STATE PERFORMANCE PLAN

IDEA Part C

FFY 2009 (2009-2010)

Submitted February 1, 2011

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ANNUAL REPORT CERTIFICATION OF THE INTERAGENCY COORDINATING COUNCIL UNDER PART C OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Under IDEA Section 641(e)(1)(D) and 34 CFR §303.654, the Interagency Coordinating Council (ICC) of each jurisdiction that receives funds under Part C of the IDEA must prepare and submit to the Secretary of the U.S. Department of Education (Department) and to the Governor of its jurisdiction an annual report on the status of the early intervention programs for infants and toddlers with disabilities and their families operated within the State. The ICC may either: (1) prepare and submit its own annual report to the Department and the Governor, or (2) provide this certification with the State lead agency's Annual Performance Report (APR)[1] under Part C of the IDEA. This certification (including the annual report or APR) is due no later than February 1, 2011.

On behalf of the ICC of the State/jurisdiction of **IOWA,** I hereby certify that the ICC is: [please check one]

1. [ ] Submitting its own annual report (which is attached); or

2. [X] Using the State's Part C APR for FFY 2009 in lieu of submitting the ICC's own annual report. By completing this certification, the ICC confirms that it has reviewed the State's Part C APR for accuracy and completeness.[2]

I hereby further confirm that a copy of this Annual Report Certification and the annual report or APR has been provided to our Governor.

Signature of ICC Chairperson

January 27, 2011
Date

Julie Hahn, Parent Representative and Chair
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1 Under IDEA Sections 616(b)(2)(C)(ii)(II) and 642 and under 34 CFR §80.40, the lead agency's APR must report on the State's performance under its State performance plan and contain information about the activities and accomplishments of the grant period for a particular Federal fiscal year (FFY).

2 If the ICC is using the State's Part C APR and it disagrees with data or other information presented in the State's Part C APR, the ICC must attach to this certification an explanation of the ICC's disagreement and submit the certification and explanation no later than February 1, 2011.

Part C State Performance Plan (SPP) for 2005-2012

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FFY 2009 SPP Revisions with Two Year Extensions

Iowa made the following changes to the Part C State Performance Plan (SPP) in order to comply with FFY 2009 SPP Instructions for extending the SPP another two years..

Indicator	SPP Indicator Revision Updates	Page Number
Overview	• Additional "Meeting Dates" in third column of Table 1 for stakeholder input to SPP revisions. • Additional dates to "Note" for stakeholder input to SPP revisions. • Additional "meeting Dates" in third column of Table 3 for stakeholder input to SPP revisions.	• Page 2 • Page 3 • Page 4
C1: Timely Services	• Added FFY 2011 and 2012 targets • Extended years in Timeline column of Improvement Activities table	• Pages 9 • Page 10
C2: Settings/ Natural Environment	• Added FFY 2011 and 2012 targets • Extended years in Timeline column of Improvement Activities table	• Page 14 • Page 15
C3: ECO A. Social-emotional B. Knowledge and skill C. Appropriate behavior	• Added FFY 2011 and 2012 targets • Extended years in Timeline column of Improvement Activities table	• Page 34 • Page 35
C4: Family Outcomes	• Added FFY 2011 and 2012 targets • Extended years in Timeline column of Improvement Activities table	• Page 46 • Page 47
C5: Child Find Birth -1	• Added FFY 2011 and 2012 targets • Extended years in Timeline column of Improvement Activities table	• Page 55 • Page 56
C6: Child Find Birth -3	• Added FFY 2011 and 2012 targets • Extended years in Timeline column of Improvement Activities table	• Page 63 • Page 64
C7: Timely Evaluation and Assessment	• Added FFY 2011 and 2012 targets • Extended years in Timeline column of Improvement Activities table	• Page 68 • Page 69
C8: Transition A, B & C)	• Added FFY 2011 and 2012 targets • Extended years in Timeline column of Improvement Activities table	• Page 74 • Page 75

Indicator	SPP Indicator Revision Updates	Page Number
C9: General Supervision (monitoring, complaints, hearings, etc.)	• Added FFY 2011 and 2012 targets • Extended years in Timeline column of Improvement Activities table	• Page 87 • Page 88
C10: Complaints resolved within 60 day timeline	• Added FFY 2011 and 2012 targets • Extended years in Timeline column of Improvement Activities table	• Page 92 • Page 92
C11: Due process hearings	• Added FFY 2011 and 2012 targets • Extended years in Timeline column of Improvement Activities table	• Page 94 • Page 95
C12: Hearing requests to resolution sessions resolved	• Added FFY 2011 and 2012 targets • Extended years in Timeline column of Improvement Activities table	• Page 97 • Page NA
C13: Mediations that resulted in agreements	• Added FFY 2011 and 2012 targets • Extended years in Timeline column of Improvement Activities table	• Page 101 • Page 101
C14: Timely- and Accurate Data	• Added FFY 2011 and 2012 targets • Extended years in Timeline column of Improvement Activities table	• Page 105 • Page 106

Part C State Performance Plan (SPP) for 2005-2012

Introduction: The Early ACCESS Infrastructure

In Iowa, the system that implements the Individuals with Disabilities Education Act (IDEA-2004) Part C is referred to as Early ACCESS since it is a collaborative system of four state agencies. The four agencies, known as the Signatory Agencies, are the Iowa Department of Education, Iowa Department of Public Health, Iowa Department of Human Services, and the University of Iowa Child Health Specialty Clinics. The Governor of Iowa designated the Department of Education to be the Lead Agency with fiscal and legal responsibilities among the four Signatory Agencies.

The Iowa Council for Early ACCESS (ICEA) is Iowa's State Interagency Coordinating Council, mandated by Federal law of IDEA, Part C. The Governor appoints Council members who represent key constituencies across Iowa. The Council advises and assists the Lead Agency to achieve an effective statewide comprehensive interagency system of integrated early intervention services. The Executive Committee of the Council serves as the decision-making group for the Council and advisory group to the system.

Historically (from 1974 to 2003), Iowa was divided into 15 intermediate agencies (Area Education Agencies) providing specialized services. In 2003, five of the agencies merged, which reduced the total number to 12. In 2005, two more agencies merged reducing the total number to 11. In 2006 and 2010 four more agencies merged into two agencies reducing the total number to 9. The original 15 agencies (currently 9 agencies) assumed the role of Regional Grantees and agreed to the fiscal and legal responsibility for ensuring that the Early ACCESS system is carried out regionally. (Iowa is a birth mandate state so the structure was primarily established.) Therefore, the geographic boundaries of the Early ACCESS regions are the same as the Area Education Agency (AEA) boundaries and are referred to as Regional Grantees or Regions. AEA Directors of Special Education serve as the Regional Grantee Administrators. The Regional Grantees and Signatory Agencies work together to identify all eligible children and assure needed early intervention services are provided.

Part C State Performance Plan (SPP) for 2005-2012

Overview of State Performance Plan Development

The Lead Agency used an extensive 2-stage participatory planning process to develop the State Performance Plan (SPP). Process steps included:

Stage One: July – September. This stage of the process was conducted to generate Measurable/Rigorous Targets and Improvement Activities across key stakeholder groups.

A. **State Performance Plan Presentation**. Participants were provided extensive information about the State Performance Plan, Monitoring Priorities and Indicators. Information was shared regarding state performance on each indicator. The process was outlined to obtain input regarding Measurable/Rigorous Targets and Improvement Activities.
B. **Participatory Planning Process**. Participants were divided into Indicator groups ranging from 10-15 members. Each group was lead by a Lead Agency staff expert in an Indicator. The Lead Agency staff led group members by:
   a. Educating the Group on the Indicator -- indicator definition, measurement, Iowa specific information and data.
   b. Brainstorming, Clarifying and Prioritizing Measurable/Rigorous Targets -- participants discussed all information provided and determined appropriate targets; targets were prioritized and posted for a Gallery Walk.
   c. Brainstorming, Clarifying and Prioritizing Improvement Activities -- participants discussed all information provided and determined appropriate improvement activities; activities were prioritized and posted for a Gallery Walk.
   d. Gallery Walk -- Groups toured each indicator; Lead Agency staff provided each tour group an overview of the Indicator and a description of the prioritized target(s) and activities. Tour members added or edited information, voted on target(s) and activities, and posted questions. Questions were addressed during Wrap-Up.
C. **Wrap-Up**. Targets and activities were shared by Indicator. Further questions, additions or revisions were noted.
D. **Targets and Improvement Strategies Recorded**. Prioritized targets and strategies were recorded. Recorded information was retained for future analysis across stakeholder groups in *Stage 2* of the process.

Several key stakeholder groups were integral in this stage of the process; group, members, and meeting dates specific to the development of the State Performance Plan are provided in Table 1.

Table 1.
Group, Members and Meeting Dates of Key Stakeholders in Stage One of SPP Development.

Group	Members	Meeting Dates
The Early ACCESS Council	1. Parents of Children with Disabilities 2. Service Providers 3. Signatory Agencies at the State and Regional Level 4. Representatives of Insurance Commission 5. Mental Health Providers 6. Representatives of Head Start 7. Local/Regional/State Representatives of Mental Health, Private Medical and Physicians	September 16, 2005 September 21, 2007 November 16, 2007 January 18, 2008 January 16, 2009 November 19, 2010 January 21, 2011
Regional Grantee Special Education Directors	1) Directors of Special Education for 11 Regional Grantees[1]	July 19-20, 2005 July 17-18, 2007 November 12, 2010 December 9, 2010 January 13, 2011
Early ACCESS Leadership Group	Representatives of the: 1) Regional Grantees 2) Signatory Agencies	July 17-18, 2007 August 21, 2007 October 23, 2007 December 1, 2010
Iowa Department of Education Division of Early Childhood, Elementary and Secondary Education Annual Retreat	1) Representatives of the Bureau of Practitioner Preparation and Licensure 2) Representatives of the Bureau of Instructional Services 3) Representatives of the Bureau of Children, Family and Community Services	August 16, 2005
Regional Grantee Joint Council	1) Directors of Instructional Services, Special Education, and Media Services for all 12 Area Education Agencies	September 9, 2005

Informal input regarding targets and improvement activities was also obtained from the following groups: Regional Liaisons, Early Childhood Outcomes Workgroup, Assistive Technology Workgroup, the Iowa Deaf and Hard of Hearing Network and Vision Supervisors, and Urban Education Network, as well as Legal Representatives from the Attorney General's Office, Legal Representation for the Iowa Department of Education, and Administrative Law Judges.[2]

[1] One Regional Grantee Special Education Director was unable to attend, however a representative of this Grantee was in attendance
[2] The final three stakeholder groups were consulted in the development of General Supervision Indicators only

Three Essential Questions. Subsequent to *Stage One*, the Lead Agency established four essential questions crafted around the Indicators in order (1) to focus conversations around outcomes for children with disabilities and their families in Iowa, (2) to anchor stakeholder discussions around 4 areas rather than a discrete list of 14 indicators, (3) to highlight Regional Grantee performance in outcomes for children with disabilities and their families, and (4) to better communicate with constituents. Centering conversations on these four questions has promoted rich discussions and planning for "what's best for children and their families" in addition to how Iowa will report data for the 14 indicators to the public. The four essential questions and related OSEP indicators are provided in Table 2.

Table 2.
Iowa's Three Part C Essential Questions and Related OSEP Indicators.

Essential Question	Related OSEP Indicator
a. General Supervision: Does the AEA system support compliance with IDEA?	**Indicator 1**: Timely Services **Indicator 7**: Timely Evaluation and Assessment **Indicator 8**: Transition C to B **Indicator 9**: Monitoring **Indicator 10**: Complaints **Indicator 11**: Due Process Hearings **Indicator 12**: Resolution Sessions **Indicator 13**: Mediations **Indicator 14**: Timely and Accurate Data
b. Are infants, toddlers and preschoolers who receive early intervention/early childhood special education entering school ready to learn at high levels?	**Indicator 2**: Natural Environment **Indicator 3**: Early Childhood Outcomes **Indicator 5**: Child Find B-1 **Indicator 6**: Child Find B-3
c. Are parents and children/students supported within Early Intervention and Special Education?	**Indicator 4**: Family Centered Services

Stage Two: October - November. This stage of the process was to validate the generated Measurable/Rigorous Targets and Improvement Activities.

A. **State Performance Plan Presentation**. The most updated version of the State Performance Plan, Area Education Agency data and Statewide data were presented to key stakeholders, structured around the 4 essential questions.
B. **Discussion of Targets and Activities**. Discussion of the Targets and Activities focused on: Are the targets/activities valid? Are the targets/activities able to be achieved/implemented? What resources are needed to accomplish the targets and provide the activities? Targets were set; activities were discussed.
C. **Discussion Recorded**. The discussions regarding the validity and practicality of improvement activities were recorded; changes were made accordingly.

Note. The same process was involved when required revisions in subsequent years were made to certain indicators of the State Performance Plan:
C1 (2006-2007); C3 (2008-2009 and 2009-2010); C4 (2006-2007); C9 (2006-2007); and C2, C3, C4, C5 and C6 to extend performance indicator targets for two years (2011-12 and 2012-13).

Key stakeholder groups integral in this stage of the process are provided in Table 3.

Table 3.
Group, Members and Meeting Dates of Key Stakeholders in Stage Two of SPP Development.

Group	Members	Meeting Dates
The Early ACCESS Council	See Table 1 for members	November 18, 2005; September 21, 2007; November 16, 2007; January 18, 2008; November 21, 2008; January 16, 2009; September 18, 2009; November 20, 2009; January 15, 2010; November 19, 2010; and January 21, 2011.
Regional Grantee Administration	Directors of Instructional Services, Special Education, and Media Services for all 12 Regional Grantees	Regional Grantee specific meetings held from October 1st through November 20th 2005; July 17 - 18, 2007; June 17 - 18, 2008; January 8 - 9, 2009; January 15, 2010; November 12, 2010; December 9, 2010; and January 13, 2011.
Early ACCESS Leadership Group	Representatives of the: 1) Regional Grantees 2) Signatory Agencies	Regional Grantee specific meetings held year round; June 17 - 18 and November 20, 2008; January 8 - 9, 2009; December 17, 2009; and December 1, 2010.

Public Dissemination and Reporting. The Lead Agency will report to the public progress and/or slippage in meeting the "measurable and rigorous targets" of the SPP/APR and performance of each Early Intervention Program (Iowa's Regional Grantee) on the targets in the SPP by posting the Iowa Part C Annual Performance Report (APR) submitted to OSEP on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=633&Itemid=1270#LegalRequirementsReports) no later than 30 days after submission to OSEP (February28th of each year). The Lead Agency will post the revised SPP (FFY 2009) on the same State of Iowa Department of Education website (above) no later than 30 days after submission to OSEP (February 28th of each year).

The Iowa State Performance Plan will be disseminated to the public through the following channels and timelines:

- Posted on the Iowa Department of Education Website: no later than 30 days after submission to OSEP (February 28th of each year): http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=633&Itemid=1270#LegalRequirementsReports.
- Released to the Public via notice in the newspaper: no later than 30 days after submission to OSEP (February 28th of each year).

State Performance Plan Structure. The structure of Iowa's SPP is as follows:

- **Overview of the State Performance Plan Development**. This section contains information regarding broad stakeholder input and dissemination of the plan to the public.
- **Monitoring Priority**. Provided by OSEP
- **Indicator**. Provided by OSEP
- **Measurement**. Provided by OSEP
- **Overview of Issue/Description of System or Process**. This section contains (a) information about the structure of Iowa's System specific to each Indicator, and (b) trend data integral in the development of Measurable/Rigorous Targets and Improvement Activities. For new indicators, this section contains information about how data will be collected, analyzed and reported.
- **Baseline Data for FFY 2004 (2004-2005)**. This section contains baseline data for the 2004-2005 year and each consecutive year.
- **Discussion of Baseline Data**. This section contains a discussion of the (a) results of baseline, and (b) rationale for established Measurable/Rigorous Targets.
- **Measurable/Rigorous Targets**. This section contains the targets set by OSEP or as a result of extensive stakeholder input.
- **Improvement Activities**. This section contains improvement activities over the next eight years structured around Iowa's Continuous Improvement Cycle: Understanding the needs of children and families; Meeting the needs of children and families; and Evaluating the effectiveness of the system. To this end, Improvement Activities are embedded within the Lead Agency's process to:

1. Research statewide systemic issues and specific Regional Grantee issues by gathering, analyzing and reporting data salient to each indicator to identify areas of need.
2. Plan, design, and develop research-based professional development/technical assistance to meet the identified needs within and across Indicators.
3. Implement professional development and technical assistance to meet the identified needs within and across Indicators.
4. Evaluate and gather progress monitoring information on the integrity and effectiveness of the professional development and technical assistance provided.
5. Revise practice based on the evaluation and progress monitoring results.
6. Verify improvement of the overall system within Iowa's continuous improvement process.

Part C State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

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.

Account for untimely receipt of services, including the reasons for delays.

Overview of Issue / Description of System or Process:

A State Performance Plan (SPP) for Indicator 1 was submitted to the Office of Special Education Programs December 2, 2005. This indicator is being re-submitted February 1, 2007, due to the revision of the Lead Agency's definition of timely services. As required by the Office of Special Education Program's letter regarding Iowa's State Performance Plan (submitted December 2, 2005), the following definition of timely services have been agreed upon by the Lead Agency and Early ACCESS stakeholders:

Timely services are measured per child within 30 days from the date of parental consent for the services listed on the initial IFSP and all subsequent IFSPs.

The definition for timely of services is based on Federal Statute that the IFSP shall be developed within a reasonable time after the required multidisciplinary assessment (34CFR 636(c)). The Lead Agency has provided technical assistance to the Regional Grantees regarding implementation of this standard. All Regional Grantees have submitted such policies and procedures that have been approved by the Lead Agency.

To assess provision of timely services, the Lead Agency primarily considered data from monitoring activities for service coordination through record reviews and family interviews. The following provides a history of monitoring activities.

Record reviews. In May-June 2004, the Lead Agency conducted a review of 15 IFSPs and service coordination logs to verify that Service Coordinators were fulfilling their responsibilities for three Regional Grantees. Table C1.1 shows the Service Coordinator responsibilities and number of IFSPs reviewed that met requirements.

Table C1.1.
Number and Percent of IFSP Records That Met Service Coordinator Duties.

Service Coordinator Responsibilities	Number	Percent
Facilitate the timely delivery of available services [34 CFR 303.23 (a)3iii]	13/15	87%

Source. Part C Regional Monitoring Data - File Reviews, FFY 2003 (2003-2004).

As indicated in Table C1.1, 13 of 15 or 87% of records reviewed met the requirement of timely delivery of services. Results of data did not indicate a systemic problem although the Lead Agency developed and provided technical assistance to Regional Grantees regarding needed documentation on IFSPs to improve delivering early intervention services in a timely manner.

Family interviews. Monitoring data were collected from family interviews conducted with 27 randomly selected families (May/June of 2004). Twenty-six of twenty-seven parents answered "yes" when asked if the service coordinator facilitated the timely delivery of available services. The one response of "Neutral/Don't Know" was not considered a systemic concern for the provision of timely services.

The Lead Agency engaged in the following activities to address the timely delivery of early intervention services: (1) provided technical assistance to Regional Grantees regarding IFSP documentation and data collection, and (2) refined monitoring tools for IFSP documentation of early intervention services.

Baseline Data for FFY 2004 (2004-2005):

Timely services were monitored by the Lead Agency by piloting an annual statewide IFSP file review process. During the fall of 2004-2005, each Regional Grantee used a statewide self-assessment tool to conduct IFSP file reviews on a random sample comprising 10% (or a minimum of 15 files, whichever was larger) of their total number of eligible children being served.

Table C1.2.
Percent and Number of IFSPs with Documented Early Intervention Services Provided in a Timely Manner.

Regional Grantee and State Total												
1	4	7	8	9	10	11	12	13	14	15	16	State
100 (15/15)	50 (7/14)	93 (28/30)	81 (13/16)	86 (12/14)	87 (13/15)	63 (26/41)	13 (2/15)	53 (8/15)	93 (14/15)	60 (9/15)	53 (8/15)	68.8 (163/237)*

Source. Regional File Review Self-Assessment, FFY 2003 (2003-2004).
**Note*. Aggregated Regional Grantee totals do not include foster care children or wards of the state, but are included in the state total.

Discussion of Baseline Data:

As results in Table C1.2 indicate, 68.8% of all IFSPs reviewed had documentation of providing timely services. Performance across Regional Grantees was variable from 13% to 100%. However, based on Regional Grantees defense of monitoring results, the Regional Grantees verified timely services had been implemented but not documented on the IFSP. This was due to the IFSP form not having the specific information included: initiation date of services. Regional Grantees reported services started with the completion of the initial IFSP meeting either the same day or the same week. In the few cases that services were not considered timely, the Regional Grantees indicated circumstances due to the child's health or beyond the family's control. The Lead Agency did not cite Regional Grantees for compliance concerns since the reported monitoring self-assessment results didn't accurately reflect practices.
Also, the Regional Grantees corrected the compliance concern by implementing a revised IFSP data summary page developed by the Lead Agency. In addition, the Lead Agency provided technical assistance to Regional Grantee Liaisons to address and emphasize IFSP documentation needs. In FFY 2005 (2005-2006), the Early ACCESS Staff revised the Self-Assessment monitoring file review tool to facilitate monitoring of IDEA requirements and to align needed data for measuring indicators, as required by the Office of Special Education Program's (OSEP) letter regarding Iowa's State Performance Plan (submitted December 2, 2005).

In the process of reviewing (drilling down) data collected for this indicator, it was determined the Regional Grantees varied for definitions used for timely services. This was concluded to be due to

timely services being broadly defined by state rule (*as soon as possible after the initial IFSP meeting)* and the self-assessment tool used to conduct IFSP file reviews not specifying a number of days for timely services. Therefore, timely services were defined using stakeholder input during meetings to develop the State Performance Plan. The participants recommended to the Lead Agency to define timely services as 30 calendar days from the date of the initial IFSP meeting to the date of implementation of services included on the IFSP. Also, the self-assessment tool was revised to incorporate the definition of timely services as 30 calendar days. Although baseline data were collected and reported for 2004-2005, the Lead Agency acknowledges the need to re-establish baseline data with correction of reviewed findings. In addition, the stakeholders interpreted results of data to mean technical assistance regarding IFSP documentation should be addressed and highly emphasized by the Lead Agency.

The following measurable and rigorous targets are provided in the following chart as required by OSEP.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**100% of infants and toddlers with IFSPs receive early intervention services on their IFSPs in a timely manner.**
2006 (2006-2007)	**100% of infants and toddlers with IFSPs receive early intervention services on their IFSPs in a timely manner.**
2007 (2007-2008)	**100% of infants and toddlers with IFSPs receive early intervention services on their IFSPs in a timely manner.**
2008 (2008-2009)	**100% of infants and toddlers with IFSPs receive early intervention services on their IFSPs in a timely manner.**
2009 (2009-2010)	**100% of infants and toddlers with IFSPs receive early intervention services on their IFSPs in a timely manner.**
2010 (2010-2011)	**100% of infants and toddlers with IFSPs receive early intervention services on their IFSPs in a timely manner.**
2011 (2011-2012)	**100% of infants and toddlers with IFSPs receive early intervention services on their IFSPs in a timely manner.**
2012 (2012-2013)	**100% of infants and toddlers with IFSPs receive early intervention services on their IFSPs in a timely manner.**

Improvement Activities / Timelines / Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next eight years.

Improvement Activity C1: Timely Provision of Services	Resources	Timeline
A. **Research (Statewide systemic concerns and specific Regional Grantee concerns)**. a. Gather, report, and analyze timely provision of services data from Regional Grantees.	Early ACCESS Council, Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	Annually
B. **Planning (Statewide systemic concerns and specific Regional Grantee concerns)**. a. Develop research-based professional development to provide to Regional Grantees to address timely provision of services. Examples include funding sources and procedural guidance. b. Develop research-based Technical Assistance to targeted Regional Grantees to develop Continuous Improvement Plans (CIPs) to assure services are provided in a timely manner.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	2005-2013
C. **Professional Development and Implementation**. a. Provide professional development to Regional Grantees to address statewide systemic issues. Examples of professional development include Service Coordinator training. b. Provide Technical Assistance to targeted Regional Grantees to implement state outcomes for provision of timely services. Examples of technical assistance would be guidance documents.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	2005-2013
D. **Evaluation and Progress Monitoring**. a. Gather, report and analyze implementation results regarding the timely provision of services with collaborative partners. b. Provide Technical Assistance to Regional Grantees in the interpretation of implementation results of timely provision of services data.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	2005-2013
E. **Revision to Practice**. a. Provide Technical Assistance to Regional Grantees in data-driven revisions to CIP regarding timely provision of services. b. Provide professional development to Regional Grantees to implement data-driven revisions to CIPs.	Early ACCESS staff Part C Funding	2005-2013
F. **Verification**. a. Verify improvement of timely provision of services through the monitoring system.	Early ACCESS staff Part C Funding	2005-2013

Part C State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

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 community-based settings.

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:

Iowa Administrative Rules for Early ACCESS ensures infants and toddlers receive early intervention services in the home or programs for typically developing children (IAC 281- 120.40). All Regional Grantees have submitted such policies and procedures that were approved by the Lead Agency.

The percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children was previously described in the 2003-2004 Annual Progress Report submitted to OSEP. Table C2.1 provides the type, number, and percent of natural environments where early intervention services were provided to infants and toddlers and families.

Table C2.1.
Type, Number and Percent of Early Intervention Services Provided in the Natural Environment.

Natural Environment	Number	Percent
Designed for children with disabilities	53	2.48
Designed for typically developing children	91	4.26
Home	1935	90.59
Hospital (Inpatient)	1	.05
Residential Facility	3	.14
Service Provider Location	29	1.36
Other	24	1.12
Total	2136	100

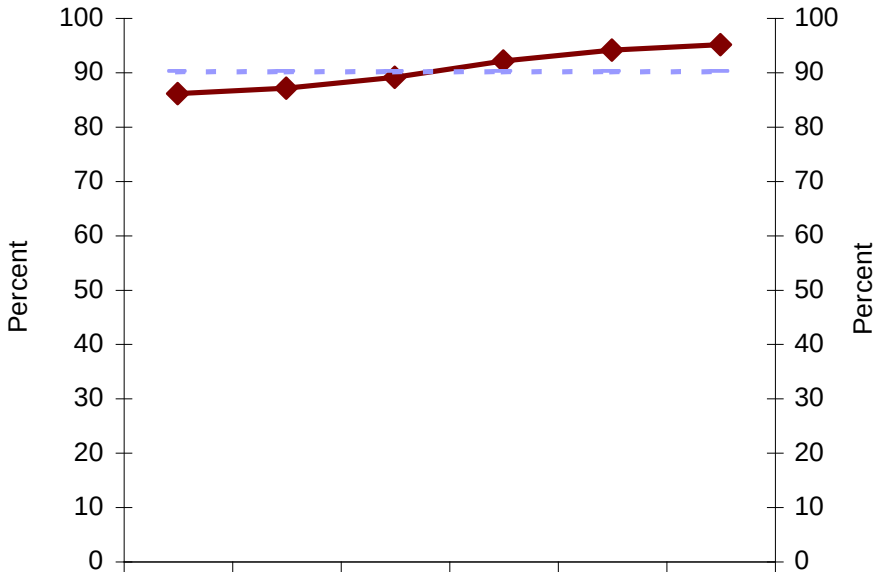
Source. Iowa 618 Settings Table, FFY 2003 (2003-2004).

Results of data indicated 95% of infants and toddlers received early intervention services in the home or programs designed for typically developing children[3].

