



Early Childhood Outcomes Manual

January 2026

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Section 1: Introduction

Overview of Illinois Early Childhood Special Education (ECSE) Early Childhood Outcomes

The State of Illinois is committed to ensuring that all young children, especially those with developmental delays and disabilities, have access to high-quality early intervention (EI) and ECSE services. Through the collaborative efforts of the Illinois Department of Human Services (IDHS) and the Illinois State Board of Education (ISBE), the Early Childhood Outcomes (ECO) process serves as a framework for monitoring and enhancing the developmental progress of children from birth to kindergarten entry. This process is also referred to as the Child Outcomes Summary (COS) Process at the federal level. To honor both names, this process will be referred to as ECO/COS throughout this document.

The ECO/COS process is aligned with the requirements of the Individuals with Disabilities Education Act (IDEA), Parts B and C. It focuses on collecting and analyzing data to assess the effectiveness of programs serving children with Individualized Family Service Plans (IFSPs) or Individualized Education Programs (IEPs). This data informs state and federal reporting while guiding program improvements to meet the needs of children and families more effectively. This manual focuses on the ECO/COS process for children ages 3 to 5. IDHS' Bureau of Early Intervention oversees the process for family outcomes for children with IFSPs.

The Illinois ECO/COS process focuses on three federally mandated child outcomes:

1. Positive social-emotional skills, including building social relationships
2. Acquisition and use of knowledge and skills, such as communication and early literacy
3. Use of appropriate actions to meet needs, such as self-help and independence

These outcomes emphasize a functional, integrated view of child development, ensuring that progress is assessed in real-world contexts and everyday routines.



Audience

The Illinois ECO/COS Manual is designed for professionals who are responsible for collecting, analyzing, and reporting ECSE child outcomes data. This includes:

- Preschool special education teachers and service providers under Part B of IDEA
- Program administrators and coordinators at the district or special education cooperative level
- Data entry personnel who manage outcome submissions

Purpose

This manual aims to provide a clear, consistent framework for implementing the ECO/COS process in Illinois. This manual also highlights the importance of using child outcomes data for ongoing program development, aligning services with developmental needs, and promoting equity and inclusion in early childhood programs. By following this manual, stakeholders can ensure a standardized approach to ECO/COS implementation across Illinois.



Section 2: Federal and State Requirements

IDEA Overview

The Individuals with Disabilities Education Act (IDEA) is a federal law designed to ensure that children with disabilities receive the services they need to thrive. IDEA mandates the provision of EI (Part C) and ECSE (Part B) services to eligible children. These services support children with developmental delays and disabilities, promoting positive developmental and educational outcomes.

IDEA requires states to implement systems that track and report child outcomes to demonstrate the impact of these services. In Illinois, these requirements are overseen by the Illinois Department of Human Services' Bureau of Early Intervention for Part C services and the Illinois State Board of Education (ISBE) for Part B services.

Parts of IDEA Relevant to ECO/COS

Part C/EI:

- Serves infants and toddlers (birth to three) and their families
- Focuses on providing EI services through Individualized Family Service Plans (IFSPs)

Part B/ECSE:

- Serves preschool children (ages 3 to 5) with disabilities
- Includes special education and related services provided through Individualized Education Programs (IEPs)

Federal Reporting Requirements

Under IDEA, states are required to report data on child outcomes through the State Performance Plan (SPP) and the Annual Performance Report (APR). These plans include specific indicators that measure child progress:

Indicator 3 (Part C/EI):

- Tracks progress in achieving positive outcomes for infants and toddlers served through EI

Indicator 7 (Part B/ECSE):

- Tracks progress for preschool children receiving ECSE services

Both indicators focus on three key outcomes:

1. Positive social-emotional skills (including social relationships)
2. Acquisition and use of knowledge and skills (e.g., early language/communication, literacy, and cognition)
3. Use of appropriate actions to meet needs (e.g., self-help and independence)

State-Specific Guidelines

Illinois has developed its own procedures and policies to align with federal requirements while addressing the unique needs of its population:

Data Collection:

- Child outcomes data is collected at entry into services and annually for progress monitoring
- Data is gathered using approved assessment tools and through multidisciplinary team discussions

Timelines:

- Entry ratings must be collected within 45 calendar days of program enrollment
- Progress ratings are required annually between Feb. 1 and July 31 and within six months of exit

Public Reporting:

- Illinois publishes aggregated child outcomes data through the [Annual Performance Report, Indicator 7](#).

