**WHY DO WE DO EARLY CHILDHOOD RATINGS??**

**ULTIMATELY FOR QUALITY SERVICES AND PROGRAMS**

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**AGENDA**

- History of the Early Childhood Outcomes (ECO) Reporting
- OSEP Requirements
- How Outcomes Are Measured
- The Ratings/Tools
- How ECO Data is Used
- Resources

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**The Goal of Early Intervention and Early Childhood Special Education**

"To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings - in their homes with their families, in child care, in preschool or school programs, and in the community."

*Family and Child Outcomes for Early Intervention and Early Childhood Special Education*

*Early Childhood Outcomes Center, April 2005*

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**HISTORY**

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**HOW IT STARTED**

- 2002: The Office of Management and Budget reviewed findings of the PART (Program Assessment and Review Tool – used to rate all government programs).
- OMB found that there was not sufficient data to show the program effectiveness and results for Part C or Part B 619.
DEPARTMENT OF EDUCATION/ CENTER FOR IDEA EARLY CHILDHOOD DATA SYSTEMS

- 2014:
  - $438 million spent on Early Intervention
  - $350 million spent on Preschool Special Education

Outcome measures help determine if federal funding through IDEA is making a difference for young children with disabilities and their families.

HOW OSEP (Office of Special Education Programs) RESPONDED

- Required states to submit outcome data in their Annual Performance Report (APR)
- Funded the Early Childhood Outcomes Center to do research, make recommendations, and assist states

HOW THE EARLY CHILDHOOD OUTCOMES WERE DEVELOPED

- Convened stakeholders to identify child and family outcome areas and develop outcome statements
- Received input from state Part C and 619 Coordinators, researchers, families, administrators, and the general public

OUTCOME = END RESULT

- Age of accountability
- Accountability increasingly means looking at results, not just process
- Office of Special Education Programs (OSEP) is under increasing pressure to produce outcome data on children participating in early intervention and early childhood special education programs

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WHAT OSEP REQUIRES US TO MEASURE:

- Positive social-emotional skills (including social relationships)
- Acquisition and use of knowledge and skills (including early language/communication and early literacy, early numeracy)
- Use of appropriate behaviors to meet their needs

CHILDREN HAVE POSITIVE SOCIAL RELATIONSHIPS

- Involves:
  - Relating with adults
  - Relating with other children
  - For older children, following rules related to groups or interacting with others
- Includes areas like:
  - Attachment/separation/autonomy
  - Expressing emotions and feelings
  - Learning rules and expectations
  - Social interactions and play

CHILDREN ACQUIRE AND USE KNOWLEDGE AND SKILLS

- Involves:
  - Thinking and reasoning
  - Remembering
  - Problem solving
  - Using symbols and language
  - Understanding physical and social worlds
- Includes:
  - Early concepts—symbols, pictures, numbers, classification, spatial relationships
  - Imitation
  - Object permanence
  - Expressive language and communication
  - Early literacy and numeracy (3-5)

CHILDREN TAKE APPROPRIATE ACTION TO MEET THEIR NEEDS

- Involves:
  - Taking care of basic needs
  - Getting from place to place
  - Using tools (e.g., fork, toothbrush, crayon)
  - In older children, contributing to their own health and safety
- Includes:
  - Integrating motor skills to complete tasks
  - Self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)
  - Acting on the world to get what one wants

KANSAS STATE BOARD OF EDUCATION

Board members in October announced a new vision for Kansas education — Kansas leads the world in the success of each student.

One of the newly adopted outcomes:
Social/emotional growth measured locally: Social-emotional learning integrated with character development will help students learn, and model essential personal life habits that contribute to academic, vocational and personal success. The development of skills will play a critical role in achieving the state board’s new vision.

HOW DO WE MEASURE OUTCOMES?
Assessing Functional Outcomes

- What does the child usually do?
- Actual performance across settings and situations
- How the child uses his/her skills to accomplish tasks
- Not the child’s capacity to function under unusual or ideal circumstances
- Not necessarily the child’s performance in a structured testing situation (“noncompliant”)
- Not domain-specific.

