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UNITED STATES DEPARTMENT OF EDUCATION OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

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MEMORANDUM

To: State Directors of Special Education and State Data Managers

From: Patricia J. Guard *Patricia J. Guard*
Acting Director
Office of Special Education Programs

Subject: Extension of Due Date for FYs 1999-2000 through 2000-2001 Biennial Performance Report for Part B of the Individuals With Disabilities Education Act (Part B)

Pursuant to Education Department General Administrative Regulation (EDGAR) 34 CFR §80.40, the State education agency in each State is required to submit a Performance Report on the State's use of Federal funds. The Secretary has determined that the Part B Performance Report shall be submitted every other year to coincide with requirements to report to the Secretary and the public on the progress of the State, and of children with disabilities in the State, toward meeting the performance goals and indicators established by the State. EDGAR requires that the Biennial Performance Report be submitted within 90 days after the close of the Federal fiscal year (FFY) unless a justified request is submitted by a grantee at which time the Federal agency may extend the due date for the Biennial Performance Report (34 CFR §80.40).

On August 3, 2001, the Council of Chief State School Officers (CCSSO), on behalf of the Education Information Advisory Committee, made a recommendation that the Office of Special Education Programs set a submission date of May 31, 2002, for the FFYs 1999-2000 through 2000-2001 Biennial Performance Report. In response to the CCSSO recommendation, the Secretary has determined that the Biennial Performance Report for FFYs 1999-2000 and 2000-2001 will be submitted no later than May 31, 2002. See enclosed letter addressed to Dr. Tom Houlihan dated October 3, 2001. The Office of Special Education Programs plans to issue the submission requirements for the Biennial Performance Report to States by December 31, 2001.

In the 1997 reauthorization of IDEA, States are required to establish performance goals and indicators to assess systemic performance (34 CFR §300.137). The concept of establishing system goals and measuring systemic performance is at the very core of efforts to reform schools

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Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

– to “improve systemic performance” so that results for all children are improved. When developing self-assessments and/or improvement plans, States must use, at a minimum, the performance goals and indicators that are addressed at 34 CFR §300.137.

For information related to performance goals and indicators, a copy of the National Association of State Directors of Special Education’s January 2001 *Project Forum Quick Turn Around* is enclosed. Further information on performance goals and indicators can be accessed at the Western Regional Resource Center’s WEB site <http://interact.uoregon.edu/wrrc/pgi.htm>

Enclosures

cc: Federal Resource Center
Regional Resource Centers