

# OSEP MONTHLY TECHNICAL ASSISTANCE CALL

DECEMBER 12, 2024



# Agenda

- I. Welcome
- II. Director's Updates
- III. FBA Guidance
- IV. FFY 2023 SPP/APR Submissions
- V. Closing





# Director's Updates



WELCOME





# Using Functional Behavioral Assessments to Create Supportive Learning Environments

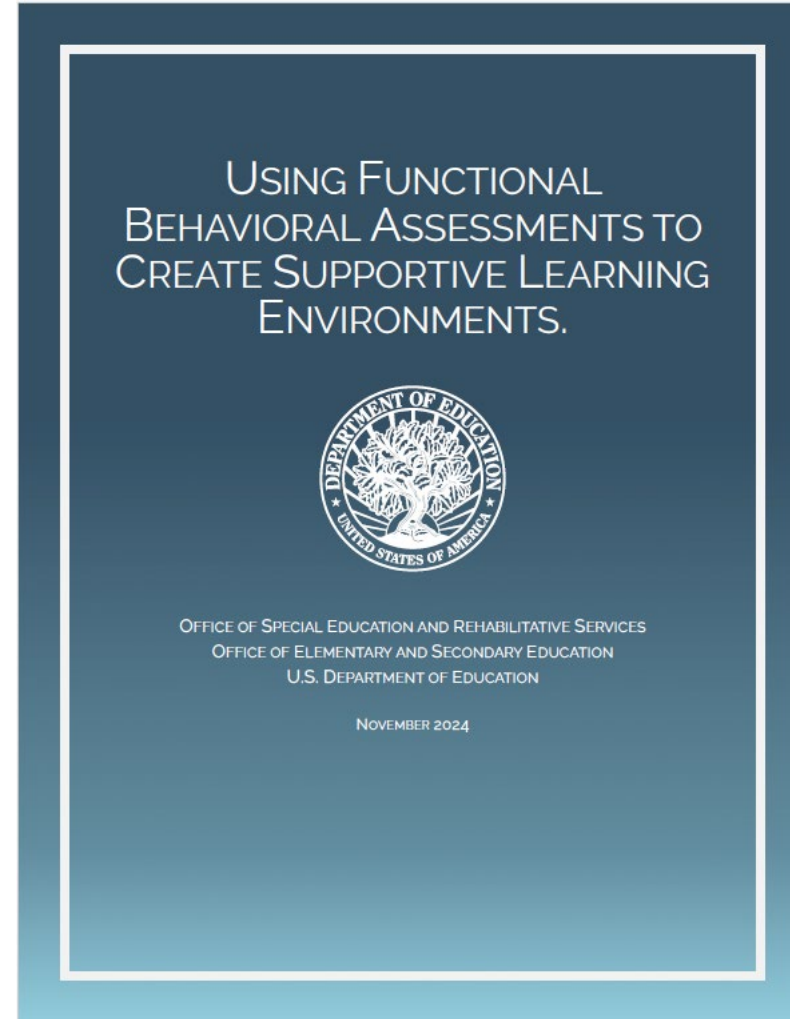
December 12, 2024



U.S. Department of Education



On November 20, 2024, U.S. Department of Education's Office of Special Education and Rehabilitative Services and Office of Elementary and Secondary Education released guidance titled, ***Using Functional Behavioral Assessments to Create Supportive Learning Environments***, as part of the Department's commitment to supporting safe, inclusive learning environments that increase students' engagement and sense of well-being.



# Using Functional Behavioral Assessments to Create Supportive Learning Environments Agenda

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- Our National Challenge
- FBA Guidance Review
  - What is an FBA & How can it be Used?
  - Guiding Principles to Support Effective Development, Implementation of FBAs and Behavioral Plans
  - How FBAs can Support Students with Disabilities
  - Funding Sources & Technical Assistance to Support FBAs





More than **2 million** school days are missed due to suspensions.

Nearly **1 million** K-12 students received at least one in-school suspension and over **500,000** students received at least one out-of-school suspension in SY 2020-21.





