

Using Data to Track and Promote Outcomes for Young Children with Disabilities

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Early Childhood Outcomes Center





What we will cover

- What is the Early Childhood Outcomes Center?
- What are the outcomes and federal reporting requirements for young children with disabilities?
- What are states doing to collect and report outcome data?





Goal of the ECO Center

Promote the development and implementation of child and family outcome measures for infants, toddlers and preschoolers with disabilities that can be used in local, state, and national accountability systems





Expected Outcomes

1. Data on outcomes for young children with disabilities that can be aggregated at the national level
2. Regular use of outcome data for documenting program effects and improving programs at the local and state level





ECO Center

5-year project funded by U.S. Department of Education, Office of Special Education Programs (OSEP) in October 2003

Collaboration of:

- SRI International
- Frank Porter Graham Child Development Institute
- Juniper Gardens Children's Project
- Research Triangle Institute
- University of Connecticut

Need for Outcome Data at Multiple Levels

- Federal level
 - Government Performance and Results Act (GPRA) indicators
 - Program Assessment Rating Tool (PART)
- State level
 - Accountability
 - Program improvement
 - Which programs/regions are doing very well or need assistance?



PART Review for Part C and Part B Preschool

- Not Performing - Results Not Demonstrated

Part C

“While the program has met its goal relating to the number of children served, it has not collected information on how well the program is doing to improve the educational and developmental outcomes of infants and toddlers served.”

Part B Preschool

“The Department has no performance information on preschool children with disabilities served by this program.”

- Read more at Expectmore.gov





Deciding on the Outcomes

- Iterative stakeholder process in 2004
- Input from federal and state policy-makers, researchers, parents, advocates, practitioners
- Outcomes drafted and re-drafted
- Recommendations submitted to OSEP February 2005





Stakeholder Themes

- *Participation across a variety of settings and situations* is the overarching goal for young children with disabilities
- Same outcomes for all children with disabilities
- Same outcomes for 0-3 and 3-5 year olds
- Make the outcomes global
- Make the outcomes functional; not domains based



OSEP Reporting Requirements: Child Indicators

- Percent of children who demonstrate improved:
 - Positive social emotional skills (including positive social relationships)
 - Acquisition and use of knowledge and skills (including early language/communication [and early literacy])
 - Use of appropriate behaviors to meet their needs





