



Annual Performance Report State Systemic Improvement Plan

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State Performance Plan / Annual Performance Report

Brief Overview of State Performance Plan/Annual Performance Report

- Required by the Individuals with Disabilities Education Act, the U.S. Department of Education's Office of Special Education Programs has directed all states to have a State Performance Plan/Annual Performance Report.
- The intent of the report is to function as both a progress report for the Office and a report for the state's stakeholders.
- The report evaluates the state's efforts to implement the requirements and purposes of the Part C Early Intervention Program of the Act.
- The report is submitted annually to Office of Special Education Programs by February 1st on state performance on federally established compliance and performance indicators.
- States must report on progress in meeting the Office's target of 100% for compliance indicators (Indicators 1, 7, and 8) and measurable and rigorous targets set by the state for performance indicators (Indicators 2, 3, 4, 5, 6, 9, 10, 11 and 12).
- The Act further requires the Office to review states' report each year and determine if the state: "Meets requirements" of the Act, or "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" in implementing the requirements of the Act.
- All New York State Early Intervention Program State Performance Plan/Annual Performance Report are posted at https://www.health.ny.gov/statistics/community/infants_children/early_intervention/.
- Indicator 9, on Resolution Sessions, is not applicable to New York State Part C and is not reported in New York's report for the Part C Early Intervention Program, because the Part C Early Intervention Program has not adopted Part B resolution procedures.
- Indicator 12, for General Supervision, is new for the 2023-2024 Program Year.

Annual Performance Report Compliance Indicators Targets 100%

Indicator 1. Timely service provision

Children with service initiated within 30 days after the family provides written consent for the services in the Individualized Family Service Plan (IFSP).

Indicator 7. Timely Individualized Family Service Plan

Children with the Individualized Family Service Plan initiated within 45 days after referral to the Early Intervention Program.

Indicator 8. Timely transition steps and services

8A. Individualized Family Service Plan with transition steps and services discussed with family at least 90 days prior to toddler's third birthday.

8B. Notified the State and Local Education Agency at least 90 days prior to toddler's third birthday.

8C. Transition conference conducted at least 90 days prior to the toddler's third birthday.

Indicator 12. General Supervision

Focuses on the State lead agency's exercise of its general supervision responsibility to monitor its Early Intervention Service (EIS) Providers and EIS Programs through the State's reporting on timely correction of noncompliance.

Annual Performance Report Performance Indicators Targets Set by States

Indicator 2. Receive early intervention services in home or community-based setting

Indicator 3. Child outcomes

3A. Positive social emotional skills

3B. Acquisition and use of knowledge and skills (including early language/communication)

3C. Use of appropriate behaviors to meet their needs

Indicator 4. Family outcomes

4A. Know their rights

4B. Effectively communicate their children's needs

4C. Help their children develop and learn

Indicator 5. Infants less than 1 with an Individualized Family Service Plan

Indicator 6. Infants and toddlers less than 3 with an Individualized Family Service Plan

Indicator 9. Hearing requests that went to resolution sessions (not applicable for NY Part C)

Indicator 10. Mediations held that resulted in mediation agreements

Indicator 11. State Systemic Improvement Plan– positive family outcomes

Program Year 2022-2023 Annual Performance Report Submitted February 1, 2024

Part C Results-Driven Accountability Determinations

OSEP Determination*	Issued in 2014 (PY 2012-13)	Issued in 2015 (PY 2013-14)	Issued in 2016 (PY 2014-15)	Issued in 2017 (PY 2015-16)	Issued in 2018 (PY 2016-17)	Issued in 2019 (PY 2017-18)	Issued in 2020 (PY 2018-19)	Issued in 2021 (PY 2019-20)	Issued in 2022 (PY 2020-21)	Issued in 2023 (PY 2021-22)	Issued in 2024 (PY 2022-23)
Meets Requirements	36 States	22 States	30 States	30 States NY: 84.38%	31 States	28 States NY: 90.97%	27 States	29 States	30 States NY: 93.75%	25 States NY: 81.25%	29 States NY: 79.86%
Needs Assistance (one year)	16 States NY: 70.00%	21 States	3 States	7 States	8 States NY: 78.13%	12 States	8 States NY: 78.47%	8 States	9 States	12 States	8 States
Needs Assistance (two or more consecutive years)	Category Not Available	12 States NY: 71.88%	22 States NY: 78.47%	18 States	17 States	17 States	19 States	19 States NY: 78.47%	17 States	17 States	17 States
Needs Intervention (one year)	4 States	0	0	1 State	0	0	2 States	0	0	2 States	2 States
Needs Substantial Intervention	Category Not Available	1 State	1 State	0	0	0	0	0	0	0	0

*Meets Requirements = 80% and above

Needs Assistance = 60% to 80%

Needs Intervention = less than 60%

[2024 Determination Letters on State Implementation of IDEA - Individuals with Disabilities Education Act](#)

New York

2024 Part C Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination (1)

Percentage (%)	Determination
79.86% 2023=81.25%	Meets Requirements

Results and Compliance Overall Scoring

Section	Total Points Available	Points Earned	Score (%)
Results	8	7	87.50%
Compliance	18	13	72.22%

2024 Part C Compliance Matrix

Part C Compliance Indicator (2)	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2021 (3)	Score
Indicator 1: Timely service provision	63.13%	YES	0
Indicator 7: 45-day timeline	92.80%	YES	2
Indicator 8A: Timely transition plan	99.45%	YES	2
Indicator 8B: Transition notification	90.84%	YES	2
Indicator 8C: Timely transition conference	95.23%	YES	2
Timely and Accurate State-Reported Data	94.29%		1
Timely State Complaint Decisions	100.00%		2
Timely Due Process Hearing Decisions	Data Not Reported		0
Longstanding Noncompliance			2
Programmatic Specific Conditions	None		
Uncorrected identified noncompliance	None		

2023 = 0

2023 = 2

(2) The complete language for each indicator is located in the Part C SPP/APR Indicator Measurement Table at:

https://sites.ed.gov/idea/files/2024_Part-C_SPP-APR_Measurement_Table.pdf

(3) This column reflects full correction, which is factored into the scoring only when the compliance data are $\geq 90\%$ and $< 95\%$ for an indicator.

I. Data Quality

(a) Data Completeness: The percent of children included in your State's 2021 Outcomes Data (Indicator C3)

Number of Children Reported in Indicator C3 (i.e., outcome data)	4,029
Number of Children Reported Exiting in 618 Data (i.e., 618 exiting data)	31,287
Percentage of Children Exiting who are Included in Outcome Data (%)	N/A
Data Completeness Score (please see Appendix A for a detailed description of this calculation)	2

(b) Data Anomalies: Anomalies in your State's FFY 2021 Outcomes Data

Data Anomalies Score (please see Appendix B for a detailed description of this calculation)	2
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II. Child Performance

(a) Data Comparison: Comparing your State's 2022 Outcomes Data to other States' 2022 Outcomes Data

Data Comparison Score (please see Appendix C for a detailed description of this calculation)	1	1
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(b) Performance Change Over Time: Comparing your State's FFY 2022 data to your State's FFY 2021 data

Performance Change Score (please see Appendix D for a detailed description of this calculation)	2	1
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Scoring Percentages for the 10th and 90th Percentile for Each Outcome and Summary Statement, FFY 2022

Percentiles	Outcome A SS1	Outcome A SS2	Outcome B SS1	Outcome B SS2	Outcome C SS1	Outcome C SS2
10	45.63%	35.29%	54.05%	27.07%	51.93%	33.56%
90	82.58%	69.37%	81.10%	56.55%	85.30%	71.29%

Data Comparison Score	Total Points Received Across SS1 and SS2
0	0 through 4 points
1	5 through 8 points
2	9 through 12 points

Your State's Summary Statement Performance FFY 2022

Summary Statement (SS)	Outcome A: Positive Social Relationships SS1	Outcome A: Positive Social Relationships SS2	Outcome B: Knowledge and Skills SS1	Outcome B: Knowledge and Skills SS2	Outcome C: Actions to meet needs SS1	Outcome C: Actions to meet needs SS2
Performance (%)	76.57%	40.46%	81.36%	36.76%	81.67%	34.25%
Points	1	1	2	1	1	1

