

# The 2003 Colorado State Improvement Plan for Exceptional Children and Youth



**Jason E. Glass**

**Senior Consultant – Research and Evaluation**

**Exceptional Student Services Unit**

**Colorado Department of Education**

**303-866-6701**

**[Glass\\_j@cde.state.co.us](mailto:Glass_j@cde.state.co.us)**

# KEY OUTCOMES

**1. APPROPRIATE IDENTIFICATION**

**2. ACTIVE FAMILY INVOLVEMENT**

**3. MEANINGFUL PARTICIPATION**

**4. SIGNIFICANT ACHIEVEMENT**

**5. SUCCESSFUL TRANSITIONS**

**6. QUALIFIED PERSONNEL**

**7. EFFECTIVE MONITORING**

# KEY OUTCOME 1 - APPROPRIATE IDENTIFICATION

- Children with exceptional needs are appropriately identified for individualized programs and services.



## **Part B Strategies...**

- ✓The CDE sponsors 9 regional trainings on child find guidelines per year.
- ✓The CDE develops and distributes child find identification fact sheets.
- ✓The CDE holds 2 statewide trainings on guidelines and preferred practices relating to child identification.
- ✓The CDE evaluates identification rates through its Part C and Part B monitoring processes.
- ✓The CDE is developing a handbook for administrators and child find coordinators.
- ✓The CDE makes sure Child Find programs operate year round as part of its Continuous Improvement Monitoring Process.

## **Part B Indicators of Change...**

**1.1 Child Find Programs for identifying children and youth with disabilities will operate 12 months per year for children ages birth to 21.**

**1.2 Each school administrative unit will identify children with disabilities at rates consistent with Federal guidelines for ethnicity, placement, and setting.**

## GT Strategies...

- ✓The CDE will disseminate a Gifted – Talented Education Resource Guide to gifted-education coordinators and BOCES directors.
- ✓The CDE will provide technical assistance for effective referral and identification practices.
- ✓The CDE will provide information regarding identification of GT students on the Gifted Web Page.
- ✓The CDE will provide technical assistance in interpreting and implementing the guidelines based on individual administrative unit needs and resources.

## GT Indicators of Change...

GT 1.1 A resource guide for the identification of gifted and talented students will be developed and disseminated.

GT 1.2 There will be a common understanding about the guidelines for identifying gifted and talented students.

GT 1.3 Administrative units describe in their yearly plans identification procedures that align with CDE guidelines.

## Part C Strategies...

- ✓ Provide training and technical assistance to Child Find Coordinators/ personnel and Special Education Directors on effective referral and identification practices.
- ✓ Revise public awareness materials.
- ✓ Track dissemination of public awareness materials.
- ✓ Analyze identification rates of demographic groups and develop culturally appropriate public awareness strategies in order to address discrepancies.
- ✓ Identify communities that are under or over identifying and provide technical assistance on effective culturally competent referral and identification practices.

## Part C Indicators of Change...

**C 1.1 2.4 % of 0-3 population will be identified for Part C funds.**

**C 1.2 Records of information dissemination have been analyzed by number, location, personnel, and intended use and provided to communities for evaluation and improvement planning.**

**C 1.3 Individual communities identify infants and toddlers eligible for Part C at a rate consistent with the statewide average (between 80% and 120%).**

## Part C Strategies...

- ✓ Disseminate to local communities requirements that instruct IFSP teams to send copies of a child's IFSP.
- ✓ Add Part C Neonatal Intensive Care Unit Liaison to facilitate referrals from NICU to community programs.
- ✓ Create and disseminate referral form for physicians and other medical personnel to use when making referrals to Part C.
- ✓ Develop and deliver training to communities on physician outreach.
- ✓ Develop a packet of Part C materials local grantees disseminate to health and medial personnel.
- ✓ Require communities to track increased referrals from health and medical personnel in NICU and other hospital settings.
- ✓ Develop a Public Service Announcement to increase public knowledge of Child Find.

