

**Michigan Department of Education**  
**Office of Special Education and**  
**Early Intervention Services**

**UPDATE**

**July 2005**

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Office of Special Education and Early Intervention Services  
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## **Michigan Department of Education**

### **Administrative Rules for Special Education**

Contact: Joanne Winkelman at (517) 373-1696 or at [winkelmanj@michigan.gov](mailto:winkelmanj@michigan.gov)

Three sets of administrative rules have been promulgated since September 2004. A new definition of autism spectrum disorder and deaf-blindness became effective on September 7, 2004.

On May 20, 2005 updated rules regarding homebound and hospitalized services, programs for students with severe language impairment, and juvenile detention facilities took effect. The teacher qualifications in part five of the Administrative Rules for Special Education were updated to reflect current practice. A new Transition Coordinator rule was added.

Also on May 20, 2005 new due process procedures for special education hearings were filed with the Secretary of State. These rules were transferred from the Department of Education to the State Office of Administrative Hearings and Rules and take effect on July 1, 2006. Until 2006, the present rules governing due process hearings remain in effect.

All of these rules may be accessed from the Michigan Department of Education website at: <http://www.michigan.gov/mde>

### **Annual Performance Report (APR) for Part B and Part C**

Contact: Karen Rockhold at (517) 373-6325 or at [rockholdr@michigan.gov](mailto:rockholdr@michigan.gov)

The United States Department of Education (USDoE) requires that the OSE/EIS submit an APR for both the Part B (Special Education) and Part C (*Early On*<sup>®</sup>) systems. These reports require thorough analysis of aggregate state data, the development of performance targets, and implementation of improvement plans based on these analyses. The Part B APR looks at General Supervision, Early Childhood Transition, Parent Involvement, Free and Appropriate Public Education (FAPE) in the Least Restricted Environment (LRE), and Secondary Transition. The Part C APR examines General Supervision, Comprehensive Public Awareness & Child Find System, Family Centered Services, Early Intervention Services (EIS) in Natural Environments, and Early Childhood Transition. Copies of the APR can be found on the MDE website at <http://www.michigan.gov/mde>.

Under the IDEA 2004, the OSE/EIS will be required to develop a State Performance Plan (SPP) by December 2005. This six-year plan will include indicators and performance targets established by the state that are developed with broad stakeholder involvement and public dissemination. The SPP will base this plan on the monitoring priorities and indicators provided by the USDoE. This strategic plan will inform the Office of Special Education Programs (OSEP) of the state's progress toward achieving results for students with disabilities through the measurement of rigorous targets related to the monitoring priorities and indicators.

Additional information regarding the SPP will be available in 2006 on the MDE website at <http://www.michigan.gov/mde>.

### **Assessment of Students with Disabilities in the State Assessment System**

Contact: Peggy Dutcher at (517) 241-4416 or at [dutcherp@michigan.gov](mailto:dutcherp@michigan.gov)

### **MI-Access, Michigan's Alternate Assessment Program**

The fourth year of the statewide administration of MI-Access was completed at the end of March 2005. The results from the Winter 2005 MI-Access assessments were shipped to districts in June 2005, they are also available on-line at <http://www.michigan.gov/mi-access>.

### **MI-Access Assessment Development**

#### *MI-Access Functional Independence*

The MI-Access Functional Independence assessments in the content areas of English Language arts and mathematics were piloted during the spring 2005. The Content Advisory Committees (CAC) and the Sensitivity Review Committee (SRC) reviewed all of the pilot data for every item and made final recommendations to the MDE. Following the CAC and SRC meetings, the MDE and BETA/TASA, the MI-Access contractor, reviewed all of the CAC and SRC comments and proceeded to select items for the fall 2005 grades 3-8 Functional Independence assessments.

#### *MI-Access Participation and Supported Independence*

MI-Access is developing the second generation of the MI-Access Participation and Supported Independence assessments. The Assessment Plan Writing Team (APWT) comprised of Michigan educators, both special and general education, administrators, and parents, MDE staff from the Office of Educational Assessment and Accountability, and the Office of School Improvement met for the first time in July to start the process of developing the Proposed Assessment Plan for MI-Access Participation and Supported Independence Version 2 Assessments.

