



**Analysis of Family Survey Data  
Addressing Part C Indicator #4**

**2025**

**State Report**

Florida Department of Health  
Children's Medical Services  
Early Steps State Office



## TABLE OF CONTENTS

<b>1 - EXECUTIVE SUMMARY</b>	<b>3</b>
<b>2 - BACKGROUND</b>	<b>5</b>
<b>3 - CHARACTERISTICS OF THE SAMPLE DATA</b>	<b>8</b>
3.1. Distribution of Race/Ethnicity in the Sample	8
3.2. Distribution of Gender in the Sample	8
3.3. Distribution of Medicaid Enrollment in the Sample	9
3.4. Distribution of Survey Completion Location in the Sample	9
<b>4 - RESULTS PERTAINING TO INDICATOR #4</b>	<b>10</b>
4.1. Distribution of the IFS Measures	10
4.2. Interpretation of the Mean IFS Measure	12
4.3. Percent of Families Meeting Each of the Standards for Indicator #4	14
4.4. Percent of Families Meeting Each of the Standards by Race/Ethnicity	15
4.5. Percent of Families Meeting Each of the Standards by Gender	16
4.6. Percent of Families Meeting Each of the Standards by Medicaid Enrollment	16
4.7. Percent of Families Meeting Each of the Standards by Survey Completion Location	17
4.8. Percent of Families Meeting Each of the Standards by Survey Type	17
4.9. Percent of Families Meeting Each of the Standards by Early Steps Program	18
<b>5 - MEASUREMENT FRAMEWORK</b>	<b>19</b>
<b>6 - RESULTS PERTAINING TO THE PSYCHOMETRIC PROPERTIES OF THE IMPACT ON FAMILY SCALE</b>	<b>22</b>
6.1. Psychometric Properties of the IFS Measures	22
6.2. Psychometric Properties of the IFS Items	23
<b>7 - CALIBRATION METHODOLOGY FOR THE IMPACT ON FAMILY SCALE</b>	<b>25</b>
<b>REFERENCES</b>	<b>26</b>
<b>APPENDIX A: LONGITUDINAL FIGURES</b>	<b>27</b>
<b>APPENDIX B: SAMPLE SURVEY</b>	<b>28</b>
<b>APPENDIX C: RESPONSE FREQUENCIES BY ITEM</b>	<b>30</b>

## SECTION 1

### Executive Summary

In accordance with federal reporting requirements mandated by the U.S. Department of Education, Office of Special Education Programs (OSEP) under the Individuals with Disabilities Education Act (IDEA 2004), Part C Lead Agencies must report annually on performance indicators related to early intervention services for children ages birth to three. This report presents findings of a survey conducted by the Florida Department of Health (FDOH) to address Indicator #4, the “percent of families participating in Part C who report that Early Steps services have helped the family a) know their rights, b) effectively communicate their children’s needs, and c) help their children develop and learn.”

The survey administered by the FDOH included one rating scale developed and validated by the National Center for Special Education Accountability Monitoring (NCSEAM). The 22-item Impact on Family Scale (IFS) measures the extent to which Early Steps services helped families achieve positive outcomes, including the three outcomes specified in Indicator #4.

#### Response Rate

A total of 2,754 families were eligible to receive a survey in 15 Early Steps Programs. Overall, 1,428 completed surveys were returned, (1,398 online and 30 paper) for a **return rate of 51.85%** (1,428/2,754). All returned surveys provided usable data. The number of returned surveys exceeds the minimum number required for an adequate confidence level based on established survey sample guidelines (e.g., <https://www.surveysystem.com/sscalc.htm>).

The analysis produces a measure for each survey respondent. Individual measures can range from 0 to 1,000. Measures of all respondents were averaged to yield a mean measure reflecting the overall performance of the state regarding the impact of Early Steps on family outcomes.

As noted, OSEP requires that the state’s performance be reported as the percent of families who report that Early Steps services helped them achieve specific outcomes. Deriving a percentage

from a continuous distribution requires the application of a standard or cut-score. The FDOH elected to apply the Part C standards recommended by a nationally representative stakeholder group convened by NCSEAM. The recommended standards established based on item content expressed in the scale, were as follows: for Indicator 4a, *know their rights*, a measure of 539; for Indicator 4b, *effectively communicate their children's needs*, a measure of 556; and for Indicator 4c, *help their children develop and learn*, a measure of 516.

The following points represent the major findings related to Indicator #4:

### **Florida's Mean Measure on the IFS**

The mean measure on the IFS is 711 with a standard deviation of 199. The standard error of the mean is 5.3, and the 95% confidence interval for the mean is 700.8–721.5. This means that there is a 95% likelihood that the true value of the mean lies between these two values.

### **Florida's Percent on Indicators**

**Indicator 4a:** The percent of families who reported that the Early Steps program helped them *know their rights* is **81.0%**. The 95% confidence interval for the true population percentage is 78.9%–83.0%. This means that there is a 95% likelihood that the true value of the state percentage for Indicator 4a is between these two values.

**Indicator 4b:** The percent of families who reported that the Early Steps program helped them *effectively communicate their children's needs* is **76.7%**. The 95% confidence interval for the true population percentage is 74.4%–78.8%.

**Indicator 4c:** The percent of families who reported that the Early Steps program helped them *help their children develop and learn* is **89.1%**. The 95% confidence interval for the true population percentage is 87.4%–90.7%.

See Appendix A for Florida's historical Indicator #4 percentages (figures for 17 years are available).

## SECTION 2

### Background

#### Federal Requirements

State Lead Agencies under Part C of the IDEA are required to report data annually addressing key performance indicators. Each state is required to submit an Annual Performance Report (APR) to OSEP addressing established targets set in the State Performance Plan (SPP). Indicator #4, the “percent of families participating in Part C who report that Early Steps programs have helped the family *a) know their rights, b) effectively communicate their children’s needs, and c) help their children develop and learn*,” is one of the indicators in the federal accountability system.

#### Survey Instrument

The IFS was developed by NCSEAM to provide states with valid and reliable instruments to measure (a) positive outcomes that families experience as a result of their participation in Early Steps, and (b) families’ perceptions of the quality of Early Steps services. Items were developed with substantial input from families and other key stakeholders across the country.

As part of its National Item Validation Study, NCSEAM collected data from a nationally representative sample of over 1,700 families participating in early intervention programs. Results of NCSEAM’s data analyses supported the high reliability and validity of both scales. It was determined that scale reliabilities of .90 or above could be achieved with 22 items for the IFS. NCSEAM provided states with an appropriate sample item set for each scale, as well as instructions for customizing the scales by drawing on the larger bank of piloted items that NCSEAM made available on its website. The FDOH elected to use 22 items for the IFS.

#### Survey Administration

Survey packages were distributed to service coordinators (or family resource specialists) across 15 local Early Steps programs. The packages included instructions for service coordinators and a survey (in English and Spanish), a cover letter, and a pre-paid return envelope for each family whose child was selected for the sample. The cover letter invited parents to complete the paper survey or to submit an online version.

