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New York State Department of Health

New York State Department of Health Bureau of Early Intervention Family Survey

This is a survey for families whose children are leaving the Early Intervention Program. Your responses will help improve services and measure results for children and families. For each statement, please select one of the following responses: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. In responding to each statement, think about your family's experience with early intervention services. You may skip any item you feel does not apply to your child or family.

DIRECTIONS:

- Please use a pencil only.
- Fill in the oval completely.
- Correct mark: 
- **PLEASE DO NOT FOLD FORM.**

Institute for
Child Development



Please return this form in the envelope provided to the Institute for Child Development.



Early Intervention Services for

These statements are about the results of early intervention services for your family.

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

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
1. understand my child's special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. make changes in family routines, like mealtime or bedtime, that will be good for my child with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. learn how to work on my child's special needs during daily activities like getting dressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. understand how to change what I'm doing to help my child as he/she grows.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. be able to tell how much progress my child is making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. do things with and for my child that are good for my child's development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. learn how to communicate with my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. help my child learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. be better at managing my child's behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. help my child to be more independent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. know where to go for support to meet my family's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. find resources in the community to meet my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. connect with parents of children with similar needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. cope with stressful situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. find information I need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. use services to address my child's health needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. support the needs of other children in the family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. feel welcome in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. take part in typical activities for children and families in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. communicate better with the people who work with my child and family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. be an equal partner in planning my child's services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. advocate for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. get the services that my child and family need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. understand how the early intervention program works.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



DO NOT MARK IN THIS AREA

SERIAL #



Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree

Someone from the early intervention program:

87. went out into the community with me and my child to help get us involved in community activities and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. asked if I was having any problems getting the services I needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. asked whether other children in the family needed help in understanding the needs of the brother or sister with a disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. asked if the services my family received met our needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree

The early intervention provider(s) that worked with my child:

91. did what they said they were going to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. showed a willingness to learn about the strengths and needs of my child and family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. were easy for me to talk to about my child and family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Very Strongly Disagree Strongly Disagree Disagree Agree Strongly Agree Very Strongly Agree

My service coordinator:

94. was available to speak with me on a regular basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. was knowledgeable and professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



DO NOT MARK IN THIS AREA

SERIAL #

**NYS DEPARTMENT OF HEALTH
BUREAU OF EARLY INTERVENTION
IDEA General Supervision Enhancement Grant
Developing a Part C Outcomes System**

CORE ADVISORY GROUP

Margery Ames

Executive Director
Interagency Council of Mental Retardation &
Developmental Disabilities Service Agencies
150 West 30th Street, 15th Floor
New York, New York 10001
Member, Early Intervention Coordinating Council

Stephen Anderson, PhD

Executive Director
Summit Educational Resources
150 Stahl Road
Getzville, NY 14068

Dolores Battle, PhD, CCC-SLP

Professor Speech Language Pathology
Buffalo State College
1300 Elmwood Avenue
Buffalo, NY 14222

Wayne Borek/Alan Metevia

Office of Mental Retardation and Developmental Disabilities
Bureau of Children's Services
44 Holland Avenue
Albany, NY 12229
Designated Representatives, Early Intervention Coordinating Council

Deborah Borie

Project Co-Director
Training 2000+
9 Riverbend Drive
Plattsburg, NY 12901

Gerard Buckley, EdD

Associate Dean for Student Affairs
National Technology Institute for the Deaf
Rochester Institute for Technology
52 Lomb Memorial Drive
Rochester, NY 14623-5604

Deborah Campbell, MD
Director of Neonatology
Albert Einstein College of Medicine
Division of Neonatology
Weiler Hospital, Room 725
1825 Eastchester Road
Bronx, NY 10461

Andrew Doniger, MD, MPH
Director
Monroe County Department of Health
111 Westfall Road
PO Box 92832
Rochester, NY 14692

Robert Frawley, Deputy Director
NYS Council on Children & Families
52 Washington Street
West Building – Room 256
Rensselaer, New York 12144

Judi Gerson
Director of Affiliate Services
United Cerebral Palsy Association
Of New York State, Inc.
90 State Street, Suite 929
Albany, NY 12207-1709
Member, Early Intervention Coordinating Council

Michael Grossfeld
Executive Director
All About Kids
255 Executive Drive Suite LL108
Plainview, NY 11803
Past Member, Early Intervention Coordinating Council

Steven Held
Executive Director
Just Kids Early Childhood Learning Center
PO Box 12 Longwood Road
Middle Island, NY 11953
Member, Early Intervention Coordinating Council

Karen Hopkins, MD
Clinical Associate Professor
Department of Pediatrics
New York University School of Medicine
550 First Avenue
New York, New York 10016
Chair, Early Intervention Coordinating Council

Linda Karmen
Deputy Commissioner
Onondaga County Department of Health
501 East Fayette Street, Suite B
Syracuse, NY 13202

John Kemmer
Associate Executive Director for Program Services
Association for Retarded Citizens
393 Delaware Avenue
Delmar, NY 12054

Jane Klock
Parent Representative
PO Box 478 Rt 34
Spencer, NY 14883

Lillian Kornhaber, PT, MPH
Supervisor of Physical Therapy
Children's Evaluation and Rehabilitation Center
Rose F. Kennedy Center, Albert Einstein College of Medicine
1410 Pelham Parkway South
Bronx, NY 10461

Lisa Kowal
Parent Representative
76 Waverly Avenue
Kenmore, NY 14217
Member, Early Intervention Coordinating Council

Gail Landsman
Parent Representative
1613 New Scotland Road
Slingerlands, NY 12159
Member, Early Intervention Coordinating Council

Leah Esther Lax

Parent Representative
1264 East 35th Street
Brooklyn, NY 11210
Member, Early Intervention Coordinating Council

Gloria Lucker OTR/L

Optimal Therapy Associates Services
2495 Main Street, Suite 355
Buffalo, NY 14214

Pamela Madeiros

NYS Alliance for Children with Special Needs
Greenberg Traurig, LLP
54 State Street 6th Floor
Albany, NY 12207

Molly Nozyce, Ph.D.

Associate Professor
Department of Pediatrics
Albert Einstein College of Medicine/
Jacoby Medical Center
1400 Pelham Parkway
Building 5-5C36
Bronx, NY 10461

Margaret Oldendorf

Parent Representative
202 Pinewood Drive
Schenectady, NY 12303

Staff Representatives¹

Early Intervention Program
NYC Department of Health and
Mental Hygiene
93 Worth Street, Suite 303
NY, NY 10013-3412
212-219-5213
Fax: 212-219-5221

¹ At various times during this project, Anne Oppenheimer, Margot Amgott, and Linda Stone participated in the Core Advisory Group. All have since left their positions with the New York City Department of Health.

Kimberly Oricchio

Parent Representative
Adirondack Physical Therapy and Sports Rehab
159 Margaret Street, Suite 105
Plattsburgh, NY 12901

Stacie Ricioppo

Parent Representative
3075 North Creek Road
Youngstown, NY 14174

Raymond Romanczyk, Ph.D.

Director, Institute for Child Development
SUNY Binghamton
PO Box 6000
Binghamton, NY 13902-6000

Sandy Rybaltowski

Associate, Special Education Policy
Office of Vocational & Educational Services
New York State Education Department
One Commerce Plaza, Room 1624
Albany, NY 12234

Margaret Sampson

Parent Representative
Family Initiative Coordinator
Just Kids Early Childhood Learning Center
PO Box 12 Longwood Road
Middle Island, NY 11953

Marjane B. Selleck, PT, MS

Chair, Department of Physical Therapy
School of Nursing and Health Sciences
Sage Colleges
45 Ferry Street
Troy, NY 12180

Member, Early Intervention Coordinating Council

Sheila Warren

Director of Intervention Services
Orange County Department of Health
124 Main Street
Goshen, NY 10924

Laurie Weintraub-Pferr

Parent Representative
50 Robin Lane
Rensselaer, NY 12144

Member, Early Intervention Coordinating Council

Patsy Yang, DrPH

First Deputy Commissioner of
Health
Westchester County Dept. of Health
145 Huguenot Street, 8th Floor
New Rochelle, NY 10801

Member, Early Intervention Coordinating Council

NYS DEPARTMENT OF HEALTH
BUREAU OF EARLY INTERVENTION

Standard Setting Meeting Participants
July 7, 2014

Dr. Stephan Anderson

Chief Executive Officer Summit Educational Resources
Founder, ABAworks Clinic

Ms. Evelyn Blanck

Associate Executive Director, New York Center for Child Development
Program Director, Early Childhood Mental Health Consultation and Treatment Program
Co-President, New York Zero to Three Network
Chair, New York City Early Childhood Mental Health Strategic Work Group

Ms. Michelle Conlon

Regional Specialist, Massachusetts Specialty Services and EI Programs

Dr. Susan Evans

Autism Project Specialist, New Jersey Early Intervention System

Ms. Noah Feldman

Training and Technical Assistance, Massachusetts Early Intervention Training Center

Mr. Bob Frawley

Deputy Director, New York State Council on Children and Families

Ms. Judi Gerson

Vice President, Policy & Program Services, Cerebral Palsy Associations of New York State Inc.
Member, Early Intervention Coordinating Council

Ms. Maureen Greer

Executive Director, IDEA Infant Toddler Coordinators Association

Mr. Steven Held

Vice Chair, Early Intervention Coordinating Council
Just Kids Early Childhood Learning Center

Ms. Talina Jones

Chair and Parent Member, Early Intervention Coordinating Council

Ms. Paola Jordan

Parent Member, Early Intervention Coordinating Council

Ms. Brenda Knudson Chouffi

Co-Director, NYS DOH Bureau of Early Intervention

Dr. Christopher Kus

Associate Medical Director, NYSDOH Division of Family Health
Pediatrician

Dr. Leah Lax

Parent Member, Early Intervention Coordinating Council
Co-Founder, Hand in Development, Inc.

Dr. Catherine Lord

Director, Center for Autism and the Developing Brain
Weill Cornell Medical College, NY Presbyterian Hospital

Ms. Aileen Mckenna

Family Liaison, Connecticut Birth to Three System

Dr. Donna Noyes

Co-Director, NYS DOH Bureau of Early Intervention

Ms. Stacey Orzell

Parent

Graduate of the NYSDOH Early Intervention Partners training project

Ms. Nora Puffett

Director, Early Intervention Administration & Data, NYC Department of Health and Mental Hygiene

Ms. Alice Ridgway

Part C Accountability and Monitoring Manager, Connecticut Birth to Three System

Dr. Raymond Romanczyk

Distinguished Service Professor of Psychology

Executive Director, SUNY Binghamton Institute for Child Development

Ms. Sandy Rybaltowski

Associate in Special Education, New York State Education Department

Dr. Faith Sheiber

Director of Evaluation Standards, NYC Department of Health and Mental Hygiene

Ms. Ann Marie Stephan

Director of Special Children's Services, Monroe County Department of Public Health

Ms. Mary Fran Wachunas

Public Health Director, Rensselaer County Department of Health

Facilitators

Dr. Batya Elbaum
Professor
University of Miami School of Education and Human Development

Dr. Scott Rosas
Senior Consultant
Concept Systems, Inc.

Meeting Support Staff

Ms. Kirsten Siegenthaler
Autism Study Coordinator, NYS DOH Bureau of Early Intervention

Ms. Michelle Cavanagh
Research Assistant, NYS DOH Bureau of Early Intervention

Ms. Kerry McTiernan
Intern, NYS DOH Bureau of Early Intervention

Ms. Jennifer Royer
Client Services Consultant, Concept Systems, Inc.

Ms. Mary Lou Clifford
NYS DOH Bureau of Early Intervention

Ms. Margaret Adeigbo
NYS DOH Bureau of Early Intervention

Dr. Rachel Cavalari
Clinical Psychologist and Adjunct Professor, Department of Psychology at Binghamton
University
Institute for Child Development at Binghamton University

List of New York State Counties by SSIP Cohort

New York City Counties:

1. New York (Cohort #1)
2. Kings (Cohort #2)
3. Queens (Cohort #3)
4. Bronx (Cohort #4)
5. Richmond (Cohort #4)

Small Counties (Cohort #1):

1. Allegany
2. Chenango
3. Delaware
4. Essex
5. Franklin
6. Fulton
7. Hamilton
8. Herkimer
9. Lewis
10. Madison
11. Montgomery
12. Orleans
13. Otsego
14. Schoharie
15. Schuyler
16. Seneca
17. Tioga
18. Washington
19. Wyoming
20. Yates

Medium Counties (Cohort #2):

1. Cattaraugus
2. Cayuga
3. Chautauqua
4. Chemung
5. Clinton
6. Columbia
7. Cortland
8. Genesee
9. Greene
10. Jefferson
11. Livingston
12. Ontario
13. Oswego
14. Putnam
15. St. Lawrence
16. Steuben
17. Sullivan
18. Tompkins
19. Warren

20. Wayne

Large Counties (Cohort #3):

1. Albany
2. Broome
3. Dutchess
4. Erie
5. Monroe
6. Niagara
7. Oneida
8. Onondaga
9. Orange
10. Rensselaer
11. Rockland
12. Saratoga
13. Schenectady
14. Ulster
15. Westchester

Long Island Counties (Cohort #4):

1. Nassau
2. Suffolk



New York State Department of Health - Early Intervention Program
Child Outcomes ENTRY Summary Form

Please Write Legibly

The ENTRY CHILD OUTCOMES SUMMARY FORM IS COMPLETED FOR CHILDREN IN OUTCOME COHORTS WHO ARE ELIGIBLE FOR THE EIP. The form should be completed at the IFSP team meeting to develop the INITIAL IFSP. Thank you for helping us to meet this Federal reporting requirement!

1. Date Completed: ___/___/___ 2. Child's Name: _____
 Mo Day Year First Last

3. Child's Date of Birth: ___/___/___ 4. Child's Sex: M F 5. County/Borough/Residence:
 Mo Day Year (FIPS No.)

6. **IFSP Team Members:** Check all members who participated and completed this form. If individual forms are being completed by each participant, please check only the box for the participant completing this form:

Parent(s) Evaluator(s) EIO/D Service Coordinator Service Provider(s) Other: _____

7. Please rate the child's STATUS in each of the three functional areas, by circling the number which BEST DESCRIBES THE CHILD'S CURRENT BEHAVIORS AND SKILLS:

7A. To what extent does this child show **POSITIVE SOCIAL EMOTIONAL SKILLS (INCLUDING RELATIONSHIPS)** APPROPRIATE FOR HIS OR HER AGE and ACROSS A VARIETY OF SETTINGS AND SITUATIONS?

