

# STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART C

for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act

For reporting on  
FFY 2022

Colorado



**PART C DUE**  
**February 1, 2024**

U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202

## Introduction

### Instructions

Provide sufficient detail to ensure that the Secretary and the public are informed of and understand the State's systems designed to drive improved results for infants and toddlers with disabilities and their families and to ensure that the Lead Agency (LA) meets the requirements of Part C of the IDEA. This introduction must include descriptions of the State's General Supervision System, Technical Assistance System, Professional Development System, Stakeholder Involvement, and Reporting to the Public.

### Intro - Indicator Data

#### Executive Summary

The Colorado Department of Early Childhood (CDEC) is the lead agency in Colorado for the Early Intervention (EI) program, administered by the Division of Community and Family Support (DCFS) under the Office of Program Delivery. This newly formed department was established in July of 2022 and unifies Colorado's early childhood systems which better allows for collaboration among all programs supporting children and families in Colorado. The vision of the department is to ensure all Colorado children, families, and early childhood professionals are valued, healthy, and thriving. The Early Intervention program went through significant changes as well throughout FY 2022-23. Beginning July 1 the responsibility for evaluating children under age 3 was transferred in state statute to CDEC from the Colorado Department of Education. To fulfill this responsibility, CDEC has contracted with 16 evaluation entities and implemented a centralized referral and intake system, which is comprised of eight state employed Care Navigators and six local EI programs with local Care Navigators, to facilitate service coordination activities until eligibility.

All sixteen Evaluation Entities are successfully conducting evaluations for children across the state. EI Colorado's centralized referral and intake system was established to ensure all families being referred receive the same consistent process no matter where they live in Colorado. EI Colorado continues to contract with 20 local EI programs to deliver community-based services to eligible children through transition. Additionally, Colorado continued to implement the Extended Part C option in the state.

As a result of the pandemic, combined with broadening the eligibility for the EI program in January 2023, and implementing consistent and equitable evaluation requirements, the average monthly caseload in the EI program increased. Due to the isolation experienced by children and families during the pandemic - and specifically toddlers born in 2020 through 2022 - more children are experiencing greater delays that require more intensive services, particularly in social and emotional, and speech development, to ensure they are ready for preschool.

#### Additional information related to data collection and reporting

EI Colorado staff accessed technical assistance from national technical assistance (TA) Centers, most often DaSy, ECTA, and CIFR, by participating in the community of practice activities, one-to-one communication, and scheduled monthly meetings. EI Colorado accessed national publicly available TA documents as needed throughout the year. As a result of the technical assistance, many activities occurred related to supporting data collection and reporting. Some examples are: EI Colorado implemented regularly scheduled email reminders from our data team to follow up on missing and/or timely indicator data requirements; the relaunch of the Quality IFSP and Outcomes tool (QIO) embedded in our data system allows for the regular review of the IFSP quality assessment process, which has continued to be our team's focus; the regular review and updates to the General Supervision and Monitoring process documents and monthly TA provided to our EI system partners have increased knowledge of current best practices and guidance for Part C services; and, EI Evaluation Entities and local EI Program staff, including service coordinators, have access to monthly community of practice calls which allows EI Colorado to collect data, and feedback and provide immediate TA to support overall system success

#### General Supervision System

The systems that are in place to ensure that the IDEA Part C requirements are met (e.g., integrated monitoring activities; data on processes and results; the SPP/APR; fiscal management; policies, procedures, and practices resulting in effective implementation; and improvement, correction, incentives, and sanctions).

With stakeholder input, rules, policies, and procedures that support and provide clarification of state and federal statutes to ensure effective implementation of EI services at the local level statewide have been developed and are reviewed as needed.

State rules were developed by EI program staff with input from the Colorado Interagency Coordinating Council (CICC), local EI programs, and other key stakeholders. The rules were recently reviewed and approved by the CDEC Executive Director with input from the Office of the Attorney General. EI state rules (8 CCR 1405-1-5.100-124) encompass policies and procedures necessary for implementing the Federal Part C of IDEA regulations (34 C.F.R. Part 303), the Colorado Revised Statutes (C.R.S.), 26.5-3-401-410, and other applicable state and federal regulations related to EI services. Any revisions made to policies and procedures in the EI state rules are made available for specified public review and comment periods in compliance with the State's notice of public hearings and dissemination plan.

The EI Colorado General Supervision and Monitoring Procedures document is reviewed annually by the EI program staff and CICC and revised as needed. Rules, policies, and procedures are distributed statewide to the 20 local EI programs, 16 Evaluation Entities, the CICC, and other key stakeholders. These are available to the public on the EI Colorado website at [ww.eicolorado.org](http://ww.eicolorado.org).

Focused monitoring may occur when there are patterns of statewide issues related to noncompliance, poor statewide or local performance on specific priority areas typically identified through the monthly Quality and IFSP outcomes assessment tool, or if the Part C Program Administrator investigates a complaint. Focused monitoring occurs to determine the specific reasons for the noncompliance. Investigation in this manner allows the Part C program to tailor TA to meet the specific needs of local programs as well as accelerate the process for timely correction of noncompliance. A focused monitoring visit typically lasts one to four days. It may include interviews with administrators, staff, parents and community partners, as well as a review of child records, policies and procedures, and other pertinent documents. As a result of the focused monitoring, technical assistance is provided and the results of the monitoring are reviewed to:

- A. Determine if a finding of noncompliance should be issued to a local EI program;
- B. Verify whether data demonstrate noncompliance, and then issue a finding if data demonstrate noncompliance; or,
- C. Verify that the local EI program has corrected any noncompliance identified during the monitoring, in which case a finding of noncompliance would not be issued.

A Plan of Correction (POC) may be developed following the monitoring if warranted, or upon annual review of local program performance and determinations. The POC has prescribed actions that must occur within specified timelines. A local EI program receives a written monitoring report that includes the POC, if applicable, which the local program is required to participate in developing. Specific data reporting requirements, including frequency of data submissions, are outlined in the POC and data is required to be submitted until 100% compliance is reached and verified. A follow-up onsite or virtual visit may be conducted if needed to review more current data and verify corrections. If after six months a local EI program has not corrected noncompliance, additional data reporting and technical assistance may be initiated. Once 100% compliance is reached and verified, the local EI program is sent a letter releasing it from the finding of noncompliance and closing the POC. The Part C Team may also utilize data to narrow the focus of monitoring instead of a comprehensive desk audit.

An array of dispute resolution options is available for families including complaint procedures, mediation, and due process hearing procedures. The EI Colorado State Rules describe the policies and procedures followed during dispute resolution. The EI program Part C Program Administrator provides training and TA for local EI programs on dispute resolution.

Annually, EI program staff reviews dispute resolution activities to determine any trends that require a system change or other improvement activities. These trends are reported to the CICC for recommendations regarding follow-up strategies.

The CDEC has statutory authority to ensure financial accountability and service provision. CDEC EI program staff and Fiscal Unit staff ensure that federal Part C funds are obligated and liquidated within the allowable time frame and for appropriate activities. The CDEC does not have an agreement in place for another state agency to perform Part C responsibilities. C.R.S. 26.5-3-409 outlines the responsibilities of state departments as they relate to implementing the Early Intervention Services Trust. EI program staff prepare the annual application and budget for the OSEP and ensure, in coordination with CDEC Fiscal Unit staff, proper accounting of funds expended under the federal Part C grant. The CDEC has annual contracts in place with the 20 local EI programs, as Certified Early Intervention Service Brokers.

Local EI programs are required to have an audit of annual financial statements to ensure that they are billing appropriately for services rendered and following the funding hierarchy. In addition, the local EI programs submit a Year-End Revenue and Expenditure Report that captures fiscal data for funding sources that are not tracked through the EI program data system.

The EI Colorado Monitoring Team consists of representatives from both the training and data teams to not only support the Part C Team in conducting monitoring activities, but to help ensure effective implementation, improvement, and correction of EI entities being monitored in all aspects of the process, data entry, and service coordination activities.

#### **Technical Assistance System:**

##### **The mechanisms that the State has in place to ensure the timely delivery of high quality, evidence-based technical assistance and support to early intervention service (EIS) programs.**

Statewide training is conducted, and technical assistance documents are distributed, to clarify and ensure effective implementation of the requirements under IDEA Part C and State EI rules, policies, and procedures. The ultimate goal of all training and technical assistance activities is to ensure accountability and promote recommended and evidence-based practices in meeting the needs of infants and toddlers who have developmental delays or disabilities and their families. All service coordinators and local EI program administrators are required to complete the EI Fundamental Training within 90 days of hire. Once completed, training modules are available for review as needed. EI program staff produce TA documents to address all aspects of the EI process, ensure statewide consistency, and promote effective and evidence-based EI practices. Current TA documents are posted on the EI Colorado website at [www.eicolorado.org](http://www.eicolorado.org). Timely, high-quality, evidence-based TA and support are provided to local EI programs through ongoing written and audio-visual resources and support to professionals and families regarding the implementation of the IFSP and recommended EI services. Appropriate and consistent use of the funding hierarchy ensures access to EI is available to a larger number of children and families by utilizing all available funding sources.

Maintaining monthly communication and providing access to training and TA materials on our website ensures that professionals and families have access to policies, information, current research, and recommended practices and that families have access to technical assistance materials designed specifically for family use in English and Spanish. The CDEC contracts with university programs, parent organizations, and private consultants to provide training and technical assistance to local EI programs, providers, and families. EI program staff provides individualized, targeted technical assistance virtual visits as needed, and ongoing TA occurs via phone and email. Technical assistance webinars are provided monthly to accompany the launch of new policies and procedures. EI program staff participates in ongoing national technical assistance activities and community of practice work to inform the technical assistance that is provided to local programs. Self-assessment practices are used to enable local programs to monitor their performance and to proactively identify training and technical assistance needs in a timely fashion. Training and technical assistance staff and contractors review data and monitoring reports to inform the content of the technical assistance materials and identification of specific programs that need assistance. The CDEC, in collaboration with the CICC, local EI programs, and other key stakeholders, develops, and revises as needed, a State Performance Plan (SPP) that spans a time period specified by the Federal Office of Special Education Programs (OSEP). The SPP addresses 11 federally required indicators, sets annual targets, and details improvement strategies to meet those targets. Once final revisions have been made by the CDEC, the SPP is submitted on or before the date specified by the OSEP, usually February 1st. The SPP establishes the actions that the CDEC takes to meet the annual targets and improvement activities. These activities are reviewed annually with the CICC, local EI programs, and community partners who may provide training and technical assistance and other key stakeholders to determine if revisions are needed.

#### **Professional Development System:**

##### **The mechanisms the State has in place to ensure that service providers are effectively providing services that improve results for infants and toddlers with disabilities and their families.**

The long-term objectives of the Colorado Comprehensive System of Personnel Development have been: Services are provided within family-driven constructs and based on the concerns and priorities of the family; families have increased confidence and competence in supporting the development of their child; infants and toddlers are supported in accessing developmental learning opportunities within their family and community routines and activities; and children successfully transition to appropriate supports and services at or before three years of age.

Pre-service Training - Provides course content needed for students to implement best practices in EI service provision for infants and toddlers with disabilities and their families. This ensures students have the competencies needed for working in Colorado's EI system. The avenues for implementation include state community colleges; public and private universities and colleges; web-based training and technical assistance materials; collaboration between the EI program and higher education; and parents as co-teachers. The EI program staff collaborates with higher education faculty through participation in federally-funded projects to advise curriculum development, assist in the coordination of practicum sites, and provide guest presentations.

In-service Training - EI Colorado Provider Training is required for all early intervention professionals wanting to work in the program. This training provides orientation to the EI system in Colorado and the foundation is built on the Mission and Key Principles for Providing Early Intervention Services. Service Coordinators are required to complete the EI Fundamentals training which is built off of the service coordination core competencies and IFSP development process for our state. EI Colorado offers additional training on Family Rights and Procedural Safeguards, Telehealth, using state-approved evaluation tools, and resources for Vision and Hearing screenings. These trainings ensure that all EI professionals have the knowledge, skills, and abilities to implement federal and state EI policies and procedures and implement evidence-based recommended practices for working with infants and toddlers and their families. The avenues for implementation are through mandatory state-sponsored training, statewide and community-based training opportunities, community-specific training and workshops, web-based training, targeted technical assistance, and technical assistance materials.

Additionally EI Colorado program recently presented at the Division For Early Childhood International Conference on the numerous recruitment and retention activities completed through the following projects: P325 Grant awarded in 2021 by the OSEP, specific state general funding set aside for retention bonuses, and recommendations made through the recently convened EI Workforce Investment Committee. EI Colorado braided these projects and funding together to improve the recruitment, retention, evidence-based professional development, and effectiveness of the EI Workforce to equitably support all infants and toddlers, and their families across the state.

The following achievements have been made for the EI Colorado Workforce. Multiple enhancements to the data system and creating a service coordinator and provider registry to understand the landscape of EI personnel across the state. With the approval of the legislature, funds specifically

slated for the retention of EI professionals working directly with children and families in the field went to over 1200 EI service coordinators and providers in the form of a retention bonus ranging from approximately \$3,000 to \$5,000 in 2023.

Eighteen currently employed EI professionals are halfway through a 2-year Master's Degree Program in Early Childhood Special Education (ECSE) at Morgridge College with the University of Denver and will meet the requirements and licensure necessary to provide Developmental Intervention services in EI upon graduation. Ten students received a scholarship covering 90% of their tuition. These scholarships were funded half from the OSEP P325 grant and half through the generous contribution of the University of Denver. The University of Denver leveraged additional funds to provide eight more students a scholarship covering 80% of the tuition costs. The student class comprises the following working professionals: bilingual personnel and those serving Spanish-speaking communities, parents of children who have participated in EI services, professionals from rural areas of the state, service coordinators, early intervention coordinators, occupational therapy assistants, and speech-language pathology assistants.

EI Colorado has offered extensive professional development opportunities through Project Extension for Community Health Care Options (ECHO) with the University of Denver and The Colorado Association for Infant Mental Health (CoAIMH). Through ECHO, EI professionals had access to an 8- 10 week virtual learning series including four topic areas incorporating evidence-based practices and community of practices. The topics covered include: 1. Prevent, Teach, Reinforce for Families, 2. Leadership and Advocacy, 3. Practice-Based Coaching, 4. Assessment Practices in Early Intervention. All four series are offered three times from 2023 through 2024. Through COAIMH, 30 EI professionals are currently participating in a 6 - 12 month reflective supervision learning collaborative, 30 hours of infant mental health development and foundations training, and individualized support with the application resulting in an Infant Mental Health Endorsement (IMHE) that best aligns with the professional degree and role each provider plays in EI. This opportunity has recently been funded to allow for 60 additional applicants

#### **Stakeholder Engagement:**

**The mechanisms for broad stakeholder engagement, including activities carried out to obtain input from, and build the capacity of, a diverse group of parents to support the implementation activities designed to improve outcomes, including target setting and any subsequent revisions to targets, analyzing data, developing improvement strategies, and evaluating progress.**

During the FY 22-23 EI Colorado staff were very busy conducting outreach to many stakeholder groups within the state. These efforts were intended to reach a variety of diverse groups of parents and organizations working with families in order to connect them with EI Colorado and to support CDEC's vision that all Colorado children, families, and providers are valued, healthy and thriving. These connections were done both in person, and virtually, through presenting information, having tables/materials set up during meetings, and providing information on EI Colorado and how we can support children and families in our state.

Below is a list of the organizations and the audience for all presentations/connections made:

The Gathering Place is an organization that works with families experiencing homelessness. This connection allows EI Colorado staff to provide appropriate resources to families experiencing loss of housing and supports our staff's understanding of the unique challenges these families may be facing. EI CO staff conducted virtual meetings with The Gathering Place staff to educate them on how to connect families to EI Colorado. Strengthening Colorado Families and Communities Conference-Parents, EI Professionals, Early Childhood Professionals- EI CO Staff are part of the conference planning committee as well as present at the conference. During the conference EI staff volunteer which allows them to have direct contact with families, caretakers, professionals, and conference attendees to provide information on Early Intervention. The purpose of this conference is to support families in the five protective factors (Parental Resilience, Social Connections, Concrete Support in Times of Need, Knowledge of Parenting and Child Development, and Social and Emotional Competence of Children. During the presentation from EI CO, attendees are provided examples of how to advocate for their child, how to prepare for the transition out of Early Intervention services and the importance of the understanding of their Family Rights- which all build their capacity as parents to support their child.

WORLD CAFÉ at the Early Childhood Mental Health (ECMH) Workforce Retreat- ECMH/Early Childhood Professionals

El Grupo Vida- Network of Hispanic/Latino Families - This outreach engages EI Staff with Hispanic families in our state. El Grupo Vida is a network of Hispanic/Latino parents formed to provide mutual support for people with disabilities or special needs, their parents, families, and guardians. EI CO connects with this group to help with understanding the unique culture of Hispanic/Latino families so that Early Intervention services can be culturally responsive. EI Colorado staff provide information/resources directly to families in Spanish, answer questions on access to resources, and present information on Early Intervention services as well as all Early Childhood Programs located in our Department.

Catholic Charities-Families Experiencing Homelessness and Poverty. EI Colorado staff provided materials/resources to this organization to share with families experiencing poverty and homelessness to ensure they know they have access to, at no cost, Early Intervention services if their child is eligible.

Whole Child Consultative Roles- Professionals who support children and Professionals in early care/education

Early Learning Ventures- Early Childhood Professionals that work closely with families in EI

What's Up Wednesday- Connected with Early Learning Ventures- Early Childhood Professionals that work with local EI Programs

Highly Mobile Youth- Families of Children experiencing homelessness. This a quarterly group that meets quarterly as an information-sharing session to ensure many programs working with migrant families and other highly mobile families know how to connect to EI Colorado. EI CO staff presents regularly on how to make a referral, and how families can access services where they are regardless of immigration or housing status.

Clayton Early Learning Ventures- Early Childhood Professionals in an inclusive and diverse childcare setting

(Winter and Spring)Parents Encouraging Parents (PEP) Meeting-

Cradle Community Resource Center- Early childhood professionals across Colorado

Baby Bear Hugs- Early Childcare facility professionals and parents

Parent Possible Conference- Parents and early childhood professionals attend this conference to educate on the importance of early childhood education and connection to resources. EI CO presented to families in attendance on how to refer, to the Seven Key Principles, Family Rights and Procedural Safeguards, eligibility, services, and transition activities. The intent was to reach a diverse group of parents, to build their capacity as caretakers. During the conference, EI CO presenters answered questions from professionals and parents on their specific circumstances and experience in EI CO.

Jackson County Public Health- EMS, Medical Director, and EPR Coordinator

CO Statewide Parent Coalition (Spanish)- Spanish-speaking parents and professionals

Early Head Start/Head Start Aurora- Ability Connection Colorado - Early childhood professionals working in an inclusive and diverse childcare setting

Illuminate Colorado- Strengthening Families Network- Preventing child maltreatment/Professionals. EI CO has ongoing meetings to educate, share resources, and connect with a diverse group of parents and professionals navigating and preventing child maltreatment situations.

**Apply stakeholder input from introduction to all Part C results indicators. (y/n)**

YES

**Number of Parent Members:**

7

**Parent Members Engagement:**

**Describe 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.**

The Colorado ICC has 6 parent members, one of which is also a Tribal representative. Additionally, parents are often the audience when presenting or sharing information with other stakeholder groups but participation logs are typically not kept. However, parent members of the ICC participate in a yearly ICC planning meeting, and 4 quarterly meetings a year to plan for, evaluate progress, and support Part C activities throughout the year. Additionally, there was a parent representative on the Personnel Standards work group.

**Activities to Improve Outcomes for Children with Disabilities:**

**Describe the activities conducted 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.**

During FY 22-23, extensive effort was made by the Technical Assistance and Outreach Coordinator to recruit and support parent members to our ICC. An ICC recruitment flyer was developed in both English and Spanish and distributed via monthly emails and during technical assistance webinars. Discussions with local EI Program Coordinators, service coordinators, EI providers, and current ICC members took place to recruit a diverse group of parents from all geographical regions in our state. Extra effort was made to recruit a tribal representative, and effort was taken to connect with fatherhood groups and with families experiencing homelessness. EI Colorado recognizes and values the diversity of our state and will continue to make all efforts to reach and include parents in our activities to improve outcomes for infants and toddlers with disabilities and their families.