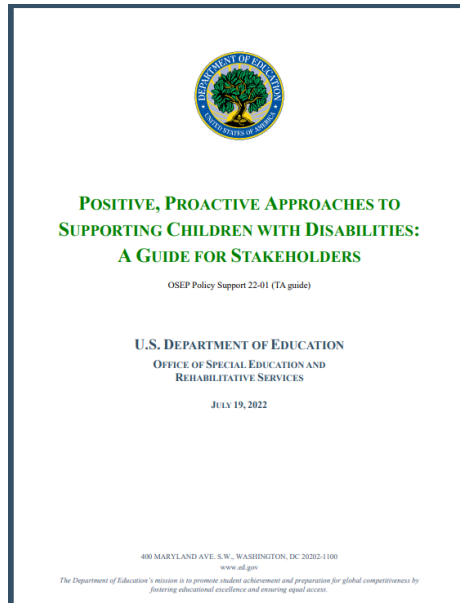


Black boys and girls, White boys, and boys of two or more races, students with disabilities attending public schools are **overrepresented** in suspensions and expulsions.

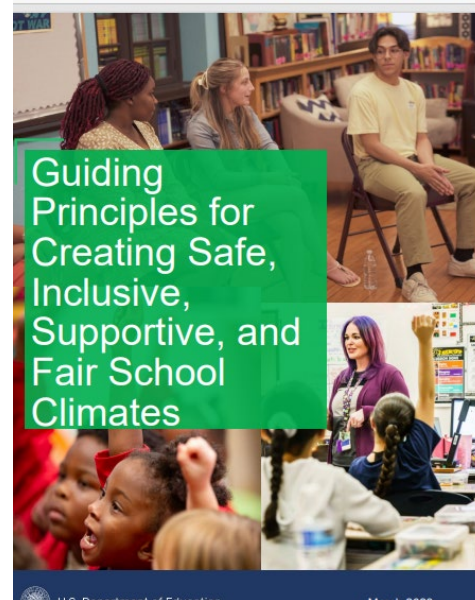




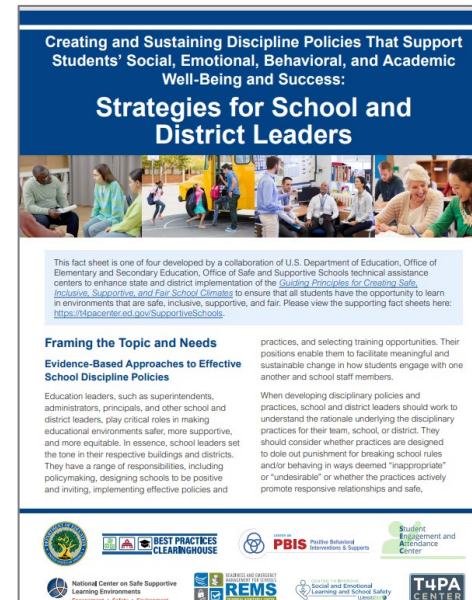
# Recently Released Resources



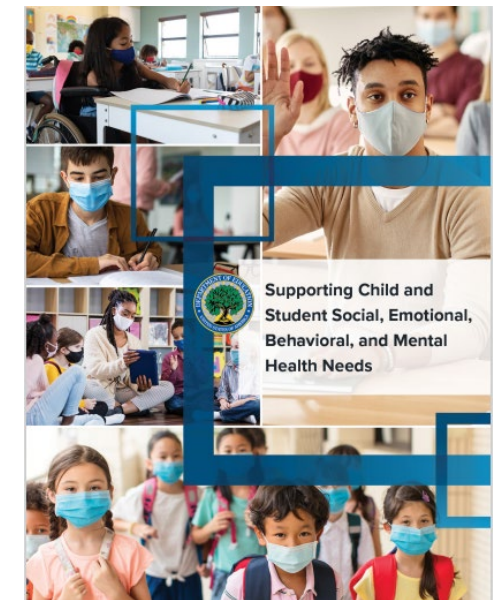
[Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders. OSEP Policy Support 22-01 \(TA guide\). July 19, 2022. \(PDF\)](#)



[Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates](#)



[School Climate and Student Discipline Resources | U.S. Department of Education](#)



[Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs \(PDF\)](#)



# FBA Guidance Overview

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Dear Colleague Letter by  
Glenna Wright-Gallo &  
Adam Schott

What is an FBA?

What are common  
characteristics of an FBA  
and Behavioral Support  
or Intervention Plans?

What are guiding  
principles to support the  
effective development  
and implementation of  
FBAs and BSPs/BIPs?

How can FBAs support  
students with  
disabilities?

What sources of Federal  
funding can support the  
use of FBAs and  
BSPs/BIPs?

Technical assistance  
resources



# What is an FBA?

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Functional behavioral assessment (FBA) is used to understand the function and purpose of a child's specific, interfering behavior and factors that contribute to the behavior's occurrence and non-occurrence for the purpose of developing effective positive behavioral interventions, supports, and other strategies to mitigate or eliminate the interfering behavior.

