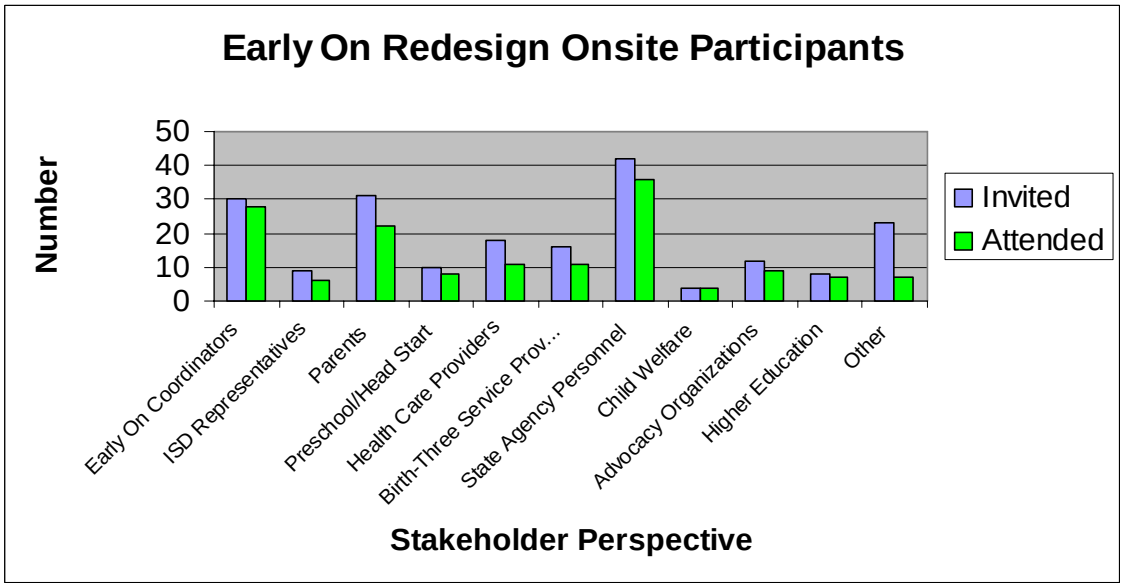
Part C State Performance Plan (SPP) for 2005-2010

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* State Performance Plan. 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 state performance plan.

The state performance plan 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.

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:

Michigan's 618 Data Collection system tracks early intervention services promised on the IFSP. The 618 Data Collection system is not currently 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 child's IFSP were received in a timely manner.

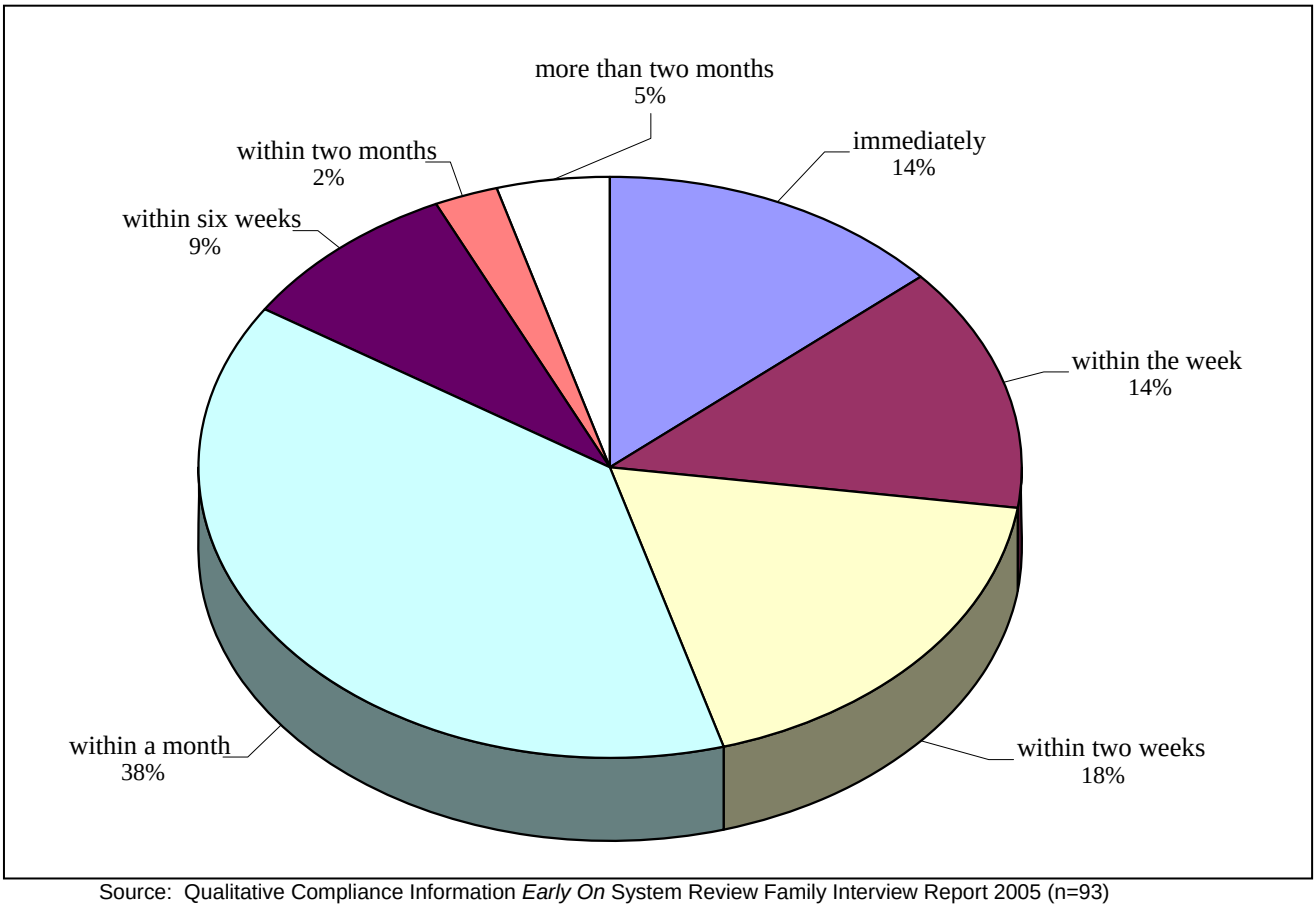
In addition, the Qualitative Compliance Information (QCI) Project surveys families in *Early On* annually and asks them to report the percent of early intervention services on their child's IFSP that are provided in a timely manner. At the time of the survey, Michigan had not defined timely services, and the survey results give a parent's perception of whether or not services were delivered in a timely manner. Therefore, it does not meet the definition of timely as currently defined and the survey data is not being used as baseline data.

