

FFY22 SSIP Appendix A

Ohio Part C Evaluation Plan Data – SSIP Cycle 2

Outcome Description	Measurement/Data Collection Methods	FFY21	FFY22
(I)(B) Assessment teams better identify children’s social-emotional strengths and needs through the assessment process, including the COS	Rating by DODD team that indicates how well social-emotional strengths and needs are being identified through the assessment process, including the COS	N/A – Did not collect data for this outcome this reporting year	N/A – Did not collect data for this outcome this reporting year
(I)(C) Families have an increased understanding of their child’s social-emotional strengths and needs	Parent report whether EI has increased their understanding of their child’s social-emotional strengths and needs via responses to the annual EI Family Questionnaire ¹	87.82% of families reported that EI has helped them better understand the child’s social-emotional strengths and needs	89.48% of families reported that EI has helped them better understand the child’s social-emotional strengths and needs
(II)(B) IFSP teams develop higher quality outcomes to support social-emotional development	Rating and analysis of IFSP outcomes that support social-emotional development via the ECTA six-step criteria	38% of social-emotional outcomes rated met all of the ECTA six-step criteria	N/A – Did not collect data for this outcome this reporting year
(II)(C) Families actively participate in developing IFSP outcomes that support social-emotional development	Parent report of their involvement in developing outcomes that support social-emotional development via responses to the annual EI Family Questionnaire ¹	90.49% of families reported that during their time in EI, they actively participated in developing IFSP outcomes that support their child’s social-emotional development ²	92.67% of families reported that during their time in EI, they actively participated in developing IFSP outcomes that support their child’s social-emotional development
(III)(B) Practitioners have improved ability to deliver evidence-based EI services that support social-emotional development	Provider report of their ability to deliver evidence-based EI services to address social-emotional development via a provider survey	72.06% of EI providers rated their ability to deliver evidence-based EI services to support social-emotional development as a 4 or 5 on a five-point scale	N/A – Did not collect data for this outcome this reporting year
(III)(C) Families have an increased ability to support their children’s social-emotional development	Parent report of their ability to support their children’s social-emotional development via the annual EI Family Questionnaire ¹	89.61% of families reported that EI has helped them better support their child’s social-emotional development	91.09% of families reported that EI has helped them better support their child’s social-emotional development
(I),(II), & (III)(D) There is an increase in the percentage of infants and toddlers exiting Early Intervention who demonstrate a substantially increased rate of growth in social-emotional skills	COS analysis for Annual Performance Report (APR) including COS ratings at entry and exit for all children who exited during the fiscal year and were served in Early Intervention at least six months (APR indicator C3)	54.30% of children exiting EI in FFY21 demonstrated a substantially increased rate of growth in social-emotional skills	54.61% of children exiting EI in FFY22 demonstrated a substantially increased rate of growth in social-emotional skills

¹ Family Questionnaire item response options ranged from Strongly Disagree to Strongly Agree on a five-point scale. Responses of Agree and Strongly Agree make up the reported percentages for these items.

² Families could choose “Not applicable” on this item if they did not have any concerns about their child’s social-emotional development.

FFY22 SSIP Appendix B
SE Item Data from 2023 Ohio EI Family Questionnaire

Early Intervention has helped me better understand my child’s social-emotional strengths and needs.

Response	Number	Percent
Strongly Disagree	48	1.36%
Disagree	42	1.19%
Neither Agree nor Disagree	281	7.97%
Agree	1,217	34.51%
Strongly Agree	1,939	54.98%
Positive Responses¹	3,156	89.48%
Total with Responses	3,527	

Early Intervention has helped me be more confident in supporting my child’s social-emotional development.

Response	Number	Percent
Strongly Disagree	48	1.36%
Disagree	34	0.97%
Neither Agree nor Disagree	255	7.24%
Agree	1,124	31.91%
Strongly Agree	2,061	58.52%
Positive Responses	3,185	90.43%
Total with Responses	3,522	

Early Intervention has helped me better support my child’s social-emotional development.

Response	Number	Percent
Strongly Disagree	47	1.34%
Disagree	39	1.11%
Neither Agree nor Disagree	227	6.46%
Agree	1,160	33.01%
Strongly Agree	2,041	58.08%
Positive Responses²	3,201	91.09%
Total with Responses	3,514	

¹ Evaluation Plan item (I)(C)

² Evaluation Plan item (III)(C)

During my time in Early Intervention, I actively participated in helping my team learn more about my child’s social-emotional strengths and needs.

Response	Number	Percent
Strongly Disagree	47	1.34%
Disagree	24	0.68%
Neither Agree nor Disagree	156	4.44%
Agree	1,121	31.88%
Strongly Agree	2,168	61.66%
Positive Responses	3,289	93.54%
Total with Responses	3,516	

During my time in Early Intervention, I actively participated in developing Individualized Family Service Plan (IFSP) outcomes that support my child’s social-emotional development.

Note: Families could choose “Not applicable” for this item if they did not have any concerns about their child’s social-emotional development.

Response	Number	Percent
Strongly Disagree	41	1.66%
Disagree	19	0.77%
Neither Agree nor Disagree	121	4.90%
Agree	719	29.11%
Strongly Agree	1,570	63.56%
Positive Responses³	2,289	92.67%
Total with Responses	2,470	

³ Evaluation Plan item (II)(C)