Part C and 619 Target Setting Guide

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Contents

Introduction

Purpose

This DaSy and ECTA guide provides general and indicator-specific guidance, considerations, and resources to assist state systems in working with stakeholders to set targets for the State Performance Plan (SPP)/Annual Performance Report (APR) indicators and the State Systemic Improvement Plan (SSIP) State-Identified Measurable Result (SIMR) for the FFY 2020-2025 submission to OSEP on February 1, 2022 and in subsequent years.

Audience

This guide is written for state Part C and 619 leadership teams, but it will also be informative for stakeholders involved in the target-setting process.

Background

Target setting is the process states use, with broad stakeholder input, to determine measurable and rigorous benchmarks for results-based indicators. The process should ensure that the rationale and methods for setting targets are analytically sound and clearly explained for optimal stakeholder input and involvement. Targets are the expected levels of performance or progress for each indicator. Targets are defined as percentage values and are based on analysis of past performance and other state contexts.

Targets accomplish the following important functions:

- Establish expectations for performance throughout the state
- Assist in assessing where the state's performance is strong, where performance is an issue, and where to focus improvement
- Provide motivation for improving performance and celebrating success
- Serve as guides for monitoring progress and determining if progress is on schedule and sustained over time

Scope

The target-setting information included in this guide is limited to the following indicators that require targets:

C2: Settings
C3 and B7: Early Childhood and Preschool Outcomes
C4: Family Outcomes
C5: Child Find Birth to 1
C6: Child Find Birth to 3
C9 and C10: Dispute Resolution
C11 and B17: State Systemic Improvement Plan
B6: Preschool LRE

Indicator-specific information on target setting for each of these indicators is provided under Indicator Specific Guidance in this guide.

Compliance indicators (i.e., C1-Timely Services, C7-45 Day Timelines, C8-Part C Early Childhood Transition, B12-Early Childhood Transition) are not addressed in this document as the targets for these indicators are always 100%. More information about these compliance indicators can be found in the following resources:

[Part C SPP/APR Measurement Table](#)

[Part B SPP/APR Measurement Table](#)

This Target Setting Guide includes the following sections:

- Federal Requirements and OSEP Guidance on Target Setting
- General Considerations for Baselines and Targets
- Steps for Target Setting
- Approaches for Target Setting
- Examples of Data Visualization
- Indicator Specific Guidance

Federal Requirements and OSEP Guidance on Target Setting

Individuals with Disabilities Education Act (IDEA) Statute

"In general, as a part of the State performance plan described under paragraph (1), each State shall establish measurable and rigorous targets for the indicators established under the priority areas described in subsection (a)(3)." [(20 U.S.C. 1416(a)(3)(A))](#)

SPP/APR Instructions Requirements for Stakeholder Participation

The [Part C State Performance Plan and Annual Performance Report (Part C SPP/APR) General Instructions](#) and the [Part B State Performance Plan and Annual Performance Report (Part B SPP/APR)](#) specifies, for each year that covers the years of the SPP (FFY 2020 through FFY 2025), that targets for each SPP/APR indicator must be established with broad stakeholder input.

The instructions specify the solicitation of broad stakeholder input on the targets and that any subsequent revisions must include the following elements:

- "The number of parent members and a description of how the parent members of the Interagency Coordinating Council/State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual

> Stakeholders Defined:
> "Individuals or groups who have invested time, money, energy, and/or interest into something. Stakeholder groups should include representation of persons who are affected by or invested in any proposed change/innovation, such as parents, personnel, administrators, or others who can provide relevant information, personal experience, or expertise to the proposed work." (ECTA Systems Framework)

parents were engaged in target setting, analyzing data, developing improvement strategies, and evaluating progress;

- Description of the activities conducted to increase the capacity of diverse groups of parents to support the development of implementation of activities designed to improve outcomes for children with disabilities and their families;
- The mechanisms and timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress;
- 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."

OSEP Guidance Regarding Targets and Baselines

The [OSEP SPP/APR Universal Technical Assistance for FFY 2020-2025](#) document includes additional guidance from OSEP regarding baselines and targets:

"***Baselines.*** States are permitted to revise baseline data and, when doing so, are required to provide an explanation for the revision. OSEP expects that baseline data would be revised when there is a change in methodology or data source for the indicator that impacts comparability of the data."

"***Targets.*** States are required to set targets that show improvement over the baseline data for the FFY 2020–2025 SPP/APR. If, based on prior year's performance, a State decides to establish FFY 2020–2025 targets that are lower than the targets that were established from FFY 2016–2019, OSEP encourages the State to provide information regarding this decision in its narrative. Generally, targets are not approvable if they do not show improvement over baseline; however, there have been specific instances where OSEP has allowed States to set targets that do not reflect improvement over baseline." (Page 2 of [OSEP SPP/APR Universal Technical Assistance for FFY 2020-2025](#)) However, states are encouraged to contact their OSEP state lead. (See Indicator Specific Guidance for [C-2: Natural Environments](#) and [B-6: Pre-school Environments](#) for OSEP-permitted exceptions included in this guide).

General Considerations for Baselines and Targets

Baselines

Beyond Federal requirements and OSEP guidance regarding baselines, several general considerations may be useful for stakeholders when reviewing or resetting baselines. A baseline serves as a starting point and should be used to establish targets based on the amount of growth that is expected each year. When a state compares baseline data to data collected at later points in time, it informs the state if it is making progress.

Reasons to reset the baseline may include changes to the following:

- State data collection tools, methods, or data source
- The indicator measurement required by OSEP
- The population served, such as state eligibility criteria changes
- Substantial improvements in a state's data quality

Targets

Beyond Federal requirements and OSEP guidance regarding target setting, several general considerations may be useful for stakeholders when setting targets. This includes the impact of data quality on setting targets, necessary information to review, notable changes to acknowledge, and other information that could be useful to consider.

Data Quality Issues Impacting Target Setting

- Determine if there are issues and ensure data for the indicator are high-quality. Consider factors such as data completeness, accuracy, timeliness, and relevance.
- Identify if activities implemented to facilitate the collection of high-quality data have been effective (e.g., training to address reporting requirements, checking and validating data entry, and ensuring that the right people are collecting the right data)

Necessary Information for Target Setting

- Collect the following information:
  - Prior APRs to identify baseline data, the year it was set, targets previously established and the results.
  - Trends in performance over the last 3 to 5 years, minimally.
  - Trends in performance relative to targets.
  - Baseline data, including any changes that might have been made.
  - Analyses or reasons for meeting or not meeting previous targets.
  - Information on how targets were previously calculated and determined with stakeholders.

System Changes Important for Target Setting

- Consider if changes have been made, such as in data collections methods, analysis, and reporting.
- Take into account overall state initiatives that might impact state performance and targets on APR indicators (e.g., look at scope and implementation status of these initiative(s) and expected impacts).
- Consider fiscal/economic climate of the state and its impact on performance and targets.
- Take note of the impact of any natural disasters, such as weather and health emergencies, including pandemics such as COVID-19 and the impact on performance and targets.

Steps for Setting Targets

The steps for target setting outline a general process for states in preparing, setting, and communicating targets. The general process applies to all indicators requiring target setting. Indicator-specific information for target setting can be found under Indicator Specific Guidance in this guide. The general process information in this guide is designed to work with indicator-

specific guidance to support states in working with stakeholders to establish targets. It may take multiple sessions to complete target-setting activities, and at times, a pause maybe needed to find additional data to complete the process.

Step 1. Identify and prepare stakeholders	
Ensure stakeholder diversity	• Potential stakeholders to consider include parent members of the Interagency Coordinating Council, parent center staff, parents from local and statewide advocacy and advisory committees, individual parents, state and local/regional administrators, practitioners, higher education representatives, community partners, and other state and local agency personnel. • Stakeholders should intentionally represent varied expertise, perspectives, and the demographics of the population served (e.g., race/ethnicity, geographic location, social-economic status(SES)). • Stakeholders with expertise and interest in reviewing and analyzing data should be included, without making it a requirement for participation.
Clarify stakeholder roles and responsibilities	• Define the tasks to be accomplished. • Project the time commitment. • Outline group member responsibilities. • Clarify how stakeholder recommendations contribute to state decisions for setting measurable and rigorous targets.
Prepare stakeholders	• Determine the individual needs of stakeholders to facilitate their optimum involvement. • Share orientation materials and related resources based on stakeholder needs. • Provide support for members without expertise in data analysis to build their capacity for active participation and contribution. See the DaSy Stakeholder Knowledge Toolkit: Building Knowledge About Data: https://dasycenter.org/stakeholder-knowledge-toolkit/ • Plan the process for engaging stakeholders at the target-setting meeting(s) by sending relevant information prior to the meeting, considering how to partner stakeholders to increase engagement, etc. For more information about involving stakeholders in data meetings, see IDC's Stakeholders in Data Meetings: https://ideadata.org/sites/default/files/media/documents/2020-06/2-DMT-Including_Stakeholders_in_Data_Meetings_TNedits_LAL_0.pdf • For more information about stakeholder engagement see Leading by Convening: https://ncsi.wested.org/resources/leading-by-convening/
Step 2. Compile data and resources and conduct analyses	
Include indicator-specific data	• Pertinent program data (e.g., population increase/decrease, remote service delivery initiation, when evaluations were paused, policy changes that impact data, changes in measurement or data collection procedures, financial data). • Current data (e.g., baseline, performance, targets). • Trend data (e.g., performance data, targets) for last 3-5 years and noting trends relative to baseline. • Disaggregated data (e.g., trend data by gender, age, race, ethnicity, disability category, SES, local programs/local education agency (LEA) indicator performance data). • Analysis summaries and conclusions of the data.

