



Early Intervention Management Verification Tool

#6 Chairperson's Worksheet and Scoring Summary

Program Reviewed: _____

Verification Chairperson: _____

Dates of Verification: _____

Date Report was Issued: _____

Program Reviewed:

Dates of Review:

of Records Reviewed:

Local Program Primary Contact Person: _____

Street Address: _____

City: _____

State: _____ Zip Code: _____

Phone: _____ Fax: _____

Email: _____

Verification Team Members:

Name	Home EI Program	ID #s of Records Reviewed	
	OCDEL Chairperson		
	Assigned EITA Consultant		

Total Number of Records Reviewed _____

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
GS-1	<p>Did the Infant/Toddler or Preschool EI program correct ALL areas of non-compliance identified on the Improvement Plan according to the specified timelines?</p> <p>A. # of improvement goals on previous improvement plan _____</p> <p>B. # of improvement goals met within timelines _____</p> <p>C. # of improvement goals met but not within timelines _____</p> <p>Scoring: $B / A =$ percentage of goals that were met within timelines $A - (B + C) =$ number of goals that have not yet been met</p> <p>If all activities were all completed but improvement goals were not met, score is 10.</p> <p>Comments on effectiveness of activities conducted in correcting previous problems:</p>		20
GS-2	<p>Does the Infant/Toddler or Preschool EI program implement the process for monitoring themselves and their Early Intervention providers according to programmatic and fiscal requirements?</p> <p>See Self-Verification Worksheets 1A & 1B</p> <p>A. # of contracted providers (include EI program if appropriate) _____</p> <p>B. # of contracted providers that were monitored _____</p> <p>C. # of improvement plans needed _____</p> <p>D. # of improvement plans created _____</p> <p>E. # of improvement plans about which program knows status of improvement activities _____</p> <p>Scoring: $B / A =$ percentage of providers that were monitored. If $C \neq D$, all needed improvement plans were not created. If $D \neq E$, program does not know status of all improvement plans.</p> <p>Comments on effectiveness of the process used to support contracted provider improvement:</p>		15

Program Reviewed:

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Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
GS-3	<p>Is the Infant/Toddler or Preschool EI program proficient at data management to ensure accurate and timely data, entering data, and/or <u>extracting and analyzing</u> data to plan for, validate, and/or remediate systemic issues?</p> <ol style="list-style-type: none">1. Contact person for Statewide Data System _____2. Is the data manager proficient in using the data system (able to enter data, correct errors and create reports)?3. Is the EI coordinator/Preschool EI supervisor able to request and analyze data reports?4. Is the Infant/Toddler or Preschool EI program able to explain the data reports from Statewide Data System?5. Evidence found that reports are utilized in the management of the program? (program change, minutes from meetings) <p>Comments on how effectively the program is using data to enhance quality and efficiency:</p>		3 points per item for a total of 15 points

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
GS-4	<p>Does the infant/Toddler or preschool EI program have policies in place for procedural safeguards that meet state and federal requirements including, but not limited to, local resolution processes, dispute resolution, mediation, due process, independent educational evaluation as related to due process proceedings, surrogate parents, and confidentiality?</p> <p>A. List policies that meet requirements:</p> <p>B. List policies that need improvement :</p> <p>C. List policies that are not available:</p> <p>Comments on effectiveness of procedural safeguards policies:</p>		10
GS-5	<p>Does the Infant/Toddler or Preschool EI program inform parents about all of the procedural safeguards available to them?</p> <p>A. # of records that contained evidence that parents received the PRA or Procedural Safeguards Notice _____</p> <p>B. Of the records reported in A, # of records reviewed of families enrolled in the ITF Waiver _____</p> <p>C. Of the records reported in B # of records reviewed that did not contain documentation that parents received the Fair Hearing and Appeal form and instructions(457A) _____</p> <p>Scoring: $(A - C) / A =$ Percentage of records that meet the criteria described in the guidelines for scoring</p> <p>Comments on how the written evidence and/or observation of demonstrates the degree of effectiveness of the process of informing parents about procedural safeguards:</p>		10

Program Reviewed:

Dates of Review:

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Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
GS-6	<p>Does the Infant/Toddler or Preschool EI program follow all procedural safeguard policies and timelines?</p> <p>Use information from Self-Verification Worksheet 3: Chart 3 to assist in scoring this item</p> <p>Comments on how effectively the program implements procedural safeguards policies and meets conflict resolution timelines:</p>		10
GS-7	<p>Were all instances of abuse, neglect and exploitation reported and managed in accordance with Child Protective Services Law and department policy?</p> <p>A. # of records reviewed scored "Y" on item 3 of record review _____</p> <p>B. # of records reviewed scored "N" on item 3 of record review _____</p> <p>Scoring: $A / (A + B) =$ percentage of instances of abuse... that were reported appropriately. If all records were scored DNA, full points were earned.</p> <p>Comments on effectiveness of recording, reporting, and managing abuse, neglect and/or exploitation:</p>		5
GS-8	<p>Does the Infant/Toddler or Preschool EI program ensure that all Early Intervention personnel, including contracted personnel, meet all necessary qualifications?</p> <p>Use Self Verification Worksheet 4 to assist in scoring this item. Of the personnel not meeting necessary qualifications, how many provide waiver services? _____</p> <p>Comments on the effectiveness of the plans/actions being implemented to ensure staff are properly qualified:</p>		5

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Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
GS-9	<p>Does the Infant/Toddler or Preschool EI program ensure that all Early Intervention personnel, including contracted personnel, meet all necessary preservice and annual in-service training hours?</p> <p>Use Self Verification Worksheet 5 to assist in scoring this item.</p> <p>Comments on the effectiveness of the training provided, and/or plans/actions being implemented to correct any training deficiencies:</p>		10
GS-10	<p>Did the Infant/Toddler EI program review the level of care evaluation (or re-evaluation) and take appropriate action to address any inappropriate level of care determinations?</p> <p>A. # of records reviewed for children who are served under the ITF Waiver _____</p> <p>B. # of records reviewed in which evidence was found that the Qualified Professional (QP) had reviewed the level of care evaluation (record review item 4) _____</p> <p>C. # of records reviewed which received a score of Y or N on record review item 5 _____</p> <p>Scoring: $B / A =$ percentage of records which provide evidence that Qualified Professional reviewed the level of care evaluation. If $C \neq 0$, review the affected records to see if corrective action was taken. If no inappropriate level of care determinations occur, the responses for item 5 will be DNA and therefore $C=0$.</p> <p>Comments on the effectiveness of the program's process for reviewing and, if necessary, correcting level of care evaluations:</p>		IT Only 10

Program Reviewed:

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Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
<p>GS-11</p>	<p>Was the infant or toddler’s family afforded choice between waiver services and institutional care, and among waiver services and providers?</p> <p>A. # of records reviewed of children receiving services under ITF Waiver _____</p> <p>B. # of records reviewed containing completed choice form 457, signed by parents prior to services being provided under ITF Waiver and containing evidence that families were given a choice of provider for the services being provided under the ITF Waiver _____(Y on record review # 6 and # 7)</p> <p>Scoring: B / A = percentage of records of children served under that waiver that had appropriate documentation of being provided choice of waiver services vs level of care and choice of provider</p> <p>Comments on the effectiveness of documentation that services provided under the ITF Waiver are being managed appropriately:</p>		<p>IT Only 20</p>
<p>GS-12</p>	<p>Does the infant toddler or preschool EI program support and participate in the Local Interagency Coordinating Council?</p> <p># of LICC meetings held in the past 12 months _____</p> <p># of LICC meetings which a representative of the IT or preschool EI program attended _____</p> <p>Date of most recent review/revision of LICC interagency agreement _____</p> <p>Does LICC interagency agreement describe how IT or Preschool EI program supports LICC? _____</p> <p>Comments on the effectiveness of the EI program’s involvement in the LICC:</p>		<p>10</p>

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Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
<p>GS-13</p>	<p>For children found eligible for Infant/Toddler or Preschool Early Intervention, and/or who left Early Intervention has the child’s level of functioning at entry, exit and annually on the three federal early childhood outcomes been determined and entered into the Child Outcome database in a timely manner.</p> <hr/> <p>Select (X) which applies and score:</p> <p>A. Policy and/or procedure is in place and monitored ensuring that that all data was entered into the Child Outcome database in a timely manner. _____</p> <p>B. Policy and/or Procedure is in place, fully implemented , but no monitoring has occurred _____</p> <p>C. Policy and /or Procedure in place but not fully implemented _____</p> <p>D. No Policy and/or Procedure found and no implementation. ____</p> <hr/> <p>Comments on effectiveness of Child Outcome procedures</p>		<p>10</p>
<p>Total Points Earned in General Supervision Category</p>			
<p>FS-1</p>	<p>Use of Federal Funds: Are there fiscal controls in place to ensure appropriate use of IDEA 611 Component 1 Funds?</p>		<p>PS Only</p>

