

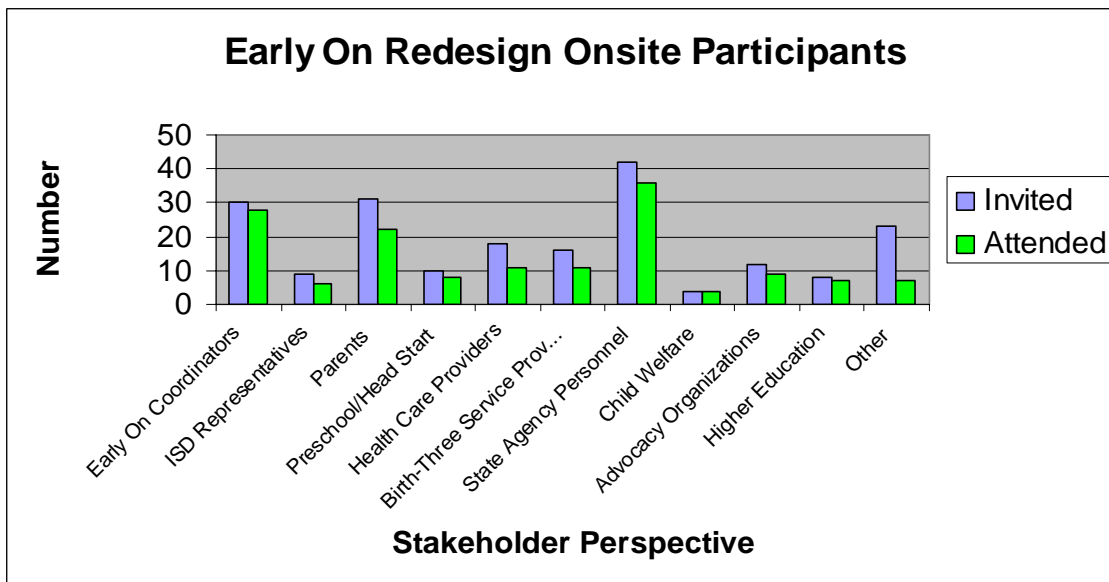
Part C State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

On November 19, 2004, the Governor’s State Interagency Coordinating Council for Handicapped Infants and Toddlers (SICC) voted to enter into a redesign of the *Early On*[®] (Part C of IDEA) system for Michigan. The vote was based upon input from multiple sources and stakeholder groups that uniformly indicated a need to closely examine and redesign the current Part C system. The SICC also recognized the significant changes to Michigan’s early childhood system and services since the inception of *Early On* in 1993, as well as the increasing focus on achieving meaningful results for children and families enrolled in *Early On*. The SICC charged the State Interagency Team (with representation from the Michigan Departments of Education, Community Health, Human Services [formerly Family Independence Agency (FIA)], and parents) to draft a process to guide the redesign. On February 18, 2005, the SICC voted to adopt the proposed process, marking the beginning of the redesign effort.

The redesign process is drawn from the work of Osborne and Hutchinson, *The Price of Government: Getting the Results We Need in an Age of Permanent Fiscal Crisis*. Michigan *Early On* identified the following steps that continue to frame the redesign process:

1. Identification of Key Causes and Forces;
2. Determine Eligible Population;
3. Identify Funding Pool;
4. Define Results;
5. Allocate Resources;
6. Convene Results Teams;
7. Develop Purchasing Plan; and
8. Create a Strategic Plan and Budget.



The work of the redesign has served as the platform for the development of the Michigan *Early On* SPP. Over 200 people have been invited to participate in onsite redesign activities. In addition *Early On* has also established a “virtual table” by maintaining a redesign website <http://www.earlyonredesign.com>. All activities, documents and materials developed through any aspect of the redesign are posted on the website and public comment is sought. Comments have been received from a wide variety of stakeholders in the *Early On* system and the information has been incorporated into the work of those stakeholders participating onsite.

Early On has adopted the Early Childhood Outcomes (ECO) Center outcomes for families and children as the desired outcomes for the Michigan Early Intervention System. Through the work of the results groups (step 6), indicators have been developed for those outcomes as well as proposed strategies to achieve the desired outcomes. This body of work has been incorporated into the SPP.

The SPP was developed by the State interagency staff utilizing a variety of data sources and incorporates strategies from the redesign efforts. The draft was presented to the State Leadership Team (composed of representatives of the State Agencies and the SICC). The draft SPP was presented to the SICC on November 18, 2005 and then was posted on the web for stakeholder review. Comments received through the web and from the SICC were incorporated into the plan.

The Lead Agency for Part C in Michigan is the State education agency, the Michigan Department of Education (MDE). Since program inception, the early intervention system has coordinated and collaborated with the Department of Human Services (DHS), the child well-being agency, and the Department of Community Health (DCH), which houses both mental health and public health, to implement the early intervention system for infants and toddlers with disabilities or developmental delays and their families.

The SPP development process for the 2010 year included input from partner agencies and a review by the Michigan Interagency Coordinating Council (MICC). A series of meetings with partner agencies and contractors, both together and individually, were held to review and analyze data and develop appropriate activities. The data coordination meetings helped to align work and decrease redundancy of efforts.

Once the initial draft of the SPP was completed, one staff member at MDE was assigned to coordinate the completion of the document. An enhanced draft of the SPP was shared with the MICC in November for input and discussion. Suggestions were reviewed and, where appropriate, integrated into the document.

Michigan is a birth mandate state; eligible children are entitled to special education services from birth to 26 years of age. During the redesign process, it was learned that state and local special education funds provide over \$40 million annually to the early intervention system. Given the significant role Michigan Special Education plays in *Early On*, a more enhanced relationship with local special education systems has occurred. MDE staff participates in a monthly conference call with special education directors. In addition, MDE staff representing both the Part C and special education systems, meet monthly to discuss system issues.

The need for a more flexible and comprehensive data system became more apparent with time. The Michigan Part C data system was originally built to respond to the point-in-time 618 data collection requirements. Refinements to the general supervision system and the SPP requirements increased the need for additional data. *Early On* migrated to a web-based data system in December 2008, which includes additional data fields to collect SPP information. This will decrease the need for site-based file reviews to gather data to address SPP requirements and to make and verify correction of findings of noncompliance. Adding fields to a web-based data collection system is approximately a three year process. One year is required to program and pilot the changes. Another year is needed to train staff and provide technical assistance to get valid and reliable data. Finally, in the third year, data will be available for reporting. Michigan's upgraded data collection system will collect all data needed for completing the APR, except for Family Outcomes and the due process information.

Interagency coordination and collaboration has been a philosophy of the state of Michigan for many years. During the redesign process, the changing roles and responsibilities of the partner agencies became evident. It was decided to redesign the management structure and to complete a new interagency contractual agreement with agency roles and responsibilities more delineated and specific.

It has also become clear that Michigan's system of general supervision must be refined and the relevant timelines aligned. In Michigan, Parts B and C have been involved in the development of a more comprehensive monitoring system (CIMS-2). The monitoring system has gone through various iterations

to respond to the changes mandated as a result of the 2004 Reauthorization of the Individuals with Disabilities Education Improvement Act. There are three components to CIMS-2: (1) Focused Monitoring; (2) Data Analysis, which includes a process for notifying local early intervention programs of findings which requires corrective action plans for compliance indicators and improvement plans for results indicators; and (3) Verification. Additional assistance to local programs was provided by local regional monitoring staff on how to correct for individual noncompliance and how to develop practices to assure ongoing compliance. Verification that each local early intervention services program is correctly implementing a specific regulatory requirement starts with MDE requesting that the service area identify a random representative sample of 10% of the most recent local child count or a minimum of ten records, whichever is greater, and submit them to MDE. MDE uses an indicator-specific checklist based upon the federal and state standards when reviewing each set of local program files. This ensures that the local programs are correctly implementing the specific regulatory requirements. For all child level noncompliance and/or related requirements, citations are provided to the local program through a child level corrective action form. Local programs have 60 days to correct the noncompliance for each child record. The State verifies child level correction of noncompliance by reviewing individual child records using the same indicator-specific checklist. This review certifies that the specific missing component that caused noncompliance has been provided to that child and/or family. The focused monitoring component of CIMS-2 has been implemented and the data analysis portion of CIMS-2 began April 2009. A pilot program for the validation process took place in September 2009, allowing seven pilot sites to verify specific data points in the CIMS-2 system. All local early intervention programs now participate in the validation process through the CIMS-2 system.

The Michigan Part C of IDEA SPP can be downloaded at www.michigan.gov/earlyon.

Setting Targets for Indicator C-3

In FFY 2008-2009 Michigan Part C of IDEA convened a stakeholder subcommittee to prepare preliminary targets for the Early Childhood Outcomes Indicator C-3. The stakeholder subcommittee included representatives from local early intervention programs, public health, mental health, and child well-being partners as well as staff from Part B, Section 619. A series of meetings were held to discuss the patterns of growth traditionally observed in the eligible population and how to project potential growth in progress for the children served. Extensive discussion occurred to decide on the projected targets required for the FFY 2008 SPP/APR.

The subcommittee approached the target setting process by first examining the data. Examination of the data indicated differences across the subcategories of the outcomes. Given the three year phase-in for cohorts, the third cohort had been just trained in the Child Outcome Summary Form process. The data collected for Part C were also compared to data collected for Part B, Section 619. Targets were generated by the subcommittee, resulting in recommendations to submit to the SICC. The SICC reviewed and confirmed the committee's recommendations.

The targets for Indicator 3C on Family Outcomes were discussed at multiple meetings with the Parent Involvement Committee (PIC). The PIC consists of MICC members and others. Committee members discussed the measurement process and developed a better understanding of the analysis used to assess Family Outcomes. The members concluded their work in the fall of 2010, adjusted the targets and made the recommendations to the whole MICC.

In extending the targets to FFY 2012 (2012-2013), the MICC discussed both the process and the approach. In the end, the MICC decided to be conservative in its approach to the target setting. Multiple initiatives will be implemented in the next years that could have a significant impact on local early intervention systems, given Michigan's economic situation.

Monitoring Priority: Early Intervention Services in Natural Environments

Indicator 1: Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.
(20 USC 1416(a)(3)(A) and 1442)

Measurement:

Percent = # of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner divided by the total # of infants and toddlers with IFSPs times 100.

Account for untimely receipt of services.

Overview of Issue/Description of System or Process:

In FFY 2005, Michigan's 618 Data Collection system tracked early intervention services promised on the IFSP. The 618 Data Collection system was not designed to collect data related to early intervention services received in a timely manner.

As a component of *Early On System Review*, the Qualitative Compliance Information (QCI) Project interviewed families whose records were reviewed, and asked them if early intervention services listed on their children's IFSPs were received in a timely manner.

In an attempt to define "timely services," the MDE posted a question on the website asking stakeholders to define what "timely services" meant to them. Michigan has defined "timely services" as the provision of services within 30 calendar days from when a parent/guardian consents to the provision of early intervention services.

During FFY 2009, Michigan continued updating the Michigan Part C data system to include the collection of data regarding providing services in a timely manner. In order to collect data for this indicator, the whole state submitted data in a local self-assessment using the Michigan Electronic Grants System (MEGS).

Local early intervention programs each selected a random representative sample of children. Local early intervention programs were required to sample 10% of their snapshot number or a minimum of 10 records, whichever was greater.

In FFY 2010, local early intervention programs began using the 618 Data Collection system to track receipt of timely early intervention services. In the APR due February 2012, the State will use data from the 618 data system to collect the data for this indicator. Data from all local early intervention programs will be used and all of the children receiving new early intervention services will be used in the calculation.

Baseline Data from FFY 2004: 97% of services listed on the IFSP were delivered.

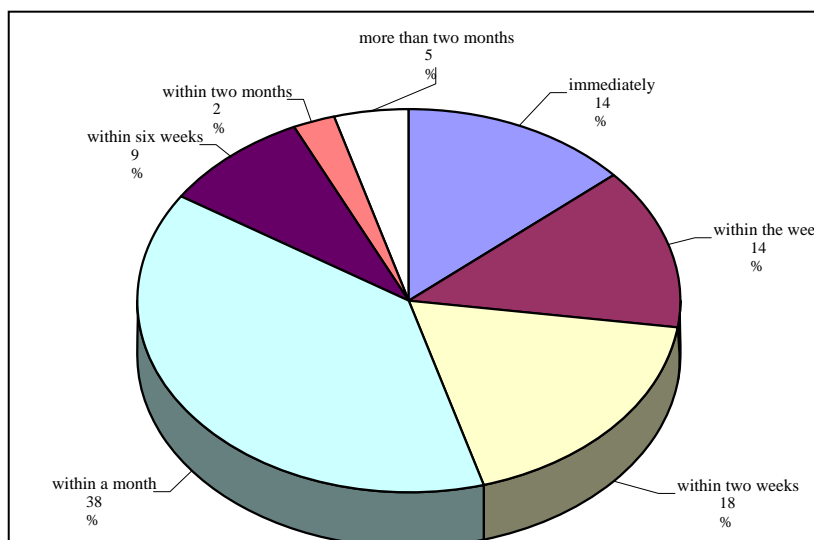
Local self-assessment data from 2005 show that for 57 intermediate school districts (ISDs), 2,824 services were listed on IFSPs. Of those, 2,730 were delivered. This translates to 97% of the services listed on an IFSP were delivered.

Source: Local self-assessment data.

Discussion of Baseline Data:

The Qualitative Compliance Information (QCI) Project asked parents whose records were reviewed the following question:

After meeting for your service plan, how long was it before you started this service?



Source: Qualitative Compliance Information *Early On* System Review Family Interview Report 2005 (n=93)

The data from the Qualitative Compliance Information (QCI) Project’s family interviews show that 46% of infants and toddlers with IFSPs receive early intervention services on their IFSPs within two weeks of the date the IFSP is signed.

The data elements related to the Michigan definition of “timely” were embedded into the 618 Data Collection System in FFY 2009 and are being monitored for all children in *Early On*.

