

EDN/Part C Results Driven Accountability (RDA) Stakeholder Meeting Phase III-Year 5

October 27, 2021

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Welcome & Introductions

Agenda

- RDA Overview
- Stakeholder Recommendations for next 5 Year State Systemic Improvement Plan cycle
- American Rescue Plan Funding
- Annual Performance Review and Resetting Targets
- Wrap-Up and Next Steps

RDA Overview

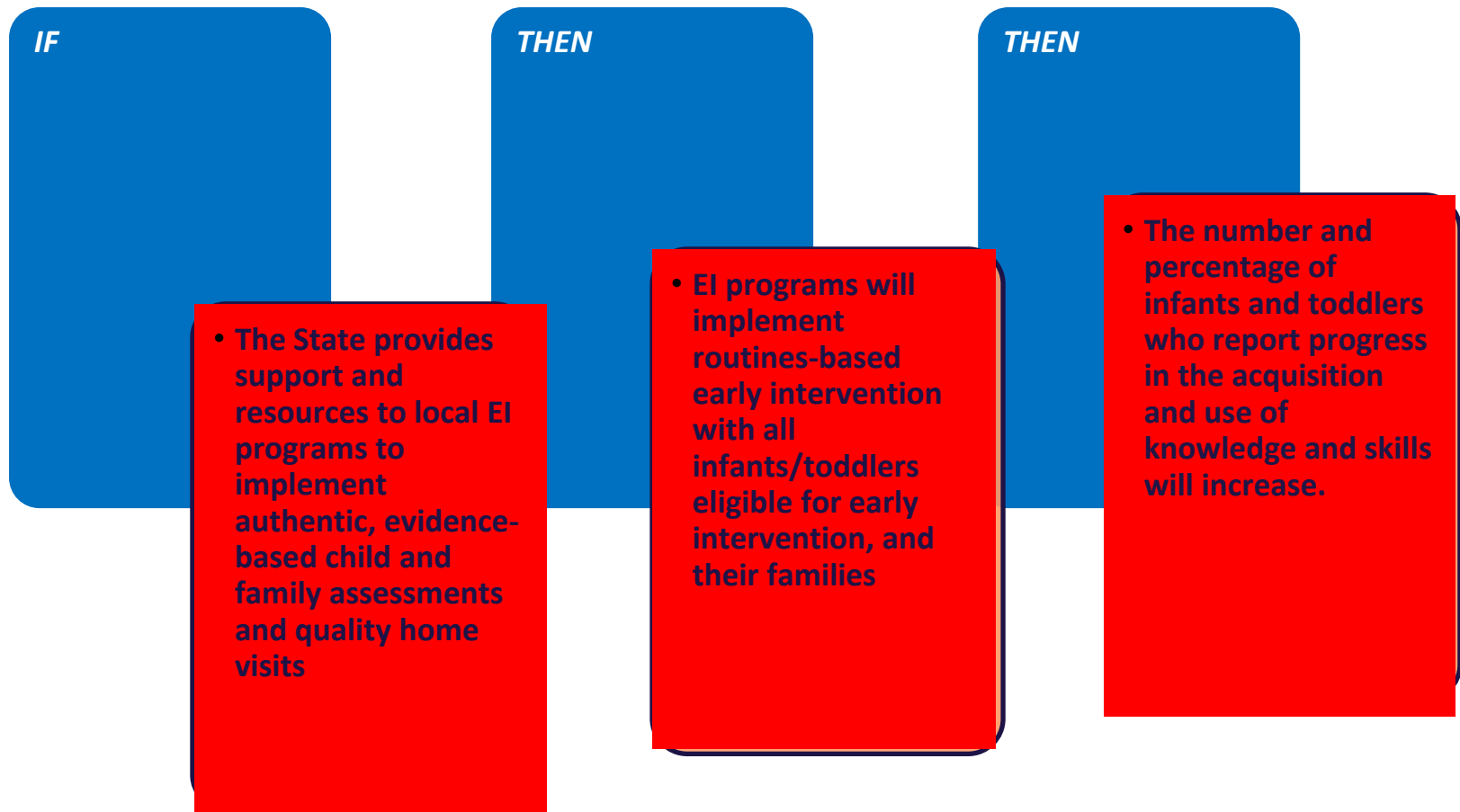
- 2014: U.S. Department of Education, Office of Special Education Programs (OSEP) added a new requirement for states to develop a State Systemic Improvement Plan to improve child and family outcomes for children/families in early intervention.



RDA Overview

- States are required to implement improvement strategies/activities, based upon evidence and research, and evaluate the effectiveness of, and the impact on, child and family outcomes.
- States are required to evaluate and report progress annually to the federal office.

Nebraska's Part C Theory of Action



The Mission of Routines-Based Early Intervention RBEI

- *To promote the growth and development of infants and toddlers with disabilities, ages birth to three years, by helping **families** build upon activities they do everyday to **meet their own needs and support their child's learning.***

Cohort Planning Region Teams (PRTs)

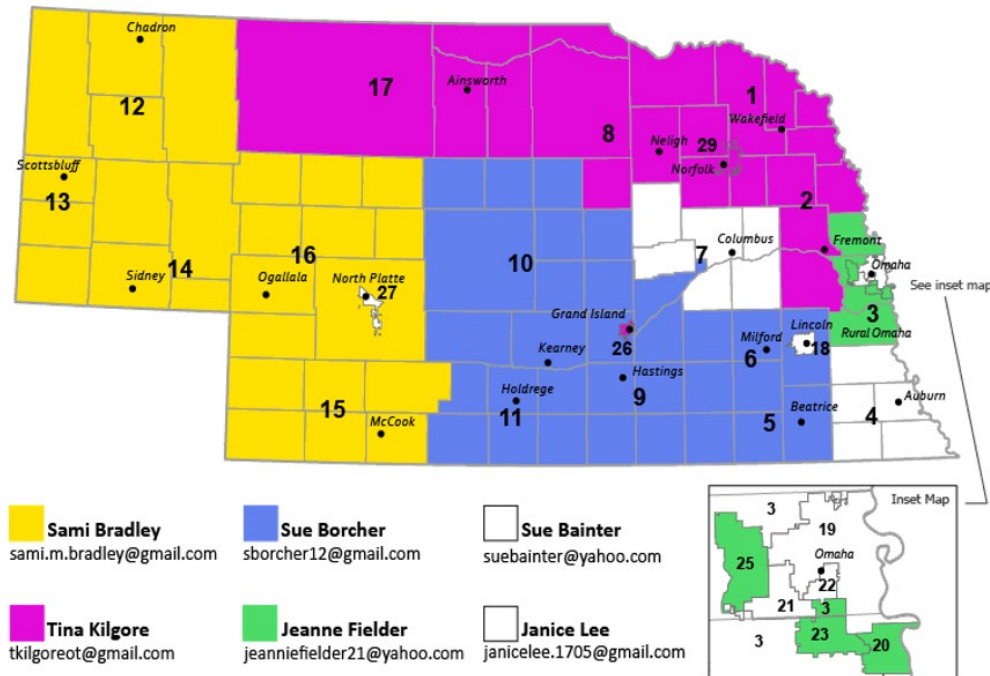
We have 7 Cohort PRTs in the state who pilot our RBEI strategies:

Cohort 1:

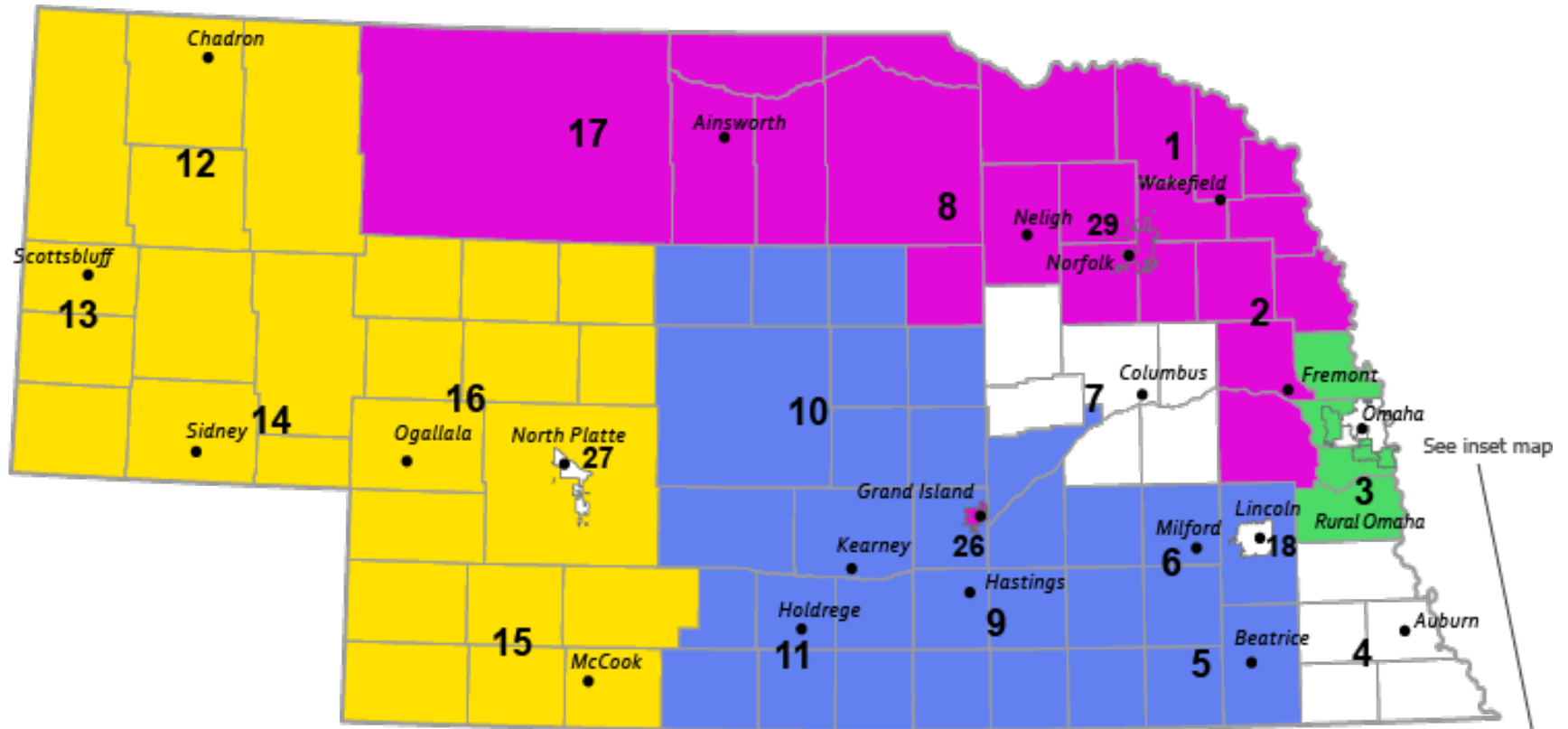
PRT 7 – Columbus
PRT 22 – Westside
PRT 27 - North Platte

Cohort 2:

PRT 4 - Auburn
PRT 18 - Lincoln
PRT 19 - Omaha
PRT 21 - Millard



2021 TA MAP



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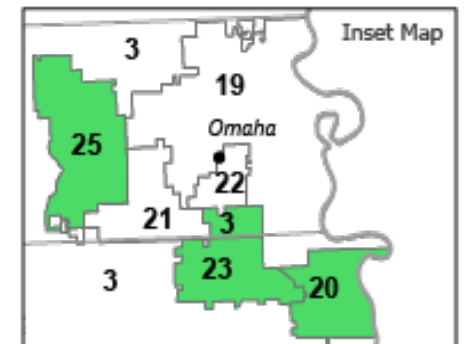
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Lessons Learned

- Strong **Leadership Teams** are critical to RBEI implementation and sustainability

