



# Measuring Child Outcomes

Christina Kasprzak

Robin Rooney

Early Childhood Outcomes (ECO) Center

National Early Childhood TA Center  
(NECTAC)

Delaware COSF Training

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# Review of key information



- ▶ Government Performance and Results Act (GPRA)
- ▶ Program Assessment Rating Tool (PART)
- ▶ Individuals with Disabilities Education Act (IDEA)



# PART review findings for Part C and 619



Results not demonstrated:

“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 preschool children/infants and toddlers served.”

Read more at [ExpectMore.gov](http://ExpectMore.gov)

# ExpectMore.gov

## DETAILED INFORMATION ON THE IDEA SPECIAL EDUCATION GRANTS FOR INFANTS AND FAMILIES ASSESSMENT

- [View this program's assessment summary.](#)
- [Visit ExpectMore.gov to learn more about how Federal Government programs are assessed and their plans for improvement.](#)
- [Learn more about detailed assessments.](#)

<b>Program Code</b>	10000190										
<b>Program Title</b>	IDEA Special Education Grants for Infants and Families										
<b>Department Name</b>	Department of Education										
<b>Agency/Bureau Name</b>	Office of Special Education and Rehabilitative Services										
<b>Program Type(s)</b>	Block/Formula Grant										
<b>Assessment Year</b>	2002										
<b>Assessment Rating</b>	Results Not Demonstrated										
<b>Assessment Section Scores</b>	<table border="1"> <thead> <tr> <th>Section</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Program Purpose &amp; Design</td> <td>100%</td> </tr> <tr> <td>Strategic Planning</td> <td>29%</td> </tr> <tr> <td>Program Management</td> <td>44%</td> </tr> <tr> <td>Program Results/Accountability</td> <td>0%</td> </tr> </tbody> </table>	Section	Score	Program Purpose & Design	100%	Strategic Planning	29%	Program Management	44%	Program Results/Accountability	0%
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<b>Program Funding Level (in millions)</b>	<table border="1"> <tr> <td><b>FY2008</b></td> <td>\$436</td> </tr> <tr> <td><b>FY2009</b></td> <td>\$436</td> </tr> </table>	<b>FY2008</b>	\$436	<b>FY2009</b>	\$436						
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- [Ongoing Program Improvement Plans](#)
- [Completed Program Improvement Plans](#)
- [Program Performance Measures](#)
- [Questions/Answers \(Detailed Assessment\)](#)

### Ongoing Program Improvement Plans

Year Began	Improvement Plan	Status	Comments
2007	Collect national point of entry data for children entering the Part C service system.	Action taken, but not completed	The Department collected initial data on the status of children with disabilities entering the Part C system from July 1, 2005 through June 30, 2006 (FY 2007) and July 1, 2006 through June 30, 2007 (FY 2008). The Department will collect a third set of data for children entering Part C from July 1, 2007 through June 30, 2008, which will be submitted in February 2009 and analyzed by August 2009. Three years of entry data are necessary to cover a full birth through age 2 cohort.
2008	Disseminate outcome data and provide targeted technical assistance to States on issues related to data quality.	No action taken	
2007	Collect national progress data on children exiting the Part C service system.	Action taken, but not completed	The Department received initial data on child progress for children exiting the Part C system from July 1, 2006 through June 30, 2007 in February 2008. Data are needed for two additional years before baselining data can be reported for children representing the birth through 2 age range covered by this program.
2007	Collect final baseline data and establish targets for the child outcome measure.	Action taken, but not completed	In fiscal year 2010, the Department will collect final baseline data for children entering and exiting the Part C system that covers the full 3-year period of eligibility for infants and toddlers served by the program. On the basis of this data, the Department will establish targets for the child outcome measure.

Early Childhood Outcomes Center

# How Office of Special Education (OSEP) responded to PART



- Required states to submit outcome data in their State Performance Plan (SPP) and Annual Performance Report (APR)
- Funded the Early Childhood Outcomes (ECO) Center in October 2003 to gather input, conduct research, make recommendations, and assist states

# Goal of early intervention/early childhood special education



“...To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, in preschool or school programs, and in the community.”

(from Early Childhood Outcomes Center,  
[http://www.fpg.unc.edu/~eco/pdfs/eco\\_outcomes\\_4-13-05.pdf](http://www.fpg.unc.edu/~eco/pdfs/eco_outcomes_4-13-05.pdf))

# Three child outcomes



- 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 "measures" = 15 numbers**

# Where we are now



- February 2007 – states began reporting data on child outcomes indicators
- February 2010 – states set targets
- February 2011 – states begin reporting local data to the public

# Why collect outcomes data? At the state and local levels



## Purpose

To respond to  
federal  
reporting  
requirements

To have data for  
program  
improvement  
and  
to respond to  
federal reporting  
requirements

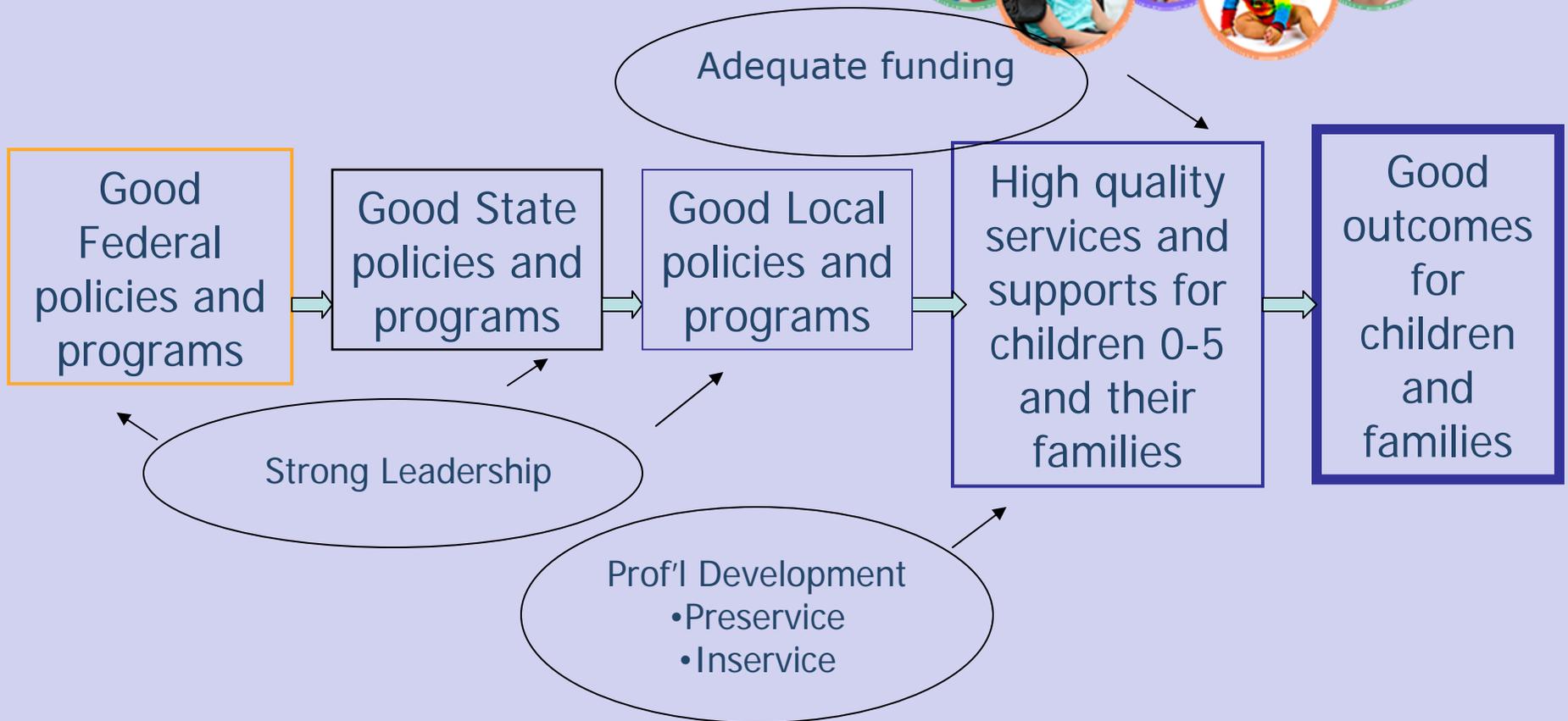
# Need for aggregated data



At both state and local levels:

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

# System for producing good child and family outcomes





Keeping our eyes on the prize:  
High quality services for children  
and families that will lead to  
good outcomes.

# State approaches to measuring child outcomes



- Possible state approaches to collection of child data
  - Child Outcomes Summary Form (COSF)
    - About 70% of state Part C programs
    - About 60% of state 619 programs
  - Single assessment statewide
  - Publishers' online assessment systems
  - Other approaches

# What states are doing now



- Working on data quality
- Meeting with stakeholder groups to interpret data, generate improvement activities

# What we're learning about child outcomes measurement



The process of training for child outcomes data collection has uncovered other areas of significant need related to professional development.



# Providers need to know more about...



- **Assessment**
- **Functional outcomes**
- **Typical child development**
- **Working as a team**
- **Working with families**

# Things that help...



- Collaboration with other programs – preschool and Part C
- Feedback loops, like focus groups scheduled throughout the year for teachers and providers
- Training module to include DVD, individual assistance if needed

# Things that help...



- Online training modules
- Integrating COSF training in ongoing staff development
  - Use of Early Learning Guidelines

# Benefits!!

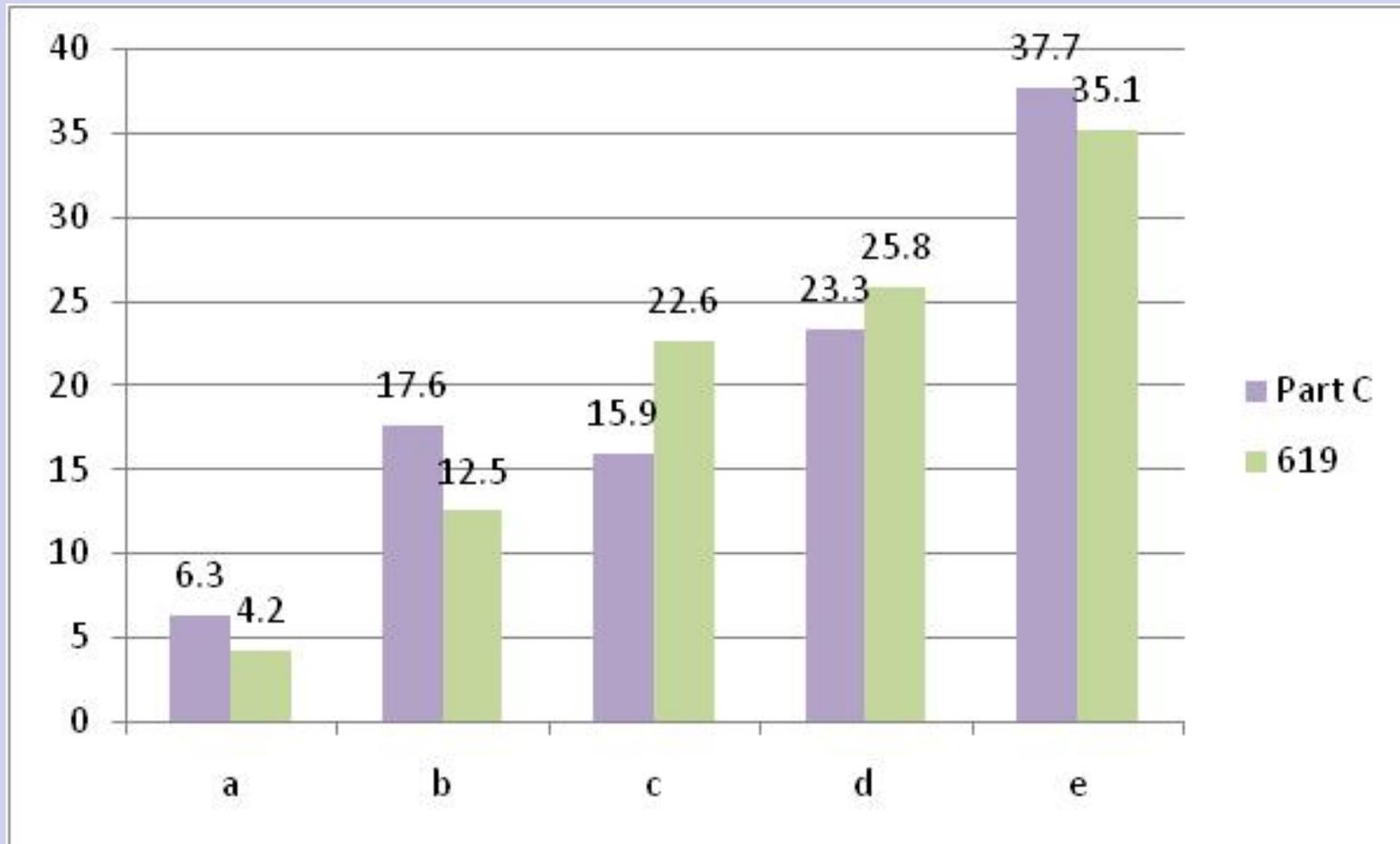


- Opportunities to collaborate with other staff, other programs
- More functional IFSP/IEP goals
- Improved communication with families about child's functioning

