

Cluster Area I: General Supervision

State Goal 1: Effective general supervision of the implementation of the Individuals with Disabilities Education Act is insured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

	<p>Probe: GS.I General supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.</p>	
1	<ul style="list-style-type: none"> ● <u>Performance Indicator:</u> Percentage of school districts having secondary transition plans. 	<p>The department will promote secondary transition through a program called the Alaska Transition Outcomes Project (ATOP). ATOP is a three-stage project that trains faculty, students with disabilities and students without disabilities the skills needed for adult life (or in the case of faculty, how to teach these skills). Stage One is an onsite assessment of a district by a secondary transition specialist to determine its specific strengths and weaknesses with regard to preparing students with disabilities for adult life. Stage Two is an intensive summer transition camp attended by school faculty and students with and without disabilities. Stage Three is a direct grant to the district to implement local transition activities in collaboration with other agencies.</p> <p>The measure of districts in compliance with transition planning based on a 5-year monitoring cycle is temporary. The department is implementing a statewide web-based IEP system that will allow for real-time compliance checks of all districts in the state. It is anticipated that 90% of Alaska school districts will be using the IEP system within 3 years and by the fourth year all districts will be using the system. Since the 6 largest districts in Alaska are expected to be using the system by the 2005-2006 school year and these districts represent approximately 85% of all students in the State, the department will switch from using the results of on-site compliance reviews as reported here, and use instead, results from the web-based IEP system.</p>

- **Performance Indicator:** The percentage of students in out-of state placements.

Three activities will address the issue of current IEPs for students in out-of-state placements. The first will be to include all out-of-state institutions with Alaska students with IEPs in the monitoring process. This will include collection of copies of relevant documents from these institutions with an emphasis on verifying the existence of current IEPs as well as insuring that the services in the IEPs are being provided. Additionally, compliance reports from the SEAs in the states in which the institutions will be requested as a secondary source of information regarding general compliance with IDEA. Lastly, the department may conduct on-site compliance reviews based on judgments made from the information previously mentioned.

The second activity is implementation of a statewide web-based IEP system, currently in process, that will allow monitoring such things as the placements of students and the completeness of their IEPs electronically from a central location.

The third activity pertains to a significant reduction in the number of students placed out-of-state.

The department has begun participating in a project with the Division of Behavioral Health in the Department of Health and Social Services titled "Bring the Kids Home" (BTKH). This joint state agency project has as its primary goal the return to Alaska of students in out-of-state placements. These youth include special education students, and those in State custody and non-state custody. The long and short term goals of the project are:

Bring The Kids Home (BTKH) Long Term Goals:

1. Build/develop and sustain the community-based and residential capacity to serve children with all intensities of need within the service delivery system in Alaska.
2. Develop an integrated seamless service system in Alaska that will allow children and youth to be served in the most culturally competent, least restrictive setting, closest to home as determined to be safe and appropriate.
3. Significantly reduce the existing numbers of children and youth in out of state care and gate- keep ensuring that the future use of out of state facilities is kept to a minimum.

BTKH Mid Range Demonstration Project Goals:

- **Project Goal #1:** Identify children and youth for diversion and step down from out of state placements and provide in-state residential and community-based options. Facilitate smooth transition into appropriate placements.
- **Project Goal #2:** Build on the results of the Children and Youth Needs Assessment (CAYNA) Technical Report #2 regarding the clinical characteristics of the children placed out of state. Further study and develop profiles of children being successful in different levels of care to guide the design and development Alaskan step-downs and diversion into less restrictive settings.
- **Project Goal #3:** Build on the results of the CAYNA Technical Report #1 regarding in-state capacity by evaluating the needs within the state and building the in-state capacity to serve children previously referred to residential psychiatric care out-of-state.

	Probe: GS.II Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.	
3	<ul style="list-style-type: none"> • <u>Performance Indicator:</u> Percentage of students having Functional Behavior Profiles. 	The department will include training in the profile and management of student behavior to LEA special education directors. A contract for \$5000.00 will be awarded to add a new section to the Alaska Special Education Handbook regarding Functional Behavioral Profile and how it relates to Positive Behavioral Supports.
4	<ul style="list-style-type: none"> • <u>Performance Indicator:</u> Percentage of IEP that address extra curricular and non-academic activities. 	No additional activities are planned beyond continued compliance monitoring except that implementation of the state-wide web-based IEP system will allow for monitoring this standard state-wide in real time from a central location.
	Probe: GS.III Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.	
5	<ul style="list-style-type: none"> • <u>Performance Indicator:</u> Percentage of formal complaints completed on time. 	No future activities beyond continuing to contract for complaint investigations. This has been successful for the State of Alaska.
6	<ul style="list-style-type: none"> • <u>Performance Indicator:</u> Percentage of due process hearings completed on time. 	Since the number of due process hearing results did not change from the previous to the reporting year, there will be no change to department's activities.
7	<ul style="list-style-type: none"> • <u>Performance Indicator:</u> Percentage of mediations successfully completed. 	The department contracts with a private firm to conduct mediations. Future activities will be limited to continued funding of this private agency.
	Probe: GS.IV There sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State.	

