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KENTUCKY DEPARTMENT OF EDUCATION
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June 5, 2024

Dr. Marty Pollio, Superintendent
Greater Louisville Educational Cooperative
JCPS VanHoose Center, 4th Floor
3332 Newburg Road
Louisville, KY 40218

RE: SY 2024-2025 IDEA-B Notice of Approval

Dear Dr. Marty Pollio:

The Kentucky Department of Education's (KDE), Office of Special Education and Early Learning (OSEEL) has received and reviewed the information provided relative to your 2024-2025 proposal for the IDEA funded Special Education Regional Technical Assistance Center (SERTAC). Based on the submission of the Greater Louisville Educational Cooperative's (GLEC) proposal and OSEEL's review, the KDE is providing this Notice of Approval (NOA) for funding.

This NOA approves a total of \$1,019,400 effective July 1, 2024, to fund the GLEC's 2024-25 SERTAC proposal. These funds are made available from the state's share for *Other Activities* of the allocation received annually under Section 611, Grants to States found in Part B of the Individuals with Disabilities Education Act (IDEA). These funds are to provide technical assistance and support described in the proposal as directed and approved by the KDE. The distribution and use of these Part B funds for *Other Activities* are determined on an annual basis by OSEEL to improve results and outcomes for children and students with disabilities throughout the state.

Federal laws governing the use of these funds are found in the 2004 IDEA Reauthorization at 20 USC § 1400, *et seq.*, and its implementing regulations (34 CFR Part 300), and in the Education Department General Administrative Regulations (EDGAR) at 34 CFR, Parts 74-86. Relevant state law is located in 707 KAR 1:015.

SY 2024-2025 IDEA-B funds can be requested using federal cash request forms obtained from the Division of Budget and Financial Management. These funds are available for obligation from July 1, 2024 through September 30, 2025 provided the cooperative has:

- Spent all SY 2023-2024 IDEA-B funds;
- Met all supervision requirements related to IDEA-B projects;
- Submitted a current, approved proposal on file with OSEEL; and,
- Special conditions are not imposed on these funds.

June 5, 2024

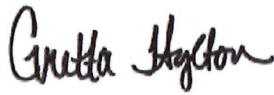
Dr. Marty Pollio, Superintendent
Greater Louisville Educational Cooperative

Page 2

SY 2023-2024 IDEA-B funds previously approved, may not be spent after September 30, 2024, unless they have been properly obligated and reported. Unpaid obligations of SY 2023-2024 funds must be liquidated by November 30, 2024, and the deadline to submit your final request for reimbursement is December 10, 2024. Any funds not requested by this time will revert to the U.S. Department of Education.

If you have questions or need assistance, please contact Chris Thacker at (502) 564-4970.

Sincerely,

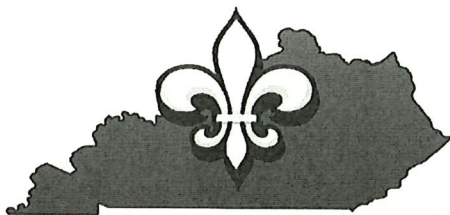


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C: Latricia Bronger, GLEC SERTAC Director
Jennifer Truax, GLEC Finance Officer
Thelma Hawkins, KDE Office of Financial Operations

*Proposal for the Kentucky Department of Education
Special Education Regional Technical Assistance Centers
School Year 2024-2025*

*Improving Educational Results and Outcomes for Students with Disabilities Through Supporting
Effective Teaching, Learning, and Systems Improvement*



Greater Louisville Education Cooperative

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Table of Contents

Table of Contents	2
Special Education Regional Technical Assistance Center Proposal	3
North Star Priorities	
Summary of Indicator Outcome Data	4
Indicator Analyses	5
Targeted and Comprehensive Support Improvement Schools	7
Regional Goals and Deliverables	9
Goal>SMART> Performance Indicators>Activities	
North Star Focus Area 1: Research-Informed Instruction	9
Goal 1	
SMART Performance Indicators	
North Star Focus Area 2: Safe and Equitable Learning Environments	11
Goal 2	
SMART Performance Indicators	
North Star Focus Area 3: Effective Educator Development and Support	13
Goal 3	
SMART Performance Indicators	
North Star Focus Area 4: Successful Transition: Pre-k through Grade 14	16
Goal 4	
SMART Performance Indicators	
Action Plan for Slippage Areas	17
Annual Budget	Separate Spreadsheet
Assurances	19
Program Assurances	
Legal Assurances	
Assurance Certification	
Signatures	22
Member Districts	Appendix A
Job Descriptions	Separate Document from Budget Appendix B
Advisory Board	Appendix C

Special Education Regional Technical Assistance Center Proposal

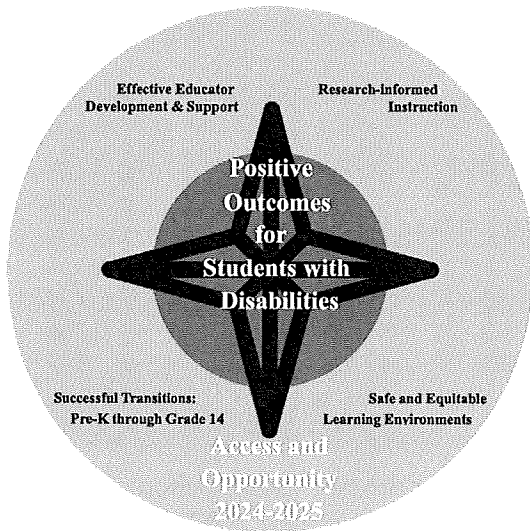
North Star Priorities

The Greater Louisville Special Education Regional Technical Assistance Center (GLEC) endeavors to enhance the educational opportunities and outcomes of students with disabilities through effective leadership and the collaborative delivery of specialized services, research and technical assistance. To that end, GLEC actively designs resources and delivers professional learning that is aligned with Kentucky's Comprehensive System of Continuous Improvement. We focus on professional learning and its impact on students with disabilities (SWDs) by sustaining systems.

State and Regional Data Summary

The Individuals with Disabilities Education Act (IDEA) requires states to submit a State Performance Plan (SPP) and to annually report data (Annual Performance Report-APR) on the status of meeting the

targets on the indicators contained in this plan. The SPP/APRs include indicators designed to measure effective special education programming. Indicators are either results-focused or compliance-focused. Results indicators have annual targets. Compliance indicators have specified targets of either zero percent or 100%.¹



Through a review of state, regional, and district SPP/ARP and impact data, including district KSA performance collected by GLEC during the 2022-23 school year, GLEC has identified strengths and areas of growth within our region. GLEC's region includes two school districts and 164 schools serving over 93,000 students; 13,363 are identified as students with disabilities².