Accountability:

- ISBE reviews submitted data to ensure compliance with state and federal standards. Quality checks are performed regularly to identify and address inconsistencies or gaps in reporting.

Why Measure Child Outcomes?

Measuring child outcomes is critical for ensuring that services provided under IDEA are effective and lead to meaningful progress. Key reasons include:

Accountability:

- Demonstrating that public funds are used effectively to improve the lives of children and families

Program Improvement:

- Using data to identify strengths and areas for growth within programs

Family Empowerment:

- Helping families understand their child's development and participate more actively in decision-making

By adhering to these federal and state requirements, Illinois ensures that children with disabilities receive the high-quality services they need to thrive and prepares them for success in school and life. The remainder of this guide will address ECSE outcomes. For more information and trainings on family outcomes through EI, please see the [Early Intervention Training Program website](#) and their child outcome resources.



Section 3: Illinois Early Section 3: Childhood Outcomes Process

Process Overview

The Illinois ECO/COS process is designed to align with the federal requirements under the Individuals with Disabilities Education Act (IDEA), ensuring a systematic approach to evaluating and improving child outcomes. Best practice is to integrate early childhood outcomes with the development and implementation of Individualized Education Programs (IEPs) for preschool-aged children.

The process is centered on collecting meaningful data about a child's development in three outcome areas:

- 1. Positive social-emotional skills**
- 2. Acquisition and use of knowledge and skills**
- 3. Use of appropriate actions to meet needs**

This process ensures that entry and progress data are collected consistently and accurately to measure each child's progress over time.

Who Requires an ECO/COS Rating?

All children ages 3 to 5 who have an IEP and are not yet in kindergarten require outcome ratings, including speech only students. This does not include students who are served through an Individual Service Plan (ISP).

Overview of the Illinois ECO/COS Process

Introduction to Families:

- At the time of enrollment in services, professionals will introduce families to the ECO/COS process.
- Parents are informed about the purpose of outcomes measurement and their role in providing input on their child's development.

Collecting Entry Data:

- Entry data is collected within 45 calendar days of program enrollment.
- Teams use multiple sources of information, including approved assessment tools, parent input, and observations across settings.

Progress Ratings:

- A progress rating must be completed annually between Feb. 1 and July 31.
- Progress ratings are also required within six months of exit.
- Programs may choose to collect progress ratings data more frequently.

Team Discussion and Ratings:

- The ECO/COS process uses a seven-point scale to evaluate the child's functioning across the three outcome areas.
- Teams consider input from parents, service providers, and assessment data to determine the child's ratings.

Data Entry:

- Early Childhood providers enter data into the Student Identification System (SIS). Districts are also able to enter data into their own student data system and then upload to SIS.
- Data must be reviewed and submitted within specified timelines to ensure accuracy.

Data Quality Assurance:

- Programs conduct regular reviews of submitted data to identify and address any inaccuracies or inconsistencies.
- The state provides tools and support to help local programs ensure high-quality data submission.

Transition and Transfer Policies

EI to ECSE:

- When a child transitions from EI to preschool special education, the programs collaborate to ensure a smooth data transfer.
- Exit ECO/COS data from EI can be used to inform the entry ratings for ECSE, but an entry rating needs submitted.

Internal District Transfers:

- When a child transitions to a different program/placement (i.e. early childhood special education classroom to general education classroom), or transfers to a different school within the same district, the student must be exited in SIS.
- Since the student is being exited in SIS, a progress rating must be in the system from the original program/placement within six months of the exit date.

