



OSEP

Office of Special Education Programs



Early Childhood and Family Outcomes

Ruth Ryder

Acting Director of the Office of Special Education Programs (OSEP)





OSEP

Office of Special Education Programs

A Trip Down Memory Lane





OSEP

Office of Special Education Programs

Getting Started – Federal Accountability

- 1994 Government Performance and Results Act (GPRA)
- 2002 Performance Assessment Rating Tool (PART)
 - Both Part C and Part B Preschool categorized as “Results Not Demonstrated” due to lack of outcome data.
 - OMB recommended OSEP develop a strategy for collecting outcome data





OSEP

Office of Special Education Programs





OSEP

Office of Special Education Programs

Strategy – Engage the Field

- Support States to collect these data annually
- Fund TA Center (Early Childhood Outcomes-ECO Center)
 - **Gather stakeholder input**
 - **Use evidence based approaches to assessing outcomes**
- General Supervision Enhancement Grants (GSEG) investments





OSEP

Office of Special Education Programs

2002: OMB
determines
Part C & 619
are programs
with “results
not
demonstrated”

2004: IDEA
Reauthorized
1st Round of
GSEGs
Funded

**Summer
2005:**
OSEP
announces
outcomes

2003:
ECO
Center
Funded

**2004-early
2005:**
stakeholder
input on the
outcomes



www.ed.gov/about/offices/list/osers/osep





OSEP

Office of Special Education Programs

Stakeholders



- Families
- State Part C & 619 Coordinators
- State data managers
- Local programs
- Researchers
- General early childhood programs and experts
- Advocacy groups
- Office of Management & Budget (OMB)





OSEP

Office of Special Education Programs



Key Considerations – Child Outcomes

- Relevant for all children with disabilities 0-5
- Minimize burden; maximize usefulness
- Program improvement; not just accountability
- State flexibility
- Developmentally appropriate
- Functional outcomes





OSEP

Office of Special Education Programs



Key Considerations – Family Outcomes

- Emphasize the importance of family outcomes to improving child outcomes
- Same for Part C & 619
- Move beyond satisfaction
- State flexibility in measurement
- Program improvement; not just accountability





OSEP

Office of Special Education Programs

**Summer
2005:** OSEP
announces
outcomes

2006: 2nd
round of
GSEGs funded

Dec 2005: State
submit SPPs
including how they
will collect outcome
data

Sept 2006:
OSEP finalizes
child outcome
reporting
categories



www.ed.gov/about/offices/list/osers/osep





OSEP

Office of Special Education Programs

Child Outcomes

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

Office of Special Education Programs

Family Outcomes: Part C

Families of children with delays or disabilities who received services under IDEA who reported that early intervention had helped them:

- Know their rights
- Effectively communicate their children's needs
- Help their child develop and learn.

