



DRAFT MEETING MINUTES

Nevada Early Intervention Interagency Coordinating Council (ICC)

April 30, 2024, 1:00 pm

Meeting Location:

This meeting was held virtually via Microsoft Teams

MINUTES

I. Call to Order, Welcome, and Announcements

Chair, Jenna Weglarz-Ward, welcomed all on the call. A quorum of members was present, and the meeting was called to order at 1:05 pm.

Members Present: David Cassetty, Julie Dame, Sarah Horsman, Lisa Hunt, Robin Kincaid, Sandra LaPalm, Brittany Toth, Jenna Weglarz-Ward

Members Absent: Assemblywoman Tracy Brown-May, Amy Hendrickson, Rhonda Lawrence, Janice Lee, Catherine Nielsen

Public Attendees: Janet Alexander, Capability Health and Human Services (CHHS); Christa Allen, Therapy Management Group (TMG); Dana Aronson, Theraplay; Abbie Chalupnik, Aging and Disability Services (ADSD); Karen Frisk, NEIS Rural Frontier; Catherine Guzy, NV Department of Education; Andre' Haynes, Armed Forces Chamber; George Hernandez, ADSD; Jennifer Lagana, The Arc Nevada; Marnie Lancz, TMG; Jennifer Loiacano, TMG; Elyse Monroy-Marsala; Betsy Newman, NEIS Reno; Julie Ortiz, TMG; Danielle Race, NEIS Las Vegas; Rique Robb, NEIS; Jessica Roew, NEIS Rural Frontier; Sabrina Schnur, Debra Stewart, MD Developmental Agency; Fatima Taylor, NEIS Las Vegas; Lindsey Wood-Lopez, NEIS Las Vegas; Phone Attendees: 702-818-0264, 216-409-4006, 702-241-8505, 702-302-2266, 702-759-2849

Part C Office Attendees: Mary Garrison, Jennifer Kellogg, Jalin McSwyne; Maya Raimondi, Pamela Silva, Melissa Slayden

II. Public Comment

Jenna Weglarz-Ward stated, if anyone has public comment, please go ahead and raise your hand or make a comment in the chat. Hearing none, I will move forward with the approval of minutes from December 6, 2023, and January 29, 2024.

III. Approval of the minutes from December 6, 2023, and January 29, 2024, Meetings (For Possible Action)

Mary Garrison shared that the council would only be able to approve the January 29, 2024, meeting minutes as the December 6, 2024, minutes are not complete. Jenna Weglarz-Ward stated, for item number three (3), we will just be approving the minutes from January 29, 2024, and I will entertain a motion to approve the minutes. They are included in the packet and available on the Part C website.

Robin Kincaid asked to have page four (4), paragraph two (2), corrected to say SOGI instead of soggy.

MOTION: Robin Kincaid

SECOND: Brittany Toth

PASSED: Unanimously

IV. Letter for the Department of Health and Human Services, Directors Office, with Suggested Script to Present Questions Regarding Nevada Revised Statutes (NRS) 239B.022-239B.026 for the Early Intervention Population (Information Only)

Co-Chair, Jenna Weglarz-Ward, shared the letter that she wrote to share with the Director's Office asking that SOGI information not be collected for the Early Intervention population, or that they use the suggested script when requesting this information during intake.

Brittany Toth requested a correction to add a quotation mark or remove. She also suggested changing the grammar to "I prefer not to disclose"

Melissa Slayden suggested adding IDEA to the section that references Part C.

V. ICC Subcommittees (For Possible Action)

Co-Chair, Jenna Weglarz-Ward, asked if any attending members would like to self-nominate themselves for any of the ICC Subcommittees. Jenna explained that the Child Find, Family Support Resource, and Equity Subcommittees are long term, and the New Membership and By-Law Subcommittees would be short term. Mary Garrison shared that she would create an interest survey for councilmembers and stakeholder to find out who is interested in positions within each subcommittee.

a. Child Find Subcommittee

- 1. Membership Confirmation**
- 2. Chair Nomination (For Possible action)**

There was no interest from the council on chairing this subcommittee.

b. Family Support Resource Subcommittee

- 1. Membership Confirmation**
- 2. Chair Nomination (For Possible action)**

Robin Kincaid self-nominated to be the chair of the Family Support Resource Subcommittee. Robin shared that she would recruit members, specifically parents.

Julie Dame requested to be added to the Family Support Resource Subcommittee.

Lisa Hunt is interested in being the co-chair.

MOTION: Sandra LaPalm

SECOND: Lisa Hunt

PASSED: Unanimously

c. Equity Subcommittee

- 1. Membership Confirmation**
- 2. Chair Nomination (For Possible action)**

Co-Chair, Jenna Weglarz-Ward, asked if Andre' Haynes is still interested in co-chairing this subcommittee.

Andre' would like to continue to co-chair and will be an active ICC member during the September 2024 appointments.

MOTION: Robin Kincaid

SECOND: Julie Dame

PASSED: Unanimously

d. New Membership Subcommittee

- 1. Create Membership Subcommittee to garner interest and review potential new members (For Possible action)**
- 2. Chair Nomination (For Possible action)**

Brittany Toth self-nominated for the New Membership Subcommittee.

Jenna shared that additional membership would be requested through the interest survey.

e. Ad hoc By-Law Subcommittee

- 1. Create ad hoc ICC By-Law Subcommittee to revise ICC By-Laws (For Possible action)**
- 2. Chair Nomination (For Possible action)**

Robin Kincaid would like to be a participant on the By-Law Subcommittee.

VI. Aging and Disability Services Division Updates (Information Only)

a. Nevada Early Intervention Data System (NEIDS) (Information Only)

Sarah Horman shared the NEIDS system went live December 3, 2023, with legacy systems only being accessed for past records and Part C monitoring.

- There are some identified issues with insurance payments.
- ADSD and the Part C office are still working with the vendor.
- Due to backend issues, there has been some backlog.
- Community Providers had issues with receiving Medicaid and private insurance reimbursements.
- ADSD and the Part C Office have a monthly Open Hours Meeting to address non-urgent issues and for Community Providers to receive answers to their questions. The same is done for State Programs.
- There have also been reporting challenges.

Sarah Horman stated, another thing I wanted to address that I know was a requested item, which is also under the Part C updates, I wanted to share on the ADSD side, how we're working to increase Medicaid revenue. On the service agreement side and with our state providers, we have made it a requirement that everybody is credentialed through the Council for Affordable Quality Healthcare (CQH), which is a centralized portal where providers must be credentialed by insurance and Medicaid and have to re-test every quarter.

We require that for state to check Medicaid enrollment every month to verify and update the NEIDS system.

On the state side, we require Developmental Specialists to update the electronic verification system every month and then to update NEIDS as required. We also issued the same requirement to Community Providers, and they were given the option of who would be the designated person to check for their program.

Every year we require Community Providers to sign our billing guidelines and to look at our scopes of work. We have been strengthening the language in that service agreement to ensure we're billing to full capacity.

ADSD has worked with Medicaid for years, and they have agreed for fee for service. They have removed the prior authorization requirement, so it's in line with what a lot of states have been doing and which they honor the IFSP as the prior authorization for Medicaid. That provides a lot of benefits to the family and to the program. We're still working with the managed care organizations, but we know that Medicaid has a plan to expand managed care organizations.

b. Process for closing Community Partners (Information Only)

Fatima Taylor shared a high-level overview for the ADSD process of closing a Community Provider.

- Program closures are typically due to either a contract has expired with no intent to renew, the contract has been terminated, or the provider has chosen not to renew.
- ADSD assigns a closeout team.
- The closeout team will coordinate and collaborate with ADSD Children Services, Quality Assurance (QA) team, and the IDEA Part C office.
- QA contacts families to give them a choice in new program.
- Children are transitioned to new programs.
- Weekly meetings are conducted.
- Team reviews transfers with new program to ensure compensatory services are understood.
- State holds all physical records.

Robin Kincaid asked if this process is outlined in a written policy and how are the families notified that there's an impending closure of a program that's serving them?

- Fatima shared the process is outlined in the Service Agreement.
- Families are notified by phone call and written communication via email from the QA team.

Jenna Weglarz-Ward asked, in addition to the families, are there any processes involved that help providers transition to a new program?

- Lori Ann Malina-Lovell addressed this question.
- The Part C Office offers leaving staff assistance in locating hiring providers and sharing resumes and letters of recommendation.
- The program that is closing out, they still will need to do their invoice process for their final months or weeks of providing services in our system.
- Part C does the final payment from our federal funding to reimburse.

c. Early Intervention In-Person and Telehealth Report (Information Only)

Due to staff shortages on the Management Analyst team, this report was not provided.

Providers are required to disclose to ADSD if Telehealth is the only form of Service Delivery.

d. Early Intervention Program Highlights (Information Only)

Written program updates were provided to the council.

VII. Nevada Early Intervention Professional Development Center (Information Only)

Lori Ann Malina-Lovell and Maya Raimondi shared an update. An update regarding the DEC Conference presentation will be provided during the fall ICC meeting.

- a. **Cohort One Graduation (Information Only)**
- b. **Nevada Early Intervention Professional Development Center Conference Presentations (Information Only)**
 - 1. **Aging and Disability Services Division (ADSD) Conference 2024**
 - 2. **Future Conferences**
- c. **Sustainability (Information Only)**
- d. **Evaluation and Outcomes (Information Only)**

VIII. IDEA Part C Information and Reports (Information Only)

a. Project Assist Updated Log (Information Only)

Mary Garrison shared the new log and asked the council to send any feedback before the launch on May 1, 2024.

b. Complaint Log (Information Only)

The complaint log was shared by Landia Morgan. Two (2) new complaints were noted.

Lori Ann shared that the Office of Special Education Programs (OSEP) advised our state to follow the Dispute Resolution process that Nevada's Part B office completes in relation to the sharing of complaint information on their website.

c. State Fiscal Year (SFY) Quarter One (1) and Two (2) Yellow Bar Report (Information Only)

Melissa Slayden shared an update on the first quarter of the Yellow Bar Report. The second quarter was not available due to reporting issues in NEIDS.

Robin Kincaid asked if we should share with families that our data is not reliable, so if they are not receiving services, they need to exercise their parent rights?

Sarah Horsman shared that the information is reliable, it is the reporting that has been difficult to produce.