On the whole, programs encouraged families to complete the survey online. Unique online survey logins were distributed by programs to families. If requested, families had the option of completing the paper survey, which was available in two primary languages (i.e., English and Spanish). The majority of respondents completed the online version of the survey. Only a small number of paper surveys were distributed to families. Online logins and paper surveys were distributed to families in February 2025. By the May 1<sup>st</sup> return deadline, 1,428 surveys were received (including 1,398 online and 30 paper submissions.) The surveys were distributed to 2,754 families across 15 programs for a response rate of 51.85%. See Appendix B for a sample 2024–25 family survey.

## **Standards**

The FDOH elected to apply the standards recommended by NCSEAM as a way of deriving the percents to be reported for Indicators 4a, 4b, and 4c.

To establish a recommended standard, NCSEAM convened a group of nationally representative stakeholders, including parents of children with disabilities, state directors of special education, state early intervention coordinators, district and program personnel, advocates, attorneys, and community representatives. Participants were invited to examine a set of items from the IFS, laid out in calibration order (see Table 14). The items towards the bottom of the scale, having lower calibrations, are items that families tend to agree with most. The items towards the top of the scale, having higher calibrations, are items that families tend to agree with least. Because of the robust structure of the scale, a respondent who agrees with a given statement will have a very high likelihood of agreeing or agreeing even more strongly, with all the items below it on the scale.

For Indicator 4a, the stakeholder group agreed that families needed to endorse all items up to and including the item, “Over the past year, Early Steps services have helped me and/or my family know about my child's and family's rights concerning Early Steps services.”

For Indicator 4b, the stakeholder group agreed that families needed to endorse all items up to and including the item, “Over the past year, Early Steps services have helped me and/or my family communicate more effectively with the people who work with my child and family.”

For Indicator 4c, the stakeholder group agreed that families needed to endorse all items up to and including the item, “Over the past year, Early Steps services have helped me and/or my family

understand my child's special needs." These standards were operationalized by designating as the numerical standard the measure that, in each case, corresponds to the threshold item's calibration.

For Indicators 4a, 4b, and 4c, the measures representing the standards are 539, 556, and 516, respectively. This ensures that in each case, families with a measure at or above the standard have a .95 likelihood of agreeing with the threshold item.

## SECTION 3

### Characteristics of the Sample Data

#### 3.1. Distribution of Race/Ethnicity in the Sample

Table 1 displays the distribution of race/ethnicity in the survey sample.

<b>Table 1. Race/Ethnicity Distribution</b>		
<b>Race/Ethnicity</b>	<b>N</b>	<b>Percentage*</b>
American Indian or Alaska Native	4	<1%
Asian	32	2%
Black or African American	332	23%
Hispanic/Latino	608	43%
Multiracial	48	3%
Native Hawaiian or Other Pacific Islander	1	<1%
White	380	27%
Missing	23	2%

#### 3.2. Distribution of Gender in the Sample

Table 2 displays the distribution of gender in the survey sample.

<b>Table 2. Gender Distribution</b>		
<b>Gender</b>	<b>N</b>	<b>Percentage*</b>
Male	956	67%
Female	452	32%
Missing	20	1%

\* Percentages have been rounded and may not sum to exactly 100%.

### 3.3. Distribution of Medicaid Enrollment in the Sample

Table 3 displays the distribution of children enrolled in Medicaid since they were referred to Early Steps.

<b>Table 3. Medicaid Enrollment Distribution</b>		
<b>Enrolled in Medicaid?</b>	<b>N</b>	<b>Percentage*</b>
Yes	754	53%
No	657	46%
Missing	17	1%

### 3.4. Distribution of Survey Completion Location in the Sample

Table 4 displays the distribution of locations where the survey was completed.

<b>Table 4. Location Distribution for Survey Completion</b>		
<b>Where was the survey completed?</b>	<b>N</b>	<b>Percentage*</b>
In the home	1,281	90%
In the community	65	5%
At an Early Steps event	21	2%
At an Early Steps meeting or appointment	55	4%
Missing	6	<1%

\* Percentages have been rounded and may not sum to exactly 100%.

## SECTION 4

### Results Pertaining to Indicator #4

#### 4.1. Distribution of the IFS Measures

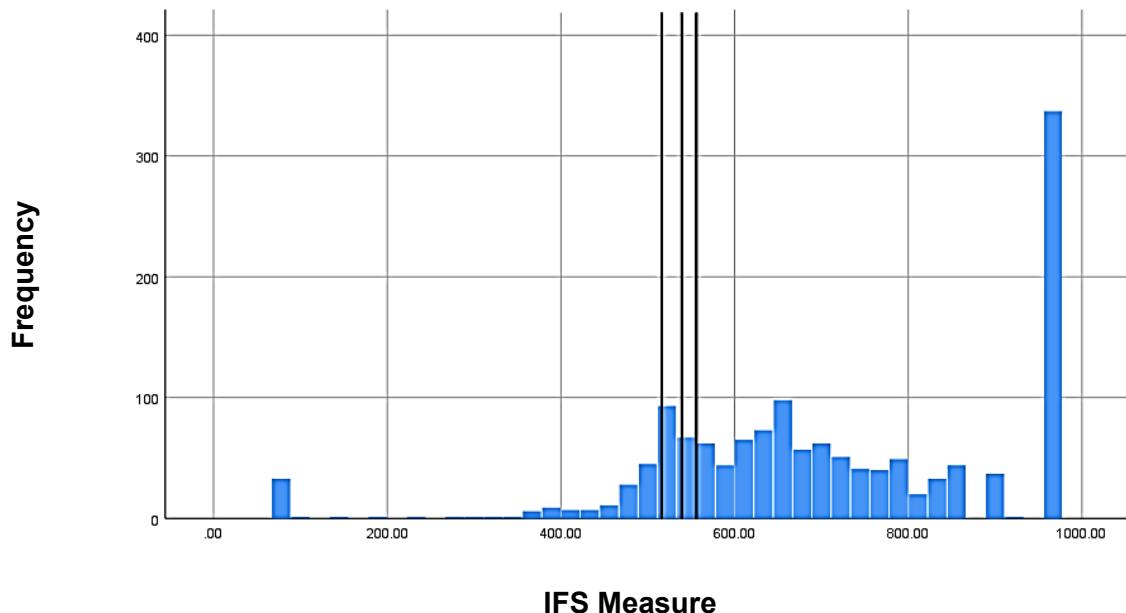
The properties of the distribution of IFS measures for the 1,428 families who responded to the IFS items are shown in Table 5. The sample mean is 711. The standard deviation of measures is 199, indicating that the average distance of measures from the mean measure is 199 units. The standard error of the sample mean, that is, the expected error of the sample mean in estimating the true population mean for Florida, is 5.3. The 95% confidence interval for the true population mean for Florida extends from 700.8–721.5, indicating that we are 95% confident that the true population mean for families of children served by the FDOH's Early Steps Program lies somewhere in this range.

