



Early Steps Child Outcomes Measurement System is Changing

Florida’s Early Steps Child Outcomes Measurement System, reported to the federal government and the public annually, measures the percentage of infants and toddlers who demonstrate improved developmental and learning outcomes from program entry to exit in the following areas:

- Positive social-emotional skills
- Acquisition and use of knowledge and skills
- Use of appropriate behaviors to meet their needs

To determine improvement in each of the three outcome areas, a child’s progress is assigned to one of the following progress categories:

1. Progress Category A: Percent of children who did not improve functioning
2. Progress Category B: Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
3. Progress Category C: Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it
4. Progress Category D: Percent of children who improved functioning to reach a level comparable to same-aged peers
5. Progress Category E: Percent of children who maintained functioning at a level comparable to same-aged peers

Current Measurement Process

States use different approaches to measure child outcomes. Currently, Florida’s Early Steps Child Outcomes Measurement System uses scores from all domains of the Battelle Developmental Inventory, second edition (BDI-2), to determine a child’s entry-exit progress using one of the five progress categories. The BDI-2 is a standardized, norm-referenced measure, which means standardized materials, administration procedures, and scoring is used by qualified examiners. Of the 56 states and territories, five use the BDI-2 to assign progress to one of the five categories, including Florida.

Future Measurement Process

Effective December 1, 2020, Florida’s Early Steps program will use the Child Outcomes Summary (COS) process, rather than a standardized tool (i.e., the BDI-2), for child outcomes entry data. The COS process summarizes information on a child’s functioning in each of the three child outcome areas using a 7-point scale. With the COS process, a team of individuals who are familiar with a child (including parents) consider multiple sources of information about his/her functioning, including parent/provider observation and results from direct assessment. The COS process strengthens caregiver capacity from entry through exit, while building the skills of providers to integrate multiple sources of information to guide intervention supports to children and families.

Full implementation of the COS will be a transition process, as the same method of measurement must be used for both entry and exit outcomes data. The below table identifies the required methods for entry and exit outcomes data:

Entry	Exit
Entry outcomes data measured by administering the BDI-2 (<i>prior to December 1, 2020</i>)	The BDI-2 must be administered for exit outcomes data
Entry outcomes data identified using the COS (<i>after December 1, 2020</i>)	The COS must be used for exit outcomes data

Training and other professional development opportunities will be provided to support families and providers with this change. Please work with your Local Early Steps and frequent the webpage found at http://cms-kids.com/families/early_steps/ChildOutcomesMeasurementSystem.html for additional information.