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

7B. To what extent does this child **ACQUIRE AND USE KNOWLEDGE AND SKILLS** APPROPRIATE FOR HIS OR HER AGE and ACROSS A VARIETY OF SETTINGS AND SITUATIONS?

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

7C. To what extent does this child **TAKE APPROPRIATE ACTION TO MEET NEEDS** APPROPRIATE FOR HIS OR HER AGE and ACROSS A VARIETY OF SETTINGS AND SITUATIONS?

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

8. Please check the appropriate boxes below to indicate the **TYPES OF SUPPORTING EVIDENCE** used by the IFSP Team to support these ratings, for **EACH OUTCOME AREA**:

Outcome	Type of Evidence (Check ALL that apply for each outcome)				
	Standardized Test	Criterion-Referenced Test	Clinical Assessment	Evaluator(s) Observation	Parent/caregiver Observation
Social Emotional Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acquiring/Using Knowledge/skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking Action to Meet Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**** PLEASE BE SURE TO COMPLETE QUESTIONS ON PAGE 2 ON THE BACK OF THIS FORM! ****



New York State Department of Health - Early Intervention Program
Child Outcomes ENTRY Summary Form

9. Please list the primary test(s) used as evidence for each outcome, if any.

Outcome	Test Number(s) from Instruction Sheet
Social Emotional Skills	Test No. __ Test No. __ Test No. __ Test No. __ Test No. __ Test No. __ Test No. __
Acquiring/Using knowledge/skills	Test No. __ Test No. __ Test No. __ Test No. __ Test No. __ Test No. __ Test No. __
Taking Action to Meet Needs	Test No. __ Test No. __ Test No. __ Test No. __ Test No. __ Test No. __ Test No. __

Outcome	Please write in the Name/edition of any <u>OTHER</u> test used <u>NOT LISTED ABOVE</u> . Please <u>DO NOT</u> include any tests <u>identified by number in the box above</u> here! Thank you.
Social Emotional Skills	
Acquiring/Using knowledge/skills	
Taking Appropriate Action to Meet Needs	



New York State Department of Health - Early Intervention Program
Child Outcomes EXIT Summary Form

7C. (1) To what extent does this child **TAKE APPROPRIATE ACTION TO MEET NEEDS** APPROPRIATE FOR HIS OR HER AGE and ACROSS A VARIETY OF SETTINGS AND SITUATIONS?

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

(2) Has the child shown ANY new skills or behaviors related to **TAKES APPROPRIATE ACTION TO MEET NEEDS** since the ENTRY outcomes form was completed?

YES	1	If yes, briefly describe progress made, including new skills, behaviors, and/or functional abilities:
NO	2	

8. Please check the appropriate boxes below to indicate the **TYPES OF SUPPORTING EVIDENCE** used by the IFSP Team to support these ratings, for **EACH OUTCOME AREA**:

Outcome	Type of Evidence (Check ALL that apply for each outcome)				
	Standardized Test	Criterion-Referenced Test	Clinical Assessment	Evaluator(s) Observation	Parent/caregiver Observation
Social Emotional Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acquiring/Using Knowledge/skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking Action to Meet Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Please list the primary test(s) used as evidence for each outcome, if any.

Outcome	Test Number(s) from Instruction Sheet
Social Emotional Skills	Test No. __ Test No. __ Test No. __ Test No. __ Test No. __ Test No. __ Test No. __
Acquiring/Using knowledge/skills	Test No. __ Test No. __ Test No. __ Test No. __ Test No. __ Test No. __ Test No. __
Taking Action to Meet Needs	Test No. __ Test No. __ Test No. __ Test No. __ Test No. __ Test No. __ Test No. __

Outcome	Please write in the Name/edition of any <u>OTHER</u> test used <u>NOT LISTED ABOVE</u>. Please <u>DO NOT</u> include any tests identified by number above in this box! Thank you.
Social Emotional Skills	
Acquiring/Using knowledge/skills	
Taking Action to Meet Needs	

Child Outcomes by County

County	Outcome 3A - SS#1	n	Outcome 3A - SS#2	n	Outcome 3B - SS#1	n	Outcome 3B - SS#2	n	Outcome 3C - SS#1	n	Outcome 3C - SS#2	n
Albany	46.30%	108	42.76%	145	63.08%	130	37.93%	145	67.91%	134	35.86%	145
Allegany	71.43%	14	29.41%	17	87.50%	16	29.41%	17	82.35%	17	23.53%	17
Bronx	61.54%	52	39.29%	56	65.45%	55	28.57%	56	60.00%	55	28.57%	56
Broome	56.49%	131	44.12%	170	65.96%	141	47.06%	170	79.14%	163	46.47%	170
Cattaraugus	54.00%	50	53.75%	80	79.71%	69	57.50%	80	83.33%	72	58.75%	80
Cayuga	86.27%	102	53.21%	109	84.69%	98	59.63%	109	82.00%	100	58.72%	109
Chautauqua	62.92%	89	45.95%	111	75.96%	104	43.24%	111	76.24%	101	42.34%	111
Chemung	69.39%	49	67.42%	89	71.25%	80	44.94%	89	68.18%	66	57.30%	89
Chenango	100.00%	7	71.43%	14	71.43%	14	35.71%	14	90.91%	11	42.86%	14
Clinton	62.38%	101	62.43%	181	70.87%	127	61.33%	181	72.22%	144	55.80%	181
Columbia	72.97%	37	60.71%	56	85.11%	47	58.93%	56	88.68%	53	48.21%	56
Cortland	70.59%	17	79.07%	43	87.80%	41	58.14%	43	74.19%	31	69.77%	43
Delaware	69.23%	26	50.00%	32	66.67%	30	43.75%	32	61.29%	31	34.38%	32
Dutchess	63.37%	202	44.94%	247	64.95%	214	44.53%	247	65.35%	228	43.72%	247
Erie	57.89%	95	55.00%	120	56.25%	96	48.33%	120	56.86%	102	50.00%	120
Essex	50.00%	12	56.25%	16	58.33%	12	50.00%	16	42.86%	14	43.75%	16
Franklin	55.00%	20	25.00%	20	65.00%	20	10.00%	20	57.89%	19	20.00%	20
Fulton	53.33%	15	13.33%	15	66.67%	15	13.33%	15	50.00%	14	13.33%	15
Genesee	81.82%	22	40.74%	27	84.62%	26	22.22%	27	83.33%	24	44.44%	27
Greene	52.83%	53	40.85%	71	68.18%	66	28.17%	71	68.75%	64	43.66%	71
Hamilton	60.00%	5	50.00%	10	66.67%	9	40.00%	10	71.43%	7	60.00%	10
Herkimer	74.51%	51	38.98%	59	81.48%	54	27.12%	59	82.14%	56	22.03%	59
Jefferson	73.42%	79	52.38%	105	71.74%	92	46.67%	105	65.12%	86	51.43%	105
Kings	56.03%	116	41.78%	146	65.41%	133	35.62%	146	67.67%	133	36.30%	146
Lewis	30.00%	10	25.00%	12	30.00%	10	25.00%	12	30.00%	10	16.67%	12
Livingston	61.40%	57	36.51%	63	72.58%	62	33.33%	63	74.14%	58	30.16%	63
Madison	70.00%	10	76.47%	17	86.67%	15	70.59%	17	93.33%	15	82.35%	17
Monroe	56.36%	220	43.89%	262	53.91%	230	37.40%	262	61.18%	237	39.31%	262
Montgomery	73.08%	26	23.08%	26	72.00%	25	26.92%	26	69.57%	23	34.62%	26
Nassau	68.12%	229	54.14%	314	80.73%	275	51.59%	314	81.02%	295	48.73%	314
New York	55.41%	74	45.37%	108	59.18%	98	36.11%	108	55.10%	98	32.41%	108
Niagara	74.45%	137	72.84%	243	85.78%	211	47.33%	243	85.34%	191	67.49%	243
Oneida	76.03%	146	46.51%	172	78.98%	157	45.35%	172	81.87%	171	36.05%	172
Onondaga	63.04%	184	60.23%	259	70.53%	207	57.53%	259	73.77%	244	50.19%	259
Ontario	64.18%	67	32.43%	74	81.94%	72	27.03%	74	62.86%	70	25.68%	74
Orange	62.86%	175	58.20%	256	64.29%	168	60.55%	256	58.88%	197	55.47%	256
Orleans	53.85%	13	60.71%	28	64.29%	14	57.14%	28	47.37%	19	57.14%	28
Oswego	49.41%	85	47.22%	108	55.00%	80	48.15%	108	51.58%	95	41.67%	108
Otsego	100.00%	5	33.33%	6	100.00%	4	50.00%	6	100.00%	5	33.33%	6
Putnam	56.10%	82	43.14%	102	80.85%	94	45.10%	102	81.82%	99	43.14%	102
Queens	58.67%	75	42.27%	97	56.82%	88	39.18%	97	57.30%	89	35.05%	97
Rensselaer	68.64%	169	37.82%	193	65.88%	170	36.79%	193	71.51%	172	31.09%	193
Richmond	67.19%	64	47.56%	82	74.32%	74	45.12%	82	70.67%	75	39.02%	82
Rockland	76.68%	283	53.82%	340	85.95%	306	58.24%	340	87.30%	315	59.41%	340

Child Outcomes by County

County	Outcome 3A - SS#1	n	Outcome 3A - SS#2	n	Outcome 3B - SS#1	n	Outcome 3B- SS#2	n	Outcome 3C - SS#1	n	Outcome 3C - SS#2	n
Saratoga	66.18%	136	47.40%	173	71.43%	140	49.71%	173	70.63%	160	40.46%	173
Schenectady	69.47%	95	42.48%	113	67.37%	95	46.02%	113	72.48%	109	30.09%	113
Schoharie	75.00%	4	50.00%	6	80.00%	5	66.67%	6	60.00%	5	66.67%	6
Schuyler	41.67%	12	41.18%	17	53.33%	15	47.06%	17	60.00%	15	41.18%	17
Seneca	41.67%	24	21.43%	28	53.57%	28	17.86%	28	53.57%	28	17.86%	28
St. Lawrence	55.38%	65	35.29%	68	56.92%	65	36.76%	68	63.08%	65	35.29%	68
Steuben	82.81%	64	66.67%	84	86.76%	68	61.90%	84	81.58%	76	61.90%	84
Suffolk	65.57%	183	51.49%	235	73.08%	208	47.23%	235	73.73%	217	47.23%	235
Sullivan	55.56%	54	57.69%	78	60.34%	58	55.13%	78	63.08%	65	53.85%	78
Tioga	81.82%	11	62.50%	16	76.92%	13	37.50%	16	76.92%	13	43.75%	16
Tompkins	81.82%	110	60.00%	145	86.92%	130	53.79%	145	90.15%	132	45.52%	145
Ulster	42.95%	156	36.36%	198	57.65%	170	42.93%	198	74.07%	189	36.36%	198
Warren	79.41%	34	72.00%	50	75.00%	32	62.00%	50	83.72%	43	68.00%	50
Washington	81.82%	22	51.85%	27	92.00%	25	48.15%	27	80.00%	25	40.74%	27
Wayne	61.98%	121	46.90%	145	65.15%	132	40.00%	145	64.91%	114	50.34%	145
Westchester	65.47%	475	62.33%	730	77.76%	598	58.77%	730	79.91%	632	60.27%	730
Wyoming	60.00%	25	38.71%	31	76.92%	26	54.84%	31	61.90%	21	54.84%	31
Yates	57.14%	14	20.00%	15	57.14%	14	20.00%	15	53.33%	15	13.33%	15

Family Outcome Score by County

County	# of Respondents	% Know Their Rights	% Communicate about Their Child	% Health Their Child	IFS Score	ICS Score	FCSS Score
Albany	75	0.69	0.67	0.79	629.66	576.2	543.59
Allegany	11	0.55	0.36	0.73	589.75	552.47	520.18
Bronx	298	0.68	0.63	0.78	633.21	568.12	539.02
Broome	74	0.73	0.68	0.79	647.87	560.62	566.04
Cattaraugus	34	0.67	0.64	0.73	608.99	561.6	553.15
Cayuga	57	0.74	0.7	0.77	652.52	590.52	605.27
Chautauqua	29	0.75	0.71	0.79	609.9	575.1	536.09
Chemung	50	0.78	0.74	0.84	646.44	559.49	588.37
Chenango	19	0.79	0.68	0.79	702.58	615.75	615.16
Clinton	41	0.75	0.68	0.75	653.54	596.75	600.24
Columbia	18	0.77	0.77	0.88	632.09	576.58	547.11
Cortland	44	0.89	0.82	0.93	711.63	617.19	640.46
Delaware	36	0.69	0.66	0.71	584.79	536.68	498.66
Dutchess	166	0.83	0.77	0.88	669.49	603.43	604.77
Erie	410	0.72	0.68	0.81	625.48	573.19	550.98
Essex	14	0.71	0.64	0.79	685.24	567.46	623.48
Franklin	23	0.83	0.78	0.87	692.92	613.51	638.49
Fulton	6	0.83	0.67	0.83	601.1	543.18	530.62
Genesee	38	0.66	0.63	0.79	647.04	603.25	592.69
Greene	20	0.65	0.65	0.8	681.82	625.65	584.16
Hamilton	1	1	1	1	993.1	862.4	905.5
Herkimer	19	0.58	0.53	0.63	551.18	506.54	521.22
Jefferson	36	0.61	0.56	0.67	589.63	556.54	517.14
Kings	516	0.71	0.65	0.79	617.47	572.7	538.95
Lewis	10	0.7	0.6	0.7	605.56	524.8	517.85
Livingston	29	0.59	0.59	0.76	618.5	580.17	518.77
Madison	32	0.69	0.59	0.75	617.48	534.39	569.38
Monroe	386	0.73	0.69	0.82	646.27	585.5	569.24
Montgomery	24	0.71	0.67	0.75	640.57	548.45	563.85
Nassau	491	0.8	0.76	0.87	664.25	610	584.42
New York	213	0.71	0.66	0.79	614.1	563.58	531.43
Niagara	106	0.82	0.77	0.87	697.02	624.48	626.92
Oneida	75	0.7	0.64	0.76	634.47	545.41	554.66
Onondaga	219	0.74	0.69	0.81	643.09	581.14	567.79
Ontario	33	0.75	0.69	0.84	645.67	603.18	572.25
Orange	238	0.81	0.79	0.89	666.52	613.44	596.92