Robin shared her concern that without the ability to provide this data, it impedes the council's ability to assist the system where it is needed.

Due to loss of quorum, a motion was requested by co-chair, Jenna Weglarz-Ward, to end the meeting.

MOTION: David Cassetty

SECOND: Robin Kincaid

PASSED: Unanimously

Meeting was adjourned at 3:00 pm. A survey was provided to council members to schedule the next quarterly meeting and ICC Strategic Planning Retreat

- d. **Medicaid Recoupment in Early Intervention (Information Only)**
- e. **Part C Determination Letter and Response (Information Only)**
 - 1. **Process for Finding of "Needs Assistance"**
- f. **Early Intervention Delayed Services (Information Only)**
- g. **2024 Annual Family Survey (Information Only)**

IX. Public Comment

No public comment was made.

X. Schedule Next Quarterly Meeting/Retreat (For Possible Action)

a. Possible dates: Week of August 12, 2024, August 19, 2024, September 2, 2024, September 9, 2024

b. Topics: DMS Monitoring Report from OSEP, Health Management Associates ADSD System Study Results, APR targets

Jenna Weglarz-Ward, Ph.D., ICC Chair

XI. Adjournment

Jenna Weglarz-Ward, Ph.D., ICC Chair



DRAFT MEETING MINUTES

Nevada Early Intervention Interagency Coordinating Council (ICC)

Wednesday, September 11, 2024

Meeting Location: 7150 Pollock Dr, Lincoln Room 27
Las Vegas, NV 89119

Microsoft Teams Meeting

MINUTES

I. Call to Order, Welcome, and Announcements

Chair, Jenna Weglarz-Ward, welcomed all in the room and on the call. A quorum of members was present, and the meeting was called to order at 8:38 a.m.

Members Present: Julie Dame, Cate Guzy, Amy Hendrickson, Sarah Horsman, Robin Kincaid, Rhonda Lawrence, Janice Lee, Catherine Nielsen, Rique Robb, Jenna Weglarz-Ward

Members Absent: Assemblywoman Tracy Brown-May, David Cassetty

Public Attendees: Janet Alexander, Capability Health and Human Services (CHHS); Christa Allan, Therapy Management Group (TMG); Dana Aronson, Theraplay Solutions; Derek Barber, Health Management Associates (HMA); Marina Barrett, ADSD; Christie Bringman, ADSD; Abbie Chalupnik, Aging and Disability Services Division (ADSD); Karen Frisk, ADSD; Sheila Garner, ADSD; Randi Humes, ADSD; Shannon Ivy, ADSD; Amy Kowalski, Theraplay Solutions; Jennifer Loiacano, TMG; Brenda Morales-Solorzano, ADSD; Cassie Morgan, ADSD; Steven Pawlowski, HMA; Danielle Race, ADSD; Jessica Roew, ADSD; Heike Ruedenauer-Plummer, ADSD; Debra Stewart, MDDA, Fatima Taylor, ADSD; Lindsey Wood-Lopez, ADSD

Part C Office: Jennifer Kellogg, Lori Ann Malina-Lovell, Iandia Morgan, Maya Raimondi, Lauren Roscoe; Pamela Silva, Melissa Slayden

II. Public Comment

Catherine Nielsen, ICC member, shared that the Governor's Council on Developmental Disabilities will be conducting three (3) town halls. The town halls were held in Pahrump, Mesquite, and Las Vegas, to assist in completing the councils five (5) year strategic plan.

III. Approval of the minutes from December 6, 2023, and January 29, 2024, Meetings (For Possible Action)

Mary Garrison shared that the meeting minutes will now be available at [2024 ICC Meetings \(nv.gov\)](https://www.nv.gov), within the minutes section for each meeting, once they are approved by the council. Ms. Garrison also explained that

meeting minutes will now include an overview of what was discussed, and decisions made by the council, versus verbatim.

The council was unable to approve the April 30, 2024, meeting minutes due to an error on the agenda. The April 30, 2024, meeting minutes will be reviewed for approval during the next meeting.

Motion: Approve December 6, 2023, meeting minutes

First: Catherine Nielson

Second: Julie Dame

APPROVED

IV. Aging and Disability Services Division (ADSD) Updates (Information Only)

a. Nevada Early Intervention Data System (NEIDS) (Information Only)

Sarah Horsman shared that the NEIDS project has continued, with the core team meeting regularly. Programs continue to utilize the new system, and many of the billing issues have been mitigated. ADSD has been meeting with the community partners monthly to address concerns and data cleanup and share updates.

b. Nevada Early Intervention System Analysis Results Presentation

Stephen Pawlowski from Health Management Associates (HMA) shared the results from the Nevada Early Intervention System Analysis. HMA conducted the analysis. Stephen explained that Nevada's Part C Coordinator was interviewed, as well as other states. HMA shared findings with the ICC in January 2024. Some adjustments were made to the report based on findings and additional data since January 2024. The final report was issued June 7, 2024.

Stephen explained, the report introduction provides an overview of the services that are required to be delivered under IDEA Part C. The introduction provides some demographic data that we extract from the American Community Survey, which is published by the Census Bureau, and this is data specific to Nevada. For example, we discussed the total population and the population of children under three (3) to quantify the potential service population of those with disabilities that may be eligible for services. We provide an overview of the regional service delivery system in Nevada.

We discussed some of the challenges that Nevada faces in its geography. Nevada is primarily a rural and frontier state, with most counties being in an outlying area or harder to reach area, and then highly centralized urbanized areas in Las Vegas and the northwestern part of the state. We conclude the introduction with an overview of our evaluation goals and some of the data sources we used.

The goals were to document the governance, administrative structure of NEIS, and effectiveness of these structures in supporting service, access, and quality. HMA also evaluated differences in service costs between NEIS programs and community partners. HMA measured benchmarks on policies and system performance indicators compared to national data and other policies to provide context for how NEIS performs or how it looks against other systems across the country. The final section assesses other access related indicators across the early intervention lifecycle, from the time of referral through the time of transition out of the system.

There are three parts to the report:

1. Overview of Nevada Early Intervention Services
2. Workforce recruitment and retention
3. Service outcomes along the early intervention life cycle, from referral through transition

Overview of Nevada Early Intervention Services:

Early intervention is a federal requirement under the Individuals with Disabilities Education Act (IDEA) grant. The report outlines the various roles and governing responsibilities of early intervention and the IDEA Part C office. Research was conducted on other systems across the country, seven (7) in particular.

- HMA also tried to get interviews with other states Part C Coordinators, to get a better understanding of how their systems are structured.
- One of HMA's key findings was that although the federal regulations are there to govern what is done in the EI system, they provide broad latitude on how systems are designed and structured.
- The report includes descriptions of other States, how they administer the EI system, and how they structure their system.
- Report includes recommendations on how Nevada can restructure.
- Includes description of EI programs in Nevada, how they operate, the different regions they serve, and differences between state and community programs.
- Includes discussion on how NEIS is funded and how other states fund their EI system. This includes various funding sources, and like all other states, NEIS is funded primarily by state general funds.
- Discussed opportunities to potentially do more to leverage Medicaid funds and other revenue sources such as the adoption of a family cost participation policy, which not all other states do, but some states do that as a means of generating additional revenue for reasons that may become clearer later.
- There has been an increase in service demands over the years, particularly the last year, which a record referral volume. This was state fiscal year 2023 (SFY23).
- Projections show the trend pointing upward on service demands and Nevada.

HMA provided an overview of key findings, and the recommendations related to each of those key findings. Each of the findings are predicated on criteria. HMA looked at federal regulations primarily. In part one (1), recommendation is to clarify the roles and responsibilities of the Department of Health and Human Services, the IDEA Part C office, and Aging and Disability Services. Through observations it was determined there are overlapping responsibilities between the IDEA Part C office and ADSD, which may cause confusion. Particularly, with community partners, they might receive conflicting information from two different offices. HMA also recommends exploring option to increase Medicaid funding, as service demands will continue to grow.

Workforce recruitment and retention:

In Part 2, HMA discusses Nevada's workforce in the context of four (4) key disciplines, special instruction delivered by development specialists, therapies delivered by speech language pathologists, therapies delivered by occupational therapists, and therapies delivered by physical therapists.

- 90% of the Individualized Family Service Plan time authorized in July 2023 was delivered by these four (4) specialties.
- Developmental Specialists deliver special instruction, and the report includes a description of their major responsibilities.
- Report draws a comparison of the Development Specialist qualification requirements in Nevada to other states across the country.
- The states that were interviewed or attempted to be interviewed were Arizona, California, Colorado, Georgia, New Mexico, Oregon and Utah.

- HMA discussed professional requirements in the states that were interviewed to generate ideas about what Nevada could consider if you were to make changes to your personnel qualification requirements.
- Findings related to Development Specialists were that Nevada’s requirements, including its endorsement requirement, tended to be a higher threshold to reach than comparative states. The report also found that the Part C manual could be clarified or even updated to provide a clearer pathway for paraprofessionals.
- The report acknowledges that there are some statutes in the state that may limit the ability to shift over to a paraprofessional service delivery system.
- Report describes key differences in wage levels between services that are delivered by ADSD and services that are delivered by community partners.
- The average wage level for state facilitated Developmental Specialists was about \$30.54 per hour compared to community partners who paid their Developmental Specialists an average of \$22.97 per hour.
- The rate was recently updated, so there might be changes to the rates.
- The structural discrepancies in pay and caseloads for Development Specialists makes for a discrepant system.
- One of the recommendations was to monitor these differences across the ADSD facilitated services and community partner services so that discrepancies and disparities like this do not persist.
- A similar set of analysis was done for the three (3) major therapists.
State wages are fairly competitive and comparable to what we would pull from the Bureau of Labor Statistics.
- State therapist wages are much higher than community partners therapist wages.
- The final component of this section discusses the Comprehensive System of Personnel Development.
- Comprehensive System of Personnel Development (CSPD) is a framework that is required of all states. The Early Childhood Technical Assistance Center points to the CSPD as the primary mechanism by which states ensure EI services are provided by knowledgeable, skilled, and competent individuals.
- HMA recognized the retention efforts that have been done to date, including the alternative path to endorsement for Developmental Specialists.
- Report recommends including strategies related to professional development and retention in strategic planning.
- HMA recommends continually reassessing workforce related challenges and look to fellow states for possible solutions.
- Arizona has a comprehensive written plan that includes tools and resources, like interview questions that might be used within programs when interviewing practitioners. Other resources include opportunities to obtain scholarships for practitioners that are unable to continue after an associate’s degree.