Total Points Across SS1 and SS2(*)	7
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Your State's Data Comparison Score	1
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Comparing your State's FFY 2022 data to your State's FFY 2021 data

Summary Statement/ Child Outcome	FFY 2021 N	FFY 2021 Summary Statement (%)	FFY 2022 N	FFY 2022 Summary Statement (%)	Difference between Percentages (%)	Std Error	z value	p-value	p<=.05	Score: 0 = significant decrease; 1 = no significant change; 2 = significant increase
SS1/Outcome A: Positive Social Relationships	4,056	73.18%	3,491	76.57%	3.39	0.0100	3.3964	0.0007	YES	2 1
SS1/Outcome B: Knowledge and Skills	4,353	78.66%	3,723	81.36%	2.70	0.0089	3.0328	0.0024	YES	2 1
SS1/Outcome C: Actions to meet needs	4,450	79.21%	3,825	81.67%	2.46	0.0087	2.8190	0.0048	YES	2 1
SS2/Outcome A: Positive Social Relationships	4,677	41.24%	4,029	40.46%	-0.79	0.0106	-0.7456	0.4559	NO	1
SS2/Outcome B: Knowledge and Skills	4,677	37.74%	4,029	36.76%	-0.98	0.0104	-0.9427	0.3458	NO	1 0
SS2/Outcome C: Actions to meet needs	4,677	35.19%	4,029	34.25%	-0.94	0.0102	-0.9206	0.3572	NO	1 0

Total Points Across SS1 and SS2

9

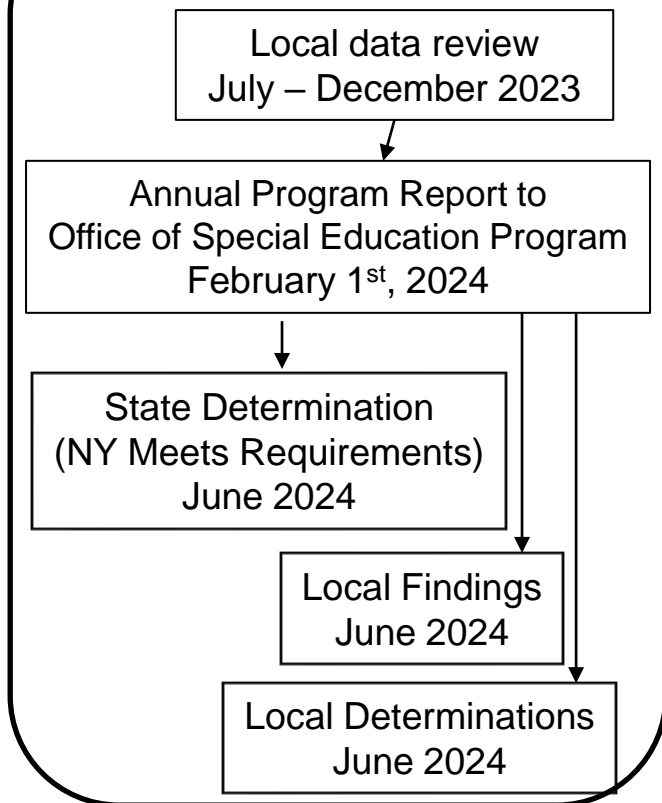
Your State's Performance Change Score

2

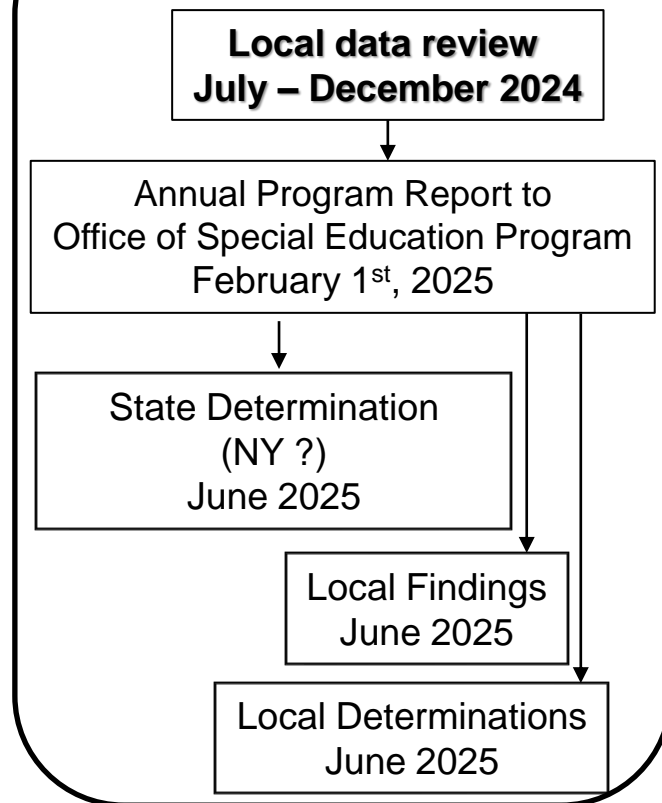
Indicator 3 Overall Performance Change Score	Cut Points for Change Over Time in Summary Statements Total Score
0	Lowest score through 3
1	4 through 7
2	8 through highest

Program Year 2023-2024 Annual Performance Report Due February 1, 2025

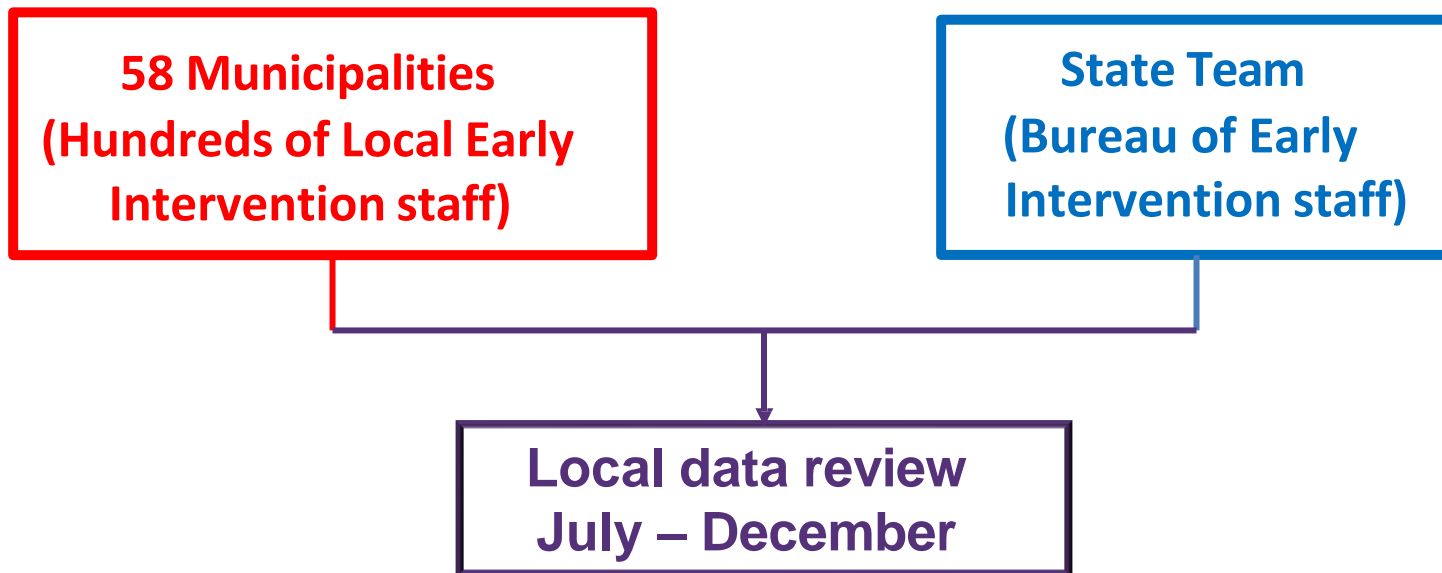
Program Year 2022 – 2023



Program Year 2023 – 2024



Annual Performance Report Local Data Review Effort for Complete and Accurate Reporting



