



**Pennsylvania**  
**Part C**  
**State Performance Plan**  
**2005-2012**

Pennsylvania Department of Public Welfare  
Office of Child Development and Early Learning  
January 17, 2014

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**Guide to SPP Updates**

The following updates have been made to Pennsylvania’s SPP since the submission in February 2013.

Improvement Activities added for Indicator 4	Page 56
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The following updates have been made to Pennsylvania’s SPP since the submission in February 2012.

Improvement Activities added for Indicator 1, 3, 4,	Pages 17, 42 and 55
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The following changes have been made to Pennsylvania’s SPP since the submission in February 2011.

Improvement Activity added for Indicators 1, 3, 5, 6, 7, 8, and 9	Pages 17, 41, 61, 66, 71, 79, and 88
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The following changes have been made to Pennsylvania’s SPP since the submission in February 2010.

Reestablished baseline and revised targets for Indicator 3	Page 38
Per OSEP instructions, SPP targets and improvement activities have been reviewed and extended for an additional two years (2011-2012 and 2012-2013).	Throughout Document

The following changes have been made to Pennsylvania’s SPP since the submission in February 2009.

Indicator	Overview of Changes
<p><b>Indicator 3</b> Percent of infants and toddlers with IFSPs who demonstrate improved:</p> <ul style="list-style-type: none"> <li>A. Positive social-emotional skills (including social relationships);</li> <li>B. Acquisition and use of knowledge and skills (including early language/ communication); and</li> <li>C. Use of appropriate behaviors to meet their needs.</li> </ul>	Includes baseline data and targets for FFY 2009 and FFY 2010. Page 31
<p><b>Indicator 4</b> Percent of families participating in Part C who report that Early Intervention services have helped the family:</p> <ul style="list-style-type: none"> <li>A. Know their rights;</li> <li>B. Effectively communicate their children's needs; and</li> <li>C. Help their children develop and learn.</li> </ul>	New Improvement Activities added for FFY 2009. Page 49

The following changes have been made to Pennsylvania’s SPP since the updated submission in February 2008.

Indicator	Overview of Changes
<p><b><u>Indicator 3</u></b>  <b>Percent of infants and toddlers with IFSPs who demonstrate improved:</b>  <b>D. Positive social-emotional skills (including social relationships);</b>  <b>E. Acquisition and use of knowledge and skills (including early language/ communication); and</b>  <b>F. Use of appropriate behaviors to meet their needs.</b></p>	<p><b>Includes the second point of progress data for child outcome data. However, since the 1<sup>st</sup> point of data was pilot data, only the 2<sup>nd</sup> point of data, using the finalized data collection procedures, will be presented in this SPP. Page 30</b></p>
<p><b><u>Indicator 4</u></b>  <b>Percent of families participating in Part C who report that Early Intervention services have helped the family:</b>  <b>A. Know their rights;</b>  <b>B. Effectively communicate their children's needs; and</b>  <b>C. Help their children develop and learn.</b></p>	<p><b>Includes a description of the new family survey tool, data analysis process and revised targets. Page 34</b></p>

## Introduction to Pennsylvania's Part C State Performance Plan

### Overview of the Development of the State Performance Plan

#### 1. *How Pennsylvania Obtained Broad Stakeholder Input on the Development of the State Performance Plan*

Pennsylvania's State Interagency Coordinating Council (SICC) was established through Act 212: Early Intervention Services Systems Act, the state statute for early intervention services. The duties of the SICC include reviewing and commenting to the Departments of Health, Education, and Public Welfare on standards for implementing birth through age five early intervention services in Pennsylvania. In this capacity, the SICC served as the review committee for the State Performance Plan (SPP).

The SICC has broad stakeholder membership and members are empowered by their role on the SICC to be the spokesperson for their group. SICC members represent:

- Department of Public Welfare, representing Early Intervention Part C, Medical Assistance, childcare programs, homeless services, foster care and mental health services;
- Department of Education, Bureau of Special Education, Part B lead agency;
- Department of Health, Bureau of Family Health;
- Parents of infants, toddlers and preschoolers who have/are participating in the early intervention system;
- Institutes of higher education,
- Administrators of infant and toddler early intervention programs,
- Administrators of preschool early intervention programs;
- Head Start;
- Pennsylvania State Legislature;
- American Academy of Pediatrics,
- Early Intervention provider agencies;
- Pennsylvania Insurance Commission, and
- Pennsylvania Developmental Disabilities Council

A draft of Pennsylvania's SPP was first presented to the Continuous Quality Improvement Outcome Measures Subcommittee of the SICC. This subcommittee reviews Part C and Part B preschool data on a monthly basis and advises the departments on issues related to quality improvement of the early intervention program and the measurement of child and family outcomes. The Continuous Quality Improvement Outcome Measures Subcommittee also reviewed subsequent drafts of the SPP and the final version submitted to OSEP.

In addition, the draft SPP was presented to the entire SICC for comment at their annual two-day retreat in October 2005. As part of the retreat, data from the SPP was presented to the SICC and their input was gathered both on the data presented and on the development of measurable, rigorous targets. Comments from the SICC and the Continuous Quality Improvement Outcome Measures Subcommittee were incorporated into the final document.

In the FFY 2008 update of the SPP submitted in January 2010, Pennsylvania is submitting baseline data, targets and improvement activities for Indicator 3. Formal stakeholder input was gathered by the State Interagency Coordinating Council at their December 3, 2009 regularly scheduled meeting. Members of the State ICC reviewed progress data, proposed targets and improvement activities for this indicator and provided feedback and recommendations for these areas.

In the FFY 2009 update of the SPP submitted January 27, 2011, Pennsylvania has reestablished baseline data, revised targets and reviewed improvement activities for indicator 3. Consistent with direction from OSEP, SPP targets were revised to address extension of the SPP from its current span

through FFY 2010 through two additional years, FFY 2011 and FFY 2012 for indicators, 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14. Members of the State ICC reviewed progress data, proposed targets and improvement activities for all indicators and provided feedback and recommendations for these areas.

## 2. *Pennsylvania's Plan to Disseminate the State Performance Plan to the Public*

The Department of Public Welfare, Office of Child Development and Early Learning (OCDEL) will continue to make every effort to disseminate the SPP widely in Pennsylvania. Some of the methods of dissemination include:

- Pennsylvania's updated SPP and APR are posted to the following websites [www.education.state.pa.us](http://www.education.state.pa.us) and the website of the Pennsylvania Training and Technical Assistance Network at [www.pattan.net](http://www.pattan.net). The websites are the primary sources of statewide information on the early intervention program and is used by the early intervention community to obtain updates and new information.
- Disseminating electronic copies of the SPP to members of the SICC for dissemination to their affiliate organizations;
- Announcing the availability of the SPP in both hard and electronic copies in the SICC minutes. The SICC minutes are disseminated to over 300 stakeholders including infant toddler early intervention programs, preschool Part B early intervention programs, local interagency coordinating councils, parents, advocates and other interested parties. The SICC minutes are also posted to the PaTTAN website;
- Announcing the availability of the SPP on the BUILD list serve, a list serve that focuses on Pennsylvania's efforts at developing a coordinated early childhood system;
- Dissemination and discussion of the SPP at the early intervention leadership meeting to be held with all the local infant/toddler early Intervention program coordinators and the preschool early intervention coordinators.
- Annually, the SICC submits a report to the governor and state legislature on early intervention services in Pennsylvania. The report currently includes data on the number of infants, toddlers, and preschoolers served in each county and statewide, data on the funding of birth through five early intervention services, and data on the location of early intervention services for eligible infants, toddlers and preschoolers.

## Sources of Data for Pennsylvania's State Performance Plan

### 1. Data Management System

Pennsylvania maintains a high quality data collection, management and reporting system, which allows the state to ensure accurate timely data. Pennsylvania's Early Intervention Reporting System (EIRS) ensures Pennsylvania's ability to aggregate and disaggregate early intervention data through the following strategies.

- There are two different database environments in EIRS, a central database and a client version of the EIRS software. The EIRS central database is located and maintained at the Central Susquehanna Intermediate Unit (CSIU) by the EIRS Support Group. The client version of EIRS is located and maintained in each of the 48 county early intervention programs, their participating Base Service Units (BSU) and the regional OCDEL offices.
- The client version of EIRS enables users to report on a service coordinator, county, regional, and statewide level depending on the user's role and access to different sets of data. The client version allows users to see all the information collected on clients depending on the role and responsibilities of the user.
- The EIRS central database only keeps information on children who are receiving or have received services. The central database can only be accessed by the EIRS Support Group and assigned OCDEL staff.

- The EIRS reporting tools allow the user to report aggregate and disaggregate data on virtually any value that is collected. Additionally, reports can be saved as a text file that allows advanced users the ability to transfer data from EIRS into another database or spreadsheet environment for additional analysis.

The following methods are used to ensure security of the EIRS data system and to maintain compliance with Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) regulations.

- All EIRS users must enter a password to gain access into their single user copy of the EIRS software. EIRS data is submitted via e-mail and/or File Transfer Protocol methods. The EIRS data is submitted in the form of an export file that has been automatically compressed and encrypted prior to submission by each county office. The encryption level of the EIRS data (export file) is 1024 bit RSA-Keys. EIRS data (export files) can only be uncompressed and decrypted by another password-protected version of the EIRS software.
- The transfer of data into the statewide database is done by EIRS Support Group staff through a password-protected environment. Additionally, the server that is used to store the statewide database is located in a secure computer room with access limited by electronic keycards. This data as well as all EIRS data collected since January of 1993 is backed up on several different computers and copies are maintained at an offsite location.

### **Data Management System Update for FFY 2009**

Infant/toddler early intervention (EI) programs began entering information for all new infants/toddlers entering the EI system into a new data information system and will continue the process of transferring other records from the previous data collection system as the infant/toddler's annual review is due.

With all child data stored in one system, local infant/toddler early intervention programs and OCDEL will be able to view all aspects of a child's service plan and manipulate data from the child's record. This includes eligibility data, demographics, data regarding documentation of required forms, IFSP planned services, and service notes within the web-based system.

The financial management component of the data management system is expected to begin pilot implementation in spring 2010 and full statewide implementation beginning in July 2010. The financial management initiative moves most of the financial administration of the program from the infant toddler EI programs to the State using a fee for service model. With the implementation of this initiative all providers will submit claims for services rendered using a standardized single billing process through the Commonwealth's billing and payment application PROMISE (Provider Reimbursement and Operations Management Information System.) This electronic billing process provides assurance and controls that all claims submitted match the authorized services from the child's IFSP. In addition it will allow OCDEL and infant/toddler early intervention programs to electronically view and manage all funding sources for all infant/toddler early intervention programs. Data regarding allocations, encumbrances, expenses & available funds will be available in real-time.

## **2. State Monitoring Visits**

The other primary data source is the annual compliance and monitoring review process. Starting July 1, 2005, Office of Child Development and Early Learning Early Intervention staff began using a revised tool, the Early Intervention Quality Measurement Tool (EIQMT) in the monitoring infant toddler early intervention programs. The EIQMT includes a quality improvement process and an expanded scoring system that will allow for more detailed analysis of compliance over time. In addition, the EIQMT has an established protocol, including timelines for corrective action plans and validation visits. Some of the key components of the EIQMT include:

- The use of indicators and probes that focus on the outcomes of early intervention rather than a focus solely on regulatory compliance;

- A scoring process that better identifies the progress that infant/toddler early intervention programs make in achieving compliance;
- The use of an administrative policy review, a child record review, parent survey of satisfaction, and onsite observations of early intervention services, interpretive guidelines; and
- A program profile that requires infant/toddler early intervention programs to use ongoing data collection and analysis as a measure of program performance.

Annually, OCDEL staff monitors all infant/toddler early intervention programs. The all infant/toddler early intervention programs develop corrective action plans if any noncompliance areas are noted. Validation visits are held 6 months following the issuance of the compliance & monitoring report by OCDEL early intervention staff. All noncompliance areas are expected to be corrected within timelines agreed upon by OCDEL and infant/toddler early intervention programs, not to exceed 1 year.

The EIQMT results will be entered into a statewide database. This database allows OCDEL to easily access compliance and monitoring results on an ongoing basis in order to better track the quality of the early intervention program. Office of Child Development and Early Learning will also systematize the tracking of monitoring dates, validation dates, and corrective action plan information in order to more accurately track statewide monitoring data.

### **State Monitoring Visits Update for FFY 2006**

In January 2007, Pennsylvania created a new unified office for the Departments of Education and Public Welfare. The new office, OCDEL, coordinates all Pennsylvania early childhood programs, including the infant/toddler and preschool early intervention programs. This new administrative structure has impacted Pennsylvania's early intervention monitoring activities for the infant/toddler early intervention program.

Starting in July 2007, OCDEL began restructuring its monitoring tool and activities to ensure a cohesive monitoring process for the infant/toddler and preschool early intervention programs and to incorporate additional general supervision and enforcement strategies to the state's monitoring activities. The restructuring of the monitoring process include: revisions to the verification tool; the use of monthly data submission from local early intervention programs as a means to identify lower performing programs and expedite the identification of issues; and to address issues and changes in the cycle of monitoring visits for the infant/toddler and preschool early intervention programs.

With the new office structure, OCDEL has oversight over 82 early intervention programs (48 infant/toddler and 34 preschool programs). In order to effectively monitor and verify the compliance of each program and focus state resources on programs that are performing lower than standards, OCDEL changed its onsite monitoring cycle from annually to every other year for their infant/toddler program. This process is now referred to as verification reviews. The goal of the state verification reviews is to utilize ongoing data that is submitted by local early intervention programs, in addition to the onsite verification reviews.

The new tool was piloted with both infant/toddler and preschool programs in October and November 2007. The new tool that will be utilized with all infant/toddler and preschool early intervention programs slated to be verified beginning January 1, 2008. The key components of the revised tool include:

- A focus on federal and state law and regulations, OSEP indicators and related requirements.
- The development of verification teams for on-site visits that will include, OCDEL staff, training and technical assistance staff, and peer reviewers. The utilization of verification teams allows OCDEL to increase or decrease the number of staff conducting on-site verification reviews based on the performance level of the local early intervention program and aid inter-rater reliability.
- A self-review process required to be completed by local early intervention programs. The self-review process includes an analysis of local data as well as a review of child records that is cross referenced back to the verification tool. This self-review allows local early intervention programs to become a partner in the verification process.

- Observations by state staff of local service delivery that coincide with verification tool items which designate observation as a data source.
- The development of a more detailed verification improvement plan that addresses how the infant toddler or preschool program will achieve compliance with the requirements. The plan must include the following:
  - Any strategies the early intervention program will use to improve their program beyond the minimum requirements,
  - The resources needed to complete the activities,
  - The due date and closure based on correction for each activity,
  - The evidence of change and the documentation to be provided to OCDEL by the early intervention program, and
  - A method to track completion of the activities and the provision of documentation.
- OCDEL staff, along with technical assistance staff will have a greater role in the development of the improvement plans when noncompliance has been identified. OCDEL staff will be required to meet with local early intervention programs within a specified timeframe of the issuance of the verification report to develop the improvement portion of the plan. OCDEL shall specify the due date and identify the documentation needed to show compliance with all required improvements. Plans will be closed after corrective activity is completed within 12 months.

The verification process continues to include a data collection system that will include the report of findings, improvement planning and implementation and tracking of corrective action. The system will be developed in the spring of 2008. OCDEL will continue monthly analysis of the data from the statewide system. The results of the statewide verification are reported to the State Interagency Coordinating Council (ICC).

Data on the Part C Early Intervention program will also be monitored by PeopleStat, Pennsylvania's Department of Public Welfare's department-wide quality and program management entity. PeopleStat is designed to increase accountability for program performance and improvement. PeopleStat Performance Measures for the Early Intervention program were developed to increase accountability, and improve decision-making, utilize existing data and information, design performance measures to communicate priorities, measure outcomes, and focus performance on customer service. The Early Intervention program will collect and report data to PeopleStat of the following program measures:

- Number of children receiving Early Intervention services
- Number of children expected to receive Early Intervention services
- Number and percentage of children who no longer need Early Intervention services before their third birthday
- Percentage of families who feel more capable of securing supports and services for their child.

**Part C State Performance Plan (SPP) for 2005-2012**

**Overview of the State Performance Plan Development:**

The overview of the development of Pennsylvania’s State Performance Plan can be found in the Introduction section, page 6.

**Monitoring Priority: Early Intervention Services In Natural Environments**

**Indicator 1:** Percent of infants and toddlers with IFSPs who receive the Early Intervention services on their IFSPs in a timely manner.

(20U.S.C. 1416(a)(3)(A) and 1442)

**Measurement:**

Percent = [(# of infants and toddlers with IFSPs who receive the Early Intervention services on their IFSPs in a timely manner) divided by the (total # of infants and toddlers with IFSPs) times 100.

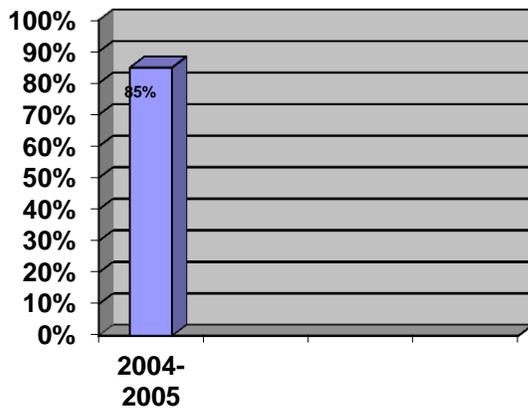
Account for untimely receipt of services, including the reasons for delays.

**Overview of Issue/Description of System or Process:**

In Pennsylvania, timeframes for the delivery of Early Intervention services is defined in state regulations. Early Intervention services regulations require IFSP services to start as soon as possible after the IFSP is completed but no later than 14 calendar days from the completion of the IFSP unless the IFSP team, including the family, agrees to a different start date. If a service is expected to start past that date, then a reason for the later date must be documented.

Pennsylvania ensures that these regulations requirements are met through the Early Intervention Verification reviews. The Office of Child Development and Early Learning Early Intervention staff monitors Infant/Toddler Early Intervention programs every other year using a standardized tool. The tool addresses IDEA and state regulation requirements. The verification reviews includes the analysis of local child find data, review of child/family records, and observations of MDEs, IFSPs and Early Intervention services.

**Baseline Data for FFY 2004 (2004-2005):**



**Table 1:** The percentage of Pennsylvania’s infants and toddlers with IFSPs who receive the Early Intervention services on their IFSPs within 14 days of the completion of the IFSP.

**Discussion of Baseline Data:**

Data for this indicator was gathered through the state compliance and monitoring process for FY 2004-2005. During the compliance and monitoring process, Office of Child Development and Early Learning Early Intervention staff selects a random sample of child records to review. The sample consists of at least 5% of the Infant/Toddler Early Intervention program’s child records. No more than 30 and no less than 5 child records are sampled. Office of Child Development and Early Learning Early Intervention staff can review more records as appropriate for the Infant/Toddler programs.

The sampling procedure used to select child records for the verification process ensures that the review sample represents the Infant/Toddler Early Intervention program. The sampling procedure ensures that child records are gathered that represent different service coordinators, different Early Intervention providers, different funding streams, low incident disabilities, geographic regions within the county, and children transitioning to Part B or other community services, in addition to other factors. Since every Infant/Toddler Early Intervention program is monitored through this process, it ensures the sample of child records is representative of all State demographic factors.

A total of 774 child records were reviewed in 2004-2005, more than 5% of children served. From this sample, 85% of all children received services no later than 14 calendar days from the date of the IFSP meeting. For the 15% of the records where services were not timely, Office of Child Development and Early Learning Early Intervention staff interviewed Infant/Toddler Early Intervention program administrators to determine the reasons for the late delivery of service and to ‘drill down’ into the data to determine systemic local concerns. In 2004-2005, the primary reason for a delay in service was a lack of certain Early Intervention personnel needed to implement the IFSP. Other reasons for delays were difficulties in transmitting the IFSP to Early Intervention providers in a timely fashion; and obtaining signatures on IFSPs for children in foster care. There were child records that lacked the sufficient documentation needed in order to determine when an Early Intervention service started. The Early Intervention services may have been timely but there was not sufficient documentation to determine the actual start of the needed services.

Infant/Toddler Early Intervention programs that were not in compliance with this requirement were required to develop corrective action plans within 30 days from the date of the report of findings to address these concerns and to ensure that children receive their required services as soon as possible. Infant/Toddler Early Intervention programs were also required to participate in validation visits conducted by Office of Child Development and Early Learning Early Intervention staff. Validation visits were held within six months after the report of findings was issued to ensure progress toward correcting the area of noncompliance and to develop a training and technical assistance plan

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of the infants and toddlers with IFSPs will receive the Early Intervention services on their IFSPs as soon as possible but no later than 14 calendar days from the date the IFSP is completed.
2006 (2006-2007)	100% of the infants and toddlers with IFSPs will receive the Early Intervention services on their IFSPs as soon as possible but no later than 14 calendar days from the date the IFSP is completed.
2007 (2007-2008)	100% of the infants and toddlers with IFSPs will receive the Early Intervention services on their IFSPs as soon as possible but no later than 14 calendar days from the date the IFSP is completed.
2008	100% of the infants and toddlers with IFSPs will receive the Early Intervention services on their IFSPs as soon as possible but no later than 14 calendar days from the date

(2008-2009)	the IFSP is completed.
2009 (2009-2010)	100% of the infants and toddlers with IFSPs will receive the Early Intervention services on their IFSPs as soon as possible but no later than 14 calendar days from the date the IFSP is completed.
2010 (2010-2011)	100% of the infants and toddlers with IFSPs will receive the Early Intervention services on their IFSPs as soon as possible but no later than 14 calendar days from the date the IFSP is completed.
2011 (2011-2012)	100% of the infants and toddlers with IFSPs will receive the Early Intervention services on their IFSPs as soon as possible but no later than 14 calendar days from the date the IFSP is completed.
2012 (2012-2013)	100% of the infants and toddlers with IFSPs will receive the Early Intervention services on their IFSPs as soon as possible but no later than 14 calendar days from the date the IFSP is completed.

**Improvement Activities/Timelines/Resources:**

- Office of Child Development and Early Learning Early Intervention staff will continue to monitor each Infant/Toddler Early Intervention program on an annual basis. Since July 2005, the revised monitoring tool, Early Intervention Quality Measurement Tool (EIQMT), has been used in all Infant/Toddler Early Intervention programs. The EIQMT includes a quality improvement process and an expanded scoring system that will allow for a more detailed analysis of compliance over time. The EIQMT will continue to serve as an additional data source to document that Infant/Toddler Early Intervention programs are meeting the 14-day requirement for starting services. *Timeline – Annually through 2007. Updated monitoring schedule initiated in FFY 2007 as described in updated improvement activities below.*
- Infant/Toddler Early Intervention programs that are not in compliance with the items related to the 14 day timeline for delivery of service will continue to be required to develop a plan of correction within 30 days from the date the report of findings is issued by the Office of Child Development and Early Learning Early Intervention staff. The corrective action plan must identify the steps taken to correct all noncompliance areas within agreed upon timelines, not to exceed 1 year. They will also be required to participate in validation visits conducted by Office of Child Development and Early Learning Early Intervention staff within 6 months after the issuance of the monitoring report to ensure progress toward correcting areas of noncompliance; and develop a training and technical assistance plan. *Timeline – Annually through 2007. Updated monitoring schedule initiated in FFY 2007 as described in updated improvement activities below.*
- On an annual basis, Infant/Toddler Early Intervention programs will monitor their local Early Intervention contractors to ensure that the provision of Early Intervention services meets all requirements, including the 14 day timeline for delivery of service. In addition to the annual monitoring, Infant/Toddler Early Intervention programs will provide ongoing supervision of local providers through monthly monitoring of billing records, progress notes, and other documentation of IFSP services. Development of a tool for counties to use to monitor providers will be completed in 2006. *Timeline – Tool for monitoring local programs completed by December 2006; monitoring to occur annually through 2010.*
- Enhancements will be made to the Early Intervention Reporting System (EIRS) database to collect and maintain information on the timely delivery of service for all infants and toddlers. EIRS will also be enhanced to identify the specific reason for a delay in service (family reason, systemic issue, other). The Annual Performance Report (APR) due in February 2007, will use data from the enhanced EIRS system for reporting on this indicator. This enhanced data will allow Pennsylvania to

report data with increased quality and consistency and will allow for reporting on all infants and toddlers in the Early Intervention system. In the February 2007 APR, Pennsylvania will have data on the timeliness of services to all children who entered the Early Intervention program from April 2006 to June 2006. Subsequent APRs will include data for all infants and toddlers in the Early Intervention system for that reporting year. *Timeline – Enhancements completed by April 2006, ongoing data collection through EIRS through FFY 2009. New data information system piloted beginning in FFY 2008. Full implementation of new data information system in FFY 2009.*

- Office of Child Development and Early Learning will continue to work with the State Interagency Coordinating Council's Personnel Preparation Committee to monitor Early Intervention personnel needs across the state. In 2004-2005, the Personnel Preparation Committee investigated the use of speech-language pathologists in the Early Intervention program in Pennsylvania. A report was developed on their findings in the spring of 2005 with recommendations to Office of Child Development and Early Learning expected by December 2005. The findings will be reviewed and discussed with the SICC in spring of 2006. Additional implementation strategies that may be implemented will be added to the February 2007 APR. *Timeline – recommendations by December 2005, ongoing implementation through 2010.*
- Pennsylvania will continue to utilize Early Intervention Technical Assistance (EITA), the statewide birth through the age of beginners training system to provide training and technical assistance to Infant/Toddler Early Intervention programs. Local training plans will continue to be developed annually with the Office of Child Development and Early Learning Early Intervention staff, EITA consultants, and local Early Intervention program administrators. EITA training plans for those Infant/Toddler Early Intervention programs that are out of compliance will focus on increasing the timely delivery of Early Intervention services. Additional local training activities may include: training efforts focused on enhancing the expertise of Early Intervention staff to provide transdisciplinary services and training focused on ensuring adequate documentation of service delivery. *Timeline – ongoing.*
- Through EITA, Pennsylvania's is developing materials to provide guidance to Infant/Toddler Early Intervention programs to assist IFSP teams in identifying the most appropriate service to meet individual needs of children. Materials will be disseminated statewide. *Timeline – completed January 2006.*

#### **Improvement Activities Established in FFY 2006**

- The Office of Child Development and Early Learning will develop an expedited process for the correction of non-compliance to ensure correction within one year for areas identified through monitoring, monthly data reviews and other mechanisms. The expedited process will include: more stringent timelines for OCDEL staff to complete their monitoring reports; more stringent timelines for Infant/Toddler Early Intervention programs to develop correct action plans; and moved up timelines for OCDEL staff to conduct validation visits. The expedited process will be piloted with those Infant/Toddler Early Intervention programs that have a pattern of difficulty in providing timely services. *Timeline - March 2007*
  - **Revision for FFY 2007** – Pennsylvania has made changes to its general supervision system with the creation of a new unified office for the Departments of Education and Public Welfare. The new office, the Office of Child Development and Early Learning (OCDEL), coordinates all Pennsylvania early childhood programs, including the infant/toddler and preschool Early Intervention programs. This new administrative structure has impacted Pennsylvania's Early Intervention monitoring activities for the infant/toddler Early Intervention program. OCDEL began restructuring its monitoring tool and activities to ensure a cohesive monitoring process for the infant/toddler and preschool Early Intervention programs and to incorporate additional general supervision and enforcement strategies to the state's verification activities. The restructuring of the verification process include: revisions to the monitoring and verification tool; and the use of monthly data submission from local Early Intervention programs as a

means to identify lower performing programs; and processes to expedite monitoring of Infant/Toddler Early Intervention programs as required as an enforcement strategy. Details on Pennsylvania's management verification process are included in the SPP, page 9.

- Office of Child Development and Early Learning Early Intervention staff will monitor data from the Early Intervention Reporting System (EIRS) on a monthly basis to ensure the timely delivery of services. If an Infant/Toddler Early Intervention program is identified as having difficulty in achieving compliance in this area, several action steps will be taken. The action steps include:
  1. The Infant/Toddler Early Intervention program must analyze their EIRS data on the outcome indicator and identify specific areas of weakness or concern and appropriate actions to correct the noncompliance;
  2. The Infant/Toddler Early Intervention program must establish 3 month targets for correcting the noncompliance and include the targets in an addendum to their plan of correction; and
  3. Office of Child Development and Early Learning Early Intervention staff will monitor the Infant/Toddler Early Intervention programs establishment and correction of noncompliance. *Timeline – monthly through 2010.*

**Revision for FFY 2007**—Pennsylvania's general supervision system includes an enforcement activity focused on increasing reporting requirements for those Infant/Toddler Early Intervention programs that are consistently performing at lower levels of performance on this indicator. Programs are notified in writing of performance concerns related to the OSEP indicators. Infant/Toddler Early Intervention programs must develop an action plan designed to correct noncompliance. The action plans are designed with measurable data-based targets, timelines and improvement activities. This action plan is reviewed by OCDEL staff and is compared to monthly data analyses. This attention to data analysis and planning continues to ensure that local Early Intervention programs are meeting Pennsylvania's high quality standards.

