

INDICATOR 7: PRESCHOOL OUTCOMES

Prepared by ECO

Part B Indicator #7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

INTRODUCTION

This summary is based on information reported by 59 States and jurisdictions in the revised State Performance Plans (SPPs) or Annual Performance Reports (APRs) submitted to OSEP on February 1, 2010. Please note that States and jurisdictions will be called 'States' for the remainder of the report and that the analysis for this report includes only information specifically reported in SPPs. Therefore, it is possible that a State has additional procedures or activities in place that are not described here. In some cases States did not repeat some of the details about their approach that they reported in last year's SPP/APR. In those cases, we assumed the information from last year's report was still correct.

MEASUREMENT APPROACHES

States reported a variety of approaches for measuring child outcomes. Other than a slight decrease in States using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COSF) (from 38 to 36), approaches remained, overall, the same. Of the 59 States included in the analysis, 36 (61%) said that they are currently using the ECO COSF. Of these, one State plans to switch from the COSF to the Work Sampling Online (WSO) system.

Nine States (15%) reported the use of one assessment tool statewide. Six States (10%) reported that they are using publishers' online analysis for outcomes measurement. These systems, created and maintained by the publishers of the assessment tools, produce reports based on assessment data entered on line. One of these States also uses the COSF for districts and service providers who choose not to use the online assessment.

Seven States (12%) described other measurement approaches. These included a State-developed conceptual model that aligns assessment information with early learning standards, extrapolation of raw assessment data from the State data system, and State-developed summary tools. The State currently using an extrapolation of raw assessment data reported that it will select one tool to be used Statewide for child outcomes measurement in the future.

One State described the use of the COSF for measuring outcomes, but reported data from one Statewide tool – we therefore categorized that State's approach as 'unknown.' See a summary of approaches in Table 1.

Table 1: Approaches to Measuring Child Outcomes (N=59)

Type of Approach	Current	Future
COSF 7 point scale	36 (61%)	35 (59%)
One statewide tool	9(15%)	10 (17%)
Publishers' online analysis	6 (10%)*	7 (12%)
Other	7 (12%)	6 (10%)
Unknown	1 (2%)	

*One of these States also uses the COSF for districts and service providers who choose not to use an online assessment.

ASSESSMENT TOOLS

States also described the assessment tools and other data sources on which outcomes measurement is based. Of the States reporting the use of one Statewide tool, four named the Battelle Developmental Inventory, Second Edition (BDI-2), one state reported the use of the Assessment, Evaluation, and Planning System (AEPS), one state uses the Work Sampling System (WSS), and one uses selected subtests of the Brigance Inventory of Early Development II. Two States have developed their own assessment tools.

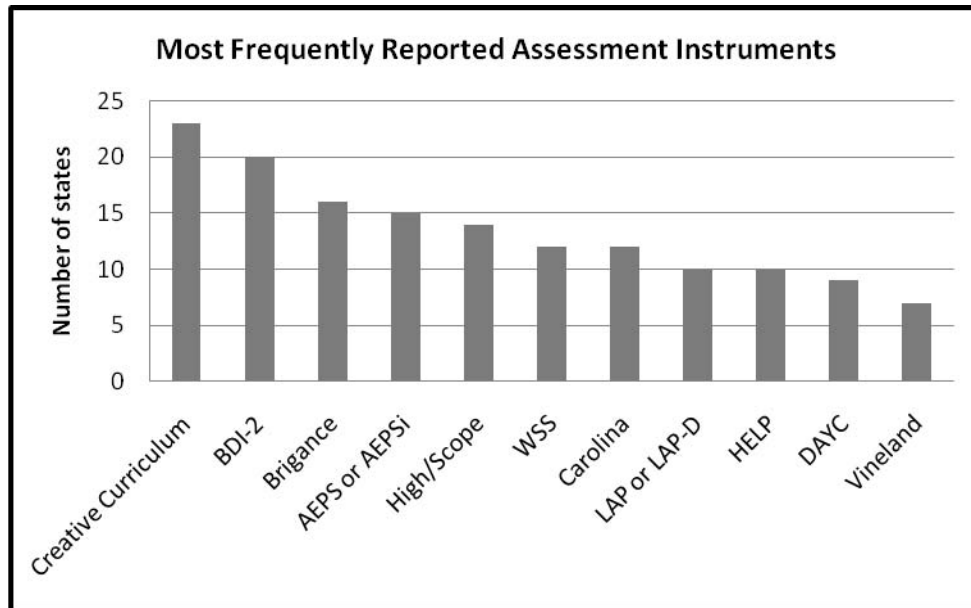
States using publishers' online analysis include three States that allow local agencies to choose from several tools and three States that require all programs to use the same tool. Of those using multiple tools, one State allows the use of CreativeCurriculum.net (CC.net), Work Sampling Online (WSO), and High/Scope; one State allows CC.net, AEPSinteractive (AEPSi), and High/Scope; and one allows CC.net, AEPSi, and the Brigance. Of those that require the use of one system, two States use CC.net and one uses AEPSi. One State that is currently using the COSF reported that it will switch to Work Sampling Online (WSO) in the future.

For States using the COSF, 11 required a specific assessment tool or required local programs to choose a tool from an 'approved' list. Two States recommended, rather than required, the use of certain tools. Two States specifically reported that local programs are free to use the assessment tools of their choice for outcomes measurement. Others cited the 'most commonly used' tools or simply said that programs will use multiple sources of information for assessing children's functioning in the three outcome areas.

