



## VERMONT EARLY CHILDHOOD SPECIAL EDUCATION

### **REPORT on the IEP/EARLY CHILDHOOD OUTCOMES PROCESS SURVEY**

#### *About this Report*

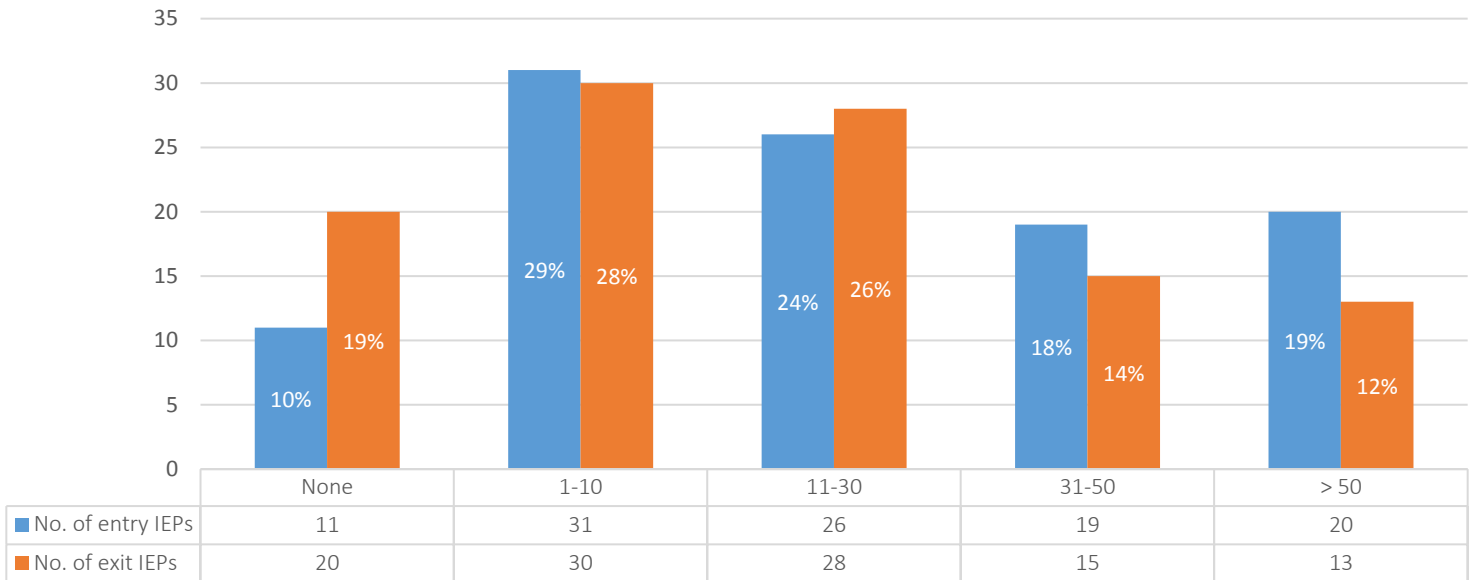
The VT Agency of Education has partnered with two national technical assistance centers—the Early Childhood Technical Assistance Center (ECTA) and the Center for IDEA Early Childhood Data Systems (DaSy)—to support high quality child outcomes data for our state. Part of this support has been to adapt the ENHANCE study’s Provider Survey to meet Vermont’s needs, and in particular, to focus on how embedding the child outcomes data collection into the IEP process is being implemented. The resulting data from the adapted ENHANCE Provider Survey have been analyzed and are available in this report. The purpose of this report is to inform the improvement strategies and next steps to address the quality of the IEP process, the child outcomes data collection process, and child outcomes data results.

#### *About the Survey*

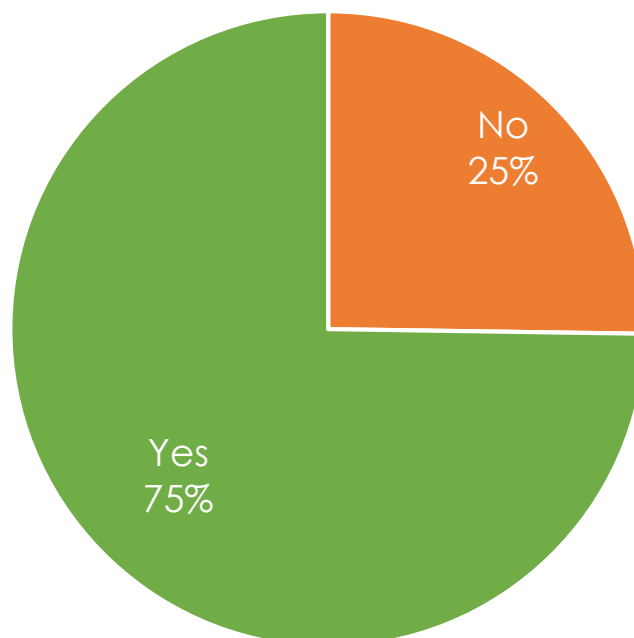
The ENHANCE research project was designed to improve the quality of child outcomes data by developing an understanding of the implementation of the Child Outcomes Summary (COS) process across the nation. The project consisted of a series of four smaller studies that examined the quality of the data being collected through the COS process. One of the studies included the use of a provider survey to gather information from Part C and Part B Section 619 programs in selected study states about the validity of COS data for their state’s early intervention and early childhood special education agencies. Vermont’s Early Childhood Special Education adapted the survey to include questions specific to the implementation of the early childhood outcomes measurement within the IEP process. It was sent to Special Education directors and teachers across the state for voluntary response. Approximately 250 surveys were sent out via email with an electronic link to the survey, and 107 were completed.

## Section 1: About Your Training and Experience with the IEP/Early Childhood Outcomes

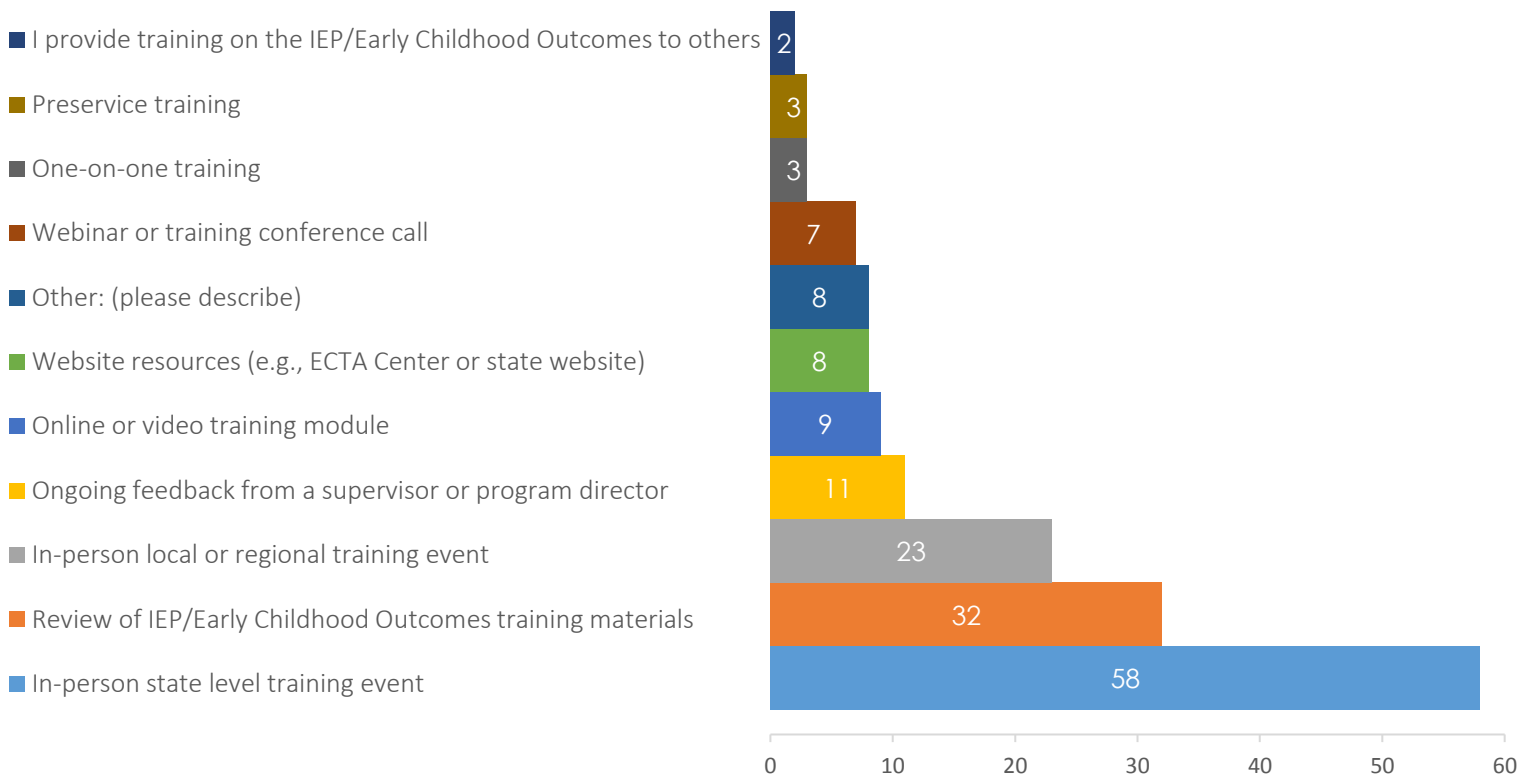
1&2. At present, approximately how many entry and exit IEPs with the Early Childhood Outcomes embedded have you completed? (n=107)