**Table 5. Properties of IFS Measures**

Sample Mean	Standard Deviation	Standard Error of the Sample Mean	95% Confidence Interval for the Population Mean
711	199.4	5.3	700.8–721.5

Figure 1 displays the distribution of IFS measures. Each bar indicates the number of families with measures at the value indicated on the x-axis. The vertical black lines correspond to the three standards applied to Indicator 4a (539), 4b (556), and 4c (516).

**Figure 1. Distribution of IFS Measures**



The distribution of measures approximates a normal distribution, with one exception. An extremely high number of respondents with measures at the positive end of the scale are represented by the high bar at the extreme right of the graph. These individuals responded in the “very strongly agree” category to each and every item. When individuals fail to make any distinction among items that are known to have different levels of agreeability, they are said to display a “response set,” that is, a uniform way of responding that makes it hard to judge whether the responses are authentic or are, in effect, a way of complying with the task that does not really provide useful information. This phenomenon should be taken into consideration when interpreting the findings.

#### 4.2. Interpretation of the Mean IFS Measure

The state's performance on the IFS conveys information that goes beyond the three outcomes that are addressed in OSEP's Indicator #4. A mean measure of 711 on the IFS indicates that the FDOH is helping families achieve many positive outcomes. These positive outcomes are evident from the response percentages displayed in Table 6. The table also displays each item's calibration value, to be discussed in Section 5.

**Table 6. Percent of Families Expressing Agreement with IFS Items**

Item #	Item Calibration	Item <i>Over the past year, Early Steps services have helped me and/or my family:</i>	% Agree in any category	% Strongly/Very strongly agree
22	498	– feel that my efforts are helping my child.	96%	73%
20	498	– do things with and for my child that are good for my child's development.	95%	72%
14	534	– be able to evaluate how much progress my child is making.	95%	71%
15	559	– feel that my child will be accepted and welcomed in the community.	95%	69%
7	559	– feel more confident in my skills as a parent.	94%	71%
6	563	– get the services that my child and family need.	94%	70%
21	516	– understand my child's special needs. [Indicator 4c]	94%	70%
4	609	– know where to go for support to meet my child's needs.	94%	69%
12	565	– feel that I can get the services and supports that my child and family need.	94%	68%
16	562	– feel that my family will be accepted and welcomed in the community.	94%	68%
17	556	– communicate more effectively with people who work with my child and family. [Indicator 4b]	94%	68%
18	546	– understand the roles of the people who work with my child and family.	94%	68%
13	553	– understand how the Early Steps system works.	94%	67%
9	576	– make changes in family routines that will benefit my child with special needs.	93%	69%
11	576	– do activities that are good for my child even in times of stress.	93%	68%

**Table 6. Percent of Families Expressing Agreement with IFS Items - Continued**

Item #	Item Calibration	Item <u>Over the past year, Early Steps services have helped me and/or my family:</u>	% Agree in any category	% Strongly/Very strongly agree
3	570	– improve my family's quality of life.	93%	68%
10	584	– be more effective in managing my child's behavior.	93%	67%
19	539	– know about my child's and family's rights concerning Early Steps services. [Indicator 4a]	93%	67%
5	640	– know where to go for support to meet my family's needs.	92%	63%
2	656	– know about services in the community.	92%	62%
1	678	– participate in typical activities for children and families in my community.	91%	62%
8	625	– keep up friendships for my child and family.	89%	58%

As seen in the table, 95%–96% of families agreed, with 71%–73% expressing strong or very strong agreement, that Early Steps services helped them feel that their efforts are helping their child, do things with and for their child that are good for their child's development, and evaluate how much progress their child is making.

Similarly, approximately 94% of families agreed, with approximately 68%–69% expressing strong or very strong agreement, that Early Steps services know where to go for support to meet their child's needs, feel that they can get the services and supports that their child and family need, and feel that their family will be accepted and welcomed in the community.

In other respects, family responses are slightly less consistent. Approximately 89%–92% of families agreed, with 58%–62% expressing strong or very strong agreement, that Early Steps services helped them know about services in the community, participate in typical activities for children and families in their community, and keep up friendships for their child and family.

For reference, the frequency distribution of responses to all the items in the IFS is provided in Appendix C.

### 4.3. Percent of Families Meeting Each of the Standards for Indicator #4

Table 7 presents the percentage of families having an IFS measure that met or exceeded each of the three standards for Indicator #4, as well as a 95% confidence interval for the true population percentage. Note that the confidence interval is asymmetric about the sample percentage, in that there is a greater distance in the confidence interval below the sample percentage than above the sample percentage. The asymmetric confidence interval represents a more accurate confidence interval for percentages than normal distribution-based symmetric confidence intervals (due to the fact that percentages are bounded between 0 and 100). The asymmetric confidence interval reported here is the score interval proposed by Wilson (1927) and described in greater detail in Agresti (1996) and Penfield (2003).

**Table 7. Percent of Respondents Meeting or Exceeding Each of the Standards for Indicator #4**

	<b>Indicator 4a</b> Percent of families who report that Early Steps services helped them know their rights (Item 19)	<b>Indicator 4b</b> Percent of families who report that Early Steps services helped them effectively communicate their children's needs (Item 17)	<b>Indicator 4c</b> Percent of families who report that Early Steps services helped them help their children develop and learn (Item 21)
<b>State Target</b>	89.0%	84.4%	94.2%
<b>Percentage</b>	81.0% (1,156 of 1,428 met standard)	76.7% (1,095 of 1,428 met standard)	89.1% 1,273 of 1,428 met standard)
<b>95% Confidence Interval</b>	78.9%–83.0%	74.4%–78.8%	87.4%–90.7%

#### 4.4. Percent of Families Meeting Each of the Standards by Race/Ethnicity

Table 8 presents the percentage of families with measures that met or exceeded each of the three standards, by racial/ethnic category. Please note that the sample was not designed to be representative of race/ethnicity. Therefore, Table 8 is included for illustrative purposes only, as are Tables 9–13.

**Table 8. Percent of Respondents Meeting or Exceeding Each of the Standards for Indicator #4, by Race/Ethnicity**

<b>Race/Ethnicity</b>	<b>Indicator 4a</b> Percent of families who report that Early Steps services helped them know their rights (Item 19)	<b>Indicator 4b</b> Percent of families who report that Early Steps services helped them effectively communicate their children's needs (Item 17)	<b>Indicator 4c</b> Percent of families who report that Early Steps services helped them help their children develop and learn (Item 21)
American Indian or Alaska Native (N = 4)	100% (4 met standard) CI: --	100% (4 met standard) CI: --	100% (4 met standard) CI: --
Asian (N = 32)	71.9% (23 met standard) CI: 54.6%–84.4%	62.5% (20 met standard) CI: 45.3%–77.1%	90.6% (29 met standard) CI: 75.8%–96.8%
Black or African American (N = 332)	78.6% (261 met standard) CI: 73.9%–82.7%	73.2% (243 met standard) CI: 68.2%–77.7%	89.8% (298 met standard) CI: 86.0%–92.6%
Hispanic or Latino (N = 608)	82.7% (503 met standard) CI: 79.5%–85.5%	79.4% (483 met standard) CI: 76.0%–82.5%	90.1% (548 met standard) CI: 87.5%–92.3%
Multiracial (N = 48)	81.3% (39 met standard) CI: 68.1%–89.8%	77.1% (37 met standard) CI: 63.5%–86.7%	89.6% (43 met standard) CI: 77.8%–95.5%
Native Hawaiian or Other Pacific Islander (N=1)	100% (1 met standard) CI: --	100% (1 met standard) CI: --	100% (1 met standard) CI: --
White (N = 380)	81.1% (308 met standard) CI: 76.8%–84.7%	77.6% (295 met standard) CI: 73.2%–81.5%	87.1% (331 met standard) CI: 83.4%–90.1%

#### 4.5. Percent of Families Meeting Each of the Standards by Gender

Table 9 presents the percentage of families with measures that met or exceeded each of the three standards, by child's gender.

