



New Jersey Department of Education



Indicator 7: Preschool Outcomes

Division of Educational Services

Office of Special Education

Fall 2023





Goals for Today



- Background and History of Indicator 7
 - Overview of State Performance Plan/Annual Performance Report (SPP/APR)
- Review and Explore content of Preschool Outcomes
 - What are Preschool Outcomes?
 - Child Outcome Summary (COS) Process
 - Team Discussions
 - Child Outcome Summary Form (COSF)
 - Understanding the Rating Scale
 - Data entry (Homerroom)



Background and History of Indicator 7



Background



- U.S. Department of Education
Office of Special Education Programs (OSEP)
- \$500+ million – Preschool Special Education
 - Outcome measures help determine if federal funding through IDEA are making a difference for young children with disabilities and their families.



State Performance Plan/Annual Performance Report



- 17 indicators
- Measure child and family outcomes and measure compliance with the requirements of the Individuals with Disabilities Education Act (IDEA)
- State identified targets for performance indicators based on data and feedback from stakeholders throughout the state
- Focus today is on Indicator 7: Preschool Outcomes

Collect Meaningful Data for Preschoolers with Disabilities



Programs

Local Preschool Program

- Collects data in common format on three outcomes & reports data to the state
- Uses data for program improvement

State Agency



State Agency – New Jersey Department of Education

- Generates reports for US Department of Education
- Uses data for program improvement

Federal Government



US Department of Education - Office of Special Education

- Summarizes data to produce a national picture
- Reports data to Congress





History of Indicator 7

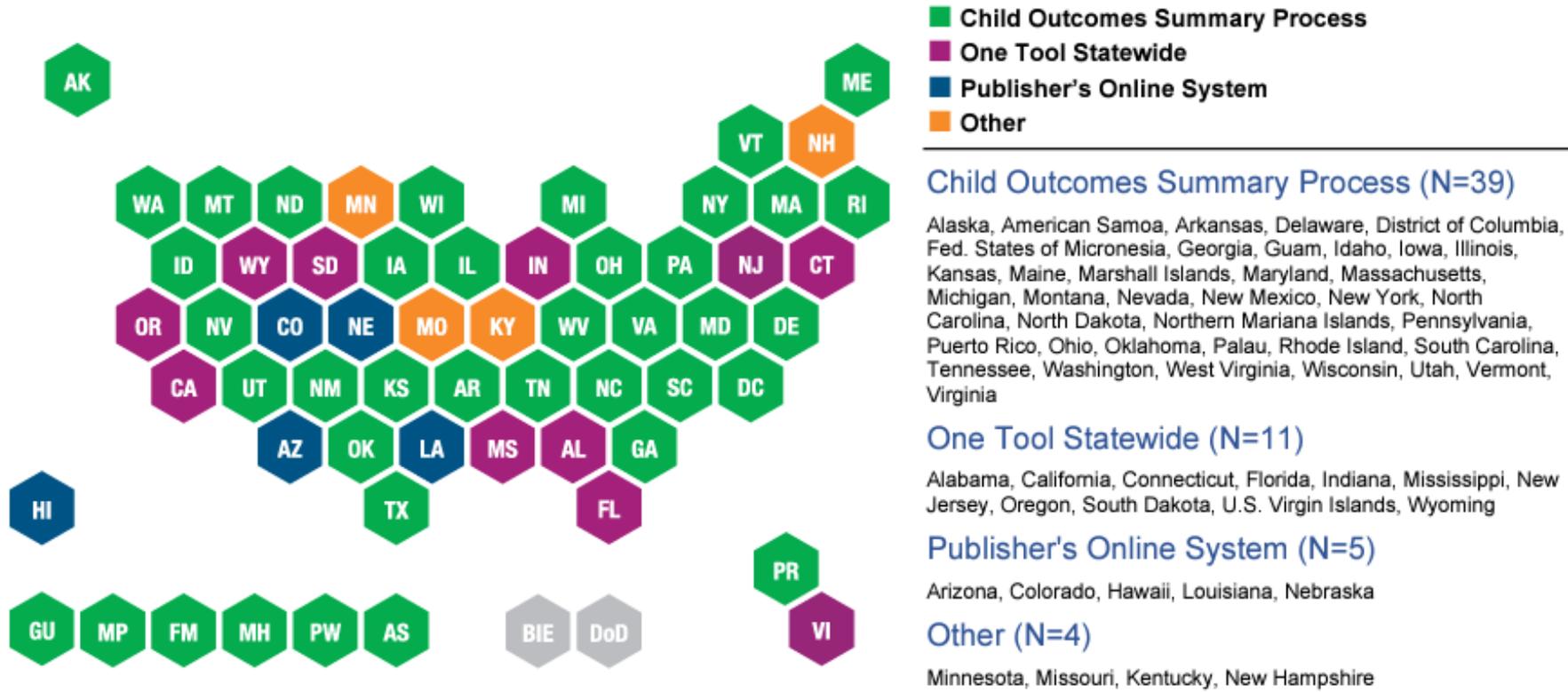


- Required the Battelle Developmental Inventory-2 to be implemented upon entry into preschool and exit from preschool
- Based upon stakeholder feedback, in 2019-2020 introduced the Child Outcomes Summary (COS) process to a pilot of 9 districts statewide
- Rolled out via 3 cohorts – this is cohort 3

State Approaches to Child Outcomes Measurement: Part B APR Indicator 7 FFY 2020 (2020–2021)



Most states use the **Child Outcomes Summary Process**, a team process for summarizing information about a child's functioning across multiples sources.



Updates to this material can be found online at <https://ectacenter.org/eco/pages/childoutcomes.asp#stateapproaches>

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**FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE**





What are Preschool Outcomes?