New strategy to maximize work of PRT Leadership Teams

New TA for Leadership Team Development: Mary Phillips

- **In partnership with the regional TAs.**
 - Help develop clear understanding of the role and function of the leadership team, including membership
 - Help with the development of a quality Targeted Improvement Plan
 - Help with the development of an ongoing communication plans between PRT's with districts, contractors, Service coordinators and other stakeholders
 - Help w/building an infrastructure for implementation, ongoing fidelity, and evaluation of progress for RBEI and Getting Ready
- **Starting with 4 PRT's, will add others as requested or recommended by Regional TA's**
- Mary's contact info: dmpphil2936@gmail.com
- Cell: 402-429-1842



Strategy #1: Routines Based Interview

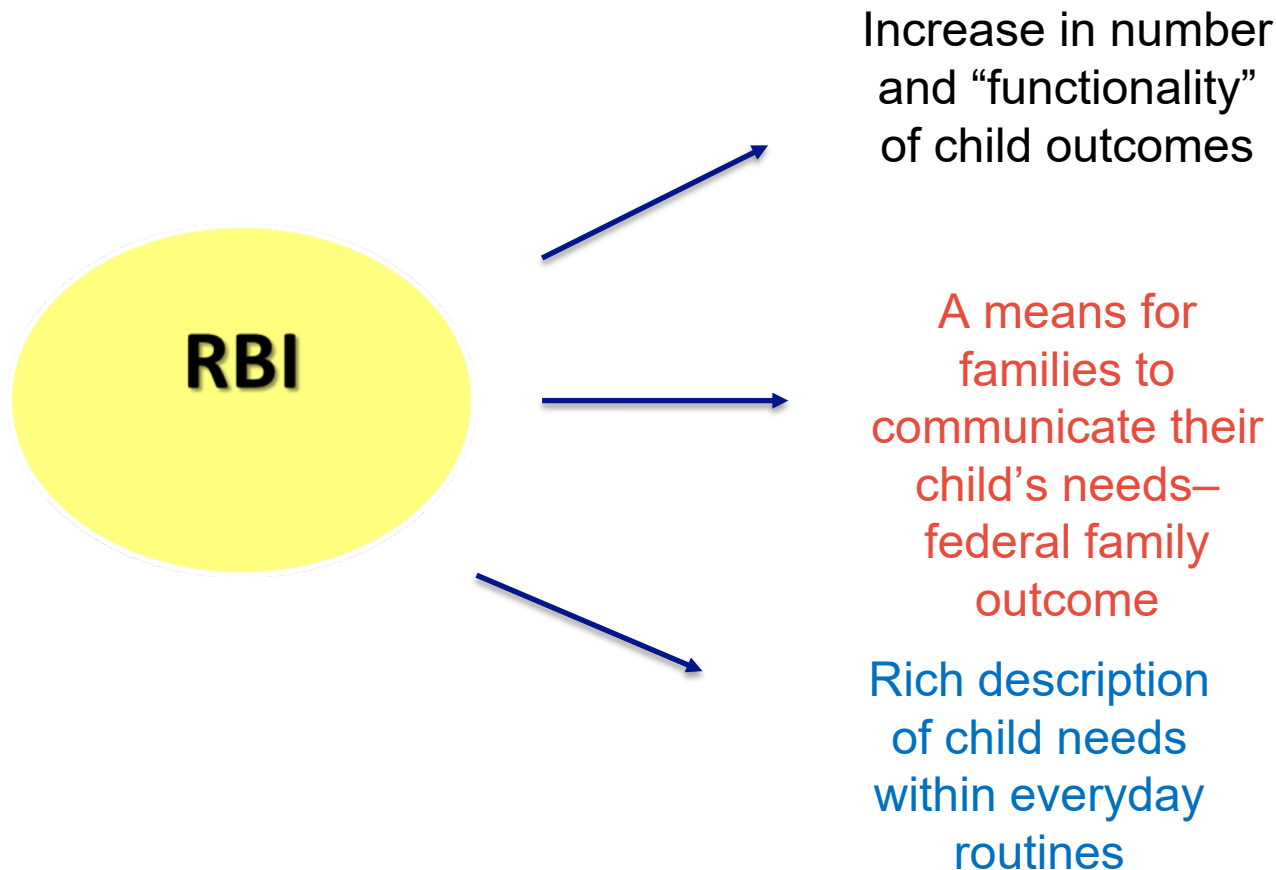
What is the RBI

The RBI is a semi-structured interview during which the family describes their day to day life in terms of their child and family's function, what's going well and what's not.

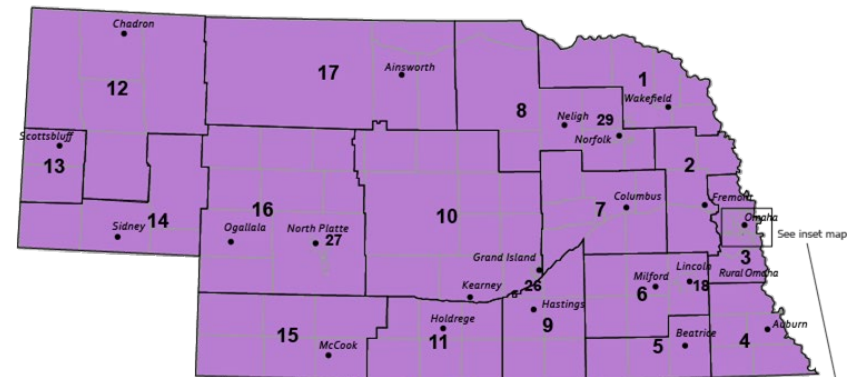
Why Use the RBI

- Meets federal regulations for child and family assessments
- Based on evidence about how young children learn
- Structured to help families identify their concerns and priorities.
- Adopted by 10 PRTs in Nebraska before it became a statewide strategy

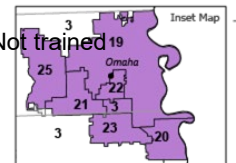
What are we expecting from using the RBI?



2021



Trained



Strategy #2: Functional IFSP Outcomes

Functional IFSP Outcomes

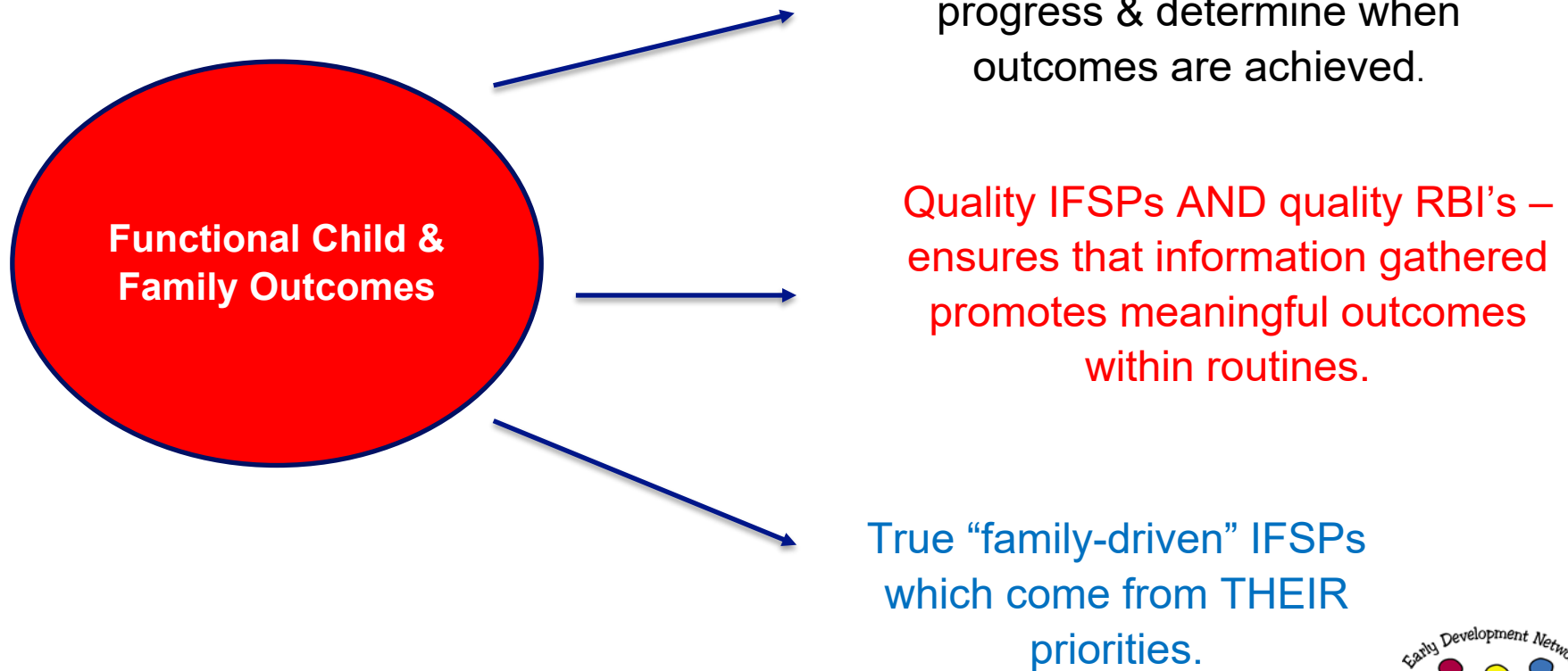
IFSP Outcomes are based on:

- Child participation within everyday routines (child outcomes), and
- Family perceived needs – housing, education, medical resources, etc. (family outcomes).

Meaningful IFSP Outcomes

- Come from the **family**
- Are prioritized by the **family**
- Have a direct impact on the family's life....makes the **family**'s life better and guides services and supports for the family to help their **child** grow and develop.

What are we expecting from writing functional IFSP outcomes?



Map of Nebraska showing congressional districts. The map is divided into 93 counties, each labeled with a number from 1 to 32. The colors are orange, purple, and yellow. The map includes labels for major cities like Chadron, Scottsbluff, Sidney, Ogallala, North Platte, Kearney, Hastings, Lincoln, Omaha, and Beatrice. The map also shows the location of Douglas and Sarpy counties.

Map of Nebraska showing the number of trained and not trained providers by county. The map is color-coded: purple for 'Trained' and orange for 'Not trained'. Counties are numbered 1 through 29. Major cities are labeled: Chadron, Scottsbluff, Sidney, Ogallala, North Platte, Ainsworth, Grand Island, Kearney, Holdrege, McCook, Hastings, Beatrice, Lincoln, Milford, Columbus, Fremont, Omaha, and Albion. An inset map shows the state of Nebraska with a legend for 'Trained' (purple) and 'Not trained' (orange).

Strategy 3: Routines-Based Home Visits

What is Getting Ready?



GettingReady

- The Getting Ready (GR) Approach is focused on strengthening relationships in children's lives, including the parent-child relationship, and the parent- early intervention professional relationship.
- Professionals are trained and then coached to use *the Getting Ready Approach* in their work with families; includes strategies to **Strengthen Relationships** and **Build Parent Competencies** in the “curriculum” of the each family's home.



What is the evidence of impact?

