

OSEP MONTHLY TECHNICAL ASSISTANCE CALL

FFY 2021 SPP/APR SUBMISSIONS

DECEMBER 8, 2022



Agenda

- I. Welcome
- II. Director's Updates
- III. FFY 2020 Follow-up
- IV. FFY 2021 SPP/APR Package Notes & Changes
 - Reporting Platform
 - General Requirements
 - Part C
 - Part B

FFY 2020 Follow-up

- ▶ FFY 2020 final SPP/APR documents posted on [IDEA website](#)
- ▶ FFY 2020 Performance Public Reporting
 - Each State must report on the FFY 2020 performance of each early intervention service provider/local educational agency in the State on the targets in the SPP/APR
- ▶ FFY 2020 Determination: 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
- ▶ 2022 Indicator Analysis: [Part C](#), [Part B](#),

FFY 2021 SPP/APR Package

Federal Fiscal Years 2020-2025 SPP/APR Package, Due Feb 1, 2023

► Part B

- [2023 Part-B SPP/APR Memo \(PDF\)](#)
- [2023 Part-B SPP/APR Instructions \(PDF\)](#)
- [2023 Part-B SPP/APR Measurement Table \(PDF\)](#)
- [Part B SPP/APR FFY 2021 Template](#)

► Part C

- [2023 Part-C SPP/APR Memo \(PDF\)](#)
- [2023 Part-C SPP/APR Instructions \(PDF\)](#)
- [2023 Part-C SPP/APR Measurement Table \(PDF\)](#)
- [Part C Interagency Coordinating Council Form \(PDF\)](#)
- [Part C SPP/APR FFY 2021 Template](#)

SPP/APR General Resources

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



SPP/APR Reporting Platform

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

- Partner Support Center

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General Requirements – Stakeholder Input

- ▶ Mechanisms for soliciting broad stakeholder input on the:
 - State's targets in the SPP/APR
 - Subsequent revisions (e.g. related to pandemic data)
 - Development and implementation of Indicator B17 and C11, the State's Systemic Improvement Plan (SSIP).



General Requirements – Stakeholder Input

► This must include:

- The number of **parent members** and a description of how parents were **engaged** in target setting, analyzing data, developing improvement strategies, and evaluating progress;
- Description of activities conducted to **increase the capacity** of diverse groups of parents to support the development & implementation of activities designed to improve outcomes for infants and toddlers with disabilities and their families;
- The mechanisms and timelines for:
 - Soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress.
 - Making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.

Continuous Engagement & Reporting

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



General Requirements

► Required Actions

- Address any actions required by OSEP's response to the State's FFY 2020 SPP/APR, including actions related to the correction of findings of noncompliance identified by the State.

► Compliance Indicators

- When calculating and reporting actual data in the APR, the State must ensure its data reflects EIS provider's or LEA's actual level of compliance prior to the opportunity to correct any noncompliance.
- If the State reported less than 100% compliance (i.e. less than 100% actual data) for the previous reporting period (e.g. for the FFY 2021 SPP/APR, the data for FFY 2020), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

General Requirements

Correction of noncompliance

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

General Requirements: Sampling Plans



- ▶ Submit Revisions/New Sampling Plans to OSEP
 - FFY 2020 – All sampling plans submitted for review
- ▶ Feedback to States
 - Revise & Resubmit
 - TA Support
- ▶ Questions? Reach out to State Lead

General Requirements: C4/B8/B14

Representativeness and Non-response Bias

► States must:

- Compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2021 SPP/APR, compare the FFY 2021 response rate to the FFY 2020 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)

General Requirements: C4/B8/B14

- ▶ **FFY 2021 changes to B8 and B14:** States must determine if their data is representative by analyzing the demographics to include **race** and **ethnicity** and **at least one of the following**:
 - disability category,
 - gender,
 - geographic location,
 - age of the student,
 - and/or another demographic category approved through the stakeholder input process.
- ▶ Indicator C4 to include in FFY 2022 (2024 submission)
- ▶ Nonresponse bias
 - When the participants who do not respond to a survey are significantly different from those who do respond

