Welcome to the Special Education Advisory Council Meeting

Please be sure your microphone is muted until you wish to participate in an open discussion with the council.

The meeting will start promptly at 12:00.

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How to pin the Interpreters Video

At the top of your meeting window, hover over the video of the participant you want to pin and click …
From the menu, click Pin.

Optional: If you want to pin additional videos (up to 9 total), follow steps 1 & 2 again as needed.

Optional: If you have at least 3 participants in the meeting and dual monitor enabled, you will have the option to pin to your first screen or your second screen.

Special Education Advisory Council

January 10, 2023

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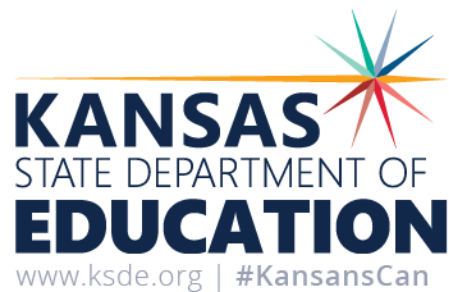
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Call to Order

- Welcome

- Roll Call

Approvals

- Agenda for today and tomorrow, January 10 and 11, 2023

- Minutes November 9, 2022

Public Comment

- Guidelines for Testimony
  - Prior to start of the SEAC meeting, be sure to email Kayla Love, klove@ksde.org expressing desire to speak during public comment.
  - All comments will be taken under advisement by the council.
  - Any response from the Council to public comments will come at a later date.

- Verbal Public Comment
  - Verbal comments are limited to three minutes.
  - Cue will be given one minute before time expires.

- Written Testimony
  - Written input must include the name, address and county of residence of the person submitting comment.
  - Written comments can be submitted via email, mail, or fax to the secretary of the SEAC.

Introduction of new members and Ex-Officio members

Bert Moore

Tobias Wood

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Member Reports

SEAC Membership

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SPP/APR & Differentiated Monitoring System

Brian Dempsey

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FFY 2021 SPP/APR

The FFY 2021 State Performance Plan and Annual Performance Report (SPP/APR)

January 10, 2023

Indicator	Measurement	Baseline	FFY 2020 Data	FFY 2021 Target
Indicator 1: Graduation	Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma.	84.54%	84.54%	81.00%
*Indicator 2: Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	2.46%	2.00%	2.30%
*Indicator 3: State Assessment for Students with IEPs	• 3A – Participation for students with IEPs (includes AA students) • 3B – Proficiency for students with IEPs (gen ed assess) • 3C – Proficiency for students with IEPs (Alt Assess) • 3D – Gap in proficiency rates (students w/ IEP scoring proficient or above subtracted from all students scoring proficient or above)			
Indicator 4: Suspension/Expulsion	• 4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.	4A: 0.00% 4B: 0.00%	4A: 0.00% 4B: 0.00%	4A: 0.70% 4B: 0.00%

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Indicator	Measurement	Baseline	FFY 2020 Data	FFY 2021 Target
	• 4B: Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.			
Indicator 5: Education Environments for 5-Year- Old Kindergarteners through Age 21	A. Inside the regular class 80% or more of the day. B. Inside the regular class less than 40% of the day. C. In separate schools, residential facilities, or homebound/hospital placements.	A: 70.25% B: 7.04% C: 2.21%	A: 72.38% B: 6.42% C: 1.95%	A: 70.75% B: 7.00% C: 2.19%
Indicator 6: Preschool Environments	A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. B. Separate special education class, separate school or residential facility.	A: 40.14% B: 36.96% C: 1.98%	A: 37.36% B: 39.36% C: 1.98%	A: 38.33% B: 38.10% C: 1.96%

