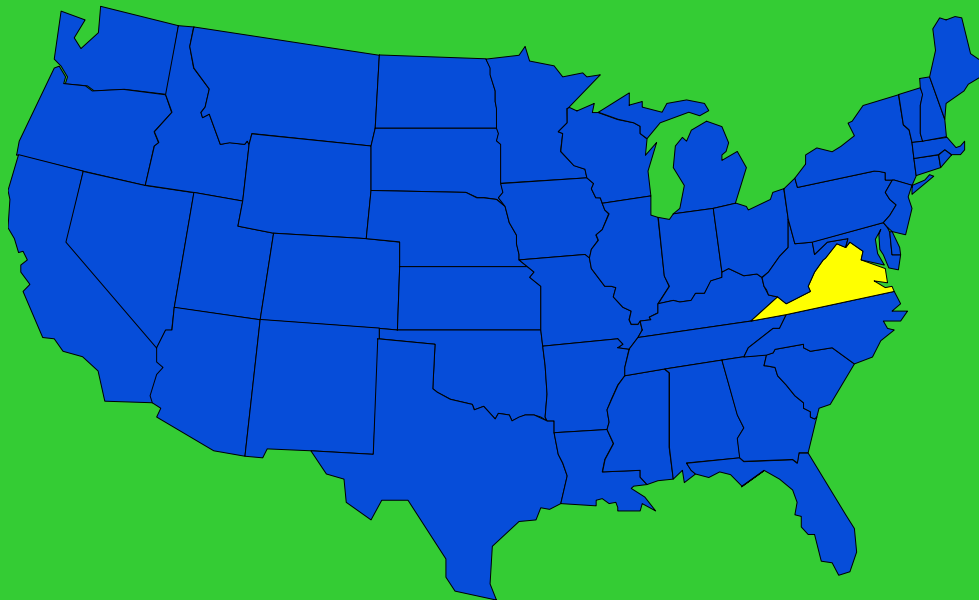


Where are we and how did we get here?

The New Realities of Accountability in Early Intervention

Larry Edelman

**Fourth Statewide
Birth to Three Conference**
April 25 and 26, 2006



Realities: all states are in the same boat!

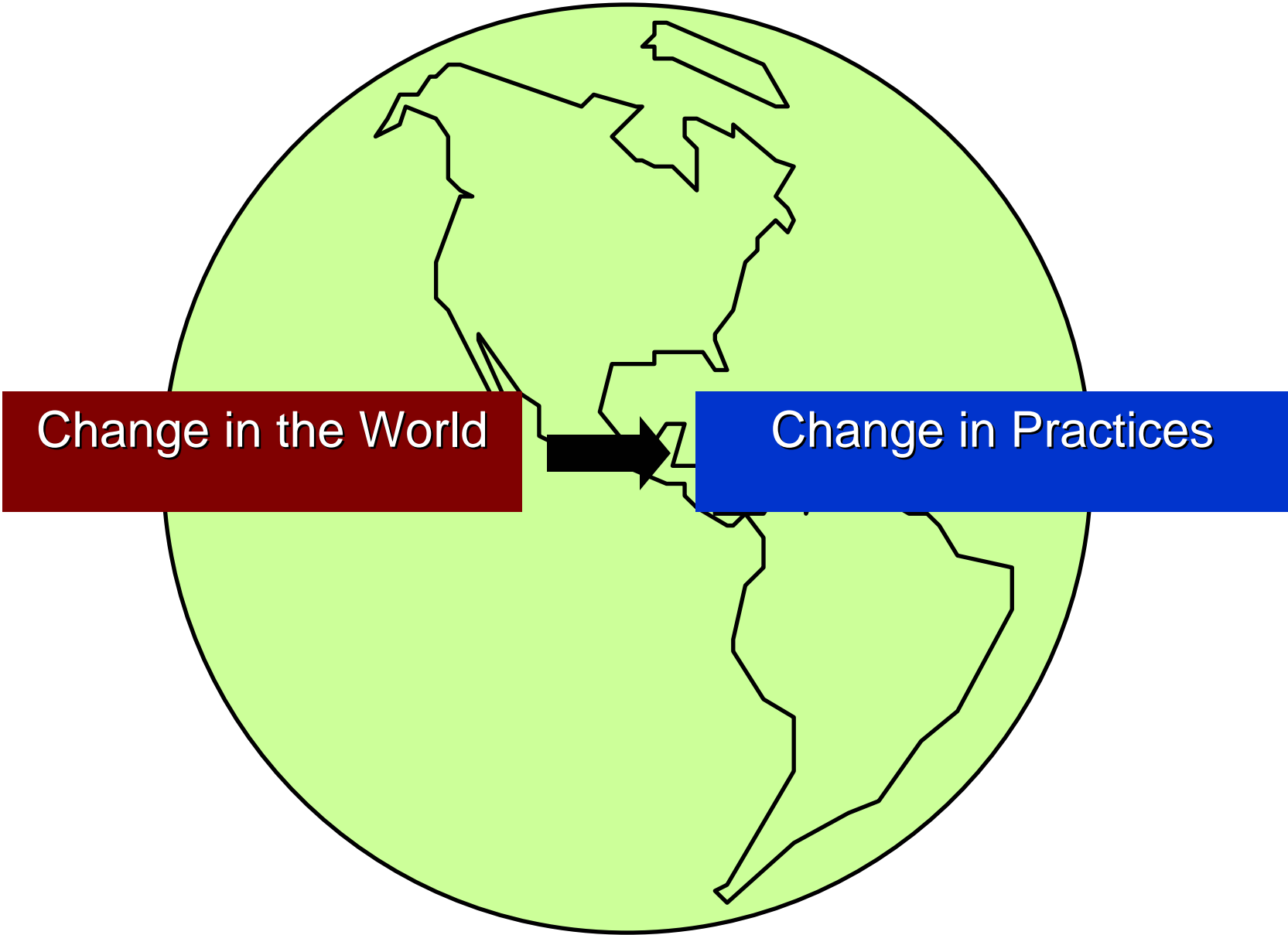
- Putting in place new outcomes measurement systems requires new (and difficult) work.
- People are already busy; resources are already stretched.
- Most states do not have the funds to give local communities to do the work.
- Obtaining even half-decent data requires significant efforts.
- Providers already have other assessment and reporting requirements; this seems like “just one more darn thing to do!”
- Very few states have an adequate capacity and infrastructure in place to develop and implement an OMS.
- For a variety of reasons, we need to do it sooner than we’d like.

