

Scale for Assessing State Implementation of a Child Outcomes Measurement System



Background

Valid and reliable child outcomes data are essential for state agencies and local programs to improve services and supports for children and families. Building a high-quality state system for collecting, reporting, and using child outcomes data is a process that can extend over many years. To assist states in developing a child outcomes measurement system (COMS), the Early Childhood Outcomes (ECO) Center has developed a framework that identifies seven key components of a high-quality COMS and this companion self-assessment tool that provides a quantitative scale for determining the current status of a state's COMS on 18 quality indicators. With the self assessment, a state can

- Evaluate its current child outcomes measurement system,
- Identify areas in need of improvement, and
- Provide direction on how to improve the system.

The creation of both the framework and the self assessment involved extensive input, including review from Part C and Section 619 coordinators, national advisers, and others involved in outcomes measurement efforts in states.

Suggested Use of the Self-Assessment

The self-assessment tool was developed for state and local Part C and Section 619/Preschool programs to evaluate their existing COMS and to encourage and support efforts to improve state COMS. However, the tool also was designed to be generic so that most of it applies to any early childhood program building a COMS.

Ideally, the self-assessment should be completed by a group of knowledgeable stakeholders including staff and beneficiaries of the program. States may opt to complete the self-assessment section by section over a period of time. If completed openly and frankly by these individuals, the self-assessment process will result in valuable discussions about the status of the COMS along with ratings that provide a numeric picture of the system on the 18 quality indicators. When completed appropriately, ratings of 5 and higher on all indicators suggest the state has developed a fully functioning outcomes measurement system that is producing valid and reliable data that are being effectively used for accountability and program improvement purposes.

We encourage states to use the self-assessment as part of an ongoing strategic planning and program improvement process in which the states assess the current status of their child outcomes measurement system, develop a plan for program improvement, implement the plan, and reassess the COMS to monitor progress. Used as part of an ongoing process, reassessment can help a state monitor its progress toward building a high-quality outcomes measurement system. With a well function child outcomes measurement system, a state agency is well positioned to implement high quality supports and services for children and families throughout the state.

Directions for Completing the Self-Assessment

This scale is designed to be used by state agencies as part of a stakeholder process to assess progress toward full implementation of a Child Outcomes Measurement System (COMS) for programs serving young children with delays and disabilities. The scale consists of 7 **components** with 18 **quality indicators**. Each quality indicator is composed of several **elements** that constitute quality on that indicator. Progress toward full implementation is measured on a 7-point scale for where 7 means full implementation of the quality indicator.

We strongly recommend that states complete the interactive version of the self assessment on a computer. Use of the electronic version of the self assessment will provide the user with several important features described below. The completed self assessment can then be printed and shared. Alternately, a paper version can be completed but the paper version will not support the review process nearly as well as the electronic version. The directions below apply to the electronic version of the self assessment.

Additional information and resources for each quality indicator and element is available in three ways:¹ (1) By opening the self assessment on the ECO website (www.fpg.unc.edu/~eco/assets/pdfs/selfassessment.pdf) and clicking on the quality indicator or element; (2) Downloading the version with the “backup” which means the links for each quality indicator and element will be downloaded and will be live when the self assessment is being completed; or (3) Printing the self assessment and all of the backup pages. The backup pages contain additional information about the element including what constitutes full implementation and additional resources including state examples of implementation related to the element. The ECO Center will be continually updating the resources so the backup provided for each element will be changing.

The self assessment consists of a Profile page, a set of pages for the quality indicators, and the backup pages that provide additional information for the quality indicators and elements. The Profile page provides a summary of state implementation for the time period for which the self-assessment tool was completed. Scores on each indicator page are automatically transferred to the Profile page.

1. On the Profile page, enter the date of the review for the first quality indicator being reviewed. The indicator number will take you to that quality indicator page.
2. For each quality indicator, read the set of elements that make up that indicator.
3. For each element, type the evidence that describes where the state is on that element in the text box under the element. The box will expand as you type. Remember additional information about each element is available as described above. When you have completed entering the evidence, **press tab, or click on the next box you would like to populate.**
4. Based on that evidence, select one of the following for the element:
 - NY = Don't know/not yet
 - IP = In process
 - FI = Fully implemented/achieved

¹ The backup pages for the quality indicators and elements are under development and are not yet available.