In an attempt to define "timely services," the Michigan Department of Education posted a question on the website asking stakeholders to define what "timely services" means to them. Timely services is defined as at least one early intervention service beginning within 14 days from the time the IFSP is signed and the remaining services implemented within 30 days.

Baseline Data for FFY 2004 (2004-2005):

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)

Local self-assessment data from 2005 shows that for 57 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 data from the Qualitative Compliance Information (QCI) Project's family interviews shows 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" will be embedded into the 618 Data Collection System and will be monitored for all children in *Early On*.

The Michigan Department of Education collects local self-assessment data annually from each intermediate school district (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 will ask 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%
2009 **(2009-2010)**	100%
2010 **(2010-2011)**	100%

Improvement Activities	Timelines	Resources
The 618 data system will be upgraded to ensure timely and accurate collection of utilization, outcome, and cost data for *Early On*.	• 2006 - 2008	• Part C Administrative Structure • 618 Data Contractor
Develop policies and procedures regarding the state's definition around the 30 day definition of timely services.	• Spring 2006	• MDE
Provide trainings to the field around exceptional circumstances, timely services and correct documentation for both.	• Throughout 2007	• CSPD Contractor
Develop request for proposals for training, technical assistance, child find, and public awareness contracts.	• Spring 2007	• Interagency Staff
Award training and technical assistance, child find, and public awareness contracts.	• October 2007	• MDE
Recommendations from the *Early On* redesign will be incorporated into the SPP.	• Upon completion of the process (Fall 2006)	• *Early On* Redesign staff • Local Service Areas • CSPD Contractor
Analyze data measuring this indicator and develop additional improvement activities.	• Ongoing with annual review through 2010	• Interagency Staff • Part C Contractors • SICC • Stakeholders

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

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 programs for typically developing children.
(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 programs for typically developing children 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 is not currently collected on all early intervention services listed on the IFSP.

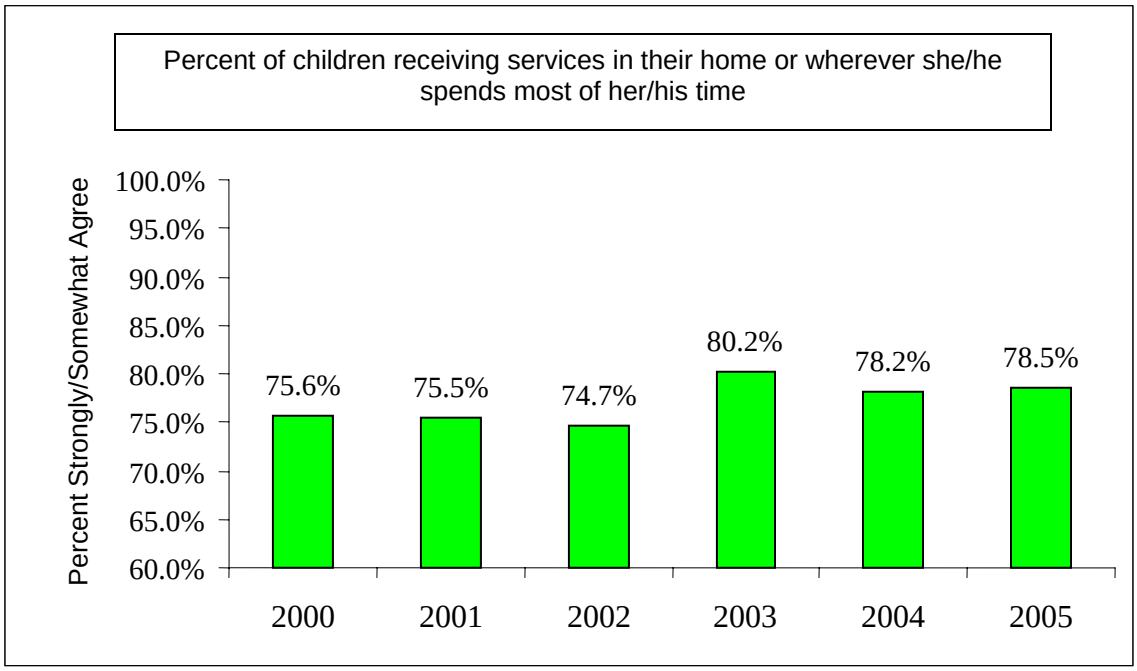
Local Service Areas must report to the Lead Agency on 618 federally required data fields, but they are not mandated to use the state's 618 Data Collection System for that reporting.

