



A Word from the Director

by Karie Taylor

This past quarter AzEIP staff was busy meeting with EIPs, meeting face-to-face with almost half of you. We crisscrossed the state providing training on Natural Learning Opportunities, technical assistance on data quality and discussing fiscal matters.

Attending the team meetings and observing teams coaching one another, truly reinvigorated me! Seeing teams hard at work reminds me how important that time is and how essential it is to ensuring that families are supported by a team!

At each of the meetings I have also had the opportunity to share with the teams a little about myself, Director Jeffries' People First, People Always motto and how the DES team has worked to support practitioners. For instance DES

approved a 4% increase for all early interventionists, and as a result of the Rate Reimbursement study performed by Burns and Associates, DES submitted a budget request to the Governor and Legislature to increase rates for certain roles.



In addition, the DES/AzEIP team and the DES/DTS team worked determinedly to ensure that I-TEAMS can provide EIPs, AzEIP, and the public, with data demonstrating how we are collectively supporting infants and toddlers with disabilities and their families.

Keep up the good work!

Karie Taylor, Executive Director

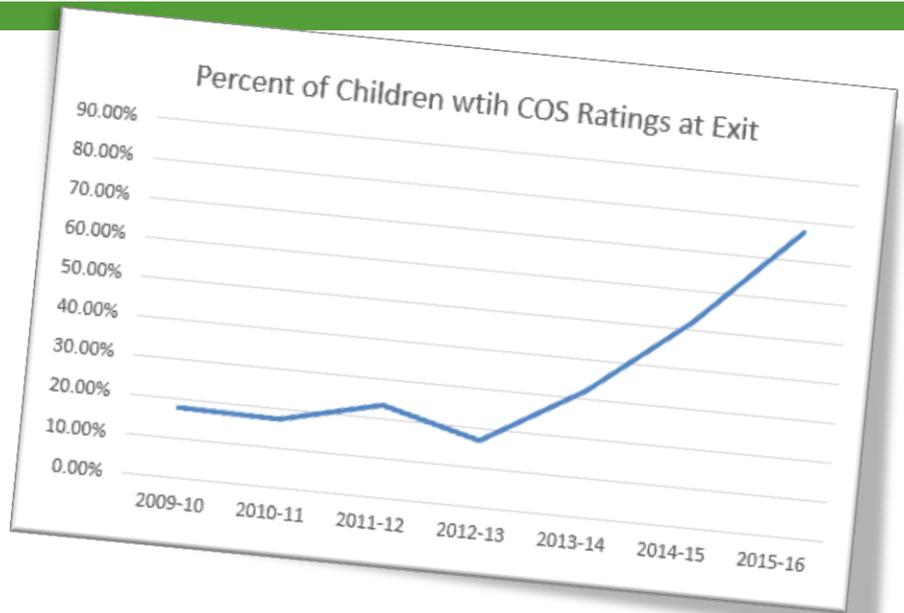
Using Data to Tell Your Story

by Kathy Coloma

Imagine you are meeting with your supervisor for a performance review. Your supervisor asks you what you have been doing since your last meeting and how what you are doing supports the goal of the program. Sure, you have a calendar that reflects the meetings you participated in with the families on your caseload, but what other information would be good to have available?

Did you know that AzEIP provides reports to Early Intervention Programs reflecting the information you have entered into I-TEAMS reflecting what you have been doing for infants and toddlers on your caseload?

- The 45 day timeline for Initial IFSP development for eligible children;
- Transition activities for children who will soon exit early intervention services;
- Children who have exited, including their race and ethnicity
- Difference between entry indicator and exit indicator rating for



children who have had an IFSP for at least 6 months before the exit

By updating ITEAMS no later than 10 days after an activity, you are helping to ensure the reports provide information supporting your work with and on behalf of the Infants and Toddlers receiving services through the program.

