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

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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

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: 
  \[(c + d) \text{ divided by } (a + b + c + d) \times 100\]
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: 
  
  \[
  \frac{(d + e)}{(a + b + c + d + e)} \times 100
  \]
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.
<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
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</thead>
<tbody>
<tr>
<td>1. Programs and providers do not all understand the child outcomes process</td>
<td>• Professional development (new staff, ongoing, refresher)</td>
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<tr>
<td></td>
<td>• Build a culture of using data</td>
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<td>2. Collecting data with fidelity</td>
<td>• Develop clear policies and guidance</td>
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<td></td>
<td>• Professional development</td>
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<td></td>
<td>• Monitoring implementation</td>
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<td>3. Missing data and data errors</td>
<td>• Develop data systems to monitor data quality</td>
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<tr>
<td>- During data collection</td>
<td>• Document data processes</td>
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<tr>
<td>- During data entry</td>
<td>• Develop policies and procedures that support data quality checks (all phases)</td>
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<tr>
<td>- During analyses</td>
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Resources
Child Outcomes Data Resources

Resources below for all states found at:

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
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.
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

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
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<tbody>
<tr>
<td>1. Stakeholders do not understand the purpose of the survey</td>
<td>Sharing purpose, data, and strategies with stakeholders in multiple formats</td>
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<tr>
<td>2. Families don’t respond due to low literacy level or proficiency in native language</td>
<td>Utilize multiple formats for gathering information from families in valid and reliable way</td>
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<td>3. Collecting data with fidelity to the state approach</td>
<td>Professional development Monitoring implementation</td>
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<tr>
<td>Challenges</td>
<td>Solutions</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>4. Low or insufficient response rates (race, ethnicity, cultural considerations)</td>
<td>Analyze patterns of responses Review current methods Develop and implement strategies</td>
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<td>5. Disproportionate response from subgroups</td>
<td>Develop and implement targeted strategies for specific groups (additional follow-up, different methods, etc.)</td>
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<tr>
<td>6. Addressing data entry errors</td>
<td>Policies and procedures that support data quality checks prior to and during data collection</td>
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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?
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

ECTA Center
The Early Childhood Technical Assistance Center
Improving Systems, Practices and Outcomes

Outcomes Measurement

Welcome
The outcomes team of the ECTA Center provides national leadership in assisting states with the implementation of high-quality child and family measurement for early intervention (EI) and early childhood special education (ECSE) programs. This section of the ECTA Center website provides child and family outcomes measurement tools and references for state and local administrators, technical assistance providers, teachers, other direct service providers, and families.

New resources from the Outcomes team:
- The full report on the methods and processes used to calculate National Outcomes Data for FFY2014 is now available: (added September 2016)
- Analysis Steps the Early Childhood Outcomes Center Used to Generate National Numbers Categories A-E, Summary Statements and Results (FFY2014)
- Highlights from the annual SPP/APR data analyses are now available: (added July 2017)

Family Outcomes Measurement
- Framework & Self-Assessment
- State Approaches
- Online Publisher Conversion
- Part C Family Outcomes Analyses

Federal Requirements
- Framework & Self-Assessment
- Instrument Crosswalks
- State Approaches

Outcomes Measurement
- Outcomes FAQ

Child Outcomes Measurement
- Child Outcomes Summary Process
- ENHANCE: COS Research
- Child Outcomes Analyses
- Section 619 Child Outcomes Analyses

Family Outcomes Measurement
- Framework & Self-Assessment
- State Approaches
- Part C Family Outcomes Analyses

Talking with Families
- IFSP/IEP-Outcomes Integration
- Calculators & Graphing Templates
- Training Resources
- Child Outcomes Summary Team
Questions and Discussion
Contact Us

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For More Information About IDC

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

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