
AT-A GLANCE: An Introduction to Part C
of the
Individuals with Disabilities Education Act (IDEA)



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This document contains the basic information that everyone needs to know as they begin their journey with Part C. Each section will address a different aspect of Part C including statute and regulation, federal responsibilities, reporting requirements and financing among others. The document will provide an overview but not an exhaustive explanation. Resources to explore the information in more depth will also be provided.



What is the purpose and philosophy of IDEA Part C?

Part C of the Individuals with Disabilities Education Act (IDEA), called the “Infant and Toddlers with Disabilities Program”, focuses on infant and toddlers (birth to age three) as well as their families. In Section 1431(a) of the IDEA Statute, the following two purposes point to this dual focus:



“Congress finds that there is an urgent and substantial need:

- *To enhance the development of infants and toddlers with disabilities, to minimize their potential for developmental delays and to recognize the significant brain development that occurs during the child’s first three years;*
- *To enhance capacity of families to meet the special needs of their infants and toddlers with disabilities.”*

When the Infants and Toddlers with Disabilities Program was added to the original education statute in 1986, parents, professionals and advocates worked to ensure that crucial basic themes provided the foundation for the legislation. These themes were:

- Infants and young children are viewed as whole persons whose needs must be met by service strategies that cut across the traditional discipline, programmatic and funding categories and boundaries.
- The development of infants and young children can best be fully appreciated, understood and promoted within the context of the family environment.
- Early intervention is most effective when parents are respected and empowered as consumers and as team members collaborating with professionals.

Part C is **NOT** intended to be a stand-alone program serving this population. The intent of Part C is to build interagency partnerships among existing state agencies in health, education, human services and developmental disabilities. Section 1431 (b) of the statute states, “It is the policy of the United States to provide financial assistance to states in order to:

1. Develop and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency system that provides early intervention services for infants and toddlers and their families;
2. Facilitate the coordination of payment for early intervention services for Federal, state local and private sources (including public and private insurance coverage);



3. Enhance State capacity to provide quality early intervention services and expand and improve existing early intervention services being provided; and
4. Encourage states to expand opportunities for children less than 3 years of age who would be at risk of having substantial developmental delay if they did not receive services.”



WHAT IS THE FEDERAL STATUTE THAT GUIDES YOUR WORK?

The Individuals with Disabilities Education Improvement Act (IDEIA) is a reauthorization of the previous law entitled ‘The Individuals with Disabilities Education Act (IDEA)’, signed into law in 2004. also referred to as Public Law (P.L) 108-466,. Originally known as the Education for the Handicapped Act (EHA), IDEA began as a civil rights law in 1975 to gain access for students with disabilities to a free appropriate public education. Once access was assured, it was recognized that students with disabilities and their families needed additional support in the education process. In 1986, Congress recognized that benefits in the education process can be gained by supporting the child’s learning and the family at the birth of the child and therefore amended IDEA to include Part C (originally Part H); the option for states to support infants and toddlers and their families.



The law can be found in Title 20 (Education) of the United States Code (U.S.C) Chapter 33 Education of Individuals with Disabilities”. There are four Parts to this law (A, B, C, and D.) Part C guides services and supports for infants and toddlers and their families. The lead agency is responsible for making sure that all statutory provisions of the law are understood and put into practice (enacted) consistently across your state. There are fourteen sections to the Part C statute:

631: Findings and Policy	638: Use of Funds
632: Definitions	639: Procedural Safeguards
633: General Authority	640: Payor of Last Resort
634: Eligibility	641: State Interagency Coordinating Council
635: Requirements for Statewide System	642: Federal Administration
636: Individualized Family Service Plan	643: Allocation of funds
637: State Application and Assurance	644: Authorization of Appropriations

THE STATUTE MAY BE FOUND AT: <https://sites.ed.gov/idea/statuteregulations/>



WHAT ARE THE FEDERAL REGULATIONS THAT SHAPE THE PART C SYSTEM?

Regulations are the rules or laws that describe how to implement the laws that Congress enacts. The rules that govern the IDEA are in the Code of Federal Regulations (CFR). is a systematic arrangement of a specific law. The Federal Regulations for the “Early Intervention Program for Infants and Toddlers with Disabilities” are issued by the U.S. Department of Education and define how the program will be implemented. Each state is obligated to have a process that ensures that these regulations are implemented. It may be that your state has state statutes, codes or regulations to establish the federal requirements. Or, you may only have written policies. State statutes and regulations can be written to be stricter than Federal statute or regulations. States may not have statutes, regulations or policies that are less restrictive or provide fewer protections.