Family Outcome Score by County

County	# of Respondents	% Know Their Rights	% Communicate about Their Child	% Health Their Child	IFS Score	ICS Score	FCSS Score
Orleans	15	0.67	0.6	0.73	625.81	526.91	542.01
Oswego	43	0.65	0.63	0.72	594.09	504.11	498.07
Otsego	22	0.68	0.68	0.82	614.21	547.97	551.87
Putnam	37	0.65	0.62	0.73	630.12	594.24	544.41
Queens	420	0.68	0.65	0.73	620.97	560.3	532.45
Rensselaer	69	0.83	0.74	0.91	644.17	603.38	584.27
Richmond	91	0.74	0.65	0.76	661.82	584.97	571.58
Rockland	342	0.76	0.71	0.82	654.33	610.27	578.43
Saint Lawrence	18	0.61	0.61	0.83	594.12	516.21	561.46
Saratoga	113	0.8	0.78	0.86	668.39	602.74	605.61
Schenectady	47	0.78	0.76	0.85	627.39	542.54	558.48
Schoharie	19	0.63	0.63	0.79	654.49	611.95	570.84
Schuyler	13	0.77	0.69	0.77	608.83	576.07	523.38
Seneca	20	0.76	0.67	0.86	631.38	606.12	544.21
Steuben	33	0.73	0.73	0.79	618.12	562.61	562.78
Suffolk	418	0.77	0.72	0.84	650.69	590.62	577.68
Sullivan	24	0.79	0.71	0.83	650.58	590.78	543.38
Tioga	33	0.81	0.78	0.88	667.57	588.69	592.58
Tompkins	86	0.76	0.74	0.83	650.72	603.2	598.05
Ulster	79	0.78	0.75	0.84	678.31	613.18	609.8
Warren	23	0.7	0.7	0.83	618.55	552.89	514.84
Washington	44	0.77	0.66	0.77	650.19	584.95	575.27
Wayne	57	0.74	0.68	0.9	618.88	586.71	552.73
Westchester	519	0.75	0.7	0.82	641.78	592.85	558.86
Wyoming	33	0.85	0.76	0.88	670.31	609.51	569.36
Yates	13	0.77	0.62	0.77	606.46	569.3	526.22

NYS Early Intervention Information by County

County	County Size	Overall				General Service		Occupational Therapy		Physical Therapy		Special Instruction		Speech Language Pathology		Determination Score
		% Eligible of Referred Children	% children with Severe Delay	APR Timely IFSP %	APR Timely Service %	Mean # Service per Child	Weighted Ratio of Children to Providers	Weighted Ratio of Children to Providers	APR Timely Service %	Weighted Ratio of Children to Providers	APR Timely Service %	Weighted Ratio of Children to Providers	APR Timely Service %	Weighted Ratio of Children to Providers	APR Timely Service %	
Statewide	*	56%	18%	93%	89%	96.53	6.33	8.75	82%	9.60	90%	6.49	95%	8.53	93%	5
Albany	Large	50%	13%	100%	90%	78.75	6.27	7.42	94%	7.58	88%	7.51	95%	7.48	96%	3
Allegany	Small	46%	20%	100%	100%	44.26	7.45	8.92	100%	13.08	*	8.29	100%	9.98	100%	2
Bronx	NYC	50%	22%	94%	76%	123.72	6.14	10.75	69%	11.03	70%	6.17	91%	9.02	87%	4
Broome	Large	60%	14%	97%	91%	41.57	8.03	8.82	90%	10.38	100%	9.38	95%	8.40	87%	7
Cattaraugus	Medium	57%	12%	100%	100%	48.38	7.54	8.23	100%	7.08	100%	6.09	100%	11.16	100%	1
Cayuga	Medium	64%	9%	100%	100%	42.22	7.46	11.72	100%	8.45	100%	7.53	100%	8.62	100%	0
Chautauqua	Medium	52%	6%	100%	98%	62.57	7.25	9.16	100%	7.04	95%	7.63	100%	8.19	100%	0
Chemung	Medium	65%	25%	100%	78%	47.74	8.44	9.74	100%	9.61	88%	5.54	25%	9.73	83%	1
Chenango	Small	77%	10%	100%	100%	43.83	7.90	6.74	100%	9.89	100%	10.20	100%	9.46	100%	1
Clinton	Medium	61%	26%	95%	85%	83.67	6.68	8.93	67%	7.12	80%	7.01	92%	7.27	95%	0
Columbia	Medium	47%	16%	100%	100%	53.67	7.65	9.04	100%	6.90	100%	10.89	100%	9.69	100%	2
Cortland	Medium	50%	10%	100%	83%	45.08	9.39	6.26	50%	24.43	100%	11.53	100%	10.41	100%	4
Delaware	Small	48%	8%	100%	88%	35.64	9.23	7.58	83%	9.31	100%	18.11	89%	12.30	100%	2
Dutchess	Large	59%	11%	100%	93%	47.84	7.10	8.86	100%	8.02	94%	7.42	89%	8.28	93%	1
Erie	Large	61%	13%	96%	75%	55.27	6.92	7.83	77%	8.62	67%	6.39	84%	8.06	87%	4
Essex	Small	54%	19%	100%	80%	45.54	7.55	17.55	100%	10.62	33%	4.19	100%	8.49	100%	1
Franklin	Small	63%	7%	100%	81%	29.19	8.51	34.64	100%	4.91	100%	6.57	50%	12.75	94%	0
Fulton	Small	62%	20%	100%	87%	42.90	6.46	11.01	100%	7.18	100%	10.76	100%	7.51	78%	3
Genesee	Medium	62%	14%	100%	100%	57.10	7.28	10.25	100%	7.76	100%	8.05	100%	8.80	100%	1
Greene	Medium	46%	16%	100%	88%	51.83	7.69	10.14	100%	10.07	80%	7.70	100%	9.88	88%	0
Hamilton	Small	75%	50%	100%	100%	23.00	6.55	*	*	*	*	*	*	6.26	100%	2
Herkimer	Small	58%	12%	100%	71%	68.59	6.66	7.52	50%	9.91	33%	7.23	90%	9.74	75%	2
Jefferson	Medium	36%	14%	100%	100%	48.04	8.00	8.12	100%	8.98	100%	7.08	100%	10.77	100%	0
Kings	NYC	61%	26%	91%	83%	100.43	6.46	9.24	66%	10.56	91%	6.23	96%	8.89	90%	4
Lewis	Small	60%	7%	100%	75%	52.31	7.66	6.47	67%	13.06	100%	6.83	60%	11.30	100%	2
Livingston	Medium	62%	13%	100%	74%	51.87	7.74	7.05	0%	8.97	100%	7.94	100%	9.20	73%	2
Madison	Small	52%	10%	100%	90%	70.11	6.55	8.86	100%	6.96	100%	8.71	100%	8.11	88%	0
Monroe	Large	62%	9%	93%	97%	53.35	7.36	8.47	96%	9.21	99%	8.90	96%	8.93	97%	1
Montgomery	Small	49%	11%	100%	100%	51.39	7.66	14.22	100%	4.11	100%	7.87	100%	9.77	100%	1
Nassau	Long Island	51%	13%	98%	97%	97.06	6.55	7.50	95%	8.62	94%	7.57	100%	8.16	99%	0
New York	NYC	54%	18%	84%	82%	124.85	5.78	8.70	75%	9.50	81%	5.79	90%	8.22	92%	4
Niagara	Large	73%	20%	100%	94%	70.52	6.89	8.04	100%	8.82	83%	7.45	100%	7.83	100%	1
Oneida	Large	45%	11%	100%	88%	70.05	7.26	8.54	86%	9.79	95%	7.40	96%	8.29	88%	3

* Not available.

NYS Early Intervention Information by County

County	County Size	Overall				General Service		Occupational Therapy		Physical Therapy		Special Instruction		Speech Language Pathology		Determination Score
		% Eligible of Referred Children	% children with Severe Delay	APR Timely IFSP %	APR Timely Service %	Mean # Service per Child	Weighted Ratio of Children to Providers	Weighted Ratio of Children to Providers	APR Timely Service %	Weighted Ratio of Children to Providers	APR Timely Service %	Weighted Ratio of Children to Providers	APR Timely Service %	Weighted Ratio of Children to Providers	APR Timely Service %	
Onondaga	Large	48%	9%	100%	97%	59.13	7.15	7.03	94%	8.97	95%	8.66	98%	8.81	100%	5
Ontario	Medium	66%	20%	100%	100%	88.47	6.36	8.70	100%	8.80	100%	7.11	100%	7.90	100%	1
Orange	Large	65%	12%	89%	80%	80.06	6.16	7.34	73%	8.40	86%	7.14	88%	7.87	87%	5
Orleans	Small	65%	16%	100%	100%	52.80	6.96	12.61	100%	5.47	100%	5.83	100%	9.18	100%	0
Oswego	Medium	55%	9%	100%	82%	46.68	7.11	7.60	50%	7.07	100%	9.02	92%	8.24	85%	0
Otsego	Small	36%	7%	100%	91%	42.02	9.38	16.28	*	7.14	100%	12.07	100%	12.64	88%	2
Putnam	Medium	45%	6%	100%	94%	70.95	6.55	5.94	100%	7.48	75%	7.09	92%	8.00	100%	1
Queens	NYC	58%	25%	82%	90%	119.38	6.11	9.67	89%	10.66	90%	6.04	96%	9.00	94%	4
Rensselaer	Large	58%	15%	100%	96%	80.11	5.92	6.85	92%	7.22	86%	7.66	100%	8.06	100%	0
Richmond	NYC	56%	24%	86%	95%	142.60	5.57	8.98	93%	9.92	95%	5.77	99%	8.99	98%	4
Rockland	Large	60%	14%	95%	97%	95.02	6.96	8.61	96%	9.75	99%	7.81	96%	8.77	99%	1
Saratoga	Large	50%	9%	100%	95%	78.22	6.48	7.67	93%	8.49	100%	7.12	96%	8.05	98%	1
Schenectady	Large	41%	9%	100%	94%	56.76	6.97	8.90	100%	6.91	92%	7.65	100%	9.62	100%	1
Schoharie	Small	53%	25%	*	100%	80.47	9.39	14.90	100%	18.72	*	5.49	*	16.04	*	3
Schuyler	Small	78%	19%	100%	100%	38.84	11.37	11.06	*	10.11	100%	19.09	*	12.29	100%	3
Seneca	Small	41%	11%	86%	86%	47.18	8.89	2.94	100%	11.92	*	6.09	50%	11.73	100%	3
St. Lawrence	Medium	62%	19%	100%	100%	45.22	7.42	8.69	100%	8.12	100%	9.14	100%	8.10	100%	1
Steuben	Medium	56%	14%	100%	94%	50.50	6.97	6.87	100%	8.13	91%	7.70	100%	8.33	93%	1
Suffolk	Long Island	44%	11%	99%	98%	92.47	6.46	6.21	95%	8.26	98%	7.40	100%	7.55	98%	2
Sullivan	Medium	58%	13%	100%	94%	49.47	7.82	12.18	75%	7.14	100%	9.02	100%	8.46	94%	0
Tioga	Small	64%	10%	100%	66%	44.25	8.85	8.11	56%	7.10	75%	15.83	90%	9.75	69%	4
Tompkins	Medium	67%	17%	100%	79%	41.92	8.05	8.19	63%	10.29	85%	8.62	79%	8.21	95%	0
Ulster	Large	60%	10%	98%	93%	56.04	7.28	9.31	94%	9.00	100%	7.03	96%	8.41	95%	0
Warren	Medium	50%	12%	100%	100%	78.58	7.25	13.02	100%	9.19	100%	9.22	100%	7.35	100%	0
Washington	Small	38%	9%	100%	94%	68.04	7.11	9.24	100%	7.54	100%	10.44	67%	7.71	100%	0
Wayne	Medium	61%	13%	100%	100%	52.75	7.79	12.87	100%	9.98	100%	7.73	100%	8.30	100%	1
Westchester	Large	58%	11%	99%	99%	99.83	6.29	7.29	98%	8.97	98%	6.65	100%	7.86	100%	1
Wyoming	Small	78%	23%	100%	100%	74.12	7.93	13.50	100%	11.96	100%	9.13	100%	7.75	100%	0
Yates	Small	62%	16%	100%	100%	68.67	6.35	8.37	*	8.68	*	9.47	*	7.70	100%	3

* Not available.

Maternal, Infant and Early Childhood Home Visiting (MIECHV) Initiative

Nurse-Family Partnership

Chemung County

Comprehensive Interdisciplinary Developmental Services Inc.