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Indicator	Measurement	Baseline	FFY 2020 Data	FFY 2021 Target
	C. Receiving special education and related services in the home.			
Indicator 7: Preschool Outcomes	A. Positive social-emotional skills (including social relationships) 1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. B. Acquisition and use of knowledge and skills (including early language/communication and early literacy) 1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program.	A: 1. 85.93% 2. 65.16% B: 1. 86.38% 2. 63.60% C: 1. 86.24% 2. 76.79%	A: 1. 88.85% 2. 62.17% B.: 1. 88.87% 2. 61.00% C: 1. 89.58% 2. 75.23%	A: 1. 89.63% 2. 61.87% B: 1. 86.50% 2. 62.25% C: 1. 90.12% 2. 75.76%

Indicator	Measurement	Baseline	FFY 2020 Data	FFY 2021 Target
	C. Use of appropriate behaviors to meet their needs 1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.			
Indicator 8: Parent Involvement	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	78.34%	66.50%	78.34%
Indicator 9: Disproportionate Representation	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	0.00%
Indicator 10: Disproportionate Representation in Specific Disability Categories	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	0.00%	0.00%
Indicator 11: Child Find	Percent of children who were evaluated within 60 days of receiving parental consent for	98.40%	99.11%	100%

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Indicator	Measurement	Baseline	FFY 2020 Data	FFY 2021 Target
	initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.			
Indicator 12: Early Childhood Transition	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	72.00%	99.85%	100%
Indicator 13: Secondary Transition	Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. 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.	99.84%	99.08%	100%
Indicator 14: Post-School Outcomes	Percent of youth who are no longer in secondary school,	A: 48.60%	A: 27.46%	A: 37.40%

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Indicator	Measurement	Baseline	FFY 2020 Data	FFY 2021 Target
	had IEPs in effect at the time they left school, and were: A. Enrolled in higher education within one year of leaving high school. B. Enrolled in higher education or competitively employed within one year of leaving high school. C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	B: 72.60% C: 74.72%	B: 59.19% C: 69.77%	B: 61.40% C: 74.40%
Indicator 15: Due Process Resolution Sessions	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	35.00%	Did not meet threshold	37.00-40.00%
Indicator 16: Mediation	Percent of mediations held that resulted in mediation agreements.	75.00%	Did not meet threshold	77.00-80.00%
*Indicator 17: State Systemic Improvement Plan	The State's SPP/APR includes a State Systemic Improvement Plan that meets the requirements set forth for this indicator. Kansas intends to achieve the following State- Identified Measurable Result: The percentage of students with disabilities who score at grade level benchmark on General Outcome Measure reading assessment for grades Kindergarten through 5th in the targeted buildings.			

3A: Participation for Children with IEPs

Baseline	FFY 2020 Data	FFY 2021 Target
Reading: 4th: 93.05%	93.05%	95.00%
8th: 89.14%	89.14%	95.00%
10th: 84.38%	84.38%	95.00%
Math 4th: 93.98%	93.98%	95.00%
8th: 89.85%	89.85%	95.00%
10th: 85.23%	85.23%	95.00%

3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards)

Baseline	FFY 2020 Data	FFY 2021 Target
Reading 4th: 21.45%	21.45%	21.45%
8th: 6.45%	6.45%	6.45%
10th: 6.02%	6.02%	6.02%
Math 4th: 13.16%	13.16%	13.16%
8th: 4.76%	4.76%	4.76%
10th: 3.32%	3.32%	3.32%

3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)

Baseline	FFY 2020 Data	FFY 2021 Target
Reading 4th: 43.91%	43.91%	43.91%
8th: 22.11%	22.11%	22.11%
10th: 15.89%	15.89%	15.89%
Math 4th: 19.75%	19.75%	19.75%
8th: 10.54%	10.54%	10.54%
10th: 14.23%	14.23%	14.23%

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3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

Baseline	FFY 2020 Data	FFY 2021 Target
Reading 4th: 26.06	26.06	26.06
8th: 17.74	17.74	17.74
10th: 21.22	21.22	21.22
Math 4th: 19.25	19.25	19.25
8th: 15.51	15.51	15.51
10th: 16.73	16.73	16.73

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Indicator 2

Secondary Transition and Post-Secondary SPP/ARP Indicators

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Proposed Targets for Indicator 2 for the 2020-2025 SPP/APR Reporting Period

- _Indicator 2_ - KSDE is proposing to begin FFY 2021 with a target at baseline, 16.65%. Then, KSDE proposes decreasing the target for FFY 2021 – 2025 by 0.37% each year, resulting in a 1.48% decrease by FFY 2025.