## Part C Indicators of Change...

- C 1.4 The number of infants and toddlers referred to Part C by Primary Care Providers and hospital personnel increases.
- C 1.5 Families make one contact to get connected to early intervention.
- C 1.6 Primary referral services are aware of the child find system.
- C 1.7 The number of infants and toddlers referred to Part C by child find providers increases.
- C 1.8 Visits and unique visitors to the ECC website increase.

## Part C Strategies...

- ✓ Improve the accuracy of the toll-free routing system and track the number of calls per month into the toll free phone number.
- ✓ Establish procedures for local systems to coordinate and follow up with CRCSN referrals.
- ✓ Increase communication with and information dissemination to Child Find Coordinators and staff, and Special Education Directors through a variety of modes.
- ✓ Develop Early Childhood Connections website and enhance CDE's Special Education website.
- ✓ Define and disseminate clear instructions on how to report the initial referral source on Part C data reporting form and what defines the referral.
- ✓ Develop materials and identify public awareness strategies for local Part C offices to use with child care providers.

## Part C Indicators of Change...

- C 1.9 The number of children receiving a multi-disciplinary evaluation in all five areas of development increases.
- C 1.10 The number of children who have assessments in all five developmental areas increases.
- C 1.11 Instances of children receiving culturally and linguistically appropriate evaluations increases.
- C 1.12 Child identification activities are available 12 months a year in all communities.



## Part C Strategies...

- ✓ Develop a state agreement with the Department of Public Health and Environment to increase the evaluation capacity of the Developmental Evaluation Clinics.
- ✓ Collaborate with Part B and Project ENRICH to develop and disseminate a video on assessment practices.
- ✓ Monitor for the presence or absence of year round child identification procedures on every CISR, targeted on-site and Part B on-site.

## Part C Indicators of Change...

## KEY OUTCOME 2 - ACTIVE FAMILY INVOLVEMENT

Families will receive the information and training they need to increase their participation in their child's education and services.



## **Part B Strategies...**

- ✓The CDE funds and organizes Parents Encouraging Parents as a forum for parents of students with disabilities to communicate and learn.
- ✓The CDE offers information to parents of students with disabilities as part of its annual parent survey.
- ✓The CDE and the PEAK parent center maintain and publish an activities calendar of forums and events for parents of children with disabilities.
- ✓The CDE offers parent scholarships to several educational and empowering events such as the annual Inclusion Conference, Family Enrichment, and Hands and Voices.
- ✓The CDE maintains the Parent to Parent Network as a peer support for families of children with disabilities.

## **Part B Indicators of Change...**

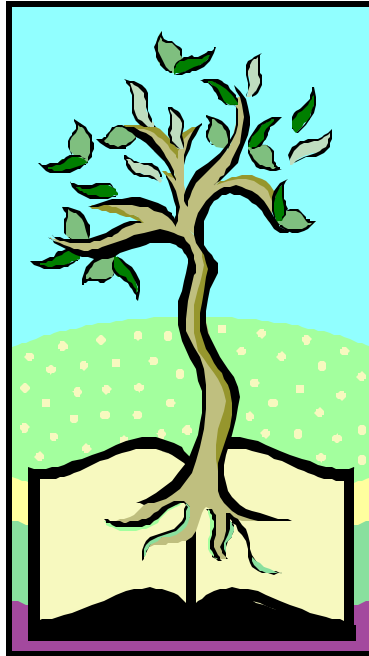
- 2.1 The percentage of families and other special education stakeholders who are aware of projects, programs, training opportunities, and services for children with disabilities will increase.
- 2.2 An increasing percentage of parents/families report that they are involved in decision making.

## **Part B Strategies...**

- ✓ **The CDE offers training on Person Centered Planning for IEP teams.**
- ✓ **The CDE supports parents as part of the Colorado Special Education Advisory Committee.**
- ✓ **The CDE trains parents in cognitive coaching.**
- ✓ **The CDE has undertaken the parent Leadership Project with the PEAK parent center to empower parents of students with disabilities.**

## KEY OUTCOME 3 – MEANINGFUL PARTICIPATION

- All exceptional children will receive the services as identified in individual family service plans and individual education plans to allow them meaningful participation in their education and development.



