THE STATE of ALASKA
GOVERNOR BILL WALKER

Department of Health and Social Services
GOVERNOR'S COUNCIL ON DISABILITIES & SPECIAL EDUCATION
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January 29, 2015

Laurie Thomas
Program Manager, Part C Coordinator
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Anchorage, AK 99501

Council Recommendations on ILP Annual Performance Report Indicators

Dear Laurie,

The Governor's Council on Disabilities and Special Education (the Council) is the State Interagency Coordinating Council (ICC) for Alaska as required under Part C of the Individuals with Disabilities Education Act (IDEA). The Council is composed of the members required under 34 CFR §303.60 and the Early Intervention Committee (EIC) is responsible for the ICC required duties and authorized activities. The Council works on issues and activities of concern to create systems change that improves the lives of infants and toddlers with disabilities. We appreciate that the state Early Intervention/Infant Learning Program (EI/ILP) is an active member of the EIC and contributes a report to the committee at each meeting. The EI/ILP director is also an active member of the full Council and keeps the issues of our youngest beneficiaries actively represented as we do our work.

The Council would like to recognize the EI/ILP staff on their continuing efforts to work with the Council to improve the early intervention system as well as the many ILP program staff, managers, and families who make up our stakeholder group. We especially appreciate you, Laurie, as our new state EI/ILP director. Your first year has shown your warmth, vision, and leadership to be a wonderful addition to the state office. We appreciate how you have kept the close relationship between the Council and the EI/ILP, and have worked to actively coordinate and involve each other in our shared goals and activities. We also want to applaud your great staff, especially Lisa Balivet, the data manager, in working hard to complete the Annual Performance Report. In the past, the ICC reviewed these indicators throughout the year which was time-consuming and limited our other advocacy work. For the past few years, Lisa has developed an overview of this annual report for the Council and presented it to us. We are then able to garner input and feedback in a very clear and focused way. We greatly appreciate this additional effort.

Indicator 1: Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.

Once again, we are extremely impressed that 98.98% of children are receiving early intervention services within a timely manner. Through staff training and effective use of data, the four previous findings of non-compliance were corrected. We also commend the efforts of the program on increasing telepractice for ILP services. Expansion of telepractice is one of the Council's top priorities and as the ICC, we are looking closely at the barriers to effective telepractice for early intervention programs. We are researching not only the infrastructure, programs, and training in our state, but also reaching out to Infant Learning Programs in other states. We are very pleased to see our ILP actively participate in and encourage this work. The Council is working collaboratively with statewide stakeholders, partners, and state agencies to put systems in place that will greatly aid telepractice, including addressing Medicaid billing for services. This will be of great use for the EI/ILP and we look forward to continuing to work together to advocate for the regulatory and policy changes to most effectively use telepractice for early intervention in Alaska. We also appreciate that the state ILP recognizes that it is important to continue the Alaska System for Early Education Development (SEED) professional development and the effective use of data to continue to provide services to families in a timely manner.

Indicator 2: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.

We applaud the state ILP for exceeding the goal of 95.5%, with 2013 data showing 99.89% of children receiving services in a home or community setting. This is particularly noteworthy given the challenges of travel and the scarcity of highly-qualified professionals in Alaska. The Council recommends continuing outreach to families as sociological concerns coupled with the barriers of distance and weather will continue to be ongoing problems in providing services to families.

Indicator 3: Percent of infants and toddlers with IFSPs who demonstrate improved: positive social emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.

The Council congratulates your office for their work in this qualitative indicator that measures three areas for improvement for infants and toddlers in Part C; social-emotional, knowledge and skills, and behavior. This is an indicator that the Council is particularly interested in. Indicators that show compliance with Federal law are important, but we are keenly aware that the important issue is how well the program is working. This is a difficult area to assess because of the high eligibility criteria for Part C in Alaska. Infants and toddlers who are Part C eligible in Alaska must have a delay of 50%. This is significant. We are pleased, but not surprised, considering the high quality of our Infant Learning Programs, to see that no children exited without showing some progress. We applaud that almost half of the toddlers exiting the program are functioning at a level comparable to same-age peers.

We are also very pleased that EI/ILP has chosen to focus on social-emotional functioning, which includes attachment and relationships as the focus of the Systemic State Improvement Plan (SSIP), our new Indicator 11. The Council has been an active part of this planning and is part of the larger stakeholder group as well as the State Leadership Team. In particular, we were very pleased to bring parent representation to the table. Research has shown us over and over that early foundations of good relationships and social interaction gives an individual the lifelong skills they need to be healthy and resilient. We realize this is a large effort, but it has enormous and powerful lifelong effects for Alaskans. The Council looks forward to continuing our partnership and input in the planning and implementation of the new social-emotional indicator.

Indicator 4: Percent of families participating in Part C who report that early intervention services have helped the family: know their rights, effectively communicate their children's needs and help their children develop and learn.

The Council made this a priority this year. While showing improvement recently, this is an area where we have consistently fallen short of the targets. We want to thank the EI/ILP for actively participating and for their positive response to our efforts to improve the family involvement of families participating in Part C. To start this work, the ICC reviewed the Parent Outcomes Survey, as we do every year. From this information gathered from parents exiting the program, we were able to see that the many anecdotal stories from parents of young children were reflected in the data – many parents do not understand their rights or know what to do if they have a complaint regarding their child's services. We found that parents felt empowered to talk about their child's disability, but did not feel that they understood the system. Taking this information and stakeholder input from the EIC, the Council's research analyst developed and conducted a survey of the 17 ILP coordinators' views and experiences with procedural safeguards and parental rights. The ILP office was very helpful with this work. We reviewed this research with the ICC and are making formal recommendations to the ILP. We look forward to continuing to work together to improve this indicator.

Indicator 5: Percent of infants and toddlers birth to 1 with IFSPs compared to national data.

We commend the State ILP for being one of the highest in the nation in its ability to identify and begin providing services to infants and toddlers birth to one year of age, surpassing the 2013 target by 0.16%. Child Find is a challenge and requires continuous education of doctors, nurses, community health practitioners, preschools, Head Start providers and parents. We are certain that once there are consistent training, tools, and best-practice implementations of social-emotional development as predicted in goals of the SSIP, that this area will continue to grow.

Indicator 6: Percent of infants and toddlers birth to 3 with IFSPs compared to national data.

The Council wishes to recognize the hard work on this indicator. We also recommend a concentrated effort on Child Find materials with stakeholder input. Each year your office seems to be closing the gap to the target rate, achieving the expected 0.02% increase in FY13.

Indicator 7: Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part Cs 45-day timeline.

The Council supports the EI/ILP on the growth in this area even with the unique challenges in providing ILP services in the remote rural regions of Alaska. The Council would like to commend the state ILP for working to create ways for Alaskans to become qualified early childhood providers using distance education and short onsite internships to improve the stability of the rural early childhood workforce.

Indicator 8: Percent of all children exiting Part C who received timely transition planning for whom the Lead Agency has: (a) developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than 9 months, prior to the toddler's third birthday; (b) notified the SEA and LEA where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services; and (c) conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than 9 months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

The EIC acknowledges tremendous change over the past several years on this indicator. The automated referral system is working. In particular, we believe that it is not just the automated referral system but the annual joint meeting of the Part C ILP providers and the Special Education Directors of Part B that has really improved this indicator. At the first of these meetings, of which there was ICC representation, many of these counterparts had not met in-person, nor were there current Memorandums of Agreement. These MOAs between districts and the state ILP office allow for many to participate in face-to-face meetings for the first time. The Council continues to recommend that the data collection systems for this indicator should be coordinated between EED's 619 Coordinator and the State ILP office. The Council recommends that continued monitoring also include a check to see if districts and local ILP agencies have current MOAs. The Council will continue to work with Part C and B to remove any barriers to this successful coordination.

Indicator 9: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted), and **Indicator 10: Percent of mediations held that resulted in mediation agreements.**

The Council recognizes that for another year there have been no hearings or mediations. As mentioned in our discussion of Indicator 4, the lack of understanding of these procedures has been a concern of the EIC. While there were no hearings, the Parent Outcomes Survey indicated that many families do not know how to initiate or resolve complaints and many ILP providers need assistance with understanding how to inform parents of their rights. Families should be empowered to advocate for the best possible outcomes for their children, and we encourage EI/ILP to find ways to work with their providers on how to effectively inform families of their rights. While disputes are not encouraged, they are part of the checks and balances that keep a

system healthy and accountable. The EIC looks forward to continuing to work with EI/ILP on this.

The Council applauds the State ILP staff in working hard to complete the Annual Performance Report. The Council also wants to recognize the great collaborative work EI/ILP is doing with the SSIP and the new social-emotional indicator. Thank you for the many opportunities you provide for EIC members to be involved in changes in the early intervention system. The Council looks forward to collaborating with the state EI/ILP office to implement these recommendations as we work together to improve the lives of infants and toddlers with disabilities in Alaska. Please let us know if you have any questions about these recommendations for State Improvement Activities.

Sincerely,

Karli Lopez, EIC Chair
Governor's Council on Disabilities and Special Education

OSEP SPP/APR Online Submission Module

Part C Collection Tools

Version 1.1

Released August 22, 2014

Document Information

Title:	Part C Collection Tools
Revision:	Version 1.1
Issue Date:	8/22/2014
Filename:	Part_C_Collection_Tools_v1.1

DOCUMENT HISTORY

Version Number	Date	Summary of Change
1.0	8/21/2014	Initial Release
1.1	8/22/2014	Updates made as a result of discussion during 8/21/2014 release webinar. • Added introduction page • Added 100% targets to indicator 1 and 7 • Corrected 8A, 8B, and 8C FFY 2013 data table, column three read 'FFY 2012 Data' updated to read FFY 2013 Data • Provided additional instruction for Y/N and check box questions.

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

How to Read the Collection Tools

Fields in data tables can be prepopulated with data from other sources (EDFacts, eMAPS, etc), preloaded with data from previous SPP and APR submissions, calculated values, or blank fillable fields that will allow users to enter data. Cells throughout this document will be highlighted to indicate the type of field. White blank fields in data tables are fillable fields that allow users to enter data.

Preloaded historical data	Prepopulated data from other sources	Calculated

The system will have some built in business rules and calculations. This information is described in red italic font.

- *Explanatory text*

Narrative fields will display as outlined boxes. These fields will accept rich text in the system.

Narrative field prompt

You will find a key at the bottom of each as you see in the footer of this page.

Introduction

General Supervision System

The systems that are in place to ensure that IDEA Part C requirements are met, e.g., monitoring systems, dispute resolution systems.

