



***What Counts:
Measuring the Benefits of
Early Intervention in Hawai'i***

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With assistance from the
Early Childhood Outcomes Center

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Orientation Objectives

- ★ Understand *What Counts* and the national context.
- ★ What can measuring success do for you, for early intervention programs in Hawai'i, and for children and families?
- ★ Get your reaction to this initiative and to the process Early Intervention in Hawaii is using to collect this information from programs.

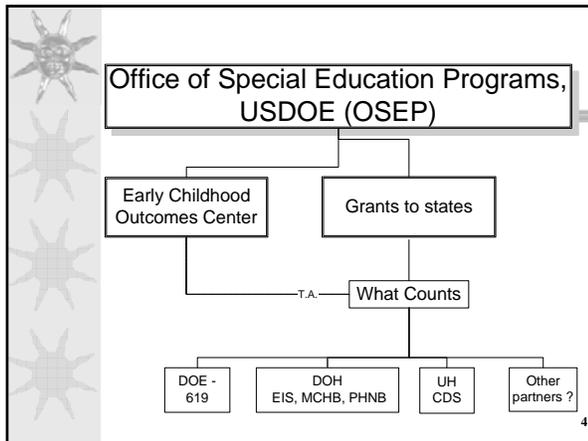
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What will measuring success do for us?

- ★ Program improvement
- ★ Federal interest: OMB/OSEP
- ★ Justification for funding
- ★ Families want to know what benefits they can expect
- ★ Research

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What Counts? Measuring the success of early intervention programs

- ★ What does success mean?
 - Develop goal statements
- ★ How can we visualize success across diverse programs?
 - Develop indicators
- ★ How can we collect & summarize data?
 - Develop measurement strategies

Involving Stakeholders

- ★ ★ Design Team
- ★ STEPS teams
- ★ Family groups
- ★ Advisors

Let's look at the big picture:



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Background:
The Need for Data on Goals Achieved

Assumptions:

- ★ Many programs serving infants and toddlers and their families are doing a good job but even programs doing a good job can usually improve in some way
- ★ One way to help good programs become better programs is to look at how participating children and families benefit from services

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Background (continued)

For many years, information collected to show how programs were doing looked at:

- ★ "Process"
 - How many children served
 - How many professionals working in the program
 - What degrees they held, etc.
- ★ Family satisfaction

Problem: There are limits to improving programs with this kind of information

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Background *(continued)*

- ★ Because the most important question is:
What difference does this make for children and families?
- ★ To answer this question...
Hawai`i needs information about children and families

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Current answers to the question

- ★ We have lots of stories about how a child or family was changed because of their early intervention experience, but...
- ★ It's not systematic
- ★ How typical are these families?
 - Does a story apply to all families and children in a program? If not, which ones?
 - In all programs? If not, which ones?

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Background *(continued)*

- ★ State and federal policy-makers who fund programs are asking the same question:
What difference do these programs make for children and families?
- ★ They want to know because they make decisions about what programs to fund and not fund and how much money a program should get
- ★ They want taxpayers' money supporting programs that are valuable, effective, good programs

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 **Background** *(continued)*

- ★ All federal programs (housing, roads, job training, education, etc.) now need to develop ways to measure goals achieved
- ★ In the future, programs that can demonstrate they have achieved their goals are going to be in a better position to continue to receive funds or even receive an increase
- ★ Programs that don't have this information...

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 **Background** *(continued)*

- ★ Federal government is requiring states to submit data on children and families in early intervention
- ★ Initial round of data on **Child Goals** is being collected from "initial implementation" communities between April and September 2006
- ★ Initial data on **Family Goals** will be collected summer of 2006 – a survey is planned
- ★ Data from every EI program will be collected by October 2006

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 **Questions?**



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Challenge

- ★ How to get answers to the question

What difference does this make for children and families?

is not easy or obvious, but...

- ★ Hawai'i has been making some progress

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EI Goals for Families

1. Families understand their child's abilities and special needs.
2. Families know their rights and effectively communicate their child's needs.
3. Families help their child develop and learn.
4. Families have adequate social support.
5. Families can access desired services, programs, and activities in their community.

