

**LETTER OF AGREEMENT**  
**Between**  
**Programs for Infants and Children, Inc.**  
**and**  
**Anchorage Early Intervention Occupations Union,**  
**APEA/AFT (AFL/CIO)**  
**RE: Extension of the 2022-2025 Agreement**

It is hereby agreed and understood between the parties that the Collective Bargaining Agreement effective from July 1, 2022 through June 30, 2025, is hereby extended through June 30, 2026, except as modified below:

1. Article 5.1 is modified by adding the following to the existing language in the Agreement: Early permanent status may be granted at the sole discretion of their manager;
2. Article 6.6.1 is modified to provide that wages and salaries for all employees covered by this Agreement shall be increased by 2% on July 1, 2025;
3. Article 7 is modified by adding a new Article 7.1.3.8 as follows: The parties expressly acknowledge that any and all rights pertaining to paid sick leave under Alaska's Ballot Measure 1, effective July 1, 2025, are hereby waived;
4. Article 15.2 is modified to provide that negotiations for a successor Agreement will commence no later than March 2026;
5. Appendix I is replaced in its entirety with the evaluation form attached hereto as Exhibit A; and
6. The letter of Agreement signed by the parties on January 16, 2024 regarding wage increases effective February 1, 2024 will remain in force through June 30, 2026.

PIC

AEIOU, APEA/AFT



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Amy Simpson, Executive Director



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Barbara Strong, Field Representative

# CERTIFICATE *of* SIGNATURE

REF. NUMBER  
PS74A-RBCQT-CKBXQ-WGEXN

DOCUMENT COMPLETED BY ALL PARTIES ON  
12 MAY 2025 17:56:17 UTC

## SIGNER

**AMY SIMPSON**

EMAIL  
ASIMPSON@PICAK.ORG

## TIMESTAMP

SENT  
09 MAY 2025 18:59:33 UTC  
VIEWED  
09 MAY 2025 20:39:53 UTC  
SIGNED  
09 MAY 2025 20:40:04 UTC

## SIGNATURE



IP ADDRESS  
72.42.147.58

LOCATION  
ANCHORAGE, UNITED STATES

## RECIPIENT VERIFICATION

EMAIL VERIFIED  
09 MAY 2025 20:39:53 UTC

**BARBARA STRONG**

EMAIL  
BSTRONG@APEA-AFT.ORG

SENT  
09 MAY 2025 18:59:33 UTC  
VIEWED  
12 MAY 2025 17:55:11 UTC  
SIGNED  
12 MAY 2025 17:56:17 UTC



IP ADDRESS  
216.67.91.91

LOCATION  
ANCHORAGE, UNITED STATES

## RECIPIENT VERIFICATION

EMAIL VERIFIED  
12 MAY 2025 17:55:11 UTC



# Programs for Infants and Children, Inc.

## Direct Service Provider Performance Evaluation

Employee Name: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_

### Levels of Performance in Professional Domains

**Level 1:** Performance is below standards and is not satisfactory.

**Level 2:** Performance approaches standards and/or does not consistently meet standards.

**Level 3:** Performance consistently meets standards and may occasionally exceed standards.

**Level 4:** Performance consistently exceeds standards at a distinguished level.

Eligibility	4	3	2	1
Demonstrates knowledge and understanding of eligibility requirements and governing regulations				
Selects and administers formal and informal assessment tools				
Collaborates with trans-disciplinary team and families to complete evaluations and make recommendations				
Completes documentation of evaluation, eligibility and enrollment				

Professional Responsibility	4	3	2	1
Participates in professional growth activities and continuing education opportunities that enhance service delivery to the 0-3 population				
Participates in staff, program, discipline and other meetings as appropriate to support quality program				
Adheres to established rules, regulations, laws and ethics of profession				
Complies with PIC policies and procedures (including but not limited to: documentation timelines, professional development practices, maintaining schedule, paid time-off practices--see Policies and Practices)				

Family Service Coordination and IFSP	4	3	2	1
Initiates and maintains IFSP and facilitates meetings with the input of the family and the team.				
Provides family service coordination to support child's overall development.				
Engages in the initiation, facilitation and completion of transition plans.				
Collaborates and consults with providers for resources and services.				