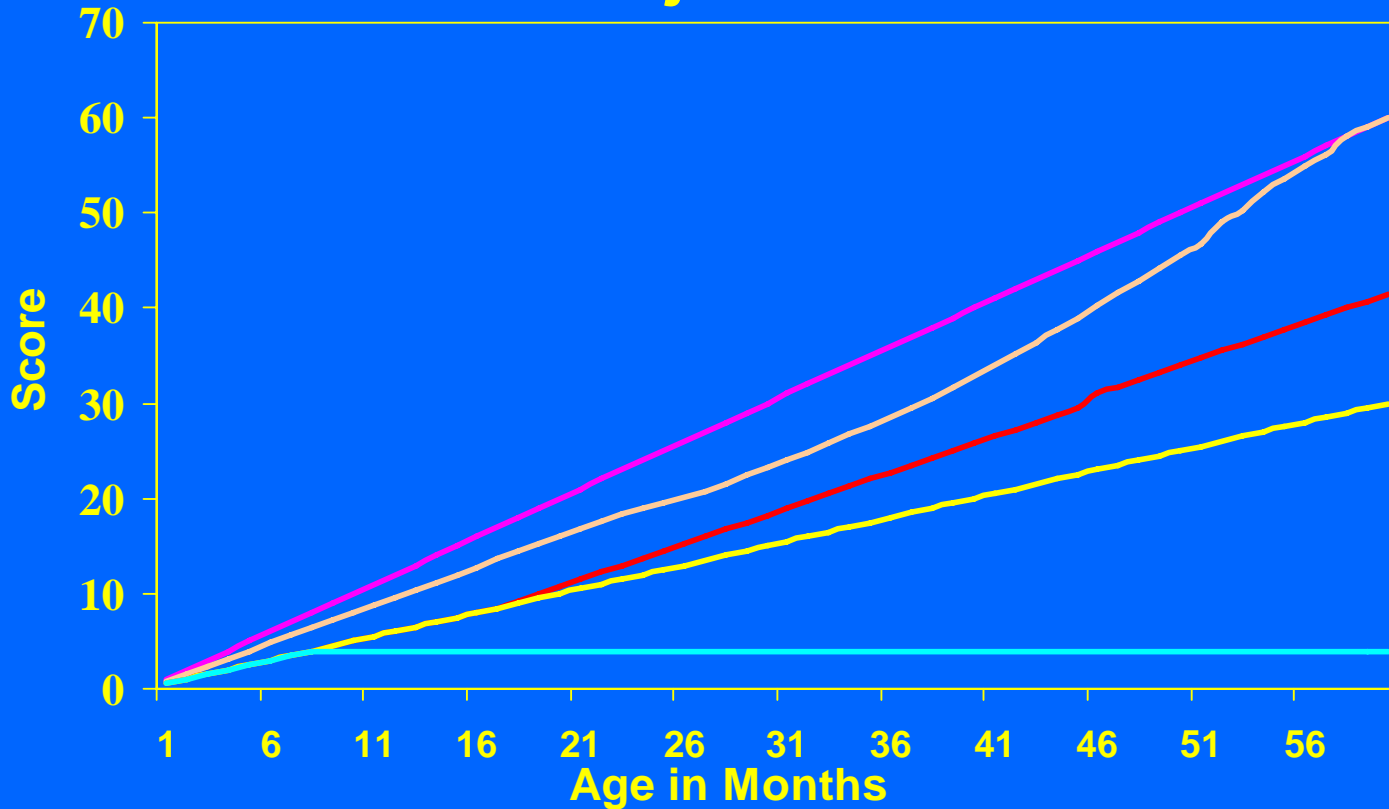
OSEP Reporting Categories

Percentage of children who:

- a. Did not improve functioning
- b. Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
- c. Improved functioning to a level nearer to same-aged peers but did not reach it
- d. Improved functioning to reach a level comparable to same-aged peers
- e. Maintained functioning at a level comparable to same-aged peers

3 outcomes x 5 progress categories

Illustration of 5 Possible Developmental Trajectories



- Maintained functioning comparable to age peers**
- Achieved functioning comparable to age peers**
- Moved nearer functioning comparable to age peers**
- Made progress; no change in trajectory**
- Did not make progress**

