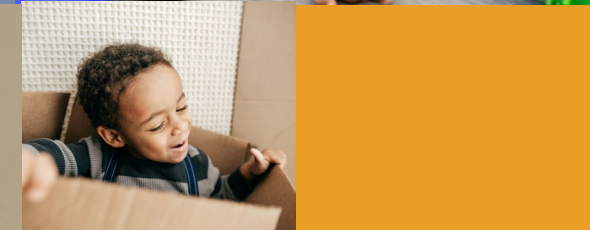


Interagency Coordinating Council (ICC) on Early Intervention Meeting

April 20, 2023



Housekeeping



Interpretación en español: haga clic en el globo blanco en la parte inferior de la pantalla con la etiqueta "Interpretation." Luego haga clic en "Spanish" y seleccione "Mute original audio."



ASL interpreters have been "Spotlighted" and live closed captioning is active



This meeting is being recorded




Materials are available at: <https://www.dds.ca.gov/services/early-start/state-icc-on-early-intervention-overview/>



Submit written comments via email to: earlystart@dds.ca.gov

Zoom Tips



Unmute Start Video Participants Q&A Chat Share Screen Raise Hand Record Closed Caption More Leave

Unmute mic only when it's your turn to speak

Turn your webcam on/off

All attendees can type questions/comments in the Q&A

Chat is available for Workgroup members only

Workgroup members can raise your hand when you want to speak

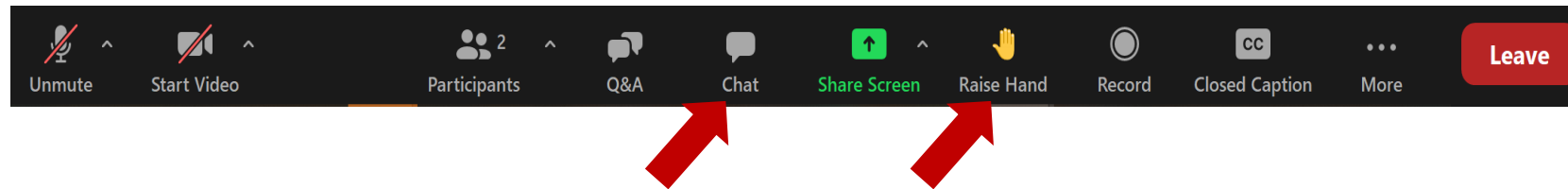
Leave the webinar at the end of the meeting



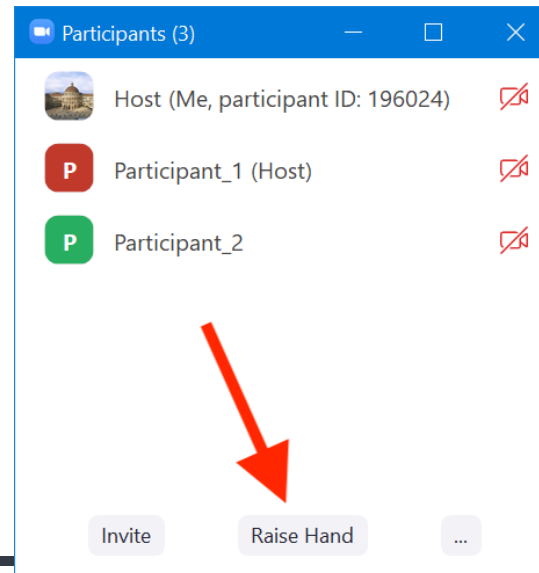
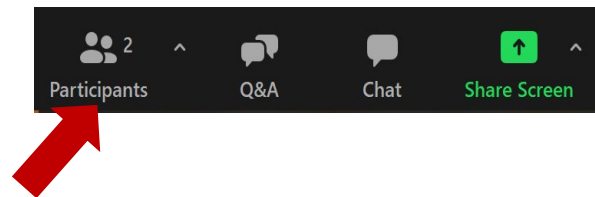
- For attendees, your video and microphone will not be available
- You will only see/hear workgroup members, DDS staff and presenters on screen
- Features will vary based on the version of Zoom and device you are using
- Some Zoom features are not available for telephone-only participants

Providing Comments - Appointed Members

Appointed Members: Please use the “Chat” or “Raise Hand” to comment



You may need to click on “Participants” and a new window will open where you can “Raise Hand”



Agenda

- I. Opening: Welcome and Roll Call
- II. Approval of the Minutes
- III. Review ICC Mission and Purpose
- IV. Part C Literacy Article and Introduction of Meeting Theme
- V. DDS Updates and Information
- VI. Voices from the Field

Break

- VII. Presentation- FRCNCA- Updates on ICC ARPA Initiative
- VIII. Presentation- Child Outcomes Overview- Kathleen Hebbeler
- IX. Public Input

Lunch

- IX. Announcement of Subcommittee Composition and Goals
- X. Subcommittee Meetings

ICC MISSION AND PURPOSE

To promote and enhance a coordinated family service system for infants and toddlers, ages birth to three years, who have, or are at risk for having a developmental delay or disability, and their families, by utilizing and encouraging a family-centered approach, family-professional partnerships, and interagency collaboration.



Part C Literacy Article

“Long-Term Outcomes of Early Intervention in 6-year-old Children with Autism Spectrum Disorder”

Authors

Annett Estes, PhD

Jeffrey Munson, PhD

Sally J. Rogers, PhD

Jessica Greenson, PhD

Jamie Winter, PhD

Geraldine Dawson, PhD

DDS Updates and Information

Maricris Acon - Deputy Director, DDS

Voices from the Field Updates

Karen Moran Finello - Statewide Screening Task Force

Fran Chasen - Infant Development Association of CA

Teresa Anderson - The Arc

Marty Omoto - California Disability Community Action Network

BREAK

Presentation

FRCNA ICC ARPA Initiative Updates

Robert Rochin
Yvette Baptiste



CA Interagency Coordinating Council (ICC) Community Engagement Project

IMPROVING THE COMMUNITY CAPACITY &
DIVERSIFICATION OF THE ICC - ARPA INITIATIVE

COMMUNITY ENGAGEMENT PROJECT

THE GOAL OF THIS INITIATIVE IS TO PROVIDE SUPPORT TO THE STATE'S ICC THROUGH OUTREACH ACTIVITIES, ENGAGEMENT, TRAINING, AND INCENTIVES TO PARENTS AND COMMUNITY MEMBERS TO PARTICIPATE IN ICC ACTIVITIES AT THE STATEWIDE AND LOCAL LEVEL.



FRCNCA PARTNERS



Eastern LA FRC,
Project Lead



CARE Parents Network
Northern Regional lead



Parents Helping Parents of SLO
Southern Regional Lead

STRATEGY #1 LOCAL COMMUNITY ENGAGEMENT ACTIVITIES

- Identify target populations, cultural or linguistic groups needed to build the capacity of the ICC
- Identify opportunities to create connections/partnerships
- Identify and/or create resources and strategies that help local communities engage
- Engage in local outreach activities/strategies
- Develop a report of recommendations to the Department and ICC to support the implementation for recruitment, engagement, family friendliness and mentorship of new members from under-represented communities

LOCAL COMMUNITY ENGAGEMENT ACTIVITIES (CONTINUED)



FUNDING
OPPORTUNITY

FAMILY RESOURCE CENTERS

Target up to 14 communities where no LICA exists, or the LICA wants to support the mentoring of additional representatives to elevate to local or state-level ICC

Provide T/A supports to help establish or strengthen their local interagency council or similar groups



LEADERSHIP DEVELOPMENT

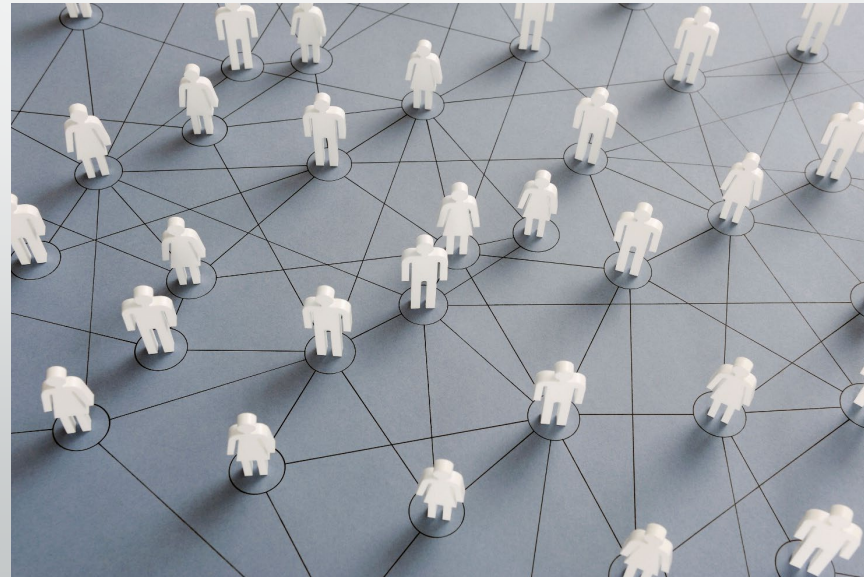
- Develop easy to deploy Leadership training for community, family members/consumer parents interested in participating in Local or State ICC activities utilizing leadership training content from renowned projects like “Partners in Policymaking”(MN) and “Project Leadership”(CA).