Indicator 7: Preschool Outcomes



Percent of preschool children aged 3 through 5 with IEPs (Individualized Educational Program) who demonstrate improved:

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs





Benefits of the COS Process



- No assessment instrument assesses the three outcomes directly
- Recommended assessment practice is to use multiple sources of information
- Different programs use different assessment instruments, and outcome data need to be summarized across programs

Child Outcome Overview Video



Child Outcomes Step by Step



Outcome A: Children Have Positive Social Relationships



Involves

- Relating with adults
- Relating with other children
- For older children, following rules related to groups or interacting with others

Includes

- Attachment/separation/autonomy
- Expressing emotions and feelings
- Learning rules and expectations
- Social interactions and play

Outcome B: Children Acquire and Use Knowledge and Skills



Involves:

- Thinking and reasoning
- Remembering
- Problem solving
- Using symbols and language
- Understanding the physical world

Includes:

- Imitation
- Early concepts—symbols, pictures, numbers, classification, spatial relationships
- Expressive language and other communication
- Early literacy and numeracy

Outcome C: Children Take Appropriate Action to Meet Their Needs



Involves:

- Taking care of basic needs
- Getting from place to place
- Using tools (e.g., fork, toothbrush, crayon)
- In older children, contributing to their own health and safety



Includes:

- Integrating motor skills to complete tasks
- Self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)
- Acting on the world to get what one wants

Outcomes Reflect Global Functioning



Rather than:

- Skill by skill
- Split by domains



The three outcomes reflect:

- The integration of multiple skills
- Functioning across settings and situations



Child Outcome Summary (COS) Process



What is the COS Process?



A team process for summarizing information on a child's functioning in each of the three child outcome areas.

Features of the COS



1. Uses information from multiple sources to describe how a child is functioning
2. Relies on team-based discussion and decision-making
3. Uses a 7-point rating scale to describe the child's functioning across settings and situations
4. Is completed upon program entry and exit



The Child Outcome Summary (COS) Process: Entry



Child qualifies for preschool special education services and receives an Individualized Educational Program (IEP)



Throughout the first few weeks of the child entering the program, data is collected about the child's functioning across settings and situations



COS Team meets to discuss, complete the COS Form and assign a rating (1-7) for each of the three indicator outcomes (to be completed within 60 days of child starting services)



Entry data is entered into the Homeroom Application at minimum 2X year (December and June)



The Child Outcomes Summary (COS) Process: Exit



For children that participated in entry data collection: As they exit the program, data is collected about the child's functioning across settings and situations

COS Team meets to discuss, complete the COS Form and assign a rating (1-7) for each of the three indicator outcomes and complete progress question with notes as to why the child has or has not made progress in the area (to be completed within 60 days of child exiting services)

Exit data is entered into the Homeroom Application at minimum 2X year (December and June)



When to Complete the COS Process



ENTRY

Upon becoming eligible for special education as a Preschool Student with a Disability (within 60 days)

EXIT

From a preschool program as a Preschool Student with a Disability (within 60 days)



Team Discussions



The Child Outcomes Summary (COS) Process: Entry



Child qualifies for preschool special education services and receives an Individualized Educational Program (IEP)



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Entry data is entered into the Homeroom Application at minimum 2X year (December and June)





Information Collection



Multiple Sources of Information

- Family
- Teachers
- Child Study Team Members
- Related Service Providers
- Early Intervention Providers
- Childcare providers
- Other people familiar with the child

Multiple Methods

- Curriculum-based assessment
- Norm-referenced assessment
- Developmental screening tool
- Observation across settings and situations
- Family report

The COS process produces a synthesis of information.
It is not an assessment.



Team-Based Discussions & Decision-Making



- Team of people knowledgeable about the child:
 - Family
 - Teachers
 - Case Manager
 - Child Study Team Members
 - Therapists



