

WiFi Router: Rising Realty Partners

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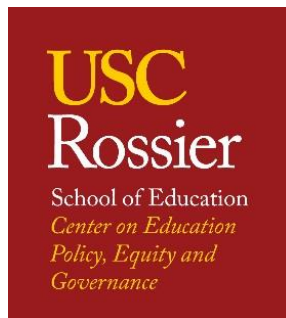
#GDTF_LA

Equity issues in special education

Getting Down to Facts II: Implications for Southern California

February 22, 2019

Los Angeles, California



Session agenda

- Moderator opening, Jeannie Myung, Director of Policy Outreach, PACE
- Four 10-minute panelist presentations
- Question and Answer
- Small group discussions: *“What are the implications of these research findings and practices for my work?”*
- Whole group share outs
- Moderator closing

Panelists

- Paul Warren, Research Associate, Public Policy Institute of California
- Nancy Hunt, Emerita Professor, California State University, Los Angeles
- Norma Spencer, Principal, Dr. Theodore T. Alexander, Jr. Science Center School
- Mary Sieu, Superintendent of ABC Unified School District

Paul Warren

Research Associate, Public Policy Institute of
California

@PPICNotes

Revisiting Special Education Finance and Governance

February 22, 2019

Paul Warren and Laura Hill



PPIC

PUBLIC POLICY
INSTITUTE OF CALIFORNIA

25 YEARS

PPIC published two reports on special education

- *Special Education Finance in California (2016)* finds that:
 - State funding formulas should be modified to better support district costs. Fund special education preschool
 - SELPA regional structure is inconsistent with LCFF’s district focus
- *Revisiting Finance and Governance Issues in Special Education (2018)* concludes:
 - Special education costs and student outcome data are influenced by district practices. State funding formulas should avoid creating incentives to identify more students as disabled
 - Accountability data needs to be understood in context

