State Advisory Panel
State Performance Plan (SPP) and
Annual Performance Report (APR)

Comprehensive Report of Indicators
7, 14, 15, & 16

November 20, 2020
As we delve into more indicators of the SPP/APR ponder ……..

• What motivates you to serve and advise on the unmet needs of students with disabilities?

• Why are outcomes for students with disabilities at the age of 5 critical to Georgia’s work for young children?

• How do the outcomes of students with disabilities within one year of school exit inform the effectiveness of special education services?

• Why are the processes of resolution sessions and mediations critical components to working collaboratively with parents to achieve better student outcomes?
Goals of the Presentation

• Describe the criteria for measuring, and state the trend data for Georgia’s SPP/APR Indicators:
  
  • Indicator 7- Preschool Outcomes
  • Indicator 14- Post School Outcomes
  • Indicator 15- Resolution Sessions
  • Indicator 16- Mediation
State Performance Plan/Annual Performance Report (SPP/ APR)

Indicator 7- Early Childhood Outcomes

Early Cognitive, Language, and Social Outcomes - Critical to Life

Dawn Kemp, Linda Castellanos, & Micole Talley
Indicator 7: Preschool Outcomes
Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))
Why are Preschool Outcomes Important?
Ages 3-5 are a Critical Time for Brain Development

90% of a child’s brain development takes place by the age of 5


10% development after the age of 5
Early Childhood Experiences Directly Impact a Child’s:

**Cognitive Development**

- **Cognitive development** – The process by which thinking changes over time.

- **Schemas** – Mental structures or programs that guide a developing child’s thoughts.
Language is Critical

30 Million Word Gap

Early Vocabulary Gap

Words (in millions) **HEARD** by Age 3

- Professional: 45
- Working Class: 30
- Poverty: 15

1,100 WORDS

500 WORDS

BY THE AGE OF 3, HIGH-INCOME CHILDREN HAVE DOUBLE THE VOCABULARY OF LOW-INCOME CHILDREN.

Talk with me Baby
Developing social/emotional skills is critical for long term positive outcomes
OUTCOMES of SOCIALIZATION DIFFICULTIES
GEORGIA’S PROGRESS IN MEETING SPP/APR TARGETS

INDICATOR 7- PRESCHOOL OUTCOMES
Indicator 7A. Preschool Outcomes: Positive Social-Emotional Skills

This indicator measures preschool children's positive social-emotional skills (including social relationships). It is calculated as two summary statements that examine the percentage of children who improve social-emotional functioning and the percentage of children who function at a level comparable to their same-aged peers. The state anticipates that preschool children's progress outcomes will be distributed across the ranges below.

- **a** Expected Range: 0-5%
  - Preschool children who did not improve functioning
  - 2%

- **b** Expected Range: 5-50%
  - Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
  - 12%

- **c** Expected Range: 5-50%
  - Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it
  - 31%

- **d** Expected Range: 5-50%
  - Preschool children who improved functioning to reach a level comparable to same-aged peers
  - 25%

- **e** Expected Range: 5-65%
  - Preschool children who maintained functioning at a level comparable to same-aged peers
  - 30%
Indicator 7A

Of those preschool children who entered or exited the preschool program below age expectations in positive social-emotional skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

$$\frac{(c+d)}{(a+b+c+d)}$$
Indicator 7A

The percent of preschool children who were functioning within age expectations in positive social-emotional skills by the time they turned 6 years of age or exited the program. 

\[
\frac{(d+e)}{(a+b+c+d+e)}
\]
<table>
<thead>
<tr>
<th>Positive Social/Emotional Skills</th>
<th>Target</th>
<th>Data</th>
<th>Status</th>
<th>Slippage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Of those children who entered or exited the 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.</td>
<td>80%</td>
<td>80.52%</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>A2. 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.</td>
<td>62%</td>
<td>54.86%</td>
<td>Did Not Meet Target</td>
<td>Slippage</td>
</tr>
</tbody>
</table>
## Indicator 7B. Preschool Outcomes: Acquisition and Use of Knowledge and Skills

This indicator measures preschool children's acquisition and use of knowledge and skills (including early language/communication). It is calculated as two summary statements that examine the percentage of children who improve knowledge and skills and the percentage of children who function at a level comparable to their same-aged peers. The state anticipates that preschool children's progress outcomes will be distributed across the ranges below.