Across States, the most frequently named assessment tools in use for outcomes measurement were the Creative Curriculum Developmental Continuum, the BDI-2, Brigance, AEPS, High/Scope Child Observation Record, the Work Sampling System (WSS), Carolina Curriculum for Preschoolers with Special Needs, Learning Accomplishment Profile (LAP), Hawaii Early Learning Profile (HELP), Developmental

Assessment of Young Children (DAYC), and the Vineland Adaptive Behavior Scales. See Figure 1 for a summary of most frequently reported assessment instruments.

Figure 1



In addition to formal assessment instruments, some States reported other key data sources in the child outcomes measurement process, including parent/family input (37%) and professional observation (44%). Some instruments include parent input and professional observation as part of the assessment; States using such tools did not always name these data sources in addition to naming the assessment tool.

Overall, there was little change in the data sources States are using to measure child outcomes. This year’s lists of assessment tools, parent/family report, and professional observation were very similar to those reported last year.

POPULATION INCLUDED

Most States (80%) collected data Statewide for this reporting period. Six States were not yet collecting data Statewide. These included three States still in a ‘phase-in’ process, two States in a transition to a new approach, and one State that had just begun data collection. Five States continue to report that they are using a sampling methodology.

In some States, the outcomes measurement for preschool programs for students with disabilities supported under section 619 of the Individuals with Disabilities Education Act is part of a broader assessment system for all the State’s children in preschool. Seven States described outcomes measurement systems that encompass both children with and without IEPs. These include children in State-supported preschool settings, as well as Head Start and child care.

DEFINITIONS OF NEAR ENTRY AND NEAR EXIT

State definitions of 'near entry' and 'near exit' data collection were very similar to those reported in FFY 2007. Most States (75%) specified a timeframe within which the first, or 'near entry,' child outcomes measurement should occur, varying from one month to 4-6 weeks. Rather than specify a timeframe, other States defined 'near entry' to mean the initial IEP meeting or the first cycle of a regularly occurring assessment schedule in which a child is enrolled in the program. Six States changed their definition of 'near entry' in this year's report. Of those, two decreased the time allowed for entry data collection (from three months to 30 days and from 45 days to 30 days), one increased the time (from 3-6 weeks to 6-8 weeks), and three specified that entry data should be collected during evaluation for eligibility determination.

As reported last year, definitions for 'near exit' ranged from 30 days to 90 days. More general definitions included: at the end of the school year, at the annual IEP meeting, when the child transitioned from preschool, prior to the child's 6th birthday, or in the last cycle of a regularly occurring assessment schedule. Only one State changed its 'near exit' definition – from within 45 days prior to the child's exit from the program to within 30 days after the child's exit.

CRITERIA FOR COMPARABLE TO SAME AGE PEERS

States' criteria for 'comparable to same age peers' continue to reflect their measurement approaches. For COSF users, the 7-point rating scale defines levels of age expected functioning (6-7 on the scale) as well as criteria for categorizing scores in the five OSEP progress categories. (The five progress categories are: 'a' -- percentage of children who did not improve functioning; 'b' -- percentage of children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers; 'c' -- percentage of children who improved functioning to a level nearer to same-aged peers but did not reach it; 'd' -- percentage of children who improved functioning to reach a level comparable to same-aged peers; and 'e' -- percentage of children who maintained functioning at a level comparable to same-aged peers.)

States using one tool Statewide or publishers' online analysis continue to apply developer or publisher-determined standard scores, developmental quotients, or State-determined age-based benchmarks and cut-off scores. Some States and publishers of online systems worked with ECO to map assessment scores to the 7-point scale in order to generate progress data.

Four States, all using one Statewide tool, changed their criteria for functioning comparable to same age peers. One State's criteria changed from a standard score of 80 to a standard score of 78 (using the BDI-2). Another State changed from a standard score of 80 to a standard score of 50 (using the AEPS). An additional State using the BDI-2 changed its criteria from within a standard deviation of 1.5 to a standard deviation of 1.27. Another State using the BDI-2 reported that it would use z scores from a table provided by the publisher to determine whether children are functioning at age level.

PROGRESS DATA 2008-2009

For the second year, almost all States reported progress data for all three outcomes in their SPPs (58 of 59). The progress data reported by States continue to represent a wide range in terms of number of children included. Across States, the number of children reported in the data ranged from 3 to 9,967. The upper range is slightly less than last year's maximum of 10,157 (190 fewer children).