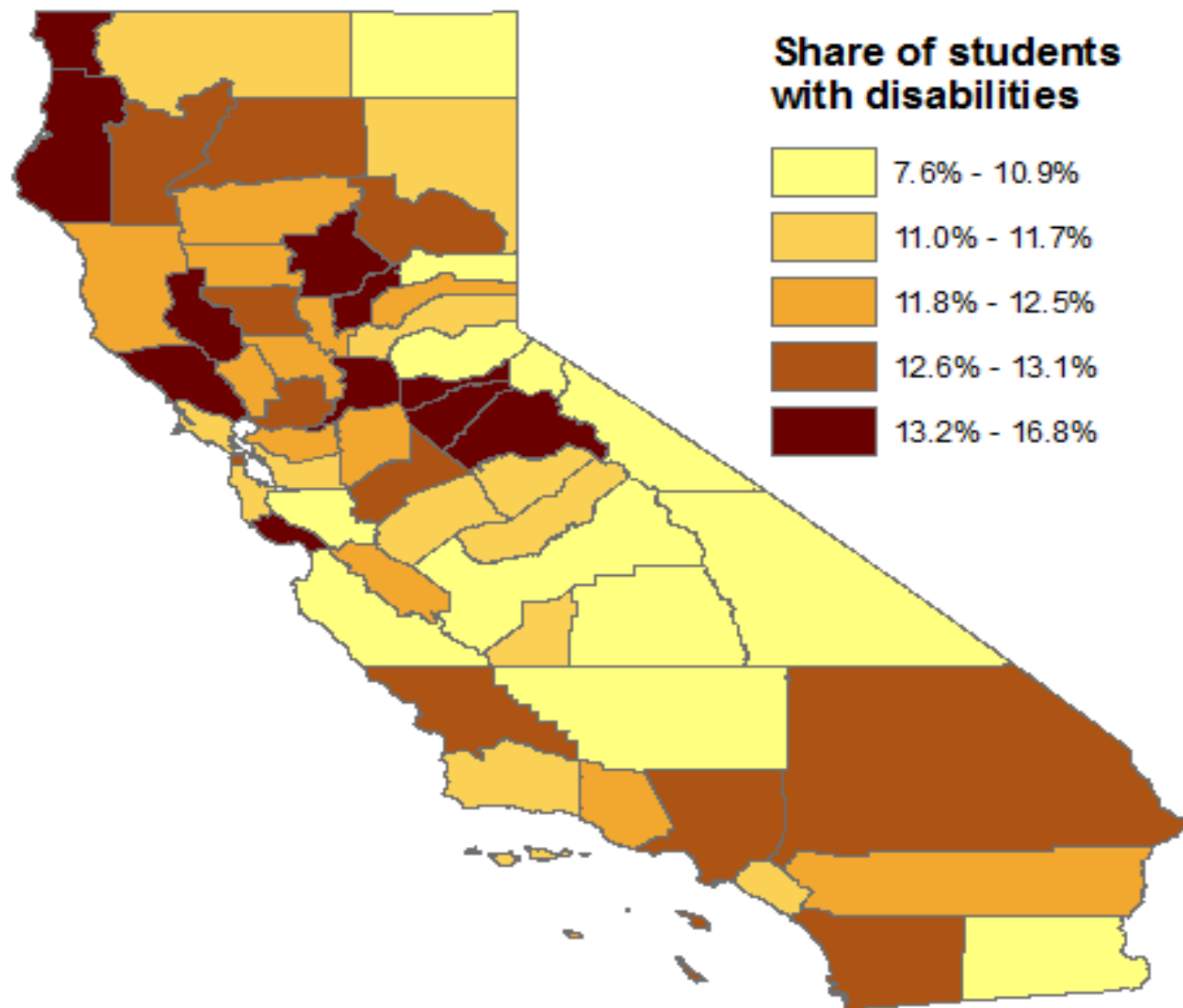


Theme: send the right signals to districts

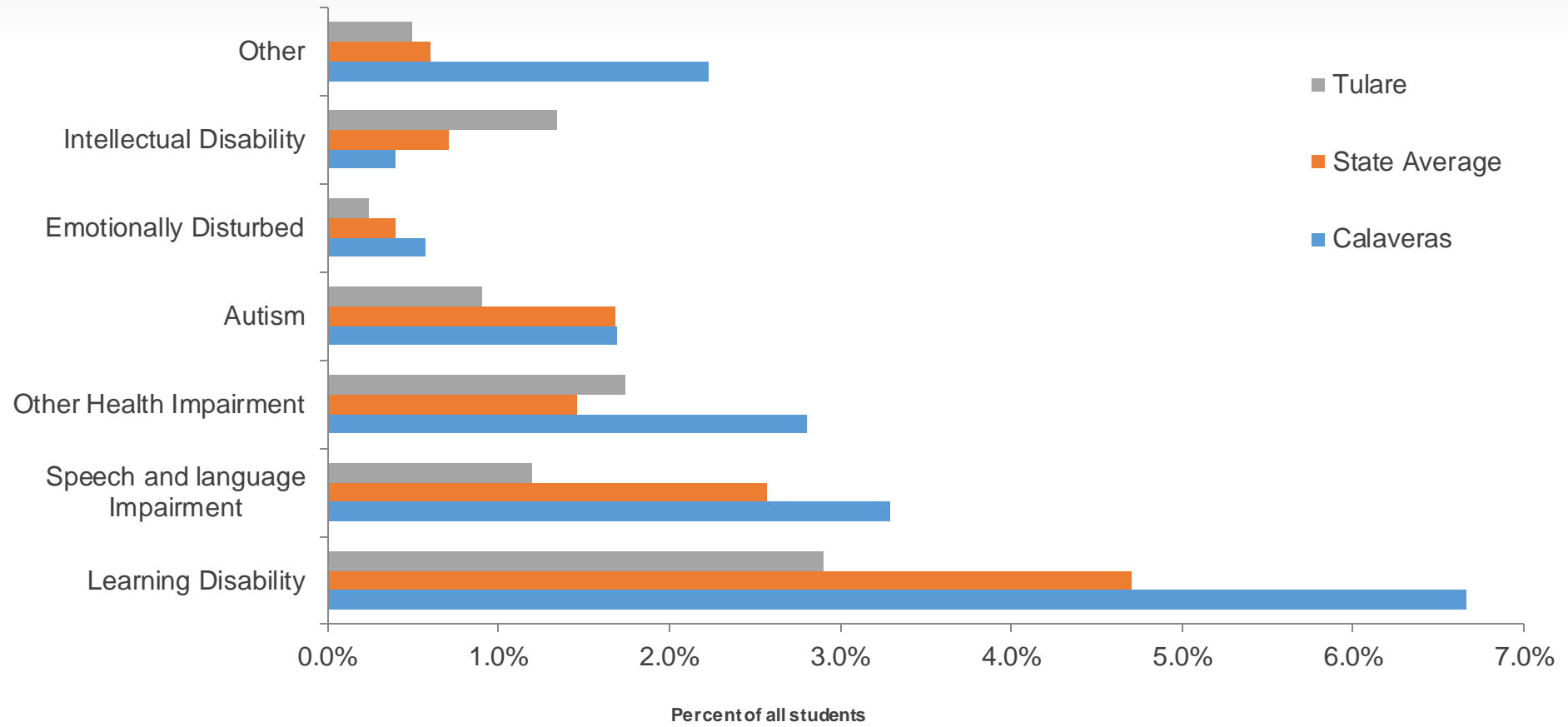
- Student outcomes: understand the trajectory of outcomes for students with disabilities
 - Growth in achievement is a critical indicator of district success for disabled students
- State funding: avoid creating incentives to identify more students as disabled
- Preschool for children with disabilities: encourage early services