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How did we determine proposed changes?

- Reviewed data from FFY 2011 to FFY 2021.

- Baseline was changed to FFY 2021.

- Decrease of 0.37% was discussed. We want to see a decrease!

- Linear forecasting was used as a tool for discussion.

- Ensured FFY 2025's target was lower than baseline year FFY 2021 per OSEP's guidance.

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KSDE Proposes Setting Targets for Indicator 2 for the FFY 2021 SPP/APR:

Baseline Year	Baseline Data
2021	16.65%

Targets

FFY	2020	2021	2022	2023	2024	2025
Target <=	2.32%	16.65%	16.28%	15.91%	15.54%	15.17%

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Indicator 17

Secondary Transition and Post-Secondary SPP/ARP Indicators

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FFY2021 - FFY2025 PROPOSED BASELINE AND TARGETS

Historical Data

Baseline Year	Baseline Data
FFY 2021	55.60%

Targets

FFY	2021	2022	2023	2024	2025
Target >=	55.60%	55.70%	55.80%	55.90%	56.00%

FFY 2021 SPP/APR Data

Number of students with disabilities in cohort districts who made typical or aggressive growth in reading as measured by the fall and spring CBM-GOM	Number of students with disabilities in cohort districts who were assessed on the fall and spring CBM-GOM	FFY 2020 Data	FFY 2021 Data	FFY 2021 Target	Status	Slippage
294	529	N/A	55.60%	55.60%	MET TARGET	NO

Provide reasons for slippage, if applicable
N/A

Provide the data source for the FFY 2021 data.
The data source is the Curriculum-Based Measure General Outcome Measure (CBM-GOM) utilized within each school. In FFY 2021, all schools in the SiMR cohort administered the FastBridge aReading assessment in second through fifth grades and the earlyReading assessment in kindergarten and first grades.

Please describe how data are collected and analyzed for the SiMR.
All schools in the SiMR cohort administer a universal screening assessment three times a year (fall, winter, spring). The SiMR is calculated using data from the fall and spring universal screening administrations, specifically the assessment for reading. Assessments determine the performance level of each student and the fall–spring growth rate for each student. Data from students with disabilities are used for reporting for Indicator 17. Growth percentiles are categorized as flat (0–15%), modest (15–39%), typical (40–74%), and aggressive (75–100%) based on normative data provided by the assessment publisher. The SiMR is calculated as the number of students with disabilities who reach the typical or aggressive growth levels divided by the total number of students with disabilities who took the assessment in both fall and spring, aggregated across all SiMR cohort schools.

Break

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Differentiated Monitoring and Support (DMS 2.0)

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Summary

- In 2016, OSEP began providing differentiated monitoring and support (DMS) to States as part of its Results Driven Accountability (RDA) system under Parts B and C of the Individuals with Disabilities Education Act (IDEA). Under RDA, OSEP made a shift from monitoring based solely on compliance with IDEA requirements to monitoring and support focused on both compliance and improving results for infants, toddlers, children with disabilities referred to and/or served under the IDEA (collectively referred to as children with disabilities).

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DMS 2.0 Framework w/Evidence and Intended Outcomes

This Framework outlines a State system that is:

- 100% focused on improved outcomes and results for infants, toddlers, children and youth with disabilities and their families,

- Comprised of defined components,

- Integrated across components, and

- Nimble enough to address emerging issues.

The Framework outlines how all programs will be monitored on their general supervision systems.

General supervision encompasses the States' responsibility to ensure that it and its subgrantees and contractors meet the requirements of IDEA which includes:

1. Improving educational results and functional outcomes for all infants, toddlers, children, and youth with disabilities; and
2. Ensuring that public agencies meet the program requirements under Part B and C of IDEA and exercise their general supervision responsibilities over the programs and activities used to implement IDEA.