¹ KY DoSE Support <https://www.kydose.org/certification-staffing>

² Kentucky Department of Education, District Report Card <https://www.kyschoolreportcard.com/datasets?year=2023>

Data Sources: GLEC Regional IDEA Indicator Data - 2022-2023³

Indicator	Description		2022-2023 Targets (%)		2022-2023 Attainment (%)		Target Met?
1	Graduation		81.99		61.09		No
2	Drop Out		7.77		20.47		No
3a	Math & Reading Participation	Elementary	96.5		Math 99.59	Reading 99.79	Yes
		Middle	96.5		Math 96.30	Reading 95.82	No
		High	96.5		Math 85.80	Reading 86.01	No
3b	Math & Reading Proficiency	Elementary	Math 21.59	Reading 27.03	Math 11.65	Reading 16.67	No
		Middle	Math 12.92	Reading 13.93	Math 3.23	Reading 6.36	No
		High	Math 9.53	Reading 10.71	Math 6.51	Reading 10.71	No
3c	Math & Reading Proficiency - Alt.	Elementary	Math 20.65	Reading 28.10	Math 11.76	Reading 15.84	No
		Middle	Math 21.04	Reading 35.22	Math 13.68	Reading 12.63	No
		High	Math 26.50	Reading 24.22	Math 12.2	Reading 14.81	No
3d	Math & Reading Proficiency – Gap	Elementary	Math 18.34	Reading 19.61	Math 20.34	Reading 23.44	No
		Middle	Math 24.02	Reading 30.72	Math 19.69	Reading 28.78	Yes
		High	Math 28.64	Reading 33.33	Math 20.90	Reading 30.13	Yes
4a	Suspension & Expulsion All IEP Students		5.65		50		No
4b	Suspension & Expulsion IEP Students By Race & Ethnicity		0		50		No
5a	K-21 Regular Class 80% of Day		75.24		55.07		No
5b	K-21 Regular Class <40%		8.15		18.40		No
5c	K-21 Separate/Residential/Home Hospital		1.51		4.10		No
6a	Pre-K Regular Early Childhood		77.14		73.61		No
6b	Pre-K Separated Class/ Residential		4.05		1.64		Yes
7a2	Social-Emotional Within Age		38.35		37.50		No
7b2	Knowledge-Skills Within Age		41.07		43.50		Yes
8	Parent Involvement		81.89		84.24		Yes
9	Disproportionate Representation		0.0		0.0		Yes
10	Disproportionate Representation By Specific Disability		0.0		0.0		Yes
11	Child Find		100.00		100.00		Yes
12	Early Childhood Transition		100.00		100.00		Yes
13	Secondary Transition		100.00		85.00		No
14a	Higher Education		17.63		18.73		Yes
14b	Higher Ed. Or Competitively Employed		54.16		48.31		No

The above table reports 2022-2023 IDEA Indicator target attainment for the two (State School & Member District) within GLECs service region⁴. Indicator areas that exceeded their 2022-2023 targets include:

- 3A - Math & Reading Participation Elementary
- 3D - Math & Reading Proficiency Gap Middle and High
- 6B - Pre-K Separate Class/School or Residential Facility
- 7B2 - Knowledge/Skills Within Age
- 8 - Parent Involvement
- 9 - Disproportionate Representation
- 10 - Disproportionate Representation by Specific Disability
- 11 - Child Find
- 12 - Early Childhood Transition
- 14A - Higher Education

³ Redacted from 2022-2023 SERTAC Indicator Charts from Kentucky Department of Education

⁴ GLEC SERTAC supports Jefferson County Public Schools and the Kentucky School for the Blind.

Indicator Analysis

GLEC regional data is reviewed on an ongoing basis and supports the planning for 2024-2025 fiscal year. Data from the 2022-2023 school year shows equitable access and opportunity for students with IEPs in several IDEA Indicators. Elementary-aged students with disabilities continued to receive equitable math and reading participation (3A). Targets for gaps in proficiency rates for middle and high school students with disabilities (3D) were not only met but exceeded targets met by the state as a whole. Regional data supported strong levels of parental involvement (8), child find (11), the transition from early childhood programming (12), and the transition to higher education within one year of leaving high school (14A). 2022-2023 IDEA Indicator data revealed appropriate rates of special education identification of students by race and ethnicity and the appropriate representation of students with disabilities by racial or ethnic subgroups within the specific categories of special education (10).

While these outcomes are desirable, the balance of IDEA indicator data reveals gaps in equitable educational access and opportunity persist within the region. The areas of concern are consistent with the previous year's data. They can be broadly divided into three areas: inequitable discipline (Indicator 4), instructional programming (Indicator 5), and post-secondary transition (Indicators 13 and 14b).

Indicator 4 data reports rates of removal (i.e., suspension and expulsion beyond 10 days in a school year) of students with disabilities. The indicator is subdivided into components. Indicator 4a focuses on disproportionately removing students with IEPs beyond 10 days within a school year. Indicator 4b focuses on removing students with IEPs beyond 10 days within specified race or ethnic groups. Kentucky defines significant discrepancy as a removal rate at least three times greater than the state average.

Attainment data for the 2022-2023 school year indicated one of the two districts within GLEC's service region (0.5) did not meet their Indicator 4 targets. Students with Individual Education Programs (IEPs) experienced significantly disproportionate disciplinary removals during the 2022 - 2023 school year. Students with IEPs experienced removals (suspensions and expulsions) 4.63 times that of the 2022-2023 state rate of suspensions and expulsions of students with IEPs. Black students with disabilities were suspended or expelled 8.6 times the statewide rate, and mixed race students 3.07 times the statewide rate.

Data from Indicator 5, which focuses on Educational Environments, indicates a low utilization of general education learning environments for students with disabilities in the GLEC region. Only 52% of students with disabilities in this region are spending 80% or more of their school day in a regular education classroom, falling well below the state target of 75%. Additionally, the percentage of students with disabilities spending less than 40% of their school day in a regular classroom is significantly higher in the GLEC region (21%) compared to the state average of 8.34% and the region's target rate of 8.38%. Moreover, the number of students with disabilities in the GLEC region who are being educated in separate, residential, or home/hospital settings is approximately 2.5 times higher than the state and target rates (4.5% in the GLEC region versus the 1.55% target rate). This indicates a need to increase inclusion and access to regular education classrooms for students with disabilities in the region.

Indicator 3 data focuses on participation and proficiency in math and reading. The 22-23 KSA data

demonstrates that participation is a relative strength in our region, although high school participation did not meet the state 96.5 benchmarks (85.8 math and 86.1 reading).