Percent of students identified with special needs varies widely across the state

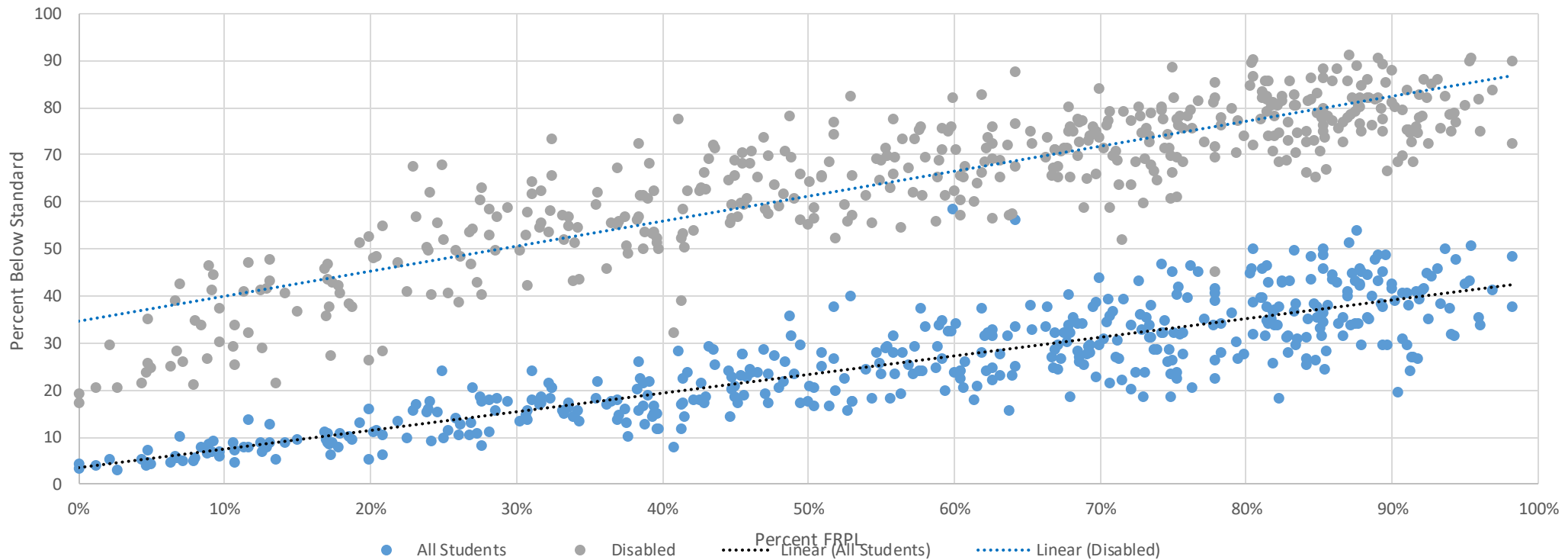


Differences in identification rates affects almost all disability categories



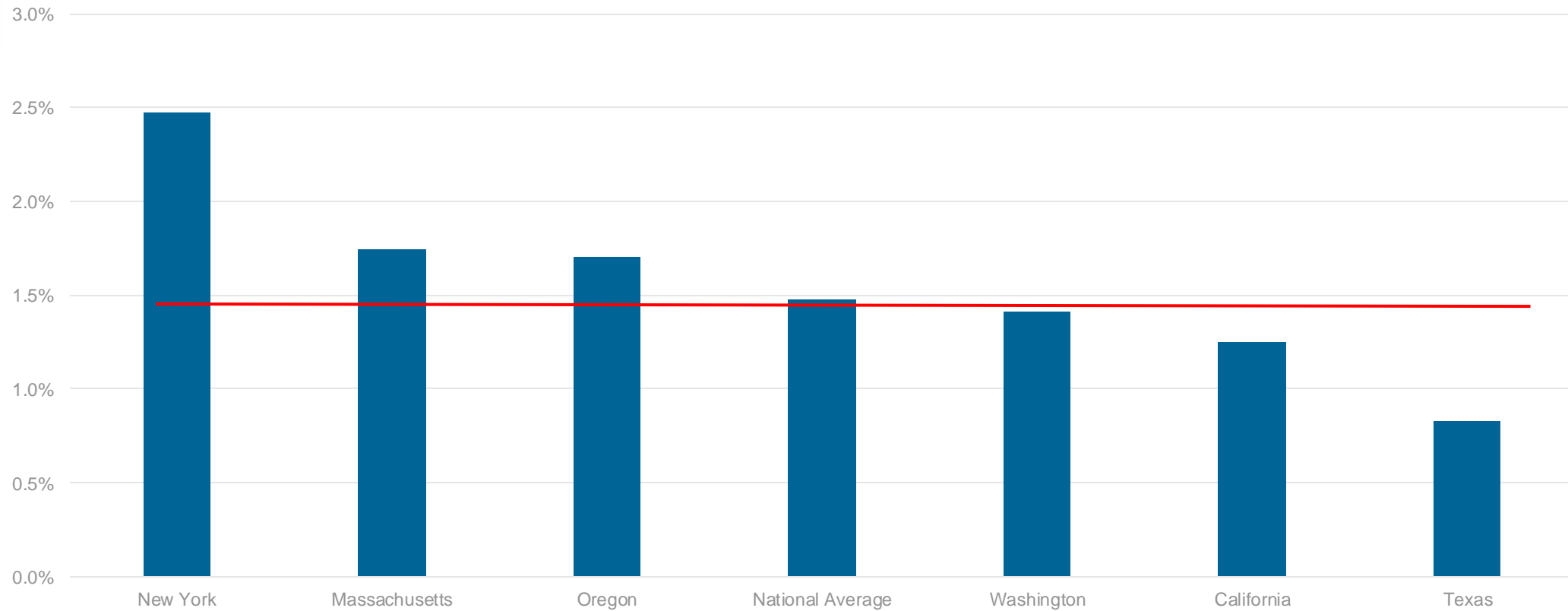
Economic disadvantage is another local factor affecting outcomes for disabled students

Percent of students scoring “Not Met Standard,” 2018 district ELA data



California is below the national average in serving young children with disabilities

Disabled students ages 3-5 as a percent of K-12 enrollment, 2015-16



Send the right signals—the importance of district variation

- State funding formulas based on the proportion of students identified for special education can create the wrong incentives
 - There are other ways to modernize state funding formulas that do not create an incentive to identify more students
 - Calaveras would receive more funding than Tulare. Which county is getting better results?
- Different rates of identification also affect district accountability measures
 - Significantly different identification rates may mean district comparisons are not valid



Send the right signals—options for the state

- Use attendance to allocate most special education funds, but make sure total state appropriation for special education keeps current with district costs
- Equalize district per-student amounts
- Create a new funding stream to serve children ages 3 to 5
- Encourage SELPAs to assist districts with performance and data issues



Notes on the use of these slides

These slides were created to accompany a presentation. They do not include full documentation of sources, data samples, methods, and interpretations. To avoid misinterpretations, please contact:

Paul Warren (warren@ppic.org; 916-440-1124)

Thank you for your interest in this work.

Nancy Hunt

Emerita Professor, California State University, Los Angeles

@CalStateLA



Getting Down to Facts II

Early Learning for Children with Disabilities

Nancy Hunt, Ph.D.

Professor Emerita, California State University Los Angeles,
California Leadership Education in Neurodevelopmental and
Related Disabilities (CA-LEND), Children's Hospital Los
Angeles/USC

Technical Report within Getting Down to Facts II: Early Childhood Education in California

Deborah Stipek and colleagues, Stanford University

Major conclusion: Much of the large achievement gaps in California are evident at school entry, in part due to an early education system that is underfunded, fragmented, and inefficient.