- For each of the 8 components of a general supervisions system, OSEP provides:
  - A definition;
  - A series of "if/then" statements which outlines the elements OSEP thinks is necessary to achieve the intended results; and
  - A list of examples of the types of evidence that we have found helpful in understanding a State's system within the specific component. This list is neither exhaustive nor does it mean that a State is out of compliance if it does not have a specific item.

Components

Fiscal Management

Integrated Monitoring | Sustaining Compliance and Improvement

Dispute Resolution | Technical Assistance and Professional Development

Data | SPP/APR

Implementation of Policies and Procedures

fISCAL mANAGEMENT

IF A STATE HAS	THEN	THEN	THEN	THEN	INTENDED OUTCOME
An effective fiscal management system	The State has a thorough understanding of the IDEA and cross-cutting Federal fiscal requirements.	The State will have internal controls in place to ensure compliance with IDEA and cross-cutting Federal fiscal requirements	The State will be able to document oversight of the use of IDEA funds.	The State and LEA/EIS programs will use IDEA funds for their intended purposes in a manner that is reasonable, necessary, and allocable to the IDEA.	An effective fiscal management system will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.
A system designed to ensure that IDEA funds are distributed and expended in accordance with Federal fiscal requirements. A State's fiscal management system will include documentation of required budgetary information, policies and procedures reflecting IDEA, EDGAR, and Uniform Guidance requirements and evidence of implementation of those procedures all of which assist States in using Federal funds for improving performance	• Policies and procedures • (manuals, user guides for applicable requirements and key Part B and Part C fiscal processes), as well as description the State's general supervision system. • Information on State structure (e.g., budget office and program office; interagency agreements; examples of contracts; organizational charts) • Description of Educational Service Agencies/regional Part C structures roles/responsibilities for fiscal requirements • Data systems used by the State, with specific reference to data sources relevant to fiscal processes and oversight • Description of fiscal TA accessed by the	• Organizational charts • Documentation related to the SEA/LA's allocation of funding, including IDEA Part B/C funds, to its LEA/EIS programs and providers • Risk assessment policies and procedures, calculations of risk, rubrics related to the assignment of risk categories, including LEA/EIS programs that do not meet audit thresholds, related to monitoring processes, as appropriate. • Budget and expenditure data for a particular year for the purpose of calculating MOE/MFS. • PART C: Example(s) of agreement(s) with EIS programs/providers/vendors/agencies providing Part C EIS	• Example of reports from data system for accuracy of billing, payments etc. • Fiscal monitoring reports • Part B interactive spreadsheets • Part C budgets • PART C: System of payments implementation – payor source, ability to pay, access to insurance, interim payments etc. • Notifications to LEA/EIS programs of upcoming fiscal monitoring activities • Description of **procedures for resolving** IDEA-related single audit and monitoring findings for LEA/EIS programs • List and documentation of IDEA-related single audit findings/corrective actions and fiscal monitoring	• Documentation supporting State's implementation of its procedures for the timely disbursement/ reimbursement of IDEA funds • Documentation related to compliance with cost principles of subpart E of the Uniform Guidance • Fiscal monitoring reports that include findings, documentation supporting corrective action, and closeout reporting • Documentation demonstrating the implementation of the Method if applicable (e.g., documentation/State forms related to the use of funds to support staff/activities described in the State's Method and SOP procedures)	

