State Performance Plan (SPP) & Annual Performance Report (APR)
Group C- Environments & Timelines

Georgia Department of Education
Division for Special Education Services and Supports
Phoebe Atkins- Program Specialist
Amber McCollum- Program Manager
September 2, 2021
Goals of the SPP/APR Work Session

• Sign in and Provide Your Role(s)  Group C- Environment and Timelines

• Review a process for SPP/APR development using Indicators grouped together in clusters.

• Evaluate the trend data for Indicators 5, 6, 11 and 12 of the SPP/APR and identify which are Results Indicators requiring targets.

• Examine processes for target setting.

• Review stakeholder requirements, previously shared May 6, 2021 in the SAP Meeting.

• Plan for feedback collection and finalizing targets.
High School & Life Outcomes
• Graduation Rate-1
• Dropout Rate-2
• Post Secondary Transition- 13
• Post School Outcomes-14
• State Systemic Improvement Plan (SSIP)-17

Facilitators: Ann Cross, Wina Lowe

Disproportionality
• Significant Discrepancy-4
• Disproportionate Representation (All Disabilities)- 9
• Disproportionate Representation (Specific Disabilities)-10

Facilitators: Felicia Peavy, Vickie Cleveland, Linda Castellanos

Environment & Timelines
• School Age Environments-5
• Early Childhood Environments-6
• Child Find/Initial Evaluation-11
• Part C to B Transition-12

Facilitators: Amber McCollum, Phoebe Atkins

Preschool, Parent Involvement & Legal
• Preschool Outcomes-7
• Parent Involvement/Survey- 8
• Resolution Sessions-15
• Mediation-16

Facilitators: Jamila Pollard, Kachelle White, Scott Smith

Assessment
• Assessment-3

Facilitators: Lynn Holland, Karen Suddeth, Carson Cochran
Collaborative Process for SPP/APR Development

- **SPP/APR 2020-2025 Process**
  - **February 2021** Development of an EXCEL Template of SPP/APR 2020-2025 Requirements and Data with Targeted Questions for all Indicators by Part B Data Managers shared with Zelphine Smith-Dixon and Kachelle White
  - **May 6, 2021**, SAP meeting- members chose an Indicator Cluster for which to provide feedback and set targets
  - **August 4, 2021**, GLRS and District Liaisons (DLs) Presentation
  - **August 10, 2021**, DSESS staff Presentation
  - **August 11, 2021**, DSESS SPP/APR Group Facilitator share information
  - **August 18, 2021**, SSIP (Indicators 1 & 2) Presentation
Collaborative Process for SPP/APR Development

• **September 2021 - November 2021** stakeholders provided with current data on Indicators and feedback gathered to provide advisement on the targets for the SPP/APR 2025

• **November 2021** specific targets set for each Indicator for the SPP/APR 2020-2025

• **November 2021 (late)** public access to the targets and opportunity for comment

• **December 2021** updates provided to participating stakeholders of the targets established and any updated data provided

• **December 2021 (late)** SPP/APR template published by OSEP and available for entry on EMAPS

• **December 2021 - January 10, 2022** Development of SPP Narrative and Editing with DSESS Program Managers, Part B Data Managers, and other relevant staff

• **January 15, 2022** SPP/APR provided to the Director of DSESS for review and submission to OSEP by Feb. 1, 2022
Stakeholder Input
Stakeholder Feedback Requirements

i. The number of parent members and a description of how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress;

ii. 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;

Reference

The IDEA Data Center (IDC) created this publication under U.S. Department of Education, Office of Special Education Programs grant number H373Y190001. Richelle Davis and Rebecca Smith serve as the project officers. The information herein does not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise in this publication is intended or should be inferred. This product is in the public domain. Authorization to reproduce it in whole or in part is granted.
iii. The mechanisms and timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress; and

iv. The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.

