



Early On[®] Family Survey

IONIA SERVICE AREA SUMMARY PROFILE DATA REPORT 2010



Introduction

The Qualitative Compliance Information Project collects data about *Early On* using the Family Survey. Starting from 2006, the Family Survey added the National Center for Special Education Accountability Monitoring (NCSEAM) Items. Data from the Family Survey trend items, along with the new NCSEAM items, provided herein may be used to provide each site with systematic information to support local improvements in *Early On*. The following is a description of each of the *Early On* Family Survey components:

Family Survey

The family survey, conducted each year, provides important feedback regarding the achievement of system goals. Its purpose is to assess whether families feel that *Early On* results in increased family-centeredness and improved service delivery. Included in the survey are questions about assessments, IFSP meetings, service coordination, quality of services the family receives, and perceived impact on the child and family. The survey is sent out to all families included in the December 1st count. If fewer than 5 families responded to the survey or to a particular question, '--' is reported in the profile report.

NCSEAM Scale and Ruler

Per the request of the Michigan Department of Education Office of Early Childhood Education and Family Services, the annual *Early On* Family Survey was adapted in 2006 to include NCSEAM survey items. The NCSEAM "Impact of Early Intervention Services on Your Family" scale was used to collect data for the Office of Special Education Programs (OSEP) State Performance Plan (SPP) Indicator 4 (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).



Early On[®] Qualitative Compliance Information Project

Beginning in 1993, the WSU research team began to evaluate the effectiveness of *Early On* Michigan through a grant from the Michigan Department of Education. Today, the *Qualitative Compliance Information Project* looks at whether *Early On* makes a difference for participating families and provides this

information to the Michigan Department of Education Office of Early Childhood Education and Family Services. Data from the evaluation assist in ascertaining the progress of, and facilitating improvement in, service delivery. The Project surveys participating families, *Early On* professionals, and stakeholders on perceived child and family impacts, satisfaction with various services being offered, and the extent of implementation of these services through a range of data sources and investigations. The Project then examines the data collected, producing an annual Overview Report and this Summary Profile Data Report.

Contact Information

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Table of Contents

	<i>Section Page</i>
Family Survey Trend Items:	1-3
Assessment and Eligibility	1
Individualized Family Service Plan (IFSP)	1
Family-Centered Services in Natural Environments	1-2
Service Coordination	2
Service Delivery	2
Transition Planning	2-3
Transition Services	3
Impact of <i>Early On</i>	3
Demographic Characteristics of Respondents	3
Response Rate	3
NCSEAM Items:	4-9
Introduction/Key Concepts	4-5
Statewide Family Impact Ruler	6
Family Impact Scores	7
Family-Centered Services Ruler and Scores	8-9