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Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
	<p>A. # of criteria appropriate for this item Preschool—9 B. # of criteria of appropriate use of funds met _____ Scoring: B / A = percentage of criteria met _____</p> <p>Comments on appropriate use and management of Federal funds:</p>		20
FS-2	<p>Use of Federal Funds: Are fiscal controls in place to ensure appropriate use of ITF Waiver and federal IDEA 619 funds?</p> <p>A. # of criteria appropriate for this item Infant/Toddler-7 and Preschool—8 B. # of criteria of appropriate use of funds met _____ Scoring: B / A = percentage of criteria met _____ For infant toddler programs, use record review item 8, and observation to document discussion of waiver with family.</p> <p>Comments on appropriate use and management of Federal funds</p>		20
FS-3	<p>Use of State and Local Early Intervention Funds Are there fiscal controls in place to ensure appropriate use of state and local early intervention funds?</p> <p>A. # of criteria appropriate for this item Infant Toddler—13 Preschool—10 B. # of criteria of appropriate use of funds met _____ Scoring: B / A = percentage of criteria met _____</p> <p>Comments on appropriate use and management of State and Local EI funds:</p>		20
FS-4	Use of Medical Assistance funds		

Program Reviewed:

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Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
	Is the EI System appropriately accessing Medical Assistance funding? A. # of criteria appropriate for this item Infant/Toddler and Preschool—9 B. # of criteria of appropriate use of funds met _____ Scoring: B / A = percentage of criteria met _____ Comments on appropriate use and management of Medical Access funds:		20
	Total Points Earned in Fiscal Supervision Category		

Program Reviewed:

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Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
PACF-1	Does the infant/Toddler or Preschool EI program serve an appropriate number of eligible children compared to state data and reflect local area demographics?		20
	Use Worksheet 7 from the Self Verification to help with scoring this item.		
	Comments regarding the effectiveness of child find efforts compared to state data and local demographics:		
PACF-2	Does the Infant/Toddler or Preschool EI program inform the public about the availability of Early Intervention services?		5
	Written public awareness plan exists? Partners in Child Find Efforts:		
	Comments about the effectiveness of public awareness efforts:		
PACF-3	Is there a system in place to ensure that all at-risk infants and toddlers are identified, evaluated, and receive tracking services?		IT Only 5
	Use Self Verification Worksheet 8 to assist in scoring this item.		
	Comments about the effectiveness of the tracking system:		
Total Points Earned in Public Awareness and Child Find Category			

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
<p>QEIF-1</p>	<p>Do personnel independent of the provision of services conduct the initial evaluation?</p>		<p>IT Only 5</p>
	<p>A. # of records reviewed that show that the personnel who conducted the evaluation do not also provide services _____ (scored Y on record review item 9) B. # of records reviewed that show that evaluation personnel do not work for the same agency as those who provide services _____ (scored Y on record review item 10) C. Additionally, refer to Worksheet 9 from Self-Verification for waivers of this regulation.</p>		
	<p>Comments on the effectiveness of program practices related to independent evaluation:</p>		
<p>QEIF-2</p>	<p>Does the evaluation report address the strengths, needs and level of functioning of the child in the developmental domains of cognitive, physical (including vision and hearing), communication, social and emotional, and adaptive?</p>		<p>10</p>
	<p>A. # of records reviewed that include a statement of strengths as well as needs and the child's level of functioning in each of the five domains _____ (scored Y on record review item 11) B. Percentage of records that met requirements = A / total # of records reviewed _____ Consider observation of evaluation session in determining the effectiveness of this process</p>		
	<p>Comments on the effectiveness of the description of the child's strengths, needs and level of functioning in all areas:</p>		