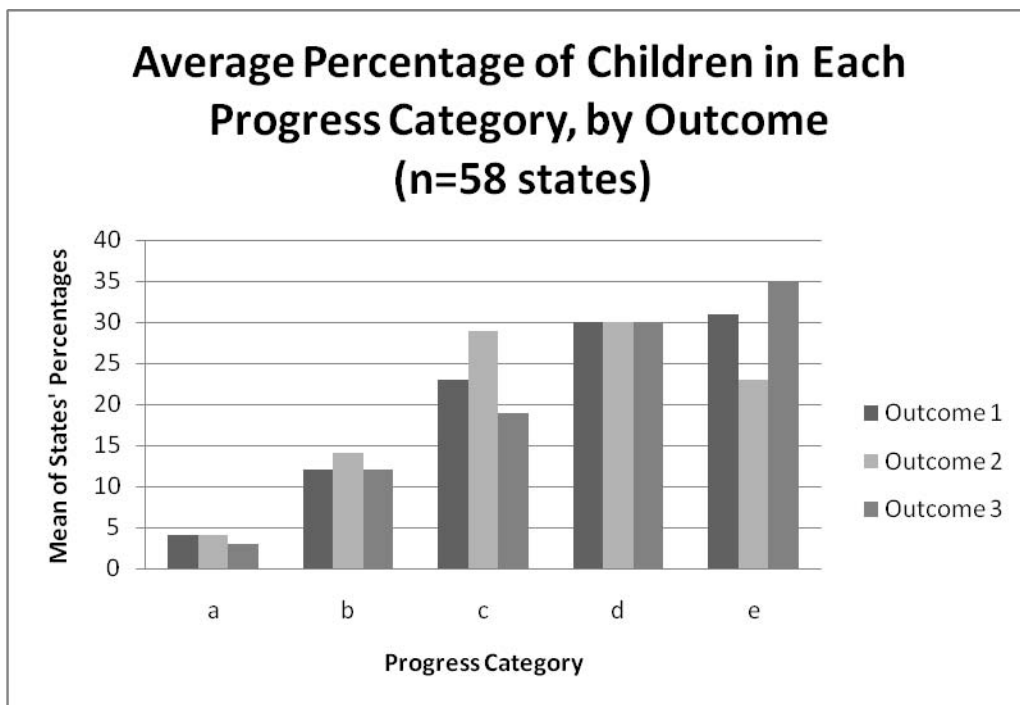
Only one State reported progress data for less than 10 children this year. Seven States' numbers ranged from 10 to 99 and six included 100 to 499 children in the progress data. Twelve States were able to include 500 to 999 children and seven States included from 1000 to 1999 children. Ten States included 2000 to 2999 children. Another 11 States included 3000 to 4999 children. Three States included 5000 to 8999 children in the data collection. One State reported progress data for 9967 children. The number of children included in progress data continues to grow. Whereas last year 32 States included 500 or more, this year 44 States included 500 or more children. Table 2 summarizes the numbers of children included in progress data reported across States.

Table 2: Number of children in progress data, FFY07 and FFY08

FFY07	FFY08
Range = 3-10,157	Range = 3-9967
<10 = 1	<10 = 1
10-99 = 11	10-99 = 7
100-499 = 14	100-499 = 6
500-999 = 10	500-999 = 12
1000-1999 = 8	1000-1999 = 7
2000-2999 = 5	2000-2999 = 10
3000-4999 = 5	3000-4999 = 11
5000-8999 = 3	5000-8999 = 3
9000+ = 1	9000+ = 1

Our analysis of progress data is based on the percentages States reported in each progress category, per outcome, averaged across States (see Figure 2 below). This is the third year States reported progress data and the numbers of children included in the data continue to increase. States are, however, still refining the implementation of their child outcomes measurement systems. Once States are confident about the accuracy of their data, our analysis may also include a calculation of percentages for each progress category based on the number of children included per State, thereby providing a national picture of outcomes for preschool children with IEPs.

Figure 2



While we hesitate to draw conclusions about child outcomes until States' outcomes measurement procedures are more firmly in place, some general patterns are evident across the three years of progress data reporting. The pattern for FFY 2008 data is very similar to the data from FFYs 2006 and 2007. Data varied by specific progress category as follows. See Table 3 for a comparison of data reported in FFY 2008 with data reported in FFY 2007 in the five progress categories, per outcome area.

Table 3: Progress data reported this year (FFY208) compared with last year (FFY07) in percentages of children per categories 'a'-'e'

		% 'a'	% 'b'	% 'c'	% 'd'	% 'e'
Outcome 1	FFY08	4	12	23	30	31
	FFY07	4	12	22	27	35
Outcome 2	FFY08	4	14	29	30	23
	FFY07	4	15	27	27	27
Outcome 3	FFY08	3	12	19	30	35
	FFY07	4	13	18	26	39

Progress category 'a' – percentage of children who did not improve functioning. States reported similar percentages across outcomes in the category of 'no improvement,' at 4%, 4%, and 3% (Outcomes 1, 2, and 3). For three years the percentages of children reported in category 'a' have been much lower than the percentages for the other progress categories.

Progress category ‘b’ – percentage of children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers. Very similar to last year’s data, the percentages of children in the category of ‘making some improvement’ were double those in category ‘a.’ Compared across outcomes, percentages in this category were slightly higher for Outcome 2 at 14% than they were for Outcomes 1 and 3 at 12%.

Progress category ‘c’ – percentage of children who improved functioning to a level nearer to same-aged peers but did not reach it. Also very similar to last year’s data, more children were reported in category ‘c’ (23%, 29%, and 19%) than they were in categories ‘a’ and ‘b’ put together. This category represents the children who narrowed the gap but did not ‘catch up’ to age expectations. The percentage of children who narrowed the gap also continues to be higher for Outcome 2 than for Outcomes 1 and 3. In this year’s data, Outcome 2 is 6 points higher than Outcome 1 and 10 points higher than Outcome 3.

Progress category ‘d’ – percentage of children who improved functioning to reach a level comparable to same-aged peers. This year’s data showed 3-4% more children who ‘caught up,’ as reported in category ‘d,’ than in last year’s data. Similar to the pattern we saw in last year’s data, however, the percentages of children in category ‘d’ were identical across all three outcomes at 30% each. Comparing category ‘c’-- children who narrowed the gap -- with category ‘d’ – children who closed the gap, we saw that the percentages were 7% higher for children who closed the gap than narrowed it in Outcome 1 and 11% higher for children who closed the gap than narrowed it in Outcome 3. Percentages for Outcome 2 reported in ‘c’ and ‘d’ categories were almost the same at 29% for ‘c’ and 30% for ‘d.’

Progress category ‘e’ – percentage of children who maintained functioning at a level comparable to same-aged peers. Fewer children were reported as having entered and exited programs functioning at age level this year, compared to last year. This year’s percentages of 31%, 23%, and 35% were each 4 points lower than those reported last year. Comparing children who maintained age-level functioning (category ‘e’) and children who reached age-level functioning (category ‘d’), we saw that the data for Outcome 2 were again lower than for Outcome 1 and 3. The percentages of children reported in category ‘e’ were higher than those reported in category ‘d’ for Outcomes 1 and 3. For Outcome 2, however, the children reported in ‘e’ were 7% less than those reported in ‘d.’