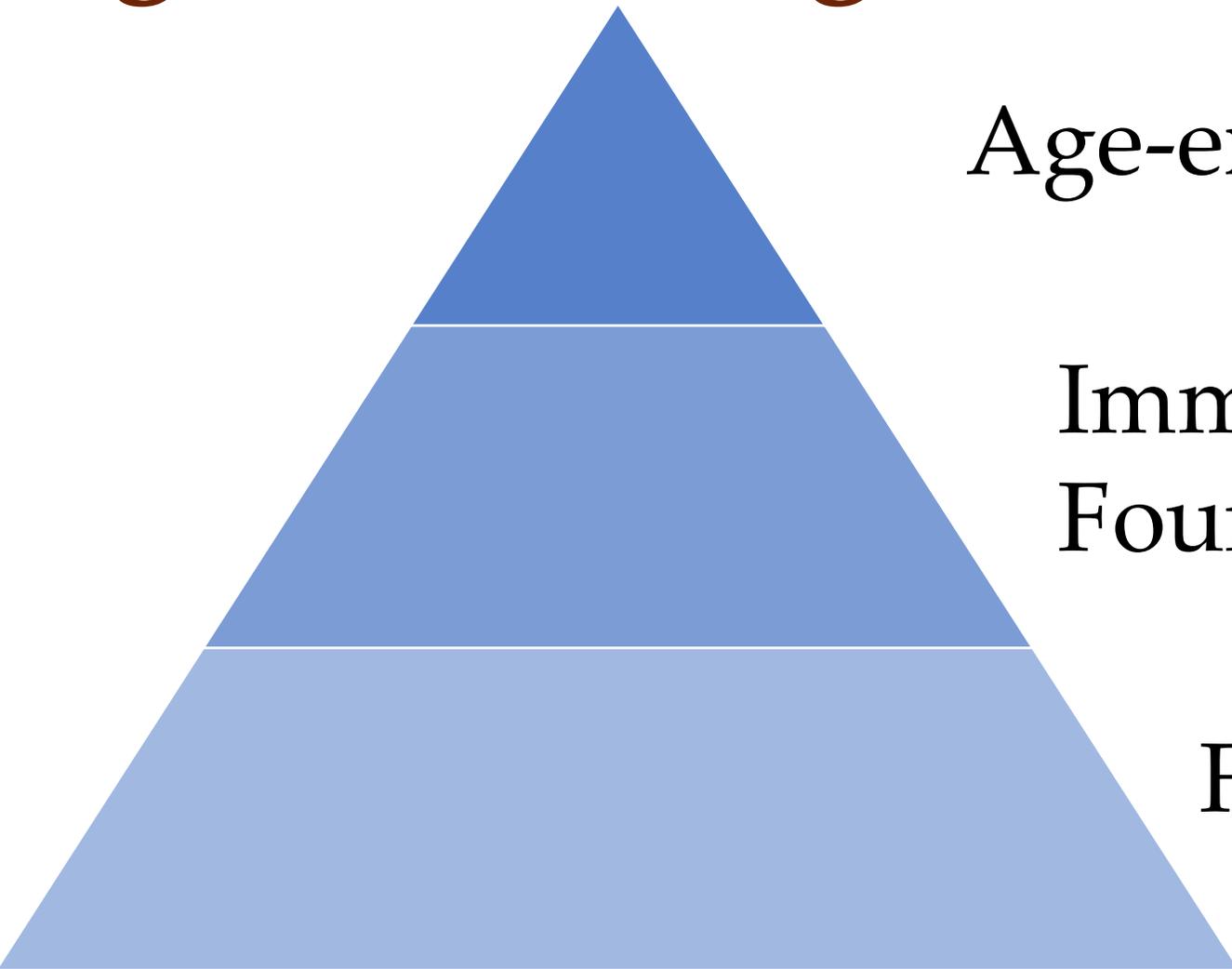
Necessities for Team Discussions



- Share the same understanding of the three outcomes.
- Each member has the same opportunity to thoroughly describe the child's functioning.
- Discuss the child's functioning across a variety of settings and situations
- Agree on the age-anchoring of skills.
- Revisit/review the definitions or criteria for the ratings being considered.



Age Anchoring of Skills



Age-expected

Immediate
Foundational

Foundational





Key Questions for COS Team Discussion



- What skills and behaviors does the child use?
- In what settings and situations?
- How often is the child using those skills and behaviors? What supports are needed for the child to use them?
- Are these skills and behaviors that we expect of a child this age?
- Are there skills or behaviors that we would expect a child this age to use that this child is not yet using?



Forms to Guide the Team Discussion



- Rating Definitions
- Decision Tree
- Family Guide
- Breadth of the Outcomes
- Child Outcomes Summary Form

Rating Definitions



Rating is based on the child's functioning across settings and situations

Child's functioning is compared with what is expected for the child's age

Definitions for Child Outcomes Summary (COS) Ratings

Updated May 18, 2023

Overall Age-Expected

Rating	Definition
7	<ul style="list-style-type: none">Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life.No one on the team has concerns about the child's functioning in this outcome area.
6	<ul style="list-style-type: none">Child's functioning generally is considered age-expected, but there are some significant concerns about the child's functioning in this outcome area.Although age-expected, the child's functioning may border on not keeping pace with age expectations.

Overall Not Age-Expected

Rating	Definition
5	<ul style="list-style-type: none">Child shows functioning expected for his or her age some of the time or in some settings and situations.Child uses a mix of skills with more that are age-expected than not age-expected across settings and situations in this outcome area.Child's functioning might be described as like that of a slightly younger child.
4	<ul style="list-style-type: none">Child shows occasional age-expected functioning across settings and situations.More functioning is not age-expected than age-expected.
3	<ul style="list-style-type: none">Child does not yet show functioning expected of a child of his or her age in any situation.Child uses immediate foundational skills most or all of the time across settings and situations.Functioning might be described as like that of a younger child.
2	<ul style="list-style-type: none">Child shows occasional immediate foundational functioning skills across settings and situations.More functioning reflects skills that are not immediate foundational than are immediate foundational.
1	<ul style="list-style-type: none">Child does not yet show functioning expected of a child his or her age in any situation.Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning.Child's functioning might be described as like that of a much younger child.

