

## FOR MORE INFORMATION

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# COLLECTING AND REPORTING CHILD AND FAMILY OUTCOMES DATA FOR PROGRAM IMPROVEMENT

## New State and Federal Reporting Requirements for Part C and Part B/619 Programs

MAY 2006

## NEW PART C AND PART B/619 DATA REQUIREMENTS

**BEGINNING IN FEBRUARY 2007**, all states must submit new data to the Office for Special Education Programs (OSEP) at the U.S. Department of Education (USDOE.) NH is now required to demonstrate the effectiveness of its Family-Centered Early Supports and Services and Preschool Special Education programs. The purpose of collecting and reporting this data is to assist with program and service improvement efforts at the federal, state and local levels.

**REQUIRED DATA** to be reported includes **Child Outcomes data** and **Family Outcomes data** for children Birth-5 and their families. Data collection activities for Part C and Part B/619 programs will begin as follows:

- **Beginning in June 2006, entry data will be collected on Infants and Toddlers who are entering Family-Centered Early Supports and Services**
- **Beginning in September, 2006, entry data will be collected on Preschoolers who are entering Preschool Special Education Programs**

### WHAT IS AN OUTCOME?

An outcome is the benefit experienced as a result of a service or a program. NH is required to report on the benefit to a child of his or her service or program. NH will be reporting on the benefit to a child of his or her program or services, based on the progress made while receiving services. (An outcome is not the number of services received, the quality of the program or family satisfaction.)

### HOW CAN OUTCOME DATA BE USED?

1. Program improvement
2. Planning for instruction/intervention
  - a. At the group level
  - b. At an individual level
3. Communicating child progress to families
4. Accountability: local, state and federal
5. Gaining community support for programs

### Family Outcome 5: Families access services and activities that are available to all families in their community

#### Indicators

- Families participate in recreational, religious, educational, and/or family activities with appropriate support services for their children with special needs.
- Families access appropriate community-based preschool or childcare programs of the family's choice with the appropriate support services.
- Families access appropriate community based medical, dental, pharmacy, and behavioral health services.
- Families access financial resources that are available to them.

### IMPORTANT DATES AND TIMELINES

- June 2006 – Part C Programs Begin Collecting Data
- September 2006 – Part B Programs Begin Collecting Data
- February 2007 – NH Part C and Part B/619 Programs file Annual Performance Report with the US Department of Education, Office for Special Education Programs

Additional resources and information can be found at the following websites:

- [www.nectac.org](http://www.nectac.org)
- [www.fpg.unc.edu/~ECO/index.cfm](http://www.fpg.unc.edu/~ECO/index.cfm)

If you have questions about your program and data collection, please refer to the contact information on the next page.

**Family Outcome 2:** Families understand their rights within the law and effectively communicate their children’s needs.

**Indicators**

- Families participate as equal and valued partners on their children’s team(s).
- Families access services and supports that are appropriate to their children’s needs.
- Families advocate for their children.
- Families ask questions about their rights.
- Families understand the process to resolve disagreements and address concerns.

**Family Outcome 3:** Families help their children develop and learn.

**Indicators**

- Families use daily routines, activities, and adaptations to enhance their children’s development.
- Families are confident in their ability to care for their children.
- Families know and use different parenting techniques.
- Families understand the impact of health, nutrition, and safety on their children’s development.
- Families recognize and seek information about their children’s strengths, learning styles and preferences to encourage development.
- Families access child-specific services and supports (e.g., behavioral, adaptive equipment, nutritional.)

**Family Outcome 4:** Families have adequate social support.

**Indicators**

- Families educate extended family members, friends, and the community about their children’s strengths and needs.
- Families foster relationships with neighbors, friends and/or family who can help on a day-to-day basis or in times of crisis.
- Families connect with one another, friends, and community members (e.g., parent/sibling support groups, written materials, parent-to-parent support, internet resources.)

## OUTCOMES FOR CHILDREN B-5

Our hope is that NH children are active and successful participants now and in the future in a variety of settings: their homes, their early care and education centers and in their communities.

**What are NH’s outcomes for infants, toddlers and preschoolers?**

1. Children have positive social relationships
2. Children acquire and use knowledge and skills.
3. Children take appropriate action to meet their needs.

