



Guidance for Implementing Effective Training and TA on the Child Outcomes Summary (COS) Process

Improving Data, Improving Outcomes Conference

Arlington, VA

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Session Description

- To provide an overview of the national resources that are available to support COS training and technical assistance (TA), and how they might be incorporated into ongoing professional development (PD).
- State presenters will share information about their COS PD systems, including how they are addressing critical staff knowledge and skill development needs and impacts of training efforts on COS data quality.

Outcomes TA
provided in
collaboration with



ecta Early Childhood
Technical Assistance Center

Improving **Systems, Practices and Outcomes**

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Outcomes

Outcomes
Outcomes Measurement
Child Outcomes
Child Outcomes Summary (COS)
Family Outcomes
IFSP/IEP Outcomes Integration
Data Quality
States' Examples

Overview

An outcome is a benefit experienced as a result of services provided to children and families. Child and family outcomes are connected. A positive outcome experienced by the family serves to promote the child outcomes and outcomes achieved by the child benefit the family. Data is collected on outcomes to measure individual and program progress.

Child outcomes

The goal of early intervention and early childhood special education is to enable young children with disabilities to be active and successful participants during their early childhood years and in the future. States collect, analyze, and use data on three child outcomes to measure individual child and family progress toward improved results and to improve their systems and services.

Child outcomes include:

- Child has positive social-emotional skills (e.g.; social relationships)
- Child acquires and uses knowledge and skills (e.g.; early language/communication)
- Child uses appropriate behaviors to meet their needs

States use several different approaches to measure child outcomes as illustrated in the national maps ECTA develops annually. Most states use the [Child Outcomes Summary Process](#), a team process for summarizing information about a child's functioning across multiples sources.

Family outcomes

Early intervention and early childhood special education also support families in a variety of individualized ways to help them care for their children and have the resources they need to participate in their own desired family and community activities. States collect, analyze, and use data on the percent of families participating in Part C who report that early intervention services have helped.

Family outcomes include:

- Family knows their rights
- Family effectively communicate their children's needs
- Family helps their children develop and learn

States use surveys to collect family outcomes data. Many states use the ECO Family Outcomes Surveys and the NCSEAM Survey to collect data. Some states have developed their own survey.



<http://ectacenter.org/eco>

What's New

- Separate sections for child and family outcomes with information organized using the same structure/subpages
 - National Data Analysis
 - State Approaches to Measurement
 - Frameworks & Self-Assessments
 - Calculators & Graphing Templates
 - Video Overview
 - Forms/Instruments
 - Data Use
- COS process information in its own section
 - COS professional development (PD) resources










COS PD Guidance and Resources

<http://ectacenter.org/eco/pages/cos.asp>

4-Part Sequence:

1. Build Knowledge of the COS Process
2. Develop COS Process Skills
3. Assess COS Process Competence
4. Encourage Continuous Improvement on the COS Process

COS Process Professional Development

Outcomes	Provided here is a collection of national resources to support COS training and technical assistance. The resources are displayed in a sequence and designed to be embedded in various types of professional learning opportunities, such as webinars and face-to-face trainings.
Outcomes Measurement	
Child Outcomes	<p> COS Process Professional Development: Guidance for Preparing and Implementing Effective Training and TA contains all the information you will need to understand the sequence and suggestions for identifying an appropriate starting point in your professional development context.</p>
Child Outcomes Summary (COS)	
• COS Form and Instructions	
• COS Calculators	
• COS Professional Development Resources	
• State-Developed COS Materials	
• Child Outcomes Summary Team Collaboration (COS-TC)	
• ENHANCE COS Research	
• Child Development Resources	
Family Outcomes	
IFSP/IEP Outcomes Integration	
Data Quality	
State-Developed Outcomes Materials	
Build Knowledge of the COS Process	<p>Practitioners gain an understanding of essential COS concepts.</p> <ul style="list-style-type: none">•  COS Process Online Module: Online module providing key information about the COS process and the practices that contribute to consistent, meaningful COS decision making. <p>Practitioners gain understanding of unique features of the COS in their state.</p> <ul style="list-style-type: none">•  State/Program-Specific COS Process Policies and Procedures Checklist: A checklist of state/program-specific child outcomes measurement policies that should be communicated to practitioners.
Develop COS Process Skills	<p>Practitioners gain skills for effective implementation of the COS process.</p> <ul style="list-style-type: none">•  Applied Practice for COS Skill Building Activity: Activity instructions and written case studies for practitioners' applied practice.•  Age Anchoring Guidance for Determining Child Outcomes Summary (COS) Ratings: Provides answers to commonly asked questions about age anchoring as it applies to the COS process and examples of how the guidance applies in practice.•  Topical COS PD Activities: A collection of targeted PD activities and materials indexed by topic.•  COS Team Collaboration (COS-TC): Training materials and online objects supporting self-assessment of COS teaming practices.
Assess COS Process Competence	<p>Practitioners demonstrate understanding of the essential concepts and skills needed to participate in the COS process.</p> <ul style="list-style-type: none">•  COS Competency Check (COS-CC): Field Test: Online assessment of the application of COS skills.
Encourage Continuous Improvement on the COS Process	<p>Provide opportunities for ongoing support to continue to improve practitioners' COS process skills.</p> <ul style="list-style-type: none">•  See the resources available under the <i>Build Knowledge of the COS Process</i> and <i>Develop COS Process Skills</i> sections.

COS Process Professional Development

Outcomes

Outcomes Measurement

Child Outcomes

Child Outcomes Summary (COS)

- COS Form and Instructions
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Family Outcomes

JESP/IEP Outcomes Integration

Data Quality

State-Developed Outcomes Materials

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 [COS Process Professional Development: Guidance for Preparing and Implementing Effective Training and TA](#) contains all the information you will need to understand the sequence and suggestions for identifying an appropriate starting point in your professional development context.

Build Knowledge of the COS Process

Practitioners gain an understanding of essential COS concepts.

- [COS Process Online Module](#): Online module providing key information about the COS process and the practices that contribute to consistent, meaningful COS decision making.

Practitioners gain understanding of unique features of the COS in their state.