5. After making your selection, **press tab or click on the next box you would like to populate.**
6. When all the elements for the quality indicator have been scored, examine the overall score pattern, and assign a rating to the quality indicator based on the criteria below. Select the score from the menu and **press tab.** The rating score for the quality indicator will be transferred automatically to the Profile page.

Implementation of Elements	Quality Indicator Rating
None of the elements are yet in process	1
Some of the elements are in process	2
All of the elements are in process	3
At least one element is fully implemented and the rest are in process	4
Most of the elements are fully implemented and the rest are in process	5
Nearly all elements are fully implemented and the rest are in process	6
All elements are fully implemented	7

7. Continue with the next quality indicator until all of the quality indicators have been rated.
8. You will need to save the file with a new name (for example, "Time1_April-11") as you would any Word file.
9. Printing Alert: If you have downloaded the file and the backup pages and want to print only the self assessment pages, be sure to specify the pages numbers you want and not "All" when you go to print.

How to use Profile information to improve the Child Outcomes Measurement System

Use the self-assessment tool to take a close look at the implementation of the child outcomes measurement system in your state. Once you have taken stock, use the information about the status of implementation to make a plan for improving your measurement system. The following tips for using the tool are based on experiences from states that have begun the process of self assessment using this tool.

1. **Select component(s) of the tool to begin the self-improvement process.** With seven components, 18 quality indicators, and multiple elements per indicator, the tool is too comprehensive to address at one time. Some states have started the process by choosing a component related to an area in which they need guidance, such as reporting the data (Quality Indicators 10-11). Other states have begun with an area in which they have devoted much time and many resources, such as data collection (Quality Indicators 2-4), in order to confirm that they are on the right track and haven't overlooked any critical details. Although state agency staff who oversee child outcomes

measurement are likely to lead this process, an established child outcomes workgroup or task force may also help prioritize the components for self assessment.

- 2. Assemble the appropriate stakeholders to address selected components of the self assessment.** Along with the members of established child outcomes workgroups or task forces, you will want those most involved in a given quality indicator to help assess those aspects of the system. Data managers, for example, should be included in the stakeholder group to assess the implementation of data analysis (Quality Indicators 5-9). Local program administrators should help assess their use of data to improve outcomes (Quality Indicator 13), etc.
- 3. Gather stakeholders to complete the self assessment.** Some states have administered components of the self assessment as part of the agenda of a regularly scheduled stakeholder meeting, while others have set aside special time to devote to this process. Depending upon the quality indicators selected, leaders should plan for stakeholders to spend a half day or a full day addressing the self assessment. An hour or two won't be enough!

States report success using a small group process. For a thorough assessment of the selected quality indicators, divide stakeholders into diverse small groups of 4-5 people and provide specific instructions for assessing the selected quality indicators, including their assignment of a recorder and a reporter. After the allotted small group time, come back together in a large group and compare the ratings of quality indicators across groups. Pay special attention to the evidence provided to support the ratings. Discussion of details should lead to consensus on a rating for the selected component of the self assessment tool.

- 4. Develop and implement a plan for improving the implementation of your child outcomes measurement system.** Those elements of the quality indicator marked 'not yet' can lay the groundwork for a 'to do' list that will lead to improved outcomes measurement. As part of the stakeholder process, or through a smaller group of leaders involved in measuring and reporting outcomes, articulate the tasks that need to be addressed in order to move that indicator to 'in process' and, eventually, 'fully implemented.' Use an action plan template that specifies the people who should be involved in those tasks, the resources needed, and timelines for accomplishing steps toward the task and for completing the task as a whole. Be sure to describe in the action plan how you will know when the task is finished. In other words, describe the evidence that will show that the task is complete. Assign tasks to committees or workgroups with instructions to document and report progress at specific junctures.
- 5. Establish and maintain a continuous cycle of improvement.** State early intervention agencies and state preschool special education agencies can report the planned tasks in your State Performance Plan as improvement activities for Indicators C3 and B7. As such, and also because you will want to track progress, it is critical to set up a schedule

for evaluating the completion of the tasks and their effect on improving implementation of child outcomes measurement. Documenting and providing evidence that tasks are complete, as described above, is one aspect of a formative assessment of the improvement process. Checking on progress toward full implementation of the quality indicator, using the self assessment tool on a regular schedule, is another way to document improvement. A continuous cycle of improvement includes a schedule for working through all components of the self assessment, a schedule for re-assessing each component as improvement plans are implemented, and the annual review of your child outcomes data for evidence that the quality of your data are improving.

