Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The development of the Alaska Part C State Performance Plan (SPP) included contributions from various stakeholders across the state.

Much of the initial preparation was completed by the Alaska Infant and Toddler Workgroup, through several in-person and phone meetings. This workgroup was formed in early 2005 as part of the Alaska GSEG activities. Members in this workgroup included parents from the Early Intervention Committee of Alaska's Interagency Coordinating Council, providers serving Part C children, and state Part C staff. This workgroup developed documents and procedures in support of a statewide evaluation and accountability system for the Alaska EI/ILP system. The work of this group will continue beyond the GSEG grant through a task force. This task force will be made up of all the members of the GSEG Infant and Toddler Workgroup and will have additional service providers, parents, and other stakeholders.

Input regarding the SPP targets was received from the Early Intervention Committee of Alaska's Interagency Coordination Council. This occurred through face-to-face and phone meetings during November 2005. Input was also obtained from the EI/ILP providers across the state through a review process including a phone meeting in November 2005.

Information about the SPP and how to access this document will be presented at various stakeholder meetings and statewide conferences. In addition, a press release will be distributed to state and local newspapers and to regional providers describing the SPP and information on how to access it on the Part C web site. In addition, the Annual Performance Report (APR) will be made available in these ways.

The SPP indicator targets and improvement activities were set by the stakeholders described above. Consideration was made of the structure of and challenges faced by the Alaska Part C system:

Overview of the Statewide System:

As both the northernmost and the largest state in the union, Alaska has many unique characteristics that pose challenges to the delivery of services. Alaska's geographic area is more than double that of Texas; however, the population density of 0.93 square miles per person is by far the lowest in the United States. The city of Anchorage accounts for about 50% of Alaska's population and the majority of residents live in just five cities. Less than 10,000 children are born in the state each year, and the total birth to three population is approximately 28,000.

Approximately 66% of Alaska's 235 villages and towns are not on a road system. Many have no running water or sewage treatment. Airplanes and boats are the typical means of transportation for rural communities. Weather patterns impact itinerant provider travel to remote villages throughout the year, and present challenges ranging from heavy fog, wind and rain in the southeastern panhandle and Aleutian chain to severe storms and blizzards along the northern and western coasts and temperatures of 50 to 60 degrees below zero in the interior during the winter months.

The Alaska Department of Health and Social Services (DHSS) is Alaska's Lead Agency and is responsible for ensuring early intervention services for infants and toddlers who experience, or are at risk for, developmental delays or disabilities, and their families under Part C of IDEA 2004. The Early Intervention/Infant Learning Program (EI/ILP) state team consists of the Part C Coordinator/Program Manager, 3 Program Specialists, a Data Analyst/Programmer and support staff. This team provides overall direction, technical assistance and administrative support for the state and federally funded EI/ILP system. DHSS is responsible for the overall accountability for the EI/ILP provider agencies to comply with state and federal laws and regulations.

Alaska's EI/ILP system includes 17 local program agencies located regionally throughout the state that provide and coordinate direct early intervention services. One additional program oversees two statewide consultant programs provide itinerant services to providers and families of infants and toddlers experiencing vision and/or hearing impairments.

Timeliness of services is often impacted by geographic and climate barriers that can delay travel to deliver services for a month or more at a time. Communication with families from diverse cultures at remote sites is often difficult, and there are times when an itinerant provider has arrived by plane at a village airstrip only to find that the parent and child are on their way out of town on the return flight due to a family emergency or other reason.

Recruitment and retention of qualified staff to provide services is another challenge. In 2003 Alaska had no graduate personnel preparation programs for Occupational Therapy, Physical Therapy, or Speech Therapy. A Speech Therapy program began in 2004 at the University of Alaska Anchorage (UAA). The first cohort will graduate in three years. Due to lack of personnel preparation programs and other challenges, professional positions may remain open for several months before being filled. This results in reduced services to some children, as provider capacity is limited. Burnout is a staff challenge due to conditions that require itinerant providers to be away from home and family, often for several days at a time.

Training is provided to EI/ILP personnel through statewide conferences and distance delivery mechanisms including teleconferences, PowerPoint presentations on CDs, videos and training manuals that have been developed to address Alaska-specific populations. The STARS training videos, originally developed as training for paraprofessionals in rural areas, have proven effective as an orientation for new providers, both at the professional and paraprofessional levels. Database training is provided by teleconference and also via a manual that is maintained on a website where it can be updated to reflect changes to the system as they occur.

The state EI/ILP pilot monitoring protocol was implemented two years ago to include improved tools for ensuring compliance with key elements of state and federal requirements. All regional programs are monitored on-site on a 3-year cycle. The site monitoring visits occurred in eight programs over the past two Federal Fiscal Years (FFY):

FFY	Program	Date of Site Visit
03	Kodiak Area Native Association ILP, Kodiak (KAN)	December 2003
03	Tanana Chiefs Conference ILP, Fairbanks/Interior (TCC)	February 2004
03	Community Connections ILP, Ketchikan (CCK)	May 2004
04	Alaska Center for Children and Adults, Fairbanks (ACC)	December 2004
04	REACH, Inc, Juneau (REA)	January 2005
04	Bristol Bay Area Health Corporation, Dillingham (BBA)	February 2005
04	Native Village of Barrow, Barrow (NVB)	April 2005
04	SeaView Community Services, Seward (SEA)	May 2005

Part C State Performance Plan (SPP) for 2005-2010

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Early Intervention Services In Natural Environments

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

(20 USC 1416(a)(3)(A) and 1442)

Measurement:

Percent = # of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner divided by the total # of infants and toddlers with IFSPs times 100.

Overview of Issue/Description of System or Process:

Statewide stakeholder groups have designed strategies that contributed to progress in the provision of timely services over the past two years. These strategies included implementation of targeted local improvement plans and quarterly monitoring of data at the state and regional level, statewide meetings of program coordinators where successes and challenges of implementing strategies for increasing timeliness of services were shared and discussed, and individualized technical assistance provided by state staff to assist in development of effective improvement strategies that work on a regional level.

Compliance is monitored with on-site file reviews and all programs are reviewed within a three-year cycle. State EI/ILP staff work with local programs to ensure quality programming, performance, and compliance with this federal indicator. Programs complete quality improvement plans (QIPs) that are required by the state when data analysis indicates less than 100% compliance with the indicator.

Baseline Data for FFY 2004 (2004-2005):

Compliance Related to Timely IFSP Services, Based on Child File Reviews:

FFY04 (July 2004 - June 2005, Alaska EI/ILP)

Program	BBA	REA	ACCA	NVB	SEA	Total	
	Number of Child Files						
# of infants and toddlers with IFSPs	10	5	8	5	6	34	
# of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner	9	5	4	5	6	29	85%

Discussion of Baseline Data:

The Alaska baseline is 85% for the Federal Fiscal Year (FFY) 2004. This reflects the five local programs that were designated to be monitored during the performance period. Two out of the five programs had findings of noncompliance and worked extensively with state EI/ILP staff to ensure improvement of services to children and families involved with EI/ILP services.

BBA had only one late IFSP, and this delay was due to a change in the child's foster care placement. ILP staff met with CPS staff to review referral process, IDEA timeline requirements, and CAPTA requirements. ILP staff participated in establishing a community based early childhood interdisciplinary team. This team meets on a quarterly basis to discuss early childhood systems and service delivery issues, share resources and monitor system improvement. CPS staff participates in this team and has helped to improve communication between the foster placement and ILP. This program has achieved 100% compliance in this area.

At ACCA the state identified the timely delivery of services as stated on IFSPs for enrolled children as an area of concern based on data from child record reviews completed in December 2004. Four of eight records showed gaps or delays in services that were not consistent with service frequencies stated on the IFSP. ACCA has implemented staff training and procedures for timely review and revision of IFSPs to reflect adjustments in frequency of services and changes in service providers as they occur. It is expected that these improvement strategies will help to ensure that all children receive the early intervention services on their IFSPs in a timely manner. 100% compliance in this area as reflected by documentation of a random sample review of 8-10 child records using the Child File Review form will be required no later than March 31, 2006.

For the development of measurable and rigorous targets, the following trend was used:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**100%**
2006 (2006-2007)	**100%**
2007 (2007-2008)	**100%**
2008 (2008-2009)	**100%**
2009 (2009-2010)	**100%**
2010 (2010-2011)	**100%**

Improvement Activities/Timelines/Resources:

Improvement strategies resulting from the statewide self-assessment and improvement planning implemented in 2002-2004 have brought about significant improvements in service delivery regions of the state. Improvement strategies were locally designed and included a variety of innovations such as restructuring staff assignments to allow for more flexible scheduling of intake and evaluation/assessments, and collaborating with other providers such as Public Health Nurses, Early Head Start, school district services, and private therapy providers to facilitate timely assessments and IFSP meetings in remote communities.

Recent approval of an amendment to the state plan that allows Medicaid to be billed for TCM services promises the potential of a new funding stream for service coordination within EI/ILP. Once this change is implemented successfully, it is expected that the additional funds can be used for improvements in the service delivery system including additional services and or personnel. The State of Alaska will develop further policies and procedures that support and identify specific training criteria related to monitoring timely services delivery.

The State EI/ILP program staff and information technology staff will implement quarterly data meetings/teleconferences by November 2005. Teleconferences will be used to focus on a variety of data issues, solicited from the field on improvement strategy progress and revisions. Technical assistance will be provided regarding data quality on an ongoing basis.

2005 goal 100%:

The term 'timely delivery' has been clarified. Programs are required to begin providing services on the initiation date, as agreed to by the parent, on the signed IFSP. The new web-based system will be modified to ensure that programs can run queries to review numbers on a quarterly basis and react to data in a more dynamic manner. The state EI/ILP program will explore ways to ensure that coordinators receive feedback related to the rate of the delivery of timely services through quarterly data teleconferences and exchanges.

This year the state EI/ILP program proposed new language into regulation which would allow local programs to recruit professional positions such as Speech, Occupational, and Physical Therapists free of restrictions. Local programs had indicated this issue as a challenge to recruitment.

State EI/ILP staff will explore the possibility of cost study to review allocation of resources and ensure programs have appropriate resources to remain in compliance with rigorous goals.

State EI/ILP staff will work with each program on QIPs based on the needs identified by on-site monitor and ongoing data analysis. Data is reviewed with stakeholders such as the Interagency Coordinating Council, Early Intervention Committee, and program coordinators at least once yearly in the spring.

2006 goal 100%:

Programs will receive ongoing technical assistance including quarterly teleconferences and yearly review of the rate of delivery of services as listed on the IFSP.

Recruitment and retention remains a barrier to providing timely services and will be explored.

State EI/ILP staff will engage in continued oversight of the delivery of timely services that will include data review on a quarterly and yearly basis in addition to on-site cyclical monitoring.

Quarterly data teleconferences with all programs will address ongoing issues or disseminate data trend information across local programs as needed.

Rate of timely services is a component which will be built into the query capability of our web-based data system so that local programs and state EI/ILP staff can quickly improve and respond to data trends.

The state EI/ILP program will collaborate with state and national partners to review and explore implementation recommendations from costs study data on how to improve service delivery.

State EI/ILP staff will provide venue for local programs to discuss how remote locations and limited access leave some local programs with fewer professional resources than urban areas. In some cases this disparity is evident through the local program's lack of ability to hire and retain qualified personnel and complete services as needed by the child and family.

Explore guidance relative to the use of Targeted Case Management funds for the best possible outcome of providing needed services to children and families.

The state EI/ILP program will ask for stakeholders to provide suggestions and strategies for recruitment and rete23ntion and explore next steps in building capacity to continue to provide quality ILP services.

2007 goal 100%:

Develop and/or implement a plan of recruitment and retention with ILP providers association, ICC, EIC, and UAA, to advocate strongly for professional development opportunities for current staff and potential new staff.

Continue on-site monitor system improvement to ensure local programs get relevant on-site monitoring and opportunities for peer review every three year cycle. State EI/ILP staff will provide technical assistance and guidance for programs receiving new Targeted Case Management funds to support prescribed services on the IFSP.

State EI/ILP staff will engage in continued oversight of the delivery of timely services that will include data review on a quarterly and yearly basis in addition to our on-site cyclical monitoring capability. Quarterly data teleconferences with all programs to address ongoing issues or disseminate data trend information across local programs as needed.

Continue to work with each program on QIPs resulting from on-site monitor as well as the review and possible creation of improvement plans at the end of the year.

2008 goal 100%:

Convene task force that looks at disparity of service issues within the state. Engage in a cost study to ensure that resource allocation allows all children to receive the services needed as stated on the IFSP.

Finalize implementation of recruitment and retention plan created with key stakeholders, providers, and state staff.

State EI/ILP staff will engage in continued oversight of the delivery of timely services that will include data review on a quarterly and yearly basis in addition to our on-site cyclical monitoring capability.

Quarterly data teleconferences with all programs will address ongoing issues or disseminate data trend information across local programs as needed.

Local programs will continue to provide QIPs to state EI/ILP staff on data or compliance issues in a timely manner as they respond to on-site monitor information.

2009 goal 100%:

Local programs will submit quarterly progress on Corrective Action Plans to state EI/ILP staff for compliance issues (indicators below 100%). Corrective Action Plans replace the former Quality Improvement Plans (QIP). Alaska implemented a census based, focused monitoring system in FFY 2008 and discontinued its cyclical monitoring system. State staff will continue oversight of the delivery of timely services through its focused monitoring system. Local EIS programs with longstanding noncompliance will report progress to state staff on a monthly basis.

Review the impact of staff recruitment plan and assess further personnel needs to ensure delivery of services as stated on the IFSP.

2010 goal 100%:

State EI/ILP staff will engage in continued oversight of the delivery of timely services that will include data review on a quarterly and yearly basis in addition to our monitoring capability.

Quarterly data teleconferences with all programs will allow us to address ongoing issues or disseminate data trends information across local programs as needed.

Convene key stakeholder group to review, evaluate, and provide recommendations for the next planning cycle to ensure timely delivery of services.

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The process was the same as described for Indicator #1 above.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 2: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children.

Measurement:
Percent = [(# of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings) divided by the (total # of infants and toddlers with IFSPs)] times 100.

Overview of Issue/Description of System or Process: Refer to the description presented in Indicator #1 above for general demographics of the state and challenges of service delivery.

A review of our cyclical monitoring of each local program ensures that the decision determining the appropriate use of natural environment occurs in the way that is most beneficial to each child and family. The majority of services for young children are located in the child's natural environment. Programs currently document child specific justification for services in alternate environments in the child's file.

Programs utilize a variety of strategies to ensure compliance with providing services in the natural environment including: flying to a remote village to provide a play group opportunity with community partners such as the health clinic providers, school, or Early Head Start. In rural areas local program staff often stay overnight at clinics or schools in remote communities to ensure the delivery of services in the natural environment.

On a limited basis some IFSP teams have determined, based on child assessment results, that on-site therapeutic services are needed for children and families whose need for specialized therapy cannot be met through in-home visits. To the extent possible programs employ various strategies to ensure that these opportunities occur within the contexts of natural environments. The goal for these services is to transfer the activities into the home environment. Local EI staff work with the IFSP team to develop in-home activities to reach this goal. The State EI staff monitors these activities to ensure the transfer of these goals into the natural environment.
Data for this indicator is found in the 619 annual child count data on settings. These data are compiled based on the number of children enrolled for Part C services on December 1st of each year.