The first step in the process is to extend the Grade Level Content Expectations (GLCE) and benchmarks in the content areas of English language arts and mathematics to reflect what participation students should know and be able to do in these content areas. The draft of extended GLCE and benchmarks will go out for field review for comments and recommendations. Everyone involved with Participation and Supported Independence students are urged to provide the MDE with their feedback. When these will be ready for review will be determined this fall. Tentatively, these assessments are scheduled to be implemented statewide 2007/2008 in grades 3-8 and 11.

#### *MI-Access Science Assessment*

In addition to the version 2 MI-Access Participation and Supported Independence assessments, the MDE is also in the process of developing alternate science assessments for Participation, Supported Independence and

Functional Independence students. The APWT, working on the development of the Propose Assessment Plan for MI-Access Science Assessments, also met for the first time in July to begin the process of developing the Plan. The first step for the Science APWT was to extend the science benchmarks that will be used to determine WHAT will be assessed on each of the MI-Access science assessments. HOW the content will be assessed will be discussed after the benchmarks are extended to reflect the appropriate depth, breadth and complexity for MI-Access students. As required by NCLB, states must have science assessments in place for the 2007/2008 school year. Therefore, the MI-Access grades 5 and 8 alternate science assessments will be ready to implement statewide fall 2007. The grade 11 science alternate assessments will be ready for spring 2008.

### **No Child Left Behind Legislation and State Assessment of Students with Disabilities**

The U.S. Education Department announced an additional 2% flexibility for the inclusion of proficient alternate assessment scores in the calculation of AYP. The 2% group of students is not the same group of students that fall under the 1% cap for the calculation of AYP. The USDoE is in the process of writing regulations for this proposed 2% flexibility. The proposed regulations are anticipated to be ready for public comment and review this fall. Everyone is encouraged to participate in the review and comment period and send comments to the USDoE. All comments are read and taken under consideration.

In the meantime, the USDoE has allowed states to apply for an Interim 2% flexibility until the regulations are final. However, states must qualify to be approved to use the interim 2% flexibility. States were provided 2 options to apply for when applying for the interim flexibility. Michigan was one of a small number of states who had assessments already in place. Therefore, Michigan applied for Option 2 and was notified it qualified for Option 2 of the Interim Flexibility. A letter was sent out from Jeremy Hughes, Chief Academic Officer, to all local and intermediate district superintendents on how to apply for the 1% cap exception. Included in this memorandum was information related to the Interim 2% flexibility. The memorandum is also posted on the MI-Access Web page at: <http://www.mi.gov/mi-access>.

### **Office of Educational Assessment and Accountability**

The Office of Educational Assessment and Accountability (OEAA) had scheduled 5 two-day fall conferences. The second day of the OEAA conference will primarily focus on state assessment and instruction for students with disabilities participating in MEAP and/or MI-Access. As a result of expanding the OEAA fall conferences to two days the separate MI-Access conferences will not take place, but essentially all the information presented at a fall MI-Access conference will be shared during the second day of the OEAA conference.

Registration information can be found at <http://www.mi.gov/mi-access>.

| <b>Dates</b>           | <b>Locations</b> |
|------------------------|------------------|
| October 26 & 27, 2005  | Marquette        |
| October 27 & 28, 2005  | Gaylord          |
| November 1 & 2, 2005   | Livonia          |
| November 7 & 8, 2005   | Sterling Heights |
| November 9 & 10, 2005  | Grand Rapids     |
| November 14 & 15, 2005 | Lansing          |

### **MEAP, and MI -Access Testing Windows**

The testing windows for the 2005-06 school year are:

| <b>MI -Access</b>                     | <b>Dates</b>   |
|---------------------------------------|--|
| Grades 3-8                            | 9/28 – 11/ 8/05  |
| Grade 11                              | 2/27 – 4/ 14/06  |
| <b>MEAP</b>                           |  |
| Grades 3-9                            | 10/03 – 10/21/2005   |
| (Retest) Grades 10-12                 | 10/24 – 11/04/2005   |
| Spring 2006 <sup>1</sup> Grades 10-12 | <sup>4</sup> Cycle 1: 03/20 - 03/31/06 <sup>5</sup><br><sup>4</sup> Cycle 2: 03/27 - 4/07/2006 <sup>5</sup><br><sup>4</sup> Cycle 3: 04/03 - 4/14/2006 <sup>5/-*</sup> |

<sup>1</sup> Several changes are being considered by the state legislature and a special commission that may affect the high school assessment schedules. These are tentative schedules subject to change.