In FFY 2004, MDE collected local self-assessment data annually from each ISD submitted as part of their application. A question asking if early intervention services listed on the IFSP are being delivered was asked. However, when this question was asked, “timely services” was not yet defined. Now that Michigan has defined “timely services,” the local self-assessment includes questions that reflect this definition.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%

SPP Template – Part C

2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Improvement Activities/Timelines/Resources (through FFY 2012):

Improvement Activities	Timelines	Resources
The Michigan Part C data system will be upgraded to ensure timely and accurate collection of utilization and outcome data for <i>Early On</i> .	2006-2008	Part C Administrative Structure Michigan Part C data system contractor
Develop policies and procedures regarding the State's definition around the 30-day definition of timely services.	Spring 2006	MDE staff
Provide trainings to the field regarding exceptional circumstances, timely services and correct documentation for both.	Throughout 2007	CSPD contractor
Develop Requests for Proposals for training and technical assistance, and child find and public awareness contracts.	Spring 2007	Interagency staff
Award training and technical assistance, and child find and public awareness contracts.	October 2007	MDE staff
Recommendations from the <i>Early On</i> Redesign will be incorporated into the SPP.	Fall 2006	<i>Early On</i> Redesign staff Local early intervention programs Comprehensive System of Personnel Development (CSPD) contractor
Analyze data measuring this indicator (#1) and develop additional improvement activities.	Ongoing with annual review through 2012	Interagency staff Part C contractors MICC Stakeholders
Update and redistribute the Reference Bulletin regarding the definition of 'central file' and what documents are required to be a part of that file.	Fall 2008	MDE staff CSPD contractor Michigan Part C data system contractor
Refine and clearly define the Part C general supervision system.	Summer 2008	MDE staff [Office of Early Childhood Education & Family Services (ECE&FS) and Office of Special Education/Early Intervention Services (OSE/EIS)] CIMS contractor North Central Regional Resource Center (NCRRC) Data Accountability Center (DAC)

SPP Template – Part C

Require each of the 57 local early intervention programs to utilize the Michigan state prototype IFSP, IFSP/IEP, Transition, Consent to Evaluate, and Authorization to Share forms or submit the locally-developed form(s) for State approval.	Summer 2008	MDE staff Interagency staff CSPD contractor Michigan Part C data system contractor
Increase communication with ISD Special Education Directors through a planned stakeholder group and attendance at their quarterly meetings.	Ongoing	MDE staff (ECE&FS and OSE/EIS) CIMS contractor
Develop guidance on determining which services are <i>Early On</i> services versus which are 'other' services.	Winter 2008 and ongoing	MDE staff Interagency staff NCRRC National Early Childhood Technical Assistance Center (NECTAC)
Update Michigan's Part C data system to include dates parental consent was obtained and when services actually began.	2009	MDE staff Michigan Part C data system
Add a component in the CIMS system to validate data entered into Michigan's Part C data system.	2010-2012	MDE staff CIMS contractor
Update Michigan's Part C data system to allow local early intervention systems to enter exceptional family circumstances.	2010-2012	MDE staff Michigan Part C data system
Update Michigan's Part C data system to allow local early intervention programs to generate reports to indicate when timelines need to be met.	2010-2012	MDE staff Michigan Part C data system
Train local early intervention programs to use all components of Michigan's Part C data system.	2010-ongoing	MDE staff Michigan Part C data system

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

Overview of the State Performance Plan Development:

Please see explanation preceding Indicator #1.

Monitoring Priority: Early Intervention Services in Natural Environments

Indicator 2: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.
(20 USC 1416(a)(3)(A) and 1442)

Measurement:

Percent = [(# of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings) divided by the (total # of infants and toddlers with IFSPs)] times 100.

Overview of Issue/Description of System or Process:

Michigan’s 618 Data Collection System collects data on where the primary early intervention service on IFSPs is received. Many children with IFSPs receive more than one early intervention service and data are not currently collected on all early intervention services listed on the IFSP.

Local service areas must report to the Lead Agency on 618 federally-required data fields, but they are not mandated to use the State’s 618 Data Collection System for that reporting.

The QCI Project surveys families in *Early On* annually and asks them to report whether their child primarily receives early intervention services in the home or other settings where children without special needs participate.

Baseline Data for FFY 2004 (2004-2005):

	12/1/02	12/1/03	12/1/04
% of infants and toddlers who primarily receive early intervention services in the home or programs for typically developing children.	76.82%	77.46%	84.41%

Discussion of Baseline Data:

The 618 Data Collection System shows a steady increase in services being received in the home or programs for typically developing children has occurred. The increases are due to monitoring and asking local service areas to report.

The QCI data are based on families’ perception of their intervention services. These numbers are a bit closer to the 618 data.

Early On System Review (EOSR) monitored 12 sites this year, which included a record review of files. The data are not statewide data, but do show considerably lower percentages (47.3%) for infants and toddlers receiving early intervention services in the natural environment.

The *Early On* System attributes the differences among these sources to the method of collection.

SPP Template – Part C

Michigan will develop a policy that clarifies the federal definition of what constitutes an “early intervention service.” Record review data from EOSR have shown that local service areas currently have differing definitions which result in the data being defined and reported inconsistently.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	BASELINE DATA 86%
2006 (2006-2007)	88%
2007 (2007-2008)	90%
2008 (2008-2009)	91%
2009 (2009-2010)	92%
2010 (2010-2011)	93%
2011 (2011-2012)	93%
2012 (2012-2013)	93%

Improvement Activities/Timelines/Resources (through FFY 2012):

Improvement Activity	Timelines	Resources
Continuous Improvement Monitoring System (CIMS). Refer to appendix for explanation of CIMS.	Fall 2006	CIMS contractors MDE
The 618 data system will be upgraded to ensure timely and accurate collection of utilization and outcome data for <i>Early On</i> .	2006-2008	Part C Administrative Structure 618 Contractor
Continue Training and Technical Assistance on the Provision of Natural Environments by the CSPD contractor to incorporate elements from the <i>Implementation Guide to Natural Environments</i> into their trainings. The training's effectiveness will be measured through pre- and post-tests for training participants through the CSPD system. Amendments to the training will be made based on results achieved.	Ongoing through 2012	CSPD contractors 618 Data Collection Interagency Staff
The data dictionary continues to be revised and training will occur.	Throughout 2007	618 Data Collection State Interagency Staff
Training will occur around the common definition of services provided in the natural environment, documentation, and how to report services through data collection.	Throughout 2007	CSPD contractors

SPP Template – Part C

Develop Requests for Proposals for training and technical assistance, and child find and public awareness contracts.	Spring 2007	Interagency Staff
Award training and technical assistance, and child find and public awareness contracts.	October 2007	MDE
Analyze data measuring this indicator and develop additional improvement activities.	Ongoing with annual review through 2012	Interagency Staff Part C Contractors MICC Stakeholders

Revisions made to Improvement Activities in FFY 2007

Improvement Activities	Timelines	Resources
Continuous Improvement Monitoring System (CIMS-2)	Fall 2008 Ongoing through 2012	CIMS Contractor MDE
Discussion: CIMS-2 is being updated to better align with the APR. CIMS-2 will become a data analysis tool which will allow early intervention programs to analyze causes for not meeting State targets.		

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

Overview of the State Performance Plan Development:

Please see explanation preceding Indicator #1.

Monitoring Priority: Early Intervention Services In Natural Environments

- Indicator 3:** Percent of infants and toddlers with IFSPs who demonstrate improved:
- A. Positive social-emotional skills (including social relationships);
 - B. Acquisition and use of knowledge and skills (including early language/communication); and
 - C. Use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416(a)(3)(A) and 1442)

Measurement:

- A. Positive social-emotional skills (including social relationships):
 - a. Percent of infants and toddlers who did not improve functioning = [(# of infants and toddlers who did not improve functioning) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
 - b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
 - c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
 - d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = [(# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
 - e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = [(# of infants and toddlers who maintained functioning at a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):
 - a. Percent of infants and toddlers who did not improve functioning = [(# of infants and toddlers who did not improve functioning) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
 - b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
 - c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
 - d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = [(# of infants and toddlers who improved functioning to reach a level comparable

- to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = [(# of infants and toddlers who maintained functioning at a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

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

C. Use of appropriate behaviors to meet their needs:

- a. Percent of infants and toddlers who did not improve functioning = [(# of infants and toddlers who did not improve functioning) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of infants and toddlers with IFSPs assessed)] times 100.
- c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of infants and toddlers with IFSPs assessed)] times 100.
- d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = [(# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers) divided by the (# of infants and toddlers with IFSPs assessed)] times 100.
- e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = [(# of infants and toddlers who maintained functioning at a level comparable to same-aged peers) divided by the (# of infants and toddlers with IFSPs assessed)] times 100.

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

New Reporting Requirements

For each indicator, also report on the following Summary Statements:

Summary Statement 1

Of those infants and toddlers who entered Part C below age expectations in each Outcome, the percent who **substantially increased** their rate of growth by the time they exited = [(c+d) divided by (a+b+c+d)] times 100.

Summary Statement 2

The percent of infants and toddlers who were functioning **within age expectations** in each Outcome by the time they exited = [(d+e) divided by (a+b+c+d+e)] times 100.

Overview of Issue/Description of System or Process:

The State continued the progress of developing its outcome measurement system over the past year:

1. Data Collection Procedures

- *Review of Assessment Tools.* Two committees were convened to examine assessment/measurement tools. Each committee included stakeholders from across Michigan's Part C system, *Early On*. One committee met as a part of the *Early On* Redesign Eligibility Determination Task Force and recommended tools appropriate for: (1) eligibility determination; (2) needs assessment/IFSP development; and (3) ongoing assessment/child outcomes measurement. A second committee was convened to evaluate potential tools to accurately and appropriately measure children's social-emotional status. The recommendations of both committees were incorporated into a list of tools provided to local service areas.
- *Development of a Procedures Handbook.* A policy and procedures handbook was developed to clarify all aspects of data collection in reporting on child outcomes measurements. The handbook incorporates information about a ratings tool and process, appropriate measurement tools, other data sources, frequency of data collection, the population of children to be included, and timelines

for measuring child outcomes. Typical measurement tools used across the state include: Assessment, Evaluation, and Programming System for Infants and Children (AEPS); Battelle Developmental Inventory; Bayley Scales of Infant Development, III; Early Intervention Developmental Profile (EIDP); Early Learning Accomplishment Profile (E-LAP); Hawaii Early Learning Profiles (HELP); The Carolina Curriculum for Infants and Toddlers with Special Needs; Brigance Diagnostic Inventory of Early Development; Infant and Toddler Developmental Assessment (IDA); and the Devereux Early Childhood Assessment for Infants and Toddlers (DECA-I/T). For FFY 2008, the handbook was updated to reflect the minimum six-month continuous service requirement; in other words, Child Outcome Summary Forms (COSFs) are not required for children age 2.5 years and older entering Part C.

- ***Adoption of a Rating Tool.*** A child outcomes rating tool, called the Child Outcome Summary Form (COSF), was developed; it is patterned closely on the ECO Center Child Outcomes Summary Form and also defines “comparable to same age peers” as a child who has been scored a 6 or 7 on the COSF. As the data sources/assessment tools will vary across Michigan’s 57 local service areas, this tool is being used to summarize data for each child. It captures both entry and progress data. Service providers can use the tool to capture data from many sources, including the child’s assessment, observations, and parent input. Data collection will typically occur during the child’s IFSP development meetings, and during the transition process. The data are then entered on the COSF website. The COSF aligns closely with the form used by 619 to collect outcomes data.

2. Training/Supporting Service Areas

- A Training and Technical Assistance program continues to address the child outcomes data collection process. The QCI Project provided a component of the training to address the use of the COSF and web-based data entry procedures. The training closely reflected the content of the Child Outcomes Handbook. Michigan’s CSPD contractor also provided a training component discussing best practices for including parents (and other individuals chosen by parents) in the process. Both components were provided in collaboration with State interagency staff to create shared responsibility, knowledge, and coordination across all levels of the system.

3. Sampling Plan – Phase In

- Data collection is proceeding according to the sampling plan previously submitted to OSEP. Cohort 1, which includes a representative sample of one-third of the 57 local service areas, began collecting entry data on all children enrolled in *Early On* as of July 1, 2006 and exit data for any child exiting *Early On* who has been receiving services continuously for six months. Cohort 2 began collecting entry data on all children enrolled as of July 1, 2007 and exit data for any child who has been receiving services continuously for six months. Cohort 3 began collecting entry data on all children enrolled as of July 1, 2008 and exit data for any child who has been receiving services continuously for six months.

4. Data Collection and Management and Data Quality Assurance

- All data from the child outcomes rating tool is entered into a web-based data entry system, with a copy of the rating tool retained in the child’s central record. The data system includes the following variables:
 - Date summary form completed
 - Timeframe for which the data were collected (Entry, Exit, Exceptional Circumstance)
 - 1-7 point rating for each of the three child outcomes
 - Assessment of progress (for Exit)

In addition, upgrades to the data entry system included error-check features, ensuring quality data. The system catches errors or impossible data before data entry is completed, preventing

inaccurate data from being entered. Error messages inform data entry personnel when incorrect data are being entered, including impossible assessment dates, incorrect COSF rating dates, or invalid rating on whether the child has shown new skills since the entry COSF rating.

- Data Auditing. The online COSF data are regularly audited, including names, dates, and impossible progress ratings. COSF rating dates are compared to IFSP signature dates to ensure that all children were entered during the required time period and exited after participating in Part C for a minimum of six months. In order to eliminate and reduce error, the web-based COSF requires entry for all fields except for the children's middle initials. Data entry personnel are prevented from proceeding to the next section of the website until all data are entered.
- Period Count Verifications. The QCI Project coordinated with service area staff to acquire a list of children for whom they are responsible for entering data for the data collection period. If discrepancies were found, the QCI Project worked closely with each of the service areas to go over the list of children. During the past year, it was discovered that some of the discrepancies were due to exceptional circumstances. In response, the QCI Project adapted the web-based system to capture these exceptions.
- Human Subjects Protection. The QCI Project developed procedures for the web-based data entry system to ensure human subjects protection and data security, including: (a) a list of approved users are allowed access to the online COSF system; (b) the online COSF system limits the operation time to 15 minutes per section - if there is no server activity for 15 minutes, it will time-out so as to protect child information from unapproved passers-by; (c) all data transmitted and received by the QCI Project research team are encrypted using Secure Sockets Layer (SSL) technology; and (d) the web-based COSF data are saved as a secure Microsoft SQL database on the QCI Project research team's server, accessible only to key personnel who have received Wayne State University's Human Investigation Committee's Human Subjects approval.

Data for FFY 2006 (July 1, 2006 - June 30, 2007) – Former Baseline Data

- A new data collection method was implemented, using the COSF adapted from the ECO Center's COSF. In the FFY 2004 SPP, Michigan submitted a sampling plan to be used for the pilot study for early childhood outcomes. This plan divided the 57 service areas into three representative cohorts. OSEP approved this plan.
- For FFY 2006, Cohort 1, one-third of the 57 service areas, began collecting entry data on all children enrolling in Part C as of July 1, 2006 and progress data on any of those children exiting by June 30, 2007 who had received services continuously for at least six months.

