

Colleagues-

As you may know, Minnesota ECSE was selected to be one of seven partner states to work with the national Early Childhood Outcomes Center. One of our first activities as an ECO partner state is to conduct a survey of providers and administrators to help us get a better picture of how the child outcomes data collection and reporting process is implemented. We will use the data from this survey to help us identify continuing challenges in our system and identify areas where more resources and TA are needed.

We invite you to complete the following survey to help us with our efforts to understand the current practices and challenges related to collecting and reporting child outcomes data using the Child Outcomes Summary Form (COSF). Your most honest responses are very much appreciated.

Note that:

- The survey should take no more than 10-15 minutes of your time.
- You should use the "previous" and "next" buttons at the bottom of each page to navigate rather than the back button on your browser.
- If you have questions or problems with the survey, please contact Christina Kasprzak at the ECO Center at christina_kasprzak@unc.edu or 919-962-2783.

Thank you for your time and thoughtful responses.

SECTION 1: About the Respondent

1. My professional licenses (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> ECSE | <input type="checkbox"/> Teacher of the Deaf/Hard of Hearing |
| <input type="checkbox"/> EC or Parent Educator | <input type="checkbox"/> Other special education |
| <input type="checkbox"/> Speech/Language | <input type="checkbox"/> K-12 education |
| <input type="checkbox"/> Occupational Therapist | <input type="checkbox"/> Director of Special Education |
| <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> Other Supervisory <input type="text"/> |
| <input type="checkbox"/> Social Worker | <input type="checkbox"/> Other <input type="text"/> |

2. I have worked in ECSE for:

- Less than 5 years
- 5-10 years
- 11-15 years
- 16-20 years
- More than 20 years

3. Describe your role related to ECSE during the 2008-2009 school year (check all that apply)

- Direct Service Provider
- IFSP/IEP manager
- Coordinator for ECSE
- Coordinator for K-12 Special Education
- Director of Special Education
- Other Administrator
- Other Educator
- I did not work in ECSE during the 2008-2009 school year.

[If checked "I did not work in ECSE during the 2008-2009 school year" then skip to Section 6, item 32]

4. What age child did you work with/for during 2008-2009? (check all that apply)

- Birth through age 2
- Ages 3 to kindergarten entrance
- Kindergarten
- Elementary
- Middle School
- High School

5. During 2008-09 did you participate in making ratings through the COSF and process? If yes, approximately how many?

- Yes, 0-10 total COSFs
- Yes, 11-25 COSFs
- Yes, 26 or more
- No, I did not participate in rating decisions last year BUT I supervise staff who complete COSFs
- No, I did not participate in rating decisions last year and I do NOT supervise staff who complete COSFs

SECTION 2: Completing the COSF

6. Of the COSFs you helped to complete during 2008-09, how many were completed within 1 month of entrance or exit?

- All were within one month
- Almost all were within one month (75% or more)
- Some of them were within one month (25% - 74%)
- A few of them were within one month (up to 25%)
- None were within one month
- I do not know

7. Of the COSFs you helped complete during 2008-09, how many were completed during a face-to-face meeting of all or some members of the child's IFSP/IEP team?

- All were completed during a team meeting
- Almost all (75% or more)
- Some of them (25% - 74%)
- A few of them (up to 25%)
- None were completed during a team meeting

8. Of the COSFs you completed or helped to complete during 2008-09 that were NOT completed during a team meeting, how many included input from other members of the child's IFSP/IEP team?

- All included input from other members of the child's team
- Almost all included input (75% or more)
- Some of them included input (25% - 74%)
- A few of them included input (up to 25%)
- None included input. I gathered all information and independently determined ratings.

9. Which of the following reasons contributed to COSFs being completed without contributions of other members of the IFSP/IEP team? (Check all that apply.)

- Time. We just don't have time to discuss or provide input. There is always too much to do.
- Schedules. Team members don't have enough common discretionary time.

- Value. I don't place important on these ratings so don't prioritize the COSF process.
- Small team. For many of the children I serve I am the only service provider.
- Other

10. Of the COSFs you helped to complete during 2008-09, how many included a summary of relevant results and functional skills for each of the 3 functional outcomes?

- All included summary descriptions
- Almost all (75% or more)
- Some of them (25% - 74%)
- A few of them (up to 25%)
- None included descriptions. We just selected numerical ratings and answered the "B-Questions" if the COSF capture exit information.
- I do not know

11. Of the COSFs you helped to complete during 2008-09, how many included ratings based on multiple sources of information which reflected the performance of children across settings and situations?

- All included multiple data sources
- Almost all (75% or more)
- Some of them (25% - 74%)
- A few of them (up to 25%)
- None included multiple data sources
- I do not know

12. What are some of the barriers that prevent you from including multiple data sources across settings and situations on all COSFs?

13. How often did you and your team use the ECO Decision Tree to help you reach consensus on the rating for each functional outcome?