Acknowledgments

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Scale available at: www.fpg.unc.edu/~eco/assets/pdfs/selfassessment.pdf

State Profile of the COMS Quality Indicators

	Quality Indicator Rating	Date of Rating (MM/YY)
Purpose		
1. State has articulated purpose(s) of COMS.	-	/
Data Collection and Transmission		
2. Data collection procedures are carried out efficiently and effectively.	-	/
3. Providers, supervisors, and others involved in data collection have the required knowledge, skills, and commitment.	-	/
4. State's method for entering, transmitting, and storing data is effective and efficient.	-	/
Analysis		
5. State identifies accountability and program improvement questions related to child outcomes.	-	/
6. Local programs identify accountability and program improvement questions related to child outcomes.	-	/
7. State agency analyzes data in a timely manner.	-	/
8. Local programs analyze data in a timely manner.	-	/
9. State agency ensures completeness and accuracy of data.	-	/
Reporting		
10. State agency interprets, reports, and communicates information related to child outcomes.	-	/
11. Local programs interpret, report, and communicate information related to child outcomes.	-	/
Using Data		
12. State agency makes regular use of information on child outcomes to improve programs.	-	/
13. Local programs make regular use of information on child outcomes to improve programs.	-	/
Evaluation		
14. State evaluates its COMS regularly.	-	/
Cross-system Coordination		
15. Part C and 619 coordinate child outcomes measurement.	-	/
16. Child outcomes measurement is integrated across early childhood (EC) programs statewide.	-	/
17. Child outcomes measurement is aligned with state's early learning guidelines/standards.	-	/
18. State has a longitudinal data system to link child outcomes data from EC program participation to K-12 data.	-	/

1. STATE HAS ARTICULATED PURPOSE(S) OF COMS

- 1 = None of the elements are yet in process
- 2 = Some of the elements are in process
- 3 = All of the elements are in process
- 4 = At least one element is fully implemented and the rest are in process
- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. Written statement addresses why data are being collected and how data will be used. Statement specifies who will use the data and for what purposes.
Select one	b. Purposes include meeting reporting requirements and providing ongoing information for data-based decision-making for program improvement.
Select one	c. Statement is easily accessible to local administrators, providers, and general public.
Select one	d. Stakeholders involved in development of the purposes.
Select one	e. Families receiving services are fully informed of the purpose of collecting data on outcomes.

Proceed to [next page](#) or return to [Profile page](#).

2. DATA COLLECTION¹ PROCEDURES ARE CARRIED OUT EFFICIENTLY AND EFFECTIVELY

- 1 = None of the elements are yet in process
- 2 = Some of the elements are in process
- 3 = All of the elements are in process
- 4 = At least one element is fully implemented and the rest are in process
- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. State has comprehensive written policies and procedures describing the data collection and transmission approach.
Select one	b. Policies and procedures are clear and readily accessible.
Select one	c. Procedures are revised as necessary based on needs of field or state agency; systematic process exists for communicating changes in timely manner.
Select one	d. Families are fully informed about the data collection.
Select one	e. State data collection procedures have the capability to produce valid and reliable data.
Select one	f. Processes are available to facilitate efficient and complete data collection.