Another Indicator 3 strength is in the proficiency gap, with both middle and high reaching the state designated target. The elementary gap is of concern. The reading proficiency rate for elementary students without disabilities (43%) is 27% higher than that of students with disabilities (16%). The novice rate in elementary students with disabilities (56%) is 26% higher than the novice rate for students without disabilities. However, the novice rates for students with disabilities have decreased over the last three years from 63.2% in 2021 to 56% in 2023, while the proficiency rates have increased slightly from 14.5% in 2021 to 16% in 2023. A gap in math proficiency in elementary is also concerning. Proficiency numbers for both students with (36%) and without (12%) disabilities have been trending upward in math over the last few years. Still, the increase for students without disabilities (from 19.1% in 2021 to 36% in 2023) has outpaced the growth for students with disabilities (from 7.3% in 2021 to 12% in 2023). Slightly more students with disabilities scored novice in math in 2023 (64%) than they did in 2021 (61.9%), but this has improved from 69% in 2022. The novice numbers for students without disabilities have steadily decreased over the last few years from 45.9% in 2021 to 38% in 2023.

Proficiency rates for students with disabilities continue to be an area of need in the GLEC region. The elementary math proficiency rate for students with disabilities was 9.94% points below the state target of 21.59%, and reading attainment of 16.67% was 10.36% points lower than the target of 27.03. As discussed earlier, these numbers are trending up, but not at the desired rate. Middle and high proficiency rates in math (3.23% middle; 6.51% high) for students with disabilities failed to reach the state targets (12.92% middle; 9.53% high), as did middle school reading proficiency (6.36% attained with the target being 13.93%). The proficiency rate for middle school math decreased very slightly from 2022 to 2023, but reading proficiency slightly increased during this same period. The high school math proficiency rate for students with disabilities remained the same from 2022 to 2023, although the percentage of novice students was higher in 2023 (70% compared to 67% in 2022). High school reading proficiency exactly met the state target of 10.71%. No level (elementary, middle, and high) reached the proficiency targets for students taking the region's alternate assessment for math or reading.

As discussed earlier in the report, the percentage of students with disabilities transitioning to higher education within one year of graduation is commensurate with the state average and annually meets the 2022-2023 target (14A). However, Indicator 14 considers other facets of post-secondary transition, including calculating students who obtain competitive employment (14B) and the count of students enrolled with training programs other than higher education and employment other than competitive employment (14C) the year immediately following high school graduation. The percentage of students with successful post-secondary transition the year immediately following high school graduation drops below target and state rates when employment, competitive or otherwise, and training program enrollment are factored into the calculation.

GLEC Region Targeted & Comprehensive Support and Improvement Schools

According to the Kentucky Department of Education's 2023-24 Targeted Support and Improvement (TSI) roster, 17% of schools (28 out of 166) in the GLEC region are classified as TSI for disability, and 15% of schools (25 out of 166) are classified as Comprehensive Support and Improvement (CSI). This marks a 5% decrease in each assistance domain from the previous school year's data.

Two of 22 high schools remain classified as Additional Targeted Support and Improvement. The next ATSI identification year will be 2025-2026.

- The Transformation Zone comprises 26% of the region's middle schools (7 out of 27), with five schools in exploration to participate as designated with an **, and two of 90 elementary schools, with two schools in exploration to participate as designated with an *.
- The schools participating are:
 - Elementary Schools: Breckinridge Franklin Elementary, Cane Run Elementary* (Stage 1), Dixie Elementary, Mill Creek Elementary (Stage 1)*
 - Middle Schools: Carrithers Middle School, Crosby Middle School, Farnsley Middle School**(Stag 1), Highland Middle SchoolStage 1)**(**, Kammerer Middle School, Knight Middle School, Noe Middle School, Ramsey Middle School, Stuart Academy, Echo Trail Middle School, Meyzeek Middle School, and Western Middle School for the Arts** (Stage 1), (Frost 6th Grade Academy is now a part of Stuart Academy)

During the 2022-2023 school year, the district Indicator 14 (Youth One Year Out) data for the GLEC Region did not meet state targets. Indicator 14a (state target 17%) In the GLEC Region, 14.7% of students were enrolled in higher education. Indicator 14b (state target 53.8%) In the GLEC Region, 39.1% of students were enrolled in higher education or competitively employed. For Indicator 14c (state target 64.8%), the GLEC region exceeded the state target with 73.3% of students enrolled in higher education, other postsecondary education, or training programs or competitively employed or some other employment within one year of exiting high school. Of the 184 responses, 27.7% of students were not engaged in higher education or competitive employment.

- GLEC staff, in consultation with the GLEC Advisory Board, reviewed the previous year's goals, performance indicators, and activities, as well as the 2022-2023 IDEA Indicator data discussed earlier in this report. After careful discussion, consensus was gained to continue the four North Star priorities identified this past year for the 2024-2025 school year.

Regional Goals and Deliverables

Goals, Performance Indicators, and Activities	
North Star Focus Area 1: Research-Informed Instruction	
Goal 1: During the 2024-25 school year, GLEC will support districts in improving teacher implementation of effective research-informed instructional practices for students with disabilities so that 80% of teachers are implementing effective mathematical practices and effective foundational reading practices as measured by observation tools.	
SMART Performance Indicators	Activities
<p>SPP Indicator 3(b), 3(c), 3(d), & 7(a), 7(b), 7(c), 11, 17</p> <p>During the 2024-2025 school year, GLEC will assist districts in increasing research-informed mathematical instructional practices so that the instructional practice indicator score (scale of 0-2) on KMIT will increase over time within the Transformation Zone (TZ) schools.</p> <p>During the 2024-25 school year, GLEC will assist districts' efforts to increase Mathematics Proficient/Distinguished scores by 10% for Students with Disabilities.</p> <p>During the 2024-2025 school year, GLEC will assist districts' efforts to increase the teacher use of research-informed Mathematics instructional practices, with 60% of teachers observed increasing the teacher usage level on the Kentucky Mathematics Practice Profile from their baseline on subsequent walkthroughs.</p> <p>During the 2024-2025 school year, GLEC</p>	<ul style="list-style-type: none"> ● Apply implementation science principles to plan, implement, and sustain practices that include training, coaching, and follow-up technical assistance and support ● Continue to coach the transformation zone (TZ district) in implementing and scaling up their math innovation using the active implementation frameworks ● Engaging in regional, district, and school scaling-up activities to bring on one or more new TZ districts by presenting SSIP information to district leadership and conducting exploration activities with interested schools ● Offering regional & district meetings, PLCs, or training (such as collaboration with JCPS Monthly Math and Literacy Academies, Monthly UFLI State Professional Network, LETRS Special Education Cohort, etc.) for teachers and coaches working with students with disabilities ● Offering tactile materials for production of braille production, and tactile graphics, symbols, materials for teacher training in partnership with state outreach teams based on students' disability needs, program modification, and learning supplemental aids and services (SAS), and implementing specially designed instruction (SDI) ● Conducting regional, district, and school-specific training for administrators, instructional coaches and teachers in research-based practices with positive evidence for improving outcomes for students with

will assist districts' efforts to increase the teacher use of research-informed foundational literacy instructional practices, with 60% of teachers observed increasing their teacher usage level on the Kentucky Foundational Literacy Practice Profile from their baseline on subsequent walkthroughs.