Reference


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Setting Baselines & Targets
## Setting Baselines & Targets - Impacted Indicators

### Overview of the New SPP/APR Changes

<table>
<thead>
<tr>
<th>SPP/APR changes</th>
<th>Ind. 1</th>
<th>Ind. 2</th>
<th>Ind. 3</th>
<th>Ind. 4</th>
<th>Ind. 5</th>
<th>Ind. 6</th>
<th>Ind. 7</th>
<th>Ind. 8</th>
<th>Ind. 9</th>
<th>Ind. 10</th>
<th>Ind. 11</th>
<th>Ind. 12</th>
<th>Ind. 13</th>
<th>Ind. 14</th>
<th>Ind. 15</th>
<th>Ind. 16</th>
<th>Ind. 17</th>
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<tbody>
<tr>
<td>No changes</td>
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<tr>
<td>Minor changes / clarifications</td>
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<td>Changes to response rate and representativeness</td>
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<td>Change to data source</td>
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</tbody>
</table>

Indicators requiring a new baseline for the SPP/APR to be submitted in Feb. 2022 are circled in red. Indicators with new baselines in the SPP/APR submitted Feb 2021 are enclosed in a blue box.

IDC Monthly Webinar: Setting Baselines and Targets in a World of Questionable Data Quality March 25, 2021, PPT Slides/Webinar
Recording Setting Baselines & Targets-Webinar Setting Baselines & Targets- PPT
(PPT in Facilitator Resources Folder)
Compliance & Results Indicators

• Compliance Indicators have a mandatory target that is set at 0% or 100%.
  • 4b, 9, 10, 11, 12, and 13

• Results Indicators require targets that must show an increase over baseline, be rigorous, and set with the advice of stakeholders.
  • 1, 2, 3, 4a, 5, 6, 7, 8, 14, 15, 16, and 17
Setting Baselines & Targets

When do you set new baselines and targets?
• Only when there is a new component added to an Indicator or
• Changes in the formula, method, or group being measured in the Indicator
• Not just because of a new SPP/APR package (i.e., SPP/APR 2020-2025) if there are no new components or measurement

IDC Monthly Webinar: Setting Baselines and Targets in a World of Questionable Data Quality March 25, 2021, PPT Slides/Webinar Recording Setting Baselines & Targets-Webinar Setting Baselines & Targets- PPT (PPT in Facilitator Resources Folder)
Why Would I Want to Change Baseline?

**Impact of COVID-19 on data quality, completeness and accuracy**

- The baseline data are not representative
- State or local programs have out-of-range data
- Data collection tools and/or methods changed
- Measurement requirements changed
Setting Baselines & Targets

What strategies may be used for Baseline Selection?
Selection of a particular reporting year of data from these possibilities:

- Use the most recent year of data available
- Consider going back and recalculating previous years of data based on the new measurement/calculation and selecting an earlier year
- Be aware that data may be highly unstable due to COVID, lack of Assessment in 2020, etc., and baselines may need to be changed several times across the 2020-2025 package.

IDC Monthly Webinar: Setting Baselines and Targets in a World of Questionable Data Quality March 25, 2021, PPT Slides/Webinar Recording Setting Baselines & Targets-Webinar Setting Baselines & Targets- PPT
(PPT is in your Facilitator Resources Folder)
Setting Targets

What Are Some of the Methods for Calculating Targets?

- Eyeball method
- Trend lines
- Growth or change from year to year
- Increase by a set percent or percentage point every year
- Start with the end goal
- Statistical validation of targets

IDC Monthly Webinar: Setting Baselines and Targets in a World of Questionable Data Quality March 25, 2021, PPT Slides/Webinar Recording Setting Baselines & Targets-Webinar Setting Baselines & Targets- PPT (PPT in Facilitator Resources Folder)
Setting Targets

Target Setting Methods: Eyeball Method

Eyeball method
Eyeball estimation refers to inspecting data and quickly making an educated guess about the approximate magnitude of relevant statistics.