2. Data collection procedures are carried out efficiently and effectively

Elements and Evidence of Implementation	
For each element, provide evidence and select a level of implementation: NY=not yet IP=in process FI=fully implemented/achieved DK=don't know	
Level of implementation	Evidence of Implementation
Select one	g. State has evidence that the data collection procedures are being implemented with high fidelity.
Select one	h. Data collection procedures are institutionalized throughout the state; implementation remains stable through staff changes.
Select one	i. No duplication in collection of data elements.
Select one	j. Ongoing support and technical assistance for data collection issues are readily available; problems are addressed in a timely fashion.
Select one	k. Overall state monitoring includes monitoring of outcomes data collection procedures.
Select one	l. If state is sampling, sampling procedures produce a representative sample of sufficient size.
Select one	m. Data collection methods are aligned with the purpose the state wants to address.
Select one	n. Stakeholders are involved in deciding on the data collection methods.

¹ Data collection refers to the set of activities resulting in good outcomes data, e.g., administration and scoring of assessment tool(s) either as stand-alone data or as a data source for the Child Outcomes Summary Form (COSF) rating, discussion of multiple sources of information to select COSF rating.

Proceed to [next page](#) or return to [Profile page](#).

3. PROVIDERS, SUPERVISORS, AND OTHERS INVOLVED IN DATA COLLECTION HAVE THE REQUIRED KNOWLEDGE, SKILLS, AND COMMITMENT²

- 1 = None of the elements are yet in process
- 2 = Some of the elements are in process
- 3 = All of the elements are in process
- 4 = At least one element is fully implemented and the rest are in process
- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. Professional development is consistent with and incorporates information in policies and procedures addressing outcomes data collection.
Select one	b. State has written requirements/expectations for professional development for data collection and supervision of data collection.
Select one	c. State has articulated competencies related to data collection for all those involved in child outcomes measurement .
Select one	d. Professional development for data collection is integrated in overall professional development for service delivery.
Select one	e. New staff members are trained in data collection procedures before they are expected to provide data.
Select one	f. State has process for ensuring staff have been trained and have the requisite competencies.

3. Providers, supervisors, and others involved in data collection have the required knowledge, skills, and commitment

Elements and Evidence of Implementation
For each element, provide evidence and select a level of implementation:
NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

g. State has evidence that all or almost all staff have the competencies.

Select one

h. State has procedures in place to address questions or issues when they arise.

Select one

i. State has ongoing feedback loop to evaluate and revise professional development.

Select one

² Good assessment procedures are essential for valid child outcomes data. Examining the quality of assessment procedures is beyond the scope of this scale but state and local staff are encouraged to familiarize themselves with the principles of good assessment and examine the extent to which these principles are being consistently applied.

Proceed to [next page](#) or return to [Profile page](#).

4. STATE'S METHOD FOR ENTERING, TRANSMITTING, AND STORING DATA IS EFFECTIVE AND EFFICIENT

- 1 = None of the elements are yet in process
- 2 = Some of the elements are in process
- 3 = All of the elements are in process
- 4 = At least one element is fully implemented and the rest are in process
- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. Data elements to be used for outcome analyses are entered efficiently and accurately.
Select one	b. Systematic checks on data entry are in place.
Select one	c. Those entering and transmitting data have access to necessary hardware and software and know how to use them.
Select one	d. Technology support is effective.
Select one	e. Procedures in place to communicate updates to data system.
Select one	f. State and locals have real-time access to the data. Data system is web-based.
Select one	g. Child-level outcomes data can follow child across programs/districts electronically as needed.

Elements and Evidence of Implementation
For each element, provide evidence and select a level of implementation:
NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
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Select one h. All data elements are entered only once (no duplication of data entry).

Select one i. Those handling data understand and protect confidentiality.

Select one j. Data system protects confidential information.

Select one k. Protocols for archiving data are in place.

Proceed to [next page](#) or return to [Profile page](#).

5. STATE IDENTIFIES ACCOUNTABILITY AND PROGRAM IMPROVEMENT QUESTIONS RELATED TO CHILD OUTCOMES

- 1 = None of the elements are yet in process
- 2 = Some of the elements are in process
- 3 = All of the elements are in process
- 4 = At least one element is fully implemented and the rest are in process
- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. State has a written set of publicly available accountability and program improvement questions related to child outcomes.
Select one	b. The questions were developed with broad stakeholder input, including families.
Select one	c. The questions are consistent with purposes of the state's child outcomes measurement system.
Select one	d. The questions address how outcomes relate to child, family, service, and system characteristics, and family experiences with the service system.
Select one	e. Answers to the questions will provide useful information for accountability and program improvement.
Select one	f. A process is in place for regularly reviewing and revising the questions.