Baseline Data for FFY 2004 (2004-2005):

Settings Where Early Intervention Services Were Provided
Children Enrolled for Part C Services, Alaska EI/ILP

Setting	Year				
	2000	2001	2002	2003	2004
Natural Environment*	616	606	570	601	577
Other Settings	35	28	55	40	33
Total	651	634	625	641	610
Percent Receiving Services in a Natural Environment	**94.6%**	**95.6%**	**91.2%**	**93.8%**	**94.6%**

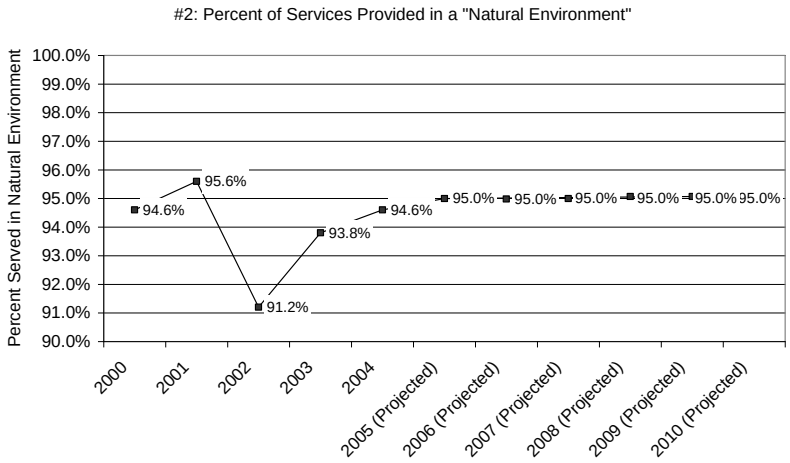
* Natural Environment settings are: the child's home and programs for typically developing children

Source: Alaska's 619 Child Count Data reported to OSEP (as of December 1st each year)

Discussion of Baseline Data:

The state's baseline data is 94.6% for the Federal Fiscal Year (FFY) 2004.

For the development of measurable and rigorous targets, the following trend was used:



FFY	Measurable and Rigorous Target
2005 (2005-2006)	**95.0%**
2006 (2006-2007)	**95.0%**

2007 (2007-2008)	**95.0%**
2008 (2008-2009)	**95.0%**
2009 (2009-2010)	**95.0%**
2010 (2010-2011)	**95.0%**

Improvement Activities/Timelines/Resources:

The state EI/ILP program is currently working toward improving communication and clarification with local programs to encourage partnerships with programs that provide early care and education in natural environments. The state EI/ILP program eventually hopes to develop training resources for local programs to address compliance and performance relative to serving children in natural environments.

2005 goal 95%:

State EI/ILP staff will provide guidance and data review with all local programs to ensure provision of services are in the best interest of young children and their families through quarterly data meetings with local program staff.

The State of Alaska will offer provider training at Spring 2006 ILP Conference and via statewide teleconferences and using online resources including selected materials from the "Enhancing Services in Natural Environments" call series sponsored by the Settings Community of Practice and available at http://www.nectac.org/~calls/2004/partcsettings/partcsettings.asp .

State EI/ILP staff will ensure that the accountability system reflects the importance of delivering services in natural environment as well as importance of having transitional activities that occur in the most appropriate place for that child and family.

State EI/ILP staff will clarify the term primary location with local programs to help define services in different settings; and create pop up window in the web-based system for justification for those children who cannot be served primarily in a natural environment.

State EI/ILP staff will further develop policies and procedures enhance our relationships with partners in Child Protection, Public Health, birthing centers including hospitals, and early care and education programs.

2006 goal 95%:

A reminder pop-up box will alert the database user of the requirements for services in the natural environment with a definition of natural environment.

The state will review with local programs at the coordinators exchange-the importance of meeting our rigorous goal of serving 95.4% of children in their natural environments. Further the state will provide a forum for local programs to exchange strategies to improve their own programs.

State EI/ILP staff will continue to work with each program on QIPs based on on-site monitor review and the use of the end of quarterly data and the year end data with all local programs.

Training related to natural environments will be offered to state employees and local programs through web-based or online training opportunities and other trainings such as the spring coordinators exchange.

The state EI/ILP program will look at creating online trainings related to issues generated at topical teleconferences each month such as: timely services, natural environments, paraprofessionals in the workforce, specific disability interventions, parents rights, quarterly data review, social marketing, connecting with NICU providers, connecting with child care providers, CAPTA response or other relevant topics.

Opportunities for face-to-face trainings with partners and professionals from child care agencies, child protective services, and pediatric offices, will strengthen conversations with our partners related to services in natural environments and improvements to providing services in a child's natural environment.

2007goal 95%:

State EI/ILP will concentrate on the development of a sustainable training system for local programs to ensure that knowledge and dynamic practice is strengthened across programs and professions. These trainings will be generated from topics addressed during our monthly topical conversations and requiring more rigorous follow-up. The frequent turn over in our state makes the development of training opportunities an urgent need to ensure stability and quality of services in our remote and geographically challenging state.

State EI/ILP staff will continue to work with each program on QIPs, based on on-site monitor review data as well as the use and review of quarterly and year end data, to ensure compliance between cyclical on-site monitoring.

2008 goal 95%:

State EI/ILP staff will continue to work with each program on QIPs, based on on-site monitor review data, as well as the use and review of quarterly and year end data to ensure compliance between cyclical on-site monitoring.

Key stakeholders will review trend data and provide feedback and suggestions on strategies or changes that may be needed to improve delivery of services in the natural environment.

Develop training tools and incorporate local program strategies to enhance capability of services including delivery in natural environments.

2009 goal 95%:

Develop training tools to support staff efforts for serving children in the natural environment. These training tools should be available both as a web-based resource as well as on CD-ROM.

State EI/ILP staff will provide technical assistance and monitoring oversight of each EIS program assisting with Corrective Action Plan development to ensure indicator compliance.

Implement suggestions made by key stakeholders related to improvements in the delivery of services in the natural environment.

2010 goal 95%:

State EI/ILP staff will provide technical assistance and monitoring oversight of each EIS program assisting with Corrective Action Plan development to ensure indicator compliance..

State EI/ILP staff will engage key stakeholders to undertake evaluation activities for next planning cycle.

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The process was the same as described for Indicator #1 above.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 3: Percent of infants and toddlers with IFSPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/ communication); and

C. Use of appropriate behaviors to meet their needs.

(20 USC 1416(a)(3)(A) and 1442)

Measurement:

Outcomes:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/communication); and

C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

a. Percent of infants and toddlers who did not improve functioning = [(# of infants and toddlers who did not improve functioning) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

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

d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = [(# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = [(# of infants and toddlers who maintained functioning at a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

Summary Statement 1: Of those infants and toddlers who entered or exited early intervention below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = # of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in category (d) divided by [# of infants and toddlers reported in progress category (a) plus # of infants and toddlers reported in progress category (b) plus # of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in progress category (d)] times 100.

Summary Statement 2: The percent of infants and toddlers who were functioning within age expectations in each Outcome by the time they turned 3 years of age or exited the program.

Measurement for Summary Statement 2: **Percent = # of infants and toddlers reported in progress category (d) plus [# of infants and toddlers reported in progress category (e) divided by the total # of infants and toddlers reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.**

FFY	Measurable and Rigorous Target
2008	Targets are set for FFY2009

Overview of Issues/Description of System or Process:

The development of the child outcome measurement system for Alaska began in March 2005 by the Alaska GSEG Infant and Toddler workgroup. This workgroup consisted of parents from the Early Intervention Committee, providers serving Part C children, and state Part C staff. A task force was formed to continue the work of the Infant and Toddler workgroup. The task force completed the policies and procedures of the outcome measurement system by February of 2006 so that training of service providers and administrators could occur in March and piloting and preliminary data collection could begin in April.

In November 2006 staff from seven local agencies that piloted the Child Outcomes Summary Form (COSF) in Alaska met with state Part C staff and Eco Center staff to evaluate the COSF process and to plan and make recommendations for statewide training. Part C local agency staff received training on the COSF process on February 19-20, 2007. The training was conducted by Kathleen Hebbeler and Lynne Kahn from the ECO Center, and included state guidance on timelines for implementation and COSF data entry in the state data system. A notebook with ECO Center materials and state specific instructions for the COSF process was given to each participant.

Statewide implementation of the COSF in local programs began on March 1, 2007. However, changes in local agency processes required additional time and support over the next several months before all staff were able to implement the COSF consistently at enrollment and exit for all Part C children. Monthly teleconferences with local program coordinators provided opportunities for feedback and discussion of local questions and challenges.

Videotapes of the February 2007 training sessions were used to develop a set of training modules that were distributed with accompanying printed materials to each local agency in November 2007 for the purpose of consistent training for new staff as well as regular review and training updates for all staff involved in completing the COS process. The modules are designed for self-guided individual use or as a tool for larger training sessions conducted by a state or local trainer.

COS data entered in the state EI/ILP database includes individual child ratings in the three outcome areas as well as the COSF completion date, members of the COSF team, sources of information and assessment tools used for making each COSF rating. The EI/ILP database was converted to an online system in July 2007. A report using the ECO Center's COSF to OSEP Categories Calculator has been built into the state web-based data system and is used to review child outcome progress data for each agency and statewide quarterly and annually.

Policies and procedures to guide child outcome assessment and measurement practices

All children who enter the EI/ILP system after 4/1/06 and who will be enrolled for at least six months (enter prior to age 2½ years) will be assessed at least twice using the procedures to be developed by the outcome measurement task force, based on the recommendations from the Early Childhood Outcome (ECO) Center. The following preliminary decisions have been made about the measurement system:

- Assessments will include input from more than one source and will include input from the child's family.
- Assessments will be summarized to provide a "score", similar to the one developed by the ECO Center.

- Specific assessments will not be required; a list of recommended assessments will be developed.
- Children will be assessed fairly close to the time of entry into the EI/ILP system and fairly close to their exit from the system so that the amount of developmental progress can be accurately represented in pre- and post- ratings.
- Data from the summary "score" will be entered into the EI/ILP data system at least twice for each child who is enrolled for over six months, so the data system can be used to determine the progress a child has made.
- The EI/ILP data manual will be updated to describe directions on how to record the data for the outcome measurement.

The outcome system is now included in the state's monitoring process. The data reported are evaluated for accuracy and timeliness. The EI/ILP database has built-in edit checks to prevent knowable errors (dates, scores, missing data).

When the data are analyzed, reports are produced by the state describing the results of the measurement system. Programs with unexpected results are contacted by the state staff to determine the reason and an appropriate corrective action.

Alaska utilizes the following definition for 'comparable to same age peers':

> Child shows functioning expected for his or her age in all or almost all everyday situations. Functioning is considered appropriate for his or her age. The child's age level scores as measured on one of the selected anchor assessment tools can be a useful source of information, but should be used in conjunction with other information about the child. A standardized testing situation is an unusual setting for a young child. Therefore, if the child's functioning in a testing situation differs from the child's everyday functioning, the rating should reflect the child's everyday functioning.

Access to the EI/ILP data system is limited to specified state and local program staff.

The data fields related to this measurement system are incorporated into the current EI/ILP database for the least amount of impact possible on program staff while considering the most effective means of data quality.

Each of the programs has a number of standard reports related to the outcome measurement system to help with tracking, viewing and reporting their outcome data. Statewide analysis is completed by the state staff as required and at least annually.

Actual Baseline Data for 2008:

Progress Data for Infants and Toddlers Exiting 2008-2009

A. Positive social-emotional skills (including social relationships):	# of children	% of children
a) Percent of infants and toddlers who did not improve functioning	5	2.05%
b) Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	46	18.85%
c) Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	51	20.90%
d) Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	53	21,72%
e) Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	89	36.48%
Total	N = 244	100%
B. Acquisition and use of knowledge and skills (including early language/communication):	# of children	% of children
a) Percent of infants and toddlers who did not improve functioning	3	1.23%
b) Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	39	15.98%
c) Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	63	25.82%
d) Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	83	34.02%
e) Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	56	22.95%
Total	N = 244	100%
C. Use of appropriate behaviors to meet their needs:	# of children	% of children
a) Percent of infants and toddlers who did not improve functioning	6	2.46%
b) Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	46	18.85%
c) Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	58	23.77%
d) Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	85	34.84%
e) Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	49	20.08%
Total	N = 244	100%

Summary Statement Baseline Data for Infants and Toddlers Exiting 2008-2009:

Summary Statements	% of children
Outcome A: Positive social-emotional skills (including social relationships)	
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	67.10%
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	58.20%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	

1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	77.66%
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	56.97%
Outcome C: Use of appropriate behaviors to meet their needs	
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	73.33%
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	54.92%

Discussion of Baseline Data:

Progress data reported in 2010 will be considered baseline data. Because of the limited number (51) of COSFs completed during the pilot phase and the fact that statewide COSF data collection began with initial ratings on children enrolled in March 2007, the number of progress ratings reported in the FFY2006 APR was extremely low (n=11). In FFY2007, child outcome data for 90 children was complete and reported in the APR. For FFY2008, the number of children with outcome data increased to 244, and the number is expected to increase to over 400 children in the FFY2009, as still more children exit the program with initial ratings completed after the COSF was first implemented in March, 2007.

The following data analysis reports have been developed and refined to promote and monitor improvement in data quality and accuracy:

- DCR2 (Data Compliance Report-2) – tracks quarterly progress in completing COSF at both enrollment and exit for children who are exiting the program. Business rules allow adjustment when data is missing or untimely for justifiable reasons. This report shows local agency trends for the number of children exiting with COSF data over the 4 previous quarters. It also lists the children exiting with missing or late COSF data so that program coordinators can drill down and see their compliance or data cleaning issues and make corrections before submitting verified quarterly reports to the state office.
- Quarterly Narrative Report - developed in FFY2007 for local agencies to report on progress or slippage on selected performance indicators was refined to include more detailed COSF data for children exited each quarter. Analysis and written explanation is required for any exited children without an initial and/or exit COSF. This report includes local improvement plans and informs state staff about technical assistance needs at the regional program level.
- Reminders Report – gives providers advance notice of missing COSF data for newly enrolled and exiting children and shows dates that these ratings are due. The report is used at the local level for planning purposes and by state staff to identify technical assistance needs.
- COSF No Progress Report – provides a list of children falling into OSEP category “a” and helps to identify where providers may need additional training on how to answer the COSF question, “Did the child make any progress?” This year coding has also been added to the database to automate the field for the progress question when initial and exit ratings logically require the child to have made progress. This improvement has lessened the need for the COSF No Progress Report because database users automatically receive an error message if progress data is entered incorrectly.
- Child Outcome Summary Report – gives a summary of the initial and exit ratings completed for all children exiting the program in a selected year. This report uses the ECO Center calculations to generate the data required for Indicator 3 reporting each year for the five OSEP measures for

each of the three outcome areas and calculates the percentages for the two summary statements under each of the three outcome areas. Sections have recently been added to this report to show trends in the summary statement data over a three year period and tables and charts that allow comparison and groupings of regional data from across the state, with the capability to sort individual child data at the local level by the five OSEP categories for each outcome.

All of these data system reports have been valuable tools to improve understanding and analysis of the child outcome data. Alaska has also participated regularly in the ECO Center Community of Practice calls and state staff presented at a session during the national EC Outcomes Conference in 2009. This presentation was repeated during a teleconference several weeks later.

