

**Directions: Please review the following summary of Michigan's performance on indicator #6.**

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**Indicator 6:** Percent of prechildren with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.) (20 U.S.C. 1416(a)(3)(A))

**Overview of Issue/Description of System or Process:**

The MDE has made many attempts to address the issue of children with IEPs receiving all special education and related services in settings with typically developing peers. It has been focused on again during the past two years. In 2003 a project work group was formed by the Michigan Association of Administrators of Special Education (MAASE) to support the Governor's **Great Start** initiative and included OSE/EIS staff. The project work group submitted a report and recommendations about early childhood programs and services.

- Michigan's current systems for delivering early childhood programs and services to children from birth through the age of five are categorical and inflexible in meeting the individual needs of children and families.
- The current funding structures of early childhood programs and services are frequently disconnected and discourage the integration for children with disabilities and their non-disabled peers.
- Barriers include complex funding and pupil accounting requirements, program guidelines, and certification requirements.

One of the major challenges has been funding. As Michigan has no available funds for the provision of a universal preschool option, the focus has been on attempts to make the current funding mechanism for the existing preschool programs as collaborative and flexible as possible. One recommendation from the MAASE report was to place or locate an Early Childhood Special Education (ECSE) classroom in close proximity to Head Start, Michigan School Readiness Program (MSRP), and other publicly offered preschool programs in order to encourage collaboration. Expansion of these classrooms to other programs has been hampered by the fact that Michigan's IDEA, Section 619 grant award over the last five years has slightly decreased even though there has been an increase of 3-5 year olds with IEPs who receive special education and related services. In the most recent Michigan School Aid Act (Act) there is an increase in flexibility in the provision of early childhood services. The following is language taken from the current School Aid Act.

- The recently revised Act allows for some flexibility in both the ECSE (Rule 340.1754) and Early Childhood Special Education Services (Rule 340.1755). Under the revised Act the district may apply for a waiver to The Administrative Rules for Special Education to allow an ECSE program to be run concurrently with other early childhood programs such as Head Start. This flexibility may allow for more integration of students in the ECSE

program. With a waiver to the Administrative Rules for Special Education, the district could request the MDE to waive the requirement of providing 72 hours of instruction within 180 school days. A district may opt to spread out the services throughout the entire year instead. This would be allowable under the revised Act.

Another barrier identified by the MAASE project work group was a lack of quality standards for all early childhood preschool programs. On March 8, 2005 the State Board of Education approved the document, Early Childhood Standards of Quality for Prekindergarten, proposed by a committee of more than 80 individuals. These standards address issues of integration, alignment, development of plans for professional development, framework accountability, partnership, definition of best practice models, and promotion of public awareness of the standards.

<b>Baseline Data for FFY 2004 (12/2/03 – 12/1/04)</b>
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**Discussion of Baseline Data:**

The data are reported by Intermediate School Districts (ISD), Local Education Agencies (LEA) and Public School Academies (PSA). The eight reporting categories follow the OSEP LRE classifications.

Settings  
Children Ages 3-5  
2003-2004

Educational Setting Age 3-5	2004	% Participation
Early Childhood Setting	11,471	47.7%
Early Childhood Special Education Setting	9,963	41.4%
Home	333	1.4%
Part Time Early Childhood/Special Education	961	4.0%
Residential Facility	7	0.0%
Separate Facility	257	1.1%
Itinerant Services	1,053	4.4%
Reverse Mainstreaming	0	0.0%
Total	24045	100.0%

In 2004 the largest number of children ages 3 to 5 was served in the early childhood setting (47.7%) while the second largest group was served in early childhood special education setting (41.4%).

The baseline percent of children ages 3—5 served in an early childhood setting is 47.7%. This percent was reached by dividing the number of preschool children with IEPs who received all special education services in settings with typically developing peers by the total # of preschool children with IEPs multiplied by 100.

The MDE, OSE/EIS continues to address the Preschool LRE issues. In the future, work must involve the MDE, OSE/EIS and the Office of Early Childhood Education

and Family Services (ECE & FS) working together to continue efforts of moving toward an integrated system of preschool programs and services.

Definitions of each data setting are provided to clarify what each setting represents.

The educational settings described in this data collection are:

- *Early Childhood Setting*: Students who received ALL (100%) of their special education and related services in early childhood educational settings designed primarily for children without disabilities.
- *Early Childhood Special Education Setting*: Students who received all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community based settings.
- *Home*: Students receive their special education and related services in the principal residence of the child's family or caregivers.
- *Part-Time Early Childhood/Part-Time Special Education Setting*: Students who received special education and related services in multiple settings including special education and related services are provided in: (1) the home, (2) educational programs designed primarily for children without disabilities, (3) programs designed primarily for children with disabilities, (4) residential facilities, and (5) separate schools.
- *Residential Facility*: Students who received all of their special education and related services in publicly operated residential schools or residential medical facilities on an inpatient basis.
- *Separate Facility*: [\(MICIS technical manual doesn't list Separate Facility\)](#)
- *Separate School*: Students who received all of their special education and related services in educational programs or private day schools specifically for children with disabilities.
- *Itinerant Services Outside the Home*: Students who received all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). This does not include children receiving services at home.
- *Reverse Mainstreaming*: Students who received all of their special education and related services in educational programs designed primarily for children with disabilities but that includes 50 percent or more children without disabilities.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	49% percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
<b>2006 (2006-2007)</b>	52% percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
<b>2007 (2007-2008)</b>	57% percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
<b>2008 (2008-2009)</b>	60% percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
<b>2009 (2009-2010)</b>	63% percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
<b>2010 (2010-2011)</b>	66% percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)