

Table A - Data

a- # of children served in Part C referred to Part B for eligibility determination	b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.	c. # of children found eligible with IEP's developed and implemented by their third birthday	d. # of children for whom parental refusal to consent to evaluation caused delay in evaluation or initial services	e. # of children who were referred to Part B less than 90 days before their third birthdays.
1,468	37	1,277	31	0

Measurement:

Data Year	(a - b - d - e)	C Divided by (a-b- d- e)	Times 100	= Percent
2011-2012	1,468-37-31-0 1,400	= 1,277/1,400 = 0.912	0.912X100 = 91.2	91.2%

As directed by the measurement instructions for this indicator, children included in 'a' (from Table A above) but not included in 'b', 'c', 'd', or 'e' must be accounted for. There is a subgroup of 123 children included in 'a' (children served in Part C referred to Part B for eligibility determination) that are not included in 'b', 'c', 'd', or 'e'. Although this subgroup of students may not have received their eligibility determination and had Part B services in place by their third birthday, PRDE has confirmed that the entire subgroup has had their eligibility determination completed, and as appropriate, has services in place. The following table (Table B) provides the range of days elapsed beyond the third birthday of these 123 children whose eligibility and services were not in place by the third birthday. Reasons for the delays are discussed thereafter.

Table B. Range of days elapsed beyond the third birthday of children whose eligibility and services were not in place by the third birthday.

# of children receiving services from Part C and referred for eligibility determination during FFY 2010 and were not determined eligible or provided with services on their third birthday	In place within 60 days of third birthday	In place within between 61 and 90 days of third birthday	In place within 91 and 120 days of third birthday	In place within more than 120 days of third birthday
123	95	12	6	10

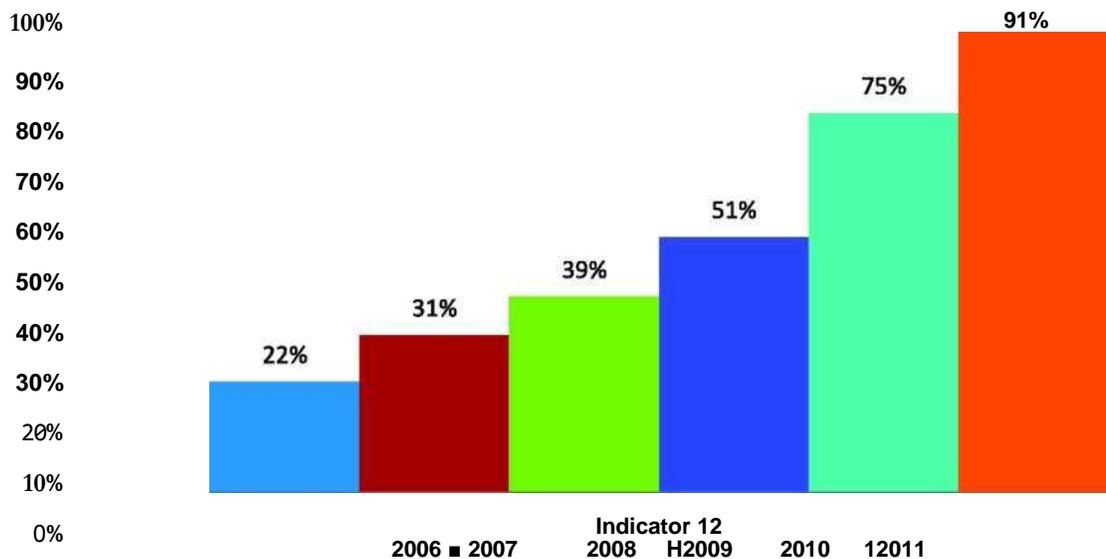
Based on FFY 20110 data, the range of days elapsed beyond the third birthday of children whose eligibility and services were not in place by the third birthday is 1 - 205 days. Nearly all of the children served in Part C that were referred to Part B and determined eligible, 98%, were receiving services within 60 days of their third birthday. When a child's IEP was completed prior to the child's third birthday, services were provided. Reasons for the delays include the following: data entry errors, new staff, parents failed to keep scheduled appointments, Part C failed to send transition meeting notices in a timely manner, and facilitators failed to attend transition meetings.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

PRDE's efforts to improve compliance over the past several years are clearly reflected in the continuous and significant improvement in PRDE's data for this indicator. The table below compares Puerto Rico's performance under Indicator 12 over the past several years. A graphic below also demonstrates this progress with Indicator 12 performance.

Demonstrated Progress with Indicator 12 Over Time						
	<i>FFY 2006</i>	<i>FFY 2007</i>	<i>FFY 2008</i>	<i>FFY 2009</i>	<i>FFY 2010</i>	<i>FFY 2011</i>
Indicator 12 Measurement	21.9%	31.1%	38.7%	50.5%	75.0%	91.2%

Progress with Indicator 12 over time



The steps that PRDE is taking for the improvement of the services through the Special Education Service Centers, as well as the intensive training, guidance, and follow up provided to personnel in charge of the transition process has resulted in improved compliance with this requirement. PRDE has learned much about the transition process and has taken action resulting in great improvement with this indicator, breaking the 90% mark.

During 2011-2012, PRDE continued efforts to improve routine communications between Part C and Part B. These communications have identified challenges that both agencies are working to address. PRDE will continue to meet with Part C staff. A Memorandum of Agreement between agencies has been finalized and signed to ensure collaboration, improvement activities and data exchange expectations.

For the Early Childhood transition agreements which are required by 34 CFR 303.209(a)(3)(i) of the IDEA Part C final regulations published on September 28, 2011 there have been several working sessions between representatives of both agencies to address the impact of such changes on the interagency agreement. Currently these meetings are taking place on a regular basis for both agencies to ensure that indeed the agreement contains all requirements as required by law.

PRDE maintained the placement of a Special Education Facilitator at each of the island's Special Education Service Centers who is assigned the responsibility of ensuring an agile process for transitioning children. This Facilitator, along with the preschool coordinators, are in charge of the follow up and coordination needed to evaluate, determine eligibility, develop the IEPs, and coordinate services. The Special Education Supervisors work hand in hand with representatives from APNI in efforts to ensure all children referred from Part C to Part B receive their eligibility determinations and begin receiving services, as appropriate, by their third birthday.

Throughout this year, PRDE continued the taskforce established in March 2010 to assist with data validation and overall support at CSEEs facing the significant challenges with compliance indicators, including Indicator 12. PRDE identified the CSEEs in need of support as a result of its practice of generating and analyzing monthly data reports for performance at each of the CSEEs (see discussion of Improvement Activity #4 in the activities chart for more information regarding the monthly report efforts). Members of the taskforce have provided on-site support at those CSEEs to assist with the review of files for the backlog of students referred from Part C who had not yet been reported in the data system as having received an initial evaluation. Taskforce activities have included both technical assistance and training to data system staff to improve their performance with data review, validation, and entry into the system as well as hands-on assistance reviewing the files and ensuring that students received initial evaluations and that data was updated accordingly in the system. For students who had received their initial evaluations, the supporting documentation was added to the CSEE file and updated accordingly in the Special Education System.

Taskforce efforts have been successful as reflected in the significant progress with this indicator over the past year as well as PRDE's ability to confirm 100% of students referred from Part C to Part B during FFY 2011 have received their eligibility determination, and where appropriate, have begun receiving services.

Correction of Noncompliance Reflected in the FFY 2010 APR

In its FFY 2010 APR, PRDE reported that all students referred from Part C to Part B during FFY 2010 received their eligibility determinations and provision of services, where appropriate, even if beyond the student's third birthday. As such, there is no outstanding noncompliance from FFY 2010 for which PRDE has not already reported. Nonetheless, for consistency in format of reporting as compared to past year, PRDE has included a discussion of the correction of noncompliance reflected in the FFY 2010 APR.

Puerto Rico has assured the timely correction of noncompliance identified in the FFY 2010 APR under Indicator 12. Early childhood transition. As of the FFY 2010 APR, PRDE reported that it was unable to evidence a total of 387 students referred from Part C to Part B received their eligibility determinations and provision of services, where appropriate, by the student's third birthday. PRDE was able to confirm that 100% of those 387 students had been evaluated and, where appropriate, were receiving services, as of the FFY 2010 APR submission. As such, PRDE verified that all of those children referred from Part C to Part B have been evaluated, received eligibility determinations and—where determined eligible—had an IEP developed and implemented. In all cases, this correction was verified in a timely manner, i.e... Within one year of the identification of noncompliance.

Puerto Rico also assured the timely correction of all findings of noncompliance related to Indicator 12 that were identified during FFY 2010. As a unitary system, PRDE's monitoring approach throughout FFY 2010 included on-site visits to school districts to monitor for compliance with early childhood transition requirements (Indicator 12). During FFY 2010, Two school districts were issued a finding of noncompliance with regard to Indicator 12. Both findings were verified as being corrected timely, within one year of identification. These findings are included in PRDE's B-15 table of this APR submission, which reflects the timely correction of noncompliance due during FFY 2011.

In assuring verification of correction of noncompliance reflected in the FFY 2010 APR, PRDE's work has been consistent with the OSEP 09-02 Memorandum. PRDE conducted a review of updated data to determine proper implementation of 34 CFR 300.124(b) and has completed the evaluation, for any child referred from Part C to Part B whose initial evaluation, and where appropriate, Provision of services were not provided by the child's third birthday, unless the child is no longer within the jurisdiction of the Commonwealth of Puerto Rico, consistent with OSEP Memorandum 09-02.

Improvement Activities Chart

The following chart provides information on the accomplishments, progress, and slippages of the activities proposed in the SPP for the implementation of this indicator.

