AGENDA

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

The Early Childhood Outcomes Center
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?
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.
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...)
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.
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.
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.
Early Childhood Technical Assistance
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.
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\textsuperscript{st} = last day to enter ratings for that fiscal year (from 7/1 through 6/30 of that year)
- August 1\textsuperscript{st} – August 31\textsuperscript{st} = 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
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 ONLINE FROM THE PUBLISHERS

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