<table>
<thead>
<tr>
<th></th>
<th>Expected Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>0-5%</td>
<td>Preschool children who did not improve functioning</td>
</tr>
<tr>
<td>b</td>
<td>5-50%</td>
<td>Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</td>
</tr>
<tr>
<td>c</td>
<td>5-50%</td>
<td>Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it</td>
</tr>
<tr>
<td>d</td>
<td>5-50%</td>
<td>Preschool children who improved functioning to reach a level comparable to same-aged peers</td>
</tr>
<tr>
<td>e</td>
<td>5-65%</td>
<td>Preschool children who maintained functioning at a level comparable to same-aged peers</td>
</tr>
</tbody>
</table>
Indicator 7B

Of those preschool children who entered or exited the preschool program below age expectations in the acquisition and use of knowledge and skills, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 

\[
\frac{(c+d)}{(a+b+c+d)}
\]
The percent of preschool children who were functioning within age expectations in the acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the program.

\[
\frac{(d+e)}{(a+b+c+d+e)}
\]
<table>
<thead>
<tr>
<th>Acquisition and use of knowledge and skills</th>
<th>Target</th>
<th>Data</th>
<th>Status</th>
<th>Slippage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. Of those children who entered or exited the 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.</td>
<td>82%</td>
<td>82.16%</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>B2. 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.</td>
<td>45%</td>
<td>44.34%</td>
<td>Did Not Meet Target</td>
<td>No Slippage</td>
</tr>
</tbody>
</table>
Indicator 7C. Preschool Outcomes: Use of Appropriate Behaviors to Meet Their Needs

This indicator measures preschool children's use of appropriate behaviors to meet their needs. It is calculated as two summary statements that examine the percentage of children who improve the use of appropriate behaviors to meet their needs and the percentage of children who function at a level comparable to their same-aged peers. The state anticipates that preschool children's progress outcomes will be distributed across the ranges below.

**a**  Expected Range: 0-5%
- Preschool children who did not improve functioning

**b**  Expected Range: 5-50%
- Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

**c**  Expected Range: 5-50%
- Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it

**d**  Expected Range: 5-50%
- Preschool children who improved functioning to reach a level comparable to same-aged peers

**e**  Expected Range: 5-65%
- Preschool children who maintained functioning at a level comparable to same-aged peers
Indicator 7C

Of those preschool children who entered or exited the preschool program below age expectations in the use of appropriate behaviors to meet their needs, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 

\[ \frac{(c+d)}{(a+b+c+d)} \]
The percent of preschool children who were functioning within age expectations in the use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.

\[
\frac{(d+e)}{(a+b+c+d+e)}
\]
<table>
<thead>
<tr>
<th>Use of appropriate behaviors to meet their need</th>
<th>Target</th>
<th>Data</th>
<th>Status</th>
<th>Slippage</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. Of those children who entered or exited the 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.</td>
<td>80</td>
<td>80.08</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>C2. 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.</td>
<td>72</td>
<td>65.01</td>
<td>Did Not Meet Target</td>
<td>Slippage</td>
</tr>
</tbody>
</table>
Preschool Outcomes- Acquisition and Use of Knowledge and Skills

- B1
- B1 Target
- B2
- B2 Target


- B1 Scores: 81.03, 84.25, 83.05, 82.49, 82.58, 83.38, 82.16
- B1 Target Scores: 81, 81.1, 81.2, 81.3, 81.4, 81.5, 82
- B2 Scores: 36.7, 42.43, 48.53, 48.62, 47.44, 48.08, 44.34
- B2 Target Scores: 36.7, 36.9, 37, 37.1, 37.2, 37.3, 45
Preschool Outcomes - Use of Appropriate Behaviors to Meet Needs

C1 Target

C2 Target
Summary of Data

Indicator 7 Early Childhood Outcomes - Mixed results with all growth goals met! However, fewer children with disabilities reached age expectation levels.

Students were not in school from the middle of March through the end of the school year. As a result, early childhood outcomes were adversely impacted.

Teachers did not have an opportunity to provide typical instruction or directly observe students for over 2 months, which made it difficult to determine the full capabilities of the students.
Indicator 7: Outcomes
Preschool Exit Data

• Districts collect student level data
  • Use the Preschool Exit data template
  • Template is located with Data Collections Conference Tools, Templates and Documents

• Districts report Summary Data to the GADOE
  • Districts should maintain their student level data

• Georgia reports Summary Data to OSEP
Welcome to The Georgia Early Learning and Development Standards (GELDS)

Georgia has a long history as a leader in promoting early learning and development outcomes for children. Georgia introduced its latest set of high-quality, research-based early learning standards for children birth to age five called the Georgia Early Learning and Development Standards (GELDS). The GELDS promote quality learning experiences for children and address the question, “What should children from birth to age five know and be able to do?” They are a set of appropriate, attainable standards that are flexible enough to support children’s individual rates of development, approaches to learning, and cultural context. The GELDS are a continuum of skills, behaviors, and concepts that children develop throughout this time of life. They are divided into age groups and serve as a framework for learning. The GELDS are aligned with the Head Start Early Learning Outcomes Framework, the Georgia Standards of Excellence (GSE) for K-12, and the Work Sampling System.

The GELDS support the growth of the whole child, birth to five.
The purposes of the GELDS are to:

• Guide teachers who work with children from birth through five in providing quality learning experiences;
• Guide parents in supporting their children’s growth, development, and learning potential;
• Lay the groundwork for applying the standards in pre-service training, professional development, curriculum planning, and **child outcome documentation**;
• Create a “Universal Language” for **all stakeholders** to use regarding the learning and development of children. Stakeholders would include parents, teachers, pediatricians, early interventionists, policy-makers, etc;
• Raise public awareness about the significance of the early years as the foundation for school success and lifelong learning and the importance of the teacher’s role in the process; and
• Support the **early identification** and referral of children with special learning needs.
understanding GELDS

These are the five LEARNING DOMAINS. Notice that each has a two- or three-letter acronym. You’ll see these acronyms in all GELDS materials.