## **Part B Strategies...**

- ✓ **The CDE communicates with IEP developers through Regional Special Education Director and Coordinator Council Meetings, the Connections Newsletter, and the Fast Facts Information Sheets that general education teachers should participate in IEP development.**
- ✓ **The CDE and administrative unit training emphasizes accommodations and the importance of general education teachers in the development and implementation of the IEP through the Standards-Driven CD ROM and website.**
- ✓ **The CDE gathers data about the number of students with goals and outcomes based on standards through the Continuous Improvement Monitoring Process IEP Count Audit.**

## **Part B Indicators of Change...**

- 3.1 All children with disabilities will participate in a standards driven curriculum as indicated on their IEP with adequate accommodations and modifications in the classroom and in state and district assessments.**
- 3.2 All students with disabilities will be included in the general educational environment with appropriate modifications and accommodations as determined on the IEP.**
- 3.3 All IEPs will document appropriate accommodations for students with disabilities in taking district and statewide assessments.**
- 3.4 All IEPs will be developed with a general education teacher where appropriate.**

## **Part B Strategies...**

✓The CDE will provide training and disseminate information regarding the inclusion of students with disabilities in a standards driven curriculum through the department's website.

✓The CDE investigates the prevalence of and barriers to general education teachers participating in IEP development as part of the CIMP process.

✓The CDE has developed a survey that gathers information across stakeholders through its monitoring process on the provision of accommodations and modifications to students with disabilities in general education classroom .

✓The Colorado Special Education Advisory Committee will write and disseminate a position paper on appropriate accommodations and modifications.

## **Part B Indicators of Change...**

3.5 All teachers and other service providers for an individual student will participate in the implementation of that student's IEP and any appropriate accommodations.

3.6 Mental health services are always indicated on the IEPs of children and youth with disabilities who have emotional /behavioral challenges where appropriate.

3.7 School administrative units who significantly over suspend or expel students with disabilities in comparison to other administrative units will be identified and corrections made.

3.8 Positive behavioral/emotional assessments, strategies, instruction, and supports to address behavioral/ emotional needs are always provided to students who need intervention.

## **Part B Strategies...**

✓The CDE will provide trainer of trainer models to every region on accommodations and modifications for students with disabilities.

✓The Continuous Improvement Monitoring Process will be revised and modified to assess whether behavioral/mental health services are provided where appropriate.

✓Training and technical assistance will be provided in the CDE's behavioral training cycle (of service providers) to ensure that students with behavioral/mental health challenges are provided appropriate services.

✓The CDE will communicate with IEP developers that mental health services should be included on the IEP when appropriate through Regional and SPED director meetings, FastFacts information Sheets, the Connections Newsletter, and Mental Health Teams.

## **Part B Indicators of Change...**

3.9 Physical restraints will be used in accordance with state and federal laws and CDE guidelines.

3.10 All IEPs and stakeholders will indicate that positive behavioral/emotional assessments, strategies, instruction, and supports to address behavioral/emotional needs have been considered where appropriate.

3.11 All children and youth with disabilities who are at risk for a suspension/expulsion will have a Functional Behavior Assessment and have a Positive Behavior Support Plan.

3.12 A greater percentage of children and youth with disabilities will report participation in the development of their IEP.



## Part C Strategies...

- ✓ Write and disseminate written guidelines to clarify Part B Child Find responsibilities to local school districts.
- ✓ Include the topic of birth to 3 Child find responsibilities on the agenda for every quarterly statewide Special Education Directors meeting.
- ✓ Provide training and technical assistance to local data managers regarding accurate reporting of information about services.
- ✓ Conduct a statewide conference for service coordinators, program administrators, child find personnel, service providers and families to disseminate information about effective practices in IFSP development.
- ✓ Develop a curriculum and materials for IFSP training.

## Part C Indicators of Change

**C 3.1** The number of children having IFSP meetings held within 45 days of referral increases.

**C 3.2** All children are receiving their rights, procedural safeguards and services required under Part C.

**C 3.3** IFSP reviews document consistency between assessment data, prioritized outcomes and services identified as needed.