Activity	Discussion
<p>1. Create an alert in the information system for when child is about to turn 3 years old. Work to ensure such an alert functions in an efficient and effective manner.</p>	<p>This tool helps PRDE keep track of the compliance with this indicator. The alert helps the personnel to be directly aware of the expiration date. This has helped contribute to the progress with this indicator for 2011-2012.</p>
<p>2. Use the information system to generate a monthly report of the cases registered in order to better monitor compliance.</p>	<p>During FFY 2011, PRDE continued improving its referral process for children referred from Part C to Part B. As a part of that continuing improvement, PRDE received technical assistance from DAC and SERRC.</p> <p>The Puerto Rico Department of Health, which oversees IDEA Part C on the island, sends a monthly report on all children referred from Part C to Part B to PRDE SAEE (Central Level). PRDE SAEE then distributes these monthly reports to the CSEEs. The coordinators of preschool services review the monthly reports, in collaboration with the directors of CSEE, and provide the necessary follow-up activities.</p> <p>Throughout 2011-2012, PRDE continued work with a contractor, ProInfo, to provide additional technical assistance at the CSEEs. These efforts will continue as they have proven to ensure accurate and reliable data for this indicator.</p>

Activity	Discussion
<p>3. Provide additional continuous training and technical assistance to personnel at locations with greater challenges in compliance with this indicator in order to address issues specific to such locations.</p>	<p>This is an ongoing activity. Trainings were provided to address specific areas of concern, including the data collection and entry processes. PRDE held several training sessions and provided technical assistance to personnel from the Central Level, the CSEEs, and the districts to ensure compliance with this indicator. Some of these technical assistance activities were provided in coordination with DAC and SERRC.</p> <p>Meetings were held with the APNI project coordinator to address any issues of validation or updating the information in the data system. Through this collaborative effort, the APNI coordinators at each CSEE assist with locating the impacted students and ensuring initial evaluations are scheduled, take place, and data is updated accordingly in the system. Collaboration between PRDE and APNI is continuous and ongoing.</p>
<p>4. Evaluate and identify best practices for monitoring transition in coordination with both the Monitoring and Technical Assistance Units.</p>	<p>Part C to Part B transition is monitored by the MCU during its onsite monitoring visits. PRDE monitored entities for compliance with this indicator, provided onsite technical assistance, and scheduled follow-up visits to ensure correction of identified noncompliance.</p> <p>The SAEE Monitoring Unit shares its monitoring reports with the SAEE Technical Assistance Unit, allowing the Technical Assistance Unit to use the monitoring information to improve delivery and content of technical assistance services and ensures that the TA Unit addresses the issues identified through the monitoring process.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

PRDE is not proposing any revisions to its proposed targets, improvement activities timelines, or resources for this indicator at this time. However, PRDE reserves the right to adjust its baseline and targets in the future as necessary to ensure meaningful performance reports.

Part B State Annual Performance Report (APR) for FFY

2011 Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B/ Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service's needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a) (3) (B))

Measurement: Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service's needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
FFY 2011 (2011-2012)	100%

Actual Target Data for FFY 2011: ~~100%~~ 92.6%

The following chart summarizes the data for calculating Puerto Rico's actual measurement for FFY 2011. Of the 12,447 files reviewed, ~~12,447~~ 11,528 met the secondary transition requirements in accordance with Indicator B-13. As such, PRDE's actual target data for FFY 2011 is in compliance with ~~100%~~ 92.6%. Data regarding the number of those students who have an IEP that includes appropriate measurable postsecondary goals was determined through the process described below.

a. # of IEPs of students age 16 and above reviewed	b. # of students included in (a) with IEPs that include appropriate measurable postsecondary goals	% of students with transition goals in their IEP (b/a)
12,447	12,447 11,528	92.6% 100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

PRDE established its baseline data for this indicator in FFY 2009. The baseline data measures the percent of students aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service's needs.

PRDE determines whether or not a student has appropriate measurable postsecondary goals by reviewing student files and completing a certification form, which includes a Spanish-language checklist that was developed using the B13 Checklist created by the National Secondary Transition and Technical Assistance Center (NSTTAC). The current certification form is nearly identical to the form discussed in Puerto Rico's FFY 2010 APR. As discussed therein, one question was added for data collection requirements at the State level. Additionally, for FFY 2011, minor changes were made to clarify confusion the teachers and facilitators had regarding transition services that are likely to be provided or paid for by other agencies (former questions seven and eight). These questions have been revised and included as the new question seven. A copy of the certification form used for FFY 2011 is included at Attachment B. Information was collected in accordance with the checklist and school directors were required to provide signatures assuring the reliability of the information.

PRDE's efforts to obtain and validate data for this indicator included the following activities:

- > A list was prepared of student's age 16 years and above who were required to have transition services in their IEPs. This list was created based on data in PRDE's special education information system for the entire reporting year. The corresponding lists were sent to each CSEE for validation, and data update as necessary. The final updated lists then served as the master list for reviewing files.
- > The file of each student on the list was reviewed and checklist verified. CSEE Directors worked with their staff, including transition coordinators, to complete the verification for each student file. All staff involved in this review process was trained in the use of this checklist in order to assure compliance with the overall process and proper documentation.
- > Special Education School Facilitators were in charge of reviewing the files and initially completing the transition checklist for this indicator, in coordination with the SAEE Transition Coordinators.
- > SAEE Transition Coordinators were in charge of training staff and monitoring the use of the checklist. Transition Coordinators are also involved in the IEP development and revision process. In total, PRDE reviewed the files of ~~42,934~~12,447 students age 16 and above.

The following table lists the checklist certification results. All questions included in the summary below, 1-9, are considered in determining whether the student's IEP includes appropriate measurable postsecondary goals in accordance with Indicator 13. As detailed in the instructions to the checklist, the response to each applicable question must be 'yes' in order to answer the final question, regarding compliance with Indicator B-13, in the affirmative. The overall data collected by the checklist application shows as follows:

Transition IEP Checklist Results For 2011-2012	Yes	No	N/A
Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessments?	12.44734?	04GÖ	N/A
Are there measurable postsecondary goals that address Education or training, employment, and (as needed) independent living?	12.447235	0242	N/A
Do/are there annual IEP goals that will reasonably enable the student to meet the postsecondary goals?	12.447334	044G	N/A
Are there transition services in the IEP that focus on Improving the academic and functional achievement of the student to facilitate movement from school to post-	12.447496	0254	N/A
5. Do the transition services include a course of study with focus on improving the academic and functional achievement of the student to facilitate movement from school to post-school?	12.44720?	0240	N/A
Do transition services include student participation in academic courses, vocational or technical, which contribute to achieving postsecondary goals?	12.447083	0384	N/A
7. Was it necessary for other agencies to participate in the IEP team meeting? If so, mark which agencies. o Vocational Rehabilitation, Department of Labor o Recreation and Sports, Department of Health o Department of the Family, Technical School o University, Consortiums Other(s):	10,129	2,318	N/A
If the answer is 'yes', proceed to answering questions 7(a) and 7(b). If 'no', proceed to question 8.			
7(a) Is there evidence that representatives of the agency (ies) were invited to the IEP team meeting?	9,926	203	2,318
7(b) Is there evidence that representatives of the agency (ies) participated in the IEP team meeting?	3,498	6,631	2,318
Is there evidence that the student was invited to participate in the development of his or her IEP to include transition services for the current academic year?	12.4474^85	0462	N/A
Does the IEP contain the established legal requisites to comply with Indicator B-13 (in accordance with checklist instructions)	12.44711.52 8	0943	N/A

f

NOTE: As of the time of PRDE's initial APR clarifications submission opportunity (May 8, 2013), PRDE is in the process of verifying that the 919 IEPs that did not contain the established legal requisites to comply with Indicator B-13 have been updated and are now in compliance with these requirements. In the event PRDE is able to complete its verification work by the final due date for the clarifications submission (May 17, 2013), PRDE intends to include this update.

PRDE has made significant improvement with this indicator ~~although~~ the data for FFY 2011 reflects ~~minor slippage~~ increase (down 4.23T2 percentage points) as compared to FFY 2010. ~~PRDE's achieving actual measurement data of over 90% for two consecutive years for Indicator 13 reflects years of sustained hard work and dedication to ensuring all students receive services according to legal requirements.~~ The chart below reflects PRDE's actual measurement data with this indicator since setting the baseline in FFY 2009.

Data Year	FFY 2009 (2009-2010)	FFY 2010 (2010-2011)	FFY 2011 (2011-2012)
% of students with transition goals in their IEP (b/a)	88.9%	95.8%	92^%100%

Correction of Noncompliance Reflected in the FFY 2010 APR

As per the FFY 2011 Part B Measurement Table, PRDE must report on the status of correction of non-compliance reflected in the FFY 2010 Indicator 13 data. PRDE reported less than 100% compliance with this indicator for FFY 2010. Specifically, PRDE reported that 15,260 of the 15,926 IEPs of students aged 16 and above reviewed were confirmed to include appropriate measureable postsecondary goals. As reflected in the following table, PRDE has verified the timely correction of 100% of the incidents of noncompliance connected to Indicator 13 for FFY 2010.

a. Number of student files reviewed for the FFY 2010 APR for which PRDE was not able to confirm as compliant with Indicator 13 (15,926-15,260)	b. Adjusted item 'a'*	c. Number of those files (item b) for which PRDE has verified as corrected	d. Number of those files for which PRDE was not able to verify as corrected	e. % Verified as Corrected
666	420248	420	0	100%

*In PRDE's FFY 2010 APR, PRDE reported a total of 666 student files reviewed for which PRDE was not able to confirm as compliant with Indicator 13. Since that time, PRDE has identified that 246 of those 666 students have either exited the PRDE system or should not have been included in the review. This includes a small subset of students who PRDE determined were not yet 16 years of age and, as such, should not have been included in the review of this indicator.

To verify that that the necessary corrections of non-compliance had been made, PRDE staff in the Office of the Assistant Secretary for Special Education (SAEE) met with Transition Facilitators to discuss the results of the Indicator 13 data and to develop a strategy for making necessary corrections. First, areas of non-compliance were identified and analyzed. A corrective action plan was then made for each case of non-compliance. The SAEE Monitoring and Compliance Unit then conducted an on-site visit to review each student file and ensure that the correction was made. In those instances where corrective action wasn't completed, additional corrective actions were required and subsequent monitoring visits were scheduled to ensure compliance. The required validation process sheets for each file were reviewed and verified at the CSEE, and the

CSEE was required to certify the correction results before submitting them to the SAEE central level.