Goals of the Day

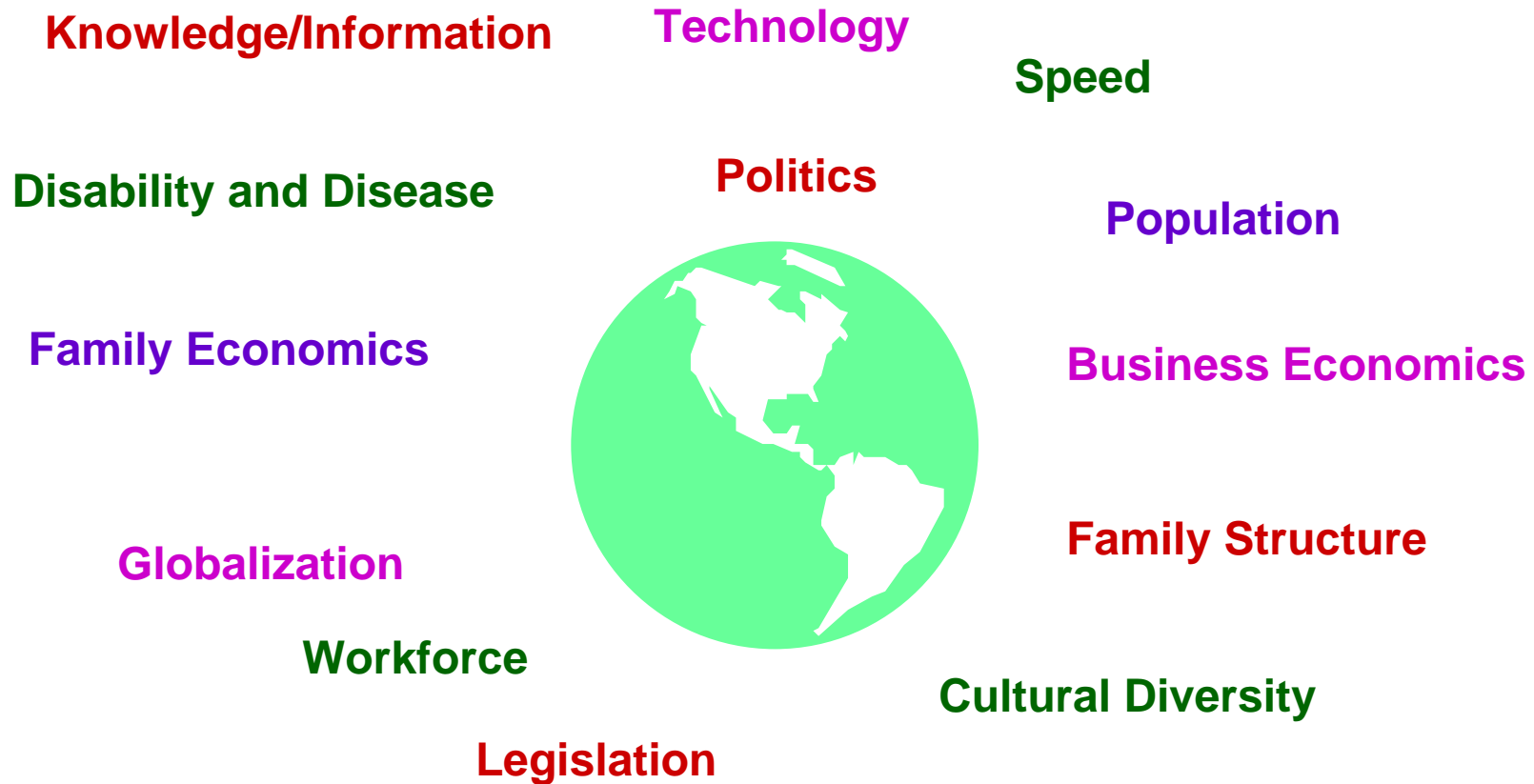
- How did we get here?
- Where are we?
- How is this affecting us?
- What should be doing?

Why Do Services Change?





Everything Changes



If in the last few years you haven't
discarded a major opinion or
acquired a new one,
check your pulse.
You may be dead.

Gelett Burgess

Recent Shifts in Service Delivery

child-centered
segregated settings
single agency
direct service
single practitioner
therapeutic settings
therapeutic goals
lack of function



family-centered
inclusive communities
interagency collaboration
consultation
team-based
typical settings
functional outcomes
lack of access

focus on process



focus on results

Change itself has changed, from
the exception to the rule – the
expectation rather than the
disruption of expectations.

George Otte

What's changed?

- Population
- Economy
- Disability
- Legislation
- Politics

focus on process



focus on results

How did we get here?

- Results-Oriented Government
- Reform, Accountability, and Standards in Education
- Accountability in Special Education
- Accountability in Early Intervention and Early Care and Education

Evolution of Results-Oriented Government

We live in an era of accountability

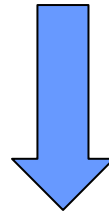
Accountability:

A system designed to evaluate whether, and to what degree, programs meet standards or expectations.

Results-based accountability:

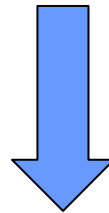
Standards/expectations are defined in terms of outcomes; for EI/ECSE, this means child and family outcomes.

White House and Congress



U.S. Department of Education

U.S. Department of Health and Human Services



Part C and Section 619 of IDEA

Head Start



Performance Based Budgeting



The Evolution of Results-Oriented Government

Mid 1960's: Johnson's Planning, Programming, and Budgeting System

Early 1970's: Nixon and Ford's Management by Objectives

Early 1970's: Carter's Zero-Based Budgeting

Early 1990's: Clinton-Gore's National Partnership for Reinventing Government

Results-Oriented Government

D. Osborne & T. Gaebler (1992). Reinventing government: How the entrepreneurial spirit is transforming the public sector.

- Emphasized the need to measure not only inputs, but outcomes
- Helped focus the entire nation on the importance of program accountability and outcomes measurement

National Partnership for Reinventing Government, 1993

- Issued *From Red Tape to Results: Creating a Government that Works Better and Costs Less* (National Partnership for Reinventing Government, 1993).
- This report outlined 384 recommendations aimed at cutting waste, streamlining bureaucracy, and, in general, creating a government that works better and costs less.

Government Performance and Results Act (GPRA), 1993

- One of the most sweeping national accountability efforts.
- Intent:
 - transform government agencies into performance-based and results-oriented organizations
 - improve congressional decision-making by providing legislators with objective information on the achievement of statutory objectives and on the relative effectiveness and efficiency of federal programs and spending

GPRRA shifts government decision-making and accountability...

“...from a preoccupation with the activities that are undertaken

...to a focus on the results of those activities...”

Implication of GPRA

All federal agencies must:

- develop strategic plans describing their overall goals and objectives,
- match these plans with quantifiable measures of performance (i.e. outcomes), and
- report annually on progress against these measures.