Annual Performance Report Indicators

1. Timely services
2. Receive early intervention services in home or community-based setting
3. Child outcomes
4. Family outcomes
5. Infants less than 1 with an Individualized Family Service Plan
6. Infants and toddlers less than 3 with an Individualized Family Service Plan
7. Timely Individualized Family Service Plan
8. Timely transition steps and services
9. Hearing requests that went to resolution sessions (not applicable for New York)
10. Mediations held that resulted in mediation agreements
11. State Systemic Improvement Plan– positive family outcomes
12. General Supervision

Indicator 1: Timely Service Initiation

- Office of Special Education Program Definition: Percent of infants and toddlers with Individualized Family Service Plan who receive the early intervention services on their plans in a timely manner
- New York State has set the benchmark for timely services = 30 days
- Data are from New York Early Intervention System
- Supplemented by delay reasons provided by the municipalities for services that did not occur within 30 days from the Individualized Family Service Plan meeting date or the service authorization amendment start date

Updated Delay Reasons for Compliance Indicators

Indicator 1 – Timely Service Initiation

Non-discountable delay reasons:

- Provider scheduling problem/wait list
- Provider capacity issue
- Early Intervention Official/Designee and/or municipal data entry error and/or delay
- Service coordinator data entry error and/or delay
- Transportation issue
- Telehealth refused and no in-person service available within 30 days

Discountable delay reasons due to exceptional family circumstances:

- Family – problem scheduling appointment
- Family – missed/canceled appointment
- Family – delayed response/consent for appointment
- Weather/other emergency declared
- COVID-19 (effective 1/1/2020)*
- Natural disaster

*As advised by the Office of Special Education Programs, delays in service provision caused by the public health response to the COVID-19 pandemic can meet the definition of exceptional family circumstances, as defined under 34 C.F.R. § 303.310(b), when the child and family are effectively unavailable.

Indicator 1: Timely Service Initiation

Program Year	Sampled Children (Denominator)	Children with Timely Services	Children with Discountable Delays**	Children with Timely and Discountable Delayed Services (Numerator)	Percent	Target	National Mean***
2014-2015	11,165	8,739	1,250	9,989	89.5%	100%	95%
2015-2016	12,027	9,004	1,419	10,423	86.7%	100%	94%
2016-2017	11,617	8,509	1,452	9,961	85.7%	100%	95%
2017-2018	11,141	8,130	1,476	9,606	86.2%	100%	95%
2018-2019	11,603	8,033	1,562	9,595	82.7%	100%	95%
2019-2020	8,573	4,802	2,322	7,124	83.1%	100%	95%
2020-2021	10,613	7,029	2,536	9,565	90.1%	100%	96%
2021-2022	12,429	6,676	1,923	8,599	69.2%	100%	N/A
2022-2023	13,227	7,172	1,178	8,350	63.1%	100%	N/A
2023-2024*	12,053	6,247	1,135	7,382	61.2%	100%	N/A

**In Program Year 2023-2024, there were 2 children with their service initiation delayed by COVID-19.

N/A – Not Available

***<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY 2019.pdf>

Indicator 1 - Timeliness of service initiation (Program Year 2023-2024*)	Services		Children with at least one service in the category		Children to be reported	
	Count	Percent	Count	Percent	Count	Percent
Timely service initiated within 30 days	19,029	68.44%	10,681	88.62%	6,247	51.80%
Service delayed due to exceptional family circumstances	1,849	6.60%	1,409	11.62%	1,135	9.41%
Timely services + Discountable delays	20,878	75.09%	12,090	>100.00%	7,382	61.25%
Non-discountable delay reason*						
Telehealth refused and no in person service available	3,219	11.58%	2,094	17.37%	2,094	17.37%
Provider capacity issue	2,941	10.58%	2,208	18.32%	2,208	18.32%
Provider scheduling problem/wait list	476	1.71%	393	3.26%	393	3.26%
Service coordinator data entry error and/or delay	195	0.70%	191	1.58%	191	1.58%
Early Intervention Official/Designee and/or municipal data entry error and/or delay	50	0.20%	48	0.40%	48	0.40%
Transportation issue	27	0.10%	18	0.15%	18	0.14%
Non-discountable delays	6,927	24.91%	4,671	38.75%	4,671	38.75%
Statewide total	27,805	100.0%	12,053	>100.00%	12,053	>100.00%

*Preliminary. January – March 2024 is used to represent Program Year 2023-2024. These preliminary counts include 19 services without a delay reason, 14 services with a transfer within 30 days after the initial service authorization.

Service type delayed by provider capacity issue	Program Year 2023-2024*		
	Total consented	Delayed	%
Speech Language	6,616	1,124	16.9%
Special Instruction	5,257	690	13.1%
Occupational Therapy	3,726	497	13.3%
Physical Therapy	2,506	391	15.6%
Family Training	535	67	12.5%
Group	1,121	52	4.6%
Social Work	200	13	6.5%
Vision	28	8	28.5%
Assistive Technology	109	4	3.7%
Service Coordination	7,617	92	1.2%
Nutrition	46	1	2.2%

Service type delayed by telehealth refused and no in person service available	Program Year 2023-2024*		
	Total consented	Delayed	%
Speech Language	6,616	1,251	18.9%
Occupational Therapy	3,726	824	22.1%
Special Instruction	5,257	727	13.8%
Physical Therapy	2,506	361	14.4%
Group	1,121	9	0.8%
Family Training	535	14	2.6%
Social Work	200	12	6.0%
Vision	28	1	3.6%
Service Coordination	7,617	18	.24%
Nutrition	46	1	2.2%

*Preliminary. January – March 2024 is used to represent Program Year 2023-2024.

Indicator 2: Natural Environment

Program Year	Total Children Enrolled on (Oct. 1 st)	Children Served in Home or Community	Percent	Target	National Mean**
2014-2015	28,852	27,043	93.7%	90.0%	97%
2015-2016	30,025	28,150	93.8%	90.0%	97%
2016-2017	30,317	28,119	92.7%	90.0%	98%
2017-2018	31,097	28,704	92.3%	90.0%	98%
2018-2019	31,202	28,849	92.5%	90.0%	98%
2019-2020	31,152	28,569	91.7%	90.0%	98%
2020-2021	24,988	23,882	95.6%	91.0%	98%
2021-2022	29,550	27,470	93.0%	91.0%	N/A
2022-2023	31,682	28,978	91.5%	91.0%	N/A
2023-2024	31,977	29,010	90.7%	91.0%	N/A

N/A – Not Available. TBD – To Be Determined.

**<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf>

Office of Special Education Program Definitions for Indicator 3 Child Outcomes

- 3A: Percent of infants and toddlers with Individualized Family Service Plans who demonstrate improved positive social-emotional skills (including social relationships)
- 3B: Percent of infants and toddlers with Individualized Family Service Plans who demonstrate improved acquisition and use of knowledge and skills (including early language/communication)
- 3C: Percent of infants and toddlers with Individualized Family Service Plans who demonstrate improved use of appropriate behaviors to meet their needs

Indicator 3: Child Outcomes

- Based on a sample of infants and toddlers each year
- Infants and toddlers must receive at least 6 months of Early Intervention services
- Child Outcome Summary form completed at initial Individualized Family Service Plan for the entry form and close to transition for the exit form

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

- Summarize the entry and exit scores into 5 progress categories

a. Infants and toddlers who did not improve functioning

b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it

d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers

e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers

Summary Statements

- Summary Statement 1: the percent of children who made improvements in the area, among children who **entered** the early intervention program **below** age expectation level (excludes children who entered at age expectation in that area)

$$\frac{c + d}{a + b + c + d}$$

- Summary Statement 2: the percent of children who **exited** the early intervention program **at** age expectation among all children in the sample

$$\frac{d + e}{a + b + c + d + e}$$

Indicator 3A: Social Emotional

Program Year	Total Children Surveyed	% Category a	% Category b	% Category c	% Category d	% Category e
2014-2015	1,096	3.9%	22.4%	28.8%	25.4%	19.4%
2015-2016	1,472	6.9%	22.6%	25.5%	26.1%	19.0%
2016-2017	1,315	8.3%	25.9%	24.9%	24.0%	17.0%
2017-2018	1,357	6.9%	22.3%	26.1%	26.5%	18.3%
2018-2019	2,951	8.3%	18.8%	29.3%	27.2%	16.5%
2019-2020	6,652	7.3%	17.5%	35.8%	26.4%	12.9%
2020-2021	5,319	2.4%	21.1%	34.8%	29.5%	12.2%
2021-2022	4,667	2.1%	21.1%	35.5%	28.0%	13.3%
2022-2023	4,029	1.6%	18.7%	39.2%	27.1%	13.3%
2023-2024*	4,807	1.4%	17.4%	39.9%	30.2%	11.1%

a. Infants and toddlers who did not improve functioning

b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it

d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers

e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers

*Preliminary data.