	• Analyses or reasons for meeting or not meeting previous targets.
Collect necessary resources	• Tools or process used in prior analysis to establish and calculate targets. • National data for comparison.
Analyze data	• Conduct objective analyses to contribute to the target setting discussion. In the Indicator Specific Guidance section, each indicator includes suggestions for indicator specific analyses under Section VII. • Include necessary illustrations for ease of understanding the data and the effective and efficient display of data. (See Data Visualization Toolkit: https://dasycenter.org/data-visualization-toolkit-2/)

Step 3. Facilitate discussions to develop target recommendations

Questions to consider	• What are the factors that may influence the target setting process (e.g., changes in budget, initiatives, recent national or state emergencies, recent measurement changes)?
	  – How might these factors influence performance in the future years?
	  – What are the implications these factors have on target setting?
	• How does the state's performance compare to the national picture for the indicators?
	  – What, if any, are the implications for target setting?
	• Has the state met its previous targets for each of the indicators?
	  – If so, is the same level of change appropriate for setting the new targets?
	  – If not, what factor(s) have served as barriers to prior efforts?

Collect and analyze additional data	• Conduct as needed to address questions that emerge during discussions about target setting.

Step 4. Make decisions about targets

Responsibility	• States have the ultimate responsibility to set measurable and rigorous targets with stakeholder engagement.

Questions to consider	• Are the targets being considered/decided
	  – Rigorous (do they demonstrate significant improvement from the baseline)?
	  – Achievable?
	  – Based on quality data (do the data reflect the population)?
	  – Understandable?
	  – Determined with broad stakeholder input?

Step 5. Communicate targets

Final considerations	• Report final targets to the stakeholders involved in the process. • Ensure targets are readily accessible (e.g., publicly available through a variety of means) and understandable to diverse stakeholders. • Ensure the justification for setting or changing targets are clearly described in language understandable to stakeholders. • Report the targets in the SPP/APR and describe the process used for setting or changing targets with stakeholders (e.g., which stakeholders were involved, what type of data was reviewed/used to set targets, how stakeholders weighed in on decision-making).

Approaches for Target Setting

States may use a variety of target setting approaches[1] and should clearly and completely explain their rationale and methods. The following information provides an overview and examples of methods states may want to consider.

Percent or Percentage Point Improvement

Percent or percentage point improvements are common methods for setting targets. Following are several different ways of determining and applying these changes over time to target-setting methods.

Average year-over-year growth/change. Using historical data, calculate the average growth/change from year to year. This change can be calculated as a percent change/improvement or a percentage point improvement. For example, if the average growth is 0.8 percentage points, add that amount to the current data for each year (figure 1).

Figure 1. Example of Improvements by Percentage Points (using child outcomes data)

	Actual						Targets				
	2015	*2016*	*2017*	*2018*	*2019*	*2020*	*2021*	*2022*	*2023*	*2024*	*2025*
SS1 soc-emo	70.0	70.8	71.0	71.8	72.8	74.0	74.8	75.6	76.4	77.2	78.0
Difference		0.8	0.2	0.8	1.0	1.2					

Average actual growth = 0.8.

The example below uses the average percent change from year to year and applies that to each future year. Percent change is less commonly used than percentage point change and is more difficult to explain (figure 2).

Figure 2. Example of Improvements by Percent Change (using child outcomes data)

	Actual						Targets				
	2015	*2016*	*2017*	*2018*	*2019*	*2020*	*2021*	*2022*	*2023*	*2024*	*2025*
SS1 soc-emo	70.0	70.8	71.0	71.8	72.8	74.0	74.8	75.7	76.5	77.4	78.2
Percent change		1.14	0.28	1.13	1.39	1.65					

Average percent change = 1.12.

Overall growth/change. Calculate the overall growth from two historical points in time, e.g., from year 1 to year 5, using either percent or percentage point improvement. Increase the end target for five years out by that total growth. For example, if the total growth from 2015 to 2020 is 4 percentage points, add that to the end target five years out. Decide if the targets for each intervening year should increase incrementally by .80 percentage points (4 divided by 5 years)

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[1] Hubbard, K., Makram, T., Klein, R., & Huang, D. 2020. Target-Setting Methods in Healthy People 2030. Healthy People Statistical Notes.

or in other increments, depending on state circumstances, e.g., the status of improvement initiatives (figure 3).

Figure 3. Example of Overall Growth/Change by Percentage Points (using child outcomes data)

	Actual						Targets				
	2015	*2016*	*2017*	*2018*	*2019*	*2020*	*2021*	*2022*	*2023*	*2024*	*2025*
SS1 soc-emo	70.0	70.8	71.0	71.8	72.8	74.0					78.0

Overall difference from 2015 to 2020 = 4.0.

Moving (rolling) average. If the historical data are not stable, a moving average can be calculated and added to each of the future years. The moving average may be based on a period of two, three, or four years, depending on the number of years of historical data available. Rolling averages need to total numerators and denominators separately first and then calculate percentages.

New baseline (or no historical data). If historical data are not available or if a new baseline has been established, e.g., due to changes in data collection methods, start with the new baseline (or most recent year of actual data) and increase that by a certain percentage or number of percentage points each year. For a percent improvement, the baseline is multiplied by a specific percentage, and the resulting value is added to or subtracted from the baseline. For a percentage point improvement, the baseline, itself a percentage, is improved by adding or subtracting a specific value, also known as a percentage point.

Start with the End Goal

Decide on the target for the last year of the SPP/APR cycle. One approach to setting the end goal is to determine a meaningful/statistically different value from baseline or current data. The Child Outcomes Year-to-Year Meaningful Differences Calculator for States can be used for the C3/B7 indicators on child outcomes. The meaningful difference calculator uses an accepted formula to determine whether the difference between two percentages is statistically significant (or meaningful). Statistical tests of significance can be used to determine meaningful differences for other indicators. Once the end goal is set, determine the incremental targets for the intervening years.

Trend Analysis and Forecasting

A trendline, also referred to as a line of best fit, is a straight or curved line on a chart that shows the general pattern or overall direction of the data. Trend analysis is most often used to show data movement over time, particularly to estimate data in future years. You can decide on a target based on the trendline projection. An important consideration in trend analysis is how far back to go; that is, when to start the trendline.

Tools like Excel can be used to add a trendline to a chart and extend the trendline to future years (forecast). There are different options for doing trend analysis and forecasts in Excel, depending on the type of data you have.

Linear. A linear trendline is used with simple linear data sets; that is, the pattern in the data points resembles a line. A linear trendline usually shows that something is increasing or decreasing at a steady rate.

Moving average. A moving average trendline smooths out fluctuations in the data to show a pattern or trend more clearly. A moving average trendline uses a specific number of data points, averages them, and uses the average value as a point in the trendline. You can determine the number of data points to use in the moving average, e.g., two, three, or four.

Logarithmic. A logarithmic trendline is a best-fit curved line that is most useful when the rate of change in the data increases or decreases quickly and then levels out.

Linear data typically require fewer data points for projections than other options. Excel can also create confidence intervals and display the R-squared value of a trendline, which is a number that indicates how well your trendline fits your data. The closer the R-squared value is to 1, the better the fit of the trendline.

Go to Trend Analysis or Forecasts for more information on using these Excel functions.

Statistical Modeling/Analysis

Statistical analysis can be used to help predict future results and thus, targets, using additional data such as population data, regional data, or outliers. For example, a state could stratify its data by the size of the local program/district and weight those data accordingly, or it could look at the change in the results of local programs/districts that have implemented improvement initiatives versus those that have not, and set targets based on scale-up plans.

Additional Considerations

For each of the approaches, consider changes in state circumstances that may impact performance in any given year, such as data quality issues or the scope and status of improvement initiatives. There may be legitimate reasons for maintaining stability for a few years, and targets may remain the same for several years. Similarly, targets in the intervening years may increase incrementally, but not by the same amount each year. However, targets must show improvement from the baseline in the end.

States may want to consider and use more than one method and bring the results of those methods to stakeholders for review and discussion. An effective way to engage stakeholders in the target-setting process is to present these multiple options for targets, explain the rationale for each, and solicit feedback. Presenting these options visually, e.g., all on one graph, allows stakeholders to see the impact of each. An example is presented in Figure 8 in the Examples of Data Visualization section.

Examples of Data Visualization

Reminders:

States have the ultimate responsibility to set measurable and rigorous targets with stakeholder engagement.

Broad stakeholder input is required throughout the process of target setting.

Targets for intervening years may stay the same or reflect decreased performance as long as the FFY 2025 target is higher than the baseline.

Targets and baselines can be changed, if necessary, with stakeholder input, with sufficient rationale for the changes, and with OSEP approval.

This section provides examples of data visualizations that states may consider creating to share with stakeholders during the target setting process. Most of the examples are intended to help stakeholders better understand various aspects of the data. The last figure is intended for displaying a summary of the results of different target setting approaches. Each of these charts was created using Excel. DaSy's Data Visualization Toolkit provides more resources on the creation and use of data visualization products.

Historical Data for Indicator C3 or B7

Figure 4 is a simple bar graph of historical data for the summary statements for each of the three child outcomes. The funnel-shaped filter can be used to focus on a subset of data such as outcomes or years. A shape or text can be inserted to indicate the baseline year.