<sup>2</sup> The English language arts tests will include reading and writing, as well as the optional listening portion.

<sup>3</sup> The English language arts tests will include both reading and writing, but not listening.

<sup>4</sup> Districts will be given the option to choose one of these three cycles.

<sup>5</sup> Unless an exception has been granted in writing or through email.

<sup>6</sup> The social studies assessments will be given in fall of 2005 at the 6th grade (covering the later elementary benchmarks) and at 9<sup>th</sup> grade (covering the middle school benchmarks). Districts may choose the test window to administer the 6th and 9th grade social studies tests that aligns with the grade configuration of the affected buildings. For example, if a district has a K-8 building and a 9-12 building, the 6th grade social studies test would be administered during the middle school test window (10/03 - 10-21/2005). The 9<sup>th</sup> grade social studies test would be administered during the high school retest window (10/24 - 11/4/2005).

### **Guidelines for Participation in State Assessment**

The OEAA is developing guidelines for participation of all Michigan students. Also included in these guidelines are specifics related to special populations, such as students eligible for special education, English language learners,

and Section 504 students. Once these guidelines are completed they will replace the *Draft Guidelines for Participation in State Assessment for Students with Disabilities*. Tentatively, the new guidelines document should be out for field review October 2005.

One component of this new guidelines document has already been approved by the State Board of Education at the June 2005 meeting. This component is the Assessment Accommodations Summary Table that indicates what assessment accommodations are considered standard or nonstandard for MEAP and MI-Access. In addition, permitted and not permitted accommodations for the National Assessment for Educational Progress (NAEP) are also included in this summary table. The table can be downloaded from the MI-Access Web page at <http://www.mi.gov/mi-access>.

### **The Assist Newsletter**

Up-to-date information related to state assessment for students with disabilities (MEAP and MI-Access) can be found in The Assist Newsletter. All of the issues of The Assist can be downloaded from either the MI-Access Web page at <http://www.mi.gov/mi-access> or the MI-Access Information Center at <http://www.mi-access.info>.

### **Continuous Improvement & Monitoring System (CIMS)**

Contact: Kathy Barker at (517) 335-0465 or at [barkerk@michigan.gov](mailto:barkerk@michigan.gov)

### **2005-2006 Activities**

#### **Service Provider Self-Review (SPSR)**

Each ISD within the state of Michigan will be designating and assisting select LEAs, PSAs and ISD run programs with completion of a comprehensive SPSR. Other Service Providers may be involved in various portions of the SPSR process.

#### **Focused Monitoring**

A total of ten LEAs, PSAs and Part C Service Areas will be identified for involvement in Focused Monitoring. This process will initiate in the fall of 2005. Sites identified as the most in need for intervention will be notified directly.

#### **Development**

The SPSR for use with Part C Service Areas will be designed during the 2005-06 year with implementation in fall of 2006.

Verification procedures will be implemented in the fall of 2006.

### **Complaints Calendar Year 2004**

Contact: Ann Omans at (517) 373-1319 or at [OmansA@michigan.gov](mailto:OmansA@michigan.gov)

**Trends:**

1. Complaints are increasing where the OSE/EIS requires remediation of educational loss as a result of finding denials of FAPE (n = 64, 25%).
2. Public School Academies continue to struggle regarding their responsibilities in relation to students with disabilities (n = 16, 6%).
3. The dominate complaint issue continues to be the implementation of student IEPs (Individualized Education Program) (n = 105, 42%).
4. The reauthorization of IDEA 2004 will require that the OSE/EIS review changes in the law and proceed with training of both OSE/EIS staff as well as ISD staffs.

**Complaint Data**

There were 251 special education complaints filed in 2004 compared to 272 in 2003 and 233 during 2002. There were 91 state level investigations in 2004 as compared to 64 in 2003. With two exceptions all of the complaints were completed within the 60 calendar days as required by IDEA 2004 and directed by OSEP in November of 2003.

**Complaint Initiatives**

1. The OSE/EIS will continue to revise the internal and external complaint procedures in light of the changes in the IDEA 2004.
2. The new complaint database will be completed this year that will streamline the tracking of complaints and the data collection required for the Policy and Compliance Unit of the OSE/EIS to complete their work.