Within-State Transfers:

- If a child transfers within Illinois, the exiting program must ensure a progress rating is in the system within six months of the exit date. The receiving program must review previous data by looking in SIS.
- The new district does not need to submit an entry rating as long as there is an entry rating located in SIS. Please note: Some district data systems may indicate an entry rating is needed. If this is the case, re-enter the information found in the SIS entry rating.

Out-of-State Transfers:

- For children transferring from another state, the receiving program must submit an entry rating within 45 calendar days of enrollment since no entry rating is documented in SIS.

Timelines for State and Local Activities

- Entry data must be collected within 45 calendar days of enrollment.
- Progress ratings are completed annually between Feb. 1 and July 31.
- Progress rating is required within six months of exit.

This structured process ensures that Illinois collects comprehensive, reliable data to monitor child development and assess program effectiveness. It supports accountability and continuous improvement while emphasizing family involvement and collaboration among professionals.



Section 4: Teaming Process

The Early Childhood Outcomes (ECO/COS) process relies on a collaborative, multidisciplinary team to ensure accurate and meaningful data collection. The ECO/COS process, a core component of ECO/COS, emphasizes team-based decision-making, incorporating diverse perspectives to comprehensively evaluate a child's developmental progress.

In Illinois, the ECO/COS process requires active participation from parents, EI providers, educators, and other professionals who work closely with the child. High-quality outcomes data depend on the inclusion of varied viewpoints and observations across multiple settings and situations.

Multidisciplinary Team Approach

A multidisciplinary team is essential for the ECO/COS process. The team includes individuals who have firsthand knowledge of the child's abilities and behaviors. Key participants include:

Parents or Guardians (Required):

- Parents bring a unique and critical perspective as they observe their child's functioning across home and community settings.

Early childhood professionals, such as special education teachers, early childhood educators, and paraprofessionals:

- Related service providers, such as speech-language pathologists, occupational therapists, physical therapists, and other specialists involved in the child's education
- Other stakeholders, such as childcare providers, Head Start staff, or others familiar with the child's day-to-day functioning

The team collaborates to evaluate the child's progress and assign accurate ratings for each of the three outcomes.

Role of Parents

Parents are vital members of the ECO/COS team. Their input provides a comprehensive view of the child's developmental abilities across various contexts, including home, social environments, and daily routines. Specific roles of parents include:

Providing Input:

- Sharing observations about the child's behavior, skills, and challenges in different settings

Participating in Discussions:

- Contributing to team conversations about the child's abilities in relation to age-appropriate developmental milestones

Reviewing Findings:

- Reviewing and affirming the team's ratings and documentation

Educators and service providers must help parents feel empowered to actively contribute. Using family-friendly language and providing resources like brochures and guides can enhance understanding of the ECO/COS process. ISBE has created a [Family Fact Sheet](#) and the [Early Childhood Technical Assistance Project](#) (ECTA) has several resources for talking with families about outcomes.

ECO/COS as a Collaborative Process

The ECO/COS process is a team-based approach where input from all participants is synthesized to determine the child's developmental progress. Key steps in the collaborative ECO/COS process include:

- 1. Gathering Information:**
 - The team collects data from multiple sources, such as assessments, observations, and parent reports.
- 2. Discussing Findings:**
 - Team members review the child's functioning across the three outcome areas, comparing it to age-expected skills.
- 3. Assigning Ratings:**
 - The team uses the seven-point ECO/COS rating scale to summarize the child's abilities, based on collective input.
- 4. Documenting Evidence:**
 - Detailed evidence supporting the assigned ratings is documented, ensuring clarity and transparency.