At times, clarifications or legal interpretations of the federal requirements are needed. Attorneys with the Office of Special Education Programs (OSEP), Department of Education, provide this guidance for IDEA.

The Federal Regulations for Part C were revised and published in September 2011. The Federal Regulations are arranged into subparts and are numbered §303.1 through §303.734. The following table identifies the subparts:

Subpart A: General	Subpart E: Procedural Safeguards
Subpart B: State Eligibility for a Grant and requirements for a Statewide System	Subpart F: Use of Funds and Payor of Last resort
Subpart C: State Application and Assurances	Subpart G: State Interagency Coordinating Council (SICC)
Subpart D: Child Find, Evaluations and Assessments, and Individualized Family Service Plans (IFSP)	Subpart H: State Monitoring and Enforcement: Federal Monitoring and Enforcement; Reporting; and Allocation of Funds

THE REGULATIONS MAY BE FOUND AT:
[HTTPS://SITES.ED.GOV/IDEA/STATUTEREGULATIONS/](https://sites.ed.gov/idea/statuteregulations/)



WHAT ARE THE FEDERAL RESPONSIBILITIES OF THE LEAD AGENCY?

Each state's Governor designates a lead agency as the "single line of authority" for the Part C program. Lead agencies vary from state to state. The lead agency might be the state education, health, human services, developmental disabilities or other agency that is responsible for programs for young child and their families.



Lead agency responsibilities defined in the Regulations are:

- Supervision and monitoring of programs (§303.700) including, enforcement actions, providing technical assistance(TA)A and ensuring correction of all non-compliance;
- Adopting complaint procedures (§303.433) and policies for resolution of all disputes (§303.430);
- Establishing state policies related to payment of services (§303.520) including such things as fees, payer of last resort (§303.510), use of public benefits or insurance or private insurance to pay for Part C services (§303.520) and contracting or otherwise arranging for services (§303.121);
- Identification and coordination of all federal, state and local financial resources that can be used to pay for Early Intervention Services (§303.120, §303.122);
- Entering into formal interagency agreements with other state level agencies involved in the Early Intervention System (§303.511);
- Development of procedures to ensure that services to eligible children and families are provided in a timely manner (§303.300);
- Submitting all Federal required data reports and other required reports (§§303.720-303.724); and
- Organization of the State Interagency Coordinating Council (SICC)(§303.600).

Each year, the lead agency is required to submit an application for continued participation in Part C. In the annual application the lead agency makes assurances that all legal requirements for the Part C service system are upheld in the state. The Federal application package may change from year to year.

The Lead Agency also designates an individual to serve as the Part C Coordinator. In most states the Part C Coordinator is the primary contact person between the Office of Special Education Programs (OSEP) and the lead agency.

AN EXAMPLE OF THE ANNUAL APPLICATION MAY BE FOUND AT:

<http://idea.ed.gov/part-/statutes.html>

WHAT ARE THE REPORTING REQUIREMENTS OF THE LEAD AGENCY?

The Lead Agency is required to submit several reports to OSEP on an annual basis. These reports provide information that is used in a variety of ways – information for the Annual Report to Congress that describes the progress of the Part C program in implementing IDEA and achieving results for children with disabilities and their families. The information is also used for determination of state compliance, accountability for use of federal funds to the taxpayers, and for federal, state and local program planning and improvement. In addition to the following reports, OSEP may require other reports or clarifying information.



SECTION 618 DATA REPORTS

Section 618 of the IDEA requires States to annually collect and report data related to children served, settings of services, exiting, and dispute resolution. These data are publicly posted by the Department and included in the Annual Report to Congress. Section 664(d) of the *Individuals with Disabilities Education Act (IDEA)*, as reauthorized in 2004, requires that the Department of Education report annually on the progress made toward the provision of a free appropriate public education to all children with disabilities and the provision of early intervention services to infants and toddlers with disabilities. Data related to exiting and dispute resolution are due by the first Wednesday in November; data related to child count and settings are due by the first Wednesday in February.

