ANNUAL PERFORMANCE REPORT

IDEA Part C

FFY 2006 (2006–2007)

Submitted February 1, 2008

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Bureau of Early Childhood Services
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Des Moines, Iowa 50319-0146

State Board of Education

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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, 2008.

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 2006 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 18, 2008
Date

Troy McCarthy

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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, 2008.

Part C Annual Performance Report (APR) for FFY 2006 (2006-2007)

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Part C Annual Performance Report (APR) Comprehensive Chart
OSEP Response Letter Requirements for FFY 2006 (2006-2007)

Indicator	OSEP Response Letter Comments Received for APR (2-1-07)	APR OSEP Indicator Requirement	State Update Page Number FFY 2006
C1: Timely Services	The State provided its revised timeliness standard and data demonstrating compliance.		APR (pp.3)
C2: Natural Environment	The State indicated that it is monitoring to ensure that IFSP teams make individualized decisions regarding the settings in which infants and toddlers receive early intervention services, in accordance with Part C natural environment requirements. It is important that the State continue to monitor to ensure compliance.		APR (pp. 8)
C3: ECO A. Social-emotional B. Knowledge and skill C. Appropriate behavior	The state reported the required entry data and improvement activities.	New: OSEP required progress data in State Performance Plan	SPP (pp. 15) APR (pp.14)
C4: Family Centered Services Survey	The State provided baseline data, targets and improvement activities and OSEP accepts the SPP for this indicator.		APR (pp.28)
C5: Child Find Birth -1	The State met its FFY 2005 target of 1.1%.		APR (pp. 41)
C6: Child Find Birth -3	The State met its FFY 2005 target of 2.1%.		APR (pp. 55)
C7: Timely Evaluation and Assessment	Although the State did not meet its FFY 2005 target of 100%, the State reported that prior noncompliance was corrected in a timely manner.	As required by OSEP; The State must review its improvement activities and revise them, if appropriate, to ensure demonstration of compliance with the 45-day timeline, including correction of any noncompliance identified in FFY 2005.	APR (pp. 69)

Indicator	OSEP Response Letter Comments Received for APR (2-1-07)	APR OSEP Indicator Requirement	State Update Page Number FFY 2006
C8: Transition C to B	The State did not meet its FFY 2005 target of 100%. The State's FFY 2005 data represent progress, but show continuing noncompliance.	As required by OSEP; The State must review its improvement activities and revise them, if appropriate, to ensure demonstration of compliance with the IFSP transition planning, LEA notification and timely transition conference requirements, including correction of any noncompliance identified in FFY 2005.	APR (pp. 76)
C9: General Supervision (monitoring, complaints, hearings, etc.)	The State met its FFY 2005 target of 100%.	The state must continue to disaggregate by APR indicator the status of timely correction of the noncompliance findings identify by the State during FFY 2005. The State must also specifically identify and address the noncompliance identified in this table in Indicators 7, 8A, 8B and 8C.	APR (pp.82)
C10: Complaints resolved within 60 day timeline	No written complaints were filed during FFY 2005 and the State's 100& target was not applicable during FFY 2005.		APR (pp. 94)
C11: Due process hearings	No due process hearing requests were filed during FFY 2005 and the State's 100% target was not applicable during FFY 2005.		APR (pp. 97)
C12: Hearing requests to resolution sessions resolved	Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.		APR (pp.100)
C13: Mediations that resulted in agreements	The State is not required to provide or meet its targets or provide improvement activities until any FFY in which 10 or more mediations are conducted.		APR (pp.101)
C14: Timely- and Accurate Data	The State met its FFY 2005 target of 100%.		APR (pp.102)

Part C Annual Performance Report (APR) for 2006 (2006-2007)

Introduction of the Annual Performance Report

The Annual Performance Report is a Federal reporting requirement to provide yearly updates for each state's progress meeting 14 indicators from the State Performance Plan submitted December 2, 2005 and revised February 1, 2007. The State Performance Plan was developed with six years of targets and improvement activities to provide results for meeting the needs of infants and toddlers with known conditions or developmental delays. The following information provides a brief overview of the Iowa birth to three system, the process used for broad stakeholder input and public reporting requirements.

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, two more agencies merged reducing the total number to 10. The original 15 agencies (currently 10 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. 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.

Overview of the Development of the Annual Performance Report (APR) for FFY 2006 (2006-2007)

Both the state's Interagency Coordinating Council (Iowa Council for Early ACCESS) and its Executive Committee provided stakeholder input regarding the second year reporting requirement for the State Performance Plan (SPP). First members were provided baseline and target data compared to targets established in the SPP. Second, the group's role in providing input to the Lead Agency for submitting the Office of Special Education Programs (OSEP) Annual Performance Report was reviewed. Third, a question and answer period occurred to clarify any data questions and concepts. Fourth, members worked in small groups to analyze the data and draw conclusions. Lead Agency consultants were available to facilitate and answer questions. Fifth, small group conclusions and comments regarding progress or slippage of meeting targets, underlying issues, and improvement activities were reported to the large group. Sixth, improvement activities for each indicator were reviewed and further discussions occurred. Analysis conclusions, discussion notes and comments were provided to Lead Agency staff to include in re-writing update reports of the indicators.

Several key stakeholder groups were integral in providing input; the group, members, and meeting dates specific to the development of the Annual Performance Report are provided in Table 1.

Table 1.
Group, Members and Meeting Dates of Key Stakeholders Input for APR Development.

Group	Members	Meeting Dates
The Early ACCESS Council	• Parents of Children with Disabilities • Service Providers • Signatory Agencies at the State and Regional Level • Representatives of Insurance Commission • Mental Health Providers • Representatives of Head Start • Local/Regional/State Representatives of Mental Health, Private Medical and Physicians	September 21, 2007 November 16, 2007 January 18, 2008
The Early ACCESS Executive Committee	• Signatory Agencies at the State and Regional Level • Parents of Children with Disabilities • Local/Regional/State Representatives of Early Childhood Associations and Head Start	October 10, 2007
Regional Grantee Administrators	• Directors of Special Education for 10 Regional Grantees	July 17-18, 2007
Early ACCESS Leadership Group	Representatives of the: • Regional Grantees • Signatory Agencies	July 17-18, 2007 August 21, 2007 October 23, 2007

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 by posting the FFY 2006 (2006-2007) 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=category&sectionid=22&id=552&Itemid=592) thereafter Feb 1, 2008 but no later than April 15, 2008. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

The Iowa Annual Performance Report will be disseminated to the public through the following channels and timelines:

- Posted on the Iowa Department of Education Website: no later than February 29, 2008 at: http://www.iowa.gov/educate/content/view/622/592/.
- Mailed to Regional Grantee Administrators: Mailed no later than February 28, 2008;
- Provided to Early ACCESS Leadership Group: February 28, 2008;
- Released to the Public via notice in the newspaper: no later than February 29, 2008; and
- Provided to the Iowa Council of Early ACCESS: March 21, 2008.

Annual Performance Report Structure. The structure of Iowa's APR is based on the following OSEP requirements:

1. **Overview of the Annual Performance Report Development**. Provides brief information regarding broad stakeholder input for development of the report.
2. **Monitoring Priority**. Describes OSEP requirement for IDEA monitoring.
3. **Indicator**. Measures results of the Part C IDEA system for 14 areas.
4. **Measurement**. Requirement provided by OSEP so all states consistently report progress for the 14 indicators measuring results of the system.
5. **Measurable/Rigorous Targets**. Compliance indicator targets were set at 100% and performance indicator targets were set by states based on baseline data and broad stakeholder input.
6. **Actual Target Data.** Provides the state's annual data reported for both number and percentages.
7. **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage**. Provides conclusion statements that explain state progress or slippage based on analysis of target data in relationship to established targets.

   Provides descriptions of the planned improvement activities for the year reported and the effectiveness of the activities. The Improvement Activities were reported using five subheadings:

   a. Verification of data included the Lead Agency's description of systemic processes used for data verification and accuracy.
   b. Analysis of data to identify concerns described the state and region analysis of data regarding improvement. Also provides information about citations for non-compliance of local programs, when applicable.
   c. Analysis of policies, procedures and practices reviewed meeting law requirements and implementation and revisions provided.
   d. Technical assistance and professional development activities were described as provided to the regions and Signatory Agencies.
   e. Ongoing monitoring and enforcement as needed reviewed the evaluation and monitoring results provided to regions.

Part C State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

The Part C Annual Performance Report (APR) was developed by Lead Agency staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Interagency Coordinating Council (Iowa Council for Early ACCESS), the Early ACCESS Executive Committee, Regional Grantee Administrators, Early ACCESS Leadership Group, and the Lead Agency Department of Education staff. See Overview of Annual Performance Report Development section for annual reporting to public.

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)

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

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.

The provision of early intervention services in a timely manner is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six year State Performance Plan is set at 100%.

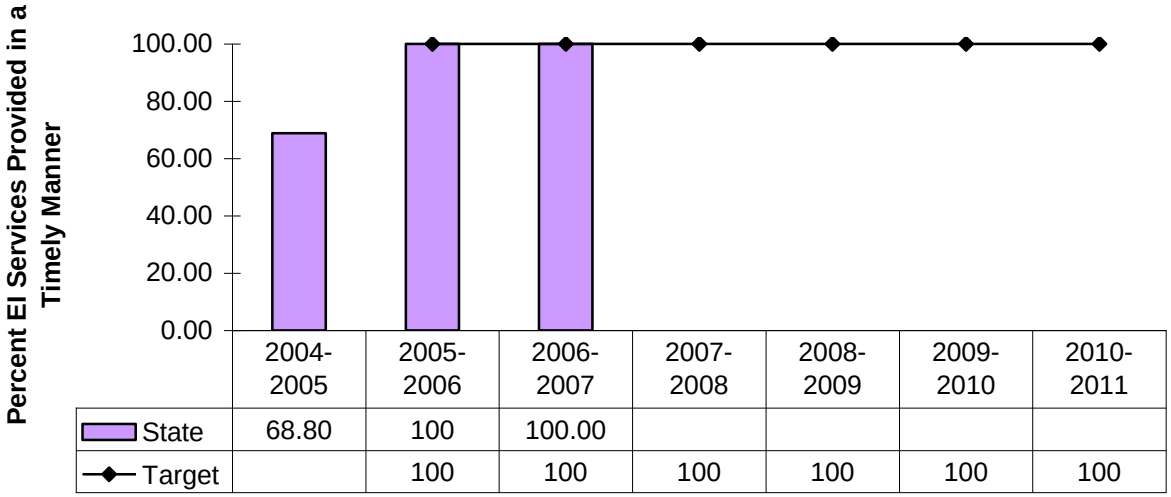
FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of infants and toddlers with IFSPs receive early intervention services on their IFSPs in a timely manner.

Actual Target Data for FFY 2006 (2006-2007):
Timely services are measured per child with an IFSP within 30 calendar days from the date of parental consent for initial services as well as all new services in subsequent IFSPs. Data are based on the actual number of days, not the average between parental consent or the date specified on the IFSP for initiation of services. Iowa included in its calculation children for whom the State had identified the cause for the delay as exceptional family circumstances.

The Lead Agency monitored all Regional Grantees for timely services for all children's IFSPs through data collected by the state education Information Management System (IMS). This is a

change from previous years' data collection method. Timely services were measured for each child's IFSP within 30 calendar days from parental consent for services listed on all IFSPs (initial and subsequent IFSPs). All services for which parental consent was obtained that were initiated within the 30-day period were considered timely. Figure C1.1 shows the state baseline and two years' target data for provision of timely services. As noted in the figure, the state target was met for both FFY 2005 (2005-2006) and FFY 2006 (2006-2007). For baseline and FFY 2005 (2005-2006), timely services were monitored by the Lead Agency using an annual statewide IFSP file review process. During the spring, each Regional Grantee used a statewide Self-Assessment File Review 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 served. The Lead Agency provided the random sample for the Regional Grantees. The same OSEP approved sampling plan for the SPP baseline data was used for the FFY 2005 (2005-2006) APR indicator data. For FFY 2006 (2006-2007), Part C census data from the state Information Management System (IMS) were used to report on timely services. This allowed for reporting on services for all children's IFSPs in the Part C census versus using only a sampling from each region.

Figure C1.1. State Percent of Early Intervention Services Provided in a Timely Manner.



	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
State	68.80	100	100.00				
Target		100	100	100	100	100	100

Source: Regional File Review Self-Assessment FFY 2004 (2004-2005) and 2005 (2005-2006) and Iowa Information Management System (IMS) FFY 2006 (2006-2007).

Table C1.1 provides the number of child IFSPs reviewed for FFY 2006 (2006-2007) for which all early intervention services were provided to infants and toddlers and families in a timely manner, total number of child files reviewed per Regional Grantee, and the percent of infants and toddlers and families who received initial services and any subsequent new IFSP services in a timely manner.

Table C1.1.
Regional Grantee Number and Percent of Infant and Toddler IFSPs for Which All Services Were Provided in a Timely Manner.

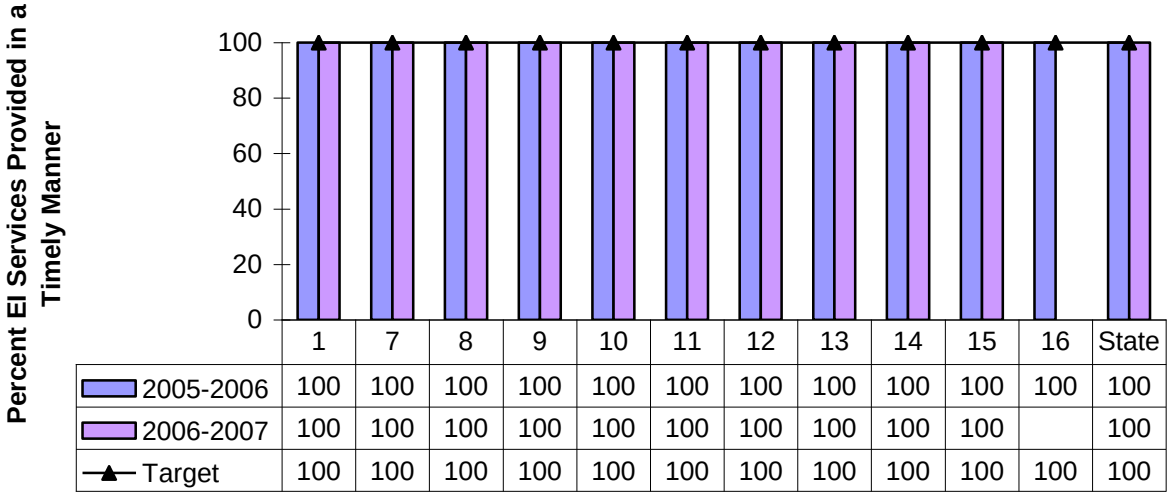
Regional Grantee and State Total										
1	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**State**
191/191	485/485	208/208	324/324	453/453	1033/1033	300/300	233/233	53/53	309/309	3589/3589
100	100	100	100	100	100	100	100	100	100	100

Source: Iowa Information Management System (IMS) FFY 2006 (2006-2007).

Data indicated that 100% of infants and toddlers received all early intervention services within 30 days of the consent for services. Figure C1.2 shows each Regional Grantee's provision of

timely services from the first year's target FFY 2005 (2005-2006) when sampling data were used and FFY 2006 (2006-2007) when data review changed to census data from IMS.

Figure C1.2. Regional Grantee and State Percent of Early Intervention Services Provided in a Timely Manner.



	1	7	8	9	10	11	12	13	14	15	16	State
2005-2006	100	100	100	100	100	100	100	100	100	100	100	100
2006-2007	100	100	100	100	100	100	100	100	100	100		100
Target	100	100	100	100	100	100	100	100	100	100	100	100

Source. Regional File Review Self-Assessment FFY 2005 (2005-2006) and Iowa Information Management System (IMS) FFY 2006 (2006-2007).
Note. In FFY 2006 (2006-2007) Regional Grantees 15 and 16 merged. Data for both are reported as Regional Grantee 15.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006 (2006-2007):

Iowa achieved the 100% target for timely services in FFY 2006 (2006-2007). All new IFSP services were provided within 30 calendar days of parental consent. Calculation of timely services included one delay due to exceptional family circumstances.

Several improvement activities were continued to impact meeting the target for this indicator. The activities included verification of data, analysis of data, analysis of policies, procedures, and practices, technical assistance, and ongoing monitoring.

Verification of data. In FFY 2006 (2006-2007), the data collection system for timely services transitioned from the Part C Self-Assessment File Review to Iowa's Information Management System (IMS). The file review process analyzed only 10% or a minimum of 15 child files in each of the state's Regional Grantee areas. Collecting data through the IMS allowed for the Part C census collection of timely services data for initial and subsequent services.

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 to clarify or complete 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:

- When a new eligible child is entered, the statewide historical database is queried to see if the child may have had an earlier IFSP. A list of near matches, based on name and birth date, is provided so that data personnel can check to see if the new

child was previously served. This routine reduces the risk of the same child having two different IMS identification numbers.

- 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.
- 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. Data entry personnel review 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 warnings in the report include possible duplicate children, questionable age/IFSP age-eligibility combination, blank Infant/Toddler 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. 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.

Data verification procedures for IMS are described in more depth in Indicator 14.

Analysis of data to identify concerns. Data on FFY 2004 (2004-2005) baseline, FFY 2005 (2005-2006) and FFY 2006 (2006-2007) timely services were analyzed by Lead Agency, Regional Grantee Leadership and State Interagency Coordinating Council (SICC). The 100% target was maintained for FFY 2006 (2006-2007) when data review changed to census data from IMS. The change in data collection strengthened the validity of the measure in identifying potential concerns for delays in the provision of timely services.

Analysis of policies, procedures and practices. The Lead Agency reviewed Regional Grantee Part C policies and procedures including 30-day timely services for all IFSP types as part of the Regional Grantee application process. After analyzing data regarding services in the timely manner, the Lead Agency reviewed but did not revise policies. According to Regional Grantees' Year End Reports, the grantees held trainings regarding the implementation and documentation of service initiation within 30 days of the IFSP meeting.

Technical assistance. Technical assistance was provided to the Regional Grantees' data entry personnel as well as Regional Liaisons regarding 30-day timely services. The guidance focused on documenting timely services for all IFSPs as well as the importance of initiating services as soon as possible, the awareness of continuing to meet the target of 100% in providing all services within 30 days of parental consent, the need for clear documentation when services were delivered, and understanding of data collection within IMS instead of the file review.

The competency based Service Coordination Training Program was implemented statewide. The five service coordination modules were based on federal statute, research, and best practice. These modules focused on effective service coordination, incorporating state policies and procedures, and best practices regarding timely service provision. An interagency pool of trainers was designated by Regional Grantee Administration and Signatory Agencies to implement the Service Coordination training. These trainers attended intensive three-day Approved Trainer sessions for each module of training delivered. Trainers provided module trainings in FFY 2006

(2006-2007) throughout the state. Eighty-eight percent (88%) of all 317 service coordinators in the state completed the requirements of the training program. Iowa anticipates the other 22% will attend trainings as scheduled alternately throughout the regions during FFY 2008 (2008-2009) and all current service coordinators will meet service coordinator competency training requirements.

Innovative systemic efforts to improve timely and coordinated services were continued by the Polk County Juvenile court who started the *Court Teams for Change* project. The goal was to improve outcomes for infants and toddlers who have been removed from the home due to parental drug use or domestic violence. This collaborative effort involved the juvenile court, *Zero To Three* (a national early childhood advocacy organization), the Iowa Department of Human Services, service providers and Early ACCESS.

A *Court Teams for Change* workgroup with Lead Agency and Regional Grantee involvement met monthly to improve the delivery of services to the child and family. The first year of the project focused on developing interagency protocols that could facilitate a rapid response to infants and toddlers who had been removed from the home. The second year FFY 2006 (2006-2007) was devoted to implementing and refining the research-based model. The third year will focus on disseminating the model statewide and providing technical assistance to agencies that want to adopt the model.

Ongoing monitoring and enforcement as needed. No non-compliance citations were given during FFY 2005 (2005-2006) as the Regional Grantees were all at 100% for this indicator.

In FFY 2006 (2006-2007), the Lead Agency reviewed timely services data for all Regional Grantees. No noncompliance citations were given and no enforcement actions were needed as the 100% target for timely services was met for all grantees.

Each region submitted year end reports to document improvement activities that were conducted to maintain state targets for this indicator. Regional Grantees conducted activities in FFY 2006 (2006-2007) to maintain their 100% performance in timely services including training on proper documentation; training on rules, procedures and the need to begin services within 30 days of consent; administrative and/or team review of IFSPs for timeliness; development of IFSP rubric for administrative reviews; and routine administrative review of C1 data reports. Current activities have been effective in maintaining 100% performance for this indicator and, therefore, will be continued.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2007 (2007-2008):

There are no revisions to Iowa's proposed targets, improvement activities, timelines, or resources for FFY 2007 (2007-2008). In order to maintain target performance, the Lead Agency will continue to implement activities outlined in the State Performance Plan.

Part C State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

The Part C Annual Performance Report (APR) was developed by Lead Agency staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Interagency Coordinating Council (Iowa Council for Early ACCESS), the Early ACCESS Executive Committee, Regional Grantee Administrators, Early ACCESS Leadership Group, and the Lead Agency Department of Education staff. See Overview of Annual Performance Report Development section for annual reporting to public.

Monitoring Priority: Early Intervention Services In Natural Environments

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

(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 six year State Performance Plan and each Annual Performance Report.

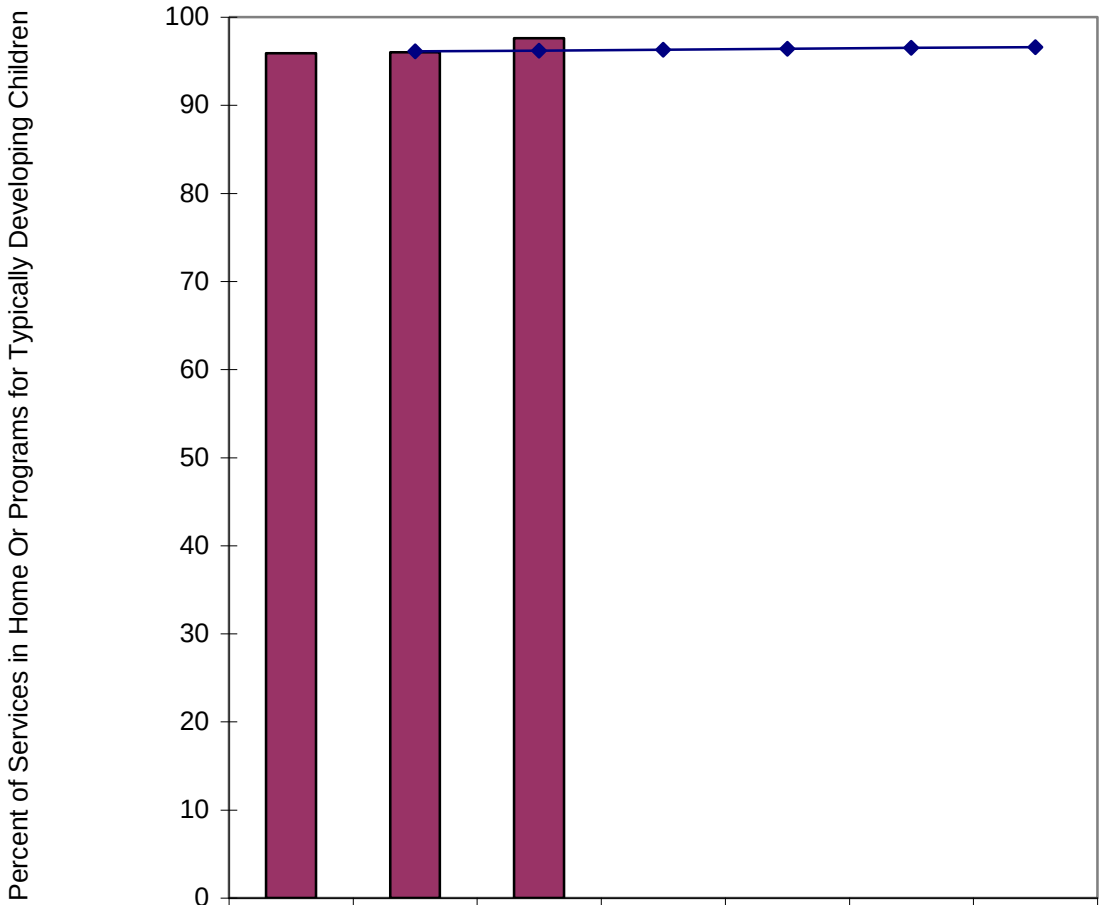
Measurement:
Percent = [(# of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children) divided by the (total # of infants and toddlers with IFSPs)] times 100.

The provision of early intervention services in natural environments is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The Lead Agency, with input from stakeholder groups, established measurable and rigorous targets ranging from 96.1% to 96.6% for the six-year State Performance Plan.

FFY	Measurable and Rigorous Target
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.

Actual Target Data for FFY 2006 (2006-2007):
Data for percent of infants and toddlers with IFSPs primarily receive early intervention services in the home or community-based settings were obtained from Iowa's 618 Settings Table data, which are provided by Iowa's Information Management System (IMS). State baseline and target data for the last two years are presented in Figure C2.1.

Figure C2.1. Percent of Infants and Toddlers with IFSPs Primarily Receive Early Intervention Services in the Home or Programs for Typically Developing Children.



	2004-05 Baseline	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
State	95.9	96	97.61				
Target		96.1	96.2	96.3	96.4	96.5	96.6

Source. Iowa 618 Settings Table, FFY 2004 (2004-2005)-FFY 2006 (2006-2007).

Table C2.1 provides the type, number, and percent of natural environments that early intervention services were provided to infants and toddlers and their families in FFY 2006 (2006-2007).

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

Natural Environment	Number	Percent
Designed for typically developing children	107	3.65
Home	2755	93.96
Other	70	2.39
Total	2932	100

Source. Iowa 618 Settings Table, FFY 2004 (2004-2005)-FFY 2006 (2006-2007).

Table C2.2 provides Regional Grantee percent of services provided in natural environments (home and programs designed for typically developing children) for the baseline year FFY 2004 (2004-2005), target data of FFY 2005 (2005-2006) and FFY 2006 (2006-02007).

Table C2.2.
Regional Grantee Percent of Services Provided in the Natural Environment.

	1	7	8	9	10	11	12	13	14	15	16	State
04-05	90.1%	96.4%	94.0%	95.3%	99.3%	95.3%	95.0%	95.9%	98.1%	98.0%	100%	96.0%
05-06	90.3%	96.6%	93.9%	98.6%	98.0%	95.0%	97.3%	96.1%	94.4%	97.9%	95.6%	96.0%
06-07	96.68	98.42	94.18	98.46	96.55	97.03	98.26	97.02	100.00	99.18	--	97.61

Source. Iowa Information Management System, FFY 2004 (2004-2005)-FFY 2006 (2006-2007).
Note. In FFY 2006 (2006-2007) Regional Grantees 15 and 16 merged. Data for both are reported as Regional Grantee 15.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

In FFY 2006 (2006-2007) 97.61% of children received services primarily in the home or programs for typically developing children. Iowa exceeded its target of 96.2% and its 6-year target of 96.6%. As shown Table C2.1, the majority of services were provided in the home. Services provided in environments for typically developing children, such as childcare settings, were minimal. “Other” environments, such as clinics and residential facilities, were also minimal.

As shown in Table C2.2, nine of 10 Regional Grantees met or exceeded the State of Iowa target of 96.2% for early intervention services provided in the natural environment. This is an improvement from last year when five regions were below the state target. All Regional Grantees provided services in the home and programs for typically developing children above the national average of 87.05% (2004). The State of Iowa has implemented a model of serving children in the natural environment for many years. In reviewing prior trend data, the percent of infants and toddlers served in the natural environment has been consistently higher than the national average.

The Lead Agency engaged in a variety of improvement activities to assure children were served in natural environments to the maximum extent appropriate and that individualized decisions were made about those settings. Improvement activities concentrated on service coordinator training and ongoing monitoring.

Verification of data. Data are based on the 618 settings table, which are collected through Iowa’s Information Management System (IMS). The state’s annual Self-Assessment File

Review process also looked at settings per service and justification for services that do not occur in natural environments. Each Regional Grantee used the 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 served. The Lead Agency provided the random sample for the Regional Grantees. In looking at services in natural environments, the review showed state monitoring data comparable to the 618 data with 289 of 290 (99.66%) of services being provided in home and programs for typically developing children.

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 to clarify or complete 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:

- When a new eligible child is entered, the statewide historical database is queried to see if the child may have had an earlier IFSP. A list of near matches, based on name and birth date, is provided so that data entry personnel can check to see if the new child was previously served. This routine reduces the risk of the same child having two different IMS identification numbers.
- 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.
- For other data fields, a message appears but data entry may continue. For example, if the 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. Data entry personnel review 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 warnings in the report include possible duplicate children, questionable age/IFSP age-eligibility combination, blank Infant/Toddler 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. 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.

Data verification procedures for IMS are described in more depth in Indicator 14.

Analysis of data to identify concerns. Data on FFY 2004 (2004-2005) baseline, FFY 2005 (2005-2006) and FFY 2006 (2006-2007) services in natural environments were analyzed by Lead Agency, Regional Grantee Leadership and State Interagency Coordinating Council (SICC). One Regional Grantee was 2.0% below the target of 96.2%; all other regions were above the target for FFY 2006 (2006-2007).

The Regional Grantee that did not meet the state target was required to submit an improvement plan with research/evidence-based strategies. Staff in the one region reviewed data and analyzed practices of individual service providers. They identified that some staff had a different interpretation regarding how to apply certain setting codes. This resulted in calculating the percentage of services in the natural environment incorrectly. Regional Grantee staff developed

new training procedures to clarify how to correctly code this indicator. In addition, they are working with data entry personnel and the Lead Agency to revise the data entry process to assure uniform coding statewide.

