Back-to-Basics on Part C Child and Family Outcomes— What You Need to Know About Indicators C3 and C4

August 24, 2017

Debbie Cate
Vera Stroup-Rentier
Tony Ruggiero
Siobhan Colgan

Webinar Logistics

- All lines muted

- Questions and answers via chat

- Accessing slides and recording on IDC website

  - Events module
  - IDC calendar for August 2017
  - Or type "Back-to-Basics" in the search box

Participant Outcomes

Participants will:

- Have a better understanding of Indicator C3 and Indicator C4 requirements to ensure high-quality data for State Performance Plan/Annual Performance Report (SPP/APR) reporting

- Increase knowledge about available resources and supports for understanding and reporting Indicator C3 and Indicator C4 data

Using Outcomes Data

Office of Special Education Program (OSEP), states and local programs use data to:

- Support the effectiveness of Part C services;

- Support systems and program improvements

- Support Results Driven Accountability (RDA)
  - Indicator C11 (State Systemic Improvement Plan, [SSIP])
  - Determinations

Indicator C3
Child Outcomes

C3: Child Outcomes Agenda

- Requirements of the Indicator
- Data Sources and Methodologies
- Challenges/Solutions
- Resources

Requirements

Part C Indicator 3

Percent of infants and toddlers with individualized family service plans (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)

Reporting Requirements

States must

- select and describe data source(s);

- list instruments and procedures used;

- compare results to targets;

- provide criteria for defining "comparable to same-aged peers"; and

- report on at-risk infants and toddlers, if applicable.

Data Sources and Methodology

Collecting Child-Level Data

- States collect child-level data at entry and exit from the program.

- States use a variety of processes and tools:
  - Child Outcomes Summary Process
  - One tool statewide
  - Publisher tools

- States report data for infants and toddlers receiving services for 6 months or more.

State Approaches to Measurement

State Approaches to Child Outcomes Measurement
Part C APR Indicator 3: FFY 2014 (2014-2015)

Legend:
- Child Outcomes Summary Process
- Publishers' on-line systems
- One tool statewide
- Other
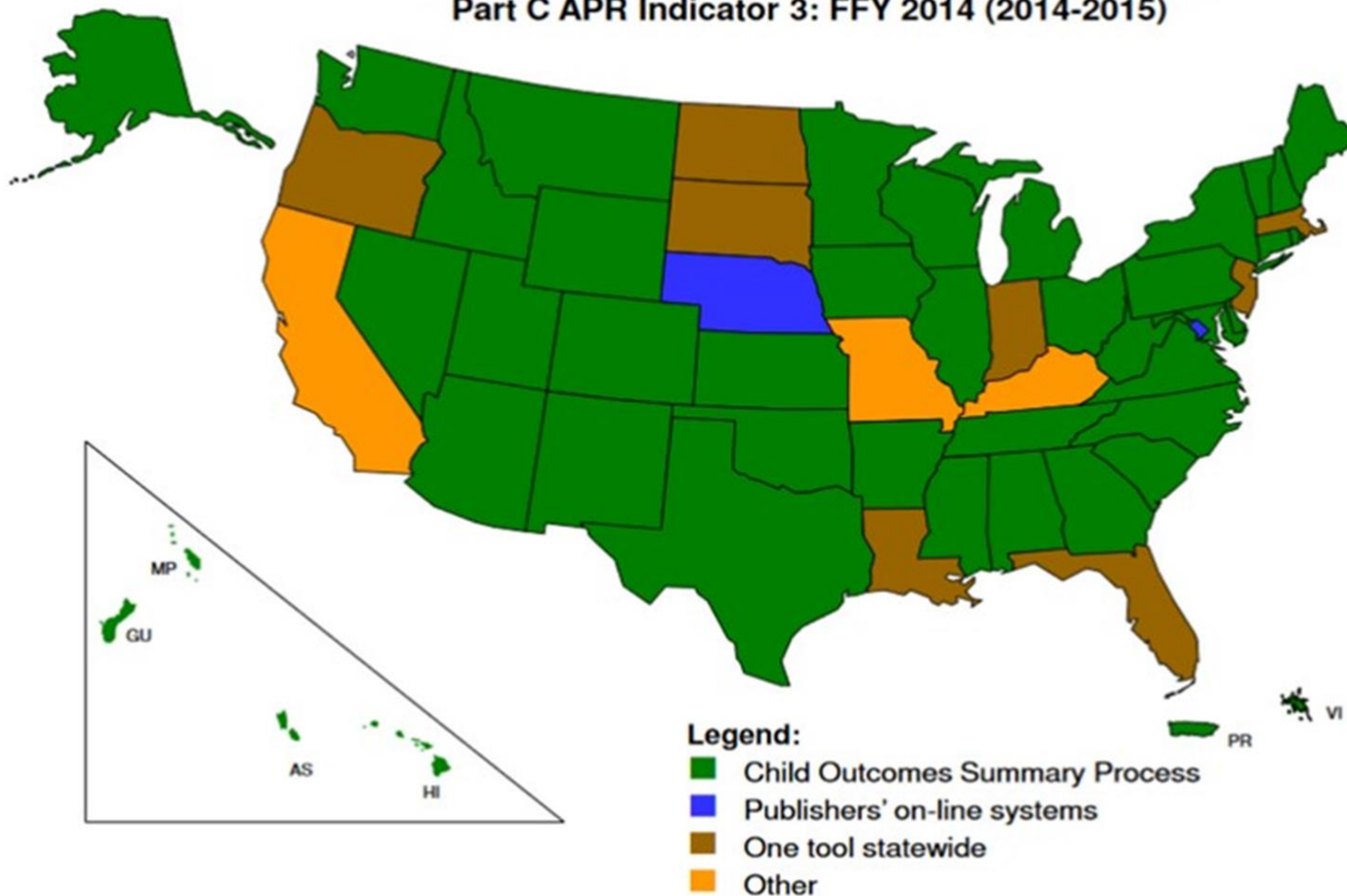
ECTA-DaSy Child Outcomes State Approaches