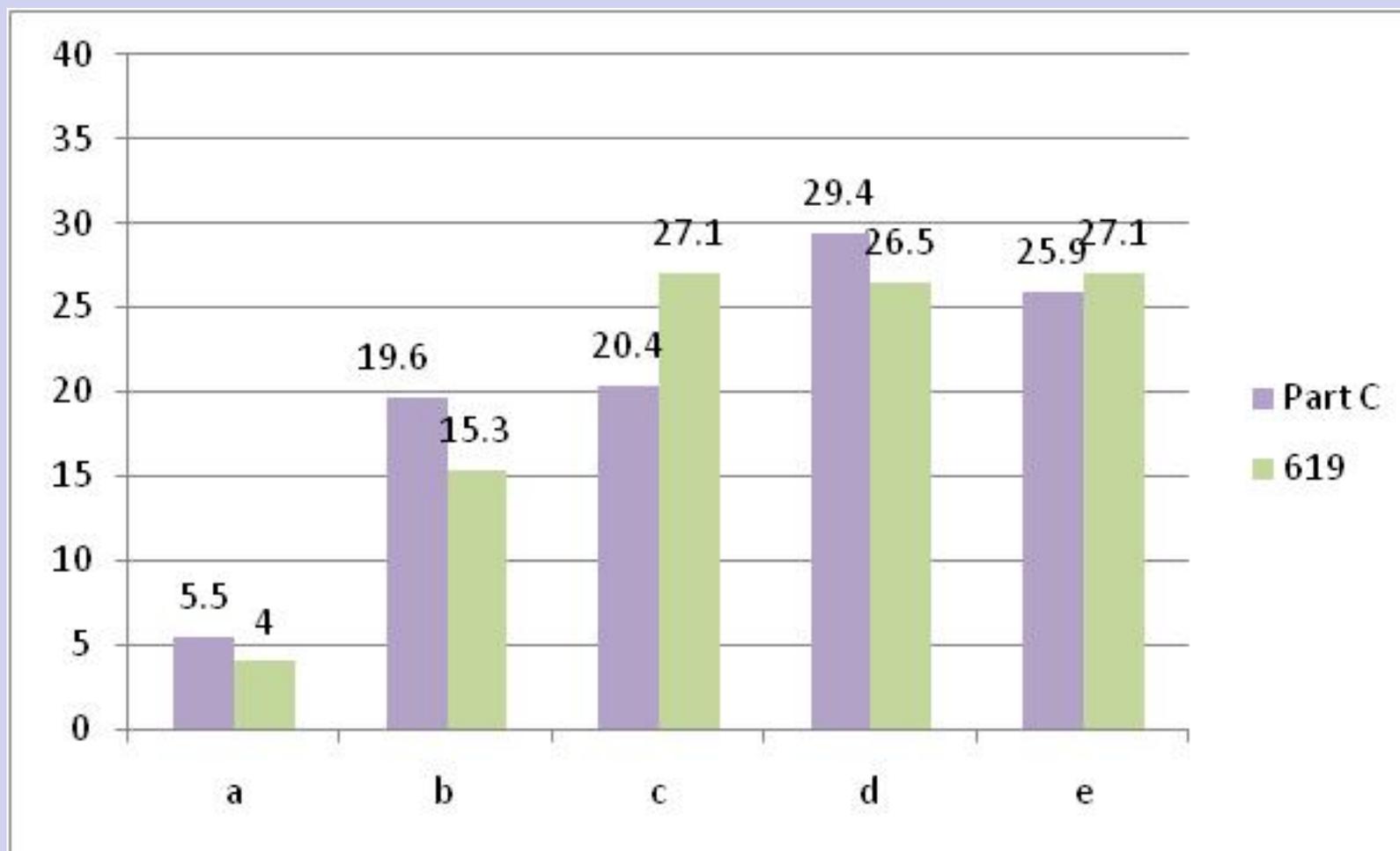


# What the data look like: Nationally

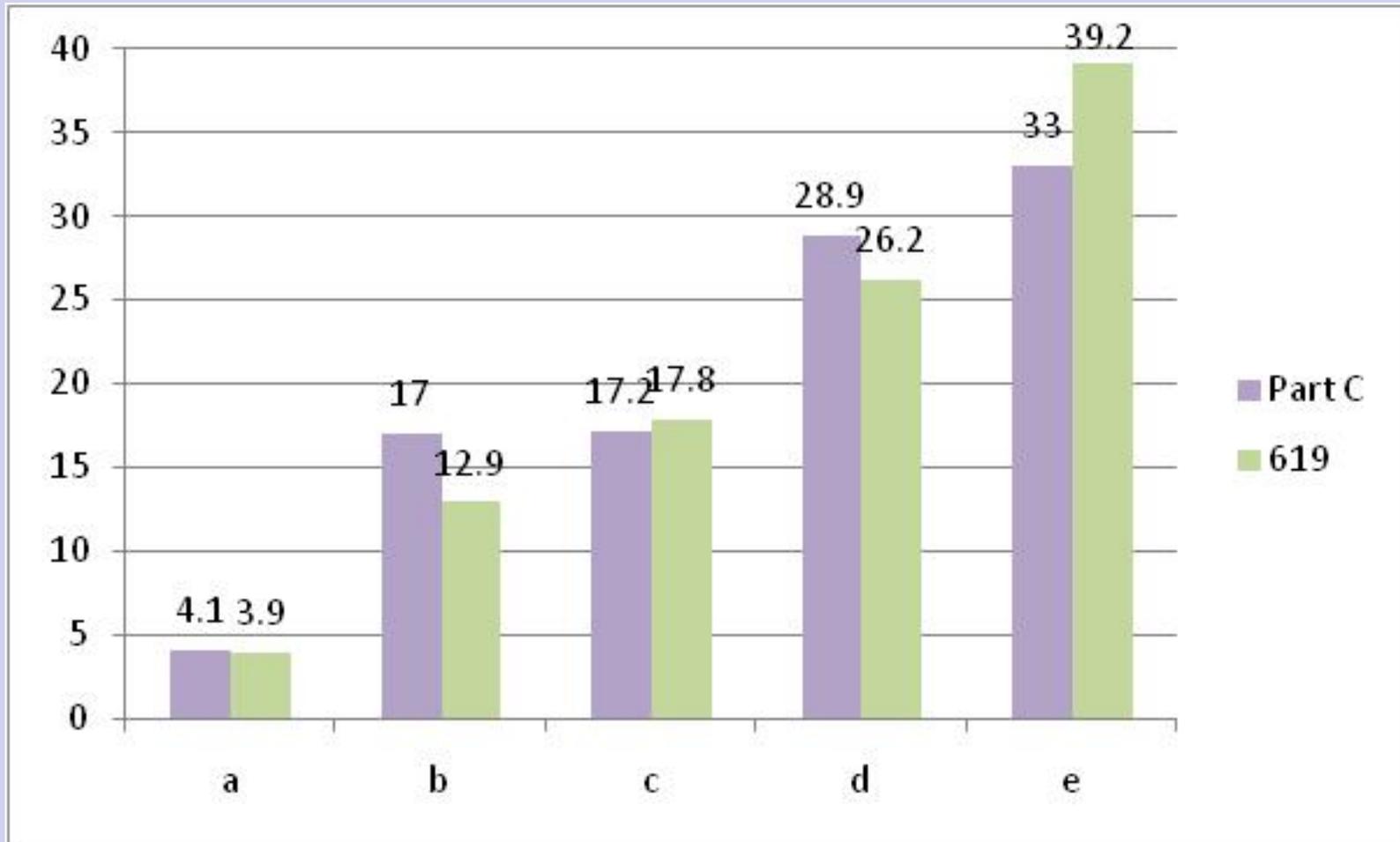
## Part C and Preschool Average Percentage of Children in Each Category Outcome 1: Social/Emotional



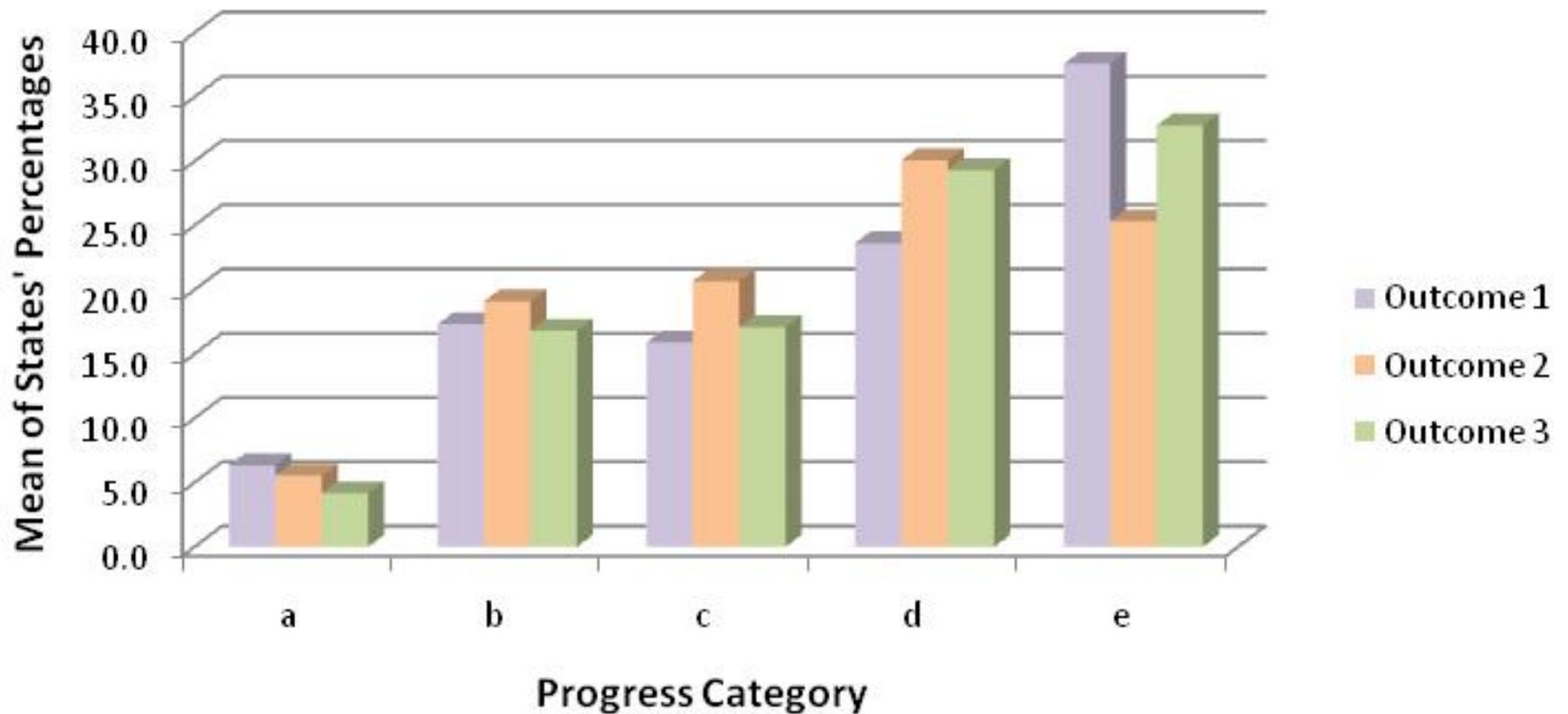
## Part C and Preschool Average Percentage of Children in Each Category Outcome 2: Knowledge/Skills



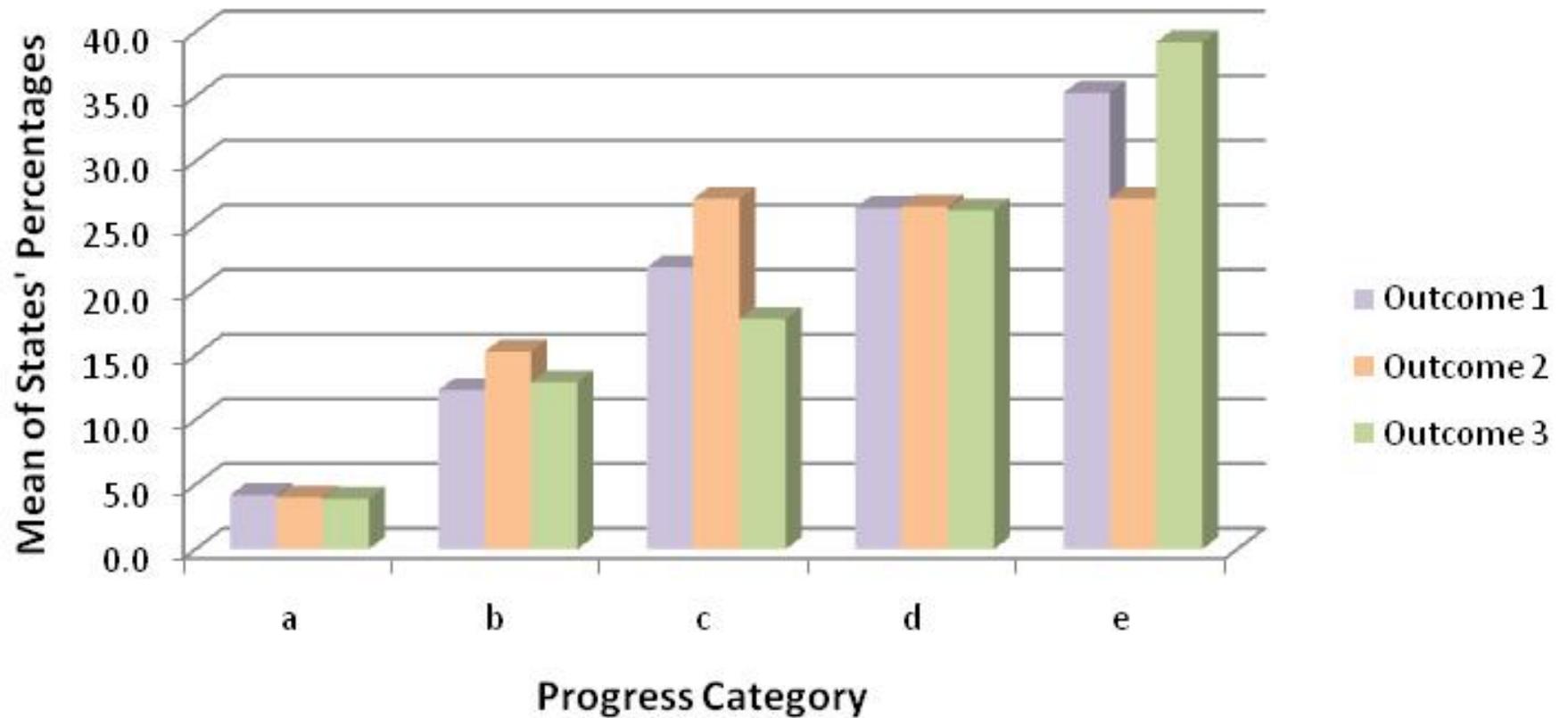
# Part C and Preschool Average Percentage of Children in Each Category Outcome 3: Getting Needs Met