Analysis of policies, procedures and practices. All Regional Grantees were required to have their procedures approved by the Lead Agency, which include services in natural environments. The Lead Agency's review assured that procedures met federal requirements and state rules. Analysis of data revealed no need to revise state policies and procedures, but did indicate a need to strengthen through training and supervision the regional implementation of procedures and guidance on selection of setting codes.

Technical assistance. In order to enhance services in natural environments, the Lead Agency, Signatory Agencies and Regional Grantees continued several initiatives during FFY 2006 (2006-2007).

The competency based Service Coordination Training Program was implemented statewide. The five service coordination modules were based on federal statute, research, and best practice. These modules focused on effective service coordination, incorporating state policies and procedures, and best practices regarding timely service provision. Module 3, *The Early ACCESS Process*, specifically attends to services in natural environments and IFSP documentation. An interagency pool of trainers was designated by Regional Grantee Administration and Signatory Agencies to implement the Service Coordination training. These trainers attended intensive three-day Approved Trainer sessions for each module of training delivered. Eighty-eight percent (88%) of all 317 service coordinators in the state completed the requirements of the training program. Iowa anticipates the other 22% will attend trainings as scheduled alternately throughout the regions during FFY 2008 (2007-2008) and all current service coordinators will meet service coordinator competency training requirements.

The ABC (Asset-Based Context) Matrix Train the Trainer was further implemented in FFY 2006 (2006-2007), an OSEP-funded project. 176 personnel were trained in seven regions and received ongoing support for implementation. The trained Trainers were expected to provide the training in each region to Service Coordinators and providers throughout the year. The ABC Matrix is a functional assessment tool for parents and practitioners in early childhood and family support programs. This research-based tool can be used to gather a rich array of information from families about a child's everyday life. That information is used to develop quality outcomes that lead to appropriate intervention planning and the provision of early intervention services in the natural environment.

The primary focus of the ABC Matrix is the child, but the ABC Matrix is also a useful component of family assessment. Family issues emerge in the context of the child's interests and everyday activities. For example, transportation may emerge as an issue related to increasing the child's opportunities to participate in community activities.

State staff met regularly with Special Education Directors and Regional Liaisons to provide technical assistance and to obtain recommendations regarding regional needs, including natural environments.

Ongoing monitoring and enforcement as needed. In FFY 2006 (2006-2007) the Lead Agency monitored services in natural environments in all Regional Grantees, including individualized team decision-making regarding service settings. The Lead Agency reviewed both IMS and monitoring data (file review self-assessment). No noncompliance citations were given and no enforcement actions were needed. Five regions did not meet the target in FFY 2005 (2005-2006). If a region did not meet state targets, they were required to submit an improvement plan with research/evidence-based strategies.

Each region submitted year end reports to document improvement activities that were conducted to reach and/or maintain state targets in all indicators. According to FFY 2006 (2006-2007)

Regional Grantees' Year End Reports, the Regional Grantees held ongoing service coordination trainings that covered rules, policies and procedures regarding service provision in natural environments unless exceptional circumstances existed; training on appropriate selection of setting codes; and supervisory IFSP file reviews. Regional Grantee data analyses revealed individualized circumstances of when it was not possible to provide services in natural environments: parents requesting alternate settings for services due to work schedules; unsafe home environments due to presence or history of illegal drugs; and child hospitalization. Current activities have been effective in meeting the target for this indicator and therefore will be continued.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2007 (2007-2008):

There are no revisions to Iowa's proposed targets, improvement activities, timelines, or resources for FFY 2007 (2007-2008). In order to maintain target performance, the Lead Agency will continue to implement activities outlined in the State Performance Plan.

Part C State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Part C State Performance Plan (SPP) for FFY 2006 (2005-2011)

Overview of the State Performance Plan Development:

Note: This indicator is being submitted February 1, 2008, using the State Performance Plan template, following General Instructions of the Office of Special Education Programs (OSEP).

Please see pages 1-5 of the State Performance Plan, revised February 1, 2008, for State Performance Plan Development.

The Lead Agency will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting the FFY 2006 (2006-2007) SPP submitted to OSEP on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category&sectionid=22&id=552&Itemid=592) sometime after Feb 1, 2008 but no later than April 15, 2008. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

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 six year State Performance Plan and each Annual Performance Report.

Measurement:

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

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.

If a + b + c + d + e does not sum to 100%, explain the difference**.**

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

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.

If a + b + c + d + e does not sum to 100%, explain the difference**.**

C. Use of appropriate behaviors to meet their needs:

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 the (# 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 the (# 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 the (# 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 the (# of infants and toddlers with IFSPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference**.**

Overview of Issue / Description of System or Process:

The Lead Agency began in FFY 2004 (2004-2005) to design a statewide accountability system that measures 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 this indicator.

Due to federal changes of the SPP measurement categories for the early childhood outcome indicator 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 (Refer to "a-e" in prior Measurement Table). As a result, the Lead Agency initiated the use of the Child Outcomes Summary Form (COSF) developed by the OSEP-funded National Early Childhood Outcomes Center in order to gather the data for the revised measurement requirements in the SPP. 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 in order to gather data on children's functioning in comparison to peers or standards using the 7-point outcome rating scale and supporting evidence. The Lead Agency uses 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) to assure that the IFSP Teams implement consistent procedures for gathering, analyzing and reporting these data on the ECO Summary form.

Beginning FFY 2006 (2006-2007), Iowa's accountability system provides the data to determine the differences early intervention services make 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 are 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 must be 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, entry point data documents the status of the child's present level of functioning that is summarized on the *Early Childhood Outcomes (ECO) Summary* form *(adapted from the National Early Child Outcomes Center)*.

As a part of each child's 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 multiple methods such as record reviews, interviews, observations, performance monitoring data on IFSP goals referred to as *IFSP Results*, and ongoing child assessments. *IFSP Results* is a systematic process to monitor progress of performance on IFSP outcomes for infants and toddlers. 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.

A crosswalk was completed between the *IFSP Results* and *ECO* to align both with the OSEP indicator that *infants and toddlers with IFSPs 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.

Table C3.1 shows the IFSP Results and Early Childhood Outcomes alignment used to measure the OSEP indicator and progress for infants and toddlers.

Table C3.1.
Alignment of the OSEP Indicator to IFSP Results and Early Childhood Outcomes Measures.

OSEP Indicator	IFSP Results (Outcome codes)	Early Childhood Outcomes (ECO)
Positive Social-Emotional Skills (including social relationships)	Personal and Social Adjustment (Copes with Challenges, Frustrations and Stressors; Positive Self-Image; Gets Along with Others) Contribution and Citizenship (Complies with age appropriate rules, limits, routines; Participates/contributes as part of group)	Positive Social Relationships (Relating with adults; relating with other children; following rules related to groups or interacting with others (if older than 18 months)
Acquisition and use of knowledge and skills (including early language/communication)	Academic and Functional Literacy (Problem Solving; Critical Thinking; Reading; Comprehension; Phonological awareness; Print concepts; Basic Math; Numerical concepts, Written Language; Fine Motor; Communication; Articulation; Functional Communication; Fluency; Language; Literacy)	Acquiring and Using Knowledge and Skills (Thinking, reasoning, remembering, and problem solving; understanding symbols; understanding the physical and social worlds)

Use of appropriate behaviors to meet their needs	Physical Health (Applies basic safety, fitness, health care concepts) Responsibility and Independence (Gets about in the environment; Responsible for Self; Daily Living Skills)	Taking Appropriate Action to Meet Needs (Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.); contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects-if older than 24 months); getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects)

Source. IFSP Results, 2004; ECO Child Outcomes Summary Form, FFY 2006 (2006-2007).

ECO is a systematic process to determine children's functioning compared to same-aged peers and to determine progress in skills and behaviors in the three ECO areas. All infants and toddlers who meet the following criteria are included in ECO: (1) Eligible for Early ACCESS, and (2) Receive Early ACCESS services for at least six months. The ECO data are gathered upon eligibility to Early ACCESS services and annually thereafter as part of IFSP reviews until the child exits Early ACCESS services (e.g., transition to Part B services).

The ECO process, conducted by the IFSP Team, includes two phases: (A) Initial IFSP and (B) Annual IFSP Review:

A. Initial IFSP:

1. Analysis of ECO Entry Point data, FFY 2006 (2006-2007) for reporting in 2008 SPP.

   a. Data at Entry Point are obtained according to Early ACCESS policies and procedures and Iowa Administrative Rules. Multiple methods of collecting data from various sources are used for eligibility determination and program planning that includes 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 may include 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 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. In addition, research-based Iowa Early Learning Standards, developed by stakeholders with expertise in child development and early education, are 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 are conducted by triangulating data (record reviews, interviews, observations, tests/assessments as described above) across multiple investigators-the IFSP Team members.[1]

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

2. Determination of ECO Entry Point status.
   a. Determination of status at Entry Point is 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-level outcome rating scale that summarizes 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 indicates the outcome was achieved at an age-appropriate level across a variety of settings and situations, and a rating of one through five indicates 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 is 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) is completed by trained data entry personnel. IMS has established data parameters, and does not accept a rating other than what is determined on the ECO Summary's 7-level outcome 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.

B. IFSP Annual Review and Exit from Part C:

1. Analysis of ECO Progress Point data, FFY 2006 (2006-2007) for reporting in 2008 SPP.
   a. Data at the Progress Point are obtained by Record reviews, Interviews, Observations and Tests/Assessments (RIOT). This includes, but is not limited to, a review of Entry Point data, results of IFSP Results, 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 are analyzed at the annual IFSP meeting. The annual review process results in formative data for individual children compared to chronological age expectations.

      Assessment instruments commonly 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.
   b. Analysis of Progress Point data are conducted by triangulating data (record reviews, interviews, observations, tests/assessments as described above) across multiple investigators-the IFSP Team members. The IFSP Team analyzes data from IFSP Results to determine child status in: (1) Progress on Outcomes[2] (2) Comparison of performance to peers or standards,[3] and (3) Level of independence in performance.[4] Additionally, the IFSP Team is responsible for gathering and analyzing data that are needed to determine children's progress in the three ECO areas, regardless of the areas addressed on a child's IFSP outcomes. Data from IFSP Results and early childhood outcomes, documented directly on IFSPs, are immediately used in ongoing program development for each child.

[2] Outcome performance indicates child progress toward achieving the outcome based on improvement in performance.
[3] Comparison of performance to peers or standards indicates child performance as compared to same age peers or developmental milestones.
[4] Level of independence in performance indicates the level of independence in completing outcome areas in various settings/routines/environments.

2. Determination of ECO Progress Point data.
   a. Determination of progress at the Progress Point is 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-level outcome rating scale that summarizes 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 indicates the outcome was achieved at an age-appropriate level across a variety of settings and situations, and a rating of one through five indicates the child's functioning was below age-appropriate skills expected of a child his or her age.
   c. The IFSP Team determines if a child has progressed or acquired new skills or behaviors in each of the three ECO areas and documents the child's improvements by responding to a "yes/no" question on the ECO Summary form.
   d. In addition, the IFSP Team documents 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 are 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) is completed by trained data entry personnel. IMS has established data parameters, and does not accept a rating other than what is determined on the ECO Summary's 7-level outcome 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 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.
4. Use of ECO Progress Point data.
   a. Data on ECO, documented directly on a child's IFSP on the ECO Summary form, are immediately used in ongoing program development for each child.

Technical Assistance for specified staff to support data collection, reporting and use. During the FFY 2006 (2006–2007), the Lead Agency trained staff from the Regional Grantees and Signatory Agencies on the process for completing the revised ECO Summary form. The Regional Grantees and Signatory Agencies were responsible for providing the training and support for IFSP Teams to accurately document, enter and report each child's performance on the ECO Summary form. Additionally, Regional Grantees and Signatory Agencies were provided training on a document that aligned the Early Childhood Outcomes, IFSP Results and the Iowa Early Learning Standards and benchmarks. This alignment provided operational definitions so IFSP Teams had an understanding of the skills and behaviors that were being addressed in each of the ECO areas.

An evaluation and assessment workgroup was formed during the FFY 2005 (2005-2006) to develop technical assistance that would provide guidance to IFSP Teams on procedures for eligibility, evaluation, assessment, measurement, and decision-making practices for infants and toddlers. The workgroup was comprised of state and national experts including the OSEP-funded National Early Childhood Technical Assistance Center and based their guidelines on the research, evidence and federal statute/regulations. During the FFY 2006 (2006–2007), a preliminary document was shared with stakeholders and leaders in early intervention (Regional Grantee Administrators and Leadership Group, Executive Committee of the State Interagency Coordinating Council (SICC) and Signatory Agencies) in order to ensure that the document

addresses the necessary information needed by IFSP Teams to implement effective evaluation and assessment practices. These guidelines will be used to revise statewide procedures and develop technical assistance to be used in targeted statewide training planned for FFY 2007 (2007–2008).

The Lead Agency requires each 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 2006 (2006-2007), each of the eleven Regional Grantees reported on providing professional development on the revised Early Childhood Outcome Summary form, implementation of valid and reliable assessment instruments and the use of multiple methods of data collection using the RIOT process.

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 allows tracking the ECO data for individual children. The database system provides the information needed to ensure the ECO data are collected and entered for each child.

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 follow-up support was provided by the Lead Agency.

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

Collection and Analysis of Progress Data. Progress data were analyzed for all infants and toddlers who met the following criteria: (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 prior to July 1, 2007. ECO data are gathered using multiple sources of data which are summarized on the ECO Summary form for children 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).

The use of Investigator[5] (IFSP Team members) and Methodological[6] (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). IFSP Results and Early Childhood Outcomes employ Investigator and Methodological Triangulation to determine child status and progress at Entry Point and Progress Point. The ECO Summary form documents the determination of the status and progress of children's functioning for each of the three ECO areas.

[5] Investigator Triangulation is the use of multiple, rather than a single, observer to come to an understanding of data (Denzin, 1970).
[6] 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.

Iowa assures the technical adequacy of the data on which triangulation is based, as described in IDEA and the *Iowa Administrative Rules of Early ACCESS*. The assessment procedures, tests and other evaluation materials are required to be validated for the specific purpose for which they are 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]. In addition, the technical adequacy of measures and triangulation of data are reflected in the following supporting documents: Iowa's *Special Education Assessment Standards* and *IFSP Results Technical Assistance papers.* These documents have provided the basis for extensive training and technical assistance by the Lead Agency to Regional Grantee and Signatory Agency personnel.

Measurement Strategies Used to Collect Data.

Who will be included in the measurement? All infants and toddlers, who are eligible for Early ACCESS, received Early ACCESS services on an IFSP for at least six months and exited Early ACCESS services prior to July 1, 2007.

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 goals referred to as *IFSP Results*, and ongoing child assessments are 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.

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.

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).

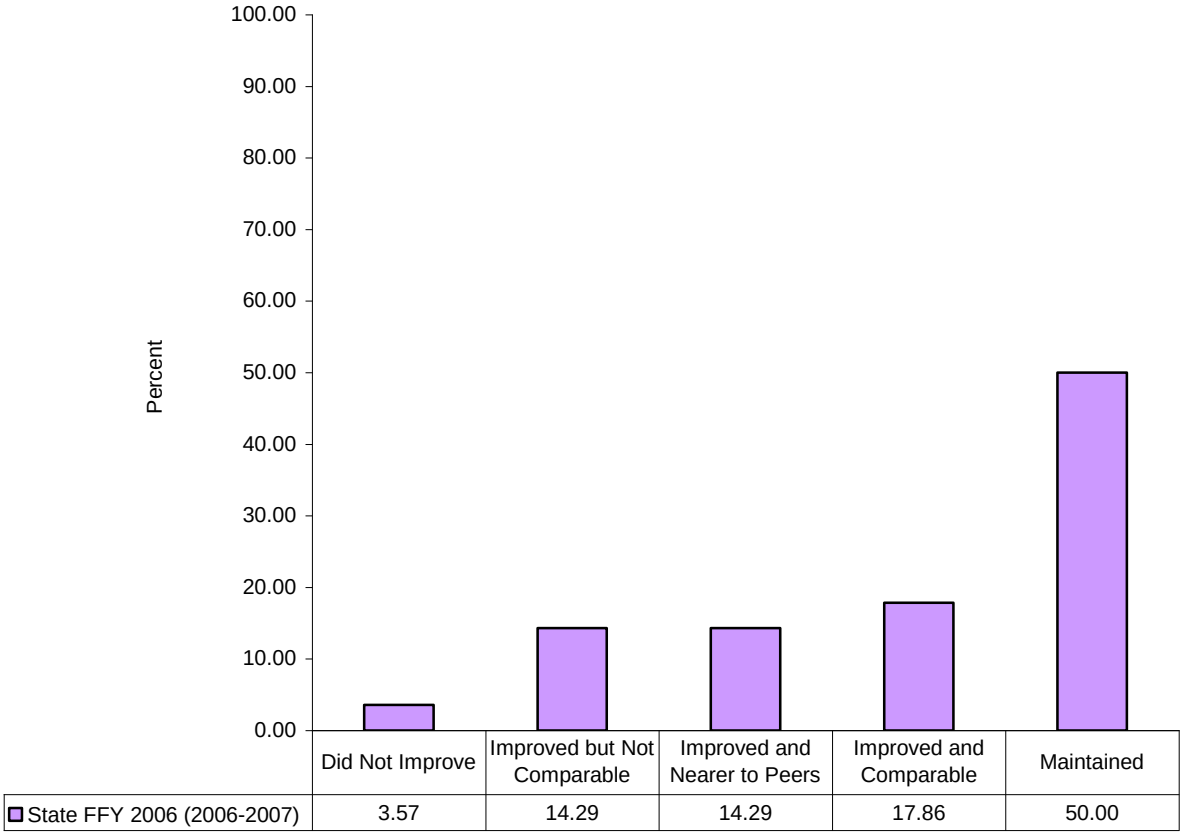
Who will report data to whom, in what form, and how often? IFSP Teams report data on the ECO Summary form annually to IMS using individual identification codes.

Baseline Data for FFY 2006 (2006-2007):

Data reported for the FFY 2006 (2006-2007) submission of the State Performance Plan (SPP) are progress data. Baseline data and targets will be reported in the February 2010 SPP, FFY 2009 (2009-2010).

The first year of progress data for children that entered and exited Early ACCESS services in FFY 2006 (2006-2007) are presented in Figures C3.1, C3.2 and C3.3 for each of the ECO Areas. Actual numbers used in the calculations are provided in a table after each figure. The number of children sum to 100%, data are consistent with the measurement, and no explanation of difference nor of variance is required.

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



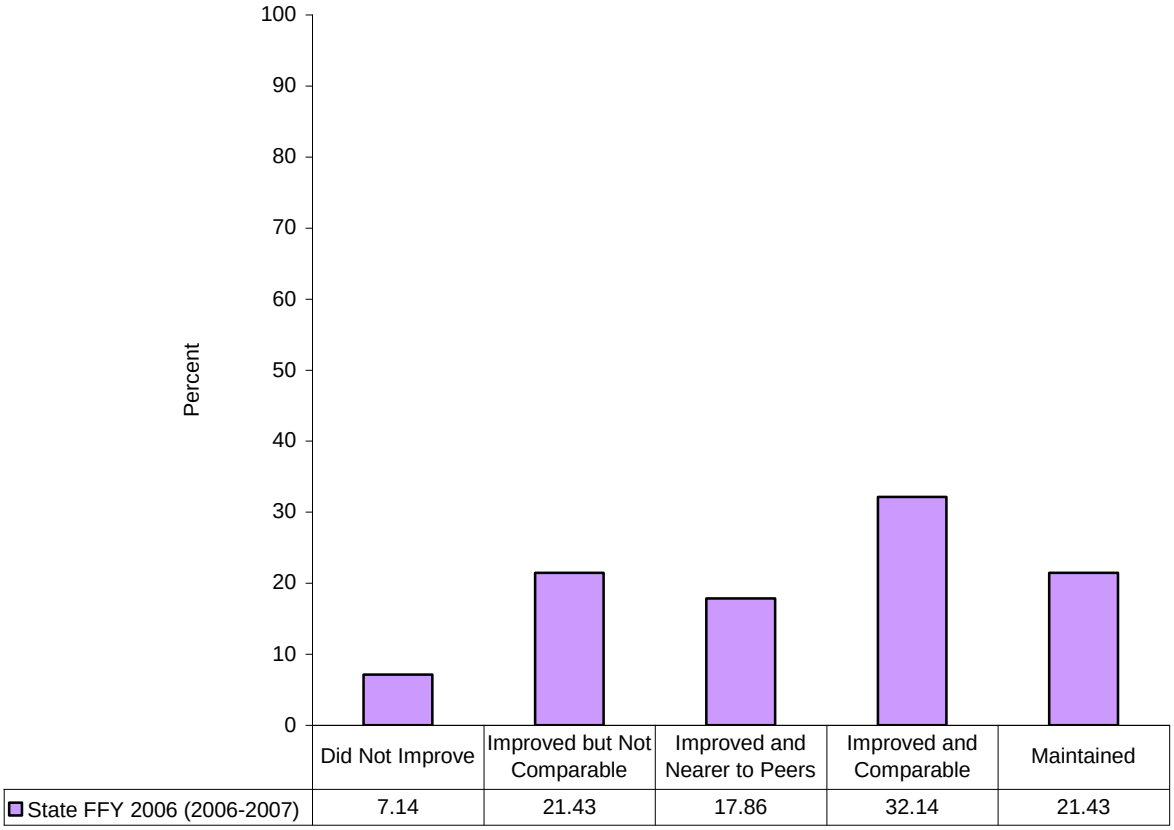
Source. Information Management System Data Report, FFY 2006 (2006-2007).
Note. These percentages were based on N = 28.

Table C3.2.
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	1	4	4	5	14	28
Percent	3.57	14.29	14.29	17.86	50.00	100

Source. Information Management System Data Report, FFY 2006 (2006-2007).

Figure C3.2. Percent of Infants and Toddlers with IFSPs Who Demonstrated Improved (B) Acquisition and Use of Knowledge and Skills (Including Early Language/Communication).



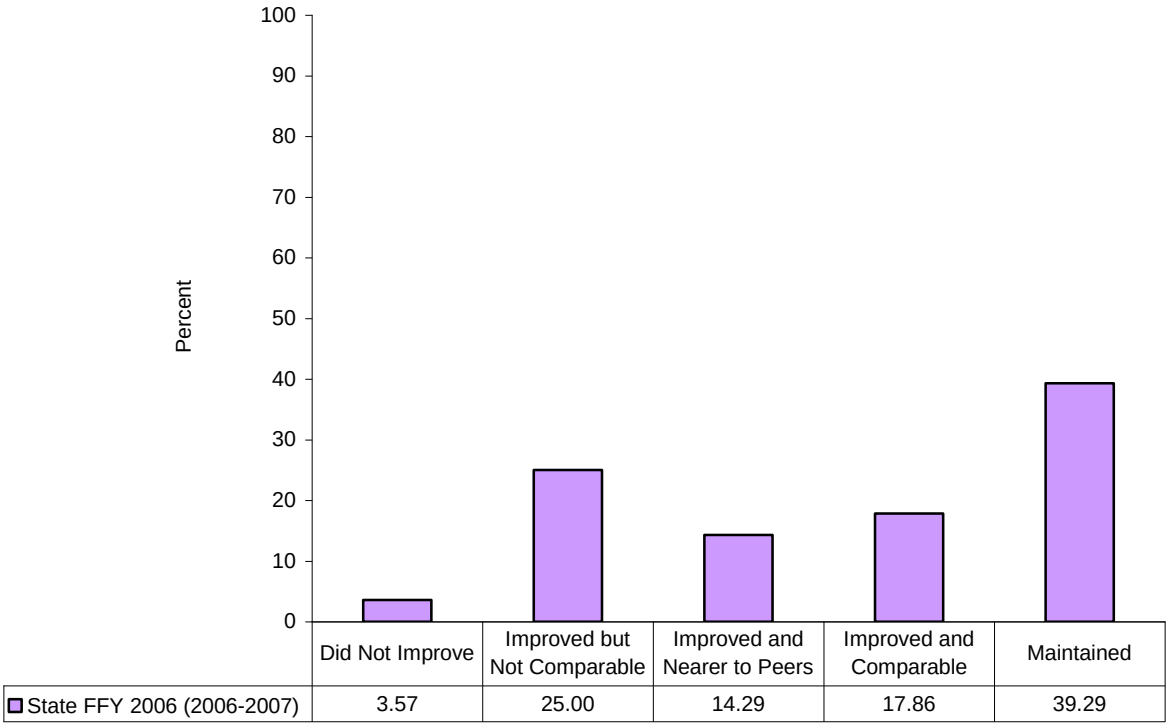
Source. Information Management System Data Report, FFY 2006 (2006–2007).
Note. These percentages were based on N = 28.

Table C3.3.
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	2	6	5	9	6	28
Percent	7.14	21.43	17.86	32.14	21.43	100

Source. Information Management System (IMS) Data Report, FFY 2006 (2006–2007).

Figure C3.3. Percent of Infants and Toddlers with IFSPs Who Demonstrated Improved (C)Use of Appropriate Behaviors to Meet Their Needs.



Source. Information Management System Data Report, FFY 2006 (2006–2007).
Note. These percentages were based on N = 28.

Table C3.4.
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	1	7	4	5	11	28
Percent	3.57	25.00	14.29	17.86	39.29	100

Source. Information Management System Data Report, FFY 2006 (2006–2007).

Discussion of Baseline Data:

Baseline data, targets and improvement activities based on progress data will be reported in February 2010 Part C SPP.

As described in the Overview of Issue/Description of System or Process section, the Lead Agency collects data on each of the three ECO areas for infants and toddlers based on the revised measurement categories 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 measurement categories. Thus, children that entered Early ACCESS during the FFY 2005 (2005–

2006) will not be included in the ECO data since their entry data did not provide sufficient information to determine their progress based on the five measurement categories established by OSEP in FFY 2006 (2006-2007).

Tables C3.2, C3.3 and C3.4 illustrate the status of children's progress at the time they exited Early ACCESS services in FFY 2006 (2006-2007). The length of time the children in the report participated in services ranged from 6.11 To 10.97 months, and most of the children in this data set entered services as late as 2.47 years-0ld. The data indicate that 23 of the children participating in Early ACCESS maintained age appropriate functioning or made greater than expected progress in the ECO Area of Positive Social-Emotional skills during the time they received services. In addition, the data indicate that 20 of the children participating in Early ACCESS maintained age appropriate functioning or made greater than expected progress in the ECO Areas of Acquisition and Use of Knowledge and Skills and Use of Appropriate Behaviors to Meet Their Needs during the time they received services.

However, the proportions of children in the reporting measurement categories are not representative of all the children participating in Early ACCESS services. Most of the children who have entry data are still participating in Early ACCESS and may not exit until FFY 2007 (2007-2008) or FFY 2008 (2008-2009). The Early ACCESS data for SPP Indicator 5 show that the number and percentage of children ages birth to age one receiving early intervention services increased in the FFY 2006 (2006-2007) from the previous year. Therefore, the earliest date the ECO data will be representative of the entire range of children served in Early ACCESS will be in FFY 2009 (2009–2010).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not Applicable.
2006 (2006-2007)	Not Applicable.
2007 (2007-2008)	Not Applicable.
2008 (2008-2009)	Targets will be set based on baseline data.
2009 (2009-2010)	Progress will be assessed with respect to baseline data.
2010 (2010-2011)	Progress will be assessed with respect to baseline data.

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 the FFY 2006 (2006-2007). The following implementation activities will be completed through FFY 2010 (2010–2011).

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	2005-2011
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	2005-2011
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	2006-2011
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	2006-2011

Part C State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

The Part C Annual Performance Report (APR) was developed by Lead Agency staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Interagency Coordinating Council (Iowa Council for Early ACCESS), the Early ACCESS Executive Committee, Regional Grantee Administrators, Early ACCESS Leadership Group, and the Lead Agency Department of Education staff. See Overview of Annual Performance Report Development section for annual reporting to public.

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

Measurement:

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

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

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

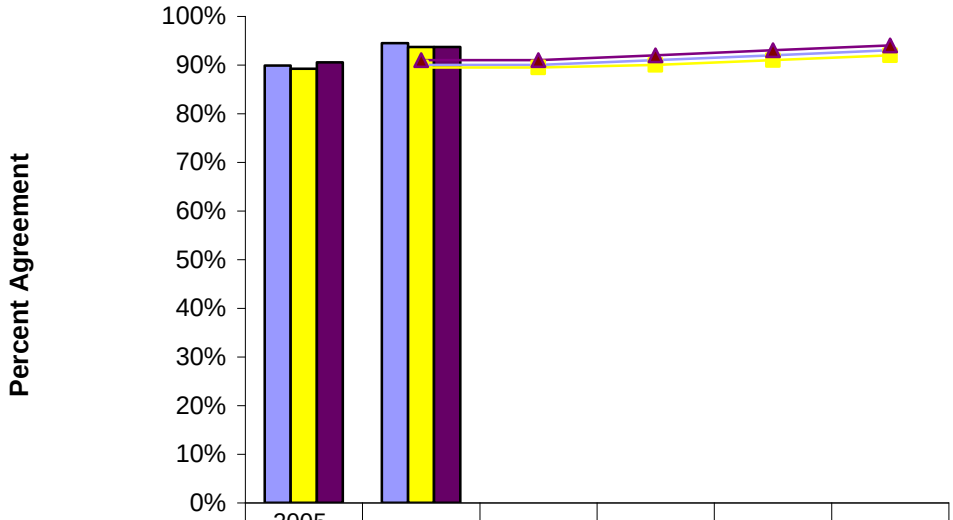
The provision of supports and services to help participating families is a performance indicator. Therefore, each state was allowed by OSEP to set their own targets from baseline data. The Lead Agency, with input from stakeholder groups, established measurable and rigorous targets for the six year State Performance Plan ranging from 92% to 94% for the percent of participating families reporting early intervention services helped them (A) know their rights; (B) effectively communicate their children's needs, and (C) help their children develop and learn..