Indicator 3A1: Social Emotional

Summary Statement 1

Program Year	Total Children Below Age Expectation	Children with Improved Social Emotional Skills	Percent	Target	National Mean**
2014-2015	883	594	67.3%	59.0%	66%
2015-2016	1,193	759	63.6%	60.0%	65%
2016-2017	1,092	643	58.9%	61.0%	66%
2017-2018	1,109	713	64.3%	62.0%	66%
2018-2019	2,464	1,666	67.6%	63.0%	66%
2019-2020	5,791	4,137	71.4%	64.0%	64%
2020-2021	4,668	3,419	73.2%	66.0%	64%
2021-2022	4,056	2,968	73.2%	66.5%	N/A
2022-2023	3,491	2,673	76.6%	67.0%	N/A
2023-2024*	4,272	3,372	78.9%	67.5%	N/A

Child outcome A:
Positive social
emotional skills

Summary
Statement 1: the
percent of children
who made
improvements

$$\frac{c + d}{a + b + c + d}$$

*Preliminary data.

N/A – Not Available. TBD – To Be Determined.

**<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf>

Indicator 3A2: Social Emotional

Summary Statement 2

Program Year	Total Children Surveyed	Children with Social Emotional Skills at age expectation	Percent	Target	National Mean**
2014-2015	1,096	491	44.8%	41.0%	59%
2015-2016	1,472	663	45.0%	42.0%	59%
2016-2017	1,315	538	40.9%	43.0%	58%
2017-2018	1,357	607	44.7%	44.0%	57%
2018-2019	2,951	1,289	43.7%	45.0%	56%
2019-2020	6,652	2,616	39.3%	45.0%	54%
2020-2021	5,319	2,220	41.7%	40.3%	53%
2021-2022	4,667	1,929	41.2%	40.5%	N/A
2022-2023	4,029	1,630	40.5%	40.7%	N/A
2023-2024*	4,807	1,987	41.3%	40.9%	N/A

Child outcome A:
Positive social
emotional skills

Summary
Statement 2: the
percent of children
exited at age
expectation among
all children in the
sample

$$\frac{d + e}{a + b + c + d + e}$$

*Preliminary data.

N/A – Not Available. TBD – To Be Determined.

**<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf>

Indicator 3B: Knowledge and Skills

Program Year	Total Children Surveyed	% Category a	% Category b	% Category c	% Category d	% Category e
2014-2015	1,096	3.3%	19.3%	37.2%	28.9%	11.2%
2015-2016	1,470	5.7%	16.5%	36.0%	29.8%	12.0%
2016-2017	1,315	5.8%	19.2%	33.2%	30.3%	11.6%
2017-2018	1,355	6.6%	16.5%	37.6%	29.1%	10.3%
2018-2019	2,951	6.9%	16.2%	36.7%	31.2%	9.1%
2019-2020	6,652	5.8%	14.5%	41.6%	31.1%	7.0%
2020-2021	5,319	2.2%	16.3%	41.7%	32.6%	7.2%
2021-2022	4,667	2.0%	17.8%	42.4%	30.8%	6.9%
2022-2023	4,029	1.6%	15.6%	46.0%	29.2%	7.6%
2023-2024*	4,807	1.6%	13.7%	45.7%	32.1%	6.8%

a. Infants and toddlers who did not improve functioning

b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it

d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers

e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers

*Preliminary data.

Indicator 3B1: Knowledge and Skills

Summary Statement 1

Program Year	Total Children Below Age Expectation	Children with Improved Knowledge	Percent	Target	National Mean**
2014-2015	973	725	74.5%	71.5%	71%
2015-2016	1,294	967	74.7%	72.0%	71%
2016-2017	1,163	835	71.8%	72.5%	72%
2017-2018	1,216	903	74.3%	73.0%	71%
2018-2019	2,682	2,002	74.7%	73.5%	72%
2019-2020	6,186	4,831	78.1%	74.0%	69%
2020-2021	4,935	3,951	80.1%	74.5%	69%
2021-2022	4,353	3,424	78.7%	75.0%	N/A
2022-2023	3,723	3,029	81.4%	75.5%	N/A
2023-2024*	4,481	3,743	83.5%	76.0%	N/A

*Preliminary data.

N/A – Not Available. TBD – To Be Determined.

**<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf>

Child outcome B:
Acquisition and
use of knowledge
and skills
(including early
language /
communication)

Summary
Statement 1:
the percent of
children who
made
improvements

$$c + d$$

$$a + b + c + d$$

Indicator 3B2: Knowledge and Skills

Summary Statement 2

Program Year	Total Children Surveyed	Children with Knowledge at age expectation	Percent	Target	National Mean**
2014-2015	1,096	440	40.1%	39.0%	50%
2015-2016	1,470	614	41.8%	40.0%	50%
2016-2017	1,315	550	41.8%	41.0%	48%
2017-2018	1,355	533	39.3%	42.0%	48%
2018-2019	2,951	1,189	40.3%	43.0%	47%
2019-2020	6,652	2,533	38.1%	43.0%	45%
2020-2021	5,319	2,118	39.8%	39.0%	43%
2021-2022	4,667	1,765	37.7%	39.2%	N/A
2022-2023	4,029	1,481	36.8%	39.4%	N/A
2023-2024*	4,807	1,870	38.9%	39.6%	N/A

*Preliminary data.

N/A – Not Available. TBD – To Be Determined.

**<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf>

Child outcome B:
Acquisition and use
of knowledge and
skills
(including early
language/
communication)

Summary Statement
2: the percent of
children exited at age
expectation among all
children in the sample

$d + e$

$a + b + c + d + e$

Indicator 3C: Appropriate Behaviors

Program Year	Total Children Surveyed	% Category a	% Category b	% Category c	% Category d	% Category e
2014-2015	1,096	3.4%	22.1%	33.9%	30.0%	10.6%
2015-2016	1,459	7.0%	17.5%	36.3%	31.9%	7.3%
2016-2017	1,317	7.7%	17.1%	39.0%	30.9%	5.3%
2017-2018	1,356	6.9%	18.1%	38.0%	31.7%	5.2%
2018-2019	2,951	8.4%	15.1%	38.2%	32.1%	6.2%
2019-2020	6,652	6.5%	15.1%	41.8%	31.2%	5.4%
2020-2021	5,319	2.6%	17.2%	42.8%	32.8%	4.6%
2021-2022	4,667	2.4%	17.4%	45.0%	30.3%	4.9%
2022-2023	4,029	1.6%	15.8%	48.4%	29.2%	5.1%
2023-2024*	4,807	2.0%	16.3%	44.6%	33.0%	4.1%

a. Infants and toddlers who did not improve functioning

b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it

d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers

e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers

*Preliminary data.

Indicator 3C1: Appropriate Behaviors

Summary Statement 1

Program Year	Total Children Below Age Expectation	Children with Improved Behavior	Percent	Target	National Mean**
2014-2015	980	701	71.5%	70.5%	73%
2015-2016	1,353	995	73.5%	71.0%	72%
2016-2017	1,247	920	73.8%	71.5%	74%
2017-2018	1,285	945	73.5%	72.0%	74%
2018-2019	2,767	2,073	74.9%	72.5%	74%
2019-2020	6,292	4,854	77.1%	73.0%	72%
2020-2021	5,073	4,021	79.3%	75.5%	72%
2021-2022	4,450	3,525	79.2%	75.75%	N/A
2022-2023	3,825	3,124	81.7%	76.00%	N/A
2023-2024*	4,608	3,729	80.9%	76.25%	N/A

*Preliminary data.

N/A – Not Available. TBD – To Be Determined.