- OSERS Questions and Answers Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions, July 2022





# What Does the Research Say?

An FBA is used to understand how and why a student behaves in a certain way and to reduce behavior that interferes with learning for students with and without disabilities.

Function-based interventions and supports to address a student's behavior have been shown to be more effective than the use of non-function-based interventions, such as exclusionary discipline.

FBAs and the use of function-based supports, interventions, and behavioral plans that consider the purpose of a student's behavior, can reduce interfering behaviors, such as noncompliance and task avoidance, as well as increase desired behaviors, such as academic engagement and participation in general education settings for students with and without disabilities.

Implementing function-based supports may help to reduce the number of students needing more complex, resource-intensive supports and interventions.



# Common Characteristics of an FBA

## Description of Behavior

- Clear, specific, measurable, observable, objective
- Sensitive to cultural and linguistic differences, free from bias and judgement.

## Data Collection

- Provide insights into environmental and behavioral factors.
- Includes direct data (e.g. observation), indirect data (e.g., interviews), existing data (e.g., academic performance, previous behavioral incidents)

## Function-Based Behavior Review

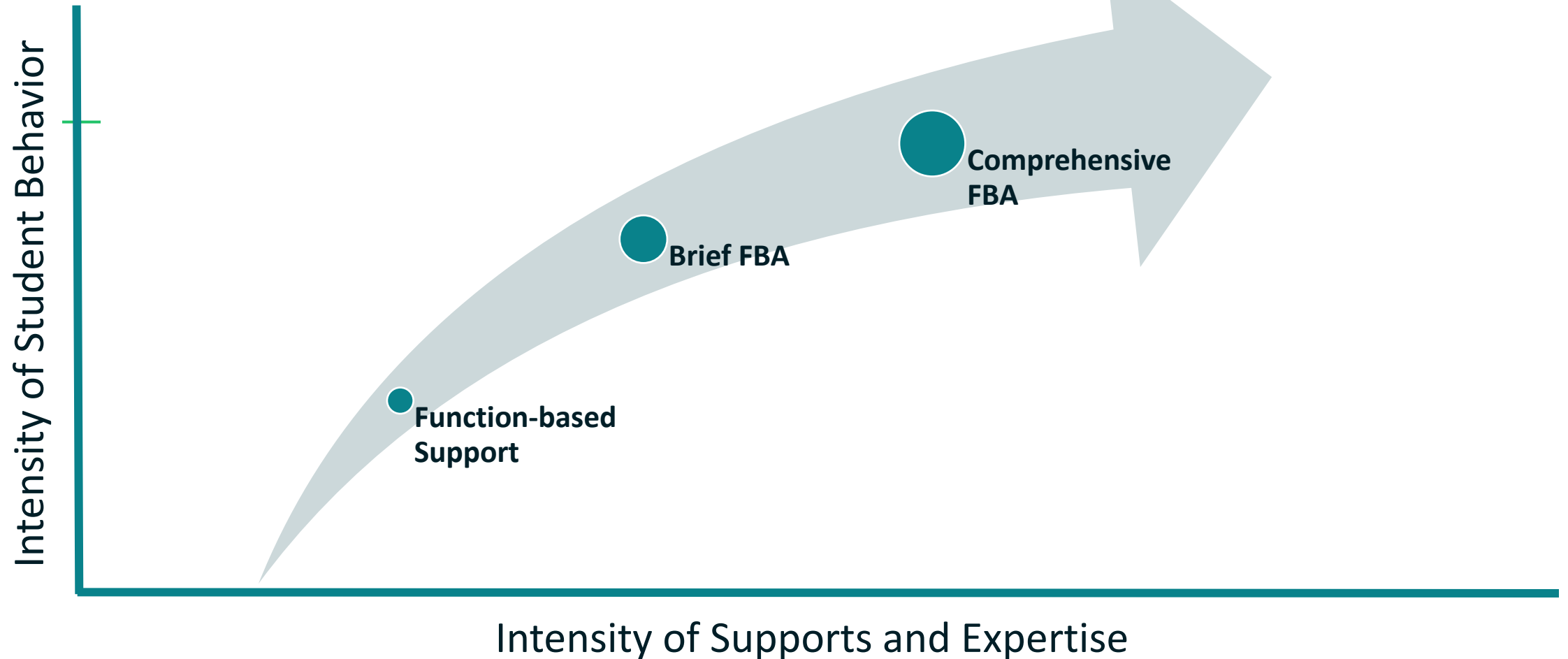
- Analyze data to consider the events that happen before the behavior occurs; the interfering behavior; and the events that happen immediately after the behavior occurs

## Skill Development

- Use data analysis to identify social, emotional, academic skills to further develop to support the student.



