



# Part C Public Reporting Requirements

## OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

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The IDEA requires states to publicly report 3 primary types of data: 1) State Performance Plan/Annual Performance Report (SPP/APR); 2) 618 data collections; and 3) Determinations.

In other words, the IDEA requires states to make 3 types of information available to the public:

- A report on the performance of their program, called a State Performance Plan/Annual Report (SPP/APR).
- Data about individuals, aged birth through 21, who received services under Parts B or C of the act; often called Section 618 Data.
- A summary of how well programs are meeting the state performance plan, called Determinations.

### State Performance Plan/Annual Performance Report (SPP/APR)

Section 616 of the IDEA requires each state to submit and make available to the public a state SPP/APR with data on how each state implements Part C of the IDEA to improve outcomes for infants and toddlers with disabilities. Each state's SPP/APR must be made available through public means, including posting on the website of the lead agency, distribution to the media, and distribution to Early Intervention Service (EIS programs).

In other words, each state must turn in a SPP/APR (a written plan) with data about Part C of the IDEA. This helps improve outcomes for infants and toddlers with disabilities. The SPP/APR for each state must be shared with the public through:

- The website of the state agency that runs the program, called the Lead Agency.
- The media, such as journalists and news outlets.
- State and local programs that provide early intervention services.

### SPP/APR Indicators

There are 11 items (indicators) in the SPP/APR. These items include the following:

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1. **Timely Provision of Services:** Percent of infants and toddlers with Individualized Family Service Plans (IFSPs) who receive the early intervention services on their IFSPs in a timely manner.

In other words, the number of babies and young children who get the services they need on time.

2. **Services in Natural Environments:** Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.

In other words, the percentage of babies and young children with IFSPs who get help at home or other places where the child and family regularly spend time within their community.

3. **Early Childhood Outcomes:** Percent of infants and toddlers with IFSPs who demonstrate improved outcomes in: A) Positive social-emotional skills (including social relationships); B) Acquisition and use of knowledge and skills (including early language/communication); and C) Use of appropriate behaviors to meet their needs.

In other words, the number of babies and young children in early intervention that get better at:

- A) Making friends and getting along with others.
- B) Learning new things and talking.
- C) Doing things by themselves or asking for help.

**Summary Statement 1:** Of those infants and toddlers who entered early intervention below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

In other words, the babies and toddlers that have developmental delays when they come into the program and leave with much progress.

**Summary Statement 2:** The percent of infants and toddlers who were functioning within age expectations in each Outcome by the time they turned 3 years of age or exited the program.

In other words, the percentage of babies and toddlers who are developing like children their same age when they turn three or leave the program.

4. **Family Involvement:** 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; and C) Help their children develop and learn.

In other words: The number of families in Part C who report early intervention helped them:

- Know their rights (protections families have under IDEA).
- Communicate their children’s needs.
- Help their children develop and learn.

5. **Find (Birth to One):** Percent of infants and toddlers birth to 1 with Individualized Family Service Plans compared to national data.

In other words, the number of children ages 0-1 that have Individualized Family Service Plans (IFSPs) compared to the number of children the same ages that live in the United States.

6. **Child Find (Birth to Three):** Percent of infants and toddlers birth to 3 with IFSPs compared to national data.

In other words, the number of children ages 0-3 that have IFSPs compared to the number of children the same ages that live in the United States.

7. **45-Day Timeline:** Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C’s 45-day timeline.

In other words, the number of children who have IFSPs developed within 45 days from when they were sent to the program.

8. **Early Childhood Transition:** Percent of all children exiting Part C who received timely transition planning for whom the lead agency: A) Developed an IFSP with transition steps and outcomes; B) Notified (consistent with any opt-out policy adopted by the State) the State educational agency (SEA) and the local educational agency (LEA) where the toddler resides of the toddler’s potential eligibility for Part B preschool services; and C) Conducted a transition conference. All the above must be completed by the toddler’s third birthday.

In other words, the number of children who had transition planning by their 3<sup>rd</sup> birthday and:

- The IFSP had transition steps and goals to describe what is going to happen at the age of three.
- The program told the state and local educational agencies that the toddler might qualify for preschool services.
- There was a transition conference.

9. **Hearing Requests Resolved:** Percent of hearing requests resolved through settlement agreement.

In other words, the number of individual requests a state examines to ensure that children with disabilities and their families received the early intervention services they were entitled to. This includes a formal legal process and ends with a successful settlement agreement.

