

## Frequently Asked Questions (FAQs) about SPP #7 Preschool Outcomes

**DEFINITION:** For the purpose of this FAQ sheet, "ECSE" means "Early Childhood Special Education programs and services funded through IDEA, Part B, section 619."

<b>Reporting Data</b>	<p><b><u>How is Preschool Outcome Data submitted?</u></b> Beginning the fall of 2010, the collection of Preschool Outcomes will move into the Michigan Student Data System (MSDS). Intermediate School Districts (ISDs) are to determine how data are to be entered into the system, either by the local district or ISD and to establish consistent entry staff.</p> <p><b><u>Are there any changes in what data are submitted in the MSDS?</u></b> No, all data for Preschool Outcomes remains the same. Additionally, all rules for entry and exit assessment collection remain the same. There are no additional data collection requirements.</p> <p><b><u>When are Preschool Outcomes Data submitted?</u></b> Data are submitted on an ongoing basis into the MSDS system. It is recommended that data be submitted shortly after it is collected, but can be entered in any of the MSDS collections:</p> <ul style="list-style-type: none"><li>- General Collection: Fall, Spring, End of Year</li><li>- Special Education Child Count</li><li>- Student Record Maintenance</li></ul> <p>The final date for Child Outcome Summary Form (COSF) Submission into the MSDS is June 30 of that academic year. This gives MDE an opportunity to analyze data and submit appropriate reports to the Office of Special Education Programs (OSEP) in a timely manner. Students submitted after this date may not be considered for that year of data which may affect findings for the district.</p> <p><b><u>Is there guidance on how to submit data into the MSDS?</u></b> The MSDS manual includes instructions for entering Preschool Outcomes. Those instructions can be found at: <a href="http://www.michigan.gov/cepi/0,1607,7-113-986_50502_56146---,00.html">http://www.michigan.gov/cepi/0,1607,7-113-986_50502_56146---,00.html</a>. Specifically, instructions for data entry for Preschool Outcomes can be found in the Early Childhood Special Education Assessment component of the updated MSDS manual.</p>
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**Reporting Data**  
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**What do I use to submit entry and exit data to my ISD/LEA?**

Use the *MI COSF (Cheat Sheet) for Early Childhood: Preschool* or a similar form generated by the ISD or local school district. COSF data are to be submitted to the MSDS by MSDS entry staff at the ISD or local district as determined by the ISD. MSDS staff will enter COSF data into the MSDS system on an ongoing basis.

**How do I obtain the MI COSF (Cheat Sheet) for Early Childhood: Preschool?**

This form is obtained from the ECSE website at [www.michigan.gov/ecse](http://www.michigan.gov/ecse) in both Word and PDF format to assist ISDs and LEAs in collecting Preschool Outcomes for early childhood special education. While this form has been designed to facilitate ease of data entry for MSDS users, it can be modified to meet individual needs of programs. ECSE providers will complete this sheet in lieu of the former "bubble sheet." COSF forms are then to be submitted to the ISD or LEA personnel designated to input the data into the MSDS system. Do not choose a form to submit without direction from the ISD.

**Is there a problem if we submit data past the June 30 submission date?**

Submission dates are designed to coincide with data analysis and reporting. Deadlines must be met to ensure that Michigan ultimately reports data in a timely manner to OSEP. Further, submission dates influence reporting and compliance of SPP/APR Indicator B-20 for Timely and Accurate Data. Districts submitting data after the submission dates may receive a finding for Indicator B-20.

**Is IDEA, Part C Child Outcomes Data to be submitted in the MSDS as well?**

*Early On*®, or Part C COSF Data, are still submitted through Wayne State University's COSF Data Entry System.

**Will there be more technical assistance or professional development on Preschool Outcomes?**

If you are not a subscriber of the ECSE listserv, please contact Noel Cole, ECSE Consultant, at [colen@michigan.gov](mailto:colen@michigan.gov) to be added. Additionally, resources are often added to the ECSE website at [www.michigan.gov/ecse](http://www.michigan.gov/ecse). Please refer to the site often.