Puerto Rico also assured the timely correction of all findings of noncompliance related to Indicator 13 that were identified during FFY 2010. As a unitary system, PRDE's monitoring approach throughout FFY 2010 included on-site visits to school districts to monitor for compliance with postsecondary transition goal requirements (Indicator 13). During FFY 2010, Ten school districts were issued a finding of noncompliance with regard to Indicator 13. All ten findings were verified as being corrected timely, within one year of identification. These findings are included in PRDE's B-15 table of this APR submission, which reflects the timely correction of noncompliance due during FFY 2011.

In assuring verification of correction of noncompliance reflected in the FFY 2010 APR submission, PRDE's work has been consistent with the OSEP 09-02 Memorandum. PRDE conducted a review of updated data to determine proper implementation of 34 CFR 300.320(b) and 300.321(b) and has corrected each individual case of noncompliance (i.e. ensured the IEPs of those students 16 and above included appropriate measurable postsecondary goals), unless the child is no longer within the jurisdiction of the Commonwealth of Puerto Rico, consistent with OSEP Memorandum 09-02.

Improvement Activities:

PRDE looks forward to improving compliance with this indicator in coming years, working towards 100% compliance with this indicator. PRDE's efforts with its planned improvement activities are detailed in the Improvement Activities chart below.

Activity	Discussion
1. Review the Transition Manual, make revisions as necessary.	PRDE's <i>Comité Consultivo</i> , the stakeholder advisory group, is in the process of reviewing the current version of the Transition Manual and will be making recommendations to the SAEE regarding improvements to make the manual more helpful and practical.
2. Continue and intensify monitoring to guarantee the services in the IEP; provide special attention in regions requiring additional assistance.	<p>After reviewing the results of the FFY 2010 APR, the SAEE Technical Assistance Unit prepared a technical assistance schedule for visiting the Arecibo, Bayamon and San Juan Regions. These regions were selected based on their lower performance with Indicator 13. During these on-site visits, the TA Unit introduced an Intervention Plan, which included strategies for addressing and correcting transition services established in Student IEPs.</p> <p>The on-site visits by the Technical Assistance focused on post-secondary transition services, IEP writing, creating measurable goals and proper execution of the process in order to ensure compliance. The TA Unit plan for 2012-2013 includes all regions in these efforts during 2012-2013.</p>
3. Continue the coordination with governmental agencies to revise the interagency agreement in order to actualize transitions needs for the students	<p>The SAEE has assigned resources aimed at strengthening the coordination of interagency services in order to strengthen post-secondary transition services.</p> <p>The <i>Administración para el Adiestramiento de Futuros Empresarios y Trabajadores</i> (Administration for the Training of Future Business Owners and Workers, AAFET by its Spanish</p>

Activity	Discussion
	<p>Acronym) is a government office which offers training to young people, ages 14 to 29, who have left the formal education system and/or are unemployed. These trainings prepare these students to develop their skills in different vocational trades so that they can achieve and maintain employment and / or establish their own business. Among the services offered are transportation and guidance on the transition process and post-secondary education.</p> <p>PRDE participates in the Interagency Committee for Employment of Persons with Disabilities with the Puerto Rico Office of the Advocate for Persons with Disabilities (OPPI).</p>
<p>4. Utilize strategies utilized in the educational regions with best performance. Develop a needs study. s Orient teachers v' Regional monitoring of files of students age 16 and above regarding secondary transition •S Provide Technical Assistance at the regional level v' Implement a plan to work with new teachers in the special education program S Fairs of Study Opportunities</p>	<p>The Technical Assistance Unit met with CSEE-level Academic Facilitators who work on transition matters to discuss best practices amongst the regions and the resulting successes for transition services. At that meeting, the Facilitators discussed what strategies they used and the group created a working plan for transition services.</p> <p>Visits were made to both public and private institutions where special education students 16 and older were enrolled to ensure that monitoring was occurring and that the services were being provided in accordance with the legal requirements in the area of transitions services.</p> <p>The SAEE worked with the Program Director of Social Work and Counseling, within the Office for Student and Community Affairs at PRDE to identify support and resources to strengthen support services to special education teachers.</p>
<p>5. Teacher and administrative personnel training</p>	<p>Trainings on transition to adult life, as well as the development of post-secondary goals and annual goals for IEPs, were given to special education teachers who are placed at juvenile institutions and special education teachers from AFEET.</p> <p>Additionally, in December 2011, newly appointed school directors received training from SAEE, which included training related to postsecondary transition.</p> <p>In November 2011, as part of the special education week, APNI offered training to personnel and other interested stakeholders regarding post-secondary outcomes.</p> <p>Trainings were also conducted with Special Education School Facilitators from the Regions of: Arecibo, Caguas, San Juan, Humacao, and Ponce on Indicators 13 and 14.</p> <p>Trainings were held for SAEE central level personnel on procedures for secondary transition and the general supervision system.</p>

Activity	Discussion
<p>strengthen and intensify Relations between rehabilitation and vocational programs in order to improve our services.</p>	<p>As mentioned above, the SAEE has assigned resources aimed at strengthening the coordination of interagency services in order to improve post-secondary transition services. Various meetings were held with the <i>Consejo Estatal de Rehabilitación de Puerto Rico</i> (the State Rehabilitation Council of Puerto Rico).</p>
<p>review and evaluate PRDE's data collection method for this indicator.</p>	<p>As discussed above, PRDE used a Spanish translation of the Transition IEP B13 Checklist, created by the National Secondary Transition and Technical Assistance Center (NSTTAC). During FFY 2010, the certification form discussed in Puerto Rico's FFY 2009 APR was modified slightly. Specifically, one question was added to address a State-level data collection requirement. As discussed above, minor changes were made to the survey in FFY 2011 to clarify confusion teachers and facilitators had regarding transition services that are likely to be provided or paid for by other agencies (former questions seven and eight). These questions have been revised and included as the new question seven.</p>

Revisions, with Justification, to Propose Targets / Improvement Activities / Timelines / Resources for FFY 2011:

PRDE is not proposing any revisions to its proposed targets, improvement activities, timelines, or resources at this time. However, PRDE reserves the right to adjust its baseline and targets in the future, as necessary, to ensure meaningful performance reports.

Part B State Annual Performance Report (APR) for FFY

**2011 Overview of the Annual Performance Report Development:
Monitoring Priority: Effective General Supervision Part B / Effective Transition**

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

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

(20 U.S.C. 1416(a) (3) (B))

Measurement:

A. Percent enrolled in higher education = [(# 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) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# 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 or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# 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, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

FFY	Measurable and Rigorous Target
<i>FFY 2011 (2011-2012)</i>	14A: 48.4% 14B: 55.7% 14C: 87.5%

Actual Target Data for FFY 2011: 14A:44.8% 14B:51.0% 14C:79.0 %

Source Data:

a. # enrolled in higher education within one year of leaving high school	b. # competitively employed within one year of leaving high school (but not included in 'a')	c. # enrolled in some other postsecondary education or training program within one year of leaving high school (but not included in 'a' or 'b')	d. # in some other employment within one year of leaving high school (but not included in 'a', 'b', or 'c')	e. TOTAL#of respondent youth no longer in secondary school and had IEPs in effect the time they left school ("respondents")
974	135	524	84	2,173

Measurement 14A:

a. # enrolled in higher education within one year of leaving high school	e. TOTAL#of respondents	Measurement = (a / e) *100
974	2,173	44.8%

Measurement 14B:

a. # enrolled in higher education within one year of leaving high school	b. # competitively employed within one year of leaving high school (but not included in 'a')	e. TOTAL#of respondents	Measurement = [(a + b) / e] * 100
974	135	2,173	51.0%

Measurement 14C:

a. # enrolled in higher education within one year of leaving high school	b. # competitively employed within one year of leaving high school (but not included in 'a')	c. # enrolled in some other postsecondary education or training program within one year of leaving high school (but not included in 'a' or 'b')	d. # in some other employment within one year of leaving high school (but not included in 'a', 'b', or 'c')	e. TOTAL#of respondents	Measurement = [(a + b + c + d)/e] * 100
974	135	524	84	2,173	79.0 %

PRDE uses census data for this indicator, using its 618 data table on exiting to obtain the number of students who would be considered no longer in secondary schools and who had IEPs in effect at the time they left school. As discussed in its SPP, PRDE's data collection survey was designed using the National Post School Data Outcomes Center (Oregon University): Post School Data Collection Protocol. SERRC, DAC, and the NPSO Advisory Board provided technical assistance in finalizing the survey as well as establishing procedures for its implementation and use.

In April 2012, meetings were held with the Transition Facilitators to prepare and establish strategies for gathering Indicator 14 data. During the meetings the survey was discussed, and questions raised regarding the survey were addressed. Each Transition Facilitator, a position assigned at the regional level, was given instructions for completing the survey along with a list of students from her region who exited in FFY 2010. The lists provided to the Transition Facilitators listed students by region, district and school in order to help facilitate locating the students. The Transition Facilitators were responsible for training the applicable personnel, including the School Facilitators, on the purpose and use of the survey. In order to maximize student responses to the survey, the School Facilitators collaborated with School Counselors, Social Workers and Teachers. Located students were contacted by telephone. Visits were conducted in lieu of phone calls as necessary. Completed surveys were sent to the PRDE SAEЕ central-level office for review and data analysis.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Activity	Discussion
1. Review the transitional services guide	The SAEЕ reviewed the Transition Manual. The draft of the manual is now being reviewed by the Parents Committee.
2. Evaluate and define strategies to ensure high response rate, specifically for the hard- to- find populations. Implement accordingly.	The strategies to identify the students started at the end of the school semester. Efforts were made to identify earlier the student population to update their personal data and facilitate data collection. These efforts were carried out with the CSEE Academic Facilitators in charge of transition (i.e., the Transition Facilitators) and with the School Facilitators.
3. Increase and maintain professional development on selected topics in secondary transition including professional development seminars for high school teachers, guidance counselors, and administrators to support students to pursue higher education.	<p>The SAEЕ Technical Assistance Unit designed uniform procedures to train all of the educational regions in the transition process.</p> <p>SAEЕ central-level staff met with Academic Facilitators working in the transition area to train them in processes related to Indicator 14. These Facilitators in turn trained other staff on how to conduct interviews and locate students one year after the students exit the school system.</p> <p>The SAEЕ worked in collaboration with the Program Director of Social Work and Counseling, within the Office for Student and Community Affairs at PRDE, to locate students one year after graduation. One reason for this collaboration was to include social workers in the process.</p>
4. Promote and encourage timely student response to the post-school interviews, including distribution of flyers to inform parents and youth of	PRDE held orientation sessions during Special Education Month wherein PRDE promoted the importance of student participation and timely response to the post-school surveys.

