

OSEP MONTHLY TECHNICAL ASSISTANCE CALL

FFY 2020 SPP/APR PACKAGE

OCTOBER 14, 2021



Welcome



Agenda

- I. Welcome
- II. FFY 2020 SPP/APR Package
 - A. Cross-Cutting Changes and Reminders
 - B. Part C Changes and Reminders
 - C. Part B Changes and Reminders

Announcements

- ▶ Final [FFY 2019 SPP/APR documents](#) posted
- ▶ FFY 2019 Indicator Analyses – *coming soon*

FFY 2020 SPP/APR



- ▶ FFY 2020 SPP/APR, including Indicators C11 and B17 (SSIP), is due February 1, 2022

<https://sites.ed.gov/idea/grantees/#SPP-APR>

SPP/APR Reporting Platform

- ▶ Open Date
- ▶ Attachments
- ▶ Questions/Support

- ▶ Partner Support Center

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General Instructions – Stakeholder Input

- ▶ SPP/APR Introduction must include a description of 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 B17 and C11, the State’s Systemic Improvement Plan (SSIP).



General Instructions – Stakeholder Input

► This must include:

- The number of parent members and a description of how the parent members of the Interagency Coordinating Council, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress;
- Description of the activities conducted to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for infants and toddlers with disabilities and their families;
- The mechanisms and timelines for soliciting public input for setting targets, analyzing data, developing improvement strategies, and evaluating progress; and
- 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.

Continuous Engagement

Engagement must be active and spans the entire six years of reporting and incorporating various methods and timeframes to obtain stakeholder input.



- ▶ **Networked:** exchanged/shared information between the state and stakeholders
- ▶ **Collaborated:** engaged/worked together on the issue over time
- ▶ **Transformed:** committed/approached issues through shared ownership of the issue and consensus building

States are strongly encouraged to provide detailed narratives that include, but are not limited to:

	Engagement Best Practices		Diversity
Representative of Families Served		Identification of Inequities	
	Frequency & Methods of Engagement		Gather or Share Information

FFY 2020 SPP/APR: COVID-19 Impact

- ▶ If data collection or performance for any indicator was impacted specifically by COVID-19, the State must include in the narrative for that indicator:
 - (1) the impact on performance, data completeness, validity and reliability for the indicator;
 - (2) an explanation of how COVID-19 specifically impacted the State's ability to collect the data for the indicator; and
 - (3) any steps the State took to mitigate the impact of COVID-19 on the data collection.

- ▶ This must be completed for each indicator for which data collection was impacted by COVID-19.

FFY 2020 SPP/APR: Cross-Cutting Reminders

▶ Reporting to the public

- Each State must report on the FFY 2019 performance of each local educational agency/early intervention service program in the State on the targets in the SPP/APR

▶ Needs Assistance for two or more consecutive years

- Must report on: (1) the technical assistance sources from which the State received assistance; and (2) what actions the State took as a result of that technical assistance

FFY 2020 SPP/APR: Cross-Cutting Reminders

▶ Setting Targets

- Final targets (FFY 2025) must demonstrate improvement over the baseline.
- In setting its targets for FFY 2020 through FFY 2025, the State must describe its stakeholder input process.

▶ Required Actions

- Address any actions required by OSEP's response to the State's FFY 2019 SPP/APR, including actions related to the correction of findings of noncompliance identified by the State.

► Compliance Indicators

- If the State reported less than 100% compliance (i.e. less than 100% actual target data) for the previous reporting period (e.g. for the FFY 2020 SPP/APR, the data for FFY 2019), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance

Correction of noncompliance

- ▶ Each State must describe how the State verified that each LEA/EIS program with noncompliance is: (i) correctly implementing the regulatory requirements (*i.e.* achieved 100% compliance based on the State's review of updated data; and (ii) each LEA/EIS program has corrected each individual instance of child-specific noncompliance, unless the child is no longer within the jurisdiction of the LEA/EIS program

Part B/Part C Cross-Cutting Reminders

Compliance Indicators

- ▶ When calculating and reporting FFY 2020 data in the APR, the State must ensure its data only reflects LEA's or EIS program's actual level of compliance prior to the opportunity to correct any noncompliance.