8	No performance indicator.	The department CSPD coordinator will begin planning for the special education personnel shortage survey and will begin negotiations with ATP for contracting for the survey.
	Probe: GS.V State procedures and practices ensure collection and reporting of accurate and timely data.	
9	<ul style="list-style-type: none"> • <u>Performance Indicator:</u> Section 618 child count and placement data are reported to OSEP by February 1st of each year 	Child count and placement data for February 1, 2004 will be submitted to the Office of Special Education Programs on time.
10	<ul style="list-style-type: none"> • <u>Performance Indicator:</u> Section 618 exit, discipline and personnel data are reported to OSEP by November 1st of each year. 	The department will increase the number of reminders sent to school districts that are habitually late in reporting their exit and discipline data.
11	<ul style="list-style-type: none"> • <u>Performance Indicator:</u> Edit checks will be conducted on all Section 618 data submitted to the department. 	Edit checks will be performed.

Cluster Area II: Early Childhood Transition

State Goal 2: All children eligible for Part B services are receiving special education and related services by their third birthday.

12	<ul style="list-style-type: none">• <u>Performance Indicator:</u> Percent of children eligible for Part B services at age three who have IEPs in place on their third birthday.	The department is instituting a statewide web-based IEP system that will permit simultaneous monitoring of all IEPs in Alaska. This will allow the department to monitor the timeliness of all IEPs in the state. Additionally, negotiations have begun with the Part C program to get them to use student ID numbers generated by the department. This would allow the department to track students leaving the Part C program and entering the Part B program.
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Cluster Area III: Parent Involvement

State Goal 3: The provision of a free appropriate public education to children with disabilities is facilitated through parent involvement in special education services.

13	<ul style="list-style-type: none">• <u>Performance Indicator:</u> Parent information and observation are documented on the Evaluation Summary and Eligibility Report.	The department will investigate the possibility of developing a more direct measure of parent involvement as it pertains to promoting FAPE. Also, the department will continue to administer the statewide parent satisfaction survey.
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Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

State Goal 4: All children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living.

	<p>Probe: BF.I Is the percentage of children with disabilities receiving special education, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular disability category, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular educational setting, is the percentage of children by race/ethnicity, significantly disproportionate to the percentage of children by race/ethnicity, in the State's general student enrollment?</p>	
14	<p><u>Performance Indicator:</u> Percentage of Alaska Native students classified as speech impaired and their representation in the State population.</p>	<p>No targets have been set for the 2003-2004 school year nor have any activities been planned. Although specific intervention activities have not yet been planned, the department will receive technical assistance from NCCRESt and the WRRRC.</p>
15	<p><u>Performance Indicator:</u> Percentage of Alaska Native students classified as learning disabled and their percentage of the State population.</p>	<p>The department has generated a list of districts rank-ordered on the basis of disproportion. Although specific intervention activities have not yet been planned, the department will receive technical assistance from NCCRESt and the WRRRC.</p>
	<p>Probe: BF.II Are high school graduation rates, and drop-out rates, for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?</p>	

16	<u>Performance Indicator:</u> Graduation rates for regular and special education students.	Since the new method of collecting graduation information has already been implemented, no future activities are planned. Once several years of data are available, the special education unit will reexamine graduation rates and decide what, if any activities are needed.
17	<u>Performance Indicator:</u> Dropout rates for regular and special education students.	The special education unit will review dropout data at the time of its annual planning meeting in August of 2004. Currently, the dynamics of dropout rates in Alaska are not well understood and technical assistance may be required.
	Probe: BF.III Suspension and expulsion rates for children with disabilities are comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies.	
18	<u>Performance Indicator:</u> Percent of students with disabilities subject to suspension/expulsion for more than 10 days.	The special education unit will discuss the issue of data for this Probe during the August 2004 planning meeting.
	Probe: BF.IV Performance results for children with disabilities on large-scale assessments will improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.	
19	<u>Performance Indicator:</u> Proficiency rates of disabled and nondisabled students on reading and math sections of the High School Graduation Qualifying Examination at grade 10.	The department has proposed no activities to increase the test performance of students with disabilities on the HSGQE. However, specific intervention methods will be a topic at the time of the special education unit's annual planning meeting held in August 2004 and this issue will be reviewed by the CIFMP stakeholder group during the 2004-2005 school year. Regarding LEA's and schools who did not make AYP by disability category only: The EED requires a school improvement plan. Plans must address specific strategies to improve results for kids with disabilities.
	Probe: BF.V Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including	

	preschool.	
20	<u>Performance Indicator:</u> Percentage of 3-5 year old students in Early Childhood Settings. Percent of 6-21 year old students in regular classrooms < 21%.	Although no specific activities will occur until the department better understands the realities behind these data, they will be a topic at the time of the special education unit's annual planning meeting held in August 2004. Also, this issue will be reviewed by the CIFMP stakeholder group during the 2004-2005 school year.
	Probe: BF.VI Early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services will improve.	
21	<u>Performance Indicator:</u> Speaking skills, emergent reading skills and social development of kindergarten students with disabilities.	Although no specific activities will occur until the department better understands the issues affecting the developmental profile, it will be a topic at the time of the special education unit's annual planning meeting held in August 2004 and this issue will be reviewed by the CIFMP stakeholder group during the 2004-2005 school year.

Cluster Area V: Secondary Transition

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State Goal 5: The percentage of youth with disabilities participating in post-school activities (e.g. employment, education, etc.) is comparable to that of nondisabled youth.		
22	<u>Performance Indicator:</u> Number of schools completing the Alaska Set for Life Transition Program.	An additional 20% of school districts in Alaska will complete all three stages of the Set for Life Program.