FUNCTIONAL SKILLS

- NOT:
  - Isolated skills
  - Discrete behaviors such as speaks in 2 word sentences, stacks 3 blocks, uses pincer grasp
  - What the child does in a structured testing situation – one standardized way

FUNCTIONAL SKILLS

- ARE
  - Meaningful, in the context of everyday routines
  - What you see in the natural setting
  - Across settings and situations
  - Skills the child uses to accomplish tasks

FUNCTIONAL SKILLS

- Not domain-based
- Involve multiple domains
- Integrate skills across domains
- Children function across developmental domains

EXAMPLES

- FUNCTIONAL
  - Points to indicate needs or wants
  - Engages in back and forth verbal exchanges with caregivers using 2-word utterances
  - Can eat dry cereal with fingers
- ISOLATED
  - Uses finger in pointing motion
  - Uses 2-word utterances
  - Uses pincer grasp

ECTA TOOL

First, what is an outcome?

- Outcomes are the basis for the services and interventions that children and families experience as a result of early intervention.

- Outcomes can be measured in a variety of ways:
  - The child’s level of skill development
  - The child’s level of skill mastery
  - The child’s level of skill generalization

- Outcomes can be measured using a variety of tools:
  - The child’s level of skill development
  - The child’s level of skill mastery
  - The child’s level of skill generalization

But what makes a functional outcome?
TEAM-BASED DECISIONS

EARLY CHILDHOOD OUTCOME RATINGS ARE COMPLETED BY A TEAM THAT MUST INCLUDE AT LEAST 2 PROFESSIONALS. PARENTS CAN ALSO BE AN IMPORTANT PART OF THIS TEAM.

WHEN DO YOU COMPLETE RATINGS?

ENTRY INTO A PROGRAM
EXIT FROM A PROGRAM (PERMANENT)
CHILD MOVES INTO YOUR STATE FROM ANOTHER STATE
OPTIONAL: TO MONITOR PROGRESS

EXITS

PERMANENT EXIT IS CONSIDERED:
- Leaving Part C and transitioning to Part B (with or without parental permission for release of records to Part B),
- Leaving Part C at age 3 and not transitioning to Part B,
- Transitioning from preschool services to kindergarten,
- A child is in a Part B preschool program and turns age 6 (the child is not in kindergarten),
- Child has completed the IFSP/IEP and no longer requires services under IDEA,
- Moved out of state,
- Child is withdrawn by parent or guardian, or
- Deceased.

PROGRAM EXIT VERSUS ORGANIZATION EXIT

PROGRAM EXIT
Child permanently exits Part C or B

ORGANIZATION EXIT
Child moves from one program/district to another within the same state

TIMELINES

Must complete the ECO ratings within 30 calendar days of entering or exiting services.
July 31st = last day to enter ratings for that fiscal year (from 7/1 through 6/30 of that year)
August 1st – August 31st = data verification for previous fiscal year (able to make corrections during this period only)

HOW DO WE START?

STEPS FOR A SUCCESSFUL RATING

Authentic Assessment
- Variety of tools, across settings

Documenting the Basis for the Rating Form (DBR)
- To record functional behaviors into three categories (foundational, immediate foundational, and age expected)

Decision Tree for Summary Rating Discussions
- To help you determine the numerical rating (1-7)

Child Outcome Summary Form (COSF)
**DEC RECOMMENDED PRACTICES FOR ASSESSMENT**

- Involve multiple sources
  - Examples: family members, professional team members, service providers, caregivers
- Involve multiple measures
  - Examples: observations, criterion- or curriculum-based instruments, interviews, norm-referenced scales, informed clinical opinion, work samples

**TOOLS**

**KANSAS CURRICULUM BASED MEASURES**

- Assessment and Programming Evaluation System (AEPS)
- Carolina Curriculum for Infants and Toddlers or Preschoolers with Special Needs
- Child Observation Record (High Scope)
- Creative Curriculum Developmental Continuum Assessment/GOLD
- Hawaii Early Learning Profile (HELP)
- Individual Growth and Development Indicators (IGDIs, birth-3)
- Transdisciplinary Play-Based Assessment (TPBA2)
- Work Sampling System (3-5)

**KANSAS EARLY LEARNING STANDARDS**

KELS ARE NOW ALIGNED WITH:

- AEPS, COR ADVANTAGE, TS GOLD: AVAILABLE ONLINE FROM THE PUBLISHERS
- CAROLINA CURRICULUM, TPBA2, and IGDIs: AVAILABLE FROM THE KELS TOOL KITS

**KANSAS OUTCOMES USER GUIDE**

http://www.ksde.org/portal/DEO/IO/Pages/300/049.aspx?utm_source=300&utm_medium=300
USER GUIDE

- Timelines
  - Entry, Exit, Data Verification
- Key Points
  - Rules of ECO and as it relates to the data entry
- Step by step instructions
  - how to enter data into the Outcomes Web System
  - How to register