**Soliciting Public Input:**

**The mechanisms and timelines for soliciting public input for setting targets, analyzing data, developing improvement strategies, and evaluating progress.**

Setting targets, analyzing data, developing improvement strategies, and evaluating progress occurs during Colorado's quarterly ICC meetings. All CICC meetings are open to the public and are posted on EI Colorado's website at [www.eicolorado.org](http://www.eicolorado.org). All notes and presentations from each CICC meeting are also accessible via EI Colorado's website at [www.eicolorado.org](http://www.eicolorado.org) on the Reports and Policies Tab under the Colorado Interagency Coordinating Council link. Additional stakeholder opportunities and workgroups are put together through a statewide call-out, placing meetings on the public-facing calendar on the EI Colorado website, and accessing community partners' resources for distributing and sharing information. Monthly TA calls are organized to share information with external parties. Additionally, as a result of identified improvement strategies the EI Colorado website was reviewed and updated to reflect current information and resources for families and providers. Public Awareness Materials were created in English and Spanish for families and referral partners including:

- EI Fact Sheet
- FAQ Document
- Poster
- Roadmap for Families.

Furthermore, based on the feedback from parent and physician interviews to evaluate the progress of EI Colorado's improvement strategies, work was begun on 6 parent-focused EI informational videos. These videos were created in both English and Spanish that addressed the following topics and are also available on the EI website:

- The Early Intervention Process Step by Step
- Understanding the EI Evaluation
- What to Expect from Early Intervention Services
- Using Your Insurance for Early Intervention Services
- Ways Families Can Resolve Disputes and Disagreements
- Transition from Early Intervention

**Making Results Available to the Public:**

**The mechanisms and timelines for making the results of the setting targets, data analysis, development of the improvement strategies, and evaluation available to the public.**

The CDEC will report to the public on the performance of each local EI program located in the state on the targets in the SPP/APR as soon as practicable, but not later than 120 days following the submission of its FFY 2022 APR as required by 34 CFR §303.702(b)(1)(i)(A).

The Local Early Intervention Program Performance Profiles are posted on the EI Colorado website at [www.eicolorado.org](http://www.eicolorado.org), under the Policies and Reports tab. These profiles are distributed to the local programs in December. Local Programs are given two weeks to provide comment on the data being reported for their program. Because local program data is a subset of the information reported in the APR, once the information is accepted by OSEP these profiles will be posted to report publicly on the website.

A complete copy of Colorado's SPP and APR is located on the EI Colorado website at [www.eicolorado.org](http://www.eicolorado.org) under the Policies and Reports tab, and the OSEP State Determination is provided it will be posted.

**Reporting to the Public:**

**How and where the State reported to the public on the FFY 2021 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 2021 APR, as required by 34 CFR §303.702(b)(1)(i)(A); and a description of where, on its website, a complete copy of the State's SPP/APR, including any revisions if the State has revised the targets that it submitted with its FFY 2021 APR in 2023, is available.**

The criteria used to establish status determinations are described in the Local Program Status Determinations Criteria in the General Supervision and Monitoring Procedures document posted on the EI Colorado website under the Policies and Reports tab. The OSEP requires the CDEC to enforce IDEA by making status determinations annually on the performance of each Local EI program using the same four categories that the OSEP uses in making the state status determination and consider the following:

- A. Performance on compliance indicators;
- B. Whether data submitted by the Local EI programs are valid, reliable, and timely;
- C. Uncorrected noncompliance; and,
- D. Any audit findings.

In addition, the CDEC also considers:

- A. Performance in meeting indicator targets;
- B. Fiscal audits; and,
- C. Submission of local Quality IFSP and Outcomes Tool data.

The Local EI Program status determination informs the level of technical assistance and/or corrective action that is required for the local program. The CDEC will report to the public on the performance of each local EI program located in the state on the targets in the SPP/APR as soon as practicable,

but not later than 120 days following the submission of its FFY APR as required by 34 CFR §303.702(b)(1)(i)(A). The Local Early Intervention Program Performance Profiles are posted on the EI Colorado website at [www.eicolorado.org](http://www.eicolorado.org)

### **Intro - Prior FFY Required Actions**

None

### **Intro - OSEP Response**

The State Interagency Coordinating Council (SICC) submitted to the Secretary its annual report that is required under IDEA Section 641(e)(1)(D) and 34 C.F.R. § 303.604(c). The SICC noted it has elected to support the State lead agency's submission of its SPP/APR as its annual report in lieu of submitting a separate report. OSEP accepts the SICC form, which will not be posted publicly with the State's SPP/APR documents.

The State did not provide a description of the activities conducted to increase the capacity of diverse groups of parents.

### **Intro - Required Actions**

The State's IDEA Part C determination for both 2023 and 2024 is Needs Assistance. In the State's 2024 determination letter, the Department advised the State of available sources of technical assistance, including OSEP-funded technical assistance centers, and required the State to work with appropriate entities. The Department directed the State to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance. The State must report, with its FFY 2023 SPP/APR submission, due February 1, 2025, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance.

The State did not provide a description of the activities conducted to increase the capacity of diverse groups of parents. In its FFY 2023 SPP/APR, the State must provide the required information.

# Indicator 1: Timely Provision of Services

## Instructions and Measurement

**Monitoring Priority:** Early Intervention Services In Natural Environments

**Compliance indicator:** Percent of infants and toddlers with Individual Family Service Plans (IFSPs) who receive the early intervention services on their IFSPs in a timely manner. (20 U.S.C. 1416(a)(3)(A) and 1442)

### Data Source

Data to be taken from monitoring or State data system and must be based on actual, not an average, number of days. Include the State's criteria for "timely" receipt of early intervention services (i.e., the time period from parent consent to when IFSP services are actually initiated).

### Measurement

Percent = [(# of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner) divided by the (total # of infants and toddlers with IFSPs)] times 100.

Account for untimely receipt of services, including the reasons for delays.

### Instructions

*If data are from State monitoring, describe the method used to select early intervention service (EIS) programs for monitoring. If data are from a State database, describe the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period) and how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.*

Targets must be 100%.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. States report in both the numerator and denominator under Indicator 1 on the number of children for whom the State ensured the timely initiation of new services identified on the IFSP. Include the timely initiation of new early intervention services from both initial IFSPs and subsequent IFSPs. Provide actual numbers used in the calculation.

The State's timeliness measure for this indicator must be either: (1) a time period that runs from when the parent consents to IFSP services; or (2) the IFSP initiation date (established by the IFSP Team, including the parent).

States are not required to report in their calculation the number of children for whom the State has identified the cause for the delay as exceptional family circumstances, as defined in 34 CFR §303.310(b), documented in the child's record. If a State chooses to report in its calculation children for whom the State has identified the cause for the delay as exceptional family circumstances documented in the child's record, the numbers of these children are to be included in the numerator and denominator. Include in the discussion of the data, the numbers the State used to determine its calculation under this indicator and report separately the number of documented delays attributable to exceptional family circumstances.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in the Office of Special Education Programs' (OSEP's) response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, methods to ensure correction, and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 1 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2019	90.80%

FFY	2017	2018	2019	2020	2021
Target	100%	100%	100%	100%	100%
Data	90.32%	89.74%	90.80%	89.41%	84.76%

### Targets

FFY	2022	2023	2024	2025
Target	100%	100%	100%	100%

### FFY 2022 SPP/APR Data

Number of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner	Total number of infants and toddlers with IFSPs	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
5,831	11,559	84.76%	100%	80.95%	Did not meet target	Slippage

**Provide reasons for slippage, if applicable**

Colorado is experiencing provider shortages and lack of provider availability led to a delay in the initiation of services. Provider's schedule and communication errors also impacted timely service provision.

**Number of documented delays attributable to exceptional family circumstances**

*This number will be added to the "Number of infants and toddlers with IFSPs who receive their early intervention services on their IFSPs in a timely manner" field above to calculate the numerator for this indicator.*

3,526

**Provide reasons for delay, if applicable.**

A significant number of late reasons are due to the provider not being available, followed by provider schedule, service coordinator issues, communication errors, local programs, or provider rescheduling past 28 days.

**Include your State's criteria for "timely" receipt of early intervention services (i.e., the time period from parent consent to when IFSP services are actually initiated).**

Colorado defines "timely" as 28 days and calculates timeliness by the time period elapsed between the date the parent consents to the services documented on the IFSP and the actual start date of service.

**What is the source of the data provided for this indicator?**

State database

**Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).**

July 1, 2022 through June 30, 2023

**Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.**

Colorado collects data from all local early intervention programs in the statewide web-based data system and reports for 100% of the children for whom new services were listed on an initial IFSP and/or subsequent six-month, annual or other periodic review for the full reporting period. Data analysis includes the number of infants and toddlers from all of the 20 local early intervention programs who had an initial IFSP and/or subsequent six-month or annual or other periodic review.

**Provide additional information about this indicator (optional)**

**Correction of Findings of Noncompliance Identified in FFY 2021**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
16	14	2	0

**FFY 2021 Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements.**

Through the EI Colorado data system, checking for valid and reliable as well as compliance for each local EI program occurs on a regular basis. Colorado utilizes an indicator tracking sheet for each local program to identify each individual case of noncompliance and required data entry and/or late reasons to be entered for all cases. The data team, and training team support local programs to ensure they are correctly implementing the regulatory requirements if data shows less than 100%.

The CDEC verified that the local EI programs with noncompliance identified in FFY 2022 were correctly implemented based on a review of updated data subsequently collected. The CDEC verified 100% compliance for the program through a review of data for a full population of children for whom early intervention services should have begun within 28 days from parent consent.

**Describe how the State verified that each individual case of noncompliance was corrected.**

Data is pulled on a monthly basis, and as needed to check for compliance and reliability. When non-compliance is identified, notification is given, and the local program must correct it within one year of notification. Either the local program may notify the EI state staff when compliance is achieved, or through regular data checks and monitoring team meetings, state staff may verify compliance not just for previous issues but all cases within the program.

Consistent with "OSEP Memorandum 09-02", dated October 17, 2008. The CDEC verified through a review of data within the EI program data system that all children for whom services were not initiated in a timely manner had their services initiated unless the child was no longer within the jurisdiction of the EI program.

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**1 - Prior FFY Required Actions**

The State did not provide the reasons for delay as required by the Measurement Table. The State must report reasons for delay for FFY 2022 in its FFY 2022 SPP/APR.

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2021 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP Memo 09-02. In the FFY 2022 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

**Response to actions required in FFY 2021 SPP/APR**

**1 - OSEP Response**

**1 - Required Actions**

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2022 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

## Indicator 2: Services in Natural Environments

### Instructions and Measurement

**Monitoring Priority:** Early Intervention Services In Natural Environments

**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)

**Data Source**

Data collected under section 618 of the IDEA (IDEA Part C Child Count and Settings data collection in the ED Facts Metadata and Process System (EMAPS)).

**Measurement**

Percent = [(# of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings) divided by the (total # of infants and toddlers with IFSPs)] times 100.

**Instructions**

*Sampling from the State's 618 data is not allowed.*

Describe the results of the calculations and compare the results to the target.

The data reported in this indicator should be consistent with the State's 618 data reported in Table 2. If not, explain.

## 2 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2019	99.80%

FFY	2017	2018	2019	2020	2021
Target >=	95.00%	96.00%	97.00%	98.25%	95.50%
Data	99.92%	99.90%	99.80%	99.37%	99.47%

### Targets

FFY	2022	2023	2024	2025
Target >=	98.78%	99.00%	99.25%	99.85%

### Targets: Description of Stakeholder Input

During the FY 22-23 EI Colorado staff were very busy conducting outreach to many stakeholder groups within the state. These efforts were intended to reach a variety of diverse groups of parents and organizations working with families in order to connect them with EI Colorado and to support CDEC's vision that all Colorado children, families, and providers are valued, healthy and thriving. These connections were done both in person, and virtually, through presenting information, having tables/materials set up during meetings, and providing information on EI Colorado and how we can support children and families in our state.

Below is a list of the organizations and the audience for all presentations/connections made:

The Gathering Place is an organization that works with families experiencing homelessness. This connection allows EI Colorado staff to provide appropriate resources to families experiencing loss of housing and supports our staff's understanding of the unique challenges these families may be facing. EI CO staff conducted virtual meetings with The Gathering Place staff to educate them on how to connect families to EI Colorado.

Strengthening Colorado Families and Communities Conference-Parents, EI Professionals, Early Childhood Professionals- EI CO Staff are part of the conference planning committee as well as present at the conference. During the conference EI staff volunteer which allows them to have direct contact with families, caretakers, professionals, and conference attendees to provide information on Early Intervention. The purpose of this conference is to support families in the five protective factors (Parental Resilience, Social Connections, Concrete Support in Times of Need, Knowledge of Parenting and Child Development, and Social and Emotional Competence of Children. During the presentation from EI CO, attendees are provided examples of how to advocate for their child, how to prepare for the transition out of Early Intervention services and the importance of the understanding of their Family Rights- which all build their capacity as parents to support their child.

WORLD CAFÉ at the Early Childhood Mental Health (ECMH) Workforce Retreat- ECMH/Early Childhood Professionals

EI Grupo Vida- Network of Hispanic/Latino Families - This outreach engages EI Staff with Hispanic families in our state. EL Grupo Vida is a network of Hispanic/Latino parents formed to provide mutual support for people with disabilities or special needs, their parents, families, and guardians. EI CO connects with this group to help with understanding the unique culture of Hispanic/Latino families so that Early Intervention services can be culturally responsive. EI Colorado staff provide information/resources directly to families in Spanish, answer questions on access to resources, and present information on Early Intervention services as well as all Early Childhood Programs located in our Department.

Catholic Charities-Families Experiencing Homelessness and Poverty. EI Colorado staff provided materials/resources to this organization to share with families experiencing poverty and homelessness to ensure they know they have access to, at no cost, Early Intervention services if their child is eligible.

Whole Child Consultative Roles- Professionals who support children and Professionals in early care/education

Early Learning Ventures- Early Childhood Professionals that work closely with families in EI

What's Up Wednesday- Connected with Early Learning Ventures- Early Childhood Professionals that work with local EI Programs

Highly Mobile Youth- Families of Children experiencing homelessness. This a quarterly group that meets quarterly as an information-sharing session to ensure many programs working with migrant families and other highly mobile families know how to connect to EI Colorado. EI CO staff presents

regularly on how to make a referral, and how families can access services where they are regardless of immigration or housing status.  
 Clayton Early Learning Ventures- Early Childhood Professionals in an inclusive and diverse childcare setting  
 (Winter and Spring)Parents Encouraging Parents (PEP) Meeting-  
 Cradle Community Resource Center- Early childhood professionals across Colorado  
 Baby Bear Hugs- Early Childcare facility professionals and parents  
 Parent Possible Conference- Parents and early childhood professionals attend this conference to educate on the importance of early childhood education and connection to resources. EI CO presented to families in attendance on how to refer, to the Seven Key Principles, Family Rights and Procedural Safeguards, eligibility, services, and transition activities. The intent was to reach a diverse group of parents, to build their capacity as caretakers. During the conference, EI CO presenters answered questions from professionals and parents on their specific circumstances and experience in EI CO.  
 Jackson County Public Health- EMS, Medical Director, and EPR Coordinator  
 CO Statewide Parent Coalition (Spanish)- Spanish-speaking parents and professionals  
 Early Head Start/Head Start Aurora- Ability Connection Colorado - Early childhood professionals working in an inclusive and diverse childcare setting  
 Illuminate Colorado- Strengthening Families Network- Preventing child maltreatment/Professionals. EI CO has ongoing meetings to educate, share resources, and connect with a diverse group of parents and professionals navigating and preventing child maltreatment situations.

**Prepopulated Data**

Source	Date	Description	Data
SY 2022-23 EMAPS IDEA Part C Child Count and Settings Survey; Section A: Child Count and Settings by Age	08/30/2023	Number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings	7,156
SY 2022-23 EMAPS IDEA Part C Child Count and Settings Survey; Section A: Child Count and Settings by Age	08/30/2023	Total number of infants and toddlers with IFSPs	7,185

**FFY 2022 SPP/APR Data**

Number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings	Total number of Infants and toddlers with IFSPs	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
7,156	7,185	99.47%	98.78%	99.60%	Met target	No Slippage

Provide additional information about this indicator (optional).

**2 - Prior FFY Required Actions**

None

**2 - OSEP Response**

**2 - Required Actions**

## Indicator 3: Early Childhood Outcomes

### Instructions and Measurement

**Monitoring Priority:** Early Intervention Services In Natural Environments

**Results indicator:** 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.

(20 U.S.C. 1416(a)(3)(A) and 1442)

#### Data Source

State selected data source.

#### Measurement

Outcomes:

- 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.

Progress categories for A, B and C:

- a. Percent of infants and toddlers who did not improve functioning = [(# of infants and toddlers who did not improve functioning) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = [(# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = [(# of infants and toddlers who maintained functioning at a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

#### Summary Statements for Each of the Three Outcomes:

**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.

##### Measurement for Summary Statement 1:

Percent = [(# of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in category (d)) divided by ((# of infants and toddlers reported in progress category (a) plus # of infants and toddlers reported in progress category (b) plus # of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in progress category (d))] times 100.

**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.

##### Measurement for Summary Statement 2:

Percent = [(# of infants and toddlers reported in progress category (d) plus # of infants and toddlers reported in progress category (e)) divided by the (total # of infants and toddlers reported in progress categories (a) + (b) + (c) + (d) + (e))] times 100.

#### Instructions

*Sampling of infants and toddlers with IFSPs is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See [General Instructions](#) page 2 for additional instructions on sampling.)*

In the measurement, include in the numerator and denominator only infants and toddlers with IFSPs who received early intervention services for at least six months before exiting the Part C program.

Report: (1) the number of infants and toddlers who exited the Part C program during the reporting period, as reported in the State's Part C exiting data under Section 618 of the IDEA; and (2) the number of those infants and toddlers who did not receive early intervention services for at least six months before exiting the Part C program.

Describe the results of the calculations and compare the results to the targets. States will use the progress categories for each of the three Outcomes to calculate and report the two Summary Statements.

Report progress data and calculate Summary Statements to compare against the six targets. Provide the actual numbers and percentages for the five reporting categories for each of the three Outcomes.

In presenting results, provide the criteria for defining "comparable to same-aged peers." If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Process (COS), then the criteria for defining "comparable to same-aged peers" has been defined as a child who has been assigned a score of 6 or 7 on the COS.

In addition, list the instruments and procedures used to gather data for this indicator, including if the State is using the ECO COS.

If the State's 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), the State must report data in two ways. First, it must report on all eligible children but exclude its at-risk infants and toddlers (i.e., include just those infants and toddlers experiencing developmental delay (or "developmentally delayed children") or having a diagnosed physical or mental condition that has a high probability of resulting in developmental delay (or "children with diagnosed conditions")). Second, the State must separately report outcome data on either: (1) just its at-risk infants and toddlers; or (2) aggregated performance data on all of the infants and toddlers it serves under Part C (including developmentally delayed children, children with diagnosed conditions, and at-risk infants and toddlers).

### 3 - Indicator Data

**Does your State's 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)**

NO

#### Targets: Description of Stakeholder Input

During the FY 22-23 EI Colorado staff were very busy conducting outreach to many stakeholder groups within the state. These efforts were intended to reach a variety of diverse groups of parents and organizations working with families in order to connect them with EI Colorado and to support CDEC's vision that all Colorado children, families, and providers are valued, healthy and thriving. These connections were done both in person, and virtually, through presenting information, having tables/materials set up during meetings, and providing information on EI Colorado and how we can support children and families in our state.

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(Winter and Spring)Parents Encouraging Parents (PEP) Meeting-

Cradle Community Resource Center- Early childhood professionals across Colorado

Baby Bear Hugs- Early Childcare facility professionals and parents

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Jackson County Public Health- EMS, Medical Director, and EPR Coordinator

CO Statewide Parent Coalition (Spanish)- Spanish-speaking parents and professionals

Early Head Start/Head Start Aurora- Ability Connection Colorado - Early childhood professionals working in an inclusive and diverse childcare setting

Illuminate Colorado- Strengthening Families Network- Preventing child maltreatment/Professionals. EI CO has ongoing meetings to educate, share resources, and connect with a diverse group of parents and professionals navigating and preventing child maltreatment situations.

