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| APR Checklist and Tips—Part C Introduction | " " |
|  | December 2022 |

For an overview of the Part C Introduction, 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) and the [SPP/APR Universal Technical Assistance for FFY 2020-2025](https://sites.ed.gov/idea/grantees/#SPP-APR,SPP-APR-Resources).

**Things to Know About the Introduction**

* The introduction provides a description of the state’s general supervision system, technical assistance system, professional development system, stakeholder engagement process, and how the state reports to the public on the SPP/APR.

The SPP/APR introduction is an opportunity for states to share how the state’s systems and their stakeholder engagement process helps the state improve results for infants, toddlers with disabilities and their families.

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.

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

1. Summary and Systems

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. Provided executive summary |  |  |  |
| 1. Provided additional information related to data collection and reporting (*as needed*) |  |  |  |
| 1. Described general supervision system (*systems in place to ensure that IDEA Part C requirements are met, e.g., monitoring systems, dispute resolution systems*) |  |  |  |
| 1. Described technical assistance system (*mechanisms in place to ensure the timely delivery of high quality, evidenced-based technical assistance and support to early intervention service (EIS) programs*) |  |  |  |
| 1. Described professional development system (*mechanisms in place to ensure that service providers are effectively providing services that improve results for infants and toddlers with disabilities and their families*) |  |  |  |

2. Broad Stakeholder and Public Input

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| --- | --- | --- | --- |
| Were the following completed? | Yes | No | Notes |
| 1. Described mechanisms for soliciting broad stakeholder input (*on SPP/APR targets, and any subsequent revisions made to those targets, and the development and implementation of Indicator 11, the Systemic Improvement Plan [SSIP]*) |  |  |  |
| 1. Indicated whether to apply stakeholder input from introduction to all Part C results indicators (*yes/no*) |  |  |  |
| 1. Provided number of parent members |  |  |  |
| 1. Described parent member engagement (*how the parent members of the Interagency Coordinating Council, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress*) |  |  |  |
| 1. Described activities conducted to improve outcomes for children with disabilities (*to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for infants and toddlers with disabilities and their families*) |  |  |  |
| 1. Described mechanisms and timelines for soliciting public input (*for setting targets, analyzing data, developing improvement strategies, and evaluating progress*) |  |  |  |
| 1. Described mechanisms and timelines for making results available to the public (*of target setting, data analysis, development of the improvement strategies, and evaluation*) |  |  |  |

Tips (related to broad stakeholder and public input):

Describe efforts to recruit and solicit broad stakeholder input representative of the state, including demographics such as race/ethnicity, socioeconomic status, parents 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.

* + Acknowledge difficulties or demographics not represented, and what steps are being planned to address these issues.

Place this information in the section on mechanisms for soliciting broad stakeholder input.

Describe efforts to recruit and engage parents in the section on parent engagement, including the following:

* + Acknowledge difficulties or parent groups not represented, and what steps are being planned to address these issues.

Indicate how many parents provided stakeholder input on target setting and/or the development and implementation of the SSIP (Indicator 11). Include representation from the following entities: ICC, parent center staff, advisory/advocacy committees, and individual parents.

* + - For example, “Five parents representing the following entities (A, B, C), and eight parents out of the 15 regions in the state, provided input on revisions to target(s) for Indicators 3 and 4, and/or engaged in the development and implementation of the SSIP”. Do not include names.

Specify what activities were done to engage parents in the process specific to target setting, and/or analyzing data, developing improvement strategies, and evaluating progress of the SSIP.

* + - For example, “A series of 4 meetings were held over 3 months to review quantitative SSIP evaluation data, reflect on contextual factors impacting implementation, and generate suggestions for modifications to improvement strategies to support effective implementation.
* Describe capacity-building activities specific to target setting and/or the development and implementation of the SSIP that were conducted in the section on the activities conducted to increase the capacity of diverse groups of parents.
  + Include specific activities such as, provided interpreter services for all communications and meetings, facilitated on-boarding of new parent stakeholders, developed materials and co-hosted meetings with parent representatives, provided a parent-focused training on data analysis and use, provided definitions for commonly used acronyms, and/or provided details on methods and measurement tools used.
  + Include collaborative activities with parent centers and other community partners.

Consider using terminology from [Leading by Convening](https://ncsi.wested.org/resources/leading-by-convening/), a TA resource from the National Center for Systemic Improvement (NCSI).

* Describe ways the state sought public input and the timelines used including such things as hosted local or virtual listening sessions in X, Y months, collected input during public forums of ICC meetings on Date 1 and Date 2, distributed online survey for # of days.
* Describe how information was shared with the public in the section on mechanisms and timelines for making results available to the public.
  + Include how broad stakeholder feedback was used and incorporated, particularly any changes to targets, improvement strategies, policies, or procedures.

3. Reporting to the Public

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. Described how and where the state reported to the public on the current FFY performance of each EIS program located in the state on the targets in the SPP/APR (*as soon as practicable, but no later than 120 days following the State’s submission of its FFY 2019 APR, as required by 34 CFR §303.702(b)(1)(i)(A)*) |  |  |  |
| 1. Described where on its website a complete copy of the SPP/APR is available (*including any revision of targets*) |  |  |  |

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