<table>
<thead>
<tr>
<th>Outcome:</th>
<th>So that:</th>
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<tbody>
<tr>
<td>At least 58% of children exiting First Steps will substantially increase their rate of growth in Knowledge and Skills</td>
<td>Children will have the foundation to be successful in a variety of settings; home, school and community.</td>
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**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.

- Meet next quarter to review and compare new quarter 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. The focus of the training will be the Knowledge and Skills component parts as related to scoring of the communication and cognitive areas on the APR checklist.

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

From a data point of view we will look for an increase in the number of children exiting exhibiting a substantial improvement in
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.

If we believe there could be inconsistencies in the use of several different tools being utilized to gather data for Child Outcomes then we should approach the state for one tool to be administered for collecting Exit Scores. And then approach UTS to facilitate a provider training on scoring the tool. The SPOE Director will:

- Talk with other SPOEs during the next quarter to see if this is something they would support
- Talk with Cluster I to see if they noted any significant changes in their data since they have been using the Pilot APR Child Outcome Checklist

**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.

- All agency directors were made aware of the duplicate line item and asked to share with their providers
- Assessment Team members will check the APR checklist and cross out the duplicate before scoring.

**Evaluation:** If the data shows a drastic improvement due to eliminating the duplicate line item than we will ask IIDC to run a report with all records closed during the past quarter. We would need additional information from IIDC of the parameters that could help eliminate reviewing all closed records and focus more on those records where the knowledge and skills score did not show a substantial increase. The number of records to be rescored would determine how we could go about asking Assessment team to rescore.
**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.

**Resources needed:**

- State Clarification
- IIDC
- Training
- Mentoring
- Other: State

**Explain:**

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.

In our first strategy our Data Committee could not wrap our head around how we could have experienced a drastic decline unless one of the parties programming the data were different, we could not identify that as one of the possibilities, but felt it needed to be identified as a possibility. The data we would need from IIDC is just the next quarter data to compare.
New data from IIDC is more relevant to our fourth strategy.

**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.