Data for FFY 2007 (July 1, 2007 - June 30, 2008)

- For FFY 2007, Cohort 1 continued with data collection and Cohort 2 began collecting entry data on all children enrolling in Part C as of July 1, 2007 and progress data on any of those children exiting by June 30, 2008 who had received services continuously for at least six months.

Data for FFY 2008 (July 1, 2008 - June 30, 2009) - New Baseline Data, Per New Reporting Requirements

- For FFY 2008, Cohort 1 and Cohort 2 are continuing data collection and Cohort 3 began collecting entry data on all children enrolling in Part C as of July 1, 2008 and progress data on any of those children exiting by June 30, 2009 who had received services continuously for at least six months.

Data for FFY 2009 (July 1, 2009 - June 30, 2010)

- For FFY 2009, the three cohorts collected entry data on all children enrolling in Part C as of July 1, 2009 and progress data on any of those children exiting by June 30, 2010 who had received services continuously for at least six months.

Entry Results

During FFY 2009, entry data were collected for 7,361 children.

Children enrolling in Part C/Early On during FFY 2009 most frequently showed delays in the areas of Acquisition/Use of Knowledge and Skills (79.7%) and Use of Appropriate Behaviors to Meet Their Needs (77.1%), with somewhat fewer children showing delays in Positive Social-Emotional Skills (66.2%). See Table 1 below.

Table 1: Part C/Early On Child Outcomes - FFY 2009 Entry Results

	SPP3A Social-Emotional		SPP3B Acquisition/Use of Knowledge		SPP3C Use of Appropriate Behaviors	
	Number	Percent	Number	Percent	Number	Percent
Comparable to same-aged peers (Entry rating of 6 or 7)	2,489	33.8%	1,496	20.3%	1,685	22.9%
Below same-aged peers (Entry rating of 1-5)	4,872	66.2%	5,865	79.7%	5,676	77.1%
TOTAL	7,361	100%	7,361	100%	7,361	100%

Progress Results – Five Progress Categories

For FFY 2009, there were 3,356 COSFs across the 57 service areas for children with entry data and who exited by June 30, 2010 after receiving services for a minimum of six continuous months. Tables 2 to 4 display the results for each of the three indicators along the five progress categories.

Table 2: Part C/Early On Child Outcomes - FFY 2009 Progress Results for **Positive Social-Emotional Skills**

Percent of infants and toddlers who:	Number	Percent
a. Did not improve functioning.	12	.4%
b. Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	543	16.2%
c. Improved functioning to a level nearer to same-aged peers but did not reach it.	674	20.0%
d. Improved functioning to reach a level comparable to same-aged peers.	1,121	33.4%
e. Maintained functioning at a level comparable to same-aged peers.	1,006	30.0%
TOTAL	3,356	100%

Table 3: Part C/Early On Child Outcomes - FFY 2009 Progress Results for **Acquisition and Use of Knowledge and Skills**

Percent of infants and toddlers who:	Number	Percent
a. Did not improve functioning.	8	.3%
b. Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	526	15.7%
c. Improved functioning to a level nearer to same-aged peers but did not reach it.	847	25.2%
d. Improved functioning to reach a level comparable to same-aged peers.	1,384	41.2%
e. Maintained functioning at a level comparable to same-aged peers.	591	17.6%
TOTAL	3,356	100%

Table 4: Part C/Early On Child Outcomes - FFY 2009 Progress Results for **Use of Appropriate Behaviors to Meet Their Needs**

Percent of infants and toddlers who:	Number	Percent
a. Did not improve functioning.	9	.3%
b. Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	528	15.7%
c. Improved functioning to a level nearer to same-aged peers but did not reach it.	748	22.3%
d. Improved functioning to reach a level comparable to same-aged peers.	1,401	41.7%
e. Maintained functioning at a level comparable to same-aged peers.	670	20.0%
TOTAL	3,356	100%

Progress Results – New Reporting Requirements

The table below presents the results of the new baseline data, using the new reporting requirements.

Table 5: Part C Child Outcomes – FFY 2009 Summary Statement

	Summary Statement 1	Summary Statement 2
Description	Of those infants and toddlers who entered Part C below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited.	The percent of infants and toddlers who were functioning within age expectations in each Outcome by the time they exited.
Measurement	[(c+d) divided by (a+b+c+d)] times 100	[(d+e) divided by (a+b+c+d+e)] times 100
SPP 3A: Social Emotional	76.4%	63.4%
	$[(674+1,121) \div (12+543+674+1,121)] \times 100\%$	$[(1,121+1,006) \div 3,356] \times 100\%$
SPP 3B: Knowledge Acquisition	80.7%	58.8%
	$[(847+1,384) \div (8+526+847+1,384)] \times 100\%$	$[(1,384+591) \div 3,356] \times 100\%$
SPP 3C: Appropriate Behaviors	80.0%	61.7%
	$[(748+1,401) \div (7+530+748+1,401)] \times 100\%$	$[(1,401+670) \div 3,356] \times 100\%$

Discussion of Progress Data - FFY 2009:

The sample from which the progress data is drawn is not a representative sample, nor was it expected to be representative during the early years of data collection. As the sampling plan is implemented and data collection moves along into year five (FFY 2010), it will be appropriate to expect that the sample will be representative of both the children enrolled in Part C/Early On and of the demographics of the State. We have noted the following from our fourth year’s **progress** data:

- Overall, the FFY 2009 data indicate that children enrolled in Part C/Early On (n=3,356) improved functioning across the three outcomes, with greater than half achieving or maintaining functioning at a level comparable to same-aged peers for each of the three outcomes (categories d and e):

Summary Statement 2

- Positive Social-Emotional Skills: 63.4%
- Acquisition and Use of Knowledge and Skills: 58.8%
- Use of Appropriate Behaviors to Meet Their Needs: 61.7%

a. Positive Social-Emotional Skills:

- The overwhelming majority of children in the sample are making developmental progress during their enrollment in Part C/Early On (i.e., categories b through e; 99.6%, n=3,344);
- Over half of the sample changed their developmental trajectories and closed the gap between their development and that of same-aged peers without delays (categories c and d; 53.4%, n=1,795); and

- About three-fifths (63.4%) either reached or maintained functioning at a level comparable to same-aged peers and are thus ‘ready’ for the next steps in their lives (categories d and e; n=2,127).
- b. Acquisition and Use of Knowledge and Skills:*
- 99.7% of the children in the sample improved functioning during their enrollment in Part C/Early On (categories b through e; n=3,348);
 - More than two-thirds of the children changed their developmental trajectories and closed the gap between their development and that of same-aged peers without delays (categories c and d; 66.4%, n=2,231); and
 - The majority reached or maintained functioning comparable with their same-aged peers (categories d and e; 1,975, or 58.8%).
- c. Use of Appropriate Behaviors to Meet Their Needs:*
- 99.7% of the children in the sample improved functioning in the area of Using Appropriate Behaviors to Meet Their Needs during their enrollment in Part C/Early On (categories b through e; n=3,347);
 - A majority of the children changed their developmental trajectories and closed the gap between their development and that of same-aged peers without delays (categories c and d; 64.0%, n=2,149); and
 - The majority achieved or maintained functioning comparable with their same-aged peers (categories d and e; n=2,071, or 61.7%).

Discussion of Data - FFY 2009:

Summary Statement 1: Overall, the data indicate that of those infants and toddlers enrolled in Part C/Early On **below age expectations** in each Outcome, **more than three-quarters substantially increased** their rate of growth by the time they exited.

- Positive Social-Emotional Skills: 76.4% (meets FFY 2009 target of 74.5%)
- Acquisition and Use of Knowledge and Skills: 80.7% (meets FFY 2009 target of 79.0%)
- Use of Appropriate Behaviors to Meet Their Needs: 80.0% (meets FFY 2009 target of 78.3%)

Summary Statement 2: Overall, the data indicate that **more than half** of infants and toddlers were **functioning within age expectations** in each Outcome by the time they exited.

- Positive Social-Emotional Skills: 63.4% (meets FFY 2009 target of 59.4%)
- Acquisition and Use of Knowledge and Skills: 58.8% (meets FFY 2009 target of 53.8%)
- Use of Appropriate Behaviors to Meet Their Needs: 61.7% (meets FFY 2009 target of 59.5%)

FFY	Measurable and Rigorous Target
2005 (2005-2006)	No target setting.
2006 (2006-2007)	No target setting.
2007 (2007-2008)	No target setting.

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2008 (2008-2009)	<u>Baseline data: Summary Statement 1:</u> SPP 3A: 76.2% SPP 3B: 79.4% SPP 3C: 79.4%
	<u>Baseline data: Summary Statement 2:</u> SPP 3A: 60.7% SPP 3B: 51.1% SPP 3C: 60.0%
2009 (2009-2010)	<u>Target Set: Summary Statement 1:</u> SPP 3A: 74.5% SPP 3B: 79.0% SPP 3C: 78.3%
	<u>Target Set: Summary Statement 2:</u> SPP 3A: 59.4% SPP 3B: 53.8% SPP 3C: 59.5%
2010 (2010-2011)	<u>Target Set: Summary Statement 1:</u> SPP 3A: 74.8% SPP 3B: 79.3% SPP 3C: 78.6%
	<u>Target Set: Summary Statement 2:</u> SPP 3A: 59.7% SPP 3B: 54.2% SPP 3C: 59.7%
2011 (2011-2012)	<u>Target Set: Summary Statement 1:</u> SPP 3A: 74.8% SPP 3B: 79.3% SPP 3C: 78.6%
	<u>Target Set: Summary Statement 2:</u> SPP 3A: 59.7% SPP 3B: 54.2% SPP 3C: 59.7%
2012 (2012-2013)	<u>Target Set: Summary Statement 1:</u> SPP 3A: 74.8% SPP 3B: 79.3% SPP 3C: 78.6%
	<u>Target Set: Summary Statement 2:</u> SPP 3A: 59.7% SPP 3B: 54.2% SPP 3C: 59.7%

Improvement Activities/Timelines/Resources (through FFY 2012):

Improvement Activity	Timelines	Resources
A child outcomes rating tool will be implemented to capture both entry and progress data on all children who enter and exit in FFY 2006 after at least six months of service.	Ongoing through 2012	Interagency staff Part C contractors Stakeholders
A handbook will be distributed and used to clarify procedures and policy around gathering child outcomes ratings, including appropriate assessment tools, timeframes for collecting data, etc.	Ongoing through 2012	Interagency staff Part C contractors Stakeholders
Local service area personnel will be trained to use the new child outcomes rating tool, and in best practices to ensure that parents are included in establishing child outcomes ratings.	Ongoing through 2012	Interagency staff Part C contractors
Per the sampling plan submitted to OSEP, data collection on all children enrolling in <i>Early On</i> between July 1, 2006 and July 1, 2008. Cohort 1 began collecting and reporting child outcomes data during FFY 2006.	January-June 2007 and ongoing through 2012	Local service areas Part C contractors
FFY 2006 data will be submitted to the Part C contractor for processing and analysis.	Ongoing through 2012	Local service areas Part C contractors
The Michigan Part C data system will be upgraded to ensure timely and accurate collection of utilization and outcome data for <i>Early On</i> .	2006-2008	Part C Administrative structure Michigan Part C data system contractor
Crosswalk Part C child outcomes with <i>Michigan Early Childhood Standards of Quality for Infants and Toddlers (ECSQ-I/T)</i> , <i>Early Development and Learning Strands</i> , which were adopted by the Michigan State Board of Education on December 12, 2006.	Winter 2008	Interagency staff
Monitor data measuring this indicator and develop additional improvement activities to enhance the system: <ul style="list-style-type: none"> • Individually, to improve individual IFSPs based on results. • Locally, to improve local service area policy and procedures. • Statewide, to improve policy and program decision making, including personnel development. 	2006-2012	Interagency staff Part C contractors MICC Stakeholders
Continue to utilize ECO Center and NECTAC resources as activities are implemented and results are reviewed.	2006-2012	Interagency staff Part C contractors
Continue to link with 619 child outcomes efforts to ensure efficiency, consistency and continuity in child outcomes data collection efforts.	2006-2012	Interagency staff Part C contractors
Distribute child outcomes report to local service areas for review and discussion.	Ongoing	Interagency staff Part C contractors
Improve system ability to predict how many and specifically which COSF forms should be entered into the data entry system.	Spring 2008	Interagency staff Part C contractors Stakeholders
Clarify definition of and processes for system 'Exit.'	Spring 2008	Interagency staff Stakeholders

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Michigan
State

Develop procedures that support local early intervention programs to review and 'clean' their data prior to submission.	Spring 2008 Ongoing	Interagency staff Part C contractors
Integrate the recommendations from two committees regarding appropriate assessment tools for eligibility determination and assessment to form a list of recommended tools for local service areas.	Spring 2009	Interagency staff Part C contractors Stakeholders

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

Overview of the State Performance Plan Development:

Please see explanation preceding Indicator #1.

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 4: Percent of families participating in Part C who report that early intervention services have helped the family:

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

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

Measurement:

- | |
|--|
| <ul style="list-style-type: none"> A. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family know their rights) divided by the (# of respondent families participating in Part C)] times 100. B. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs) divided by the (# of respondent families participating in Part C)] times 100. C. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn) divided by the (# of respondent families participating in Part C)] times 100. |
|--|

Overview of Issue/Description of System or Process:

The annual *Early On* Family Survey was adapted in FFY 2005 to include the NCSEAM Family Survey, as well as trend items linked with state and federal priorities, including SPP indicators. The revised survey was implemented in the spring of 2006 and used to collect data for Indicators 4A, 4B, and 4C, along with trend data. Data collection methods and results are reported in detail under "Baseline Data."

The data were analyzed by Avatar International, Inc. and provided to *Early On*'s QCI Project. The information was reviewed by the Parent Involvement Committee (PIC) of the SICC, where rigorous and measurable targets were identified, along with improvement strategies. The PIC membership includes SICC parent representatives, parent partners from partner agencies, as well as other interested parents. Representatives from Michigan's Part B Family Alliance parent project and Michigan's PTI and other stakeholders attend regularly as guests and resources to the parents.

The data from the Family Survey will be used at the state level for meeting APR requirements and will be incorporated into Michigan's overall CIMS monitoring system, in the Service Provider Self-Review component, and will inform training and technical assistance efforts. Locally, the data will be used to support program improvement.