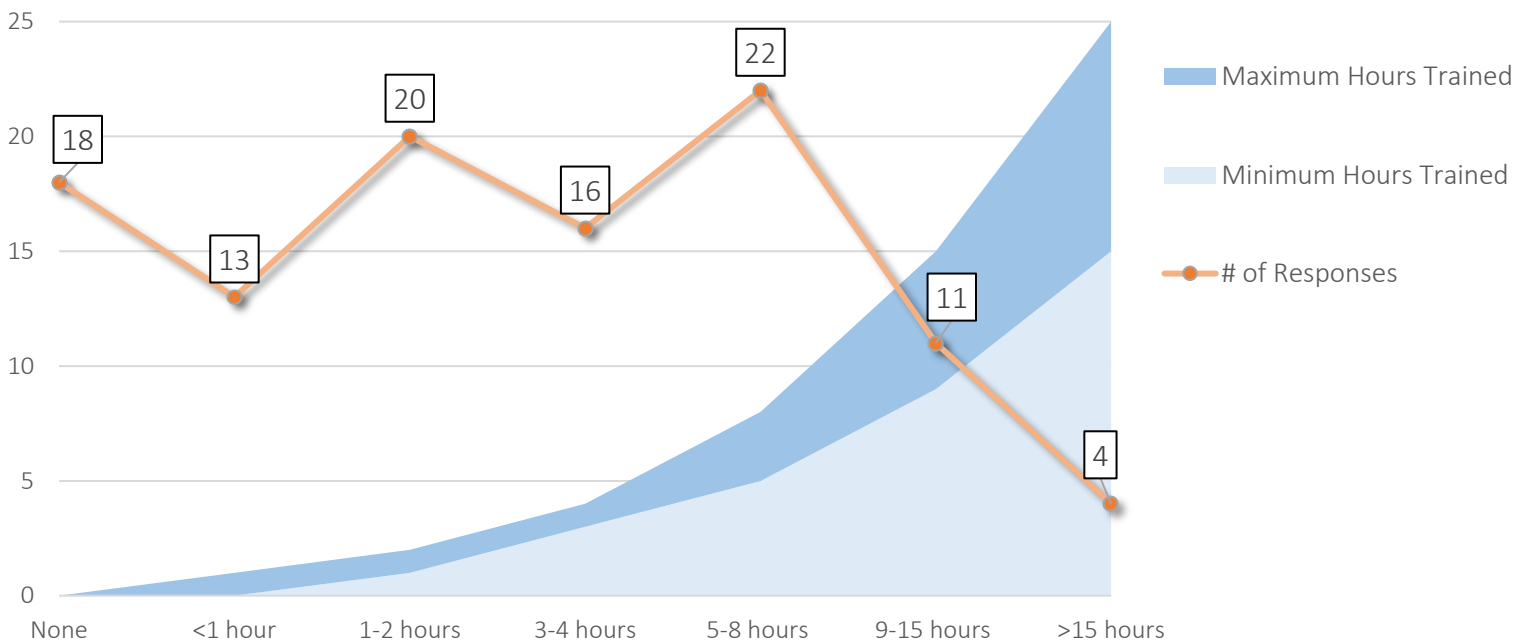
3. Have you received information or training about the IEP/Early Childhood Outcomes process? (n=107)



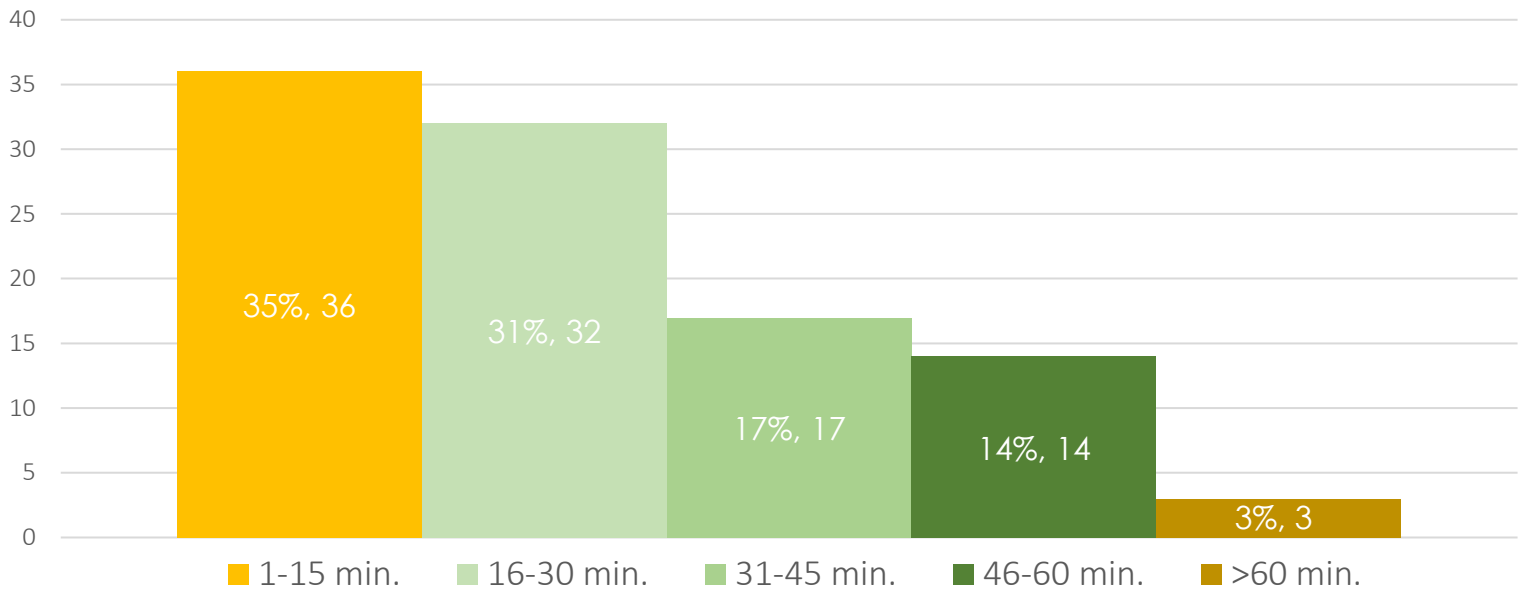
### 3.a. What training or information have you received? (n=164)