Alaska Part C has the following system structure to ensure IDEA requirements are implemented

Governance

Alaska Part C governance includes participation and consensus of stakeholders and consistent responsive communication between stakeholders, state leadership team, state Part C staff and providers. Family and community partnerships are an important part of the Part C system. Activities completed in FFY 2013 to ensure IDEA requirements were throughouly examined and program components were updated as needed:

- Completion of a five-year state performance plan (SPP) with aligned state strategic plan
- Examination of current vision, mission
- Revised Alaska Part C Policies and Procedures
- Revised State Policy Guidance Documents
- Appraisal of state technical assistance

Alaska Part C structure is comprised of a Lead Agency in the Alaska Department of Health and Social Services, Part C State administrative office, sixteen local early intervention contracted agencies, Early Intervention Committee as part of the Interagency Coordinating Council, Community Partnerships (Alaska Native Medical Center, Stone Soup (parent navigation) Agency, Early Hearing Detection and Intervention, Office of Children's Services Child Protection, Alaska Infant Mental Health Association, Alaska Infant Learning Program Association, All Alaska Pediatric Partnership, University of Alaska, Thread (Child Care Resource and Referral), Early Childhood Comprehensive Systems Program, and Alaska LEND Without Walls.

Finance

Alaska Part C relies on multiple funding streams at the federal, state and local levels. Private insurance and family fees may also be accessed at the local level. Sustainable funding is a focus of the state leadership team, state staff and partners. Part C has an integrated fical accountability system: local EIS annual audits, quarterly fiscal reporting, annual budget review, technical assistance for EIS oversight ensuring sustainable and appropriate funding.

- FFY 2013 Activities completed to support and enhance Alaska's finance system included:
  - Developing a fiance strategic plan goal: Alaska's EI/ILP's have adequate, diverse and sustainable funding that is used effectively to support high quality services. Objectives:
    - All legislators have basic knowledge of ILP and the importance of early services
    - Local programs have the training, resources and capacity to bill effectively and be audit ready
    - Local programs have reimbursable codes and are able to bill for developmental therapy
    - There is a fair, reasonable and consistently implemented system of payment for parents
    - State funding for local programs is distributed fairly and equitably

Personnel/Workforce

The goal of Alaska EI/ILP is to recruit, retain and train a highly qualified and effective workforce. Two strategic plan committees were formed in FFY2013 to work toward this goal, Professional Development and Service Delivery. Of interest to these working committees:

- Professional Development
  - SEED registry for all providers initial registration, updates and renewal.
  - Highly qualified degrees for ILP providers and persons interested in becoming employed within Early

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Explanatory text

Intervention .
    - Related disciplines (EC, Medical, MH, OT, PT, SLP, Etc.) have access to in-service and/or certification training.
    - Statewide professional topics of interest are linkedwith Part C competencies .
    - A supervisor credential is developed and maintained.
    - Workforce surveys are conducted each grant cycle to inform recruitment and retention activities.
    - Employment incentives, competitive salaries and benefit packages are consistent throughouth the state.
    - Professional development resources are distributed each year to the EI/Field.
    - A recruitment toolbox &Supervisor training is distributed which includes job preview materials, recruitment tools, & resources.
- Service Delivery
    - Increased professional competency support social-emotional development of young children.
    - Infant metal health practices is incorporated into the "reflective process" activities (reflective practice, reflective supervision).
    - AK-AIMH Competencies include an array of training opportunities for ILP providers.
    - Partnerships are enhanced with other agencies, related state departments, associations and programs that serve children between the ages of 0-3.
    - Alaska ILP database "risk factors" include conditions affecting social emotional development.
    - Appropriate ILP social/emotional evaluation and services are available in every area of the state.
    - AKIMHA partnership supports training and certification of IMH providers .
    - Research implications of 25% delay as criteria for Part C eligibility Support finance committee in developing new funding streams to provide services to all infants and toddlers with 25% or greater delay.

<u>Accountability & Quality Improvement</u>

Alaska Part C utilizes an integrated monitoring system to ensure statewide IDEA implementation, expedient identification and correction of noncompliance, support of evidence-based best practice and improved outcomes for enrolled children and their families. The Alaska ILP monitoring process is structured to manage the various activities that must be completed throughout the year within specific time frames for both the state office and local programs.This monitoring system includes the following components:

- A selection of indicators is used to monitor each local ILP's level of performance including compliance. The indicators are based on the Individuals with Disabilities Education Act (IDEA) and closely align with improving results for children and families. These include the required State Performance Plan (SPP)/Annual Performance Report (APR) indicators and annual selection of other critical priority indicators identified by the state with the assistance of a stakeholder group. In addition, the state ensures implementation of all IDEA requirements through the various components of the state's general supervision system.
- Data are reviewed and analyzed throughout the year to:
    - identify emerging issues, and
    - initiate preventative supports including developing and/or modifying planned training and Technical Assistance (TA) (statewide and program-specific).
- Multiple data sources are used to respond to the monitoring indicators. The data system responds to as many indicators as possible while other data sources (e.g., self-assessment record review, onsite data collections) are more focused in scope and are used to capture indicator data not collected by other means.
- Data analysis at the state office is used to:
    - monitor <u>all</u> programs once annually on their performance with the SPP/APR required indicators and selected other state priority indicators;
    - track progress in the correction of noncompliance on an ongoing basis; and
    - identify targeted training and technical assistance needs to ensure improvement.

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

- Monitoring data are used annually to respond to SPP indicators and develop the APR.
    - On-site visits are provided to programs in order to address needs identified through ILP's data-based decision making processes. The visits focus on the identified areas of need and are structured to uncover and provide technical assistance related to the underlying issues that contribute to programs' low performance and/or noncompliance.
    - Verification and technical assistance visits are made to local ILPs in conjunction with on-site visits. The purpose of the verification visits are to ensure that the data collected through the ILP database accurately reflects program practice. Technical assistance is provided based on local ILP requests and state priorities.
    - Steps to ensure timely and accurate data are incorporated into monthly and quarterly activities at the state and program levels.

Data System

Alaska Part C participated in the FFY 2013 DaSy Data System Framework development for improved quality of IDEA data collection. Alaska supports DaSy's six key subcomponents of the data system framework. The Alaska Part C data system is a stakeholder designed, statewide web-based data accountability system, including SPP/APR compliance reporting, Local EIS management tools, database training and technical support. The Alaska Part C Data Manager, under the direction of the Part C Coordinator, oversees the system, including:

- Training for all datebase users
- Providing ongoing technical assistance
- Evaluating system design and designing upgrades
- Cleaning and assessing data quality
- Ensuring accuate, reliable and timely data
- Monitoring IDEA compliance
- Safeguarding FERPA and HIPAA compliance
- Collaborating early childhood data with key partners (Early Childhood Special Education, Early Hearing Detection and Intervention, Child Protection) for improved infant toddler education and health outcomes

Complaint and due process procedures

In Alaska, the Part C system is called the Early Intervention/Infant Learning Program (EI/ILP). The system is designed to maximize family involvement and ensure parental consent in each step of the early intervention process, beginning with initial referral and continuing through service delivery and transition.

The EI/ILP includes procedural safeguards to protect the rights of parents and children. Parents must be informed about these procedural safeguards as defined under federal regulations at 34 CFR 303.400-438, including dispute resolution options at 34 CFR 303.430-438, so that they can be actively involved and have a leadership role in the services provided to their child and family.

An initial concern about a child's early intervention program, is directed to the local Family Service Coordinator or IFSP team as soon as possible. The EI/ILP encourages resolution of disagreements at the lowest level possible. However, if a concern cannot be resolved informally, dispute resolution options are available:

- The state lead agency has establish procedures to offer parents and early intervention service providers, that choose not to use the mediation process an opportunity to meet, at a time and location convenient to all, with a disinterested party (impartial Mediator), who is under contract with a dispute resolution entity, or a parent training and information center or community parent resource center in the State, to explain the benefits of, and encourage the use of, the mediation process.
- Mediations are scheduled no later than 30 calendar days after the lead agency receives a complain. Mediations are held in a location that is convenient to both parties. A qualified and impartial Mediator, who is

trained in effective mediation techniques, meets with both parties to help find a solution to the dispute in an informal, nonadversarial atmosphere.

- Any party not satisfied with the findings and decision of the impartial due process hearing has the right to bring a civil action in state or federal court.

In addition to the mediation and due process hearing procedures, an individual or organization including those from another state may file a written signed complaint against any public agency or private service provider, including any early intervention service provider that is violating a requirement of the Part C program. The state lead agency widely disseminates the state's complaint procedures to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, and other appropriate entities. Alaska child and family rights can be found at: http://dhss.alaska.gov/ocs/Documents/InfantLearning/pdf/ilp_cfrbrochure.pdf

Alaska's general supervision system activites are coordinated, improving efficient identification of state and local challenges/ strengths related to implementing IDEA. The goals of this system are enriched service delivery, improved child and family outcomes, prevention of non-compliance, timely identification of non-compliance root causes and correction. Local providers are provided support to implement best practice, identify internal quality assurance and effectively analyze and use their data proactively to ensure IDEA compliance and improved child and family outcomes.

Technical Assistance System

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to early intervention service (EIS) programs.

Alaska Part C State Health Program Manager II-EI Program Specialists provide technical assistance to EI/ILP provider agencies on issues impacting the system:

- facilitate teleconferences and meetings of work groups to address issues and provide input on topics such as database systems improvements, eligibility and service guidelines, natural environments and transition.
- track and ensure quality training for highly qualified teachers in AK's EI system
- oversee IDEA compliance data trends for each local agency and provide data system support to ensure timely, accurate and reliable data
- support stakeholder leadership team in carrying out state EI/ILP strategic plan
- serve as content specialists on IDEA requirements and early intervention best practice.

Alaska Part C is revising technical assistance to increase capacity for statewide quality improvement and improved child and family outcomes. EI Program specialists have reflective supervision by Barbara Stroud once a month, coaching training and additional training identified to promote a continuum of best practice.

Professional Development System

The mechanisms the State has in place to ensure that service providers are effectively providing services that improve results for infants and toddlers with disabilities and their families.

Alaska Part C ensures highly qualified providers through 1. Alaska System for Early Education Development (SEED) registry and 2. Part C Credential. All providers and state staff must complete the Part C Credential and register with the SEED within 6 months of hire. The SEED is a collaborative approach to professional development integrating and recognizing the needs of a diverse workforce. EIS positions correlate with different SEED levels and support continuing education for career development.

SEED: http://www.seedalaska.org/

Alaska EI/ILP strategic plan includes a professional development component/committee. This committee is dedicated to improved child and family outcomes through defining an array of pre-service educational requirements for both professionals and paraprofessionals in early intervention; defining an array of in-service educational requirements for

both professionals and paraprofessionals that would satisfy ongoing training requirements; ensuring equitable and competitive salaries for ILP staff at all levels; increasing awareness of career opportuniites in the field of early intervention and developing funding streams to ensure sustainable funding. This committee works closely with the Service Delivery to improve professional competency, increase access to appropriate social/emotional evaluation and services, improve accessibility to services, and establish Telehealth technology and practices.

Stakeholder Involvement

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

A draft SPP/APR is distributed to Alaska's EIC body, EIS providers, ECCS Coordiantor, Alaska Early Learning Program Association board memeber and state staff for review, discussion and revision of targets annually.

In 2014, Alaska sought the input of EIS Program Coordinators, EIC representation and community partners in examining child outcomes and the SiMR. A two-day meeting was facilitated to inspect related data, anticdotal evidence and goal setting. This group aligned SiMR outcome goals with the Alaska EI/ILP strategic plan. A team lead was selected for each component of the strategic plan to meet monthly with the state staff, further refining SiMR and strategic plan activities. This leadership team continues to meet with the state staff monthly to review progress, challenges and solutions to these challenges.