To summarize, the average percentages of children in each progress category this year are similar to those reported last year in terms of overall pattern. For most outcomes, the percentages are lowest in category ‘a’ and highest in category ‘e,’ Outcome 2 is again the exception, with similar percentages of children in progress categories ‘c’ and ‘d,’ and lower percentages in ‘e.’ Notable differences in this year’s report are, across all three outcomes, slightly higher percentages of children who were reported to have ‘caught up’ (category ‘d’) and slightly lower percentages of children who reported to have maintained age level functioning from program entry to program exit (category ‘e’). See also Table 3 for a comparison of data reported this year with data reported last year in the five progress categories, per outcome area.

SUMMARY STATEMENTS

In SPPs submitted February 1, 2010, States for the first time set targets for improving child outcomes. Rather than set targets for each of the five categories of progress per outcome area, States set targets for two 'summary statements' per outcome. Summary Statement 1 combines data from progress categories 'c' and 'd' to reflect the percentage of children who made greater than expected progress. Summary Statement 2 combines data from progress categories 'd' and 'e' to reflect the percentage of children who left the preschool program at age level.

SPP measurement tables describe the summary statements, and the formulas for calculating them, as follows.

Summary Statement 1:

Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 3/6 years of age or exited the program $(c+d/a+b+c+d)$.

Summary Statement 2:

The percent of children who were functioning within age expectations in each Outcome by the time they turned 3/6 years of age or exited the program $(d+e/a+b+c+d+e)$.

BASELINES

States combined progress data from FFY08 using the formulas provided in the SPP measurement tables in order to establish baselines for the three outcomes. Across States, the average baselines for Summary Statement 1 (children who made greater than expected progress) were 61% for Outcome 1, 53% for Outcome 2, and 65% for Outcome 3. See Table 4.

Table 4: Baseline data FFY08: Summary Statement 1
(children who made greater than expected progress)

	Average of percentages reported by States
Outcome 1	61%
Outcome 2	53%
Outcome 3	65%

The average baselines for Summary Statement 2 (children who exited services at age level), across States, were 76% for Outcome 1, 76% for Outcome 2, and 75% for Outcome 3, as show in Table 5.

Table 5: Baseline data FFY08: Summary Statement 2
(children who exited services at age level)

	Average of percentages reported by States
Outcome 1	76%
Outcome 2	76%
Outcome 3	75%

TARGETS

In the report submitted February 2010, States set targets for FFY09 and FFY10 -- the final two years of this 6-year SPP reporting period. Summary statements calculated from the FFY08 progress data provided the baselines for target setting. Because this is just the third year States have reported progress data, and outcomes measurement systems are in early stages of implementation, States were not expected to set particularly high targets for the next federal fiscal year. In fact, States were permitted to set FFY09 targets that were equal to, or lower than, baseline. Targets for FFY10, however, were expected to be higher than the baseline summary statements established this year.

Figures 4 and 5 show the average baselines and the average targets States set for each Summary Statement, per outcome area, for FFY09 and FFY10. Fifty-eight States provided targets for all three outcomes for Summary Statement 1 and 2 for FFY09 and FFY10.

Figure 4

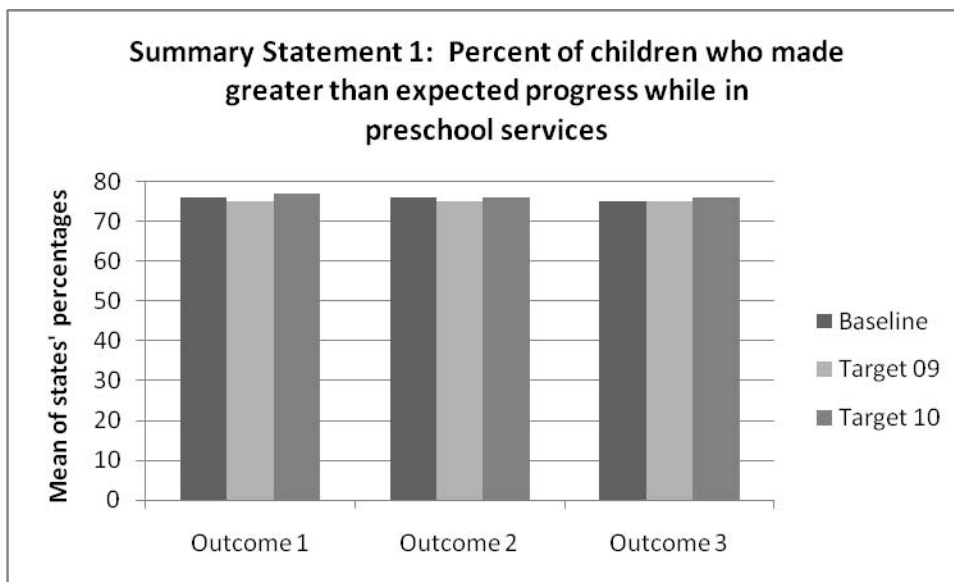
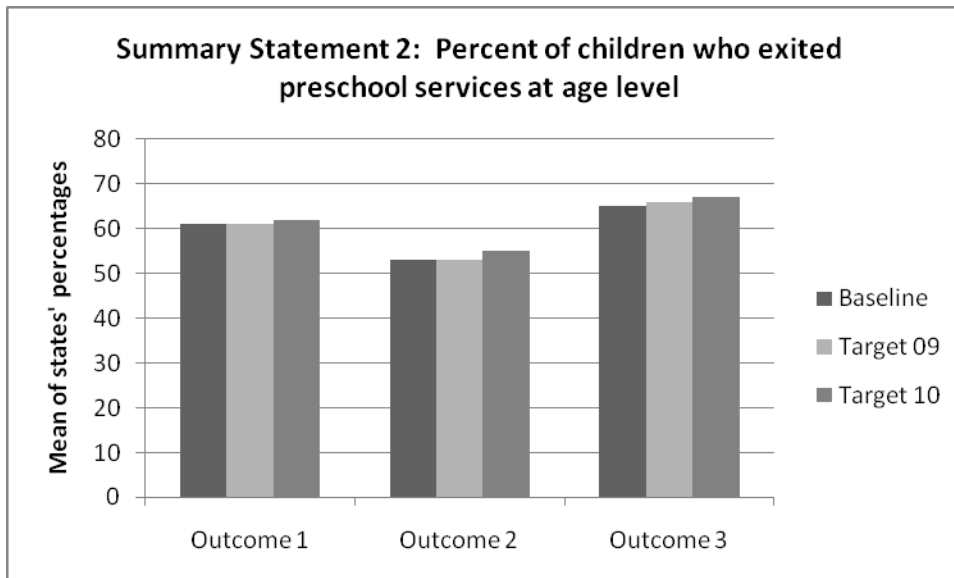