Intervention	4	3	2	1
Creates effective POC that addresses child and family goals and areas of need				
Provides direct and indirect interventions for children on caseload, according to IFSP				
Integrates current professional knowledge and skill into interventions				
Documents intervention and results accurately and effectively				

Team Work, Working Relationships	4	3	2	1
Functions as an effective team member.				
Collaborative, works with others, cooperative and supportive.				
Shows respect and consideration of others; demonstrates responsible, dependable and trustworthy behaviors.				

Communication	4	3	2	1
Provides family-centered verbal and written communication regarding intervention program.				
Communication reflects a commitment to best practices regarding diversity, equity and inclusion.				
Communicates appropriately, professionally and effectively with colleagues, co-workers, community partners and management.				

**A narrative, which includes a Performance Summary and Improvement Goals/Plan, must be included.**

<b>Exceeds Expectations</b> (8+ Level 4 marks)	
<b>Meets Expectations</b>	

<b>Needs Improvement</b> (4+ Level 2 marks)	
<b>Not Satisfactory</b> (Any Level 1 mark, or 8+ Level 2 marks)	

I certify I have evaluated the professional performance of the above named employee; I certify that to date their overall performance:

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervising Administrator

\_\_\_\_\_  
Date

## Levels of Performance Indicators

*Level 3 is the performance standard. A rating of level 4 assumes mastery has been achieved at Level 3.  
Any area(s) marked Level 1, or 8 or more areas marked level 2 results in an overall rating of "Not Satisfactory".*

	Level 4	Level 3	Level 2	Level 1
<b>ELIGIBILITY</b>	Performance exceeds standards consistently at a distinguished level.	Performance consistently meets standards and may occasionally exceed standards in some areas.	Performance approaches standards and/or does not consistently meet standards.	Performance is below standards and is not satisfactory.
1. Demonstrates knowledge and understanding of eligibility requirements and governing regulations.	Demonstrates in depth knowledge and understanding of IDEA and how the State of Alaska regulates early intervention services under Part C. Understands responsibility of agency in meeting guidelines.	Administers anchor tool with fidelity and includes parent/caregiver information, clinical observations and observations of natural environments. Demonstrates knowledge of eligibility criteria for Part C, and how this criteria must be substantiated and reported through the evaluation process.	Demonstrates a general understanding and knowledge of eligibility requirements and governing regulations but does not consistently apply or does not adhere to eligibility criteria.	Demonstrates minimal understanding and/or knowledge of eligibility criteria and governing regulations. Does not seek to gain understanding.
2. Selects and administers formal and informal assessment tools.	Selects supplemental assessment tools as needed to inform eligibility.	Administers assessment tools with fidelity and includes parent/caregiver information, clinical observations and observations of natural environments. Requests records and reviews when available.	Does not consistently select or utilize appropriate assessment tools or include observations of parent/caregiver input. Engaged in learning to administer standardized tools.	Consistently does not conduct evaluations that include appropriate information. Unfamiliar with testing protocols; does not seek training in assessment implementation.