Reporting to the Public

How the State will report annually to the public on the performance of EIS program or provider located in the State on the targets in the SPP/APR as soon as practicable, but not later than 120 days following the State's submission of its APR as required by 34 CFR §303.702(b)(1)(i)(A).

Alaska reports to the public on the Alaska Early Intervention/Infant Learning Program web site annually, a newsletter for EIS providers, their enrolled families and community partners will be distributed in early 2015 for broad distribution. An annual report is developed annually for Alaska's Legislative body which incorporates SPP/APR data. Alaska's public reporting information can be found at: http://dhss.alaska.gov/ocs/Pages/infantlearning/reports/publicreporting/default.aspx

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

Indicator 1: Timely Provision of Services

Monitoring Priority: Early Intervention Services In Natural Environments

Compliance indicator: Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner. (20 U.S.C. 1416(a)(3)(A) and 1442)

Historical Data and Targets

Historical Data

Baseline Year: FFY04 2004

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012
Target			100%	100%	100%	100%	100%	100%	100%
Data	85%	84%	84%	54%	86.5%	97.77%	99.52%	99.55%	99.56%

FFY 2013 – FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

Targets: Description of Stakeholder Input

See description in the introduction section.

FFY 2013 Data

Number of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner	Total number of infants and toddlers with IFSPs	FFY 2013 Data
974	984	98.98

The FFY 2013 data is calculated: "Number of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner" divided by ("Total number of infants and toddlers with IFSPs" minus "Number of documented delays attributable to exceptional family circumstances").

What is the source of the data provided for this indicator (check one)?

_____ **State monitoring**

Describe the method used to select EIS programs for monitoring.

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

X **State database**

Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).

July 1, 2013 – June 30, 2014

Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

This data represents all eligible Part C children for this reporting period. The data counts all new services on initial, reviewed or revised IFPSs. Contact records are compared with planned IFSP service; services received on or before the planned start date are compliant. This data is reviewed and verified by EIS agencies quarterly for timeliness and accuracy. EIS agencies self-monitor and plan improvement activities to correct non-compliance. State Technical Assistance is provided when correction is not demonstrated the following quarter.

The EI/ILP data system includes automated data checks and management reports for EIS and state staff to ensure there are no missing data fields, dates out of expected range; drop downs are used for Child Count and SPP/APR reporting requirements.

Annual desk audits are completed by the Part C Data Manager and onsite record reviews are completed by State Program Specialists during Technical Assistance site visits to further ensure data accuracy. Technical Assistance is designed based on EIS local needs and statewide data trends.

Actions required in FFY 2012 response table

The FFY 2012 response table here: http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html. Download it to determine if action is required for this indicator. Alaska Part C: http://www2.ed.gov/fund/data/report/idea/partcspap/2014/ak-response-2014c.pdf

Responses to actions required in FFY 2012 response table not including correction of noncompliance

The State must report, in its FFY 2013 APR,that it has verified that each EIS program or provider with noncompliance identified in FFY 2012 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of the updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP Memo 09-02. In the FFY 2013 APR, the State must describe the specific actions that were taken to verify the correction.

Because Alaska reported less than 100% compliance for FFY2012, Alaska is reporting on the status of correction of noncompliance identified in FFY 2012 for this indicator. Alaska verified that each EIS program with noncompliance identified in FFY 2012, is correctly implementing (20 U.S.C. 1416(a)(3)(A) and 1442); ensuring that all infants and toddlers with IFSPs receive the early intervention services on their IFSPs in a timely manner. Alaska utilized corrective action planning, subsequent data collection (through statewide data system), EIS self assessment and desk audits for verification. Four children did not receive timely services in FFY12 due to provider or agency circumstances
The Part C Data manager reviewed reasons for delay with each EIS agency. Reasons for noncompliance include – transfers of children to other EIS agencies within the state (delaying IFSP revision and service delivery) and EIS staff vacancy. Clarifications on in-state transfer protocol were completed for Alaska's revised Monitoring and Database manuals in FFY 2013. Training for updated manuals includes

transfer protocol and continuation of timely services. Parents of enrolled children with late services received a letter from each agency, identifying the noncompliance and an explanation of parent rights and due process. All four findings were corrected within 12 months of initial finding.

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Explanatory text

Correction of Previous Findings of Noncompliance

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
4	4	0	0

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements	Each agency identified with noncompliance received a Corrective Action Plan (CAP)within 1 month of finding. State level program support and oversight was provided to examine root cause at the local EIS program. Clarification was provided on IDEA requirements, database and monitoring protocols. State Part C staff provided training per each CAP. Evidence of correction is required for each CAP and reviewed by state Part C staff.
Describe how the State verified that each LEA corrected each individual case of noncompliance	Corrective action plan completion (CAP) review, statewide database reports and data review, individual file review conduted upon correction at the child record level.

FFY 2012 Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

All Indicator 1 FFY 2012 findings of noncompliance were corrected within 12 months of findings.

Correction of Findings of Noncompliance Identified Prior to FFY 2012

Add rows as needed

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2012 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 2012	There is no longstanding noncompliance for indicator 1.		

Answer both of the "findings of noncompliance verified as corrected" questions for each year where you are reporting that findings have been corrected. Answer the question regarding actions taken for each year that there were findings identified that have not been verified as corrected.

FFY 2011Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements	NA
Describe how the State verified that each LEA corrected each individual case of noncompliance	NA

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

Indicator 2: Services in Natural Environments

Monitoring Priority: Early Intervention Services In Natural Environments

Results indicator: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings. (20 U.S.C. 1416(a)(3)(A) and 1442)

Historical Data and Targets

Historical Data

Baseline Year: FFY04 2004

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		95%	95%	95%	95%	95%	95%	95%	95%
Data	93.4%	94.5%	95.1%	95.8%	95.8%	99.7%	99.43%	98.24%	98.77%

FFY 2013 – FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	95.5%	96%	96.5%	97%	97.5%	98%

Targets: Description of Stakeholder Input

This target is set at 95% by stakeholders with the understanding that there are occasions when it is best for the child and family to meet an EIS provider(s) in a specialized environment for safety, therapeutic reasons or rural travel challenges. All IFSP services held in an environment other than home or integrated community settings are required to include plans for transitioning service or skill(s) to the natural environment. See additional information in the introduction section.

FFY 2013 Data

Number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings	Total number of infants and toddlers with IFSPs	FFY 2013 Data
910	911	99.89%

FFY 2013 data is calculated: "Number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings" divided by "Total number of infants and toddlers with IFSPs"

Required Actions

Actions required in FFY 2012 response table

The FFY 2012 response table here: http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html. Download it to determine if action is required for this indicator.

Responses to actions required in FFY 2012 response table

NA. Results Indicator 2; not addressed in the Alaska Part C FFY 2012 SPP/APR Response Table, Compliance Data Summary

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

Indicator 3: Early Childhood Outcomes

Monitoring Priority: Early Intervention Services In Natural Environments

Results indicator: 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.

(20 U.S.C. 1416(a)(3)(A) and 1442)

Historical Data and Targets

Historical Data

	Baseline Year	FFY	2007	2008	2009	2010	2011	2012
A1	2009	Target ≥			60%	68%	70%	71%
		Data	67.74%	67.1%	65.81%	69.29%	64.11%	65.08%
A2	2009	Target ≥			52%	58.25%	58.5%	58.6%
		Data	55.56%	58.2%	57.45%	54.48%	50.23%	53.80%
B1	2009	Target ≥			66%	78%	78.5%	79%
		Data	65.71%	77.66%	70.48%	70.18%	70.79%	67.32%
B2	2009	Target ≥			46%	60%	60.5%	61%
		Data	51.11%	56.97%	48.94%	45.27%	45.89%	46.20%
C1	2009	Target ≥			62%	73.5%	74%	74%
		Data	63.89%	73.33%	71.71%	73.37%	73.1%	67.84%
C2	2009	Target ≥			46%	55%	55.5%	56%
		Data	48.89%	54.92%	51.37%	47.83%	50.12%	48.87%

FFY 2013 – FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A1 ≥						
Target A2 ≥						
Target B1 ≥						
Target B2 ≥						
Target C1 ≥						
Target C2 ≥						

Targets: Description of Stakeholder Input

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

FFY 2013 Data

Number of infants and toddlers with IFSPs assessed	

If the State's Part C eligibility criteria include infants and toddlers who are at risk of having substantial developmental delays (or "at-risk infants and toddlers") under IDEA section 632(5)(B)(i), provide the numbers of all eligible children but exclude at-risk infants and toddlers (i.e., include just those infants and toddlers experiencing developmental delay (or "developmentally delayed children") or having a diagnosed physical or mental condition that has a high probability of resulting in developmental delay (or "children with diagnosed conditions"). Complete the FFY 2013 Data (At Risk Infants and Toddlers) section for this indicator.

Outcome A: Positive social-emotional skills (including social relationships)

	Number of children
a. Infants and toddlers who did not improve functioning	0
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	124
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	97
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	135
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	126

	Numerator	Denominator	FFY 2013 Data
A1. 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 *Expected calculation: (c+d)/(a+b+c+d)*	232	356	65.17%
A2. 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 *Expected calculation: (d+e)/(a+b+c+d+e)*	261	482	54.15%

Explain your different calculation methodology, if applicable

Not applicable; Alaska Part C utilizes ECO Center methodology noted in 'expected calculations' above.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

	Number of Children
a. Infants and toddlers who did not improve functioning	0
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	127

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

	Number of Children
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	128
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	159
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	69

	Numerator	Denominator	FFY 2013 Data
B1. 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 *Expected calculation: (c+d)/(a+b+c+d)*	287	414	69.32%
B2. 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 *Expected calculation: (d+e)/(a+b+c+d+e)*	228	483	47.20%

Explain your different calculation methodology, if applicable

Not applicable; Alaska Part C utilizes ECO Center methodology noted in 'expected calculations' above.

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children
a. Infants and toddlers who did not improve functioning	0
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	127
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	109
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	173
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	76

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

	Numerator	Denominator	FFY 2013 Data
C1. 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 *Expected calculation: (c+d)/(a+b+c+d)*	282	409	68.95%
C2. 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 *Expected calculation: (d+e)/(a+b+c+d+e)*	249	485	51.34%

Explain your different calculation methodology, if applicable

Not applicable; Alaska Part C utilizes ECO Center methodology noted in 'expected calculations' above.

Was sampling used (Y/N)? __N___

If so, has your previously-approved sampling plan changed (Y/N)? _____

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

NA, Alaska does not use sampling for indicator 3.

If your previously-approved sampling plan has changed, you will be asked to submit your sampling plan for approval.

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COSF) (Y/N)? _____

If not, provide the criteria for defining "comparable to same-aged peers" and list the instruments and procedures used to gather data for this indicator.

NA

FFY 2013 Data (At Risk Infants and Toddlers)

If your State's Part C eligibility criteria include infants and toddlers who are at risk of having substantial developmental delays (or "at-risk infants and toddlers") under IDEA section 632(5)(B)(i), how will you separately report outcome data (check one)?

