

CALIFORNIA

SSIP Family Outcomes Data Analysis

August 2014



Developed in collaboration with the Regional Resource Center Program (RRCP) as part of the Part C and 619 State Accountability Systems Priority Area



Overview

As part of the State Systemic Improvement Plan (SSIP), a broad data analysis of family outcomes data may be a useful first step in understanding California's performance. Before diving into the broad data analysis it will be important to look at the quality of the family outcomes data in California.¹

Data quality issues will be an important consideration in the interpretation of data analysis and will likely determine what questions can be realistically asked of the data.

This template has been developed to assist in conducting an initial analysis with data you currently use for reporting in the APR. California's data is used below to begin the broad data analysis for the SSIP by examining child outcomes data.

Step 1: Comparison to National Data

The first step of the broad family outcomes data analysis is to compare California and national data.

States and territories use a variety of different surveys to collect family indicator data. California uses a modified Family Outcomes Survey (FOS) survey with seventeen questions to collect family indicator data. These seventeen questions were measured on a 5-point Likert scale (1= Poor to 5= Excellent). Families were asked to read each question and circle the number that *best describes your family right now*. Raspa, Hebbler, and Bailey (2009)² recommend using a cutoff point of 4 (Good) and calculating the percentage of responses that are 4 (good) and higher for OSEP data reporting purposes.

Figure 1 illustrates a comparison of this state's data and the various surveys used by other States and territories.

Figure 2 depicts the questionnaire sent to Early Start Families in California.

¹ This document is based on the draft SPP/APR package disseminated for public comment by the Office of Special Education Programs, U.S. Department of Education in 2013.

² Raspa, M., Hebbler, K., & Bailey, D.B., (2009). *A guide to analyzing the data from the Family Outcomes Survey*. Menlo Park, CA: Early Childhood Outcomes Center.