The baseline data should be viewed with some caution due to the following considerations. The 244 children with complete COSF data for FFY2008 may not be representative of all children exiting the program during the year. There are still a number of children exiting the program who were enrolled prior to March 2007, so initial ratings on these children were not available and they could not be included in the data set. Because these children were enrolled at an earlier age and also for a longer duration than those children who are included in the data set, they are quite likely to have different characteristics that may influence the outcome data.

In addition, provider teams who completed the initial ratings for many of the children in the baseline data set were very new to the process and quality of the initial rating data may have been inconsistent as providers were learning the process. Quality assurance activities over the past two years have helped to improve data quality, so Alaska expects to see more accurate child outcome rating data in coming years.

Measurable and Rigorous Target:

Targets for Infants and Toddlers Exiting in FFY2009 (7/2009-6/2010) and FFY 2010 (7/2010-6/2011) and Reported in February 2011 and February 2012

Summary Statements	Targets for FFY 2009 (% of children)	Targets for FFY 2010 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	60%	62%
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	52%	56%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	66%	69%
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	46%	48%
Outcome C: Use of appropriate behaviors to meet their needs		
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased	62%	

their rate of growth by the time they turned 3 years of age or exited the program		67%
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	46%	51%

Improvement Activities Completed and Explanation of the State's analysis of data for the purpose of increasing data quality:

Discussion of proposed targets and target setting activities;
The above target percentages have been set based on analysis of existing data, using the data reports described above. Characteristics of children in the baseline data set were considered and local program data was examined to determine the possible impact of outliers on the statewide data. It was determined that the few local programs with either extremely low percentages or extremely high percentages on the two outcome statements in each of the outcome areas did not have a significant impact on statewide percentages due to the very small number of exiting children in these programs. In fact, because of the very small numbers in several of these rural programs, no meaning could be applied to these local summary percentages other than probable effect of individual child characteristics influencing their progress ratings.

As of January 2010, outcome data is already available for nearly 200 children exited in the first half of FFY2009. The summary statement percentages for this cohort are considerably lower than summary statement percentages reported for FFY2008 as baseline. These new percentages represent almost half of the anticipated FFY2009 cohort of exiting children and were used to project targets for the 2011 (FFY2009) report.

Current year baseline percentages are considered a rigorous and ambitious target for 2012. Alaska suspects that baseline percentages are higher than we may expect for future years due to the fact that very few of the children with outcome data reported in 2010 were enrolled in the program before one year of age, and therefore might be expected to have less significant impairments that might impede their progress and lower their COSF ratings. Based on preliminary statistical analyses, it appears that several factors may have a negative impact on child outcome data, including longer time enrolled in the program, certain diagnoses, and greater levels of delay at initial evaluation. More in-depth analysis is needed to ascertain the actual impact of such factors on child outcomes. For these reasons along with the significantly lower percentages calculated on preliminary data reported for FFY2009, Alaska expects to look closely at data trends, population and program characteristics that may impact outcome data in the coming year.

Ongoing Improvement Activities:

- Database reports continue to be developed and refined to improve COSF data management and analysis capabilities at the state and local level.
- State staff and other stakeholders continue active participation in ECO Center training and teleconferences.
- The state has a service agreement with the University Center for Excellence in Developmental Disabilities at University of Alaska to assist with analysis of the statewide COSF data.
- ECO Center Powerpoint presentations have been adapted to include Alaska data charts and to train local program coordinators and other stakeholders on the process of data analysis for target setting.
- Stakeholder input on issues related to target setting is gathered during statewide presentations and discussions.
- Training on the COSF process is provided jointly for Part C and 619 local agency staff at the annual statewide special education conference (ASSEC) each year. This promotes collaboration and consistency of child outcome measurement across the two programs.

- On-site record reviews by state technical assistance staff continue to be conducted to assure consistency and accuracy of COSF data and to provide specific feedback and ongoing training and technical assistance for local providers.
- Alaska has been accepted as one of two TACSEI partner states in 2010-2012. This means that early intervention providers and care givers will receive in depth training and coaching on evidence-based practices to promote the social-emotional development of young children. It is anticipated that the improved practices resulting from this training will lead to increases in the number of children who make significant progress and/or attain functional skills comparable to age level peers by the time they exit the Part C program.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2009:

Targets, improvement activities, timelines and resources were not previously required for indicator 3. This entire section (indicator 3) has been added to the SPP to reflect current activities and the newly required/established improvement activities and targets set in FFY08.

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The process was the same as described for Indicator #1 above.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 4: 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 USC 1416(a)(3)(A) and 1442)

Measurement:

A. Percent = # of respondent families participating in Part C who report that early intervention services have helped the family know their rights divided by the # of respondent families participating in Part C times 100.

B. Percent = # of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs divided by the # of respondent families participating in Part C times 100.

C. Percent = # of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn divided by the # of respondent families participating in Part C times 100.

Overview of Issue/Description of System or Process:

Refer to the description presented in Indicator #1 above for general demographics and of the state and challenges of service delivery.

Description of the family outcome measurement system:

The development of the family outcome measurement system for Alaska began in March 2005 by the Alaska GSEG Infant and Toddler workgroup. This workgroup consisted of parents from the Early Intervention Committee (Alaska's Interagency Coordination Council), providers serving Part C children, and state Part C staff. The details of the measurement system have not been completed; however, a task force has been formed to continue the work of the Infant and Toddler workgroup. The task force will conduct focus groups and is exploring the possibility of participating in future pilots conducted by the ECO Center.

Upon completion, outcome measurement system for Alaska will include:

- Policies and procedures to guide outcome assessment and measurement practices.
- Provision of training and technical assistance supports to administrators and service providers in outcome data collection, reporting and use.
- Quality assurance and monitoring procedures to ensure the accuracy of the outcome data.

• Data system elements for outcome data input and maintenance, and outcome data analysis functions.

The status and plans for each of these are described below:

Policies and procedures to guide family outcome assessment and measurement practices

Families with children receiving services from the Alaska EI/ILP system will be surveyed annually using the procedures to be developed by the outcome measurement task force, based on the Early Childhood Outcome (ECO) Center recommendations. The ECO Center family questionnaire will be evaluated and most likely will be used with small changes. The manner in which the survey will be made available to the public, such as if it is to be mailed or done in person or phone, will be determined by the task force after weighing the options for receiving the best return rate.

The first administration of this survey will begin in spring 2006.

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

Training to support the accuracy and return rate of the survey occurred in spring 2006.

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

The outcome system will be included in the state's monitoring process. The data reported will be evaluated and shared with local programs.

Procedures for data quality and timeliness will be developed by the outcome measurement task force.

Data system elements for outcome data input and maintenance, and family outcome data analysis functions

The data received from family surveys will be housed in a stand-alone data system. Details of this system and data analysis procedures will be developed by the outcome measurement task force.

Statewide analysis will be completed by the state staff as required and at least annually.

Baseline Data for FFY 2004 (2004-2005):

While no baseline data were available for FFY04, baseline data was collected in FFY05 and established at:

Baseline Data:
The results of the survey administered in May 2006 are as follows:

A. When asked," To what extent has early intervention helped your family know and understand your rights?" 193 families responded.

   94.3% of families responded that Alaska's early intervention services helped their family know their rights (indicated by a rating of 3 or higher). 64.2% of these families responded that Alaska's early intervention has done a good to excellent job of helping them know their family's rights (indicated with a rating of 5 or higher). The average rating was 5.03.

Number and Percent Responding at Each Rating Level

Count	6	5	25	33	48	24	52
Percent	3.1%	2.6%	13.0%	17.1%	24.9%	12.4%	26.9%
Rating	1	2	3	4	5	6	7
Description of Rating	Early intervention has not helped us know about our family's rights		Early intervention has done a few things to help us know about our rights		Early intervention has done a good job of helping us know our family's rights		Early intervention has done an excellent job of helping us know about our family's rights

B. When asked," To what extent has early intervention helped your family effectively communicate your child's needs?" 195 families responded.

97.5% of families responded that early intervention services helped their family effectively communicate their children's needs (indicated by a rating of 3 or higher). 79.5% of the families said that Alaska's early intervention has done a good to excellent job at helping their family effectively communicate their children's needs (indicated with a rating of 5 or higher). The average rating was 5.43.

Number and Percent Responding at Each Rating Level

Count	3	2	14	21	64	32	59
Percent	1.5%	1.0 %	7.2%	10.8 %	32.8%	16.4 %	30.3%
Rating	1	2	3	4	5	6	7
Descriptio n of Rating	Early intervention has not helped us effectively communicat e our child's needs		Early intervention has done a few things to help us effectively communicat e our child's needs		Early intervention has done a good job of helping us effectively communicat e our child's needs		Early intervention has done an excellent job of helping us effectively communicat e our child's needs

C. When asked," To what extent has early intervention helped your family be able to help your child develop and learn? 195 families responded.

98.0% of families responded that early intervention services have helped them to help their children develop and learn (indicated with a rating of 3 or higher). 85.2% of the families indicated that Alaska's early intervention has done a good to excellent job of helping them help their children develop and learn (indicated with a rating of 5 or higher). The average rating was 5.76.

Number and Percent Responding at Each Rating Level

Count	2	2	10	15	51	33	82
Percent	1.0%	1.0%	5.1%	7.7%	26.2%	16.9%	42.1%
Rating	1	2	3	4	5	6	7
Description of Rating	Early intervention has not helped us help our child develop and learn		Early intervention has done a few things so that we can help our child develop and learn		Early intervention has done a good job of helping us help our child develop and learn		Early intervention has done an excellent job of helping us help our child develop and learn

Proposed Targets:

FFY	Measurable and Rigorous Targets
2006 (2006-2007)	**A. Know their rights = 98%** **B. Communicate child's needs = 99%** **C. Help child develop and learn = 100%**
2007 (2007-2008)	**A. Know their rights = 99%** **B. Communicate child's needs = 100%** **C. Help child develop and learn = 100%**
2008 (2008-2009)	**A. Know their rights = 100%** **B. Communicate child's needs = 100%** **C. Help child develop and learn = 100%**
2009 (2009-2010)	**A. Know their rights = 90%** **B. Communicate child's needs = 90%** **C. Help child develop and learn = 90%**
2010 (2010-2011)	**A. Know their rights = 90%** **B. Communicate child's needs =90%** **C. Help child develop and learn = 90%**

The measurement strategies for this indicator are described below:

Who will be included in the measurement?

All families with children receiving services from the Alaska EI/ILP system will be surveyed annually.

What measurement tool will be used?

The questionnaire developed by the ECO Center was used. This decision was made by the outcome measurement task force in winter 2005/2006.

When will measurement occur?

The first administration of this survey occurred in spring 2006 and will be done each year after that.

How will data be analyzed?

The results of the survey will be aggregated so that percentages can be reported on the number of families who report that early intervention services have helped them:

1. Know their rights;
2. Effectively communicate their children's needs; and
3. Help their children develop and learn.

Discussion of Baseline Data:

Baseline data was collected beginning in April 2006.

Measurable and Rigorous Target:

Targets will be established in the FFY06 APR based on stakeholder input and FFY04 and FFY05 survey results.

Improvement Activities/Timelines/Resources:

The following improvement activities were determined and reflected on the FFY06 APR:

- Stakeholder input will be sought in FFY07 to review and improve family outcomes.
- Alaska has revised their SPP to implement a random sampling techniques in FFY07 and survey for a smaller, but more representative portion of the population. Time and resources will be devoted to improving the response rate from this sample.
- Explore, with stakeholders and ECO guidance, ways to simplify the survey instrument.

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The process was the same as described for Indicator #1 above.

Monitoring Priority: Effective General Supervision Part C / Child Find

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

A. Other States with similar eligibility definitions; and

B. National data.

(20 USC 1416(a)(3)(B) and 1442)

Measurement:

A. Percent = # of infants and toddlers birth to 1 with IFSPs divided by the population of infants and toddlers birth to 1 times 100 compared to the same percent calculated for other States with similar (narrow, moderate or broad) eligibility definitions.

B. Percent = # of infants and toddlers birth to 1 with IFSPs divided by the population of infants and toddlers birth to 1 times 100 compared to National data.

Overview of Issue/Description of System or Process:

Refer to the description presented in Indicator #1 above for general demographics and of the state and challenges of service delivery.

A child is eligible for Part C services in Alaska either by: (1) demonstrating on an assessment a 50% delay, or equivalent standard deviation below the norm, in one or more domains of development; (2) clinical opinion that the potential for such a delay exists without intervention; or (3) receiving a diagnosis of a condition that is deemed likely to result in such a delay. Alaska's definition has recently been defined as "moderate" by NECTAC compared to the other states.

Child-find activities include statewide public awareness materials such as brochures and posters placed in village health clinics and larger pediatric clinics and doctor's offices throughout the state. The neonatal intensive care unit physicians are aware of the process of referring children to EI/ILP services and are one of the most frequent sources of referral of children. The EI/ILP system also collaborates with the state Early Hearing Detection and Intervention (EHDI) project in ensuring prompt follow-up on referral of children identified as a result of newborn hearing screens. In addition, child protective service providers are aware of the CAPTA requirement that all infants and toddlers with substantiated abuse or neglect are referred to be evaluated for early intervention services. Coordination with child protective services depends on clear communication between the CPS provider and the EI/ILP provider at the regional level. This tends to be a challenge, particularly when both systems experience frequent staff turnover.

Program information and regional referral contact information is maintained on the state website and is updated regularly. Data on the number of referrals is monitored quarterly at the state and local levels, including data on the number and percent of referrals of infants under the age of 12 months and sources of referrals.

Overall birth rates for the last three years have stayed relatively stable with a slight increase in 2004. There is evidence of some decrease in population projections for coastal regions, however increases are noted in the urban hubs.
http://www.labor.state.ak.us/research/pop/estimates/04t1-1a.xls
Our SCHIP program, Denali Kid Care, reduced numbers of children eligible for Medicaid and this may have influenced parent's decision to seek care or parents may not receive initial information related to ILP referrals. A reduction state wide in public health nurses and reduction in staff and services at state community health centers also could be affecting outreach and referral.

Regional EI/ILP programs may use state funds to offer enrollment in a developmental monitoring program using the Ages and Stages Questionnaire (ASQ). If the child's development appears to be on track, the program sends the family a developmental status report and suggested activities that are adapted to the cultural background of the family. If it appears that a child is falling behind their peers, the family is offered a comprehensive evaluation and enrollment in the local program. This periodic screening program supplements other child find activities, including periodic visits to communities by public health nurses and or EI/Local programs to offer face-to-face health and development checks, including vision and hearing screens.

