

[Amended information is provided in blue font.]

Overview of the State Performance Plan Development:

In addition to the procedures described for the first indicator, stakeholder involvement for this indicator occurred through the work being done to develop child and family outcomes and measures (through a General Supervision Enhancement Grant) and included representatives from the following: families; the Virginia Community Service Board Data Management Committee; the Early Intervention/Mental Retardation Advisory Board; The Council Coordinators Association; the Department of Mental Health, Mental Retardation, and Substance Abuse Services Data Policy Task Force; Department of Social Services; Department of Medical Assistance Services; Providers; Special Education; Virginia Department of Health; the Partnership for People with Disabilities; and the Virginia Interagency Coordinating Council. [The Virginia Interagency Coordinating Council \(VICC\) was the primary stakeholder group that provided input to the State Lead Agency on the targets for FFY 2009 and FFY 2010. Following the December 9, 2009 VICC meeting at which the state targets were discussed, a draft of the SPP section for this indicator, with the proposed targets, was widely disseminated to stakeholders who had an opportunity to provide written comments.](#)

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:

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 = [(# of infants and toddlers who did not improve functioning) divided by (# 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 = [(# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# 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 = [(# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# 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 = [(# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers) divided by (# 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 = [(# of infants and toddlers who maintained functioning at a level comparable to same-aged peers) divided by (# 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 = # of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in category (d) divided by [# of infants and toddlers reported in progress category (a) plus # of infants and toddlers reported in progress category (b) plus # 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:

The Virginia Part C Annual Performance Report submitted to OSEP in March 2004 acknowledged the lack of a mechanism to measure statewide the extent to which children demonstrate improved and sustained functional skills. In October, 2004 Virginia was awarded a General Supervision Enhancement Grant (GSEG) to develop Part C State outcome indicators and methods to collect and analyze Part C outcome indicator data. A management group, called the Core Team, was formed to oversee the project and make recommendations to the State Lead Agency. The Core Team, with stakeholder input from a Design Review Team, local system managers and focus groups, has established the following plans for the infrastructure associated with Virginia's child outcome measurement system:

Policies and procedures to guide outcome assessment and measurement practices:

The State Lead Agency has adopted the following Outcomes, Indicators and Measures:

- Part C Child Outcomes
 - Children have positive social relationships
 - Children have knowledge and skills
 - Children take appropriate action to meet their needs
- Part C Child Indicators
 - Percent of infants and toddlers with IFSPs who demonstrate improved social-emotional skills (including social relationships)
 - Percent of infants and toddlers with IFSPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication)
 - Percent of infants and toddlers with IFSPs who demonstrate improved use of appropriate behaviors to meet their needs
- Part C Measures
 - 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.
 - Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning

comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

- Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it divided by (# of infants and toddlers with IFSPs assessed))] times 100.
- Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = [(# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed))] times 100.
- Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = [(# of infants and toddlers who maintained functioning at a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed))] times 100.

Virginia's Part C Policies and Procedures will be revised to incorporate the outcome measurement system requirements. An assessment in all areas is required during each child's initial Part C evaluation and assessment process using an assessment instrument or multiple assessment instruments that assess in all five developmental domains. Assessments must incorporate parent input and team member observations and informed clinical opinion, in addition to information from the assessment instrument(s). Information from ongoing assessment is used to rate each child's performance on the three functional indicators in comparison to same-aged peers at the annual IFSP (and each subsequent annual IFSP) or at exit if the child has been in the Part C system for at least six months but will be leaving prior to the annual IFSP or exits more than 6 months after the most recent annual IFSP. At the initial and subsequent assessments, a performance measurement scale is used to determine the child's functional status, based on the assessment information, compared to same-aged peers.

