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| APR Checklist and Tips—Indicators C-3/B-7: Early Childhood Outcomes | " " |
|  | December 2022 |

Results Indicator: Percent of infants and toddlers with IFSPs or preschool children with IEPs who demonstrate improved:

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language/communication [and early literacy\*]); and
3. Use of appropriate behaviors to meet their needs. (20 U.S.C. 1416(a)(3)(A) and 1442)

\*Early literacy applies only to Part B, Section 619.

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.
* Indicators C-3 and B-7 measure the positive outcomes experienced by children who participate in early intervention or preschool special education.
* States are required to report on two summary statements that describe the progress that children make between entry and exit from the program.
* States are required to report on all children who have been in the program for at least six months in the child outcomes data, unless an approved sampling plan is on file with OSEP. Six months is considered the minimum amount of time needed for program services to make a difference.
* For Part C, if the state serves infants and toddlers at risk, a separate report must be submitted on these children.
* Part C’s SPP/APR must include the total number of infants and toddlers who exited the program during the reporting period. Part C must also include the number for those infants and toddlers who exited and did not receive services for at least six months.

Part C’s SPP/APR must include children receiving services through the Extended Part C Option after age three if the State is implementing the Extended Option.

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. Part B 619 and Part C NOT serving “at-risk” infants and toddlers

1A. Historical Data

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. ***For Part C only--*** Indicated whether Part C eligibility criteria include infants and toddlers who are at risk of having substantial developmental delays (or ‘at-risk infants and toddlers’) under IDEA section 632(5)(B)(i) (*yes/no*)   (If yes, skip to sections #3 and #4, below) |  |  |  |
| 1. Described stakeholder input  (*Pre-populated if Introduction description is shared with all indicators*) |  |  |  |
| 1. Verified or changed baseline year for Outcomes A, B, and C Summary Statements 1 and 2 (*Pre-populated*)   NOTE: Outcomes measurement resources refer to the three child outcomes as Outcomes ‘1, 2, and 3’ and SPP/APR materials refer to them as Outcomes ‘A, B, and C’, respectively. |  |  |  |
| 1. Verified or changed baseline data for Outcomes A, B, and C Summary Statements 1 and 2 (*Pre-populated*) |  |  |  |
| 1. Verified accuracy of previous 5 years of targets for Outcomes A, B, and C, Summary Statements 1 and 2 (*Pre-populated*) |  |  |  |
| 1. Verified accuracy of previous 5 years of data for Outcomes A, B, and C, Summary Statements 1 and 2 (*Pre-populated*) |  |  |  |
| 1. Verified accuracy or changed targets for current FFY and future FFYs for Outcomes A, B, and C, Summary Statements 1 and 2 (*Pre-populated - End target for FFY 2025 must be higher than baseline data*) |  |  |  |

Tips (if baseline 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 SPP/APR User Guide

* + - [Part C](https://osep.communities.ed.gov/#program/spp-apr-resources)
    - [Part B](https://osep.communities.ed.gov/#program/spp-apr-resources)

1B. FFY SPP/APR Data

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. ***For Part C only-*** Provided the number of infants and toddlers with IFSPs assessed |  |  |  |
| 1. Provided the number and verified the auto-calculated percentage of children who: 2. did not improve functioning, 3. improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers, 4. improved functioning to a level nearer to same-aged peers but did not reach it, 5. improved functioning to reach a level comparable to same-aged peers, and 6. maintained functioning at a level comparable to same-aged peers for Outcomes A (Positive social-emotional skills [including social relationships], B (Acquisition and use of knowledge and skills [including early language/communication (and early literacy for preschool)]), and C (Use of appropriate behaviors to meet their needs) |  |  |  |
| 1. Verified the accuracy of numerator and denominator for Summary Statements 1 and 2, Outcomes A, B, C (Pre-populated) |  |  |  |
| 1. Verified the accuracy of prior FFY data for Summary Statements 1 and 2, Outcomes A, B, C (*Pre-populated*) |  |  |  |
| 1. Verified the accuracy of current FFY target for Summary Statements 1 and 2, Outcomes A, B, C (*Pre-populated*) |  |  |  |
| 1. Verified the accuracy of current FFY data for Summary Statements 1 and 2, Outcomes A, B, C (*Auto-calculated by dividing progress categories c + d by progress categories a+b+c+d for Summary Statement 1 and d + c by progress categories a+b+c+d+e for Summary Statement 2*) |  |  |  |
| 1. Verified accuracy of status regarding meeting or not meeting targets for Summary Statements 1 and 2, Outcomes A, B, C (*Auto-calculated by comparing current FFY data to current FFY target*) |  |  |  |
| 1. Verified accuracy of slippage statement for Summary Statements 1 and 2, Outcomes A, B, C (*Auto-calculated using OSEP’s definition of slippage – see* [*IDEA Part C SPP/APR User Guide*](https://osep.communities.ed.gov/#communities/pdc/documents/21546) *[page 25]) or the* [*IDEA Part B SPP/APR User Guide*](https://osep.communities.ed.gov/#communities/pdc/documents/21576) *[page 28]*) |  |  |  |
| 1. Described reasons for slippage for Summary Statements 1 and 2, Outcomes A, B, C, if applicable |  |  |  |

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).