Discussion of Baseline Data:*Method*

Every family recorded as participating in *Early On* as of December 1, 2005 was eligible to receive a family survey (n=8,531). The enumeration of families is based upon the state data system, EETRK/MI-CIS. The 2006 Family Survey samples were drawn from the December 1, 2005 snapshot count for EETRK/MI-CIS data collection. The current versions of the survey were sent to families who have children in *Early*

On who were between the ages of birth and three as of April 1, 2006, and who were included in the EETRK/MI-CIS snapshot count.

The Family Survey sample database was drawn from the December 1, 2005 EETRK/MI-CIS snapshot count. The first step in sampling was to identify those families who had more than one child in *Early On* living in the same household. Each of these families received only one survey. One of their children was randomly selected as the ‘target’ child, and the parents were asked to think of their interactions with *Early On* regarding this specific child as they completed the questionnaire. In a few cases, there were twins or triplets with the same last name and birthdates who resided in separate households. Since these children reside in separate households, they were all sent surveys.

Survey Administration

Survey Notification and Option to Refuse - The first step in survey administration was to mail parents a survey notification card that included a pre-paid, self-addressed refusal postcard that the parent could return if he or she did not wish to be included in the mailing. The parents who refused were removed from subsequent contact lists. Prior to mailing of the notification card, EETRK/MI-CIS data were used to identify the last reported addresses of *Early On* families who were part of the Family Survey sample. In addition, each local *Early On* Coordinator was sent a list of the address and phone information for families in their service area, and were asked to update any contact information and/or notify the evaluators if a child had died (families of these children were subsequently taken off the mailing list).

A total of 292 families who were asked to complete the current version of the survey returned the refusal postcard, and 470 families had invalid addresses that could not be corrected. These families were removed from the mailing list when the surveys were mailed. This resulted in a mailing of 5,764 surveys that were expected to reach the intended families.

Postcard Reminder - Approximately two weeks after surveys were sent to families, they were mailed follow-up postcards as a reminder to complete the survey.

Telephone Follow-up and Interviews - Approximately four weeks after surveys were mailed, efforts were made to reach non-respondents by telephone to encourage them to complete the survey via telephone or to agree to return the survey by mail. Evaluation staff members conducted follow-up telephone calls over the course of two and a half months. All follow-up phone calls were made using a Computer Aided Telephone Interviewing (CATI) system. Families were given the option of refusing to participate, completing the survey over the telephone, agreeing to return a completed survey (either the original or a new copy), or scheduling an appointment to complete the survey by phone at a more convenient time.

In an effort to increase the racial/ethnic representation of survey respondents, families in areas with a larger share of those demographic communities (Black and Hispanic) previously underrepresented in the results (i.e., Wayne, Genesee, and Ingham) were given the option to complete the survey via face-to-face interviews. These interviews were conducted as part of the Family Survey follow-up process. Following CATI follow-up calls, families with children who are Black and Hispanic were sent letters and given additional CATI calls, asking if they would prefer to complete the survey via face-to-face interviews. Families also were offered \$25 gift cards to a local retailer as incentives to complete the interviews.

Sample

Overall, 2,466 families responded to the survey, which provided a response rate of 40.8%. The discrepancy between the number of respondents and the child characteristic data is because not all respondents filled out every portion of the survey. There were some missing data related to child characteristics.

Child Characteristics

Please see Table 1 for a summary of respondents’ children’s demographics, with comparisons to statewide demographics.

About 60% (59.5%, n=1,457) of the respondents' children were male (40.5%, n=993 female), which matches statewide percentages of 60.0% male and 40.1% female. Also similar were respondents' children's eligibility (57.5%, n=1,408 Part C-only; 42.5%, n=1,042 Michigan Special Education) compared to the state (58.9% Part C-only; 41.2% Michigan Special Education).

Table 1

2006 Family Survey Respondents' Child Characteristics Compared to the State		
	Family Survey	Statewide
Gender		
Male	59.5% (n=1,457)	60.0%
Female	40.5% (n=993)	40.1%
Eligibility		
Part C only	57.5% (n=1,408)	58.9%
Part B	42.5% (n=1,042)	41.2%
Age Group		
Birth to 1 year	9.3% (n=227)	15.6%
1 to 2 years	31.8% (n=779)	32.7%
2 to 3 years	58.9% (n=1,444)	51.7%
Race of Children		
White	81.8% (n=2,004)	76.4%
Black	10.1% (n=247)	14.5%
Hispanic	4.3% (n=106)	5.3%
Asian	2.0% (n=48)	1.8%
Native American	0.8% (n=19)	0.7%
Other/Multi-Racial	1.0% (n=26)	1.2%

When comparing the age of respondents' children with the state, the percentage of children in the birth to one year range (9.3%, n=227) was less than the state percentage (15.6%). Likewise, a higher percentage of respondents' children were ages 2 to 3 years (58.9%, n=1,444) compared to the state (51.7%). Children in the 1 to 2 year range were comparable between the survey (31.8%, n=779) and statewide (32.7%).

Despite efforts to increase racial representativeness of the sample using the face-to-face interview option in pilot sites, Black children were still under-represented in the sample (10.1% survey vs. 14.5% state), and White children over-represented (81.8% survey vs. 76.4% state). Percentages were comparable for respondents' children who are Hispanic (4.3% survey vs. 5.3% state), Asian (2.0% survey vs. 1.8% state), Native American (0.8% survey vs. 0.7% state), and other/multi-racial (1.0% survey vs. 1.2% state).

Family Characteristics

Please see Table 2 for an overview of family characteristics. The majority of Family Survey respondents (89.4%, n=2,166) indicated they were the mother of the child in *Early On*. For those respondents providing their race/ethnicity, 80.7% (n=1,921) were White, 8.1% (n=192) Black, 4.2% (n=101) Hispanic, 3.9% (n=93) other/multi-racial, 1.2% (n=28) Asian, 1.2% (n=29) Native American, and 0.7% (n=17) Arab. Respondents' annual income categories ranged from under \$10,000 (11.4%, n=268) to \$75,000 and over (19.8%, n=468), with 10.5% (n=249) choosing to not respond to this survey item (i.e., by selecting the "no answer" response).

Table 2

2006 Family Survey Respondents' Characteristics	
Relationship to the child	
Mother	89.4% (n=2,166)
Father	4.3% (n=104)
Grandparent	2.5% (n=61)
Other relative	0.7% (n=17)
Other caregiver	3.1% (n=76)
Ethnicity	
Anglo/Non-Hispanic White	80.7% (n=1,921)
African American/Black	8.1% (n=192)
Arab/Arab-American	0.7% (n=17)
Asian/Pacific Islander	1.2% (n=28)
Hispanic/Latino	4.2% (n=101)
Native American/Am Indian	1.2% (n=29)
Other	3.9% (n=93)
Income	
Under \$10,000	11.4% (n=268)
\$10,000 to \$14,999	5.8% (n=136)
\$15,000 to \$24,999	10.1% (n=239)
\$25,000 to \$34,999	10.5% (n=249)
\$35,000 to \$49,999	13.9% (n=328)
\$50,000 to \$74,999	18.0% (n=424)
\$75,000 and over	19.8% (n=468)
No answer	10.5% (n=249)

Finally, over a third (33.8%, n=828) of the Family Survey respondents were from urban areas, followed by 21.5% (n=527) from metro areas, 19.1% (n=469) from areas with medium-sized cities, 16.9% (n=413) from areas with small cities, and 8.7% (n=213) from rural areas (see Table 3).

Table 3

Frequency of Family Survey Respondents by ISD Peer Group	
Rural	8.7% (n=213)
Small	16.9% (n=413)
Medium	19.1% (n=469)
Metro	21.5% (n=527)
Urban	33.8% (n=828)

Results

Data for the SPP/NCSEAM survey items were sent to Avatar International, Inc. (NCSEAM approved vendor) for analysis and reporting according to SPP requirements. Avatar's analysis was based upon a valid sample of 2,439 respondents (99% of the total number of survey respondents). Analysis indicated that:

A: *Families Know Their Rights*

56% of families reported that they agree, strongly agree, or very strongly agree that early intervention services have helped the family know their rights.

B: Families Effectively Communicate Their Children’s Needs

51% of families reported that they agree, strongly agree, or very strongly agree that early intervention services have helped the family effectively communicate their children’s needs.

C: Families Help Their Children Develop and Learn

73% of families reported that they agree, strongly agree, or very strongly agree that early intervention services have helped the family help their children develop and learn.

Discussion of Baseline Data:

More Michigan families agreed, strongly agreed, or very strongly agreed with the NCSEAM survey item for Indicator C, helping their child develop and learn (73%), than with the survey items for Indicator B (effectively communicating their child’s needs, 51%) or Indicator A (know their rights, 56%). This is consistent with the calibration of this item on the survey, and the understanding that we would hope to find that more families agreed with items with lower calibrations.

Michigan’s mean of 597.83 corresponds to survey items with fairly high calibrations (across the 22 items on the scale), which could indicate that our early intervention services are having a relatively high impact on families, and we are already accomplishing the items with lower calibrations. Although the mean was 597.83, the fact remains that only about half of the families responding to the survey report that they know their rights, or can effectively communicate their child’s needs, indicating need for both maintenance and improvement activities related to our Family Outcomes.

The Standard Deviation of 150.864 indicates a large range of responses to the survey, possibly indicating great variance in what families are experiencing in early intervention, thus another area of improvement can be to work toward more consistent implementation of the basic components of early intervention across our entire system (understanding rights, communicating children’s needs) that contribute to achievement of Family Outcomes.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	BASELINE DATA A: Families Know Their Rights - 56% B: Families Effectively Communicate Their Children’s Needs - 51% C: Families Help Their Children Develop and Learn - 73%
2006 (2006-2007)	A: Families Know Their Rights - 56% B: Families Effectively Communicate Their Children’s Needs - 51% C: Families Help Their Children Develop and Learn - 73%
2007 (2007-2008)	A: Families Know Their Rights - 60% B: Families Effectively Communicate Their Children’s Needs - 55% C: Families Help Their Children Develop and Learn - 78%
2008 (2008-2009)	A: Families Know Their Rights - 65% B: Families Effectively Communicate Their Children’s Needs - 60% C: Families Help Their Children Develop and Learn - 83%
2009 (2009-2010)	A: Families Know Their Rights - 70% B: Families Effectively Communicate Their Children’s Needs - 67% C: Families Help Their Children Develop and Learn – 89%
2010 (2010-2011)	A: Families Know Their Rights - 75% 58% B: Families Effectively Communicate Their Children’s Needs - 75% 53% C: Families Help Their Children Develop and Learn - 95% 77%
2011 (2011-2012)	A: Families Know Their Rights – 58.2% B: Families Effectively Communicate Their Children’s Needs – 53.2% C: Families Help Their Children Develop and Learn – 77.2%

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2012 (2012-2013)	A: Families Know Their Rights – 58.4% B: Families Effectively Communicate Their Children’s Needs – 53.4% C: Families Help Their Children Develop and Learn – 77.4%
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Improvement Activities/Timelines/Resources (through FFY 2012):

Improvement Activity	Timelines	Resources
Collaborate with existing in-state family-focused projects to understand their purpose and outcomes, and maximize their impact on achieving Part C Family Outcomes.	Continuing for 2007-2012	PTI Part B/C Family Project Parent Leadership initiatives <i>Early On</i> Training and Technical Assistance (EOTTA) PIC
Request/review additional analysis of Family Survey data by demographic characteristics (geographical, Part C only vs. enrolled in both Part C & Michigan Special Education; race; age of child; service coordination model in use in local community, etc.), to illustrate any correlations between demographics and higher scores.	Winter 2007 Ongoing through 2012 as annual survey results are received	QCIP project Avatar International, Inc. PIC Interagency staff
Analyze what other states that report high impact of EI are doing regarding Family Outcomes, including how much of their state budgets are committed to achieving each family outcome, and what the funds are purchasing.	Winter-Spring 2007 Ongoing through 2012	PTI and PTI Network Early Intervention Family Alliance RRCs NECTAC ECO Center PIC Interagency staff
Review research already gathered during redesign activities on best practices regarding Family Outcomes.	Winter 2007	PIC Interagency staff
Use results of additional analysis/data gathering/research review to guide development of a list of promising practices to consider implementing in upcoming years.	Spring-Summer 2007-2011	PIC Interagency staff Part C grantees
Review and modify Part C budget and grants to reflect that parents are equal partners in achieving their children’s outcomes.	Spring 2007	Part C Administrative structure SICC PIC
Ensure that any projects involved in collecting Family Outcomes data for Part C are advised by and responsive to an advisory body of Part C parents.	Fall 2008	Part C Administrative structure SICC PIC
Add item(s) to Family Survey to gather family input on approximately how many hours/month they are involved in <i>Early On</i> activities that help to achieve the three Family Outcomes.	2007-2010	QCIP Project PIC
Assess impact of implementation plan; develop and implement new activities as needed.	2008-2012	Interagency Staff PIC
Develop and deliver a presentation to increase parent and provider understanding of the Family Survey results, particularly the NCSEAM results (how it works, what the data mean, etc.).	Ongoing through 2012	CSPD contractor Family Training contractor PTI contractor Family Survey Data Collection contractor

SPP Template – Part C

Michigan
State

Analyze return rate by service area, as well as mean score and range of scores; send results to each local service area.	Ongoing through 2012	Family Survey Data Collection contractor
Review data with service areas and existing in-state, family-focused projects to plan improvement activities to help achieve Part C Family Outcomes.	Fall 2008 Ongoing through 2012	NCRRC IT Kit materials Family Survey Data Collection contractor CSPD contractor Family Training contractor PTI contractor
Develop a reference bulletin for improving Family Outcomes related to Family Survey results.	Spring 2009-2011	CSPD contractor Family Training contractor Interagency staff PIC Family Outcomes Committee
Determine means to create parent peer mentors or parent-to-parent models, especially related to service coordination and personnel standards.	Fall 2008-2011	Family Training contractor PTI contractor
Perform analysis demonstrating convergent validity of NCSEAM Family Survey results and other APR data as well as results from other sections of the Family Survey.	Fall 2009 Ongoing through 2012	Family Survey Data Collection contractor PIC Family Outcomes Committee
Evaluate means to increase response rate for subgroups responding to the Family Survey, as identified through analysis and results.	Ongoing through 2012	Family Survey Data Collection contractor

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2008

Improvement Activity	Timelines	Resources
The PTI grantee, Michigan Alliance for Families, will create and disseminate mini-folders to parents whose children are enrolled in Part C.	2010-2012	Michigan PTI grantee PIC MDE staff
Revise the <i>Early On</i> Guidebooks.	2009-2012	Public Awareness grantee State Interagency staff PIC Center for Education Networking
Develop public awareness activities to help families understand their rights.	2010-2012	Public Awareness grantee State Interagency staff PIC Center for Education Networking Michigan Alliance for Families <i>Early On</i> Coordinators
Develop a statewide, unified approach to supporting families.	2010-2012	MDE DHS DCH
Family Outcome targets revised for 2010 and set for 2011 and 2012.	2010-2012	MDE Family Outcomes Committee MICC
Release a Request for Proposal, titled <i>Climb to the Top</i> , to improve Family Outcomes on a statewide level.	2010-2012	MDE

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

Overview of the State Performance Plan Development:

See explanation preceding Indicator #1.