Resources for Representativeness/Nonresponse Bias

- ▶ Response Rate, Representativeness, and Nonresponse Bias—They All Matter! (ideadata.org)



General Requirements: C11/B17

SSIP Reporting

- ▶ Report on the specific content components required in the Measurement Table
 - A. Data Analysis
 - B. Implementation, Analysis and Evaluation
 - C. Stakeholder Engagement
 - D. Additional Implementation Activities
- ▶ Links to Theory of Action, Evaluation Plan, any other additional documents

C11/B17 Reminders

A. Data Analysis

- Write-in numerator denominator descriptions
- Link to Theory of Action

B. Implementation, Analysis and Evaluation

- Address each component for every strategy/practice
- Infrastructure components – outputs vs outcomes
- Evidence-based practices
 - Frameworks vs EBPs
 - Missing or unclear fidelity measures
- Link to Evaluation Plans
 - Reflective of SSIP
 - Additional data collection points

C. Stakeholder Engagement

- SSIP-specific

C11/B17: Changing SiMR

► States must:

- Establish new baseline and targets
- 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

► Technical Assistance through TA Centers

C11/B17: TA Center Support

► **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 \(SISEP\)](#)



Part C Reminders for FFY 2021 SPP/APR Package

C-3/B-7: Child Outcomes

- ▶ Report all children that exited during the reporting period unless approved sampling plan
 - Any reasons for exclusionary criteria explained in additional information
- ▶ Part C: Include children on Extended Option

C-4: Family Outcomes

- ▶ **Current:** Include the State's analysis of the extent to which the demographics of the families responding are representative of the demographics of infants, toddlers, and families enrolled in the Part C program. States should consider categories such as race and ethnicity, age of the infant or toddler, and geographic location in the State.
- ▶ **Revision with FFY 2022 submission (due Feb, 2024):** When reporting the extent to which the demographics of infants and toddlers for whom families responded to surveys are representative of the demographics of infants, toddlers, and families enrolled in the Part C program, States must include **race** and **ethnicity** and **at least one of the following**:
 - disability category,
 - gender,
 - geographic location,
 - age of the student,
 - and/or another demographic category approved through the stakeholder input process.
- ▶ Reach out to TA providers for support

Part B Changes/Reminders for FFY 2021 SPP/APR Package

B-2: Dropout

- ▶ **CHANGE:** Beginning with the FFY 2021 SPP/APR, all states, must use the same data as used for reporting to the Department under section 618 of the IDEA and that the Department uses as part of the annual determinations under section 616 of the IDEA.
 - **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.
 - **Measurement:** States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who exited special education (ages 14-21) in the denominator.