**Table 9. Percent of Respondents Meeting or Exceeding Each of the Standards for Indicator #4, by Gender**

<b>Gender</b>	<b>Indicator 4a</b> Percent of families who report that Early Steps services helped them know their rights (Item 19)	<b>Indicator 4b</b> Percent of families who report that Early Steps services helped them effectively communicate their children's needs (Item 17)	<b>Indicator 4c</b> Percent of families who report that Early Steps services helped them help their children develop and learn (Item 21)
Male (N = 956)	81.8% (782 met standard) CI: 79.2%–84.1%	77.7% (743 met standard) CI: 75.0%–80.2%	89.3% (854 met standard) CI: 87.2%–91.1%
Female (N = 452)	80.5% (364 met standard) CI: 76.6%–83.9%	76.1% (344 met standard) CI: 72.0%–79.8%	89.8% (406 met standard) CI: 86.7%–92.3%

#### 4.6. Percent of Families Meeting Each of the Standards by Medicaid Enrollment

Table 10 presents the percentage of families with measures that met or exceeded each of the three standards, by Medicaid enrollment.

**Table 10. Percent of Respondents Meeting or Exceeding Each of the Standards for Indicator #4, by Medicaid Enrollment**

<b>Enrolled in Medicaid?</b>	<b>Indicator 4a</b> Percent of families who report that Early Steps services helped them know their rights (Item 19)	<b>Indicator 4b</b> Percent of families who report that Early Steps services helped them effectively communicate their children's needs (Item 17)	<b>Indicator 4c</b> Percent of families who report that Early Steps services helped them help their children develop and learn (Item 21)
Yes (N = 754)	82.1% (619 met standard) CI: 79.2%–84.7%	77.9% (587 met standard) CI: 74.8%–80.7%	90.8% (685 met standard) CI: 88.5%–92.7%
No (N = 657)	80.4% (528 met standard) CI: 77.2%–83.3%	76.3% (501 met standard) CI: 72.9%–79.4%	87.8% (577 met standard) CI: 85.1%–90.1%

#### 4.7. Percent of Families Meeting Each of the Standards by Survey Completion Location

Table 11 presents the percentage of families with measures that met or exceeded each of the three standards, by survey completion location.

<b>Table 11. Percent of Respondents Meeting or Exceeding Each of the Standards for Indicator #4, by Survey Completion Location</b>				
<b>Where was the survey completed?</b>	<b>N</b>	<b>Indicator 4a</b>	<b>Indicator 4b</b>	<b>Indicator 4c</b>
In the home	1,281	81.2%	77.4%	89.3%
In the community	65	78.5%	72.3%	84.6%
At an Early Steps event	21	76.2%	71.4%	90.5%
At an Early Steps meeting or appointment	55	85.5%	72.7%	90.9%

#### 4.8. Percent of Families Meeting Each of the Standards by Survey Type

Table 12 presents the percentage of families with measures that met or exceeded each of the three standards, by survey type.

<b>Table 12. Percent of Respondents Meeting or Exceeding Each of the Standards for Indicator #4, by Survey Type</b>				
<b>Survey Type</b>	<b>N</b>	<b>Indicator 4a</b>	<b>Indicator 4b</b>	<b>Indicator 4c</b>
Paper	30	90.9%	90%	100%
Web	1,398	80.8%	76.4%	88.9%

#### 4.9. Percent of Families Meeting Each of the Standards by Early Steps Program

Table 13 presents the percentage of families with measures that met or exceeded each of the three standards, by the Early Steps program.

<b>Early Steps Program</b>	<b>N</b>	<b>Indicator 4a</b>	<b>Indicator 4b</b>	<b>Indicator 4c</b>
Bay Area Early Steps	183	70%	65%	81%
Big Bend Early Steps	46	70%	65%	78%
Central Florida Early Steps	105	84%	78%	90%
Gold Coast Early Steps	212	83%	80%	93%
Gulf Central Early Steps	72	93%	90%	99%
North Beaches Early Steps	49	73%	67%	86%
North Central Early Steps	65	94%	92%	100%
North Dade Early Steps	164	88%	85%	94%
Northeastern Early Steps	67	57%	43%	66%
Southernmost Coast Early Steps	145	86%	82%	94%
Southwest Florida Early Steps	73	78%	73%	85%
Space Coast Early Steps	40	80%	80%	90%
Treasure Coast Early Steps	44	86%	86%	93%
West Central Early Steps	122	81%	76%	87%
Western Panhandle Early Steps	41	83%	78%	93%

## SECTION 5

### Measurement Framework

The measurement approach used by NCSEAM, known as the Rasch framework, applies a series of parametric models to estimate the properties of each survey item and each respondent in a way that places individuals and items on a common metric (Bond & Fox, 2001; Fischer & Molenaar, 1995; Rasch, 1960; Wright & Masters, 1982). The Rasch approach offers many advantages over typical approaches to survey development. First, it is possible to test whether the items administered belong together, that is, whether they are all related to the construct that the scale is supposed to measure. Ongoing confirmation of the fit of the items helps to maintain the quality of the measurement system. It is also possible to test whether the response categories are operating in the expected fashion. Often, how respondents actually use the response categories does not correspond to the equidistant way in which they are laid out on paper. Extreme categories (e.g., “very strongly disagree”) are sometimes used so infrequently that it makes sense to combine them with an adjacent, less extreme, category (“very strongly disagree/strongly disagree”).

Second, it is possible to determine where each item is located on the measurement ruler. The item’s location is referred to as the item’s “calibration.” Typically, items in a test or survey are not all equal with respect to the amount of the attribute or quality that the items are measuring. It has been empirically demonstrated, in fact, that items in the IFS are not all of equal agreeability. Items range from those that are most likely to draw “agree” responses to those that are least likely to draw “agree” responses. Highly agreeable items have low calibrations; less agreeable items have higher calibrations. Table 14 displays the IFS items in the calibration order.