Progress Categories to Summary Statements

- States compare the change between entry and exit ratings to determine progress categories.

- States use the numbers of children in each progress category to calculate the two summary statements.

Five Progress Categories

Percent of infants and toddlers who

a. did not improve functioning;

b. improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers;

c. improved functioning to a level nearer to same-aged peers but did not reach it;

d. improved functioning to reach a level comparable to same-aged peers; and

e. maintained functioning at a level comparable to same-aged peers.

Reporting Summary Statements

- States calculate progress data into summary statements.

- States compare data against six targets—two summary statements for each of the three outcomes (Social-Emotional, Knowledge and Skills, and Behaviors Meeting Needs).

- States provide the actual numbers and percentages for the five reporting categories for each of the three outcomes.

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.

- Calculation

  ✓ Number of children in progress categories:

  (c + d) divided by (a + b + c + 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.

- Calculation

  - ✓ Number of children in progress categories: (d + e) divided by (a + b + c + d + e) times 100

Test Your Knowledge!

Which of the following statements is true?

A. States report two summary statements for each of the three child outcomes: Social-Emotional, Knowledge and Skills, and Behaviors Meeting Needs.

B. States use comparison of entry and exit data to calculate progress categories.

C. States analyze and use outcomes data for systems and program improvement.

D. All of the above.

Test Your Knowledge!

Which of the following statements is true?

A. States report two summary statements for each of the three child outcomes: Social-Emotional, Knowledge and Skills, and Behaviors Meeting Needs.

B. States us comparison of entry and exit data ~~are used~~ to calculate progress categories.

C. States analyze and use data for systems and program improvement.

D. *All of the above.*

Data Quality Challenges and Solutions

Data Quality Challenges

States ensure programs and providers

- understand the child outcomes process;

- implement the state's collection and reporting practices with fidelity (Child Outcome Summary (COS) process, Assessment, Evaluation, and Programming System (AEPS), Battelle Developmental Inventory (BDI), etc.);

- identify missing data; and

- address data errors.

C3: Challenges and Solutions

Challenges	Solutions
1. Programs and providers do not all understand the child outcomes process	• Professional development (new staff, ongoing, refresher) • Build a culture of using data
2. Collecting data with fidelity	• Develop clear policies and guidance • Professional development • Monitoring implementation
3. Missing data and data errors - During data collection - During data entry - During analyses	• Develop data systems to monitor data quality • Document data processes • Develop policies and procedures that support data quality checks (all phases)

Resources

Child Outcomes Data Resources

Resources below for all states found at:
http://ectacenter.org/eco/pages/summary.asp

Excel tools:

- Summary Statement Calculator
- Longitudinal Summary Graphing Template
- Meaningful Differences Calculator

Resources for states using the COS process:

- COS Ratings to the OSEP Reporting Categories Calculator
- Pattern Checking Table
- ENHANCE

Indicator C4
Family Outcomes

C4: Family Outcomes Agenda

- Requirements of the Indicator
- Data Sources and Methodologies
- Challenges/Solutions
- Resources

Part C Indicator 4

The percentage of families of children with delays or disabilities who received services under the *Individuals with Disabilities Education Act* (IDEA) who reported that early intervention had helped them:

    A. know their rights;

    B. effectively communicate their children's needs; and

    C. help their child develop and learn.

Requirements

Requirements of the Indicator

- Sampling is allowed.
  - When states use sampling, they must submit to OSEP a description of the sampling methodology outlining how the design will yield valid and reliable
  - States must describe the results of the calculations.
- States must compare results to the target.