**Early Intervention Services (EIS)/Early On® Michigan**

Contact: Vanessa Winborne at (517) 335-4865 or at [winbornev@michigan.gov](mailto:winbornev@michigan.gov)

*Early On®* and Preschool Special Education have moved to a new office within the Michigan Department of Education; the Office of Early Childhood Education and Family Services directed by Dr. Lindy Buch. This office was created to coordinate all significant early childhood activities within the Department. All of the contact information is the same except the office name and the new fax number which is (517) 335-6592.

*Early On®*, in collaboration with Special Education, embarked on the pilots of the new focused monitoring process under the Individuals with Disabilities Education Act (IDEA 2004). The USDoE, Office of Special Education Programs (OSEP) initiated this revised monitoring process that encompasses a focus on results for infants, toddlers, children, and youth with disabilities. Focused Monitoring uses data to guide assistance and improvement planning. Two intermediate school districts were participants of the Focused Monitoring pilots for *Early On®*.

In collaboration with other early childhood partners across state agencies, the MDE has begun developing the new Early Childhood Standards of Quality for Infants and

Toddlers. A group of stakeholders from the early childhood field have been organized and are currently developing these new standards. Last summer a group of stakeholders developed the standards of quality for preschoolers. This new document will provide the State with standards for birth to age five. The timeline to complete this new document is September 30. The completed document will be presented to the State Board of Education in the fall.

To enhance the new Office of Early Childhood Education and Family Services, MDE is recruiting a new Education Consultant with an early childhood special education background. Interested individuals may contact the office at (517) 373-8483.

### **Electronic Individualized Education Program (IEP)**

Contact: Allan Knapp at (517) 485-8181 or at [akzoom@aol.com](mailto:akzoom@aol.com)  
Kathy Golinski at (248) 209-2089 or at  
[Kathleen.golinski@oakland.k12.mi.us](mailto:Kathleen.golinski@oakland.k12.mi.us)

In collaboration with the MDE, Oakland Schools funded the design stage of an electronic IEP that will link to the Michigan Compliance Information System (MICIS) Student Database product. Design is completed and the OSE/EIS is funding development, implementation, and ongoing support. The initial development is nearly complete, and testing will begin in August, 2005. MICIS-user districts from Oakland and Dickinson-Iron will pilot-test a non-production version of the software while content and functionality are modified to bring the software in line with IDEA 2004. The e-IEP will follow the new (2004) statewide IEP forms and manuals, and will be implemented in stages. In addition, training materials are being developed.


### **Funding/Grants**

Contact: Federal Program:  
Linda Domine at (517) 373-6309 or at [dominel@michigan.gov](mailto:dominel@michigan.gov)

State Program:  
Dianne Easterling at (517) 241-4517 or at [easterlingd@michigan.gov](mailto:easterlingd@michigan.gov)

### **Michigan Electronic Grants System (MEGS)**

The MEGS is a MDE initiative that the OSE/EIS has been involved in since July 2000. Its use has made grant applications submission more efficient.

Federal IDEA 2004 grants Final Narrative Reports are due 30 days after the end of  project period, which was June 30, 2005. Final Narrative Reports for Special Education Flowthrough and Preschool Flowthrough (source 040450 green grant – Report 2); Enhancing Opportunities for Students with Disabilities (EOSD) (source 050480 red grant); Training, Materials, and Technology (TMT) (source 050480 red grant); Transition Services (source 050490 red grant); and Capacity Building (source 050490 red grant) are **due July 30, 2005 in MEGS.**

### **Interim Federal Expenditure Report (IFER)**

Last year, districts needed to complete a IFER1 for the 0304 green grant for Special Education Flowthrough and Preschool Flowthrough. This year, if a district has leftover funds from the 0304 green grants, you will need to complete an IFER2. The IFER1 is used to enter the first 12 months expenditures and IFER2 is used to enter the second 12 months expenditures for a 24-month grant. For fiscal year 2004-2005, districts will be completing an IFER1 in the 0405 red grant for Flowthrough and Preschool. If a district spent all of its funds the first 12 months, the ISD will only need to complete the IFER1. An IFER2 is not necessary in the second year if an award balance is -0-.

New this year is the ability to complete the Final Cost Reports (DS-4044s) through MEGS, which will result in greater efficiency. The DS-4044s are **due August 30, 2005**. The IFER1 and IFER2 will add together to create your DS-4044.

