

Part C SPP Indicator C3

Draft Example for a State that changed their approach during 2006-2007 and therefore needs to describe their new approach and any relevant history

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator:

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

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication);
and
- C. Use of appropriate behaviors to meet their needs.

Measurement: [as stated by OSEP]

Overview of Issue/Description of System or Process:

Both the Part C early intervention program and the Part B preschool program are collaborating in the development of a common process for measuring progress on child outcomes. In February 2006, an updated plan was submitted describing how both agencies would jointly gather child outcome data in order to report to OSEP through the APR/SPP process. Additional changes have been made as the state has gathered input from administrators and providers within the state as well as national researchers and TA providers. A summary of the background and current approach for measuring child outcomes are presented below, followed by the progress data for 2006-2007.

Background

In February 2007, the state reported pilot entry data based on a sample of eligible infants/toddlers and preschoolers entering the early intervention program in 2005-2006. The sampling plan used a stratified random sampling of eligible children who have been enrolled in the Part C and Part B Preschool early intervention programs for at least six months. The entry data was derived from a larger child outcome research study conducted by University researchers. The study evaluated child outcome data from a representative sample of infants, toddlers and preschoolers in six different geographic areas, including both rural and urban populations. The entry status data point was based on information gathered at the initial evaluation for eligibility to the Part C or Part B Preschool early intervention program. Using a statistical process based on the actual scores of child assessment tools, the entry data was mapped to the 7 point Child Outcome Summary Form (COSF) developed by the Early Childhood Outcome Center with 'comparable to same aged peers' as a 6 or 7.

During the 2006-2007 year, the State collected the progress data for infants and toddlers in the sample with entry data who exited the Part C program in 2005-2006 or 2006-2007 after receiving at least 6 consecutive months of service. The data was collect using the 7 point COSF by the IFSP team within 60 days of the child's exit from early intervention (or through a review of the child's records for children who had already exited the program before they were identified). Teams reviewed a variety of data sources to determine the child's status on the 7 point scale, including one of seven tools on the state list of 'approved

assessments' for use with the COSF. All entry and exit data were entered into a statewide database for analysis and reporting to OSEP in the APR due 2008.

Also during the 2006-2007 year, the State began implementation of a new approach for gathering both entry and progress data. Beginning July 1, 2007, a COSF is completed by a team of professionals for each child entering early intervention. Teams are required to use a variety of data sources including either the Work Sampling System for Preschool or the Ounce Scale for Infants/Toddlers (this differs from the previous COSF approach where local programs could choose from a list of approved instruments).

Details about the new approach are described below.

New Approach

Policies and procedures to guide outcome assessment and measurement practices

- All infants and toddlers who have had at least 6 months of consecutive service and are exiting the early intervention system will have exit data collected. The exit data point for each child will be gathered no more than 60 days prior to the child's exit from the early intervention program.
- Exit data will be collected when the infant or toddler exits the early intervention program for one of the following reasons: (a) The child is no longer eligible for early intervention because the child no longer meets eligibility criteria; (b) It is anticipated that the child will move out-of-state; or (c) The child will transition from the infant/toddler program at age three years to community or Part B Preschool services.

Measurement strategies to collect data

- Who will be included in the measurement, i.e. what population of children? All infants and toddlers who enter the early intervention system on or after July 1, 2007 will have entry data collected.
- What assessment/measurement tool(s) and/or other data sources will be used? The child's IFSP team including the child's family will use a variety of data sources to make a determination of the child's performance level. The child's performance will be scored using the 7-point Child Outcome Summary Form (COSF) developed by the Early Childhood Outcome Center. All teams will have standard information on the child's performance gathered through the use of Work Sampling System (preschool) or the Ounce Scale (infant/toddler).
- What data will be reported to the state, and how will the data be transmitted? On an ongoing basis (as children enter and exit the program), local programs will enter the COSF data into the online statewide database.
- What data analysis methods will be used to determine the progress categories? The statewide database has been programmed using the ECO Center algorithms to calculate the child progress.
- What criteria will be used to determine whether a child's functioning was "comparable to same aged peers"? We will be adopting the ECO Center definition for "comparable to same-aged peers", a child who has been scored as a 6 or 7 on the COSF.

Provision of training and technical assistance supports to administrators and service providers in outcome data collection, reporting, and use

- In 2007-2008, personnel will be provided opportunities to attend training on the use of the Work Sampling System and the Ounce Scale.
- Two statewide conference calls are scheduled for November 2007 and February 2008 to train programs on the use of the online program for collecting outcomes data.
- Ongoing TA will be provided as local administrators and providers implement the child outcomes data collection, including quarterly conference calls to problem-solve around specific issues that arise.

Quality assurance and monitoring procedures to ensure the accuracy and completeness of the outcome data

Several procedures are planned to ensure the accuracy and completeness of the child outcomes data, including:

- The State office will program the online data system in ways that reduce errors and omissions in data entry,
- The State office will support local administrators in reviewing a random sample of COSFs for quality and completeness, and
- The State office will analyze data summaries in a variety of ways including by local/regional program to identify possible errors in the data.

Baseline Data:

This is NOT baseline data. Progress data reported in 2010 will be considered baseline data. The first year of progress data for children exiting in 2006-2007 is presented in the tables below.

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of infants and toddlers who did not improve functioning	15	5
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	105	35
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	45	15
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	45	15
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	90	30
Total	N= 300	100%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of infants and toddlers who did not improve functioning	15	5
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	105	35
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged	90	30

peers but did not reach		
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	60	20
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	30	10
Total	N= 300	100%

C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of infants and toddlers who did not improve functioning	15	5
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	120	40
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	60	20
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	45	15
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	60	20
Total	N= 300	100%

Discussion of Baseline Data:

Progress data reported in 2010 will be considered baseline data.

As was stated above, the State collected progress data for infants and toddlers based on a the sample of children with pilot entry data who exited the Part C program in 2005-2006 or 2006-2007 after receiving at least 6 consecutive months of service. The data was collect using the 7 point COSF by the IFSP/IEP team within 60 days of the child's exit from early intervention (or through a review of the child's records for children who had already exited the program before they were identified). Teams reviewed a variety of data sources to determine the child's status on the 7 point scale, including one of seven tools on the state list of 'approved assessments' for use with the COSF. All entry and exit data were entered into a statewide database for analysis and reporting. Future data will be collected using the new approach described above.

Progress data was available for 300 children this year, however, the proportions of children in the progress categories may not be representative of children participating in the program. The length of time the children in the report participated in services ranged from 6 to 13 months, and most of the children in this data set entered services as late two or three year-olds. Most of the children who have entry data entered the program younger than age 2 and are still participating in the program. (They will not have exit

data until next year or the following year.) Also, the pilot data presented above is less than half the total number of children (approximately 700) exiting the program this year. Under the new approach, the State plans to report on all children (census data) who exit the program in a given year. Beginning July 1, 2007, a COSF is completed by a team of professionals for each child entering early intervention.

Measurable and rigorous Target:

Targets will be set in 2010.

Improvement Activities/Timelines/Resources:

As a result of quality assurance activities, a new Improvement Activity was developed.

Activity	Timelines	Resources
If your state is starting a new approach, you should summarize upcoming key improvement activities (e.g. training, TA and QA activities) here with information about timelines and resources.		