Baseline Data for FFY 2004 (2004-2005):

A. Alaska compared to other States with similar eligibility definitions (Moderate):

Children Birth to 1 Receiving Part C Services in Alaska and in States with Similar Eligibility Definitions*
Number and Percent of the State Population

	2000		2001		2002		2003		2004	
State	#	%	#	%	#	%	#	%	#	%
Average of Moderate States		1.0		0.9		1.0		0.9		0.9
Alaska	102	1.1	94	0.9	92	0.9	90	0.9	83	0.8
Other Moderate States:										
Colorado	825	1.3	466	0.7	453	0.7	444	0.7	505	0.7
Delaware	194	1.9	179	1.7	205	1.9	201	1.8	148	1.3
Illinois	1,450	0.8	998	0.5	1,291	0.7	1,675	0.9	1,954	1.1
Indiana	1,267	1.5	1,501	1.7	1,593	1.9	1,395	1.6	1,456	1.7
Kentucky	500	0.9	473	0.9	432	0.8	325	0.6	251	0.5
Minnesota	384	0.6	388	0.6	457	0.7	472	0.7	282	0.4
Missouri	486	0.7	309	0.4	417	0.6	465	0.6	514	0.7
New Jersey	554	0.5	672	0.6	631	0.6	677	0.6	629	0.5
New York	1,912	0.8	2,313	0.9	2,837	1.1	2,640	1.0	2,793	1.1
Puerto Rico	516	0.9	222	0.4	231	0.4	187	0.3	213	0.4
Rhode Island	165	1.3	181	1.5	220	1.8	227	1.9	214	1.7
South Dakota	59	0.6	82	0.8	62	0.6	70	0.7	97	0.9

Source: Federal Resource Center, Table 8-6 (http://www.federalresourcecenter.org/frc/artbl8_6.xls)
* The eligiblity definitions used by these states is "Moderate", according to rankings completed by NECTAC in October 2005.

B. Alaska compared to National data:

Percent of Infants (birth to 1) Served under IDEA, Part C
Alaska ILP/EI Program Compared to the U.S.

Year	% Served in Alaska	% Served in the US
2000	1.1%	0.8%
2001	0.9%	0.9%
2002	0.9%	1.0%
2003	0.9%	0.9%
2004	0.8%	0.9%

Source: Federal Resource Center, Table 8-6

Discussion of Baseline Data:

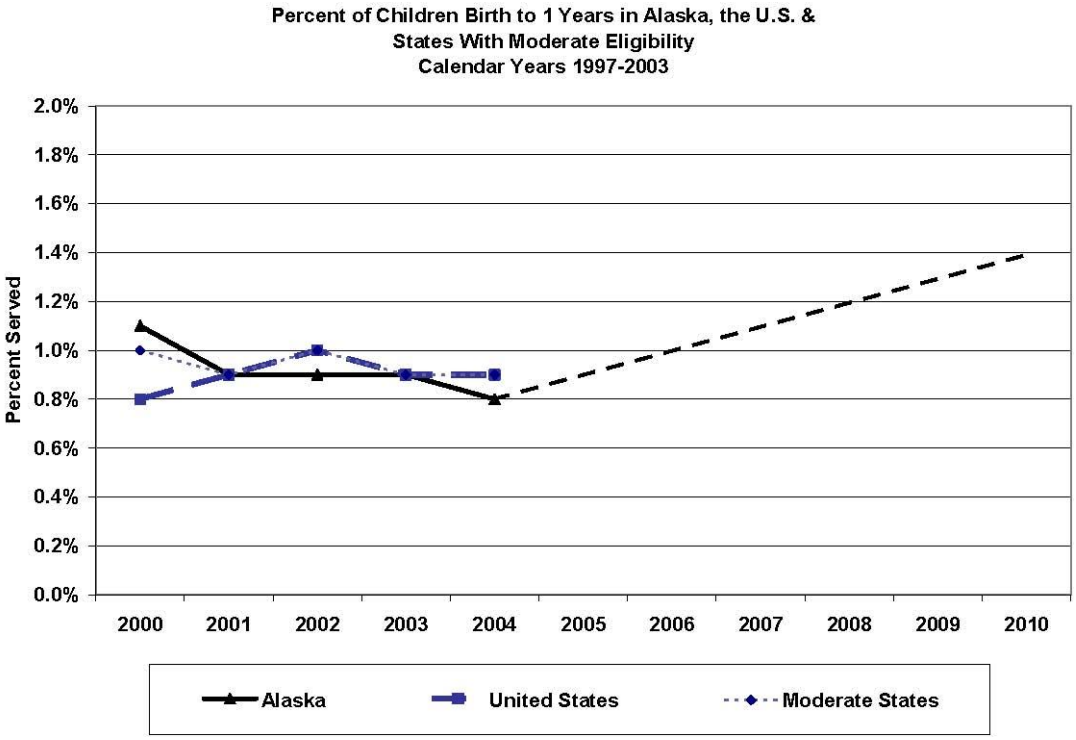
The state's baseline data is 0.8% for the Federal Fiscal Year (FFY) 2004. Alaska exceeded five other states with similar eligibility definitions in this indicator.

In 2000 Alaska ranked above the national average in the percentage of children birth to 1 years of age that were served through ILP. That trend began a downward turn in 2001 due in part to the loss of long term personnel and possible regrouping and training of new administrative staffing. Additionally, the state of Alaska saw a large re-structure of departments and temporary displacing or loss of collaborative relationships.

EI/ILP program employees were required to learn new procedures and build new relationships with partners in the divisions of Public Health and Public Assistance, and the Department of Education and Early Development. Despite this rebuilding of staff and relationships Alaska has continued to move toward a lesser percentage of children served after a stabilizing time between the years 2001 and 2003.

Lack of program funding increases to keep pace with increased costs may have contributed to this slight negative trend.

For the development of measurable and rigorous targets, the following trend was used:



FFY	Measurable and Rigorous Target
2005 (2005-2006)	A. B. 0.9%
2006 (2006-2007)	A. B. 1.0%
2007 (2007-2008)	1.1%
2008 (2008-2009)	1.2%
2009 (2009-2010)	1.3%
2010 (2010-2011)	1.4%

Improvement Activities/Timelines/Resources:

To reach the targets above, the EI/ILP system will have to add to its birth to 1 year caseload approximately 10 children each year, for a total of approximately 60 more children to be served in 2010 than were served in 2004.

The Division of Public Health and OCS work closely together to ensure that any referrals between programs occur appropriately and successfully state-wide.

The State of Alaska is currently implementing a newly approved Targeted Case Management strategy to secure additional funds for ILP programs in the state. These additional funds may be used to support additional infrastructure needs including: personnel, contract therapy providers, equipment, or travel needed to deliver quality EI services.

The State of Alaska EI/ILP program is currently in planning stages with the Early Childhood Comprehensive Systems (ECCS) to work to implement screenings across a variety of settings as we recognize the need for more public awareness to educate doctors, nurses, NICU providers, and child care to refer to EI/ILP.

2005 goal .9%:

Over next year, the following will occur:

State EI/ILP staff will continue with the distribution of public awareness materials with statewide referral sources including the participation in the CDC public awareness campaign: “Act Early”.

State EI/ILP staff will coordinate with Child Protection Program to ensure effective policy and procedures for referral of Infants and toddlers with substantiated cases of abuse or neglect.

State EI/ILP staff will support the distribution of developmental screenings in medical homes through involvement with the ECCS project.

State EI/ILP staff will receive updated information from estimated prevalence report and apply this information to target child find efforts in specific regions of the state.

Ongoing efforts of local programs to provide outreach and referral information to related providers will be supported by the state EI/ILP program. State staff and local programs will be encouraged to provide outreach to various providers including: NICU, pediatric offices, birthing centers and childcare providers to enhance child find activities.

State EI/ILP staff will facilitate discussion relevant to the use of TCM funds to support outreach and child find activities to find children with qualifying conditions or delays.

The state will actively pursue a jointly sponsored training with diverse partners such as: child protection, ECCS, Early Head Start, and behavioral health to increase awareness of the program.

2006 goal 1.0%:

The EI/ILP program will work with our stakeholder groups such as the Governor's Council, early care and education programs, EIC, ECCS, and other partners to explore public awareness opportunities including a social marketing campaign to increase awareness and referral rates.

The EI/ILP program will explore how a cost analysis might provide and illustrate areas where system improvements could be made to ensure that programs have the staff capability to serve an increased number of children.

The state EI/ILP program and local programs will continue to partner with various providers related to awareness of child find for infants through topical teleconferences, partnership opportunities such as our coordinators exchanges, and outreach and awareness.

State EI/ILP staff will review year end data of children enrolled and strategies to increase enrollment with each program. Programs who continuously do not meet projections will be asked to create an improvement plan to ensure effective child find.

Local programs that participated in TCM pilot project will have an opportunity to share with other local programs how this additional funding helped support more services.

2007 goal 1.1%:

Local programs will be exposed to diverse strategies used by other programs to participate in effective child find activities for infants.

State EI/ILP staff will review year end data with each program to review numbers of children enrolled and strategies to increase enrollment for infants in need of services and their families.

Public awareness strategies will be implemented to ensure that program information is disseminated in a variety of ways including: program participation in health fairs, state wide conferences, brochures, parent mail outs, and web-based.

All programs will have the opportunity to share successful use of TCM funds to secure more services.

State EI/ILP staff will continue to work with each program on QIPs, based on on-site monitor review data, as well as the use and review of quarterly and year end data to ensure compliance between cyclical on-site monitoring.

2008 goal 1.2%:

Plans for local outreach will be developed based on the local provider needs, resources, and evidence of effective child find.

State EI/ILP staff will review year end data with each program to review numbers of children enrolled and strategies to increase enrollment for our infants in need of services and their families.

Public awareness strategies will be implemented to ensure that program information is disseminated in a variety of ways including: program participation in health fairs, state wide conferences, brochures, parent mail outs, and web-based.

State EI/ILP staff will continue to work with each program on QIPs, based on on-site monitor review data, as well as the use and review of quarterly and year end data to ensure compliance between cyclical on-site monitoring.

2009 goal 1.3%:

Plans for local outreach will be developed based on the local provider's needs, resources, and evidence of effective child find.

State EI/ILP staff will review year end data with each program to review numbers of children enrolled and strategies to increase enrollment early for our infants in need of services and their families.

Public awareness strategies will be evaluated to ensure that program information is disseminated in a variety of ways including: program participation in health fairs, state wide conferences, brochures, parent mail outs, and web-based.

State EI/ILP staff will provide technical assistance and monitoring oversight of each EIS program assisting with Corrective Action Plan development to ensure indicator compliance.

2010 goal 1.4%:

Plans for local outreach will be developed based on the local provider's needs, resources, and evidence of effective child find.

State EI/ILP staff will review year end data with each program to review numbers of children enrolled and strategies to increase enrollment early for our infants in need of services and their families.

Key stakeholders will be convened to review and provide recommendations to inform next planning cycle.

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The process was the same as described for Indicator #1 above.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / Child Find

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

A. Other States with similar eligibility definitions; and

B. National data.

(20 USC 1416(a)(3)(B) and 1442)

Measurement:

A. Percent = # of infants and toddlers birth to 3 with IFSPs divided by the population of infants and toddlers birth to 3 times 100 compared to the same percent calculated for other States with similar (narrow, moderate or broad) eligibility definitions.

B. Percent = # of infants and toddlers birth to 3 with IFSPs divided by the population of infants and toddlers birth to 3 times 100 compared to National data.

Overview of Issue/Description of System or Process:

Refer to the description presented in Indicator #1 above for general demographics of the state and challenges of service delivery. Also refer to Indicator #5 above for the child find process in Alaska. Programs such as BBA provide good examples in Alaska of how to collaborate with related partners. This local program is in a new center for multiple early childhood needs. BBA has actively participated in the Bristol Bay Early Childhood Interdisciplinary Team which functions as a system of child find. Local programs may hold a family or health fair each year which hosts activities and education for families and professionals on early childhood development.

Depending on regional resource capacity state wide, screenings may be offered through itinerant public health nurses, local health clinic staff, itinerant, or office based medical staff. Additionally some ILP programs have created mail-out screening systems to ensure referrals can be made from parents in extremely remote regions of the state with little or no health care interaction. Strong partnerships with early care and education partners are clearly an important area of child find for EI/ILP programs. Collaborative efforts between, ILP, Head Start, PHN, Community Health Aides, CPS, education and local community playgroups are also strong child find activities in many communities and regions.

Baseline Data for FFY 2004 (2004-2005):

A. Alaska compared to other States with similar eligibility definitions (Moderate):

Children Birth to 3 Receiving Part C Services in Alaska and in States with Similar Eligibility Definitions*
Number and Percent of the State Population

	2000		2001		2002		2003		2004	
State	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Average of Moderate States		2.3		2.3		2.5		2.5		2.6
Alaska	651	2.3	634	2.2	625	2.1	641	2.1	610	2.0
Other Moderate States:										
Colorado	4,151	2.3	3,068	1.6	2,854	1.4	3,148	1.5	3,484	1.7
Delaware	1,003	3.2	907	2.9	1,034	3.2	953	2.9	1,006	3.1
Illinois	11,506	2.2	10,021	1.9	10,906	2.0	13,140	2.4	15,318	2.9
Indiana	7,707	3.0	8,645	3.4	8,614	3.3	9,543	3.7	10,067	3.9
Kentucky	3,510	2.2	3,867	2.4	4,176	2.6	3,903	2.4	3,666	2.3
Minnesota	2,948	1.5	3,052	1.6	3,267	1.7	3,502	1.8	3,039	1.5
Missouri	3,039	1.4	2,825	1.3	2,942	1.3	3,423	1.5	3,445	1.5
New Jersey	5,470	1.6	6,434	1.9	7,252	2.1	8,085	2.3	7,790	2.2
New York	26,934	3.7	30,417	4.1	35,997	4.8	33,026	4.4	32,232	4.3
Puerto Rico	3,230	1.8	2,983	1.7	2,778	1.6	2,486	1.4	3,139	1.8
Rhode Island	951	2.5	1,089	3.0	1,263	3.4	1,282	3.5	1,314	3.6
South Dakota	645	2.1	655	2.1	704	2.3	830	2.7	897	2.8

Source: Federal Resource Center, Table 8-5 (http://www.federalresourcecenter.org/frc/artbl8_5.xls)
* The eligiblity definitions used by these states is "Moderate", according to rankings completed by NECTAC in October 2005.

B. Alaska compared to National data:

Percent of Infants & Toddlers Ages Birth to 3 Served under IDEA, Part C

Alaska ILP/EI Program Compared to the U.S.

