

**Timeline for Reporting Early Childhood Outcomes (Indicators B7 and C3)  
8-21-08**

Feb 2009 SPP/APR –

- 2<sup>nd</sup> time to report progress data
- children entered 2005-2006, 2006-2007, or 2007-2008 and exited 2007-2008 that have entry and exit data collected and have been in the program for at least 6 months
- report on the 5 categories\*\* across 3 outcome areas\*
- use SPP format

Feb 2010 SPP/APR –

- 3<sup>rd</sup> time to report progress data
- children who entered 2005-2006, 2006-2007, 2007-2008, or 2008-2009 and exited 2008-2009 that have entry and exit data collected and have been in the program for at least 6 months
- report on the 5 categories\*\* across 3 outcome areas\*
- This will be considered baseline data.
- Using data from the 5 reporting categories calculate 2 summary statements\*\*\* for the 3 outcome areas; establish targets on the summary statements.
- use SPP format

Feb 2011 SPP/APR –

- 4th time to report progress data
- children who exited 2009-2010 that have entry and exit data collected and have been in the program for at least 6 months
- report on the 5 categories\*\* across 3 outcome areas\*
- Using data from the 5 reporting categories calculate 2 summary statements\*\*\* for the 3 outcomes and compare to targets.
- 1<sup>st</sup> time to use APR format
- 1<sup>st</sup> time to report on LEA/EIS program performance

Feb 2012 SPP/APR –

- 5th time to report progress data
- children who exited 2010-2011 that have entry and exit data collected and have been in the program for at least 6 months
- report on the 5 categories\*\* across 3 outcome areas\*
- Using data from the 5 reporting categories calculate 2 summary statements\*\*\* for the 3 outcomes and compare to targets.
- Use APR format
- Report on LEA/EIS program performance

**\* Three outcome areas**

Percent of children who demonstrate improved:

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

**\*\*Five reporting categories**

- a. % of children who did not improve functioning
- b. % of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- c. % of children who improved functioning to a level nearer to same-aged peers but did not reach it
- d. % of children who improved functioning to reach a level comparable to same-aged peers
- e. % of children who maintained functioning at a level comparable to same-aged peers

**\*\*\*Two Proposed Summary Statements**

**Summary Statement 1:** Of those children who entered the program below age expectations in the Outcome Area, the percent who substantially increased their rate of growth by the time they exit the program.

**Summary Statement 2:** The percent of children who are functioning within age expectations in the Outcome Area by the time they exit the program.