**What are Sub-outcomes and/or Indicators?**

You may hear the term “Sub-outcome” used interchangeably with the term “Indicator”. The idea is that every Outcome has Indicators or Sub-outcomes which are some examples of children’s behaviors that help to describe the outcome. We’ll now refer to these as “Indicators of Progress” which help to describe the Outcomes.

**WHAT INFANT/TODDLER INDICATORS OF PROGRESS HELP TO DESCRIBE THE CHILD OUTCOMES?**

**I/T Child Outcome 1:** Children have positive social relationships.

**Indicators of Progress**

- Children recognize familiar people, places and things.
- Children express themselves using objects and / or a variety of facial and bodily movements.
- Children engage in face-to-face interactions with others.
- Children recognize and respond to verbal and non-verbal cues and expressions.
- Children explore people and objects in their environment through play.
- Children recognize when they have solved a problem or made a discovery.
- Children develop attachments to primary caregivers.
- Children demonstrate awareness of self and their abilities.
- Children acquire a sense of belonging.
- Children interact differently with people based on their relationships.
- Children show empathy by responding to social and emotional cues.
- Children express a wide array of feelings.
- Children engage in reciprocal play.
- Children manage emotions and their impact on self and others.
- Children recognize similarities and differences between people

**I/T Child Outcome 2: Children acquire and use knowledge and skills.****Indicators of Progress:**

- Children use senses and body to explore people, places and things.
- Children observe, initiate and/or respond to cause and effect in a variety of situations.
- Children demonstrate the ability to combine, separate, sort, count and name objects.
- Children demonstrate an interest in listening, vocalizing, singing and moving to music.
- Children attempt to use or use a variety of materials.
- Children show curiosity.
- Children use imagination.
- Children engage in pretend play.
- Children understand differences. (shapes, colors, textures, sizes, etc.)
- Children show awareness of safety hazards.
- Children demonstrate effective and safe eating and drinking skills.
- Children repeat sounds purposely.
- Children put sounds together to form words and sentences.
- Children identify familiar people, places, objects and actions in everyday life and pictures.
- Children engage with written materials, including exploration of books and listening to stories.
- Children show a range of mobility skills.
- Children demonstrate coordinated body movements.
- Children respond to sensory cues to engage in play and interactions.
- Children manage sensory information.
- Children learn from experiences.
- Children repeat favorite behaviors and actions.
- Children experiment with writing tools.

**Family Outcomes:**

1. Families understand their children's strengths, abilities and special needs.
2. Families understand their rights within the law and effectively communicate their children's needs.
3. Families help their children develop and learn.
4. Families have adequate social support.
5. Families access services and activities that are available to all families in their community.

**WHAT ABOUT SUB-OUTCOMES OR INDICATORS FOR FAMILY OUTCOMES?**

We use the term "indicators" when listing some examples of family member skills, behaviors, knowledge or understanding that describe the Family Outcomes.

**Family Outcome 1: Families understand their children's strengths, abilities and special needs.****Indicators**

- Families know the broad range of typical child development.
- Families understand the impact of their children's environment and changes in daily routine on their children's behavior and coping abilities.
- Families understand the risk factors, conditions and/or concerns that may impact their children.
- Families access current information and resources regarding their children's development.
- Families have continuing access to current information and resources.

## COLLECTING AND REPORTING DATA

### HOW WILL CHILD OUTCOMES DATA BE COLLECTED AND REPORTED?

Data on the progress that children make will be gathered from several sources including family input, assessment instruments and observations. **Assessment instruments will be those commonly used by programs to evaluate a child's progress.** The Part C and Part B/619 Coordinators are working with the field to identify those assessment instruments which best collect information that is related to the Child Outcomes.

Child Outcomes data will be reported through the NH Special Education System (NHSES), the new data system that will replace SPEDIS. The Part C and Part B/619 Coordinators will keep the field apprised as to the procedures for collecting Child Outcomes data.

