

FFY 2020 SPP/APR Stakeholder Involvement
CDE Process and Timeline

To: Special Education Directors

Every 6 years, the CDE must reset baselines and targets for Performance Indicators in the State Performance Plan/Annual Performance Report as required by the Office of Special Education Programs (OSEP). Between June 2021 and February 2022 (submission date), the CDE will be engaging in several layers of internal and external stakeholder meetings to ensure we meet the reporting requirements as set forth by OSEP below:

The mechanisms for soliciting broad stakeholder input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP). This must include:

- a. The number of parent members and a description of how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in target setting, analyzing data, developing improvement strategies, and evaluating progress*
- b. Description of the activities conducted to increase the capacity of diverse groups of parents to support the development of implementation of activities designed to improve outcomes for children with disabilities*
- c. The mechanisms and timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress*
- d. The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public*
- e. Detailed information about where OSEP can obtain documentation for completed activities*

Indicators requiring target setting:

- 1 – Graduation rate
- 2 – Dropout rate
- 3 – Participation and performance on statewide assessments
 - A. Participation rate for children with IEPs.
 - B. Proficiency rate for children with IEPs against grade level academic achievement standards.
 - C. Proficiency rate for children with IEPs against alternate academic achievement standards.
 - D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards
- 4 – Suspension and expulsion rates
 - A. Greater than 10 days
- 5 – LRE 5-year-olds in K and ages 6-21
- 6 – LRE 3-, 4-, and 5-year-olds enrolled in preschool program
- 7 – Preschool performance
 - A. Positive social-emotional skills

- B. Acquisition and use of knowledge and skills
- C. Use of appropriate behaviors to meet their needs

8 – Parent involvement

14 – Post School Outcomes

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

15 – Hearing requests that went to resolution sessions resolved through resolution session settlement agreements

16 – Mediations held that resulted in mediation agreements

17 - State's Systemic Improvement Plan (SSIP) – unsure of how this will be handled

Timeline:

June and July 2021 – Consult with CDE internal teams

- Review how the indicator was measured in the past cycle and how CO was doing on that indicator
- Explain any changes to how the indicator will be measured in the new cycle
- Come up with the proposed baseline year, target options, and improvement strategies to meet the targets

August 2021– Solicit input from any indicator-specific advisory committees

- CDE internal teams submit proposed improvement strategies for each indicator

September 2021

- Present to and obtain pre-approval from Paul
- Solicit input on already-vetted baseline year, targets, and improvement strategies from parent advocacy groups

October 2021

- solicit input on already-vetted baseline year, targets, and improvement strategies from Special Education Directors at the Fall Directors' Meeting

November – December 2021 – public website and survey ready

- solicit input on already-vetted baseline year, targets, and improvement strategies from the public via public comment (website and survey)

January 2022 - review public comments and make final adjustments

February 1, 2022 – Submit SPP-APR FFY2020