Monitoring Priority: Effective General Supervision Part C/Child Find

Indicator 5: Percent of infants and toddlers birth to 1 with IFSPs compared to:

- A. Other states with similar eligibility definitions; and
- B. National data.

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

Measurement:

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

Overview of Issue/Description of System or Process:

Prior to July 1, 2010, Michigan’s eligibility criterion served children with any level of delay in any area of development and children with an established medical condition with a significant possibility of a delay. Michigan sent a new eligibility definition to OSEP in May 2009, and it was approved. Michigan’s new eligibility definition, effective July 1, 2010 is:

Developmental delay is defined as follows:

Age	Percent Delay
Up to 2 months* old	Any delay
2-36* months old	20 percent delay in one or more areas of development (or a score of one standard deviation below the mean)

*adjust for prematurity through chronological age of 24 months

Eligibility is determined by a review of a comprehensive developmental evaluation, which includes medical information, family interview and input, and finally a clinical opinion is reached.

CAPTA legislation now requires all children in families with cases of substantiated abuse or neglect be referred to early intervention. In Michigan, children born exposed to drugs/alcohol are automatically substantiated for neglect under Michigan’s Child Protection Law. These laws have resulted in an increased number of referrals to *Early On*.

Baseline Data from FFY 2003 (2003-2004):

Percent served, birth to one year							
	FFY 2003	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009
Michigan	1.0%	1.1%	1.03%	1.08%	1.08%	1.15%	1.24%
Hawaii	3.0%	2.8%	2.31%	6.98%	5.00%	4.48%	1.27%
Louisiana	1.3%	1.7%	1.79%	0.83%	1.27%	1.46%	1.56%
Ohio	0.9%	0.8%	1.33%	1.43%	1.67%	1.75%	1.75%
Vermont	1.0%	0.9%	1.10%	1.34%	1.36%	1.34%	1.12%
National	0.9%	0.9%	0.95%	1.04%	1.06%	1.04%	1.03%

Data sources: Michigan Part C 618 Data System annual December collection; Michigan Birth Registry Data 2009; IDEA data charts

Discussion of Baseline Data:

Louisiana and Ohio have eligibility criteria that are as broad as Michigan's and they also have a similar population size to Michigan. Hawaii and Vermont have equally broad definitions. Over the last three years Michigan has seen a steady increase in children birth to one year old referred and found eligible for services. Referrals from health care providers may account for the increase the state has experienced over the past few years. From 2002 to 2004, the percentage of referrals that came from physicians increased from 4.75% to 9.78%. Referrals from families also increased during that time period from 15.42% in 2002 to 21.8% in 2004. While some of the change in referral sources may be from improvement in data input, it seems clear that public awareness of *Early On* is increasing.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	1.1%
2006 (2006-2007)	1.2%
2007 (2007-2008)	1.3%
2008 (2008-2009)	1.4%
2009 (2009-2010)	1.5%
2010 (2010-2011)	1.6% 1.24%
2011 (2011-2012)	1.24%
2012 (2012-2013)	1.24%

Improvement Activities/Timelines/Resources (through FFY 2012):

Improvement Activities	Timelines	Resources
The <i>Early On</i> system will develop a joint policy for the MDE and DHS responding to CAPTA and IDEA legislation for referral of all children substantiated for abuse and neglect.	Fall 2007	Ad Hoc subcommittee of the MICC
The <i>Early On</i> system will implement the new monitoring system, CIMS, with identification rate as a priority area.	Winter 2006	Part C Coordinator CIMS contractors
Implement public awareness activities as identified through the <i>Early On</i> Redesign.	Fall 2006	Grantee MICC
The Eligible Population Task Force will review the eligibility definition, conducting a prevalence study and reviewing Michigan's eligibility process.	Winter 2006 Ongoing training through 2012	Eligible Population Task Force CSPD contractor
The Michigan Part C data system will be upgraded to ensure timely and accurate collection of utilization and outcome data for <i>Early On</i> .	2006-2012	Part C Administrative Structure Michigan Part C data system contractor
Develop Requests for Proposals for training and technical assistance, and child find and public awareness contracts.	Spring 2007	Interagency Staff
Award training and technical assistance, and child find and public awareness contracts.	October 2007	MDE
Analyze data measuring this indicator and develop additional improvement activities.	Ongoing with annual review through 2012	Interagency staff Part C contractors MICC Stakeholders
Analyze effect of the electronic CAPTA referral system.	Winter 2008-2012	Public awareness contractor DHS staff
Implement additional public awareness strategies as developed by the public awareness and referral information contractor.	Fall 2007-2012	Public awareness contractor MDE grant manager
Limit the amount of Part C funds used by each local service area for public awareness activities.	Summer 2008	Interagency staff Public awareness contractor
Continue to work with the Michigan Chapter of the American Academy of Pediatrics (AAP) on Assuring Better Child Health and Development (ABCD) grant to improve universal developmental screening at well child visits.	Ongoing through 2012	DCH – Medicaid Michigan Chapter (AAP)

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009

The percent of infants and toddlers served, age birth to one, targets revised for 2010 and set for 2011 and 2012.	2010-2012	MDE MICC
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Part C State Performance Plan (SPP) for 2005-2012

Overview of the State Performance Plan Development:

See explanation preceding Indicator #1.

Monitoring Priority: Effective General Supervision Part C/Child Find

Indicator 6: Percent of infants and toddlers birth to 3 with IFSPs compared to:
 A. Other states with similar eligibility definitions; and
 B. National data.
 (20 USC 1416(a)(3)(B) and 1442)

Measurement:

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

Overview of Issue/Description of System or Process:

Prior to July 1, 2010, Michigan’s eligibility criterion served children with any level of delay in any area of development and children with an established medical condition with a significant possibility of a delay. Michigan sent a new eligibility definition to OSEP in May 2009, and it was approved. Michigan’s new eligibility definition, effective July 1, 2010 is:

Developmental delay is defined as follows:

Age	Percent Delay
Up to 2 months* old	Any delay
2-36* months old	20 percent delay in one or more areas of development (or a score of one standard deviation below the mean)

*adjust for prematurity through chronological age of 24 months

Eligibility is determined by a review of a comprehensive developmental evaluation, which includes medical information, family interview and input, and finally a clinical opinion is reached.

CAPTA legislation now requires all children in families with cases of substantiated abuse or neglect be referred to early intervention. In Michigan, children born exposed to drugs/alcohol are automatically substantiated for neglect under Michigan’s Child Protection Law. These laws have resulted in an increased number of referrals to *Early On*.

Baseline Data from FFY 2003 (2003-2004):

Percent served, birth to three years							
	FFY 2003	FFY 2004	FFY 2005	FFY 2006	FFY 2007	FFY 2008	FFY 2009
Michigan	2.1%	2.2%	2.2%	2.30%	2.44%	2.67%	2.88%
Hawaii	4.4%	4.3%	4.31%	7.48%	6.94%	6.74%	3.78%
Louisiana	1.8%	2.3%	1.76%	1.27%	1.78%	2.04%	2.27%
Ohio	1.9%	1.8%	2.47%	2.64%	2.98%	3.29%	3.21%
Vermont	3.3%	3.2%	3.20%	3.45%	4.00%	3.89%	3.93%
National	2.18%	2.2%	2.34%	2.43%	2.52%	2.66%	2.67%

Data sources: Michigan Part C 618 Data System, annual December collection; Michigan Birth Registry 2009; IDEA Data Charts

Discussion of Baseline Data:

Louisiana and Ohio have eligibility criteria that are as broad as Michigan's and they also have a similar population size to Michigan. Hawaii and Vermont have equally broad definitions. Over the last three years Michigan has seen a steady increase in children birth to three years old referred and found eligible for services. Referrals from health care providers may account for the increase the state has experienced over the past few years. From 2002 to 2004, the percentage of referrals that came from physicians increased from 4.75% to 9.78%. Referrals from families also increased during that time period from 15.42% in 2002 to 21.8% in 2004. While some of the change in referral sources may be from improvement in data input, it seems clear that public awareness of *Early On* is increasing.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	2.2%
2006 (2006-2007)	2.3%
2007 (2007-2008)	2.4%
2008 (2008-2009)	2.5%
2009 (2009-2010)	2.6%
2010 (2010-2011)	2.7%
2011 (2011-2012)	2.7%
2012 (2012-2013)	2.7%

SPP Template – Part C

Improvement Activities/Timelines/Resources (through FFY 2012):

Improvement Activities	Timelines	Resources
The <i>Early On</i> system will develop a joint policy for MDE and DHS responding to CAPTA and IDEA legislation for referral of all children substantiated for abuse and neglect.	Fall 2007	Ad Hoc subcommittee of the MICC
The <i>Early On</i> system will implement the new monitoring system, CIMS, with identification rate as a priority area.	Winter 2006	Part C Coordinator CIMS contractors
Implement public awareness activities as identified through the <i>Early On</i> Redesign.	Fall 2006	Grantee MICC
The Eligible Population Task Force will review the eligibility definition, conducting a prevalence study and reviewing Michigan's eligibility process.	Winter 2006 Ongoing training through 2012	Eligible Population Task Force CSPD contractor
The Michigan Part C data system will be upgraded to ensure timely and accurate collection of utilization and outcome data for <i>Early On</i> .	2006-2012	Part C Administrative Structure Michigan Part C data system contractor
Develop Requests for Proposals for training and technical assistance, and child find and public awareness contracts.	Spring 2007	Interagency Staff
Award training and technical assistance, and child find and public awareness contracts.	October 2007	MDE
Analyze data measuring this indicator and develop additional improvement activities.	Ongoing with annual review through 2012	Interagency staff Part C contractors MICC Stakeholders
Analyze effect of the electronic CAPTA referral system.	Winter 2008-2012	Public awareness contractor DHS staff
Implement additional public awareness strategies as developed by the public awareness and referral information contractor.	Fall 2007-2012	Public awareness contractor MDE grant manager
Limit the amount of Part C funds used by each local service area for public awareness activities.	Summer 2008	Interagency staff Public awareness contractor
Continue to work with the Michigan Chapter of the American Academy of Pediatrics (AAP) on Assuring Better Child Health and Development (ABCD) grant to improve universal developmental screening at well child visits.	Ongoing through 2012	DCH – Medicaid Michigan Chapter (AAP)

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009

Activity: The percent of infants and toddlers served, age birth to three, targets were set for 2011 and 2012.	2010-2012	MDE MICC
Discussion: FFY 2011 Target- 2.7% FFY 2012 Target- 2.7%		

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

Overview of the State Performance Plan Development:

See explanation preceding Indicator #1.

Monitoring Priority: Effective General Supervision Part C/Child Find

Indicator 7: Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.
(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:

Percent = [(# of infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline) divided by the (# of infants and toddlers with IFSPs evaluated and assessed for whom an initial IFSP meeting was required to be conducted)] times 100.

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

Overview of Issue/Description of System or Process:

Michigan allows for local control enabling each of the service areas to have its own process for completing evaluation and IFSPs while being required to meet federal compliance and state standards. Because of this local autonomy, there are varying levels of capacity for evaluation and assessment and completion of the IFSP. This has also impacted the ability of some service areas to meet full compliance in this area.

Baseline Data from FFY 2004: 56.8%

Discussion of Baseline Data:

56.8% of eligible infants and toddlers with IFSPs had an evaluation and assessment and an initial IFSP meeting within Part C's 45-day timeline.

The average number of days to complete IFSP is 58 days.

Source: 618 Data

Michigan has required that initial IFSPs be completed within the 45-day timeline; the above data reflect this current practice. If we change the standard to holding the first IFSP meeting within 45 days, our data would more specifically inform the indicator.

According to *Early On System Review (EOSR)* data from 2005, 9.8% of infants and toddlers had a complete developmental evaluation as defined by the Michigan early intervention system. The discrepancy can be explained because EOSR data required a complete, comprehensive evaluation, while the 618 data is based on the date the IFSP was completed.

Beginning in FFY 2006, the MDE trained local early intervention service areas on the new requirements for the 45-day timeline. The training detailed the requirement that all children referred to Part C in Michigan must have a comprehensive evaluation and an initial IFSP meeting within 45 days of referral. Michigan required that the IFSP be completed within 60 days of referral. As a result of the training, local early intervention service areas substantially improved compliance.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Improvement Activities/Timelines/Resources (through FFY 2012):

Improvement Activities	Timelines	Resources
Through <i>Early On</i> Redesign, the system will examine whether to change the Michigan requirement of completing the initial IFSP within 45 days of referral. If the system decides to adopt OSEP's requirement (initial IFSP meeting within 45 days), the field will be made aware of the changes and the implications.	Fall 2007	<i>Early On</i> Redesign Leadership Team MICC
The <i>Timely Services Reference Bulletin</i> will be updated to include guidance on documenting and reporting exceptional family circumstances. It will be re-distributed to the field.	Fall 2006	Interagency Staff
The 618 data system will be upgraded to ensure timely and accurate collection of utilization and outcome data for <i>Early On</i> .	2006-2008	Part C Administrative Structure 618 Contractor
The compliance portion of CIMS monitoring will address the 45-day timeline issue by collecting file review data from local service areas. The data reported to MDE will be verified on a random basis.	Fall 2007 and ongoing	CIMS contractors MDE

SPP Template – Part C

A reference bulletin on the collection of vision and hearing information for the comprehensive evaluation of children will be developed and distributed to the field. It will include guidance to utilize existing hearing and vision reports from medical personnel before conducting hearing and vision screenings.	Fall 2006	Interagency Staff
Develop a State recommended form for receiving health reports from medical personnel. A uniform process for requesting medical information may improve the completeness and timeliness of reports from health providers.	Spring 2007	Interagency Staff Community Partners Appropriate Stakeholders
Analyze data measuring this indicator and develop additional improvement activities.	Ongoing with annual review through 2012	Interagency Staff Part C Contractors SICC Stakeholders
Update Michigan's Part C data system to include dates for the initial IFSP meeting and completion date of the IFSP.	2009	MDE staff Michigan Part C data system
Add a component in the CIMS system to validate data entered into Michigan's Part C data system.	2010-2012	MDE staff CIMS contractor
Update Michigan's Part C data system to allow local early intervention systems to enter exceptional family circumstances.	2010-2012	MDE staff Michigan Part C data system
Update Michigan's Part C data system to allow local early intervention programs to generate reports to indicate when timelines need to be met.	2010-2012	MDE staff Michigan Part C data system
Train local early intervention programs to use all components of Michigan's Part C data system.	2010-ongoing	MDE staff Michigan Part C data system

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

Overview of the State Performance Plan Development:

See explanation preceding Indicator #1.