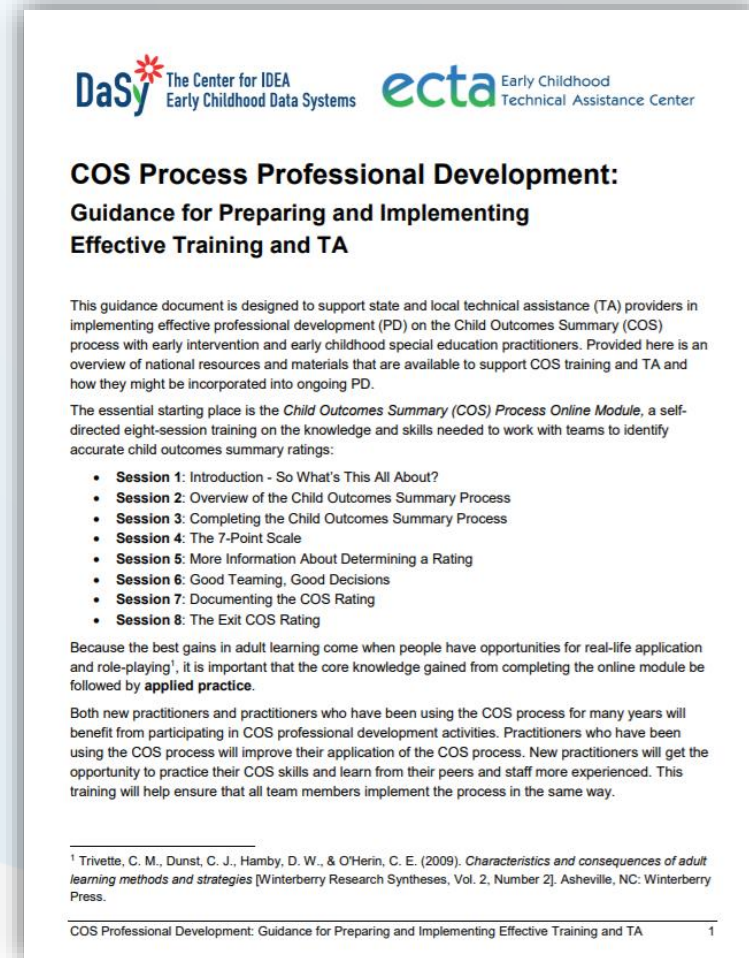
-  [State/Program-Specific COS Process Policies and Procedures Checklist](#): A checklist of state/program-specific child outcomes measurement policies that should be communicated to practitioners.

COS Process Professional Development: Guidance for Preparing and Implementing Effective Training and TA

New

Designed to support state and local technical assistance (TA) providers in implementing effective professional development (PD) on COS process.

1. Comprehensive list of PD resources
2. Suggested progression through activities for effective training
3. Support for where to start planning a PD sequence based on provider characteristics and needs



COS Process Professional Development

Outcomes

Outcomes Measurement

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COS Process Online Module: Collecting & Using Data to Improve Programs

The ECTA Center and  [DaSy Center](#) developed an online learning module that provides key information about the COS process, and the practices that contribute to consistent and meaningful COS decision-making. Over the course of multiple sessions, participants learn about:

- why child outcomes data are collected;
- the key features of the COS process;
- the essential knowledge needed to complete the COS process;
- how the three child outcomes are measured through the process;
- how to identify accurate COS ratings using a team-based process;
- the importance of comparing children's current functional performance to age-expected functioning;
- when and how to measure progress in the three child outcome areas; and
- how to document ratings and evidence to support those ratings in COS documentation.

After registering for the module, you will be automatically redirected to its website. The module is self-paced, so you may access it as often as desired. For additional training materials related to the COS process, see the ECTA Center's [COS Professional Development Resources](#).



Register now!
for module access

COS Process Professional Development

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Outcomes Measurement

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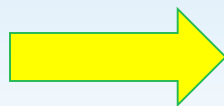
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New

State/Program-Specific COS Process Policies and Procedures Checklist

TA providers will use this checklist to ensure that practitioners understand their state or program specific COS policies and procedures.



1. Informing Families About the COS
2. Tools Used During the COS Process
3. Timing of the COS Process
4. Teaming During the COS Process
5. Determining and Recording the Rating
6. Special Circumstances for Exit Ratings
7. Sharing Local Program and State Data

State/Program COS Policies and Procedures Checklist	
Person Completing:	Date:
1. Informing Families About the COS Process	
1a. How are families informed about the process? 	Notes:
1b. What materials does your state/program provide to families about the COS? 	
1c. Does your state have a family brochure? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> In progress	

Develop COS Process Skills



Practitioners gain skills for effective implementation of the COS process.

-  **Applied Practice for COS Skill Building Activity:** Activity instructions and written case studies for practitioners' applied practice.
-  **Age Anchoring Guidance for Determining Child Outcomes Summary (COS) Ratings:** Provides answers to commonly asked questions about age anchoring as it applies to the COS process and examples of how the guidance applies in practice.
- **Topical COS PD Activities:** A collection of targeted PD activities and materials indexed by topic.
- **COS Team Collaboration (COS-TC):** Training materials and online objects supporting self-assessment of COS teaming practices.

New

Applied Practice for COS Skill Building Activity

Provides activity instructions and written case studies for practitioners' applied practice. (Alternatively, participants can share case studies about children and families from their own caseload). Practitioners use the case studies to apply their COS process skills to determine one or more outcomes ratings and have an opportunity to ask questions and reflect on the COS process.





Applied Practice for COS Skill Building Activity

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Assessments and Early Intervention Observations	6
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Observations from Child Care	11
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Age Anchoring Guidance for Determining COS Ratings

Provides answers to commonly asked questions about age anchoring as it applies to the COS process. Offers guidance on how to accurately age anchor a child's functional skills and illustrates this guidance through practical examples.





New

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Topical COS PD Activities




Supplemental PD materials organized into COS process topical sections. Each section includes activities (with instructions, handouts, and supplemental resources) that can be used to enhance practitioners' understanding of a particular aspect of the COS process.

1. General COS Activities
2. Assessing Functional Skills
3. Age Anchoring
4. Using the 7-Point Scale

Assessing Functional Skills Hide Table			
Activity Title	Learning Objective	EI, ECSE or Both	Instructions, Handouts, & Supplemental Resources
Using Assessment Data in the COS Process: Jack's Narrative	Participants will demonstrate their ability to apply information from assessment of skills to the COS process, including identifying assessment information that is valuable to the process and information that is still needed about the child's functioning in an outcome area. <i>Activity time: 30 minutes</i>	EI	For trainer: <ul style="list-style-type: none">• Activity Instructions• Activity Answer Key For participants: <ul style="list-style-type: none">• Activity Sheet
What are Functional Skills and Behaviors?	Participants will identify the difference between isolated (discrete) skills and functional skills to better understand and assess children's every day functioning. <i>Activity time: 30 minutes</i>	Both	For trainer: <ul style="list-style-type: none">• Activity Instructions• Activity Answer Key For participants: <ul style="list-style-type: none">• Functional Skills and Behaviors Handout• Activity Sheet
Child Outcomes Instrument Crosswalks	Participants will review assessment tools and extract meaningful information from them for each of the three outcomes. <i>Activity time: 30 minutes</i>	Both	For trainer: <ul style="list-style-type: none">• Activity Instructions For participants: <ul style="list-style-type: none">• Introduction to the ECO "Crosswalks" of

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Child Outcomes Summary Team Collaboration (COS-TC)

Supports understanding of quality team collaboration for the COS process, including fostering meaningful family involvement and team interactions. Audiences:

1. Providers/teams
2. Trainers who want ideas for planning and facilitating professional development on team collaboration in the COS process



The screenshot shows the ECTA Early Childhood Technical Assistance Center website. The header includes the ECTA logo and a search bar. A navigation bar lists various sections like Part C, Section 619, and Topics A-Z. The main content area is titled "Outcomes Measurement: Child Outcomes Summary Team Collaboration (COS-TC)". Below this, there are two main sections: "COS-TC Child Outcomes Summary Team Collaboration" and "Quality Practices". The "Quality Practices" section includes a description of the COS process and a list of target audiences.