- **PHYSICAL DEVELOPMENT AND MOTOR SKILLS (PDM)**
- **SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**
- **APPROACHES TO PLAY AND LEARNING (APL)**
- **COMMUNICATION, LANGUAGE AND LITERACY (CLL)**
- **COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CD)**

NOTE: The CD domain is divided into these sub-domains: Math, Social Studies, Science, Creative Development and Cognitive Processes.
You will see codes such as **PDM6.3b** (below) in all GELDS materials. Once you understand the codes, you’ll see how helpful it is to incorporate GELDS into your routines and lesson plans.

**PDM**

*domain* (PDM is the physical development and motor skills domain)

**DOMAINS** are the five areas of learning. These large, overarching categories are color-coded.

- PDM
- SED
- APL
- CLL
- CD

Each Domain contains **STRANDS**, groupings of similar standards.

Each Strand contains **STANDARDS**.

**6.**

*standard*

**STANDARDS** are general statements of knowledge within a Strand. A Strand can have one or more Standards.

**3.**

*age*

**AGE** groups are as follows:

- 0 = 0–12 months
- 1 = 12–24 months
- 2 = 24–36 months
- 3 = 36–48 months
- 4 = 48–60 months

**b**

*indicator*

**INDICATORS** are statements that describe a specific, measurable and observable skill children exhibit as they develop. There can be multiple Indicators per age as noted by the letters a, b, c, d, e and f.

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**GELDS decoded**

gelds.decalga.gov
**Standard: SED2 - The child will engage in self-expression.**

**Age Appropriate Indicators:**

<table>
<thead>
<tr>
<th>0 - 12 Months</th>
<th>12 - 24 Months</th>
<th>24 - 36 Months</th>
<th>36 - 48 Months</th>
<th>48 - 60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SED2.0a</strong></td>
<td><strong>SED2.1a</strong></td>
<td><strong>SED2.2a</strong></td>
<td><strong>SED2.3a</strong></td>
<td><strong>SED2.4a</strong></td>
</tr>
<tr>
<td>Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.</td>
<td>Uses sounds, facial expressions or gestures to express needs and preferences.</td>
<td>Uses verbal expressions and gestures to communicate needs, opinions, ideas and preferences.</td>
<td>Uses a combination of words, phrases and actions to communicate needs, ideas, opinions and preferences.</td>
<td>Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.</td>
</tr>
<tr>
<td><strong>SED2.0b</strong></td>
<td><strong>SED2.1b</strong></td>
<td><strong>SED2.2b</strong></td>
<td><strong>SED2.3b</strong></td>
<td><strong>SED2.4b</strong></td>
</tr>
<tr>
<td>Uses sounds, facial expressions or body movements to express simple emotions of contentment or discontent.</td>
<td>Displays a range of basic emotions such as happiness, sadness and fear.</td>
<td>Uses verbal and non-verbal expressions to demonstrate basic emotions such as anger, happiness and sadness.</td>
<td>With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions such as frustration, jealousy and enthusiasm.</td>
<td>With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.</td>
</tr>
</tbody>
</table>
Indicator Detail:

**SED2.2b** Uses verbal and non-verbal expressions to demonstrate basic emotions such as anger, happiness and sadness.

Rationale:

Two-year-olds begin to learn how to express more complex emotions in healthy and appropriate ways, with adult support and modeling.

Examples:

1. tells his teacher, "My turn to play with baby" instead of snatching the baby doll away out of anger
2. stomps her feet and pushes the puzzle away, saying "bad puzzle" because she does not understand how to complete the puzzle.
3. lays on the floor kicking and cries "Mommy, mommy!" when mom leaves the classroom
4. greets familiar adults with smiles, hugs and says, "I love you!"
5. moves away from object that scares him and says "I don't like it"
Child Outcomes Summary (COS) Process Online Module

This online module is designed to prepare early intervention and early childhood special education staff to use the Child Outcomes Summary (COS) process to describe how children are doing on three child outcomes:

- Children have positive social-emotional skills (including social relationships).
- Children acquire and use knowledge and skills (including early language/communication and early literacy).
- Children use appropriate behaviors to meet their needs.

To set the stage for what you will learn in this module, click on the picture below and view the Child Outcomes Step-by-Step video (Edelman, 2011). The 9-minute video shows the three child outcomes in action.