5. State identifies accountability and program improvement questions related to child outcomes

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	g. State has policy or guidance that addresses local program responsibilities with regard to the development of accountability and program improvement questions.
Select one	h. State helps to build the capacity of local programs to develop accountability and program improvement questions.
Select one	i. The questions address key components of the service delivery system.

Proceed to [next page](#) or return to [Profile page](#).

6. LOCAL PROGRAMS IDENTIFY ACCOUNTABILITY AND PROGRAM IMPROVEMENT QUESTIONS RELATED TO CHILD OUTCOMES

- 1 = None of the elements are yet in process
- 2 = Some of the elements are in process
- 3 = All of the elements are in process
- 4 = At least one element is fully implemented and the rest are in process
- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Does state have a process for systematically collecting information from local programs about are identifying accountability and program improvement questions related to child outcomes?

If yes, complete this page. If no, select "1" in box above.

Elements and Evidence of Implementation	
For each element, provide evidence and select a level of implementation: NY=not yet IP=in process FI=fully implemented/achieved DK=don't know	
Level of implementation	Evidence of Implementation
Select one	a. Local programs have a written set of publicly available accountability and program improvement questions related to child outcomes.
Select one	b. The questions were developed with broad stakeholder input, including families.
Select one	c. The questions are aligned with the vision and purposes of the state's outcomes measurement system.
Select one	d. The questions address how outcomes relate to child, family, and service characteristics.
Select one	e. Answers to the questions will provide useful information for accountability and program improvement.
Select one	f. A process is in place for regularly reviewing and revising the questions.

Proceed to [next page](#) or return to [Profile page](#).

7. STATE AGENCY ANALYZES DATA IN A TIMELY MANNER

- 1 = None of the elements are yet in process
- 2 = Some of the elements are in process
- 3 = All of the elements are in process
- 4 = At least one element is fully implemented and the rest are in process
- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. State has sufficient resources to conduct data analyses in a timely and accurate manner.
Select one	b. State can access all data elements necessary to address state level questions.
Select one	c. State conducts analyses to address accountability and program improvement questions at least annually.
Select one	d. State conducts additional ad hoc analyses as needed.
Select one	e. State thoroughly documents analyses so they can be independently replicated.
Select one	f. State provides support to local programs to build capacity to analyze data.
Select one	g. State has policy or guidance that addresses local program responsibilities with regard to data analysis.

Proceed to [next page](#) or return to [Profile page](#).

8. LOCAL PROGRAMS ANALYZE DATA IN A TIMELY MANNER

- 1 = None of the elements are yet in process
- 2 = Some of the elements are in process
- 3 = All of the elements are in process
- 4 = At least one element is fully implemented and the rest are in process
- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Does state have a process for collecting information from local programs about whether local programs are analyzing information related to child outcomes?

If yes, complete this page. If no, select "1" in Quality Indicator Rating box above.

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. Local programs can access all the data elements necessary to address their accountability and program improvement questions.
Select one	b. Local programs conduct analyses or work with another entity to conduct analyses in a timely and accurate manner.
Select one	c. Local programs keep records as to how the analyses were conducted.

Proceed to [next page](#) or return to [Profile page](#).

9. STATE AGENCY ENSURES COMPLETENESS AND ACCURACY OF DATA

- 1 = None of the elements are yet in process
- 2 = Some of the elements are in process
- 3 = All of the elements are in process
- 4 = At least one element is fully implemented and the rest are in process
- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. State implements a process for checking the completeness and accuracy of the data.
Select one	b. Results of process provide evidence that the data are high quality for the intended purposes.
Select one	c. Local programs implement a process for checking the completeness and accuracy of their own data.
Select one	d. State regularly tracks missing and incomplete data and has implemented a plan for reducing missing and incomplete data.
Select one	e. Levels of missing or incomplete data are less than 5% of cases.
Select one	f. The data are representative within all local programs.