The Qualitative Compliance Information (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%

Source: EETRK Trend Charts, Primary Setting Percentages for State Totals Based on Snapshot Counts



Source: QCI Family Survey Report

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. This is due to monitoring and asking local service areas to report it.

The Qualitative Compliance Information data is based on a family's perception of how early intervention services are going for them. These numbers are a bit closer to the 618 data.

Early On System Review (EOSR) monitored 12 sites this year, which includes a record review of files. The data is not statewide data, but does 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 between these sources to the method of collection.

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 results in the data being defined and reported inconsistently.

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	86%
2006 **(2006-2007)**	88%

2007 **(2007-2008)**	90%
2008 **(2008-2009)**	91%
2009 **(2009-2010)**	92%
2010 **(2010-2011)**	93%

Improvement Activities/Timelines/Resources:

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, outcome, and cost data for *Early On*.	• 2006 – 2008	• Part C Administrative Structure • 618 Contractor
Training and Technical Assistance on the Provision of Natural Environments will be continued by the CSPD contactor to incorporate elements from the Implementation Guide to Natural Environments into their trainings. Its 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	• 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 it through data collection.	• Throughout 2007	• CSPD contractors
Develop request for proposals for training, technical assistance, child find, and public awareness contracts.	• Spring 2007	• Interagency Staff
Award training and technical assistance, child find, and public awareness contracts.	• October 2007	• MDE
Analyze data measuring this indicator and develop additional improvement activities.	• Ongoing with annual review through 2010	• Interagency Staff • Part C Contractors • SICC • Stakeholders

Part C State Performance Plan (SPP) for 2005-2010

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**.**

Overview of Issue/Description of System or Process:

The state has made significant progress in developing its outcome measurement system over the past year:

- Two committees have been convened to examine assessment/measurement tools. Each committee included stakeholders from across our Part C system. One committee met as a part of the *Early On* redesign Eligibility Determination Task Force, and recommended tools appropriate for (1) eligibility determination, for (2) needs assessment/IFSP development, and for (3) ongoing assessment/child outcomes measurement. A second committee was meeting to specifically evaluate potential tools for their capacity to accurately and appropriately measure children's social emotional status. The recommendations of both committees will be utilized to finalize a list of recommended tools from which local service areas will choose. The list will also be linked to a similar list developed by our 619 project.
- A policies and procedures handbook is under development to clarify all aspects of data collection to report on the measurement of Child Outcomes. A similar handbook from Montana and several resources from the ECO Center are being used to help develop this document. The handbook will incorporate 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.

- A Child Outcomes rating tool is also under development; it is patterned closely on the ECO Center Child Outcomes Summary Form, with some differences. Since the data sources/assessment tools will vary across our 57 local service areas, this tool will be used to summarize the data for each child. It will capture both entry and progress data. Service Coordinators will use the tool to capture data from across a number of resources, including from the child's service providers and the parents. Data collection will typically occur during the child's IFSP development meetings, during the annual review of eligibility and progress, and during the transition process. The proposed tool will align closely with the form being used by 619 to collect outcomes data.
- Training and TA is being developed to address Child Outcomes data collection. The Quality Compliance Information Project will provide a component of the training addressing use of the Child Outcomes rating tool. The training will closely reflect the content of the Child Outcomes Handbook. Our CSPD contractor will provide a component regarding best practices for including the parents (and others of the parent's choosing) in the process. Both components will be provided in collaboration with State Interagency staff, to create shared responsibility, knowledge, and linkage across all levels of the system.
- Data collection will proceed according to the sampling plan previously submitted to OSEP for approval. Cohort 1, which includes a representative sample of about 1/3 of the 57 local service areas, will begin to collect entry data on all children enrolling in *Early On* as of July 1, 2006, and exit data for any assessed child exiting who has been receiving services continuously for six months. Cohort 2 will begin data collection as of July 1, 2007, with Cohort 3 joining as of July 1, 2008.
- Initially, data from our Child Outcomes rating tool will be forwarded to our Qualitative Compliance Information Project for scanning and analysis, with a copy retained in the child's file. As upgrades to our 618 data system are completed, the majority of the data will instead be entered into the 618 data system, again with a copy of the rating tool retained in the child's central record. At that time analysis will be conducted using data drawn from the 618 data system. Proposed upgrades to the 618 data system include adding the following variables:
    - Date summary form completed
    - Timeframe for which the data was collected (ENTRY, ANNUAL, EXIT)
    - 1-7 point rating for each of the three Child Outcomes
    - Data sources used to derive the Child Outcomes rating
    - Method for obtaining parent input
- Quality of the Child Outcomes data will be addressed in a number of ways. The Qualitative Compliance Information Project will monitor the data it is processing for completeness and accuracy in completing the forms. Cleaning and analysis of the data will help identify other quality issues, which can be addressed prior to final analysis.
- The Child Outcomes data 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 statewide training and technical assistance efforts. Locally, aggregate data will be use to support program improvement. Individually, the data will inform the ongoing implementation and modification of each child's IFSP.