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<b>ELIGIBILITY</b>	Performance exceeds standards consistently at a distinguished level.	Performance consistently meets standards and may occasionally exceed standards in some areas.	Performance approaches standards and/or does not consistently meet standards.	Performance is below standards and is not satisfactory.
3. Collaborates with transdisciplinary team and families to complete evaluations and make recommendations.	Acknowledges and integrates information about complex presentations. Appropriately guides family and team with individualized recommendations (i.e., recognizing recommendations for Part C, medical diagnoses, and ICO).	Regularly engages in eligibility evaluations and re-evaluation processes alongside other disciplines, in adherence with Part C timelines. Engages in team discussions, including parents/caregivers, when making service recommendations.	Participation in eligibility evaluations and re-evals is inconsistent. Seeks guidance in order to participate fully in team process. Seeks guidance in establishing appropriate service delivery recommendations (i.e. frequency and duration).	Little or no participation in eligibility evaluations. Does not elicit team input when making recommendations.
4. Completes documentation of evaluation, eligibility and enrollment.	Appropriate for multiple audiences (i.e., family, primary care, ASD, OCS), provides and gives functional meaning to evaluation tasks, strengths based and clearly identifies areas of need.	Evaluation reports contain all components required and are consistent with evaluation data. The report provides a robust narrative unique to each child and the evaluation. Recommendations match concerns of family and evaluation results.	Evaluation reports sometimes do not contain all components and/or identify strengths and deficits. Eligibility/service recommendations are not clearly reflected or are inconsistent with eval data.	Evaluation reports consistently do not contain all components identified for which the employee is responsible; reports do not state strengths and deficits. Eligibility / service recommendations not consistent with eval data.

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	Level 4	Level 3	Level 2	Level 1
<b>FAMILY SERVICE COORDINATION AND IFSP</b>	Performance exceeds standards consistently at a distinguished level.	Performance consistently meets standards and may occasionally exceed standards in some areas.	Performance approaches standards and/or does not consistently meet standards.	Performance is below standards and is not satisfactory.
1. Initiates and maintains IFSP and facilitates meetings with the input of the family and the team.	Consistently takes leadership role by incorporating input of team for IFSP. Provider consistently elicits strategies from the parent; encourages the family to take the lead in IFSP meetings to build capacity in preparation for self-advocacy for future services.	Collaborates/consults with team in IFSP development, actively consults the family, builds self-advocacy and involvement. Consistently holds IFSP meetings according to established timelines. Provider prompts parents for feedback on goals, encourages parent involvement in process of goal development.	Holds/participates in IFSP meetings with limited consultation/collaboration. Willing to participate in guidance and training provided by employer.	Consistently does not hold or participate in IFSP meetings. Does not engage in consultation/collaboration with the team.
2. Provides family service coordination to support child's overall development.	In response to family needs and request and as appropriate supports are offered to: complete referral paperwork, coordinate interagency case planning meeting where needed, attending appointments with families,	Assists in obtaining access to needed early intervention services and other services, or resources, including making referrals and scheduling appointments. Facilitates communication between family, medical providers, and community providers.	Offers FSC supports inconsistently, or not appropriate for family needs/requests or provides without consultation/collaboration. Willing to participate in guidance and training provided by employer.	Offers FSC supports inconsistently, or not appropriate for family needs/requests or provides without consultation and/or collaboration. Does not utilize guidance and training provided by employer.

## Levels of Performance Indicators

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	Level 4	Level 3	Level 2	Level 1
<b>FAMILY SERVICE COORDINATION AND IFSP</b>	Performance exceeds standards consistently at a distinguished level.	Performance consistently meets standards and may occasionally exceed standards in some areas.	Performance approaches standards and/or does not consistently meet standards.	Performance is below standards and is not satisfactory.
3. Engages in the initiation, facilitation and completion of transition plans.	Consistently engages families in comprehensive transition planning. Facilitates communications between families and referral contacts. Engages in process according to the needs of the family, encouraging their lead.	Facilitates transition process including: IFSP planning at or before 30 months of age, 90-day meetings, outcomes evaluations and exit summaries.	Transition processes completed inconsistently and/or not timely; actively participates in and applies training and guidance provided by employer.	Transition plans, 90-day meetings, outcomes evaluations and/or exit summaries not completed or incomplete, or not submitted in timely manner; any of the above >30% of the time.
4. Collaborates and consults with providers for resources and services.	Demonstrates expertise in collaborating with service providers and agencies. Has established professional relationships within the team and community. Willing to share knowledge of external/internal resources.	Shares information regarding families on caseload with agency staff members as needed. Seeks input from co-workers to provides quality service to meet the needs of children and families on caseload.	Inconsistently shares information regarding children and families on caseload with agency staff. Does not actively seek out information from co-workers to support service delivery.	Does not share information regarding children and families on caseload with agency staff. Does not seek to input from or share expertise with team. Does not recognize the need to make outside referrals, collaborate or consult with community providers and resources.

