

Indicator 2: Services in Natural Environments

Instructions and Measurement

Monitoring Priority: Early Intervention Services In Natural Environments

Results indicator: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings. (20 U.S.C. 1416(a)(3)(A) and 1442)

Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS902.

Measurement

Percent = [(# of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings) divided by the (total # of infants and toddlers with IFSPs)] times 100.

Instructions

Sampling from the State's 618 data is not allowed.

Describe the results of the calculations and compare the results to the target.

The data reported in this indicator should be consistent with the State's 618 data reported in Table 2. If not, explain.

2 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2005	89.70%

FFY	2019	2020	2021	2022	2023
Target>=	94.50%	94.50%	94.60%	94.70%	94.80%
Data	98.93%	99.25%	99.78%	99.71%	99.70%

Targets

FFY	2024	2025
Target>=	94.90%	95.05%

FFY 2024 SPP/APR Data

Number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings	Total number of Infants and toddlers with IFSPs	FFY 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
1,225	1,229	99.70%	94.90%	99.67%	Met	No

Provide reasons for slippage, if applicable

N/A

Provide additional information about this indicator (optional).

N/A

2 - Prior FFY Required Actions

<Required Actions identified for the Indicator in FFY 2023 will appear here>

Response to actions required in FFY 2023 SPP/APR

N/A

2 - OSEP Response

<OSEP Response identified for the Indicator in FFY 2024 will appear here>

N/A

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2 - Required Actions

<Required Actions identified for the Indicator in FFY 2024 will appear here>

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Indicator 3: Early Childhood Outcomes

Instructions and Measurement

Monitoring Priority: Early Intervention Services In Natural Environments

Results indicator: 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); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416(a)(3)(A) and 1442)

Data Source

State selected data source.

Measurement

Outcomes:

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

Progress categories for A, B and C:

- a. Percent of infants and toddlers who did not improve functioning = [(# of infants and toddlers who did not improve functioning) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = [(# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = [(# of infants and toddlers who maintained functioning at a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes:

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

Measurement for Summary Statement 1:

Percent = [(# of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in category (d)) divided by ((# of infants and toddlers reported in progress category (a) plus # of infants and toddlers reported in progress category (b) plus # of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in progress category (d))] times 100.

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

Measurement for Summary Statement 2:

Percent = [(# of infants and toddlers reported in progress category (d) plus # of infants and toddlers reported in progress category (e)) divided by the (total # of infants and toddlers reported in progress categories (a) + (b) + (c) + (d) + (e))] times 100.

Instructions

Sampling of infants and toddlers with IFSPs is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See [General Instructions](#) page 2 for additional instructions on sampling.)

In the measurement, include in the numerator and denominator only infants and toddlers with IFSPs who received early intervention services for at least six months before exiting the Part C program.

Report: (1) the number of infants and toddlers who exited the Part C program during the reporting period, as reported in the State's Part C exiting data under Section 618 of the IDEA; and (2) the number of those infants and toddlers who did not receive early intervention services for at least six months before exiting the Part C program.

Describe the results of the calculations and compare the results to the targets. States will use the progress categories for each of the three Outcomes to calculate and report the two Summary Statements.

Report progress data and calculate Summary Statements to compare against the six targets. Provide the actual numbers and percentages for the five reporting categories for each of the three Outcomes.

In presenting results, provide the criteria for defining "comparable to same-aged peers." If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Process (COS), then the criteria for defining "comparable to same-aged peers" has been defined as a child who has been assigned a score of 6 or 7 on the COS.

In addition, list the instruments and procedures used to gather data for this indicator, including if the State is using the ECO COS.