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
<p>QEIF-3</p>	<p>Does the Infant/Toddler or Preschool EI program ensure that all evaluation activities are completed within the required time frames?</p>		<p>10</p>
	<p>Infant Toddler: A. # of records reviewed that had a score of Y or DNA to record review items 12, 13 and 14 _____ B. Percentage of records with all evaluation activities completed within required time frames = A / total number of records reviewed _____</p> <p>Preschool: C. # of records reviewed that had a score of Y or DNA for record review items 13 and 14. D. Percentage of records with all evaluation activities completed within required time frames = C / total number of records reviewed _____</p> <p>Refer to Self-Verification Worksheet 10 for assistance in scoring this item.</p>		
	<p>Comments on the effectiveness of evaluation activities:</p>		
<p>QEIF-4</p>	<p>Does the Infant/Toddler EI program ensure that all ITF Waiver evaluation activities are completed within the required time frames?</p>		<p>IT Only 10</p>
	<p>A. # of records reviewed of children who are potentially eligible for waiver _____</p> <p>B. # of records that contained a level of care determination completed within the past 12 months _____ (Y on items 15 and 17 in record review, DNA on item 16)</p> <p>C. # of records that contain documentation that the parents denied consent for a level of care determination _____ (Y on items 16 in record review)</p> <p>Scoring: (B + C) / A = Percentage of records with documentation of adequate level of care determination activities</p>		
	<p>Comments on the effectiveness and completeness of ITF waiver activities and documentation:</p>		

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
QEIF-5	<p>Was a written invitation to all IFSP/IEP meetings provided to the family and other participants early enough to ensure that they will be able to attend, and within the applicable timelines?</p> <p># of records reviewed in which the invitation was present, complete, and timely _____ (Y on item 18)</p> <p>Comments on the effectiveness of the invitation process:</p>		5
QEIF-6	<p>Do all children have a current IFSP/IEP on the required format that documents all EI services and supports within the required timeframes?</p> <p>Infant Toddler A. # of records reviewed with IFSP/IEPs developed, reviewed and revised within appropriate timelines with EI services and supports completed correctly _____ (Y on item 19 and Y or DNA on item 20) Scoring: $A / \text{total \# of records reviewed} = \text{percentage of records meeting criteria}$ _____</p> <p>Preschool B. # of records reviewed with IFSP/IEPs developed, reviewed and revised within appropriate timelines with EI services and supports completed correctly _____ (Y on items 19, 21 and 22) Scoring: $B / \text{total \# of records reviewed} = \text{percentage of records meeting criteria}$ _____</p> <p>Comments on the effectiveness of timely IFSP/IEP development and review processes:</p>		15

Program Reviewed:

Dates of Review:

of Records Reviewed:

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
QEIF-7	<p>Does the Infant/Toddler or Preschool EI program ensure that services start no later than 14 days after the completion of the IFSP/IEP?</p> <hr/> <p>A. Statewide Data System report of services starting within 14 days of IFSP/IEP development _____</p> <p>B. # of records reviewed on which the services started no later than 14 days after the completion of the IFSP/IEP _____ Record review # 23</p> <p>C. # of records reviewed on which the services started later than 14 days after the completion of the IFSP/IEP but the cause was due to a family reason _____ RR #24</p> <p>Scoring: B+C/ # of records reviewed should equal approximately the same as A</p> <p>Worksheet 11B—Timelines for services</p> <hr/> <p>Comments on the effectiveness of service delivery implementation:</p>		20
QEIF-8	<p>Does the IFSP/IEP contain family information and does it include the assistance and services provided to support the family?</p> <hr/> <p>A. # of records that contain family information _____ Record review # 25</p> <p>B. # of records that contain assistance and services to support the family _____</p> <p>C. # of records that contain evidence parents chose not to include family supports _____</p> <p>Scoring: (B + C) / A= percentage of records meeting criteria</p> <hr/> <p>Comments about the effectiveness with which family information is collected and supported:</p>		10
Total Points Earned in Quality Early Intervention Framework Category			

Program Reviewed:

Dates of Review:

of Records Reviewed:

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
QEISD-1	Is there evidence that service coordination activities are provided as described in state regulations/announcements?		IT Only 15
	A. # of records in which there is evidence that all appropriate service coordination activities have been provided _____ Record Review 26-40 B. A/# of records reviewed = percentage of records that meet criteria. Observation of any activity		
	Comments on the effectiveness of service coordination:		
QEISD-2	Do the initial evaluation and re-evaluations include all of the required participants?		5
	# of records reviewed that included all the required participants _____ Record review 38 & 39 Observation of evaluation		
	Comments on the effectiveness of practices to assure participation of proper personnel in evaluation activities:		