Revisions to process (2/1/08): The outcome measurement system is now called the Virginia System for Determination of Child Progress. Assessments for determination of child status/progress are required at entry and exit, while interim assessments are encouraged but optional. The final determination of a child's developmental status would be by consensus of the IFSP team, using the results of the assessment instruments and the judgment of the IFSP team members, including the family. An adapted version of the Child Outcome Summary Form developed by the Early Childhood Outcome Center (ECO) is used to document the child's status and progress related to each of the indicators. In Virginia, this form is called the Child Indicator Summary Form. Virginia has elected to refer to the global child outcomes identified by OSEP as "indicators" in order to distinguish them from the individualized child outcomes identified on each child's IFSP.

Virginia does not require the use of a specific assessment instrument(s) in determination of child status/progress. Local systems must record the instrument(s) used for determination of child status/progress on the IFSP or on the Child Indicator Summary Form, which are maintained in the child's record. Anecdotal data indicates that the HELP and ELAP are the most commonly used assessment instruments for determination of child status/progress in Virginia. Other instruments used include, but are not limited to, the Carolina, Battelle, and Brigance. Collection of data on instruments will be considered as enhancements to the statewide Part C data system are planned and implemented.

The Department of Mental Health, Mental Retardation and Substance Abuse Services and the Virginia Department of Education have collaborated to ensure that Part C's exit ratings may serve as Part B entry ratings and Part B entry ratings may be used for Part C's exit ratings. Local systems are strongly encouraged to collaborate with their local Part B representatives to establish mechanisms to accomplish this sharing of data and non-duplication of assessment.

Provision of training and technical assistance supports to administrators and service providers in outcome data collection, reporting and use:

Training and technical assistance was provided by national experts to administrators and service providers who participated in the pilot phase of Virginia's outcome measurement system to address quality assessment and outcome data collection, reporting and data use. In addition, the training

addressed the skills necessary for IFSP teams to implement the Child Outcomes Summary Form in determining a child's developmental status based on assessment results and the judgment of IFSP team members, including the family.

Statewide training for full implementation of the outcome measurement system occurred regionally in January and February, 2007. All providers were required to participate in training on the outcome measurement system. Local system managers had the responsibility to assure that any local service providers who were unable to attend the regional trainings in January and February were trained through another mechanism. Certificates were issued to those who complete the training. The training was conducted by State Part C Staff and peer trainers (providers who participated in the pilot phase). Based on what was learned during the pilot phase, the training incorporated a strong focus on practice and role play with the skills needed to assure valid and reliable implementation of the outcome measurement system. There was also emphasis on supporting the family's participation in the process of determining the child's functional status.

Update (2/1/08): In FFY 2006 and FFY 2007, a number of resource documents were developed to support local systems in accurate and consistent progress determination (see below for further information). These documents are available on the Infant & Toddler Connection of Virginia website, www.infantva.org, in the section for Virginia System for Determination of Child Progress.

Quality assurance and monitoring procedures to ensure the accuracy and completeness of the outcome data:

Child status and progress data will be available in the child's record for validation of the levels of development and verification of the process. The Child Indicator Summary Form must be available for data verification and monitoring reviews.

Data will be entered into the Part C data system at the time of the initial IFSP and at each interim assessment (optional) and/or at exit. The Part C data system, ITOTS, has been revised to incorporate new elements associated with the outcome measurement system. The data system includes built-in edits to prevent knowable errors (e.g., data, scores, missing data) and to disallow impossible combinations of progress data. ITOTS also includes prompts to remind data entry personnel to include all required information.