Available in Spanish — <https://ectacenter.org/eco/pages/cosform.asp>

Decision Tree for Summary Rating Discussions

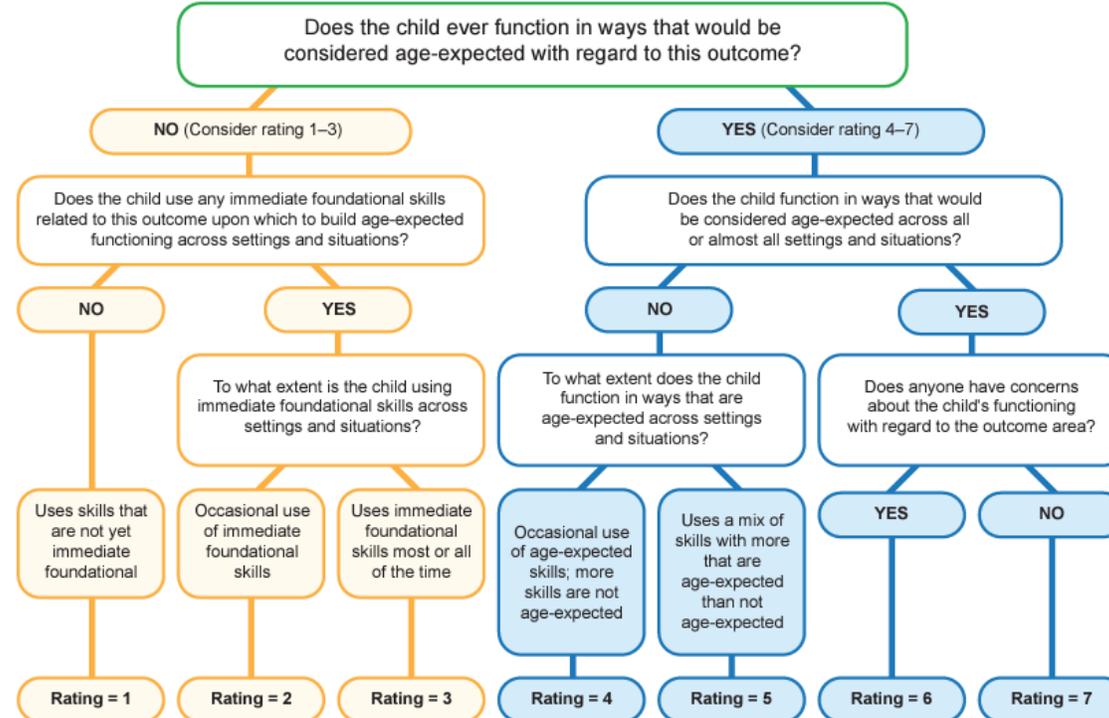


Tool to help teams understand and apply the 7 points on the scale

Decision Tree for Summary Rating Discussions

<https://ectacenter.org/eco/pages/cosform.asp> — Updated May 2023

ecta Early Childhood
Technical Assistance Center





Including the Family



Guide to help the family understand the COS process and how they can play a role in the discussion

PACER CENTER
CHAMPIONS FOR CHILDREN WITH DISABILITIES



A Family Guide to Participating in the Child Outcomes Measurement Process

Introduction

As a parent of a young child who is in an early intervention (EI) or early childhood special education (ECSE) program, you want to be sure these services are helping your child develop and learn. These services are designed to make the most of each child's potential, as well as to strengthen the family's ability to help their child. However, in what ways can you determine if your child's program is meeting his or her needs?

One way to learn more about your young child's progress is through three "child outcomes" that are measured for every child in the United States who participates in an early intervention or early childhood special education program. These outcomes will help you know how well your child is developing and participating in activities at home, at school, or in the community. In addition to helping you measure your child's individual progress, these outcomes are also used to measure how well your child's early intervention or early childhood special education program is serving all children who are enrolled.

By participating in the outcome process, you are not only helping your own child but are also helping your district and state know how early childhood programs are performing overall. As the parent, you are a critical part of your child's development and education, and this handout will help you understand and meaningfully participate in the outcome measurement process for your child's program.

What are the three child outcomes?

The following outcomes, developed by the U.S. Department of Education, are used by all early intervention and early childhood special education programs to measure young children's progress. While Individual Family Service Plan (IFSP) outcomes and Individualized Education Program (IEP) goals are written specifically for your child, these three child outcomes are the same for everyone.

Three child outcomes to measure progress

1. **Gaining positive social emotional skills, including social relationships.** This outcome measures how children interact and play with their family, other adults, and other children.
2. **Learning and using new knowledge and skills.** This outcome measures how children learn and use basic language and communication skills such as counting and problem-solving that will prepare them to be successful in kindergarten.
3. **Using appropriate behaviors to meet their needs.** This outcome measures how children gradually become more independent by learning how to move from place to place, feed themselves, and take care of basic needs.

Why is this information important to my child and our family?

The three child outcomes focus on what your child can do in his or her everyday routines and activities. By looking at how well your child is doing in each of the three areas, you can determine what he or she needs in order to become more involved in your family's activities. The information gathered about your child will also

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Child Outcomes Visual

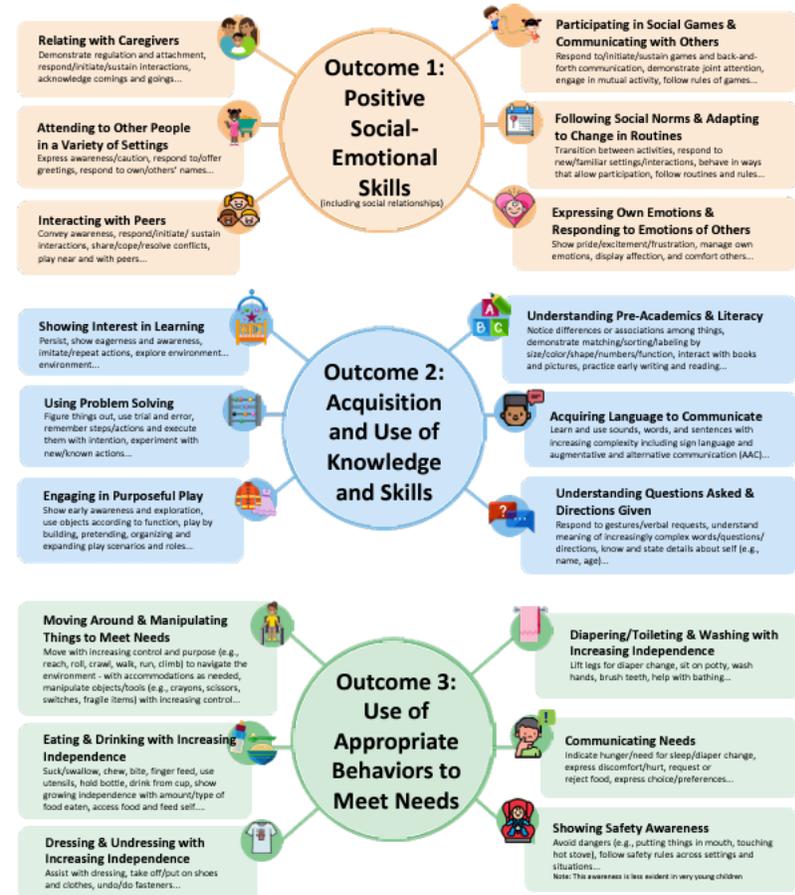


Visual that is helpful for both teams and families in understanding the variety of skills that could be covered under each outcome