After watching the video, return to this page and review the content description and what you can expect from this online learning experience:

- Content Description
- What to Expect

https://ectacenter.org/eco/pages/cos.asp
Consistent Practices Child Outcomes Summary

CHILD OUTCOMES SUMMARY FORM

Date: __/____/____

Child Information
Name: ____________________________________________

Date of birth: __/____/____
ID: ____________________________________________

Persons involved in deciding the summary ratings:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Family information on child functioning (Check all that apply):

- [ ] Received in team meeting
- [ ] Other: ________________________________
## Consistent Practices Child Outcomes Summary

### Definitions for Child Outcomes Summary (COS) Ratings

| Overall Age-Appropriate | 7 | • Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child’s life.  
• No one on the team has concerns about the child’s functioning in this outcome area. |
|-------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | 6 | • Child’s functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child’s functioning in this outcome area.  
• Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations. |
|                         | 5 | • Child shows functioning expected for his or her age some of the time and/or in some settings and situations.  
• Child’s functioning is a mix of age-expected and not age-expected behaviors and skills.  
• Child’s functioning might be described as like that of a slightly younger child. |
| Not Age-Appropriate     | 4 | • Child shows occasional age-appropriate functioning across settings and situations.  
• More functioning is not age-expected than age-expected. |
|                         | 3 | • Child does not yet show functioning expected of a child of his or her age in any situation.  
• Child uses immediate foundational skills most or all of the time across settings and situations.  
• Functioning might be described as like that of a younger child. |
Preschool Special Education

(IDEA Part B, Section 619)
The Individual with Disabilities Education Act (IDEA) Part B Section 619 is intended to help states ensure that all preschool-aged children (3 through 5 years of age) with disabilities receive special education and related services. The Georgia Department of Education is the State Education Agency that is responsible for general supervision and monitoring of this provision. In Georgia, preschool-aged children with disabilities receive their special education and/or related services in their local school districts.

Early Childhood Least Restrictive Environment (LRE) - Indicator 6

Early childhood LRE refers to the Least Restrictive Environment where children receive their special education services.

- Early Childhood Least Restrictive Environment (LRE) - Indicator 6

Early Childhood Outcomes - Indicator 7

Early childhood outcomes for preschool children receiving special education services are reported each year to Office of Special Education Programs (OSEP).

- Early Childhood Outcomes - Indicator 7

Early Childhood Part C to B Transition - Indicator 12

Part C to B Transition refers to children transitioning from Early Intervention (Part C) to Early Childhood Special Education (Part B) at age three. Indicator 12 requires that children transitioning from Part C to Part B have their initial IEP in place by the third birthday.

- Early Childhood Part C to B Transition - Indicator 12

Information for Parents and Educators of Early Childhood Children

Information needed by parents and educators can be found here.

- Early Childhood Parents and Educators

Preschool Special Education Classroom Resources

Preschool Special Education Website
Technical Assistance FY20 and FY21

- Teacher and Para training - GELDS
- Teacher and Para training - Pyramid Model
- Webinar - Child Outcome Summary Process
- Regional meetings - Early Childhood Leadership Forums
- Work group - Child Outcome Summary Data
- Regional meetings - Looking Beyond Behavior
- Virtual Teacher and Para training – GELDS
- Child Outcome Summary Data Quality Cohort - Selected School District Participating
- Department of Early care and Learning (DECAL) - Social Emotional Training - Pyramid Model
Indicator 14- Post School Outcomes

College, Employment, Life

Dawn Kemp & Elise James
Indicator 14: Post-School Outcomes

Post-school outcomes: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- Enrolled in higher education within one year of leaving high school.
- Enrolled in higher education or competitively employed within one year of leaving high school.
- 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.

(20 U.S.C. 1416(a)(3)(B))
Table A. Employment status of the civilian noninstitutional population by disability status and age, 2018 and 2019 annual averages
[Numbers in thousands]

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Total, 16 years and over</th>
<th>16 to 64 years</th>
<th>65 years and over</th>
<th>Total, 16 years and over</th>
<th>16 to 64 years</th>
<th>65 years and over</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONS WITH A DISABILITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civilian noninstitutional population</td>
<td>30,138</td>
<td>15,325</td>
<td>14,810</td>
<td>30,392</td>
<td>15,231</td>
<td>15,161</td>
</tr>
<tr>
<td>Civilian labor force</td>
<td>6,266</td>
<td>5,111</td>
<td>1,155</td>
<td>6,321</td>
<td>5,117</td>
<td>1,204</td>
</tr>
<tr>
<td>Participation rate</td>
<td>39.8</td>
<td>33.3</td>
<td>7.8</td>
<td>39.8</td>
<td>33.3</td>
<td>7.9</td>
</tr>
<tr>
<td>Employed</td>
<td>1,152</td>
<td>1,152</td>
<td>7.9</td>
<td>1,152</td>
<td>1,152</td>
<td>7.6</td>
</tr>
<tr>
<td>Employment-population ratio</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Unemployed</td>
<td>52</td>
<td>52</td>
<td>52</td>
<td>52</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>Unemployment rate</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Not in labor force</td>
<td>13,957</td>
<td></td>
<td></td>
<td>13,957</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PERSONS WITH NO DISABILITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civilian noninstitutional population</td>
<td>37,744</td>
<td></td>
<td></td>
<td>37,744</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civilian labor force</td>
<td>9,460</td>
<td></td>
<td></td>
<td>9,460</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation rate</td>
<td>25.1</td>
<td></td>
<td></td>
<td>25.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>9,195</td>
<td></td>
<td></td>
<td>9,195</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment-population ratio</td>
<td>24.4</td>
<td></td>
<td></td>
<td>24.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>265</td>
<td></td>
<td></td>
<td>265</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployment rate</td>
<td>2.8</td>
<td></td>
<td></td>
<td>2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not in labor force</td>
<td>71,846</td>
<td>44,250</td>
<td>27,595</td>
<td>71,846</td>
<td>44,250</td>
<td>27,595</td>
</tr>
</tbody>
</table>