Update (2/1/08): A number of activities were completed in FFY 2006 to support local systems in consistent and accurate determination of child progress, including the following:

- Technical assistance was provided to pilot sites as they collected exit data for children who entered during the initial pilot period in FFY 2005.
- Data elements for collecting and reporting child progress data were developed and implemented through ITOTS.
- Regional training was provided across the Commonwealth on full implementation of the Virginia System for Determination of Child Progress. Statewide implementation of the Virginia System for Determination of Child Progress began March 1, 2007
- A number of written technical assistance documents were disseminated to local systems to support statewide implementation of the Virginia System for Determination of Child Progress, including: written instructions, Frequently Asked Questions, Questions to Guide Discussion of Functional Indicators, Explanation of Indicator Ratings, and Decision Tree with Prompts for Summary Rating Discussions.
- A keynote presentation and two break-out sessions on measuring child progress were presented by a national expert at the 2007 Virginia Early Intervention Conference.
- Ongoing technical assistance was provided through regional meetings of local system managers and with individual local systems, as needed, to support statewide implementation of the Virginia System for Determination of Child Progress.
- Early drafts of modules for online training related to the Virginia System for Determination of Child Progress were developed.
- Development began on a guidance document on typical development. The document is arranged by the child's age (by month from 1 month – 18 months, then at 3-month

intervals from 18 – 36 months) and includes information about the general impression of a child at that age and expected functional skills at that age in each of the 3 areas identified by OSEP.

- A Quality Assurance System for the Virginia System for Determination of Child Progress was developed:
 - Phase One: Consistent training and resources to all providers
 - Provision of consistent training for providers across the Commonwealth – The same trainers presented at every regional training for full implementation of the System for Determination of Child Progress; the same training materials were used at all sessions; any new material developed was disseminated statewide; and the Power Point, training materials, and forms presented during the trainings were posted on the Infant & Toddler Connection of Virginia website. (Completed)
 - Development and dissemination of supplementary training, technical assistance and resources materials (Ongoing)
 - Development of ITOTS data entry requirements, including logic to force entry of required elements, logic to prevent entry of impossible data, and reports to use for review of data, including data verification. (Completed, with refinements in process)
 - Online training modules to assure consistent training of new providers, providers new to Virginia's System for Determination of Child Progress and as a refresher for any providers. (In process)
 - Phase Two: Evaluation and monitoring to assure correct implementation, including accurate, reliable assessments
 - Record reviews to follow up on questionable data submitted by pilot sites (Completed)
 - Development of a system for routine monitoring on the local level via record reviews and team meetings/participatory trainings (Targeted for 2008)
 - Incorporation of record reviews for accuracy of indicator scoring into Virginia's monitoring and supervision system (Targeted for 2008)

Update (2/1/09): In order to support accurate and consistent determination of child progress on an ongoing basis, the following activities were completed in FFY 2007:

- Ongoing technical assistance was provided through regional meetings of local system managers and with individual local systems, as needed, to support statewide implementation of the Virginia System for Determination of Child Progress
- A series of 5 online training modules were developed to assure consistent training of new providers, providers new to Virginia's System for Determination of Child Progress and as a refresher for any providers. These modules are available on the Infant & Toddler Connection of Virginia website, www.infantva.org, and include power point presentations, video segments, case studies, resource documents and links.
- A new resource manual, *Determining the Status of Infant/Toddler Development in Relation to the Three Office of Special Education Program's (OSEP) Outcomes*, was developed to assist providers. This manual includes the implementation instructions for determination of child progress; information about the role of the family; functional indicators; age-expected and immediate foundational skills; and indicator ratings. The Evaluation/Assessment Tools section of the manual includes guiding questions, decision trees and sample scripts. General information about typical development, as well as examples of typical development organized by indicators for each age or age range, is included also.

Update (2/1/10): The state Part C technical assistance consultants continued to provide technical assistance through regional meetings of local system managers and with individual local systems, as needed. The focus of technical assistance was on using ITOTS data to examine data accuracy and data quality at the local level and on developing and implementing strategies to improve data accuracy and quality when needed.

Data system elements for outcome data input and maintenance, and outcome data analysis functions:
The new data system elements require reporting of the developmental scale score for use in determination and reporting of progress. The supporting data, including assessment tools, results,

summary of assessment form, and other supporting data will be available in each child's record. The scale scores at entry and exit will be converted to a progress statement electronically.

