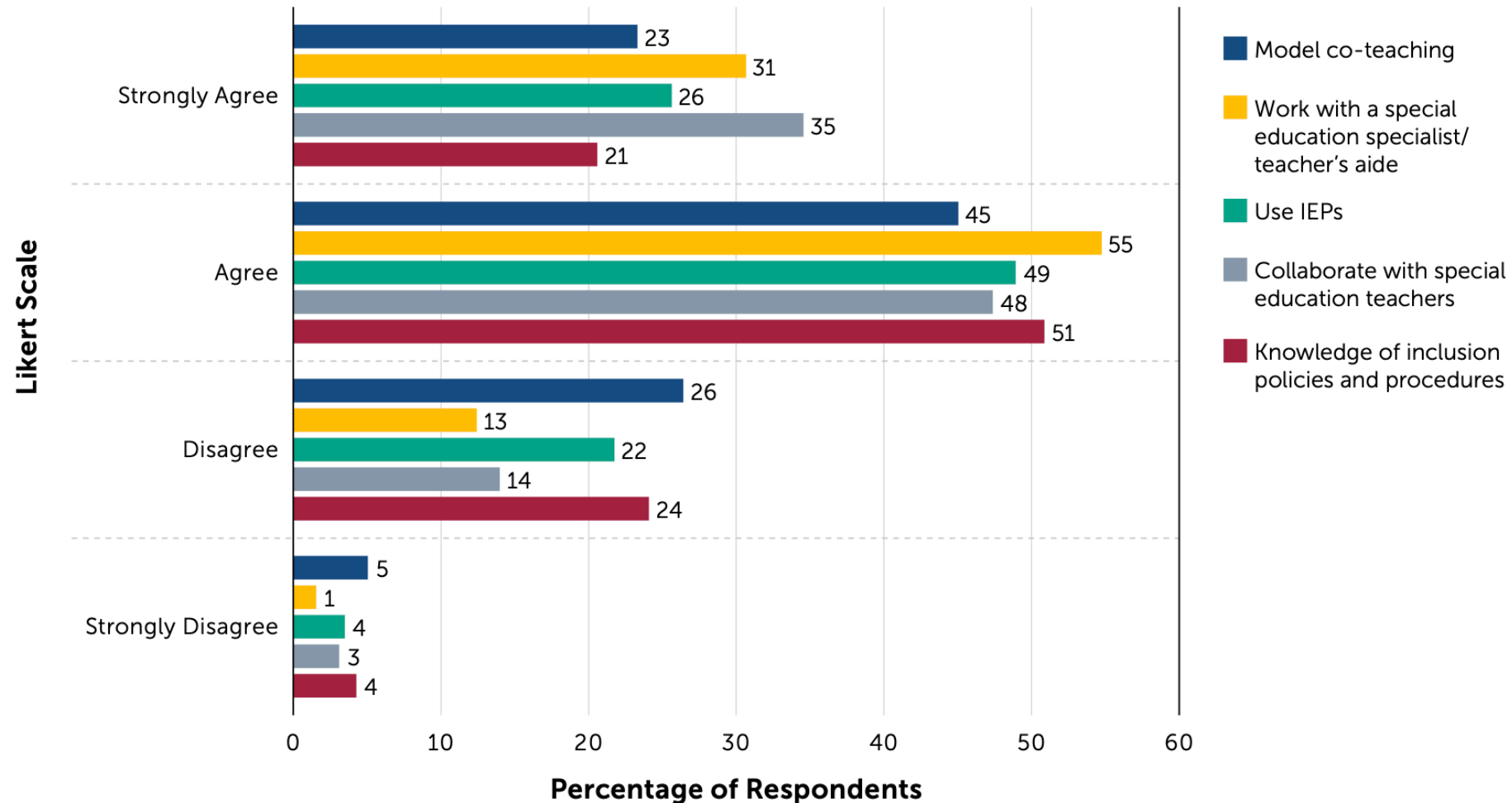
Program fixed effects

- Some programs may have a long history of working with schools with established protocols for educating SWLDs
- It may be the case that these programs' history of working with these particular schools creates a program that is perceived as more coherent, because these long-established partnerships
- Thus, it may seem like program coherence is predicting readiness for working with SWLDs, but there is a program-level factor- long-established school partnerships- that is predicting readiness and perceptions of coherence

Results

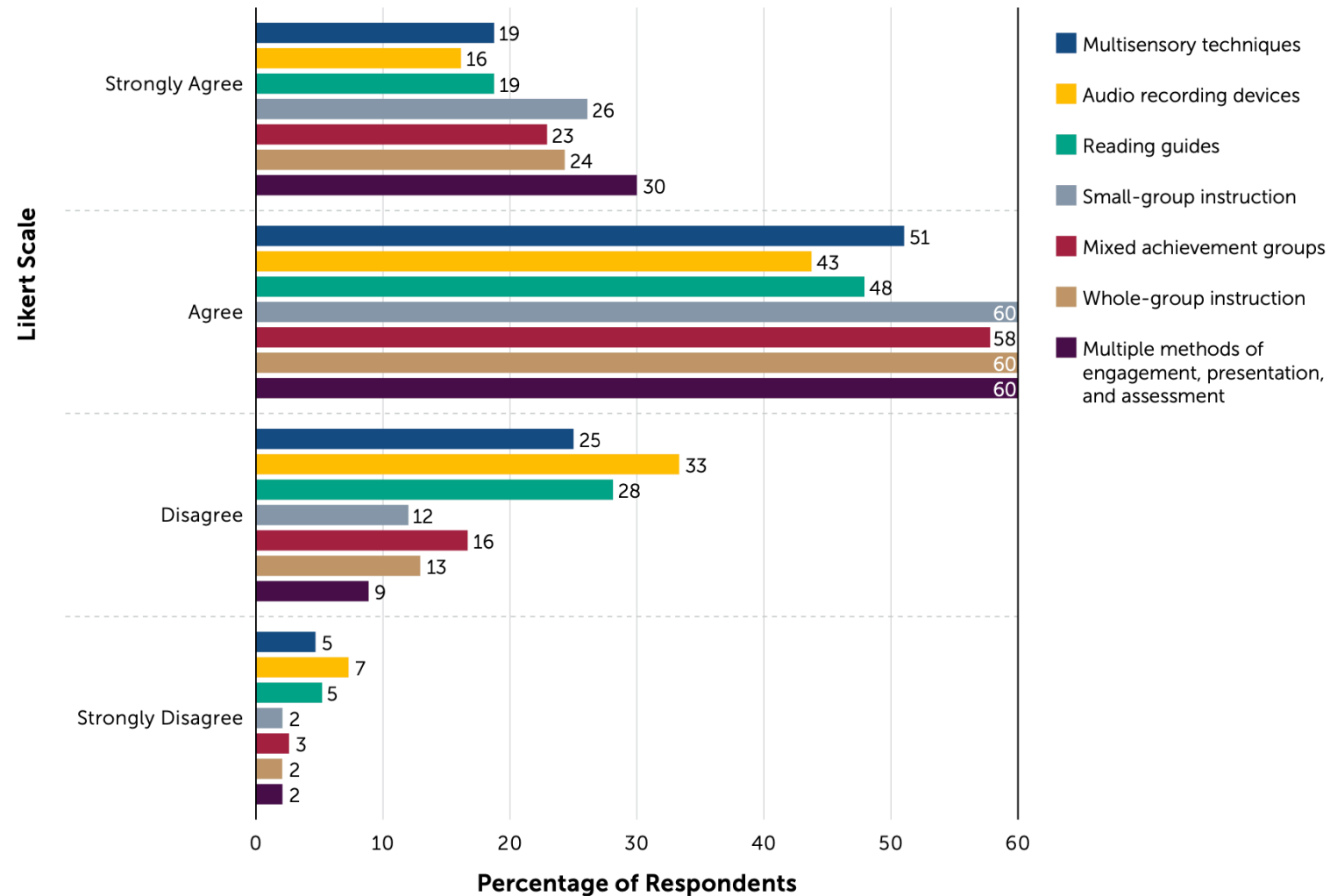
RQ 1: Prepared to Provide General Support in Inclusive Classrooms