SUMMARY PROFILE DATA REPORT

Ionia

Ionia Service Area

Statewide

Assessment and Eligibility	2006	2007	2008	2009	2010		2006	2007	2008	2009	2010
Percentage of families reporting that <i>Early On</i> staff asked for the family's involvement during assessment and information gathering.	96.97%	97.62%	97.06%	95.00%	89.29%		90.00%	89.93%	88.96%	89.70%	90.58%
Percentage of families reporting they were asked appropriate questions about the needs of their child	100.00%	100.00%	91.67%	100.00%	100.00%		93.06%	95.07%	92.71%	93.61%	95.32%
Percentage of families reporting that assessments were respectful of their family and their culture.	100.00%	100.00%	100.00%	100.00%	100.00%		94.44%	94.72%	93.35%	93.21%	94.25%
Individualized Family Service Plan (IFSP)	2006	2007	2008	2009	2010		2006	2007	2008	2009	2010
Percentage of families reporting they had an initial IFSP meeting	87.88%	76.74%	94.12%	85.00%	90.91%		82.62%	82.31%	82.48%	83.10%	81.21%
Percentage of families reporting their initial IFSP was completed within 45 days of referral.	62.50%	73.08%	68.42%	73.08%	88.57%		73.66%	72.77%	69.80%	70.97%	69.84%
Percentage of families reporting they were fully informed of their rights when consenting to the IFSP process.	--	76.92%	90.91%	83.33%	93.75%		78.99%	79.59%	78.29%	82.64%	79.09%
Percentage of families reporting satisfaction with their most recent IFSP meeting.	93.33%	87.50%	81.25%	91.18%	98.08%		88.88%	91.51%	88.94%	89.94%	90.46%
Percentage of families reporting their IFSP keeps up with their family's changing needs.	--	69.23%	72.73%	100.00%	93.75%		80.53%	82.17%	77.83%	84.65%	83.02%
Percentage of families reporting that the quality of services their family received as result of the IFSP was 'good' or 'excellent'.	--	84.62%	81.82%	100.00%	100.00%		88.26%	91.30%	87.32%	88.90%	88.12%
Family-Centered Services in Natural Environment	2006	2007	2008	2009	2010		2006	2007	2008	2009	2010
Percentage of families reporting their service providers allowed their family the right to choose or refuse services.	100.00%	81.25%	91.67%	100.00%	76.47%		85.86%	87.37%	86.47%	86.35%	88.73%
Percentage of families reporting the services they received took into account their whole family, not just their child with special needs.	100.00%	75.00%	75.00%	100.00%	82.35%		73.11%	72.72%	71.96%	71.53%	74.73%
Percentage of families reporting the people who work with their child provide them with information and training so they can help their child in lots of different ways.	85.71%	92.86%	87.50%	100.00%	100.00%		89.88%	89.80%	88.91%	91.28%	90.87%
Percentage of families reporting that services were planned to fit with their family's normal schedule.	93.94%	95.35%	96.97%	92.31%	94.64%		88.20%	89.62%	88.73%	90.34%	91.26%
Percentage of families reporting their services were scheduled so that one service did not get in the way of another.	94.74%	86.21%	84.62%	91.67%	100.00%		84.74%	85.52%	84.21%	85.24%	87.97%

SUMMARY PROFILE DATA REPORT

Ionia

Ionia Service Area

Statewide

Family-Centered Services in Natural Environment	2006	2007	2008	2009	2010		2006	2007	2008	2009	2010
Percentage of families reporting their child gets services in their home or wherever their child spends most her/his time.	93.94%	95.35%	94.12%	97.50%	96.43%		78.82%	82.69%	81.92%	83.68%	85.40%
Percentage of families reporting their child received services in settings where children without special needs participate.	51.52%	57.14%	54.55%	71.79%	70.91%		53.89%	55.52%	54.96%	57.55%	59.17%
Service Coordination	2006	2007	2008	2009	2010		2006	2007	2008	2009	2010
Percentage of family members reporting assignment of service coordinator.	57.14%	69.23%	78.57%	70.00%	73.68%		72.61%	78.33%	73.80%	74.36%	72.22%
Percentage of family members reporting an appropriate amount of contact with service coordinator.	87.50%	100.00%	81.82%	25.00%	93.33%		73.05%	74.90%	76.13%	76.01%	77.55%
Percentage of family members reporting satisfaction with service coordination.	87.50%	88.89%	90.91%	62.50%	86.67%		84.72%	87.81%	85.21%	83.85%	85.28%
Service Delivery	2006	2007	2008	2009	2010		2006	2007	2008	2009	2010
Percentage of family members reporting the services on their IFSP were provided in a timely manner.	100.00%	84.62%	90.91%	100.00%	100.00%		86.52%	89.17%	86.28%	91.62%	88.62%
Percentage of families reporting knowledge of family's rights concerning services.	85.71%	92.31%	92.86%	100.00%	89.47%		85.70%	89.79%	86.12%	88.06%	90.27%
Percentage of families reporting there are services their family needs that they do not get.	20.00%	18.75%	25.00%	6.67%	5.88%		20.00%	21.72%	18.68%	18.47%	19.05%
Percentage of families reporting that compared to the school year, the number of services their child receives during the summer is....											
Less than the school year	40.00%	43.75%	58.33%	28.57%	61.54%		31.82%	31.86%	29.55%	32.58%	31.68%
No services received during the summer	40.00%	37.50%	33.33%	14.29%	23.08%		38.71%	34.39%	37.89%	32.25%	28.88%
Percentage of family members reporting satisfaction with services received in the past year.	92.86%	100.00%	92.86%	55.56%	94.44%		85.82%	87.77%	88.59%	86.42%	88.18%
Transition Planning	2006	2007	2008	2009	2010		2006	2007	2008	2009	2010
Percentage of transition families reporting that the planning for their child's transition began at least 90 days before the child's third birthday.	--	80.00%	20.00%	62.50%	63.64%		61.60%	64.54%	67.04%	66.60%	68.60%
Percentage of transition families reporting they were informed about service/program options which may be appropriate for their child at age three.	--	80.00%	100.00%	86.67%	100.00%		88.03%	85.09%	84.68%	88.71%	88.36%
Percentage of transition families reporting they went through an IFSP session at which they discussed transition.	--	100.00%	62.50%	93.75%	100.00%		74.85%	71.05%	78.50%	73.21%	74.86%
Percentage of transition families reporting their child's transition plan in the IFSP contains the steps that allow enough time to explore service/program options for their child at age three.	--	60.00%	80.00%	80.00%	72.73%		78.76%	75.28%	73.86%	78.92%	79.79%