ECTA Early Childhood Technical Assistance Center

Google Custom Search Search

Part C | Section 619 | Contacts | Topics A-Z | Events | Research & Reference | eNotes | For Families/Para Families

System Framework | DEC Recommended Practices | Implementation Process | Implement & Scale Up EBP |SSIP | Outcomes Measurement

Outcomes Measurement:
Child Outcomes Summary Team Collaboration (COS-TC)

Outcomes Measurement

- Outcomes [FAQ](#)
- Federal Requirements
- Talking with Families
- Self-Directed Learning
- Learning Communities

Child Outcomes

- National Data Analysis
- State Approaches to Measurement
- Frameworks & Self-Assessments
- Calculators & Graphing Templates
- Video: Child Outcomes Step-by-Step
- Instrument Crosswalks
- Online Publisher Conversions
- Child Outcomes Data Use

COS-TC
Child Outcomes Summary Team Collaboration

Quality Practices

The Child Outcomes Summary (COS) process requires strong team collaboration. Based upon an easy-to-use checklist, the COS Team Collaboration (COS-TC) Quality Practices materials can help those who implement, supervise, or train on the COS process promote the use of team collaboration practices.

Target audiences for the COS-TC Quality Practices materials are:

1. Providers/teams who are using the COS process to collect child outcomes data and who have completed the DaSy/ECTA [COS Process Module: Collecting & Using Data to Improve Programs](#); and
2. Trainers and other program staff who want ideas for planning and facilitating professional development on team collaboration in the COS process, and identifying program improvement opportunities

**Assess COS
Process
Competence**

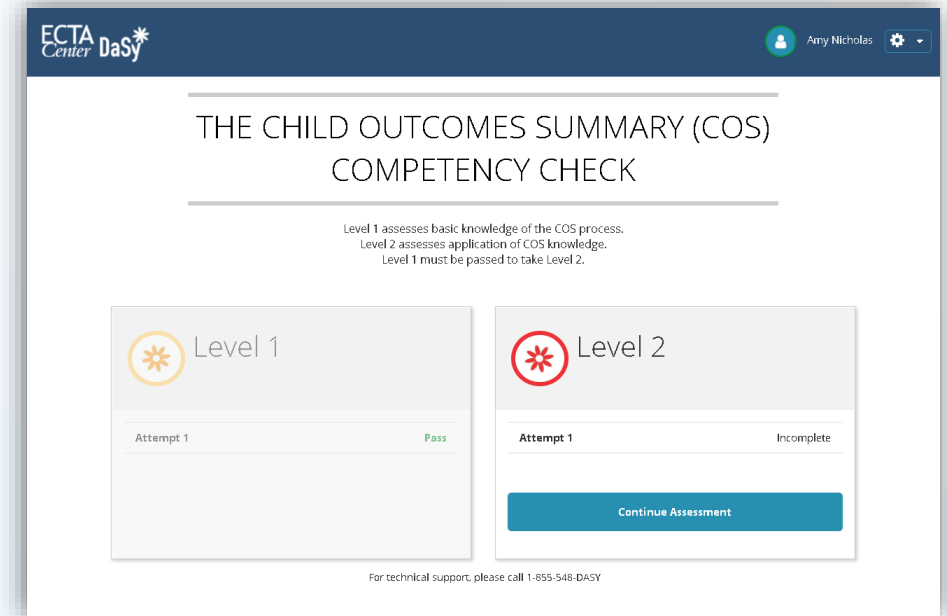
Practitioners demonstrate understanding of the essential concepts and skills needed to participate in the COS process.

- **COS Competency Check (COS-CC): Field Test:** Online assessment of the application of COS skills.

Child Outcomes Summary Competency Check (COS-CC)

An online tool intended to assess early intervention and early childhood special education practitioners' understanding of the essential knowledge and skills needed to reach accurate ratings of child outcomes using the COS process.

- Level 1: ~10 multiple choice items designed to test basic knowledge of the COS process.
- Level 2: ~15 items, including a case study with video, designed to test ability to apply knowledge

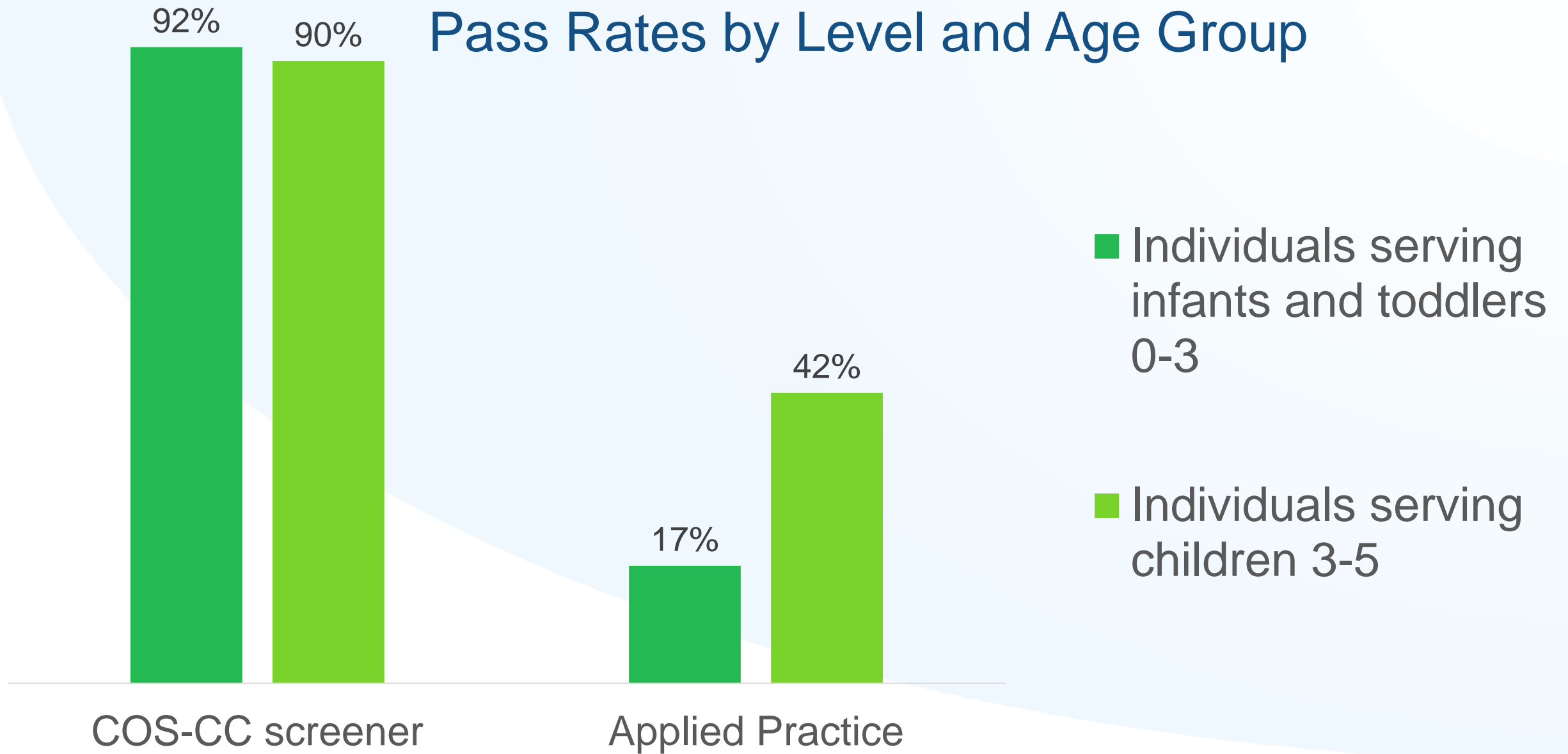


The initial COS-CC field test has been completed!