FFY 2020: Cross-Cutting Reminders

Representativeness

- ▶ Include the State's analysis of the extent to which the response data are representative
 - ▶ Consider categories listed in the Measurement Table when providing analysis of representativeness of the data
- ▶ If the analysis shows that the data are not representative, describe the strategies the State will use to ensure that the response data are representative in the future

Indicators C4/B8/B14: Analysis

► States must:

- Compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2020 SPP/APR, compare the FFY 2020 response rate to the FFY 2019 response rate) and describe strategies that will be implemented which are expected to increase the response rate, particularly for those groups that are underrepresented;
- Analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross-section of respondents; and
- Describe the metric used to describe representativeness (e.g. +/- 3% discrepancy)

Indicators C11/B17

SSIP Reporting

- ▶ Reporting on indicators C11/B17 needs to be completed in the reporting platform
- ▶ Include SSIP-specific stakeholder engagement
- ▶ Provide links to the current Theory of Action and Evaluation Plan

FFY 2020 SPP/APR Package: Part C



Part C: ICC Forms

- ▶ Part C States will find OSEP Response language in the Introduction accepting the State's ICC form
- ▶ OSEP will not be posting ICC forms with the final DOC

C5 and 6: Child Find – Birth to 1/Birth to 3

- ▶ **Reminder:** States will no longer be required to compare their data to the national data.

FFY 2020 SPP/APR Package: Part B

General Instructions

- ▶ The February 22, 2021, letter from the Office of Elementary and Secondary Education to Chief State School Officers offered flexibility with respect to accountability, reporting systems, and assessment for the 2020-2021 school year. States should describe any assessment flexibilities that were utilized under Indicator 3.

B1: Graduation Rate

- ▶ Indicator 1 measures the percent of youth with IEPs (ages 14-21) exiting special education by graduating with a regular high school diploma.
- ▶ The data source for this indicator is the same data reported under Section 618 of IDEA, using the definitions in file specification FS009. These data will be preloaded in the reporting tool and are consistent with the data used to calculate the exiting elements of the RDA matrix.

B2: Dropout

- ▶ Indicator 2 measures the percent of youth with IEPs (ages 14-21) who exited special education due to dropping out.
 - **OPTION 1:** Data Source: Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS009.
 - **OPTION 2 (For FFY 2020 ONLY):** Use same data source and measurement that the State used to report in its FFY 2010 SPP/APR that was submitted on February 1, 2012.

Participation Rates

- ▶ **3A:** States are required to report on participation rates for children with IEPs in grades 4, 8, and high school.

Proficiency Rates

- ▶ **3B:** States are required to report on proficiency rates for children with IEPs in grades 4, 8, and high school who are assessed against grade level academic achievement standards.
- ▶ **3C:** States are required to report on proficiency rates for children with IEPs in grades 4, 8, and high school who are assessed against alternate academic achievement standards.

Gap in Proficiency Rates

- ▶ **3D:** States are required to the gap in proficiency rates for children with IEPs and for all students in grades 4, 8, and high school who are assessed against grade level academic achievement standards.

B4A & 4B: Suspension/Expulsion

► Revisions in language:

- Indicator language and the measurement are revised to replace the term “district” with “local educational agency (LEA)”
- Added “as defined by the state,” after each reference to significant discrepancy to clarify that the term “significant discrepancy” is defined by the State.
- OSEP revised the instructions to define “long-term suspensions and expulsions” as “more than 10 days during the school year” which is consistent with how the State’s discipline data is collected under IDEA section 618.
- The indicator measurement and instructions have been revised to include “cell size” in addition to “n size.”

B5: Least Restrictive Environment

- ▶ States must report five-year-old children with disabilities who are enrolled in kindergarten in this indicator. Data must be disaggregated by school-age educational environment categories.
- ▶ Five-year-old children with disabilities who are enrolled in preschool programs are included in Indicator 6.
- ▶ Use the same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS002.

B6: Preschool LRE

- ▶ Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a:
 - A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
 - B. Separate special education class, separate school or residential facility.
 - C. Receiving special education and related services in the home.
- ▶ States must report five-year-old children with disabilities who are enrolled in preschool programs in this indicator. Five-year-old children with disabilities who are enrolled in kindergarten are included in Indicator 5.

B6: Preschool LRE

- ▶ States may choose to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age.
- ▶ States are not required to establish baseline or targets if the number of children receiving special education and related services in the home is less than 10.
- ▶ In a reporting period during which the number of children receiving special education and related services in the home reaches 10 or greater, States are required to develop a baseline and targets and report on them in the corresponding SPP/APR.
- ▶ For Indicator 6C: States may express their targets in a range (e.g., 75-85%).
- ▶ OSEP expects that the targets for the “home” category in most States should decrease over time.

B13: Secondary Transition

- ▶ There must be evidence that, if appropriate, a representative of any participating agency that is likely to be providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

B14: Post-School Outcomes

- ▶ States have two options to report data under “competitive employment”:
 1. Use the same definition as used to report in the FFY 2015 SPP/APR
 2. States report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act as amended by Workforce Innovation and Opportunity Act (WIOA), and 34 CFR § 361.5(c)(9).

- ▶ Must report total number of children in census/sample

QUESTIONS

