Results Based Evaluation and Indicators

- Outcome (Result desired/not desired)
  - Can be an indicator
- Indicators of risk, process, program
  - Measures the risk/resilience in the population
  - Measures the achievement towards an outcome
  - Measure the process/programs to achieve the outcome (Process measure)

THRIVE Indicator Review

Leslie L. Davidson, Nancy Bruning, Suzanne Theberge, Jane Knitzer, Kay Johnson

THRIVE INDICATOR REVIEW

- Designed to assist states in determining their unique indicator set
- To facilitate the potential to compare to national, state, and local indicators
- Set in a results-based evaluation framework

Indicator: (using Friedman Terminology)

- Available (Data Power) and
- Measurable (Data Power)
- Meaningful (Communication Power)
- Important (Proxy Power)
- Can be tracked over time and in comparisons: Federal, State, Local
- Can be developed (Data Development)

Methods used in Review

- Reviewed possible national indicator sets
- Created matrix based on the Friedman Indicator structure and state utilization
- Entered all indicators from national sets and from State plans in their ECCS proposals (200+)
- Consolidated and reviewed potential for indicators relevant to the ECCS programs
- Suggesting 32 for fuller discussion with States
- Gaps still exist

Choosing Indicators: Friedman Worksheet

<table>
<thead>
<tr>
<th>Candidate Indicators</th>
<th>Communication Power</th>
<th>Proxy Power</th>
<th>Data Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1</td>
<td>H M L?</td>
<td>H M L?</td>
<td>H M L?</td>
</tr>
<tr>
<td>Measure 2</td>
<td>H H L</td>
<td>H H M</td>
<td>H L L</td>
</tr>
<tr>
<td>Measure 3</td>
<td>H H M</td>
<td>H L</td>
<td>Data Development Agendas</td>
</tr>
</tbody>
</table>
**National Indicator Sets**

- MCHB
- Institute of Medicine
- National School Readiness Initiative
- Kids Count (ten indicators)
- Federal Interagency Forum on Child and Family Statistics
- Proposed additions from NCCP/THRIVE

**MCHB Indicators**

- MCHB: indicators states are required to collect
- 18 national performance measures, 6 national outcome measures, and seven health systems capacity measures
- Many outcomes are mortality measures
- Few health care problems short of mortality
- None re health care access, medical home, school readiness, parenting domain
- Include children with special health care needs
  

**IOM**

- Very large number of indicators...not geared around what is available
- Focused on national rather than state
- Not geared at early childhood (birth to five)
- Multimodal domains: environment, economic, nutrition, general health
- Ongoing progress not measured

  *Institute of Medicine: Children’s Health: The Nation’s Wealth, 2004*

**National School Readiness Indicators (23 core)**

- 17 states participated - focused at state level
- Includes process and systems indicators
- Includes relevant outcome measures
- Some available by state, some need extensive data development
- None cover ECCS parenting domain
- Multilevel approach
- Ongoing progress not monitored

  *Getting Ready: Findings from the National School Readiness Indicators Initiative. Rhode Island Kids Count, Feb 2005*

**Kids Count (ten key indicators)**

- Include state data over time
- Include measures of risk (poverty, single parent, low birthweight, teen birthrate)
- Include mortality (infant, child, teen)
- Includes distal outcome measures for early childhood
  - School dropout, teens out of school without jobs
- No proximal outcomes

  *2006 Kids Count Data Book, Annie E. Casey Foundation*

**Federal Interagency Forum on Child and Family Statistics**

- Include risk measures (single mothers, teen births)
- Includes outcome measures
- Focused on national, not state level
  - Relies on repeated national survey data
    - NHANES, NHIS etc.
- Multi-domain approach (family, economy, environment, education and health)
- Focused more on youth and children as a whole rather than on early childhood
- Ongoing tracking present

School Readiness Domains

- Physical Wellbeing and Motor Development
- Social and Emotional Development
- Approaches to Learning
- Language Development
- Cognition and General Knowledge

Overarching outcome measures

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Recommended by</th>
<th>ECCS in one or more state</th>
<th>50 State data available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading proficiency at 4th grade</td>
<td>Commonwealth</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Readiness all five areas</td>
<td>Commonwealth</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Undiagnosed delays or health problems at kindergarten</td>
<td>Commonwealth</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Population Based Risk Factors