#### Historical Data

Outcome	Baseline	FFY	2017	2018	2019	2020	2021
A1	2019	Target>=	71.00%	72.00%	72.00%	56.25%	57.46%
A1	55.64%	Data	58.96%	54.63%	55.64%	65.44%	54.81%
A2	2019	Target>=	67.00%	68.00%	68.00%	67.13%	67.33%
A2	66.93%	Data	68.48%	67.68%	66.93%	72.17%	65.72%
B1	2019	Target>=	76.00%	77.00%	77.00%	67.34%	68.32%
B1	66.22%	Data	68.95%	65.01%	66.22%	72.20%	64.91%
B2	2019	Target>=	53.00%	54.00%	54.00%	57.55%	59.85%
B2	55.25%	Data	59.33%	55.41%	55.25%	60.45%	54.55%
C1	2019	Target>=	76.00%	77.00%	77.00%	61.34%	62.84%
C1	66.62%	Data	69.95%	65.34%	66.62%	74.10%	66.07%
C2	2019	Target>=	67.00%	68.00%	68.00%	61.34%	62.09%

C2	59.84%	Data	60.30%	58.54%	59.84%	64.68%	59.58%
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**Targets**

FFY	2022	2023	2024	2025
Target A1>=	61.28%	63.29%	64.32%	65.36%
Target A2>=	67.55%	67.73%	67.93%	68.13%
Target B1>=	70.42%	71.40%	72.52%	73.57%
Target B2>=	62.15%	64.45%	66.75%	70.20%
Target C1>=	64.34%	67.34%	68.84%	70.34%
Target C2>=	62.84%	63.58%	65.06%	65.84%

**Outcome A: Positive social-emotional skills (including social relationships)**

Outcome A Progress Category	Number of children	Percentage of Total
a. Infants and toddlers who did not improve functioning	191	4.19%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,020	22.35%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	465	10.19%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	1,030	22.57%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	1,857	40.70%

Outcome A	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	1,495	2,706	54.81%	61.28%	55.25%	Did not meet target	No Slippage
A2. The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	2,887	4,563	65.72%	67.55%	63.27%	Did not meet target	Slippage

**Provide reasons for A2 slippage, if applicable**

Progress reported is contingent upon the cohort of children being assessed during the reporting period. Additionally, due to the COVID pandemic children enrolled in the Early Intervention program during this time show less improvement overall.

**Outcome B: Acquisition and use of knowledge and skills (including early language/communication)**

Outcome B Progress Category	Number of Children	Percentage of Total
a. Infants and toddlers who did not improve functioning	214	4.69%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,195	26.19%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	810	17.75%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	1,546	33.88%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	798	17.49%

Outcome B	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	2,356	3,765	64.91%	70.42%	62.58%	Did not meet target	Slippage
B2. The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	2,344	4,563	54.55%	62.15%	51.37%	Did not meet target	Slippage

**Provide reasons for B1 slippage, if applicable**

Progress reported is contingent upon the cohort of children being assessed during the reporting period. Additionally, due to the COVID pandemic children enrolled in the Early Intervention program during this time show less improvement overall.

**Provide reasons for B2 slippage, if applicable**

Progress reported is contingent upon the cohort of children being assessed during the reporting period. Additionally, due to the COVID pandemic children enrolled in the Early Intervention program during this time show less improvement overall.

**Outcome C: Use of appropriate behaviors to meet their needs**

Outcome C Progress Category	Number of Children	Percentage of Total
a. Infants and toddlers who did not improve functioning	189	4.14%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1,150	25.20%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	598	13.11%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	1,761	38.59%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	865	18.96%

Outcome C	Numerator	Denominator	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	2,359	3,698	66.07%	64.34%	63.79%	Did not meet target	Slippage
C2. The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	2,626	4,563	59.58%	62.84%	57.55%	Did not meet target	Slippage

**Provide reasons for C1 slippage, if applicable**

Progress reported is contingent upon the cohort of children being assessed during the reporting period. Additionally, due to the COVID pandemic children enrolled in the Early Intervention program during this time show less improvement overall.

**Provide reasons for C2 slippage, if applicable**

Progress reported is contingent upon the cohort of children being assessed during the reporting period. Additionally, due to the COVID pandemic children enrolled in the Early Intervention program during this time show less improvement overall.

**FFY 2022 SPP/APR Data**

**The number of infants and toddlers who did not receive early intervention services for at least six months before exiting the Part C program.**

Question	Number
The number of infants and toddlers who exited the Part C program during the reporting period, as reported in the State's Part C exiting 618 data	7,038
The number of those infants and toddlers who did not receive early intervention services for at least six months before exiting the Part C program.	1,742
Number of infants and toddlers with IFSPs assessed	5,296

Sampling Question	Yes / No
Was sampling used?	NO

**Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process? (yes/no)**

YES

**List the instruments and procedures used to gather data for this indicator.**

The COS is embedded into the IFSP process in Colorado. COS is required to be completed at the Initial IFSP, Annual IFSP, and at Exit from Early Intervention. In the event a child is under six months of age at the Initial IFSP the COS is completed during the next IFSP meeting, typically a Periodic Review. Colorado's IFSP contains a page titled "Global Outcomes" which is completed by the IFSP team (parent/caregiver, Service Coordinator, and Provider(s)) at each IFSP meeting. The Global Outcomes page is completed after evaluation/assessment information is gathered in the five developmental domains and family assessment is completed, participation in family assessment is voluntary on the part of the family. The Global Outcomes page summarizes information already collected through child and family assessment into the three child outcome categories of positive social and emotional skills, acquiring and using knowledge and skills and taking appropriate action to meet needs. A child's skills in each outcome area are summarized into the child's strengths and needs.

The COS rating is determined at the Initial, Annual, and Exit by reviewing the Global Outcome information, ensuring skills are age-anchored, and using the decision tree with the IFSP team to determine the child's rating on each child outcome. At every IFSP meeting, the child's strengths and needs are summarized on the Global Outcomes page. Although the Annual rating is not federally mandated, Colorado has determined that this is a useful tool during an Annual IFSP to determine a child's developmental trajectory and to make any IFSP adjustments or changes that may be necessary to ensure a child's development remains their development trajectory.

**Provide additional information about this indicator (optional).**

The discrepancy of the total number of IFSPs assessed vs the number with an exit rating to be measured is because of these reasons: The child or family could not be located in order to complete one or more ratings, an entry rating was not completed therefore an exit rating could not be completed, the child was in services less than 6 months, or the child was deceased.

**3 - Prior FFY Required Actions**

In the FFY 2022 SPP/APR submission, the State must explain any discrepancies between the FFY 2022 total number assessed and the FFY 2022 denominator in its calculation of the percent of infants and toddlers who were functioning within age expectations in each outcome area by the time they turned three years of age or exited the program.

**Response to actions required in FFY 2021 SPP/APR**

**3 - OSEP Response**

**3 - Required Actions**

## Indicator 4: Family Involvement

### Instructions and Measurement

**Monitoring Priority:** Early Intervention Services In Natural Environments

**Results indicator:** 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.

(20 U.S.C. 1416(a)(3)(A) and 1442)

#### Data Source

State selected data source. State must describe the data source in the SPP/APR.

#### Measurement

- A. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family know their rights) divided by the (# of respondent families participating in Part C)] times 100.
- B. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs) divided by the (# of respondent families participating in Part C)] times 100.
- C. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn) divided by the (# of respondent families participating in Part C)] times 100.

#### Instructions

*Sampling of families participating in Part C is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See [General Instructions](#) page 2 for additional instructions on sampling.)*

Provide the actual numbers used in the calculation.

Describe the results of the calculations and compare the results to the target.

While a survey is not required for this indicator, a State using a survey must submit a copy of any new or revised survey with its SPP/APR.

Report the number of families to whom the surveys were distributed and the number of respondent families participating in Part C. The survey response rate is auto calculated using the submitted data.

States will be required to compare the current year's response rate to the previous year(s) response rate(s), and describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross section of families that received Part C services.

Include the State's analysis of the extent to which the demographics of the infants or toddlers for whom families responded are representative of the demographics of infants and toddlers receiving services in the Part C program. States should consider categories such as race/ethnicity, age of infant or toddler, and geographic location in the State.

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group)

If the analysis shows that the demographics of the infants or toddlers for whom families responded are not representative of the demographics of infants and toddlers receiving services in the Part C program, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State distributed the survey to families (e.g., by mail, by e-mail, on-line, by telephone, in-person), if a survey was used, and how responses were collected.

**Beginning with the FFY 2022 SPP/APR, due February 1, 2024**, when reporting the extent to which the demographics of the infants or toddlers for whom families responded are representative of the demographics of infants and toddlers enrolled in the Part C program, States must include race/ethnicity in its analysis. In addition, the State's analysis must also include at least one of the following demographics: socioeconomic status, parents or guardians 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.

States are encouraged to work in collaboration with their OSEP-funded parent centers in collecting data.

## 4 - Indicator Data

### Historical Data

Measure	Baseline	FFY	2017	2018	2019	2020	2021
A	2019	Target>= =	94.00%	97.00%	98.00%	87.00%	88.00%
A	86.49%	Data	71.05%	99.36%	86.49%	Not Valid and Reliable	99.37%
B	2019	Target>= =	94.00%	97.00%	96.00%	91.50%	92.00%
B	91.65%	Data	81.05%	96.34%	91.65%	Not Valid and Reliable	99.37%
C	2019	Target>= =	94.00%	97.00%	97.00%	90.85%	91.00%
C	90.85%	Data	77.00%	96.65%	90.85%	Not Valid and Reliable	99.22%

**Targets**

FFY	2022	2023	2024	2025
Target A>=	90.00%	92.00%	96.00%	98.00%
Target B>=	93.00%	94.00%	95.00%	96.00%
Target C>=	92.00%	94.00%	96.00%	97.00%

**Targets: Description of Stakeholder Input**

During the FY 22-23 EI Colorado staff were very busy conducting outreach to many stakeholder groups within the state. These efforts were intended to reach a variety of diverse groups of parents and organizations working with families in order to connect them with EI Colorado and to support CDEC’s vision that all Colorado children, families, and providers are valued, healthy and thriving. These connections were done both in person, and virtually, through presenting information, having tables/materials set up during meetings, and providing information on EI Colorado and how we can support children and families in our state.

Below is a list of the organizations and the audience for all presentations/connections made:

The Gathering Place is an organization that works with families experiencing homelessness. This connection allows EI Colorado staff to provide appropriate resources to families experiencing loss of housing and supports our staff’s understanding of the unique challenges these families may be facing. EI CO staff conducted virtual meetings with The Gathering Place staff to educate them on how to connect families to EI Colorado.

Strengthening Colorado Families and Communities Conference-Parents, EI Professionals, Early Childhood Professionals- EI CO Staff are part of the conference planning committee as well as present at the conference. During the conference EI staff volunteer which allows them to have direct contact with families, caretakers, professionals, and conference attendees to provide information on Early Intervention. The purpose of this conference is to support families in the five protective factors (Parental Resilience, Social Connections, Concrete Support in Times of Need, Knowledge of Parenting and Child Development, and Social and Emotional Competence of Children. During the presentation from EI CO, attendees are provided examples of how to advocate for their child, how to prepare for the transition out of Early Intervention services and the importance of the understanding of their Family Rights- which all build their capacity as parents to support their child.

WORLD CAFÉ at the Early Childhood Mental Health (ECMH) Workforce Retreat- ECMH/Early Childhood Professionals

El Grupo Vida- Network of Hispanic/Latino Families - This outreach engages EI Staff with Hispanic families in our state. EL Grupo Vida is a network of Hispanic/Latino parents formed to provide mutual support for people with disabilities or special needs, their parents, families, and guardians. EI CO connects with this group to help with understanding the unique culture of Hispanic/Latino families so that Early Intervention services can be culturally responsive. EI Colorado staff provide information/resources directly to families in Spanish, answer questions on access to resources, and present information on Early Intervention services as well as all Early Childhood Programs located in our Department.

Catholic Charities-Families Experiencing Homelessness and Poverty. EI Colorado staff provided materials/resources to this organization to share with families experiencing poverty and homelessness to ensure they know they have access to, at no cost, Early Intervention services if their child is eligible.

Whole Child Consultative Roles- Professionals who support children and Professionals in early care/education

Early Learning Ventures- Early Childhood Professionals that work closely with families in EI

What’s Up Wednesday- Connected with Early Learning Ventures- Early Childhood Professionals that work with local EI Programs

Highly Mobile Youth- Families of Children experiencing homelessness. This a quarterly group that meets quarterly as an information-sharing session to ensure many programs working with migrant families and other highly mobile families know how to connect to EI Colorado. EI CO staff presents regularly on how to make a referral, and how families can access services where they are regardless of immigration or housing status.

Clayton Early Learning Ventures- Early Childhood Professionals in an inclusive and diverse childcare setting

(Winter and Spring)Parents Encouraging Parents (PEP) Meeting-

Cradle Community Resource Center- Early childhood professionals across Colorado

Baby Bear Hugs- Early Childcare facility professionals and parents

Parent Possible Conference- Parents and early childhood professionals attend this conference to educate on the importance of early childhood education and connection to resources. EI CO presented to families in attendance on how to refer, to the Seven Key Principles, Family Rights and Procedural Safeguards, eligibility, services, and transition activities. The intent was to reach a diverse group of parents, to build their capacity as caretakers. During the conference, EI CO presenters answered questions from professionals and parents on their specific circumstances and experience in EI CO.

Jackson County Public Health- EMS, Medical Director, and EPR Coordinator

CO Statewide Parent Coalition (Spanish)- Spanish-speaking parents and professionals

Early Head Start/Head Start Aurora- Ability Connection Colorado - Early childhood professionals working in an inclusive and diverse childcare setting

Illuminate Colorado- Strengthening Families Network- Preventing child maltreatment/Professionals. EI CO has ongoing meetings to educate, share resources, and connect with a diverse group of parents and professionals navigating and preventing child maltreatment situations.

**FFY 2022 SPP/APR Data**

The number of families to whom surveys were distributed	5,037
Number of respondent families participating in Part C	892
Survey Response Rate	17.71%
A1. Number of respondent families participating in Part C who report that early intervention services have helped the family know their rights	850
A2. Number of responses to the question of whether early intervention services have helped the family know their rights	885
B1. Number of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs	863

B2. Number of responses to the question of whether early intervention services have helped the family effectively communicate their children's needs	885
C1. Number of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn	857
C2. Number of responses to the question of whether early intervention services have helped the family help their children develop and learn	885

Measure	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
A. Percent of families participating in Part C who report that early intervention services have helped the family know their rights (A1 divided by A2)	99.37%	90.00%	96.05%	Met target	No Slippage
B. Percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs (B1 divided by B2)	99.37%	93.00%	97.51%	Met target	No Slippage
C. Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn (C1 divided by C2)	99.22%	92.00%	96.84%	Met target	No Slippage

Sampling Question	Yes / No
Was sampling used?	NO

Question	Yes / No
Was a collection tool used?	YES
If yes, is it a new or revised collection tool?	NO

#### Response Rate

FFY	2021	2022
Survey Response Rate	11.72%	17.71%

#### Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy, age of the infant or toddler, and geographic location in the proportion of responders compared to target group).

The discrepancy between target population representation served by Early Intervention Colorado (race/ethnicity, Respondent Language, Time in Early Intervention and geographic location in the state) and the actual representation of family outcome survey responses is considered statistically significant when p-value is less than 0.05. Therefore, when the discrepancy is considered statistically significant, the survey response distribution does not appear to be representative of the target population distribution.

**Include the State's analysis of the extent to which the demographics of the infants or toddlers for whom families responded are representative of the demographics of infants and toddlers enrolled in the Part C program. States should consider categories such as race/ethnicity, age of infant or toddler, and geographic location in the State. States must include race/ethnicity in their analysis. In addition, the State's analysis must include at least one of the following demographics: socioeconomic status, parents or guardians whose primary language is other than English and who have limited English proficiency, maternal education, geographic location, and/or another category approved through the stakeholder input process.**

#### Race/Ethnicity

Actual Representation of Family Outcome Survey responses: African American 3.03%; American Indian or Alaskan Native 0.45%; Asian 3.14%, Native Hawaiian or Pacific Islander 0.00%; White 64.91%; Two or more races 3.36%; Hispanic 25.11%

EI Colorado population Target Representation: African American 4.45%; American Indian or Alaskan Native 0.20%; Asian 3.71%; Native Hawaiian or Pacific Islander 0.10%; White 59.08% Two or more races 3.81%; Hispanic 28.65%

When responses are reviewed by Race/Ethnicity, it appears those responses of the African American or Black, American Indian or Alaska Native, White, and Hispanic subgroups are not proportionally representative of the target population, however, the Asian, Native Hawaiian or Pacific Islander, and More than one race subgroups do appear to be representative of the target population.

#### Respondent Language

Actual Representation of Family Outcome Survey responses: English 88.68%; Spanish 7.51%; Not English or Spanish 3.81%

EI Colorado population Target Representation: English 87.04%; Spanish 8.00%; Not English or Spanish 4.96%

When responses are reviewed by the self-reported Respondent Language (English, Spanish, Not English or Spanish), responses do appear to be representative of the target population.

#### Time in Early Intervention

Actual Representation of Family Outcome Survey responses: 6-12 months 50.63%; 13-24 months 36.87%; 25-35 months 12.51%:  
EI Colorado population Target Representation: 6-12 months 45.40%; 13-24 months 40.36%; 25-35 months 14.24%  
When responses are reviewed by time enrolled in Part C, it appears those responses of the 6-12 months and 13-24 months subgroups are not proportionally representative of the target population, however, the 25-35 months subgroup does appear to be representative of the target population.

#### Geographic Location in the State

Actual Representation of Family Outcome Survey responses: Rural: Nonmetro County 5.86%; Urban: Metro County 94.14%  
EI Colorado population Target Representation: Rural: Nonmetro County 4.48%; Urban: Metro County 95.52%  
When responses are reviewed by geographic location in the state, it appears they are proportionally representative of the target population when comparing rural and metro counties.

**The demographics of the infants or toddlers for whom families responded are representative of the demographics of infants and toddlers enrolled in the Part C program. (yes/no)**

**NO**

**If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.**

The State is implementing additional methods of survey distribution and integrations into the Transition Planning process.

**Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.**

Awareness: The State is now collaborating with staff at local EI programs to expand awareness of the Family Outcomes Survey to the families they work with. Embedding this discussion into the Transition Planning to ensure families are aware of the survey and know to expect to receive it.

Accessibility: The FOS is now available in 17 languages. The survey is administered online instead of mailed, which increases the geographic representativeness of responses. Additionally, service coordinators will have the ability to provide families an "ad-hoc" version of the survey while they are together. This would be given in the event that a family does not have an email address or simply did not receive the survey.

Unwillingness to respond: The State will convene focus groups with local EI program staff to gain insight as to why some families may be unwilling to respond to the survey.

**Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of families that received Part C services.**

The number of Family Outcome Survey invitations and the number of completed Family Outcome Survey responses were captured in our Salesforce data system and Survey tool (Google). Survey invitations were distributed to households and only one invitation and one response was calculated in the response rate. The distribution pool was selected based on time enrolled in Early Intervention services and survey responses were then calculated based on the designated subgroup parameters. It appears there is potential nonresponse bias within race/ethnicity and time in Early Intervention subgroups as survey responses are not overall representative of the target population.

Steps have been taken to address nonresponse bias by:

>improving survey design, making it more aesthetically pleasing,

>improving target audience, focusing the survey delivery on families that have recently or about to transition out of Part C and that have been in enrolled in EI for 6 months or more,

>reducing failed survey delivery, by working with local EI programs to update family email fields with complete and accurate emails,

>eliminating unintentional survey responses by filtering response data to only include 1 response per family that has completed the entire survey.

Next steps are to work with Local EI Programs to research and address any unwillingness to respond to the family outcome survey.

**Provide additional information about this indicator (optional).**

## 4 - Prior FFY Required Actions

In the FFY 2022 SPP/APR, the State must analyze the response rate to identify potential nonresponse bias and report on steps taken to reduce any identified bias and promote response from a broad cross section of families.

In the FFY 2022 SPP/APR, the State must report whether its FFY 2022 response data are representative of the demographics of infants, toddlers, and families enrolled in the Part C program, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the demographics of the families responding are representative of the population.

### Response to actions required in FFY 2021 SPP/APR

## 4 - OSEP Response

### 4 - Required Actions

In the FFY 2023 SPP/APR, the State must report whether its FFY 2023 response data are representative of the demographics of infants, toddlers, and families enrolled in the Part C program, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the demographics of infants and toddlers enrolled in the Part C program for whom families responded are representative of the population.

## Indicator 5: Child Find (Birth to One)

### Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part C / Child Find

**Results indicator:** Percent of infants and toddlers birth to 1 with IFSPs.

(20 U.S.C. 1416(a)(3)(B) and 1442)

#### Data Source

Data collected under section 618 of the IDEA (IDEA Part C Child Count and Settings data collection in the *EDFacts* Metadata and Process System (*EMAPS*)) and Census (for the denominator).