### Part C: Average Percentage of Children in Each Progress Category, by Outcome (n=56 states)



### Section 619: Average Percentage of Children in Each Progress Category, by Outcome (n=59 states)





# **Child Outcomes Summary Form (COSF) *Refresher!***

# Essential knowledge: Between them, COSF team members must...



- Know about the child's functioning across settings and situations
- Understand age-expected child development
- Understand the content of the three child outcomes
- Know how to use the rating scale
- Understand age expectations for child functioning within the child's culture

# Outcomes Jeopardy

\$100	\$100	\$100
\$200	\$200	\$200
\$300	\$300	\$300

# Rating Scale Jeopardy

\$100	\$100	\$100
\$200	\$200	\$200
\$300	\$300	\$300

# 7 – Completely



- Child shows functioning expected for his or her age in **all or almost all everyday situations that are part of the child's life**
- **Functioning** is considered **appropriate for his or her age**
- No one has any concerns about the child's functioning in this outcome area

# 6 – Between completely and somewhat



- Child's functioning generally is considered **appropriate for his or her age** but there are **some significant concerns about the child's functioning** in this outcome area
- These concerns are substantial enough to suggest monitoring or possible additional support
- Although age-appropriate, the child's functioning may border on not keeping pace with age expectations

# 5 – Somewhat



- Child shows functioning expected for his or her age **some of the time and/or in some settings and situations**
- Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills
- Child's functioning might be described as like that of a **slightly younger child**

# 4 – Between somewhat and nearly



- Child shows occasional age-appropriate functioning across settings and situations
- More functioning is **not age-appropriate than age-appropriate**

# 3 – Nearly



- Child does **not yet** show functioning expected of a child of his or her age in any situation
- Child uses **immediate foundational skills**, most or all of the time across settings and situations
- Immediate foundational skills are the skills upon which to build age-appropriate functioning
- Functioning might be described as like that of a **younger child**

## 2 – Between nearly and not yet



- Child occasionally uses **immediate foundational skills** across settings and situations
- More functioning reflects skills that are **not** immediate foundational than are immediate foundational

# 1 – Not yet



- Child does **not yet** show functioning expected of a child his or her age in any situation
- Child's functioning does **not yet** include immediate foundational skills upon which to build age-appropriate functioning
- Child functioning reflects skills that developmentally come before immediate foundational skills
- Child's functioning might be described as like that of a **much younger child**

# Immediate foundational skills



- The set of skills and behavior that occur developmentally just prior to age-expected functioning
- Are the basis on which to build age-expected functioning
- Functioning looks like a younger child

# How foundational skills lead to age-expected functioning



Age-expected functioning

Immediate foundational skills

Foundational skills

Foundational skills

# Immediate foundational skills



## Exercise:

For a 30 month-old child, identify

- age-expected
- immediate foundational and
- foundational skills and behaviors



# Functional assessment for outcomes measurement

# Functional outcomes



- Not domains-based, not separating child development into discrete areas (communication, gross motor, etc.)
- Refer to behaviors that integrate skills across domains
- Emphasize how the child is able to carry out meaningful behaviors in their natural environment

# Assessing functional outcomes



- ▶ What does the child usually do?
- ▶ Actual performance across settings and situations
- ▶ How the child uses his/her skills to accomplish tasks
- ▶ **Not** the child's capacity to function under unusual or ideal circumstances
- ▶ **Not** necessarily the child's performance in a structured testing situation

# Crosswalks



- Identify relationships between assessment instruments and the three child outcome
- Display how content on a given assessment instrument is related to each outcome
- Are not meant to be used as a “checklist” or “score sheet” for measuring child outcomes
- Find crosswalks on <http://www.fpg.unc.edu/~eco/pages/crosswalks.cfm>



**Exercise:**  
**What are functional skills and behaviors?**

# Quality indicators of a good COSF discussion



- All team members participate
- Parent input respectfully considered
- Multiple sources of assessment information considered (observation, family report, formal 'testing')

# More quality indicators of a good COSF discussion



- The team describes the child's functioning (not just test scores)
- Discussion includes the child's full range of functioning
- The team documents the rationale for the rating



**Exercise:**  
**Evaluate a COSF team**  
**discussion**



# Involving Families



# Involving families in a conversation about their child's functioning



- Avoid jargon
- Avoid questions that can be answered with a yes or no
  - “Does Anthony finger feed himself?”
- Ask questions that allow parents to tell you what they have seen
  - “Tell me about how Anthony eats”

# What we should expect from family involvement



- That they can provide rich information about their child's functioning across settings and situation – YES!
- That they will know whether their child is showing age appropriate behavior? Maybe... but not necessarily!



**Exercise:**  
**Evaluate the participation of  
the family in a COSF team  
discussion**



# How COSF data will be used

# OSEP reporting categories

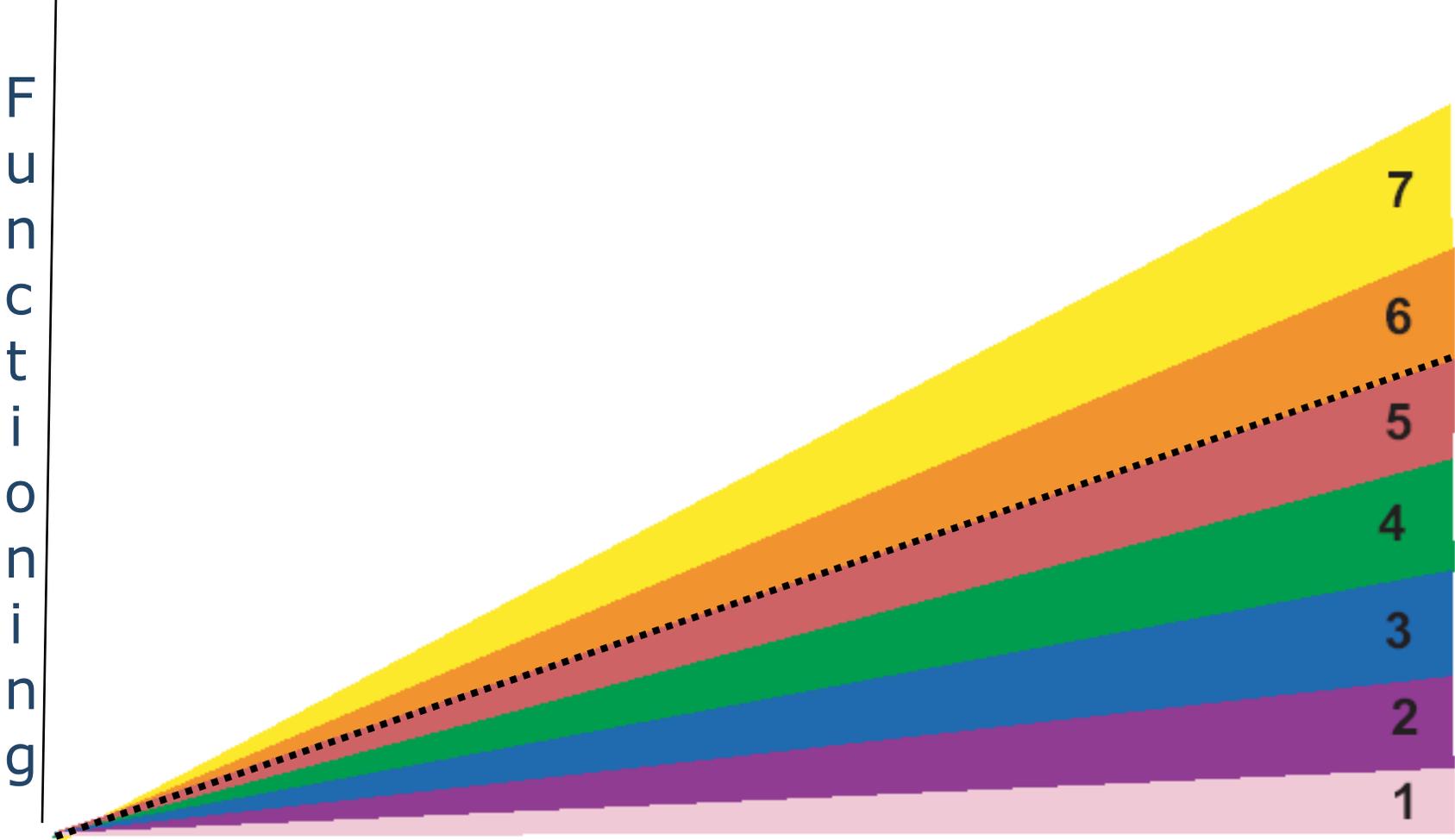


Percentage of children who:

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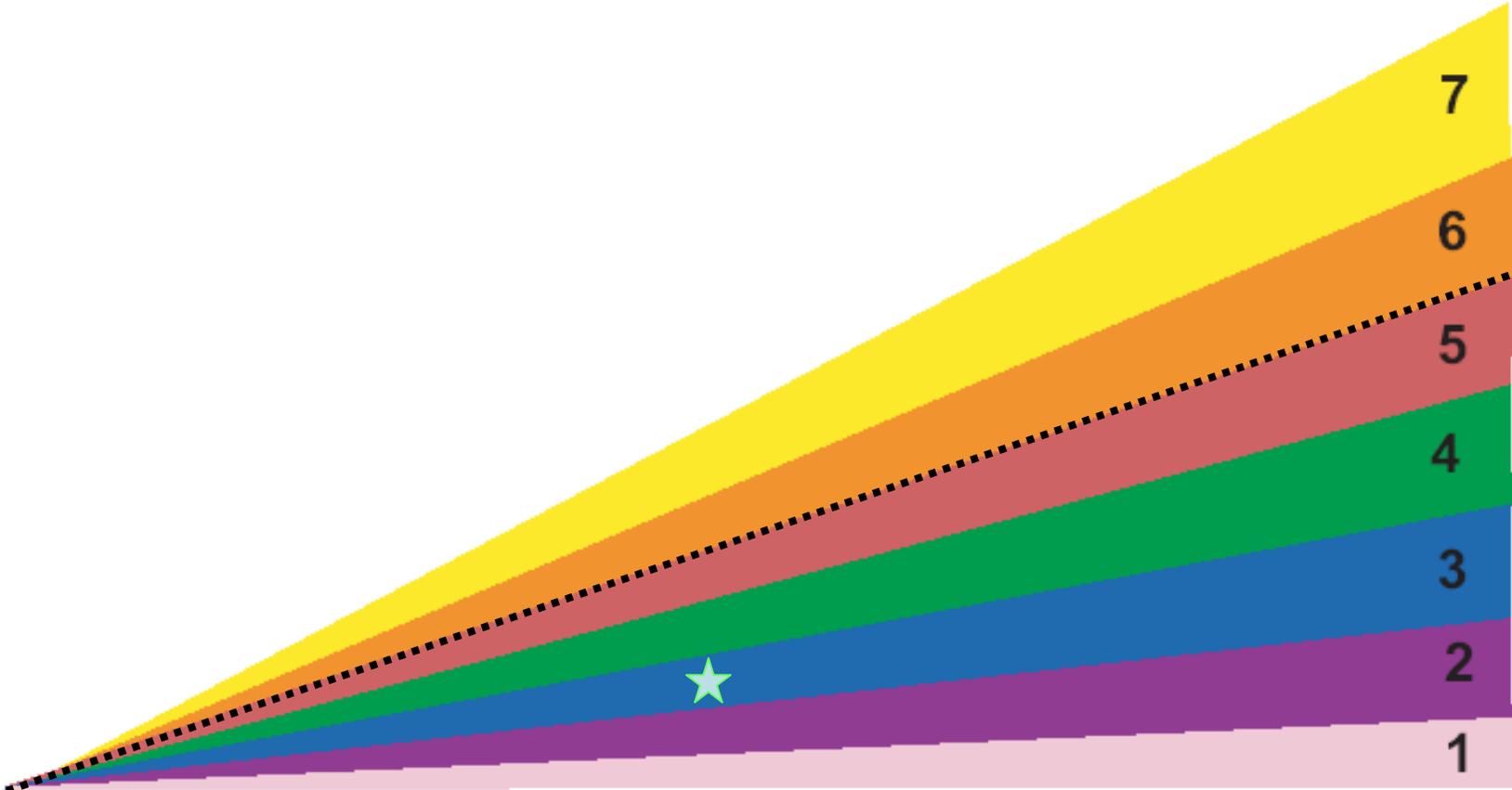
**3 outcomes x 5 "measures" = 15 numbers**

