



**Beyond Bubbles and Blocks**

Information for EI Home Visitors

**Do you know about Federal Indicator 3: Early Childhood Outcomes?**

The [Individuals with Disabilities Education Act](https://sites.ed.gov/idea/) (IDEA) is a federal statute that ensures all children with disabilities have available to them a free and appropriate public education. Part C of IDEA outlines how early intervention services must be offered to maximize the potential of infants and toddlers and requires states to report on 11 indicators in an Annual Performance Report (APR). Indicator 3 is about Early Childhood Outcomes. These federal Early Childhood Outcomes are different than families’ Individualized Family Service Plan (IFSP) outcomes. They are measured by the Early Intervention Division at the Department of Public Health and reported to the Office of Special Education Programs (OSEP).

The federal reporting requirement for Part C programs includes the percentage of children participating in Part C who have demonstrated developmental improvement when they leave early intervention. States are required to report on three [Early Childhood Outcomes:](https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf)

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

**How do we collect this information?**

Early Childhood Outcomes data are obtained using children’s Battelle Developmental Inventory-2nd edition (BDI-2) scores. More specifically, a child’s initial and last BDI-2 evaluations are compared to determine if the child “increased developmental growth” from entry to exit and/or if he/she was “age-appropriate at exit.” BDI-2 raw scores and developmental quotients are compiled from the Early Intervention Client System (EICS) for children who exited early intervention between July 1 and June 30 of the given year to generate outcome results for the APR to OSEP.

**How do the Early Childhood Outcomes align with Early Intervention in Massachusetts?**

The three Early Childhood Outcomes focus on (a) children’s ability to participate in their everyday activities and routines, and (b) how children’s skills and participation develop over time. These outcomes align with the [Massachusetts’ Mission Statement and Key Principles](https://www.mass.gov/doc/massachusetts-early-intervention-mission-and-key-principles/download). We want children to be actively achieving these overarching outcomes through the supports and services their early intervention specialist provides through education and support to children’s families.

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**How do I explain the Early Childhood Outcomes to families?**

Early intervention services are designed to help children develop and learn. These outcomes reflect children’s global functioning across three broad developmental areas. They are used to measure how well early intervention is doing and how to help programs improve on a local and national level.