# FBA as a Continuum of Supports





# Creation of a Behavioral Support Plan (BSP) or Behavioral Intervention Plan (BIP)

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Following the completion of an FBA, often a BSP or BIP is created to support the student and assist educators in developing a learning environment that addresses the student's needs.

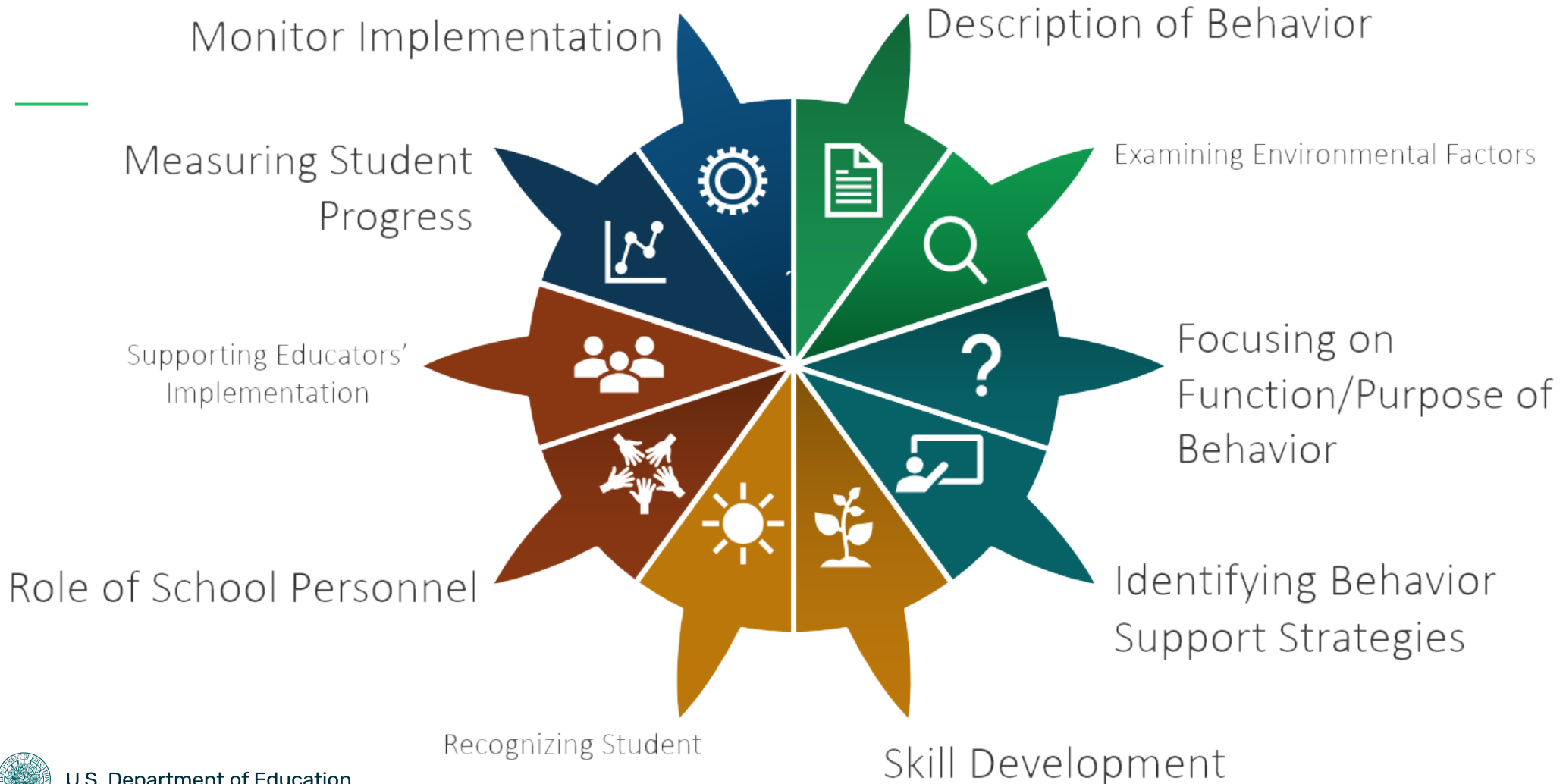
Collaborative Effort  
Between,  
Educators, SISP,  
Parents, Student

Strategies to  
Redesign Current  
Learning  
Environment

Evaluating  
Effectiveness of  
Strategies



# BSPs/BIPs Generally Include



# Guiding Principles to Support Effective Development, Implementation of FBAs, BSP/BIPs

An FBA can be useful for any student whose behaviors interfere with learning.