Leading by Convening

<https://ncsi.wested.org/resources/leading-by-convening/modules-tools/>

Module: Ensuring Relevant Participation

Engaging Everybody



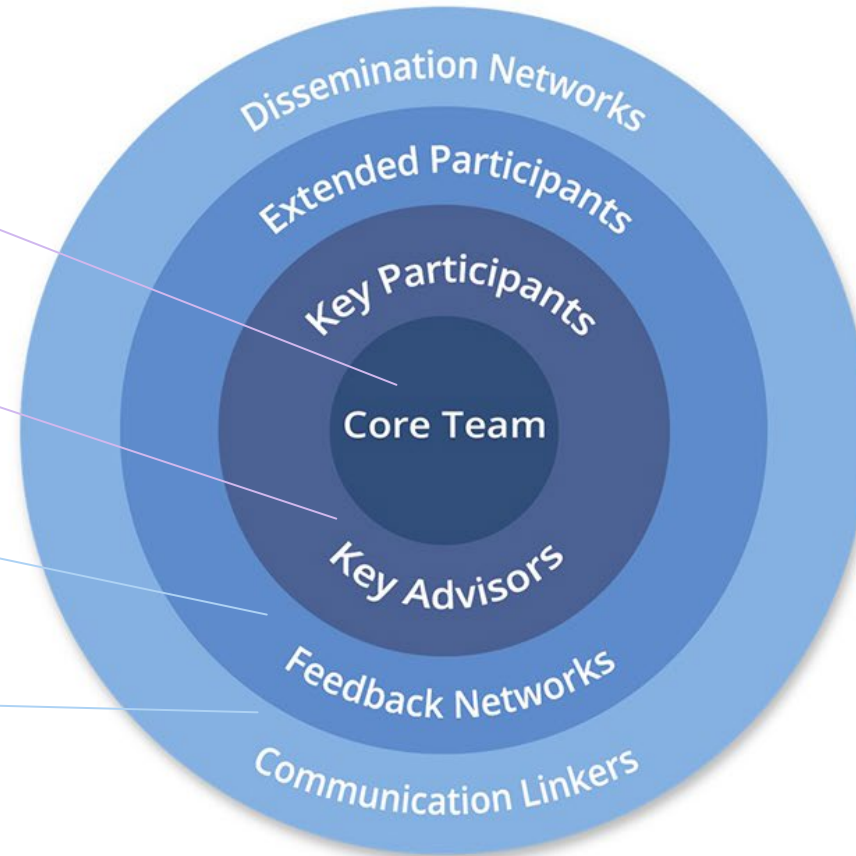
Engaging Everybody

Convene the group

Act as regular contacts for the work

Individuals who work at the practice, family or individual level

Everyone here and everyone else receiving and redistributing information



Composition

Parents

Early Intervention Providers

State Legislature

Personnel Preparation

State Agency involved in provision of or payment for Early Intervention Services

SEA responsible for preschool services

State Medicaid Agency

Head Start

State Agency responsible for Child Care

State Agency responsible for State Regulation of Private Health Insurance

Office of the Coordination of Education of Homeless Children and Youth

State child welfare agency responsible for foster care

State agency responsible for children's mental health

Other Governor Appointments

Total

Non-appointees

Dept. of Justice

Dept. of Public Health

Key Advisors & Participants

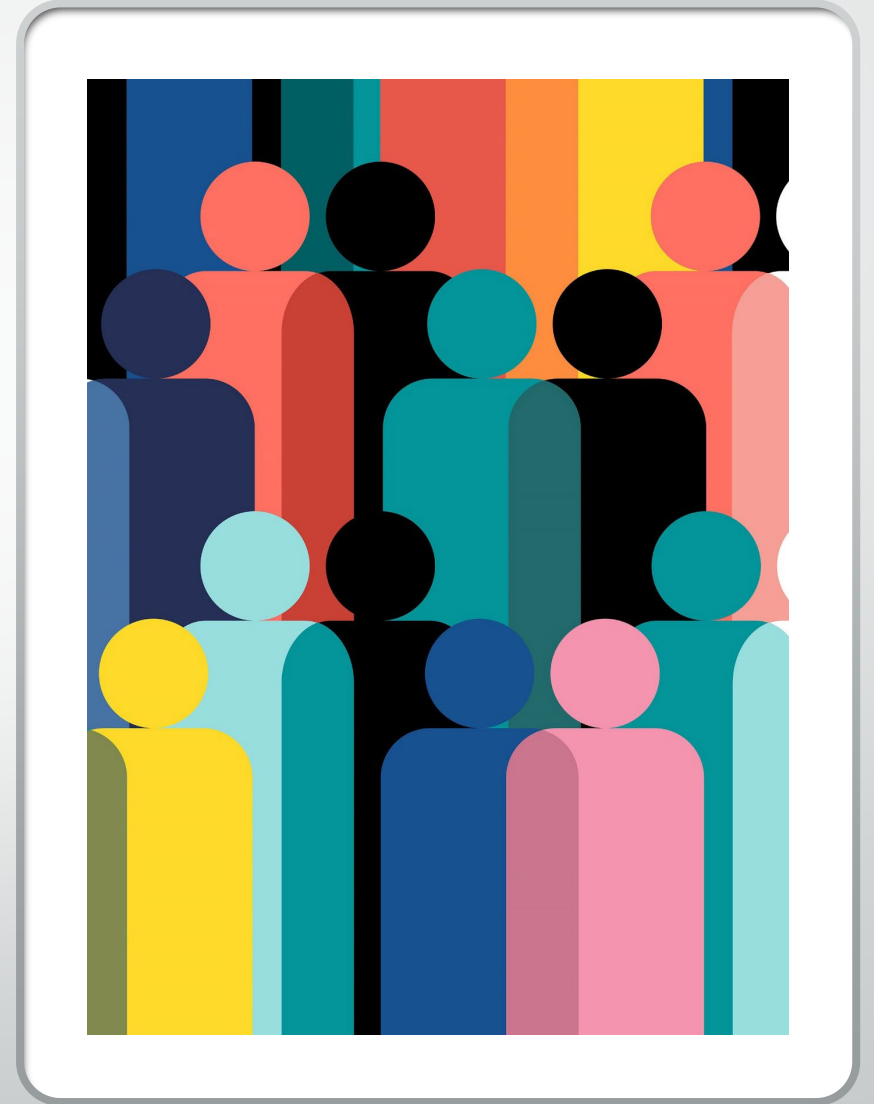
Mentimeter Survey



Who is missing from our
Key Participants and
Advisors?

Mentimeter Survey

Who would you like to have as extended participants/feedback network?



Presentation

Child Outcomes Overview

Kathleen Hebbeler



Indicator C3: Child Outcomes, the Data, the Challenges

Kathy Hebbeler

Presentation to California's Interagency Coordinating Council, April 20, 2023

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Background Information

How OSEP Came to Require Data on Child Outcomes

- Looking at compliance is not enough to produce good results, so the focus has shifted to looking at results.
- All federal agencies are required to report on the outcomes achieved by their programs.
- The Office of Special Education Programs (OSEP) uses child outcomes data to:
 - Justify the funding for Part C and Part B Preschool.
 - Monitor state results through Results Driven Accountability processes (Part C only).



Why Collect Child Outcomes Data?

The Office of Special Education Programs (OSEP) requires it.

Requirement

Early Start is funded with public dollars. The public has a right to know that these dollars are well spent.

Public accountability

Infants, toddlers and their families are entitled to effective services. Outcomes data provide a window into whether they are getting them.

Accountability to children and families

Outcomes data show which programs need to improve and whether program improvements are working.

Program Improvement

California reports child outcomes data every year in the Annual Performance Report (APR)

11
Indicators
for Part C

State sets
targets for
each
indicator

Child
Outcomes is
C3 (a,b,c)

9 Compliance
2 Results

State reports
data and
whether target
was met

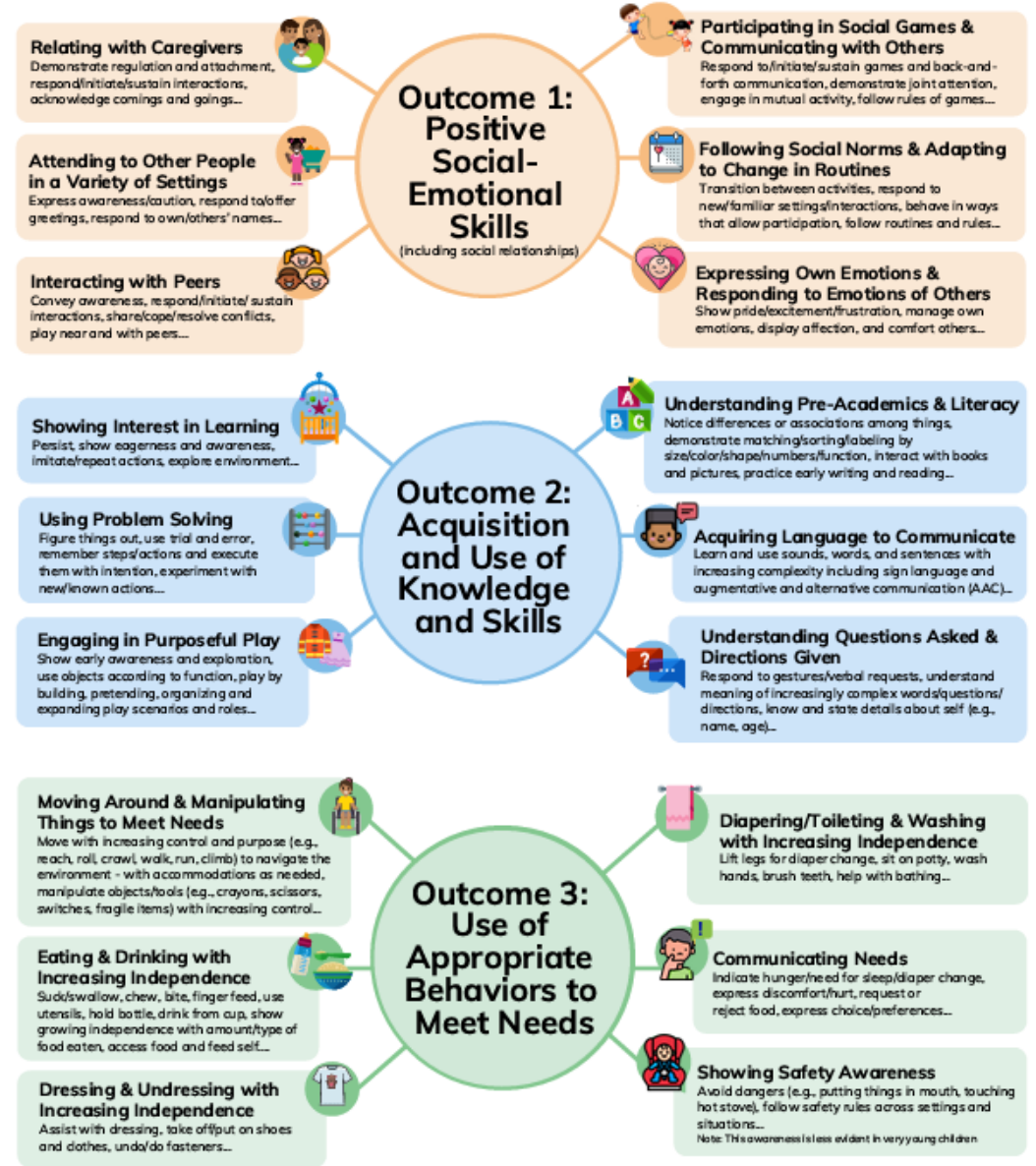
Three Child Outcomes

- Beginning in 2005, OSEP required states to report data on 3 child outcomes:
 - Children have positive social emotional skills (including social relationships)
 - Children acquire and use knowledge and skills (including early language/communication)
 - Children use appropriate behaviors to meet their needs