Best Practices for Effective Team Collaboration

Inclusive Participation:

- Ensure all team members, especially parents, have an opportunity to contribute their perspectives during discussions

Respect for Family Perspectives:

- Recognize the value of parents' insights and incorporate them into decision-making

Use of Multiple Data Sources:

- Combine information from formal assessments, observations, and progress reports to make informed decisions

Focus on Functionality:

- Emphasize how the child's skills are used in real-life contexts, rather than isolated test scores or single behaviors

Section 5: Assessment

Assessment tools play a vital role in the Illinois ECO/COS process by providing data to evaluate children's progress in the three mandated outcome areas:

1. Positive social-emotional skills
2. Acquisition and use of knowledge and skills
3. Use of appropriate actions to meet needs

Entry Ratings

Entry ratings are determined through multiple sources of information, including diagnostic tools the team deems appropriate for each child. While the tools listed in the progress rating section are not required for entry ratings, a team may choose to use those as one source of information. Entry ratings are not able to be entered into SIS until the child turns 3. Teams can elect to determine the ratings at the eligibility meeting, but the ratings cannot be entered until age 3. If an initial IEP is written 45 calendar days prior to the end of the school year, the team should determine an entry rating by the end of the school year.

Progress Rating

The Illinois State Board of Education Early Childhood Development Department has established a list of approved assessment tools for progress ratings using specific [criteria](#). These tools align with the three child outcomes and provide a comprehensive view of developmental progress. Selecting the appropriate tool is critical for accurately measuring children's functioning and informing ECO/COS ratings. While multiple assessment tools may be used to inform progress ratings, one of these tools **must** be selected as the primary assessment tool for progress ratings. Allowable tools are listed in the table below.

Entry Rating	Progress Rating
<p>The IEP team can determine which diagnostic tools are appropriate for each individual child and use as one source of information to complete the entry rating. All data used for the entry rating must be collected within six months of determining the rating.</p>	<p>You must select a primary assessment from this list.</p> <ul style="list-style-type: none"> • Assessment and Evaluation Programming System (AEPS) *Crosswalk • High Scope Child Observation Record *Crosswalk • Work Sampling System *Crosswalk • Teaching Strategies GOLD *Crosswalk • Early Learning Scales (ELS) *Crosswalk • Ages and Stages Questionnaires (ASQ-3) <ul style="list-style-type: none"> • Allowable if the child has an IEP for speech services only • Desired Results Developmental Profile (DRDP) *Crosswalk <p>All data used for the progress rating must be collected within six months of determining the rating.</p>

**The ECTA Center has developed a series of instrument crosswalks that identify key components in an assessment and to which outcome they are aligned. These crosswalks can assist the team in determining ratings using their completed primary assessment tool.*

Using Multiple Sources of Information

While formal assessment tools are essential, the ECO/COS process also relies on additional sources of information to create a holistic view of the child's functioning. These include:

Parent and Caregiver Input

- Parents offer valuable insights into the child's behavior across settings and routines.

Clinical Observations

- Professionals may observe children in different settings to assess their use of skills in context.

Related Service Providers and Educator Reports

- Service providers contribute progress notes and observations related to therapy or classroom performance. Also consider using EI provider reports and outcome ratings.

Work Samples and Portfolio Assessments

- Physical evidence of the child's abilities in tasks such as drawing, writing, or constructing.

Assessment tools are the foundation of the Illinois ECO/COS process, providing critical data to evaluate child outcomes. By using approved tools, incorporating multiple data sources, and adhering to best practices, professionals can ensure accurate, consistent, and meaningful measurements of children's progress. These efforts support informed decision-making, effective interventions, and positive developmental outcomes for children across the state.

Section 6: Summarizing and Reporting the ECO/COS Data

The ECO/COS process provides a structured approach to summarizing a child's developmental functioning across three federally mandated outcomes:

1. Positive social-emotional skills
2. Acquisition and use of knowledge and skills
3. Use of appropriate actions to meet needs

Accurate data summarization and reporting are critical for monitoring program effectiveness, meeting federal requirements, and driving continuous improvement in early childhood services. This section outlines the procedures for applying assessment crosswalk data and the use of the decision tree to determine outcome ratings, entering ratings into the Student Information System (SIS), and ensuring data quality.