NA, Alaska does not serve "at-risk infants and toddlers" under Part C.

_____ Report data on just at-risk infants and toddlers

_____ Report aggregated performance data on all of the infants and toddlers served under Part C (including developmentally delayed children, children with diagnosed conditions, and at-risk infants and toddlers)

Outcome A: Positive social-emotional skills (including social relationships)

	Number of children
a. Infants and toddlers who did not improve functioning	
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

	Number of children
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	

	Numerator	Denominator	FFY 2013 Data
A1. 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 *Expected calculation: (c+d)/(a+b+c+d)*			
A2. 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 *Expected calculation: (d+e)/(a+b+c+d+e)*			

Explain your different calculation methodology, if applicable

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

	Number of Children
a. Infants and toddlers who did not improve functioning	
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	

	Numerator	Denominator	FFY 2013 Data
B1. 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 *Expected calculation: (c+d)/(a+b+c+d)*			

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

	Numerator	Denominator	FFY 2013 Data
B2. 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 *Expected calculation: (d+e)/(a+b+c+d+e)*			

Explain your different calculation methodology, if applicable

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children
a. Infants and toddlers who did not improve functioning	
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	

	Numerator	Denominator	FFY 2013 Data
C1. 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 *Expected calculation: (c+d)/(a+b+c+d)*			
C2. 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 *Expected calculation: (d+e)/(a+b+c+d+e)*			

Explain your different calculation methodology, if applicable

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

Required Actions

Actions required in FFY 2012 response table

The FFY 2012 response table here: http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html. Download it to determine if action is required for this indicator.

Responses to actions required in FFY 2012 response table

Alaska is reporting progress data and actual targets for FFY 2013 in the FFY 2013 APR as required. No further action required.

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

Indicator 4: Family Involvement

Monitoring Priority: Early Intervention Services In Natural Environments

Results indicator: Percent of families participating in Part C who report that early intervention services have helped the family:

A. Know their rights;
B. Effectively communicate their children's needs; and
C. Help their children develop and learn.

(20 U.S.C. 1416(a)(3)(A) and 1442)

Historical Data and Targets

Historical Data

	Baseline Year	FFY	2008	2009	2010	2011	2012
A	Know their rights	Target ≥	100%	100%	100%	100%	100%
		Data	88.7%	90.80%	91.80%	75.30%	95.30%
B	Effectively communicate their children's needs	Target ≥	100%	100%	100%	100%	100%
		Data	91.9%	90.70%	91.80%	78.80%	96.50%
C	Help their children develop and learn	Target ≥	100%	100%	100%	100%	100%
		Data	88.5%	92.30%	93.10%	82.30%	94.20%

FFY 2013 – FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	100%	100%	100%	100%	100%	100%
Target B ≥	100%	100%	100%	100%	100%	100%
Target C ≥	100%	100%	100%	100%	100%	100%

Targets: Description of Stakeholder Input

See description in the introduction section.

FFY 2013 Data

Number of respondent families participating in Part C	81
a. Number of respondent families participating in Part C who report that early intervention services have helped the family know their rights	75
b. Number of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs	76
c. Number of respondent families participating in Part C who report that early intervention services	76

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

have helped the family help their children develop and learn	

	FFY 2013 Data
A. Percent of families participating in Part C who report that early intervention services have helped the family know their rights *(a divided by the number of respondent families participating in Part C)*	92.59%
B. Percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs *(b divided by the number of respondent families participating in Part C)*	92.83%
C. Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn *(c divided by the number of respondent families participating in Part C)*	93.83%

Was sampling used (Y/N)? ___Y___

If so, has your previously-approved sampling plan changed (Y/N)? ___N___

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

Families enrolled during the 2013 calendar year with children eligible for Part C and enrolled for at least 6 months comprised the eligible population for the 2014 Family Outcome Survey (N= 720 families with 753 children). The survey utilized a randomly selected 20% target group of families, stratified geographically by ILP grantee service area and by race of children. It was comprised of 146 families with 163 children. Survey packets were mailed to the target group of families, inviting them to complete the survey by mail, online, or over the phone. Follow-up was conducted with phone calls and mailed postcards. There were 81 completed surveys rendering a 55% response rate. Characteristics of children in responding families were similar to those in the randomly selected target group and in the total eligible population. This included age, race/ethnicity, enrollment status, how children qualified for services, reasons they exited services, and exit placements.

The strongest outcome area was Outcome 6 (M = 3.68, n = 79) regarding satisfaction with ILP services. This was the only outcome in 2014 that was higher than the overall survey mean. Outcome 1 (parental understanding of children, M = 3.39, n = 80) and Outcome 5 (community access, M = 3.38, n = 81) were the next strongest outcomes, just under the overall mean. Following closely was Outcome 2 (rights and advocacy, M = 3.36, n = 80). Outcome 3 (parental ability to help children develop and learn, M = 3.33, n = 80) was relatively weaker, and the weakest outcome was Outcome 4 (social support, M = 3.18, n = 80). There were no statistically significant differences at the outcome level based on the race of children or region of residence. The apparent differences between 2014 and 2013 in Outcomes 4 and 5 did not reach a level of statistical significance.

Lamar, R. (2013). *2013 Family Outcomes Survey, Families of Children Enrolled Between Jan 1 and Dec 31, 2012.* Anchorage.

There are no sources in the current document.

If your previously-approved sampling plan has changed, you will be asked to submit your sampling plan for approval.

Was a collection tool used (Y/N)? ____Y___

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

If so, is it a new or revised collection tool (Y/N)? __N____

Does the data accurately represent the demographics of the State? ___Y___

If it is a new or revised collection tool, you will be asked to submit a copy of the collection tool.

Describe how the State has ensured that any response data are valid and reliable, including how the data represent the demographics of the State.

Alaska continues to utilize a random, stratified survey design due to the consistently high response rate (55%) and representativeness. Alaska Part C data system includes: data cleaning for address correction prior to survey deployment, follow up phone calls, postcards ensure a good response rate. Representativeness is is based on number of respondents per region, child age, ethnicity and enrollment qualifications. Representativeness has been consistent in previous survey years.

Required Actions

Actions required in FFY 2012 response table

The FFY 2012 response table here: http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html. Download it to determine if action is required for this indicator.

Responses to actions required in FFY 2012 response table

Alaska is reporting progress data and actual targets for FFY 2013 in the FFY 2013 APR as required. No further action required.

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

Indicator 5: Child Find (Birth to One)

Monitoring Priority: Effective General Supervision Part C / Child Find

Results indicator: Percent of infants and toddlers birth to 1 with IFSPs compared to national data. (20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data and Targets

Historical Data

Baseline Year: FFY 2004

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		0.90%	1.0%	1.1%	1.2%	1.3%	1.4%	1.48%	1.5%
Data	0.8%	0.93%	0.76%	1.14%	1.02%	1.45%	1.48%	1.66%	1.67%

FFY 2013 – FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	1.67%	1.71%	1.75%	1.79%	1.84%	1.89%

Targets: Description of Stakeholder Input

Alaska's Early Intervention / Infant Learning Program State Leadership Team reviewed indicator 5 percent change and growth rate over time. Alaska's past three years realized a 0.04% growth rate. Alaska is working through the SiMR goals to more accurately identify and serve children wilth concerns in the area of social-emotional development. It is believed that with improved training, selection of appropriate tools, and consistent implementation of best practice for this population, Alaska Part C will continue to increase percent enrollment by a base of 0.04% each year.

FFY 2013 Data

Number of infants and toddlers birth to 1 with IFSPs	Population of infants and toddlers birth to 1	FFY 2013 Data
211	11,558	1.83%

FFY 2013 data is calculated: "Number of infants and toddlers birth to 1 with IFSPs" divided by "Population of infants and toddlers birth to 1"

Required Actions

Actions required in FFY 2012 response table

The FFY 2012 response table here: http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html. Download it to determine if action is required for this indicator.

Responses to actions required in FFY 2012 response table

The state reports

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

Indicator 6: Child Find (Birth to Three)

Monitoring Priority: Effective General Supervision Part C / Child Find

Results indicator: Percent of infants and toddlers birth to 3 with IFSPs compared to national data. (20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data and Targets

Historical Data

Baseline Year: FFY 2004

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		2.1%	2.2%	2.3%	2.4%	2.5%	2.6%	2.6%	2.6%
Data	2%	2.09%	1.96%	1.94%	1.79%	2.0%	2.16%	2.43%	2.44%

FFY 2013 – FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	2.6%	2.62%	2.64%	2.66%	2.68%	3.00%

Targets: Description of Stakeholder Input

Alaska's Early Intervention / Infant Learning Program State Leadership Team reviewed the percent change and growth rate over time for indicator. Alaska's past three years realized a 0.02% growth rate. Alaska is working through the SiMR goals more accurately identify and better serve children wilth concerns in the area of social-emotional development It is believed that with improved early childhood mental health training, selection of sensitive and appropriate social emotional tools and consistent implementation of best practice for this population, Alaska Part C will continue to increase percent enrollment by a base of 0.02% each year.

FFY 2013 Data

Number of infants and toddlers birth to 3 with IFSPs	Population of infants and toddlers birth to 3	FFY 2013 Data
847	34,172	2.48%

FFY 2013 data is calculated: "Number of infants and toddlers birth to 3 with IFSPs" divided by "Population of infants and toddlers birth to 3"

Required Actions

Actions required in FFY 2012 response table

The FFY 2012 response table here: http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html. Download it to determine if action is required for this indicator.

Responses to actions required in FFY 2012 response table

No requirements in FFY 2012 for indicator 6

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

Indicator 7: 45-day timeline

Monitoring Priority: Effective General Supervision Part C / Child Find

Compliance indicator: Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. (20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data and Targets

Historical Data

Baseline Year: FFY 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	88%	85.5%	84%	93%	99.4%	98.6%	99.6%	99.3%

FFY 2013 – FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

Targets: Description of Stakeholder Input

See description in the introduction section.

FFY 2013 Data

Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline	Number of eligible infants and toddlers evaluated and assessed for whom an initial IFSP meeting was required to be conducted	FFY 2013 Data
910	911	99.89%

Number of documented delays attributable to exceptional family circumstances (this number will be subtracted from the number of eligible infants and toddlers evaluated and assessed for whom an initial IFSP meeting was required to be conducted when calculating the FFY 2013 Data)	196

FFY 2013 data is calculated: "Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline" divided by ("Number of eligible infants and toddlers evaluated and assessed for whom an initial IFSP meeting was required to be conducted" minus "Number of documented delays attributable to exceptional family circumstances")

What is the source of the data provided for this indicator (check one)?

_____ **State monitoring**

Describe the method used to select EIS programs for monitoring.

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

X **State database**

Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).

July 1, 2013 – June 30, 2014

Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

This data represents all eligible Part C children for this reporting period. The data counts all newly referred children in the reporting period and compares the referral date with the date of the initial IFPS meeting. Contact records are compared with the ILP database to ensure enrollment for eligible children are timely and compliant. This data is reviewed and verified by EIS agencies quarterly for timeliness and accuracy. EIS agencies self-monitor and plan improvement activities to correct non-compliance. State Technical Assistance is provided when correction is not demonstrated the following quarter.

