

Child Outcomes Measurement Purpose Statements: State Examples



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States have developed these [purpose statements](#) to support their [child outcomes](#) measurement systems. States use a variety of different [approaches](#) to collect child outcomes data.

If your state has a purpose statement to add or update, or needs TA on creating or disseminating a purpose statement, contact ECTA Center's [Child Outcomes Measurement specialist](#).

ECTA also provides [State-Developed Materials on the Child Outcomes Summary Process](#) and [State-Developed Outcomes Materials](#).

Colorado Part B, Section 619

"The Results Matter program improves outcomes for Colorado's youngest children by helping teachers, administrators, families, and other education stakeholders use authentic assessment data to inform classroom instruction as well as program and policy decision-making. In addition, Results Matter is a core part of CDE's Preschool Team Mission: Through mutual partnering, CDE's Preschool Team builds the capacity of leaders, educators, and families within systems to improve outcomes for preschoolers, by:



- Supporting high quality implementation of the Colorado Preschool Program Act for children who are at risk.
- Engaging in dialogue around early childhood policies that promote inclusive practices for children with disabilities as outlined in IDEA.
- Informing and assisting stakeholders in making decisions based on child outcome data through authentic assessment measured within Results Matter.
- Co-constructing shared knowledge within CDE to advocate for and implement evidence-based practices in early childhood education."

— [Results Matter Handbook](#)

Delaware Birth-Five

"Delaware has established an early childhood outcomes (accountability) system, which is explained in this Delaware Early Childhood Outcomes Manual. This process is intended to respond to the federal requirements for reporting child outcomes to (OSEP) and to enable the state to monitor children's development to support effective intervention and inform decisions about program improvement for eligible children ages birth through five."



"OSEP uses each state's data to determine how well the state's programs have helped young children and to determine whether or not local school district programs are making a positive difference for young children and their families. Both Parts C and B are required to publicly report on the state's performance annually."

— [Delaware Early Childhood Outcomes Manual](#)

Department of Defense Educational and Developmental Intervention Services (EDIS)

"Why measure results: It tells us how our programs make a difference for the children and families we support and serve. It supplies information that we can use to improve early intervention supports and services. It provides data to demonstrate results to all stakeholders: –to families, to our Commanders, to resource managers, and to the taxpayers."



— [Measuring Child & Family Results In Early Intervention Workbook](#)

Idaho Part B, Section 619

“The Early Childhood Outcomes (ECO) are used to evaluate the effectiveness of early intervention and early childhood special education. There are three child outcome statements that are the focus of the Office of Special Education's (OSEP) accountability reporting requirements for the Part B, Section 619 Early Childhood Special Education programs serving young children with disabilities; Positive Social Emotional Skills, Acquiring and Using Knowledge and Skills, and Taking Appropriate Action to Meet Needs. OSEP requires states to report on the extent to which children's progress on each outcome moving them nearer to functioning comparable to same-aged peers in these areas. Additionally, these outcomes are used by school teams to help plan programs that focus on increasing functional outcomes that promote later school success.”



— [Early Childhood Outcome Rating Quick Guide](#)

Maryland Birth-Five

“The Child Outcome Summary (COS) process is used in Maryland for measuring child outcomes to meet federal accountability reporting requirements for all children receiving services through an Individualized Family Service Plan (IFSP) or a preschool Individualized Education Program (IEP). This process also drives State and local data-based decision-making. The process for determining the COS provides a common mechanism for describing children's functioning compared to age expectations in each of the three outcome areas.”



“The Maryland Early Childhood Intervention and Education System of Services is committed to providing effective services for infants, toddlers, and preschoolers with developmental delays and disabilities and their families. As a result of participating in services, young children will have improved: social-emotional skills, including social relationships; acquisition and use of knowledge and skills to engage in activities; and use of appropriate

behaviors to meet their needs and gain independence. This requires a competent workforce trained in understanding the three early childhood outcomes and in implementing the COS Rating Process with fidelity. The ENHANCE Research Project (2016) concluded that when implemented as intended, the COS Process produces ratings that are valid for accountability and program improvement purposes. This guide provides a consistent plan for initial and ongoing training and support for all early childhood special education personnel as well as supplemental resources for additional support and / or to share with families and community partners.”

— [Maryland Child Outcomes Summary TA Bulletin](#)

New Mexico Part C

“Our intent in designing an outcome measurement system is to align with existing systems and activities throughout the state, enhance the experiences of families receiving services, and do no harm.”



Our purpose is to provide feedback that is useful to the practitioners in guiding services/instruction, to guide program improvement, and to yield valuable and reliable data. We will ensure opportunities for parent representation and participation at every level of system development and implementation.”

“Have Ease of Implementation

- Be cost effective
- Be imbedded in existing routine processes, i.e. IFSP development, not be an add-on task.
- Be kept simple, not cumbersome for program staff.
- Have consistent methodology
- Have T & TA provided
- Yield Effective Results

Be accountable to every child (not just those in the program for the minimum requirement of 6 months)

- Be holistic and individualized
- Be meaningful and beneficial for everyone involved.
- Be authentic (Truly representative of the child in a natural environment)

- Utilize multiple data sources/methods, including family input
- Utilize a team approach
- Be implemented only by individuals trained in the specific measurements being used
- Validate the good job we do

Build Relationships with Families

- Be based on relationships
- Build family capacity to stay involved and advocate for their child
- Respect and listen to families
- Be positive and strength based
- Be culturally and linguistically sensitive, authentic and functional
- Ensure that assessment process is conducive to parent participation.”