Service outcomes along the early intervention life cycle, from referral through transition:

- The third and final section of the report consists of data.
- Includes analysis of how service outcomes look at the regional level and a comparison between ADSD facilitated and Community Partner facilitated services.
- Includes analysis of how service outcomes look based on different demographic factors like race and ethnicity and the language of the family of the child.

Recommendations:

- Update IDEA Part C Manual, policies, and other guidelines, to include more information about processes.
- Continue to leverage data and utilize new data from Nevada Early Intervention Data System (NEIDS).
- Develop strategies for monitoring and resolving any access disparities.

Jenna Weglarz-Ward suggested council members review the report in the coming months and the information can be utilized in future meetings to assist the council with strategic planning.

c. Update on Policy 27.2 Nevada Early Intervention Services (NEIS) Intake and Eligibility (For Possible Action)

Fatima Taylor provided updates on Policy 27.2 Nevada Early Intervention Services (NEIS) Intake and Eligibility. This agenda item was not for action.

Fatima recognized Jalin McSwyne for his impeccable suit.

- Any comments or suggestions were to be submitted to Fatima Taylor by September 30, 2024.
- Final approved document will be published October 1, 2024.
- Updates drafted by workgroup of representatives from all regions.
- Goal is to create consistency and quality of service delivery statewide.
- Final step is public input presentation and solicitation of stakeholder feedback.
- Reference to Lytech and TRAC IV was removed from all sections of the policy. Designated electronic system of record is now listed.
- Revised the policy to provide clarity and streamline state processes and tools for screening programs.
- Updated and streamlined the process for the Child Abuse Prevention and Treatment Act (CAPTA).
- CAPTA, screening and monitoring program, Child Find opportunities, and the senior physician's collaboration of the Neonatal Intensive Care Unit (NICU) screening process were updated.

d. Early Intervention In-Person and Telehealth Report (Information Only)

The Early Intervention In-Person and Telehealth Report was provided to the council.

e. Early Intervention Program Updates and Highlights (Information Only)

The Early Intervention Program Updates and Highlights were provided to the council.

V. ICC Interest Survey Results and Updates for ICC Subcommittees (Information Only)

- a. Child Find Subcommittee**
- b. Family Support Resource Subcommittee**
- c. Equity Subcommittee**
- d. New Membership Subcommittee**
- e. Ad hoc By-Law Subcommittee**

Jenna Weglarz-Ward informed the council that the survey that was distributed to gather interest for appointments to the council subcommittees. Ms. Weglarz-Ward asked members and stakeholders to contact her and Mary Garrison if they would like to participate in any of the subcommittees. Mary Garrison shared the results from the survey. A new survey will be sent as the council moves into strategic planning.

VI. IDEA Part C Information and Reports (Information Only)

a. Project Assist Updated Log (Information Only)

Mary Garrison shared the updated Project Assist log. The new Project Assist log was implemented on May 1, 2024. Ms. Garrison explained that the information collected on the new log will assist in ensuring outreach and resources are available in areas that may be underserved since the Part C office is now collecting caller region and purpose of call.

b. Complaint Log (Information Only)

Lori Ann Malina-Lovell, IDEA Part C Coordinator, shared complaints received for the system which started on July 1, 2024. One (1) formal complaint was received for a program in Southern Nevada. The families' concerns are related to their services. Jennifer Kellogg, Part C Clinical Program Planner I, is the Part C liaison for the program where the family is receiving services. Ms. Kellogg explained that the Part C office is currently conducting interviews regarding the complaint. The complaint report is scheduled to be complete mid-October.

c. The Center for IDEA Early Childhood Data Systems (DaSy) and Early Childhood Technical Assistance (ECTA) Part C and 619 Target Setting Guide (Information Only)

Melissa Slayden, Part C Data Manager, shared information from The Center for IDEA Early Childhood Data Systems (DaSy) and Early Childhood Technical Assistance (ECTA) Part C and 619 Target Setting Guide. The toolkit and information available through these centers, will be used to set targets for the Annual Performance Review.

Jenna Weglarz-Ward suggested resources be shared in future meetings as well.

d. Nevada Early Intervention Professional Development Center Upcoming Trainings for Families and Professionals (Information Only)

Lori Ann Malina-Lovell thanked all the volunteers that have assisted with the NV Early Intervention Professional Development Center. These volunteers have assisted as workgroup members, instructors, and guest speakers. Maya Raimondi, NV Early Intervention Professional Development Center Director, was introduced. Lori Ann shared that 40 learners have graduated, with 20 additional learners scheduled to graduate in April 2025. Another cohort of 20 learners will graduate in Fall 2025. Graduates can fulfill their position requirements and maintain their positions, which ultimately improves results for families because of the continuity of services for these families. The professional development work group will be traveling to the Division for Early Childhood (DEC) International Conference in New Orleans, LA, to present on Nevada's "Grow Your Own" initiative during a poster session and an in-person presentation session.

Lori Ann shared that the trainings offered through the Professional Development Center have expanded to therapists, supervisors, early intervention providers, stakeholders, and the ICC. There will also be training opportunities for families. A feeding training has been scheduled, as well as a collaboration with Autism Treatment and Prevention (ATAP).

Maya Raimondi addressed the council. Maya shared that it has been an honor and rewarding to hear the feedback from learners, and to watch as learners present their capstone projects. Maya shared that 70 professionals have registered for the feeding training. Maya thanked Robin Kincaid for her assistance and collaboration with the Professional Development Center. Maya also thanked families who have participated in the 1.2 Partnering with Families in Early Intervention, which has had family participation in every cohort. Maya thanked Sarah Sills from Nevada Early Intervention Services, Reno, the Aging and Disability Services Quality Assurance Team, and all stakeholders who have helped the Professional Development Center a success. A90

e. Medicaid Recoupment in Early Intervention by ICC Request (Information Only)

Rique Robb shared with the council that the Medicaid Recoupment process has been streamlined to be fee per service. Mary Garrison shared that the Division of Health Care Financing and Policy (DHCFP) was contacted but was unable to attend today's meeting. DHCFP will be available to provide information to the council in the future. Lori Ann shared that the question that was submitted by Robin Kincaid was what the council can do to assist with increasing Medicaid funding in Early Intervention.

f. Part C Determination Letter and Response (Information Only)

g. Process for Finding of “Needs Assistance”

Lori Ann Malina-Lovell shared the Annual Performance Report (APR), which was submitted to The Office of Special Education Programs (OSEP). OSEP provided a response of “Needs Assistance” for the APR that was submitted in January 2024. The response was received in June 2024. Lori Ann explained that Nevada continues to meet with OSEP and their technical assistance programs monthly. Technical assistance is provided by The Center for IDEA Fiscal Reporting, The Center for IDEA Early Childhood Data Systems (DaSy) and Early Childhood Technical Assistance (ECTA). The Part C office continues to implement changes based on the recommendations from these centers and OSEP. Additional technical assistance will be provided through the Differentiated Monitoring Services and Supports (DMS), which the state is still waiting for from OSEP. The Part C office continues to collaborate and communicate with Aging and Disability Services and will share the results of that monitoring once received. The report will be provided to the ICC as well. Lori Ann shared a handout regarding State Performance Plans, which are used to address “Needs Assistance” findings.

h. Early Intervention Delayed Services (Information Only)

Lori Ann Malina-Lovell shared that with continued turnover and staff shortages, some families have experienced extended wait time for early intervention services. The guidance the Part C has provided to programs is that the best approach is the continue to provide open and honest communication with families regarding these delays. This can eliminate some stress as families await some services. To ensure equitability, drafted communication and letters have been provided to programs, which can be used when addressing delayed services with families. While attending a conference this year, Part C representatives from Texas discussed delayed services with Nevada. The NV Part C office has since received a request from Texas for the drafted communications that have been shared with our early intervention programs, as they would like to implement a similar plan in their state.

i. 2024 Annual Family Survey (Information Only)

Lori Ann requested that the 2024 Annual Family Survey be discussed in greater length during the December meeting. Melissa Slayden briefly shared that result information from the 2024 Annual Family Survey was provided in the packet but does not include all responses. Response rates did go up but have not yet reached 20%. Melissa suggested the council review the results provided before the December meeting to assist with the councils continued work.

VII. Public Comment

Robin Kincaid asked if there would be opportunities to request future agenda items.

VIII. Schedule Next Quarterly Meeting (For Possible Action)

Jenna requested further the following items be added to future agendas:

- Review in depth and discuss the system report
- Family Outcome Survey
- Questions from the council regarding Medicaid and early intervention
- Data sources
- Standing items: meeting minutes, subcommittee updates, ASD updates, Part C Updates

Robin asked if the council would be receiving the Yellow Bar Report. Melissa Slayden explained that these data will be sent to the council, but it will look different than in the past. Due to remediation and 508 Compliance concerns, the report cannot be provided as it was in the past.

Robin would like to discuss the following items in future meetings:

- Continue discussion on increasing Medicaid dollars in early intervention
- Early and Periodic Screening, Diagnostic, and Treatment

The next council meeting was previously voted and approved by the council, and was scheduled for December 3, 2024, 1:00 pm. The council will have an additional meeting in January 2025 to review the Annual Performance Report for approval.

IX. Adjournment

The meeting was adjourned at 9:57 am.