**<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf>

Child outcome C:
Use of appropriate
behaviors to meet
their needs

Summary
Statement 1: the
percent of children
who made
improvements

$$\frac{c + d}{a + b + c + d}$$

Indicator 3C2: Appropriate Behaviors

Summary Statement 2

Program Year	Total Children Surveyed	Children with Behavior at age expectation	Percent	Target	National Mean**
2014-2015	1,096	445	40.6%	38.0%	59%
2015-2016	1,459	572	39.2%	39.0%	59%
2016-2017	1,317	477	36.2%	40.0%	58%
2017-2018	1,356	501	36.9%	41.0%	58%
2018-2019	2,951	1,130	38.3%	42.0%	58%
2019-2020	6,652	2,435	36.6%	42.0%	55%
2020-2021	5,319	1,991	37.4%	37.0%	53%
2021-2022	4,677	1,646	35.2%	37.15%	N/A
2022-2023	4,029	1,380	34.3%	37.30%	N/A
2023-2024*	4,807	1,785	37.1%	37.45%	N/A

*Preliminary data.

N/A – Not Available. TBD – To Be Determined.

**<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf>

Child outcome C:
Use of appropriate behaviors to meet their needs

Summary Statement 2: the percent of children exited at age expectation among all children in the sample

$$\frac{d + e}{a + b + c + d + e}$$

Family Outcomes

Office of Special Education Program Definitions for Indicator 4 Family Outcomes

- 4A: Percent of families participating in Part C who report that early intervention services have helped the family know their rights
- 4B: Percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs
- 4C: Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn

Family Outcomes Survey

- Family outcomes are collected using a survey sent to families as they are exiting the Early Intervention Program
- A National Technical Assistance Center* developed the survey – adapted by New York State
- The state has collected family outcomes since 2008
- Children received at least six months of services
- Reporting period: July 1, 2023– June 30, 2024

*National Center for Special Education Accountability and Monitoring

https://www.health.ny.gov/community/infants_children/early_intervention/outcomes_survey/family/docs/survey.pdf

New York State Early Intervention Program Family Outcome Survey

Please check one answer about the services your child and family received in the Early Intervention Program. Please complete either the paper survey or the online survey, not both. Your input will help us to improve the quality of services for all children and families.

Early Intervention services have helped me and/or my family:

- | | Very Strongly Agree | Strongly Agree | Agree | Disagree | Strongly Disagree | Does Not Apply |
|---|---------------------|----------------|-------|----------|-------------------|----------------|
| 1. Understand how the Early Intervention system works. | | | | | | |
| 2. Understand the roles of the people who work with my child and family. | | | | | | |
| 3. Communicate more effectively with the people who work with my child and family. | | | | | | |
| 4. Be able to evaluate how much progress my child is making. | | | | | | |
| 5. Know about my child's and family's rights concerning Early Intervention services. | | | | | | |
| 6. Get the services that my child and family need. | | | | | | |
| 7. Feel that I can get the services and supports that my child and family need. | | | | | | |
| 8. Know where to go for support to meet my child's needs. | | | | | | |
| 9. Know where to go for support to meet my family's needs. | | | | | | |
| 10. Understand my child's special needs. | | | | | | |
| 11. Feel more confident in my skills as a parent. | | | | | | |
| 12. Feel that my efforts are helping my child. | | | | | | |
| 13. Be more effective in managing my child's behavior. | | | | | | |
| 14. Make changes in family routines that will benefit my child with special needs. | | | | | | |
| 15. Do things with and for my child that are good for my child's development. | | | | | | |
| 16. Do activities that are good for my child even in times of stress. | | | | | | |
| 17. Improve my family's quality of life. | | | | | | |
| 18. Keep up friendships for my child and family. | | | | | | |
| 19. Feel that my child will be accepted and welcomed in the community. | | | | | | |
| 20. Feel that my family will be accepted and welcomed in the community. | | | | | | |
| 21. Know about services in the community. | | | | | | |
| 22. Participate in typical activities for children and families in my community. | | | | | | |
| 23. Think back on your child and family's time in the Early Intervention Program.
If your child received Telehealth services, they worked well. Telehealth services mean your child received services through a computer, tablet, or smartphone. | | | | | | |

24. Think back on your child and family's time in the Early Intervention Program. Telehealth services may not have been available to your child and family. If they were available, would you have used them? Telehealth services mean your child received services through a computer, tablet, or smartphone.

Yes	No	Maybe

Family Outcomes Brochure

¿Qué sucede con la encuesta una vez finalizada?



Las respuestas individuales son confidenciales.



Se incluye un resumen de las respuestas de todas las familias en un informe anual sin detallar nombres ni información que permita identificar a los encuestados.



Este informe se usa para ayudar a mejorar el programa.

Tenga en cuenta:



Hacer la encuesta no debería tomar más de 10 minutos.



Puede completarla en papel o de manera electrónica.



Está disponible en seis idiomas.

Gracias por compartir su opinión para mejorar el Programa de Intervención Temprana (EIP) para todos los niños y familias.



Si necesita ayuda para completar la encuesta, comuníquese con la Bureau of Early Intervention (Oficina de Intervención Temprana)

New York State Department of Health
Bureau of Early Intervention
(518) 473-7016
beipub@health.ny.gov
https://www.health.ny.gov/community/infants_children/early_intervention/

19530 (Spanish)



Department of Health

10/22

Encuesta sobre objetivos familiares

¡Comparta la experiencia de su familia!



Department of Health

Bureau of Early Intervention

¿Por qué el EIP necesita conocer la opinión de las familias?

Las familias pueden darnos información muy importante sobre las formas en que los servicios del Programa de Intervención Temprana (EIP) las ayudan a ellas y a sus hijos. Su opinión nos permite ver las áreas donde podemos hacer cambios para mejorar la asistencia que les damos.



Nuestro objetivo es que, al finalizar el programa, usted:

- Conozca los derechos de su hijo y su familia en relación con los servicios del EIP.
- Aprenda a comunicarse de manera más clara con las personas que trabajan con su hijo y su familia.
- Comprenda las necesidades especiales de su hijo.

¿Por qué necesitamos su ayuda?



El año pasado, **solo el 14 % de las personas respondió la encuesta.** Esto significa que nos quedamos sin conocer la opinión del 86 % de las familias.

¡Queremos asegurarnos de que todas las familias estén representadas!

¿Qué puede hacer para ayudar?



Le pedimos que complete nuestra breve encuesta y que nos indique qué es lo que estamos haciendo bien y cómo podemos mejorar la ayuda que damos a todas las familias.

Si tiene alguna pregunta o necesita ayuda con la encuesta, llame al 518-473-7016.



Department of Health

Changes in Program Year 2019-2020 and Program Year 2020-2021 to Improve Number of Returned Family Outcome Surveys

1. 36 survey items => 24 survey items
2. 11th grade reading level => 8th grade reading level
3. Paper survey upon request in addition to online => paper survey with returning postage readily available in addition to online
4. Four batches of surveys sent upon families exiting the Early Intervention Program

Program Year	# Surveys Sent	# Surveys Delivered	# Surveys Returned			% Return Rate
			Online	Paper	Total Returned	
2019-2020	20,771	19,173	1,305	1,725	3,030	14.59%
2020-2021	17,700	16,639	1,169	1,316	2,485	14.04%
2021-2022	18,217	17,326	1,201	1,132	2,333	12.81%
2022-2023	20,068	19,308	1,225	1,000	2,225	11.09%
2023-2024*	20,573	19,809	838	824	1,662	8.1%

*Preliminary data.

https://www.health.ny.gov/community/infants_children/early_intervention/outcomes_survey/family/docs/survey.pdf
https://www.health.ny.gov/community/infants_children/early_intervention/outcomes_survey/family/

New York State Early Intervention Family Outcome Survey

22 Items from National Center for Special Education Accountability and Monitoring + 2 Telehealth Survey Items

Question: Early Intervention helped me and/or my family:	Positive Response
1. Understand how the Early Intervention system works.	97.28%
2. Understand the roles of the people who work with my child and family.	96.86%
15. Do things with and for my child that are good for my child's development.	96.50%
12. Feel that my efforts are helping my child.	95.73%
4. Be able to evaluate how much progress my child is making.	95.53%
3. Communicate more effectively with the people who work with my child and family.	94.99%
10. Understand my child's special needs.	94.17%
16. Do activities that are good for my child even in times of stress.	93.66%
17. Improve my family's quality of life.	93.54%
6. Get the services that my child and family need.	92.97%
5. Know about my child's and family's rights concerning Early Intervention services.	92.73%
11. Feel more confident in my skills as a parent.	92.66%
14. Make changes in family routines that will benefit my child with special needs.	92.65%
19. Feel that my child will be accepted and welcomed in the community.	92.34%
7. Feel that I can get the services and supports that my child and family need.	92.21%
20. Feel that my family will be accepted and welcomed in the community.	91.81%
13. Be more effective in managing my child's behavior.	91.61%
8. Know where to go for support to meet my child's needs.	90.45%
9. Know where to go for support to meet my family's needs.	88.68%
18. Keep up friendships for my child and family.	87.55%
21. Know about services in the community.	83.02%
22. Participate in typical activities for children and families in my community.	82.22%

IFS – Impact of Early Intervention Services on Your Family Scale
 – National Center for Special Education Accountability Monitoring Positive
 % = Very Strongly Agree % + Strongly Agree % + Agree %
 *Preliminary data.