- Office of Child Development and Early Learning staff will develop a focused monitoring process that ensures that more resources are spent with those counties that are lower performing in areas of compliance. The focused monitoring process will use a variety of procedures including current data reviews, results of previous annual monitoring reports, and information from requests for mediations and due process hearings. *Timelines: Tool to be completed by October 2007 and piloted in infant/toddler Early Intervention programs by January 2008. Focused monitoring tool and procedures will be implemented starting July 1, 2008.*
  - **Revision for FFY 2007**—This activity has been subsumed under the restructured verification process for the infant/toddler and preschool Early Intervention programs. Changes in the cycle of onsite verification visits and the use of monthly data submissions for the infant/toddler Early Intervention programs allows state staff to focus additional resources in local programs who are performing lower than standards and expedite the identification of noncompliance issues. Details on Pennsylvania's management verification process are included in the SPP, page 9.
- Office of Child Development and Early Learning Staff will meet with Infant/Toddler Early Intervention programs on a monthly basis to review data and discuss areas where targets are not being met and request appropriate action to move towards improvement on this indicator. *Timeline - monthly through 2010.*

- **Revisions for FFY 2007** – OCDEL staff, Infant/Toddler Early Intervention and preschool Early Intervention programs continue to meet on a monthly basis where data for all programs is reviewed. This provides an opportunity to review data and activities for the lower performing counties and discuss improvement activities. Each meeting also allows an opportunity for joint planning by the infant/toddler and preschool programs based on the local data. The continued focus on data analysis and quality improvement planning ensures that Early Intervention programs are making needed quality improvements. No changes are needed to the timelines or targets for this indicator.
- A series of training events for both infant/toddler and preschool Early Intervention staff will focus on strategies for working with parents and other staff in typical early childhood settings. Dr. Juliann Woods will provide training on strategies for engaging parents and early childhood staff in typical routines and settings. Pat Wesley and Virginia Buysse will also provide training to Early Intervention staff (0-5) and technical assistance staff on how to provide consultative services within natural environments. *Timelines – Initial trainings will be held in fall 2006 with follow-up implementation training in spring 2007.*
  - **Revisions for FFY 2007** – The training activities on strategies for working with families and staff in early childhood settings and trainings on consultative services were held according to timelines. Local implementation efforts are underway to ensure that participants in the statewide training have more focused local technical assistance. No changes are needed to the timelines or targets for this improvement activity. *Completed Spring 2007.*
- Pennsylvania will conduct 3 regional workshops with Dr. Juliann Woods across the state during the month of November 2006 on an overview of various instructional strategies useful for Early Interventionists working with other adults to facilitate embedding the day-to-day intervention for children within daily routines and activities. Evidence supporting the use of the various strategies, methods to use them systematically, and guidelines for matching the appropriate strategies to the adult will be shared. Problem solving on various challenges commonly faced by Early Interventionists will also be included. Instructional strategies to be presented can be used when supporting infants and toddlers in all areas of development including communication. *Timeline – completed November 2006.*
  - **Revisions for FFY 2007** – The regional workshops by Dr. Juliann Woods were held according to timelines. Additional technical assistance, through Infant/Toddler Early Intervention training plans, will ensure implementation on new information. No changes are needed to the timelines or targets for this improvement activity.

### **New Improvement Activities Added for FFY 2007**

- In fall 2007, Pennsylvania's Approach to Early Intervention, a guidance document was disseminated at the annual Early Intervention Leadership meeting. This document was developed with extensive stakeholder input and promotes the use of collaborative consultation as a best practice in providing Early Intervention services in the family's routines and activities. The use of collaborative consultation will also be an effective strategy to decrease the inappropriate use of multiple Early Intervention providers and services, thereby increasing capacity and timely service delivery. Through Early Intervention Technical Assistance, statewide and local training will be provided on local implementation of collaborative consultation strategies. *Timeline – Statewide training and technical assistance activities provided in FFY 2007, local training and technical assistance activities provided as needed through 2010.*

- In spring 2008, training will be provided statewide on the new joint IFSP/IEP format. The training sessions will also focus on strategies to help write an effective IFSP/IEP including: strategies to help families prioritize their needs; strategies for the development of goals/outcomes that support collaborative consultative services, and information on moving service delivery from a medical model to a family support model. Training will be provided collaboratively by OCDEL and Early Intervention Technical Assistance staff. *Timeline* – Statewide training will be provided in spring 2008 in seven locations across Pennsylvania. Local training and technical assistance will also be provided as needed through 2010.

## February 2011 Update of Improvement Activities/Timelines /Resources

Per OSEP instructions, SPP targets and ongoing improvement activities have been reviewed and extended for an additional two years (2011-12 and 2012-13).

### Additional improvement activities for FFY 2010 through FFY 2012:

- (1) Pennsylvania has instituted a new data information system with the Infant/Toddler Early Intervention Programs which manages the electronic record of all children receiving Early Intervention services. New reporting capabilities will be available within the information system that allows for the review of real time data on all children. State staff as well as local Infant/Toddler Early Intervention staff will have the ability to review data on each individual child at any given point in time throughout the year. This enhanced capability to obtain information on all children provides local Infant/Toddler Early Intervention programs with the ability to identify and address potential issues around timely service delivery and avoid issues of noncompliance and therefore, improving program performance.

*Timeline:* Dashboard operational beginning November 2010 with additional enhancements scheduled for Spring 2011. Continued use of dashboards through FFY 2012.

- (2) Pennsylvania continues to review and refine the verification tool used to monitor Infant/Toddler Early Intervention programs. The tool is reviewed each year to ensure that areas being monitored are updated to reflect federal and state requirements and quality practice within the state. Updates for FFY 2010 include; the use of data from local Early Intervention programs for reviewing timely service delivery and the use of the results of the family survey as a component in the verification process.

*Timeline:* Annually through FFY 2012.

## February 2012 Update of Improvement Activities/Timelines/Resources

### Additional Improvement Activities for FFY 2011 and FFY 2012:

Starting in FFY 2011, BEIS initiated an annual data review process through its statewide data information system to identify areas of noncompliance for this compliance indicator. This data review occurs at a specified time each year and reviews all active child records for a specified time period. This review requires correction of noncompliance within one year, ensure that every individual child instance of noncompliance as been corrected, as appropriate, and ensures that local Infant/Toddler EI programs are implementing specific regulatory requirements to ensure systematic issues of noncompliance are corrected. *Timeline:* Annually through FFY 2012.

## Part C State Performance Plan (SPP) for 2005-2012

### Overview of the State Performance Plan Development:

The overview of the development of Pennsylvania's State Performance Plan can be found in the Introduction section, page 6.

### Monitoring Priority: Early Intervention Services In Natural Environments

**Indicator 2:** Percent of infants and toddlers with IFSPs who primarily receive Early Intervention services in the home or community based settings.

### Measurement:

Percent = [(# of infants and toddlers with IFSPs who primarily receive Early Intervention services in the home or community-based settings) divided by the (total # of infants and toddlers with IFSPs)] times 100.

### Overview of Issue/Description of System or Process:

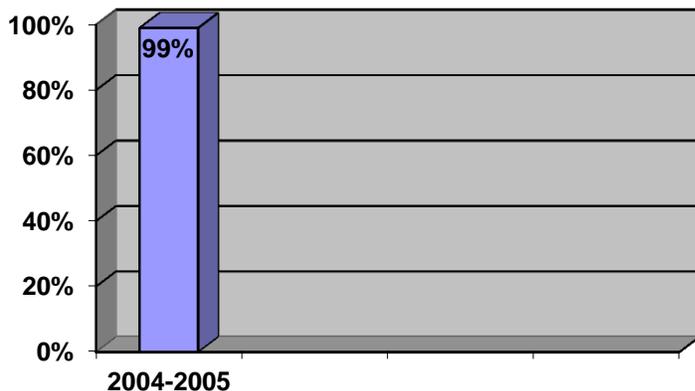
Pennsylvania has a written policy regarding Natural Environments in Announcement ELS/EI -06 #4. This policy reinforces federal law through the requirement that: Early Intervention Services are provided in natural environments, including the home and community settings in which children without disabilities participate and, the provision of Early Intervention services for an infant or toddler occurs in a setting other than a natural environment, as determined by the parent and the Individual Family Service Plan team only when Early Intervention cannot be achieved satisfactorily for the infant or toddler in a natural environment. If a service is provided outside the natural environment, the IFSP team must show sufficient documentation why the service cannot occur in the natural environment and the decision must be reviewed every six months or at the request of the family.

The Infant/Toddler Early Intervention program monitors the development of the IFSP by team members, including the family, and the implementation of each IFSP to ensure the provision of services in natural environments. Early Intervention service providers work with parents, service coordinators, community agencies and other service providers to ensure the effective provision of supports and services in natural environments.

The Office of Child Development and Early Learning Early Intervention staff conducts verification reviews of the Infant/Toddler Early Intervention programs and monitor IFSP supports and services in the natural environments.

On January 2007, the Department of Public Welfare and Department of Education created a new program office which has oversight of the Pennsylvania's birth through two Early Intervention program, the preschool Early Intervention program, the state's Head Start supplemental program and childcare programs. The establishment of the Office of Child Development and Early Learning, through the integrated system approach, allows for incredible opportunities for collaboration with those providing community early childhood learning environments including: childcare providers, preschool staff, Head Start staff, Early Intervention staff and school district staff. These opportunities include joint staff meetings, conferences, planning meetings and improved communication that will assure the coordination of efforts, knowledge and resources. The Early Intervention Program was fully transitioned into this Office by July 1, 2007.

**Baseline Data for FFY 2004 (2004-2005):**



**Table 2:** The percentage of Pennsylvania’s infants and toddlers with IFSPs who primarily receive Early Intervention services in the home or programs for typically developing children.

**Discussion of Baseline Data:**

Data for this indicator was obtained through the Early Intervention Reporting System (EIRS) and includes all infants and toddlers in service in FY 2004-2005. Pennsylvania’s provision of services in the home or programs for typically developing children remains high. While not shown in this data table, over the past six years, Pennsylvania’s provision of Early Intervention services in natural environments has remained consistently high.

Based on the data for FY 2004-2005, 99% of all Early Intervention services occur in natural environments. Ninety-eight percent (98%) of Early Intervention services occur in a range of settings such as the child’s home , a relative’s home, the babysitters home, the neighborhood playground, and other community activities. One percent (1%) of services is provided in center-based childcare program. Often infants and toddlers receive services in both the home and childcare settings. In these instances the data would reflect where the child received the majority of their services. Families indicate that they want to be involved in the delivery of services, for this reason the vast majority of services occur in the home.

To ensure compliance with individual team decision making processes in the determination of the location of Early Intervention services, Office of Child Development and Early Learning Early Intervention staff monitor the local county Early Intervention programs on an annual basis. The Early Intervention Quality Measurement Tool (EIQMT) includes several items related to the development of the IFSP, the location of Early Intervention services, the involvement of family members in the development of the IFSP, and the team decision making process.

FFY	Measurable and Rigorous Target
<p><b>2005 (2005-2006)</b></p>	<p>While the percentage of infants/toddlers who receive Early Intervention services in the home or programs for typically developing children will remain above 95%, 2% of those infants/toddlers will receive services in community settings as determined by their IFSP team.</p>
<p><b>2006 (2006-2007)</b></p>	<p>While the percentage of infants/toddlers who receive Early Intervention services in the home or programs for typically developing children will remain above 95%, 19% of those infants/toddlers will receive services in community settings as determined by their IFSP team.</p>

<p><b>2007 (2007-2008)</b></p>	<p>While the percentage of infants/toddlers who receive Early Intervention services in the home or programs for typically developing children will remain above 95%, 21% of those infants/toddlers will receive services in community settings as determined by their IFSP team.</p>
<p><b>2008 (2008-2009)</b></p>	<p>While the percentage of infants/toddlers who receive Early Intervention services in the home or for typically developing children will remain above 95%, 23% of those infants/toddlers will receive services in community settings as determined by their IFSP team.</p>
<p><b>2009 (2009-2010)</b></p>	<p>While the percentage of infants/toddlers who receive Early Intervention services in the home or programs for typically developing children will remain above 95%, 25% of those infants/toddlers will receive services in community settings as determined by their IFSP team.</p>
<p><b>2010 (2010-2011)</b></p>	<p>While the percentage of infants/toddlers who receive Early Intervention services in the home or programs for typically developing children will remain above 95%, 27% of those infants/toddlers will receive services in community settings as determined by their IFSP team.</p>
<p><b>2011 (2011-2012)</b></p>	<p>While the percentage of infants/toddlers who receive Early Intervention services in the home or programs for typically developing children will remain above 95%, 27% of those infants/toddlers will receive services in community settings as determined by their IFSP team.</p>
<p><b>2012 (2012-2013)</b></p>	<p>While the percentage of infants/toddlers who receive Early Intervention services in the home or programs for typically developing children will remain above 95%, 27% of those infants/toddlers will receive services in community settings as determined by their IFSP team.</p>

**Improvement Activities/Timelines/Resources:**

- Office of Child Development and Early Learning Early Intervention staff will continue to monitor Infant/Toddler Early Intervention programs to ensure that infants and toddlers are receiving their supports and services in natural environments to the maximum extent appropriate as determined by the individual IFSP team. *Timeline – Annually through 2010.*
  
- Infant/Toddler Early Intervention programs that are out of compliance on the items related to services in natural environments will be required to:
  - Develop a corrective action plan with a focus on better supporting the provision of services in natural environments and the IFSP team decision making process;
  - Participate in verification visits by Office of Child Development and Early Learning Early Intervention staff after monitoring to ensure progress toward correcting areas of noncompliance; and

- Develop a training and technical assistance plan that includes activities specific to supporting IFSP services provided in natural environments. *Timeline – Annually through 2010.*
- As part of the ongoing general supervision process, Office of Child Development and Early Learning Early Intervention staff will review data from their information system on a quarterly basis to monitor the location of services in order to ensure the provision of Early Intervention services in natural environments. *Timeline – Quarterly through 2010.*
- Office of Child Development and Early Learning Early Intervention staff will participate in quarterly staff meetings with other community early learning entities such as childcare, Head Start, and Early Head Start. *Timeline – Quarterly through 2010.*
- During summer 2005, Pennsylvania convened a work group to formulate the Office of Child Development and Early Learning's Infant/Toddler Strategy. This workgroup has been charged with making recommendations on how Office of Child Development and Early Learning can strengthen and coordinate its work with infants and toddlers. These recommendations led to the creation of a framework for working with infants and toddlers in three areas: Early Learning (focusing on programs such as childcare); Supporting Families (focusing on family support programs, home visiting, family leave practices in business) and Health (including both physical and behavioral health issues). This workgroup has formulated goals for FY 2006-07 and will complete development of their action plan by January 2006. *Timeline – Action plan completed by January 2006, ongoing implementation of activities through 2010. Completed FFY 2009.*
- One of the goals of Office of Child Development and Early Learning's Infant/Toddler Strategy is to develop early learning standards for infants and toddlers. The standards will be coordinated with current efforts in developing standards for Pennsylvania's three and four year olds. *Timeline – Early learning standards to be completed by summer 2006, statewide dissemination completed by January 2007. Completed FFY 2007.*
- The Office of Child Development and Early Learning and the Part B preschool program work collaboratively with the Pennsylvania BUILD initiative to expand inclusive opportunities for children birth to age 5. The BUILD initiative is designed to help states construct a coordinated system of programs, policies, and services that respond to the needs of families, carefully use public and private resources, and effectively prepare children for a successful future. Pennsylvania is one of five states participating in this initiative. Pennsylvania BUILD has focused on improving the support for childcare professionals and the quality of childcare. *Timeline – Ongoing through 2010.*
- Pennsylvania's APR implementation plan for 2005-2006 included the *Early Childhood Partnership Conference: Making Connections* held on September 28, 29, & 30, 2005. This conference was designed to bring together leaders involved in early childhood education to demonstrate the benefits of working in partnership to achieve positive outcomes for young children and their families. Office of Child Development and Early Learning will incorporate recommendations from participants into the development of the statewide Infant/Toddler Strategy to be completed in January 2006 and in ongoing technical assistance efforts provided through Early Intervention Technical Assistance. *Timeline – ongoing through 2010.*
- Pennsylvania conducted the *1st Annual Early Childhood Conference: Celebrate the Success*, on Oct. 23- 25, 2005. This conference was also part of Pennsylvania's APR implementation strategy for 2005-2006. Approximately 400 educators of children from birth to age 8, with and without disabilities attended. The conference objectives were to: engage early childhood professionals in promising educational practices that can be shared and implemented in multiple environments: home, school, childcare, and the community; provide networking opportunities for early childhood professionals from various educational settings; and to build awareness of the continuum of standards in early childhood education in the Commonwealth of Pennsylvania. *Timeline – Annual conference through 2010.*

- The Office of Child Development and Early Learning continues to fund Early Intervention Technical Assistance to provide statewide and local training with a focus on increasing the capacity of early care and education settings to support children with disabilities. *Timeline – ongoing through 2010.*
- The Office of Child Development and Early Learning hosted 10 community-based inclusion forums in 2005-2006. A summary document is being developed, with recommendations based on outcomes of these forums. The forums were designed to allow the different stakeholders in early care and education and Early Intervention to build relationships that are expected to increase inclusive opportunities. Stakeholders at the forums are identifying factors that support the creation and maintenance of policies and practices to promote inclusive settings, and challenges that require a review by the two lead agencies. *Timeline – forums to be held in 2005-2006, recommendations to be reviewed and implemented in 2006-2007. Completed FFY2007.*

### **February 2011 Update of Improvement Activities/Timelines /Resources**

Per OSEP instructions, SPP targets and ongoing improvement activities have been reviewed and extended for an additional two years (2011-12 and 2012-13).

## Part C State Performance Plan (SPP) for 2005-2012

### Overview of the State Performance Plan Development:

The overview of the development of Pennsylvania's State Performance Plan can be found in the introduction section, page 6.

### Monitoring Priority: Early Intervention Services In Natural Environments

#### Indicator 3: Percent of infants and toddlers with IFSPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication);  
and
- C. Use of appropriate behaviors to meet their needs.

#### Measurement:

##### A. Positive social-emotional skills (including social relationships):

- a. Percent of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers = # of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers divided by # of infants and toddlers with IFSPs assessed times 100.
- b. Percent of infants and toddlers who improve functioning = # of infants and toddlers who improved functioning divided by # of infants and toddlers with IFSPs assessed times 100.
- c. Percent of infants and toddlers who did not improve functioning = # of infants and toddlers who did not improve functioning divided by # of infants and toddlers with IFSPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

##### B. Acquisition and use of knowledge and skills (including early language/communication):

- a. Percent of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers = # of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers divided by # of infants and toddlers with IFSPs assessed times 100.
- b. Percent of infants and toddlers who improved functioning = # of infants and toddlers who improved functioning divided by # of infants and toddlers with IFSPs assessed times 100.
- c. Percent of infants and toddlers who did not improve functioning = # of infants and toddlers who did not improve functioning divided by # of infants and toddlers with IFSPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

##### C. Use of appropriate behaviors to meet their needs:

- a. Percent of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers = # of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers divided by # of infants and toddlers with IFSPs assessed times 100.
- b. Percent of infants and toddlers who improved functioning = # of infants and toddlers who improved functioning divided by # of infants and toddlers with IFSPs assessed times 100.
- c. Percent of infants and toddlers who did not improve functioning = # of infants and toddlers who did not improve functioning divided by # of infants and toddlers with IFSPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

**Overview of Issue/Description of System or Process:**

In Pennsylvania, the infant/toddler Early Intervention program is operated by the Department of Public Welfare through the Office of Child Development and Early Learning (OCDEL). OCDEL has developed a common process for measuring progress on child outcomes for infants, toddlers and preschool children in Early Intervention. The following plan provides details on how OCDEL will gather child outcome data in order to report to OSEP through the APR/SPP process.

*1. Process for Gathering Entry Data*

The process for gathering and reporting entry data to be reported in this SPP was approved by OSEP. Details of the collection and analysis of the entry data on child outcomes is presented here as a reminder of the process previously described and approved. While minor updates have been made to the entry data collection process (e.g., finalization of approved child measurement tools) no changes have been made to the general process for collection of entry data described in the December 2005 SPP.

Entry data will be based on a sample of eligible infants and toddlers who entered the Early Intervention program in 2005-2006. The sampling plan will use a stratified random sampling of eligible children who have been enrolled in the Part C and Part B Preschool Early Intervention programs for at least six months. Stratification of the sample will ensure representation based on age and gender. The entry data includes 317 infants and toddlers.

The entry data has been derived from a larger child outcome research study conducted by both PDE and DPW through researchers at the University of Pittsburgh. The study evaluated child outcome data from a representative sample of infants, toddlers and preschoolers in six different geographic areas, including both rural and urban populations. The entry status data point was based on information gathered at the initial evaluation for eligibility to the Part C or Part B Preschool Early Intervention program.

Using a statistical process based on the actual scores of child assessment tools, the entry data will be matched to the 7 point Child Outcome Summary Form (COSF) developed by the Early Childhood Outcome Center. Pennsylvania will define “comparable to same aged peers” as a score of 6 or 7 on the COSF. This recoding of the data will allow Pennsylvania to use this data to determine child progress at exit, to be reported in the APR/SPP due February 2008.

*2. Process for Gathering Progress Data*

Pennsylvania's process for collecting progress data was described in the SPP submitted in February 2007 and was approved by OSEP.

Using the sample of children from the entry data, infants and toddlers who exited in 2005-2006 or 2006-2007 after receiving at least 6 months of consecutive services were included in the progress data collection. As the infants and toddlers from the sample exited the Early Intervention program, the child's IFSP team completed the 7 point Child Outcome Summary Form (COSF). The COSF was completed within 60 days of the child's exit from Early Intervention using existing data sources. All entry and exit data were entered into a statewide database for analysis and reporting to OSEP in the APR/SPP due 2008.

### 3. Plan for Gathering Entry Data and Progress Data to be Reported in the APR due February 2009

The changes to the OSEP measurement criteria, announced in August 2006, necessitated several changes to the ECAP system. Accordingly, Pennsylvania's new plan for collecting child outcome data will include procedures that will generate new entry data using the Child Outcome Summary Form (COSF) starting with children entering Early Intervention on or after July 1, 2007 and progress data using the COSF on those children who entered after July 1, 2007, received 6 months of consecutive services, and exited Early Intervention before June 30, 2008.

The entry data will be gathered according to the following procedures:

- The data collection procedures for measuring child outcomes described below were developed jointly by both the infant/toddler and preschool Early Intervention systems in Pennsylvania. Both programs will implement the same system, attend the same training opportunities, and use the same database.
- All infants and toddlers who enter the Early Intervention system on or after July 1, 2007 will have entry data collected. Entry data will be collected within 60 days of the determination of the child's eligibility for the Early Intervention program.
- All infants and toddlers who have had at least 6 months of consecutive service and are exiting the Early Intervention system on or after January 1, 2008 for the following reasons will have exit data collected. The exit data point for each child will be gathered no more than 60 days prior to the child's exit from the Early Intervention program. The reasons for exiting the Early Intervention system include:
  - no longer eligible for Early Intervention because the child no longer meets eligibility criteria;
  - anticipated move out-of-state; or
  - Transitioned to the preschool Early Intervention program.
- Standard information on the child's performance will be gathered through the use of a list of approved child outcome measurement tools. The list of approved tools is below.
  - Battelle Developmental Inventory (BDI or BDI II)
  - Developmental Assessment of Young Children (DAYC)
  - Hawaii Early Learning Profile (HELP)
  - High Scope Child Observation Record (preschool and infant/toddler versions)
  - Learning Accomplishment Profile (LAP-3) and the Early Learning Accomplishment Profile (ELAP)
  - Developmental Observation Checklist System (DOCS)
  - Creative Curriculum Developmental Continuum Assessment (preschool and infant/toddler versions)
  - Work Sampling System/Ounce
- One member from the child's IFSP implementation team and the child's family will use the data from an approved child outcome measurement tool and other pertinent information to make a determination of the child's performance level. The child's performance will be scored using the 7-point Child Outcome Summary Form (COSF) developed by the Early Childhood Outcome Center. Pennsylvania is adopting the 7-point scale as published by the ECO Center.
- The child's entry data and exit data will be entered into the existing ECAP database. The ECAP database will calculate the amount of child progress using the process designed by the ECO center. Pennsylvania will be adopting the ECO Center definition for "comparable to same-aged peers", a child who has been scored at 6 or 7 on the COSF. Pennsylvania will be able to present progress data on the children in the new entry sample using the 5 OSEP measurement criteria for the APR due in February 2009.

*4. Plan for Gathering Entry Data and Progress Data to be Reported in the APR due February 2010*

By July 1, 2009, in order to increase the reliability of the child outcome data, the list of approved assessment tools will be narrowed to one tool for measuring infant/toddler child outcomes, The Ounce Scale and one tool for measuring preschool child outcomes, The Work Sampling System (WSS). The process to transition from the use of several child assessment tools to The Ounce Scale for infant/toddler programs is described below.

- By July 1, 2008, all infant/toddler Early Intervention programs must begin using The Ounce Scale for child outcome data collection unless they are using the High Scope COR or Creative Curriculum Developmental Continuum for Infants and Toddlers. Programs using the COR or the Continuum may choose to use The Ounce Scale or add it to their child outcome assessment process but the change is not required this year.
- By July 1, 2009, all infant/toddler Early Intervention programs will be required to use The Ounce Scale for child outcome data collection.

Because of the use of a single child outcome measurement tool, it will no longer be necessary to use the COSF as an interim scale to aid in the comparison of data from multiple assessment tools. The child outcome database will be adjusted to gather child data on the specific items from the WSS. This data will be directly translated into OSEP's measurement criteria.

Starting in July 2009, an additional point of child outcome data will be collected annually on all infant/toddlers enrolled in Early Intervention program. The data will be collected as part of the annual IFSP update. While this data will not be reported as part of the APR/SPP requirements, it will serve as a quality management tool for Pennsylvania.

## Progress Data for FFY 2007 (2007-2008)

**Table 3.1: The number and percentage of infants and toddlers at each of the five measurement criteria by the three child outcome indicators.**

	Positive social-emotional skills (including social relationships):		Acquisition and use of knowledge and skills (including early language/communication and early literacy)		Use of appropriate behaviors to meet their needs	
	Number of Children	Percent of Children	Number of Children	Percent of Children	Number of Children	Percent of Children
a. #/% of infants and toddlers who did not improve functioning	4	1.2%	2	0.6%	2	0.6%
b. #/% of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	39	11.9%	38	11.4%	29	8.7%
c. #/% of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	7	2.1%	34	10.2%	34	10.2%
d. #/% of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	68	20.7%	126	37.8%	157	47.2%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	211	64.1%	133	40.0%	111	33.3%
Missing data	<b>329</b>	<b>100%</b>	<b>333</b>	<b>100%</b>	<b>333</b>	<b>100%</b>
<b>Total</b>	4	1.2%	2	0.6%	2	0.6%

### Discussion of FFY 2007 Progress Data

The data shown in Table 3.1 is based on 333 children who entered the Infant/Toddler Early Intervention program on/after July 1, 2007 and then exited the program after a minimum of 6 months of service prior to July 1, 2008. Therefore, this data represents infants and toddlers who received a maximum of one year of Early Intervention services and a minimum of six months of Early Intervention services. These data represent children who within six to twelve months of their entering Early Intervention met their IFSP goals and were no longer in need of Early Intervention services, no longer met eligibility requirements, transitioned to the Part B Preschool program, transitioned out of Early Intervention or moved out of state.

Incomplete data was available for 4 children in the social-emotional skills indicator (1%) due to data collection errors (e.g., use of an incorrect data collection form, incomplete data, etc.)

Close to 100% infants and toddlers in the sample made progress or maintained their functioning at age-appropriate levels on all three child outcome indicators. On the Positive Social Emotional Skills outcome, 87% of the infants and toddlers maintained, reached or are on a trajectory to reach functioning comparable to same-aged peers. Eighty-eight percent (88%) of the infants and toddlers maintained, reached or are on a trajectory to reach functioning comparable to same-aged peers for the Acquisition and Use of Knowledge and Skills outcome and 91% of the infants and toddlers maintained, reached or are on a trajectory to reach functioning comparable to same-aged peers for the Use of Appropriate Behaviors outcome indicator.

The entry and exit data from Pennsylvania’s Infant/Toddler Early Intervention programs was gathered using one assessment tool from a list of 8. Data from this assessment tool was used to generate a 1- 7 score on the Early Childhood Outcomes Center’s Child Outcomes Summary Form (COSF). Pennsylvania is defining “comparable to same age-peers” as a child who has scored either a 6 or 7 on the COSF. A comparison of the child’s scores from entry to exit was used to generate Table 3.1.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005</b> (2005-2006)	
<b>2006</b> (2006-2007)	
<b>2007</b> (2007-2008)	
<b>2008</b> (2008-2009)	
<b>2009</b> (2009-2010)	
<b>2010</b> (2010-2011)	Measurable and rigorous targets will be provided in the SPP/APR due February 1, 2010

**Improvement Activities/Timelines/Resources:**

The improvement activities, timelines and resources to support the child outcome data collection process were provided to OSEP with Pennsylvania’s SPP updated in February 2007. All improvement activities were approved by OSEP in the letter dated June 15, 2007.