— [New Mexico Guidance Manual: Early Childhood Outcomes](#)

New Mexico Part B, Section 619

“Preschool Special Education and related services are designed to meet the unique needs of children and to prepare them for further education. In order to assess and ensure the effectiveness of efforts to educate your child, each school district and state is collecting information on what the development of preschool children with Individual Education Programs (IEPs) looked like when they began preschool special education services and the progress they have made as a result of receiving those services. This information is reported to the U.S. Department of Education’s Office of Special Education Programs (OSEP). It is available to the public through the New Mexico Public Education Department.”

— [Information for Parents about Early Childhood Outcomes](#)



North Carolina Part B, Section 619

“Children with and without disabilities make progress, grow and develop. Preschool programs support and guide children as they take steps forward to goals that parents and teachers think are important. In 2005, the [Office of Special Education Programs](#) in the [US Department of Education](#) funded the Early Childhood Outcomes Center (resources now under [ECTA](#)) to help states develop a measurement process to gauge the effectiveness of special education programs based on the outcomes of children with disabilities as a result of receiving special education and related services.”



“The purpose of the early childhood outcomes is to determine if young children with disabilities are making progress toward age level expectations in three outcome areas that have been cross-walked to the NC Foundations for Early Learning and Development (standard course of study) and can therefore be used in the data analysis for the LEA Self-Assessment (Core Element 3.1).”

Ohio Part B, Section 619

“Under IDEA 2004, states report prescribed information to the Office of Special Education Programs in the U. S. Department of Education. The reporting requirements are directly linked to a preschool special education performance measure. Data reported to the Ohio Department of Education remain confidential with the use of student identification numbers. The data is intended to identify trends in how preschool children with disabilities make progress in relationship to same-aged, typically developing peers. Programs address this requirement through the combination of state and local assessments summarized through the Child Outcomes Process and documented on Ohio’s Child Outcomes Summary Form.”



— [Use of the Child Outcomes Summary Process for Reporting Child Progress for Preschool Special Education](#)

Rhode Island Part B, Section 619

“For children with disabilities, measuring and reporting outcomes is vital to promoting high-quality Early Intervention (EI) and Early Childhood Special Education (ECSE) services. The process of gathering information, tracking progress and using data to analyze program effectiveness is key to understanding whether children with disabilities have benefited from the services provided to them. The Office of Special Education Programs (OSEP), within the U.S. Department of Education, requires that outcomes are reported annually for all children receiving EI and ECSE services.”



“Why is this information important? Child outcomes data helps providers, teachers and program administrators improve the quality of services at the program level, and when examined broadly, helps state EI and ECSE administrators understand and improve services within districts and across the state. In addition, these outcomes can help parents understand how well their child is developing and participating in activities at home, at school, or in the community.”

— [Measuring Child Outcomes](#)

Vermont Part B, Section 619

“The purpose of the ECSES’ ECO measurement is to collect and analyze high-quality ECO data to meet federal reporting requirements as well as to inform state and local program improvement efforts, including:



- Improving policies, procedures, and practices;
- Informing focused monitoring and quality assurance;
- Informing professional learning opportunities;
- Informing research and funding; and
- Gathering philanthropic and political support for ECSES.”

— [Early Childhood Special Education Orientation: Early Child Outcomes \(ECO\) Indicator 7](#)

Virginia Part C

“Although the federal government is the driving force behind the child outcomes data requirement, the data serve other important purposes as well. Understanding the child’s functioning in the three child outcome areas initially and ongoing and across routines and settings allows teams to use this information for effective service planning. Local programs and state agencies need data on how children are doing to know how well programs are serving children and families and how to help programs improve. Families and other community members also need to know how programs are doing. We need to have the same information on all children in a program to form an overall picture of how all programs are doing. Thoughtful analyses of data on child outcomes are the key to making good decisions about how to improve services for children and families.”



— [Virginia’s Child Outcomes Booklet](#)

Virginia Part B, Section 619

“In this age of accountability, policymakers ask questions about the outcomes achieved through participation in programs supported with public funds. Judging the effectiveness of any program requires looking at results, not simply at the process of providing services. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires states to report outcomes data for children and families served through Part C (early intervention) and Part B (preschool) of the Individuals with Disabilities Education Act (IDEA) as part of their State Performance Plan/Annual Performance Report (SPP/APR).”



“To report data, states must have information about children’s functioning between the time they enter and exit preschool and have a way to examine the level of improvement or progress in functioning between the time points. The Child Outcomes Summary (COS) process is a team process for

summarizing information related to a child's progress on each of the three child outcome areas. The COS process is an effective way to describe a child's functioning in each outcome area and is to be used in Virginia by local school divisions to report Indicator 7."

— [Indicator 7 Early Childhood Outcomes: VIRGINIA Online Training to Complete the Child Outcomes Summary Process](#)

Washington Part C

"The purpose of Washington's Child Outcome Measurement System (COMS) is to assure stakeholders that early intervention makes a difference for infants, toddlers and families. Families are a crucial source of information about their children, and this enhances the quality of the data. The COMS is one way for families to see their child's progress and to give input on program improvements. The data is analyzed at state and local levels to help improve services and meet federal and state reporting requirements."



— [Early Support for Infants & Toddlers: Child Outcomes Summary \(COS\)](#)

West Virginia Part B, Section 619

"Purpose: Early childhood assessment in WV is a child outcomes and program improvement system designed and implemented to improve programs and supports for children three through five years of age for children with disabilities. The system grew out of efforts for state funded preschool programs and the broader application came as a result of federal office of Special Education (OSEP) requirements for reporting outcomes for children with disabilities. The system employs both child outcome assessment and program assessment to accomplish these purposes:



- Improve experiences, learning, development and lives of young children and their families.
- Inform program practices
- Demonstrate program effectiveness
- Guide the development of local and state policies and procedures
- Provide data to demonstrate results"

— [West Virginia Pre-K Standards \(Ages 3-5\)](#)

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