

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.

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%

PROGRESS DATA FOR INFANTS AND TODDLERS EXITING FFY2008

A. Positive social-emotional skills (including social relationships):	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%	1.2%	2.4%	0.0%	12.3%	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	1231	35.5%	47.6%	31.3%	30.2%	51.9%	54.5%	40.4%	27.6%	33.4%	34.3%

c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	340	9.8%	12.5%	7.1%	10.6%	13.1%	5.4%	16.7%	9.6%	7.1%	8.9%
d. Percent of infants and toddlers who improved functioning to reach a level compared to same aged peers	1156	33.3%	29%	40.4%	38.5%	23.5%	25.7%	28.8%	28.8%	43.4%	35.2%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	573	16.5%	10.9%	20.0%	13.9%	10.4%	12.0%	14.1%	21.8%	15.8%	16.4%
TOTAL	3468	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

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%

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 move nearer to functioning comparable to same-aged peers	903	26.0%	32%	22.7%	18.1%	31.9%	44.9%	33.8%	22.2%	25.4%	28.6%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	266	7.7%	7.8%	4.4%	6.8%	12.7%	8.4%	10.6%	8.3%	6.9%	5.6%