Year	% Served in Alaska	% Served in the US
2000	2.3%	1.8%
2001	2.2%	2.0%
2002	2.1%	2.2%
2003	2.1%	2.2%
2004	2.0%	2.2%

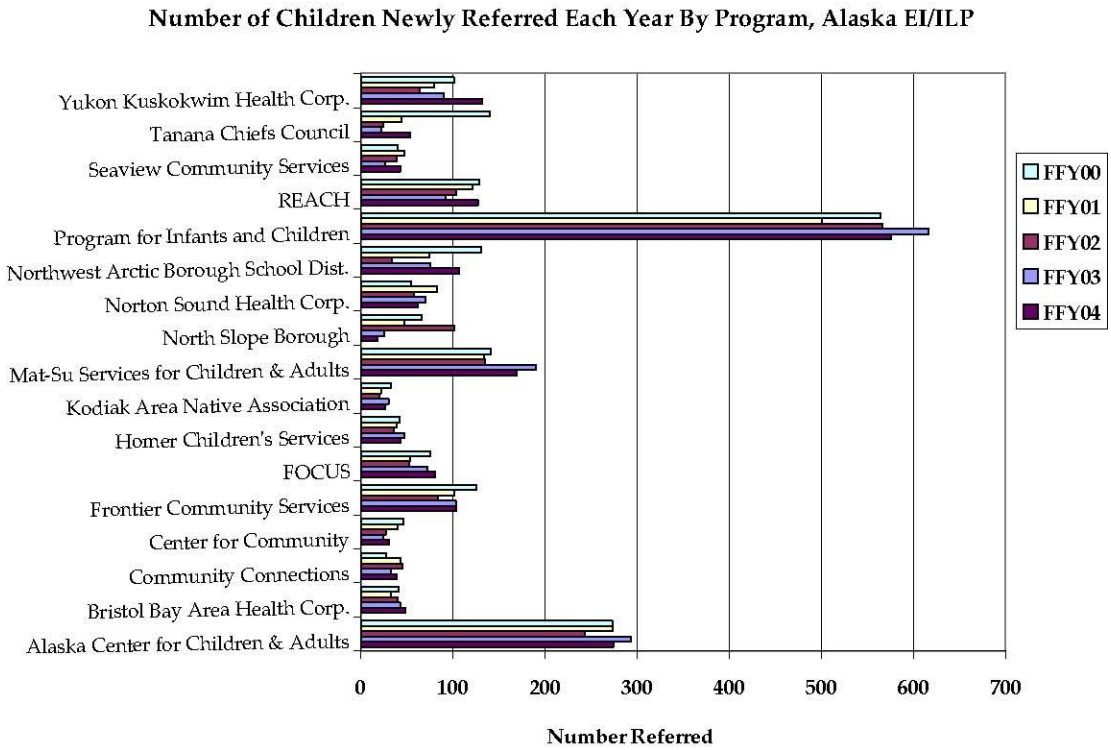
Source: Federal Resource Center, Table 8-5

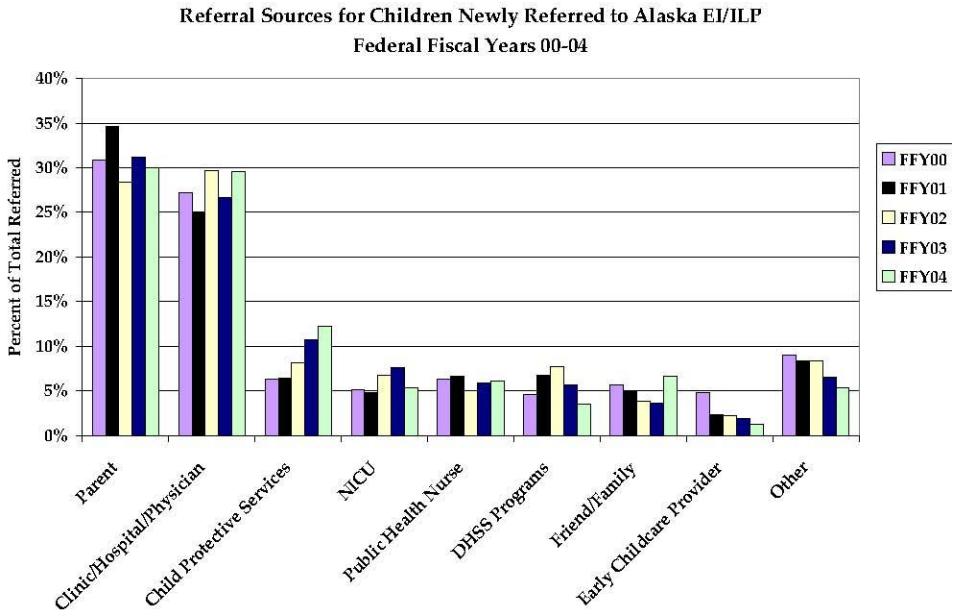
Discussion of Baseline Data:

The state's baseline data is 2.0% for the Federal Fiscal Year (FFY) 2004.

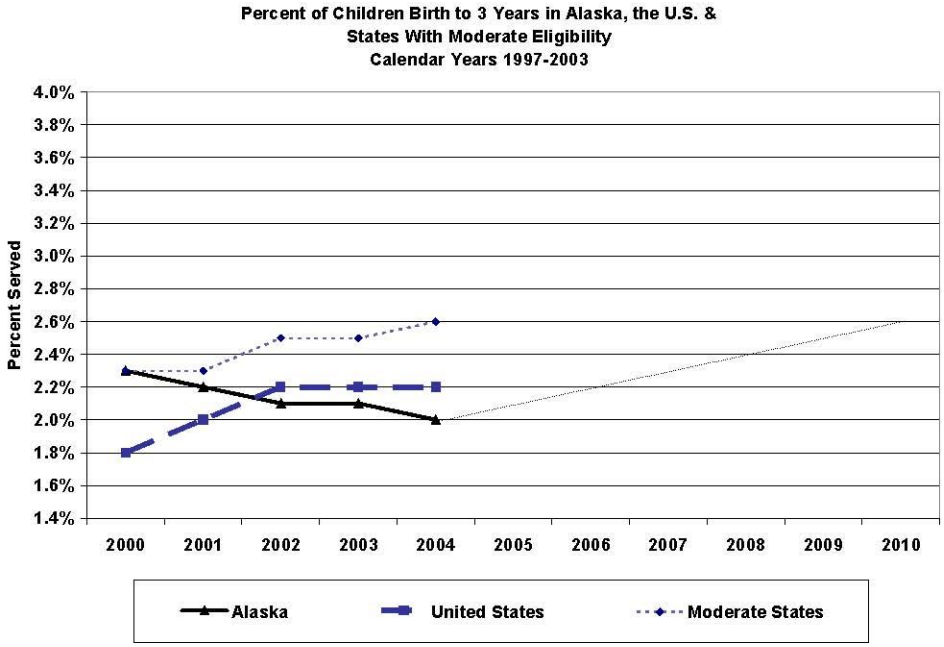
In 2001 the State of Alaska saw the loss of some long term key personnel in local programs that required some regrouping and training of new administrative staffing.

EI/ILP program employees were required to learn new procedures and build new relationships with partners. Despite this rebuilding of staff and relationships Alaska has continued to move toward a slightly smaller percentage of children served after a stabilizing time between the years 2002 and 2003.


Number of Children Newly Referred Each Year By Program, Alaska EI/ILP
Yukon Kuskokwim Health Corp.
Tanana Chiefs Council
Seaview Community Services
REACH
Program for Infants and Children
Northwest Arctic Borough School Dist.
Norton Sound Health Corp.
North Slope Borough
Mat-Su Services for Children & Adults
Kodiak Area Native Association
Homer Children's Services
FOCUS
Frontier Community Services
Center for Community
Community Connections
Bristol Bay Area Health Corp.
Alaska Center for Children & Adults
0
100
200
300
400
500
600
700
Number Referred
FFY00
FFY01
FFY02
FFY03
FFY04


Referral Sources for Children Newly Referred to Alaska EI/ILP
Federal Fiscal Years 00-04
Percent of Total Referred
40%
35%
30%
25%
20%
15%
10%
5%
0%
Parent
Clinic/Hospital/Physician
Child Protective Services
NICU
Public Health Nurse
DHSS Programs
Friend/Family
Early Childcare Provider
Other
FFY00
FFY01
FFY02
FFY03
FFY04

For the development of measurable and rigorous targets, the following trend was used:



FFY	Measurable and Rigorous Target
2005 (2005-2006)	2.1%
2006 (2006-2007)	2.2%
2007 (2007-2008)	2.3%
2008 (2008-2009)	2.4%
2009 (2009-2010)	2.5%
2010 (2010-2011)	2.6%

Improvement Activities/Timelines/Resources:

To reach the targets above, the EI/ILP system will have to add to its birth-to-3 year old caseload approximately 25 children each year, for a total of approximately 150 more children to be served in 2010 than were served in 2004. Although we see a slightly negative trend in the case of Alaska over the past 5 years, the state EI/ILP program is working toward accessing alternative and additional funding streams such as Medicaid dollars from TCM to ensure that we have capacity and infrastructure to find and serve children and families birth to three years of age who meet our eligibility criteria.

Continue to evaluate and revise overall accountability system. Develop orientation protocol for new local programs and new program coordinators. Enhance technical assistance through increased on-site visits. Create/collect automated data that demonstrates correction of systemic compliance issues.

Improvement Activities/Timelines/Resources:

Targeted case management funds will be encouraged for use by local programs to support outreach and child find activities to find children with qualifying conditions or delays and support staff infrastructure to serve these children.

The EI/ILP program will evaluate cost analysis study recommendations and review where improvements could be made and resource use improved.

The state will continue to partner with various providers related to awareness of child find for infants through topical teleconferences, partnership opportunities such as our coordinators exchanges, and outreach and awareness.

State EI/ILP staff will review year end data with each program to review numbers of children enrolled and strategies to increase enrollment.

The following improvement activities were determined and reflected on the FFY06 APR:

- Analysis will be completed for the FFY06 CAPTA data. Percent of children Part C enrolled CAPTA children will be complete and reported in FFY07.

Programs which participated in TCM pilot project will have an opportunity to share with other local programs how this additional funding helped deliver more services.

State EI/ILP staff will execute a cost analysis study to ensure that the state EI/ILP system has adequately allocated resources to ensure that local programs can meet this requirement.

2007 goal 2.3%:

Local programs will be exposed to diverse strategies used by other programs to participate in effective child find activities for infants. Local programs that have successfully partnered with home child care, homeless shelters, and women's shelters will have the opportunity to provide further training on this area to other programs.

State EI/ILP staff will review year end data with each program to review numbers of children enrolled and strategies to increase enrollment for our infants in need of services and their families.

Public awareness strategies will be implemented to ensure that program information is disseminated in a variety of ways including: program participation in health fairs, state wide conferences, brochures, parent mail outs, and web-based.

All programs will have the opportunity to share successful use of TCM funds to secure more services.

State EI/ILP staff will work with each program on QIPs based on monitor review data, as well as the use and review of quarterly and year end data to ensure compliance between cyclical on-site monitoring.

2008 goal 2.4%:

Plans for local outreach will be developed based on the local provider needs, resources, and evidence of effective child find.

State EI/ILP staff will continue to review year end data with each program. Numbers of children enrolled and strategies to increase enrollment for infants in need of services and their families will be identified and implemented.

Public awareness strategies will be evaluated to ensure that program information is disseminated in a variety of ways including: program participation in health fairs, state wide conferences, brochures, parent mail outs, and web-based.

2009 goal 2.5%:

Plans for local outreach will be developed based on the local provider needs, resources, and evidence of effective child find.

Alaska Part C will pilot statewide universal screening

State EI/ILP will review the target for this indicator with the ICC and provider organization to identify potential strategies of improvement or to review the appropriateness of the target,

State EI/ILP staff will continue to review year end data with each program regarding numbers of children enrolled and strategies to increase enrollment for infants in need of services and their families.

Public awareness strategies will be implemented to ensure that program information is disseminated in a variety of ways including program participation in health fairs, state wide conferences, brochures, parent mail outs, and web-based.

Continue to develop strategies for advocacy for increased funding to provide services.

2010 goal 2.6%:

Continue to work with key stakeholder groups to advocate for funding based on increase in numbers of children served and reversal of negative trends.

Plans for local outreach will be developed based on the local provider's needs, resources, and evidence of effective child find.

Convene a key stakeholder group to review data trends, provide suggestions, and inform the next planning process.

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The process was the same as described for Indicator #1 above.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / Child Find

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

(20 USC 1416(a)(3)(B) and 1442)

Measurement:

Percent = # of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline divided by # of eligible infants and toddlers evaluated and assessed times 100.

Overview of Issue/Description of System or Process:

Refer to the description presented in Indicator #1 above for general demographics of the state and a description of the challenges related to service delivery.

Programs sometimes find it difficult to meet this 45-day IFSP timeline. It can be especially problematic for programs in rural areas serving many villages. Statewide stakeholder groups have designed strategies that contributed to the progress in the provision of timely services over the past two years. These strategies include implementation of targeted local improvement plans to correct 45-day timeline deficiencies within one year, quarterly monitoring of data at the state and regional level, statewide meetings of program coordinators where successes and challenges of implementing strategies for increasing timeliness of services were shared and discussed, and individualized technical assistance provided by state EI/ILP staff to assist in development of effective improvement strategies that work on a regional level.

Currently Alaska lacks a personnel preparation mechanism to train graduate level clinicians in occupational and physical Therapy. Alaska will have its first cohort of Speech and Language Therapists graduating in the next three years. Programs partner in a variety of ways to ensure evaluation/assessment and first IFSP meeting timelines are met in a way that is palatable for the family including gathering medical reports prior to first visits and partnering with health clinic staff or itinerant nursing services to ensure the IFSP meeting can take place as scheduled in the event of a weather cancellation.

Baseline Data for FFY 2004 (2004-2005):

Baseline data for this indicator was collected for the five programs that were monitored during FFY04 from the Alaska EI/ILP database, which includes all children newly enrolled within a 12 month period.

FFY04 (July 2004 - June 2005, Alaska EI/ILP)

Program	BBA	REA	ACC	NVB	SEA	Total	
	Number of Children						
# of infants and toddlers with IFSPs or whom an initial IFSP was conducted	10	40	67	2	4	123	
# of infants and toddlers with IFSPs for whom an initial IFSP was conducted within the 45-day timeline	9	23	50	1	4	87	71%

Discussion of Baseline Data:

The Alaska baseline is 71% for the Federal Fiscal Year (FFY) 2004. This reflects the five local programs that were designated to be monitored during the performance period. Four of the five programs had findings of noncompliance. Of these five, two programs had only one child each out of compliance; one program is in compliance; and the other two are larger programs.

NVB enrolled 9 children. Only one child did not meet the 45-day timeline due to family cancellation of evaluation and IFSP meeting. NVB is now entering a disposition of “Pending family reasons” and doing a new referral data when the family is ready for services.

REA enrolled 58 children. Fourteen of these children did not meet the 45 day time line due to staff shortages and leave time; switching foster care during the enrollment process; family reasons; three children did not have a reason documented as cancelled visits or no shows occur, especially during the summer. REA is currently engaged in corrective action to ensure compliance within the appropriate time line.

BBA had one late IFSP in first quarter FY05 due to change in child’s Child Protection Services placement. ILP staff met with CPS staff to review referral process, IDEA timelines, and CAPTA requirements. BBA participated in establishing a community based early childhood interdisciplinary team. This team meets on a quarterly basis to discuss early childhood systems and service delivery issues, share resources and monitor system improvement. Child protective services participate in this team and BBA has seen improved communication between the foster placement and ILP.

BBA serves 34 rural remote Alaskan communities accessible by boat, plane or 4-wheeler only. The winter weather is often severe and occasionally prohibits timely travel. BBA has fostered agreements with health care providers throughout their region to assist with IFSP meetings. Public health nursing, Community Health Aids and other village clinic staff have agreed to host IFSP meetings in their local clinics when BBA is unable to travel. In this event, IFSP meetings are conducted telephonically from a confidential location in the clinic. The parents, the attending medical home staff and other local IFSP members participate via distance delivery with the ILP family service coordinator to develop the initial IFSP. This document is then faxed to the clinic for participant signature. This has improved the access to timely IFSP services in this region and is a well received systems change. Services are provided in the home or natural environment based on this IFSP plan.

