

Using Outcome Information to Improve Programs

At the State Level

Comparing data across programs will allow the Minnesota Department of Education to identify those that are most effective and identify factors that contribute to success. Training and support can be effectively targeted to programs most in need of improvement.



At the Local Level

School district administrators and teachers can use ongoing assessment data to make decisions about curricula and better inform families about the effectiveness of services being provided. School district administrators, teachers and other professionals can examine intervention services, settings and practices. They will be able to use outcome data to identify and build upon success. They will also be able to identify and provide greater support and supervision to those programs demonstrating a need for improvement.

For more information: Call 651-582-8473



Measuring What Matters: Outcomes of Infant/Toddler Intervention & Preschool Special Education

The Vision:

Quality data on outcomes achieved by young children and their families will help guide program improvement so that the best we know is happening every day, in every program, for every child.

What are child and family outcomes?

An outcome is the impact that services and supports have on the functioning of children and families.

Child Outcomes

1. Children have positive social/emotional skills (including positive social relationships). Children who achieve this goal:

- Build and maintain relationships with children and adults.
- Manage their emotions.
- Understand and follow rules.

2. Children acquire and use knowledge and skills. Children who achieve this goal:

- Display an eagerness for learning.
- Explore their environment.
- Engage in daily learning opportunities.
- Show imagination and creativity in play.

3. Children take appropriate action to meet needs. Children who achieve this goal:

- Move from place to place to participate in everyday activities and routines, seeking help when necessary.
- Meet their self-care needs e.g. feeding, dressing, toileting.
- Use objects such as spoons, crayons, and switches as tools.

Early Childhood Special Education programs use the **Child Outcome Summary Form (COSF)** for this work. The COSF uses a 1-7 scale that summarizes each child's development compared to age expectations. The COSF converts multiple sources of information (e.g. parent report, evaluation and assessment data, teacher observation) into one COSF rating for each of the Child Outcomes shown above. Ratings are made as children enter and exit services.

Family outcomes

Early Childhood Special Education programs are required to report the percent of families with infants and toddlers participating in early intervention who report that early intervention services have helped their family:

1. Know their rights;
2. Effectively communicate their children's needs;
3. Help their children develop and learn.



Minnesota uses the **Family Outcomes Survey** developed by the Early Childhood Outcomes Center

<http://www.fpg.unc.edu/~eco/index.cfm>

The Family Outcomes Survey is given to each family as they exit Infant and Toddler Intervention. For most families this happens as their child turns three. Each family should also be given a stamped envelope addressed to the Minnesota Department of Education (MDE). MDE combines the responses of all families each year to determine how well the state is doing to support families to achieve each outcome. The data is broken down for each district providing early intervention services to promote improvement of local Services.