Figure 1. Preparedness to provide general support in inclusive classrooms from 2018 survey in UC teacher preparation programs



RQ 1: Prepared to Use Instructional Practices

Figure 2. Preparedness to use instructional practices for SWLDs from 2018 survey in UC teacher preparation programs



Study 1: General Support

Coherence

- Coherence significant across models
- Candidates who perceived a consistent vision in their program also felt that they had sufficient knowledge of IDEA **and** preparation for special ed policies at school

	(1) Policy Knowledge	(2) Adequate Preparation
<i>Candidate characteristics</i>		
Male	-0.58* (0.25)	-0.23 (0.30)
Asian	0.12 (0.34)	0.27 (0.41)
Hispanic	0.00 (0.25)	0.04 (0.29)
Other race	0.46 (0.26)	0.72 (0.38)
Undergraduate GPA	-0.07 (0.29)	-0.13 (0.34)
Parent completed a degree beyond Bachelor's	0.35 (0.31)	0.25 (0.36)
Parent completed Bachelor's degree	0.64* (0.31)	0.65 (0.36)
Parent completed some college	0.20 (0.32)	0.29 (0.37)
Attended private high school	-0.44 (0.25)	-0.33 (0.29)
<i>Qualities of Preparation</i>		
Helpfulness of edTPA	-0.00 (0.15)	0.23 (0.18)
Alignment between edTPA and program	-0.28 (0.24)	-0.34 (0.28)
Program coherence	0.52* (0.23)	0.60* (0.27)
Placement experience	0.39 (0.20)	0.10 (0.23)
University supervisor support	-0.01 (0.12)	-0.08 (0.14)
<i>Elementary credential</i>		
	-0.33 (0.20)	-0.19 (0.24)
Observations	69	69
R-squared	0.32	0.33
Standard errors in parentheses		
*** p<0.001, ** p<0.01, * p<0.05		

Study 2: Instructional Strategies

Helpfulness of edTPA

- edTPA helpfulness matters
- Candidates who believed edTPA was helpful in becoming a teacher also felt more prepared to work w/ SWLDs
- Outcome includes general teaching, lesson planning, supporting LD-specific IEP support, and assessment

	(1)	(2)	(3)
<i>Candidate characteristics</i>			
Male	-0.16 (0.46)	-0.21 (0.27)	-0.47 (0.38)
Asian	0.99 (0.50)	1.00 (0.50)	0.65 (0.38)
Hispanic	0.26 (0.34)	0.23 (0.33)	-0.06 (0.26)
Other race	-0.50 (0.30)	-0.44 (0.30)	-0.45 (0.23)
Undergraduate GPA	-0.48 (0.38)	-0.56 (0.38)	-0.40 (0.32)
Parent completed some college	-0.32 (0.45)	-0.17 (0.46)	-0.24 (0.36)
Parent completed Bachelor's degree	0.18 (0.41)	0.31 (0.42)	-0.24 (0.34)
Parent completed a degree beyond Bachelor's	-0.30 (0.42)	-0.21 (0.42)	-0.35 (0.34)
Attended private high school	-0.17 (0.36)	-0.20 (0.36)	-0.22 (0.27)
<i>Qualities of Preparation</i>			
Helpfulness of edTPA			0.90*** (0.17)
Alignment between edTPA and program			0.02 (0.23)
Program coherence			-0.08 (0.24)
Placement experience			-0.11 (0.22)
University supervisor support			0.17 (0.13)
<i>Elementary credential</i>			
		0.31 (0.24)	0.11 (0.21)
Observations	69	69	69
R-squared	0.18	0.21	0.60
Standard errors in parentheses			
*** p<0.001, ** p<0.01, * p<0.05			

Study 2: General Support and Educating SWLDs

Two Associations Emerged

- Candidates who perceived their programs as more coherent tended to feel better prepared to provide general support and use instructional practices suited for SWLDs
- Candidates who felt stronger support from their university supervisors in their field placement tended to feel better prepared to use instructional practices suited for SWLDs

Table 3: Estimates of pre-service teachers' perceptions of preparation and feelings of readiness to educate SWLD

	General Support		Instructional Practices	
<i>Demographic characteristics</i>	(0.18)	(0.14)	(0.17)	(0.16)
Ever worked with SWLD	0.49*	0.56*	0.52*	0.53*
	(0.19)	(0.21)	(0.20)	(0.21)
<i>Credential</i>				
Elementary credential	-0.06	-0.07	0.06	0.05
	(0.13)	(0.15)	(0.12)	(0.11)
Special education credential	0.08	-0.07	-0.14	-0.19
	(0.34)	(0.31)	(0.34)	(0.33)
<i>Perceptions of preparation</i>				
Helpfulness of edTPA	0.06	0.00	0.06	0.04
	(0.03)	(0.04)	(0.06)	(0.07)
Alignment between edTPA and program	0.11	0.13	0.02	0.03
	(0.08)	(0.07)	(0.05)	(0.06)
University supervisor support	0.09	0.10	0.18*	0.18*
	(0.09)	(0.09)	(0.07)	(0.06)
Program coherence	0.19**	0.16**	0.23**	0.22**
	(0.05)	(0.04)	(0.05)	(0.06)
Placement expectations	0.11	0.13	0.05	0.06
	(0.08)	(0.08)	(0.05)	(0.06)
Constant	-0.42	-0.44	-0.25	-0.10
	(0.30)	(0.21)	(0.30)	(0.36)
Observations	473	473	473	473
Program FE	NO	YES	NO	YES