BREADTH OF THE THREE CHILD OUTCOMES

ecta DaSy
August 2021

An accessible version of the content is available at <https://ectacenter.org/eca/pages/childoutcomes.asp>
The three child outcomes, measured by early intervention and early childhood special education systems, encompass functional skills and behaviors that are meaningful for a child's participation in everyday routines. They cut across developmental domains to represent the integrated nature of how children develop, learn, and thrive. The breadth of these outcomes provides a framework for describing and consistently measuring children's functional skills and behaviors across settings and situations.





Child Outcomes Summary Form (COSF)



The Child Outcomes Summary (COS) Process: Entry



Child qualifies for preschool special education services and receives an Individualized Educational Program (IEP)



Throughout the first few weeks of the child entering the program, data is collected about the child's functioning across settings and situations



COS Team meets to discuss, complete the COS Form and assign a rating (1-7) for each of the three indicator outcomes (to be completed within 60 days of child starting services)



Entry data is entered into the Homeroom Application at a minimum of 2X year (December and June)





Using the COSF



- COSF is utilized to guide group discussions when completing an entry or an exit rating for a child
- District is responsible for keeping a copy of the form in the student's file



New Jersey Department of Education Child Outcomes Summary Form (COSF)

Student Name: _____ Student ID: _____
 Date Entry COS: ___/___/___ Student Birthdate: ___/___/___
 Date Exit COS: ___/___/___

Persons involved in the COS rating:

Name	Role	Entry	Exit
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

Family information on child functioning (Check all that apply):

- Received in team meeting
- Collected separately
- Incorporated into assessment(s)

Child Outcomes Overview

1. POSITIVE SOCIAL EMOTIONAL SKILLS
 - Relating with adults
 - Relating with other children
 - Following rules related to groups or interacting with others
2. ACQUISITION AND USE OF KNOWLEDGE AND SKILLS
 - Thinking, reasoning, remembering, and problem solving
 - Understanding symbols
 - Understanding the physical and social worlds
3. USE OF APPROPRIATE BEHAVIORS TO MEET NEEDS
 - Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
 - Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects)
 - Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

New Jersey Department of Education (2021). Adapted from SRI International (2005).





COSF Components



Entry

- Entry Rating- (1-7) on the Likert scale
- Justification for the rating (Foundational, Immediate Foundational, Age-Appropriate skills)

Exit

- Exit Rating- (1-7) on the Likert scale
- Progress question (yes or no) with notes as to why the child has or has not made progress in the area

2

CHILD OUTCOMES

To answer the questions below, think about the child's functioning in each area (as indicated by observations, reports, and assessments) from individuals in close contact with the child:

1. POSITIVE SOCIAL EMOTIONAL SKILLS

1a. ENTRY RATING

To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Not Yet		Nearly		Somewhat		Completely
1	2	3	4	5	6	7

Justification
List a few skills that the child is or is not displaying to support the rating.

1b. EXIT RATING

To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? Consider if the child has shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary.

Not Yet		Nearly		Somewhat		Completely
1	2	3	4	5	6	7

Has the child made progress in this area since the entry rating? Describe why or why not.

YES	
NO	





Important Notes for COSF Completion



Ratings are needed for all outcomes even if...

- No one has concerns about a child's development in an outcome area
- A child has delays in one or two outcome areas but not in all three



Understanding the Rating Scale



7-Point Likert Scale



- The COS process results in a rating for each of the three child outcomes.
- The rating is based on child's functioning across settings and situations.
- A child's functioning is compared with what is expected for the child's age.

Not Yet		Nearly		Somewhat		Completely
1	2	3	4	5	6	7



Overall Age-Appropriate Rating



7 – Completely

- Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life.
 - No one has any concerns about the child's functioning in this outcome area.
-

6 – Between Completely and Somewhat

- Child's functioning generally is considered age-expected, but there are some significant concerns about the child's functioning in this outcome area.
- Although age-expected, the child's functioning may border on not keeping pace with age expectations.



Overall Not Age-Appropriate



5 – Somewhat

- Child shows functioning expected for his or her age some of the time or in some settings and situations.
- Child uses a mix of skills with more that are age-expected than not age-expected across settings and situations in this outcome area.
- Child's functioning might be described as like that of a slightly younger child.



Overall Not Age-Appropriate



4 – Between somewhat and nearly

- Child shows occasional age-expected functioning across settings and situations.
 - More functioning is not age-expected than age-expected.
-

3 – Nearly

- Child does not yet show functioning expected of a child of his or her age in any situation.
- Child uses immediate foundational skills most or all the time across settings and situations.
- Functioning might be described as like that of a younger child.



Overall Not Age-Appropriate



2 – Between nearly and not yet

- Child shows occasional immediate foundational functioning skills across settings and situations.
- More functioning reflects skills that are not immediate foundational than are immediate foundational.

1 –Not yet

- Child does not yet show functioning expected of a child his or her age in any situation.
- Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning.
- Child's functioning might be described as like that of a much younger child.