It is important for this data to not only provide information on early intervention impact but also guide service delivery, local improvement, and state systems improvement. Therefore, data analysis must occur at all levels. After electronic conversion of raw score data to progress data, the data will be aggregated and available for use. The IFSP team will be able to chart the child's progress on an individual basis. The local providers will be able to determine program impact and the State will be able to meet the federal reporting requirements and use the data for General Supervision and program improvement. Aggregated impact information will be available to the state legislature and the administration.

Update (2/1/08): In FFY 2006 all data system elements related to Virginia's System for Determination of Child Progress were fully implemented in ITOTS, and reports were developed to allow ongoing monitoring of data at both the State and local levels.

Baseline Data for FFY 2008 (2008-2009):

The tables below show the progress and summary statement data for all children who exited between July 1, 2008 and June 30, 2009, who had both entry and exit data and had participated in Virginia's Part C early intervention system for at least 6 months. Virginia used the Child Outcomes Summary Form to set the criteria for "same-aged peers." Children scoring on the scale at 6 or 7 were considered "comparable to same-aged peers" and those scoring 5 or below were considered "level below same-aged peers".

Progress Data for Infants and Toddlers Exiting 2008-2009

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of infant and toddlers who did not improve functioning	24	1.0%
b. Percent of infant and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	312	12.6%
c. Percent of infant and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	396	16.0%
d. Percent of infant and toddlers who improved functioning to reach a level comparable to same-aged peers	660	26.7%
e. Percent of infant and toddlers who maintained functioning at a level comparable to same-aged peers	1077	43.6%
Total	N= 2469	100%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of infant and toddlers who did not improve functioning	21	0.9%
b. Percent of infant and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	326	13.2%
c. Percent of infant and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	603	24.4%
d. Percent of infant and toddlers who improved functioning to reach a level comparable to same-aged peers	913	37.0%
e. Percent of infant and toddlers who maintained functioning at a level comparable to same-aged peers	606	24.5%
Total	N= 2469	100%

C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of infant and toddlers who did not improve functioning	20	0.8%
b. Percent of infant and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	324	13.1%
c. Percent of infant and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	625	25.3%
d. Percent of infant and toddlers who improved functioning to reach a level comparable to same-aged peers	1072	43.4%
e. Percent of infant and toddlers who maintained functioning at a level comparable to same-aged peers	428	17.3%
Total	N= 2469	100%

Baseline Data for Infants and Toddlers Exiting 2008-2009

Summary Statements	% of children
Outcome A: Positive social-emotional skills (including social relationships)	
1. Of those children who entered or exited 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	75.9%
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	70.4%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	
1. Of those children who entered or exited 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	81.4%
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	61.5%
Outcome C: Use of appropriate behaviors to meet their needs	
1. Of those children who entered or exited 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	83.1%
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	60.8%

Discussion of Baseline Data:

The baseline data includes all children who exited the Part C system between July 1, 2008 and June 30, 2009, who had both entry and exit data and had participated in Virginia's Part C early intervention system for at least 6 months. Since Virginia's System for Determination of Child Progress was implemented statewide on March 1, 2007, the progress data reported above represents children who were in the system for no more than 27 months (though there may be a few children who exited in FFY 2008 who entered during the pilot phase of implementation and were in the system a few months longer). Each child included in the baseline data received an assessment at both entry and exit from the Part C system using an assessment instrument or multiple assessment instruments that assess in all five developmental domains. Virginia does not require the use of a specific assessment instrument(s) in determination of child status/progress. Local systems must record the instrument(s) used for determination of child status/progress on the IFSP or on the Child Indicator Summary Form, which are maintained in the child's record. Data indicates that the HELP and ELAP are by far the most commonly used assessment instruments for determination of child status/progress in Virginia. Other instruments used include, but are not limited to, the Carolina, Battelle, and Brigance. Assessments must incorporate parent input and team member observations and informed clinical opinion, in addition to information from the assessment instrument(s). The final determination of a child's developmental status is by consensus of the IFSP team, including the family. At entry and exit, an adapted version of the Child Outcome Summary Form developed by the Early Childhood Outcomes Center (ECO) is used to document the child's status and progress related to each of the indicators. In Virginia, this form is called the Child Indicator Summary Form.