President's Management Agenda, 2001

- Aimed at strengthening management practices and fostering accountability so that federal programs could better focus on and produce results
- *Key principle:* performance should significantly influence policy-making and budget decisions

PMA's Five Government-Wide Initiatives

- Strategic Management of Human Capital
- Competitive Sourcing
- Improved Financial Performance
- Expanded Electronic Government
- Budget and Performance Integration

Budget and Performance Integration Initiative

- Goal: for all programs to achieve their expected results and continue to improve performance
- The central tool of this initiative is the Program Assessment Rating Tool (PART)

Program Assessment Rating Tool

- The PART was introduced in 2002 by OMB as a tool to promote “performance-based budgeting”
- It is designed to establish a meaningful link between GPRA and the budget process
- The PART is being used to assess every federally funded program

<http://www.whitehouse.gov/omb/part/>

PART

- Rates each federal program as Effective, Moderately Effective, Adequate, Ineffective, or Results Not Demonstrated
- To date, 80% of federal programs have been evaluated; all federal programs will have completed assessments by the end of 2006
- 72% of the programs that have been evaluated are considered Performing (Effective, Moderately Effective, or Adequate)
- 28% of programs are considered Not Performing (Ineffective or Results Not Demonstrated)

Reform, Standards, and Accountability in Education

Educational Reform

- 1983:** The Carnegie Foundation released *A Nation at Risk*, a study that found that the quality of education in the United States lagged behind that of other industrialized nations
- 1986:** *A Nation Prepared: Teachers for the 21st Century*: this response helped focus reforms in elementary and secondary education schools and teacher preparation

No Child Left Behind, 2001

- Most recent reauthorization of the Elementary and Secondary Education Act (ESEA)
- Major catalyst to educational reform, standards, and accountability
- Strengthens requirements for an accountability system aligned with state standards

No Child Left Behind, 2001

- All districts and schools must make adequate yearly progress (AYP) toward reaching proficiency for all children within 12 years
- States must:
 - expand the scope and frequency of student testing,
 - improve their accountability systems,
 - guarantee teacher qualifications,
 - make measurable annual progress in raising the percentage of students proficient in reading and math, and
 - narrow the test-score gap between advantaged and disadvantaged students

Educational Outcomes and Standards are Linked

Standards-based education

- 30 states (including Washington, DC) have English and math standards rated by AFT as clear and specific at the elementary, middle, and high school levels
- Up from 15 states 1998

Standards-based education

- 47 states (including Washington, DC) use tests aligned with state standards at the elementary, middle, and high school levels in English and math
- Up from 29 states during the 1999-2000 school year

Standards-based education

- All states now provide school report cards, which commonly include student test scores broken down by race, family income, limited English proficiency, and disability

Accountability in Special Education

IDEA, 1997

- “In order to ensure that students with disabilities are fully included in the accountability benefits of State and district-wide assessments, it is important that the State include results for children with disabilities whenever the State reports results for other children. When a State reports data about State or district-wide assessments at the district or school level for nondisabled children, it also must do the same for children with disabilities” (IDEA, 1997).

Outcomes Linked with Monitoring

Continuous Improvement

Focused Monitoring System (CIFMS), 2003

- Developed by OSEP for monitoring and enforcing IDEA
- Data is collected on a limited number of priorities with pre-determined criteria
- States engage in self-assessment and continuous improvement
- OSEP provides supports and also impose sanctions on poorly-performing states

IDEA 2004

- Dramatically changed federal monitoring procedures for states, establishing new, rigorous, requirements for how Part C and Part B will report on progress
- Brought IDEA into closer harmony with NCLB
- “The primary focus of Federal and State monitoring activities...shall be on improving education results and functional outcomes for all children with disabilities and Ensuring that States meet the program requirements...with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities”

(IDEA 2004, (616(a)(2)(A)); IDEA-2004: (616(a)(2)(B)).

Standards and Accountability in Early Care and Education

Good Start, Grow Smart, 2002

- Launched to help states and communities strengthen early learning to ensure that young children enter kindergarten with the skills they need to succeed at reading and other early learning activities
- Requires every Head Start center to assess children's early literacy, language, and numeracy skills
- The Head Start National Reporting System was developed to collect data from every local program

Development of Early Learning Standards

- Parallel to the trend toward to outcomes is a significant increase in the development of early learning standards.
- Good Start, Grow Smart promotes states' creation of voluntary guidelines on pre-reading and language skills that are aligned with K-12 guidelines.
- 27 states had developed early learning standards as of 2002, most of them since 1999.
 - By 2004, the number of states increased to 41.

Accountability in Early Intervention and Early Childhood Special Education

Federal Program Performance (2006)

Based on the most recent assessments:

- 72% of the programs that have been evaluated are considered Performing, meaning that they have ratings of Effective, Moderately Effective, or Adequate.
- 28% of Federal programs are considered Not Performing, meaning that they have been rated as Ineffective or Results Not Demonstrated.

Accountability Programs

GPRA

PART

<p style="text-align: center;">Part C GPRA Indicators</p>	<p style="text-align: center;">Part C PART Program Performance Measures</p>
<ul style="list-style-type: none"> • The number of states that serve at least 1 percent of infants in the general population under age one through Part C 	<ul style="list-style-type: none"> • The number of States that serve at least 1 percent of infants in the general population under age one through Part C
<ul style="list-style-type: none"> • The number of states that serve at least 2 percent of infants and toddlers in the general population, birth through age 2, through Part C 	<ul style="list-style-type: none"> • Number of states that serve at least 2 percent of infants and toddlers in the general population birth through age 2 through the Infants and Families program
<ul style="list-style-type: none"> • Percentage of children participating in Part C that demonstrate positive social-emotional skills (including social relationships); acquire and use knowledge and skills (including early language/communication); and demonstrate appropriate behaviors to meet their needs 	<ul style="list-style-type: none"> • The percentage of children participating in the Infants and Families program who demonstrate positive social-emotional skills (including social relationships); acquire and use knowledge and skills (including early language/communication); and demonstrate appropriate behaviors to meet their needs
<ul style="list-style-type: none"> • The percentage of families participating in Part C that report that early intervention services have helped them (1) know their rights; (2) effectively communicate their children's needs; and (3) help their children develop and learn 	<ul style="list-style-type: none"> • Percentage of participating families participating in Part C that report that early intervention services have increased their family's capacity to enhance their child's development
<ul style="list-style-type: none"> • Percentage of children receiving services in home or in programs designed for their typically developing peers 	<ul style="list-style-type: none"> • The percentage of children receiving early intervention services in the home or in programs designed for typically developing peers

<p style="text-align: center;">Section 619 GPRA Indicators</p>	<p style="text-align: center;">Section 619 PART Program Performance Measures</p>
<ul style="list-style-type: none"> • The percentage of preschool children with disabilities receiving special education and related services who demonstrate positive social-emotional skills (including social relationships); acquire and use knowledge and skills (including early language/ communication and early literacy); and use appropriate behaviors to meet their needs 	<ul style="list-style-type: none"> • The Percentage of children with Disabilities aged three through five participating in the Preschool Grants program who demonstrate positive social-emotional skills (including social relationships); acquire and use knowledge and skills (including early language/communication and early literacy); and demonstrate appropriate behaviors to meet their needs
<ul style="list-style-type: none"> • Percentage of preschool children who receive special education in settings with typically developing peers 	<ul style="list-style-type: none"> • The percentage of children receiving special education and related services in settings with typically developing peers
<ul style="list-style-type: none"> • Number of states with at least 90% of preschool special education teachers fully certified in the areas in which they are teaching 	<ul style="list-style-type: none"> • The number of States with at least 90 percent of preschool special education teachers fully certified in the areas in which they are teaching