FFY	Measurable and Rigorous Target
2006 **(2006-2007)**	A. 90% of families participating in Part C reported that early intervention services have helped the family know their rights. B. 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. C. 91% of families of families participating in Part C reported that early intervention services have helped the family help their children develop and learn.

Actual Target Data for 2006 (2006-2007):

Figure C4.l illustrates the FFY 2005 (2005-2006) baseline data used to establish the six-year targets and FFY 2006 (2006-2007) results from the Part C Family Survey.

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

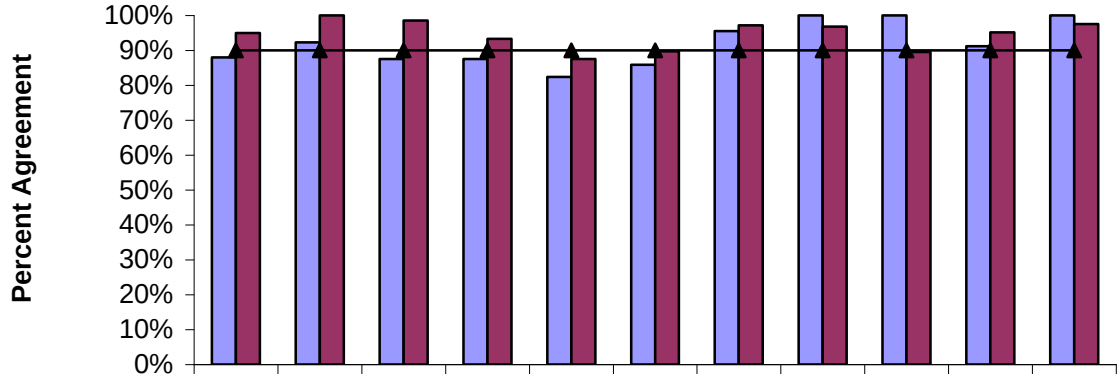


	2005-2006 Baseline	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
A. Know their rights	89.9%	94.5%				
B. Effectively communicate their child's needs	89.2%	93.7%				
C. Help their child develop and learn	90.5%	93.7%				
Target A		90%	90%	91%	92%	93%
Target B		89.5%	89.5%	90%	91%	92%
Target C		91%	91%	92%	93%	94%

Source. Iowa's System to Achieve Results (I-STAR), FFY 2006 (2006-2007).

Figures C4.2, C4.3 and C4.4 provide the target data in the three sub-categories for each Regional Grantee. The figures include comparisons of baseline data for FFY 2005 (2005-2006) to the targets for FFY 2006 (2006-2007).

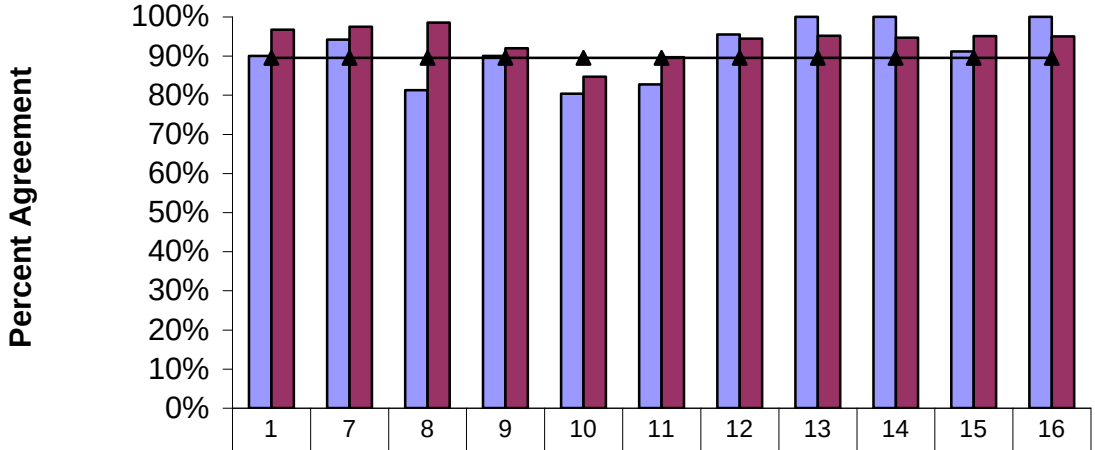
Figure C4.2. Percent of Regional Grantee Data for (A) Families Reporting that EIS Helped the Family Know their Rights.



	1	7	8	9	10	11	12	13	14	15	16
2005 - 06	88.0%	92.3%	87.5%	87.5%	82.4%	85.9%	95.5%	100%	100%	91.2%	100%
2006 - 07	95.0%	100%	98.5%	93.3%	87.5%	89.7%	97.2%	96.8%	89.5%	95.1%	97.5%
2006-2007 Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%

Source. Iowa's System to Achieve Results (I-STAR), FFY 2006 (2006-2007).

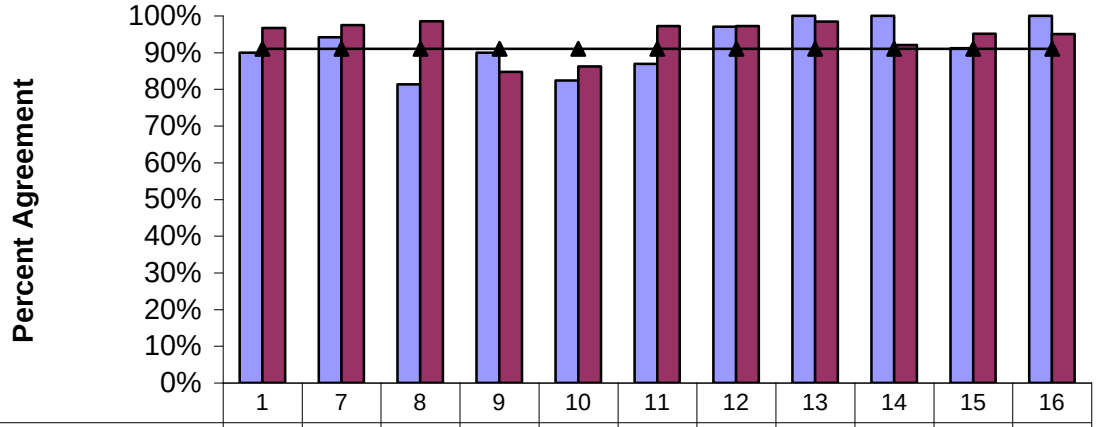
Figure C4.3. Percent of Regional Grantee Data for (B) Families Reporting that EIS Helped the Family Effectively Communicate their Child's Needs.



	1	7	8	9	10	11	12	13	14	15	16
2005 - 06	90.0%	94.2%	81.3%	90.0%	80.4%	82.7%	95.5%	100%	100%	91.2%	100%
2006 - 07	96.7%	97.5%	98.5%	92.0%	84.7%	89.7%	94.4%	95.2%	94.7%	95.1%	95.0%
2006-2007 Target	89.5%	89.5%	89.5%	89.5%	89.5%	89.5%	89.5%	89.5%	89.5%	89.5%	89.5%

Source. Iowa's System to Achieve Results (I-STAR), FFY 2006 (2006-2007).

Figure C4.4. Percent of Regional Grantee Data for (C) Families Reporting that EIS Helped the Family Help their Child Develop and Learn.



	1	7	8	9	10	11	12	13	14	15	16
2005 - 06	90.0%	94.2%	81.3%	90.0%	82.4%	86.9%	97.0%	100%	100%	91.2%	100%
2006 - 07	96.7%	97.5%	98.5%	84.7%	86.2%	97.2%	97.2%	98.4%	92.1%	95.1%	95.0%
2006-2007 Target	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%

Source. Iowa's System to Achieve Results (I-STAR), FFY 2006 (2006-2007).

Table C4.1 provides the FFY 2006 (2006-2007) data for the percentages and numbers used to determine the three sub-categories by Regional Grantee for calculation of Figures C4.1, C4.2, C4.3 and C4.4.

Table C4.1
Regional Grantee and State Data Comparisons of Family Survey Results for FFY 2006 (2006-2007).

Regional Grantee	(A) Know Their Rights	(B) Effectively Communicate Child's Needs	(C) Help Child Develop and Learn
1	95.0%	96.7%	96.7%
	57/60	58/60	58/60
7	100%	97.5%	97.5%
	79/79	77/79	77/79
8	98.5%	98.5%	98.5%
	64/65	64/65	64/65
9	93.3%	92.0%	84.7%
	70/75	69/75	69/75
10	87.5%	84.7%	86.2%
	63/72	61/72	61/72
11	89.7%	89.7%	97.2%
	78/87	78/87	75/87
12	97.2%	94.4%	97.2%
	70/72	68/72	70/72
13	96.8%	95.2%	98.4%
	60/62	59/62	61/62
14	89.5%	94.7%	92.1%
	34/38	36/38	35/38
15	95.1%	95.1%	95.1%
	58/61	58/61	58/61
16	97.5%	95.0%	95.0%
	39/40	38/40	38/40
State	**94.5%**	**93.7%**	**93.7%**
	672/711	666/711	666/711

Source. Iowa's System to Achieve Results (I-STAR), FFY 2006 (2006-2007).
Note: Above N sizes vary across categories A, B and C due to participant choice to skip survey questions. The maximum valid N size is used for each category.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

Iowa met all three targets for FFY 2006 (2006-2007) as indicated in Figure C4.1. In FFY 2006 (2006-2007) the percentage of families who reported 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 consistently increased. The increases in each category met the current year targets and also surpassed the fifth year FFY 2009 (2009-2010) targets. Validity of year two data was considered high due to the 100% return rate from each of the Regional Grantees.

Results of survey data substantially indicated that families received Early ACCESS supports and services that helped them. Overall, most of the regions showed growth and improvement from the baseline data. These data represented a positive perception of Iowa's system of early intervention services and how families' needs are met.

Several improvements activities were implemented to impact family outcomes. Improvement activities focused on Signatory Agency Service Coordination, Service Coordination Training Programs, and continued implementation of assessment best practices and family leadership in personnel preparation.

Verification of data. 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 works 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), was used for Part C Self-Assessment File Reviews (procedural compliance and effective transition) and Family Surveys in FFY 2006 (2006-2007). Each Area Education Agency assigned a qualified and trained person to enter the family survey data into the I-STAR system.

(a) Sampling procedures. In FFY 2006 (2006-2007), Iowa used last year's approved sampling plan. Sample selection procedures were established so populations were representative of the Region and the State. Sample size was determined based on a margin of error for 95% confidence interval at not more than 0.05. In addition to the necessary sample size, excess was drawn for each AEA so that, if repeated attempts to contact selected parents were unsuccessful, alternate parents from the excess list were be contacted. To be able to reach a target number in a region, AEA personnel received a list of child identification numbers and parent contact information, in a randomized order of all children with IFSPs. If parents could not fill out a survey or be contacted for follow up after three attempts, the next name was selected. A randomized, representative alternate list of families was built into the I-STAR system so that the alternate family replaced the original sample family if needed. This enabled Iowa to reach 100% representation of the sample needed by region.

The sample size for each AEA and number of children are summarized in Table C4.2. The sampling plan called for randomly selecting children and having their parents complete the survey questionnaire. The random samples were drawn from Iowa's electronic database, the Information Management System (IMS), the fall of 2006, for children birth to three with active IFSPs in Iowa.

Iowa collected 100% of the sample from each Regional Grantee giving Iowa high confidence in the results. There were no missing data. Results of Lead Agency data indicated the targets were met with 100% for provision of all data collected in a timely manner and considered accurate.

Table C4.2.
Number of IFSPs and Sample Size by Regional Grantee: Ages Birth-Three Population.

Regional Grantee	Number of IFSPs	Sample Size
01	151	58
07	442	79
08	189	64
09	325	74
10	290	72
11	775	86
12	288	72
13	168	61
14	61	38
15	174	62
16	69	40
State Total	2932	706

Source. Iowa Information Management System (IMS), FFY 2006 (2006-2007).

Participants. Parents of children with IFSPs who were identified as part of the representative sample, February through June 2007, 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. See survey at end of this indicator.

Procedures. The Service Coordinator provided the randomly selected family a copy of the survey at a home visit along with 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 surveys by phone and at least three attempts were made. Regional Liaisons or designees then entered the completed survey data into I-STAR.

(b) Sample representation-The population proportions were analyzed by data consultants at the Iowa Department of Education. No problems were identified in response rates, missing data or selection bias. The sample was technically proportionately representative to within two percentage points of the Iowa Part C population, by age, race, and gender.

The original sample was representative, however, because of refusals, families with no known address and families moving, the sample was slightly changed due to the use of the alternate family to fill out the survey. It is not uncommon in Iowa for families to be very mobile, often moving within the state or state to state on all four borders. This meant Iowa achieved 100% of the sample at the same time slightly losing some representativeness.

Data were analyzed comparing Part C program race/ethnicity percentages with the actual participants of the survey. Iowa is not reporting by local program because it would result

in the disclosure of personally identifiable information about individual children. According to the population/demographic data in Part C Early ACCESS population there are 5.87% Black children and state's N size was 3.93% with a difference of -1.94%. For Hispanic children the population in Part C was 8.36% with an N size of 8.02%, a 0.34% difference. For Asian children it was 1.91% and the N size was 1.26% with the difference of -0.65. Hispanic and Asian groups were very slightly under-represented and for White children there was + 2.92% difference meaning that whites were slightly over-represented.

The total N response was 636, with 17.45% under one-year-olds, 32.70% 1-to 2-year-olds, and 49.84% two and older. Gender representation was 36.48% female and 63.52% male.

Data verification - analysis methodology. The analysis was done by Iowa Department of Education data consultants, using the same analysis formula that was developed last year by Thomas J. Delaney, Eds., Educational Specialist, North Central Regional Resource Center to set the percentages for each sub-category.

Analysis of data to identify concerns. The data were analyzed by the Lead Agency, Regional Grantee Administrators, Early ACCESS Leadership Group, and the State Interagency Council (Iowa Council for Early ACCESS-SICC) and the member's constituencies across the state. There were no major concerns regarding results of data for the state. The State targets for FFY 2006-2007 were met in each of the three sub-categories. When reviewing the Regional data, one of the Regions did not meet targets in all three sub-categories. That Region made improvements from the baseline data last year. Two Regions were short of the target in sub-category (A) Know their rights, by .3 and .5 respectively. A fourth region experienced slippage missing the target in sub-category (C) Help their children develop and learn.

Several of the regions who reached 100% in FFY 2005 (2005-2006) in a sub-category and not in FFY 2006 (2006-2007) appeared to have lower percentages; this was considered due to regions not collecting 100% of the sample in 2005. If a region did not meet state targets, they were required to submit an improvement plan with research/evidence-based strategies. The Lead Agency has been working with under performing regions to provide technical assistance for this indicator.

Analysis of policies, procedures and practices. In FFY 2006 (2006-2007), Lead Agency staff met with stakeholder groups (Iowa Council for Early ACCESS, the Early ACCESS Executive Committee, and Regional Grantee Administrators and Leadership groups) to get input in developing the six-year targets. The baseline data were presented and then each group advised and assisted in setting the targets.

The Lead Agency continued work to design a comprehensive Part C Finance System in order to maximize the coordination of resources to support families to help their children develop and learn. Appropriate service coordination case loads are crucial to effective child and family outcomes. In the past few years, financial resources for service coordination and early intervention service providers have not kept pace with the long-term annual increase of children served (doubled in last six years). A thorough assessment of the demographics of infant and toddlers in the state and nation was conducted, and data were analyzed by the State's Interagency Coordinating Council (SICC-Iowa Council for Early ACCESS). State staff developed a plan with the SICC to conduct interviews with key administrators/leaders of federal/state resources available in Iowa. This initiative was supported by the technical assistance of the OSEP-funded National Early Childhood Technical Assistance Center (NECTAC) who has guided the self-assessment and strategic planning.

The Lead Agency with the support of its Signatory Agencies and SICC was successful in obtaining a state appropriation of $1.7 million for Early ACCESS in the FFY07 Legislative

Assembly. This was the first dedicated state allocation to the Part C system. The allocation went to direct services to serve underserved populations such as children referred by CAPTA (Child Abuse Prevention and Treatment Act); prematurity; medically complex; and drug affected.

Technical assistance. 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:

1. The overriding purpose of providing family-centered help is family empowerment, which in turn benefits the well-being and development of the child.
2. Mutual trust, respect, honesty, and open communication characterize the family/provider relationship.
3. 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.
4. 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.
5. Efforts are made to build upon and use families' informal community support systems before relying solely on professional, formal services.
6. Providers across all disciplines collaborate with families to provide resources that best match what the family needs.
7. Support and resources need to be flexible, individualized and responsive to the changing needs of families.
8. 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 preparation development system. These strategies were 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.

The Family-Centered Principles were also used as a foundation in 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 FFY 2005 (2005-2006) a *Service Coordination Competency Training,* which included five modules of competency based training, was developed. 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 referrals, evaluation and assessment of infants and toddlers within 45-day timelines, 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.

The Signatory Agencies in the Early ACCESS system participated in the ongoing staff development activities for providers of early intervention services. Training was delivered

statewide for all modules and approved interagency trainers were trained (Train the Trainer sessions) for all of the modules. This training program was augmented by various in-services, workshops and conferences where providers learned about innovative practices. The *Service Coordination Competency Training Program* was also made available on the Iowa Department of Education website. This enables infusion of Family Centered practices into curricula across disciplines at all community colleges, colleges and universities statewide.

This training was developed to assure that service coordinators have the core competencies needed to provide high quality services to families. Eighty-eight percent (88%) of all 317 service coordinators in the state completed the requirements of the service coordination training program. Iowa anticipates the other 22% will attend trainings as scheduled alternately throughout the regions during FFY 2008 (2008-2009) and all current service coordinators will meet service coordinator competency training requirements. 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.

During 2006-2007 Child Health Specialty Clinics' (CHSC) Parent Consultants were trained as Early ACCESS service coordinators. All CHSC's Parent Consultants are 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. CHSC received a portion of the new state funding appropriated to the Iowa Department of Education, beginning July 1, 2007. With these new funds, CHSC will be able to employ service coordinators statewide.

Iowa Department of Public Health Title V grantees have fully implemented Early ACCESS service coordination in their agencies. A standard protocol was developed for the delivery of service coordination and developmental monitoring of children birth to three years of age with a venous blood lead level of 20 µg/dL or above. Advancements have been made in utilizing Medicaid as a funding source for delivering Early ACCESS Services.

A total of fifty-four individuals have been identified as Early ACCESS Service Coordinators within Title V agencies, this was double the anticipated number. The Early ACCESS Service Coordination Training modules were used to train identified staff. Staff from the Title V grantee agencies met competencies as required by the Early ACCESS system.

A diagnostic evaluation tool has been chosen to be used by all Title V grantees. State early childhood professional development funding was secured to purchase tools and supplies and to develop training. The Title V/Child Health Service Coordinators have been trained on the delivery of this tool and integration to service delivery.

The Parent-Educator Connection (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. PEC Coordinators support capacity building for families through activities such as personal contacts, trainings, Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP) meetings, supportive activities for transition from Part C to B, and the statewide PEC Conference. This year's statewide conference was focused on Early Intervention issues and topics.

The ABC (Asset-Based Context) Matrix Train the Trainer workshop was aligned with this Indicator work in FFY 2005 (2005-2006) and continued this year. The trained trainers were expected to provide the training in each region to Service Coordinators and providers throughout the year. 176 personnel were trained in seven regions and received ongoing support for implementation. The ABC Matrix is a functional assessment tool for parents and practitioners in early childhood and family support programs and used to identify existing and potential contextually meaningful and relevant learning opportunities and activities for children. This research-based tool is used to

gather a rich array of information from families about a child's everyday life. That information is used to develop quality outcomes that lead to appropriate intervention planning and the provision of early Intervention services in the natural environment.

The primary focus of the ABC Matrix is the child, but the ABC Matrix is also a useful component of family assessment. Family issues emerge in the context of the child's interests and everyday activities. For example, transportation may emerge as an issue related to increasing the child's opportunities to participate in community activities; or adult education may emerge as an issue related to a parent's employment options, which are in turn related to the parent's ability to spend time with the child or provide various opportunities for the child to participate in development-enhancing activities. State early childhood professional development funds were used in Spring of 2007 to support ongoing ABC Matrix training to service coordinators and providers across the state.

One of the most important ways that Iowa empowers families and enhances personnel preparation curriculum is through the Parents as Presenters two-day workshop. This was the sixth year it was offered to a group of selected parents. The workshop provided training for parents willing to share their experiences with students in college classes and community organizations for future early intervention professionals. Parents learned presentation techniques and experience skills training to "Tell their Story". In FFY 2006 (2006-2007) approximately 75 parents earned a state stipend each time they presented to pre-service and in-service classes and trainings.

Ongoing monitoring and enforcement as needed. In FFY 2006 (2006-2007) the Lead Agency monitored family outcomes in all Regional Grantees. Each region submitted year end reports to document improvement activities that were conducted to reach and/or maintain state targets in all indicators. Regional Grantees conducted the following improvements activities during FFY 2006 (2006-2007): professional development offered at monthly service coordinator meetings, especially focusing on how to share parent's rights; work to get 100% completion of the Family Survey in their region; attend Service Coordination Module trainings; improvement of family assessment practices; learning to write effective outcomes; and emphasizing the use of family-centered practices.

Five of 11 Regional Grantees reported in FFY 2006 (2006-2007) Year End Reports that the use of the ABC Matrix was an integral part of their professional development improvement activity for both service coordinators and service providers. Seven of the Regional Grantees described activities to help families better understand their rights. In addition, all the Regions had service coordinators that attended one or more of the Service Coordination Training Modules.

It is noteworthy that one Region that participated in the development of the Service Coordination Training Program modules and family centered practices since 1999, reported, "Family Centered Practice is the cornerstone of our service provision, which is evident in the data for this performance indicator." This Region reached all targets in each of the sub-indicators in FFY 2006 (2006-2007).

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for 2007 (2007-2008):

There were no revisions to targets, improvement activities, timelines or resources for FFY 2006 (2006-2007). In order to maintain target performance, the Lead Agency will continue to implement activities outlined in the State Performance Plan, submitted February 1, 2007.

Family Survey — Early Intervention — Page 1 of 2

FOR OFFICE USE ONLY:

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

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.

	VERY STRONGLY DISAGREE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	VERY STRONGLY AGREE
FAMILY-CENTERED SERVICES						
1 I was offered help I needed to participate in the Early ACCESS Individualized Family Service Plan (IFSP) meeting(s)	☐	☐	☐	☐	☐	☐
2 I was asked whether I wanted help in dealing with stressful situations	☐	☐	☐	☐	☐	☐
3 I was given choices concerning my family's services and supports	☐	☐	☐	☐	☐	☐
4 My family's daily routines were considered when planning for my child's services	☐	☐	☐	☐	☐	☐
5 I have felt part of the team when meeting to discuss my child	☐	☐	☐	☐	☐	☐
6 The services on our IFSP have been provided in a timely way	☐	☐	☐	☐	☐	☐
My family was given information about:						
7 Modifications of routines, activities, and the physical setting that would help my child	☐	☐	☐	☐	☐	☐
8 The rights of parents regarding Early ACCESS services	☐	☐	☐	☐	☐	☐
9 Community programs that are open to all children	☐	☐	☐	☐	☐	☐
10 Organizations that offer support for parents of children with disabilities	☐	☐	☐	☐	☐	☐
11 How to participate in different programs and services in the community	☐	☐	☐	☐	☐	☐
12 Opportunities for my child to play with other children	☐	☐	☐	☐	☐	☐
13 How to advocate for my child and my family	☐	☐	☐	☐	☐	☐
14 Who to call if I am not satisfied with the services my child receives	☐	☐	☐	☐	☐	☐
Someone from Early ACCESS:						
15 Helped me get services like child care, transportation, respite care, or food stamps	☐	☐	☐	☐	☐	☐
16 Helped me get in touch with other parents for help and support	☐	☐	☐	☐	☐	☐
17 Asked whether the services my family was receiving were meeting our needs	☐	☐	☐	☐	☐	☐
18 Went out into the community with me and my child to help us get involved in community activities and services	☐	☐	☐	☐	☐	☐
The Early ACCESS service provider(s) that work with my child:						
19 Are dependable	☐	☐	☐	☐	☐	☐
20 Are easy for me to talk to about my child and my family	☐	☐	☐	☐	☐	☐
21 Are good at working with my family	☐	☐	☐	☐	☐	☐
22 My service coordinator is available to speak with me on a regular basis	☐	☐	☐	☐	☐	☐
23 My service coordinator is knowledgeable and professional	☐	☐	☐	☐	☐	☐
24 Written information I receive is written in an understandable way	☐	☐	☐	☐	☐	☐
25 I was given information to help me prepare for my child's transition	☐	☐	☐	☐	☐	☐

Family Survey — Early Intervention — Page 2 of 2

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

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

IMPACT OF EARLY INTERVENTION SERVICES ON YOUR FAMILY

Over the past year, Early ACCESS services have helped me and my family:

	VERY STRONGLY DISAGREE	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	VERY STRONGLY AGREE
26. Participate in typical activities for children and families in my community.	☐	☐	☐	☐	☐	☐
27. Know about services in the community.	☐	☐	☐	☐	☐	☐
28. Improve my family's quality of life.	☐	☐	☐	☐	☐	☐
29. Know where to go for support to meet my child's needs.	☐	☐	☐	☐	☐	☐
30. Know where to go for support to meet my family's needs.	☐	☐	☐	☐	☐	☐
31. Get the services that my child and family need.	☐	☐	☐	☐	☐	☐
32. Feel more confident in my skills as a parent.	☐	☐	☐	☐	☐	☐
33. Keep up friendships for my child and family.	☐	☐	☐	☐	☐	☐
34. Make changes in family routines that will benefit my child with special needs.	☐	☐	☐	☐	☐	☐
35. Be more effective in managing my child's behavior.	☐	☐	☐	☐	☐	☐
36. Do activities that are good for my child, even in times of stress.	☐	☐	☐	☐	☐	☐
37. Feel that I can get the services and supports that my child and family needs.	☐	☐	☐	☐	☐	☐
38. Understand how the Early ACCESS system works.	☐	☐	☐	☐	☐	☐
39. Be able to evaluate how much progress my child is making.	☐	☐	☐	☐	☐	☐
40. Feel that my child will be accepted and welcomed in the community.	☐	☐	☐	☐	☐	☐
41. Feel that my family will be accepted and welcomed in the community	☐	☐	☐	☐	☐	☐
42. Communicate more effectively with the people who work with my child and family	☐	☐	☐	☐	☐	☐
43. Understand the roles of the people who work with my child and family.	☐	☐	☐	☐	☐	☐
44. Know about my child's and family's rights concerning Early ACCESS services..	☐	☐	☐	☐	☐	☐
45. Do things with and for my child that are good for my child's development.	☐	☐	☐	☐	☐	☐
46. Understand my child's special needs.	☐	☐	☐	☐	☐	☐
47. Feel that my efforts are helping my child..	☐	☐	☐	☐	☐	☐

Please Return in the Enclosed Envelope

— Thank You for Your Participation —

Part C State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

The Part C Annual Performance Report (APR) was developed by Lead Agency staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Interagency Coordinating Council (Iowa Council for Early ACCESS), the Early ACCESS Executive Committee, Regional Grantee Administrators, Early ACCESS Leadership Group, and the Lead Agency Department of Education staff. See Overview of Annual Performance Report Development section for annual reporting to public.

Monitoring Priority: Effective General Supervision Part C / Child Find

Indicator 5: Percent of infants and toddlers birth to 1 with IFSPs compared to:
A. Other States with similar eligibility definitions; and
B. National data.
(20 USC 1416(a)(3)(B) and 1442)
The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six year State Performance Plan and each Annual Performance Report.

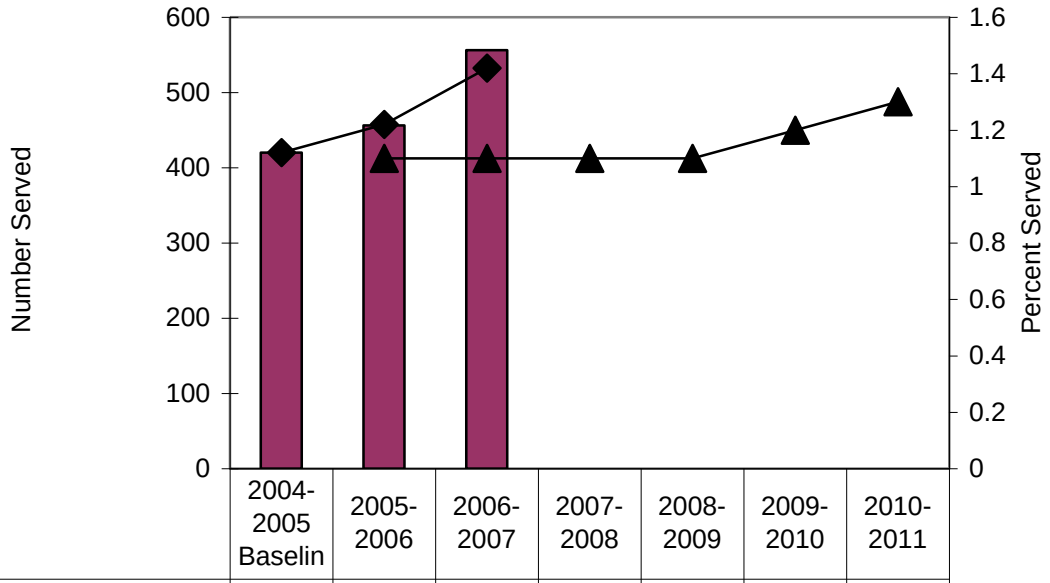
Measurement:
A. Percent = # of infants and toddlers birth to 1 with IFSPs divided by the population of infants and toddlers birth to 1 times 100 compared to the same percent calculated for other States with similar (narrow, moderate or broad) eligibility definitions.
B. Percent = # of infants and toddlers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

The provision of child find and early intervention services is a performance indicator. Therefore, each state was allowed by OSEP to set their own targets from baseline data. The Lead Agency, with input from stakeholder groups, established measurable and rigorous targets ranging from 1.1% to 1.3% for the percent of infants and toddlers from birth to 1 with IFSPs for the six year State Performance Plan.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	Percent of infants and toddlers birth to 1 with IFSPs will maintain at 1.1%, and when compared to: A. Other States with similar eligibility definitions will maintain baseline year average data; and B. National data will maintain as .2% difference based on baseline year data

Actual Target Data for FFY 2006 (2006-2007):
In the FFY 2006 (2006-2007), the number and percentage of infants receiving early intervention services consistently increased. Figure C5.1 shows the state target was met for FFY 2006 (2006-2007) for the percentage of children birth to age one receiving Early ACCESS services with an Individualized Family Service Plan (IFSP). Year two (2006-2007) data results of 1.42% showed an increase from year one (2005-2006) results of 1.22% children served. Iowa continued to exceed the baseline of 1.12% set in FFY 2004 (2004-2005) and the target of 1.1% for FFY 2006 (2006-2007). (These data do not include comparison to other states with similar eligibility definitions.)