**C 3.4** MOU Committee approves standardized IFSP form and disseminated in multiple ways.

**C 3.5** A standard format and criteria for local and state IFSP reviews are developed.

**C 3.6** Service Coordination Leads facilitate IFSP reviews in their communities annually.

## Part C Strategies...

- ✓ Provide locally and regionally based training for service coordinators, program administrators, child find personnel, service providers, and families on the development of IFSP's consistent with Part C of IDEA.
- ✓ Revise format and develop criteria used for IFSP reviews for the purpose of self-assessment in local communities and for consistent and systematic data-collection.
- ✓ Train local Service Coordination Leads to review IFSP's in accordance with the format developed by the state as a local training, technical assistance, and self assessment strategy.
- ✓ Conduct a study of utilization of Medicaid, private insurance, and state funds and develop recommendations to expand funding options.
- ✓ Request additional funding for early intervention resources from the state legislature.

## Part C Indicators of Change

**C 3.7 Utilization of Medicaid, private insurance, and other funding sources for services increases.**

**C 3.8 State resources for early intervention services increase.**

**C 3.9 Data from local monitoring and reporting by service coordination leads indicates that 100% of families receive all the services they need.**

## KEY OUTCOME 4 – SIGNIFICANT ACHIEVEMENT

Children with exceptional needs will make significant achievements in assessments, academics, and in their development.



## **Part B Strategies...**

✓The CDE has undertaken a study aimed at identifying the practices in successful schools that result in improved performance for children with disabilities on the CSAP and CSAP-A.

✓The CDE will distribute eligibility criteria checklists for CSAP-A participation to every administrative unit.

✓The CDE tracks the number of “no scores” across districts and schools.

✓The CDE will provide training to Special Education Directors and building administrators concerning eligibility for the CSAP-A to clarify participation criteria.

✓The CDE will expand website information and resources on available accommodations for both state and district assessments.

## **Part B Indicators of Change...**

4.1 The percentage of children with disabilities who demonstrate progress on the CSAP, the CSAP-A, and other assessments will increase.

4.2 All children with disabilities will participate in either the CSAP, the CSAP-A, or a body of evidence based assessment.

## GT Strategies

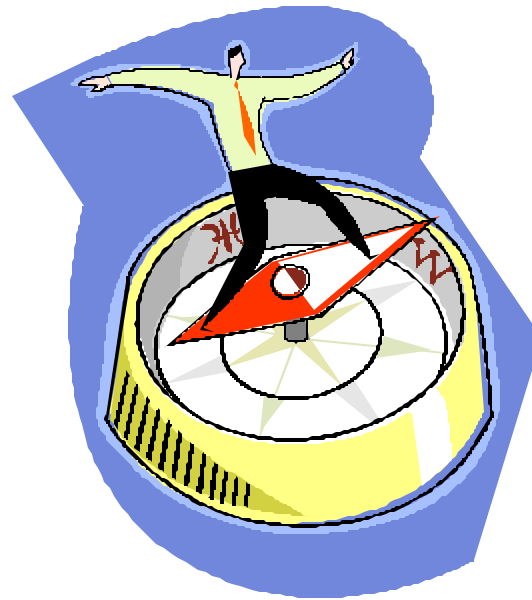
- ✓ The CDE will work towards the inclusion of disaggregated CSAP data for GT students in reporting systems.
- ✓ The CDE will work with GT Coordinators, the State Advisory Committee, and a cooperating university to define, disseminate, and implement a set of research-based methods or approaches that are proven and effective instructional strategies for GT students.
- ✓ The CDE will study gifted education in rural areas with Gifted-Education Coordinators and members of the State Advisory Committee.
- ✓ The CDE will integrate the resources of Special Education, Gifted Education, English as a Second Language, Library Services, and Title 1 to generate a plan for differentiated instruction training.

## GT Indicators of Change

- GT 4.1 The CSAP is coded to allow analysis of GT student performance.
- GT 4.2 Baseline CSAP data is available for GT students.
- GT 4.3 The CDE will have developed and disseminated a guide on proven and effective methods for GT students.
- GT 4.4 The CDE will have developed and disseminated a report that describes the strengths, benefits, issues, and resources for gifted education programming in Colorado.
- GT 4.5 The CDE will have developed a plan for a differentiated instruction training manual for regional and district trainers.