ECO/COS Ratings

The ECO/COS process involves assigning ratings on a seven-point scale to summarize a child's developmental functioning compared to age expectations. These ratings provide a snapshot of the child's abilities at entry and at least yearly while in early childhood. The [table](#) below defines each rating.

Each rating is based on input from multiple data sources, including authentic assessments, observations, and parent/guardian input.

Using the Decision Tree

The [decision tree](#) can be used to help teams determine accurate ratings for each outcome measurement. When using the decision tree, the team will follow along with the [Illinois Early Childhood Outcome Summary \(COS\) form](#) and begin with the first outcome related to positive social relationships before moving through the decision tree for the second and third outcomes.

- For the first outcome, begin at the top of the decision tree with the first question.
- If the answer is Yes, continue answering the questions to determine the rating, which will be anywhere from 4 to 7.
- If the answer is No, continue answering the questions to determine the rating, which will be anywhere from 1 to 3.
- Repeat the process for the second and third outcomes.

It is important to have input from a variety of team members, including the parent/guardian who interacts with the child outside of the school environment, to have a complete understanding of the child's functioning.

All team members must have an understanding of the terminology used on the tree. Ratings are based on age-expected skills. Professionals should have an understanding of child development and how it applies to the assessment information that has been gathered. "Immediate foundational skills" refers to a set of skills and behaviors that occur developmentally just prior to age-expected skills. It is also beneficial for the team to have a shared understanding of words such as "occasional" and "most of."

Capturing the Early Childhood Outcomes

Illinois uses the [Illinois Child Outcomes Summary \(COS\) form](#). All components of the ECO/COS form need to be documented, but there are a variety of ways that this information can be captured depending on the Local Education Agency (LEA). The information may be captured by using a physical form, or the LEA may have a web-based IEP system that populates ECO/COS within the IEP.

Illinois also has an [outcomes instruction document](#) to accompany the rating form, which includes questions to consider and tips to complete the form accurately. The form should be completed as a team. Teams are to use consensus decision-making to determine the ratings. Anyone who knows the child can be on the team. Teams consist of at least two people who know the child and use multiple sources of information concerning the child. Parents/guardians are integral members of the team, and their input regarding the child's functioning is required to complete the process.

Another tool that may be used to capture and document the information in the ECO/COS is an iOS [app](#) which was developed by Early CHOICES. The app can help answer questions within the ECO/COS form, and upon completion, it generates a completed Child Outcome Summary in PDF format.

Completing the Rating Form

- Check the appropriate "Entry" or "Progress" box, as this identifies which questions need to be documented.
- Add the date the summary is completed.
- Child's identification information: Child's student identification (SID) number, date of birth, and people involved in determining the summary rating
- Progress rating completion (not applicable for entry ratings):
 - The team must identify if the child gained any new skills in each of the outcome areas. The team will respond with a "yes" or "no" response as to if the child has made progress. This section is to be completed prior to the identification of the new rating number for each of the three ECO/COS outcomes and independent from the rating. Even if the rating remains the same from one time to another, the child still gained new skills and made progress because as a child gets older, it takes more skills to receive the same rating. When that occurs, it is appropriate to document "yes" in the progress rating box for the outcome the progress applies to.
 - Summary of Evidence: Use this space to clearly articulate the evidence that supports the child's functioning in that particular outcome area. The summary of evidence must be concise yet clearly describe a child's functioning to the reader.

- Indicate sources of supporting evidence by identifying what assessment tools were used as part of the information to determine the rating. Also include authentic assessment, teacher observation, parent interview or surveys, information from general education teacher or any other caregiver who knows the child well.
- Complete Special Considerations if applicable
- Determine the entry or progress rating a child will receive in regard to each outcome using the [outcomes decision tree](#)
- Indicate the primary assessment used in assisting in the determination of the progress rating (not applicable for entry ratings)
- Complete the checklist to document the individuals who participated in the meeting. This section also identifies how the parent contributed to the rating.