#### Measurement

Percent = [(# of infants and toddlers birth to 1 with IFSPs) divided by the (population of infants and toddlers birth to 1)] times 100.

#### Instructions

*Sampling from the State's 618 data is not allowed.*

Describe the results of the calculations. The data reported in this indicator should be consistent with the State's reported 618 data reported in Table 1. If not, explain why.

## 5 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2019	1.53%

FFY	2017	2018	2019	2020	2021
Target >=	1.05%	1.10%	1.25%	1.65%	1.90%
Data	1.11%	1.29%	1.53%	1.13%	1.16%

### Targets

FFY	2022	2023	2024	2025
Target >=	2.00%	2.15%	2.25%	2.50%

### Targets: Description of Stakeholder Input

During the FY 22-23 EI Colorado staff were very busy conducting outreach to many stakeholder groups within the state. These efforts were intended to reach a variety of diverse groups of parents and organizations working with families in order to connect them with EI Colorado and to support CDEC's vision that all Colorado children, families, and providers are valued, healthy and thriving. These connections were done both in person, and virtually, through presenting information, having tables/materials set up during meetings, and providing information on EI Colorado and how we can support children and families in our state.

Below is a list of the organizations and the audience for all presentations/connections made:

The Gathering Place is an organization that works with families experiencing homelessness. This connection allows EI Colorado staff to provide appropriate resources to families experiencing loss of housing and supports our staff's understanding of the unique challenges these families may be facing. EI CO staff conducted virtual meetings with The Gathering Place staff to educate them on how to connect families to EI Colorado. Strengthening Colorado Families and Communities Conference-Parents, EI Professionals, Early Childhood Professionals- EI CO Staff are part of the conference planning committee as well as present at the conference. During the conference EI staff volunteer which allows them to have direct contact with families, caretakers, professionals, and conference attendees to provide information on Early Intervention. The purpose of this conference is to support families in the five protective factors (Parental Resilience, Social Connections, Concrete Support in Times of Need, Knowledge of Parenting and Child Development, and Social and Emotional Competence of Children. During the presentation from EI CO, attendees are provided examples of how to advocate for their child, how to prepare for the transition out of Early Intervention services and the importance of the understanding of their Family Rights- which all build their capacity as parents to support their child.

WORLD CAFÉ at the Early Childhood Mental Health (ECMH) Workforce Retreat- ECMH/Early Childhood Professionals

EI Grupo Vida- Network of Hispanic/Latino Families - This outreach engages EI Staff with Hispanic families in our state. EL Grupo Vida is a network of Hispanic/Latino parents formed to provide mutual support for people with disabilities or special needs, their parents, families, and guardians. EI CO connects with this group to help with understanding the unique culture of Hispanic/Latino families so that Early Intervention services can be culturally responsive. EI Colorado staff provide information/resources directly to families in Spanish, answer questions on access to resources, and present information on Early Intervention services as well as all Early Childhood Programs located in our Department.

Catholic Charities-Families Experiencing Homelessness and Poverty. EI Colorado staff provided materials/resources to this organization to share with families experiencing poverty and homelessness to ensure they know they have access to, at no cost, Early Intervention services if their child is eligible. Whole Child Consultative Roles- Professionals who support children and Professionals in early care/education

Early Learning Ventures- Early Childhood Professionals that work closely with families in EI

What's Up Wednesday- Connected with Early Learning Ventures- Early Childhood Professionals that work with local EI Programs

Highly Mobile Youth- Families of Children experiencing homelessness. This a quarterly group that meets quarterly as an information-sharing session to ensure many programs working with migrant families and other highly mobile families know how to connect to EI Colorado. EI CO staff presents regularly on how to make a referral, and how families can access services where they are regardless of immigration or housing status.

Clayton Early Learning Ventures- Early Childhood Professionals in an inclusive and diverse childcare setting (Winter and Spring)Parents Encouraging Parents (PEP) Meeting-

Cradle Community Resource Center- Early childhood professionals across Colorado  
 Baby Bear Hugs- Early Childcare facility professionals and parents  
 Parent Possible Conference- Parents and early childhood professionals attend this conference to educate on the importance of early childhood education and connection to resources. EI CO presented to families in attendance on how to refer, to the Seven Key Principles, Family Rights and Procedural Safeguards, eligibility, services, and transition activities. The intent was to reach a diverse group of parents, to build their capacity as caretakers. During the conference, EI CO presenters answered questions from professionals and parents on their specific circumstances and experience in EI CO.  
 Jackson County Public Health- EMS, Medical Director, and EPR Coordinator  
 CO Statewide Parent Coalition (Spanish)- Spanish-speaking parents and professionals  
 Early Head Start/Head Start Aurora- Ability Connection Colorado - Early childhood professionals working in an inclusive and diverse childcare setting  
 Illuminate Colorado- Strengthening Families Network- Preventing child maltreatment/Professionals. EI CO has ongoing meetings to educate, share resources, and connect with a diverse group of parents and professionals navigating and preventing child maltreatment situations.

**Prepopulated Data**

Source	Date	Description	Data
SY 2022-23 EMAPS IDEA Part C Child Count and Settings Survey; Section A: Child Count and Settings by Age	08/30/2023	Number of infants and toddlers birth to 1 with IFSPs	728
Annual State Resident Population Estimates for 6 Race Groups (5 Race Alone Groups and Two or More Races) by Age, Sex, and Hispanic Origin: April 1, 2020 to July 1, 2021	06/20/2023	Population of infants and toddlers birth to 1	62,867

**FFY 2022 SPP/APR Data**

Number of infants and toddlers birth to 1 with IFSPs	Population of infants and toddlers birth to 1	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
728	62,867	1.16%	2.00%	1.16%	Did not meet target	No Slippage

Provide additional information about this indicator (optional)

**5 - Prior FFY Required Actions**

None

**5 - OSEP Response**

**5 - Required Actions**

## Indicator 6: Child Find (Birth to Three)

### Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part C / Child Find

**Results indicator:** Percent of infants and toddlers birth to 3 with IFSPs.

(20 U.S.C. 1416(a)(3)(B) and 1442)

#### Data Source

Data collected under IDEA section 618 of the IDEA (IDEA Part C Child Count and Settings data collection in the ED*Facts* Metadata and Process System (EMAPS)) and Census (for the denominator).

#### Measurement

Percent = [(# of infants and toddlers birth to 3 with IFSPs) divided by the (population of infants and toddlers birth to 3)] times 100.

#### Instructions

*Sampling from the State's 618 data is not allowed.*

Describe the results of the calculations. The data reported in this indicator should be consistent with the State's reported 618 data reported in Table 1. If not, explain why.

## 6 - Indicator Data

Baseline Year	Baseline Data
2019	4.34%

FFY	2017	2018	2019	2020	2021
Target >=	3.00%	3.20%	3.50%	4.40%	4.60%
Data	3.78%	4.09%	4.34%	3.82%	3.78%

#### Targets

FFY	2022	2023	2024	2025
Target >=	4.80%	4.90%	5.00%	5.15%

#### Targets: Description of Stakeholder Input

During the FY 22-23 EI Colorado staff were very busy conducting outreach to many stakeholder groups within the state. These efforts were intended to reach a variety of diverse groups of parents and organizations working with families in order to connect them with EI Colorado and to support CDEC's vision that all Colorado children, families, and providers are valued, healthy and thriving. These connections were done both in person, and virtually, through presenting information, having tables/materials set up during meetings, and providing information on EI Colorado and how we can support children and families in our state.

Below is a list of the organizations and the audience for all presentations/connections made:

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WORLD CAFÉ at the Early Childhood Mental Health (ECMH) Workforce Retreat- ECMH/Early Childhood Professionals

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Whole Child Consultative Roles- Professionals who support children and Professionals in early care/education

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Baby Bear Hugs- Early Childcare facility professionals and parents

Parent Possible Conference- Parents and early childhood professionals attend this conference to educate on the importance of early childhood

education and connection to resources. EI CO presented to families in attendance on how to refer, to the Seven Key Principles, Family Rights and Procedural Safeguards, eligibility, services, and transition activities. The intent was to reach a diverse group of parents, to build their capacity as caretakers. During the conference, EI CO presenters answered questions from professionals and parents on their specific circumstances and experience in EI CO.

Jackson County Public Health- EMS, Medical Director, and EPR Coordinator

CO Statewide Parent Coalition (Spanish)- Spanish-speaking parents and professionals

Early Head Start/Head Start Aurora- Ability Connection Colorado - Early childhood professionals working in an inclusive and diverse childcare setting  
 Illuminate Colorado- Strengthening Families Network- Preventing child maltreatment/Professionals. EI CO has ongoing meetings to educate, share resources, and connect with a diverse group of parents and professionals navigating and preventing child maltreatment situations.

**Prepopulated Data**

Source	Date	Description	Data
SY 2022-23 EMAPS IDEA Part C Child Count and Settings Survey; Section A: Child Count and Settings by Age	08/30/2023	Number of infants and toddlers birth to 3 with IFSPs	7,185
Annual State Resident Population Estimates for 6 Race Groups (5 Race Alone Groups and Two or More Races) by Age, Sex, and Hispanic Origin: April 1, 2020 to July 1, 2021	06/20/2023	Population of infants and toddlers birth to 3	185,357

**FFY 2022 SPP/APR Data**

Number of infants and toddlers birth to 3 with IFSPs	Population of infants and toddlers birth to 3	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
7,185	185,357	3.78%	4.80%	3.88%	Did not meet target	No Slippage

Provide additional information about this indicator (optional).

**6 - Prior FFY Required Actions**

None

**6 - OSEP Response**

**6 - Required Actions**

## Indicator 7: 45-Day Timeline

### Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part C / Child Find

**Compliance indicator:** Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. (20 U.S.C. 1416(a)(3)(B) and 1442)

#### Data Source

Data to be taken from monitoring or State data system and must address the timeline from point of referral to initial IFSP meeting based on actual, not an average, number of days.

#### Measurement

Percent = [(# of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline) divided by the (# of eligible infants and toddlers evaluated and assessed for whom an initial IFSP meeting was required to be conducted)] times 100.

Account for untimely evaluations, assessments, and initial IFSP meetings, including the reasons for delays.

#### Instructions

If data are from State monitoring, describe the method used to select EIS programs for monitoring. If data are from a State database, describe the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period) and how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

Targets must be 100%.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State's monitoring, describe the procedures used to collect these data. Provide actual numbers used in the calculation.

States are not required to report in their calculation the number of children for whom the State has identified the cause for the delay as exceptional family circumstances, as defined in 34 CFR §303.310(b), documented in the child's record. If a State chooses to report in its calculation children for whom the State has identified the cause for the delay as exceptional family circumstances documented in the child's record, the numbers of these children are to be included in the numerator and denominator. Include in the discussion of the data, the numbers the State used to determine its calculation under this indicator and report separately the number of documented delays attributable to exceptional family circumstances.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, methods to ensure correction, and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 7 - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2019	87.07%

FFY	2017	2018	2019	2020	2021
Target	100%	100%	100%	100%	100%
Data	88.07%	94.42%	87.07%	96.99%	93.53%

### Targets

FFY	2022	2023	2024	2025
Target	100%	100%	100%	100%

### FFY 2022 SPP/APR Data

Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline	Number of eligible infants and toddlers evaluated and assessed for whom an initial IFSP meeting was required to be conducted	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
4,021	8,288	93.53%	100%	88.37%	Did not meet target	Slippage

### Provide reasons for slippage, if applicable.

The majority of late IFSP reasons were due to untimely evaluations /assessments and/or not having the required participants available to complete initial evaluation/assessment. A smaller number of late reasons were due to the evaluation entity needing to reschedule.

### Number of documented delays attributable to exceptional family circumstances

This number will be added to the "Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline" field above to calculate the numerator for this indicator.

3,303

**Provide reasons for delay, if applicable.**

The majority of reasons for delay are due to the multidisciplinary assessment could not be scheduled to meet the timeline, or that the required participants were not available. Additionally, there were delays due to the evaluation entity having to reschedule, and lastly, no interpretation was available for the meeting. Furthermore, during the FY 22-23 Early Intervention Colorado went through a system-wide change, and became fully responsible for evaluations of children birth-3 in the state. Because of needing to develop a centralized intake, referral, and evaluation process, operational challenges were faced and worked through which did cause delays initially.

**What is the source of the data provided for this indicator?**

State database

**Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).**

July 1, 2022 through June 30, 2023

**Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.**

The data on the number of infants and toddlers from all 20 of the local early intervention programs who received timely evaluation and assessment and an initial IFSP meeting were captured in the statewide data analysis of all eligible children who were referred between July 1, 2022 and June 30, 2023. Timeliness was calculated by comparing the days between the date the referral was received by the Part C system with the date the initial IFSP meeting was conducted. Any time period lapse of 45 days or less was documented as timely.

**Provide additional information about this indicator (optional).**

Addressing FFY 2020 Noncompliance: The State ensured, consistent with OSEP QA 23-01, that each EIS program or provider is correctly implementing the specific regulatory requirements, by using the state EI Colorado data system, checking for valid and reliable as well as compliance for each local EI program occurs regularly. Colorado utilized an indicator tracking sheet for each local program to identify each individual case of noncompliance and required data entry and/or late reasons to be entered for all cases. The data team and training team support local programs to ensure they are correctly implementing the regulatory requirements if data shows less than 100%. Data is pulled on a monthly basis, and as needed, to check for compliance and training is provided if needed. The local program may notify the EI state staff when compliance is achieved, or through the regular data check and monitoring team meetings, state staff will verify compliance not just for previously identified items, but for all individual cases within the program.

**Correction of Findings of Noncompliance Identified in FFY 2021**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
15	15		0

**FFY 2021 Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements.**

Through the EI Colorado data system, checking for valid and reliable as well as compliance for each local EI program occurs regularly. Colorado utilized an indicator tracking sheet for each local program to identify each individual case of noncompliance and required data entry and/or late reasons to be entered for all cases. The data team and training team support local programs to ensure they are correctly implementing the regulatory requirements if data shows less than 100%.

In FFY 22, EI Colorado implemented a centralized referral and intake system in which the state employs care navigators to complete the initial process of service coordination through eligibility determination and referral to a local EI program. The CDEC is now solely responsible for ensuring timely evaluations in the state. EI Colorado verified that the local EI programs with noncompliance identified in FFY 2022 are correctly implementing IFSP development based on a review of updated data subsequently collected. The CDEC verified 100% compliance for the program through a review of data for a full population of children for whom initial IFSPs should be developed within 45 days.

**Describe how the State verified that each individual case of noncompliance was corrected.**

Data is pulled on a monthly basis, and as needed, to check for compliance and reliability. When non-compliance is identified, notification is given, and the local program must correct it within one year of notification. Either the local program may notify the EI state staff when compliance is achieved, or through regular data checks and monitoring team meetings, state staff may verify compliance not just for previous items identified but for all individual cases within the program.

Consistent with "OSEP Memorandum 09-02", dated October 17, 2008. The CDEC verified through a review of data within the EI program data system that all children for whom an initial IFSP meeting was not conducted in a timely manner had their IFSP developed unless the child was no longer within the jurisdiction of the EI program.

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

## 7 - Prior FFY Required Actions

The State did not provide the reasons for delay as required by the Measurement Table. The State must report reasons for delay for FFY 2022 in its FFY 2022 SPP/APR.

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. In addition, the State must demonstrate, in the FFY 2022 SPP/APR, that the noncompliance identified in FFY 2020 was corrected.

When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each EIS program or provider with findings of noncompliance identified in FFY 2021 and each EIS program or provider with remaining noncompliance identified in FFY 2020: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP Memo 09-02. In the FFY 2022 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

### Response to actions required in FFY 2021 SPP/APR

For FFY 2021 The CDEC ensured, consistent with OSEP QA 23-01, that each EIS program or provider: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance unless the child is no longer within the jurisdiction of the EIS program or provider.

Data was reviewed via the EI CO data system monthly and tracked using Indicator Tracking sheets by both state staff for verification, and local programs for self-assessment and scheduled monitoring meetings. Noncompliance was verified as corrected.

## 7 - OSEP Response

The State's FFY 2020 data for this indicator reflected less than 100% compliance. The State reported in its FFY2021 SPP/APR that it did not identify any findings of noncompliance in FFY 2020 because it corrected the noncompliance prior to the issuance of findings. However, OSEP could not determine if the State ensured, consistent with OSEP QA 23-01, that each EIS program or provider: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider.

## 7 - Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. In addition, the State must demonstrate, in the FFY 2023 SPP/APR, that the noncompliance identified in FFY 2020 was corrected. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each EIS program or provider with findings of noncompliance identified in FFY 2022 and each EIS program or provider with remaining noncompliance identified in FFY 2020: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

## Indicator 8A: Early Childhood Transition

### Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part C / Effective Transition

**Compliance indicator:** The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

- A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;
- 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 at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services; and
- C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

(20 U.S.C. 1416(a)(3)(B) and 1442)

#### Data Source

Data to be taken from monitoring or State data system.

#### Measurement

- A. Percent = [(# of toddlers with disabilities exiting Part C who have an IFSP with transition steps and services at least 90 days, and at the discretion of all parties not more than nine months, prior to their third birthday) divided by the (# of toddlers with disabilities exiting Part C)] times 100.
- B. Percent = [(# of toddlers with disabilities exiting Part C where notification (consistent with any opt-out policy adopted by the State) to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.
- C. Percent = [(# of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.

Account for untimely transition planning under 8A, 8B, and 8C, including the reasons for delays.

#### Instructions

Indicators 8A, 8B, and 8C: Targets must be 100%.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data. Provide the actual numbers used in the calculation.

Indicators 8A and 8C: If data are from the State's monitoring, describe the procedures used to collect these data. If data are from State monitoring, also describe the method used to select EIS programs for monitoring. If data are from a State database, describe the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period) and how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

Indicators 8A and 8C: States are not required to report in their calculation the number of children for whom the State has identified the cause for the delay as exceptional family circumstances, as defined in 34 CFR §303.310(b), documented in the child's record. If a State chooses to report in its calculation children for whom the State has identified the cause for the delay as exceptional family circumstances documented in the child's record, the numbers of these children are to be included in the numerator and denominator. Include in the discussion of the data, the numbers the State used to determine its calculation under this indicator and report separately the number of documented delays attributable to exceptional family circumstances.

Indicator 8B: Under 34 CFR §303.401(e), the State may adopt a written policy that requires the lead agency to provide notice to the parent of an eligible child with an IFSP of the impending notification to the SEA and LEA under IDEA section 637(a)(9)(A)(ii)(I) and 34 CFR §303.209(b)(1) and (2) and permits the parent within a specified time period to "opt-out" of the referral. Under the State's opt-out policy, the State is not required to include in the calculation under 8B (in either the numerator or denominator) the number of children for whom the parents have opted out. However, the State must include in the discussion of data, the number of parents who opted out. In addition, any written opt-out policy must be on file with the Department of Education as part of the State's Part C application under IDEA section 637(a)(9)(A)(ii)(I) and 34 CFR §§303.209(b) and 303.401(d).

Indicator 8C: The measurement is intended to capture those children for whom a transition conference must be held within the required timeline and, as such, only children between 2 years 3 months and age 3 should be included in the denominator.

Indicator 8C: Do not include in the calculation, but provide a separate number for those toddlers for whom the parent did not provide approval for the transition conference.

Indicators 8A, 8B, and 8C: Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, methods to ensure correction, and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 8A - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2019	97.38%

FFY	2017	2018	2019	2020	2021
Target	100%	100%	100%	100%	100%
Data	98.17%	98.50%	97.38%	95.60%	97.71%

**Targets**

FFY	2022	2023	2024	2025
Target	100%	100%	100%	100%

**FFY 2022 SPP/APR Data**

Data include only those toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday. (yes/no)

YES

Number of children exiting Part C who have an IFSP with transition steps and services	Number of toddlers with disabilities exiting Part C	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
4,665	4,893	97.71%	100%	99.31%	Did not meet target	No Slippage

**Number of documented delays attributable to exceptional family circumstances**

This number will be added to the "Number of children exiting Part C who have an IFSP with transition steps and services" field to calculate the numerator for this indicator.

194

**Provide reasons for delay, if applicable.**

The majority of late reasons are a result of a service coordinator not taking appropriate action to meet the timeline. In other instances, the required participants were not available to conduct the transition planning meeting.