The planning and implementation of an FBA and behavioral plan benefits from professionals who are adequately prepared and skilled.



By incorporating the FBA and BSP/BIPs into an MTSS framework, educators can proactively address interfering behaviors through a tiered prevention model.

An FBA and BSP/BIP are strategies that should support a student's access, participation, and engagement in their learning environment.

Collaborative partnerships between educators, parents, and students during the planning, implementation, and review of an FBA and BSP/BIP are important.





# How Can FBAs Support Students with Disabilities? (1)

Support Behavioral  
Needs

As Part of the IEP  
Process

As a Screening for  
Instructional  
Purposes

As Part of an  
Evaluation Under  
IDEA

In Certain  
Circumstances  
Related to  
Discipline



# How Can FBAs Support Students with Disabilities? (2)

## To Support Behavioral Needs

- IEPs must meet a student's individualized needs, including behavioral needs (34 C.F.R. §§ 300.320-300.324)
- IEP Teams must consider use of positive behavioral interventions and supports, and other strategies, if a student's behavior impedes their learning or that of others (34 C.F.R. § 300.324(a)(2)(i))



# How Can FBAs Support Students with Disabilities? (3)

## As Part of the IEP Process

An FBA could help identify appropriate behavioral interventions and supports, and other strategies, to be included in a student's IEP.



# How Can FBAs Support Students with Disabilities? (4)

## As a Screening for Instructional Purposes

- Screening refers to a process that an educator or specialist uses to **determine appropriate instructional strategies** and can be used with certain children.
- If the FBA is conducted as a screening for instructional purposes or as a review of existing data, including classroom observations, the **IDEA and the ESEA do not require parental consent, but collaborative partnerships between educators, parents, and students** during the planning, implementation, and review of an FBA are important.
- An FBA **cannot be used to delay or deny a full and individual evaluation** pursuant to 34 CFR §§ 300.304-300.311, to a child suspected of having a disability under 34 CFR § 300.8.



# How Can FBAs Support Students with Disabilities? (5)

## As Part of an Evaluation Under IDEA

In conducting evaluations, the LEA must ensure that:

- Evaluations are **sufficiently comprehensive** as to identify all the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.
- Evaluations include a **variety of assessment tools and strategies** to gather **relevant functional, developmental, and academic information** about the child, including information provided by the parent, that may assist in determining whether the child is a child with a disability and the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).
- Any **single measure or assessment is not used as the sole criterion** for determining whether a child is a child with a disability under the IDEA and for determining an appropriate educational program for the child.
- **Parents of a child with a disability are provided with notice** that describes the proposed evaluation procedures, and parental consent is obtained prior to conducting the evaluation or reevaluation, or the consent requirements in 34 CFR § 300.300(a) and (c) are otherwise met.

See 34 C.F.R. §§ 300.15, 300.301 through 300.311, 34 C.F.R. § 300.304(c)(6), 34 C.F.R. § 300.304(b)(1), 34 C.F.R. § 300.304(b)(2), 34 C.F.R. §§ 300.304 and 300.300(a) and (c).





# How Can FBAs Support Students with Disabilities? (6)

## As Part of an Evaluation Under IDEA (cont.)

Consent would be required if, for a particular child:

- (a) an FBA is one of the assessment tools and strategies conducted as part of an initial evaluation or reevaluation under 34 CFR §§ 300.304 through 300.311; or
- (b) the FBA, along with a review of additional data, is used as an initial evaluation or reevaluation under 34 CFR §§ 300.304 through 300.311.

As with all evaluations, the parents of a child with a disability have the right to an independent educational evaluation (IEE) at public expense if the parent disagrees with the evaluation obtained by the public agency. 34 C.F.R. § 300.502(b).



# How Can FBAs Support Students with Disabilities? (7)

## In Certain Circumstances Related to IDEA Discipline Procedures

- IEP Teams are required to either conduct an FBA and implement a BIP, or if a BIP has already been developed, review the BIP and modify it as necessary to address the behavior, when the LEA, parent, and relevant members of the IEP Team determine that the student's conduct that led to a disciplinary change of placement was a manifestation of the student's disability.
- If the IEP Team determines that the student's conduct is *not* a manifestation of the student's disability and the student is removed from their current placement for more than 10 days, or if the student's placement is changed to an interim alternative educational setting based on "special circumstances," the IDEA requires the LEA to provide the student, as appropriate, an FBA and behavioral intervention services and modifications that are designed to address the behavior so that it does not recur. 34 C.F.R. § 300.530(c) and (g)
- In such circumstances, under the IDEA, parental consent would also be required prior to conducting an FBA.



