



EI Priority Area 2:

# Early Childhood Outcomes (ECO)

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# Table of Contents

Ensuring Meaningful Early Childhood Outcomes in Early Intervention (EI) .....	2
<b>Record Review Item: EI ECO 1</b> 34 CFR § 303.344; OAR 581-015-2815, 581-015-2820 .....	3
Evidence of Compliance .....	4
<b>Record Review Item: EI ECO 2</b> 34 CFR § 303.344; OAR 581-015-2815 .....	5
Evidence of Compliance .....	6
<b>Record Review Item: EI ECO 3</b> 34 CFR § 303.342; OAR 581-015-2810 .....	7
Evidence of Compliance .....	8

Early Intervention (EI) services in Oregon are guided by the requirement to support positive developmental outcomes for infants and toddlers with disabilities. In alignment with 34 CFR § 303.344 and Oregon Administrative Rule 581-015-2815, the Early Childhood Outcomes (ECO) process ensures that each child’s Individualized Family Service Plan (IFSP) reflects their unique strengths, needs, and developmental progress. The IFSP must include statements of the child’s present levels of development across key domains, measurable goals with clear criteria for progress, and periodic reviews involving families. These elements work together to ensure that services are responsive, data-informed, and family-centered. Oregon’s ECO framework emphasizes collaboration with families and providers to monitor growth, evaluate the effectiveness of services, and support meaningful participation in everyday activities.

# Ensuring Meaningful Early Childhood Outcomes in Early Intervention (EI)

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The purpose of this priority area is to ensure that Early Intervention (EI) services for infants and toddlers with disabilities lead to meaningful developmental progress across key outcome areas, as outlined in IDEA (34 CFR § 303.344). The Early Childhood Outcomes (ECO) process helps EI programs document each child’s developmental status, establish appropriate and measurable goals, and monitor progress over time in partnership with families.

The Individualized Family Service Plan (IFSP) team—including the family, service providers, and other relevant professionals—collaborates to describe the child’s present levels of development, including physical, cognitive, communication, social-emotional, and adaptive domains. Goals are designed to reflect real-life skills that support the child’s participation in everyday activities, and include clear criteria and evaluation methods to measure progress.

Regular progress reviews ensure that services remain responsive to the child’s evolving needs and provide opportunities to adjust goals when necessary. This process promotes data-driven decision-making, family engagement, and improved developmental outcomes. The ECO priority area offers EI programs a framework for evaluating service effectiveness, enhancing accountability, and ensuring compliance with IDEA requirements while supporting each child’s growth in the context of daily routines and relationships.

By using this protocol, the Early Intervention (EI) ODE team will respond to a series of questions to assess whether the program is meeting key requirements related to Early Childhood Outcomes, as outlined in 34 CFR § 303.344. If noncompliance is identified, it is recommended that the EI program correct these findings as soon as possible. In all cases, noncompliance must be fully corrected within one year of receiving written notification from the Oregon Department of Education (ODE). Additionally, when noncompliance could result in inaccurate measurement of a child’s developmental progress or a delay in needed services, the EI program must address the issue within a shortened timeline in accordance with ODE regulations.

**Record Review Item: EI ECO 1** 34 CFR § 303.344; OAR 581-015-2815, 581-015-2820

Record Review Item	Potential Documentation
<p><b>The current EI IFSP includes a statement of Present Levels of Development including:</b></p> <ul style="list-style-type: none"> <li>• <b>A description of the child’s strengths and interests</b></li> <li>• <b>The present level of development, including physical, cognitive, communication, social-emotional, and adaptive development.</b></li> <li>• <b>How the child’s disability affects their involvement and progress in appropriate activities for the child’s age;</b></li> <li>• <b>The child’s pre-literacy, language and numeracy skills, if the child has needs in these areas.</b></li> <li>• <b>Documentation of information regarding health status, hearing status, and vision status (it is not compliant to say "no concerns")</b></li> </ul>	<ul style="list-style-type: none"> <li>• IFSP PLOD section (reflecting all five developmental domains)</li> <li>• Evaluation and assessment reports</li> <li>• Medical/developmental history forms</li> <li>• Hearing and vision screening results</li> <li>• Family intake or planning documents</li> <li>• Specially designed instruction or related service descriptions referencing developmental needs</li> </ul> <p><b>Check for the following:</b></p> <ul style="list-style-type: none"> <li>• Clear narrative describing the child’s strengths, interests, and engagement in daily routines</li> <li>• How the child’s disability impacts participation in age-appropriate activities</li> <li>• Descriptions of each developmental domain:               <ul style="list-style-type: none"> <li>○ Physical (gross and fine motor)</li> <li>○ Cognitive</li> <li>○ Communication (expressive and receptive)</li> <li>○ Social-emotional</li> <li>○ Adaptive</li> </ul> </li> <li>• Pre-literacy, language, and numeracy skills if applicable</li> <li>• Explicit information about health, hearing, and vision status (avoid generalizations like “no concerns”)</li> </ul>

## Evidence of Compliance

YES

Mark  **YES** if there is evidence that all of the following are true:

- The PLOD describes the child's strengths, interests, and how the disability impacts participation in routines and activities
- Present levels are documented for all five developmental domains

NO

Mark  **NO** if there is evidence that any of the following are true:

- One or more developmental areas are missing from the PLOD
  - There is no clear description of how the disability impacts the child's participation in appropriate activities
  - Health, hearing, or vision status are missing or stated only as "no concerns"
  - Strengths and interests are not described
  - Pre-literacy, language, or numeracy are not addressed when the child has identified needs in those areas
-

**Record Review Item: EI ECO 2 34 CFR § 303.344; OAR 581-015-2815**

Record Review Item	Potential Documentation
<p><b>The current IFSP includes a statement of measurable annual goals with short-term objectives, including:</b></p> <ul style="list-style-type: none"><li>• <b>Criteria and evaluation procedures for measuring progress towards goals;</b></li><li>• <b>Progress notes as indicated by IFSP review schedule.</b></li></ul>	<ul style="list-style-type: none"><li>• IFSP Goals section</li><li>• Progress Monitoring Plan</li><li>• Schedule for periodic progress reports</li><li>• Progress monitoring reports or service provider notes</li><li>• Parent communication logs referencing progress toward goals</li><li>• Evaluation or assessment data supporting ongoing progress</li><li>• Meeting notes documenting review and revision of goals</li></ul> <p><b>Check that:</b></p> <ul style="list-style-type: none"><li>• Annual goals are measurable, specific, and clearly linked to the child’s present levels of development</li><li>• Each goal includes short-term objectives that guide instruction or intervention</li><li>• Goals address the child’s unique needs resulting from the disability, delay, or diagnosed condition</li><li>• Criteria are included to describe how success will be demonstrated (e.g., “3 out of 4 opportunities”)</li><li>• Evaluation procedures are included to describe how the child’s performance will be measured (e.g., observation, caregiver report, data collection)</li><li>• Progress is documented according to the review schedule outlined in the IFSP</li></ul>

## Evidence of Compliance

<input type="checkbox"/> YES	<input type="checkbox"/> NO
<p>Mark <input type="checkbox"/> <b>YES</b> if there is evidence that <u>all</u> of the following are true:</p> <ul style="list-style-type: none"><li>• Each annual goal is measurable and linked to the child’s developmental needs</li><li>• Short-term objectives are included and clearly support the annual goal</li><li>• Criteria for mastery and evaluation procedures are documented for each goal</li><li>• Progress toward goals is reviewed and documented according to the IFSP schedule</li><li>• There is evidence of communication with the family about progress toward goals</li></ul>	<p>Mark <input type="checkbox"/> <b>NO</b> if there is evidence that <u>any</u> of the following are true:</p> <ul style="list-style-type: none"><li>• Goals are not measurable or not clearly linked to the child’s developmental needs</li><li>• Short-term objectives are missing, vague, or do not support the annual goal</li><li>• Criteria or evaluation procedures are missing or unclear</li><li>• Progress is not documented, not reviewed according to the IFSP schedule, or not shared with families</li><li>• Goals do not address the child’s needs resulting from the disability, delay, or diagnosed condition</li></ul>

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**Record Review Item: EI ECO 3** 34 CFR § 303.342; OAR 581-015-2810

Record Review Item	Potential Documentation
<p><b>IFSP Progress Reviews with parents:</b></p> <ul style="list-style-type: none"><li>• Indicated extent to which progress was sufficient to enable the child to achieve the goals;</li><li>• Indicated whether revisions of IFSP goals were necessary;</li><li>• Were carried out by meeting or by another means that was acceptable to the parent;</li><li>• If revisions to IFSP goals were necessary, an IFSP meeting was conducted.</li></ul> <p><b>Choose NA <u>only</u> if this is the initial IFSP and the scheduled date for the progress review has not occurred before this file was submitted.</b></p>	<ul style="list-style-type: none"><li>• IFSP progress review pages</li><li>• Progress monitoring reports</li><li>• Documentation of communication with parents (e.g., meeting notes, phone logs, email correspondence)</li><li>• Updated IFSPs if revisions were made</li><li>• Prior Written Notice documenting changes or continuation of current goals</li><li>• Parent acknowledgment of review process</li></ul> <p><b>Check that:</b></p> <ul style="list-style-type: none"><li>• Progress is described for each annual goal in measurable, specific terms</li><li>• Each review reflects whether the child’s progress is sufficient to meet the annual goal by the end of the IFSP period</li><li>• There is documentation of how progress was shared with the family (meeting, call, written update, etc.)</li><li>• If goals were revised, an IFSP meeting was conducted and documented</li><li>• Criteria and evaluation procedures were used to assess progress</li><li>• Reporting follows the IFSP review schedule</li></ul>

## Evidence of Compliance

YES

Mark  **YES** if there is evidence that all of the following are true:

- Progress toward each goal is documented in measurable terms, aligned with the goal's criteria and evaluation procedures
- Review notes indicate whether the child is on track to achieve the goals by the end of the IFSP period
- Communication with the family regarding progress is documented
- Goal revisions, if needed, were made through an IFSP meeting

NO

Mark  **NO** if there is evidence that any of the following are true:

- Progress reviews do not describe whether the child is likely to meet the goals
- Progress is not reported in measurable or goal-aligned term
- There is no documentation showing how progress was shared with the family
- Goals were revised without documentation of an IFSP meeting
- Review schedule was not followed

Mark  **N/A** if:

- This is an initial IFSP, and
- The scheduled review date has not occurred before the date of file review