ICC RURAL AND FRONTIER NEVADA EARLY INTERVENTION SERVICES AUGUST, SEPTEMBER & OCTOBER 2024

Highlights

- Part C Comprehensive Monitoring completed and follow up correction are in process of being completed.
- Northeastern Nevada NevAEYC Mini Conference Update – Esperanza Garcia, Natalie Skidmore and Marcella Watson
- Professional Development Cohort 2 Graduates – Erin Kinney
- Presentation from Family Respite Care of Nevada (formally R.A.V.E)
- Carson NEIS office is preparing to move to a new location, Nov 18th start date at 1550 College Pkwy
- NEIS statewide went through Change and Innovation Agency (CIA) to support the process of NEIS program process effectiveness. CIA Teams are now in the implementation planning to present Sponsors.
- New staff hired:
 - **Carson office-**
 - Stephen Hipp; DS
 - Jacob Lee; SLP
 - Carlie Wilders; SLP
 - Jacqueline Wolfe; SLP
 - Gayle Etchamendy; DS
 - Brianna Carter; DS
 - **Elko office-** N/A

Events

August

- Head Start Open House – Ely
- NevAEYC NE Mini Convention – Elko

- Head Start of Northeast Nevada Board Meeting - Elko
- ITCN Health Fair - Elko
- HSNN Policy Council – Elko
- Carson City Sheriff’s Night Out – Carson
- Miner’s Park Community Outreach in Virginia City – Carson
- Aces Ball Games – two times in August – Carson
- NEIS Music Group - Carson
- Monthly Playgroups – Elko, Winnemucca, Carson

September

- Duckwater Health Fair – Ely
- Elko Early Childhood Advisory Council – Elko
- HSNN Policy Council – Elko
- ASL Story Time – Elko
- Aces Ball Game – Carson
- Sassabration Pride event – Carson
- Awareness Walk for Foster Care - Carson
- Monthly Playgroups – Elko, Winnemucca, Carson

October

- NEIS ASD Trick or Treat – Elko
- Head Start Family Night - Elko
- Humboldt County Library Trunk or Treat - Winnemucca
- Carson City Boonanaza – Carson
- Children’s cabinet Community Resource Fair
- Monthly Playgroups – Elko, Winnemucca, Carson
- Dayton Valley Trunk or Treat- Carson

Trainings

- Part C Comprehensive Monitoring Trainings - Transition, IFSP Implementation, Timely Initiation of Services
- Multiple staff attending a Two-Part Feeding Training provided by IDEA Part C

NEIS Reno ICC Updates October 2024

- Child Find Activities
 - Bristlecone Workforce & Wellness Fair
 - Bristlecone is an addiction and recovery facility. NEIS was able to connect with Bristlecone individuals with information regarding early intervention
 - Biggest Little Baby Fair
 - Event hosted by Washoe County Family Resources Center to provide resources and supplies for expecting mothers
 - Family Health Festival
 - Health fair offering opportunities for family to access free healthcare services and gather community resources. Attended with ADSD Outreach - Connecting with Hispanic families about ADSD and NEIS
 - The Buddy Walk
 - Down Syndrome Network with Northern Nevada's Annual Buddy Walk
 - ACES games
 - Tabled baseball games. Outreach with ADSD Outreach team; opportunities to share what ADSD and NEIS do with Aces participants.
 - FAM Walk
 - The "FAM" Awareness Walk is a first annual community event designed to raise awareness for children in foster care in Washoe County and to inspire action and support from our community. FAM stands for our mission: Foster, Adopt, Mentor.
 - Washoe County Sheriff's Office (WCSO) Community Resource Fair
 - Washoe County Sheriff's Office's (WCSO) organized this community fair to help connect the community with essential services and provide access to resources that meet the diverse needs of our residents. More than 50 community partners were in attendance, offering valuable information on a variety of services, including health care, housing, education, and more.
 - Attended with ADSD Outreach
 - Fallon Tribal Health Fair
 - The Fallon Tribal Health Center held its annual Toi Ticutta Health Fair. There were more than 30 vendors who from various tribal departments, arts & craft vendors, and local and state agencies participated in the event. This year's health fair had a theme of "Highway to Health" to help remind people that health is a journey from childhood to being an elder. The Health Fair serves to bring the community together, and helps people and families learn about wellness topics while obtaining important health checks and tribal education programs offered in the tribal area. We had nearly 300 people attend the various events throughout the day.
- Trainings
 - NEIS:

- Vision services in EI
 - Vision AT Training by Center for Assistive Technology (CATT)
 - Traumatic Brain Injuries
 - Part C trainings:
 - Reflective supervision
 - Early Intervention Action Series
- NEIS Events
 - Early Intervention Supply Drive
 - Provided an opportunity for families to come to early intervention to collect community resources and free toys and clothes that have been donated to NEIS. We collaborated with First Five Nevada to promote the event.
 - Trunk or Treat
 - Allowed families to come to NEIS for Trunk or Treat with a resource table for families.
- New Staff
 - Ally Phillips, DS
 - Kylie Sutter, DS
 - Monica Olmos, SLP
 - Erin Martinusen, OT
- Other
 - One DS PCN open in the Reno office
 - Northern EI offices continue to serve cross regionally
 - Recruiting for therapists with feeding experience – currently have a delayed services list of 18 children
 - Recruiting for Physical Therapist – currently have a delayed services list of 30 children
 - Some staff were lucky enough to go to DEC this year where there was a large emphasis on Diversity Equity and Inclusion
 - Some staff were lucky enough to also attend the Safe Babies Court annual Cross Sites conference where there was a large emphasis on trauma informed care and reflective supervision

NEIS South Quarterly Program Highlights

July 1, 2024 – September 30, 2024



Report Areas:

1. Outreach Activities & Community Collaborations
2. Interagency Coordinating Council (ICC) Activities
3. Trainings

1. Outreach Activities & Community Collaborations

- Carousel Pediatric Hospice
- FASD Awareness Family Day
- Annual School and Health Education Resource Fair
- KinderCare Learning Center-Brochures for Resource Fair
- Ongoing CAPTA

2. Interagency Coordinating Council (ICC) Activities

3. Trainings

NEIS Staff attended the following:

Transition Training with CCSD

Two Part Feeding Training

NEIS South Quarterly Program Highlights

October 2024



Report Areas:

1. Outreach Activities & Community Collaborations
2. Interagency Coordinating Council (ICC) Activities
3. Trainings

1. Outreach Activities & Community Collaborations

Henderson-2024 National Night Out
National Night Out- Bolden Area Command
Pride Event
DSOSN Buddy Walk
Sage Collegiate Public Charter School Trunk or Treat
UMC Halloween Safe-Tacular and Booster Bonanza
Bolden Trunk or Treat

2. Interagency Coordinating Council (ICC) Activities

3. Trainings

NEIS Staff attended the following:

Early Intervention Action Series

Some attended the Reflective Leadership Series

Project Assist Tracking May 2024 to November 20, 2024

Count of Calls by Month, Referred To (SPOE, Resources) and Purpose	Month of Calls							Total
	May	Jun	Jul	Aug	Sep	Oct	Nov	
Purpose and Referred to (SPOE, other resources)								
Community Resources	1	2						3
Community Resources		2						2
Other	1							1
NEIS Carson	1	3	1	2				7
Part C Referral	1	3	1	2				7
NEIS Reno	5	11	6	4	4	4	4	38
Part C Referral	5	11	6	4	4	4	4	38
NEIS Rural/Frontier			1		1	1		3
Part C Referral			1		1	1		3
NEIS South	35	27	18	19	17	14	11	141
Katie Beckett	1							1
Part C Referral	34	27	18	19	17	14	11	140
Part C Liaison/Coordinator	1							1
Complaint/Concerns	1							1
(blank)		9	1			7		17
Community Resources		1				1		2
Complaint/Concerns		1				1		2
Part B		3						3
Part C Referral		2	1			3		6
(blank)		2				2		4
Part B/LEA						2	1	3
Community Resources						2		2
Part B							1	1
Grand Total	43	52	27	25	22	28	16	213

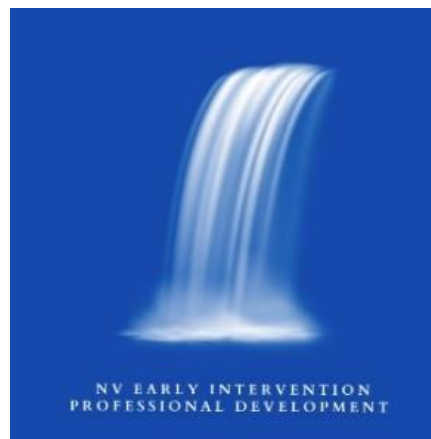
Purpose of Call to PA	Count of Calls
Community Resources	6
Complaint/Concerns	3
Katie Beckett	1
Other	1
Part B	4
Part C Referral	194
(blank)	4
Grand Total	213

COMPLAINT INVESTIGATION LOG

Program	Issue	Complaint Number	Date Filed	60 day Timeline	Investigator	Report Released	Corrective Action Due by	Received	Part C Response	Follow-up CA Due	Child Resolution	Complaint Closed
CHHS-South	Reported failure to provide speech services, special instruction, & OT consistently, lack of communication from program	202501	8/19/2024	10/18/2024	Jennifer Kellogg and landia Morgan	10/17/2024					The proposed child corrections include compensatory visits and a focused review of the child's file to identify services that were not provided as identified on the IFSP. Due to the family being transferred to another program, the family's case is now out of the jurisdiction of this originating program and individual child correction for this specific case cannot take place for the program involved in this complaint. However, systemic correction will be required for this program. This child is currently receiving compensatory services with the new program of transfer. Systemic correction is also required and will entail trainings and development of new policies and procedures which must be approved by IDEA Part C.	



Nevada Early Intervention Professional Development Center



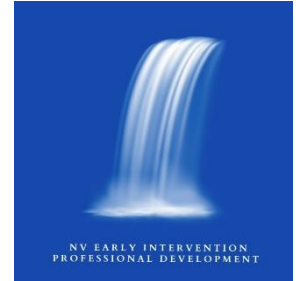
Program Catalog 2024 - 2025

Cover Photo: Galena Creek Falls, Reno, NV. Sometimes called Tamarack Falls because of the peak in the Mt. Rose Wilderness containing the spring that the creek flows from, this Nevada waterfall cascades over a junction along with the Mt. Rose Summit Trail in the mountains between Reno and Lake Tahoe.

Welcome

Nevada Early Intervention Professional Development (PD) Center

State of Nevada IDEA Part C Office
680 W. Nye Lane, Suite 102
Carson City, NV 89703
Telephone: (775) 687-0508 Fax: (775) 687-0599|



Contact:

Maya Raimondi, M.Ed., Director, Nevada Early Intervention PD Center
Email: mraimondi@dhhs.nv.gov
Website: <http://dhhs.nv.gov/Programs/IDEA/PartC/>

For historical information on the Nevada EI PD Center, please view our previous Program Catalog 2023-2024: [Nevada Early Intervention Professional Development Center Catalog \(nv.gov\)](http://dhhs.nv.gov/Programs/IDEA/PartC/)



Nevada Early Intervention Professional Development Center Opening & Ribbon Cutting Ceremony

March 22, 2023

PD Workgroup, Las Vegas, Reno and Elko

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Mission

The Nevada EI Professional Development Center will support the Nevada Early Intervention Services system in having a robust, well supported, qualified work force such that there are no wait lists for families in need of services. This correlates to improved results and achievement of individual child and family outcomes for Nevada's eligible families.