Figure 1

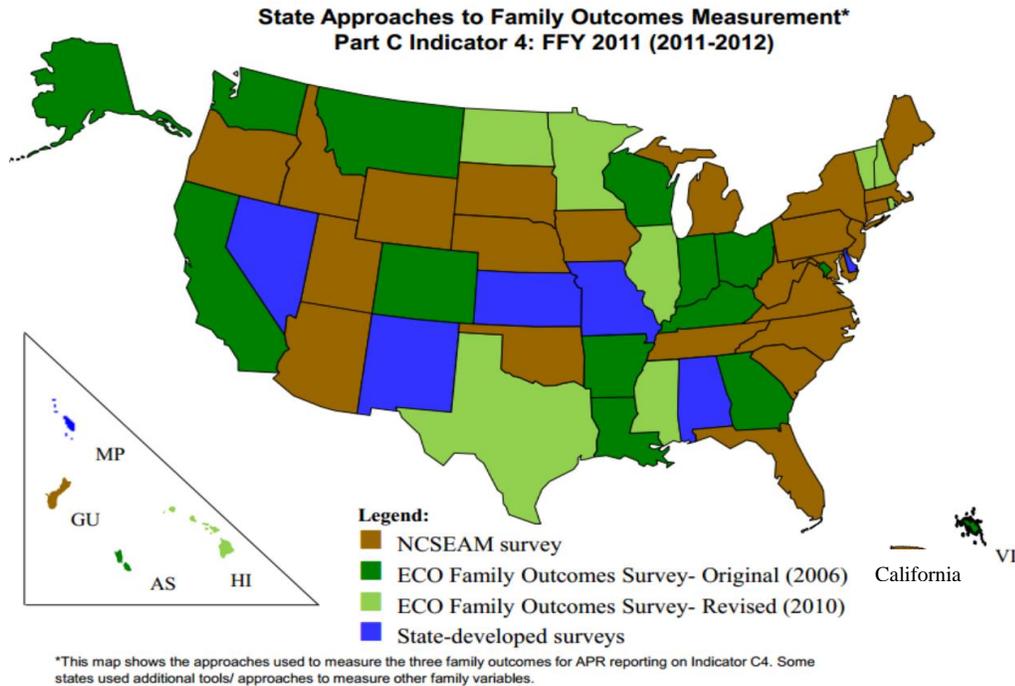


Figure 2

Family Survey Questions
Percent of families participating in Part C who report that early intervention has been helpful:
A1. Providing Information about services and supports.
A2. Providing information about their rights.
A3. Providing information about who to contact with concerns.
A4. Providing information about options upon child's program exit.
A5. Explaining rights in easy to understand ways.
B6. Providing information about their child's delays or needs.
B7. Listening to them and respecting their choices.
B8. Connecting them with other helpful services.
B9. Talking with them about family strengths and needs.
B10. Talking with them about what they think is important.
B11. Developing a good relationship with their family.
C12. Providing information about the child interacting with others.
C13. Providing information about helping the child learn new skills.
C14. Providing information about helping the child fulfill his/her needs.
C15. Identifying what will help the child learn and grow.
C16. Sharing ideas on including child in daily activities.
C17. Working with them to identify when the child is making progress.

See Figure 3 for a comparison between California’s data and the national data in the percent of families who report that early intervention helped them to (A) know their rights, (B) effectively communicate their child’s needs, and (C) help their child develop and learn. Looking at Figure 3, you can see that all three family sub-indicators for California are lower than the national percentages. The largest difference between California and the national percentages is in sub-indicator 4(C): help their child develop and learn. The state percentage is twelve points below the national data for all families reporting whether early intervention helped their child develop and learn. The state is ten points below the national average in 4(A): know their rights; and seven points behind in 4(B): effectively communicate their child’s needs.