## Levels of Performance Indicators

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Any area(s) marked Level 1, or 8 or more areas marked level 2 results in an overall rating of "Not Satisfactory".

	Level 4	Level 3	Level 2	Level 1
<b>Teamwork, Working Relationships</b>	Performance exceeds standards consistently at a distinguished level.	Performance consistently meets standards and may occasionally exceed standards in some areas.	Performance approaches standards and/or does not consistently meet standards.	Performance is below standards and is not satisfactory.
1. Functions as an effective team member.	Valuable contributor to the team process: training topics, extended meeting, facilitates meetings as needed, communicates concerns constructively, reflective of ideas of others, able to see big picture. Provides formal or informal mentorship and/or clinical supervision to interns students and new employees as assigned.	Participates in meetings and team process weekly. Contributes to the agenda, participates in team problem-solving, solution-oriented, offers transdisciplinary ideas. Understands and adheres to organizational structure.	Attends meetings. Understands agenda and process but does not actively participate or contribute to process.	Frequently works independently of the team process, off agenda, not engaged in transdisciplinary support.
2. Collaborative, works with others, cooperative and supportive.	Contributes to efforts in reaching consensus for the team goals and demonstrates follow through. Supportive of differing perspectives and others' areas of expertise, facilitates development of team. Available formally and informally for support.	Frequently and consistently collaborates with other team members, attends to team topics, reflective and supportive of team process.	Demonstrates attentive behaviors such as listening in team, and bringing questions to supervisor. Not yet an active contributor to process.	Works independently of team process, contributes individual ideas without regard for team input or process. Disrupts team process.
3. Shows respect and consideration of others; demonstrates responsible, dependable and trustworthy behaviors.	Acts as a role model of respectful behavior. Supports and motivates others in achieving team and program mission.	Effectively engages in team process, listens to others, uses reflective statements, aware of and respectfully responsive to nonverbal communication.	Aware of and developing understanding of team process, listens to others, beginning to develop reflective skills, aware of nonverbal communication and acknowledges its importance.	Expresses indifference to team process, divisive, undermines team process such as interrupting the meeting or team members, does not listen to others, derogatory or insulting words or behavior. Does not attend to nonverbal communication.



### Levels of Performance Indicators

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	Level 4	Level 3	Level 2	Level 1
<b>PROFESSIONAL RESPONSIBILITY</b>	Performance exceeds standards consistently at a distinguished level.	Performance consistently meets standards and may occasionally exceed standards in some areas.	Performance approaches standards and/or does not consistently meet standards.	Performance is below standards and is not satisfactory.
1. Participates in professional growth activities and continuing education opportunities that enhance service delivery to the 0-3 population.	Attends additional professional courses that were not required for professional licensing or PIC.	Meets continuing education requirements for licensing, as applicable, and attends all mandatory PIC in-services, unless excused by supervisor due to circumstances or schedule. Demonstrates a consistent pattern of professional growth.	Meets continuing education requirements for licensing, as applicable. Participates in mandatory PIC in-services 75% of the time unless excused by supervisor due to circumstances or schedule.	Does not participate in professional development activities. Little or no evidence the provider implements knowledge gained through required professional development.
2. Participates in staff, program, discipline and other meetings as appropriate to support quality program.	Provides mentorship and/or clinical supervision to interns students and new employees as assigned. Volunteers to plan and coordinate activities, such as presenting in-services to PIC staff, participating in committees. Shares professional information with staff.	Attends and participates in all meetings unless excused by supervisor due to special circumstance or restricted schedule.	Inconsistently attends meetings, without appropriate justification and/or notification to supervisor.	Does not attend meetings and does not communicate with supervisor.