Activity	Discussion
the post-school interviews and other media options.	
Update or develop plans to improve post-secondary transition education and services and capacity implement	<p>Trainings were provided to Regional, District and CSEE Facilitators and Special Education Academic Facilitators regarding indicators 13 and 14, the FFY 2009 APR results, required evidence for demonstrating compliance with the requirements for post-secondary transition, the monitoring process, and entering data into SEASWEB.</p> <p>Trainings were given on transition to adult life, as well as the development of post-secondary goals and annual goals for IEPs. Trainings were held for directors from the social work and counseling programs, special education teachers who are placed at juvenile institutions, APNI personnel, and teachers of special education from AFEET. A training discussing transition was held for new school directors in December 2011. Additionally,</p> <p>Trainings were also conducted with Special Education School Facilitators from the Regions of: Arecibo, Caguas, San Juan, Humacao, and Ponce on Indicators 13 and 14.</p> <p>Trainings were held for personnel in the SAAE on procedures for secondary transition and the general supervision system</p>
Identify additional technical assistance for students' outcomes improvement and activities for student retention.	<p>Refer to discussions in Indicators 1, 2, and 13. For example, as discussed under Ind. 1, the PRDE <i>Training and School Counseling Program</i> sponsors various projects to strengthen student retention.</p> <p>As part of its 2011 OSEP verification visit results activity, PRDE has chosen to focus its efforts on increasing retention and reducing dropout rates in the Ponce region, specifically in the Ponce District. PRDE is working in collaboration with the United States Department of Education and its technical assistance providers to develop strategies to reduce dropout rates. This project in the Ponce District is intended to function as a pilot program, and successes in student retention may become applicable island-wide.</p>
7. Coordination meetings with the Auxiliary Secretary for students and Community Services to improve of the collection and validation of the data.	See discussions through this indicator, including Activity #3 above.

Activity	Discussion
8. Enforce and supervise the use of the exit survey collection data with the latest student personal information and future possible references to contact them electronically.	<p>School Facilitators coordinated and supported special education program requirements at the school level resulting in more accessible service to students and parents.</p> <p>The School Facilitators are responsible to ensure student information is constantly updated and accurate in the SEAS Web system. The performance of this function by the School Facilitators has improved PRDE's ability to maintain valid contact information for communicating with students and their parents.</p>
9. Identify more settings for students placement alternatives in postsecondary higher education based on interagency collaboration agreements or thought creations of partnerships	<p>Indicator 14 is the area of focus for PRDE. Numerous internal meetings have been held to discuss post-secondary transitions including stakeholders meetings and parents. Further, PRDE selected this indicator for its results activity connected to its 2011 verification visit from OSEP.</p> <p>Also, see discussion under Indicator 13.</p>
10. Develop two major activities to encourage the student's outcomes improvement and their school retention	<p>As discussed above under activity #9, PRDE selected post-secondary outcomes as the area of focus for its results activity. OSEP conducted a verification visit in Puerto Rico in October 2011. During FFY 2011, After the results activity, PRDE created its Part B Indicator 14 Results Improvement Plan (see Attachment B). PRDE has continued its efforts with the results improvement plan and has made numerous efforts regarding its activities. For example coordination with the Program Directors of Social Work and Counseling programs, and orientation to the Facilitators of each personnel were given (para presentable la importancia de su colaboracion en este indicador) developed through this process.</p> <p>Additionally, PRDE provided orientations on special education issues to the community during Special Education Month.</p>
11. Review our Post-Secondary Outcomes data to identify trends and changes over time. As part of the annual review, we will revise the Improvement Activities as needed.	<p>PRDE will continue to review post-secondary outcomes data through the survey used to collect this data, as well as data collected with the results activity. The results activity, focusing on reducing the dropout rate in the Ponce District, may help identify island-wide trends.</p>

Revisions, with Justification, to Propose Targets / Improvement Activities / Timelines / Resources for FFY 2011:

PRDE is not proposing any revisions to its proposed targets, improvement activities, timelines, or resources at this time. However, PRDE reserves the right to adjust its baseline and targets in the future as necessary to ensure meaningful performance reports.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416(a) (3) (B))

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see below). _____

FFY	Measurable and Rigorous Target
<i>FFY 2011 (2011-2012)</i>	<i>100%</i>

Actual Target Data for FFY 2011: 100%

The data for this measurement appear in Puerto Rico's completed Worksheet B-15, which is included below.

Actual Measurement:

A. # of findings of noncompliance (priority areas)	B. # of corrections within one year	%
81	81	100%

For purposes of Puerto Rico's Worksheet B-15, the number of 'LEAs' reflects the number of PRDE entities (i.e., school districts or service centers) that were issued findings. For clarification, PRDE remains a unitary system and as such consists of only one LEA. The treatment of districts and service centers as 'LEAs' is done here solely in an effort to organize PRDE's monitoring and

general supervision activities into meaningful units that can then meet the APR reporting requirements; it does not affect PRDE's status as a unitary system.

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	3	3
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	10	10	10
	Dispute Resolution: Complaints, Hearings	0	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
5. Percent of children with IEPs aged 6 through 21 -educational placements. 6. Percent of preschool children aged 3 through 5 - early childhood placement.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	10	10	10
	Dispute Resolution: Complaints, Hearings	1	35	35
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	9	9	9
	Dispute Resolution: Complaints, Hearings	0	0	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification. 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
11. 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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	1	2	2

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliant identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
12. 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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	2	2	2
	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth aged 16 and above with IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	10	10	10
	Dispute Resolution: Complaints, Hearings	0	0	0
Other Areas of Noncompliance	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
Sum the numbers down Column a and Column b			81	81
Percent of noncompliance corrected within one year of identification = (Column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100	100%

Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target that occurred for FFY 2011:

During FFY 2011, PRDE met the 100% target, successfully ensuring the correction of noncompliance within one year of identification for all 81 findings identified during FFY 2010. The 81 findings were identified in written reports resulting from (i) onsite monitoring visits made by the PRDE SAEE Monitoring and Compliance Unit (MCU) and (ii) and State Complaint investigations. This FFY 2011 APR data marks an improvement of 11.5% from Puerto Rico's FFY 2010 APR data for this indicator (88.5%).

PRDE's efforts in order to guarantee confirmation of correction have been consistent with the OSEP 09-02 Memorandum. PRDE verified the correction of individual cases of previously identified noncompliance. PRDE also reviewed additional updated data in the previously identified noncompliance area in order to assure correction of any underlying issues leading to noncompliance and subsequent compliant practice (i.e., to ensure that the specific regulatory requirements at issue are being correctly implemented.). For example, at one entity with identified noncompliance in early childhood transition, PRDE staff conducted an on-site visit subsequent to the findings of noncompliance and reviewed updated records to determine that current practice (in the area) was compliant. All records reviewed demonstrated the district has compliant practices.

Throughout 2011-2012, PRDE continued to work closely with the Southeast Regional Resource Center (SERRC) and the Data Accountability Center (DAC), for technical assistance related to improving systems for data collection, reporting and general supervision in order to ensure the correction of noncompliance no later than one year after its identification. With their assistance, key PRDE accomplishments were achieved during 2011-2012. This included revisions to update the Monitoring Manual regarding the use of the Self- Assessment and the identification of non-compliance via review of data in PRDE SAEE's information system. Additionally, SERRC worked with the SAEE Technical Assistance Unit (TA Unit) and the MCU to review and enhance the ways in which the TA Unit can use MCU data to help inform its decisions regarding the provision of technical assistance. More information regarding PRDE accomplishments, including PRDE's work with SERRC and DAC, is discussed below under the subheading *Discussion of 2011-2012 Improvement Activities*.

Update on the Correction of Non-Compliance Identified in Prior Years

Herein, PRDE provides updates on the correction of non-compliance identified by the MCU in FFY 2009 (the correction of which was reported in the FFY 2010 APR). As reported in the FFY 2010 APR, a total of 7 findings of noncompliance identified in FFY 2009 had not been corrected within one year of identification. These 7 findings were connected to a total of five entities (4 CSEEs and one school district). Since the submission of the FFY 2010 APR, six of these seven FFY 2009 findings of noncompliance have been verified as corrected, and accordingly, closed. For the one case that has not yet been verified as corrected and closed, PRDE has applied its sanctions policy and is continuing to work with the entity to ensure correction. Please refer to PRDE's FFY 2011 APR Supplemental Report, submitted simultaneously with Puerto Rico's FFY 2011 APR for a more detailed and updated discussion on the correction of noncompliance connected to Indicator 15.

As instructed by OSEP, detailed information regarding the correction of previously identified noncompliance from prior years is provided under the specific indicator to which the noncompliance relates. For example, correction of noncompliance related to early childhood transition is described under Indicator 12 rather than under Indicator 15. Additionally, as required by the FFY 2011 special conditions to Puerto Rico's IDEA grant award, data regarding the correction of noncompliance for the period from July 1, 2011 through June 30, 2012 for the items previously addressed in the 2007 Agreement are addressed in Puerto Rico's APR Supplemental Report, submitted simultaneously with the FFY 2011 APR.

