

# Annual Performance Report 2012

## What is an Annual Performance Report (APR)?

The federal Office of Special Education Programs (OSEP) monitors states to ensure that early intervention services are provided according to the Individuals with Disabilities Education Act (IDEA) Part C. As part of this monitoring process, states must submit a six-year State Performance Plan (SPP). Annually, states report on their progress toward meeting the 14 indicator targets previously described in their SPPs.

## What is the significance of the indicators?

OSEP has identified four monitoring priorities and 14 indicators by which states can measure the effectiveness of their Part C services.

The 14 indicators are the cornerstones for ensuring that:

- early intervention services are being provided according to federal and state regulations.
- infants and toddlers and their families are receiving high quality early intervention supports and services.

## How did NC perform on the APR?

The Infant-Toddler Program exceeded its targets for early detection of developmental delays and provision of services in the home or community. Improvements are needed in child and family outcomes.

The full APR\* describes the progress and slippage on the indicators, as well as additional quality improvements and

revisions that will be undertaken to improve the Infant-Toddler Program.

\*Indicator 12 is not applicable to NC. Data for Indicators 10 and 11 are no longer reported in the APR.

## How will the APR be used?

This information is used largely for quality improvement purposes and to determine compliance with federal and state regulations. Through analyzing data, setting annual targets and tracking progress, the Early Intervention Branch identifies areas that need improvement and develops concrete plans to address those concerns.

## How can I use the APR?

The findings included here are statewide. Gaps between target and actual performance not only show where improvement is needed, but also represents areas of opportunity for collaborative efforts with families, other stakeholders, providers, and various partners.

Community-wide efforts that span a range of services and agencies will ultimately support strong and healthy families throughout North Carolina.

## The APR Process

**Children's Developmental Services Agencies (CDSAs) submit APR data to Early Intervention Branch, who compiles the data into a statewide APR for OSEP**



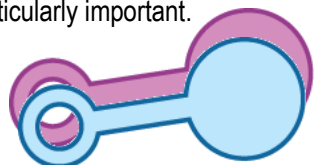
**OSEP reviews state APRs, compiles results and submits a comprehensive report to Congress**

## Where can I get a full copy of the APR?

After the APR is approved by OSEP, the Early Intervention Branch will post on the Branch's website at [www.bearly.nc.gov](http://www.bearly.nc.gov).

**Indicator 1** Percent of infants and toddlers with IFSPs who receive the early intervention services on their Individualized Family Services Plan (IFSPs) in a **timely manner**.

Child development research has shown that the rate of learning and development is most rapid in a child's first three years of life. Just as we try to identify infants and toddlers in need of intervention early, we try to get services started as soon after identification as possible. Because of this special period of readiness for learning, timing of intervention becomes particularly important.

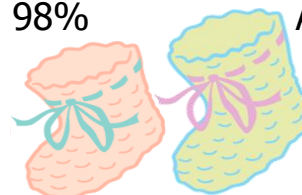


Target: 100%  
Actual: 98.29%

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

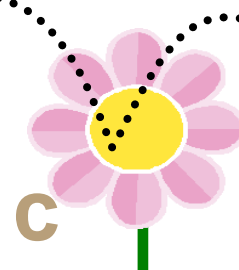
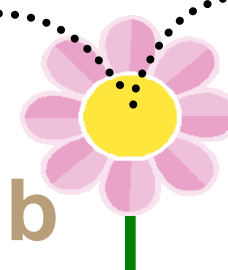
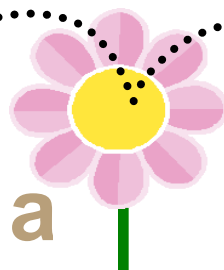
Early intervention activities are provided in settings where the child typically lives, learns and plays in order to ensure that the activities become a part of the child's and family's typical routines, such as mealtime, bath time, play time, etc. In this way the learning opportunities for the child are maximized.

Target: 98% Actual: 99.2%



**Indicator 3** Percent of infants and toddlers with IFSPs who demonstrate improved: (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.

Measurement of these functional outcomes provides quantitative data on the benefits of early intervention for infants/toddlers.



**Summary Statement 1 (SS1):** of those children who entered the program below age expectations in this outcome area, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

**Summary Statement 2 (SS2):** the percent of children who are functioning within the age expectations in this outcome area by the time they turned 3 or exited the program.

Target/Actual

SS1: 73.5/71.9%

SS2: 59.6/62.0%

Target/Actual

SS1: 80.0/79%

SS2: 51.1/53.3%

Target/Actual

SS1: 78.0/78.3%

SS2: 57.8/60.5%

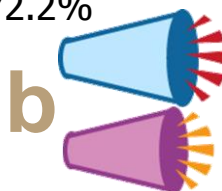
**Indicator 4** Percent of families participating in Part C who report that early intervention services have helped the family: (a) **know** their rights; (b) effectively **communicate** their children's needs; and, (c) **help** their children develop and learn.

Early intervention benefits not just the child enrolled in our services, but also the entire family. The data from this indicator, collected via survey, demonstrates how families benefit from early intervention supports and services.

Target: 90%  
Actual: 75.2%



Target: 86%  
Actual: 72.2%



Target: 91%  
Actual: 83.1%



Indicator  
5

Percent of infants and toddlers **birth to 1** with IFSPs compared to national data.

Early detection of developmental delays is critical. This indicator looks at children that are referred and determined eligible for early intervention before their first birthday.

Target: 1.10%

Actual: 1.19%



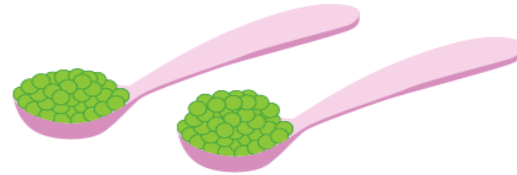
Indicator  
6

Percent of infants and toddlers **birth to 3** with IFSPs compared to national data.

Early detection of developmental delays is critical. This indicator looks at children that are referred and determined eligible for early intervention before their third birthday.

Target: 2.10%

Actual: 2.79%



Indicator  
7

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**.

Because the development of infants and toddlers changes rapidly, it is important to start intervention as quickly as possible. Therefore, CDSAs has 45 days to evaluate the child, determine eligibility and develop a service plan that meets the needs of the child and family.

Target: 100%

Actual: 99.03%



Indicator  
8

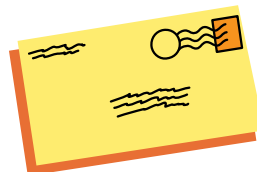
Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday, including:

- (a) IFSPs with **transition steps** and services;
- (b) **Notification** to LEA, if child potentially eligible for Part B; and
- (c) Transition **conference**, if child potentially eligible for Part B.

As the time comes for the child to exit the NC Early Intervention Program at the child's third birthday, early intervention service coordinators help prepare the family to transition to other age-appropriate supports and services, such as preschool, Head Start or child care. Transition planning helps ensure a smooth process for the child and family as they move out of the NC EI Program.

Target: 100%

a Actual: 99.83%



b Target: 100%  
Actual: 99.83%

Target: 100%

c Actual: 99.12%



Indicator  
9

Percent of **non-compliance corrected** within one year of identification.



Target: 100%

Actual: 100%

Indicator  
13

Percent of **mediations** held that resulted in mediation agreements.

Target: 100%

Actual: 100% (one request resulted in a signed mediation agreement)



Indicator  
14

State reported data (618, State Performance Plan, Annual Performance Report) are **timely and accurate**

Target: 100%

Actual: 100%