[3] Percent calculated by summing number served in the home and programs designed for typically developing children, dividing by the total served and multiplying by 100: 1935 + 91/2136 x 100; percent is rounded.

State trend data over the past six years is presented in Figure C2.1.

Figure C2.1. Percent of Iowa Services Provided in Natural Environments.



	1998	1999	2000	2001	2002	2003
Percent	86	87	89	92	94	95
Benchmark	90	90	90	90	90	90

Source. Iowa 618 Settings Table, FFY 1998 (1998-1999) to FFY 2003 (2003-2004).

In 2003-2004, all 12 Regional Grantees met or exceeded the previous OSEP benchmark of 90% for early intervention services provided in the natural environment. Services were provided in the home or in settings for typically developing children 94.8% of the time according to December 1, 2003 count data.

Based on statewide data collected and analyzed from IFSPs, the Lead Agency engaged in the primary activity in FFY 2004 (2004-2005) of providing training to service coordinators regarding required documentation and provision of early intervention services in the home or programs for typically developing children.

Baseline Data for FFY 2004 (2004-2005):

Table C2.2 shows the settings where early intervention services were provided to infants and toddlers and families.

Table C2.2.
Type, Number and Percent of Early Intervention Services were Provided in the Natural Environment.

Natural Environment	Number	Percent
Designed for children with disabilities	31	1.33
Designed for typically developing children	103	4.42
Home	2134	91.56
Hospital (Inpatient)	7	.30
Residential Facility	6	.26
Service Provider Location	24	1.03
Other	26	1.12
Total	2331	100

Source. Iowa 618 Settings Table, FFY 2004 (2004-2005).

Results of compiled data indicated that 96% of infants and toddlers received early intervention services in natural environments[4].

Discussion of Baseline Data:

The Iowa Early ACCESS system has consistently improved and achieved a high baseline for the percent of services provided in the natural environment as results demonstrated in Table C2.2. Trend and current baseline data indicated Iowa has consistently increased the percent of infants and toddlers served in natural environments an average of 1.4% over the past seven years[5].

Also, as a result of stakeholders input, it was noted that while a large percentage of services are being provided in the home, service coordinators need standard information to share with families regarding what and where services are available for their natural setting. For example, the stakeholders mentioned provision of services in early care and education settings or clinics where other typically developing children receive assistance. Therefore, in support of the stakeholders' recommendation, the Lead Agency will be expanding a base of standard information for provision of services in natural environments.

[4] Percent calculated by summing number served in the home and programs designed for typically developing children, dividing by the total served and multiplying by 100: 2134 + 103/2331 x 100; percent is rounded.
[5] Iowa increased from 86% in 1998-1999 to 96% in 2004-2005, representing an average increase of 1.4 over 7 years; increases were variable across those years.

The following measurable and rigorous targets are provided in the following chart as required by OSEP.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**96.1% of infants and toddlers with IFSPs primarily receive early intervention services in the home or programs for typically developing children.**
2006 (2006-2007)	**96.2% of infants and toddlers with IFSPs primarily receive early intervention services in the home or programs for typically developing children.**
2007 (2007-2008)	**96.3% of infants and toddlers with IFSPs primarily receive early intervention services in the home or programs for typically developing children.**
2008 (2008-2009)	**96.4% of infants and toddlers with IFSPs primarily receive early intervention services in the home or programs for typically developing children.**
2009 (2009-2010)	**96.5% of infants and toddlers with IFSPs primarily receive early intervention services in the home or programs for typically developing children.**
2010 (2010-2011)	**96.6% of infants and toddlers with IFSPs primarily receive early intervention services in the home or programs for typically developing children.**
2011 (2011-2012)	**96.6% of infants and toddlers with IFSPs primarily receive early intervention services in the home or programs for typically developing children.**
2012 (2012-2013)	**96.6% of infants and toddlers with IFSPs primarily receive early intervention services in the home or programs for typically developing children.**

Improvement Activities / Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next eight years.

Improvement Activity C2: Services in the Natural Environment	Resources	Timeline
1. **Research (Statewide systemic concerns and specific Regional Grantee concerns)**. a. Gather, report, and analyze natural environment settings data from Regional Grantees. b. Review current research and recommendations from national Technical Assistance resources.	Early ACCESS Council, Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	Annually
2. **Evaluation and Progress Monitoring**. a. Gather, report and analyze implementation results from early intervention services in the natural environment data with collaborative partners. b. Provide Technical Assistance to Regional Grantees in the interpretation of implementation results of early intervention services in the natural environment.	Early ACCESS Council, Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	2005-2013
3. **Revision to Practice**. a. Provide Technical Assistance to Regional Grantees in data-driven revisions to CIPs regarding early intervention services in the natural environment. b. Provide professional development to Regional Grantees to implement data-driven revisions to CIPs.	Early ACCESS staff Part C Funding	2005-2013
4. **Verification**. a. Verify improvement of early intervention services in the natural environment through the monitoring system.	Early ACCESS staff Part C Funding	2005-2013

Part C State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

Note. This indicator was submitted February 1, 2010 using the State Performance Plan template, following General Instructions of the Office of Special Education Programs (OSEP).

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

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the eight year State Performance Plan and each Annual Performance Report.

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:

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

Measurement for Summary Statement 1:

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

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

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

Overview of Issue / Description of System or Process:

The Lead Agency began in FFY 2004 (2004-2005) to design a statewide accountability system that measured early childhood outcomes for infants and toddlers in Part C Early ACCESS. The system expanded upon Iowa's systematic process to monitor progress for performance on Individualized Family Service Plan (IFSP) child outcomes in addition to using multiple measures to gather data on children's performance.

During FFY 2005 (2005-2006), the Lead Agency developed the Early Childhood Outcomes (ECO) Summary form based on a three-level rating scale (yes, emerging, no) that summarized each child's level of functioning in each of the ECO areas in relation to same aged-peers. The IFSP Teams began using the ECO Summary form for all children entering Early ACCESS services after January 31, 2006 in order to report baseline data on the percent of infants and toddlers in the three measurement categories (Reach/Maintain, Improve or Did Not Improve Functioning) in each of the ECO areas to be reported in the State Performance Plan (SPP) for Indicator C3.

Due to changes of the SPP measurement categories for the early childhood outcome indicator that the Office of Special Education Programs (OSEP) announced in the fall of 2006, the Lead Agency revised the statewide accountability system in order to gather the data for reporting the percent of infants and toddlers in five measurement categories in each of the 3 ECO areas.

The Lead Agency incorporated the Child Outcomes Summary Form (COSF), developed by the OSEP-funded National Early Childhood Outcomes Center, into a revision of the ECO Summary form. The revised ECO Summary form, when completed by IFSP Teams as described below, provides data to report on children in 1 of 5 categories in the measurement required by Indicator C3. The revised ECO Summary form uses: (a) the 7-point scale from the COSF, and (b) the question from the COSF on progress. The revised ECO Summary Form has an additional section to report supporting evidence on assessment methods and sources of information used by IFSP Teams to generate the data used in rating performance.

The Lead Agency required Regional Grantees and Signatory Agencies to adopt the revised ECO Summary Form. The Lead Agency required IFSP Teams to complete the revised ECO Summary form for all children that had an initial IFSP meeting beginning July 1, 2006. Use of

the revised ECO Summary Form ensures valid data and supporting evidence on children's functioning in comparison to peers or standards using the 7-point outcome rating scale.

To ensure quality professional development for ECO, the Lead Agency used the National ECO Center's training materials and resources (e.g., Decision Tree for Summary Rating Discussions, Age-Expected Child Development Resources and COSF Training Materials). Use of the ECO training material provided assurance that all IFSP Teams in Iowa have been trained to implement consistent procedures for gathering, analyzing and reporting these data on the revised ECO Summary Form.

Beginning FFY 2006 (2006-2007), Iowa's accountability system provided the data to determine the differences early intervention services made for infants and toddlers in the areas of positive social-emotional skills; acquisition and use of knowledge and skills; and use of appropriate behaviors to meet their needs as defined by the five measurement categories. The data were used to inform policy makers and stakeholders of children's functional skills and progress, advance implementation of evidence-based curricula and assessment practices and improve interventions to meet the needs of children with developmental delays or known conditions.

The ECO data are gathered on all infants and toddlers determined eligible for Early ACCESS services, regardless of their early intervention services or areas of concern. Iowa's accountability system for ECO includes several components:

- Policies and procedures to guide assessment and measurement practices;
- Technical Assistance for specified staff to support data collection and use;
- Monitoring procedures to ensure data accuracy; and
- Information Management System for data entry, maintenance and analysis.

Policies and procedures to guide assessment and measurement practices. The evaluation requirements established in IDEA and the *Iowa Administrative Rules for Early ACCESS* ensure that Individualized Family Service Plan (IFSP) Teams use valid and reliable assessments and evaluation materials administered by trained and knowledgeable personnel (IAC 281-120.40). Each Regional Grantee, as required by the *Iowa Administrative Rules for Early ACCESS,* has written and adopted evaluation policies and procedures that were approved by the Lead Agency. The policies and procedures are on file with the Lead Agency.

A comprehensive evaluation of a child's present level of development and unique needs was completed as required by the *Iowa Administrative Rules of Early ACCESS*. Subsequent to the determination of eligibility for early intervention services and development of the IFSP, the child's entry point data for age-appropriate functioning across settings and situations were discussed and summarized on the *ECO Summary* form as a part of a child's IFSP meeting.

In FFY 2005 (2005-2006), after analyzing baseline data, the Lead Agency established an in-house workgroup to research and examine the problem of Regional Grantees in meeting Indicators C3 and C7. National experts in evaluation and assessment including the OSEP-funded National Early Childhood Technical Assistance Center (NECTAC) were brought in for two meetings, and research and evidence-based practices were analyzed. The workgroup's analysis provided information about the evaluation practices for determining children's performance as reported for Indicator C3.

Based on recommendations from the workgroup, the Lead Agency determined that regional procedures needed to be revised and guidance provided to the Regional Grantees and Signatory Agencies. During FFY 2006 (2006-2007), the statewide workgroup developed guidelines and presented the guidelines to Regional Grantee Administrators and Leadership Groups, Executive Committee of the ICC, and Signatory Agencies for feedback. The guidelines were revised each time to reflect input from the groups.

During FFY 2007 (2007-2008), the Regional Grantee Administrators (Area Education Agencies) made a commitment to develop and adopt uniform procedures for implementation of IDEA, Parts C and B. Committees were formed with membership from each Regional Grantee/AEA and Lead Agency staff to write the portions of the *AEA IDEA Part B and C Procedures Manual.* The Early ACCESS Procedures Manual Committee studied the recommendations of the aforementioned statewide workgroup and incorporated the work into the Part C section of the manual in order to enhance systematic evaluation, assessment, ECO ratings for entry point data for age-appropriate functioning and initial IFSP meetings for children referred to Early ACCESS.

Iowa furthered its efforts to improve consistency in procedures during FFY 2008 (2008-09). In March 2009, the Regional Grantees (Area Education Agencies – AEAs) developed, in conjunction with the Lead Agency, one AEA IDEA Part C Procedures Manual and agreed to implement this manual statewide. In addition, one of the Signatory Agencies has adopted this manual, with minor changes. The Part C Procedures Manual was reviewed and approved by the Lead Agency to assure consistency with Part C federal and state requirements.

The Lead Agency and the Part C Procedure Manual Committee jointly designed and produced training DVDs, adult-learning activities and documents to be used by designated trainers at local trainings. Training materials, activities and support for the designated trainers were provided by the Committee and Lead Agency. Training was provided to 901 staff from 13 disciplines across the state, including administrators. Full implementation of the procedures by all ten Regional Grantees and one Signatory Agency was completed by September 1, 2009. Practitioners reported that the Part C Procedures Manual clarified issues that the field had raised and allowed a systematic approach to procedures across the state.

Procedures for Early Childhood Outcomes in the newly adopted manual detail the systematic protocol IFSP teams follow in determining children's functioning compared to same-aged peers and to progress in skills and behaviors in the three ECO areas. As a part of each child's initial and annual IFSP review, a child's age-appropriate functioning and progress made in his or her skills and behaviors are determined based on multiple sources of data gathered using various methods such as record reviews, interviews, observations, performance monitoring data on IFSP goals and ongoing child assessments. The *ECO Summary* form is used to summarize the child's skills and behaviors in comparison to the functioning expected for the age of the child and the child's progress in each of the three ECO areas.

All infants and toddlers who met the following criteria were included in ECO: (1) Eligible for Early ACCESS, (2) Received Early ACCESS services for at least six months, and (3) Exited Early ACCESS. The ECO data were gathered upon eligibility to Early ACCESS services and annually thereafter as part of IFSP reviews until the child exited Early ACCESS services (e.g., transition to Part B services).

Procedures for the ECO process, conducted by the IFSP Team, include two phases: (A) Initial IFSP and (B) Annual IFSP Review and Exit from Part C:

A. Initial IFSP:

1. Analysis of ECO Entry Point data, FFY 2008 (2008-2009) for reporting in 2010 SPP.
   a. Data at Entry Point were obtained according to Early ACCESS policies and procedures and Iowa Administrative Rules. Multiple methods of collecting data from various sources were used for eligibility determination and program planning that included Record reviews, Interviews, Observations and Tests/Assessments (RIOT). The IFSP Team determines the methods for collecting data based upon the unique needs of the child. The various test/assessment procedures included the use of behavior checklists, structured interactions, play-based assessments, adaptive and developmental scales, and curriculum-based, criterion-referenced and norm-referenced assessment instruments.

   The commonly used assessment instruments used by IFSP Teams included, but were not limited to the Developmental Assessment of Young Children, Carolina Curriculum for Infants and Toddlers with Special Needs Assessment, Hawaii Early Learning Profile, Developmental Observation Checklist System and the Assessment, Evaluation and Programming System for Infants and Children. In addition, research-based Iowa Early Learning Standards, developed by stakeholders with expertise in child development and early education, were used to guide peer comparisons of developmental ages and stages of infants and toddlers comprehensive skills. Therefore, a crosswalk of the Iowa Early Learning Standards with the ECO areas was developed to illustrate the alignment of state expectations for what young children know and are able to do in each of the ECO areas.

   b. Analysis of Entry Point data were conducted by triangulating data (record reviews, interviews, observations, tests/assessments as described above) across multiple investigators-the IFSP Team members.[6]

2. Determination of ECO Entry Point status.
   a. Determination of status at Entry Point was based on the results of triangulation of data and the completion of the ECO Summary form.
   b. The ECO Summary form for comparison to peers is a seven-point rating scale used to summarize each child's level of functioning in each of the three ECO areas in relation to same-aged peers. A rating of six or seven indicated the outcome was achieved at an age-appropriate level across a variety of settings and situations, and a rating of one through five indicated the child's functioning was below age-appropriate skills expected of a child his or her age.

3. Documenting, entering, and reporting of ECO Entry Point status.
   a. Documenting Entry Point status was the IFSP Team's responsibility to complete the ECO Summary form to document results at the IFSP meeting.
   b. Entering documented results from the ECO Summary form into Iowa's central database system for Early ACCESS (Information Management System-IMS) was completed by trained data entry personnel. IMS has established data parameters, and does not accept a rating other than what was determined on the ECO Summary's seven-point rating scale.
   c. Reporting occurs on an annual basis for the Lead Agency and Regional Grantees, as well as IFSP Teams, who have ongoing access to results as documented on the ECO Summary form.

[6] Data triangulation and technical adequacy are described in detail in the discussion of Collection and Analysis of Baseline Data in Indicator 3.

B. IFSP Annual Review and Exit from Part C:

1. Analysis of ECO Progress Point data, FFY 2008 (2008-2009).
   a. Data at the Progress Point are obtained by Record reviews, Interviews, Observations and Tests/Assessments (RIOT). This included, but was not limited to, a review of Entry Point data, interviews, observations, behavior checklists, structured interactions, play-based assessments, adaptive and developmental scales, and curriculum-based, criterion-referenced and norm-referenced assessment instruments. The evaluation requirements established in IDEA and the *Iowa Administrative Rules for Early ACCESS* ensure that IFSP Teams use valid and reliable assessments and evaluation materials administered by trained and knowledgeable personnel. The Progress Point data were analyzed at the annual and exit IFSP meetings. The annual reviewed process results in formative data for individual children compared to chronological age expectations.

   Assessment instruments commonly used by IFSP Teams included, but were not limited to, the Developmental Assessment of Young Children, Carolina Curriculum for Infants and Toddlers with Special Needs Assessment, Hawaii Early Learning Profile, Developmental Observation Checklist System and the Assessment, Evaluation and Programming System for Infants and Children.

   b. Analysis of Progress Point data were conducted by triangulating data (record reviews, interviews, observations, tests/assessments as described above) across multiple investigators-the IFSP Team members. The IFSP Team was responsible for gathering and analyzing data that were needed to determine children's progress in the three ECO areas, regardless of the areas addressed on a child's IFSP. Data obtained by RIOT and early childhood outcomes, documented directly on IFSPs, were immediately used in ongoing program development for each child.

2. Determination of ECO Progress Point data.
   a. Determination of progress at the Progress Point was based on the results of triangulation of data and the completion of the ECO Summary form.
   b. The ECO Summary form for comparison to peers was a seven-point rating scale that summarized each child's level of functioning in each of the three ECO areas in relation to same-aged peers. A rating of six or seven indicated the outcome was achieved at an age-appropriate level across a variety of settings and situations, and a rating of one through five indicated the child's functioning was below age-appropriate skills expected of a child his or her age.
   c. The IFSP Team determined if a child had progressed or acquired new skills or behaviors in each of the three ECO areas and documented the child's improvements by responding to a "yes/no" question on the ECO Summary form.
   d. In addition, the IFSP Team documented on the ECO Summary form all of the methods used to determine the outcome rating and progress through Record reviews, Interviews, Observations and Tests/Assessments (RIOT), the sources of information and a summary of results for each of the ECO areas.

3. Documenting, entering, and reporting of ECO Progress Point status.
   a. Documenting ECO Progress Point data were completed by the IFSP Team completing the ECO Summary form and documenting results at the time of an IFSP meeting.
   b. Entering documented results from the ECO Summary form into Iowa's central database system for Early ACCESS (Information Management System-IMS) was completed by trained data entry personnel. IMS has established data parameters, and does not accept a rating other than what was determined on the ECO Summary's seven-point rating scale, the yes/no response for a child's progress, and the supporting evidence used to determine the outcome rating and progress.
   c. Reporting occurred on an annual basis for the Lead Agency and Regional Grantees, as well as IFSP Teams, who have ongoing access to results as documented on the ECO Summary form.

4. Use of ECO Progress Point data.
   a. Data on ECO, documented directly on a child's IFSP on the ECO Summary form, were immediately used in ongoing program development for each child.

Technical Assistance for specified staff to support data collection, reporting and use. The Lead Agency continued to support a Comprehensive System of Professional Development. Beginning in FFY 2006 (2006–2007), the Lead Agency launched training staff from the Regional Grantees and Signatory Agencies on the process for completing the revised ECO Summary form. In FFY 2007 (2007-2008), Regional Grantees and Signatory Agencies were provided a document aligning the Early Childhood Outcomes with the Iowa Early Learning Standards. This document provided operational definitions as well as questions developed by the National ECO Center to guide discussions so IFSP Teams had an understanding of the skills and behaviors that were being addressed in each of the ECO areas. The Regional Grantees and Signatory Agencies continued in FFY 2008 and 2009 providing ongoing training and technical assistance for IFSP Teams to accurately document, enter and report each child's performance on the ECO Summary form.

The Lead Agency required all 10 Regional Grantee to report the training and support provided for IFSP Teams to effectively implement the ECO process in the Regional Part C Year-End Reports. In FFY 2008 (2008-2009), each of the ten Regional Grantees reported that they were continuously providing professional development and technical assistance regarding the procedures for gathering and reporting data on the Early Childhood Outcome Summary form, implementation of valid and reliable evaluation and assessment instruments and data entry procedures.

In FFY 2008 (2008-2009), the Lead Agency provided the Iowa's Family-Centered Service Coordination Competency-Based Training Program for new Service Coordinators. The service coordination training modules are based on Federal Statute and Regulations, research, and best practice and focused on one of the five identified competencies required to be an effective service coordinator. Modules 1 through 5 incorporated state policies, procedures and best practices regarding referrals, evaluation and assessment of infants and toddlers within 45-day timelines, ECO Summary, IFSP provisions, coordinating community resources and infant and toddler development. Module I – *Federal, State and Local Rules, Regulations, and Procedures for the Early ACCESS System* specifically addressed parental rights.

This training program is implemented to assure that service coordinators have the core competencies needed to provide high quality services to families. These trainers attended intensive three-day Approved Trainer sessions for each module of training delivered. Trainers provided module trainings in FFY 2006-2008 (2006-2009) throughout the state. Ninety-seven percent (97%) of all 350 service coordinators in the state completed the requirements of the training program. The remaining 3% have plans to complete the program. The Lead Agency will continue to review results of parent survey data and monitoring results of compliance to study the effect of the competency based training modules.

Monitoring procedures to ensure data accuracy. Monitoring procedures were revised during the FFY 2006 (2006-2007) to ensure that the data from the ECO Summary form were entered for infants and toddlers in Early ACCESS into Iowa's Information Management System (IMS). Each child has a unique child identifier that allowed tracking the ECO data for individual children. The database system provided the information needed to ensure the ECO data were collected and entered for each child. Regional Grantees and Signatory Agencies continued to implement monitoring procedures.

Information Management System for data entry, verification, maintenance and analysis. Iowa's central database system for Early ACCESS is the Information Management System (IMS). During the FFY 2006 (2006–2007), the universal data entry procedures for entering the data from the ECO Summary form were rewritten, and IMS revised the established

data parameters to collect the data from the ECO Summary form. The system does not accept a rating other than what is determined on the ECO Summary form. Additionally, the Regional Grantee data entry personnel were retrained and ongoing follow-up support was provided by the Lead Agency. Regional Grantee personnel continued this implementation during FFY 2008 (2008-2009).

The Regional Grantee data entry personnel reviewed and entered the information from the ECO Summary form for each initial, annual and exit IFSP meeting into IMS; data checks occurred to ensure data accuracy. Subsequent to data entry in IMS, the system generated a verification report of incomplete or unusual data; the report was submitted to Regional Grantee data personnel. Data entry personnel corrected errors and, if necessary, provided follow-up with the designated IFSP contact person. The Lead Agency data personnel reviewed IMS data on an established schedule to review data accuracy, and Lead Agency personnel contacted IMS staff with corrections when needed.

Collection and Analysis of Data. All infants and toddlers who met the following criteria were assessed using multiple sources of data which were summarized on the ECO Summary form: (1) Entered Early ACCESS services on an IFSP after June 30, 2006 and (2) Received Early ACCESS services for at least six months; and (3) Exited Early ACCESS services between July 1, 2008 and June 30, 2009. Early Childhood Outcomes were gathered upon entering Part C Early ACCESS, and at the annual IFSP meeting thereafter, and when the child exits Early ACCESS services (e.g. entering Part B services or other community services).

The use of Investigator[7] (IFSP Team members) and Methodological[8] (e.g., RIOT) Triangulation is an accepted form of data analysis to control for bias and establish convergence of data among multiple methods and different sources of data (Denzin, 1970; Mathison, 1988; Patton, 2002; Creswell & Miller, 2000). The process used to determine child status and progress at Entry Point and Progress Point for Early Childhood Outcomes employs Investigator and Methodological Triangulation. The ECO Summary form documents the determination of the status and progress of children's functioning for each of the three ECO areas.

Iowa assures the technical adequacy of the data on which triangulation is based, as described in IDEA the *Iowa Administrative Rules of Early ACCESS* and the Part C Procedures Manual. The assessment procedures, tests and other evaluation materials were required to be validated for the specific purpose for which they were used, administered by trained and knowledgeable personnel, and technically sound and assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors [IAC120-41.49(1)b; 120-41.49(1)c; 120-41.49(1)d]. Also, the technical adequacy of measures and triangulation of data are reflected in the supporting document titled, *Iowa's Special Education Assessment Standards.* This document has provided the basis for extensive training and technical assistance by the Lead Agency to Regional Grantee and Signatory Agency personnel.

Iowa's process for assuring reliable and valid data is also captured through answers to five questions:

3) Who will be included in the measurement? All infants and toddlers, who are determined eligible for Early ACCESS after June 30, 2006, received Early ACCESS services on an IFSP for at least six months and exited Early ACCESS services between July 1, 2008 and June 30, 2009.

[7] Investigator Triangulation is the use of multiple, rather than a single, observer to come to an understanding of data (Denzin, 1970).
[8] Methodological Triangulation is the use of more than one method of obtaining data (Denzin, 1970). Traditionally, this has been interpreted to be the use of multiple methods as reviews of existing data, observations, interviews and tests/assessments.

4) What assessment/measurement tool(s) will be used? Multiple methods of data using multiple sources, including but not limited to, record reviews, interviews, observations, performance monitoring data on IFSP outcomes, and ongoing child assessments were gathered to determine children's functioning compared to same-aged peers (Comparison to Peers) and acquisition of new skills and behaviors (Progress Data) in each of the three ECO areas. The commonly used assessment instruments used by IFSP Teams include, but are not limited to, the Developmental Assessment of Young Children, Carolina Curriculum for Infants and Toddlers with Special Needs Assessment, Hawaii Early Learning Profile, Developmental Observation Checklist System and the Assessment, Evaluation and Programming System for Infants and Children. The ECO Summary form is used to summarize the data from the multiple measures used by the IFSP Teams.

5) Who will conduct the assessments? Qualified personnel in the Evaluation and Eligibility Determination process as described in IDEA 2004 and *Administrative Rules for Early ACCESS*. The IFSP Team, including parents, is involved in gathering information about children's functioning compared to same-aged peers and acquisition of new skills across a variety of settings and situations as a part of the ECO process.

6) When will the measurement occur? Entry Point data for the Comparison to Peers are collected as part of the Initial IFSP; and Comparison to Peers and Progress data are collected as part of annual IFSP reviews until the child exits Early ACCESS services (e.g., transition to Part B services or other community services).

7) Who will report data to whom, in what form, and how often? IFSP Teams report data on the ECO Summary form annually to IMS. Using individual identification codes for each child, data on the ECO Summary forms are manually entered into the database by trained data entry personnel.

Baseline Data for FFY 2008 (2008-2009):

Data reported for the FFY 2008 (2008-2009) submission of the State Performance Plan (SPP) included progress data, baseline data and targets for summary statements in each of the ECO Areas (Outcomes A, B and C). The number of children sum to 100%, data are consistent with the measurement, and no explanation of difference or variance is required. Iowa's criterion for defining "comparable to same-aged peers" is a child who has been rated as 6 or 7 on the ECO Summary form. Targets were set with input from the State Interagency Coordinating Council (SICC), Regional Grantee Administrators, Early ACCESS Leadership and Program Wide-Positive Behavior Supports State Leadership Team.

Progress data for children at the time they turned three years of age or exited Early ACCESS services from FFY 2006 (2006-2007) through FFY 2008 (2008-2009) are presented in Figures C3.1, C3.4 and C3.7 for each of the three ECO Areas (Outcomes A, B and C). Actual numbers used in the calculations are provided in Tables C3.1, C3.2 and C3.3 for FFY 2008 (2008-2009).

Baseline data for children at the time they turned three years of age or exited Early ACCESS services in FFY 2008 (2008-2009) are presented for each of the three ECO Areas (Outcomes A, B and C). The baseline data for children who substantially increased their rate of growth (Summary Statement 1) are reported in Figures C3.2, C3.5, and C3.8. The baseline data for children who are functioning comparable to same-aged peers (Summary Statement 2) are reported in Figures, C3.3, C3.6, and C3.9.