Robust standard errors in parentheses

*** p<0.001, ** p<0.01, * p<0.05

Elementary vs. Secondary

Elementary

- Same program characteristics were statistically significant when running fully interacted regressions
- These associations grew in magnitude for elementary candidates
- Suggests that main results from study were driven by elementary candidates

Secondary

- No program characteristics statistically significant when running fully interacted regressions
- No variable included in the models associated with secondary candidates perceptions of readiness to teach SWLDs
- We gleaned no information as to what is adding to the preparation of secondary candidates

Discussion

Helpfulness

- In study 1, candidates who believed edTPA was helpful for becoming a teacher tended to feel better prepared to use instructional strategies for SWLDs
- Note: UC in pilot study was an early adopter of edTPA, suggesting the program might have been more coherent

Program coherence

- Consistent finding across studies
- Defined as consistency in goals and expectations
- Cohen et al. (2018) note the importance of coherence for completing edTPA
- Recommendation: Purposeful planning in programs

Secondary candidates

- Only one association (a control variable) related to secondary candidates' perceptions of readiness to support SWLDs
- No program characteristics emerged for secondary candidates
- Thinking about nature of working with SWLDs for secondary teachers...

Findings in the context of edTPA

Purpose of edTPA

- edTPA and California TPEs purports to outline what teachers should know and be able to do
- To this end, edTPA required internal planning and external collaboration to ensure program is indeed helping candidates pass the assessment
 - Common sets of data, using the same language across program, bring faculty together

Coherence

- Important to consider that edTPA may have instigated coherence across programs
 - Our findings perhaps support this aim of edTPA (not the assessment directly, per se)
- Coherence is cited as one of the most challenging aspects of edTPA implementation
- Faculty understanding of pillars of teacher education program, having candidates share assignment across courses, having candidates collaborate with other candidates across program

Conclusion

Limitations

- Survey data, not a true experiment
- Self-report: All scales are made up of perceptions of candidates
- No classroom data
 - No information on practices in placement or as licensed teacher

Next Steps and Future Research

- Hope to follow up with candidates after initial year of teaching
 - Ask similar questions about programs, and then additional questions about students in their classrooms and teaching practices for these students
- Exploring differences for candidates with disabilities
- Considering the importance of coherence, more research is needed on the implementation of edTPA across programs and states



Acknowledgements

UCDAVIS
HEALTH

MIND
INSTITUTE

Improving Education for California Students Via Professional Development

Aubyn Stahmer
Kelsey Oliver
Patricia Schetter



Achievement Gap Challenge for Students with Disabilities

Graduation rate

Chronic Absenteeism

College/Career (10% prepared)

Mathematics (-119)

English Language Arts (-88.3)

12% of students
(725,000) qualify
for special
education



88%
Living in Poverty



75%
Foster Care



84%
English Language
Learners



High Quality Professional Development can Help

Effective
use of
Evidence-
Based
Practices
(EBP)



Keys to Effective Professional Development

Teachers need content on high incidence disabilities



Conduct basic introductory training for all educators in high incidence disabilities so they understand common strengths and learning needs.

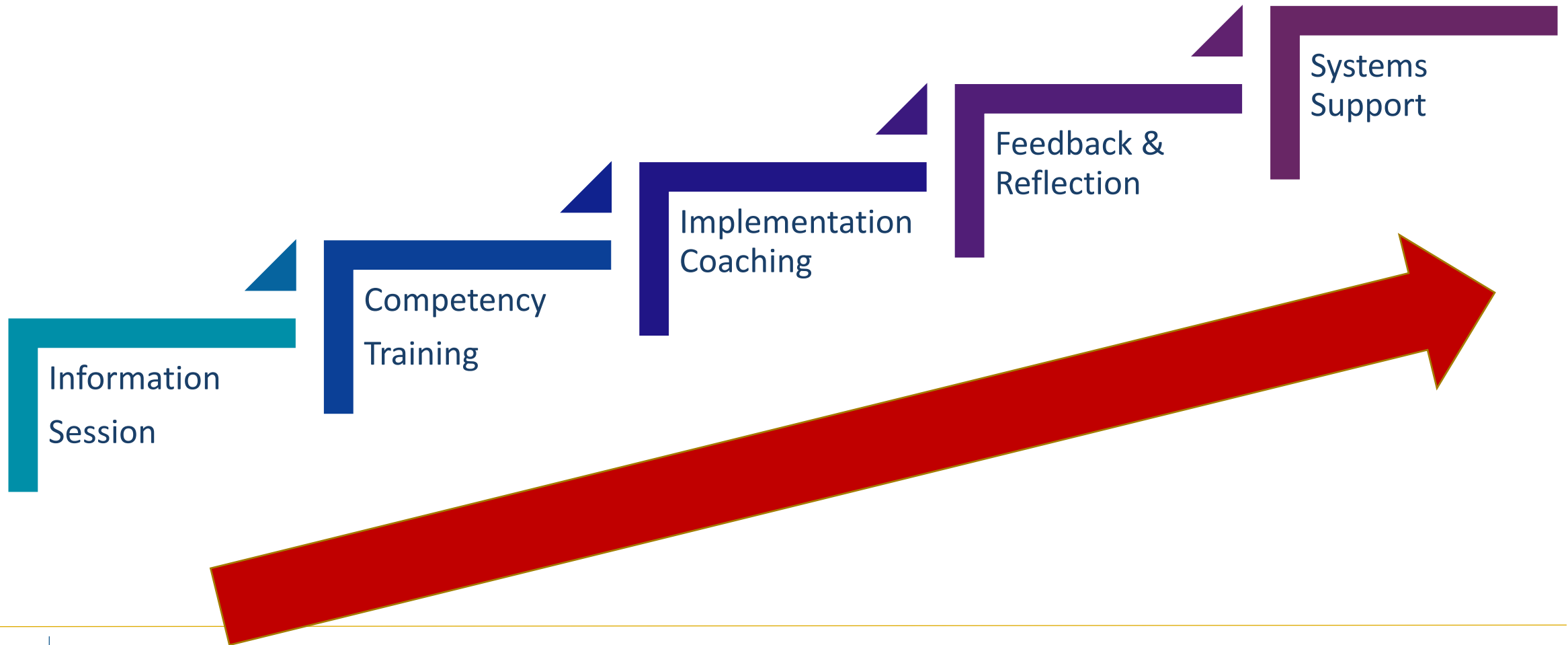
Improve Attitudes & Beliefs about Evidence-Based Practices (EBP) & Inclusion

Focus PD on overcoming unconscious biases and improving understand of cultural, neurological, and environmental causes of challenging behaviors and learning deficits and benefits of inclusion for all students.

