



Illinois State Board of Education

February 10, 2007

EARLY CHILDHOOD SPECIAL EDUCATION OUTCOMES SYSTEM

**Illinois State Board of Education
Early Childhood Outcomes System
Frequently Asked Questions and Answers**

I. General Information

A. Do programs need to assess children in all three outcome areas even when it is not an area of concern (e.g., children receiving itinerant speech services)?

Yes. Screening information, Ages and Stages Questionnaire (ASQ) checklists, parent and/or therapists' information may be used as evidence in determining a rating.

B. Under what circumstances would a child be exited from the system assuming he/she has spent at least 6 months receiving early childhood special education services?

1. *When the child makes a "natural transition" to the next program whether it is kindergarten or first grade.*
2. *When the child turns 6.*
3. *If the child is staffed out of special education and no longer has an Individual Education Plan (IEP).*

C. If a district has no children enter ECSE between March 1 and June, 2006, do they submit a report stating this? Or – don't submit anything?

Districts will submit their plan by March 1, 2006, and a revised plan no later than September 1, 2006. They will only submit data on children who have entered their program/services as of March 1, 2006. If there are no children entering from March –June, no reporting is required.

D. What will be the implications for reporting on outcome areas for which children had no developmental concerns? (e.g., preschool speech delayed)

They will enter at reach/maintain functioning at level comparable to same-aged peers and, assuming they don't regress, leave at the same level.

E. Why is the Office of Special Education Programs (OSEP) interested in only three outcome areas and not in the five developmental domains?

The three outcome areas in Part C Indicator #3 and Part B Indicator #7 were chosen based on the stakeholder input and recommendations by the Early Childhood Outcomes Center. Many stakeholders expressed concern that using an approach that separates children's development into discrete domains is not consistent with the integrated nature of how young children develop and goes against integrated and transdisciplinary intervention models. Additionally, since the emphasis in working with young children with disabilities is on developing functional skills the three child outcomes on the SPP represent critical functional outcomes young children need to be

successful in every day activities and routines. These outcomes incorporate but also integrate developmental domains.

F. Can a State use Individual Family Service Plan/Individual Education Plan (IFSP/IEP) goal attainment to address the child outcome areas?

OSEP is interested in data being collected in all three areas for all children a State is reporting on, regardless of the area a child is receiving services. IFSP/IEP goals would not necessarily provide data on all three areas. Additionally, the child outcomes on the State Performance Plan (SPP) requires comparing children's functioning to same-aged peers, something IFSP/IEP goal attainment data would not provide.

G. How are States supposed to get the data on age expected behaviors? Do States have to test children without disabilities?

There are various ways States can determine what is age expected, including the State's Early Learning Guidelines/Early Childhood Standards, established age expectations developed for curriculum based assessments, or the use of norm-referenced assessment tools. States do not need to assess children without disabilities for OSEP child outcome reporting purposes.

H. My early childhood students have been attending a cooperative program. Next year they will be coming back to the EC program in their district of residence. Do I complete an "entry" on these students in September 2006?

No- those children are considered as "continuing" and not new.

I. Will this document be housed with the IEP or in the child's temporary file?

The document should be filed in the temporary records.

J. Does every child with an IEP have to be entered into the outcomes reporting system next year?

No. Children are entered into the system with their first IEP. Children who had their first IEP before March 1, 2006 do not need to be entered into the system, nor are they required to have exit information reported when they leave early childhood. All children who have an IEP developed after March, 2006 must be entered into the system.

K. Are we no longer responsible for goals & objectives on IEPs which was the driving force to see progress?

You are still responsible for measuring the child's progress toward his/her individualized annual goals/objectives on their IEPs. The new federal requirement addresses the Annual Performance Report of each State. This requirement looks at three specific outcomes for each child and measures progress against typically developing peers.

L. What about children receiving “speech only?” Do we assess all three outcome areas even though we only see them for speech services and are not working on other areas?

Yes. You would complete the outcomes rating and summary for all three outcome areas for all children with IEPs– even though the only service they receive is speech.

II. Part C Coordination

M. Are the 0-3 programs responsible for completing an exit summary that can be used (or considered) as 3-5 entrance criteria?

Children receiving services through Part C will receive an exit summary. Exit information from Part C can be used as entry information to Part B services. School districts will also want to include any other information they have along with input from the staff of the program the child attends or services the child receives.

N. What if a child has 4 months of services in early intervention (Part C) and then moves into early childhood special education services (Part B/619), are these separate 6 month periods?

OSEP data requirements for Part C and Part B/619 are independent. Four months in Part C would mean the child would not be reported under Part C. The clock starts again when the child enters Part B/619.

III. Transferring and Moving

O. For children who transfer into the district, will we be able to go into the data system and look up children to see if they are already in the system?

Yes.

P. If a child is leaving a program (has been in more than 6 months) and is moving into another EC program in Illinois, do we do an exit report?

You would not complete an exit rating if a child moves to another early childhood program in Illinois. You would forward records (with parent consent) to the new school district. That district would then be responsible for the completion of the exit rating at the appropriate time.

Q. Would this information be shared/transferred when children move to a new district?

Yes. This information should be shared with the new district as is the IEP, as are all school records with parent consent.

R. What should we do when a child moves to another state?

If the child has been in your program for more than six months, you should do an exit rating.

IV. Timelines

S. How soon after a child is enrolled in early childhood special education (ECSE) should the entry data be compiled?

In order to capture the most progress, the data should be compiled as close to entry and exit as possible. Although there are 45 calendar days (when school is in session) allowed to reach consensus on the summary rating, this can be completed earlier if assessment and observation data are adequate.

T. Do you always have to wait until the child is in programming for 45 days before coming to consensus?

No. It depends on the information you have on each child including observation.

U. Are summer months counted in the timelines? What about Extended School Year (ESY)?

Do not count ESY or summer months when school is not in session.

V. If a child exits from ECSE because a parent takes the child out after 6 months and entry and exit data have been collected, then the child is re-enrolled several months later, would the original entry data be counted as the entry data or would new entry and exit assessments need to be conducted?

Generally it would be necessary to conduct new entry and exit assessments.