An accessible version of the content is available at: <https://ectacenter.org/eco/pages/three-child-outcomes.asp>

The three child outcomes, measured by early intervention and early childhood special education systems, encompass functional skills and behaviors that are meaningful for a child's participation in everyday routines. They cut across developmental domains to represent the integrated nature of how children develop, learn, and thrive. The breadth of these outcomes provides a framework for describing and consistently measuring children's functional skills and behaviors across settings and situations.



<https://ectacenter.org/~pdfs/eco/three-child-outcomes-breadth.pdf>

Also, see this video

[Child Outcomes: Step-by-Step](#)

The Three Child Outcomes

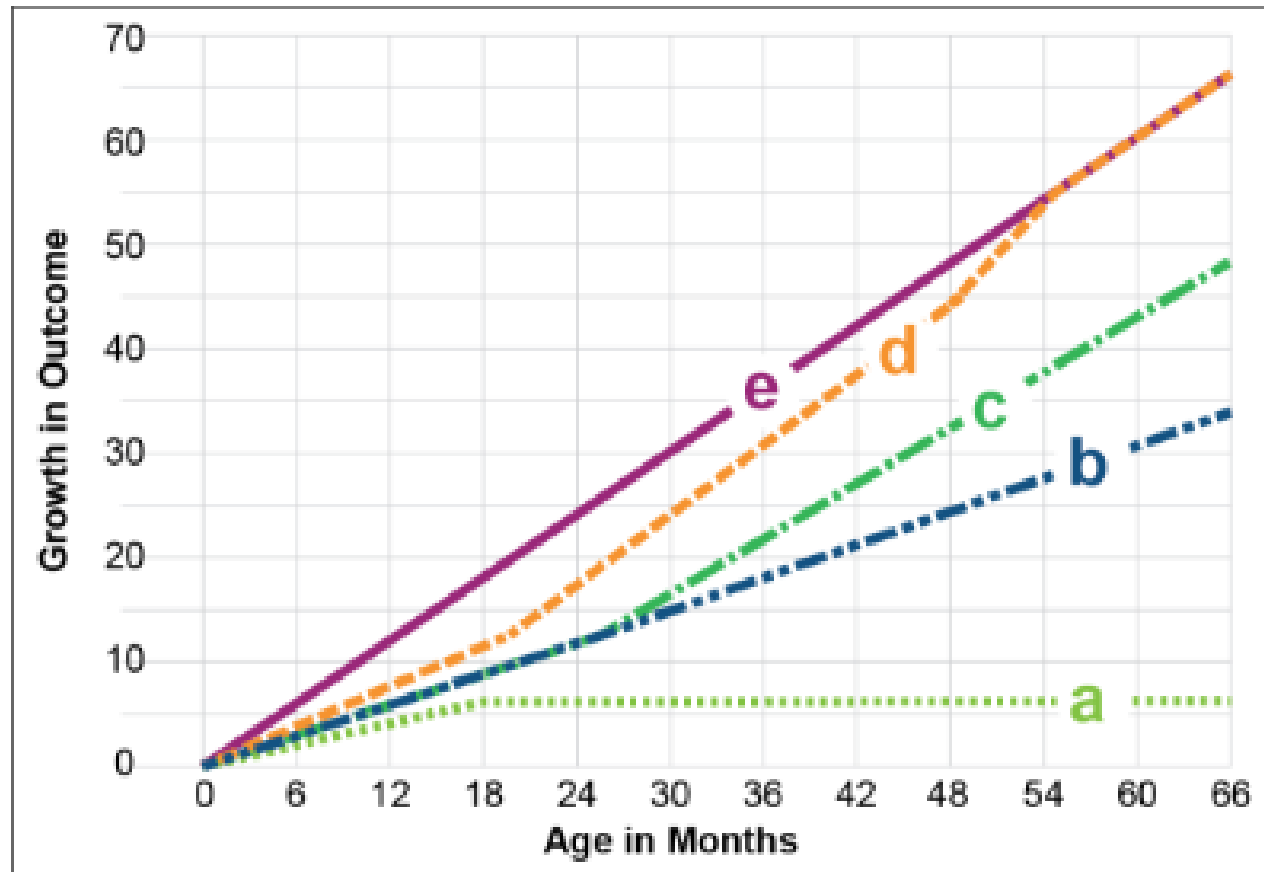
- Functional
 - Meaningful in the context of the child's everyday life
 - How child is using skills (not just does child have a skill)
- Intentionally broad
- Cut across domains
- They differ from domains
- Implications of not matching domains



What is Reported About Each Outcome

- Child progress between entry and exit into the program
- States are to report progress on children who exited within a given 12-month period (e.g., calendar year)
- Children who received services for less than 6 months are excluded.
- Each exiting child's progress is reported in 1 of 5 mutually exclusive **progress categories**.
 - Each category describes a type of progress.
 - The state's percentages of children in the 5 categories add up to 100%.

OSEP Progress Categories as Developmental Trajectories



- a. Did not improve functioning
- b. Improved in functioning, no change in trajectory
- c. Moved closer to functioning like same-aged peers
- d. Improved functioning to that of same-aged peers
- e. Functioning like same-aged peers

6-minute video

The Summary Statements

1. Of those children who entered or exited the program below age expectations in each outcome, the percent who **substantially increased their rate of growth** by program exit.

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

2. The percent of children who were **functioning within age expectations** in each outcome by program exit.

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

5 progress categories x 3 outcomes = 15 percentages

2 Summary Statements x 3 outcomes = 6 percentages

State Approaches to Measuring Child Outcomes 2020-21

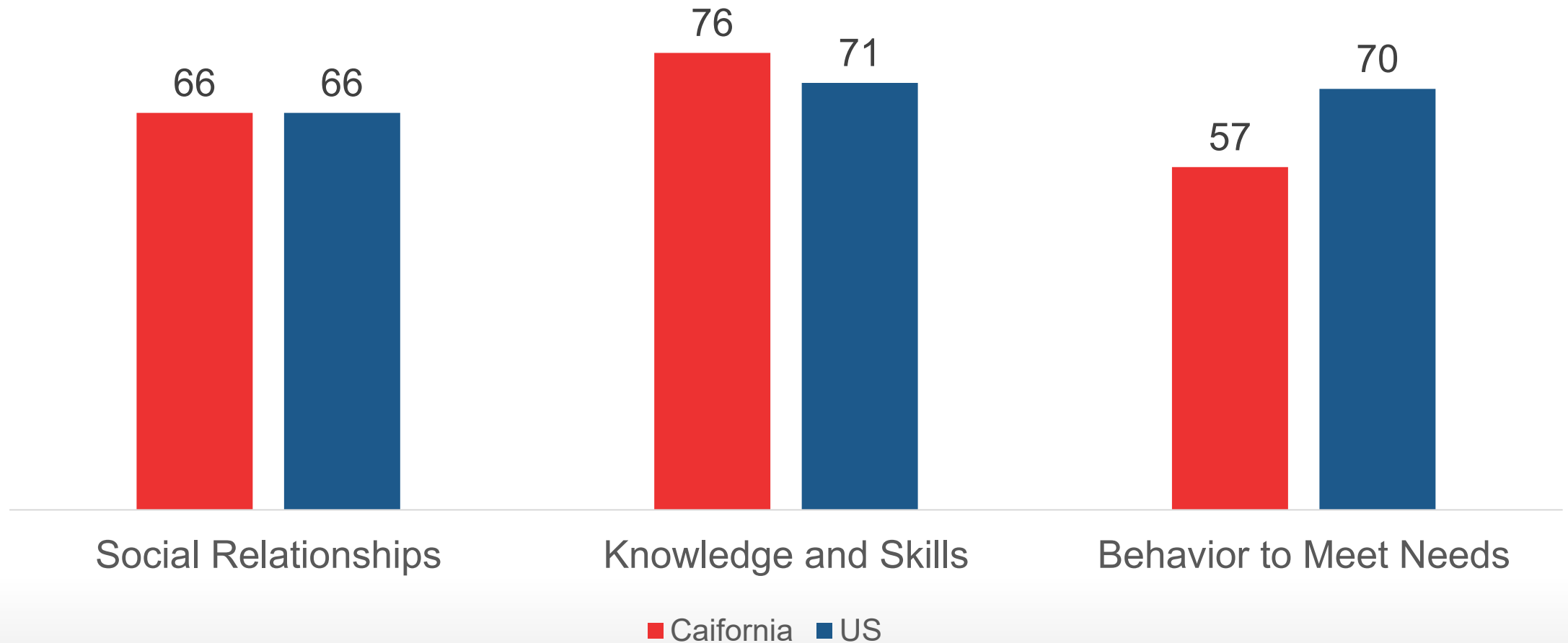
Approach	Part C	Part B 619
Child Outcomes Summary Process	40(71%)	39(66%)
One Tool Statewide	9(16%)	11(19%)
Publisher's Online System	3(5%)	5(7%)
Other	4(7%)	4(8%)
Total	56(100%)	59(100%)