Requirements of the Indicator (cont.)

- States must describe how they have ensured that data are valid and reliable.

    - How do data represent the demographics of the state?

- States must provide the actual numbers they used in the calculation.

- States must submit a copy of revised or new surveys with the SPP/APR.

Calculation

From OSEP Measurement Table:

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.
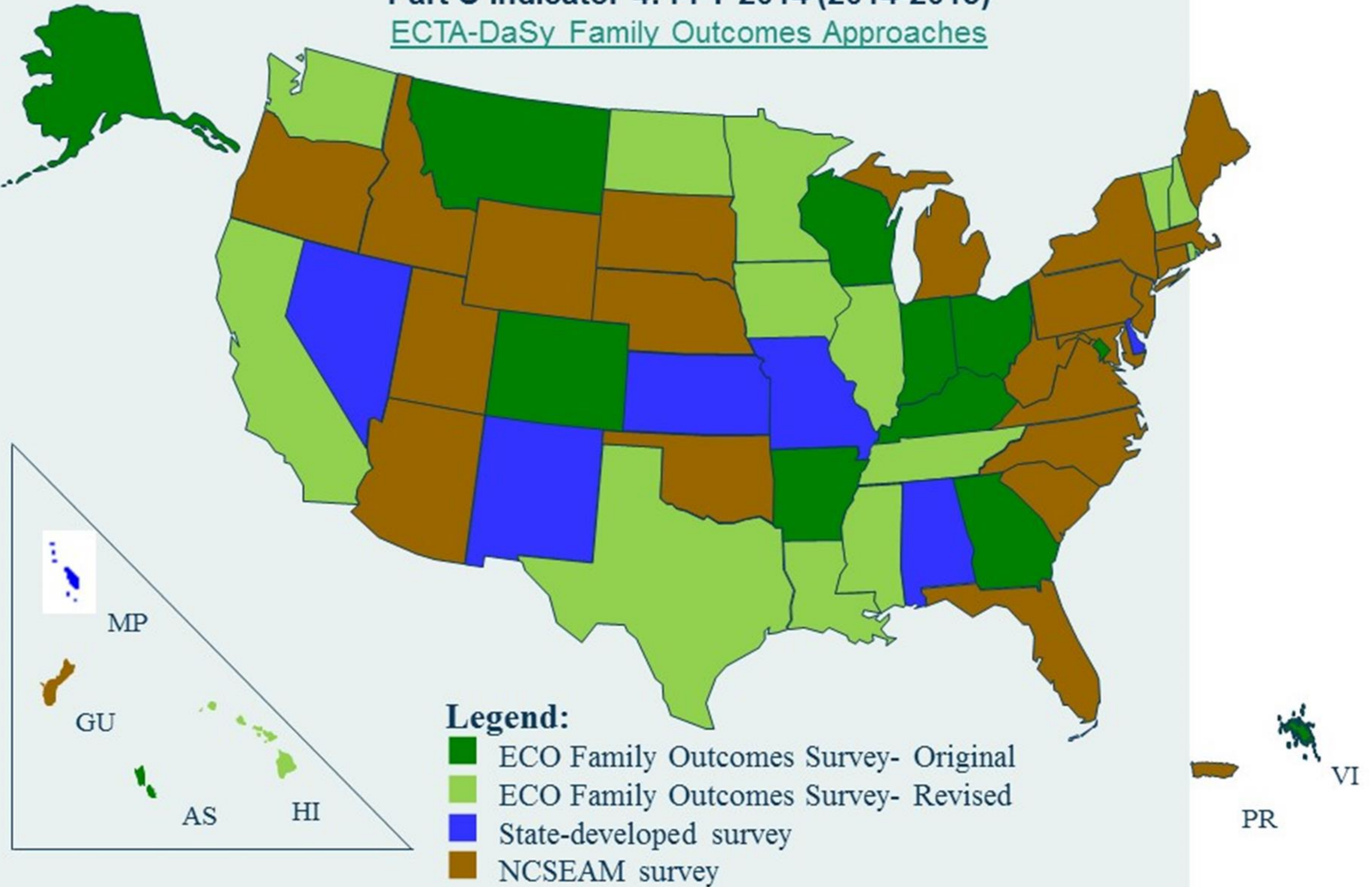
Calculation (cont.)

From OSEP Measurement Table:

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.

Calculation (cont.)

From OSEP Measurement Table:

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.

Data Sources and Methodology

Data Source

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

State Approaches to Family Outcomes Measurement*
Part C Indicator 4: FFY 2014 (2014-2015)
ECTA-DaSy Family Outcomes Approaches

Legend:
- ECO Family Outcomes Survey- Original
- ECO Family Outcomes Survey- Revised
- State-developed survey
- NCSEAM survey

*This map shows the approaches used to measure the three family outcomes for APR reporting on Indicator C4. Some states used additional tools/approaches to measure other family variables.