IF A STATE HAS	THEN	THEN	THEN	THEN	INTENDED OUTCOME
	• Yearly timeline for reviewing data sources, calculating, and issuing IDEA allocations, release of funds, and reallocation considerations	• List of SEA's single audit findings for the past 3 years, with status report on any unresolved findings • Oversight Agency Reports (ex: Legislative review, OIG, policy groups, State task force) of SEA/LA internal processes	findings/corrective actions for LEA/EIS programs • Fiscal monitoring protocols • PART B: List of charter school LEAs that opened/ • closed/significantly expanded/changed status • Policies and procedures reflecting the SEA/LA's standards for correcting fiscal noncompliance • PART C: The State's Method to ensure the provision of, and financial responsibility, Part C Services (Draft or Final), if applicable • Policies and procedures related to parental notification/consent provisions for (Public/Private) Insurance • Sample State consent forms related to access to (Public/Private) Insurance • Fiscal data system procedures/screenshots, demonstrating the system's capacity for oversight of funds for the Part B/Part C programs • PART B: Sample calculations and budget documents for determining the maximum amount of funds available for voluntary CEIS	• Information memos, guidance documents, and training/professional development agendas to LEA/EIS programs on topics related to IDEA, EDGAR, and Uniform Guidance fiscal requirements, annual applications/plans, budgets, fiscal monitoring and enforcement, reallocation of funds and other topics as identified	

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ɪNTEGRATED ᴍONITORING ɪsUSTAINING ᴄOMPLIANCE AND ɪMPROVEMENT

IF A STATE HAS	THEN	THEN	THEN	INTENDED OUTCOME
An effective Integrated monitoring system	The State continuously examines and analyzes data across multiple sources to evaluate its performance, and that of its LEA/EIS programs for improved results and compliance.	The State identifies noncompliance with procedural and programmatic requirements and makes recommendations for performance improvements.	The State requires the LEA/EIS programs to correct identified noncompliance.	An effective integrated monitoring system will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.
A multifaceted process or system which is designed to examine and evaluate States with a particular emphasis on educational results, functional outcomes and compliance with IDEA procedural and programmatic requirements.	• Monitoring policies/procedures ◦ Self-assessments (State-level or LEA/EIS programs) • Timeline for monitoring • Criteria for identifying LEA/EIS programs for monitoring • Description of how the State analyzes data for CWD and all students • Additional data sources they are using (IDEA/ESEA) • Documentation of Stakeholder engagement activities and work • Evidence of State cross analysis of different factors and data points that contribute to identified issues	• Monitoring reports with findings • Description of processes in manual • Tools to conduct monitoring • Training of LEA/EIS programs • Examples of improvement plans • Description of Stakeholder engagement and activities related to compliance and performance improvement	• Root cause analysis to identify what is behind the performance data • Evidence of TA provided and outcomes as a result of the TA provided • Documentation of what corrective actions were required and/or improvement plans	

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IF A STATE HAS	THEN	THEN	THEN	INTENDED OUTCOME
A system designed to Sustain Compliance and Improvement	The State uses a system of incentives and sanctions to ensure continued improvement and IDEA compliance.	LEA/EIS programs develop and implement improvement activities and corrective actions to address areas in need of improvement and noncompliance.	The State verifies that LEA/EIS programs have implemented improvement activities and corrected noncompliance.	A system designed to sustain compliance and improvement will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.
A system for recognizing, and improving compliance and performance including use of improvement activities, incentives, and sanctions.	• Evidence of a general supervision system which includes a defined system of incentives and sanctions for compliance with IDEA • Documentation of enforcement policies that explain the consequences of violating regulations, policies, and procedures. • Policies related to Incentives for improved performance and compliance • Written State monitoring procedures • Sample of corrective action (reports and timelines) • Valid and reliable data on State monitoring of LEA/EIS programs	• LEA and EIS procedural manuals including at a minimum; methods for determining non-compliance, steps-to-correct, timelines, sanctions and incentives • Evidence of the implementation and evaluation of improvement activities, and how stakeholders are involved • Verification of correction of systemic and individual noncompliance • Evidence State collects and reviews LEA/EIS program tracking mechanisms for noncompliance • Audit reports • Sample of Corrective Actions (reports and timelines)	• Verification of the correction of systemic and individual noncompliance • Records of enforcement actions taken against LEA/EIS programs • Records of technical assistance provided to LEA/EIS programs related to noncompliance and program improvement • Tracking noncompliance (statistics, frequency, areas of need) • Samples of LEA/EIS program documents or compliance reports • Close out reports, evidence of correction • Revised policies and procedures, if applicable • Evidence of the Implementation of the revised policies and procedures • Evidence of change in practices from attendees of trainings • Updated data showing improvement	

