

QUESTIONS/COMMENTS from the MARCH 6, 2006 TRAINING

(All 3 PaTTANs)

4/12/06

2005 PENNDATA RESOURCE GUIDE

1.	<p><u>Item 22 Transition</u> – What is the purpose of collecting this data through PennData? How is the collected data used and by whom?</p> <p><i>As is indicated in the Resource Guide (in the Explanation column, under “USE”, the purpose of collecting Item 22 is for completion of Annual Federal Reports.</i></p>
2.	<p><u>Item 22 Transition</u> – The current system permits entry of only 1 of the 3 post-school outcomes (Postsecondary Education & Training Outcomes; Employment Outcome; and, if applicable, Independent Living Outcome). What is the process for entering more than 1?</p> <p><i>At present time the system only permits one choice. This item is currently under review, additional information/guidance will be available after BSE attends OSEP data meetings.</i></p>
3.	<p><u>Item 22 Transition</u> – The current system only permits one post-school outcome to be entered; however, individual students could have outcomes in more than one area, possibly even all three areas. For example:</p> <p>The student’s educational program is provided through a multiple disabilities class due to the severity of his/her disability. Upon graduation, the entire IEP team anticipates that the student will participate in an Adult Day Program operated by one of our local service agencies. He/she will not be employed at any level, nor will he/she be participating in post-secondary education or training, due to the nature of his/her disability.</p> <p>In this instance, the student’s IEP would reflect an Independent Living outcome only, because either of the other two options is applicable. If this child’s report in PennData defaults to Employment, it is a misrepresentation of his/her true outcome.</p> <p>Currently, for those students whose only post-school outcome is Independent Living, the system defaults to Employment For example:</p> <ul style="list-style-type: none">a. Upon graduation, the student is planning to attend the local community college on a part-time basis AND gain employment in order to be able to pay for the post-secondary education. Additionally, he/she is planning to move from the family’s home and share an apartment with two friends. <p>In this instance, the student’s IEP would reflect post-school outcomes in all three areas: Post Secondary Education and Training: to prepare for life as a student at the community college. Employment: to prepare for competitive employment and success in the work force. Independent Living: to prepare for the requirements of living independently.</p> <ul style="list-style-type: none">b. Upon graduation, the student is planning to attend a local technical college for training in the technology field. Upon completion of that certification, he/she plans to gain full-time employment in that field. <p>In this instance, the student’s IEP would reflect both a Post-Secondary Education &</p>

	<p>Training outcome AND an Employment outcome. His/her school program needs to address the skills needed for both the post-secondary environment as well as the work environment in order for him/her to be successful in both areas.</p> <p><i>See answer #2 above.</i></p>
4.	<p><u>Item 22 Transition</u> – Persons doing the data entry are unclear as to how to choose which post-school outcome area to select for those students with all three areas completed (appropriately) on the IEP.</p> <p><i>If the IEP contains data for Post-Secondary and Employment – you report as Post-Secondary.</i></p>
5.	<p><u>Item 22 Transition</u> – The data being collected is not an accurate reflection of what is happening with the students and their instructional programs. With misleading or inaccurate data, it is not possible to draw conclusions or to use the data to drive decision making.</p> <p><i>See answer #2 above.</i></p>
6.	<p><u>Item 25 EI Preschool Program Status</u> – The explanation for Code 02 says to “Change Code 02 to 03 or 04 anytime between September 1 and October 30.” This definition does not make sense.</p> <p><i>Code 02 (EI Preschool program – not in transition) shows that the child’s program was funded by EI all year. Code 03 (K eligible in home district, but remaining in EI Preschool for K year) shows that a child’s program was funded by EI in July and August then, in September, when the child turns kindergarten-eligible but remains in EI during their K year, Code 03 shows that the portion of the program beginning in September was funded by the school district. Code 04 (EI Preschool eligible in July & August, K eligible in September and exiting) shows that the child’s July-August EI program was funded by EI but that the child exited to the school age program beginning in September. It makes sense to change Code 02 to either Code 03 or Code 04 sometime between September 1 and October 30 because that is when the MAWA agency will know where the child has gone.</i></p>
7.	<p><u>Item 27 EI Preschool Levels of Intervention</u> – Can we still interpret “Supportive” to mean roughly “consultative” (little or no direct service) and “Supplemental” to mean working directly with the child to supplement another program?</p> <p><i>In the Resource Guide's Explanation column, the statements that might be most helpful to you would be, for Supportive Intervention – "The intent is that there would be a reduction of direct special education services as the year progresses" (and some examples are included) v the Supplemental Intervention where the Guide says – "The level of direct instruction is more intensive" and "The intent is that direct special education services will be maintained as the year progresses". The point would not be whether there is more or less direct service so much as whether the intent was that the direct services would be reduced or maintained as the program year progressed. Look at the examples in Test Yourself (Appendix G) and see if you find one that represents the scenario you have in mind then follow the line across to see what Level of Intervention is given.</i></p>
8.	<p><u>Table 1</u> – Do we include teachers of HI & VI with Special Ed Teachers?</p>