Figure C5.1. Number and Percent of Children with IFSPs, Ages Birth to Age One.

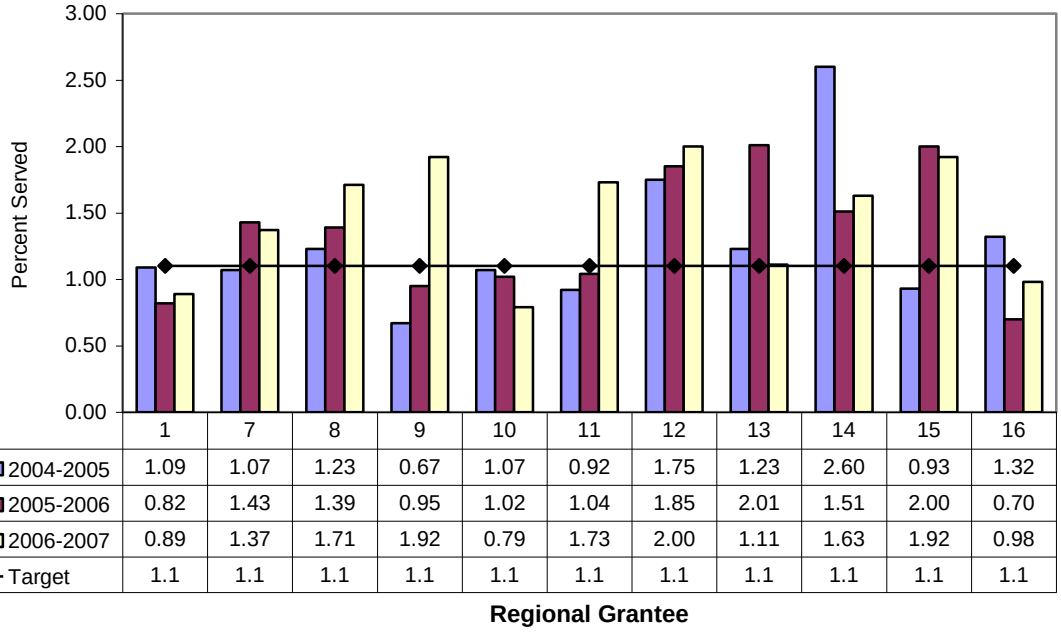


	2004-2005 Baselin	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Child Count Total	420	456	556				
Percent Served	1.12	1.22	1.42				
Target		1.1	1.1	1.1	1.1	1.2	1.3

Source. U.S. Department of Education, Office of Special Educations Programs, Data Analysis System (DANS), FFY 2006 (2006-2007), 618 Tables, and Census data.

Figure C5.2 shows results for the 11 Regional Grantee's baseline FFY 2004 (2004-2005), FFY 2005 (2005-2006), and FFY 2006 (2006-2007) data for the percent of infants served from birth to one year of age. The percentages shown for FFY 2004 (2004-2005) were based on the December 1st Child Count for each year, compared to the birth minus death totals for the previous year. Data reported for the next years, FFY 2005 (2005-2006) and FFY 2006 (2006-2007), were based on the one-day child count for the year (last Friday of October 2005) and were compared to the 2004 Census estimations. The change from state birth minus death to the U.S. Census estimates was analyzed and revealed insignificant differences.

Figure C5.2. Percent of Children (Birth to Age One) with IFSPs by Regional Grantees from Baseline to Year Two of the State Performance Plan.

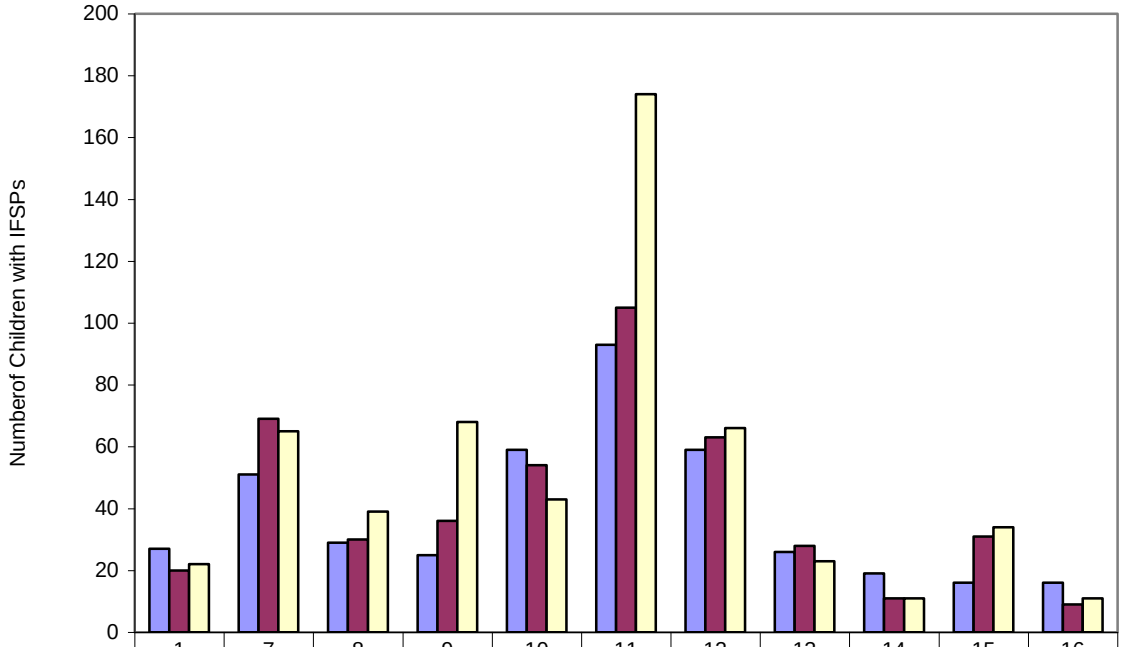


	1	7	8	9	10	11	12	13	14	15	16
2004-2005	1.09	1.07	1.23	0.67	1.07	0.92	1.75	1.23	2.60	0.93	1.32
2005-2006	0.82	1.43	1.39	0.95	1.02	1.04	1.85	2.01	1.51	2.00	0.70
2006-2007	0.89	1.37	1.71	1.92	0.79	1.73	2.00	1.11	1.63	1.92	0.98
Target	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1

Source. Iowa Information Management System, FFY 2004 (2004–2005), FFY 2005 (2005–2006) and FFY 2006 (2006–2007).

Figure C5.3 provides results for the 11 Regional Grantee's baseline FFY 2004 (2004-2005), FFY 2005 (2005-2006) and FFY 2006 (2006-2007) data for the number of infants served from birth to one year of age.

Figure C5.3. Number of Children (Birth to Age One) with IFSPs by Regional Grantees from Baseline to Year Two of the State Performance Plan.



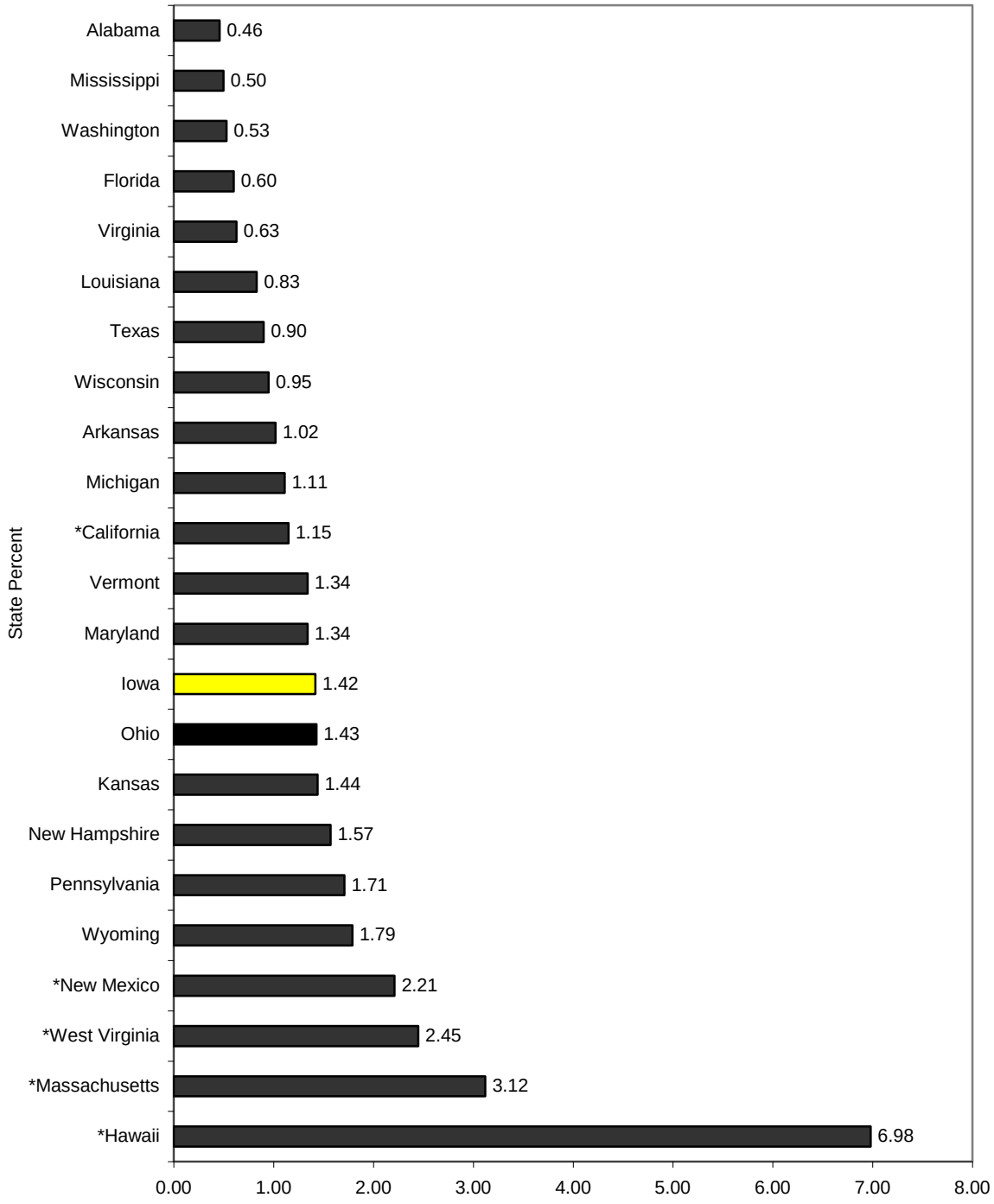
	1	7	8	9	10	11	12	13	14	15	16
2004-2005	27	51	29	25	59	93	59	26	19	16	16
2005-2006	20	69	30	36	54	105	63	28	11	31	9
2006-2007	22	65	39	68	43	174	66	23	11	34	11

Regional Grantee

Source. Iowa Information Management System (IMS), FFY 2004 (2004–2005), FFY 2005 (2005–2006) and FFY 2006 (2006–2007).

(A) Comparison of Iowa to states with similar (broad) eligibility definitions. Figure C5.4 illustrates the Part C child count data for Iowa as compared to states with similar eligibility definitions for FFY 2006 (2006-2007).

Figure C5.4. Percent of Iowa Infants (Birth to One) Eligible for Part C Services as Compared to Other States with Similar (Broad) Eligibility Definitions.



Source. U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table C-9, "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2006. Data updated as of July 15, 2007.
Note: * These states enroll infants and toddlers “at risk” in addition to those with developmental delays and conditions.

(B) Comparison of Iowa to National data. The National average for the population of birth to age one infants who received Part C (Early ACCESS) services was 1.04. The calculated difference between Iowa's percent served 1.42 and the national percent was 0.38. Iowa's target was to maintain .2 difference.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

In FFY 2006 (2006-2007), Iowa exceeded the state target of 1.1% for the number and percentage of infants receiving early intervention services (see Figure C5.1). In addition, year two (2006-2007) data results of 1.42% increased from year one (2005-2006) results of 1.22% children served. Eight of the 10 Regional Grantees met and/or exceeded the 1.1% target for year two of the State Performance Plan.

(A) In comparing Iowa to other states with similar broad eligibility categories (Federal category excluding at-risk), Iowa was comparable with the percent noted for other states (Figure C5.4). Of the 23 states/territories to which Iowa was compared, nine states/ territories exceeded Iowa's percentage of infants birth to one with IFSPs and 13 states/ territories served lower percentages. In comparing Iowa to the two other birth mandate states (Michigan and Maryland), results indicated Iowa exceeded both in the percent of birth to one population with IFSPs.

(B) In comparing Iowa to all fifty states and District of Columbia, Iowa's 0.38 difference with the national average exceeded the target of maintaining a .2 difference when compared to the national average.

Several improvement activities were implemented to impact meeting the target for this indicator. The Lead Agency and Regional Grantees concentrated efforts on early identification with the help of interagency partners: Partnerships with Department of Human Services and judicial system regarding CAPTA (Child Abuse Prevention and Treatment Act) and the Department of Public Health regarding Early Hearing Detection and Intervention (EHDI); distribution of public awareness materials; referral procedures; and data analysis of referral sources to the Early ACCESS system.

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 to clarify or complete 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:

- When a new eligible child is entered, the statewide historical database is queried to see if the child may have had an earlier IFSP. A list of near matches, based on name and birth date, is provided so that data entry personnel can check to see if the new child was previously served. This routine reduces the risk of the same child having two different IMS identification numbers.
- 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.
- For other data fields, a message appears but data entry may continue. For example, if the 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. Data entry personnel review

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 warnings in the report include possible duplicate children, questionable age/IFSP age-eligibility combination, blank Infant/Toddler 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. 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.

Data verification procedures for IMS are described in more depth in Indicator 14.

Analysis of data to identify concerns and effectiveness. Data on FFY 2004 (2004-2005) baseline, FFY 2005 (2005-2006) and FFY 2006 (2006-2007) child find were analyzed by Lead Agency, Regional Grantee Leadership and State Interagency Coordinating Council (SICC) on children. Analysis of the 11 Regional Grantee data indicated consistent increases for 7 of the 11 regions for the number of infants with IFSPs (Figure C5.2). Of the three regions who did not meet the target, two made progress and one had slippage. Regions that did not meet the targets were required to submit improvement plans to increase the number of children served birth to one year.

Analysis of data to identify concerns-public awareness and referrals. Iowa's public awareness program relies on 12 categories of referral sources, public awareness materials, and a central point of entry for Early ACCESS and the 11 Regional Grantees. Table C5.1 provides the number and percent of referrals the Regional Grantees received from specific referral sources. Twelve categories were used to collect and analyze the data for each region. Regional Grantees tracked and reported referral source data; in FFY 2006 (2006-2007) the most common referral source statewide was Parent/Family (29.6%); by Regional Grantee it ranged from 15% to 52% of the referrals. Table C5.2 provides definitions of referral sources.

To better understand referral data, the data were clustered into four categories of referral sources, Figure C5.5. These clusters include Health (hospitals, high-risk follow-up programs, Child Health Specialty Clinics, and public and private health agencies); Parent/Family; Education (local school districts (LEA) and Area Education Agencies/Regional Grantees (AEA)) and Family Support (Child Care, Department of Human Services (DHS), and Social Service Agencies). The combined health cluster accounted for 44% of referrals to the Early ACCESS system in FFY 2006 (2006-2007). (These referral data reflected referrals for children birth to age three, data could not be disaggregated for birth to one.)

Table C5.1.
Number and Percent of Referrals Received by Regional Grantee.

	Regional Grantees											
	1	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**Total**
Parent/Family	171	198	85	136	359	269	176	152	13	48	23	**1630**
	37%	22%	26%	30%	52%	21%	32%	48%	21%	17%	15%	**29.6%**
Hospitals/HRIF	27	90	52	33	75	448	56	14	16	39	68	**918**
	5.8%	10.0%	15.8%	7.4%	10.8%	34.2%	10.3%	4.4%	25.8%	14.0%	44.7%	**16.7%**
Pysicians	90	119	46	48	64	207	38	30	2	21	5	**670**
	19%	13%	14%	11%	9%	16%	7%	9%	3%	8%	3%	**12.2%**
Dept of Human	28	215	20	87	26	96	30	25	4	24	21	**576**
Services	6.0%	23.9%	6.1%	19.5%	3.7%	7.3%	5.5%	7.8%	6.5%	8.6%	13.8%	**10.5%**
LEA/AEA	8	50	25	19	31	103	73	13	3	15	6	**346**
	1.7%	5.5%	7.6%	4.3%	4.4%	7.9%	13.4%	4.1%	4.8%	5.4%	3.9%	**6.3%**
Public/Private	3	85	24	5	104	10	45	7	4	19	2	**308**
Health	0.6%	9.4%	7.3%	1.1%	14.9%	0.8%	8.3%	2.2%	6.5%	6.8%	1.3%	**5.6%**
Social & Child	54	49	18	16	16	55	16	49	4	17	2	**296**
Services	11.6%	5.4%	5.5%	3.6%	2.3%	4.2%	2.9%	15.4%	6.5%	6.1%	1.3%	**5.4%**
Child Health	5	1	25	33	9	3	50	5	3	87	10	**231**
Specialty	1.1%	0.1%	7.6%	7.4%	1.3%	0.2%	9.2%	1.6%	4.8%	31.3%	6.6%	**4.2%**
Title V/EPSDT	23	17	7	30	0	54	2	10	5	0	4	**152**
Child Health	5.0%	1.9%	2.1%	6.7%	0.0%	4.1%	0.4%	3.1%	8.1%	0.0%	2.6%	**2.8%**
Women, Infant	9	15	10	31	6	22	33	2	2	6	5	**141**
and Children	1.9%	1.7%	3.0%	7.0%	0.9%	1.7%	6.1%	0.6%	3.2%	2.2%	3.3%	**2.6%**
Child Care	7	42	8	4	6	32	6	9	1	1	1	**117**
	1.5%	4.7%	2.4%	0.9%	0.9%	2.4%	1.1%	2.8%	1.6%	0.4%	0.7%	**2.1%**
Head Start (HS)	37	20	8	3	1	9	17	0	5	1	5	**106**
Early HS	8%	2%	2%	1%	0%	1%	3%	0%	8%	0%	3%	**1.9%**
State EHDI	2	0	1	1	0	1	0	0	0	0	0	**5**
	0.4%	0.0%	0.3%	0.2%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	**0.1%**
Out of state	0	0	0	0	0	0	1	3	0	0	0	**4**
Part C	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.9%	0.0%	0.0%	0.0%	**0.1%**
Total	**464**	**901**	**329**	**446**	**697**	**1309**	**543**	**319**	**62**	**278**	**152**	**5500**

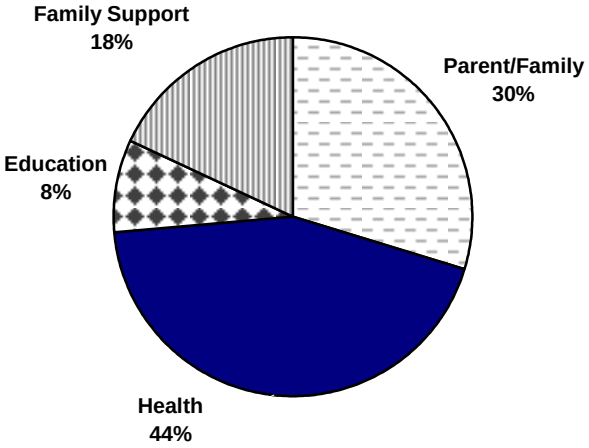
Source. Regional Grantee Year End Reports, FFY 2006 (2006-2007).

Table C5.2.
Early ACCESS Referral Sources and Definitions.

Referral Source	Definition
1. Parent/family	Parent, family or other persons designated as a parent
2. Public/private health	Includes Title V agencies; Women, Infants and Children (WIC); County Public Health; home health agencies; etc.
3. Physician	Physicians (Pediatric, Family, Sub-specialty or General Practices)
4. LEA/AEA	Local or Area Education Agencies
5. Hospital/HRIF	Hospitals; hospital-based high-risk follow-up programs; Newborn Hearing Screening (NOT including referrals from Iowa Early Hearing Detection and Intervention office)
6. Other	Other referral sources
7. Child Health Specialty Clinics	Signatory Agency
8. Iowa Department of Human Services	Signatory Agency
9. Social and Child services	Social service and child-serving agencies (e.g. ISU Extension; Lutheran Social Services; HOPES and HOPES-like; Healthy Families; Child Care Resource & Referral; Community Action Programs; programs supported by Community Empowerment Areas, etc.)
10. Child Care	Providers of child care programs (child development homes and licensed child care centers)
11. Head Start and Early Head Start	Head Start programs and Early Head Start programs
12. EHDI: Early Hearing Detection and Intervention	Iowa's newborn hearing screening and follow-up program

Source. Regional Grantee Part C Application Instructions, FFY 2006 (2006-2007).

Figure C5.5. Source and Percent of Referrals Analyzed by Four Categories.



Source. Regional Grantee Year End Reports, FFY 2006 (2006–2007).

Public awareness-Materials. The Lead Agency provided the majority of Early ACCESS public awareness materials that the Regional Grantees and Signatory Agencies distributed. Regional Grantees prepared an annual public awareness plan that outlined activities to engage parents, service providers, and the general public to learn about early intervention services.

The Lead Agency published two major public awareness materials for statewide distribution. Table C5.3 shows the number and type of public awareness materials distributed. The first material, a developmental wheel, remained most popular among community partners. They reported that families felt the wheel was a helpful resource for understanding child development. The wheel provides information about early childhood development and appropriate activities for specific age ranges. Distribution of the public awareness Developmental Wheels remained consistent with the previous year. The second material is a brochure with general information about the program and information about how to make a referral. The central point of contact reported that for FFY 2006 (2006-2007), 63% of callers learned about Early ACCESS though these marketing materials.

Table C5.3.
Number and Type of Public Awareness Materials Distributed.

	English Wheels	Spanish Wheels	English Brochures	Spanish Brochures
2004	39,000	11,250	11,000 *	6,400*
2005	41,600	8,000	55,000	18,000
2006	42,000	7,500	46,000	14,000

Source. Lead Agency, Iowa Department of Education, 2006.
Note. *Previous general information marketing material.

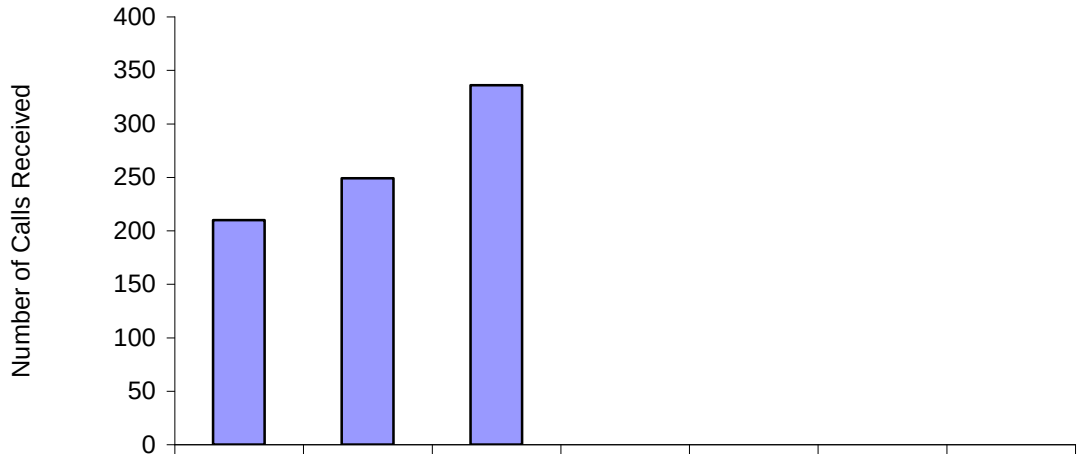
Public awareness-Statewide conference exhibits. In FFY 2006 (2006-2007), Early ACCESS state staff exhibited and distributed materials at eight statewide conferences. The primary audiences included: service providers, state agencies staff, and parents of children with disabilities. In 2006 the display was redesigned to include more graphics and simplify its

message. This activity provided the opportunity to engage a variety of early childhood constituents and service providers and answer their questions about Early ACCESS.

Public awareness-Central point of contact and the central directory. Iowa COMPASS serves as the central point of contact and the central directory for the Early ACCESS system. Iowa COMPASS operates both by a toll free number and web site. All statewide and regional public relation materials include the toll free number. Callers are directly patched to the Regional Grantee who provides services in the region of the caller. Data on calls received by Iowa COMPASS are shown in Figure C5.6.

Iowa COMPASS also processes referrals from the Iowa Department of Human Services of children less than the age of three who were abused or neglected (CAPTA). Iowa COMPASS mails information about Early ACCESS to the parents along with contact information. If the family was interested in having their child evaluated to determine eligibility for early intervention services, Iowa COMPASS referred the family to the local Regional Grantee. Calls regarding the Early ACCESS system increased significantly from the previous two years.

Figure C5.6. Number of Calls Received by Iowa COMPASS for Referral to Early ACCESS.



	2004-2005 Baseline	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of Calls	210	249	336				

Source. Iowa COMPASS Quarterly Reports, FFY 2006 (2006-2007).

Analysis of policies, procedures and practices. During 2006-2007, a workgroup developed guidelines for determining eligibility and presented the guidelines to stakeholders for feedback: Regional Grantee Administrators and Leadership Group, Executive Committee of the State Interagency Coordinating Council (SICC) and Signatory Agencies. The workgroup based their guidelines on the research, evidence and federal statute/regulations studied the previous year with national experts including the OSEP-funded National Early Childhood Technical Assistance Center. The guidelines were revised each time to reflect input from the groups. These guidelines will be changed to statewide procedures and technical assistance documents with targeted statewide training planned for 2007-2008.

The Lead Agency continued working to design a comprehensive Part C Finance System in order to maximize the coordination of resources. In the past few years, financial resources have not kept pace with the long-term annual increase of children served (doubled in last six years). A

thorough assessment of the demographics of infant and toddlers in the state and nation was conducted, and data were analyzed by the State's Interagency Coordinating Council (SICC -Iowa Council for Early ACCESS). State staff developed a plan with the SICC to conduct interviews with key administrators/leaders of federal/state resources available in Iowa. This initiative was supported by the technical assistance of the OSEP-funded NECTAC who guided the self-assessment and strategic planning.

The Lead Agency with the support of its Signatory Agencies and SICC was successful in obtaining a state appropriation of $1.7 million for Early ACCESS in the FFY07 Legislative Assembly. This was the first dedicated state allocation to the Part C system. The allocation went to direct services to serve underserved populations such as children referred by CAPTA (Child Abuse Prevention and Treatment Act); prematurity; medically complex and drug affected.

Progress was made engaging Signatory Agencies regarding child find activities and provision of Service Coordination. The Department of Public Health implemented statewide guidelines in Spring 2007 that outlined Early ACCESS referral procedures for every child under the age of three with Venous blood lead level greater than or equal to 20 micrograms per deciliter. With the recent addition of the Department of Public Health and Child Health Specialty Clinic Service Coordinators for target populations of children with health related conditions (Prematurity, lead poisoned, medically fragile, drug exposed, etc.), referrals are expected to increase with full implementation in FFY 2007 (2007-2008). The Department of Public Health (Title V) and Child Health Specialty Clinics (CHSC) contributed more resources (staff; time; funding; professional development and data collection) to implement interagency service coordination. This increases the Early ACCESS system's capacity to serve more children and to align service coordination to meet the primary health needs of a child and family.

CHSC and Title V studied, piloted and identified a reliable and valid diagnostic assessment tool to use with these special populations. Training was provided to 57 service coordinators/early intervention providers during FFY 2006 (2006-2007).

Technical assistance. In order to enhance the child count for Iowa's Part C system Early ACCESS, the state continued several initiatives during FFY 2006 (2006-2007). These efforts focused on activities to improve professional development with state partners in order to increase the number of appropriate referrals to the system. Six professional development activities were key to contributing to the state's increased child count.

After a series of state facilitated conversations, Regional Grantees continue to partner with the Level III hospitals and High Risk Infant Follow-up programs in the state in order to facilitate increased referrals through the hospitals. The Region with two Level III hospitals and High Risk Infant Follow-up programs increased their birth to one numbers by 69 children and their birth to three numbers by 193 children. This region's birth to one percentage was increased from 1.04 to 1.73 and their overall percent increased from 2.00 to 2.63. Statewide conversations continue about how to facilitate improved communication and referrals into the Early ACCESS program.