An [impossible combination](#) is when a team completes a progress rating and the new rating and progress indicator don't align. For example, a higher rating at the progress rating means new skills have been acquired and the child must have made progress because their age-expected skills advanced as they got older and they increased on the rating scale.

A "no" response to the new skills question would not align because the child would have had to show new skills or behaviors related to the outcome between entry and progress. Another example would be if a child has the exact same rating from entry to a progress rating that takes place six months later, then it is logical that they would have made at least some progress in order to maintain the same rating. The impossible combination document linked above is a resource if an error is received in SIS as it provides reasoning to what makes certain combinations impossible.

Reporting ECO/COS Data

Once the [Illinois Child Outcomes Summary \(COS\) form](#) is completed, it will be imported into the Student Information System (SIS) to ensure ratings are accurately documented and reported. This data may be entered manually or by an IEP data system if the LEA has such a system in place. ECO/COS data must be entered into designated systems for tracking and analysis. In Illinois, data submission follows these timelines:

Entry Data:

- Collected within 45 calendar days of program enrollment
- Provides a baseline for evaluating progress

Progress Rating:

- Collected annually between Feb. 1 and July 31
- Collected within six months of exiting the program

Timeline Considerations Regarding ECO/COS Data:

- If a child receives an entry rating between Aug. 1 and Jan. 31, a progress rating is required to be completed within the same school year between Feb. 1 and July 31.
- If a child receives an entry rating between Feb. 1 and July 31, an additional progress rating is not required to be completed within the same school year.

How ISBE Translates ECO/COS Ratings to Federal Categories

Once the district's data is submitted, ISBE submits the information to the federal Office of Special Education Programs (OSEP). Five progress categories are utilized for each outcome area. **These categories ensure a standardized way to measure child progress across all states.**

- a. Percent of preschool children who did not improve functioning
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers

Quality Assurance

To maintain data integrity, Illinois implements several quality assurance measures:

Regular Data Reviews:

- Programs review ECO/COS data periodically to identify discrepancies or patterns requiring further investigation.

Data Quality Checks:

- Local providers and state administrators check for missing or inconsistent data.

State-Level Oversight:

- Rules identified in SIS to prevent uploading impossible combinations and missing data.

Training and Support:

- Professional development opportunities help providers understand and implement high-quality data practices.

Using ECO/COS Data for Improvement

ECO/COS data is intended to be useful information to help initiate overall improvement and integrate throughout the IEP process. This is an additional data point to gather a complete picture of the program and the child.

Integrating in IEP Goals

- Family Communication:
 - Outcomes data can inform discussions with families about their child's progress and areas of need.
- Instructional Planning:
 - Can assist staff with planning to support individual needs of children
- Program Evaluation:
 - Aggregated outcomes data help evaluate program effectiveness and identify areas for improvement.

- The Early Childhood Technical Assistance Center has developed a [meaningful differences calculator](#) to assist local programs in looking at statistical significance of change in summary statements from year to year.
- State Improvement:
 - Using data as a whole can inform the state of potential needs of LEAs, including professional development.

The outcomes process is a critical component of Illinois' commitment to accountability and improvement in early childhood services. By following established procedures for summarizing, reporting, and quality-assuring data, the state ensures that child outcomes are accurately measured and used to support meaningful developmental progress for all children served.

Suggestions for Integrating ECO into the IEP

Integrating into Planned IEP Meetings:

Eligibility: Evaluate the child using the authentic assessment and additional multiple measures and multiple sources. Use that information to determine the child's eligibility for special education services and complete the eligibility paperwork and conference.

ECO: Return to the authentic assessment information, including the additional multiple measures and sources for information. Refer to the assessment crosswalk to determine which information to use for determining ECO. Using the ECO decision tree, continue the conference by completing the ECO summary form and determine ECO ratings.