# Developmental Trajectories



Age in Months

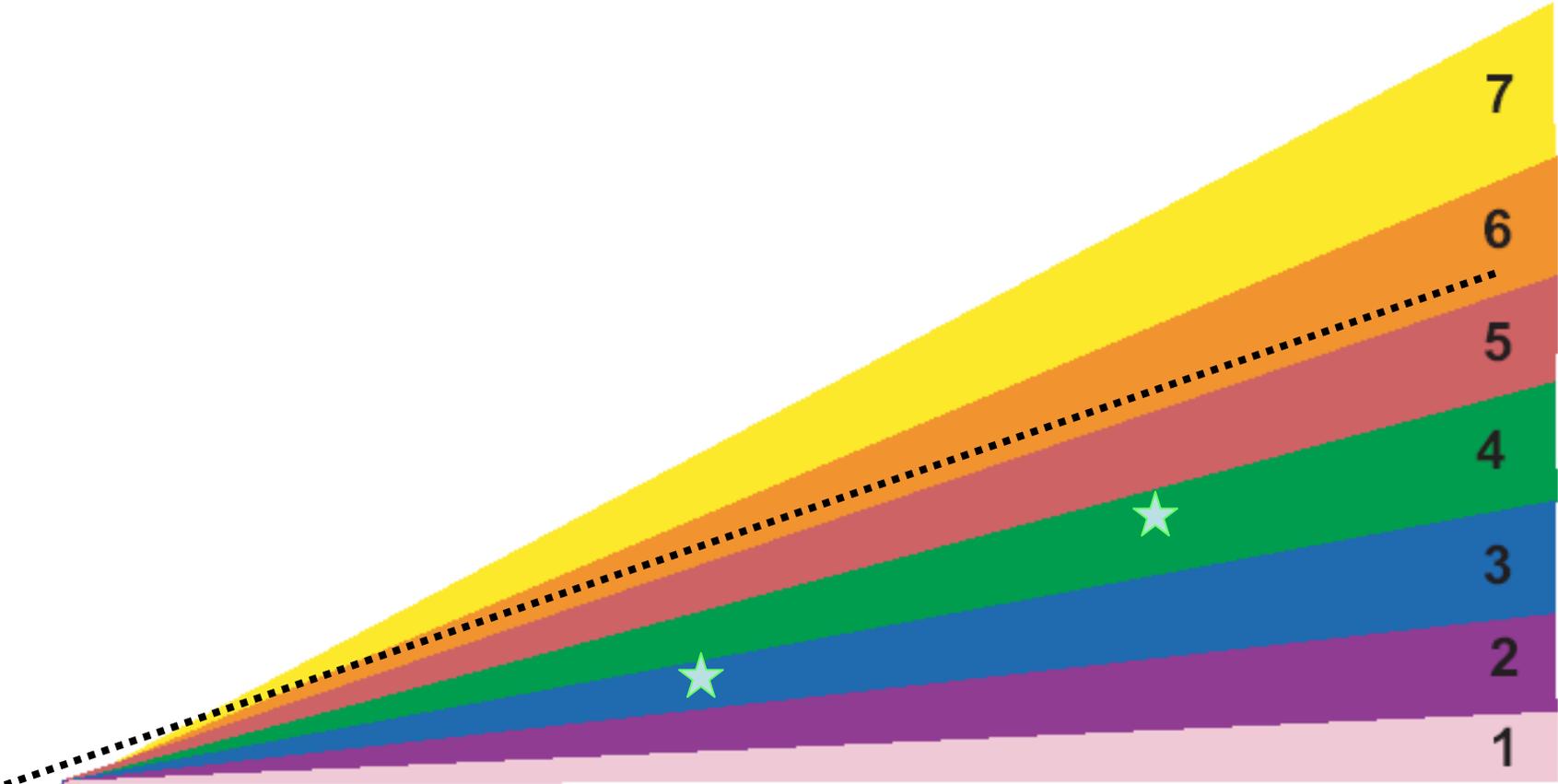
# Developmental Trajectories



Entry

Age in Months

# Developmental Trajectories

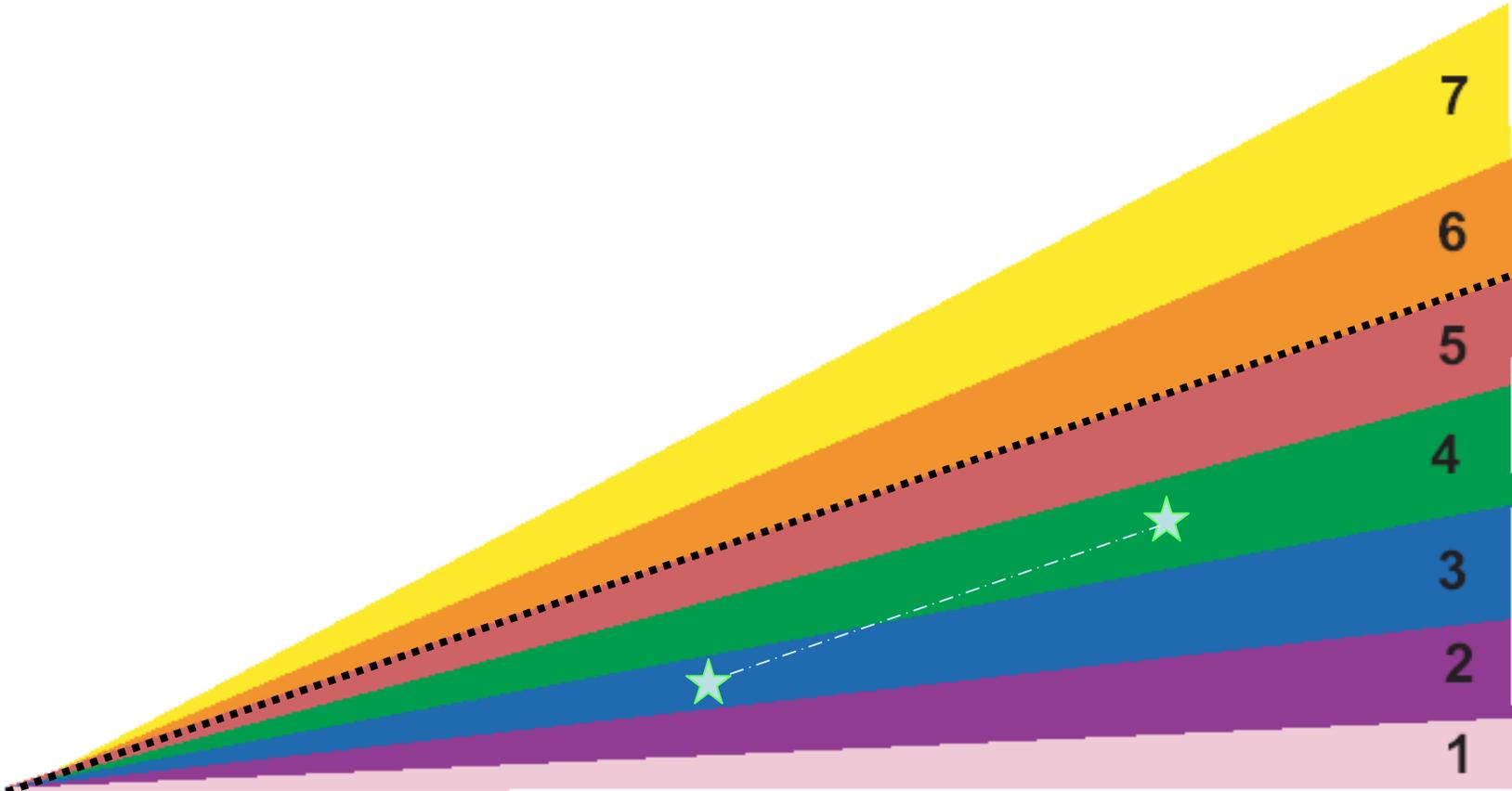


Entry

Exit

Age in Months

# Developmental Trajectories



Entry

Exit

Age in Months

# Key point



- The OSEP categories describe types of progress children can make between entry and exit
- Two COSF ratings (entry and exit) are needed to calculate what OSEP category describes a child progress

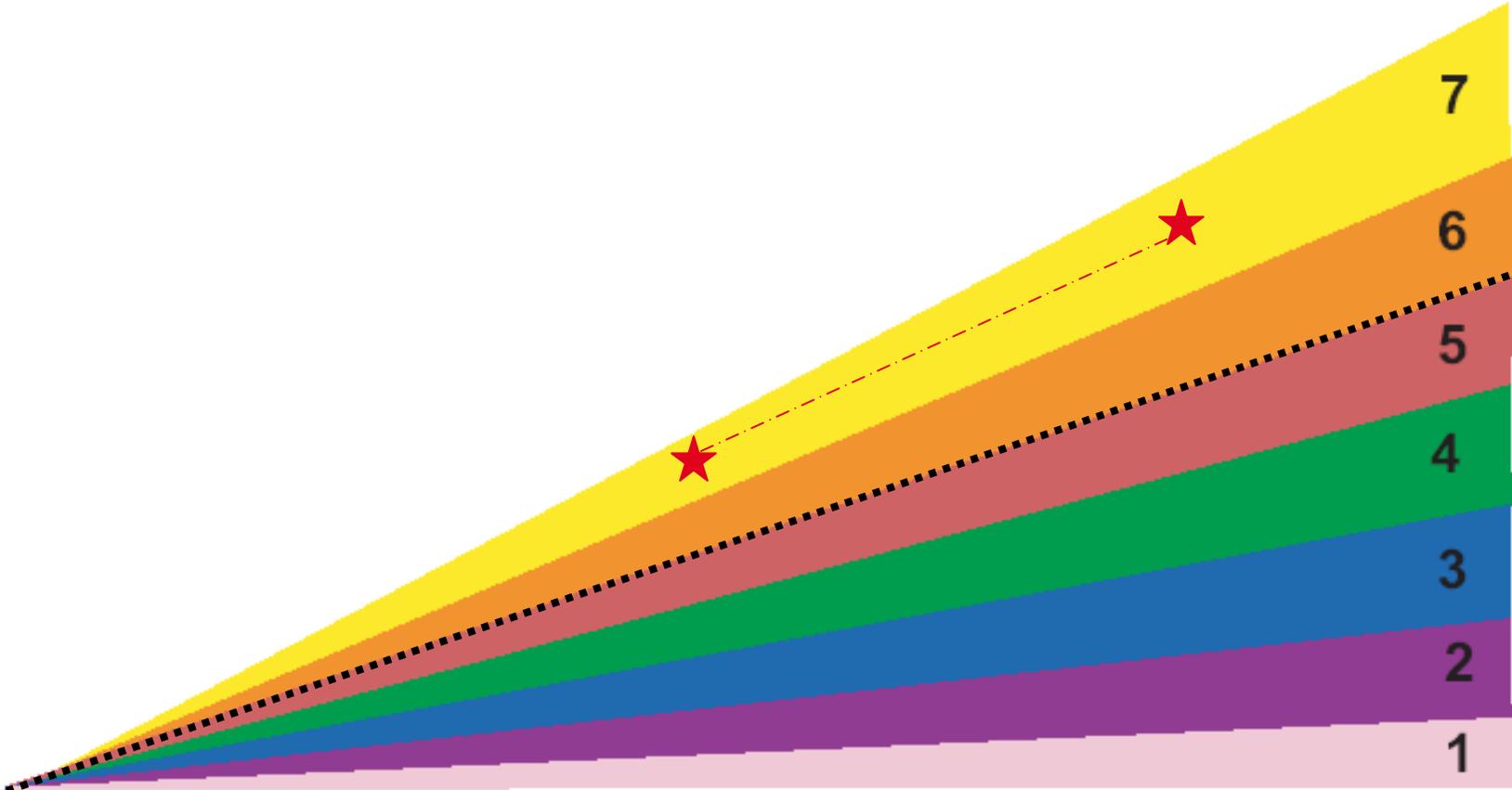
# How changes in ratings on the COSF correspond to reporting categories a - e



e. % of children who maintain functioning at a level comparable to same-aged peers

