

## Part C and 619 Indicator Discussion

National Center on Special Education Accountability Monitoring  
 Advisory Board Meeting  
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 New Orleans, LA

## Context for Discussion

- Government Performance Results Act (GPRA)
- Program Assessment Rating Tool (PART)
- Annual Performance Reports (APR)
- Continuous Improvement and Focused Monitoring System (CIFMS)
  - Clusters
- “618” Data

## Part C: Early Intervention Program for Infants/Toddlers and Their Families

## Child Find/Identification

Federal Reporting		State Reporting		
GPRA	PART	APR	CIFMS	618 Data
Indicator 8.2.2 of 3: Infants and toddlers served: The number of States that serve at least 2 % of infants and toddlers in the general population, <i>birth through age 2</i> , through Part C will increase	Key Goal III: Infants and toddlers served: The percentage of children ages birth through 2 who are served under Part C as a proportion of the general population. The numbers of States that serve more than <b>2% of their population aged birth through 2</b> and more than 1% of their population under age 1 (targets first established for this performance measure in FY 2003).	Cluster: Comprehensive Child Find System Question: Does the implementation of a comprehensive, coordinated Child Find system result in the identification of all eligible infants and toddlers? Probe: Cc1: Is the % of eligible infants and toddlers with disabilities that are receiving Part C services comparable to State and national data for the percentage of infants and toddlers with developmental delays?	Percent of children <i>birth through age 2</i> served	Table 1: Report of infants and toddlers receiving early intervention services in accordance with IDEA, Part C

Federal Reporting		State Reporting		
GPRA	PART	APR	CIFMS	618 Data
Indicator 8.2.1 of 3: Infants Served: The number of States that serve at least 1% of <i>infants in the general population under the age of 1</i> through Part C will increase	Key Goal III: Infants and toddlers served: The percentage of children ages birth through 2 who are served under Part C as a proportion of the general population. The numbers of States that serve more than 2% of their population aged birth through 2 and more than 1% of their population <i>under age 1</i> (targets first established for this performance measure in FY 2003).	Cluster: Comprehensive Child Find System Question: Does the implementation of a comprehensive, coordinated Child Find system result in the identification of all eligible infants and toddlers? Probe: Cc2: Is the % of eligible infants with disabilities <i>under the age of one</i> that are receiving Part C services comparable with State and national data?	<i>Percent of children under age 1 served</i>	Table 1 of Part C: Report of infants and toddlers receiving early intervention services in accordance with IDEA, Part C

## Issues Related to Child Find/Identification Indicators

- Varying eligibility definitions impact those served under Part C
- Counting age at referral for eligible children or infants B-1 year on December 1
- Data collection methods might cause unpredictable variations in counts
- Valid models and screening systems for early identification (sensitivity, specificity issues)
- New CAPTA referral requirements will significantly impact Part C identification efforts

## Discussion

Are there additional observations or comments about this indicator?

## Settings in Which EI Provided

Federal Reporting		State Reporting		
GPRA	PART	APR	CIFMS	618 Data
Indicator 8.2.3 of 3: Service Settings: The percentage of children receiving age-appropriate services primarily in home, in community-based settings, and in programs designed for typically developing peers, will increase		Cluster: Early Intervention Services in Natural Environments Question: Are early intervention services provided in natural environments meeting the unique needs of eligible infants and toddlers and their families? Probe: CE.IV Are children receiving services primarily in natural environments? If not, do children have IFSPs that justify why services are not provided in natural environments?	Percent of children receiving services in the home, in the community, and in programs for typically-developing children	Table 2 of Part C: Report of program settings where early intervention services are provided to infants and toddlers with disabilities and their families in accordance with Part C

## Issues Related to Indicator

- Reporting **primary** service setting (most hours)
- Confusion exists that "natural environment" means only "home"
- Services in "home" can involve community activities/locations without IFSP designations
- Numbers in children in child and family care
- Setting reported against backdrop of recommended practices that define natural environments distinctly from "setting" or "location of services" It is "not just about place"
- Definition for "programs designed for typically developing children"
  - What is "most" children in setting do not have disabilities?

## Discussion

Are there additional observations or comments about this indicator?

# Exiting Part C (Transition)

Federal Reporting		State Reporting		
GPRA	PART	APR	CIFMS	618 Data
*Was previously in GPRA but not in 2005 Performance Plan		Cluster: Early Childhood Transition Question: Do all children exiting Part C receive the transition planning necessary to support the child's transition to preschool and other appropriate community services by their third birthday? No probes specified		Table 3 of Part C: Report of infants and toddlers exiting Part C

- ## Issues
- Links between Part C and Part B data systems
  - To address under Part C, must receive information from Part B program
  - Part B item in Table 3 labeled "eligibility not determined" which includes options
    - Eligibility not yet determined
    - Eligibility determine but not reported
    - Parent did not consent to transition planning
    - Referral made close to child's 3<sup>rd</sup> birthday)

## Discussion

Are there additional observations or comments about this indicator?