During the 2024-25 school year, GLEC will assist districts' efforts to increase educator knowledge of research-informed instructional practices through professional development so that at least 80% of participants indicate that they are motivated or satisfied by the knowledge they have received on Professional Development Feedback forms.

During the 2024-2025 school year, GLEC will assist districts' efforts to increase educator knowledge of research-informed instructional practices through asynchronous professional development opportunities so that 100% of participants who receive PD credit will score 80% or greater on post-assessments.

During the 2024-2025 school year, GLEC will assist districts' efforts to increase the teacher use of research-informed co-teaching practices by a 50% overall increase in the use of small group instruction in co-taught classrooms within the co-teaching cohort schools.

disabilities in literacy (reading, writing), math, behavior, and active engagement

- Conducting ongoing coaching and follow-up support in schools upon request after training
- Delivering training to teachers on research-based, positive behavior interventions, active engagement strategies, and support for students with disabilities
- Assisting in selecting, implementing, and evaluating evidence-based practices
- Assisting in meeting the State and Federal regulatory requirements for special education programs
- Building capacity in aligning IEP goals to Kentucky Academic Standards to achieve the KDE expected outcomes
- Provide training to teachers (and students) on how to identify and use Universal Design for Learning (UDL) to access curricular and community resources (voice-to-text, text-to-speech, etc.)
- Offering regional or district-specific training, coaching, and support for administrators/co-teaching partners in the implementation of Co-Teaching, focusing on Station Teaching, Parallel Teaching, and Alternative Teaching
 - Building support systems in co-teaching using elements of implementation science for ten(10) specific mutually selected schools.
- Offering regional or district-specific training and support for special education teachers in implementing Specially Designed Instruction (SDI) for Behavior, Mathematics, Reading and Writing
 - Supporting data-informed decision-making in determining and evaluating SDI effectiveness
 - Strengthening the connection between High Leverage Practices, SDI, and Explicit Instruction.
Supporting data-informed decision-making
- Utilizing SIM™ Strategic Instruction Model for Content Enhancement Routines and Learning Strategies Curriculum as SDI options

	<ul style="list-style-type: none"> ● Offering specific training and coaching to instructional coaches and moderate to severe teachers focused on meeting alternate assessment requirements through research-based practices ● Specific initiatives requiring ongoing support and collaboration: <ul style="list-style-type: none"> • Virtual Math Training Videos (KYABRI/CIBRS) • SRSD Cohort (OVEC/JCPS/KSB/KYABRI) • SIM Professional Developer Plan • Structured Literacy Training (KSB/JCPS) • University of Florida Literacy Institute (UFLI) Foundations • Kentucky Center for Mathematics (KCM) • Partnership Institute for Math and Science Reform (PIMSER)
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Methods of Measurement: Professional Development feedback survey results on the question “I felt (motivated, satisfied, unsure, or unaffected) by the knowledge I received” for live sessions completed after PDL experience; Results from the KMIT dashboard for elementary and middle schools engaged in the TZ, teacher improvement results from walkthrough data using KDE developed Practice Profile rubrics (literacy or math, as appropriate), classroom improvement results from the co-teaching walkthrough form, asynchronous module post-test assessment results, MAP data, KSA data.

North Star Focus Area 2: Safe and Equitable Learning Environments

Goal 2: GLEC will support districts with improving discipline practices for students with disabilities through ongoing training and support during the 2024-25 school year. GLEC will support districts identified with Significant Disproportionality and the requirements for comprehensive coordinated early intervening services (CCEIS) during the 2024-25 school year.

SMART Performance Indicators	Activities
<p>SPP Indicators 4(a) & 4(b): During the 2024-2025 school year, GLEC will assist districts in increasing educator knowledge of research-informed preventative and responsive behavioral practices so that at least 75% of participants indicate that they are motivated or satisfied by the knowledge they have received on Professional Development Feedback forms.</p>	<p>GLEC provides varied professional learning opportunities, including in-person training, online modules, and coaching around topics supporting prioritized topics relevant to IDEA outcomes (e.g., support the increased use of positive behavioral programming/supports and decrease the use of exclusionary discipline practices). Teachers and teacher leaders will access professional learning that aligns with adult learning theory and supports sustainable change in teacher practice with examples such as</p> <ul style="list-style-type: none"> ● Developing a Trauma-Informed IEP

During the 2024 - 2025 school year, GLEC will assist districts' efforts to increase educator implementation of research-informed, preventative, and responsive behavioral practices so that at least 75% of participants demonstrate mastery of professional learning content within the focal area and prioritized activities as evidenced by post-test scores of 80% or better.

During the 2024-2025 school year, GLEC will assist districts' efforts to increase educator development of research-informed, technically adequate functional behavior assessments and behavior intervention plans so that at least 75% of professional learning participants will score 80% or better on post assessments and indicate in a narrative form how they will implement the learning in their classrooms on Professional Development feedback forms.

During the 2024 - 2025 school year, GLEC will assist districts' efforts to increase the fidelity of school-level implementation of the Comprehensive School Threat Assessment Guidelines so that at least one elementary, middle, and high school obtains satisfactory scores as measured by completion of the Level 1 or Level 2 CSTAG Fidelity Measure.

During the 2024-2025 school year, GLEC will assist districts' efforts to increase the coordination of mental health crisis interventions and support with partnering service providers so that there is developed

- Trauma-Informed Schools (What and Why of Trauma Informed)
- TATE* Aligned FBA & BIP (*Technical Adequacy Tool for the Evaluation of FBAs and BIPs. An evidence-based, peer-reviewed, scoring tool supporting formative development and summative review of FBAs and BIPs).
- School Threat Assessment - Comprehensive School Threat Assessment Guidelines.
 - Training & Co-training with district trainers
 - Community of Practice Sessions to Support Fidelity of Implementation
- Mobile Assessment: Safe to Learn Safe to Teach
- ABCs of PBIS
- Strategies That Work! Preventing and Reducing Disruptive Behaviors
- Steering Students Towards Success: School Discipline and Threat Assessment
- Continued training on Indicator 4 and manifestation determination
- Resources and training to support teachers addressing behavior and classroom management.
- Support the CEIS team

<p>at least one complete communication protocol and data sharing system as measured by minutes from interagency meeting agendas.</p>	
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Methods of Measurement: PD Post-Assessment, PD Survey Results, (How will you implement this practice in your classroom/school/work? How will your students benefit from this PDL? I felt (motivated, satisfied, unaffected, and unsure) after this PDL experience. How did the presenter(s) create learning engagement), Questionnaire, Fidelity Tool, Meeting Minutes, and Agendas.