Proceed to [next page](#) or return to [Profile page](#).

10. STATE AGENCY INTERPRETS, REPORTS, AND COMMUNICATES INFORMATION RELATED TO CHILD OUTCOMES

- 1 = None of the elements are yet in process
- 2 = Some of the elements are in process
- 3 = All of the elements are in process
- 4 = At least one element is fully implemented and the rest are in process
- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. State has developed a comprehensive plan for interpreting, reporting, and communicating evidence related to child outcomes to relevant audiences, including families.
Select one	b. State has procedures in place to address confidentiality issues raised by analyses that produce cells with small numbers.
Select one	c. State agency conducts systematic and comprehensive review of analyses including consideration of possible interpretations about child outcomes and the relationships between outcomes, and child, family, service, and system characteristics per the state's questions.
Select one	d. Representative stakeholders are included in the process of review and interpretation. Interpretation reflects stakeholder input.
Select one	e. State agency leadership is knowledgeable about the child outcomes and can explain results to relevant audiences.

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	f. State communicates results to target audiences for intended purposes in appropriate formats.
Select one	g. State provides support to local programs related to interpreting and reporting child outcomes data.
Select one	h. State has policy or guidance that addresses local program responsibilities with regard to interpreting and reporting child outcomes data.

Proceed to [next page](#) or return to [Profile page](#).

11. LOCAL PROGRAMS INTERPRET, REPORT, AND COMMUNICATE INFORMATION RELATED TO CHILD OUTCOMES

- 1 = None of the elements are yet in process
- 2 = Some of the elements are in process
- 3 = All of the elements are in process
- 4 = At least one element is fully implemented and the rest are in process
- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Does state have a process for systematically collecting information from local programs about interpreting, reporting, and communicating information related to child outcomes?

If yes, complete this page. If no, select "1" in box above.

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. Local programs interpret, report, and communicate information related to child outcomes in a manner appropriate to the size of the program
Select one	b. Local programs have procedures in place to address confidentiality issues raised by analyses that produce cells with small numbers.
Select one	c. Local programs conduct systematic and comprehensive review of analyses including consideration of possible interpretations about child outcomes and the relationships between outcomes and child, family, service, and system characteristics per the program's questions.
Select one	d. Local programs include representative stakeholders in the process of developing interpretations. Interpretations reflect stakeholder input.
Select one	e. Local programs have staff who are knowledgeable about the child outcomes and can explain results to relevant audiences.

Elements and Evidence of Implementation
For each element, provide evidence and select a level of implementation:
NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implemen- tation	Evidence of Implementation
---------------------------------	----------------------------

Select one

f. Local programs communicate results to target audiences for intended purposes in appropriate formats.

Proceed to [next page](#) or return to [Profile page](#).

12. STATE AGENCY MAKES REGULAR USE OF INFORMATION ON CHILD OUTCOMES TO IMPROVE PROGRAMS

- 1 = None of the elements are yet in process
- 2 = Some of the elements are in process
- 3 = All of the elements are in process
- 4 = At least one element is fully implemented and the rest are in process
- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. State regularly implements a stakeholder process that includes families for considering the implications of child outcomes and other data.
Select one	b. As appropriate, state identifies some local programs for targeted support and then works with these programs to jointly develop action plans.
Select one	c. State identifies statewide systemic goals for improvement.
Select one	d. State develops a comprehensive plan for program improvement.
Select one	e. State implements and evaluates program improvement activities on a regular cycle.
Select one	f. State provides support to local programs related to use of child outcomes data.
Select one	g. State has policy or guidance that addresses local program responsibilities with regard to use of data for program improvement.

Proceed to [next page](#) or return to [Profile page](#).

13. LOCAL PROGRAMS MAKE REGULAR USE OF INFORMATION ON CHILD OUTCOMES TO IMPROVE PROGRAMS

- 1 = None of the elements are yet in process
- 2 = Some of the elements are in process
- 3 = All of the elements are in process
- 4 = At least one element is fully implemented and the rest are in process
- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Does state have a process for systematically collecting information from local programs about making regular use of data to improve child outcomes?

If yes, complete this page. If no, select "1" in box above.