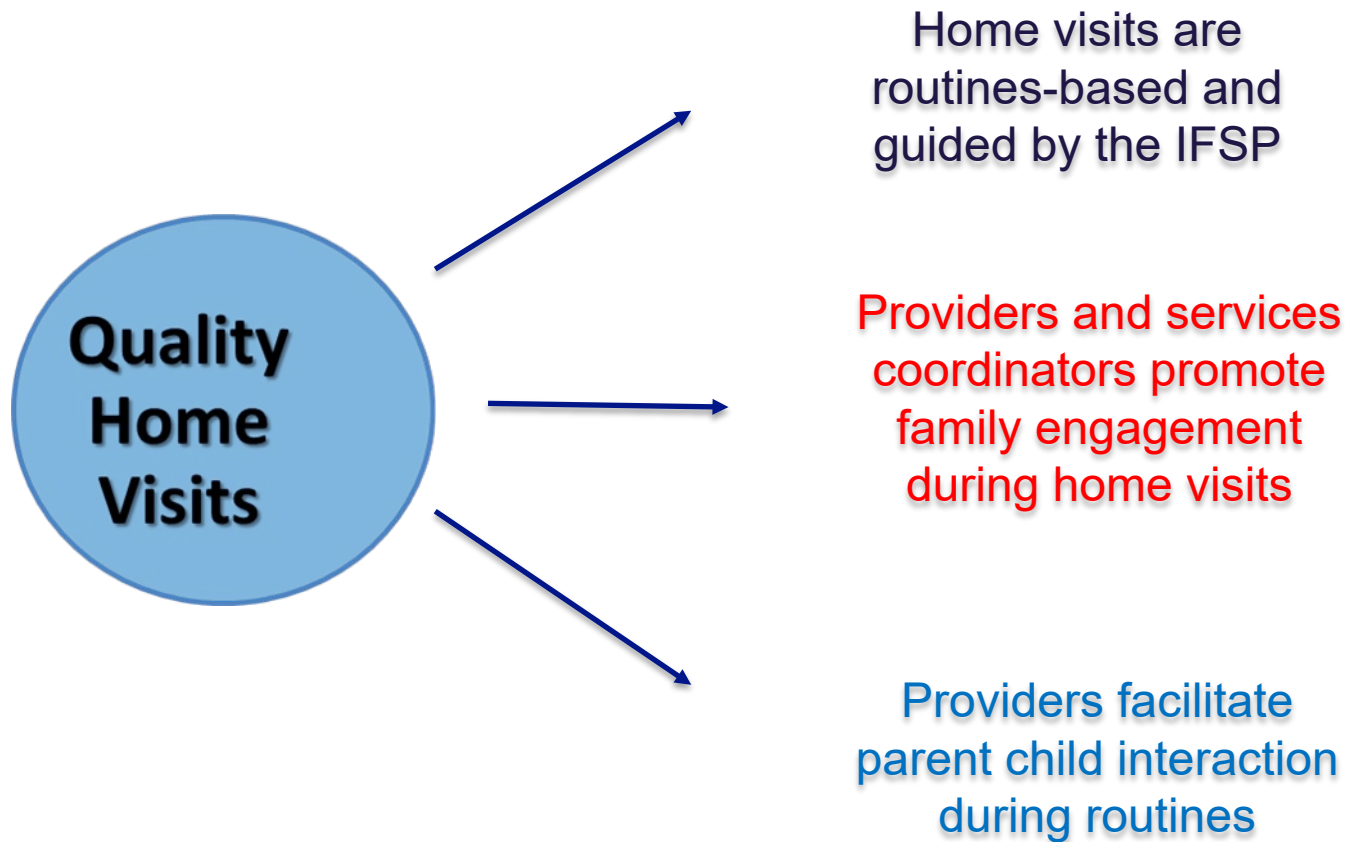
- Data from investigations to date indicate that the GR Approach is effective at improving parenting behaviors known to support positive child outcomes (Knoche et al, 2012).
- ***Compared to their counterparts in the control condition, parents in the Getting Ready treatment group:***
 - interacted with their children using a **greater degree of warmth and sensitivity**;
 - demonstrated more skills to **support their children's autonomy**;
 - provided more appropriate **supports for their children's learning**;
 - offered their children more **appropriate guidance and directives**.

What is the evidence of impact?

- Additionally, data indicate that the **Getting Ready Approach is effective** at supporting child outcomes for preschool (Sheridan et al., 2010, 2011, 2014), including:
 - ✓ social-emotional competencies;
 - ✓ self-regulation;
 - ✓ language and early literacy skills.

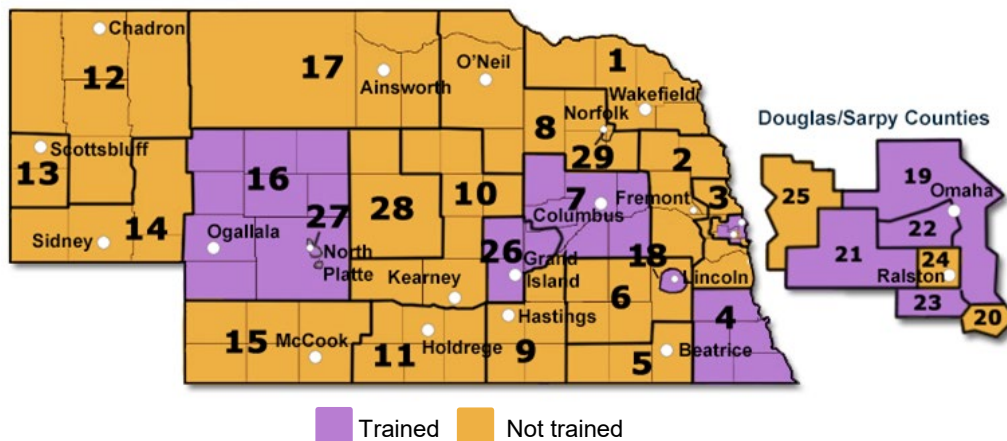


What are we expecting from training on home visits?

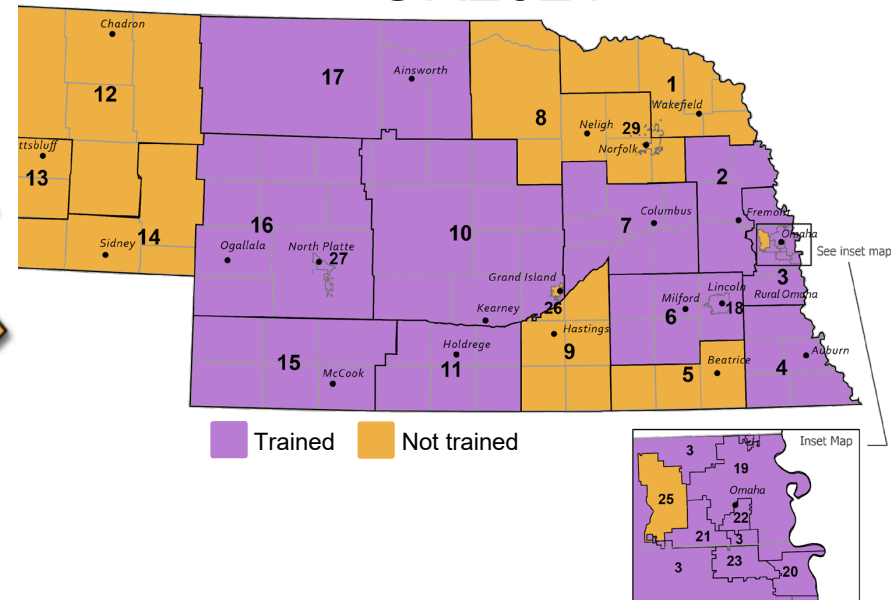


Getting Ready Implementation

GR 2016



GR2021



Lessons Learned

Virtual Trainings Work.

- They are effective (approval ratings)
- They are fiscally responsible
- They allow us to reach a wider audience
- They are more convenient for families who participate in our trainings

What did Families Say?

- 20% of the families reported technical difficulties during the interview.
- Some families commented on the convenience of not having to leave home to do the interview.
- Parents consistently reported that they felt positive about their RBI Boot Camp experience - no difference between F2F and virtual Boot Camp evaluations.

Stakeholder Poll

- Should EDN continue to offer virtual trainings as an option for professional development?
- Why or why not?

NEW TRAINING!

Using the RBI and Quality Home Visits to Develop a Quality IFSP

The purpose of the training is to help participants utilize information from:

- ✓ RBIs,
- ✓ Quality HVs, and
- ✓ Ongoing Assessment

to collaborate with families in developing functional, family-centered IFSPs.



3 Ways We Evaluate Effectiveness



Fidelity Checks

Coaches annually observe and score providers and services coordinators using an implementation checklist:

- RBI's; and,
- Getting Ready Approach.

Lessons Learned

- Fidelity checks are essential to monitoring implementation, but the field has expressed that yearly fidelity checks for RBI and Getting Ready may be overwhelming providers and services coordinators (SCs).
- Piloting **biennial fidelity process for RBI** in pilot regions.
- Available to providers and SCs who meet pre-determined criteria.



Stakeholder Poll

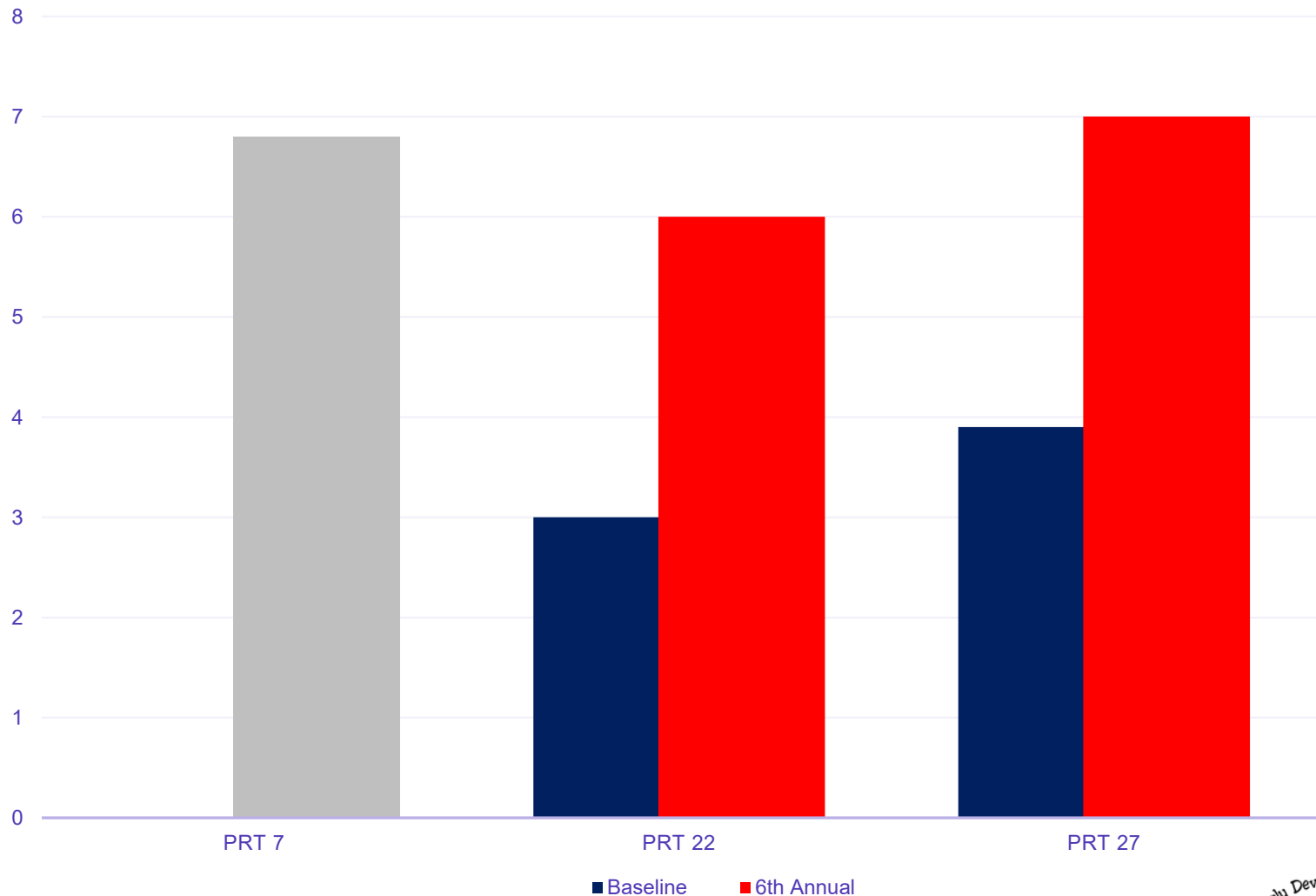
- Should EDN offer the option of biennial RBI fidelity checks for providers and services coordinators who meet eligibility criteria?
- Pros and Cons?