Figure 4. Sample Bar Graph of Historical Data
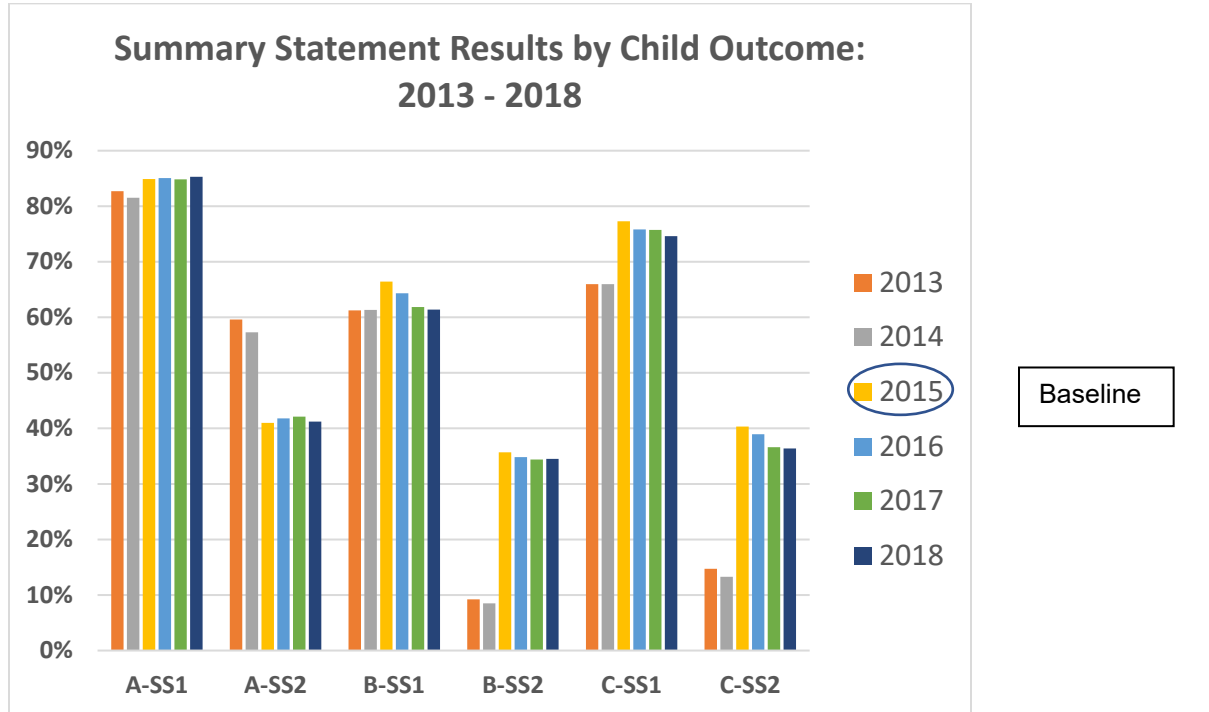
Child Outcome A: Social-emotional relationships
Child Outcome B: Knowledge and skills
Child Outcome C: Takes actions to meet need

Bar Graph with Contextual Information

The graph in Figure 5 displays historical data in a slightly different way, with data for the three family outcome indicators grouped by year. The graph also adds important contextual information, i.e., survey response rates for each year.

Figure 5. Sample Bar Graph with Contextual Information
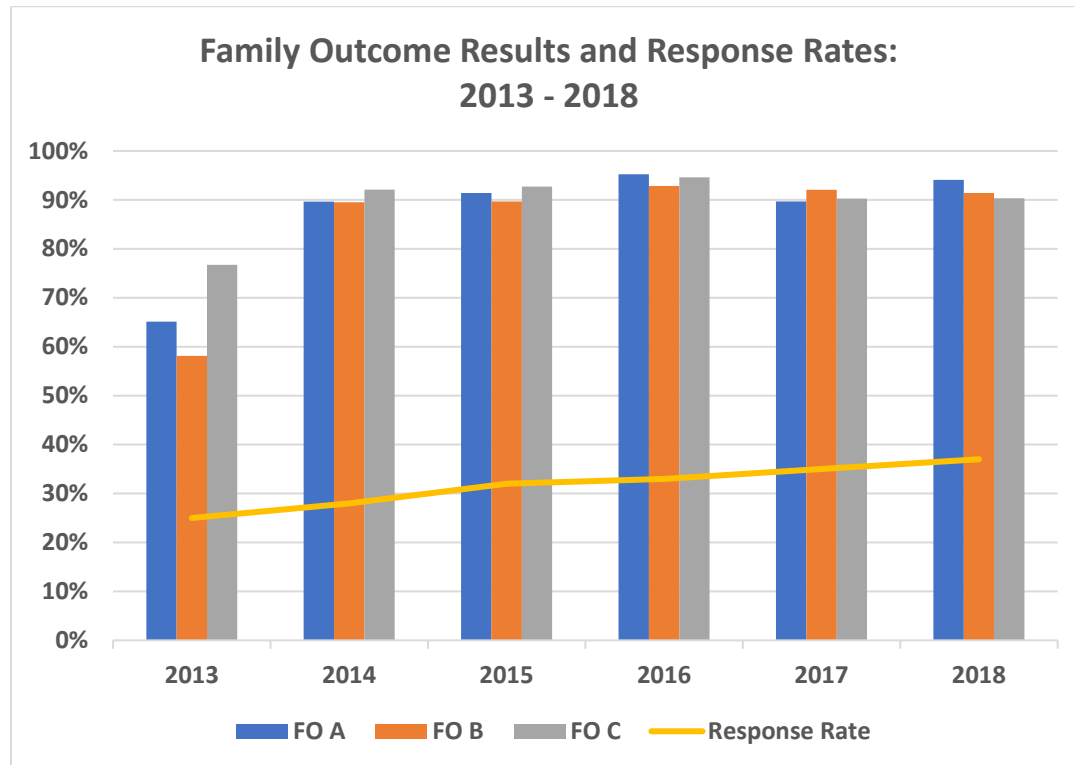
Family outcome A: Know rights
Family outcome B: Communicate child's needs
Family outcome C: Help child develop and learn

Percent Birth-to-Three Served by County

The map in Figure 6 displays the percent of children ages birth to three served in Part C, by county. Though the map does not show data over time, it helps stakeholders look beyond the statewide data at the variation across counties (or local programs/districts). These county-level data are fictitious.

Figure 6. Sample Map of Percent Birth-to-Three Served by County
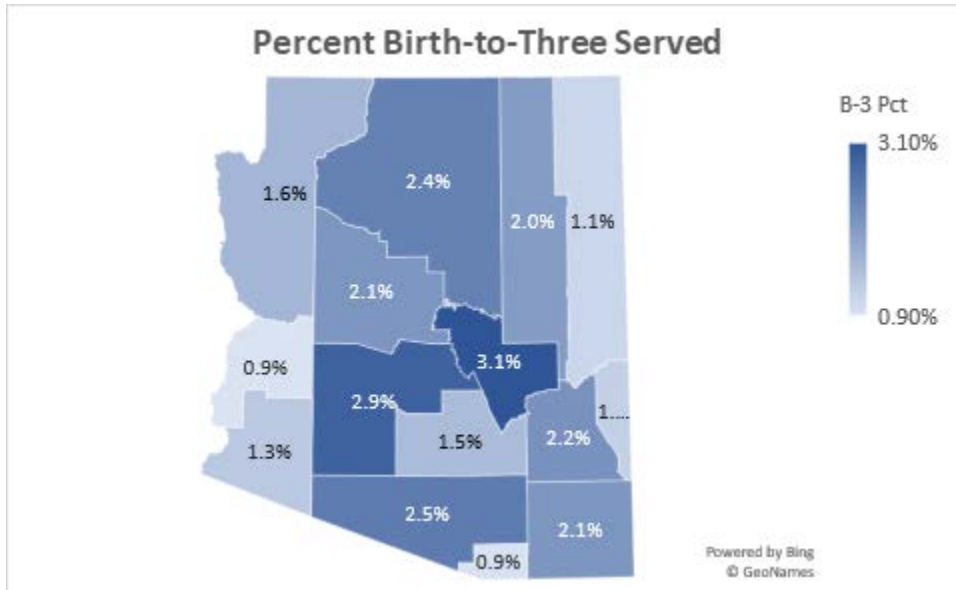
Family Outcome Results vs. Targets, Bar or Line Graph

The following two examples (Figures 7 and 8) display the same data. The first uses a bar chart and the second uses a line graph. They both display the historical data for one family indicator, knowledge of rights (A), relative to the target for the same year.