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EI Goals for Children

1. Children have social and emotional skills (including positive social relationships).
2. Children learn and use knowledge and skills.
3. Children take action to meet their needs.

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Checking in with you...

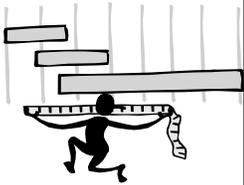


Do the goal statements reflect what *your* program is trying to achieve for children and families?

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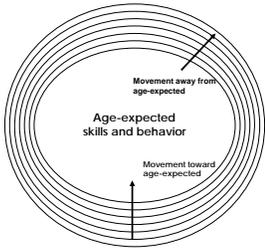
Indicators for Child Goals

* Percentage of children making progress on each goal



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A way to think about how children are doing with regard to each goal



Movement away from age-expected

Age-expected skills and behavior

Movement toward age-expected



Challenges for Child Goals

- ★ Find a way to assign a score to each child on each goal which can show progress over time
- ★ Which represents the same 'thing' for all children at all programs...
- ★ So scores from different children can be summarized at program level for program improvement *and*
- ★ Scores from different programs can be summarized at State level *and*
- ★ Reported to OSEP

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Measurement Strategy for Child Goals: EI Programs

- ★ *Who:* IFSP team
- ★ *When:* Initial & Review meetings
- ★ *How:* Rating on each goal based on
 - Parent & provider input
 - IFSP Present Levels of Development Section
 - Assessments



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We need a new form: the Child Goals Summary Tool

What we hope the tool can do:

- ★ Be used with all children participating in early intervention programs (and perhaps other programs)
- ★ Describe how a child is doing across a variety of settings and situations

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Why we need a new form

- ★ We need to report how each child is doing compared to a typically developing child on each of the three Child Goals.
- ★ No current assessment measures the 3 Child Goals
- ★ The 3 Child Goals reflect broad areas of child functioning, not domains we have been measuring with assessments.

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Introducing....

**THE
CHILD GOALS
SUMMARY FORM**

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Questions for you

- ★ Could an IFSP team answer each of the 3 goal questions for each child, based on information that is usually domain based?
- ★ Will this work at the IFSP team meeting? Is there a better time/way?
- ★ How will this work for families on the Team?
- ★ How can we prepare families for this process?
- ★ Other comments?

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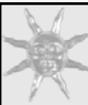


Next Steps for What Counts

Step 1: Jan-Feb 2006 ✓

- ★ Pilot-test the *What Counts* measurement strategy at 3 programs on O`ahu :
 - Kailua Easter Seals
 - Leeward PHNs
 - Wai`anae Healthy Start

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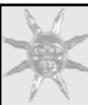


Next Steps (continued)

Step 2

- ★ Revise procedures as indicated by pilot data & feedback ✓
- ★ Develop way to send data “up the chain”
- ★ Develop data analysis & reporting routines

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Next Steps (continued)

Step 3: April-Sept 2006

- ★ Initial implementation in 3 communities began in April
 - Data will become “baseline” for OSEP
 - EIS program, Healthy Start & PHN in each community participate:
 1. West Hawaii
 2. Windward Oahu
 3. East Honolulu

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Next Steps (continued)

Step 4

- ★ Roll-out of statewide training & implementation begins June 2006
 - EIS programs, Healthy Start & PHNs in every area will be trained
 - Each month, June to September, more communities will implement the measurement system

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Finally...

By October 1, 2006:

- ★ ALL programs will be measuring child benefits at each IFSP
- ★ Data sent to EIS for OSEP reporting
- ★ QA and TA planned to
 - Support staff implementing the What Counts system
 - Maximize usefulness of results to programs

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Continue the discussion...

- ★ Help keep us on the right track as we move forward: Provide feedback to national & state teams.
 - E-mail comments to: beppie@hawaii.edu
- ★ For more information...
 - *What Counts*: <http://www.wcp.hawaii.edu/>
 - ECO Center: <http://www.fpg.unc.edu/~eco/>

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