### Levels of Performance Indicators

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	Level 4	Level 3	Level 2	Level 1
<b>PROFESSIONAL RESPONSIBILITY</b>	Performance exceeds standards consistently at a distinguished level.	Performance consistently meets standards and may occasionally exceed standards in some areas.	Performance approaches standards and/or does not consistently meet standards.	Performance is below standards and is not satisfactory.

3. Adheres to established rules, regulations, laws, and ethics of profession.	Serves colleagues as a mentor/resource about rules, regulations, laws and ethics.	Demonstrates knowledge of current practice act and consistently adheres to established rules, regulations, laws, and ethical standards of the profession. Understands requirements and processes for obligations such as mandatory reporter, HIPAA, ethics.	Demonstrates incomplete knowledge of current practices with Part C and legal regulatory requirements, resulting in noncompliance in rules, regulations, laws and/or ethics, and interferes with delivery of client services.	Demonstrates insufficient knowledge of current practices with Part C and legal regulatory requirements, resulting in noncompliance in rules, regulations, laws and/or ethics, and interferes with delivery of client services, and jeopardizes other provider or agency functioning. .
4. Complies with PIC policies and procedures (including but not limited to: documentation timelines, professional development practices, maintaining schedule, paid time-off practices--see Policies and Practices).	Consistently complies with all PIC policies and procedures. Offers relevant feedback using the established processes.	Consistently complies with all PIC policies and procedures.	Lacks consistency in complying with PIC policies and procedures.	Does not comply with PIC policies and procedures. May receive persistent complaints from clients or ongoing supervisor concerns.

## Levels of Performance Indicators

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	Level 4	Level 3	Level 2	Level 1
<b>INTERVENTION</b>	Performance exceeds standards consistently at a distinguished level.	Performance consistently meets standards and may occasionally exceed standards in some areas.	Performance approaches standards and/or does not consistently meet standards.	Performance is below standards and is not satisfactory.
1. Creates effective Plans of Care (POC) that address child and family goals and areas of need.	POCs consistently address family's goals, priorities and/or identified areas of need. Goals are consistently unique to each family.	POC goals are functional, relevant, and measurable and plans are updated within designated timelines. POC updates reflect changes in child's performance/status.	POC goals do not consistently address family goals, priorities and/or identified areas of need. POC goals are not functional or measurable, or plans are not updated to reflect changes in child's performance/status. POCs are not generated and/or updated in a timely manner.	POCs are not consistently generated or updated for children on caseload.
2. Provides direct and indirect interventions for children on caseload, according to IFSP.	Provides additional services, consults, evals, special projects, etc. above and beyond full caseload, as schedule allows and when appropriate to families and team members.	Organizes and implements effective interventions while managing a full caseload consistent with expectations for FTE status, showing compliance with IFSP mandated levels of service. Instructs parents/caregivers in intervention techniques appropriate for natural settings.	Inconsistently provides organized, effective interventions while managing a full caseload. Compliance with IFSP mandated levels of service inconsistent. Does not effectively instruct parents/caregivers in intervention techniques for natural settings.	Does not demonstrate ability to provide organized, effective interventions while managing a full caseload. Out of compliance with IFSP mandated levels of service on >25% of caseload. Does not engage parents/caregivers in intervention strategies.