ACC – Data reviewed for the on-site monitoring conducted December 8-10, 2004, indicated that 93% of children were enrolled with evaluation/assessment and initial IFSP within 45 days of referral. A significant trend of improvement was notable over the prior 18 months in this area, due to program improvement strategies implemented prior to on-site monitoring. During the on-site review, 7 records were checked to determine reasons for not meeting the 45-day timeline from referral to IFSP, and all 7 contained justifiable reasons for delays, such as postponement of evaluation because the child was ill or the family was out-of-town, etc. Therefore, this area was not identified as a compliance issue for ACC at the time of the on-site review. However, ACC experienced some slippage in this area due to staff turnover and maternity leave in the spring of 2005, so that the overall percentage of children enrolled during the year with evaluation/assessment and initial IFSP meetings within 45-days of referral was 75%. Program procedures were revised in the spring and

improvement efforts are ongoing. Full compliance in this area is expected no later than June 30, 2006.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

The state EI/ILP program will monitor and strengthen recruitment and retention activities to help assure adequate staffing to achieve compliance in all regions of the state. A review of regional referral patterns and considerations of the possible need for revised funding allocations to assure timely evaluation and assessments will be conducted in conjunction with a proposed cost study. The state EI/ILP program will conduct a statewide meeting/training on CAPTA with ILP providers and Child Protection staff to increase understanding of CAPTA, referral requirements and develop improvement strategies for effective communication between CPS & ILP at local, regional & state levels. A local training module for improved CAPTA referral process in TA protocol will be developed.

Adequate training related to the improvement of data input, analysis, and local program response to the data will be developed and implemented over the course of the next year.

The state EI/ILP program will continue to revise the overall accountability system to enhance technical assistance through increased on-site visits. The state will strive to create/collect automated data that demonstrates correction of systemic compliance issues.

2005 goal 100%:

Ensure that local programs are entering data in a correct manner in the EI/ILP database. Documentation of why they did not meet the 45-day timeline due to weather or another reason is being investigated to see if this can be added to the web-based data system to capture this data in one step rather than in the end of year narrative format.

ILP database reminders report was created to list IFSP due dates in addition to other compliance requirements. This report functions as an automatic pop-up when the database is entered. Each local program can readily access their individualized report on the start-up screen.

Strategies to meet this 45 day time line may be discussed at topical teleconferences as well as the quarterly data meeting to ensure compliance quarterly, yearly, and on-site monitoring.

2006 goal 100%:

The EI/ILP program will explore how cost analysis data will inform decisions so the greatest improvements can be made with the available resources.

The State EI/ILP program will actively explore and implement training related to the delivery of evaluations and eligibility within 45 days of referral.

Programs will receive ongoing technical assistance including quarterly teleconferences, service delivery rate data, and exploration between coordinators to discuss recruitment and retention strategies.

2007 goal 100%:

The state EI/ILP program will document and distribute recruitment and retention efforts and address them at the fall coordinators meeting.

State EI/ILP program will explore the use of telemedicine technology to enable rural and remote sites to conduct IFSP meetings via distance delivery.

2008 goal 100%:

State EI/ILP program will convene a task force to implement recommendations related to this indicator based upon data from our cost analysis study.

State EI/ILP program will implement changes or strategies identified by task force to enhance both recruitment and retention or distance delivery methodology.

State EI/ILP program will convene a task force and pursue tele-health technology opportunities to investigate and possibly pilot distance delivery methods to meet 45-day timeline.

State EI/ILP program will continue to provide a forum for innovative local programs to share methods and strategies with all local programs on strategies used to meet 45 day timeline.

State EI/ILP program will develop training materials incorporating strategies to meet the 45 day timeline.

2009 goal 100%:

State EI/ILP program will refine strategies identified by task force to enhance either recruitment or retention or distance delivery methodology.

State EI/ILP program will evaluate success of tele-health technology review and decision to pursue a pilot project.

EI/ILP program will disseminate training materials which incorporate strategies that meet the 45 day timeline as a training resource.

2010 goal 100%:

State EI/ILP program will evaluate the strategies identified by the task force to enhance both recruitment

and retention or distance delivery methodology.

Refine strategies identified by task force to enhance either recruitment or retention or distance delivery methodology.

Evaluate and analyze next strategies for improvement for next planning cycle.

Convene a key stakeholder meeting to review data trends and provide insight and recommendations for the next cycle of planning.

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The process was the same as described for Indicator #1 above.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / Effective Transition

Indicator 8: Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including:

A. IFSPs with transition steps and services
B. Notification to LEA, if child potentially eligible for Part B: and
C. Transition conference, if child potentially eligible for Part B.

(20 USC 1416(a)(3)(B) and 1442)

Measurement:

A. Percent = # of children exiting Part C who have an IFSP with transition steps and services divided by # of children exiting Part C times 100.

B. Percent = # of children exiting Part C and potentially eligible for Part B where notification to the LEA occurred divided by the # of children exiting Part C who were potentially eligible for Part B times 100.

C. Percent = # of children exiting Part C and potentially eligible for Part B where the transition conference occurred divided by the # of children exiting Part C who were potentially eligible for Part B times 100.

Overview of Issue/Description of System or Process:

Refer to the description presented in Indicator #1 above for general demographics of the state and a description of the challenges related to service delivery.

Procedures have been developed by Alaska EI/ILP staff to guide the process of transitioning a child from Part C to preschool special education or other services. A Memorandum of Agreement is in development between the Department of Education and Early Development and Department of Health and Social Services to define the responsibilities of each agency. Responsibility for implementing EI/ILP procedures is delegated to the local EI/ILP agency where the child is enrolled.

The EI/ILP family service coordinator is responsible for orienting parents to the transition process from the very beginning of the IFSP process. The local EI/ILP agency notifies the local education agency (LEA) from the area where the child resides that the child will shortly reach the age of eligibility for preschool services under Part B, as determined in accordance with federal and state law. A notice is generated from the local program data system when the child turns 30 months of age and is sent to the local school district and/or the appropriate services. The family service coordinator is also responsible for arranging the 90-day transition meeting at least 3 months prior to the child's third birthday, except in the case of a child who is referred to EI/ILP late in his or her third year enrolled after 33 months of age. In this case, the appropriate referrals and transition meetings are scheduled as soon as possible to assure timely and appropriate services.

The baseline data for parts A and C of this indicator were collected through the site monitoring process described in Indicator #1 above. Baseline data for part B of this indicator was collected from the Alaska EI/ILP database.

The State of Alaska with agreements between the Department of Education and Health and Social Services supports the Alaska Training Transition Initiative (ATTI) to ensure statewide education and dissemination of successful transition strategies amongst teams around the state and ensure appropriate transitions between ILP and the LEA.

Baseline Data for FFY 2004 (2004-2005):

Data for this indicator is based on child file reviews conducted on-site at the five programs monitored during FFY04.

For Part A of this Indicator:

FFY04 (July 2004 - June 2005, Alaska EI/ILP)

Program	BBA	REA	ACCA	NVB	SEA	Total	
	Number of Child Files						
# of children exiting Part C	5	3	4	3	6	21	
# of children exiting Part C who have an IFSP with transition steps and services	5	3	4	3	5	20	95%

For Part B of this Indicator:

FFY04 (July 2004 - June 2005, Alaska EI/ILP)

Program	BBA	REA	ACCA	NVB	SEA	Total	
	Number of Child Files						
# of children exiting Part C who were potentially eligible for Part B	5	2	4	3	6	20	
# of children exiting Part C who were potentially eligible for Part B where notification to the LEA occurred	5	1	4	3	6	19	95%

For Part C of this Indicator:

FFY04 (July 2004 - June 2005, Alaska EI/ILP)

Program	BBA	REA	ACCA	NVB	SEA	Total	
	Number of Child Files						
# of children exiting Part C who were potentially eligible for Part B	5	2	4	3	6	20	
# of children exiting Part C who were potentially eligible for Part B where the transition conference occurred	5	1	4	3	6	19	95%

Discussion of Baseline Data:

For Part A of this indicator, the Alaska baseline is 95% for the Federal Fiscal Year (FFY) 2004. One of the five programs had findings of noncompliance (SEA).

SEA: The child did not have the Transition Plan attached to the IFSP. The child was 31 months and the FSC was in the process of transition. Program has received correspondence related to the compliance of this area and is now in compliance.

For Part B of this indicator, the Alaska baseline is 95% for the Federal Fiscal Year (FFY) 2004. One of the five programs had findings of noncompliance (REA).

REA sends a list of children who will soon be 3 and potentially eligible for Part B services to the LEA each quarter. This strategy appears to be working well, although more attention is needed to assure that notification is documented in each child's record. A final progress report is due in March 2006.

For Part C of this indicator, the Alaska baseline is 95% for the Federal Fiscal Year (FFY) 2004. One of the five programs had findings of noncompliance (REA).

REA – Improvement plans include quarterly file reviews to ensure improved documentation of transition meetings in child records and in the EI/ILP database and a reminder system to alert service coordinators of transition meetings due for children on their caseload. A final progress report is due in March 2006.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

Continued funding allocation for Alaska Transition Training Initiative to create and maintain local transition teams throughout Alaska. The state EI/ILP program with Part B will revisit the ATTI project to enhance areas where data show lags or problem areas with transition.

The state EI/ILP program will ensure quarterly data teleconferences will be used systematically to review data trends with all local programs and enhance transition steps. A web-based data system

will allow programs a more user friendly method to collect and view program data. Local programs will receive support to improve the use of data in practice through enhanced monitoring.

The state EI/ILP policies and procedures will be strengthened to ensure a clear interpretation of the rules of transition for Part C/ ILP programs and all programs will review these notification policies and procedures and implement necessary changes for improvement. The new web database system will create automatic reminder report for local programs as well as a new data screen for increased data clarity and ease of data entry in new web database. Finally, we will explore potential for automated encrypted notification to schools; if possible, incorporate this function into new web database.

2005 100%:

For Part A of this indicator 100%:

Data entry will be reviewed to ensure that programs are accurately recording steps taken to ensure a timely and appropriate transition.

Programs will receive information via a topical teleconference to clarify transition steps within Part C and to ensure that programs are taking the needed steps to ensure an effective transition.

ATTI project will be enhanced to ensure the most up to data information on transition is being disseminated.

Programs which might benefit from ATTI training will be identified and instructed to seek out ATTI training, at no cost to them.

For Part B of this indicator 100%:

Data entry will be reviewed with old and new data systems to ensure that programs are accurately recording the steps taken to ensure a timely and appropriate transition.

Programs will receive information via a topical teleconference to clarify transition steps to Part B including notification, and to ensure that programs are taking the needed steps to ensure an effective transition.

A letter of clarification on requirements will be drafted and delivered to local programs detailing the notification process upon further negotiation with Part B.

Policies will be clarified that support steps of transition from Part C to Part B.

Programs which might benefit from ATTI training will be identified and will seek out ATTI training, at no cost to them.

Evaluate recommendations related to the development of a data encrypted notification and referral to school districts.

Explore data encrypted notification to school districts with key stakeholders.

For Part C of this indicator 100%:

Data entry will be reviewed to ensure that programs are accurately recording the steps for appropriate transition.

Programs will receive information via a topical teleconference to clarify transition steps to Part B including 90 day meetings and referral, and to ensure that programs are taking the needed steps to ensure an effective transition.

A letter of clarification will be drafted and delivered to local programs detailing the 90 day meeting requirement with Part B.

Policies are being drafted that support the steps of transition from Part C to Part B including an invitation to Part B when the child appears eligible and the parents agree to a referral.

Programs that might benefit from ATTI training will be identified and will seek out ATTI training, at no

cost to them.

2006:

For Part A of this indicator 100%:

Data entry training will occur with the new data system to ensure that programs are accurately recording the steps taken to ensure a timely and appropriate transition. Programs who piloted the implementation of the web-based system may provide practical mentorship opportunities to other field programs.

Programs will review data at the quarterly data meetings including transition steps within Part C. This ensures that programs are taking the needed steps to an effective transition. Programs will be encouraged and supported to use this quarterly review to improve notification as needed.

Policies will be clarified that support steps of transition including timely notification.

Programs which might benefit from ATTI training will be identified and will seek out ATTI training, at no cost to them.

For Part B of this indicator 100%:

Data entry training will occur with the new data system to ensure that programs are accurately recording the steps taken to ensure a timely and appropriate transition. Programs that piloted the implementation of the web-based system may provide practical mentorship opportunities to other field programs.

Programs will review data related to transition steps at quarterly data meetings to ensure that programs are taking the needed steps to ensure an effective transition. Programs will be encouraged and supported to use this quarterly review to improve notification as needed.

Policies will be clarified that support steps of transition from Part C to Part B including timely notification.

Programs which might benefit from ATTI training will be identified and will seek out ATTI training, at no cost to them.

Convene a transition committee to evaluate and analyze transition data and develop recommendations for improvement.

For Part C of this indicator 100%:

Data entry training will occur with the new data system to ensure that programs are accurately recording the steps taken to ensure a timely and appropriate transition. Programs that piloted the implementation of the web-based system will provide some practical and local mentorship opportunities to other field programs.

Programs will review data related to transition steps from Part C to Part B at the quarterly data meetings, including 90 day meeting and referral. This will help to ensure that programs are taking the needed steps to ensure an effective transition. Programs will be encouraged and supported to use quarterly reviews to improve 90 day conferences and referrals as needed will be disseminated on a web-based format.

Policies that support the steps of transition from Part C to Part B include an invitation to attend the 90 day conference to Part B when the child appears eligible and the parents agree to a referral.

Programs which might benefit from ATTI training will be identified and will seek out ATTI training, at no cost to them.

Convene a transition committee to evaluate and analyze transition data and develop recommendations for improvement.

2007:

For Part A of this indicator 100%:

Data review by programs will be an expectation. State EI/ILP staff will continue to provide review and oversight. There will be an expectation that programs use quarterly and year end data to improve the effectiveness of transition.

Programs will be able to exchange information, ideas, and strategies, related to transition steps and improvements at the coordinators exchange.

Programs will review data at least quarterly related to transition steps within Part C. State EI/ILP staff will ensure that programs are taking the needed steps to ensure an effective transition. Programs may be required to submit improvement plans based on yearly or on-site monitor data.

Strategies will be implemented based upon the recommendations of transition committee.

For Part B of this indicator 100%:

Data review by programs will be an expectation. State EI/ILP staff will continue to provide review and oversight of quarterly and yearly data. There will be an expectation that programs use quarterly and year end data to improve the effectiveness of transition.

Programs will be able to exchange information, ideas, and strategies related to transition steps and improvements at the coordinators exchange.

The following improvement activities for Alaska's Monitoring System were determined and reflected on the FFY06 APR:

- The EI/ILP Web Database implemented an encrypted notification system to facilitate timely transitions to Part B in FFY06. This was a collaborative project between Alaska Part C and Part B. The Part C web database generates a weekly update which includes all notification requirements for children potentially eligible for Part B services who are at least 28 months of age. The Alaska Part B Coordinator has authorization to access this data as needed. Part B will initiate use of this system in FFY08. The results of these strategies will be measured closely throughout FFY07 for effectiveness and modification. Alaska's Part C will make available opt out policy for 60-day public comment and file with OSEP in FFY08.

Policies will be clarified that support steps of transition.

For Part C of this indicator 100%:

Data review by programs will be an expectation. State EI/ILP staff will continue to provide review and oversight of quarterly and yearly data. There will be an expectation that programs use quarterly and year end data to improve the effectiveness of transition.

Programs will be able to exchange information, ideas, and strategies related to transition steps and improvements at the coordinators exchange.