### **MEGS Trainings**

There are upcoming MEGS Trainings held around the state. They begin August 24 through September 9, 2005. These trainings are being held for any staff responsible for completing applications or reports in MEGS who are not familiar with the system or who would like a refresher. The training will focus on MEGS in general, but also provide answers to questions about specific grants. Please go to the following website and click on REGISTER HERE.

[http://www.mi.gov/mde/0,1607,7-140-6530\\_30334-88870--,00.html](http://www.mi.gov/mde/0,1607,7-140-6530_30334-88870--,00.html)

Registration must be done online and will be first come, first served. There are limited seats available at each site.

If you have trouble navigating in MEGS or receive error messages that cannot be fixed, please call the HELP Desk at 1-800-820-1890 for any of your Special Education grants.

### **Fiscal Year 2005-2006 IDEA 2004, Part B Allocations**

Final allocations for the IDEA 2004, Part B Special Education Flowthrough, Preschool Flowthrough, EOSD, and Transition Services, are being reviewed and approved by the MDE Superintendent. Until the Superintendent approves this item, the final allocations cannot be released.

### **Part B, Special Education Flowthrough (Section 611)**

The calculations indicate that the increase across ISDs averages 3.2% for Part B, Special Education Flowthrough. Some districts will realize a larger or smaller percentage since the allocation is multi-factored. As required under IDEA 2004, the formula is calculated using three elements: (1) special education population base (hold-harmless on December 1, 1998 student count); (2) total student population (all students K-12 in public and non-

public schools); and (3) poverty index (computed using federal free lunch program).

### **Permissive Use of Funds**

Beginning in fiscal year 2005-2006, the IDEA 2004 and current federal regulations will allow districts five options for completing federal grant applications under Permissive Use of Funds. Local districts, public school academies, and intermediate school districts that operate special education programs or provide services may apply to use their allocated Part B, Special Education Flowthrough dollars under one or more than one of these options for the 2005-2006 year. The application form and the description of each of the options can be found in MEGS.

### **Part B, Preschool Flowthrough (Section 619)**

The 2005-2006 Preschool Flowthrough Awards to ISDs decreased by approximately 2%. The formula as required under the IDEA 2004 is calculated as required under the IDEA 2004 using three elements: (1) special education population base (hold-harmless on December 1, 1996 student count); (2) total student population (all students K-12 in public and non-public schools); and (3) poverty index (computed using federal free lunch program). You may use Special Education Flowthrough dollars to fund Preschool Flowthrough activities.

### **EOSD Grant**

The 2005-2006 EOSD Awards have increased \$10,000 per ISD. The EOSD Grant application for fiscal year 2005-2006 now has four program designs instead of five.

### **State School Aid Update**

Contact: Dianne Easterling at (517) 241-4517 or at [easterlingd@michigan.gov](mailto:easterlingd@michigan.gov)

The School State Aid Act appropriates funding to the state's 554 LEAs, 191 PSAs and 57 ISDs for operations and certain categorical programs. It also appropriates funds to the Center for Education Performance Information (CEPI), Department of Labor and Economic Growth (DLEG), and other entities to implement grants and programs related to K-12 education.

The School Aid Bill for 2005-06, HB4887, passed the House on June 22, 2005 and the Senate on June 29, 2005. There are points of difference on many of the sections, ensuring that the bill will go to Conference Committee later this summer. As of July 18, the House has selected their representatives to the Committee but not the Senate.

Items of interest include:

1. Sec. 6(4)(AA) defines membership for preprimary special education pupils. This changes from generating a .2 FTE per day to the number of hours scheduled and provided divided by 450 for rule 340.1754

- programs and to the number of hours scheduled and provided divided by 180 for rule 340.1755 programs.
2. Sets the FY foundation allowance at \$6,875.00.
  3. Sec. 24 phases in a new funding formula for on grounds juvenile detention programs.
  4. Sec. 32(L) transfers in funding from the Department of Education budget for Michigan School Readiness Competitive grants.
  5. Sec. 51(a)(7) changes the cost reporting requirements for itinerant staff transferred from the local district to the intermediate district.
  6. Section 56 in the House version is increased to \$37,881,100 from \$36,861,100.
  7. Sec. 81(5) allocates \$200,000 for strategic planning grant to a consortium or association of ISDs to conduct a study and make recommendations on best practices to more efficiently perform district functions. Starting in FY 2007, districts must be in a consortium with at least one ISD to start implementing best practices or lose 5% of their state aid payment.
  8. Sec. 147 estimates the FY 2006 retirement rate to be 16.34%.