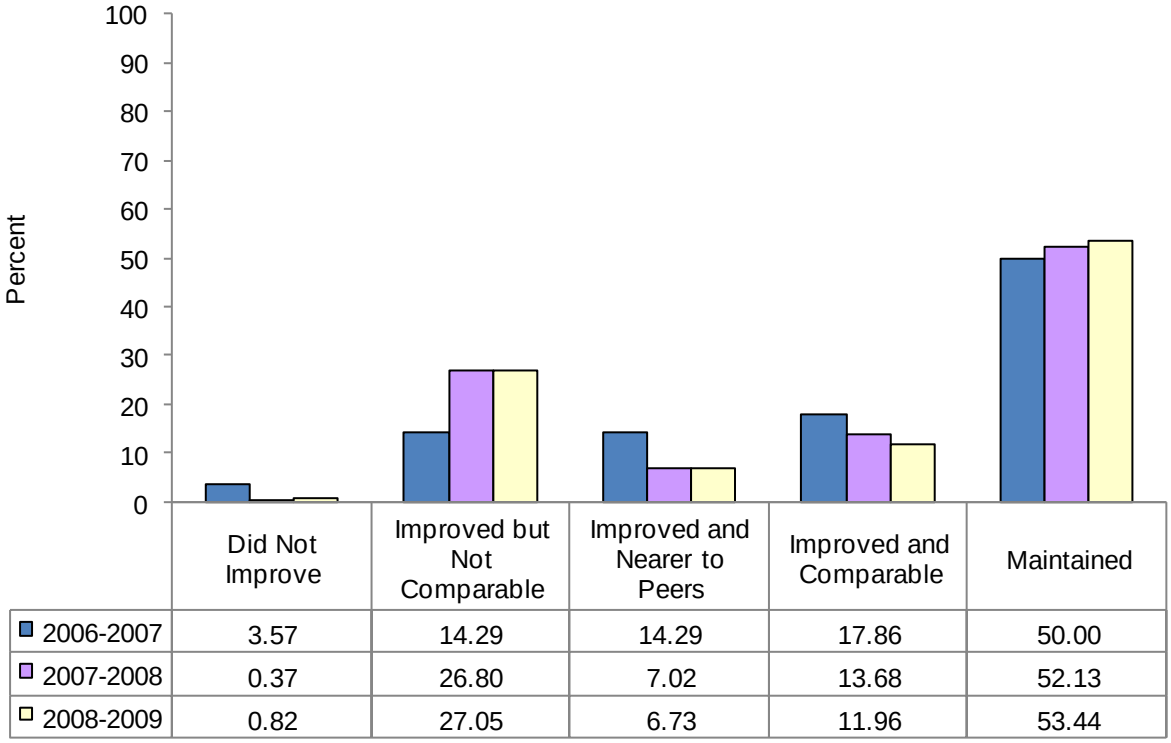
Table C3.1 provides the corresponding n sizes for Outcome A and actual numbers used in calculation. Figure C3.1 illustrates the percent of children with IFSPs who demonstrate improved positive social-emotional skills (Outcome A) across progress categories a through e at the time they turned three years of age or exited Early ACCESS services.

Table C3.1
Number and Percent (A) Positive Social-Emotional Skills.

Category	Did Not Improve	Improved but Not Comparable	Improved and Nearer to Peers	Improved and Comparable	Maintained	Total
N	11	362	90	160	715	1338
Percent	0.82	27.05	6.73	11.96	53.44	100

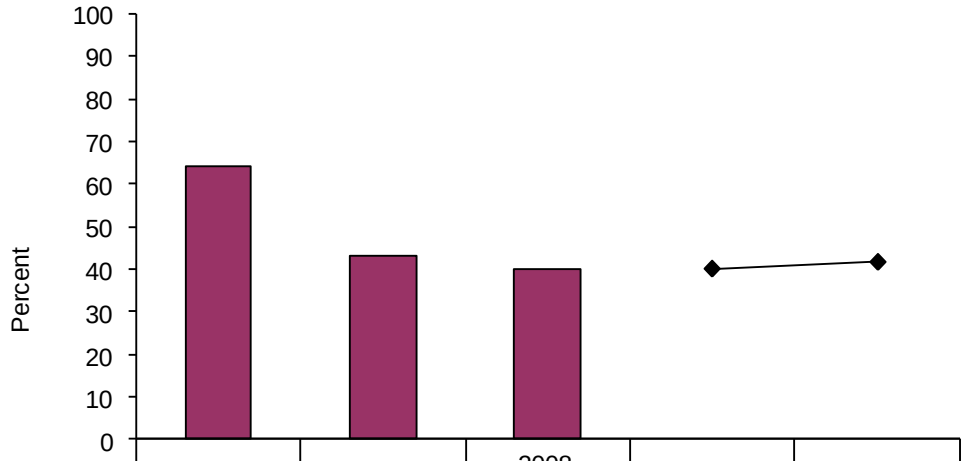
Source. Iowa Information Management System (IMS), FFY 2008 (2008-2009).

Figure C3.1. Percent of Infants and Toddlers with IFSPs Who Demonstrated Improved (A) Positive Social-Emotional Skills (Including Social Relationships).



Source. Iowa Information Management System (IMS), FFY 2006 (2006-2007) - FFY 2008 (2008-2009).
Note. FFY 2006 (2006-2007) percentages based upon N = 28; FFY 2007 (2007-2008) N = 541; FFY 2008 (2008-2009) N = 1338.

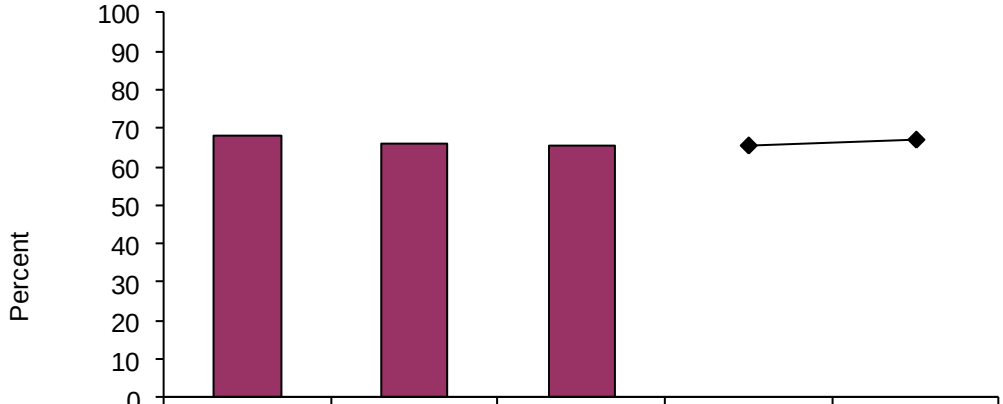
Figure C3.2. Percent of Infants and Toddlers with IFSPs Who Substantially Increased Rate of Growth in (A) Positive Social-Emotional Skills.



	2006-2007	2007-2008	2008-2009 Baseline	2009-2010	2010-2011
SS 1: Improved Rate of Growth	64.29	43.24	40.13		
Target				40.13	41.63

Source. Iowa Information Management System (IMS), FFY 2008 (2008-2009).

Figure C3.3. Percent of Infants and Toddlers with IFSPs Functioning within Age Expectations in (A) Positive Social-Emotional Skills.



	2006-2007	2007-2008	2008-2009 Baseline	2009-2010	2010-2011
SS2: Functioning at Age Level	67.86	65.80	65.40		
Target				65.40	66.90

Source. Iowa Information Management System (IMS), FFY 2008 (2008-2009).

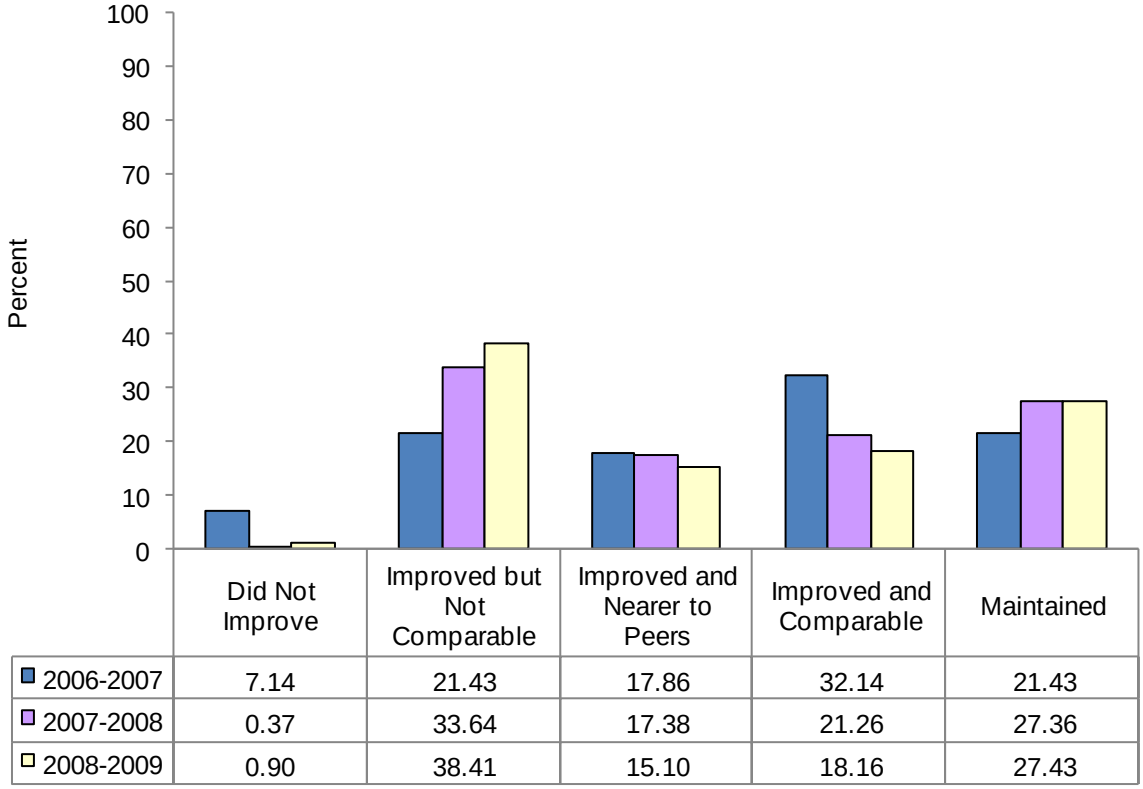
Table C3.2 provides the corresponding n sizes for Outcome B and actual numbers used in calculation. Figure C3.4 illustrates the percent of children with IFSPs who demonstrate improved acquisition and use of knowledge and skills (Outcome B) across progress categories a through e at the time they turned three years of age or exited Early ACCESS services.

Table C3.2
Number and Percent (B) Acquisition and Use of Knowledge and Skills.

Category	Did Not Improve	Improved but Not Comparable	Improved and Nearer to Peers	Improved and Comparable	Maintained	Total
N	12	514	202	243	367	1338
Percent	0.90	38.41	15.10	18.16	27.43	100

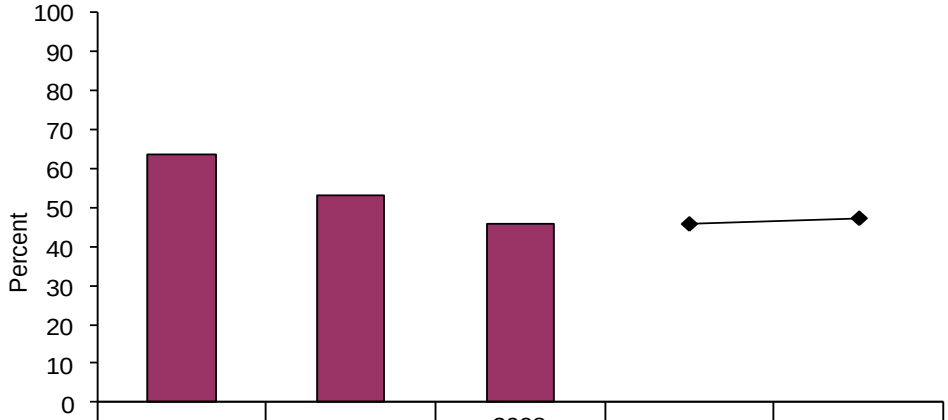
Source. Iowa Information Management System (IMS), FFY 2008 (2008-2009).

Figure C3.4. Percent of Infants and Toddlers with IFSPs Who Demonstrated Improved (B) Acquisition and Use of Knowledge and Skills (Including Early Language / Communication).



Source. Iowa Information Management System (IMS), FFY 2006 (2006-2007) - FFY 2008 (2008-2009).
Note. FFY 2006 (2006-2007) percentages based upon N = 28; FFY 2007 (2007-2008) N = 541; FFY 2008 (2008-2009) N = 1338.

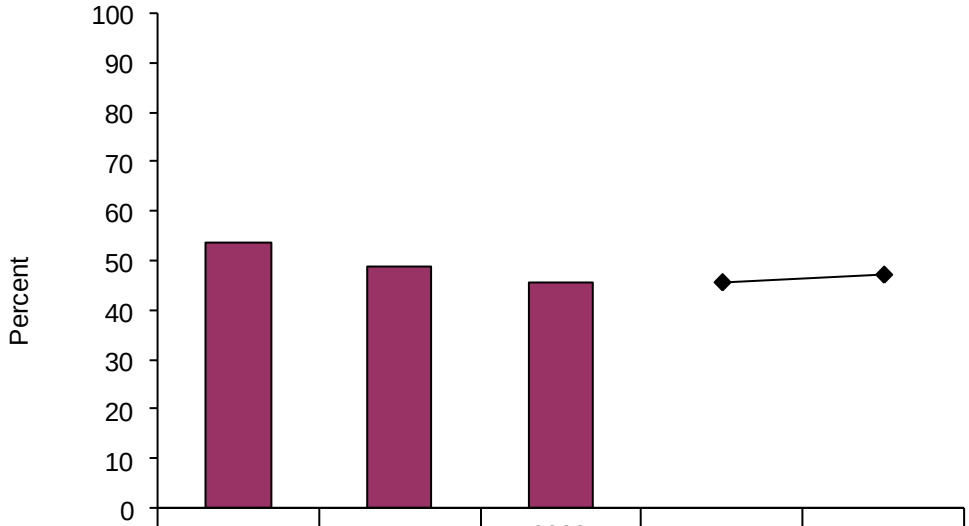
Figure C3.5. Percent of Infants and Toddlers with IFSPs Who Substantially Increased Rate of Growth in (B) Acquisition and Use of Knowledge and Skills.



	2006-2007	2007-2008	2008-2009 Baseline	2009-2010	2010-2011
SS 1: Improved Rate of Growth	63.64	53.18	45.83		
Target				45.83	47.33

Source. Iowa Information Management System (IMS), FFY 2008 (2008-2009).

Figure C3.6. Percent of Infants and Toddlers with IFSPs Functioning within Age Expectations in (B) Acquisition and Use of Knowledge and Skills.



	2006-2007	2007-2008	2008-2009 Baseline	2009-2010	2010-2011
SS2: Functioning at Age Level	53.57	48.61	45.59		
Target				45.59	47.09

Source. Iowa Information Management System (IMS), FFY 2008 (2008-2009).

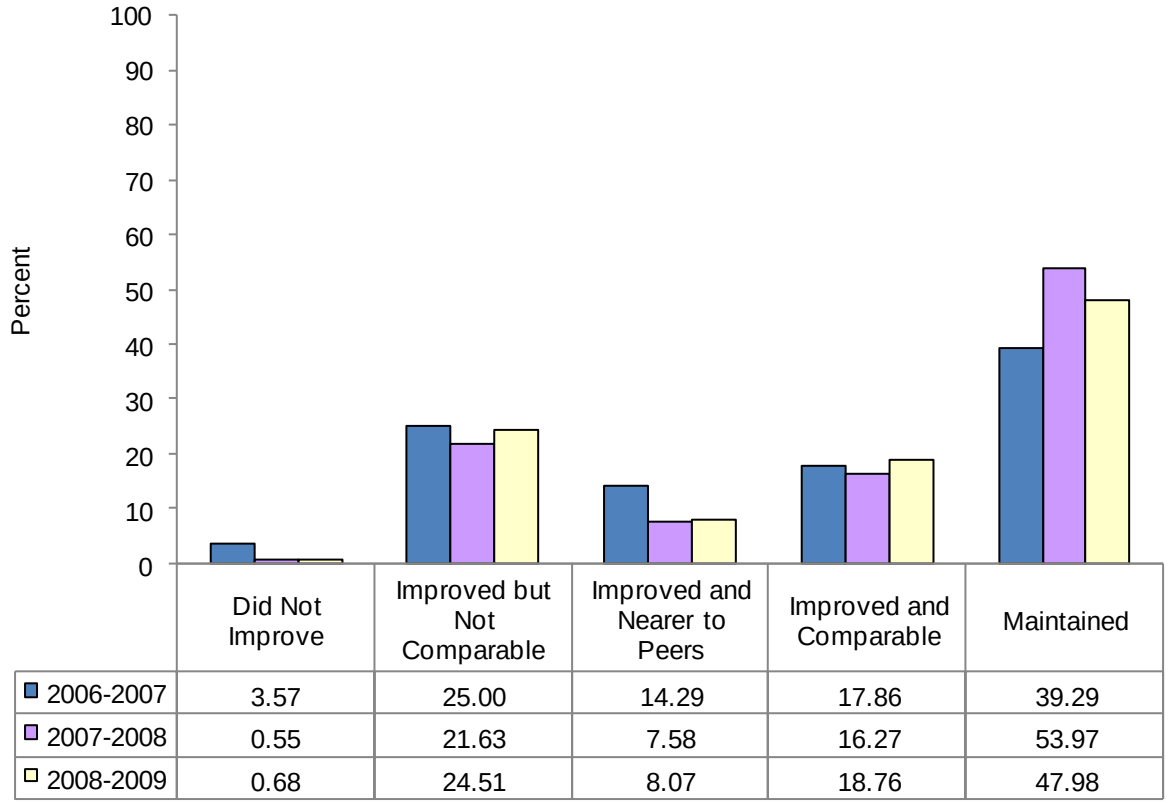
Table C3.3 provides the corresponding n sizes for Outcome C. Figure C3.7 illustrates the percent of children with IFSPs who demonstrate improved use of appropriate behaviors to meet their needs (Outcome C) across progress categories a through e at the time they turned three years of age or exited Early ACCESS services.

Table C3.3
Number and Percent (C) Use of Appropriate Behaviors.

Category	Did Not Improve	Improved but Not Comparable	Improved and Nearer to Peers	Improved and Comparable	Maintained	Total
N	9	328	108	251	642	1338
Percent	0.68	24.51	8.07	18.76	47.98	100

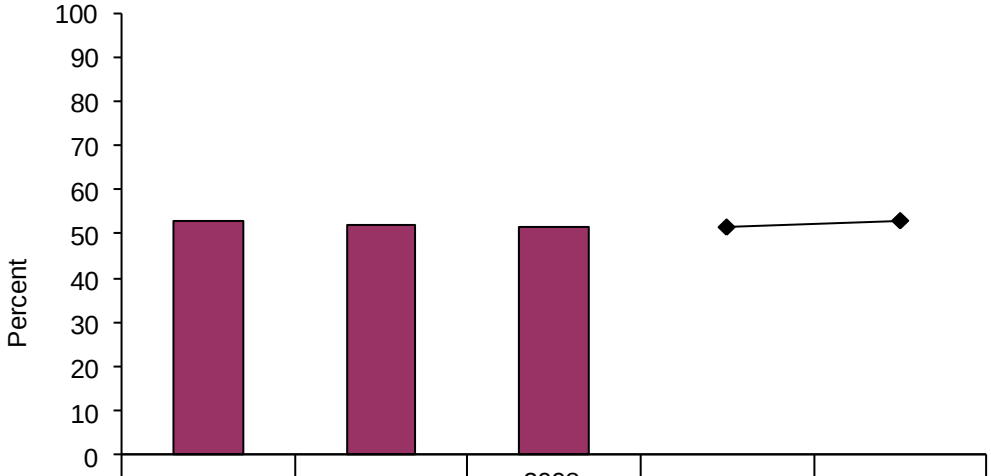
Source. Iowa Information Management System (IMS), FFY 2008 (2008-2009).

Figure C3.7. Percent of Infants and Toddlers with IFSPs Who Demonstrated Improved (C) Use of Appropriate Behaviors to Meet Their Needs.



Source. Iowa Information Management System (IMS), FFY 2006 (2006-2007) - FFY 2008 (2008-2009).
Note. FFY 2006 (2006-2007) percentages based upon N = 28; FFY 2007 (2007-2008) N = 541; FFY 2008 (2008-2009) N = 1338.

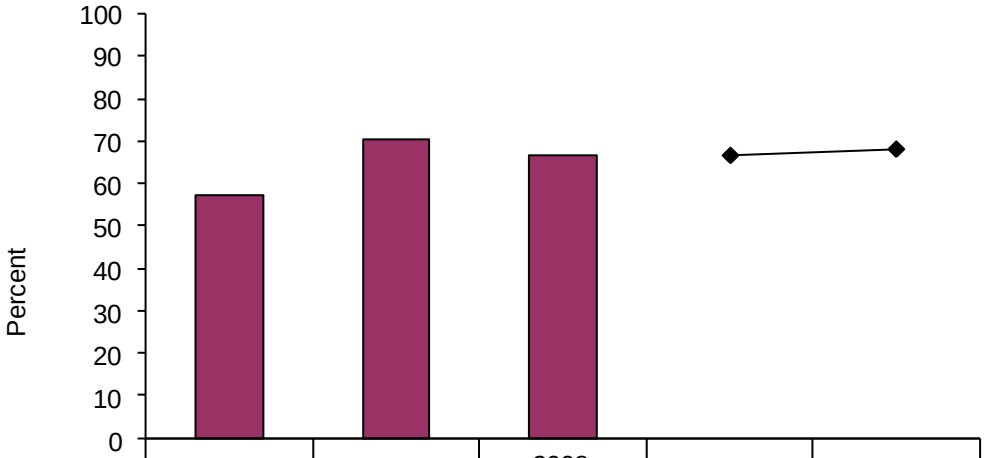
Figure C3.8. Percent of Infants and Toddlers with IFSPs Who Substantially Increased Rate of Growth in (C) Use of Appropriate Behaviors.



	2006-2007	2007-2008	2008-2009 Baseline	2009-2010	2010-2011
SS 1: Improved Rate of Growth	52.94	51.81	51.58		
Target				51.58	53.08

Source. Iowa Information Management System (IMS), FFY 2008 (2008-2009).

Figure C3.9. Percent of Infants and Toddlers with IFSPs Functioning within Age Expectations in (C) Use of Appropriate Behaviors.



	2006-2007	2007-2008	2008-2009 Baseline	2009-2010	2010-2011
SS2: Functioning at Age Level	57.14	70.24	66.74		
Target				66.74	68.24

Source. Iowa Information Management System (IMS), FFY 2008 (2008-2009).

Discussion of Baseline Data:

As described in the Overview of Issue/Description of System or Process section, the Lead Agency collected data on each of the three ECO areas (Outcomes A, B and C) for infants and toddlers based on the five progress categories (a through e) for every child whom entered Early ACCESS after June 30, 2006. The status of children entering Early ACCESS in FFY 2005 (2005–2006) was based on the previous three progress categories. Children entering Early ACCESS during FFY 2005 (2005–2006) were not included in the ECO data because entry for these children did not provide sufficient information to determine their progress based on the five progress categories established by OSEP in FFY 2006 (2006-2007).

Progress data used to calculate the two summary statements for Outcomes A, B and C reported in the FFY 2008 (2008-2009) APR are considered baseline data. Baseline data were available for 1,338 children at the time they turned three years of age or exited Early ACCESS services in FFY 2008 (2008-2009). The length of time the children in the baseline data participated in services ranged from 6.01 – 34.63 months, with an average of 16.63 months. The age range for children in the baseline data ranged from 6.74 – 36 months. While the number of children for whom data were available for FFY 2008 (2008-2009) increased from the previous years, many children who entered in FFY 2006 (2006-2007) through FFY 2008 (2008-2009) are still participating in early intervention services and will have exit data in subsequent years. Therefore, the proportions of children in the data may not be representative of children participating in Early ACCESS.

Of the 1,338 children included in the baseline data reported for FFY 2008 (2008-2009), greater than 40% substantially increased their rate of growth in each of the three outcome areas (Summary Statement 1). Specifically, 40.13% of children had improved their rate of growth with respect to (A) social-emotional skills, 45.83% had improved their rate of growth with respect to (B) acquisition and use of knowledge and skills, and 51.58% had improved their rate of growth with respect to use of (C) appropriate behaviors to meet their needs.

Greater than 60% of children were also functioning within age expectations for Outcomes A and C (Summary Statement 2). Specifically, 65.40% of children were functioning within age expectations with respect to (A) social-emotional skills, and 66.74% of children were functioning within age expectations with respect to (C) use of appropriate behaviors to meet their needs. Only 45.59% of children were functioning within age expectations with respect to the (B) acquisition of knowledge and skills.

The progress and baseline data were analyzed by the Lead Agency, Regional Grantee Leadership and State Interagency Coordinating Council (SICC) in Outcomes A, B and C. Given the increasing trend of the percentage of infants birth to one on IFSPs in Iowa between FFY 2006-2009 (2006-2007; 2007-2008; 2008-2009), stakeholders were concerned that these data were not reflective of all the children that received early intervention services. Stakeholder input expressed caution in the interpretation of progress and baseline data for setting targets.

Based on (1) progress data and current baseline data that may not be representative of children participating in Early ACCESS and (2) broad stakeholder input, Measurable / Rigorous Targets for the summary statements for Outcomes A, B and C were set for the remaining years of the current SPP as described below.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not Applicable.
2006 (2006-2009)	Not Applicable.
2007 (2007-2008)	Not Applicable.
2008 (2008-2009)	Not Applicable.

FFY	Measurable and Rigorous Target (cont.)
2009 (2009-2010)	Outcome A, Summary Statement 1: 40.13% of children will have substantially increased their rate of growth with respect to social-emotional skills. Outcome A, Summary Statement 2: 65.40% of children will be functioning within age expectations with respect to social-emotional skills. Outcome B, Summary Statement 1: 45.83% of children will have substantially increased their rate of growth with respect to acquisition and use of knowledge and skills. Outcome B, Summary Statement 2: 45.59% of children will be functioning within age expectations with respect to acquisition and use of knowledge and skills. Outcome C, Summary Statement 1: 51.58% of children will have substantially increased their rate of growth with respect to use of appropriate behaviors to meet their needs. Outcome C, Summary Statement 2: 66.74% of children will be functioning within age expectations with respect to use of appropriate behaviors to meet their needs.
2010 (2010-2011)	Outcome A, Summary Statement 1: 41.63% of children will have substantially increased their rate of growth with respect to social-emotional skills. Outcome A, Summary Statement 2: 66.90% of children will be functioning within age expectations with respect to social-emotional skills. Outcome B, Summary Statement 1: 47.33% of children will have substantially increased their rate of growth with respect to acquisition and use of knowledge and skills. Outcome B, Summary Statement 2: 47.09% of children will be functioning within age expectations with respect to acquisition and use of knowledge and skills. Outcome C, Summary Statement 1: 53.08% of children will have substantially increased their rate of growth with respect to use of appropriate behaviors to meet their needs. Outcome C, Summary Statement 2: 68.24% of children will be functioning within age expectations with respect to use of appropriate behaviors to meet their needs.

