OSEP National Technical Assistance Call

December 9, 2021

OSEP | **Office of Special Education Programs**
Office of Special Education and Rehabilitative Services

Agenda

▶ Updates

▶ SPP/APR Indicator B17/C11 Reminders

▶ Return to School Roadmap Child Find Referral and Eligibility

▶ Return to School Roadmap Provision of Early Intervention Services
  - C to B Transition

▶ Social Emotional Behavioral and Mental Health

▶ Reminders

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Director's Updates

▶ There are two technical webinars on the APR Reporting Tool:

- Tuesday, 12/14 @2:00pm ([GRADS](#)) SPP/APR Part C Technical Webinar
- Wednesday, 12/15 @2:00pm ([GRADS](#)) SPP/APR Part B Technical Webinar

▶ The next OSEP Monthly TA Calls will be on:

- Thursday, 12/16 @4:00pm (EDT) – on DMS, one week early due to the holidays
- Thursday, 1/13 – on the grant application process

▶ The APR Reporting Tool (EMAPS) will open on Monday, 12/20 for this year's submission, due on February 1, 2022.

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▶ All States must:

- Report FFY 2020 data
- Set targets for FFY 2020–2025

▶ Report on the specific content components required in the Measurement Table

- Data Analysis;
- Implementation, Analysis and Evaluation;
- Stakeholder Engagement; and
- Additional Implementation Activities.

▶ Provide links to their current Theory of Action and Evaluation Plan

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Retaining SiMR

▶ If no change in SiMR or SSIP, not required to report previously submitted information

▶ Evaluation Plan should be reviewed annually and updated as necessary based on implementation data

▶ Provide links to current Theory of Action and Evaluation Plan

▶ If adjustments to SSIP(but not SiMR), review and revise Theory of Action and Evaluation Plan as appropriate

Changing SiMR

▶ States must:

- establish new baseline

- Report on the system analysis, data analysis, and stakeholder engagement activities that were conducted to reach the decision to change

- Report on the infrastructure improvement activities/coherent improvement activities from previous SSIP activities that it will leverage to improve the new outcome or result area as well as any newly identified system components and evidence-based practices

- Provide links to the new/revised Theory of Action and Evaluation Plan

▶ Prior OSEP approval not required

Resources

Quick Links

- [OSEP SPP/APR Resources for Grantees](#)
- [Universal TA for FFY 2020-2025 SPP-APR](#) (PDF)
- [2022 Part-C SPP/APR Measurement Table](#) (PDF)
- [2022 Part-B SPP/APR Measurement Table](#) (PDF)
- [2022 Part-C SPP/APR Instructions](#) (PDF)
- [2022 Part-B SPP/APR Instructions](#) (PDF)
- [Part C SPP/APR FFY 2020 Template](#)
- [Part B SPP/APR FFY 2020 Template](#)

TA Centers

- **Part C and B619**
  - [The Center for IDEA Early Childhood Data Systems (DaSy)](#)
  - [Early Childhood Technical Assistance (ECTA) Center](#)
  - [National Center for Pyramid Model Innovations (NCPMI)](#)

- **Part B**
  - [National IDEA Data Center (IDC)](#)
  - [National Center for Systemic Improvement (NCSI)](#)
  - [National Center on Educational Outcomes (NCEO) – Assessment-related SiMRs](#)

- **Implementation Science (Applicable to Part C and Part B)**
  - [National Implementation Research Network](#) (NIRN)
    - [Active Implementation Hub (AI Hub)](#)
  - [State Implementation of Scaling-up of Evidence-based Practices (SISEP)](#)

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Part C Child Find Guidance

▶ Addresses the responsibility of LA and EIS provider if:

- A referral was received, but the family was not contacted due to the pandemic

- A parent declined consent to an evaluation or consent to Part C services

- The parent provided consent to an evaluation, but the evaluation was not conducted; and

- If the LA or EIS program can conduct virtual screenings and evaluations

- Part C Child Find Self-Assessment (CFSA)

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About the Tool

► Designed to strengthen Child Find Systems

► Divided into four sections

► 7 Best practices themes

► Voluntary

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Purpose: support programs in establishing efficient and effective Child Find systems.