	Ionia Service Area						Statewide				
Transition Planning	2006	2007	2008	2009	2010		2006	2007	2008	2009	2010
Percentage of transition families reporting they received enough information about options for their child such as Head Start, pre-school, inclusion, etc.	--	60.00%	80.00%	71.43%	81.82%		76.74%	72.89%	73.74%	77.51%	79.22%
Transition Services	2006	2007	2008	2009	2010		2006	2007	2008	2009	2010
Percentage of families reporting they received services since leaving <i>Early On</i> .	--	33.33%	27.27%	78.57%	33.33%		33.47%	33.50%	31.60%	42.73%	44.13%
Percentage of transition families reporting the services for their child were continued during the transition process.	--	100.00%	100.00%	81.25%	100.00%		84.35%	81.78%	79.23%	81.00%	81.45%
Percentage of transition families reporting they received an <i>Early On</i> booklet on Transition?	--	60.00%	20.00%	62.50%	81.82%		67.11%	67.38%	67.04%	66.60%	72.77%
Impact of <i>Early On</i>											
Percentage of families rating their services as 'good' or 'excellent' in helping improve their ability to care for their child.	100.00%	81.25%	83.33%	100.00%	88.24%		85.44%	82.99%	82.81%	84.66%	83.91%
Percentage of families who indicated <i>Early On</i> had an effect on their child in the following ways:											
Helped my child's mental or intellectual development	100.00%	93.75%	83.33%	86.67%	88.24%		78.24%	79.86%	79.54%	82.77%	82.91%
Helped my child's physical mobility.	60.00%	62.50%	58.33%	61.54%	68.75%		65.22%	67.42%	63.83%	64.14%	67.77%
Helped my child's ability to communicate with others.	100.00%	81.25%	75.00%	93.33%	88.24%		74.11%	74.03%	71.54%	77.92%	74.28%
Helped my child's social/emotional development.	100.00%	68.75%	75.00%	85.71%	81.25%		69.64%	70.19%	67.88%	71.99%	70.71%
Helped my child's hearing or vision.	40.00%	37.50%	25.00%	53.85%	43.75%		37.71%	39.35%	40.16%	39.96%	42.04%
Helped my child's adaptive development.	40.00%	68.75%	58.33%	69.23%	73.33%		54.44%	57.26%	52.33%	54.88%	57.66%
<i>Early On</i> has helped our child's health/medical condition.	60.00%	50.00%	33.33%	38.46%	52.94%		40.87%	40.89%	40.36%	41.50%	42.89%
Demographic Characteristics of Respondents	2006	2007	2008	2009	2010		2006	2007	2008	2009	2010
Percent of families with income below \$35,000.	40.00%	51.28%	26.47%	44.74%	42.86%		42.23%	44.20%	39.95%	43.75%	45.56%
No. of Families Surveyed ¹	78	94	80	105	110		6049	6384	6964	7630	7900
No. of Responses ²	34	43	35	41	56		2484	2727	3000	3021	3209
Response Rate	43.59%	45.74%	43.75%	39.05%	50.91%		41.06%	42.72%	43.08%	39.59%	40.62%

Notes

1. The evaluation surveyed families listed on the MICIS database December 1, 2009 snapshot count and whose child was under three years old as of April 1, 2010. The total "number of families surveyed" reflect all of the families your local *Early On* reported as serving at that time, minus those for whom addresses were not provided. Number of families surveyed includes current applicants only.