Figure 3

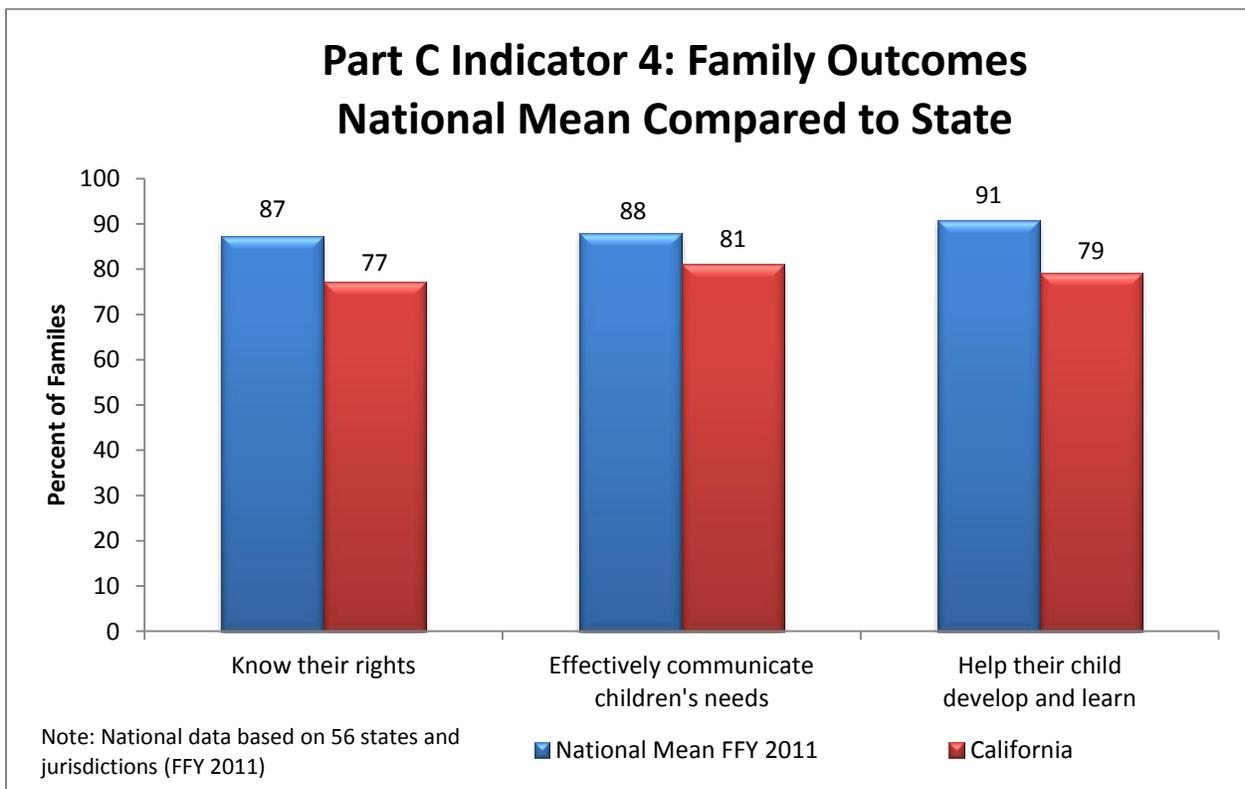
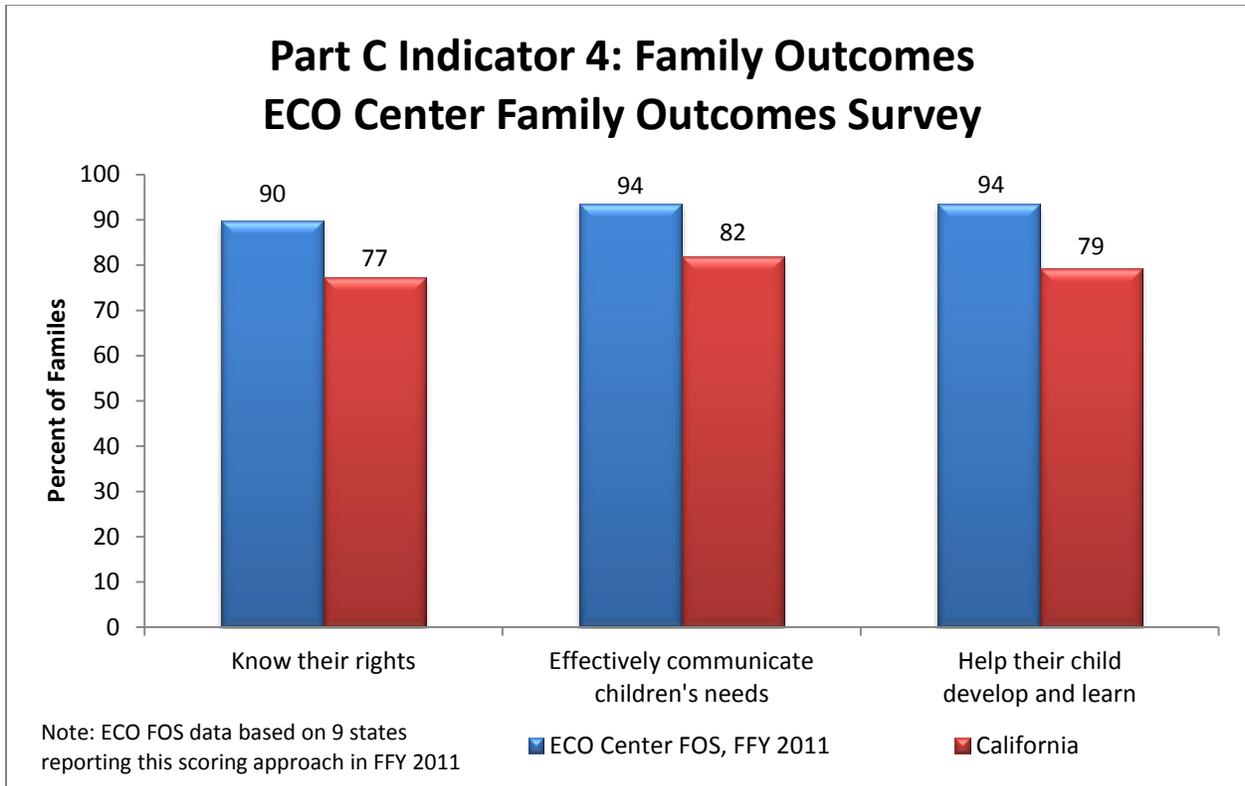