4 GPRA Indicators for Part C

1. The number of states that:
 - serve at least 1 percent of infants in the general population under age one through Part C and
 - serve at least 2 percent of infants and toddlers in the general population, birth through age 2, through Part C
2. Percentage of children participating in Part C that demonstrate positive social-emotional skills (including social relationships); acquire and use knowledge and skills (including early language/communication); and demonstrate appropriate behaviors to meet their needs
3. The percentage of families participating in Part C that report that early intervention services have helped them (1) know their rights; (2) effectively communicate their children's needs; and (3) help their children develop and learn
4. Percentage of children receiving services in home or in programs designed for their typically developing peers

Part C

PART Program Performance Measures

- The number of States that serve at least 1 percent of infants in the general population under age one through Part C
- Number of states that serve at least 2 percent of infants and toddlers in the general population birth through age 2 through the Infants and Families program
- The percentage of children participating in the Infants and Families program who demonstrate positive social-emotional skills (including social relationships); acquire and use knowledge and skills (including early language/ communication); and demonstrate appropriate behaviors to meet their needs
- Percentage of participating families participating in Part C that report that early intervention services have increased their family's capacity to enhance their child's development
- The percentage of children receiving early intervention services in the home or in programs designed for typically developing peers

3 GPRA Indicators for Section 619

1. The percentage of preschool children with disabilities receiving special education and related services who demonstrate positive social-emotional skills (including social relationships); acquire and use knowledge and skills (including early language/communication and early literacy); and use appropriate behaviors to meet their needs
2. Percentage of preschool children who receive special education in settings with typically developing peers
3. Number of states with at least 90% of preschool special education teachers fully certified in the areas in which they are teaching

Section 619

PART Program Performance Measures

- The Percentage of children with Disabilities aged three through five participating in the Preschool Grants program who demonstrate positive social-emotional skills (including social relationships); acquire and use knowledge and skills (including early language/communication and early literacy); and demonstrate appropriate behaviors to meet their needs
- The percentage of children receiving special education and related services in settings with typically developing peers
- The number of States with at least 90 percent of preschool special education teachers fully certified in the areas in which they are teaching

PART...

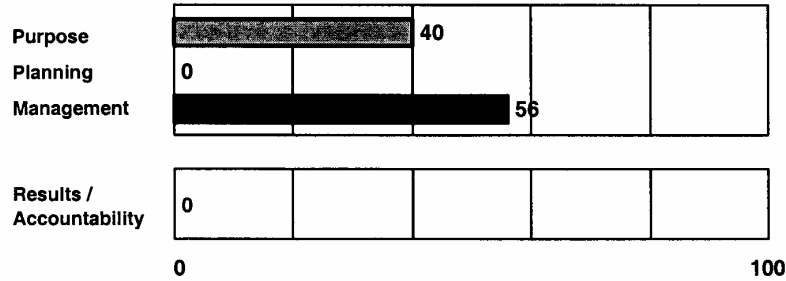
In completing the PART questionnaire for Part C and Section 619, OSEP used:

- Research reports,
- GPRA performance plans and reports,
- Program monitoring reports.
-)ther sources.

Program: IDEA Preschool Grants

Agency: Department of Education

Bureau: Office of Special Education and Rehabilitative Services



- Results Achieved
- Measures Adequate
- Results Not Demonstrated
- New Measures Needed

Key Performance Measures

Year Target Actual

Key Performance Measure	Year	Target	Actual
Long-term and Annual Measure: Percentage of preschool children receiving special education and related services who have readiness skills when they reach kindergarten (Proposed measure with no data available; targets under development)			
Long-term and Annual Measure: Targets under development			
Long-term and Annual Measure: Targets under development			

***Rating: Results Not Demonstrated**

Program Type: Block/Formula Grants

Program Summary:

The Individuals with Disabilities Education Act (IDEA) Preschool Grants program provides grants to states to provide special education and related services to children with disabilities aged 3-5.

The PART assessment found:

1. The Department of Education has no performance data on preschool children with disabilities who are served under this program. While an upcoming longitudinal study should provide some information on child outcomes, the results of this study are several years away, and will not provide data on program effectiveness or ongoing data on results.
2. The program has no long term performance goals or annual performance data. Only about half of the states have established annual performance goals for their IDEA preschool programs, or are in the process establishing these goals.
3. The program only supplements existing funding provided under the IDEA Grants to States program (see related PART summary), which covers children with disabilities aged 3-21. IDEA Preschool Grants have no separate programmatic requirements for preschool children with disabilities, or incentives distinct from IDEA Grants to States. While the initial purpose of the Preschool Grants program was to provide a financial incentive for states to serve preschool children, this incentive is no longer necessary because all states now serve preschool children, and funding is provided through IDEA Grants to States.
4. The Department does not collaborate as well as it could with some other federal programs, such as Head Start and Medicaid.

To address these findings, the Department will:

1. Maintain federal funding at last year's level until the Administration has had a chance to work with Congress on the IDEA reauthorization, which should increase state and school accountability for having a real impact on children. In this reauthorization, the Administration will work with Congress to determine how best to serve preschool children with disabilities under the Act.
2. Develop long term performance goals, and annual goals for performance, for preschool children with disabilities.
3. Improve collaboration with other federal programs.

Program Funding Level (in millions of dollars)

* This assessment has not changed since publication in the 2004 Budget. For updated program funding levels, see Data File - Funding, Scores, and Ratings.

Program: IDEA Grants for Infants and Families

***Rating: Results Not Demonstrated**
Program Type: Block/Formula Grants

Agency: Department of Education

Bureau: Office of Special Education and Rehabilitative Services

Program Summary:

The Individuals with Disabilities Act (IDEA) Grants for Infants and Families program provides grants to states to identify disabilities in infants and toddlers (ages 0-2), and provide early intervention services for them and their families.

The PART assessment found:

1. The purpose of the IDEA Infants and Families program is clear and unambiguous, and serves a national need. There is no other program that focuses on the key measure of child outcomes of infants and toddlers with disabilities. A study is underway that

Purpose	100
Planning	29
Management	44

Results / Accountability

0

0

Results

Results

Key Performance Indicators

Long-term and Annual Measure: Percentage of children participating in the IDEA Infants and Families program who demonstrate sustained functional abilities, including social, emotional, cognitive, and physical development (Proposed available; targets under development)

Long-term and Annual Measure: Percentage of participating families that have increased their family's capacity to enhance their child's development (Targets under development)

Long-term and Annual Measure: Percentage of children ages birth through 2 who are served under the Infants and Families program as a proportion of the general population in this age range (Targets under development)

“Work with Congress on the upcoming IDEA reauthorization, which should increase state accountability for child outcomes...and increase the focus on results.”

	2001	80%	73%
	1999	1.6%	1.8%
	2000	1.8%	2.0%

There is no other program that focuses on the key measure of child outcomes of infants and toddlers with disabilities. A study is underway that

es, but no annual or long-term outcomes of children

eral programs, and however, the Department has worked (large unobligated balances).