FFY	Measurable and Rigorous Target (cont.)
2011 **(2011-2012)**	Outcome A, Summary Statement 1: 43.13% of children will have substantially increased their rate of growth with respect to social-emotional skills. Outcome A, Summary Statement 2: 68.40% of children will be functioning within age expectations with respect to social-emotional skills. Outcome B, Summary Statement 1: 48.83% of children will have substantially increased their rate of growth with respect to acquisition and use of knowledge and skills. Outcome B, Summary Statement 2: 48.59% of children will be functioning within age expectations with respect to acquisition and use of knowledge and skills. Outcome C, Summary Statement 1: 54.58% of children will have substantially increased their rate of growth with respect to use of appropriate behaviors to meet their needs. Outcome C, Summary Statement 2: 69.74% of children will be functioning within age expectations with respect to use of appropriate behaviors to meet their needs.
2012 **(2012-2013)**	Outcome A, Summary Statement 1: 44.63% of children will have substantially increased their rate of growth with respect to social-emotional skills. Outcome A, Summary Statement 2: 69.90% of children will be functioning within age expectations with respect to social-emotional skills. Outcome B, Summary Statement 1: 50.33% of children will have substantially increased their rate of growth with respect to acquisition and use of knowledge and skills. Outcome B, Summary Statement 2: 50.09% of children will be functioning within age expectations with respect to acquisition and use of knowledge and skills. Outcome C, Summary Statement 1: 56.08% of children will have substantially increased their rate of growth with respect to use of appropriate behaviors to meet their needs. Outcome C, Summary Statement 2: 71.24% of children will be functioning within age expectations with respect to use of appropriate behaviors to meet their needs.

Improvement Activities / Timelines / Resources:

Based on (1) the structure outlined in the Overview of State Performance Plan Development, (2) Iowa's System of Early ACCESS, (3) broad stakeholder input, and (4) current data, the improvement activities that were described throughout the Overview of Issue / Description of System or Process section have been implemented during FFY 2008 (2008-2009). The following implementation strategies will be completed through FFY 2012 (2012-2013), the projected duration of the SPP.

Improvement Activity C3: Early Childhood Outcomes	Resources	Timeline
1) **Research (Statewide systemic issues and specific AEA and district issues).** a) Gather, report, and analyze ECO data with collaborative partners.	Early ACCESS Council, Early ACCESS Staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	Annually
2) **Planning (Statewide systemic issues and specific AEA and district issues).** a) Design research-based professional development to provide Regional Grantees with knowledge and skills to address procedures for evaluation, ongoing child assessment and implementation of research-based interventions for birth to three-year-old children. b) Design professional development to provide Regional Grantees with the capacity to collect, analyze and report data from the ECO Summary form.	Early ACCESS Staff, Regional Grantees, Signatory Agencies Part C Funding	2005-2013
3) **Professional Development and Implementation.** a) Provide professional development to Regional Grantees to assist Early ACCESS service coordinators and early intervention providers to implement procedures for evaluation, ongoing child assessment and implementation of research-based interventions for birth to three-year-old children. b) Provide professional development to Regional Grantees to increase capacity to collect, analyze and report data from the ECO Summary form.	Early ACCESS Staff, Regional Grantees, Signatory Agencies Part C Funding	2005-2013
4) **Evaluation and Progress Monitoring.** a) Gather, report and analyze the implementation of appropriate policies, procedures and practices in the areas of evaluation, assessment and ongoing performance monitoring of children's development with the Regional Grantees. b) Provide Technical Assistance to Regional Grantees in the interpretation of the outcomes being achieved and make meaningful decisions based on what was learned.	Early ACCESS Staff, Regional Grantees, Signatory Agencies Part C Funding	2006-2013
5) **Revision to Practice.** a) Provide Technical Assistance to Regional Grantees in data-driven, research-based child assessment practices to document early childhood outcomes. b) Provide professional development to Regional Grantees to implement data-driven, research-based child assessment practices to document early childhood outcomes.	Early ACCESS Staff, Regional Grantees, Signatory Agencies Part C Funding	2006-2013

Part C State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan development.

A State Performance Plan (SPP) for Indicator 4 was submitted to the Office of Special Education Programs December 2, 2005. This indicator is being re-submitted February 1, 2007, following requirements of the Office of Special Education Programs. The updated Family Survey used in FFY 2007 (2007-2008) is provided in Appendix 1.

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)

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the eight-year State Performance Plan and each Annual Performance Report.

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:

The Iowa Department of Education, as Lead Agency, has historically provided early intervention services to help families:

- Know their rights;
- Effectively communicate their child's needs; and
- Help their children develop and learn.

Iowa's Part C system, Early ACCESS, implements, *Guiding Principles and Practices for Delivery of Family Centered Services* that were developed by the Lead Agency and the Iowa SCRIPT team (Supporting Changes and Reform in Inter-professional Pre-service Training). These principles and practices are the foundation for designing and delivering family centered services by all Early ACCESS partners. The eight principles that guide practice are:

a. The overriding purpose of providing family-centered help is family empowerment, which in turn benefits the well-being and development of the child.
b. Mutual trust, respect, honesty, and open communication characterize the family/provider relationship.

c. Families are active participants in all aspects of decision-making. They are the ultimate decision-makers in the amount, type of assistance, and the support they seek to use.
d. The ongoing work between families and providers is about identifying family concerns (priorities, hopes, needs, outcomes, or wishes), finding family strengths, and the services and supports that will provide necessary resources to meet those needs.
e. Efforts are made to build upon and use families' informal community support systems before relying solely on professional, formal services.
f. Providers across all disciplines collaborate with families to provide resources that best match what the family needs.
g. Support and resources need to be flexible, individualized and responsive to the changing needs of families.
h. Providers are cognizant and respectful of families' culture, beliefs, and attitudes as they plan and carry out all interventions.

Four primary strategies have been used by the Iowa Lead Agency to implement these principles and provide support to families through (1) The service coordinator's role; (2) The availability of resource personnel in each region; (3) Specific training and seminar opportunities; and (4) The personnel development system. These strategies are reviewed in depth in response to the OSEP letter regarding results of the Iowa Lead Agency Part C and B verification visit the week of July 11, 2005.

Service Coordinator's Role. Service coordinators have been provided guidelines and training by staff of the Lead Agency and Regional Grantees to ensure the *Iowa Administrative Rules for Early ACCESS* (Part C) are implemented. Guidelines and training have emphasized the importance and requirement to inform parents of their rights, to effectively involve parents in the development, implementation, and evaluation of their child's IFSP to facilitate understanding of their child's needs, and to provide information and strategies to help their child successfully develop and learn. (This training is further described in strategy 4, the personnel development system). To ensure service providers are implementing Part C procedures, the Self-Assessment monitoring file review tool included questions to monitor service coordinators providing the revised parental notice of procedural safeguards that meets content requirements.[9]

An Iowa-developed parent survey was piloted spring of 2004; results of the survey provided further evidence of Iowa's efforts to increase family capacity to enhance their children's development. Twenty-seven families were randomly selected from three Regional Grantees to pilot the parent survey. Four of the families spoke Spanish and a trained parent advocate who spoke Spanish interviewed two of the families. Table C4.1 shows the results of the 19-item parent survey data collapsed into two areas: (1) individualized services, and (2) the provision of family supports. A rating of *Yes* indicated parent responses to given statements showed evidence of service coordinators performing that duty; *No* indicated parents did not agree; *Neutral* or *Don't Know* indicated parents had neither yes nor no opinions.

Table C4.1
Iowa Developed Parent Survey Results for Individual Services and Family Supports.

Services Provided	**Family Rating of Service Coordination Performance**		
	Yes	No	Neutral/DK*
Individualized services for child and family	24.5	0.5	2
Provision of family supports and services	25	1	1

Source. Early ACCESS Monitoring Data – Family Interviews, May/June 2004.
Note. DK, Don't Know.

[9] OSEP letter in response to the Lead Agency Part C and B verification visit the week of July 11, 2005.

As shown in Table C4.1, results of the Parent Survey indicated 24 of the 27 families reported satisfaction with their individualized services. Twenty-five of the 27 families responded positively that family supports were identified and included in the IFSP. Although the number of parents satisfied with provision of services was high, the Lead Agency is aware of the need to continue sharing information about parent support networks, providing options in services and helping families to identify informal supports.

Availability of Resource Personnel. Iowa has a history of 21 years providing support and resources for families. Iowa began a model in 1984 of providing resource personnel, Parent-Educator Connection (PEC) Coordinators, in each region of the state. The PEC program is a partnership between educators and families to strengthen the relationship brought to the child's education. Although the PEC coordinator's original focus was for families of children and students ages three to 21, PEC Coordinators expanded their role in FFY 2003 (2003-2004) to include Early ACCESS, Part C, families of infants and toddlers. The PEC has supported family–centered practices through activities such as initiating personal contacts with parents, providing training, and attending IFSP meetings. Results of the previous data from the parent survey (Table C4.1) support the effectiveness of services and family supports.

Child Health Specialty Clinics' (CHSC) Parent Consultants are being trained as Early ACCESS service coordinators. CHSC's Parent Consultants are all parents of children with special health care needs. They have gained unique training experiences by working with nurse practitioners in CHSC's Birth to Five Clinics. CHSC Parent Consultants are well suited to work with families of children who have complex medical needs, were born prematurely, or have been exposed to substances. Currently six of CHSC's 12 regional centers have Parent Consultants who are actively service coordinating or have begun service coordination training.

Training and Seminar Opportunities. Several training and seminar opportunities have been provided to families receiving Early ACCESS services to facilitate understanding and communicating their child's needs; helping their child develop and learn. The PEC Coordinators of each Region provide trainings for families. Also, a state sponsored three-day symposium is available annually for all families to attend.

As described previously, the PEC, an Iowa Department of Education initiative, has worked with families, educators, and community partners to promote success for all children and youth with disabilities since 1984. Table C4.2 shows the data collected by PEC Coordinators to support capacity building for families through activities such as personal contacts, trainings, Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP) meetings, and the statewide PEC Conference.

Table C4.2.
Number and Type of Parent Educator Connection Family Capacity Building Activities.

Family Capacity-Building Activity	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Contacts	25,284	27,174	32,489	19,337	25,529	27,716
Trainings offered	277	213	340	180	176	198
People trained	5,186	6,254	7,479	4,992	5,426	8,285
IEP meetings	947	896	998	1,046	903	804
IFSP meetings	*	*	*	55	213	114
PEC Conf. Attendance	630	466	508	389	410	557

Source. AEA Parent Educator Connection Final Reports, FFY 1999 (1999-2000) through FFY 2003 (2003-2004).

Note. Data regarding IFSP meetings were not documented separately from IEP meetings until the FFY 2003 (2003-2004) year.

As noted in Table C4.2, several IFSP meetings were attended by the PEC Coordinators to support families. Also, there has been a steady increase in the number of trainings that resulted in ongoing support to families to build capacity and increase outcomes for their infants and toddlers. Iowa has highly promoted family-centered principles that in turn empower families to help their children learn and develop.

Personnel Development System. The Early ACCESS personnel development system has embedded the eight Family-Centered principles in pre-service classes, in-service workshops, and the Service Coordinator Competency Based Training Program. Iowa SCRIPT (Supporting Changes and Reform in Inter-professional Pre-service Training) has shared these principles with families and the Institutes of Higher Education faculty through several intra-state and inter-state symposiums to train and guide future service coordinators and providers promoting the value of parents as co-instructors. To support family member's involvement in both pre-service and in-service classes and trainings, a Parents as Presenters workshop was developed in collaboration with the following participants: Iowa SCRIPT, Iowa's Parent Training and Information Center of Iowa (PTI), Parent Educator Connection (PEC), Family Voices, Iowa State University, Child Health Specialty Clinic Parent Consultants, and the Lead Agency (Department of Education). This workshop provided training for family members willing to share their experiences with students in college classes and community organizations for future early intervention professionals. Family members learned presentation techniques and experience skills training to "Tell Their Story." Evaluation data were collected and analyzed from pre-service and in-service instructors after the family's presentation to study the Early ACCESS state system and determine which Family-Centered Principles were illustrated in families telling their story. Family members are given a stipend from the Lead Agency to support the "Telling of their Story". In FFY 2005 (2005-2006), approximately 80 family members earned the stipend for presenting to pre-service and in-service classes and trainings.

Another Iowa initiative, Natural Allies (a statewide team that focuses on the inclusion of children with special needs into all early childhood settings and on the professional preparation of future early care and education workforce) built upon the Family-Centered Principles. The Natural Allies Team developed an insert to be included in the brief, *Guiding Principles and Practices for Delivery of Family Centered Services*, for early care and education that describes the knowledge and skills that practitioners need to know and are able to do when providing best practice care for all children, including children with special needs.

The Family-Centered Principles were also used as a foundation to the development of the Family-Centered Service Coordination Competency-Based Training Modules. The Early ACCESS system of Iowa promotes these Family-Centered Principles in all aspects of training service professionals.

The Lead Agency continued to support a Comprehensive System of Professional Development. In 2005 a *Service Coordination Training Program* was developed, which included five modules of competency-based training. The service coordination training modules were based on Federal Statute and Regulations, research and best practice and focused on one of the five identified competencies required to be an effective service coordinator. Modules 1 through 5 were developed and successfully piloted to target new and inexperienced service coordinators. The modules incorporated state policies, procedures and best practices regarding timely service provision.

All Signatory Agencies in the Early ACCESS system participate in the ongoing professional development activities for providers of early intervention services. Training has been delivered statewide for all modules and approved trainers have been trained (Train the Trainer sessions) for all but two of the modules. This training program is augmented by various in-services, workshops and conferences where providers can learn about innovative practices. The *Service Coordination Training Program* has been infused in pre-service / licensure activities at community colleges and universities.

This training was developed to assure that service coordinators have the core competencies needed to provide high quality services to families. The Lead Agency will continue to review results of parent survey data and monitoring results of compliance to study the effect of the competency-based training modules.

Data Collection and Analysis. As the Lead Agency, it was originally challenging to address the OSEP letter (response to submission of March 31, 2005 Federal Fiscal Year 2003 Annual Performance Report) request to provide data in the State Performance Plan regarding families believing their capacity was enhanced with Iowa's Early ACCESS services. First, it should be noted that data Iowa had originally planned to report were not available. Iowa was one of the states who participated in piloting the National Center for Special Education Accountability Monitoring (NCSEAM) *Family Survey-Early Intervention*. As a pilot state contributing data to the study, Iowa Early ACCESS Staff had anticipated the use of state pilot data. However, NCSEAM did not provide individual state data and thus Iowa did not have disaggregated data to report. The Lead Agency of Iowa, like other states, will provide a description of the data collection process and submit data aligned with timelines recently updated by the OSEP phone conference call with Troy Justesen and Ruth Ryder, October 19, 2005. All states were provided guidance by the Question and Answer handout, Indicator 4 Questions, number 88 (page 13).

> *Indicator 4 is a new indicator. States should submit a plan in December 2005 to ensure that the State will collect a representative sample for baseline data that is required to be submitted to OSEP in February 2007. Baseline is expected to be collected during 2005-2006*.

The following plan describes the data collection and analysis process the Lead Agency used for collecting and reporting baseline and progress for this indicator.

The Lead Agency formed a collaborative network with the Regional Grantees, the Lead Agency PEC and NCSEAM *and collected data on the percent of families participating in Part C who report that early intervention services helped the family achieve benefits such as, but not limited to, knowing their rights, effectively communicating their child's needs, and help their children develop and learn*. The Regional Grantees were responsible for the collection of family-centered services information using the *Family Survey-Early Intervention* survey developed by NCSEAM (2005). The Lead Agency contracted with NCSEAM to facilitate the entry, analysis and reporting of family-centered services data. NSCEAM contracted with Piedra Data Systems to scan the surveys. The raw data was then sent to the North Central Regional Resource Center to be analyzed for baseline data.

The Lead Agency collected data for this indicator by administering the *Family Survey* to families at the completion of their annual IFSP review or exit meeting from February 2006 through June 2006.

Sampling Plan Explanation. The procedures to collect data for the indicator needed to be altered since NCSEAM Scantron survey forms were not available to the Lead Agency until January of 2006. Therefore, a databased decision was made to use a random and representative sampling process rather than administering the survey to all families in Part C.

Data were analyzed to determine if the number of children who had annual and exit meetings for the months of February through May were typical of all children throughout the year. Three types of demographic characteristics were analyzed. Table C4.3 shows the percentage of children who were female, minority (non-white), and resided in one of the eight larger districts in Iowa for each month of the 2005 year. Also included in the table are average percentages for the entire year and for just the months of February through May. As can be seen, the February through May averages were nearly identical to the entire year averages for all three characteristics, supporting that data collection from February through May were representative of children throughout the year.

Table C4.3.
Average Number of Children with Annual and Exit IFSP Meetings.

Month of IFSP Meeting	Percent Female	Percent Minority	Percent Urban
January	39.2%	14.7%	33.5%
February	37.3%	15.0%	36.1%
March	40.2%	14.9%	33.8%
April	36.7%	12.7%	23.9%
May	39.6%	18.6%	29.6%
June	36.9%	13.1%	32.1%
July	31.0%	14.8%	32.9%
August	40.1%	15.6%	26.6%
September	42.5%	13.1%	34.9%
October	38.4%	12.2%	31.2%
November	42.0%	14.8%	28.0%
December	40.3%	18.2%	27.8%
January to December Average	38.8%	14.8%	30.9%
Feb to May Average	38.5%	15.3%	30.8%

Source. Iowa Information Management System, Thomas Stinard, Department of Education Report, December 2005.

Participants. Parents of children with IFSPs who had annual or exit meetings from February through June 2006, participated in the *Family Survey-Early Intervention* Survey. This was a sample considered representative of the state.

Instrumentation. As indicated in the NCSEAM presentation at the OSEP Summer Institute, the 47-item *Family Survey-Early Intervention* Survey is a valid and reliable measure that obtains birth to three data regarding families who reported that early intervention services helped the family know their rights, effectively communicate their children's needs and help their children develop and learn. Therefore, Iowa used the *Family Survey* (NCSEAM, 2005) to obtain birth to three family-centered services data.

Procedures. Survey data was collected at the end of the annual IFSP review or exit meeting, the Service Coordinator provided the family a copy of the survey and an Early ACCESS Regional Grantee addressed, stamped envelope. The family completed the survey after the Service Coordinator had left to assure confidentiality. After completing the survey, the family used the pre-addressed and stamped envelope to mail to the Regional Grantee. If the family did not complete a survey, the Regional Grantee designee followed up to complete the survey by phone; completed surveys were then given to the Regional Liaison in a sealed envelope. Regional Liaisons sent completed surveys to the Lead Agency on a monthly basis.

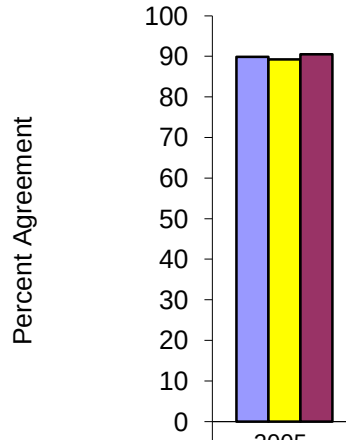
Analysis of Data. All completed surveys were submitted to the Lead Agency by June 30, 2006. NCSEAM contracted with Piedra Data System, who scanned the surveys to compile the raw data. Two types of analysis were done: (1) AVATAR, Inc. and (2) North Central Regional Resource Center (NCRRC). Iowa chose to use the second analysis done at the NCRRC and Thomas J. Delaney, Eds., Educational Specialist, analyzed the data to arrive at the baseline measurements.

Baseline Data for FFY 2005 (2005-2006):

Figure C4.1 indicates the baseline data for the state results and the Family Survey data. Parents reported agreement with: A) knowing their rights at 89.9%, B) effectively communicating their children's

needs at 89.2%, and C) helping their children develop and learn at 90.5%. Four hundred seventy-five (475) parents provided valid responses to the *Iowa Part C Family Survey.*

Figure C4.1. Percent of Families Reporting that Early Intervention Services Helped the Family.



	2005-2006 Baseline	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
A. Know their rights	89.90					
B. Effectively communicate their child's needs	89.20					
C. Help their child develop and learn	90.50					

Source. North Central Regional Resource Center, Families' Ratings Report, January 2007.

Discussion of Baseline Data. Results from the *Iowa Part C Survey* were analyzed using a method adapted from evaluation studies of parent satisfaction with the services provided by community mental health centers in Kentucky and Virginia by Brunk, Riley, and their colleagues (Brunk & Ferriss, 2006; Brunk, Koch, & McCall, 2000; Riley, Stromberg, & Clark, 2005). By calculating each survey respondent's average position or level of agreement across the survey items within the set of items for each indicator, it was possible to determine the proportion of respondents whose average level of agreement across all items, were in a range defined as representing "agreement." Specifically, scores of 1 through 6 were assigned to each of the six levels of agreement, *i.e*. "Very Strongly Disagree" through "Very Strongly Agree." An average score across all items was calculated for each respondent. General agreement was defined as an average score equal to or greater than 4.0. The percentage of respondents whose average score was equal to or greater than 4.0 is subsequently calculated. This proportional percentage represents the percent of parents with a child receiving early intervention services who reported that early intervention services achieved the outcome described in each indicator. In other words, the number of families who reported general agreement (average score equal to or greater than 4.0) in each of the sub-indicators: A) 427 respondents out of 475, B) 422 out of 473, and C) 430 out of 475 respectively.

Given the Iowa Part C total population served of 2,588, the measured sample size of 475 provides a 4.06% margin of error, at 95% a confidence level, assuming a true value on any of the indicators of 50%. (The margin of error shrinks as the true value moves away from 50%, so 4.06% is a conservative estimate of the error.)

Further analyses of the sample and the population proportions were analyzed by Avatar, Inc. (September 2006). The sample was technically proportionately representative to within a couple of percentage points

of the Iowa Part C population, by ethnicity, for three (American Indian / Alaska Native, Asian / Pacific Islander, Black (not Hispanic)) of the five ethnic groups included (reference from the website: https://www.ideadata.org/tables28th/ar_C-6.htm) but the sample sizes were so small that the margins of error are huge (for Blacks, for instance, with 12 respondents from a population of 135, the margin of error is 27%).

Hispanics were not significantly over-represented in the sample (at 8.6%) relative to their presence in the population (8.2%), though Whites were somewhat over-represented (87% vs. 82%). (These ethnic category frequencies exclude category 6, Multi-Racial: Black-White, which had 26 (5.7%) responses in the survey results, as it was not included in the IDEAdata.org statistics.)

Given that the sample sizes for all of the ethnic groups but Whites and Hispanics were less than 15, it would not be meaningful to randomly subsample these data with the intention of obtaining proportionate ethnic representation

In summary, the percentages of parents who in general agreed to items within each indicator item set were calculated for the State of Iowa and data were analyzed to determine baseline and to set targets. Overall, this data represents a very positive perception of Iowa's system of early intervention services and how families' needs are met.

The following measurable and rigorous targets were set by the Lead Agency. Stakeholder input and guidance from the North Central Regional Resource Center (NCRRC) were used to set the targets.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**Baseline:** **89.9% of families participating in Part C reported that early intervention services have helped the family know their rights.** **89.2% of families of families participating in Part C reported that early intervention services have helped the family effectively communicate their children's needs.** **90.5% of families of families participating in Part C reported that early intervention services have helped the family help their children develop and learn.**
2006 (2006-2007)	**90% of families participating in Part C reported that early intervention services have helped the family know their rights.** **89.5% of families of families participating in Part C reported that early intervention services have helped the family effectively communicate their children's needs.** **91% of families of families participating in Part C reported that early intervention services have helped the family help their children develop and learn.**
2007 (2007-2008)	**90% of families participating in Part C reported that early intervention services have helped the family know their rights.** **89.5% of families of families participating in Part C reported that early intervention services have helped the family effectively communicate their children's needs.** **91% of families of families participating in Part C reported that early intervention services have helped the family help their children develop and learn.**
2008 (2008-2009)	**91% of families participating in Part C reported that early intervention services have helped the family know their rights.** **90% of families of families participating in Part C reported that early intervention services have helped the family effectively communicate their children's needs.** **92% of families of families participating in Part C reported that early intervention services have helped the family help their children develop and learn.**

FFY	Measurable and Rigorous Target (cont.)
2009 (2009-2010)	**92% of families participating in Part C reported that early intervention services have helped the family know their rights.** **91% of families of families participating in Part C reported that early intervention services have helped the family effectively communicate their children's needs.** **93% of families of families participating in Part C reported that early intervention services have helped the family help their children develop and learn.**
2010 (2010-2011)	**93% of families participating in Part C reported that early intervention services have helped the family know their rights.** **92% of families of families participating in Part C reported that early intervention services have helped the family effectively communicate their children's needs.** **94% of families of families participating in Part C reported that early intervention services have helped the family help their children develop and learn.**
2011 (2011-2012)	**93% of families participating in Part C reported that early intervention services have helped the family know their rights.** **93% of families of families participating in Part C reported that early intervention services have helped the family effectively communicate their children's needs.** **93% of families of families participating in Part C reported that early intervention services have helped the family help their children develop and learn.**
2012 (2012-2013)	**93% of families participating in Part C reported that early intervention services have helped the family know their rights.** **93% of families of families participating in Part C reported that early intervention services have helped the family effectively communicate their children's needs.** **93% of families of families participating in Part C reported that early intervention services have helped the family help their children develop and learn.**

Improvement Activities / Timelines / Resources:

Based on (1) the structure outlined in the Overview of State Performance Plan Development, (2) Iowa's System of Early ACCESS, (3) broad stakeholder input, and (4) current data, the improvement activities that were described throughout the Overview of Issue / Description of System or Process section have been implemented during FFY 2008 (2008-2009). The following implementation strategies will be completed through FFY 2012 (2012-2013), the projected duration of the SPP.

Improvement Activity C3: Early Childhood Outcomes	Resources	Timeline
1) **Research (Statewide systemic issues and specific AEA and district issues).** a) Gather, report, and analyze family outcome data with collaborative partners. b) Review current research and recommendations from national technical assistance resources.	Early ACCESS Council, Early ACCESS Staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	Annually
2) **Planning (Statewide systemic issues and specific AEA and district issues).** a) Design research-based professional development to provide Regional Grantees with knowledge and skills to implement research-based practices in family engagement, assessment and interventions for families of birth to three-year-old children. b) Design professional development to provide Regional Grantees with the capacity to collect, analyze and report data from the family survey.	Early ACCESS Staff, Regional Grantees, Signatory Agencies Part C Funding	2005-2013
3) **Professional Development and Implementation.** a) Provide professional development to Regional Grantees to assist Early ACCESS service coordinators and early intervention providers to implement research-based practices in family engagement, assessment and interventions for families of birth to three-year-old children. b) Provide professional development to Regional Grantees to increase capacity to collect, analyze and report data from the family survey.	Early ACCESS Staff, Regional Grantees, Signatory Agencies Part C Funding	2005-2013
4) **Evaluation and Progress Monitoring.** a) Gather, report and analyze the implementation of appropriate practices in the areas of family engagement, assessment, interventions and outcomes with the Regional Grantees.	Early ACCESS Staff, Regional Grantees, Signatory Agencies Part C Funding	2006-2013
5) **Revision to Practice.** a) Provide Technical Assistance to Regional Grantees in data-driven, research-based practices.	Early ACCESS Staff, Regional Grantees, Signatory Agencies Part C Funding	2006-2013

Part C State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

Monitoring Priority: Effective General Supervision Part C / Child Find

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

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

Measurement:
Percent = [(# of infants and toddlers birth to one with IFSPs) divided by (population of infants and toddlers birth to one)] times 100 compared to national data.