North Star Focus Area 3: Effective Educator Development and Support

Goal 3a: By the end of the 2024/2025 school year, GLEC will develop a budget and criteria for the Learning Lab location with member districts.

SMART Performance Indicators	Activities
<p>SPP Indicator impacted by access and opportunity for resources.</p> <p>By the end of the 2024-2025 school year, GLEC will meet with member districts at least three times to develop a budget and criteria for the Learning Lab location.</p>	<p>GLEC will work with state and regional members in determining a space for the Tactile Learning Center (TLC) Lab, reconvening the TLC work team will support opening the room for regional use. Once a location is determined, GLEC will facilitate learning opportunities to support access to tactile graphic and braille materials. This underscores GLEC's commitment to providing innovative learning opportunities and ensuring equitable access to educational resources.</p>

Methods of Measurement: Agenda, notes, communication plan, and the acquisition of physical space.

Goal 3b: During the school year, GLEC will assist districts' efforts to support new special education teachers by providing effective educator development around IDEA requirements so that 100% of participants will score 80% or greater on post-assessments (e.g. IEP, Progress Monitoring, Advanced IEP Topics).

SMART Performance Indicators	Activities
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SPP Indicator 5, 6, 10, 13, 14

During the 2024-2025 school year, GLEC will assist districts' efforts to support new special education teachers by providing effective Individual Education Program (IEP) professional development so that 100% of participants who receive PD credit will score an 80% or greater on post-assessments as measured by agenda meeting & notes.

During the 2024-2025 school year, GLEC will assist districts' efforts to support new special education teachers by providing effective IEP Progress Monitoring professional development so that 100% of participants who receive PD credit will score 80% or greater on post-assessments.

During the 2024-2025 school year, GLEC will assist districts' efforts to support new special education teachers by providing effective IEP Advanced Topics professional development so that 100% of participants who receive PD credit will score 80% or greater on post-assessments.

During the 2024-2025 school year, GLEC will assist districts' efforts to support new special education teachers by providing at least five special education topic training in collaboration with the Louisville Teacher Residency Training and JCPS New Teacher Training Strand as evidenced by scheduled trainings and agendas.

GLEC provides varied professional learning opportunities, including in-person training, online modules, and coaching around specific IDEA topics (e.g., present levels, goals, progress monitoring, disability specific, record review). Teachers will access professional learning that aligns with adult learning theory and supports sustainable change in teacher practice.

- IEP Development (online & in-person)
- Progress Monitoring (online & in-person)
- Advanced IEP Topics based on district needs (online & in-person)
- Co-teaching for Administrators
- Co-teaching for Teachers
- High Leverage Practice: Explicit Instruction, Specific Feedback, Active Student Engagement
- Specially Designed Instruction
- Individual IEP Coaching Opportunities
- School IEP PLC Coaching
- Virtual ARC Meeting (KYABRI/CIBRS)
- Alternate Assessment Support and resources for the districts.
 - Instructional
 - Compliance
 - Documentation
- Universal Design for Learning (UDL) Applications
- Creating Professional Learning/Growth Plans
- Indicator 13 Training
- Community-Based Instruction
- Collaboration with KATC to support autism in classrooms and schools.

GLEC will partner with district and state recruitment and retention efforts.

- Louisville Teacher Residency Training
- JCPS New Teacher Strand Training
- Kentucky School for the Blind (KSB) professional development learning plan

GLEC will provide activities to improve compliance with IDEA requirements and Kentucky Administrative Regulations (KAR) for special education.

- Provide support while district(s) complete compliance record reviews
- Provide Corrective Action Plan (CAP) training

	<p>when needed</p> <ul style="list-style-type: none"> ● Support district(s) with root cause analysis when needed ● Disseminate IDEA-relevant information from KDE, USED, and OSEP, including memos, policy, and Dear Colleague Letters ● Co-lead DoSE cadre ● Provide support in manifestation meetings ● Indicator 13 (KSB/KSD)
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Methods of Measurement: PD Post-Assessment, PD Survey Results (How will you implement this practice in your classroom/school/work? How will your students benefit from this PDL? I felt (motivated, satisfied, unaffected, and unsure) after this PDL experience. How did the presenter(s) engage you in the learning?), training agendas and schedules

North Star Focus Area 4: Successful Transition: Pre-K through Grade 14

Goal 4: During the 2024/2025 school year, GLEC will assist districts' efforts to ensure students with disabilities are transition-ready entering kindergarten and upon exiting high school (graduation or aging out) by providing effective educator development around IDEA requirements so that 100% of participants that receive PD credit will score an 80% or greater on post-assessments.

SMART Performance Indicators

Activities

SPP Indicators 1, 2, 6, 7, 8, 12, 13, & 14

During the 2024/2025 school year, GLEC will assist districts' efforts to support special education teachers by providing effective professional development that includes Postsecondary transition planning so that 100% of participants will score 80% or greater on post-assessments.

During the school year, GLEC will assist districts in increasing educator knowledge of research-informed instructional practices for transition-age students so that at least 75% of participants indicate that they are motivated or satisfied by the knowledge they have received on Professional Development Feedback forms.

During the school year, GLEC will assist districts' efforts to increase educator knowledge of research-informed instructional practices (i.e., AAC, peer support networks) for transition-age MSD students so that at least 75% of participants indicate that they are motivated or satisfied by the knowledge they have received on Professional Development Feedback forms.