- Pennsylvania will redesign all data collection forms, directions, and continue to develop responses to Frequently Asked Questions (FAQs) related to the new ECAP process. The forms and directions will be piloted with a small group of stakeholders to ensure that the materials are explicit and understandable. A group of staff from the Office of Child Development and Early Learning will be convened to develop and respond to all FAQs so that there is a consistent response from both the

infant/toddler and preschool Early Intervention systems. *Timeline – materials to be redesigned in October to December 2006. Completed.*

- Pennsylvania will redesign all training and informational materials used for introducing ECAP statewide. This includes materials for 1) Early Intervention providers who had been to the initial ECAP training; 2) Early Intervention providers who have not yet attended ECAP training; and 3) Parents and other general audiences. *Timeline – materials to be developed in January to March 2007. Completed.*
- The ECAP database will be redesigned to accommodate the use of the COSF for both entry and exit data. Reporting formats will also be redefined to accommodate the new OSEP measurement criteria. In addition, those Early Intervention providers who had entered data into the existing system will be interviewed to determine enhancements that may be needed to increase the efficiency of the data entry process. Several Early Intervention programs will be selected to test the database prior to statewide roll out. *Timeline – interviews to be conducted in October – December 2006 with redesign to be completed by March 2007. Completed.*
- Training will be provided to all Early Intervention staff (who have not been to the initial ECAP training) on 1) the OSEP child outcomes indicators; 2) the ECAP process in Pennsylvania; 3) the Child Outcome Summary Form (COSF); and 4) procedures for entering exit and entry data into the ECAP database. *Timeline – training to be provided in April - June 2006. Completed.*
- For those Early Intervention staff who attended the initial ECAP training (approximately 1,800) training will be provided only on new procedures related to the COSF and the updates to the ECAP database. Training will be available in both face-to-face and web-based versions. *Timeline – training to be provided in April - June 2006. Completed.*
- Training on the approved child outcome measurement tools will be provided statewide to county Early Intervention program leadership staff. The goal of these trainings is to help Early Intervention programs identify the most appropriate measurement tool for their program by providing information on: 1) best practices in assessing children's progress; 2) an overview of each of the approved child outcome measurement tools (Work Sampling/Ounce Scale); 3) strategies for implementing child outcome measurement tools program-wide. *Timeline – training to be offered in February – May 2007. Completed.*
- Training of Trainers will be provided to Early Intervention Technical Assistance staff on each of the approved child outcome measurement tools. Training of trainer's sessions will also be available to county Early Intervention program staff who have made decisions about the child outcome measurement tool they will be using in 2008 and technical assistance staff who support child care programs in Pennsylvania. The training will be provided by staff from the publishers of each of the approved measurement tools. *Timeline – training to be offered in February – March 2007. Completed.*
- On a monthly basis Early Intervention staff from Office of Child Development and Early Learning will monitor the child outcome data that is collected in the ECAP database to ensure accuracy and reliability of the data. Updates on the quality of the data will be provided to county Early Intervention leadership staff at semi-annual meetings. Ongoing training for Early Intervention providers will be offered as needed. *Timeline – data will be monitored on a monthly basis with leadership review annually in both March and November through 2010. Completed.*
- Office of Child Development and Early Learning Early Intervention staff will monitor all county Early Intervention programs. Monitoring items will include collecting and entering child outcome data in an accurate and timely manner. *Timelines - annually through 2010. Completed.*
- Local county Early Intervention programs that are out of compliance on the items related to accuracy and timeliness of child outcome data will be required to: develop a corrective action plan; participate in validation visits by Office of Child Development and Early Learning Early Intervention staff after monitoring to ensure progress toward correcting areas of noncompliance; and develop a training and technical assistance plan that includes activities related to accuracy and timeliness of child outcome data. *Timelines - as needed through 2010. Completed*

- A revised plan for the implementation of ECAP in early childhood programs in Pennsylvania will be developed. This plan will include the identification of early childhood programs who will participate in the pilot process, enhancement of the COSF to meet the needs of typical children in early childhood settings, a plan for offering training on the ECAP process for pilot sites and timelines for all phases of implementation. *Timeline – revised plan for the early childhood implementation of ECAP to be completed by May 2007, training for pilot sites to be offered in May- June 2007, with implementation to begin in August – September 2007. Completed.*

### **Additional Activities Established in FFY 2007**

- Training of Trainers will be provided to Early Intervention Technical Assistance staff on each of the Ounce Scale, both paper and online versions. The training will be provided by staff from the publishers of the Ounce Scale. *Timeline – training to be offered in September and December 2008. Completed.*
- Training on the Ounce Scale will be provided statewide to county Early Intervention program leadership and direct provider staff. The goal of these trainings is to help Early Intervention programs to effectively use the Ounce Scale to collect child outcome data, use the Ounce Scale Online system for data entry and monitoring of child progress. *Timeline – training to be offered locally throughout 2008-2010. Completed*

## February 2010 Updates for Indicator 3

**Monitoring Priority: Early Intervention Services In Natural Environments**

**Indicator 3:** Percent of infant and toddlers with who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of infants and toddlers who did not improve functioning =  $[(\# \text{ of infants and toddlers who did not improve functioning}) \div (\# \text{ of infants and toddlers with IFSPs assessed})] \times 100$ .
- b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of infants and toddlers with IFSPs assessed})] \times 100$ .
- c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of infants and toddlers with IFSPs assessed})] \times 100$ .
- d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of infants and toddlers who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of infants and toddlers with IFSPs assessed})] \times 100$ .
- e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of infants and toddlers who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of infants and toddlers with IFSPs assessed})] \times 100$ .

**Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):**

**Summary Statement 1:** Of those infants and toddlers who entered or exited early intervention below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

**Measurement for Summary Statement 1:**

Percent =  $\frac{\# \text{ of infants and toddlers reported in progress category (c) plus } \# \text{ of infants and toddlers reported in category (d)}}{\# \text{ of infants and toddlers reported in progress category (a) plus } \# \text{ of infants and toddlers reported in progress category (b) plus } \# \text{ of infants and toddlers reported in progress category (c)}}$

plus # of infants and toddlers reported in progress category (d)] times 100.

**Summary Statement 2:** The percent of infants and toddlers who were functioning within age expectations in each Outcome by the time they turned 3 years of age or exited the program.

**Measurement for Summary Statement 2:** Percent = # of infants and toddlers reported in progress category (d) plus [# of infants and toddlers reported in progress category (e) divided by the total # of infants and toddlers reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

### **Overview of Issue/Description of System or Process:**

In Pennsylvania, the infant/toddler Early Intervention program is operated by the Department of Public Welfare through the Office of Child Development and Early Learning (OCDEL). OCDEL has developed a common process for measuring progress on child outcomes for infants, toddlers and preschool children in Early Intervention. The following plan provides details on how OCDEL will gather child outcome data in order to report to OSEP through the APR/SPP process.

#### *1. Process for Gathering Entry Data*

The process for gathering and reporting entry data to be reported in this SPP was approved by OSEP. Details of the collection and analysis of the entry data on child outcomes is presented here as a reminder of the process previously described and approved. While minor updates have been made to the entry data collection process (e.g., finalization of approved child measurement tools) no changes have been made to the general process for collection of entry data described in the December 2005 SPP.

Entry data will be based on a sample of eligible infants and toddlers who entered the Early Intervention program in 2005-2006. The sampling plan will use a stratified random sampling of eligible children who have been enrolled in the Part C and Part B Preschool Early Intervention programs for at least six months. Stratification of the sample will ensure representation based on age and gender. The entry data includes 317 infants and toddlers.

The entry data has been derived from a larger child outcome research study conducted by both PDE and DPW through researchers at the University of Pittsburgh. The study evaluated child outcome data from a representative sample of infants, toddlers and preschoolers in six different geographic areas, including both rural and urban populations. The entry status data point was based on information gathered at the initial evaluation for eligibility to the Part C or Part B Preschool Early Intervention program.

Using a statistical process based on the actual scores of child assessment tools, the entry data will be matched to the 7 point Child Outcome Summary Form (COSF) developed by the Early Childhood Outcome Center. Pennsylvania will define “comparable to same aged peers” as a score of 6 or 7 on the COSF. This recoding of the data will allow Pennsylvania to use this data to determine child progress at exit, to be reported in the APR/SPP due February 2008.

#### *2. Process for Gathering Progress Data*

Pennsylvania’s process for collecting progress data was described in the SPP submitted in February 2007 and was approved by OSEP.

Using the sample of children from the entry data, infants and toddlers who exited in 2005-2006 or 2006-2007 after receiving at least 6 months of consecutive services were included in the progress data collection. As the infants and toddlers from the sample exited the Early Intervention program, the child’s IFSP team completed the 7 point Child Outcome Summary Form (COSF). The COSF was completed

within 60 days of the child's exit from Early Intervention using existing data sources. All entry and exit data were entered into a statewide database for analysis and reporting to OSEP in the APR/SPP due 2008.

### *3. Plan for Gathering Entry Data and Progress Data to be Reported in the APR due February 2009*

The changes to the OSEP measurement criteria, announced in August 2006, necessitated several changes to the ECAP system. Accordingly, Pennsylvania's new plan for collecting child outcome data will include procedures that will generate new entry data using the Child Outcome Summary Form (COSF) starting with children entering Early Intervention on or after July 1, 2007 and progress data using the COSF on those children who entered after July 1, 2007, received 6 months of consecutive services, and exited Early Intervention before June 30, 2008.

The entry data will be gathered according to the following procedures:

- The data collection procedures for measuring child outcomes described below were developed jointly by both the infant/toddler and preschool Early Intervention systems in Pennsylvania. Both programs will implement the same system, attend the same training opportunities, and use the same database.
- All infants and toddlers who enter the Early Intervention system on or after July 1, 2007 will have entry data collected. Entry data will be collected within 60 days of the determination of the child's eligibility for the Early Intervention program.
- All infants and toddlers who have had at least 6 months of consecutive service and are exiting the Early Intervention system on or after January 1, 2008 for the following reasons will have exit data collected. The exit data point for each child will be gathered no more than 60 days prior to the child's exit from the Early Intervention program. The reasons for exiting the Early Intervention system include:
  - no longer eligible for Early Intervention because the child no longer meets eligibility criteria;
  - anticipated move out-of-state; or
  - Transitioned to the preschool Early Intervention program.
- Standard information on the child's performance will be gathered through the use of a list of approved child outcome measurement tools. The list of approved tools is below.
  - Battelle Developmental Inventory (BDI or BDI II)
  - Developmental Assessment of Young Children (DAYC)
  - Hawaii Early Learning Profile (HELP)
  - High Scope Child Observation Record (preschool and infant/toddler versions)
  - Learning Accomplishment Profile (LAP-3) and the Early Learning Accomplishment Profile (ELAP)
  - Developmental Observation Checklist System (DOCS)
  - Creative Curriculum Developmental Continuum Assessment (preschool and infant/toddler versions)
  - Work Sampling System/Ounce
- One member from the child's IFSP implementation team and the child's family will use the data from an approved child outcome measurement tool and other pertinent information to make a determination of the child's performance level. The child's performance will be scored using the 7-point Child Outcome Summary Form (COSF) developed by the Early Childhood Outcome Center. Pennsylvania is adopting the 7-point scale as published by the ECO Center.
- The child's entry data and exit data will be entered into the existing ECAP database. The ECAP database will calculate the amount of child progress using the process designed by the ECO center. Pennsylvania will be adopting the ECO Center definition for "comparable to same-aged peers", a child who has been scored at 6 or 7 on the COSF. Pennsylvania will be able to present progress data

on the children in the new entry sample using the 5 OSEP measurement criteria for the APR due in February 2009.

4. Plan for Gathering Entry Data and Progress Data to be Reported in the APR due February 2010

By July 1, 2009, in order to increase the reliability of the child outcome data, the list of approved assessment tools will be narrowed to one tool for measuring infant/toddler child outcomes, The Ounce Scale and one tool for measuring preschool child outcomes, The Work Sampling System (WSS). The process to transition from the use of several child assessment tools to The Ounce Scale for infant/toddler programs is described below.

- By July 1, 2008, all infant/toddler Early Intervention programs must begin using The Ounce Scale for child outcome data collection unless they are using the High Scope COR or Creative Curriculum Developmental Continuum for Infants and Toddlers. Programs using the COR or the Continuum may choose to use The Ounce Scale or add it to their child outcome assessment process but the change is not required this year.
- By July 1, 2009, all infant/toddler Early Intervention programs will be required to use The Ounce Scale for child outcome data collection.

Because of the use of a single child outcome measurement tool, it will no longer be necessary to use the COSF as an interim scale to aid in the comparison of data from multiple assessment tools. The child outcome database will be adjusted to gather child data on the specific items from the WSS. This data will be directly translated into OSEP’s measurement criteria.

Starting in July 2009, an additional point of child outcome data will be collected annually on all infant/toddlers enrolled in Early Intervention program. The data will be collected as part of the annual IFSP update. While this data will not be reported as part of the APR/SPP requirements, it will serve as a quality management tool for Pennsylvania.

**Progress Data for Infant and Toddlers Exiting FFY 2008 (2008-2009)**

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of infant and toddlers who did not improve functioning	2	0.4%
b. Percent of infant and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	44	9.3%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	24	5.1%
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	149	31.5%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	254	53.7%
<b>Total</b>	<b>N=473</b>	<b>100%</b>

<b>B. Acquisition and use of knowledge and skills (including early language/communication):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of infants and toddlers who did not improve functioning	3	0.6%
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	50	10.5%

c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	47	9.9%
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	211	44.2%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	166	34.8%
<b>Total</b>	<b>N=477</b>	<b>100%</b>

<b>C. Use of appropriate behaviors to meet their needs:</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of infants and toddlers who did not improve functioning	0	0.0%
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	45	9.5%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	28	5.9%
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	225	47.6%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	175	37.0%
<b>Total</b>	<b>N=473</b>	<b>100%</b>

**Baseline Data for Infants and Toddlers Exiting FFY 2008 (2008-2009)**

<b>Summary Statements</b>	<b>% of children</b>
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>	
1. Of those infants and toddlers who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	79.0%
2. The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	85.2%
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication)</b>	
1. Of those infants and toddlers who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	83.0%
2. The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	79.0%
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>	
1. Of those infants and toddlers who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	84.9%
2. The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	84.6%

**Discussion of Baseline Data:**

Baseline data is derived from the data of 477 children who entered Infant and Toddler Early Intervention starting July 1, 2007 and who exited the program in FFY 2008 (2008-2009). The infants and toddlers must have completed at least six months of Early Intervention Services for exit data to be collected and they could have received up to 24 months of Early Intervention Services. Incomplete data forms for some infants and toddlers did lead to a few missing data elements.

A similar pattern can be found in the data across the three outcomes. For summary statement 1 for all three outcomes, *of the infants and toddlers who entered the program below age expectations and substantially increased their rate of growth by the time they exited*, the percentages were in the high between 79% - 85%. For summary statement 2 for all three outcomes, *of infants and toddlers who were functioning within age expectations by the time they exited*, percentages were in a very similar range found in summary statement 1 (79.0%% to 85.2%).

For Outcome A, Positive social-emotional skills (including social relationships), data was available from 473 children in the Infant and Toddler Early Intervention program. The percentage of infant and toddlers who entered the program below age expectations and substantially increased their rate of growth by the time they exited was 79.0%. For summary statement B, the percent of infants and toddlers who were functioning within age expectations by the time they exited, was 85.2%.

For Outcome B, Acquisition and use of knowledge and skills (including early language/communication), data was available from 477 children in the Infant and Toddler Early Intervention program. The percentage of infants and toddlers who entered the program below age expectations and substantially increased their rate of growth by the time they exited was 83.0%. For summary statement B, the percent of infants and toddlers who were functioning within age expectations by the time they exited, were 79.0%

For Outcome C, Use of appropriate behaviors to meet their needs, data was available from 473 children in the Infant and Toddler Early Intervention program. The percentage of infants and toddlers who entered the program below age expectations and substantially increased their rate of growth by the time they exited was 84.9%. For summary statement B, the percent of infants and toddlers who were functioning within age expectations by the time they exited, were 84.6%.

Over the course of the three years Pennsylvania has been collecting progress data, the number of children included in the counts has increased significantly from 57 children in FFY 2006 to 477 children in FFY 2008. In addition, the time spent in service for the children in the data set is just beginning to increase. In FFY 2006 and FFY 2007, children were only in service for 6 months to 1 year. In the FFY 2008 data set, children could have been in service for only 6 months but also up to 24 months. Therefore the data set does not include children who stay in Early Intervention for longer periods of time and therefore does not include children with more significant disabilities. The variances in the amount of time children are in service and also the total number of children within the data set results in baseline data that is only a very rough predictor of performance. For this reason, Pennsylvania has decided to maintain their baseline data as the target for 2010 and is establishing a .5% increase for each of the outcomes and summary statements for FFY 2012. Any necessary revisions to the target for this outcome will be reviewed with the FFY 2010 analysis of data. Formal stakeholder input was gathered by the State Interagency Coordinating Council at their December 3, 2009 regularly scheduled meeting for this indicator and members were in agreement with targets and improvement activities.

**Measurable and Rigorous Target:****Targets for Infants and Toddlers Exiting in FFY 2009 (2009-10) and FFY 2010 (2010-2011)  
and Reported in Feb 2011 and Feb 2012**

Summary Statements	Targets FFY 2009 (% of children)	Targets FFY 2010 (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>		
1. Of those infants and toddlers who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	79.0%	79.5%
2. The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	85.2%	85.7%
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication)</b>		
1. Of those infants and toddlers who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	83.0%	83.5%
2. The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	79.0%	79.5%
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>		
1. Of those infants and toddlers who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	84.9%	85.4%
2. The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	84.6%	85.1%

**Improvement Activities/Timelines and Resources Related to Increasing the Quality of Child Outcome Data**

1. Pennsylvania will develop policies and procedures related to the use of the Ounce Scale Online (OSO) and the ECO Report that is part of OSO. These policies and procedures will be used to ensure that child outcome data for all children in the Infant and Toddler Early Intervention program are entered directly online and that the ECO Report uses the data from the online developmental profile.

*Timeline:* policies and procedures will be developed and disseminated by December 2010. Completed December 2010.

2. Pennsylvania will develop a data quality assurance process to monitor the child outcome data entered into OSO and the ECO Report. While many data error strategies will be incorporated directly into the data system (e.g., date of birth will be flagged if not entered in a particular format or if the child is over 6 years of age or under 3 years of age), additional monitoring procedures will be put into place to identify any other data errors. The data quality assurance process will not only ensure that data is entered according to timelines but that the data is of the highest quality. The monitoring system will be designed to look for common data entry errors, patterns of data entry due to misunderstanding of data entry procedures or duplicate data entries.

*Timeline: Quality data assurance system will be in place by December 2009. Completed.*

3. Pennsylvania will develop training materials to provide Infant and Toddler Early Intervention providers with accurate and timely information on how to use the OSO. Materials will be developed both for face-to-face training sessions and online coursework.

*Timeline: Training materials on OSO for face-to-face sessions will be developed by December 2009 and will be disseminated to training consultants from Early Intervention Technical Assistance (EITA). EITA consultants will provide ongoing training and technical assistance to Infant and Toddler Early Intervention programs on the use of OSO. Online training materials will be posted to the PaTTAN website by March 2010. Completed March, 2010.*

### Improvement Activities Related Data Analysis

1. Pennsylvania will develop a process to link the Early Intervention data system with the child outcome data found in the OSO data system. Linking these two data systems will ensure that Pennsylvania can further “mine” its data and use it to increase the effectiveness of Early Intervention services at both a local and statewide level.

*Timeline: For Infant and Toddler Early Intervention programs, the coordination of the two systems will begin in January 2010. All Early Intervention programs will be in the Early Intervention data system by July 2011. Completed.*

### February 2011 Updates for Indicator 3

There has been a significant variance in the progress data reported for FFY 2009 and the baseline data provided in FFY 2008. Reasons for these variances are as follows:

- The child outcome data provided for FFY 2009 was captured in two different data systems; the older ECAP data and the new data information system now used for all Infant/Toddler Early Intervention programs. The new data information system uses the Ounce Scale Online’s version of the COSF (Child Outcome Summary Form). This progress data reflects children whose entry data was captured in either the ECAP database used for FFY 2006 or FFY 2007 reporting or in the Ounce Online version that was utilized starting in FFY 2008. The exit data was all captured in the Ounce Online in FFY 2009. Since the two data systems use different unique identifiers, the data reflects those children who were able to match across based on demographic characteristics rather than unique identifiers.
- Children who were just in the new data information system were easier to match because they had the same unique identifier. Therefore, the data would tend to show more children who were in Early Intervention programs a shorter period of time (Children who were in the Early Intervention program for longer periods of time were in both of the data systems and therefore were more difficult to match and less likely to be included in the data). Pennsylvania’s new data information system continues to use the COSF as did the ECAP data system. However there were some differences between the two data systems in how the data was collected for the COSF. In the ECAP data, the rating scale was determined by individual therapists and based on their interpretations of where the child’s Ounce Scale scores fit on the COSF scale. This may have allowed for more subjective ratings to be reflected in the ECAP data. In the ECAP COSF, therapists/teachers have to physically check a yes/no button to indicate if the child made progress. Errors in data collection were more likely to occur because neither the yes/no were checked. In the new Pelican system, the Ounce Scale Online’s COSF form is completed automatically using an algorithm based on the Ounce Scale scores. Since the algorithm is applied in an identical manner to all children’s scores, this data will not be as potentially subjective as the ECAP data. In addition, with the Ounce Scale Online’s COSF, the yes/no progress indicator defaults to “no”. The same error in the ECAP data (leaving the yes/no progress question blank),

would lead to a higher number of children who were scored as not improving functioning; a rating of “a”. Pennsylvania continues to work with researchers and technology staff at Pearson Publishing to enhance the online Ounce Scale and Work Sampling Systems and to ensure the quality of all data collection and reporting strategies.

All of the issues listed above have had an impact on Pennsylvania’s ability to meet its targets on this indicator and has resulted in slippage from the baseline data. Unlike compliance indicators in the Annual Performance Report, there is little history in the collection of child outcome data to provide Pennsylvania with information on what the data trends should look like and what would be acceptable ranges of percentages for summary statements A and B. While Pennsylvania has provided baseline data on large numbers of children since this indicator was first required by OSEP, the necessary refinements in the data collection procedures has made it difficult to analyze the baseline data and to predict appropriate progress goals. For these reasons, Pennsylvania is reestablishing their baseline data as FFY 2009 data. Pennsylvania’s system for reporting child outcome data has been finalized, its data system is in full use by all Early Intervention programs, procedures for monitoring data quality are in place and the quality of data continues to improve.

**Reestablished Baseline Date for Infants and Toddlers Exiting FFY 2009:**

Summary Statements	% of children
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>	
1. Of those infants and toddlers who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	<b>53.54%</b>
2. The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	<b>67.43%</b>
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication)</b>	
1. Of those infants and toddlers who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	<b>69.90%</b>
2. The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	<b>54.41%</b>
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>	
1. Of those infants and toddlers who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	<b>62.65%</b>
2. The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	<b>60.15%</b>

**Revised Targets for FFY 2010 through FFY 2012:**

Summary Statements	Targets FFY 2010 (% of children)	Targets FFY 2011 (% of children)	Targets FFY 2012 (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>			
1. Of those infants and toddlers who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	<b>54.04%</b>	<b>54.54%</b>	<b>55.04%</b>

2.	The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	67.93%	68.43%	68.93%
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication)</b>				
1	Of those infants and toddlers who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	70.4%	70.9%	71.4%
2.	The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	54.91%	55.41%	55.91%
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>				
1	Of those infants and toddlers who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	63.15%	63.65%	64.15%
2.	The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	60.65%	61.15%	61.65%

**The following Improvement Activities as established in previous SPPs will continue:**

- On a monthly basis Early Intervention staff from Office of Child Development and Early Learning will monitor the child outcome data that is collected in the ECAP database to ensure accuracy and reliability of the data. Updates on the quality of the data will be provided to county Early Intervention leadership staff at semi-annual meetings. Ongoing training for Early Intervention providers will be offered as needed. *Timeline – data will be monitored on a monthly basis with leadership review annually in both March and November through 2010. Completed.*
- Office of Child Development and Early Learning Early Intervention staff will monitor all county Early Intervention programs. Monitoring items will include collecting and entering child outcome data in an accurate and timely manner. *Timelines - annually through 2010. Completed.*
- Local county Early Intervention programs that are out of compliance on the items related to accuracy and timeliness of child outcome data will be required to: develop a corrective action plan; participate in validation visits by Office of Child Development and Early Learning Early Intervention staff after monitoring to ensure progress toward correcting areas of noncompliance; and develop a training and technical assistance plan that includes activities related to accuracy and timeliness of child outcome data. *Timelines - as needed through 2010. Completed.*
- Pennsylvania will develop training materials to provide Infant and Toddler Early Intervention providers with accurate and timely information on how to use the OSO. Materials will be developed both for face-to-face training sessions and online coursework.

*Timeline: Training materials on OSO for face-to-face sessions will be developed by December 2009 and will be disseminated to training consultants from Early Intervention Technical Assistance (EITA). EITA consultants will provide ongoing training and technical assistance to Infant and Toddler Early Intervention programs on the use of OSO. Online training materials will be posted to the PaTTAN website by March 2010. Completed March, 2010.*

- Pennsylvania will develop a process to link the Early Intervention data system with the child outcome data found in the OSO data system. Linking these two data systems will ensure that Pennsylvania can further “mine” its data and use it to increase the effectiveness of Early Intervention services at both a local and statewide level.

*Timeline: For Infant and Toddler Early Intervention programs, the coordination of the two systems will begin in January 2010. All Preschool Early Intervention programs will be in the Early Intervention data system by July 2011. Completed.*

## February 2011 Update of Improvement Activities/Timelines /Resources

Per OSEP instructions, SPP targets and ongoing improvement activities have been reviewed and extended for an additional two years (2011-12 and 2012-13).

## February 2012 Update of Improvement Activities/Timelines /Resources

### Additional Improvement Activities for FFY 2011 through FFY 2012:

1. Pennsylvania continues to review and refine the verification tool used to monitor Infant/Toddler Early Intervention programs. The tool is reviewed each year to ensure that areas being monitored are updated to reflect federal and state requirements and quality practice within the state. One of the components in the tool focused on child outcome policies and procedures and accurate and timely reporting requirements. *Timeline: Annually through FFY 2012.*
2. Pennsylvania will train Early Intervention leadership staff on the policies, procedures, and best practices related to the gathering and entering of child outcome data into the state data management system. Training will be held at bi-annual leadership meetings and will focus on topics such as: monitoring local child outcome data input, using reporting features in the state database, and using child outcome data for program improvement. In addition, one-on-one help desk support on data entry will be provided at leadership meetings. *Timeline: Bi-annually through FFY 2012.*
3. Office of Child Development, Bureau of Early Intervention (BEIS) advisors will review state and local child outcome data on a quarterly basis. Data will be analyzed for patterns of errors related to data entry, monitoring on local policy implementation and areas of program improvement related to child outcomes *Timeline: Quarterly through FFY 2012.*
4. Data quality assurance meetings will be held on a monthly basis with BEIS staff and staff from the database development team. The data quality assurance team will review data for systemic issues related to data entry and reporting. As potential systemic issues are identified, strategies and timelines to correct underlying systemic issue and to correct data will be developed and implemented. *Timeline: Monthly through FFY 2012.*
5. As requested through local training and technical assistance plans with local Infant/Toddler and Preschool Early Intervention program, training on progress monitoring and child outcome measurement will be provided to Early Intervention staff. Potential topics could include: using authentic assessment tools to collect child outcome data, rating child progress using the Child Outcome Summary Form (COSF), entering child outcome data into the online data system, reviewing child outcome data for individual and program level change. *Timeline: As requested through FFY 2012.*

6. Training materials on policies and procedures related to collecting child outcome data will be updated and expanded. Materials include both print, standard presentations, and online web-based courses. The training needs of Early Intervention staff will be assessed to determine the needs for additional information/skills and the potential strategies for disseminating information and technical assistance. *Timeline: As needed through FFY 2012.*

## February 2013 Update of Improvement Activities/Timelines /Resources

### New Improvement Activities for FFY 2012:

1. A new policy announcement, clarifying the child outcome data collection and reporting procedures was development and disseminated. The announcement provided updated guidance. *Timeline: October 2012.*
2. Statewide training initiatives focused on evidence based practices designed to improve outcomes and progress on plan goals for preschool children will be implemented by Early Intervention Technical Assistance (EITA). Training will be available through onsite workshops, online courses and child team-based technical assistance. Topics will include: strategies for working with children with complex needs, positive behavior approaches, and linking early intervention to the early childhood standards. *Timeline: Through FFY 2012.*
3. Office of Child Development, Bureau of Early Intervention (BEIS) advisors and technical assistance consultants from EITA will provide focused onsite technical assistance to those early intervention programs that need additional support to ensure that children are making adequate progress. Early intervention programs will be identified through analysis of child progress data and verification visits. Technical assistance plans will be developed as needs are identified. *Timeline: Through FFY 2012.*

## Part C State Performance Plan (SPP) for 2005-2012

### Overview of the State Performance Plan Development:

The overview of the development of Pennsylvania's State Performance Plan can be found in the Introduction section, page 6.