## KEY OUTCOME 5 – SUCCESSFUL TRANSITION

□ All children with exceptional needs will be provided the resources and supports to make successful transitions from birth through primary education and from the secondary school to successful post-school outcomes.



## Part B Strategies...

- ✓ The Colorado Department of Education has undertaken the Transition Outcomes Project to assess the preparedness of youth approaching the transition from high school to adult life.
- ✓ The Cooperative Services Handbook for Youth in Transition, was revised and disseminated to educators, VR counselors, advocates and parents.
- ✓ Cooperative Assessment Guidelines are being developed and will be disseminated.
- ✓ The handbook Cooperative Services for Youth with Developmental Disabilities is being developed and will be disseminated.
- ✓ A regional trainer-of-trainers model is being used to develop a cadre of people who are qualified to conduct individualized Person Centered Planning sessions.

## Part B Indicators of Change...

- 5.1 The number of interagency and community agreements for providing services to children with disabilities (particularly those relating to transition) will increase.
- 5.2 The number of students with disabilities referred to transition agencies that provide linkages to careers will increase.
- 5.3 All children with disabilities who are age 14 and older will have IEPs that include a statement of transition service needs; and for students 16 and older, statements of needed transition services and interagency linkages that lead to post-school outcomes.
- 5.4 The percentage of schools where students with disabilities have access to career education opportunities (such as ACE, Business Education, and Vocational Education) will increase.

## Part B Strategies...

A Guide to School Mental Health Services was completed and has been disseminated to schools, transition coordinators, school psychologists, social workers, advocates and parents.

✓ The CDE is involved with disability services coordinators and the Office of Civil Rights about obtaining accommodations and services in the postsecondary system and is involved in a pilot process of evaluation and free workshops for teachers.

✓ A Transition Toolkit was developed which includes information and materials designed to assist educators to plan for and document transition services

✓ CDE provides significant funding and has had a direct role in coordinating the Training for Transition parent workshops.

## Part B Indicators of Change...

5.5 The percentage of children with disabilities who drop out of school will decrease.

5.6 The percentage of students with disabilities who exit special education services with a regular diploma, a modified diploma, a certificate of completion, a GED, or fulfillment of the IEP will increase.

5.7 The percentage of parents and teachers who have access to in-services, received information, and are aware of upcoming transitions and post-secondary options for students with disabilities will increase.



## Part B Strategies...

- ✓The CDE provides regional training of Part C coordinators and service coordinators, regional trainings on transition for child find teams, additional trainings for LEAs as requested, presentation to the Colorado Special Education Directors.
- ✓The CDE provides ongoing training and monitoring for Part C coordinators and service coordinators.
- ✓The CDE has developed and is disseminating a handbook on the Part C to Part B transition.
- ✓The CDE monitors the Part C to Part B transition in school administrative units as part of its Continuous Improvement Monitoring Process and Community Infant Services Review process.

## Part B Indicators of Change...

- 5.8 School district personnel report being notified by Part C of anticipated transitions early enough to allow for a smooth transition process.
- 5.9 School district personnel are consistently invited to participate in transition planning no later than 3 months prior to the child's third birthday.
- 5.10 Part B services are in place by each eligible child's third birthday.

## Part C Strategies...

- ✓ Identify additional training and technical assistance needs from Service Coordination Core Training.
- ✓ Require communities to document how they will gather information through personal interviews, surveys, and/ or focus groups about how families experienced their transition process.
- ✓ Gather accurate and uniform data about transition and the timely provision of services upon the child's 3<sup>rd</sup> birthday through IFSP reviews, parent focus groups and targeted on-sites.
- ✓ Develop a self assessment tool for local communities to document the participation of school districts, parents, and Part C in transition meetings.
- ✓ Provide training to service coordinators, child find coordinators, and preschool personnel.
- ✓ Provide technical assistance to local communities to develop interagency agreements.

