

**EXAMPLE**  
**Child Outcomes Data - C3**

**Background: Statewide Child Outcomes Data**

State X began statewide data collection in June 2006, and therefore all children exiting this year with at least 6 months of service should be in their system. Data for all children who exited the program July 1, 2008 - June 30, 2009 was reported as below. Based on extensive data analysis and quality reviews, the state determined that there is only a minimal amount of missing data and that the data submitted are accurate.

**Child Progress Data**

Progress Categories	Outcome 1	Outcome 2	Outcome 3
a	0.00	0.00	0.00
b	0.17	0.26	0.16
c	0.29	0.27	0.30
d	0.32	0.27	0.29
e	0.22	0.20	0.25
N=	1617	1617	1617

**Baseline**

	Outcome 1	Outcome 2	Outcome 3
Summary Statement 1	78%	67%	79%
Summary Statement 2	54%	47%	54%

1. What do you think about the distribution across a-e categories?
  
  
  
  
  
  
  
  
  
  
2. What do you think about the summary statement data?
  
  
  
  
  
  
  
  
  
  
3. Is there anything in the a-e distribution or Summary Statement data that concerns you?

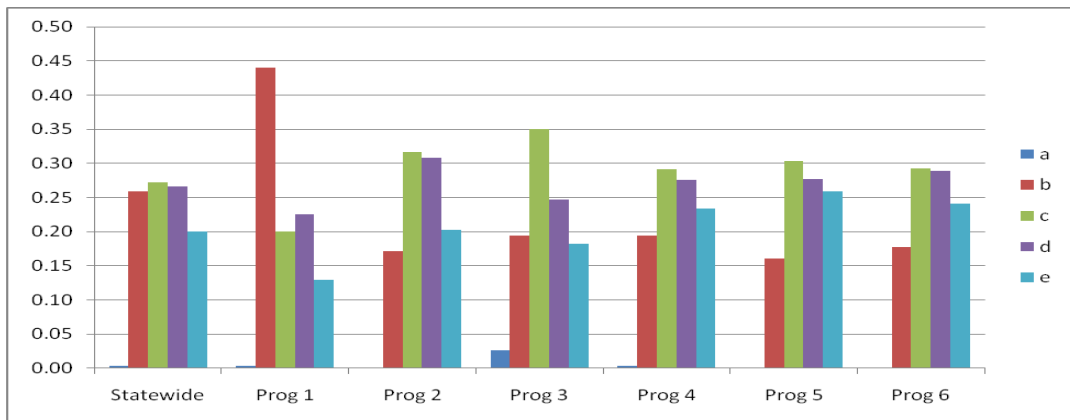
### Stakeholder Recommendations:

A stakeholder group reviewed the statewide data and was concerned about the distribution of a-e. Specifically, there was concern about the high percentage of children in category 'b' in outcome 2. The stakeholder group recommended additional data analysis to look at the data by local program and by race/ethnicity.

### Additional Analysis: Child Progress Data by Local Program

Child Progress Data by Local Program: Outcome 2

	Statewide	Prog 1	Prog 2	Prog 3	Prog 4	Prog 5	Prog 6
a	0.00	0.00	0.00	0.03	0.00	0.00	0.00
b	0.26	0.44	0.17	0.19	0.19	0.16	0.18
c	0.27	0.20	0.32	0.35	0.29	0.30	0.29
d	0.27	0.23	0.31	0.25	0.28	0.28	0.29
e	0.20	0.13	0.20	0.18	0.23	0.26	0.24
N=	1617	500	256	77	257	274	253