Use Effective Professional Development and Adult Learning Practices

- Use data-based needs assessment to choose relevant training. (program review; CA Dashboard; LCAP goals)
- Link training and knowledge to student and educator performance and district/state goals.
- Use evidence-based professional learning practices.
- Use objective data to determine PD effectiveness
 - Include skills based performance indicators

Key Components of High Quality Professional development

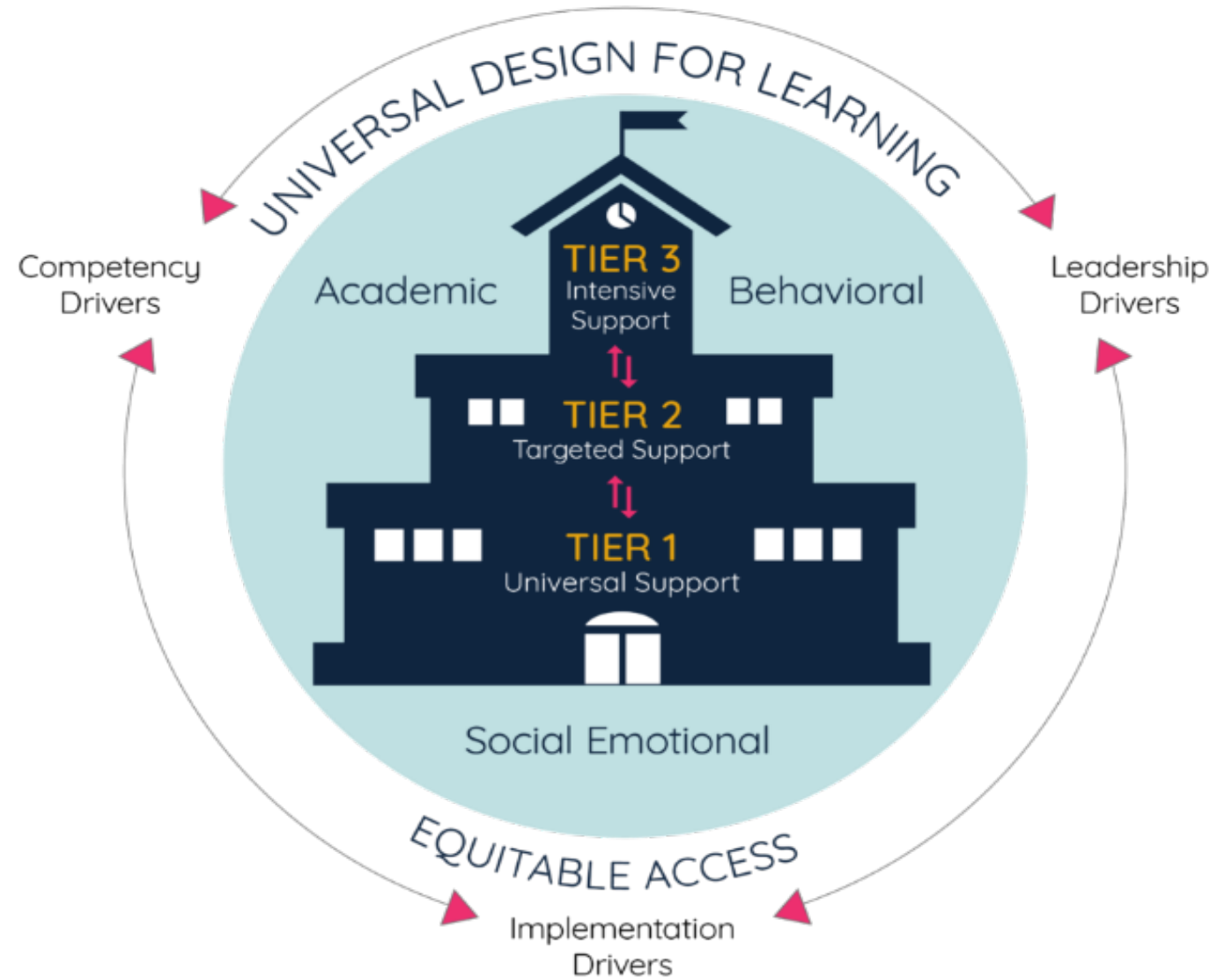


Key Components of EBP Sustainability



Evidence-Based Practices Must Fit within a Multi-Tiered System of Supports

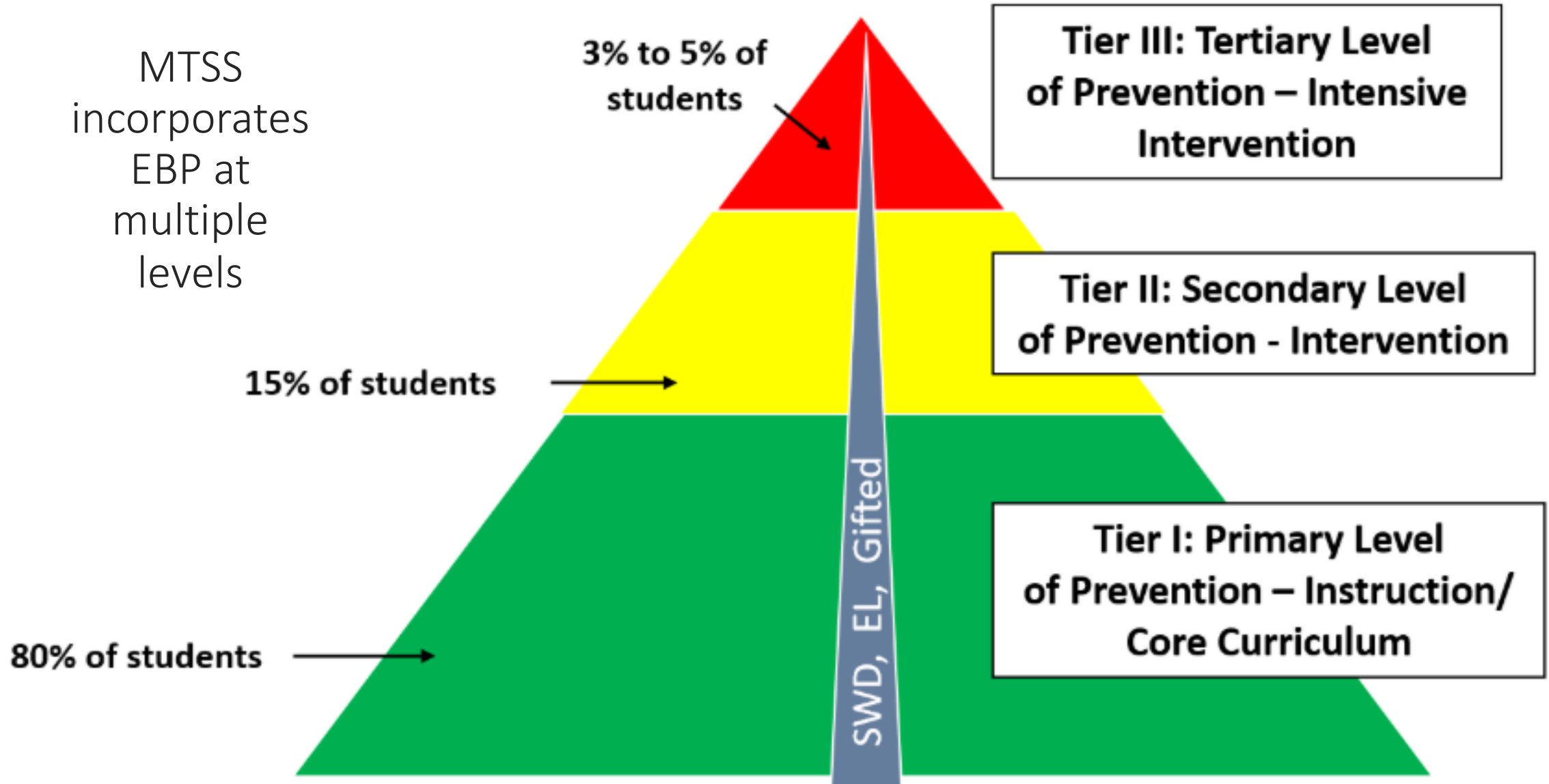
- MTSS framework recommended by CA
- Provides supports based on unique student needs
- Evidence-based practices are a fundamental component
- Framework can guide PD based on school, staff and student needs