STATE PERFORMANCE PLAN (SPP) AND ANNUAL PERFORMANCE REPORT (APR)

In accordance with 20 U.S.C. 1416(b)(1) and 1442 of the IDEA, each state will have in place a State Performance Plan (SPP) that evaluates the State’s efforts to implement the requirements and purposes of Part C and describes how the State will improve such implementation. The Lead agency must also report annually (APR) to the Education Secretary on the State’s performance under its Part C – SPP. The SPP consists of two types of indicators: compliance and results. The compliance indicators have targets set at 100% by OSEP. For results indicators, states are required to set measurable and rigorous targets as defined by the law. Data reported is required to be valid and reliable. The SPP and APR are due each year on February 1.

INFORMATION ABOUT THE SPP AND APR AND IMPORTANT RESOURCES ARE AVAILABLE AT: <https://osep.grads360.org/#program/spp-apr-resources>.



STATE APPLICATION

Each year the State must submit an application to be approved by the Education Secretary in order to receive funds. The application is detailed by law in Section 637 State Application and Assurances. In general, the application describes the State’s implementation of IDEA Part C. Modifications to the State’s implementation of IDEA, such as change in policies, should be submitted to the Secretary in the annual application. The law outlines procedures for changes to policy such as the requirements for public review and comment. Application packets are usually available from Grads360 beginning in February of each year and are typically due in May.

INFORMATION ABOUT THE STATE APPLICATION IS AVAILABLE AT:
<https://osep.grads360.org/#program/grants>



WHAT ARE THE MINIMUM COMPONENTS OF THE PART C SYSTEM?

Services for infants and toddlers with disabilities must be provided in the context of a statewide system of coordinated, comprehensive, multidisciplinary, interagency programs. There are 16 specific components (requirements) of this statewide system identified in the IDEA Statute at Section 635 and in the regulations at §§303.110 through 303.126. The annual application each State submits for funding must address how the state is implementing and assuring each of these minimum components.



The sixteen required components are:

Rigorous definition of developmental delay: (§303.10, §303.111) There are two required parts (developmental delay and/or a diagnosed physical or mental condition). In addition, states also have the option of serving infants and toddlers at-risk. The state has a great deal of latitude in defining developmental delay. States who receive federal funds for participation in Part C may only serve the children who meet the definition and are eligible for services and all eligible children must be identified and served.

Child Find system: (§§303.115, §303.301, §303.303) The child find system includes the Central Directory (access to information about services, resources and experts) and Public Awareness (preparation of materials to help referring agencies understand how to identify and refer). The law emphasizes the importance of finding and serving eligible children as early as possible.

Evaluation & Assessment: (§303.321) The evaluation must be timely, comprehensive and multidisciplinary and it must include a family directed identification of needs of each child’s family to appropriately assist in the development of the child. In addition to identifying the child’s developmental level of functioning, with the family’s approval, a family assessment may be performed to determine their resources, priorities and concerns.

Individualized Family Service Plan: (§§303.20, §§303.340 through 343.345) The IFSP is the essential element in the establishment of eligibility and provision of services. This document is an agreement with the family and all providers that spell out the services/ supports, frequency, location and the individuals responsible for assisting with the child and family outcomes and goals and must be revised every 6 months or more frequently if conditions warrant or at the family request.



Availability of Early Intervention Services: (§303.112) Each state must have a policy that ensures that appropriate early intervention services are based on scientifically based research (defined in §303.32) to the extent practicable to all infants and toddlers with disabilities and their families including Indian infants and toddlers residing on a reservation within the state and infants and toddlers with disabilities who are homeless.

Natural Environments: (§303.26, §303.344) Each state must have policies that ensure that early intervention services must be provided to the maximum extent appropriate in natural environments (defined in §303.26) and only in other settings when the services cannot be satisfactorily achieved.

Reimbursement Procedures: (§303.511) Each state must include procedures for securing the timely reimbursement of funds.

Personnel System: The system includes a Comprehensive System of Personnel Development (CSPD) (§303.118) which includes the training of paraprofessionals and the training of primary referral sources and Personnel Standards (§303.119). There must be an assurance that personnel providing early intervention services are qualified (defined in §303.31) and appropriately trained based on the establishment and maintenance of qualification standards to understand the child's unique needs and are capable of supporting the family.

Procedural Safeguards: (§§ 303.400 –303.449.) The lead agency has responsibilities for ensuring that, each child and family are afforded certain legal rights pertaining to confidentiality, prior notice and consent, due process and access to services. These rights must be recognized and adhered to by each participating agency that is involved in the provision of early intervention services.