### Monitoring Priority: Early Intervention Services In Natural Environments

**Indicator 4:** Percent of families participating in Part C who report that Early Intervention services have helped the family:

- A. Know their rights;
- B. Effectively communicate their children's needs; and
- C. Help their children develop and learn.

### Measurement:

- A. Percent = [(# of respondent families participating in Part C who report that Early Intervention services have helped the family know their rights) divided by the (# of respondent families participating in Part C)] times 100.
- B. Percent = [(# of respondent families participating in Part C who report that Early Intervention services have helped the family effectively communicate their children's needs) divided by the (# of respondent families participating in Part C)] times 100.
- C. Percent = [(# of respondent families participating in Part C who report that Early Intervention services have helped the family help their children develop and learn) divided by the (# of respondent families participating in Part C)] times 100.

### Overview of Issue/Description of System or Process

Pennsylvania will use the standard NCSEAM family survey for Part C to meet OSEP's requirements for the family outcome indicator. The NCSEAM recommended statistical measurement process (Rasch Measurement Framework), standard cut-off scores, and Improvement Calculator will be used for generating targets and measuring progress on this indicator.

The family survey will be disseminated annually to the families of all eligible infants/toddlers who have been in the Early Intervention program for at least 6 months at the time of the survey dissemination. The survey will be disseminated in June of each year. A secure data management system will be used to collect, analyze and manage the data.

The survey will be mailed with a cover letter that describes the purpose of the survey and how parents can access the survey results. The cover letter also provides a toll-free phone number to call with any questions or concerns. The supports provided through the toll-free number will also connect families with a translator who can read the survey to the parent in the language of their choice.

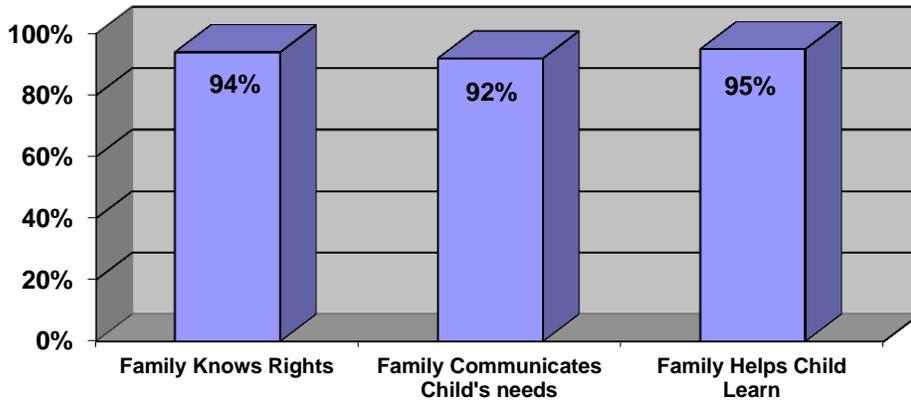
Through the analysis of returned surveys, Pennsylvania will ensure that survey responses reflect the state Early Intervention population by age, gender and race. Statistical weighting will be used to ensure that the sample is representative.

Survey results, broken out by each infant/toddler Early Intervention program that had at least 10 responses, will be disseminated through print, email lists, and the internet. Reporting formats will be developed so that Office of Child Development and Early Learning, infant/toddler Early Intervention programs and the general public can access data on an ongoing basis and use the information to guide state and local policy and decisions.

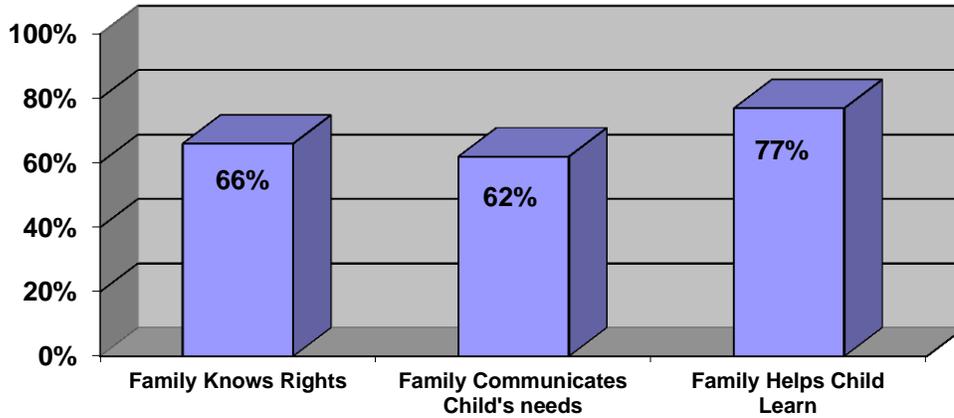
Pennsylvania's Part C Early Intervention program and the Part B preschool program will continue to collaborate on the dissemination and reporting of the family survey data. Both programs will use the NCSEAM survey for their age group, have standard timelines for dissemination, and will rely on stakeholder input through the State Interagency Coordinating Councils' Continuous Quality Improvement Subcommittee.

**Baseline Data:**

**Table 4A:** The percentage of Pennsylvania's who agreed, strongly agreed, or very strongly agreed with the 3 statements from the NCSEAM family survey related to the OSEP indicators. These percentages were used to communicate with the general public about the survey results.

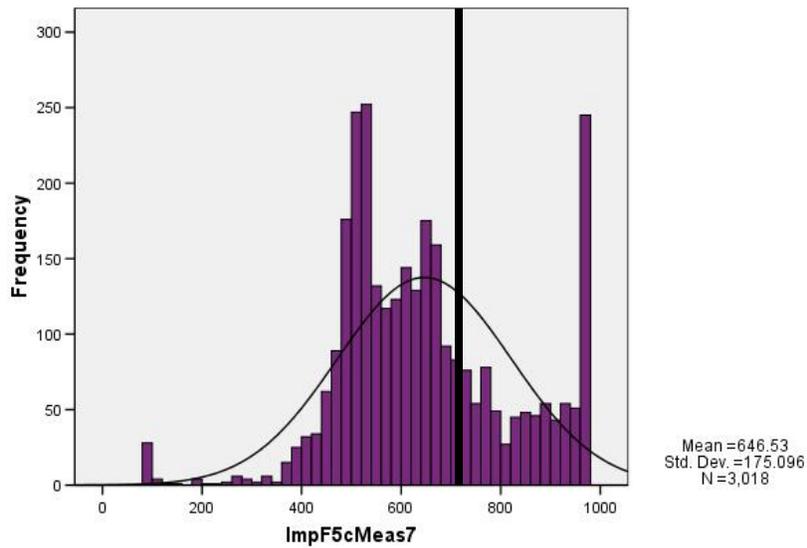


**Table 4B:** The percentage of families with measures at or above the recommended NCSEAM standards for each of the family outcome indicators using scores weighted for ethnicity. (Standards scores using the Rasch measurement framework are 4A – 539, 4B – 556, and 4C – 516)



**Table 4C:** Distribution of measures for all families completing the survey. The overall average of all the individual family measures is 647.

Part C Impact on Family Measurement Distribution



**Discussion of Baseline Data:**Analysis of Data for 2005-2006: Overview of Survey Sample

In June 2006, surveys were sent statewide to all Pennsylvania families currently enrolled in the Part C Early Intervention program, for a total of 13,128 families. Of the 13,128 surveys sent, 3,126 were at least partially filled out and returned, for an overall response rate of 23.81%. Of the 3,126 returned, 108 did not provide responses to the survey rating items, putting the number of Pennsylvania Part C families measured at 3,018, the effective response rate at 22.99%, and the margin of error for any individual question's response percentage at about 1.57% (at a 95% confidence level).

Further analysis of the returned surveys showed that Blacks and Hispanics were under-represented in the sample, and had significantly lower measures than White respondent families. Conversely, Asian/Pacific Islanders were over-represented, and had an average measure near the overall average. Families responding in the category of Other (or Bi-Racial) also had markedly lower measures than White respondent families. It was accordingly hypothesized that omitting Other (or Bi-Racial) respondents (numbering 116), and boosting the proportions of Blacks and Hispanics to their overall population levels would likely have the result of no change, or of a change within the range of error (about 1.6%).

Ethnicity-based weightings had the effect of reducing each of the indicators, 4a, 4b, and 4c, by 1% each, from 67%, 63%, and 78%, to 66%, 62%, and 77%, as shown in Table 9B. The total usable sample size using weighted responses was 2,756. Given the size of the population of families receiving Early Intervention services, and the number of families from whom completed surveys were received, there is a 95% likelihood that the true value of these percentages is as much as 1.8% less or more than the values given, depending on the standard error of the mean for each indicator.

Analysis of Data for 2005-2006: Overview of the Survey Results

Pennsylvania's data from the family survey is presented in this APR/SPP in two ways to ensure that multiple audiences are able to understand, interpret and use the data to impact the quality of local Early Intervention services. Table 5A uses families' percentages of agreement with survey items while Table 5B and 5C shows the percentages and distributions using the NCSEAM standard scores.

Table 5A analyzes the family survey data using more common statistical procedures. It shows the percentage of respondents who rated the survey items as agree, strongly agree or very strongly agree. This data shows very high agreement of Pennsylvania's families related to families knowing their rights, being able to communicate about their child's needs and the family's ability to help their child learn. While there are some inherent difficulties (e.g., ordinal vs. interval data) with this statistical method for survey results, it is a procedure that is commonly understood by the general public. It is presented in this APR/SPP as a supplemental analysis of the data that may be more easily communicated with the general public.

Tables 5B and 5C highlight the family survey data that was analyzed using the Rasch Measurement Framework. This measurement framework takes advantage of the consistent ordering of survey items across different samples of families. Pilot studies using the NCSEAM survey showed that families consistently agreed with some survey items and not with other survey items, creating a calibration of each survey item. The use of these statistical procedures allows for: 1) increased comparability across different versions of the survey; 2) better statistical control of ordinal vs. interval data; and 3) the use of cut-off scores set up by stakeholders in focus groups in 2005.

Table 5B represents the percentage of families with measures on the Impact of Early Intervention Services on Your Family scale that were at or above the recommended NCSEAM standards of 539, 556, and 516 for indicators 4a, 4b, and 4c respectively. These standards represent a 0.95 likelihood of agreement with the corresponding survey item. Table 5C shows the distribution of measures on the scale for all families whose data were submitted for this analysis. The overall average of all the individual family measures is 647.

In 2005 NCSEAM piloted the family survey and these statistical procedures in a study that included 1,750 families from 8 states. The percentages of families with measures at or above the standards were 74%, 70% and 84% for indicators 4a, 4b, and 4c respectively. The overall average was 644. Pennsylvania’s baseline data is similar, although on the low side of this national pilot study.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005</b> <b>(2005-2006)</b>	Targets will be set once baseline data are available
<b>2006</b> <b>(2006-2007)</b>	Targets will be set once baseline data are available
<b>2007</b> <b>(2007-2008)</b>	<p>4A: The percentage of Pennsylvania’s families participating in Part C above the NCSEAM standard score, who report that Early Intervention services have helped the family know their rights is at or above 67%</p> <p>4B: The percentage of Pennsylvania’s families participating in Part C above the NCSEAM standard scores, who report that Early Intervention services have helped the family effectively communicate their children's needs is at or above 63%</p> <p>4C: The percentage of Pennsylvania’s families participating in Part C above the NCSEAM standard scores, who report that Early Intervention services have helped the family help their children develop and learn is at or above 79%</p>
<b>2008</b> <b>(2008-2009)</b>	<p>4A: The percentage of Pennsylvania’s families participating in Part C above the NCSEAM standard score, who report that Early Intervention services have helped the family know their rights is at or above 69%</p> <p>4B: The percentage of Pennsylvania’s families participating in Part C above the NCSEAM standard scores, who report that Early Intervention services have helped the family effectively communicate their children's needs is at or above 65%</p> <p>4C: The percentage of Pennsylvania’s families participating in Part C above the NCSEAM standard scores, who report that Early Intervention services have helped the family help their children develop and learn is at or above 81%</p>
<b>2009</b> <b>(2009-2010)</b>	<p>4A: The percentage of Pennsylvania’s families participating in Part C above the NCSEAM standard score, who report that Early Intervention services have helped the family know their rights is at or above 71%</p> <p>4B: The percentage of Pennsylvania’s families participating in Part C above the NCSEAM standard scores, who report that Early Intervention services have helped the family effectively communicate their children's needs is at or above 67%</p> <p>4C: The percentage of Pennsylvania’s families participating in Part C above the NCSEAM standard scores, who report that Early Intervention services have helped the family help their children develop and learn is at or above 82%</p>

<p><b>2010</b> (2010-2011)</p>	<p>4A: The percentage of Pennsylvania’s families participating in Part C above the NCSEAM standard score, who report that Early Intervention services have helped the family know their rights is at or above 72%</p> <p>4B: The percentage of Pennsylvania’s families participating in Part C above the NCSEAM standard scores, who report that Early Intervention services have helped the family effectively communicate their children’s needs is at or above 69%</p> <p>4C: The percentage of Pennsylvania’s families participating in Part C above the NCSEAM standard scores, who report that Early Intervention services have helped the family help their children develop and learn is at or above 83%</p>
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**Please note:** The NCSEAM Improvement Calculator was used to generate the percentages for the each of the indicator targets through to 2010. The Improvement Calculator will automatically calculate the new percent values that represent a statistically significant improvement in the indicator, relative to the standard applied.

#### Improvement Activities/Timelines/Resources:

- Office of Child Development and Early Learning Early Intervention staff will continue to monitor infant/toddler Early Intervention programs to ensure that the families of eligible infants and toddlers know their rights, are effective in communicating about their children’s needs and are able to help their children learn and develop. Data to be used in the monitoring process will include the results of the annual family survey. *Timeline – Annually through 2010.*
- Local county Early Intervention programs that are out of compliance on the items related to this indicator will be required to:
  - Develop a corrective action plan with a focus on better supporting families to know their rights, communicate effectively about their children, and help their children learn and develop;
  - Participate in validation visits by Office of Child Development and Early Learning Early Intervention staff after monitoring to ensure progress toward correcting areas of noncompliance; and
  - Develop a training and technical assistance plan that includes activities specific to support family indicators. *Timeline – Annually through 2010.*
- On an annual basis Early Intervention staff from the Office of Child Development and Early Learning will review the family survey data for statewide, regional and county trends. Data will be presented to Early Intervention Leadership staff for discussion and review. *Timeline – data will be analyzed on an annual basis with leadership review in both March and November through 2010.*
- The Office of Child Development and Early Learning Early Intervention staff will revise the Parents Rights Agreement form to ensure that it is effective in communicating parent’s rights. *Timeline: revisions to be completed by February 2007 and to be implemented in all county Early Intervention programs starting April 2007.*
- *A Families Introduction to Early Intervention*, the Office of Child Development and Early Learning’s statewide publication describing the Early Intervention program will be updated on an annual basis. Updated versions will be available on the web or in hard copy. Copies are disseminated to all new families upon entering the Early Intervention program. *Timeline: Updates to be completed by April of each year through 2010.*
- The Office of Child Development and Early Learning will continue to fund and to coordinate activities with Parent to Parent of Pennsylvania. Representatives from Parent to Parent of Pennsylvania will present updated information to Early Intervention leadership staff at March and November meetings. *Timeline: Ongoing through 2010.*

- Pennsylvania conducted 3 regional workshops with Dr. Julian Woods across the state during the month of November 2006 on an overview of various instructional strategies useful for Early Interventionists working with other adults to facilitate embedding the day to day intervention for children within daily routines and activities. Evidence supporting the use of the various strategies, methods to use them systematically, and guidelines for matching the appropriate strategies to the adult were shared. Problem solving on various challenges commonly faced by Early Interventionists was also included. Instructional strategies presented can be used when supporting infants and toddlers in all areas of development including communication. Timeline – *completed November 2006.*
- A series of training events for both infant/toddler and preschool Early Intervention staff will focus on strategies for working with parents and other staff in typical early childhood settings. Dr. Juliann Woods will provide training on strategies for engaging parents and early childhood staff in typical routines and settings. Pat Wesley and Virginia Buysse will also provide training to Early Intervention staff (0-5) and technical assistance staff on how to provide consultative services within natural environments. Timelines – *Initial trainings will be held in Fall 2006 with follow-up implementation training in Spring 2007.*
- The Office of Child Development and Early Learning will continue to fund and coordinate efforts with Temple University for *Competence & Confidence: Partnerships in Policymaking (C2P2)* training. This training is provided annually to parents of children with special needs, including those families with children in Early Intervention. Staff from the Office of Child Development and Early Learning and Early Intervention Technical Assistance support the training through presentations. Timeline: *Ongoing through 2010.*
- The NCSEAM family survey will be sent to all families with eligible infants and toddlers in the Early Intervention program in 2007. Dissemination activities will focus on increasing the response rate and ensuring that the sample represents the total Early Intervention population. Timeline: *Family survey will be disseminated in June 2007.*
- On an ongoing basis, the State Interagency Coordinating Council's Continuous Quality Improvement Outcome Measures Subcommittee will review additional analyzes of the family outcome data to identify local, regional and statewide trends. The subcommittee will also advise the Office of Child Development and Early Learning of any recommended activities for improvement. Timeline: *Ongoing through 2010.*

## February 2009 Update of the Overview of Issue/Description of System/Process

From FFY 2005-2007, the infant/toddler Early Intervention program has been implementing the NCSEAM Part C family survey. The Office of Child Development and Early Learning (OCDEL) in FFY 2006 began to investigate the feasibility in developing a standard, statewide family survey that could be used across all its early childhood programs, including Early Intervention, Head Start, PA Pre K Counts programs, Childcare programs, etc. As part of the development of OCDEL's standard family survey, currently used surveys, including the NCSEAM infant/toddler and preschool versions, were analyzed. Components of the new OCDEL survey consist of a core group of questions that will be given to families in all of OCDEL early childhood programs. These questions are designed to elicit information from families' on parental involvement in improving services and results for children. In addition, each program will have a set of questions that are asked only of the parents in their program. For infant/toddler Early Intervention, their program-specific questions will be taken directly from the currently used NCSEAM tool. This will allow for continuity in analyzing family survey data across the years of the program. For reporting in the APR, the questions asked in previous years, will be the same questions asked of parent in subsequent years.

The procedures used for the OCDEL standard family survey will be consistent with the procedures used in past family surveys reported in the APR/SPPs for the infant/toddler Early Intervention Program. These procedures include:

- Sending the survey to all parents enrolled in the infant/toddler Early Intervention program (census);
- Sending the survey to all parents in June of each year;
- Continuing to use a 6 point Likert Scale with scores ranging from Very Strongly Disagree to Very Strongly Agree;
- Continuing to collect the demographic information used in previous APR/SPP family surveys;
- Statistically weighting to ensure sample is representative and
- Continuing to use a secure data system to collect and analyze data.

The new OCDEL family survey will be piloted in early 2009 with a representative sample of families enrolled in infant/toddler Early Intervention. The results from the pilot survey will be analyzed, compared to past years data, and any changes to the tool will be made. The revised OCDEL family survey will be sent to all infant/toddler Early Intervention programs in June 2009 and the data will be reported in February 2010.

The process for analyzing the results of the survey will be modified. Raw data will be used to generate the percentages of agreement using the number of families who either “agreed”, “strongly agreed” or “very strongly agreed” with the indicator question. Using the alternate analysis allows for the analysis of Early Intervention programs to be consistent with the data analysis to be used for all early childhood programs, allows for a better understanding of the data, and provides a better representation of the information received through the survey.

An overview of the process for the family survey was reviewed the State Interagency Coordinating Council for Early Intervention (SICC), Pennsylvania’s advisory body for the birth through age 5 Early Intervention programs. The SICC received a presentation that reviewed the proposed changes to the survey tool, reviewed the proposed changes in analysis of the data, reviewed the recalculated baseline data and reviewed the proposed targets for FFY 2008. After review and discussion with the SICC, there were no further questions from the members and general agreement on the targets.

### Alternative Analysis of Baseline Data

Due to the changes mentioned above, revised targets for FFY 2008 through 2010 are being established. In order to establish new targets using the alternative analysis that will be utilized in FFY 2008 through 2010, a new baseline for this indicator was developed. Baseline was established using the results of the family survey from the three previous years, FFY 2005, FFY 2006 and FFY 2007 and using the alternative analysis method on those results. Tables 4.D through 4.F below show those results.

Table 4.1A

Previous APR Data Recalculated Using the Alternate Analysis to Serve as Baseline for Family Survey to be implemented in June 2009 for 4A – Families participating in Part C who report the Family Knows their Rights

Year	Percent of parents who “Agreed”, “Strongly Agreed” or “Very Strongly Agreed”
FFY 2005 (2005-2006)	<b>94%</b>
FFY 2006 (2006-2007)	<b>94%</b>
FFY 2007 (2007-2008)	<b>96%</b>

Table 4.2B

Previous APR Data Using the Alternate Analysis to Serve as Baseline for Family Survey to be implemented in June 2009 for 4B – Families participating in Part C who report that Early Intervention services have helped the family effectively communicate their children’s needs

Year	Percent of parents who “Agreed”, “Strongly Agreed” or “Very Strongly Agreed”
FFY 2005 (2005-2006)	<b>92%</b>
FFY 2006 (2006-2007)	<b>92%</b>
FFY 2007 (2007-2008)	<b>94%</b>

Table 4.3C

Previous APR Data Using the Alternate Analysis to Serve as Baseline for Family Survey to be implemented in June 2009 for 4C – Families participating in Part C who report that Early Intervention services have helped the family help their children develop and learn

Year	Percent of parents who “Agreed”, “Strongly Agreed” or “Very Strongly Agreed”
FFY 2005 (2005-2006)	<b>95%</b>
FFY 2006 (2006-2007)	<b>96%</b>
FFY 2007 (2007-2008)	<b>97%</b>

Discussion of Baseline Data

Table 4.1A – 4.3C. shows the recalculated results of the family survey from the past 3 years using the procedures for analysis that will be used in the new OCDEL family survey to be sent to Early Intervention infant/toddler programs in June 2009 and reported to OSEP in February 2010.

Targets for Infant/Toddler Early Intervention Programs

FFY	Measurable and Rigorous Target
2008 (2008-2009)	<p>4A: The percentage of Pennsylvania’s families participating in Part C who report that Early Intervention services have helped the family know their rights is maintained at a level at or above 95%</p> <p>4B: The percentage of Pennsylvania’s families participating in Part C who report that Early Intervention services have helped the family effectively communicate their children’s needs is maintained at a level at or above 95%</p> <p>4C: The percentage of Pennsylvania’s families participating in Part C who report that Early Intervention services have helped the family help their children develop and learn is maintained at a level at or above 95%</p>
2009 (2009-2010)	<p>4A: The percentage of Pennsylvania’s families participating in Part C who report that Early Intervention services have helped the family know their rights is maintained at a level at or above 95%</p> <p>4B: The percentage of Pennsylvania’s families participating in Part C who report that Early Intervention services have helped the family effectively communicate their children’s needs is maintained at a level at or above 95%</p> <p>4C: The percentage of Pennsylvania’s families participating in Part C who report that Early Intervention services have helped the family help their children develop and learn is maintained at a level at or above 95%</p>
2010 (2010-2011)	<p>4A: The percentage of Pennsylvania’s families participating in Part C who report that Early Intervention services have helped the family know their rights is maintained at a level at or above 95%</p> <p>4B: The percentage of Pennsylvania’s families participating in Part C who report that Early Intervention services have helped the family effectively communicate their children’s needs is maintained at a level at or above 95%</p> <p>4C: The percentage of Pennsylvania’s families participating in Part C who report that Early Intervention services have helped the family help their children develop and learn is maintained at a level at or above 95%</p>
2011 (2011-2012)	<p>4A: The percentage of Pennsylvania’s families participating in Part C who report that Early Intervention services have helped the family know their rights is maintained at a level at or above 95%</p> <p>4B: The percentage of Pennsylvania’s families participating in Part C who report that Early Intervention services have helped the family effectively communicate their children’s needs is maintained at a level at or above 95%</p> <p>4C: The percentage of Pennsylvania’s families participating in Part C who report that Early Intervention services have helped the family help their children develop and learn is maintained at a level at or above 95%</p>

<p>2012 (2012-2013)</p>	<p>4A: The percentage of Pennsylvania’s families participating in Part C who report that Early Intervention services have helped the family know their rights is maintained at a level at or above 95%</p> <p>4B: The percentage of Pennsylvania’s families participating in Part C who report that Early Intervention services have helped the family effectively communicate their children’s needs is maintained at a level at or above 95%</p> <p>4C: The percentage of Pennsylvania’s families participating in Part C who report that Early Intervention services have helped the family help their children develop and learn is maintained at a level at or above 95%</p>
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**Improvement Activities/Timelines/Resources for FFY 2008:**

Improvement activities established in the previous SPP will continue:

- Office of Child Development and Early Learning Early Intervention staff will continue to monitor county Early Intervention programs to ensure that the families of eligible infants and toddlers know their rights, are effective in communicating about their children’s needs and are able to help their children learn and develop. Data to be used in the monitoring process will include the results of the annual family survey. *Timeline – Annually through 2010.*
  - Update for FFY 2010-2012:** Pennsylvania continues to review and refine the verification tool used to monitor Infant/Toddler Early Intervention programs. The tool is reviewed each year to ensure that areas being monitored are updated to reflect federal and state requirements and quality practice within the state. Updates for FFY 2010 include; the use of data from local Early Intervention programs for specified indicators and the use of the results of the family survey as a component in the verification process. The use of the family survey results will assist local programs in identifying areas for improvement around family outcomes and activities that can be implemented to ensure Early Intervention programs have helped families know their rights and helped families effectively communicate their children's needs. *Timeline: Annually through FFY 2012.*
- Local county Early Intervention programs that are out of compliance on the items related to this indicator will be required to:
  - Develop a corrective action plan with a focus on better supporting families to know their rights, communicate effectively about their children, and help their children learn and develop;
  - Participate in validation visits by Office of Child Development and Early Learning Early Intervention staff after monitoring to ensure progress toward correcting areas of noncompliance; and
  - Develop a training and technical assistance plan that includes activities specific to support family indicators. *Timeline – Annually through 2010.*
- On an annual basis Early Intervention staff from the Office of Child Development and Early Learning will review the family survey data for statewide, regional and county trends. Data will be presented to Early Intervention Leadership staff for discussion and review. *Timeline – data will be analyzed on an annual basis with leadership review in both March and November through 2010.*
- The Office of Child Development and Early Learning Early Intervention staff will revise the Parents Rights Agreement form to ensure that it is effective in communicating parent’s rights. *Timeline: revisions to be completed by February 2007 and to be implemented in all infant/toddler Early Intervention programs starting April 2007. Completed*

- *A Families Introduction to Early Intervention*, the Office of Child Development and Early Learning's statewide publication describing the Early Intervention program will be updated on an annual basis. Updated versions will be available on the web or in hard copy. Copies are disseminated to all new families upon entering the Early Intervention program. Timeline: *Updates to be completed by April of each year through 2010.*
- The Office of Child Development and Early Learning will continue to fund and to coordinate activities with Parent to Parent of Pennsylvania. Representatives from Parent to Parent of Pennsylvania will present updated information to Early Intervention leadership staff at March and November meetings. Timeline: *Ongoing through 2010.*
- Pennsylvania conducted 3 regional workshops with Dr. Julian Woods across the state during the month of November 2006 on an overview of various instructional strategies useful for Early Interventionists working with other adults to facilitate embedding the day to day intervention for children within daily routines and activities. Evidence supporting the use of the various strategies, methods to use them systematically, and guidelines for matching the appropriate strategies to the adult were shared. Problem solving on various challenges commonly faced by Early Interventionists was also included. Instructional strategies presented can be used when supporting infants and toddlers in all areas of development including communication. Timeline – *completed November 2006.*
- A series of training events for both infant/toddler and preschool Early Intervention staff will focus on strategies for working with parents and other staff in typical early childhood settings. Dr. Juliann Woods will provide training on strategies for engaging parents and early childhood staff in typical routines and settings. Pat Wesley and Virginia Buysse will also provide training to Early Intervention staff (0-5) and technical assistance staff on how to provide consultative services within natural environments. Timelines – *Initial trainings will be held in Fall 2006 with follow-up implementation training in Spring 2007.*
- The Office of Child Development and Early Learning will continue to fund and coordinate efforts with Temple University for *Competence & Confidence: Partnerships in Policymaking (C2P2)* training. This training is provided annually to parents of children with special needs, including those families with children in Early Intervention. Staff from the Office of Child Development and Early Learning and Early Intervention Technical Assistance supports the training through presentations. Timeline: *Ongoing through 2010.*
- The NCSEAM family survey will be sent to all families with eligible infants and toddlers in the Early Intervention program in 2007. Dissemination activities will focus on increasing the response rate and ensuring that the sample represents the total Early Intervention population. Timeline: *Family survey will be disseminated in June 2007. Completed. New survey used in FFY 2008.*
- On an ongoing basis, the State Interagency Coordinating Council's Continuous Quality Improvement Outcome Measures Subcommittee will review additional analyzes of the family outcome data to identify local, regional and statewide trends. The subcommittee will also advise the Office of Child Development and Early Learning of any recommended activities for improvement. Timeline: *Ongoing through 2010.*

### **February 2010 Update of the Improvement Activities / Timelines / Resources for FFY 2009.**

- 1 BEIS staff will instruction local Infant and Toddler Early Intervention program leadership that annual training of service coordinators must emphasize the need to have on-going conversation with families on family satisfaction with Early Intervention services and how to file complaints, request mediation and/or due process hearings. Timelines: *BEIS staff through regional meetings with local Infant and Toddler staff and at annual leadership meeting by April 2010.*

2. BEIS staff will review individual data for each of the local Infant and Toddler Early Intervention programs. Programs where families have shown the most dissatisfaction with the item related to knowing their rights will receive additional directives and technical assistance from BEIS staff on the development of improvement plans. *Timelines: BEIS staff by March 2010.*
  
3. BEIS staff, through the management verification process, will ensure that there is consistency across the state in the use of statewide materials that have been developed for families on problem solving procedures are being utilized and not supplemented by locally developed materials. *Timelines: BEIS staff FFY 2010 through FFY 2011.*
  
4. BEIS staff will increase communication to our local programs reminding them of the importance of the family survey for statewide and local program improvement efforts and elicit their assistance in reminding families to fill out and return the family survey. The following activities are designed to improve the statewide response rate:
  - A sample of the survey and language that local Infant and Toddler Early Intervention programs can use to communicate the importance with families
  - Local Infant and Toddler Early Intervention programs will be instructed that during the survey period contacts with families should include reminders to fill out and return the family survey
  - Local Infant and Toddler Early Intervention programs will reach out specifically to populations that in the past have been underrepresented in the survey results.
  - BEIS staff will increase communication before and during the survey time frame to local programs, as a reminder to communicate with families the importance of the survey. *Timeline: BEIS staff and local program staff will conduct activities May through July of each year through 2010.*
  
4. BEIS staff will analyze survey returns at the mid-point of the return period to determine if there are areas that are under-represented or have low response rate. If necessary and if resources allow, we will implement a second wave of mailings to non-respondents. *Timeline: BEIS staff by July 2010.*
  
5. BEIS will be improving the survey design and layout to make the survey more user friendly and to attract attention to the survey. In addition, BEIS staff will be revamping our cover letter to identify program improvement efforts that have been implemented and/or are planned based upon previous results of the survey. A web based response feature will also be developed in addition to the paper survey. *Timeline: BEIS staff by May 2010.*

### **February 2011 Update of Improvement Activities/Timelines /Resources**

Per OSEP instructions, SPP targets and ongoing improvement activities have been reviewed and extended for an additional two years (2011-12 and 2012-13).

