

Appendix A – Ohio SSIP Evaluation Plan Data FFY21

Outcome Description	Measurement/Data Collection Methods	FFY21
(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 - Not yet collected. DODD plans to review assessments in the Spring of 2023 to collect baseline data for this outcome.
(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
(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
(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
(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
(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
(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

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.

Appendix B - SE Item Data from 2022 Ohio EI Family Questionnaire

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

Response	Number	Percent
Strongly Disagree	53	1.96%
Disagree	42	1.55%
Neither Agree nor Disagree	234	8.66%
Agree	911	33.72%
Strongly Agree	1,462	54.11%
Positive Responses¹	2,373	87.82%
Total with Responses	2,702	

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

Response	Number	Percent
Strongly Disagree	50	1.86%
Disagree	38	1.41%
Neither Agree nor Disagree	206	7.65%
Agree	871	32.33%
Strongly Agree	1,529	56.76%
Positive Responses	2,400	89.09%
Total with Responses	2,694	

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

Response	Number	Percent
Strongly Disagree	53	1.97%
Disagree	35	1.30%
Neither Agree nor Disagree	192	7.12%
Agree	885	32.83%
Strongly Agree	1,531	56.79%
Positive Responses²	2,416	89.61%
Total with Responses	2,696	

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	53	1.97%
Disagree	13	0.48%
Neither Agree nor Disagree	159	5.91%
Agree	829	30.83%
Strongly Agree	1,635	60.80%
Positive Responses	2,464	91.63%
Total with Responses	2,689	

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	48	2.51%
Disagree	8	0.42%
Neither Agree nor Disagree	126	6.58%
Agree	577	30.15%
Strongly Agree	1,155	60.34%
Positive Responses³	1,732	90.49%
Total with Responses	1,914	

³ Evaluation Plan item (II)(C)

Appendix C - SE Item Data from 2022 Ohio EI Provider Survey

I actively participate in:

Response	the assessment process to identify children’s social-emotional strengths and needs		developing IFSP outcomes that support children’s social-emotional development	
	Number	Percent	Number	Percent
Always	186	48.56%	180	47.00%
Frequently	122	31.85%	114	29.77%
Sometimes	52	13.58%	61	15.93%
Rarely	12	3.13%	21	5.48%
Never	11	2.87%	7	1.83%
Total	383		383	

On a scale of 1 to 5 (where 1 is the lowest and 5 is the highest response), rate your:

Response	Confidence in comparing children’s positive social-emotional skills to same-age peers		Confidence in identifying children’s social-emotional strengths and needs		Understanding of children’s social-emotional skills/development		Understanding of children’s social-emotional skills/development		Confidence in developing outcomes to address social-emotional needs		Ability to deliver evidence-based EI services to address social-emotional development ¹	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	4	1.04%	4	1.04%	4	1.04%	8	2.09%	8	2.09%	8	2.09%
2	7	1.83%	6	1.57%	6	1.57%	9	2.35%	9	2.35%	8	2.09%
3	58	15.14%	55	14.36%	59	15.40%	92	24.02%	97	25.33%	91	23.76%
4	211	55.09%	210	54.83%	206	53.79%	190	49.61%	182	47.52%	188	49.09%
5	103	26.89%	108	28.20%	108	28.20%	84	21.93%	87	22.72%	88	22.98%
Total	383		383		383		383		383		383	

¹ Evaluation Plan item (III)(B)

Appendix D – Summary of Ohio 2022 SE Outcome Ratings¹

Number of social-emotional outcomes meeting each criterion

Criterion	2023 Submission	
	#	%
Necessary and functional to meet family needs?	622	97%
Reflects real life, contextualized settings?	412	64%
Integrates developmental domains and discipline free?	631	99%
Jargon free, clear, and simple?	380	59%
Emphasizes the positive?	603	94%
Avoids passive words?	535	84%
Total S-E Outcomes Rated	640	

Number of social-emotional outcomes that met specified number of criteria

Number of Criteria	2023 Submission	
	#	%
1 Criterion	1	0%
2 Criteria	10	2%
3 Criteria	42	7%
4 Criteria	143	22%
5 Criteria	200	31%
6 Criteria ²	244	38%
Total S-E Outcomes Rated	640	

¹ Please note there is some level of subjectivity to these data as the ratings were completed independently by several different groups of people. DODD will explore options in future reporting years to ensure greater interrater reliability.

² Evaluation Plan item (II)(B)