dISPUTE rESOLUTION |tECHNICAL aSSISTANCE AND pROFESSIONAL dEVELOPMENT

IF A STATE HAS	THEN	THEN	THEN	INTENDED OUTCOME
An effective dispute resolution system	Parents and other stakeholders will be informed of their rights under the law.	The State timely resolves disputes about IDEA procedures and the provision of FAPE in the LRE or EIS.	LEA/EIS programs provide FAPE in the LRE/EIS to eligible infants, toddlers, children and youth with disabilities.	An effective dispute resolution system will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.
DEFINITION	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	
A system designed as part of a State's general supervisory responsibility to ensure implementation of IDEA's dispute resolution procedures consistent with IDEA requirements.	• Procedural safeguards notice (dispute resolution components) • Evidence of receipt of Procedural Safeguards (signature page, file review during monitoring) • Model forms for State complaints and due process • Review of communication to MSIP Customer service • News articles or pending lawsuits • State websites for access to forms and safeguards • LEA/EIS program examples of model forms • Policies and procedures regarding timing of safeguards, use of model forms, and information required in State complaints and hearing notices • Information on requesting mediation (info in notice, website, etc.) • Evidence of availability of hearing decisions to SAP/ICC and/or public	• Section 618 data • Evidence of hearing officer's decisions, state complaint actions, mediation agreements • Evidence of training provided to hearing officers and mediators • Description of how the Due Process System is established in the State • Part C programs – policies and procedures for Part C due process hearing procedures or adoption of Part B hearing procedures • Documentation that appeal rights are included in hearing decisions • Tracking documents for Dispute resolution systems (State Complaint, Due Process and mediation) • Policies around timelines	• Timely Correction of noncompliance (individual and systemic) • Evidence of implementation of remedies ordered by hearing officer or State (compensatory services, monetary reimbursement, IEP/IFSP Team meetings) • Evidence of technical assistance • Review any Memorandums of agreements or contracts with the entity responsible for conducting the hearings • Any supplemental guides or Q & A Documents the States have developed to provide guidance to their Stakeholders related to Dispute Resolution activities	

IF A STATE HAS	THEN	THEN	THEN	INTENDED OUTCOME
An effective system for targeted technical assistance and professional development	The States uses all available data/information to prioritize which areas need improvement.	The State identifies TA/PD offerings that are aligned to those areas in need of improvement.	The State prioritizes the delivery of TA/PD in those areas in need of improvement.	An effective system for targeted technical assistance and professional development will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.
A system of technical assistance and professional development that uses data-informed root cause analysis areas to address State priorities and areas in need of improvement.	• Tools/ mechanisms to collect data that would inform targeted TA or identified area(s) for improvement • Evidence of how the State is triangulating or analyzing their data. • Monitoring reports • 616/618 Data Reports • Description of State TA/PD activities within the State • Description of how the State identifies the types of TA/PD activities they provide • Outline of stakeholder's involvement in development of TA/PD activities	• Evidence of dissemination and communication of available TA/PD • Description of State's analysis of data to inform TA/PD activities	• State level or LEA/EIS program best practices for implementing IDEA. • Description of the delivery method of the TA/PD activities the State are developing and implementing • Review the State's description of TA/PD in the SPP/APR introduction • Evidence of alignment with other programs/initiatives (e.g. SPDG) (e.g., meeting notes, agendas, etc.) • Evidence of stakeholder involvement in identifying needs on TA/PD activities	

