|  |  |
| --- | --- |
| APR Checklist and Tips—Indicator C-2: Services in Natural Environments | " " |
|  | December 2022 |

Results Indicator: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings. (20 U.S.C. 1416(a)(3)(A) and 1442)

For an overview of the indicator, including explanation of the measurement, please access the SPP/APR modules: [SPP/APR Basics, What you Need to Know](https://dasycenter.org/spp-apr-basics-what-you-need-to-know/). For more detailed information please access the current [FFY Part C SPP/APR Package](https://sites.ed.gov/idea/grantees/#SPP-APR,FFY20-25-SPP-APR-Package). The Measurement Table language is also included at the beginning of the indicator in the SPP/APR template/platform.

**What to** Know **About this** Indicator

* This indicator is a results indicator and states set rigorous targets based on data analysis and stakeholder engagement.

The data source for this indicator is 618 Settings Data.

General Tips

* Review and respond to information included in the sections “OSEP Response” and “Required Actions” from the previous year’s APR for this indicator. Include the state’s response in " Prior FFY Required Actions" section for the SPP/APR reporting platform.
* Ensure that all information is entered into the appropriate fields in the platform.
* Check that your numbers exactly match the OSEP pre-populated/auto-calculated numbers.

Exclude extraneous information that may cause confusion or create additional questions for the reader.

1. Historical Data

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. Verified or changed baseline year (*Previous data pre-populated*) |  |  |  |
| 1. Verified or changed baseline data (*Previous data pre-populated*) |  |  |  |
| 1. Verified accuracy of previous 5 years of data (*Pre-populated*) |  |  |  |
| 1. Verified accuracy of historical targets (*Pre-populated*) |  |  |  |
| 1. Verified accuracy or changed targets for current FFY and future FFYs (*Pre-populated – End target for FFY 2025 must be higher than baseline data unless the end target is at least 95%)* |  |  |  |
| 1. Described Stakeholder input on targets |  |  |  |

Tips (if baseline or targets changed)

* Change both the baseline year (FFY) and the baseline data in the “Historical Data” section. Baseline can be changed to reflect the current FFY or a prior FFY.
* Record the baseline data so it is consistent with the state’s data for that FFY as reported in the “Historical Data” section or in the ”Current FFY Data” section. Do not round up or round down the numbers (e.g., use 89.52% not 90%).
* Describe how stakeholders were involved in the decision to keep or change baseline and/or targets. Include the kind of information/data was shared to inform their input (e.g., trend data, improvements in data quality issues, state initiatives impacting the data). Include this information in the “Targets: Description of Stakeholder Input” section unless information specific to changing baseline and/or targets for this indicator is included in the “Introduction” and the stakeholder engagement information is checked to repeat for each indicator.
* Describe the justification/reason(s) for resetting baseline and/or targets in the “Targets: Description of Stakeholder Input” section unless information specific to changing baseline and/or targets for this indicator is included in the “Introduction” and the stakeholder engagement information is checked to repeat for each indicator. Reasons for changing baseline most frequently impact comparability of data across FFYs, such as changes in state data collection tools, methodology, or data source. Reasons for changing targets should reflect such things as improved data quality, change in baseline, initiatives or state priorities impacting indicator data.

See the following resources for more information on justifications for resetting baseline and targets:

* + [Target Setting Guide](https://dasycenter.org/target-setting-guide/)
  + [OSEP’s Universal TA for FFY 2020-2025](https://sites.ed.gov/idea/files/Universal-TA-for-FFY-2020-2025-SPP-APR.pdf)

[IDEA Part C SPP/APR User Guide](https://osep.communities.ed.gov/#program/spp-apr-resources)

2. FFY SPP/APR Data

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. Verify accuracy of EMAPs IDEA Part C Child Count and Settings 618 Data related to number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community- based settings (*Pre-populated*) |  |  |  |
| 1. Verify accuracy of EMAPs IDEA Part C Child Count and Settings 618 Data related to Total number of infants and toddlers with IFSPs (*Pre-populated*) |  |  |  |
| 1. Verify accuracy of number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings (*Pre-populated*) |  |  |  |
| 1. Verify accuracy of total number of infants and toddlers with IFSPs (*Pre-populated*) |  |  |  |
| 1. Verified accuracy of prior FFY data (*Pre-populated*) |  |  |  |
| 1. Verified accuracy of current FFY target (*Pre-populated*) |  |  |  |
| 1. Verified accuracy of current FFY data (*Auto-calculated by dividing number of infants and toddlers with IFSPs who primarily receive services in the home and community-based settings by total number of infants and toddlers with IFSPs*)*.* |  |  |  |
| 1. Verified accuracy of status regarding meeting or not meeting target (*Auto-calculated by comparing current FFY data to current FFY target*) |  |  |  |
| 1. Verified accuracy of slippage statement (*Auto-calculated using OSEP’s definition of slippage - see* [*IDEA Part C SPP/APR User Guide*](https://osep.communities.ed.gov/#program/spp-apr-resources) *[page 25]*) |  |  |  |
| 1. Described reasons for slippage, if applicable |  |  |  |
| 1. Provided additional information about this indicator, if needed (e.g., change in eligibility criteria) |  |  |  |

Tips (if slippage occurred):

Consider factors that have impacted slippage (e.g., policies and procedures are not clear, change in local leadership, personnel/workforce shortage, providers not understanding requirements and procedures, natural disaster) when describing reasons for slippage. See [State Examples of Slippage](https://dasycenter.org/spp-apr-checklists-and-tips/SlippageExamples_Acc.pdf).

|  |  |  |
| --- | --- | --- |
| **Suggested Citation**  DaSy Center, & ECTA Center. (2022). *APR Checklist and Tips—Indicator C-2: Services in Natural Environments*. SRI International. | | |
|  |  | |
| **About Us**  The contents of this document were developed under a grant, #H373Z190002, and a cooperative agreement, #H326P170001, from the Office of Special Education Programs, U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. DaSy Center Project Officers: Meredith Miceli and Amy Bae. ECTA Center Project Officer: Julia Martin Eile. | | IDEAS that Work. U.S. Office of Special Education Program logo |
| Find out more at [dasycenter.org](https://dasycenter.org/) and [ectacenter.org](https://ectacenter.org/). | | |