Supervision & Monitoring: (§303.700) The state lead agency must monitor programs, make determinations annually, report performance publicly, enforce any obligations of Part C, provide technical assistance and correct noncompliance.

State Complaint Procedures: (§§ 303.430 through §303.433) Establish written procedures to resolve complaints, widely disseminate the procedures to parents and other interested individuals and establish remedies for denial of appropriate services.

State Interagency Coordinating Council: (§303.125, §§303.600-605) Each state must have a State Interagency Coordinating Council that meets the requirements of Subpart G.

Interagency Agreements: (§303.120(f)) The state must have formal interagency agreements or other written methods with participants in the early intervention system that, at a minimum, establishes financial responsibilities consistent with §303.511 and has procedures for resolving disputes and for meaningful cooperation and coordination related to the use of funds and payor of last resort. Additional components may be added.

Policy for Contracting or Otherwise Providing Services: (§303.121) Each system must include a policy pertaining to the contracting or making arrangements to provide

early intervention services in the State that includes a requirement that all early intervention services must meet state standards and must be consistent with the Education Department General Administration Regulations (EDGAR) found in 34 CFR part 80.

Data Collection: (§303.701(c)) Each State must collect valid and reliable information related to their established state performance plan and report the data to the Secretary of Education annually.



WHAT ARE PART C SERVICES, WHERE ARE THEY PROVIDED, AND WHO CAN PROVIDE THEM?

The term early intervention services, defined in 34 CFR §303.13, means developmental services that are:

- Provided under public supervision;
- Selected in collaboration with the parents;
- Provided at no cost except where Federal or State law provides for a system of payments by families, including a schedule of sliding fees;
- Designed to meet the developmental needs of an infant or toddler with a disability, as identified by the Individualized Family Service Plan (IFSP) team in one or more of the following areas: physical development, communication development, social or emotional development or adaptive development;
- In alignment with the standards of the state;
- Provided by qualified personnel;
- Provided in natural environments to the maximum extent appropriate; and
- In conformity with the child’s IFSP.



TYPES OF SERVICES

There are specified early intervention services that the state system must make available. The types of early intervention services include but are not limited to: assistive technology; audiology services; family training; counseling and home visits; health services; medical services; nursing services; nutrition services; occupational therapy; physical therapy; screening, evaluation and assessment; psychological services; service coordination; social work; special instruction; speech-language pathology; transportation; and vision services. The specific services an eligible child and family receive are based upon the identified needs and are determined by the IFSP team which includes the family. A description of what these services entail is found at §303.13(b) in the regulations. In addition to these services, the state may provide additional services (for example respite care), if the services meet the criteria listed in §303.13(a).



NATURAL ENVIRONMENTS

Early intervention services must be provided, to the maximum extent appropriate, in natural environments. This means settings (locations) that are natural or typical for a same-aged infant or toddler without a disability and may include the home and/or other community settings. If the IFSP team determines that the child’s services can NOT be appropriately provided in a natural environment, the IFSP must include a justification statement consistent with §303.344(d)(1)(ii)(B).

QUALIFIED PERSONNEL

The state must assure that all personnel who provide any of the early intervention services are “qualified”. Qualifications are set by state policy either through acceptance of professional licensing or certifications (PT, teacher, etc.) or, for positions without existing standards (e.g. service coordinator, special instruction provider), by establishing new qualifications. In addition to providing services directly to children and their families, when appropriate, other roles of all service providers are listed in the regulations and include such things as consulting with parents and other service providers, training parents and others in the provision of services, participating in the multidisciplinary team assessment and in developing goals and outcomes for the IFSP.



WHAT ARE THE FISCAL OBLIGATIONS FOR THE PART C LEAD AGENCY?

The Secretary of Education awards financial grants to States to assist each state to maintain and implement a statewide comprehensive, coordinated, multidisciplinary, interagency system to provide early intervention services for infants and toddlers with disabilities and their families. The funds may be used for direct services that are not otherwise provided from other public or private sources, to expand or improve on services that are otherwise available, to strengthen the statewide system, initiating, expanding or improving collaborative efforts related to at-risk infants and toddlers including establishing linkages for the purpose of identifying and evaluating at-risk infants and toddlers; making referrals and conducting periodic follow-up on each referral to determine the status of the infant and toddler.