	<p><b>I am having trouble with inputting data into the MSDS. How do I get help?</b>  Please e-mail CEPI Customer Support at <a href="mailto:cepi@michigan.gov">cepi@michigan.gov</a>. E-mail provides written documentation of your questions/concerns and allows the quickest and most efficient method for providing a response. If e-mail is not an option, you may contact the help desk at (517) 335-0505 and a help ticket will be created for you. In either case, please include your name, district code and district name, the CEPI application name, your telephone number (including area code and extension), e-mail address, and specific question(s). ANY questions that pertain to Preschool Outcomes data collection, assessment instruments or other content can be directed toward the ECSE Consultant, Noel Cole, at <a href="mailto:colen@michigan.gov">colen@michigan.gov</a> or (517) 241-6354.</p>
<p><b>COSF (Cheat Sheet) for Early Childhood: Preschool</b></p>	<p><b><u>What is the UIC number?</u></b>  Within the MSDS system, students are assigned a Unique Identification Code or UIC. This number is required to submit data. All students, whether receiving program or related services, should have a UIC and be entered into the MSDS system.</p> <p><b><u>Should children receiving related services be assigned a Unique Identification Code (UIC or UIC Number), and whose responsibility is it to ensure that these children receive a UIC number?</u></b>  <b>It is important that children receiving related services be assigned a Unique Identification Code (UIC number).</b> UIC numbers are generated by the MSDS Authorized User who is a specified staff person in each school district. It is the responsibility of staff entering IEP data into MSDS to bring to the attention of the MSDS Authorized User any child receiving related services. A child's UIC number can be obtained from the MSDS Authorized User for your district. The name of the UIC Resolver for each district can be found at:  <a href="https://cepi.state.mi.us/SRSD/CEPI_Reports/SRSDResolver.asp">https://cepi.state.mi.us/SRSD/CEPI_Reports/SRSDResolver.asp</a></p> <p><b><u>Do I need to keep a copy of the completed data collection form for each child?</u></b>  It is <i>strongly recommended</i> that you put a copy of the completed <i>MI COSF (Cheat Sheet) for Early Childhood: Preschool</i> in each child's CA-60 file for three reasons. First, the form may be needed to answer questions that may arise about an assessment after the data have been submitted in the MSDS. Second, when an exit assessment is administered, it is necessary to compare data collected in the entry assessment with data collected in the exit assessment in order to complete the exit assessment. Third, if it is not clear from a child's file that an entry assessment has been administered, an ECSE service provider may wrongly decide not to administer an exit assessment.</p>

<p><b>COSF (Cheat Sheet) for Early Childhood: Preschool (cont.)</b></p>	<p><b><u>When assigning a district for a student who is not attending the district in which he/she lives, but rather a schools-of-choice district, which district code should we enter?</u></b>  The district in which the child receives service or the Operating District.</p> <p><b><u>Will any reports be generated from the SPP #7 data?</u></b>  Yes. A report similar to a data portrait will be made. Since Michigan been required to set targets for Preschool Outcomes, effective 2009-2010 school year, the data will be reported in comparison to state targets. Districts will receive determinations relative to Indicator #7 for local reports.</p> <p><b><u>What resources are available to help ECSE staff fill out the MI COSF (Cheat Sheet) for Early Childhood: Preschool?</u></b>  Guidance for inputting data into the MSDS can be found at <a href="http://www.michigan.gov/cepi">www.michigan.gov/cepi</a>.</p> <p>Instructions for data collection, input, analysis and improvement activities are always under development. Check <a href="http://www.michigan.gov/ecse">www.michigan.gov/ecse</a> often for updates and additional training opportunities. Please contact the ECSE Consultant, Noel Cole, at <a href="mailto:colen@michigan.gov">colen@michigan.gov</a>, or (517) 241-6354 with additional questions.</p> <p><b><u>I have older MI OSEP Child Summary Data Collection forms (bubble sheets) and/or COSF (Cheat Sheet) for Early Childhood: Preschool. Can I use those in submission?</u></b>  Entry into the MSDS should only be for the current academic year. If you have remaining forms from a prior academic year, please contact the ECSE Consultant, Noel Cole, at <a href="mailto:colen@michigan.gov">colen@michigan.gov</a>, or (517) 241-6354.</p>
<p><b>Entrance</b></p> <p><i>Note: Entrance assessment guidance <b>has not</b> changed with the implementation of MSDS data entry.</i></p>	<p><b><u>Who is assessed?</u></b>  Any child three through five years old entering Early Childhood Special Education (ECSE) for the first time is assessed. Any student with an Individualized Education Program (IEP), even those students who receive their services in settings such as Head Start, child care, home, etc., should be assessed. However, a child who has <i>no possibility</i> of receiving six months of service before exiting the program should not be assessed (see next question).</p> <p>Children in kindergarten, developmental kindergarten or “Young 5s” should <b><i>not</i></b> be assessed.</p>

