

State Approaches to Collecting Outcomes Data for Young Children with Disabilities in State Early Intervention and EC Special Education Programs



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OSEP Reporting Requirements: Child Outcomes

Percent of infants and toddlers/ preschoolers with IFSPs/ IEPs who demonstrate improved:

- Positive social-emotional skills (including social relationships);
- Acquisition and use of knowledge and skills (including early language/ communication); and
- Use of appropriate behaviors to meet their needs

Progress Categories

Percentage of children who:

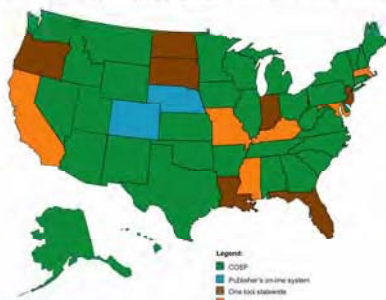
- Did not improve functioning
- Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
- Improved functioning to a level nearer to same-aged peers but did not reach it
- Improved functioning to reach a level comparable to same-aged peers
- Maintained functioning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

State Variations

States varied on such characteristics as:

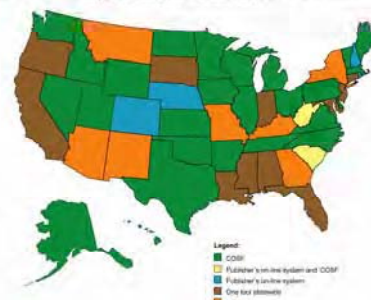
- Definitions of age expectations
- Definitions of near entry and near exit
- The extent to which they collaborated w/in state with other early childhood programs on accountability efforts
- Collaboration on outcomes across Part C and ECSE
- The extent to which the state limited the use of various assessment tools

State Approaches to Child Outcomes Measurement - Part C Program

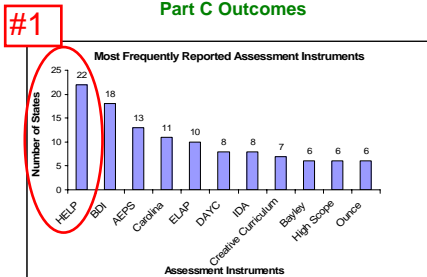


Type of Approach	# of States for Part C	# of States for ECSE
COSF	36	30
COSF in next annual report	4	4
One assessment tool statewide	7	11
Publishers' on-line system(s)	2	5
Other	10	10

State Approaches to Child Outcomes Measurement - 619 Program



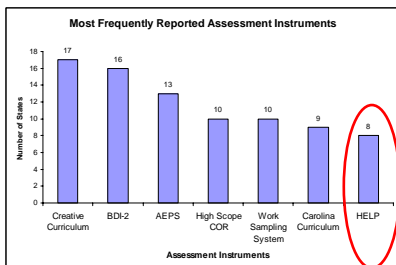
Assessment Tools used by States for Part C Outcomes



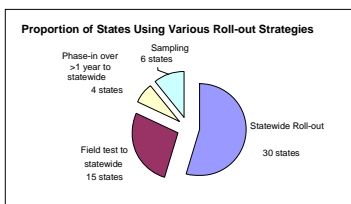
Use of Formal Assessment Tools

Many states included multiple sources of information about children to measure outcomes. These included formal assessment tools, family observations and interviews, provider observations, and clinical judgment.

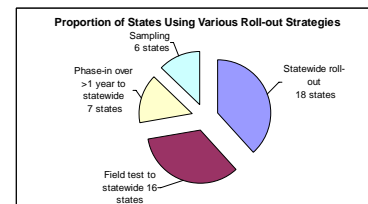
Assessment Tools used by States for ECSE Outcomes



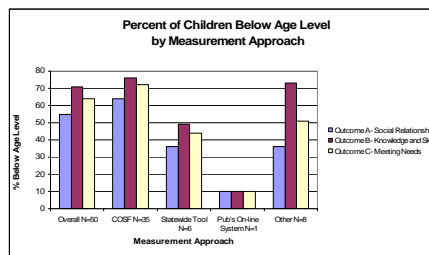
Going to Scale with Outcomes Measurement in Part C



Going to Scale with Outcomes Measurement in ECSE



Summary of State Part C Entry Data



Data Source

Data are based on information reported by 55 state Part C administrators, and 57 state ECSE administrators in their February, 2007, State Performance Plans.

Discussion Issues

- Aggregating data across states with many variations in approaches to measurement
- Assessing children's application and use of skills rather than possession of domain based skill sets
- Collecting and reporting quality data at the child level with limited (no) time and resources
- Lack of resources to establish validity and reliability of COSF

Summary of ECSE Entry Data