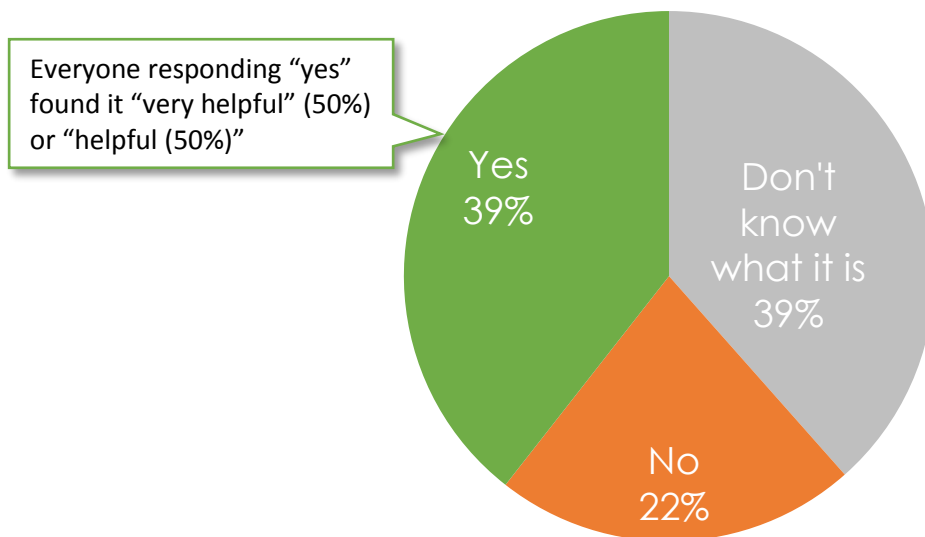
### 4. How many total hours have you spent since 2012 being trained or learning about the IEP/Early Childhood Outcomes process? (n=104)



5. On average, how long does it take to identify a child's early childhood outcome ratings and provide documentation during the IEP meeting? (n=102)

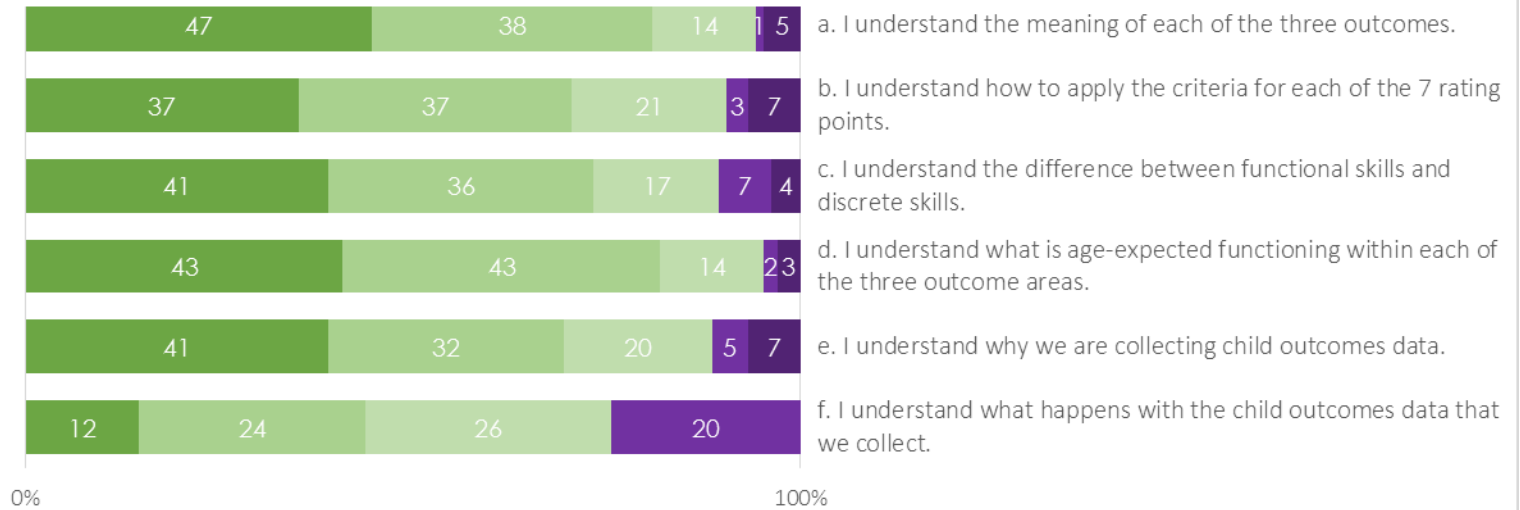


6. Have you ever used the ECO decision tree? (n=104)



## 7. HOW TRUE are the following statements? (n=105)

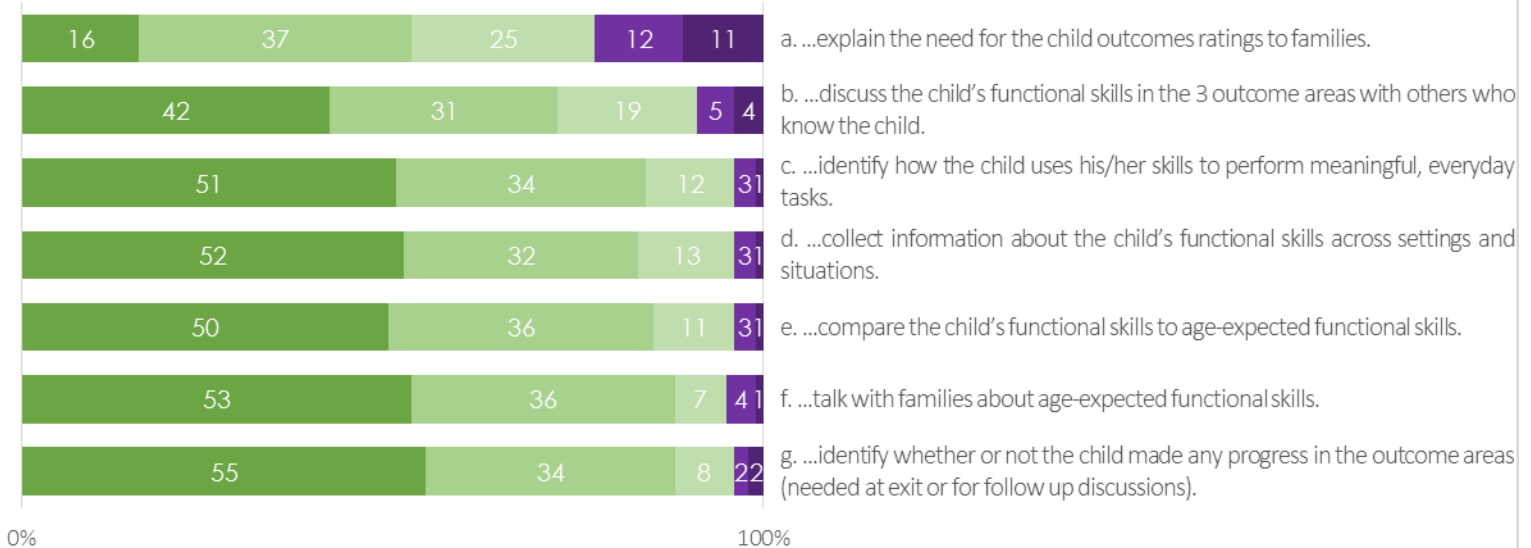
Very True Mostly True Somewhat True A Little True Not at all True