Target Setting Methods: Trend Lines

- Use trend lines to estimate data for future years
- Select target from the trend line
Setting Targets

**Target Setting Methods: Growth**

- Figure average growth/change from year to year and add to the current data

<table>
<thead>
<tr>
<th>FFY</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021 Target</th>
<th>2022 Target</th>
<th>2023 Target</th>
<th>2024 Target</th>
<th>2025 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual data</td>
<td>76%</td>
<td>74.5%</td>
<td>76.1%</td>
<td>77.1%</td>
<td>77.6%</td>
<td>78.1%</td>
<td>78.6%</td>
<td>79.1%</td>
<td>79.6%</td>
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<tr>
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<td>-1.5</td>
<td>+1.6</td>
<td>+1</td>
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</tr>
</tbody>
</table>

- Option 1: State could look at years 2011 forward and see growth of at least 1 percentage point last two years but know growth is likely slowed down due to pandemic and set target of +0.5 each year

**Target Setting Methods: Stable Data**

- Figure average growth/change from year to year and add to the current data

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual data</td>
<td>76%</td>
<td>74.5%</td>
<td>76.1%</td>
<td>77.1%</td>
<td>77.1%</td>
<td>77.6%</td>
<td>77.6%</td>
<td>77.6%</td>
<td>77.6%</td>
</tr>
<tr>
<td>Change</td>
<td>-1.5</td>
<td>+1.6</td>
<td>+1</td>
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</tr>
</tbody>
</table>

- State could decide growth has been steady and recommend keeping the target the same for a few years as no new initiatives are planned
Setting Targets

Target Setting Methods: Start With the End Goal

- Start with the end in mind
- Where are we now?
- Where do we want to be at the end of the SPP?
- How do we break that end goal into steps or targets for each year?

Statistical Validation of Targets

Stratify districts by size to review data and recommend targets

- Look at size group progress over time
- Weight by size

Consider using tests of statistical significance such as

- T test
- Z test

Resources for statistical analysis

http://www.surveystar.com/ztest.htm
https://www.socscistatistics.com/tests/
Baselines & Targets Summary

• Which Indicators require new Baselines?
• Should there be a consideration of using a prior year’s data on any Indicator?
• Which method(s) of Target Setting do you recommend for each Indicator?
SPP/APR INDICATORS

with small changes or

Indicator 5: Education Environments (School Age) Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

A. Inside the regular class 80% or more of the day;
B. Inside the regular class less than 40% of the day; and
C. In separate schools, residential facilities, or homebound/hospital placements. (20 U.S.C. 1416(a)(3)(A))

Changes and Clarifications

Change in the 6-21 Education Environment to collect 5-year-old children in kindergarten in the School Age count. 5-year-old children in PK will remain in the 3 through 5-year-old Early Childhood count. This is a change in wording on the template. Changes in the count were in effect last year.
## Indicator 5a - Inside the Regular Class 80% or >

<table>
<thead>
<tr>
<th>FFY YEAR</th>
<th>DATA</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2020 (2020-2021 SY)</strong>&lt;br&gt;Reflects 213,263 students total</td>
<td>62.41*&lt;br&gt;133,087 students</td>
<td></td>
</tr>
<tr>
<td><strong>2019 (2019-2020 SY)</strong>&lt;br&gt;Reflects 214,339 students total</td>
<td>NEW BASELINE 62.73&lt;br&gt;134,463 students</td>
<td></td>
</tr>
<tr>
<td><strong>2018 (2018-2019 SY)</strong>&lt;br&gt;Reflects 200128 students total</td>
<td>63.04&lt;br&gt;126,332 students</td>
<td>65.5 or more</td>
</tr>
<tr>
<td><strong>2017 (2017-2018 SY)</strong></td>
<td>64.06</td>
<td>65.4 or more</td>
</tr>
<tr>
<td><strong>2016 (2016-2017 SY)</strong></td>
<td>64.46</td>
<td>65.3 or more</td>
</tr>
<tr>
<td><strong>2015 (2015-2016 SY)</strong></td>
<td>64.89</td>
<td>65.2 or more</td>
</tr>
</tbody>
</table>

*not reported to OSEP, will be reported in Feb. 2022
## Indicator 5b - Inside the Regular Class < 40%

Note: not required to report on the students served < 80% but >=40% Inside Regular Class