Baseline Data for FFY 2005 (2005-2006):

Early On's Qualitative Compliance Information Project (QCIP) conducted a Child Outcomes Pilot Study in order to establish Michigan's baseline for SPP Indicators 3A-3C. The project was asked to pilot a child outcomes data collection process using the Infant-Toddler Developmental Assessment (IDA) in 12 of the 57 *Early On* service areas across the state.

Method

The IDA was selected for the pilot study because it is the most widely used assessment instrument across the state, and training for the IDA is continually provided by Michigan's CSPD grantee. The IDA allows for calculating a percent delay for each of eight developmental domains, based on children's chronological age versus performance age (allowing a comparison, per OSEP's requirements, of children's functioning with same-aged peers).

Data from the pilot child outcomes study provides the baseline percent delay for children across the eight IDA domains, with the following links between domains and indicators:

3A: Positive Social-Emotional Skills, Including Social Relationships
- Relationship to Persons
- Emotions and Feeling States

3B: Acquisition and Use of Knowledge and Skills (Including Early Language/Communication)
- Relationship to Inanimate Objects (Cognitive)
- Language/Communication

3C: Use of Appropriate Behaviors to Meet Their Needs
- Self-Help
- Coping Behaviors
- Language/Communication
- Gross Motor
- Fine Motor

In calculating the percentage of children functioning at a level comparable to versus below their same-aged peers:

- All IDA domains linked to the SPP indicator were included in analyses for that indicator (e.g., for SPP 3A, both the Relationship to Persons domain and Emotions and Feeling States domains were included);
- The percentage of children functioning at a level comparable to same-aged peers is based on: children demonstrating no delay (0% delay) across all domains for that indicator (e.g. for 3A, children have 0% delay in Relationships to Persons AND Emotions and Feeling States).
- The percentage of children functioning at a level below their same-aged peers is based on: children demonstrating a delay (1% to 100% delay) in any of the domains for that indicator (e.g. for 3A, children have a delay in Relationships to Persons AND/OR Emotions and Feeling States).

Procedures
- Each of the 12 service areas sent a list of all children with completed initial IDAs since July 1, 2005.
- For each service area, a stratified random sample (by race/ethnicity) of 20 children was drawn from the initial IDAs list.
- Service areas with fewer than 20 children were asked for completed initial IDAs on all children.
- If an IDA was not available for a selected child (e.g., child/file transferred to another ISD or another assessment used), a replacement name was randomly drawn from the initial IDA list.
- Identification numbers from Michigan's 618 data collection system were used instead of names to maintain confidentiality.
- Copies of the completed initial IDAs (protocols and reports) were sent to QCIP staff for data entry and analyses.

Sample
The 12 participating service areas were selected from a sample of volunteer sites to represent the state's five service area peer groups (urban—2 sites, metro—2 sites, medium cities—2, small cities—4 sites, rural—2 sites), as well as Michigan's upper and lower peninsula. The 12 service areas in the final sample include: Calhoun, Cheboygan-Otsego-Presque Isle, Eastern Upper Peninsula, Eaton, Genesee, Hillsdale, Ingham, Kalamazoo, Kent, Menominee, Monroe, and Shiawassee.

Baseline data was collected in the 12 service areas using initial IDAs from a stratified random sample (by race/ethnicity) of approximately 20 children per ISD. In areas where fewer than 20 children entered the system, all children with initial IDAs were included in the study. Initial IDAs for a total of 231 children were included in the pilot child outcomes study.

The average age of the 231 children at initial assessment was 15.4 months (range = 1 month to 35 months). At this time, Michigan's 618 data system does not collect age at initial assessment and this sample cannot be compared to overall state percentages.

Over half (57.6%; n=133) of the children were male and 42.4% (n=98) were female, which is comparable to overall state percentages of 60.0% for males and 40.1% for females (please see following table).

