BOARD AGENDA ITEM

Information/Discussion _____
Future Action _____
Action ___x___

Item: Purchase of AEPS-3 Test
Submitted by: Alissa Hofstee   **Date:** December 9, 2024, 2024
Recommended by: Kirsten Myers   **Board Meeting Date:** December 16, 2024

RECOMMENDATION:

The purchase of a curriculum-based assessment and progress monitoring system for the *Early On* at Kent ISD program. The system recommended is the AEPS-3 and AEPSi with a cost breakdown as follows:

Product	Detail	Estimated Total Cost	Funding Source
AEPS-3 (Assessment and Curriculum) and AEPSi (Online Progress Monitoring System)	Print Resources (estimated for 90 staff members): • User's Guide • Assessment • Curriculum • Quick Reference Guides Online Resources (estimated for 2,000 enrolled students/year) • Initial Subscription • Child Seats (annual purchase)	$40,042 (first year pricing) $28,000 (annual purchase)	Center Program Early Only Funding

Background:

Currently, evaluation for the 2000 infants and toddlers receiving services from *Early On* at Kent ISD focuses primarily on identification or eligibility decision making, however, this has limited application for instructional program planning. A second level of evaluation is needed in order to inform intervention (instruction) and monitor incremental progress. This level of data, which is currently missing, will assist interventionists in deciding when to make instructional changes and result in improved outcomes for enrolled children.

Quotes (based on 2000 students and 90 staff members) were solicited from the following vendors:

Product	Total Cost
AEPS (Assessment and Curriculum) and AEPSi (Online Progress Monitoring System)	$40, 042
Brigance Inventory of Early Development (Assessment Only) and Carolina Curriculum (Print Progress Monitoring)	$33,806
HighScope (Curriculum) and COR (Assessment)	$48,500

The Kent ISD Hexagon Process and Rating Guide was completed to compare the AEP-3 to other options evaluated (results below). The AEPS-3 Test is a criterion-referenced, curriculum-based assessment to assess and evaluate the skills and abilities of infants and young children who have or are at risk for disabilities. The

AEPS-3 also meets federal accountability mandates from the U.S. Office of Special Education Programs (OSEP) and is aligned with the three child outcomes that Kent ISD is required to report on for all infants, toddlers and preschoolers receiving early intervention or special education services.

Early intervention providers will use the data elicited by the AEPS-3 Test to develop IFSP/IEP goals and outcomes. A sample goal for each test item is provided, and each item is linked to tiered teaching strategies. The tiered AEPS-3 Curriculum is effective for meeting the needs of diverse groups of children and helping each child make progress.

Based on the results, we recommend the AEPS and AEPSi to be adopted within the Kent ISD organization. This innovation will enhance other current initiatives within our organization by strengthening school readiness for every child by tracking and supporting core skills across all areas of development.

Element	Rubric Score	Action Steps
Evidence: Considers strength of evidence (for whom and in what conditions), outcomes, and cost-effectiveness.	4 - Evidence: The program or practice has demonstrated effectiveness with one rigorous research study with a control group.	
Supports: Considers expert assistance, staffing and training.	5 - Well Supported: Comprehensive resources are available from an expert (a program developer or intermediary) to support implementation, including resources for building the competency of staff (staff selection, training, coaching, fidelity) and organizational practice (data system and data use support, policies and procedures, stakeholder and partner engagement).	
Usability: Considers definition & maturity of the program/innovation, number of result replications, and adaptations for context.	4 - Usable: The program or practice has operationalized principles and values and core components that are measurable and observable, has tools and resources to monitor fidelity, but does not have a validated fidelity measure; modifiable components are identified to support contextualization for new settings or populations.	AEPS-3's use of authentic assessment and teaching/intervention practices is another feature that enhances its applicability with children/families with diverse backgrounds and values.
Need: Considers target population, parent & community perceptions of need, and ability to address service or system gaps.	5 - Strongly Meets Need: The program or practice has demonstrated meeting need for identified population through rigorous research (e.g., experimental design) with comparable population; disaggregated data have been analyzed to demonstrate program or practice meets need of specific subpopulations.	
Fit: Alignment with priorities, impact on other initiatives, and	5 - Strong Fit: The program or practice fits with the priorities of the implementing site; community values,	

alignment with organizational structure.	including the values of culturally and linguistically specific populations; and other existing initiatives.	
Capacity: Staff meet qualifications, sustainability, and buy-in.	4 - Adequate Capacity: The implementing site adopting this program or practice has most of the capacity necessary, including a qualified workforce, financial supports, technology supports, and administrative supports required to implement and sustain the program or practice with integrity	The implementing site (Early On at Kent ISD) requires financial supports.