Figure 5



FFY09 targets. As permitted, about 55% of States set FFY09 targets equal to or lower than baseline for the two summary statements for all three outcomes. For Summary Statement 1, these included 20 States setting targets equal to baseline for Outcome 1. Nineteen set targets equal to baselines for Outcomes 2 and 3. Seven States set targets between 0 and 5% below the baseline for Outcomes 1 and 2. Eight set targets between 0 and 5% below the baseline for Outcome 3. Five States set targets for more than 5% below baseline for all three outcomes.

Forty-four percent of States set their FFY09 targets higher than baseline for Summary Statement 1 for all three outcomes. These included 22 States that set targets for less than 1% higher than baseline. Four States set targets more than 1% above baseline for Outcomes 1 and 3; five States set targets more than 1% above baseline for Outcome 2.

Figures 6-8 illustrate the extent to which individual States targeted change for FFY09 that was lower than their baseline, equal to their baseline, or above their baseline for the percentage of children who will leave preschool services having made greater than expected progress (Summary Statement 1) in each outcome. Each column on the chart represents one State. Columns are sorted from the lowest to the highest targeted change.

Figure 6

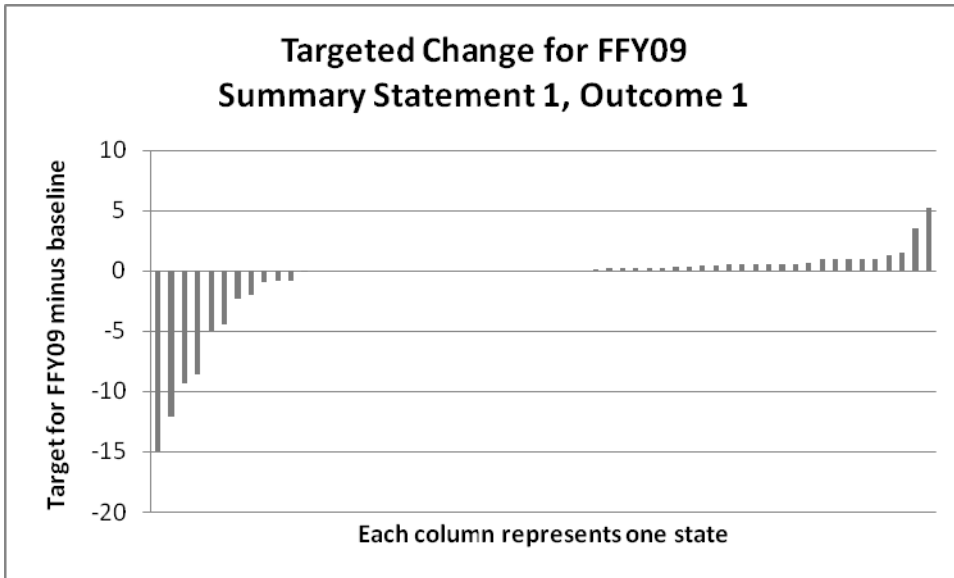