IDC

Methodologies

States select and describe data methodology, which may include the following:

- Distribution and return methods of data collection
  - in person
  - mail
  - online
  - phone methods
- Population surveyed – subsets
- Reaching all family subgroup(s)
- Data review and analyses

Data Quality Challenges and Solutions

C4: Challenges and Solutions

Challenges	Solutions
1. Stakeholders do not understand the purpose of the survey	Sharing purpose, data, and strategies with stakeholders in multiple formats
2. Families don't respond due to low literacy level or proficiency in native language	Utilize multiple formats for gathering information from families in valid and reliable way
3. Collecting data with fidelity to the state approach	Professional development Monitoring implementation

C4: Challenges and Solutions

Challenges	Solutions
4. Low or insufficient response rates (race, ethnicity, cultural considerations)	Analyze patterns of responses Review current methods Develop and implement strategies
5. Disproportionate response from subgroups	Develop and implement targeted strategies for specific groups (additional follow-up, different methods, etc.)
6. Addressing data entry errors	Policies and procedures that support data quality checks prior to and during data collection

Test Your Knowledge!

Where can you find the specifications for Indicator C4 Family Outcomes?

A. IDC's Indicator Card

B. OSEP's Measurement Table

C. GRADS360

D. Both B and C

Test Your Knowledge!

Where can you find the specifications for Indicator C4 Family Outcomes?

A. IDC's Indicator Card

B. OSEP's Measurement Table

C. GRADS360

D. Both B and C.

Know Your State's Landscape

- How does your state administer your family survey?

- What tool are you using? Why?

- What type of validity and reliability data does this tool provide?

- How often do families get the survey?

- How often do you analyze your statewide family survey data?

- What trends are evident in your own data?

- What's working? What needs to be changed?

Resources

Indicator 4 Resources

- IDC/ECTA webinar on survey data quality
  - Improving Data Quality in Part C Family and Part B Parent Surveys: https://ideadata.org/events/57854a9a140ba03a6f8b4577/

- ECTA Family Outcomes resources: http://ectacenter.org/eco/pages/tools.asp
  - Using family data: http://ectacenter.org/eco/pages/tools.asp#AdditionalResources
  - Talking with families: http://ectacenter.org/eco/pages/talking.asp

- SPP/APR Summaries on Indicator C4 (FFY 2016): https://osep.grads360.org/#communities/pdc/documents/12831

- ECTA-DaSy Family Outcomes Highlights

Outcomes Home Page

Topics A-Z Child Outcomes

ECTACenter
The Early Childhood Technical Assistance Center

Google Custom Search   [Search] ×

Improving Systems, Practices and Outcomes

Part C | Section 619 | Contacts | Topics A-Z | Events | Research & Reference | Publications | eNotes | For Families/Para Familias

System Framework | DEC Recommended Practices | Implementation Process | Implement & Scale Up EBP | SSIP | Outcomes Measurement

Topics A-Z
(Alternate Site Map View)

- Abuse/neglect/foster care
- APR/SPP- Part C
- APR/SPP - Section 619
- Assessment - DEC RP products
- Assessment, Child
- Assistive Technology
- Autism Spectrum Disorders
- Brain Development
- Bureau of Indian Education
- CAPTA
- 🌐 Challenging behavior
- Child find
- Child Outcomes
- Complaint resolution
- CSPD
- DEC Recommended Practices - ECTA

- Family Outcomes
- Family Rights
- Finance systems
- For Families
- Funding sources
- General Supervision
- Home Visiting
- Homelessness
- IDEA
- IEP
- IFSP Process
- Implementation Process
- Implementing, Scaling Up and Sustaining Evidence Based Practices
- Inclusion
- Infant/Toddler Program

- 🌐 Pay for Success
- Personnel
- Privacy
- Procedural safeguards
- Program Standards
- Public awareness
- QRIS
- Readiness
- Recruitment/retention
- Response to Intervention
- Screening/assessment
- Section 619
- Service coordination
- Social-Emotional Development
- SPDG
- SPP/APR - Part C

IDC

Questions and Discussion

Contact Us

Presenters

- Debbie Cate debbie.cate@unc.edu

- Vera Stroup-Rentier verastroup-rentier@westat.com

- Tony Ruggiero tony.ruggiero@aemcorp.com

- Siobhan Colgan siobhan.colgan@unc.edu

KEEP CALM WE'RE HERE TO HELP

For More Information About IDC

Contact your IDC State Liaison
https://ideadata.org/technical-assistance/

Visit the IDC website
http://ideadata.org/

Follow Us on Twitter
https://twitter.com/ideadatacenter

Follow Us on LinkedIn
http://www.linkedin.com/company/idea-data-center

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H373Y130002. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

Project Officers: Richelle Davis and Meredith Miceli