- Rated 6 or 7 at entry; AND
- Rated 6 or 7 at exit

# Developmental Trajectories

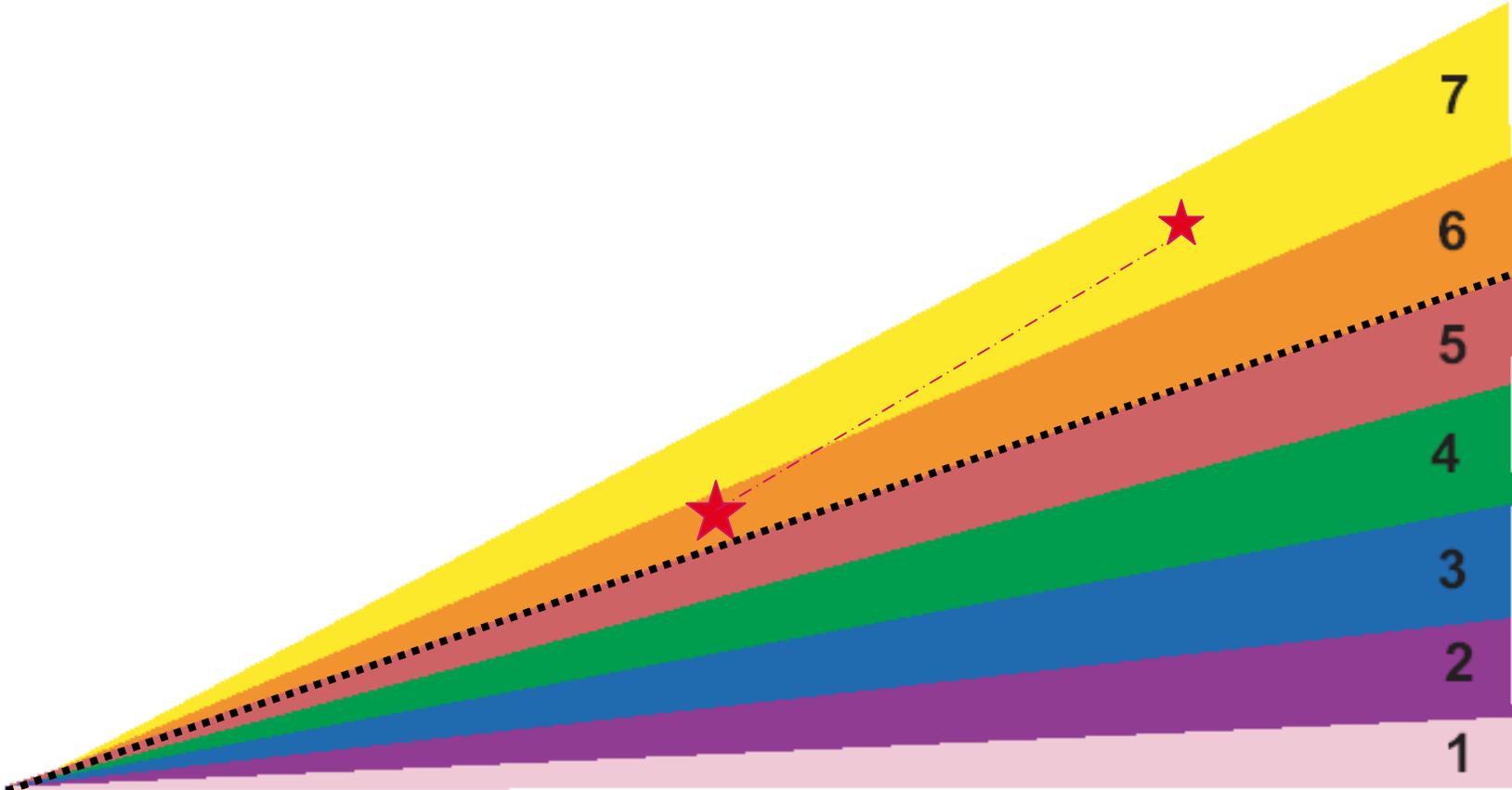


Entry

Exit

Age in Months

# Developmental Trajectories

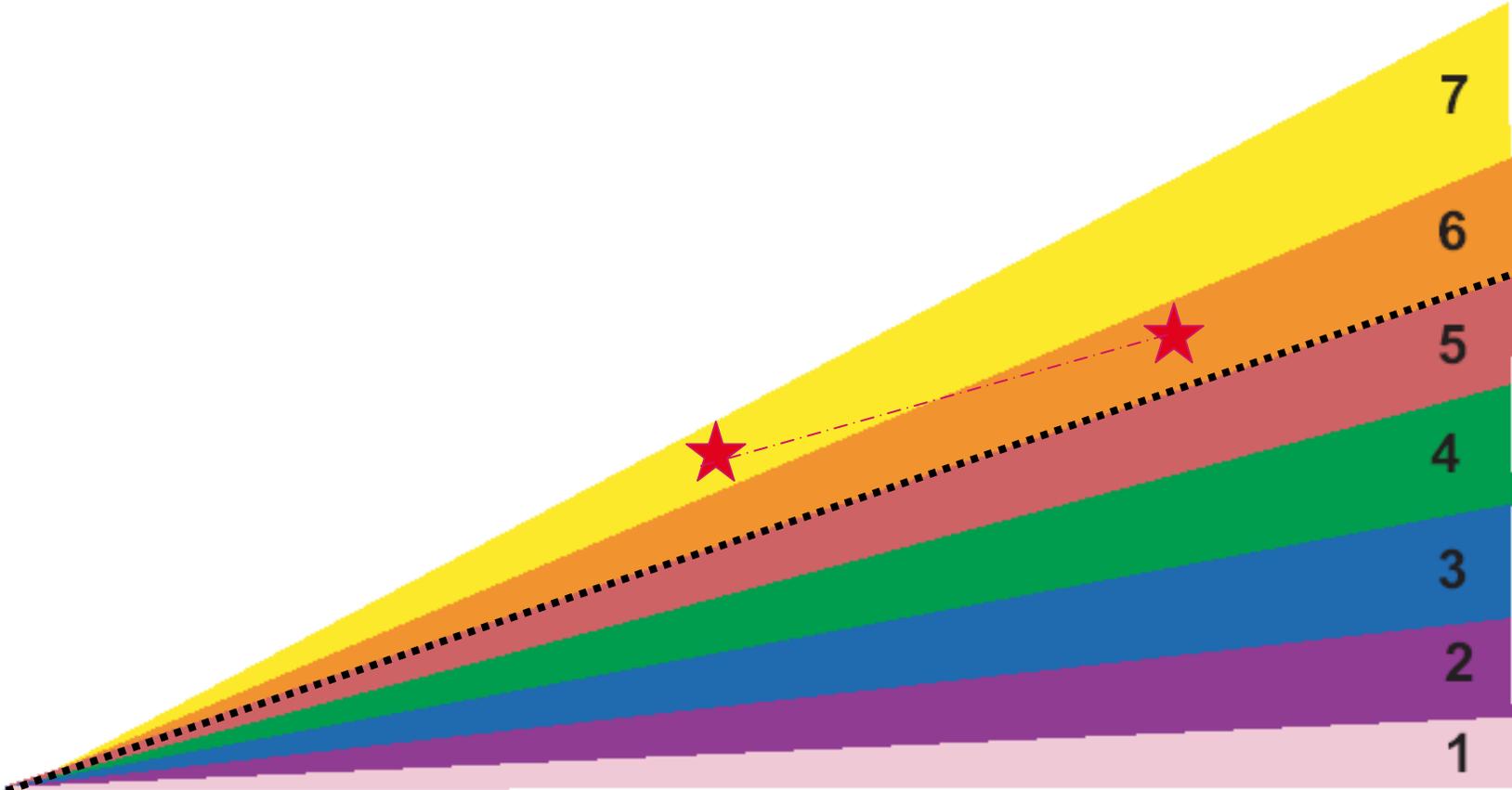


Entry

Exit

Age in Months

# Developmental Trajectories



Entry

Exit

Age in Months

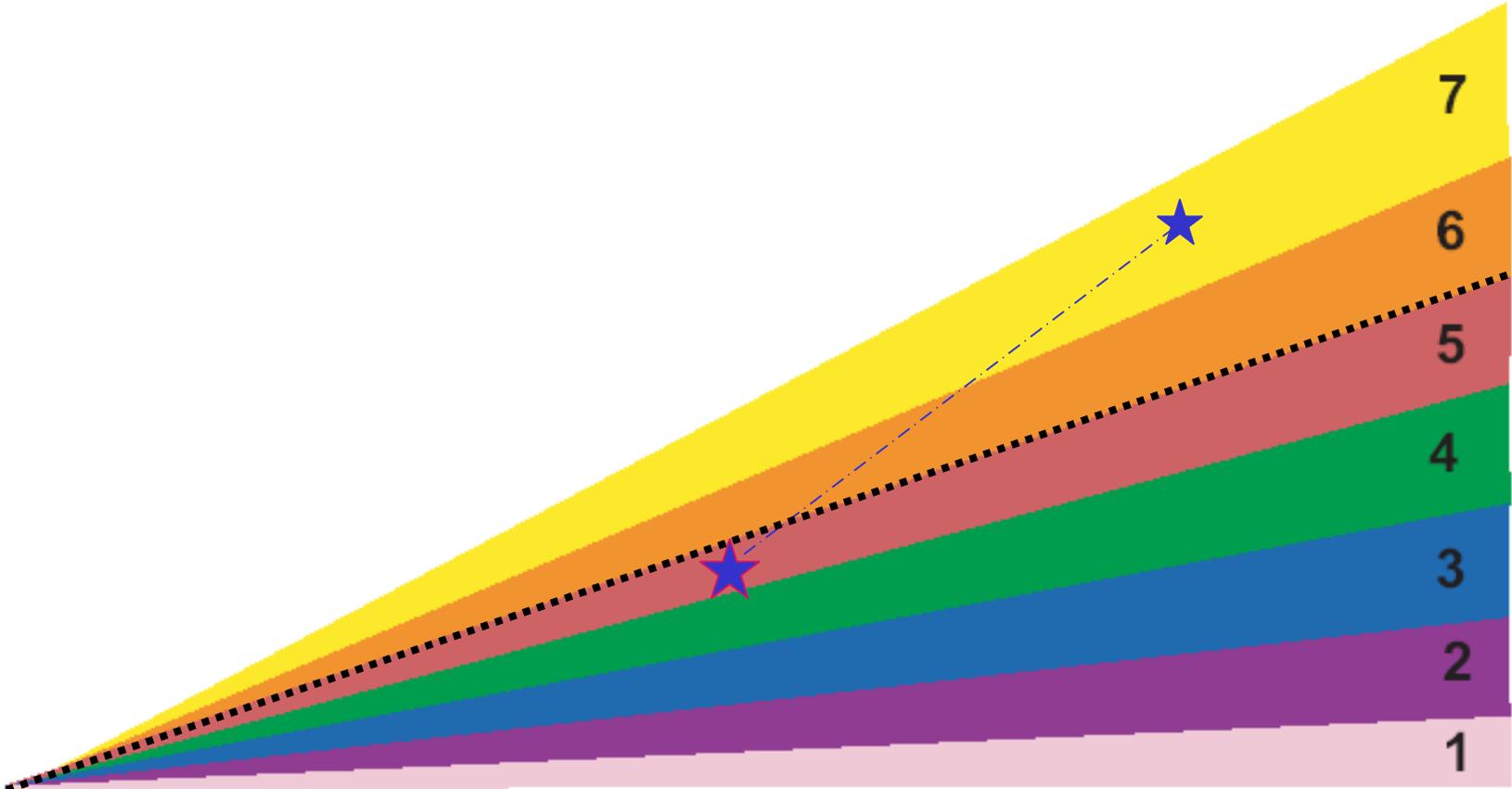
# How changes in ratings on the COSF correspond to reporting categories a - e



d. % of children who improve functioning to reach a level comparable to same-aged peers

- Rated 5 or lower at entry; AND
- Rated 6 or 7 at exit

# Developmental Trajectories



Entry

Exit

Age in Months

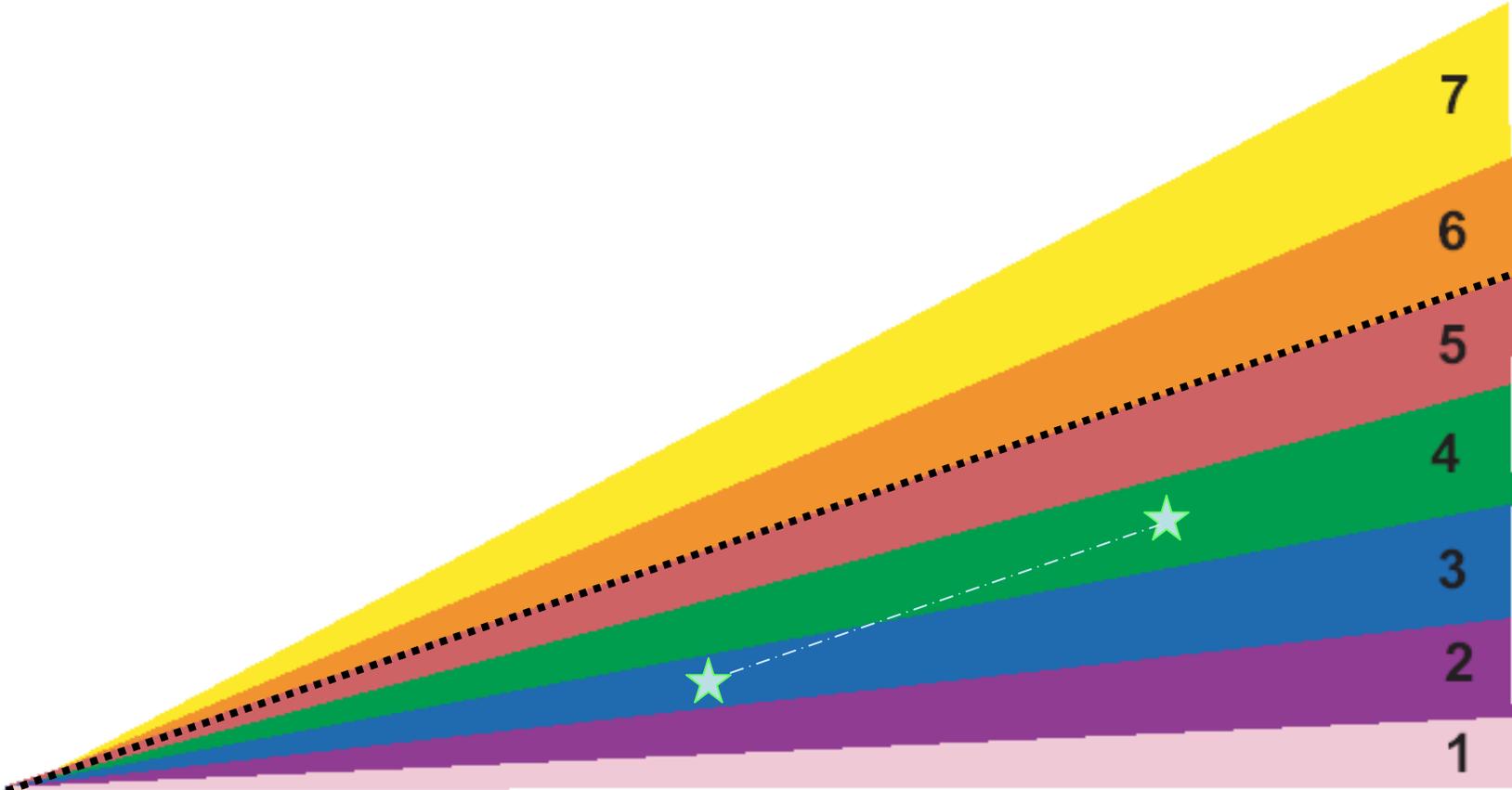
# How changes in ratings on the COSF correspond to reporting categories a - e



c. % of children who improved functioning to a level nearer to same aged peers, but did not reach it