▶ Similar format to the Part C Self-Assessment

▶ Four Components:
1. Regulatory
2. Best Practice
3. Technical assistance and resources
4. OSEP policy letters and guidance

▶ Local Education Agency/District level focus

▶ Best Practice Themes:
- Cross-sector collaboration
- Data Systems
- Technical adequacy of screening and evaluation tools

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November 2021

Florida

Virginia

Connecticut
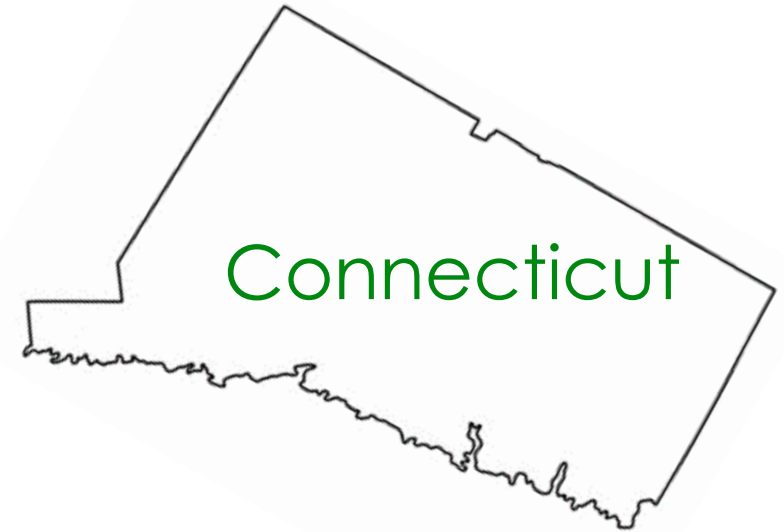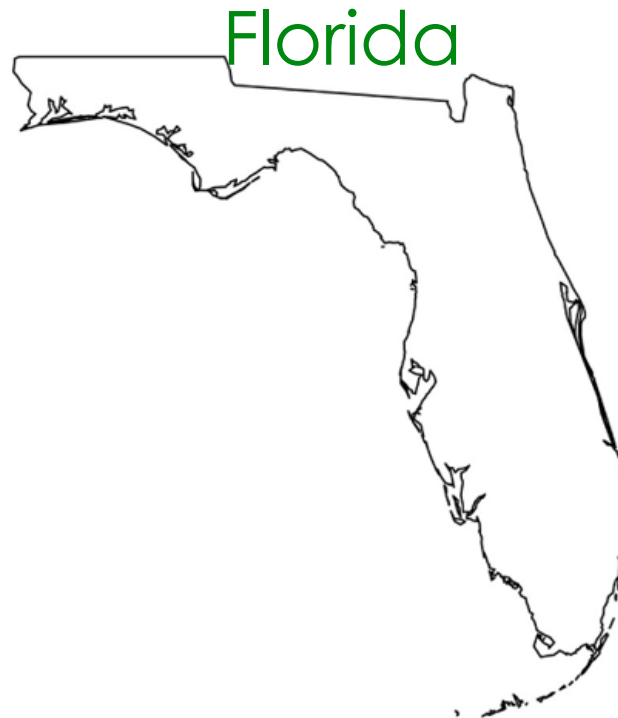
Meaningful Difference in Child Find

What is the meaningful differences calculator?

The Meaningful Differences Calculator allows states to look at statistical differences between two numbers. This Excel-based calculator uses a statistical formula to allow states to make three different comparisons related to the percentage of infants and toddlers served. For each of these comparisons, the calculator determines whether the difference is large enough to be considered meaningful which means the difference is statistically significant.

How could you use the meaningful differences calculator?
   1) To compare state performance to the target for the current year
   2) To compare local program performance to the state target for the current year
   3) To compare state performance over time

How do you know if there is a meaningful difference?