Figure 4 compares California’s data to only those states using the original FOS survey.

Figure 4



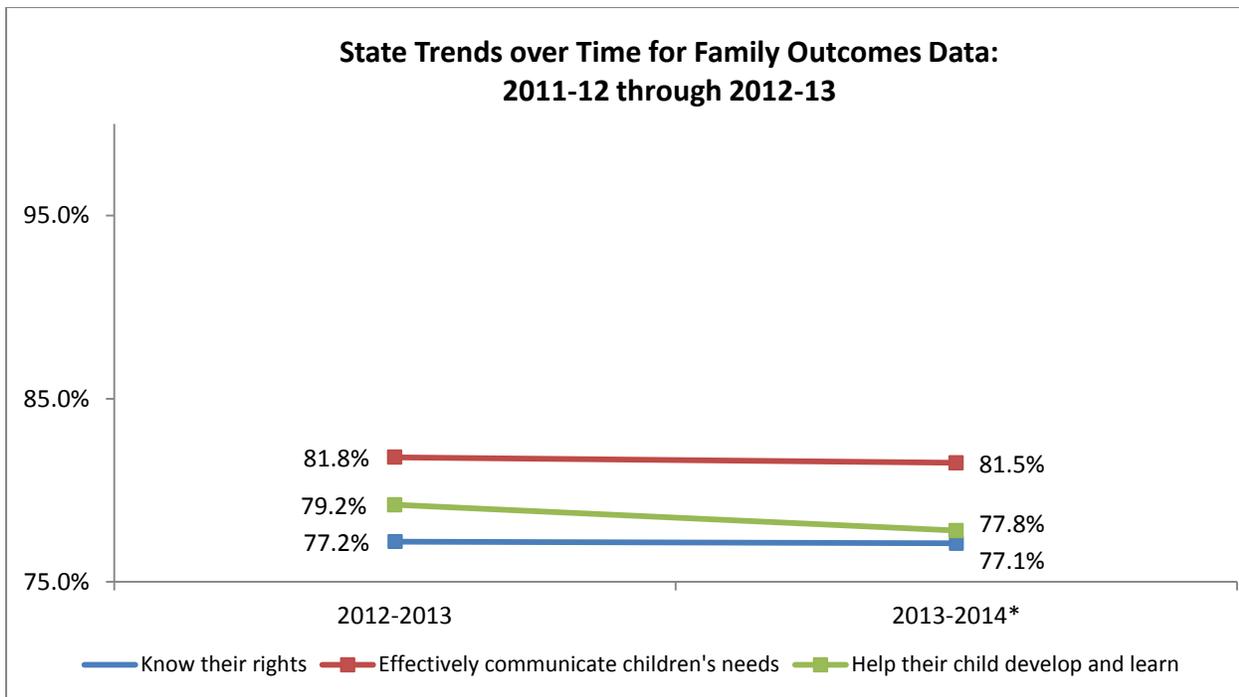
Conclusion: Compared to the national data, families in California are less likely to report that the program helped them in all of the three Sub-indicators. However, when compared to data from other original FOS states, families in this state were even less likely to report that California helped them in any of the three Sub-indicators. Families in this state were less likely to report that the early intervention program helped them know their rights, effectively communicate their child’s needs, or helped their child develop and learn. The reason for these differences cannot be determined from this limited comparison to national data. Further analysis (Possibly at program level) is needed to identify the root cause.