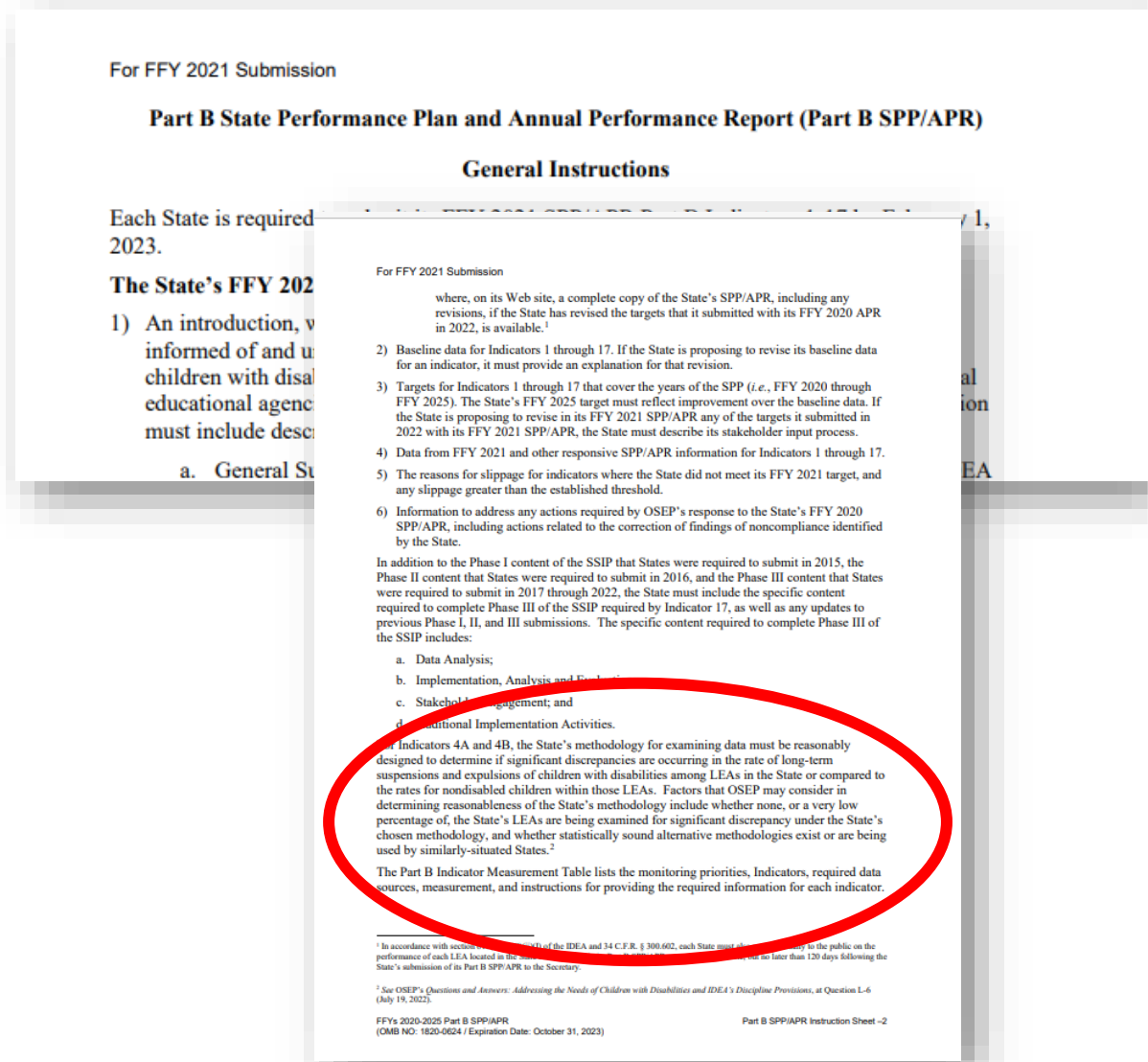
B-3A, 3B, 3C & 3D - Assessment

► REMINDERS:

- 3A: all targets must be 95% or higher (not just the 2025 target)
- Public Reporting
 - States must provide information to the public at the same frequency and in the same detail as they report on the assessment of nondisabled children

B-4A & 4B Reporting Responsibilities

- ▶ Significant discrepancies in long-term suspensions and expulsions, disaggregated by race and ethnicity
 - State chosen methodology must be reasonable (L-6)
 - Factors OSEP may consider in determining reasonableness:
 - whether none, or a very low percentage of, the State's LEAs are being examined for significant discrepancy
 - whether statistically sound alternative methodologies exist or are being used by similarly-situated states. (L-6)
 - Included in [FFY 2021 Part B SPP/APR General Instructions](#) for Indicators 4A and 4B



B-6C: Preschool Environments - Home

- ▶ Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program:
 - C. Receiving special education and related services in the home.
 - New language in Universal TA document to allow end targets that do not reflect improvement (decrease) over baseline.



B-8: Parent Involvement

► **CHANGE:** When reporting the extent to which the demographics of the children for whom parents responded to surveys are representative of the demographics of children receiving special education services, States must determine if their data is representative by analyzing the demographics to include **race** and **ethnicity** and **at least one of the following**:

- disability category,
- gender,
- geographic location,
- age of the student,
- and/or another demographic category approved through the stakeholder input process.

B-14: Post-School Outcomes

- **CHANGE:** When reporting the extent to which the demographics of respondents are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, States must include **race** and **ethnicity** and **at least one of the following**:
- disability category,
 - gender,
 - geographic location,
 - age of the student,
 - and/or another demographic category approved through the stakeholder input process.

QUESTIONS

