

OSEP MONTHLY TECHNICAL ASSISTANCE CALL

FFY 2022 SPP/APR SUBMISSIONS

DECEMBER 14, 2023



Collaboration with VR: 2024 WIOA State Plans

- State VR Agencies are currently assembling the VR portion of their 2024 WIOA State Plans.
 - VR is a core partner in the workforce development system
 - Need your input to increase effectiveness
- Opportunities for collaboration between Special Education and VR:
 - State Rehabilitation Council (SRC) representation
 - Comprehensive Statewide Needs Assessments
 - Goals, Priorities, and Strategies
 - Comprehensive System of Personnel Development
 - Coordination between VR and Education Officials (i.e., the SEA-VR interagency agreement)
- How to connect:
 - State VR Agencies: rsa.ed.gov/about/states
 - MSIP Part B State Lead



Agenda

- I. Welcome
- II. Director's Updates
- III. Strategic Planning for Continued Recovery
- IV. General Reminders
- V. 2024 Submission: Updates & Reminders

Strategic Planning for **Continued Recovery**



Overview of Supports



Strategic Planning for Continued Recovery

Overview of the Strategic Planning for Continued Recovery Initiative

- ▶ Strategic Planning for Continued Recovery (SPCR) offers supports to state and local educational agencies (SEAs and LEAs) to sustain high-leverage strategies, funded by American Rescue Plan and other COVID-relief funds.
- ▶ These six strategies outlined below will be used throughout the initiative:

Determine impact
of investments

Prioritize efforts for
ongoing recovery &
transformation

Achieve
sustainability
through financial
planning

Ensure access &
opportunity for all

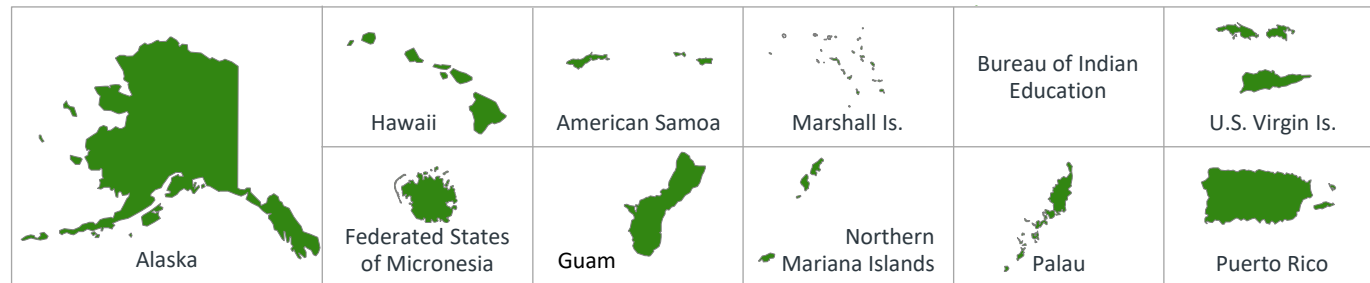
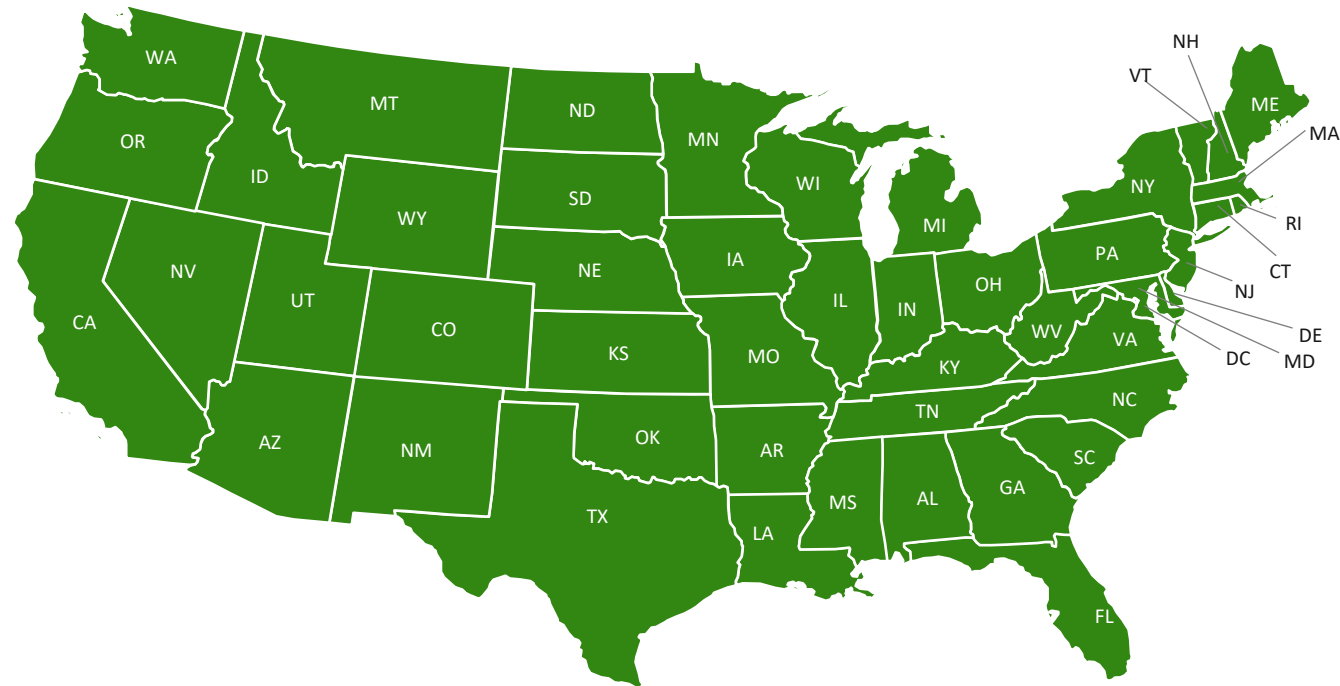
Communicate
impact of
investments