Collaboration with Iowa's Statewide Perinatal Care Program continued for FFY 2006 (2006-2007). This program provides professional training and consultation to regional and primary providers in order to reduce the mortality and morbidity of infants. State staff continues to work to integrate Early ACCESS into the program.

State staff created a new training curriculum titled: *One of These Kids is Not Like the Others: Identifying Young Children with Developmental Delays and How to Talk to Their Parents About Your Concerns*. The training is targeted for early care, health, and education service providers. Training aims to help professionals identify children with developmental delays in order to make appropriate referrals to Early ACCESS, discuss with parents concerns about their child's development, and understand what referral sources can expect from the Part C system. Training

has been delivered via state staff at several statewide early care, health and education conferences and in local community agencies.

The Lead Agency continued to partner with the Iowa Early Hearing Detection and Intervention (EDHI) program to offer a series of trainings and guidance materials to improve outcomes for children with suspected/confirmed hearing loss and families. The trainings and guidance materials focused on the 1) needs of the children and family and best practices and 2) how the Part C system and the EDHI system work together, specifically developing procedures for follow-up hearing services for children who missed their initial or follow up rescreenings. These technical assistance activities were supported by a Universal Newborn Hearing Screening and Intervention grant from Health and Human Services Administration- HRSA, administered by Signatory Agency, Child Health Specialty Clinics. In June 2007, as a result of these trainings and technical assistance, children who missed their initial or follow up rescreens were referred to the Part C system. An early intervention provider is now assigned to assist the family through the process, addressing any barriers to obtaining needed screenings and/or early intervention services.

1st Five Healthy Mental Development Initiative (formally the Assuring Better Child Health and Development) was expanded. After receiving a state allocation, the project doubled the number of pilot sites to implement best practices in building partnerships between physician practices and public service providers to enhance high-quality well child care. 1st Five promotes the use of standardized developmental surveillance tools that support the healthy mental development for young children. 1st Five sites help to link families with community resources and facilitate referrals to appropriate services including Part C services.

Less than five percent of parents of abused and neglected children choose to have their children evaluated for Early ACCESS services. The Lead Agency and the Iowa Department of Human Services continue to work to develop more effective ways to engage parents and encourage them to consent to early intervention services. Local Early ACCESS focus groups were formed to identify improvements to current screening and referral procedures. Recommendations included having child protective workers screen for developmental delays and make direct referrals when appropriate. The Iowa Department of Human Services has started a pilot project to teach workers how to conduct developmental screens. If the pilot is successful it will be expanded in FFY 2007 (2007-2008). In addition to the pilot study, training materials have been developed to help child protection and social work staff members better understand the role of Part C services. The training will be implemented in FFY 2007 (2007-2008).

Ongoing monitoring and enforcement as needed. In FFY 2006 (2006-2007) the Lead Agency monitored effective child find in all Regional Grantees. Each region submitted year end reports to document improvement activities that were conducted to reach and/or maintain state targets in all indicators. Baseline and target data showed increases for seven of the eleven regions. While the state met the overall FFY 2005 (2005-2006) target, three regions did not. Regions that did not meet state targets were required to submit an improvement plan with research/evidence-based strategies.

Of the three regions that did not meet the state target, two of them showed improvement from the previous year. In the one region that did not meet the target or show improvement from the previous year, staff turnover was identified as concern that effected the overall functioning of the region. This region has since recognized the needed authority and dedicated supervisory staff time of the region's leadership. Because of the rural demographics of Iowa (small n size), the actual difference in number of children from FFY 2005 (2005-2006) to FFY 2006 (2006-2007) was less than ten in the regions that did not meet the target and experienced slippage.

Regions that did not meet the targets were required to submit improvement plans to increase their birth to one child count numbers. Activities included meeting with family support programs, healthcare providers, joining community boards and committees, hiring staff to develop

community relationships, increasing authority and dedicated staff time to Part C, increasing the responses sent to referral sources when referrals have been made, and working with Signatory Agencies at the local level. Those who did not meet child find targets have identified referral sources to target outreach efforts which include: Parents, Physicians and Department of Human Services staff.

The Lead Agency also monitored the effectiveness of pervious years' focus monitoring site visits. A focused monitoring site visit was conducted in November of 2005 on the topic of early Identification with one largely populated region. After one year, their overall birth to one count increased from 0.92% to 1.04% (2005-2006) and, by the second year, to 1.73% (2006-2007), substantially exceeding the 1.1% state target.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2007 (2007-2008):

There were no revisions of targets, improvement activities, timelines or resources for FFY 2006 (2006-2007). In order to maintain target performance, the Lead Agency will continue to implement activities outlined in the State Performance Plan.

Part C State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

The Part C Annual Performance Report (APR) was developed by Lead Agency staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Interagency Coordinating Council (Iowa Council for Early ACCESS), the Early ACCESS Executive Committee, Regional Grantee Administrators, Early ACCESS Leadership Group, and the Lead Agency Department of Education staff. See Overview of Annual Performance Report Development section for annual reporting to public.

Monitoring Priority: Effective General Supervision Part C / Child Find

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

A. Other States with similar eligibility definitions; and

B. National data.

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

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

Measurement:

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

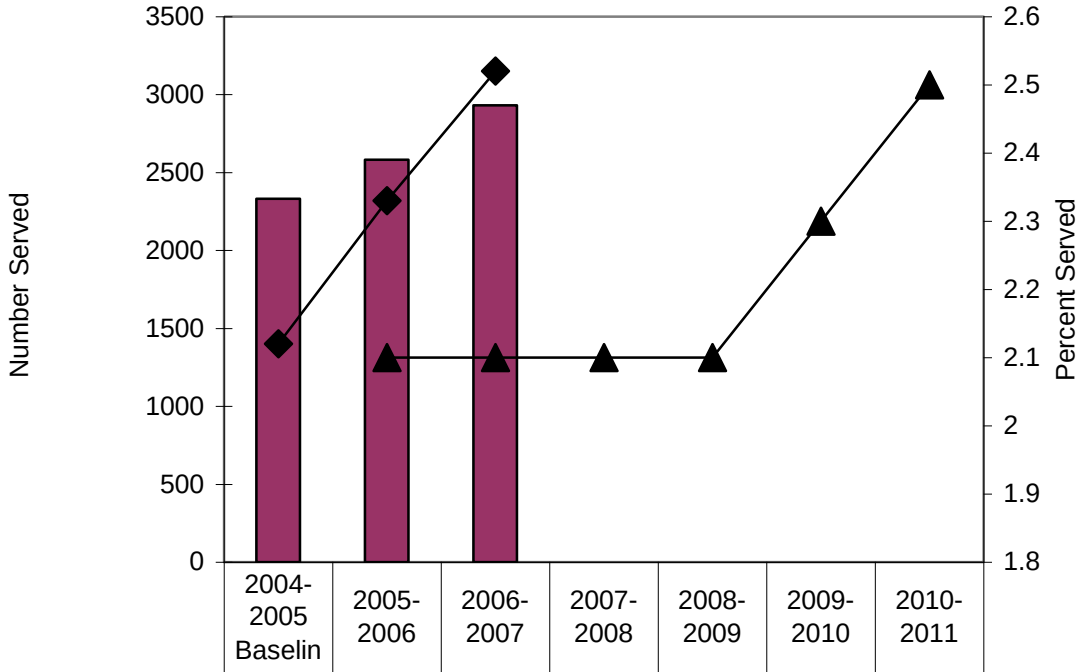
B. Percent = # of infants and toddlers birth to 3 with IFSPs divided by the population of infants and toddlers birth to 3 times 100 compared to National data.

This indicator was considered a performance indicator by OSEP and therefore states were allowed to set their own measurable and rigorous targets. The Lead Agency, with input from stakeholder groups, set annual targets for the six year State Performance Plan to begin at 2.1% and end at a target of 2.5 for the percent of infants and toddlers birth to three with IFSPs.

FFY	Measurable and Rigorous Target
2006	Percent of infants and toddlers birth to 3 with IFSPs will maintain at 2.1%, and when compared to: A. Other States with similar eligibility definitions will maintain baseline year average data; and B. National data will maintain as –0.12% difference based on baseline year data.

Actual Target Data for FFY 2006 (2006-2007):
Figure C6.1 shows results for the number and percent of children served in Part C (Early ACCESS) ages birth to age three baseline FFY 2004 (2004-2005), FFY 2005 (2005-2006), and FFY 2006 (2006-2007) data. The percentages shown for FFY 2004 (2004-2005) were based on the December 1st Child Count for each year, compared to the birth minus death totals for the previous year. Data reported for the next years, FFY 2005 (2005-2006) and FFY 2006 (2006-2007), were based on the October 28, 2005 child count for the year and were compared to the 2004 Census estimations. The change from state birth minus death to the U.S. Census estimates was analyzed and revealed insignificant differences. (These 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 Three**.**

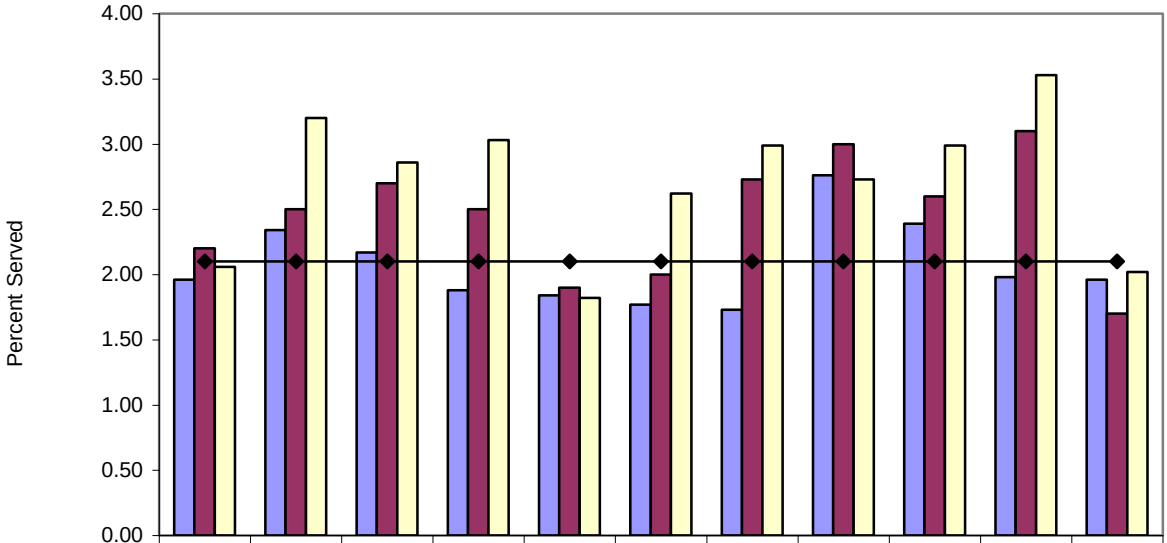


	2004-2005 Baselin	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Child Count Total	2331	2581	2932				
Percent Served	2.12	2.33	2.52				
Target		2.1	2.1	2.1	2.1	2.3	2.5

Source. U.S. Department of Education, Office of Special Educations Programs, Data Analysis System (DANS), FFY 2006 (2006-2007), 618 Tables, and Census data.

Figure C6.2 shows results for the 11 Regional Grantees' baseline FFY 2004 (2004-2005) FFY 2005 (2005-2006), and FFY 2006 (2006-2007) data for the percent of infants served from birth to three years of age. The percentages shown for FFY 2004 (2004-2005) were based on the December 1st Child Count for each year, compared to the birth minus death totals for the previous years. The change from state birth minus death to U.S. Census estimates was analyzed and revealed insignificant differences. Data reported for the next years, FFY 2005 (2005-2006) and FFY 2006 (2006-2007), were based on the one-day child count for the year (last Friday of October 2005) and were compared to the 2004 Census estimations.

Figure C6.2. Percent of Children (Birth to Three) with IFSPs by Regional Grantees from Baseline to Year Two of the State Performance Plan.



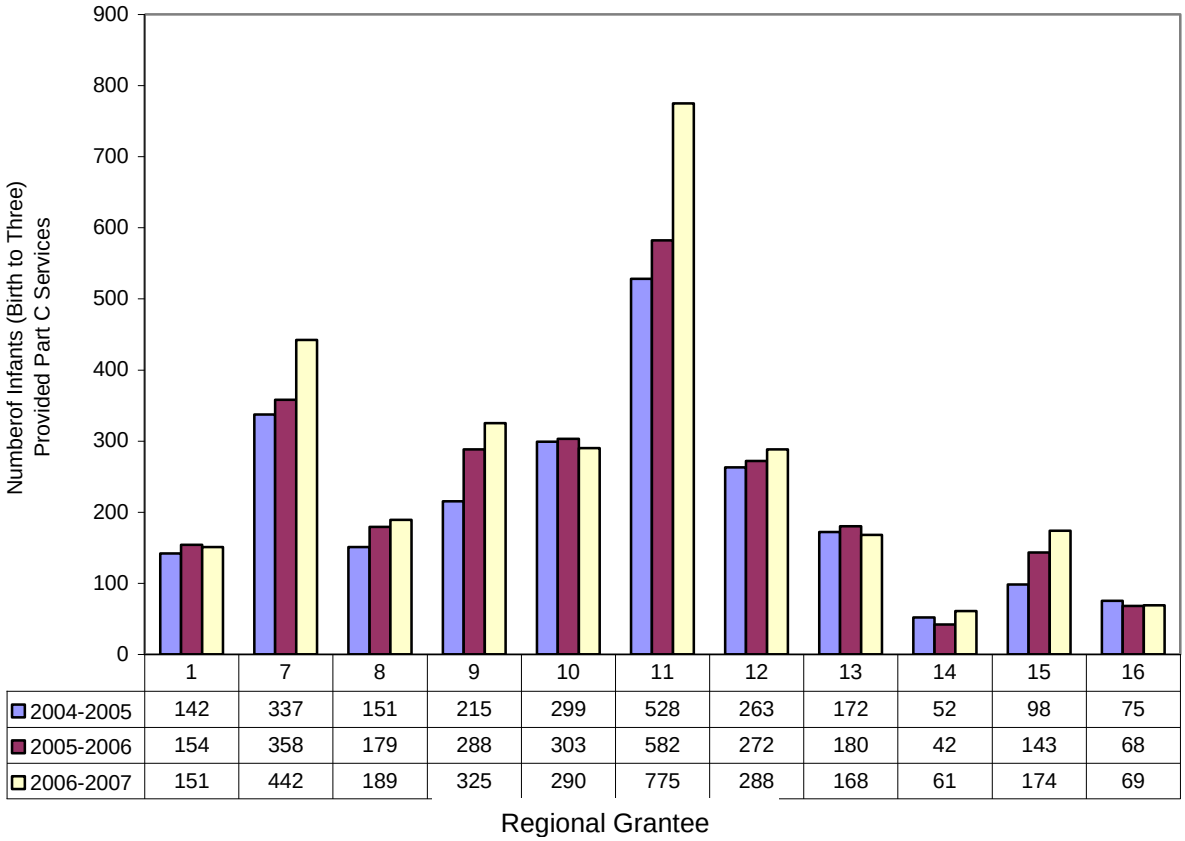
	1	7	8	9	10	11	12	13	14	15	16
2004-2005	1.96	2.34	2.17	1.88	1.84	1.77	1.73	2.76	2.39	1.98	1.96
2005-2006	2.20	2.50	2.70	2.50	1.90	2.00	2.73	3.00	2.60	3.10	1.70
2006-2007	2.06	3.20	2.86	3.03	1.82	2.62	2.99	2.73	2.99	3.53	2.02
Target	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1

Regional Grantee

Source. Iowa Information Management System (IMS), FFY 2004 (2004–2005), FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

Figure C6.3 provides results for the 11 Regional Grantees' baseline FFY 2004 (2004-2005) and FFY 2005 (2005-2006) and FFY 2006 (2006-2007) data for the number of infants served from birth to three years of age. The data generally show consistent increases for eight of the regions and the number of infants with IFSPs.

Figure C6.3. Number of Children (Birth to Three) with IFSPs by Regional Grantees from Baseline to Year Two of the State Performance Plan.

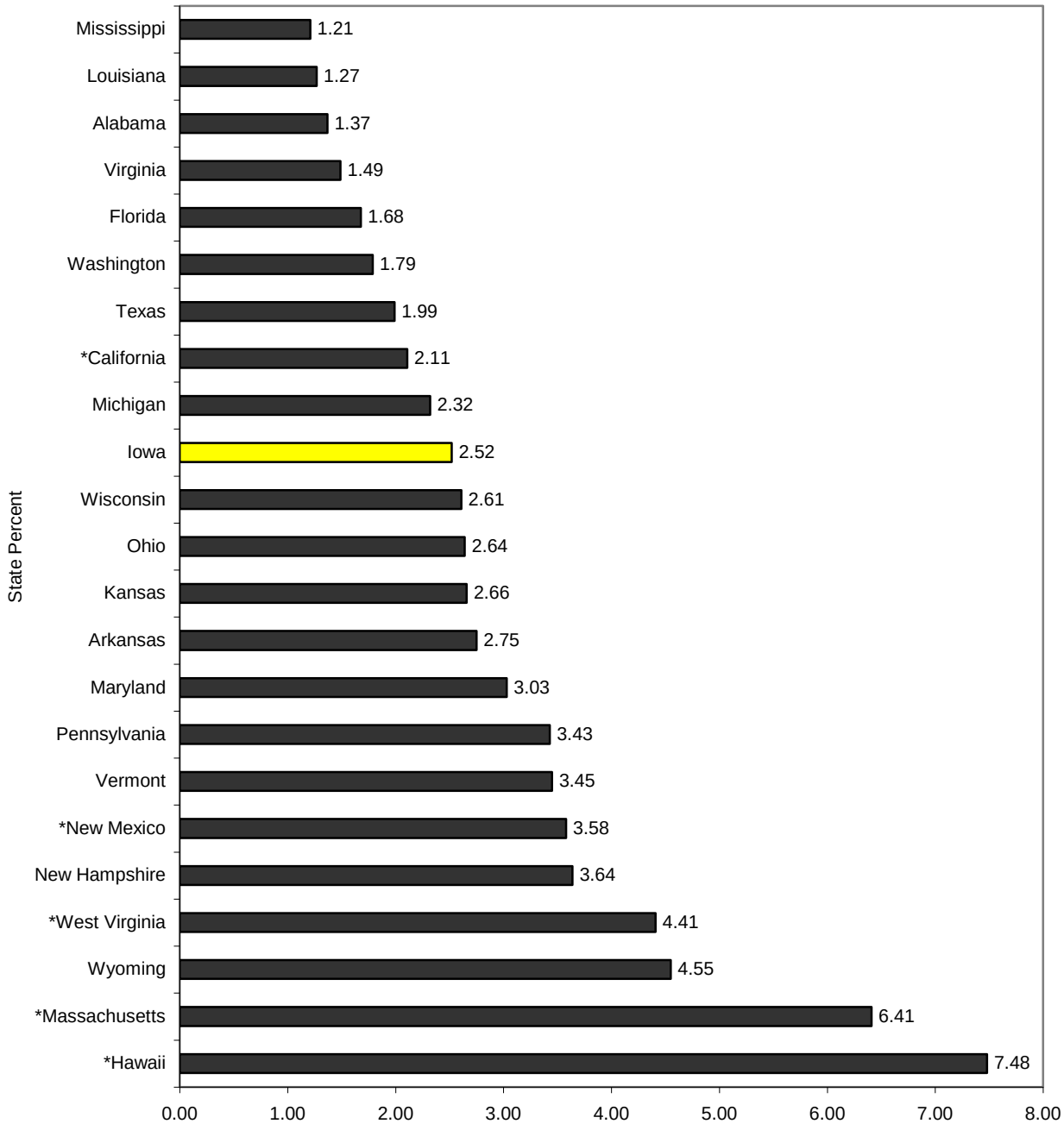


	1	7	8	9	10	11	12	13	14	15	16
2004-2005	142	337	151	215	299	528	263	172	52	98	75
2005-2006	154	358	179	288	303	582	272	180	42	143	68
2006-2007	151	442	189	325	290	775	288	168	61	174	69

Source. Iowa Information Management System (IMS), FFY 2004 (2004-2005), FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

(A) Comparison of Iowa to states with similar (broad) eligibility definitions. Figure C6.4 illustrates the Part C child count data for Iowa as compared to states with similar eligibility definitions for FFY 2006 (2006-2007).

Figure C6.4. Percent of Iowa Infants (Birth to Three) Eligible for Part C Services as Compared to Other States with Similar (Broad) Eligibility Definitions.



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), Table C-9, "Infants and Toddlers Receiving Early Intervention Services in Accordance with Part C," 2006. Data updated as of July 15, 2007
Note: These states enroll infants and toddlers "at risk" in addition to those with developmental delays and conditions.

(B) Comparison of Iowa to National data. The National percent for the population of birth to age three infants and toddlers who received Part C (Early ACCESS) services was 2.43. The calculated difference between Iowa's percent served 2.52 and the national percent was 0.09. Iowa's target was to maintain a –0.12 percent difference**.**

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

In FFY 2005 (2005-2006), the number and percentage of infants receiving early intervention services consistently increased. Figure C6.1 shows the state target was met for FFY 2006 (2006-2007) for the percentage of children birth to age one receiving Early ACCESS services. Second year (2006-2007) data results of 2.52% exceeded first year (2005-2006) data results of 2.35% and the baseline of 2.12% in FFY 2004 (2004-2005). The target of 2.1% for FFY 2006 (2006-2007) was exceeded.

(A) In comparing Iowa to other state/territories with similar broad eligibility categories (Federal category excluding at-risk), Iowa was comparable with the percent noted for other states (Figure C6.4). Of the twenty three states/ territories to which Iowa was compared, 13 states/ territories exceeded Iowa's percentage of infants and toddlers, birth to three with IFSPs; nine states were lower in their percentages. In comparing Iowa to the two other *birth mandate* states (Michigan and Maryland), results indicated Iowa was comparable in the percent of birth to three population with IFSPs.

(B) In comparing Iowa to all fifty states and District of Columbia, Iowa's 0.09 difference with the national average exceeded the target of maintaining a -0.12 difference when compared to the national average. Iowa made a gain of 0.21 percent since the baseline year.

Several improvement activities were implemented to impact meeting the target for this indicator. The Lead Agency and Regional Grantees concentrated efforts on early identification with the help of interagency partners: Partnerships with Department of Human Services and judicial system regarding CAPTA (Child Abuse Prevention and Treatment Act) and the Department of Public Health regarding Early Hearing Detection and Intervention (EHDI); distribution of public awareness materials; referral procedures; and data analysis of referral sources to the Early ACCESS system.

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 to clarify or complete 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:

- When a new eligible child is entered, the statewide historical database is queried to see if the child may have had an earlier IFSP. A list of near matches, based on name and birth date, is provided so that data entry personnel can check to see if the new child was previously served. This routine reduces the risk of the same child having two different IMS identification numbers.
- 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.
- For other data fields, a message appears but data entry may continue. For example, if the 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. Data entry personnel review 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 warnings in the report include possible duplicate children, questionable age/IFSP age-eligibility combination, blank Infant/Toddler 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. 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.

Data verification procedures for IMS are described in more depth in Indicator 14.

Analysis of data to identify concerns and effectiveness. Data were analyzed by Lead Agency, Regional Grantee Leadership and State Interagency Coordinating Council (SICC) on children served in Early ACCESS. Data showed eight of the eleven regions made progress in the percentage of children served with three regions performing under the state target. Of the three regions who did not meet the target, one made progress and two had slippage. Regions that did not meet the targets were required to submit improvement plans to increase the number of children served birth to three years.

Analysis of data to identify concerns and effectiveness-public awareness and referrals. Iowa's public awareness program relies on 12 categories of referral sources, public awareness materials, and a central point of entry for Early ACCESS and the 11 Regional Grantees. Table C6.1 provides the number and percent of referrals the Regional Grantees received from specific referral sources. Twelve categories were used to collect and analyze the data for each region. Regional Grantees tracked and reported referral source data; in FFY 2006 (2006-2007) the most common referral source statewide was Parent/Family (29.6%); by Regional Grantee it ranged from 15% to 52% of the referrals. Table C6.2 provides definitions of referral sources.

To better understand referral data, the data were clustered into four categories of referral sources, Figure C6.5. These clusters include Health (hospitals, high-risk follow-up programs, Child Health Specialty Clinics, and public and private health agencies); Parent/Family; Education (local school districts (LEA) and Area Education Agencies/Regional Grantees (AEA)) and Family Support (Child Care, Department of Human Services (DHS), and Social Service Agencies). The combined health cluster accounted for 44% of referrals to the Early ACCESS system in FFY 2006 (2006-2007). (These referral data reflected referrals for children birth to age three, data could not be disaggregated for birth to one.)

Table C6.1.
Number and Percent of Referrals Received by Regional Grantee.

	Regional Grantees											
	1	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**Total**
Parent/Family	171	198	85	136	359	269	176	152	13	48	23	**1630**
	37%	22%	26%	30%	52%	21%	32%	48%	21%	17%	15%	**29.6%**
Hospitals/HRIF	27	90	52	33	75	448	56	14	16	39	68	**918**
	5.8%	10.0%	15.8%	7.4%	10.8%	34.2%	10.3%	4.4%	25.8%	14.0%	44.7%	**16.7%**
Pysicians	90	119	46	48	64	207	38	30	2	21	5	**670**
	19%	13%	14%	11%	9%	16%	7%	9%	3%	8%	3%	**12.2%**
Dept of Human	28	215	20	87	26	96	30	25	4	24	21	**576**
Services	6.0%	23.9%	6.1%	19.5%	3.7%	7.3%	5.5%	7.8%	6.5%	8.6%	13.8%	**10.5%**
LEA/AEA	8	50	25	19	31	103	73	13	3	15	6	**346**
	1.7%	5.5%	7.6%	4.3%	4.4%	7.9%	13.4%	4.1%	4.8%	5.4%	3.9%	**6.3%**
Public/Private	3	85	24	5	104	10	45	7	4	19	2	**308**
Health	0.6%	9.4%	7.3%	1.1%	14.9%	0.8%	8.3%	2.2%	6.5%	6.8%	1.3%	**5.6%**
Social & Child	54	49	18	16	16	55	16	49	4	17	2	**296**
Services	11.6%	5.4%	5.5%	3.6%	2.3%	4.2%	2.9%	15.4%	6.5%	6.1%	1.3%	**5.4%**
Child Health	5	1	25	33	9	3	50	5	3	87	10	**231**
Specialty	1.1%	0.1%	7.6%	7.4%	1.3%	0.2%	9.2%	1.6%	4.8%	31.3%	6.6%	**4.2%**
Title V/EPSDT	23	17	7	30	0	54	2	10	5	0	4	**152**
Child Health	5.0%	1.9%	2.1%	6.7%	0.0%	4.1%	0.4%	3.1%	8.1%	0.0%	2.6%	**2.8%**
Women, Infant	9	15	10	31	6	22	33	2	2	6	5	**141**
and Children	1.9%	1.7%	3.0%	7.0%	0.9%	1.7%	6.1%	0.6%	3.2%	2.2%	3.3%	**2.6%**
Child Care	7	42	8	4	6	32	6	9	1	1	1	**117**
	1.5%	4.7%	2.4%	0.9%	0.9%	2.4%	1.1%	2.8%	1.6%	0.4%	0.7%	**2.1%**
Head Start (HS)	37	20	8	3	1	9	17	0	5	1	5	**106**
Early HS	8%	2%	2%	1%	0%	1%	3%	0%	8%	0%	3%	**1.9%**
State EHDI	2	0	1	1	0	1	0	0	0	0	0	**5**
	0.4%	0.0%	0.3%	0.2%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	**0.1%**
Out of state	0	0	0	0	0	0	1	3	0	0	0	**4**
Part C	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.9%	0.0%	0.0%	0.0%	**0.1%**
Total	**464**	**901**	**329**	**446**	**697**	**1309**	**543**	**319**	**62**	**278**	**152**	**5500**

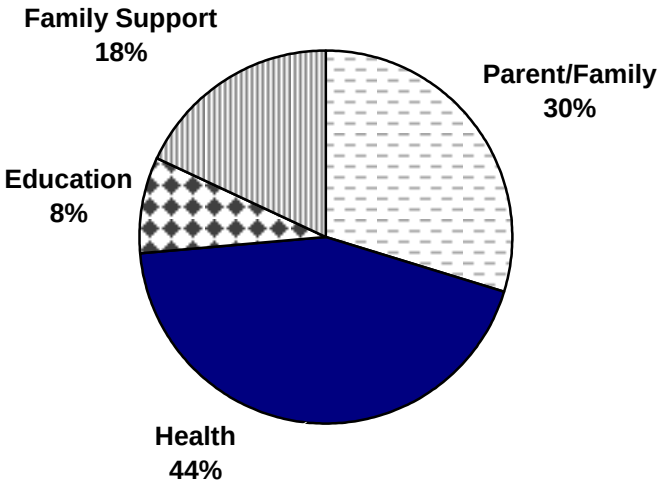
Source. Regional Grantee Year End Reports, FFY 2006 (2006-2007).

Table C6.2.
Early ACCESS Referral Sources and Definitions.

Referral Source	Definition
1. Parent/family	Parent, family or other persons designated as a parent
2. Public/private health	Includes Title V agencies; Women, Infants and Children (WIC); County Public Health; home health agencies; etc.
3. Physician	Physicians (Pediatric, Family, Sub-specialty or General Practices)
4. LEA/AEA	Local or Area Education Agencies
5. Hospital/HRIF	Hospitals; hospital-based high-risk follow-up programs; Newborn Hearing Screening (NOT including referrals from Iowa Early Hearing Detection and Intervention office)
6. Other	Other referral sources
7. Child Health Specialty Clinics	Signatory Agency
8. Iowa Department of Human Services	Signatory Agency
9. Social and Child services	Social service and child-serving agencies (e.g. ISU Extension; Lutheran Social Services; HOPES and HOPES-like; Healthy Families; Child Care Resource & Referral; Community Action Programs; programs supported by Community Empowerment Areas, etc.)
10. Child Care	Providers of child care programs (child development homes and licensed child care centers)
11. Head Start and Early Head Start	Head Start programs and Early Head Start programs
12. EHDI: Early Hearing Detection and Intervention	Iowa's newborn hearing screening and follow-up program

Source. Regional Grantee Part C Application Instructions, FFY 2006 (2006-2007).