- Offering regional and district-specific indicators 12, 13 & 14 training to administrators and teachers
- Facilitating the Regional Interagency Transition Team (RITT) with the OVEC Region
- Support the district in training for writing meaningful experiences and postsecondary goals
- Collaborating with districts and schools to host parent and student activities about transition-related topics
- Training and coaching school staff in writing meaningful IEP transition goals
- Providing regional and district-specific training and support for specific transition requirements of the Postsecondary Readiness for students with Moderate/Severe Disabilities
- Provide training to teachers (and students) on how to identify and use Universal Supports to access curricular and community resources (voice-to-text, text-to-speech, etc.)
- Support the districts in creating Community-Based Instruction Training
- Create Alternative and General Diploma support document to support ARCs making decisions
- CWEC Training for Students on Alternate Assessment
- Collaboration with Career Technical Education to support students with special needs participating in academy classes
- Support the district in training the use of Augmentative and Alternative Communication

	<p>(AAC) to support all students exiting school with a functional communication system</p> <ul style="list-style-type: none"> ● Support the district in training around writing meaningful IECE procedures in partnership or consultation with the Anderson County Regional Training Center (RTC)
<p>Methods of Measurement: Post-Assessment, PD Survey Results (How will you implement this practice in your classroom/school/work?) Indicators 13 and 14 data. RITT participation (a sign-in sheet).</p>	

Action Plan for Slippage Areas

The Office of Special Education Programs (OSEP) requires states to identify Indicators experiencing “Slippage”⁵. According to the IDEA Data Center, slippage occurs when an Indicator meets two conditions: a worsening of data from the prior year, and failure to meet a target.⁶ OSEP defines the worsening of data in two ways. For small percentages (i.e., less than 10%), worsening is defined as a change greater than 0.1%. For large percentages (i.e., greater than 10%), worsening is defined as greater than 1% change.

Comparing data from the previous reporting year (SY 2021-2022) to the current reporting year (SY 2022-2023), slippage was identified in two Indicators.

Indicator 4b - A significant discrepancy by race or ethnicity in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. Throughout the state of Kentucky, black students with IEPs were approximately one half times (0.66) more likely to be suspended or removed from school compared to all other races with IEPs. In contrast, black students with IEPs within the identified district were 5.69 times more likely to be removed from school beyond 10 days compared to all other races of students with IEPs. The 1.1 incremental increase in the ratio of the district rate to the state rate, exceeds the threshold required to meet the presence of slippage and demonstrates a significant worsening of disproportionate removals beyond 10 days of black students with IEPs from the previous reporting year.

Indicator 5: In accordance with the directives from the Office of Special Education Programs (OSEP), we have conducted a comprehensive analysis of our state's special education data to identify any indicators experiencing slippage. Upon review, it has come to our attention that one particular indicator, pertaining to the percentage of students with disabilities spending 80% or more of their time in the general education classroom, has exhibited signs of slippage.

The district-wide rate for students with disabilities spending 80% or greater time in the general education classroom currently stands at 52%. While this figure demonstrates a commitment to inclusive practices, it falls short of the state-established target, which stipulates that 75% of students with disabilities should spend 80% or greater time in the general education classroom.

⁵ Monitoring and State Improvement Planning. US DoE, Office of Special Education Programming <https://osepideasthatwork.org/resources-grantees/program-areas/monitoring-and-state-improvement-planning-msip>
⁶ Navigating the SPP/APR Slippage Slope. https://ideadata.org/sites/default/files/media/documents/2020-08/H1_TX.pdf

Additionally, our district's rate for students with disabilities spending 79-40% of the school day in the general education classroom is currently at 20.90%. In contrast, this indicator's state target is 8.38%. This substantial variance from the state target further underscores a notable slippage in our efforts to meet established benchmarks. Furthermore, our district's rate for students with disabilities in separate, residential, or home/hospital settings is currently at 4.50%, while the state target for this indicator is 1.55%. This discrepancy signifies another instance of slippage, highlighting a divergence from the intended target.

This discrepancy highlights a notable slippage in our efforts to meet the prescribed target. The data from the current year reflects a worsening trend compared to the previous year's performance, as well as a failure to achieve the desired target. As per OSEP's guidelines, slippage is defined as the convergence of two conditions: a deterioration in data from the prior year and the inability to meet a specified target. In this instance, the deviation from the state goal constitutes a failure to meet the established target, while the magnitude of the difference between the district rate and the target qualifies as a significant worsening of data.

In light of this finding, it is imperative that we redouble our efforts and implement targeted strategies to address the factors contributing to this slippage. Collaborative efforts among educators, administrators, families, and community stakeholders will be essential in devising and implementing effective interventions aimed at increasing the inclusion of students with disabilities in general education settings. Moving forward, we remain steadfast in our commitment to advancing inclusive practices and ensuring equitable opportunities for all students. By leveraging data-driven decision-making and fostering collaboration across all levels, we can address this slippage and make meaningful progress toward our overarching goals of excellence in special education.

Action/Specific Task	Who is Responsible?	By When?
<p>SPP Indicator 4: Suspension and Expulsion</p> <p>During the 2024-2025 school year, GLEC will assist districts' efforts to increase educator development of research-informed, technically adequate functional behavior assessments and behavior intervention plans by piloting within at least one elementary, middle, and high school, TATE-aligned processes and forms when developing FBAs and BIPs, as measured by ECE administrator agendas and minutes, and responses to questionnaires completed by school assigned BCBA's, Implementation Coaches, or Zone Supervisors. <i>See North Star Area 2 for specific training.</i></p>	GLEC Staff	June 30, 2025

<p>SPP Indicator 5: Education Environments; separate schools, residential facilities, or homebound/hospital placements</p> <p>*Support and/or provide effective professional learning opportunities by considering the least restrictive environment (LRE) for students with disabilities. (SDI/SAS, <u>High Leverage Practices</u>, IEP Development Training, Co-Teaching Training, ARC Chairperson Training)</p>	GLEC Staff	June 30, 2025
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Assurances

Program Assurances

The *KDE Special Education Regional Technical Assistance Center (SERTAC)*, if funded through the submission of this proposal, shall:

1. Administer *IDEA-B Other Set-Aside Funds* in accordance with all applicable statutes, regulations, policies, and procedures, and the SERTAC's approved *Proposal*.
2. Expend *IDEA-B Other Set-Aside Funds* exclusively for the benefit of children who meet IDEA programs' definitions and eligibility criteria.
3. Provide all services in a manner consistent with policies and procedures required by the IDEA Part B. These policies and procedures address free appropriate public education, child identification, due process, evaluation, eligibility, individualized education programs, placement in the least restrictive environment, delivery of services, confidentiality, non-public schools, a comprehensive system of personnel development, and the use of IDEA-B funds.
4. Provide effective leadership and specialized services to assist member districts in meeting the goal of providing a full educational opportunity for all children with disabilities aged three (3) to twenty-one (21).
5. Fulfill the goals and deliverables in the scope of work as specified in the budget.
6. Ensure any misuse of funds is immediately reported to Gretta Hylton, Associate Commissioner of OSEEL.

Legal Assurances

The *KDE Special Education Regional Technical Assistance Center* and fiscal agent shall:

1. Comply with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act, prohibiting discrimination based on race, color, national origin, gender, disability, or age.
2. Provide equitable access to and equitable participation in the project by addressing the special needs of students, teachers, and other project beneficiaries to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, or age.
3. Comply with the *Single Audit Act*.
4. Control funds received from the IDEA Part B (IDEA-B) hold title to property acquired with the funds. Administer the funds and property as required by IDEA-B, and for this purpose, they are granted and retain control in the event of contractual arrangements made with other parties.
5. Use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for IDEA-B funds paid to the SERTAC.
6. Assure that no more than 8.0% indirect costs may be charged as funds are expended (and not as a lump sum when funds are received) on day-to-day administrative, non-direct needs, and other activities at the discretion of the fiscal agent.