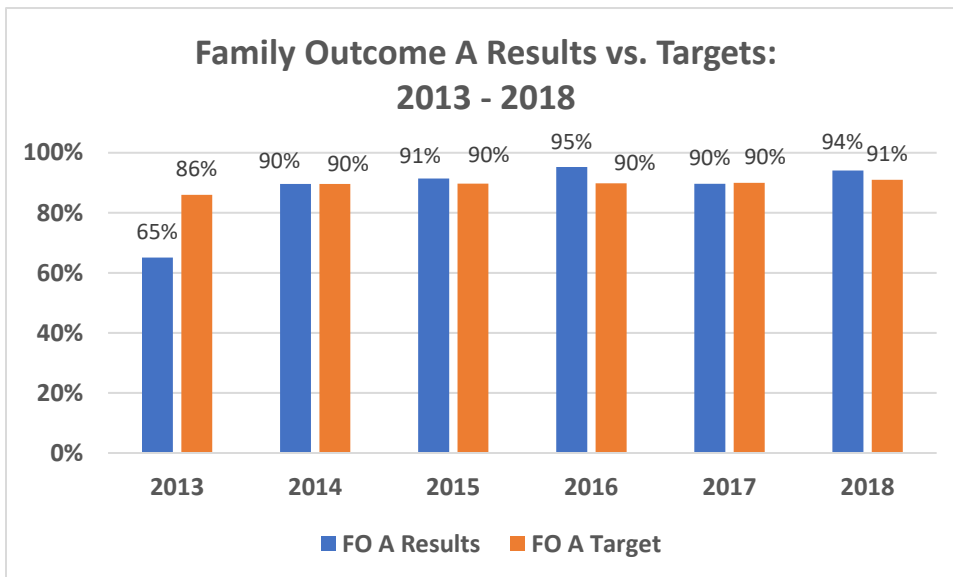**Figure 7. Sample Bar Graph of Family Outcome Results vs. Targets**

Figure 8. Sample Line Graph of Family Outcome Results vs. Targets

Family Outcome A Results vs. Targets: 2013 - 2018
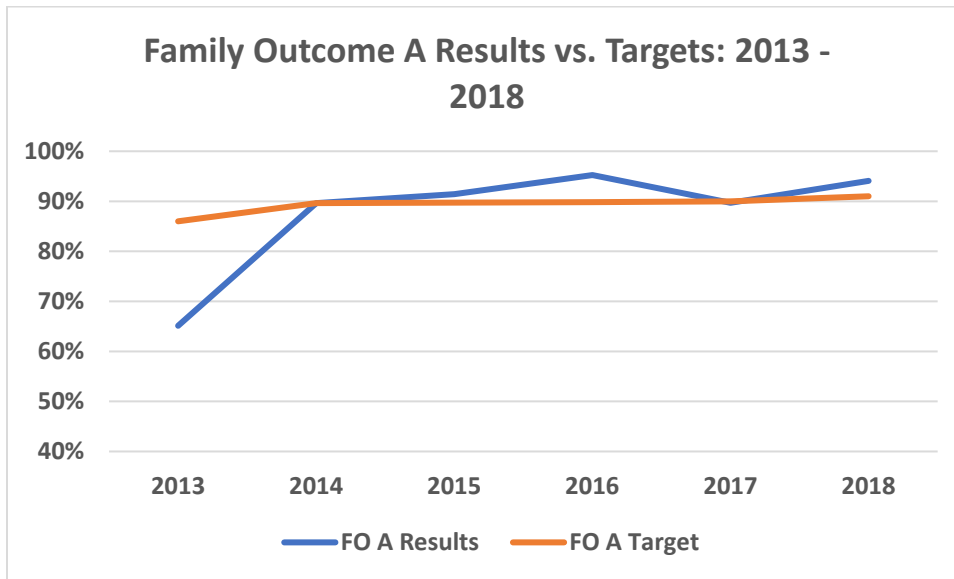
Percent Birth-to-Three Served and Population Data, by County

Figure 9 is an example of a combo chart that displays the percent of the birth-to-three population served using the blue columns and the primary axis on the left, and the total birth-to-three population displayed using the orange line and the secondary axis on the right. Disaggregating the data by county (or local program/district) can reveal the extent of variation in the indicator across those entities, and the addition of the population data adds critical contextual information. Counties (or local programs or districts) with a much greater number of children are more likely to influence the statewide results.

Figure 9. Sample Combo Chart of Percent Birth-to-Three Served and Population Data, by County
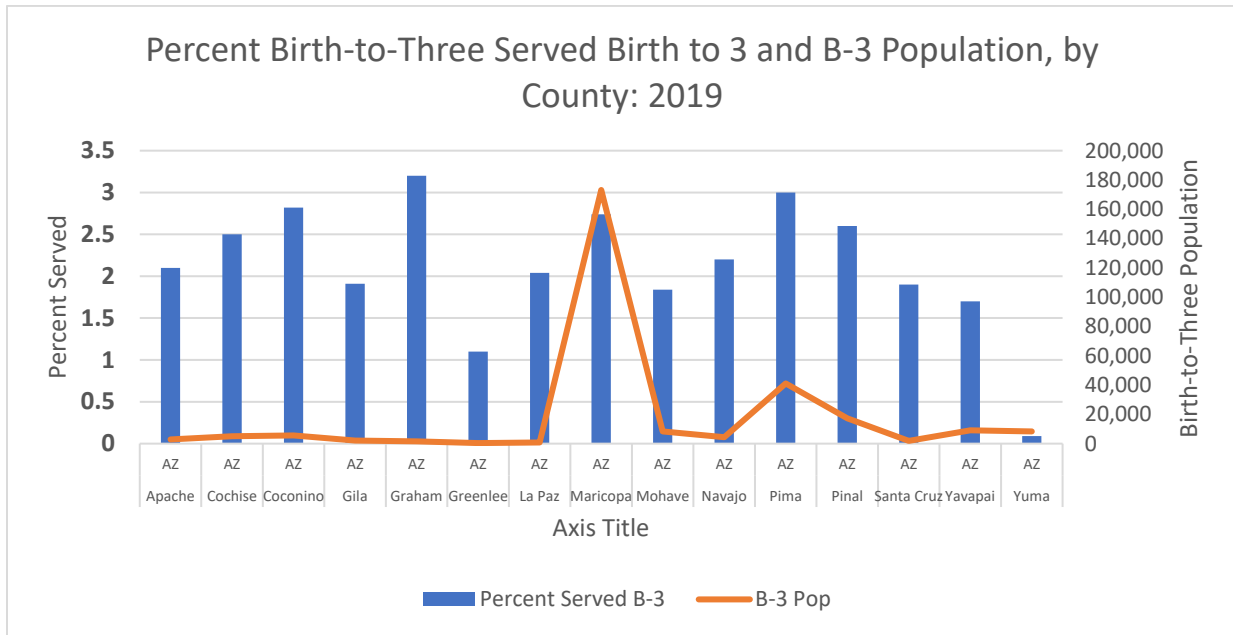
Using Filters or Slicers to Focus on Specific Information

Figure 10 illustrates the use of filters (in a chart) or slicers (in a PivotChart) to focus on specific information, such as subsets of data. Users of this PivotChart would be able to use slicers to look specifically at the child outcomes progress categories for one or more counties and/or racial/ethnic groups. (The county-level data are fictitious).

Figure 10. Sample of Using Filters or Slicers to Focus on Specific Information
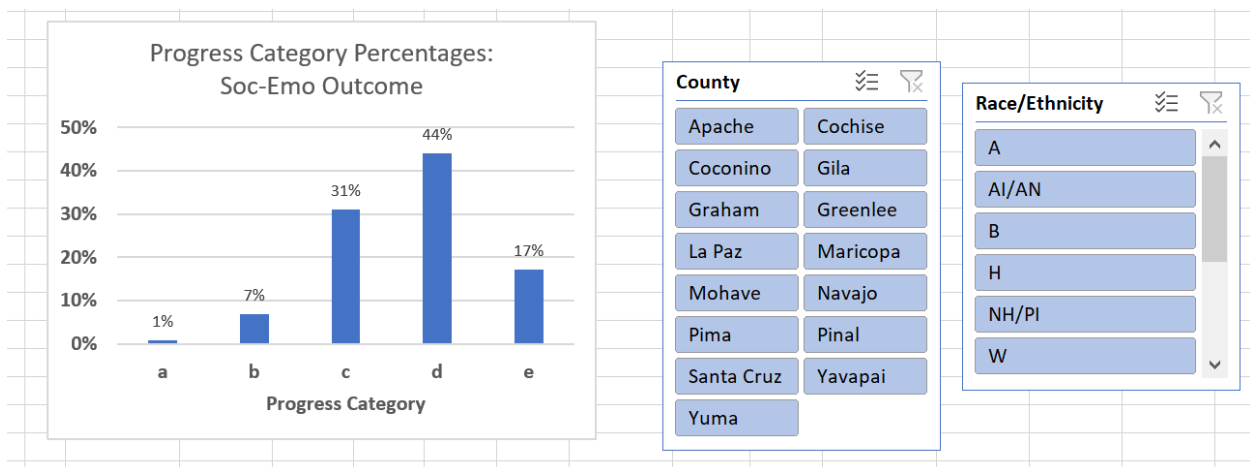
Summary of Target-Setting Approaches

Figure 11 displays the historical data for an indicator and the future values (targets) for each of the different target-settings methods used.