	Yes
9.	<p><u>Table 1</u> – Is a Certificate of Competency (for a private provider agency teacher) still considered fully certified?</p> <p>No</p>
10.	<p><u>Tables 1-3</u> – Where do districts indicate staff contracted from agencies (e.g., PT, OT etc.)— in Table 3?</p> <p>Yes.</p>
11.	<p><u>Tables 1-3</u> – Does the district or IU “count” speech therapists contracted to work in school district programs?</p> <p><i>Districts report all personnel working with children with IEPs.</i></p>
12.	<p><u>Tables 1-3</u> – Is there something that indicates exactly which staff the districts and IU should be reporting?</p> <p><i>Districts report all personnel working with children with IEPs</i></p>
13.	<p><u>Tables 1-3</u> – Does the employed teacher count reflect a total of teachers employed that whole year or a total employed on 06-01-06?</p> <p><i>It reflects the total number of teachers employed as of December 1, per OSEP guidance.</i></p>
14.	<p><u>Table 3</u> – Where do we record SLP’s in 3-5? Where does preschool report their speech and hearing teachers since table 2 is school age only?</p> <p><i>Include them in Table 3 (which is for ages 3-21) under Speech Pathologist.</i></p>
15.	<p><u>Table 3</u> – Who are “Other Professional Staff” and “Non-Professional Staff”?</p> <p><i>Any school personnel responsible for the implementation of IEPs of students with disabilities.</i></p>
16.	<p><u>Table 3</u> – If the school district contracts with a therapist, etc. from the IU, does that person get counted on Table 3 by the school district and not counted by the IU (since that would duplicate the employee)?</p> <p><i>Each staff person should be counted only once on the Tables. IUs and school districts should make this decision at the local level.</i></p>
17.	<p><u>Table 4</u> – 1B 1C – A student is removed twice for drugs – is that <u>2</u> or is it <u>one</u> student?</p> <p><i>Report once for 1A and twice for 1B</i></p>
18.	<p><u>Tables 4 & 5</u> – It will be <u>very helpful</u> if PDE delivers the message about Tables 4 & 5 being reported at <u>district level</u>.</p> <p><i>As indicated at the training, it is suggested that IUs begin maintaining district level data now as it will likely be required for next year’s submission.</i></p>
19.	<p><u>Tables 4 & 5</u> – What if a district does not report any suspensions and you know there should be some reported? Do we just accept and report what the district provides?</p> <p><i>IU’s have the responsibility of ensuring the accuracy of data. It is recommended that</i></p>