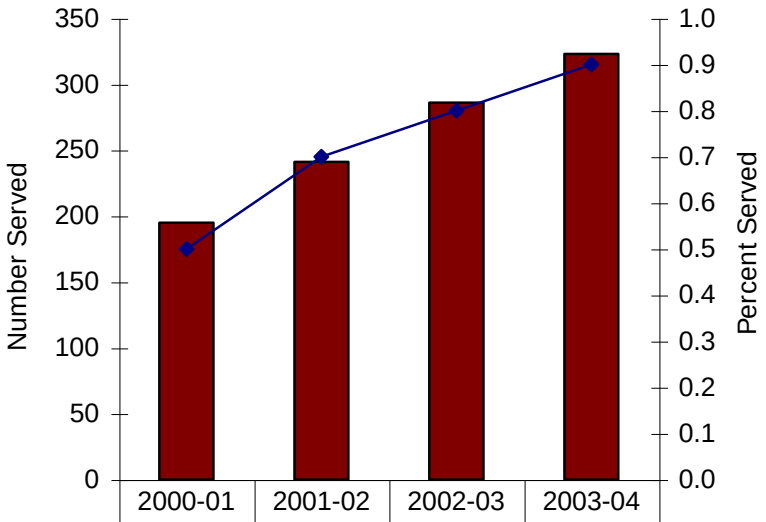
Overview of Issue / Description of System or Process:

Iowa ensures a comprehensive, coordinated Child Find System as mandated in IDEA, Part C and reflected in *Iowa Administrative Rules for Early ACCESS*. The Child Find System is an interagency effort to identify and serve all eligible infants birth to 3. The Lead Agency requires Regional Grantees to analyze annual and trend data with their partnering agencies in order to plan improvements in their child find activities, including targeting referral sources for training. Regional Grantees submit their improvement plans to the Lead Agency for approval. The Lead Agency uses these plans to identify promising practices and needs for technical assistance and system improvements. The Executive Committee of the state Interagency Coordinating Council discusses and problem-solves implementation and system issues as they are identified.

The Iowa Early ACCESS (Part C) system has focused the last 5 years on implementation of a comprehensive and coordinated Child Find system to identify all eligible infants and toddlers. Iowa's public awareness program relies on 11 categories of referral sources, public awareness materials, a central point of entry for Early ACCESS and 12 Regional Grantees.

In the FFY 2003 (2003-2004), the Lead Agency reported child find status as consistently increasing in the number and percentage of infants receiving early intervention services. Figure C5.1 shows the percentage of children being served significantly increased from 2000 to 2003. Trend data do not include comparison to other states with similar eligibility definitions.

Figure C5.1. Number and Percent of Children Served in Part C ages birth to 1.

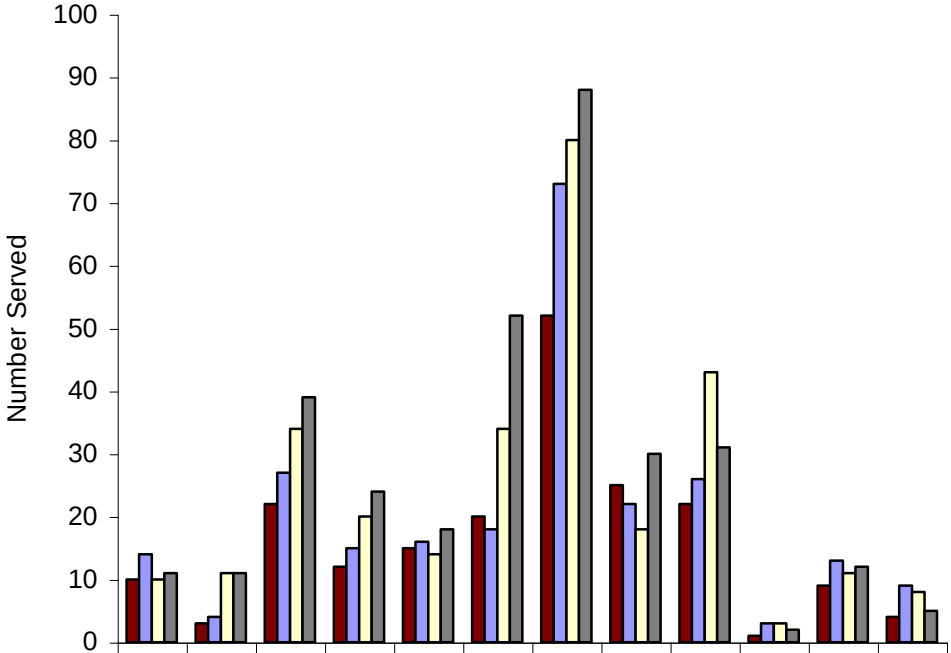


	2000-01	2001-02	2002-03	2003-04
Child Count Total	195	241	286	323
Percent Served	0.50	0.70	0.80	0.90

Source. U.S. Department of Education. Office of Special Education Programs. Data Analysis System (DANS). Table 8-6. July 30, 2005.

As mentioned previously, to monitor technical assistance needs, the Lead Agency reviews Regional Grantee child find data. Figure C5.2 provides Regional Grantee trend data as reported in the FFY 2003 (2003-2004) APR. The percentages shown are based on the December 1st Child Count for each year, compared to the birth minus death totals for the previous year. Data show generally consistent increases for the number of infants receiving services. Exceptions were noted for Regional Grantees 1, 14 and 15 that remained fairly stable, and a decrease in identification for Regional Grantees 13 and 16.

Figure C5.2. December 1st Count: Number of Children Served in Part C by Regional Grantees.



	1	4	7	8	9	10	11	12	13	14	15	16
2000-01	10	3	22	12	15	20	52	25	22	1	9	4
2001-02	14	4	27	15	16	18	73	22	26	3	13	9
2002-03	10	11	34	20	14	34	80	18	43	3	11	8
2003-04	11	11	39	24	18	52	88	30	31	2	12	5

Source. Regional Grantee Monitoring Profile, FFY 2000 (2000-2001) through FFY 2003 (2003-2004).

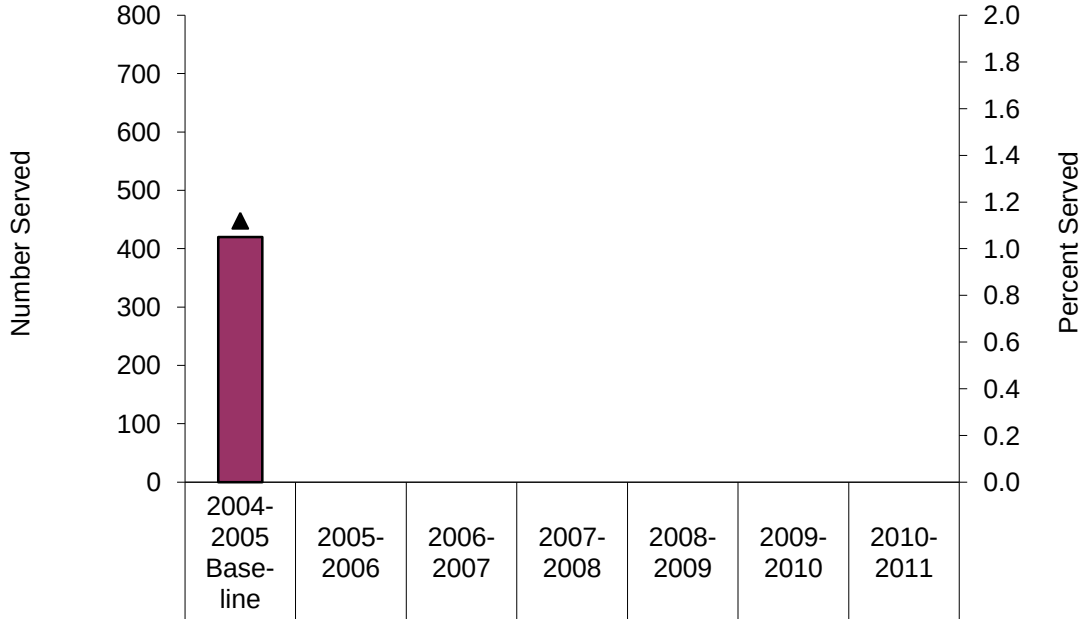
Based on these data, the Lead Agency engaged in the following activities in FFY 2004 (2004-2005): (1) continued to review Regional Grantee child find data including source of referrals, (2) provided guidance on the early identification process (screening through determining eligibility), (3) implemented plans to increase referrals from hospital-based high–risk infant follow-up programs and from the CAPTA (Child Abuse Prevention Treatment Act) process, (4) incorporated Iowa Early Hearing Detection and Intervention process into Regional procedures, and (5) studied the effectiveness of the CAPTA process.

Baseline Data for FFY 2004 (2004-2005):

Figure C5.3 illustrates Part C child count data for Iowa for FFY 2004 (2004-2005) (broad eligibility definition).

Figure C5.3 illustrates the FFY 2004 (2004-2005) baseline data used to establish the eight-year targets.

Figure C5.3. Number and Percent of Infants Birth to One with IFSPs.



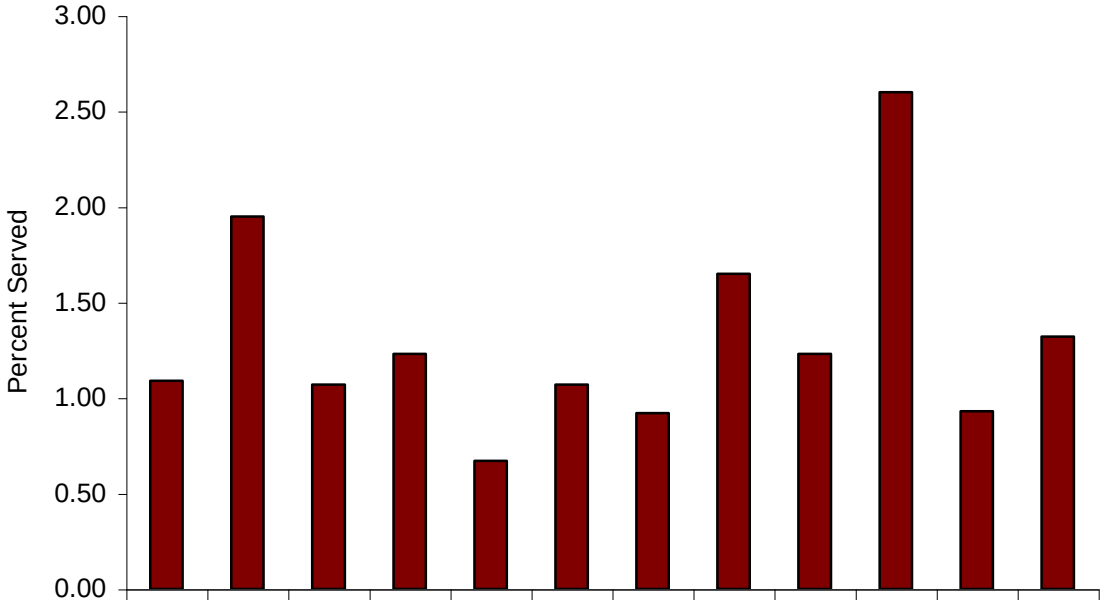
	2004-2005 Base-line	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Child Count Total	420						
Percent Served	1.12						

Source. 618 Tables and U.S. Census Data, FFY 2004 (2004-2005). U.S. Department of Education, Office of Special Education Programs. Data Analysis System (DANS).

National percent of population is 0.92. The calculated difference from national baseline is reported as 0.2 (OSEP DANS, Table 8-6 July 30, 2005).

Figure C5.4 illustrates Part C child count data for children ages birth to one receiving services within Iowa's twelve Regional Grantees.

Figure C5.4. December 1st Count: Percent of Children Served in Part C by Regional Grantees, ages birth to 1, 2004.



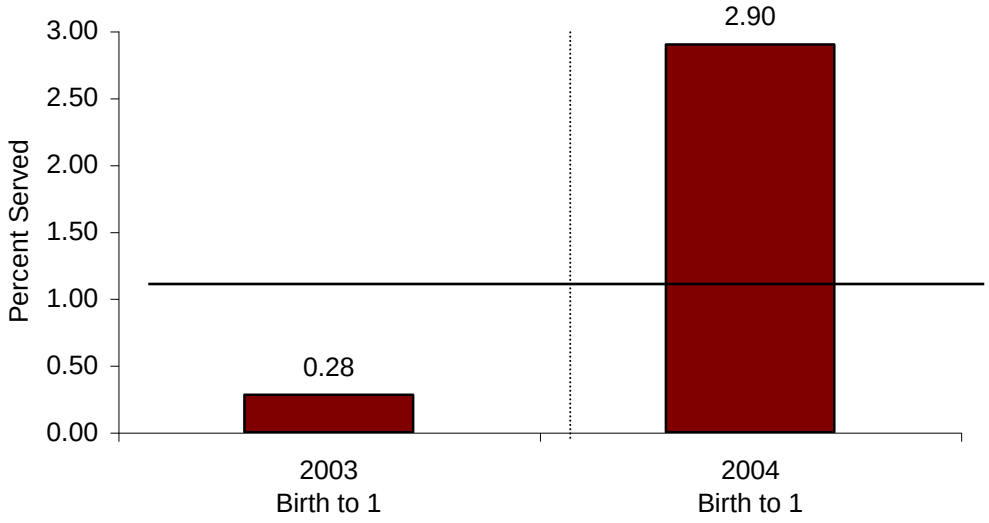
	1	4	7	8	9	10	11	12	13	14	15	16
2004-2005	1.09	1.95	1.07	1.23	0.67	1.07	0.92	1.65	1.23	2.60	0.93	1.32

Source. Regional Grantee Monitoring Profile, FFY 2004 (2004-2005).

In FFY 2004 (2004-2005), The Iowa Council for Early ACCESS selected child find as the priority for focused monitoring for the second consecutive year. A focused monitoring visit was conducted in June 2004 in the Region with the lowest ranking (ranked 12th of 12); one year later this Region ranked first out of 12 regions.

Figure C5.5 illustrates overall Regional performance before and after the focused monitoring activities.

Figure C5.5. Child Count Data Before and After Regional Grantee's Focused-Monitoring Visit.



Source. Regional Grantee Monitoring Profile, 2003 & 2004.
Note. (a) December 1st count used for calculation of percent served.
(b) Solid horizontal line represents Measurable/Rigorous Target of 1.1% for birth to one for FFY 2004 (2004-2005).

Discussion of Baseline Data:

Part C child count data for Iowa for FFY 2004 (2004-2005) is at 420 for children birth to 1, which represents 1.12% of Iowa's population, calculated as the number of infants under one year of age receiving early intervention services divided by the population under one year of age multiplied by 100. Iowa identifies and serves more children as compared to National data; Iowa serves an additional .2% of children. Further, the U.S. Department of Education has identified Iowa as ranking 5th among states and territories for highest percent change in child count between 2000 and 2004 (Table 8-6 U.S. Department of Education (DANS), a 115% change in children served, birth to 1.

Figure C5.4 shows Regional Grantee child find percent for FFY 2004 (2004-2005). Six Regional Grantees met or exceeded the Lead Agency child find target of 1.1%; six Regional Grantees did not meet this target.

At least three different system-wide efforts contributed to the increased child count. First, FFY 2004 (2004-2005) was the initial year of implementing Iowa's mandatory newborn hearing screening law for rescreening, evaluation and identification of newborns with hearing loss. Infants with hearing loss are automatically eligible for Early ACCESS and receive Part C services with parent permission. Regional Grantees updated their early identification procedures to include newborn hearing procedures after receiving state guidance. Second, Iowa completed its first year of implementing CAPTA . Third, efforts by the Regional Grantee and partnering agencies after the June 2004 Focused Monitoring Visit resulted in increased child count, as illustrated in Figure C5.5. Performance in that Region increased 2.62% for children birth to one within one year. Such performance difference illustrated the significant impact of focused monitoring activities. A focused monitoring visit was also conducted in another Region in December 2004, although data are not yet available. Changes in performance will be assessed after 2005 child count data are available.

In summary, trend data and current data indicated Iowa has consistently increased child count percentages an average of .124% over the past five years.[10] Iowa's child count percentages are greater than national data. Iowa's Regional Grantees continue to experience growth in child count data. In response to stakeholder input regarding these data, Signatory Agencies (Partners from Education, Human Services, Public Health and Child Health Specialty Clinics) pointed to continued financial reductions, reflecting the economic downturn in the nation and state the last three years.[11] Part C service provision is dependent upon the resources of these agencies and their funding streams. Financial strains are impacting their collective ability to respond to the increased numbers identified in this and future years. Based on data for the past five years and stakeholder input, Measurable/Rigorous Targets were set as described below.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**Percent of infants birth to one with IFSPs will maintain at 1.1, and when compared to:** **1) Other States with similar eligibility definitions will maintain baseline year average data; and** **2) National data will maintain as .2 percent difference based on baseline year data.**
2006 (2006-2007)	**Percent of infants birth to one with IFSPs will maintain at 1.1, and when compared to:** **1) Other States with similar eligibility definitions will maintain baseline year average data; and** **2) National data will maintain as .2 percent difference based on baseline year data.**
2007 (2007-2008)	**Percent of infants birth to one with IFSPs will maintain at 1.1, and when compared to:** **1) Other States with similar eligibility definitions will maintain baseline year average data; and** **2) National data will maintain as .2 percent difference based on baseline year data.**
2008 (2008-2009)	**Percent of infants birth to one with IFSPs will maintain at 1.1, and when compared to national data will maintain as .2 percent difference within baseline year data.**
2009 (2009-2010)	**Percent of infants birth to one with IFSPs will increase .1% to 1.2, and when compared to national data will increase the percent difference based on baseline year data to .3.**
2010 (2010-2011)	**Percent of infants birth to one with IFSPs will increase .1% to 1.3, and when compared to national data will increase the percent difference based on baseline year data to .4.**
2011 (2011-2012)	**Percent of infants birth to one with IFSPs will maintain at 1.3 and when compared to national data maintain as .4 percent difference based on baseline year.**
2012 (2012-2013)	**Percent of infants birth to one with IFSPs will maintain at 1.3 and when compared to national data maintain as .4 percent difference based on baseline year.**

[10] Iowa increased from .50% in 2000 to 1.12% in 2004-2005, representing an average increase of .124 over 5 years; increases were variable across those years.
[11] Iowa's three-year economic decline is documented in Iowa's Condition of Education Report (2004).

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next eight years.

Improvement Activity C5: Child Find Birth – 1	Resources	Timeline
• **Research (Statewide systemic concerns and specific Regional Grantee concerns)**. ○ Gather, report, and analyze adequate and appropriate Child Find information with collaborative partners.	Early ACCESS Council, Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	Annually
• **Planning (Statewide systemic concerns and specific Regional Grantee concerns)**. ○ Design research-based professional development to provide to Regional Grantees and targeted agencies to address Child Find. Examples include funding sources, procedural guidance, and assessment and evaluation standards. ○ Develop Technical Assistance to targeted agencies for adequate and appropriate Child Find. Examples include funding sources, procedural guidance, and assessment and evaluation standards.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Finance Work Team, Early ACCESS Assessment Team Part C Funding	2005-2013
• **Professional Development and Implementation**. ○ Provide research-based professional development to provide to Regional Grantees and targeted agencies to address Child Find. Examples include funding sources, procedural guidance, and assessment and evaluation standards. ○ Provide Technical Assistance to targeted agencies to implement adequate and appropriate Child Find. Examples include funding sources and procedural guidance.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Finance Work Team, Early ACCESS Assessment Team Part C Funding	2007-2013
• **Evaluation and Progress Monitoring**. ○ Gather, report and analyze implementation results of Child Find information with collaborative partners. ○ Provide Technical Assistance to targeted agencies in the interpretation of results of Child Find information.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Finance Work Team, Early ACCESS Assessment Team Part C Funding	2007-2013
• **Revision to Practice**. ○ Provide Technical Assistance to Regional Grantees in data-driven revisions to agreements, contracts and/or CIPs.	Early ACCESS staff Part C Funding	2007-2013

Part C State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

Monitoring Priority: Effective General Supervision Part C / Child Find

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

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

Measurement:

Percent = [(# of infants and toddlers birth to three with IFSPs) divided by (population of infants and toddlers birth to three)] times 100 compared to national data.

Overview of Issue / Description of System or Process:

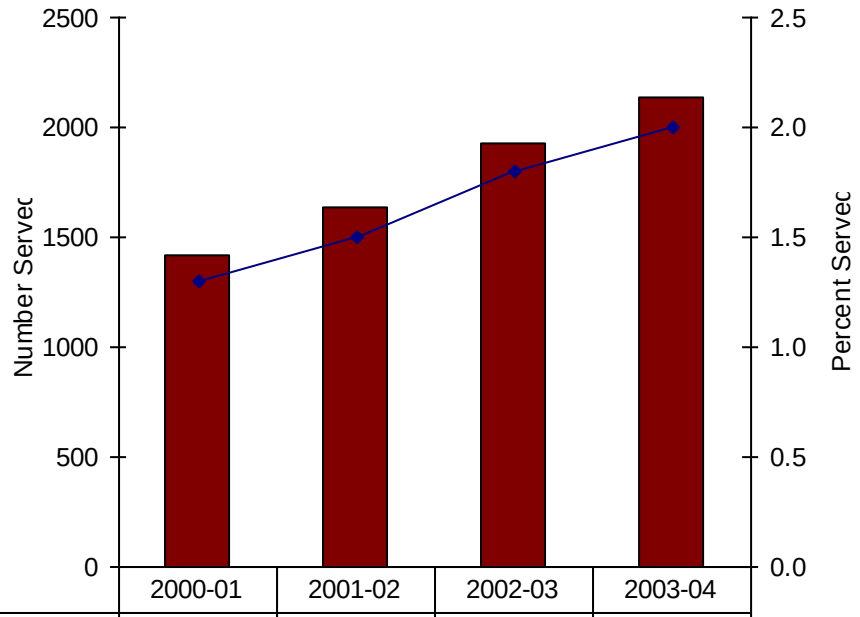
Iowa ensures a comprehensive, coordinated Child Find System as mandated in IDEA, Part C and reflected in *Iowa Administrative Rules for Early ACCESS*. The Child Find System is an interagency effort to identify and serve all eligible infants birth to 3. The Lead Agency requires Regional Grantees to analyze annual and trend data with their partnering agencies in order to plan improvements in their child find activities, including targeting referral sources for training. Regional Grantees submit their improvement plans to the Lead Agency for approval. The Lead Agency uses these plans to identify promising practices and needs for technical assistance and system improvements. The Executive Committee of the state Interagency Coordinating Council discusses and problem-solves implementation and system issues as they are identified.

The Iowa Early ACCESS (Part C) system has focused the last five years on implementation of a comprehensive and coordinated Child Find system to identify all eligible infants and toddlers. Iowa's public awareness program relies on 11 categories of referral sources, public awareness materials, a central point of entry for Early ACCESS and 12 Regional Grantees.

In the FFY 2003 (2003-2004), the Lead Agency reported child find status as consistently increasing in the number and percentage of infants receiving early intervention services.

Figure C6.1 shows the percentage of children being served significantly increased from 2000 to 2004. Trend data do not include comparison to other states with similar eligibility definitions.

Figure C6.1. Number and Percent of Children Served in Part C ages birth to 3.

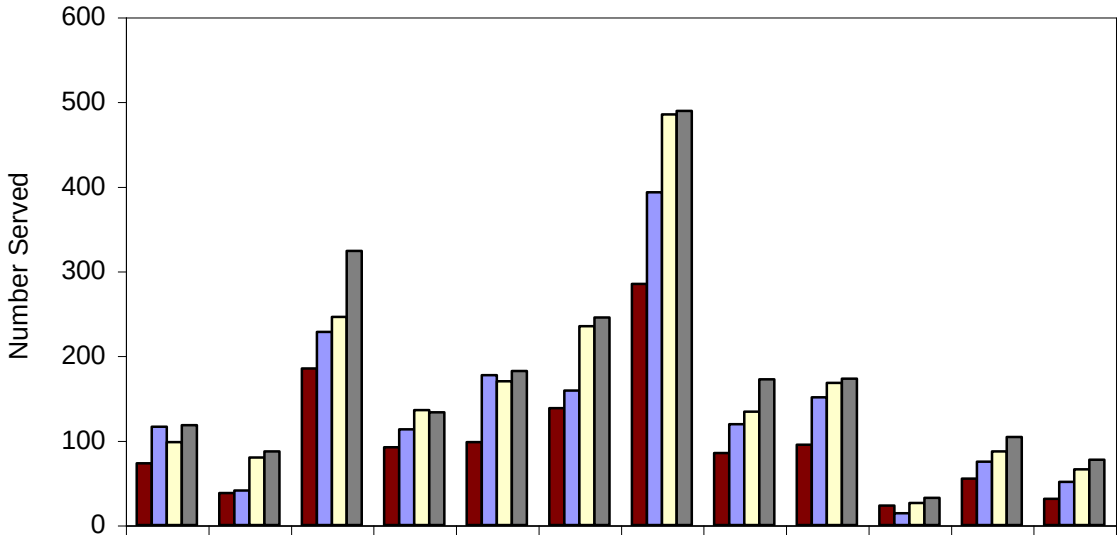


	2000-01	2001-02	2002-03	2003-04
Child Count Total	1420	1637	1931	2136
Percent Served	1.30	1.50	1.80	2.00

Source. U.S. Department of Education. Office of Special Education Programs. Data Analysis System (DANS). Table 8-5. July 30, 2005.

To monitor technical assistance needs, the Lead Agency reviews Regional Grantee child find data. Figure C6.2 provides Regional Grantee trend data as reported in the FFY 2003 (2003-2004) APR. Data show generally consistent increases for the number of infants and children receiving services. An exception was noted for Regional Grantee 8 that remained fairly stable.

Figure C6.2. December 1st Count: Number of Children Served in Part C by Regional Grantees.



	1	4	7	8	9	10	11	12	13	14	15	16
2000-01	73	38	185	92	98	138	285	85	95	23	55	31
2001-02	116	41	228	113	177	159	393	119	151	14	75	51
2002-03	98	80	246	136	170	235	485	134	168	26	87	66
2003-04	118	87	324	133	182	245	489	172	173	32	104	77

Source. Regional Grantee Monitoring Profile, FFY 2000-2004.

Based on these data, the Lead Agency engaged in the following activities in FFY 2004 (2004-2005): (1) continued to review Regional Grantee child find data including source of referrals, (2) provided guidance on the early identification process (screening through determining eligibility), (3) implemented plans to increase referrals from hospital-based high–risk infant follow-up programs and from the CAPTA (Child Abuse Prevention Treatment Act) process, (4) incorporated Iowa Early Hearing Detection and Intervention process into Regional procedures, and (5) studied the effectiveness of the CAPTA process.

Baseline Data for FFY 2004 (2004-2005):

Figure C6.3 illustrates Part C child count data for Iowa.

Figure C6.3. Number and Percent of Infants and Toddlers Birth to Three with IFSPs.