## Part C Indicators of Change...

- C 5.1 100% of families report a smooth and timely transition from Part C to Part B by their child's third birthday.
- C 5.2 School district personnel report being notified 100% of the time by Part C of anticipated transitions at least 6 months prior to each transitioning child's third birthday.
- C 5.3 The percentage of eligible children who have completed transition plans no later than 3 months prior to their 3<sup>rd</sup> birthday increases.
- C 5.4 School district personnel are invited to participate in transition planning no later than 6 months prior to the child's 3<sup>rd</sup> birthday for all children potentially eligible for Part B.
- C 5.5 The number of communities with established interagency agreements that facilitate transition from Part C to Part B increases.

## KEY OUTCOME 6 – QUALIFIED PERSONNEL

- There will be an adequate supply of qualified personnel and effective training programs to meet the identified needs of children with exceptional needs and provide access to quality education.



## **Part B Strategies...**

- ✓ **The CDE held the ASCENDS summit to bring together educational leaders from around the state to address issues regarding teacher recruitment/retention and quality.**
- ✓ **The CDE commissioned the writing of the first Colorado Teacher Supply and Demand Study. Data results from this study are being used to apply for federal grant money to alleviate teacher supply/demand problems.**
- ✓ **New standards for Special Education Teacher Training programs will be approved by the State Board of Education.**
- ✓ **A linkage between Special Education and General Education training programs will be established to promote efficiency and effectiveness of training.**

Qualified Personnel

## **Part B Indicators of Change...**

- 6.1 The number of students graduating from educator preparation programs in special education and related services will increase.**
- 6.2 An increasing percentage of graduates from Colorado's special educator preparation programs will demonstrate knowledge of research validated practices by passing the PLACE (Program for Licensing Assessments for Colorado Educators) exam for special education.**
- 6.3 The number of educator preparation programs that provide opportunities to become certified in special education will increase.**
- 6.4 The percentage of special education teachers and service providers on Temporary Teacher Eligibility and Not Fully Qualified will decrease and be replaced by fully qualified personnel.**

## **Part B Strategies...**

- ✓ **Leadership training will be implemented to build regional capacity to plan for recruiting more people into special education teacher preparation programs.**
- ✓ **Guidelines for minimum qualifications for Para educators will be disseminated to all stakeholders and available to IHE.**
- ✓ **The CDE will initiate a systems change process for Alternative Facilities designed to better recruit and retain qualified teachers through funding and administrative structure reforms**
- ✓ **The CDE will assess the timeliness of services through the CIMP.**

## **Part B Indicators of Change...**

- 6.5 All children in Colorado will receive the services indicated in their IEPs in appropriate timelines by qualified staff as measured by records reviewed during the CIMP.**
- 6.6 The number of trainings for paraeducators will increase.**
- 6.7 The quality of paraeducators in the state will improve.**

## **Part B Strategies...**

✓ **The CDE will develop a list of resources for Para Educator training which will be available via the state website and via all other available communication avenues.**

✓ **An accountability system to assure Para Educators are adequately trained will be in place.**

✓ **Guidelines for minimum qualifications for Para educators will be disseminated to all stakeholders and available to IHE.**

## **GT Strategies...**

✓ In collaboration with the State Advisory Committee, Administrative Unit Directors, and GT Coordinators the CDE will facilitate the information and standards required for a Gifted-Education Specialist Endorsement.

✓ The CDE will partner with a university to host a discussion among members of Colorado universities, the State Advisory Committee, and GT Coordinators about plans and support to implement the Gifted Education Specialist Endorsement Statewide.