- Rated higher at exit than entry; AND
- Rated 5 or below at exit

# Developmental Trajectories

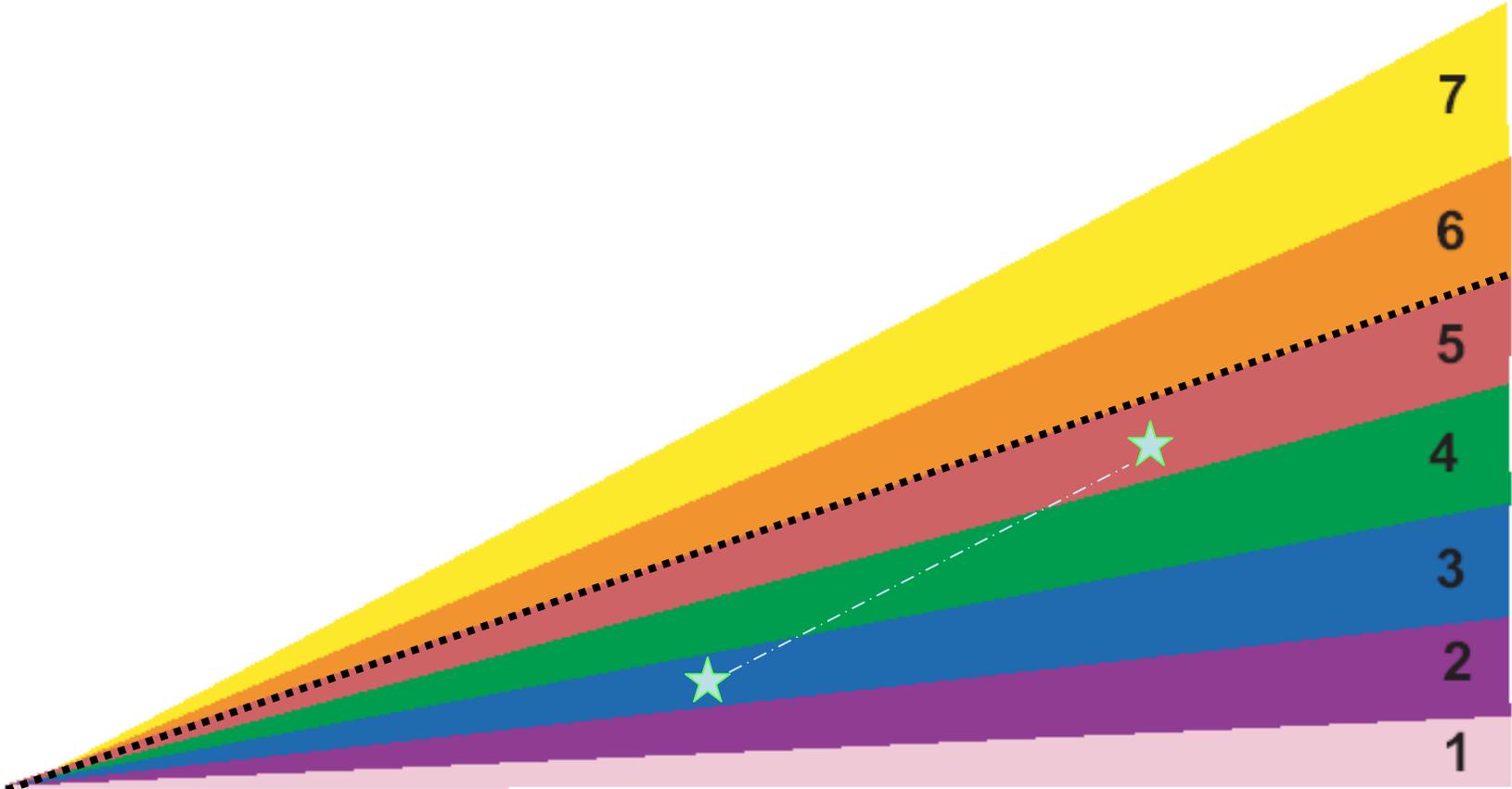


Entry

Exit

Age in Months

# Developmental Trajectories



Entry

Exit

Age in Months

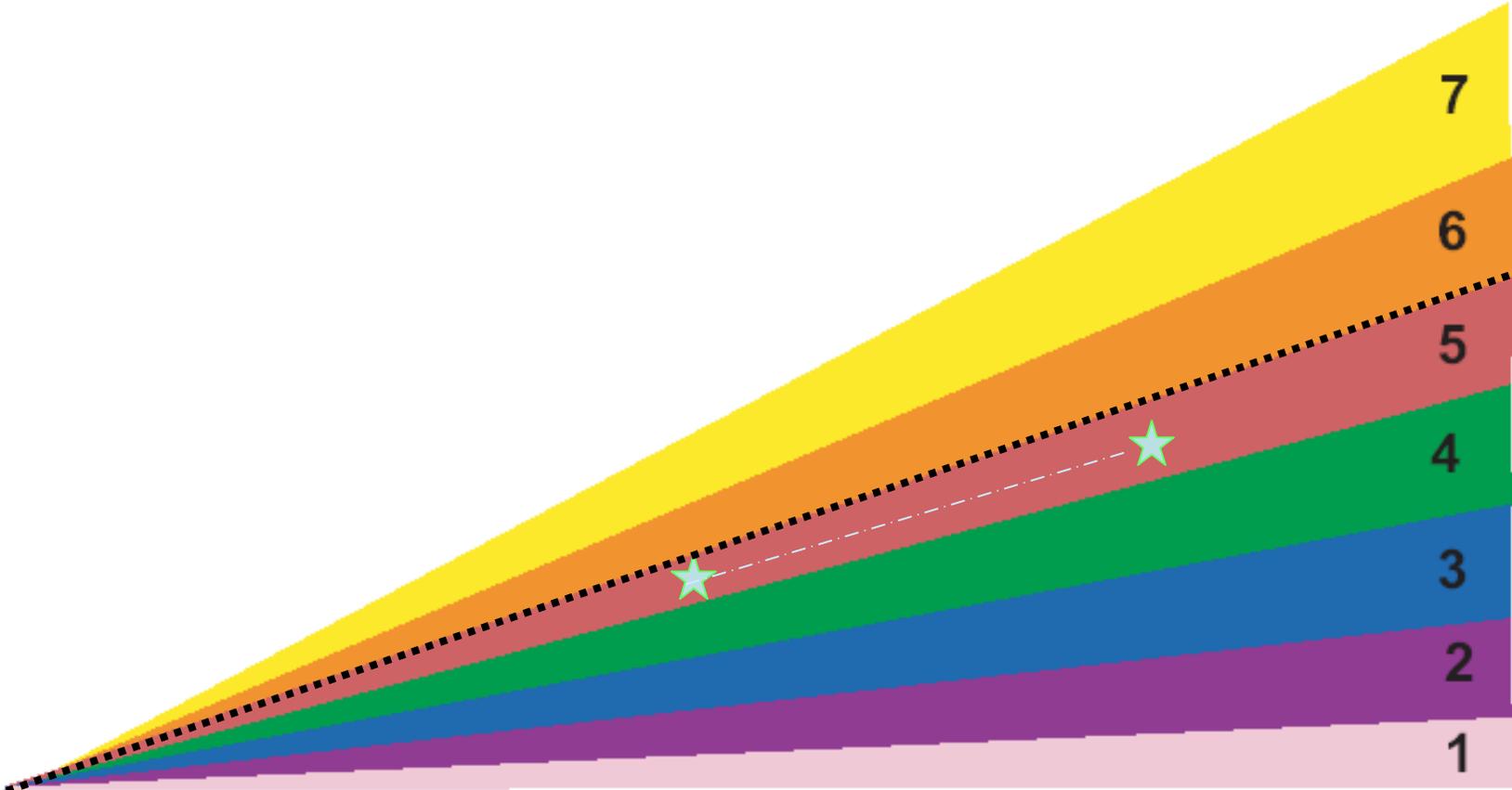
# How changes in ratings on the COSF correspond to reporting categories a - e



b. % of children who improved functioning, but not sufficient to move nearer to same aged peers

- Rated 5 or lower at entry; AND
- Rated the same or lower at exit; AND
- “Yes” on the progress question (b)