Telehealth survey items:

23. Think back on your child and family's time in the Early Intervention Program. If your child received Telehealth services, they worked well. Telehealth services mean your child received services through a computer, tablet, or smartphone.

Positive %* = 66%

24. Think back on your child and family's time in the Early Intervention Program. Telehealth services may not have been available to your child and family. If they were available, would you have used them? Telehealth services mean your child received services through a computer, tablet, or smartphone.

Yes %* = 33%

No %* = 48%

Maybe %* = 20%

Indicator 4A: Know Their Rights

Program Year	Denominator	Numerator	Percent	Target	National Mean***
2014-2015	405	281	69.38%	76.0%	90%
2015-2016	1,091	799	73.24%	77.0%	89%
2016-2017	1,456	1,142	78.43%	78.0%	90%
2017-2018	1,848	1,400	75.80%	79.0%	90%
2018-2019*	1,584	1,462	92.30%	93.0%	91%
2019-2020	2,992	2,837	94.82%	93.0%	91%
2020-2021	2,446	2,333	95.38%	93.1%	89%
2021-2022	2,316	2,147	92.70%	93.2%	N/A
2022-2023	2,209	2,019	91.40%	93.3%	N/A
2023-2024**	1,651	1,531	92.70%	93.4%	N/A

Office of Special
Education
Programs Family
Outcome 4A:
Percent of families
participating in Part
C who report that
early intervention
services have
helped the family
know their rights

*Starting 2018-2019, reporting methodology changed from Rasch model to the positive response from families.

**Preliminary data.

N/A – Not Available.

***<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf>

Indicator 4B: Effective Communication

Program Year	Denominator	Numerator	Percent	Target	National Mean***
2014-2015	405	273	67.41%	72.0%	90%
2015-2016	1,091	742	68.01%	73.0%	90%
2016-2017	1,456	1,080	74.18%	74.0%	91%
2017-2018	1,848	1,323	71.59%	75.0%	91%
2018-2019*	1,559	1,414	90.70%	91.0%	91%
2019-2020	2,969	2,851	96.03%	91.0%	91%
2020-2021	2,448	2,351	96.04%	91.1%	90%
2021-2022	2,297	2,172	94.56%	91.2%	N/A
2022-2023	2,193	2,054	93.66%	91.3%	N/A
2023-2024**	1,636	1,554	95.00%	91.4%	N/A

Office of Special Education Programs
Family Outcome 4B:
Percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs

*Starting 2018-2019, reporting methodology changed from Rasch model to the positive response from families.

**Preliminary data.

N/A – Not Available.

***<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf>

Indicator 4C: Help Develop and Learn

Program Year	Denominator	Numerator	Percent	Target	National Mean***
2014-2015	405	324	80.00%	84.5%	92%
2015-2016	1,091	888	81.39%	85.0%	92%
2016-2017	1,456	1,256	86.26%	86.0%	92%
2017-2018	1,848	1,568	84.85%	87.0%	92%
2018-2019*	1,604	1,486	92.60%	93.0%	93%
2019-2020	2,937	2,790	94.99%	93.0%	93%
2020-2021	2,364	2,201	93.10%	93.05%	91%
2021-2022	2,262	2,135	94.39%	93.10%	N/A
2022-2023	2,144	1,992	92.91%	93.15%	N/A
2023-2024**	1,603	1,493	93.10%	93.20%	N/A

Office of Special Education Programs
Family Outcome 4C: Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn

*Starting 2018-2019, reporting methodology changed from Rasch model to the positive response from families.

**Preliminary data.

N/A – Not Available.

***<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf>

Strategies to Improve Representativeness

- Identifying additional survey methodology changes to support increasing survey return response rates and representativeness of family outcomes data
- Identifying and strengthening relationships with community partners and targeted community groups, to enhance family engagement from all families
- Developing outreach materials that promote family engagement and feedback



Equity in Family Outcomes

Equity of Family Outcomes

Reported Representativeness in Annual Performance Report:

- Race
- Ethnicity
- Age at referral
- Sex
- Region
- Language

Equity of Family Outcomes Reported Representativeness - Race

Family Outcome Survey by Race		Program Year 2022-2023				Program Year 2023-2024*			
		White	Black	Other	Total	White	Black	Other	Total
All families (population) vs. families returned survey (returned)	Population	14,368	2,657	3,043	20,068	14,341	2,931	3,301	20,573
	Expected to return	1,593	295	337	2,225	1,158	237	267	1,662
	Returned	1,712	203	310	2,225	1,239	141	282	1,662
	Returned %**	12%	8%	10%	11%	9%	5%	9%	8%
4A Know Their Rights	Positive response %	92%	92%	89%	91%	93%	92%	93%	93%
4B Effective Communication	Positive response %	94%	92%	95%	94%	95%	93%	94%	95%
4C Help Develop and Learn	Positive response %	93%	91%	92%	93%	93%	92%	91%	93%

*Preliminary data.

**The highlighted difference was statistically significant with $p < .0001$.

Equity of Family Outcomes Reported Representativeness - Ethnicity

Family Outcome Survey by Ethnicity		Program Year 2022-2023			Program Year 2023-2024*		
		Hispanic	Non-Hispanic	Total	Hispanic	Non-Hispanic	Total
All families (population) vs. families returned survey (returned)	Population	5,046	15,022	20,068	5,425	15,148	20,573
	Expected to return	559	1,666	2,225	438	1,224	1,662
	Returned	472	1,753	2,225	358	1,304	1,662
	Returned %**	9%	12%	11%	8%	7%	8%
4A Know Their Rights	Positive response %	92%	91%	91%	92%	94%	93%
4B Effective Communication	Positive response %	94%	94%	94%	95%	96%	95%
4C Help Develop and Learn	Positive response %	93%	93%	93%	93%	92%	93%

*Preliminary data.

**The highlighted difference was statistically significant with $p < .0001$.

Equity of Family Outcomes Reported Representativeness - Sex

Family Outcome Survey by Sex		Program Year 2022-2023			Program Year 2023-2024*		
		Male	Female	Total	Male	Female	Total
All families (population) vs. families returned survey (returned)	Population	13,289	6,779	20,068	13,670	6,903	20,573
	Expected to return	1,473	752	2,225	1,104	558	1,662
	Returned	1,523	702	2,225	1,120	542	1,662
	Returned %	11%	10%	11%	9%	5%	9%
4A Know Their Rights	Positive response %	92%	91%	91%	93%	93%	93%
4B Effective Communication	Positive response %	93%	94%	94%	95%	94%	95%
4C Help Develop and Learn	Positive response %	93%	93%	93%	93%	94%	93%

*Preliminary data.

Equity of Family Outcomes Reported Representativeness - Age at Referral

Age at referral in months	Program Year 2022-2023		Program Year 2023-2024*	
	#	Avg. Age/months	#	Avg. Age/months
Families not returned survey	17,843	19.29	18,911	18.89
Families returned survey	2,225	19.40	1,662	18.71
4A - Know Their Rights	#	Avg. Age/months	#	Avg. Age/months
Families with positive response	2,019	19.46	1,531	18.81
Families with negative response	190	18.70	120	17.57
4B - Effective Communication	#	Avg. Age/months	#	Avg. Age/months
Families with positive response	2,054	19.46	1,554	18.79
Families with negative response	139	18.71	82	17.78
4C - Help Develop and Learn	#	Avg. Age/months	#	Avg. Age/months
Families with positive response	1,992	19.50	1,493	18.77
Families with negative response	152	18.61	110	19.23

*Preliminary data.

