

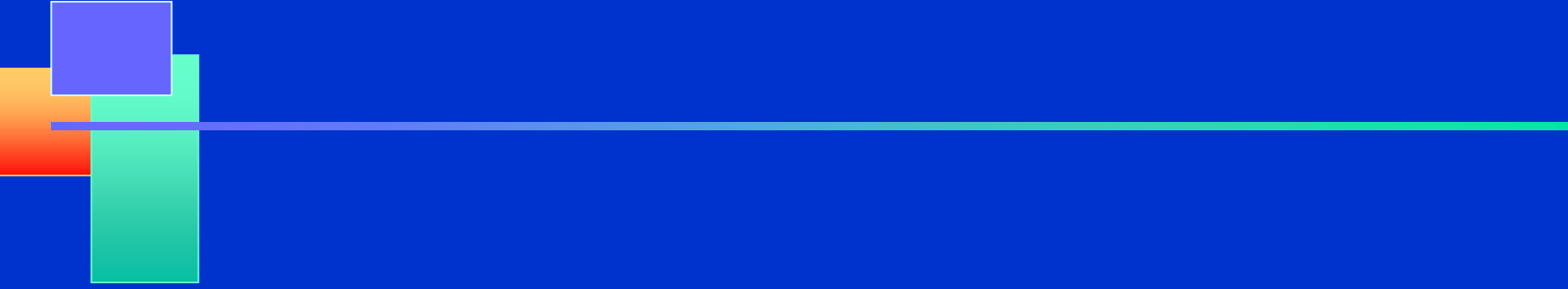
Value at the Grassroots Level: Implications of Child Outcomes Data for Teachers, Providers and Local Administrators

Early Childhood Outcomes Center
November 9, 2007



Early Childhood Outcomes Center





Developing an Outcomes Measurement System that is Meaningful



Aggregated Data for State & Local Purposes

- To document effectiveness
- To improve programs
 - Identify strengths and weaknesses
 - Allocate support resources, such as technical assistance



Program improvement

At the state level – e.g. policies, procedures, TA resources

At the regional/local level – e.g. procedures, supervision

At the child level - intervention strategies or curriculum



State & Local Partnerships

- Developing the overall system
- Piloting the approach/processes
- Co-Training others on the process
- Interpreting the data
- Making decisions for program improvement

Local Program Benefits

“We see early signs of improved practices just from implementing the new data collection system”





Local Program Benefits

- Improved Assessment Practices
 - Focus on Functional Skills/ Behaviors
 - Observation skills
 - Families more engaged



Local Program Benefits

- Improved Collaboration across Professionals (Teaming)
- Improved Collaboration with Families (Family-Centered)



Local Program Benefits

- Improved Understanding of Age Expectations
- Improved IFSP/IEP goals (functional, family-centered)

Local Program Benefits

“The New
Process
Supports
Recommended
Practices”





Supports Recommended Practices

- Quality Assessment Practices
 - Use of multiple data sources
 - Family involvement in the assessment
 - Focus on functional skills/ behaviors (not domains)
 - Assessment as an ongoing process

Supports Recommended Practices

Natural
Environments



Collaboration
across
Professionals

Cultural
Appropriate
Practices

Supports Recommended Practices

“We will have data to help us make decisions at the local level”





Local Challenges with Child Outcomes Data Collection

- Focus on Functional (not Domains)
- Comparing Children to Age Expectations
- Understanding Typical Child Development



Local Challenges with Child Outcomes Data Collection

- Explaining/Including Families
- Consistent Implementation of new process – training and quality assurance
- Reducing burden on professionals (fit into existing process)



February 2006 APR Data

children that enter the program...

- below age expectations in one or more of the outcome areas
- at age expectations in one or more of the outcome areas
- at age expectations in all/in none of the outcome areas



February 2007 APR Data

children that ...

- leave making progress
- 'narrow the gap'
- 'catch up' or 'close the gap'
- leave before 6 months



Future Possibilities with Data Are Infinite

Link child progress data to child/
family characteristics

Disability category

Age at entry into
the program

Severity of
disability

Family culture,
education, income



Future Possibilities with Data Are Infinite

Link child progress data to program characteristics

Frequency and intensity of services

Length of time in the program

Intervention/Service model or curriculum

Types of services received



Future Possibilities with Data Are Infinite

Link child progress data to other data, e.g.

**Family
Outcomes**



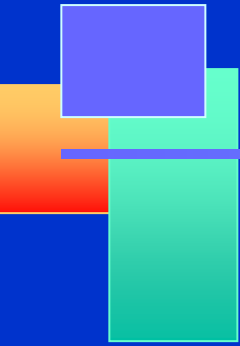
Next Steps for State/Local Programs

- Quality Assurance – to ensure the data is accurate
- Data Analysis – to understand the data in terms of child/family and program characteristics



Next Steps for State/Local Programs

- Interpretation – to decide what the data mean
- Action – to improve programs in order to improve child outcomes



Questions?

Comments?