### **February 2013 Update of Improvement Activities/Timelines /Resources**

1. A new online portal for Early Intervention has been developed to provide information, resources and a broad range of training initiatives in an on line learning format for professionals and families. The on-line portal includes publications and documents that will be useful to families in understanding EI in PA and important web links that families can utilize to gain information on

training opportunities, EI information, quality early childhood practices and programs, and connections and support from other families.

*Timelines and Resources:* Portal released in October 2012. Early Intervention Technical Assistance (EITA) will continue to expand the resources available on the portal through 2012-2013.

2. BEIS will continue to expand and enhance relationships with our state Parent Training and Information Centers by assisting in efforts to develop additional training directed to families and share materials with families related to Early Intervention.

*Timelines and Resources:* The Special Assistant on Family Engagement will work on this initiative throughout 2012-2013.

### **The February 2014 Updates of Improvement Activities/Timelines /Resources**

1. BEIS will survey infant toddler early intervention programs to determine effective strategies they have utilized to facilitate family engagement. BEIS will distribute these strategies statewide to early intervention leadership and to local interagency coordinating councils.

*Timelines and Resources:* The special assistant on family engagement and EITA will develop, distribute and analyze survey results throughout FFY 2013.

2. BEIS will utilize the State ICC and program leaders to analyze survey results, identify program areas of strengths and needs and recommendations for strategies to improve performance.

*Timelines and Resources:* The special assistant on family engagement will work with BEIS staff and EITA staff through SICC committee meetings and policy work sessions to analyze the survey results throughout FFY 2013.

## Part C State Performance Plan (SPP) for 2005-2012

### Overview of the State Performance Plan Development:

The overview of the development of Pennsylvania's State Performance Plan can be found in the Introduction section, page 6.

### Monitoring Priority: Effective General Supervision Part C / Child Find

**Indicator 5:** Percent of infants and toddlers birth to 1 with IFSPs compared to national data.

**Measurement: Percent** = [(# of infants and toddler birth to 1 with IFSPs) divided by the (population of infants and toddlers birth to 1)] times 100 compared to national data.

### Overview of Issue/Description of System or Process:

Pennsylvania ensures there is a comprehensive, statewide child find system. The policies and procedures for the child find system established in state regulations at §4226.24 ensures that all eligible infants and toddlers are identified, located, and evaluated. The system also encompasses a method to document and register all children receiving services, those children not currently identified through the child find system, and to promote unduplicated efforts of other agencies. The system includes a comprehensive child find system that is consistent with Part B. The lead agency, with the advice and assistance of the State Interagency Coordinating Council (SICC), ensures that all major efforts of other agencies are coordinated to identify, locate and evaluate eligible children.

Most referrals come directly to the Infant/Toddler Early Intervention programs through their efforts at building relationships with local hospitals, physicians, and other community service agencies. On a statewide level, the child find system includes the funding of CONNECT, a statewide child find and referral system. CONNECT uses an advertised toll-free phone line as part of the referral system.

Pennsylvania produces and disseminates for statewide use, a number of public awareness materials including a tri-fold brochure on Early Intervention and *A Family's Guide to Early Intervention*.

Office of Child Development and Early Learning Early Intervention staff monitor Infant/Toddler Early Intervention programs on issues related to implementing the Part C program. The verification tool includes several items focused on child find and public awareness activities. As part of the verification process, Infant/Toddler Early Intervention programs are required to review data related to referral and eligibility and report this information in their program self review.

Infant/Toddler Early Intervention programs continue to provide comprehensive public awareness and child find activities, including identifying underrepresented groups, at the local level. Many activities are coordinated through local interagency coordinating councils (LICCs). Examples of activities include:

- The analysis of data related to referral patterns in order to identify local physicians or hospitals who are not making early referrals;
- Outreach to local homeless shelters, migrant education programs, adoption agencies, and other community resource centers;
- Training for local physicians and pediatric specialty clinics;
- Dissemination of materials to local Early Head Start programs; and
- Participation of the Local Interagency Coordinating Councils (LICCs) in local health fairs;

In addition, Infant/Toddler Early Intervention programs, often in collaboration with LICCs, produced many local public awareness materials in addition to the state materials. Office of Child Development and Early Learning has collected over 100 samples of local public awareness materials, some available in 5 languages. Materials are available to LICCS and Infant/Toddler programs through Early Intervention Technical Assistance.

Office of Child Development and Early Learning collaborates with the statewide Homeless Shelter Coordinator and the coordinator of Child Abuse and Protection services to ensure collaboration and information sharing regarding the state Early Intervention program.

Office of Child Development and Early Learning maintains a collaborative relationship with the Department of Health, the Maternal and Child Health Title V agency, to conduct media spots including television commercials and radio spots through The Special Kids Network, a statewide information, referral and community systems development program for children with special health care needs.

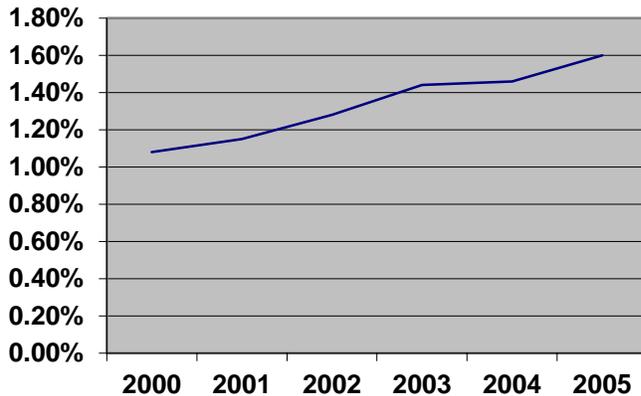
Office of Child Development and Early Learning also collaborates with the Department of Health's Early Hearing Detection and Intervention Program (EDHI). The goal of EDHI is to identify newborns with hearing loss as soon as possible through early screening and diagnosis and assure their linkage to treatment and Early Intervention services. The program provides a process for birthing hospitals to complete hearing screenings of newborns, along with follow-up referrals for those infants who did not pass the initial screening. The process includes a referral to the local Infant/Toddler Early Intervention program.

Pennsylvania's State Interagency Coordinating Council continues to have a representative from the American Academy of Pediatrics on the Council. This membership allows the state to identify and address any area of concern from physicians who refer infants to Early Intervention.

During 2005-06, the Early Intervention program will collect and report data to PeopleStat, the Department of Public Welfare's Department-wide quality and program management entity designed to increase accountability for program performance and improvement. The PeopleStat team will analyze performance on the following measures:

- Number of children receiving Early Intervention services
- Number of children expected to receive Early Intervention services
- Number and percentage of children who no longer need Early Intervention services before their third birthday; and
- Percentage of families who feel more capable of securing supports and services for their child.

**Baseline Data for FFY 2004 (2004-2005):**



**Table 5:** The percentage of Pennsylvania's infants (under 12 months) with IFSPs compared to the number of infants in Pennsylvania who are typically developing.

**Discussion of Baseline Data**

Data from the Early Intervention Reporting System (EIRS) was used to obtain the number of infants, under twelve months of age, enrolled in the Early Intervention program based on the December 1<sup>st</sup> Child Count. The birth rate data were obtained from the Pennsylvania Department of Health. The effectiveness of Pennsylvania's child find system can be assumed from the infants who are identified through the child find process. The percentage of infants under the age of 12 months has increased since 1999. Table 6 represents the number of infants, less than 12 months of age, served in Pennsylvania from 1999-2004. In 2004-2005, Pennsylvania served 2,113 infants under the age of 12 months. This represents 1.60% of the state population at that age.

In reviewing the national data from other states with similar eligibility criteria, Pennsylvania's Part C program is ranked 6<sup>th</sup> among the 24 states in the broad eligibility criteria category for identification of infants under 12 months. Among all states, regardless of eligibility definitions, Pennsylvania is ranked 11<sup>th</sup> in the identification of infants and is .53% over the national baseline.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Pennsylvania will serve 1.47% of the total population of infants and toddlers birth to 1 based on the December 1 <sup>st</sup> Child Count Data
2006 (2006-2007)	Pennsylvania will serve 1.62% of the total population of infants and toddlers birth to 1 based on the December 1 <sup>st</sup> Child Count Data
2007 (2007-2008)	Pennsylvania will serve 1.64% of the total population of infants and toddlers birth to 1 based on the December 1 <sup>st</sup> Child Count Data
2008 (2008-2009)	Pennsylvania will serve 1.66% of the total population of infants and toddlers birth to 1 based on the December 1 <sup>st</sup> Child Count Data

2009 (2009-2010)	Pennsylvania will serve 1.67% of the total population of infants and toddlers birth to 1 based on the December 1 <sup>st</sup> Child Count Data
2010 (2010-2011)	Pennsylvania will serve 1.68% of the total population of infants and toddlers birth to 1 based on the December 1 <sup>st</sup> Child Count Data
2011 (2011-2012)	Pennsylvania will serve 1.68% of the total population of infants and toddlers birth to 1 based on the December 1 <sup>st</sup> Child Count Data
2012 (2012-2013)	Pennsylvania will serve 1.68% of the total population of infants and toddlers birth to 1 based on the December 1 <sup>st</sup> Child Count Data

**Improvement Activities/Timelines/Resources:**

- Office of Child Development and Early Learning Early Intervention staff will monitor data from their information system on a monthly and quarterly basis to ensure that child find activities continue to be effective. Timeline – *monthly through 2010*.
- Office of Child Development and Early Learning will continue to collaborate with the Department of Health on the implementation of the Early Hearing Detection and Intervention Program (EDHI). The program provides a process for birthing hospital to complete hearing screenings of newborns, along with follow-up referrals for those infants who did not pass the initial screening. The process includes a referral to the local Early Intervention program. The EDHI Advisory Board meets on a quarterly basis. State Early Intervention staff attends these meetings for continued collaboration. Timeline – ongoing collaboration through 2010.
- Pennsylvania will continue to analyze data through the State Interagency Coordinating Council’s Welcoming All Children Committee. This committee meets on a bimonthly basis and Office of Child Development and Early Learning shares updated child count data. Timeline – ongoing collaboration through 2010.
- Office of Child Development and Early Learning will continue to collaborate with the statewide Homeless Shelter coordinator and coordinator for Child Abuse and Protection services to ensure collaboration and information sharing regarding the state Early Intervention program. Timeline – ongoing collaboration through 2010.
- Pennsylvania will continue to implement child find and public awareness activities, including CONNECT Information Services and dissemination of public awareness materials. Office of Child Development and Early Learning will focus on identifying the needs for and developing public awareness and child find materials that are in languages other than Spanish and English. Timeline – ongoing through 2010.
- Office of Child Development and Early Learning will continue to collaborate with the Department of Health, the Maternal and Child Health Title V agency, to conduct media spots including

television commercials and radio spots through The Special Kids Network. Timeline – ongoing collaboration through 2006. *Completed*

- Office of Child Development and Early Learning will continue to work with the SICC in the development of statewide strategies to increase the identification of typically underrepresented infants, toddlers, and their families. Timeline – ongoing collaboration through 2010.
- As part of the verification process, Infant/Toddler Early Intervention programs will be reviewing their child find activities and data to provide information to the Office of Child Development and Early Learning prior to the verification visit. Timeline – annually through 2010.
- Office of Child Development and Early Learning Early Intervention staff will provide data on a quarterly basis to PeopleStat who will be monitoring the Early Intervention performance measures around the number of children served. Timeline – quarterly through 2010.
- Office of Child Development and Early Learning Early Intervention staff and staff from Early Intervention Technical Assistance will continue to collaborate with the First Signs project, focused on training physicians on the early identification of autism. Timeline – ongoing collaboration through 2007. *Completed*
- The Office of Child Development and Early Learning will develop policies and procedures for partnering with the Office of Children, Youth and Families to increase the identification of children with substantiated cases of abuse and/or neglect. The policies and procedures will include joint training on the Ages and Stages Questionnaire screening tool for both OCYF and Early Intervention staff, and the development of local interagency agreements for referral of children to the Early Intervention program. Timeline – tool identified by spring 2007, training in summer 2007 with ongoing collaboration through 2010.
- In 2005-2006, Pennsylvania conducted a statewide demographic study to examine historical growth and establish baseline for projecting expected growth. The Office of Children Development and Early Learning continues to analyze data from this study and provided additional training and technical assistance to local Infant/Toddler Early Intervention programs to assist them with their child find efforts. Timeline - as needed through 2007. *Completed*

## February 2011 Update of Improvement Activities/Timelines /Resources

Per OSEP instructions, SPP targets and ongoing improvement activities have been reviewed and extended for an additional two years (2011-12 and 2012-13).

### Additional Improvement Activity for FFY 2010 through FFY 2012:

Pennsylvania has established a workgroup to review all public awareness and child find materials. The workgroup is identifying current materials that have been effective in the identification of infant and toddlers, and developing new and standardized materials to be utilized on a statewide basis and to in utilizing resources more effectively. Timelines: *Workgroup meetings throughout FFY 2009 and 1st quarter of FFY 2010. Implementation of new materials by March 2010. Continued use throughout 2012.*

## February 2012 Update of Improvement Activities/Timelines/Resources:

### Additional Improvement Activities for FFY 2011 through 2012

1. In the spring 2011, Pennsylvania contracted with public television stations to air 30 second and 60 second Public Service Announcements (PSAs) on Early Intervention. The PSAs targeted larger

metropolitan areas of the state and were aired at times best to reach the demographics of women with young children. The PSAs included Pennsylvania's toll free number for information on and referrals for Early Intervention services. *Timeline: Through the Summer 2011.*

2. In March 2011, Pennsylvania developed a standard child find and family information brochure. This brochure was developed to address the need for a statewide public awareness document that could be utilized by all Infant/Toddler and Preschool Early Intervention Programs. The brochure also addresses the need, identified through family surveys, for common language to describe Early Intervention so parents know that their child receives Early Intervention services regardless of where they live throughout the state. The brochure is available in English and will be translated into Spanish as well as additional languages identified by EI programs. *Timeline: Use of the brochure through FFY 2012.*

**Part C State Performance Plan (SPP) for 2005-2012**

**Overview of the State Performance Plan Development:**

The overview of the development of Pennsylvania’s State Performance Plan can be found in the Introduction section, page 6.

**Monitoring Priority: Effective General Supervision Part C / Child Find**

**Indicator 6:** Percent of infants and toddlers birth to 3 with IFSPs compared to national data.

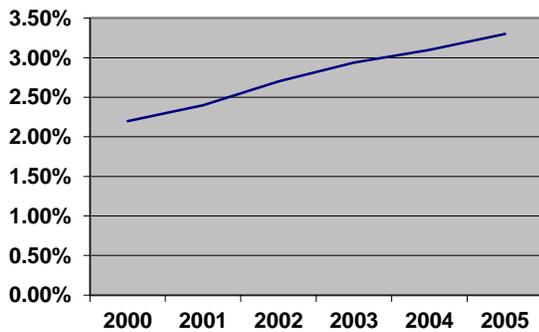
(20 USC 1416(a)(3)(B) and 1442)

**Measurement:** Percent = [(# of infants and toddler birth to 3 with IFSPs) divided by the (population of infants and toddlers birth to 3)] times 100 compared to national data.

**Overview of Issue/Description of System or Process:**

The description of Pennsylvania’s comprehensive, statewide child find system can be found on page 54 in indicator #5. The same child find system applies both to the identification of infants under the age of one year and to infants and toddlers over age one year.

**Baseline Data for FFY 2004 (2004-2005):**



**Table 6:** The percentage of Pennsylvania’s infants and toddlers (birth through age two) with IFSPs compared to the total number of infants and toddlers in Pennsylvania.

**Discussion of Baseline Data**

The Early Intervention Reporting System (EIRS) was used to obtain the total number of infants and toddlers enrolled in the Early Intervention program. The statewide population of infants and toddlers was obtained from the Pennsylvania Department of Health. In FY 2004-05, Pennsylvania served 26,230 eligible infants and toddlers.

The effectiveness of Pennsylvania’s child find system can be assumed from the continued increases in the numbers of infants and toddlers who are identified through the child find process. During 2004-2005, Pennsylvania’s Part C program served 3.30% of the state birth rate. National data on the Part C program, found at [www.ideadata.org](http://www.ideadata.org), shows that the national percentage of infants and toddlers served in 2003 was 2.2%. Therefore, Pennsylvania is above the national average of children served.

In reviewing the data from other states with similar eligibility criteria, Pennsylvania’s Part C Program is 7<sup>th</sup> among 24 states in the broad eligibility criteria. Among all states, regardless of the eligibility criteria, Pennsylvania is ranked 10<sup>th</sup> in identification of infants, toddlers, and preschoolers.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	Pennsylvania will serve 3.4% of the total population based on the December 1 <sup>st</sup> Child Count Data
<b>2006 (2006-2007)</b>	Pennsylvania will serve 3.5% of the total population based on the December 1 <sup>st</sup> Child Count Data
<b>2007 (2007-2008)</b>	Pennsylvania will serve 3.6% of the total population based on the December 1 <sup>st</sup> Child Count Data
<b>2008 (2008-2009)</b>	Pennsylvania will serve 3.7% of the total population based on the December 1 <sup>st</sup> Child Count Data
<b>2009 (2009-2010)</b>	Pennsylvania will serve 3.8% of the total population based on the December 1 <sup>st</sup> Child Count Data
<b>2010 (2010-2011)</b>	Pennsylvania will serve 3.9% of the total population based on the December 1 <sup>st</sup> Child Count Data
<b>2011 (2011-2012)</b>	Pennsylvania will serve 3.9% of the total population based on the December 1 <sup>st</sup> Child Count Data
<b>2012 (2012-2013)</b>	Pennsylvania will serve 3.9% of the total population based on the December 1 <sup>st</sup> Child Count Data

**Improvement Activities/Timelines/Resources:**

- Office of Child Development and Early Learning Early Intervention staff will monitor data from their information system on a monthly basis to ensure that child find activities continue to be effective. Timeline – monthly through 2010.
- Office of Child Development and Early Learning will continue to collaborate with the Department of Health on the implementation of the Early Hearing Detection and Intervention Program (EDHI). The program provides a process for birthing hospitals to complete hearing screenings of newborns, along with follow-up referrals for those infants who did not pass the initial screening. The process includes a referral to the local Early Intervention program. The EDHI Advisory Board meets on a quarterly basis. State Early Intervention staff attends these meetings for continued collaboration. Timeline – ongoing collaboration through 2010.
- Pennsylvania will continue to collaborate with other partners to analyze data through the State Interagency Coordinating Council's Welcoming All Children Committee. This committee meets on a bimonthly basis and Office of Child Development and Early Learning shares updated child count data. Timeline – ongoing collaboration through 2010.
- Office of Child Development and Early Learning will continue to collaborate with the coordinator for the statewide Homeless Shelter and the coordinator for Child Abuse and Protection services to ensure collaboration and information sharing regarding the state Early Intervention program. Timeline – ongoing collaboration through 2010.
- Pennsylvania will continue to implement child find and public awareness activities, including CONNECT Information Services and dissemination of public awareness materials throughout 2005-2010. Office of Child Development and Early Learning will focus on identifying the needs for and developing public awareness and child find materials that are in languages other than Spanish and English. Timeline – ongoing through 2010.
- Office of Child Development and Early Learning will continue to collaborate with the Department of Health, the Maternal and Child Health Title V agency, to conduct media spots including television commercials and radio spots through The Special Kids Network. Timeline – ongoing collaboration through 2006. *Completed*
- Office of Child Development and Early Learning will continue to work with the SICC in the development of statewide strategies to increase the identification of typically underrepresented infants, toddlers, and their families. Timeline – ongoing collaboration through 2010.
- As part of the verification process, Infant/Toddler Early Intervention programs will be reviewing their child find activities and data to provide information to the Office of Child Development and Early Learning prior to the verification visit. Timeline – annually through 2010.
- Office of Child Development and Early Learning Early Intervention staff will provide data on a quarterly basis to PeopleStat who will be monitoring the Early Intervention performance measures related to the number of children served. Timeline – quarterly through 2010
- Office of Child Development and Early Learning Early Intervention staff and staff from Early Intervention Technical Assistance will continue to collaborate with the First Signs project, focused on training physicians on the early identification of autism. Timeline – ongoing collaboration through 2007. *Completed*

- The Office of Child Development and Early Learning will develop policies and procedures for partnering with the Office of Children, Youth and Families to increase the identification of children with substantiated cases of abuse and/or neglect. The policies and procedures will include joint training on the *Ages and Stages Questionnaire* screening tool for both OCYF and Early Intervention staff, and the development of local interagency agreements for referral of children to the Early Intervention program. *Timeline* – *tool identified by spring 2007, training in summer 2007 with ongoing collaboration through 2010.*
- In 2005-2006, Pennsylvania conducted a statewide demographic study to examine historical growth and establish baseline for projecting expected growth. The Office of Children Development and Early Learning continues to analyze data from this study and provided additional training and technical assistance to local Infant/Toddler Early Intervention programs to assist them with their child find efforts. *Timeline* - *as needed through 2007. Completed*

## February 2011 Update of Improvement Activities/Timelines /Resources

Per OSEP instructions, SPP targets and ongoing improvement activities have been reviewed and extended for an additional two years (2011-12 and 2012-13).

### Additional Improvement Activity for FFY 2010 through FFY 2012:

Pennsylvania has established a workgroup to review all public awareness and child find materials. The workgroup is identifying current materials that have been effective in the identification of infant and toddlers, and developing new and standardized materials to be utilized on a statewide basis and to in utilizing resources more effectively. *Timelines*: *Workgroup meetings throughout FFY 2009 and 1st quarter of FFY 2010. Implementation of new materials by March 2010. Continued use throughout 2012.*

## February 2012 Update of Improvement Activities/Timelines/Resources:

### Additional Improvement Activities for FFY 2011 through 2012

1. In the spring 2011, Pennsylvania contracted with public television stations to air 30 second and 60 second Public Service Announcements (PSAs) on Early Intervention. The PSAs targeted larger metropolitan areas of the state and were aired at times best to reach the demographics of women with young children. The PSAs included Pennsylvania's toll free number for information on and referrals for Early Intervention services. *Timeline*: *Through the Summer 2011.*
2. In March 2011, Pennsylvania developed a standard child find and family information brochure. This brochure was developed to address the need for a statewide public awareness document that could be utilized by all Infant/Toddler and Preschool Early Intervention Programs. The brochure also addresses the need, identified through family surveys, for common language to describe Early Intervention so parents know that their child receives Early Intervention services regardless of where they live throughout the state. The brochure is available in English and will be translated into Spanish as well as additional languages identified by EI programs. *Timeline*: *Use of the brochure through FFY 2012.*

## Part C State Performance Plan (SPP) for 2005-2012

### Overview of the State Performance Plan Development:

The overview of the development of Pennsylvania's State Performance Plan can be found in the Introduction section, page 6.

### Monitoring Priority: Effective General Supervision Part C / Child Find

**Indicator 7:** Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.

(20 USC 1416(a)(3)(B) and 1442)

### Measurement:

Percent = [(# of infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline) divided by the (# of infants and toddlers with IFSPs evaluated and assessed for whom an initial IFSP meeting was required to be conducted)] times 100.

Account for untimely evaluations, assessments, and initial IFSP meetings, including the reasons for delays.

### Overview of Issue/Description of System or Process:

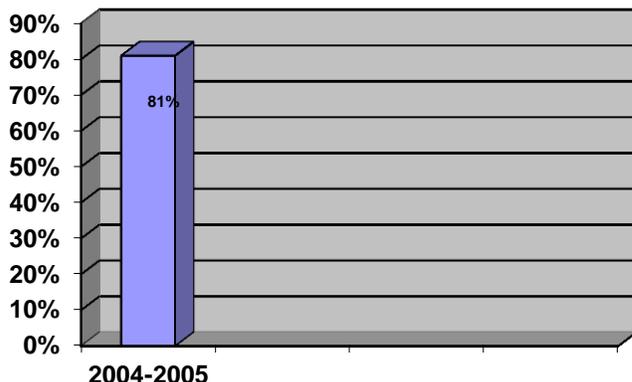
Pennsylvania has established requirements and procedures for the timely, comprehensive, multidisciplinary evaluation of each infant and toddler referred for evaluation, including assessment activities related to the child and the child's family and for the timely development of an individualized family service plan. The initial MDE and the initial IFSP meeting must be conducted within 45 days after a referral is received.

All Infant/Toddler Early Intervention programs are required to use a statewide MDE/IFSP format. The format includes additional questions and space for family assessment information, additional space for the inclusion of information on medical and 'other' non-Early Intervention services, and sections that allow for additional coordination between child and family information gathered on MDE and determination of natural environments through the IFSP process.

Pennsylvania has a number of data sources that describe the timelines of the MDE/IFSP process. Data on the timeliness of MDE/IFSPs for all infants and toddlers can be obtained through Pennsylvania's data information system. The data is reviewed on a monthly basis. Office of Child Development and Early Learning Early Intervention staff also has access to data through the verification process. Although not presented here, data from the verification process allows Pennsylvania to validate the timeliness of the MDEs/IFSPs and to confirm that MDEs lead to the identification of all the infants/toddler's needs and the family's needs related to enhancing the development of the infant or toddler.

Periodically, Pennsylvania has been collecting samples of MDE/IFSPs from Infant/Toddler Early Intervention programs. An additional sample is to be collected in January 2006. A scoring rubric has been developed to compare MDE/IFSPs from the same Infant/Toddler Early Intervention program but at two different time periods. The rubric allows for scoring and analysis of improvement in MDE/IFSP development on a variety of components related to quality evaluations and the provision of Early Intervention supports and services.

**Baseline Data for FFY 2004 (2004-2005):**



**Table 7:** The percentage of Pennsylvania’s eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting was conducted within Part C’s 45-day timeline.

**Discussion of Baseline Data:**

Data for the indicator was taken from EIRS and contains information on all children who have been referred to Early Intervention and found eligible for fiscal year 2004-2005. Currently 81% of initial evaluations and development of initial IFSP occur within the 45 day timeline.