dATA | SPP/APR

IF A STATE HAS	THEN	THEN	THEN	INTENDED OUTCOME
An effective system to collect and report timely and accurate data	The State collects and reports valid and reliable data that are timely submitted to the Secretary and the public.	The State analyzes data for strategic planning and equitable allocation of resources.	The State uses data to support implementation of strategies that are most closely aligned to improved outcomes.	An effective system to collect and report timely and accurate data will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.
DEFINITION	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	**EXAMPLES OF EVIDENCE**	
A data system designed to ensure that the data collected and reported are valid and reliable and that information is reported to the Department and the public in a timely manner. The data system will inform and focus a State's improvement activities as well as verifying that that the data collected and reported reflect actual practice and performance.	• Description of data collection system(s) • Reports/Screen Shots of data systems • Walk through demonstration of data system • Documentation of Data governance requirements • Manuals or evidence reflecting the Edit Checks/Business Rules within their data system • Data manuals • Description of data process/oversight • Organizational Chart related to data and roles and responsibilities • TA/PD trainings for data users • EDFacts Data Quality Reports • APR Data Matrix • Data sharing agreements • Public Reporting • Evidence of meaningful stakeholder involvement • Evidence that the State has a system	• Schedule/Timeline for examining LEA/EIS program data • Guidelines for using data to inform monitoring/TA • Evidence that the State uses its data systems to plan for new initiatives • Evidence that the State compiles and integrates data across systems and uses the data to inform and focus its improvement activities • Models for root cause analysis • Evidence of how root cause analysis is used • Process for making data informed decisions at the State level • Guidance and/or training to LEA/EIS programs to use data to inform decision making • Training and guidance for LEA/EIS programs on how to analyze data. • Evidence such as a data sharing agreement, MOU, or information attained during OSEP interviews that State level Part C and Part B 619 staff regularly communicate about	• Timeline of data pulls for implementation of strategies • Documentation of analysis of data trends • Evidence that the State supports a data driven culture at the LEA/EIS program level to ensure LEA/EIS programs carry out evidence-based practices with fidelity (e.g. trainings, user manuals, guidance etc.) • Identification of high and low performing LEA/EIS programs based on data • Evidence of identification of best practices through the use of data • Additional sources of data beyond 616 and 618 data at both State and LEA/EIS program level • Evidence that the State uses its data systems (e.g., monitoring, self-assessment, database, due process, and State complaints) to improve program and systems operations • Evidence that outcomes data within	

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IF A STATE HAS	THEN	THEN	THEN	INTENDED OUTCOME
A State Performance Plan/Annual Performance Report (SPP/APR)	The State executes an approvable plan that evaluates the State's efforts to implement IDEA requirements and purposes and the plan describes how the State will improve IDEA implementation.	The State reports annually to the Secretary on the performance of the State under the SPP/APR. The SPP/APR demonstrates the State's progress towards meeting the measurable and rigorous targets for each indicator that have been developed with stakeholder input. The State has a plan in place to address needed improvement.	The State will work with LEA/EIS programs to address needed improvement, in those areas that are most closely related to improved outcomes.	An SPP/APR that demonstrates progress on compliance and results indicators will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.
A multifaceted plan that evaluates the State's efforts to implement the requirements and purpose of the IDEA and describes how the State will improve its implementation.	• An approved SPP/APR • Policies and procedures around the SPP/APR • Evidence of stakeholder input in the development and the implementation of the SPP/APR	• SPP/APR • Improvement activities • Cross indicator analysis • Reasons for slippage • Plans in place to address slippage • Policies and procedures around data submission • Valid and reliable data	• Public Reporting • Training to LEA/EIS programs on Indicator Analysis and Evaluation • Policies and procedures around data submission • Valid and reliable data	