Trajectory of Skills

- Foundational Skills
- Age Expected Functioning
- Immediate Foundational Skills

AGE EXPECTED, IMMEDIATE FOUNDATIONAL, FOUNDATIONAL SKILLS

- AGE EXPECTED
  - Skills you would expect to see in a same aged peer
- IMMEDIATE FOUNDATIONAL
  - Skills that occur just prior to age-expected functioning (3-4 months delayed)
- FOUNDATIONAL SKILLS
  - Skills of a much younger child that serve as a base and are conceptually linked to the later skills (>4 months delayed)

DBR

- Documenting the Basis for the Rating Form
  - > 4 MONTHS DELAYED
  - 3-4 MONTHS DELAYED
  - AGE APPROPRIATE
MILESTONES

- North Dakota
- CDC
- American Academy of Pediatrics (Healthychildren.org)
- Zero to Three
DBR OUTCOME 3

AND NOW FOR THE RATINGS

RATINGS 1-7

DECISION TREE

USING THE DBR WITH THE DECISION TREE

COSF EXAMPLE
1b, 2b, 3b: Has the child shown any new skills or behaviors related to [this outcome] since the last outcomes summary? This question is answered "yes" if the child has acquired ANY new skill or shown any improvement related to this outcome since the last COS was completed, e.g.,

One new word
One new gesture
WHAT YOU NEED TO KNOW FOR THE RATINGS:
- Understand the content of the three child outcomes
- Understand age‐expected child development
- Know about the child’s functioning across settings and situations
- Understand age expectations for child functioning within the family’s culture
- Understand how to use the 7-point rating scale

FEDERAL REPORTING CATEGORIES
- In each state’s APR submitted to OSEP, states must set targets on two summary statements for each of the three outcomes:
  - Summary Statement 1: Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program (c+d)/(a+b+c+d)
  - Summary Statement 2: The percent of children who were functioning within age expectations in each Outcome by the time they exited the program (d+e)/(a+b+c+d+e)

DATA DRILL DOWN
- The OSEP categories describe the types of progress children can make between entry and exit.
- Progress categories are determined based on three sources of data LEAs and local tiny-k programs enter into the OWS: entry ratings (Part C or B), exit ratings (corresponding Part C or B) and the answer to the progress question on the exit rating.
- For more information on federal reporting and Data Drill down go to:

SHARING DATA
Suggestions for interpreting your data for administration and stakeholders:
- In Outcome B, acquiring and using knowledge and skills, 73% of children substantially increased their rate of growth or caught up to peers by the time they exited the program.
  http://kskits.org/ta/ECOOutcomes/documents/SharingYourECO_Data_2_5_12.doc
WHERE DO WE FIND THIS INFORMATION?

- Tools for analyzing your data
- Quality rating checklists to assess training needs
- Federal reporting categories
- Data Drill Down Guide

WHAT AN ADMINISTRATOR NEEDS TO KNOW

- KITS WEBSITE:
- ECTA WEBSITE:
ECTA ENTER

HOW IS KANSAS DOING?

SUMMARY STATEMENT ONE

SUMMARY STATEMENT TWO

2014-15 SUMMARY 1

KANSAS
• Social Relationships: 87.74%
• Acquiring Knowledge/Skills: 86.78%
• Meeting Needs: 87.66%

NATIONAL
• Social Relationships: 77%
• Acquiring Knowledge/Skills: 79%
• Meeting Needs: 77%

2014-15 SUMMARY 2

KANSAS
• Social Relationships: 65.61
• Acquiring Knowledge/Skills: 63.90%
• Meets Needs: 77.89%

NATIONAL
• Social Relationships: 57.00%
• Acquiring Knowledge/Skills: 52.00%
• Meets Needs: 63.00%
MILESTONES

http://www.cdc.gov/ncbddd/actearly/milestones/index.html
https://www.healthychildren.org/English/ages-stages/Pages/default.aspx
http://ectacenter.org/eco/assets/pdfs/Age-expected_Resources.pdf

CROSSWALKS

- http://ectacenter.org/eco/pages/crosswalks.asp#Crosswalks

RESOURCES

- www.kskits.org
- www.ecta.org
- http://dasycenter.org
- www.ksde.org
- www.ksdetasn.org

TECHNICAL SUPPORT

PART B:
Questions: Barbara Dayal-Part B 619 Coordinator
bdayal@ksde.org
Vera Stroup-Rentier: Assistant Director – KSDE
vstroup-rentier@ksde.org
Additional support requests: TASN
http://ksdetasn.org

PART C:
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KEEP CALM AND TIME TO RELAX!!