**What is the source of the data provided for this indicator?**

State database

**Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).**

July 1, 2022 through June 30, 2023

**Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.**

The data on the number of toddlers from all 20 of the local early intervention programs who received timely transition planning were captured in the statewide data analysis of all children who turned two years and nine months between July 1, 2021 and June 30, 2022. Colorado collects data from all EI programs in a statewide data system and reports on 100% of the children who turned two years and nine months during FFY 2022.

**Provide additional information about this indicator (optional)**

**Correction of Findings of Noncompliance Identified in FFY 2021**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
11	11		0

**FFY 2021 Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements.**

Through the EI Colorado data system, checking for valid and reliable as well as compliance for each local EI program occurs regularly. Colorado utilized an indicator tracking sheet for each local program to identify each individual case of noncompliance and required data entry and/or late reasons to be entered for all cases. The data team and training team support local programs to ensure they are correctly implementing the regulatory requirements if data shows less than 100%.

The CDEC verified that the local EI programs with noncompliance identified in FFY 2022 are correctly implementing based on a review of updated data subsequently collected. The CDEC verified 100% compliance for the program through a review of data for a full population of children receiving timely transition plans.

**Describe how the State verified that each individual case of noncompliance was corrected.**

Data is pulled on a monthly basis, and as needed, to check for compliance and reliability. When non-compliance is identified, notification is given, and the local program must correct it within one year of notification. Either the local program may notify the EI state staff when compliance is achieved, or through regular data checks and monitoring team meetings, state staff may verify compliance not just for previous items identified but for all individual cases within the program.

Consistent with "OSEP Memorandum 09-02", dated October 17, 2008. The CDEC verified through a review of data within the EI program data system that all children for whom a transition plan was not developed in a timely manner had their transition plan developed unless the child was no longer within the jurisdiction of the EI program

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**8A - Prior FFY Required Actions**

The State did not provide the reasons for delay as required by the Measurement Table. The State must report reasons for delay for FFY 2022 in its FFY 2022 SPP/APR.

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. In addition, the State must demonstrate, in the FFY 2022 SPP/APR, that the noncompliance identified in FFY 2020 was corrected.

When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each EIS program or provider with findings of noncompliance identified in FFY 2021 and each EIS program or provider with noncompliance identified in FFY 2020: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP Memo 09-02. In the FFY 2022 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

**Response to actions required in FFY 2021 SPP/APR**

**8A - OSEP Response**

**8A - Required Actions**

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2022 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

## Indicator 8B: Early Childhood Transition

### Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part C / Effective Transition

**Compliance indicator:** The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

- A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;
- 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 at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services; and
- C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

(20 U.S.C. 1416(a)(3)(B) and 1442)

#### Data Source

Data to be taken from monitoring or State data system.

#### Measurement

- A. Percent = [(# of toddlers with disabilities exiting Part C who have an IFSP with transition steps and services at least 90 days, and at the discretion of all parties not more than nine months, prior to their third birthday) divided by the (# of toddlers with disabilities exiting Part C)] times 100.
- B. Percent = [(# of toddlers with disabilities exiting Part C where notification (consistent with any opt-out policy adopted by the State) to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.
- C. Percent = [(# of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.

Account for untimely transition planning under 8A, 8B, and 8C, including the reasons for delays.

#### Instructions

Indicators 8A, 8B, and 8C: Targets must be 100%.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data. Provide the actual numbers used in the calculation.

Indicators 8A and 8C: If data are from the State's monitoring, describe the procedures used to collect these data. If data are from State monitoring, also describe the method used to select EIS programs for monitoring. If data are from a State database, describe the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period) and how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

Indicators 8A and 8C: States are not required to report in their calculation the number of children for whom the State has identified the cause for the delay as exceptional family circumstances, as defined in 34 CFR §303.310(b), documented in the child's record. If a State chooses to report in its calculation children for whom the State has identified the cause for the delay as exceptional family circumstances documented in the child's record, the numbers of these children are to be included in the numerator and denominator. Include in the discussion of the data, the numbers the State used to determine its calculation under this indicator and report separately the number of documented delays attributable to exceptional family circumstances.

Indicator 8B: Under 34 CFR §303.401(e), the State may adopt a written policy that requires the lead agency to provide notice to the parent of an eligible child with an IFSP of the impending notification to the SEA and LEA under IDEA section 637(a)(9)(A)(ii)(I) and 34 CFR §303.209(b)(1) and (2) and permits the parent within a specified time period to "opt-out" of the referral. Under the State's opt-out policy, the State is not required to include in the calculation under 8B (in either the numerator or denominator) the number of children for whom the parents have opted out. However, the State must include in the discussion of data, the number of parents who opted out. In addition, any written opt-out policy must be on file with the Department of Education as part of the State's Part C application under IDEA section 637(a)(9)(A)(ii)(I) and 34 CFR §§303.209(b) and 303.401(d).

Indicator 8C: The measurement is intended to capture those children for whom a transition conference must be held within the required timeline and, as such, only children between 2 years 3 months and age 3 should be included in the denominator.

Indicator 8C: Do not include in the calculation, but provide a separate number for those toddlers for whom the parent did not provide approval for the transition conference.

Indicators 8A, 8B, and 8C: Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, methods to ensure correction, and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 8B - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2019	95.18%

FFY	2017	2018	2019	2020	2021
Target	100%	100%	100%	100%	100%
Data	95.84%	96.33%	95.18%	94.55%	95.28%

**Targets**

FFY	2022	2023	2024	2025
Target	100%	100%	100%	100%

**FFY 2022 SPP/APR Data**

Data include notification to both the SEA and LEA

YES

Number of toddlers with disabilities exiting Part C where notification to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
3,445	3,873	95.28%	100%	97.90%	Did not meet target	No Slippage

**Number of parents who opted out**

This number will be subtracted from the "Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B" field to calculate the denominator for this indicator.

354

**Provide reasons for delay, if applicable.**

The majority of late reasons result from a service coordinator not taking appropriate action to meet the timeline.

**Describe the method used to collect these data.**

The data on the number of toddlers from all 20 of the local early intervention programs who received timely transition planning were captured in the statewide data analysis of all children who turned two years and nine months between July 1, 2022 and June 30, 2023. Colorado collects data from all EI programs in a statewide data system and reports on 100% of the children who turned two years and nine months during FFY 2022.

**Do you have a written opt-out policy? (yes/no)**

YES

**If yes, is the policy on file with the Department? (yes/no)**

YES

**What is the source of the data provided for this indicator?**

State database

**Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).**

July 1, 2022 through June 30, 2023

**Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.**

The data on the number of toddlers from all 20 of the local early intervention programs who received timely transition planning were captured in the statewide data analysis of all children who turned two years and nine months between July 1, 2022 and June 30, 2023. Colorado collects data from all EI programs in a statewide data system and reports on 100% of the children who turned two years and nine months during FFY 2022.

**Provide additional information about this indicator (optional).**

**Correction of Findings of Noncompliance Identified in FFY 2021**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
14	14		0

**FFY 2021 Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements.**

Through the EI Colorado data system, checking for valid and reliable as well as compliance for each local EI program occurs regularly. Colorado utilized an indicator tracking sheet for each local program to identify each individual case of noncompliance and required data entry and/or late reasons to be entered for all cases. The data team and training team support local programs to ensure they are correctly implementing the regulatory requirements if data shows less than 100%.

The CDEC verified that the local EI programs with noncompliance identified in FFY 2022 were correctly implementing based on a review of updated data subsequently collected. The CDEC verified 100% compliance for the program through a review of data for a full population of children for whom an LEA notification was completed.

**Describe how the State verified that each individual case of noncompliance was corrected.**

Data is pulled on a monthly basis, and as needed, to check for compliance and reliability. When non-compliance is identified, notification is given, and the local program must correct it within one year of notification. Either the local program may notify the EI state staff when compliance is achieved, or through regular data checks and monitoring team meetings, state staff may verify compliance not just for previous items identified but for all individual cases within the program.

Consistent with "OSEP Memorandum 09-02", dated October 17, 2008. The CDEC verified through a review of data within the EI program data system

that all children for whom the LEA was not notified in timely manner had an LEA notification completed unless the child was no longer within the jurisdiction of the EI program

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**8B - Prior FFY Required Actions**

The State did not provide the reasons for delay as required by the Measurement Table. The State must report reasons for delay for FFY 2022 in its FFY 2022 SPP/APR.

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2021 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP Memo 09-02. In the FFY 2022 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

**Response to actions required in FFY 2021 SPP/APR**

**8B - OSEP Response**

**8B - Required Actions**

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2022 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

## Indicator 8C: Early Childhood Transition

### Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part C / Effective Transition

**Compliance indicator:** The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

- A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;
- 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 at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services; and
- C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

(20 U.S.C. 1416(a)(3)(B) and 1442)

#### Data Source

Data to be taken from monitoring or State data system.

#### Measurement

- A. Percent = [(# of toddlers with disabilities exiting Part C who have an IFSP with transition steps and services at least 90 days, and at the discretion of all parties not more than nine months, prior to their third birthday) divided by the (# of toddlers with disabilities exiting Part C)] times 100.
- B. Percent = [(# of toddlers with disabilities exiting Part C where notification (consistent with any opt-out policy adopted by the State) to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.
- C. Percent = [(# of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.

Account for untimely transition planning under 8A, 8B, and 8C, including the reasons for delays.

#### Instructions

Indicators 8A, 8B, and 8C: Targets must be 100%.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data. Provide the actual numbers used in the calculation.

Indicators 8A and 8C: If data are from the State's monitoring, describe the procedures used to collect these data. If data are from State monitoring, also describe the method used to select EIS programs for monitoring. If data are from a State database, describe the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period) and how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

Indicators 8A and 8C: States are not required to report in their calculation the number of children for whom the State has identified the cause for the delay as exceptional family circumstances, as defined in 34 CFR §303.310(b), documented in the child's record. If a State chooses to report in its calculation children for whom the State has identified the cause for the delay as exceptional family circumstances documented in the child's record, the numbers of these children are to be included in the numerator and denominator. Include in the discussion of the data, the numbers the State used to determine its calculation under this indicator and report separately the number of documented delays attributable to exceptional family circumstances.

Indicator 8B: Under 34 CFR §303.401(e), the State may adopt a written policy that requires the lead agency to provide notice to the parent of an eligible child with an IFSP of the impending notification to the SEA and LEA under IDEA section 637(a)(9)(A)(ii)(I) and 34 CFR §303.209(b)(1) and (2) and permits the parent within a specified time period to "opt-out" of the referral. Under the State's opt-out policy, the State is not required to include in the calculation under 8B (in either the numerator or denominator) the number of children for whom the parents have opted out. However, the State must include in the discussion of data, the number of parents who opted out. In addition, any written opt-out policy must be on file with the Department of Education as part of the State's Part C application under IDEA section 637(a)(9)(A)(ii)(I) and 34 CFR §§303.209(b) and 303.401(d).

Indicator 8C: The measurement is intended to capture those children for whom a transition conference must be held within the required timeline and, as such, only children between 2 years 3 months and age 3 should be included in the denominator.

Indicator 8C: Do not include in the calculation, but provide a separate number for those toddlers for whom the parent did not provide approval for the transition conference.

Indicators 8A, 8B, and 8C: Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, methods to ensure correction, and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 8C - Indicator Data

### Historical Data

Baseline Year	Baseline Data
2019	93.07%

FFY	2017	2018	2019	2020	2021
Target	100%	100%	100%	100%	100%
Data	94.59%	96.40%	93.07%	98.76%	93.98%

**Targets**

FFY	2022	2023	2024	2025
Target	100%	100%	100%	100%

**FFY 2022 SPP/APR Data**

Data reflect only those toddlers for whom the Lead Agency has conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services. (yes/no)

YES

Number of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties not more than nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
2,657	3,873	93.98%	100%	97.79%	Did not meet target	No Slippage

Number of toddlers for whom the parent did not provide approval for the transition conference

This number will be subtracted from the "Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B" field to calculate the denominator for this indicator.

440

Number of documented delays attributable to exceptional family circumstances

This number will be added to the "Number of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties not more than nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B" field to calculate the numerator for this indicator.

700

Provide reasons for delay, if applicable.

The majority of late reasons result from a service coordinator not taking appropriate action to meet the timeline. Other late reasons relate to required participants not being available at the time of the scheduled activities and rescheduling by the EI or AU system.

What is the source of the data provided for this indicator?

State database

Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).

July 1, 2022 through June 30, 2023

Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

The data on the number of toddlers from all 20 of the CCBs who received timely transition planning were captured in the statewide data analysis of all children who turned two years and nine months between July 1, 2022 and June 30, 2023. Colorado collects data from all EI programs in a statewide data system and reports on 100% of the children who turned two years and nine months during FFY 2022.

Provide additional information about this indicator (optional).

**Correction of Findings of Noncompliance Identified in FFY 2021**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
14	14		0

**FFY 2021 Findings of Noncompliance Verified as Corrected**

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements.

Through the EI Colorado data system, checking for valid and reliable as well as compliance for each local EI program occurs regularly. Colorado utilized an indicator tracking sheet for each local program to identify each individual case of noncompliance and required data entry and/or late reasons to be entered for all cases. The data team and training team support local programs to ensure they are correctly implementing the regulatory requirements if data shows less than 100%.

The CDEC verified that the local EI programs with noncompliance identified in FFY 2022 are correctly implemented based on a review of updated data subsequently collected. The CDEC verified 100% compliance for the program through a review of data for a full population of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties not more than nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B.

Describe how the State verified that each individual case of noncompliance was corrected.

Data is pulled on a monthly basis, and as needed, to check for compliance and reliability. When non-compliance is identified, notification is given, and the local program must correct it within one year of notification. Either the local program may notify the EI state staff when compliance is achieved, or through regular data checks and monitoring team meetings, state staff may verify compliance not just for previous items identified but for all individual cases within the program.

Consistent with "OSEP Memorandum 09-02", dated October 17, 2008. The CDEC verified through a review of data within the EI program data system

that all children for whom a transition conference was not conducted in a timely manner had the transition conference completed unless the child was no longer within the jurisdiction of the EI program.

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

**8C - Prior FFY Required Actions**

The State did not provide the reasons for delay as required by the Measurement Table. The State must report reasons for delay for FFY 2022 in its FFY 2022 SPP/APR.

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. In addition, the State must demonstrate, in the FFY 2022 SPP/APR, that the noncompliance identified in FFY 2020 was corrected.

When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each EIS program or provider with findings of noncompliance identified in FFY 2021 and each EIS program or provider with noncompliance identified in FFY 2020: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP Memo 09-02. In the FFY 2022 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

**Response to actions required in FFY 2021 SPP/APR**

**8C - OSEP Response**

**8C - Required Actions**

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each EIS program or provider with noncompliance identified in FFY 2022 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

## Indicator 9: Resolution Sessions

### Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part C / General Supervision

**Results indicator:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures under section 615 of the IDEA are adopted). (20 U.S.C. 1416(a)(3)(B) and 1442)

#### Data Source

Data collected under section 618 of the IDEA (IDEA Part C Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

#### Measurement

Percent = (3.1(a) divided by 3.1) times 100.

#### Instructions

*Sampling from the State's 618 data is not allowed.*

This indicator is not applicable to a State that has adopted Part C due process procedures under section 639 of the IDEA.

Describe the results of the calculations and compare the results to the target.

States are not required to establish baseline or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, the State must develop baseline and targets and report them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's 618 data, explain.

States are not required to report data at the EIS program level.

### 9 - Indicator Data

#### Not Applicable

**Select yes if this indicator is not applicable.**

YES

**Provide an explanation of why it is not applicable below.**

Part B due process procedures are not adopted for Colorado Part C.

### 9 - Prior FFY Required Actions

OSEP notes that this indicator is not applicable.

**Response to actions required in FFY 2021 SPP/APR**

### 9 - OSEP Response

### 9 - Required Actions

OSEP notes that this indicator is not applicable.

## Indicator 10: Mediation

### Instructions and Measurement

**Monitoring Priority:** Effective General Supervision Part C / General Supervision

**Results indicator:** Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B) and 1442)

#### Data Source

Data collected under section 618 of the IDEA (IDEA Part C Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

#### Measurement

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

#### Instructions

*Sampling from the State's 618 data is not allowed.*

Describe the results of the calculations and compare the results to the target.

States are not required to establish baseline or targets if the number of mediations is less than 10. In a reporting period when the number of mediations reaches 10 or greater, the State must develop baseline and report them in the corresponding SPP/APR.

The consensus among mediation practitioners is that 75-85% is a reasonable rate of mediations that result in agreements and is consistent with national mediation success rate data. States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's 618 data, explain.

States are not required to report data at the EIS program level.

## 10 - Indicator Data

### Select yes to use target ranges

Target Range not used

### Select yes if the data reported in this indicator are not the same as the State's data reported under Section 618 of the IDEA.

NO

### Prepopulated Data

Source	Date	Description	Data
SY 2022-23 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/15/2023	2.1 Mediations held	0
SY 2022-23 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/15/2023	2.1.a.i Mediations agreements related to due process complaints	0
SY 2022-23 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/15/2023	2.1.b.i Mediations agreements not related to due process complaints	0

### Targets: Description of Stakeholder Input

During the FY 22-23 EI Colorado staff were very busy conducting outreach to many stakeholder groups within the state. These efforts were intended to reach a variety of diverse groups of parents and organizations working with families in order to connect them with EI Colorado and to support CDEC's vision that all Colorado children, families, and providers are valued, healthy and thriving. These connections were done both in person, and virtually, through presenting information, having tables/materials set up during meetings, and providing information on EI Colorado and how we can support children and families in our state.

Below is a list of the organizations and the audience for all presentations/connections made:

The Gathering Place is an organization that works with families experiencing homelessness. This connection allows EI Colorado staff to provide appropriate resources to families experiencing loss of housing and supports our staff's understanding of the unique challenges these families may be facing. EI CO staff conducted virtual meetings with The Gathering Place staff to educate them on how to connect families to EI Colorado.

Strengthening Colorado Families and Communities Conference-Parents, EI Professionals, Early Childhood Professionals- EI CO Staff are part of the conference planning committee as well as present at the conference. During the conference EI staff volunteer which allows them to have direct contact with families, caretakers, professionals, and conference attendees to provide information on Early Intervention. The purpose of this conference is to support families in the five protective factors (Parental Resilience, Social Connections, Concrete Support in Times of Need, Knowledge of Parenting and Child Development, and Social and Emotional Competence of Children. During the presentation from EI CO, attendees are provided examples of how to advocate for their child, how to prepare for the transition out of Early Intervention services and the importance of the understanding of their Family Rights- which all build their capacity as parents to support their child.

WORLD CAFÉ at the Early Childhood Mental Health (ECMH) Workforce Retreat- ECMH/Early Childhood Professionals

EI Grupo Vida- Network of Hispanic/Latino Families - This outreach engages EI Staff with Hispanic families in our state. EI Grupo Vida is a network of Hispanic/Latino parents formed to provide mutual support for people with disabilities or special needs, their parents, families, and guardians. EI CO connects with this group to help with understanding the unique culture of Hispanic/Latino families so that Early Intervention services can be culturally responsive. EI Colorado staff provide information/resources directly to families in Spanish, answer questions on access to resources, and present information on Early Intervention services as well as all Early Childhood Programs located in our Department.

Catholic Charities-Families Experiencing Homelessness and Poverty. EI Colorado staff provided materials/resources to this organization to share with families experiencing poverty and homelessness to ensure they know they have access to, at no cost, Early Intervention services if their child is eligible.

Whole Child Consultative Roles- Professionals who support children and Professionals in early care/education

Early Learning Ventures- Early Childhood Professionals that work closely with families in EI

What's Up Wednesday- Connected with Early Learning Ventures- Early Childhood Professionals that work with local EI Programs

Highly Mobile Youth- Families of Children experiencing homelessness. This a quarterly group that meets quarterly as an information-sharing session to ensure many programs working with migrant families and other highly mobile families know how to connect to EI Colorado. EI CO staff presents regularly on how to make a referral, and how families can access services where they are regardless of immigration or housing status.

Clayton Early Learning Ventures- Early Childhood Professionals in an inclusive and diverse childcare setting

(Winter and Spring)Parents Encouraging Parents (PEP) Meeting-  
Cradle Community Resource Center- Early childhood professionals across Colorado  
Baby Bear Hugs- Early Childcare facility professionals and parents

Parent Possible Conference- Parents and early childhood professionals attend this conference to educate on the importance of early childhood education and connection to resources. EI CO presented to families in attendance on how to refer, to the Seven Key Principles, Family Rights and Procedural Safeguards, eligibility, services, and transition activities. The intent was to reach a diverse group of parents, to build their capacity as caretakers. During the conference, EI CO presenters answered questions from professionals and parents on their specific circumstances and experience in EI CO.