The EI/ILP data system includes automated data checks and management reports for EIS and state staff to ensure there are no missing data fields, dates out of expected range; drop downs are used for Child Count and SPP/APR reporting requirements.

Annual desk audits are completed by the Part C Data Manager and onsite record reviews are completed by State Program Specialists during Technical Assistance site visits to further ensure data accuracy. Technical Assistance is designed based on EIS local needs and statewide data trends.

Required Actions

Actions required in FFY 2012 response table

The FFY 2012 response table here: http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html. Download it to determine if action is required for this indicator.

Responses to actions required in FFY 2012 response table not including correction of noncompliance

"The State must report, in its FFY 2013 APR,that it has verified that each EIS program or provider with noncompliance identified in FFY 2012 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of the updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP Memo 09-02. In the FFY 2013 APR, the State must describe the specific actions that were taken to verify the correction."

Because Alaska reported less than 100% compliance for FFY2012, Alaska is reporting on the status of correction of noncompliance identified in FFY 2012 for this indicator. Alaska verified that each EIS program with noncompliance identified in FFY 2012, is correctly implementing (20 U.S.C. 1416(a)(3)(A) and 1442); ensuring that all infants and toddlers with IFSPs receive the early intervention services on their IFSPs in a timely manner. Alaska utilized corrective action planning, subsequent data collection (through statewide data system), EIS self assessment and desk audits for verification. Three children did not receive timely evaluation/assessment, eligibility determination and for qualified children, an initial IFSP meeting within 45 days of referral in FFY12 due to unexpected provider illness, provider training issue and agency scheduling conflicts.The Part C Data manager reviewed reasons for delay with each EIS agency. All noncompliance was corrected within 12 months of findings. For families of children for whom an initial evaluation, assessment, and an initial IFSP meeting were not conducted within Part C's 45-day timeline, a letter was sent to families explaining the law pertaining to timely eligibility determination and enrollment, their rights, and due process with local EIS and State Contact information.

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

Correction of Previous Findings of Noncompliance

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
3	3	0	0

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements	Alaska Part C required each EIS agency with indicator 7 non-compliance to demonstrate that all "eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. (20 U.S.C. 1416(a)(3)(B) and 1442)" within 6 months of initial finding. EIS agencies must complete/satisfy their corrective action plan by submitting evidence of correction. The corrective action plan and evidence are reviewed by State staff. If correction has not been met, a revised corrective action plan will be developed and an on-site verification or monitoring visit may be conducted. Full correction must be demonstrated within 12 months of initial finding. For children who did not receive timely evaluation, initial assessment and initial IFSP meeting, EIS agencies have adopted a letter to inform the parents of the IDEA requirements, their parental rights and how to seek due process.
Describe how the State verified that each LEA corrected each individual case of noncompliance	Each EIS with noncompliance must report to the State the correction at the child level within 6 months of finding per their corrective action plan. File review and submission of related documentation are conducted by the State. If full compliance has not been met, an on-site verification or monitoring visit will be implemented for a revised corrective action plan. Correction is further verified within 12 months of original finding, per individual child/family.

FFY 2012 Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

NA, all noncompliance was corrected

Correction of Findings of Noncompliance Identified Prior to FFY 2012

NA – All Alaska Part C previous noncompliance corrected.

Add rows as needed

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2012 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 20XX	NA		
FFY 20XY	NA		

Answer both of the "findings of noncompliance verified as corrected" questions for each year where you are reporting that findings have been corrected. Answer the question regarding actions taken for each year that there were findings identified that have not been verified as corrected.

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

FFY 20XX Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements	NA
Describe how the State verified that each LEA corrected each individual case of noncompliance	NA

FFY 20XY Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

NA

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

Indicator 8: Early Childhood Transition

Monitoring Priority: Effective General Supervision Part C / Child Find

Compliance indicator: The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

A. **Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;**
B. **Notified (consistent with any opt-out policy adopted by the State) the SEA and the LEA where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services; and**
C. **Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.**

(20 U.S.C. 1416(a)(3)(B) and 1442)

FFY 2013 Data: All Indicator 8 Sections

Number of toddlers with disabilities exiting Part C	
Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	

8A Historical Data and Targets

Historical Data

Baseline Year: FFY 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	85%	83%	96%	94.2%	99.8%	99.8%	99.1%	100%

FFY 2013 – FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

Targets: Description of Stakeholder Input

See description in the introduction section.

8A FFY 2013 Data

Number of children exiting Part C who have an IFSP with transition steps and services	Number of toddlers with disabilities exiting Part C	FFY 2013 Data
809	810	99.88%

FFY 2013 data is calculated: "Number of children exiting Part C who have an IFSP with transition steps and services" divided by ("Number of toddlers with disabilities exiting Part C" minus "Number of documented delays attributable to

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

exceptional family circumstances"(entered below)). Note: Alaska Part C includes document delays (family and extreme weather circumstances) in both the numerator and the denominator.

Number of documented delays attributable to exceptional family circumstances (this number will be subtracted from the number of toddlers with disabilities exiting Part C when calculating the FFY 2013 Data)	295

Y **Data include only those toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday. (Y/N)**

If you answer "no" to this question, please provide an explanation.

What is the source of the data provided for this indicator (check one)?

_____ **State monitoring**

Describe the method used to select EIS programs for monitoring.

X **State database**

Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).

July 1, 2013 – June 30, 2014

Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

This data represents all eligible Part C children for this reporting period. The data counts all toddlers with IFSPs at age 30 months with transition plans. Transition plans are compared with the ILP database to ensure transition plans for eligible children are timely and compliant. This data is reviewed and verified by EIS agencies quarterly for timeliness and accuracy. EIS agencies self-monitor and plan improvement activities to correct non-compliance. State Technical Assistance is provided when correction is not demonstrated the following quarter.

The EI/ILP data system includes automated data checks and management reports for EIS and state staff to ensure there are no missing data fields, dates out of expected range; drop downs are used for Child Count and SPP/APR reporting requirements.

Annual desk audits are completed by the Part C Data Manager and onsite record reviews are completed by State Program Specialists during Technical Assistance site visits to further ensure data accuracy. Technical Assistance is designed based on EIS local needs and statewide data trends.

8A Required Actions

Actions required in FFY 2012 response table

The FFY 2012 response table here: http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html. Download it to determine if action is required for this indicator.

Responses to actions required in FFY 2012 response table not including correction of noncompliance

No actions required for indicator 8A in the FFY 2012 response table.

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

8A Correction of Previous Findings of Noncompliance

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	Na	na	na

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements	There was no longstanding noncompliance for this indicator in FFY 2012. Alaska Part C required each EIS agency to demonstrate that all "Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday". EIS agencies must completed/satisfied their requirements for this indicator.
Describe how the State verified that each LEA corrected each individual case of noncompliance	All agencies reported compliance at the individual case level.

FFY 2012 Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

NA, there is no longstanding noncompliance for this indicator.

Correction of Findings of Noncompliance Identified Prior to FFY 2012

NA, there was no longstanding noncompliance for this indicator prior to FFY 2012.

Add rows as needed

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2012 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 20XX	NA		
FFY 20XY	NA		

Answer both of the "findings of noncompliance verified as corrected" questions for each year where you are reporting that findings have been corrected. Answer the question regarding actions taken for each year that there were findings identified that have not been verified as corrected.

FFY 20XX Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements	NA
Describe how the State verified that each LEA corrected each individual case of noncompliance	NA

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

FFY 20XY Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

NA

8B Historical Data and Targets

Historical Data

Baseline Year: FFY 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	86%	80%	100%	99.7%	97.67	100%	100%	100%

FFY 2013 – FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

Targets: Description of Stakeholder Input

See description in the introduction section.

8B FFY 2013 Data

Number of toddlers with disabilities exiting Part C where notification to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY 2013 Data
810	810	100%

FFY 2013 data is calculated: "Number of toddlers with disabilities exiting Part C where notification to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services" divided by ("Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B" minus "Number of parents who opted out" (entered below))

Number of parents who opted out (this number will be subtracted from the number of toddlers with disabilities exiting Part C who were potentially eligible for Part B when calculating the FFY 2013 Data)	37

N Data include notification to both the SEA and LEA. (Y/N)

If you answer "no" to this question, please provide an explanation.

These data represent automated notification to the SEA. Alaska has monitored notification to the LEA during on-site monitoring visits through record review. All monitored EIS agencies demonstrated a timely notification system at the local level. Recent clarification indicates, EIS must also verify that the LEA received the list. Alaska is implementing a new policy for notification to the LEA in FFY 2014. This will require verification of receipt by the LEA. Each EIS agency will be responsible for collecting verification and reporting this verification at the individual child level in the statewide Part C database.

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

Describe the method used to collect these data

The State Part C data system populates a data table in a secured server with all enrolled Part C children when they turn 27 months of age unless the parent opts out. This server and data table is available to the SEA for review. Alaska Part C defines all Part C eligible children as potentially eligible for Part B due to the difference in eligibility criteria (Part C - 50% delay or > in one or more domains or diagnosed condition resulting in 50% delay or greater; Part B - 2 SD or 25% delay in one area, 1.7 SD or 20% delay in two areas).

Y **If you have a written opt-out policy, is it on file with the Department? (Y/N)**

If your opt-out policy is not on file with the Department, you will be asked to attach it.

8B Required Actions

Actions required in FFY 2012 response table

The FFY 2012 response table here: http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html. Download it to determine if action is required for this indicator.

Responses to actions required in FFY 2012 response table not including correction of noncompliance

No required actions noted in FFY 2012 response table for this indicator.

8B Correction of Previous Findings of Noncompliance

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	Na	Na	na

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements	na
Describe how the State verified that each LEA corrected each individual case of noncompliance	na

FFY 2012 Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

na

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

Correction of Findings of Noncompliance Identified Prior to FFY 2012

Alaska Part C does not have any longterm noncompliance prior to FFY 2012 for this indicator.

Add rows as needed

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2012 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 20XX	na		
FFY 20XY	na		

Answer both of the "findings of noncompliance verified as corrected" questions for each year where you are reporting that findings have been corrected. Answer the question regarding actions taken for each year that there were findings identified that have not been verified as corrected.

FFY 20XX Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements	na
Describe how the State verified that each LEA corrected each individual case of noncompliance	na

FFY 20XY Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

na

8C Historical Data and Targets

Historical Data

Baseline Year: FFY 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	85%	83%	96%	94.2%	99.8%	99.8%	99.1%	99.9%

FFY 2013 – FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

Targets: Description of Stakeholder Input

See description in the introduction section.

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

8C FFY 2013 Data

Number of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties at least nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY 2013 Data
810	810	100%

FFY 2013 data is calculated: "Number of children exiting Part C who have an IFSP with transition steps and services" divided by ("Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B" minus "Number of toddlers for whom the parent did not provide approval for the transition conference" (entered below) minus "Number of documented delays attributable to exceptional family circumstances" (entered below)).