States are required to assure the following in their annual Part C Grant Application as it relates to the fiscal management requirements:

- The control of funds provided and title to property acquired with Federal Part C funds will be in a public agency for the uses and purposes provided (Authority: 20 U.S.C. 1437(b)(3), 34 CFR §303.225)
- Prohibition against comingling (depositing or recording funds in a general account without the ability to identify each specific source of funds for any expenditure) Federal funds with State funds (Authority: 20 U.S.C. 1437(b)(5)(A), 34 CFR §303.225)
- Prohibition against supplanting (replacing state, local, or agency funds with federal funds). Federal funds made available for the purpose of supplementing the level of State and local funds expended for eligible children and families; the total amount of State and local funds budgeted for expenditures in the fiscal year must be at least equal to the total amount of State and local funds in the year preceding for which information is available (Authority: 20 U.S.C. 1437(b)(5)(B), 34 CFR §303.225.) This is often referred to as maintenance of effort.
- Fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of Federal funds paid (Authority: 20 U.S.C. 1437(b)(6), 303.226.)



- Payor of last resort must be assured as it relates to non-substitution of funds and non-reduction of other benefits (Authority: 20 U.S.C. 1437(b)(2), 34 CFR §303.510 (a)(c))
- Assure that funds are obligated and liquidated in a timely manner in accordance with the Federal funding cycle.

Specific early intervention services must be provided to the family at public expense, including child find, evaluation and assessment, service coordination, administrative and coordinative activities related to development, review and evaluation of IFSPs and implementation of the procedural safeguards. For all other required Part C services, Federal law allows a system of payments by families, including the use of private insurance and a schedule of sliding fees. States must have a description of the system of payments on file if using one or more of the following methods of payment for required EI services: sliding-fee scale; family fee; public or private insurance; any other method that requires parents to utilize their benefits or resources.



WHO CAN HELP THE PART C LEAD AGENCY?

There are many organizations that are available to support states as they work on behalf of the eligible infants and toddlers and their families in the State. The organizations listed below work primarily with the lead agency staff. They provide a personal contact, websites, information, and technical assistance opportunities such as meetings, conference calls, and specially designed one-on-one assistance. While the specific focus and functions may be different in each organization, they are each an important source of help and assistance. There is a strong effort to coordinate these resources, so every State receives the support it needs without duplication and confusion.



THE OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

<https://www2.ed.gov/about/offices/list/osers/osep/index.html>

The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts. The *Individuals with Disabilities Education Act (IDEA)* authorizes formula grants to states, and discretionary grants to institutions of higher education and other non-profit organizations to support research, demonstrations, technical assistance and dissemination, technology and personnel development and parent-training and information centers. Each state has an individual assigned by OSEP who serves primary point of contact. In addition to the primary contact, there are other OSEP personnel who have expertise in various areas who serve as a team assigned to support the state in implementing the statute and regulations for the Part C program.

OSEP CONTACT INFORMATION FOR EACH STATE IS AVAILABLE AT:
<https://www2.ed.gov/policy/speced/guid/idea/monitor/state-contact-list.htm>



THE IDEA INFANT AND TODDLER COORDINATORS ASSOCIATION (ITCA)

<http://www.ideainfanttoddler.org>

ITCA is a membership organization that was established to promote mutual assistance, cooperation, and exchange of information and ideas in the administration of Part C and provide support to Part C coordinators in the 56 states and jurisdictions. To this end, the Association is committed to:

- Identify and represent the interests of state early intervention programs at the national level;
- Develop and recommend models, standards, policies and programs that promote quality services; and
- Strengthen current leadership and foster new leadership at the local, state/territory and national level.

The ITCA facilitates the New Coordinator Orientation and provides mentors for new Part C coordinators upon request. The ITCA also conducts surveys, topical calls for members and has several active task forces.

OSEP FUNDED EARLY CHILDHOOD TECHNICAL ASSISTANCE CENTERS

- **The Center for IDEA Early Childhood Data Systems (DaSy)**

<http://dasycenter.org>

DaSy provides technical assistance (TA) and resources to state agencies to assist with the development or enhancement of data systems for Part C early intervention and Part B/619 preschool special education programs. The DaSy Center collaborates with other projects to leverage what is known and generate new ideas and products to help state agencies create and expand early childhood cross-agency and longitudinal data systems that include the Part C and Part B/619 preschool data states need to collect, analyze, and report high-quality data as required under IDEA.