Jackson County Public Health- EMS, Medical Director, and EPR Coordinator

CO Statewide Parent Coalition (Spanish)- Spanish-speaking parents and professionals

Early Head Start/Head Start Aurora- Ability Connection Colorado - Early childhood professionals working in an inclusive and diverse childcare setting  
Illuminate Colorado- Strengthening Families Network- Preventing child maltreatment/Professionals. EI CO has ongoing meetings to educate, share resources, and connect with a diverse group of parents and professionals navigating and preventing child maltreatment situations.

**Historical Data**

Baseline Year	Baseline Data
2019	0.00%

FFY	2017	2018	2019	2020	2021
Target>=			.00%	.00%	0.00%
Data					

**Targets**

FFY	2022	2023	2024	2025
Target>=	0.00%	0.00%	0.00%	0.00%

**FFY 2022 SPP/APR Data**

2.1.a.i Mediation agreements related to due process complaints	2.1.b.i Mediation agreements not related to due process complaints	2.1 Number of mediations held	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
0	0	0		0.00%		N/A	N/A

Provide additional information about this indicator (optional)

**10 - Prior FFY Required Actions**

None

**10 - OSEP Response**

The State reported fewer than ten mediations held in FFY 2022. The State is not required to provide targets until any fiscal year in which ten or more mediations were held.

**10 - Required Actions**

# Indicator 11: State Systemic Improvement Plan

## Instructions and Measurement

**Monitoring Priority:** General Supervision

The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

### Measurement

The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for infants and toddlers with disabilities and their families. The SSIP includes each of the components described below.

### Instructions

**Baseline Data:** The State must provide baseline data expressed as a percentage and which is aligned with the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families.

**Targets:** In its FFY 2020 SPP/APR, due February 1, 2022, the State must provide measurable and rigorous targets (expressed as percentages) for each of the six years from FFY 2020 through FFY 2025. The State's FFY 2025 target must demonstrate improvement over the State's baseline data.

**Updated Data:** In its FFYs 2020 through FFY 2025 SPPs/APRs, due February 2022 through February 2027, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families. In its FFYs 2020 through FFY 2025 SPPs/APRs, the State must report on whether it met its target.

### Overview of the Three Phases of the SSIP

It is of the utmost importance to improve results for infants and toddlers with disabilities and their families by improving early intervention services. Stakeholders, including parents of infants and toddlers with disabilities, early intervention service (EIS) programs and providers, the State Interagency Coordinating Council, and others, are critical participants in improving results for infants and toddlers with disabilities and their families and must be included in developing, implementing, evaluating, and revising the SSIP and included in establishing the State's targets under Indicator 11. The SSIP should include information about stakeholder involvement in all three phases.

#### Phase I: Analysis:

- Data Analysis;
- Analysis of State Infrastructure to Support Improvement and Build Capacity;
- State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families;
- Selection of Coherent Improvement Strategies; and
- Theory of Action.

**Phase II: Plan** (which is in addition to the Phase I content (including any updates) outlined above:

- Infrastructure Development;
- Support for EIS Program and/or EIS Provider Implementation of Evidence-Based Practices; and
- Evaluation.

**Phase III: Implementation and Evaluation** (which is in addition to the Phase I and Phase II content (including any updates) outlined above:

- Results of Ongoing Evaluation and Revisions to the SSIP.

### Specific Content of Each Phase of the SSIP

Refer to FFY 2013-2015 Measurement Table for detailed requirements of Phase I and Phase II SSIP submissions.

Phase III should only include information from Phase I or Phase II if changes or revisions are being made by the State and/or if information previously required in Phase I or Phase II was not reported.

#### Phase III: Implementation and Evaluation

In Phase III, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress implementing the SSIP. This includes: (A) data and analysis on the extent to which the State has made progress toward and/or met the State-established short-term and long-term outcomes or objectives for implementation of the SSIP and its progress toward achieving the State-identified Measurable Result for Infants and Toddlers with Disabilities and Their Families (SiMR); (B) the rationale for any revisions that were made, or that the State intends to make, to the SSIP as the result of implementation, analysis, and evaluation; and (C) a description of the meaningful stakeholder engagement. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

##### A. Data Analysis

As required in the Instructions for the Indicator/Measurement, in its FFYs 2020 through FFY 2025 SPP/APR, the State must report data for that specific FFY (expressed as actual numbers and percentages) that are aligned with the SiMR. The State must report on whether the State met its target. In addition, the State may report on any additional data (e.g., progress monitoring data) that were collected and analyzed that would suggest progress toward the SiMR. States using a subset of the population from the indicator (e.g., a sample, cohort model) should describe how data are collected and analyzed for the SiMR if that was not described in Phase I or Phase II of the SSIP.

##### B. Phase III Implementation, Analysis and Evaluation

The State must provide a narrative or graphic representation, (e.g., a logic model) of the principal activities, measures and outcomes that were implemented since the State's last SSIP submission (i.e., February 1, 2023). The evaluation should align with the theory of action described in Phase I and the evaluation plan described in Phase II. The State must describe any changes to the activities, strategies, or timelines described in Phase II and include a rationale or justification for the changes. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

The State must summarize the infrastructure improvement strategies that were implemented, and the short-term outcomes achieved, including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up. The State must describe the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next fiscal year (e.g., for the FFY 2022 APR, report on anticipated outcomes to be obtained during FFY 2023, i.e., July 1, 2023-June 30, 2024).

The State must summarize the specific evidence-based practices that were implemented and the strategies or activities that supported their selection and ensured their use with fidelity. Describe how the evidence-based practices, and activities or strategies that support their use, are intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes,

and/or child outcomes. Describe any additional data (e.g., progress monitoring data) that was collected to support the on-going use of the evidence-based practices and inform decision-making for the next year of SSIP implementation.

**C. Stakeholder Engagement**

The State must describe the specific strategies implemented to engage stakeholders in key improvement efforts and how the State addressed concerns, if any, raised by stakeholders through its engagement activities.

**Additional Implementation Activities**

The State should identify any activities not already described that it intends to implement in the next fiscal year (e.g., for the FFY 2022 APR, report on activities it intends to implement in FFY 2023, i.e., July 1, 2023-June 30, 2024) including a timeline, anticipated data collection and measures, and expected outcomes that are related to the SiMR. The State should describe any newly identified barriers and include steps to address these barriers.

**11 - Indicator Data**

**Section A: Data Analysis**

**What is the State-identified Measurable Result (SiMR)?**

Infants and toddlers who receive early intervention services in Colorado will demonstrate increased growth in the use of appropriate behaviors to get their needs met.

**Has the SiMR changed since the last SSIP submission? (yes/no)**

NO

**Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)**

NO

**Is the State's theory of action new or revised since the previous submission? (yes/no)**

NO

**Please provide a link to the current theory of action.**

[https://dcfs.my.salesforce.com/sfc/p/#410000012srR/a/4N000002FAMK/ROISS.DVsydRDXRykkAsvJUHNb6\\_1IHbjMm0SjN\\_18](https://dcfs.my.salesforce.com/sfc/p/#410000012srR/a/4N000002FAMK/ROISS.DVsydRDXRykkAsvJUHNb6_1IHbjMm0SjN_18)

**Progress toward the SiMR**

**Please provide the data for the specific FFY listed below (expressed as actual number and percentages).**

**Select yes if the State uses two targets for measurement. (yes/no)**

NO

**Historical Data**

Baseline Year	Baseline Data
2019	66.34%

**Targets**

FFY	Current Relationship	2022	2023	2024	2025
Target	Data must be greater than or equal to the target	65.84%	67.34%	68.84%	70.34%

**FFY 2022 SPP/APR Data**

Ind C1 - number of children who entered below age expectations who substantially increased their rate of growth at exit in taking appropriate action to meet needs	Ind C2 - number of children who were functioning within age expectations when they exited EI in taking appropriate actions to meet needs	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data	Status	Slippage
2,359	3,698	66.07%	65.84%	63.79%	Did not meet target	Slippage

**Provide reasons for slippage, if applicable**

Progress reported is contingent upon the cohort of children being assessed during the reporting period. Additionally, due to the COVID pandemic children enrolled in the Early Intervention program during this time show less improvement overall.

**Provide the data source for the FFY 2022 data.**

The data source for the FFY 2022 data is the web-based statewide data system

**Please describe how data are collected and analyzed for the SiMR.**

Data are collected through the statewide, web-based data system. The COS is embedded into the IFSP process in Colorado. COS is required to be completed at Initial IFSP, Annual IFSP and at Exit from Early Intervention. In the event a child is under six months of age at the Initial IFSP the COS is completed during the next IFSP meeting, typically a Periodic Review. Colorado's IFSP contains a page titled "Global Outcome" which is completed by the IFSP team (parent/caregiver, Service Coordinator, and Provider(s)) at each IFSP meeting. The Global Outcome page is completed after evaluation/assessment information is gathered in the five developmental domains and family assessment is completed, participation in family assessment is voluntary on the part of the family. The Global Outcomes page summarizes information already collected through child and family assessment into the three child outcome categories of positive social and emotional skills, acquiring and using knowledge and skills and taking appropriate action to meet needs. A child's skills in each outcome area are summarized into the child's strengths and needs.

**Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)**

YES

**Describe any additional data collected by the State to assess progress toward the SiMR.**

Additionally, data is collected through the Quality IFSP & Outcomes (QIO) Tool which measures the quality of the IFSP in four areas:

Family Assessment

Global Outcomes

IFSP Outcomes

Total IFSP Quality

Data from the QIO results are analyzed by aggregate state scores as well as by local early intervention programs. Additionally, the data are analyzed by each section measured in the IFSP and by Total IFSP Quality and can be grouped by the Family Assessment tool being utilized.

**Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)**

NO

**Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)**

NO

**Section B: Implementation, Analysis and Evaluation**

**Please provide a link to the State's current evaluation plan.**

<https://docs.google.com/document/d/1luRskBxD9IK4sdyKeojjapqNbpyS4YvU3YBNsnlojig/edit?usp=sharing>

**Is the State's evaluation plan new or revised since the previous submission? (yes/no)**

NO

**Provide a summary of each infrastructure improvement strategy implemented in the reporting period.**

Improvement Strategy #1: Standardizes the evaluation tools used at the initial assessment

The state facilitated TA calls to evaluation entities - 6 times in FFY 22-23. The focus of these calls was to hear feedback and provide support, and information on system or process enhancements.

Evaluation Entities also had available open office hours weekly until 1/1/23, then 2x per month to solicit immediate assistance and support on utilizing the assessment tools and data entry. The state provided a refresher workshop for evaluation entities utilizing DAYC as the preferred tool, and training was provided for evaluators on the IDA 2 evaluation tool and then 3 follow-up consultations for providers who attended IDA training during Spring 2023. The state organized the distribution of tools to evaluation entities across the state.

Improvement Strategy #2: Develop a streamlined process for IFSP development and IFSP documentation

From December 2022 through the end of February 2023, the quality assurance coordinator held five workgroup sessions to gather feedback on improving the QIO Tool. Members of this group consisted of the quality assurance coordinator, data specialist, Part C child find coordinator and the training coordinator from the State team, and ten members of Local EI Programs that are consistently involved in QIOs in their program. To determine how the IFSP could be changed to improve the EI experience for the family, services coordinators, and providers, data is needed on the quality of IFSPs being produced. Once the "new" QIO tool is revised and changes made to the data system the results will help determine what parts of the IFSP process may need improvement. Additionally, an internal work group consisting of EI team members, led by the EI Training and Technical Assistance Supervisor was formed to start meeting regularly to review current IFSP processes.

Improvement Strategy #3: Develop Training for Providers

Previously the state created online Provider training modules that are now required in our state. This FFY, the state is working with A Shared Vision to develop training for evaluators to perform in-person vision screenings when completing EI Evaluations. Ongoing Collaboration with A Shared Vision will continue to occur yearly.

The EI Workforce Investment Committee was created in February 2023 to make recommendations to EI Colorado on the most impactful ways to utilize funding authorized by the legislature to be set aside specifically for recruitment and retention activities for the EI workforce. The recommendations, effective July 1, 2023, include provider and services coordinator salary/rate increases, subcontracted SLP stipend when billing Medicaid, consistent reimbursement for late cancellations or no-shows, and reimbursement for completion of the 15-hour new provider training for non-salaried providers. EI Colorado is continuing its work with the EI Workforce Investment Committee to create a travel and mileage policy to reimburse subcontracted providers. Finally, a long-term strategy is being put into place to recruit and retain EI professionals across the state by creating and implementing a teaming and

coaching model to support professional development, collaboration, common language, intentional and thoughtful service planning, and primary provider service delivery across all 20 local early intervention programs.

Providers that completed the EI Provider Training was 356  
Telehealth was: 357

EI Colorado's Procedural Safeguards training was refreshed and included in the requirements for EI evaluators and suggested to be used as a yearly refresher for all providers and service coordinators in the state.

Additionally, a review and redistribution of EI Provider Personnel Standards became a priority for the Provider Training Coordinator and the Quality Assurance Coordinator during FY 22-23. EI Colorado put together a stakeholder group to review and update the Personnel Standards which became effective 7/1/2023. Early Intervention (EI) Colorado, within the Colorado Department of Early Childhood (CDEC), has policies and procedures relating to the establishment and maintenance of qualification standards to ensure that personnel necessary to carry out the purposes of Part C of the Individual with Disabilities Education Act (IDEA) are appropriately and adequately prepared and trained. These policies and procedures include the establishment and maintenance of qualification standards that are consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the profession, discipline, or area in which qualified personnel are providing early intervention services. Qualified personnel refers to personnel who have met state-approved or recognized certification, licensing, registration, or other comparable requirements that apply to the areas in which the individuals are conducting evaluations or assessments or providing early intervention services. Approximately 15 meetings were held with a variety of provider groups to review this document, and to obtain valuable information from subject matter experts. Providers are required to keep accurate and current credential documentation in the Provider Portal. Additional information can be found on the EI Colorado website [www.eicolorado.org](http://www.eicolorado.org)

**Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.**

Improvement Strategy # 1: Standardizes the evaluation tools used at the initial assessment

Evaluators were required to participate in training for either or both the DAYC-2 and IDA-2 which were offered in FY 21 and FY 22. These trainings ensure all evaluators complete evaluations to fidelity. EI Colorado will begin to plan for review evaluation data beginning in July 2023. Results will be used to determine if Colorado is using the most appropriate evaluation tools and determine if one or more tools need to be reevaluated. A workgroup has been formed to discuss the potential of using a third evaluation tool for very young children, and/or providing additional training to evaluators for this age group.

Initiating discussions for a "Train the Trainer Model" on using the evaluation tools approved by EI Colorado, to promote the sustainability of the system. The systems framework related to this strategy and outcome are: Accountability and Monitoring, Quality standards, Professional Development and/or Technical assistance

Improvement Strategy #2: Develop a streamlined process for IFSP development and IFSP documentation

The need for stakeholder feedback is critical to evaluate the current process and systems to ensure service coordinators, providers, and families receive valuable, meaningful and accurate IFSPs to ensure outcomes are met and participation in the program benefits all children and families. Stakeholder feedback on this process will start after internal planning meetings are completed. Discussions began with an internal planning group to look at IFSP Federal and State requirements. Identifying areas of our process that are redundant, not family-friendly, and/or may cause confusion is the first step in identifying what parts of the process can be reimaged.

Stakeholder feedback sessions on other IFSP components will be initiated upon completion of the internal review. Technical assistance will be made available on an ongoing basis by the EI Data team, Training team, and Part C team to support local programs in IFSP documentation until the process is redesigned or streamlined.

The systems framework related to this strategy and outcome are: Monitoring, Quality, and TA. Will be related to the data system as changes are made. This is necessary to support system change for the sustainability of the workforce and pre-activities need to be completed to scale up for this potential change.

Improvement Strategy #3: Develop training for Providers

EI Colorado posted a position for a Provider Training Coordinator which has been filled throughout the FY and continues. This position works closely with the training team to develop new training opportunities and to identify existing gaps in training or the workforce. The Provider Training Coordinator will hold the community of practice calls, known as Provider Chats, with early intervention providers every other month starting August 2022. The goal of the calls is to gather stakeholder feedback on existing and newly developed processes. Additionally, the Provider Training Coordinator supported and led the work along with the Quality Assurance Coordinator on updated EI Colorado's Personnel Standards.

Additionally, EI CO posted and hired an EI Workforce Administrator position to support the recruitment and retention of all EI professionals working in the state.

The systems framework related to this strategy and outcome are: Accountability and Monitoring, Quality standards, Professional Development and/or Technical assistance

This is necessary to support system change for the sustainability of the workforce and scaling up the professional providers in Colorado providing high quality EI services.

**Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)**

NO

**Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.**

Improvement Strategy # 1: Standardizes the evaluation tools used at the initial assessment

All eligibility evaluations conducted by EI Colorado will be completed by state-contracted evaluation entities who have been trained in the facilitation of either the DAYC-2 or IDA-2. By the end of FFY 22-23 EI Colorado will be able to analyze data and compare evaluation results to evaluation tools used for six months of evaluation data.

Improvement Strategy #2: Develop a streamlined process for IFSP development and IFSP documentation.

The next steps for this strategy are to hold focus groups with groups that will be impacted by any changes to this process. EI Co will be reviewing IFSPs from other states, reviewing federal regulations and state rules to determine minimum and best practice requirements. Further data is being gathered on

quality IFSPs now that the QIO tool is updated and functioning. Ongoing TA is provided to all local programs as requested or identified.

#### Improvement Strategy #3: Develop training for Providers

EI Colorado will develop a robust monitoring system for service provision. EI Colorado will expand the use of the existing Provider Portal to capture information about each EI provider including discipline, allowable IFSP service provision, license documentation, training completed, and insurance requirements for the licensed provider. EI Colorado will expand the Provider Portal to capture progress notes for each date of service. Robust service provision and provider monitoring will begin in 2024 allowing time for training development, training opportunities, and development of a monitoring system. The need for additional training for both evaluation entities and ongoing service providers will be assessed. The Data Team will develop additional requirements within the Provider Portal to capture all monitoring information for each contracted provider. Enhancements are scheduled for the summer of 2024

#### List the selected evidence-based practices implemented in the reporting period:

Improvement Strategy # 1: Standardize Evaluation Tools. EI CO will continue to improve and develop an EI program data system to ensure that data will be available for monitoring, evaluation, and improvement planning for both compliance and quality indicators. Specifically looking at how to monitor evaluation results/summary and if tools are used to impact the information contained on the IFSP or a child's eligibility.

1. IDA-2 Evaluation tool
2. DAYC- Evaluation Tool
3. OAE for hearing screening

Improvement Strategy #2: Streamlining the IFSP process by evaluating the quality of the IFSP using the state-developed Quality IFSP and Outcomes (EI CO developed) tool.

1. QIO Tool

Improvement Strategy #3: Develop and require state training for Providers. Including Telehealth training and training on state-required evaluation tools. Training will also be available on the use of OAE.

1. Telehealth Training
2. OAE Training
3. EI Colorado Provider Training Modules

#### Provide a summary of each evidence-based practice.

IDA-2: The Infant-Toddler Developmental Assessment. This tool is a comprehensive holistic developmental assessment that assists in the development of an Individualized Family Service Plan for eligible Children in Colorado. This is a state-approved tool for use during evaluation. This tool is criterion-referenced, and incorporates naturalistic observation and parent reports on the child's development. This tool meets all the federal requirements of IDEA and aligns with OSEP Early Childhood Outcomes.

DAYC: Developmental Assessment of Young Children Second Edition is an assessment tool used to identify children with possible delays in five developmental domains. This tool helps inform the child's team of the need for intervening services. Evaluators can collect information through direct assessment, observation, and interviewing the child's caregivers. Each of the DAYC-2 domains reflects an area mandated for assessment and intervention for young children in IDEA. Standard scores, percentile ranks and age equivalents are provided for each domain, and for overall general development when all domains are tested.

QIO: Quality IFSP and Outcomes Assessment Tool. The Individualized Family Service Plan (IFSP) development is a complex process that requires collaboration between various teams and family members. It should result in a document that is understandable to all, and useful for guiding the individualized provision of services according to the Mission and Key Principles of Early Intervention.

While many Early Intervention (EI) Colorado Programs have developed file review checklists, it is more challenging to assess quality in a completed IFSP. The QIO Assessment Tool is a way to review quality in a standardized way. It is based largely on the work of Naomi Younggren of the Educational and Developmental Intervention Services, Department of Defense and has been adapted from the Kansas Quality Indicator Rubric. The EI Colorado QIO Assessment Tool has been designed to align with the Colorado IFSP form, the Colorado Early Intervention Data System, and the IFSP training and instruction manual.