	<i>the IUs require a written assurance similar to the sign-off process that PDE requires from the IU after the submission has been verified. If this problem persists, the IU is required to contact your BSE Single Point of Contact for intervention.</i>
20.	<p><u>Tables 4 & 5</u> – Should we collect suspensions and exits evaluation data by individual student and report it that way to insure accuracy?</p> <p><i>That would be a very good idea, however there is no requirement at this time..</i></p>
21.	<p><u>Table 6 & 7</u> – If a district reports a student as a graduate and then the student doesn't graduate, what do we do?</p> <p>My districts complain because they have to report graduates and sometimes the students they report as having graduated for the Revised count do NOT graduate.</p> <p><i>Since graduation is reported at the end of the school year, LEAs should have a clear picture of the students that graduated for both reports, that is, exiting aggregate and exiting for 12/1 students.</i></p>
22.	<p><u>Table 6 & 7</u> – I thought “moved, not known to be continuing” was being removed since it is the same as “dropped out”.</p> <p><i>You are correct. “Moved, not know to be continuing” was removed from Item 30 but, as was announced at the training, we forgot to remove it from Table 6. It will be removed from Table 6.</i></p>
23.	<p><u>Table 6 & 7</u> – Do we report a transient student, that is, a student who drops out and returns in the same year? How about a student who moves and then comes back in? Do we report the move?</p> <p><i>For Tables 6 & 7, you would report an aggregate number of students. A transient student would be reported only for the last exit. Do not report a student who moves then comes back in.</i></p>
24.	<p><u>Table 8</u> – How are we to report the totals for Table 8? As an aggregate for the county?</p> <p><i>There are no County aggregates required. IUs report in the aggregate by district.</i></p>
25.	<p><u>Table 8</u> – This table indicates initial evaluation started on or after March 1. Does that mean Permission to Evaluate signed on or after March 1 or actual evaluation started (including observation, parent input, testing, etc.)?</p> <p><i>Permission to Evaluate.</i></p>
26.	<p><u>Table 8</u> – If a district contracts with its IU to conduct evaluations of resident students who are enrolled in non-public schools (parochial & independent schools), does the district include these in Table 8?</p> <p><i>Yes</i></p>
27.	<p><u>Table 8</u> – How do we report that the MDE was stopped (due to parent choice, child moves, child MIA)?</p> <p><i>If the evaluation had not been completed, it would not be included in this table.</i></p>
28.	<u>Table 8</u> – Should children currently in the EI transition process be included?

	<i>All students ages 3-21 are to be included in this table.</i>
29.	<p><u>Table 8</u> – What happens when the student moves before the ER is done?</p> <p><i>If the evaluation had not been completed, it would not be included in this table.</i></p>
30.	<p><u>Table 8</u> – What happens if parents decline ER findings?</p> <p><i>This is irrelevant – was the child determined eligible or not by June 30? Table 8 refers to completion of the evaluation, not the completion or issuance of the ER.</i></p>
31.	<p><u>Table 8</u> – Does this table include gifted students?</p> <p><i>No.</i></p>
32.	<p><u>Table 8</u> – Are IUs to maintain detailed student data related to Table 8?</p> <p><i>The only requirement, at this point, is an aggregate total. It is always good practice to recommend that the LEA keep the individual data collected to verify any discrepancies.</i></p>
33.	<p><u>Table 8</u> – Is the information to be collected in an Excel Spreadsheet?</p> <p><i>Data is collected as part of the Revised Count. A template of the Table will be available on the PennData website. As long as the data can be exported according to specifics identified, the software platform is irrelevant.</i></p>
34.	<p><u>Table 8</u> – If a student moves in from out of state, is that considered an initial evaluation?</p> <p><i>No. IDEA 2004 statute treats students who move in from out-of-state with an IEP as already identified as eligible for special education.</i></p>
35.	<p><u>Table 8</u> – What about a student previously identified as SLI and then referred for something new – ex. SLD?</p> <p><i>If one ER has been issued, a subsequent evaluation would be a reevaluation. Do not count the student.</i></p>
36.	<p><u>Table 8</u> – In order to collect Table 8 data on children who are found not eligible, do we need a new Code for a child who is found not eligible? Item 30 is for a student who is <u>already</u> in special education. Do we need a new Item number?</p> <p><i>A child who is found not eligible would not be counted in the student specific database, therefore no specific code is identified for these children at this time.</i></p>
37.	<p><u>Table 8</u> – A child transitions to a school-age program in September 2006. The district completes the initial Permission to Evaluate as of March 1, 2006. The district will have completed the initial ER and IEP to be implemented in September (the beginning of school). Does the district count this child this year as an initial evaluation after March 1st?</p> <p><i>The school district will count this child as an initial evaluation beginning September 1.</i></p>
38.	<p>How do we report “2%” kids – not PSSA, not PASA? This will be lost data this year.</p> <p><i>All students with disabilities in Pennsylvania, grades 3-8 and 11, must take the PSSA or PASA.</i></p>
39.	<p>It’s extremely hard to follow up with districts – many Penn Data staff are 10-month employees.</p>

	<i>IUs have the responsibility of reporting the required data. This is a local resolution issue.</i>
40.	Which information/tables will be reported out by school districts this year (if any)? <i>Table 8.</i>
41.	Which ones starting next year? <i>This information will be available after staff attends the OSEP training this Spring. Clarification should be available at the PennData Summer Training Session – date and time to be determined.</i>