- **The Early Childhood Personnel Center (ECPC)**

<https://ecpcta.org>

The purpose of the Early Childhood Personnel TA Center is to facilitate the implementation of integrated and comprehensive early childhood systems of personnel development (CSPD) for all disciplines serving infants and young children with disabilities. The ECPC will also increase the knowledge, skills and competencies of State IDEA Part C and 619 administrators and early childhood Institutes of Higher Education (IHE) faculty, doctoral students, other professional development staff and

families to improve outcomes for young children with disabilities and their families through a continuum of technical assistance.

- **The Early Childhood Technical Assistance Center (ECTA)**

<http://ectacenter.org>

The purpose of ECTA Center is to increase the capacity of State Early Intervention and Preschool Special Education Coordinators and Programs so that states implement high-quality systems and deliver high-quality services to young children with disabilities and their families. The TA Center will assist state leaders in building more effective and sustainable state systems that provide high-quality services and inclusive learning opportunities that improve outcomes for young children with disabilities and their families.

- **IDEA Data Center (IDC)**

<https://ideadata.org>

The IDEA Data Center is funded to provide technical assistance to build capacity within states for collecting, reporting, analyzing and using high quality IDEA data.

- **The National Center for Pyramid Model Innovations (NCPMI)**

<http://challengingbehavior.fmhi.usf.edu/>

NCPMI is funded by the Office of Special Education Programs to improve and support the capacity of state systems and local programs to implement an early childhood multi-tiered system of support to improve the social, emotional, and behavioral outcomes of young children with, and at risk for, developmental disabilities or delays.

- **National Center for Systemic Improvement (NCSI)**

<https://www.wested.org/project/national-center-for-systemic-improvement/>

NCSI helps states transform their systems to improve outcomes for infants, toddlers, children and youth with disabilities. NCSI provides states with technical assistance to support their school districts and local early intervention service programs in improving education results and functional outcomes for children with disabilities. NCSI plays a major role in helping states achieve a national vision of Results-Driven Accountability for special education and early intervention programs.



HOW IS PART C IMPLEMENTED IN YOUR STATE?

The intent of IDEA as originally crafted by Congress was to establish an interagency, coordinated system of resources, supports, and services to develop and maintain a coordinated infrastructure. Given the unique nature of Part C, each state lead agency is charged to facilitate the coordination of necessary services to children and families. Toward that end, there are a variety of approaches that state lead agencies have taken to ensure that the Congressional intent is supported.



Much of the administration and enforcement of compliance with federal statute and regulation is outlined in state statute, code, or regulation and guidance is provided in policies, procedures and/or provider manuals. Federal regulation allows for enforcement in “other appropriate written materials” such as inter- and intra- agency agreements and gives states latitude in deciding at what level of enforcement and monitoring is consistent with each state’s processes for ensuring compliance with federal requirements.

STATE INTERAGENCY COORDINATING COUNCIL

Each state is required to have an interagency coordinating council as described in §§303.600-303.605(Subpart G) of the regulations. The Council is appointed by the governor and membership requirements (composition) of the council, meeting requirements and management authority are spelled out in §303.601. The major purpose of the council is to advise and assist the lead agency in the effective implementation of the statewide system. Specific functions are listed in the regulations at §303.604 and include such tasks as:

- Advising and assisting the lead agency in the development and implementation of policies;
- Assisting the lead agency in achieving full participation, coordination and cooperation of all appropriate public agencies;
- Seeking information from service providers, parents and others about federal, state or local policies that impeded timely service delivery;
- Identification of fiscal and other supports for services and assignment of fiscal responsibilities to appropriate agencies;
- Promotion of Interagency agreements;
- Advising the State education agency regarding transition for children at age three; and



- Assisting in the preparation of required reports to the Secretary of Education and State Governor.

STATE LEVEL COMMITTEES, WORKGROUPS, TASK FORCES FOR EARLY CARE, DEVELOPMENT AND EDUCATION

Because of the interagency nature of Part C, lead agency staff are often asked to participate in many state level collaborative activities designed to enhance the statewide system of services for all young children and families. The participation of staff in these collaborative efforts is extremely important. Specifically noted in the §303.605 is collaboration with the State Advisory Council on Early Education and Care, Race to the Top and state wide Maternal Infant Early Childhood Home Visiting (MIECHV) programs.



WHAT ARE ACRONYMS FREQUENTLY USED BY PART C?