2. Number of responses may vary by question items due to multiple survey versions. Also, number of responses for individual items could be less than the total number of responses reported here.

NCSEAM

In 2006, the Michigan Department of Education Office of Early Childhood Education and Family Services modified the annual *Early On* Family Survey to include items related to Indicator 4 of the Office of Special Education Programs (OSEP) State Performance Plan (SPP).

SPP Indicator 4: 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.

Introduction to Rasch Analysis and Item Calibration

To collect data on the Indicator, the state selected items from the National Center for Special Education Accountability Monitoring's (NCSEAM) Impact of Early Intervention Services on Your Family scale (IFS) and Family-Centered Service Scale (FCSS). Both scales were developed using Rasch Analysis which is a statistical procedure based on the premise that items in a scale vary in degree of agreeability, and that there is a consistency in the patterns of agreement between the items. Instead of "correct/incorrect", difficulty is based on "agree/disagree". Items are categorized by the number of people who agree with them. The pattern of responses can be pictured as a mountain: wider at the base where more people agree and narrower at the peak where fewer people agree. The consistency of responses makes it possible to predict a response to one item based on the response to another item. This is the basis of Rasch Analysis.

Rasch Analysis assigns a specific value, called a calibration, to each item based on the likelihood of agreement with the item. The higher the calibration, the harder it is to observe agreement (i.e., the lower the probability of agreement). This ordering of items is like a ladder in which the easy or most agreed with items are at the bottom and the difficult or least agreed with items are at the top: the higher up the ladder, the more difficult it is to climb. The calibration value also reflects the pattern of agreement between items. If the probability is high that agreement with one item strongly predicts agreement with another item, the two items will have similar calibration values. Conversely, if the probability is low, then the items will have widely separated calibration values.

Items are arranged in calibration order from low to high. The term "ruler" is used to describe this ordering of items because it can be used to measure the amount of the attribute (i.e. program impact on the family) in the sample population. The calibration number represents an equal unit of measurement called a logit¹, much like fractions of inches on a yardstick. Because families tend to respond in a consistent way to the items in the scale, there is a high likelihood that a person will agree with all items with calibrations at or below a specific value. As a result an item's position on the ruler indicates two things: how much agreement there is with the item itself and how much agreement there is with all the items above and below it on the ruler.

1. A logit stands for log-odds ratio and is based on the natural logarithm. One logit is the distance along the continuum that increases the odds of observing an agree response by a factor of 2.718 (Linacre Wright, 1979).

NCSEAM

Survey Responses

Rasch Analysis was used to compute an impact score for each person completing the survey. Scores were computed using both the strength of agreement and to which items the person agreed and converted into logit units to match the ruler. Higher scores imply greater perception of impact. Matching scores to the item calibration on the ruler provides a measure of program impact on the family and identifies the items to which respondents agreed. For example, a score of 500 implies agreement with all the items below 500 on the ruler: Over the past year, *Early On* services have helped me and/or my family do things with and for my child that are good for my child's development (498) and feel that my efforts are helping my child (498). However, the parent is less likely to agree that *Early On* services understand my child's special needs (516). Scores below 498 indicate that the parent perceived very little impact: disagreeing with all items, including those with which most people would agree. High scores (e.g., above 678) indicate that the family strongly agreed with nearly all of the items, suggesting a high perception of impact.

A NCSEAM-sponsored workgroup of national stakeholders, including parents, established specific cut off values or standards to define each section of Indicator 4. By consensus, the following values were set as the national standard to define Indicator 4:

Know their rights —539

Effectively communicate their children's needs — 556

Help their children develop and learn — 516

Michigan adopted these standards as its measure of family impact. Therefore, the percentage of parents with scores at or above these values defines achievement of the indicator. Because the same scale was used to define each cut-off value, a single score can be used to assess the attainment of each part of SPP Indicator 4.

The following page displays the statewide results using the Family Impact Ruler. Next the results for your Service Area compared to the state averages are presented. The last two pages provide a quick reference to areas that your Service Area is doing well and areas to target for improvement according to the score on the Family-Centered Services scale. Further information about the NCSEAM items and Rasch Analysis can be found at:

<http://www.accountabilitydata.org/Family%20involvement.htm>

NCSEAM

Statewide Results Using the *Early On* System Family Impact Ruler

The column entitled “Percent of scores at or above calibration” gives the percent of respondents with Family Impact scores equal to or greater than the corresponding item calibration value.