Darlene Batrowny
Program Director
161 Sullivan Street
Elmira, NY 14901
607-733-6533
darleneb@cidsfamilies.com

Kings County

SCO Family of Services

Maggie Petrosky
Director of NFP
774 Saratoga Avenue
Brooklyn, NY 11212
718-257-7208
mpetrosky@sco.org

Monroe County

Monroe County Department of Health

Mary Younge
Division Manager
691 Saint Paul Street 4th Floor
Rochester, NY 14605
585-753-5019
myounge@monroecounty.gov

Bronx County

NYC Dept of Health and Mental and Hygiene

Roberta Holder- Mosley
Director of NFP
42-09 28th Street
Queens, NY 11110
347 -396 -4534
rholderm@health.nyc.gov

Nassau County

Visiting Nurses Services of NY

Carol Odnaha
Director of NFP
1250 Broadway 17th Fl
New York, NY 10001
212-609-6267
carol.odnaha@vnsny.org

Onondaga County

Onondaga County Health Department

Susan Serrao
Director
501 East Fayette Street
Syracuse, NY 13202
315-435-2000
susanserrao@ongov.net

Healthy Families New York

Bronx County

Catholic Guardian Home Bureau-Healthy Families Parkchester

Soraya Lithgow
Program Director
1990 Westchester Avenue
Bronx, NY 10462
718-828-0300 x225
slithgow@cgshb.org

Morris Heights Health Center- Healthy Families

Sandra L. Martinez
Program Director
85 West Burnside Avenue
Bronx, NY 10453
718-483-1253
sandramL@mhhc.org

South Bronx Healthy Families- Bronx Lebanon Hospital

Lisa White
Program Director
1650 Selwyn Avenue Suite 5G
Bronx, NY 10457
718-960-2084
Lwhite@bronxleb.org

Montefiore Home Care

Angela Schonberg
Assistant Director Clinical Outreach
1 Fordham Plaza Suite 1100
Bronx NY, 10458
aschonbe@montefiore.org

Dutchess County

Institute for Family Health
Nikki Pison PhD, LMHC
Regional Director of Family Programs/Psychosocial Research
29 North Hamilton Street Suite 209
Poughkeepsie, NY 12601
212-633-0800 x1236
npison@institute2000.org

Erie County

Buffalo Prenatal Network -Buffalo Healthy Families
Anne Marie Correa
Program Manager
625 Delaware Avenue Suite 410
Buffalo, NY 14202
716-884-6711 x240
amc@bppn.org

Kings County

CAMBA Inc.
Jannette Torres
Program Director
1720 Church Avenue
Brooklyn, NY 11226
718-826-2223 x70249
jannettet@camba.org

Brookdale Hospital
Alonzo Sherman MD
Chairman, Dept of OB/GYN
One Brookdale Plaza
Brooklyn NY, 11212
718-240-5978
asherma@brookdale.edu

Lutheran Family Health/Sunset Park
Kathy Hopkins
Vice President, Community Services

6025 6th Avenue
Brooklyn , NY 11210
718-630-7171
khopkins@lmcmc.com

Schenectady County

Schenectady County Public Health Services

Peggy Sheehan
Director, Health Schenectady Families
107 Nott Terrace Suite 304
Schenectady, NY 12308
518-386-2824
peggy.sheehan@schenectadycounty.com

New York State Early Intervention Coordinating Council

Ms. Jessica Benton

New York State Department of
Financial Services

Ms. Marcelle Bichotte (Parent)

Brooklyn, New York

Marie Casalino, MD, MPH

Assistant Commissioner
NYC Department of Health and Mental Hygiene
Bureau of Early Intervention

Ms. Lisa M. Chester, BA, MPA

Early Intervention Official
Director - Children with Special Needs
Niagara County Department of Health

Ms. Judi Gerson

Vice President, Policy & Program Services
Cerebral Palsy Associations
of New York State, Inc.

Mr. Steven Held (Council Vice Chair)

Executive Director
Just Kids Early Childhood Learning Center

Nancy Hollander, Psy.D.

Discretionary member
New York, New York

Bradley Hutton, MPH

Director, Center for Community Health
New York State Department of Health

Ms. Talina Jones (Council Chair/Parent)

Syracuse, New York

Ms. Paola Jordan (Parent)

New York, New York

Leah Esther Lax, PhD (Parent)

Brooklyn, New York

James McGuirk, PhD

Executive Director and CEO
Astor Services for Children and Families

Ms. Mary McHugh, LCSW-R

Director

Bureau of Strategic Direction and Training
Division of Children & Family Services
NYS Office of Mental Health

Ms. Diane Miller

Division of Child Care Services
NYS Office of Children and Family Services

Mr. Peter Pierri

Executive Director
InterAgency Council of Mental Retardation and
Developmental Disabilities Agencies, Inc.

Ms. Linda Rennie

Director, Office of Children with Special Needs
Nassau County Health Department

Ms. Margaret Sampson

Family Initiative Coordinator
Just Kids Foundation

Ms. Cheryl Schaefer Coppola (Parent)

Fairport, New York

Ms. Marjane Selleck, PT, DPT

Undergraduate, Physical Therapy Department
DPT Coordinator, School of Health Sciences
Sage Colleges

Mischa Sogut

Legislative and Communications Aide
Office of Assemblyman Richard Gottfried

Ms. Nicole L. Suto

Children's Services Coordinator
NYS Office for People with Developmental Disabilities

Ms. Elina Tsenter

Associate in Education
P-12: Office of Special Education
New York State Education Department



**Department
of Health**

State Systemic Improvement Plan

March 17, 2015

State Systemic Improvement Plan

- Comprehensive, Ambitious, Achievable plan
- Improve results for infants and toddlers with disabilities and their families
- Three Phases: 2014 to 2020
 - **First phase reported April 1, 2015**
 - Second phase reported in February 2016
 - Third phase reported in February 2017, 2018, 2019, 2020

Key Elements

- Engage statewide partners
- Analyze statewide Part C Early Intervention Program data and other data sources
- Identify a specific outcome for children or families:
 - That is measured or measurable
 - That is aligned with the child/family outcome indicators in the SPP/APR
 - For which evidence-based interventions can be identified, implemented, and sustained
 - For which infrastructure exists to support & sustain

Phase 1 Components

1. Data Analysis
2. Analysis of State Infrastructure to Support Improvement and Build Capacity
3. State-identified Measurable Result(s)
4. Coherent Improvement Strategies
5. Theory of Action

Data Analysis

- Describe how the State identified & analyzed data
 - SPP/APR indicators and other data as applicable
 - Outcome data for child or families
 - Disaggregate by multiple variables
 - Consider compliance indicators as they relate to barriers to achieve child or family outcomes
 - Assess data quality
 - Collect additional data, if needed
- Select State-identified Measurable Results
- Identify root causes contributing to poor performance

State Infrastructure

- Support Improvement and Build Capacity
- Description of how State analyzed capacity of current infrastructure
 - Programs and/or providers to implement, scale up, and sustain
 - Use evidence-based practices
 - Improve results for infants and toddlers and their families
- Current strengths of the system, extent coordinated, and areas in need of improvement within and across systems
- Identify State-level improvement plans and other early learning initiatives, and extent these are aligned and how they could be integrated
- Identify stakeholders involved in developing Phase 1 and who will be involved with implementing in Phase 2

State-identified Measurable Result(s)

- Aligned with SPP/APR indicator or a component of SPP/APR
- Must be a child/family outcome measure
- Cannot be a process measure
 - Ex: increase the percent of children with an IFSP in place 45 days from referral
- Based on Data and State Infrastructure Analysis
- May select a single result or cluster of results

Coherent Improvement Strategies

- Explain how improvement strategies were selected, why they are sound, logical, and aligned with the Data and Infrastructure Analysis
- Identify how the strategies will address identified root causes for poor performance
- Describe how the strategies will build provider capacity to achieve the State-identified measurable Result

Theory of Action



Theory of Action

Adapted from ECTA presentation



**Department
of Health**

Early Intervention Program State Systemic Improvement Plan

March 17, 2015

Presentation Overview

- Stakeholder involvement in child and family outcomes
- Child outcomes Data
- Family outcomes Data
- Selection of SIMR
- Target Setting

Introduction

- PART Assessment and IDEA Reauthorization in 2004
 - new focus on child and family outcomes
- General Supervision Enhancement Grants (GSEGs) available to states in 2004 and 2005 to develop child and family outcomes
 - NYS Bureau of Early Intervention received a grant in 2004
- Development of child and family outcomes systems on parallel tracks at federal and state levels

Stakeholder Involvement

- Advisory Group to assist with GSEG Project
- Through GSEG Project
 - Identified child and family outcomes important to NYS stakeholders using Concept Mapping
 - Developed a NYS version – Impact on Family Scale (IFS)
 - Developed a parallel – Impact on Child Scale (ICS)
 - Revised NYS Family Survey to include NYS IFS, ICS, and national Family-Centered Services Scale
 - Incorporated into child and family outcomes measurement in 2008

HRSA-Funded Research Project

- Evaluate the Impact of EIP participation on children with ASD and their families
- Second Concept Mapping Process
- Infused new items into IFS and ICS scales
 - Families with children with ASD and comparison group responses were similar
- Stakeholder meeting in July, 2014 to set standards
 - All three scales – NYS IFS, ICS, and FCSS

Summary - Stakeholder Involvement

- Strong and ongoing involvement of stakeholders in child and family outcomes systems over the past decade
- Family-centered data collection process
- Commitment to ongoing stakeholder involvement, including in the SSIP

SPP/APR Indicator 3: Child Outcomes

Percent of infants and toddlers with IFSPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication)
- C. Use of appropriate behaviors to meet their needs

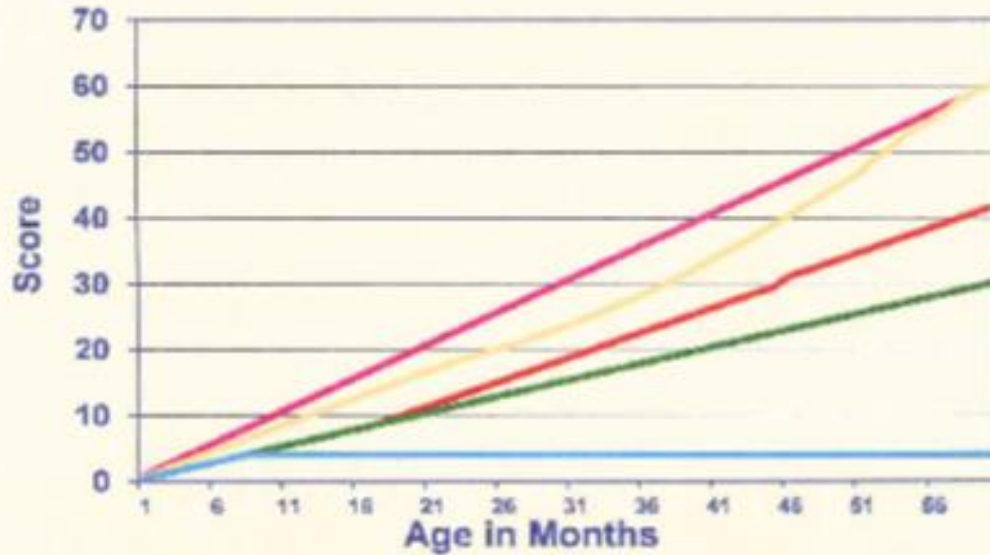
NY State Procedure

- Sampling plan
- Child Outcome Summary (COS) process completed twice by IFSP team: at the first IFSP and the IFSP closest to exit
- Score of 1-7 in each outcome area
 - **1**=Child does not yet show functioning expected of a child his or her age in any situation
 - **7**=Child shows functioning expected for his or her age in almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age. No one has any concerns about the child's functioning in this outcome area.
- Each child categorized into one of 5 progress categories based on change in score between entry and exit

Progress Categories for Child Outcomes

- A. Percent of infants and toddlers who did not improve functioning
- B. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- C. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it
- D. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers
- E. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers

Illustration of 5 Possible Paths



- Maintained functioning comparable to age peers
- Achieved functioning comparable to age peers
- Moved nearer functioning comparable to age peers
- Made progress; no change in trajectory
- Did not make progress

Summary Statements for Child Outcomes

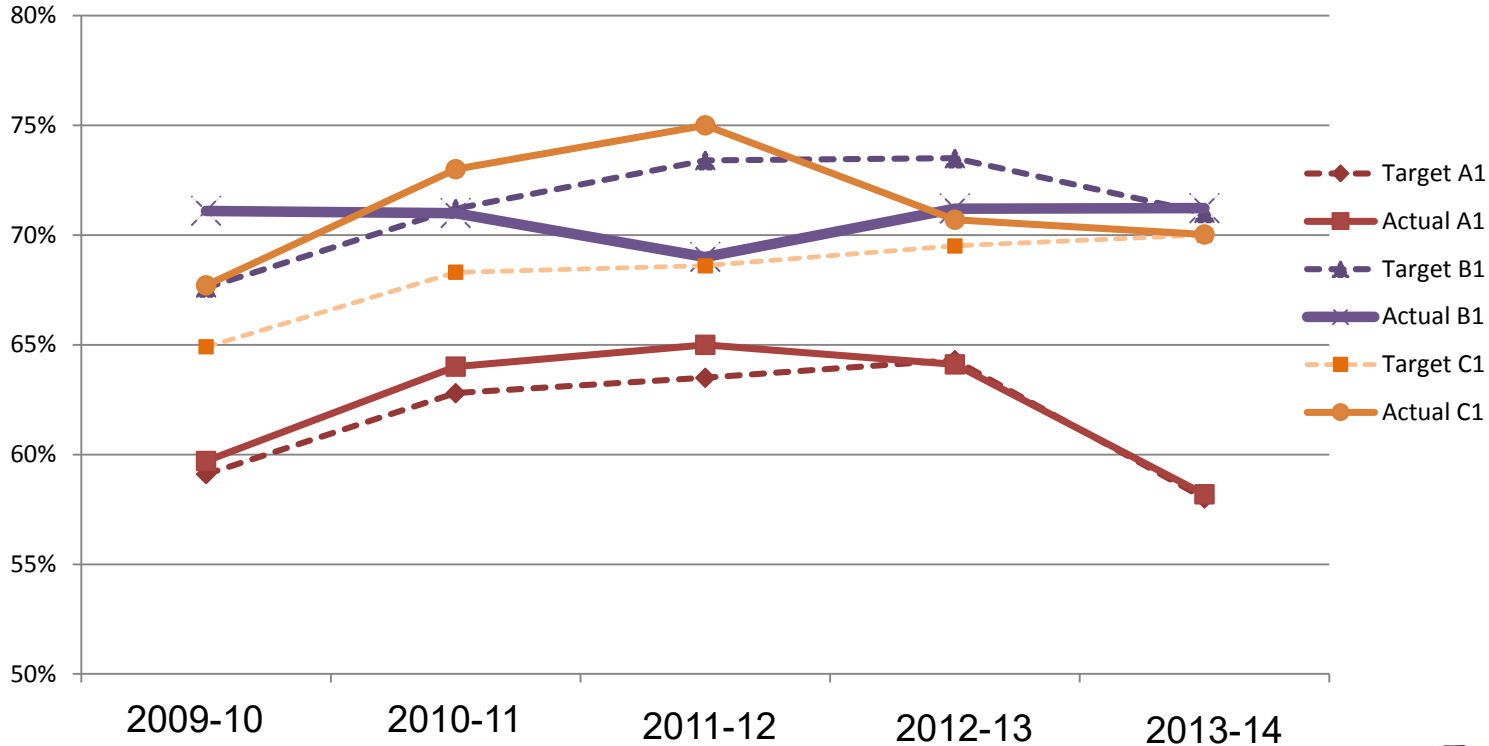
Summary Statement 1: Of those infants and toddlers who entered or exited early intervention **below age expectations**, the percent who substantially **increased their rate of growth** by the time they turned 3 years of age or exited the program.

$$\text{Measurement: Percent} = [(C + D) \div (A + B + C + D)] * 100$$

Summary Statement 2: The percent of infants and toddlers who were **functioning within age expectations** by the time they turned 3 years of age or exited the program.