Figure 11. Sample of Summary of Target-Setting Approaches

Historical Data and Future Values by Target Setting Method: Indicator XX

Indicator Specific Guidance

Indicator C2–Settings

Indicator-specific guidance is provided separately for results indicators where target setting is required, including C2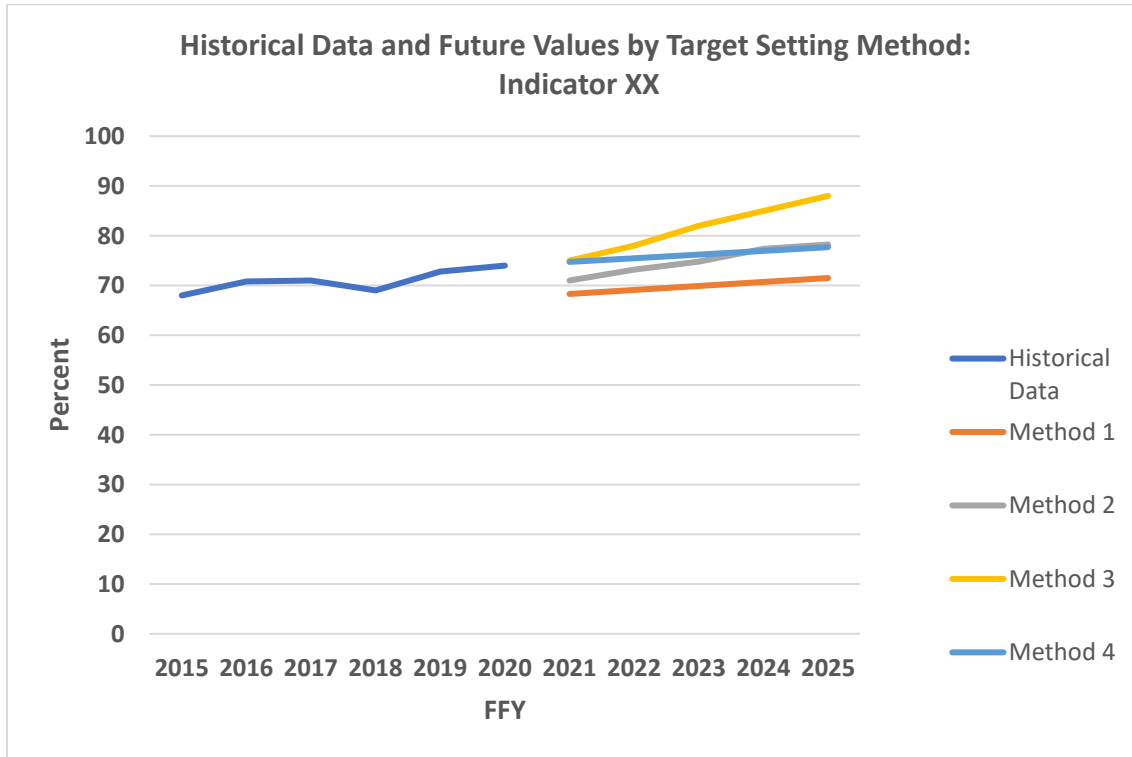-Settings. There are eight sections that support target setting for this indicator. This indicator specific guidance is intended to be used as a companion to the general guidance.

Topic		Guidance
I.	**Indicator Description**	Percent of infants and toddlers with IFSPs who primarily receive early intervention services in home or community-based settings.
		(20 U.S.C. 1416(a)(3)(A) and 1442)
		Per the OSEP SPP/APR Universal Technical Assistance for FFY 2020-2025 guidance, the FFY 2025 target for this indicator does not need to show improvement over baseline if the FFY 2025 target is at least 95%.
II.	**Federal Indicator Changes**	No changes effective with the release of the FFY 2020-25 Part C Measurement Table.
III.	**State Indicator Specific Changes**	Has the state made any changes to the data collections methods and/or data source?
		To the extent possible, determine the impact of these changes on the results of this indicator.
IV.	**State Initiatives Related to this Indicator**	• What state initiatives are in place to increase the percentage of children who primarily receive early intervention services in the home or a community-based setting? • What is the scope and expected impact? • How long will it take to see the expected impact?
V.	**Data to Consider**	The state will want the following data available: • Indicator 2 performance data relative to targets for the last three to five years • Indicator 2 baseline data
VI.	**Indicator Specific Data Quality Issues**	The data reported in this indicator should be consistent with the state's 618 settings data. If not, the state would have had to explain why in a data note submitted to OSEP.
VII.	**Indicator Specific Analyses**	History • What were our targets and how were they set? • If changes were made to targets, what was the basis for the change? • What were the trends in performance relative to targets? • Were there changes made to the baseline in the last five years? What was the rationale for the change? How do current data compare to data over the past 3 to 5 years? • Were there data relatively stable over time, or was there a lot of variation? • If variation, what factors could have contributed to the variation?

Topic	Guidance
	• Consider the impact of differences at the local program level, e.g., the impact of one or several large programs. • Consider other factors such as race/ethnicity, SES, age of the child, and disability/eligibility category.
VIII. Indicator Specific Resources	E*MAPS* IDEA Part C Child Count and Settings User Guide at https://www2.ed.gov/about/inits/ed/edfacts/index.html Part C SPP/APR Indicator Analyses at https://ectacenter.org/partc/partcapr.asp#analyses

Indicators C3 and B7–Early Childhood and Preschool Outcomes

Indicator-specific guidance is provided separately for results indicators where target setting is required, including C3 and B7-Early Childhood and Preschool Outcomes. There are eight sections that support target setting for this indicator. This indicator specific guidance is intended to be used as a companion to the general guidance.

Topic		Guidance
I.	**Indicator Description**	Percent of infants and toddlers/preschoolers with IFSPs/IEPs who demonstrate improved
		A. Positive social-emotional skills (including social relationships)
		B. Acquisition and use of knowledge and skills (including early language/ communication)
		C. Use of appropriate behaviors to meet their needs.
		(20 U.S.C. 1416(a)(3)(A) and 1442)
		Targets are required for Summary Statement 1 and Summary Statement 2 for each of the three outcomes, yielding a total of six targets. Unless sampling, targets are based on all children with IFSPs/IEPs who exited the Part C/619 program within the reporting year and received services for at least six months.
		For Part C: If the State's Part C eligibility criteria include infants and toddlers who are at risk of having substantial developmental delays, targets should be based on all children excluding those at-risk.
II.	**Federal Indicator Changes**	No changes effective with the release of the FFY 2020-25 Part C Measurement Table
III.	**State Indicator-Specific Changes**	• Has the state made any changes to the data collection methods or data source?
		• Has the state made any changes to
		– The measurement approach, e.g., changing from the use of one tool and publisher algorithms to the Child Outcomes Summary (COS) process?
		– Assessment tools?
		– Implementation of the COS process or other data collection methods, including adjustments made during the COVID-19 pandemic?
		– Calculations due to changes in publisher algorithm conversions?
IV.	**State Initiatives Related to this Indicator**	• What state initiatives (e.g., SSIP, targeted training, or other improvement activities) are in place that may impact the outcome results? (Data quality initiatives are discussed in line VI.)
		– How and when are these initiatives predicted to impact the results?
		– Consider the implementation status of the activities and plans for scaling up in determining when the impact would be expected.
		– Consider whether the improvement activities are being implemented statewide or in a limited subset of programs/districts. If focused on a subset, consider the proportion of children in that subset and how that subset will impact the overall state summary statements.

Topic	Guidance
	• Are the improvement activities intended to impact a specific child outcome? If so, consider how much more progress is expected for that outcome over the other outcomes. • It can take several years to have entry and exit data on a full cohort of children after an improvement activity is implemented and to see the full impact on one or more of the child outcomes.
V. Data to Consider	The state will want to have the following data available for at least the last five years: • Performance data relative to targets for Summary Statements 1 and 2 for each of the three outcomes • Progress category data for each of the three outcomes • The number/percent of children receiving services for at least six months • Completeness of data • Baseline data for Summary Statements 1 and 2 for each of the three outcomes.

VI. Indicator-Specific Data Quality Issues	Has the state identified any data quality issues?
	 • Completeness of the data
	     – If completeness of the data is a concern, the state first needs to consider how many more children they expect to report child outcomes data for a given year.
	     – The state needs to consider if the children not currently being reported on in the child outcomes data are different from the group of children for whom child outcomes data are currently reported. If so, how might they be different and what type of progress might be expected from those children (e.g., are most of the children without outcomes data medically fragile or have established conditions)? Are there differences in completeness based on geographic region or race/ethnicity?
	     – The state can use the Summary Statement Calculator to project the impact on the state's summary statement values by entering their current year's data and increase children in the progress categories based on their expectations. For instance, if a particular program/agency that serves children with an established condition is reporting very few children, the state might expect more children to be in progress categories b, c, or d rather than e. The state can simulate various hypothesized combinations to project the impact on the summary statement(s) and use that to guide their target setting.
	 • Outliers in progress category data
	     – Sometimes data quality issues can occur because of overrating/overestimating children's functioning, resulting in a higher than expected percentage of children in progress category e; conversely, data quality issues can occur because of underrating/underestimating functioning, resulting in a higher than expected percentage of children in progress category a.
	      Improvements in data quality would result in fewer children in progress category e in the first case, and fewer children in progress category a in the second.

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	For either of these issues, the state would want to analyze the data to determine the magnitude or scope of the issue, e.g., is it occurring statewide or just in some local programs/districts and is it a major or minor issue? The state would also have to consider what the children's actual progress has been (i.e., if the percentage of children in progress category a appears too high, is their functioning greatly underestimated, meaning one would see more children in progress categories c or d, or is it minor and result in more children in progress category b?)
	In either of these two scenarios (under- or overrating), the state can use the Summary Statement Calculator to project the impact on the state's summary statement values. The summary statement calculator allows the state to move a portion of the children from one progress category to another in various combinations to determine the impact on each summary statement.

	– Consider the scope and timing of any strategies to improve data quality.
	  ▪ How have the results trended over time (upward, downward, stable, or fluctuating)?
	  ▪ Has new training been added or has the data collection method changed? If so, look at the trends since that change.
	  ▪ Statewide improvement efforts could take several years to implement and realize results. It is not unreasonable for the targets to be stable (flat?) for the first few years before increasing.
	– Data quality issues may not be present across all three outcomes. They may occur with one or two outcomes but not all three.