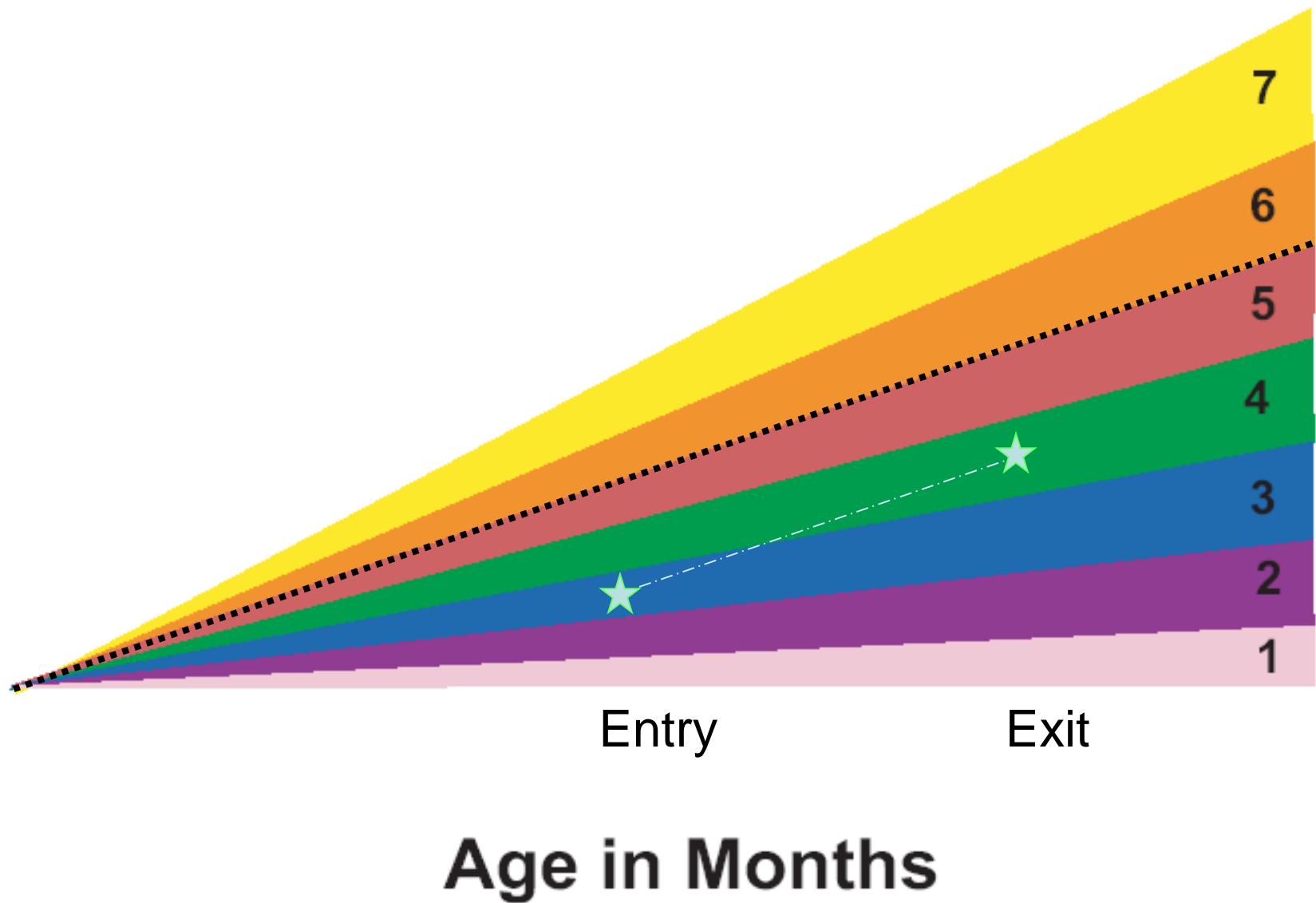




Child Progress- the % of children who:

- 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 (no change in trajectory)
- d. improved functioning to reach a level comparable to same-aged peers
- e. maintained functioning at a level comparable to same-aged peers

Developmental Trajectories





OSEP

Office of Special Education Programs

Sept 2006:
OSEP finalizes
child outcome
reporting
categories

Feb 2010:
states submit
baseline data
and set targets
on summary
statement



2008/09:
stakeholder
input on
summary
statements

2012: Results
Driven
Accountability



www.ed.gov/about/offices/list/osers/osep





OSEP

Office of Special Education Programs

Two Summary Statements per Outcome:

- **Summary Statement 1** is the percentage of children who made greater than expected growth.
- **Summary Statement 2** is the percentage of children who exited at or above age expectations.





OSEP

Office of Special Education Programs



Results Driven Accountability

Question for Stakeholders:

- What outcome measures could be used in the determinations process?
- How could outcome measures be scored in a fair, equitable, and meaningful way across States?





OSEP

Office of Special Education Programs

State Systemic Improvement Plan (SSIP)

- A key component of RDA
- Built into each State's SPP/APR
- States choose a State Identified Measurable Result (SIMR)
- Focus on improving child results





OSEP

Office of Special Education Programs

We've Come A Long Way Baby!





OSEP

Office of Special Education Programs

State Approaches to Measuring Child Outcomes

Approach	Part C (56 states/jur)	Part B 619 (59 states/jur)
One tool statewide	8	8
Publishers' online analysis	3	6
Child Outcomes Summary process	42	43
Other	3	2





OSEP

Office of Special Education Programs

National Child Outcomes Data for Children Exiting in 2016-17

Outcome	Part C Early Intervention		Part B Preschool	
	Summary Statement 1	Summary Statement 2	Summary Statement 1	Summary Statement 2
Social Relationships	67	58	80	60
Knowledge and Skills	73	49	81	56
Action to Meet Needs	75	57	80	65

Note: Data are based on 46 Part C states and 43 Part B Preschool states. Only states with high quality data were included.

