Guidance for Using the COS to OSEP Reporting Video with Stakeholders

For stakeholders to engage meaningfully in conversations about child outcomes data, they need to understand how the data that local early intervention (EI) and early childhood special education (ECSE) programs collect are converted to the numbers that states report annually to the federal government. Stakeholders want to know this information, but the process may seem complex to some people.

The video included with the Converting COS Data to OSEP Progress Categories/Summary Statements online interactive resource explains the data conversion process in an engaging, easy-to-understand way. Stakeholders can view it on their own but may benefit more from viewing it with facilitation by a program staff member who can further explain key points and replay segments. Suggestions for facilitating a guided viewing of the video are provided here.

Before Viewing
We recommend that stakeholders be given an overview of the three child outcomes, as well the COS process, before viewing the video.

During Viewing
Distribute copies of the handouts on the progress categories and summary statements for stakeholders to reference while viewing the video. Show the video and give them an opportunity to ask questions about the information covered in it. Ask if they have questions about the following topics:

- The 7 points on the COS scale
- The *a* to *e* progress categories
- Developmental trajectories
- How entry and exit COS ratings are converted to the progress categories
- How the two summary statements are calculated from the progress categories

Replay any portions of the video that stakeholders had difficulty understanding. As desired, use the suggestions on page 2 of this document to provide opportunities for further discussion.

After Viewing
Use effective data visualization to continuously engage stakeholders in conversations about your state's child outcomes data and how it is used for program improvement.

Video Topics and Talking Points

Topic	Talking Points
COS 7-point scale (starts at 0:30)	• The COS process involves team members using information gathered about a child to rate his or her functioning in each of the three outcome areas on a 7-point scale. • The COS ratings can be thought of as different developmental trajectories.
a to *e* progress categories (starts at 0:57)	• The five categories describe the types of progress children can make between entry and exit into an EI or ECSE program. The categories can also be thought of as different developmental trajectories. • States are required to report the percentage of children who exit EI and ECSE programs who fall into each of the five categories.
Developmental trajectories (starts at 1:56)	• We want to see children following an upward trajectory as they get older and continue through the program, meaning they are making progress in the outcome area over time. • Progress happens at different rates and in different ways for different children, so each child's trajectory will be different.
Converting COS ratings to progress categories (starts at 3:24)	• Two COS ratings are needed to calculate the category that describes a child's progress—a rating at entry into the program and a rating at exit. • Plotting entry and exit ratings on a graph creates a developmental trajectory for the time a child spent in the program—a description of the type of progress the child made.
Progress question (starts at 6:15)	• The progress question is a yes/no question that documents whether or not the child has acquired *any* new skill since the time he or she entered the program. • The question focuses on whether the child has made progress relative to his or her own previous level of functioning, *not* age expectations.
Summary Statement 1 (starts at 8:24)	• Summary Statement 1 reflects the purpose of and value added by the program. Are children's developmental trajectories changing over time as they participate in the program? • Take a moment to walk through the formula for Summary Statement 1 again, pointing out where the values are pulled from in the middle panel and used for the calculation example. • Consider showing your state's most recent SPP/APR progress category data and how the formula was used to calculate Summary Statement 1.
Summary Statement 2 (starts at 9:28)	• Summary Statement 2 reflects an emphasis on school readiness, a priority for all early childhood programs, by putting the spotlight on the percentage of children who are within age expectations when they exit the program. • Take a moment to walk through the formula for Summary Statement 2 again, pointing out where the values are pulled from in the middle panel and used for the calculation example. • Consider showing your state's most recent SPP/APR progress category data and how the formula was used to calculate Summary Statement 2.