Gender of Pilot Sample
Compared to State Population

	Pilot Sample	Statewide
Male	57.6% (n=133)	60.0%
Female	42.4% (n=98)	40.1%

The majority of the 231 children in the sample were Part C-only eligible (67.1%, n=156; 30.7%, n=73, were Part C and Michigan Special Education eligible[1]), which is greater than the state overall percentages of 58.9% for Part C-only and 41.2% for both Michigan Special Education and Part C eligible. Eligibility data was not reported for 2.2% (n=2) of the sample. In discussing the IDA process with local *Early On* Coordinators, it was discovered that many sites only use the IDA for Part C eligible children, and use other tools to establish eligibility for Michigan Special Education, which explains the discrepancy.

Eligibility of Pilot Sample
Compared to State Population

	Pilot Sample	Statewide
Part C only	67.1% (n=156)	58.9%
Both Part C & MI Special Education	30.7% (n=73)	41.2%
Not Reported	2.2% (n=2)	0.0%

Finally, the following table provides a comparison of the race/ethnicity of the sample of 231 children in the pilot study versus overall state percentages. Percentages were slightly lower for children in the pilot sample who are White (73.6%, n=170) and Black (10.8%, n=25), compared to the state level (76.4% and 14.5%, respectively), while the percentage of Hispanic children is comparable between the pilot (5.6%, n=13) and state (5.3%). The pilot sample had a slightly higher percentage of children who are Native American (4.8%, n=11), Asian (3.0%, n=7), and other/multi-racial (2.1%, n=5) compared to the state (0.7%, 1.8%, and 1.2%, respectively).

[1] Based on eligibility data provided by the service areas and a search of the 618 data system's December 2005 count, type of eligibility (Part C only vs. both Part C and Michigan Special Education) was not available for 2 of the 231 pilot children (2.2%). Percentages are valid percents based on the data provided.

Race of Pilot Sample
Compared to State Population

	Pilot Sample	Statewide
White	73.6% (n=170)	76.4%
Black	10.8% (n=25)	14.5%
Hispanic	5.6% (n=13)	5.3%
Native American	4.8% (n=11)	0.7%
Asian	3.0% (n=7)	1.8%
Other/Multi-Racial	2.1% (n=5)	1.2%

Results

A. Positive social-emotional skills (including social relationships):
   - 68.6% (n=153) of the children in the pilot study demonstrate positive social-emotional skills at a level comparable to same aged peers based on the Infant-Toddler Developmental Assessment (IDA); and
   - 31.4% (n=70) of children in the pilot study demonstrate a delay in positive social-emotional skills, and were functioning at a level below same aged peers, based on the Infant-Toddler Developmental Assessment (IDA).

B. Acquisition and use of knowledge and skills (including early language/ communication):
   - 41.6% (n=91) of the children in the pilot study demonstrate acquisition and use of knowledge and skills at a level comparable to same aged peers based on the Infant-Toddler Developmental Assessment (IDA); and
   - Over half (58.4%, n=128) of the children in the pilot study demonstrate a delay in the acquisition and use of knowledge and skills, including language/communication, and were functioning at a level below same aged peers, based on the Infant-Toddler Developmental Assessment (IDA).

C. Use of appropriate behaviors to meet their needs:
   - Less than one quarter (24.2%, n=54) of the children in the pilot study demonstrate use of appropriate behaviors to meet their needs at a level comparable to same aged peers based on the Infant-Toddler Developmental Assessment (IDA); and
   - 75.8% (n=169) of children in the pilot study demonstrate a delay in use of appropriate behaviors to meet their needs, and were functioning at a level below same aged peers, based on the Infant-Toddler Developmental Assessment (IDA).

Discussion of Baseline Data:

The greatest number of children in the pilot study had delays on the indicator for using appropriate behaviors to meet their needs (75.8%, n=169). Interestingly, the pilot study defined this indicator most broadly, and used the greatest number of IDA domains (5) to measure this indicator.

In contrast, only 31.4% (n=70) of children in the pilot study demonstrated delays in indicator A for social-emotional skills, which drew upon only two IDA domains.

Indicator B, acquisition and use of knowledge and skills, was also based on only two IDA domains, and just over half of the children in the pilot study had delays in this area.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	Targets will be developed and submitted in the FFY 2006 APR in February 2008.
2007 (2007-2008)	Targets will be developed and submitted in the FFY 2006 APR in February 2008.
2008 (2008-2009)	Targets will be developed and submitted in the FFY 2006 APR in February 2008.
2009 (2009-2010)	Targets will be developed and submitted in the FFY 2006 APR in February 2008.
2010 (2010-2011)	Targets will be developed and submitted in the FFY 2006 APR in February 2008.

Improvement Activities/Timelines/Resources:

In the coming year, *Early On* will be refining our approach to measuring child outcomes, through the activities listed below.