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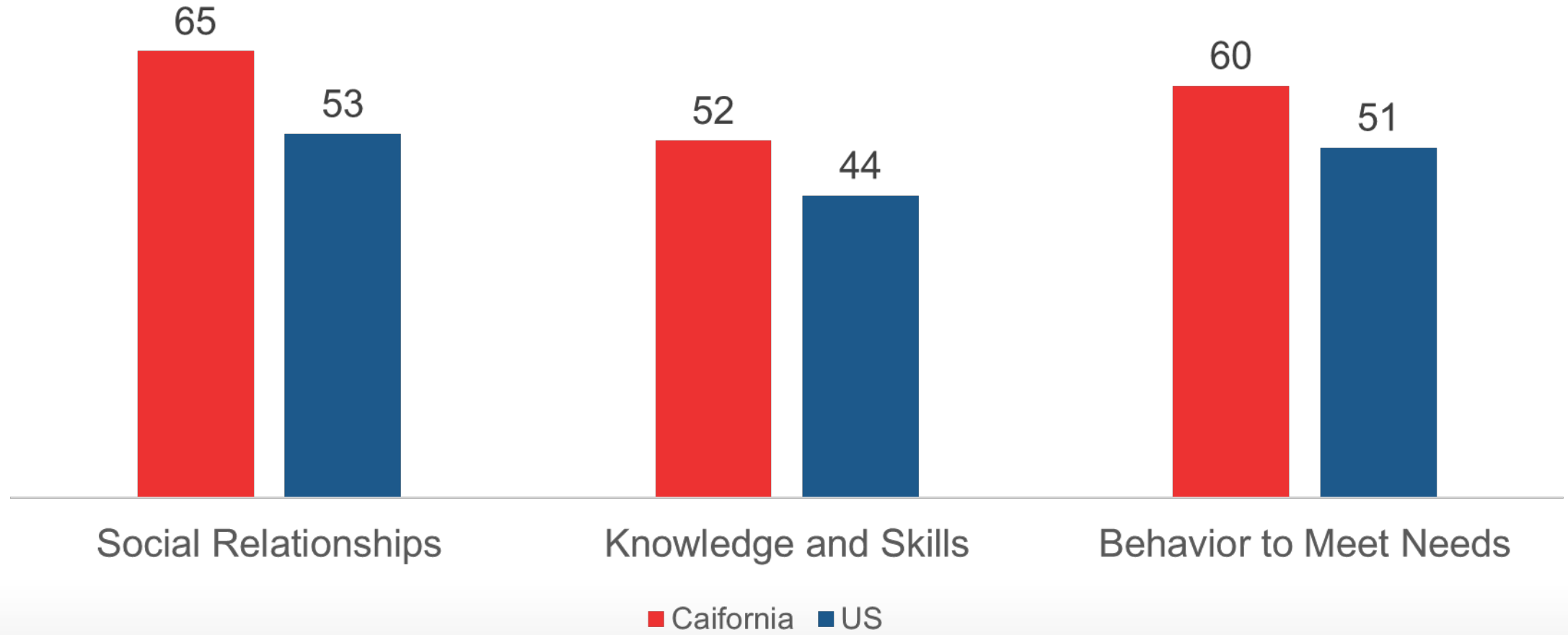
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The Data

Summary Statement 1: Greater than Expected Growth, FFY 2020 (Percent of Exiters)



Summary Statement 2: Exited Within Age Expectations, FFY 2020 (Percent of Exiters)



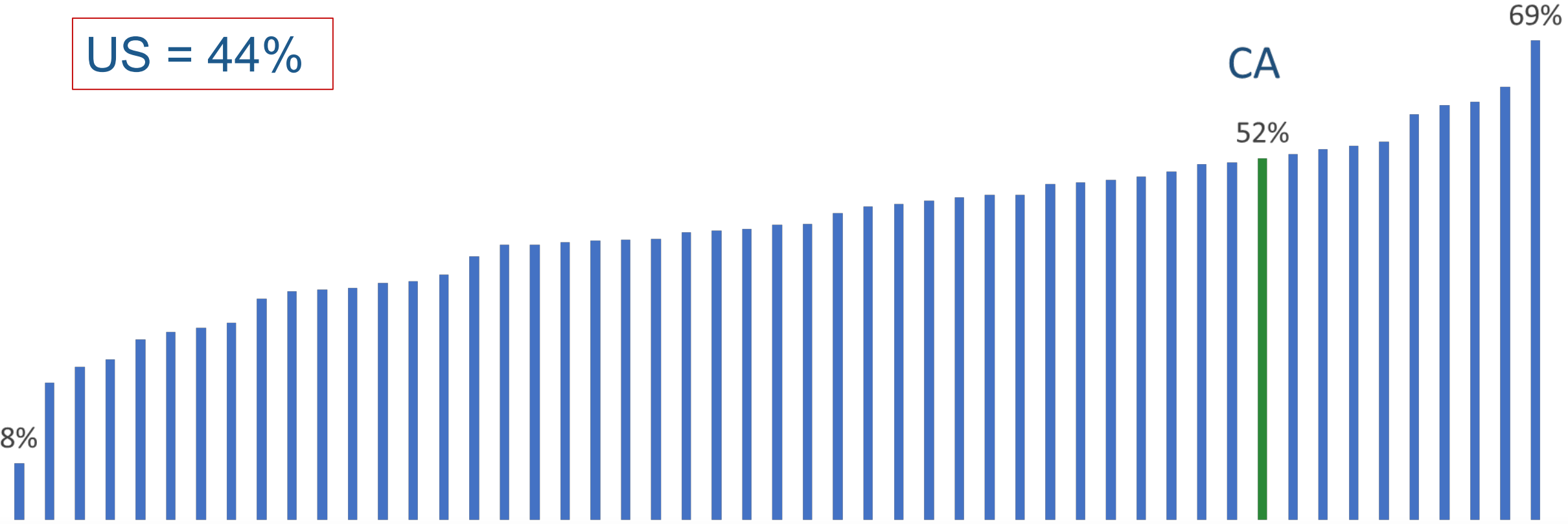
Part C State Variation

Exited Within Age Expectations (Summary Statement 2)

Outcome: Knowledge and Skills

FFY 2020

US = 44%



N = 51

Early Start Local Performance (July 1, 2020- June 30, 2021)

Indicator 1 Indicator 2 **Indicator 3a** Indicator 3b Indicator 3c Indicator 4a Indicator 4b Indicator 4c Indicator 5 & 6 Indicator 7 Indicator 8a Indicator 8b Indicator 8c

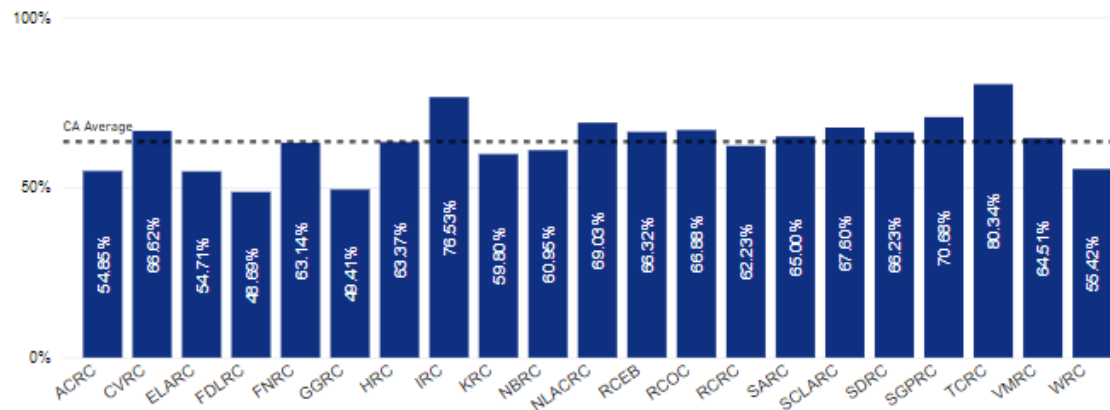
Indicator 3a- Child Outcomes- Social and Emotional Skills

Entered Below Age Expectation and Substantially Increased Rate of Growth

FFY 2020

Select a Regional Center:

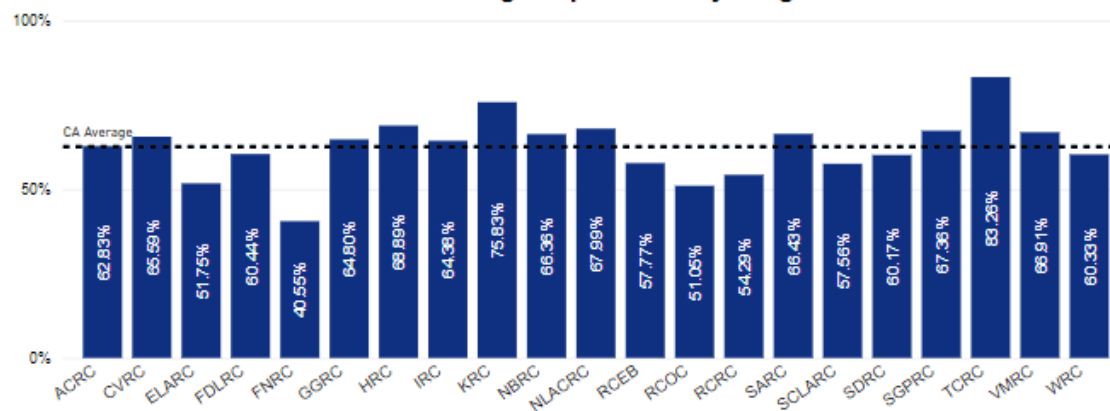
- Select all
- ACRC
- CVRC
- ELARC
- FDLRC
- FNRC
- GGRC
- HRC
- IRC
- KRC
- NBRC
- NLACRC
- RCEB
- RCOC
- RCRC
- SARC
- SCLARC
- SDRC
- SGPRC
- TCRC
- VMRC
- WRC



California's Target: 67.39%
Source: Early Start Report

Percentage of infants and toddlers who entered the Early Start Program with scores below age expectation and who substantially increased their social and emotional skills by the time of exit.