To address these findings, the Department will:

1. Work with Congress on the upcoming IDEA reauthorization, which should increase state accountability for child outcomes. Even with no direct evidence that this program improves outcomes, the \$10 million increase requested in the 2004 Budget will help states meet their responsibilities under the IDEA.
2. Establish long-term outcome-oriented objectives, and develop a strategy to collect annual performance data in a timely manner.
3. Work with Congress on the IDEA reauthorization to increase the Act's focus on results, and reduce unnecessary regulatory and administrative burden.

Program Funding Level (in millions of dollars)

* This assessment has not changed since publication in the 2004 Budget. For updated program funding levels, see Data File - Funding, Scores, and Ratings.

2002 PART Scores:

IDEA Grants for Infants and Families

KPI: Percent of children who demonstrate improved and sustained functional abilities

KPI: Percent of families that report that early intervention services have increased their capacity to enhance their child's development

KPI: Percent of children ages birth through 2 years who are served in early intervention

FY 2002 Spring Review: “Results not demonstrated”

Part C PART Assessment Finding

“While the program has met its goal relating to the number of children served, it has not collected information on how well the program is doing to improve the educational and developmental outcomes of infants and toddlers served.”

(OMB, 2006)

Implication of Results Not Demonstrated

“The tool assumes that a program that cannot demonstrate positive results is no more entitled to funding, let alone an increase, than a program that is clearly failing.”

The Current Status of Outcomes Measurement for Part C and Part B of IDEA

Individuals with Disabilities Improvement Act of 2004

- 2004 PART findings:
 - IDEA should increase states' accountability for child outcomes
- IDEA 2004's re-authorization did just that

“The primary focus of Federal and State monitoring activities shall be on improving education results and functional outcomes for all children with disabilities....”

IDEA 2004

State Performance Plan (SPP)

- The State Performance Plan is a 6 year performance plan listing measurable and rigorous targets for every indicator of every performance area established under the priority areas of IDEA-2004.
- Plans for the SPP were due December 2, 2005.

State Performance Plan

- IDEA 2004 requires broad stakeholder involvement in the SPP Process.
- Eventually, baseline data, targets for each indicator, and strategies for achieving the targets are to be provided.

The Part C SPP requirements include indicators relative to:

- child outcomes
- family outcomes
- receiving services in a timely manner
- services provided in natural environments
- transition planning
- child find
- general supervision

The preschool SPP requirements include indicators relative to:

- child outcomes
- family outcomes
- receiving services in settings with typically developing peers
- receiving services at age three
- general supervision

Annual Performance Report (APR)

- Each year, states must submit an annual performance report (APR) detailing progress toward the targets on the SPP.
- In addition, states must report to the public on every LEA or Early Intervention program, every year, for every indicator.
- The first APR is due early in 2007.

Review of APR

- OSEP will review each annual performance report as part of the monitoring system and will determine if the state:
 - meets requirements,
 - needs assistance,
 - needs intervention,
 - needs substantial intervention.

State Performance Plan Requirements for Child Outcomes

For Part C, the SPP/APR requirements include these child outcome indicators

The percent of infants and toddlers with IFSP's who demonstrate:

1. positive social-emotional skills (including social relationships);
2. acquisition and use of knowledge and skills (including early language/communication); and
3. use of appropriate behaviors to meet their needs.

The child outcome indicators for preschool are very similar to Part C

The percent of preschool children with IEP's who demonstrate:

1. positive social-emotional skills (including social relationships);
2. acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
3. use of appropriate behaviors to meet their needs.

States report on 3 categories for each child outcome indicator for Part C and Preschool

The percent of children who:

- Reach or maintain functioning at a level comparable to same-aged peers.
- Improved functioning.
- Did not improve functioning.

Q: Can a State use IFSP/IEP goal attainment to address the child outcome areas?

A: “OSEP is interested in data being collected in all three areas for all children a State is reporting on, regardless of the area a child is receiving services. IFSP/IEP goals would not necessarily provide data on all three areas. Additionally, the child outcomes on the SPP requires comparing children's functioning to same-aged peers, something IFSP/IEP goal attainment data couldn't give you.”

Source: “Frequently Asked Questions regarding the SPP/APR: Early Childhood Outcomes” (9/8/05)

However.....

Families, their teams, programs, and the states should continue to consider IFSP and IEP outcomes and data as one source of information on progress.

February, 2007: APR Due for FY 2005-06

- States will report **status data** at entry on children entering in 2005-06:
 - Percentage of children at entry who are functioning at a level comparable to same-aged peers,
 - Percentage of children at entry who are functioning at a level below same-aged peers.
- If sampling, submit plan for sampling.

February, 2008: APR due for FY 2006-07

States will report **progress data** for children who have been in the program for 6 months who entered in 2005-06 and exited in FY 2006-07:

- Percent who reach or maintain functioning at a level comparable to same-aged peers.
- Percent who improve functioning (not included in the above).
- Percent who did not improve functioning.

Can set targets based on progress data as baseline
1st time to report on LEA/EIS program performance.

February, 2009: APR Due for FY 2007-08

- Second time to report **progress data**.
- Children entered 2005-2006 or 2006-2007 and exited 2007-2008 that have entry and exit data collected and have been in the program at least 6 months (could be less than all children given phase in).
- Report on same % categories as 2008.
- Compare to targets; can adjust targets.
- Second time to report on LEA/EIS program performance.

February, 2010: APR Due for FY 2009-09

- Third time to report **progress data**.
- Children entered 2005-2006, 2006-2007 or 2007-2008 and exited 2008-2009 that have entry and exit data collected and have been in the program at least 6 months (could be less than all children given phase in).
- Report on same % categories as 2008.
- Compare to targets; can adjust targets.
- Third time to report on LEA/EIS program performance.

Early Childhood Outcomes Center (ECO)

Five-year project funded by OSEP in October 2003 to address the need for an outcomes measurement system.