## **GT Indicators of Change...**

**GT 6.1 The Gifted-Talented Specialist Endorsement is approved.**

**GT 6.2 There is clarity throughout the state about how courses and endorsement programs will be instituted in Colorado and how these programs will be accessed.**

## **Part C Strategies...**

- ✓ **Develop curriculum and conduct Service Coordination Core Training in 14 locations across the state.**
- ✓ **Develop a survey and gather information from Service Coordination Core Training participants about their pre and post-training knowledge practices.**
- ✓ **Offer Service Coordination Core Training three times per year to orient new service coordinators.**
- ✓ **Disseminate Service Coordination Training materials through Service Coordination Leads and posted on the website.**
- ✓ **Develop standardized interagency form for documenting IFSP's and instructions to be used across the state.**
- ✓ **Also see Part C Strategies for Outcome Number 1**

## **Part C Indicators of Change...**

- C 6.1 There are adequate qualified personnel to conduct birth to 3 evaluations.**
- C 6.2 Every local community has a written plan describing their service coordination system and assuring one service coordinator is assigned to each eligible child.**
- C 6.3 All communities document that there are no gaps or overlaps in service coordination caseloads.**
- C 6.4 All children have an identified service coordinator.**



## Part C Strategies...

- ✓ Require each community to designate a Service Coordination Lead to receive ongoing communication and training.
- ✓ Provide training and technical assistance to local communities to develop interagency agreements in the assignment of one identified service coordinator for each family.
- ✓ Increase Part C funds designated for service coordination to local grantees.
- ✓ Develop a data collection system requiring local communities to collect self-assessment data about their system of service coordination, their service coordination caseloads, and individual service coordination assignments.
- ✓ Disseminate information about service coordination requirements to Child Find personnel.
- ✓ Collaborate with CO Dept of Human Services to develop projections and strategies for increasing state funding for service coordination.

## Part C Indicators of Change...

- C 6.5 Service coordinators increase their understanding of all service coordination responsibilities.
- C 6.6 A Service coordination Lead is designated by each community.
- C 6.7 A Listserv is established to facilitate communication among and with the Service Coordination Leads.
- C 6.8 Federal Part C funding to local communities for service coordination increases 54%.
- C 6.9 State funding to local communities for service coordination increases \$60,000.

# KEY OUTCOME 7 – EFFECTIVE MONITORING

**□The Colorado Department of Education will effectively coordinate federal, state, and local agencies to ensure compliance with Colorado and Federal Regulations and will effectively monitor dispute proceedings and the delivery of services to exceptional children.**



## **Part B Strategies...**

✓ The revised Continuous Improvement Monitoring Report includes a process to identify compliance items on an ongoing basis and track these areas of non-compliance with IDEA so as to ensure correction. This process uses the Potential Non-Compliance Form as a tool for CIMP Regional Liaisons to document non-compliance.

✓ Administrative unit checklist reports have been revised to more accurately reflect non-compliance.

✓ Phase I of the Continuous Improvement Monitoring Process uses multiple sources to identify potential non-compliance issues including administrative unit level self assessment.

✓ Phase II of the CIMP will result will result in identification of areas of non-compliance through verification visits .

## **Part B Indicators of Change...**

7.1 All areas of Non-Compliance with IDEA will be identified in the CIMP and areas of non-compliance with IDEA will be targeted for follow up and sanctions enforced where appropriate.

7.2 The Continuous Improvement Monitoring Process will include multiple strategies for evaluating programs providing services to children with disabilities.

7.3 Administrative Unit Checklists are completed for every Administrative Unit in Phase II of the CIMP process within 90 days of verification visits and maintained in central files.

## **Part B Strategies...**

✓Phase III of the CIMP will result in the development and implementation of an improvement process for administrative units.

✓The CDE will revise the process relating to requests for due process to meet required timelines.

✓The CDE provides training to hearing officers to implement changes for expediting due process.

✓The CDE will revise reporting methods in order to accurately determine if all cases are being resolved within appropriate timelines.

✓The CDE will review the current system of complaints and identify problems.

## **Part B Indicators of Change...**

7.4 All requests for due process will have a decision issued within 45 days unless an extension has been granted by a hearing officer at the request of either party.

7.5 All Federal complaints will be resolved after a complaint is filed within 60 days unless an extension has been granted by a federal complaints officer only if exceptional circumstances exist with respect to a particular complaint.