Virginia has invested significant resources in training, technical assistance and written documents to support valid and reliable determination of child status and progress. In addition, State Lead Agency staff members are using record reviews to follow-up with local systems on any questionable data entered and supporting local system managers in learning to identify and follow-up on questionable data independently and on an ongoing basis. Prior to using the baseline data to establish state targets for FFY 2009 and FFY 2010, State Lead Agency staff and a subcommittee of the Virginia Interagency Coordinating Council (VICC) analyzed the baseline data across all 39 local systems to determine whether there appeared to be any data quality issues significantly impacting the state's baseline data. A national consultant from the ECO Center assisted the State Lead Agency in developing and implementing a process for this examination of data quality. Using bar graphs with data from all 39 local systems, various aspects of each of the three indicators were examined. While there were some

outliers among the local systems, outliers at the high end consistently balanced those at the low end across all three child indicators. There appeared to be no instances in which the outliers inflated or deflated the baseline data. In some cases, it was possible that the local system was an outlier because they serve a population that is different from that of other local systems. In other situations, the presence of outliers suggested the need for follow-up to determine whether the difference in results was due to data quality or service delivery issues. Because there were outliers when the data for the progress and summary statements were analyzed across local systems, improvement activities will focus first on a closer examination of data quality. Part C staff tracked the local systems that appeared most frequently as outliers across various aspects of the three child indicators, and this data will be used to target some of the improvement activities.

Measurable and Rigorous Targets:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	N/A
2006 (2006-2007)	N/A
2007 (2007-2008)	N/A
2008 (2008-2009)	N/A

Targets for FFY 2009 (2009-2010) and FFY 2010 (2010-2011)

Summary Statements	Targets for FFY 2009	Targets for FFY 2010
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered or exited 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	75.9%	76.4%
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	70.4%	70.9%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1. Of those children who entered or exited 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	81.4%	81.9%
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	61.5%	62.0%
Outcome C: Use of appropriate behaviors to meet their needs		
1. Of those children who entered or exited 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	83.1%	83.6%
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	60.8%	61.3%

In analyzing the baseline data for the purpose of setting targets, the VICC and the State Lead Agency considered the following factors:

- When looking at the baseline data across all 39 local systems in Virginia, the local systems were evenly distributed, with outliers at the high end and low end balancing each out. There appeared to be no skew in the baseline data that would require compensation when setting the state targets.
- The baseline data reflects children in the Part C system for 27 months or less. It is possible that children with more significant delays and/or disabilities, who may be more likely to enter at a very early age and remain in the system for close to three years, are still in the Part C system and not yet represented in the baseline data.
- Because there were outliers among local systems with respect to each of the three child indicators, it will be necessary to focus improvement activities first around data quality issues to ensure the progress data and summary statement data truly represent only differences in service quality. By the time those improvement activities are implemented and the focus shifts to improvements in service delivery, it is expected to be at least FFY 2010 before small impacts are realized.
- There is no trend data available on which to base targets. Progress data from previous years represents smaller groups of children and children who were in the Part C system for shorter periods of time and, therefore, is not comparable to the baseline data.

These factors all speak strongly to the need for a conservative approach to target setting. The VICC and State Lead Agency will revisit the FFY 2010 target at the end of FFY 2009 to determine whether the data from FFY 2009 suggests the need for revision to that target.