VII. Indicator-Specific Analyses	• Examine trends in the data.
	  – How have the summary statement percentages compared to the targets over time? Were targets met? If not, what were some possible reasons?
	  – Were there changes to the targets? If so, what were the changes? When did they occur and why?
	  – How have your progress categories percentages changed over time? Were these trends expected?
	  – Has data completeness remained stable over time or has it varied?
	• How do your trends compare to the national average and to similar states? Are there characteristics of your state that explain your position?
	• How much do results vary across local programs/districts?
	  – Compare the summary statement data by local program/district to identify variation and outliers. Consider the low-performing programs/districts and determine how the data would change if those programs/districts moved closer to the mean of the state. Use the Summary Statement Calculator to determine reasonable targets.
	• What other factors, such as program improvement efforts) or child characteristics, (disability/eligibility, socioeconomic status, or

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	race/ethnicity,) could be impacting results? Do any of these factors help explain the differences by program/district?
	– If the state has experienced changes in the types of children served, consider disaggregating by those characteristics.
	• How much of an increase from the baseline will be needed for a meaningful increase?
	– The state can enter the baseline year data into the Meaningful Differences Calculator for States to determine how much of an increase in the summary statement percentages is needed for a meaningful, statistically significant increase. If the number of children in the targeted year is expected to increase or decrease by 100 or more, that adjustment should be made to the N size for the year(s) of the future summary statement values.
	– The state should consider whether it is reasonable to expect a meaningful increase each year or just toward the end of the 5-year SPP/APR period. See the section on Target Setting Methods for additional methods, including how to set incremental targets.
VIII. Indicator-Specific Resources	**State Child Outcomes Data Profile** (disseminated annually to states by ECTA/DaSy).
	Provides current year and historical data for summary statements, progress categories, and completeness. Displays unexpected patterns in progress category data and comparisons to national averages.
	Summary Statement Calculator. Converts progress category data to summary statements for each of the three outcomes.
	Child Outcomes Year-to-Year Meaningful Differences Calculator for States (2017). Can be used to look at the statistical significance of change in a state's child outcomes summary statements from year-to-year.

Indicator C4—Family Outcomes

Indicator-specific guidance is provided separately for results indicators where target setting is required, including C4-Family Outcomes. There are eight sections that support target setting for this indicator. This indicator specific guidance is intended to be used as a companion to the general guidance.

Topic	Guidance
I. Indicator Description	Percent of families participating in Part C who report that early intervention services have helped the family: A. Know their rights B. Effectively communicate their children's needs C. Help their children develop and learn (20 U.S.C. 1416(a)(3)(A) and 1442) Targets are required for each of the three family outcomes, yielding a total of three targets, one for each outcome. Targets are based on the percent (# of respondent families participating in Part C who report that early intervention services have helped them (achieve family outcome A, B, or C) divided by the (# of respondent families participating in Part C) times 100.
II. Federal Indicator Changes	Beginning with the FFY 2022 SPP/APR, due February 1, 2024, states must include race and ethnicity in its analysis to report on representativeness. In addition, the State's analysis must also include at least one of the following demographics: socioeconomic status, parents or guardians whose primary language is other than English and who have limited English proficiency, maternal education, geographic location, and/or another demographic category approved through the stakeholder input process. Current requirements include state analysis of the extent to which the demographics of families responding are representative of the program demographics, such as race and ethnicity, age of the infant or toddler, and geographic location. If the responding families are not representative of the program demographics, the state must describe the strategies used to ensure that future data are representative of those served.

III. State Indicator Specific Changes	What if any changes have been or will be made in the data collection process? Consider any changes in:
	
	• Survey tool (e.g., survey wording, structure, length)
	• Survey population (e.g., families exiting, families with an annual IFSP, families in program for # months, all families with an IFSP regardless of time in program)
	• Use of sampling or changes to sampling approach
	  – Survey dissemination (e.g., in person, mail, phone/text, web-based [email, online website], multi-modal)
	  – Survey dissemination timing (at exit, # months/weeks before exit, at IFSP meeting, at transition meeting)
	  – Survey reminders
	  – Survey incentives
	  – Survey return options (e.g., in person, mail, phone/text, web-based [email, online website], multi modal)

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	• Implemented or planned changes in the calculation of the data
	  – Analysis techniques
	  – Thresholds for determining outcome as met (e.g., revision to cut points on a 6-point scale with cut point a 4 or above to indicate met)

IV. State Initiatives Related to This Indicator	What if any system changes have occurred or are planned to occur that affect family outcomes? Consider system framework components. • Governance, finance, personnel/workforce, data system, accountability, quality improvement, and quality standards • Is a new or increased emphasis on EBP being implemented? • Is the initiative statewide or limited to particular programs? • Are initiatives taking place with fidelity? • When would the results of the EBP have an impact on family outcomes? • Which of the three family outcomes do the new/increased emphasis on EBP impact? How?
V. Data to Consider	The state will want to have the following data available: • Survey return rates and changes over time • Performance data for the last three to five years relative to targets for parents knowing their rights, effectively communicating their children's needs, and helping their children develop and learn • Baseline data
VI. Indicator Specific Data Quality Issues	Completeness of the data • What is the return rate? • Are the data representative of the population served? • What populations are missing? • Are the item level data complete? Accuracy of the data • Are there outliers (e.g., significantly higher or lower outcomes, significantly higher or lower return rates)?
VII. Indicator Specific Analyses	What do the current data reveal? • Meeting the current targets? • Comparison of current data to the historical trend line (over 3 – 5 years)? • Comparison of the current and trendline data to baseline(s) (plural in the event of changes)? • How do current and trendline data compare to the target(s)? • Increases or slippage (changes in the data)? Were the increases/slippage short or long-term? • What factors contributed to the changes? • Are the contributing factors sustained? Consider questions such as: • Does the data look different from national data? National data can be a useful way to put state data in the context of the national picture while acknowledging variations in state approaches. Some

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	caution is advised when comparing state-level family data to national data; the national data represent varying approaches and scoring methods that can have big impacts on state percentages.
	• Does our data look different from other states using a similar survey approach?
	• Is the performance different across the outcomes?
	• Are the data stable over time? Is it trending upward or downward?
	• Are outcomes similar across our programs? Are some doing better than others?
	Disaggregate data to identify trends, questions, or possible anomalies. Examine targets relative to representativeness factors. How do outcomes vary by the following factors?
	• Race
	• Ethnicity
	• Socioeconomic status
	• Parents or guardians whose primary language is other than English and who have limited English proficiency
	• Maternal education
	• Geographic location
	• Time in program
	• Gender
	• Age of child
	• Disability/Eligibility category
	• Other
VIII. Indicator Specific Resources	Family Outcomes Year-to-Year Meaningful Differences Calculator for States (2016)
	Look at the statistical significance of change in your state's family outcomes data from year-to-year and compare local performance to the state's performance. This calculator computes the 90% confidence interval around values. Confidence intervals can be used to understand the precision of values; however, values with very large confidence intervals (more than ±5%) should be interpreted with caution.
	Family Indicator Local Program Graphing Template (2016)
	Create graphs comparing your family indicator data by local program.
	National-State Family Outcomes Data (Indicator C4) Graphing Template (2018)
	Compare your state's C4 family outcomes data to the national data in the three sub-indicator areas. Make comparisons to subgroups of states that use the same survey and scoring approach for the FOS with recommended scoring, the FOS-Revised with recommended scoring, and the NCSEAM with Rasch scoring. States that use other scoring or surveys can graph their data using a comparison to national data. National data in the calculator are for FFY 2016 and were submitted by states in February 2018.

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	Part C Indicator 4: Family Outcomes Data (FFY 2018)
	This online presentation shares the FFY 2018 results from the Indicator C4 Family Outcomes data, including state approaches to the survey, data quality, performance trends and resources.
	Response Rate and Representativeness Calculator (2015)
	Compute response rates for your state's family survey data and determine if the surveys you received represent the target population. The calculator uses a statistical formula to determine if two percentages (% of surveys received vs. % of families in the target population) should be considered different from each other. Enter the values by subgroup, and the calculator will compute the statistical significance of the difference between the two percentages and highlight significant differences. Instructions about how to enter data into the calculator appear at the top of each tab.
	SSIP Family Outcomes Broad Data Analysis Template (2014)
	Provides guidance for looking at how programs in the state are helping families relative to national data, across years, within the state, and by comparisons across programs within the state. This template assists states in conducting an initial analysis of their family outcomes data. This document uses APR family indicator data to illustrate analyses, but states may also want to perform similar analyses on other family-level outcomes or results data.
	State Approaches to Family Outcomes Measurement
	This link identifies the survey tools used by states, including the Early Childhood Outcomes (ECO) Family Outcomes Survey-Original, ECO Family Outcomes Survey-Revised, National Center for Special Education Accountability Monitoring (NCSEAM) Survey, and other state-developed surveys.

Indicator C5–Child Find Birth to One

Indicator-specific guidance is provided separately for results indicators where target setting is required, including C5-Child Find Birth to One. There are eight sections that support target setting for this indicator. This indicator specific guidance is intended to be used as a companion to the general guidance.

