

## Guidance for Using the Child Outcomes OSEP Reporting Video with Stakeholders

For stakeholders to engage meaningfully in conversations about child outcomes data, they need to understand how the data that local early intervention (EI) and early childhood special education (ECSE) programs collect are converted to the numbers that states report annually to the federal government. Stakeholders want to know this information, but the process may seem complex to some people.

The video included with the [Converting Child Outcomes Data to OSEP Progress Categories/Summary Statements](#) online interactive resource explains the data conversion process in an engaging, easy-to-understand way. Stakeholders can view it on their own but may benefit more from viewing it with facilitation by a program staff member who can further explain key points and replay segments. Suggestions for facilitating a guided viewing of the video are provided here.

### Before Viewing

Provide stakeholders with copies of the handout on the [three child outcomes](#) before viewing the video. (A video overview is also available at <http://ectacenter.org/eco/pages/videos.asp>)

### During Viewing

Distribute copies of the handout on the [OSEP child outcomes reporting requirements](#) for stakeholders to reference while viewing the video. Show the video and give them an opportunity to ask questions about the information covered in it. Ask if they have questions about the following topics:

- The method your state uses to collect child outcomes data and how it addresses the content of the three outcomes
- The *a* to *e* progress categories
- Developmental trajectories
- How the two summary statements are calculated from the progress categories

Replay any portions of the video that stakeholders had difficulty understanding. As desired, use the suggestions on page 2 of this document to provide opportunities for further discussion.

### After Viewing

Use effective [data visualization](#) to continuously engage stakeholders in conversations about your state's child outcomes data and how it is used for program improvement.

## Video Topics and Talking Points

Topic	Talking Points
Content of the three outcomes (starts at 0:40)	<ul style="list-style-type: none"> <li>• The three outcomes are considered critical to children becoming active and successful participants during the early childhood years and beyond in a variety of settings – in their homes with their families, in child care, preschool or school programs, and in their communities.</li> <li>• States use several different approaches to measure child outcomes. Provide a brief description of the approach that your state uses (e.g., publisher’s online tool) and how it provides information about children’s functioning in the three outcome areas.</li> </ul>
<i>a to e</i> progress categories (starts at 1:16)	<ul style="list-style-type: none"> <li>• The five categories describe the types of progress children can make between entry and exit into an EI or ECSE program. The categories can also be thought of as different developmental trajectories.</li> <li>• States are required to report the percentage of children who exit EI and ECSE programs who fall into each of the five categories.</li> </ul>
Developmental trajectories (starts at 2:00)	<ul style="list-style-type: none"> <li>• We want to see children following an upward trajectory as they get older and continue through the program, meaning they are making progress in the outcome area over time.</li> <li>• Progress happens at different rates and in different ways for different children, so each child’s trajectory will be different.</li> </ul>
Summary Statement 1 (starts at 3:40)	<ul style="list-style-type: none"> <li>• Summary Statement 1 reflects the purpose of and value added by the program. Are children’s developmental trajectories changing over time as they participate in the program?</li> <li>• Take a moment to walk through the formula for Summary Statement 1 again, pointing out where the values are pulled from in the middle panel and used for the calculation example.</li> <li>• Consider showing your state’s most recent SPP/APR progress category data and how the formula was used to calculate Summary Statement 1.</li> </ul>
Summary Statement 2 (starts at 4:43)	<ul style="list-style-type: none"> <li>• Summary Statement 2 reflects an emphasis on school readiness, a priority for all early childhood programs, by putting the spotlight on the percentage of children who are within age expectations when they exit the program.</li> <li>• Take a moment to walk through the formula for Summary Statement 2 again, pointing out where the values are pulled from in the middle panel and used for the calculation example.</li> <li>• Consider showing your state’s most recent SPP/APR progress category data and how the formula was used to calculate Summary Statement 2.</li> </ul>