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.	• Winter 2007	• 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.	• December 2006	• 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.	• January-March 2007	• Interagency Staff • Part C Contractors
Per sampling plan submitted to OSEP, data collection on all children enrolling in Early On will be phased in between July 1, 2006 and July 1, 2008. Cohort 1 will begin collecting and reporting child outcomes data during FFY 2006.	• January-June 2007 and ongoing	• Local service areas • Part C Contractors
FFY2006 data will be submitted to Part C Contractor for processing and analysis.	• January-June 2007	• Local service areas • Part C Contractors
The 618 data system will be upgraded to ensure timely and accurate collection of outcome data.	• 2006-2008	• Part C Administrative structure • 618 Contractor

Crosswalk Part C Child Outcomes with Michigan Early Childhood Standards of Quality for Infants and Toddlers (ECSQ-I/T), Early Development and Learning Strands, which were adopted by the Michigan State Board of Education on December 12, 2006.	• Winter 2007	• Interagency Staff
Monitor data measuring this indicator and develop additional improvement activities to improve the system: • 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.	• 2006-2010	• Interagency Staff • Part C Contractors • SICC • Stakeholders
Continue to utilize ECO Center and NECTAC resources as activities are implemented and results are reviewed.	• 2006-2010	• Interagency Staff • Part C Contractors
Continue to link with 619 Child Outcomes efforts to ensure efficiency, consistency and continuity in Child Outcomes data collections efforts.	• 2006-2010	• Interagency Staff • Part C Contractors

Part C State Performance Plan (SPP) for 2005-2010

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:

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 State Performance Plan (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 was analyzed by Avatar International, Inc. and provided to *Early On’s* Qualitative Compliance Information Project (QCIP). The information was reviewed by the Parent Involvement Committee (PIC) of the State Interagency Coordinating Council, 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.

Baseline Data for FFY 2004 (2004-2005):

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 they 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 passed away (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 a follow-up postcard 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 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 a $25 gift card to a local retailer as an incentive to complete the interviews.

Sample
Overall, 2,466 families responded to the survey, which provided a response rate of 40.8%.

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 1year	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	1.1% (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 (1.1% 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/multiracial, 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% B: Families Effectively Communicate Their Children's Needs - 75% C: Families Help Their Children Develop and Learn - 95%

Improvement Activities/Timelines/Resources:

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 2007-2010	• PTI • Part B/C Family Project • Parent Leadership initiatives
Request/review additional analysis of family survey data by demographic characteristics (geographical, Part C only vs. enrolled in both C & B; 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 as annual survey results are received	• QCIP project • Avatar International, Inc. • Parent Involvement Committee • Interagency staff
Analyze what other states who report high impact of EI are doing regarding family outcomes, including how much of their state budget is committed to achieving each family outcome, and what it is purchasing.	• Winter-Spring 2007	• PTI and PTI Network • Early Intervention Family Alliance • RRCs • NECTAC • ECO Center • Parent Involvement Committee • Interagency staff
Review research already gathered during redesign activities on best practices regarding family outcomes.	• Winter 2007	• Parent Involvement Committee • 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	• Parent Involvement Committee • Interagency staff • Part C grantees
Review and modify Part C budget and grants to reflect that parents are equal partners in achieving their child's outcomes.	• Spring 2007	• Part C Administrative structure • SICC • Parent Involvement Committee
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 • Parent Involvement Committee
Add item(s) to Family Survey to gather family input on approximately how many hours/month they are involved in *Early On* activities that help to achieve the three family outcomes.	• 2007 - 2010	• QCIP Project • Parent Involvement Committee
Assess impact of implementation plan; develop and implement new activities as needed.	• 2008-2010	• Interagency Staff • Parent Involvement Committee

Part C State Performance Plan (SPP) for 2005-2010

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:

Michigan eligibility criterion serves 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. Eligibility is determined by a review of a comprehensive development 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 for FFY 2004 (2004-2005):

	12/1/02	12/1/03	12/1/04
% of infants and toddlers birth to 1 with IFSPs in Michigan	0.9%	1.0%	1.1%
Hawaii	2.6%	3.0%	2.8%
Louisiana	0.5%	1.3%	1.7%
Ohio	0.7%	0.9%	0.8%
Vermont	1.2%	1.0%	0.9%
Average % served of states with broad eligibility criteria	N/A	N/A	1.0%
% national	1.0%	0.9%	0.9%

Source: 618 Data Collection System and OSEP data

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 1 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%

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
The *Early On* system will develop a joint policy for the Michigan Department of Education and the Michigan Department of Human Services responding to CAPTA and IDEA legislation for referral of all children substantiated for abuse and neglect.	• Fall 2007	• Ad Hoc subcommittee of the SICC
The *Early On* 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 *Early On* Redesign.	• Fall 2006	• Grantee • SICC
The Eligible Population Task Force will review the eligibility definition, conducting a prevalence study and reviewing Michigan's eligibility process.	• Winter 2006	• Eligible Population Task Force
The 618 data system will be upgraded to ensure timely and accurate collection of utilization, outcome, and cost data for *Early On*.	• 2006 – 2008	• Part C Administrative Structure • 618 Contractor
Develop request for proposals for training, technical assistance, child find, and public awareness contracts.	• Spring 2007	• Interagency Staff

Award training and technical assistance, child find, and public awareness contracts	• October 2007	• MDE
Analyze data measuring this indicator and develop additional improvement activities.	• Ongoing with annual review through 2010	• Interagency Staff • Part C Contractors • SICC • Stakeholders