MULTI-TIERED
SYSTEM OF SUPPORT

Essential Component: Multi-Level *Prevention* System

MTSS
incorporates
EBP at
multiple
levels



Students receive services at all levels, depending on need.

- Tier 3 PD for designated specialist staff
- Ensure training to use interventions with fidelity and to coach others

- Tier 2 PD for designated staff
- May include intensive reading instruction, social skills groups, increased home-school communications

- PD for all educators in Tier 1 EBP – Universal Design for Learning (UDL); classroom behavior management, social-emotional development strategies.
- Increase use of Tier 1 high quality instruction & universal screening for academic and social-emotional challenges.

- Train leaders in implementation leadership strategies that promote effective capacity building and successful implementation of new practices.
- Examples:
 - Providing time, funding and resources for high quality PD
 - Focusing on effective practices
 - Rewarding effective implementation
 - Measuring strategy use
 - Linking strategy use to goals and outcomes

Effective Professional Development to Support Students with Disabilities

- Improve attitudes, knowledge and skills across all levels (system, leader, educator)
- Make PD relevant and linked to goals
- Link EBP and PD to state, system, school and educator goals
- Collect data on effectiveness of PD and EBP and link to goal progress and student data
- Train leaders in implementation practices



California's Special Education Teacher Shortage

PACE 2020 Annual Conference

February 7, 2020

Naomi Ondrasek, Senior Researcher and Policy Advisor

@LPI_Learning



Overview

- **Goals and methods**
- **The special education teacher shortage**
- **The critical problem of attrition**
- **Recent state investments**
- **Policy considerations**

Goals and Methods

- **Provide an update on the status of the shortage**
 - CTC data on teacher credentials
- **Identify factors that may contribute to attrition**
 - Literature review
 - Focus group of special educators

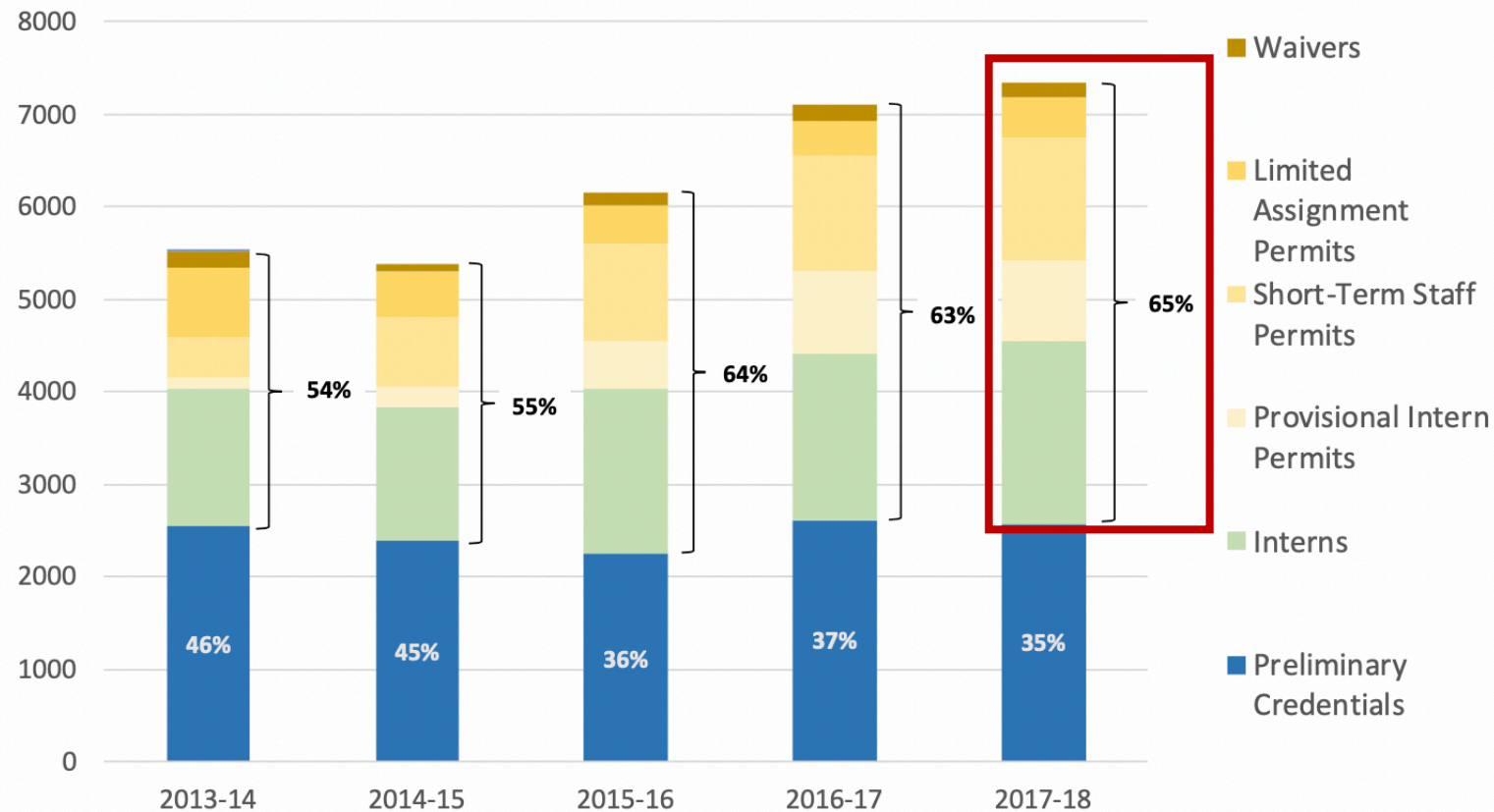
The Need for a Stable, Well-Prepared Special Educator Workforce

