



2023 OSEP
Leadership and
Project Directors'
Conference

July 24-26, 2023
Crystal Gateway Marriott
Arlington, VA



How Do State Policies & Practices Support COS Family Engagement

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Session Description

Family engagement in the Child Outcomes Summary (COS) process is critical for quality data and effective intervention and instruction. Join us to explore how and when families are informed about the COS process, who are mandatory and optimal team members, and what policies and practices are in place to guide family involvement. Also hear about one state's innovative practices and family, provider, and state leadership perspectives on family engagement in the COS process.

Critical Information

Small Group Discussion Activities & Notes

1. Small Group Discussion. How and When is COS Discussed with Families?

Thinking About During Intake and Referral.....

Key Topics Discussed	Example Conversation Starters Informing Families About COS	How is or could COS be discussed/highlighted?	What supporting materials are or could be used?
Purpose of outcomes measurement; Content of the three child outcomes; The child's functioning in the three outcome areas across routines and settings	<i>As we get started, we want to let you know our goal is to help children be successful reaching their potential. To help us know how well our program is achieving this goal, we measure children's functioning in three child outcome areas. Working through the process together, we'll be asking you about your child's functioning in these three child outcomes. They are....</i>		

Critical Information

Thinking About During Evaluation for Eligibility.....

Key Topics Discussed	Example Conversation Starters Informing Families About COS	How is or could COS be discussed/ highlighted?	What supporting materials are or could be used?
<p>Reinforce purpose of outcomes measurement; Review content of the three child outcomes; Ask about the child's functioning in the three outcome areas across routines and settings; Discuss the child's functioning relative to age expectations</p>	<p><i>We know that early intervention & preschool can improve children's functioning. To help us know how well our program is achieving this goal, we measure how all children in our program are doing in the three child outcomes. As we complete the assessment process, we'll be asking you about your child's functioning in these outcome areas.</i></p>		

Thinking About During IFSP/IEP Development.....

Key Topics Discussed	Example Conversation Starters Informing Families About COS	How is or could COS be discussed/ highlighted?	What supporting materials are or could be used?
<p>Describe how child outcomes information will be used; Discuss skills in relation to the outcomes and the developmental progression of skills; Consider the child's functioning in each outcome area and best ways to support growth</p>	<p><i>At this point in the process, we'll work together to develop the IFSP/IEP. This will become the outline of what your family and team wish to see happen for your child and family. As we think about your child's strengths and needs, let's keep the three outcomes we measure for all children in mind as they are key to helping children reach their potential. Perhaps you recall these three outcomes are...</i></p>		

Critical Information

Thinking About During the COS Rating Process.....

Key Topics Discussed	Example Conversation Starters Informing Families About COS	How is or could COS be discussed/ highlighted?	What supporting materials are or could be used?
<p>Refresh why our program measures child outcomes; Discuss the developmental progression of skills and age-expected functioning; For each outcome, consider snapshot of where child's functioning is in the sequence with examples and share explanations of each outcome as needed</p>	<p><i>As we talked before, one way to learn more about your child's progress is by measuring the three child outcomes. We measure these for every child participating in our program. Measuring outcomes provides a snapshot of where your child's functioning is now relative to age-expected functioning. We'll repeat this activity again in the future. Reviewing this information together helps all of us know how well your child is progressing. It also helps us, and others understand how well our program is supporting all children enrolled. Let's do this together using a tool we call the Decision Tree.</i></p>		

Thinking About During Service Delivery/Instruction.....

Key Topics Discussed	Example Conversation Starters Informing Families About COS	How is or could COS be discussed/ highlighted?	What supporting materials are or could be used?
<p>Emphasize the progression or sequence of development and highlight where the child is now and the progress observed; Describe what skills look like when age expected or at level just above where child is currently functioning. Discuss supports that help the child be successful and how the family can be an advocate to help the child have access to those supports across settings.</p>	<p><i>As we think about the three child outcomes we measure, it is exciting to see how your child is now able to..... As we think about the sequence of development, your child has shifted from using [approach] to [approach] to accomplish [skill]. This is an important step closer to age-expected functioning. The child outcomes we measure help us understand how your child is progressing and how all children benefit from our program.</i></p>		

Critical Information

Thinking About at Transition or Exit.....

Key Topics Discussed	Example Conversation Starters Informing Families About COS	How is or could COS be discussed/ highlighted?	What supporting materials are or could be used?
<p>Refer back to why the program measures child outcomes; Discuss the child's developmental progression and how that relates to age-expected functioning; For each outcome, consider snapshot of where child's functioning is now in the sequence with examples and share explanations of each outcome as needed</p>	<p><i>By participating in the child outcome measurement process, you are not only helping your own child but are also helping your district and state know how early childhood programs are performing overall. Another snapshot of where your child's functioning is now helps us all see a before and after sense of the skills your child developed while in the program. It also will help us consider the kinds of supports and services that may be helpful to help [child] continue to make progress as future settings and expectations in those environments change.</i></p>		

Critical Information

2. Small Group Discussion. Who & what does it take to determine COS ratings? How are entry & exit ratings similar?

	Who is at or could be at the table?	What information is or could be used?	How are or could families be engaged?
At Entry			
At Exit			
At Transition			

3. Small Group Discussion. What policies, procedures, and/or practices are in place or needed to promote family engagement in the COS process?

What policies, procedures, and/or practices promote family engagement in COS process?	In Place	Needed What will it take?

Resources

Resource	Link to Access Resource
COS Completion When Teams Can't Meet In Person	https://ectacenter.org/eco/pages/cos-distance.asp
Breadth of The Three Child Outcomes Graphic	https://ectacenter.org/eco/pages/childoutcomes.asp
COS Decision Tree	https://ectacenter.org/eco/assets/pdfs/decision_tree.pdf
State/Program-Specific COS Process Policies and Procedures Checklist	https://ectacenter.org/~pdfs/eco/COS-State-Program-Specific-Info-Checklist.pdf
Examples of Materials Informing Families About COS	<p>PACER Family Guide to Participating in the Child Outcomes https://www.pacer.org/ec/early-intervention/guide-child-outcomes.asp</p> <p>West Virginia (0-3) http://www.wvdhhr.org/birth23/files/cosf_brochure_english.pdf</p> <p>Illinois (0-3) https://eiclearinghouse.org/wp-content/uploads/2015/10/child-outcomes.pdf</p> <p>Illinois (3-5) https://www.isbe.net/Documents/Family-Fact-Sheet.pdf</p> <p>New Mexico (3-5) https://tb2cdn.schoolwebmasters.com/acnt_67464/site_67465/Documents/R9_EarlyChildhoodOutcomesSummerHandout_082415.pdf</p>
Rhode Island Resources	<p>Policy and Process https://ride.ri.gov/sites/g/files/xkgbur806/files/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Special-Education/Special-Education-Resources/67--RIs-EI-ECSE-COMP-CHLD-OTCMS-MSRMNT-SYSTM.pdf</p> <p>Family Guide https://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/EarlyChildhoodSpecialEducation/MeasuringChildOutcomes.aspx</p>
COS-Team Collaboration (COS-TC)	https://ectacenter.org/eco/pages/costeam.asp
COS-Practice Scenarios (COS-PS)	https://ectacenter.org/eco/pages/cosps.asp
COS-Knowledge Check (COS-KC)	https://dasycenter.org/cos-kc/

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(Authority: 20 U.S.C. 1221e-3 and 3474)