The meaningful difference calculator uses an accepted formula (test of proportional difference) to determine whether the difference between the percent served and the target is statistically significant (or meaningful), based upon the 90% confidence intervals for each indicator (significance level = .10). Child count percentages that are statistically significantly higher than the state target are marked as "Higher" in the column with the header "Meaningfully higher or lower than State Target." Child count percentages that are statistically significantly lower than the state target are marked as "Lower" in the column with the header "Meaningfully higher or lower than State Target." For comparison of state data overtime, two years of data are compared to each other and the difference between the two percentages is tested and when the significange level is .10 the Meaningful Difference is reported as yes.

How do confidence intervals depend on the number of children?

A meaningful difference is determined by the size of the confidence interval which depends on the number of children. For instance, a small local program will need a larger difference between their percent served and the state target than a large program for the difference to be considered meaningfully different. This is because the smaller program's estimate is less precise (i.e. a wider confidence interval) because it is based on fewer children. A larger local program will have more precision in their percent served estimate and will see meaningful differences when the numbers are closer to one another (i.e., will have a narrower confidence interval).

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Child Find Funnel Chart Tool

State or local Part C programs may use this tool to generate a funnel chart like the one below that allows for easy visualization of the data.

📕 **Guidance document**
📊 **Excel Tool**

Total State or EI Program

	Referred 5000	
80% of the Referred ------	**Screened** 4000	------ 80% of the Referred
60% of the Referred -----------	**Evaluated** 3000	----------- 75% of the Screened
40% of the Referred ----------------	**Eligible for Part C** 2000	---------------- 67% of the Evaluated
20% of the Referred ------------	**Enrolled in Part C** 1000	------------ 50% of the Eligible for Part C
10% of the Referred ------------	**Exited and Eligible for Part B** 500	------------ 50% of the Enrolled in Part C
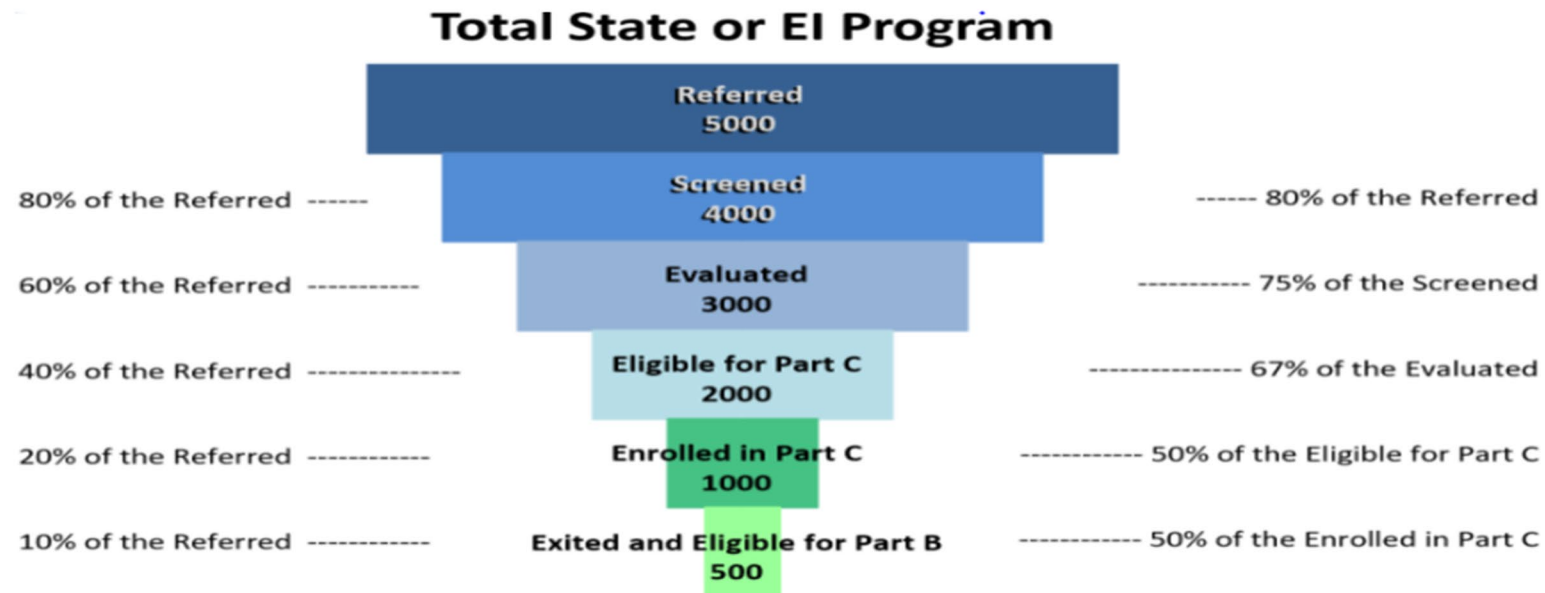
Published by: DaSy Center and ECTA Center