# Federal Funding Sources to Support FBAs and BSP/BIPs

## ESEA

- Titles I, II, IV
- Activities that support the use of evidence-based practices that promote safe, healthy, and supportive learning environments,

## IDEA

- Part B
- Activities that support direct services for children with disabilities, including technical assistance, personnel development, and professional development and training.

## Bipartisan Safer Communities Act

- Activities that support safe, inclusive, and welcoming learning environments through Title IV, Part A of the ESEA.



# Federal Technical Assistance Centers





# FFY 2023 SPP/APR

Due February 3, 2025







# General Reminders

# Reminders

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

## DUE FEBRUARY 3, 2025

### Part B

- [2025 Part-B SPP/APR Memo \(PDF\)](#)
- [2025 Part-B SPP/APR Instructions \(PDF\)](#)
- [2025 Part-B SPP/APR Measurement Table — New Format \(PDF\)](#)
- [2025 Part-B SPP/APR Related Requirements \(PDF\)](#)

### Part C

- [2025 Part-C SPP/APR Memo \(PDF\)](#)
- [2025 Part-C SPP/APR Instructions \(PDF\)](#)
- [2025 Part-C SPP/APR Measurement Table — New Format \(PDF\)](#)
- [2025 Part-C SPP/APR Related Requirements \(PDF\)](#)
- [2025 Part-C Interagency Coordinating Council Form \(PDF\)](#)

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

# New in 2024 and continues in 2025...

## Measurement Tables

- Format
- Greater 508 accessibility

## EMAPS

- Blank RDA Matrix at initial & clarification submissions
- Two-factor authentication

## EDFacts Modernization

- Timely & accurate data
- No resubmission window

# Cross-Cutting Requirements/Reminders





## Revised format

### 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:

- a. # of children for whom parental consent to evaluate was received.
- b. # 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.

# General Supervision in the Introduction

The systems that are in place to ensure that IDEA requirements are met

Describe the process used to select EIS programs/providers/LEAs for monitoring, the schedule and # monitored per year.

Describe how files are chosen, including the number selected, for determining compliance with IDEA and verifying the correction of noncompliance.

Describe the data system(s) used to collect data and the period from which files are reviewed.

Describe how the State issues findings: by # of instances or by EIS program/provider/LEA.

If applicable, describe the procedures that permit for pre-finding corrections.

Describe the State's system of graduated and progressive sanctions to ensure the correction of identified noncompliance.

Describe how the State makes annual determinations of performance for EIS programs/providers/LEAs.

Provide the web link to information about the State's general supervision policies, procedures, and processes that is made available to the public.

# Broad Stakeholder Engagement

## ► 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.



Engagement ≠ Informing

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

## Monitoring

- Data are those data gathered during the State's integrated monitoring activities to examine an LEA or EIS program's or provider's compliance with IDEA requirements
- Data includes only LEAs/EIS providers monitored during reporting period\* (data may have been pulled from a data system)

## Database/Data System

- An electronic system used by the State for collecting, maintaining, and storing LEA or EIS program or provider data.
- Data includes **all** LEAs/EIS programs or providers for the full reporting period

\*States must report on data for those indicators for each LEA or EIS program at least once during the six-year period of the SPP/APR package, including the status of correction for any identified noncompliance.

# Required Actions & Compliance Indicators

## ► Required Actions

- Address any actions required by OSEP's response to the State's FFY 2022 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 2023 SPP/APR, the data for FFY 2022), 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

## Correction of Noncompliance

- ▶ Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in the OSEP response for the previous year. 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, methods to ensure correction, and any enforcement actions that were taken.

# Verification of Correction of Noncompliance

## Correction of Noncompliance

- ▶ Each State must describe how the State verified that each EIS provider/LEA with noncompliance:
  - i. (1) is correctly implementing the specific **regulatory requirements** (i.e., achieved 100 percent compliance with the relevant IDEA requirements) based on a review of updated data, such as data subsequently collected through on-site monitoring or a State data system (systemic compliance); and
  - ii. (2) has corrected each individual case of **child-specific** noncompliance, unless the child is no longer within the jurisdiction of the LEA or EIS program or provider and no outstanding corrective action exists under a State complaint or due process hearing decision for the child (child-specific compliance).