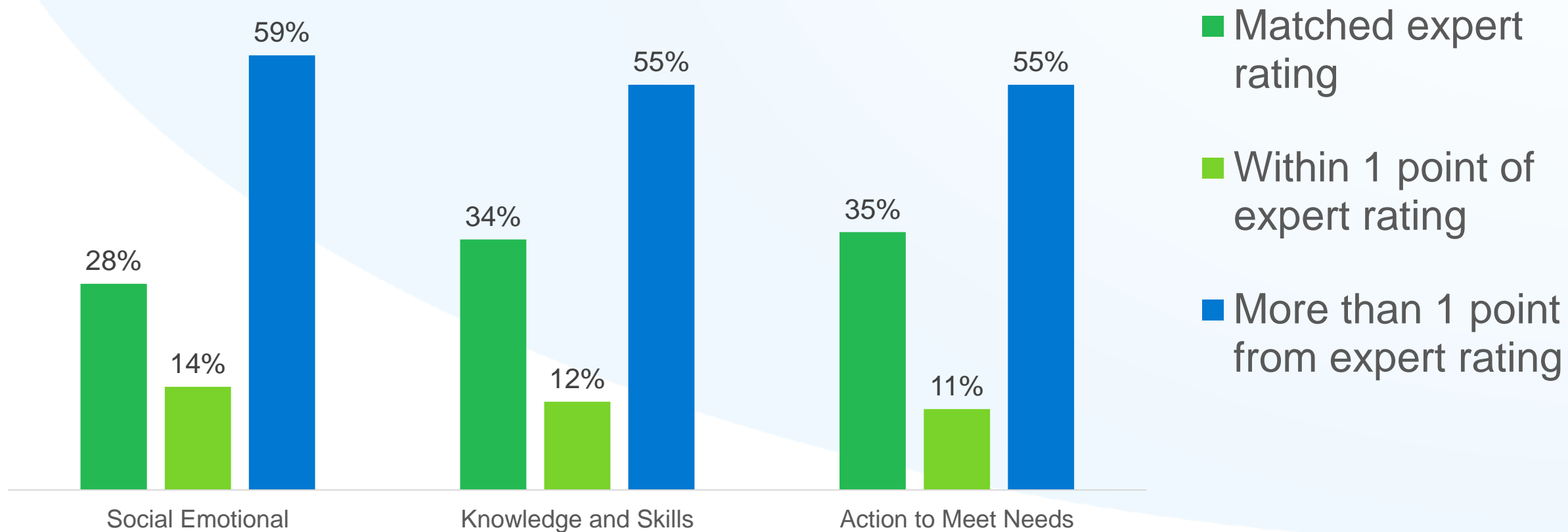
Number of COS-CC Field Test Participants

	Level 1: Screeners	Level 2: Applied Practice
Individuals serving infants and toddlers 0-3	88	72
Individuals serving children 3-5	39	33

Pass Rates by Level and Age Group



Performance on COS Rating Items within Level 2: Applied Practice (n=200 completions)



Encourage
Continuous
Improvement on
the COS Process

Provide opportunities for ongoing support to continue to improve practitioners' COS process skills.

- *See the resources available under the [Build Knowledge of the COS Process](#) and [Develop COS Process Skills](#) sections.*

State/Program-Specific COS Professional Development

Department of Defense, Part C

Maryland, Part C and Part B 619

Vermont, Part B 619



DoD EDIS COS Professional Development Journey

Naomi Younggren, Part C Coordinator

A Slow and Separate Start

- Learned about what others were doing
- Reviewed our processes
- Became very clear that COS was entirely separate from the IFSP process
- Missing data

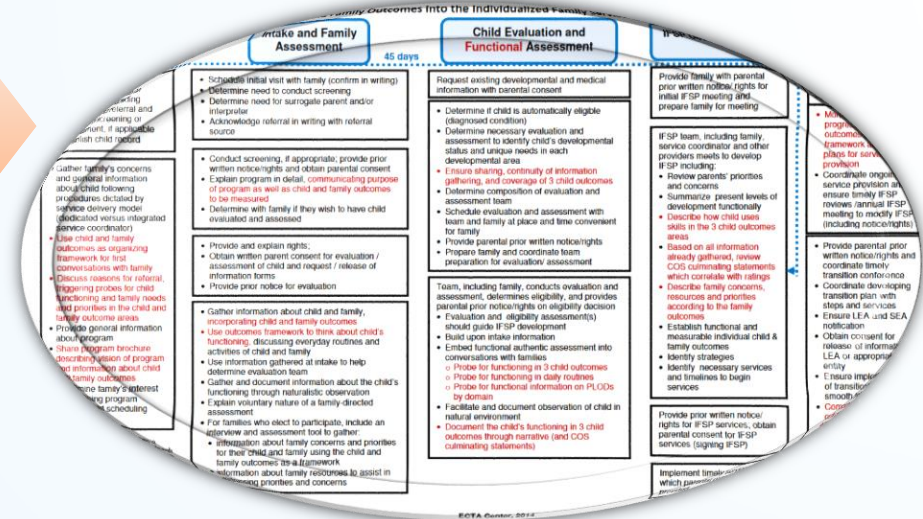
Popped Up COS Trainings

- Popped up emphasis on COS
- Provided lots of training, including case study work
- Began integrating COS into IFSP by aligning PLOD by 3 Outcomes
- Data completeness improved