Of the 19% of MDE/IFSPs that were completed after the 45 day time frame, 57% were due to family reasons, 42% were due to system issues, and 1% was due to acts of nature. As part of the compliance and monitoring process, Office of Child Development and Early Learning Early Intervention staff interviewed county administration to determine the cause of any MDE/IFSP delayed due to a systems issue. The primary reasons for system issues that caused a delay in IFSP development included: cancellations by therapist due to illness, personal emergencies, etc; an unexpected growth in infants and toddlers served; and scheduling issues with the independent evaluation team.

Infant/Toddler Early Intervention programs that were out of compliance on the items related to timeliness of MDEs and IFSPs were required to develop a corrective action plan; participate in validation visits by Office of Child Development and Early Learning Early Intervention staff after monitoring to ensure progress toward correcting the area of noncompliance; and develop a training and technical assistance plan.

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	All eligible infants and toddlers (100%) will receive an evaluation and assessment and initial IFSP within 45 days of referral
<b>2006</b> (2006-2007)	All eligible infants and toddlers (100%) will receive an evaluation and assessment and initial IFSP within 45 days of referral
<b>2007</b> (2007-2008)	All eligible infants and toddlers (100%) will receive an evaluation and assessment and initial IFSP within 45 days of referral

<p><b>2008</b> (2008-2009)</p>	<p>All eligible infants and toddlers (100%) will receive an evaluation and assessment and initial IFSP within 45 days of referral</p>
<p><b>2009</b> (2009-2010)</p>	<p>All eligible infants and toddlers (100%) will receive an evaluation and assessment and initial IFSP within 45 days of referral</p>
<p><b>2010</b> (2010-2011)</p>	<p>All eligible infants and toddlers (100%) will receive an evaluation and assessment and initial IFSP within 45 days of referral</p>
<p><b>2011</b> (2011-2012)</p>	<p>All eligible infants and toddlers (100%) will receive an evaluation and assessment and initial IFSP within 45 days of referral</p>
<p><b>2012</b> (2012-2013)</p>	<p>All eligible infants and toddlers (100%) will receive an evaluation and assessment and initial IFSP within 45 days of referral</p>

**Improvement Activities/Timelines/Resources:**

- Office of Child Development and Early Learning Early Intervention staff will verify all Infant/Toddler Early Intervention programs. Verification items will include the timeliness of MDE/IFSPs. Timelines - annually through 2010.
- Local Infant/Toddler Early Intervention programs that are out of compliance on the items related to timeliness of MDEs and IFSPs will be required to: develop a corrective action plan with a focus on the family assessment process; participate in validation visits by Office of Child Development and Early Learning Early Intervention staff after verification to ensure progress toward correcting areas of noncompliance; and develop a training and technical assistance plan that includes activities related to timeliness of MDEs and IFSPs. Timelines - as needed through 2010.
- Office of Child Development and Early Learning Early Intervention staff will continue to monitor reports from the data information system on the timeliness of MDEs and IFSPs. Timelines - monthly through 2010.
- Office of Child Development and Early Learning will disseminate MDE/IFSP Early Intervention guidelines by December 2005. These guidelines will include information on regulatory requirements and best practice information related to MDE/IFSP development. Timelines - Completed December 2005. Completed
- Office of Child Development and Early Learning will continue to offer Service Coordination 101 training in each region annually. This training is designed for service coordinators who have less than one year in the position and included information on the MDE and IFSP processes. In addition, a web-based version of the training has been developed and will be made available to all Infant/Toddler Early Intervention programs. The web based Service Coordination 101 is currently being reviewed by consultants within the EITA training system as well as piloting with a number of county programs. Timelines – Web-based course to be completed by January, 2006, training to occur annually through 2010.
- Another sampling of MDE/IFSPs will be collected in the January 2006 and will be analyzed by March 2006. The information from the sampling will be gathered and compared to previous data collected. Timelines – sampling collected in January, 2006 and analyzed by March 2006. Completed.

**Improvement Activities Established in FFY 2006**

- The Office of Child Development and Early Learning will develop an expedited process for the correction of non-compliance to ensure correction within one year of identification through the verification process, monthly data reviews and other mechanisms. The expedited process will include: more stringent timelines for OCDEL staff to complete their monitoring reports; more stringent timelines for Infant/Toddler Early Intervention programs to develop correct action plans; and moved up timelines for OCDEL staff to conduct validation visits. The expedited process will be piloted with those Infant/Toddler Early Intervention programs that have a pattern of difficulty in providing timely services. Timeline - March 2007
  - **Revisions for FFY 2007** – Pennsylvania has made changes to its general supervision system as stated under revisions to activities under Indicator #1. OCDEL began restructuring its monitoring tool and activities to ensure a cohesive monitoring process for the infant/toddler and preschool Early Intervention programs and to incorporate additional general supervision and enforcement strategies to the state’s verification activities. The restructuring of the verification process include: revisions to the verification tool; and the use of monthly data submission from local Early Intervention programs as a means to identify lower performing programs; and processes to expedite monitoring of Infant/Toddler Early Intervention programs as required as an enforcement strategy. Details on Pennsylvania’s monitoring process are included in the SPP, page 9.
  
- Office of Child Development and Early Learning Early Intervention staff will monitor data from the information management system on a monthly basis to ensure the timely delivery of services. If a Infant/Toddler Early Intervention program is identified as having difficulty in achieving compliance in this area, several action steps will be taken. The action steps include:
  1. The Infant/Toddler Early Intervention program must analyze their data on the outcome indicator and identify specific areas of weakness or concern and appropriate actions to correct the noncompliance;
  2. The Infant/Toddler Early Intervention program must establish 3 month targets for correcting the noncompliance and include the targets in an addendum to their plan of correction; and
  3. Office of Child Development and Early Learning Early Intervention staff will validate the Infant/Toddler Early Intervention programs establishment and correction of noncompliance. Timeline – monthly through 2010.
  - **Revisions for FFY 2007** – Pennsylvania’s general supervision system includes an enforcement activity focused on increasing reporting requirements for those Infant/Toddler Early Intervention programs that are consistently performing at lower levels of performance on this indicator. Programs are notified in writing of performance concerns related to the OSEP indicators. Infant/Toddler Early Intervention programs must develop an action plan designed to correct performance issues. The action plans are designed with measurable data-based targets, timelines and improvement activities. This action plan is reviewed by OCDEL staff and is compared to monthly data analyses. This attention to data analysis and planning continues to ensure that local Early Intervention programs are meeting Pennsylvania’s high quality standards. No changes are needed to the timelines for this improvement activity.

- Office of Child Development and Early Learning staff will develop a focused monitoring process that ensures that more resources are spent with those counties that are lower performers in areas of compliance. The focused monitoring process will use a variety of procedures including current data reviews, results of previous annual monitoring reports, and information from requests for mediations and due process hearings. Timelines: Tool to be completed by October 2007 and piloted in county Early Intervention programs by January 2008. Focused monitoring tool and procedures will be implemented starting July 1, 2008.
  - **Revisions for FFY 2007** – This activity has been subsumed under the restructured monitoring and verification system for the infant/toddler and preschool Early Intervention programs. Changes in the cycle of onsite verification visits and the use of monthly data submissions for the infant/toddler Early Intervention programs allows state staff to focus additional resources in local programs who are performing lower than standards and expedite the identification of noncompliance issues. Details on Pennsylvania’s monitoring process are included in the SPP, page 9.
- Office of Child Development and Early Learning Staff will meet with local Infant/Toddler Early Intervention programs on a monthly basis to review data and discuss areas where targets are not being met and request appropriate action to move towards improvement on this indicator. Timeline - monthly through 2010
  - **Revisions for FFY 2007** – OCDEL staff, Infant/Toddler Early Intervention and preschool Early Intervention programs continue to meet on a monthly basis where data for all programs is reviewed. This provides an opportunity to review data and activities for the lower performing counties and discuss improvement activities. The continued focus on data analysis and quality improvement planning ensures that Early Intervention programs are making needed quality improvements. No changes are needed to the timelines or targets for this improvement activity.

## February 2011 Update of Improvement Activities/Timelines /Resources

Per OSEP instructions, SPP targets and ongoing improvement activities have been reviewed and extended for an additional two years (2011-12 and 2012-13).

## February 2012 Update of Improvement Activities/Timelines/Resources

### Additional Improvement Activities for FFY 2011 and FFY 2012:

Starting in FFY 2011, BEIS initiated an annual data review process through its statewide data information system to identify areas of noncompliance for this compliance indicator. This data review occurs at a specified time each year and reviews all active child records for a specified time period. This review requires correction of noncompliance within one year, ensure that every individual child instance of noncompliance as been corrected, as appropriate, and ensures that local Infant/Toddler EI programs are implementing specific regulatory requirements to ensure systematic issues of noncompliance are corrected. Timeline: *Annually through FFY 2012.*

## Part C State Performance Plan (SPP) for 2005-2012

### Overview of the State Performance Plan Development:

The overview of the development of Pennsylvania's State Performance Plan can be found in the Introduction section, page 6.

### Monitoring Priority: Effective General Supervision Part C / Effective Transition

**Indicator 8:** Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including:

- A. IFSPs with transition steps and service;
- B. Notification to LEA if child potentially eligible for Part B; and
- C. Transition conference, if child potentially eligible for Part B

(20 USC 1416(a)(3)(B) and 1442)

### Measurement:

- A. Percent = [(# of children exiting Part C who have an IFSP with transition steps and services) divided by the (# of children exiting Part C)] times 100.
- B. Percent = [(# of children exiting Part C and potentially eligible for Part B where notification to the LEA occurred) divided by the (# of children exiting Part C who were potentially eligible for Part B)] times 100.
- C. Percent = [(# of children exiting Part C and potentially eligible for Part B where the transition conference occurred) divided by the (# of children exiting Part C who were potentially eligible for Part B)] times 100.
- C. **Account for untimely transition conferences, including reasons for delays.**

### Overview of Issue/Description of System or Process:

Pennsylvania has issued State regulations which contain the requirements for transition from Part C Early Intervention services. Under §4226.77, the requirements for ensuring a smooth transition for toddlers receiving Early Intervention services include: notifying the local education agency, convening a conference with the local education agency, convening a conference with other service providers as appropriate, a review of program options [4226.77(b)(4)] and the establishment of a transition plan.

In Pennsylvania, all IFSPs include a transition plan. For infants and those children who are new to the Early Intervention program, the transition discussions with the family include the similarities and differences between the infant/toddler Early Intervention program and the preschool Part B program, the steps that the service coordinator will take to ensure an effective transition to the Part B program, if eligible, or to other community early childhood resources as the child approaches his/her third birthday, and the steps to be taken to ensure that children who are exiting the program, either because they are no longer eligible or who are moving from the area have a smooth transition.

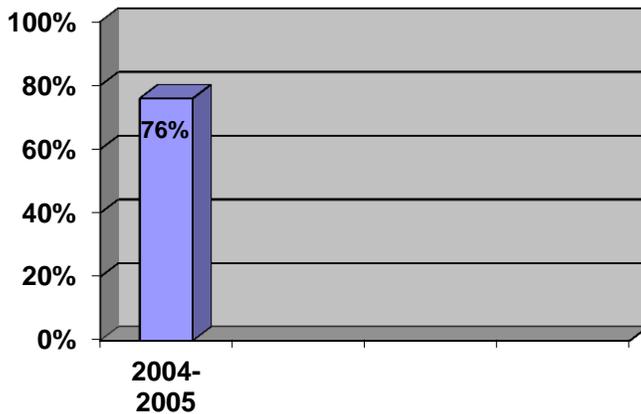
At the age of two, service coordinators are required to incorporate into the IFSP document transition steps and services that allows for more in-depth planning and for increased documentation of the transition conference (90-day meeting). The transition steps and services consists of a review of the child's program options, discussion with and training of parents regarding future placements, preparation of the child for changes in service delivery and parental consent regarding transmission of information.

Infant/Toddler Early Intervention programs collaborate with the local education agencies, through the development of local interagency agreements, in the identification of children who will be transitioning, convening transition meetings, and transition planning. Requirements for local interagency agreements is established in Pennsylvania Act 212-1990(b)(9) and State regulations under §4226.77(d). The Office of Child Development and Early Learning has an established policy that describes the transition requirements:

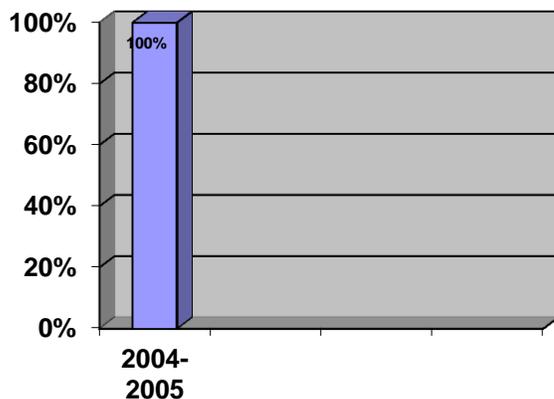
- Preschool Early Intervention programs should share their program calendar with Infant/Toddler Early Intervention programs on an annual basis;
- The transition meeting invitation letter will be sent out 30 days prior to the transition conference;
- Both programs have the obligation to participate in the transition conference;
- Both programs are obligated to keep documentation of the transition conference, including steps for preparing the child and family for transition, the meeting date and meeting participants in the child’s file; and

Pennsylvania remains on time for the implementation of OSEP improvement activities related to transition. Pennsylvania continues to work on implementing the improvement strategies included in the 2005 Annual Performance Report. These continuing activities have been included in the improvement strategies section for this indicator.

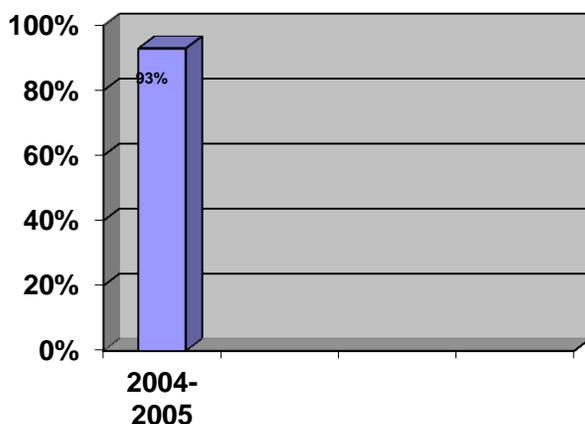
**Baseline Data for 2004-2005**



**Table 8A:** The percentage of Pennsylvania’s eligible children exiting Part C who have an IFSP with transition steps and services



**Table 8B:** The percentage of Pennsylvania’s eligible children exiting Part C and potentially eligible for Part B where notification to the LEA occurred.



**Table 8C:** The percentage of Pennsylvania’s eligible children exiting Part C and potentially eligible for Part B where the transition conference occurred.

**Discussion of Baseline Data**

Data for this indicator was gathered through the state compliance and monitoring process for FY 2004-2005. Further information on the sampling procedures can be found in Indicator 1.

Table 8A shows that 76% of the child records reviewed had appropriate IFSPs with transition steps and services. The child records used for the data in Table 9A represent toddlers who are exiting the Part C system. Since February 2002, the state has required local infant/toddler Early Intervention programs to incorporate a mandatory transition plan into the IFSP document that allows for more in depth planning and for increased documentation of the transition conference. Over the past 3 years, with continued use of the form, training on the transition process, and continued monitoring by Office of Child Development and Early Learning Early Intervention staff, Pennsylvania has continued to show improvement in this area.

Table 8B shows that in 100% of the sampled child records, the LEA was notified about the children who were exiting the Part C Program and were potentially eligible for Part B. Table 8C shows that 93% of children exiting the Part C system and potentially eligible for the Part B program had a transition conference within the appropriate timelines. As part of the quality improvement monitoring process, Office of Child Development and Early Learning Early Intervention staff had discussions with infant/toddler programs that were out of compliance with these three items to assist them in identifying systemic areas of concern and to help them develop and implement corrective action plans.

Pennsylvania’s data related to compliance with transition steps on IFSPs and timeliness of transition conferences, shows that the state has made enormous changes since the previous APR.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	A)100% of all children who exit Part C who have an IFSP will have transition steps and services B)100% Notification was sent to the LEA of all children exiting Part C potentially eligible for Part B C)100% of children exiting Part C and potentially eligible of Part B will have a transition conference
2006 (2006-2007)	A)100% of all children who exit Part C who have an IFSP will have transition steps and services B)100% Notification was sent to the LEA of all children exiting Part C potentially eligible for Part B C)100% of children exiting Part C and potentially eligible of Part B will have a transition conference
2007 (2007-2008)	A)100% of all children who exit Part C who have an IFSP will have transition steps and services B)100% Notification was sent to the LEA of all children exiting Part C potentially eligible for Part B C)100% of children exiting Part C and potentially eligible of Part B will have a transition conference
2008 (2008-2009)	A)100% of all children who exit Part C who have an IFSP will have transition steps and services B)100% Notification was sent to the LEA of all children exiting Part C potentially eligible for Part B C)100% of children exiting Part C and potentially eligible of Part B will have a transition conference
2009 (2009-2010)	A)100% of all children who exit Part C who have an IFSP will have transition steps and services B)100% Notification was sent to the LEA of all children exiting Part C potentially eligible for Part B C)100% of children exiting Part C and potentially eligible of Part B will have a transition conference
2010 (2010-2011)	A)100% of all children who exit Part C who have an IFSP will have transition steps and services B)100% Notification was sent to the LEA of all children exiting Part C potentially eligible for Part B C)100% of children exiting Part C and potentially eligible of Part B will have a transition conference
2011 (2011-2012)	A)100% of all children who exit Part C who have an IFSP will have transition steps and services B)100% Notification was sent to the LEA of all children exiting Part C potentially eligible for Part B

	C)100% of children exiting Part C and potentially eligible of Part B will have a transition conference
2012 (2012-2011)	A)100% of all children who exit Part C who have an IFSP will have transition steps and services B)100% Notification was sent to the LEA of all children exiting Part C potentially eligible for Part B C)100% of children exiting Part C and potentially eligible of Part B will have a transition conference

**Improvement Activities/Timelines/Resources:**

- Office of Child Development and Early Learning Early Intervention staff will monitor all county Early Intervention programs annually. Monitoring items will include the timeliness for transition conferences and the presence of transition plans for children exiting the Part C program. *Timeline – Annually through 2010. Updated monitoring schedule initiated in FFY 2007 as described in updated improvement activities below.*
- Office of Child Development and Early Learning Early Intervention staff began using a revised compliance and monitoring tool beginning July 1, 2005. The revised tool, Early Intervention Quality Measurement Tool (EIQMT) includes guidelines for Office of Child Development and Early Learning Early Intervention staff to ensure consistency in scoring compliance tool items across the four regions. Specifically, the tool addresses issues related to transition conferences and planning and include:
  - Ensuring that all local interagency agreements on transition are updated and revised to include the new policies related to transition conferences and plans;
  - Collecting data on transition plans and conferences specific to children of transition age (vs. all infants and toddlers); and
  - Identifying the number of transition meetings that were held on time, the attendance of the Part B program staff at the transition meeting, and the presence of a transition plan.

*Timeline – Annually through 2010. Updated monitoring schedule initiated in FFY 2007 as described in updated improvement activities below.*
- Local Infant/Toddler Early Intervention programs that are out of compliance on the items related to transition will be required to: develop a corrective action plan; participate in validation visits by Office of Child Development and Early Learning Early Intervention staff within 6 months after monitoring to ensure progress toward correcting areas of noncompliance; and develop a training and technical assistance plan that includes activities related to transition activities. *Timeline – Annually through 2010. Updated monitoring schedule initiated in FFY 2007 as described in updated improvement activities below.*
- Infant/Toddler Early Intervention programs will utilize a standardized invitation letter developed by Office of Child Development and Early Learning to invite the preschool Early Intervention representative to attend the transition conference (90 day meeting). All Infant/Toddler Early Intervention programs will send out the letter 30 days prior to the transition conference (at least 150 days prior to the child’s third birthday) so that there is ample time to schedule the transition conference. *Timeline - Local Infant/Toddler programs began using the letter in September 2005 and will continue using the letter throughout 2005-06. The effectiveness of the transition letter will be reviewed in June 2006 and adaptations will be made to the process as needed.*
- Office of Child Development and Early Learning Early Intervention staff will enhance their information system to collect data on transition from local Infant/Toddler Early Intervention programs. The information system will coordinate data to better capture the date the invitation for the transition conferences was sent to the preschool Part B representative, the dates of the transition meeting, the

reasons, if any, for it being delayed, and the presence/absence of the Part B preschool representative. *Timeline – the database will be in place by April 2006 and infant/toddler and preschool staff will collect data through to 2010.*

- An Infant/Toddler/Preschool Early Intervention Leadership Meeting was held with all the local infant/toddler Early Intervention program coordinators and the preschool Part B Early Intervention coordinators. During the meeting, the agenda focused on transition conference issues, improved communication among local programs, and opportunities to brainstorm local issues. The meeting was facilitated by Office of Child Development and Early Learning Early Intervention staff. *Timeline – Leadership meeting held in November 2005.*
- An Early Intervention Guideline on Transition at 3 years of age will be completed and disseminated across the state. This guideline will provide information on timelines and requirements for the transition process along with information on strategies for increasing the quality of transition plans. The guidelines will be posted on the EITA web site and disseminated statewide to family members, county Early Intervention staff, and Early Intervention providers. *Timeline – completion and statewide dissemination by January 2006. Completed*
- The statewide transition form to be used for children at age 2 will be modified to ensure clarity in what is required for transition planning. *Timeline - the form will be modified by December 2005 and disseminated statewide by January 2006. Completed*
- As part of both the Autism Summer Institute and the “Off to A Great Start” Institute on infants and toddlers who are deaf or hard of hearing, service coordinators will be provided with information and strategies to better support the transition of children who have low incidence disabilities. *Timeline – Training will occur in August 2006. Completed*

#### **New Improvement Activities Established in FFY 2006**

- Pennsylvania will create a new unified office for the Departments of Education and Public Welfare. The new office, the Office of Child Development and Early Learning (OCDEL), will coordinate Pennsylvania’s early childhood programs, including infant/toddler and preschool Early Intervention. The new office will allow for improved transition between the two programs and the opportunity to develop collaborative strategies to address emerging issues. *Timelines - The transition of both programs to OCDEL will be completed by July 2007. Completed*
- The Office of Child Development and Early Learning will develop an expedited process for the correction of non-compliance to ensure correction within one year for areas identified through annual monitoring, monthly data reviews and other mechanisms. The expedited process will include: quicker timelines for OCDEL staff to complete their monitoring reports; quicker timelines for county Early Intervention programs to develop correct action plans; and quicker timelines for OCDEL staff to conduct validation visits. The expedited process will be piloted with those county Early Intervention programs that have a pattern of difficulty in providing timely services. *Timeline - March 2007*
  - **Revisions for FFY 2007** – Pennsylvania has made changes to its general supervision system as stated under revisions to activities under Indicator #1. OCDEL began restructuring its monitoring tool and activities to ensure a cohesive monitoring process for the infant/toddler and preschool Early Intervention programs and to incorporate additional general supervision and enforcement strategies to the state’s verification activities. The restructuring of the verification process include: revisions to the verification tool; and the use of monthly data submission from local Early Intervention programs as a means to identify lower performing programs; and processes to expedited monitoring of Infant/Toddler Early Intervention programs as required as an enforcement strategy. Details on Pennsylvania’s monitoring process are included in the SPP, page 9.

- Office of Child Development and Early Learning staff will develop a focused monitoring process that ensures that more resources are spent with those counties that are lower performers in areas of compliance. The focused monitoring process will use a variety of procedures including current data reviews, results of previous annual monitoring reports, and information from requests for mediations and due process hearings. Timelines - Tool to be completed by October 2007 and piloted in county Early Intervention programs by January 2008. Focused monitoring tool and procedures will be implemented starting July 1, 2008.
  - **Revisions for FFY 2007** – This activity has been subsumed under the restructured verification system for the infant/toddler and preschool Early Intervention programs. Changes in the cycle of onsite verification visits and the use of monthly data submissions for the infant/toddler Early Intervention programs allows state staff to focus additional resources in local programs who are performing lower than standards and expedite the identification of noncompliance issues. Details on Pennsylvania’s monitoring process are included in the SPP, page 9.
- Office of Child Development and Early Learning Early Intervention staff will monitor data from the Early Intervention Reporting System (EIRS) on a monthly basis to ensure the timely delivery of services. If a county Early Intervention program is identified as having difficulty in achieving compliance in this area, several action steps will be taken. The action steps include:
  - The county Early Intervention program must review their EIRS data on the outcome indicator and identify specific areas of weakness or concern and appropriate actions to correct the noncompliance;
  - The county Early Intervention program must establish 3 month targets for correcting the noncompliance and include the targets in an addendum to their plan of correction; and
  - Office of Child Development and Early Learning Early Intervention staff will monitor the county Early Intervention programs establishment and correction of noncompliance. Timelines – monthly through 2010.

**FFY 2007 Update** –Pennsylvania’s general supervision system includes an enforcement activity focused on increasing reporting requirements for those Infant/Toddler Early Intervention programs that are consistently performing at lower levels of performance on this indicator. Programs are notified in writing of performance concerns related to the OSEP indicators. Infant/Toddler Early Intervention programs must develop an action plan designed to correct noncompliance. The action plans are designed with measurable data-based targets, timelines and improvement activities. This action plan is reviewed by OCDEL staff and is compared to monthly data analysis. This attention to data analysis and planning continues to ensure that local Early Intervention programs are meeting Pennsylvania’s high quality standards.

- The Office of Child Development and Early Learning and the Department of Education will implement a protocol that will ensure the seamless exchange of data between the Part C and Part B programs. The data exchange between both programs will occur on a monthly basis and will improve data relative to children transitioning and create a mechanism to track those children transitioning from Part C to Part B. Timeline – October 2006. *Completed*
- Office of Child Development and Early Learning Staff will meet with local Infant/Toddler Early Intervention programs on a monthly basis to review data and discuss areas where targets are not being met and request appropriate action to demonstrate improvement on this indicator. Timeline - monthly through 2010

- **Revisions for FFY 2007** – OCDEL staff, county Early Intervention and preschool Early Intervention programs continue to meet on a monthly basis where data for all programs is reviewed. This provides an opportunity to review data and activities for the lower performing counties and discuss improvement activities. Each meeting also allows an opportunity for joint planning by the infant/toddler and preschool programs based on the local data. The continued focus on data analysis and quality improvement planning ensures that Early Intervention programs are making needed quality improvements. No changes are needed to the timelines or targets for this improvement activity.

### **February 2011 Update of Improvement Activities/Timelines /Resources**

Per OSEP instructions, SPP targets and ongoing improvement activities have been reviewed and extended for an additional two years (2011-12 and 2012-13).

### **February 2012 Update of Improvement Activities/Timelines/Resources**

#### **Additional Improvement Activities for FFY 2011 and FFY 2012:**

Starting in FFY 2011, BEIS initiated an annual data review process through its statewide data information system to identify areas of noncompliance for this compliance indicator. This data review occurs at a specified time each year and reviews all active child records for a specified time period. This review requires correction of noncompliance within one year, ensure that every individual child instance of noncompliance as been corrected, as appropriate, and ensures that local Infant/Toddler EI programs are implementing specific regulatory requirements to ensure systematic issues of noncompliance are corrected. Timeline: *Annually through FFY 2012.*

## Part C State Performance Plan (SPP) for 2005-2012

**Please note:** An updated description of OCDEL’s new process for onsite visits as part of the monitoring and verification process can be found on page 8, in the SPP Updates for FFY 2006.

### Overview of the State Performance Plan Development:

The overview of the development of Pennsylvania’s State Performance Plan can be found in the Introduction section, page 6.

### Monitoring Priority: Effective General Supervision Part C / General Supervision

**Indicator 9:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416(a)(3)(B) and 1442)

### Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

**States are required to use the “Indicator C 9 Worksheet” to report data for this indicator (see Attachment A).**

### Overview of Issue/Description of System or Process:

On a statewide level, Pennsylvania has both state Early Intervention regulations and policy announcements as methods to provide program requirements and policy guidance to Infant/Toddler Early Intervention programs.

Each Infant/Toddler Early Intervention program is assigned to an Office of Child Development and Early Learning Early Intervention staff person. The Office of Child Development and Early Learning Early Intervention staff serves as a primary contact to each Infant/Toddler Early Intervention program and is responsible for addressing budgeting, compliance and best practices issues in the program. To assist with developing consistent implementation of the state regulations, policies and procedures, Office of Child Development and Early Learning Early Intervention staff meet on a monthly basis to discuss issues, and revise statewide policies and practices as appropriate.

#### 1. State Monitoring Reviews

Office of Child Development and Early Learning Early Intervention staff conduct verification reviews for all local infant/toddler Early Intervention programs every other year.

The verification tool addresses the requirements of the Individuals with Disabilities Education Act (IDEA), as well as compliance with the Infants, Toddlers and Families (ITF) Waiver requirements and state Early Intervention regulations. Some of the key components of the tool include:

- The use of indicators and probes that focus on the outcomes of Early Intervention rather than a focus solely on regulatory compliance;

- A scoring process that better identifies the progress that infant/toddler Early Intervention programs make in achieving compliance;
- The use of an administrative policy review and exit administrative interview;
- A child record review;
- A parent survey of satisfaction;
- Onsite observations of Early Intervention services;
- Monitoring guidelines; and
- A self review by the infant/toddler program that requires the Early Intervention programs to use ongoing data collection and analysis as a measure of program performance.