<table>
<thead>
<tr>
<th>FFY YEAR</th>
<th>DATA</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020 (2020-2021 SY)</td>
<td>17.17*</td>
<td></td>
</tr>
<tr>
<td>Reflects 213,263</td>
<td>36,607 students</td>
<td></td>
</tr>
<tr>
<td>students total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019 (2019-2020 SY)</td>
<td>NEW BASELINE 16.58</td>
<td></td>
</tr>
<tr>
<td>Reflects 214,339</td>
<td>35,544 students</td>
<td></td>
</tr>
<tr>
<td>students total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018 (2018-2019 SY)</td>
<td>16.26</td>
<td>14 or less</td>
</tr>
<tr>
<td>Reflects 200,128</td>
<td>32,586 students</td>
<td></td>
</tr>
<tr>
<td>students total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017 (2017-2018 SY)</td>
<td>15.2</td>
<td>14.1 or less</td>
</tr>
<tr>
<td>2016 (2016-2017 SY)</td>
<td>15.11</td>
<td>14.2 or less</td>
</tr>
<tr>
<td>2015 (2015-2016 SY)</td>
<td>15.04</td>
<td>14.3 or less</td>
</tr>
</tbody>
</table>

*not reported to OSEP, will be reported in Feb. 2022
## Indicator 5c - Separate Settings, Residential Settings, Hospital Homebound

<table>
<thead>
<tr>
<th>YEAR</th>
<th>DATA</th>
<th>TARGET</th>
</tr>
</thead>
</table>
| **2020 (2020-2021 SY)**
Reflects 213,263 students total | 1.43* 3,056 students |        |
| **2019 (2019-2020 SY)**
Reflects 214,339 students total | NEW BASELINE 1.48 3,171 students |        |
| **2018 (2018-2019 SY)**
Reflects 200,128 students total | 1.54 2,860 students | 1.38 or less |
| **2017 (2017-2018 SY)** | 1.77 | 1.5 or less |
| **2016 (2016-2017 SY)** | 1.97 | 1.6 or less |
| **2015 (2015-2016 SY)** | 2.07 | 1.7 or less |

*not reported to OSEP, will be reported in Feb. 2022
Indicator 6: Preschool Environments (includes 5-year-olds in Preschool)

Preschool environments: Percent of children aged 3 through 5 with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

C. Receiving special education and related services in the home.

(20 U.S.C. 1416(a)(3)(A))
**Indicator 6a: Reg. Early Childhood Program with the Majority of Services in Reg. Early Childhood Setting**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>DATA</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020 (2020-2021 SY)</td>
<td></td>
<td>29.35*</td>
</tr>
<tr>
<td>Reflects 9,348 students total</td>
<td>2,745 students</td>
<td></td>
</tr>
<tr>
<td>2019 (2019-2020 SY)</td>
<td>New Baseline 32.54</td>
<td></td>
</tr>
<tr>
<td>Reflects 11,271 students total</td>
<td>3,668 students</td>
<td></td>
</tr>
<tr>
<td>2018 (2018-2019 SY)</td>
<td>41.76</td>
<td>46.6 or more</td>
</tr>
<tr>
<td>Reflects 18,661 students total</td>
<td>7,792 students</td>
<td></td>
</tr>
<tr>
<td>2017 (2017-2018 SY)</td>
<td>41.94</td>
<td>46.4 or more</td>
</tr>
<tr>
<td>2016 (2016-2017 SY)</td>
<td>42.95</td>
<td>46.2 or more</td>
</tr>
<tr>
<td>2015 (2015-2016 SY)</td>
<td>43.98</td>
<td>46 or more</td>
</tr>
</tbody>
</table>

*not reported to OSEP, will be reported in Feb. 2022
## Indicator 6b- Separate special education class, separate school or residential facility

<table>
<thead>
<tr>
<th>YEAR</th>
<th>DATA</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2020 (2020-2021 SY)</strong></td>
<td>Reflects 9,348 students total</td>
<td>42.09%*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3,934 students</td>
</tr>
<tr>
<td><strong>2019 (2019-2020 SY)</strong></td>
<td>Reflects 11,271 students total</td>
<td>New Baseline 41.32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4,657 students</td>
</tr>
<tr>
<td><strong>2018 (2018-2019 SY)</strong></td>
<td>Reflects 18,861 students total</td>
<td>29.26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5,460 students</td>
</tr>
<tr>
<td><strong>2017 (2017-2018 SY)</strong></td>
<td></td>
<td>27.44</td>
</tr>
<tr>
<td><strong>2016 (2016-2017 SY)</strong></td>
<td></td>
<td>25.82</td>
</tr>
<tr>
<td><strong>2015 (2015-2016 SY)</strong></td>
<td></td>
<td>24.65</td>
</tr>
<tr>
<td><strong>2015 (2015-2016 SY)</strong></td>
<td></td>
<td>23.5 or less</td>
</tr>
<tr>
<td><strong>2015 (2015-2016 SY)</strong></td>
<td></td>
<td>23 or less</td>
</tr>
</tbody>
</table>