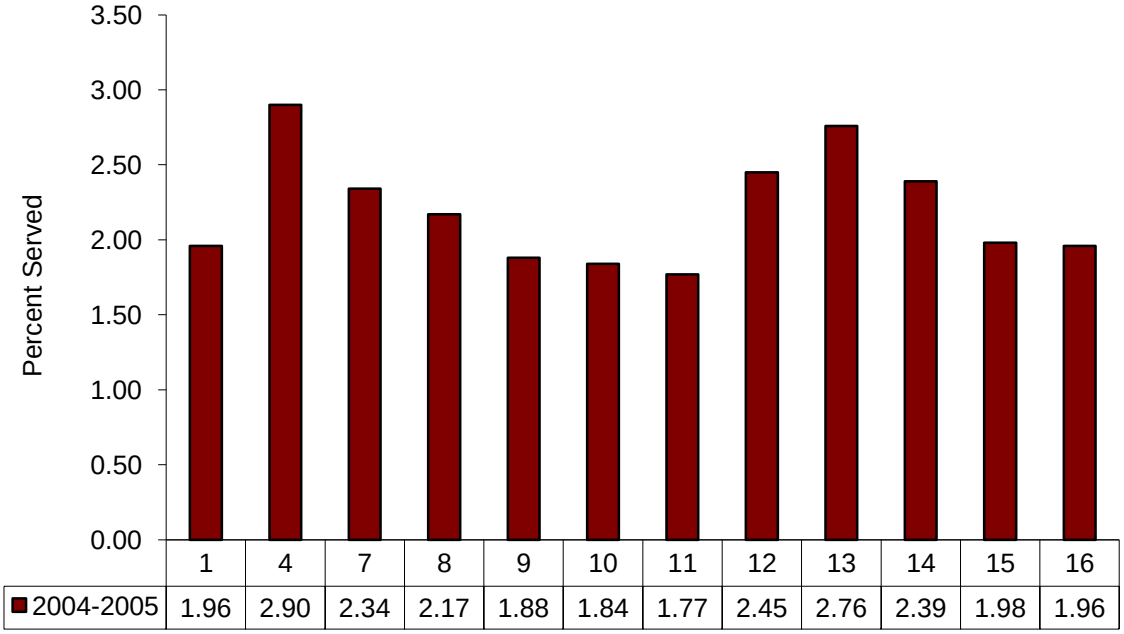
	2004-2005 Base-line	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Child Count Total	2331						
Percent Served	2.12						

Source. 618 Tables and U.S. Census Data, FFY 2004 (2004-2005). U.S. Department of Education, Office of Special Education Programs. Data Analysis System (DANS).

National percent of population is 2.24. The calculated difference from national baseline is reported as -0.12% (OSEP DANS, Table 8-3, July 30, 2005).

Figure C6.4 illustrates Part C child count data for children birth to three receiving services within Iowa's twelve Regional Grantees.

Figure C6.4. December 1st Count: Number of Children Served in Part C by Regional Grantees, FFY 2004 (2004-2005).

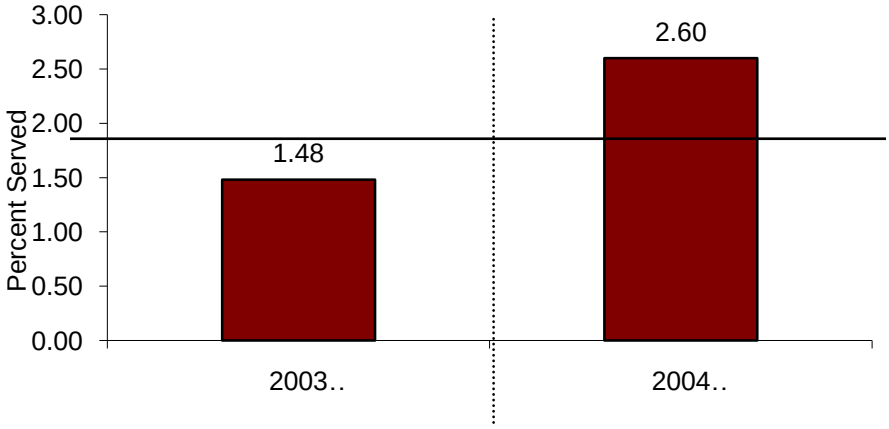


	1	4	7	8	9	10	11	12	13	14	15	16
2004-2005	1.96	2.90	2.34	2.17	1.88	1.84	1.77	2.45	2.76	2.39	1.98	1.96

Source. Regional Grantee Monitoring Profile, FFY 2004 (2004-2005).

In FFY 2004 (2004-2005), The Iowa Council for Early ACCESS selected child find as the priority for focused monitoring for the second consecutive year. A focused monitoring visit was conducted in June 2004 in the Region with the lowest ranking (ranked 12th of 12); one year later this Region ranked first out of 12. Figure C6.5 illustrates overall Regional performance before and after the focused monitoring activities.

Figure C6.5. Child Count Data Before and After the Regional Grantee's Focused-Monitoring Visit.



Source. Regional Grantee Monitoring Profile, 2003 & 2004.
Note. (a) December 1st count used for calculation of percent served.
(b) Solid horizontal line represents Measurable/Rigorous Target of 2.1% for birth to three for FFY 2004 (2004-2005).

Discussion of Baseline Data:

Part C child count data for Iowa for FFY 2004 (2004-2005) is at 2331 children birth to 3, which represents 2.12% of Iowa's population, calculated as the number of infants and toddlers ages birth to three receiving early intervention services divided by the birth to two population multiplied by 100. Figure C6.3 illustrates Iowa as below average when compared to other state averages with similar eligibility definitions (excluding at-risk). Nine states reached child count percentages lower than Iowa; 17 states had greater percentages than Iowa. Iowa identifies and serves fewer children (-0.12) as compared to National data (2.24). Although Iowa is below state and national data, the U.S. Department of Education has identified Iowa as ranking 6th among states and territories for highest percent change in child count between 2000 and 2004 (Table 8-6 U.S. Department of Education (DANS), a 68% change in children served, birth to 3.

Figure C6.4 shows Regional Grantee child find data for FFY 2004 (2004-2005). Six Regional Grantees met or exceeded the Lead Agency child find target of 2.1%; six Regional Grantees did not meet this target.

At least three different system-wide efforts contributed to the increased child count. First, FFY 2004 (2004-2005) was the initial year of implementing Iowa's mandatory newborn hearing screening law for rescreening, evaluation and identification of newborns with hearing loss. Infants with hearing loss are automatically eligible for Early ACCESS and receive Part C services with parent permission. Regional Grantees updated their early identification procedures to include newborn hearing procedures after receiving state guidance. Second, Iowa completed its first year of implementing CAPTA (Child Abuse Prevention Treatment Act). Third, efforts by the Regional Grantee and partnering agencies after the June 2004 Focused Monitoring Visit resulted in increased child count, as illustrated in Figure C5.5. Performance in that Region increased 1.2% for children birth to three within one year. Such performance difference illustrates the significant impact of focused monitoring activities. A focused monitoring visit was also conducted in another Region in December 2004, however, data are not yet available. Changes in performance will be assessed after 2005 child count data are available.

In summary, trend data and current data indicated Iowa has consistently increased child count percentages from 1.3% in 2000 to the current 2.1% in 2004-2005. Iowa is below average when compared to states with similar (broad) eligibility definitions, and child count percentages are slightly less than national data. Iowa's Regional Grantees continue to experience growth in child count data. In response to stakeholder input regarding these data, Signatory Agencies (Partners from Education, Human Services, Public Health and Child Health Specialty Clinics) pointed to continued financial reductions, reflecting the economic downturn in the nation and state the last three years.[12] Part C service provision is dependent upon the resources of these agencies and their funding streams. Financial strains are impacting their collective ability to respond to the increased numbers identified in this and future years.

[12] Iowa's three-year economic decline is documented in Iowa's Condition of Education Report (2004).

Based on data for the past five years and stakeholder input, Measurable/Rigorous Targets were set as described below.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**Percent of infants and toddlers birth to three with IFSPs will maintain at 2.1, and when compared to:** **1) Other States with similar eligibility definitions will maintain baseline year average data; and** **2) National data will maintain as –0.12 percent difference based on baseline year data.**
2006 (2006-2007)	**Percent of infants and toddlers birth to three with IFSPs will maintain at 2.1, and when compared to:** **1) Other States with similar eligibility definitions will maintain baseline year average data; and** **2) National data will maintain as –0.12 percent difference based on baseline year data.**
2007 (2007-2008)	**Percent of infants and toddlers birth to three with IFSPs will maintain at 2.1, and when compared to:** **1) Other States with similar eligibility definitions will maintain baseline year average data; and** **2) National data will maintain as –0.12 percent difference based on baseline year data.**
2008 (2008-2009)	**Percent of infants and toddlers birth to three with IFSPs will maintain at 2.1, and when compared to national data will maintain as -0.12 percent difference based on baseline year data.**
2009 (2009-2010)	**Percent of infants and toddlers birth to three with IFSPs will increase .2% to 2.3, and when compared to national data will decrease the percent difference based on baseline year data to 0.06.**
2010 (2010-2011)	**Percent of infants and toddlers birth to three with IFSPs will increase .2% to 2.5, and when compared to national data will decrease the percent difference based on baseline year data to .26.**
2011 (2011-2012)	**Percentage of infants birth to three with IFSPs will maintain at 2.5 and when compared to national data maintain the percent difference based on baseline year data to .26.**
2012 (2012-2013)	**Percentage of infants birth to three with IFSPs will maintain at 2.5 and when compared to national data maintain the percent difference based on baseline year data to .26.**

Improvement Activities / Timelines / Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next eight years.

Improvement Activity C6: Child Find Birth - 3	Resources	Timeline
• **Research (Statewide systemic concerns and specific Regional Grantee concerns)**. ○ Gather, report, and analyze adequate and appropriate Child Find information with collaborative partners.	Early ACCESS Council, Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies Part C Funding	Annually
• **Planning (Statewide systemic concerns and specific Regional Grantee concerns)**. ○ Design research-based professional development to provide to Regional Grantees and targeted agencies to address Child Find. Examples include funding sources, procedural guidance, and assessment and evaluation standards. ○ Develop Technical Assistance to targeted agencies for adequate and appropriate Child Find. Examples include funding sources, procedural guidance, and assessment and evaluation standards.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Finance Work Team, Early ACCESS Assessment Team Part C Funding	2005-2013
• **Professional Development and Implementation**. ○ Provide research-based professional development to provide to Regional Grantees and targeted agencies to address Child Find. Examples include funding sources, procedural guidance, and assessment and evaluation standards. ○ Provide Technical Assistance to targeted agencies to implement adequate and appropriate Child Find. Examples include funding sources and procedural guidance.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Finance Work Team, Early ACCESS Assessment Team Part C Funding	2007-2013
• **Evaluation and Progress Monitoring**. ○ Gather, report and analyze implementation results of Child Find information with collaborative partners. ○ Provide Technical Assistance to targeted agencies in the interpretation of results of Child Find information.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Finance Work Team, Early ACCESS Assessment Team Part C Funding	2007-2013
• **Revision to Practice**. ○ Provide Technical Assistance to Regional Grantees in data-driven revisions to agreements, contracts and/or CIPs.	Early ACCESS staff Part C Funding	2007-2013

Part C State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

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.

Account for untimely evaluations, assessments and initial IFSP meetings including the reasons for delay.

Overview of Issue / Description of System or Process:

Iowa ensures that the process of evaluation, child and family assessment and the development of an IFSP is completed within 45 calendar days upon receiving either a verbal or written referral for evaluation as mandated in *Iowa Administrative Rules for Early ACCESS* [IAC 281-120.30 (34CFR303)]. If there are exceptional circumstances, such as the child being ill, that make it impossible to complete the evaluation and assessment activities within the 45 days, these circumstances are documented and, to the extent possible, an interim IFSP is developed and implemented IAC 281-120.29 [34CFR303.322(e)]. Timely evaluation and assessment and initial IFSP meeting dates are monitored as part of Iowa's Monitoring System. (A complete description of Iowa's Part C Monitoring System is provided in Indicator 9). The 45-day timeline begins the date the regional central point of entry intake referral is received for eligibility to be determined and ends the date of the initial IFSP meeting. When assessment and evaluation are conducted and an initial IFSP meeting is held within the established timeline, it is considered timely IAC 281-120.34 (34CFR303).

In the FFY 2003 (2003-2004), the Lead Agency monitored timely evaluation and assessment and the initial IFSP meeting for three Regional Grantees. Ten IFSPs were selected and reviewed (N=30). Table C7.1 indicates the number and percentage of evaluations and IFSP meetings held within the 45-day timeline as reported in the March 2004 APR.

Table C7.1.
Number and Percent of Evaluations and IFSP Meetings Held within 45 Days.

	Region A (N=10)	**Region B (N=10)**	**Region C (N=10)**	**Total Mean (N=30)**
Evaluations; Meetings	7	8	5	20
Documentation: 45-day delay*	3/3	2/2	3/5	8/10
Total in compliance	10	10	8	28
Percent in compliance	100	100	80	93

Source. Regional Grantee File Review Self-Assessment, FFY 2004 (2004-2005).
**Note.* Twenty of the 30 IFSPs were completed within 45 calendar days; eight of the remaining 10 IFSPs had documentation for circumstances causing the delay.

Data in Table C7.1 indicate 93% of the reviewed IFSPs met the 45-day timeline. There were 10 IFSPs where the 45-day timeline was not met, but eight of the 10 IFSPs had documentation for the circumstances causing the delay. Two Regional Grantees met the 45-day timely evaluation requirement with 100 percent compliance; one Regional Grantee lacked documentation for the 45-day delay for two IFSPs reviewed. The Regional Grantee submitted a corrective action plan to the Lead Agency; the plan was approved and implemented; the citation was corrected within one year.

Based on implementation of monitoring procedures and these data, the Lead Agency engaged in the following activities: (1) revised IFSP forms and provided training to enhance IFSP documentation of family concerns, priorities and resources as well as reasons for timeline delay, (2) revised Regional Grantee procedures to ensure evaluation in all five developmental areas within 45 days of referral, (3) developed an interagency data system and data dictionary to standardize procedures and definitions across Signatory Agencies, (4) formed a multi-disciplinary workgroup to develop a plan for guidance in identification of evaluations and assessments intended for targeted disciplines (e.g., vision and hearing) and service coordinators, and (5) refined monitoring procedures and tools to enhance monitoring in this indicator area.

Baseline Data for FFY 2004 (2004-2005):

Timely evaluation and assessment of child and family needs was monitored by the Lead Agency using an annual statewide IFSP file review process. During the fall of FFY 2004 (2004-2005), each Regional Grantee used a statewide self-assessment tool to conduct IFSP file reviews on a random sample of files comprising 10% (or a minimum of 15 files, whichever was larger) of their total number of eligible children being served. This served as a pilot for the State's self-assessment file review tool.

Table C7.2 presents the number and percentage of evaluations and IFSP meetings held within the 45-day timeline as well as documentation of reasons for delay if the 45-day timeline was not met.

Table C7.2.
Percent and (Number / Total Files Reviewed) of Evaluations and IFSP Meetings Held within 45 Days or with Documentation.

Region	Evaluations; Meetings in 45 calendar days	Documentation: 45-day delay	Documentation: 45-day delay as Family Reason	Compliance 45-day + Delay as Family Reason
1	86 (12/14)	50 (1/2)	50 (1/2)	93 (13/14)
4	54 (7/13)	43 (3/7)	0 (0/7)	54 (7/13)
7	62 (18/29)	67 (8/12)	50 (6/12)	83 (24/29)
8	75 (12/16)	75 (3/4)	75 (3/4)	94 (15/16)
9	67 (8/12)	75 (3/4)	50 (2/4)	83 (10/12)
10	60 (9/15)	17 (1/6)	17 (1/6)	67 (10/15)
11	69 (27/39)	75 (9/12)	50 (6/12)	85 (33/39)
12	67 (10/15)	20 (1/5)	20 (1/5)	73 (11/15)
13	62 (8/13)	40 (2/5)	40 (2/5)	77 (10/13)
14	33 (5/15)	80 (8/10)	70 (7/10)	80 (12/15)
15	60 (9/15)	50 (3/6)	50 (3/6)	80 (12/15)
16	86 (12/14)	0 (0/2)	0 (0/2)	86 (12/14)
State	65 (137/210)	56 (42/75)	43 (32/75)	89 (187/210)

Source. Regional Grantee File Review Self-Assessment, FFY 2004 (2004-2005).
**Note*. Seven of the 14 file reviews in Region 4 indicated *Not Applicable* regarding transition as the child was not of transition age, therefore the number of files used in the review was seven total files. As described in the Description of Baseline, procedures were revised to address file selection errors.

Discussion of Baseline Data:

Monitoring data in Table C7.2 indicated 89% of the reviewed IFSP files met the 45-day timeline and documentation for acceptable reasons for delay. Of the 42 documented reasons for delay, 32 were due to family reasons. Results from the pilot indicated that reliability across the Lead Agency was not consistent. To address this concern, the Lead Agency revised the tool to ensure reliability of data collection in the future. Further, Regional Grantees received compliance citations if exceptional circumstances were not recorded; corrective action plans have been filed, approved by the Lead Agency and corrective actions will be followed up and included in the next report.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of eligible infants and toddlers with IFSPs were evaluated and assessed, and had an initial IFSP meeting within Part C's 45-day timeline.
2006 (2006-2007)	100% of eligible infants and toddlers with IFSPs were evaluated and assessed, and had an initial IFSP meeting within Part C's 45-day timeline.
2007 (2007-2008)	100% of eligible infants and toddlers with IFSPs were evaluated and assessed, and had an initial IFSP meeting within Part C's 45-day timeline.
2008 (2008-2009)	100% of eligible infants and toddlers with IFSPs were evaluated and assessed, and had an initial IFSP meeting within Part C's 45-day timeline.
2009 (2009-2010)	100% of eligible infants and toddlers with IFSPs were evaluated and assessed, and had an initial IFSP meeting within Part C's 45-day timeline.
2010 (2010-2011)	100% of eligible infants and toddlers with IFSPs were evaluated and assessed, and had an initial IFSP meeting within Part C's 45-day timeline.
2011 (2011-2012)	100% of eligible infants and toddlers with IFSPs were evaluated and assessed, and had an initial IFSP meeting within Part C's 45-day timeline.
2012 (2012-2013)	100% of eligible infants and toddlers with IFSPs were evaluated and assessed, and had an initial IFSP meeting within Part C's 45-day timeline.

Improvement Activities / Timelines / Resources:

a. Based on (1) the structure outlined in the *Overview of State Performance Plan Development, (2) Iowa's System*, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next eight years.

Improvement Activity C7: Timely Evaluation and Assessment	Resources	Timeline
2. **Research (Statewide systemic concerns and specific Regional Grantee concerns)**. a. Gather, report, and analyze evaluation and assessment data with collaborative partners.	Early ACCESS Council, Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Assessment Team Part C Funding	Annually
3. **Planning (Statewide systemic concerns and specific Regional Grantee concerns)**. a. Design research-based professional development to provide to Regional Grantees to address evaluation and assessment within 45-day timeline. Examples include sharing of health information by Signatory Agencies, standardized assessment practices by Regional Grantees, various evaluation and assessment tools, strategies to meet the 45-day timeline. b. Develop research-based Technical Assistance to targeted Regional Grantees to develop evaluation and assessment within 45-day timeline. Examples include sharing of health information by Signatory Agencies, standardized assessment practices by Regional Grantees, various evaluation and assessment tools, strategies to meet the 45-day timeline.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Assessment Team Part C Funding	2005-2013
4. **Professional Development and Implementation**. a. Provide professional development to Regional Grantees to address statewide systemic issues. Examples include sharing of health information by Signatory Agencies, standardized assessment practices by Regional Grantees, various evaluation and assessment tools, strategies to meet the 45-day timeline. b. Provide Technical Assistance to targeted Regional Grantees to meet the 45-day timeline for evaluation and assessment. Examples include sharing of health information by Signatory Agencies, standardized assessment practices by Regional Grantees, various evaluation and assessment tools, strategies to meet the 45-day timeline.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Assessment Team Part C Funding	2006-2013
5. **Evaluation and Progress Monitoring**. a. Gather, report and analyze implementation results of evaluation and assessment with collaborative partners. b. Provide Technical Assistance to Regional Grantees in the interpretation of implementation results of evaluation and assessment.	Early ACCESS staff, Regional Grantees, Iowa Signatory Agencies, Early ACCESS Assessment Team Part C Funding	2006-2013
6. **Revision to Practice**. a. Provide Technical Assistance to Regional Grantees in data-driven revisions to document evaluation and assessment. b. Provide professional development to Regional Grantees to implement data-driven revisions to evaluation and assessment.	Early ACCESS staff Part C Funding	2006-2013
7. **Verification**. a. Verify improvement of evaluation and assessment within 45-day timeline through the monitoring system.	Early ACCESS staff Part C Funding	2006-2013

Part C State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

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.

Account for untimely transition conferences, including reasons for delay.

Overview of Issue / Description of System or Process:

Iowa ensures timely transition from Part C services to Part B and/or other services by a child's third birthday, including an IFSP with transition steps and services, notification to the LEA and transition conference as mandated in statute (IAC 281–120.57-120.60). All Regional Grantees have transition policies in accordance with IDEA Part C and *Iowa Administrative Rules for Early ACCESS*. These policies have been approved by, and are on file with, the Lead Agency. Timely transitions are monitored as part of Iowa's Early ACCESS Monitoring System. A complete description of Iowa's Part C Monitoring System is provided in Indicator 9. The definition of each identified element includes:

1) Timely IFSP with transition steps and services is the documentation of specific steps and services documented on the IFSP that are needed to ensure the effective transition of a child from Part C to Part B services.
2) Notification to LEA occurs prior to the meeting and the documentation is recorded at the transition planning conference.
3) Timely transition conference is the occurrence of transition planning meetings at least 90 days prior to the 3rd birthday of a child potentially eligible for Part B services.

In the FFY 2003 (2003-2004), the Lead Agency monitored timely transition with three Regional Grantees. Ten IFSPs were selected and reviewed in each Region (N=30). Table C8.1 indicates the number and percentage of IFSPs with transition steps and services, and timely transition conference as reported in the March 2005 APR.

Table C8.1.
Number and (Percent) of Transition Planning Requirements met in IFSP File Reviews.

	Region A	Region B	Region C	Total Mean
Transition planning meeting held at least 90 days before third birthday	2/3 (67)	2/3 (67)	0/3 (0)	4/9 (44)
IFSPs with steps to support transition of child	3/3 (100)	2/3 (67)	3/3 (100)	7/9 (78)

Source. Regional Grantee File Review Self-Assessment, FFY 2004 (2004-2005).

As indicated in the March 2005 APR, all three Regional Grantees monitored were cited for noncompliance. Regional Grantees amended their Continuous Improvement Plans (CIPs) that were reviewed and approved by the Lead Agency. The Early ACCESS Staff followed up with each Regional Grantee and determined that the noncompliance was corrected within timelines.

Table C8.2 shows the timely notification to LEAs as the number of IFSPs reviewed that had an LEA representative at the transition planning meeting.

Table C8.2.
Number and Percent of LEA Participation.

	Region A	Region B	Region C	Total Mean
LEA representative at transition planning meeting	1/3 (33)	2/3 (67)	0/3 (0)	3/9 (33)

Source. Regional Grantee File Review Self-Assessment, FFY 2004 (2004-2005).

As indicated in the March 2005 APR, two of the three Regional Grantees were cited for noncompliance regarding notification to the LEA. Cited Regional Grantees amended their CIPs that were reviewed and approved by the Lead Agency. The Lead Agency followed up with each Regional Grantee and determined the noncompliance was corrected within timelines.

Based on implementation of monitoring procedures and these data, the Lead Agency engaged in the following activities: (1) provided technical assistance materials to parents and professionals regarding transition planning through continuation of Parent-Educator Connection (PEC) coordinator activities, (2) collected data from stakeholders regarding transition technical assistance needs, and (3) refined data collection and the monitoring system regarding transition.

Baseline Data for FFY 2004 (2004-2005):

Timely transition was monitored by the Lead Agency using an annual statewide IFSP file review process in the following areas: A. Timely steps and services, and C. Transition conference. During the fall of FFY 2004 (2004-2005), each Regional Grantee used a statewide self-assessment tool to conduct IFSP file reviews on a random sample of files comprising 10% (or a minimum of 15 files, whichever is larger) of their total number of eligible children being served. A total sample size of 149 children was reviewed for IFSP transition steps and services for children within 90 days of their third birthday. Of the 10% reviewed, 20% had to be of transition age for a total sample size of 75 files reviewed for notification and timely transition conference. This served as a pilot for the State's self-assessment file review tool.

Table C8.3 presents the number and percentage of IFSPs with transition steps and services, and timely transition conference at the Regional Grantee and Lead Agency level.

Table C8.3.
Percent (Number / Total Number) of File Reviews Meeting (A), and (C) Timely Transition Conference by Regional Grantee and State.

1	4	7	8	9	10	11	12	13	14	15	16	State
A. IFSP Transition Steps and Services												
100 (4/4)	**67** (2/3)	**80** (4/5)	**83** (5/6)	**75** (3/4)	**100** (2/2)	**75** (6/8)	**0** (0/3)	**0** (0/1)	**100** (1/1)	**50** (2/4)	**25** (1/4)	**68** (30/44)
C. Timely Transition Conference												
50 (5/10)	**56** (5/9)	**53** (8/15)	**55** (6/11)	**75** (6/8)	**33** (3/9)	**36** (9/24)	**50** (2/4)	**29** (2/7)	**29** (2/7)	**44** (4/9)	**44** (4/9)	**46** (56/122)

Source. Regional Grantee File Review Self-Assessment, FFY 2004 (2004-2005).
Note: (a) Regional Grantees indicated *Not Applicable* for some reviewed files; those files were not included in the total number. As described in the Description of Baseline, procedures were revised to address file review errors.
(b) Percentages are rounded.

Notification to Regional Grantees (Iowa's LEAs) occurs prior to the meeting and the documentation is recorded at the transition planning conference. The percent notified is calculated by adding the following exit categories within and across Regional Grantees, and dividing by the total number of children exiting by age three across and within Regional Grantees: Eligible for B; Not Eligible-Exit to other Program; and Not Eligible-Exit no Referrals.

Table C8.4.
Total Percent of Regional Grantees Notified.

	1	4	7	8	9	10	11	12	13	14	15	16	STATE
Determined by 3	100	100	100	96.67	100	100	93.44	100	100	100	88.89	100	98.10

Source. Iowa 618 Exit Table, FFY 2004 (2004-2005).

Discussion of Baseline Data:

Table C8.3 indicates 68% of files reviewed had documented IFSP transition steps and services, and 46% held the transition conference in a timely manner. Table C8.4 indicates 98.10% of children exiting Part C and potentially eligible for Part B had notification to the Regional Grantee. In reviewing these data, the Lead Agency was concerned monitoring results may not be representative of actual practices of the Regional Grantees. After verifying with Regional Liaisons, it was determined the file review process had been interpreted very strictly. For example, the self-assessment form was checked as "no documentation," whether the service coordinator was in the beginning, middle or end of completing IFSP transition steps. Given this concern, the Lead Agency has been revising the Self-Assessment form and more explicit directions. The Lead Agency is anticipating baseline data will need to be resubmitted in future reporting.

Although monitoring results were questionable, Regional Grantees were cited for noncompliance. Regional Grantees responded to noncompliance concerns and amended their CIPs which were reviewed and approved by the Lead Agency. Early ACCESS Staff provided technical assistance, monitored each Regional Grantee and followed up with correction of noncompliance within appropriate timelines.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of all children exiting Part C 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 the child is potentially eligible for Part B; and (C) Transition conference if the child is potentially eligible for Part B.
2006 (2006-2007)	100% of all children exiting Part C 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 the child is potentially eligible for Part B; and (C) Transition conference if the child is potentially eligible for Part B.
2007 (2007-2008)	100% of all children exiting Part C 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 the child is potentially eligible for Part B; and (C) Transition conference if the child is potentially eligible for Part B.
2008 (2008-2009)	100% of all children exiting Part C 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 the child is potentially eligible for Part B; and (C) Transition conference if the child is potentially eligible for Part B.
2009 (2009-2010)	100% of all children exiting Part C 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 the child is potentially eligible for Part B; and (C) Transition conference if the child is potentially eligible for Part B.
2010 (2010-2011)	100% of all children exiting Part C 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 the child is potentially eligible for Part B; and (C) Transition conference if the child is potentially eligible for Part B.
2011 (2011-2012)	100% of all children exiting Part C 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 the child is potentially eligible for Part B; and (C) Transition conference if the child is potentially eligible for Part B.
2012 (2012-2013)	100% of all children exiting Part C 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 the child is potentially eligible for Part B; and (C) Transition conference if the child is potentially eligible for Part B.