7. Treat indirect funds as local funds to pay non-direct costs associated with the program, such as accumulated leave balances of employees who are retiring or otherwise leaving employment with the Regional Special Education Technical Assistance Center, and ensure a written agreement is in place with the fiscal agent that provides the fiscal agent will be responsible for paying departing employees accumulated leave balances and severance pay without charging the Special Education Regional Technical Assistance Center's budget.
8. Ensure that no federally appropriated funds have been paid or are paid by or on behalf of the *Special Education Regional Technical Assistance Center* to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress, in connection with making any federal modification of any federal grant or agreement.
9. Complete and submit Standard Form-LLL, *Disclosure Form to Report Lobbying*, in accordance with its instructions if any funds other than federally appropriated funds have been paid or are paid to any person for influencing or attempting to influence an officer or employee of any agency in connection with the federal grant. The director shall be responsible for filing the form. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.
10. Require that the language of this certification is included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under grants and agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.
11. Require that federal funds received will not be used to acquire equipment (including computer software) when such acquisition results in a direct financial benefit to an organization not representing the interests of the Special Education Regional Technical Assistance Center, its employees, or any affiliate of such organization.
12. Maintain procedures to minimize the time elapsing between the transfer of federal grant funds and their disbursement.
13. Comply with the *Kentucky Open Records Act*.
14. Comply with the certifications regarding *Lobbying, Debarment, Suspension, and other Responsibility matters and Drug-Free Workplace* requirements.
15. Comply with the *Americans with Disabilities Act (ADA)*.
16. Comply with the *Family Educational Rights and Privacy Act (FERPA)*.
17. Expend IDEA-B funds for services and goods exclusively for the benefit of children who meet the definition and eligibility criteria for a "Child with a disability," as found in Kentucky Administrative Regulation, 707 KAR Chapter 1.
18. Comply with OMB A-122 Cost Principles for Non-Profit Organizations.

Assurance Certification

I declare that the information contained in this Proposal is correct and complete and that the agency named in this Proposal is in compliance with all the assurances listed in the Assurances sections. All pertinent information related to these assurances is available for review at the offices of the Special Education Regional Technical Assistance Center.

It is understood that this Proposal constitutes an offer, and if accepted by the KDE or negotiated to acceptance, will form a binding agreement including all conditions contained herein. I further acknowledge that this Proposal is developed for a one-year period, and approval is for one year; contingent upon the budgetary allocation of Part B funds from IDEA.

I understand and agree that the Kentucky Department of Education has the right to withhold or cease funding for non-performance or breach during the life of the agreement. I further understand and agree that both parties have the right to cancel this agreement without cause upon 30 days written notice to the parties.

Submission of a proposal does not ensure approval or awarding of funds and is only approved once agreed upon and signed by all parties.

KDE Special Education Regional Technical Assistance Centers will be notified by email of the status of their proposal prior to June 30, 2024.

Signatures

<p>Printed/Typed Name of Special Education Director of the <i>KDE Special Education Regional Technical Assistance Center</i> Latricia P. Bronger</p>	
Signature:	Date:

<p>Printed/Typed Name of Chair, KDE Special Education Regional Technical Assistance Center Advisory Board Kimberly Chevalier, Chief of Special Education for Jefferson County Public Schools</p>	
Signature:	Date:

<p>Printed/Typed Name of Associate Commissioner of the Office of Special Education and Early Learning Gretta Hylton, Associate Commissioner Office of Special Education and Early Learning Kentucky Department of Education</p>	
Signature:	Date:

<p>Printed/Typed Name of the Executive Director of the Fiscal Agent or other Person with authority to certify and obligate the responsibility of the Fiscal Agent Dr. Martin Pollio</p>	
Signature:	Date:

Job Descriptions

A separate attachment must be provided with the proposal, which gives detailed job descriptions of all employees paid from these funds. Time and effort must be provided to OSEEL for all employees of the *KDE Special Education Regional Technical Assistance Center* who are paid from multiple fund sources when one of those funds' sources are IDEA funds supporting this proposal.

Advisory Board

An accompanying attachment must be provided with the proposal, which names the KDE Special Education Regional Technical Assistance Center Advisory Board members. This advisory board must be composed of member districts' directors of special education and special education staff, including teachers. The Advisory Board Chair must be an active local director of special education in the region. If the Advisory Board does not exist when the Proposal is submitted, a plan describing how and when the Advisory Board will be established should be submitted.

Appendices

Appendix A	<u>Member Districts</u>
Appendix B	<u>GLEC Advisory Board</u>
Appendix C	<u>Job Descriptions</u>