Step 2: Analysis of Trends in State Performance

The next step in the broad data analysis is to look at trends in the family outcomes across time within the state. In California, the trends look relatively stable across the years. The trend for sub-indicator 4C: Help their child develop and learn declined slightly from about 79% in 2011-12 to 77% in 2012-13.

Conclusion: This analysis does not provide enough evidence for us to make inferences or interpretations about the trend in the percent of families who report that the program helped them

Figure 5



Step 3: Comparison across Local Programs

The final step in the broad data analysis compares local programs to each other and to the state. The purpose of this analysis is to identify programs that are more or less helpful to families. In general, program improvement activities focus on low- performing programs. However, when there are programs performing at a much higher level than other programs in the state, confirmation that the programs do not have data quality issues (e.g. low or disproportionate response rates) should be made. If there are no data quality issues, an analysis of the program practices they are doing especially well that are contributing to their higher percentages could be a next step in the more in-depth analysis.

An important consideration in analyses comparing local programs is the number of families included in the family outcomes data for each program. If there are fewer than 35 families included per program, you may have large variation from year to year in the outcome percentages (five percentage points or more). This means that a program’s status relative to other programs may not be stable from year to year, nor be a reliable way to understand the program’s overall performance (e.g. they could be low one year and average the next without any changes to their programs or services)..

In the local program graphing data, the number of families in each program or regional center is included. This allows for consideration of the stability of the family outcomes data as it is interpreted across programs. In Figures 6, 7, & 8, we are showing data for family sub-indicator 4A, 4B, & 4C respectively.

In Figures 6-8, there is a wide variance between programs under all Family Outcome indicators. There are programs performing as low as seventy percent and as high as ninety one percent.

Conclusions: The current analysis does not provide enough information for us to make inferences about why there is such a variance among programs. To make these inferences we would need to look further into the characteristics of the services, families or children in those programs and how these characteristics compare to other programs in the state.