The column entitled “Percent Agree Michigan” gives the percent of all respondents who agreed with that statement.

Item Calibration	Item	Percent scores at or above calibration (2009)	Percent scores at or above calibration (2010)	Percent Agree Michigan (2009)	Percent Agree Michigan (2010)	
	Over the past year, Early On services have helped me and/or my family:					
678	Participate in typical activities for children and families in my community.	23%	23%	70%	70%	
656	Know about services in the community.	31%	31%	79%	80%	
640	Know where to go for support to meet my family's needs.	35%	35%	78%	79%	
625	Keep up friendships for my child and family.	39%	39%	77%	78%	
609	Know where to go for support to meet my child's needs.	41%	42%	83%	83%	
584	Be more effective in managing my child's behavior.	47%	48%	83%	84%	
576	Make changes in family routines that will benefit my child with special needs.	50%	50%	84%	83%	
576	Do activities that are good for my child even in times of stress.	50%	50%	89%	89%	
570	Improve my family's quality of life.	50%	51%	86%	85%	
565	Feel that I can get the services and supports that my child and family need.	52%	52%	89%	90%	
563	Get the services that my child and family need.	52%	52%	87%	87%	
562	Feel that my family will be accepted and welcomed in the community.	53%	53%	91%	93%	
559	Feel more confident in my skills as a parent.	53%	53%	89%	90%	
559	Feel that my child will be accepted and welcomed in the community.	53%	53%	92%	93%	
SPP 4-B >>	556	Communicate more effectively with the people who work with my child and family	53%	53%	90%	91%
	553	Understand how the Early Intervention system works.	54%	55%	93%	92%
	546	Understand the roles of the people who work with my child and family.	56%	56%	92%	92%
SPP 4-A >>	539	Know about my child's and family's rights concerning Early Intervention services.	58%	58%	93%	93%
	534	Be able to evaluate how much progress my child is making.	58%	58%	94%	94%
SPP 4-C >>	516	Understand my child's special needs.	75%	77%	94%	94%
	498	Feel that my efforts are helping my child.	82%	82%	96%	96%
	498	Do things with and for my child that are good for my child's development	82%	82%	96%	96%

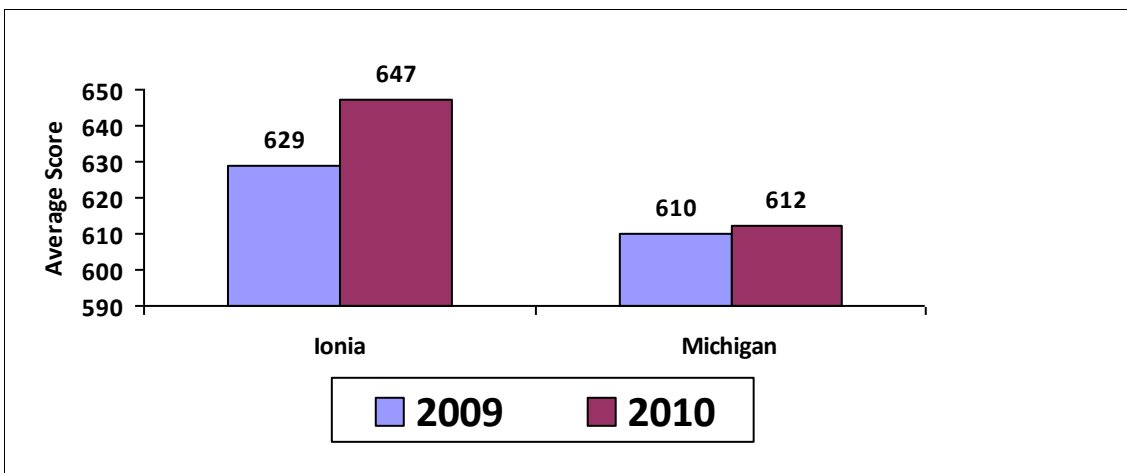
NCSEAM

The following is a summary of the survey results for your Service Area. These results are based on 56 parents from your Service Area who completed the survey.