The QIO Assessment Tool is meant to be used by EI Colorado programs as part of their continuous improvement efforts and as a tool in the State's IFSP review and verification process. The QIO Assessment Tool also serves as a State Systemic Improvement Plan (SSIP) evaluation tool

OAE: Otoacoustic Emissions Testing. The OAE test is used to find out how well your inner ear works. It measures otoacoustic emissions, OAEs. Hearing screening is a required part of evaluation for all children referred to EI Colorado, and this test is routinely used in the pediatric population to verify behavioral responses and obtain additional frequency-specific information to support the identification of any potential concerns around a child's hearing.

Coaching Model (Related to Telehealth and EI Provider Training): Coaching interactions can be used by Early Intervention providers during visits to help parents develop their abilities to support their child's development in their natural environment. Coaching allows the provider to guide the family during naturally occurring interactions within everyday routines. This model is especially important to be able to provide telehealth and virtual visits in our state.

#### Provide a summary of how each evidence-based practices and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child/outcomes.

Timely, high-quality, evidence-based technical assistance and support are provided to local EI programs and evaluation entities through, written and audio-visual resources, ongoing individual support to professionals and families regarding the implementation of the IFSP, and quality review of IFSPs and recommended EI services are intended to impact the SiMR by changing our procedures and practices to ensure consistent access and implementation of EI services in Colorado. By providing ongoing support on the current process and being accessible, the EI Colorado team is ensuring that from the beginning of a family experience in EI, starting with referral, through evaluation using approved evaluation tools in which evaluators are trained, through IFSP development and implementation, that Infants and toddlers who receive early intervention services in Colorado will demonstrate increased growth in the use of appropriate behaviors to get their needs met. Workshops and TA office hours are offered throughout the year to evaluation entities needing support with the evaluation tools and/or best practices for evaluations.

#### Describe the data collected to monitor fidelity of implementation and to assess practice change.

QIO -- The QIO Tool is used on a regular/monthly basis as a way to look at the quality of IFSPs and ensure that all IFSP requirements are met. Based on this review, state staff can gain insight on the strengths and needs of local programs, and implement training to assist their needs. This helps monitor

if programs are following the IFSP process to fidelity and assess when TA is provided if changes are implemented. EI providers are required to upload training certificates to the Provider Portal to ensure training is completed. This is verified by local EI programs regularly. During focused monitoring, the monitoring team reviews evaluation entities and/or EI provider documents as well.

**Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.**

N/A

**Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.**

Standardized evaluation tools (IDA-2 and DAYC2) will continue to be used and training provided to new providers or current providers wishing a refresher.

Technical assistance on the use of OAEs is being accessed and the EI Colorado program is engaging experts in the identification of children with hearing loss and planning for future, robust training in this area. Training on using OAE's will occur for evaluation entities and some local programs as needed.

The Provider Training and Telehealth training continue to be required of all providers who serve children in the EI Colorado program, including evaluators.

Plan to offer open office hours support using a team of evaluators who are experienced with evaluating young infants - waiting for funding approval. Determined that there is not an alternate tool that would be appropriate, but that training using Informed Opinion of Delay is the answer.

EI Colorado will begin to explore implementing a Primary Provider Approach to Teaming Model, or an other identified model to continue to support the practice of coaching in our state and to address provider shortages that may be occurring for many reasons.

**Does the State intend to continue implementing the SSIP without modifications? (yes/no)**

YES

**If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.**

Colorado continues to implement the improvement strategies outlined in the SSIP and no changes are necessary at this time. Data will continue to be collected for evaluation in the following year.

**Section C: Stakeholder Engagement**

**Description of Stakeholder Input**

During the FY 22-23 EI Colorado staff were very busy conducting outreach to many stakeholder groups within the state. These efforts were intended to reach a variety of diverse groups of parents and organizations working with families in order to connect them with EI Colorado and to support CDEC's vision that all Colorado children, families, and providers are valued, healthy and thriving. These connections were done both in person, and virtually, through presenting information, having tables/materials set up during meetings, and providing information on EI Colorado and how we can support children and families in our state.

Below is a list of the organizations and the audience for all presentations/connections made:

The Gathering Place is an organization that works with families experiencing homelessness. This connection allows EI Colorado staff to provide appropriate resources to families experiencing loss of housing and supports our staff's understanding of the unique challenges these families may be facing. EI CO staff conducted virtual meetings with The Gathering Place staff to educate them on how to connect families to EI Colorado.

Strengthening Colorado Families and Communities Conference-Parents, EI Professionals, Early Childhood Professionals- EI CO Staff are part of the conference planning committee as well as present at the conference. During the conference EI staff volunteer which allows them to have direct contact with families, caretakers, professionals, and conference attendees to provide information on Early Intervention. The purpose of this conference is to support families in the five protective factors (Parental Resilience, Social Connections, Concrete Support in Times of Need, Knowledge of Parenting and Child Development, and Social and Emotional Competence of Children. During the presentation from EI CO, attendees are provided examples of how to advocate for their child, how to prepare for the transition out of Early Intervention services and the importance of the understanding of their Family Rights- which all build their capacity as parents to support their child.

WORLD CAFÉ at the Early Childhood Mental Health (ECMH) Workforce Retreat- ECMH/Early Childhood Professionals

El Grupo Vida- Network of Hispanic/Latino Families - This outreach engages EI Staff with Hispanic families in our state. EL Grupo Vida is a network of Hispanic/Latino parents formed to provide mutual support for people with disabilities or special needs, their parents, families, and guardians. EI CO connects with this group to help with understanding the unique culture of Hispanic/Latino families so that Early Intervention services can be culturally responsive. EI Colorado staff provide information/resources directly to families in Spanish, answer questions on access to resources, and present information on Early Intervention services as well as all Early Childhood Programs located in our Department.

Catholic Charities-Families Experiencing Homelessness and Poverty. EI Colorado staff provided materials/resources to this organization to share with families experiencing poverty and homelessness to ensure they know they have access to, at no cost, Early Intervention services if their child is eligible.

Whole Child Consultative Roles- Professionals who support children and Professionals in early care/education

Early Learning Ventures- Early Childhood Professionals that work closely with families in EI

What's Up Wednesday- Connected with Early Learning Ventures- Early Childhood Professionals that work with local EI Programs

Highly Mobile Youth- Families of Children experiencing homelessness. This a quarterly group that meets quarterly as an information-sharing session to ensure many programs working with migrant families and other highly mobile families know how to connect to EI Colorado. EI CO staff presents regularly on how to make a referral, and how families can access services where they are regardless of immigration or housing status.

Clayton Early Learning Ventures- Early Childhood Professionals in an inclusive and diverse childcare setting

(Winter and Spring)Parents Encouraging Parents (PEP) Meeting-

Cradle Community Resource Center- Early childhood professionals across Colorado

Baby Bear Hugs- Early Childcare facility professionals and parents

Parent Possible Conference- Parents and early childhood professionals attend this conference to educate on the importance of early childhood education and connection to resources. EI CO presented to families in attendance on how to refer, to the Seven Key Principles, Family Rights and Procedural Safeguards, eligibility, services, and transition activities. The intent was to reach a diverse group of parents, to build their capacity as caretakers. During the conference, EI CO presenters answered questions from professionals and parents on their specific circumstances and

experience in EI CO.

Jackson County Public Health- EMS, Medical Director, and EPR Coordinator

CO Statewide Parent Coalition (Spanish)- Spanish-speaking parents and professionals

Early Head Start/Head Start Aurora- Ability Connection Colorado - Early childhood professionals working in an inclusive and diverse childcare setting

Illuminate Colorado- Strengthening Families Network- Preventing child maltreatment/Professionals. EI CO has ongoing meetings to educate, share resources, and connect with a diverse group of parents and professionals navigating and preventing child maltreatment situations.

**Describe the specific strategies implemented to engage stakeholders in key improvement efforts.**

Colorado contracted with a vendor to support the engagement of stakeholders to inform and update on EI Colorado changes and improvement efforts.

That vendor, SE2, worked through the year to accomplish specific activities:

The EI Colorado Website was reviewed and updated to reflect current information and resources for families and Providers- including approved Evaluation Tools, changes to training requirements and access to support for these activities.

Public Awareness Materials were created in English and Spanish for families and referral partners including:

EI Fact Sheet

FAQ

Poster

Roadmap for Families

-Based on feedback from parent and physician interviews, work was begun on 6 parent-focused EI informational videos were created in both English and Spanish that addressed the following topics:

The Early Intervention Process step by step

Understanding the EI Evaluation

What to Expect from Early Intervention Services

Using Your Insurance for Early Intervention Services

Ways Families Can Resolve Disputes and Disagreements

Transition from Early Intervention

**Were there any concerns expressed by stakeholders during engagement activities? (yes/no)**

NO

**Additional Implementation Activities**

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

N/A

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

N/A

Describe any newly identified barriers and include steps to address these barriers.

N/A

Provide additional information about this indicator (optional).

**11 - Prior FFY Required Actions**

The State did not provide an active link to the current Evaluation Plan. The State must provide an active and accessible link to the current Evaluation Plan in the FFY2022 SPP/APR.

**Response to actions required in FFY 2021 SPP/APR**

An updated working link to the State's current evaluation Plan was included in FFY 22 SPP/APR. Additionally you may find it here:

<https://docs.google.com/document/d/1luRskBxD9IK4sdyKeojjapqNbpyS4YvU3YBNsnlojg/edit?usp=sharing>

**11 - OSEP Response**

**11 - Required Actions**

## **Certification**

### **Instructions**

Choose the appropriate selection and complete all the certification information fields. Then click the "Submit" button to submit your APR.

### **Certify**

I certify that I am the Director of the State's Lead Agency under Part C of the IDEA, or his or her designee, and that the State's submission of its IDEA Part C State Performance Plan/Annual Performance Report is accurate.

### **Select the certifier's role**

Designated Lead Agency Director

### **Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part C State Performance Plan/Annual Performance Report.**

#### **Name:**

Moniqua Johl

#### **Title:**

Part C Program Administrator

#### **Email:**

moniqua.johl@state.co.us

#### **Phone:**

720-667-9337

#### **Submitted on:**

04/17/24 5:34:38 PM

## Determination Enclosures

### RDA Matrix

# Colorado

## 2024 Part C Results-Driven Accountability Matrix

#### Results-Driven Accountability Percentage and Determination (1)

Percentage (%)	Determination
74.11%	Needs Assistance

#### Results and Compliance Overall Scoring

Section	Total Points Available	Points Earned	Score (%)
Results	8	5	62.50%
Compliance	14	12	85.71%

#### 2024 Part C Results Matrix

##### I. Data Quality

###### (a) Data Completeness: The percent of children included in your State's 2021 Outcomes Data (Indicator C3)

Number of Children Reported in Indicator C3 (i.e., outcome data)	5,296
Number of Children Reported Exiting in 618 Data (i.e., 618 exiting data)	7,038
Percentage of Children Exiting who are Included in Outcome Data (%)	75.25
<b>Data Completeness Score</b> (please see Appendix A for a detailed description of this calculation)	2

###### (b) Data Anomalies: Anomalies in your State's FFY 2021 Outcomes Data

<b>Data Anomalies Score</b> (please see Appendix B for a detailed description of this calculation)	2
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##### II. Child Performance

###### (a) Data Comparison: Comparing your State's 2022 Outcomes Data to other States' 2022 Outcomes Data

<b>Data Comparison Score</b> (please see Appendix C for a detailed description of this calculation)	1
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###### (b) Performance Change Over Time: Comparing your State's FFY 2022 data to your State's FFY 2021 data

<b>Performance Change Score</b> (please see Appendix D for a detailed description of this calculation)	0
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Summary Statement Performance	Outcome A: Positive Social Relationships SS1 (%)	Outcome A: Positive Social Relationships SS2 (%)	Outcome B: Knowledge and Skills SS1 (%)	Outcome B: Knowledge and Skills SS2 (%)	Outcome C: Actions to Meet Needs SS1 (%)	Outcome C: Actions to Meet Needs SS2 (%)
FFY 2022	55.25%	63.27%	62.58%	51.37%	63.79%	57.55%
FFY 2021	54.81%	65.72%	64.91%	54.55%	66.07%	59.58%

(1) For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the *Individuals with Disabilities Education Act* in 2024: Part C."

**2024 Part C Compliance Matrix**

<b>Part C Compliance Indicator (2)</b>	<b>Performance (%)</b>	<b>Full Correction of Findings of Noncompliance Identified in FFY 2021 (3)</b>	<b>Score</b>
Indicator 1: Timely service provision	80.95%	YES	1
Indicator 7: 45-day timeline	88.37%	YES	1
Indicator 8A: Timely transition plan	99.31%	YES	2
Indicator 8B: Transition notification	97.90%	YES	2
Indicator 8C: Timely transition conference	97.79%	YES	2
Timely and Accurate State-Reported Data	100.00%		2
Timely State Complaint Decisions	N/A		N/A
Timely Due Process Hearing Decisions	N/A		N/A
Longstanding Noncompliance			2
Programmatic Specific Conditions	None		
Uncorrected identified noncompliance	None		

(2) The complete language for each indicator is located in the Part C SPP/APR Indicator Measurement Table at: [https://sites.ed.gov/idea/files/2024\\_Part-C\\_SPP-APR\\_Measurement\\_Table.pdf](https://sites.ed.gov/idea/files/2024_Part-C_SPP-APR_Measurement_Table.pdf)

(3) This column reflects full correction, which is factored into the scoring only when the compliance data are  $\geq 90\%$  and  $< 95\%$  for an indicator.

**Appendix A**

**I. (a) Data Completeness:**

**The Percent of Children Included in your State's 2022 Outcomes Data (Indicator C3)**

Data completeness was calculated using the total number of Part C children who were included in your State's FFY 2022 Outcomes Data (C3) and the total number of children your State reported in its FFY 2022 IDEA Section 618 data. A percentage for your State was computed by dividing the number of children reported in your State's Indicator C3 data by the number of children your State reported exited during FFY 2022 in the State's FFY 2022 IDEA Section 618 Exit Data.

<b>Data Completeness Score</b>	<b>Percent of Part C Children included in Outcomes Data (C3) and 618 Data</b>
<b>0</b>	<b>Lower than 34%</b>
<b>1</b>	<b>34% through 64%</b>
<b>2</b>	<b>65% and above</b>

**Appendix B**

**I. (b) Data Quality:**

**Anomalies in Your State's FFY 2022 Outcomes Data**

This score represents a summary of the data anomalies in the FFY 2022 Indicator 3 Outcomes Data reported by your State. Publicly available data for the preceding four years reported by and across all States for each of 15 progress categories under Indicator 3 (in the FFY 2018 – FFY 2021 APRs) were used to determine an expected range of responses for each progress category under Outcomes A, B, and C. For each of the 15 progress categories, a mean was calculated using the publicly available data and a lower and upper scoring percentage was set 1 standard deviation above and below the mean for category a, and 2 standard deviations above and below the mean for categories b through e (numbers are shown as rounded for display purposes, and values are based on data for States with summary statement denominator greater than 199 exiters). In any case where the low scoring percentage set from 1 or 2 standard deviations below the mean resulted in a negative number, the low scoring percentage is equal to 0.

If your State's FFY 2022 data reported in a progress category fell below the calculated "low percentage" or above the "high percentage" for that progress category for all States, the data in that particular category are statistically improbable outliers and considered an anomaly for that progress category. If your State's data in a particular progress category was identified as an anomaly, the State received a 0 for that category. A percentage that is equal to or between the low percentage and high percentage for each progress category received 1 point. A State could receive a total number of points between 0 and 15. Thus, a point total of 0 indicates that all 15 progress categories contained data anomalies and a point total of 15 indicates that there were no data anomalies in all 15 progress categories in the State's data. An overall data anomaly score of 0, 1, or 2 is based on the total points awarded.

<b>Outcome A</b>	<b>Positive Social Relationships</b>
<b>Outcome B</b>	<b>Knowledge and Skills</b>
<b>Outcome C</b>	<b>Actions to Meet Needs</b>

<b>Category a</b>	<b>Percent of infants and toddlers who did not improve functioning</b>
<b>Category b</b>	<b>Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</b>
<b>Category c</b>	<b>Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it</b>
<b>Category d</b>	<b>Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers</b>
<b>Category e</b>	<b>Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers</b>

**Expected Range of Responses for Each Outcome and Category, FFY 2022**

<b>Outcome\Category</b>	<b>Mean</b>	<b>StDev</b>	<b>-1SD</b>	<b>+1SD</b>
Outcome A\Category a	1.57	3.26	-1.69	4.83
Outcome B\Category a	1.39	3	-1.6	4.39
Outcome C\Category a	1.26	2.6	-1.33	3.86

<b>Outcome\Category</b>	<b>Mean</b>	<b>StDev</b>	<b>-2SD</b>	<b>+2SD</b>
Outcome A\ Category b	24.07	9.01	6.05	42.08
Outcome A\ Category c	20.96	13.11	-5.27	47.19
Outcome A\ Category d	26.97	9.61	7.74	46.2
Outcome A\ Category e	26.43	15.4	-4.37	57.23
Outcome B\ Category b	25.63	9.71	6.21	45.04
Outcome B\ Category c	29.44	12.56	4.32	54.57
Outcome B\ Category d	31.02	8.11	14.8	47.25
Outcome B\ Category e	12.51	8.23	-3.96	28.98
Outcome C\ Category b	20.98	8.89	3.19	38.76
Outcome C\ Category c	23.49	13.59	-3.68	50.66
Outcome C\ Category d	33.36	8.28	16.8	49.93
Outcome C\ Category e	20.91	15.22	-9.53	51.35

<b>Data Anomalies Score</b>	<b>Total Points Received in All Progress Areas</b>
0	0 through 9 points
1	10 through 12 points
2	13 through 15 points

**Anomalies in Your State's Outcomes Data FFY 2022**

<b>Number of Infants and Toddlers with IFSP's Assessed in your State</b>	<b>5,296</b>
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<b>Outcome A — Positive Social Relationships</b>	<b>Category a</b>	<b>Category b</b>	<b>Category c</b>	<b>Category d</b>	<b>Category e</b>
<b>State Performance</b>	191	1,020	465	1,030	1,857
<b>Performance (%)</b>	4.19%	22.35%	10.19%	22.57%	40.70%
<b>Scores</b>	1	1	1	1	1

<b>Outcome B — Knowledge and Skills</b>	<b>Category a</b>	<b>Category b</b>	<b>Category c</b>	<b>Category d</b>	<b>Category e</b>
<b>State Performance</b>	214	1,195	810	1,546	798
<b>Performance (%)</b>	4.69%	26.19%	17.75%	33.88%	17.49%
<b>Scores</b>	0	1	1	1	1

<b>Outcome C — Actions to Meet Needs</b>	<b>Category a</b>	<b>Category b</b>	<b>Category c</b>	<b>Category d</b>	<b>Category e</b>
<b>State Performance</b>	189	1,150	598	1,761	865
<b>Performance (%)</b>	4.14%	25.20%	13.11%	38.59%	18.96%
<b>Scores</b>	0	1	1	1	1

	<b>Total Score</b>
<b>Outcome A</b>	5
<b>Outcome B</b>	4
<b>Outcome C</b>	4
<b>Outcomes A-C</b>	13

<b>Data Anomalies Score</b>	2
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**Appendix C**

**II. (a) Data Comparison:**

**Comparing Your State's 2022 Outcomes Data to Other States' 2022 Outcome Data**

This score represents how your State's FFY 2022 Outcomes data compares to other States' FFY 2022 Outcomes Data. Your State received a score for the distribution of the 6 Summary Statements for your State compared to the distribution of the 6 Summary Statements in all other States. The 10th and 90th percentile for each of the 6 Summary Statements was identified and used to assign points to performance outcome data for each Summary Statement (values are based on data for States with a summary statement denominator greater than 199 exiters). Each Summary Statement outcome was assigned 0, 1, or 2 points. If your State's Summary Statement value fell at or below the 10th percentile, that Summary Statement was assigned 0 points. If your State's Summary Statement value fell between the 10th and 90th percentile, the Summary Statement was assigned 1 point, and if your State's Summary Statement value fell at or above the 90th percentile the Summary Statement was assigned 2 points. The points were added up across the 6 Summary Statements. A State can receive a total number of points between 0 and 12, with 0 points indicating all 6 Summary Statement values were at or below the 10th percentile and 12 points indicating all 6 Summary Statements were at or above the 90th percentile. An overall comparison Summary Statement score of 0, 1, or 2 was based on the total points awarded.