Improvement Activities/Timelines/Resources:

Activity	Timelines	Resources
1. Provide technical assistance, as needed, to pilot sites as they begin collecting exit data for children who entered during the initial pilot period	December 2006 <i>(Completed)</i>	<u>Personnel:</u> State Part C and IT staff, GSEG staff
2. Conduct statewide training on full implementation of the child outcome measurement system	January – February 2007 <i>(Completed)</i>	<u>Personnel:</u> State Part C staff, GSEG staff, peer trainers <u>Funding:</u> Through General Supervision Enhancement Grant
3. Finalize data system elements for collection and reporting of child outcome data	March 2007 <i>(Completed)</i>	<u>Personnel:</u> State Part C and IT staff, GSEG staff
4. Provide ongoing technical assistance as statewide implementation of the outcome measurement system begins to ensure consistent and accurate determination of child status and progress and to support local use and interpretation of progress data for local improvement planning	Ongoing	<u>Personnel:</u> State Part C Staff
5. Finalize and disseminate guidance document to local systems and providers on typical development to ensure consistent and accurate determination of	March 2008 <i>(Completed)</i>	<u>Personnel:</u> State Part C Staff, GSEG staff, local system manager <u>Funding:</u> Through General

Activity	Timelines	Resources
child status and progress		Supervision Enhancement Grant
6. Finalize and implement online training modules to assure consistent training of new providers, providers new to determination of child progress, and existing providers wanting a refresher	March 2008 <i>(Completed)</i>	<u>Personnel:</u> State Part C Staff, staff at the Virginia Commonwealth Partnership for People with Disabilities, local system <u>Funding:</u> Through General Supervision Enhancement Grant
7. Purchase assessment materials to support accurate, reliable assessment of child status and progress	March 2008 <i>(Not completed because funds ran out)</i>	<u>Personnel:</u> State Part C staff <u>Funding:</u> Through General Supervision Enhancement Grant
8. Incorporate routine State and local monitoring for accuracy of indicator scoring into Virginia's monitoring and supervision system	October 2009 <i>(This process has begun in an informal way but has not yet become a formal part of the monitoring and supervision system).</i> Formalize by July 2010	<u>Personnel:</u> State Part C staff <u>Funding:</u> Already in the Part C budget
9. Identify and address additional technical assistance needs based on monitoring for accuracy and reliability of indicator scoring.	December 2009 <i>(Began in October 2009, based on analysis of baseline data, expected to continue into 2010)</i>	<u>Personnel:</u> State Part C staff <u>Funding:</u> Already in the Part C budget
10. Consider using local baseline data on the child indicators to prioritize local systems for Quality Management Review.	February 2010	<u>Personnel:</u> State Part C staff, Department of Medical Assistance Services staff
11. Share data on child outcomes with the VICC on a quarterly basis to facilitate ongoing identification of necessary improvement strategies	Beginning March 2010	<u>Personnel:</u> State Part C staff <u>Other:</u> VICC
12. Follow-up with local systems that were consistent outliers on the baseline data plus a sample of local systems that were in the middle of the distribution across the indicators to identify any issues with data quality.	April 2010	<u>Personnel:</u> State Part C staff <u>Funding:</u> Already in Part C budget
13. Based on the information gathered through activity 12, develop and implement strategies to use with specific local systems and/or statewide, as needed to improve data quality	September 2010	<u>Personnel:</u> State Part C staff <u>Funding:</u> Already in Part C budget

Activity	Timelines	Resources
<p>14. Based on the information gathered through activity 12, target technical assistance to local systems where baseline data indicates the need for improvement in the quality of supports and services</p>	<p>September 2010</p>	<p><u>Personnel:</u> State Part C staff <u>Funding:</u> Already in Part C budget</p>
<p>15. Determine the need for and make ITOTS improvements to ensure accurate and consistent data, develop additional reports related to determination of child progress to support State and local use of data for ongoing monitoring and system improvement planning, and add summary statement calculator within ITOTS.</p>	<p>2009</p> <p>2010 for additional reports</p> <p><i>(Revised – 2011 for additional reports and addition of summary statement calculator)</i></p>	<p><u>Personnel:</u> State Part C staff, ITOTS stakeholder group <u>Funding:</u> ARRA funds</p>