<http://www.fpg.unc.edu/~eco/index.cfm>

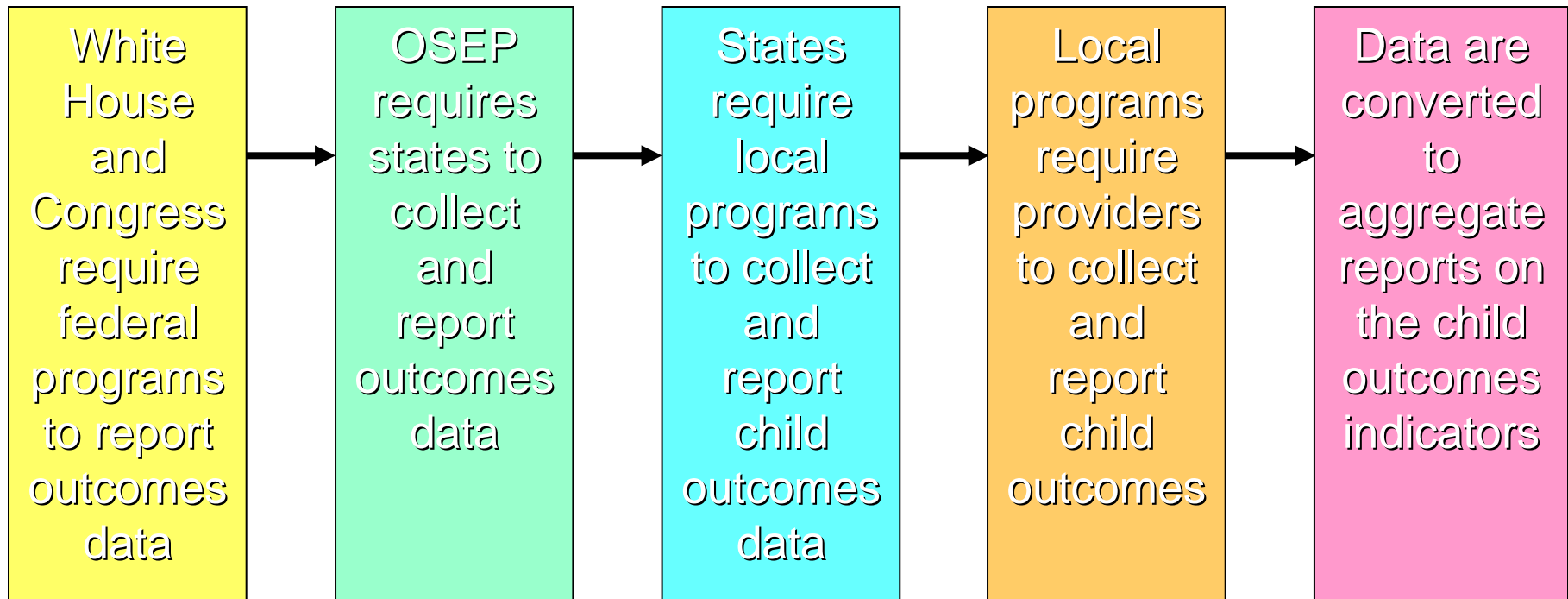
or

<http://www.the-eco-center.org>



How do we get data on child outcomes for
Part C and Section 619?

Natural progression of accountability



What are other states doing?

Variables that influence new systems

- Geography
- Population demographics
- History
- State economy
- Existing policies
- Political climate
- Department in which lead agency is located
- Centralized vs. locally driven system
- State leadership
- State agency staff beliefs and values
- Current EC infrastructure
- Funding mechanisms
- Extent of effective intra- and inter-agency collaboration
- IHE programs, curriculum, and participation
- Personnel resources
- Licensure/certification requirements
- Statewide IDEA interpretation
- IFSP/IEP process
- Approaches used for providing services

How will we respond to
such dramatic change?

Personal level
Organizational level

Systems Theory

Everything changes.
Everything is connected.
Pay attention.

Jane Hirschfield

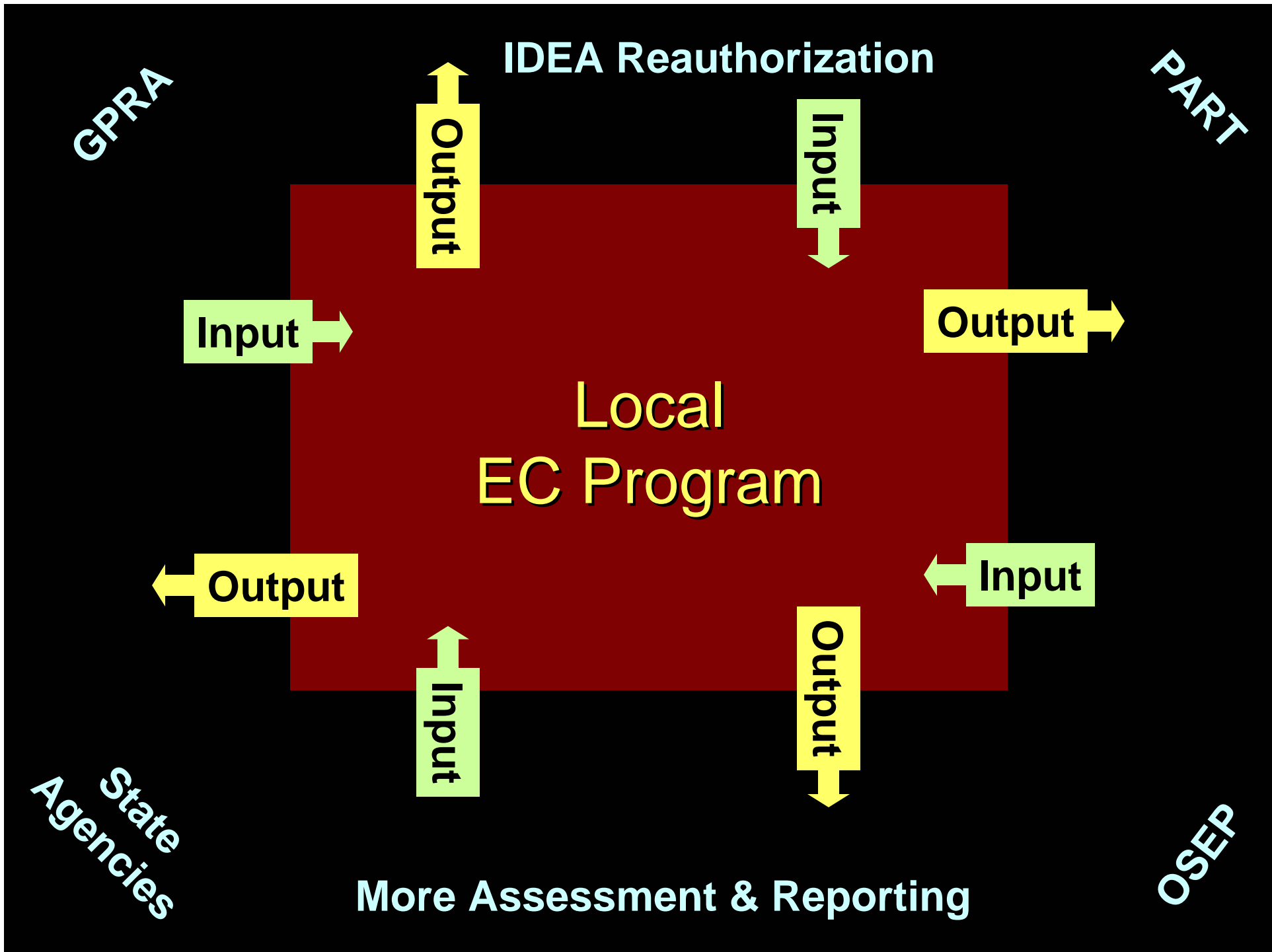
Systems Theory in a Nutshell

An organization ...is a complex system with boundaries that allow input and output.

This system.....exists and interacts within an external environment that exerts pressures on its boundaries.

So..... even if an organizational system is considered relatively stable, the external environment is always chaotic and in continual flux.

Change occurs.....when there is a significant discrepancy between the system's input/output and the demands of the environment.