*Summary Statement 1: Of those infants and toddlers who entered or exited 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.*

*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.*

**Scoring Percentages for the 10th and 90th Percentile for Each Outcome and Summary Statement, FFY 2022**

Percentiles	Outcome A SS1	Outcome A SS2	Outcome B SS1	Outcome B SS2	Outcome C SS1	Outcome C SS2
10	45.63%	35.29%	54.05%	27.07%	51.93%	33.56%
90	82.58%	69.37%	81.10%	56.55%	85.30%	71.29%

Data Comparison Score	Total Points Received Across SS1 and SS2
0	0 through 4 points
1	5 through 8 points
2	9 through 12 points

**Your State's Summary Statement Performance FFY 2022**

Summary Statement (SS)	Outcome A: Positive Social Relationships SS1	Outcome A: Positive Social Relationships SS2	Outcome B: Knowledge and Skills SS1	Outcome B: Knowledge and Skills SS2	Outcome C: Actions to meet needs SS1	Outcome C: Actions to meet needs SS2
Performance (%)	55.25%	63.27%	62.58%	51.37%	63.79%	57.55%
Points	1	1	1	1	1	1

<b>Total Points Across SS1 and SS2(*)</b>	6
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<b>Your State's Data Comparison Score</b>	1
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**Appendix D**

**II. (b) Performance Change Over Time:**

**Comparing your State's FFY 2022 data to your State's FFY 2021 data**

The Summary Statement percentages in each Outcomes Area from the previous year's reporting (FFY 2021) is compared to the current year (FFY 2022) using the test of proportional difference to determine whether there is a statistically significant (or meaningful) growth or decline in child achievement based upon a significance level of  $p \leq .05$ . The data in each Outcome Area is assigned a value of 0 if there was a statistically significant decrease from one year to the next, a value of 1 if there was no significant change, and a value of 2 if there was a statistically significant increase across the years. The scores from all 6 Outcome Areas are totaled, resulting in a score from 0 – 12. The Overall Performance Change Score for this results element of '0', '1', or '2' for each State is based on the total points awarded. Where OSEP has approved a State's reestablishment of its Indicator C3 Outcome Area baseline data the State received a score of 'N/A' for this element.

**Test of Proportional Difference Calculation Overview**

The summary statement percentages from the previous year's reporting were compared to the current year using an accepted formula (test of proportional difference) to determine whether the difference between the two percentages is statistically significant (or meaningful), based upon a significance level of  $p \leq .05$ . The statistical test has several steps. All values are shown as rounded for display purposes.

Step 1: Compute the difference between the FFY 2022 and FFY 2021 summary statements.

$$\text{e.g., } C3A \text{ FFY}2022\% - C3A \text{ FFY}2021\% = \text{Difference in proportions}$$

Step 2: Compute the standard error of the difference in proportions using the following formula which takes into account the value of the summary statement from both years and the number of children that the summary statement is based on

$$\text{Sqrt}[(\text{FFY}2021\% * (1-\text{FFY}2021\%)) / \text{FFY}2021N) + ((\text{FFY}2022\% * (1-\text{FFY}2022\%)) / \text{FFY}2022N)] = \text{Standard Error of Difference in Proportions}$$

Step 3: The difference in proportions is then divided by the standard error of the difference to compute a z score.

$$\text{Difference in proportions} / \text{standard error of the difference in proportions} = z \text{ score}$$

Step 4: The statistical significance of the z score is located within a table and the p value is determined.

Step 5: The difference in proportions is coded as statistically significant if the p value is it is less than or equal to .05.

Step 6: Information about the statistical significance of the change and the direction of the change are combined to arrive at a score for the summary statement using the following criteria

- 0 = statistically significant decrease from FFY 2021 to FFY 2022
- 1 = No statistically significant change
- 2= statistically significant increase from FFY 2021 to FFY 2022

Step 7: The score for each summary statement and outcome is summed to create a total score with a minimum of 0 and a maximum of 12. The score for the test of proportional difference is assigned a score for the Indicator 3 Overall Performance Change Score based on the following cut points:

<b>Indicator 3 Overall Performance Change Score</b>	<b>Cut Points for Change Over Time in Summary Statements Total Score</b>
<b>0</b>	Lowest score through 3
<b>1</b>	4 through 7
<b>2</b>	8 through highest

Summary Statement/ Child Outcome	FFY 2021 N	FFY 2021 Summary Statement (%)	FFY 2022 N	FFY 2022 Summary Statement (%)	Difference between Percentages (%)	Std Error	z value	p-value	p<=.05	Score: 0 = significant decrease; 1 = no significant change; 2 = significant increase
SS1/Outcome A: Positive Social Relationships	2,140	54.81%	2,706	55.25%	0.43	0.0144	0.3019	0.7627	NO	1
SS1/Outcome B: Knowledge and Skills	3,078	64.91%	3,765	62.58%	-2.34	0.0117	-2.0016	0.0453	YES	0
SS1/Outcome C: Actions to meet needs	3,071	66.07%	3,698	63.79%	-2.28	0.0116	-1.9577	0.0503	NO	1
SS2/Outcome A: Positive Social Relationships	3,856	65.72%	4,563	63.27%	-2.45	0.0105	-2.3390	0.0193	YES	0
SS2/Outcome B: Knowledge and Skills	3,859	54.55%	4,563	51.37%	-3.18	0.0109	-2.9134	0.0036	YES	0
SS2/Outcome C: Actions to meet needs	3,859	59.58%	4,563	57.55%	-2.03	0.0108	-1.8807	0.06	NO	1

<b>Total Points Across SS1 and SS2</b>	<b>3</b>
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<b>Your State's Performance Change Score</b>	<b>0</b>
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**Data Rubric**  
**Colorado**

FFY 2022 APR (1)

**Part C Timely and Accurate Data -- SPP/APR Data**

APR Indicator	Valid and Reliable	Total
1	1	1
2	1	1
3	1	1
4	1	1
5	1	1
6	1	1
7	1	1
8A	1	1
8B	1	1
8C	1	1
9	N/A	0
10	1	1
11	1	1

**APR Score Calculation**

<b>Subtotal</b>	12
<b>Timely Submission Points</b> - If the FFY 2022 APR was submitted on-time, place the number 5 in the cell on the right.	5
<b>Grand Total</b> - (Sum of Subtotal and Timely Submission Points) =	17

(1) In the SPP/APR Data table, where there is an N/A in the Valid and Reliable column, the Total column will display a 0. This is a change from prior years in display only; all calculation methods are unchanged. An N/A does not negatively affect a State's score; this is because 1 point is subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the SPP/APR Data table.

**618 Data (2)**

Table	Timely	Complete Data	Passed Edit Check	Total
Child Count/Settings Due Date: 8/30/23	1	1	1	3
Exiting Due Date: 2/21/24	1	1	1	3
Dispute Resolution Due Date: 11/15/23	1	1	1	3

**618 Score Calculation**

Subtotal	9
Grand Total (Subtotal X 2) =	18.00

**Indicator Calculation**

A. APR Grand Total	17
B. 618 Grand Total	18.00
C. APR Grand Total (A) + 618 Grand Total (B) =	35.00
Total N/A Points in APR Data Table Subtracted from Denominator	1
Total N/A Points in 618 Data Table Subtracted from Denominator	0.00
<b>Denominator</b>	35.00
D. Subtotal (C divided by Denominator) (3) =	1.0000
E. Indicator Score (Subtotal D x 100) =	100.00

(2) In the 618 Data table, when calculating the value in the Total column, any N/As in the Timely, Complete Data, or Passed Edit Checks columns are treated as a '0'. An N/A does not negatively affect a State's score; this is because 2 points is subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the 618 Data table.

(3) Note that any cell marked as N/A in the APR Data Table will decrease the denominator by 1, and any cell marked as N/A in the 618 Data Table will decrease the denominator by 2.

## APR and 618 -Timely and Accurate State Reported Data

DATE: February 2024 Submission

### SPP/APR Data

**1) Valid and Reliable Data** - Data provided are from the correct time period, are consistent with 618 (when appropriate) and the measurement, and are consistent with previous indicator data (unless explained).

### Part C 618 Data

**1) Timely** – A State will receive one point if it submits counts/ responses for an entire EMAPS survey associated with the IDEA Section 618 data collection to ED by the initial due date for that collection (as described the table below).

618 Data Collection	EMAPS Survey	Due Date
Part C Child Count and Setting	Part C Child Count and Settings in EMAPS	8/30/2023
Part C Exiting	Part C Exiting Collection in EMAPS	2/21/2024
Part C Dispute Resolution	Part C Dispute Resolution Survey in EMAPS	11/15/2023

**2) Complete Data** – A State will receive one point if it submits data for all data elements, subtotals, totals as well as responses to all questions associated with a specific data collection by the initial due date. No data is reported as missing. No placeholder data is submitted. State-level data include data from all districts or agencies.

**3) Passed Edit Check** – A State will receive one point if it submits data that meets all the edit checks related to the specific data collection by the initial due date. The counts included in 618 data submissions are internally consistent within a data collection. See the EMAPS User Guide for each of the Part C 618 Data Collections for a list of edit checks (available at: <https://www2.ed.gov/about/inits/ed/edfacts/index.html>).

## Dispute Resolution

### IDEA Part C

Colorado

Year 2022-23

A zero count should be used when there were no events or occurrences to report in the specific category for the given reporting period. Check "Missing" if the state did not collect or could not report a count for the specific category. Please provide an explanation for the missing data in the comment box at the top of the page.

#### Section A: Written, Signed Complaints

<b>(1) Total number of written signed complaints filed.</b>	0
(1.1) Complaints with reports issued.	0
(1.1) (a) Reports with findings of noncompliance.	0
(1.1) (b) Reports within timelines.	0
(1.1) (c) Reports within extended timelines.	0
(1.2) Complaints pending.	0
(1.2) (a) Complaints pending a due process hearing.	0
(1.3) Complaints withdrawn or dismissed.	0

#### Section B: Mediation Requests

<b>(2) Total number of mediation requests received through all dispute resolution processes.</b>	0
(2.1) Mediations held.	0
(2.1) (a) Mediations held related to due process complaints.	0
(2.1) (a) (i) Mediation agreements related to due process complaints.	0
(2.1) (b) Mediations held no related to due process complaints.	0
(2.1) (b) (i) Mediation agreements not related to due process complaints.	0
(2.2) Mediations pending.	0
(2.3) Mediations not held.	0

#### Section C: Due Process Complaints

<b>(3) Total number of due process complaints filed.</b>	0
Has your state adopted Part C due process hearing procedures under 34 CFR 303.430(d)(1) or Part B due process hearing procedures under 34 CFR 303.430(d)(2)?	PARTC
(3.1) Resolution meetings (applicable ONLY for states using Part B due process hearing procedures).	N/A
(3.1) (a) Written settlement agreements reached through resolution meetings.	N/A
(3.2) Hearings fully adjudicated.	0
(3.2) (a) Decisions within timeline.	0
(3.2) (b) Decisions within extended timeline.	0
(3.3) Hearings pending.	0
(3.4) Due process complaints withdrawn or dismissed (including resolved without a hearing).	0

#### State Comments:

In FFY 2022-2023 EI Colorado did not receive any formal requests for dispute resolution, any disputes were resolved informally at the local program level.

**This report shows the most recent data that was entered by:**

Colorado

**These data were extracted on the close date:**

11/15/2023

## How the Department Made Determinations

Below is the location of How the Department Made Determinations (HTDMD) on OSEP's IDEA Website. How the Department Made Determinations in 2024 will be posted in June 2024. Copy and paste the link below into a browser to view.

<https://sites.ed.gov/idea/how-the-department-made-determinations/>



# United States Department of Education Office of Special Education and Rehabilitative Services

## Final Determination Letter

June 18, 2024

Honorable Lisa Roy  
Executive Director  
Colorado Department of Early Childhood  
710 S. Ash Street  
Denver, CO 80246

Dear Executive Director Roy :

I am writing to advise you of the U.S. Department of Education's (Department) 2024 determination under Sections 616 and 642 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Colorado needs assistance in meeting the requirements of Part C of the IDEA. This determination is based on the totality of Colorado's data and information, including the Federal fiscal year (FFY) 2022 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Colorado's 2024 determination is based on the data reflected in Colorado's "2024 Part C Results-Driven Accountability Matrix" (RDA Matrix). The RDA Matrix is individualized for Colorado and consists of:

- (1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;
- (2) a Results Matrix (including Components and Appendices) that include scoring on Results Elements;
- (3) a Compliance Score and a Results Score;
- (4) an RDA Percentage based on both the Compliance Score and the Results Score; and
- (5) Colorado's Determination.

The RDA Matrix is further explained in a document, entitled "[How the Department Made Determinations under Sections 616\(d\) and 642 of the Individuals with Disabilities Education Act in 2024: Part C](#)" (HTDMD-C).

The Office of Special Education Programs (OSEP) is continuing to use both results data and compliance data in making the Department's determinations in 2024, as it did for Part C determinations in 2015-2023. (The specifics of the determination procedures and criteria are set forth in the HTDMD-C document and reflected in the RDA Matrix for Colorado.) For 2024, the Department's IDEA Part C determinations continue to include consideration of each State's Child Outcomes data, which measure how children who receive Part C services are improving functioning in three outcome areas that are critical to school readiness:

- positive social-emotional skills;
- acquisition and use of knowledge and skills (including early language/communication); and
- use of appropriate behaviors to meet their needs.

Specifically, the Department considered the data quality and the child performance levels in each State's Child Outcomes FFY 2022 data.

You may access the results of OSEP's review of Colorado's SPP/APR and other relevant data by accessing the EMAPS SPP/APR reporting tool using your State-specific log-on information at <https://emaps.ed.gov/suite/>. When you access Colorado's SPP/APR on the site, you will find, in Indicators 1 through 11, the OSEP Response to the indicator and any actions that Colorado is required to take. The actions that Colorado is required to take are in the "Required Actions" section of the indicator.

It is important for your State to review the Introduction to the SPP/APR, which may also include language in the "OSEP Response" and/or "Required Actions" sections.

Your State will also find the following important documents in the Determinations Enclosures section:

- (1) Colorado's RDA Matrix;
- (2) the HTDMD [link](#);
- (3) "2024 Data Rubric Part C," which shows how OSEP calculated the State's "Timely and Accurate State-Reported Data" score in the Compliance Matrix; and
- (4) "Dispute Resolution 2022-2023," which includes the IDEA Section 618 data that OSEP used to calculate the State's "Timely State Complaint Decisions" and "Timely Due Process Hearing Decisions" scores in the Compliance Matrix.

As noted above, Colorado's 2024 determination is Needs Assistance. A State's 2024 RDA Determination is Needs Assistance if the RDA Percentage is at least 60% but less than 80%. A State would also be Needs Assistance if its RDA Determination percentage is 80% or above, but the Department has imposed Specific Conditions on the State's last three IDEA Part C grant awards (for FFYs 2021, 2022, and 2023), and those Specific Conditions are in effect at the time of the 2024 determination.

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## United States Department of Education Office of Special Education and Rehabilitative Services

Colorado's determination for 2023 was also Needs Assistance. In accordance with Section 616(e)(1) of the IDEA and 34 C.F.R. §303.704(a), if a State is determined to need assistance for two consecutive years, the Secretary must take one or more of the following actions:

- (1) advise the State of available sources of technical assistance that may help the State address the areas in which the State needs assistance and require the State to work with appropriate entities; and/or
- (2) identify the State as a high-risk grantee and impose Specific Conditions on the State's IDEA Part C grant award.

Pursuant to these requirements, the Secretary is advising Colorado of available sources of technical assistance, including OSEP-funded technical assistance centers and resources at the following websites: [Monitoring and State Improvement Planning \(MSIP\)](#) | [OSEP Ideas That Work](#), [Individuals with Disabilities Education Act \(IDEA\) Topic Areas](#), and requiring Colorado to work with appropriate entities. In addition, Colorado should consider accessing technical assistance from other Department-funded centers such as the Comprehensive Centers with resources at the following link: <https://compcenternetwork.org/states>. The Secretary directs Colorado to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance. We strongly encourage Colorado to access technical assistance related to those results elements and compliance indicators for which Colorado received a score of zero. Colorado must report with its FFY 2023 SPP/APR submission, due February 1, 2025, on:

- (1) the technical assistance sources from which Colorado received assistance; and
- (2) the actions Colorado took as a result of that technical assistance.

As required by IDEA Sections 616(e)(7) and 642 and 34 C.F.R. §303.706, Colorado must notify the public that the Secretary of Education has taken the above enforcement action, including, at a minimum, by posting a public notice on its website and distributing the notice to the media and to early intervention service (EIS) programs.

IDEA determinations provide an opportunity for all stakeholders to examine State data as that data relate to improving outcomes for infants, toddlers, children, and youth with disabilities. The Department encourages stakeholders to review State SPP/APR data and other available data as part of the focus on improving equitable outcomes for infants, toddlers, children, and youth with disabilities. Key areas the Department encourages State and local personnel to review are access to high-quality intervention and instruction; effective implementation of individualized family service plans (IFSPs) and individualized education programs (IEPs), using data to drive decision-making, supporting strong relationship building with families, and actively addressing educator and other personnel shortages.

For 2025 and beyond, the Department is considering two additional criteria related to IDEA Part C determinations. First, the Department is considering as a factor OSEP-identified longstanding noncompliance (i.e., unresolved findings issued by OSEP at least three years ago). This factor would be reflected in the determination for each State through the "longstanding noncompliance" section of the Compliance Matrix beginning with the 2025 determinations. In implementing this factor, the Department is also considering beginning in 2025 whether a State that would otherwise receive a score of meets requirements would not be able to receive a determination of meets requirements if the State had OSEP-identified longstanding noncompliance (i.e., unresolved findings issued by OSEP at least three or more years ago). Second, the Department is reviewing whether and how to consider IDEA Part C results data reported under three indicators in order to improve results for all infants, toddlers, and children with disabilities. This review would include considering alternative scoring options for child outcome Indicator C-3 and considering as potential additional factors the information and data that States report under child find Indicators C-5 and C-6.

For the FFY 2023 SPP/APR submission due on February 1, 2025, OSEP is providing the following information about the IDEA Section 618 data. The 2023-24 IDEA Section 618 Part C data submitted as of the due date will be used for the FFY 2023 SPP/APR and the 2025 IDEA Part C Results Matrix and States will not be able to resubmit their IDEA Section 618 data after the due date. The 2023-24 IDEA Section 618 Part C data that States submit will automatically be prepopulated in the SPP/APR reporting platform for Part C SPP/APR Indicators 2, 5, 6, 9, and 10 (as they have in the past). Under EDFacts Modernization, States are expected to submit high-quality IDEA Section 618 Part C data that can be published and used by the Department as of the due date. States are expected to conduct data quality reviews prior to the applicable due date. OSEP expects States to take one of the following actions for all business rules that are triggered in the appropriate EDFacts system prior to the applicable due date: 1) revise the uploaded data to address the edit; or 2) provide a data note addressing why the data submission triggered the business rule. There will not be a resubmission period for the IDEA Section 618 Part C data.

As a reminder, Colorado must report annually to the public, by posting on the State lead agency's website, on the performance of each early intervention service (EIS) program located in Colorado on the targets in the SPP/APR as soon as practicable, but no later than 120 days after Colorado's submission of its FFY 2022 SPP/APR. In addition, Colorado must:

- (1) review EIS program performance against targets in Colorado's SPP/APR;
- (2) determine if each EIS program "meets the requirements" of Part C, or "needs assistance," "needs intervention," or "needs substantial intervention" in implementing Part C of the IDEA;
- (3) take appropriate enforcement action; and
- (4) inform each EIS program of its determination.

Further, Colorado must make its SPP/APR available to the public by posting it on the State lead agency's website. Within the upcoming weeks, OSEP will be finalizing a State Profile that:

- (1) includes Colorado's determination letter and SPP/APR, OSEP attachments, and all State attachments that are accessible in accordance with Section 508 of the Rehabilitation Act of 1973; and
- (2) will be accessible to the public via the ed.gov website.

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OSEP appreciates Colorado's efforts to improve results for infants and toddlers with disabilities and their families and looks forward to working with Colorado over the next year as we continue our important work of improving the lives of children with disabilities and their families. Please contact your OSEP State Lead if you have any questions, would like to discuss this further, or want to request technical assistance.

Sincerely,

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Valerie C. Williams

Director

Office of Special Education Programs

cc: State Part C Coordinator

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