Progress Question for Exit Ratings



- The progress question refers to the acquisition of any new skills.
- When completing the exit ratings, it is required to answer the progress Yes/No question for each outcome.
- An error message will appear in the Homeroom Application for combinations that are considered "impossible."
- Sometimes providers mistakenly answer the progress question "No" for a child who has the same rating of entry and exit. Children who maintain a rating of 2 or higher over time are acquiring new skills to be able to keep the same rating because what is expected of older children developmentally is more than what is expected of younger children.



What Happens Next?



After all the data is compiled into Homeroom, each child's entry and exit COS Data is computed into one of five (5) progress categories and reported to US OSEP with the SPP/APR.

1. **Category A:** Children who did not improve functioning
2. **Category B:** Children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
3. **Category C:** Children who improved functioning to a level nearer to same-aged peers but did not reach age level expectations
4. **Category D:** Children who improved functioning to reach a level comparable to same-aged peers
5. **Category E:** Children who maintained functioning at a level comparable to same-aged peers

Progress Categories Summary (1 of 2)



OSEP Progress Categories

The comparison of entry and exit ratings and the answers to the progress question provide the information for all children's Child Summary data to be converted into one of the following reporting categories:

Category A

Developmental Trajectories

Functioning vs. Age in Months

Children who did not improve functioning

- Rated lower at exit than entry; or Rated 1 at both entry and exit; and Scored "No" on the progress question
- These children acquired no new skills or regressed
- They did not gain even one new skill

Category B

Developmental Trajectories

Functioning vs. Age in Months

Children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

- Rated 5 or lower at entry (below age level); and Rated the same or lower at exit; and Scored "Yes" on the progress question
- These children acquired new skills but continued to grow at the same rate
- They gained new skills but did not increase the rate of growth or change their growth trajectories

Category C

Developmental Trajectories

Functioning vs. Age in Months

Children who improved functioning to reach level nearer to same-aged peers

- Rated higher at exit than at entry
- Rated 5 or below at exit (below age level)
- These children acquired new skills and accelerated their rate of growth
- They made progress toward functioning with same-aged peers but remained functioning below age expectation
- These children changed their trajectories and "narrowed" the gap to age expectation

Category D

Developmental Trajectories

Functioning vs. Age in Months

Children who improved functioning to reach a level comparable to same-aged peers

- Rated 5 or lower at entry (below age level); and Rated 6 or 7 at exit
- These children were functioning below age expectation when they entered the program but were functioning at age expectation when they left
- They started out below age expectation, but caught up while in services

Category E

Developmental Trajectories

Functioning vs. Age in Months

Children who maintained functioning at a level comparable to same-aged peers

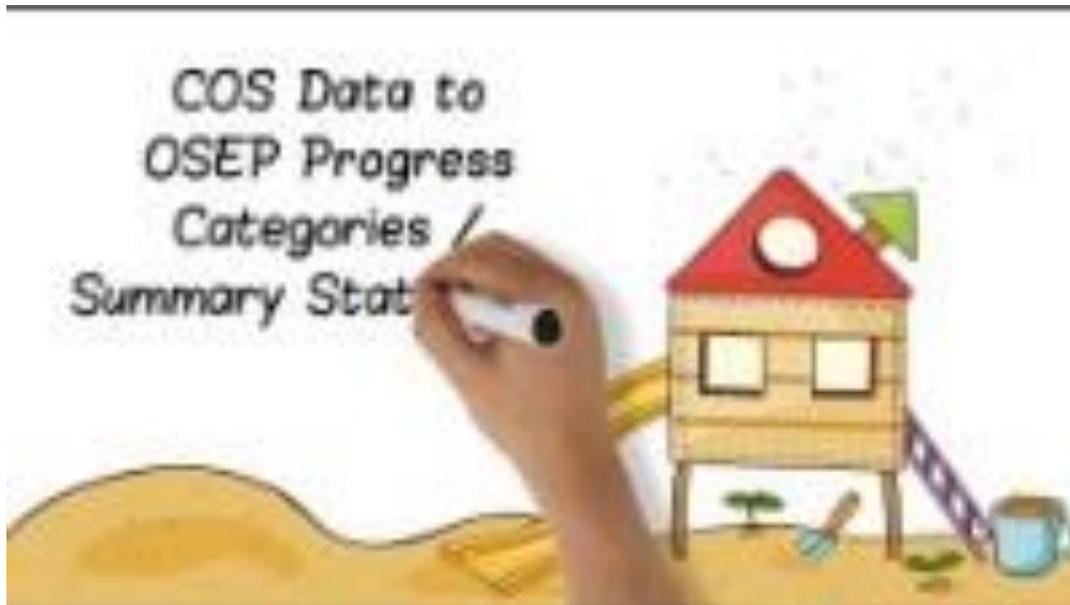
- Rated 6 or 7 at entry; and Rated 6 or 7 at exit
- These children were functioning at age expectation when they entered the program and were functioning at age expectation when they left

Progress Categories Summary (2 of 2)



Video shows the process from start to finish.

Converting COS data to OSEP Reporting Categories



COS Calculators

Use the following tools to convert your COS data to OSEP reporting categories, and calculate Summary Statements 1 and 2 from the a to e reporting categories.



COS to Categories

Categories to Summary Statement 1

Categories to Summary Statement 2

COS to Progress Categories

Use the following calculator to convert your COS data to progress categories. In the spaces provided, enter a COS rating of 1 through 7 for Entry and Exit. Then, indicate whether progress was made since entry by selecting "Yes" or "No" and select "Calculate."