- Always
- Almost always (75% or more)

- Sometimes (25% - 74%)
- Rarely (up to 25%)
- Never
- I do not know

14. How often did you and your team find it difficult to reach consensus on the ratings?

- Always
- Almost always (75% or more)
- Sometimes (25% - 74%)
- Rarely (up to 25%)
- Never

15. How often did you and your team adhere to ECO-developed instrument crosswalks, consistently and appropriately considering correct developmental milestones when determining ratings for discrete functional outcomes?

- Always
- Almost always (75% or more)
- Sometimes (25% - 74%)
- Rarely (up to 25%)
- Never
- I don't know

16. What are some of the barriers that prevent you from using the crosswalks consistently and appropriately?



SECTION 3: Family member involvement in the COSF process

17. Of the COSFs you helped complete during 2008-09, how many had parents participate in the selection of the ratings?

- All were completed with parent participation in the rating selection

- Almost all were completed with parent participation in the rating selection (75% or more)
- Some of them were completed with parent participation in the rating selection (25% - 74%)
- A few of them were completed with parent participation in the rating selection (up to 25%)
- None were completed were completed with parent participation in the rating selection

18. What are some of the barriers that prevent you from including parents in the discussion about selecting COSF ratings?

19. Of the COSFs you completed or helped to complete during 2008-09 that were NOT completed with parent participation in the rating selection, how many included input/information from the parent provided for another purpose but incorporated into the COSF rating?

- All included input/information provided by the parent
- Almost all included input/information provided by the parent (75% or more)
- Some of them included input/information provided by the parent (25% - 74%)
- A few of them included input/information provided by the parent (up to 25%)
- None included input/information provided by the parent. All information was provided by the providers/professional.

20. What are some of the barriers that prevent you from including parent input/information in the when determining the COSF ratings?

SECTION 4: Evaluation and assessment and the COSF ratings

21. Evaluation and assessment tools that informed the COSF ratings in 2008-09 were used appropriately and were administered following publisher's guidelines.

- Always

- Almost always (75% or more)
- Sometimes (25% - 74%)
- Rarely (up to 25%)
- Never

22. Has the COSF and process improved your individual use of ongoing assessment to drive intervention?

- Yes
- No

23. What kinds of **positive** impacts, if any, has the COSF process had on your assessment and intervention practices? (check all that apply)

- Greater focus on functional goals IFSPs/IEPs
- Increased use of good assessments
- Increased my knowledge/attention to age expected skills and behaviors
- Informed families about development / improved conversations with families
- Enhanced ability to integrate across domains
- Other
- Other
- None that I'm aware of

24. What kinds of **negative** impacts, if any, has the COSF process had on your assessment and intervention practices? (check all that apply)

- Takes too much time / takes time away from other important activities
- Feels subjective
- The process expects me to make decisions that I don't feel qualified to make
- Other
- Other
- None that I'm aware of

25. As a service provider or ECSE administrator I ensure that the 1-7 COSF ratings logically correlate with initial evaluation and ongoing assessment information.

- Always
- Almost always (75% or more)
- Sometimes (25% - 74%)
- Rarely (up to 25%)
- Never

26. Do you provide administrative oversight of staff completing the COSF?

- Yes
- No

SECTION 5: Administrator supervision of the COSF process

27. As an ECSE administrator, I ensure that all team members—including newly hired staff-- have the knowledge and skills necessary to produce valid ratings of a child’s developmental status through the COSF form and process

- Always
- Almost always (75% or more)
- Sometimes (25% - 74%)
- Rarely (up to 25%)
- Never

28. As an ECSE administrator, I use the following strategies to ensure that COSFs are completed in a timely manner (check all that apply)

- Administrative report within Due Process Software
- Other electronic tickler file
- Clerical staff person is assigned to this task
- Staff cannot leave for summer without turning in all COSFs
- I don't really have a system for tracking COSF completion
- Other

29. As an ECSE administrator, have you observed that the COSF process has improved your program’s overall use of ongoing assessment to drive intervention?

- Yes

- No

30. As an ECSE administrator, what kinds of **positive** impacts (if any) has the COSF process had on your program's assessment and intervention practices? (check all that apply)

- Greater focus on functional goals IFSPs/IEPs
- Increased use of good assessments
- Increased staff knowledge/attention to age expected skills and behaviors
- Informed families about development / improved conversations with families
- Enhanced team ability to integrate across domains
- Other
- Other
- None that I'm aware of

31. As an ECSE administrator, what kinds of **negative** impacts (if any) has the COSF process had on your program's assessment and intervention practices? (check all that apply)

- Takes too much time
- Feels subjective
- The process expects me to make decisions that I don't feel qualified to make
- Other
- Other
- None that I'm aware of

SECTION 6: Additional supports needed and other comments

32. MDE acknowledges that the agency website does not yet contain adequate guidance documents. In addition to having information available on the MDE site, what other supports would increase your investment in the COSF process and improve the validity of the ratings?



33. Is there anything else you'd like to share with us about your experience implementing the COSF?

34. Please identify your Administrative Unit. You have the option to not respond to this item, but, again, we'd like to remind you that this information will be used to inform us of issues and challenges so that we may provide additional resources and TA as needed.

Thank you for taking time to complete this survey.