**Table 14. IFS Items in Calibration Order**

<b>Item Calibration</b>	<b>Item</b> <i>Over the past year, Early Steps services have helped me and/or my family:</i>
678	- participate in typical activities for children and families in my community.
656	- know about services in the community.
640	- know where to go for support to meet my family's needs.
625	- keep up friendships for my child and family.
609	- know where to go for support to meet my child's needs.
584	- be more effective in managing my child's behavior.
576	- make changes in family routines that will benefit my child with special needs.
576	- do activities that are good for my child even in times of stress.
570	- improve my family's quality of life.
565	- feel that I can get the services and supports that my child and family need.
563	- get the services that my child and family need.
562	- feel that my family will be accepted and welcomed in the community.
559	- feel more confident in my skills as a parent.
559	- feel that my child will be accepted and welcomed in the community.
556	- communicate more effectively with people who work with my child and family, [Indicator 4b]
553	- understand how the Early Steps system works.
546	- understand the roles of the people who work with my child and family.
539	- know about my child's and family's rights concerning Early Steps services. [Indicator 4a]
534	- be able to evaluate how much progress my child is making.
516	- understand my child's special needs. [Indicator 4c]
498	- feel that my efforts are helping my child.
498	- do things with and for my child that are good for my child's development.

The fact that items have highly stable calibrations (agreeability levels) regardless of the population that is asked to respond to the items is a very important attribute of well-constructed measurement scales. This stability means that items with similar calibrations are, for all intents and purposes, interchangeable. As an example, this is why the SAT is the “same” test each time it is administered, even though it contains different items each time. The score achieved on any particular version of the SAT is comparable to the score achieved on any other version. Thus, a state can change some of the items on the survey from year to year and still have validly comparable IFS measures across successive years.

Third, a Rasch analysis condenses information from a person’s responses to all the items in a scale into a single number. That number is the person’s measure on the scale. Since the Rasch framework puts measures on the same metric as item calibrations, a person’s measure on a scale can be meaningfully interpreted in terms of the items on the scale. A person with a higher measure is expressing more agreement with items, overall, than a person with a lower measure. When IFS measures from a representative sample of families are aggregated, the average value represents a reliable and highly interpretable measure of the extent to which programs are facilitating family participation.

Fourth, a Rasch analysis yields an estimate of the reliability of both the calibration values (related to the items) and the measures (related to people’s responses). Scientific approaches to measurement require that the amount of “error,” or imprecision, in the system be estimated so that interpretations based on the measures can take this into consideration.

For a more detailed explanation of these concepts, please refer to Bond and Fox (2001) and Wright and Masters (1982).

## SECTION 6

### Results Pertaining to the Psychometric Properties of the Impact On Family Scale

#### 6.1. Psychometric Properties of the IFS Measures

In assessing the quality of the person-level measures derived from the IFS, it is germane to consider the issues of reliability and validity. The reliability of the obtained IFS measures pertains to the extent to which a particular individual is expected to attain the same IFS measure if the IFS were to be administered to the individual multiple times. That is, reliability concerns the stability of the IFS measure<sup>1</sup> (Crocker & Algina, 1986; Lord, 1980; Traub, 1994); low reliability coincides with a low level of stability, and high reliability coincides with a high level of stability. In contrast to the reliability, the validity of the IFS measures concerns the extent to which they are actually representative of the intended trait (i.e., level of impact on family).<sup>2</sup> The validity of the IFS measures can be assessed using numerous approaches, several of which are described below.

Statistics used to express measurement reliability range from 0 (indicating a lack of any stability) to 1 (indicating perfect stability). The reliability of the IFS measures for the Florida sample was measured in the Rasch framework to be .91. An alternative approach to estimating the reliability of the IFS measures is to employ Cronbach's alpha, which makes no assumptions about the fit of the responses to any particular model (Cronbach's alpha is based on the simpler true score model, and is commonly used in the behavioral sciences as a model-free index of reliability). The value of Coefficient's alpha was .99, which is consistent with the value of .91 obtained from the Rasch analysis. These results suggest that the measures obtained from the IFS serve as stable measures of the underlying trait.

---

<sup>1</sup> A definition of reliability that is more theoretically accurate describes reliability as the extent to which a given respondent's measure is determined by random error versus his or her true level of the trait being measured; low reliability coincides with a high level of measurement error, and high reliability coincides with a low level of measurement error (Crocker & Algina, 1986; Lord, 1980; Traub, 1994).

<sup>2</sup> This definition of validity is a simplification of the definition now endorsed by the technical measurement community. The contemporary definition of validity describes it as the extent to which evidence and theory support the interpretations of the scale measures entailed by the proposed use of the scale (AERA/APA/NCME, 1999; Osterlind, 2006). That is, the validity of the IFS measures is based on how much evidence we have that the measures support the intended purposes of the use of the measures (i.e., are the measures behaving as they are supposed to behave, and leading to the correct decisions about individuals).

Support for the validity of the measures obtained by the IFS comes from several lines of evidence. First, items for the IFS were developed in consultation with multiple groups of individuals, including parents of children with disabilities, state directors of special education, state early intervention coordinators, district and program personnel, advocates, attorneys, and community representatives, and advocates, with direct and extensive experience related to programs' efforts to encourage family involvement and to ensure that families are active participants in decision-making related to their child's early intervention services. A subsequent review of the items by expert panels, researchers, and NCSEAM's Parent/Family Involvement Workgroup confirmed that the item content maps onto the intended content domain of the IFS. Second, dimensionality analysis (i.e., principal components analysis and factor analysis) indicates that the items of the IFS are all measuring one primary construct, which is likely the intended one, (i.e., positive family outcomes achieved as a result of Early Steps services). A third line of evidence is related to a characteristic of items known as discrimination, discussed in Section 6.2. The high discrimination indices of the IFS items (see Table 15) indicate that the items are providing useful information concerning the construct that is intended to be measured. All of these types of evidence support the claim that the measures obtained using the IFS are valid.

## 6.2. Psychometric Properties of the IFS Items

Table 15 gives the calibration of each item along with indices of the item's fit to the Rasch model. The column labeled "Item Calibration" provides the value of the location parameter of the item. The higher the value of the item calibration, the greater the overall positive impact of Early Steps services on family outcomes. The "Infit" and "Outfit" columns provide two measures of how well the Rasch model fits the responses provided to each item. In general, values of 1.0 indicate a very good fit. Values approaching 2, or less than 0.5, suggest a poorer fit (Bond & Fox, 2001).

The table's rightmost column presents an index of discrimination for each item, calculated as the corrected item-total correlation coefficient. The values in this column are all quite high ( $\geq 0.81$ ), indicating that each item is discriminating well between respondents who had more positive versus more negative perceptions of programs' facilitation of family participation.

**Table 15. Calibration, Fit, and Discrimination of the IFS Items**

Item #	Item Calibration	Infit	Outfit	Discrimination
Q1	678	2.15	2.21	0.81
Q2	656	1.70	1.85	0.83
Q3	570	0.98	1.04	0.86
Q4	609	1.06	1.03	0.86
Q5	640	1.12	1.10	0.87
Q6	563	0.87	0.87	0.86
Q7	559	0.81	0.81	0.87
Q8	625	1.16	1.23	0.86
Q9	576	0.74	0.70	0.88
Q10	584	0.77	0.75	0.88
Q11	576	0.83	0.82	0.87
Q12	565	0.66	0.68	0.88
Q13	553	0.88	1.15	0.88
Q14	534	0.77	0.89	0.87
Q15	559	0.65	0.72	0.88
Q16	562	0.72	0.76	0.88
Q17	556	0.71	0.71	0.88
Q18	546	0.76	0.86	0.89
Q19	539	1.01	1.06	0.87
Q20	498	1.04	1.13	0.87
Q21	516	0.97	1.12	0.86
Q22	498	0.97	1.25	0.86

While Items 1 and 2 (“Over the past year, Early Steps services have helped me and/or my family participate in typical activities for children and families in my community.” and “Over the past year, Early Steps services have helped me and/or my family know about services in the community.”) display a less-than-ideal level of fit, they nevertheless have strong discrimination index scores, which provide evidence that they are useful items. Therefore, these items appear to be measuring the intended construct relatively well but are not a very good fit for the Rasch framework, which employs specific assumptions concerning the properties of the items.