Professional Development, Trainings/Supports (Families and Professionals)

The Professional Development Center has many exciting virtual trainings and professional development scheduled for early Intervention (EI) families and professionals. All professional development (PD) and training are designed with evidence-based practices, follow our national technical assistance guidance, and are provided at NO cost to attendees.



Please look for the icon with yellow stars for family trainings and supports. Families are the stars in our system!



Please look for the blue presentation icon for content designed for EI personnel. The PD Center is here to provide support for those who serve our EI population!

Professional Development and Trainings 2024-2025



Two Part Feeding Training

For Families and EI Professionals

(1.0 PD hour per session for a total of 2.0 PD hours for the series)

September 20th & September 27th, 2024, from 3:00 pm – 4 pm

Nevada EI Professional Development Center presents a Two-Part feeding training for early intervention families and professionals. Please join us virtually to learn about the anatomy and physiology of feeding and how to identify feeding problems. The training will be presented by feeding specialist Dani West, SLP-CCC.

EI Action Series

For EI Professionals

(1.5 PD hours per session for a total of 3 PD hours for the series)

October 3 and October 10, 2024 from 1:00 pm – 2:30 pm



Two-part professional development "Action Movie" series on best practices for proactive early intervention services. This training is available for EI professionals.

Reflective Leadership Series

For EI Professionals

(1.5 PD hours per session for a total of 4.5 PD hours for the 3-part series)

Part 1: Tues Oct 15, 2024, 1:00 pm - 2:30 pm

Part 2: Tues Oct 29, 2024, 1:00 pm - 2:30 pm

Part 3: Tues Nov 12, 2024, 1:00 pm - 2:30 pm

Attending all 3 sessions is recommended.



Learn and apply best practices for reflective leadership to improve decision making, leadership skills and team performance. This training is available for supervisory personnel and any EI professionals seeking leadership roles.

Build Your Own Platform

For EI Professionals

(1.5 PD hours)

November 14, 2024 from 3 pm - 4:30 pm



The process of building your own “platform” can help you uncover, celebrate, and share the unique abilities you bring to your profession. Join us for the opportunity to network, brainstorm, and learn from the home-grown projects in the EI system and capstones that were launched from the Nevada EI Professional Development Center. Attendees will receive individualized support and follow up for their own original ideas as they consider how they may leave a legacy designed to improve results for infants and toddlers with disabilities and their families.

- Family engagement activities
- Workforce retention, professional development

- Meaningful data for stakeholders
- Media design, infographics
- Authoring an EI publication
- Conference presentations at local, national, and international levels
- And more!

Autism Training

For Families and EI Professionals
(1.0 PD hour)

December 6th, 2024, from 2:00 PM to 3:00 PM



Nevada EI Professional Development Center presents a training on autism for early intervention families and professionals. Please join us to learn *What is ATAP & What is ABA?* This training will focus on parent empowerment for families. The training will be presented virtually by members of The Autism Treatment Assistance Program (ATAP).

Early Intervention Virtual Parent Support Groups

For Families
(1.0 hour)

Date and Time to be announced (TBA), projected bimonthly (every other month) from February, April, June, August, October. Information to be provided to service coordinators to provide to families, or please contact the PD Center for more information.



Please join families who are receiving early intervention or who are interested in early intervention. The Support Group will include informational sharing of resources and supports, along with opportunities for families to share information, questions, challenges and triumphs.

Additional professional development options are in process of planning.

Flyers

Flyers are provided below for:

Open House

Two-Part Feeding Training

EI Action Series

Reflective Leadership Series

Build Your Own Platform

Autism Training

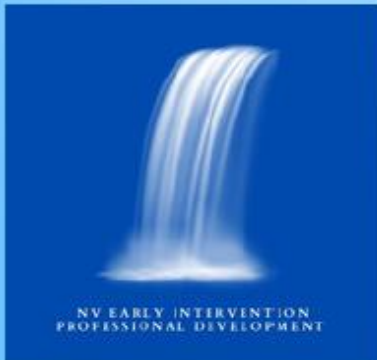
FULFILL DS PROFESSIONAL QUALIFICATIONS
WITH A NO COST COMPARABLE OPTION

Join the Nevada EI Professional Development Team
for a DS Series virtual ~

OPEN HOUSE

Thursday 07/25/2024 | 1:30 pm -3:00 pm

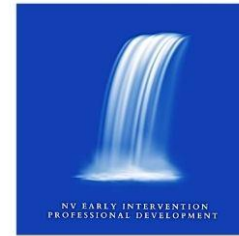
Via Teams Meeting. For more information, contact your
program management or Nevada EI PD Center Director
Maya Raimondi, M.Ed. at mraimondi@dhhs.nv.gov



Can't make this meeting?
Schedule for a virtual
Open House / Office Hours
with Maya Raimondi, M.Ed.,
PD Center Director :
mraimondi@dhhs.nv.gov



The Nevada Early Intervention
Professional Development Center
Presents



Two Part Feeding Training

On Teams

With
Dani West-SLP-CCC

*Anatomy and Physiology
How to identify Feeding problems*



Sept. 20 & 27, 2024



3:00 PM

Register & More Information



<https://dhhs.nv.gov/Programs/IDEA/PartC/>





EI ACTION SERIES

Two-part professional development "Action movie" series on best practices for proactive early intervention services.

All are welcome to attend either or both trainings. Ideal for renewal PD hours as well as for new staff.

Thursday Oct 3, 2024: 1:00 pm - 2:30 pm
Previews of case studies, preparation practices. (1.5 hr)

Thursday Oct 10, 2024: 1:00 pm - 2.30 pm
Lights, camera, action! Star practices. (1.5 hr)



NO COST PD HOURS

VIRTUAL TEAMS

MOVIE THEME GIVEAWAYS



Obtain Teams link from program management



IFSP TEAM EMPOWERMENT



BALANCED IFSP STRATEGIES

For more information, contact IDEA Part C Office, NV Early Intervention Professional Development Center

Maya Raimondi, PD Center Director:
mraimondi@dhs.nv.gov

NV Early Intervention
Professional Development Center
3-Part Webinar Series



REFLECTIVE LEADERSHIP SERIES

Part 1: Tues Oct 15, 2024 1:00 pm - 2:30 pm (1.5 PD hr)

Part 2: Tues Oct 29, 2024 1:00 pm - 2:30 pm (1.5 PD hr)

Part 3: Tues Nov 12, 2024 1:00 pm - 2:30 pm (1.5 PD hr)

Attending all 3 sessions is recommended.

NATIONAL CURRICULUM

Learn and apply best practices for reflective leadership to improve decision making, leadership skills and team performance.

Designed for early intervention supervisors, mentors, coaches, and anyone aspiring to leadership.



Jennifer Kellogg, M.Psy., M.Ed.

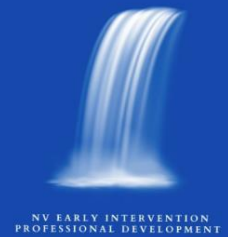
Clinical Program Planner 1/Liaison

Infant Mental Health Endorsed, IMH-E®
Family Specialist



For meeting link or more information, contact:
Maya Raimondi, PD Center Director
mraimondi@dhhs.nv.gov

Nevada Early Intervention Professional
Development Center Presents



BUILD YOUR OWN PLATFORM



THE PROCESS OF BUILDING YOUR OWN “PLATFORM” CAN HELP YOU UNCOVER, CELEBRATE, AND SHARE THE UNIQUE ABILITIES YOU BRING TO YOUR EI PROFESSION.

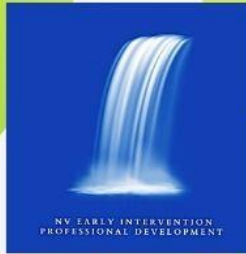
Join us for the opportunity to network, brainstorm, and learn from the home-grown projects in the EI system and capstones that were launched from the NEIS PD Center. Attendees will receive individualized support and follow up for their own original ideas as they consider how they may leave a legacy designed to improve results for infants and toddlers with disabilities and their families.

- ✓ Family engagement activities
- ✓ Workforce retention, professional development
- ✓ Media design, infographics
- ✓ Meaningful data for stakeholders
- ✓ Authoring an EI publication
- ✓ Conference presentations at local, national, and international levels
- ✓ And more....

Maya Raimondi, M.Ed.
NEIS Professional Development Director

Contact

mraimondi@dhhs.nv.gov



Nevada Professional Development Center Presents Training on

AUTISM

Early Intervention Professionals and Families
Join us to learn

What is ATAP? What is ABA? Parent Empowerment

Training presented virtually by:

Samantha Jayme- Health Program Manager 3
and Loren Gonzalez-Clinical Program Planner
of the Autism Treatment Assistance Center

December 6th, 2024 2:00 PM-3:00 PM



VIA TEAMS

MEETING ID: 281 941 516 072

PASSCODE: 6KBMBH

Program of Study:

Developmental Specialist (DS) Series

Developmental Specialist (DS) Series



The DS Series program, which began during 2023 through Nevada Governor’s Finance Office (GFO) American Rescue Plan Act (ARPA) funding, is designed as an alternative licensure option and workforce retention initiative for Developmental Specialists in the Nevada Early Intervention Services system. All Learners are encouraged to explore all options that may be the best fit for them, including traditional routes to licensure through coursework available at institutions of higher education.

The DS Series through the Nevada EI PD Center is comprised of 6 courses provided across approximately 12 months. Coursework follows the Early Intervention/Early Childhood Special Educator (EI/ECSE) and Early Childhood Personnel Center resources: [EI/ECSE Standards \(2020\) | DEC \(dec-sped.org\)](#)

The Early Interventionist/Early Childhood Special Educator (EI/ECSE) Standards represent the first standards to focus specifically on the preparation of professionals who work with young children ages birth through 8 who have or are at-risk for developmental delays and disabilities and their families, across home, classroom and community settings.

