

Part C State Performance Plan and Annual Performance Report (Part C SPP/APR)

General Instructions

Each State is required to submit its FFY 2022 SPP/APR Part C Indicators 1-11 by February 1, 2024.

The State's FFY 2022 Part C SPP/APR submission must include:

- 1) An introduction, with sufficient detail to ensure that the Secretary and the public are informed of and understand the State's systems designed to drive improved results for infants and toddlers with disabilities and their families and to ensure that the Lead Agency and early intervention service programs meet the requirements of Part C of the IDEA. This introduction must include descriptions of the State's:
 - a. General Supervision System: The systems that are in place to ensure that the IDEA Part C requirements are met (e.g., integrated monitoring activities; data on processes and results; the SPP/APR; fiscal management; policies, procedures, and practices resulting in effective implementation; and improvement, correction, incentives, and sanctions);
 - b. Technical Assistance System: The mechanisms that the State has in place to ensure the timely delivery of high quality, evidence-based technical assistance and support to early intervention service (EIS) programs;
 - c. Professional Development System: The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for infants and toddlers with disabilities and their families;
 - d. Stakeholder Engagement: The mechanisms for broad stakeholder engagement, including activities carried out to obtain input from, and build the capacity of, a diverse group of parents to support the implementation activities designed to improve outcomes, including target setting and any subsequent revisions to targets, analyzing data, developing improvement strategies, and evaluating progress including:
 - i. The number of parent members who provided stakeholder input and a description of how the parent members of the Interagency Coordinating Council, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress;
 - ii. Description of the activities conducted to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for infants and toddlers with disabilities and their families;

- iii. The mechanisms and timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress;
 - iv. The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public; and
- e. Reporting to the Public: How and where the State reported to the public on the FFY 2021 performance of each EIS program located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2021 APR, as required by 34 C.F.R. § 303.702(b)(1)(i)(A); and a description of where, on its website, a complete copy of the State's SPP/APR, including any revisions, if the State has revised the targets that it submitted with its FFY 2021 APR in 2023, is available¹.
- 2) Baseline data for Indicators 1 through 11. If the State is proposing to revise its baseline data for an indicator, it must provide an explanation for that revision.
 - 3) Targets for Indicators 1 through 11 for each year and that cover the years of the SPP (i.e., FFY 2020 through FFY 2025). The State's FFY 2025 target must reflect improvement over the baseline data. If the State is proposing to revise in its FFY 2022 SPP/APR any of the targets it submitted in 2023 with its FFY 2021 SPP/APR, the State must describe its stakeholder engagement process.
 - 4) Data from FFY 2022 and other responsive SPP/APR information for Indicators 1 through 11.
 - 5) The reasons for slippage for indicators where the State did not meet its FFY 2022 target, and any slippage greater than the established threshold.
 - 6) Information to address any actions required by OSEP's response to the State's FFY 2021 SPP/APR, including actions related to the correction of findings of noncompliance identified by the State. If the State reports less than 100 percent compliance for an indicator in a given year, the State must report in the following year's SPP/APR that it has verified that each EIS program with noncompliance identified for that indicator and data source: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100 percent compliance with the relevant IDEA requirements) based on a review of updated data, such as data subsequently collected through on-site monitoring or a State data system (systemic compliance); and (2) has corrected each individual case of child-specific noncompliance, unless the child is no longer within the jurisdiction of the EIS program.

Indicator 11 – State Systemic Improvement Plan (SSIP): In addition to the Phase I content of the SSIP that States were required to submit in 2015, the Phase II content that States were required to submit in 2016, and the Phase III content that States were

¹ In accordance with Section 616(b)(2)(C)(ii)(I) of the IDEA and 34 C.F.R. § 3003.702, each State must also report annually to the public on the performance of each early intervention program located in the State on the targets in its Part C SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its Part C SPP/APR to the Secretary.

required to submit in 2017 through 2023, the State must include the specific content required to complete Phase III of the SSIP required by Indicator 11, as well as any updates to previous Phase I, II, and III submissions. The specific content required to complete Phase III of the SSIP includes:

- a. Data Analysis;
- b. Implementation, Analysis and Evaluation;
- c. Stakeholder Engagement; and
- d. Additional Implementation Activities.

The Part C Indicator Measurement Table lists the monitoring priorities, Indicators, required data sources, measurement, and instructions for providing the required information for each indicator.

In addition to the percentages required in the indicators, States are required to provide actual numbers used in the calculations.²

Sampling

States are allowed to use sampling when so indicated on the Part C Indicator Measurement Table. When sampling is used, a description of the sampling methodology outlining how the design will yield valid and reliable estimates *must* be submitted to OSEP. The description must describe the: (a) sampling procedures followed (e.g., random/stratified, forms validation); and (b) similarity or differences of the sample to the population of children with disabilities in the early intervention program (e.g., how all aspects of the population, such as disability category, race, age, gender, family income, etc., will be represented). The description must also include how the Lead Agency addresses any problems with: (a) response rates; (b) missing data; and (c) selection bias.

Samples from EIS programs must be representative of each of the EIS programs sampled, considering such variables as eligibility definition (diagnosed condition or developmental delay), age, race, gender, and family income. In reporting on the performance of small EIS programs, the Lead Agency shall not report to the public or the Secretary any information on performance that would result in the disclosure of personally identifiable information about individual children or where the available data are insufficient to yield statistically reliable information, i.e., numbers are too small.

For indicators that permit sampling, the Lead Agency must include in its report on the performance of EIS programs the most recently available performance data on each EIS program and the date the data were obtained. If a Lead Agency is using sampling for one or more indicators, the Lead Agency must sample on the performance of each EIS program on each of those indicators at least once during the period of FFYs 2020 - 2025. Further, if a Lead Agency is using sampling, the Lead Agency must collect data from a representative sample of EIS programs each year in order to report on State performance annually.

² States are not required to provide the actual numbers for Indicators 2, 5, 6, 9, and 10 because they are using Section 618 State-reported data for these Indicators.

For FFY 2022 submission

If a State will use its currently approved sampling plan and only change the years for which it is used, the State can provide an assurance to this effect. If a State proposes to use a sampling plan that was not previously used/approved or will revise its current sampling plan, the State must submit the sampling plan for approval.

Submission

The State must submit its Part C SPP/APR electronically using the Department's online SPP/APR submission tool. If you have any questions about the Part C SPP/APR and/or the submission procedures listed above, please contact your Part C State Lead.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0578. Public reporting burden for this collection of information is estimated to average 1,095 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under the Individuals with Disabilities Education Act (20 U.S.C. section 1400 et. seq.). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Lisa Brown / Lisa.K.Brown@ed.gov directly.