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IMPLEMENTATION OF POLICIES AND PROCEDURES

IF A STATE HAS	THEN	THEN	THEN	THEN	INTENDED OUTCOME
Effective implementation of policies and procedures	**The State develops policies and procedures that are aligned with IDEA and other Federal requirements.**	**The State effectively implements its policies and procedures.**	**The State ensures that LEA/EIS programs are knowledgeable about the policies and procedures.**	**LEA/EIS programs effectively implement policies and procedures that ensure the provision of FAPE in the LRE and EIS**	**Effective implementation of policies and procedures will contribute to improved outcomes for infants, toddlers, children and youth with disabilities and their families.**
Policies and procedures outline the goals, objectives, processes and statutory requirements of a Part B and Part C Program, that are implemented with fidelity.	• Annual IDEA Grant Application • Evidence of systematic and periodic review of implementation of specific policies and procedures • Evidence of policies and procedures being publicly available • Evidence of accessible policies and procedures on State's Website • Review of communication to MSIP Customer service	• Evidence of LEA/EIS program implementation of the State's policies and procedures • LEA/EIS program websites demonstrating consistency with State policies and procedures related to IDEA • The State monitoring reports of LEA/EIS programs on implementation of State policies and procedures • Evidence of periodic review of LEA/EIS program policies and procedures	• Evidence of dissemination of State policies and procedures • Evidence of State TA/PD related to implementation of policies and procedures to its LEA/EIS programs • Documentation of the State process for identifying barriers to LEA/EIS program implementation through root cause analysis • Documentation of what LEA/EIS program corrective actions were required and/or improvement plans, if applicable • Evidence of meaningful stakeholder engagement during implementation, and evaluation of LEA/EIS program policies and procedures	• Samples of LEA/EIS program policies and procedures • Sample documents (largest LEA/EIS programs, Redacted documents such as IEP/IFSPs, to verify implementation/ compliance) • Evidence of LEA/EIS program methods for identifying noncompliance • Examples of LEA/EIS program improvement plans	

Phased Monitoring

- Phase 1: Document Request and Protocol Interviews: The OSEP monitoring team will begin working with the State to prepare for the Phase 2 visit. Phase 1 will occur 5 months prior to the Phase 2 onsite/virtual visit. The OSEP monitoring team will review all publicly available information prior to working with the State.
  - a. 5 months prior to the Phase 2 visit OSEP will send a document request for relevant information we have not found in our initial research. Please refer to the suggested documents listed below for an initial list of the information we are seeking.
  - b. 4 months prior to the Phase 2 visit OSEP will conduct targeted interviews with State staff on the component-specific protocols.

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- Phase 2: On-site/Virtual Visit through issuing of the Monitoring Report: Based on information collected during the Phase 1 work, OSEP will develop an agenda for the on-site/virtual visit focusing on the issues that require further exploration, deeper looks or additional discussions.

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- Phase 3: Close-out and Follow-up: In the year following the on-site visit, the OSEP State Lead will work with the State to ensure correction of any remaining outstanding findings, provide technical assistance, and support, and discuss progress in improving identified results areas.

Phase 2 engagement

	TEAM A		TEAM B		TEAM C		TEAM D	
Cohort 1 2022–2023	KY-B 11/2023	KY-C 05/2023	SC-B 11/2022	MI-C 05/2022	AK-B 06/2022	NY-C 12/2022	CO-B 12/2023	CO-C 11/2023
	AR-B 11/2022	AR-C 05/2022	NV-B 11/2023	NV-C 11/2023	ID-B 10/2023	ID-C 10/2023	MT-B 06/2023	MT-C 06/2022
Cohort 2 2024–2025	ND-B 01/2025	ND-C 01/2025	ME-B 09/2024	ME-C 09/2024	KS-B **09/2024**	KS-C **09/2024**	IN-B 08/2024	IN-C 08/2024
	OR-B 10/2024	OR-C 10/2024	AS-B 09/2023	AS-C 09/2023	NE-B 10/2024	NE-C 10/2024	MS-B 10/2024	MS-C 10/2024
	IA-B 08/2024	IA-C 08/2024	TN-B 10/2024	TN-C 10/2024	UT-B 11/2024	UT-C 11/2024	LA-B 12/2024	LA-C 12/2024
Cohort 3 2025–2026	RI-B	RI-C	FSM		NH-B	NH-C	GA-B	GA-C
	MO-B	MO-C	MH		DE-B	DE-C	PR-B	PR-C
	PA-B	PA-C	PW		MA-B	MA-C	CA-B	CA-C
			WA-B	WA-C				

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Keep The Main Thing The Main Thing

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Closing Comments/Adjournment

- Next SEAC Meeting: January 11, 2023

- Items for next agenda

- Motion to adjourn

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