PRDE has benefited from technical assistance provided by SERRC and DAC throughout 2011-2012. A series of meetings were held between PRDE, SERRC, and DAC on a variety of topics related to PRDE SAE's general supervision system and correction of noncompliance within one year of identification. These meetings are held at PRDE. The main participants from PRDE are PRDE SAE's Monitoring Unit staff and Special Assistants to the PRDE Sub-Secretary for Special Education. SERRC and DAC have also facilitated the coordinated communications between the PRDE and the Puerto Rico Department of Health, the Lead Agency for Part C, in order to improve the smooth transition of children from Part C to Part B. The following chart summarizes the key topics addressed during each of the PRDE/SERRC/DAC meetings:

TA Dates	SERRC - DAC TA supported PRDE through
July 27-29, 2011	<ul style="list-style-type: none"> • Outlining and reviewing Data Management Manual that includes information for all 618 Tables 1 and APR indicators • Discussing routine data quality reports for review by Service Centers and School Districts in areas relevant to 618 reporting and the APR indicators • Reviewing how to prepare a first run Child Count and Educational Environments reports for review by School Districts • Preparation for participation in the August 4 OSEP sponsored Data Results Workshop • Preparation to generate a School and District Special Education Performance Profile for 2011-12 data
August 4, 2011	<ul style="list-style-type: none"> • Participation in OSEP sponsored Data Results Workshop
August 15-19, 2011	<ul style="list-style-type: none"> • A review of the preliminary child count and educational environments data and compared to previous year's data • Reviewing the organized 616 and 618 data materials for OSEP scheduled verification visit Preparation of CrEAG documents
September 6-9, 2011	Preparation for PRDE Verification Visit <ul style="list-style-type: none"> • Meeting with the TA Unit to support the general supervision system • Meeting with the Compliance Unit to develop the Plan for completing APR
October 3-7, 2011	Participation in PRDE Verification Visit
January 17-18, 2012	Meeting with the Associate Secretary for Special Education to update the January - December 2012 DAC/SERRC Technical Assistance Plan <ul style="list-style-type: none"> • Review and preparation of APR and 618 submissions due Feb. 1, 2012
March 2012	<ul style="list-style-type: none"> • Development of a plan for providing technical assistance to PRDE in their response to the OSEP Verification Visit letter • Reviewing PRDE Monitoring procedures/Manual and support drafting of revisions • Conducting analysis of self-assessment and data system for making findings of noncompliance. • Reviewing PRDE plan for implementation of Continuous Improvement Plan, re: Indicator 14 • Completing the update to work plan for 2012 Technical Assistance. • Cooperatively planning with SERRC and DAC for the scheduled June Administrators' workshops

TA Dates	SERRC - DAC TA supported PRDE through
May 8-10, 2012	<ul style="list-style-type: none"> • Supporting the update of the Interagency Agreement between Part C and Part B. • Review/revising/re-affirming the procedures for Part C notifying Part B of referrals from Part C. • Meeting with the Technical Assistance Unit and Monitoring Unit to develop technical assistance plan for districts. • Reviewing clarified APR/SPP documents <ul style="list-style-type: none"> • Discussing written procedures for using SEASWEB for monitoring for indicators 11 & 12 and the Monitoring Manual • Developing draft agenda for August Administrator's training

Looking Forward to 2012-2013

During 2012-2013, PRDE SAAE's work with SERRC will focus in large part on:

- Continue to review the monitoring manual and activities to assist PRDE in evaluating the effectiveness of the procedures, including data system monitoring.
- Provide support with the Results Indicator Initiative
- Increase the skill of the Technical Assistance Unit to build and develop teachers' capacity to write effective secondary transition plans.
- Continue facilitation of communications and coordination between PRDE and PRDH.
- Assisting in the development of routine communication procedures between legal and special education divisions by conducting training for due process procedures.
- Continue to develop the coordination and collaboration skills among the Monitoring and Compliance Unit, Data Unit, and Technical Assistance Unit
- Continue producing a data progress report that compares state performance on select 618 data and APR data over a three or four year period.
- Expanding the draft data management manual that includes each of the 618 data collections and each of the SPP/APR indicator measurements with sections that address (1) data collection (data source, data entry, business rules, and professional development), (2) electronic validations and edit checks, (3) data source verification, (4) data analysis, (5) use, and (6) reporting.

The following table discusses PRDE's efforts to carry out the improvement activities identified in its SPP.

Activity	Discussion
1. Review and revise the monitoring system to include aspects identified as per the SPP.	PRDE completed this activity in FFY 2008. Please see the discussion in the FFY 2008 APR.
2. Send close out letters to entities which evidenced correction of 100% of noncompliance findings.	MCU has sent close-out letters to all entities which evidenced correction of 100% noncompliance findings.
3. Send notification letters to entities with repeated non-compliance findings with one year of identification. These letters will identify the level of sanctions and the enforcement activities that will be carried out	All entities entering the sanctions system as a result of failing to correct noncompliance within one year of identification were issued such notification letters.

Activity	Discussion
4. Continue to implement the monitoring cycles to entities providing special education services.	For FFY 2011-2012, PRDE made some revisions to its annual monitoring cycle approach. In addition to conducting on-site monitoring visits, PRDE MCU additional conducted monitoring of district self-assessment. See the FFY 2011 APR Supplemental Report for continued expansions of PRDE's monitoring process.
5. Incorporate compliance component as part of the Statewide Personnel Development System.	See discussion above. Training has been given on the indicators as well as strong advice on the requirements. Work has been done to strengthen the connection between the Monitoring Unit and the Technical Assistance Unit in order to ensure a clear understanding of the roles and responsibilities and interconnectedness between the MCU's identified findings and technical assistance. Significant training has also been provided to the district-level academic facilitators.
6. Incorporate the use of the data from the special education information system, as part of the monitoring efforts.	In the past, the MCU used data from its special education information system to select the files to be reviewed during onsite monitoring visits. In FFY 2011, PRDE expanded its use of data from the special education information system within monitoring. PRDE issue findings of noncompliance based on reviews of data in the information system without requiring an onsite visit.
7. Train and provide technical assistance regarding compliance to the educational system.	See discussion above.

Revisions, with Justification, to Propose Targets / Improvement Activities / Timelines / Resources for FFY 2012:

PRDE is not proposing any revisions to its proposed targets, improvement activities, timelines, or resources at this time. However, PRDE reserves the right to adjust its baseline and targets in the future as necessary to ensure meaningful performance reports

**Part B State Annual Performance Report (APR) for FFY 2011
Overview of the Annual Performance Report Development:**

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

(20 U.S.C. 1416(a) (3) (B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
FFY 2011 (2011-2012)	100%

Actual Target Data for FFY 2011: 100%

Data from Table 7 (FFY 2011):

- (1) # of written, signed complaints received (total): **86**
- o (1.1) # of complaints with reports issued: 75
 - (a) # of reports with findings of noncompliance: 46
 - (b) # of reports within timeline: 69
 - (c) # of reports within extended timelines: **6**
- o (1.2) Complaints pending: **0**
 - a) # of complaints pending a due process hearing: **0**
- o (1.3) Complaints withdrawn or dismissed: 11

FFY 2011 Measurement:

Data Year	1.1(b)	1.1(c)	1.1(b) + 1.1(c) = 1.1
2011-2012	69	6	75

Data Year	1.1	Divided by 1.1	Times 100	= Percent
2011-2012	75	1	100	100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

PRDE met the mandatory 100% target for Indicator 16 for FFY 2011. Despite a significant increase in the number of State complaints filed, PRDE attributes this increase to PRDE's promotion of the State Complaint process and customer satisfaction with the results of filing a State complaint.

This is the fourth consecutive year in which PRDE has met the 100% target for this indicator, which is a significant accomplishment and the result of consistent dedication to this compliance indicator over the past several years. This steady and impressive trend of progress to reaching and maintaining 100% compliance with the timely resolution of State Complaints is evident through a review of PRDE's APR submissions and its special condition reports relating to State Complaints over prior years, as demonstrated in the below chart.

PRDE APR Indicator 16 Performance (Actual Measurement Data)							
FFY 2004 (Baseline/SPP)	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011
0%	2.78%	56.04%	92.65%	100%	100%	100%	100%

At the time of the SPP submission, based on FFY 2004 data, PRDE had a virtually non-functional State complaint process. PRDE struggled with not only the timeliness requirements but also with responding to State complaints whatsoever. A substantial backlog of State Complaints accumulated while new complaints continued to be filed into a troubled system.

Due to this situation, a Special Condition was attached to Puerto Rico's FFY 2006 IDEA grant award related to its State Complaint process. The FFY 2006 Special Condition regarding the State Complaint process established a series of timelines by which the PRDE Office of Special Education was required to reduce the then existing backlog of complaints and efficiently manage new complaints. In establishing timelines, the Special Condition classified all complaints into three categories: (i) backlogged unresolved complaints filed prior to 2/28/06 (Backlogged Complaints), (ii) complaints filed between 2/28/06 and 11/30/06 ("New 2006 Complaints"), and (iii) complaints filed between 12/1/06 and 4/30/07 ("Newest Complaints"). The number of Backlogged Complaints that PRDE was facing at the time was 117.

By the close of FFY 2006, PRDE successfully reported upon and thus eliminated the entire category of Backlogged Complaints, closed all of the New 2006 Complaints and met the timeliness requirements for that category as established in the Special Conditions, and successfully closed 66.7% of the Newest Complaints category. At that time, the main obstacle to PRDE meeting full compliance with the timeliness requirements was that its resources were still consumed in large part in eliminating the Backlogged Complaints and the newest 2006 Complaints. PRDE reported on its efforts in meeting the FFY 2006 Special Conditions in its Special Conditions Report dated February 1, 2007 and its Final Special Conditions Report dated May 30, 2007.