Technical Report within Getting Down to Facts II: Early Childhood Education in California

Deborah Stipek and colleagues, Stanford University

Chapter 1: The Early Learning Landscape

Chapter 2: Early Learning for Children with Disabilities

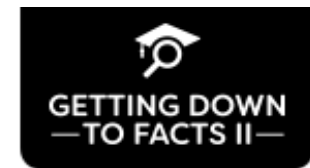
Chapter 3: Preparation and Training for Professionals in Early
Childhood Education

Chapter 4: Strengthening California's Early Childhood
Education Workforce

Chapter 5: Program Quality Monitoring and Improvement

Chapter 6: PreK-3 Alignment

Chapter 7: Early Child Care Data Systems



CHAPTER 2: EARLY LEARNING FOR CHILDREN WITH DISABILITIES



GETTING DOWN
—TO FACTS II—



GETTING DOWN
—TO FACTS II—

Bottom line: California has a poor record of identifying young children with disabilities and providing them with needed services.

Specific Areas of Concern:



Access to Services

- California serves a lower percentage of children with disabilities than the national average in every category of special education service: early intervention, preschool, and school services for children ages 6-21.
- Many of the children who later receive preschool special education services do not receive early intervention, and this is a significant cause for concern, given the documented positive effects of early intervention on long-term achievement.

What are the
problems with
early intervention/
Early Start in
California?

1. Access

- 2.9% of California's 0-3 population receives early intervention, compared with the U.S. average of 3.1%.
- We have a cumbersome organization of services for infants and toddlers. Joint administration of Part C services by DDS and DOE may slow down access to services and transition to preschool (Part B) services.

2. Compliance

- Strict timelines, poor compliance
- Delayed timelines for the Transition IEP may prevent families from making informed choices about their preferred preschool setting for their child, interfering with their rights under IDEA.

3. Identification and screening

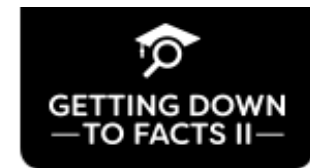
- California's system of screenings is fragmented and depends heavily on parent initiative. This limits access of infants and young children at risk to services.
- Children are being identified with autism and receiving services at a relatively late age.

4. Quality of intervention

- Infants and toddlers and preschool-age children with disabilities are behind state targets in federally-identified goals in social-emotional growth, knowledge and skills, and use of appropriate behavior to meet their needs.

5. Qualifications of personnel

- No requirements beyond high school graduation for service providers in this very low-paying field.



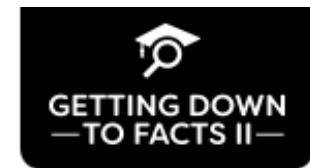
What about preschools?

- There aren't enough of them! Our primary recommendation is to increase the number of public preschools so that more inclusion of children with special needs can occur.
- Another issue of great concern despite recent changes in California law is the fact that preschool children are expelled from school 3 times more than elementary and secondary students.
- We need data on preschool suspension and expulsion in California.



But, given the national data on exclusionary discipline practices in preschool...

- We recommend that California consider providing professional development to preschool teachers about the learning and behavioral characteristics of young children with disabilities, the accommodations and adaptations that benefit them, and classroom management and behavioral strategies such as positive behavior support that can prevent and decelerate noncompliant behaviors.
- We believe that more comprehensive and focused professional development for all preschool teachers on sensitivity to varying cultural norms, addressing unconscious bias, and strengthening instruction for children with disabilities and English learners would benefit the youngest and most vulnerable of California's children.



Special Education Funding and Administration

- The fragmented system of funding early intervention and special education should be united, streamlined, and made equitable with K-12 funding formulas.
- A predictable, adequate funding base would provide a necessary foundation for the improvement of services to children, compliance with federal mandates, and improved performance on child outcomes.
- Using general funds to pay for special education services is not a sustainable model and will ultimately cause districts to cut services to general education programs.



In conclusion...

Although it is expensive to identify and support young children with disabilities, a failure to do so is likely to cost the state much more over the long run.

