



Early Intervention 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/BEIS Chairperson		
	Assigned EITA Consultant		

Total Number of Records Reviewed _____

Program Reviewed:

Dates of Review:

of Records Reviewed:

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
GS-1	Did the Infant/Toddler or Preschool EI program correct ALL areas of not fully meeting requirements and/or non-compliance?		20
	All areas of non compliance from the most recent verification and annual data review were corrected within 365 days of the issuance of the finding (verification report and letter) as verified by BEIS.		
	Comments on effectiveness of activities conducted in correcting previous problems:		
GS-2	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?		15
	See Self-Verification Worksheets A. # of contracted providers (include EI program if appropriate) _____ B. # of contracted providers that were monitored _____ C. # of improvement plans needed _____ D. # of improvement plans created _____ E. # of improvement plans about which program knows status of improvement activities _____ 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.		
	Comments on effectiveness of the process used to support contracted provider improvement:		

<p>GS-3</p>	<p>Is the Infant/Toddler or Preschool EI program proficient at data management to ensure accurate and timely data, entering data, and/or extracting and analyzing data to plan for, validate, and/or remediate systemic issues?</p> <ul style="list-style-type: none"> • The data manager is proficient in using the data system (able to enter data, data is accurate, correct errors and create reports). • The EI Coordinator/Preschool EI Supervisor is able to analyze the data reports. • The Infant/Toddler or Preschool EI program is able to explain the data reports from the Statewide Data System. • There is evidence that data is utilized in the management of the program (demonstration/evidence of program change, minutes from meetings, analysis reports). • System data is accurate and entered in a timely manner. <p>Comments on how effectively the program is using data to enhance quality and efficiency:</p>		<p>3 points per bulleted criteria for a total of 15 points</p>
<p>GS-4</p>	<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/procedures that meet requirements:</p> <p>B. List policies/procedures that need improvement :</p> <p>C. List policies/procedures that are not available:</p> <p>Comments on effectiveness of procedural safeguards policies and procedures:</p>		<p>10</p>

GS-5	Does the Infant/Toddler or Preschool EI program inform parents about all of the procedural safeguards available to them?		10
	<p>A. # of records that contained evidence that parents received PRA or Procedural Safeguards Notice _____(Child Record # 1)</p> <p>B. # of records that contained evidence that the parents signed the PRA before initial services began and/or before any change of EI Service _____(Child Record #2)</p> <p>C. # of records that contained evidence that parents signed the NOREP before initial services began or before any change of placement, identification or provision of FAPE _____(Child Record #3) # of records reviewed of families enrolled in ITF Waiver _____</p> <p>D. For children enrolled in ITF Waiver, # of records reviewed that did not contain documentation that parents received Fair Hearing and Appeal form and instructions(457A) _____(Child Record #4)</p> <p>E. For children eligible for ITF Waiver, # of records reviewed that did not contain documentation that parents was offered a choice of waiver providers from the statewide waiver provider list</p> <p>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>		
GS-6	Does the Infant/Toddler or Preschool EI program follow all procedural safeguard policies and timelines and use data from conflicts for quality improvements?		10
	<p>Use information from Office of Dispute Resolution reports, BEIS Formal Complaint Reports and Local Report for conflict resolution.</p>		
	<p>Comments on how effectively the program implements procedural safeguards policies and meets conflict resolution timelines:</p>		

Program Reviewed:

Dates of Review:

of Records Reviewed:

GS-7	Were all instances of abuse, neglect and exploitation reported and managed in accordance with Child Protective Services Law and Department policy?		5
	A. # of records reviewed scored "Y" on item 6 of record review _____ B. # of records reviewed scored "N" on item 6 of record review _____ Scoring: $A / (A + B) =$ percentage of instances of abuse, neglect or exploitation that were reported appropriately. If all records were scored DNA, full points were earned.		
	Comments on effectiveness of recording, reporting, and managing abuse, neglect and/or exploitation:		
GS-8	Does the Infant/Toddler or Preschool EI program ensure that all Early Intervention personnel, including contracted personnel, meet all necessary qualifications?		20
	Of the personnel not meeting necessary qualifications, how many provide waiver services? _____		
	Comments on the effectiveness of the plans/actions being implemented to ensure staff are properly qualified:		
GS-9	Does the Infant/Toddler or Preschool EI program ensure that all Early Intervention personnel, including contracted personnel, meet all necessary pre-service and annual in-service training hours?		10
	Of the personnel not meeting required training hours, how many provide waiver services? _____		
	Comments on the effectiveness of the training provided, and/or plans/actions being implemented to correct any training deficiencies:		

Program Reviewed:

Dates of Review:

of Records Reviewed:

GS-10	Did the Infant/Toddler EI program review the level of care evaluation (or re-evaluation)?		I/T Only 10
	A. # of records reviewed for children who are served under the ITF Waiver _____ B. # of records reviewed in which evidence was found that the EI program had reviewed the level of care evaluation (Child Record #7) _____ C. # of records reviewed which received a score of Y or N on record review item 8 _____ Scoring: $B / A =$ percentage of records which provide evidence that EI program reviewed the level of care evaluation is consistent with the statewide data report. 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 8 will be DNA and therefore $C=0$.		
	Comments on the effectiveness of the program's process for reviewing and, if necessary, correcting level of care evaluations:		
GS-11	Does the Infant/Toddler or Preschool EI program support and participate in the Local Interagency Coordinating Council? # of LICC meetings held in the past 12 months _____ # of LICC meetings which a representative of the IT or preschool EI program attended _____ Date of most recent review/revision of LICC interagency agreement _____ Does LICC interagency agreement describe how IT or preschool EI program supports LICC? _____ Program utilizes LICC input in joint TA plan development _____		10

Program Reviewed:

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	Comments on the effectiveness of the EI program's involvement in the LICC:		
Total Points Earned in General Supervision Category			I/T 135 PS 125
FS-1	Use of Federal Funds: Are fiscal controls in place to ensure appropriate use of ITF Waiver, and IDEA 611 Component 1 funds and IDEA 619 funds? *		20
	A. # of criteria appropriate for this item I/T- 5 Preschool-8 B. # of criteria of appropriate use of funds met _____ Scoring: B / A = percentage of criteria met _____ Child Record #9 I/T only _____		
	Comments on appropriate use and management of Federal Funds:		
FS-2	Use of State and Local Early Intervention Funds Are there fiscal controls in place to ensure appropriate use of these funds?		20
	A. # of criteria appropriate for this item I/T—6 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 State and Local EI funds:		

Program Reviewed:

Dates of Review:

of Records Reviewed:

FS-3	Use of Medical Assistance funds Is the EI System appropriately accessing Medical Assistance funding?		20
	A. # of criteria appropriate for this item I/T-6 and Preschool—8 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:		
Total Points Earned in Fiscal Supervision Category			60

Program Reviewed:

Dates of Review:

of Records Reviewed:

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
CF-1	Does the Infant/Toddler or Preschool EI program serve an appropriate number of eligible children that reflects local area demographics?		20
	Comments regarding the effectiveness of child find efforts:		
CF-2	Does the Infant/Toddler or Preschool EI program inform the public about the availability of Early Intervention services?		10
	Written public awareness plan exists? Partners in Child Find Efforts: Comments about the effectiveness of public awareness efforts:		
Total Points Earned in Public Awareness and Child Find Category			30
QF-1	Do personnel independent of the provision of services conduct the initial evaluation?		I/T Only 5
	A. # of records reviewed that show that the personnel who conducted the evaluation do not also provide services _____ (scored Y on record review item 10) 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 11) C. Comments on the effectiveness of program practices related to independent evaluation:		

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
<p>QF-2</p>	<p>Is there evidence that children have met the criteria for eligibility and 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>A. # of records reviewed that eligibility was appropriately determined/documented _____ (scored Y on Child Record # 13)</p> <p>B. Included a statement of strengths as well as needs and the child’s level of functioning in each of the five domains _____ (scored Y on Child Record # 12)</p> <p>C. Infant/Toddler: ICO was used appropriately and documented _____(scored Y on Child Record # 14)</p> <p>D. Preschool: Permission to Evaluate was sent to the family within 10 calendar days _____(scored Y on Child Record # 15)</p> <p>Percentage of records that met requirements = A +B +C+D/ total # of records reviewed _____</p> <p>Consider observation of an evaluation in determining the effectiveness of this process.</p> <p>Comments on the effectiveness of the program’s evaluation process, procedures and documentation.</p>		<p>20</p>
<p>QF-3</p>	<p>Do the initial evaluation and re-evaluations include all of the required participants and meet required timeframes?</p> <p># of records reviewed that included all the required participants: _____ (scored Y on Child Record # 16-17)</p> <p># of records reviewed that included documentation that the ER was provided to</p>		<p>5</p>

Program Reviewed:

Dates of Review:

of Records Reviewed:

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
	<p>the parents in required timeframes: _____ (scored Y on Child Record # 18)</p> <p># of records reviewed that completed the annual or re-evaluation within required timeframes _____ (scored Y on Child Record # 19)</p> <p>Observation of evaluation</p> <hr/> <p>Comments on the effectiveness of practices to assure participation of proper personnel in evaluation activities:</p>		
<p>QF-4</p>	<p>Was the IFSP/IEP developed within required timeframes and document the necessary services and supports?</p> <hr/> <p># of records reviewed that documented the necessary services on the IFSP/IEP: _____ (scored Y on Child Record # 20)</p> <p>Infant/Toddler: # of records reviewed that documented the IFSP was reviewed within the past 6 months: _____ (scored Y on Child Record # 21)</p> <p>Preschool: # of records reviewed that documented the IEP was developed within 30 days of issuing the ER _____ (scored Y on Child Record # 22).</p> <hr/> <p>Comments on the effectiveness of the IFSP/IEP procedures for timeliness and documentation:</p>		<p>15</p>

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
<p>QF-5</p>	<p>Does the Infant/Toddler or Preschool program ensure that the required personnel participate in the IFSP/IEP meeting?</p>		<p>5</p>
	<p>Infant toddler—Percentage for scoring is # of records in which Child Record # 24 was scored yes divided by number of records reviewed.</p> <p>Preschool—Percentage for scoring is # of records in which all of Child Record #25, 26, & 27 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>		
<p>QF-6</p>	<p>Does the IFSP/IEP contain family information and does it include the assistance and services provided to support the family based on the family assessment?</p>		<p>10</p>
	<p>A. # of records that contain family information_____ (Child Record # 28) B. # of records that contain assistance and services to support the family_____ C. # of records that contain evidence parents chose not to include family supports _____ Scoring: (B + C) / A= percentage of records meeting criteria Is Family Survey data consistent with this score?</p>		
	<p>Comments about the effectiveness with which family information is collected and supported:</p>		

Program Reviewed:

Dates of Review:

of Records Reviewed:

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
QF-7	Is there a system in place for tracking children at-risk?		I/T Only 5
	A. # of records reviewed of children eligible for tracking _____ B. # of records with Y on Child Record # 29-31 _____ Scoring: B / A = Percentage of records meeting criteria _____ Record review is consistent with the statewide data report. _____		
	Comments on the effectiveness of tracking procedures.		
	Total Points Earned in Quality Framework Category		I/T 65 PS 55
Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
SD-1	Is there evidence that Service Coordination activities are provided for the child and family?		I/T Only 15
	A. # of records in which there is evidence that all appropriate service coordination activities have been provided _____ (Child Record # 32 -47) B. A/# of records reviewed = percentage of records that meet criteria. Observation of any activity Is Family Survey consistent with score?		
	Comments on the effectiveness of service coordination:		

Program Reviewed:

Dates of Review:

of Records Reviewed:

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
SD-2	<p>Does the IFSP/IEP address how the needs identified under Special Considerations will be addressed?</p> <p>Number of records that were scored Y or DNA on Child Record # 48 _____ Number of records that were scored Y or DNA on Child Record # 49 _____</p> <p>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 2 percentages.</p> <p>Comments on the effectiveness of practices related to special considerations:</p>		10
SD-3	<p>Does the EI program have and implement a behavior support policy that meets federal and state requirements?</p> <p>Refer to Self-Verification list of required policies/procedures for information on behavior policy/procedures.</p> <p>A. Of the records reviewed, # of records on which behavior was checked as a special consideration _____ Child Record #51 (I/T and Preschool)</p> <p>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 IFSP/IEP or behavior support plan) _____ Child Record #51 (I/T and Preschool)</p> <p>Scoring: percentage of records that had the FBA and the behavior strategies that were needed _____</p> <p>Comments on effectiveness of behavior support planning:</p>		15

Program Reviewed:

Dates of Review:

of Records Reviewed:

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
SD-4	<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 Child Record # 52 and 53). 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 Is the score consistent with the Family Survey data?</p> <p>Comments regarding the effectiveness with which IFSP/IEP outcomes/goals are written:</p>		20
SD-5	<p>Is there documentation that family information about the child's individual strengths and needs has been gathered through a family directed assessment 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 Child Record # 54 and 55). 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 Is the score consistent with Family Survey data?</p> <p>Comments on the effectiveness of the use of family's information about the child to plan</p>		20

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
	service delivery:		
SD-6	<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> <hr/> <p><u>Infant /Toddler</u> # of records reviewed which provide evidence that supports and services are being delivered within the context of family or educational setting _____ (Y to Child Review # 56, 57 & 58)</p> <p><u>Preschool</u> # of records reviewed which provide evidence that supports and services are being delivered within the context of family or educational setting _____ (Y to Child Record # 56 & 58)</p> <p>Scoring: Divide number listed by the total number of records reviewed for percentage needed to score this item. Observations—Initial Visit, Evaluation, IFSP/IEP, Service Delivery Score is consistent with statewide data report and Family Survey data?</p> <hr/> <p>Comments on effectiveness of practices to facilitate supporting children in the context of their family or educational setting:</p>		20