Initial Coping Symptoms

- Lack of resources
- Too many priorities
- Problems
- Conflict
- Conceptual paralysis
- Stress
- Decrease in morale
- Disruption of productivity

Key Questions

- Who are the responsible programs?
- What is the timeline for rollout?
- Which children must be assessed?
- How many assessment points per year?
- At what level will data be reported?
- What are the IEP or IFSP team's responsibilities?
- What are the provider's responsibilities?
- What are the dates of initial data collection?
- How do programs obtain assessment instruments?
- What reports will be available to the field?
- How will data be used?

Even more questions

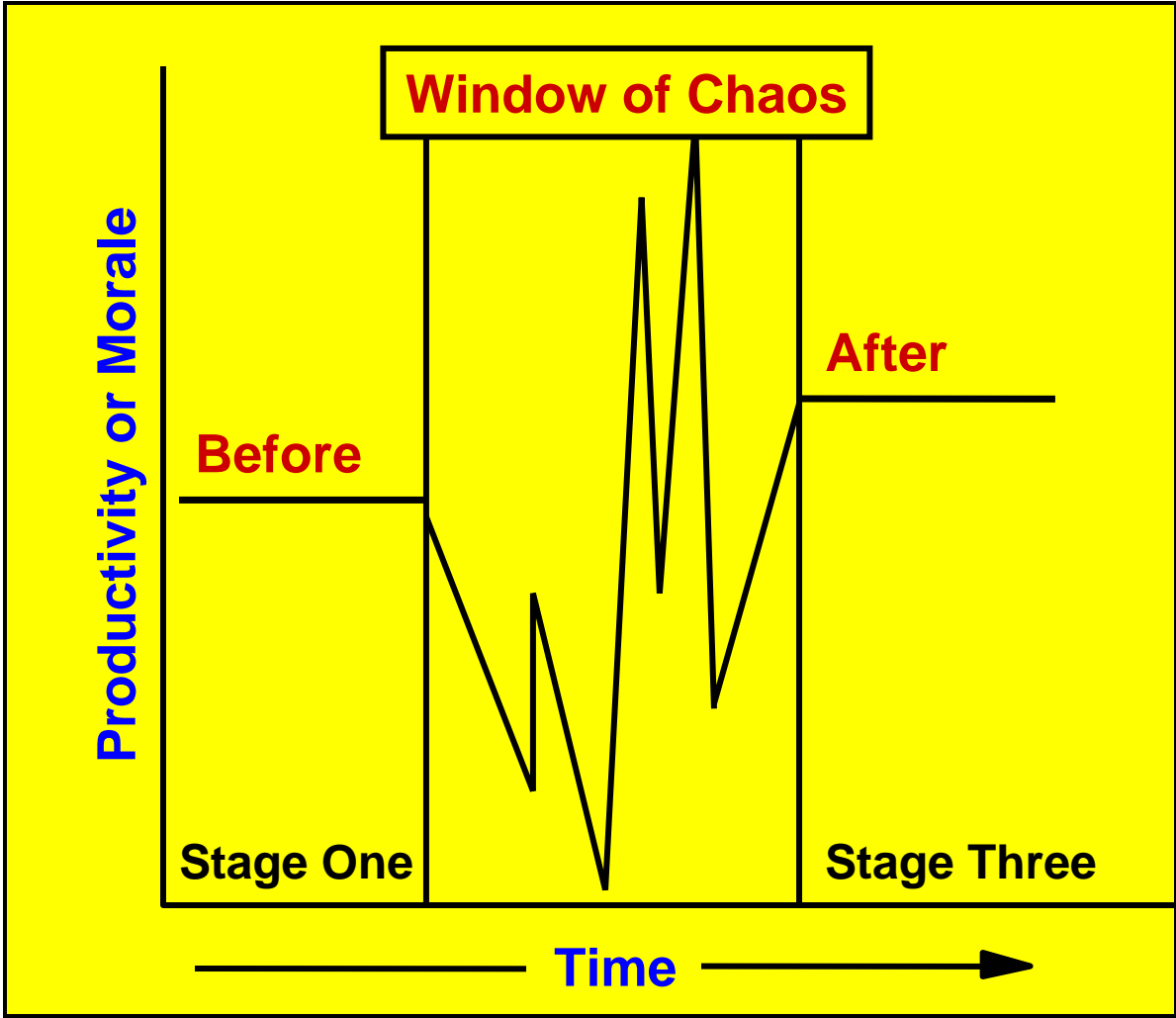
- One more thing! Why do we have to do this?
- Why are we doing this? I already do assessments and report data on our kids.
- How will this help me do my job better?
- How will this make things better for kids and families?
- How much more work will this be?
- If I just ignore this, will it go away?

The Devil is in the Details

- Kids who age out of programs mid-year?
- Providers lacking computer literacy who resist using online reporting systems?
- English language learners?
- Programs without internet access?
- Kids who are dually enrolled?

Multiple stakeholders

- State agency staff
 - State and local training and TA providers
 - Parents and other family members
 - Administrators
 - Supervisors
 - Child care providers
 - Early intervention practitioners
- Therapists
 - Pre-K program staff
 - ECSE
 - Assessment teams
 - Head Start/ Early Head Start
 - MCHB
 - Professional organizations
 - Institutions of Higher Education



There is no such thing as the
perfect solution.
Every solution,
no matter how good,
creates new problems.

For every complicated problem
there is an answer that is short,
simple and wrong.

H.L. Mencken

Problems are a natural side effect
of the change process.

Price Pritchett & Ron Pound

Challenges and Opportunities

Challenges

- We are in uncharted waters.
- This is new work and we already had full plates.
- States do not have a sufficient infrastructure for implementing a system.
- We have not been allocated additional funding for the outcomes reporting.

Opportunities


- Align early childhood assessment practices with early intervention and early care and education content guidelines and quality standards.
- Enhance our ability to monitor and understand children's progress.
- Add to our knowledge base of evidence-based practices.
- Collect data that will contribute to program evaluation and continual quality improvement efforts.
- Use data to make better decisions at the child, program, and policy levels.

I was going to buy a copy of
The Power of Positive Thinking,
and then I thought:
What the hell good would that do?