NOTE: Updated population controls are introduced annually with the release of January data.
<table>
<thead>
<tr>
<th></th>
<th>2018 and over</th>
<th>16 to 64</th>
<th>65 +</th>
<th>2019 and over</th>
<th>16 to 64</th>
<th>65+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONS WITH A DISABILITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civilian noninstitutional population.</td>
<td>30,136</td>
<td>15,325</td>
<td>14,810</td>
<td>30,392</td>
<td>15,231</td>
<td>15,161</td>
</tr>
<tr>
<td>Civilian labor force.</td>
<td>6,266</td>
<td>5,111</td>
<td>1,155</td>
<td>6,321</td>
<td>5,117</td>
<td>1,204</td>
</tr>
<tr>
<td>Participation rate.</td>
<td>20.8</td>
<td>33.3</td>
<td>7.8</td>
<td>20.8</td>
<td>33.6</td>
<td>7.9</td>
</tr>
<tr>
<td>Employed.</td>
<td>5,767</td>
<td>4,666</td>
<td>1,101</td>
<td>5,858</td>
<td>4,706</td>
<td>1,152</td>
</tr>
<tr>
<td>Employment-population ratio.</td>
<td>19.1</td>
<td>30.4</td>
<td>7.4</td>
<td>19.3</td>
<td>30.9</td>
<td>7.6</td>
</tr>
<tr>
<td>Unemployed.</td>
<td>499</td>
<td>445</td>
<td>54</td>
<td>463</td>
<td>411</td>
<td>52</td>
</tr>
<tr>
<td>Unemployment rate.</td>
<td>8.0</td>
<td>8.7</td>
<td>4.7</td>
<td>7.3</td>
<td>8.0</td>
<td>4.3</td>
</tr>
<tr>
<td>Not in labor force.</td>
<td>23,870</td>
<td>10,215</td>
<td>13,655</td>
<td>24,070</td>
<td>10,113</td>
<td>13,957</td>
</tr>
</tbody>
</table>

| **PERSONS WITH NO DISABILITY**   |               |         |      |               |         |     |
| Civilian noninstitutional population. | 227,655 | 191,182 | 36,472 | 228,783 | 191,039 | 37,744 |
| Civilian labor force.             | 155,809 | 146,932 | 8,877 | 157,218 | 147,758 | 9,460 |
| Participation rate.               | 68.4 | 76.9 | 24.3 | 68.7 | 77.3 | 25.1 |
| Employed.                        | 149,994 | 141,390 | 8,604 | 151,680 | 142,485 | 9,195 |
| Employment-population ratio.      | 65.9 | 74.0 | 23.6 | 66.3 | 74.6 | 24.4 |
| Unemployed.                      | 5,815 | 5,542 | 273 | 5,537 | 5,273 | 265 |
| Unemployment rate.                | 3.7 | 3.8 | 3.1 | 3.5 | 3.6 | 2.8 |
| Not in labor force.               | 71,846 | 44,250 | 27,595 | 71,566 | 43,282 | 28,284 |
GEORGIA’S PROGRESS IN MEETING SPP/APR TARGETS

INDICATOR 14 – POST SCHOOL OUTCOMES
GEORGIA POST SCHOOL OUTCOMES  2019 Exiters

- Competitive Employment = 3,556
- Deceased = 24*
- Enrolled in Higher Education= 2,832
- Enrolled in Other Postsecondary or Training = 1,200
- Other Employment- Part time, Self, & Supported = 1,411
- Other Employment- Sheltered Work or Day Habilitation = 286
- Returned to High School = 587*
- Unable to Contact = 2,457*
- Unengaged = 1,583 + On Waiting List = 188 = 1,771
- **GRAND TOTAL** = 14,124

*Deceased, Returned to High School, and Unable to Contact are not included in the SPP/APR Post School Outcomes Calculation
## 2020 Outcomes - Group = SPP/APR Calculation Groups ONLY

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number of Students</th>
<th>Percentage</th>
<th>Included in Outcomes Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in Higher Education (College/University)</td>
<td>2832</td>
<td>25.62</td>
<td>A, B, and C</td>
</tr>
<tr>
<td>Competitive Employment</td>
<td>3556</td>
<td>32.16</td>
<td>B and C</td>
</tr>
<tr>
<td>Enrolled in Other Postsecondary</td>
<td>1200</td>
<td>10.85</td>
<td>C only</td>
</tr>
<tr>
<td>Other Employment- Part Time &amp; Sheltered</td>
<td>1697</td>
<td>15.35</td>
<td>C only</td>
</tr>
<tr>
<td>Unengaged</td>
<td>1771</td>
<td>16.02</td>
<td>none</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>11,056</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>
Indicator 14- Post School Outcomes