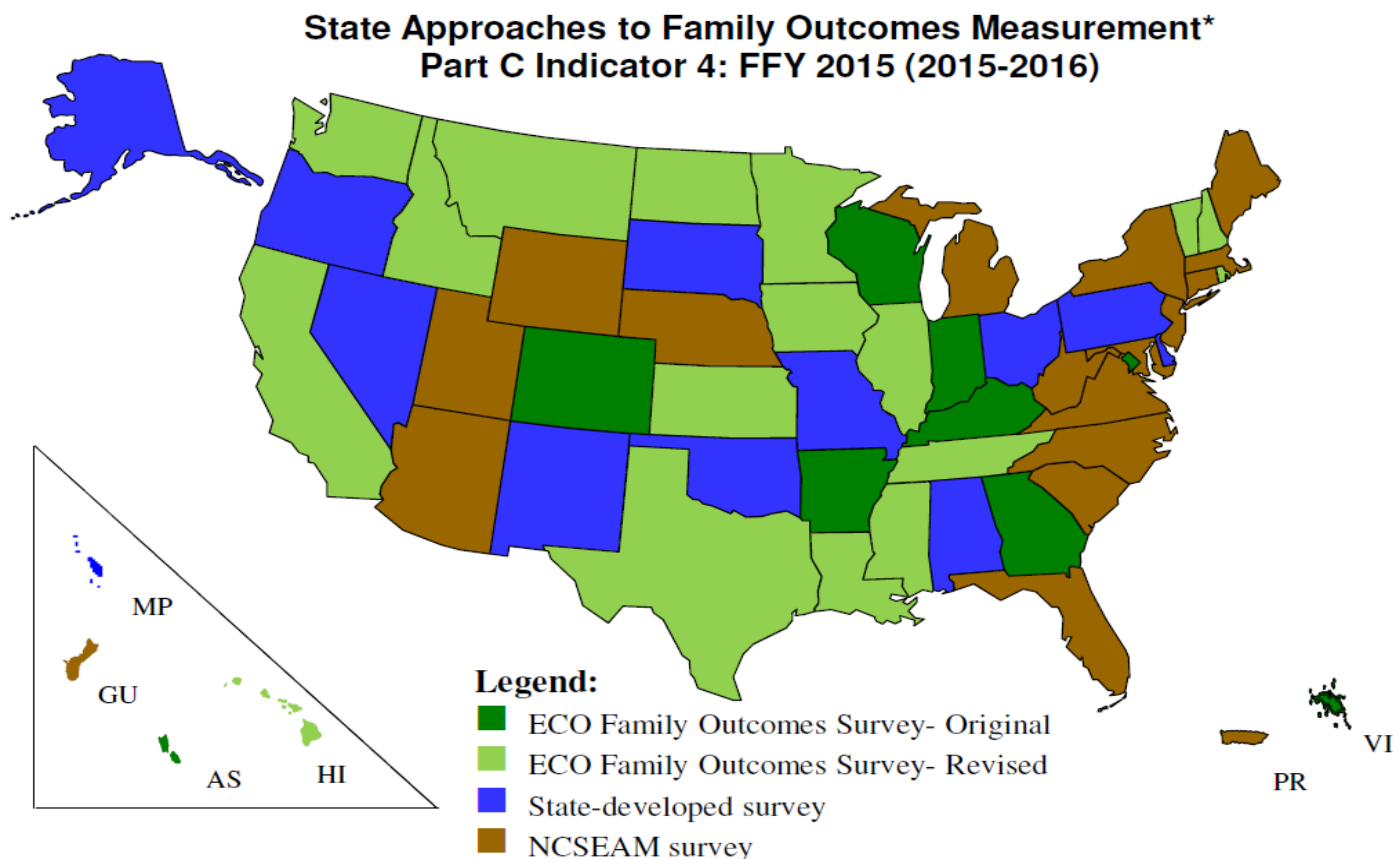




OSEP

Office of Special Education Programs

State Approaches to Family Outcomes



*This map shows the approaches used to measure the three family outcomes for APR reporting on Indicator C4. Some states used additional tools/ approaches to measure other family variables.





OSEP

Office of Special Education Programs

Part C Family Outcomes

Early intervention has helped the family...