## Section 2: About Knowledge and Skills Related to the IEP/Early Childhood Outcomes Process

### 8. HOW TRUE are the following statements? "I know how to..." (n=101)

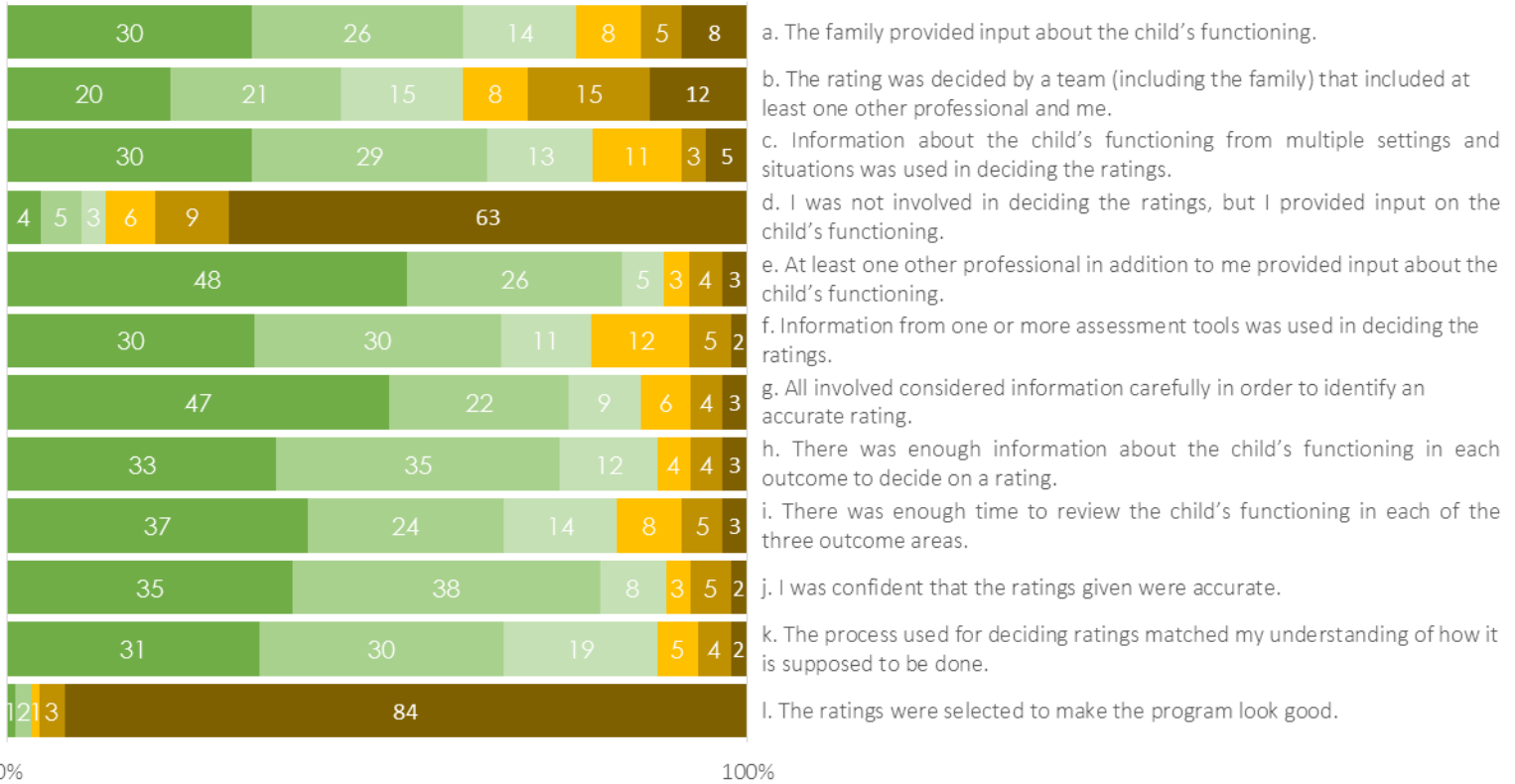
Very True Mostly True Somewhat True A Little True Not at all True



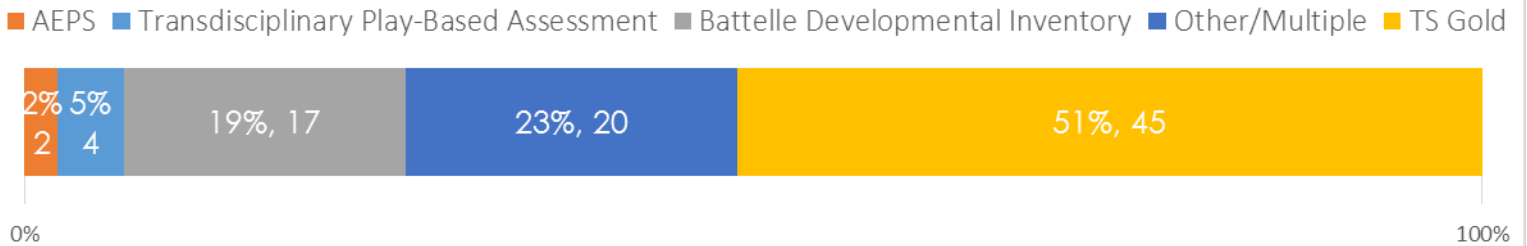
### Section 3: About Your Experience with the IEP/Early Childhood Outcomes Meetings

9. In HOW MANY of your IEP/Early Childhood Outcomes meetings have you experienced the following? (n=91)

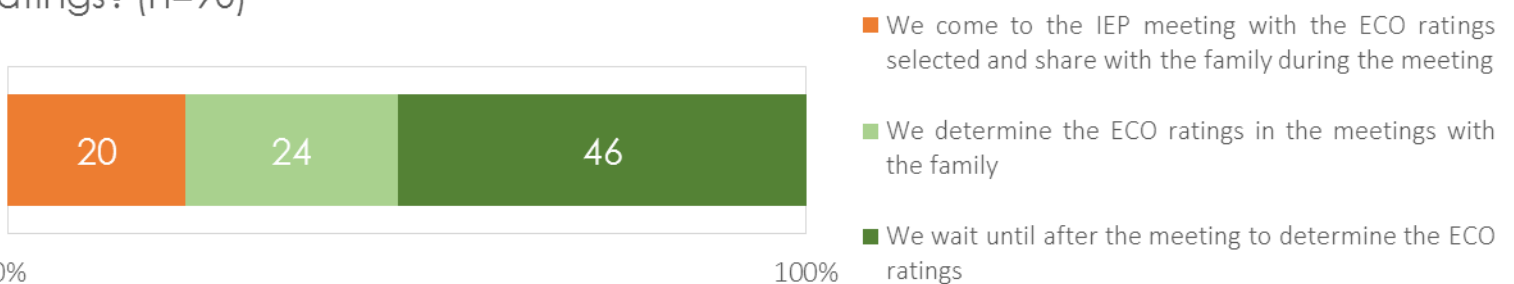
■ All (100%) ■ Most (76-99%) ■ Many (51-75%) ■ Some (26-50%) ■ A few (1-25%) ■ None (0)