Figure C6.5. Source and Percent of Referrals Analyzed by Four Categories.



Source. Regional Grantee Year End Reports, FFY 2006 (2006–2007).

Public awareness-Materials. The Lead Agency provided the majority of Early ACCESS public awareness materials that the Regional Grantees and Signatory Agencies distributed. Regional Grantees prepared an annual public awareness plan that outlined activities to engage parents, service providers, and the general public to learn about early intervention services.

The Lead Agency published two major public awareness materials for statewide distribution. Table C6.3 shows the number and type of public awareness materials distributed. The first material, a developmental wheel, remained most popular among community partners. They reported that families felt the wheel was a helpful resource for understanding child development. The wheel provides information about early childhood development and appropriate activities for specific age ranges. Distribution of the public awareness Developmental Wheels remained consistent with the previous year. The second material is a brochure with general information about the program and information about how to make a referral. The central point of contact reported that for FFY 2006 (2006-2007), 63% of callers learned about Early ACCESS though these marketing materials.

Table C6.3.
Number and Type of Public Awareness Materials Distributed.

	English Wheels	Spanish Wheels	English Brochures	Spanish Brochures
2004	39,000	11,250	11,000 *	6,400*
2005	41,600	8,000	55,000	18,000
2006	42,000	7,500	46,000	14,000

Source. Lead Agency, Iowa Department of Education, 2006.
Note. * Previous general information marketing material.

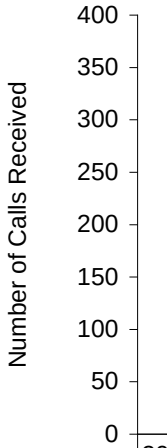
Public awareness-Statewide conference exhibits. In FFY 2006 (2006-2007), Early ACCESS state staff exhibited and distributed materials at eight statewide conferences. The primary audiences included: service providers, state agencies staff, and parents of children with disabilities. In 2006 the display was redesigned to include more graphics and simplify its

message. This activity provided the opportunity to engage a variety of early childhood constituents and service providers and answer their questions about Early ACCESS.

Public awareness-Central point of contact and the central directory. Iowa COMPASS serves as the central point of contact and the central directory for the Early ACCESS system. Iowa COMPASS operates both by a toll free number and web site. All statewide and regional public relation materials include the toll free number. Callers are directly patched to the Regional Grantee who provides services in the region of the caller. Data on calls received by Iowa COMPASS are shown in Figure C6.6.

Iowa COMPASS also processes referrals from the Iowa Department of Human Services of children less than the age of three who were abused or neglected (CAPTA). Iowa COMPASS mails information about Early ACCESS to the parents along with contact information. If the family was interested in having their child evaluated to determine eligibility for early intervention services, Iowa COMPASS referred the family to the local Regional Grantee. Calls regarding the Early ACCESS system increased significantly from the previous two years.

Figure C6.6. Number of Calls Received by Iowa COMPASS for Referral to Early ACCESS.



	2004-2005 Baseline	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of Calls	210	249	336				

Source. Iowa COMPASS Quarterly Reports, FFY 2006 (2006 - 2007).

Analysis of policies, procedures and practices. During 2006-2007, a workgroup developed guidelines for determining eligibility and presented the guidelines to stakeholders for feedback: Regional Grantee Administrators and Leadership Group, Executive Committee of the State Interagency Coordinating Council (SICC) and Signatory Agencies. The workgroup based their guidelines on the research, evidence and federal statute/regulations studied the previous year with national experts including the OSEP-funded National Early Childhood Technical Assistance Center. The guidelines were revised each time to reflect input from the groups. These guidelines will be changed to statewide procedures and technical assistance documents with targeted statewide training planned for 2007-2008.

The Lead Agency continued working to design a comprehensive Part C Finance System in order to maximize the coordination of resources. In the past few years, financial resources have not kept pace with the long-term annual increase of children served (doubled in last six years). A thorough assessment of the demographics of infant and toddlers in the state and nation was conducted, and data were analyzed by the State's Interagency Coordinating Council (SICC -Iowa Council for Early ACCESS). State staff developed a plan with the SICC to conduct interviews

with key administrators/leaders of federal/state resources available in Iowa. This initiative was supported by the technical assistance of the OSEP-funded NECTAC who guided the self-assessment and strategic planning.

The Lead Agency with the support of its Signatory Agencies and SICC was successful in obtaining a state appropriation of $1.7 million for Early ACCESS in the FFY 2007 Legislative Assembly. This was the first dedicated state allocation to the Part C system. The allocation went to direct services to serve underserved populations such as children referred by CAPTA (Child Abuse Prevention and Treatment Act); prematurity; medically complex and drug affected.

Progress was made engaging Signatory Agencies regarding child find activities and provision of Service Coordination. The Department of Public Health implemented statewide guidelines in Spring 2007 that outlined Early ACCESS referral procedures for every child under the age of three with Venous blood lead level greater than or equal to 20 micrograms per deciliter. With the recent addition of the Department of Public Health and Child Health Specialty Clinic Service Coordinators for target populations of children with health related conditions (Prematurity, lead poisoned, medically fragile, drug exposed, etc.), referrals are expected to increase with full implementation in FFY 2007 (2007-2008). The Department of Public Health (Title V) and Child Health Specialty Clinics (CHSC) contributed more resources (staff; time; funding; professional development and data collection) to implement interagency service coordination. This increases the Early ACCESS system's capacity to serve more children and to align service coordination to meet the primary health needs of a child and family.

CHSC and Title V studied, piloted and identified a reliable and valid diagnostic assessment tool to use with these special populations. Training was provided to 57 service coordinators/early intervention providers during FFY 2006 (2006-2007).

Technical assistance. In order to enhance the child count for Iowa's Part C system Early ACCESS, the state continued several initiatives during FFY 2006 (2006-2007). These efforts focused on activities to improve professional development with state partners in order to increase the number of appropriate referrals to the system. Six professional development activities were key to contributing to the state's increased child count.

After a series of state facilitated conversations, Regional Grantees continue to partner with the Level III hospitals and High Risk Infant Follow-up programs in the state in order to facilitate increased referrals through the hospitals. The Region with two Level III hospitals and High Risk Infant Follow-up programs increased their birth to one numbers by 69 children and their birth to three numbers by 193 children. This region's birth to one percentage was increased from 1.04 to 1.73 and their overall percent increased from 2.00 to 2.63. Statewide conversations continue about how to facilitate improved communication and referrals into the Early ACCESS program.

Collaboration with Iowa's Statewide Perinatal Care Program continued for FFY 2006 (2006-2007). This program provides professional training and consultation to regional and primary providers in order to reduce the mortality and morbidity of infants. State staff continues to work to integrate Early ACCESS into the program.

State staff created a new training curriculum titled: *One of These Kids is Not Like the Others: Identifying Young Children with Developmental Delays and How to Talk to Their Parents About Your Concerns*. The training is targeted for early care, health, and education service providers. Training aims to help professionals identify children with developmental delays in order to make appropriate referrals to Early ACCESS, discuss with parents concerns about their child's development, and understand what referral sources can expect from the Part C system. Training has been delivered via state staff at several statewide early care, health and education conferences and in local community agencies.

The Lead Agency continued to partner with the Iowa Early Hearing Detection and Intervention (EDHI) program to offer a series of trainings and guidance materials to improve outcomes for children with suspected/confirmed hearing loss and families. The trainings and guidance materials focused on the 1) needs of the children and family and best practices and 2) how the Part C system and the EDHI system work together, specifically developing procedures for follow-up hearing services for children who missed their initial or follow up rescreenings. These technical assistance activities were supported by a Universal Newborn Hearing Screening and Intervention grant from Health and Human Services Administration- HRSA, administered by Signatory Agency, Child Health Specialty Clinics. In June 2007, as a result of these trainings and technical assistance, children who missed their initial or follow up rescreens were referred to the Part C system. An early intervention provider is now assigned to assist the family through the process, addressing any barriers to obtaining needed screenings and/or early intervention services.

1st Five Healthy Mental Development Initiative (formally the Assuring Better Child Health and Development) was expanded. After receiving a state allocation, the project doubled the number of pilot sites to implement best practices in building partnerships between physician practices and public service providers to enhance high-quality well child care. 1st Five promotes the use of standardized developmental surveillance tools that support the healthy mental development for young children. 1st Five sites help to link families with community resources and facilitate referrals to appropriate services including Part C services.

Less than five percent of parents of abused and neglected children choose to have their children evaluated for Early ACCESS services. The Lead Agency and the Iowa Department of Human Services continue to work to develop more effective ways to engage parents and encourage them to consent to early intervention services. Local Early ACCESS focus groups were formed to identify improvements to current screening and referral procedures. Recommendations included having child protective workers screen for developmental delays and make direct referrals when appropriate. The Iowa Department of Human Services has started a pilot project to teach workers how to conduct developmental screens. If the pilot is successful it will be expanded in FFY 2007 (2007-2008). In addition to the pilot study, training materials have been developed to help child protection and social work staff members better understand the role of Part C services. The training will be implemented in FFY 2007 (2007-2008).

Ongoing monitoring and enforcement as needed In FFY 2006 (2006-2007) the Lead Agency monitored effective child find in all Regional Grantees. Each region submitted year end reports to document improvement activities that were conducted to reach and/or maintain state targets in all indicators. Baseline and target data showed increases for seven of the eleven regions. While the state met the overall target, three regions did not. Regions that did not meet state targets were required to submit an improvement plan with research/evidence-based strategies.

Of the three regions that did not meet the state target, two of them showed improvement from the previous year. In the one region that did not meet the target or show improvement from the previous year, staff turnover was identified as concern that effected the overall functioning of the region. This region has since recognized the needed authority and dedicated supervisory staff time of the region's leadership. Because of the rural demographics of Iowa (small n size), the actual difference in number of children from FFY 2005 (2005-2006) to FFY 2006 (2006-2007) was less than twelve in the regions that did not meet the target and experienced slippage.

Regions that did not meet the targets were required to submit improvement plans to increase their birth to three child count numbers. Activities included meeting with family support programs, healthcare providers, joining community boards and committees, hiring staff to develop community relationships, increasing authority and dedicated staff time to Part C, increasing the responses sent to referral sources when referrals have been made, and working with Signatory Agencies at the local level. Those who did not meet child find targets have identified referral

sources to target outreach efforts which include: Parents, Physicians and Department of Human Services staff.

The Lead Agency also monitored the effectiveness of previous years' focus monitoring site visits. A Focused Monitoring Site Visit was conducted in November of 2005 on the topic of early Identification with one largely populated region. After one year, their overall birth to three count increased from 1.77% to 2.0% (2005-2006) and, by the second year, to 2.6% (2006-2007), substantially exceeding the 2.1% state target.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2007 (2007-2008):
There were no revisions of targets, improvement activities, timelines or resources for FFY 2006 (2006-2007). In order to maintain target performance, the Lead Agency will continue to implement activities outlined in the State Performance Plan.

Part C State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

The Part C Annual Performance Report (APR) was developed by Lead Agency staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Interagency Coordinating Council (Iowa Council for Early ACCESS), the Early ACCESS Executive Committee, Regional Grantee Administrators, Early ACCESS Leadership Group, and the Lead Agency Department of Education staff. See Overview of Annual Performance Report Development section for annual reporting to public.

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)

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

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.

OSEP has designated Indicator C7 as a compliance indicator; therefore all states are required to set the target at 100%.

The provision of an evaluation and assessment and an initial IFSP meeting with a 45-day timeline is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
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.

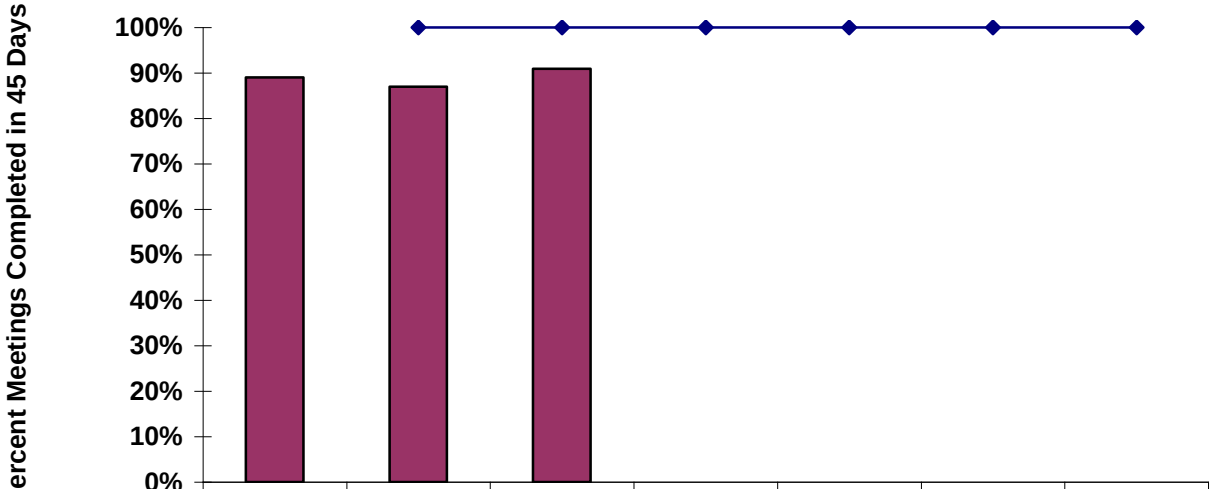
Actual Target Data for FFY 2006 (2006-2007):

Data were collected and analyzed for FFY 2006 (2006-2007) on the infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting was conducted of the 45-day timeline referral date. Data reflected actual number of days, not averages. The Lead Agency revised prior data sampling requirements using the General File Review and changed to a statewide electronic data submission system. All Regional Grantees were required to enter data into the statewide data system on each initial IFSP, strengthening data validity from 10% sampling to census. The Lead Agency had determined previous sampling of IFSPs through General File Review could be improved to collect rigorous and timely data by using electronic management of data in order to monitor Regional Grantee's compliance in this area. Regional Grantees entered data for every IFSP into Iowa's Information Management System (IMS) and, when applicable, the reason the 45-day timeline was not met.

As required by the Office of Special Education Program's letter regarding Iowa's State Performance Plan (submitted December 2, 2005), the number of children who had an exceptional circumstance for not meeting the 45-day timeline were included in the calculation of target data. Details of those exceptional circumstances are discussed later in *Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006 (2006-2007)*.

Trend data in Figure C7.1 shows baseline, year one, and year two data and the target for the percent of evaluations and IFSP meetings held within and not within the 45-day timeline but with a documented family reason.

Figure C7.1. Percent of Evaluations and IFSP Meetings Completed in 45-Day Timeline.

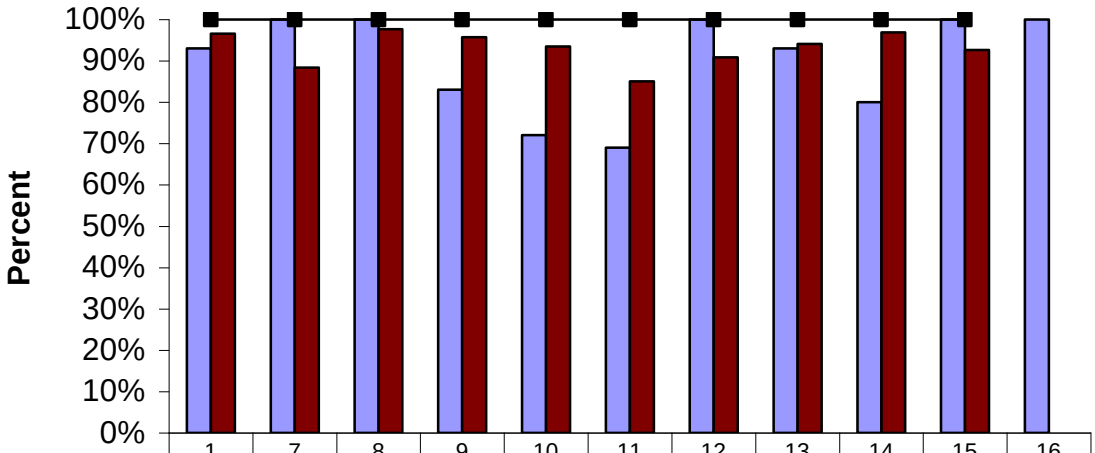


	2004-2005 Baseline	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
State	89%	87%	90.9%				
Target		100%	100%	100%	100%	100%	100%

Source. Part C Regional Monitoring Data – File Review, FFY 2004 (2004-2005) and FFY 2005 (2005-2006) and Iowa Information Management System (IMS) FFY 2006 (2006-2007).

Figure C7.2 shows the Regional Grantee target data for FFY 2005 (2005-2006) and FFY 2006 (2006-2007) compared to the state target for the percent of evaluations and IFSP meetings held within and not within the 45-day timeline but with a documented family reason.

Figure C7.2. Percent of Evaluations and IFSP Meetings Completed within 45-Day Timeline by Regional Grantees.



	1	7	8	9	10	11	12	13	14	15	16
2005-2006	93%	100%	100%	83%	72%	69%	100%	93%	80%	100%	100%
2006-2007	96.61%	88.39%	97.64%	95.74%	93.47%	85.08%	90.86%	94.08%	96.88%	92.63%	
Target	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	

Source. Part C Regional Monitoring Data – File Review, FFY 2005 (2005-2006) and Iowa Information Management System (IMS) FFY 2006 (2006-2007).
Note. In FFY 2006 (2006-2007) Regional Grantees 15 and 16 merged. Data for both are reported as Regional Grantee 15.

Table C7.1 shows Regional Grantee data for FFY 2005 (2005-2006) and FFY 2006 (2006-2007) for the percent and number of evaluations and IFSP meetings held within and not within the 45-day timeline that had a documented family reason.

Table C7.1.
Percent and Number of Evaluations and IFSPs Meeting held within 45-Day Timeline.

A	B	C	D	E	F (D+E)
Regional Grantee	Evaluations and IFSP Meetings Within 45 Days	Delayed for Family Reasons	Total Evaluations and IFSP Meetings Within 45 Days Plus those Delayed for Family Reasons (B+C)	Evaluations and Meetings NOT Within 45 Days with Family Reason Documented	Total
1	83.90% (99/118)	12.71% (15/118)	96.61% (114/118)	3.39% (4/118)	100% (118/118)
7	59.23% (199/336)	29.17% (98/336)	88.39% (297/336)	11.61% (39/336)	100% (336/336)
8	79.53% (101/127)	18.11% (23/127)	97.64% (124/127)	2.36% (3/127)	100% (127/127)
9	85.11% (240/282)	10.64% (30/282)	95.74% (270/282)	4.26% (12/282)	100% (282/282)
10	77.32% (225/291)	16.15% (47/291)	93.47% (272/291)	6.53% (19/291)	100% (291/291)
11	64.99% (427/657)	20.09% (132/657)	85.08% (559/657)	14.92% (98/657)	100% (657/657)
12	72.57% -127175	18.29% (32/175)	90.86% (159/175)	9.14% (16/175)	100% (175/175)
13	81.66% (138/169)	12.43% (21/169)	94.08% (159/169)	5.92% (10/169)	100% (169/169)
14	71.88% (23/32)	25.00% (8/32)	96.88% (31/32)	3.13% (1/32)	100% (32/32)
15	79.47% (151/190)	13.16% (25/190)	92.63% (176/190)	7.37% (14/190)	100% 190/190)
State	72.78% (1730/2377)	18.13% (431/2377)	90.91% (2161/2377)	9.09% (216/2377)	100% (2377/2377)

Source. Iowa Information Management System (IMS), FFY 2006 (2006-2007).
Note. In FFY 2006 (2006-2007) Regional Grantees 15 and 16 merged. Data for both are reported as Regional Grantee 15.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006 (2006-2007):

Results indicated progress in the State's overall status in meeting the 45-day timeline for completing evaluations and holding the initial IFSP meeting from last year (87% to 91%). Of the 2377 cases, 72.78% (1730/2377) were completed within 45 days of the initial referral. Of the 647 cases that were not completed within the 45 days, 431 cases were due to exceptional circumstances including child and family reasons. Adding these figures (1730 + 431), the State met 90.91% (2161/2377) of the cases within the 45-day timeline.

The Lead Agency has engaged in multiple activities to improve achievement of this target. Improvement Activities to verify data, analyze data, provide ongoing monitoring, and develop new guidelines and procedures are described in detail below.

Data verification. 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 to clarify or complete 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:

- When a new eligible child is entered, the statewide historical database is queried to see if the child may have had an earlier IFSP. A list of near matches, based on name and birth date, is provided so that data entry personnel can check to see if the new child was previously served. This routine reduces the risk of the same child having two different IMS identification numbers.
- 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.
- For other data fields, a message appears but data entry may continue. For example, if the 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. Data entry personnel review 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 warnings in the report include possible duplicate children, questionable age/IFSP age-eligibility combination, blank Infant/Toddler 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. 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.

Data verification procedures for IMS are described in more depth in Indicator 14.

Analyzing of data to identify concerns. Data were analyzed by the Lead Agency, Regional Grantee Leadership and State Interagency Coordinating Council (SICC) to identify concerns. The State changed to census data collection during FFY 2006 (2006-2007) that included 2377 files rather than 10% sampling (272 files) from the previous year FFY 2005 (2005-2006), which strengthened the validity of the measure. Of 2377 IFSPs, 431 did and 216 did not have documented 45-day delay reasons attributable to family circumstances.

In FFY 2006 (2006-2007), four of the 10 Regional Grantees were noted to be above 95% compliance. The two Regional Grantees who were the lowest performing were also the largest regions, serving almost 50% of all the State's infants and toddlers with IFSPs. Regions that did not meet state targets were required to submit an improvement plan with research/evidence-based strategies addressing identified problems.

Given the change in the data collection process from 10% sampling to census, the Lead Agency was unable to clearly determine if FFY 2006 (2006-2007) non-compliance was systemic versus regional in nature. The FFY 2006 (2006-2007) data reflected IFSPs developed both before and after the corrective actions and improvement activities in all regions the previous year. More information about improvement activities can be found in the **Ongoing monitoring and enforcement as**

needed section. The Lead Agency will monitor performance of all regions through regularly scheduled census data verification reports in FFY 2007 (2007-2008).

The Lead Agency monitored correction of FFY 2005 (2005-2006) regional non-compliance and was able to verify correction in all six regions. All corrective action plan activities were completed and then mid-year file reviews were conducted in each region. After technical assistance and corrective activities occurred, five IFSPs from each cited region were reviewed and demonstrated compliance with 45-day timeline.

Analysis of policies, procedures and practices. In FFY 2005 (2005-2006), after analyzing baseline data, the Lead Agency established an in-house work group to research and analyze the problem of Regional Grantees not meeting the 45-day timeline for evaluation and IFSP meeting requirement. The statewide work group studied the service providers' challenges in meeting the 45-day timeline requirement. National experts in evaluation and assessment were brought in for two meetings, and research and evidence-based practices were analyzed.

Based on recommendations from the workgroup, the Lead Agency determined that procedures needed to be revised and guidance provided to the Regional Grantees and Signatory Agencies. During FFY 2006 (2006-2007), a work group 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. These guidelines will become procedures and are targeted for statewide training during FFY 2007 (2007-2008). Procedures will be incorporated into the statewide procedure manual projected for FFY 2008 (2008-2009).

Technical Assistance. Technical assistance developed by the Lead Agency and provided to the Regional Grantees focused on the importance of evaluation and assessment of infants and toddlers and an initial IFSP meeting within the 45-day timelines, the awareness of all regions needing to meet the target of 100%, the need for clear documentation on the IFSP when the referral was received and when the IFSP was written, and understanding of the data entry system using the IMS.

One of the Signatory Agencies, Department of Public Health, requested technical assistance on choosing an appropriate diagnostic assessment for their service coordinators. Assistance was provided on several occasions regarding reviewing diagnostic instruments and implementing statewide training to administer the instrument and interpret the scores. The Lead Agency has emphasized to Regional Grantees and Signatory Agencies that the diagnostic instruments used must be valid and reliable for the population tested, have strong technical adequacy, and support current practices in evaluation and assessment of infants and toddlers.

The competency based Service Coordination Training Program was implemented statewide. The five service coordination modules were based on federal statute, research, and best practice. These modules focused on effective service coordination, incorporating state policies and procedures, and best practices regarding timely service provision. Module 3, *The Early ACCESS Process*, specifically attends to services in natural environments and IFSP documentation. An interagency pool of trainers was designated by Regional Grantee Administration and Signatory Agencies to implement the Service Coordination training. These trainers attended intensive three-day Approved Trainer sessions for each module of training delivered. Trainers provided module trainings in FFY 2006 (2006-2007) throughout the state. Service Coordination Modules 1 and 3 especially focused on the IFSP procedures, including the 45-day timeline. Eighty-eight percent (88%) of all 317 service coordinators in the state completed the requirements of the service coordination training program. Iowa anticipates the other 22% will attend trainings as scheduled alternately throughout the regions during FFY 2008 (2008-2009) and all current service coordinators will meet service coordinator competency training requirements.

The Lead Agency continued to partner with the Iowa Early Hearing Detection and Intervention (EDHI) program to offer a series of trainings and guidance materials to improve outcomes for children with suspected/confirmed hearing loss and families. The trainings and guidance materials focused on the 1) needs of the children and family and best practices and 2) how the Part C system and the EDHI system work together, specifically developing procedures for follow-up hearing services for children who missed their initial or follow up rescreenings. These technical assistance activities were supported by a Universal Newborn Hearing Screening and Intervention grant from Health and Human Services Administration- HRSA, administered by Signatory Agency, Child Health Specialty Clinics. In June 2007, as a result of these trainings and technical assistance, children who missed their initial or follow up rescreens were referred to the Part C system. An early intervention provider is now assigned to assist the family through the process, addressing any barriers to obtaining needed screenings and/or early intervention services.

Ongoing monitoring and enforcement as needed. In FFY 2005 (2005-2006), six Regional Grantees did not meet 100% compliance. These agencies were cited for non-compliance by the Lead Agency, completed corrective action plans and submitted them to the Department of Education for approval. All corrective action plan activities were completed with mid-year file reviews conducted in each region. Five IFSPs from each region, which were developed after technical assistance and corrective activities occurred, demonstrated compliance with 45-day timeline requirements.

All 11 regions submitted year end reports to document improvement activities that were conducted to reach the state target for compliance in timely evaluations. FFY 2006 (2006-2007) activities included providing protocols for staff; providing training to all agency staff; and providing ongoing meetings and training to specific groups, such as service coordinators and IMS staff. Agencies addressed staff issues by hiring additional staff or realigning staff. In addition, all Regional Grantees indicated that they periodically used the IMS verification reports to monitor their agencies' performance on meeting this requirement.

These improvement activities assisted in significantly increasing the percent of evaluations and IFSP meetings completed in the 45-day timeline. Three of six Regional Grantees that did not meet 100% compliance in FFY 2005 (2005-2006) are now in substantial compliance. The other three are now at 94%, 94% and 85%; the next APR will represent those IFSPs written and impact of training. The Lead Agency will monitor progress of all regions through regularly scheduled data verification reports in FFY 2007 (2007-2008).

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2007 (2007-2008):

In response to requirements in the June 15, 2007 OSEP Response Table for Iowa's FFY 2006 (2006-2007) Annual Performance Report, the Lead Agency reviewed its improvement activities and determined activities outlined in the State Performance Plan (February 1, 2007 version) were research-based and aligned with addressing underlying problems and would continue as planned.

Part C State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

The Part C Annual Performance Report (APR) was developed by Lead Agency staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Interagency Coordinating Council (Iowa Council for Early ACCESS), the Early ACCESS Executive Committee, Regional Grantee Administrators, Early ACCESS Leadership Group, and the Lead Agency Department of Education staff. See Overview of Annual Performance Report Development section for annual reporting to public.

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 Local Education Agency (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)

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

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.

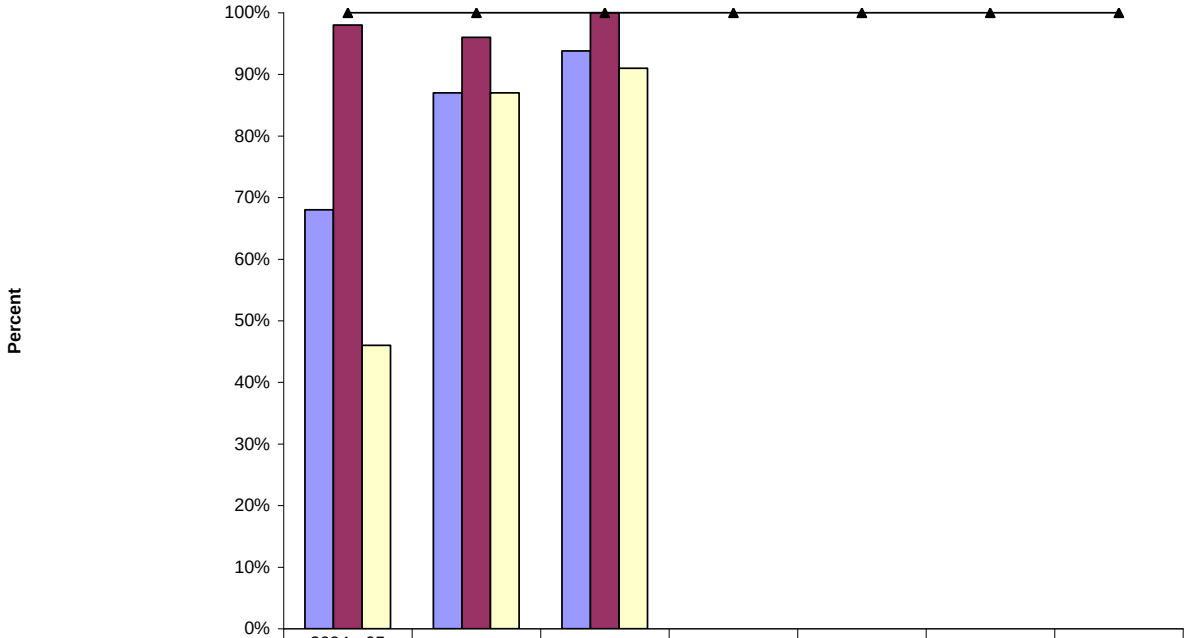
The provision of timely transition planning is a compliance indicator. Therefore, this measurable and rigorous target was set at 100%, by OSEP, since it is considered a compliance indicator important for all children to attain or receive benefit. Each annual target of the six year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of 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 the LEA if the child is potentially eligible for Part B; and (C) Transition conference if the child is potentially eligible for Part B.