3-Pronged Approach to Fiscal Sustainability

by Mike Worley

Our last newsletter described the 3-Pronged Approach to Fiscal Sustainability as completing the consent for insurance, adhering to the definition of AzEIP eligibility and completing the request for DDD Eligibility. Our finance staff has implemented tools to help measure our performance in these areas:

- 1) Requesting 10% of all evaluations billed for

on regular monthly invoices to review for accuracy, completeness in billing

2) Categorizing direct therapy billing line items on monthly invoices and denying those that should be going through the Third Party Liability (TPL) invoice process.

3) Conducting site visits with program providers to ensure billing policy and procedures are followed

4) Working with the Audit Management Services division for training/help in conducting effective payment audits

5) Provided two Billing training sessions in July for our program providers sharing examples of Invoice errors

The State of Arizona also transitioned to a new financial system to enable us to provide better reporting internally and to provide better services to our contractor/provider base. There were some delays during this transition. However, these changes will help us better meet the needs of paying our contractors for services rendered.

Program	Total Direct Therapy Entries	Breakdown of Direct Therapy Entries			Breakdown of Yes				Dollar Amount for Yes Entries
		No or N/A	Blank	Yes	Public	Private	Military/DiCare	Blank	
AMY's Program	60	20	15	25	12	10	0	3	\$ 2,500.00
CINDY's Program	100	50	20	30	5	20	5	0	\$ 3,000.00
JIM's Program	70	25	10	35	6	25	1	3	\$ 4,500.00
Total	230	95	45	90	23	55	6		\$ 10,000.00
	100.00%	41.30%	19.57%	39.13%					

Contract Reminders

by Denise Dombrowski

New Employees

Submit new employee resumes and fingerprint clearance cards and complete the central registry process for all new employees. You may email those to Denise as well. For any employee or subcontractor who does not have a license or degree that meets requirements you must submit their transcript for review and approval.

ERMA Trainings

All employees and subcontractors are required to complete the DES trainings according to the [DES timelines](#). These timelines, and the [ERMA registration](#) link can be found on the AzEIP [Technical Assistance webpage](#).

For questions about using I-TEAMS for this process please contact the I-TEAMS help desk at azeipteams@azdes.gov.

For questions about billing rules please contact MWorley@azdes.gov. For contract questions please contact DeniseDombrowski@azdes.gov

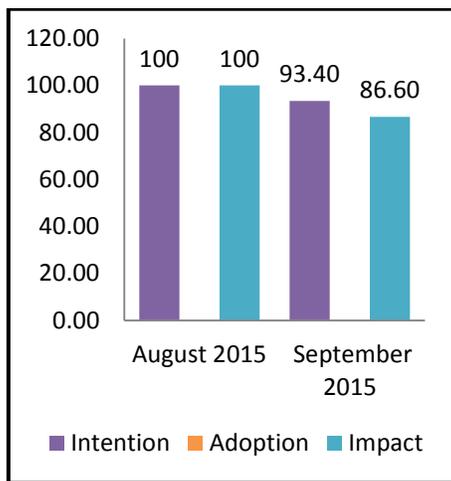


Figure 1 Professional Development metrics

Professional Development

by Maureen Casey

In 2015 we provided professional development to almost 500 individual early intervention professionals. The chart below right, shows the evaluation metrics, indicating a high rating from participants on the impact of those sessions.

2016 Calendar

We are developing our calendar of Professional Development for 2016. Our 2016 professional development offerings include:

- Natural Learning Opportunities
- Natural Learning Opportunities for Supervisors
- Child Outcome Summary Module
- Standard of Practice: Foundations

We are also working with the Department of Education to support staff to participate in their Infant and Toddler Developmental Guidelines. In addition, we are looking forward to supporting 20 EIP teams during the Master Teams Institutes and six months of coaching calls and logs, and a cohort of Master Coaches. Please contact azeipta@azdes.gov for more information about professional development opportunities.