# Functional Abilities (Child Outcomes)

Federal Reporting		State Reporting		
GPRA	PART	APR	CIFMS	618 Data
Indicator 8.1.1 of 2: Functional Abilities: By 2013, all infants and toddlers with disabilities participating in Part C will exhibit improved and sustained functional abilities.	Key Goal 1: Functional Abilities The percentage of children participating in the Part C program who demonstrate improved and sustained functional abilities, including progress in areas such as social, emotional, cognitive, communication, and physical development (Proposed measure)	Cluster: Early Intervention Services in Natural Environments Question: Are early intervention services provided in natural environments meeting the unique needs of eligible infants and toddlers and their families? Probe: CEV: What percentage of children, participating in the Part C program, demonstrate improved and sustained functional abilities? (Cognitive, physical (including vision and hearing), communication, social or emotional, and adaptive)		

## Data Sources to Guide

- NEILS Data
- Early Childhood Outcomes Center
- Annual Performance Report State Data

## Issues

- How are functional abilities defined?
- How are functional abilities measured?
- How is improvement measured?
- How are sustained functional abilities defined?
- Amount of time spent in Part C
- Amount of service(s) received
- Emphasis on assisting families and caregivers in enhancing the child's development

## What Makes This Challenging?\*

- Lack of data in many important areas
  - Functional abilities of young children
  - Enhancing families' capacity to support development of their child
- Examples of measurement issues
  - Agreement on core indicators, assessment tools
  - Accommodations? Alternate assessments?
- Examples of data issues
  - At what level will data be reported? State? Program? Individual?
  - Assurance that data will be used appropriately?

\* From: Lee, S.S. (2003, October). *Improving programs and outcomes for infants, toddlers, and preschoolers with disabilities and their families*. Presentation at the annual meeting of the International Division for Early Childhood, Washington, DC.

## Discussion

Are there additional observations or comments about this indicator?

## Family Capacity

Federal Reporting		State Reporting		
GPRA	PART	APR	CIFMS	618 Data
Indicator 8.1.2 of 2: Family capacity: By 2013, all families served through Part C will report that early intervention services have increased their capacity to enhance their child's development	Key Goal II: Family Capacity The percentage of families that report that early intervention services have increased their family's capacity to enhance their child's development	Cluster: Family-Centered Services Question: Do family supports, services, and resources increase the family's capacity to enhance outcomes for infants and toddlers and their families? Probe: No probe		

## Sources to Guide

- Early Childhood Outcomes Center
- Annual Performance Report
- NEILS Data
- NCSEAM – Parent/Family Perception and Participation Measure

## Issues

- How is “family capacity” defined?
- How would “increased” capacity be measured?
- How to obtain family capacity data?
  - GPRA: Family report
  - PART: Family report
  - APR: Is capacity enhanced?

## Discussion

Are there additional observations or comments about this indicator?

## Recommendations

- We recommend no changes to existing indicators at this time
- We recommend analyzing and publicly reporting child identification in 3 cohorts
  - Birth to 1
  - 12 mo 1 day to 24 months
  - 24 months 1 day to 36 months
- Board recommendations?

Section 619 - Preschool

Child Identification

Federal Reporting		State Reporting		
GPRA	PART	APR	CIFMS	618 Data
				Table 3: Part B, IDEA, Implementation of FAPE Requirements

## Issues

- Importance of preschool (Part B “619”) identification by age cohorts
  - 3 to 4
  - 4 to 5
  - 5 to 6

## Discussion

Are there additional observations or comments about this indicator?

## Early Childhood Transition

Federal Reporting		State Reporting		
GPRA	PART	APR	CIFMS	618 Data
		Cluster: Early Childhood Transition Question: Are all children eligible for Part B services receiving special education and related services by their third birthday? Probe: No probe		Table 3 of Part C: Report of infants and toddlers exiting Part C

## Discussion

Are there additional observations or comments about this indicator?

# LRE - Preschool

Federal Reporting		State Reporting		
GPRA	PART	APR	CIFMS	618 Data
Indicator 8.1.2 of 3: Inclusive setting: All children with disabilities will receive education and related services in the least restrictive environment		Cluster: Free Appropriate Public Education in the Least Restrictive Environment Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living? Probe: BF.V Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?		Table 3: Part B, IDEA Implementation of FAPE Requirements

- ## Issues
- “Early Childhood Setting” definition
    - What is “designed primarily”?
    - What is ratio for “primarily”?
  - Issue related to “all” versus “part”
    - All ECSE
    - All EC
    - Part-time early childhood/part-time early childhood special education
  - Setting reported against backdrop of recommended practices that define least restrictive environments distinctly from “setting” or “location of services.” It is “not just about place.”
  - Universal Pre-K not available in all places

## Discussion

Are there additional observations or comments about this indicator?

# “Readiness Skills”

Federal Reporting		State Reporting		
GPRA	PART	APR	CIFMS	618 Data
Indicator 8.1.1 of 3: Improved Skills: By 2013, all preschoolers with disabilities receiving special education and related services will improve their early language/communication, pre-reading, and social-emotional skills.	Key Goal 1: The percentage of preschool children receiving special education and related services who have readiness skills when they reach kindergarten (proposed measure)	Cluster: Free Appropriate Public Education in the Least Restrictive Environment Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living? Probe: BF.VI Are the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving? BF. IV Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?		

## Sources to Guide

- Preschool Early Education Longitudinal Study
- SPARKS
- Early Childhood Outcomes Center
- Annual Performance Report

## Issues

- Informed use of assessment that are appropriate for ages and other characteristics of other children being assessed
- Informed use of individually administered, norm-referenced tests
- Methods used to assess readiness skills

## Discussion

Are there additional observations or comments about this indicator?

## Parent Involvement

Federal Reporting		State Reporting		
GPRA	PART	APR	CIFMS	618 Data
		Cluster: Parent Involvement Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services? Probe: No probe		

## Sources to Guide

- NCSEAM – Parent/Family Perception and Participation Measure
- Annual Performance Report Data

## Issues

- How to obtain parent involvement data?
  - GPRA: Not required
  - PART: Not required
  - APR: “Is FAPE facilitated through parent involvement?”

## Discussion

Are there additional observations or comments about this indicator?

## Recommendations for Part B 619

- We recommend reporting identification by age cohorts
  - 3 to 4
  - 4 to 5
  - 5 to 6
- We recommend compiling and publicly reporting ranked LRE preschool data
- Board recommendations?