On July 12 SB 279 was forwarded to the Governor for her signature. This bill is retroactive to the 2004-05 school year. The main item of interest is the language in Section 51a(7)(b) which details how the costs for special education itinerant staff transferred from a local district to an intermediate district shall be reported for payment.

### **Transition Grant**

The MDE-OSE/EIS' priority for transition during 2005-2006 is directed toward the development of effective systems to achieve post-school outcomes for students with disabilities, as they compare to their non-disabled peers. As identified by the OSE/EIS, the key performance indicator of quality transition is effective systems that support students to achieve post-school outcomes such as advanced education, job training, or employment. The system contains measurable student-focused planning, student development activities and community involvement.

To receive the allocated transition coordinator and transition services dollars, applicants must submit, and have approved, an implementation plan that emphasizes improvement of evaluation and practices in meeting post-school outcomes for students with disabilities, as they compare to their non-disabled peers. With emphasis on outcomes-based decision making, ISDs must address the four principles of the transition key performance indicator.

**Principle #1:** Effective systems prepare students for post-school outcomes such as advanced education, job training or employment.

**Principle #2:** Effective systems contain student focused planning that assures that students and all IEP Team participants are engaged in a process that results in individualized student plans focused on the student's post-school vision.

**Principle #3:** Effective systems provide a preplanned course of study that provides diverse and flexible opportunities that are inclusive of academic preparation and/or functional skill development that results in the attainment of post-school goals.

**Principle #4:** Effective systems identify and establish community connections that build student, family, and staff capacity to access and utilize needed resources.

### **Intermediate School District Plans**

Contact: Roxanne Balfour at (517) 335-0468 or at [balfourr@michigan.gov](mailto:balfourr@michigan.gov)

The ISD plans have been received on a regular basis for review and approval. Most have incorporated the 1832 (e) option, which allows special education programs and services to be offered in an alternative method to rule language described in Part 3 of the Michigan Special Education Revised Administrative Rules, effective June, 2002. To date we have received approximately 41 new plans in our office. The most current approved plan on file in our office will be the effective plan the ISD must abide by for purposes of the delivery of special education programs and services.

To submit a modification/clarification to a current ISD plan the form and process can be found on the Internet at:

[http://www.michigan.gov/documents/ISDClarification-Modifications-03-16-05\\_119277\\_7.pdf](http://www.michigan.gov/documents/ISDClarification-Modifications-03-16-05_119277_7.pdf)

### **Michigan Compliance Information System (MICIS)**

Contact: John Andrejack at (517) 241-4386 or at [andrejackj@michigan.gov](mailto:andrejackj@michigan.gov)  
Allan Knapp at (517) 485-8181 or at [akzoom@aol.com](mailto:akzoom@aol.com)

Four December Special Education and *Early On*<sup>®</sup> data collections have been done with the MICIS Periodic Count process, as well as four June *Early On*<sup>®</sup> data collections. A third version of the Special Education December Count Data Portraits has been released that allows comparisons at the ISD, LEA, state, region, and same-sized peer group levels. A first version of *Early On*<sup>®</sup> Data Portraits is being tested. For December 2005, the submission process will be modified to use the state Single Record Student Database (SRSD) format. This change is necessary due to increased data requirements from OSEP, and will also allow more accurate and detailed comparison between Special Education and General Education populations.

For current MICIS Student Database users, improvements in the last year included the addition of a new "Ad-Hoc" report generator, allowing multiple historical school records within an ISD/District, and mass change capabilities for keeping accurate historical records as students change providers, grades, or schools. Migrations for

Registry Management System (RMS/2000) users into MICIS will continue to take place this summer and fall.

