**Outcome:**
58% of children exiting First Steps will substantially increase their rate of growth in Knowledge and Skills

**So that:**
Children who entered the program below expectations in Outcome A will substantially increase their skills by the time of exit.

**Explanation of Data:**
Quarterly Data (37.7 %):

The data for SS1, Outcome A, Knowledge and Skills is an 11% drop from the past year. Social Emotional data had a 3% increase from last year and Appropriate Behavior had a 5.2% increase.

The data for SS2, Outcome A Knowledge and Skills was a 3% increase from the past year, Social Emotional data had a 2% increase from last year and Appropriate Behavior had a 5% increase.

During the past 6-12 months we were one of two Clusters utilizing a Pilot APR Child Outcome Checklist. We introduced this Pilot APR Checklist at each Agency Provider meeting July through September 2013. This training included a video from Colorado on why we collect this data, how it is reported and what impact it has on valuing Early Intervention; when to take the Checklist on a home visit, and when the Checklist is due to the Service Coordinator.

This Checklist was designed to be easier for the providers to measure progress; using a check mark for **Not Seen, Emerging, or Mastered** instead of the 0, 1, 2 AEPS scoring system.

At the March 4th Assessment Team meeting it was brought to our attention that the Pilot APR Checklist had a duplicate in the social emotional area. The Assessment Team will take this into account as they score this section.

The data might indicate that the providers are not scoring the APR Checklist consistently in the area of Cognition. The data might indicate the longer version of the APR Exit Interview with examples might have

**Strategies (Who is responsible/timeline/evaluation):**

If the providers who complete the checklist and the Assessment team converting the skills to AEPS scores and the data entry person entering the scores on the Monkey Survey are all the same, and IIDC is utilizing the same calculations as in the past how did we gain in all areas and drop 11.2% in one area SS1. A Knowledge and Skills.

The Data Committee will:
- Meet next quarter to review and compare any additional data from IIDC which may lead to additional strategies to address this outcome.
- Share their findings with the LPCC at the May meeting

**Evaluation:** If the data indicates a significant positive improvement then we will continue to monitor progress. If the data continues downward we will seek a meeting with IIDC to seek help in identifying possible underlying causes.

If we believe the providers might need more training in how to complete the APR Child Outcome Skills Checklist then we should approach the Assessment Team and seek their support for additional training. The SPOE Director will:
- Schedule a day next quarter to meet with the Assessment team and discuss possible training options and opportunities for providers.

**Evaluation:** If the feedback from the meeting is positive we will develop a video training to post on You Tube.

From a data point of view we will look for an increase in the number of children exiting exhibiting a substantial improvement in their Knowledge and Skills.
been easier for the providers to understand and score. The data could also indicate the duplicate skill in social emotional may impact the score. In which case Michael Conn-Powers offered us the opportunity to resubmit the EI records we have concerns with.

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<th>Resources needed:</th>
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<td>☐ State Clarification</td>
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List Barriers to accomplishing strategies and how to address them:
Assessment team does not have time to review the records of children who exited during the quarter this data impacted the score. There is no money to pay the Assessment Team to review each record and rescore.
One Agency did not participate in the July –September 2013 training due to conflicts in scheduling date and time.
Contracted employees are not required to attend LPCC Provider trainings, by using video training each Agency could incorporate the video in their enrollment process at the being of a contract.

Evaluation: If the SPOEs agree this would be beneficial and would provide consistent collection of data for Exit Scores then we will ask that it be put on the agenda for discussion with the state.

If we also believe the data submitted was calculated wrong due to the duplicate skill then we should seek to have those records corrected and resubmitted.
Each SPOE is utilizing a similar but non uniform APR Child Outcome Checklist; if we were consistent throughout the state the data may be more relevant.

**Stakeholder Collaboration:**
Met with Assessment Team on March 4 and reviewed the APR Checklist and talked about the impact this might have had on the scoring for EXIT. All have agreed to carefully watch when scoring.
Sent an email to Ann Ruhmkorff on duplicate line item on the Pilot APR Child Outcome Exit Checklist, she responded she would look into it.
Met with Data Committee on March 18th to review the QIP process and develop the plan.