Topic	Guidance
I. Indicator Description	Percent of infants and toddlers from birth to 1 year with IFSPs.
	This indicator reports on the percentage of children receiving IFSP services on the state-determined child-count date as compared to the number of children in the state who are birth to one year old.
	The data reported in this indicator should be consistent with the state's 618 data reported in Table 1 in the previous April. If the data is not consistent, states need to explain why. Sampling from the State's 618 data is not allowed.
	The performance data for this indicator are pre-populated into the SPP/APR platform in the fall before each February submission. These data are reported annually by each state under section 618 of the IDEA (IDEA Part C Child Count and Settings.)
II. Federal Indicator Changes	States are no longer required to report how the state's data for this indicator compare to national data for this indicator.
III. State Indicator Specific Changes	• Has the state changed the Part C eligibility criteria in the last several years? If so, has the definition been made more or less restrictive?
	• Does the state intend to change the Part C eligibility criteria in the next several years? If so, will the definition be made more or less restrictive?
	• If changes have been or will be made in the eligibility definition, what impact (if any) should these changes have on the targets for this indicator? Are these changes likely to impact the identification of children from birth to age one?
IV. State Initiatives Related to the Indicator	• What state initiatives have been and/or are being implemented to ensure children from birth to age 1 are located, identified, and evaluated as necessary to meet the requirements of Part C?
	• Are developmental screening programs in place in the state?
	– Are these in physicians' practices or public health clinics; child care; in Early Head Start?
	– If screening programs are in place, how have these efforts affected the referrals to Part C of children under age 1?
	• Does the state have any current initiatives to increase the number of children referred and found eligible for Part C before their first birthday?
	• Does the state have any current accountability efforts based on concerns about the accuracy of eligibility determinations for children under age 1?
	• What has been or is the expected impact of any of these efforts?
	– How long will it take to see the expected impact?
	• Are the initiatives or efforts state-wide?

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	– If not, will the efforts be statewide; if so, how long will it take to implement state-wide? • What impact (if any) should these efforts have on the targets for this indicator?
V. Data to Consider	Data to have available for consideration when setting targets: • Performance data in current baseline year • State performance data on C5 for the last 3–5 years (single day and cumulative), disaggregated by race/ethnicity and gender • Local/regional/program performance data on C5, disaggregated by race/ethnicity and gender in the locality/region/program • C5 targets from the last 3–5 years • 618 child-count data submitted in the previous April (single day and cumulative) • 3–5 years of national population date on children B–1 • 3–5 years of state population data on children B–1, disaggregated by race/ethnicity and gender • 3–5 years of Annual ITCA Child Count reports • Information on dates and detail of any relevant changes in how services have been delivered in the past year or two, based on any state emergencies such as weather or health, including pandemics. • Other information that may have contributed to number of children who are receiving services statewide or from a specific region or community
VI. Indicator Specific Data Quality Issues	• The required data collection measurement and reporting for this indicator is established through the IDEA section 618 process and approved by the Office of Management and Budget (OMB.)

VII. Indicator Specific Analyses	• Have there been increases or decreases in the state's birth rate? Are changes expected in the birth rate in the next several years?
	• Is the performance for this indicator stable across the state or are there areas with much higher or lower rates of performance?
	• Are all population groups proportionately represented in the data for this indicator?
	• Are any groups of infants and toddlers over-identified or under-identified?
	• Does the growth in the rate of children served in Part C from B–1, 1–2, and 2–3 years inform the target setting process?
	• Has the state met its previous targets for the indicator?
	• If previous targets were met, is the same level of incremental change appropriate for setting the new targets?
	• If previous targets were not met, what factor(s) have served as barriers to prior efforts?
	   – Has data been analyzed to identify underlying issues?
	   – Are there differences in how eligibility determination decisions are made across the state?
	      ▪ If so, what is the impact on early identification (e.g., variance in how multidisciplinary teams respond to referrals for children with established conditions vs. developmental

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	delays; differences in the extent to which informed clinical opinion is used across the state?
	• What do any available referral data suggest about which sources identify the most of fewest children who become eligible for Part C? Are some referral sources identifying more children in certain communities in the state? Are some referral sources not identifying children as the rate expected? What targets are suggested based on available data about the results of eligibility decisions based on referral source?
	• If available, do data on parent decline of evaluation and/or parent decisions related to accepting/declining services inform the target-setting process? When disaggregated by community, race/ethnicity, and other demographics do these data inform target setting?
	• If available, data on parent decline of evaluation and parent decisions related to accepting/declining services disaggregated by region/locality/program
	• Has the state changed its eligibility criteria since the last targets were set?
	– If so, were the targets adjusted to accommodate this change?
	– If not, should the new targets factor in this change?
	– If not, is a change in eligibility criteria anticipated during the period covered by the new SPP?
	– Was the change in eligibility affected by state financial implications?
	▪ If so, are there changes in the state's financial climate that might lead to another change in eligibility?
VIII. Indicator Specific Resources	**Meaningful Differences Calculator for Child Find:** This Excel-based calculator allows states to make several comparisons related to the percentage of infants and toddlers served: State percentage compared to state target, local program percentage compared to state target, and year-to-year comparisons of the state percentages. It also computes confidence intervals to determines whether the difference between the two numbers is large enough to be considered meaningful (i.e., statistically significant).
	Part C Child Find Funnel Chart Tool: The Part C Child Find Funnel Chart Tool is an Excel-based analytic tool for displaying data about infants and toddlers at each step of the Part C process, from referral through exit, for a set of infants and toddlers referred within a specified time span. State or local Part C programs may use this tool to generate a funnel chart that allows for easy visualization of the data.
	U.S. Census: https://data.census.gov/cedsci/
	Easy Access to Juvenile Populations (EZAPOP): Easy Access to Juvenile Populations (EZAPOP) that provides access to national, state, and county population data detailed by age, sex, race, and ethnicity. Users can create detailed population profiles for a single jurisdiction or create state comparison or county comparison tables.
	Kids Count from the Annie E. Casey Foundation: www.aecf.org/work/kids-count

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	U.S. Department of Education: Includes national data related to this indicator and others
	Annual ITCA Child Count Reports:
	https://www.ideainfanttoddler.org/pdf/2019-Child-Count-Data-Charts.pdf

Indicator C6—Child Find Birth to Three

Indicator-specific guidance is provided separately for results indicators where target setting is required, including C6-Child Find Birth to Three. There are eight sections that support target setting for this indicator. This indicator specific guidance is intended to be used as a companion to the general guidance.

Topic	Guidance
I. Indicator Description	Percent of infants and toddlers birth to 3 with IFSPs.
	This indicator reports on the percentage of children receiving IFSP services on the state-determined child count date as compared to the number of children in the state who are birth to 3 years old.
	The data reported in this indicator should be consistent with the state's reported 618 data reported in Table 1 in the previous April. If not, states need to explain why. Sampling from the state's 618 data is not allowed.
	The performance data for this indicator are pre-populated into the SPP/APR platform in the fall before each February submission. These data are reported annually by each state under section 618 of the IDEA (IDEA Part C Child Count and Settings).
II. Federal Indicator Changes	States are no longer required to report how the state's data for this indicator compare to national data for this indicator.
III. III. State Indicator Specific Changes	• Has the state changed the Part C eligibility criteria in the last several years? If so, has the definition been made more or less restrictive?
	• Does the state intend to change the Part C eligibility criteria in the next several years? If so, will the definition be made more or less restrictive?
	• If changes have been or will be made in the eligibility definition, what impact (if any) should these changes have on the targets for this indicator?
IV. State Initiatives Related to the Indicator	• What state initiatives have been and/or are being implemented to ensure children are located, identified, and evaluated as necessary to meet the requirements of Part C?
	• Are developmental screening programs in place in the state? – Are these in physicians' practices or public health clinics? In child care? – If screening programs are in place, how have these efforts affected the referrals to Part C?
	• Does the state have any current initiatives to increase the number of children referred and found eligible for the Part C program?
	• Does the state have any current accountability efforts based on concerns about the accuracy of eligibility determinations?
	• What has been or is the expected impact of any of these efforts? – How long will it take to see the expected impact?
	• Are the initiatives or efforts statewide? – If not, will the efforts become statewide and, if so, how long will it take to implement statewide?

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	• What impact (if any) should these efforts have on the targets for this indicator?
V. Data to Consider	Data to have available for consideration when setting targets: • Performance data in current baseline year • State performance data on C6 for the last 3–5 years (single day and cumulative), disaggregated by race/ethnicity, gender, and age of child • Local/regional/program performance data on C6, disaggregated by race/ethnicity and gender in the locality/region/program • C6 targets from the last 3–5 years • 618 child-count data submitted in the previous April (single day and cumulative) • 3–5 years of national population data on children B–3 • 3–5 years of state population data on children B–3, disaggregated by race/ethnicity and gender • 3–5 years of Annual ITCA Child Count reports • Information on dates and details of any relevant changes in how services have been delivered in the past year or two, based on any state emergencies such as weather or health, including pandemics • Other information that may have contributed to the number of children who are receiving services statewide or from a specific regional or community
VI. Indicator Specific Data Quality Issues	• The required data collection measurement and reporting for this indicator is established through the IDEA section 618 process and approved by the Office of Management and Budget (OMB).

VII. Indicator Specific Analyses	• Have there been increases or decreases in the state's birth rate? Are changes expected in the birth rate in the next several years?
	• Is the performance for this indicator stable across the state, or are there areas with much higher or lower rates of performance?
	• Are all population groups proportionately represented in the data for this indicator?
	  – Are any groups of infants and toddlers over-identified or under-identified?
	• Has the state met its previous targets for the indicator?
	  – If so, is the same level of incremental change appropriate for setting the new targets?
	  – If not, what factor(s) have served as barriers to prior efforts?
	  – Has further data analysis to identify underlying issues been completed?
	• Are there differences in how eligibility determination decisions are made across the state?
	  – If so, what is the impact on early identification (e.g., variance in how multidisciplinary teams respond to referrals for children with established conditions vs. developmental delays; differences in the extent to which informed clinical opinion is used across the state)?
	• What do available referral data suggest about which sources are identifying the most children who become eligible for Part C? About

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	the fewest children identified? Are some referral sources identifying more children in certain communities in the state? Are some referral sources not identifying children as the rate expected? What targets are suggested based on available data about the results of eligibility decisions based on referral source?
	