Equity of Family Outcomes Reported Representativeness - Region

Family Outcome Survey by Region		Program Year 2022-2023			Program Year 2023-2024*		
		NYC	ROS	Total	NYC	ROS	Total
All families (population) vs. families returned survey (returned)	Population	8,598	11,470	20,068	8,965	11,608	20,573
	Expected to return	637	850	1,487	724	938	1,662
	Returned	493	994	1,487	523	1,139	1,662
	Returned %**	8%	13%	11%	6%	10%	8%
4A Know Their Rights	Positive response %**	89%	93%	91%	91%	93%	93%
4B Effective Communication	Positive response %**	92%	95%	94%	93%	96%	95%
4C Help Develop and Learn	Positive response %**	91%	94%	93%	91%	94%	93%

*Preliminary data.

**The highlighted difference was statistically significant with $p < .01$.

NYC – New York City

ROS – Rest Of State.

Equity of Family Outcomes Reported Representativeness - Language

Family Outcome Survey by Language***		Program Year 2022-2023				Program Year 2023-2024*			
		English	Spanish	Other	Total	English	Spanish	Other	Total
All families (population) vs. families returned survey (returned)	Population	15,757	2,137	2,174	20,068	16,207	2,340	2,026	20,573
	Expected to return	1,747	237	241	1,487	1,309	189	164	1,662
	Returned	1,830	209	186	1,487	1,379	154	129	1,662
	Returned %**	12%	10%	9%	7%	9%	7%	6%	8%
4A Know Their Rights	Positive response %	91%	96%	90%	91%	92%	93%	96%	93%
4B Effective Communication	Positive response %	93%	96%	95%	94%	94%	98%	97%	95%
4C Help Develop and Learn	Positive response %	93%	95%	92%	93%	93%	94%	97%	93%

*Preliminary data.

**The highlighted difference was statistically significant with $p < .01$.

***The language is based on the child's record in New York Early Intervention System, not the language of the survey returned.

Indicator 5: Infants less than 1

Office of Special Education Program

Definition:
Percent of infants and toddlers birth to 1 with Individualized Family Service Plans compared to Census data

Program Year	Total Infants (Census from Office of Special Education Program)	Total Infants with Individualized Family Service Plan (NY snapshot on Oct. 1 st)	Percent	Target	National Mean*
2014-2015	239,804	2,654	1.11%	1.22%	1.3%
2015-2016	238,315	2,808	1.18%	1.22%	1.4%
2016-2017	233,692	2,636	1.13%	1.22%	1.4%
2017-2018	234,658	2,723	1.16%	1.22%	1.4%
2018-2019	227,883	2,452	1.08%	1.22%	1.4%
2019-2020	223,930	2,271	1.01%	1.22%	1.6%
2020-2021	220,972	1,494	0.68%	1.11%	1.2%
2021-2022	211,231	1,829	0.87%	1.11%	1.3%
2022-2023	214,746	1,877	0.87%	1.11%	1.3%
2023-2024	209,673	1,852	0.88%	1.11%	1.3%

N/A – Not Available. TBD – To Be Determined.

*<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2018.pdf>

Indicator 6: Infants/Toddlers less than 3

Office of Special Education Program Definition:

Percent of infants and toddlers birth to 3 with Individualized Family Service Plans Compared to Census data

Program Year	Total Infants (Census from Office of Special Education Program)	Total Infants with Individualized Family Service Plan (NY snapshot on Oct. 1 st)	Percent	Target	National Mean*
2014-2015	715,058	28,852	4.03%	4.00%	3.1%
2015-2016	711,133	30,025	4.22%	4.00%	3.1%
2016-2017	696,276	30,317	4.35%	4.00%	3.2%
2017-2018	703,115	31,097	4.42%	4.00%	3.3%
2018-2019	684,604	31,202	4.56%	4.00%	3.6%
2019-2020	673,026	31,152	4.63%	4.00%	3.7%
2020-2021	663,334	24,988	3.77%	4.25%	3.3%
2021-2022	649,646	29,550	4.55%	4.25%	3.7%
2022-2023	627,600	31,682	5.05%	4.25%	4.0%
2023-2024	615,938	31,977	5.19%	4.25%	4.2%

N/A – Not Available. TBD – To Be Determined.

*<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2018.pdf>

Indicator 7- Timely Initial Individualized Family Service Plan Meeting

Updated Delay Reasons

Non-discountable delay reasons:

- Evaluator sent report late
- Evaluator conducted late evaluation
- Early Intervention Official/Designee referred child late to Initial Service Coordinator
- Early Intervention Official/Designee scheduling problem
- Initial Service Coordinator high caseload
- Translation difficulty
- **Child eligible through mediation/impartial hearing**
- **Initial Service Coordinator unable to facilitate transportation to eval and/or Individualized Family Service Plan for family**

Discountable delay reasons due to exceptional family circumstances:

- Family - problem scheduling evaluation
- Family - missed/canceled evaluation or Individualized Family Service Plan meeting
- Family - unresponsive/moved
- Weather/emergency declared
- COVID-19 (effective 1/1/2020)*
- Early Intervention Official/Designee encountered foster care system problem
- Natural Disaster

*As advised by Office of Special Education Program, delays in service provision caused by the public health response to the COVID-19 pandemic can meet the definition of exceptional family circumstances, as defined under 34 C.F.R. 303.310(b), when the child and family are effectively unavailable.

Indicator 7: Timely Initial Individualized Family Service Plan

Office of Special Education Program definition:
Percent of eligible infants and toddlers with Individualized Family Service Plans for whom an initial evaluation and initial assessment and an initial meeting were conducted within Part C's 45-day timeline

Program Year	Eligible Children Sampled (Denominator)	Children with Timely Individualized Family Service Plan	Children with Discountable Delayed Individualized Family Service Plan**	Children with Timely and Discountable Delayed IFSP (Numerator)	Percent	Target	National Mean ***
2014-2015	7,272	4,263	2,577	6,840	94.1%	100%	96%
2015-2016	7,784	4,958	2,521	7,479	96.1%	100%	96%
2016-2017	7,693	4,566	2,799	7,365	95.7%	100%	97%
2017-2018	7,490	4,606	2,614	7,220	96.4%	100%	96%
2018-2019	7,643	4,752	2,594	7,346	96.1%	100%	96%
2019-2020	6,336	3,664	2,371	6,035	95.2%	100%	96%
2020-2021	7,380	3,860	3,272	7,132	96.6%	100%	97%
2021-2022	8,488	3,947	4,062	8,009	94.3%	100%	N/A
2022-2023	9,033	4,288	4,095	8,376	92.8%	100%	N/A
2023-2024*	8,159	3,677	3,931	7,608	93.3%	100%	N/A

*Preliminary

**In 2023-2024, there were 55 children with their initial Individualized Family Service Plan delayed by COVID-19.

N/A – Not Available

***<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf>

Indicator 7: Discountable Reasons for Timely Initial Individualized Family Service Plan

Discountable Delay Reasons	Number of children	Percent
Family canceled	1,884	47.93%
Family scheduling issue	1,640	41.72%
Family unresponsive	324	8.24%
Covid 19	55	1.40%
Foster Care	20	0.51%
Weather	6	0.15%
Natural Disaster	2	0.05%

Indicator 7: Non-Discountable Reasons for Timely Initial Individualized Family Service Plan

Non-Discountable Delay Reasons	Number of children	Percent
Late evaluation	297	55.51%
Late evaluation report	184	34.40%
Initial Service Coordinator caseload	17	3.18%
Early Intervention Official/Designee schedule	21	3.93%
Mediation	10	1.87%
Translation	5	0.93%
Due Process	0	0.00%
Transportation	0	0.00%
Undetermined	16	0.20%

Indicator 8: Timely Transition Steps and Services

- Children turned three years old between 1/1/2024 and 3/31/2024
- Before 90 days prior to the toddler's third birthday at the discretion of all parties:
 - 8A. Transition steps and services are documented in the Individualized Family Service Plan
 - 8B. Notification of local school district
 - 8C. Transition conference

Updated Delay Reasons for Compliance Indicators

Indicator 8A – Timely Transition Discussion

Indicator 8C – Timely Transition Conference

Non-discountable delay reasons:

- Delayed by local program administrators and/or providers

Discountable delay reasons due to exceptional family circumstances:

- Delayed by family
- Weather emergency
- COVID-19 (effective 1/1/2020)*

Indicator 8B – Timely Transition Notification to Local Part B Programs

Office of Special Education Program does not accept any discountable delay reasons due to exceptional family circumstances. Therefore, all delays are non-discountable and reported as delayed by local program administrators and/or providers in the Annual Performance Report.