Norma Spencer

Principal, Dr. Theodore T. Alexander, Jr. Science
Center School

Mary Sieu

Superintendent of ABC Unified School District

@ABCSupt



Getting Down to Facts Southern California Conference

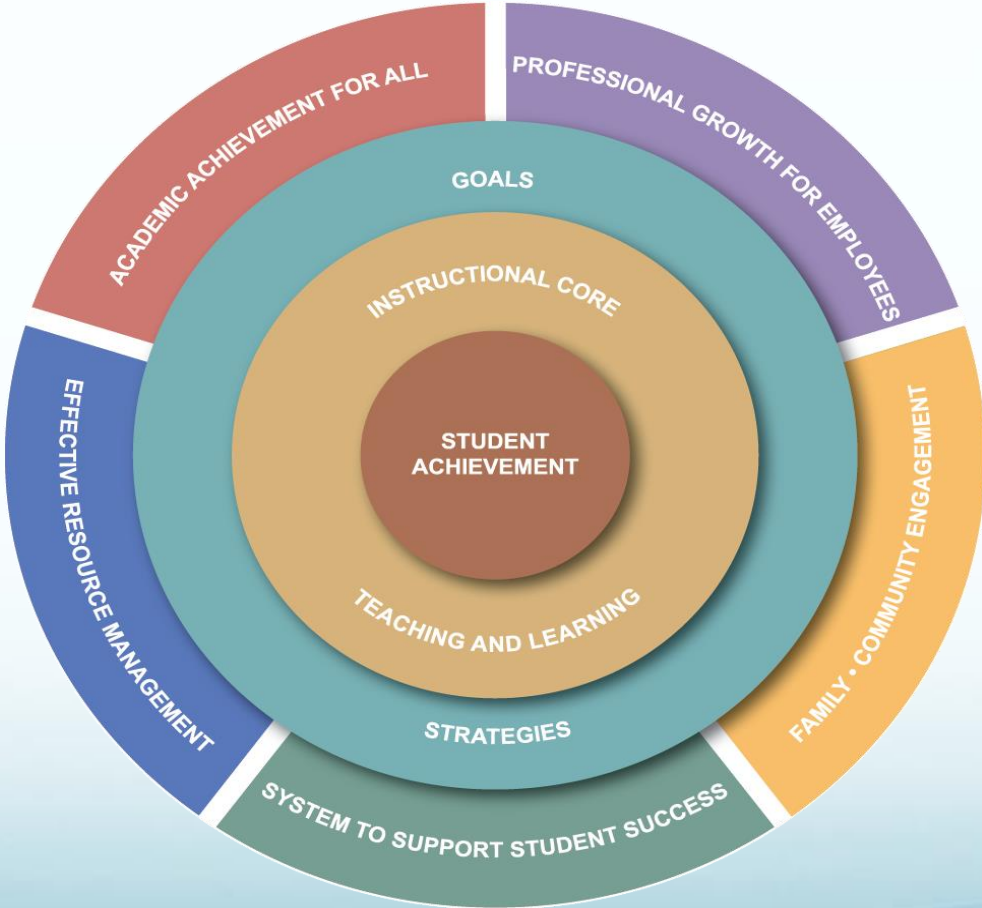
Dr. Mary Sieu, Superintendent
ABC Unified School District



Education Equity in Special Education
USC Rossier Center on Education Policy, Equity and Governance
and Policy Analysis for California Education
February 22, 2019