10. Which of the following assessments do you use to inform the IEP Early Childhood Outcomes ratings? (n=88)

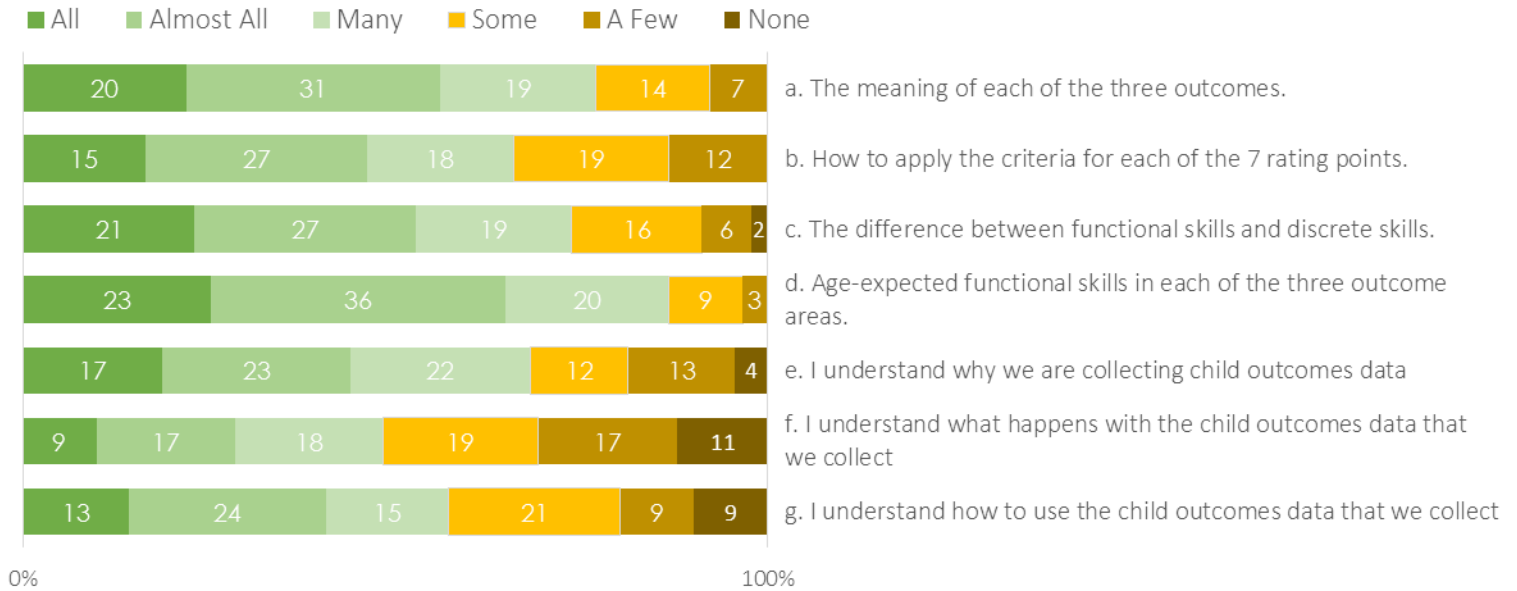


11. When does your team determine entry, exit and progress ratings? (n=90)

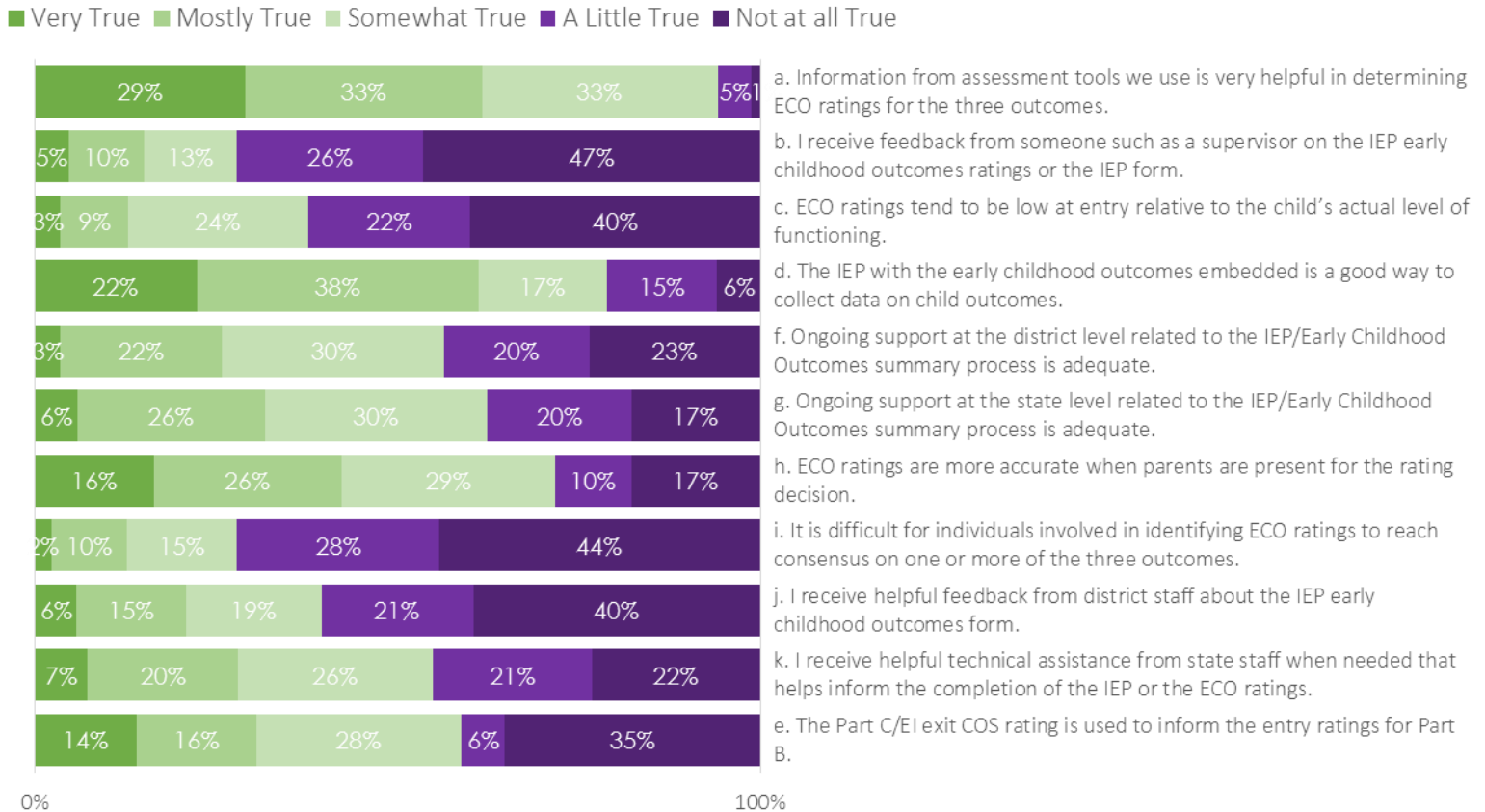


## Section 4: About Experiences with the IEP/Early Childhood Outcomes Process

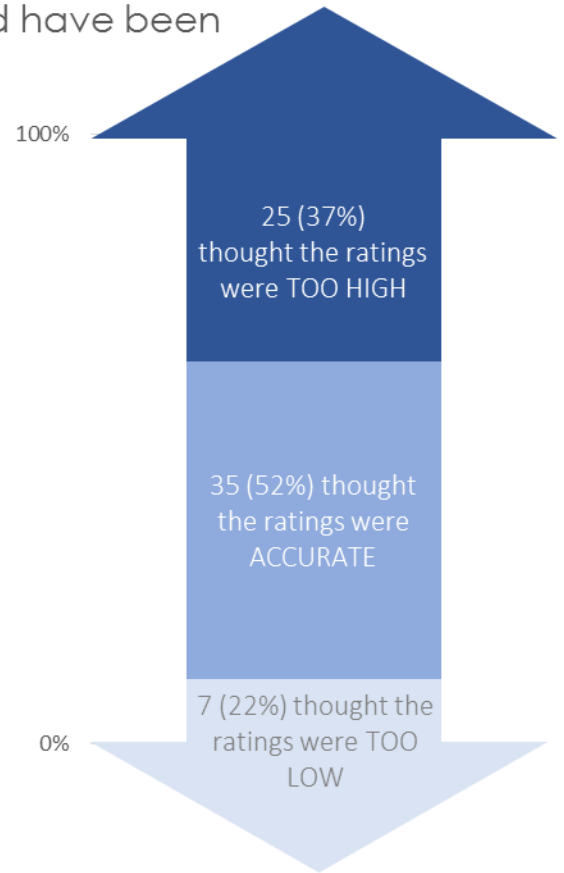
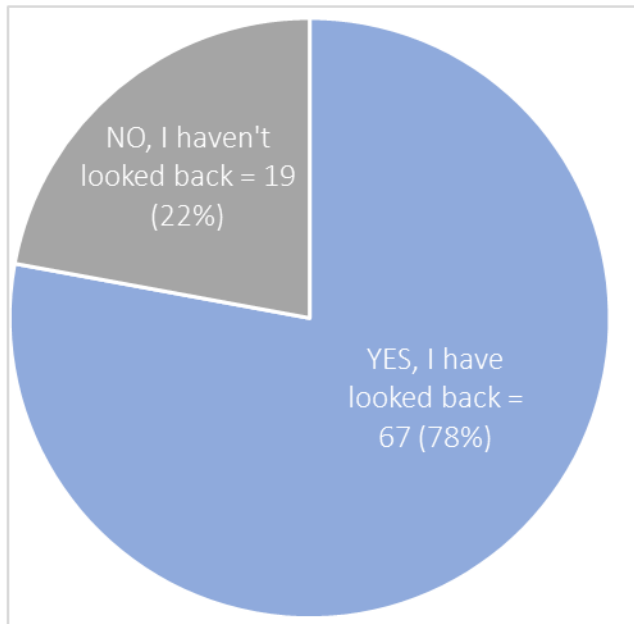
12. What proportion of your IEP team understand the following concepts? (n=91)