<p><b>Entrance</b> (cont.)</p>	<p><b><u>What about a child who will not receive six months of service before exiting ECSE programs and services?</u></b>  A child must receive six months of service before receiving an exit assessment. Therefore, if it is known in advance that a child will not receive six months of service, an entry assessment should not be administered. For example, if a child began receiving services less than six months before turning six years old, an entry assessment would not be administered because the child could not receive six months of service before exiting the program at age six. Similarly, if a child began receiving ECSE services with less than six months of service remaining in the school year prior to the fall in which the child enters kindergarten, an entry assessment should not be administered (e.g., service begins in February and ends in June preceding the fall in which the child enters kindergarten).</p> <p><b><u>How soon should a child be assessed after beginning service?</u></b>  Children <b><i>must</i></b> be assessed within 30 school days of the initiation of service. Note that the requirement is within 30 school days of the <b><i>initiation of service</i></b>, not the date of the Individualized Education Program (IEP). Data collection is a “rolling” process; entry data will be collected on children entering ECSE throughout the school year.</p> <p><b><u>If a child begins ECSE before turning three, does the 30-day period in which the assessment must be administered begin at their third birthday?</u></b>  No. Assessment data measures a child’s progress from the <b><i>beginning</i></b> of service (ENTRY) to the end (EXIT). This can be when the child is as young as 30 months old. Therefore, a child must be assessed within 30 school days of the initiation of service, even if service begins before three years of age.</p>
<p><b>Conducting Assessments</b></p>	<p><b><u>What assessment tools do we use for ECSE programs?</u></b>  Each school district submitted an assessment plan which included a tool from the list of seven instruments approved by the Michigan Department of Education. Schools must use the assessment reported to MDE in the ISD Preschool Outcomes Assessment plan. ISDs can modify plans as needed, but must maintain up-to-date plans with the MDE.</p> <p><b><u>What assessment tools do we use for ECSE students receiving related services?</u></b>  The <i>Battelle Screener</i> is used universally throughout the State of Michigan for students receiving related services only (formerly called “ancillary services”). Students receiving related services should <b><i>not</i></b> be assessed with the <i>Preschool Child Observational Record (COR)</i>, the <i>Creative</i></p>

**Conducting Assessments**  
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*Curriculum Developmental Continuum (CDCC)* or the *Assessment, Evaluation, and Programming System (AEPS)* because these tools rely on frequent observations (daily to weekly) of child progress to determine scores, and itinerant service providers do not see the children often enough to perform a valid observational assessment. However, **children receiving related services in settings that regularly use one of the approved assessment tools as part of their program should not receive a second assessment using the *Screener* (e.g., Head Start programs often use COR or CCDC).** The results of the classroom assessment should be used instead.

**If a child has been assessed with an approved ECSE assessment, but changes to related services only, do we then administer an entry Battelle Screener?**

MDE supports any efforts to not duplicate assessment efforts. You do not need to re-administer an entrance assessment, but may administer the Battelle Screener at program exit.

**Who completes the assessment?**

Assessments must be completed by personnel who have been adequately trained in the use of the assessment tool(s). In a case where the child has only a service, such as speech therapy, the service provider (speech pathologist) will complete the assessment. Where the child participates only in a program, the program teacher will complete the assessment. Where the child participates in both a program and receives services, the service provider(s) and teacher can cooperatively complete the assessment.

**What do we do if we don't know if an entrance assessment was done on an ECSE child who transfers to our district?**

First, it is recommended that the child's file is checked. The new district should contact the child's prior district to check for assessment information. If no information can be retrieved, contact ECSE Consultant, Noel Cole, at [colen@michigan.gov](mailto:colen@michigan.gov), or (517) 241-6354 with your inquiry. The consultant will search for data on the child. Please include the child's name and date of birth.

**Can an ECSE classroom teacher use the *Battelle Screener* for students in a classroom setting?**

No. The *Battelle Screener* is limited and was approved for use only with children receiving ***related services***. Related services include speech therapy, occupational therapy, physical

