



Massachusetts Department of Public Health

Early Intervention Division

Child Outcomes (Part C Indicator 3) Data Protocol

Federal Regulations (20 U.S.C. 1416(a)(3)(A) and 1442)

Percent of infants and toddlers with Individualized Family Service Plans (IFSPs) who demonstrate improved:

- 3A. Positive social-emotional skills (including social relationships);
- 3B. Acquisition and use of knowledge and skills (including early language/communication); and
- 3C. Use of appropriate behaviors to meet their needs.

Measurement

Summary Statements 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.

Measurement for Summary Statement 1:

Percent = # of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in category (d) divided by [# of infants and toddlers reported in progress category (a) plus # of infants and toddlers reported in progress category (b) plus # of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in progress category (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.

Measurement for Summary Statement 2:

Percent = # of infants and toddlers reported in progress category (d) plus [# of infants and toddlers reported in progress category (e) divided by the total # of infants and toddlers reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Progress Categories for Outcomes A, B, and C:

- a. Percent of infants and toddlers who did not improve functioning = [(# of infants and toddlers who did not improve functioning) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.



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c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = $\frac{\text{I}(\# \text{ of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it})}{\text{I}(\# \text{ of infants and toddlers with IFSPs assessed})}$ times 100.

d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = $\frac{\text{I}(\# \text{ of infants and toddlers who improved functioning to reach a level comparable to same-aged peers})}{\text{I}(\# \text{ of infants and toddlers with IFSPs assessed})}$ times 100.

e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = $\frac{\text{I}(\# \text{ of infants and toddlers who maintained functioning at a level comparable to same-aged peers})}{\text{I}(\# \text{ of infants and toddlers with IFSPs assessed})}$ times 100.

In the measurement, include in the numerator and denominator only infants and toddlers with IFSPs who received early intervention services for at least six months before exiting the Part C program.

Target Setting

The target setting for Indicator 3 for the remaining FFYs took place during an ICC meeting. The Part C Coordinator presented data on MA-C's performance on indicator 3 for the past five FFYs relative to the targets, answered questions about the data, and then solicited recommendations from the attendees.

Data Source

Early Intervention Client System (EICS)

State Collection and Submission Schedule

Data Collection Period: 7/1-6/30

Data required to be entered in the data system by: 7/14 after the reporting year closes

Data Analysis

Denominator: Children discharged during the timeframe AND had a minimum of 2 BDI's (across programs that are not null that were 6 months or more apart). Excludes any child who is $\Rightarrow 3$ at discharge.

Includes any children that had ANY discharge within the reporting date range. It may not be the child's final discharge.

Numerator: Compares data from the earliest and the latest BDI (Scores and %)

*(DQ): Development Quotient



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BDI-2 Criteria for each indicator category is as follows:

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

a. The exit DQ is less than 80 and all exit raw subdomain scores are less than or equal to entry raw subdomain scores. **b.** The exit DQ is less than 80 and less than or equal to entry DQ and one or more exit raw subdomain scores are greater than the entry raw subdomain score **c.** The exit DQ is less than 80 and greater than entry DQ and one or more exit raw subdomain scores are greater than the entry raw subdomain score **d.** The entry DQ is less than 80 and the exit DQ is greater or equal to 80 **e.** The entry and exit DQs are greater than or equal to 80

All evaluations for the child (if they fit the denominator criteria) are taken into consideration regardless of date of evaluation and using first and last evaluation.

Data Quality

Data Quality Reports are distributed monthly to check for major data or system issues.