Use the Summary Statement calculator when comparing the auto-calculations with your own calculations. [ECTA Center: Child Outcomes: Calculators and Graphing Templates](https://ectacenter.org/eco/pages/childoutcomes-calc.asp)

1. Part C serving “at-risk’ infants and toddlers

2A. Historical Data

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. Indicated whether separate report would be just the at-risk infants and toddlers or aggregated performance data on all of the infants and toddlers served under Part C (*This choice will determine the label associated with the additional set of rows and tables: AR if ‘Just At-Risk’ is selected and ALL if ‘Aggregated Performance Data’ is selected.*) |  |  |  |
| 1. Verified or changed baseline year for Outcomes A, B, and C Summary Statements 1 and 2 plus AR (‘Just At-Risk’) or ALL (‘Aggregated Performance Data’) (*Pre-populated*) |  |  |  |
| 1. Verified or changed baseline data for Outcomes A, B, and C Summary Statements 1 and 2 plus AR (‘Just At-Risk) or ALL (‘Aggregated Performance Data’) (*Pre-populated*) |  |  |  |
| 1. Verified accuracy of previous 5 years of targets for Outcomes A, B, and C, Summary Statements 1 and 2 plus AR (‘Just At-Risk’) or ALL (‘Aggregated Performance Data’) (*Pre-populated*) |  |  |  |
| 1. Verified accuracy of previous 5 years of data for Outcomes A, B, and C, Summary Statements 1 and 2 plus AR (‘Just At-Risk’) or ALL (‘Aggregated Performance Data’) (*Pre-populated*) |  |  |  |
| 1. Verified accuracy or changed targets for current FFY and future FFYs for Outcomes A, B, and C, Summary Statements 1 and 2 plus AR (‘Just At-Risk’) or ALL (‘Aggregated Performance Data’) (*Pre-populated - End target for FFY 2025 must be higher than baseline data*) |  |  |  |

Tips (if baseline 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)

2B. FFY SPP/APR Data

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. Provided the number of infants and toddlers with IFSPs assessed |  |  |  |
| 1. Provided the number and verified the auto-calculated percentage of children **– *not including at-risk infants and toddlers*** who:   a) did not improve functioning,  b) improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers,  c) improved functioning to a level nearer to same-aged peers but did not reach it,  d) improved functioning to reach a level comparable to same-aged peers, and  e) maintained functioning at a level comparable to same-aged peers for Outcomes A (Positive social-emotional skills [including social relationships], B (Acquisition and use of knowledge and skills [including early language/communication (and early literacy for preschool)]), and C (Use of appropriate behaviors to meet their needs) |  |  |  |
| 1. Verified the accuracy of numerator and denominator for Summary Statements 1 and 2, Outcomes A, B, C ***not including at-risk infants and toddlers*** (*Pre-populated*) |  |  |  |
| 1. Verified the accuracy of prior FFY data for Summary Statements 1 and 2, Outcomes A, B, C ***not including at-risk infants and toddlers*** (*Pre-populated*) |  |  |  |
| 1. Verified the accuracy of current FFY target for Summary Statements 1 and 2, Outcomes A, B, C ***not including at-risk infants and toddlers*** (*Pre-populated*) |  |  |  |
| 1. Verified the accuracy of current FFY data for Summary Statements 1 and 2, Outcomes A, B, C ***not including at-risk infants and toddlers*** (*Auto-calculated by dividing progress categories c + d by progress categories a+b+c+d for Summary Statement 1 and d + c by progress categories a+b+c+d+e for Summary Statement 2*) |  |  |  |
| 1. Verified accuracy of status regarding meeting or not meeting targets for Summary Statements 1 and 2, Outcomes A, B, C ***not including at-risk infants and toddlers*** (*Auto-calculated by comparing current FFY data to current FFY target*) |  |  |  |
| 1. Verified accuracy of slippage statement for Summary Statements 1 and 2, Outcomes A, B, C***not including at-risk infants and toddlers***(*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 for Summary Statements 1 and 2, Outcomes A, B, C, ***not including at-risk infants and toddlers,*** if applicable |  |  |  |
| 1. Provided the number and verified the auto-calculated percentage of children **– *for ‘just at-risk’ infants and toddlers OR all infants and toddlers*** who:   a) did not improve functioning,  b) improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers,  c) improved functioning to a level nearer to same-aged peers but did not reach it,  d) improved functioning to reach a level comparable to same-aged peers, and  e) maintained functioning at a level comparable to same-aged peers for Outcomes A (Positive social-emotional skills [including social relationships], B (Acquisition and use of knowledge and skills [including early language/communication (and early literacy for preschool)]), and C (Use of appropriate behaviors to meet their needs) |  |  |  |
| 1. Verified the accuracy of numerator and denominator for Summary Statements 1 and 2, Outcomes A, B, C ***for ‘just at-risk’ infants and toddlers OR all infants and toddlers*** (*Pre-populated*) |  |  |  |
| 1. Verified the accuracy of prior FFY data for Summary Statements 1 and 2, Outcomes A, B, C ***for ‘just at-risk’ infants and toddlers OR all infants and toddlers*** (*Pre-populated*) |  |  |  |
| 1. Verified the accuracy of current FFY target for Summary Statements 1 and 2, Outcomes A, B, C ***for ‘just at-risk’ infants and toddlers OR all infants and toddlers*** (*Pre-populated*) |  |  |  |
| 1. Verified the accuracy of current FFY data for Summary Statements 1 and 2, Outcomes A, B, C ***for ‘just at-risk’ infants and toddlers OR all infants and toddlers*** (*auto-calculated by dividing progress categories c + d by progress categories a+b+c+d for Summary Statement 1 and d + c by progress categories a+b+c+d+e for Summary Statement 2*) |  |  |  |
| 1. Verified accuracy of status regarding meeting or not meeting targets for Summary Statements 1 and 2, Outcomes A, B, C ***for ‘just at-risk’ infants and toddlers OR all infants and toddlers*** (*auto-calculated by comparing current FFY data to current FFY target*) |  |  |  |
| 1. Verified accuracy of slippage statement for Summary Statements 1 and 2, Outcomes A, B, C***for ‘just at-risk’ infants and toddlers OR all infants and toddlers*** (*Auto-calculated using OSEP’s definition of slippage - see* *IDEA Part C SPP/APR User Guide*)[*insert link*] |  |  |  |
| 1. Described reasons for slippage for Summary Statements 1 and 2, Outcomes A, B, C, ***for ‘just at-risk’ infants and toddlers OR all infants and toddlers,*** if applicable |  |  |  |