Support/sustain
systemic capacity
building

- ▶ The National Comprehensive Center will also identify how SEAs might use five levers (Grantmaking, Policy, Monitoring, Technical Assistance, and Partners) as they engage in their own planning and support LEAs around these strategies.

Content & Material Adapted to SEA Context

- Unitary Systems:
Consider applying
described LEA
supports to
schools or regions



Another look at the supports planned through the SPCR:



Strategic Planning for Continued Recovery Resources

Find suggested resources associated with the strategies and SEA levers within the Resource Portfolios on the [CCNetwork website](#).



SEA Spotlight: Examples of the CCNetwork and Partners Helping SEAs Apply Their Learning



Mississippi Supports Their Professional Growth Systems

Mississippi created two crosswalks reflecting how the [Supporting Students in Poverty with High-Impact Instructional Toolkit](#) compliments an existing state priority: Professional Growth System for Educators.

[Mississippi Professional Growth System Teacher Rubric](#)

[Mississippi Administrator Growth Rubric](#)



Massachusetts DESE: How Do We Know

This [website](#) provides resources to help Massachusetts districts locate existing research and to support their ability to measure implementation and impact as part of their improvement strategy.



Ohio and Louisiana's Data Dashboard

Here are two examples of data dashboards OH and LA have used to help the public better "understand the impact of the pandemic on their students and progress towards academic recovery".

[View the Ohio Dashboard here.](#)

[View the Louisiana Dashboard here.](#)

General Reminders

Reminders

- ▶ FFY 2021 final SPP/APR documents posted on [IDEA website](#)
- ▶ FFY 2021 Performance Public Reporting
 - Each State must report on the FFY 2021 performance of each early intervention service provider/local educational agency in the State on the targets in the SPP/APR
- ▶ FFY 2021 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

FFY 2022 SPP/APR Package

Due February 1, 2024

Part B

- ▶ [2024 Part-B SPP/APR Memo](#) (PDF)
- ▶ [2024 Part-B SPP/APR Instructions](#) (PDF)
- ▶ [2024 Part-B SPP/APR Measurement Table](#) (PDF)
- ▶ [2024 Part-B SPP/APR Measurement Table – New Format](#) (PDF)

Part C

- [2024 Part-C SPP/APR Memo](#) (PDF)
- [2024 Part-C SPP/APR Instructions](#) (PDF)
- [2024 Part-C SPP/APR Measurement Table](#) (PDF)
- [2024 Part-C SPP/APR Measurement Table – New Format](#) (PDF)
- [2024 Part-C Interagency Coordinating Council Form](#) (PDF)