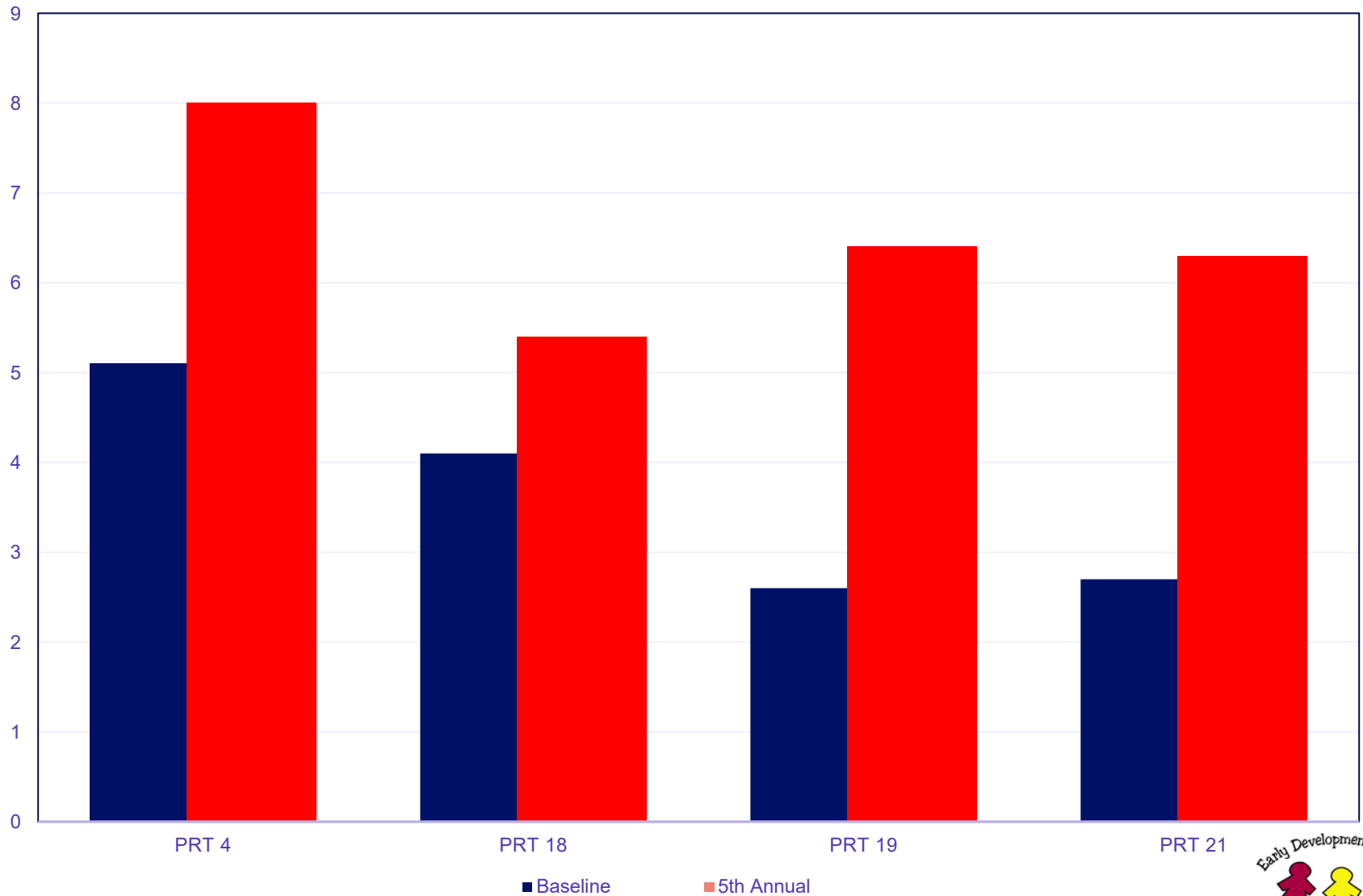
IFSP Outcome Analysis

IFSPs are provided by Cohort PRTs annually, in order to analyze the quantity and quality of the outcomes (i.e. do they have routines, are they measurable etc.).

Cohort 1: Mean Total #Outcomes



Cohort 2: Mean Total # Outcomes





Research Studies

- ❖ For the past several years, EDN has partnered with Higher Education (UNL, UNO and MMI) to evaluate the impact of our 3 improvement strategies
- ❖ During the first years, the studies focused on the impact of the RBI and functional outcomes, and later on the Getting Ready Approach.
- ❖ ***Now we will focus on refining components of our RBI strategies that contribute to progress.***

Key Findings from 2019 Study of Getting Ready Approach in Home Visits

http://edn.ne.gov/cms/sites/default/files/u26/Kuhn_Higgins_Executive%20Summary_Nebr%20HV%20Report_2-2020.pdf

http://edn.ne.gov/cms/sites/default/files/u26/Kuhn_Higgins_HV%20quality%20report_3-11-2020%20FINAL.pdf



Key Finding:

Some services coordinators were not sure how the GR approach related to them - specifically, when the family was thriving and did not need as much support. In addition, the frequency of co-visits was found to be high, resulting in a loss of the services coordinator's function.

Recommendation:

Provide guidance about (1) the role of the SC within the GR framework and (2) the frequency and purpose of co-visits as part of service delivery.



Key Finding:

Communication **between** home visits varies in method, frequency, and focus across families and professionals. An effective method of communicating with families between visits is needed if intervention is to be supported.

Recommendation: Develop guidance regarding “communication” with families (text, email, video, phone) **between** home visits for enhanced support.



Key Finding:

Some professionals from diverse regions reported increased coordination and time required for non-English speaking families.

Recommendation:

Collaborate with UNL to identify strategies for working with diverse families when using the Getting Ready Approach.

New & Exciting!

Lisa to update:

*Coaching in Early Intervention (CEI):
Promoting Outcomes for Infants/Toddlers
with Disabilities through Evidence-Based
Practices*

Awarded by the
U.S. Department of Education (OSEP)
effective October 1, 2020.

Will be led by Dr. Lisa Knoche.





Promoting Outcomes for
Infants/Toddlers with
Disabilities through
Evidence-Based Practices

cei.unl.edu

Advisory Board and Focus Group Information

- We are conducting the Coaching in Early Intervention research study, which focuses on the development and evaluation of a coaching model to provide support to coaches and early intervention personnel providing services to families with infants/toddlers with disabilities.
- The RDA Stakeholder Group is an advisory group for our study. We will be asking you some questions for your input and will be using these to help shape our research.

Advisory Board and Focus Group Information

- Thus, your involvement in this focus group/stakeholder feedback session includes research.
- You do not have to participate in this study.
- If you have questions about your rights as a research subject, you may contact the UNL Institutional Review Board at 402-472-6965.
- Do you have any questions you would like answered now?

Project Team

University of Nebraska-Lincoln: Nebraska Center for Research on Children, Youth, Families and Schools

- Lisa Knoche
- Rachel Schachter
- Gwen Nugent
- Susan Sheridan
- Sue Bainter
- Sommer Fousek

Nebraska Early Development Network

- Part C Services for Infants/Toddlers with Disabilities
- Co-led by Nebraska Department of Education and Nebraska Department of Health and Human Services

State Coaches

- Sue Borchert
- Tina Kilgore
- Janice Lee

Funder

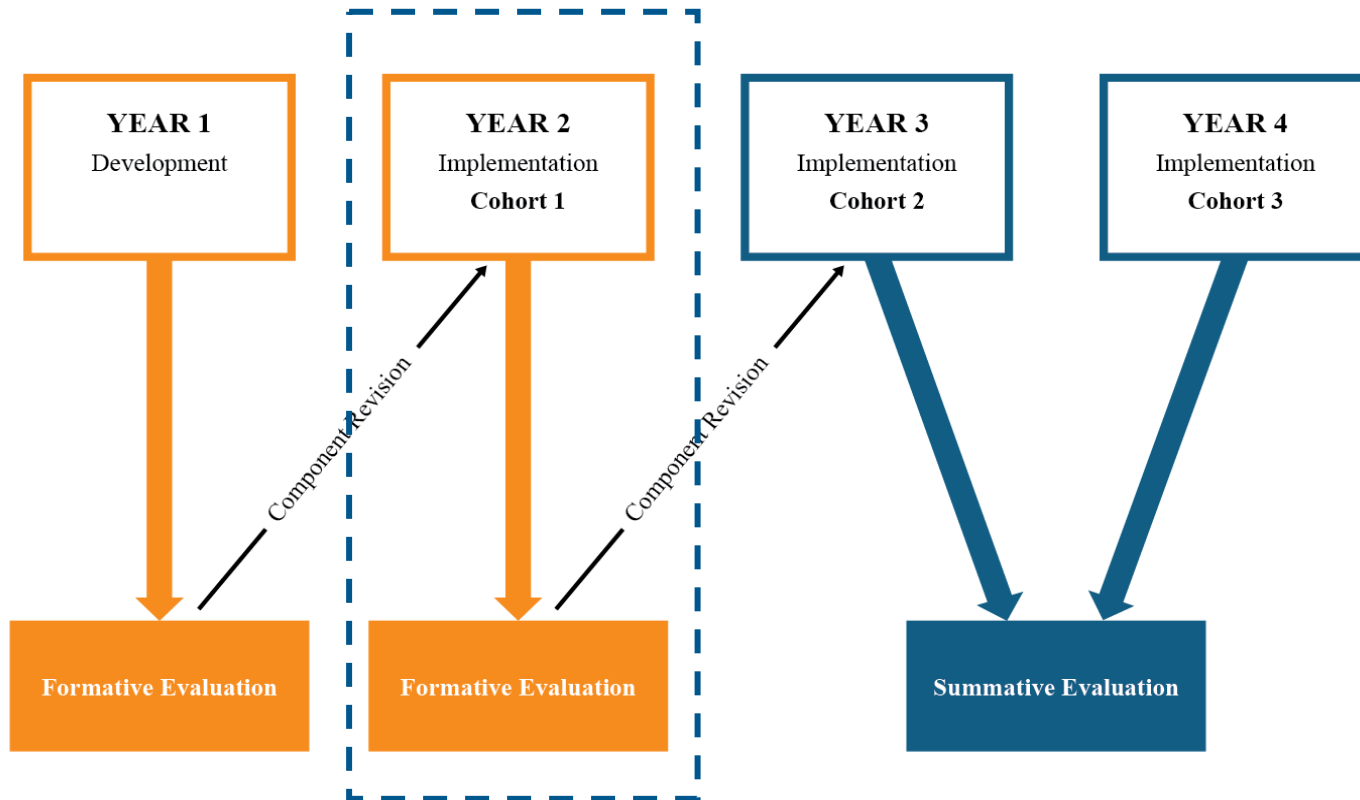
- US Department of Education; Office of Special Education Programs
- Model Demonstration Project

Project Objectives

- (1) Support and improve ***infant/toddler developmental outcomes***;
- (2) Encourage and promote ***use of EBPs*** by local EI personnel;
- (3) Improve ***knowledge, skills and practices of site-based coaches*** regarding coaching practice, data-driven activities and EBPs for site-based coaches;
- (4) Establish ***sustainable coaching systems*** at the state/local levels.



Overall Project Timeline



Year 1 Timeline

September 2021:

- State Coach Training

October/November 2021:

- Site Coach Training – PRTs 2 and 6
- Recruitment of EI personnel and families

November 2021 – October 2022:

- Implementation
- Ongoing feedback

Two vertical bars, one dark blue and one teal, are positioned on the left side of the slide.

Coaching to Support EI Professionals: *What is it?*

Coaching Professionals

- Coaching is a collaborative learning process that is intentionally designed to promote sustainable growth in the necessary attitudes, skills, and knowledge of the coachee to effectively implement best practices for the development of young children and their families.

*An Introduction to The Nebraska Early Childhood Coaching Guidebook:
Competencies for Professional Practice*

Evidence-based Coaching Practices

- Relationships
- Goal Setting and Joint Planning
- Observation
- Modeling
- Reflection
- Feedback



How does coaching benefit families?



- Coaching is implemented to support use of evidence-based practices like Getting Ready and Routines-Based Interviews.
- By improving EI professionals' use of these practices during their visits, families and children benefit by experiencing high-quality programming and EI services.