Entry Rating :
(enter 1 through 7)

Exit Rating :
(enter 1 through 7)

Progress made since Entry : Yes No

Calculate

Reset

OSEP Category : **E**





Data Entry & Homeroom Walkthrough



The Child Outcomes Summary (COS) Process: Entry



Child qualifies for preschool special education services and receives an Individualized Educational Program (IEP)



Throughout the first few weeks of the child entering the program, data is collected about the child's functioning across settings and situations



COS Team meets to discuss, complete the COS Form and assign a rating (1-7) for each of the three indicator outcomes (to be completed within 60 days of child starting services)



Entry data is entered into the Homeroom Application at minimum of 2X year (December and June)





Data Entry Overview



- Data will be entered in the Homeroom Application upon receiving a State Student Identification Number (SID) for the student.
- The application is located under the header PRESCHOOL and titled [Child Outcomes Summary System](#).
- Instructions with visuals for entering a rating on page: [COS Homeroom Preschool Application Manual](#).





Homeroom Walkthrough (1 of 7)



<https://homeroom.state.nj.us/>

Always start with this link

*Click on PRESCHOOL and this is the application used for the COS.



Welcome to the NJDOE Homeroom

Important Information PLEASE READ!

Homeroom Administrator Account information (form that was faxed to the NJDOE) only provides access to the Homeroom Administration System. To access any of the Data Collection Systems you need to have your district's Homeroom Administrator create a user account for those systems.

Do not bookmark links to any of the systems in Homeroom. The systems get archived yearly, therefore the bookmark will take the user to the previous year's system. Before entering data into a new system delete cache from your browser.

To ensure highest security standards, The NJ DOE will be updating security standards effective May 11, 2019. This process may require you to upgrade to a modern browser version that supports TLSv1.2 or later.

Homeroom Administration Information

[DOEIT Tech Support](#)

[Homeroom Administrator Manual](#)

To change Homeroom Administrators for your district please fill out the [Change Homeroom Administrator Form](#)

[Complete list of Homeroom Administrators](#) (updated 6/19/2023)

[Homeroom Administrators of Universities and Colleges](#) (updated 6/19/2023)

Application	Application Description	Open Date	Closed date	Additional Information
Homeroom Administration	Data Collection Information Center	Year round	No close	
Homeroom Administrator Manual	Homeroom Administrators! Please read the Manual before you enter the site	Year round	No close	
ACH Instructions NEW	NJ State ACH Electronic Payment Instructions	Year round	No close	
ADDL	Ch 192-193 Funding Statement and Additional Funding Request	Year around	No close	
Achieve3000 Data	District Level Achieve3000 Data Cards	Year around	No close	
ACFR Repository	Application for the Electronic Upload of the ACFR Submission Package	11/30/2022	6/30/2023	
ACSEBS	Additional or Compensatory Special Education and Related Services Program for Students who were 21 years old as of July 1, 2021	6/7/2023	6/23/2023	
APSSD	APSSD Budget and Audit System	Audit FY23 6/1/2023 Budget FY24 2/27/2023	Audit FY23 11/1/2023 Budget FY24 4/26/2023	
ASPS	Annual School Planning System	Year round	No close	
ASSA	Application for State School Aid	Early November	Early December	
AuditSum	Audit Summary Online	10/6/2022	1/31/2023	
Budget	2023-2024 Budget Statement Software	January 18, 2023	See election calendar	
Bilingual	Bilingual Waiver Request Submission	6/7/2023	7/31/2023	



Welcome to the

Child Outcomes Summary System

[Child Outcomes Instruction Manual](#)

(PDF)

Enter

E-Mail: COSSupport@doe.nj.gov
Designed by the Application Development Unit
©2020 NJ Department of Education



Homeroom Walkthrough (2 of 7)



- Once the individual has a login, enter information here and press *login*.

Preschool Outcomes Log Off | Print

Login

District ID:

User ID:

Password:

Login

Cancel

Computer Systems Disclosure Note 1. New Jersey State Government System You have accessed a New Jersey Government Information System that is provided to conduct State of New Jersey business within policy guidelines. You are accountable for all activities performed under your logon-id. Do not share your password with anyone for any reason. As a user or privileged user, you understand that the confidentiality of the State's information is of the utmost importance. You understand that all information stored in, transmitted, or received through this system and the State's network, consisting of printed, computer, or electronic information, is the property of the State of New Jersey. You are hereby notified that use of this system constitutes consent to monitoring and auditing of printed, computer or electronic information to ensure that all uses are consistent with the State of New Jersey policies and interests. Information related to suspected internet or computer use violations shall be provided to the Office of Employee Relations for investigation. 2. Criminal or Civil Liability The Federal Computer Fraud Act of 1986 and applicable Federal and State of New Jersey laws declare that unauthorized or attempted unauthorized access, use, alteration, destruction, or damage to this system or to any data applications that may be accessed through this system may subject you to criminal or civil prosecution. Entering the user id or proceeding further acknowledges your understanding of the above. 3. New Jersey Government System Monitoring All persons are hereby notified that use of this system constitutes consent to monitoring and auditing, and acknowledging that monitoring is being performed. Monitoring is performed by electronic software that will maintain a record of all sites visited by logon-id with date, time, and duration of such visits. Electronic logging of all site visits is an automatic feature of the monitoring of software and will be reviewed on a random basis. Furthermore, if network degradation is noticed on the system, it will be reviewed by the Network Support Staff. Information obtained during such monitoring shall be used to support statistical upgrade studies and for management reporting. Information related to suspected Internet or computer use violations shall be provided to the Office of Employee Relations for investigation. Continuing beyond this screen is acknowledgement that you have read, understand, and will comply with these directives.

Homeroom Walkthrough (3 of 7)



- This page will appear. Enter the student's 10-digit SID. There are 2 features on this page.