1



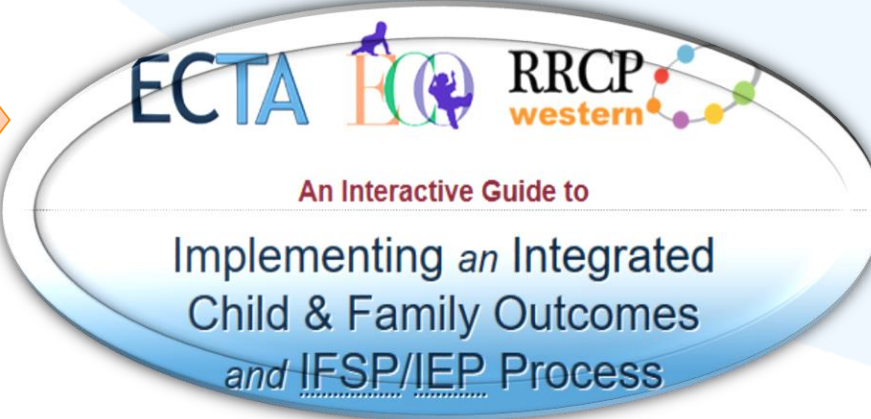
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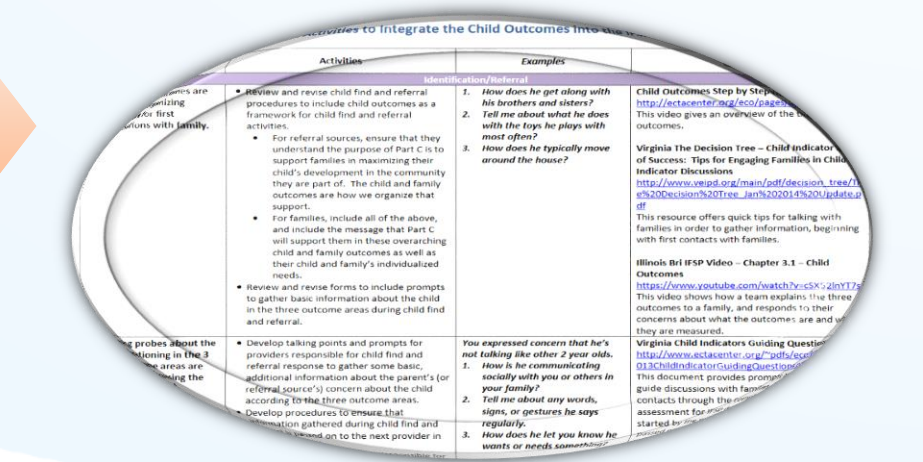
<http://ectacenter.org/eco/pages/videos.asp>

<http://ectacenter.org/eco/assets/pdfs/IFSP-OutcomesFlowChart.pdf>

2



4



<http://ectacenter.org/implementingintegrated/>

<http://ectacenter.org/eco/assets/pdfs/IntegratingOutcomesintotheIFSP.pdf>

Upgraded and Integrated COS

- Added COS ratings as part of IFSP – no separate form unless COS done outside of the IFSP process
- COS embedded even at screening, as well as during discussions at time of evaluation (pointing out AE-IF-F)
- Engaging families in the process

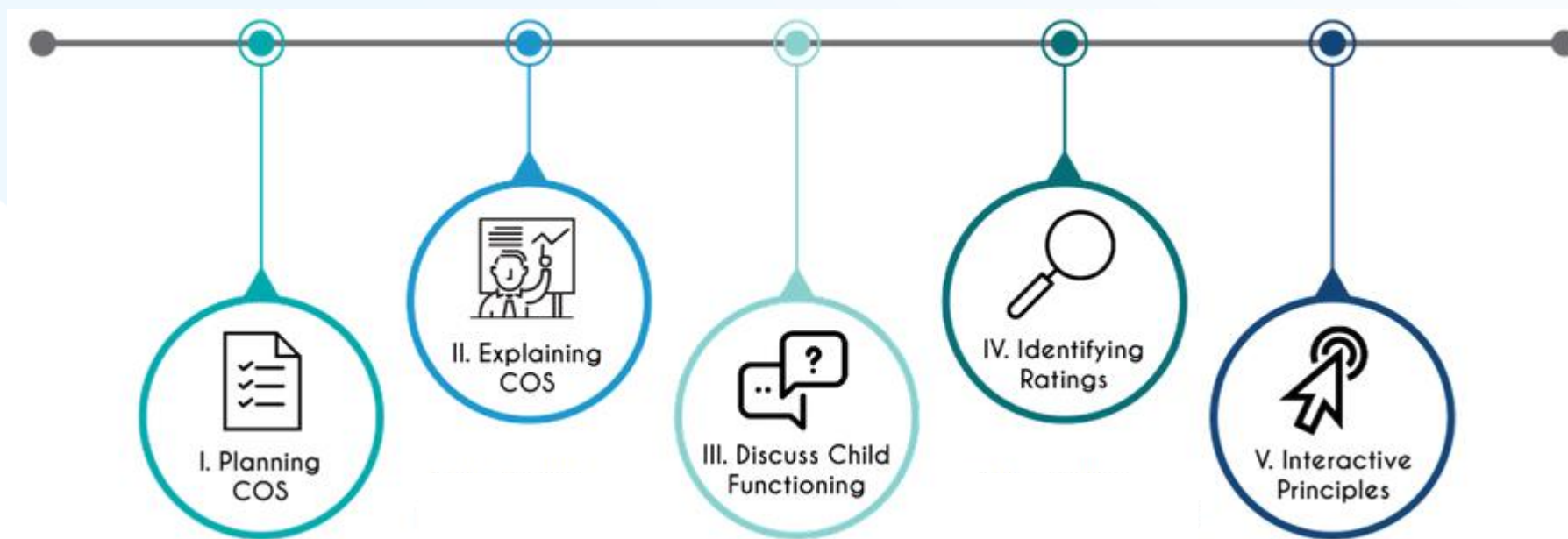
COS-TC

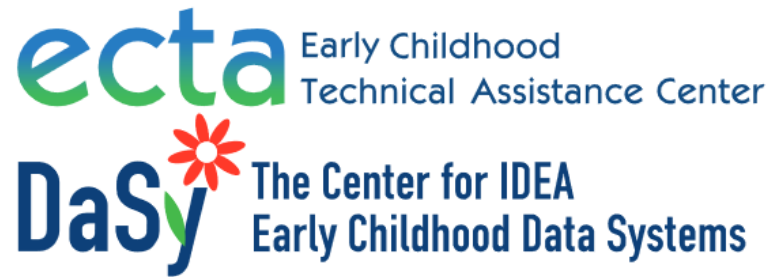
Child Outcomes Summary Team Collaboration

Quality Practices



<http://ectacenter.org/eco/pages/costeam.asp>





Age Anchoring Guidance for Determining Child Outcomes Summary (COS) Ratings

Guidance for EI/ECSE Practitioners and Trainers

April 2018

http://ectacenter.org/~pdfs/eco/COS_Age_Anchoring_Guidance.pdf

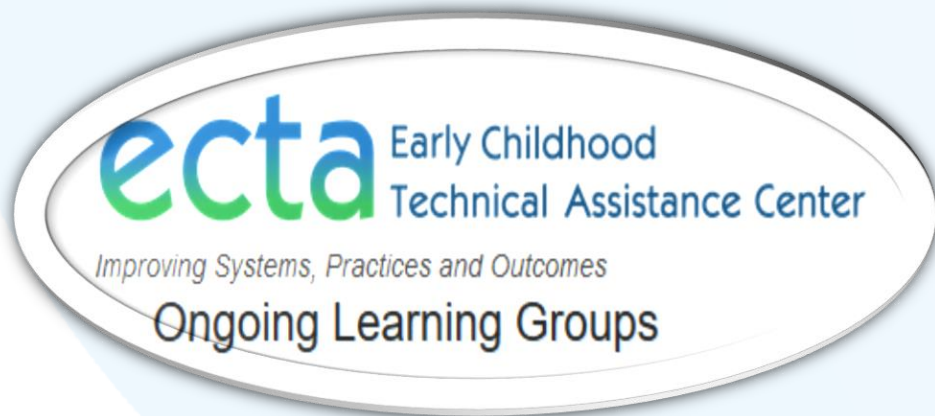


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<https://dasycenter.org/resources/dasy-products/online-learning/>