- **Achievement gaps have grown**
- **187 districts/COEs need differentiated assistance based on poor outcomes for students with disabilities**
- **Special educators with more extensive preparation:**
 - Boost achievement for students with disabilities
 - Are better prepared to use a variety of instructional methods
 - Are less likely to turn over

The Shape of the Shortage

Nearly 5,000 New Special Education Teachers Entered the Field Underprepared

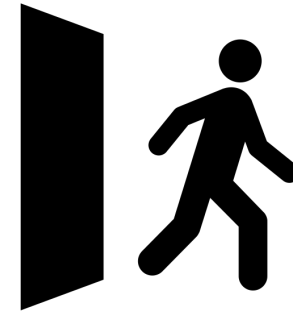
New Special Education Credentials and Permits, 2013-14 to 2017-18



Over 1/5 Teachers from Special Education Schools Turn Over



Teachers in special
education schools



Between 2015-16 and 2016-17:

- 13.4% left the profession or state
- 7.3% moved between schools

Factors That Impact Special Educator Attrition

Preparation and Professional Learning Impact Attrition



- Underprepared teachers leave at twice the rate of those who are fully prepared
- Intensive preparation and professional learning experiences can help improve both teacher retention and efficacy
- Special education preparation in CA is far less intensive than in other states

Working Conditions Impact Teacher Attrition



- State law does little to limit high caseloads
- Support from colleagues and administrators impacts special educators' decisions to remain in the field

Financial Supports Impact Recruitment and Retention



- Special education teachers cite low salaries as a reason for leaving
- Student debt deters candidates from pursuing teaching careers

Recent State Investments

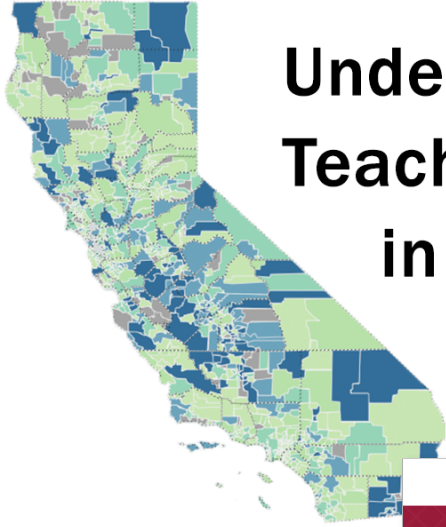
Recent State Investments in the Education Workforce

Special Education Local Solutions Grant Program	\$50M (2018)
Teacher Residency Grant Program	\$75M for teacher residencies (\$50M special ed, \$25M STEM/bilingual) (2018)
Golden State Teacher Grant Program	\$89.75M (2019)
Educator Workforce Investment Grant Program	\$37.1M (2019)
21st Century California School Leadership Academy	\$13.8M (2019)

A Comprehensive Policy Approach to Improve Recruitment and Retention

- 1) Strengthen the pipeline with recruitment incentives for high-retention pathways
- 2) Improve the quality of and access to preparation
- 3) Expand and strengthen professional development
- 4) Improve working conditions for special education teachers
- 5) Increase compensation

Understanding Teacher Shortages in California



% new hires with substandard credentials



California's Special Education Teacher Shortage

Naomi Ondrasek
Desiree Carver-Thomas
Caitlin Scott
Linda Darling-Hammond



California is in the midst of a severe special education teacher shortage that threatens the state's ability to improve outcomes for students with disabilities, who often have the greatest needs but receive the least expert teachers. To help policymakers address the shortage, the Learning Policy Institute conducted an analysis of the special education teacher workforce to provide an update on the shortage and its causes. We also reviewed the factors that may be contributing to special education teacher attrition, based on prior research and the perspectives of current special education teachers in California. We conclude with suggestions for evidence-based policy strategies aimed towards resolving the shortage.

February 2020

PACE
Policy Analysis for California Education

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Understanding Teacher Shortages in CA

learningpolicyinstitute.org/product/interactive-map-understanding-teacher-shortages-california

Email Naomi Ondrasek, Senior
Researcher & Policy Advisor

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LEARNING POLICY INSTITUTE

Promising Policies to Address the Needs of Students with Disabilities: Lessons from Other States

Daniel Humphrey, Beth Gamse, Jeannie Myung, Ben Cottingham

February 7, 2020



Overview of Presentation

- Study Methods
- California Context
- Snapshots from Other States
 - Massachusetts
 - New Jersey
 - Florida
- Recommendations

Methods / Data Sources

- Document reviews (legislation, state and local websites, research studies)
- Interviews
 - State Officials (8)
 - Local Officials (6)
 - Researchers (6)
 - Advocates (4)
 - Others (5)
- Analysis meetings

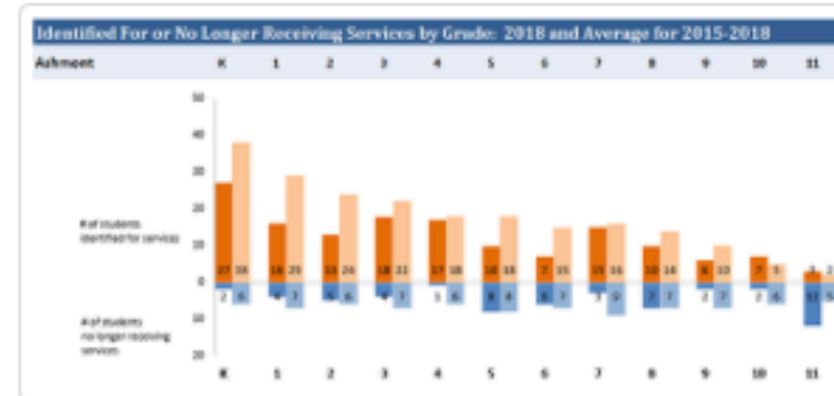
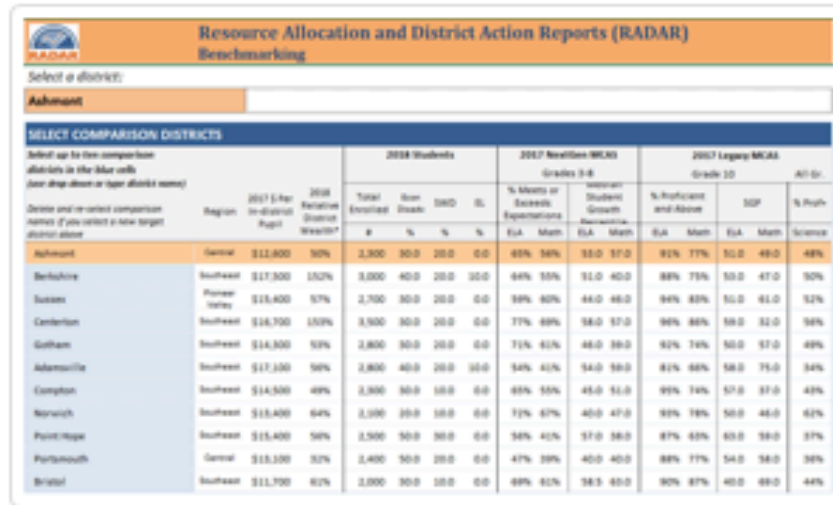
SWDs In California