Monitoring Priority: Effective General Supervision Part C/Effective Transition

- Indicator 8:** Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including:
- A. IFSPs with transition steps and services;
 - B. Notification to LEA, if child potentially eligible for Part B; and
 - C. Transition conference, if child potentially eligible for Part B.
- (20 USC 1416(a)(3)(B) and 1442)

Measurement:

- | |
|--|
| <ul style="list-style-type: none"> A. Percent = [(# of children exiting Part C who have an IFSP with transition steps and services) divided by (# of children exiting Part C)] times 100. B. Percent = [(# of children exiting Part C and potentially eligible for Part B where notification to the LEA occurred) divided by the (# of children exiting Part C who were potentially eligible for Part B)] times 100. C. Percent = [(# of children exiting Part C and potentially eligible for Part B where the transition conference occurred) divided by the (# of children exiting Part C who were potentially eligible for Part B)] times 100. |
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Overview of Issue/Description of System or Process:

Transition from Part C is an issue for Michigan. It was identified as an area in need of improvement through multiple data sources in 2004. One reason that transition may be problematic for Michigan is that it is a birth-mandate state. Children can enter Michigan special education as soon as they are identified as eligible; many children birth to three are concurrently enrolled in *Early On* and Michigan special education. Also, because the MDE is the lead agency for Part C in Michigan and both special education services for birth to three and three to five are sometimes housed at the intermediate school district (ISD) level, the federal requirement for notification to the LEA is often extraneous. It is, therefore, a confusing issue to document well. Transition from Part C is an area that needs improvement in developing a complete transition plan including community options.

During FFY 2006 and 2007, Michigan was in the process of improving the Michigan Data System. Fields were added to more accurately collect data on Indicator 8. Training occurred throughout FFY 2006 and continued into 2010. In 2010 a new data field was added to accurately reflect Indicator 8b. Beginning in FFY 2011 the Michigan Data System will allow local early intervention systems to send notification to the LEA of all children potentially eligible for Part B services. This will allow local early intervention systems as well as LEAs to accurately follow all referrals to Part B.

Baseline Data from FFY 2004:

- A. 44.6% of children had an IFSP with transition steps and services.
 - B. 47.8% of the time the LEA was notified of a child potentially eligible for Part B.
 - C. 65.2% of children potentially eligible for Part B had a transition conference.
- Source: State Monitoring data

Discussion of Baseline Data:

In 2004, through *Early On* System Review (EOSR), 82 files in 12 service areas were reviewed for transition data; 46 of the files were from children who were Part B eligible. EOSR was the monitoring process for the Michigan Part C of IDEA in fiscal year 2004-05. It uses multiple sources of data to ensure compliance with federal laws. The process was designed to be a five-year cycle of monitoring for local service areas. These were the scheduled service areas for the fifth year.

- A. The Checklist of Required Components used to complete the record review portion of the EOSR does not include a question that specifically examines whether there is an IFSP with transition steps and services. It does ask, “Were the services on the transition plan that the parent agreed to specifically identified?” For this SPP, we concluded that if a parent specifically agreed to services on a transition plan, it must have included services. We will collect more specific data regarding steps and services on the transition plans for reporting on the next APR.
- B. The Checklist of Required Components does include a question regarding the notification of the LEA. The data from that question were used.
- C. The Checklist of Required Components does not ask if a transition conference occurred, but does include three separate questions asking if the family, the lead (Part C) agency, and the LEA participated in the transition conference. For this SPP, we concluded that if the answer to any of those three questions was ‘yes,’ then a transition conference must have taken place.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Improvement Activities/Timelines/Resources (through FFY 2012):

Improvement Activities	Timelines	Resources
The <i>Early On</i> system will implement the new monitoring system, CIMS, with transition as a priority area.	Fall 2007	CIMS contractors

SPP Template – Part C

The <i>Early On</i> system will update and broadly disseminate written guidance regarding requirements and research-based practices for transitioning. It will include specifics required to meet compliance for timelines, transition steps and services, and the transition conference.	Fall 2007	<i>Early On</i> Redesign Leadership Team SICC National Early Childhood Transition Center Grantees Parents Advocacy organizations
The 618 data system will be upgraded to ensure timely and accurate collection of utilization and outcome data for <i>Early On</i> .	2006-2008	Part C Administrative Structure 618 Contractor
The <i>Early On</i> system will focus on strengthening partnerships between Part C and Part B personnel at the State, ISD, and LEA levels and with community partners.	Fall 2007	MDE Head Start Local service areas Michigan 4C's Other community partners
The <i>Early On</i> system will make available learning opportunities for families to partner in the transition process.	Spring 2007	Families PTI Grantees SICC/PIC National Early Childhood Transition Center
Develop Requests for Proposals for training and technical assistance contracts.	Spring 2007	Interagency Staff
Award training and technical assistance contracts.	October 2007	MDE
Analyze data measuring this indicator and develop additional improvement activities.	Ongoing with annual review through 2012	Interagency Staff Part C Contractors SICC Stakeholders
Update Michigan's Part C data system to include email notification to the LEA for local early intervention programs for children who are potentially eligible for Part B.	2009	MDE staff Michigan Part C data system
Add a component in the CIMS system to validate data entered into Michigan's Part C data system.	2010-2012	MDE staff CIMS contractor
Update Michigan's Part C data system to allow local early intervention systems to enter exceptional family circumstances.	2010-2012	MDE staff Michigan Part C data system
Update Michigan's Part C data system to allow local early intervention programs to generate reports to indicate when timelines need to be met.	2010-2012	MDE staff Michigan Part C data system
Train local early intervention programs to use all components of Michigan's Part C data system.	2010-ongoing	MDE staff Michigan Part C data system

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

Overview of the State Performance Plan Development:

Please see explanation preceding Indicator #1.

Monitoring Priority: Effective General Supervision Part C/General Supervision
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Indicator 9: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:

A. Percent of noncompliance corrected within one year of identification:

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

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

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

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:

1. # of findings of noncompliance made related to such areas.
2. # of corrections completed as soon as possible but in no case later than one year from identification.

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

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

C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:

1. # of EIS programs in which noncompliance was identified through other mechanisms.
2. # of findings of noncompliance made.
3. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = (c) divided by (b) times 100.

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

Overview of Issue/Description of System or Process:

In FFY 2004-2005, Michigan initiated a local self-assessment to be completed by each of the 57 *Early On* service areas. The *Early On* self-assessment was partly based on the federal APR to assist Michigan in collecting the data required by the Office of Special Education Programs. Other information requested was to provide more guidance to the Lead Agency and the SICCC on areas in need of improvement. The self-assessment also provided guidance to the local early intervention systems and the State technical assistance and training grantee on areas in need of improvement.

SPP Template – Part C

Michigan continued to develop the CIMS process for birth to five. The Key Performance Indicators of the Service Provider Self-Review (SPSR) were developed to complete the process. The SPSR will build upon the current local self-assessment to develop a more comprehensive self review for the Local Interagency Coordinating Councils.

In Michigan, Parts B and C have been involved in the development of a more comprehensive monitoring system, CIMS-2. The monitoring system has gone through various iterations to respond to the changes mandated as a result of the 2004 Reauthorization of the Individuals with Disabilities Education Improvement Act. There are three components to CIMS-2: (1) Focused Monitoring; (2) Data Analysis, which includes a process for notifying local early intervention programs of findings which require corrective action plans for compliance indicators and improvement plans for results indicators; and (3) Verification. Additional assistance to local programs was provided by local regional monitoring staff on how to correct for individual noncompliance and how to develop practices to assure ongoing compliance. Verification that each local early intervention services program is correctly implementing a specific regulatory requirement starts with MDE requesting that the service area identify a random representative sample of 10% of the most recent local child count or a minimum of ten records, whichever is greater, and submit them to MDE. MDE uses an indicator-specific checklist based upon the federal and state standards when reviewing each set of local program files. This ensures that the local programs are correctly implementing the specific regulatory requirements. For all child level noncompliance and/or related requirements, citations are provided to the local program through a child level corrective action form. Local programs have 60 days to correct the noncompliance for each child record. The State verifies child level correction of noncompliance by reviewing individual child records using the same indicator-specific checklist. This review certifies that the specific missing component that caused noncompliance has been provided to that child and/or family. The focused monitoring component of CIMS-2 has been implemented and the data analysis portion of CIMS-2 began April 2009. A pilot program for the verification process took place in September 2009, allowing seven pilot sites to verify specific data points in the CIMS-2 system.

Baseline Data from FFY 2004 (2004-2005):

Table for #9A

Indicator	Monitoring Method	# Reviewed	# with Findings	a. # of Findings	b. # Corrected w/in 1 yr ¹	% Corrected w/in 1 yr
1. Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner. (Because Michigan did not have a definition of timely, the data reported reflect services delivered.)	Self-Review	3,783 ²	275 ²			
	On-site Visit	189 ³	41	41		
	Data Review	N/A				N/A
	Other: Specify	N/A				N/A
2. Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children.	Self-Review	3,783 ⁴	470 ⁴			N/A
	On-site Visit	304 ⁵	90	90		
	Data Review	8,350 ⁶	302			
	Other: Specify	N/A				N/A
3. Percent of infants and toddlers with IFSPs who demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills, use of appropriate behaviors to meet their needs. NEW INDICATOR NO DATA 2004-05	Self-Review					
	On-site Visit					
	Data Review					
	Other: Specify					

SPP Template – Part C

4. Percent of families participating in Part C who report that early intervention services helped the family know their rights, effectively communicate their children's needs, and help their children develop and learn. NEW INDICATOR NO DATA 2004-05	Self-Review					
	On-site Visit					
	Data Review					
	Other: Specify					
5. Percent of infants and toddlers birth to 1 with IFSPs.	Self-Review	57 ⁷	33 ⁷	33		
	On-site Visit	N/A				N/A
	Data Review	57	33			
	Other: Specify	N/A				N/A
6. Percent of infants and toddlers birth to 3 with IFSPs.	Self-Review	57 ⁷	17	17		
	On-site Visit					
	Data Review	57	17	17		
	Other: Specify	N/A				N/A
7. Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.	Self-Review	1,159 ⁸	364	364		
	On-site Visit	258 ⁹	83	83		
	Data Review					
	Other: Specify	N/A				N/A
8. Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday.	Self-Review	1,159 ¹⁰	313	313		
	On-site Visit	258 ¹¹	148	148		
	Data Review					
	Other: Specify	N/A				N/A
TOTALS	SUM COLUMNS A AND B					

¹No information at this time.

²Number of services reported in local self-assessment. (Question asked: "How many services were delivered?")

³Number of services in local self-assessment. (Question asked: "How many services were provided in the child's natural environment?")

⁴Number of services of IFSPs of families interviewed through EOSR by Wayne State University.

⁵Number of files reviewed through EOSR.

⁶618 Data Collection System.

⁷Number of Service Areas; of 57 ISDs, 33 did not identify 1% of infants and toddlers birth to age 1.

⁸Number of files reviewed for local self-assessment. (Question asked: "How many evaluations were performed within 45 days?")

⁹Number of files reviewed for EOSR. (Question asked: "Of the number of files reviewed, how many had an IFSP within 45 days?")

¹⁰Number of files reviewed for local self-assessment.

¹¹Number of files reviewed for EOSR.

Discussion of Baseline Data:

In 2004, through *Early On System Review (EOSR)*, 82 files in 12 service areas were reviewed for transition data; 46 of the files were from children who were Part B eligible. EOSR was the monitoring process for the Michigan Part C of IDEA in fiscal year 2004-05. It used multiple sources of data to ensure compliance with federal laws. The process was designed to be a five-year cycle of monitoring for local service areas. The 12 service areas in this review were the scheduled service areas for the fifth year.

SPP Template – Part C

Michigan
State

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Improvement Activities/Timelines/Resources (through FFY 2012):

Improvement Activities	Timelines	Resources
Develop Key Performance Indicators.	Winter 2007	MDE staff, Interagency staff National Center for Special Education Accountability Monitoring Consultant Stakeholders
Perform focused monitoring activities for specific sites based on data.	Spring 2006	CIMS contractors and MDE staff
Train CIMS staff on Part C Service Provider Self-Review.	Summer 2007	MDE staff
Implement Service Provider Self-Review for Part C.	Fall 2007	CIMS contractors
The <i>Early On</i> system will monitor progress on all five Family Outcomes from the ECO Center.	Fall 2007	To be determined based on tool selected for measurement.
Develop Requests for Proposals for training and technical assistance, and child find and public awareness contracts.	Spring 2007	Interagency Staff
Award training and technical assistance, and child find and public awareness contracts.	October 2007	MDE
Analyze data measuring this indicator and develop additional improvement activities.	Ongoing with annual review through 2012	Interagency Staff Part C Contractors SICC Stakeholders

SPP Template – Part C (3)

Improvement Activities	Timelines	Resources
Develop a more effective and efficient system to tracking findings and correction of noncompliance.	Fall 2008-2012	CIMS contractor MDE staff (ECE&FS and OSE/EIS)
Train local early intervention personnel on the new CIMS-2 process.	Spring 2008-2012	CIMS contractor MDE staff (ECE&FS and OSE/EIS)

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

Overview of the State Performance Plan Development:

See explanation preceding Indicator #1.

Monitoring Priority: Effective General Supervision Part C/General Supervision

Indicator 10: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

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

Measurement:

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

Overview of Issue/Description of System or Process:

The Michigan Part C Complaint Process is handled by the Michigan Department of Education, Office of Special Education and Early Intervention Services.

A written signed complaint may be filed by an organization or individual (including an organization or individual from another state), that any public agency or private service provider is violating a requirement of Part C of the Act or its implementing regulations. A complaint under Part C may be filed directly with the Michigan Department of Education (MDE), or with any public agency provider of services under Part C (CFR 303.510).