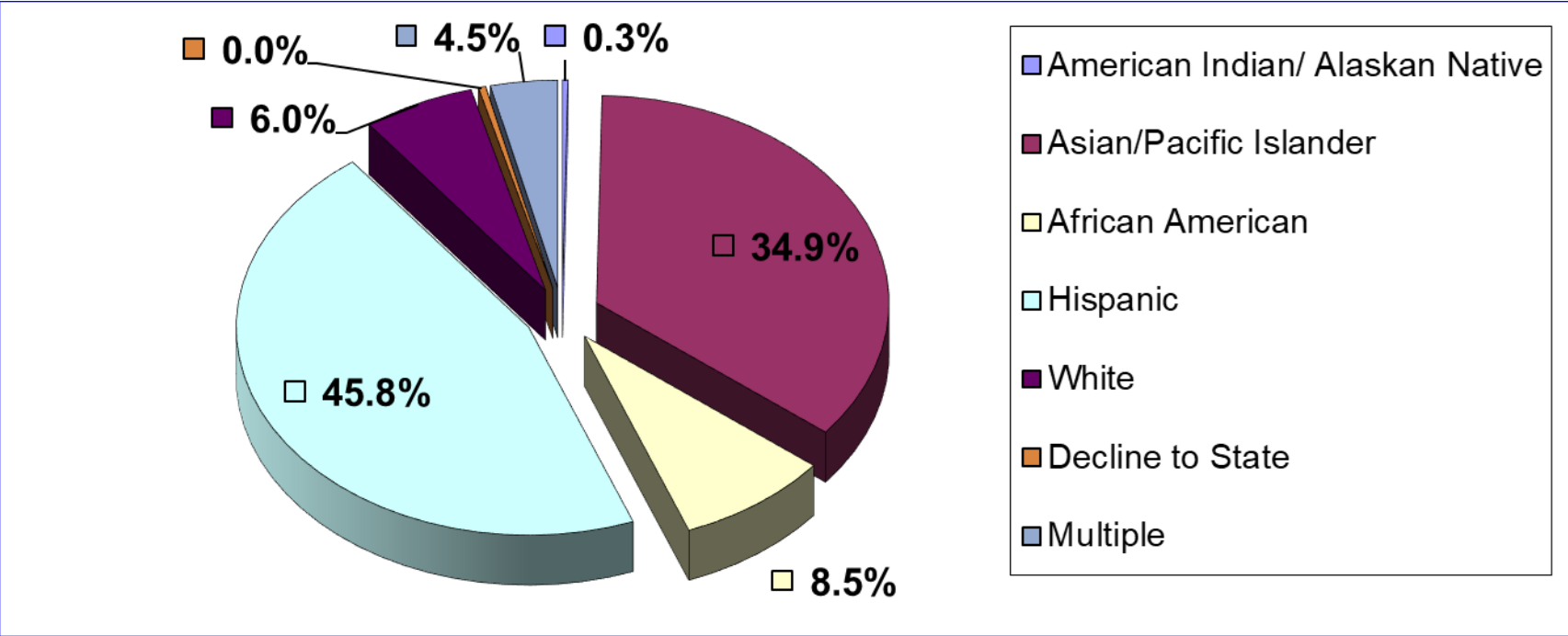
ABC Unified School District

Our Collective Story



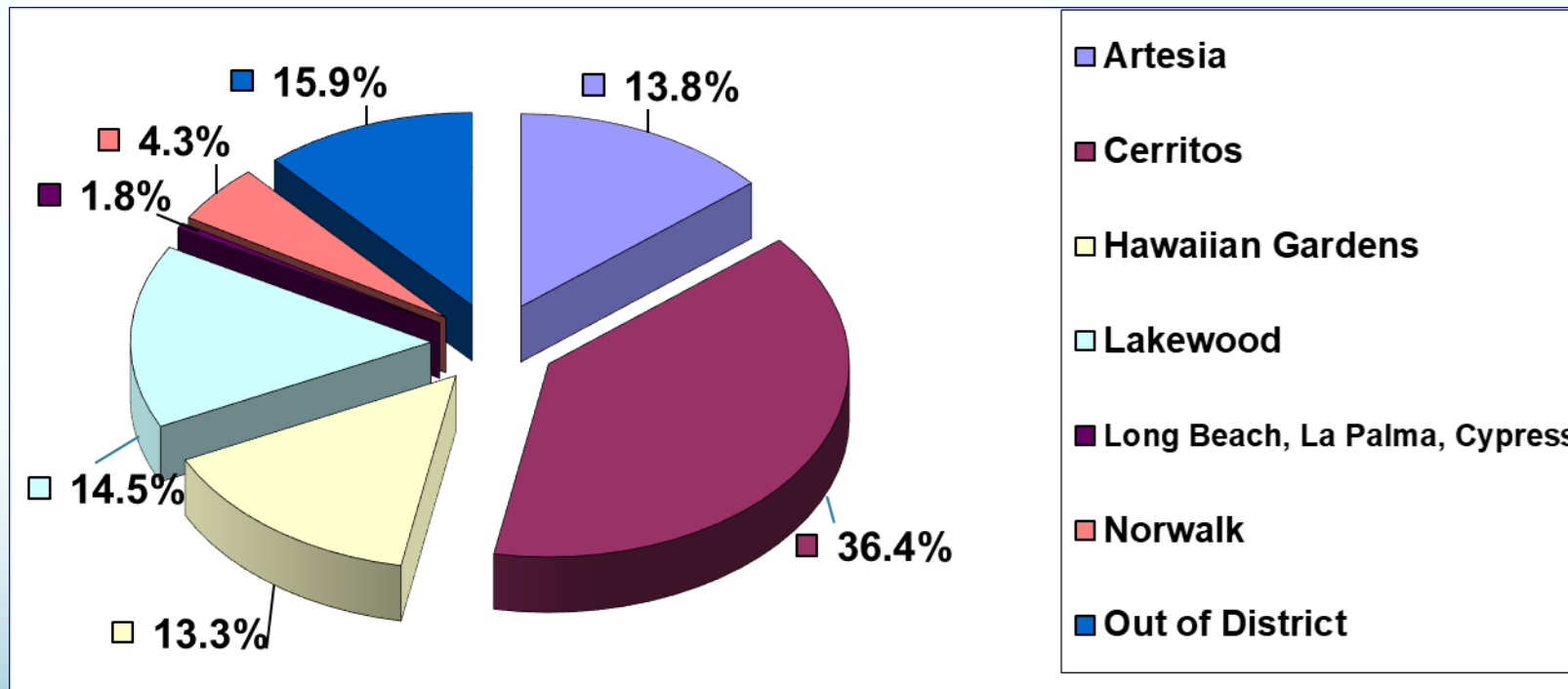
QUICK FACTS OF ABC UNIFIED SCHOOL DISTRICT

