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# KANSAS EARLY CHILDHOOD OUTCOMES: WHAT YOU NEED TO KNOW

KDEC CONFERENCE  
FEBRUARY, 2016  
WICHITA, KANSAS

[www.kde.org](http://www.kde.org)

# AGENDA

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



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

ULTIMATELY FOR QUALITY SERVICES AND PROGRAMS

KANSAS STATE DEPARTMENT OF EDUCATION | [www.ksde.org](http://www.ksde.org)

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We hope these ratings will become more meaningful to you – to help you with the evaluation process, writing better IEP/IFSP goals, and to help improve your programs.

## 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](#)





## A large, stylized, golden letter 'H' with a red horizontal bar below it, set against a white background. The letter 'H' is composed of three vertical bars and a central horizontal bar, all with a 3D effect. The red bar is a simple horizontal rectangle.

**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.



We reported on items such as numbers of children served, but not the end results.

## 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



The ECO Center is now under ECTA (Early Childhood Technical Assistance Center)



## 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





**ALL IN: ACHIEVING RESULTS  
TOGETHER**

- RESULTS DRIVEN
- VERSUS COMPLIANCE

This is the message we are receiving more and more from Washington

# 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





U.S. Office of Special  
Education Programs

## 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)



Includes science/social studies (physical and social worlds). Older children: early lit and numeracy..

# 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.

Part B and C have been measuring this for years!  
Success for EACH student: ALL means ALL

# 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.**



e.g. Outcome #1 is not the “social/emotional” outcome. Children integrate skills across domains. E.g. an expressive language delay could impact all three outcomes.

# 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

This points back to how your assessments are done (another training!). Need to assess in the most natural environment possible. Standardized testing may give some useful data, but also need observations, a CBM, and parent report is essential. Feedback from child care, etc. Where is the child now? (Head Start, PAT...)

# FUNCTIONAL SKILLS

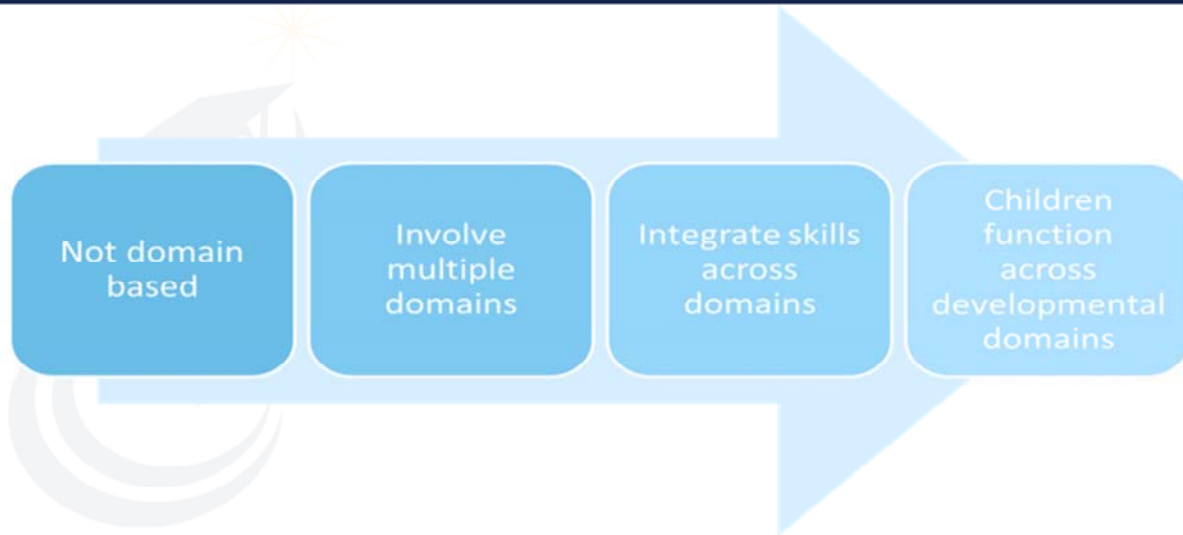


## ■ ARE

- 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

Ratings process will help you improve your assessments! It will point out what information you may not be gathering that you need in order to rate the child (and ultimately determine eligibility). Can be very helpful to go through this process during the evaluation.

# Functional skills



e.g. a nonverbal child for outcome 3 – may do well with motor skills, etc. – but safety could be an issue if cannot communicate basic needs or information.

# 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

Why is a pincer grasp important? So can feed self....Why do they need to be able to go up and down stairs while holding onto a rail with or without alternating feet? So they can safely navigate on the playground, in school, daycare, etc.... Not if a child can sort beads but rather can the child find a matching shoe while getting dressed in the morning. It's not just whether a child can name 3 objects, but can she use words to identify the toys she wishes to play with.