Coaching in Action: Peer-to-Peer Coaching

Coaching in Action: Feedback



Video Source: PDG Getting Ready
2019



Coaching in Action: Reflection



Video Source: PDG Getting Ready
2019



Input

- How do these peer-to-peer coaching examples align with your perceptions of coaching?
- How do these coaching examples compare to what is going on with peer-to-peer coaching in your PRT?



Input

- What supports do you see needed related to peer-to-peer coaching for EI Personnel (providers, services coordinators, systems) in your area?
- What system level supports are needed?
- What administrative support is needed? At local and state levels?
- From perspective of families, what skills and attitudes are important and valuable for EI providers and services coordinators to use in their work? What is most helpful?

Goal Attainment Scaling (GAS)

- An individualized approach to describing changes (growth) in the performance or skill level of children
- Provides a simple and meaningful measure of children's progress over time
- A practical and useful way to measure the degree to which IFSP and other developmental or intervention goals have been achieved

Goal Attainment Scaling and the *Coaching in Early Intervention* Project

- Early interventionists (EIs) will work collaboratively with families to identify and prioritize children's needs within everyday routines, and to define children's IFSP goals (outcomes)
- Collecting GAS data for IFSP goals/outcomes will enable EIs and families to track children's progress and the effectiveness of service plans



Scoring Level	Level Definition	Level Description
1	Current performance	<i>Gabby does not engage in play with her sister Sarah during morning play time.</i>
2	Less than Expected Outcome	<i>Gabby engages in turn-taking once on 3 different days in a week.</i>
3	Goal	<i>During morning play, Gabby will play with her sister. We will know she can do this when she plays with her sister, taking turns with toys for at least three turns each on three different days in a week.</i>
4	More than Expected Outcome	<i>Gabby takes turns at least 5 times on 3 different days in a week.</i>
5	Best Possible Outcome	<i>Gabby takes turns at least 7 times on 3 different days in a week.</i>



Visit 1: 8/5/20	Visit 2: 8/19/2020	Visit 3: 9/2/2020	Visit 4: 9/16/2020	Visit 5: 9/30/20	Visit 6: 10/14 /20
5	5	5	5	5	5
4	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1	1	1	1	1	1
Visit 7: 10/28/20	Visit 8: 11/11/20	Visit 9: 11/25/20	Visit 10: 12/9/20	Visit 11:	Visit 12:
5	5	5	5	5	5
4	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1	1	1	1	1	1

Input related to GAS

- Questions?
- Initial thoughts/reactions to the GAS approach for measuring child progress?
- How will it supplement or extend current approaches?



Next Steps

October/November 2021:

- Site Coach Training – PRT 2 and 6
- Recruitment of EI personnel and families

November 2021 – October 2022:

- Implementation
- Ongoing feedback by RDA Stakeholder Group

For additional information, contact Lisa Knoche (lknoche2@unl.edu)

Visit <https://cei.unl.edu/>



Coaching in Early Intervention is funded by the U.S. Department of Education's Office of Special Education Programs through grant number H326M200017.

The contents of this presentation were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



Family Outcomes

States are federally required to report annually on the percent of families participating in early intervention who report that they:

- 1) know their rights;
- 2) effectively communicate their children's needs; and
- 3) help their children develop and learn.



Revised Family Survey

- Reduced the number of survey questions to eight to meet federal reporting needs; and
- Added four questions to evaluate effectiveness of Nebraska's RDA strategies.



Questions added to the 2021 Survey

1. When my child started early intervention, my team asked me about my child's and family's usual daily activities and routines.
2. During most home visits, I "practice" a chosen strategy/intervention within a daily routine.
3. I can communicate with my early intervention service provider(s) between home visits if I have a question.
4. I make decisions and plans with my early intervention provider during most home visits.

Data analysis of the new questions

We had a 79.2% response rate for the 2021 family survey.

The responses to the new 4 questions were all either strongly agree or very strongly agree.

Strong results!

Stakeholder poll

- Should EDN continue to gather family feedback on the 4 added questions?

Nebraska's State Systemic Improvement Plan

- Feedback from US Department of Education, Office of Special Education Programs (Sept. 2021):
 - Excellent child and family progress data
 - Family Survey Response rate is very high
 - Mitigating COVID-19 impact on training and service delivery for continued implementation of the strategies
 - Strong Fidelity procedures for each strategy
 - High level of collaborative partnership with University system



American Rescue Plan (ARP)

American Rescue Plan (ARP) Funding

- Nebraska received additional IDEA Part C Funding under the American Rescue Plan to address challenges posed by the pandemic and continue to meet the needs of infants/toddlers with disabilities and their families.
- Nebraska IDEA Part C received \$1,313,263 available between July 1, 2021 and September 30, 2023.



American Rescue Plan Funding

- All IDEA Part C ARP funds must be used consistently with the current IDEA Part C statutory and regulatory requirements. These funds may be used for any allowable purpose under Part C of the IDEA, including providing funds to institutions of higher education, other public/private agencies to carry out activities authorized by IDEA.



American Rescue Plan Funding (ARP)

- Allowable uses of ARP Funding per Federal requirements:
 - **Child Find** - public awareness efforts directed to families and referral sources to assist in returning to pre-pandemic levels of referral to the Early Development Network.
 - **Family Engagement** - Utilize evidence-based coaching practices to support families of children with disabilities. Provide staff with professional development regarding family engagement, support, and service delivery in the diverse settings where infants, toddlers, and children with disabilities are served.
 - **Social Emotional Supports** – provide evidence-based interventions/resources to infants/toddlers with disabilities and their families to address the impact of the pandemic and/or trauma on the developing infant/toddler.



American Rescue Plan Funding (ARP)

- Allowable uses of ARP Funding per Federal requirements:
 - **Technological Support for EDN Providers** – increase access to digital platforms/tools to support use of technology in multiple settings; make technology devices available to providers to support evidence-based practices for improved child and family outcomes; enhance data collection/reporting to support planning for, delivering and evaluating delivery of high-quality EDN services.
 - **Personnel Preparation** - Provide long-term, job embedded professional learning regarding family engagement, support, and EDN service delivery.



American Rescue Plan Funding (ARP)

Use of ARP funding to support Nebraska's early intervention system:
Enhanced and Robust Child Find activities:

- Upgrade and enhance EDN materials directed to families and referral sources to include availability of culturally diverse and linguistically appropriate materials to increase referrals.
- Strategic marketing campaign to reach historically underserved and marginalized populations.
- Targeted Child Find activities with South Dakota with a specific focus on reaching families residing on Nebraska and SD reservations.
- Helping Babies from the Bench – collaboration with Nebraska Court Improvement Project, UNL-Center for Children, Families, and the Law
- Collaboration with Nebraska's Learn the Signs Act Early Campaign
- Collaboration with Nebraska's Public Health Departments and Homeless shelters/agencies
- Collaboration with Nebraska Department of Education's Migrant Education Program



American Rescue Plan Funding (ARP)

Use of ARP funding to support Nebraska's early intervention system:
Family Engagement activities:

- State-wide implementation of the evidence-based Routines-based Early Intervention strategies which promote family engagement.
- Collaboration with Nebraska Parent-Training and Information Center and UNMC-MMI to provide multiple family engagement, leadership and advocacy trainings/workshops for families of children with disabilities, with a targeted focus of engaging families of underserved populations.

Social Emotional Supports:

- Expand availability of Circle of Security for families state-wide
- Provision of regional forum series on the effects of trauma on infant/toddler development; evidence-based tools for assessment/evaluation, and working collaboratively with local community agencies/mental health resources to improve child/family outcomes
- Training/implementation of the Pyramid model within childcare and other programs serving infants/toddlers with disabilities.



American Rescue Plan Funding (ARP)

Use of ARP funding to support Nebraska's early intervention system:

Personnel Preparation:

- State-wide implementation of the evidence-based Routines-based Early Intervention strategies;
- Circle of Security-Facilitator Training;
- Leadership Academy for EDN Supervisors/Administrators;
- Social emotional PD series for EDN providers focusing on:
 - Impact of Trauma on the developing child;
 - Secondary trauma experienced by professionals



American Rescue Plan Funding (ARP)

Use of ARP funding to support Nebraska's early intervention system:

Technology support for EDN providers:

- Provision of technology to:
 - improve data collection and reporting requirements
 - ensure continuity of provision of early intervention services during a COVID-19 outbreak that prevents in-person service delivery
 - ensure timely and effective implementation of early childhood transition activities, in coordination with the receiving program, and planning of services upon transition into preschool.



American Rescue Plan Funding

- Funds should
 - Respond to children and families disproportionately impacted by the pandemic and/or are members of chronically under-resourced communities/groups
 - Lead to sustainable benefits and outcomes

EDN Rebranding

Co-Leads have entered into a contract with Firespring to assist in redesigning the EDN logo. We plan to incorporate stakeholder feedback through targeted focus groups.

If you are interested in being part of this focus group feedback please enter your name into the chat and we will add you to the focus group once the EDN logo revisions are ready.



Annual Performance Report and Resetting Targets

States receiving IDEA funds must have a State Performance Plan/Annual Performance Report (SPP/APR) that evaluates their efforts to implement the requirements and purposes of IDEA Part C, and must report annually on their performance.

- States, with stakeholder input, are required to set targets for each indicator from FFY 2020 through FFY 2025 and submit these targets to the Federal office on Feb. 1, 2022. States are also required to describe the stakeholder input process utilized to set these targets.
- The State's FFY 2025 target must reflect improvement over the baseline data.



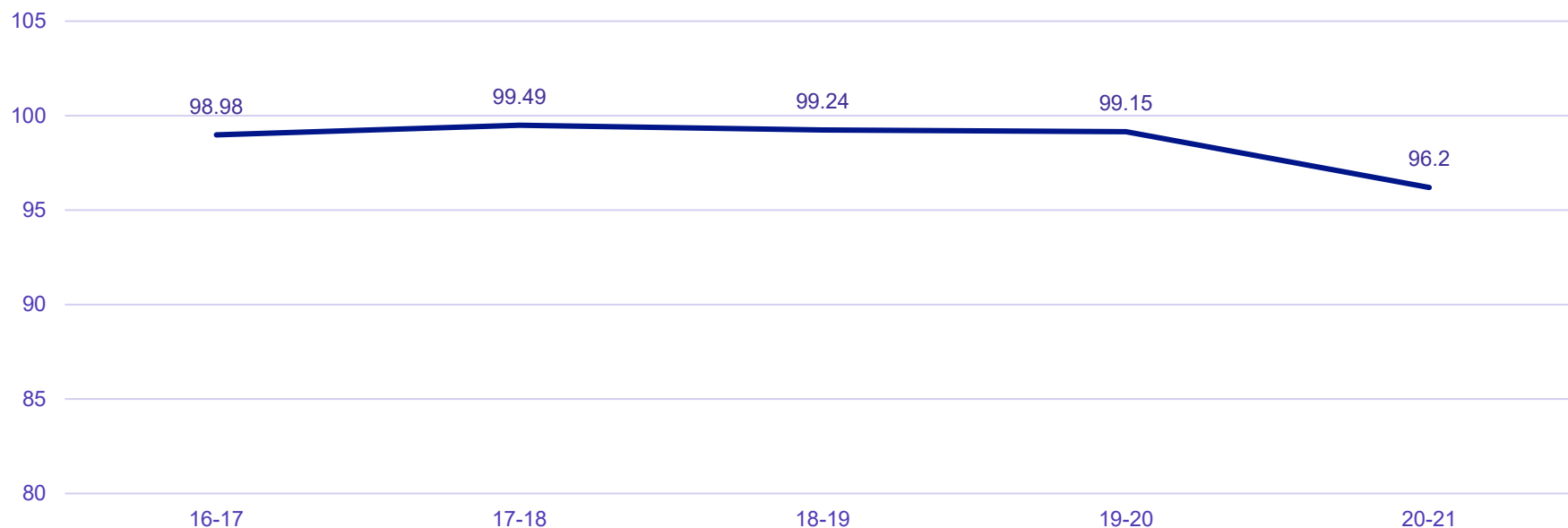
Indicator 2

- Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings

Considerations for Indicator 2

- COVID 19 pandemic – Districts changed the method of EI services delivery several times throughout the pandemic in response to local and state directed health measures. These changes can be seen in the 20-21 data and should be taken into account when setting future targets

Natural Environments Performance



Year	Proposed Targets	Performance
2016-17		98.98
2017-18		99.49
2018-19		99.24
2019-20		99.15
2020-21	93	96.2
2021-22	93.5	
2022-23	94	
2023-24	94.5	
2024-25	95	
2025-26	95.5	

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



Summary Statement 1: The percent of infants and toddlers who substantially increased their rate of growth by the time they turned 3 years of age or exited the program

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.