If the State's Part C eligibility criteria include infants and toddlers who are at risk of having substantial developmental delays (or "at-risk infants and toddlers") under IDEA section 632(5)(B)(i), the State must report data in two ways. First, it must report on all eligible children but exclude its at-risk infants and toddlers (i.e., include just those infants and toddlers experiencing developmental delay (or "developmentally delayed children") or having a diagnosed physical or mental condition that has a high probability of resulting in developmental delay (or "children with diagnosed conditions")). Second, the State must separately report outcome data on either: (1) just its at-risk infants and toddlers; or (2) aggregated performance data on all of the infants and toddlers it serves under Part C (including developmentally delayed children, children with diagnosed conditions, and at-risk infants and toddlers).

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3 - Indicator Data

Does your State's Part C eligibility criteria include infants and toddlers who are at risk of having substantial developmental delays (or "at-risk infants and toddlers") under IDEA section 632(5)(B)(i)? (yes/no)

Targets: Description of Stakeholder Input

[populated if Introduction description is shared with all indicators]
[additional text box for Indicator 3 only Stakeholder Input]

[if no, use the following set of tables for this indicator]

Historical Data

Outcome	Baseline	FFY	2019	2020	2021	2022	2023
A1	2020	Target>=	58.46%	58.49%	58.99%	59.49%	59.99%
A1	58.49%	Data	59.85%	58.49%	56.48%	59.01%	58.47%
A2	2020	Target>=	56.95%	34.65%	35.15%	35.65%	36.15%
A2	34.65%	Data	42.91%	34.65%	40.14%	39.49%	38.41%
B1	2020	Target>=	66.82%	61.48%	61.98%	62.48%	62.98%
B1	61.48%	Data	61.42%	61.48%	59.11%	62.54%	62.92%
B2	2020	Target>=	53.71%	29.72%	30.22%	30.72%	31.22%
B2	29.72%	Data	38.09%	29.72%	37.23%	37.18%	35.56%
C1	2020	Target>=	72.15%	62.54%	63.04%	63.54%	64.04%
C1	62.54%	Data	64.53%	62.54%	60.16%	62.12%	61.65%
C2	2020	Target>=	50.67%	33.54%	34.04%	34.54%	35.04%
C2	33.54%	Data	41.89%	33.54%	38.08%	38.82%	37.25%

Targets

FFY	2024	2025
Target A1>=	60.49%	60.99%
Target A2>=	36.65%	37.15%
Target B1>=	63.48%	63.98%
Target B2>=	31.72%	32.22%
Target C1>=	64.54%	65.04%
Target C2>=	35.54%	36.04%

Outcome A: Positive social-emotional skills (including social relationships)

Outcome A Progress Category	Number of children	Percentage of Total
a. Infants and toddlers who did not improve functioning	46	0.61%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2648	35.06%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	1922	25.45%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	1939	25.68%

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Outcome A Progress Category	Number of children	Percentage of Total
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	997	13.20%

Outcome A	Numerator	Denominator	FFY 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	3,861	6,555	58.47%	59.99%	58.90%	Not Met	No
A2. The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	2,936	7,552	38.41%	36.15%	38.88%	Met	No

Provide reasons for A1 slippage, if applicable

N/A

Provide reasons for A2 slippage, if applicable

N/A

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

Outcome B Progress Category	Number of Children	Percentage of Total
a. Infants and toddlers who did not improve functioning	45	0.60%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2555	33.83%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	2177	28.83%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	2098	27.78%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	677	8.96%

Outcome B	Numerator	Denominator	FFY 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	4,275	6,875	62.92%	62.98%	62.18%	Not Met	No
B2. The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	2,775	7,552	35.56%	31.22%	36.75%	Met	No

Provide reasons for B1 slippage, if applicable

N/A

Provide reasons for B2 slippage, if applicable

N/A

Outcome C: Use of appropriate behaviors to meet their needs

Outcome C Progress Category	Number of Children	Percentage of Total
a. Infants and toddlers who did not improve functioning	48	0.64%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2739	36.27%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	1942	25.72%

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Outcome C Progress Category	Number of Children	Percentage of Total
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	2319	30.71%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	504	6.67%