# Representativeness and Nonresponse Bias

## ► Representativeness

- Analyze data collected from respondent group to determine if the target population (specific to the indicator) is reflected based upon metric



## ► 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 responses of 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

***Nonresponse Bias Analysis (NRBA) app***

# C11/B17: SSIP Reporting 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

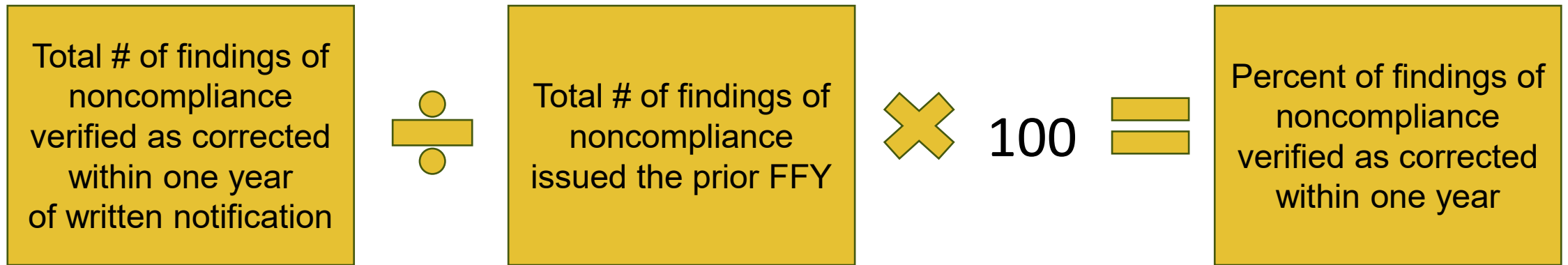


## ► Stakeholder Engagement

- SSIP-specific

# General Supervision in Indicators C12/B18

*Indicator is specific to written findings of noncompliance issued during FFY 2022 (July 1, 2022-June 30, 2023)*



- Report the total # of written findings related to the actual compliance indicator, in addition to any other written findings of noncompliance NOT already reported in the compliance indicator.
- Explain the source and verification of correction of any additional written findings of noncompliance NOT already reported in the compliance indicator.

# Indicator C12/B18 – Prefill/Editable Data

- Compliance Indicator (e.g., C7)

Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected

FFY 2022 Findings of Noncompliance Verified as Corrected

Indicator 7. Percent of eligible infants and toddlers with IFSPs for whom initial evaluation, initial assessment, and the initial IFSP meeting were conducted within Part C's 45-day timeline. (20 U.S.C. 1416(a)(3)(B) and 1442)

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected (A+B) – (C1+C2)

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 7 due to various factors (e.g., additional findings related to other IDEA requirements).

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

- General Supervision Indicator (C12/B18)





# Indicator C12/B18 – Prefill/Editable Data

- Compliance Indicator

Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected

FFY 2022 Findings of Noncompliance Verified as Corrected

- General Supervision Indicator (C12/B18)

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Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected (A+B) – (C1+C2)

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 7 due to various factors (e.g., additional findings related to other IDEA requirements).

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on updated data:

Please describe, consistent with OSEP QA 23-01, how the State verified that each individual case of noncompliance was corrected:

Subsequent Correction Summary of All Outstanding Findings of Noncompliance Identified in FFY 2022 and Corrected in FFY 2022 (corrected more than one year from identification of the noncompliance):

4. Number of findings of noncompliance not timely corrected	
5. Number of written findings of noncompliance (Col. A) the State has verified as corrected beyond the one-year timeline (Subsequent correction) - as reported in Indicator 1, 7, 8A, 8B, 8C	
6a. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline (Subsequent correction) - Indicator 7	
6b. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline (Subsequent correction) - Indicator 8A	
6c. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline (Subsequent correction) - Indicator 8B	
6d. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline (Subsequent correction) - Indicator 8C	
6e. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline (Subsequent correction) - Other Areas - All other findings	
6f. (optional) Number of findings not yet verified as corrected	
7. Number of findings not yet verified as corrected	



# Indicator C12/B18 – Prefill/Editable Data

- Compliance Indicator

**Correction of Findings of Noncompliance Identified in FFY 2022**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected

FFY 2022 Findings of Noncompliance Verified as Corrected

**Subsequent Correction: Summary of All Outstanding Findings of Noncompliance identified in FFY 2022 Not Timely Corrected in FFY 2023 (corrected more than one year from identification of the noncompliance):**