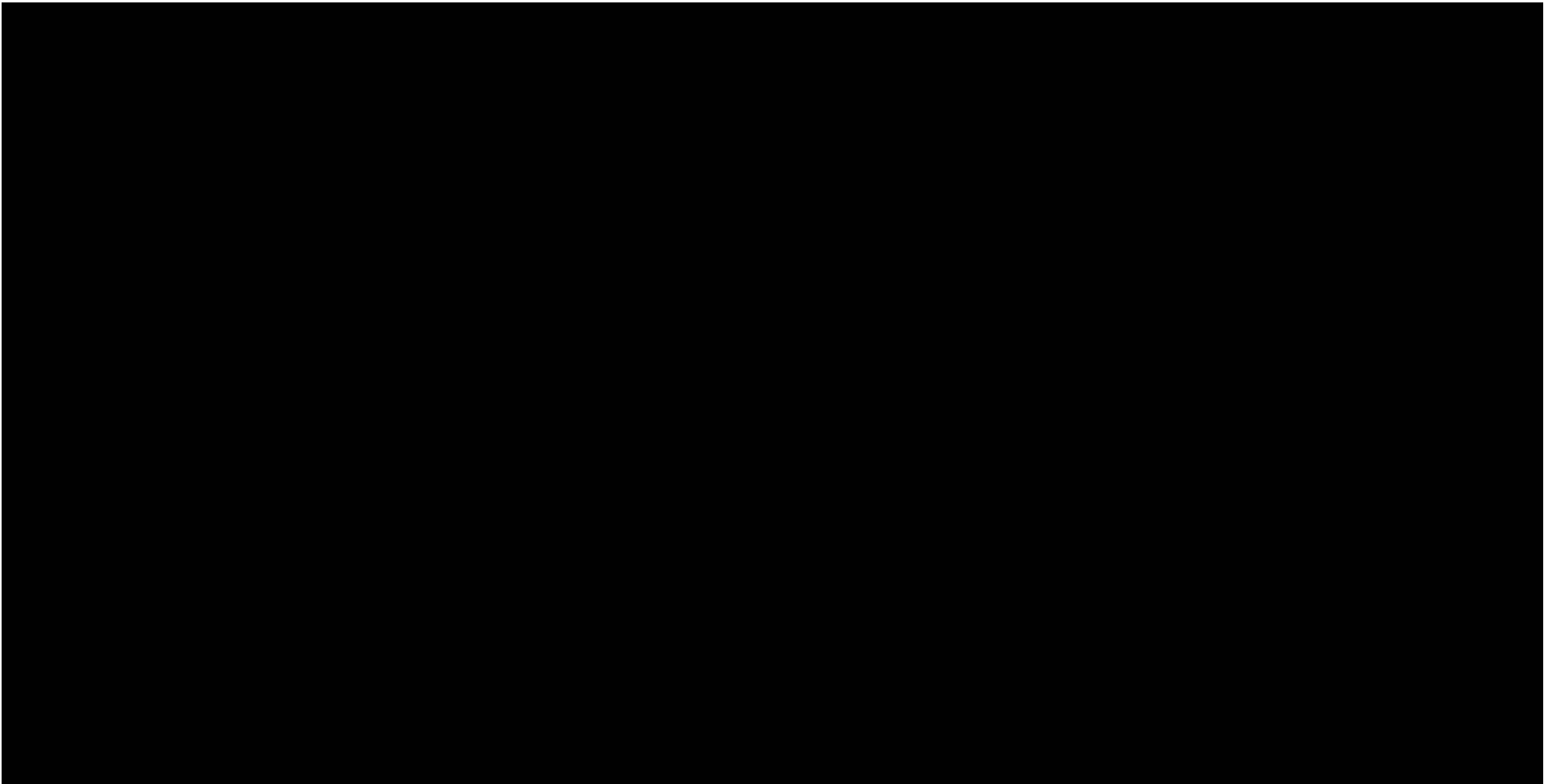
Ronnie Shakes

So, what do we do?

Avoid assuming that work roles will stay the same for any appreciable length of time.



When things get stressful, take care of yourself
and those around you.





Pay attention: stay informed and connected with
national and statewide perspectives.






Embrace collaboration frequently and
effectively.



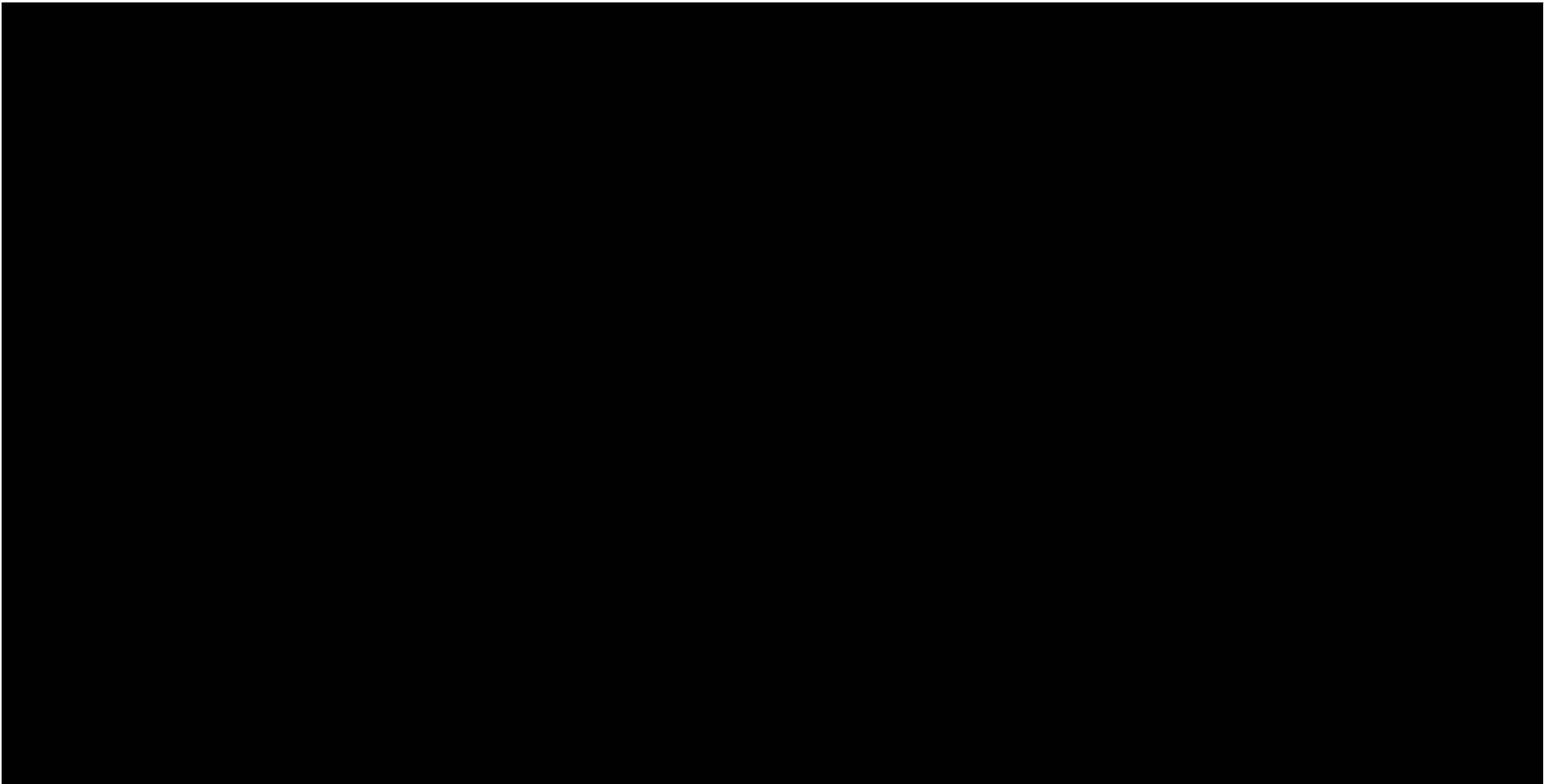


Continue to take responsibility for the ongoing advancement of your practice and field.





Reexamine, and adjust as necessary, your job description, at least yearly.





Pursue a lifelong course of learning.