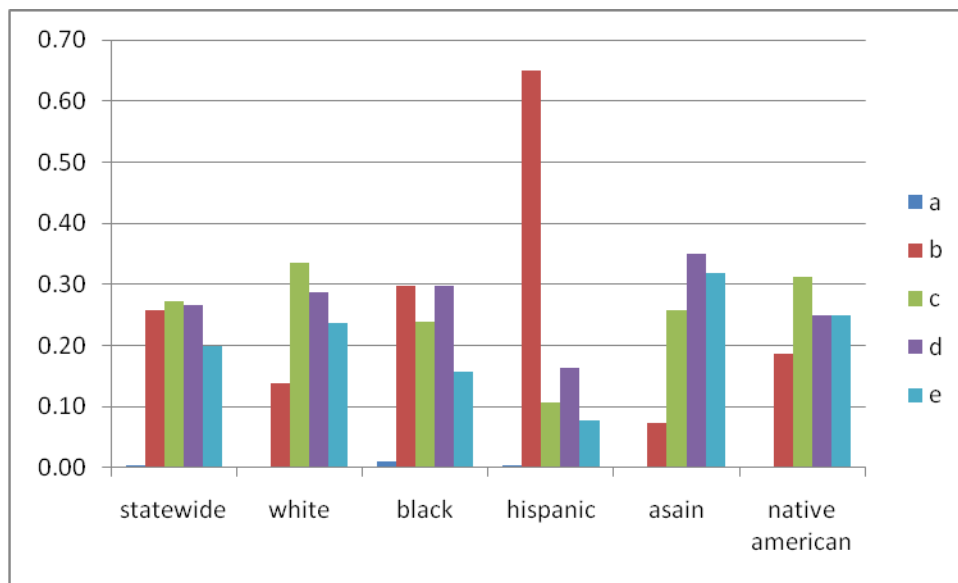


1. What do you think about the local programs' distribution across a-e categories?
2. Are there programs that are outliers? If so, which ones? How are they different from other programs?
3. What might your next steps be to investigate the outliers?

**Additional Analysis: Child Progress Data by Race/Ethnicity**

**Child Progress Data by Race/Ethnicity: Outcome 2**

	Statewide	White non-Hispanic	Black non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
a	0.00	0.00	0.01	0.00	0.00	0.00
b	0.26	0.14	0.30	0.65	0.07	0.19
c	0.27	0.34	0.24	0.11	0.26	0.31
d	0.27	0.29	0.30	0.16	0.35	0.25
e	0.20	0.24	0.16	0.08	0.32	0.25
N=	1617	970	209	325	97	16



1. What do you think about the distribution of a-e categories by race/ethnicity?
2. Does the data show child progress is better for some groups than others?
3. What might your next steps be?

## Follow up with Program 1

Looking at the child outcome data by local program, the stakeholder group identified Program 1 as having a significantly larger percentage of children in 'b' as compared to other local programs. The state staff decided to follow up with Program 1 to discuss the data, run some additional analysis and look at some individual child outcomes data.

The results of further investigation with the local program were:

- Confirmation that the local program was doing a good job with the data collection process (i.e. they have accurate data). Further analysis by eligibility category, age of child at entry, individual providers, etc. did not show unexpected patterns. Review of a random sample of individual child data did not reveal any issues with data accuracy.
- The program expressed concerns about staff turnover which has left them with staff shortage issues during the year and also lots of new staff.
- The program expressed concerns about their ability to meet the needs of their growing Hispanic population, especially with a shortage of translators and interpreters.

## Follow up with ALL Programs regarding Race/Ethnicity Analysis

Looking at the child outcome data by race/ethnicity, the stakeholder group identified Hispanic non-White as having a significantly larger percentage of children in 'b' as compared to other eligibility categories. The state staff decided to follow up with all programs to discuss the data, run some additional analysis and look at some individual child outcomes data.

The results of this further investigation were:

- Confirmation that local programs are generally doing a good job with the data collection process (i.e. they have accurate data). Further analysis by age of child at entry, individual providers, etc. did not show unexpected patterns. Review of a random sample of individual child data did not reveal any issues with data accuracy.
- Many programs across the state expressed concerns about their ability to meet the needs of their growing Hispanic population.
- There are few bilingual Spanish/English providers in the state. There are limited translators and interpreters.
- Programs report that assessments are challenging for ELLs.
- Program staff report interest in gaining new information about effective practices for working with culturally and linguistically diverse children and families.

## Conclusions / Improvement Activities

1. Based on all the data analysis presented by local program and by race/ethnicity, what actions might the state take next?

2. Are there any specific improvement activities the state might consider?