*not reported to OSEP, will be reported in Feb. 2022
### SPP/APR INDICATOR 6
**Preschool LRE** 20 U.S.C. 1416 (a)(3)(A))

<table>
<thead>
<tr>
<th>Prior SPP/APR Indicator Components</th>
<th>Current SPP/APR Indicator Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:</td>
<td>Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:</td>
</tr>
<tr>
<td>• A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and</td>
<td>• A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and</td>
</tr>
<tr>
<td>• B. Separate special education class, separate school or residential facility.</td>
<td>• B. Separate special education class, separate school or residential facility.</td>
</tr>
<tr>
<td></td>
<td>• C. Receiving special education and related services in the home.</td>
</tr>
</tbody>
</table>

No changes in calculations- additional component added
Preschool LRE Implications

• A low number of students are served in the home environment.
• The low number of students in the home environment will be expected to decrease across the years of the SPP/APR package.
## Indicator 6c- Home

<table>
<thead>
<tr>
<th>YEAR</th>
<th>DATA</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2020 (2020-2021 SY)</strong> Reflects 9,348 students total</td>
<td>1.63* 152 students</td>
<td>BASELINE</td>
</tr>
<tr>
<td><strong>2019 (2019-2020 SY)</strong> Reflects 11,271 students total</td>
<td>1.03 116 students</td>
<td></td>
</tr>
<tr>
<td><strong>2018 (2018-2019 SY)</strong> Reflects 18,661 students total</td>
<td>1.5 276 students</td>
<td></td>
</tr>
</tbody>
</table>

*not reported to OSEP, will be reported in Feb. 2022*
**Indicator 11: Child Find**
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))

**Indicator 12: Early Childhood Transition**
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))
Initial Evaluations Completed in 60 Calendar Days using State Timeframe

Initial Evaluations

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>97.69</td>
<td>98.78</td>
<td>98.84</td>
<td>98.8</td>
<td>98.55</td>
<td>97.91</td>
<td>98.54</td>
<td>98.8</td>
</tr>
</tbody>
</table>

- GA Completion Rate
- Target
BCW Transition & IEP Meeting Completed by Student’s 3rd Birthday

- 2020: Target 98.41
- 2019: Target 98.4
- 2018: Target 98.98, Georgia Performance 99.52
- 2017: Target 99.75
- 2016: Target 99.25
- 2015: Target 98.8
- 2014: Target 98.84
Preliminary Target Setting & Questions

• What are the celebrations in the data and areas requiring greater emphasis?
• Based on the information, what are your suggestions for setting the targets for each Indicator?
  • Environment (School Age)
    a. Inside the regular class 80% or more of the day;
    b. Inside the regular class less than 40% of the day; and
    c. In separate schools, residential facilities, or homebound/hospital placements. (20 U.S.C. 1416(a)(3)(A))
  • Environment (Early Childhood)
    a. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
    b. Separate special education class, separate school or residential facility.
    c. Receiving special education and related services in the home.
Collaborative Process for SPP/APR Completion

- **September 2021 - November 2021** stakeholders provided with current data on Indicators and feedback gathered to provide advisement on the targets for the SPP/APR 2025
- **November 2021** specific targets set for each Indicator for the SPP/APR 2020-2025
- **November 2021 (late)** public opportunity to comment on targets
- **December 2021** updates provided to participating stakeholders of the targets established and any updated data provided
- **December 2021 (late)** SPP/APR template published by OSEP and available for entry on EMAPS
- **December 2021-January 10, 2022** Development of SPP Narrative and Editing with DSESS Program Managers, Part B Data Managers, and other relevant staff
- **January 15, 2022** SPP/APR provided to the Director of DSESS for review and submission to OSEP by Feb. 1, 2022
Thank you!