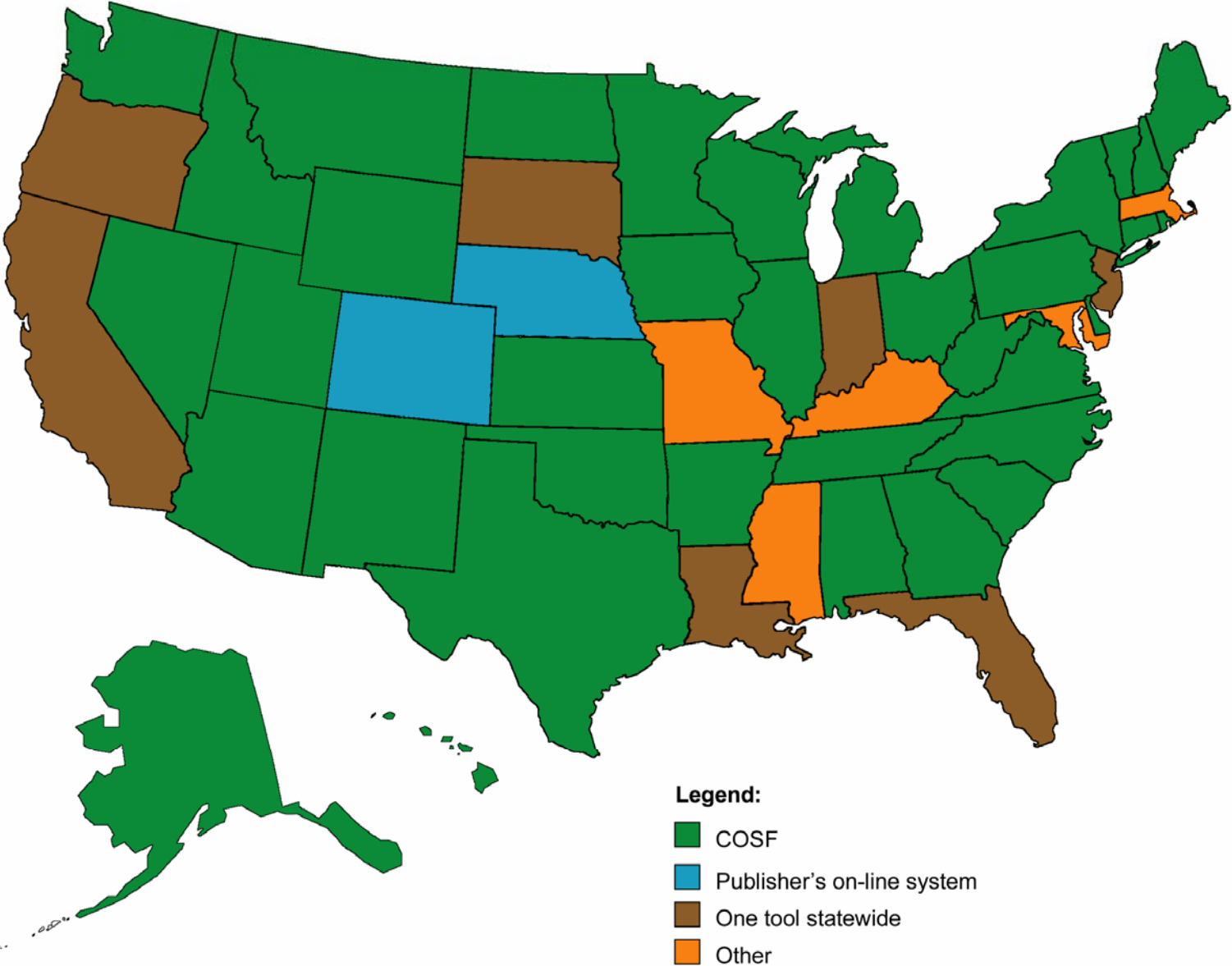
Trends in approaches to measurement for Part C child outcomes

- 40 states using (or will use) the ECO Child Outcome Summary Form
 - A 7 point rating scale based on multiple sources of data, often including assessment tools, observation, family report
- 8 states using 1 assessment tool statewide
 - Battelle Developmental Inventory-2 (BDI-2): 3 states
 - State developed tools: 3 states
 - Assessment, Evaluation and Programming System (AEPS): 2 states
- 3 states using on-line assessment systems with the capacity to report OSEP data reports
- 5 states using other unique approaches