Outcome C	Numerator	Denominator	FFY 2023 Data	FFY 2024 Target	FFY 2024 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	4,261	7,048	61.65%	64.04%	60.46%	Not Met	Yes
C2. The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	2,823	7,552	37.25%	35.04%	37.38%	Met	No

Provide reasons for C1 slippage, if applicable

No

Provide reasons for C2 slippage, if applicable

Slippage in FFY 2024, as compared to FFY 2023, was a result of decreases in 16 of 24 LITPs. Maryland observed a decrease of just over 1% in the proportion of children showing an increased rate of progress on Outcome 3 (“uses appropriate behaviors to meet needs.”) This slippage was noted in the data that includes children exiting from the Extended IFSP option; similar slippage was not evident in the data that only includes children from birth – three. The population of children on the Extended IFSP Option tends to include a higher proportion of children with complex and significant needs, since by definition they are showing developmental delays at age 3, whereas the 0-3 population includes children who completed their IFSPs prior to age three and those who did not meet the criteria for Part B eligibility. Additionally, families whose children who have medical or other complex needs may be more likely to choose the Extended IFSP because they prefer to keep their children at home. The gap between these children and their typically developing peers in the areas addressed in Outcome 3 may be particularly significant, due to the increased expectations for independence, self-care and initiative for the typically-developing four year olds. This cohort of children (those eligible for PreK in fall 2024) may also show lingering effects of the impacts of the COVID-19 pandemic on early experiences, including participation in early intervention and interactions with peers. MSDE will continue to work with the Local Infants and Toddlers programs to examine and strengthen services for children participating in the Extended IFSP Options to ensure that the nature and intensity of services are appropriately tailored to the particular needs of the three- and four-year-old children participating in the program.

Sampling Question	Yes/No
Was sampling used?	NO
Has your previously approved sampling plan changed?	N/A

[If the answer to Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process? is no, the question Provide the criteria for defining “comparable to same-aged peers” will display.]

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process?	Yes
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List the instruments and procedures used to gather data for this indicator.

Maryland began integrating the Child Outcomes Summary (COS) process into the IFSP in FFY 2011 with full implementation during FFY 2012. The COS process is completed and documented on the Strengths and Needs Summary page of the IFSP which replaces the COSF as the mechanism for collecting, measuring, and reporting on the three early childhood outcomes. The Strengths and Needs Summary captures multiple sources of information including: the child’s present levels of development (gained through the evaluation/assessment process including naturalistic observation, parent interview, and team involvement), the family’s concerns, priorities and resources, and the family’s daily routines in natural environments. This information is utilized to summarize the child’s strengths and needs in the three early childhood outcome areas.

For each skill/behavior identified as a strength or need, the following questions are considered to guide the conversation with the family and to identify the appropriate COS Rating Descriptor for each of the three early childhood outcome areas:

- Are the skills and behaviors, demonstrated for this area, what one would expect for a child this age? (i.e., age-expected skills)
- If not, are they like those of a younger child? Are they the skills and behaviors that come just before the age-expected skills and behaviors? (i.e., immediate foundational skills)

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- If not, are the skills and behaviors like those of a MUCH younger child? Are they much earlier than age-expected skills and behaviors or atypical? (i.e., foundational skills)

The COS Rating Descriptors are based on the child's functioning across settings and situations in the three functional areas compared with what is expected given the child's age. The COS Rating Descriptors use family-friendly language to assist families to understand their child's development in relation to same age peers and are matched to the COSF 1 through 7 scale. Only the COS Rating Descriptors are written on the IFSP, not the 1 to 7 numbers. The 1 to 7 numbers are assigned in the database to calculate child progress data.

Provide additional information about this indicator (optional).

N/A

3 - Prior FFY Required Actions

<Required Actions identified for the Indicator in FFY 2023 will appear here>

Response to actions required in FFY 2023 SPP/APR

N/A

3 - OSEP Response

<OSEP Response identified for the Indicator in FFY 2024 will appear here>

N/A

3 - Required Actions

<Required Actions identified for the Indicator in FFY 2024 will appear here>

N/A

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