Figure 6

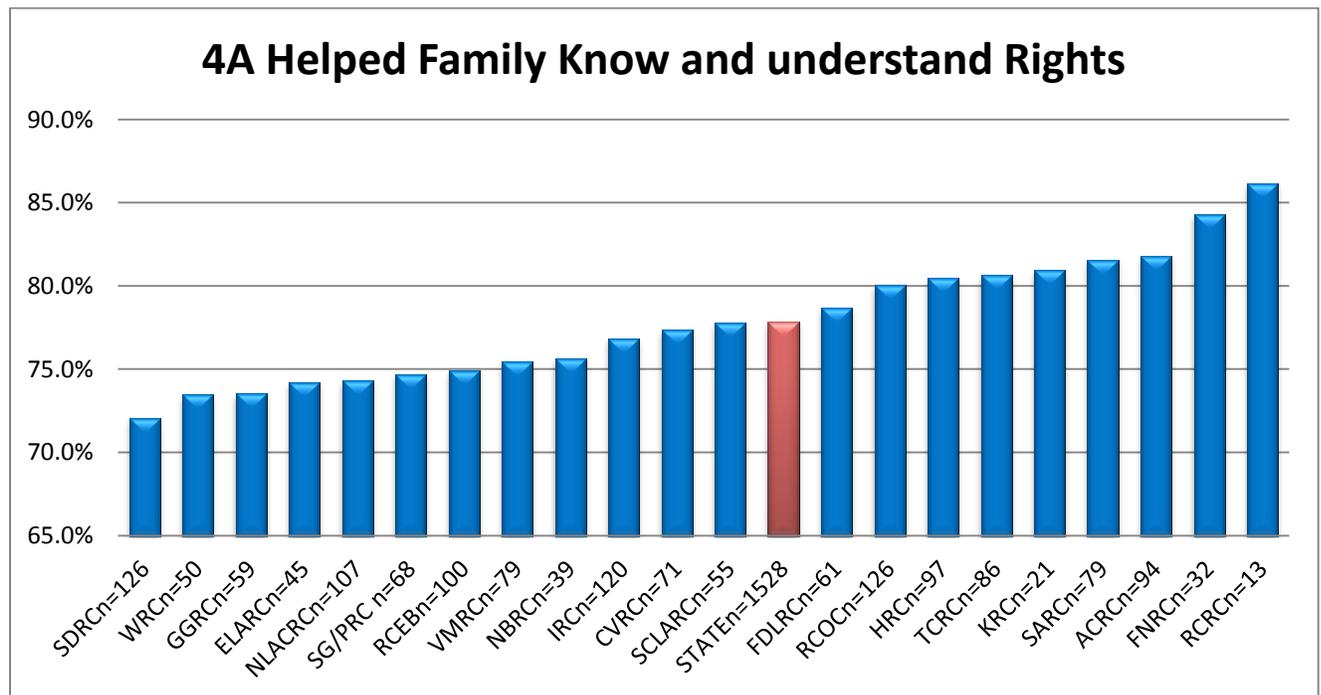


Figure 7

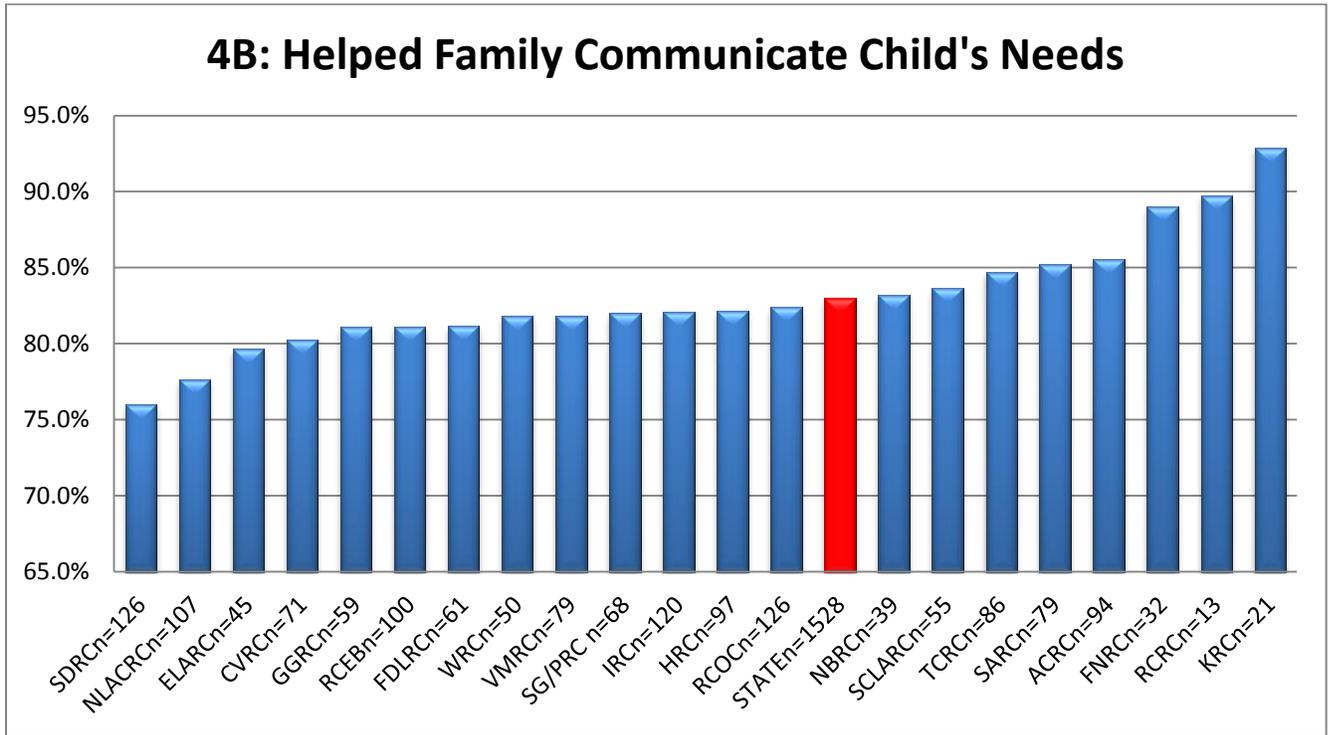
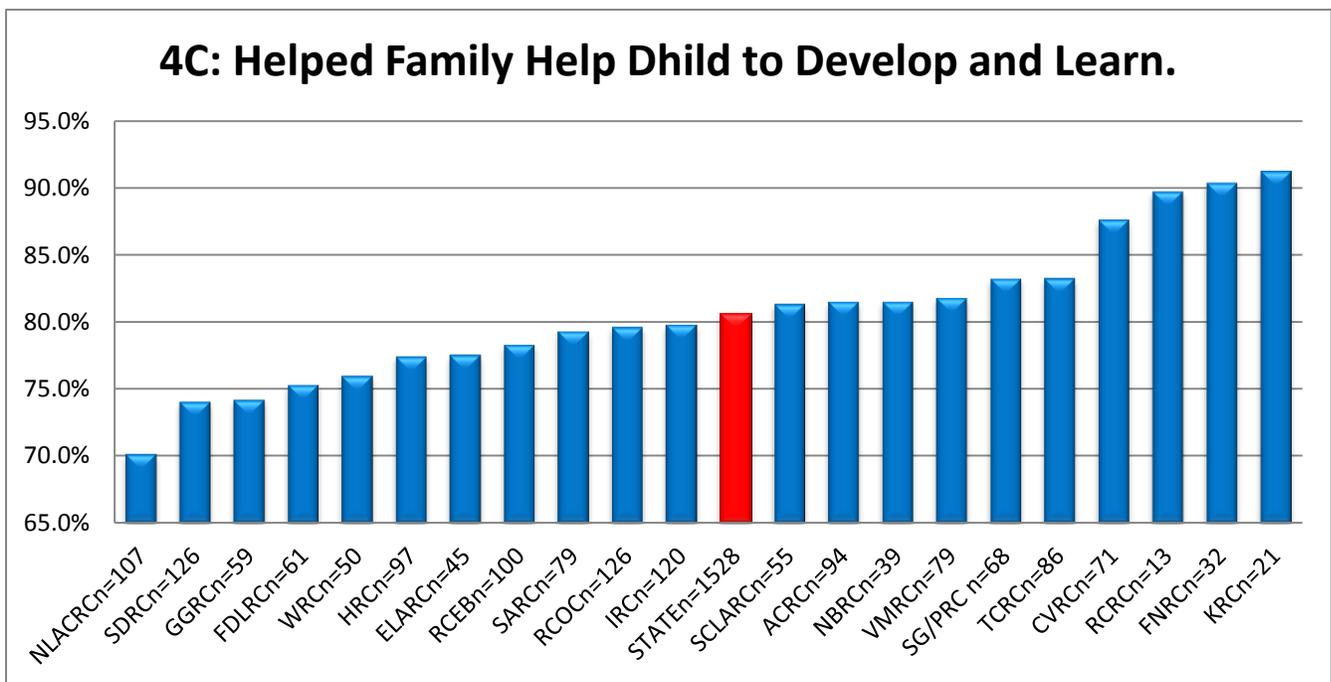


Figure 8



Figures 9 illustrates how the local programs compare to one another for each outcome area.