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

What's New in 2024

▶ Measurement Tables

- Format
- Greater 508 accessibility

▶ Introduction

- Stakeholder Engagement

▶ Sequence of Questions

- C3
- C4/B8/B14

▶ Reporting Platform

- Determinations Enclosures
 - Blank 2023 RDA Matrix template at initial open and clarification
- Two-factor authentication

▶ EDFacts Modernization

Measurement Table Format

NEWLY revised version

Monitoring Priority: Effective General Supervision Part B

Effective General Supervision Part B / Child Find

Indicator 11 – Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

Data Source and Measurement:

Data Source:

Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State's timeline for initial evaluations.

Measurement:

- # of children for whom parental consent to evaluate was received.
- # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

Instructions for Indicator Measurement

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Note that under 34 C.F.R. § 300.301(d), the timeframe set for initial evaluation does not apply to a public agency if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) a child enrolls in a school of another public agency after

Indicator 11 – Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. States should not report these exceptions in either the numerator (b) or denominator (a). If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in b.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Cross-Cutting Requirements: General Supervision

- ▶ General Supervision System: The systems that are in place to ensure that the IDEA requirements are met (e.g., integrated monitoring activities; data on processes and results; the SPP/APR; fiscal management; policies, procedures, and practices resulting in effective implementation; and improvement, correction, incentives, and sanctions)
- ▶ States are encouraged to provide, in the FFY 2022 SPP/APR, information discussed in OSEP QA 23-01, particularly in their descriptions of the general supervision system and information related to the identification and correction of noncompliance.

Cross-Cutting Requirements: Broad Stakeholder Engagement

- ▶ Mechanisms for broad stakeholder engagement:
 - State's targets in the SPP/APR
 - Subsequent revisions
 - Analyzing data, developing improvement strategies, and evaluating progress
 - Development and implementation of Indicator C11 and B17, the State's Systemic Improvement Plan (SSIP)



Cross-Cutting Requirements: Stakeholder Engagement

► 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.



Cross-Cutting Requirements: Required Actions & Compliance Indicators

► Required Actions

- Address any actions required by OSEP's response to the State's FFY 2021 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 SPP/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.

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
- ▶ States are encouraged to provide, in the FFY 2022 SPP/APR, information discussed in OSEP QA 23-01, particularly in their descriptions of the general supervision system and information related to the identification and correction of noncompliance.

Cross-Cutting Requirements: Sampling Plans



- ▶ Submit Revised/New Sampling Plans to OSEP
 - FFY 2021 – All sampling plans submitted for review
- ▶ Feedback to States
 - Revise & Resubmit
 - TA Support
- ▶ Questions?
 - Reach out to State Lead

Representativeness, Response Rate and Nonresponse Bias

► States must:

- Describe the metric used to analyze data (e.g., +/- 3% discrepancy);
- Analyze the data to determine if they are representative of the target population;
- Compare the response rate for the current reporting year to the response rate for the previous year and describe strategies that will be implemented which are expected to increase the response rate, particularly for those groups that are underrepresented; and
- Analyze the response rate to identify potential nonresponse bias and steps the State will take to reduce any identified bias and promote response from a broad cross-section of respondents.

Cross-Cutting Requirements: Nonresponse Bias

► Representativeness

- Compare target population (specific to the indicator) to the responders

► Nonresponse bias

- When a lack of 100% response rate (nonresponse) to a survey causes bias resulting in survey estimates being too high or too low
 - Certain subgroups are systemically underrepresented, and the subgroups differ in terms of what the survey is designed to measure
 - Consider those groups that were underrepresented in the analysis of representativeness
 - Differentiate strategies to reduce nonresponse bias vs. strategies to increase representativeness

Resources for Representativeness/Nonresponse Bias

- ▶ Early Childhood Technical Assistance Center (ECTA)
 - [Family Outcomes](#)
- ▶ IDEA Data Center (IDC)
 - [Nonresponse Bias Analysis Application \(NRBA App\)](#)
 - [Response Rate, Representativeness, and Nonresponse Bias—They All Matter!](#)
- ▶ National Technical Assistance Center on Transition (NTACT The Collaborative)
 - [Indicator 14 Post-School Outcomes Data Collection and Analysis Resources*](#)