DS Series coursework also follows the Nevada Department of Education’s 18 credits of coursework for the educator licensure with an endorsement in Early Childhood Developmentally Delayed 0-7 years: [Exceptional Pupils Ages 0-7 Early Childhood Developmentally Delayed NAC 391.363 \(webapp-strapi-paas-prod-nde-001.azurewebsites.net\)](#)

Successful completion of the DS Series will meet requirements for the State of Nevada IDEA Part C Office’s Alternative Certification which is comparable to the Nevada Department of Education’s educator license with an endorsement in Early Childhood Developmentally Delayed 0-7 years.

Governance: Successful completion of the DS Series will meet the Alternative Certification requirements with the IDEA Part C Office according to State of Nevada IDEA Policy Manual and federal IDEA law: C1.2. (34 CFR 303.118) – *Comprehensive System of Personnel Development: An appropriate certification is one which is approved at the discretion of the IDEA Part C Office through an approved course of comparable study, licensure and/or experience and is deemed to be equivalent to an Endorsement for Early Childhood Developmentally Delayed.*

DS Series Course Titles

DS Series 1.0 Orientation to DS Series

DS Series 1.1 Foundations and Development in Early Intervention

DS Series 1.2 Partnering with Families in Early Intervention

DS Series 1.3 Assessment in Early Intervention

DS Series 1.4 Curriculum in Early Intervention

DS Series 1.5 IFSP Strategies and Advanced Strategies in Early Intervention

DS Series 1.6 Service Coordination and Professional Capstone in Early Intervention

DS Series Course Descriptions

DS Series 1.0 Orientation to DS Series

Learners will meet with Instructors for the DS Series and will learn about expectations for successful completion of the DS Series.

DS Series 1.1 Foundations and Development in Early Intervention

The purpose of this course is to introduce the Initial Practice-Based Professional Preparation Standards for Early Interventionists (DEC EI/ECSE standards). The learning resources provided are designed to be used in both pre-service and in-service to facilitate the integration of the knowledge and skills addressed by this standard. This course incorporates the foundational study of the Individual with Disabilities Education Act federal law as well as covers typical and atypical development of children in the field of early intervention and early childhood education.

DS Series 1.2 Partnering with Families in Early Intervention

The purpose of this course is to introduce, analyze and apply evidence-based practices in the field of early intervention for working with families of diverse cultures, systems, and values. The learning resources provided are designed to be used in both pre-service and in-service to facilitate the integration of the knowledge and skills addressed by DEC EI/ECSE standards. Guest lecturers include family members from early intervention families.

DS Series 1.3 Assessment in Early Intervention

The purpose of this course is to introduce the subjective, objective, unstructured and structured observations of young children with physical disorders, communication disorders and disorders of behavior, learning and development relative to the survey, review and critique of standardized and non-standardized tests as well as the use of test data in planning instruction as addressed by DEC EI/ECSE standards. Guest lecturers include early intervention therapists and providers.

DS Series 1.4 Curriculum in Early Intervention

This course is designed to promote collaboration with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Learners will use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

DS Series 1.5 Strategies and Advanced Strategies in Early Intervention

This course examines general strategies as well as advanced strategies used to achieve Individualized Family Service Plan (IFSP) outcomes which are meaningful to families. Guest lecturers include Early Intervention (EI) experts regarding actual case examples of children with involved or critical needs.

DS Series 1.6 Service Coordination and Professional Capstone in Early Intervention

This course provides an overview of service coordination under Part C of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and discusses the knowledge and skills that all early intervention (EI) service coordinators should possess, regardless of program or location. Information is provided about specific beliefs, values, and, importantly, the expertise that a well-qualified service coordinator brings to the EI team. The unique roles and responsibilities of service coordinators are important to eligible families as these families navigate the early intervention system from referral to transition/exit. We will understand and acknowledge the complexity of the essential work performed by EI service coordinators.

This course also addresses the conclusion of the DS Series with the Professional Capstone in EI. The Capstone provides learners the leadership opportunity to 'give back' to the EI system by adding value to the EI system through the development and defense of unique project-based work which interests a learner or a team of learners. The Capstone course is the culmination of the Developmental Specialist (DS) Series. The DS Series meets requirements for the IDEA Part C Alternative Certification which is a comparable licensure equivalent to the Endorsement in Early Childhood Developmentally Delayed.

DS Series Expectations

To ensure a comparable course experience to traditional institution of higher education routes to licensure, DS Series Learners will be required to devote approximately 35 hours per one 5-week course, or at least 7 hours of time per week, toward their studies during course weeks as follows:

Class time with Instructors and other Learners:

90 min class time via Teams class meetings (1 time per week during late afternoon; work release time allowed at discretion of program's management).

On own time:

90 min research of evidence-informed practice (professional academic platform to be provided)

90 min literature reviews (documentation of research)

90 min practicum (data collection and review of cases already on your caseload)

60 min reflective practice (documenting connections of course content to actual practice)

Weekly time: 420 min or 7 hours per week across 5 weeks

Total course time: 35 hours

2024 – 2025 DS Series Calendar

Cohort 3 DS Series

Course Schedule (Thursdays, 10:00-11:30 AM)

Orientation: Thursday, Feb 29, 2024

Course 1.1 Foundations & Development in EI: March 7, 14, 21, 28; April 4

Course 1.2 Partnering with Families in EI: May 2, 9, 16, 23, 30

Course 1.3 Assessment in EI: July 11, 18, 25; Aug 1, 8

Course 1.4 Curriculum in EI: Sept 5, 12, 19, 26; Oct 3

2025

Course 1.5 Strategies & Advanced Strategies in EI: Jan 9, 16, 23, 30; Feb 6.

Course 1.6 Service Coordination & Professional Capstone in EI: March 6, 13, 20, 27; April 3, 10

Graduation Thursday, April 10, 2025

Open Enrollment DS Series

2024

Orientation: Tuesday 10:00-11:30, Aug. 27, 2024

Course 1.1 Foundations & Development in EI: (2024) September 10, 17, 24; Oct 1, 8

2025

Course 1.2 Partnering with Families in EI: (2025) January 7, 14, 21, 28; Feb 4

Course 1.3 Assessment in EI: March 4, 11, 18, 25; April 1

Course 1.4 Curriculum in EI: May 6, 13, 20, 27; June 3

Course 1.5 Strategies & Advanced Strategies in EI: July 1, 8, 15, 22, 29

Course 1.6 Service Coordination & Professional Capstone in EI: September 9, 16, 23, 30; Oct 7, 14

Graduation Tuesday, Oct 14, 2025

Attendance

Learners enrolled in the DS Series are required to attend the Cohort Orientation and all 6 courses which are each comprised of 5 classes. Learners who have met course requirements for any course equivalent through an institution of higher education must provide a transcript and would not need to re-take the DS Series course, however all Learners intersecting with the DS Series must complete the final Capstone course. Missing even 1 class may result in an Incomplete grade for the course, which may affect the completion of certification requirements. If missing a class, Learners are responsible for communicating with their course Instructors and are responsible for any possible make up coursework.

Participation

Learners enrolled in the DS Series will need to utilize internet connectivity to participate in virtual Teams class sessions and to perform research for assignments. Participation requirements will be advised by the course instructor who will provide a detailed course syllabus. Participation may entail audio and visual screen participation, discussion, breakout group work, chat posts, short presentations, interviews of colleagues/professionals and uploading assignments to Teams folders. Learners are responsible to communicate with their course Instructors for any challenges or barriers to participation.

Learners and individuals interested in the DS Series will have opportunities for Open House/Office Hours to connect with the PD Work Group and Instructors.

Grading

Course assignments within the DS Series will be transparently evaluated according to rubric expectations set by course instructors as outlined in the course syllabus, e.g., For criteria of clarity and organization, rating scales may include Above average, Sufficient, Developing, or Needs Improvement.

Overall course grades will be based on a binary grading system of Pass/Fail.

Evaluation

For continuous improvement, Learners will have the regular opportunity to evaluate courses and Instructors. The DS Series will also be evaluated by the EI Professional Development Center and evaluation may include PD stakeholders external to the EI system, such as Institutions of Higher Education (IHEs). Data will be forthcoming during future DS Series cohorts.

Learner Application

Open Enrollment

<https://forms.office.com/Pages/ResponsePage.aspx?id=5kCj5J64aE6OqhVE0nA5gHNSL5i8QqBBiWR8Uh4K8DNUQIc0Q1E5MlpJOTNOWFZOWUINRjJYR1pLQy4u>



Application Approvals

All Learners and Instructors participating in the DS Series are required to complete a formal application to the EI Professional Development Center with acknowledgment regarding application approvals, including:

I understand that my program management must approve my enrollment in the DS Series and must approve any practicum work. I understand that work release time or flex time for participation in DS Series coursework will be approved at the discretion of my program's management.

Instructor Application

EI personal with at least 5 years of experience and an educator license with an endorsement in early childhood developmentally delayed or a comparable certification such as the IDEA Part C Alternative Certification, are encouraged to join the PD Center as a volunteer instructor or guest speaker. PD hours are provided for volunteer instructors and guest speakers for time spent on preparing for training, implementing training and evaluating training. Our instructors are able to use their creativity and love for the EI field to benefit the next generation of developmental specialists, which in turn benefits many families who will have continuity of services. To apply to be a volunteer instructor or guest speaker, please apply at:

<https://forms.office.com/Pages/ResponsePage.aspx?id=5kCj5J64aE6OqhVE0nA5gN-FzyTsxodLuvclJn8bCED9UOUpaWkxMV0pWQVJFMkVJOVRMOTVOVUYxMC4u&origin=QRCode>



Code of Conduct

All Learners and Instructors participating in the DS Series are required to complete a formal application to the EI Professional Development Center with acknowledgement regarding the following Code of Conduct.

