

OSEP UPDATES

GREGG CORR

MONITORING AND STATE IMPROVEMENT PLANNING

Impact of COVID-19

- What a difference a year can make
- COVID-19 has impacted nearly all aspects of our work

Areas Impacted

- State Performance Plan/Annual Performance Report
- Differentiated Monitoring and Support 2.0

OSEP Response to Pandemic

- Beginning on March 13, 2020, all OSEP staff began full-time telework.
- As schools closed, OSEP received hundreds of emails, phone calls and letters.
 - Parents
 - LEA staff
 - SEA staff
 - Organizations

OSEP Q&A Documents

- [Questions and Answers on Providing Services to Children with Disabilities During the COVID-19 Outbreak](#) (March 12, 2020)
 - [Supplemental Fact Sheet \(Español\) Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities](#) (March 21, 2020)
 - [IDEA Part B Dispute Resolution in COVID-19 Environment Q&A Documents](#) (June 22, 2020)
 - [IDEA Part B Use of Funds in COVID-19 Environment Q&A Documents](#) (June 25, 2020)
 - [Flexibility in Implementation of IDEA Part B Fiscal Requirements](#) (June 26, 2020)
 - [IDEA Part B Procedural Safeguards in the COVID-19 environment](#) (June 30, 2020)
 - [Implementation of IDEA Part B Provision of Services in the COVID-19 environment](#) (September 28, 2020)

Support from OSEP-Funded TA Centers

Two TA Centers were designated as hubs for all TA resources

- For Part C, the Early Childhood Technical Assistance Center (ECTA) at ectacenter.org.
- For Part B of IDEA, states should contact the National Center for Systemic Improvement (NCSI) at ncsi.wested.org.

Executive Order on Supporting the Reopening and Continuing Operation of Schools and Early Childhood Education Providers

Two Principles

1. The health and safety of children, students, educators, families, and communities is paramount.
2. Every student in the United States should have the opportunity to receive a high-quality education, during and beyond the pandemic.

Differentiated Monitoring and Support (DMS)

- To align with the Executive Order and the President's priorities, OSEP initiated **DMS Pivot**.
- Focus on providing support to States around ensuring the provision of services and safely reopening when possible.
- Universal and targeted TA to States.

American Rescue Plan

- American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund
- \$122 billion to States to support Nation’s Schools
- This includes:
 - \$2.5 billion for IDEA section 611
 - \$200 million for IDEA 619
 - \$250 million for IDEA Part C

State Performance Plan/Annual Performance Report

States were instructed to provide a narrative for any indicator specifically impacted by COVID-19

- (1) the impact on data completeness, validity and reliability for the indicator;
- (2) an explanation of how COVID-19 specifically impacted the State's ability to collect the data for the indicator; and
- (3) any steps the State took to mitigate the impact of COVID-19 on the data collection.



Part C

- ▶ Tuesday, April 13 through Tuesday, April 27

Part B

- ▶ Thursday, April 15 through Thursday, April 29

An email notification will be sent to indicate that clarification has started.

FFY 2020 – 2025 SPP/APR

- On February 1, 2022, States will be required to submit their SPPs/APRs based on the newly-revised Information Collection.
- The Part B SPP/APR remains quite similar to the previous version.

Stakeholder Engagement

The Introduction must describe:

- 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 17, the State's Systemic Improvement Plan (SSIP).

Diverse Stakeholders

- ▶ Expanding stakeholder groups
- ▶ Aligning stakeholder demographics to reflect the demographics of families and communities
- ▶ Increased family representation



Continuous Engagement

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



- ▶ **Networked:** exchanged/shared information between the state and stakeholders
- ▶ **Collaborated:** engaged/worked together on the issue over time
- ▶ **Transformed:** committed/approached issues through shared ownership of the issue and consensus building

State Questions

- The stakeholder instructions include reference to improvement activities. Are States expected to design improvement activities and include them in the SPP/APR?
- Is there any additional guidance related to what specifically is expected?

State Questions (cont.)

- How does OSEP want States to report on the stakeholder engagement with designing improvement activities?

State Questions (cont.)

- Why do the stakeholder instructions include improvement activities if we are not required to report on them?

State Questions (cont.)

What does this requirement mean?

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.

State Questions (cont.)

- What will the stakeholder description section of the template look like?
- Since States do not report on improvement strategies in the APR, how does OSEP want them to report on including stakeholders in the development of improvement strategies?

State Questions (cont.)

- Should states be expecting to prepare to upload documentation about the engagement work (e.g., sign-in forms from stakeholder meetings, documentation of efforts to contact stakeholders)?

State Questions (cont.)

For indicator 5, the measurement table calls for the denominator to be "total # of students aged 6 through 21 with IEPs." Yet the prepopulated data used includes children who are parentally placed private school (PPPS) students. These children have service plans, not IEPs. We recognize this has been a practice for a number of years. Can OSEP provide the rationale to facilitate understanding?

State Questions (cont.)

Beginning with FFY2020 APR submitted in February 2022, will States be allowed to include the number of youth with IEPs who graduated with a state-defined alternate diploma in the numerator for APR B1?

Assessment Flexibilities: FFY 2020 SPP/APR Reporting



- ▶ OSEP collaboration with OESE
- ▶ Technical assistance on expectations for FFY 2020 SPP/APR reporting
- ▶ Engagement between State Directors and Data Managers



Thank you!

Send any additional questions to:

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