The intent of IDEA, as originally crafted by Congress, was to establish an interagency, coordinated system of resources, supports, and services to meet the identified needs of infants and toddlers with special needs. Because of the interagency nature, there are many terms that are unique to the different participating agencies and programs. The following are acronyms that are frequently utilized by Part C.



ACRONYM LISTING
616 - IDEA Part C Section 616 Monitoring, Technical Assistance, and Enforcement
618 - IDEA Part C Section 618 Program Information
619 - IDEA Part B Section 619 Special Education Preschool Grants
AAP - American Academy of Pediatrics
ABA - Applied Behavioral Analysis
ACF - Administration for Children and Families (HHS)
ADA - Americans with Disabilities Act
AMCHP - Association of Maternal and Child Health Programs
APR - Annual Performance Report
ASD - Autism Spectrum Disorders
ASL - American Sign Language
AT - Assistive Technology
AU - Administrative Unit
AUCD - Association of University Centers on Disabilities
AUSID - Administrative Unit Student ID
BIE - Bureau of Indian Education (U.S)
BOCES - Board of Cooperative Educational Services
BOCS - Board of Cooperative Services
CADRE - Consortium for Appropriate Dispute Resolution in Special Education
CAP - Corrective Action Plan
CAPTA - Child Abuse Prevention & Treatment Act
CART - Computer Access Realtime Translation
CC - Closed Captioning
CCAP - Child Care Assistance Program
CDC - Center for Disease Control and Prevention
CEC - Council for Exceptional Children
CFR - Code of Federal Regulations



ACRONYM LISTING

CHIP - Children's Health Insurance Program
CHP+- Child Health Plan Plus
CIFR - Center for IDEA Fiscal Reporting
CMS - Centers for Medicare and Medicaid Services (HHS)
COP - Communities of Practice
COS – Child Outcomes Summary
CPIR - Center for Parent Information and Resources
CPRC - Community Parent Resource Center
CSHCN - Children with Special Health Care Needs
CSEFEL - Center on the Social and Emotional Foundation for Early Learning
CSLC – Cross-State Learning Collaborative
CSPD - Comprehensive System of Personnel Development
DAP - Developmentally Appropriate Practice
DaSy - The Center for IDEA Early Childhood Data Systems
DD - Developmental Disabilities
DEC - Division of Early Childhood
DLL - Dual Language Learner
DS - Developmental Specialist
EBP - Evidenced-Based Practice
ECE - Early Childhood Education
ECCE - Early Childhood Care and Education
ECEA - Exceptional Children's Educational Act
ECIDS - Early Childhood Integrated Data System
ECPC – Early Childhood Personnel Center
ECSE - Early Childhood Special Education
ECTA - The Early Childhood Technical Assistance Center
ED - United States Department of Education
EDFacts - Data initiative of the U.S. Department of Education (ED)
EDGAR - Education Department General Administrative Regulations
EEPCD - Early Education Program for Children with Disabilities
EHDI - Early Hearing Detection and Intervention Program
EHS - Early Head Start
EI - Early Intervention
ELDG – Early Learning and Development Guidelines
EMAPS - EDFacts Metadata and Process System
EPSDT - Early and Periodic Screening, Diagnosis and Treatment
ERIC - Education Resources Information Center
ESEA (NCLB) - <i>Elementary and Secondary Education Act (No Child Left Behind)</i>



ACRONYM LISTING
ESL - English as a second language
ESS - ED <i>Facts</i> Submission System
ESSA - <i>Every Student Succeeds Act</i>
FAPE - Free Appropriate Public Education
FASD - Fetal Alcohol Syndrome Disorder
FBA - Functional Behavioral Assessment
FERPA - Family Educational Rights and Privacy Act
Flexibility Waivers - ESEA Waivers
FOIA - Freedom of Information Act
FTE - Full Time Equivalency
GAO - U.S. General Accountability Office
Got Transition - National Program for all Transitions
GRPA - Government Performance and Results Act
GRADS360 - OSEP GRADS360° website
HCP - Health Care Program for Children with Special Needs
HHS - U.S. Department of Health and Human Services
HIPAA – Health Insurance Portability and Accountability Act
HS - Head Start
HSQIC - Head Start Quality Improvement Center
HUD - Housing and Urban Development
ICC - Interagency Coordinating Council
ID – Intellectual Disability
IDC – IDEA Data Center
IDEA - Individuals with Disabilities Education Act
IEE - Individualized Educational Evaluation
IEP - Individualized Education Plan
IFSP - Individualized Family Service Plan
IHE - Institute of Higher Education
IPS - Individualized Planning Sessions
ITCA - IDEA Infant and Toddler Coordinators Association
LA - Lead Agency
LEA - Local Education Agency
LEND - Leadership in Neurodevelopment and Related Disabilities
LICC - Local Interagency Coordinating Council
Local EI Program - Local Early Intervention Program
LRE - Least Restrictive Environment
MCH - Maternal and Child Health
MEISR - Measurement of Engagement, Independence & Social Relationships