13. Please rate HOW TRUE the following statements are. (n=85)

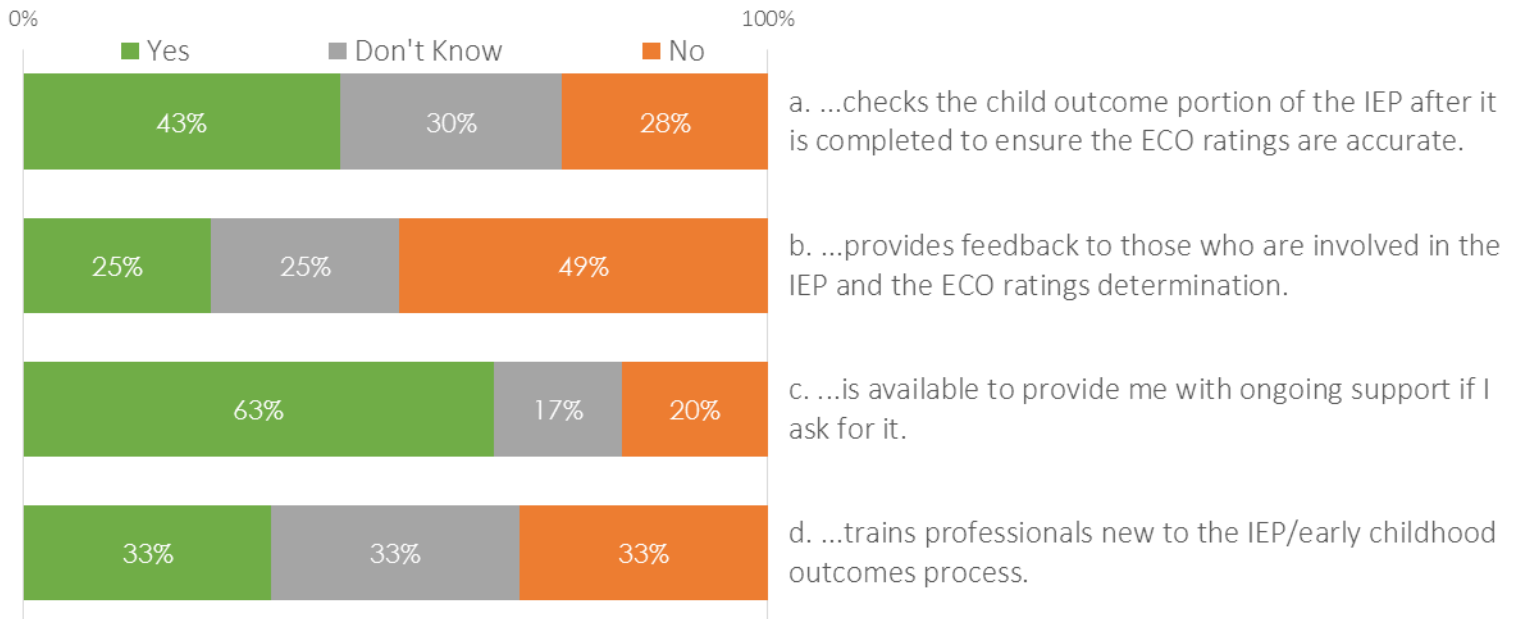


14. Have you ever gone back and looked at previous IEP/ECO entry ratings and thought some of the ratings should have been different? (n=86)



### Section 5: About program/district activities

15.1 Please indicate "yes" or "no" for the following statements.  
 "Currently, someone at our program/district..." (n=87)



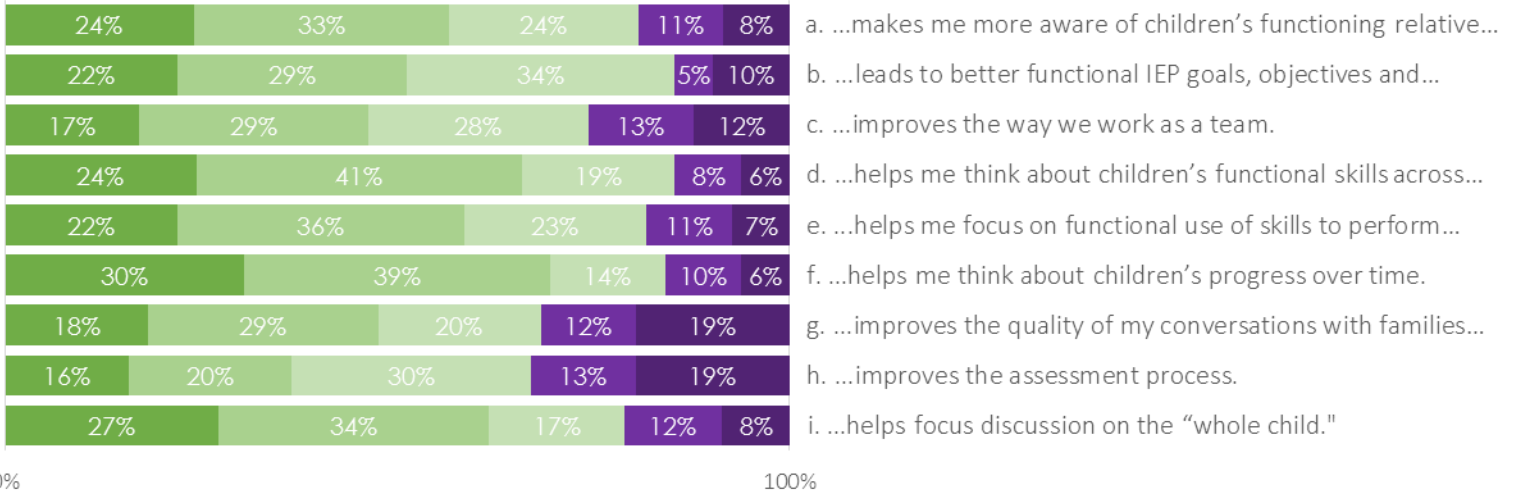


## Section 6: Impact of the IEP/Early Childhood Outcomes Process on Practice/Services

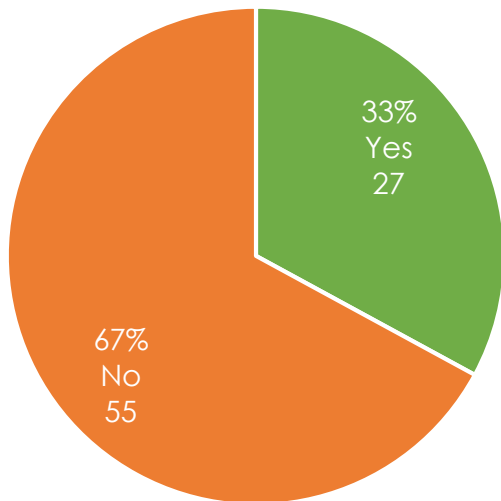
15.2 Please rate HOW TRUE the following statements are.

"Embedding the Early Childhood Outcomes into the IEP process..."  
(n=82)

■ Very True 
 ■ Mostly True 
 ■ Somewhat True 
 ■ A Little True 
 ■ Not at all True



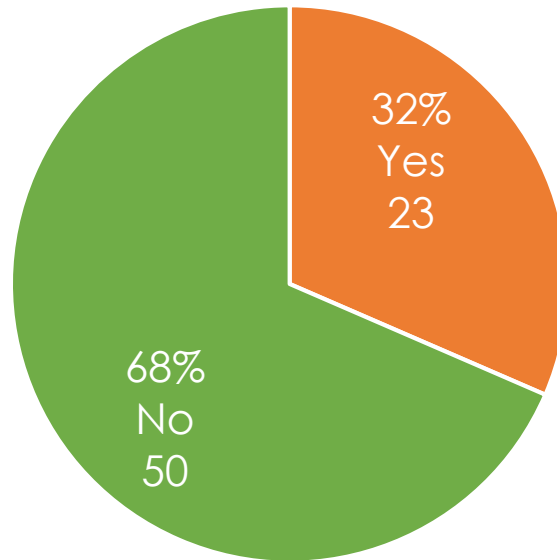
16. As a result of embedding the early childhood outcomes in the IEP process, have there been positive effects on your practice or provision of services that are not included in the questions above? (n=82)