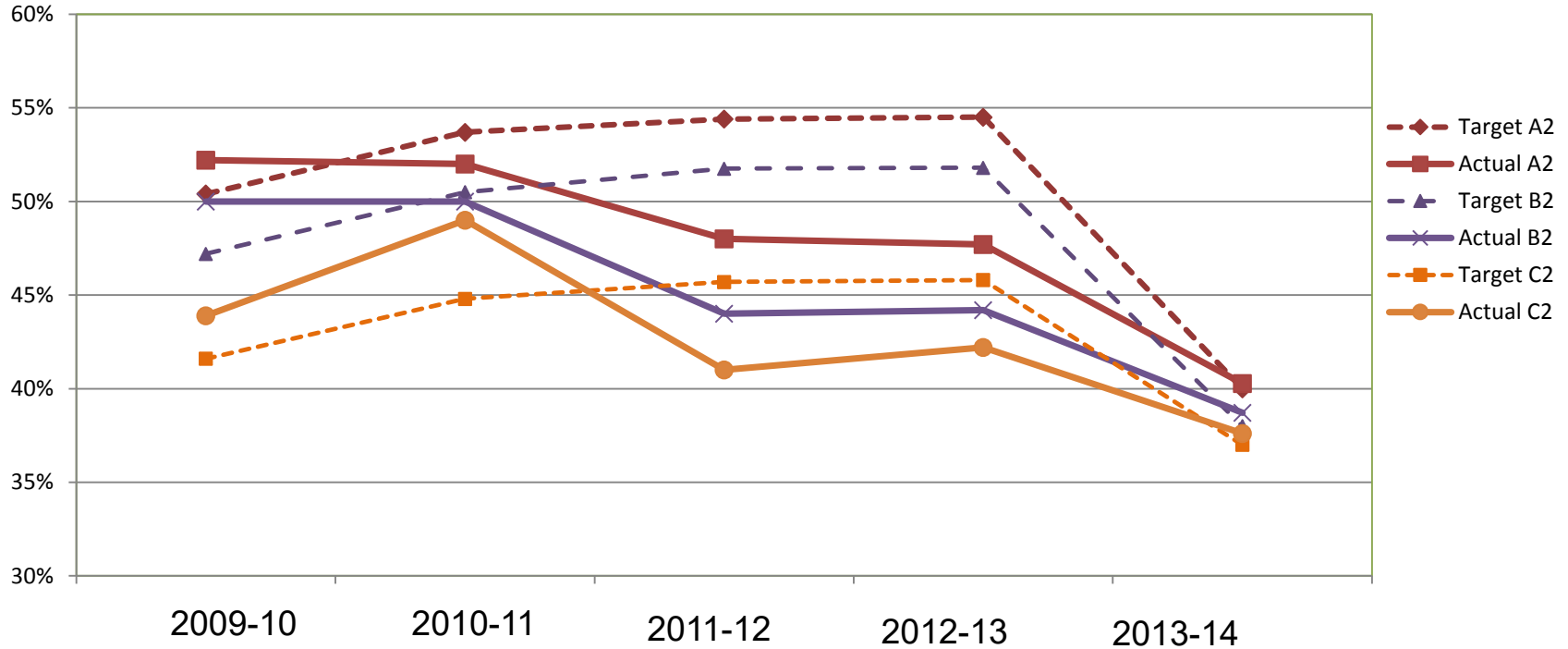
$$\text{Measurement: Percent} = [(D + E) \div (A + B + C + D + E)] * 100$$

Child Outcomes: % Increased Rate of Growth 2009-2013



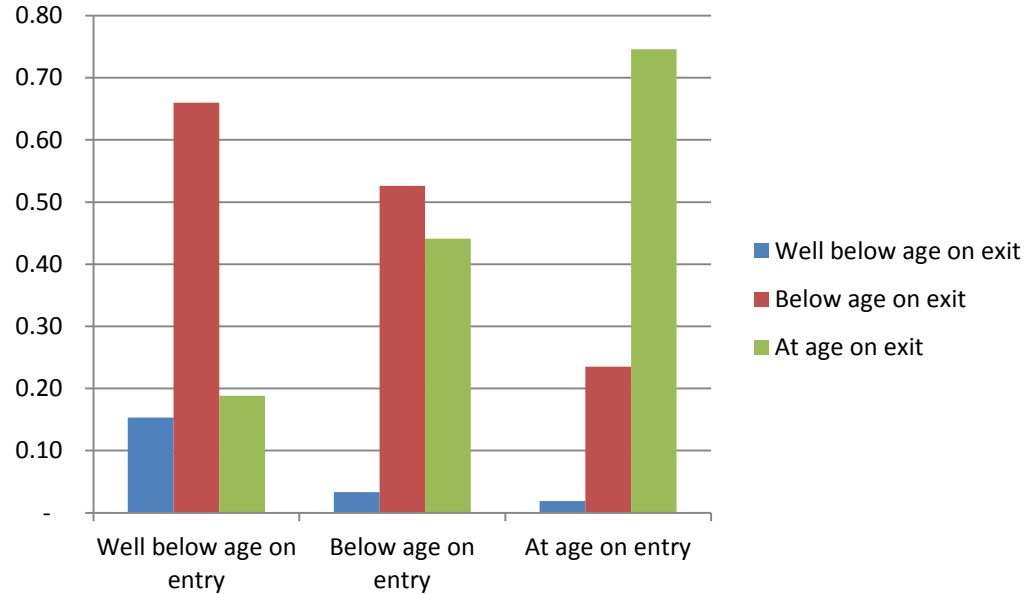
Note: A = Social Emotional, B = Knowledge and Skills and C = Behavior

Child Outcomes: % Exited Comparable to Peers 2009-2013

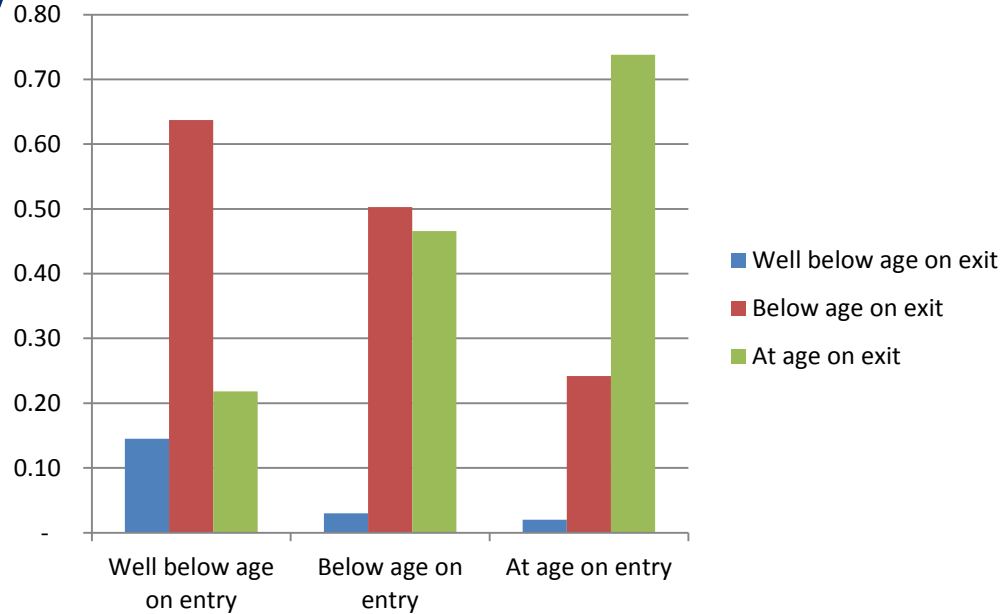


Note: A = Social Emotional, B = Knowledge and Skills and C = Behavior

Outcome A/Social Emotional: Functioning on exit, by entry

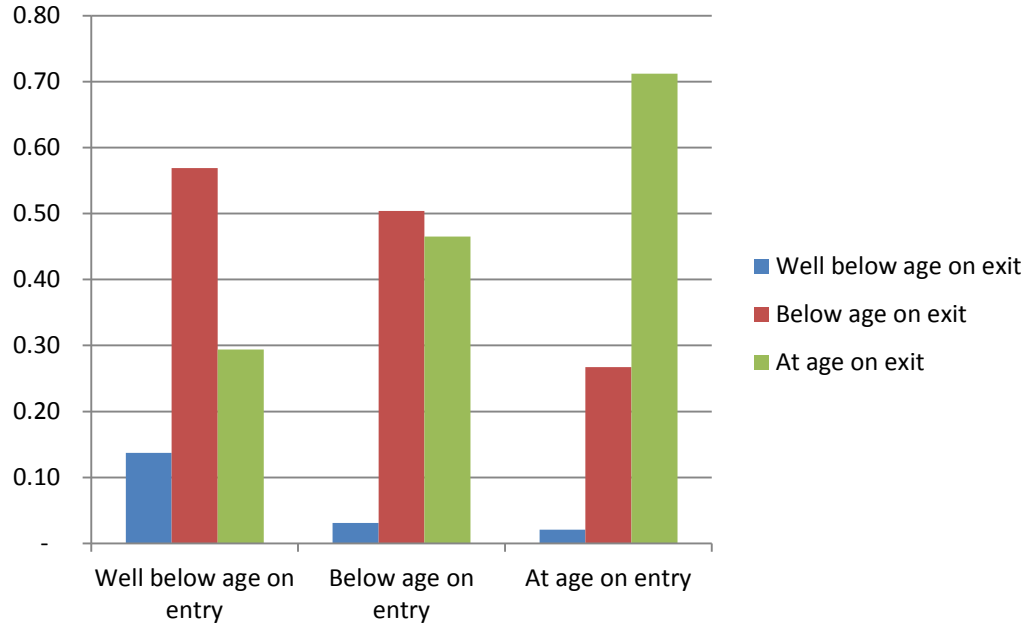


Outcome B/Knowledge & Skills – Functioning on exit, by entry



Child Outcomes for 2009-2013

Outcome C/Behavior – Functioning on exit, by entry



Child Outcomes for 2009-2013

COS Exit Score Minus COS Entry Score

A-Social Emotional		B-Knowledge/skills		C- Adaptive behavior	
Entered below age (n=5071)	Entered at age (n=2553)	Entered below age (n=6093)	Entered at age (n=1531)	Entered below age (n=6411)	Entered at age (n= 1213)
1.28	-0.46	1.48	-0.42	1.56	-0.41

Differences in Progress by Gender

	Gender	N	Mean	SD	Std. Error Mean	$p < .05$
DiffA_Below_Age	'Male'	3479	1.21	1.46	.02	Yes
	'Female'	1592	1.42	1.52	.04	
DiffB_Below_Age	'Male'	4139	1.44	1.51	.02	Yes
	'Female'	1954	1.58	1.51	.03	
DiffC_Below_Age	'Male'	4300	1.49	1.58	.02	Yes
	'Female'	2111	1.72	1.61	.04	
DiffA_At_Age	'Male'	1620	-.50	1.31	.03	No
	'Female'	933	-.40	1.24	.04	
DiffB_At_Age	'Male'	960	-.48	1.29	.04	Yes
	'Female'	571	-.32	1.26	.05	
DiffC_At_Age	'Male'	799	-.47	1.36	.05	Yes
	'Female'	414	-.30	1.18	.06	

Differences in Progress by Medicaid

	Medicaid	N	Mean	SD	Std. Error Mean	$p < .05$
DiffA_Below_Age	No	2538	1.29	1.41	.03	No
	Yes	2520	1.26	1.55	.03	
DiffB_Below_Age	No	3161	1.57	1.47	.03	Yes
	Yes	2920	1.40	1.55	.03	
DiffC_Below_Age	No	3413	1.65	1.55	.03	Yes
	Yes	2982	1.46	1.63	.03	
DiffA_At_Age	No	1588	-.36	1.19	.03	Yes
	Yes	960	-.62	1.41	.05	
DiffB_At_Age	No	965	-.29	1.21	.04	Yes
	Yes	560	-.65	1.36	.06	
DiffC_At_Age	No	713	-.29	1.24	.05	Yes
	Yes	498	-.57	1.36	.06	

Progress and LOS for children entering below age expectations

		A_-Social Emotional Below_Age	B_Knowledge and Skills Below_Age	C Adaptive Behavior _Below_Age	LOS
DiffA_Below_Age	Pearson Correlation	1	.626**	.569**	.017
	Sig. (2-tailed)		.000	.000	.223
	N	5071	4563	4577	5039
DiffB_Below_Age	Pearson Correlation	.626**	1	.609**	-.022
	Sig. (2-tailed)	.000		.000	.091
	N	4563	6093	5406	6062
DiffC_Below_Age	Pearson Correlation	.569**	.609**	1	.009
	Sig. (2-tailed)	.000	.000		.462
	N	4577	5406	6411	6375
LOS	Pearson Correlation	.017	-.022	.009	1
	Sig. (2-tailed)	.223	.091	.462	
	N	5039	6062	6375	7578

Progress and LOS for children entering at age expectations

		A_Social Emotional At Age	B_Knowledg e and Skills At Age	C_Adaptive Behavior At Age	LOS
DiffA_At_Age	Pearson Correlation	1	.709**	.691**	-.207**
	Sig. (2-tailed)		.000	.000	.000
	N	2553	1023	719	2539
DiffB_At_Age	Pearson Correlation	.709**	1	.770**	-.229**
	Sig. (2-tailed)	.000		.000	.000
	N	1023	1531	526	1516
DiffC_At_Age	Pearson Correlation	.691**	.770**	1	-.232**
	Sig. (2-tailed)	.000	.000		.000
	N	719	526	1213	1203
LOS	Pearson Correlation	-.207**	-.229**	-.232**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	2539	1516	1203	7578

