

STATE OF COLORADO



Colorado Department of Human Services

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DIRECTIVE MEMORANDUM

TO: CCB Executive Directors
CCB Early Intervention Directors/Part C Coordinators

FROM: Ardith Ferguson, Part C Program Coordinator

SUBJECT: Child Outcomes Data Entry Timelines

TITLE: Results Matter Data Timelines

DATE: November 28, 2006

PURPOSE/BACKGROUND: The federal Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Part C requires that states report annually to the Office of Special Education Programs (OSEP) on the progress of the state and of children with disabilities toward meeting the goals established and published in the Colorado State Performance Plan. OSEP currently requires, at a minimum, that data to measure child progress be collected upon entry into the program and at the time of exit from the program.

Results Matter is Colorado's system for measuring identified outcomes for children and families. Results Matter is coordinated by the Colorado Department of Education (CDE). CDE has previously established timelines for data collection and entry for individual child progress above and beyond the requirements of OSEP. With the change in lead agency for Part C services under IDEA from CDE to the Division for Developmental Disabilities (DDD), a review of the expected timelines was necessary to ensure the data collection, entry and use is appropriate to the focus and resources of the statewide early intervention system. The original timelines established by CDE under Results Matter were: 1) 8-10 weeks after entry into the program; 2) At the time of each 6-month (periodic) and annual review of the Individualized Family Service Plan (IFSP); and 3) Within 90 days of the date the child exits from the program.

Current data regarding length of stay in Colorado early intervention programs indicates that the average time an infant or toddler participates in the early intervention system is 352 days. Based on this information, entry and exit data would be adequate to measure child progress for the children who remain in the program less than a year. However, for children who participate in the program for longer than a year, additional data is necessary to measure child progress and inform ongoing intervention strategies as a part of the IFSP process in accordance with IDEA. As this would involve only one additional assessment on average for all children entering the program, the potential benefit to children, families and the state outweigh the impact on a provider to complete the one additional assessment. In addition, effective systems of demonstrating program success are necessary for local, as well as state system evaluation and should include ongoing measurement of child progress in the program.

This Directive Memorandum establishes guidelines for the online submission of child progress data throughout a child's enrollment in early intervention supports and services.

DIRECTIVE: A state approved system of data collection to measure a child's progress will be implemented by each Community Centered Board (CCB) for any child entering the early intervention system on or after July 1, 2006.

Each CCB will select a tool from the list of approved tools and provide necessary training to early intervention providers on the use of the tool. The instruments available for data collection include: The Creative Curriculum, the High Scope COR (Child Observation Record), The Ounce Scale, and the Assessment, Evaluation, and Programming System (AEPS).

In addition, each CCB will complete the subscription process for the online system for the tool selected through the publisher of the tool. The CCB must specify with the publisher that the subscription is part of Results Matter. In addition, each CCB must include the state DDD/Early Childhood Connections (ECC) Program Quality Coordinator, Christy Scott, as an administrator on the subscription. Data collected for each child in the program must be entered into the online system in a timely manner.

Each CCB will complete data entry on children at **entry to the program, annual IFSP (if applicable for the child), and exit from the program.** Attached is a chart of amended data entry timelines for infants and toddlers in the early intervention system.

If you have any questions, please feel free to contact Colleen Head at Colleen.Head@state.co.us or (303)866-7262.

CC: DDD Management Team
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RESULTS MATTER

(November 2006)

Timelines for online data entry of ongoing assessment information:

Timeline Checkpoints for Infants & Toddlers with an IFSP		
Event Check Point	Data Entry Window	Notes
Program Entry	8-10 Weeks after Program Entry	<p>The first rating is informed by the initial assessment results, as well as ongoing observation and assessment in the first days of service delivery.</p> <p><i>If a child is less than 6 months of age at the time of program entry, the first rating should occur when the child has been in the program for 8-10 weeks and has reached at least 6 months of age, whichever occurs last.</i></p>
Annual IFSP Review	Just prior to each annual review of the child's IFSP	<p>Rating information builds off previous assessment information obtained. Ongoing observation and documentation throughout service delivery supports the annual evaluation and review of the IFSP.</p>
Program Exit	When the child exits from the program or within 90 days of the child's 3 rd birthday, whichever occurs first.	<p>The final rating documents the child's total progress in the early intervention program and informs the initial Part B assessment during transition planning.</p> <p>If a rating has been completed for an annual IFSP review and it is < 90 days from the exit date, this rating is used for exit. If the most recent rating is > 90 days from the exit date, regardless of whether a child is exiting prior to age 3 or due to turning age 3, a new rating is entered, unless the IFSP team determines that this is not necessary or appropriate.</p>