The complaint must include a statement that the State has violated a requirement of Part C of the Act or the regulations in this part; and the facts on which the complaint is based. MDE will then investigate upon receipt. When a complaint is alleged against a public agency provider of services under Part C, MDE will forward the complaint to the public agency provider. The public agency provider will issue a decision to the complainant. A time limit of 60 calendar days after a complaint is filed is allotted for the MDE and public agency provider of services under Part C to complete the investigation. Complaints against a private provider of services must be filed directly with the MDE.

Baseline Data for FFY 2004 (2004-2005):

Michigan Part C did not have any formal complaints for this FY.

(1) Signed, written Part C complaints total	0
(1.1) Complaints with reports issued	N/A
(a) Reports with findings	N/A
(b) Reports within timelines	N/A
(c) Reports with extended timelines	N/A
(1.2) Complaints withdrawn or dismissed	N/A
(1.3) Complaints pending	N/A
(a) Complaints pending a due process hearing	N/A

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Improvement Activities/Timelines/Resources (through FFY 2012):

Improvement Activities	Timeline	Resources
New data tracking system for complaints.	September 2005	OSE/EIS MI-CIS
Weekly case timelines reviews completed.	September 2005	OSE/EIS complaint unit coordinator.
One tier complaint system prototype developed.	September 2006	OSE/EIS staff, stakeholders, and advocacy groups.
Use of non-staff contract investigators.	Ongoing	Staff, outside experts, and contractors.
Three in-service trainings to state, local and contract investigators.	November, December, and March 2005-2006	Staff, outside experts, and contractors.
Establish compliance agreement procedures with a dispute resolution option for districts for noncompliant districts.	September 2006	OSE/EIS staff, various stakeholders, and advocacy organizations.
Analyze data measuring this indicator and develop additional improvement activities.	Ongoing with annual review through 2012	Interagency Staff Part C Contractors SICC Stakeholders

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

Overview of the State Performance Plan Development:

See explanation preceding Indicator #1.

Monitoring Priority: Effective General Supervision Part C/General Supervision

Indicator 11: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.
(20 USC 1416(a)(3)(B) and 1442)

Measurement:

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

Overview of Issue/Description of System or Process:

Michigan operates a two-tier due process system with independent contractors serving as the hearing officers at both the state and local levels. 2005-2006 will be the last year in which this system will be fully in place. By July 1, 2006, the hearing officers will be salaried state employees employed in a state department separate from the State Education Agency/Lead Agency. This separate agency is the State Office of Administrative Hearings and Rules (SOAHR). The system will transition to a single tier with hearing requests filed on or after July 1, 2006. These changes have been identified through the Continuous Improvement Monitoring Process (CIMP). Stakeholders are expected to improve the timeliness of the process, the fairness of the process, and the perception of fairness.

Baseline Data for FFY 2004 (2004-2005):

(3)	Total Hearing Requests (local)	N/A
(3.1)	Resolution Sessions (new indicator)	N/A
(3.2)	Hearings Fully Adjudicate	N/A
(3.2.a)	Adjudicated within 45 days	N/A
(3.2.b)	Adjudicated within extended timeline	N/A
(3.3)	Resolved without hearing	N/A
(4)	Expedited Hearing Requests	N/A
	Pending cases as of 8-29-05	N/A

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%

2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Improvement Activities/Timelines/Resources (through FFY 2012):

Improvement Activities	Timelines	Resources
Application of the sanction system continued.	Ongoing in 2005-2006	OSE/EIS staff
Revise instructions and reporting requirements for hearing officers and local programs to address new resolution session and sufficient notice provision of IDEA 04.	During 2005-2006	OSE/EIS staff
Select salaried hearing officers and provide training on use of the SOAHR management system.	Summer 2006	OSE/EIS staff
Develop case and docket management data system to provide warnings to hearing officers of timeline extensions and high expectations for due process hearing activities.	During 2006-2007	OSE/EIS staff, SOAHR staff, and stakeholders
Monitor hearing officers' timeline compliance.	During 2006-2007	OSE/EIS staff and SOAHR staff
Hearing officer selection, training, and evaluation of timeline compliance requirements.	Ongoing	OSE/EIS staff and SOAHR staff
Analyze data measuring this indicator and develop additional improvement activities.	Ongoing with annual review through 2012	Interagency Staff Part C Contractors SICC Stakeholders

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

Overview of the State Performance Plan Development:

See explanation preceding Indicator #1.

Monitoring Priority: Effective General Supervision Part C/General Supervision

Indicator 12: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted).
(20 USC 1416(a)(3)(B) and 1442)

Measurement:

Percent = (3.1(a) divided by 3.1) times 100.

Overview of Issue/Description of System or Process:

In Michigan, Part C of the Individuals with Disabilities Education Act (IDEA) has adopted the Part B of IDEA process. Michigan operates a two tier due process system with independent contractors serving as the hearing officers at both the state and local levels. The FFY 2005 will be the last year in which this system will be used. The system will transition to a single tier with hearing requests filed on or after July 1, 2006. By July 1, 2006, the hearing officers will be salaried state employees employed in a state department separate from the State Education Agency/Lead Agency. This separate agency is the State Office of Administrative Hearings and rules (SOAHR). This change has been identified by Michigan stakeholders as an enhancement that will improve the timeliness of the process and the perception of fairness of the process.

The resolution session is a new requirement created by IDEA 04. (A dispute can “skip” these resolution efforts only upon the agreement of both parties.)

Baseline Data for FFY 2004 (2004-2005):

The Part C data for this indicator are zero.

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Baseline year
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	

SPP Template – Part C

Michigan
State

2009 (2009-2010)	
2010 (2010-2011)	
2011 (2011-2012)	
2012 (2012-2013)	

Improvement Activities/Timelines/Resources (through FFY 2012):

N/A

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

Overview of the State Performance Plan Development:

See explanation preceding Indicator #1.

Monitoring Priority: Effective General Supervision Part C/General Supervision

Indicator 13: Percent of mediations held that resulted in mediation agreements.
(20 USC 1416(a)(3)(B) and 1442)

Measurement:

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

Overview of Issue/Description of System or Process:

The Michigan Special Education Mediation Program (MSEMP) provides mediation services at no cost to parents and educators across the state through a network of local dispute resolution centers. Mediation is a voluntary process in which a neutral third party helps the disputing parties reach their own resolution. The neutral third party has no authority to decide the case, and the parties have no obligation to reach an agreement. If an agreement is reached, the parties sign a written document expressing the terms of the agreement and each party receives a copy. The written agreement is enforceable in court.

Baseline Data for FFY 2004 (2004-2005):

No Part C mediations were requested or held.

Discussion of Baseline Data:

The Michigan Special Education Mediation Program has initiated an awareness campaign of the available services with Local Interagency Coordinating Councils. The mediation staff received training on Part C regulations and law from the Part C training and technical assistance contractor. An awareness campaign was initiated in FFY 2004-2005. Project staff presented at the *Early On* Systems Update meetings, a brochure was developed with information on the services available, and the information was disseminated to advocacy groups.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Michigan Part C did not meet threshold of ten mediation requests.
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	

2009 (2009-2010)	
2010 (2010-2011)	
2011 (2011-2012)	
2012 (2012-2013)	

Improvement Activities/Timelines/Resources (through FFY 2012):

Improvement Activities	Timelines	Resources
<ul style="list-style-type: none"> • Increase awareness of mediation in the early intervention and special education communities through semi-annual mailings and presentations conducted throughout the year. • Build capacity of parents and educators to maximize the use of mediation through skill-building workshops given throughout the year. • Research and introduce new collaborative problem solving techniques for use in mediation. • Improve mediator trainings held in the fall and spring to emphasize techniques for reaching agreements. • Identify and target areas of the state in particular need of assistance. • Use the new compliance database to increase opportunities and track progress in mediation. (System will be able to track Part C versus Part B mediations.) • Increase program coordination with department complaint and hearing staff. 	Ongoing through 2012	MSEMP staff Part C Grantee PTI Advocacy groups

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

Overview of the State Performance Plan Development:

See explanation preceding Indicator #1.

Monitoring Priority: Effective General Supervision Part C/General Supervision

Indicator 14: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.
(20 USC 1416(a)(3)(B) and 1442)

Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:
 A. Submitted on or before due dates (February 1 for child count and settings and November 1 for exiting and dispute resolution); and
 B. Accurate including covering the correct year and following the correct measurement.

Overview of Issue/Description of System or Process:

The Michigan Part C state level procedures and practices are built around two key processes. First, the December data collection is designed to align counts from the data that is submitted by Local Service Areas. The set of data edits and duplicate checking algorithms ensure that submitted data satisfies the stated business rules and that user submitted counts match final reported counts. The state level copy of the data allows detailed and summary views of the information. Each service area has access to the same reports and uses them to verify their counts prior to certifying their accuracy.

The second process reviews submitted data from the Local Service Areas to determine the accurate portrayal of the actual Part C child population. The site-based monitoring process, *Early On System Review*, compares submitted data to manual record for a randomly selected set of children to make sure that appropriate files exist for each submitted record. The information gathered determined that for information required by OSEP and the state had a high correlation, while information entered for local management purposes was inconsistent across service areas reviewed.

Baseline Data from FFY 2004 (2004-2005):

The data were 100% accurate.

Discussion of Baseline Data:

Michigan has maintained compliance.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%

SPP Template – Part C

2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Improvement Activities/Timelines/Resources (through FFY 2012):

Improvement Activities	Timelines	Resources
The CIMS process will be further developed during FY 2005-06. The development of compliance Key Performance Indicators and more development on the Focused Monitoring process will be conducted during this time. An electronic data collection process and guidebook will be developed for Part C over the next two years.	Fall 2005–Fall 2007	Part B monitoring staff Part C Interagency Team MDE staff
Training will be continued on data entry accuracy in the field.	2005-2007	CSPD Contractor 618 Data collection system MDE Staff
The 618 data system will be upgraded to ensure timely and accurate collection of utilization and outcome data for <i>Early On</i> .	2006-2007	618 Contractor ECS
Analyze data measuring this indicator and develop additional improvement activities.	Ongoing with annual review through 2012	Interagency Staff Part C Contractors SICC Stakeholders

Attachment #1 – OSEP Response FFY 2003 APR

Conclusion #1

See appendix for CIMS formal sanctions document.

Conclusion #2

In OSEP’s letter to Michigan regarding the FFY 2003 APR, OSEP accepted Michigan’s plan to achieve compliance with the requirement to provide a timely, comprehensive, multidisciplinary evaluation of each child. OSEP requested that Michigan provide updated data regarding evaluation including quarterly reports from service areas not in compliance according to data reported on the annual local self-assessment. Each service area is required, as a part of its application, to annually submit the local self-assessment with data based on a record review of a sample of 10% of the files of children with IFSPs. Service areas are requested to include files from children enrolled over the past three years for the sample. Michigan has collected the local self-assessment data on evaluations for FFY 2004. Service areas reported that 71.3% of the children whose files were reviewed had had a comprehensive evaluation within 45 days of referral.

Only 13 of 57 service areas were in compliance with this requirement. Because the local self-assessment is not due to MDE until June 30th and given the time needed to review and respond to the submissions, MDE has not yet received the first quarterly report from the 44 service areas not meeting compliance. The data from quarterly reports will be included in MDE’s November 22, 2006 letter to OSEP.

Conclusion #3

In OSEP’s letter to Michigan regarding the FFY 2003 APR, OSEP requested a plan, including strategies, proposed evidence of change, targets, and timelines designed to ensure correction of the noncompliance with the requirement that an initial IFSP meeting be convened within 45 days of referral to Part C.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Strategy	Evidence of Change	Timelines
Through <i>Early On</i> Redesign, the system will determine whether to alter the Michigan requirement that the initial IFSP be completed within 45 days of referral. If the system decides to adopt OSEP's requirement, the field will be made aware of the changes and the implications. One of the reasons <i>Early On</i> Redesign was initiated is the lack of personnel in many areas of the state as determined through the local self-assessment, monitoring, and many personal communications. It is planned that the resulting redesigned system of early intervention will address this issue.	<ul style="list-style-type: none"> Final recommendations presented to SICC 	<ul style="list-style-type: none"> Recommendations, Fall 2006 Implementation, Fall 2007
The <i>Early On</i> system will collect, from service areas that are meeting compliance in completing the initial IFSP within 45 days of referral, strategies that are being successfully implemented to ensure compliance. A reference bulletin based on successful practices within Michigan and research, will then be created and disseminated to encourage less successful service areas to examine and adapt their procedures, and where necessary, their budgets.	<ul style="list-style-type: none"> Reference Bulletin 	<ul style="list-style-type: none"> Collection of data, Summer 2006 Dissemination of Reference Bulletin Winter 2007
In an effort to determine the number of service providers and service coordinators in each area, Michigan has utilized the local self-assessment to collect data on personnel in two different ways in the past two years. The <i>Early On</i> system will continue to examine methods for collecting this data. The system will also research and disseminate evidence-based practices for ensuring adequate personnel.	<ul style="list-style-type: none"> Data Dissemination of materials 	<ul style="list-style-type: none"> Data collection, Summer 2006 Dissemination, Winter 2007

Conclusion #4

MDE was asked to submit data and analysis documenting progress towards compliance with the requirement that IFSPs include a justification of the extent, if any, to which the early intervention services will be provided in the natural environment, and provide a final report to OSEP, including data analysis demonstrating compliance with 34 CFR §303.344(d) (1) (ii), no later than 30 days following one year from the date of this letter.

Of the 57 ISDs, the percent of early intervention services listed on the IFSP and delivered in the natural environment.	73.4%
The percent of IFSPs where a justification was written if the early intervention service was not provided in the natural environment.	34.1%

Source: Local self-assessment data 2005

Discussion of Data:

The local self-assessment includes data from infants and toddlers enrolled in *Early On* over a three-year period; therefore, it will take time for improvements to become evident.

Michigan will move towards compliance when it comes to providing early intervention services in the natural environment by providing research-based training to providers about the importance of incorporating services into a family's daily routine.

SPP Template – Part C

Michigan will also target training to 11 of the 57 ISDs who were less than 90% in compliance with meeting writing justifications for early intervention services not provided in the natural environment.

There has been slight improvement in this area based on local self-assessment data from 2004, where 28.5% of IFSPs had a written justification if the early intervention services were not provided in the natural environment.