A settlement agreement for Part C IDEA is a written document that states the terms and conditions of how a dispute was resolved. A dispute may be between family members, or other parties (for example, a disabilities rights center) and either the state's lead agency (LA) or an early intervention service (EIS) program. Family members might have disputes regarding the provision of services to an infant or toddler with a disability.

**10. Mediation Agreements:** Percent of mediations held resulting in mediation agreements.

In other words, this indicator is a measure of how effective the mediation process is.

- Mediations are held to resolve disputes between parties who have a conflict over some issue.
- A mediator is someone who helps resolve disagreements between families or another party and a state's lead agency or an early intervention service program.

Mediators encourage parties to talk to one another about their conflict. They do not take sides or decide who is right or wrong. Their goal is to understand both points of view and find a solution that is fair and acceptable to everyone.

**11. State Systemic Improvement Plan (SSIP):** The state SPP/APR includes comprehensive, ambitious, achievable, multi-year SSIP, with stakeholder engagement in all phases, for improving results for infants/toddlers with disabilities and their families.

In other words, a formal plan made by the state to improve and make stronger services for babies and young children with disabilities, along with their families.

**References:**

- [U.S Department of Education, Office of Special Education SPP/APR Website](#)
- [Code of Federal Regulation 34 section 303.701](#)
- [Early Childhood Technical Assistance Center \(ECTA\) Website](#)

## 618 Data Collections

Section 618 of the IDEA requires each state to submit to the Secretary of Education at the US Department of Education and publicly report data about infants and toddlers who receive early intervention services under Part C of the IDEA.

In other words, every state must share information about babies and young children that receive special services required by the IDEA in the Part C program.

There are four different types of information collected:

1. **Child Count** ([Report of Children Receiving Early Intervention Services in Accordance With Part C](#)):

- a. The unduplicated number of children receiving early intervention services according to an active IFSP as of the State-designated child count date (one day between Oct 1 and Dec 1). Data is reported by age, race/ethnicity, gender, at-risk status (if a state serves children who are determined to be at-risk in their Part C system).
- b. The cumulative number of infants and toddlers with disabilities, ages birth through 2, who received early intervention services at any point during the most recent 12-month period for which data are available. Data is reported by race/ethnicity and gender.

In other words, each state counts the number of children with IFSPs and where they get services on one specific calendar date. The information is reported by children's age, race/ethnicity, and gender. The information may also include the numbers of children identified as at-risk (as defined and allowed by the state) status and a cumulative count.

2. **Settings** ([Report of Program Settings in Accordance With Part C](#)): The unduplicated count of all children receiving early intervention services according to an active IFSP in place on the date of the Child Count (as reported in the Child Count data) by the primary early intervention service. Data is reported by age and race/ethnicity.

In other words, the places where infants/toddlers and their families receive their early intervention services.

3. **Exiting** ([Report on Infants and Toddlers Exiting Part C](#)): Part C Exiting collects the number of infants and toddlers with disabilities who, during the 12-month reporting period, either no longer received services under Part C prior to age three or reached age three. Data is reported by race/ethnicity, gender, and reason that services are no longer received.

In other words, the number of children who stop receiving services from the Part C program during the year and why.

4. **Dispute Resolution** ([Report of Dispute Resolution Under Part C of the Individuals With Disabilities Education Act](#)): The number of mediation requests, written signed complaints, and due process complaints.

In other words, the number of:

- Problem-solving sessions
- Complaints,
- Legal actions that were fixed.

## Local EIS Program Performance

State lead agencies make reports annually about the performance of each local EIS program compared to the targets in the state's performance plan. The performance of each local EIS must be reported to the public as soon as practicable but no later than 120 days following the submission of its SPP/APR to the U.S. Secretary of Education. Additionally, each state must make these reports in the following ways:

- Posting on the website of the lead agency.
- Distribution to the media.
- Distribution to local early intervention programs.

### References:

- [IDEA Section 618 Data Products: Collection Documents](#)
- [Individuals With Disabilities Education Act Section 1435, Requirements for Statewide System, 20 U.S.C. 2014](#)
- [Individuals With Disabilities Education Act Section 1418\(a\)\(1\)\(2\), Requirements for a statewide system: 20 U.S.C. 2014](#)
- [State Monitoring and Enforcement. 34 CFR 303.700. 2022](#)
- [State Use of Targets and Reporting. 34 CFR 303.702. 2022](#)