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Recommended by</th>
<th>ECCS: one or more state</th>
<th>50 State data available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple risk factors</td>
<td>NCCP/THRIVE</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Children non-white</td>
<td>NCCP</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Extreme Poverty (below 50% of federal poverty level)</td>
<td>NCCP, NCCP</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Poverty below federal poverty level</td>
<td>NCCP, NCCP, Readiness</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Births to teens</td>
<td>NCHS</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Births under 2500 grams (5.5 pounds)</td>
<td>NCHS, Readiness</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Births to mothers with late or no prenatal care</td>
<td>NCHS, Readiness</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Early Care and Education Indicators (2)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Recommended by</th>
<th>ECDS: one or more state</th>
<th>50 State data available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Early Head Start for children in poverty (0-3)</td>
<td>Readiness</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teachers with bachelors and specialization in Early Childhood</td>
<td>Readiness</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Centers accredited by NAEYC (National Assoc. For the Education of Young Children)</td>
<td>Readiness</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Family Care Homes accredited by NAFCC (National Assoc. for Family and Child Care)</td>
<td>Readiness</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

ECDS Domains and Indicators

- Access to health care and medical homes
  - Insurance, indicators of lack of care
- Social Emotional Development and Mental Health
  - Maternal depression
  - Child protection and foster care
- Early Care and Education
  - Enrollment in Quality Child Care
- Parenting Education
- Family Support Services
- Risk
  - LBW, single parent, poverty, extreme poverty, language, race/ethnicity

Key indicator challenges for states and federal government

- Medical Home
- Mental health and behavior domains
- Parenting and family support domains

Using an indicator

- Population Risk Indicators
  - Modify understanding of level of outcome indicators
  - May predict difficulty in accomplishing goals
  - May guide states in strategies on programming

Asthma hospitalization rates

This may have meaning for states at many levels

- Environmental Exposure: diesel fumes, pesticides,
- Access to health care:
  - Availability of health insurance
  - Presence of a medical home
- Failure to integrate child care with health access (consultation)
- Contributing to failure to achieve readiness domains

Data development: Ready in 5 domains

- Not all states have readily available, high quality data
- Some states (or portions of states) require kindergarten/school entry assessments
  - If standardized assessment and comparable data, state is ready to use indicator
  - If not, data development is key step
    - Pilot data collection efforts
    - Voluntary data collection efforts
    - Mandatory data collection efforts
    - Statewide???
State indicator development

- Ensure appropriate aggregation or disaggregation by age, race/ethnicity, geography
- Work with what is there and track it
- Consider modest data development projects - prioritize proximal outcomes
- Use the risk measure in interpreting the process measures

Resources & Upcoming Events

- THiRVe Indicators Discussion Forum
  - www.nccp.org/forum
- February Conference Call: States’ Experiences Developing Indicator Sets
  - Joan Blough (MI), Bob Costantino (VT), & Deborah Nelson (NC)
  - February 7th, 2008, 2:30-4:00 EST
- AMCHP Presentation: The State of Play at the State Level: Findings of the Project THRiVe Indicator Review
  - March 3rd, 2008, 10:45am
- ECCS Annual Meeting: Indicators are key conference theme
  - March 12-13th

Questions?

For more information or questions, contact us at Project THiRVe
646-284-9633
thrive@nccp.org
### Result: Children healthy and ready to succeed in the early school years.

<table>
<thead>
<tr>
<th>Overall Outcomes</th>
<th>Percent of children demonstrating school readiness in all five domains of development</th>
<th>Percent of children reading proficiently in grade 3 or 4</th>
<th>Percent of children beginning school with undetected developmental delays or chronic health problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>System, Program, and Process Indicators</td>
<td>Child care subsidies</td>
<td>Health coverage</td>
<td>Medical home</td>
</tr>
<tr>
<td></td>
<td>Early Head Start</td>
<td>Immunization</td>
<td>Breastfeeding</td>
</tr>
<tr>
<td></td>
<td>3-4 year olds in pre-K, Head Start, etc.</td>
<td>Annual dental visits beginning at early age</td>
<td>High BMI for children 2-5 in WIC</td>
</tr>
<tr>
<td></td>
<td>Child care quality rating</td>
<td>Hospitalization for asthma</td>
<td>Elevated blood lead level</td>
</tr>
<tr>
<td></td>
<td>Teachers with bachelor’s degree and training in early childhood</td>
<td>Children with special health care needs (CSHCN) receive coordinated, ongoing, comprehensive care within a medical home</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accredited child care centers and family child care homes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Population risk factors:**
- Exposure to multiple (3+) risk factors
- Poverty and extreme poverty
- Non-white race/ethnicity
- Low birthweight
- Birth to a teen mother ages 15-17
- Birth to a mother receiving late or no prenatal care

*Using Indicators in a Results-based Accountability Framework for State Early Childhood Comprehensive Systems*

Prepared by Project THRIVE at NCCP January 2008