The Early Intervention Professional Development Center policies are intended to promote an effective teaching and learning environment. The following is not an all-inclusive list:

1. No participant has the right at any time to behave in a manner that will disrupt the learning activity of others, or that will cause physical or emotional harm.
2. Participants will conduct themselves in a courteous and considerate manner towards each other, including Learners, instructors, guest speakers, and all members of staff and visitors to the learning environment.
3. The Personnel Center will contact a program's management regarding concerns should a participant be in violation of the Code of Conduct, with every effort made to resolve any issues at the lowest level possible.
4. Language or activities that are seen as pejorative, discriminatory or racist are prohibited.
5. Participants will respect the beliefs, culture, dignity, and rights of others, as well as their right to privacy and confidentiality.
6. Disruptive, unruly, rude and/or offensive behavior will not be tolerated.
7. Academic honesty is paramount, and any form of plagiarism will not be tolerated. Any act of cheating in class work, homework, informal and formal tests, or internal or external examination is prohibited. Furthermore, copying of and/or borrowing another learner's work or entity's work without permission and/or appropriate citation/reference is prohibited.

8. Any participant who is in a position of authority will conduct themselves in a manner befitting someone in authority, respecting the rights of other participants and will not abuse such authority bestowed upon themselves through their position.
9. Should a Learner be absent from class for a period of 1 day or longer, this leave of absence must be supported by a letter from a supervisor or health professional. Missing even 1 class per one 5-week course may result in delayed completion of a course and completion of eventual certification.
10. A Learner may be removed from the learning environment at any time at the discretion of the Instructors or administrative support.
11. A Learner may remove themselves at any time from the learning environment and must communicate with the course Instructors as soon as possible.
12. A Learner may request for support as needed regarding any questions, concerns and complaints being resolved at the lowest level possible with the instructors, followed by the PD Center administration and the Learner's program management.

I have read and understand the Code of Conduct. I will abide by the Code of Conduct along with work performance standards and policies from my program (Signature documented on electronic application).

DS Series Academic Discipline and Recovery Acknowledgment

The Nevada EI PD Center makes every effort to work with Learners, especially with Life Happens events. When the Academic Code of Conduct is breached, a process for Academic Discipline and Recovery may be required, such as provided below.

1. Academic Recovery procedures have been established by the Nevada Early Intervention Professional Development (PD) Center to support Learners who have experienced Academic Discipline and are interested in returning to the PD Center learning environment. Academic Recovery is designed to equitably protect PD Center Learners and Instructors from wasted time and potential. Learners are encouraged to take Academic Levels of Discipline and Academic Recovery seriously. Careful attention to course requirements can save Learners from the stress of dealing with the steps of Academic Discipline and Academic Recovery.

Learner Initials _____

Supervisor/Manager Initials _____

2. Learners who believe their course grades were impacted by health/medical issues or emergency circumstances are encouraged to maintain clear communication with their instructors in order to avoid any further Academic Levels of Discipline. Requirements for Academic Recovery will vary for reasons for Academic Discipline that were beyond health/medical issues or emergency circumstances. e.g., lack of participation, late or missing assignments, or any egregious violations or breach of the Learner's Code of Conduct i.e., academic dishonesty.

Learner Initials _____

Supervisor/Manager Initials _____

3. Learners who disagree with their Academic Discipline or Academic Recovery must include their supervisor and/or program manager when contacting the PD Center for further advising.

Learner Initials _____

Supervisor/Manager Initials _____

4. If a Learner has been placed on academic probation, suspension, dismissal or a sit out period, options to resume participation with the Nevada EI PD Center may include:

Academic probation:	1 instance
Academic suspension/sit out :	1 instance
Academic Dismissal:	0 instances

While academic discipline is never pleasant, Learners may use this experience as an opportunity to gain clarity and focus for their next steps. With proper support and focus, Learners may successfully return from academic discipline and finish stronger than before.

Learners who are not allowed to return to the PD Center will be advised on options available to them that are beyond the PD Center.

Learner Initials _____

Supervisor/Manager Initials _____

5. Academic Recovery is not automatic and may require some or all of the following steps prior to resuming participation in the PD Center:

Self-assessment

The Learner would map out their goals, supports, resources, motivators, challenges, areas for course correction and strategies for improvement and overall success. The Learner would submit their self-assessment to their supervisor, manager and PD Center advisor.

Meetings

The Learner would meet separately or jointly with their supervisor, manager and a PD Center advisor to discuss an improvement plan for participation in PD Center resources. Documentation of these meetings would be submitted to the PD Center.

Training

The Learner would participate in trainings or professional development that is approved by their supervisor or manager on topics of time management and learning strategies while balancing the competing demands of working in the field of Early Intervention. Documentation of the training would be submitted to the PD Center.

Reflection Letter

The Learner would submit to the PD Center a letter on formal letterhead requesting to return to their program of study. The Learner must state their responsibility for their actions, what they have learned from their experience and what they will do differently going forward.

Letters of Support

The Learner's supervisor and/or manager would submit to the PD Center a letter(s) of support on formal letterhead indicating their belief that the Learner should be considered for Academic Recovery and that the Learner is well supported to successfully complete rigorous professional development.

Advising

Following PD Center approval for the Learner to return to participating in the PD Center, the Learner must attend at least 2 check in/advisory meetings with the PD Center throughout the duration of the course. The Learner must also document they have checked in with their supervisor and/or manager at least 2 times throughout the duration of the course.

Learner Initials _____

Supervisor/Manager Initials _____

Materials Use

All Learners and Instructors participating in the DS Series are required to complete a formal application to the EI Professional Development Center with acknowledgement regarding the following Materials Use requirements:

I am responsible for pick up, proper care and handling, and drop off to my program re: any loaned items, such as PD Center textbooks, etc., so that these materials will be available to other Learners and Instructors.

I am responsible for materials provided to me, including promotional PD Center materials and any materials developed as a part of my Capstone project. I will use these materials in a responsible and professional manner to benefit the EI system which includes families, such as in building the available knowledge of the system and promoting workforce retention to the benefit of families and staff. As the DS Series is grant funded and will be provided to all participants at no cost, I will not sell any materials nor allow anyone else to sell any materials provided to me or developed as a result of participation in the PD Center. (Signature documented on electronic application).

Accessibility and Accommodation

All Learners and Instructors participating in the DS Series are required to complete a formal application to the EI Professional Development Center with acknowledgement regarding the following Accessibility and Accommodation requirements:

The PD Center's DS Series will largely take place virtually via Microsoft Teams meetings. Assignments will require internet access that is required for class participation, conducting online research and literature reviews. Access to a professional academic online research platform will be provided by the PD Center. Participants are responsible for access to a computer device/laptop and internet

connectivity to engage in coursework.

Practicum work is also a required part of coursework and will involve reflective practice regarding face-to-face services with your de-identified caseloads of families with infants and toddlers with disabilities.

Will you require any accommodations to access the DS Series? (Enter Yes or No)

If yes, please describe any accommodations you may need to access the DS Series: (information and signature documented in electronic application).

Graduation

All Learners who have completed DS Series requirements by the final Capstone course may apply for Graduation toward obtaining their IDEA Part C Alternative Certification which will be issued following the Capstone presentation/defense according to course rubric. Instructors will provide Learners their application link/QR code during Course 1.5 ahead of Course 1.6. Here is a sample of the Graduation application for the DS Series:

[NV Early Intervention Professional Development Center Graduation Survey \(office.com\)](#)



Testimonials:

Impact of DS Series

“As both someone enrolled in the class and an owner of a program enrolling staff, we could not do this without you.” D. Aronson, Theraplay Solutions

“This is a great way to get the training and licensure required by the State of Nevada, in a way that allows you to continue working without having to pay for university classes and works with your daily schedule.” A. Wilson, NEIS, NW

“These courses directly impacted my work performance! I learned new information and had reminders of past knowledge that made me do a better job with my families. This course flowed easily and due to the ability to do this during work hours made me less stressed out as well as having ample opportunities to have discourse with my co-workers to better understand the needs of this job.” A. Rubio, NEIS NE

“I am so appreciative to all who made this PD center cohort possible, It has helped me personally achieve my goals of teaching. I would have never expected to be teaching Specialized Instruction to families and children with Disabilities.” A. Stone, NEIS NW

“The DS Series Cohort helped me to gain more knowledge about my role as a Developmental Specialist in Early Intervention. This opportunity allowed us to collaborate with other DS and learn from other professionals in EI. I now have a better understanding of the importance of EI within our community and how it really takes a village to support the families.” T. Bumanglag, Theraplay Solutions

“I'm so grateful to have been a part of this cohort. I started here at NEIS in 2006 as a Teacher Assistant followed by a PSI, Public Service Intern, and current day as a Developmental Specialist. I've seen so many people come and go due to the impact of not meeting the 3-year agreement for acquiring and meeting the specific educational milestone. I would definitely recommend this opportunity for others! Thank you to everyone and their involvement with creating this cohort series.” C. Ellis, NEIS S

“I must make sure I show gratitude for the opportunity to complete my position requirements by attending the PD Centers DS Series. It has allowed me to stay with the agency as well as continue to grow, knowing that I have met the standard. While in the DS Series I noticed that every single course was directly related to our position as Developmental Specialist. Most college course focus on a topic from a wide lens, but that was not the case with the curriculum that was created inside the DS Series Course. The courses provided reminders on how to interact with our families, how to improve strategies, and refreshed the laws of the program. In this position, we can experience burnout at one point or another, but throughout these courses I found fresh ideas on how to approach difficult families, get creative with implementation of strategies, and the importance of our position in the community. Thank you, your team, and all the professors who taught throughout the course!” C. Madison, NEIS S.

Acknowledgments

The IDEA Part C Office sincerely thanks the following entities and individuals for their time, expertise, support and tireless work in building this professional development retention initiative to the benefit of Early Intervention families and the personnel serving them.

Nevada EI Professional Development Work Group 2024-2025

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Kristin Sullivan, Developmental Specialist IV

Dazzrael Lyke, M.Ed., Developmental Specialist IV

Sarah Sills, M.S., M.Ed., Developmental Specialist IV

Dawn Brooks, M.S., Developmental Specialist IV

ADSD, Children Services, Quality Assurance

Abbie Chalupnik, M.A., Clinical Program Planner I

George Hernandez, Developmental Specialist IV

ADSD, Children Services, Autism Assistance and Treatment Program (ATAP)

Loren Gonzalez, M.Ed., Clinical Program Planner I

Community Collaboration

Alicia Young, DPT, Owner and Volunteer Instructor, Young Consulting Group

And all Volunteer Instructors, Guest Speakers, and Supporters of Nevada's Early Intervention Services system.