Actual Target Data for FFY 2006 (2006-2007):

Figure C8.1 shows the state baseline and subsequent yearly data and target for the percent of Self-Assessment files reviewed meeting timely transition planning requirements including (A), Steps and Services, (B) Notification to the LEA, and (C) Timely Transition Conferences. The data showed consistent increases in C8.1, (A) and (C). (The state did not include in its calculations, as per OSEP guidance, the number of delays in timely transition (C), due to family circumstances.)

Figure C8.1. Percent and Number of Files Reviewed Meeting (A), Steps and Services, (B) Notification to the LEA, and (C) Timely Transition Conferences.



	2004 - 05 (Baseline)	2005 - 06	2006 - 07	2007 - 08	2008 - 09	2009 - 10	2010 - 11
Steps and Services	68%	87%	94%				
Notification to LEA (AEA)	98%	96%	100%				
Transition Conference	46%	87%	91%				
Target	100%	100%	100%	100%	100%	100%	100%

Source. Part C Regional Monitoring Data-File Review, FFY 2004 (2004-2005) and FFY 2005 (2005-2006) and Iowa's System to Achieve Results (I-STAR), FFY 2006 (2006-2007).

Table C8.1 shows the Regional Grantee data for the percent and number of Self-Assessment File Reviews meeting timely transition planning requirements including (A), Steps and Services, (B) Notification to the LEA, and (C) Timely Transition Conferences by Regional Grantee and State.

Table C8.1.
Percent (Number/Total Number) of File Reviews Meeting (A), Steps and Services, (B) Notification to the LEA, and (C) Timely Transition Conferences by Regional Grantee and State.

Regional Grantee and State Totals											
1	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**State**
(A) IFSP Transition Steps and Services											
96	98	81	95	95	98	95	98	100	96	82	94
(44/46)	47/48	42/52	55/58	55/58	39/40	55/58	47/48	34/34	52/54	31/38	501/534
(B) Notification to LEA (AEA)											
100	100	100	100	100	100	100	100	100	100	100	100
14/14	13/13	14/14	15/15	15/15	9/9	14/14	15/15	13/13	13/13	12/12	147/147
(C) Timely Transition Conference											
87	95	92	96	67	100	90	96	100	93	95	91
20/23	20/21	24/26	27/28	18/27	19/19	26/29	22/23	17/17	25/27	18/19	236/259

Source. Iowa's System to Achieve Results (I-STAR), FFY 2006 (2006-2007).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006 (2006-2007):
As required from the Office of Special Education Programs letter in response to Iowa's Annual Performance Report (submitted 2-1-07), Iowa has addressed and assures timely transition planning to support the child's transition from Part C services to Part B and/or other services by the child's third birthday, including an Individualized Family Service Plan (IFSP) with transition steps and services, notification to the LEA, and a transition conference as mandated in 34 CFR 303.209.

The Lead Agency continued to make progress for this indicator compared to the baseline data reported in Iowa's State Performance Plan. As indicated in Figure C8.1, (B) Notification to the Local Education Agency (LEA), if child potentially eligible for Part B, the target was met (increase of 4%). Although the target of 100% was not met in subcomponents (A) and (C), results indicated improvement in (A) including steps and services increased from 87% to 94% (increase of 7%) and (C) having a transition conference 90 days prior to the child's third birthday increased from 87% to 91% (increase of 4%).

As required, the Lead Agency did not include in its calculations the number of transition conference delays due to family circumstances. Data from the web based Self Assessment File Review monitoring system (I-STAR) was analyzed for the reason of delay of the transition conference. A total of 23 IFSPs did not meet a timely transition conference (state total of 259 minus 236 IFSPs not meeting timely transition conference = 23). The data indicated 16 total children did not receive a timely transition conference due to family circumstances such as illness, hospitalization, or death in the family. The data also indicated that four families declined the transition conference. A timely transition conference was not held in 3 cases due to staff reasons, which were addressed in Technical Assistance guidance by the Lead Agency.

In efforts to correct noncompliance, the Lead Agency engaged in improvement activities and made progress in improving results for this indicator, focusing on implementation of policy and procedure guidance for Regional Grantees and an online training program (available June to December 2007) for transition procedures and requirements.

Verification of data. Primary progress for improving data collection and accuracy were attributed to the revisions and implementation of systemic procedures for the Lead Agency's monitoring system. The Lead Agency contracted with a company to develop a web based monitoring system (I-STAR) to assure the collection of accurate data in the Part C Self-Assessment File Review. This facilitated electronic versus hand tallying of the Lead Agency data. The Lead Agency provided the random sample for the Regional Grantees (10% of the files were sampled).

Samples were taken from IFSP and IEP files of children exiting Part C and children eligible for Part B. This work provided consistent interpretation and thus data that reflected actual practice.

Analysis of data to identify concerns. In FFY 2006 (2006-2007), data were analyzed by Lead Agency, Regional Grantee Leadership, and Interagency Coordinating Council. Given the results of the analysis, the Lead Agency determined better guidance was needed regarding transition procedures. Nine of the 11 Regional Grantees were cited for noncompliance (see Ongoing Monitoring section) and received technical assistance guidance for providers. Regional Grantees that were cited for noncompliance participated in the transition workgroup and provided assistance with the development of a joint Part B and C transition policy, implementation guidance, procedures, and training.

Regional Grantees cited for noncompliance analyzed data and determined need of documentation, guidance regarding transition and related requirements, ongoing monitoring, and training to meet compliance. Regions that did not meet state targets were required to submit an improvement plan with research and evidence-based strategies.

Analysis of policies, procedures, and practices. As a result of the I-STAR data, it became apparent that the Lead Agency needed to improve training regarding transition in the areas of documenting steps and services to support the child and family, and appropriate timelines for a transition planning conference. The Lead Agency needed to emphasize adequate implementation and policy guidance to assist the Regional Grantees in developing appropriate procedures to address transition. The Lead Agency developed procedures for Regional Grantees in partnership with the transition workgroup. These procedures provided for the implementation of statewide decision-making practices for transition from Part C to Part B.

In September 2006 the Lead Agency engaged the services of the OSEP technical assistance center, North Central Regional Resource Center (NCRRC) to assist in the development of statewide training regarding transition implementation guidance and procedures. The Lead Agency developed the training content addressing implementation guidance, transition policies and procedures including the use of the Transition Planning Meeting Work Page, written prior notice, consent, appropriate use of exit codes and other systemic components. Training for Service Coordinators, IFSP, and IEP teams regarding the use of exit codes were a part of the online training developed in partnership with the NCRRC.

In November 2006 the Lead Agency staff shared a model policy for AEAs/Regional Grantees integrating transition requirements for Part C and Part B to align with IDEA 2004 and Implementation Guidance addressing transition procedures and related requirements for Part C with the Regional Grantee administration (AEA Director's of Special Education) and Regional Liaisons.

Technical Assistance. The Part C and Part B Implementation Guidance, and State Transition Procedures to Regional Grantees developed by the transition workgroup were distributed in December 2006. The transition workgroup included representation from Regional Grantees, AEAs, LEAs and parents. These documents delineated the responsibility of the Lead Agency, Regional Grantees, AEAs, districts, IEP teams, IFSP teams, and parents in providing a smooth transition into Part B services thus clarifying appropriate practices. Implementation Guidance included flowcharts and decision-making trees to assist providers in meeting timelines and addressing steps to assist children and families during the transition process. In addition, the transition workgroup released a new IFSP page, the *IFSP Transition Planning Meeting Work Page*, to support adequate documentation of steps and services as well as documentation of a transition planning meeting at least 90 days before the child's third birthday. The workgroup accomplished the following:

- Developed a model procedure addressing transition requirements for Regional Grantees;
- Developed Implementation Guidance addressing transition requirements for Part C;
- Developed model training addressing transition requirements for Part C;

- Worked jointly with the Parent Educator Connection to develop materials to assist families in understanding transition;
- Provided oversight to the NCRRC in the development of online training using the model training; and
- Implemented the online transition training in June 2007 in partnership with the NCRRC.

The Lead Agency provided ongoing guidance to Regional Grantees regarding the Part C and Part B Implementation Guidance, and State Transition Procedures during regularly scheduled meetings. Regional Grantees provided technical assistance to local providers regarding documentation, the use of checklists to monitor transition steps and services as well as the use of the Transition Planning Meeting Work Page.

In August 2006 the Lead Agency provided training for regional data entry personnel regarding timelines and appropriate data entry regarding transition.

For FFY 2007 (2007-2008), the Lead Agency, Signatory Agencies and Regional Grantee Leadership set a goal of all service coordinators completing the online training by December 2008. All Regional Grantees met the goal (even though December was a busy month).

Ongoing monitoring and enforcement as needed. Monitoring data for both FFY 2005 (2005-2006) and FFY 2006 (2006-2007) were reviewed by the Lead Agency; the first section will address FFY 2006 (2007-2006). In FFY 2006 (2006-2007), the Lead Agency monitored timely transition with all Regional Grantees. Each region was provided a random sample of 10% of the active IFSP files or a minimum of 15 (N=259). Samples were taken from IFSP and Individualized Education Program (IEP) files of children exiting Part C and children eligible for Part B. Two sets of Self-Assessment File Review questions were 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 259 files were reviewed however, duplicate questions appeared in the Part C and Part B transition file reviews and in some instances yielded a sample greater than 259 for measurements (A), (B), and (C). Notification to the AEA (Iowa's LEA) if a child is potentially eligible for Part B special education services occurs prior to the transition planning conference. The Lead Agency monitored notification through the revised Self-Assessment File Review procedures. Each region was provided a 10% random sample of active IFSP files or a minimum of 15 (N= 147).

Procedural compliance monitoring for all transition components resulted in six Regional Grantees receiving seven citations based on FFY 226 (2006-2006) data. Noncompliance citations by indicator C8 subcomponents are described below.

(A) Steps and Services. In FFY 2006 (2006-2007) two Regional Grantees were cited due to noncompliance regarding subcomponent A, appropriate documentation of IFSP transition steps and services.

(B) Notification to the LEA. All Regional Grantees met subcomponent B, notification to the LEA.

(C) Transition Conference. In FFY 2006 (2006-2007) five Regional Grantees were cited for noncompliance due to subcomponent C, meeting transition conference timelines. Of the five regions who did not meet the state target, two of them showed improvement from the previous year, FFY 2005 (2005-2006). Slippage was noted in three regions. In two of these three regions files indicated that children were transitioning to other services or exiting. One child moved to another AEA during the transition process. In four cases staff availability was indicated as the reason for delay. In the remaining three regions staff changes or availability were cited as the reason for delay in nine cases. In three cases, the region should not have included the children in their samples since the initial referral occurred after the transition timelines. In one region that did not meet the target or show

improvement from the previous year, staff turnover was identified as a concern that effected the overall functioning of the region.

The Lead Agency, based on FFY 2005 (2005-2006) cited the Regional Grantees that were noncompliant for subcomponents A, B and C within 30 days. Regional Grantees submitted a Corrective Action Plan to correct noncompliance within one year. The Corrective Action Plan was approved by the Lead Agency. All Regional Grantees implemented training and participated in the transition workgroup. All Regional Grantees corrected noncompliance as soon as possible but in no case later than one year from the time of citation to correction. This was verified by a thorough review of the Evidence of Completion section of the Regional Compliance reports submitted to the Lead Agency. Regional Grantees that were cited implemented mid-year file reviews that met compliance, transition checklists, and an additional data collection period to more frequently monitor transition data.

Regions that did not meet the FFY 2005 (2005-2006) targets were required to submit improvement plans for FFY 2006 (2006-2007). Each region submitted year end reports to document improvement activities that were conducted to reach and/or maintain state targets in all indicators. According to the FFY 2006 (2006-2007) Regional Grantee Year End Reports, all regions engaged in a number of targeted activities to improve performance. All Regional Grantees who did not meet the target for FFY 2006 (2006-2007) target provided training and technical assistance to address noncompliance using the Part C and Part B Implementation Guidance and State Transition Procedures to Regional Grantees during regularly scheduled meetings. The statewide Transition Planning Work Page was adopted and implemented by all the Regional Grantees. In addition, nine of the Regional Grantees who did not meet compliance adopted the statewide checklist to assist Service Coordinators in assuring transition services and related requirements were addressed. Two Regional Grantees who did not meet the target implemented a monitoring system to assist IFSP teams in setting timely transition conferences to meet compliance deadlines.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2007 (2007-2008):

In response to requirements in the June 15, 2007 OSEP Response Table for Iowa's FFY 2006 (2006-2007) Annual Performance Report, the Lead Agency reviewed its improvement activities and determined activities outlined in the State Performance Plan (submitted February 1, 2007) would continue as planned. The on-line training program impact for this indicator cannot be accurately measured until FFY 2007 (2007-2008) since data was collected for this report the spring of 2007, prior to the finalization of the on-line transition tool being developed and then trained the fall of 2007.

Part C State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

The Part C Annual Performance Report (APR) was developed by Lead Agency staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Interagency Coordinating Council (Iowa Council for Early ACCESS), the Early ACCESS Executive Committee, Regional Grantee Administrators, Early ACCESS Leadership Group, and the Lead Agency Department of Education staff. See Overview of Annual Performance Report Development section for annual reporting to public.

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)

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

Measurement:

Percent of noncompliance corrected within one year of identification:

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

Percent = [(b) divided by (a)] times 100.

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

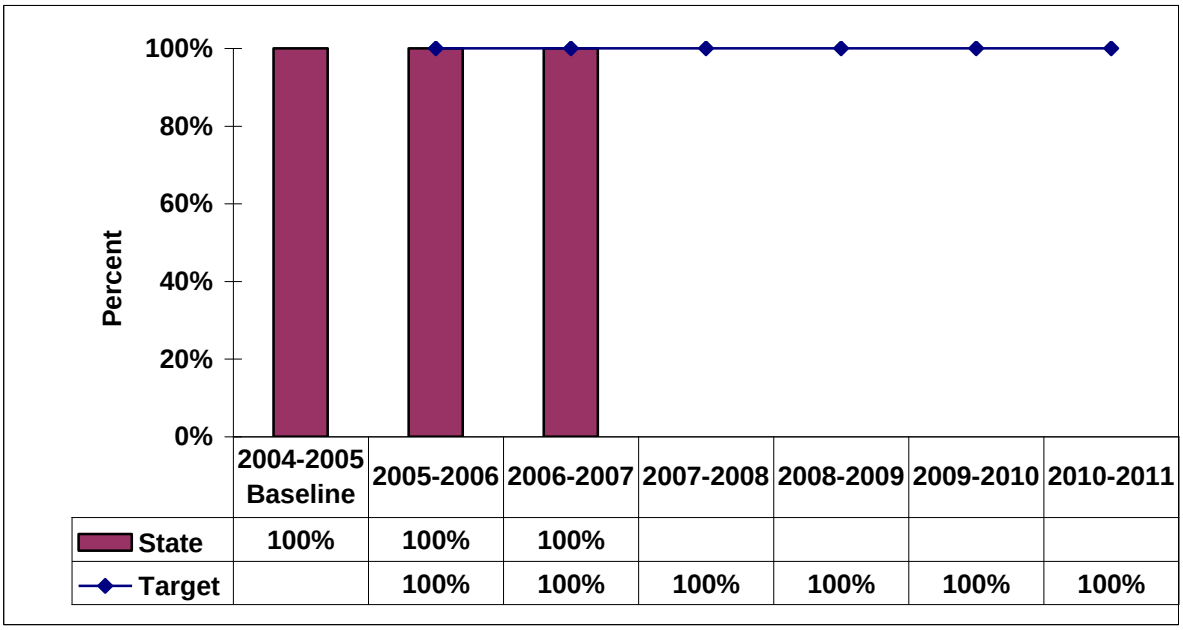
The percent of noncompliance corrected within one year of identification is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
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.

Actual Target Data for FFY 2006 (2006-2007):

Figure C9.1 shows the state baseline and subsequent target data for correction of noncompliance within one year.

Figure C9.1. Percent Correction of Noncompliance Within One Year.



Source. Part C Regional Monitoring Data-File Review, FFY 2004 (2004-2005) and FFY 2005 (2005-2006) and Iowa's System to Achieve Results (I-STAR), FFY 2006 (2006-2007).

Table C9.1 includes all components of the National Center for Special Education Accountability Monitoring (NCSEAM) C9 worksheet for FFY 2005 (2005-2006) SPP/APR indicator noncompliance for which correction was verified no later than one year from identification.

Table C9.1.
SPP and APR Indicator Noncompliance for Which Correction Was Verified No Later Than One Year from Identification.

Indicator	General Supervision System Components	# of Programs Monitored in FFY 2005	a. # of Findings of noncompliance identified in FFY 2005 (7/1/05-6/30/06)	b. # Findings from a. for which correction was verified no later than one year from identification
1. Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.	**Monitoring:** (Self-Assessment/ Local APR, Data Review/Desk Audit)	11	0	NA
	Dispute Resolution (Complaints, due process hearings)	11	0	NA

Indicator	General Supervision System Components	# of Programs Monitored in FFY 2005	a. # of Findings of noncompliance identified in FFY 2005 (7/1/05-6/30/06)	b. # Findings from a. for which correction was verified no later than one year from identification
2. Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings	**Monitoring:** (Self-Assessment/ Local APR, Data Review/Desk Audit	11	0	NA
	Dispute Resolution (Complaints, due process hearings)	11	0	NA
3. Percent of infants and toddlers with IFSPs who demonstrate improved outcomes	**Monitoring:** (Self-Assessment/ Local APR, Data Review/Desk Audit)	11	0	NA
	Dispute Resolution (Complaints, due process hearings)	11	0	NA
4. Percent of families participating in Part C who report that early intervention services have helped the family	**Monitoring:** (Self-Assessment/ Local APR, Data Review/Desk Audit)	11	0	NA
	Dispute Resolution (Complaints, hearings)	11	0	NA
5. Percent of infants and toddlers birth to 1 with IFSPs 6. Percent of infants and toddlers birth to 3 with IFSPs	**Monitoring:** (Self-Assessment/ Local APR, Data Review/Desk Audit/ On-Site Visit, etc.)	11	0	NA
	Dispute Resolution (Complaints, hearings)	11	0	NA
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.	**Monitoring:** (Self-Assessment/ Local APR, Data Review/Desk Audit/ On-Site Visit, etc.)	11	0	NA
	Dispute Resolution (Complaints, hearings)	11	0	NA
8. Percent of all children exiting Part C who received timely transition planning to	**Monitoring:** (Self-Assessment/ Local APR, Data Review/Desk Audit)	11	9	9

Indicator	General Supervision System Components	# of Programs Monitored in FFY 2005	a. # of Findings of noncompliance identified in FFY 2005 (7/1/05-6/30/06)	b. # Findings from a. for which correction was verified no later than one year from identification
support the child's transition to preschool and other appropriate community services by their third birthday including: (A) IFSPs with transition steps and services;	**Dispute Resolution** (Complaints, hearings)	11	0	NA
8. Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including: (B) Notification to LEA, if child potentially eligible for Part B	**Monitoring:** (Self-Assessment/ Local APR, Data Review/Desk Audit)	11	2	2
	Dispute Resolution (Complaints, hearings)	11	0	NA
8. Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including: (C) Transition conference, if child potentially eligible for Part B.	**Monitoring:** (Self-Assessment/ Local APR, Data Review/Desk Audit)	11	8	8
	Dispute Resolution (Complaints, hearings)	11	0	NA
Sum the numbers down Column a and Column b			19	19

Table C9.2 describes the monitoring components used to determine results for reporting this indicator with the number of compliance citations and number of corrections within one year of notification of citation. All Regional Grantees are monitored annually regarding compliance with state regulations, interagency agreements, regional applications and annual reports, dispute resolution, Part C finances, and procedural compliance. Also, the number of Regional Grantees decreased from 11 to 10 due to two regions merging. Area Education Agency (AEA) Accreditation occurs annually in 20% of the AEAs which serve as the Part C Regional Grantees. Medicaid audits aligned with AEA Accreditation in FFY 2006 (2006-2007), which reduced the number of Regional Grantees monitored from three to two due to AEAs merging.

Table C9.2.
Part C Monitoring Components with Number of Noncompliance Citations and Timely Corrections of Noncompliance.

	FFY 2005 (2005-2006)			FFY 2006 (2006-2007)		
Monitoring Component	**Number of Regions Monitored**	**Number of Noncompliance Citations**	**Number of Timely Corrections***	**Number of Regions Monitored**	**Number of Noncompliance Citations**	**Number of Timely Corrections****
State regulations	11	0	NA	10	0	NA
Interagency agreements	11	0	NA	10	0	NA
Regional applications and annual reports	11	0	NA	10	0	NA
Dispute resolution	11	0	NA	10	0	NA
Area Education Agency Accreditation	2	0	NA	2	0	NA
Fiscal audit:						
--Part C funds	11	0	NA	10	0	NA
--Medicaid	3	3	3	2	0	NA
Part C monitoring-- Self-assessment --File review	11	59	59	10	16	**

Source. Iowa's System to Achieve Results (I-STAR), FFY 2006 (2006-2007) and Iowa Department of Education (Lead Agency) Regional Monitoring Reports.
Note: *Corrections from findings in FFY 2005 (2005-2006) occurred within FFY 2006 (2006-2007)
**Data will be reported in FFY 2007 (2007-2008).

SPP Indicators—Compliance Indicators:

- Data for Indicator C1 were collected through the state's Information Management System (IMS). No noncompliance citations were given in FFY 2005 (2005-2006) and FFY 2006 (2006-2007) as the 100% target was obtained.

- Data for Indicator C7 were collected through the state's Self-Assessment File Review process in FFY 2005 (2005-2006). The Lead Agency monitored correction of FFY 2005 (2005-2006) regional non-compliance and was able to verify correction in all six regions. All corrective action plan activities were completed and then mid-year file reviews were conducted in each region. After technical assistance and corrective activities occurred, five IFSPs from each cited region were reviewed and demonstrated compliance with 45-day timeline requirements. Data for FFY 2006 (2006-2007) were collected from the state Information Management System (IMS).

- Data for SPP/APR Indicator C8 were collected from the FFY 2005 (2005-2006) Regional Self-Assessment File Reviews (see SPP/APR Indicator C8 for explanation of Regional Grantee noncompliance citations and corrective activities). Six Regional Grantees did not meet transition targets. Corrective activities were completed in all regions within the one-year timeline for correction. All corrective plan activities for citations given in FFY 2005 (2005-2006) were completed and evidence of correction submitted to the state within one year of notification of noncompliance. After technical assistance and corrective activities occurred, five IFSPs from each cited region were reviewed and demonstrated compliance with transition requirements. For FFY 2006 (2006-2007), eight Regional Grantees received noncompliance citations related to transition.

Table C9.3 describes Iowa's SPP performance indicator targets, results, and data sources for FFY 2005 (2005-2006). According to OSEP, each state is allowed to set their own target from baseline data to improve results for children for these six performance indicators.

Table C9.3.
SPP/APR Performance Indicators, Part C.

Indicator	FFY 2004 (2004-2005)	FFY 2005 (2005-2006)	FFY 2006 (2006-2007)	State Target FFY 2006 (2006-2007)
C2: Natural environments	95%	96%	97.61%	96.2%
C3: Early childhood outcomes	NA	Baseline	Baseline	Baseline
C4: Family centered services	NA	A) 89.8% B) 89.2% C) 90.5%	A) 96.4% B) 95.9% C) 95.8%	A) 90.0% B) 89.5% C) 91.0%
C5: Child find 0-1	1.12%	1.2%	1.43%	1.1%
C6: Child find 0-3	2.0%	2.3%	2.5%	2.1%
C13: Mediations	0	0	0	NA*

Source. Iowa 618 Data Tables, FFY 2004 (2004-2005)-FFY 2006 (2006-2007); Part C Regional Monitoring Data-File Review, FFY 2004 (2004-2005) and FFY 2005 (2005-2006); and Iowa's System to Achieve Results (I-STAR), FFY 2006 (2006-2007).
Note. *Iowa did not have to set a target as the number of mediations (0) is less than 10.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006 (2006-2007):

Although, Iowa did not achieve targets for two compliance indicators for 45-day timeline and transition (C7 and C8), progress was made for both indicators. Improvement activities were implemented with all Regional Grantees. After technical assistance and corrective activities occurred, five IFSPs from each cited region were reviewed and demonstrated compliance with 45-day timeline and transition requirements. Refer to Indicators C7 and C8 for further discussion of improvement activities.

Several improvement activities were implemented to impact meeting the target for all indicators and address noncompliance. The activities included verification of data, analysis of data, analysis of policies, procedures, and practices, technical assistance, and ongoing monitoring.

Verification of data. A state monitoring and improvement data system was 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 contractor worked 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), was used for Part C Self-Assessment File Reviews (procedural compliance and effective transition) and family surveys in FFY 2006 (2006-2007).

Data sources include, but are not limited to, 618 Data Tables and I-STAR. Data for 618 Data Tables and some SPP indicators are collected in Iowa's Information Management System (IMS), which employs a comprehensive verification process as described in C14. This multi-step process ensures the timely and accurate data required for all 618 Data Tables, FFY 2005 (2005-2006) State Performance Plan and Annual Progress Reports. Work continued on the development of future web-based Individualized Family Service Plan forms to ensure more consistent and accurate data collected for IMS and other data reporting and monitoring mechanisms. State monitoring consultants also gathered and analyzed data from Regional Grantees regarding Regional implementation of IDEA and SPP indicators.

All activities to correct noncompliance were completed within the one-year timeframe. All Regional Grantees submitted evidence of completion to the Lead Agency for their activities. Such evidence of success included meeting agendas, training materials, meeting sign-in forms, and monitoring file reviews.

Data collection for 45-day timeline (C1) and timely evaluation and assessment (C7) was changed from sampling to the state Information Management System (IMS) for FFY 2006 (2006-2007). Utilizing IMS allowed collection of these data for all Part C eligible children (census data collection). Census data for natural environments (C2) continued to be collected by the state Information Management System (IMS) for FFY 2006 (2006-2007).

Analysis of data to identify concerns. Data from all aspects of the general supervision system were analyzed to identify any noncompliance concerns:

- State regulations, policies, and procedures. No noncompliance was found in reviewing Regional policies and procedures.
- Interagency agreements. No noncompliance was found in interagency agreements, effective dates, and their implementation.
- Regional applications and annual reports. No noncompliance was found in applications and annual reports.
- Dispute resolution. Iowa did not have a complaint, due process hearing, or mediation during FFY 2006 (2006-2007).

- Area Education Agency accreditation. No noncompliance was found in reviewing two AEAs (AEAs 10 and 12).
- Fiscal audit—Part C funds. No noncompliance was found in reviewing Regional Applications and Annual Reports for appropriate use of Part C funds.
- Fiscal audit—Medicaid. Medicaid Good Standing Reviews were completed in two Regions in FFY 2006 (2006-2007) with no noncompliance citations issued. One Regional Grantee received citations in FFY 2005 (2005-2006). A Corrective Action Plan (CAP) was written by the Regional Grantee with activities to address the noncompliance concerns with technical assistance provided by the Part B/C Medicaid consultant. Evidence of success for corrective activities was submitted to the Lead Agency in July 2007.
- Part C monitoring of Regional Grantee implementation of IDEA. Procedural compliance was evaluated utilizing Regional Self-Assessment File Reviews.

Table C9.4 describes Iowa's SPP compliance indicator targets, results, and data sources for FFY 2004 (2004-2005), FFY 2005 (2005-2006), and FFY 2006 (2006-2007). Targets were set at 100% by OSEP, since these are indicators considered important for all children to attain or receive benefit. These data were analyzed by the Lead Agency to form a basis for the discussion of improvement, progress and slippage.

Table C9.4.
SPP Compliance Indicators, Part C for FFY 2004 (2004-2005), FFY 2005 (2005-2006), and FFY 2006 (2006-2007).

Indicator	**State Target**	**FFY 2004**	**FFY 2005**	**FFY 2006**
C1: Timely services	100%	68.8%	100%	100%
C7: Timely evaluation and assessment	100%	89% with family reason included	86% with family reason included	90.91% with family reason included
C8: Effective transition C to B				
A. IFSP transition steps/services	100%	68%	87%	94%
B. Notification to AEA (LEA)	100%	98%	96%	100%
C. Timely transition conference	100%	46%	87%	91%
C9: General supervision (Monitoring)	100%	100%	100%	100%
C10: Complaints (resolved within 60 days)	100%	NA*	NA*	NA*
C11: Hearings (adjudicated within 30 days)	100%	NA**	NA**	NA**
C12: Resolution sessions	100%	NA***	NA***	NA***
C14: Timely and accurate data	100%	100%	100%	100%

Source. Iowa Information Management System (IMS); Iowa's System to Achieve Results (I-STAR); and U.S. Department of Education, Office of Special Educations Programs, Data Analysis System (DANS), 618 Data Tables; FFY 2006 (2006-2007).
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.