INDICATOR:
14 A = College/University
14 B = College/University + Competitive Employment
14 C = College University + Competitive Employment + Post School Training + Other Employment
<table>
<thead>
<tr>
<th>Post School Outcomes</th>
<th>Target</th>
<th>Data</th>
<th>Status</th>
<th>Slippage</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 A. Enrolled in higher education within one year of leaving high school.</td>
<td>27</td>
<td>25.62</td>
<td>Did Not Meet Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>14 B. Enrolled in higher education or competitively employed within one year of leaving high school.</td>
<td>54</td>
<td>57.78</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>14 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.</td>
<td>80.10</td>
<td>83.98</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
</tbody>
</table>
Summary of Data

Indicator 14 Post School Outcomes- Overall very good results!

Georgia met targets on 2 out of 3 goals!

Enrollment in College was slightly below our target, but there was no slippage!
Post School Outcomes

Analysis Beyond Indicator 14
### 2020 Outcomes - Group = 2019 Dropouts ONLY

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competitive Employment</td>
<td>491</td>
<td>14.54</td>
</tr>
<tr>
<td>Deceased</td>
<td>9</td>
<td>.27</td>
</tr>
<tr>
<td>Enrolled in Higher Education</td>
<td>50</td>
<td>1.48</td>
</tr>
<tr>
<td>Enrolled in Other Postsecondary</td>
<td>231</td>
<td>6.84</td>
</tr>
<tr>
<td>Waiting List</td>
<td>12</td>
<td>.36</td>
</tr>
<tr>
<td>Other Employment- Part Time</td>
<td>356</td>
<td>10.54</td>
</tr>
<tr>
<td>Other Employment- Sheltered</td>
<td>28</td>
<td>.83</td>
</tr>
<tr>
<td>Returned to High School</td>
<td>578</td>
<td>17.12</td>
</tr>
<tr>
<td>Unable to Contact</td>
<td>1041</td>
<td>30.83</td>
</tr>
<tr>
<td>Unengaged</td>
<td>581</td>
<td>17.20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,749</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
What are the outcomes for high school dropouts?

- Competitive Employment: 14.54%
- Deceased: 0.27%
- Enrolled in Higher Education: 1.48%
- Enrolled in Other Postsecondary: 6.84%
- Waiting List: 0.36%
- Other Employment - Part Time: 10.54%
- Other Employment - Sheltered: 17.12%
- Returned to High School: 30.83%
- Unable to Contact: 0.83%
- Unengaged: 17.20%

N= 1749
## 2020 Outcomes - Group = 2019 High School Diploma ONLY

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competitive Employment</td>
<td>2981</td>
<td>28.85</td>
</tr>
<tr>
<td>Deceased</td>
<td>13</td>
<td>.13</td>
</tr>
<tr>
<td>Enrolled in Higher Education</td>
<td>2773</td>
<td>26.84</td>
</tr>
<tr>
<td>Enrolled in Other Postsecondary</td>
<td>939</td>
<td>9.09</td>
</tr>
<tr>
<td>Waiting List</td>
<td>158</td>
<td>1.53</td>
</tr>
<tr>
<td>Other Employment - Part Time</td>
<td>982</td>
<td>9.51</td>
</tr>
<tr>
<td>Other Employment - Sheltered</td>
<td>227</td>
<td>2.20</td>
</tr>
<tr>
<td>Returned to High School</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unable to Contact</td>
<td>1356</td>
<td>13.13</td>
</tr>
<tr>
<td>Unengaged</td>
<td>902</td>
<td>8.73</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>8,962</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
What are the outcomes for high school dropouts?

- Georgia High School Diploma: 28.85%
- Compete Employment: 26.84%
- Unable to Contact: 9.51%
- Enrolled in Higher Education: 8.73%
- Returned to High School: 9.09%
- Deceased: 0.13%
- Enrolled in Other Postsecondary: 0.00%
- Waiting List: 13.13%
- Other Employment- Part Time: 2.20%
- Other Employment- Sheltered: 1.53%

N = 8,962
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competitive Employment</td>
<td>84</td>
<td>20.19</td>
</tr>
<tr>
<td>Deceased</td>
<td>2</td>
<td>0.48</td>
</tr>
<tr>
<td>Enrolled in Higher Education</td>
<td>9</td>
<td>2.16</td>
</tr>
<tr>
<td>Enrolled in Other Postsecondary</td>
<td>30</td>
<td>7.21</td>
</tr>
<tr>
<td>Waiting List</td>
<td>18</td>
<td>4.33</td>
</tr>
<tr>
<td>Other Employment- Part Time</td>
<td>73</td>
<td>17.55</td>
</tr>
<tr>
<td>Other Employment- Sheltered</td>
<td>31</td>
<td>7.45</td>
</tr>
<tr>
<td>Returned to High School</td>
<td>9</td>
<td>2.16</td>
</tr>
<tr>
<td>Unable to Contact</td>
<td>60</td>
<td>14.42</td>
</tr>
<tr>
<td>Unengaged</td>
<td>100</td>
<td>24.04</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>345</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
What are the outcomes for high school dropouts?

