



Developing and Measuring Part C and 619 Outcomes in Utah – Workgroup Meeting March 3, 2005

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Expected Outcomes

1. Individuals who use the *Outcome Indicator Systems*, and/or are impacted by them, will be involved in the development and decision-making process.
2. The Outcome Indicator System measurement design and evaluation tools will be easy to use.
3. USOE and UDOH will consider and approve the outcome indicators and evaluation tools.



Expected Outcomes

4. Outcome indicators will contribute to improving results for children with disabilities.
5. Program Outcomes and Indicators will be used as a framework for verifying, analyzing and reporting data.



Commitment

Whenever possible we will....

- ◆ Use available data
- ◆ Collect data through existing mechanisms
- ◆ Embed child and family outcomes data in overall evaluation efforts
- ◆ Not require that one method of assessment be used
- ◆ Minimize the data collection burden
- ◆ Collect valid and reliable data



Utah Early Childhood Outcomes will--

- **Meet National reporting requirements (OSEP-APR)**
- **Improve program services**
- Gather effectiveness evidence for Utah legislature
- Monitor and alter interventions



National Reporting Outcomes

- ◆ Small set of outcomes (3-5) that can be reported by all states to OSEP
- ◆ (See Handout #1- Updated 2/05)



Program Improvement Outcomes

- ◆ More comprehensive set of outcomes that is a part of the overall evaluation system that looks at:
 - Services received
 - Procedural issues
 - Satisfaction
 - Child and Family Outcomes
- ◆ See Handout #2 – Model



Definitions

Early Childhood Outcome Center (SRI)

Others



Early Learning Standards

- ◆ Statements of expectations for learning and development that cut across the five developmental dimensions.
- ◆ Standards should support quality early education programs that address the needs of the “whole child” including both academic content areas and developmental areas.



Guidelines

- ◆ Child Care uses the term Guidelines



Outcome - ECO

- ◆ A statement of a measurable condition(s) desired for the population of children* or their families.
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- ◆ Overall vision for children and families
 - ◆ Not necessarily the same as IFSP/IEP goals which tend to be more specific
 - ◆ Global statements of what we are trying to do with children and families
 - ◆ See Handout #



Indicator - ECO

- ◆ A measure or metric that serves to quantify whether the outcome has been obtained.
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- **Example:**

- *Children who have achieved all of their motor goals on the IFSPs/IEPs*



Evidence Statements - ECO

- ◆ **Evidence Statement**—a statement that incorporates a statistic and provides verification as to whether not an outcome has achieved.

Example:

Percentage of children showing gains in motor skills



Domains of Development

Physical well-being and motor development

Social and emotional development

Approaches toward learning

Language development

Cognition and general knowledge



Subdomains

Physical Well Being and Motor Development

Overall rate of growth

Level of physical fitness

- Strength, stamina, flexibility, etc.
- Motor skills

Health



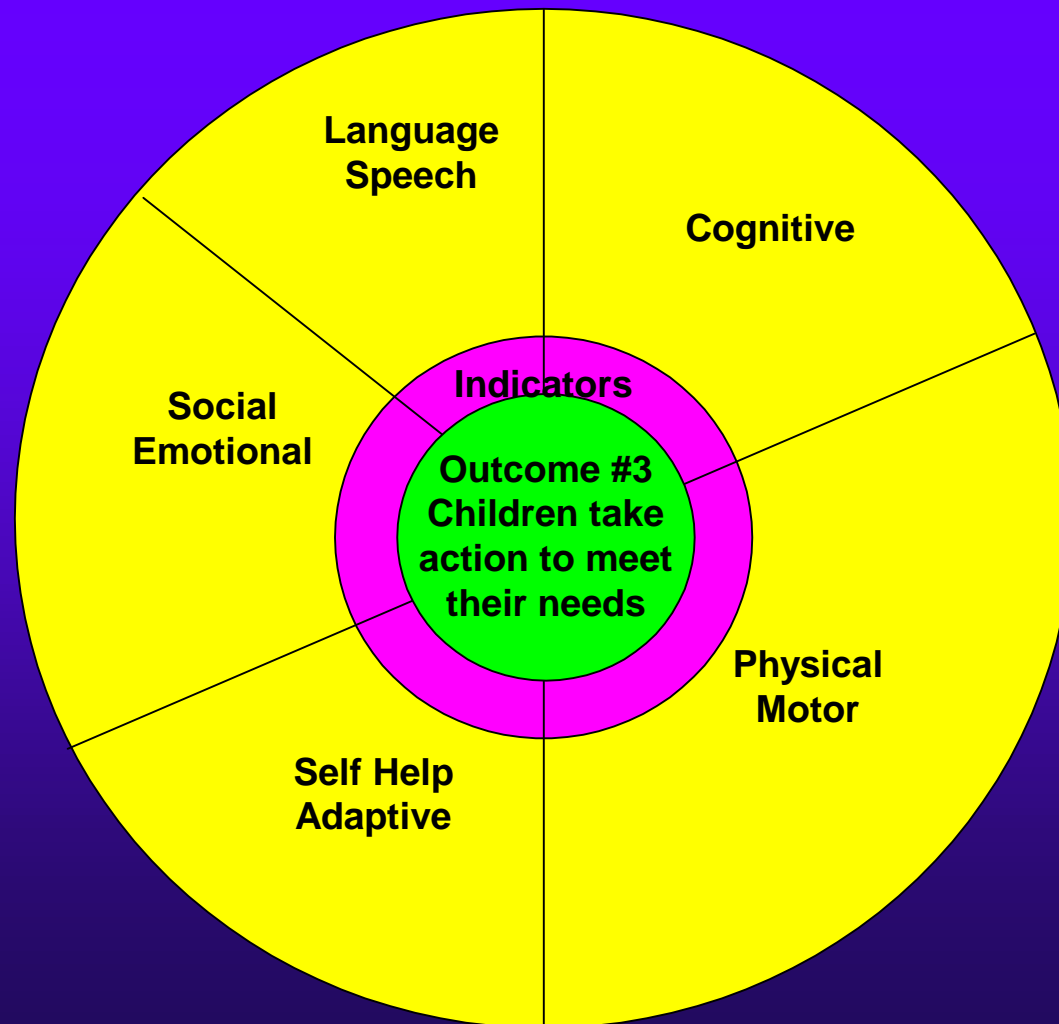
The previous 2 slides taken from:
**Preparing Children for Success:
Defining Desired Outcomes in the
Preschool Years**

Catherine Scott-Little, Ph.D.

SERVE

See Handout #

Mapping Functional Outcomes, Indicators, and Domain Skills





Steps in Developing the Outcomes System

1. Clarify overall purpose
- 2. Identify outcome areas for children and families**
3. Develop outcome statements
4. Formulate evidence statements
5. Identify measurement approaches
6. Identify approaches for analyzing the data



Steps in Developing the Outcomes System (continued)

7. Build infrastructure for collecting and reporting
8. Collect data
9. Analyze data
10. Report data
11. Refine the approach



Outcome Areas



EC Outcomes TA OSEP Meeting

- ◆ April 18-19-20th, 2005
- ◆ Salt Lake City
- ◆ Registration deadline March 18th
- ◆ Complete Registration form now and we will fax it in.