*As advised by Office of Special Education Program, delays in service provision caused by the public health response to the COVID-19 pandemic can meet the definition of exceptional family circumstances, as defined under 34 C.F.R. § 303.310(b), when the child and family are effectively unavailable.

Indicator 8A: Transition Steps in the Individualized Family Service Plan

Program Year	Total Children Sampled (Denominator)	Children with Timely Transition Discussion	Children with Discountable Delayed Discussion**	Children with Timely and Discountable Delayed Discussion (Numerator)	Percent	Target	National Mean***
2014-2015	1,192	1,170	18	1,188	99.7%	100%	97%
2015-2016	1,203	1,196	4	1,200	99.8%	100%	97%
2016-2017	1,211	1,198	6	1,204	99.4%	100%	97%
2017-2018	1,625	1,612	9	1,621	99.8%	100%	97%
2018-2019	2,000	1,985	14	1,999	100%	100%	97%
2019-2020	2,017	1,993	22	2,015	99.9%	100%	98%
2020-2021	1,866	1,838	23	1,861	99.7%	100%	97%
2021-2022	5,394	5,323	56	5,379	99.7%	100%	N/A
2022-2023	5,840	5,744	64	5,808	99.5%	100%	N/A
2023-2024*	5,725	5,638	75	5,713	99.8%	100%	N/A

Office of Special Education Program Definition: The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has developed an Individualized Family Service Plan with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday

N/A – Not Available

*Preliminary

**In 2023-2024, there were 0 children with their transition discussion delayed by COVID-19.

***<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf>

Indicator 8A: Delay Reasons

Type	Reason	Number of children
Discountable	Family Delay	75
Non-Discountable	Delayed by Local Program Admin/providers	12

Indicator 8B: Notify Local Education Agency

Office of Special Education Program

Definition: The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has notified (consistent with any opt-out policy adopted by the State) the Local Education Agency where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services

Program Year	Sampled Children Potentially Eligible for Part B	Children Opted Out Notification	Children Needed Notification (Denominator)	Children with Timely Notification (Numerator)	Percent	Target	National Mean**
2014-2015	996	149	847	839	99.1%	100%	94%
2015-2016	1,037	159	878	873	99.4%	100%	97%
2016-2017	1,045	134	911	904	99.2%	100%	97%
2017-2018	1,432	280	1,152	1,141	99.1%	100%	98%
2018-2019	1,761	329	1,432	1,426	99.6%	100%	98%
2019-2020	1,816	342	1,474	1,450	98.4%	100%	98%
2020-2021	1,628	313	1,315	1,266	96.3%	100%	97%
2021-2022	4,766	1,438	3,328	3,051	91.8%	100%	N/A
2022-2023	5,136	1,589	3,551	3,222	90.8%	100%	N/A
2023-2024*	5,116	1,380	3,736	3,366	90.1%	100%	N/A

*Preliminary

N/A – Not Available

**<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf>

Indicator 8C: Transition Conference

Program Year	Sampled Children Potentially Part B Eligible	Children with Conference Declined by Parents	Children Who Needed Transition Conference (Denominator)	Children with Timely Conference	Children with Discountable Delayed Conference**	Children with Timely and Discountable Delayed Conference (Numerator)	Percent	Target	National Mean***
2014-2015	996	685 (69%)	311	280	20	300	96.5%	100%	96%
2015-2016	1,037	719 (69%)	318	270	41	311	97.8%	100%	95%
2016-2017	1,045	732 (70%)	313	276	27	303	96.8%	100%	96%
2017-2018	1,432	1,064 (74%)	368	310	44	354	96.2%	100%	96%
2018-2019	1,761	1,349 (77%)	412	344	60	404	98.1%	100%	96%
2019-2020	1,816	1,385 (76%)	431	372	48	420	97.4%	100%	96%
2020-2021	1,628	1,202 (74%)	426	310	108	418	98.1%	100%	96%
2021-2022	4,760	4,014 (84%)	746	544	168	712	95.4%	100%	N/A
2022-2023	5,136	4,151 (81%)	985	809	129	938	95.2%	100%	N/A
2023-2024*	5,116	4,136 (81%)	980	825	99	924	94.3%	100%	N/A

Office of Special Education Program Definition: The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has 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.

*Preliminary. **In 2022-2024, there were 0 children with the transition conference delayed by COVID-19.

***<https://sites.ed.gov/idea/files/PartC-IndicatorAnalysis-FFY2019.pdf>

N/A – Not Available

Indicator 8C: Delay Reasons

Type	Reason	Number of children
Discountable	Family Delay	99
Non-Discountable	Delayed by Local Program Admin/providers	56

Indicator 10 – Mediations

Indicator 10: Mediations

- Office of Special Education Program**
Definition: Percent of mediations held that resulted in mediation agreements
- Mediations held between July 1, 2022, and June 30, 2023

Program Year	Mediations Held	Mediation Agreements	Percent	Target
2014-2015	66	62	93.9%	90%
2015-2016	41	36	87.8%	90%
2016-2017	56	43	76.8%	90%
2017-2018	47	40	85.1%	90%
2018-2019	51	42	82.4%	90%
2019-2020	34	27	79.4%	90%
2020-2021	36	30	83.3%	80-85%
2021-2022	16	11	68.8%	80-85%
2022-2023	37	28	75.7%	80-85%
2023-2024	27	20	74.1%	80-85%

Indicator 11 – State Systemic Improvement Plan

Indicator 11 – State Systemic Improvement Plan

- Improving family outcomes by ensuring the Program is family-centered
- Three phases: 2014 to 2020
- Continuation of Phase Three: 2020 – 2025
- State-identified Measurable Result– to increase the percentage of positive responses from families on the Impact of Early Intervention Services on Your Family Scale

Indicator 11: State Systemic Improvement Plan Reported Data and Targets

	2016-2017	2017-2018	2018-2019	2019-2020*	2020-2021	2021-2022	2022-2023	2023-2024**
	70.12%	66.99%	63.67%	93.91%*	92.86%	92.60%	91.75%	92.34%
Numerator/ Denominator	1021/1456	1238/1848	1034/1624	59596/63460	47949/51634	32698/35395	28331/30958	32162/34831
Target	65.09%	65.50%	66.50%	87.00%	87.10%	87.20%	87.30%	87.40%

*Starting 2019-2020, reporting methodology changed from Rasch model to the positive response from families.

**Preliminary data.

Indicator 12 – General Supervision

Indicator 12: General Supervision

This SSIP/APR indicator requires the reporting on the percent of findings of noncompliance corrected within one year of identification:

1. # of findings of noncompliance issued the prior Federal fiscal year (FFY) (e.g., for the FFY 2023 submission, use FFY 2022, July 1, 2022 – June 30, 2023)
2. # of findings of noncompliance the State verified were corrected no later than one year after the State's written notification of findings of noncompliance

Indicator 12: General Supervision*

Indicator (Target is 100%)	A: Written Findings of noncompliance (denominator)	B: Other written findings of noncompliance	C1: Findings of noncompliance timely corrected from A	C2: Findings of noncompliance timely corrected from B	D: Findings of noncompliance not timely corrected from A and B (A+B) – (C1+C2)	Percent
1	99	1	57	1	42	58.00%
7	39	0	38	0	1	97.44%
8A	15	2	13	2	2	88.24%
8B	34	2	32	2	2	94.44%
8C	20	0	18	0	2	90.00%
Total	207	5	158	5	49	76.89%

*2023-2024 Preliminary data

Questions?