## SECTION 7

### Calibration Methodology for the Impact on Family Scale

The Rasch calibrations of the IFS were conducted using the Winsteps software program. All items were fit using the Rating Scale Model (Wright & Masters, 1982). The metric of the calibration was set by equating the items in relation to the calibrated values obtained by Dr. William Fisher, consultant to NCSEAM, for a large dataset of five states. The mean and logit scale of the current calibration were also set equal to those generated in the larger analysis on five states conducted by Dr. Fisher. These equating procedures were conducted so that the scale measures obtained in the current calibration have equivalent meanings to those of other states' data calibrated by Dr. Fisher.

Based on the analysis of the current data and the results of Dr. Fisher's combined multi-state analysis, it was decided to combine the response categories "very strongly disagree" and "strongly disagree" into a single category. The rationale for combining the two categories was based on two factors: (a) low response rates (i.e., < 5%) in these two categories making their corresponding threshold parameter estimates relatively unstable, and (b) the two category threshold estimates were not far enough apart to indicate that the two categories served to meaningfully distinguish between individuals having substantially different levels of the trait being measured. As a result, the final analysis was based on a five-category response structure for each item.

## REFERENCES

Agresti, A. (1996). *An introduction to categorical data analysis*. New York: Wiley.

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: APA.

Bond, T. G., Fox, C. M. (2001). *Applying the Rasch model: Fundamental measurement in the human sciences*. Mahwah, NJ: Erlbaum.

Crocker, L., & Algina, J. (1986). *Introduction to classical and modern test theory*. Fort Worth: Harcourt Brace Jovanovich.

Fischer, G. H., & Molenaar, I. W. (Eds.). (1995). *Rasch models: Foundations, recent developments, and applications*. New York: Springer-Verlag.

Lord, F. M. (1980). *Applications of item response theory to practical testing problems*. Hillsdale, NJ: Lawrence Erlbaum.

Osterlind, S. J. (2006). *Modern Measurement: Theory, principles, and applications of mental appraisal*. Upper Saddle River, NJ: Pearson.

Penfield, R. D. (2003). A score method of constructing asymmetric confidence intervals for the mean of a rating scale item. *Psychological Methods*, 8, 149–163.

Rasch, G. (1960). *Probabilistic models for some intelligence and attainment tests*. Copenhagen, Denmark: Danmarks Paedagogiske Institut.

Traub, R. (1994). *Reliability for the social sciences*. Thousand Oaks: Sage.

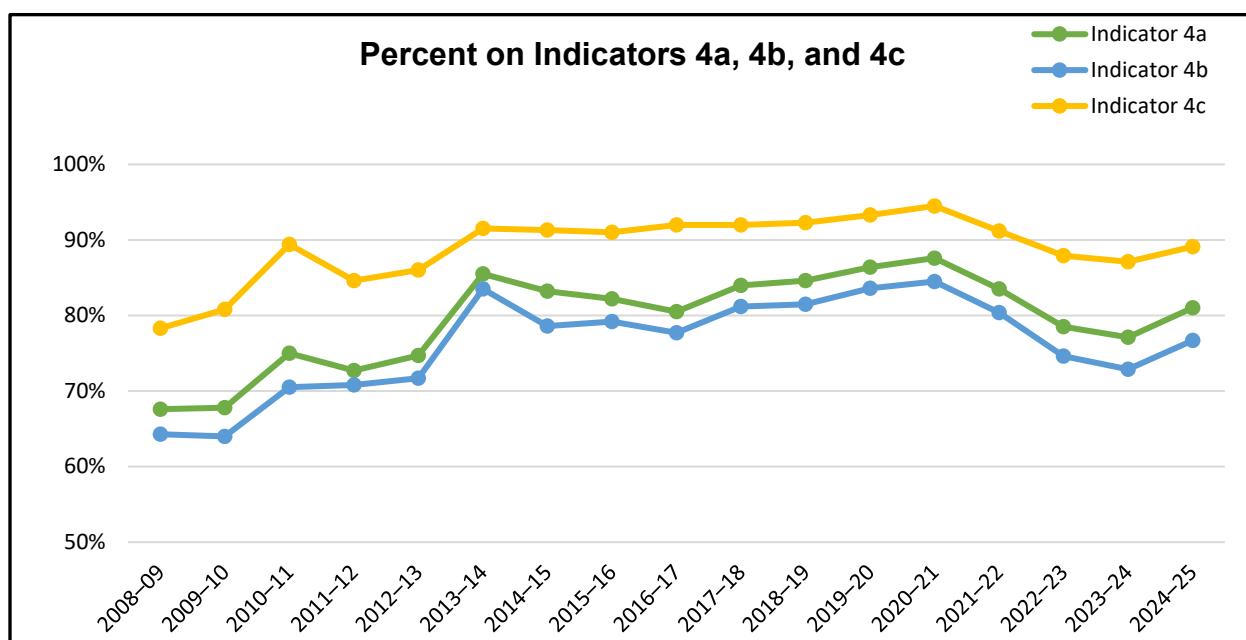
Wilson, E. B. (1927). Probable inference, the law of succession, and statistical inference. *Journal of the American Statistical Association*, 22, 209–212.

Wright, B. D., & Masters, G. N. (1982). Rating scale analysis. Chicago: MESA Press.

## APPENDIX A: LONGITUDINAL FIGURES

### Indicator 4 Percentages 2009–2025

Fiscal Year	Indicator 4a	Indicator 4b	Indicator 4c
2008–09	67.6%	64.3%	78.3%
2009–10	67.8%	64.0%	80.8%
2010–11	75.0%	70.5%	89.4%
2011–12	72.7%	70.8%	84.6%
2012–13	74.7%	71.7%	86.0%
2013–14	85.5%	83.5%	91.5%
2014–15	83.2%	78.6%	91.3%
2015–16	82.2%	79.2%	91.0%
2016–17	80.5%	77.7%	92.0%
2017–18	84.0%	81.2%	92.0%
2018–19	84.6%	81.5%	92.3%
2019–20	86.4%	83.6%	93.3%
2020–21	87.6%	84.5%	94.5%
2021–22	83.5%	80.4%	91.2%
2022–23	78.5%	74.6%	87.9%
2023–24	77.1%	72.9%	87.1%
2024–25	81.0%	76.7%	89.1%



## APPENDIX B: SAMPLE SURVEY



**Florida Early Steps**  
Family Survey



This is a survey for families whose children have received Early Steps services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the response choices. In responding to each statement, think about your experience and your family's experience with Early Steps services over the past year. You may skip any item that you feel does not apply to your family.

