



*Revised April 26,
2023*

COS-KC Big Picture Planning Worksheet

THE CHILD OUTCOMES SUMMARY KNOWLEDGE CHECK (COS-KC)

Welcome to the Child Outcomes Summary Knowledge Check (COS-KC). This online knowledge check assesses whether practitioners have basic background knowledge needed to participate in the Child Outcomes Summary (COS) process.

Need Technical Support?

[Click here for the help desk.](#)

The contents of this product were developed under grants from the U.S. Department of Education, #H322P190002 and #H322P170001. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officers: Meredith Miceli, Amy Gae, and Julia Martin Gile.

Sign Up

[Sign In](#)

To access the COS-KC, please create an account. Then check your email for a message from the DaSy Center. Click on the URL in the email to verify your email and activate your account.

First Name

Last Name

Email Address

Password

8 character password, at least one number

Retype Password

Create your account

While the Child Outcomes Summary Knowledge Check (COS-KC) is available and offers the same information to all states, the way in which each state implements the COS-KC as part of its system will vary. This worksheet is a tool to support state team discussions and documentation about their plans for using the COS-KC. The worksheet also helps technical assistance (TA) providers target the most appropriate resources and relevant information to address state uses for the COS-KC.

COS-KC Big Picture Planning Worksheet

State:	Part C Part B 619 Both (0–5)
Person completing:	Date:

State Contacts

1a. Who is the primary contact for the COS-KC?

Name:

Email:

Phone:

1b. Please provide the names and emails of anyone else who should be cc'd on COS-KC communications from TA staff. As appropriate, provide additional detail about types of preferred involvement (e.g., participate in orientation, make decisions, oversee staff participation, run reports/upload data).

Plans for Implementing the COS-KC

2. To what extent are you planning for the COS-KC to be required or optional/voluntary?

Required for all who receive the link

Optional/voluntary for all who receive the link

Mix of required and voluntary depending on role

Mix of required and voluntary depending on the program/local education agency

Required for new hires, optional for existing staff

Other:

Comments:

3. How do you plan to phase in the COS-KC?

All participants at once

Include a few and then the rest all at once

Gradually

Unsure

Other:

Comments:

4. Check the boxes to indicate which people you expect to be involved in taking the COS-KC assessment at different phases of the rollout. (Note: If rolling out statewide all at once, check the “First group” column and leave the other columns blank.)

	First group	Second group	Third group	Final group
State staff				
State/regional TA providers, trainers, and/or coaches				
Local coordinators or administrators				
Employed practitioners (including service coordinators and teachers)				
Contracted practitioners and therapists				
Anyone showing interest				
Other:				
Other:				

Comments:

5. What dates would you like to target for the following activities?

Activity	Target date (mm/dd/yyyy)		
Date to begin working with TA staff to set up the COS-KC system and prepare for rollout			
Date to send out email to invite the first group to take the COS-KC assessment			
Date to send out email to invite the second group to take the COS-KC assessment (if applicable)	or	Not applicable	
Date to send out email to invite the third group to take the COS-KC assessment (if applicable)	or	Not applicable	
Date to send out email to invite the final group to take the COS-KC assessment (if applicable)	or	Not applicable	
Date when you expect final group to have completed the COS-KC assessment	or	No deadline/	
	expected completion date		

Comments:

6. What professional development activities do you plan to offer/recommend/require for individuals *before* they take the COS-KC?

7. What professional development activities do you plan to offer/recommend/require for individuals *after* they take the COS-KC, *if they pass it*?

8. What professional development activities do you plan to offer/recommend/require for individuals *after* they take the COS-KC, *if they do not pass it*? Do these activities differ depending on whether they fail it once, twice, or three or more times?

9. Approximately how many individuals do you think will take the COS-KC?

	Number of individuals projected to complete the COS-KC assessment
First group	
Second group	
Third group	
Final group	

Comments:

10. Approximately how many local program or district locations do you think will have individuals who take the COS-KC?

	Number of program or district locations projected to have individuals taking the COS-KC assessment
First group	
Second group	
Third group	
Final group	

Comments:

11. What are your initial thoughts about who (if any) might be granted “local admin” permissions? Who and how do you envision supporting the COS-KC?

Context to inform your answer: Permissions are assigned within the COS-KC system. The level of permission granted affects whether or not a person has access to user management information and can pull reports produced by the system. For instance, people assigned as “local admins” can see which individuals have signed up for the COS-KC, which have taken the assessment, and which have passed or failed the assessment.

Local admins can pull reports about user status on the COS-KC as well as reports showing the counts of people in a program location who have completed and passed the COS-KC, who have completed and not yet passed the COS-KC, and whose assessments are still in progress. These counts are computed overall for all program location(s) assigned to a local admin and are shown relative to user characteristics such as role, amount of COS training, type of COS training, and years of experience. These reports help local admins answer questions such as “Are the people who took the COS-KC and did not yet pass mostly people who have not yet completed the national COS module?” and “Are most of the people who did not yet pass the COS-KC speech therapists?”

Some states assign a local admin for each program location and then have the local admin send practitioners the invitation to take the COS-KC, monitor participation, and identify groups that need extra professional development support. Other states handle all of these functions at the state level. Still other states have regional TA providers serve as local admins for the group of local program locations where they provide professional development.

Comments about who to assign and local admins and supports for those taking the COS-KC:

12. After the initial rollout, what are your plans for implementing the COS-KC over the long term?

Some examples include:

- We expect staff to pass the COS-KC every 2 years and turn in a certificate.
- We will send reminders annually during late summer to encourage people to take the COS-KC.
- We require individuals to participate in foundational professional development activities every 2 years unless they provide a certificate showing that they passed the COS-KC. Then they only have to do part of the training.
- We require contracted providers to provide a certificate whenever their contract is renewed.
- We require new hires to complete professional development and provide a certificate from taking the COS-KC as part of their orientation in the first 6 months.
- We plan to begin with a voluntary COS-KC process and eventually require staff to take it on a regular basis.

Comments:

13. Please describe any concerns you have about the rollout of the COS-KC.

14. Any other comments about the COS-KC rollout?

Messaging About the COS-KC

15. How are you planning to describe the purpose for the COS-KC in your state and for local program locations?

16. What questions do you think the COS-KC will help you answer?

17. Do you have any other comments about COS-KC messaging or timing of communications (e.g., updated policies or guidance, where relevant information is located, links to other initiatives like SSIP that should be described as well)?

Locations in the COS-KC System

The COS-KC is set up to provide information about users in reports at the state level and at one other level. The other level could be, for example, the program, school district, local education agency, county, regional area, or some other meaningful unit. The choice influences the way information is automatically combined in reports and who has permission to see information about practitioners associated with that level.

- 18. What entities will you designate as your local program locations in the COS-KC?**
- 19. Do these program locations already have unique identification (ID) numbers assigned to them in your state? If so, please share an example of what the program/location ID looks like.**
- No
 - I don't know
 - Yes, and an example ID looks like this:
 - Yes, but I don't know what an example ID looks like
 - Other:
- 20. What else would you like to know about the COS-KC to help with your planning and decisions?**

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The contents of this document were developed under a grant, #H373Z190002, and a cooperative agreement, #H326P170001, from the Office of Special Education Programs, U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. DaSy Center Project Officers: Meredith Miceli and Amy Bae. ECTA Center Project Officer: Julia Martin Eile.



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