KY Indicator Target-Setting

Indicator	Description	Baseline		Federal Fiscal Year (FFY) 2020 Target		FFY 2021 Target		FFY 2022 Target		FFY 2023 Target		FFY 2024 Target		Selected Target for FFY 2025	
		Year	Score	Year	Target	Year	Target	Year	Target	Year	Target	Year	Target	Year	Target
1	Graduation	FFY 2020	81.85%	81.85%	81.85%	81.99%	82.50%	84.00%	85.00%						
2	Drop Out	FFY 2020	7.97%	7.97%	7.97%	7.77%	7.00%	6.00%	5.00%						
3A	Assessment Participation--Elementary Reading	FFY 2013	99.70%	96.50%	96.50%	96.50%	96.50%	96.50%	96.50%						
3A	Assessment Participation--Middle Reading	FFY 2013	99.64%	96.50%	96.50%	96.50%	96.50%	96.50%	96.50%						
3A	Assessment Participation--High School Reading	FFY 2013	98.58%	96.50%	96.50%	96.50%	96.50%	96.50%	96.50%						
3A	Assessment Participation--Elementary Math	FFY 2013	99.77%	96.50%	96.50%	96.50%	96.50%	96.50%	96.50%						
3A	Assessment Participation--Middle Math	FFY 2013	99.60%	96.50%	96.50%	96.50%	96.50%	96.50%	96.50%						
3A	Assessment Participation--High School Math	FFY 2013	98.18%	96.50%	96.50%	96.50%	96.50%	96.50%	96.50%						
3B	Assessment Proficiency (Grade-Level Achievement Standards)--Elementary Reading	FFY 2020	26.26%	26.26%	28.61%	30.96%	33.30%	35.66%	38.00%						
3B	Assessment Proficiency (Grade-Level Achievement Standards)--Middle Reading	FFY 2020	19.24%	19.24%	21.39%	23.54%	25.70%	27.85%	30.00%						
3B	Assessment Proficiency (Grade-Level Achievement Standards)--High School Reading	FFY 2020	11.17%	11.17%	12.98%	14.78%	16.59%	18.39%	20.20%						
3B	Assessment Proficiency (Grade-Level Achievement Standards)--Elementary Math	FFY 2020	18.62%	18.62%	21.43%	24.24%	27.05%	29.86%	36.27%						
3B	Assessment Proficiency (Grade-Level Achievement Standards)--Middle Math	FFY 2020	8.26%	8.26%	10.41%	12.56%	14.70%	16.85%	19.00%						
3B	Assessment Proficiency (Grade-Level Achievement Standards)--High School Math	FFY 2020	7.84%	7.84%	8.47%	9.10%	9.74%	10.37%	11.00%						
3C	Assessment Proficiency (Alternate Academic Achievement Standards)--Elementary Reading	FFY 2020	47.87%	47.87%	48.17%	48.48%	48.78%	49.09%	49.39%						
3C	Assessment Proficiency (Alternate Academic Achievement Standards)--Middle Reading	FFY 2020	24.42%	24.42%	25.54%	26.65%	27.77%	28.88%	30.00%						
3C	Assessment Proficiency (Alternate Academic Achievement Standards)--High School Reading	FFY 2020	25.69%	25.69%	26.35%	27.01%	27.68%	28.34%	29.00%						
3C	Assessment Proficiency (Alternate Academic Achievement Standards)--Elementary Math	FFY 2020	30.86%	30.86%	31.36%	31.85%	32.35%	32.84%	33.34%						
3C	Assessment Proficiency (Alternate Academic Achievement Standards)--Middle Math	FFY 2020	35.40%	35.40%	35.75%	36.10%	36.46%	36.81%	37.16%						
3C	Assessment Proficiency (Alternate Academic Achievement Standards)--High School Math	FFY 2020	21.75%	21.75%	22.55%	23.34%	24.14%	24.93%	25.73%						
3D	Gap--Elementary Reading	FFY 2020	16.65%	16.65%	16.25%	15.85%	15.45%	15.05%	14.65%						
3D	Gap--Middle Reading	FFY 2020	30.84%	30.84%	30.44%	30.04%	29.64%	29.24%	28.84%						
3D	Gap--High School Reading	FFY 2020	26.84%	26.84%	26.44%	26.04%	25.64%	25.24%	24.84%						

3D	Gap--Elementary Math	FFY 2020	14.71%	14.31%	13.91%	13.51%	13.11%	12.71%
3D	Gap--Middle Math	FFY 2020	18.69%	18.29%	17.89%	17.49%	17.09%	16.69%
3D	Gap--High School Math	FFY 2020	22.49%	22.09%	21.69%	21.29%	20.89%	20.00%
4A	Suspension/Expulsion	FFY 2018	5.88%	5.88%	5.65%	5.41%	4.94%	4.00%
4B	Suspension/Expulsion by Race/Ethnicity	FFY 2020	2.30%	0.00%	0.00%	0.00%	0.00%	0.00%

Indicator	Description	Baseline Year	Baseline Score	Federal Fiscal Year (FFY) 2020		FFY 2021 Target	FFY 2022 Target	FFY 2023 Target	FFY 2024 Target	Selected Target for FFY 2025
				Year	Target					
5A	K-12 Least Restrictive Environment (LRE): Regular Classroom	FFY 2020	75.00%	75.00%	75.00%	75.24%	75.49%	76.00%	77.00%	
5B	K-12 LRE: Separate Classroom	FFY 2020	8.38%	8.38%	8.38%	8.15%	7.91%	7.44%	6.50%	
5C	K-12 LRE: Separate Facility	FFY 2020	1.55%	1.55%	1.55%	1.51%	1.48%	1.40%	1.25%	
6A	Pre-K LRE: Regular Classroom	FFY 2020	76.87%	76.87%	76.87%	77.14%	77.40%	77.94%	79.00%	
6B	Pre-K LRE: Separate Classroom	FFY 2020	4.13%	4.13%	4.13%	4.05%	3.97%	3.82%	3.50%	
6C	Pre-K LRE: Home	FFY 2020	0.27%	0.27%	0.27%	0.27%	0.27%	0.26%	0.25%	
7A1	Pre-K Outcomes: Social Emotional (Below Age Expectations)	FFY 2013	49.29%	30.41%	30.41%	32.92%	35.43%	40.46%	50.50%	
7A2	Pre-K Outcomes: Social Emotional (At Age Expectations)	FFY 2013	39.11%	37.18%	37.18%	38.35%	39.51%	41.84%	46.50%	
7B1	Pre-K Outcomes: Knowledge and Skills (Below Age Expectations)	FFY 2013	67.42%	57.12%	57.12%	59.48%	61.84%	66.56%	76.00%	
7B2	Pre-K Outcomes: Knowledge and Skills (At Age Expectations)	FFY 2013	39.85%	39.72%	39.72%	41.07%	42.42%	45.11%	50.50%	
7C1	Pre-K Outcomes: Appropriate Behaviors (Below Age Expectations)	FFY 2013	50.67%	42.51%	42.51%	44.07%	45.63%	48.76%	55.00%	
7C2	Pre-K Outcomes: Appropriate Behaviors (At Age Expectations)	FFY 2013	35.67%	35.37%	35.37%	36.57%	37.78%	40.19%	45.00%	
8	Parent Involvement	FFY 2013	80.45%	80.45%	80.45%	81.89%	83.34%	86.23%	92.00%	
9	Disproportionate Representation	FFY 2020	1.17%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
10	Disproportionate Representation in Specific Disability Categories	FFY 2020	3.51%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
11	Child Find	FFY 2005	95.43%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
12	Early Childhood Transition	FFY 2005	93.74%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
13	Secondary Transition	FFY 2009	92.95%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
14A	Post-School Outcomes: Higher Education	FFY 2018	16.98%	17.15%	17.15%	17.63%	18.11%	19.08%	21.00%	
14B	Post-Secondary Outcomes: 14A and Competitively Employed	FFY 2018	54.23%	53.75%	53.75%	54.16%	54.56%	55.38%	57.00%	
14C	Post-Secondary Outcomes: 14B and Other Education/Employment	FFY 2018	69.76%	64.79%	64.79%	65.69%	66.59%	68.40%	72.00%	
15	Resolution Sessions	FFY 2017	45.45%	45.45%	45.45%	46.02%	46.59%	47.73%	50.00%	
16	Mediation	FFY 2017	66.67%	66.67%	66.67%	67.71%	68.75%	70.84%	75.00%	