# ECTA TOOL

## ECO COSF 101

### What is a FUNCTIONAL outcome?



#### First – what's an outcome?

- Outcomes are the benefits that children and families experience as a result of early intervention/early childhood special education services.
- The three child outcomes, as measured for accountability purposes, are different than IFSP or IEP outcomes in that
  - The three child outcomes reflect global functioning in three broad areas of development (social-emotional, knowledge and skills, getting needs met)
  - IFSP or IEP outcomes are specific to an individual child, based on his or her individual needs.
- Each outcome is a snapshot of:
  - The whole child
  - Status of the child's current functioning
  - Functioning across settings and situations

#### But what makes it FUNCTIONAL?

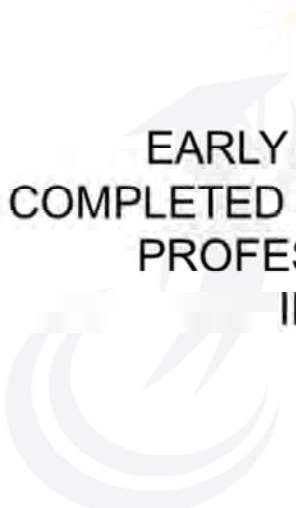
[http://www.ksde.org/ta/ECOOutcomes/documents/FunctionalOutcomes1\\_27\\_11.pdf](http://www.ksde.org/ta/ECOOutcomes/documents/FunctionalOutcomes1_27_11.pdf)



4-30-07



# 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

Parents should always be an important part of the evaluation team. They may also be included in the rating process. See KITS or ECTA websites for information on how to discuss the ECO ratings with parents.

# 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

Monitoring progress using the CBM (e.g. the AEPS) is encouraged....just makes sense and would give good info to update IEP goals and make it easier when it's time to exit. HOW MANY OF YOU USE YOUR CBM TO MONITOR PROGRESS – HOW OFTEN?

# 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 31<sup>st</sup> = last day to enter ratings for that fiscal year (from 7/1 through 6/30 of that year)
- August 1<sup>st</sup> – August 31<sup>st</sup> = 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



The Early Childhood Outcomes Center

# 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)

**Good News!**



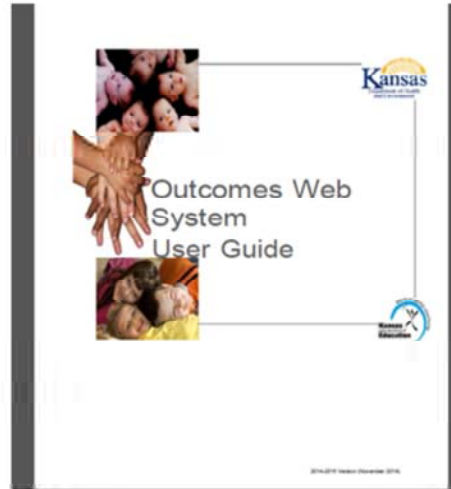
# KANSAS EARLY LEARNING STANDARDS

KELS ARE NOW ALIGNED WITH:

AEPS, COR ADVANTAGE, TS GOLD: AVAILABLE ON  
LINE FROM THE PUBLISHERS

CAROLINA CURRICULUM, TPBA2, and IGDIs: AVAILABLE  
FROM THE KELS TOOL KITS

# KANSAS OUTCOMES USER GUIDE

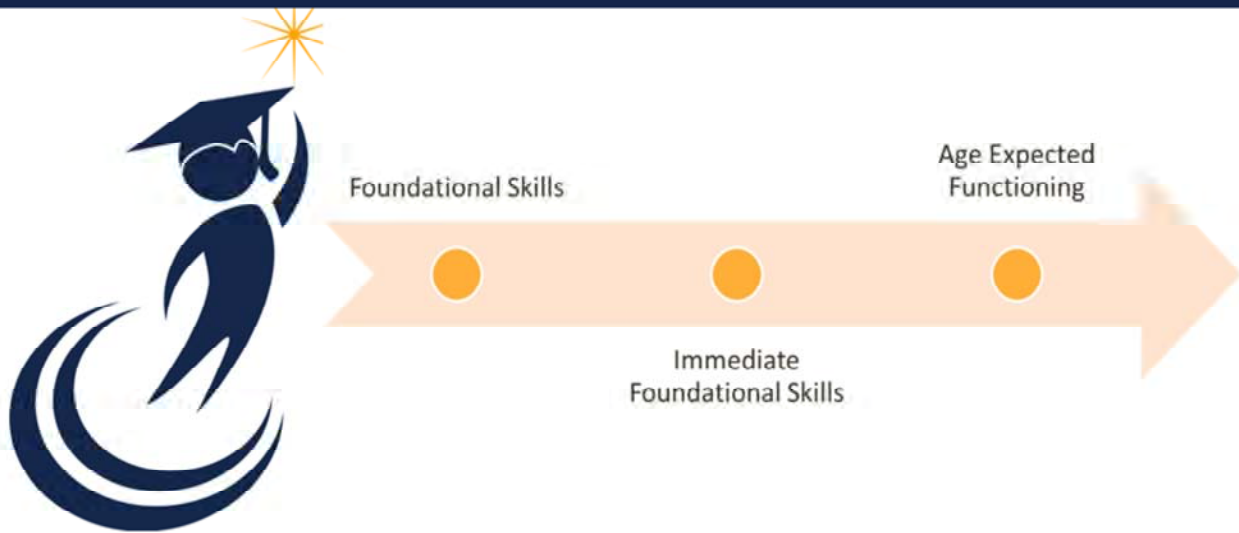


<http://www.ksde.org/Portals/0/SES/KIAS/indicators/Ind7-OWSguide.pdf>

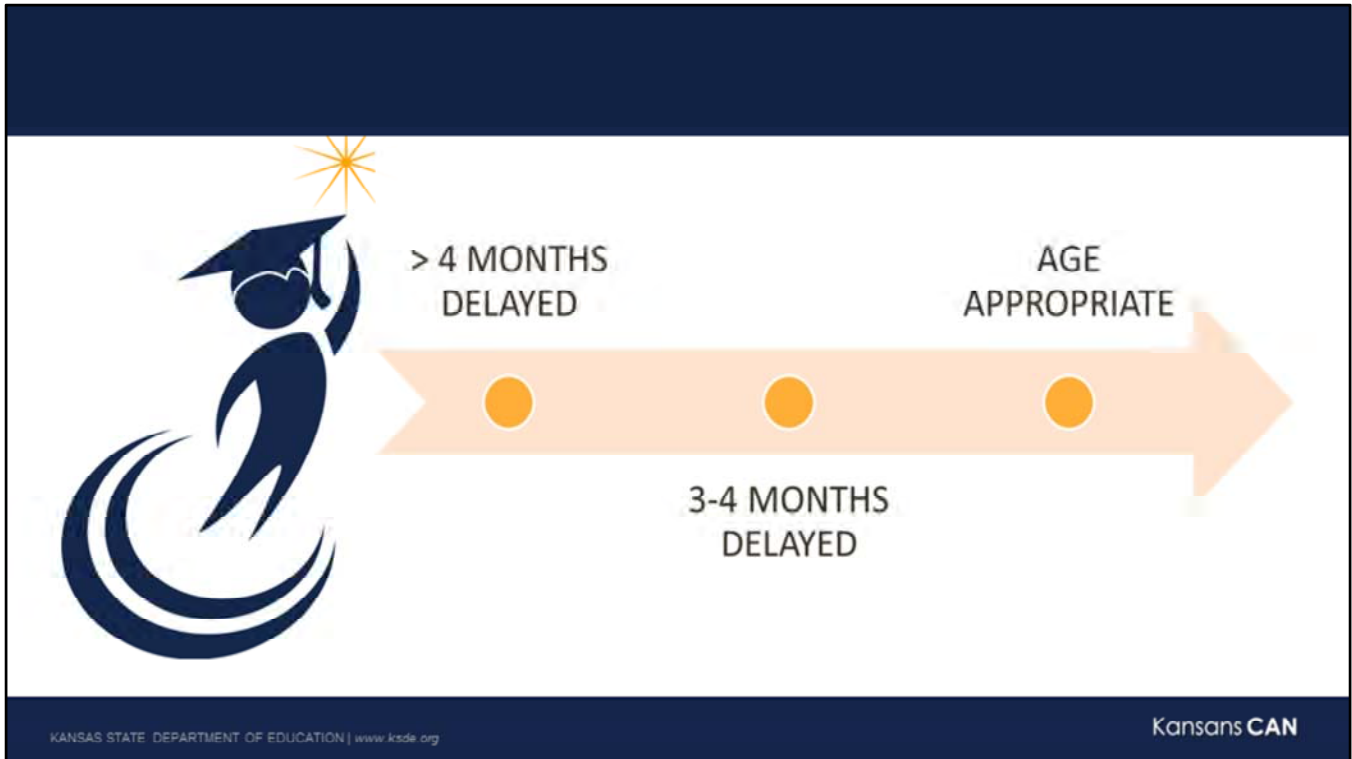
# USER GUIDE

- 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



When we use the tools that Kansas has opted to use – we look at three categories: Foundational, Immediate Foundational, and Age Expected skills.



These are not “cut-off” scores. The ECO ratings were not designed to determine eligibility – but to get a picture of a child’s functional skills across settings and domains.

## 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)