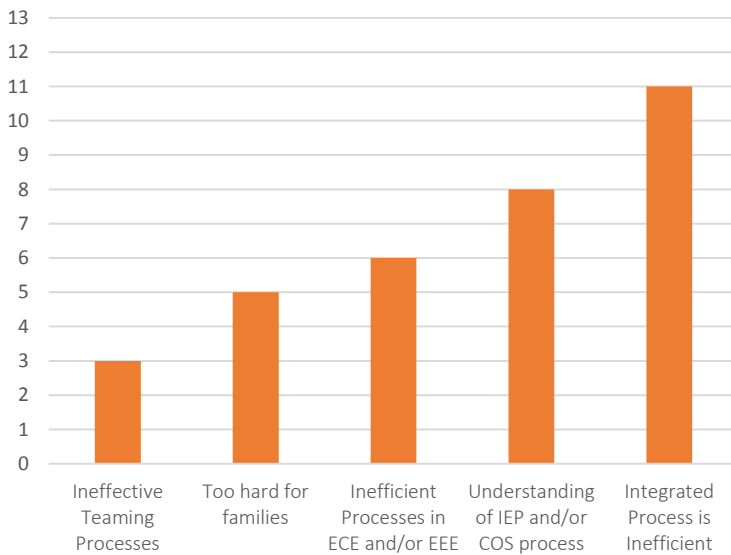
### Additional Positive Effects Reported

**Collaboration**  
 Much easier administratively. Far more manageable. Much easier team members' involvement.  
 Perhaps mentioned already, but the outcomes have allowed us to look more closely at functional goals and been helpful for related service providers to look at a child's development through functional skills versus discreet skills.  
 Helps us to be more transdisciplinary in our work/planning  
 I use the outcome areas to look at children at transition time and to make a graphic of where they may need additional support. Each of the outcomes areas--addresses a different type of support.  
 Focusing on skills in multiple areas (such as communication in Areas A and B rather than just in B)  
 I have found that is less time consuming and I can focus more on the child.  
 Team members can take a strength-based approach to discussing young children's development.  
 It serves as a constant awareness about the ECO in the IEP goal process and planning curriculum to help the child succeed.  
 Helps you see your service as part of the whole child  
 I gain from the phrase "in order to..." This really put ownership on me, as the EEE/ classroom teacher to truly connect the dots between individual student's skill development and the activities and assessment opportunities that I build into each day's lesson plans.  
 Helping families understand the areas of development more clearly  
 Outcomes are tied to meaningful information that stands for something so it isn't just a one more thing to check off....  
 I do the ECO's each year the child is in EEE/ECSE. By visiting the ECO's yearly reminds me and the team if the child is making progress and most often they do and it keeps my focus on if the goals and objectives are appropriate.  
 All working with the child can work with different outcomes in many areas.

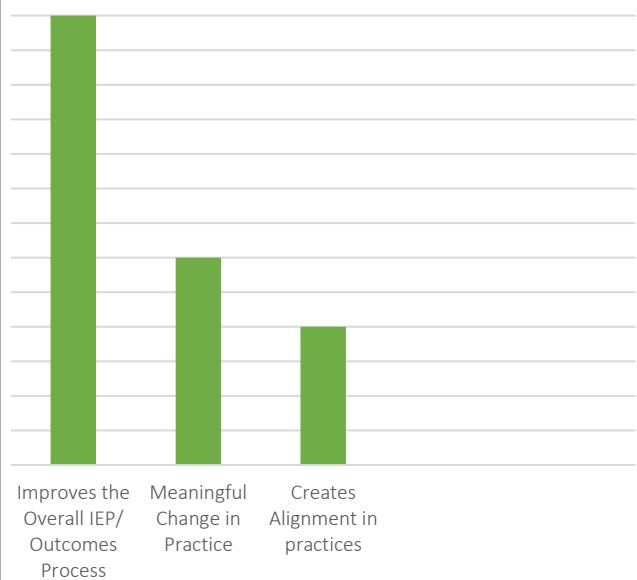
17. Have there been any challenges or barriers to your practice or provision of services as a result of embedding the early childhood outcomes in the IEP process? (n=73)



17.a.2 "Yes" Explanations by Coding Category\*



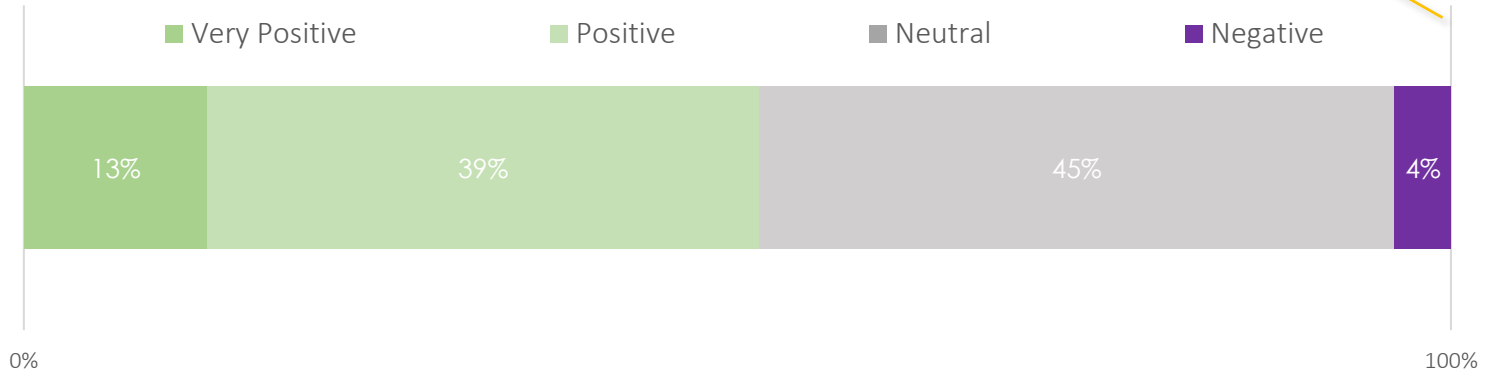
17.a.1 "No" Explanations by Coding Category\*



\*Prevailing sentiments from the free/open response text represent "coding categories" (shown here on the horizontal axis series). A "1" was assigned to every category for which a response was related. Interpolated, nominal data such as this are presented here solely for the purpose of conveying information from a lot of comments (i.e., simplifying this report). Caution is advised when interpreting this data, as presented, since the relative magnitude of the values and their scales are arbitrary. Further, coded values may not accurately reflect the author's intent. A copy of the actual responses may be made available upon request.