Improvement Activities / Timelines / Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next eight years.

Improvement Activity C8: Transition C to B	Resources	Timeline
1. **Research (Statewide systemic concerns and specific AEA concerns)**. a. Gather, report, and analyze transition file review and exit data with collaborative partners.	Early ACCESS Council, Early ACCESS Staff, Area Education Agencies Part C Funding	Annually
2. **Planning (Statewide systemic concerns and specific AEA concerns)**. a. Design research-based professional development to provide to AEAs to address transition planning for children exiting Part C who are eligible for Part B. b. Develop research-based Technical Assistance to targeted AEAs to develop transition planning improvement plans.	Early ACCESS Staff, Area Education Agencies Part C Funding	2005-2013
3. **Professional Development and Implementation**. a. Provide professional development to AEAs to address statewide systemic issues. For example: completing the self-assessment, implementation guidance, service coordination training, and policy regarding transition planning. b. Provide Technical Assistance to targeted Regional Grantees to implement appropriate transition practices.	Early ACCESS Staff, Area Education Agencies Part C Funding	2006-2013
4. **Evaluation and Progress Monitoring**. a. Gather, report and analyze transition file review and exit data with collaborative partners. b. Provide Technical Assistance to AEAs in the interpretation of implementation results of transition data.	Early ACCESS Staff, Area Education Agencies Part C Funding	2006-2013
5. **Revision to Practice**. a. Provide Technical Assistance to AEAs in data-driven revisions to address transition planning. b. Provide professional development to AEAs to implement data-driven revisions to address transition planning.	Early ACCESS Staff Part C Funding	2006-2013
6. **Verification**. a. Verify improvement of transition planning through the monitoring system.	Early ACCESS Staff Part C Funding	2006-2013

Part C State Performance Plan (SPP) for 2005 (2005-2012)

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

A State Performance Plan (SPP) for Indicator 9 was submitted to the Office of Special Education Programs December 2, 2005. This indicator was revised to include a comprehensive overview of the Effective General Supervision for Part C (revised February 1, 2007).

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:

Percent of noncompliance corrected within one year of identification:

a) # of findings of noncompliance ; and
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.

Overview of Issue / Description of System or Process:

Iowa's Part C general supervision system is multifaceted. The three major components: 1) support practices that improve educational outcomes; 2) use multiple methods to identify and correct noncompliance within one year; and 3) have mechanisms to encourage and support improvement and to enforce compliance.

State regulations, policies, and procedures. State regulations are updated in accordance with changes in federal statute and regulations and submitted to OSEP for approval with the state application. Updates to Regional Grantee policies and procedures are provided to the Lead Agency annually and are reviewed for compliance by state Part C staff.

Interagency agreements. The Iowa Department of Education, Iowa's Part C Lead Agency, has interagency agreements including a Memorandum of Agreement with its Signatory Agencies (Iowa Department of Public Health, Iowa Department of Human Services, and Child Health Specialty Clinics) to define between the agencies their roles and responsibilities under the Early ACCESS program consistent with the provisions of the Individuals with Disabilities Education Act (Part C). The Lead Agency also has an Interagency Memorandum of Understanding (MOU) with the Iowa Head Start Association. The MOU provides a framework for the Signatory Agencies to continue their efforts to meet individual agency / organization responsibilities and expectations regarding quality early intervention / special education and related services to young children and their families.

Regional applications and annual reports. Regional Grantee applications and annual reports are reviewed yearly to monitor for Regional compliance with IDEA requirements and appropriate use of funds.

Dispute resolution. The State utilizes a system for dispute resolution including both informal and formal mechanisms. Resolution facilitation is a way to resolve differences instead of, or before, using formal proceedings provided by the State. The Lead Agency has written procedures for resolving any complaint, including a complaint filed by an organization or individual from another State, by providing for the filing of a complaint with the Lead Agency, and widely disseminating State procedures to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities. A Resolution Facilitator assists in resolving differences over early intervention services and concerns between parents, public agencies and private service providers. Mediation is voluntary on the part of all parties and conducted by a qualified and impartial mediator who is trained in effective mediation techniques. Mediation can occur at any time, even prior to the filing of a due process hearing request. Whenever a due process hearing request is filed, the parties involved in the dispute have an opportunity for an impartial due process hearing.

Area Education Agency accreditation. Iowa's Part C Regional Grantees, Area Education Agencies (AEAs), are designated by the Lead Agency and have the fiscal and legal responsibility for ensuring that the Early ACCESS system is carried out statewide. Iowa Area Education Agencies are regional service agencies which provide school improvement services for students, families, teachers, administrators and their communities. The AEAs work as educational partners with public and accredited, private schools. Agency staff members, school staff and families work together to help all children birth through age 21 reach their potential. As intermediate agencies, AEAs offer the kinds of services that can be most efficiently and economically provided on a regional or cooperative basis among school districts. The Iowa system is widely regarded as one of the foremost regional service systems in the country. There are currently 11 AEAs in Iowa (10 AEAs as of July 1, 2007 due to merging of two). Utilizing a five-year cycle, the Iowa Department of Education conducts accreditation visits to each of Iowa's AEAs. Two AEAs receive an accreditation visit each year. During this visit, AEA documents are reviewed and internal (AEA staff) and external (staff from school districts served by the AEA) interviews are held that relate to the agency's five-year Comprehensive Improvement Plan and the services the agency provides in accordance with the eight required standards and one optional standard outlined in Chapter 72 of the Iowa Code. During the accreditation process, it is expected that the special education services provided by the agency for children birth to 21 will be a part of each of the eight required standards. Prior to an AEA Accreditation site visit, the AEA must complete a self-assessment regarding the services provided by the agency. A targeted interview is held with special education staff; topics discussed during this interview include the agency's State Performance Plan (SPP) indicator data, school district special education procedural compliance data, and other AEA data (Office of Civil Rights complaints, dispute resolutions data for the AEA, assistance provided to School in Need of Assistance (SINA) buildings or districts within the AEA, disproportionality, and fiscal data) used by the Iowa Department of Education to make the determination regarding the agency.

Fiscal audit -- Part C funds. Regional Grantee applications and annual reports are reviewed yearly to monitor for Regional compliance with IDEA requirements and appropriate use of funds.

Fiscal audit -- Medicaid. Medicaid Good Standing Reviews to ensure compliance with Part C requirements are completed on a rotational basis with three to four Regional Grantees reviewed every year. In FFY 2006 (2006-2007), the selected Regional Grantees will be aligned with the AEA accreditation visits.

Part C monitoring of Regional IDEA implementation. This component assesses procedural compliance related to the implementation of IDEA across the state. Regional Self-Assessment File Reviews are completed by all Regional Grantees annually. The file review process is used to monitor procedural compliance for the statewide system. Ten percent or a minimum of 15 files are reviewed

by each Regional Grantee. Separate file reviews are completed to monitor the transition process with 10% or a minimum of 15 files of children who have exited Part C services reviewed. Focused Monitoring site visits are determined by the Lead Agency. The purpose has been to conduct an in-depth examination of factors contributing to the successful attainment or low performance on key Part C indicators. Considerations and specific criteria for selection have included: 1) Regional Grantee is in the lowest quartile of rank order for a selected indicator on the AEA monitoring profiles; 2) Regional Grantee did not already have a focused monitoring visit on the same indicator or had a visit but had not shown any positive impact; and 3) Percent of Iowa population in the region allows for greatest opportunity for impact, but with balance of urban/rural sites selected.

SPP Indicators. Data from procedural compliance reviews, site visits, and 618 data tables are analyzed for compliance with Compliance Indicators and target attainment for Performance Indicators.

Table C.9.1 illustrates the components of Iowa's Part C general supervision system and the mechanisms for monitoring each component.

Table C.9.1.
Components of Iowa's Part C General Supervision System.

Component	Monitoring Mechanism(s)
State regulations, policies, and procedures	Desk audits; on-site visits
Interagency agreements	Desk audits
Regional applications and annual reports	Desk audits
Dispute resolution	Complaints; Due process hearings
Area Education Agency Accreditation	Self-assessment; on-site visits; data review
Fiscal audit—Part C funds —Medicaid	Desk audits; on-site visits; data review
Part C monitoring of Regional IDEA implementation	Self-assessment; on-site visits; data review
SPP indicators	Self-assessment; on-site visits; data review

Baseline Data for FFY 2005 (2005-2006):

FFY 2004 (2004-2005) Monitoring Activities:

Components of Iowa's Part C General Supervision System

State regulations, policies, and procedures. No noncompliance was found in reviewing Regional policies and procedures.

Interagency agreements: No noncompliance was found in reviewing interagency agreements and their implementation.

Regional applications and annual reports. No noncompliance was found in reviewing Regional Applications and Annual Reports.

Dispute resolution. Iowa did not have a complaint, due process hearing, or mediation during FFY 2004 (2004-2005).

Area Education Agency accreditation. No noncompliance was found in reviewing three AEAs (AEA 4, 9, and 11).

Fiscal audit—Part C funds. No noncompliance was found in reviewing Regional Applications and Annual Reports for appropriate use of Part C funds.

—Medicaid. Medicaid Good Standing Reviews were completed in three Regions in FFY 2004 (2004-2005) with no noncompliance citations issued.

Part C monitoring of Regional implementation of IDEA. Procedural compliance was evaluated utilizing Focused Monitoring and Regional Self-Assessment File Reviews. Focused Monitoring for Early Identification was completed in FFY 2004 (2004-2005) in one Region with three noncompliance citations issued. One hundred percent were corrected within one year as illustrated in Table C9.2.

Table C9.2.
Focused Monitoring Noncompliance Citations and Percent Corrected Within One Year.

Region	Noncompliance Citations	Corrected Within 1 Year	Percent Corrected
9	3	3	100%

Source. Regional Grantee File Review Self-Assessment, FFY 2004 (2004-2005).

Regional Self-Assessment File Reviews (all 12 Regional Grantees) were completed in FFY 2004 (2004-2005) with 108 noncompliance citations issued. All Regional Grantees receiving noncompliance citations submitted a Corrective Action Plan which was then approved by the Lead Agency. The Part C state monitoring consultants provided technical assistance to the Regional Grantees regarding the corrective activities that were concrete, measurable, and time-limited. Specific improvement activities within the Corrective Action Plans (CAPs) for the Regional Grantees included additional training and supervision of Service Coordinators and Individual Family Service Plan reviews by supervisors. All activities to correct noncompliance were completed within one year of the noncompliance citations; however four Regions were cited again in FFY 2005 (2005-2006) for recurring noncompliance for the same area(s) based on data from the review. Monitoring consultants remain in close contact with Regional Liaisons to provide additional technical assistance and follow up as needed. Regional Grantee General Supervision Reviews (all 12 Regional Grantees) were completed in FFY 2004 (2004-2005) with 24 noncompliance citations issued. One hundred percent of the corrective activities were completed within one year.

Table C9.3 summarizes Regional Grantee noncompliance corrected within the one year timeframe for FFY 2004 (2004-2005).

Table C9.3.
FFY 2004 (2004-2005) Regional Noncompliance Citations Corrected Within One-Year Timeline.

Region	Noncompliance Citations		Corrected Within 1 Year		Percent Corrected
	File	Gen Sup	File	Gen Sup	
1	4	0	4	0	100%
4	7	7	7	7	100%
7	11	1	11	1	100%
8	7	2	7	2	100%
9	10 *	8	10*	8	100%*
10	11**	1	11**	1	100%**
11	11**	1	11**	1	100%**
12	9	8	9	8	100%
13	8	0	8	0	100%
14	4*	3	4*	3	100%*
15	10	0	10	0	100%
16	11	0	11	0	100%

Source. Regional Grantee File Review Self-Assessment, FFY 2004 (2004-2005).
Note: *Region cited in FFY 2005 (2005-2006) in one same area
**Region cited in FFY 2005 (2005-2006) in three same areas

FFY 2005 (2005-2006) Monitoring Activities:

State regulations, policies, and procedures. No noncompliance was found in reviewing Regional policies and procedures.

Interagency agreements. No noncompliance was found in reviewing interagency agreements and their implementation.

Regional applications and annual reports. No noncompliance was found in reviewing Regional Applications and Annual Reports.

Dispute resolution. Iowa did not have a complaint, due process hearing, or mediation during FFY 2005 (2005-2006).

Area Education Agency accreditation. No noncompliance was found in reviewing two AEAs (AEA 1 and 13).

Fiscal audit—Part C funds. No noncompliance was found in reviewing Regional Applications and Annual Reports for appropriate use of Part C funds.

—Medicaid. Medicaid Good Standing Reviews were completed in four Regions in FFY 2005 (2005-2006) with three noncompliance citations issued in one Region. A Corrective Action Plan (CAP) was written by the Regional Grantee with activities to address the noncompliance issues with technical assistance provided by the Part C Medicaid consultant. Evidence of success in correcting noncompliance is due to the Lead Agency in July 2007.

Part C monitoring of Regional implementation of IDEA. Procedural compliance was evaluated utilizing Focused Monitoring and Regional Self-Assessment File Reviews. During this review year, Regional Grantees 4 and 12 merged, becoming Regional Grantee 12.

Focused Monitoring for Early Identification was completed in FFY 2005 (2005-2006) in one Region with two noncompliance citations issued. A Corrective Action Plan (CAP) was written by the Regional Grantee with activities to address the noncompliance issues with technical assistance provided by the Part C state monitoring consultants. All corrective activities were completed by December 2006, within the one-year timeline for noncompliance correction.

Regional Self-Assessment File Reviews were completed for procedural monitoring in all 12 Early ACCESS Regions. Each Region reviewed 10% of all files or a minimum of 15 files for general procedural compliance. Each Region also reviewed 10% or a minimum of 15 files for two transition categories: 1) children eligible for Part B services with Exit Code of Eligible for Part B (EFB); and 2) children not eligible for Part B with Exit Codes of Part B Not Determined (BND), Not Eligible for Part B services—referral to other programs (EOP), and Not Eligible for Part B Services—no referral to other programs (ENR). Statewide, fourteen noncompliance citations were given under the General File Review; 45 under transition. Corrective Action Plans (CAPs) were written by the 11 Regional Grantees receiving noncompliance citations. The CAPs included activities to address the noncompliance issues with technical assistance provided by the Part C state monitoring consultants. Evidence of success in correcting noncompliance is due to the Lead Agency in April 2007.

Four Regions were cited a second time for recurring noncompliance (eight noncompliance citations total) even though corrective actions were completed in a within the one-year timeline.

Table C9.3 describes the Regional Self-Assessment File Review noncompliance citations for FFY 2005 (2005-2006) for general file and transition.

Table C9.3.
FFY 2005 (2005-2006) Regional Noncompliance Citations—General File and Transition.

Region	Noncompliance Citations General File	Noncompliance Citations Transition	Total
1	0	3	3
7	0	0	0
8	0	4	4
9	1*	3	4
10	5**	8	13
11	5**	6	11
12	0	3	3
13	1	3	4
14	1*	2	3
15	0	7	7
16	1	3	4

Source. Source. Regional Grantee File Review Self-Assessment, FFY 2005 (2005-2006).
Note: *Region cited for second consecutive year in one area
**Region cited for second consecutive year in three areas.

SPP Compliance Indicators. Data for SPP Indicators C1, C7, and C8 were collected from the Regional Self-Assessment File Reviews. See SPP Indicators C7 and C8 for explanation of Regional Grantee noncompliance citations and corrective activities. SPP performance indicators are tracked for progress towards targets for the state and all Regional Grantees. Emphasis is placed on valid and reliable data as it relates to each of the indicators.

Table C9.4 describes Iowa's SPP compliance indicator targets, results, and data sources for FFY 2004 (2004-2005) and FFY 2005 (2005-2006). Targets were set at 100% by OSEP, since these are considered indicators important for all children to attain or receive benefit.

Table C9.4.

SPP Compliance Indicators, Part C. FFY 2004 (2004-2005) and FFY 2005 (2005-2006)

Indicator	State Target	2004-2005	2005-2006	Data Source
C1: Timely services	100%	68.8%	100%	File review self-assessment
C7: Timely evaluation and assessment	100%	89% with family reason included	86% with family reason included	File review self-assessment
C8: Effective transition C to B				File review self-assessment
IFSP transition steps/services	100%	68%	87%	
Notification to AEA (LEA)	100%	98%	96%	
Timely transition conference	100%	46%	87%	
C9: General supervision (Monitoring)	100%	100%	100%	Due process data system
C10: Complaints (resolved within 60 days)	100%	NA*	NA*	Due process data system
C11: Hearings (adjudicated within 30 days)	100%	NA**	NA**	Due process data system
C12: Resolution sessions	100%	NA***	NA***	NA***
C14: Timely and accurate data	100%	100%	100%	618 data tables, SPP, and APR submissions

Note. *Iowa did not have a complaint filed.
** Iowa did not have a request for due process hearing.
***Iowa follows Part C due process procedures.

Table C9.5 describes Iowa's SPP performance indicator targets, results, and data sources for FFY 2004 (2004-2005) and FFY 2005 (2005-2006). According to OSEP, each state is allowed to set their own target from baseline data to improve results for children.

Table C9.5.
SPP Performance Indicators, Part C, FFY 2004 (2004-2005) and FFY 2005 (2005-2006).

Indicator	State Target	2004-2005	2005-2006	Data Source
C2: Natural environments	96.1%	95%	96%	618data
C3: Early childhood outcomes	NA	NA	Baseline	618 data
C4: Family centered services	NA	NA	Baseline	Family survey
C5: Child find 0-1	1.1%	1.12%	1.2%	618 data
C6: Child find 0-3	2.1%	2.00%	2.3%	618 data
C13: Mediations	90%	NA	NA	Due process data system

Note: Iowa did not have a request for mediation or mediation held in FFY 2004 (2004-2005) or FFY 2005 (2005-2006).

Discussion of Baseline Data:

State regulations and policies, and procedures. State staff met regularly with Regional Grantee Liaisons and Administrators to discuss and provide technical assistance regarding changes in IDEA requirements. All policies and procedures were reviewed by state staff and approved by the Lead Agency.

Interagency agreements. Interagency agreements are renewed every five years or more frequently if needed to ensure that individual agency/organization responsibilities and expectations regarding quality early intervention services are provided to eligible infants and toddlers and their families. The Memorandum of Agreement between Signatory Agencies is to be renewed next year.

Regional applications and annual reports. State staff provided technical assistance to all Regional Grantees regarding application and annual report requirements. Emphasis was placed on SPP indicators as part of their reporting mechanism.

Dispute resolution. Technical assistance was provided utilizing NECTAC materials related to discussion of parental rights throughout the IFSP process. The updated Part C Parental Rights Manual was placed on the Early ACCESS website. The Lead Agency met quarterly with Administrative Law Judges (ALJs) and mediators to review the system and maintain effectiveness.

Area Education Agency accreditation. Part C state staff participated in document and data reviews and interviews with AEA and external staff regarding the effective provision of Part C services.

Fiscal audit—Part C funds. Technical assistance and information was provided to all Regional Grantees regarding appropriate use of Part C funds. Part C remains the payor of last resort.

—Medicaid. The state Medicaid consultant provided technical assistance to Regional Grantees regarding Medicaid billing for appropriate Part C services, maximizing billing opportunities, and billing policies and procedures.

Part C monitoring of Regional implementation of IDEA. Statewide technical assistance was provided to all Regional Liaisons and interested staff regarding procedural compliance with special emphasis on the IFSP process. The number of noncompliance citations for the general file review greatly decreased over the past two years. Extra technical assistance was provided to the Regional Grantees cited two consecutive years in the same areas even after all improvement activities were completed. State monitoring consultants maintain close contact with these Regional Grantees and have them review their data throughout the year to ensure that activities impact child outcomes and data. In FFY 2005 (2005-2006), separate transition file reviews were developed to provide a more accurate picture of transition issues. As a result, numerous noncompliance citations were issued. Efforts to develop standardized transition guidance began. Please see SPP Indicator C8 for more details.

SPP Indicators.

Timely Services. In a letter from the Office of Special Education and Rehabilitative Programs received February 27, 2006, regarding Iowa's State Performance Plan, it was noted that Iowa was non-compliant in providing timely early intervention services listed on the IFSP. The State of Iowa was instructed to take steps to achieve compliance within one year. In addition, it was noted that the timely standard submitted in the SPP should be revised because the State based its standard on the date of the initial IFSP. Iowa has revised the standard for timely services to be: "Timely services are measured per child within 30 days from the date of parental consent for the services listed on the initial IFSP and all subsequent IFSPs." Regional Grantees submitted the results from all file reviews, and state monitoring staff excluded delays due to documented family reasons in the denominator of the measurement calculation. Please see Indicator C1 for more details.

Timely evaluation and assessment. The Lead Agency used a statewide self-assessment file review process to collect data for FFY 2005 (2005-2006) on the infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting was conducted within 45-day timeline. In the state of Iowa, 62% evaluations were completed within 45 days of the initial referral. Of the 38% not completed, 65% were for family reasons; therefore the current target data is 87% of eligible infants and toddlers. The Lead Agency established an in-house work group to research and analyze this problem. National experts in evaluation and assessment as well as representatives from the National Early Childhood Technical Assistance Center (NECTAC) were brought in for two meetings. The first meeting explored how other states addressed evaluation and assessment and reviewed other legal requirements. The work group then developed guidelines for the Regional Grantees to address evaluation and assessment of infants and toddlers within the 45-day timeline. The guidelines were drafted and reviewed statewide by practitioners, administrators, and Signatory Agencies during the summer of 2006. The work group shared the proposed process with the Regional Grantee administrators Fall of 2006. Please see Indicator C7 for more details.

Effective transition C to B. In the FFY 2005 (2005-2006), the Lead Agency monitored timely transition with all Regional Grantees. Each region selected 10% of active IFSP files or a minimum of 15 (N= 298). Samples were taken from IFSP and Individualized Education Program (IEP) files of children eligible for Part B and children exiting Part C. The file review questions were revised to more accurately reflect the IDEA 2004. A set of file review questions was created for children exiting Part C and not eligible for Part B and for children exiting Part C and potentially eligible for Part B special education services. A total of 298 files were reviewed however, duplicate questions appeared in the Part C and Part B transition file reviews and in some instances yielding a sample greater than 298 for measurements "A", "B", and "C". This process yielded significantly greater number of file reviews using a valid file review process. The Lead Agency has engaged in multiple and linked approaches to make significant progress in achieving this target. Proven strategies to verify and analyze data, revise procedures, policies and implementation practices, provide professional development and technical assistance, and provide ongoing monitoring and enforcement are described in detail below.

Next steps include working in collaboration with the North Central Regional Resource Center to develop web based training addressing Iowa's Implementation Guidance and Procedures. Web based training will provide on time training resources accessible to all service coordinators, IFSP and IEP teams. Please see Indicator C8 for more details.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**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 100% of the time.**
2006 (2006-2007)	**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 100% of the time.**
2007 (2007-2008)	**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 100% of the time.**
2008 (2008-2009)	**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 100% of the time.**
2009 (2009-2010)	**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 100% of the time.**
2010 (2010-2011)	**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 100% of the time.**
2011 (2011-2012)	**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 100% of the time.**
2012 (2012-2013)	**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 100% of the time.**

Improvement Activities / Timelines / Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next eight years:

Improvement Activity C9: Monitoring	Resources	Timeline
1) Professional development, guidance, and technical assistance. a) State staff will to develop and target professional development, guidance, and technical assistance to assist Regional Grantees and service providers when noncompliance issues and missed targets are identified. Extra technical assistance will to be provided to the Regional Grantees cited in consecutive years in the same areas. State monitoring consultants will maintain close contact with these Regional Grantees and have them review their data throughout the year to ensure that activities impact child outcomes and data.	Early ACCESS Staff, Regional Grantees, Iowa Council for Early ACCESS, NCSEAM, North Central Regional Resource Center Part C Funding	2005-2013
2) **Ensure/verify data accuracy**. a) Iowa issued a Request for Proposal (RFP) in April 2005 for the development of a state monitoring and improvement data system designed to enhance Iowa's federal requirement for monitoring of IDEA 2004 Part B and C by focusing on efficient and effective use of technology to make data-based decisions to improve specialized programs and services for Iowa's children. The contract was awarded to Education Data Services and Information Systems, LLC (EDSIS). The contractor is working collaboratively with assigned state staff and all affected agencies in order to ensure the implementation of an effective IDEA Part B and C monitoring system. The data system, Iowa's System to Achieve Results (I-STAR), will be used for Part C self-assessment file reviews (procedural compliance and effective transition) and family surveys in FFY 2006 (2006-2007). b) Data collection for 45-day timeline will be collected by the state Information Management System (IMS) for FFY 2006 (2006-2007). Utilizing IMS will allow collection of this data for all Part C eligible children. State monitoring consultants will gather and analyze data annually from Regional Grantees regarding Regional implementation of IDEA and SPP indicators. Data sources include, but are not limited to, 618 data tables and I-STAR. c) Development of web-based Individualized Family Service Plan forms will lead to more consistent and accurate data collected for IMS and other data reporting and monitoring mechanisms.	Early ACCESS Staff, Regional Grantees, Iowa Council for Early ACCESS, NCSEAM, EDSIS contract Part C Funding	2005-2013
3) Continuous monitoring. a) Ongoing monitoring by state monitoring staff will measure progress toward meeting noncompliance correction within the one-year timeframe for General Supervision components.	Early ACCESS Staff, Regional Grantees Part C Funding	2005-2013

Part C State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

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:

Complaint procedures adhere to all of the requirements of 34 CFR 303.662 as reflected in *Iowa Administrative Code* (IAC) 281-41.105. When a complaint is filed at the Lead Agency, the complainant is informed of two options for resolving differences in a manner that promotes cooperative and collaborative relationships: (1) the resolution facilitator process, and (2) mediation.

If the complainant forgoes the mediation options to pursue the complaint process, the following occurs:

1) A copy of the complaint is sent to the appropriate Regional Grantee Administrator to conduct the first round of the investigation;
2) The Administrator completes a protocol report at the conclusion of the investigation;
3) The report is sent to the Lead Agency, any involved Signatory Agency and the complainant;
4) The Lead Agency contacts the complainant, who is provided the opportunity to submit additional information to the Lead Agency;
5) The Lead Agency conducts a second investigation, targeting any differences between the report submitted by the Administrator and the additional information submitted by the complainant;
6) Based on this investigation, the Lead Agency submits a final decision that is disseminated to the complainant, any involved Signatory Agency and the Regional Grantee;
7) A CIP is developed and submitted to the Lead Agency, Regional Grantee and the complainant;
8) The CIP and timelines are implemented, and monitored by the Regional Grantee and the Lead Agency;
9) Sanctions are given if a CIP is not implemented in a timely manner as outlined in 281-41.135 (IAC).

If a need exists for an extension past 60 calendar days, the Complaint Officer shall write a letter to the complainant providing the rationale, with copies being provided to the Regional Grantee Administrator and the Superintendent. The extension will be used only if exceptional circumstances exist concerning a particular complaint. When possible, the complainant will be contacted to discuss a mutual understanding of a deadline.