ETHNIC BREAKDOWN



QUICK FACTS OF ABC UNIFIED SCHOOL DISTRICT

SERVES THE COMMUNITIES OF ARTESIA, CERRITOS, HAWAIIAN GARDENS, PORTIONS OF LAKEWOOD AND NORWALK



QUICK FACTS OF ABC UNIFIED SCHOOL DISTRICT

- ▶ Student Population: 21,000 (TK-12); 10,000 (Adult School)
- ▶ 30 Schools – 19 Elementary Schools; 5 Middle Schools; 5 High Schools; 1 Adult School; 10 Preschools
- ▶ 51% - Low Income Families
- ▶ 20% - English Learners
- ▶ 10% - Students Receiving Special Education Services
- ▶ Suspension Rate - 1.9%
- ▶ Average Daily Attendance – 97%



ABC Unified School District Multi-Year Summary Graduation Rates

Class of	English Learners	Migrant Education	Special Education	Socioeconomically Disadvantage	All Students
2017-18	91.5	100	96.4	97.6	97.8
2016-17	88.2	98.1	94	95.7	96.6
2015-16	91.5	100	98.3	99	97
2014-15	86.4	100	97	96.3	97
2013-14	92.5	96.4	96.4	95.6	97.1
2012-13	92.3	97.3	93.1	95.4	95.9
2011-12	73.8	94.8	96.4	93.1	94.8

Special Education Service Descriptions

Special Education Service Category Descriptions
Family training, counseling, and home visits (ages 0-2 only)
Medical services (for evaluation only) (ages 0-2 only)
Nutrition services (ages 0-2 only)
Service coordination (ages 0-2 only)
Special instruction (ages 0-2 only)
Special education aide in regular development class, childcare center, or family childcare home (ages 0-2 only)
Respite care services (ages 0-2 only)

Special Education Service Descriptions

Special Education Service Category Descriptions
Specialized academic instruction
Intensive individual instruction
Individual and small group instruction
Language and speech
Adapted physical education
Health and nursing-specialized physical health care services
Health and nursing-other services
Assistive technology services
Occupational therapy
Physical therapy
Individual counseling
Counseling and guidance
Parent counseling
Social work services

Special Education Service Descriptions

Special Education Service Category Descriptions
Psychological services
Behavior intervention services
Day treatment services
Residential treatment services
Specialized services for low incidence disabilities
Specialized deaf and hard of hearing services
Interpreter services
Audiological services
Specialized vision services
Orientation and mobility

Special Education Service Descriptions

Special Education Service Category Descriptions

Braille transcription

Specialized orthopedic services

Reading services

Note taking services

Transcription services

Recreation services, includes therapeutic recreation

Career awareness

Work experience education

Job coaching

Mentoring

Agency linkages (referral and placement)

Travel training (includes mobility training)

Other transition services

Full inclusion support

BRIDGES Graduation Class of 2018



Transition Program Class of 2018



ABC Unified School District



Questions?

Discuss:

“What are the implications of these research findings and practices for my work?”