Each of the Office of Child Development and Early Learning Early Intervention staff follows an established protocol when conducting their review. The protocol includes the review of complaint reports, data reviews, reviewing individual plans, reviewing local monitoring records, and validating service delivery.

The sampling procedure used to select child records ensures that the review sample represents the infant/toddler Early Intervention program. The sampling procedure ensures that child records are gathered that represent different service coordinators, different Early Intervention providers, different funding streams, low incident disabilities, geographic regions within the county, and children transitioning to Part B or other community services, in addition to other factors.

### *2. Development of Corrective Action Plan By County Early Intervention Program*

The local infant/toddler Early Intervention program must develop and submit a plan of correction when any noncompliance areas are identified. The corrective action plan must identify the steps taken to correct all noncompliance areas with the agreed upon timelines, not to exceed one year.

Office of Child Development and Early Learning Early Intervention staff review the plan of correction and make a decision to approve or disapprove the plan. Office of Child Development and Early Learning Early Intervention staff notify the infant/toddler Early Intervention program, using the standardized format, of the approval/disapproval decisions within 30 days of receipt of plan of correction. If changes are needed to the plan of correction, the infant/toddler Early Intervention program must make the needed changes within 14 days of notification.

### *3. Validation Reviews*

Office of Child Development and Early Learning Early Intervention staff validate the infant/toddler Early Intervention program's improvement on the noncompliant items. The infant/toddler Early Intervention program's plan of correction must be received and approved prior to the validation of compliance.

Office of Child Development and Early Learning Early Intervention staff may validate the infant/toddler Early Intervention program's improvement plan in a number of ways depending on the issue of noncompliance. These ways may include, but are not limited to:

- Having the Infant/Toddler Early Intervention program send an updated copy of the corrective action plan that details completed activities to correct areas of noncompliance;
- An onsite visit to the infant/toddler Early Intervention program to sample child records or review other documentation;
- Asking the infant/toddler Early Intervention program to send copies of documentation of corrected noncompliance to the Office of Child Development and Early Learning Early Intervention staff; or
- An onsite observation of a first contact (intake), MDE, IFSP, transition meeting or service delivery to observe the correction of a noncompliance.

#### *4. Local Infant/Toddler Early Intervention Program Monitoring of Local Providers*

Infant/Toddler Early Intervention programs are required to monitor their contracted providers on an annual basis to ensure compliance with requirements of the IDEA and state Early Intervention regulations and the Infants, Toddlers and Families Waiver requirements. Infant/Toddler Early Intervention programs report their findings to the Office of Child Development and Early Learning Early Intervention staff as part of the verification review.

#### *5. Local Infant/Toddler Early Intervention Program Self-Assessment*

Infant/Toddler Early Intervention programs are required to complete a self-assessment of their program prior to verification visits. This process reviews quality issues, such as family centered practices and includes the involvement of all stakeholders. The process includes a family survey for evaluation of the program, and observing multi-disciplinary evaluations and Individualized Family Service Plan (IFSP) meetings to evaluate the skills and practices of personnel.

#### *6. Training Plans for Improvement*

Each year, Infant/Toddler Early Intervention programs develop a training and technical assistance plan based on the results of the verification process, self-assessment findings and complaint information. Pennsylvania contracts with Early Intervention Technical Assistance (EITA) to provide training and technical assistance to each infant/toddler Early Intervention program. An EITA consultant is assigned as a primary contact for the development and implementation of a training/technical assistance plan with each infant/toddler Early Intervention program. Office of Child Development and Early Learning Early Intervention staff monitor the implementation and outcomes of the training plans as part of the verification process.

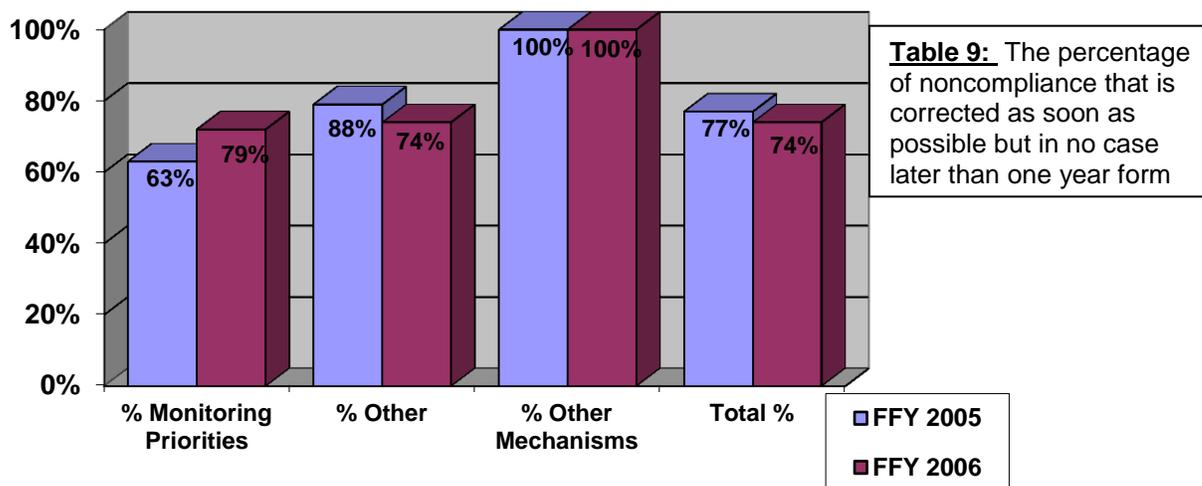
The training and technical assistance plans are built on local needs assessment information, verification results, and statewide initiatives. Local needs assessment information is gathered from parents of infants and toddlers, local Early Intervention providers, and through the analysis of local service delivery data. Statewide initiatives are based on Department of Public Welfare priorities, statewide analysis of monitoring reports, research, recommendations from stakeholders, such as the State Interagency Coordinating Council, the Early Learning Team, and other identified needs.

#### *7. Stakeholder Involvement*

Pennsylvania's State Interagency Coordinating Council (SICC) serves as the primary link to a broad group of Early Intervention stakeholders. The results of the statewide verification reviews are reported to the SICC on an annual basis along with a statewide summary of complaint investigations, mediations and due process hearings.

On a bi-monthly basis, the SICC's Continuous Quality Improvement Outcome Measure Subcommittee reviews statewide birth-to-five data, assists in the identifications of new data sources, and assists in identifying potential solutions to systematic issues.

Baseline Data for FFY 2004 (2004-2005) and FFY 2005 (2005-2006)



Discussion of Baseline Data:

The data tables that were used to generate Table 14 can be found in Attachment 2.

Data for this indicator was gathered through the compliance and monitoring reports completed by the Office of Child Development and Early Learning staff on an annual basis as well as procedural safeguards reports developed by the Office of Child Development and Early Learning and the Office for Dispute Resolution. During this reporting year, the Office of Child Development and Early Learning piloted their new monitoring tool, the Early Intervention Quality Improvement Tool (EIQMT) with 7 of their local county Early Intervention programs. Therefore, the data for this indicator is reflective of the 7 counties using the new tool with the remaining 41 counties using the previous monitoring tool.

For the OSEP priority areas, there were 15 items in the tools that were directly responsive to the indicators in the SPP/APR. From an analysis of the data, Pennsylvania is showing an increase from 63% to 79% in correcting non-compliance within one year for the priority areas identified by OSEP. The areas where counties are showing difficulty in correcting non-compliance in a timely fashion are related to the timelines in the delivery of service and transition plans. County Early Intervention programs who piloted the new EIQMT had more areas of noncompliance than those counties who continued to be monitored with the existing tool. However, due to the improvement in the scoring process used with the EIQMT, it was possible to see that while pilot counties were out of compliance, their scores showed marked improvement.

The monitoring tools also include many areas outside the OSEP priority area that still relate to federal and state statutes and regulations as well as program quality measures. Pennsylvania has shown slippage in correcting other areas outside the OSEP priority areas.

From a review of the monitoring data discussed above, validation visit data and procedural safeguard reports, a number of factors have attributed to the slippage that occurred in this indicator.

- From the analysis of the priority areas, the counties who had the most difficulty in correcting the non-compliance within one year were those pilot counties who were using the new monitoring tool. The EIQMT required a more detailed monitoring with a focus on the OSEP priority areas. The EIQMT also moved from a more regulatory basis to one more focused on quality improvement measures. Many

of the quality components set a higher standard for compliance and were more difficult for counties to achieve during the first use of the EIQMT.

- Pennsylvania placed a stronger emphasis on the OSEP priorities in their monitoring which may have required counties to spend a significant amount of time improving their performance in the priority areas and a less of a focus on the other areas at that time.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2005 (2005-2006)	A) 100% of non-compliance areas related to the OSEP monitoring priority areas and indicators will be corrected within one year of identification B) 100% of non-compliance related to all other areas other than the OSEP priority areas and indicators will be corrected within one year of identification C) 100% of all non-compliance identified through other mechanisms will be corrected within one year of identification
2006 (2006-2007)	A) 100% of non-compliance areas related to the OSEP monitoring priority areas and indicators will be corrected within one year of identification B) 100% of non-compliance related to all other areas other than the OSEP priority areas and indicators will be corrected within one year of identification C) 100% of all non-compliance identified through other mechanisms will be corrected within one year of identification
2007 (2007-2008)	A) 100% of non-compliance areas related to the OSEP monitoring priority areas and indicators will be corrected within one year of identification B) 100% of non-compliance related to all other areas other than the OSEP priority areas and indicators will be corrected within one year of identification C) 100% of all non-compliance identified through other mechanisms will be corrected within one year of identification

2008 (2008-2009)	100% of non-compliance is corrected as soon as possible but in no case later than one year from identification.
2009 (2009-2010)	100% of non-compliance is corrected as soon as possible but in no case later than one year from identification.
2010 (2010-2011)	100% of non-compliance is corrected as soon as possible but in no case later than one year from identification.
2011 (2011-2012)	100% of non-compliance is corrected as soon as possible but in no case later than one year from identification.
2012 (2012-2013)	100% of non-compliance is corrected as soon as possible but in no case later than one year from identification.

**Improvement Activities/Timelines/Resources:**

- Office of Child Development and Early Learning Early Intervention staff will continue to verify each Infant/Toddler Early Intervention program every other year using the verification tool that includes an expanded scoring system that allows Office of Child Development and Early Learning staff to review compliance on this indicator and to determine if progress or slippage is made in individual Infant/Toddler Early Intervention programs. *Timeline –through 2010. Updated monitoring schedule initiated in FFY 2007 as described in updated improvement activities below.*
- Infant/Toddler Early Intervention programs that are in noncompliance will continue to be required to develop a plan of correction that identifies the steps taken to correct all noncompliance areas within agreed upon timelines, not to exceed 1 year. They will also be required to participation in validation visits conducted by Office of Child Development and Early Learning Early Intervention staff after the issuance of the monitoring report or more frequently if monthly data reviews shows they continue to remain below the statewide average or they are not making any progress toward improvement. *Timeline –through 2010. Updated monitoring schedules initiated in FFY 2007 as described in updated improvement activities below.*
- The Office of Child Development and Early Learning will be developing an expedited process for the correction of non-compliance to ensure correction within one year for areas related to the 14 day timelines, transition and other non-compliance areas. *Timelines - March 2007*
  - **Revisions for FFY 2007** – Pennsylvania has made changes to its general supervision system as stated under revisions to activities under Indicator #1. OCDEL began restructuring its verification tool and activities to ensure a cohesive verification process for the infant/toddler and preschool Early Intervention programs and to incorporate additional general supervision and enforcement strategies to the state’s verification activities. The restructuring of the verification process include: revisions to the verification tool; and the use of monthly data submission from local Early Intervention programs as a means to identify lower performing programs; and processes to expedited monitoring of Infant/Toddler Early Intervention programs as required as an enforcement strategy. *Timeline – through 2010. Details on Pennsylvania’s monitoring process are included in the SPP, page 9.*

- Office of Child Development and Early Learning staff will develop a focused monitoring process that ensures that more resources are spent with those that counties are lower performers in areas of compliance. The focused monitoring process will use a variety of procedures including current data reviews, results of previous annual monitoring reports, and information from requests for mediations and due process hearings. *Timelines: Tool to be completed by October 2007 and piloted in county Early Intervention programs by January 2008. Focused monitoring tool and procedures will be implemented starting July 1, 2008.*
  - **Revisions for FFY 2007** – This activity has been subsumed under the restructured monitoring and verification system for the infant/toddler and preschool Early Intervention programs. Changes in the cycle of monitoring and the use of monthly data submissions for the infant/toddler Early Intervention programs allows state monitoring staff to focus additional resources in local programs who are performing lower than standards and expedite the identification of noncompliance issues. Details on Pennsylvania's monitoring process are included in the SPP, page 9.
- Infant/Toddler Early Intervention programs will be required to develop an annual training plan and incorporate into those plans any non-compliance areas identified through verification visits or data reviews, specifically non-compliance related to the 14 day requirements for starting services. *Timeline - Annually through 2010.*
- Office of Child Development and Early Learning Staff will meet with local Infant/Toddler Early Intervention programs on a monthly basis to review data and discuss areas where targets are not being met and request appropriate action to demonstrate improvement on this indicator. *Timeline - monthly through 2007.*
  - **FFY 2007 Update** – OCDEL staff, Infant/Toddler Early Intervention and preschool Early Intervention programs continue to meet on a monthly basis where data for all programs is reviewed. This provides an opportunity to review data and activities for the lower performing counties and discuss improvement activities. The continued focus on data analysis and quality improvement planning ensures that Early Intervention programs are making needed quality improvements. *Timeline – through 2010. No changes are needed to the timelines or targets for this improvement activity.*
- Office of Child Development and Early Learning will conduct annual training with the hearing officers with the Office for Dispute Resolution to ensure that hearing officers have the most current information on Part C regulations, and state policies and procedures. *Timeline - annually through 2010.*
- Office of Child Development and Early Learning staff will review the Early Intervention Quality Improvement Measurement Tool (EIQMT) to identify those items that are related to compliance issues and those that are more focused on quality improvement. The EIQMT will be revised using a weighting system in order to ensure that accurate data is being captured for the SPP/APR indicators. *Timeline: Tool will be reviewed by September 2007 and fully implemented statewide by July 2008. Subsumed under revised verification process described above.*
- The Office of Child Development and Early Learning will update the Early Intervention Reporting System to allow for more automated reporting of data. An automated format will be designed to generate reports of OSEP indicator data for monthly staff meetings. In addition, the EIQMT database will be automated to produce reports for those OSEP indicators that rely on monitoring data. *Timeline: Automated reports to be in place by July 2007. Completed*

- The Office of Child Development and Early Learning will develop and implement a process for making determinations for each Infant/Toddler Early Intervention program. The process will include posting of information on the determination and OSEP indicator data to a statewide web page. *Timeline – Webpage will be available in February 2007. Annual posting of information throughout 2012.*
- As part of the statewide system to correct areas of noncompliance, Office of Child Development and Early Learning will continue to maintain a joint Part C and Part B preschool training and technical assistance system that includes both statewide training activities based on systems wide improvement needs and activities designed through local training plans. *Timeline – ongoing through 2010.*
- Office of Child Development and Early Learning Early Intervention staff will use the revised compliance and monitoring tool (EIQMT) in the monitoring of county Early Intervention programs starting July 1, 2005. The EIQMT includes a quality improvement process and an expanded scoring system that will allow for more detailed analysis of compliance over time. *Timeline – use of new tool starting July 1, 2005 continuing through 2010.*
- The verification visit results will be entered into a statewide data system. This new database will allow Office of Child Development and Early Learning to more easily access verification visit results on an ongoing basis in order to better track the quality of the Early Intervention program. Office of Child Development and Early Learning will also systematize the tracking of monitoring dates, validation dates, and corrective action plan information in order to more accurately track statewide monitoring data. *Timeline – database to be developed by January 2006, piloted through June 2006, and final changes made by July 2006. Completed*
- Office of Child Development and Early Learning will collect and report data to PeopleStat. The PeopleStat team will analyze performance on the following measures:
  - Number of children receiving Early Intervention services;
  - Number of children expected to receive Early Intervention services;
  - Number and percentage of children who no longer need Early Intervention services before their third birthday; and
  - Percentage of families who feel more capable of securing supports and services for their child. *Timeline – ongoing through 2010*
- Office of Child Development and Early Learning Early Intervention staff will continue to meet on a monthly basis to review ongoing data related to IDEA compliance, and to identify and discuss local, regional, and statewide issues, and to ensure consistency in the statewide system. *Timeline – ongoing through 2010.*
- Office of Child Development and Early Learning, through Early Intervention Technical Assistance, will develop and disseminate Early Intervention Guidelines and Early Intervention Updates as needed to provide more clarity on issues of general supervision to the Infant/Toddler Early Intervention programs and local Early Intervention providers. *Timeline – ongoing through 2010.*
- Office of Child Development and Early Learning early intervention staff will monitor data from the Early Intervention Reporting System (EIRS) on a monthly basis to ensure the timely delivery of services. If a county Early Intervention program is identified as having difficulty in achieving compliance in this area, several action steps will be taken. The action steps include:
  - The county Early Intervention program must analyze their EIRS data on the outcome indicator and identify specific areas of weakness or concern and appropriate actions to correct the noncompliance;
  - The county Early Intervention program must establish 3 month targets for correcting the noncompliance and include the targets in an addendum to their plan of correction; and

- Office of Child Development and Early Learning Early Intervention staff will monitor the county Early Intervention programs establishment and correction of noncompliance.

Timeline – monthly through 2006.

- **FFY 2007 Update** –Pennsylvania’s general supervision system includes an enforcement activity focused on increasing reporting requirements for those county Early Intervention programs who are consistently performing at lower levels of performance on this indicator. Counties are notified in writing of performance concerns related to the OSEP indicators. County Early Intervention programs must develop an action plan designed to correct noncompliance. The action plans are designed with measurable data-based targets, timelines and improvement activities. This action plan is reviewed by OCDEL staff and is compared to monthly data analyses. This attention to data analysis and planning continues to ensure that local Early Intervention programs are meeting Pennsylvania’s high quality standards.  
*Timeline – through 2010.*

## February 2011 Update of Improvement Activities/Timelines /Resources

Per OSEP instructions, SPP targets and ongoing improvement activities have been reviewed and extended for an additional two years (2011-12 and 2012-13).

### Additional improvement activity for FFY 2010 through FFY 2012:

Pennsylvania has instituted a new data information system with the Infant/Toddler Early Intervention Programs which manages the electronic record of all children receiving Early Intervention services. New reporting capabilities will be available within the information system that allows for the review of real time data on all children. State staff as well as local Infant/Toddler Early Intervention staff will have the ability to review data on each individual child at any given point in time throughout the year. This enhanced capability to obtain information on all children provides local Infant/Toddler Early Intervention programs with the ability to identify and address potential issues and avoid issues of noncompliance. Therefore, improving program performance. *Timeline: Dashboard operational beginning November 2010 with additional enhancements scheduled for Spring 2011. Continued use of dashboards through FFY 2012.*

## February 2012 Update of Improvement Activities/Timelines/Resources

### Additional Improvement Activities for FFY 2011 and FFY 2012:

Starting in FFY 2011, BEIS initiated an annual data review process through its statewide data information system to identify areas of noncompliance for this compliance indicator. This data review occurs at a specified time each year and reviews all active child records for a specified time period. This review requires correction of noncompliance within one year, ensure that every individual child instance of noncompliance as been corrected, as appropriate, and ensures that local Infant/Toddler EI programs are implementing specific regulatory requirements to ensure systematic issues of noncompliance are corrected. *Timeline: Annually through FFY 2012.*

**Part C State Performance Plan (SPP) for 2005-2012**

**Overview of the State Performance Plan Development:**

The overview of the development of Pennsylvania’s State Performance Plan can be found in the Introduction section, page 6.

**Monitoring Priority: Effective General Supervision Part C / General Supervision**

**Indicator 10:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

**Measurement:**

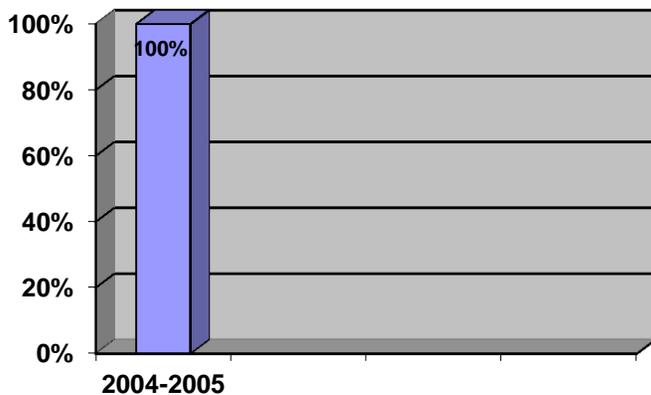
Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

**Overview of Issue/Description of System or Process:**

Pennsylvania has adopted written policy (Bulletin #00-95-10, Non-Compliance Resolution Process) that provides for the filing of a complaint by parents of infants or toddlers who disagree with any aspects of their service with the Office of Child Development and Early Learning Early Intervention staff and for timely resolution of such a complaint. Office of Child Development and Early Learning Early Intervention staff have 60 days to make a determination for the appropriate action to be taken by the local infant/toddler Early Intervention programs. Corrective actions are required and monitored. Pennsylvania ensures that parents receive information about their rights through training, education, dissemination of materials about procedural safeguards, and through verification reviews of local infant/toddler Early Intervention programs.

State Early Intervention regulations require that all Early Intervention staff are trained on procedural safeguards each year. This requirement for training is part of the verification reviews and every infant/toddler Early Intervention program is monitored on this regulation.

**Baseline Data for FFY 2004-2005**



**Table 10:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

**Discussion of Baseline Data:**

During July 1, 2004 - June 30, 2005 reporting period, 100% of the complaints received were resolved within the 60 day timeline. Overall, the number of complaint investigations remains low in Pennsylvania.

Since the number of complaints is low, Pennsylvania does review other variables to ensure that families are aware of their rights and how to file complaints and that Early Intervention personnel have the materials and training needed to discuss this information with families. Annual compliance monitoring reviews with local county Early Intervention programs indicate counties are informing families about filing a complaint through discussions and written materials. Early Intervention personnel receive training annually on procedural safeguards.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of signed written complaints with reports issued are resolved within the 60-day timeline unless a timeline was extended for exceptional circumstance for a particular complaint.
2006 (2006-2007)	100% of signed written complaints with reports issued are resolved within the 60-day timeline unless a timeline was extended for exceptional circumstance for a particular complaint.
2007 (2007-2008)	100% of signed written complaints with reports issued are resolved within the 60-day timeline unless a timeline was extended for exceptional circumstance for a particular complaint.
2008 (2008-2009)	100% of signed written complaints with reports issued are resolved within the 60-day timeline unless a timeline was extended for exceptional circumstance for a particular complaint.
2009 (2009-2010)	100% of signed written complaints with reports issued are resolved within the 60-day timeline unless a timeline was extended for exceptional circumstance for a particular complaint.
2010 (2010-2011)	100% of signed written complaints with reports issued are resolved within the 60-day timeline unless a timeline was extended for exceptional circumstance for a particular complaint.
2011 (2011-2012)	100% of signed written complaints with reports issued are resolved within the 60-day timeline unless a timeline was extended for exceptional circumstance for a particular complaint.
2012 (2012-2013)	100% of signed written complaints with reports issued are resolved within the 60-day timeline unless a timeline was extended for exceptional circumstance for a particular complaint.

## Improvement Activities/Timelines/Resources:

- On a monthly and quarterly basis, Office of Child Development and Early Learning staff will continue to monitor the procedural timelines for complaints to ensure that all are held in a timely fashion. Data will be analyzed to determine any systemic problems or promising practices. If indicated, corrective action will be taken. Quarterly and annual reports will be developed and disseminated. *Timeline – monthly and quarterly through 2010.*
- Infant/Toddler Early Intervention programs will be participating in verification reviews to ensure that parents are informed about the complaint resolution process. *Timeline – annually through 2010*
- Office of Child Development and Early Learning will continue to monitor the new Early Intervention training requirement on procedural safeguards. All Early Intervention personnel must have training on this topic by June 30th of each fiscal year. Office of Child Development and Early Learning will continue to analyze existing data to determine if additional training is increasing the number of complaints. *Timeline – annually through 2010*
- Office of Child Development and Early Learning will continue to print and disseminate information for parents on the process for mediation, complaint investigations, and due process hearings. Office of Child Development and Early Learning will continue to disseminate information through the local infant/toddler Early Intervention programs and CONNECT. *Timeline – ongoing through 2010*

## February 2011 Update of Improvement Activities/Timelines /Resources

Per OSEP instructions, SPP targets and ongoing improvement activities have been reviewed and extended for an additional two years (2011-12 and 2012-13).

**Part C State Performance Plan (SPP) for 2005-2012**

**Overview of the State Performance Plan Development:**

The overview of the development of Pennsylvania’s State Performance Plan can be found in the Introduction section, page 6.

**Monitoring Priority: Effective General Supervision Part C / General Supervision**

**Indicator 11:** Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.

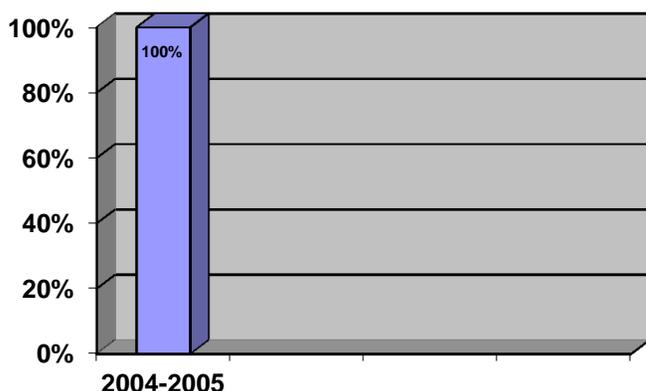
**Measurement:**  
Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

**Overview of Issue/Description of System or Process:**

Pennsylvania has adopted written policy (Bulletin #00-99-09, Early Intervention Due Process System) that provides a methodology for parents of infants or toddlers to come to resolution over disputed services. Parents can request a due process hearing through their infant/toddler Early Intervention program or directly through the Office for Dispute Resolution (ODR) who is responsible for conducting due process hearings. ODR is an impartial entity and the impartial hearing officers are trained and knowledgeable on the requirements of IDEA, Part C and applicable state and federal regulations. The due process hearings are required to be held within 30 days of the request and it is intended to reach a resolution in a single proceeding. Pennsylvania also ensures that parents receive information about their rights regarding due process hearings through training, education, dissemination of materials about procedural safeguards, and through verification reviews of infant/toddler Early Intervention programs.

State Early Intervention regulations require that all Early Intervention staff are trained on procedural safeguards each year. This requirement for training is part of the verification reviews and every infant/toddler Early Intervention program is monitored in this area.

**Baseline Data for FFY 2004 (2004-2005):**



**Table 11:** Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.

**Discussion of Baseline Data:**

During the 2004-2005 reporting period, 100% of Pennsylvania’s fully adjudicated due process hearing requests were held within the applicable timelines. Overall, the number of due process hearing requests remains low in Pennsylvania. In 2004-2005, there were only 4 fully adjudicated due process hearings.

Since the number of complaints is low, Pennsylvania does review other variables to ensure that families are aware of their rights to a due process hearing and that Early Intervention personnel have the materials and training to discuss information with families. Data from annual compliance monitoring reviews with county Early Intervention programs indicate counties are informing families about their rights to due process through discussions and written materials. Early Intervention personnel are also receiving training annually on procedural safeguards.

In Pennsylvania, families have an additional opportunity to resolve issues related to service provision before moving to more formal dispute resolution procedures such as mediation or due process. All local county Early Intervention programs are required to have a local conflict resolution process where the family can request a meeting with the county administrator to try and resolve issue first on a local level. Although this local-level meeting is not necessary before a family requests a more formal dispute resolution process, Pennsylvania believes this first level meeting is an effective process and is one of the reasons why very few mediation sessions and due process hearings are requested.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2005 (2005-2006)	100% of fully adjudicated due process hearing requests are fully adjudicated within the applicable timelines.
2006 (2006-2007)	100% of fully adjudicated due process hearing requests are fully adjudicated within the applicable timelines.
2007 (2007-2008)	100% of fully adjudicated due process hearing requests are fully adjudicated within the applicable timelines.
2008 (2008-2009)	100% of fully adjudicated due process hearing requests are fully adjudicated within the applicable timelines.
2009 (2009-2010)	100% of fully adjudicated due process hearing requests are fully adjudicated within the applicable timelines.
2010 (2010-2011)	100% of fully adjudicated due process hearing requests are fully adjudicated within the applicable timelines.
2011 (2011-2012)	100% of fully adjudicated due process hearing requests are fully adjudicated within the applicable timelines.
2012 (2012-2013)	100% of fully adjudicated due process hearing requests are fully adjudicated within the applicable timelines.