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. All local programs regularly implement a stakeholder process that includes families for considering the implications of child outcomes data and other data.
Select one	b. Local programs use data to develop a comprehensive plan for program improvement.
Select one	c. All local programs implement and evaluate program improvement activities on a regular cycle.

Proceed to [next page](#) or return to [Profile page](#).

14. STATE EVALUATES ITS COMS REGULARLY³

- 1 = None of the elements are yet in process
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- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Elements and Evidence of Implementation

For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. State regularly develops/updates a comprehensive evaluation plan addressing whether the individual components of COMS are being implemented as planned/with fidelity, each component is producing its intended results, and the outcomes system as a whole is accomplishing its intended purpose(s).
Select one	b. State implements its evaluation strategies according to plan.
Select one	c. State regularly uses evaluation results to improve COMS components and improve the effectiveness of the outcomes system and to revise the evaluation plan

³ Some quality indicators include elements that address evaluation. See Quality Indicators 1, 3 and 9.

Proceed to [next page](#) or return to [Profile page](#).

15. PART C AND 619 COORDINATE CHILD OUTCOMES MEASUREMENT

- 1 = None of the elements are yet in process
- 2 = Some of the elements are in process
- 3 = All of the elements are in process
- 4 = At least one element is fully implemented and the rest are in process
- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. State has policies about Part C and 619 outcomes measurement coordination at local and state levels.
Select one	b. Part C and 619 regularly communicate about outcomes data issues.
Select one	c. Part C and 619 use the same approach for measuring child outcomes or have a process for cross-walking different approaches to a common metric.
Select one	d. Part C and 619 jointly conduct COMS activities. .
Select one	e. Procedures are in place so that local 619 programs have access to the Part C child outcomes exit data.
Select one	f. Data from Part C can be linked to data from 619, and both Part C and 619 have access to longitudinal analyses.

Proceed to [next page](#) or return to [Profile page](#).

16. CHILD OUTCOMES MEASUREMENT IS INTEGRATED ACROSS EARLY CHILDHOOD (EC) PROGRAMS STATEWIDE

- 1 = None of the elements are yet in process
- 2 = Some of the elements are in process
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- 4 = At least one element is fully implemented and the rest are in process
- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

-

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. EC programs use the same approach for measuring the same outcomes or have a process for cross-walking different approaches to a common metric.
Select one	b. EC programs use common data standards so that data can be linked across programs.
Select one	c. EC programs routinely share outcomes measurement resources.
Select one	d. With appropriate safeguards, stakeholders have access to de-identified data to examine issues related to child progress over time.

Proceed to [next page](#) or return to [Profile page](#).

17. CHILD OUTCOMES MEASUREMENT IS ALIGNED WITH STATE’S EARLY LEARNING GUIDELINES/STANDARDS

- 1 = None of the elements are yet in process
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- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. The COMS captures child progress on the state’s early learning guidelines/early childhood standards

Proceed to [next page](#) or return to [Profile page](#).

18. STATE HAS A LONGITUDINAL DATA SYSTEM TO LINK CHILD OUTCOMES DATA FROM EC PROGRAM PARTICIPATION TO K-12 DATA

- 1 = None of the elements are yet in process
- 2 = Some of the elements are in process
- 3 = All of the elements are in process
- 4 = At least one element is fully implemented and the rest are in process
- 5 = Most of the elements are fully implemented and the rest are in process
- 6 = Nearly all elements are fully implemented and the rest are in process
- 7 = All elements fully implemented

Quality Indicator Rating

Select one

Elements and Evidence of Implementation
 For each element, provide evidence and select a level of implementation:
 NY=not yet IP=in process FI=fully implemented/achieved DK=don't know

Level of implementation	Evidence of Implementation
Select one	a. State has a longitudinal data system to track outcomes for children in EC programs (including Part C and 619) through K–12.
Select one	b. Child outcomes data for most or all EC programs are linked to K–12 data.
Select one	c. Child outcomes data within longitudinal data systems are analyzed and used for improving programs.
Select one	d. With appropriate safeguards, stakeholders have access to de-identified data to examine issues related to child progress over time.

Return to [Profile page](#).