Please visit [www.FloridaEarlyStepsFamilySurvey.com](http://www.FloridaEarlyStepsFamilySurvey.com) or scan the QR code to access the survey online. Use the family access code next to the QR code to log in.

Use pencil only.

Fill in circle completely:  
Incorrect:  



PLINK

**Impact of Early Steps Services on Your Family**

Over the past year, Early Steps services have helped me and/or my family:

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree
1. - participate 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"/>
2. - know about services in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. - improve my family's quality of life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. - know where to go for support to meet my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. - 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"/>
6. - get the services that my child and family need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. - feel more confident in my skills as a parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. - keep up friendships for my child and family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. - make changes in family routines that will benefit my child with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. - be more effective in managing my child's behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. - do activities that are good for my child even in times of stress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. - feel that I can get the services and supports that my child and family need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please turn page 

Page 1 of 2

17525



		Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
<b>Impact of Early Steps Services on Your Family (cont.)</b>							
<i>Over the past year, Early Steps services have helped me and/or my family:</i>							
13. - understand how the Early Steps system works.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. - be able to evaluate 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"/>
15. - feel that my child will be accepted and welcomed in the community.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. - feel that my family will be accepted and welcomed in the community.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. - communicate more effectively 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"/>
18. - understand the roles of 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"/>
19. - know about my child's and family's rights concerning Early Steps services.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. - 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"/>
21. - understand my child's special needs.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. - feel that my efforts are helping my child.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>23. Child's Gender</b>		<b>25. Was your child ever enrolled in Medicaid since they were referred to Early Steps?</b>					
<input type="radio"/> Male	<input type="radio"/> Female	<input type="radio"/> Yes <input type="radio"/> No					
<b>24. Child's Race (Check all that apply)</b>							
<input type="radio"/> Hispanic/Latino		<b>26. Where did you complete the survey?</b>					
<input type="radio"/> Black or African American		<input type="radio"/> In your home					
<input type="radio"/> White		<input type="radio"/> In the community					
<input type="radio"/> Asian		<input type="radio"/> At an Early Steps event					
<input type="radio"/> Native Hawaiian or Other Pacific Islander		<input type="radio"/> At an Early Steps meeting or appointment					
<input type="radio"/> American Indian or Alaska Native							
<b>If you would like to share more of your personal experience in Early Steps, you may contact:</b> <b><u>CMS.EarlyStepsFamilySurvey@flhealth.gov</u></b>							
<b>Thank you for your participation.</b>							



## APPENDIX C: RESPONSE FREQUENCIES BY ITEM

**Q1 - Over the past year, Early Steps have helped me and/or my family participate in typical activities for children and families in my community.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	39	2.7	2.8	2.8
	Strongly Disagree	26	1.8	1.9	4.6
	Disagree	61	4.3	4.4	9.0
	Agree	413	28.9	29.5	38.5
	Strongly Agree	298	20.9	21.3	59.8
	Very Strongly Agree	563	39.4	40.2	
	Total	1400	98.0	100.0	
Missing	System	28	2.0		
Total		1428	100.0		

**Q2 - Over the past year, Early Steps have helped me and/or my family know about services in the community.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	38	2.7	2.7	2.7
	Strongly Disagree	21	1.5	1.5	4.2
	Disagree	59	4.1	4.2	8.4
	Agree	414	29.0	29.4	37.7
	Strongly Agree	335	23.5	23.8	61.5
	Very Strongly Agree	543	38.0	38.5	
	Total	1410	98.7	100.0	
Missing	System	18	1.3		
Total		1428	100.0		

**Q3 - Over the past year, Early Steps have helped me and/or my family improve my family's quality of life.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	37	2.6	2.6	2.6
	Strongly Disagree	20	1.4	1.4	4.0
	Disagree	36	2.5	2.6	6.6
	Agree	351	24.6	24.9	31.5
	Strongly Agree	312	21.8	22.2	53.7
	Very Strongly Agree	652	45.7	46.3	
	Total	1408	98.6	100.0	
Missing	System	20	1.4		
Total		1428	100.0		

**Q4 - Over the past year, Early Steps have helped me and/or my family know where to go for support to meet my child's needs.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	39	2.7	2.8	2.8
	Strongly Disagree	15	1.1	1.1	3.8
	Disagree	37	2.6	2.6	6.4
	Agree	355	24.9	25.1	31.5
	Strongly Agree	350	24.5	24.7	56.2
	Very Strongly Agree	620	43.4	43.8	
	Total	1416	99.2	100.0	100.0
Missing	System	12	.8		
Total		1428	100.0		

**Q5 - Over the past year, Early Steps have helped me and/or my family know where to go for support to meet my family's needs.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	35	2.5	2.5	2.5
	Strongly Disagree	22	1.5	1.6	4.1
	Disagree	59	4.1	4.2	8.3
	Agree	398	27.9	28.3	36.6
	Strongly Agree	315	22.1	22.4	59.0
	Very Strongly Agree	577	40.4	41.0	
	Total	1406	98.5	100.0	100.0
Missing	System	22	1.5		
Total		1428	100.0		

**Q6 - Over the past year, Early Steps have helped me and/or my family get the services that my child and family need.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	38	2.7	2.7	2.7
	Strongly Disagree	13	.9	.9	3.6
	Disagree	33	2.3	2.3	5.9
	Agree	338	23.7	23.9	29.8
	Strongly Agree	324	22.7	22.9	52.6
	Very Strongly Agree	671	47.0	47.4	
	Total	1417	99.2	100.0	100.0
Missing	System	11	.8		
Total		1428	100.0		

**Q7 - Over the past year, Early Steps have helped me and/or my family feel more confident in my skills as a parent.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	32	2.2	2.3	2.3
	Strongly Disagree	18	1.3	1.3	3.5
	Disagree	39	2.7	2.8	6.3
	Agree	323	22.6	22.8	29.1
	Strongly Agree	333	23.3	23.5	52.6
	Very Strongly Agree	671	47.0	47.4	
	Total	1416	99.2	100.0	
Missing	System	12	.8		
Total		1428	100.0		

**Q8 - Over the past year, Early Steps have helped me and/or my family keep up friendships for my child and family.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	37	2.6	2.7	2.7
	Strongly Disagree	17	1.2	1.2	3.9
	Disagree	100	7.0	7.2	11.1
	Agree	427	29.9	30.7	41.7
	Strongly Agree	272	19.0	19.5	61.2
	Very Strongly Agree	540	37.8	38.8	
	Total	1393	97.5	100.0	
Missing	System	35	2.5		
Total		1428	100.0		

**Q9 - Over the past year, Early Steps have helped me and/or my family make changes in family routines that will benefit my child with special needs.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	38	2.7	2.7	2.7
	Strongly Disagree	13	.9	.9	3.6
	Disagree	41	2.9	2.9	6.6
	Agree	338	23.7	24.1	30.6
	Strongly Agree	316	22.1	22.5	53.1
	Very Strongly Agree	658	46.1	46.9	
	Total	1404	98.3	100.0	
Missing	System	24	1.7		
Total		1428	100.0		