Figure 9

Local Programs	Area 4A. To what extent has early intervention helped your family know and understand your rights?	Area 4B. To what extent has early intervention helped your family effectively communicate your child's needs?	Area 4C. To what extent has early intervention helped your family be able to help your child develop and learn?	Average Overall
FNRC	74.3%	77.7%	70.2%	74.0%
ACRC	72.1%	76.0%	74.1%	74.1%
ELARC	73.5%	81.1%	74.2%	76.3%
CVRC	73.5%	81.8%	76.0%	77.1%
FDLRC	74.2%	79.6%	77.6%	77.1%
HRC	74.9%	81.1%	78.3%	78.1%
RCRC	78.7%	81.1%	75.3%	78.4%
NBRC	76.9%	82.1%	79.8%	79.6%
IRC	75.4%	81.8%	81.8%	79.7%
GGRC	74.7%	82.0%	83.3%	80.0%
SCLARC	80.5%	82.1%	77.5%	80.0%
KRC	75.6%	83.2%	81.5%	80.1%
RCOC	77.9%	83.0%	80.7%	80.5%
SARC	80.1%	82.4%	79.6%	80.7%
RCEB	77.8%	83.6%	81.3%	80.9%
NLACRC	77.4%	80.2%	87.6%	81.8%
TCRC	81.5%	85.2%	79.3%	82.0%
SDRC	80.7%	84.7%	83.3%	82.9%
VMRC	81.8%	85.6%	81.5%	83.0%
WRC	84.3%	89.0%	90.4%	87.9%
SG/PRC	81.0%	92.9%	91.3%	88.4%
STATE	86.2%	89.7%	89.7%	88.5%

Figure 10 ranks each specific measurement question in order of performance, questions with the lowest positive responses are ranked first.

INDICATOR 4 – TARGET MEASUREMENTS	
Percent of families participating in Part C who report that early intervention has been helpful:	SURVEY RESULTS BY QUESTION
A4. Providing information about options upon child's program exit.	69.4%
C12. Providing information about the child interacting with others.	71.4%
A2. Providing information about their rights.	76.3%
B8. Connecting them with other helpful services.	76.6%
C14. Providing information about helping the child fulfill his/her needs.	77.0%
A5. Explaining rights in easy to understand ways.	78.3%
C16. Sharing ideas on including child in daily activities.	78.7%
A3. Providing information about who to contact with concerns.	78.9%
B9. Talking with them about family strengths and needs.	78.9%
B10. Talking with them about what they think is important.	79.1%
C13. Providing information about helping the child learn new skills.	82.7%
C15. Identifying what will help the child learn and grow.	83.0%
C17. Working with them to identify when the child is making progress.	83.5%
B6. Providing information about their child's delays or needs.	83.9%
A1. Providing Information about services and supports.	84.3%
B11. Developing a good relationship with their family.	85.0%
B7. Listening to them and respecting their choices.	89.0%

The table below includes some questions to help guide interpretation and next steps.

Question	Notes
<p>* Does our state’s family outcomes data look different than the national data? Does it look different than other states using a similar survey approach (if applicable)</p>	<p>California consistently ranks below the National average in all three measurement areas.</p>
<p>* Is our state performing differently in some outcomes than others?</p>	<p>California is the most percentage points below the National measurement of 4C, helping children develop and learn.</p>
<p>* Are our state family outcomes trends stable over time? Trending upwards? Trending downwards?</p>	<p>Our Family Survey Data is relatively stable, with a slight downward trend. However, as California is using a new survey, there is not enough data to plot accurate trends.</p>
<p>* Are the family outcomes similar across programs? Are some programs doing much better or worse than others?</p>	<p>Family outcomes vary widely by program. Some programs score as low as 70%, while others reach 94%.</p>

Some possible next steps in conducting a more in depth analysis could include questions like:

Does our state’s family outcomes data vary by different subgroups (e.g. race/ethnicity, disability, family income, primary language, etc.)?

For a given family outcome of interest, how does the family’s report of helpfulness relate to the child’s outcomes, to other indicators?