# Developmental Trajectories

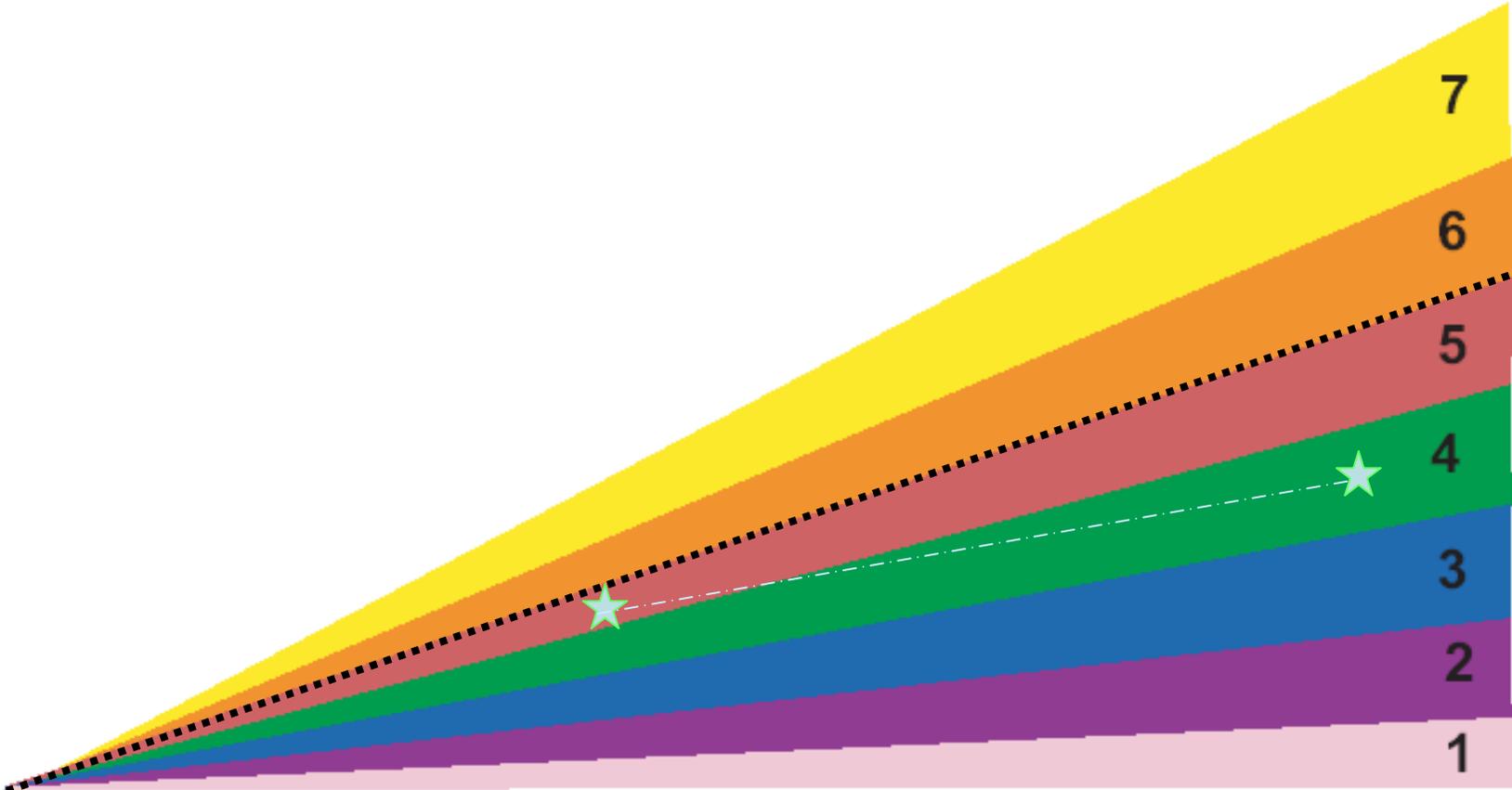


Entry

Exit

Age in Months

# Developmental Trajectories

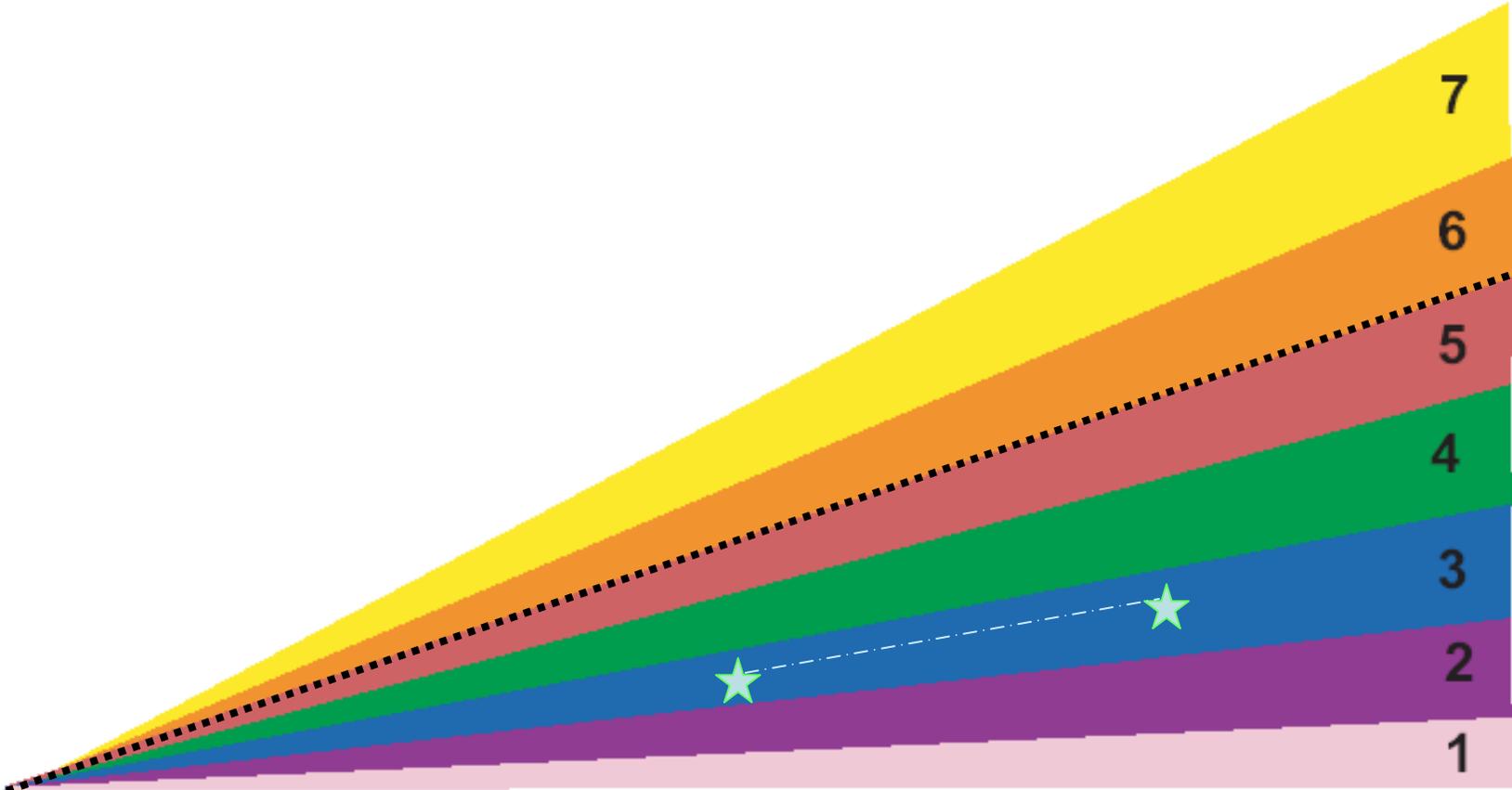


Entry

Exit

Age in Months

# Developmental Trajectories

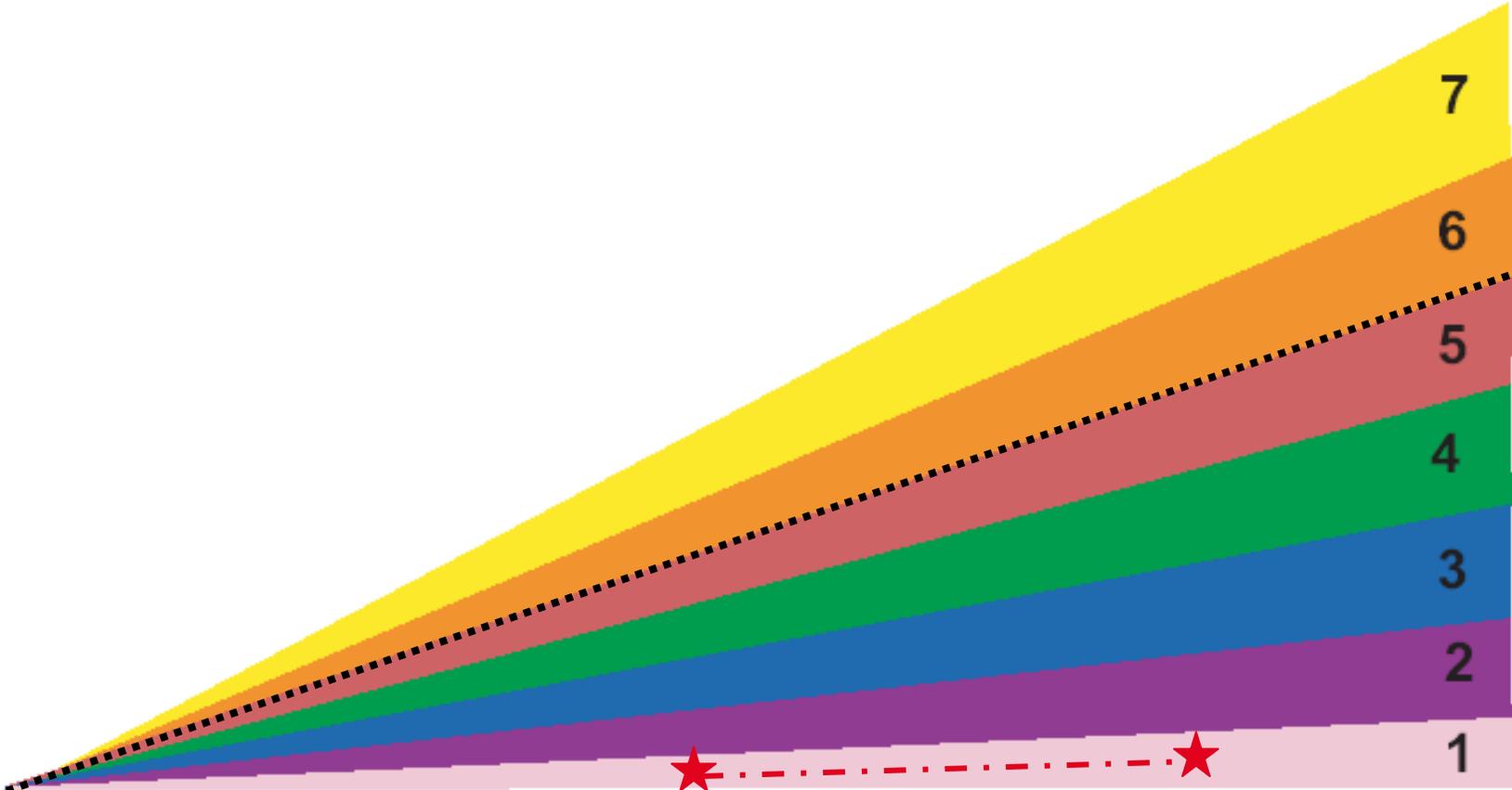


Entry

Exit

Age in Months

# Developmental Trajectories



Entry

Exit

Age in Months

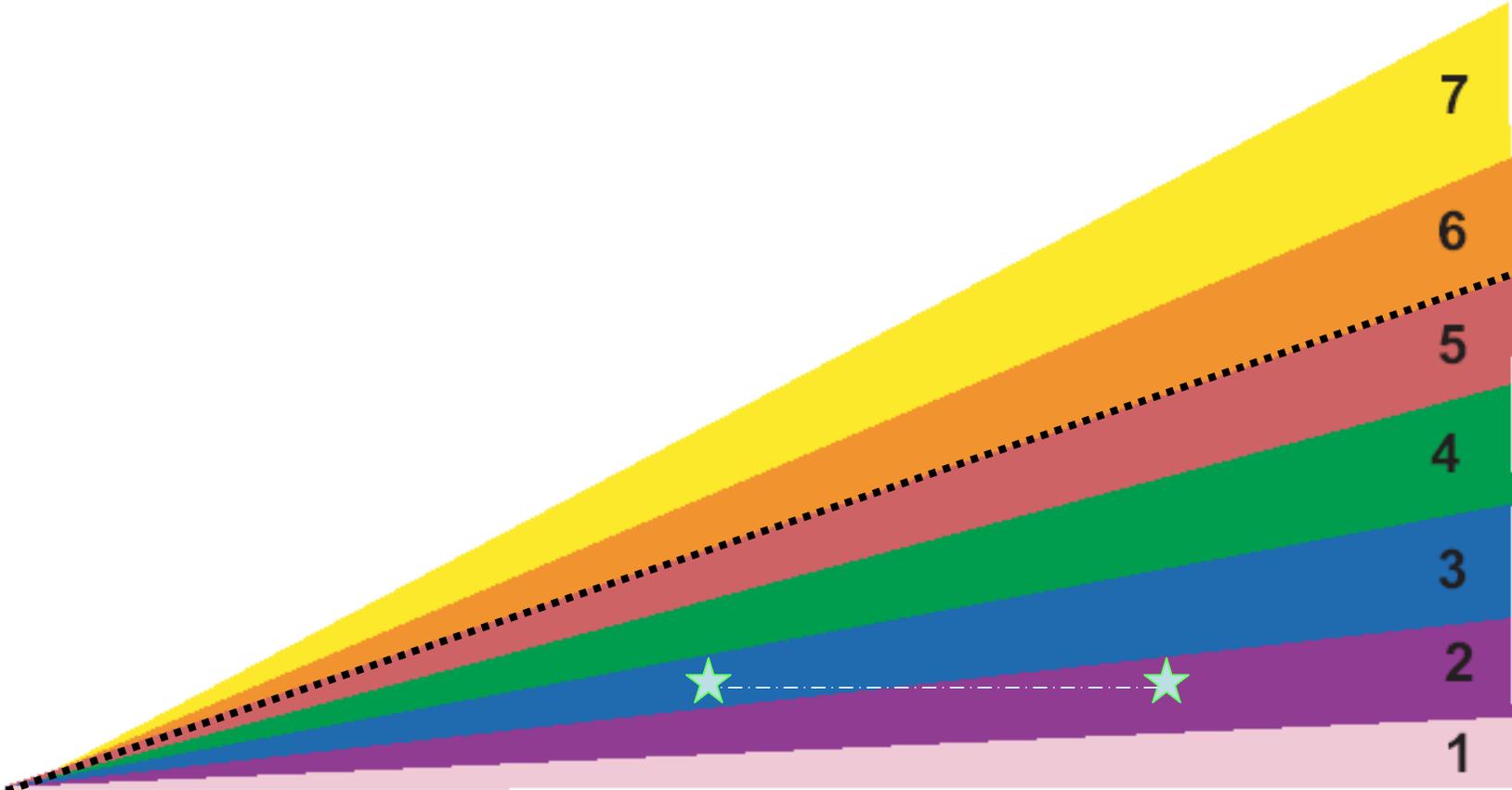
# How changes in ratings on the COSF correspond to reporting categories a - e



a. % of children who did not improve functioning

- Rated lower at exit than entry; OR
- Rated 1 at both entry and exit; AND
- Scored “No” on the progress question (b)