While recognizing PRDE's hard work and demonstration of solid progress, OSEP again attached a Special Condition to Puerto Rico's FFY 2007 IDEA grant award related to the State Complaint process. Similar to the FFY 2006 Special Condition, the FFY 2007 Special Condition established a series of timelines by which PRDE was required to reduce the then existing backlog of complaints and come into full compliance with the timeliness requirements. The FFY 2007 Special Condition classified complaints into the following three categories: (i) complaints filed before May 1, 2007, (ii) complaints filed between May 1, 2007 and November 30, 2007, and (iii) complaints filed between December 1, 2007 and April 30, 2008. PRDE successfully complied with its Special Conditions eliminating all backlogged complaints, demonstrating increased compliance with the timeliness requirements over the progression of complaint groupings, and reported that 96.3% of complaints in the final category had timely decisions issued. PRDE reported on its efforts in meeting the FFY 2007 Special Conditions in its Special Conditions Report dated February 1, 2008, its Final Special Conditions Report dated May 30, 2008, and its Final Special Conditions

Report Update filed June 30, 2008. PRDE's substantial compliance with the timeliness requirements was sufficient to have the special conditions lifted. As a result of PRDE's hard work and demonstrated improvement, no Special Condition related to State Complaints was attached to Puerto Rico's FFY 2008 IDEA grant.

In Puerto Rico's FFY 2008 IDEA Part B grant award, OSEP notified PRDE that Puerto Rico's FFY 2008 IDEA Part B grant award would not include any special conditions regarding State Complaints due to Puerto Rico's demonstrated progress and substantial compliance with the timeliness requirements for State complaint resolution. Specifically, OSEP noted:

...on the issue of State complaints, Puerto Rico submitted a revised progress report on June 30, 2008, indicating that there is no longer a backlog of overdue State complaints and that for the 20 State complaints filed between December 1, 2007 and April 30, 2008 and for which a written decision was due, 95% of the decisions were timely. OSEP looks forward to Puerto Rico's demonstration of continued substantial compliance related to State complaints.

OSEP FFY 2008 IDEA Part B Grant Award Letter to PRDE dated July 3, 2008, p. 2. Recognizing PRDE's sustained compliance, USDE did not issue any special conditions related to this indicator for FFY 2009 or FFY 2010. After the special conditions were removed, PRDE continued to report its compliance with issuing timely reports resolving State Complaints on a quarterly basis under Puerto Rico's 2007 Compliance Agreement with the United States Department of Education.

PRDE's 100% compliance with issuing timely reports resolving State Complaints since FFY 2008 and throughout FFY 2011 has continued into FFY 2012. In fact, PRDE is proud to report that it is in 100% compliance under this indicator for FFY 2012 to date.

In addition to its compliance with timeliness requirements of 34 CFR § 300.152, PRDE has continued to make significant administrative efforts to improve its overall work with State complaints and to ensure the sustainability of its compliance with the timeliness requirements. During FFY 2009, PRDE added a staff member dedicated to State complaint resolution and an Administrative Complaint Investigator (Lead Administrative Complaint Investigator) assigned to oversee and manage the tracking of the State Complaints and to help collect the data for federal reporting. PRDE provided training and technical assistance to the new Administrative Complaint Investigator to help with the transition.

Staffing for the overall handling of the State Complaint process (including intake, investigation, and analysis and report issuance) consists of two investigators, an administrative assistant, and an attorney. The two investigators divide the complaints equally and meet on a nearly daily basis to discuss effective strategies and approaches. These regular discussions have been extremely helpful to the resolution process. Each investigator is responsible to investigate, follow-up, draft and file his or her report. The Director of the SELD is the attorney responsible for drafting the final reports, and the secretary assists with the overall management of the complaint process.

Over the past year, the SELD once again closely monitored the State Complaint workload and workflow to determine if additional resources were required. SELD has determined that the current staffing level is sufficient. Nonetheless, SELD has maintained the proactive measure implemented in FFY 2009 of having two additional SELD attorneys trained on the State Complaint process who are charged with assisting in the State Complaint process if and when periods of time arise in which additional resources are needed.

Pending complaints are monitored regularly through the status logs maintained by the complaint investigators. Each Administrative Complaint Investigator manages his or her own complaints in a single log with a system of alerts to indicate the time left to resolve each complaint within the 60-day timeline. The Administrative Complaint Investigators regularly update the log and provide the status information to the relevant parties to ensure complaints are handled in a timely manner. An analysis of the State Complaint files is made monthly to ensure all complaints are registered.

PRDE has continuously worked to ensure that its State Complaint filing process is accessible to all. In addition to being filed at the central level, a State Complaint can be filed in every Educational Region or even submitted by mail. During a quarterly visit related to the 2007 Compliance Agreement in FFY 2010, PRDE shared evidence with OSEP of State Complaints received by mail. The Administrative Complaint Investigators receive help from all the other Investigators assigned to the Regions. These investigators are duly trained in the process of State Complaint Management. In FFY 2010, PRDE ensured that its model State Complaint form is available and easily accessible on the PRDE website along with instructions on how to submit a State Complaint. Through these efforts, PRDE is working to ensure that the State Complaint process is accessible to everyone in Puerto Rico.

PRDE has achieved these accomplishments through much hard work and dedication from its team of people in the SELD. PRDE appreciates the support and assistance it has continually received from OSEP as it has worked to achieve this goal

Activity	Discussion
1. Validation checks of information system to ensure all complaints are being recorded.	Analysis of the State Complaint files and the information system is made to ensure all complaints are registered and that the State Complaints data system is operating efficiently. There have not been any problems with efficient and regular data input.
2. Monitor timeline of all pending complaints and determine if further action need be taken (i.e., communication with investigator or assigned lawyer to determine why any delay in progress, etc.).	PRDE complied with this activity throughout FFY 2011. Each Administrative Complaint Investigator manages his or her own complaints in a single status log with a system of alerts to indicate the time left to resolve each complaint within the 60-day timeline. The Administrative Complaint Investigators regularly update the log and provide the status information to the relevant parties to ensure complaints are handled in a timely manner.
3. Hold trainings for investigators, lawyers, and other personnel related to the state complaint process.	Appropriate personnel have received training related to the State Complaint process.
4. Review and improve as appropriate the state complaint filing process, to include designing and incorporating a new model complaint form and expanding the sites wherein a state complaint can be filed.	PRDE has made significant strides with this activity, particularly since FFY 2007, continuing through FFY 2011. During FFY 2007, PRDE reviewed and improved its State Complaint filing process, including two key accomplishments: (i) designing and incorporating a new model complaint form and (ii) expanding the sites where a State Complaint can be filed. During FFY 2008, PRDE continued with the use of the new model complaint form and the expansion of ways in which a State Complaint can be filed, including filing by mail. During FFY 2009, PRDE ensured the complaint form was available on the PRDE website, along with the postal address for submission of State Complaints by mail.
5. Evaluate resources and seek to hire new personnel to	As discussed above, PRDE has monitored the State Complaint workload and has determined that current staffing levels are

Activity	Discussion
Work with the state complaint process as determined appropriate (likely an additional investigator and an additional lawyer).	Sufficient. The current staffing arrangement consists of four staff members dedicated to the State Complaint process (two Investigators, a Secretary, and the Director of SELD). An additional two attorneys have been trained and designated to assist this core staff of four in the event additional resources are needed.

Revisions, with Justification, to Propose Targets / Improvement Activities / Timelines / Resources for FFY 2012:

PRDE is not proposing any revisions to its proposed targets, improvement activities, timelines, or resources at this time. However, PRDE reserves the right to adjust its baseline and targets in the future as necessary to ensure meaningful performance reports.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

(20 U.S.C. 1416(a) (3) (B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
<i>FFY 2011 2011-2012</i>	100%

Actual Target Data for FFY 2011: 82.0%

Data from Table 7 (FFY 2011):

Data Year	3.2—Hearings (fully adjudicated)	3.2(a)—Decisions within timeline	3.2(b)—Decisions within appropriately extended timeline
2011-2012	887	589	138

FFY 2011 Measurement:

Data Year	3.2(a) + 3.2(b)	3.2	[3.2(a)+ 3.2(b)] / 3.2	Times 100	= Percent
2011-2012	727	887	727/887=81.96	0.x100=81.96	82.0%

Discussion of improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

The percent of fully adjudicated due-process hearing requests that were fully adjudicated within the 45-day timeline or a timeline properly extended by the hearing officer for FFY 2011 was 82.0%, which reflects an increase from FFY 2010 of 4.3%. PRDE remains committed to ensuring efficient management of due process complaints, including compliance with hearing timelines. Sustained efforts to this regard have resulted in continued improvement with Indicator 17. The following chart demonstrates PRDE's marked improvement with this indicator as compared over the past six years.

PRDE Performance on Ind. 17, FFY 2006-FFY 2011					
FFY 2006 APR	FFY 2007 APR	FFY 2008 APR	FFY 2009 APR	FFY 2010 APR	FFY 2011 APR
51.5%	50.1%	52.8%	69.2%	77.7%	82.0%

The PRDE Secretarial Unit, the office which oversees due process complaint hearing requests, monitors the hearing officers' management of due process complaints. While monitoring is continuous and on-going, PRDE issues monthly reports to each hearing officer regarding the management of their caseload. These monthly monitoring reports include a status report on pending cases as well as a statistical report on the hearing officer's overall caseload management. The data regarding the status of pending cases includes:

- Number of days elapsed from the date each complaint was assigned
- Identification of complaints that have exceeded the adjudication timelines
- Identification of complaints for which the hearing officer has properly extended the adjudication timeline.

The statistical report portion includes the following data:

- Number of complaints assigned
- Number and percentage of complaints that have been fully adjudicated
- Number and percentage of complaints for which the adjudication timeline has been properly extended

In addition to issuing these monthly reports to the hearing officers, individual meetings are held with each hearing officer to discuss caseload management. The status of pending complaints is discussed, as well as the importance of ensuring time extensions are properly granted, as appropriate.

PRDE continues to see an increase in the number of complaints in which timelines are properly extended, which is reflective of PRDE's efforts in training hearing officers and revising procedures in this area.