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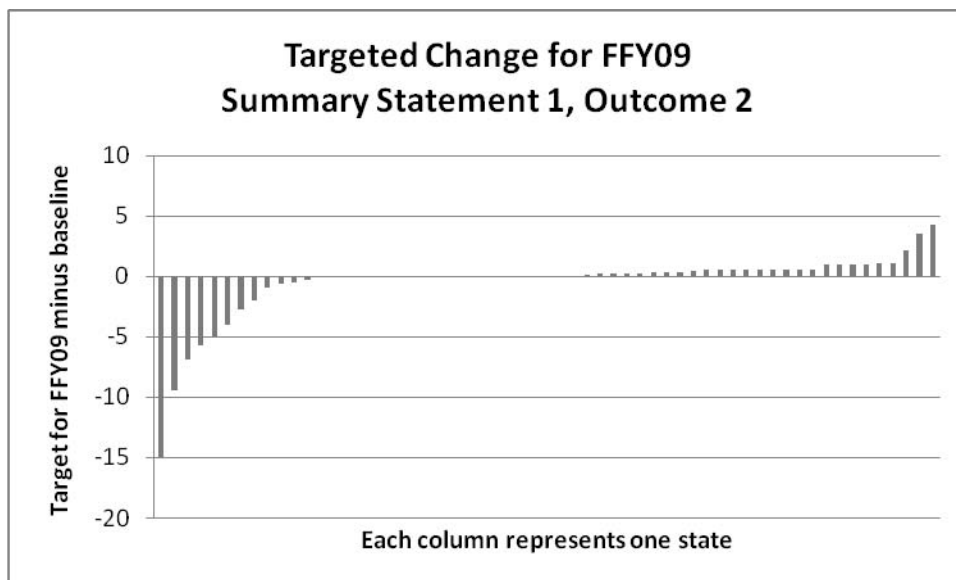
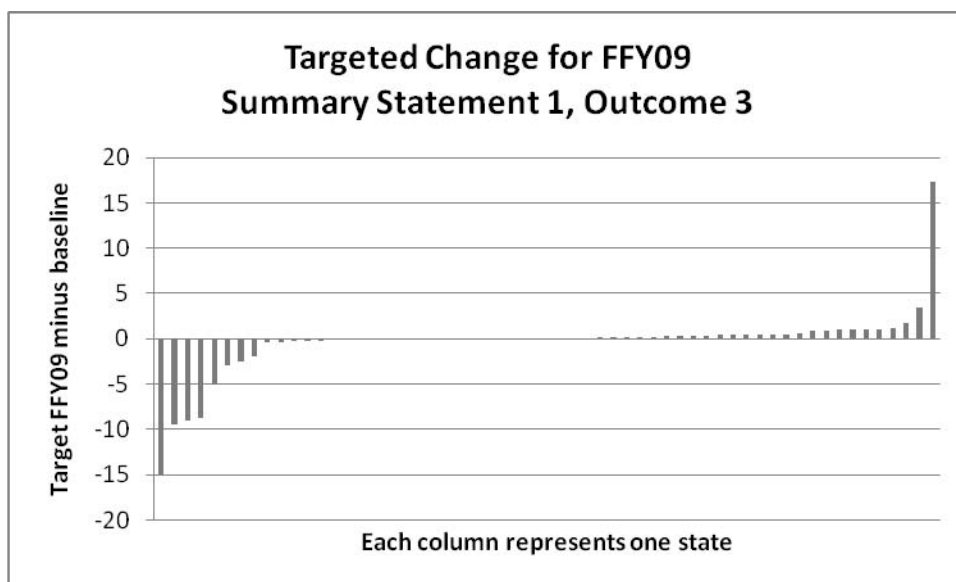


Figure 8



For Summary Statement 2, 20 States set targets equal to baseline for Outcomes 1 and 3. Twenty-two States set targets equal to baseline for Outcome 2. Eight States set targets between 0 and 5% below the baseline for Outcomes 2 and 3. Six set targets between 0 and 5% below the baseline for Outcome 1. Six States set targets for more than 5% below baseline for Outcome 1, five States for Outcome 3, and four States for Outcome 2.

Many States set their FFY09 targets higher than baseline for Summary Statement 2 – 44% for Outcome 1, 40% for Outcome 2, and 42% for Outcome 3. These included 19 States that set targets less than 1% higher than baseline for Outcomes 1 and 2 and 17

States that set targets less than 1% for Outcome 3. Seven States set targets more than 1% above baseline for Outcomes 3, six States for Outcome 1 and four States for Outcome 2.

Figures 9-11 illustrate the extent to which individual States targeted change for FFY09 that was lower than their baseline, equal to their baseline, or above their baseline for the percentage of children who will leave preschool services at age level (Summary Statement 2) in each outcome. Each column on the chart represents one State. Columns are sorted from the lowest to the highest targeted change.