Functioned Within Age Expectation by Program Exit



California's Target: 67.00%
Source: Early Start Report

Percentage of infants and toddlers with social and emotional skills at the same level as their same age peers by the time they exited Early Start.

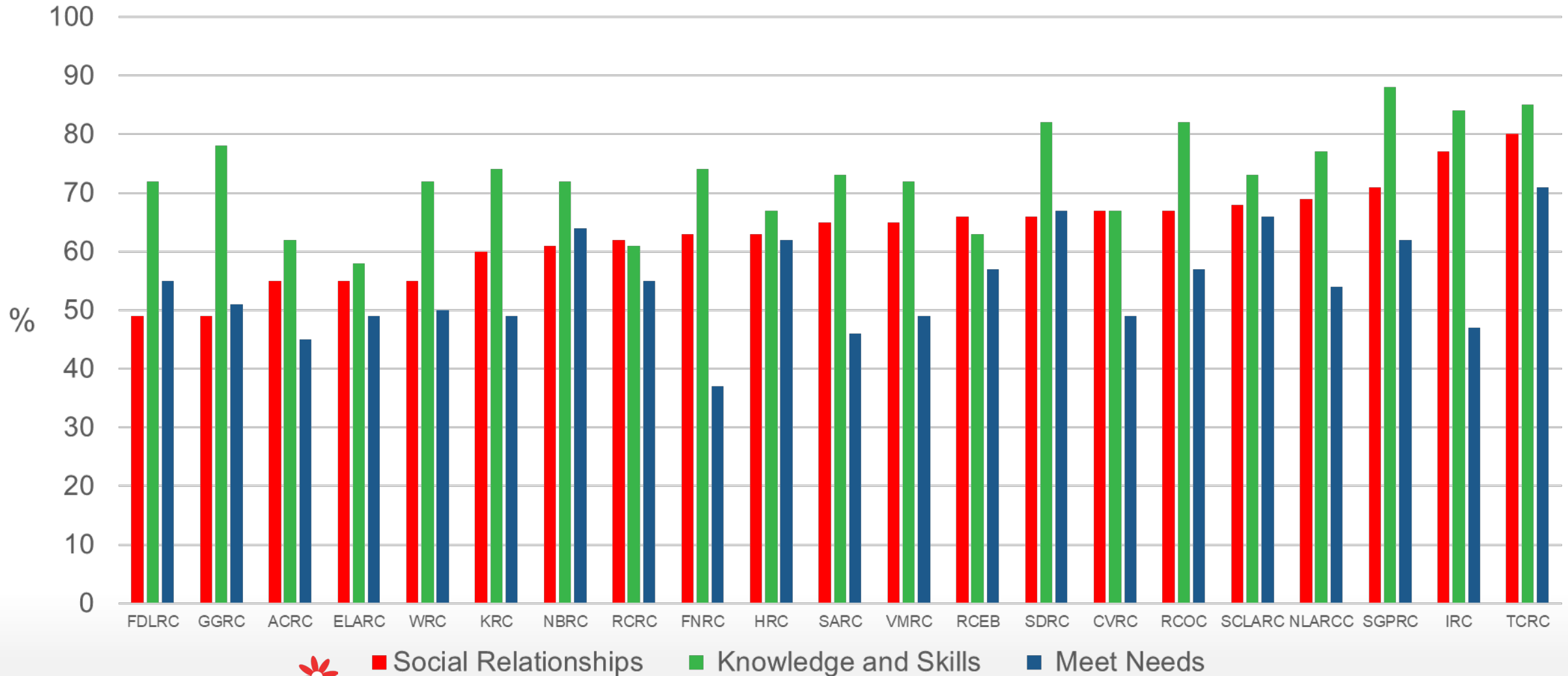
Variation Across Regional Centers (%)

	US	CA	Regional Centers	
			Lowest	Highest
Greater Than Expected Growth				
Social Relationships	66	66	49	80
Knowledge and Skills	71	76	58	88
Meets Needs	70	57	37	71
Exited Within Age Expectations				
Social Relationships	53	65	41	83
Knowledge and Skills	44	52	37	66
Meets Needs	51	60	42	79

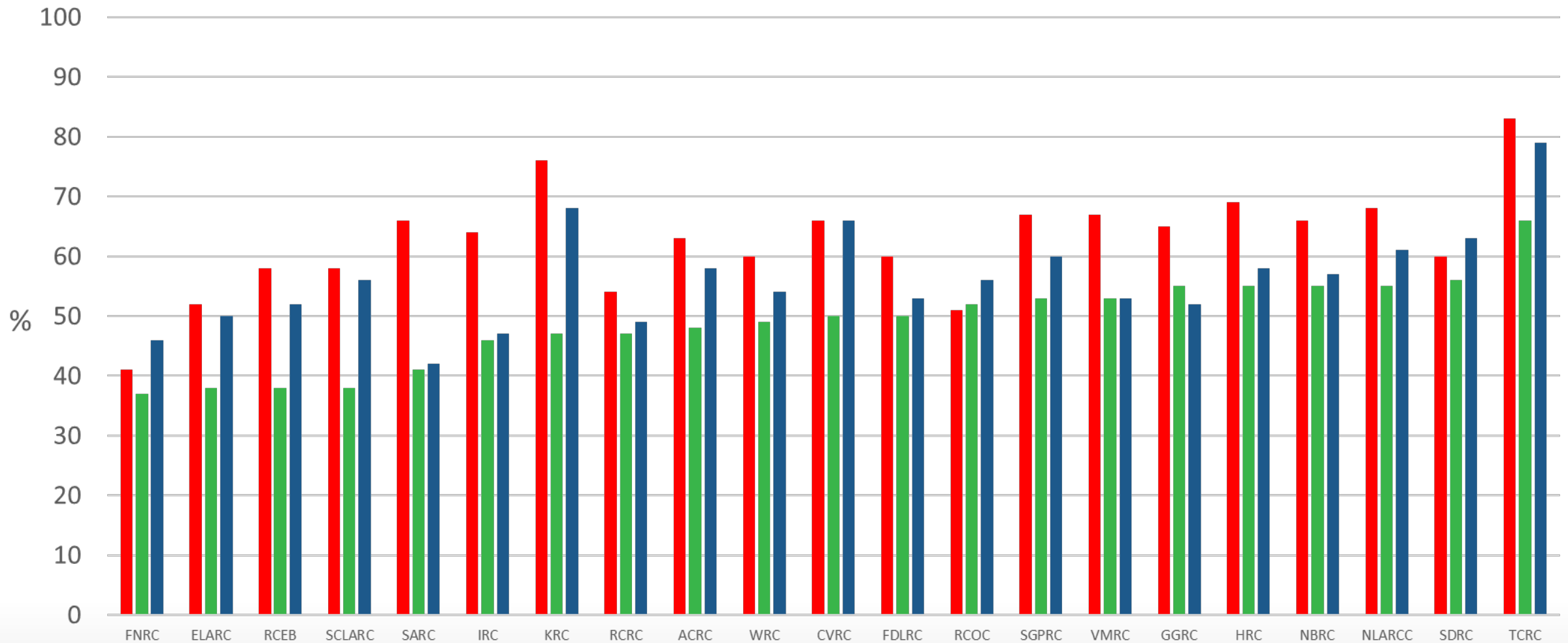
Variation Across Regional Centers, FFY 2020 (%)

	US	CA	Regional Centers	
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Social Relationships	66	66	49	80
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Meets Needs	70	57	37	71
Exited Within Age Expectations				
Social Relationships	53	65	41	83
Knowledge and Skills	44	52	37	66
Meets Needs	51	60	42	79

Summary Statement 1: Greater than Expected Growth for Each Outcome by Regional Center, FFY 2020



Summary Statement 2: Exited Within Age Expectation for Each Outcome by Regional Center, FFY 2020



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The Quality of the Data

Outcomes data are critical
for accountability and
program improvement



Program improvement
requires using the data

BUT

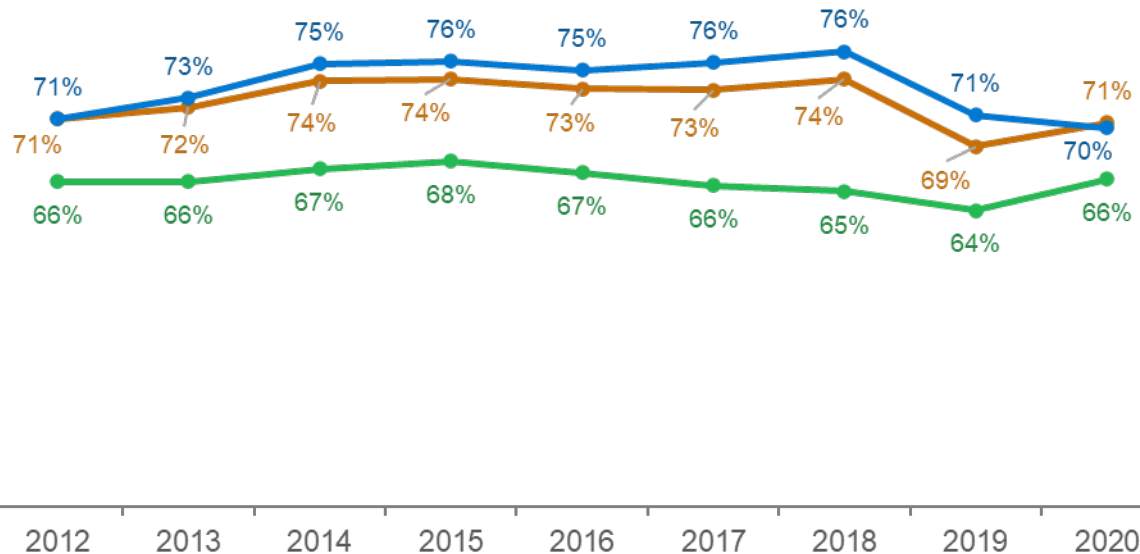
Data is only useful if they can
be trusted