**Improvement Activities/Timelines/Resources:**

- On a monthly basis, Office of Child Development and Early Learning staff will review reports from the Office for Dispute resolution to assure that timelines are being met. Corrective actions will be taken as indicated. Quarterly and annual reports will be developed, reviewed and disseminated. *Timeline – monthly, quarterly and annual review of data through 2010.*
- Infant/Toddler Early Intervention programs will participate in verification reviews to ensure that parents are informed regarding due process hearings. *Timeline – annually through 2010.*
- Office of Child Development and Early Learning will continue to monitor the new Early Intervention training requirement on procedural safeguards. All Early Intervention personnel must have training on this topic by June 30th of each fiscal year. Office of Child Development and Early Learning will continue to analyze existing data to determine if additional training is decreasing the number of due process requests. *Timeline – annually through 2010.*
- Office of Child Development and Early Learning will continue to print and disseminate information for parents on the process for mediation, complaint investigations, and due process hearings. Office of Child Development and Early Learning will continue to disseminate information through the local infant/toddler Early Intervention programs and CONNECT. *Timeline – ongoing through 2010.*

### February 2011 Update of Improvement Activities/Timelines /Resources

Per OSEP instructions, SPP targets and ongoing improvement activities have been reviewed and extended for an additional two years (2011-12 and 2012-13).

**Part C State Performance Plan (SPP) for 2005-2012**

**Please note:** This indicator includes updated information since the original submission in December 2005. The new text can be found in 'bold'.

**Overview of the State Performance Plan Development**

The overview of the development of Pennsylvania’s State Performance Plan can be found in the Introduction section, page 6.

**Monitoring Priority: Effective General Supervision Part C / General Supervision**

**Indicator 12:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted).

(20 U.S.C. 1416(a)(3)(B) and 1442)

**Measurement:**

Percent = 3.1(a) divided by (3.1) times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<b>Not Applicable to Pennsylvania since the state does not follow Part B Due Process Procedures.</b>

## Part C State Performance Plan (SPP) for 2005-2012

### Overview of the State Performance Plan Development:

The overview of the development of Pennsylvania's State Performance Plan can be found in the Introduction section, page 6.

### Monitoring Priority: Effective General Supervision Part C / General Supervision

**Indicator 13:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B) and 1442)

### Measurement:

Percent =  $(2.1(a)(i) + 2.1(b)(i))$  divided by  $(2.1)$  times 100.

### Overview of Issue/Description of System or Process:

Pennsylvania has developed a system of alternatives for parents to consider in the resolution of disputed services for children. One of these alternatives is to request a mediation session as outlined in state regulations at §4226.98. Requirements for mediation include:

- The county Early Intervention program shall adopt procedures that afford a party who presents a complaint about any matter relating to the identification, evaluation or placement of the child, or the provision of appropriate Early Intervention services, the opportunity to resolve the dispute through a mediation process.
- The procedures shall ensure that the mediation process is:
  - Voluntary on the part of the parents
  - Offered to a parent who requests a due process hearing under state regulations at §4226.99 (relating to due process procedures)
  - Not used to deny or delay a parent's right to a due process hearing under §4226.99, or to deny or impede other rights afforded under this chapter;
  - Conducted by a qualified and impartial mediator who is trained in effective mediation techniques.
- The mediation session shall be scheduled within 10 calendar days of the request for mediation or a due process hearing and shall be held in a location that is convenient to the parties to the dispute.
- An agreement reached by the parties to the dispute in the mediation session shall be set forth in a written mediation agreement.
- Discussions that occur during the mediation session shall be confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings, and the parties to the mediation may be required to sign a confidentiality pledge before the session begins.
- The county Early Intervention program shall establish procedures to encourage the use and explain the benefits of the mediation process, whereby a parent who chooses not to use the mediation process may request a meeting, at a time and location convenient to the parent, with a disinterested party or one of the following:
  - A parent training and information center or community parent resource center
  - An alternative dispute resolution entity.

- State Early Intervention staff review monthly reports from the Office for Dispute Resolution to assure that procedural timelines are being held.

Pennsylvania also ensures that parents receive information about their rights regarding mediation sessions through training, education, dissemination of materials about procedural safeguards, and through verification reviews of local infant/toddler Early Intervention programs.

**Baseline Data for FFY 2004 (2004-2005):**

For FFY 2004-2005, Pennsylvania only received two requests for mediation sessions. Of those two requests, only one resulted in a mediation session being conducted. This one mediation session did not result in a mediation agreement.

**Discussion of Baseline Data:**

Due to the limited number of mediation requests and limited number of mediation sessions held, it is very difficult to determine how effective the state is in reaching settlement agreements during the mediation sessions.

In Pennsylvania, families have an additional opportunity to resolve issues related to service provision before moving to more formal dispute resolution procedures such as mediation or due process. All local county Early Intervention programs are required to have a local conflict resolution process where the family can request a meeting with the county administrator to try and resolve issue first on a local level. Although this local-level meeting is not necessary before a family requests a more formal dispute resolution process, Pennsylvania believes this first level meeting is an effective process and is one of the reasons why very few mediation session and due process are requested.

Annual compliance monitoring reviews with county Early Intervention programs indicate counties are informing families about their rights to due process through discussions and written materials. Early Intervention personnel are also receiving training annually on procedural safeguards.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Targets will not be set for this indicator since Pennsylvania has not received at least a minimum threshold of 10 mediation requests. (OSEP Part C SPP Question and Answer document updated 11/16/05, question #115)
2006 (2006-2007)	Targets will not be set for this indicator since Pennsylvania has not received at least a minimum threshold of 10 mediation requests. (OSEP Part C SPP Question and Answer document updated 11/16/05, question #115)
2007 (2007-2008)	Targets will not be set for this indicator since Pennsylvania has not received at least a minimum threshold of 10 mediation requests. (OSEP Part C SPP Question and Answer document updated 11/16/05, question #115)
2008 (2008-2009)	Targets will not be set for this indicator since Pennsylvania has not received at least a minimum threshold of 10 mediation requests. (OSEP Part C SPP Question and Answer document updated 11/16/05, question #115)
2009 (2009-2010)	Targets will not be set for this indicator since Pennsylvania has not received at least a minimum threshold of 10 mediation requests. (OSEP Part C SPP Question and Answer document updated 11/16/05, question #115)

<p><b>2010</b> (2010-2011)</p>	<p>Targets will not be set for this indicator since Pennsylvania has not received at least a minimum threshold of 10 mediation requests. (OSEP Part C SPP Question and Answer document updated 11/16/05, question #115)</p>
<p><b>2011</b> (2011-2012)</p>	<p>Targets will not be set for this indicator since Pennsylvania has not received at least a minimum threshold of 10 mediation requests. (OSEP Part C SPP Question and Answer document updated 11/16/05, question #115)</p>
<p><b>2012</b> (2012-2013)</p>	<p>Targets will not be set for this indicator since Pennsylvania has not received at least a minimum threshold of 10 mediation requests. (OSEP Part C SPP Question and Answer document updated 11/16/05, question #115)</p>

**Improvement Activities/Timelines/Resources:**

- On a monthly basis, Office of Child Development and Early Learning staff will review monthly reports from the Office for Dispute resolution to assure that timelines are being met related to mediation sessions. Corrective actions will be taken as indicated. Quarterly and annual reports will be developed reviewed and disseminated. *Timeline – monthly, quarterly and annually through 2010.*
- Infant/Toddler Early Intervention programs will participate in verification reviews to ensure that parents are informed of their rights related to mediation sessions. *Timeline – annually through 2010.*
- Office of Child Development and Early Learning will continue to monitor the new Early Intervention training requirement on procedural safeguards. All Early Intervention personnel must have training on this topic by June 30th of each fiscal year. Office of Child Development and Early Learning will continue to analyze existing data to determine if additional training is increasing the number of due process requests. *Timeline – annually through 2010.*
- Office of Child Development and Early Learning will continue to print and disseminate information for parents on the process for mediation, complaint investigations, and due process hearings. Office of Child Development and Early Learning will continue to disseminate information through the local infant/toddler Early Intervention programs and CONNECT. *Timeline – ongoing through 2010.*

**February 2011 Update of Improvement Activities/Timelines /Resources**

Per OSEP instructions, SPP targets and ongoing improvement activities have been reviewed and extended for an additional two years (2011-12 and 2012-13).

## Part C State Performance Plan (SPP) for 2005-2012

### Overview of the State Performance Plan Development:

The overview of the development of Pennsylvania's State Performance Plan can be found in the Introduction section, page 6.

### Monitoring Priority: Effective General Supervision Part C / General Supervision

**Indicator 14:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

**Measurement:** State reported data, including 618 data, State performance plan, and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count and settings and November 1 for exiting and dispute resolution); and
- b. Accurate, including covering the correct year and following the correct measurement.

States are required to use the "Indicator 14 Data Rubric" for reporting data for this indicator (see Attachment B).

### Overview of Issue/Description of System or Process:

In preparing the data reports required by the Office of Special Education programs (OSEP), Pennsylvania relies primarily on the EIRS data base and county Early Intervention program's annual compliance and monitoring reports.

Policies on data collection and reporting using the Early Intervention Reporting System (EIRS) are described for each county Early Intervention program in DPW Bulletin 00-94-29. Compliance with this bulletin is a component of the annual compliance and monitoring process.

Pennsylvania's Early Intervention Reporting System (EIRS) ensures Pennsylvania's ability to aggregate and disaggregate Early Intervention data through the following strategies.

- There are two different database environments in EIRS, a Central Database and a client version of the EIRS software. The EIRS Central Database is located and maintained at the Central Susquehanna Intermediate Unit (CSIU) by the EIRS Support Group. The client version of EIRS is located and maintained in each of the 46 County Early Intervention offices, their participating Base Service Units (BSU) and the four Regional Office of Child Development and Early Learning offices.
- The client version of EIRS enables users to report on a Service Coordinator, BSU, County, Regional, and statewide level depending on the user's role and access to different sets of data. The client version allows users to see all the information collected on clients depending on the role and responsibilities of the user.
- The EIRS Central Database only keeps information on children who are receiving or have received services. The Central Database can only be accessed by the EIRS Support Group and assigned Office of Child Development and Early Learning staff.
- The EIRS reporting tools allow the user to report aggregate and disaggregate data on virtually any value that is collected. Additionally, reports can be saved as a text file that allows advanced users the ability to take data from EIRS into another database or spreadsheet environment for additional analysis.

The following methods are used to ensure security of the EIRS data system and to maintain compliance with FERPA and HIPAA regulations.

- All EIRS users must enter a password to gain access into their single user copy of the EIRS software. EIRS data is submitted via E-mail and/or File Transfer Protocol methods. The EIRS data is submitted in the form of an export file that has been automatically compressed and encrypted prior to submission by each county office. The Encryption level of the EIRS data (export file) is 1024 bit RSA-Keys. EIRS data (export files) can only be uncompressed and decrypted by another password-protected version of the EIRS software.
- The transfer of data into the statewide database is done by EIRS Support Group staff through a password-protected environment. Additionally, the server that is used to store the statewide database is located in a locked computer room with access limited by electronic keycards. This data as well as all EIRS data collected since January of 1993 is backed up on several different computers and copies are maintained at an offsite location.

The other primary data source when compiling the required information for OSEP is the annual compliance and monitoring reviews. The compliance and monitoring process was described in the Indicator # 9 (page 45). Pennsylvania has made recent revisions to the compliance and monitoring tool and has developed a database to track dates for monitoring visits, plans of corrections, validations visits and areas of non-compliance and repeat non-compliance.

#### **Update of Overview of Issue/Description of System or Process for FFY 2009:**

Infant/Toddler Early Intervention programs began using a new data information system starting in FFY 2009. Infant/Toddler Early Intervention programs began transferring and entering children information into the new information system that will management all the records of children receiving Early Intervention services. It supports referral information, service coordination activities, planning information, financial management, quality measures and other reporting needs for the BEIS. This information system generates documents (Evaluation and Plan Documents). Information contained in these documents is used to create reports to manage the program. One of the largest benefits of using this information system is the development of consistent processes across all programs that that will ensure valid and reliable data in a timely manner. As with the previous data system (EIRS), similar mechanisms are in place to ensure valid and reliable data in a timely manner.

#### **Baseline Data for FFY 2004 (2004-2005):**

All required reports due to OSEP for FY 2004-2005 were submitted on time.

#### **Discussion of Baseline Data:**

Pennsylvania continues to maintain a high quality data collection, management and reporting system. Through rigorous analysis of the data by state Early Intervention staff on a monthly, quarterly and annual basis, the state is able to ensure timely, accurate data.

In addition, the following procedures of the EIRS data collection system are used to verify the accuracy of data entered into the system:

- When the data is loaded by the EIRS Support Group, it is run through an editing program that performs various checks on the information to verify its accuracy. One example of the kind of checks this program performs is to see if a child receiving service in one county is also reported as receiving services in another county in Pennsylvania. Currently, there are 287 conditions that can produce error messages during this examination of the data.
- Following this examination, an error report is generated and sent electronically to the county submitting the data and the Office of Child Development and Early Learning Regional Office to which they report. The Office of Child Development and Early Learning Regional office and the EIRS

Support Group are responsible for making sure that the County program corrects all findings on the error report in a timely fashion.

- The Office of Child Development and Early Learning Regional Offices are able to import each county's EIRS data into their EIRS database, which allows them to review all the information, sent by the county Early Intervention program. Office of Child Development and Early Learning Early Intervention staff can run reports to validate the information that counties are reporting.
- Additionally, Office of Child Development and Early Learning examines the data on a quarterly and annual basis to determine its accuracy. In particular, Office of Child Development and Early Learning examines reports on: average age at a referral, percentage of children in active service in each reported ethnic group listed by county, number of children served, number of children leaving service each month, number of children in at-risk tracking, and children served by types of services and location of service provided.

There are several levels of procedures currently in place to identify and correct errors and inadequacies in EIRS data. The systemic use of these procedures also helps to identify barriers that impede the accuracy, reliability and validity of the data. These procedures include:

- County Early Intervention programs are given a transaction error listing following each EIRS data submission. The EIRS Support Group provides the County Program office with information that details what the errors are and possible solutions for fixing the errors.
- Office of Child Development and Early Learning Early Intervention staff use the Early Intervention Quality Measurement Tool (EIQMT) to annually review each Early Intervention program. EIQMT has several categories that focus on the use of EIRS data in documenting compliance. Office of Child Development and Early Learning Early Intervention staff are also responsible for making sure that the county Early Intervention program corrects any errors reported in their EIRS data. The EI-QMT also includes a county profile that requires county Early Intervention programs to collect and analyze EIRS data in their county. The data is then used in the quality improvement process.
- Reports are generated to highlight errors that are found in their EIRS data. One such report (run three times a year), identifies the following types of errors: (1) the child's status is active and they are over 3 years old, (2) A service started before the referral date, (3) the IFSP development date is in the future and (4) the IFSP meeting was more than 14 months ago. This information is sent to each County Early Intervention program office for corrections. The reports are initiated in April with follow-ups run in August and October to make sure that the corrections has been made and that no additional errors have been found. The EIRS Support Group and Office of Child Development and Early Learning Early Intervention staff are responsible for making sure all errors are corrected by November 1<sup>st</sup> of each year.
- EIRS Support Group staff are available to assist counties by providing training on the EIRS database as needed.

Through the revisions Pennsylvania has made to their compliance and monitoring tool and the development of a database to tracking monitoring dates, plans of corrections, validations visits and areas of non-compliance and repeat non-compliance, the state is able to continue to ensure accurate and reliable data related to their compliance and monitoring process.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of all required data due to the Office of Special Education Programs are accurate and submitted on or before due dates.
2006 (2006-2007)	100% of all required data due to the Office of Special Education Programs are accurate and submitted on or before due dates.
2007 (2007-2008)	100% of all required data due to the Office of Special Education Programs are accurate and submitted on or before due dates.
2008 (2008-2009)	100% of all required data due to the Office of Special Education Programs are accurate and submitted on or before due dates.
2009 (2009-2010)	100% of all required data due to the Office of Special Education Programs are accurate and submitted on or before due dates.
2010 (2010-2011)	100% of all required data due to the Office of Special Education Programs are accurate and submitted on or before due dates.
2011 (2011-2012)	100% of all required data due to the Office of Special Education Programs are accurate and submitted on or before due dates.
2012 (2012-2013)	100% of all required data due to the Office of Special Education Programs are accurate and submitted on or before due dates.

**Improvement Activities/Timelines/Resources:**

- Pennsylvania will continue to maintain the procedures of the EIRS data system as described above in order to ensure the collection and reporting of accurate and timely data through a secure data system. *Timeline – ongoing through 2010. Implementation of new data information system in FFY 2009. Procedures and mechanisms for the assurance of accurate, reliable, valid and timely data continue through FFY 2012.*
- Office of Child Development and Early Learning will continue to refine and systematize the tracking of monitoring dates, validation dates, and corrective action plan information. Office of Child Development and Early Learning will refine the efficiency of the information that is collected in order to more accurately track statewide monitoring data. *Timeline – data system in place by June 2006, ongoing monitoring of system through 2010.*
- Pennsylvania will continue to collaborate with other Early Intervention partners in the analysis of data through the State Interagency Coordinating Council’s Continuous Improvement/Outcome Measure

Committee. This committee meets on a bimonthly basis where Office of Child Development and Early Learning shares updated program data. Timeline – *ongoing through 2010*.

### **February 2011 Update of Improvement Activities/Timelines /Resources**

Per OSEP instructions, SPP targets and ongoing improvement activities have been reviewed and extended for an additional two years (2011-12 and 2012-13).

Report of Dispute Resolution Under Part C of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	7
(1.1) Complaints with reports issued	7
(a) Reports with findings	5
(b) Reports within timeline	7
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaints pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	2
(2.1) Mediations	
(a) Mediations related to due process	0
(i) Mediation agreements	0
(b) Mediations not related to due process	2
(i) Mediation agreements	0
(2.2) Mediations not held (including pending)	1

SECTION C: Hearing requests	
(3) Hearing requests total	9
(3.1) Resolution sessions	3
(a) Settlement agreements	3
(3.2) Hearings (fully adjudicated)	4
(a) Decisions within timeline <b>SELECT</b> timeline used { 30 day/Part C 45 day/Part B 45 day }	0 30 days
(b) Decisions within extended timeline	4
(3.3) Resolved without a hearing	3

Attachment 2

Data tables used to generate data needed for Indicator 9.

**Part C – SPP /APR Attachment 2 – Indicator 9 Data Calculation Tables** Pennsylvania

**Aggregated from 2005 SPP data for 2006 APR reporting of baseline:  
(03-04 Data)**

**Indicator 9:**

	# of findings of noncompliance	# of corrections within one year	Percent corrected
A. Monitoring Priorities	60	38	
B. Other	470	369	
C. Other mechanisms	6	6	
	536	413	413/536 = 77%

**Table for #9A**

Monitoring Priority: Effective General Supervision Part C		
Indicator	Measurement Calculation	Explanation
<p>9. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:</p> <p>c. # of findings of noncompliance made related to monitoring priority areas and indicators.</p> <p>d. # of corrections completed as soon as possible but in no case later than one year from identification.</p> <p>Percent = b divided by a times 100.</p>	<p>See attached Calculation Chart for specifications of data included here</p> <p>a = 60</p> <p>b = 38</p> <p><math>b/a - 38/60 = .63 \times 100 = 63\%</math></p>	<p>A data review was conducted for all 33 programs.</p> <p>Five programs were selected for an on-site visit.</p> <p>All 33 programs completed a self-review.</p>

**Compilation Table**

Indicator	Monitoring Method	# Reviewed	# with Findings	a. # of Findings	b. # Corrected w/in 1 yr	% Corrected w/in 1 yr
1. Percent of infants and toddlers with IFSPs who receive the Early Intervention services on their IFSPs in a timely manner <b>(O-14)</b>	Self-Review					
	On-site Visit	48	5	5	5	100%
	Data Review	NA				NA

**Part C – SPP /APR Attachment 2 – Indicator 9 Data Calculation Tables** Pennsylvania

Indicator	Monitoring Method	# Reviewed	# with Findings	a. # of Findings	b. # Corrected w/in 1 yr	% Corrected w/in 1 yr
	Other: Specify	NA				NA
2. Percent of infants and toddlers with IFSPs who primarily receive Early Intervention services in the home or programs for typically developing children. <b>(O-4)</b>	Self-Review	NA				NA
	On-site Visit	48	4	4	3	75%
	Data Review					
	Other: Specify	NA				NA
3. Percent of infants and toddlers with IFSPs who demonstrate improved: positive social-emotional skills, acquisition and use of knowledge and skills; use of appropriate behaviors to meet their needs. <b>NEW INDICATOR NO DATA 2004-05</b>	Self-Review					
	On-site Visit					
	Data Review					
	Other: Specify					
4. Percent of families participating in Part C who report that Early Intervention services helped the family: know their rights; effectively communicate their children’s needs; and help their children develop and learn. <b>NEW INDICATOR NO DATA 2004-05</b>	Self-Review					
	On-site Visit					
	Data Review					
	Other:					
5. Percent of infants and toddlers birth to 1 with IFSPs. <b>(A-1)</b>	Self-Review	NA				NA
	On-site Visit	48	3	3	2	67%
	Data Review					
	Other: Specify	NA				NA
6. Percent of infants and toddlers birth to 3 with IFSPs. <b>(A-1)</b>	Self-Review					
	On-site Visit	48	3	3	2	67%
	Data Review					
	Other: Specify	NA				NA
7. Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP	Self-Review					7
	On-site Visit	48	13	13	9	69%

**Part C – SPP /APR Attachment 2 – Indicator 9 Data Calculation Tables** Pennsylvania

Indicator	Monitoring Method	# Reviewed	# with Findings	a. # of Findings	b. # Corrected w/in 1 yr	% Corrected w/in 1 yr
meeting were conducted within Part C's 45 day timeline. <b>(M-2)(N-1)</b>	Data Review					
	Other: Specify	NA				NA
8. Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday. <b>(K-10)(O-17)(O-16)</b>	Self-Review					
	On-site Visit	48	32	32	17	53%
	Data Review					
	Other: Specify					
<b>TOTALS</b>	SUM COLUMNS A AND B			60	38	

**Table for #9B**

Monitoring Priority: Effective General Supervision Part C		
Indicator	Measurement Calculation	Explanation
<p>9. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:</p> <p>a. # of findings of noncompliance made related to such areas.</p> <p>b. # of corrections completed as soon as possible but in no case later than one year from identification.</p> <p>Percent = b divided by a times 100.</p>	<p>a = 470</p> <p>b = 369</p> <p>b/a = 79%</p>	<p>There were 6 findings of noncompliance made in 2 areas not included in 9A:</p> <ul style="list-style-type: none"> <li>- attempts to convene a transition conference for children who are not transitioning to preschool special education (2); and</li> <li>- timely review and revision of IFSPs (4)</li> </ul>

**Part C – SPP /APR Attachment 2 – Indicator 9 Data Calculation Tables** Pennsylvania

**Table for Indicator #9C**

Monitoring Priority: Effective General Supervision Part C		
Indicator	Measurement Calculation	Explanation
<p>9. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:</p> <p>a. # of agencies in which noncompliance was identified through other mechanisms.</p> <p>b. # of findings of noncompliance made.</p> <p>c. # of corrections completed as soon as possible but in no case later than one year from identification.</p> <p>Percent = c divided by b times 100.</p>	<p>a = 6</p> <p>b = 6</p> <p>c = 6</p> <p><math>c/b = 6/6 = 100</math></p> <p><math>\times 100 = 100\%</math></p>	<p>2 agencies had issues in the dispute resolution system.</p> <p>There were 2 findings made in 1 agency related to timely service provision and one finding in 1 agency findings in timely transition.</p>

**Part C – SPP /APR Attachment 2 – Indicator 9 Data Calculation Tables** Pennsylvania

**2007 APR Data (04-05 Data):**

**Indicator 9:**

	# of findings of noncompliance	# of corrections within one year	Percent corrected
A. Monitoring Priorities	85	61	
B. Other	437	324	
C. Other mechanisms	7	7	
	529	392	392/529 = 74%

**Table for #9A**

Monitoring Priority: Effective General Supervision Part C		
Indicator	Measurement Calculation	Explanation
<p>9. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:</p> <p>e. # of findings of noncompliance made related to monitoring priority areas and indicators.</p> <p>f. # of corrections completed as soon as possible but in no case later than one year from identification.</p> <p>Percent = b divided by a times 100.</p>	<p>See attached Calculation Chart for specifications of data included here</p> <p>a = 85</p> <p>b =61</p> <p>b/a - 61/85 = .72x100= 72%</p>	<p>A data review was conducted for all 33 programs.</p> <p>Five programs were selected for an on-site visit.</p> <p>All 33 programs completed a self-review.</p>

**Compilation Table**

Indicator	Monitoring Method	# Reviewed	# with Findings	a. # of Findings	b. # Corrected w/in 1 yr	% Corrected w/in 1 yr
1. Percent of infants and toddlers with IFSPs who receive the Early Intervention services on their IFSPs in a timely manner	Self-Review					
	On-site Visit	48	9	9	8	89%
	Data Review	NA				NA
	Other: Specify	NA				NA

**Part C – SPP /APR Attachment 2 – Indicator 9 Data Calculation Tables** Pennsylvania

Indicator	Monitoring Method	# Reviewed	# with Findings	a. # of Findings	b. # Corrected w/in 1 yr	% Corrected w/in 1 yr
2. Percent of infants and toddlers with IFSPs who primarily receive Early Intervention services in the home or programs for typically developing children.	Self-Review	NA				NA
	On-site Visit	48	6	6	6	100%
	Data Review					
	Other: Specify	NA				NA
3. Percent of infants and toddlers with IFSPs who demonstrate improved: positive social-emotional skills, acquisition and use of knowledge and skills; use of appropriate behaviors to meet their needs. <b>NEW INDICATOR NO DATA 2004-05</b>	Self-Review					
	On-site Visit					
	Data Review					
	Other: Specify					
4. Percent of families participating in Part C who report that Early Intervention services helped the family: know their rights; effectively communicate their children’s needs; and help their children develop and learn. <b>NEW INDICATOR NO DATA 2004-05</b>	Self-Review					
	On-site Visit					
	Data Review					
	Other:					
5. Percent of infants and toddlers birth to 1 with IFSPs.	Self-Review	NA				NA
	On-site Visit	48	4	4	4	100%
	Data Review					
	Other: Specify	NA				NA
6. Percent of infants and toddlers birth to 3 with IFSPs.	Self-Review					
	On-site Visit	48	4	4	4	100%
	Data Review					
	Other: Specify	NA				NA
7. Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C’s 45 day timeline.	Self-Review					7
	On-site Visit	48	16	22	14	64%
	Data Review					

**Part C – SPP /APR Attachment 2 – Indicator 9 Data Calculation Tables** Pennsylvania

Indicator	Monitoring Method	# Reviewed	# with Findings	a. # of Findings	b. # Corrected w/in 1 yr	% Corrected w/in 1 yr
<b>(M-2)(N-1)</b>	Other: Specify	NA				NA
8. Percent of all children exiting Part C who received timely transition planning to support the child’s transition to preschool and other appropriate community services by their third birthday. <b>(K-10)(O-17)(O-16)</b>	Self-Review					
	On-site Visit	48	30	40	25	62%
	Data Review					
	Other: Specify					
<b>TOTALS</b>	SUM COLUMNS A AND B			85	61	

**Table for #9B**

Monitoring Priority: Effective General Supervision Part C		
Indicator	Measurement Calculation	Explanation
<p>9. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:</p> <p>c. # of findings of noncompliance made related to such areas.</p> <p>d. # of corrections completed as soon as possible but in no case later than one year from identification.</p> <p>Percent = b divided by a times 100.</p>	<p>a = 437</p> <p>b = 324</p> <p>b/a = 74%</p>	<p>There were 6 findings of noncompliance made in 2 areas not included in 9A:</p> <ul style="list-style-type: none"> <li>- attempts to convene a transition conference for children who are not transitioning to preschool special education (2); and</li> <li>- timely review and revision of IFSPs (4)</li> </ul>

**Part C – SPP /APR Attachment 2 – Indicator 9 Data Calculation Tables** Pennsylvania

**Table for Indicator #9C**

Monitoring Priority: Effective General Supervision Part C		
Indicator	Measurement Calculation	Explanation
<p>9. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:</p> <p>d. # of agencies in which noncompliance was identified through other mechanisms.</p> <p>e. # of findings of noncompliance made.</p> <p>f. # of corrections completed as soon as possible but in no case later than one year from identification.</p> <p>Percent = c divided by b times 100.</p>	<p>a = 7</p> <p>b = 7</p> <p>c = 7</p> <p><math>c/b = 7/7 = 100</math></p> <p><math>\times 100 = 100\%</math></p>	<p>2 agencies had issues in the dispute resolution system.</p> <p>There were 2 findings made in 1 agency related to timely service provision and one finding in 1 agency findings in timely transition.</p>