Activity	Timelines	Resources
Provide research-based training to providers about the importance of incorporating services into a family's daily routine.	<ul style="list-style-type: none"> Beginning in winter 2006 and continuing throughout the year 	<ul style="list-style-type: none"> CSPD Grantee Research by Carl Dunst, Gloria Harbin and Robin McWilliams
A letter will be sent to the 11 ISDs notifying them that they are out of compliance.	<ul style="list-style-type: none"> Winter 2006 	<ul style="list-style-type: none"> MDE
Target training to 11 ISDs regarding writing justifications if the early intervention services are not provided in the natural environment.	<ul style="list-style-type: none"> Beginning in winter 2006 and continuing throughout the year 	<ul style="list-style-type: none"> CSPD Contractor CIMS Contractors

Conclusion #5

MDE was asked, with respect to the requirement that an IFSP is developed and implemented for each eligible child, to provide a full report on this issue referenced in the FFY 2003 APR. The full report is attached. OSEP particularly wanted to know if services listed on the IFSP were being delivered.

According to the report by the Qualitative Compliance Information (QCI) Project, 79.9% of services listed on the IFSP were delivered. This report presents aggregate data from the 2005 *Early On* System Review and Family Interviews efforts. It must be noted that these numbers are not statistically accurate reflections of the ISDs reviewed or of the state as a whole. This qualitative information may be representative of only *some* families' *Early On* experiences, but may not be generalized to all ISDs or to all families within the ISDs covered in this project.

According to local self-assessment data from 2005, 97% of services listed on the IFSP were delivered. Upon review of the data, 15 of the 57 ISDs have not provided all services promised on the IFSP.

One reason for the discrepancy is that during the record review portion of *Early On* System Review, the records that were randomly selected may not have been as current, which would not reflect recent training and technical assistance in this area.

Plan to Address Non-Compliance	Strategies	Evidence of Change	Targets	Timelines
Provide family centered, research-based training to the 15 ISDs that are not in compliance.	The CSPD contractor will provide trainings emphasizing the importance of services aligning with the family's routine.	CIMS monitoring Local self-assessment	100%	Beginning in the winter 2006 and continuing throughout the year.
Provide training to the 15 ISDs that are not in compliance regarding identification of an early intervention service and how to code services correctly in files.	The CSPD contractor will provide the trainings, which will review the 13 early intervention services from the regulations and how to properly code the services.	CIMS monitoring Local self-assessment	100%	Beginning in the winter 2006 and continuing throughout the year.

STATE: Michigan _____

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

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

SECTION C: Hearing requests	
(3) Hearing requests total	0
(3.1) Resolution meetings (for States adopted Part B Procedures)	NA
(a) Settlement agreements	
(3.2) Hearings (fully adjudicated) (For all states)	NA
(a) Decisions within timeline SELECT timeline used {30 day Part C, 30 day Part B, or 45 day Part B}	
(b) Decisions within extended timeline (only applicable if using Part B due process hearing procedures).	
(3.3) Resolved without a hearing	NA

**Overview of Continuous Improvement Monitoring System Procedures
for the Part C of Individuals with Disabilities Education Act
State Performance Plan
February 7, 2007**

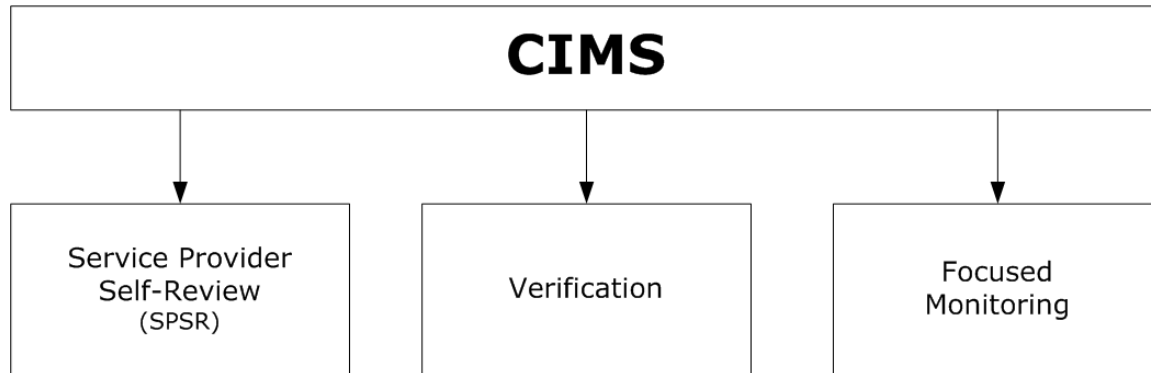
CIMS OVERVIEW

The Continuous Improvement Monitoring System (CIMS) broadens the state's monitoring emphasis, moving from mainly a compliance orientation to a focus on improving educational results for children with disabilities in Michigan. This design effort was facilitated by the work of a stakeholder group established by the Office of Special Education and Early Intervention Services (OSE/EIS) in the fall of 2003. The group's members represented intermediate school district (ISD) administrators and monitors, parents, school administrators, OSE/EIS Quality Assurance and *Early On*[®] staff, and others. The results of that work promise to move Michigan from a cyclical closed-end monitoring system into one of continuous improvement.

CIMS will be used by local education agencies (LEAs), public school academies (PSAs), state schools (e.g., the Michigan Schools for the Deaf and Blind), Part B state agencies providing special education services (e.g., Human Services, Community Mental Health), and Part C of IDEA (early intervention) Service Areas.

While the previous monitoring system focused on procedural compliance, CIMS encompasses compliance monitoring, program effectiveness, and child results/outcomes. Unlike the previous state-driven system, which depended on cyclical Michigan Department of Education (MDE) monitoring activities, CIMS involves collaboration among school districts, agencies, ISDs, and the MDE in all stages of the process. The goal of CIMS is to have districts/services areas and agencies better understand the operation and effectiveness of programs for children with disabilities and develop plans for targeted use of their resources. This overview discusses all of the CIMS components.

The CIMS process includes the following components: Service Provider Self-Review, Verification, and Focused Monitoring.



SERVICE PROVIDER SELF-REVIEW

The purpose of the service provider self-review (SPSR) is to improve the outcomes of children with disabilities so that they are safe, healthy, and eager to succeed in life. The SPSR Part C will be a process through which each Service Area in Michigan reviews the effectiveness of its early intervention system. This interagency process emphasizes the analysis of outcomes for children with disabilities and of targeted areas of most concern for the federal Office of Special Education Programs (OSEP) and *Early On*, Michigan Part C of IDEA. Improvement planning is an integral part of the SPSR as is the monitoring of changes in child outcome as a result of improvement efforts. Each Service Area will submit the results of their SPSR to the Michigan Department Education, Offices of Special Education and Early Intervention Services and Early Childhood Education and Family Services (ECE&FS).

VERIFICATION

The purpose of verification review is to assure that Service Areas properly implement SPSRs and that the results are valid. Review of selected Service Areas will occur annually. Additional Service Areas may be selected for review in response to OSE/EIS and ECE&FS concerns. The Lead Agency reviews the Service Areas' SPSR submissions and supporting documentation and verifies that specific performance standards have been met. The team may also examine additional areas of concern to the OSEP and OSE/EIS.

FOCUSED MONITORING

Focused Monitoring has been defined by the National Center for Special Education Accountability and Monitoring as "a process that purposefully selects priority areas to examine for compliance/results while not specifically examining other areas for compliance/results to maximize resources, emphasize important variables, and increase the probability of improved results."

Focused Monitoring targets a selected set of priorities consistent with those of OSEP and Michigan's goals for the successful implementation of IDEA 2004. Based on these priorities, the Lead Agency conducts an analysis of state data to rank, identify, and select Service Areas that will be targeted for Focused Monitoring.

The Focused Monitoring reviews are conducted by an MDE monitoring team and supported by a Service Area-appointed team and the ISD monitor. While on site, the team gathers information through interviews, record reviews, and observations of selected service delivery settings. The team uses collected evidence to evaluate the Service Area's performance in both regulatory and programmatic areas relative to specific outcome measures. The outcome of the Focused Monitoring process is a report to the Service Area identifying areas of noncompliance for corrective action and system improvement. The Local Interagency Coordinating Council then develops an improvement plan to address the compliance and improvement needs identified.

Focused Monitoring Overview

Phase I: Preparation for Monitoring

Once the Service Area identification process is completed, the superintendent of the chosen Service Area will be notified by the SEA/LA of their selection for Focused Monitoring. A Focused Monitoring Team will then be appointed by the superintendent.

Focused Monitoring is a customized process to investigate factors related to a hypothesis(es) specific to the causes of low performance on indicators within a specific district/Service Area. Current data drives the development of the hypothesis(es).

The SEA/LA and Service Area Focused Monitoring Team members are finalized.

Arrangements for Focused Monitoring on-site activities are finalized with the Service Area Focused Monitoring team representative for the purpose of advance notification and preparation of staff, parents, and community.

The Superintendent is responsible for notification of the community regarding the occurrence of the Focused Monitoring. Notification is required as a means of accountability to stakeholders.

Phase II: On-site Monitoring Activities

The purpose of on-site activities is to gather information related to the hypothesis that allows for identification of root causes. Data informs the team of how the Service Area functions in five attributes: 1) Policies and Procedures, 2) Professional Learning, 3) Practice, 4) Supervision, 5) Infrastructure.

Phase III: Analysis of Results and Reporting

The SEA/LA Focused Monitoring team will review the information gathered through all of the Focused Monitoring activities and determine compliance.

Sufficient evidence must be present to establish noncompliance. Evidence must be present from at least two sources before noncompliance can be cited. The robustness of the evidence is also considered in the final decision. A record of decisions and supporting evidence concerning systemic noncompliance will be compiled by MDE. Any child level noncompliance findings will be addressed separately from the systematic issues.

A Report of Findings will be completed and mailed to the superintendent of the district/Service Area within 30 days of the conclusion of the on-site visit. The Report of Findings narrative will provide a standard format for explaining to parents, Local Interagency Coordinating Council members and other audiences the purpose, process and results of the Focused Monitoring.

Phase IV: Service Area Response & Follow-up

Upon receipt of the Report of Findings, the Service Area must prepare an improvement plan to address systemic noncompliance findings leading to the required evidence of change.

Any child level citations needing to be addressed must be completed within 30 days in addition to the improvement plan.

The MDE will make available to the Service Area a technical assistance specialist to assist with Improvement Planning. The role of this individual is to assist the Service Area in developing an Improvement Plan that meets the requirement of Focused Monitoring. The Focused Monitoring Team Leader will be present at the initial planning meeting as a resource for clarification of findings.

A template is provided to the Service Area for the improvement plan.

A draft of the improvement plan must be electronically submitted to the MDE within 30 days after receipt of the Report of Findings and must be approved by the MDE within 60 days of receipt of the Report of Findings.

Progress Reporting

Reports of progress will be electronically submitted as indicated in the approved Improvement Plan. Progress will be reported for each activity.

Feedback will be provided to the Service Area from the MDE regarding needs for clarity or specificity. If progress reporting indicates the Service Area is not making sufficient progress towards Evidence of Change, the MDE may require the Service Area to take additional steps.

Evidence of Change Review

One year following the approval of the improvement plan, a district representative shall meet with a MDE representative to review the Evidence of Change data. If the outcomes are met, the Focused Monitoring comes to closure. Should evidence of change not be satisfactory and there are substantiated extenuating circumstances, an extension may be granted. If Evidence of Change is not achieved due to other reasons, Progressive Interventions are imposed.

Guidelines for Progressive Interventions and Sanctions

The MDE has the authority to impose progressive interventions and sanctions in LEAs, ISDs, *Early On* Service Areas, State Agencies, and Public School Academies when failure to complete mandatory activities and maintain compliance is evident.

In an effort to afford every reasonable opportunity for monitored Service Providers to achieve compliance, the MDE has developed the following guidelines for progressive interventions and sanctions.

Circumstances Justifying Interventions and Sanctions

Interventions and sanctions are warranted when a Service Provider has failed to comply with the requirements of the IDEA and CIMS. The MDE determines the level of intervention. This determination takes into account the progress the Service Provider has demonstrated toward full compliance, its demonstrated good faith effort toward achieving compliance and any other circumstances the MDE considers relevant.

Procedural Steps for All Interventions and Sanctions

The Superintendent of Public Instruction of the MDE will issue a letter indicating that specific personnel from the monitored Service Provider must meet with the MDE to develop a MDE prescribed improvement plan, with specific deadlines and verification, to address all findings of noncompliance that remain unresolved.

The prescribed improvement plan will specify the unresolved findings of noncompliance, the specific actions to be taken by the Service Provider and the MDE to resolve findings and monitor progress. The MDE will specify the evidence required to demonstrate that each finding has been resolved. The plan will also describe the steps the Service Provider will take to make the plan available to the public.

The prescribed improvement plan will incorporate any elements of the original improvement plan that the MDE considers necessary and will replace the original plan with regard to all findings of noncompliance that remain unresolved.

Within 30 days of the meeting with the MDE, the prescribed improvement plan must be approved by the governing authority of the Service Provider and the governing authority must provide the MDE with a signed notice of approval and assurance that the requirements established by the MDE will be completed by the prescribed deadline(s). The MDE's acceptance of the Service Provider approval and assurances will be noted by the Superintendent of Public Instruction.

School districts/Services Areas and other monitored agencies will continue to be responsible for providing services to ensure that students receive a Free Appropriate Public Education or Early Intervention Services in the Natural

Environment pursuant to IDEA 2004 and Michigan Rules for Special Education, regardless of whether state or federal funds are withheld.

Level One: Needs Assistance

In the instance when the MDE determines that a Service Provider needs assistance in implementing the requirements of the IDEA and CIMS, the MDE shall take one or more of the following actions:

- The MDE will direct the Service Provider to allocate additional time and resources for technical assistance and guidance related to areas on noncompliance.
- The MDE will impose special conditions on the Service Provider's application for IDEA funds.
- The MDE will direct how the Service Provider utilizes IDEA funds to address the remaining findings of noncompliance. The Service Provider must track the use of these funds to show the MDE how the funds were targeted to address the areas of noncompliance.

Level Two: Needs Intervention

If the MDE determines for two consecutive years that a Service Provider needs assistance in implementing the requirements of the IDEA and CIMS, the following shall apply:

- The MDE may take any of the actions described in Level One.
- The MDE shall withhold in whole or in part, any further payments to the Service Provider of IDEA funds.
- The MDE shall require that the Service Provider enter into a Compliance Agreement if the MDE believes that the Service Provider cannot correct the problem within one year.

Level Three: Needs Substantial Intervention

In addition to the sanctions described in Levels One and Two, at any time the MDE determines that a Service Provider needs substantial intervention in implementing the requirements of the IDEA and CIMS, or that there is substantial failure to comply, the MDE shall take one or more of the following actions:

- Recover IDEA funds.
- Refer Service Provider for appropriate enforcement under state or federal law.