Levels of Performance Indicators				
Level 3 is the performance standard. A rating of level 4 assumes mastery has been achieved at Level 3. Any area(s) marked Level 1, or 8 or more areas marked level 2 results in an overall rating of "Not Satisfactory".				
	Level 4	Level 3	Level 2	Level 1
<b>INTERVENTION</b>	Performance exceeds standards consistently at a distinguished level.	Performance consistently meets standards and may occasionally exceed standards in some areas.	Performance approaches standards and/or does not consistently meet standards.	Performance is below standards and is not satisfactory.
3. Integrates current professional knowledge and skill into interventions.	Confidently and competently applies expertise in an appropriate and effective manner using clinical knowledge. Incorporates newly acquired skills. Demonstrates an extensive understanding and ability to carry out interventions and strategies, with emphasis on the transdisciplinary approach.	Displays understanding and ability to apply intervention strategies using clinical knowledge. Identifies and performs basic intervention techniques with emphasis on the transdisciplinary approach: builds capacity in family or other team members.	Displays limited understanding and ability to carry out intervention strategies. Emerging skills in building capacity using transdisciplinary practice. May need guidance in identifying appropriate intervention techniques.	Does not apply professional knowledge and skills to intervention strategies. Appears to be ineffective or unable to apply knowledge to situations.
4. Documents interventions and results accurately and effectively.	Provides evidence of coaching and functional strategies, celebrates the family and child successes, strengths based and clearly identifies plan.	Consistently maintains required documentation of interventions with sufficient detail to allow for data retrieval for regulatory reporting, billing, and for succeeding providers to determine progress and needs of clients.	Does not consistently maintain required documentation with sufficient detail to allow for data retrieval for regulatory reporting, billing, and to allow succeeding providers to determine progress and needs of clients. Does not maintain required documentation and/or adhere to timelines.	Does not maintain required documentation and/or adhere to timelines.

## Levels of Performance Indicators

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Any area(s) marked Level 1, or 8 or more areas marked level 2 results in an overall rating of "Not Satisfactory".*

	Level 4	Level 3	Level 2	Level 1
<b>COMMUNICATION</b>	Performance exceeds standards consistently at a distinguished level.	Performance consistently meets standards and may occasionally exceed standards in some areas.	Performance approaches standards and/or does not consistently meet standards.	Performance is below standards and is not satisfactory.
1. Provides family-centered, strengths-based, verbal and written communication regarding the intervention program.	Demonstrates flexibility, modifies and individualizes information and communication strategies to incorporate learning styles, preferences, cultural considerations into communication with families.	Consistently seeks to communicate with families/caregivers using family-centered, strengths-based regarding needs, services recommendations and program options.	Seeks to communicate with families/caregivers regarding needs, services recommendations and program information in a family-friendly manner.	Does not communicate clearly with families/caregivers regarding needs, services recommendations and program options.
2. Communication reflects a commitment to best practices regarding diversity, equity and inclusion.	Demonstrates skill and willingness to engage diverse families/caregivers in early intervention program. Seeks feedback on interactions from peers, supervisors and families.	Demonstrates sensitivity, willingness, and responsiveness in engaging families of diverse cultural and socio-economic backgrounds.	Difficulty sustaining working relationships with families/caregivers of diverse backgrounds.	Professional practice reflects refusal to engage with diverse social population or a pattern of disrespect for differences.
3. Communicates appropriately, professionally and effectively with colleagues, co-workers, community partners and management.	Uses respectful and effective verbal and nonverbal methods to share information and make decisions collaboratively. Values and seeks out feedback from others, making changes in response to constructive criticism. Consistently provides supportive feedback and encouragement to others.	Proactively engages other providers as needed. Communicates in a direct, respectful, timely manner. Effectively communicates with a variety of audiences in both written and verbal communication. Appropriate use of communication structure.	Willingness to engage when called upon, emerging skills with outreach. Listens to feedback but may not yet incorporate feedback into actionable change. Inappropriate use of communication structure.	Consistently struggles to engage in, and/or avoids appropriate professional and effective communication. Consistently argues, resists and inflexible with feedback.