<p><b>Conducting Assessments</b> (cont.)</p>	<p>therapy, etc. Children in a classroom program must have a more comprehensive assessment administered using one of the seven tools approved by the Michigan Department of Education.</p> <p><b><u>Can we use Part C exit data for ECSE Part B entry data?</u></b> Yes. Data for a child <i>exiting</i> Part C may be used as <i>entry</i> data if the child is entering the Part B program. Therefore, only ONE assessment is administered. The data from the 0-3 <i>exit</i> assessment is used to fill out the <i>MI COSF (Cheat Sheet) for Early Childhood: Preschool</i> and submitted as <i>entrance</i> data for Part B. The 0-3 exit assessment and the ECSE entry assessment share the seven-point rating scale. If more than three months lapse between Part C exit and Part B services begin, it is recommended that a new entrance assessment be administered.</p> <p><b><u>If a child receiving Part C services is assessed at the end of a program year (e.g., May or June), does the child need to be assessed again in September when transitioning into Part B?</u></b> No. It is important that children not be over-assessed. The ECSE teacher who begins service with the child in September can use Part C exit data to fill out the <i>MI COSF (Cheat Sheet) for Early Childhood: Preschool</i> no later than 30 school days after the initiation of service. Note that Part C reports on the same seven-point scale used for Part B. Also note that Part C operates year-round, so children who are eligible for Part B may receive Part C services through the summer, even though they have had their third birthday, and thus have aged-out of Part C. It is at the program's discretion to determine when and if to use the Part C assessment.</p>
<p><b>Exit</b></p>	<p><b><u>Who is assessed on exit?</u></b> Exit data are collected on students <b><i>who have received services or participated in a program for six months or more.</i></b> Exit data must be collected when a child completes the program, transitions to kindergarten or turns six, whichever occurs first.</p> <p><b><u>Do we complete an exit assessment when children turn six or when they enter kindergarten? We have a child that is in kindergarten but still funded through ECSE/619.</u></b> The measurement of early childhood outcomes is dependent on the programs and services a child is receiving. A child who is in kindergarten, but funded through ECSE/619 is receiving kindergarten as the primary service, not ECSE/619. Therefore, an ECSE/619 exit assessment must be completed on all children when they begin kindergarten, regardless of age or funding. If</p>

**Exit** (cont.)

a child does not begin kindergarten by age six, an exit assessment must be completed with 30 school days of the sixth birthday.

**Do children need to exit ECSE/619 programs and services when they turn six?**

Children will exit ECSE/619 funding when they turn six and an exit assessment must be complete within thirty school days of the sixth birthday or upon entering kindergarten, whichever occurs first. If a child is enrolled in an ECSE program or service and turns six during the school year (after December 1), programs and services may continue through the rest of the year to ensure continuity of services.

**Is it necessary for a child to have an ENTRY assessment on file in order to administer an EXIT assessment?**

ECSE exit assessment data measures a child's progress between the entry and exit assessments. Therefore, two data points are needed (entry and exit) in order for the exit data to be meaningful. Consequently, if there is *clear* documentation that a child has *not* received six months of service prior to exiting ECSE services or that a child did not ever receive an entry assessment, then it is not necessary to administer an exit assessment. However, if there is *even the possibility* that the child received an entry assessment at another location in the state of Michigan, then an exit assessment should be administered. It is possible, for example, for a child to have received an entry assessment at another location in Michigan but a copy of the entry assessment form was not filed in the child's CA-60 or forwarded to a subsequent location at which the child received additional ECSE services.

**Do children need to be in the same program for six months in order to be included in a data collection?**

No. Six months refers to time in service.

**Does a child's time in service need to be consecutive?**

Six months of service generally means six months of *consecutive* service. However, if service is interrupted for a relatively short period (e.g., the child's family moves) but is resumed at a different location in the state, and the child receives additional service that, when added to the initial service received, adds up to six or more months, the "six months of consecutive service" requirement is satisfied.

**Exit** (cont.)

**What if a child receives four months of services in Part C and/or Michigan Special Education for 0-3 year-old children, and then moves into Part B? Does this count as six-months of service?**

OSEP data requirements for Part C and Part B are independent. The four months of service in Part C would not be included as part of the count for Part B. The Part B clock starts when the child enters Part B.

**What is the timeline for exit data to be collected?**

Collect exit data 30 school days before or after the child exits the program, regardless of the reason for exiting the program. Note that children do not exit only at the end of a school year. A child must exit ECSE funding before turning six, even if the birthday falls within the school year.

**If a child's birthday falls during the summer or when they are transitioning to kindergarten, when should the exit assessment be administered?**

Complete the exit assessment within a 30 school day period prior to the end of ECSE services prior to the summer in which the sixth birthday falls or the child begins kindergarten full-time. For example, if a child's ECSE services ended on June 1 preceding the summer in which the child turns six, then June 1 would be considered the "end-of-service" date, and the exit assessment should be administered between late May and June 1 ("within 30 school days prior to exiting ECSE services").