In FFY 2006 (2006-2007) Regional Self-Assessment File Reviews were completed for procedural monitoring in all 10 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 (or all files if N<15) 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). The same OSEP approved sampling plan for the SPP baseline data was used for the APR indicator data.

Although 100% targets have not been met for all compliance indicators, improvement was shown for 45-day timeline and transition (C7 and C8). In addition, there were no complaints filed or due process hearing requests. Overall, the number of noncompliance citations decreased from 42 in

FFY 2005 (2005-2006) to 19 in FFY 2006 (2006-2007). Current activities have been effective in impacting compliance indicators and, therefore, will be continued.

Table C9.5 describes the Regional Self-Assessment File Review noncompliance citations for FFY 2006 (2006-2007) for IFSP General File Review and Transition File Review.

Table C9.5.
FFY 2006 (2006-2007) Regional Grantee Noncompliance Citations—General File Review and Transition.

Regional Grantee	Noncompliance Citations General File Review	Noncompliance Citations Transition File Review	Total
1	1	1	2
7	0	0	0
8	0	2	2
9	0	1	1
10	0	2	2
11	1	2	3
12	0	2	2
13	0	2	2
14	1	0	1
15	0	2	2
16	0	2	2
TOTAL	3	16	19

Source. Iowa's System to Achieve Results (I-STAR), FFY 2006 (2006-2007).

The Lead Agency analyzed the overall effectiveness of its general supervision system, including monitoring, technical assistance and correction activities.

- Aligned with IDEA Reauthorization, which focused on results for children and families, Iowa exceeded state targets for all four APR performance Indicators C2, C4, C5, and C6. Indicator C3 remained an SPP indicator in FFY 2006.
- Iowa maintained meeting 100% target levels for five of seven compliance indicators (C1, C9, C10, C11, and C14. (Indicators C12 and C13 did not have targets).
- Compliance for Indicator C1 was maintained at 100% at the same time validity was strengthened (increased from 10% sampling to census).
- Progress was made in compliance Indicator C7 at the same time the validity was strengthened (increased from 10% sampling to census).
- Compliance Indicator C8 showed progress from last year in (A), (B) and (C), with C8(B) achieving 100% compliance.
- There were no complaints or hearings during FFY 2006 (2006-2007).

As a result of this analysis, Iowa acknowledges and has prioritized in FFY 2007 (2007-2008) improvement and correction activities focused on reaching compliance in Indicators C7 and C8 and maintaining compliance and performance in all other indicators.

Analysis of policies, procedures, and practices. Policies, procedures, and practices were reviewed for Regional Grantee applications. New transition procedures that aligned both Part C and B transition regulations were developed as further described in Indicator C8. Ongoing review of IMS data entry practice occurred during monthly meetings.

Technical assistance. State staff developed trainings, guidance documents, and technical assistance to assist Regional Grantees and service providers regarding implementation of IDEA 2004 requirements. Specific technical assistance was provided to the Regional Grantees for areas of noncompliance citations for 45-day timeline and transition as described in Indicators C7 and C8. Lead Agency monitoring consultants maintained close contact with those Regional Grantees with noncompliance citations and reviewed their data throughout the year to ensure that activities impacted child outcomes and data.

Technical assistance developed by the Lead Agency and provided to the Regional Grantees focused on the importance of evaluation and assessment of infants and toddlers and an initial IFSP meeting within the 45-day timelines, the awareness of all regions needing to meet the target of 100%, the need for clear documentation on the IFSP when the referral was received and when the IFSP was written, and understanding data entry system using the IMS. Guidelines for evaluation and assessment were drafted and reviewed statewide by practitioners, administrators, and Signatory Agencies during FFY 2006 (2060-2007). These technical assistance activities will continue in FFY 2007 (2007-2008).

As a result of the I-STAR data, it became apparent that the Lead Agency needed to improve training regarding transition in the areas of documenting steps and services to support the child and family, and appropriate timelines for a transition planning conference. The Lead Agency needed to emphasize adequate implementation and policy guidance to assist the Regional Grantees in developing appropriate procedures to address transition. The Lead Agency developed procedures for Regional Grantees in partnership with the transition workgroup. These procedures provided for the implementation of statewide decision-making practices for transition from Part C to Part B. The Lead Agency worked with the North Central Regional Resource Center (NCRRC) to develop online training regarding transition procedures using Web CT for Service Coordinators and IFSP and IEP teams. The online training began early spring 2007. The Lead Agency provided professional development to Service Coordinators under the Comprehensive System of Personnel Development (CSPD) as described in Indicator C1. Training Module III included updated information about transition, evaluation, and assessment procedures and practices for Service Coordinators. For FFY 2007 (2007-2008), the Lead Agency, Signatory Agencies and Regional Grantee Leadership set a goal of all service coordinators completing the online training by December 2008 and the goal was met.

The competency based Service Coordination Training Program was implemented statewide. The five service coordination modules were based on federal statute, research, and best practice. These modules focused on effective service coordination, incorporating state policies and procedures, and best practices regarding timely service provision. An interagency pool of trainers was designated by Regional Grantee Administration and Signatory Agencies to implement the Service Coordination training. These trainers attended intensive three-day Approved Trainer sessions for each module of training delivered. Eighty-eight percent (88%) of all 317 service coordinators in the state completed the requirements of the training program. Iowa anticipates the other 22% will attend trainings as scheduled alternately throughout the regions during FFY 2008 (2008-2009) and all current service coordinators will meet service coordinator competency training requirements.

The Lead Agency also provided technical assistance for all monitoring priorities, including: providing training/professional development; improving data collection; improving systems administration and monitoring; improving collaboration/coordination; clarifying/examining policies and procedures; providing technical assistance guidance; and increasing FTEs. Activities pertinent to each indicator are described in each Indicator of this Annual Performance Report. Lead Agency analysis of all progress and slippage of all indicators and their respective SPP improvement activities revealed Iowa's efforts are having a positive effect on the progress toward meeting all targets and strengthening accuracy of data. The Lead Agency concluded SPP Improvement Activities should proceed as planned.

Ongoing monitoring and enforcement as needed. All Regional Grantees are monitored annually regarding compliance with state regulations, interagency agreements, regional applications and annual reports, dispute resolution, Part C finances, and procedural compliance. The number of Regional Grantees decreased from 11 to 10 due to two regions merging. Area Education Agency (AEA) Accreditation occurs annually in 20% of the AEAs which serve as the Part C Regional Grantees. Medicaid audits aligned with AEA Accreditation in FFY 2006 (2006-2007) which reduced the number of Regional Grantees monitored from three to two.

In FFY 2005 (2005-2006), the Lead Agency issued letters to 10 of 11 Regional Grantees that required Corrective Action Plans based on noncompliance citations. The plans submitted were approved by the Lead Agency. The Regional Grantees provided training to staff on required compliance correction. Regional Grantees submitted evidence of success to demonstrate that all activities to correct noncompliance had been completed within one year. Mid-year file reviews were also completed to ensure compliance after technical assistance was developed and implemented. Regions that did not meet FFY 2005 (2005-2006) SPP/APR targets were required to submit improvement plans for FFY 2006 (2006-2007). Each region submitted year end reports to document improvement activities that were conducted to reach and/or maintain state targets in all indicators.

For FFY 2006 (2006-2007), nine Regional Grantees required Corrective Action Plans based on procedural noncompliance citations. The plans submitted were approved by the Lead Agency. Monitoring by state monitoring consultants will continue to measure progress toward meeting noncompliance within the one-year timeframe. No enforcement actions were needed.

According to the FFY 2006 (2006-2007) Regional Grantee Year End Reports, all regions engaged in a number of targeted activities to improve performance in both compliance and performance indicators. Year-end Reports and analysis of new data each year assists the Lead Agency in determining future technical assistance and the effectiveness of past assistance. Emphasis was placed on valid and reliable data as it related to each of the indicators.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2007 (2007-2008):
There are no revisions to Iowa's proposed targets, improvement activities, timelines, or resources for FFY 2007 (2007-2008). In order to maintain target performance, the Lead Agency will continue to implement activities outlined in the State Performance Plan.

Part C State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

The Part C Annual Performance Report (APR) was developed by Lead Agency staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Interagency Coordinating Council (Iowa Council for Early ACCESS), the Early ACCESS Executive Committee, Regional Grantee Administrators, Early ACCESS Leadership Group, and the Lead Agency Department of Education staff. See Overview of Annual Performance Report Development section for annual reporting to public.

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)

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

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

This target was set at 100% by OSEP since this is considered a compliance indicator important for all children to attain or receive benefit.

FFY	Measurable and Rigorous Target
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.

Actual Target Data for FFY 2006 (2006-2007):
There were no written complaints filed with the Lead Agency in FFY 2006 (2006-2007); therefore, the target is not applicable. Please see Table 4 *Report of Dispute Resolution under Part C of Individuals with Disabilities Education Act 2006-07* in Appendix 1.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006 (2006-2007):

There were no written complaints filed with the Lead Agency in the baseline year, FFY 2005 (2005-2006), or FFY 2006 (2006-2007).

Iowa continued to work on several improvement activities to impact meeting the target for this indicator. The Lead Agency and Regional Grantees continued their efforts regarding parental rights through Service Coordination training and technical assistance.

Verification of data. Data on the provision of procedural safeguards were obtained from Regional Grantee Self-Assessment File Reviews. The file review process was transitioned to the I-STAR (Iowa's System to Achieve Results) data system. This internet data base allows for direct data entry into the database thereby removing one level of possible data entry error.

Analysis of data to identify concerns and effectiveness. The provision of parental rights is monitored annually through Regional Grantee Self-Assessment File Reviews. There were no findings regarding provision of procedural safeguards in FFY 2005 (2005-2006). File reviews for FFY 2006 (2006-2007) were completed by April 15, 2007, and there were no findings regarding provision of procedural safeguards in FFY 2006 (2006-2007). The Lead Agency continued to review the General Supervision System with mediators and Administrative Law Judges (ALJs). Results of the National Center for Special Education Accountability Monitoring (NCSEAM) Family Survey were studied (Indicator C4(A) Family Centered Services). Results for FFY 2006 (2006-2007) showed that 94.6% of families surveyed reported that early intervention services have helped the family know their rights. This was an increase of 4.7% from 89.9% in FFY 2005 (2005-2006).

Analysis of policies, procedures and practices. All Regional Grantees were required to have their procedures approved by the Lead Agency, which include procedural safeguards. The Lead Agency's review assured that procedures met federal requirements and state rules.

Technical assistance. The Lead Agency continued to support a Comprehensive System of Professional Development. In FFY 2005 (2005-2006) a *Service Coordination Competency Training,* which included five modules of competency based training, was developed. 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 referrals, evaluation and assessment of infants and toddlers within 45-day timelines, IFSP provisions, coordinating community resources and infant and toddler development. Module 1 – Federal, State and Local Rules, Regulations, and Procedures for the Early ACCESS system specifically addressed parental rights and has been accessed by service coordinators since FFY 2006 (2006-2007).

The Signatory Agencies in the Early ACCESS system participated in the ongoing staff development activities for providers of early intervention services. Training was delivered statewide for all modules and approved interagency trainers were trained (Train the Trainer sessions) for all of the modules. This training program was augmented by various in-services, workshops and conferences where providers learned about innovative practices. The *Service Coordination Competency Training Program* was also made available on the Iowa Department of

Education website. This enables infusion of Family Centered practices into curricula across disciplines at all community colleges, colleges and universities statewide. This training was developed to assure that service coordinators have the core competencies needed to provide high quality services to families. Eighty-eight percent (88%) of all 317 service coordinators in the state completed the requirements of the training program. Iowa anticipates the other 22% will attend trainings as scheduled alternately throughout the regions during FFY 2008 (2008-2009) and all current service coordinators will meet service coordinator competency training requirements.

The Parent Educator Connection (PEC), a 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 support to families whose children are transitioning from Part C to Part B, increasing parents' understanding of their rights.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2007 (2007-2008):

There are no revisions to Iowa's proposed targets, improvement activities, timelines, or resources for FFY 2007 (2007-2008). In order to maintain target performance, the Lead Agency will continue to implement activities outlined in the State Performance Plan.

Part C State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

The Part C Annual Performance Report (APR) was developed by Lead Agency staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Interagency Coordinating Council (Iowa Council for Early ACCESS), the Early ACCESS Executive Committee, Regional Grantee Administrators, Early ACCESS Leadership Group, and the Lead Agency Department of Education staff. See Overview of Annual Performance Report Development section for annual reporting to public.

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)

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

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

This target was set at 100% by OSEP since this is considered a compliance indicator for all children to attain or receive benefit.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of fully adjudicated due process hearing requests were fully adjudicated within the 30-day timeline.

Actual Target Data for FFY 2006 (2006-2007):
There were no due process hearing requests received or held in FFY 2006 (2006-2007); therefore, the target is not applicable. Please see Table 4 *Report of Dispute Resolution under Part C of Individuals with Disabilities Education Act 2006-07* in Appendix 1.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006 (2006-2007):
There were no due process hearing requests received or held in the baseline year, FFY 2005 (2005-2006), or FFY 2006 (2006-2007).

Iowa did not have a written complaint filed. The Lead Agency continued to work on several improvement activities to impact meeting the target for this indicator. The Lead Agency and Regional Grantees continued their efforts regarding parental rights through Service Coordination training and technical assistance.

Verification of data. Data on the provision of procedural safeguards was obtained from Regional Grantee Self-Assessment File Reviews. The file review process was transitioned to the I-STAR (Iowa's System to Achieve Results) data system. This internet data base allows for direct data entry into the database thereby removing one level of possible data entry error.

Analysis of data to identify concerns and effectiveness. The provision of parental rights is monitored annually through Regional Grantee Self-Assessment File Reviews. There were no findings regarding provision of procedural safeguards in FFY 2005 (2005-2006). File reviews for FFY 2006 (2006-2007) were completed by April 15, 2007, and there were no findings regarding provision of procedural safeguards in FFY 2006 (2006-2007). The Lead Agency continued to review the General Supervision System with mediators and Administrative Law Judges (ALJs). Results of the National Center for Special Education Accountability Monitoring (NCSEAM) Family Survey were studied (Indicator C4(A) Family Centered Services). Results for FFY 2006 (2006-2007) showed that 94.6% of families surveyed reported that early intervention services have helped the family know their rights. This was an increase of 4.7% from 89.9% in FFY 2005 (2005-2006).

Analysis of policies, procedures and practices. All Regional Grantees were required to have their procedures approved by the Lead Agency, which include procedural safeguards. The Lead Agency's review assured that procedures met federal requirements and state rules.

Technical assistance. The Lead Agency continued to support a Comprehensive System of Professional Development. In FFY 2005 (2005-2006) a *Service Coordination Competency Training,* which included five modules of competency based training, was developed. 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 referrals, evaluation and assessment of infants and toddlers within 45-day timelines, IFSP provisions, coordinating community resources and infant and toddler development. Module 1 – Federal, State and Local Rules, Regulations, and Procedures for the Early ACCESS system specifically addressed parental rights and has been accessed by service coordinators since FFY 2006 (2006-2007).

The Signatory Agencies in the Early ACCESS system participated in the ongoing staff development activities for providers of early intervention services. Training was delivered statewide for all modules and approved interagency trainers were trained (Train the Trainer sessions) for all of the modules. This training program was augmented by various in-services, workshops and conferences where providers learned about innovative practices. The *Service Coordination Competency Training Program* was also made available on the Iowa Department of Education website. This enables infusion of Family Centered practices into curricula across disciplines at all community colleges, colleges and universities statewide. This training was developed to assure that service coordinators have the core competencies needed to provide high quality services to families. Eighty-eight percent (88%) of all 317 service coordinators in the state completed the requirements of the training program. Iowa anticipates the other 22% will attend trainings as scheduled alternately throughout the regions during FFY 2008 (2008-2009) and all current service coordinators will meet service coordinator competency training requirements.

The Parent Educator Connection (PEC), a 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 support to families whose children are transitioning from Part C to Part B, increasing parents' understanding of their rights.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2007 (2007-2008):

There are no revisions to Iowa's proposed targets, improvement activities, timelines, or resources for FFY 2007 (2007-2008). In order to maintain target performance, the Lead Agency will continue to implement activities outlined in the State Performance Plan.

Part C State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

The Part C Annual Performance Report (APR) was developed by Lead Agency staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Interagency Coordinating Council (Iowa Council for Early ACCESS), the Early ACCESS Executive Committee, Regional Grantee Administrators, Early ACCESS Leadership Group, and the Lead Agency Department of Education staff. See Overview of Annual Performance Report Development section for annual reporting to public.

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.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	Not applicable.

Actual Target Data for FFY 2006 (2006-2007):

Not applicable as Iowa has adopted the Part C due process procedures under 34 CFR §303.420.

Part C State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

The Part C Annual Performance Report (APR) was developed by Lead Agency staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Interagency Coordinating Council (Iowa Council for Early ACCESS), the Early ACCESS Executive Committee, Regional Grantee Administrators, Early ACCESS Leadership Group, and the Lead Agency Department of Education staff. See Overview of Annual Performance Report Development section for annual reporting to public.

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)

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

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

This target was considered a performance indicator by OSEP, meaning that each state was allowed to set their own target from baseline data to improve results for children.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	Not applicable

Actual Target Data for FFY 2006 (2006-2007):

There were no mediations requested and no mediations held in FFY 2006 (2006-2007). As indicated by the Office of Special Education Programs letter in response to Iowa's Annual Performance Report (submitted 2-1-06), Iowa has removed the target and improvement activities related to mediations since the number did not reach 10 or greater. Please see Table 4 *Report of Dispute Resolution under Part C of Individuals with Disabilities Education Act 2006-07* in Appendix 1.

Part C State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

The Part C Annual Performance Report (APR) was developed by Lead Agency staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the state Interagency Coordinating Council (Iowa Council for Early ACCESS), the Early ACCESS Executive Committee, Regional Grantee Administrators, Early ACCESS Leadership Group, and the Lead Agency Department of Education staff. See Overview of Annual Performance Report Development section for annual reporting to public.

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))

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

Measurement:

State reported data, including 618 data and annual performance reports, are:

A. Submitted on or before due dates (February 1 for child count, including race and ethnicity, setting & services; November 1 for exiting, and February 1 for Annual Performance Reports); and
B. Accurate (describe mechanisms for ensuring accuracy).

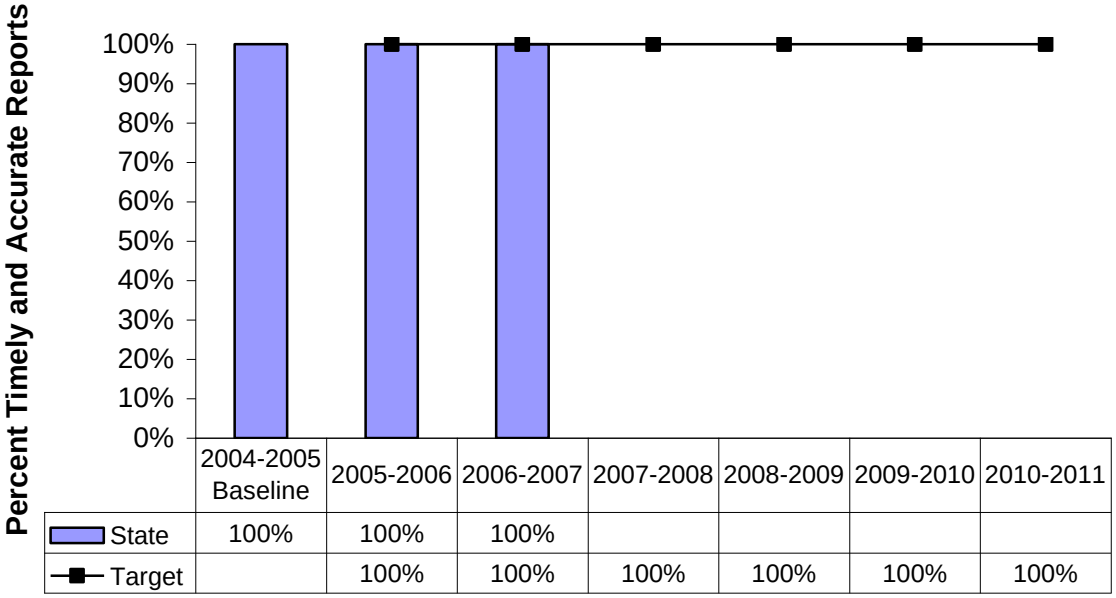
The provision of timely and accurate data (618 and State Performance Plan and Annual Performance Report) is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six year State Performance Plan is set at 100%.

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

Actual Target Data for FFY 2006 (2006-2007):

The Lead Agency monitored the timeliness and accurateness of FFY 2006 (2006-2007) data needed for the state Annual Performance Report and 618 Data Tables through ongoing verification and validations reports as provided by the state Information Management System (IMS) and Iowa's System to Achieve Results (I-Star). Figure C14.1 shows baseline and FFY 2005 (2005-2006) and FFY 2006 (2006-2007) data and targets.

Figure C14.1. Lead Agency Percent for Submitting Timely and Accurate Data for Required OSEP Reports.



	2004-2005 Baseline	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
State	100%	100%	100%				
Target		100%	100%	100%	100%	100%	100%

Source. 618 Data Tables, State Performance Plan and Annual Performance Reports Submitted to OSEP, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

Table C14.1 provides results for timely and accurate data for APR indicators for FFY 2006 (2006-2007).

Table C14.1.

Self-Scoring Rubric for Part C SPP and APR Indicator Data Reporting

Iowa SPP/APR Data - Indicator 14				
APR Indicator	**Valid and Reliable**	**Correct Calculation**	**Followed Instructions**	**Total**
1	1	1	1	3
2	1	1	1	3
3	1	1	1	3
4	1	1	1	3
5	1	1	1	3
6	1	1	1	3
7	1	1	1	3
8a	1	1	1	3
8b	1	1	1	3
8c	1	1	1	3
9	1	1	1	3
10	1	1	1	3
11	1	1	1	3
12	1	1	1	3
13	1	1	1	3
			Subtotal	45
APR Score Calculation		**Timely Submission Points** - If the FFY2006 APR was submitted on-time, place the number 5 in the cell on the right.		5
		Grand Total - (Sum of subtotal and Timely Submission Points) =		50

Source. Iowa Information Management System (IMS); Iowa's System to Achieve Results (I-STAR); and U.S. Department of Education, Office of Special Educations Programs, Data Analysis System (DANS), 618 Tables, FFY 2006 (2006-2007).

Table C14.2 provides results for timely and accurate data for Part C 618 data for FFY 2006 (2006-2007).

Table C14.2.
Self-Scoring Rubric for Part C 619 Data Reporting

Iowa 618 Data - Indicator 14					
Table	**Timely**	**Complete Data**	**Passed Edit Check**	**Responded to Data Note Requests**	**Total**
Table 1 - Child Count Due Date: 2/1/07	1	1	1	1	4
Table 2 - Program Settings Due Date: 2/1/07	1	1	1	1	4
Table 3 - Exiting Due Date: 11/1/07	1	1	1	1	4
Table 4 - Dispute Resolution Due Date: 11/1/07	1	1	1	1	4
				Subtotal	16
618 Score Calculation			**Grand Total** (Subtotal X 3) =		48

Source. Iowa Information Management System (IMS); Iowa's System to Achieve Results (I-STAR), ; and U.S. Department of Education, Office of Special Educations Programs, Data Analysis System (DANS), 618 Tables; FFY 2006 (2006-2007).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2006 (2006-2007):

Results of Lead Agency data indicated the target was met with 100% for provision of all data collected in a timely manner and considered accurate. The 618 Data Tables for Child Count, Settings and Exiting were submitted to WESTAT by required due dates of February 1st and November 1st, 2006. Iowa's FFY 2006 (2006-2007) Federal Application for Funds was approved as submitted. Iowa's Part C State Performance Plan FFY 2006-2011 met federal requirements after submission review. All indicator data were valid and reliable, calculations were done correctly, and instructions were followed. This resulted in a grand total of 50 for the self-scoring rubric. All 618 data were complete and submitted in a timely manner. Edit checks were passed and all data notes completed. This resulted in a grand total score of 48.

Several improvement activities were implemented to maintain compliance with this indicator. Policies and practices were analyzed, technical assistance was provided to Regional Grantee and IMS personnel, and on-going monitoring of system performance was conducted. The Lead Agency partnered with Regional Grantees, Signatory Agencies, and IMS personnel and provided

oversight and training to ensure all needed data would be timely and accurate. These personnel also conducted verification and validation checks as well as participated in onsite visits.

Verification of data. A state monitoring and improvement data system was 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 contractor worked 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), was used for Part C Self-Assessment File Reviews (procedural compliance and effective transition) and family surveys in FFY 2006 (2006-2007). Data collection for 45-day timeline was collected by the state Information Management System (IMS) for FFY 2006 (2006-2007). Utilizing IMS allowed collection of this data for all Part C eligible children. Data sources include, but are not limited to, 618 Data Tables and I-STAR. Data for 618 Data Tables and some SPP indicators are collected in Iowa's Information Management System (IMS), which employs a comprehensive verification process. This multi-step process ensures the timely and accurate data required for all 618 Data Tables, FFY 2005 (2005-2006) State Performance Plan and Annual Progress Report. Development of future 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.

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 to clarify or complete 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:

- When a new eligible child is entered, the statewide historical database is queried to see if the child may have had an earlier IFSP. A list of near matches, based on name and birth date, is provided so that data entry personnel can check to see if the new child was previously served. This routine reduces the risk of the same child having two different IMS identification numbers.
- 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.
- For other data fields, a message appears but data entry may continue. For example, if the 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. Data entry personnel review 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 warnings in the report include possible duplicate children, questionable age/IFSP age-eligibility combination, blank Infant/Toddler 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. 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 2006 (2006-2007), the Iowa Part C data system (IMS) personnel continued to work with Project EASIER (Electronic Access System for Iowa Education Records) to track individual data. Project EASIER is the Iowa Department of Education's initiative involving the transfer of individual student records. The mission of the project is to reduce data burden, encourage better decision-making by establishing and maintaining a cost effective method of accessing and transferring accurate and timely education information among school districts, post-secondary institutions and the Iowa Department of Education. Further, the Lead Agency continued to improve data entry procedures and revised data collection forms and database fields and provided ongoing training to Regional Grantee data personnel. In FFY 2004 (2004-2005), FFY 2005 (2005-2006), and FFY 2006 (2006-2007), all five Part C 618 Data Tables were submitted on time.

The Lead Agency conducted additional verification checks in collaboration with Regional Grantees during FFY 2006 (2006-2007) on data for Indicators C1 and C3 and the 618 Exit Table. All regions verified or made corrections as needed to assure data were accurate.

Analysis of data to identify concerns. The Lead Agency, Regional Grantees, and IMS personnel analyzed specific results of SPP and APR indicator data for timely services, natural environments, timeliness of evaluations, child find, and transition information. Historical and current data analysis were conducted to ensure that accurate data were being collected on the IFSP and entered into the data system.

Analysis of policies, procedures and practices. Policies, procedures, and practices were reviewed during FFY 2006 (2006-2007). New procedures were developed and implemented for Indicators C3 and C7 to improve data collection accuracy, as described in each indicator.

Technical assistance. The Lead Agency, Regional Grantees, and IMS personnel conducted 11 meetings during FFY 2006 (2006-2007). The focus of the meetings was to ensure ongoing accuracy and timeliness of data. Personnel were trained in required information and accurate data entry for Indicator C3 and C7 which had new procedures as well as maintenance of other indicator and 618 data. Training was also provided to assist personnel in understanding verification and validation reports (provided after data entry) and how to make any necessary changes to entered data.

The Lead Agency also worked collaboratively with Regional Grantee Leadership during regularly scheduled meetings to ensure accurate and timely data for Indicators C1, C3, C7, C4 and C8.

Ongoing monitoring and enforcement as needed. State data and monitoring consultants continued to review Part C data. Regional Grantee and IMS personnel also provided verification and validation reports and required changes were corrected in data collection procedures in response to Lead Agency requests to ensure timely and accurate data.

Each region submitted year end reports to document improvement activities that were conducted to reach and/or maintain state targets in all indicators. In FFY 2006 (2006-2007) Regional Grantees all reported ongoing support and file review activities that were intended to increase reliability and validity of data for Indicators C3 Early Childhood Outcomes; C7 Timely Evaluations and IFSP Meetings; and C8 Transition. When concerns for reliability/validity of data were identified in other indicators, those indicators were addressed by regions that were below the state target.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/ Resources for FFY 2007 (2007-2008):

There are no revisions to Iowa's proposed targets, improvement activities, timelines, or resources for FFY 2007 (2007-2008). In order to maintain target performance, the Lead Agency will continue to implement activities outlined in the State Performance Plan.

Appendix 1

Table 4

Report of Dispute Resolution under Part C of Individuals with Disabilities Education Act 2006-07

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

TABLE 7

REPORT OF DISPUTE RESOLUTION UNDER PART C, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2006-07

PAGE 1 OF 1

OMB NO.: 1820-0678

FORM EXPIRES: XX/XX/XXXX

STATE: **Iowa**

SECTION A: WRITTEN, SIGNED COMPLAINTS	
(1) Written, signed complaints total	0
(1.1) Complaints with reports issued	0
(a) Reports with findings	0
(b) Reports within timelines	0
(c) Reports with extended timelines	0
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: MEDIATION REQUESTS	
(2) Mediation requests total	0
(2.1) Mediations	0
(a) Mediations related to due process	0
(i) Mediation agreements	0
(b) Mediations not related to due process	0
(i) Mediation agreements	0
(2.2) Mediations not held (including pending)	0

SECTION C: HEARING REQUESTS	
(3) Hearing requests total	0
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	0
(a) Decisions within timeline	0
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	0