**Child Outcomes Fidelity Self-Assessment District Contacts**

**Expectations for PST District Child Outcomes Contacts**

1. The purpose of the District Child Outcomes Contacts is:

*To gather information about a district’s Indicator 7 system/procedures and to identify possible training/technical assistance needs of the district.*

1. A review of the Child Outcomes Fidelity Self-Assessment will be done with *all* districts within a CESA area between October 2011 and March 2012 (6 months).
2. Contact with district personnel s preferably is done in person – either through a district visit or at a meeting (e.g. before/after a networking meeting). The contact could also be done through a web-conference (e.g. go-to-meeting) or phone-conference. It is not recommended that information about a district’s child outcomes processes be gathered through email.
3. Districts which didn’t send personnel to the Early Childhood Indicator Trainings last year should be contacted first.
4. A completed Child Outcomes Fidelity Self-Assessment (including the Action Plan) is an expected outcome of each district contact. The district is responsible for maintaining the Self-Assessment but it is recommended that a copy of the Action Plan be kept by the PST.
5. “Talking Points” follow to assist in gathering information about a district’s procedures.
6. Each district fidelity self assessment contact should be recorded on the monthly contact log.

**Talking Points**

1. Tell me about your process for completing the COSF…
   1. When is it completed (at entry and exit)?
   2. Who participates in the rating process?
   3. How are parents included in the process?
   4. How is information gathered from other people in the child’s life?
   5. What sources of information are you finding useful in rating a child?
2. Are there any questions about how to use the decision tree and/or the rating process? (Note: it is recommended that PST practices rating at least one child with district staff.)
3. Tell me about your ongoing assessment system…
   1. What practices are used by staff to gather information on children’s functioning in an ongoing manner?
   2. What curriculum-based assessment tool is being used for ongoing assessment?
   3. How often is the assessment tool completed within the course of the year?
   4. Is training needed either in using an assessment tool or other aspects of ongoing assessment?
4. What is your process for tracking children internally within the district and for entering data into the Special Education Web Portal?
   1. What is your district’s process for maintaining the district’s child outcomes records?
   2. Are there any challenges to tracking the children internally within the district (e.g. children entering or exiting)?
   3. Who enters the data into the Special Education Web Portal?
   4. When is the data entered?