A major improvement in the next year will be the addition of screens and reports to support *Early On*® children, whose data can then be tracked as they continue in Michigan, either within Special Education through MICIS, or in other school settings, through the SRSD. Prototypes of three Dispute Resolution modules (Complaints, Hearings, and Mediations) have been developed outside of MICIS and are being tested. A major goal for the 2004-2005 school year is to build a single web-based module within MICIS that will allow communication between the three processing groups. Other goals for the year are:

- Improve the December collection process to add to the functionality for MICIS Student Database users
- Develop additional data portraits for Disproportionality, Discipline, and Continuous Improvement Monitoring System (CIMS) information
- Incorporate the new electronic IEP project into MICIS

### **MI Medicaid School Based Services Program**

Contact: Jane Reagan at (517) 335-2250 or at [reaganj@michigan.gov](mailto:reaganj@michigan.gov)

During fiscal year 2004 (October 2003 through September 2004), Medicaid reimbursement to Michigan ISDs around the State totaled \$55M. This does NOT include the Administrative Outreach component.

The Department of Community Health, where the Medicaid Program is housed, is working to provide more regular and up-to-date information using their website. Look for notification of new School Based Services-specific pages or links. Below find some highlights of the SBS program since July 2004. *Please do not hesitate to contact Jane Reagan with questions, concerns and input on the Medicaid SBS Program.*

### **Fee-For-Service (FFS) Program**

Contact: Linda Sowle at Michigan Department of Community Health (517) 241-8398 or at [sowleL@michigan.gov](mailto:sowleL@michigan.gov)

The Michigan Medicaid Program's FFS component has seen lots of activity this past year. Some highlights:

- The policy was totally re-written, effective October 1, 2003 with all new national procedure codes also initiated. Several of the new procedure codes were unable to be paid by the Medicaid claims processing system. So, in late 2004, an unusual waiver was granted to ISDs and their billing companies, allowing them to submit claims for some unpaid services that went as far back as October 2003 dates of service.
- The documentation requirements for special education transportation, published in September 2003, have proven to be difficult for many districts, but are required. Many ISDs are no longer submitting claims for

transportation because they are unable to meet the documentation requirements, using a "bus trip log" or something similar. Statewide, reimbursement for transportation is down over 40% since 2003.

- More ISDs have decided to forego utilizing a billing company to process their FFS claims and, thus far, all seem to be pleased with their decisions.
- In 2004 the federal Centers for Medicare and Medicaid Services (CMS) mandated that Michigan Medicaid's SBS program develop a **new reimbursement methodology** for the SBS program. They laid out specific criteria that must be met: the new rates must be cost-based, provider specific, and annually reconciled. The CMS expects Michigan to submit a draft formula by October 2005. With the short timeline for such a huge project, the DCH contracted with the PCG company, and is charging a portion of the costs of that contract to all ISDs.
- A "rate setting workgroup" was formed consisting of representatives from MDCH, MDE and several ISDs to work closely with the contractor for this project. During much of 2005, the workgroup met almost monthly to gather information from ISDs and local districts to analyze already-existing data that can be used. All are looking to design a process that minimizes the work of special education and business staff from ISDs and local districts, while meeting the federal CMS criteria.

### **Administrative Outreach Program**

Contact: Penny Dipple at Michigan Department of Community Health (517) 241-5159 or at [dipplep@michigan.gov](mailto:dipplep@michigan.gov)

The first year of the new Administrative Outreach Program was completed on December 31, 2004 and the federal Centers for Medicare and Medicaid services (CMS) has begun a preliminary analysis of the claims submitted between January 2000 to December 2003, as provided in the May 2002 Settlement Agreement between CMS and the State of Michigan. In late June 2005, all ISDs received a letter asking for backup documentation for those claims.

The CMS has not provided information about their timetable nor what they will do with the information they are gathering, but we know it is a part of what they call the "backcasting" process.

Opportunities for input from you:

*Administrative Outreach Advisory Group* - Meets for a approximately two hours on the fourth Tuesdays in January, March, May, August, and October.

*Medicaid School Based Services Provider Liaison Meeting* – This meeting is held annually in January for all SBS topics—both Fee-For-Service and Administrative Outreach.

**Michigan School for the Blind/Low Incidence Outreach (MSB/LIO)  
Programs & Services**

Contact: Kathy Brown at (810) 257-1421 or [brownk3@michigan.gov](mailto:brownk3@michigan.gov)

MSB/LIO provides programs and services to support children with visual impairments and children with hearing impairments, their families and school personnel. Program components include:

- Signed Communication Proficiency Interviews
- Interpreter Project
- Regional Assistive Technology Workshops
- Regional Braille Classes
- Large Print & Braille production
- Book Research (alternate format educational materials)
- Federal Quota Program
- Collaborative work with Office of Educational Assessment and Accountability (OEAA)
- Resource library (items can be borrowed)
- Junior Sports Camp (co-hosted with Western Michigan University)
- Program Improvement Process - Programs for students with visual impairment (VI)
- Visually Impaired Helpline
- Consultation around specific student needs (assessment and programming)
- Website

More information about this project can be found on the website,  
<http://www.cenmi.org/msdb-lio>.