Overall Timely Resolution of Due-Process Complaints

Indicator 17 focuses on the timeliness of due-process complaints that move forward to a hearing; however, efforts at resolving due-process complaints in a non-adversarial manner, including the resolution meetings and mediation process, contribute to the overall timely resolution of due- process complaints filed. In considering the entire universe of due-process complaints filed, PRDE resolved 89% of complaints filed during FFY 2011 in a timely manner, as demonstrated in the table below.

Due-Process Complaints Resolved Timely Overall (including without a Hearing)					
FFY 2006 APR	FFY 2007 APR	FFY 2008 APR	FFY 2009 APR	FFY 2010 APR	FFY 2011 APR
53%	70%	73%	79%	82%	89%

Additional Discussion of Improvement Activities

During FFY 2011, to ensure sustained involvement towards compliance, PRDE continued with the improvement activities outlined in the SPP as reflected in the table below. As stated on Indicator 15 with the

Activity	Discussion
1. Include due process procedures as part of the Statewide Personnel Development System to ensure personnel's' understanding and implementation of adequate processes.	PRDE, in a continuous and on-going basis, has organized formal and informal orientations and trainings for its teachers, school personnel, through its Facilitators. Also during the first month of each school semester as part of the general orientation for school personnel the due process procedures have been included to assure that there is understanding and implementation of adequate processes.
Request administrative judges to make an explanation of the reasons for resolutions being issued after 45 days timeline.	Throughout FFY 2011, PRDE continued to send monthly reports to hearing officers alerting them of upcoming timeline expirations and asking for explanation for those cases. Additionally, PRDE stresses the importance of compliance with the timelines during group and individual meetings with the judges. PRDE also follows-up with judges regarding cases quickly approaching and/or past the 45-day timeline during these meetings. Additional monthly follow-up to the judges includes outreach via email, phone calls, and personal visits/ meetings regarding complaints that are approaching the expiration of the 45 day period.

Activity	Discussion
3. Continue to inform administrative judges on due process requests that are near the 45 day timeline expiration.	This activity continues the same as the FFY 2010. Monthly follow up is offered to the judges, through email, phone calls and personally, about complaints that the terms are to expire in 45 days. On the other hand, individual meetings we conducted with judges, also offered follow up for those complaints that are not awarded or are about to expire the 45 days terms.
4. Continue periodic training, continuing education, for administrative law judges.	The following orientations and trainings for hearing officers were held during FFY 2011: July 7, 12 and 13, 2011 - Discussion of the Report on the Administrative Work of Administrative Judges of Special Education and individual and group compliance with the procedure of administrative hearings during FFY 2010.
5. Encourage and publicize resolution session option to complainants.	As a part of the registration process, parents are provided a copy of and an orientation to review the procedural safeguards and parents' rights. This document is on PRDE's website, and the information is included in SAE's Procedures Manual. SAE's website has a section dedicated to Due Process. PRDE has resolution meeting facilitators ('Conciliadores') in each Region, who are responsible for timely coordinating and holding the resolution meetings. These facilitators are based at the CSEEs and are available to discuss the resolution process with parents and answer any questions they may have. While the facilitators are located at the CSEEs, they travel to schools and districts in order to hold resolution meetings at locations easily accessible to parents. PRDE has developed and provides a brochure on options to complainants, such as resolution meetings, mediation, and due process hearings. As discussed regarding mediations (see Indicator 19), this brochure is being discussed with the RLV plaintiff class
6. Re-train personnel on the due process procedures including the newly incorporated Resolution Meeting processes.	The Resolution Meeting process has been fully integrated into the service structure at PRDE for several years. On-going "refresher" trainings regarding the process continue island-wide.
7. Review and amend contracts to be used with the administrative judges to specifically include compliance with timeline requirements.	The annual contracts with the administrative judges have been revised to include a clause requiring full compliance with the IDEA 45-day timeline, including the appropriate extension of timelines. Looking forward, PRDE is considering including a penalty clause to address an administrative judge's failure to comply with the timeline requirements.

Activity	Discussion
8. Include in the information system a system for issuing alerts identifying due process cases that are approaching the end of their timelines.	PRDE designed enhancements for its information system that will issue such alerts. PRDE is currently awaiting the recommendations of the new experts appointed by the Court in the RLV case before implementing such changes.
9. Conduct a needs study to determine training area needs for administrative judges.	<p>PRDE has met to identify, assess, and meet the needs that special education administrative judges have to successfully carry out their job responsibilities. This analysis led to the development of PRDE's monitoring of and technical assistance for the hearing officers regarding caseload management (discussed above).</p> <p>Additionally, PRDE received additional feedback directly from the hearing officers via a needs assessment questionnaire. As a result of the input received from the hearing officers, PRDE provided training to address the needs identified therein.</p>
10. Train administrative judges on the requirements for proper time extensions for the 45-day timeline, along with other topics, in accordance with the needs study discussed above.	As discussed above, the hearing officers have been trained, as they requested through a previous needs study, in regards to the proper extension of the 45-day timeline and other matters. Additionally, as discussed in relation to other activities above, trainings were also held regarding the requirements of IDEA more broadly and administrative hearing procedural matters, etc.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

PRDE is not proposing any revisions to its proposed targets, improvement activities, timelines, or resources at this time. However, PRDE reserves the right to adjust its baseline and targets in the future as necessary to ensure meaningful performance reports.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: 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))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
<i>FFY 2011 2011-2012</i>	51.75%

Actual Target Data for FFY 2011: 55.9%

During FFY 2011, 55.9% (439/785) of resolution sessions resulted in settlement agreements as reported in Table 7.

FFY 2011 Measurement:

Data year	3.1(a) Settlement Agreements	3.1 Resolutions Sessions Held	3.1(a) Divided by 3.1	= Percent
2011-2012	439	785	439/785 = 0.5592	55.9%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

During 2011-2012, 785 resolution sessions were held, 439 of which resulted in settlement agreements. As a result, 55.9% of hearing requests that went to resolution sessions were resolved through a resolution settlement agreement. PRDE met its FFY 2011 measurable and rigorous target of 52%, although this reflects a decrease from PRDE's FFY 2010 results (61.5%). A copy of Puerto Rico's FFY 2011 Table 7 is included with this APR submission as **Attachment C**.

In FFY 2008, PRDE began conducting informal parental satisfaction surveys to gather participant feedback regarding the dispute resolution process. For FFY 2009, PRDE continued having mediation participants complete satisfaction surveys to obtain such feedback. In FFY 2010, PRDE made revisions to its survey to improve its usability. Details regarding these revisions are included below in the improvement activities table.

Of the parents surveyed (139) during FFY 2011, 96% of the parents survey received their appointment before the 15 days' timeline. Regarding special education staff involved in the resolution process, 79% of those surveyed indicated the staff involved demonstrated the necessary knowledge and management of the subject matter—both generally and case-specific. Parents during the process felt listened to, 61% felt respected 59%, and 63% felt engaged in the discussion and decision making process.

Of those surveyed 96% reported that they were satisfied, 4% were not satisfied not satisfied with the resolution meeting process.

Activities	Discussion
1. Visits to the CSEEs to monitor the implementation of the resolution meetings and supervise the investigators' work.	<p>The SAEE Monitoring Unit made on-site monitoring visits during FFY 2011 to all CSEEs, including each CSEE's Resolution Meeting Division. No findings of non-compliance were identified during these visits</p> <p>Additionally, central level staff maintains regular contact with the Resolution Meeting Investigators located at the CSEEs—including communications via email, phone calls, and on-site visits.</p>
2. Meetings with the resolution meeting investigators/facilitators to review any challenges they are facing and clarify doubts about the process and their responsibility.	Individual teleconferences and technical assistance activities were carried out throughout the reporting period. During the teleconferences, PRDE provided technical assistance follow-up regarding compliance with timelines, status of cases, and provided consultation regarding the resolution of issues pending in cases in the resolution process.
3. Monitor and ensure timeliness of resolution sessions to include tracking timelines through the designed computer system.	<p>The Secretarial Unit is in charge of overseeing the management of due process complaints, and as such, their data management system maintains resolution session data as well.</p> <p>As mentioned in the discussion of Activity #1 above, the SAEE Monitoring Unit monitored the Resolution Meeting Divisions at each of the CSEEs during FFY 2010. The CMU utilizes information from the Secretarial Unit's data management system in preparing for and carrying out their monitoring of the CSEE Resolution Meeting Divisions.</p>
4. Continue to design and provide trainings to the Investigators/facilitators to further train them in dispute resolution and conflict management.	PRDE continued this activity, meetings were held with mediators and conciliators. Additionally, the MCU provided technical assistance during monitoring visits as needed.
5. Continue to design and provide training to all other relevant personnel (including process, forms, best practices, etc.).	See progress reported for activity # 4 above.

Activities	Discussion
6. Recruit and hire new investigators as the positions open.	PRDE is able to manage the resolution process with the existing personnel and staffing levels.
7. Offer training to all special education teachers around the Island.	Such training is on-going. This FFY 2011 the Legal Division Unit personnel concentrated their efforts on providing training to new personnel, School Directors and Special Education Facilitators.
8. Implement parental evaluation regarding the resolution session experience.	During FFY 2011, PRDE continued using the revised parental evaluation / satisfaction survey.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

PRDE is not proposing any revisions to its proposed targets, improvement activities, timelines, or resources at this time. However, PRDE reserves the right to adjust its baseline and targets in the future as necessary to ensure meaningful performance reports.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a) (3) (B))

Measurement:

Percent = [(2.1 (a) (i) + 2.1 (b) (i) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
<i>FFY 2011 2011-2012</i>	65.25%

Actual Target Data for FFY 2011: 75.8%

Data from Table 7 (FFY 2011) Used for Measurement

Data Year	2.1(a)(1) - Agreements Reached in Mediations Related to Due Process	2.1(b)(1)- Agreements Reached in Other Mediations (not Related to Due Process)	2.1 - Total Number of Mediations
2011-2012	302	42	454

Measurement

Data Year	2.1(a)(1) + 2-1 (b)(i)	Divided by 2.1	Multiplied by 100	Percentage/Measurement
2011-2012	344	344/454 = 0.7577	75.77	75.8%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

During FFY 2011, 344 of the 454 mediations held (75.8%) resulted in mediation agreements. Three hundred two of the mediations resulting in agreements were related to due process hearings; the remaining 42 mediations resulting in agreements were not related to due process complaints. Puerto Rico exceeded its FFY 2011 target (65.25%) but decreased its rate of mediations resulting in mediation agreements as compared to FFY 2010 (93.2%).