BUT

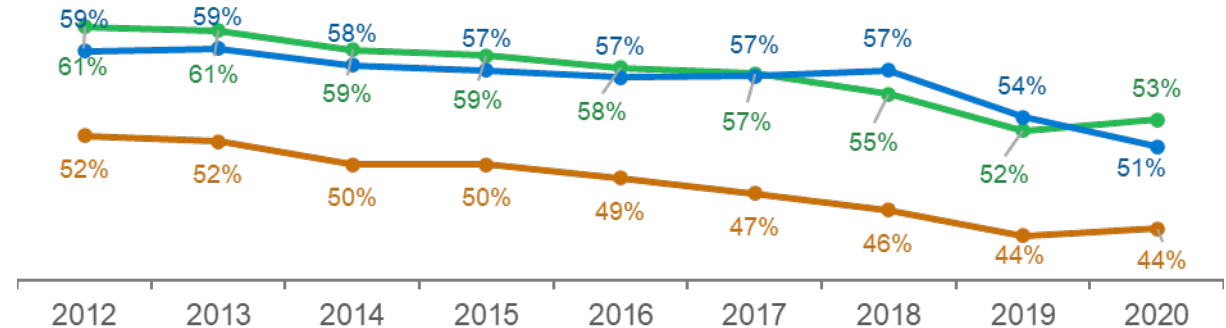
Data quality only improves
when the data get used

Part C Child Outcomes National Data Trends: FFY 2012-2020

Percent making greater than expected growth (Summary Statement 1)



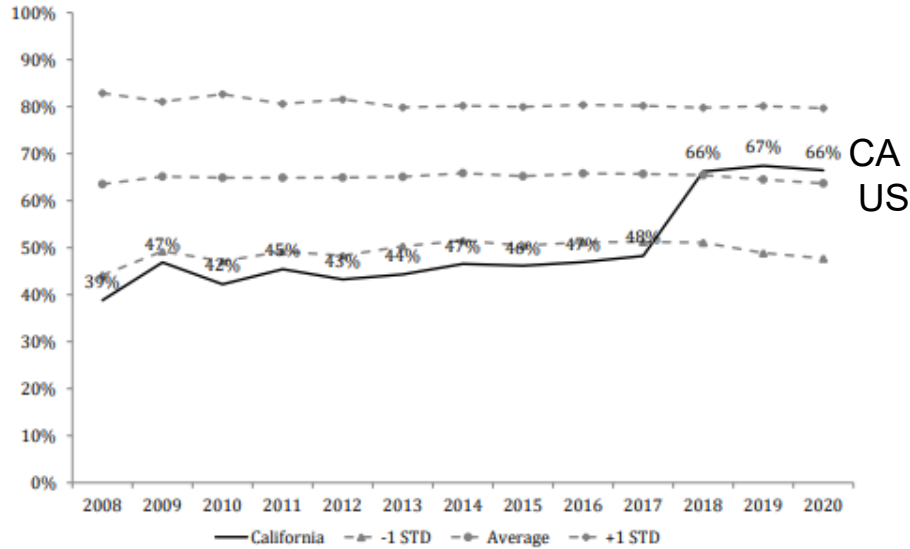
Percent exiting at or above age expectations (Summary Statement 2)



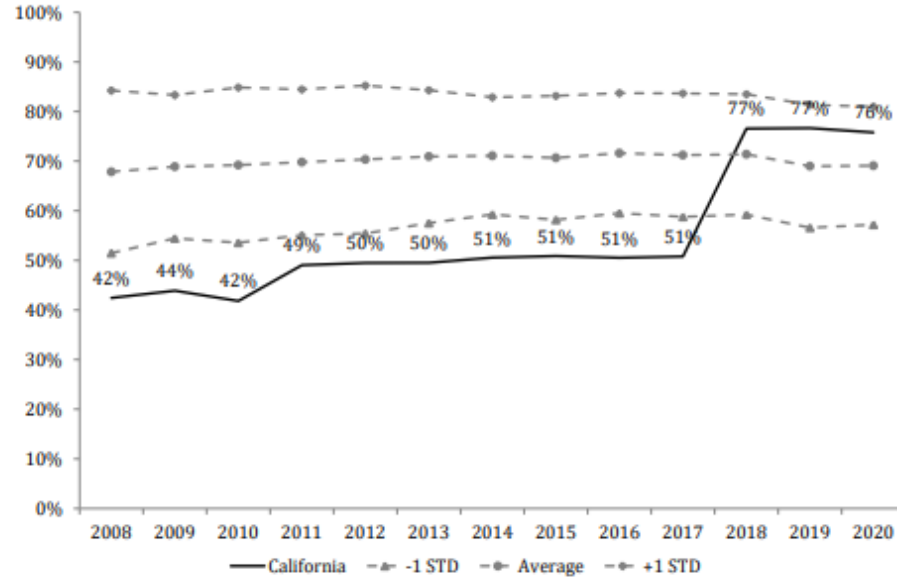
● Social Relationships
 ● Knowledge & Skills
 ● Actions to Meet Needs

Change over time: Summary Statement 1

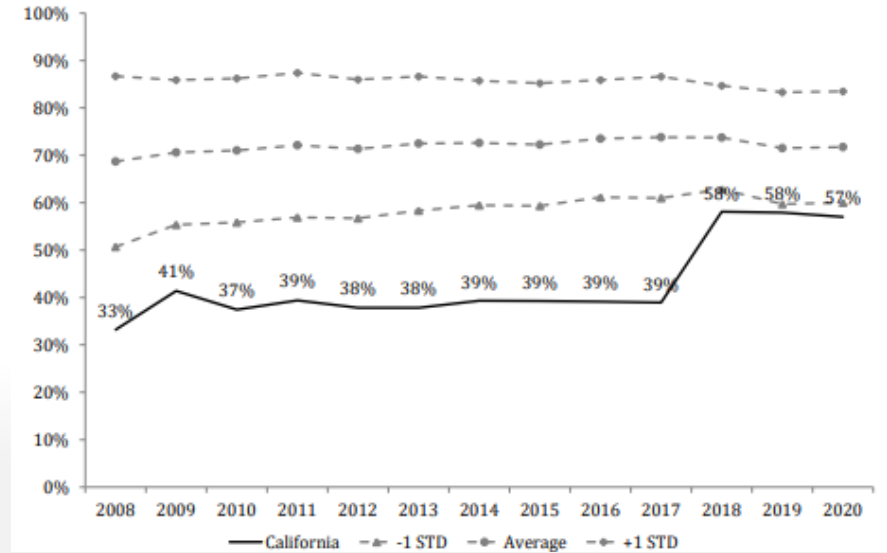
**Figure 3. Part C Early Intervention State Trends for Progress
Summary Statement 1, Outcome A**