ACRONYM LISTING

MMIS - Medicaid Management Information System

MOE - Maintenance of Effort

MOU - Memorandum of Understanding

MSIP - OSEP Monitoring and State Improvement Planning Division

MTSS - Multi-Tier System of Support

NAEYC - National Association for the Education of Young Children

NASBE - National Association of State Boards of Education

NASDSE - National Association of State Directors of Special Education

NCES - National Center for Education Statistics

NCHAM - National Center for Hearing Assessment and Management

NCLB - No Child Left Behind Act (Elementary and Secondary Education Act, reauthorized in 2015 as ESSA, Every Student Succeeds Act)

NCSI – National Center for Systemic Improvement

NEELS - National Early Childhood Intervention Longitudinal Study

NICU - Neonatal Intensive Care Unit

NIDRR - National Institute of Disabilities and Rehabilitation Research (OSERS)

NIEER - National Institute for Early Education Research

NIH - National Institutes of Health

NPRM - Notice of Proposed Rule Making

OCC - Office of Child Care (HHS)

OCR - Office of Civil Rights

OHS - Office of Head Start (HHS)

OMB - Office of Management and Budget

OSEP - Office of Special Education Programs

OSERS - Office of Special Education and Rehabilitative Services

OT - Occupational Therapist

Part B - IDEA ages 3 through 21

Part C - IDEA ages birth through 2

PBIS - Postive Behavioral Interventions and Supports

PCA - Personal Care Attendant

PD - Professional Development

PII - Personally Identifiable Information

PPOR - Per Pupil Operating Revenue

PT - Physical Therapist

PTAC - Privacy Technical Assistance Center

PTACs - Parent Technical Assistance Centers

PTI - Parent Training and Information Center

QRIS - Quality Rating & Improvement System



ACRONYM LISTING	
R & R	- Resource and Referral
RBEI	– Routines Based Early Intervention
RBI	– Routines Based Interview – family assessment tool
RDA	- Results-Driven Accountability
RFP	- Request for Proposal
RTI	- Response to Intervention
RTP	- OSEP Research to Practice Division
RTT	- Race to the Top Fund
RTT-ELC	- Race to the Top-Early Learning Challenge Program
§	- This symbol means “Section” as in “§ 300.7 Child with a disability” in the IDEA regulations
SASID	– State Assigned Student ID
SC	- Service Coordinator
SCHIP	- State Children’s Health Insurance Program
Section 504	- Section 504 of the Rehabilitation Act
SEA	- State Education Agency
SEAC	- Special Education Advisory Committee
SICC	- State Interagency Coordinating Council
SIG	- State Improvement Grant
SiMR	– State-identified Measurable Result
SIMR	- State Identified Measurable Result
SIP	- State Improvement Plan
SLDS	- Statewide Longitudinal Data Systems
SLP	- Speech and Language Therapist
SPDG	- State Personnel Development Grant
SPP	– State Performance Plan
SPP/APR	- State Performance Plan/Annual Performance Report
SPRANS	- Special Projects of Regional and National Significance (MCHB)
SSDI	- Social Security Disability Income
SSI	- Supplemental Security Income
SSIP	– State Systemic Improvement Plan
SSIP	- State Systemic Improvement Plan
STOMP	- Specialized Training of Military Parents
TA	- Technical Assistance
TA & D	- Technical Assistance and Dissemination Network funded by the Office of Special Education Programs (OSEP)
TANF	- Temporary Assistance for Needy Families
TDD/TTY	- Telecommunications Device for the Deaf/Te;etype



ACRONYM LISTING

UCEDD - University Center for Excellence in Developmental Disabilities

WIC -Women, Infants and Children (Special Supplemental Food Program)

ZTT - Zero to Three Organization