# Developmental Trajectories

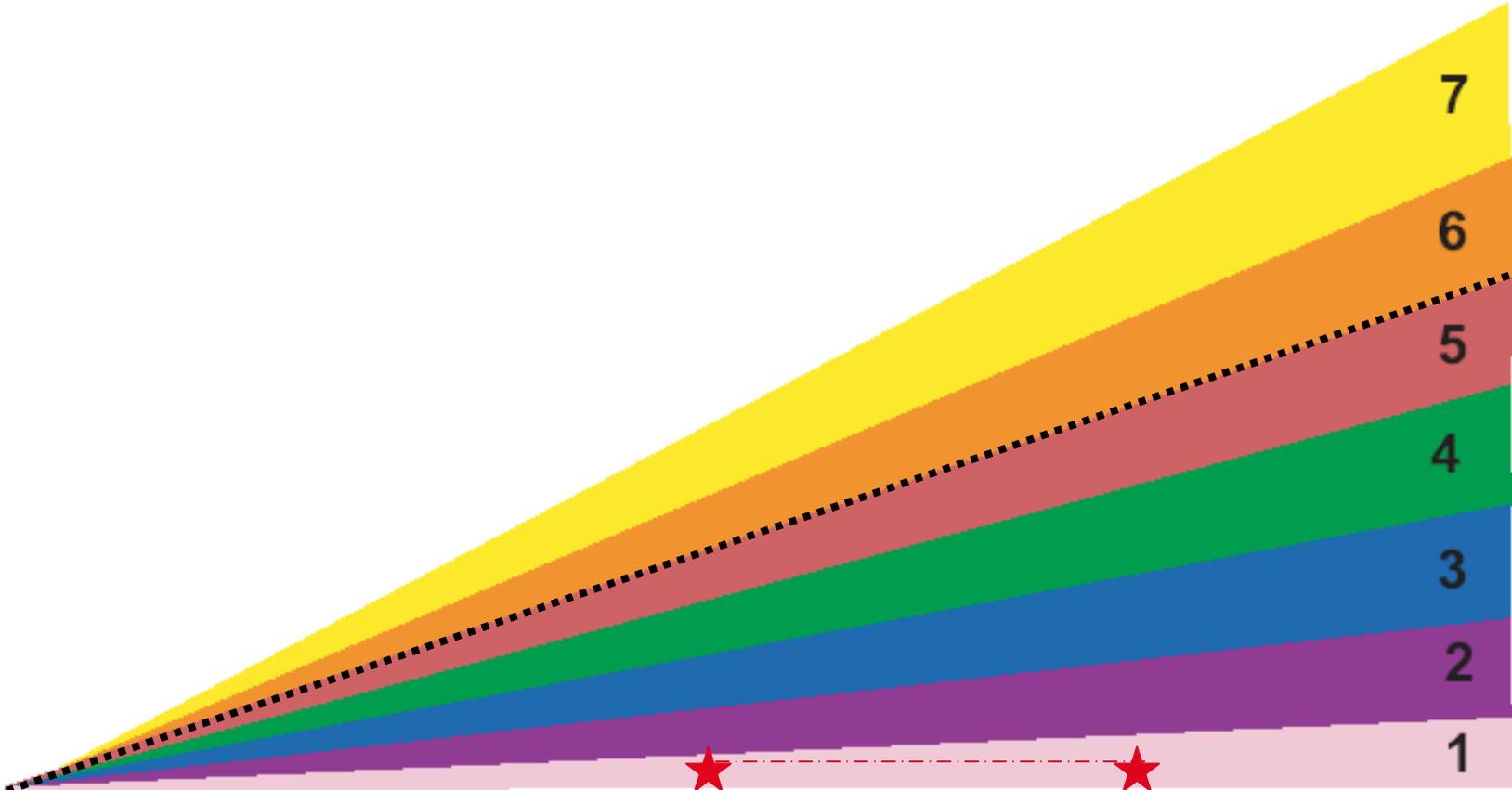


Entry

Exit

Age in Months

# Developmental Trajectories



Entry

Exit

Age in Months



Note: Calculating the progress categories from COSF data happens at the state level



# Assuring the quality of your data

# Why it's important



- If you conclude the data are not (yet) valid, they cannot be used for program effectiveness, program improvement or anything else.
- What do you do if the data are not as good as they should be?

Answer: Continue to improve data collection through ongoing quality assurance

# Many steps for ensuring quality data



<b>Before</b>	<ul style="list-style-type: none"><li>• Good data collection/Training</li><li>• Good data system and data entry procedures</li></ul>
<b>During</b>	<ul style="list-style-type: none"><li>• Ongoing supervision of implementation</li><li>• Feedback to implementers</li><li>• Refresher training</li></ul>
<b>After</b>	<ul style="list-style-type: none"><li>• Review of COSF records</li><li>• Data analyses for validity checks</li></ul>

# Promoting quality data



- Training and support before and during data collection
- Analysis of the data after data collection
- Data system and verification after data collection

# Many steps for ensuring quality data



**Before**

- Good data collection/Training
- Good data system and data entry procedures

# Promoting quality data



Through training and communication related to:

- Assessment
- Understanding the COSF process
- Age expectations
- Data entry

# Promoting quality data



Through training materials, such as

- Video team and child examples
- Written child examples
- “Quizzes” for ensuring learning

Refresher trainings –

**Beware of Drift!!**

# Many steps for ensuring quality data



<b>During</b>	<ul style="list-style-type: none"><li>•Ongoing supervision of implementation</li><li>•Feedback to implementers</li><li>•Refresher training</li></ul>

# Ongoing supervision



## Review of the process

- Is the process high quality?
- Are teams reaching the correct rating?

## Methods

- Observation
- Videos

# Ongoing supervision



Feedback to teams is critical

Refresher training

Beware of:

- Auto pilot
- Drift

# Ongoing supervision



Does anyone at the site check the COSFs for accuracy? Quality?

Do sites review the COSF process for quality?

- Through observation of video?
- Do teams receive feedback?

# Quality review through process checks



## Provider surveys

- Self assessment of competence
- Knowledge checks
- Process descriptions (who participates?)
- Identification of barriers

# Many steps for ensuring quality data



<b>After</b>	<ul style="list-style-type: none"><li>•Review of COSF records</li><li>•Data analyses for validity checks</li></ul>

# Quality indicators of a well-completed COSF



- The COSF is complete
- The evidence matches the appropriate outcome area
- There is adequate evidence for the basis of the rating

# Quality indicators of a well-completed COSF



- The evidence is based on functional behaviors
- Evidence reflects the child's functioning across settings and situations considered
- Ratings are consistent with the evidence



# **Exercise: Evaluating a completed COSF**

# On the form, you will need to document:



- What evidence led to the selected rating, evidence of .....
  - Age expected functioning?
  - Immediate foundational skills
  - Skills and behaviors that will lead to foundational skills
- Who participated in the conversation and the decision

# Why document?



- Evidence can be reviewed to see whether people are using the system properly (i.e., rating similar children in the same ways)
- Documentation helps identify needs for future training and technical assistance
- Documentation may be useful for new team members reviewing the file



# Exercise: Documenting a rating



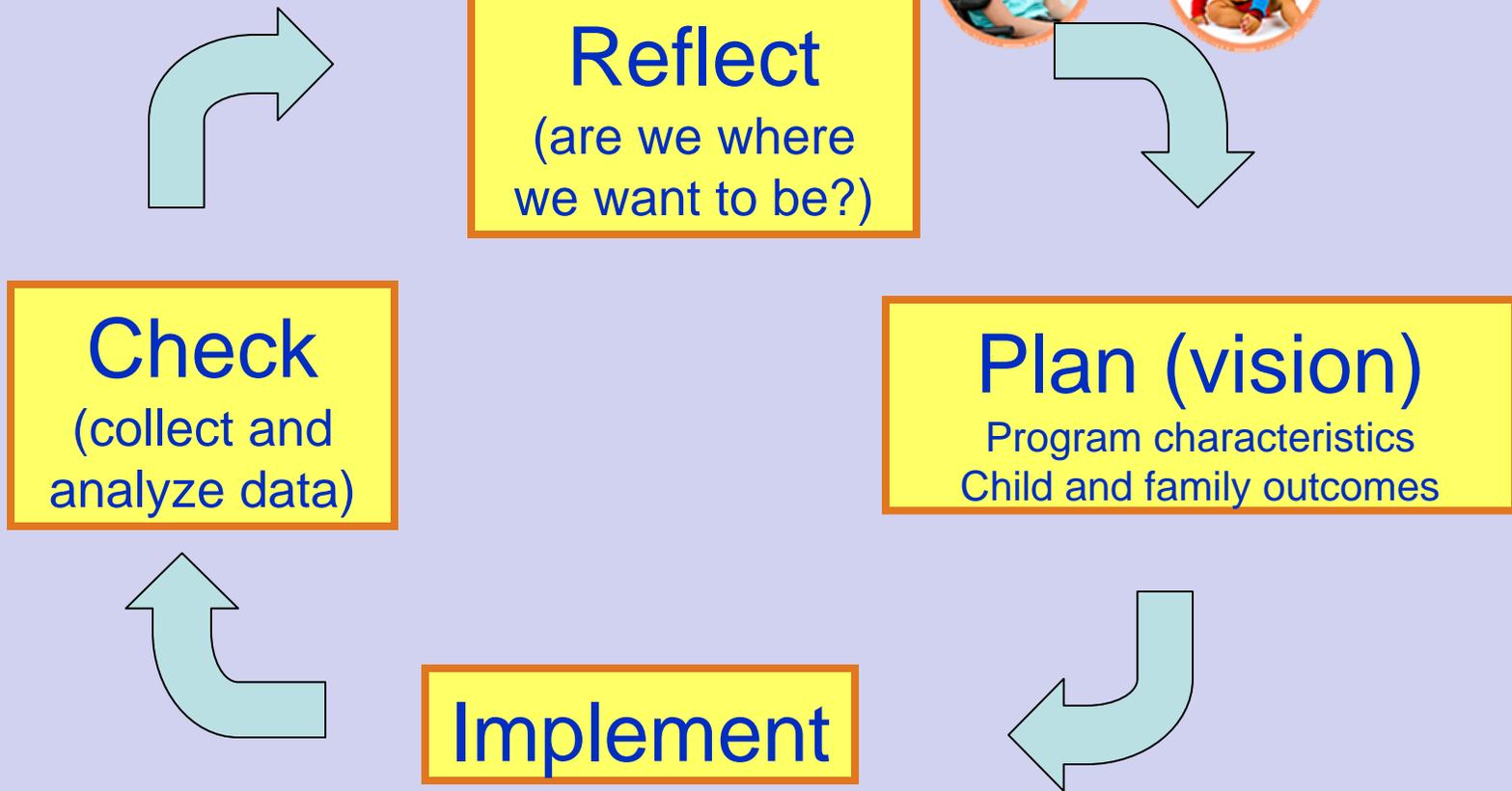
**Next steps:  
Putting it all  
together**

# Program improvement: Where and how

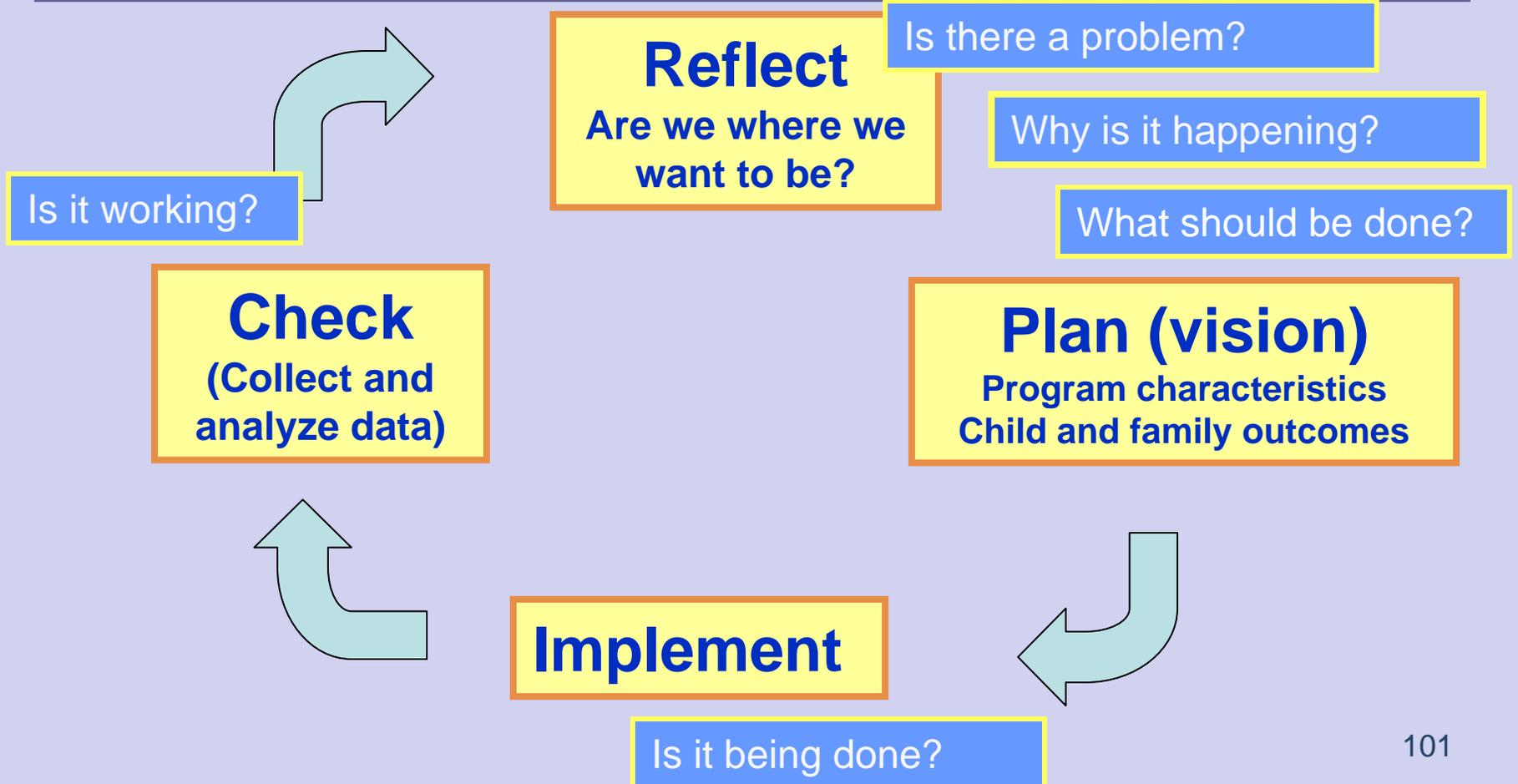


- At the state level – TA, policy
- At the site level – supervision, guidance
- Child level -- modify intervention

# Continuous program improvement



# Examining and tweaking the service system





Keeping our eye on the prize:  
High quality services for children  
and families that will lead to  
good outcomes.

# For more information



[www.the-eco-center.org](http://www.the-eco-center.org)