Part C State Performance Plan (SPP) for 2005-2010

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:

Michigan eligibility criterion serves 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. 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 for FFY 2004 (2004-2005):

	12/1/02	12/1/03	12/1/04
% of infants and toddlers birth to 3 with IFSPs in Michigan	1.9%	2.1%	2.2%
Hawaii	3.9%	4.4%	4.3%
Louisiana	1.3%	1.8%	2.3%
Ohio	1.6%	1.9%	1.8%
Vermont	3.1%	3.3%	3.2%
Average % served of states with broad eligibility criteria	N/A	N/A	2.4%
% national	2.16%	2.18%	2.2%

Source: 618 Data Collection System and OSEP data

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 percent to 9.78 percent. Referrals from families also increased during that time period from 15.42 percent in 2002 to 21.8 percent 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%

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
The *Early On* system will develop a joint policy for the Michigan Department of Education and the Michigan Department of Human Services responding to CAPTA and IDEA legislation for referral of all children substantiated for abuse and neglect.	• Fall 2007	• Ad Hoc subcommittee of SICC
The *Early On* 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 *Early On* redesign.	• Fall 2006	• Grantee • SICC
The Eligible Population Task Force will review the eligibility definition, conducting a prevalence study and reviewing Michigan's eligibility process.	• Winter 2006	• Eligible Population Task Force
The 618 data system will be upgraded to ensure timely and accurate collection of utilization, outcome, and cost data for *Early On*.	• 2006 – 2008	• Part C Administrative Structure • 618 Contractor
Develop request for proposals for training, technical assistance, child find, and public awareness contracts.	• Spring 2007	• Interagency Staff

Award training and technical assistance, child find, and public awareness contracts	• October 2007	• MDE
Analyze data measuring this indicator and develop additional improvement activities.	• Ongoing with annual review through 2010	• Interagency Staff • Part C Contractors • SICC • Stakeholders

Part C State Performance Plan (SPP) for 2005-2010

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

Measurement:

Percent = # of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline divided by # of eligible infants and toddlers evaluated and assessed times 100.

Account for untimely evaluations.

Overview of Issue/Description of System or Process:

Michigan allows for local control enabling each service area to have their 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 for FFY 2004 (2004-2005):

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 completed IFSP is 58 days.
Source: 618 Data

Discussion of Baseline Data:

Michigan has required that initial IFSPs be completed within the 45-day timeline; the above data reflects 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.

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%

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Through *Early On* 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	• *Early On* Redesign Leadership Team • SICC
The timeliness of services reference bulletin 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, outcome, and cost data for *Early On*.	• 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

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
A state recommended form for receiving health reports from medical personnel is also being developed. 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 2010	• Interagency Staff • Part C Contractors • SICC • Stakeholders

Part C State Performance Plan (SPP) for 2005-2010

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:

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.

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 Department of Education 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.

Baseline Data for FFY 2004 (2004-2005):

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 was 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%

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
The *Early On* system will implement the new monitoring system, CIMS, with transition as a priority area.	• Fall 2007	• CIMS contractors
The *Early On* 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	• The *Early On* 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, outcome, and cost data for *Early On*.	• 2006 - 2008	• Part C Administrative Structure • 618 Contractor
The *Early On* 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 *Early On* system will make available learning opportunities for families to partner in the transition process.	• Spring 2007	• Families • PTI • Grantees • SICC/Parent Involvement Committee • National Early Childhood Transition Center
Develop request 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 2010	• Interagency Staff • Part C Contractors • SICC • Stakeholders

Part C State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

See explanation preceding Indicator # 1.

Monitoring Priority: Effective General Supervision Part C/General Supervision

Indicator 9: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
(20 USC 1416(a)(3)(B) and 1442)

Measurement:

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:
   1. # of findings of noncompliance made related to priority 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.

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 Annual Performance Report 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 SICC 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.

Michigan will continue to develop the CIMS process for birth to five. The Key Performance Indicators of the Service Provider Self-Review (SPSR) will be 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.

At this time (FFY 2005), Michigan will not address the data related to the percent of noncompliance for areas not included in the above monitoring priority areas and indicators corrected within one year of identification nor the percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification.

Baseline Data for 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 reflects services delivered.)	Self-Review	3783[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	3783[4]	470[4]			N/A
	On-site Visit	304[5]	90	90		
	Data Review	8350[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					
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

Indicator	Monitoring Method	# Reviewed	# with Findings	a. # of Findings	b. # Corrected w/in 1 yr[1]	% Corrected w/in 1 yr
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	1159[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	1159[10]	313	313		
	On-site Visit	258[11]	148	148		
	Data Review					
	Other: Specify	N/A				N/A
TOTALS	SUM COLUMNS A AND B					

[1]No information at this time.
[2]Number of services reported in local self-assessment. (Question asked: "How many services were delivered?")
[3]Number of services in local self-assessment. (Question asked: How many services were provided in the child's natural environment?")
[4]Number of services of IFSPs of families interviewed through EOSR by Wayne State University.
[5]Number of files reviewed through EOSR.
[6]618 Data Collection System
[7]Number of Service Areas; of 57 ISDs, 33 did not identify 1% of infants and toddlers birth to age 1.
[8]Number of files reviewed for local self-assessment. (Question asked: How many evaluations were performed within 45 days?")
[9]Number of files reviewed for EOSR. (Question asked: "Of the number of files reviewed, how many had an IFSP within 45 days?")
[10]Number of files reviewed for local self-assessment.
[11]Number 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.