PRDE has in place procedures to resolve controversies regarding special education services through mediation. PRDE's mediation procedures allow parents and the agency to resolve a controversy with the intervention of an impartial mediator, on a voluntary basis. In Puerto Rico, mediation can be requested as part of a due process complaint hearing request or by itself, outside of the filing of a due process complaint. Both alternatives require the identification of a mediator and scheduling mediation meetings in a timely manner.

When mediation is requested as part of a due process request, the process is overseen by the Secretarial Unit. The mediation option is included on the model due process complaint form. When a party enters the mediation process in this manner, the Secretarial Unit receives the mediation request and enters the data into a database to keep track of the process. Once the mediation meetings have occurred, the mediator informs the Secretarial Unit of the results of the meetings, and the Administrative Law Judge (Hearing Officer) is informed in order to continue with the due process procedures accordingly. Mediation procedures under this alternative must take place within the due process timelines. If an agreement is not reached during the mediation, the hearing shall proceed, and a decision reached within the 45-day term.

When mediation is requested outside of a due process complaint, the Secretarial Unit is also in charge of the process of receiving, entering the data, and tracking the progress of the mediation. These mediations do not face the time constraints of those entered within the realm of a due process complaint.

Information regarding the mediation option is also available on the PRDE website as well as in the PRDE SAEE Procedures Manual.

The following chart provides information on the accomplishments, progress, and slippages of the activities proposed in the SPP for the implementation of this indicator.

Activity	Discussion
1. Include mediation as part of the statewide Personnel Development System to ensure adequate comprehension and implementation of mediation process.	PRDE, in a continuous and on-going basis, has arranged formal and informal orientations and trainings for its teachers and school personnel through its general supervisors and district supervisors. Mediation is included in the trainings.
2. Disseminate mediation process to schools and public.	As reported in the FFY 2008 APR, final approval of the SAEE Procedures Manual required review by and discussion with the Rosa Lydia Velez plaintiffs' class. Many meetings and administrative hearings were held to reach an agreement, and in December 2009, the class and PRDE finally approved the new manual and applications. SAEE has used its Procedures Manual to help guide its activities and help to ensure that it implements its mediation process in a uniform manner across the island.

Activity	Discussion
	<p>When a parent registers a child for special education, in the school or in the CSEE, an orientation is provided which includes an overview of the mediation process. Additionally, PRDE distributes a brochure regarding the mediation process across the schools, CSEEs, and districts; and, the PRDE Parent Assistance Unit conducts activities promoting the mediation option. PRDE has continued dissemination efforts through informational meetings at the CSEEs in collaboration with the CSEE, Parents Unit, and district social workers, and APNI (PR PTA).</p>
3. Include mediation as part of the focused monitoring system.	The PRDE Secretarial Unit for Provisional Remedy handles monitoring/oversight of the mediation program and process.
4. Encourage and publicize mediation options.	See progress reported for activity # 2 above.
5. Provide on-going training to mediators.	PRDE continues to provide on-going training for mediators.
6. Collect evaluation feedback from mediators and mediation participants.	PRDE continued to use and collect the evaluation to receive feedback from the mediation participants.
7. Analyze evaluation feedback materials to help identify mediation skills that enhance likelihood of mediation resulting in agreement.	See progress reported for activity # 6 above.
8. Schedule Mediations in a timely manner.	<p>In the past, scheduling mediations in a timely manner was sometimes problematic due to the lack of staff in the office managing mediations and because of the high volume of due process complaints filed. However, since the implementation of the resolution process, the volume of mediations has decreased because parents now have another process to sort out disputes regarding special education services.</p> <p>For FFY 2011, PRDE did not experience any difficulties regarding the timely coordination of mediations.</p>

Revisions, with Justification, to Propose Targets / Improvement Activities / Timelines / Resources for FFY 2012:

PRDE is not proposing any revisions to its proposed targets, improvement activities, timelines, or resources at this time. However, PRDE reserves the right to adjust its baseline and targets in the future as necessary to ensure meaningful performance reports.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a) (3) (B))

Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement. States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see below).

FFY	Measurable and Rigorous Target
<i>FFY 2011 (2011-2012)</i>	100%

Actual Target Data for FFY 2011:100%

PRDE has computed its actual target data for the FFY 2011 APR in accordance with the OSEP tables for Indicator 20 Data Rubric.

SPP/APR Data- Indicator 20			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1		1
2	1		1
3A	4N/A	4N/A	20
3B	1	1	2
3C	1	1	2
4A	4N/A	4N/A	20
4B	4N/A	4N/A	20
5	1	1	2
6	1	1	2
7	1	1	2
8	1	1	2
9	4N/A	4N/A	20
10	4N/A	4N/A	20
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	328
APR Score Calculation	Timely Submission Points - If the FFY 2011 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of the subtotal and Timely Submission Points) =		433.00

618 Data- Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Date Note Requests	Total
Table 1- Child Count Due Date: 2/1/12	1	1	1	1	4
Table 2- Personnel Due Date: 11/7/12	1	1	1	N/A	3
Table 3- Ed. Environments Due Date: 2/1/12	1	1	1	1	4
Table 4- Exiting Due Date: 11/7/12	1	1	1	N/A	3
Table 5- Discipline Due Date: 11/7/12	1	1	1	N/A	3
Table 6- State Assessment Due Date: 12/19/12	1	NA	NA	N/A	1
Table 7- Dispute Resolution Due Date: 11/7/12	1	1	1	N/A	3
MOE & CEIS Due Date: 5/1/12	1	1	NA	N/A	2
				Subtotal	23
618 Score Calculation			Grand Total (Subtotal X 1.86957)=		43.00

Indicator #20 Calculation	
A. APR Grand Total	33.00
B. 618 Grand Total	43.00
C. APR Grand Total (A) + 618 Grand Total (B) =	76.00
Total N/A in APR	10
Total N/A in 618	0
Base	876.00
D. Subtotal (C divided by Base*) =	1.00
E. Indicator Score (Subtotal D x 100) =	100.00

* Note any cell marked as N/A will decrease the denominator by 1 for APR and 1.86957 for 618

Discussion of Improvement Activities and Explanation Slippage, if the State did not meet its target that occurred for FFY 2011:

PRDE achieved -100% on Indicator 20. This maintains ~~is a slight decrease from~~ PRDE's FFY 2010 measurement of -100%. PRDE remains in substantial compliance with this indicator.

618 Data Collection and Validation Activities

All required reports were submitted by their due dates and revised by the deadline date established by OSEP. The PRDE System collects 618 data necessary for Child Count, Educational Environments, Exiting, Discipline and Personnel submissions. The system is a web-based system that allows school districts to submit, review and revise data according to the established timelines. Data undergo many edit checks that are integrated into the PRDE (SAEE) data submission system to ensure their internal consistency and accuracy. Reasonability checks are also conducted annually before data are finalized to further enhance data accuracy. Data reliability is ensured by maintaining consistent definitions and formats for data collection and providing consistent technical assistance and training. Data validity is ensured by designing the aggregate data collection forms consistent with federal requirements and guidelines and maintaining knowledge of changes at the national level.

APR Data Collection and Verification Activities

As part of its processes for verifying the validity, reliability, and timeliness of reported data, PRDE annually reviews and revises validation rules and reporting categories as needed. Also* PRDE provides technical assistance regarding data collection requirements continuously throughout the school year and as requested by the Districts, Regions and CSEE. The Special Education Monitoring and Compliance Units work with the Data Unit to verify selected data when conducting on-site monitoring visits. Annually written communications (Memos) are generated to provide data reporting instructions, guidelines and timelines.

PRDE enhanced its data correction processes by providing regularly scheduled and more frequent notices of missing information and reminders for data error corrections to all schools, school districts, and service centers that submit data to PRDE. PRDE consults on a regular basis with national and regional technical assistance providers, including the Data Accountability Center (DAC), Southeast Regional Resource Center (SERRC), among others, on data collection and reporting. Technical assistance received informs PRDE practice, as well as supporting PRDE TA provided to school districts.

The State continued its participation in the annual data managers meeting during the IDEA Leadership Conference. The IDEA Part B Data Manager participated with the data managers' listserv to keep current on practices with other states and ask questions to clarify the data system implications of new practices or policies, posing questions to other Data Managers as needed between meetings.

The APR Coordinator participates on the OSEP scheduled monthly calls, as well as others related to APR requirements. The APR Coordinator also maintains close contact with the OSEP State Contact to ask questions and clarify APR processes. The Coordinator has developed a calendar for gathering data for each of the indicators from personnel in PRDE, for reviewing each of the indicators, soliciting feedback from SERRC, and making necessary revisions.

The following chart provides information on the accomplishments, progress, and slippages of the activities proposed in the SPP for the implementation of this indicator.

Activities	Discussion
1. Continue to train special education personnel and other related staff in the data based information system.	As noted above PRDE provides TA to school, school district, and service center personnel. Also it is provided as requested by any other personnel. This activity is on-going.
2. Continue implementation of our data base information system island wide.	PRDE continues to implement an island wide data base of special education data that is linked to the SAEE (all student) data system.
3. Incorporate new elements to the data system to improve in our data collection and reporting.	PRDE will continue to incorporate new, enhance, or revised elements into the special education data collections as needed to collect compliant, complete, and comprehensive data that are valid and reliable.

Revisions, with Justification, to Propose Targets / Improvement Activities / Timelines / Resources for FFY 2011:

PRDE is not proposing any revisions to its proposed targets, improvement activities, timelines, or resources at this time. However, PRDE reserves the right to adjust its baseline and targets in the future as necessary to ensure meaningful performance reports.