RESULTS FOR INDICATOR 4

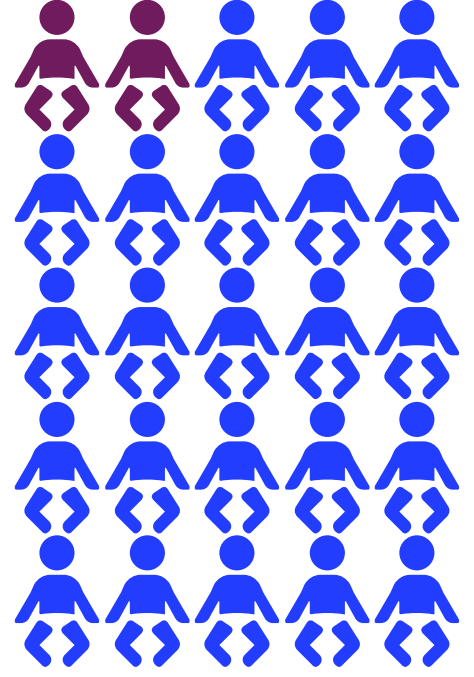
FAMILY SURVEY 2024

Survey results from families in Spring of 2024 are displayed below. Families of children who had received at least six months of continuous services in the Nevada Early Intervention Services System received a survey. Responses are confidential and compiled data are shared with families, stakeholders, EI programs, and federal partners. Responses are used to report to OSEP on Indicator 4: Family Involvement and the State Systemic Improvement Plan (SSIP)

SURVEYS SENT & RECEIVED

1,981 surveys were sent to eligible families via mail and email. 167 Family Survey 2024 responses were received by NV IDEA Part C. These represent a response rate of 8.43%. This is a slight increase of 1.19% over the previous year.

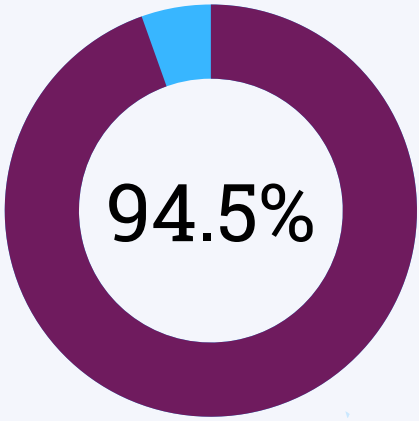
Each baby icon to the right represents approximately 80 surveys (~4%). The two purple babies represent the total number and percent of surveys returned by families. Babies in blue represent surveys not completed and returned.



Know Their Rights

165 responses were received regarding this item. 156 (94.55%) families of individual children receiving EI indicated they agreed (37 responses) or strongly agreed (119 responses) with this statement. 5 surveys were marked "Undecided," 5 indicated "Disagree," and one survey was returned with "Strongly Disagree."

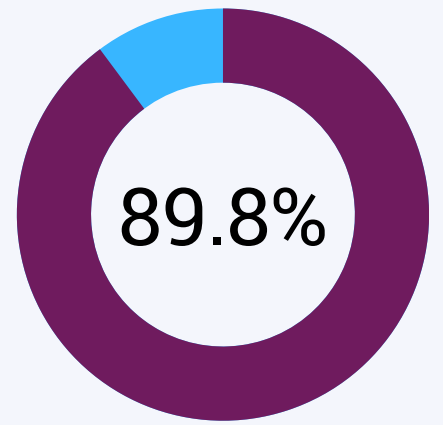
Target: 98.50%
Did not meet target, Slippage



Effectively Communicate Their Child's Needs

167 responses were received regarding this item. 150 (89.82%) families of individual children receiving EI indicated they agreed (41 responses) or strongly agreed (109 responses) with this statement. 14 surveys were marked "Undecided," 2 indicated "Disagree," and one survey was returned with "Strongly Disagree."

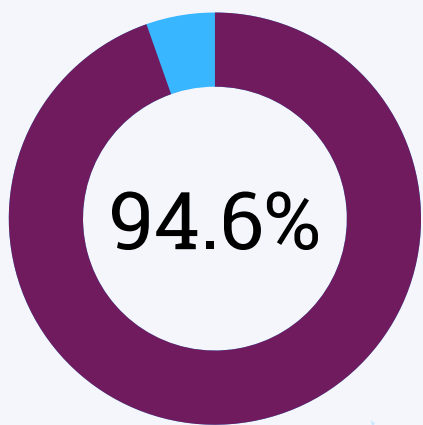
Target: 97.50%
Did not meet target, No Slippage



Help Their Children Develop and Learn

167 responses were received regarding this item. 158 (94.61%) families of individual children receiving EI indicated they agreed (44 responses) or strongly agreed (114 responses) with this statement. 7 surveys were marked "Undecided," one indicated "Disagree," and one survey was returned with "Strongly Disagree."

Target: 95.50%
Did not meet target, No Slippage



Survey Comments

"I would love to see more providers within the northern Nevada area. As of right now all of my child's early intervention providers are located in other parts of the state. All appointments are conducted via zoom or google meets. Would also like to have more providers available for each program as not all providers are a good fit for every family"

"As a father who primarily cares for my 2 year old, Early Intervention has dramatically assisted my understanding of my child's needs and milestones. I fully appreciate them assisting how to communicate with my child in the best ways to promote both our understanding of each other. My 2 year old is my one and only child, so I really feel that Program has been the distinguished support program my family needed. Thank you very much!"



2025 Annual Family Survey

PLANNING: AUGUST/SEPTEMBER 2024

1

August and September 2024: Created plan to include infographic with paper survey sent to families. Infographic will include why system needs family feedback, what was heard in last years survey, work done to address areas of concern, and several family comments. Gathered information on survey's conducted by ADSD Quality Assurance. Complete analysis of FS2024.

SHARE: DECEMBER 2024

Share plan and examples with ICC and stakeholders, as well as preliminary December 1 count data for survey estimate. Discuss demographic information requested on survey, infographic for families, and address ADSD Quality Assurance' survey periods. Purchase supplies and request translation/printing/mailing quote. Submit to fiscal for approval. Reporting on FS2024.

2

JANUARY & FEBRUARY 2025

Data clean up to programs. Create and send a pre-mailer to families to sign up for Listserv. Report delivery issues to programs regarding undeliverable pre-mailers. Create Survey Monkey survey. Submit to fiscal for approval. Prepare to send paper survey by February 28, 2025. FS2024 data and improvement activities reported to OSEP.

3

MARCH & APRIL 2025

Collect responses and enter data into master spreadsheet for tracking and reporting. Send reminders via Listserv.

4

MAY & JUNE 2025

Review and finalize data from returned surveys. Analyze for representativeness and response rates. Identify non-response bias. Deidentify comments, report to programs their individual program response data. Create infographics, write Family Survey report.

5

JULY 2025

Provide 2025 survey response data and report to ICC and stakeholders. Prepare data for APR reporting. Continue survey improvements for increasing representativeness and reducing non-response.

6



2025 Nevada Early Intervention Services (NEIS) Family Survey

Check the box next to the name of the program where your child received the most recent services.

- | | |
|---|--|
| <input type="checkbox"/> Advanced Pediatric Therapies (APT) Sparks | <input type="checkbox"/> NEIS Rural Frontier
(Carson/Elko/Ely/Winnemucca) |
| <input type="checkbox"/> Capability Health and Human Services
(CHHS) Las Vegas | <input type="checkbox"/> NEIS South (Las Vegas) |
| <input type="checkbox"/> Capability Health and Human Services (CHHS) Reno | <input type="checkbox"/> Theraplay Solutions Las Vegas |
| <input type="checkbox"/> MD Developmental Agency (MDDA) Las Vegas | <input type="checkbox"/> Therapy Management Group (TMG) Reno |
| <input type="checkbox"/> NEIS Northwest (Reno) | <input type="checkbox"/> Therapy Management Group (TMG) Las Vegas |

Please select one (1) option for your child's race/ethnicity:

If you identify your child as Hispanic/Latino, this is the only response needed regardless of race.

- Hispanic/Latino
- American Indian/Alaska Native
- Native Hawaiian/Pacific Islander
- Asian
- Black/African American
- Middle Eastern/North African
- White
- Two or More Races



**English Survey
QR Code**

For each statement below, please select one of the following response choices: Strongly Agree, Agree, Undecided, Disagree, or Strongly Disagree.		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Communicating My Child's Strengths, Needs and Abilities						
1	Early Intervention services and supports help me understand my child's strengths, abilities, and special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Members of my Individualized Family Services Plan (IFSP) team provide all the information I need to fully participate in developing our IFSP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	As a member of my IFSP team, my opinions count and are honored by other members of the team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I am comfortable talking with my early intervention service providers about what is important to me and my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	I have meaningful conversations with our service providers about my child's social-emotional development (positive interactions with others, learning to control emotions and behaviors, understanding, and following rules and being able to effectively communicate needs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	The early intervention services we received have helped me effectively communicate my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing My/Our Rights						
7	I have a key role in all decisions related to early intervention services for my child and family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	My early intervention service providers respect my family's cultural values and preferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Turn the page over to complete the survey)

For each statement below, please select one of the following response choices: Strongly Agree, Agree, Undecided, Disagree, or Strongly Disagree.		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9	I know who to contact if I have a question or concern about my child's early intervention services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I understand our IFSP can be reviewed and I revised by the team any time we choose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	My family receives all the early intervention services that we agreed to on our IFSP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	My early intervention services are provided in my preferred language or form of communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	My IFSP team helps me know my parent rights regarding early intervention services (the procedural safeguards that are in the parent handbook).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping My Child Develop and Learn						
14	My early intervention providers have supported me in knowing how to help my child develop and learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	My early intervention providers give me information about other activities and services in the community that may help me and my child (for example, childcare, play groups, WIC, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	Early intervention services help me feel comfortable in supporting my child in developing positive relationships with other children and adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	My early intervention providers help me identify learning activities that I can do throughout the day with my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please feel free to comment below and add additional pages if the space below is not sufficient. Please include your contact information if you would like to be contacted by the IDEA Part C Office regarding your survey responses/comment.

You contact the IDEA Part C Office regarding any questions or concerns at 800-522-0066 or projectassist@dhhs.nv.gov.

Thank you for taking the time to participate!