Number of toddlers for whom the parent did not provide approval for the transition conference (this number will be subtracted from the number of toddlers with disabilities exiting Part C who were potentially eligible for Part B when calculating the FFY 2013 Data)	NaN
Number of documented delays attributable to exceptional family circumstances (this number also will be subtracted from the number of toddlers with disabilities exiting Part C who were potentially eligible for Part B when calculating the FFY 2013 Data)	471

Y **Data reflect only those toddlers for whom the Lead Agency has conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services. (Y/N)**

If you answer "no" to this question, please provide an explanation.

na

What is the source of the data provided for this indicator (Check one)?

_____ **State monitoring**

Describe the method used to select EIS programs for monitoring.

X **State database**

Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).

July 1, 2013 – June 30, 2014

Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

This data represents all eligible Part C children for this reporting period. The data counts all toddlers with IFSPs exiting within this reporting period. All potentially Part B eligible children with a transition conference by 33 months of age are counted as compliant; unless referred and enrolled after 33 months, in which case transition plans are due by 34.5 mo of age. Transition conference dates are recorded in the ILP database to ensure timely coordinated transition for eligible children. This data is reviewed and verified by EIS agencies quarterly for timeliness and accuracy. EIS agencies self-monitor and plan improvement activities to correct non-compliance. State Technical Assistance is provided when correction is not demonstrated the following quarter.

The EI/ILP data system includes automated data checks and management reports for EIS and state staff to ensure there are no missing data fields, dates out of expected range; and SPP/APR reporting requirements. All late

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

transition conference data entries alert the person entering the data that the conference is late and require explanaition for the noncompliance. This data is compliled and examined by the EIS agency quarterly. Annual desk audits are completed by the Part C Data Manager and onsite record reviews are completed by State Program Specialists during Technical Assistance site visits to further ensure data accuracy. Technical Assistance is designed based on EIS local needs and statewide data trends.

8C Required Actions

Actions required in FFY 2012 response table

The FFY 2012 response table here: http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html. Download it to determine if action is required for this indicator.

Responses to actions required in FFY 2012 response table not including correction of noncompliance

"The State must report, in its FFY 2013 APR,that it has verified that each EIS program or provider with noncompliance identified in FFY 2012 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of the updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the EIS program or provider, consistent with OSEP Memo 09-02. In the FFY 2013 APR, the State must describe the specific actions that were taken to verify the correction." Alaska Part C reported 99.87% compliance with indicator 8C in FFY 2012. Alaska verified that each EIS program with noncompliance reflected above: (1) is correctly implementing timely transition conference requirements (i.e., achieved 100% compliance) with 34 CFR §303.148(b)(2)(i) based on updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the conference, although late, for any child potentially eligible for Part B whose transition conference was not timely, unless the child is no longer within the jurisdiction of the EIS program, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02).

8C Correction of Previous Findings of Noncompliance

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
1	1	0	0

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements	One (1) transition conference was not reported by the local EIS agency. Documentation training was provided to this agency staff. Alaska verified that the transition conference did occur, although late through a file review.
Describe how the State verified that each LEA corrected each individual case of noncompliance	A child file review was conducted; contact notes, home visit documentation and database entry were reviewed and compared with the agency with noncompliance. Subsequent data indicates this was an isolated training issue which is now resolved.

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

FFY 2012 Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

NA, noncompliance was corrected.

Correction of Findings of Noncompliance Identified Prior to FFY 2012

Alaska did not have longstanding noncompliance.

Add rows as needed

	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2012 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected
FFY 2011	na	na	na
FFY 20XY	na	na	na

Answer both of the "findings of noncompliance verified as corrected" questions for each year where you are reporting that findings have been corrected. Answer the question regarding actions taken for each year that there were findings identified that have not been verified as corrected.

FFY 20XX Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements	Na
Describe how the State verified that each LEA corrected each individual case of noncompliance	na

FFY 20XY Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

na

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

Indicator 9: Resolution Sessions

Monitoring Priority: Effective General Supervision Part C / General Supervision

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted). (20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data and Targets

Historical Data

Alaska Part C has no actual target data available, no hearing requests received. As required by the OSEP measurement table, Alaska Part C will develop baseline, targets and improvement activities, and report them in the corresponding APR in the reporting period when the number of mediations reaches ten or greater.

Baseline Data: FFY 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		100%	100%	100%	100%	100%	100%	100%
Data	Na	Na	Na	Na	Na	Na	Na	Na

FFY 2013 – FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	100%	100%	100%	100%	100%	100%

Targets: Description of Stakeholder Input

Alaska will re-examine targets with stakeholder input as 10 or more mediation requests are received.

FFY 2013 Data

FFY 2013 SPP/APR Data

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2013 Data
0	0	nan

The FFY 2013 data is calculated: "3.1(a) Number resolutions sessions resolved through settlement agreements" divided by "3.1 Number of resolutions sessions"

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

Required Actions

Actions required in FFY 2012 response table

The FFY 2012 response table here: http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html. Download it to determine if action is required for this indicator.

Responses to actions required in FFY 2012 response table

No actions required in the FFY 2012 reposnse table for this indicator.

Indicator 10: Mediation

Monitoring Priority: Effective General Supervision Part C / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data and Targets

Historical Data

Alaska Part C has no actual target data available, no mediation requests received. As required by the OSEP measurement table, Alaska Part C will develop baseline, targets and improvement activities, and report them in the corresponding APR in the reporting period when the number of mediations reaches ten or greater.

Baseline Data: FFY 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		100%	100%	100%	100%	100%	100%	100%
Data	Na	Na	Na	Na	Na	Na	Na	Na

FFY 2013 – FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	100%	100%	100%	100%	100%	100%

Targets: Description of Stakeholder Input

See description in the introduction section.

FFY 2013 Data

FFY 2013 SPP/APR Data

2.1.a.i Mediation agreements related to due process complaints	2.1.b.i Mediation agreements not related to due process complaints	2.1 Number of mediations held	FFY 2013 Data
0	0	0	na

The FFY 2013 data is calculated: ("2.1.a.i Mediation agreements related to due process complaints" + "2.1.b.i Mediation agreements not related to due process complaints") divided by "2.1 Number of mediations held"

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

Required Actions

Actions required in FFY 2012 response table

The FFY 2012 response table here: http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html. Download it to determine if action is required for this indicator.

Responses to actions required in FFY 2012 response table

As required by the OSEP measurement table, Alaska Part C will develop baseline, targets and improvement activities, and report them in the corresponding APR in the reporting period when the number of mediations reaches ten or greater.

This section still under planning stage due April 1, 2015

Indicator 11: State Systemic Improvement Plan

Monitoring Priority: General Supervision

The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Alaska

Baseline and Targets –

Baseline Data

FFY	2013
Data	

FFY 2013 – FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target					

Targets: Description of Stakeholder Input

Alaskas Part C formed a team of strategic plan committee leads, to guide development of SSIP in FFY12. This team (State Leadership Team) assisted with SSIP activities and timeline planning. The Leadership Team met monthly to examine broad data, data quality and discuss components of an Alaska Part C infrastructure analysis. Alaska's Part C Coordinator initiatated SSIP converstations with a broader stakeholder group of early childhood partner agencies and organization. From these coversations, a larger stakeholder group was invited to participate in a two-day orientation and infrastructure analysis process. SSIP/SiMR broad stakeholder Invitees included:

- Local EIS Coordinators - Gail Trujillo, Jean Kincaid, Shannon Parker, Victoria Kendall, Susan Kessler, Kristin Bradshaw, Amanda Sanford
- State Part C EI/ILP State Staff-Monica Luther, Kim Mix, Laurie Lopez, Lisa Balivet and Shilan Wooten
- Community Partners – Christy Reinhart, EIC Coordinator; Lopez, Karli, EIC Parent Member, Wendy Barrett, Stone Soup Group; Matt Hirschfeld, MD, PHD, All Alaska Pediatric Partnership; Alicia Deaver, Thread Child Care Resource Center; Beth Kaplan, Early Hearing Detection and Intervention (HSS); Marcey Bish, Child Care Assistance Program Officer (HSS); Christy Lawton, Office of Children's Services Division Director(HSS); Chris Sturm PBIS Coordinator (UAA); Cassidy Jones, Part B Coordinator (EED); Cecilia Harmon, Anchorage Association for the Education of Young Children; Donald Enoch State Special Education Administrator (EED); Travis Erickson, Office of Children's Services, Division Operation Manager (HSS); Kim Guay, Social Services Program Administrator (HSS); Heidi Johnson, MS CCC, SLP; Teresa Holt, Long-Term Care Ombudsman (HSS); Jimael Johnson Public Health Specialist (HSS); Rebekah Morisse, Nurse Consultant (HSS); Stephanie Wrightsman-Birch, Section Chief, Women's Children's and Family Health

Preloaded historical data	Prepopulated data from other sources	Calculated

Explanatory text

(HSS); Shirley Pittz, Early Comprehensive Childhood Comprehensive Systems Director (HSS); Paul Sugar, Head Start (EED); Erin Kinavey Wennerstrom, Assistant Professor UAA; Kenneth Smith, Programmer Analyst (HSS); Stephanie Berglund, Chief Executive Officer Thread Child Care Resource and Referral; Tammy K Sandoval, Director of the Child Welfare Academy ; Kristine Green Program Manager, Neurodevelopmental and Autism Clinics, (HSS); Stephanie Monahan, Executive Director, All Alaska Pediatric Partnership; Abbe Hensley Executive Director Best Beginnings Alaska, ; Arleen D Casey(MEHS); Groat, Casey M, ICWA Coordinator, Office of Children's Services (HSS); Karen L Roth, Early Childhood Faculty UAA.

- Day 1 State Part C staff and Leadership Team attended a full-day preparatory meeting.
- Day 2 The broad stakeholder group examined key data, including data from SPP/APR indicators, 618 data collections, and state specific trend data as applicable and reviewed comparisons of child outcome and family indicator percentages state to national, across local programs, state trends over time
- Day 3 The broad stakeholder group met with a facilitator to examine and prioritize improvement plan activities.

Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., EIS program and/or EIS provider, geographic region, race/ethnicity, socioeconomic status, gender, etc.) As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

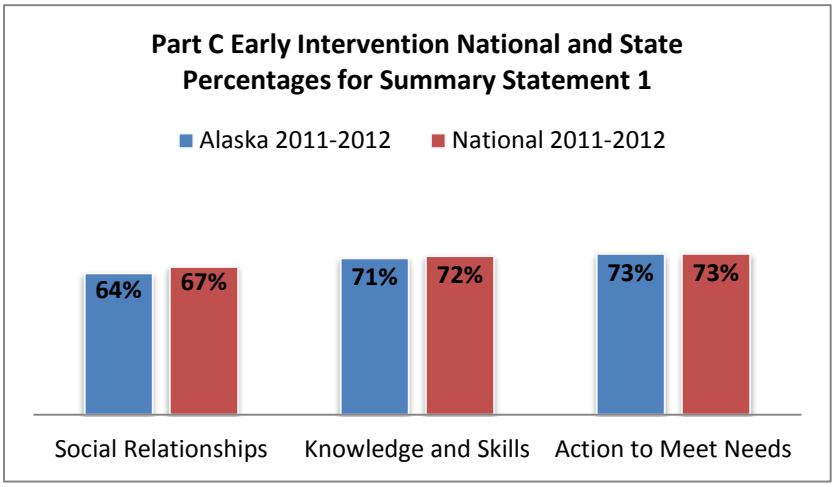
Alaska data analysis was multifaceted. Data was reviewed from the State Part C data system, recent parent and provider surveys, recent early childhood scholarly literature and national Part data reports. A leadership team was identified through Alaska's Early Intervention/Infant Learning Program strategic planning, including EIS providers, State staff, EIC staff and parents. Weekly meetings were held in FFY 13 to review various data sets and explore additional questions related to current data trends. All EIS local Coordinators met with the leadership team a year later in early FFY14 for an overview of SIMR; review relevant data and discuss quality indicators. The intent of this meeting was to imbed the SIMR into the state strategic plan.