- Received Certificate (includes Sp. Ed. Diploma): 24.04%
- Competitive Employment: 20.19%
- Deceased: 0.48%
- Enrolled in Higher Education: 17.55%
- Enrolled in Other Postsecondary: 14.42%
- Waiting List: 7.45%
- Other Employment - Part Time: 7.21%
- Other Employment - Sheltered: 4.33%
- Returned to High School: 2.16%
- Unable to Contact: 2.16%
- Unengaged: 1.72%

N = 345
Outcomes Comparison

- Enrolled in Higher Ed
- Competitive Employment
- Other Postsecondary
- Other Employment
- Unengaged
- Waiting List

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Dropouts</th>
<th>Graduates</th>
<th>Received Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in Higher Ed</td>
<td>50</td>
<td>2773</td>
<td>158</td>
</tr>
<tr>
<td>Competitive Employment</td>
<td>491</td>
<td>2981</td>
<td>9</td>
</tr>
<tr>
<td>Other Postsecondary</td>
<td>231</td>
<td>939</td>
<td>84</td>
</tr>
<tr>
<td>Other Employment</td>
<td>384</td>
<td>1209</td>
<td>30</td>
</tr>
<tr>
<td>Unengaged</td>
<td>581</td>
<td>902</td>
<td>104</td>
</tr>
<tr>
<td>Waiting List</td>
<td>12</td>
<td>1209</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>
What’s Happening in Georgia?

Transitioning Students to Adulthood: Improving Indicator 14
Postschool Outcomes Supports

• Transition Assessment (Formal and Informal)
  • Use of YouScience with accommodations
  • Additional Transition Assessment Tools
    • 3 Postsecondary Areas
    • Self-determination, Person-Centered Planning, Other Career focused
  • Connecting with school counselors and planning with the Individual Graduation Plan (IGP)

• Assistive Technology (AT)
  • AT To Consider for Transition
  • Assistive Technology Partnership (Read and Write/Equatio)
Postschool Outcomes Supports

- **Transition activities using virtual tools**
  - National Technical Assistance Center on Transition: The Collaborative (NTACT: The Collaborative or NTACT:C), Workforce Innovation Technical Assistance Center (Wintac), Council for Exceptional Children (CEC/DCDT)

- Encouraging increased participation in **dual enrollment**
  - Increasing CTAE/CTI knowledge of needs of students with disabilities

- **Summary of Performance**
  - Focus on the intent of the law
Postschool Outcomes Supports

• Focus on students with more support needs
  • Webinars series:
    • Task Analysis
    • Communication
    • Transition Planning

• Transitioning Student to Adulthood: Ind. 14
  • Increased awareness of postschool options
  • Using data for program evaluation (Dr. Catherine Fowler, NTACT)
  • Quality Indicators for Transition (QI2)
  • Interagency Collaboration with Ind. 14 in mind
  • The transition indicators (1, 2, 13, 14)
Increase Awareness of Postsecondary Options

- Employment
  - Apprenticeships
  - On-the-Job-training
  - Supported Employment
  - Customized Employment
  - Self-Employment
Increase Awareness of Postsecondary Options

• Education
  • **Think College** (includes Georgia Inclusive Postsecondary Education
    • Different across the country: licensure, certificates, Comprehensive transition programs (CTP)
    • 265 non-degree programs across the country
  • Continuing adult education
  • Vocational training programs
  • Supported Education (VR)
Self-Determination

• Self-Determined Learning Model of Instruction (SDLMI)
• ASPIRE (Active Student Participation Inspires Real Engagement): Student-Led IEP
• Support for and exposure to other options
  • Self-Determination Community of Practice
• **Self-Determination Assessment Options**
  • Self-Determination Inventory
Collaborations

• Individualized Transition to Adulthood Plan (ITAP) Advisory Board
  • Emory Autism Center

• Georgia Inclusive Postsecondary Education Consortia (GAIPSEC) Leadership Team

• Georgia Interagency Transition Council Leadership Team and member

• Metro Transition Consortia
Elise James, Programs Specialist
Transition Postschool Outcomes, Self-Determination Initiatives

ejames@doe.k12.ga.us
(404) 326-0421
Resolution Sessions & Mediations

Important Alternatives

Linda Castellanos & Jamila Pollard
SPP/APR INDICATORS

Indicator 15: Resolution Sessions
Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3)(B))

Indicator 16: Mediation
Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B))
Resolution Sessions

A meeting held between the parent and school district, within 15 days after notice of a due process hearing request, to help resolve the issues listed in the due process hearing request. The meeting is mandatory unless the parent and school district agree to not have the meeting or to use mediation instead. The meeting results in a signed, legally enforceable written agreement.
Mediation