1. View Outcome – allows you to check what is already in the system and see the ratings

Preschool Outcomes Log Off | Print

Enter SID

District ID: School Name:

The current date is Jun 28, 2023 9:41:49 AM.

SID:

[View Outcome](#) [Create Outcome](#)

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Homeroom Walkthrough (4 of 7)



2. Create Outcome – allows you to enter an outcome.
*The system only allows for 1 entry and 1 exit rating.
If there is already an entry in the system, it will force an exit rating. Please check by using the ‘View Outcome’ button if you are unsure what was entered.

Preschool Outcomes

Log Off | Print

Enter SID

District ID: School Name:

The current date is Jun 28, 2023 9:41:49 AM.

SID:

View Outcome Create Outcome



Homeroom Walkthrough (5 of 7)



Preschool Outcomes

Log Off | Print

This SID does not exist. Click on the Create Outcome Anyway button if you think it should.

Please note: you are performing an entry/exit assessment for this student. If you believe that is incorrect, please contact the DOE at: COSSupport@doe.nj.gov

Create Outcome Anyway

Cancel/Back to Enter SID Page

- When receiving this message, please click on ‘Create Outcome Anyway’. NJSMART does not transfer data over immediately to the Homeroom System. Please note the student’s name and DOB should populate, as soon as the NJSMART and Homeroom System update – it happens only a few times throughout the year.





Homeroom Walkthrough (6 of 7)



Enter Outcome Data - Entry						
District Name:		County ID:		District ID:		
Last Name:		First Name:		Date of Birth:		
The current date and time is Jun 28, 2023 10:19:34 AM.						
Student ID:						
COS Discussion Date:						
<input type="text"/> (mm/dd/yyyy)						
1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)						
1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?						
Not Yet		Nearly		Somewhat		Complete
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
2. ACQUIRING AND USING KNOWLEDGE SKILLS						
2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?						
Not Yet		Nearly		Somewhat		Complete
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
3. TAKING APPROPRIATE ACTION TO MEET NEEDS						
3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?						
Not Yet		Nearly		Somewhat		Complete
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
<input type="button" value="Save"/>						
<input type="button" value="Cancel/Back Enter SID Page"/>						

Complete the COS Discussion Date & select a rating for each outcome. When finished, select 'Save'. *If a mistake is made after you save, please contact COsupport@doe.nj.gov to make the change. Districts cannot make a change themselves.





Homeroom Walkthrough (7 of 7)



Enter Outcome Data - Exit

District Name: County ID: District ID:

Last Name: First Name: Date of Birth:

The current date and time is Jun 28, 2023 10:25:58 AM.

Student ID:

COS Discussion Date:
 (mm/dd/yyyy)

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Not Yet		Nearly		Somewhat		Complete
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

1b. Has the child shown *any* new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? Yes/No:
 Yes No

2. ACQUIRING AND USING KNOWLEDGE SKILLS

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Not Yet		Nearly		Somewhat		Complete
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

2b. Has the child shown *any* new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? Yes/No:
 Yes No

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Not Yet		Nearly		Somewhat		Complete
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

3b. Has the child shown *any* new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? Yes/No:
 Yes No

Complete the COS Discussion Date, select a rating for each outcome & answer the Y/N question. When finished, select 'Save'. *If a mistake is made after you save, please contact COSSupport@doe.nj.gov to make the change. Districts cannot make a change themselves.





Data Entry Important Notes



Six (6)-Month Rule

- A child is only to receive an exit score if they have been in the program for at least six (6) months as a preschooler with a disability. An error message will appear in Homeroom if the dates between entry and exit are not at least six (6) months apart.



Expectations



- Complete the COS Tool on all identified students who were identified as a Preschooler with a disability at the start of the 2023 school year.
- All data must be entered into Homeroom at a minimum of 2x per year on the 3rd Friday of December and the 3rd Friday of June (12/15/23 & 6/21/24).
- Any new individuals within a district that are currently using the Child Outcome Summary Process should designate a team member to do turn-around training. Please utilize the resources on the next slide.
- NJ is making a statewide transition to replace the Battelle with the COS Tool as the measure for the purpose of Indicator 7– please continue the use of the COS Tool.



Additional Resources



Early Childhood Technical Assistance Center

[Child Outcomes Summary](#)

Navigation bar on the left-hand side of the page displays different topic areas

- Click on Child Outcome Summary Process, you can register for self-paced modules



COS Frequently Asked Questions



[NJDOE FAQ Document](#)

Located on the NJDOE Indicator 7 Webpage is the FAQ Document. With 4 sections and 27 questions, please start there to see if you can find the answer. If additional questions arise, never hesitate to reach out to COSSupport@doe.nj.gov



ECTA/DaSY Document Resources



- [Definitions for Child Outcomes Summary \(COS\) Ratings](#)
- [Decision Tree](#)
- [Family Guide](#)
- [Breadth of Three Child Outcomes](#)
- [OSEP Progress Categories](#)
- [Child Outcome Summary \(COS\) Process Quick Reference Guide](#)
- [COS Practice Scenarios](#)





References



- [Early Childhood Technical Assistance Center \(ECTA Center\). 2019.](#)
- Edelman, L. (Producer). (2011). Child Outcomes Step-by-Step (Video). Published collaboratively by ResultsMatter, Colorado Department of Education; Desired Results *access* Project, Napa County Office of Education; and Early Childhood Outcomes Center. Retrieved from <https://draccess.org/videolibrary>
- [New Jersey State Performance Plan/Annual Performance Report](#)
- [New Jersey Dept. of Education Special Education Indicator 7 Website](#)



Contact Information



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Additional Email – General Questions

COsupport@doe.nj.gov





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