State Approaches to Child Outcomes Measurement - Part C Program

Early Childhood Outcomes Center - Information current as of 7/1/07



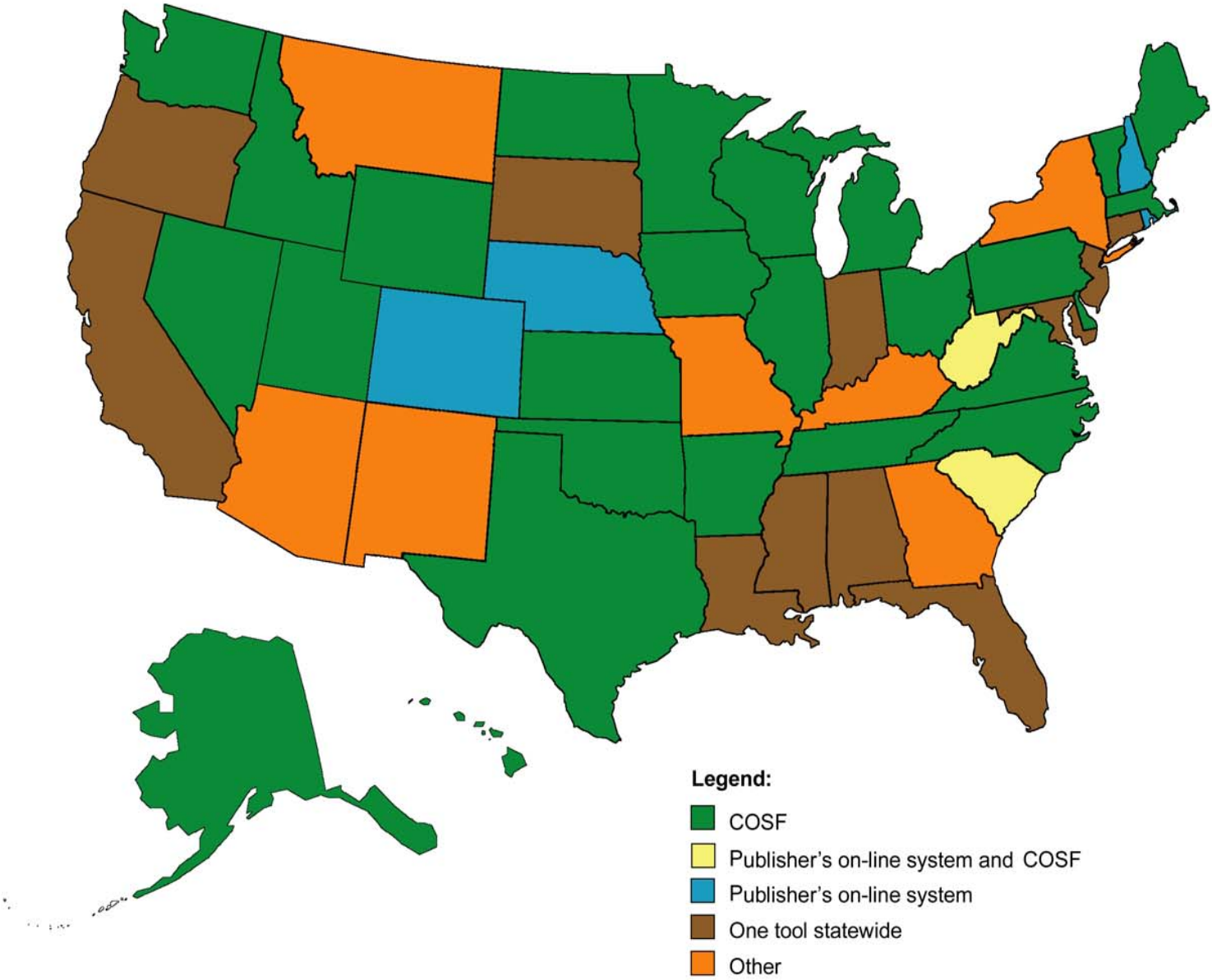
Trends in approaches to measurement for Preschool (Section 619) child outcomes

- 34 states using (or will use) the ECO Child Outcome Summary Form
 - A 7 point rating scale based on multiple sources of data, often including assessment tools, observation, family report
- 11 states using 1 assessment tool statewide
 - BDI-2: 4 states
 - State developed tools: 4 states
 - AEPS, Brigance, Work Sampling: 1 state each
- 5 states using on-line assessment systems with the capacity to report OSEP data reports
- 7 states using other unique approaches



State Approaches to Child Outcomes Measurement - 619 Program

Early Childhood Outcomes Center - Information current as of 7/1/07





Challenges to quality data

- More than 30 states in Preschool and in Part C reported that they are working on improving their data systems to have the capacity to store and analyze child outcome data
- Many states with initial data systems in place reported that they needed
 - Improved training for local personnel on how to enter/ report data
 - Error checks to be built into the data entry process
 - Links to other data elements for analysis and quality assurance capabilities



ECO Next Steps for Outcomes Work

- Continuing to work with states to
 - Build systems for collecting high quality data
 - Analyze data in meaningful ways
 - Use data to improve programs
- How?
 - Convening meetings and conferences calls
 - Materials development: papers, videos, powerpoint presentations, training materials, etc.
 - Linking states to resources

www.the-eco-center.org