A voluntary process that brings parents and school districts together to resolve their disagreements regarding any matter under IDEA and the state special education rules, using a skilled, impartial mediator and resulting in a legally binding, written mediation agreement.
16/37 = 43% of Resolution Sessions resulted in written settlement agreements

Target= 63.10% Did not meet target Slippage
# Mediations

56/85 = 65.8% of Mediations held resulted in Mediation Agreements

<table>
<thead>
<tr>
<th>(2.1) Mediations held</th>
<th>85</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Mediations held related to due process complaints</td>
<td>14</td>
</tr>
<tr>
<td>(i) Mediation agreements related to due process complaints</td>
<td>6</td>
</tr>
<tr>
<td>(b) Mediations held not related to due process complaints</td>
<td>71</td>
</tr>
<tr>
<td>(i) Mediation agreements not related to due process complaints</td>
<td>50</td>
</tr>
</tbody>
</table>

Target = 50% (low) – 70% (high)         Met Target       No Slippage
Resolution Sessions and Mediation

Jamila C. Pollard, Esq.
Program Manager Senior/Legal Officer
(Early) Resolution Sessions

• When a parent files a due process hearing request on any matter related to the identification, evaluation, or educational placement of a child with a disability, or the provision of a free appropriate public education (FAPE) to the child, the GaDOE emails an Early Resolution Session (ERS) form to the special education director and the director emails the ERS form back to the GaDOE when the ERS is completed.
To LEA November 13, 2020

**EARLY RESOLUTION SESSION (ERS) INFORMATION**

Attention: **Special Education Director**

School System: **Pollard County School District**

<table>
<thead>
<tr>
<th>Case Name</th>
<th>J.P. v. Pollard County School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this matter EXPEDITED</td>
<td>☐ (YES) / ☒ (NO)</td>
</tr>
<tr>
<td>Received by GaDOE</td>
<td>November 13, 2020</td>
</tr>
<tr>
<td>To OSAH for Docketing</td>
<td>November 13, 2020</td>
</tr>
</tbody>
</table>

Was ERS waived in writing by both parties? ☐ (YES) / ☐ (NO)

ERS Due Date on or before: November 28, 2020  ERS Completed Date: __________

Was an agreement reached? ☐ (YES) / ☐ (NO)

If applicable, will agreement cancel request for due process hearing? ☐ (YES) / ☐ (NO)

If all parties have agreed to mediation, should a mediator be assigned? ☐ (YES) / ☐ (NO)

Was parent's legal counsel or advocate present at ERS? ☐ (YES) / ☐ (NO)  Legal Counsel / Advocate

Sign: ____________________________  Date: ____________________________

The information contained in this form is necessary to comply with federal law regarding Due Process Hearing requests and the 15 day Early Resolution Session requirement. Please complete the applicable portions of the form, sign and date, and return to:

To: ......................Special Education Services & Supports
   Attention: ..................Tamyka Davis (tamyka.davis@doe.k12.ga.us)
   Fax Number: ...............770-344-4458

If you have questions or concerns regarding this matter, please contact Jamila Pollard at 404-670-2683.
Mediations

• A parent or public agency can request mediation to resolve disagreements regarding any matter under IDEA and state special education rules.

• Mediation can occur through a general mediation request or as a part of the due process hearing or formal complaint process.

• When all parties agree to participate in mediation, the GaDOE assigns a contracted mediator on a rotational basis and the mediator contacts all parties to schedule the mediation.
Mediations

- The mediation is conducted in a location convenient to the parties (either in-person or virtually).
- Using the mediation process, the mediator assists the parties in resolving their disputes with the goal of the parties executing a legally binding mediation agreement.
- At the conclusion of the mediation, the parties are asked to complete a mediation survey (paper or online) and the mediator submits a mediation report and invoice to the GaDOE.
Results of Successful Resolution Sessions and Mediations

- From FY 2017-2020, between 67%-69% of due process hearings were dismissed and about nearly half of those dismissals were the result of a successful early resolution session.

- From FY 2014-2020, between 24%-43% of formal complaints were withdrawn. Most of those withdrawals were after a successful mediation.

- Resolving disputes through resolution sessions and mediations helps keep the solution with the people closest to the child.
Things to Consider

• Resolution Sessions
  • **Required** every time a parent requests a due process hearing unless both parties waive
  • **No attorney presence** unless both parties bring an attorney
  • **No third-party neutral presence**
  • Discussions are **not confidential**
  • Either party may **cancel the agreement** within 3 days
Things to Consider

• Mediations
  • **Voluntary**, but also part of other dispute resolution processes
  • **Attorneys may be present** on one or both sides
  • **Certified and trained mediator** present
  • Discussions are **confidential** and may not be used as evidence in any subsequent due process hearing or civil proceeding
Summary

Indicators 15 Resolution Sessions & 16 Mediations:
Mixed results, Georgia met the target for Mediations, but not for Resolution Sessions.

The results of Resolution Sessions are often more variable because success is dependent upon the parent and school district making an agreement without the support of a mediator.
THANK YOU!

Thanks for providing a voice and advocacy for Students with Disabilities!