<http://ectacenter.org/events/communities.asp>



<http://ectacenter.org/eco/pages/cos.asp/>

Child Outcomes Summary (COS) Process

Outcomes

[Outcomes Measurement](#)

[Child Outcomes](#)

[Child Outcomes Summary \(COS\)](#)

- [COS Form and Instructions](#)
- [COS Calculators](#)
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- [State-Developed COS Materials](#)
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- [ENHANCE: COS Research](#)
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[Family Outcomes](#)

[IFSP/IEP Outcomes Integration](#)

[Data Quality](#)

[State-Developed Outcomes Materials](#)

The Child Outcomes Summary (COS) process is a team process for summarizing information on a child's functioning in each of the three child outcome areas using a [7-point scale](#). With the COS process, a team of individuals who are familiar with a child (including parents) can consider multiple sources of information about his/her functioning, including parent/provider observation and results from direct assessment. Additionally, the COS process allows early intervention and early childhood special education programs to synthesize information about children across different assessment tools to produce data that can be summarized across programs in the state, as well as across states for a national picture. The ECTA Center developed a print resource providing [Overview of the COS Process](#).



COS Process Online Module: Collecting & Using Data to Improve Programs

The ECTA Center and [DaSy Center](#) developed an online learning module that provides key information about the COS process, and the practices that contribute to consistent and meaningful COS decision-making. Over the course of multiple sessions, participants learn about:

- why child outcomes data are collected;
- the key features of the COS process;
- the essential knowledge needed to complete the COS process;
- how the three child outcomes are measured through the process;
- how to identify accurate COS ratings using a team-based process;
- the importance of comparing children's current functional performance to age-expected functioning;
- when and how to measure progress in the three child outcome areas; and
- how to document ratings and evidence to support those ratings in COS documentation.

After registering for the module, you will be automatically redirected to its website. The module is self-paced, so you may access it as often as desired. For additional training materials related to the COS process, see the ECTA Center's [COS Professional Development Resources](#).

Further Innovations

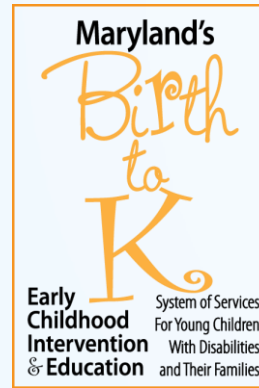
**Mentoring &
Training Hubs**

**Outcomes
Crosswalking**

**Modules &
Certification**

**Child-Family
Linking
Emphasis**

**Child Outcomes
Summary - Competency
Check (COS-CC)**

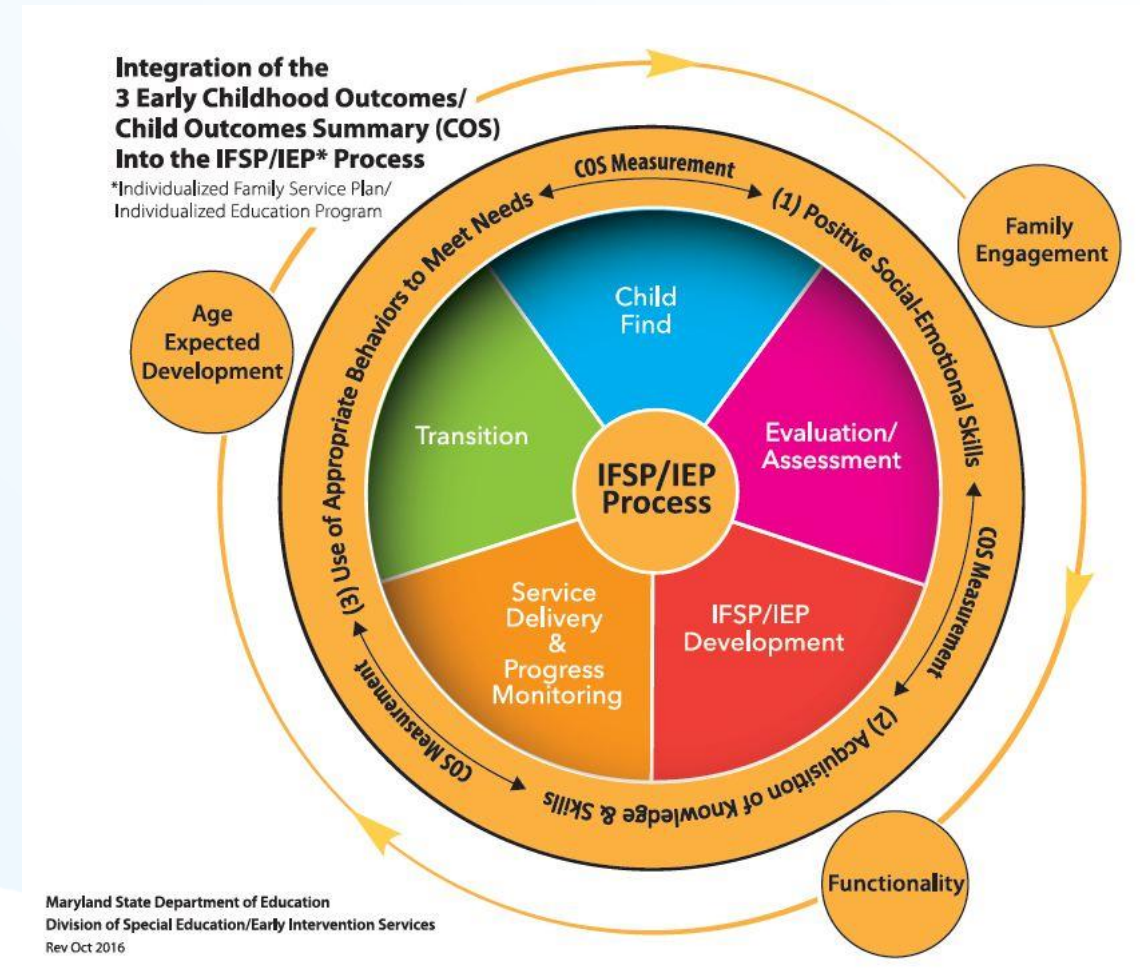


Maryland's Birth to Kindergarten COS Process Professional Development

Pam Miller, Early Childhood Education Specialist

Evolution of COS Process and COS Professional Development in MD

- SFY 2011 - Began using the COS process to measure child outcomes in early intervention
- SFY 2012 – Integrated COS process into the IFSP (strengths/needs summary) Birth – 4
- SFY 2016 – Began using the COS process to measure child outcomes for preschoolers AND integrated COS process into the IEP (strengths/needs summary), ages 3 to Kindergarten
- [January 2016 - Issued Child Outcomes Summary \(COS\) Technical Assistance Bulletin Birth to Kindergarten](#)



Focus on Fidelity

Driven By the Part C SSIP (SFY 2016)

- Discussions with the State Systemic Improvement Plan (SSIP) State Implementation Team (SIT) led to questions about COS practices and ultimately about the quality of our COS data.
- SIT determined the need for Landscape Interviews to gather information about local COS implementation practices, specifically related to integration into the IFSP process and fidelity of implementation, in order to identify strengths, gaps, training, and support needs.