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
SD-7	<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 activities?</p> <p>A. # of records reviewed for which the answer to #59 or #60 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
SD-8	<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 _____ (Child Record # 61-66)</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 #66 on record review is "No"</p>		20

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
	<p>_____ If this number is anything other than zero, verification that the IFSP/IEP team has reconvened and revised the IFSP/IEP, this is required as part of the improvement plan. This does not change the points earned.</p> <p>Scoring: $A / \text{total \# of records reviewed} = \text{percentage needed for first aspect of scoring}$.</p> <p>B provides information for second aspect of scoring</p> <p>Is Family Survey data consistent with the score?</p> <hr/> <p>Comments on the effectiveness of service delivery processes:</p>		
SD-9	<p>Does a child who moves into the area served by the EI Program (from within or outside of PA) with a current IFSP/IEP receive services comparable to those on the existing document until the EI Program adopts the IFSP/IEP, develops a new IFSP/IEP, or determines that the child is not in need of services?</p> <hr/> <p>A. # of children who moved into area with current IFSP/IEP _____</p> <p>B. # of current IFSP/IEPs of such children which were implemented promptly _____ (Child Record # 67)</p> <p>C. Does program have a policy and procedure which describes the process for implementing IFSP/IEP for a child moving into service area? Self Verification Part 1</p> <p>Scoring: $B / A = \text{percentage required for scoring}$. C provides information about program policy as needed if $A = 0$</p>		5

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
	Comments about the effectiveness of policy and practice related to implementing services for children with existing IFSP/IEPs:		
SD-10	<p>Does the IFSP/IEP include procedures for measuring progress and the schedule for reporting progress to parents?</p> <p>A. # of records that provide evidence that progress is being monitored regularly _____(Y or DNA on Child Record # 68-73). 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 Child Record # 70, 71 and 72. 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> <p>Comments about the effectiveness of progress monitoring and interpretation practices:</p>		20
	Total Points Earned in Quality Service Delivery Category		I/T 150 PS 135

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
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 a letter of invitation sent to the family and the Preschool EI program in time to be received 30 days prior to the transition conference?		I/T Only 20
	<p>A. # of records reviewed in which transition letter should have been sent to the family and preschool EI program _____(Child Record # 74)</p> <p>B. # of records reviewed in which the letter was used for notification 30 days or more prior to transition conferences _____(Child Record #74)</p> <p>Scoring: C / B = percentage of transition records in which invitation was sent in a timely manner.</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:		
T-3	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?		20
	<p>A.</p> <p>B. # of records reviewed for children who have transitioned from Infant/Toddler to Preschool EI services _____</p>		

Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
	<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 Child Record # 75). Scoring: (B-C) / B = percentage of children with transition meeting within appropriate timelines and with appropriate members attending.</p> <p>Comments on the effectiveness of practices related to timely transition meetings:</p>		
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? OR Is transition planning evident for a child moving from the Early Intervention Program due to changes in the life of the family or child such as attainment of goals, new family situations, etc.?</p> <p>A. # of records reviewed of children over the age of two that contain evidence of steps to support transition to Preschool EI _____(Child Record #76) B. # of records reviewed of children with transition planning for other community services _____(Child Record #77)</p> <p>Scoring: B / A = percentage that contained evidence of transition supports. 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>		20
T-5	<p>Are processes in place that meets the requirements of the Announcement to ensure a smooth transition to Kindergarten or First Grade?</p>		PS Only

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Item No.	Indicator Data Results Description of Effectiveness	Points Earned	Points Possible
	<p>Scoring: Child Record # 79-81, divide number of records marked Y by number of records reviewed for a percentage apply percentage to the scale.</p> <p>Refer to Self Verification Part 1 for policy and procedures in relation to Transition to School-age.</p> <p>Comments on the effectiveness of strategies for ensuring that all requirements of the Announcement are implemented :</p>		20
	Total Points Earned in Transition Category		I/T 70 PS 70

Program Reviewed:

Dates of Review:

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Scoring Summary

Category	Points Earned (PE)	Points Possible (PP)		Percentage Score	Classification
		Infant/Toddler	Preschool		
General Supervision		135	125		
Fiscal Supervision		60	60		
Public Awareness and Child Find		30	30		
Quality Framework		65	55		
Quality Service Delivery		150	135		
Transition		70	70		
Overall Program Score		510	475		

Classification Explanation:

- 100%=Fully Meets Requirements
- 85-99%=Substantially Meets Requirements
- 70-84%=Minimally Meets Requirements
- 0-69%=Does Not Meet Requirements