- In 2018, 64 percent (243 of 386 districts) were identified for failing to meet standards on the basis of poor performance of their SWDs
- California's 56 percent inclusion rate is dramatically lower than the national average: 63.4 percent
- California SPED teachers' caseload is 30 students, and the national average is 17
- Two-thirds (5,196) of CA's first-year special education teachers lacked full credentials in 2017-18
- "No can do" culture

Massachusetts Resource Allocation and District Action Reports (RADAR)

- Compare Spending and Staffing across Districts
- Visualize District Trends over 5 years
- Investigate Staffing Levels, Per Pupil Expenditures, Special Education Enrollment

RADAR



RADAR Reports Can Show

- Selected comparison districts to view 5-year trends
- SWDs by grade and placements
- Enrollment (by race/ethnicity, gender, ELs, poverty), staffing, and student outcomes
- In- and out-of-district placements
- Students identified for services or moved off services
- How students' placement trajectories change over four years

New Jersey Litigation

Disability Rights New Jersey et al. v.
New Jersey Department of Education, et al.

- Targeted 76 out of 673 Districts for Support
- NJDOE Least Restrictive Environment Needs Assessment
- Stakeholder Oversight Committee
- Technical Assistance
- Monitoring

New Jersey Technical Assistance

- School Climate
- Placement in LRE
- Universal Design for Learning
- Modified Curriculum and Differentiated Instruction
- Supplemental Services
- Co-teaching Models
- Transportation

Florida Defines Inclusion

- Inclusion means that a student is receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community;
- A student with a disability is a valued member of the classroom and school community;
- The teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a teacher is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

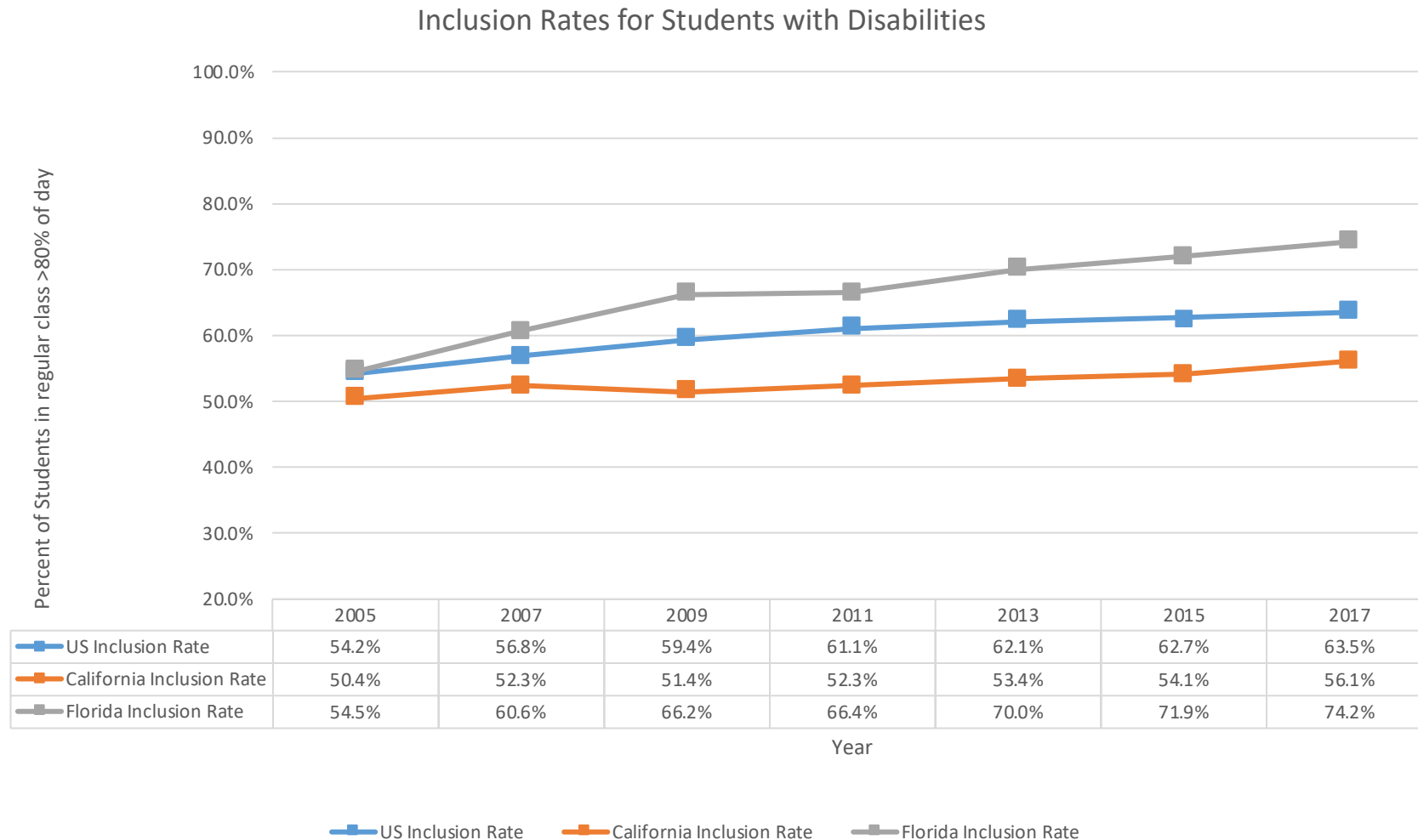
Florida's Best Practice for Inclusive Education (BPIE)

- Once every 3 years, each school district and school shall complete a Best Practices in Inclusive Education (BPIE) assessment with a Florida Inclusion Network (FIN) facilitator and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district's exceptional student education policies and procedures.
- BPIE is an internal assessment process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school team levels.

Florida' BPIE Features

- Focus on students' best interests
- BPIE process is based on local stakeholders reflecting on school and district practices
- The process is supported by a statewide network of BPIE facilitators
- The process results in a plan to improve 3 priority best practices
- The BPIE results for each school must be included in the required School Improvement Plans (SIP)

Inclusion Rates: Florida, California, and the Nation



Recommendations

1. Invest in a RADAR-like data system that allows local districts and the public to compare SWD achievement and inclusion rates, resource allocation, staffing, enrollment patterns, and trajectories with other districts
2. Provide more targeted support to districts most in need of improving the education of SWDs
3. Implement a BPIE-like system at the school and district level, while also providing the resources and infrastructure essential to successful implementation driven by local priorities
4. Draw on the experience and expertise of officials and advocates from other states



Realizing One Integrated System of Care for Children

Ron Powell

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Why Integrated Systems?