IEP: Begin the IEP conference. Refer to the ECO summary form to determine if each goal is needed and then write objectives in each of those three goal areas as needed. Use the ECO summary of evidence section to write the IEP present levels.

ECO Summary of Evidence/IEP Present Levels

When writing the ECO summary of evidence, reference can be made to where the child is functioning compared to age-expected peers. This summary may include what skills the child has that are at the foundational level (as a much younger child), immediate foundational level (as a slightly younger child) and age-expected level (as a same age child). When giving the child's present level of functioning, it is helpful to also address what the next level of functioning should be, as these will be the objectives for the next year.

Integrating ECO into Functional Goals

Using the three ECO areas as goals for the child will yield functional goals and objectives that are integrated throughout the child's day in all settings. To implement this, it is helpful if all therapists write and include their objectives in these areas. Measurement and evaluation of these objectives become a part of the school day and classroom routines, if based on functional ECO information.

Section 7: Professional Development

The Illinois State Board of Education (ISBE) has a [resource](#) for programs to use to help complete the ratings. This resource includes links to training and resources that have been discussed in this manual. ISBE also funds two professional development projects focusing on ECSE, [Early CHOICES](#) and [STAR NET](#). Early CHOICES has developed the *Early Childhood Outcomes in Illinois* [module](#) that reviews the three outcomes. The module is broken into several sections and includes a closing activity to test knowledge. STAR NET regions provide trainings on early childhood outcomes throughout the year. A recording of a statewide training entitled [Learning About SPP Indicator 7: Striving for Positive Best Practices in Early Childhood Outcomes](#) is available to watch on STAR NET Region 2's website. A [listing of professional development](#) is found here.

The Early Childhood Technical Assistance Center (ECTA) is a federally funded center that supports states in developing high-quality, effective, and sustainable state and local systems to implement equitable access, services, and supports for children with disabilities and their families that result in positive outcomes. ECTA has several resources on its [website](#) pertaining to ECO/COS. One resource is the [Child Outcomes Summary Knowledge Check](#), which is an assessment that examines whether a practitioner has sufficient knowledge to participate in the rating process and produce accurate ratings for child outcomes measurement. This is not an Illinois required assessment; however, programs can have their staff complete this to help improve the quality of the child outcomes data.

Professional development and adequate training for all staff members involved in completing early childhood outcome ratings is essential to high-quality data. Ensuring programs have high-quality data makes the ratings more meaningful and useful in making improvements.



Section 8: Resources and Appendices

Illinois provides a variety of resources and tools to support professionals, families, and stakeholders involved in the ECO/COS process. These resources enhance understanding of the process, facilitate accurate data collection and reporting, and ensure the effective use of data for program improvement. This section highlights key resources discussed and linked throughout this manual in alphabetical order.

- [Annual Performance Report, Indicator 7](#)
- [Child Outcomes Summary Knowledge Check](#)
- [Early Childhood Outcomes Decision Tree](#)
- [Early Childhood Outcomes in Illinois module](#)
- [Early Childhood Outcome Resources](#)
- [Early Childhood Outcome Summary Form Instruction Document](#)
- [Early Childhood Technical Assistance Project](#)
- [Early CHOICES](#)
- [Early Intervention Training Program child outcome resources](#)
- [Early Intervention Training Program website](#)
- [ECO/COS app](#)
- [Family Fact Sheet](#)
- [Illinois Early Childhood Outcome Summary \(ECO/COS\) form](#)
- [Illinois State Board of Education Outcomes Resource Page](#)
- [Impossible Combinations](#)
- [Instrument Crosswalks](#)
- [Learning About SPP Indicator 7: Striving for Positive Best Practices in Early Childhood Outcomes](#)
- [Primary Assessment Tool Criteria](#)
- [Professional Development Listing](#)
- [STAR NET](#)



www.isbe.net/Pages/Early-Childhood.aspx