More context and background for GOLD

- Work with Kerry.

Indicator 3 Baselines

All six of the indicator 3 baselines have been revised due to the technical changes within the TS GOLD system.

These were recalculated by used a .95 confidence interval over our 5 years of simulated data

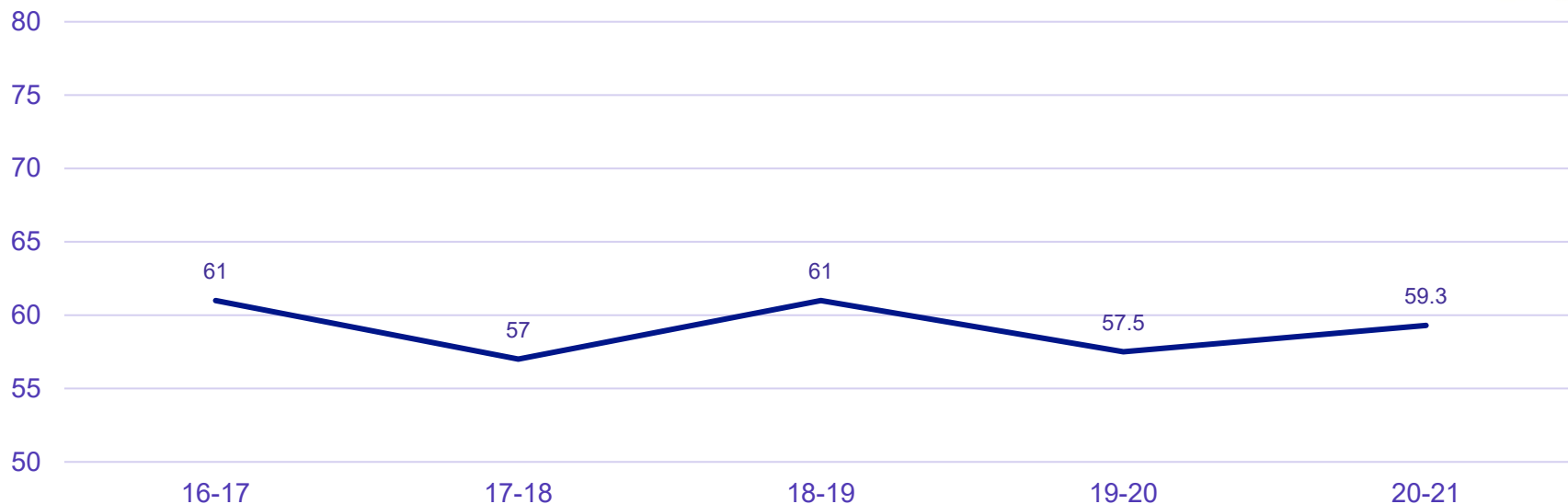
Revised Baseline and Methodology

5-year avg	.95 CI Lower bound	.95 CI Upper bound
0.591	56.02	62.11
0.532	50.10	56.27
0.584	55.32	61.42
0.437	40.66	46.79
0.596	56.53	62.6
0.551	52.00	58.16

Considerations for Indicator 3

- COVID 19 pandemic – Were all children entered and exited during COVID? Were providers able to fully capture accurate GOLD assessment data through zoom and/or limited face to face contact?
- Consider changes in the GOLD assessment. GOLD determined more appropriate cut scores were needed to ensure more accurate and stable child assessment data.

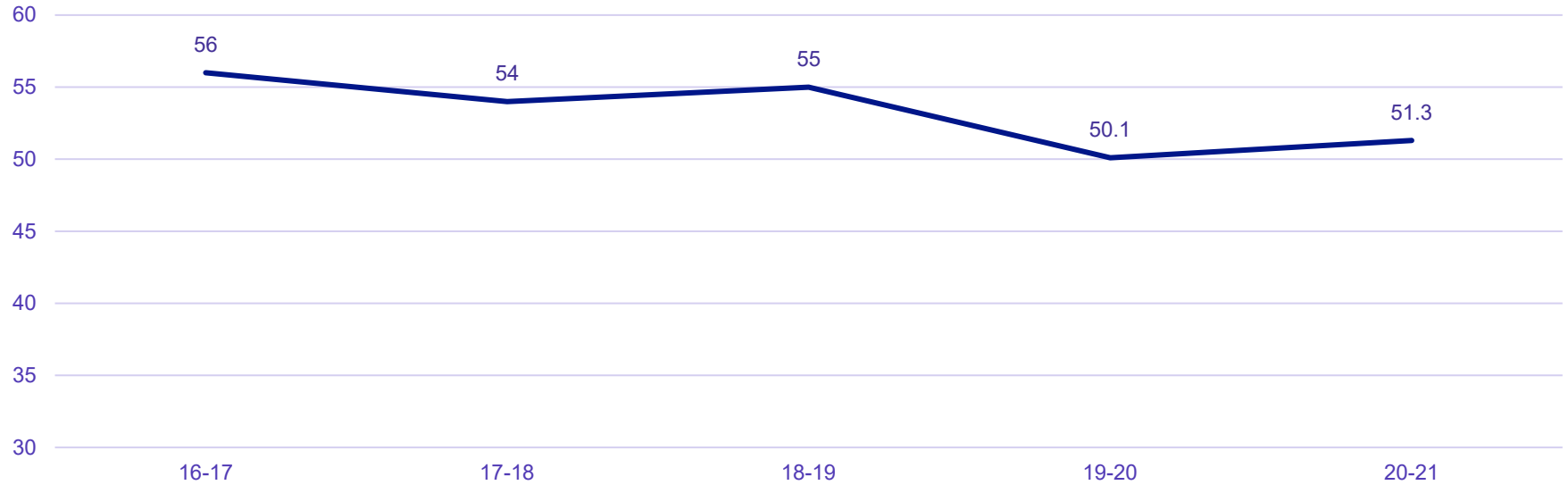
Social-Emotional Skills SS1 Performance



Year	Proposed Targets	Performance
2016-17		61
2017-18		57
2018-19		61
2019-20		57.5
2020-21	*56.02	59.3
2021-22	56.52	
2022-23	57.02	
2023-24	57.52	
2024-25	58.02	
2025-26	58.52	

*Adjusted baseline will also be the 20-21 target

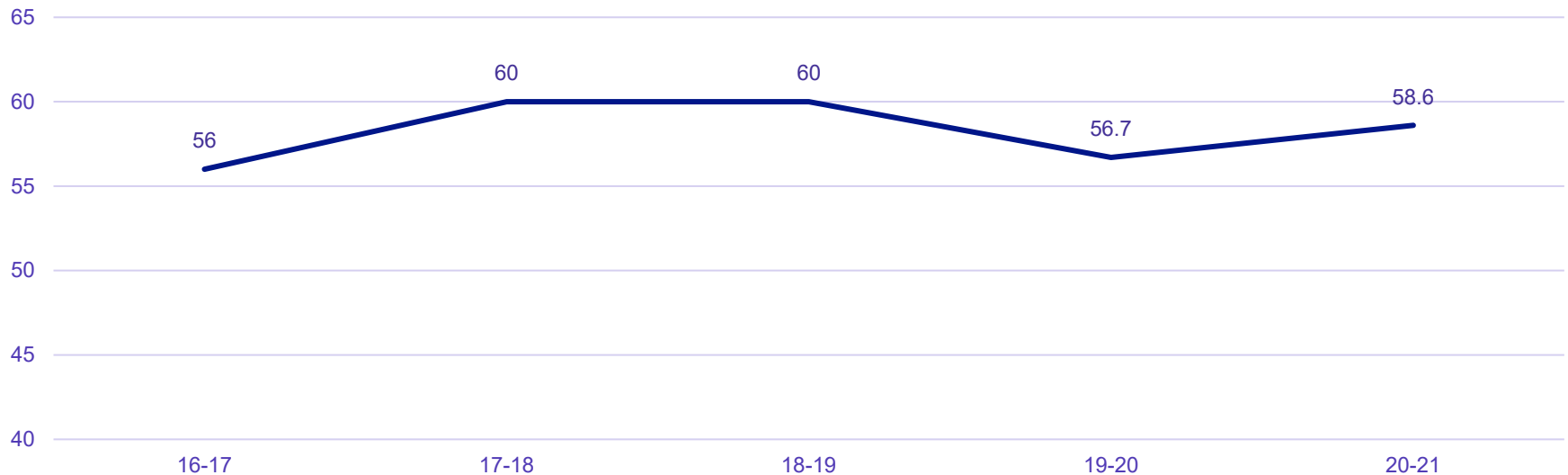
Social-Emotional Skills SS2 Performance



Year	Proposed Targets	Performance
2016-17		56
2017-18		54
2018-19		55
2019-20		50.1
2020-21	*50.1	51.3
2021-22	50.6	
2022-23	51.1	
2023-24	51.6	
2024-25	52.1	
2025-26	52.6	

*Adjusted baseline will also be the 20-21 target

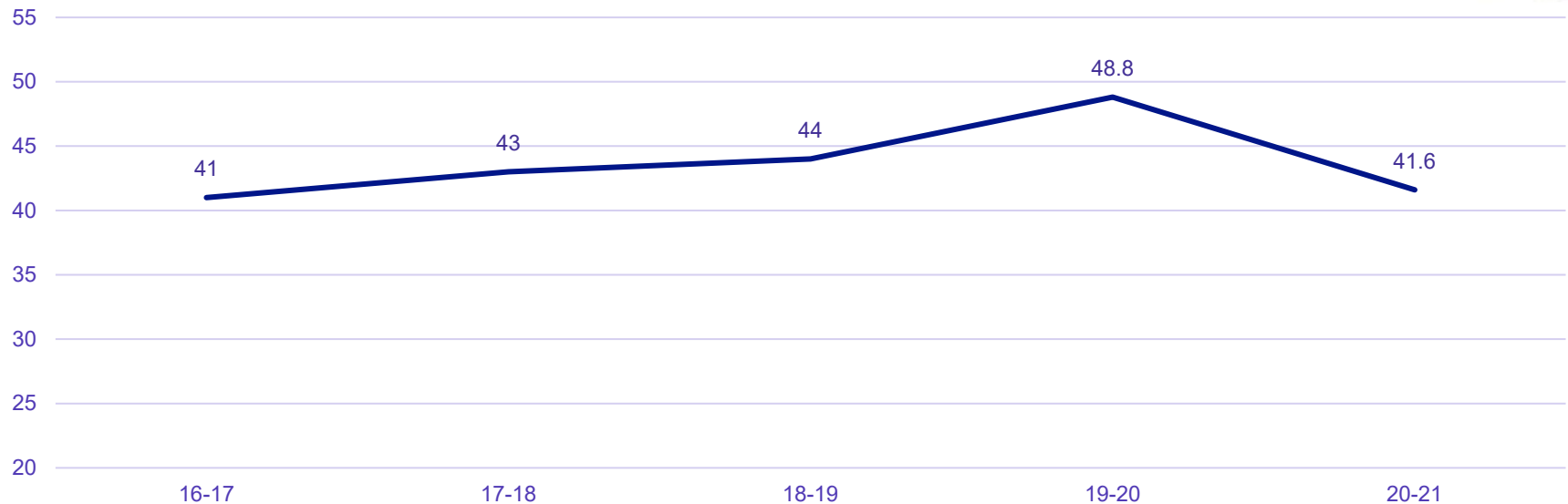
Knowledge and Skills SS1 Performance



Year	Proposed Targets	Performance
2016-17		56
2017-18		60
2018-19		60
2019-20		56.7
2020-21	*55.32	58.6
2021-22	55.82	
2022-23	56.32	
2023-24	56.82	
2024-25	57.32	
2025-26	57.82	