### WHAT ABOUT FAMILY OUTCOMES DATA? HOW WILL FAMILY OUTCOMES DATA BE COLLECTED AND REPORTED?

The role of families in both Part C and Part B/619 programs is very important. Both programs will administer surveys to families that ask families to report on their understanding of their children's developmental concerns or disabilities, the supports available and in place to support their children's learning and development, and the opportunities to be involved with their children's programs. Family Outcomes data is collected and interpreted differently than Child Outcomes data. Families will self-report, providing local, state and federal programs with information to help programs improve in their work with families. Individual families will not be "tracked" or "followed" for progress reporting. The Part C and Part B/619 Coordinators will keep programs and families apprised of the processes for collection and reporting of Family Outcomes data and how to participate in the Family Outcomes surveys.

### I/T Child Outcome 3: Children take appropriate action to meet their needs.

#### Indicators of Progress:

- Children collect and organize materials and information to create play activities.
- Children communicate hunger and thirst.
- Children identify bodily needs.
- Children demonstrate interest in basic self-care skills.
- Children seek help with play, basic care or other activities.
- Children participate in everyday routines and activities.
- Children communicate pain and discomfort.
- Children communicate needs, thoughts, and ideas through verbal and non-verbal expression.
- Children purposefully explore and use objects, toys, and things in their world.
- Children move from place to place
- Children interact differently with people based on their relationships.
- Children demonstrate the ability to make choices.
- Children express a wide array of feelings.

### WHAT PRESCHOOL INDICATORS OF PROGRESS HELP TO DESCRIBE THESE OUTCOMES?

#### PS Child Outcome 1: Children have positive social relationships.

#### Indicators of Progress

- Children solve problems through interaction with others.
- Children express ideas and feelings in a variety of ways.
- Children enjoy looking at books, listening to stories, and communicating about them.
- Children respond to directions and engage in conversations.
- Children play by both themselves and cooperatively with others.
- Children follow routines and participate appropriately in small and large groups
- Children know how their actions affect others by showing sympathy, empathy and an understanding of cause and effect.

- Children develop problem-solving skills by negotiating conflicts and differences.
- Children adapt to the expectations of different situations and environments.

### **PS Child Outcome 2: Children acquire and use knowledge and skills.**

#### **Indicators of Progress**

- Children show willingness to approach new situations.
- Children use imaginative play to experiment with various roles, situations and strategies.
- Children learn from prior experiences.
- Children demonstrate increasing ability to complete tasks.
- Children begin to make plans and follow through with them.
- Children express curiosity.
- Children create stories and pictures.
- Children engage in pretend play.
- Children appreciate, display, and describe their own work.
- Children make-up songs and rhythms.
- Children use gestures, sounds, words and/or sentences to relate information about their experiences.
- Children play with sounds of spoken language including letter sounds, rhymes and words.
- Children understand how books work and that print carries a message.
- Children retell familiar stories and create new ones.
- Children understand that symbols may be used to communicate.
- Children relate stories, understanding that stories have a beginning, middle and end.
- Children show interest in recording meaningful information.
- Children begin to recognize and form meaningful letters and words.
- Children continue sensory exploration of their environment.
- Children demonstrate ability in a variety of physically challenging experiences.

- Children begin to compare and contrast people, places, things and ideas.
- Children investigate and demonstrate and describe cause and effect relationships.
- Children group and order objects according to specific features (e.g. shape, size, texture, color.)
- Children use numbers and counting to solve problems and express quantities.
- Children make predictions about what might happen by drawing on experience and/or observations.
- Children express awareness of and use words to describe concepts.
- Children demonstrate willingness to investigate new and different environments.

### **PS Child Outcome 3: Children take appropriate action to meet their needs.**

#### **Indicators of Progress**

- Children solve problems through trial and error.
- Children become comfortable with engaging in challenging tasks.
- Children use words, their bodies, objects and/or materials for self-expression.
- Children comprehend and follow safety practices.
- Children grow in independence in caring for physical and emotional needs.
- Children choose a variety of healthy foods.
- Children comprehend and follow healthy practices.
- Children use gestures, sounds, words or other means to communicate wants and/or needs.
- Children exhibit awareness of individual body parts and demonstrate coordination.
- Children show awareness of their body and movements in relationship to space and objects.
- Children use hands, tools, and/or instruments with skill for a range of purposes.
- Children communicate social interest and emotional needs.
- Children develop self-help skills.
- Children collect and organize materials and information to enhance play.