Indicator 4: Family Outcomes

Essential Elements

| Elements | Response |
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| Indicator Description | Percent of families participating in Part C who report that early intervention services have helped the family:4A. Know their rights;4B. Effectively communicate their children's needs; and4C. Help their children develop and learn.(20 U.S.C. 1416(a)(3)(A) and 1442) |
| Measurementa | 4A. 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 100.4B. 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 100.4C. 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.Provide the actual numbers used in the calculation. |
| Target Setting: This is a results indicator. Describe the process your state uses to engage stakeholders and set targets. | Click or tap here to enter text. |
| *EMAPS* Reporting Information: Describe log-in information, location of manual, etc. | Click or tap here to enter text. |
| Data Stewards: Provide titles and names, contact information, department, and any notes on persons responsible for collections, validation, analysis, and submission. List all parties and their role in the process, e.g., Part C coordinator, Part C data manager, data analyst, program coordinator, provider. | Click or tap here to enter text. |
| Data Source Description: Provide a short description of the databases or data systems your state uses to gather data for this indicator.* State-selected data source. State must describe the data source in the State Performance Plan/Annual Performance Report (SPP/APR).
 | Click or tap here to enter text. |
| State Collection and Submission Schedule:Provide a list of dates necessary for the timely processing and submission of these data. Include when the data collection period opens, when data are due from the local early intervention (EI) programs, and when assigned staff pull the data after the collection closes. | Click or tap here to enter text. |

a Measurement: Part C SPP/APR Measurement Table FFY 2020–2025.

Processes

| Element | Response |
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| Collection: Provide detailed information about the origin and collection of the data and names and titles of persons responsible. * When sampling is used, a description of the sampling methodology outlining how the design will yield valid and reliable estimates must be submitted to OSEP. If states are using a survey and the survey is revised or a new survey is adopted, states must submit a copy of new or revised survey with the SPP/APR. (See General Instructions page 2 for additional instructions on sampling.)
* States are encouraged to work in collaboration with their OSEP-funded parent centers in collecting data.
 | Click or tap here to enter text. |
| Data Quality: Describe how the data accurately reflect the full reporting period, the data cleaning processes, and any other processes your state uses to ensure high-quality data.* Include a description of how the state has ensured that any response data are valid and reliable, including how the data represent the demographics of the state.
 | Click or tap here to enter text. |
| Data Analysis:a Describe the process for data analysis. * States will be required to compare the current year’s response rate to the previous year(s) response rate(s) and describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.
* The state must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross section of families that received Part C services.
* States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).
* Include the state’s analysis of the extent to which the demographics of the infants or toddlers for whom families responded are representative of the demographics of infants and toddlers receiving services in the Part C program. States must consider race and ethnicity.
* If the analysis shows that the demographics of the infants or toddlers for whom families responded are not representative of the demographics of infants and toddlers receiving services in the Part C program, describe the strategies that the state will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the state should consider factors such as how the state distributed the survey to families (e.g., by mail, by email, online, by telephone, in-person), if a survey was used, and how responses were collected.
* Beginning with the FFY 2022 SPP/APR, due February 1, 2024, when reporting the extent to which the demographics of the infants or toddlers for whom families responded are representative of the demographics of infants and toddlers enrolled in the Part C program, states must include race and ethnicity in the analysis. In addition, the state’s analysis must also include at least one of the following demographics: socioeconomic status, parents or guardians whose primary language is other than English and who have limited English proficiency, maternal education, geographic location, and/or another demographic category approved through the stakeholder input process.
 | Click or tap here to enter text. |
| Response to OSEP-Required Actions: Describe the procedures for reviewing Office of Special Education Programs (OSEP) feedback. Following the release of the OSEP determination, indicate who reviews OSEP feedback and how assigned staff make the plan to address concerns and create a response. | Click or tap here to enter text. |
| Internal Approval Process: Describe any internal approval processes, including who must sign off and timelines.  | Click or tap here to enter text. |
| External Approval Process: Describe the State Interagency Coordinating Council (SICC) certification process, including dates and timelines. | Click or tap here to enter text. |
| Submission: Describe the process for entering the data and analyses into E*MAPS*. Include information on the person and role authorized to certify the final report.  | Click or tap here to enter text. |
| Clarification:b Describe the process your state uses to prepare a response to OSEP’s request for clarification. | Click or tap here to enter text. |
| Data Governance: Describe the process for reviewing and approving potential or actual to the data collection system and/or processes. | Click or tap here to enter text. |
| Public Reporting: Describe the process and format for publicly reporting the performance of each local EI program against the target of the state’s SPP/APR data. Note the person responsible and where your state posts the state and local SPP/APR data. | Click or tap here to enter text. |

a Data Analysis: Review data year to year, looking for patterns statewide and within local EI programs, outliers, whether targets are met or not met, and slippage.

b Clarification: OSEP generally sends clarification requests to states about 60 days post-submission.

Resources

Indicator 4: Family Outcomes

Resources: on calculators and graphing templates; versions of family surveys, including translations to several languages; data analysis templates; state approaches to measurement; and an analysis of national data.
[ECTA/DaSy Family Outcomes](https://ectacenter.org/eco/pages/familyoutcomes.asp)

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| **Acknowledgment**This resource was adapted from the Part C IDEA Data Processes Toolkit designed by the IDEA Data Center (IDC). The current resource relied heavily on the contents of the IDC Part C IDEA Data Processes Toolkit. Additions and revisions to the toolkit were informed by the expertise and input of DaSy staff. |
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| **About Us**The contents of this brief were developed under a grant from the U.S. Department of Education, #H373Z190002. However, those 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, Meredith Miceli and Amy Bae.The DaSy Center is a national technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs. The DaSy Center works with states to support IDEA early intervention and early childhood special education state programs in the development or enhancement of coordinated early childhood longitudinal data systems. | Logo of the U.S. Office of Special Education Program IDEAS that Work |
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