

Early Childhood Powerful Data for 619





**The Center for IDEA
Early Childhood Data Systems**

POWERFUL DATA COHORT



The AR TA Agreement

Developed SMART Outcomes

Monthly AR TA Support Calls

Bi-monthly National TA Support Calls

Face to Face Meetings

On-site TA Support from DaSy



Activity 1: Data Use Self-Assessment

Quality Indicator		Rating	Priority	1	2	3	4	5	6	7
DU (DS Subcomponent: Data Use)				QI Rating						
1	Part C/619 state staff plan for data analysis, product development, and dissemination to address the needs of the state agency and other users.	4		■						
2	Part C/619 state staff or representatives conduct data analysis activities and implement procedures to ensure the integrity of the data.	6		■						
3	Part C/619 state and local staff or representatives prepare data products to promote understanding of the data and inform decision-making.	5		■						
4	Part C/619 state and local staff or their representatives disseminate data products to users to meet their needs.	4		■						
5	Part C/619 state and local staff use data to inform decisions.	3		■						
6	Part C/619 state staff or representatives support the use of data at state and local levels.	4		■						



Activity 3: Conduct Survey of Current COS Process

Child Outcomes Summary Process Arkansas Practitioner Feedback Survey

Introduction

The following survey is designed for early childhood practitioners to provide feedback on their experiences with the Child Outcomes Summary Process (COS Process). The information gathered in this survey will help the Special Education Unit to determine current practices, common challenges, and opportunities for systems improvement.

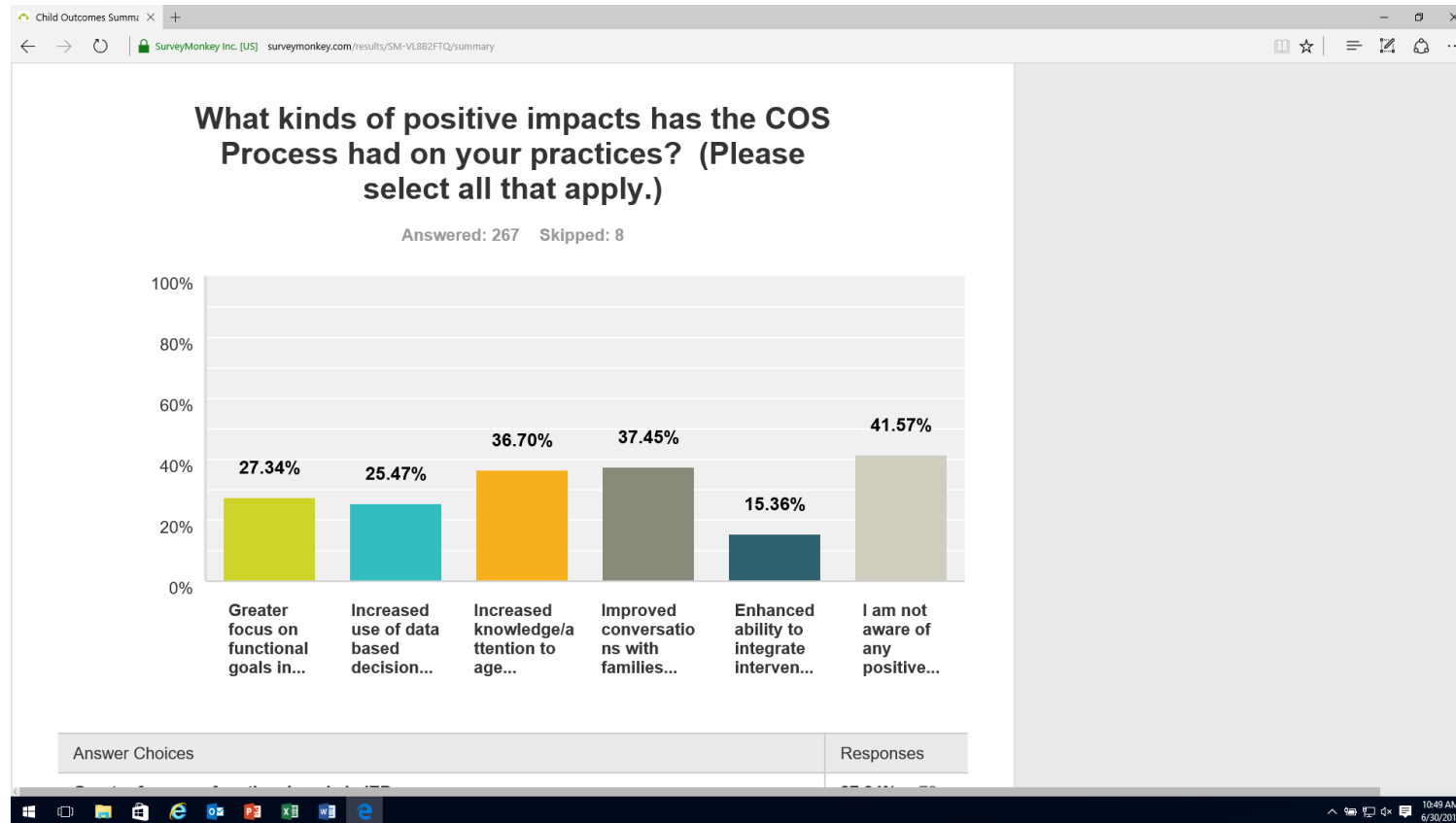
The survey should take 10-15 minutes of your time. Your responses are voluntary and completely anonymous. Please use the command buttons at the bottom of the screen to navigate through the survey. Once you have completed the survey, please select done to submit your answers.