**Q10 - Over the past year, Early Steps have helped me and/or my family be more effective in managing my child's behavior.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	36	2.5	2.6	2.6
	Strongly Disagree	19	1.3	1.3	3.9
	Disagree	41	2.9	2.9	6.8
	Agree	365	25.6	25.9	32.7
	Strongly Agree	298	20.9	21.1	53.8
	Very Strongly Agree	651	45.6	46.2	
	Total	1410	98.7	100.0	100.0
Missing	System	18	1.3		
Total		1428	100.0		

**Q11 - Over the past year, Early Steps have helped me and/or my family do activities that are good for my child even in times of stress.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	34	2.4	2.4	2.4
	Strongly Disagree	12	.8	.9	3.3
	Disagree	46	3.2	3.3	6.6
	Agree	362	25.4	25.8	32.4
	Strongly Agree	293	20.5	20.9	53.3
	Very Strongly Agree	654	45.8	46.7	
	Total	1401	98.1	100.0	100.0
Missing	System	27	1.9		
Total		1428	100.0		

**Q12 - Over the past year, Early Steps have helped me and/or my family feel that I can get the services and supports that my child and family need.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	35	2.5	2.5	2.5
	Strongly Disagree	12	.8	.9	3.3
	Disagree	44	3.1	3.1	6.5
	Agree	356	24.9	25.3	31.7
	Strongly Agree	303	21.2	21.5	53.2
	Very Strongly Agree	659	46.1	46.8	
	Total	1409	98.7	100.0	100.0
Missing	System	19	1.3		
Total		1428	100.0		

**Q13 - Over the past year, Early Steps have helped me and/or my family understand how the Early Steps system works.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	35	2.5	2.5	2.5
	Strongly Disagree	15	1.1	1.1	3.5
	Disagree	41	2.9	2.9	6.4
	Agree	372	26.1	26.3	32.7
	Strongly Agree	323	22.6	22.8	55.5
	Very Strongly Agree	630	44.1	44.5	
	Total	1416	99.2	100.0	
Missing	System	12	.8		
Total		1428	100.0		

**Q14 - Over the past year, Early Steps have helped me and/or my family be able to evaluate how much progress my child is making.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	33	2.3	2.3	2.3
	Strongly Disagree	13	.9	.9	3.2
	Disagree	30	2.1	2.1	5.4
	Agree	328	23.0	23.2	28.5
	Strongly Agree	332	23.2	23.4	52.0
	Very Strongly Agree	680	47.6	48.0	
	Total	1416	99.2	100.0	
Missing	System	12	.8		
Total		1428	100.0		

**Q15 - Over the past year, Early Steps have helped me and/or my family feel that my child will be accepted and welcomed in the community.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	37	2.6	2.6	2.6
	Strongly Disagree	10	.7	.7	3.3
	Disagree	30	2.1	2.1	5.4
	Agree	356	24.9	25.2	30.6
	Strongly Agree	320	22.4	22.6	53.3
	Very Strongly Agree	660	46.2	46.7	
	Total	1413	98.9	100.0	
Missing	System	15	1.1		
Total		1428	100.0		

**Q16 - Over the past year, Early Steps have helped me and/or my family feel that my family will be accepted and welcomed in the community.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	34	2.4	2.4	2.4
	Strongly Disagree	11	.8	.8	3.2
	Disagree	36	2.5	2.6	5.8
	Agree	372	26.1	26.4	32.2
	Strongly Agree	309	21.6	22.0	54.2
	Very Strongly Agree	645	45.2	45.8	
	Total	1407	98.5	100.0	100.0
Missing	System	21	1.5		
Total		1428	100.0		

**Q17 - Over the past year, Early Steps have helped me and/or my family communicate more effectively with people who work with my child and family.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	41	2.9	2.9	2.9
	Strongly Disagree	8	.6	.6	3.5
	Disagree	31	2.2	2.2	5.7
	Agree	373	26.1	26.4	32.1
	Strongly Agree	307	21.5	21.7	53.8
	Very Strongly Agree	652	45.7	46.2	
	Total	1412	98.9	100.0	100.0
Missing	System	16	1.1		
Total		1428	100.0		

**Q18 - Over the past year, Early Steps have helped me and/or my family understand the roles of the people who work with my child and family.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	36	2.5	2.5	2.5
	Strongly Disagree	8	.6	.6	3.1
	Disagree	43	3.0	3.0	6.1
	Agree	372	26.1	26.3	32.4
	Strongly Agree	323	22.6	22.8	55.3
	Very Strongly Agree	633	44.3	44.7	
	Total	1415	99.1	100.0	100.0
Missing	System	13	.9		
Total		1428	100.0		

**Q19 - Over the past year, Early Steps have helped me and/or my family know about my child's and family's rights concerning Early Steps services.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	36	2.5	2.5	2.5
	Strongly Disagree	17	1.2	1.2	3.8
	Disagree	41	2.9	2.9	6.7
	Agree	379	26.5	26.8	33.5
	Strongly Agree	296	20.7	21.0	54.5
	Very Strongly Agree	643	45.0	45.5	
	Total	1412	98.9	100.0	
Missing	System	16	1.1		
Total		1428	100.0		

**Q20 - Over the past year, Early Steps have helped me and/or my family do things with and for my child that are good for my child's development.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	35	2.5	2.5	2.5
	Strongly Disagree	10	.7	.7	3.2
	Disagree	28	2.0	2.0	5.2
	Agree	326	22.8	23.0	28.2
	Strongly Agree	288	20.2	20.4	48.6
	Very Strongly Agree	728	51.0	51.4	
	Total	1415	99.1	100.0	
Missing	System	13	.9		
Total		1428	100.0		

**Q21 - Over the past year, Early Steps have helped me and/or my family understand my child's special needs.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	36	2.5	2.6	2.6
	Strongly Disagree	13	.9	.9	3.5
	Disagree	30	2.1	2.1	5.6
	Agree	335	23.5	23.9	29.6
	Strongly Agree	277	19.4	19.8	49.3
	Very Strongly Agree	710	49.7	50.7	
	Total	1401	98.1	100.0	
Missing	System	27	1.9		
Total		1428	100.0		

<b>Q22 - Over the past year, Early Steps have helped me and/or my family feel that my efforts are helping my child.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Strongly Disagree	35	2.5	2.5	2.5
	Strongly Disagree	11	.8	.8	3.3
	Disagree	14	1.0	1.0	4.3
	Agree	314	22.0	22.3	26.5
	Strongly Agree	301	21.1	21.3	47.8
	Very Strongly Agree	736	51.5	52.2	
	Total	1411	98.8	100.0	100.0
Missing	System	17	1.2		
Total		1428	100.0		

Data analysis conducted by Randall D. Penfield, Ph.D.  
Report generated by Piedra Data Services

For questions regarding this report, please contact Piedra Data Services at  
(305) 254-9986.