Figure 9

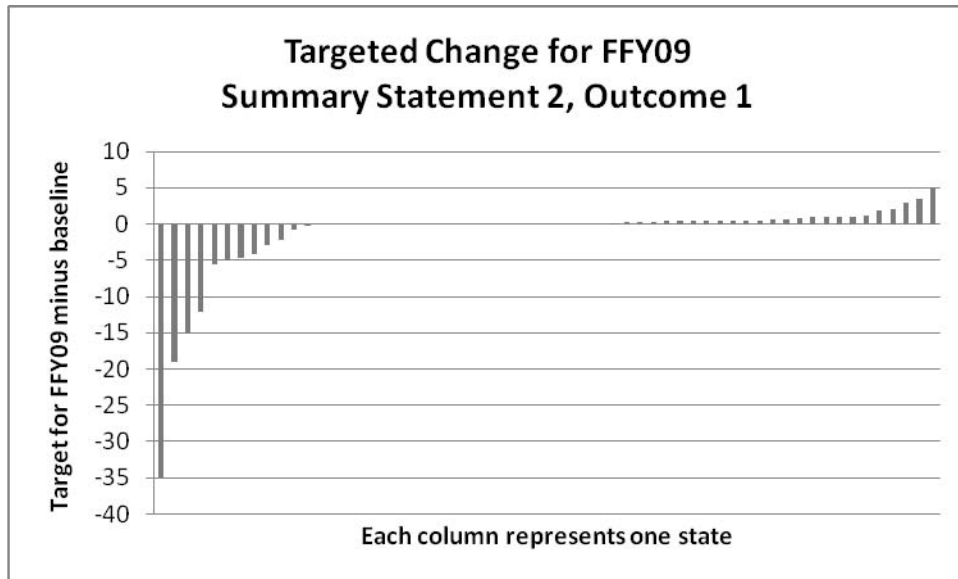


Figure 10

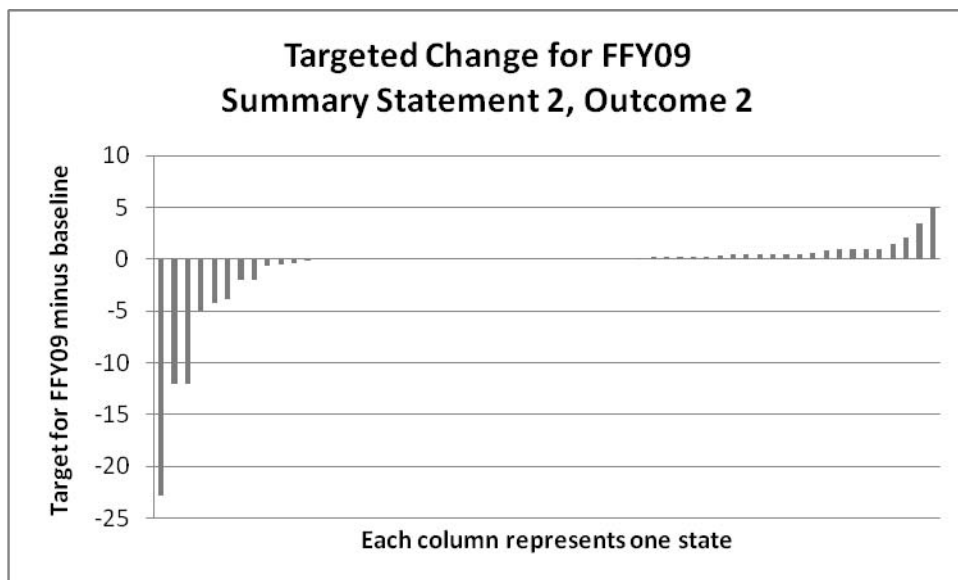
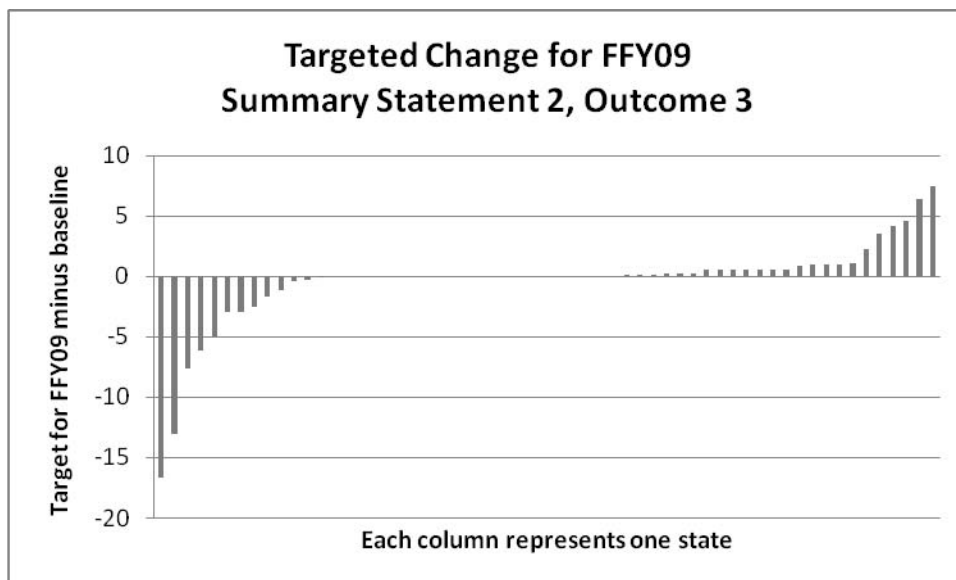


Figure 11



FFY10 targets. States were instructed to set summary statement targets for FFY10 higher than the baselines established with the FFY08 data. For Summary Statement 1, 42 States set targets less than 1% but greater than 0% higher than baseline for Outcome 1; 39 States set targets less than 1% but greater than 0% higher than baseline for Outcome 2 and 41 States set targets less than 1% but greater than 0% for Outcome 3. Fourteen States set targets more than 1% higher than baseline for Outcome 2 while 12 States set targets more than 1% higher than baseline for Outcomes 1 and 3. Four States set targets at or below baseline for Outcome 1 while 5 States set targets at or below baseline for Outcomes 2 and 3.

For Summary Statement 2, 38 States set targets less than 1% higher than baseline but greater than 0 for Outcome 3, 35 States set targets less than 1% higher than baseline for Outcome 2, and 34 States for Outcome 1. Seventeen States set targets more than 1% higher than baseline for Outcomes 1 and 2 while 13 States set targets more than 1% higher than baseline for Outcome 3. Six States set targets at or below baseline for Outcomes 1 and 3 while 5 States set targets at or below baseline for Outcome 2.

Some States included in their reports a rationale for setting targets conservative targets. Reasons included issues with data quality and representativeness. In terms of data quality, some States said that they need to continue to increase training and TA, as well as quality assurance strategies, to ensure that personnel are collecting and reporting accurate outcomes data. Until procedures are in place consistently across the State, data quality may be an issue. States that were phasing in or switching approaches reported that outcomes data collection is not yet Statewide, therefore the data constituting the baseline may not be representative. States that had only recently started collecting data Statewide also expressed concern that the data being used for baseline reflect primarily those children who entered and exited after receiving services

for less than three years. Such data may not include children with more severe disabilities and, therefore, are not representative of all the children the State serves.

IMPROVEMENT ACTIVITIES

Most States (about 63%) revised their improvement activities for this year's SPP submission. Activities were revised to address the emerging needs of States' evolving child outcomes measurement systems. These included: building systems and infrastructures for, and providing, training and TA; examining and clarifying policies and procedures; improving data collection and reporting; improving monitoring and other quality assurance; and collaboration and coordination with other agencies. Examples of States' improvement activities to address each of these purposes are featured below.