**Figure 4. Part C Early Intervention State Trends for Progress
Summary Statement 1, Outcome B**

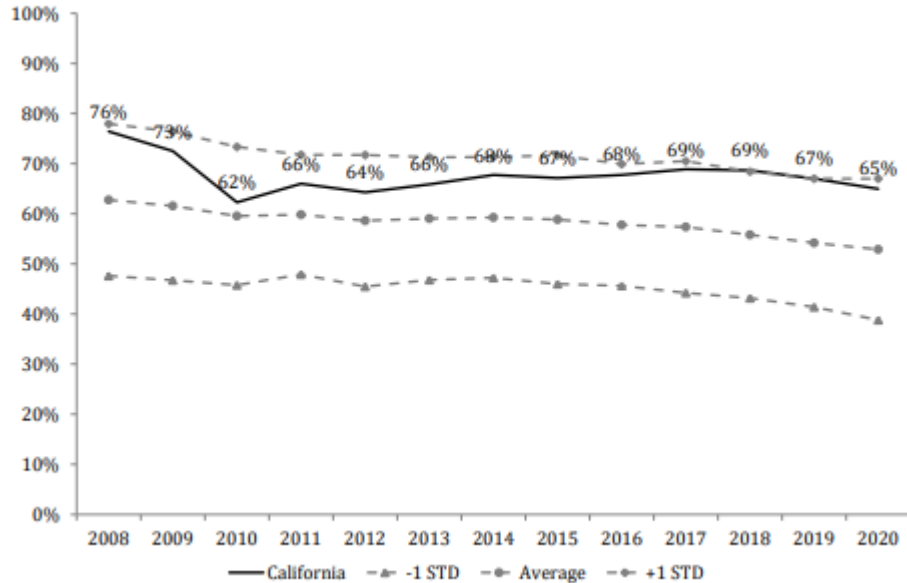


**Figure 5. Part C Early Intervention State Trends for Progress
Summary Statement 1, Outcome C**

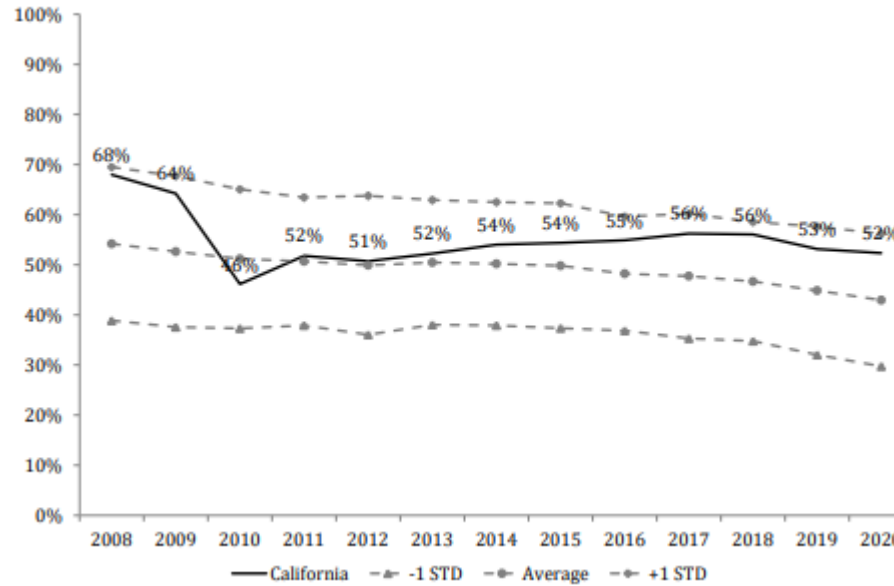


Change over time: Summary Statement 2

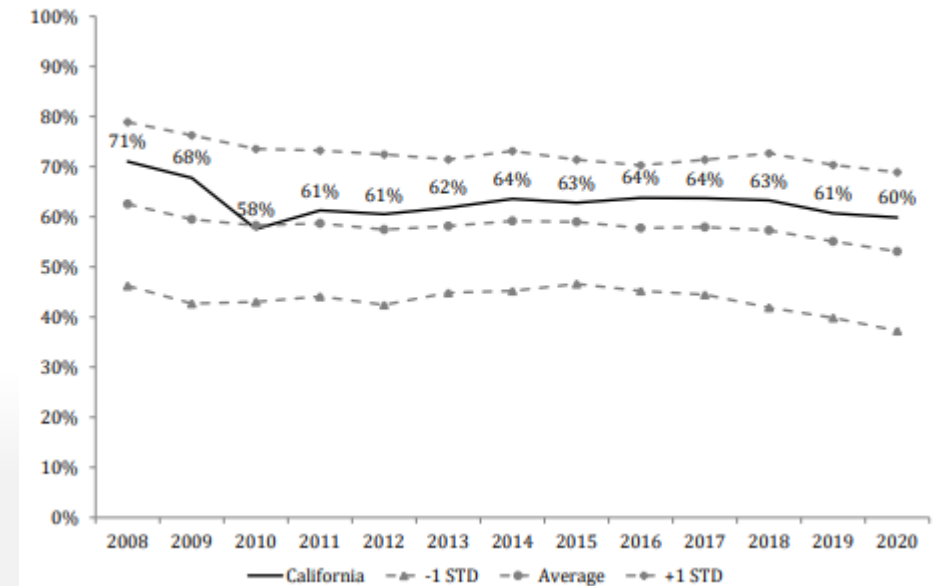
**Figure 6. Part C Early Intervention State Trends for Progress
Summary Statement 2, Outcome A**



**Figure 7. Part C Early Intervention State Trends for Progress
Summary Statement 2, Outcome B**



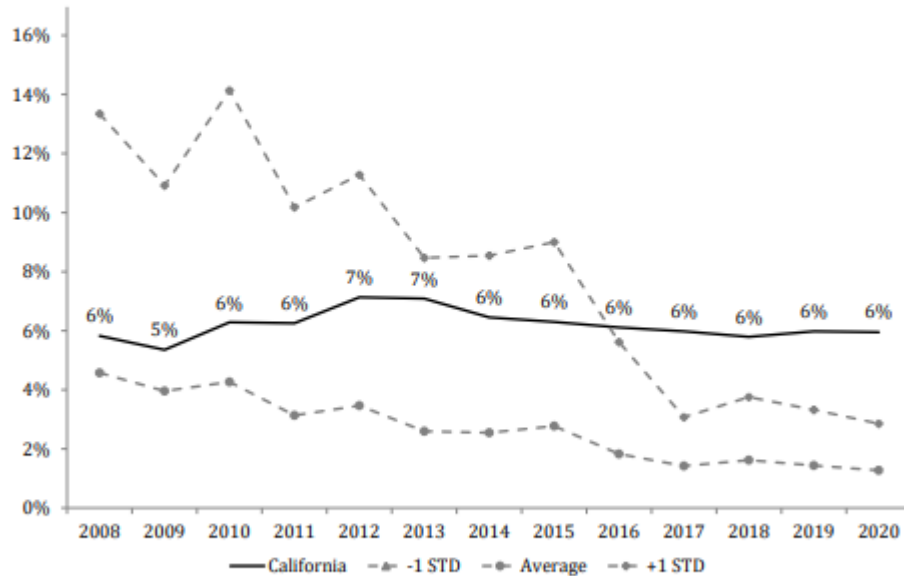
**Figure 8. Part C Early Intervention State Trends for Progress
Summary Statement 2 Outcome C**



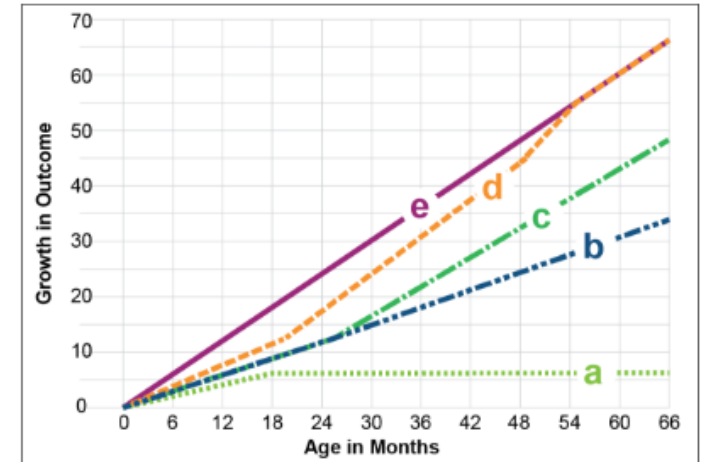
Category a: What percent of children would you expect to show no improvement between entry and exit?

Child Outcome A (Social Relationships) Progress Categories

Figure 9. Part C Early Intervention State Trends for Progress Category A, Outcome A

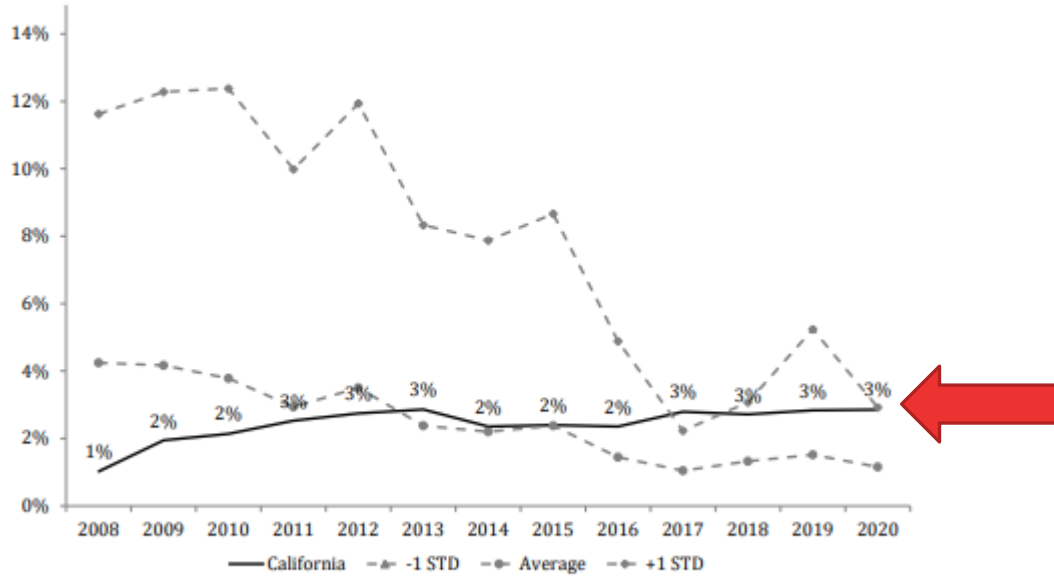


Note: The line for -1 STD below the average is negative and not shown.



Child Outcome B (Knowledge & Skills) Progress Categories

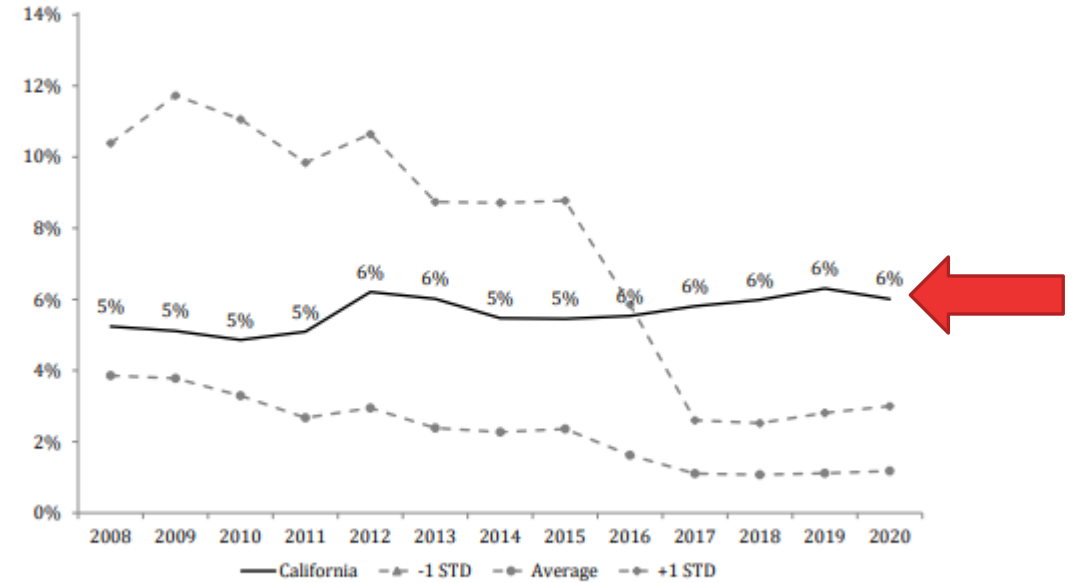
Figure 14. Part C Early Intervention State Trends for Progress Category A, Outcome B



Note: The line for -1 STD below the average is negative and not shown.