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).

Use the Summary Statement calculator when comparing the auto-calculations with your own calculations. [ECTA Center: Child Outcomes: Calculators and Graphing Templates](https://ectacenter.org/eco/pages/childoutcomes-calc.asp).

3. Part C only -- Number of Infants and Toddlers Who did not Receive Early Intervention Services for at Least Six Months

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. Provided the number of infants and toddlers who exited the Part C program during the reporting period, as reported in Part C exiting 618 data |  |  |  |
| 1. Provided number of those infants and toddlers who did not receive early intervention services for at least six months before exiting the Part C program |  |  |  |

Tips (when providing the number of infants and toddlers who did not receive early intervention services for at least six months):

* Consider using the calculator for ‘Calculating the Number and Percentage of Infants and Toddlers Who Did Not Receive Early Intervention Services for at Least Six Months’ [ECTA Center: Child Outcomes: Calculators and Graphing Templates](https://ectacenter.org/eco/pages/childoutcomes-calc.asp).
* Consider investigating reasons for missing data for your states data quality purposes even though the SPP/APR template does not require an explanation of missing data. (Missing data may be apparent when comparing the number of children exiting Part C (618 data), minus the children who did not stay in the program 6 months, with the total number of children with IFSPs.)

Include the exclusionary criteria in the “Additional Information” narrative section for the indicator if children are excluded from the denominator for any reason.

1. Part B 619 and Part C

4A. Sampling

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. Indicated whether sampling was used |  |  |  |
| 1. *If yes –* indicated if previously approved sampling plan changed |  |  |  |
| 1. *If sampling plan changed* – attached a copy of sampling plan |  |  |  |
| 1. Described the sampling methodology outlining how the design will yield valid and reliable estimates |  |  |  |

4B. Data Collection

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. Indicated whether the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process was used *(yes/no)* |  |  |  |
| 1. Provided the criteria for defining “comparable to same-aged peers” |  |  |  |
| 1. Listed the instruments and procedures used to gather data for this indicator |  |  |  |

Tips (related to data collection)

* Mark “yes” to using the COS process if your COS process includes a team discussion to rate children’s functioning in the three outcome areas using the COS 7-point scale.

Describe the criteria for defining “comparable to same-aged peers” as follows:

* + If using the COS process, the criteria are ‘6 or 7 on the COS rating scale.’
  + If using a publishers’ tool, provide the algorithm they use to determine ‘comparable to same-aged peers.’

If the state has set the criteria, describe how ‘comparable to same-aged peers’ was determined.

Provide the name of all required assessment instruments for outcomes measurement if not using the COS process.

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| --- | --- | --- |
| **Suggested Citation**  DaSy Center, & ECTA Center. (2022). *APR Checklist and Tips—Indicators C-3/B-7: Early Childhood Outcomes*. SRI International. | | |
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