*Adjusted baseline will also be the 20-21 target

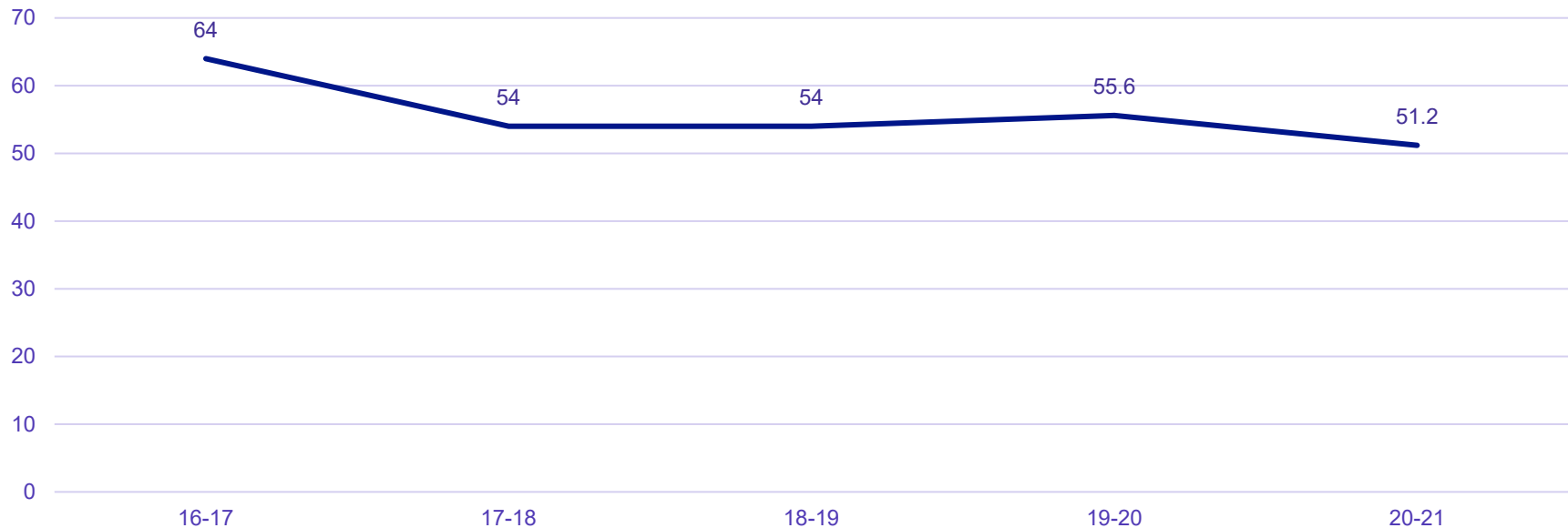
Knowledge and Skills SS2 Performance



Year	Proposed Targets	Performance
2016-17		41
2017-18		43
2018-19		44
2019-20		48.8
2020-21	*40.66	41.6
2021-22	41.16	
2022-23	41.66	
2023-24	42.16	
2024-25	42.66	
2025-26	43.16	

*Adjusted baseline will also be the 20-21 target

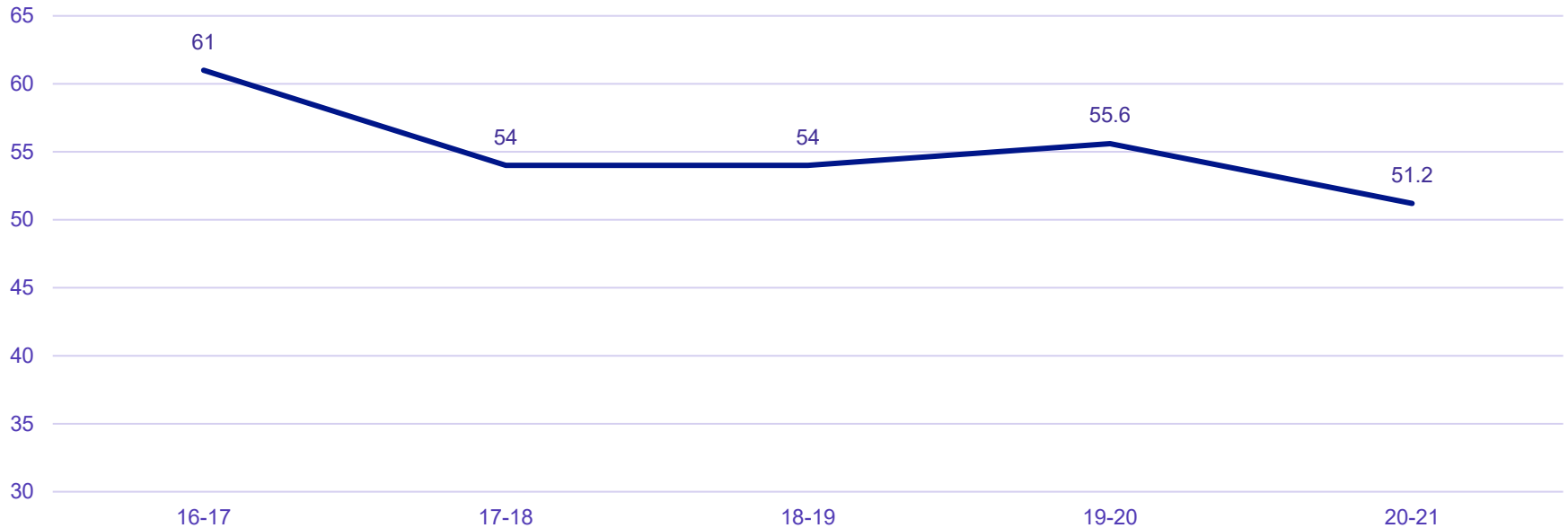
Appropriate Behaviors SS1 Performance



Year	Proposed Targets	Performance
2016-17		64
2017-18		54
2018-19		54
2019-20		55.6
2020-21	*56.53	51.2
2021-22	57.03	
2022-23	57.53	
2023-24	58.03	
2024-25	58.53	
2025-26	59.03	

*Adjusted baseline will also be the 20-21 target

Appropriate Behaviors SS2 Performance



Year	Proposed Targets	Performance
2016-17		61
2017-18		54
2018-19		54
2019-20		55.6
2020-21	*52	51.2
2021-22	52.5	
2022-23	53	
2023-24	53.5	
2024-25	54	
2025-26	54.5	

*Adjusted baseline will also be the 20-21 target

Indicator 4

Percent of families participating in Part C who report that early intervention services have helped the family:

A. Know their rights;

B. Effectively communicate their children's needs; and

C. Help their children develop and learn.

Considerations for Indicator 4

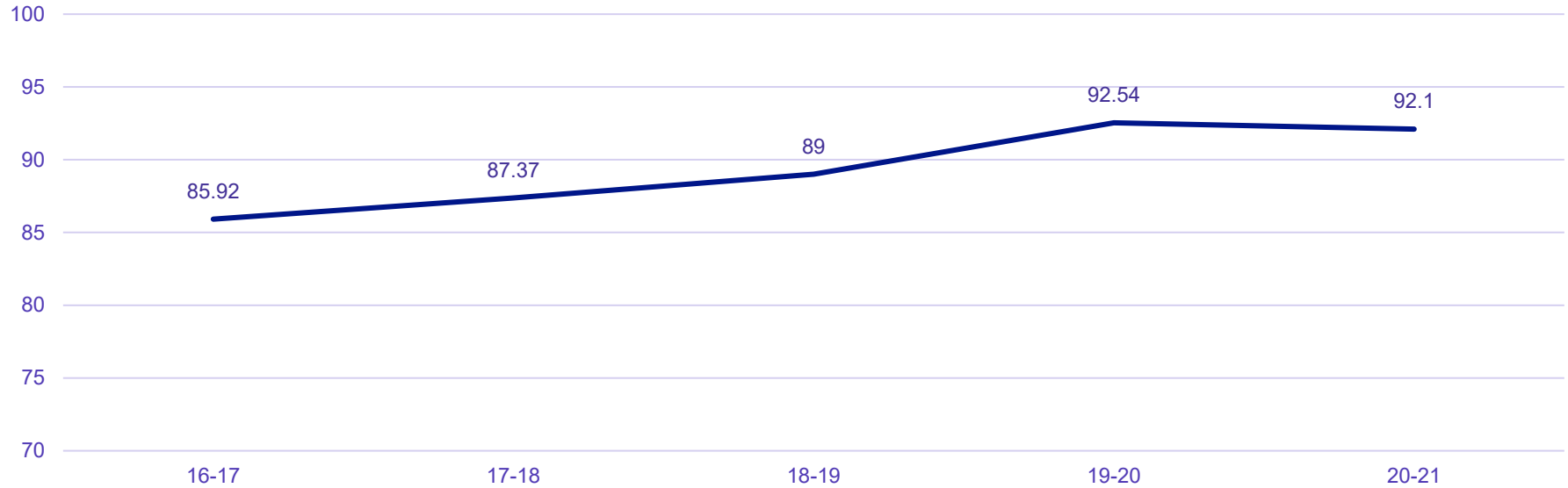
- COVID 19 pandemic – Return rates were excellent for 2021. Will this be replicated in 2022? Will fluctuating COVID restrictions impact families' perceptions around EI services?
- Consider changes to the new and shortened family survey. We condensed the survey by removing duplicative questions.