Programs will review data at least quarterly related to transition steps to part B including 90 day conference and referral. State EI/ILP staff will ensure that programs are taking the needed steps to ensure an effective transition. Programs may be required to submit improvement plans based on yearly or on-site monitor data.

Continue to implement needed policies which support steps of transition.

2008:

For Part A of this indicator 100%:

Data review by programs will be an expectation and state EI/ILP staff will provide review and oversight to programs via our accountability system. There will be an expectation that programs use quarterly and year end data to improve the effectiveness of transition.

The EI/ILP program will highlight program strategies related to successful transitions in a variety of ways including training modules, telecasts, and teleconferences to make available as an ongoing resource to local programs to ensure consistency.

State EI/ILP staff will ensure that programs are taking the needed steps to ensure an effective transition. Programs may be required to submit improvement plans based on yearly or on-site monitor data.

With key stakeholders, begin planning for MOA revision with the Department of Education and Early Development.

For Part B of this indicator 100%:

Data review by programs will be an expectation and state EI/ILP staff will continue to provide review and oversight of quarterly and yearly data. There will be an expectation that programs use quarterly and year end data to improve the effectiveness of transition.

The EI/ILP program will highlight program strategies related to successful transitions in a variety of ways including training modules, telecasts, and teleconferences to make available as an ongoing resource to local programs to ensure consistency.

The following improvement activities for Alaska's Monitoring System were determined and reflected on the FFY06 APR:

- Evaluate the efficiency of the EI/ILP Web Database encrypted notification system to facilitate timely transitions to Part B. Revisions will be made as necessary.

With key stakeholders, begin planning for MOA revision with the Department of Education and Early Development.

For Part C of this indicator 100%:

Data review by programs will be an expectation. State EI/ILP staff will continue to provide review and oversight of quarterly and yearly data. There will be an expectation that programs use quarterly and year end data to improve the effectiveness of transition.

The EI/ILP program will highlight program strategies related to successful transitions in a variety of ways including training modules, telecasts, and teleconferences to make available as an ongoing resource to local programs to ensure consistency.

Programs will review data at least quarterly related to transition steps to part B including 90 day conference and referral. State EI/ILP staff will ensure that programs are taking the needed steps to ensure an effective transition. Programs may be required to submit improvement plans based on yearly or on-site monitor data.

With key stakeholders, begin planning for MOA revision with the Department of Education and Early Development.

2009:

For Part A of this indicator 100%:

Data review by programs will be an expectation and state EI/ILP staff will provide review and oversight to programs via our accountability system. There will be an expectation that programs use quarterly and year end data to improve the effectiveness of transition.

The EI/ILP training modules highlighting program strategies related to successful transitions will be made available as an ongoing resource to local programs to ensure consistency.

State EI/ILP staff will ensure that programs are taking the needed steps to ensure an effective transition. Programs may be required to submit improvement plans based on yearly or on-site monitor data.

Policies will continue to be improved as needed to support successful transition. Transition committee will evaluate improvements and strategies and recommend revised plans for implementation.

For Part B of this indicator 100%:

Notification data will be reviewed monthly by Alaska Part C Data Manager for accuracy. Alaska Part C Data Manager will provide oversight of the automated notification system to ensure complete and accurate data transmission to Part B.

The EI/ILP training modules highlighting program strategies related to successful transitions will be made available as an ongoing resource to local programs to ensure consistency.

Evaluate transition committee improvements and strategies and adjust plans for implementation based upon these committee recommendations.

For Part C of this indicator 100%:

Data review by programs will be an expectation. State EI/ILP staff will continue to provide review and oversight of quarterly and yearly data. There will be an expectation that programs use quarterly and year end data to improve the effectiveness of transition.

The EI/ILP training modules highlighting program strategies related to successful transitions will be made available as an ongoing resource to local programs to ensure consistency.

Programs will review data at least quarterly related to transition steps to part B including 90 day conference and referral. State EI/ILP staff will ensure that programs are taking the needed steps to ensure an effective transition. Programs may be required to submit improvement plans based on yearly or on-site monitor data.

Evaluate transition committee recommended improvements and strategies and adjust plans for implementation based upon these committee recommendations.

2010:

Evaluate and prepare for next planning cycle using the most effective and useful data collected through the six year process.

Engage Alaska stakeholder groups in system re-assessment and strategic planning for the next planning cycle.

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The process was the same as described for Indicator #1 above.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 9: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

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

Measurement:

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:

a. # of findings of noncompliance made related to priority areas.

b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:

a. # of findings of noncompliance made related to such areas.

b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:

a. # of EIS programs in which noncompliance was identified through other mechanisms.

b. # of findings of noncompliance made.

c. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = c divided by b times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

Overview of Issue/Description of System or Process:

Refer to the description presented in Indicator #1 above for general demographics of the state and a description of the challenges related to service delivery.

The state EI/ILP accountability system is defined as the overarching system to ensure performance, compliance, and consistent quality programming across the state. It may include desk audit data, on-site monitor data, personnel and staffing review and technical assistance, corrections or improvements to the web data system, identification of training needs, and compliance, quality improvement plans, and timely correction procedures.

On-site monitoring is conducted on a three year cycle with each local program. In addition, quarterly reporting is required and submitted by each local program to describe status of performance and reasons for any slippage or improvements. Annual reports are submitted by each local program that includes status of administrative and data requirements. Annual reports also include achievement on program goals and survey results of parent satisfaction. Reports are reviewed with coordinators and stakeholders at least once per year.

The state EI/ILP has piloted a new monitoring protocol over the past two years. The state ILP program will continue to improve monitor tools to ensure performance and compliance with key elements of state and federal requirements. Procedures are in place to assure timely correction of any identified noncompliance within one year of the time the regional program receives the monitoring report that identifies noncompliance. State staff uses a tracking system to ensure that follow-up activities are completed within the 12-month timeline for each site monitored. Compliance indicator data from every program is analyzed regularly with follow-up technical assistance as needed.

These data are used to inform advocacy efforts within the state, our federal application for funds, and opportunities for additional funding.

The on-site monitoring includes the following components:

Pre-Site Visit

A. Review of randomly selected electronic children records in EI/ILP database
B. Interview related service providers
C. Desk audit - RFP/Grant Application-goals, budget, quarterly reports, recent self-assessments, most recent on-site review & improvement plan/documentation of corrections required
D. Review complaint log, if any

On-Site Visit

A. Review on-site child records
B. Admin checklist – review of selected personnel files, service provider contracts, agency policies and billing information
C. Interview ILP staff
D. Interview parent group
E. Review team discussion of findings
F. Conduct exit interview - discuss report, compliance issues, improvement objective & timeline with appropriate agency staff

Post Site Visit

A. Finalize report & cover letter for manager approval.
B. Send final report documents to program for completion of QIP and copy to state grant manager within 30 days after the review
C. Review and respond to QIP including eventual approval of QIP.
D. Send follow-up letter confirming required improvement completion or reminder of items to be completed within the improvement plan timeline, within 9 months of monitoring data.
E. A final letter of compliance completion or letter of corrective action is mailed 12 months following on-site monitor.

Each year, programs are required to provide self assessments and review data onsite.
These self assessments are helpful to state EI/ILP staff as it has uncovered trends in the past that needed correction. EI/ILP state staff continues to use data from the self-assessment protocol, in addition to available real time data and on-site monitor data to ensure that every opportunity is available to local programs for technical assistance throughout the year.

Family surveys are used to ensure family outcomes and track program data trends from the parental perspective. Important program quality issue information is addressed in the family survey, such as effectiveness and satisfaction of the home visits, knowledge of parental rights, and use of family centered services by practitioners also help to improve accountability and practice across the state.

By involving our key stakeholder groups such as local providers, ICC, Early Intervention Committee, and partners the state EI/ILP program strives to incorporate diverse perspectives into our accountability system. At least once per year stakeholders are shown program specific data from quarterly and yearly reports and provide feedback as to how to respond to trends or problem areas.

Programs may receive a follow up visit to ensure compliance or to provide further technical assistance for difficult or problem areas for local programs.

Baseline Data for FFY 2004 (2004-2005):

Baseline data for this reporting period includes local programs monitored and reported in the FFY03 Annual Performance Report (APR). The data presented in the FFY03 APR included three local programs monitored in FFY03 plus three monitored in the early part of FFY04. The data for local programs monitored in FFY04 was included to demonstrate progress toward resolving general non-compliance. It should be noted that three of the programs contained below are still within the one year allowable timeframe to reach compliance.

For Part A of this indicator:

Indicator	Monitoring Method	#Reviewed	# with Findings	a. # of Findings	b. # Corrected w/1 yr	% Corrected w/in 1 yr
1. Percent of infants and Toddlers with IFSPs who Receive the early intervention Services on their IFSPs in a Timely manner	Self-Review	NA				NA
	On-site Visit	6	4	4	2/1 IN progress	75%
	Data Review	NA				NA
	Other: Specify	NA				NA
2. Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children	Self-Review	NA				NA
	On-site Visit	6	3	3	3	100%
	Data Review	NA				NA
	Other: Specify	NA				NA

3. Percent of infants and toddlers with IFSPs who demonstrate improved: positive social-emotional skills, acquisition and use of knowledge and skills; use of appropriate behaviors to meet their needs.	Self-Review					
	On-site Visit					
	Data Review					
	NEW INDICATOR NO DATA 2004-05					
4. Percent of families participating in Part C who report that early intervention services helped the family: know their rights; effectively communicate their children's needs; and help their children develop and learn	Self-Review					
	On-site Visit					
	Data Review					
	NEW INDICATOR NO DATA 2004-05					
5. Percent of infants and toddlers birth to 1 with IFSPs.	Self-Review	NA				NA
	On-site Visit	NA				NA
	Data Review	NA				NA
	Other: Specify	NA				NA
6. Percent of infants and toddlers birth to 3 with IFSPs.	Self-Review	NA				NA
	On-site Visit	NA				NA
	Data Review	NA				NA
	Other: Specify	NA				NA
7. Percent of eligible infants and toddlers with IFSPs for who an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45 day timeline.	Self-Review	NA				NA
	On-site visit	6	5	5	2/2 in progress	80%
	Data Review	NA				NA
	Other: Specify	NA				NA
8. Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community Services by their third Birthday.	Self-Review	NA				NA
	On-site Visit	6	4	4	2/2 in progress	80%
	Data Review	NA				NA
	Other: Specify	NA				NA
TOTALS	**16/14**			**16**	**14**	**88%**

Program procedures were revised in the spring and improvement efforts are ongoing. Full compliance in this area is expected no later than June 30, 2006.

Files reviewed during the on-site review indicated that trips cancelled due to inclement weather and limited resources in small villages were the primary factors resulting in unmet timelines. The program implemented strategies intended to improve timelines, including staff training, weekly supervision to discuss services provided/planned for each enrolled or referred child and quarterly review of files to ensure accurate documentation. Another strategy was to hold IFSP meetings by phone when scheduled village visits were cancelled due to weather.

TCC has three full-time positions funded to provide direct services, but two of the three positions have been vacant for months at a time since the site review. In addition, the director's position was vacant for a period of four months before a new director was hired. These interruptions in staffing have resulted in more delays rather than improvements in meeting timelines for services in this region. The new director and coordinator are aware of requirements and are working with staff to provide timely services. Full compliance is expected no later than June 30, 2006.
Please refer to the FFY 03 final progress report for additional data related to this indicator.

For Part B of this indicator:

Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:

Indicator	Monitoring Method	# reviewed	# with Findings	# Corrected w/in 1 yr	% Corrected w/in 1 yr
A. Percent of parents who were reminded of their rights and procedural safeguards, annually	Self-Review	NA			NA
	On-site Visit	6	3	3	100%
	Data Review	NA			NA
	Other: Specify	NA			NA
B. IFSP forms are complete with measurable goals	Self-Review	NA			NA
	On-site Visit	6	1	1	100%
	Data Review	NA			NA
	Other: Specify	NA			NA
Total		12	4	4	100%

For Part C of this indicator:

Percent of noncompliance identifies through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification.

Discussion of Baseline Data:

The state of Alaska has not had a formal complaint nor any due process, hearings, or mediations.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**100%**
2006 (2006-2007)	**100%**

2007 (2007-2008)	**100%**
2008 (2008-2009)	**100%**
2009 (2009-2010)	**100%**
2010 (2010-2011)	**100%**

Improvement Activities/Timelines/Resources:

The state EI/ILP program is taking steps to improve the functionality of general supervision monitoring. A web-based data system is being developed and will be piloted in FFY05. This web-based system allows the addition of data collection categories such as: natural environments and justification when not in natural environments, parent rights and 6 month and annual IFSP review annual due data and Medicaid eligibility information. This system allows both the state EI/ILP program and local programs to manage data in a real time format instead of quarterly. This use of real time data will have a positive impact on program accountability for non-compliance shown on these reports.

For part B of this indicator:
2005 goal 100%

The state EI/ILP program will review and revise policy and procedures that support and enhance the use of data in practice with local programs.

Continue to evaluate and revise accountability system to ensure timely correction, improve technical assistance, and identify systems issues.

Demonstrate correction of systemic compliance issues through enhanced capability of our real- time web-based data system.

The state EI/ILP program will support the efforts of pilot sites to learn and utilize newly implemented web-based system to ensure smooth implementation state wide.

Stakeholders will continue to review and provide feedback related to program success and strategies for improvements to the EI/ILP system.

Through training, ensure that programs are using data to improve program performance and enhance services to children and families.

An enhanced monitor system that addresses program as well as system issues will be explored.

2006 goal 100%

Concerns or problems encountered with the web-based data system will be addressed with all local programs on topical teleconferences. Additional training needs will be identified by program providers and state EI/ILP staff.

Local programs will receive technical assistance and support from state EI/ILP staff to ensure fluency with web-based system as well as guided instruction as to the use of program data to improve practice.

The state EI/ILP program will explore the development of training materials to ensure that programs can quickly find

answers to common questions and have a resource or menu to understand their query options for data verification.

Enhanced monitor system that addresses program as well as system issues will be developed through a combined effort of local programs and EI/ILP staff.

The state EI/ILP program will consider the use of a utilization focused process evaluation to further enhance our own system accountability.

2007 goal 100%

Local programs will be expected to understand and respond to data trends and issues and respond to areas of non-compliance on an ongoing basis.

State EI/ILP staff will provide consistent and frequent feedback to local programs through data analysis, self-assessment information, quarterly and yearly narrative reports, and on-site monitoring.

Training materials such as a user manual as well as other training materials will be disseminated to programs to support the use and exploration of the web-based system.

The state EI/ILP program will ensure that the web-based system will undergo additions and improvements based upon suggestions from the field.

The following improvement activities for Alaska's Monitoring System were determined and reflected on the FFY06 APR: Alaska will implement a new monitoring system in FFY07 to incorporate all general supervision components. This new system includes a new web database, a new self assessment protocol, a site visitation with new tools, and a corrective action plan tool with improvement activities. It will be revised to be aligned to the State Performance Plan and Annual Performance Reports; intending to capture and report provision of a free appropriate public education in the child's natural environment, effective general supervision of child find, monitoring, resolution meetings, mediation, and transition services. Monitoring will move from a three-year cycle to an annual focused monitoring system. The revised monitoring protocol and tools including the new EI/ILP web based data system will allow state staff to closely analyze data on a monthly basis. This activity will guide technical assistance and resource development. The intent is to identify downward trends in data early in the fiscal year and assist local EI agencies to avoid slippage and achieve/maintain state targets. Each local EI agency will analyze site specific data on a quarterly basis and revise plans for program improvement as necessary. State EI/ILP staff will review year-end data of children enrolled and strategies to improve service delivery with each program. Programs who do not meet performance projections will be asked to create or revise an improvement plan to ensure effective and compliant early intervention services. Agencies not meeting or closely approximating state indicator goals after a 12-month improvement plan implementation will be given grant sanctions until improvement had been demonstrated. This is an update/change to the original State Performance Plan submitted in 2005.