PARENT SURVEY	
1.	Will IUs receive a copy of the parent survey? <i>The Parent Survey is available at http://www.monitoringcenter.lsuhs.edu, the National Center for Special Education Accountability and Monitoring website. Pennsylvania will be using the School's Efforts to Partner with Parents, Teachers, and Administrators and the school components of the Parent survey (questions # 1-25). The surveys will be sent directly to parents selected in the stratified random sample representative of the state population.</i>

PAsecureID	
1.	When will MAWA agencies need to be involved with PIMS for 3-5 yr olds? <i>If you are referring to the PA secure ID, it is our expectation that MAWA agencies would be involved at the same time as school districts.</i>

EI TRANSITION GUIDE	
1.	<u>Item 7</u> – Bold print states DPW requires the transition meeting to be scheduled so that parent and MAWA may attend. Does that mean it must be held in the home? <i>No. Note, however, that if the transition meeting as arranged by the Infant-Toddler program includes an evaluation meeting, the location of the meeting would be at the convenience of the family. It is important that the Local Interagency Agreement (LIA) contain the details needed for a smooth and effective transition to occur.</i>
2.	<u>Item 8</u> –Isn't data entry Code 02 and 03 both no? <i>Code 02 would be used if the MAWA agency did not receive the Part C-approved Invitation form. Code 03 would be used if the MAWA agency did not receive notification in any form, whether written or otherwise. Code 03 verifies the Blank response in Item 7.</i>
3.	<u>Item 12</u> – Do we need a code to show the MAWA did not attend due to MA fault/problem? <i>It is DPW's expectation that the transition meeting would not be held if the parent, county, or MAWA agency could not attend.</i>
4.	<u>Item 12</u> – How about code Notice of trans. Mtg. not received in a timely manner. <i>Item 7 provides the means to show whether notice of the transition meeting was received.</i>

	<i>It is important that the Local Interagency Agreement (LIA) contain the details needed for a smooth and effective transition to occur.</i>
5.	<p><u>Items 12, 14, 16, & 19</u> – If a child does not transition due to parent withdrawal, the MAWA may not receive child’s name.</p> <p><i>If the MAWA agency does not receive the basic information from the Infant-Toddler program (child’s name, birthdate, etc), there would be no child to enter into this system.</i></p>
6.	<p><u>Item 19</u> – What code would be used if the parent cancels the IEP meeting? What code would be used if the parent does not keep meeting (no show-child sick/parent ill)?</p> <p><i>As stated in the EI Transition Guide, “Parent/child availability does not impact on timely development and issuance of the IEP”.</i></p>
7.	<p><u>Item 19</u> – What code would be used if weather causes the IEP meeting to be rescheduled, etc.?</p> <p><i>Use Code 04 Agency Difficulties.</i></p>
8.	<p><u>Item 19</u> – What code should we use if the reason the IEP was not developed by age 3 was because the parent was indecisive or uncooperative?</p> <p><i>If you have the ER, you have all the information needed to develop the IEP. The IEP must be developed by age 3 whether the parent is in attendance or needs more time. You present the recommended educational placement (the IEP) via the NOREP and the parent has a chance to exercise their rights by not approving it. But at least you had it developed by age 3 and took whatever steps were required per the choice the parent made on the NOREP.</i></p>
9.	<p><u>Item 19</u> – Item 16 was changed from “Reason ER Not by Age 3” to “Reason ER Not Within 60 Calendar Days of Parent Permission”. If, for example, the parent wants to “think about it” and then doesn’t return the Permission until the child’s 3rd birthday (or later), the reason for Item 16 would be “Parent Choice”. However, continuing this scenario to Item 19 “Reason IEP Not Developed by Age 3”, if we didn’t receive the signed Permission until the child’s 3rd birthday, there is no code to use to show that the IEP is late because it was the parent’s choice.</p> <p><i>Item 13 of the Guide directs the user to skip Items 15-19.</i></p>
10.	<p>For <u>previously sent data</u> on Part C to Part B transition items, do the new items need to be filled in?</p> <p><i>MAWA agencies are being asked, if possible, to go back into the data since July 2005 and correct it so that the data BSE uses from the next reporting will be accurate and complete.</i></p>
11.	<p>Timeline – The data items on the Timeline chart on page 10 show only 15 or 16 data items but it should show 19 data items.</p> <p><i>The EI Transition Guide will be changed to show 19 data items.</i></p>

EI FISCAL DATA SURVEY

Questions and Answers are in review will be posted at a later date.

BUDGET ALLOCATIONS

Questions and Answers are in review will be posted at a later date.