

# OSEP MONTHLY TECHNICAL ASSISTANCE CALL

**SPP/APR INFORMATION COLLECTIONS**

OCTOBER 15, 2020



# Agenda

- I. Welcome
- II. FFY 2019 SPP/APR Package
  - A. FFY 2019 Reporting
- III. Final FFY 2020-2025 SPP/APR Package
  - A. Part C Changes for FFY 2020 SPP/APR Package
  - B. Part B Changes for FFY 2020-2025 SPP/APR Package

# Welcome



# Announcements

- ▶ FFY 2018 final SPP/APR documents posted

<https://sites.ed.gov/idea/spp-apr-letters>

- ▶ FFY 2018 Indicator Analysis

# FFY 2019 SPP/APR PACKAGE



# SPP/APR Reporting Platform

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

Partner Support Center

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# FFY 2019 REPORTING



# FFY 2019 SPP/APR

- ▶ Due February 1, 2021
  - Indicator 3: State assessment waivers
- ▶ Indicator B17/C11 (SSIP) due April 1, 2021
  - Optional B17/C11 (SSIP) template

<https://sites.ed.gov/idea/grantees/#SPP-APR,FFY19-SPP-APR-Package>



# FFY 2019 SPP/APR: COVID-19 Impact

If indicator data are impacted due to COVID-19, State must include in narrative:

- ▶ The impact on data completeness, validity and reliability for the indicator;
- ▶ An explanation of how COVID-19 specifically impacted the State's ability to collect the data for the indicator; and
- ▶ Any steps the State took to mitigate the impact of COVID-19 on the data collection.

# FFY 2019 SPP/APR: Cross-Cutting Reminders

## ▶ Reporting to the public

- Each State must report on the FFY 2018 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 2019 SPP/APR: Cross-Cutting Reminders

## ► Targets

- States already reported on FFY 2019 targets, and are not required to report on targets for the FFY 2020 – FFY 2025 package in this submission.

## ► Required Actions

- Address any actions required by OSEP's response to the State's FFY 2018 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 2019 SPP/APR, the data for FFY 2018), 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 actual target 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

## 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

# FINAL FFY 2020 – FFY 2025 SPP/APR PACKAGE

PART B: 1820-0624

PART C: 1820-0578

[HTTPS://SITES.ED.GOV/IDEA/GRANTEES/#SPP-APR](https://sites.ed.gov/idea/grantees/#spp-apr)



# General Instructions

- ▶ 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). This must include:
  - The number of parent members and a description of how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in target setting, 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 of activities designed to improve outcomes for children with disabilities;
  - The mechanisms and timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress;
  - 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;

# 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)
- Include race and ethnicity in its analysis (**beginning with the FFY 2021 APR, due Feb. 1, 2023 for Part B and beginning with the FFY 2022 APR, due Feb. 1, 2024 for Part C**)

# Indicators C-11 and B-17 (SSIP)

- ▶ The SSIP due date will be February 1 consistent with the other indicators in the SPP/APR.
- ▶ OSEP will provide a streamlined template that States may use for reporting the SSIP. The optional template includes eight suggested sections, each with a recommended page limit.

# Part C Changes for FFY 2020 SPP/APR Package

# 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:** 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 in their analysis (**beginning with FFY 2022 submission due Feb, 2024**).
  - At least one of the following demographics: socioeconomic status, parents or guardians whose primary language is other than English and who have limited English proficiency, maternal education, geographic location, and/or another category approved through the stakeholder input process.

# 5 and 6: Child Find – Birth to 1 / Birth to 3

## ► **Current:**

- Compare the percent of infants and toddlers birth to 1 with IFSPs to national data.
- Compare the percent of infants and toddlers birth to 3 with IFSPs to national data.

► **Revision:** States will no longer be required to compare their data to the national data.

# Part B Changes for FFY 2020 -2025 SPP/APR Package

# 1: Graduation

- ▶ **Current:** States must report the same data as used for reporting to the Department under Title 1 of the Elementary and Secondary Education Act (ESEA)
- ▶ **Revision:** States must report the same data as used for reporting to the Department under section 618 of the IDEA



# 2: Dropout

- ▶ **Current:** States will use the same data as used for reporting to the Department under section 618 of the IDEA using the definitions in EDFacts file specification C009 OR use the same data source and measurement used to report in its FFY 2010 SPP/APR.
- ▶ **Revision:** Measurement and instructions now require all States, beginning with the FFY 2021 SPP/APR, **due February 1, 2023**, to use a single measurement for this indicator – 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.

# 3A: Assessment Participation Rates

**New Indicator:** This measurement requires States to report on participation rates for children with IEPs in grades 4, 8, and high school.

# 3B: Proficiency Rate for children with IEPs

**New Indicator:** 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: Proficiency rate & AAA standards

**New Indicator:** 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.

# 3D: Gap in Proficiency Rates

**New Indicator:** This measurement has been added to require States to calculate a proficiency rate gap for children with IEPs in grades 4, 8, and high school who are assessed against grade level academic achievement standards.

# 4A & 4B: Suspension/Expulsion

## ► Revisions:

- 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.”

# 5: Least Restrictive Environment

- ▶ **Current:** All five-year-olds receiving special education and related services, regardless of environment, counted in EDFacts file specification DG613/C089 (unduplicated number of children with disabilities (IDEA) ages 3 through 5)
- ▶ **Revision:** This indicator will be revised to align with the changes to EDFacts file specification DG74/C002 which will require States to submit child count and educational environments data for n and/or cell size for five-year-olds in kindergarten under the above-referenced file specification.

# 6: Preschool LRE

- ▶ **Current:** Percent of children with IEPs aged 3 through 5 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
  
- ▶ **Revision:**
  - Disaggregate reporting by discrete age (3, 4, and 5);
  - States may choose to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age;
  - Add category C to require reporting on preschool children with disabilities who receive special education and related services in the home; and
  - Allow States to report under this indicator only those five-year-olds who are enrolled in a preschool program. Five-year-olds who are enrolled in kindergarten will be reported under Indicator 5.



# 8: Parent Involvement

- ▶ **Current:** Include the State's analysis of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services. States should consider categories such as race and ethnicity, age of the infant or toddler, and geographic location in the State.
- ▶ **Revision:** 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 include:
  - Race and ethnicity in their analysis (**beginning with FFY 2021 submission due Feb, 2023**).
  - At least one of the following demographics: age of student, disability category, gender, geographic location, and/or another category approved through the stakeholder input process.

# 13: Secondary Transition

- ▶ **Current:** There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
- ▶ **Revision:** Indicator and measurement revised to clarify that 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.

# 14: Post-School Outcomes

- ▶ **Current:** 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).
  
- ▶ **Revision:**
  - Continues to provide flexibility on the definition used for competitive employment
  - Must report total number of children in census/sample
  - Analysis of representativeness must include race and ethnicity (beginning with FFY 2021 submission due Feb. 1, 2023); and at least one of the following demographics: disability category, gender, geographic location, and/or another category approved through the stakeholder input process.

# QUESTIONS