*Requires free account to access resources

SSIP Reporting

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

C11/B17 Reminders

► Data Analysis

- Write-in numerator denominator descriptions in the data table
- Link to Theory of Action

► Implementation, Analysis and Evaluation

- Describe alignment to other State initiatives (e.g. SPDG)
- 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

► 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 Frameworks (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)

C-3/B-7: Child Outcomes

- ▶ Report all children that exited during the reporting period unless State has an approved sampling plan
 - Any reasons for exclusionary criteria explained in additional information
- ▶ Provide additional information if:
 - SS2 denominators are not all the same
 - Total number assessed is different than the SS2 denominators
- ▶ Part C: Include children on Extended Option

Part C Reminders for the FFY 2022 SPP/APR

C-4: Family Outcomes

- **FFY 2022 submission (due Feb. 1, 2024):** States must determine if their data are representative by analyzing the demographics of families of infants and toddlers receiving Part C services must include **race** and **ethnicity** and **at least one of the following**:
- socioeconomic status;
 - gender;
 - geographic location;
 - parents/guardians whose primary language is other than English and who have limited English proficiency;
 - maternal education; and/or
 - another demographic category approved through the stakeholder input process.

Part B Changes/Reminders for the FFY 2022 SPP/APR

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

► REMINDERS:

- New assessment types have been added to FS175 and FS178
- EdFacts Modernization reminder – the prefill files for assessment will come from the January 10 snapshot and will be loaded into the APR tool on January 25. These data will not be refreshed.
- IDC's IDEA Assessment Data Display Tool
- Public Reporting

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 2022 Part B SPP/APR General Instructions for Indicators 4A and 4B

For FFY 2022 Submission

Part B State Performance Plan and Annual Performance Report (Part B SPP/APR)

General Instructions

Each State is required to submit its FFY 2022 SPP/APR Part B Indicators 1-17 by February 1, 2024.

The State's FFY 2022 Part B SPP/APR submission must include:

- 1) An introduction, with sufficient detail to ensure that the Secretary and the public are informed of and understand the State's systems designed to drive improved results for children with disabilities and to ensure that the State educational agency (SEA) and local educational agencies (LEAs) meet the requirements of the IDEA Part B. This introduction must include descriptions of the State's:
 - a. General Supervision System: The systems that are in place to ensure that the IDEA Part B requirements are met (e.g., integrated monitoring activities; data on processes and results; the SPP/APR; fiscal management; policies, procedures, and practices resulting in effective implementation; and improvement, correction, incentives, and sanctions);
 - b. Technical Assistance System: The mechanisms that the State has in place to ensure the timely delivery of high quality, evidence-based technical assistance and support to LEAs;
 - c. Professional Development System: The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for children with disabilities;
 - d. Stakeholder Engagement: The mechanisms for broad stakeholder engagement, including activities carried out to obtain input from, and build the capacity of, a diverse group of parents to support the implementation activities designed to improve outcomes, including target setting and any subsequent revisions to targets, analyzing data, developing improvement strategies, and evaluating progress including:


See pages 2-3

SPP/APR Reporting Platform

- ▶ Open Date
- ▶ Attachments
- ▶ Questions/Support
 - Partner Support Center
Toll Free: 877-457-3336
(877-HLP-EDEN)
Fax: 888-329-3336
(888-FAX-EDEN)
Federal Relay Service: 800-877-0996 (federalrelay@sprint.com)
E-mail: EDFacts@ed.gov



Determinations Enclosures – Rubric and Matrix

	Determination Enclosures
	RDA Matrix
	Data Rubric
	Dispute Resolution
	How the Department Made Determinations

► Initial:

- Data Rubric and RDA Matrix will be blank
- RDA Matrix will display a placeholder with the **prior year's template** and a '2024' date
 - DO NOT ASSUME the template shown will be the same used for Determinations. It is a placeholder only.

► Clarification:

- Data Rubric will be populated, RDA Matrix will be blank

► Post-Determinations:

- Data Rubric and RDA Matrix will be populated

The DOCX should be used as the source of all public information - Footnotes and some suppressions will only be present in the DOCX and not in the APR Tool.

QUESTIONS