Data gathered through our enhanced accountability system will be used to inform and drive decisions related to resource allocation, need for technical assistance, on-site, and assigned monitoring.

2008 goal 100%

Local programs will be expected to understand and respond to data trends and issues and respond to areas of non-compliance on an ongoing basis.

State EI/ILP staff will provide consistent and frequent feedback to local programs through data analysis, self-assessment information, quarterly and yearly narrative reports, and on-site monitoring.

Training materials such as a user manual as well as other training materials will continue to be disseminated to programs to support the use and exploration of the web-based system.

The state EI/ILP program will evaluate the use and efficacy of the web-based system.

Data gathered through our enhanced accountability system and monitoring will be used to inform and drive decisions related to resource allocation, need for technical assistance, on-site and assigned monitoring.

2009 goal 100%

Local programs will be expected to understand and respond to data trends and issues in their local practice and respond to areas of non-compliance on an ongoing basis.

State EI/ILP staff will provide monthly and quarterly feedback to local EIS programs through data analysis, self-assessment information, quarterly and yearly narrative reports, and monitoring Corrective Action Plan review.

Data collected through a variety of accountability procedures such as desk audits, monitoring, drill down exercises, self assessments and quarterly and annual reports will be used to inform practice and program development and improvement.

Training materials such as a user manual as well as other training materials will be required for new staff to ensure the proper use and exploration of the web-based system.

Additions and improvements based upon the evaluation of the web-based data system will be implemented or developed.

Data gathered through our enhanced accountability system will be used to inform and drive decisions related to resource allocation, need for technical assistance, on-site and assigned monitoring.

The state EI/ILP accountability system will be evaluated and goals for improvements will be outlined for future enhancements including the use of new technology or distance supervision models.

2010 goal 100%

Local programs will be expected to understand and respond to data trends and issues in their local practice and respond to areas of non-compliance on an ongoing basis.

Data gathered through our enhanced accountability system will be used to inform and drive decisions related to resource allocation, need for technical assistance, on-site and assigned monitoring.

Goals for improvements will be outlined for changes to the overall accountability system and a strategic plan will be developed for implementation of these enhancements.

Convene key stakeholders to evaluate changes and inform and help prepare for next planning cycle.

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The process was the same as described for Indicator #1 above.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 10: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. (20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:
Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Overview of Issue/Description of System or Process:

Refer to the description presented in Indicator #1 above for general demographics of the state and a description of the challenges related to service delivery.

The EI/ILP office has developed policies and procedures for filing complaints and complaint resolution, which include the process for due process hearings, resolutions, and mediations. They are in accordance with IDEA to ensure that services are provided to eligible children and their families in a timely manner.

Each EI/ILP family is given the Alaska EI/ILP Child and Family Rights booklet at enrollment and annually. This booklet includes a brief overview of child and family rights; a seven page description for complaints, mediation and due process; and the necessary forms for processing each procedure. All parents are encouraged to resolve differences at the lowest administrative level possible and are encouraged to seek assistance from the family service coordinator or local program. If the agency cannot resolve the dispute at the agency level a written request for resolution will be forwarded to the Part C Coordinator. The state EI/ILP system has made the family rights available on our website and local programs have translated this document into languages such as Yupik to ensure parental understanding.

The procedure for filing a complaint is as follows: The Part C Coordinator receives the notice of complaint and reviews all relevant information and makes an independent determination whether the public agency is violating a requirement of Part C; notifies the complainant in writing of the decision within 60 days of the date of the complaint. If the complaint is not resolved, EI/ILP has developed a mediation process in collaboration with the Department of Education and Early Development (34 CFR 300.403(a)) where the parent may request an impartial mediation to be held within 30 days of the receipt. The decision is final unless appealed. The parent may also request impartial due process hearing. EI/ILP ensures that the parents of children eligible under this part are afforded the rights in any due process hearing; convenience of hearings and timelines; the right to bring a civil action in State or Federal court; and the child must continue to receive the appropriate early intervention services currently being provided.

Baseline Data for FFY 2004 (2004-2005):

No written complaints were made during FFY 2004.

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

Through multiple channels including the monitoring process, ILP programs will work to ensure that parents understand procedures to file a complaint, etc. State EI/ILP staff will ensure annual review of parent's rights through a variety of methods including: self-assessment, on-site monitor visit data, desk audits, and quarterly reviews of data.

ILP programs will track annual renewal of notification family and child rights at least annually. A field in the database will be created to enter when family signed the *Family Rights Statement* and the data the *Child & Family Rights* booklet were given. A copy of the receipt of *Family Rights Statement* should also be documented by parent signature.

2005 goal 100%:

Through multiple channels including the monitoring process and topical teleconferences, ILP programs will work to ensure that parents understand procedures to file a complaint, etc. State EI/ILP staff will continue to provide an annual review of renewal rates of receipt of parent's rights through the self-assessment as well as the on-site monitor visit.

A plan to provide a parent's rights training will be explored.

2006 goal 100%:

Through multiple channels including the monitoring process and shared local program strategies, ILP programs will work to ensure that parents understand procedures to file a complaint, etc. State EI/ILP staff will continue to provide an annual review of parent's rights to the self-assessment as well as the on-site monitor visit.

Recommendations from key stakeholders to provide a parent's rights training will be explored.

2007 goal 100%:

Training through multiple channels including the monitoring process and topical teleconferences, ILP programs will work to ensure that parents understand procedures to file a complaint, etc. State EI/ILP staff will continue to provide an annual review of renewal rates of receipt of parent's rights through the self-assessment as well as the on-site monitor visit.

2008 goal 100%:

Training through multiple channels including the monitoring process and topical teleconferences, ILP programs will work to ensure that parents understand procedures to file a complaint, etc. State EI/ILP staff will continue to provide an annual review of renewal rates of receipt of parent's rights through the self-assessment as well as the on-site monitor visit.

2009 goal 100%:

Training through multiple channels including the monitoring process and topical teleconferences, ILP programs will work to ensure that parents understand procedures to file a complaint, etc.

State EI/ILP staff will continue to provide an annual review of renewal rates of receipt of parent's rights through the self-assessment as well as the on-site monitor visit.

2010 goal 100%:

Convene key stakeholder meeting to review trend data and inform and make recommendations for next planning cycle.

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The process was the same as described for Indicator #1 above.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 11: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.

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

Measurement:
Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

Overview of Issue/Description of System or Process:

Refer to the description presented in Indicator #10 above.

Baseline Data for FFY 2004 (2004-2005):

No due process hearing requests were made during FFY 2004.

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources: Same as Indicator #10 above.

2005 goal 100%:

Training through multiple channels including the monitoring process and topical teleconferences, ILP programs will work to ensure that parents understand procedures to file a complaint, etc. State EI/ILP staff will continue to provide an annual review of renewal rates of receipt of parent's rights through the self-assessment as well as the on-site monitor visit.

2006 goal 100%:

Training through multiple channels including the monitoring process and topical teleconferences, ILP programs will work to ensure that parents understand procedures to file a complaint, etc. State EI/ILP staff will continue to provide an annual review of renewal rates of receipt of parent's rights through the self-assessment as well as the on-site monitor visit.

2007 goal 100%:

Training through multiple channels including the monitoring process and shared provider strategies, local ILP programs will work to ensure that parents understand procedures to file a complaint, etc. State EI/ILP staff will continue to provide an annual review of parent's rights to the self-assessment as well as the on-site monitor visit.

2008 goal 100%:

Through multiple channels, including enhanced web capability parent's rights information will be made available on our web site, with additional materials for parents. Training materials will be developed as a resource for all programs.

2009 goal 100%:

Through multiple channels including the monitoring process, local ILP programs will work to ensure that parents understand procedures to file a complaint, etc. State EI/ILP staff will continue to provide an annual review of parent's rights to the self-assessment as well as the on-site monitor visit.

2010 goal 100%:

Through multiple channels including the monitoring process, local ILP programs will work to ensure that parents understand procedures to file a complaint, etc. State EI/ILP staff will continue to provide an annual review of parent's rights to the self-assessment as well as the on-site monitor visit.

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The process was the same as described for Indicator #1 above.
(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 12: 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)

Measurement:
Percent = 3.1(a) divided by (3.1) times 100.

Overview of Issue/Description of System or Process:

This indicator is not applicable in Alaska – Part C safe guards are followed in the state.

Baseline Data for FFY 2004 (2004-2005):

N/A

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources: N/A

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The process was the same as described for Indicator #1 above.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 13: Percent of mediations held that resulted in mediation agreements.

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

Measurement:
Percent = (2.1(a)(I) + 2.1(b)(I)) divided by (2.1) times 100.

Overview of Issue/Description of System or Process:

Refer to the description presented in Indicator #10 above.

Baseline Data for FFY 2004 (2004-2005):

No mediations were held during FFY 2004.

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**100%**
2006 (2006-2007)	**100%**
2007 (2007-2008)	**100%**
2008 (2008-2009)	**100%**
2009 (2009-2010)	**100%**
2010 (2010-2011)	**100%**

Improvement Activities/Timelines/Resources: N/A

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The process was the same as described for Indicator #1 above.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 14: State reported data (619 and State Performance Plan and Annual Performance Report) are timely and accurate.

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

Measurement:

State reported data, including 619 data, State performance plan, and annual performance reports, are:

a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, settings and November 1 for exiting, personnel, dispute resolution); and

b. Accurate (describe mechanisms for ensuring accuracy).

Overview of Issue/Description of System or Process:

Grant agreements require local programs to submit quarterly compliance reports. These reports describe status of compliance indicators, the reason for slippage or improvement and plan for improvement if needed. Annual reports are submitted by each local program that includes the status of requirements. Annual reports also include achievement of program goals and parent satisfaction survey results. Quarterly data from a standardized database is electronically submitted to the state. Child count data is also required from each local program. This data is aggregated and reviewed by ILP state staff for quality assurance. The annual aggregate of this data is utilized for federal reporting purposes.

Alaska's EI/ILP system for data collection and reporting includes the following elements to ensure accurate and timely data reporting. 1) The state database is designed to collect data to meet 619 report requirements and to provide program management and monitoring information on aspects of services from referral through transition and exit from the program. 2) A detailed database manual that defines and explains all data elements and functionality of the database program is provided to each local program. 3) Clear guidance and ongoing training to users of the system regarding requirements and procedures for reporting data under section 619 of IDEA is ongoing with local programs. 4) Data Quality Report and other procedures are built into the database to determine whether data is entered accurately and in a manner consistent with state procedures, OSEP guidance and section 619. 5) Procedures for identifying anomalies in data that are reported and correction of any inaccuracies takes place on a quarterly basis. Data from the regional EI/ILP programs is aggregated, analyzed and reviewed each quarter.

Baseline Data for FFY 2004 (2004-2005):

Alaska reports that 100% of required reporting has been on time and accurate.

Alaska has asked for extensions on two progress reports that were turned in within the allowable 30 day extension.

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**a. Timely Data Reporting 100% b. Accurate Data Reporting 100%**
2006 (2006-2007)	**a. Timely Data Reporting 100% b. Accurate Data Reporting 100%**
2007 (2007-2008)	**a. Timely Data Reporting 100% b. Accurate Data Reporting 100%**
2008 (2008-2009)	**a. Timely Data Reporting 100% b. Accurate Data Reporting 100%**
2009 (2009-2010)	**a. Timely Data Reporting 100% b. Accurate Data Reporting 100%**
2010 (2010-2011)	**a. Timely Data Reporting 100% b. Accurate Data Reporting 100%**

Improvement Activities/Timelines/Resources:

Data will be live with the implementation of a web database system. Quarterly data verification reports will continue to be required from local programs to ensure data accuracy. Technical assistance will be provided to monitor accuracy of data. Web database training will be provided to current local programs prior to new web database implementation. A web training module will be created to provide on-going web database training to new staff. Quarterly database teleconferences will be held to assist local programs with accurate and timely data entry. Web database evaluation will be conducted within 12 months of implementation to improve database functions and timely data reporting.

2005 goal for both accurate and timely data reporting is 100%:

Quarterly data verification reports are required from local programs to ensure data accuracy. Web database training will be provided to current local programs prior to new web database implementation. Quarterly database teleconferences will be held to assist local programs with accurate and timely data entry.

State EI/ILP staff will ensure that policies assure the timeliness of required data submittal and reporting as required by funding source.

2006 goal for both accurate and timely data reporting is 100%:

Quarterly data verification reports will be required from local programs to ensure data accuracy. Web database training will

be provided to current local programs prior to new web database implementation. A web training module will be created to provide on-going web database training to new staff. Quarterly database teleconferences will be held to assist local programs with accurate and timely data entry.

State EI/ILP staff will ensure that policies assure the timeliness of required data submittal and reporting as required by funding source.

A web training module will be created to provide on-going web database training to new staff.

2007 goal for both accurate and timely data reporting is 100%:

Quarterly data verification reports will be required from local programs to ensure data accuracy. Technical assistance will be provided to monitor accuracy of data. Web database training will be provided to current local programs prior to new web database implementation. A web training module will be created to provide on-going web database training to new staff. Quarterly database teleconferences will be held to assist local programs with accurate and timely data entry.

State EI/ILP staff will ensure that policies assure the timeliness of required data submittal and reporting as required by funding source.

2008 goal for both accurate and timely data reporting is 100%:

Quarterly data verification reports will be required from local programs to ensure data accuracy. Technical assistance will be provided to monitor accuracy of data. Web database training will be provided to current local programs prior to new web database implementation. A web training module will be created to provide on-going web database training to new staff. Quarterly database teleconferences will be held to assist local programs with accurate and timely data entry.

State EI/ILP staff will ensure that policies assure the timeliness of required data submittal and reporting as required by funding source.

2009 goal for both accurate and timely data reporting is 100%:

Quarterly data verification reports will be required from local programs to ensure data accuracy. Technical assistance will be provided to monitor accuracy of data.

Web database training will be provided to current local programs prior to new web database implementation. A web training module will be created to provide on-going web database training to new staff.

Quarterly database teleconferences will be held to assist local programs with accurate and timely data entry.

State EI/ILP staff will ensure that policies assure the timeliness of required data submittal and reporting as required by funding source.

618 data reports are reviewed by both the Part C Data Manager and Senior Database Programmer with revised state level reporting deadlines to ensure early and accurate reporting prior to DAC deadlines.

2010 goal for both accurate and timely data reporting is 100%:

Quarterly data verification reports will be required from local programs to ensure data accuracy. Technical assistance will be provided to monitor accuracy of data.

Web database training will be provided to current local programs prior to new web database implementation. A web training module will be created to provide on-going web database training to new staff.

Quarterly database teleconferences will be held to assist local programs with accurate and timely data entry.

State EI/ILP staff will ensure that policies assure the timeliness of required data submittal and reporting as required by funding source.