Family Survey Return Rates

2021: 79.2%

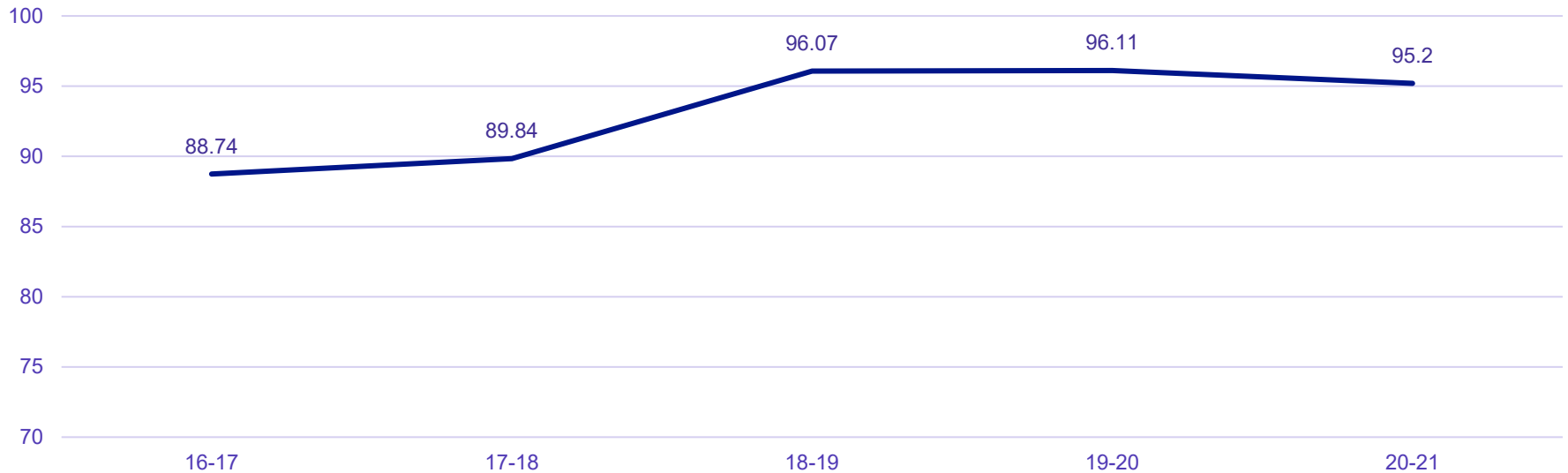
2020: 68.1%

Families Know Their Rights Performance



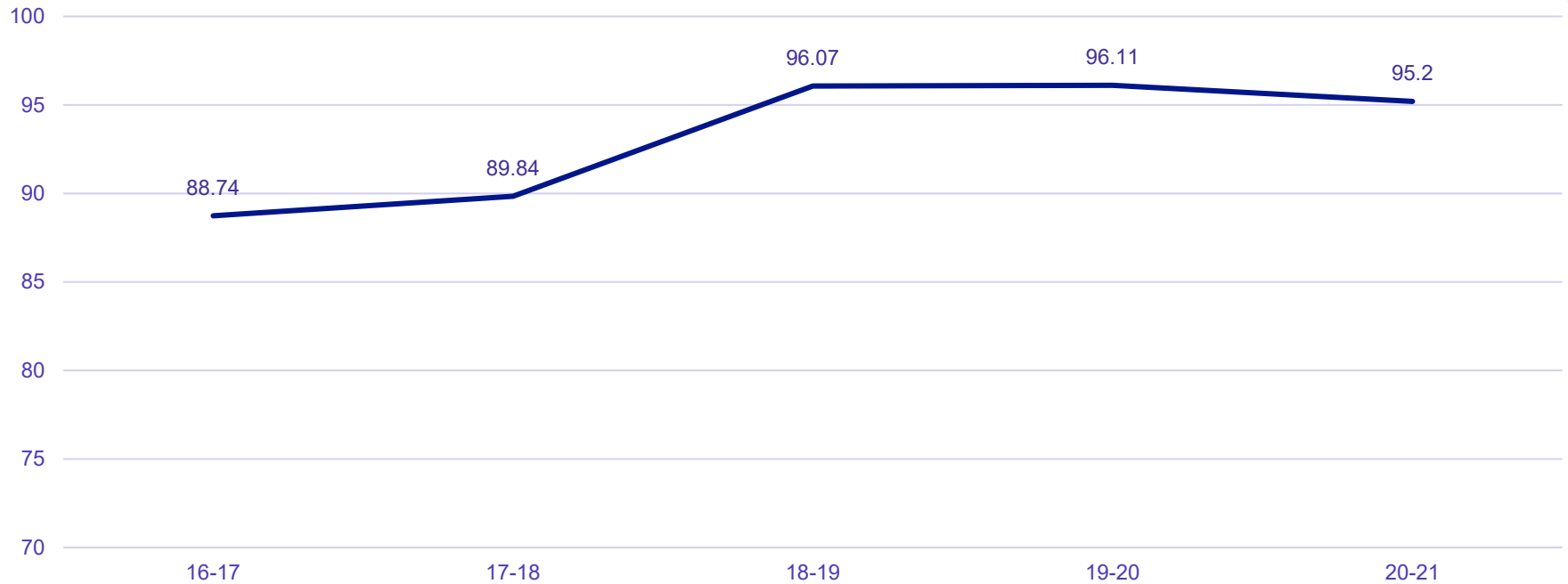
Year	Proposed Targets	Performance
2016-17		85.92
2017-18		87.37
2018-19		89
2019-20		92.54
2020-21	85.92	92.1
2021-22	86.92	
2022-23	87.92	
2023-24	88.92	
2024-25	89.92	
2025-26	90.92	

Communicate Child Needs Performance



Year	Proposed Targets	Performance
2016-17		84.62
2017-18		86.39
2018-19		88.04
2019-20		92.08
2020-21	84.62	89.9
2021-22	85.62	
2022-23	86.62	
2023-24	87.62	
2024-25	88.62	
2025-26	89.62	

Help Child Learn Performance



Year	Proposed Targets	Performance
2016-17		88.74
2017-18		89.84
2018-19		96.07
2019-20		96.11
2020-21	88.74	95.2
2021-22	89.74	
2022-23	90.74	
2023-24	91.74	
2024-25	92.74	
2025-26	93.74	

Indicator 5

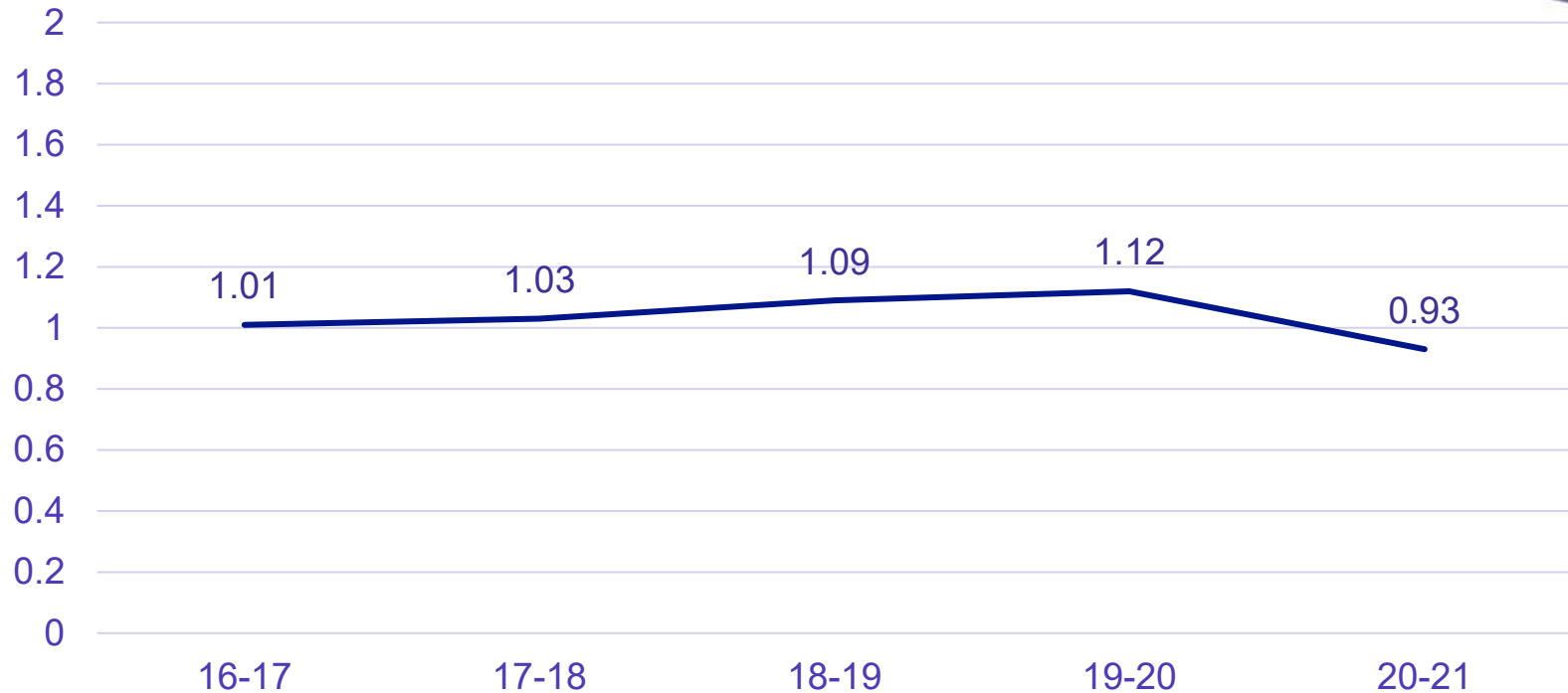
Percent of infants and toddlers birth to 1 with IFSPs

Data source: October 1 count

Considerations for Indicator 5

- COVID 19 pandemic – Clearly COVID impacted child find birth – 1. What continued impacts will this have?

Birth to One Child Find Performance



Year	Proposed Targets	Performance
2016-17		1.01
2017-18		1.03
2018-19		1.09
2019-20		1.12
2020-21	0.9	0.93
2021-22	0.9	
2022-23	0.95	
2023-24	1	
2024-25	1.05	
2025-26	1.1	

Indicator 6

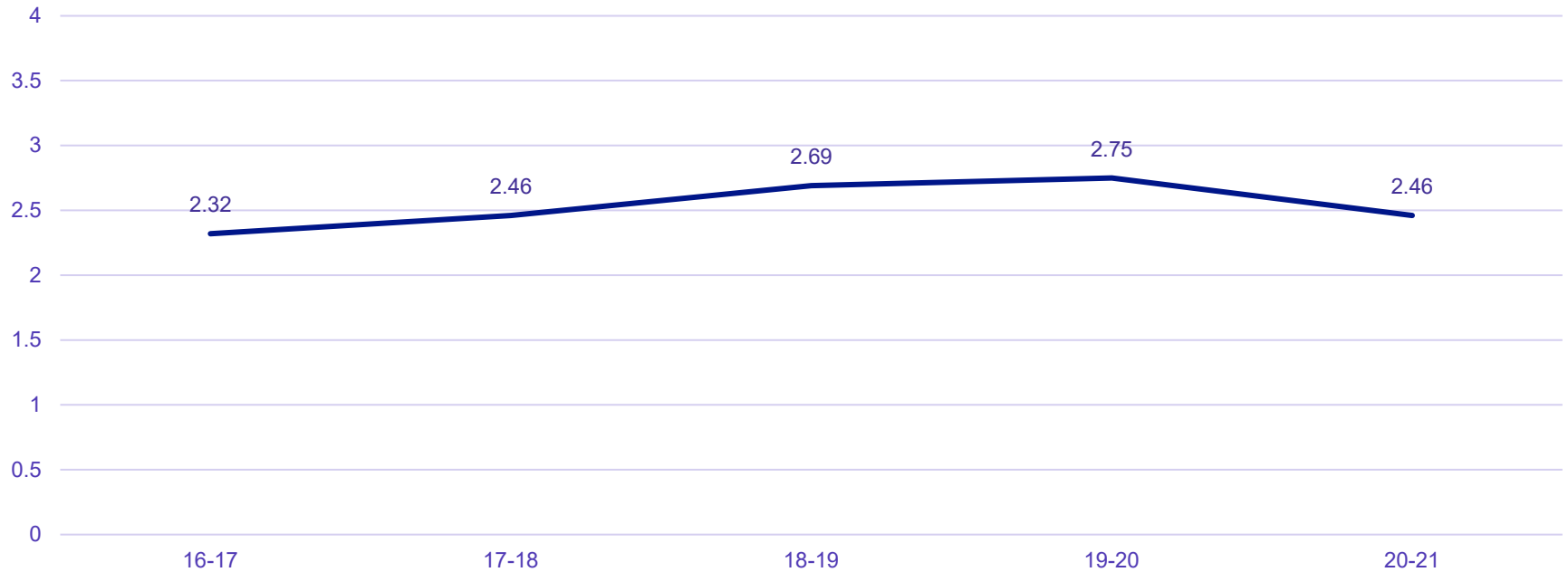
Percent of infants and toddlers birth to 3
with IFSPs

Data source: October 1 child count

Considerations for Indicator 6

- COVID 19 pandemic – Clearly COVID impacted child find birth – 3. What continued impacts will this have?

Birth to Three Child Find Performance



Year	Proposed Targets	Performance
2016-17		2.32
2017-18		2.46
2018-19		2.69
2019-20		2.75
2020-21	2.32	2.46
2021-22	2.32	
2022-23	2.35	
2023-24	2.38	
2024-25	2.41	
2025-26	2.44	

Compliance Indicators

- **Indicator 1** - Percent of infants and toddlers with Individual Family Service Plans (IFSPs) who receive the early intervention services on their IFSPs in a timely manner.
- **Indicator 7** - Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.

- **Indicator 8** – Transition activities

- A. Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.
- B. Notified the State educational agency (SEA) and the local educational agency (LEA) where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services;

- C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.
- Indicators 1, 7, and 8 must be **100%**

Wrap up and Next Steps

Tentative Agenda for 2022 Annual Stakeholder meeting:

Updates:

- American Rescue Plan projects
- Dr. Kuhn's evaluation study
- Dr. Knoche's Coaching in Early Intervention
- Results Driven Accountability progress

Thank You!

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