Program Reviewed:

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of Records Reviewed:

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
QEISD-3	<p>Is the development of infants and toddlers eligible for tracking documented/updated using an approved tool and reviewed at least every three months?</p> <p>A. # of records reviewed of children eligible for tracking _____</p> <p>B. # of records with Y on record review items 40 and 41 _____</p> <p>Scoring: B / A = Percentage of records meeting criteria _____</p> <p>Comments on the effectiveness of tracking procedures.</p>		IT Only 5
QEISD-4	<p>Does the Infant/Toddler or Preschool EI program ensure that the required personnel participate in the IFSP/IEP meeting?</p> <p>Infant toddler—Percentage for scoring is # of records in which item # 45 of record review was scored yes divided by number of records reviewed.</p> <p>Preschool—Percentage for scoring is # of records in which all of items # 45-50 of record review were scored either Y or DNA divided by the number of records reviewed.</p> <p>Comments on the effectiveness of practices to assure participation of proper personnel in IFSP/IEP development activities:</p>		5

Program Reviewed:

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of Records Reviewed:

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
<p>QEISD-5</p>	<p>Does the IFSP/IEP address how the needs identified under Special Considerations will be addressed?</p>		<p>10</p>
	<p>Number of records that were scored Y or DNA on record review item # 51 _____ Number of records that were scored Y or DNA on record review item # 52 _____ Number of records that were scored Y or DNA on record review item # 53 _____ Number of records that were scored Y or DNA on record review item # 54 _____ Scoring: Divide number listed by the total number of records reviewed for each item for the percentages needed to score this item. Overall score is average of these 4 percentages.</p>		
	<p>Comments on the effectiveness of practices related to special considerations:</p>		
<p>QEISD-6</p>	<p>Does the Infant/Toddler or Preschool EI program have and implement a behavior support policy that meets federal and state requirements?</p>		<p>15</p>
	<p>Refer to Self-Verification list of required policies for information on behavior policy. A. Of the records reviewed, # of records on which behavior was checked as a special consideration _____ Record review #55 B. Of the records on which behavior was checked as a special consideration, the # of records that contain an FBA and strategies for addressing the behavioral concerns (in IEP or behavior support plan) _____ Record review #56 Scoring: $B / A =$ percentage of records that had the FBA and the behavior strategies that were needed _____</p>		
	<p>Comments on effectiveness of behavior support planning:</p>		

Program Reviewed:

Dates of Review:

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Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
QEISD-7	<p>Does the IFSP/IEP include outcomes/goals that are measurable and related to the recommendations from the evaluation report?</p> <p># of records reviewed in which the IFSP/IEP includes outcomes/goals that are measurable and related to the recommendations from the evaluation report _____ (Y to items 57 and 58). Scoring: Divide number listed by the total number of records reviewed for percentage needed to score this item. Observation of IFSP/IEP and Service Delivery</p> <p>Comments regarding the effectiveness with which IFSP/IEP outcomes/goals are written:</p>		20
QEISD-8	<p>Is there documentation that family information about the child’s individual strengths and needs has been gathered and utilized throughout the evaluation and planning process?</p> <p># of records reviewed in which there is a clear link from first contact through service delivery showing that the family’s information about the child’s individual strengths and needs was gathered and considered at all points in the process _____ (scored Y on record review items 59 and 60). Scoring: Divide number listed by the total number of records reviewed for percentage needed to score this item. Observation of Evaluation, IFSP/IEP and/or Service Delivery</p> <p>Comments on the effectiveness of the use of family’s information about the child to plan service delivery:</p>		20

Program Reviewed:

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of Records Reviewed:

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
<p>QEISD-9</p>	<p>Is there documentation that individualized Early Intervention supports and services are being provided within naturally occurring everyday activities, routines and settings to actively engage the family members and/or early education programs as they help the child develop, learn and grow ?</p>		<p>20</p>
	<p>Infant Toddler # of records reviewed which provide evidence that supports and services are being delivered within the context of family or educational setting _____ (Y to 61, 62 and 63) Preschool # of records reviewed which provide evidence that supports and services are being delivered within the context of family or educational setting _____ (Y to 61) Scoring: Divide number listed by the total number of records reviewed for percentage needed to score this item. Observation—Initial Visit, Evaluation, IFSP/IEP, Service Delivery</p>		
	<p>Comments on effectiveness of practices to facilitate supporting children in the context of their family or educational setting:</p>		
<p>QEISD-10</p>	<p>How does the EI program’s current percentage of children being served in community settings in addition to the home as established in Part C State Performance Plan or least restrictive environment (LRE)compare to the most recently completed fiscal year and corresponding pre-established targets?</p>		<p>20</p>
	<p>Refer to Statewide Data System report and Self-Verification worksheet 12 to score this item.</p>		
	<p>Comments on effectiveness of strategies to ensure that children are served in NE or LRE:</p>		

