

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.

(20 U.S.C. 1416(a)(3)(A) and 1442) Child Outcomes:

- 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.

Progress categories for 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.
- c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# 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 = [(# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers) divided by (# 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 = [(# of infants and toddlers who maintained functioning at a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

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.

FFY2010

A. Positive social-emotional skills (including social relationships):	State	A	B	C	D	E	F	G	H	I	J
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	49%	48%	57%	53%	39%	41%	69%	44%	48%	62%	46%
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	47%	45%	61%	52%	33%	40%	55%	43%	48%	58%	45%

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	State	A	B	C	D	E	F	G	H	I	J
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	58%	55%	60%	61%	41%	46%	68%	57%	63%	72%	55%
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	66%	59%	72%	73%	55%	52%	63%	67%	62%	80%	63%

Outcome C: Use of appropriate behaviors to meet their needs	State	A	B	C	D	E	F	G	H	I	J
Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	52%	52%	53%	63%	43%	40%	63%	49%	53%	62%	50%
50%The percent of children who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	57%	56%	65%	64%	43%	43%	60%	54%	57%	67%	55%

FFY2009

A. Positive social-emotional skills (including social relationships):	State	A	B	C	D	E	F	G	H	I	J
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	51%	44%	61%	62%	46%	35%	59%	49%	53%	58%	52%
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	49%	41%	61%	54%	37%	30%	52%	50%	51%	54%	47%

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	State	A	B	C	D	E	F	G	H	I	J
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	59%	54%	60%	63%	67%	40%	70%	59%	54%	70%	59%
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	68%	59%	73%	78%	68%	47%	66%	70%	65%	74%	67%

Outcome C: Use of appropriate behaviors to meet their needs	State	A	B	C	D	E	F	G	H	I	J
Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	54%	51%	52%	63%	60%	37%	58%	52%	55%	63%	53%
50%The percent of children who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	59%	54%	70%	63%	55%	41%	58%	58%	60%	67%	60%

BASELINE DATA FOR INFANTS AND TODDLERS EXITING FFY2008

Summary Statements	STATE	A	B	CH	D	E	F	G	I	J
Outcome A: Positive social-emotional skills (including social relationships)	% of children									
1 Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	51.7%	46.6%	59.4%	57.0%	40.8%	35.4%	52.9%	49.0%	60.1%	52.8%
2 The percent of children who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	49.9%	39.8%	60.4%	52.4%	33.8%	37.7%	42.9%	50.5%	59.2%	51.6%

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	STATE	A	B	CH	D	E	F	G	I	J
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	56.3%	52.9%	51.5%	59.3%	58.3%	48.7%	60.3%	53.2%	67.5%	58.3%
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	68.5%	57/1%	75.3%	73.8%	64.6%	55.1%	57.6%	68.2%	78.4%	68.1%

B. Acquisition and use of knowledge and skills (including early language/communication):	Number of Children	% of children	A	B	CH	D	E	F	G	I	J
a. Percent of infants and toddlers who did not improve functioning	168	4.8%	0%	1.1%	6.8%	1.5%	0.0%	0.5%	12.5%	0.2%	5.2%
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	646	18.6%	31.2%	17.3%	12.3%	21.5%	36.5%	29.8%	12.9%	14.9%	18.3%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	278	8.0%	11.7%	6.2%	7.0%	12.3%	8.4%	12.1%	6.4%	6.5%	8.5%
d. Percent of infants and toddlers who improved	772	22.3%	23.4%	13.3%	20.9%	20.0%	26.3%	33.8%	22.4%	24.9%	24.4%

functioning to reach a level compared to same aged peers												
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	1604	46.3%	33.7%	62.0%	52.9%	44.6%	28.7%	23.7%	45.8%	53.5%	43.7%	
TOTAL	3468	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	

Outcome C: Use of appropriate behaviors to meet their needs	STATE	A	B	CH	D	E	F	G	I	J
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	53.8%	53.8%	56.5%	59.9%	53.2%	44.0%	55.0%	50.1%	58.2%	53.8%
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	61.7%	60.2%	71.6%	67.8%	53.5%	46.7%	55.1%	58.4%	67.7%	59.6%

C. Use of appropriate behaviors to meet their needs:	Number of Children	% of children	A	B	CH	D	E	F	G	I	J
a. Percent of infants and toddlers who did not improve functioning	160	4.6%	0%	1.3%	7.3%	1.9%	0.0%	0.5%	11.1%	0.0%	6.1%
b. Percent of infants and toddlers who improved functioning but not sufficient to	903	26.0%	32%	22.7%	18.1%	31.9%	44.9%	33.8%	22.2%	25.4%	28.6%