Resources

[Part C Child Find Self Assessment](#)

[Part C Child Find Self-Assessment: Quick Start Guide](#)

A four-part toolkit that can help states examine how they are meeting child find regulations, identify critical child find best practices, locate resources to help them implement best practices, and easily access OSEP's policy letters and guidance on child find.

[Part C Child Find Funnel Chart Tool](#)

This Excel template displays data on each step of the Part C process, from referral through exit, for a set of infants and toddlers referred within a specified time span. Data can be entered for the entire state, a local program, or one or more subgroups. The tool enables Part C program administrators to easily visualize the differences in the number of children in each step of the process.

[Meaningful Differences in Child Find Calculator](#)

This Excel-based calculator allows states to make several comparisons related to the percentage of infants and toddlers served: state percentage compared with state target, local program percentage compared with state target, and year-to-year comparisons of the state percentages. It also computes confidence intervals to determine whether the difference between two numbers is large enough to be considered meaningful (statistically significant).

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▶ Timeline requirements in full effect, including interim IFSP

▶ Address pandemic impacts on children and families

▶ Ongoing assessment for most appropriate, individualized services

▶ Frequency & method of service delivery based on IFSP team process, evidence-based practices, State/local policies & procedures

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▶ Compensatory services-for ongoing and/or transition services

▶ Infrastructure strategies to support seamless system of service delivery

▶ State must report noncompliance data in SPP/APR

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Resources

- [Telepractice for Part C Early Intervention Services: Considerations for Effective Implementation and Medicaid Reimbursement](#)

- [Developing High-Quality, Functional IFSP Outcomes and IEP Goals Training Package](#)

Resources

▶ [Transition from Part C to Part B, Section 619 Services: Review of Existing Documentation for Children](#)

▶ [Federal IDEA Part C and Part B Transition Requirements for Late Referrals to IDEA Part C](#) *(2018)*

▶ [Early Childhood Transition Timeline for SPP/APR Indicators C-8A, 8B, 8C, B-11 and B-12](#)

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► **Early Childhood Recommended Practices Module 2: Transition**

► **ECTA Practice Improvement Tools**

- DEC Recommended Practices: Transition
  - Checklists
  - Illustrations
  - Practice Guides or Practitioners
  - Practice Guides for Families

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Resources

▶ [The National Center for Pyramid Model Innovations](#)

▶ [Webinar For State Leaders, By State Leaders: Implementing, Scaling and Sustaining the Pyramid Model Statewide with Fidelity](#)

▶ [Pyramid Model and Trauma-Informed Care Guide (usf.edu)](#)

▶ [Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BOQ) CULTURAL RESPONSIVENESS COMPANION 2021 (usf.edu)](#)

▶ [Equity Coaching Guide (usf.edu)](#)

▶ [The Behavior Incident Report System (BIRS) Overview Factsheet (usf.edu)](#)

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Questions

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Reminders

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