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QEISD-11	<p>For those children who do not receive services in a natural environment or in a setting that includes children who are typically developing, does the IFSP/IEP explain why and to what extent the child will not be served in a natural environment or participate with typically developing peers in appropriate Preschool EI activities?</p> <p>A. # of records reviewed for which the answer to #64 or #65 is DNA _____</p> <p>B. # of records reviewed that provided a substantiated explanation based on the child's needs for service delivery option _____</p> <p>Scoring: $B / (\# \text{ of records reviewed} - A) = \text{percentage of records that required and provided a substantiated explanation for child's service delivery setting.}$</p> <p>Comments on the effectiveness of the explanations:</p>		5
QEISD-12	<p>Is there evidence that children have received all of the supports and services specified on their IFSP/IEP?</p> <p>A. # of records reviewed which contain evidence in service delivery notes, attendance records, etc., that all supports and services in IFSP/IEP are being provided as described in the IFSP/IEP _____ Record Review #66-71</p> <p>B. Comments from Verification Observations that confirm that services are being delivered as described:</p> <p>C. # of records reviewed in which the answer to #69 on record review is "No" _____ If this number is anything other than zero, verification that the</p>		20

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
	<p>IFSP/IEP team has reconvened and revised the IFSP/IEP is required as part of the improvement plan. This does not change the points earned. Scoring: A / total # of records reviewed = percentage needed for first aspect of scoring. B provides information for second aspect of scoring</p>		
	<p>Comments on the effectiveness of service delivery processes:</p>		
QEISD-13	<p>Does a child who moves into the area served by your agency (from within or outside of PA) with a current IFSP/IEP receive services comparable to those on the existing document until your agency adopts the IFSP/IEP, develops a new IFSP/IEP, or determines that the child is not in need of services?</p> <p>A. # of children who moved into area with current IFSP/IEP _____ B. # of current IFSP/IEPs of such children which were implemented promptly _____ Record review # 73 C. Does program have a policy which describes the process for implementing IFSP/IEP for a child moving into service area? Self Verification Part 1 Scoring: B / A = percentage required for scoring. C provides information about program policy as needed if A = 0</p> <p>Comments about the effectiveness of policy and practice related to implementing services for children with existing IFSP/IEPs:</p>		5

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
QEISD-14	<p>Does the IFSP/IEP include procedures for measuring progress and the schedule for reporting progress to parents? During periodic IFSP/IEP review, is progress monitoring information used by the early intervention provider to determine the effectiveness of interventions being used with the child and/or family, and to revise interventions appropriately?</p> <hr/> <p>A. # of records that provide evidence that progress is being monitored regularly _____(Y or DNA on record review items 74, 75 and 79. DNA is only appropriate on these items if initial IFSP/IEP is less than 3 months old).</p> <p>B. # of records that the data collected is used to make decisions about intervention strategies _____ (Y or DNA on record review items 76, 77 and 78. DNA is only appropriate on these items if the child is making expected rates of progress in all areas).</p> <p>Scoring: A / total # of records reviewed = percentage of records with regular progress monitoring B / total # of records reviewed = percentage of records where data was used to plan revisions if necessary</p> <hr/> <p>Comments about the effectiveness of progress monitoring and interpretation practices:</p>		20

Program Reviewed:

Dates of Review:

of Records Reviewed:

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
Total Points Earned in Quality Early Intervention Service Delivery Category			
T-1	Is there a written transition agreement and is there evidence that it was reviewed within the past year?		10
	Refer to Self-Verification Part 1 for information to assist with scoring this item.		
	Comments on the effectiveness of the written transition agreement:		
T-2	Is the standardized letter of invitation sent to the family and the Preschool EI program in time to be received 30 days prior to the transition conference?		No points for preschool IT—20 P—0
	<p>A. # of months during the past 12 months in which the number of children served by this program reported to EIRS as having timely invitations was the same as the number of children served by this program reported to Penn Data as having timely invitations _____</p> <p>B. # of records reviewed in which transition letter should have been sent to the family and Preschool EI program _____</p> <p>C. # of records reviewed in which the standardized letter was used for notification 30 days or more prior to transition conferences _____ RR #80</p> <p>Scoring: C / B = percentage of transition records in which invitation was sent in a timely manner. Compare this percentage to A to look for discrepancies between records and data reported to EIRS, Pelican or Penn Data. If discrepancies exist, investigate further to see if this is a sample size problem or a data reporting problem.</p> <p>Look at this for preschool for information but only score for Infant Toddler Programs</p>		
	Comments on the effectiveness of the process for inviting participants to transition meetings:		

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
T-3	<p>Was the transition conference held not less than 90 days (but not more than 9 months) prior to the child’s third birthday, at the discretion of all parties?</p> <p>A. # of children who have transitioned reported to EIRS or Penn Data as having had their transition meetings within the appropriate timelines and with appropriate members attending _____</p> <p>B. # of records reviewed for children who have transitioned from infant toddler to preschool services _____</p> <p>C. # of records reviewed for children who have transitioned in which evidence exists that transition meetings were not held within the appropriate timelines and/or not with appropriate members attending _____ (N on record review item 81).</p> <p>Scoring: $(B-C) / B$ = percentage of children with transition meeting within appropriate timelines and with appropriate members attending. If this percentage is significantly different from the percentage of children with timely transition meeting reported to EIRS/Pelican or Penn Data, investigate further to see if this is a sample problem for record review or a data reporting problem.</p> <p>Comments on the effectiveness of practices related to timely transition meetings:</p>		20
T-4	<p>Does the IFSP include steps to support the transition of the child with a disability who is over the age of two into Preschool EI services, if eligible, or to other services that may be available, if appropriate?</p> <p>A. # of records reviewed of children over the age of two _____</p> <p>B. # of records reviewed of children over the age of two that contain evidence of steps to support transition to Preschool EI or other community services _____</p> <p>RR #82</p> <p>Scoring: B / A = percentage that contained evidence of transition supports.</p>		20

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
	<p>Worksheet 13</p> <p>If observation of transition activities occurred, use the information recorded in the observation format for additional information for scoring this item.</p> <p>Comments on the effectiveness of transition activities:</p>		
T-5	<p>For an eligible child transitioning from Infant/Toddler EI, is the IEP developed and implemented by child's third birthday?</p> <p>Percentage of children who transferred to Preschool EI from Infant Toddler EI reported to Penn Data as having their IEPs in place by their third birthday _____</p> <p>A. # of records reviewed of children who transferred to Preschool EI from Infant Toddler EI _____</p> <p>B. # of records reviewed of children who transferred to Preschool EI from Infant Toddler EI that contain evidence that the IEP was in place by the child's third birthday _____ RR # 83</p> <p>Scoring: $B / A =$ percentage of children with IEPs in place by third birthday _____</p> <p>Comments regarding the effectiveness of the processes for developing and implementing IEPs by the third birthday of children transitioning from Infant Toddler EI:</p>		20
T-6	<p>Are procedures in place that meets the requirements of the Jacob M. court settlement to ensure a smooth transition to Kindergarten or First Grade?</p> <p>Refer to Self Verification Part 1 for information that will assist in scoring this item.</p> <p>Comments on the effectiveness of strategies for ensuring that all requirements of the Jacob M. court settlement are met:</p>		10

Program Reviewed:

Dates of Review:

of Records Reviewed:

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
	Total Points Earned in Transition Category		

Program Reviewed:

Dates of Review:

of Records Reviewed:

Scoring Summary

Category	Points Earned (PE)	Points Possible (PP)		Percentage Score (PS) (PE/PP=PS)	Classification
		Infant Toddler	Preschool		
General Supervision		150	120		
Fiscal Supervision		60	80		
Public Awareness and Child Find		30	25		
Quality Early Intervention Framework		85	70		
Quality Early Intervention Service Delivery		185	165		
Transition		70	60		
Overall Program Score		580	495		

Classification Explanation:

- 95-100%=Fully Meets Requirements
- 85-94%=Substantially Meets Requirements
- 75-84%=Minimally Meets Requirements
- 0-74%=Does Not Meet Requirements