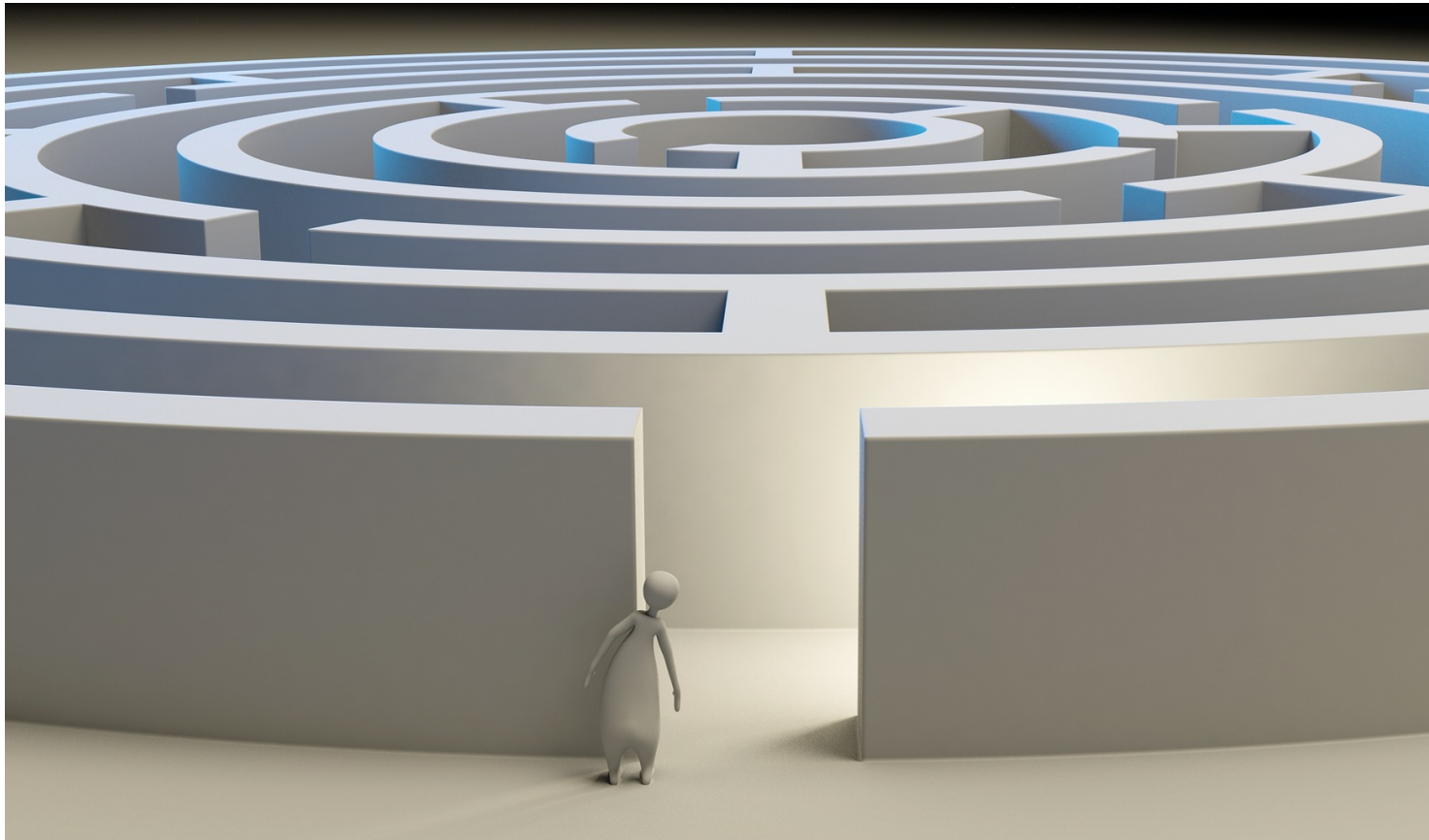






There are Many Doors to
Services

- Eligibility Criteria.
- Funding Mechanisms.
- Service Restrictions.
- Data Systems.
- Outcome Expectations.
- Evaluation Criteria.



Services are Often Unavailable

- Inaccessible services.
- Inconsistent availability.
- Lack of access to prevention/early intervention services.
- Children must “Fail First” before they are able to gain access to services.



Our Systems are Broken

- Lack of accountability around common goals.
- Increased costs.
- Cost shifting across agencies.
- Persistent disparities in outcomes.

AB 2083

Interagency Leadership Team

Shared Governance

Shared Fiscal Responsibility

Shared Information

Dispute Resolution

Quality Standards

Interconnected Systems Framework

Noncategorical

Full Continuum from Prevention to
Intervention

School-Based

Transdisciplinary Decision-Making

Data-Based Decision-Making

Continuous Quality Improvement

What can be done?

Policy Recommendations

State Cross-System Governance Body

- State
 - Develop cross-system goals.
 - Incentivize local integration of resources.
 - Evaluate state-wide effectiveness of cross-system goal achievement.
 - Provide technical assistance.
 - Promote the creation of a “one-child, one-plan” model.
 - Promote the development of a common data system.

Local Cross-System Governance Body

- Local
 - Evaluate local effectiveness of cross-system goal achievement.
 - Identify and align local outcomes with State goals.
 - Implement cross-system quality improvement.

Policy Recommendations

Minimize Barriers to Service Utilization and Access

- Increase the availability of services that are:
 - School-based.
 - Part of an integrated continuum of services.
 - Aligned behind a common child-focused purpose.

Cross-System Fiscal Responsibility

- Allocate sustainable sources of revenue for early intervention and prevention .
- Authorize revenue sources to be leveraged and pooled to maximize the availability and effectiveness of services.

Policy Recommendations

Cross-System Technical Assistance

- Collective training in evidence-based strategies to ensure shared responsibilities for child outcomes.

Shared Responsibility and Accountability

- Data-sharing agreements.
- Data-based decision-making and identification of barriers.
- Shared outcome data with the community.

Policy Recommendations

Family and Youth Partnership

- Meaningful engagement of family and youth voice in:
 - Policy and program development.
 - Identification of barriers to services.
 - Improvement in access to services.



The Promise of Integrated Systems

- Children are served more effectively when agencies are aligned behind shared goals that are focused on the healthy functioning of the whole child and the family.

Smaller group Q&A and discussion

(1) Teacher Capacity Issues

(2) State-level collaboration and governance

Discuss: “What will it take to systematically integrate these approaches in California?”

Group Shareout