Progress by race/ethnicity

- Across all domains, progress for children entering EI below age expectations was not statistically significantly different across racial/ethnic groups

Child Outcomes by County

Correlations of Average Child Progress with County-level Variables: Children Entering Below Age Expectations

	Average Progress in Outcome A – Social Emotional	Average Progress in Outcome B – Knowledge and Skills	Average Progress in Outcome C – Adaptive Behaviors
% Children w/ Severe Delay			
% Low Birth Weight Births			
% Teen Births		-.374**	-.402**
% Hispanic Age 0-4			
% Non-White Age 0-4			
% Poverty Age 0-4			-.295*
Avg General Serv Per Child			

Correlations of Average Child Progress with County-level Variables: Children Entering At Age Expectations

	Average Progress in Outcome A – Social Emotional	Average Progress in Outcome B - Knowledge and Skills	Average Progress in Outcome C – Adaptive Behavior
% Children w/Severe Delay			
% Low Birth Weight Births	-.293*	-.258*	-.260*
% Teen Births			
% Hispanic Age 0-4	-.453**	-.383**	-.577**
% Non-White Age 0-4	-.427**	-.366**	-.533**
% Poverty Age 0-4			
Avg General Serv Per Child	-.335**	-0.21	-.422**

SPP/APR Indicator 4: Family Outcomes

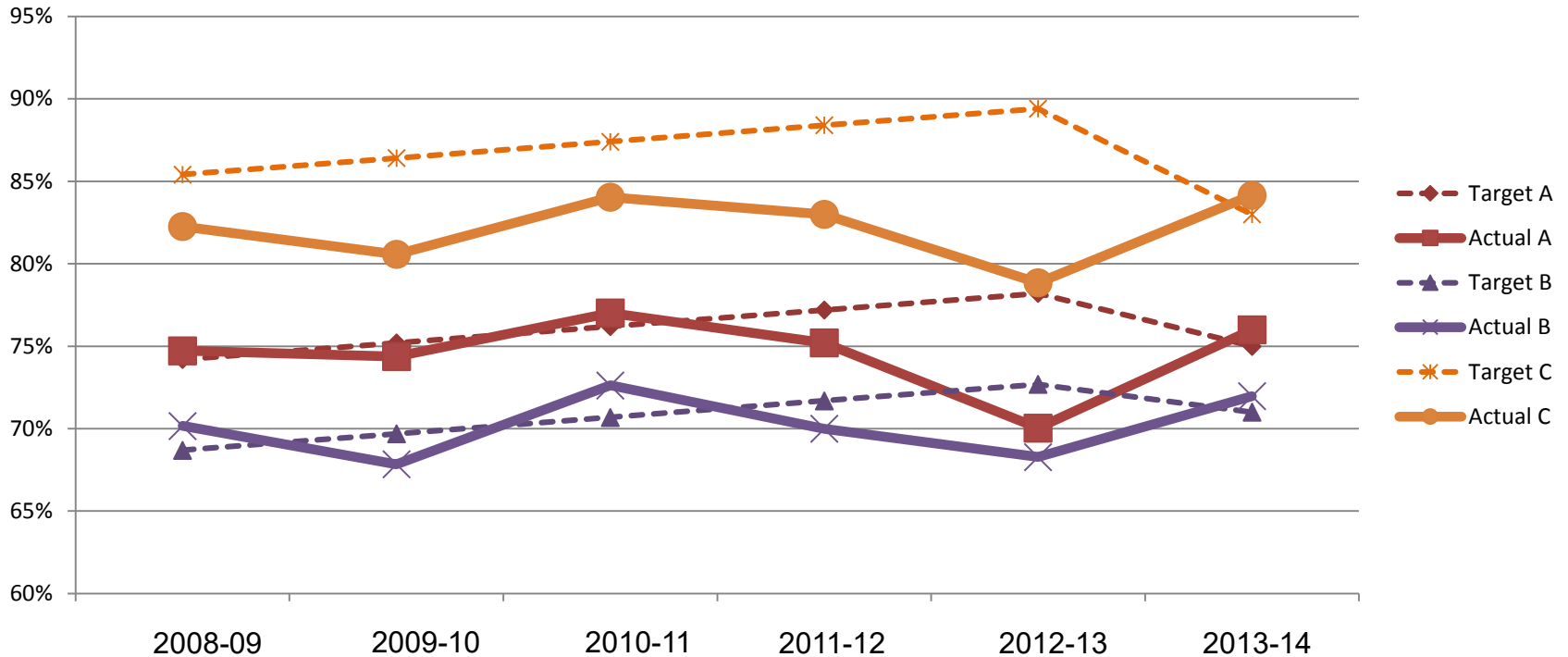
The percent of families participating in Part C who report that early intervention services have helped the family (A) know their rights; (B) effectively communicate their children's needs, and (C) help their children develop and learn.

NY State Procedure

- Sample of families whose children:
 - received services in the EI program
 - exited or turned 3 between July 1 and June 30
- Families in the sample receive an invitation by mail
- Families may complete the NYS Family Survey online or in hard copy
- The NYS Family Survey includes three measurement scales:
 - **Impact on Family Scale (IFS)**: Measures the extent to which EI helped the family achieve positive family outcomes. ***This scale yields the data needed to compute the three percentages required for Indicator 4.***
 - **Family-Centered Services Scale (FCSS)**: Measures the extent to which services provided to families were family-centered.
 - **Impact on Child Scale (ICS)**: Measures the extent to which EI helped the child achieve positive outcomes.



Family Outcomes 2008-2013



Note: A = Know their Rights, B = Effectively Communicate, and C = Help their Child Develop and Learn

Family Outcomes by County

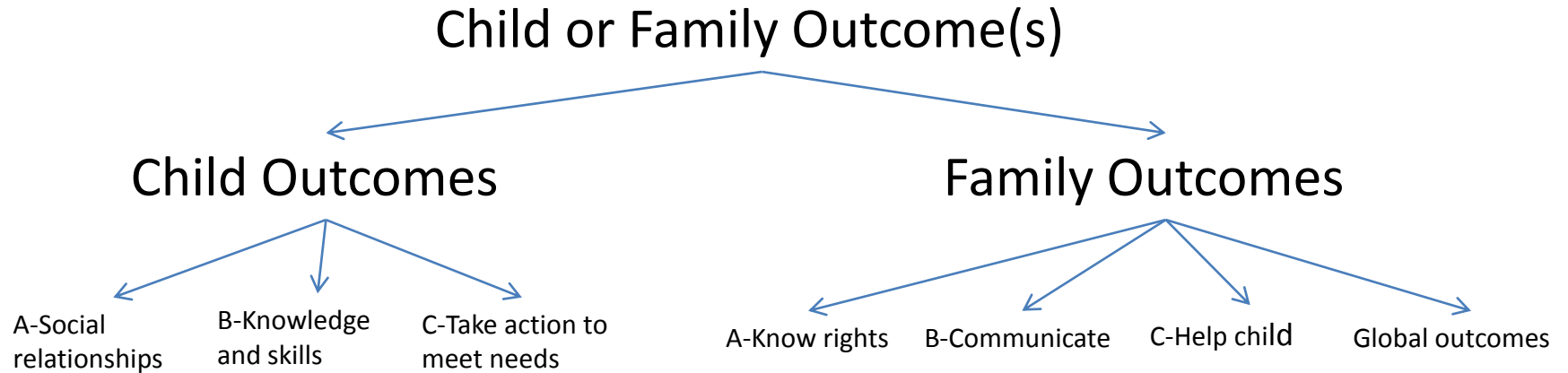
Correlations of Average Measures on IFS, ICS, and FCSS with County-level Variables

	Impact on Family Scale Mean	Impact on Child Scale Mean	Family-Centered Services Scale Mean
% Children w/Severe Delay	.549**	.531**	.503**
% Low Birth Weight Births	-.525**	-.553**	-.534**
% Teen Births		-.307*	
% Hispanic Age 0-4			
% Non-White Age 0-4			
% Poverty Age 0-4		-.345**	
Avg General Serv Per Child			

SELECTION OF THE SIMR

What factors should we consider in choosing a State Identified Measurable Result?

- Broad impact
- Known improvement strategies
- Good metric for measuring improvement
- Improvement strategy or strategies can be implemented within available resources
- Stakeholder support



- Select improvement strategy/strategies
- Determine feasibility within existing resources and infrastructure
- Select metric to measure improvement
- Set targets

Considerations for Choosing a Family Outcome

- Known improvement strategies
- Reliable outcome metric (Impact on Family Scale)
- Standards on the outcome metric set by NY stakeholders
- Relatively low cost of data collection via the NY Family Survey
- Availability of a potential measure of implementation (Family-Centered Services Scale)
- Empirical evidence supports the relationship between increased family outcomes (knowledge, skills, self-efficacy, access to supports, etc.) and improved child outcomes

Considerations for Choosing a Child Outcome

- Strong correlations across the three outcomes and similar trends over time
- Known improvement strategies may differ by outcome area and subpopulation
 - Evidence-based strategies may be condition-specific
 - Outcome status declines when child enter at age-typical level
- COS would be the metric
 - Entry and Exit data collection – more expensive
 - Some known limitations
- Potential measure of implementation would need to be identified
 - ICS a potential implementation measure