4. Number of findings of noncompliance not timely corrected	
5. Number of written findings of noncompliance (Col. A) the State has verified as corrected beyond the one-year timeline ("subsequent correction") - as reported in Indicator 1, 7, 8A, 8B, 8C	
6a. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 1	
6b. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 7	
6c. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 8A	
6d. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 8B	
6e. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 8C	
6f. (optional) Number of written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Other Areas - <u>All other findings</u>	
7. Number of findings <u>not</u> yet verified as corrected	

- General Supervision Indicator (C12/B18)



# C12/B18 – Other Areas (optional)

Optional for FFY 2023, 2024, and 2025:

**Other Areas - All other findings:** States may report here on all other findings of noncompliance that were not reported under the compliance indicators listed above (e.g., Results indicators (including related requirements), Fiscal, Dispute Resolution, etc.).

Column B: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Column B for which correction was not completed or timely corrected

Explain the source (e.g., State monitoring, State database/data system, dispute resolution, fiscal, related requirements, etc.) of any findings reported in this section:

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:



# C12/B18 – Indicator Calculations

Total for All Noncompliance Identified (Indicators 1, 7, 8A, 8B, 8C, and Optional Areas):

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected

FFY 2023 SPP/APR Data

Number of findings of Noncompliance that were timely corrected (C1 + C2)	Number of findings of Noncompliance that were identified FFY 2022 (A+B)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage

Percent of findings of noncompliance not corrected or not verified as corrected within one year of identification	
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Provide reasons for slippage, if applicable

Provide additional information about this indicator (optional)





## PART C INDICATOR 12 RESOURCES

- [Data Tracking Tool](#)
- [Reporting Guidance](#)
- Scenarios



IDEA DATA  
CENTER

## Indicator 18 Calculation and Reporting Tool

# Part C Reminders for the FFY 2023 SPP/APR





# C-5 and C-6: Child Find

- ▶ The State **should** conduct a root cause analysis of child find identification rates, including reviewing data (if available) on the number of children referred, evaluated, and identified. This analysis may include examining not only demographic data but also other child-find related data available to the State (e.g., geographic location, family income, primary language, etc.).
- ▶ If the State is required to report on the reasons for slippage, the State **must** include the results of its analyses

Provide results of the root cause analysis of child find identification rates, if applicable

Provide additional information about this indicator (optional).



# C-8a and 8c: Transition

- ▶ Indicator 8A: The measurement is intended to capture those children exiting at age 3 for whom an IFSP must be developed with transition steps and services within the required timeline consistent with 34 CFR §303.209(d) and, as such, only children between 2 years 3 months and 2 years 9 months should be included in the denominator.

**FFY 2023 SPP/APR Data**

Data include only those toddlers with disabilities exiting Part C at age 3 for whom the Lead Agency was required to develop an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday. (yes/no)

If no, please explain

Number of children exiting Part C who have an IFSP with transition steps and services	Number of toddlers with disabilities exiting Part C	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
			100%			

- ▶ Indicator 8C: The measurement is intended to capture those children for whom a transition conference must be held within the required timeline consistent with 34 CFR §303.209(e) and, as such, only children between 2 years 3 months and 2 years 9 months should be included in the denominator.

**FFY 2023 SPP/APR Data**

Data reflect only those toddlers for whom the Lead Agency was required to conduct the transition conference, held with the approval of the family, at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services (yes/no)

If no, please explain

Number of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties not more than nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
			100%			



# Part B Updates/Reminders for the FFY 2023 SPP/APR



# B-4A & 4B Reporting Instructions

## FFY 2023 SPP/APR Data

Has the state established a minimum n/cell-size requirement? (yes/no)

If yes, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State's cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).

If yes, the State also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy.

If yes, the State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period.

If yes, the State must provide an explanation why the minimum n and/or cell size was changed.

If yes, the State may only include, in both the numerator and the denominator, LEAs that met that State-established n/cell-size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.



# 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](mailto:EDFacts@ed.gov)



# People Resources

- ▶ TA Center personnel
- ▶ OSEP State Lead
- ▶ Partner Support Center (PSC)
  - [SPP/APR Resources](#)
  - [Technical Office Hours](#)
    - Part B – 12/16, 1/13, 1/27
    - Part C – 12/17, 1/14, 1/28





# 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](#)



# Resources for the SSIP

## ► 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 \(SISEP\)](#)



# QUESTIONS



# Closing Comments

❄️ *Thank You*

❄️ *Wishing you  
Peace*

❄️ *See you in 2025*