- know their rights: 89.5%
- effectively communicate their children's needs: 90.0%
- help their children develop and learn: 92.2%



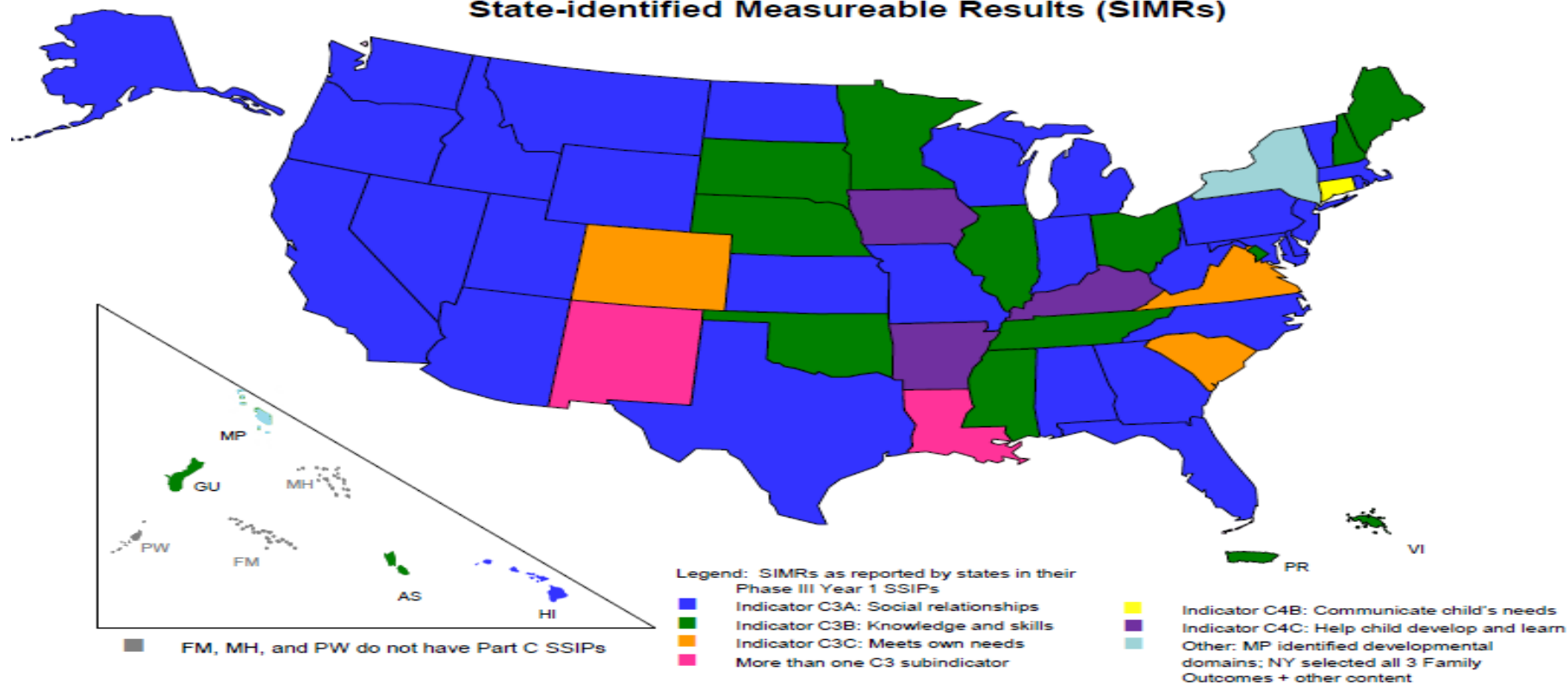


OSEP

Office of Special Education Programs

State Identified Measurable Results

Phase III, Year 1 SSIP Content Analysis Map:
State-identified Measureable Results (SIMRs)



This map was produced by the [DaSy Center](#) and the [ECTA Center](#) from data in the [2017 Part C SPP/APR Indicator Analysis: FFY 2015-2016](#)





OSEP

Office of Special Education Programs

Looking Back

- Positive Impact on the Field
 - Data based decision making
 - Informing Improvement Efforts and Investments
 - Family outcomes
- Part C & 619 are Leaders in the EC field
- Importance of Stakeholder Engagement
- Data Quality
- States leading the way on innovation





OSEP

Office of Special Education Programs





OSEP

Office of Special Education Programs



Low-Cost Short-Duration Evaluation of Special Education Interventions

- Evaluations of interventions that state and/or local agencies expect to produce meaningful outcomes for infants, toddlers, children, and youth with or at risk for a disability within a short period
- \$250,000 or less and completed within two years
- Partnership between researchers and state or local agencies
- Relies on administrative data or other sources of secondary data to provide measures of outcomes.
- More information available on NCSE [website](#)





OSEP

Office of Special Education Programs

Thank you!