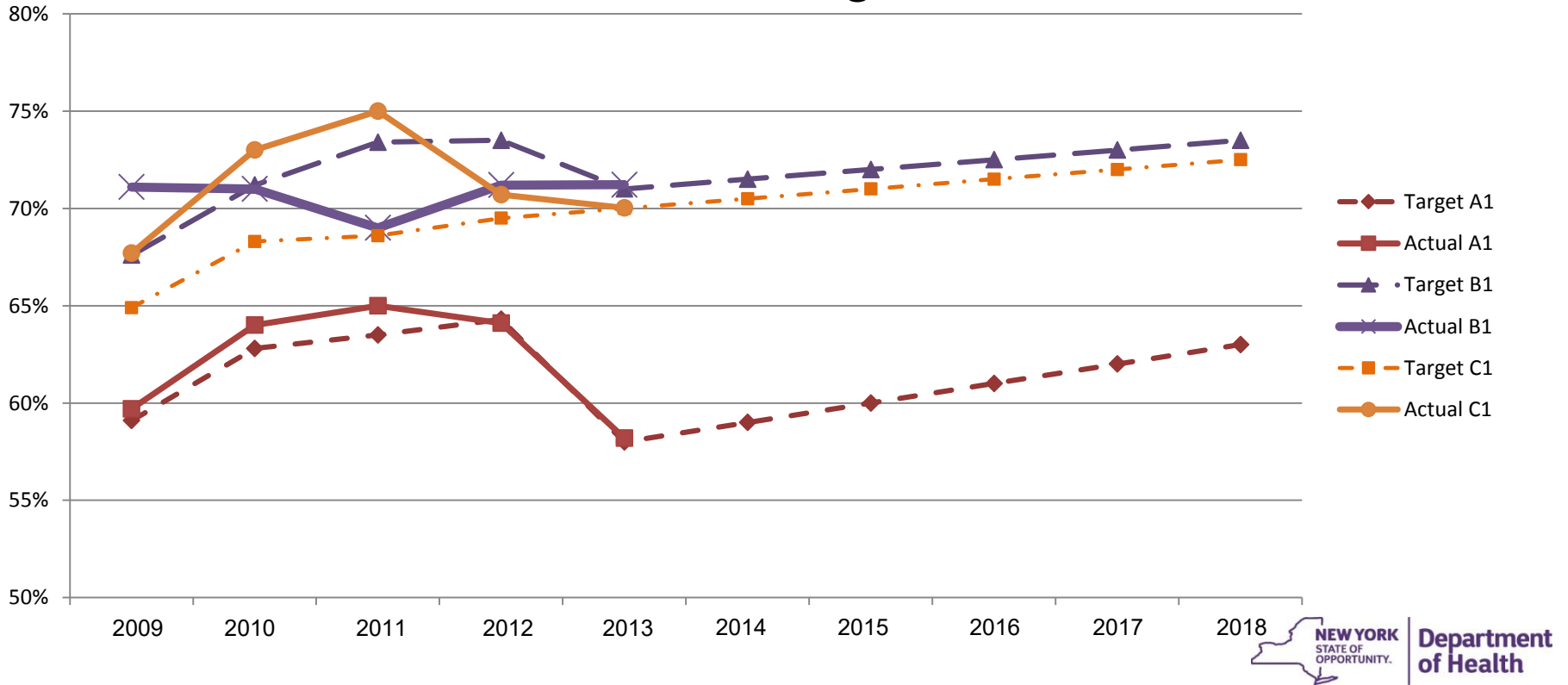
SIMR SELECTED

Break

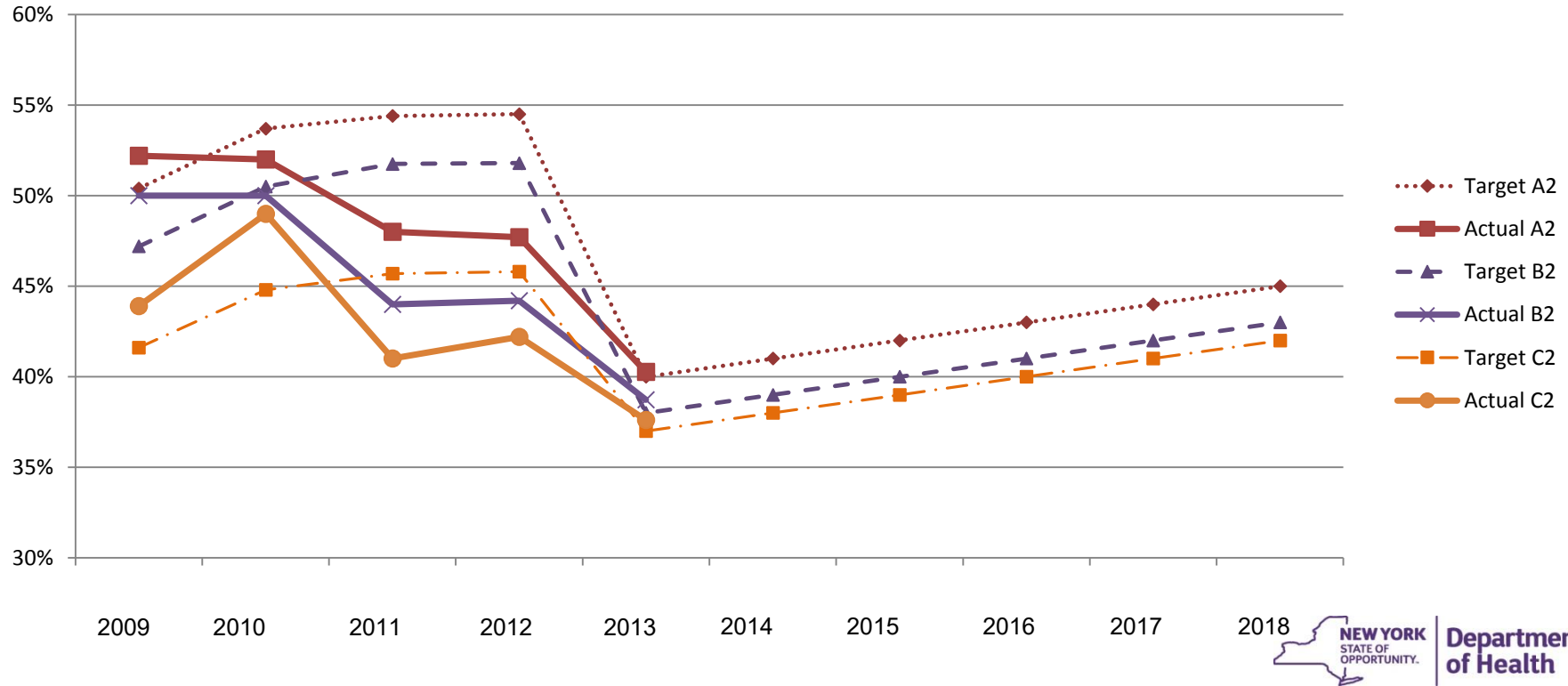
Target Setting

Child Outcomes – if selected

Child Outcomes - % Increased Rate of Growth - APR Targets

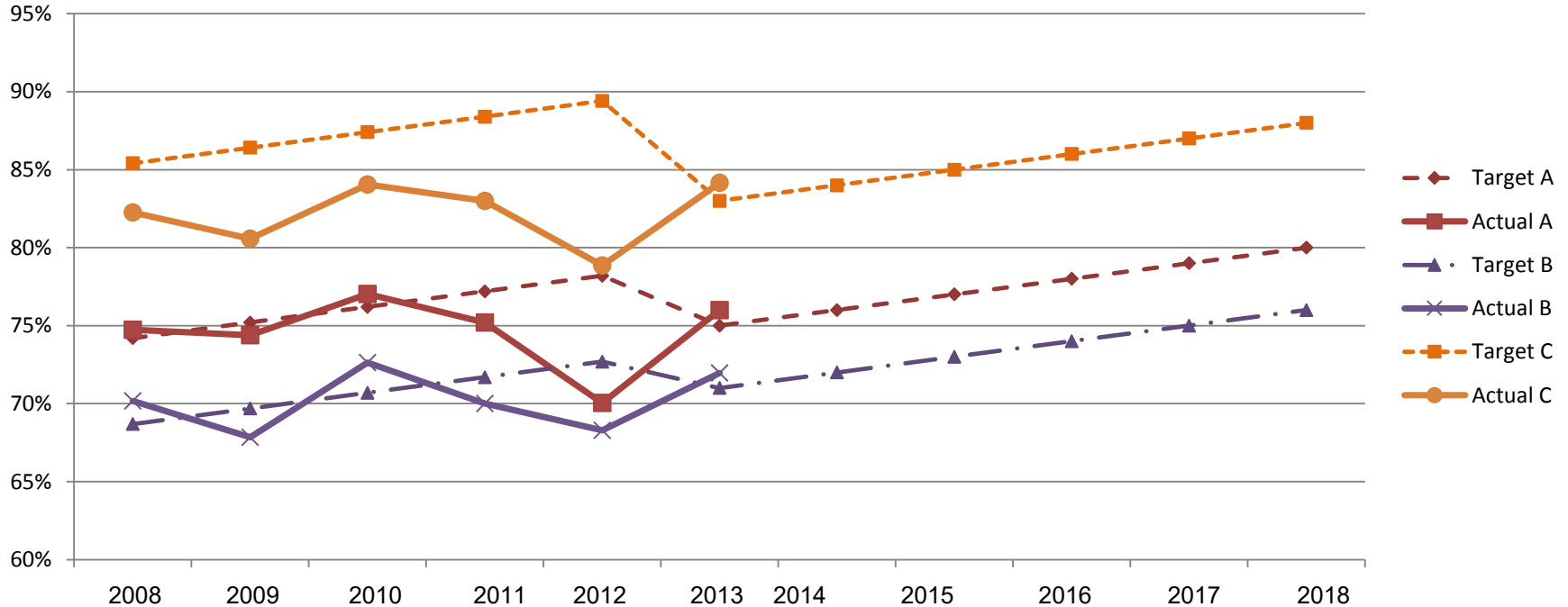


Child Outcomes - % Exited Comparable to Peers - Targets



Family Outcomes if selected

Family Outcomes – APR Targets



Standard Setting

- The purpose of setting a standard is to define what constitutes the lower bound of acceptable or adequate performance for a given purpose.

Standard Setting

- Under the auspices of the HRSA project, we asked stakeholders to come to consensus on the minimum amount of impact that we expect EI to have on family outcomes.

Participants in the Standard Setting Process

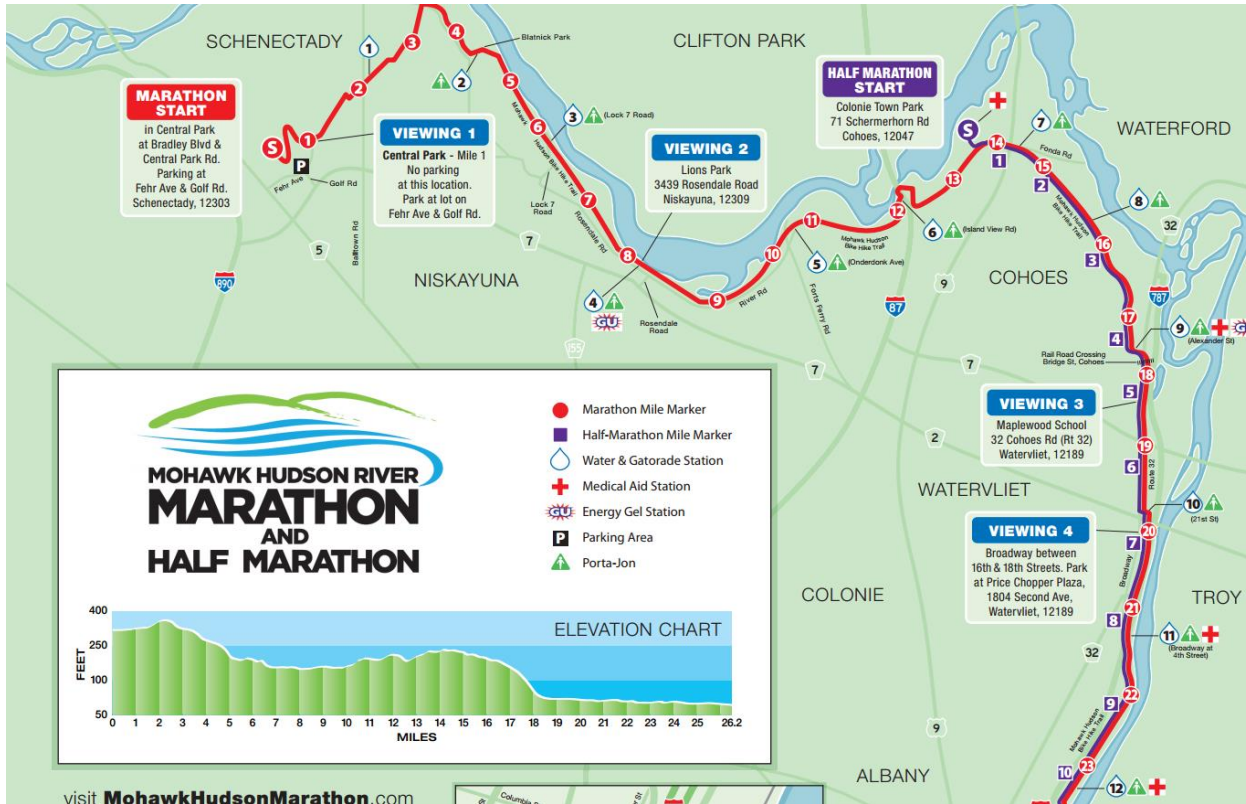
- Family members
- EI program directors
- EI providers
- EICC representatives
- Early childhood researchers
- Representatives of the NYDOE and NYDOH

Standard Setting

- What makes standard-setting possible is the availability of scale, in this case the IFS, whose items have been demonstrated to lie at reliable points on a measurement line.

Framing the question

- What point on the measurement line, defined in terms of families' agreement with the items up to that point on the line, represents the minimum *impact of EI on family outcomes* that we consider to be acceptable for accountability purposes?



The IFS Measurement Line

- Your handout displays the 35 IFS items from the NY Family Survey arrayed on the IFS measurement line.
- The HRSA stakeholder group, which considered an expanded item set, selected the point on the line corresponding to a measure of 576.

What the standard means

- Respondents with a measure of 576 or above have a very high likelihood of agreement with all the items up to that point on the measurement line.

Comparison with the Indicator 4 standards

- NY-Global family outcomes 576
- 4A-Know my rights 539
- 4B-Communicate effectively 556
- 4C-Help my child 516

Baseline for Global Family Outcomes: Based on pooled IFS data and HRSA stakeholder standard

- Indicator 4A (% above 538.9) = $4864/6522 = 74.58\%$
- Indicator 4B (% above 555.9) = $4557/6522 = 69.87\%$
- Indicator 4C (% above 516.1) = $5357/6522 = 82.14\%$
- *Global Family Outcomes:*
- (% above 575.6) = $4248/6522 = 65.13\%$

Target Setting

- Consideration of the evidence
 - Longitudinal trends – NY data
 - Longitudinal trends – national data
 - Research literature
- OSEP requirements for Target Setting
- Discussion



**Department
of Health**

State Systemic Improvement Plan

EICC Meeting March 12, 2015

March 17, 2015

Infrastructure Analysis

Infrastructure Analysis Data

- Claims submitted by providers
- July 1, 2013 through June 30, 2014 dates of service
- Data Sources
 - NYEIS as of February 23, 2015
 - KIDS as of November 30, 2014
 - EIFS as of February 20, 2015
 - PCG as of February 26, 2015

Many-Many Relationships

NYS EIP is complicated, and so are the data

- Providers serve many children
- Children receive services from many providers
- Rendering providers can deliver many types of services (eg., SLP and SI)
- Children receive many types of services
- Providers serve many counties
- Children can receive services from more than one county

Data Quality

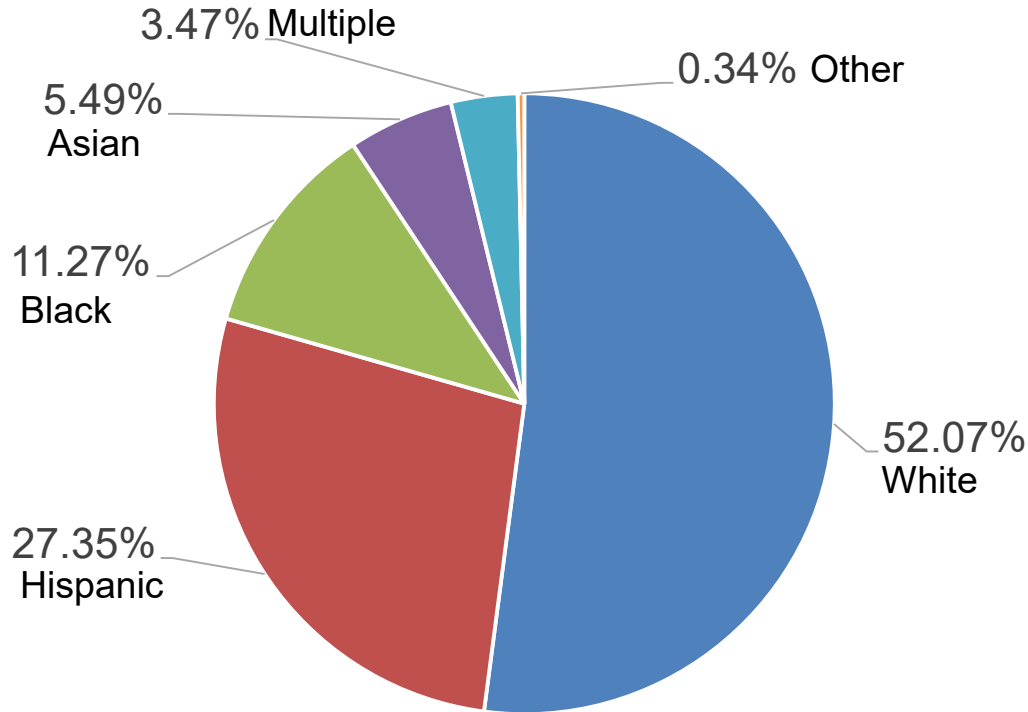
- NYSEIP data are comprehensive and complete
 - Millions of claims
 - Thousands of providers and children
- There are limitations
 - KIDS lacks edit checks that NYEIS has
 - Not everything can be validated upon data entry
 - Some records may have illogical, incorrect, or missing information