Building systems and infrastructures for, and providing, training and TA. The majority of States' activities addressed the improvement of training and TA infrastructure and delivery. Several States said that they would collect information from personnel involved in child outcomes measurement to identify implementation issues and plan training and TA. These included:

- Surveys to determine the degree to which established procedures are being followed with fidelity at the local level, and
- Mechanisms for ongoing communication with local administrators to identify and address local concerns, such as monthly updates to Special Education directors across the State via the Education Telecommunications Broadcasting Network and monthly 'indicator calls' for preschool program support teachers and personnel serving children birth to 2.

Revised improvement activities also addressed the need for more intensive professional development in both assessment practices and data collection procedures. These included, for example:

- Broadening professional development objectives to include advanced assessment and supervision skills,
- Regional training sessions on 'The Early Childhood Outcomes Process: A Child Study,' and
- Training in authentic assessment with more opportunities to practice assessment techniques, record data online appropriately, and link assessment to curriculum planning.

Some States were investing new resources in the training and TA infrastructure, such as:

- A partnership with higher education to develop a cadre of teacher leaders to mentor ECSE teachers,
- Regionalizing early childhood professional development activities through the creation of eight Centers of Excellence, within which training cadres would support the use of Routines Based Interviews and embedded intervention, and
- Making direct TA on outcomes measurement and reporting easily and readily accessible through an 'Indicator 7 Support Team' for preschool specialists available daily from 7:00 am to 5:00 pm.

Improvement activities were also revised to incorporate outcomes training and TA into existing professional development at the State and local level, for example:

- Mapping existing training opportunities and otherwise identifying State and community based forums to which outcomes-related training and TA objectives might be added.

Improving data collection and reporting. States also revised improvement activities related to the expansion of data systems, linking child outcomes data with other data elements, to allow more advanced data analysis. These included, for example;

- Integrating COSF data with the Part B data system to link outcomes with child and service variables such as initial IEP data, teacher assigned, reason for exit, educational environments, and intensity of service,
- Linking child outcomes data with additional demographic variables, such as income and English language learner status, and
- Plans to conduct more intensive analysis, such as tracking children's growth and progress over time, versus just at entry and exit.

Revised improvement activities also addressed the need for more efficient data systems, such as:

- Embedding the COSF in a Statewide web based 'special education case management system' that can be used to both collect and monitor all indicator 7 data locally and Statewide.

States described activities for data analysis and use, including:

- The review of disaggregated COSF data with regional EC coordinators, comparing their data with the data Statewide in order to identify regional trends and professional development needs, and
- Meetings with EI/ECSE contractors to review data and discuss implications for possible program changes to increase or maintain progress in all outcome areas.

Improving monitoring and other quality assurance. Improvement activities addressed the need to integrate monitoring child outcomes measurement with existing State monitoring procedures. States planned to review child outcomes-related information from the child's record, such as assessment protocols and evaluation reports, when reviewing files as part of onsite monitoring.

Some States were developing quality assurance tools to assist the incorporation of child outcomes measurement in State and local monitoring efforts, such as:

- A checklist of quality indicators designed to guide focused TA to districts requiring corrective action or improvement plans with components of this indicator, and
- A Child Outcomes Fidelity Self-Assessment instrument to help districts implement strategies for valid and reliable data.

Examining and clarifying policies and procedures. Several States described activities that would help them reflect on and, if necessary, revise early policy and procedure decisions that guided outcomes data collection. These included:

- A complete review of the written guidance provided by the State, then revisions, field testing and broad dissemination of the revised guidance,
- Reviewing current procedures and guidelines for outcomes measurement with all staff involved in outcomes measurement, including ECSE and Head Start teachers, to identify further improvements needed in the process,
- Analysis of the child outcomes measurement system in order to develop a Statewide Educational Evaluation Report that summarizes practices and procedures, and
- Enhancing previously developed materials, such as the 'Preschool Outcomes Toolkit,' and creating new documents, such as 'Frequently Asked Questions.'

States also revised improvement activities with a specific focus on the assessment instruments being used to measure outcomes. For example, States said that they would:

- Participate in an 'Assessment Institute' with community-based providers to review tools for ongoing, formative assessment of young children, including children with disabilities, and
- Examine the implications and impact of adopting the new version of the Creative Curriculum.

Collaboration and coordination with other agencies. Several States revised their improvement activities to include specific collaborative activities with other agencies, organizations, and stakeholder groups. For example:

- Developing materials and coordinating information dissemination related to outcomes measurement with Part C,
- A Part C and Part B 'Data Management Task Force' to create a system for sharing data between the two different agencies and allow data systems to jointly track child outcomes,
- Discussions with Part C about joint training on the COSF process in multiple venues that include regularly planned annual conferences and training institutes for both preschool and Part C,
- A Part B and C joint approach to improvement strategies related to B7 and C3 including data review, policy development, and refinement of procedures -- while also individualizing these approaches within the EI and ECSE compliance and monitoring systems, recognizing unique differences within Part B and Part C,
- Coordinating joint training on early learning guidelines with the State preK program,
- Participating in a broader preschool program evaluation effort using the ECERS-R, including assessment of the extent to which children with disabilities participate in all class activities,
- Collaboration with Head Start to provide annual training on Creative Curriculum administration and scoring,
- Collaboration with families and family organizations in a 'Parent Engagement Project' to develop materials that explain the basic elements of each child outcomes measure and then to organize regional meeting for dissemination of those materials, and
- Training on child outcomes measurement with the 12 parent specialists at the State Parent Center and collaboration on a parent questionnaire.