If you have any questions about the survey, please contact Yvonne Greene, Early Childhood Program Coordinator at 501-682-4221 or Yvonne.Greene@Arkansas.gov

Thank you in advance for your time. We appreciate your input!



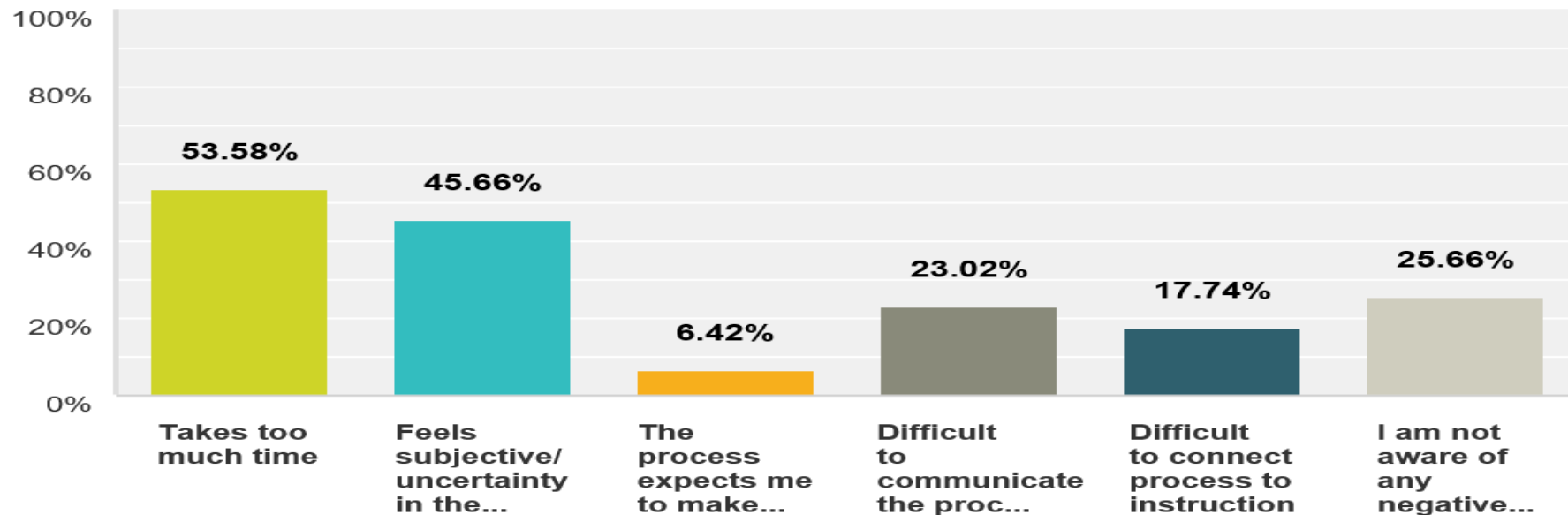
Activity 4: Review Survey Results to Determine COS Process & Training Needs



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**What kinds of negative impacts has the COS Process had on your practices?
(Please check any that apply.)**

Answered: 265 Skipped: 10



Current Progress of Work



Present Level of Academic Achievement and Functional Performance (Early Childhood)

Child's strengths: *consider strengths across the three early childhood outcome (ECO) areas.*

Child's needs: *consider and prioritize supports in order for the child to access and participate in age appropriate activities within a regular early childhood setting with his/her same age peers and/or within the home environment, across the three early childhood outcome (ECO) areas.*

Effect of the child's disability on his/her, participation in age-appropriate activities:

A summary of the most recent data (including initial or most recent evaluation and most recent IFSP, if appropriate) used to document strengths and needs:

Early Childhood Outcomes Entry, Exit, and Progress Ratings						
Entry Date:	Outcome Area	Entry Rating (required)	Annual Review (optional)	Annual Review (optional)	Exit Rating (required)	Progress at Exit? (Required)
Exit Date:	A. Positive social emotional skills	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	
		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	
		<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	
		<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	
		<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6	
		<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7	
	B. Acquisition and use of new knowledge / skills	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	
<input type="checkbox"/> 3		<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3		
<input type="checkbox"/> 4		<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4		
<input type="checkbox"/> 5		<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5		
<input type="checkbox"/> 6		<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6		
<input type="checkbox"/> 7		<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7		
C. Taking action to meet needs	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> YES <input type="checkbox"/> NO	
	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2		
	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3		
	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4		
	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5		
	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6		
	<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7		



Activity 2: Share LRE data with LEAs and Provide Assistance on Using Data

Indicator 06: Early Childhood (3-5) Least Restrictive Environment

A) Regular Early Childhood Program

Percent of children (aged 3 through 5) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	State Rate	State Target
	26.01	31.99%

B) Separate special education class, separate school or residential facility

Percent of children (aged 3 through 5) with IEPs attending a separate special education class, separate school or residential facility	State Rate	State Target
	29.88	30.78%





Contact Information

Yvonne Greene

Early Childhood Program Coordinator

ADE, Special Education Unit

501-682-4225

Yvonne.greene@arkansas.gov

Jody A Fields, Ph.D.

Director, IDEA Data & Research

University of Arkansas at Little Rock

501-683-7219

jafiels@ualr.edu