Ages in Months

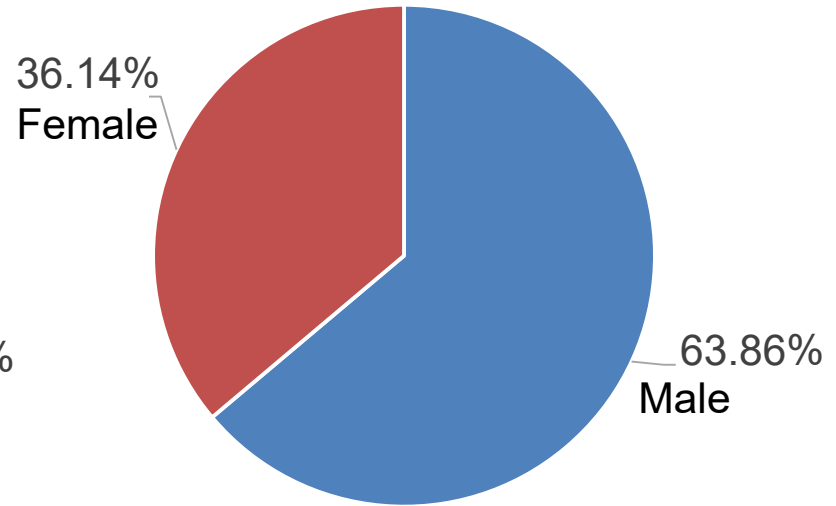
	Mean	Median	Range	N
Referral	18.30	19.87	0-46.43	92,923
Eligibility	18.33	19.97	0-38.50	87,957
Initial IFSP	18.64	20.37	0.43-43.2	68,038
1st General Service	19.56	21.10	0.43-43.43	67,036

Children's Demographics

Race/Ethnicity

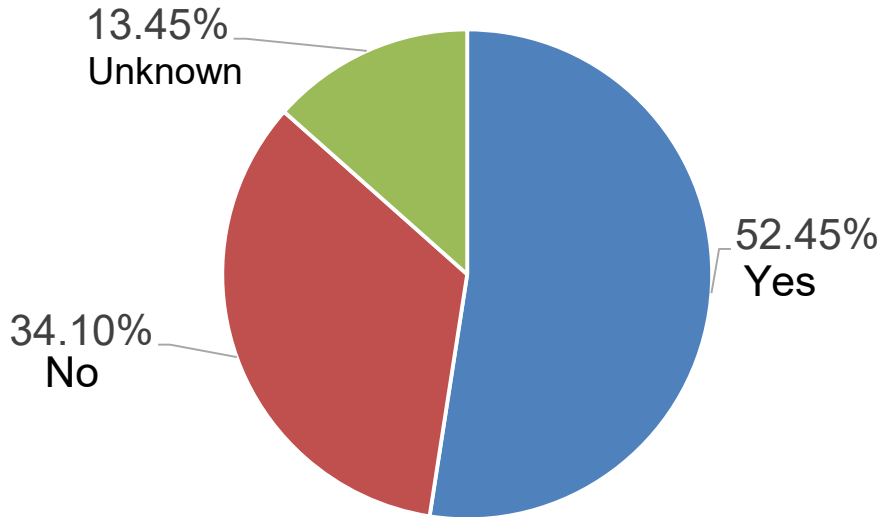


Gender

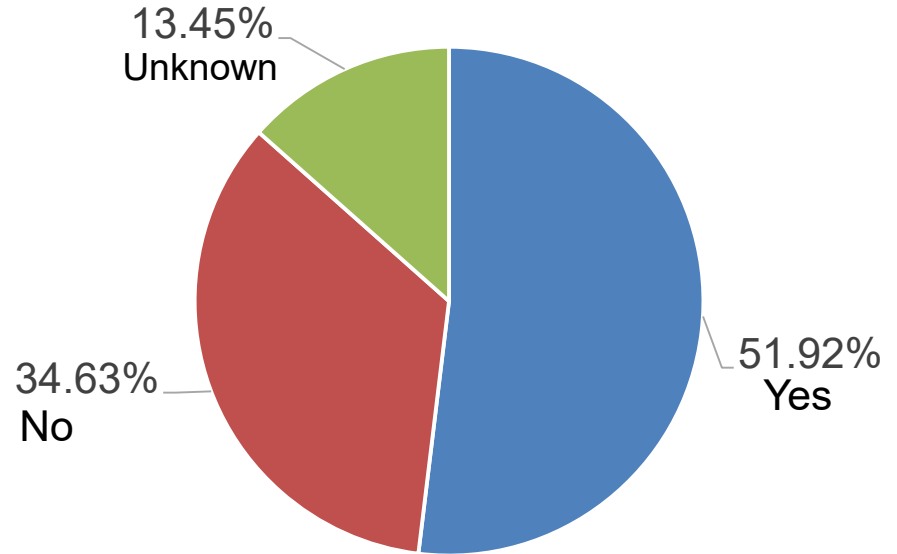


Children's Insurance

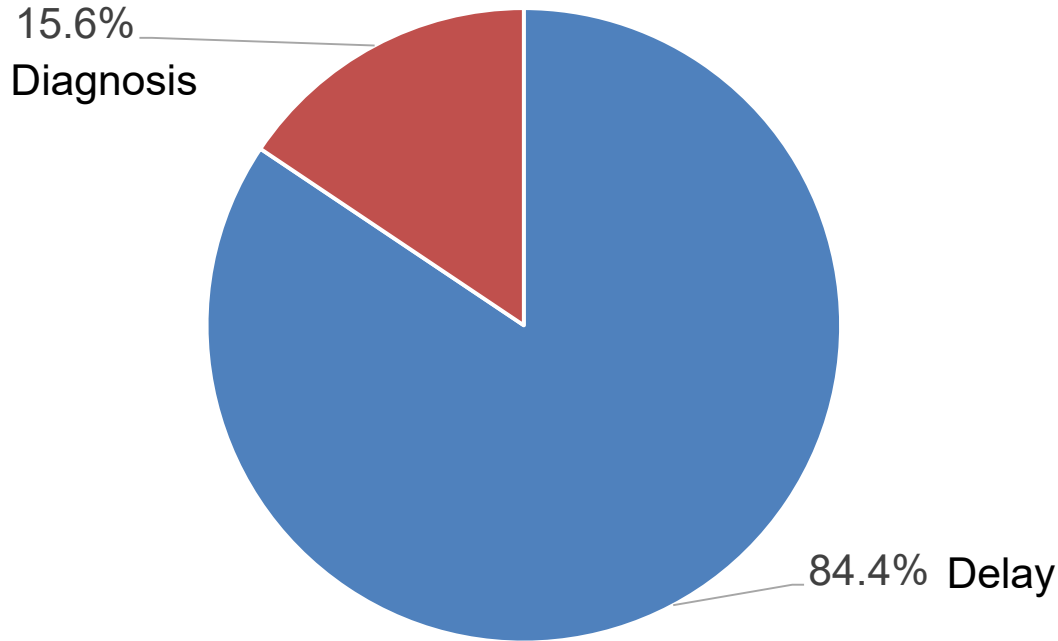
Medicaid



Private Insurance



EI Eligible Children



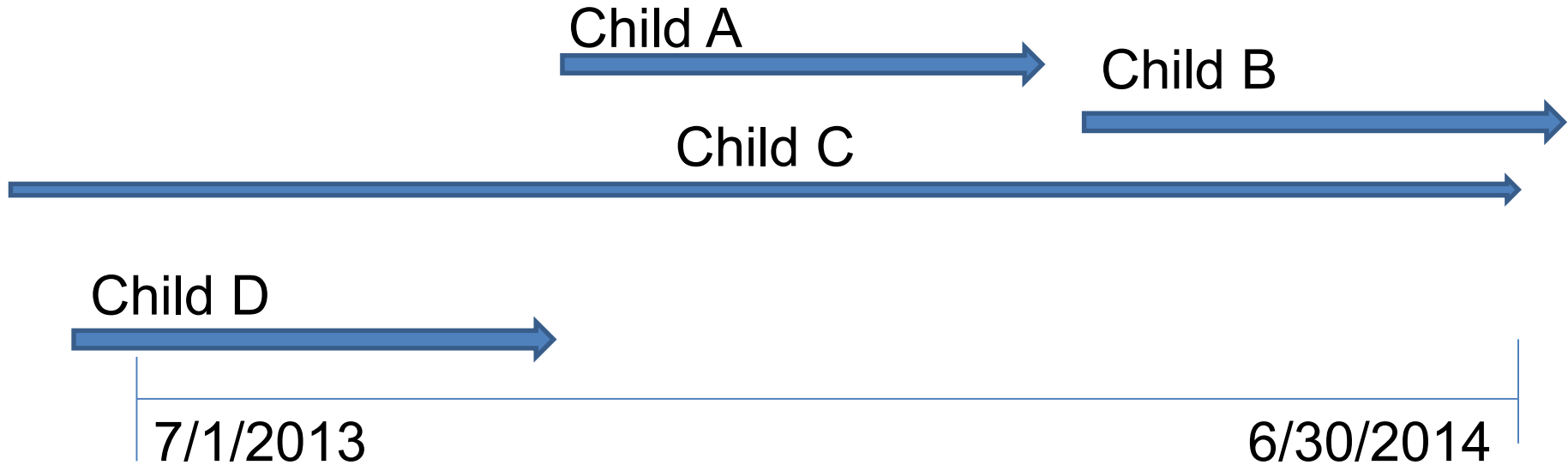
EI Eligible Diagnoses

Diagnosis	ICD9	N	Percent
Apraxia	315.4	4,893	45.4
Autism	299	3,696	34.3
Extreme Prematurity	765	2,275	21.1
Chromosomal Anomaly (Down syndrome)	758	1,014	9.4
Hearing Loss	389 or 744	815	7.6
Cleft Palate	749	370	3.4
All Other	many	1,440	13.4

Severity of Delay

- Five domains: adaptive, cognitive, social emotional, communication, physical
- Assign 0, 0.5, or 1 in each domain
- Sum the scores up across five domains (0-5)
- Categorize as severe delay if score = 3 or more
 - Mean score = 1.59
 - Percent severe = 18.0% (range: 6.2% to 26.2%)

One-Year Snap Shot



Claims

- All Services = 7,389,158
 - Service Coordination = 1,478,384 (20.0%)
 - Evaluations = 112,832 (1.5%)
 - General Services = 5,797,942 (78.5%)
 - Occupational Therapy (OT) 11.6%
 - Physical Therapy (PT) 15.1%
 - Speech Language Pathology (SLP) 29.9%
 - Special Instruction (SI) 35.1%

Billing Providers

- Among billing providers that submitted at least one claim with dates of service between 7/1/2013 and 6/30/2014
 - 380 Billing Agencies

	Mean	Median	Range
Employees	55.0	20.0	0-1,794
Subcontractors	55.0	2.0	0-1,088

- 628 Individual Practitioners
- 55 Municipal Providers

Billing Providers

	Mean	Median	Range
Agencies			
Children	437.1	155.5	1-9,489
Services	18,409.6	4,469.5	5-411,393
Counties	2.7	2	1-15
Individuals			
Children	13.9	11	1-85
Services	390.6	292.5	1-2,863
Counties	1.3	1	1-5

Rendering Providers

- 16,804 Unique Rendering Providers on claims (NPI)
- By service type delivered*
 - 1,737 Provided Service Coordination (SC)
 - 3,385 Provided Evaluation
 - 14,472 Provided General Services
 - » 1,857 provided PT
 - » 2,210 provided OT
 - » 4,714 provided SLP
 - » 5,905 provided SI
 - » 4,913 provided other general services

*Note: A provider can provide more than one category of service (SC, evaluation, or general) and more than one type of general service (OT, PT, SLP, SI, other).



Ratio of Children to Providers

- Overall Ratio = 5.5 to 1
- Service Coordination = 51.0 to 1
- Evaluation = 16.5 to 1

Service	State Mean	Lowest Mean by County	Highest Mean by County
General Services	4.2	1.3	6.2
PT	14.8	2.4	18.8
OT	11.6	1.3	18.2
SLP	5.1	2.6	14.0
SI	10.2	1.4	13.0

Providers' Productivity in EI

Assumptions:

- 200 working days per year
- 4 or more services per day = High Volume (1.0)
- 2-3.99 services per day =Medium Volume (0.5)
- <2 service per day = Low Volume (0.1)
- For rendering providers who serve more than one county, calculated productivity within each county
 - If a provider served a lot of children but the children were in two different counties, the provider should not be counted as high volume in both counties.

Provider Productivity Distribution

	High Volume (4+/day)	Medium Volume (2-4/day)	Low Volume (<2/day)	N
General Services	15.4%	17.7%	66.9%	14,472
PT	19.2%	18.7%	62.0%	1,857
OT	10.4%	14.0%	75.4%	2,210
SLP	13.6%	19.8%	67.2%	4,714
Special Instruction	13.3%	16.1%	70.6%	5,905

Children's Intensity

General services received by child

	Per Year	Per Week
Mean	96.5	2.4
Median	46.0	1.15
Top 1%	860+	21.5+
Top 25%	104+	2.6+
Bottom 25%	≤19	≤0.5

Child Intensity Distribution

Assumptions:

- 200 days available to receive general services
- Children getting 10+ services/week = very high intensity (2.0)
- Children getting 3-9.99 services/week = high intensity (1.0)
- Children getting 1-2.99 services/week = medium intensity (0.5)
- Children receiving <1 service/week = low intensity (0.1)

	Very High Intensity	High Intensity	Medium Intensity	Low Intensity
Children	4.43%	17.2%	33.3%	45.2%

Weighted Ratio of Children to Provider

	State Mean	Lowest Mean by County	Highest Mean by County
General Services	6.3	5.6	11.4
PT	10.0	4.4	19.3
OT	9.5	4.5	35.7
SLP	8.6	7.3	16.7
SI	6.3	4.3	19.3

Comparison of Ratios

	Weighted Ratio State Mean (County Range)	Original Ratio State Mean (County Range)
General Services	6.3 (5.6-11.4)	4.2 (1.3-6.2)
PT	10.0 (4.4-19.3)	14.8 (2.4-18.8)
OT	9.5 (4.5-35.7)	11.6 (1.3-18.2)
SLP	8.6 (7.3-16.7)	5.1 (2.6-14.0)
SI	6.3 (4.3-19.3)	10.2 (1.4-13.0)

Conclusions

- How do these data relate to service delivery?
 - Timeliness of IFSP (APR indicator 7) or Services (indicator 1)
 - County Determination over the past 5 years
 - Assigned Scores: Needs intervention=2, needs assistance=1, meets requirements=0
 - Add up the scores over the years
 - Higher score means the county has had more determinations of needs assistance/intervention (Range in Scores from 0 to 7)
- Conclusions
 - Not really clear
 - There are counties with high ratios of children to providers who achieve 100% on the APR indicators and receive meets requirements determinations each year
 - Counties with lower ratios that do not perform as well
 - Can help with choosing localities to focus efforts