Child Outcome C (Actions to Meet Needs) Progress Categories

Figure 19. Part C Early Intervention State Trends for Progress Category A, Outcome C



Note: The line for -1 STD below the average is negative and not shown.

Completeness of the Data

From CA Data Profile

Table 1. Comparison of the Number and Percentage of Exiters Included in the Outcomes Data across Outcomes.

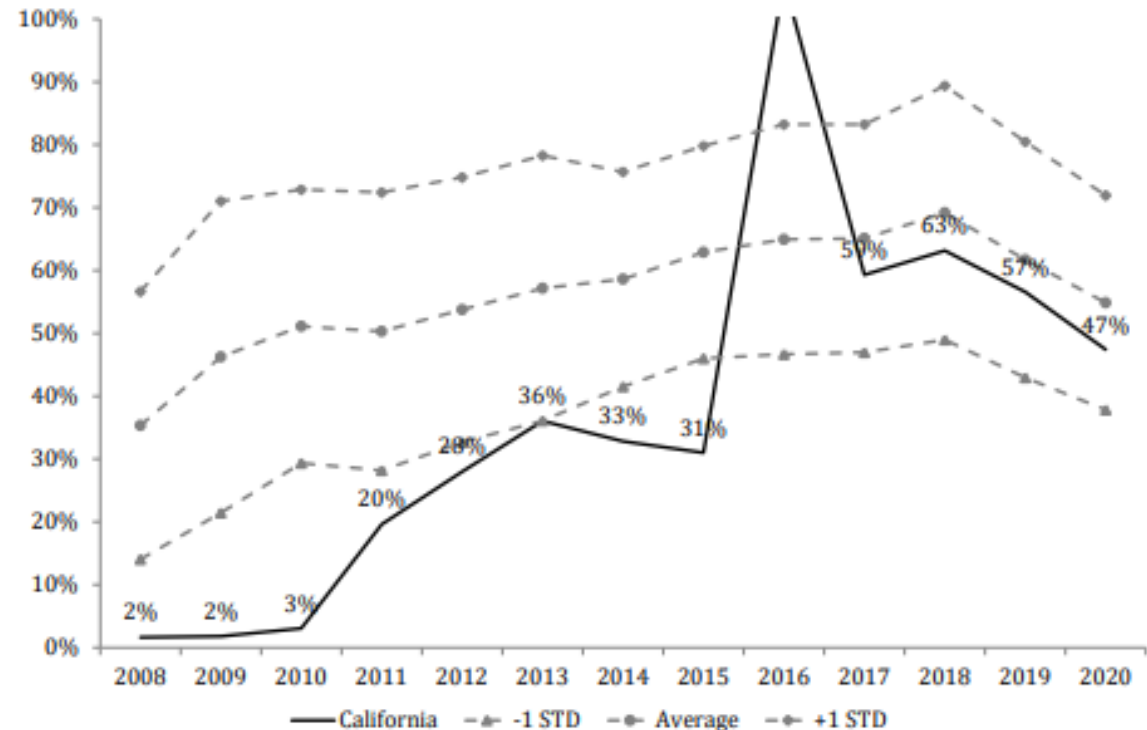
Child Outcome	Number of children reported for the outcome	Exiting total	Percentage of Exiters included in outcomes data
Social Relationships (Outcome A)	22,121	46,655	47%
Knowledge and Skills (Outcome B)	22,121	46,655	47%
Actions to Meet Needs (Outcome C)	22,121	46,655	47%

From FFY 2020 APR:

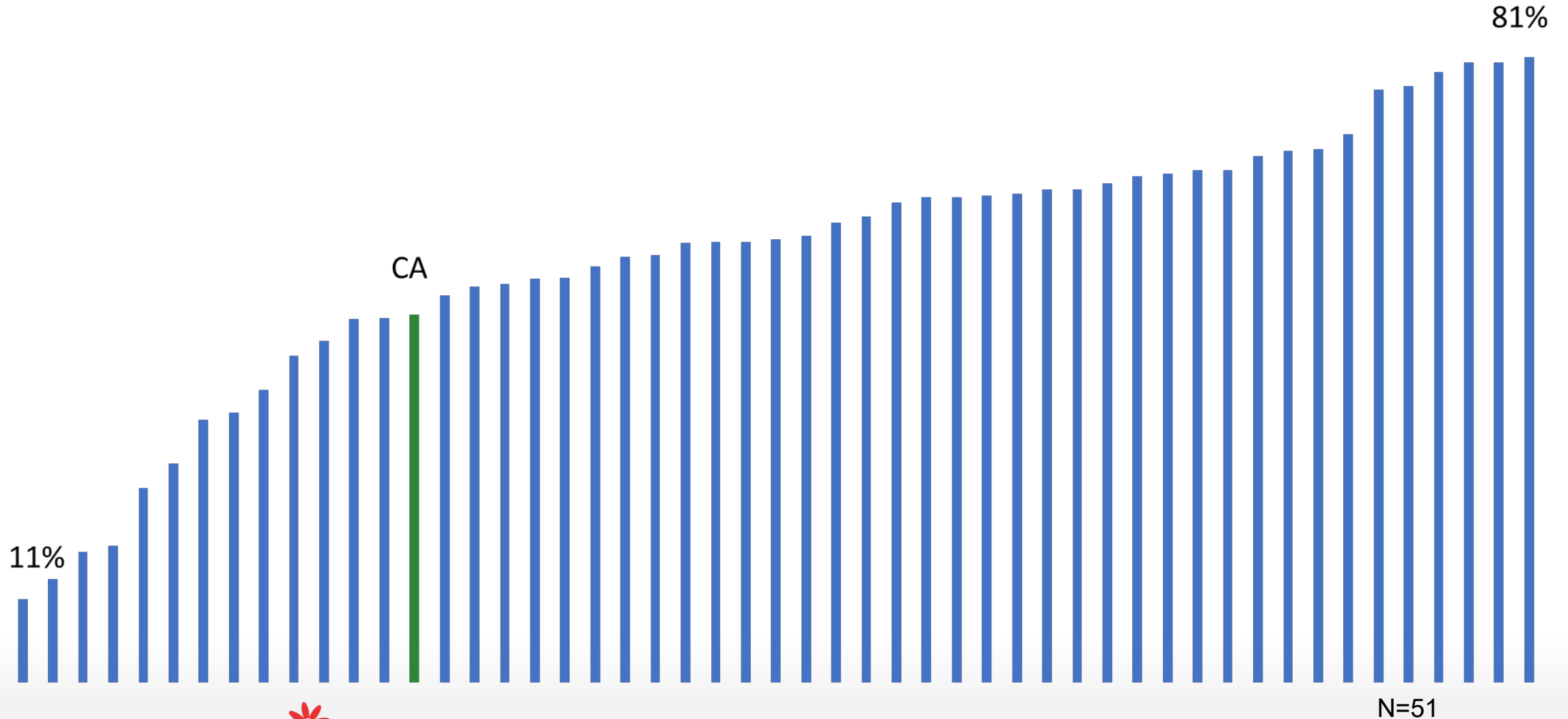
exiters – # less than 6 months = # with data
 41,564 – 8,859 = 32,705

22,121 / 32,705 = **68% with data**

Figure 24. Part C Early Intervention Percentage of Exiters Outcome A

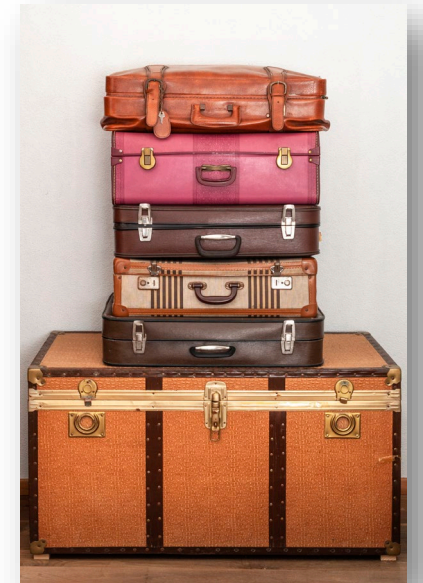


Part C: State Variation in Completeness of Child Outcomes Data FFY 2020



Take Aways

- The child outcomes data can be valuable for multiple purposes
 - But only if the data can be trusted
- Differences across Regional Centers suggest variations in quality of program, quality of data or both
- High quality data requires investing in support for the data collection
 - Child outcomes data is especially challenging because it depends on the quality of the assessment process
- Multiple indications that California's child outcomes data has some quality challenges
- None of the issues are insurmountable but they will require strategies to address



Find out more at dasycenter.org
and ectacenter.org

The contents of this document were developed under a grant, #H373Z190002, and a cooperative agreement, #H326P170001, from the Office of Special Education Programs, U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

DaSy Center Project Officers: Meredith Miceli and Amy Bae

ECTA Center Project Officer: Julia Martin Eile



Office of Special Education Programs
U.S. Department of Education

Public Input

Public Input Guidelines

- **COMMENTS CAN BE IN WRITING OR SPOKEN**
All comments are published as part of the public record and provided to ICC members
- **EACH PERSON HAS 2 MINUTES TO COMMENT**
We want to make sure there's time to hear from everyone. Longer comments? Submit them in writing to ensure your full message is shared
- **COMMENTING ON BEHALF OF OTHERS**
One person is welcome to share input from others, please just be mindful of time, summarize key points and turn in any written statements
- **IF YOU WANT TO SPEAK, SIGN IN**
Signing in allows us to call on you when it is time for public comment
- **PLEASE BE SPECIFIC**
A clear statement-including specific suggestions for addressing any concerns you may have- is most helpful
- **WANT TO SHARE A POWERPOINT OR VIDEOS AS PART OF YOUR PUBLIC COMMENT?**
Email EarlyStart@dds.ca.gov at least 14 days in advance with any audio/visual needs

Lunch

Committee Composition and Goals

DJ Tomko, Community Program Specialist, DDS

ICC Committee Meetings

Improving Systems Committee
Communications Committee