In order to maintain the confidentiality of and protect the identity of parents responding to the survey, results are only reported where the number of respondents is 5 or more. Data will be reported as -- where respondents number fewer than 5.

Based on analyses by Avatar International, Inc. the average score for your Service Area was 647 (s.d = 151).

The graph below compares your average score to the average score statewide.



Thus, your score of 647 was above the State Average score of 612.

Percentage of parents who scored at or above the cutoff value for the three areas of impact:

A: Families Know Their Rights:

71% of parents in your Service Area, compared to 58% of the parents statewide, had scores at or above the standard of 539.

B: Families Effectively Communicate Their Children's Needs:

66% of parents in your Service Area, compared to 53% of the parents statewide, had scores at or above the standard of 556.

C: Families Help Their Children Develop and Learn:

86% of parents in your Service Area, compared to 77% of the parents statewide, had scores at or above the standard of 516.

NCSEAM

Improving Your Score

Because of the way it arranges items on a measurement ruler, scales created using Rasch Analysis provide additional information such as actions to take for improvement. Both the Family-Centered Services Scale (FCSS) and the Impact of Early Intervention Services on Your Family (IFS) were scored using Rasch Analysis. Although scores on the FCSS are not used as an SPP indicator, the items in this scale are highly correlated with the IFS. The key difference between the two scales is how the items are phrased. In the IFS the items are phrased to measure how well *Early On* services have helped the family meet their needs (i.e., program impact). In the FCSS, the items are phrased to measure how well services were provided (i.e., service activities). Because delivering services in a family-centered way may result in more positive outcomes for families, the average measure on the Family-Centered Services scale can be used to suggest specific actions to improve *Early On* services.

The following table lists the FCSS items in calibration order. The item with the calibration closest to (but not exceeding) your average score (644) is indicated with a *. Items with calibrations at or below this item represent activities that your service area is currently doing well.

Item Calibration	
774	Someone from <i>Early On</i> went out into the community with me and my child to help us get involved in community activities and services.
717	Someone from <i>Early On</i> helped me get in touch with other parents for help and support.
694	Someone from <i>Early On</i> helped me get services like child care, transportation, respite care, or food stamps.
649	I was asked whether I wanted help in dealing with stressful situations.
645	My family was given information about how to participate in different programs and services in the community.
* 641	My family was given information about opportunities for my child to play with other children.
636	My family was given information about organizations that offer support for parents of children with disabilities.
625	My family was given information about how to advocate for my child and my family.
623	My family was given information about community programs that are open to all children.
616	I was offered help I needed, such as child care services or transportation, to participate in the IFSP.
601	My family was given information about who to call if I am not satisfied with the services my child receives.
584	Someone from <i>Early On</i> asked whether the services my family was receiving were meeting our needs.
576	I was given information to help me prepare for my child's transition.
563	I was given choices concerning my family's services and supports.
547	My Service Coordinator is available to speak with me on a regular basis.
546	The services on our IFSP have been provided in a timely way.
545	My family was given information about modifications of routines, activities, and the physical setting that would help my child.
533	My family's daily routines were considered when planning for my child's services.
532	My family was given information about the rights of parents regarding Early Intervention services.
523	Written information I receive is written in an understandable way.
519	My Service Coordinator is knowledgeable and professional.
512	The <i>Early On</i> service providers that work with my child are dependable.
512	I have felt part of the team when meeting to discuss my child.
498	The <i>Early On</i> service providers that work with my child are good at working with families.

NCSEAM

Michigan's current average score on the Family-Centered Services Scale is 612. For your area, the average score is 644. You will only see information presented here if there were at least 5 parents who completed the survey in your Service Area.

By convention, the items immediately above your average score suggest areas to target first. Therefore, to increase the percentage of families meeting or exceeding each of the three parts of SPP 4, your Service Area would need to increase the number of families who agree with the following 5 items:

- 774 Someone from *Early On* went out into the community with me and my child to help us get involved in community activities and
- 717 Someone from *Early On* helped me get in touch with other parents for help and support.
- 694 Someone from *Early On* helped me get services like child care, transportation, respite care, or food stamps.
- 649 I was asked whether I wanted help in dealing with stressful situations. (649)
- 645 My family was given information about how to participate in different programs and services in the community. (645)