The Alaska Part C Leadership Team examined data quality issues, compliance and quality barriers and additional data sets relative to the SSIP. Specific data/information included: Compliance indicator trends and collection methods, CAPTA trends, child outcome anchor tools, frequency of services, service provider discipline, provider SE training, IFSP Service types. The Team reviewed meaningful differences by referral reason and/or tools, length of time enrolled, outcomes by number of raters & child living situation, percent of agencies using Anchor tools as well as the frequency of use. Data analysis included National to State comparison, Regional to State averages, Regional to Regional comparisons. Specific outcome data examined: outcome rating 5-year trends; Social Emotional outcome rating 5-year comparison; distribution of outcome ratings by 3-year comparison; correlation between COSF ratings across outcomes; crosstab/pivot table for entry ratings across outcomes; distribution of COSF ratings by eligibility criteria, gender, ethnicity, COSF ratings by program, COSF assessment (anchor) tools, presence or absence of family members during COSF ratings, and number of program staff in COSF meeting. The Leadership Team and State staff selected the following data for the broader stakeholder SSIP meeting (held 10/15/14): Alaska Part C vs. Nationa percentages of

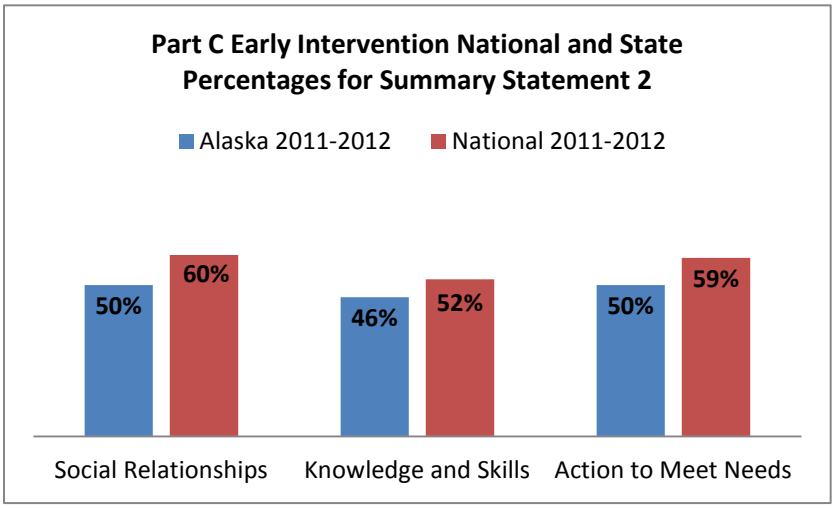
children exiting with substantially increase rate of growth (2012-2013); Alaska Part C Early Intervention vs. National Percentage of Children Exiting within Age Expectations (2012-2013); 4-year all outcome trends summary statement 1 and 2; FFY13 Alaska Outcome Progress Ratings; and Alaska Social Emotional Outcome Progress Ratings 5-year Trend.

An Alaska Part Data Quality Profile (2011-2012), completed for Alaska by Taletha Derrington, PhD of SRI International concluded:

- Alaska percentages for Summary Statement 1 closely follow national averages for outcomes 2 & 3; outcome 1 falls slightly below



- Alaska percentages for Summary Statement 2 fall below national averages for outcomes all three outcomes



Alaska has monitored the completeness of child outcome ratings through on-sight monitoring, desk audits, EIS agency quarterly data verification and annual EIS agency self-assessments. Alaska follows the recommended criteria for monitoring quality data 1) data are complete and that the data collection is a reliable number of children and 2) that the patterns of the progress categories are within reasonably expected patterns and ranges. A reliable number of exiting children is considered is 28% or more for reporting purposes (Number of children reported for the outcome / Exiting total)

Alaska's relation to the national average and one standard deviation (SD) above and below the national average.

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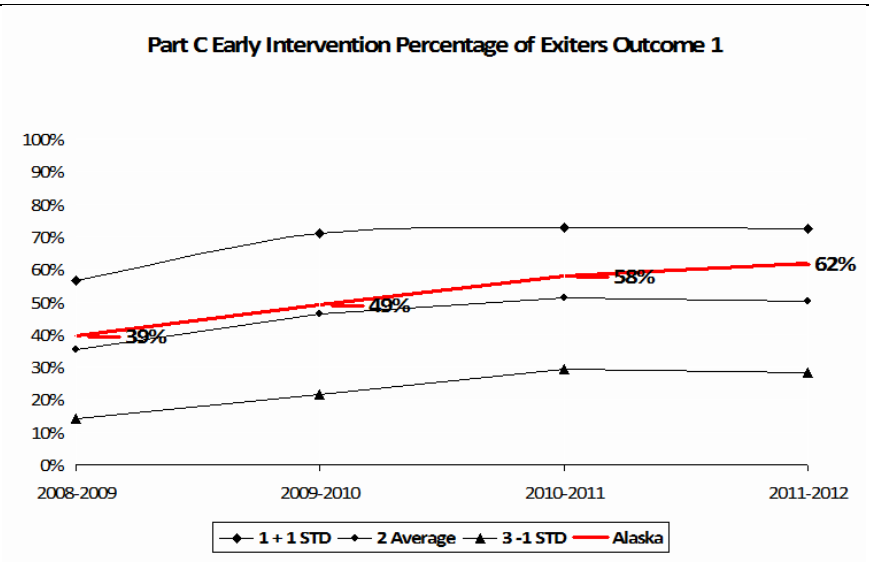
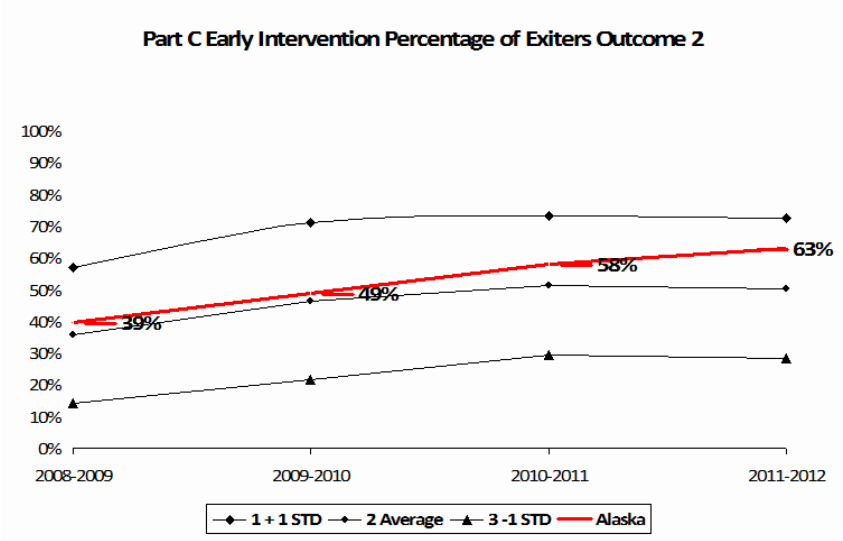
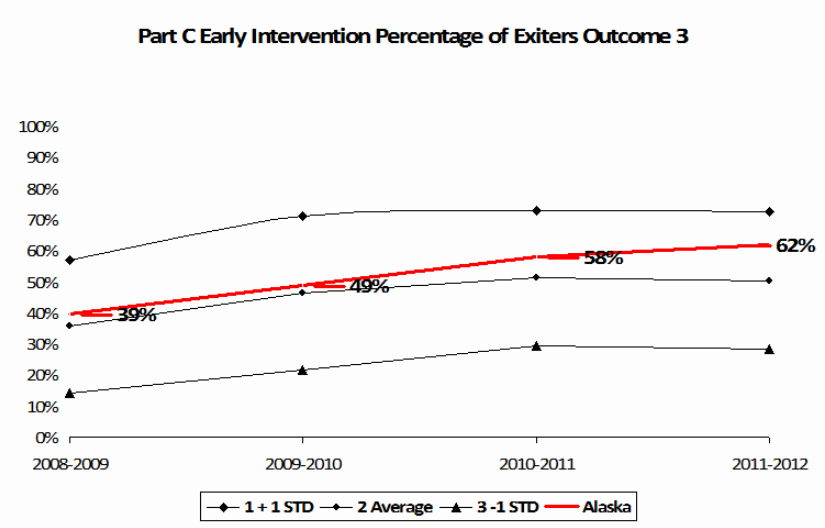
Explanatory text







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Explanatory text

As a minimum quality criteria currently used for the national analysis, the values for progress category 'a,' did not improve functioning, are expected to be no greater than 10%. However, we recommend that states use no greater than 5% as an indicator of data quality. The values for progress category 'e,' maintained functioning at a level comparable to same-aged peers, are expected to be greater than 5% and less than 65%. (Taletha Derrington, 2014)

Alaska Part C falls within expected patterns and ranges for the progress categories. Small variations are expected from year to year. Alaska Part C demonstrates these small variations for all outcome areas between 2008 and 2012 in summary statement 1 (Of those children who entered the program below age expectations in the Outcome Area, the percent who substantially increased their rate of growth by the time they exit the program). All Summary Statement 1 data over this four-year period fall within or close to the national averages.

Summary statement 2 (The percent of children who are functioning within age expectations in the Outcome Area by the time they exit the program) shows a slightly different pattern over this same 4-year period.

- Outcome 1 - Children have positive social-emotional skills (including social relationships) follows a downward trend with a meaningful difference noted between 2010 and 2011. This rating has slipped to nearly 1 standard deviation below national average.
- Outcome 2 - Children acquire and use knowledge and skills (including early language/communication [and early literacy]) and 3 - Children use appropriate behaviors to meet their needs also demonstrate slight downward trends, however do not show a meaningful difference from year to year and both approximate national averages.

The slippage of Outcome 1 for Summary Statement 2 is the focus of the Alaska Part C SSIP with intent to improve social emotional skills for all children exiting the program. Alaska's Part C Leadership Team examined root cause for this slippage and identified SiMR strategies and measurments to improve social emotional outcomes for all enrolled children and their families. The SiMR activites were distributed to the broader stakeholder group for feedback through face to face presentations, teleconferences and electronic survey.

Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in EIS programs and/or EIS providers to implement, scale up, and sustain the use of evidence-based practices to improve results for infants and toddlers with disabilities and their families. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and other early learning initiatives, such as Race to the Top-Early Learning Challenge and the Home Visiting program and describe the extent that these new initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

The Alaska Part C Data analysis and broad stakeholder process aligned all improvement activities with the state EI/ILP strategic plan. The overall goal of the plan is improved Part C system capacity to support children and families to achieve positive social-emotional skills. Alaska believes that early childhood social emotional competency for both child and family underlies all other skill development.

Alaska Part C system infrastructure includes: governance, fiscal, service delivery, professional development, data, technical assistance, and accountability/monitoring. Current strengths of the systems were identified by state staff and stakeholders as:

- Scholarship program to support current EIS provider professional development to meet highly qualified standards and engage in an EI/ILP career ladder.

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Explanatory text

- The EI/ILP strategic plan coordinates all infrastructure components by joint planning, ongoing committee meetings, monthly communication on committee progress.
- Efficient user friendly statewide data system.

Part C stakeholder identified a need for the following improvement areas:

- Increased capcity to service children with social emotional developmental concerns, including children with substantiated abuse or neglect.
    - A state Part C vision with integrated infant mental health practice and outcomes.
    - Increase state and local EIS program reflective practice and support.
    - Increased infant mental health competency trainings
    - Increased recruitement of highly qualified IMH staff.
    - Evaluate currently used evaluation tools compared with nationally (evidence based) recommended social-emotional tools.
- Establish Telehealth practice statewide
    - Develop Telehealth practice and billing policies and procedures
    - Develop clear guidelines and training regarding HIPPA and FERPA requirements for electronic communications and security of electronic records
    - Develop partnerships with other systems that have video-conferencing equipment. (Examples: ANTHC, State Libraries)

The intent, in part, of a large SSIP stakeholder group was to align community and State-level improvement plans and other early learning initiatives, such as the Pyramid Project, Early Childhood Comprehensive Systems Plan, All Alaska Pediatric Partnernship Medical Home inititive, ASQ on-line statewide screening project, Early Hearing Detection and Intervention, Parent Navigation, Head Start, Parents as Teachers, Alaska Village Health Clinics, Governor's Council on Disabilities and Special Education Early Intervention Committee, Child Welfare Accademy, Part B Special Education. These initiatives and programs are invaluable as community partners for alignment of project/program outcomes related to improving Alaska early childhood social emotional development; shared resources, aggregate data analysis, improved screening and referral, coordinating services, and community level capacity planning are examples of how SSIP outcomes will be integrated throughout the state.

Phase I of Alaska's Part C SSIP culminated in a two-day stakeholder meeting which included Alaska Part C State Staff. This meeting was preceded by a one-day planning meeting with State staff and Leadership Team.

State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families

A statement of the result(s) the State intends to achieve through the implementation of the SSIP.

Increase the percentage of enrolled Part C infants and toddlers *at high-risk of social emotional delays*, who substantially increase their rate of growth in positive social-emotional skills (including social relationships) by the time they exit the early intervention program.

A description of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families must be clearly based on the Data and State Infrastructure Analyses and must be a child- or family-level outcome in contrast to a process outcome. The State may select a single result (e.g., increase the rate of growth in infants and toddlers demonstrating positive social-emotional skills) or a cluster of related results (e.g., increase the percentage reported under child outcome B under Indicator 3 of the SPP/APR (knowledge and skills) and increase the percentage trend reported for families under Indicator 4 (helping their child develop and learn)).

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Explanatory text

Alaska root cause qualitative data suggests that current Child Outcome anchor/ assessment tools are not sensitive enough to identify delays in social-emotional skills, the lack of inter-rater reliability affects data consistency from region to region, and providers are not as comfortable in identifying delay in this area (social emotional) as they are in identifying delays in the other 2 areas. Therefore at entry, social-emotional skills may be inflated. It is thought by the Leadership Team that exit ratings do not accurately reflect the progress children have or could make. Alaska EI/ILP providers may be missing an opportunity to better support children's development in this area. Alaska Part C identified, as noted in the data section of this report that: Outcome 1 - Children have positive social-emotional skills (including social relationships) follows a downward trend with a meaningful difference noted between 2010 and 2011. This rating has slipped to nearly 1 standard deviation below national average. To accurately and effectively measure improvement over time, Alaska Part C incorporated a meaning ful measurement calculation (with analytical TA support from Taletha Derrington, DaSy) to project the target for outcome summary statement 1. Using regression prodiction, Alaska Part C has set the following criteria for improvement at a meaningful difference

Year	x	Number for SS1 (y)		Projections	x	y
2009	1	276		2014	6	419
2010	2	331		2015	7	443
2011	3	372		2016	8	468
2012	4	358		2017	9	493
2013	5	386		2018	10	518

*y=в*x + α* *α* *270.5* *в* *24.7*

Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families. The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support EIS program and/or EIS provider implementation of evidence-based practices to improve the State-identified result(s) for infants and toddlers with disabilities and their families. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build EIS program and/or EIS provider capacity to achieve the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families.

The rationale for focusing improvement efforts on outcome 1 Summary Statement 1 is based on data and infrastructure analysis occurring over the past 5 years. Activities for improvement were selected initially by the EI/ILP providers with state staff as the Alaska 5-year strategic plan. These activities were based on data and provider survey. The subsequent broad stakeholder group aligned these activities with SSIP improvement strategies. The following strategies are intended to move the strategic improvement plan forward toward the SiMR goals. Further details are contained in the Theory of Action. Strategy tasks are divided among various members and center heavily around the Part C Service Delivery Committee:

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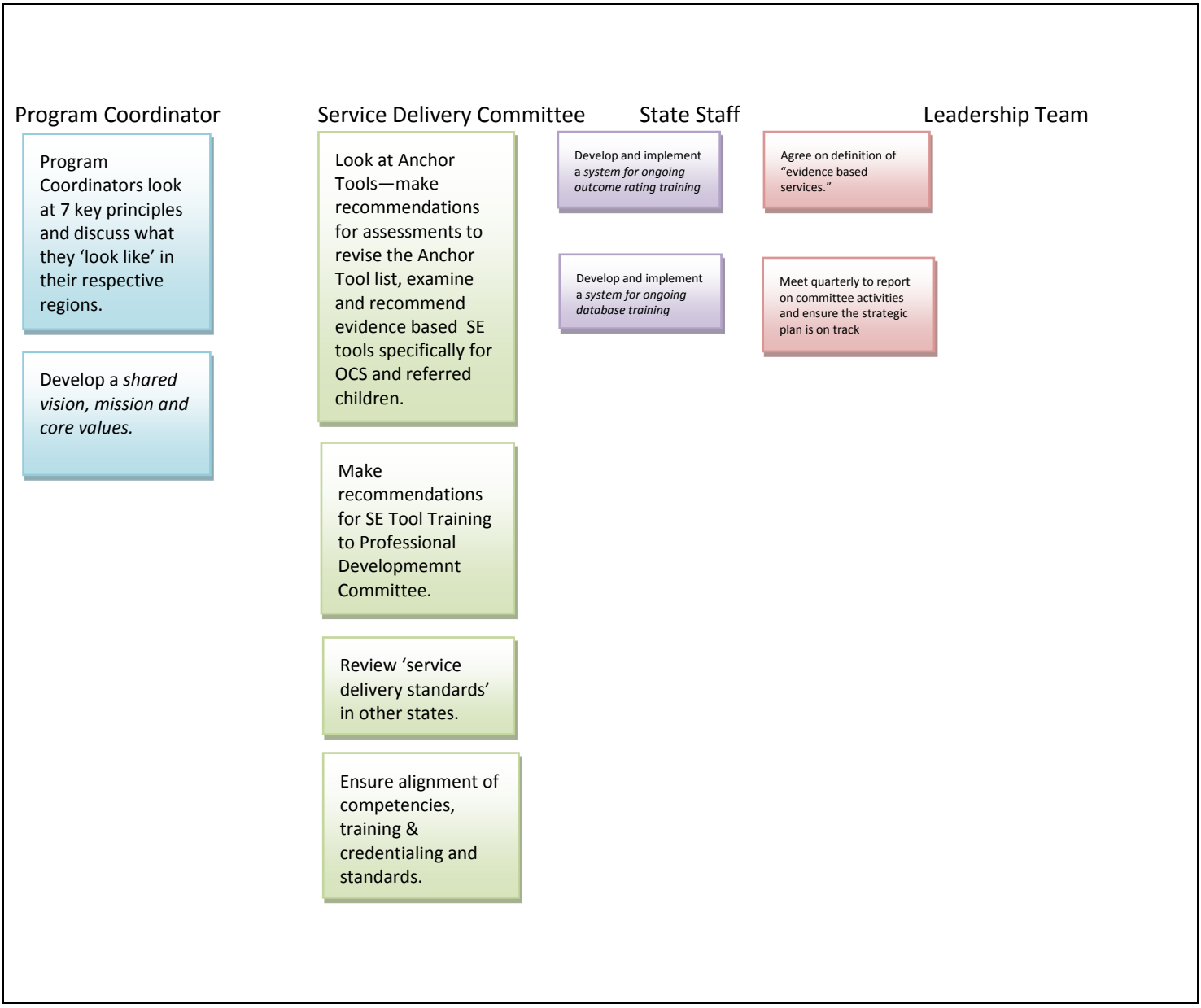

Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in EIS programs and/or EIS providers, and achieve improvement in the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families.

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Explanatory text

Theory of Action

If we do the following…		we will impact services in these ways…
Service Delivery	Integrate IMH vision and practice Develop reflective process continuum Develop IMH AK-AIMH competencies Strengthen birth to 3 state partnerships Recruit highly qualified staff	Increase professional competency of ILP staff, improved access to appropriate social/emotional evaluation, services and telehealth in every area of the state.
Professional Development	Integrate IMH vision and practice Develop reflective process continuum Develop IMH AK-AIMH competencies Strengthen birth to 3 state partnerships Recruit highly qualified staff	Ability to recruit, retain and train highly qualified and effective IMH workforce, provide ongoing training to satisfy highly qualified requirements, increase EI career opportunities.
Finance	Develop report of current billing practice Establish ongoing billing training Explore options for centralized billing Explore options for electronic billing Ensure all children can access insurance Provide maintenance of effort training	Legislators understand and value EI importance, EI programs have capacity to bill effectively, state is audit ready, EI will bill for developmental therapy, there is a consistent reasonable system of family payment statewide.
Marketing	Research target population values Evaluate current marketing statewide Develop new statewide marketing plan Develop statewide brand	Parents and referral partners readily recognize EI as a valuable partner, unique within early childhood services with increased referrals statewide.
Policy	Establish clear concise policy guidance memos for EI providers Track and report TA requests for additional guidance Ensure policy guidance memos are clear and understandable	All state forms, policies & procedures are clear, consistently followed and meet requirements statewide.

…and we will reach our quality service delivery goal:

To positively impact the percentage of enrolled Part C infants and toddlers at high-risk of social emotional delays, who substantially increase their rate of growth in social-emotional skills by the time they exit the early intervention program.

Alaska believes that increased social emotional competency for both child and family underlies all other skill development.

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Explanatory text

Optional Description