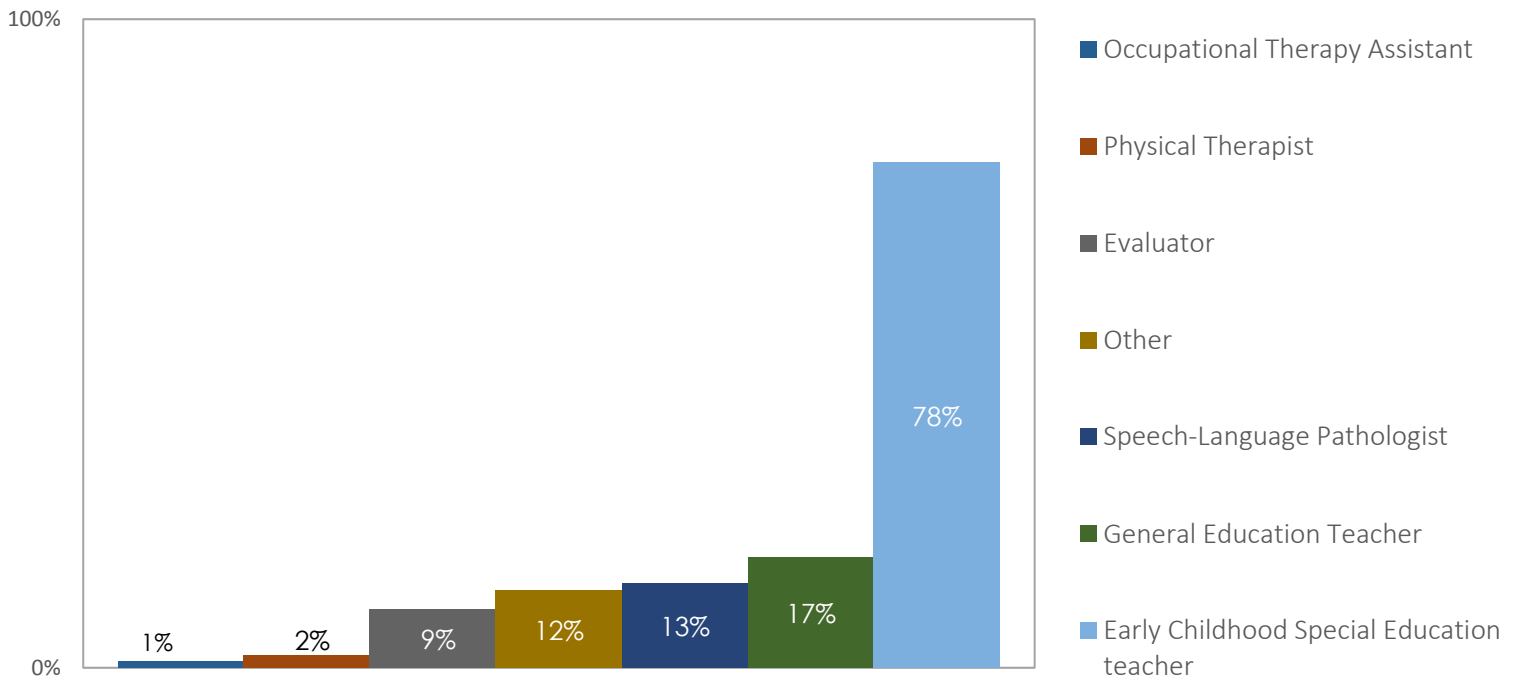
18. Overall, what has been the impact of embedding the early child outcomes into the IEP process on your work with children and families? (n=83)

There were no "Very Negative" responses.



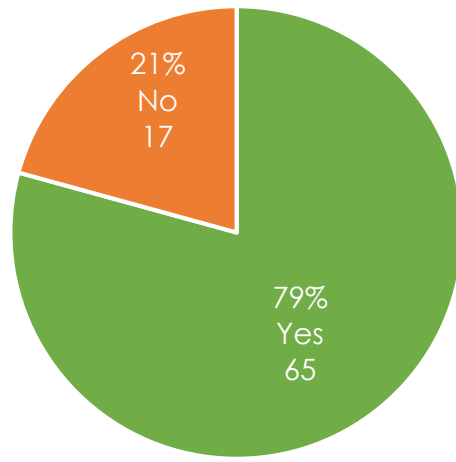
### Section 7: About You

19. Which of the following describe your professional role in your program? (n=109)

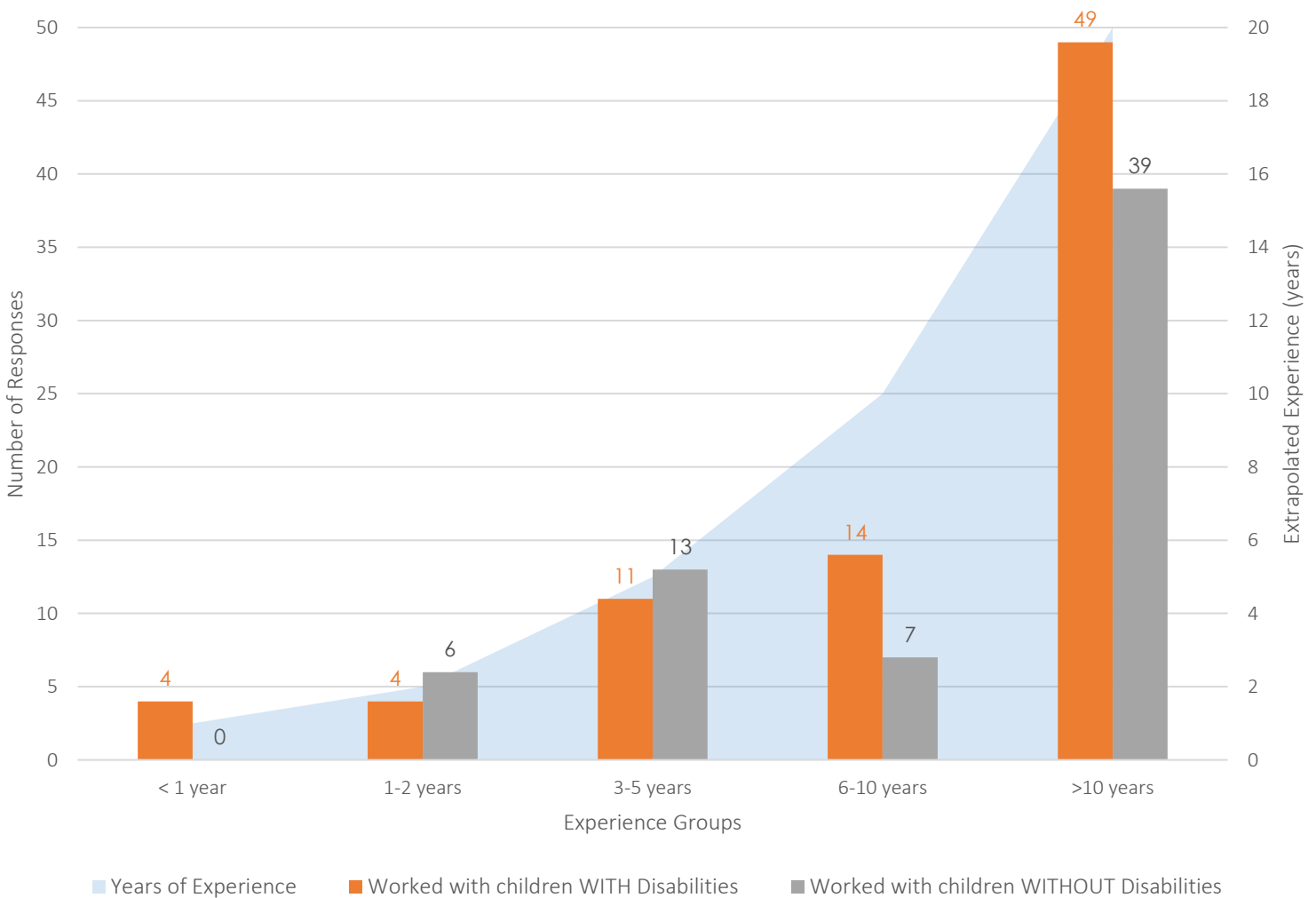


6 role types had zero respondents: speech-language pathologist assistant, occupational therapist, physical therapy assistant, psychologist, social worker/counselor, nutritionist

21. Have you worked, in any capacity, with children from birth to age five WITHOUT disabilities (e.g., child care, teaching, assessment)? (n=82)



20., 21.a. How long have you worked with children from birth to age five WITH (n=82) and WITHOUT (n=65) disabilities?



22. Please indicate what type of software you use to develop IEPs. (n=81)

2 of 3 "other" software types provided: Infinite Campus, State forms



"Case-e" had zero responses.

## *Next steps*

The information contained herein will be used to support and hone continued efforts by the VT Agency of Education, DaSy, and ECTA to improve the quality of the IEP process, the child outcomes data collection process, and child progress. Subsequent steps may include:

- developing a mission and vision for data collection;
- developing policies and procedures for the IEP and child outcomes data collection processes;
- developing a professional development plan; and
- reviewing infrastructure and monitoring procedures to develop capacity to continue support the improvement of child outcomes data quality.

Vermont Agency of Education, Center for IDEA Early Childhood Data Systems (DaSy), & Early Childhood Technical Assistance (ECTA) Center. (Eds.) (2016). Vermont early childhood education report on the IEP/Early childhood outcomes process survey. Retrieved from [http://ectacenter.org/~pdfs/eco/VT\\_survey\\_report\\_img\\_final\\_for\\_public\\_2017-06-13.pdf](http://ectacenter.org/~pdfs/eco/VT_survey_report_img_final_for_public_2017-06-13.pdf)