Examples of exceptional circumstances include:

A. The investigation is hindered by the unavailability of necessary parties or information;
B. Either the agency or complainant submits additional data that changes the course of the investigation; and
C. The complainant submits large volumes of additional information at a date making it impossible to review and stay within the timeline.

Iowa adheres to exceptional circumstance procedures for the 60-day timeline; reasons for an extended timeline are documented and followed to ensure the process is implemented appropriately.

Noncompliance is identified as previously described. Specifically, the Regional Grantee Administrator conducts the first round of the investigation. To facilitate the identification of violations, the Administrator must delineate each issue to be investigated, and develop an individualized, investigative plan. Implementation of the plan includes thorough and comprehensive fact-finding activities as well as the collection and verification of all necessary data. During this process, any involved Signatory Agency must assist the Administrator, providing access to any requested documentation, facilities, and staff. Staff must be available for interviews, as needed, and unencumbered by reprisals, implied or otherwise, for providing relevant information.

During the second investigation by the Lead Agency, differences between the Administrator's report and the additional information submitted by the complainant are examined. If the complainant requests that certain individuals be contacted as part of the investigation, every effort is made to do so. As in the first round of investigation, any involved Signatory Agency must assist the Lead Agency, providing access to any requested documentation, facilities, and staff.

If noncompliance is indicated, further investigation is conducted in the following areas:

- Regional Grantee written procedures and policies;
- Signatory Agency policies and procedures;
- Lead Agency rules and laws;
- Lead Agency due process hearings;
- Pertinent court rulings;
- Iowa Attorney General opinions; and
- Federal statutes, regulations, OSEP comments, and other OSEP guidance.

The Lead Agency renders a final decision and disseminates this to the complainant, any involved Signatory Agency and the Regional Grantee. The decision addresses any noncompliance which includes the remediation of any violations, and the specification of awards of compensatory services or other corrective actions that may be appropriate. If the complaint is substantiated, a CIP is developed and submitted to the Lead Agency, the Regional Grantee and the complainant. The Lead Agency may develop the plan and provide it to the Regional Grantee, or the Regional Grantee may submit its own action plan. If the Regional Grantee requests the latter option, the Lead Agency reviews the plan and decides whether it is adequate or negotiates until all parties can come to an agreeable plan.

If a failure to provide appropriate services is found, the Lead Agency addresses how to remediate the denial of those services. Remediation may include the awarding of compensatory services, monetary reimbursements or other corrective action appropriate to the needs of the child, or to the appropriate future provision of services for all students with disabilities in the Regional Grantee or Signatory Agency.

The CIP and timelines are implemented and monitored by the Regional Grantee and the Lead Agency. Follow-up includes technical assistance, assurance and documentation of adherence to specified timelines, and documentation of the completion of any activities included in the plan. If the CIP does not occur within the prescribed timelines, the Lead Agency implements sanctions as described in 41.135(256B,273,282). As of FFY 2003 (2003-2004), no sanctions have been implemented by the Lead Agency.

Past data on the Complaint System revealed no systemic issues; as of FFY 2003 (2003-2004), there have been no complaints filed with the Lead Agency.

Baseline Data for FFY 2004 (2004-2005):

There were no complaints filed with the Lead Agency in FFY 2004 (2004-2005).

Discussion of Baseline Data:

Though there have been no complaints filed, the Lead Agency continually reviews the Complaint System with mediators and ALJs to improve its effectiveness. The Lead Agency has also emphasized in trainings and technical assistance documents to Regional Grantees the importance of the provision of parental rights to families at all mandated occasions. Technical Assistance was adapted with NCSEAM guidance. The explanation of parental rights is incorporated in Part C consents and authorizations used for evaluation, transition, and Written Prior Notice. In addition, the PEC (program with designated coordinators in each Region who provide support of the partnership between service providers and families to strengthen outcomes for children and families) has targeted increasing attendance at Part C to Part B transition IFSP meetings and parents' understanding of their rights.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.**
2006 (2006-2007)	**100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.**
2007 (2007-2008)	**100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.**
2008 (2008-2009)	**100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.**
2009 (2009-2010)	**100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.**
2010 (2010-2011)	**100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.**
2011 (2011-2012)	**100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.**
2012 (2012-2013)	**100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to a particular complaint.**

Improvement Activities / Timelines / Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next eight years.

Improvement Activity C10: Complaints	Resources	Timeline
A. **Evaluation and Progress Monitoring**. a. Gather, report and analyze implementation results of complaints with collaborative partners. b. Provide Technical Assistance Regional Grantees in the interpretation of implementation results of complaints.	Early ACCESS Staff, Regional Grantees, Signatory Agencies, Iowa Council for Early ACCESS Part C Funding	Annually
B. **Revision to Practice**. a. Provide Technical Assistance to Regional Grantees in data-driven revisions to complaint process. b. Provide professional development to Regional Grantees to implement data-driven revisions to complaint process.	Early ACCESS Staff Part C Funding	2005-2013

Part C State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

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:

The Lead Agency contacts all pertinent parties to notify the Regional Grantee officials in writing of the request within five business days of receipt of a hearing request. An Administrative Law Judge (ALJ) is assigned on a rotational basis. The Lead Agency arranges a conference call with all parties. The ALJ presides over the call and is responsible for adhering to timelines. No later than 30 days after the receipt of a parent's complaint, the impartial proceeding is completed and a written decision mailed to each of the parties, in written decisions from the due process hearing are sent by ALJs to all parties, in accordance with 34 CFR 303.423(b).

For every issue identified in a hearing, the ALJ specifically identifies the prevailing party. The Lead Agency reviews the outcome to determine whether the Regional Grantee or Signatory Agency was within compliance or not. The outcomes for each issue addressed in the hearing are entered into the Lead Agency's data system. Year-end reports are written, examining the noncompliance issues and whether the State has any responsibility for future technical assistance activities or for any other appropriate action.

Although the ALJ typically provides direction for the Regional Grantee regarding future action to correct noncompliance, sometimes he/she continues involvement in the process. Documentation that the action occurred and was implemented as mandated is required. Timelines are provided in the decision for implementation. If a party contacts the Lead Agency because of a belief that implementation did not occur, the Lead Agency schedules a conference call with the appropriate ALJ and all parties, and the ALJ advises the parties in the hearing if future actions are necessary.

Due process hearing procedures are written by the Iowa Department of Education. These procedures are reviewed on an on-going basis by the Department and the administrative law judges (ALJ). The ALJs are invited to provide input. Each is provided with current procedures should revisions occur. During the four annual quarterly inservices with the administrative law judges and on other occasions throughout the year, the Department stresses the importance of adhering to the timeline requirements.

Past data on the Due Process Hearing System revealed no systemic issues; as of FFY 2003 (2003-2004), there have been no complaints filed with the Lead Agency.

Based on implementation of the Due Process Hearing System and these data, the Lead Agency engaged in the following activity: continued to analyze statewide data regarding due process concerns to address and rectify issues related to child and system issues.

Baseline Data for FFY 2004 (2004-2005):

There were no hearings filed with the Lead Agency in FFY 2004 (2004-2005).

Discussion of Baseline Data:

Though there have been no hearings filed, the Lead Agency continually reviews the Complaint System with mediators and ALJs to improve its effectiveness. The Lead Agency has also emphasized in trainings and Technical Assistance documents to Regional Grantees the importance of the provision of parental rights to families at all mandated occasions. Technical Assistance was adapted with NCSEAM guidance. The explanation of parental rights is incorporated in Part C consents and authorizations used for evaluation, transition, and Written Prior Notice. In addition, the PEC has targeted increasing attendance at Part C to Part B transition IFSP meetings and parents' understanding of their rights. Though we are a birth mandate state, stakeholder input has determined we will follow Part C Due Process Procedures for birth-3.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.**
2006 (2006-2007)	**Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.**
2007 (2007-2008)	**Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.**
2008 (2008-2009)	**Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.**
2009 (2009-2010)	**Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.**
2010 (2010-2011)	**Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.**
2011 (2011-2012)	**Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.**
2012 (2012-2013)	**Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.**

Improvement Activities / Timelines / Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend and current data, the following strategies will be completed over the next eight years.

Improvement Activity C11: Hearings	Resources	Timeline
A. **Research (Statewide systemic issues and specific Regional Grantee issues)**. a. Gather, report, and analyze ALJs' process with collaborative partners.	Early ACCESS Council, Early ACCESS Staff, Regional Grantees Part C Funding	Annually
B. **Planning (Statewide systemic issues and specific Regional Grantee issues)**. a. Design Technical Assistance for ALJs meeting the due process hearing 30-day timeline.	Early ACCESS Staff, Regional Grantees Part C Funding	2006-2013
C. **Evaluation and Progress Monitoring**. a. Gather, report and analyze implementation results due process hearings in 30 days with collaborative partners.	Early ACCESS Staff Part C Funding	2005-2013
D. **Revision to Practice**. a. Provide Technical Assistance to ALJs in data-driven revisions to hearing timelines.	Early ACCESS Staff Part C Funding	2005-2013
E. **Verification**. a. Verify improvement of due process hearing 30-day timeline through the monitoring system.	Early ACCESS Staff Part C Funding	2005-2013

Part C State Performance Plan (SPP) for 2005 (2005-2012)

Overview of the State Performance Plan Development:

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 included as Iowa has adopted Part C's due process system.

Baseline Data for FFY 2004 (2004-2005):

Not Applicable.

Discussion of Baseline Data:

Not Applicable.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.**
2006 (2006-2007)	**Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.**
2007 (2007-2008)	**Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.**
2008 (2008-2009)	**Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.**
2009 (2009-2010)	**Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.**
2010 (2010-2011)	**Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.**
2011 (2011-2012)	**Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.**
2012 (2012-2013)	**Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.**

Improvement Activities / Timelines / Resources:

Not Applicable.

Part C State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

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:

Iowa has options for dispute resolutions that primarily include mediation and the Resolution Facilitator process. Mediation has been available in Iowa since 1976, making Iowa the third state in the nation to offer this option. The Resolution Facilitator process is an informal mediation available through Iowa's 12 Regional Grantees. This was instituted in March 2000.

Mediation. Updated mediation procedures were written and implemented as of July 1, 2005, to meet Sec. 615(e) statute requirements of IDEA 2004. Mediation is available to all parties to resolve disputes involving any matter, including matters arising prior to the filing of a complaint. Procedures ensure that the mediation process is voluntary on the part of all parties; not used to deny or delay a parent's right to a due process hearing or to deny other rights afforded; and conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

Regional Grantees are allowed to establish procedures to offer to parents and service providers that choose not to use the mediation process an opportunity to meet, at a time and location convenient to the parents, with a disinterested party who is under contract with a parent training and information center or community parent resource center or an appropriate alternative dispute resolution entity, to encourage the use, and explain the benefits, of the mediation process to parents.

The State maintains a list of individuals who are qualified as mediators and knowledgeable in laws and regulations relating to the provision of early intervention services. Mediators are assigned on a rotational basis. The State bears the cost of the mediation process, including the costs of meetings with a disinterested party who is under contract with a parent training and information center or community parent resource center or an appropriate alternative dispute resolution entity, to encourage the use, and explain the benefits, of the mediation process to parents. Each session in the mediation process is scheduled in a timely manner and held in a location that is convenient to the parties to the dispute.

When a complaint is resolved through the mediation process, the parties execute a legally binding agreement that sets forth the resolution; states that all discussions that occurred during the mediation process are confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; is signed by both the parent and a representative of the agency who has the authority to bind such an agency; and is enforceable in any State court of competent jurisdiction or in a district court of the United States. Brochures, templates for developing legally binding agreements, and pamphlets are mailed to all participants to better prepare parties for the process. Parties are sent a form that they will be asked to sign at the mediation entitled "Agreement to Mediate." A "shepherd" is selected by the participants to oversee each settlement agreement. A written summary of the

mediation and preappeal settlement agreement is prepared by the mediator and disseminated to all parties involved within two business days, if possible, following the conference. Evaluations are distributed to the participants at the end of the mediation and Preappeal Conference process. A follow-up survey is conducted to determine whether the settlement agreement is being implemented.

Discussions that occur during the mediation process are confidential and may not be used in any subsequent due process hearing or civil proceeding.

Mediators have adopted *Standards for Special Education Mediators* that apply to both mediation and the Preappeal Conference. Mediators meet quarterly, review all data collected by the Lead Agency, and continually examine ways to improve the statewide system.

Resolution Facilitator Process. The Resolution Facilitator Process is a statewide informal mediation process available through each of Iowa's Regional Grantees. The mediator is referred to as the Resolution Facilitator. Each Regional Grantee has a designated person(s) known as the Resolution Facilitator Contact(s). Regional Grantees have designated a cadre of people who assist with resolving differences (either informally or formally). The Resolution Facilitator obtains an agreement signed by all parties to continue with the process. Parties share views, and information is clarified and prioritized for discussion. Solutions are developed, discussed and negotiated. Subsequent to a mutual understanding, the Resolution Facilitator develops a written draft agreement. Within 10 business days the draft is submitted to all parties for review. The finalized agreement is submitted to the Lead Agency, Regional Grantee, and all parties involved.

Baseline Data for FFY 2004 (2004-2005):

There were no mediations requested and no mediations held in FFY 2004 (2004-2005).

Discussion of Baseline Data:

Although Iowa has not had any mediation requests, great efforts have been made to assure that parents are aware of their rights under IDEA and the availability of mediation as a way to resolve disputes. The Lead Agency has emphasized in trainings and Technical Assistance documents to Regional Grantees the importance of the provision of parental rights to families at all mandated occasions. Technical Assistance was adapted with NCSEAM guidance. The explanation of parental rights is incorporated in Part C consents and authorizations used for evaluation, transition, and Written Prior Notice. In addition, the PEC has targeted increasing attendance at Part C to Part B transition IFSP meetings and parents' understanding of their rights.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	As indicated by the Office of Special Education Programs letter in response to Iowa's State Performance Plan (submitted 12-2-05), Iowa has removed the target and improvement activities related to mediations since the number did not reach 10 or greater.
2006 (2006-2007)	As indicated by the Office of Special Education Programs letter in response to Iowa's State Performance Plan (submitted 12-2-05), Iowa has removed the target and improvement activities related to mediations since the number did not reach 10 or greater.
2007 (2007-2008)	As indicated by the Office of Special Education Programs letter in response to Iowa's State Performance Plan (submitted 12-2-05), Iowa has removed the target and improvement activities related to mediations since the number did not reach 10 or greater.
2008 (2008-2009)	As indicated by the Office of Special Education Programs letter in response to Iowa's State Performance Plan (submitted 12-2-05), Iowa has removed the target and improvement activities related to mediations since the number did not reach 10 or greater.
2009 (2009-2010)	As indicated by the Office of Special Education Programs letter in response to Iowa's State Performance Plan (submitted 12-2-05), Iowa has removed the target and improvement activities related to mediations since the number did not reach 10 or greater.
2010 (2010-2011)	As indicated by the Office of Special Education Programs letter in response to Iowa's State Performance Plan (submitted 12-2-05), Iowa has removed the target and improvement activities related to mediations since the number did not reach 10 or greater.
2011 (2011-2012)	As indicated by the Office of Special Education Programs letter in response to Iowa's State Performance Plan (submitted 12-2-05), Iowa has removed the target and improvement activities related to mediations since the number did not reach 10 or greater.
2012 (2012-2013)	As indicated by the Office of Special Education Programs letter in response to Iowa's State Performance Plan (submitted 12-2-05), Iowa has removed the target and improvement activities related to mediations since the number did not reach 10 or greater.

Improvement Activities / Timelines / Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (3) trend data and the results of current baseline data, the following strategies will be completed over the next eight years.

Improvement Activity C13: Mediations	Resources	Timeline
• **Evaluation and Progress Monitoring**. ○ Gather, report and analyze implementation results of mediations with collaborative partners. ○ Provide Technical Assistance to mediators in the interpretation of implementation results of mediation.	Early ACCESS Council, Early ACCESS Staff, Mediators Part C Funding	Annually
• **Revision to Practice**. ○ Provide Technical Assistance to mediators in data-driven revisions to improve the mediation system. ○ Provide professional development to mediators to implement data-driven revisions to improve the mediation system.	Early ACCESS Staff, Mediators Part C Funding	2005-2013

Part C State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 14: State reported data (618 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 618 data, State performance plan, and annual performance reports, are:

a. Submitted on or before due dates (February 1 for child count settings and November 1 for exiting and dispute resolution); and
b. Accurate, including covering the correct year and following the correct measurement.

Overview of Issue / Description of System or Process:

Iowa ensures timely and accurate data as mandated in the Iowa Administrative Rules. Timely is defined as 618 Data Tables and the APR submitted on or before established due dates (February 1 for child count, including race and ethnicity, settings and November 1 for exiting, personnel, dispute resolution and March 31, 2005, for the APR). Accurate is defined as providing timely data subsequent to several data checks or data verification procedures based on contract or grant requirements.

Iowa's Regional Grantees and the Lead Agency use the Information Management System (IMS) to collect, store, manage, distribute, and report accurate and timely data. The primary function of the IMS is to provide the Regional Grantees with data organized around the service delivery system for special education and early intervention services in Iowa. Technical assistance is provided to IFSP teams and Regional Grantee data entry personnel by staff from IMS, Regional Grantees and the Lead Agency. Statewide data have been compiled electronically through IMS since 2000. The IMS is used for 618 Data Tables, Annual Performance Reports and State Performance Reports.

Iowa's IMS data system entails data checks at several steps:

Step 1. Regional Grantee IMS data entry personnel are trained to review IFSPs for completeness and consistency. If needed IFSP team members are contacted for specific data or the IFSP is returned for corrections.

Step 2. When data are entered into IMS, several types of automatic data quality messages appear on the IMS screens:

1. When a new student is entered the statewide historical database is queried to see if the student may have had an earlier IFSP. A list of near matches, based on name and birth date, is provided so that the data person can check to see if the new student was previously served. This routine reduces the risk of the same student having two different IMS ID numbers.
2. Some data fields are required before data entry can continue. For example if the resident district code, gender, ethnicity, birth date, or serve status is left blank, a message appears with a prompt and no further data entry is allowed until a valid value is entered.

3. For other data fields, a message appears but data entry may continue. For example if the IT code is left blank, a message advises the operator but data entry continues. These messages are saved and written to a Verification Report (see below).

Step 3. A Verification Report, sorted by Regional Grantee, lists data warnings and possible data errors that need to be checked. The report is run in real time so it is continuously updated and available to data entry personnel. The data person reviews the report for his or her respective Regional Grantee cross checking against the IFSP and following up with Regional Grantee and local IFSP team members as needed. Types of warning in the report include possible duplicate students, questionable age/grade combination, blank disability code or IT code, invalid program/service combination, and invalid full-part time code. The Verification Report is monitored by the Lead Agency to ensure that Regional Grantees regularly access and review potential errors during the two critical seasons for data entry (count/setting and exit).

Step 4. The Lead Agency data personnel periodically review IMS, personnel, and discipline data and contact IMS and Regional Grantee staff with specific accuracy issues above and beyond the Verification Report to rectify any data abnormalities.

In FFY 2002 (2002-2003) and FFY 2003 (2003-2004), five 618 tables and annual performance reports (APRs) were submitted on time with required data. Further, accurate data were provided as described previously. In addition to the IMS, the Lead Agency receives and sends data from multiple sources (Signatory Agencies). Table C14.1 shows the source and data obtained by the Lead Agency for reporting and analysis of overall improvement of the Part C system. Data verification, based on contract or grant reporting requirements, is the responsibility of each data source prior to submission to the Lead Agency.

Table C14.1.
Part C Data Sharing Among Partnering Agencies.

Data Source	Data	Sent to	How Used
Iowa Department of Public Health	General population/ demographic	Lead Agency	Calculation and monitoring of child identification rates
Iowa Department of Public Health	Newborn hearing screening results	Lead Agency	Schedule re-screenings
University of Iowa COMPASS system	CAPTA child abuse	Lead Agency	Monitor implementation of new laws and effectiveness of collaboration
University of Iowa COMPASS system	State central point of entry	Lead Agency	Facilitation of child referral
Iowa Department of Human Services	Medicaid service	Lead Agency	Determine Medicaid costs, benefits, and opportunities for maximizing use of finances
Lead Agency	Regional monitoring data profiles	Regional Grantees	Facilitation of continuous improvement planning
Lead Agency	Regional monitoring data profiles	State interagency coordinating council	Set council activities and monitoring priorities
Regional Grantees	Number of referrals by source	Lead Agency	Annual Performance Report and facilitation of continuous improvement planning

Source. Iowa Department of Education contracts and Early ACCESS system activities calendar, FFY 2003 (2003-2004).

Baseline Data for FFY 2004 (2004-2005):

Five tables were submitted in FFY 2004 (2004-2005); all five 618 data tables were submitted on time. Accurate data were provided as described in prior text. All FFY 2004 (2004-2005) data required for each indicator in this State Performance Plan has been provided and are accurate and timely.

Discussion of Baseline Data:

Timely and accurate data were verified using procedures described in the overview section, and submitted before established due dates:

- February 1 for child count, including race and ethnicity, settings;
- November 1 for exiting, personnel, dispute resolution); and
- December 1 for the State Performance Plan.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**
2006 (2006-2007)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**
2007 (2007-2008)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**
2008 (2008-2009)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**
2009 (2009-2010)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**
2010 (2010-2011)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**
2011 (2011-2012)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**
2012 (2012-2013)	**State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.**

Improvement Activities / Timelines / Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (3) trend data and the results of current baseline data, the following strategies will be completed over the next eight years.

Improvement Activity C14: Timely and Accurate Data	Resources	Timeline
• **Research (Statewide systemic concerns and specific Regional Grantee concerns)**. o Gather, report, and analyze the accuracy of 618 data with collaborative partners.	Early ACCESS Council, Early ACCESS Staff, Information Management System personnel, Regional Grantees, Project Easier personnel, Operations Governance Committee Part C Funding	Annually
• **Planning (Statewide systemic concerns and specific Regional Grantee concerns)**. o Design research-based professional development to provide to Regional Grantees and IFSP team members to address the accuracy of 618 data, new data verification and correction procedures, and establish a web-based IFSP data collection form. o Develop research-based Technical Assistance to targeted Regional Grantees and IFSP team members to address the accuracy of 618 data, new data verification and correction procedures, and establish a web-based IFSP data collection form.	Early ACCESS Staff, Information Management System personnel, Regional Grantees, Project Easier personnel, Operations Governance Committee Part C Funding	2005-2013
• **Professional Development and Implementation**. o Provide professional development to Regional Grantees and IFSP team members to address accuracy of 618 data, new data verification and correction procedures, and establish a web-based IFSP data collection form. o Provide Technical Assistance to targeted Regional Grantees and IFSP team members to address the accuracy of 618 data, new data verification and correction procedures, and establish a web-based IFSP data collection form.	Early ACCESS Staff, Information Management System personnel, Regional Grantees, Project Easier personnel, Operations Governance Committee Part C Funding	2005-2013
• **Evaluation and Progress Monitoring**. o Gather, report and analyze implementation results on data accuracy. o Provide Technical Assistance to Regional Grantees in the interpretation of implementation on data accuracy.	Early ACCESS Staff, Information Management System personnel, Regional Grantees, Project Easier personnel, Operations Governance Committee Part C Funding	2005-2013
• **Revision to Practice**. o Provide Technical Assistance to Regional Grantees in data-driven revisions to data accuracy plans. o Provide professional development to Regional Grantees to implement data-driven revisions to data accuracy plans.	Early ACCESS Staff, Information Management System personnel, Regional Grantees, Project Easier personnel, Operations Governance Committee Part C Funding	2005-2013

Appendix 1

Family Survey — Early Intervention

This is a survey for families receiving *Early Intervention* services (Early ACCESS). Your responses are important. The state will use your responses to improve services and results for children and families. For each statement below, please select one choice: **Very Strongly Disagree, Strongly Disagree, Disagree, Agree, Strongly Agree, Very Strongly Agree.** In responding to each statement, think about your experience with *Early Intervention* services over the past year. You may skip any statement that you feel does not apply to your family. Your responses will be kept confidential.

For Office Use Only:

Use a **Pencil** to mark a box.
Use a **check mark** in the appropriate box.

		Very Strongly DISAGREE	Strongly DISAGREE	DISAGREE	AGREE	Strongly AGREE	Very Strongly AGREE
FAMILY-CENTERED SERVICES							
1. I was given choices concerning my family's services and supports.	1.						
2. My family's daily routines were considered when planning for my child's services.	2.						
My family was given information about:							
3. The rights of parents regarding Early ACCESS services.	3.						
4. Community programs that are open to all children.	4.						
5. Opportunities for my child to play with other children.	5.						
6. How to advocate for my child and family.	6.						
7. Who to call if I am not satisfied with the services my child receives.	7.						
The Early ACCESS service provider(s) that work with my child:							
8. Are good at working with my family.	8.						
9. I was given information to help me prepare for my child's transition.	9.						
IMPACT OF EARLY INTERVENTION SERVICES ON YOUR FAMILY							
Over the past year, Early ACCESS services have helped me and my family:							
10. Improve my family's quality of life.	10.						
11. Know where to go for support to meet my child's needs.	11.						
12. Get the services that my child and family need.	12.						
13. Feel more confident in my skills as a parent.	13.						
14. Understand how the Early ACCESS system works.	14.						
15. Feel that my family will be accepted and welcomed in the community.	15.						
16. Communicate more effectively with the people who work with my child and family.	16.						
17. Understand the roles of the people who work with my child and family.	17.						
18. Know about my child's and family's rights concerning Early ACCESS services.	18.						
19. Do things with and for my child that are good for my child's development.	19.						
20. Understand my child's special needs.	20.						
21. Feel that my efforts are helping my child.	21.						

Please Return in the Enclosed Envelope
—Thank You for Your Participation —

Adapted from Version 2.0, National Center for Special Education Accountability Monitoring
http://www.monitoringcenter.lsuhsc.edu

SKU/Misc/Revised 10-1-08

Appendix 2

Report of Dispute Resolution Under Part C of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

PAGE 1 OF 1
OMB NO.: 1820-0678
FORM EXPIRES: 1/31/2013

TABLE 4

REPORT OF DISPUTE RESOLUTION UNDER PART C, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2009-10

STATE: IA

SECTION A: WRITTEN, SIGNED COMPLAINTS	
(1) Total number of written, signed complaints filed	0
(1.1) Complaints with reports issued	0
(a) Reports with findings of noncompliance	0
(b) Reports within timeline	0
(c) Reports within extended timelines	0
(1.2) Complaints pending	0
(a) Complaints pending a due process hearing	0
(1.3) Complaints withdrawn or dismissed	0

SECTION B: MEDIATION REQUESTS	
(2) Total number of mediation requests received	0
(2.1) Mediations held	0
(a) Mediations held related to **due process complaints**	0
(i) Mediation agreements related to **due process complaints**	0
(b) Mediations held not related to **due process complaints**	0
(i) Mediation agreements **not related to due process complaints**	0
(2.2) **Mediations pending**	0
(2.3) Mediations not held	0

SECTION C: Due Process Complaints	
(3) Total number of **due process complaints** filed (for all States)	0
(3.1) Resolution meetings (applicable ONLY for states using Part B due process hearing procedures)	-9
(a) Written settlement agreements reached through resolution meetings	-9
(3.2) Hearings (fully adjudicated) (for all States) -	0
(a) Complete EITHER item (1) OR item(2), below as applicable.	
(1) Decisions within timeline - Part C Procedures	0
(2) Decisions within timeline - Part B Procedures	-9
(b) Decisions within extended timeline (applicable ONLY if using Part B due process hearing procedures)	-9
(3.3) **Hearing pending (for all States)**	0
(3.4) **Due process complaint withdrawn or dismissed (including resolved without a hearing) (for all States)**	0