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%

Improvement Activities/Timelines/Resources:

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 *Early On* 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 request for proposals for training, technical assistance, child find, and public awareness contracts.	• Spring 2007	• Interagency Staff
Award training and technical assistance, child find, and public awareness contracts.	• October 2007	• MDE
Analyze data measuring this indicator and develop additional improvement activities.	• Ongoing with annual review through 2010.	• Interagency Staff • Part C Contractors • SICC • Stakeholders

Part C State Performance Plan (SPP) for 2005-2010

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:

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 (§CFR303.510).

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%

Improvement Activities/Timelines/Resources:

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 2010.	• Interagency Staff • Part C Contractors • SICC • Stakeholders

Part C State Performance Plan (SPP) for 2005-2010

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 SEA. 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%

Improvement Activities/Timelines/Resources:

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 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
Monitoring of 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 2010	• Interagency Staff • Part C Contractors • SICC • Stakeholders

Part C State Performance Plan (SPP) for 2005-2010

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 SEA/LA. 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 baseline data for this indicator is zero.

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	Baseline Year
2006 **(2006-2007)**	
2007 **(2007-2008)**	

2008 **(2008-2009)**	
2009 **(2009-2010)**	
2010 **(2010-2011)**	

Improvement Activities/Timelines/Resources:

Part C State Performance Plan (SPP) for 2005-2010

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: No Part C mediations were held.

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)**	

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
• 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 2010	• MSEMP staff • Part C Grantee • PTI • Advocacy groups

Part C State Performance Plan (SPP) for 2005-2010

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, including race and ethnicity, settings and November 1 for exiting, personnel, dispute resolution); and
B. Accurate (describe mechanisms for ensuring accuracy).

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 for FFY 2004 (2004-2005):

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%

Improvement Activities/Timelines/Resources:

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, outcome, and cost data for *Early On*.	• 2006 - 2007	• 618 Contractor • ECS
Analyze data measuring this indicator and develop additional improvement activities.	• Ongoing with annual review through 2010	• Interagency Staff • Part C Contractors • SICC • Stakeholders

Attachment #1 – OSEP Response

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 their 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 *Early On* 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 *Early On* 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.	• Final recommendations presented to SICC.	• Recommendations, Fall 2006 • Implementation, Fall 2007
The *Early On* system will collect, from service areas who 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.	• Reference Bulletin	• 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 *Early On* system will continue to examine methods for collecting this data. The system will also research and disseminate evidence-based practices for ensuring adequate personnel.	• Data • Dissemination of materials	• 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.

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.	• Beginning in winter 2006 and continuing throughout the year.	• 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. Target training to 11 ISDs regarding writing justifications if the early intervention services are not provided in the natural environment.	• Winter 2006 • Beginning in winter 2006 and continuing throughout the year.	• MDE • 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 who 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 who are not in compliance regarding identification of an early intervention service and how to code services correctly in the file.	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.

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

OMB NO.: 1820-0678

FORM EXPIRES: 11/30/2009

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

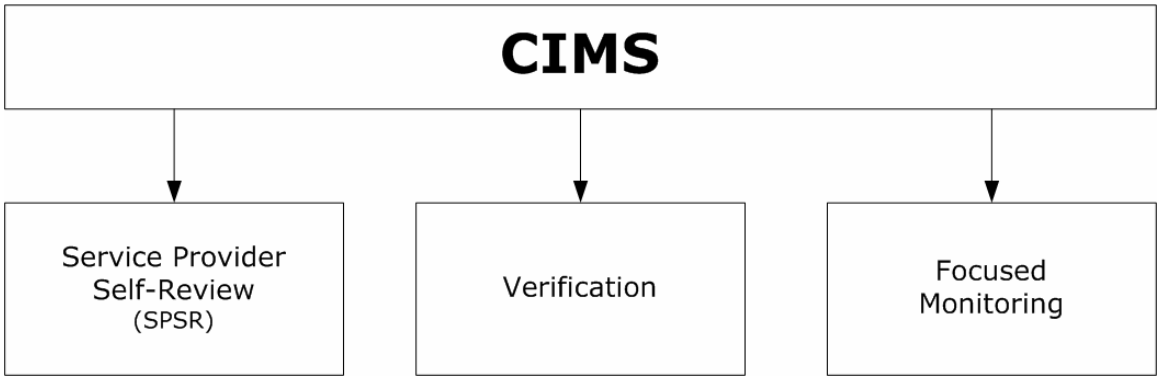
CIMS OVERVIEW

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.