## **Part B Strategies...**

- ✓ **The CDE will perform an internal analysis of procedures relating to requests for due process through evaluations of hearing officers and determine necessary changes to expedite the process.**
- ✓ **The CDE will develop a revised process for complaints designed to meet required timelines.**
- ✓ **The CDE will implement a revised complaint investigation process.**
- ✓ **The CDE collects and disseminates data regarding timelines and outcomes of complaints to families and administrative units.**
- ✓ **The CDE will evaluate the complaints process to determine satisfaction with the process.**

## **GT Strategies...**

- ✓The CDE will facilitate the sharing of administrative unit Gifted-Education Plans and Reports with gifted-education coordinators.
- ✓The CDE will post Plans and Reports forms on the CDE webpage; and provide a format for submitting forms electronically.
- ✓The CDE will summarize data about gifted-education in Colorado and share with gifted-education coordinators.

## **GT Indicators of Change...**

- GT 7.1 Gifted and Talented education coordinators indicate they have received helpful reflection and peer feedback regarding Plans and Reports.
- GT 7.2 Forms are available on the CDE website for information and for submission of the administrative unit's Gifted-Education Plan and Report.
- GT 7.3 A State of the State report on gifted-education programming is written and given to gifted-education coordinators.

## **Part C Strategies...**

- ✓ Implement a new monitoring system that includes Community Infant Services Review, targeted on-site, self assessment strategies, data reviews, grant application reviews and on-going community contact.
- ✓ Develop a system for tracking and addressing individual concerns at the community level related to compliance.
- ✓ Review the Part C law and Co Department of Public Health's commitment and responsibility to achieving Part C goals with Regional Team Leaders.
- ✓ Revise the monitoring process to focus on compliance and improvement and hire a new staff person to oversee the monitoring.
- ✓ Implement new monitoring process that monitors every community and requires improvement plans to address areas of non-compliance.

## **Part C Indicators of Change...**

- C 7.1 All aspects of CDE's system document compliance with the law.**
- C 7.2 When compliance concerns are identified, deficiencies are corrected in a timely manner by each agency.**
- C 7.3 All monitored communities will have written continuous improvement plans to address compliance issues as identified through monitoring.**

## **Part C Strategies...**

- ✓ Develop written memo in collaboration with all members of the MOU committee to accompany each CISR report that supports the findings of the CISR by all MOU state agencies.
- ✓ Develop a checklist that will document recipients of monitoring reports.
- ✓ Post all monitoring reports on the CDE website.
- ✓ Write and disseminate an executive summary of each monitoring report.
- ✓ Develop targeted interagency agreements by MOU committee members to address specific compliance issues.
- ✓ Invite MOU agency representatives to participate in all aspects of CDE's monitoring process.
- ✓ Involve members of MOU Committee in responding to local technical assistance.

## **Part C Indicators of Change...**

**C 7.4 CISR reports are disseminated by all members of the MOU committee.**

**C 7.5 All targeted on-site reports are disseminated by all members of the MOU committee.**

**C 7.6 The local Part C coordinator completes a checklist following each CISR and targeted on-site to document every place the report was disseminated and by whom.**

**C 7.7 There is representation of MOU agencies at every CISR.**

**C 7.8 MOU representation is documented for each CISR and targeted on-site.**



## Part C Strategies...

- ✓ Develop a state level agreement between CDE and DDS regarding provision of services in natural environments.
- ✓ Provide statewide training and local technical assistance to help representatives of all agencies understand the importance and meaning of services in natural environments.
- ✓ Work with Children's Health and Rehabilitation Services to incorporate language into contracts with local Community Centered Boards that reflects the state's rules regarding compliance with part C.
- ✓ Explore expanding interagency agreements with CO Dept of Health and Human Services and CO Dept of Public Health and Environment to fully implement Part C of IDEA.
- ✓ Work with local community LICC's to develop interagency agreements regarding compliance with Part C.

## Part C Indicators of Change...

- C 7.9 Department of Human Services/Developmental Disabilities Services will make agreements to change contracts by July 1, 2003 with local Community Centered Boards that state early intervention funds are used in accordance with all Part C regulations.
- C 7.10 Department of Human Services/ Developmental Disabilities Services adopts revised regulations to strengthen compliance with Part C requirements.
- C 7.11 100% of Community Centered Boards contract only with providers that provide services in accordance with Part C.