	• If available, do the data on parent decline of evaluation and/or parent decisions related to accepting/declining services inform the target-setting process? When disaggregated by community, race/ethnicity, and other demographics, do these data inform target-setting?
	
	• If available, do data on parent decline of evaluation and parent decisions related to accepting/declining services disaggregated by region/locality/program inform this discussion?
	
	• Has the state changed its eligibility criteria since the last targets were set?
	  – If so, were the targets adjusted to accommodate this change?
	  – If not, should the new targets factor in this change?
	  – If not, is a change in eligibility criteria anticipated during the period covered by the new SPP?
	  – Was the change in eligibility affected by state financial implications?
	    ▪ If so, will changes in the state's financial climate lead to another change in eligibility?

VIII. Indicator Specific Resources	**Meaningful Differences Calculator for Child Find:** This Excel-based calculator allows states to make several comparisons related to the percentage of infants and toddlers served: State percentage compared to state target, local program percentage compared to state target, and year-to-year comparisons of the state percentages. It also computes confidence intervals to determines whether the difference between the two numbers is large enough to be considered meaningful (i.e., statistically significant). **Part C Child Find Funnel Chart Tool:** The Part C Child Find Funnel Chart Tool is an Excel-based analytic tool for displaying data about infants and toddlers at each step of the Part C process, from referral through exit, for a set of infants and toddlers referred within a specified time span. State or local Part C programs may use this tool to generate a funnel chart that allows for easy visualization of the data. **U.S. Census:** https://data.census.gov/cedsci/ **Easy Access to Juvenile Populations (EZAPOP):** Easy Access to Juvenile Populations (EZAPOP) that provides access to national, state, and county population data detailed by age, sex, race, and ethnicity. Users can create detailed population profiles for a single jurisdiction or create state comparison or county comparison tables. **Kids Count from the Annie E. Casey Foundation:** www.aecf.org/work/kids-count **U.S. Department of Education:** Includes national data related to this indicator and others **Annual ITCA Child Count Reports:** https://www.ideainfanttoddler.org/pdf/2019-Child-Count-Data-Charts.pdf

Indicators C9 and C10–Dispute Resolution

Indicator-specific guidance is provided separately for results indicators where target setting is required, including C9 and C10-Dispute Resolution. There are eight sections that support target setting for this indicator. This indicator specific guidance is intended to be used as a companion to the general guidance.

Indicator C9: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

This indicator is applicable to a Part C lead agency only if Part B due process procedures under section 615 of the IDEA are adopted. This indicator is not applicable to a state that has adopted Part C due process procedures under section 639 of the IDEA.

OSEP's longstanding position is that in the case of resolution sessions, targets should not drive a specific outcome and targets should not influence agreements made within resolution sessions. Therefore, the FFY 2025 target does not need to show improvement over baseline for Indicator C9. No specific threshold is required.

Therefore, states are not required to establish baseline or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, the state must develop a baseline and targets and report them in the corresponding SPP/APR. States may express their targets in a range (e.g., 75–85%).

Data for this indicator are prepopulated in the SPP/APR each year based on data submitted in the previous November under section 618 Table 4 of the IDEA through the IDEA Part C Dispute Resolution Survey in the ED*Facts* Metadata and Process System (E*MAPS*). If the data reported in this indicator are not the same as the state's 618 data, states must explain.

Indicator C10: Percent of mediations held that resulted in mediation agreements.

OSEP's longstanding position in the case of mediations is that targets should not drive a specific outcome. Targets should not influence agreements made within mediation sessions. Therefore, the FFY 2025 target does not need to show improvement over baseline for Indicator C10. No specific threshold is required.

Therefore, states are not required to establish a baseline or targets if the number of mediations is less than 10. In a reporting period when the number of mediations reaches 10 or greater, the state must develop a baseline and targets and report them in the corresponding SPP/APR. The consensus among mediation practitioners is that 75–85% is a reasonable rate of mediations that result in agreements and is consistent with national mediation success-rate data. States may express their targets in a range (e.g., 75–85%).

Data for this indicator are prepopulated in the SPP/APR each year based on data submitted in the previous November under section 618 Table 4 of the IDEA through the IDEA Part C Dispute Resolution Survey in the ED*Facts* Metadata and Process System (E*MAPS*). If the data reported in this indicator are not the same as the state's 618 data, states must explain.

Indicators C11 and B17–State Systemic Improvement Plan

Indicator-specific guidance is provided separately for results indicators where target setting is required, including C11 and B17-State Systemic Improvement Plan. There are eight sections that support target setting for this indicator. This indicator specific guidance is intended to be used as a companion to the general guidance

Consider the following when setting targets for the SiMR(s) in the State Systemic Improvement Plan.

What is the relationship between the state-identified measurable result (SiMR) and the state's SPP/APR indicators?

- Is the SIMR equivalent to one of the indicators?
  - If so, the state will need to determine their targets for the SSIP and align them to the SPP/APR targets for FFY 2020 - 2025.
  - The state should follow the target-setting guidance for the indicator chosen as the SiMR.

- If the state's SiMR is based on a subset of local programs/districts or populations, its SSIP baseline data will be different from the statewide baseline data of the comparable indicator in the SPP/APR, and its targets will likely be different from the statewide targets for the comparable indicator in the SPP/APR.
  - The state will need to look at the specific trends and data quality concerns and estimate the difference for that particular subset when setting their SSIP targets. The state will need to consider how that subset will impact the overall statewide performance and targets.

Indicator B6—Preschool LRE

Indicator-specific guidance is provided separately for results indicators where target setting is required, including B6-Preschool LRE. There are eight sections that support target setting for this indicator. This indicator specific guidance is intended to be used as a companion to the general guidance.

Topic	Guidance
I. Indicator Description	Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:
	A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood
	Program; and
	B. Separate special education class, separate school or residential facility.
	C. Receiving special education and related services in the home.
	(20 U.S.C. 1416(a)(3)(A))
	The performance data for this indicator are pre-populated into the SPP/APR platform in the fall before submission in February. These data are reported by each state under IDEA section 618 of the IDEA (IDEA Part B Child Count and Educational Environments) in April of each year.
	States may choose to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age.
	The final target for Indicator B6B (separate special education class, separate school or residential facility) must decrease from the baseline established in FFY 2020.
	OSEP has indicated that the final target for Indicator B6C (receiving special education services in the home) should decrease from the baseline established in FFY 2020.(OSEP SPP/APR Universal Technical Assistance for FFY 2020-2025)
	OSEP expects that most children would attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program; therefore, the targets for the "home" category in most States should decrease over time.
II. Federal Indicator Changes	B6 Environments for ages 3–5
	The new SPP APR package changed the reporting requirement for Indicator B6 beginning with the FFY 2020 submission to be consistent with the revised section 618 data collection on preschool LRE.
	Beginning with the FFY 2020 submission, states report all children aged 3–4 with disabilities and only those 5 year-old children with disabilities who are enrolled in preschool programs in this indicator. Five-year-old children with disabilities who are enrolled in kindergarten are included in Indicator 5.
	Additionally, a new sub-indicator was added to reflect children receiving special education and related services in the home.
III. State Indicator Specific Changes	Has the state made any changes to the data collections methods and/or data source?

Topic	Guidance
	• To the extent possible, determine the impact of state-made changes to data collection methods and/or data source on the results.
IV. **State Initiatives Related to the Indicator**	• What state initiatives are in place to increase the percentage of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program? • What is the expected impact and how long will it take to see the expected impact? • Are the initiatives state-wide? If not, how long will it take to implement initiatives state-wide? • Are the initiatives taking place with fidelity?
V. **Data to Consider**	If you have data for the new requirement, it must be used to reset targets. If data from the former requirement is used, then you will not be able to set new baseline to establish appropriate targets. The state will want the following data: • Performance data relative to targets for the last three to five years • Baseline data
VI. **Indicator Specific Data Quality Issues**	The data reported in this indicator should be consistent with the state's 618 settings data; if it is not, the state would have to explain the reasons for the discrepancy in a data note submitted to OSEP.

VII. **Indicator Specific Analyses**	• History
	  – What were the targets and how were they set?
	  – If changes were made to targets, what was the basis for the change?
	  – What were the trends in performance relative to targets?
	  – What is the rationale for any changes made to the baseline in the last five years?
	• How do current data compare to data over the past 3 to 5 years?
	  – What does the data show for 6A, 6B, and 6C?
	  – What does the data show that is inclusive of children ages 3, 4, and 5?
	  – What does the data show for each age (i.e., 3-year-old only, 4-year-old only, 5-year-old only)?
	  – Are there increases or slippage (changes in the data)?
	    ▪ Were the increases or slippage short or long-term?
	    ▪ What might have contributed to the changes?
	    ▪ Are the contributing factors sustained?
	• Consider current and historical data relative to the baseline and targets by (e.g., considerations included in the APR and other factors)
	  – Race
	  – Ethnicity
	  – Parents or guardians whose primary language is other than English and who have limited English proficiency
	  – Program
	  – Gender

Topic	Guidance
	– Age of child – Disability or Eligibility Category – Other
VIII. Indicator Specific Resources	E*MAPS* User Guide: IDEA Part B ESS Child Count SEA Data Report IDEA Section 618 Data Products: Collection Documents

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