Statewide fidelity is critical to ensuring valid COS data.

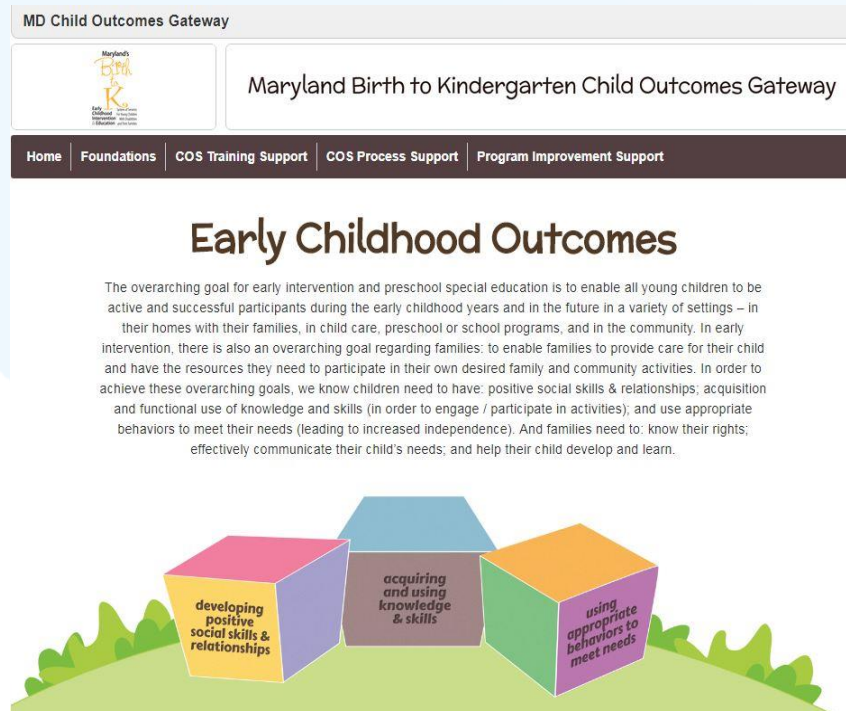
Focus on Fidelity

Provided the Framework for B-K COS Training and Support (SFY 2017)

- Maryland Child Outcomes Summary (COS) Core Components Rationale
- Maryland's Core Components of the Child Outcomes Summary (COS) Process
 - **Functional Child and Family Assessment**
 - **Age-Anchoring Tools**
 - **COS Rating Prep Tool (AE, IF, F)**
 - **Decision Tree**

MD B-K Child Outcomes Gateway

<http://olms.cte.jhu.edu/mdcos-gateway>



MD Child Outcomes Gateway

Maryland Birth to Kindergarten Child Outcomes Gateway

Home Foundations COS Training Support COS Process Support Program Improvement Support

Early Childhood Outcomes

The overarching goal for early intervention and preschool special education is to enable all young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, preschool or school programs, and in the community. In early intervention, there is also an overarching goal regarding families: to enable families to provide care for their child and have the resources they need to participate in their own desired family and community activities. In order to achieve these overarching goals, we know children need to have: positive social skills & relationships; acquisition and functional use of knowledge and skills (in order to engage / participate in activities); and use appropriate behaviors to meet their needs (leading to increased independence). And families need to: know their rights; effectively communicate their child's needs; and help their child develop and learn.

developing positive social skills & relationships

acquiring and using knowledge & skills

using appropriate behaviors to meet needs

Guide to Birth to Kindergarten Child Outcomes and Child Outcomes Summary (COS) Process Training and Support

<http://olms.cte.jhu.edu/data/ck/sites/4055/files/COS%20B-K%20Training%20Guide%20Nov2017.pdf>



Foundations of Early Intervention and Preschool Special Education

Discover the key principles of early intervention and preschool special education practice, access the DEC recommended practices, and view Maryland's child outcomes integration model.

[Go to Foundations](#)



COS Training Support

Learn the steps in Maryland's initial and ongoing child outcomes training plan, access the ECTA / DaSy COS online modules and the Maryland Birth to K COS training materials, and complete the COS training simulation activity.

[Go to COS Training Support](#)



COS Process Support

Review COS technical assistance documents and access resources to implement the COS Core Components as well as additional resources to strengthen COS practices.

[Go to COS Process Support](#)



Program Improvement Support

Find information about TAP-IT, Maryland's adopted model for making data-informed decisions. Learn about the purpose and use for COS data, and access information about using COS data analysis for program improvement.

[Go to Program Improvement Support](#)

MD COS Competency Check

<http://olms.cte.jhu.edu/mdcos-gateway-training>

MD COS Competency Check

MD COS Competency Check

As part of the training, all personnel are required to complete and pass the Maryland COS Competency Check, including knowledge assessment questions. To evaluate your learning, you will now complete these activities.

Section A presents an assessment with content knowledge questions. These questions are in a multiple-choice format.

Section B involves specific details of a case study, i.e., Braylon, with activities designed to increase your knowledge and awareness of Braylon's development of functional skills. In order to adequately prepare yourself for the COS Rating Prep Tool activity, you should thoroughly review the content in Sections 01 through 05 and complete all activities. Upon familiarizing yourself with that content, move to the Section for the COS Rating Prep Tool.

Section C allows you to enter a COS rating using the information from Braylon's case study documented in Section B. Provide your COS rating for Braylon in Section 08.

SECTION A: PREP

01 | Knowledge Check

Complete this questionnaire about functional skills and age anchoring.

SECTION B: REVIEW

02 | Meet Braylon

Review the following video and get to know Braylon.

03 | Braylon's Case Study Introduction

Consider Braylon's Referral, Birth History, and Developmental Evaluation Results.

04 | Braylon's Evaluation and Assessment Summary

Go through the evaluation and assessment summary and reflect on how Braylon's behaviors and skills relate to the three early childhood outcomes.

05 | Braylon's Functional Assessment Summary

Review the completed Assessment Organizing Tool used to summarize Braylon's assessment information. Then, consider how his behaviors and skills have been matched to each of the three early childhood outcome areas.

06 | COS Rating Prep Tool

Complete the COS Rating Prep Tool by age-anchoring the information in the Assessment Organizing Tool.

SECTION C: RATE

07 | Maryland Birth to Kindergarten COS Decision Tree

Review and download the COS Decision Tree.

08 | Complete the COS Rating for Braylon

Select a rating for each early childhood outcome using both the COS Rating Prep Tool and the COS Decision Tree.

Maryland COS Process Fidelity Checklist

Maryland Child Outcomes Summary (COS) Process Fidelity Checklist

	Yes	No	Notes/Comments
Authentic/Formative Assessment	1. Did authentic assessment activities occur in addition to evaluation for eligibility?		
	2. Was one of the following tools used to assist with authentic/formative assessment: RBI, SAFER, IFSP Routines & Activities Section, SATIRE, or Early Learning Assessment (ELA)?		
	3. Did the team gather information about the child's functional skills and behaviors in the context of everyday routines and activities at home, childcare, school, and community settings?		
	4. Did the team interview parents, other family members, and other caregivers and/or teachers about the child's participation in everyday routines and activities?		
	5. Did the team elicit information with open-ended questions, asking others to describe what the child's participation in routines and activities looks like, NOT using a tool or checklist to ask yes/no questions?		
	6. Did the team ask about/observe how the child: is interacting with other children and adults; relates to others; follows rules related to groups or interacting with others?		
	7. Did the team ask about/observe how the child: is thinking about, exploring, and participating in activities; is problem-solving; understands symbols (i.e., pictures, words); understands and responds to directions?		
	8. Did the team ask about/observe how the child: uses appropriate behaviors to take care of and communicate basic needs; responds to challenges; moves from one place/activity to another; is aware of and responds to dangerous situations?		
	9. Did the team gather enough information to ensure rich detail about the child's functioning across settings and situations?		
Age-Anchoring	10. Did the team spend time after authentic assessment activities to consider developmental progressions to help them understand how close or how far the child's functioning is to age expectations for each of the major skills and behaviors?		
	11. Did the team use age-anchoring tools that were organized by child outcome area and/or included functional skills and behaviors, such as in curriculum-based tools?		
	12. Was the authentic assessment information specific to the child age-anchored vs. using age-anchoring tools to gather information about the child?		
	13. Were age-anchoring tools cross-referenced to determine the child's level of functioning within developmental progressions?		
	14. Did the team focus on the child's functional use of skills vs. discreet, isolated skills?		

Major Revisions to MD IFSP (10/18)

Overall Shifts in Emphasis

- IFSP Process Guide – Linking Principles and Practices
- Child and Family Assessment
 - ✓ Natural Routines/Activities and Environments
 - ✓ Family Resources, Priorities, and Concerns
 - ✓ Present Levels of Functional Development
 - Developing Positive Social Skills and Relationships
 - Acquiring and Using Knowledge & Skills
 - Using Appropriate Behaviors to Meet Needs
 - ✓ COS Ratings (including a required Decision Tree Procedural Facilitator)
- Functional, Routines-Based Outcomes & Services

**Active Implementation
Drivers**

**Local Implementation
Grants**

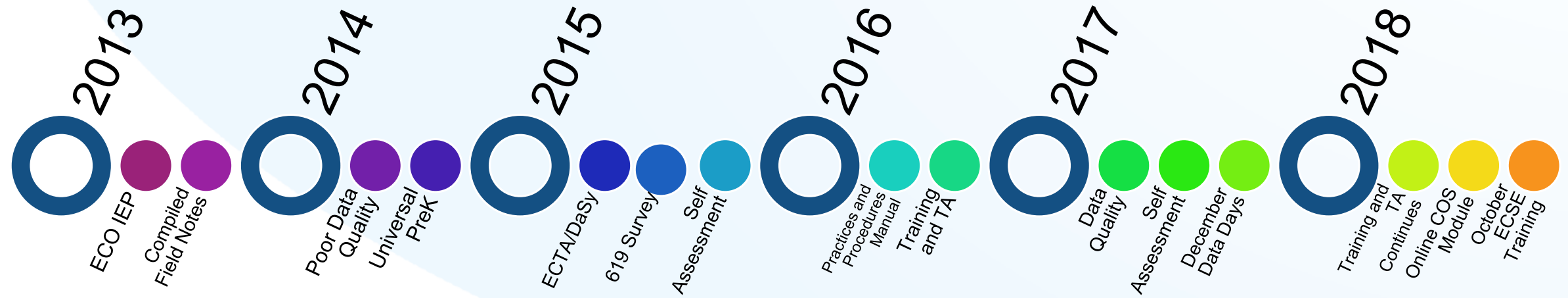




Continuous Improvement of the COS Process: Vermont's Data Days

Katie McCarthy, IDEA Part B 619/Early Childhood Coordinator

Vermont's COS (ECO) Timeline to Quality



Data Days Objectives

Participants will:

1

Gain knowledge about how statewide early childhood outcomes data are collected and reported

2

Learn about critical questions that can drive early childhood outcomes data analysis and use

3

Be better able to use early childhood outcomes data to sustain improved data quality and decision making at the local level

December Data Days

SESSIONS

- Early Childhood and School Readiness: The Building Block to Success- Tony Ruggiero, DaSy
- Discovering the Practices and Procedures Manual- Katie McCarthy, VT AOE
- Vermont's Early Childhood Outcomes Practices and Procedures Session -Kellen Reid, DaSy/ECTA
- What Can My Data Tell Me? Developing Critical Questions to Guide Early Childhood Program Improvement- Gary Harmon, DaSy/ECTA
- Data Quality Matters- Tony Rugerrio, DaSy

ECTA AND DASY PD MATERIALS UTILIZED AND SHARED

- ENHANCE Survey
- The COS Decision Tree
- A Family Guide to Participating in the Child Outcomes Measurement Process
- IEP Flow Chart
- COS Module
- COS Team Collaboration (COS-TC)
- Critical Questions

Vermont's Continuous Improvement in 2018 and Beyond

Working with field to expand data knowledge and ensure high-quality data.

1. Incorporation of COS Modules into online PD and partnering with Part C
2. October ECSE training
3. Inclusion of new supplemental COS materials, including resource explaining COS process to families

Working with our data team.

1. Statewide Longitudinal Data System (SLDS)
2. Partnering with Special Education Data Manager/Business Analyst to investigate data

All with a little help from our ECTA and DaSy friends.

What's Happening in Your State?

Group Polling & Discussion

Group Discussion

- Groups: Where in the 4-part PD sequence do you feel you are?
 - Building Knowledge of COS Process
 - Developing COS Process Skills
 - Assessing COS Process Competence
 - Encouraging COS Process Continuous Improvement
- Discussion:
 - As you listened to the state presentations today what resonated with you as a challenge or opportunity to further your work in this area? (Participants discuss in small groups)
 - What is one thing that you learned today (tip/ idea/ resource) that you feel will help you progress in this area? (Participants discuss in small groups and write responses on a sticky note and add it to the poster board).

Find Us Online

- DaSy website: <http://dasycenter.org/>
Twitter: @DaSyCenter
- ECTA website: <http://ectacenter.org/>
Twitter @ECTACenter

Thank You

The contents of this presentation were developed under grants from the U.S. Department of Education (#s H326P170001, H373Z120002). However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officers Meredith Miceli, Richelle Davis, and Julia Martin Eile.