**Qualified Educational Interpreters**

Contact: Kathy Brown at (810) 257-1421 or at [brownk3@michigan.gov](mailto:brownk3@michigan.gov)

The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services, and the Michigan Department of Labor and Economic Growth (MDLEG), Division on Deaf and Hard of Hearing, developed a referent group (Group) to address the status of educational interpreters for deaf and hard of hearing (D/HH) students in Michigan. The charge to the Group was to develop a proposal that will define qualifications of interpreters and address developing an adequate supply of qualified interpreters for D/HH students in educational settings.

The draft *Proposal for Ensuring an Adequate Supply of Qualified Educational Interpreters* includes a clarification of the current challenges, a framework of meaningful performance standards for educational interpreters, and a strategic plan for change. Sixteen strategic directives are proposed including adoption of the Educational Interpreter Performance Assessment (EIPA).

For more information on the EIPA go to:

<http://www.classroominterpreting.org/home.asp> or  
[http://spot.colorado.edu/~schick/EIPAWT\\_about.html](http://spot.colorado.edu/~schick/EIPAWT_about.html).

For information and updates on the proposal go to:  
<http://www.cenmi.org/msdb-llo/default.asp>.

### **Michigan School for the Deaf Programs and Services**

Contact: Beth Steenwyk at (517) 241-4035 or at [steenwykb@michigan.gov](mailto:steenwykb@michigan.gov)

Placement at the Michigan School for the Deaf (MSD) is determined on a student-by-student basis through the IEPT process involving local school district personnel and the child's parents. For each child with a disability, there must exist a continuum of placement options from which the local school superintendent makes the most appropriate placement recommendation. The MSD is one option in the provision of services for students with who are deaf or hard of hearing. Students who attend the MSD receive a unique combination of services resulting from complex educational planning involving the interaction of many social, emotional, and behavioral intervention strategies, intense exposure to two languages (American Sign Language and English), in addition to academic and residential support services. The range, intensity, and the scope of services available at MSD are provided for any student with a hearing impairment in Michigan as determined by the IEPT.

The primary goal of the MSD program is to provide educational programs and services for students who are deaf or hard of hearing: (1) whose educational needs, in the least restrictive environment, are best met by placement at the MSD; (2) whose school district has elected to send the student to MSD because the parents or the IEPT have identified MSD as having the most beneficial educational program; (3) for whom the specific language and communication demands as identified under the IDEA 2004 are best met by MSD's specific Communication Policy and dual language approach, which encompasses the entire campus and includes ambient communication; and (4) who will benefit from proximity to other students and adults who are deaf as role models which will help them realize their full academic, functional and social potential.

The following programs are currently being offered:

- Preprimary Program
- Primary Program
- Upper Elementary Program
- Middle School Program
- High School Program
- Mental Health Services
- Independent Living
- Residential Program
- Extracurricular Program  
(MHSAA sanctioned sports)
- Support Services
- Transition Services
- Evaluations

### **Personnel Approvals**

Contact: Roxanne Balfour at (517) 335-0468 or at [balfourr@michigan.gov](mailto:balfourr@michigan.gov)

The following is a summary of the special education approvals that were processed for 2004-2005 school year.

### Approval Counts for 2004 - 2005

| Program Name                           | Temporary  | Continued Temporary | Full       | Total       |
|--|------------|---------------------|------------|-------------|
| Mild Cognitive Impairment              | 27         | 35                  | 0          | 62          |
| Moderate Cognitive Impairment          | 13         | 13                  | 0          | 26          |
| Severe Cognitive Impairment            | 4          | 9                   | 0          | 13          |
| Emotional Impairment                   | 38         | 81                  | 0          | 119         |
| Learning Disabilities                  | 87         | 160                 | 0          | 247         |
| Physical and Other Health Impairment   | 2          | 6                   | 0          | 8           |
| Severe Multiple Impairment             | 2          | 1                   | 0          | 3           |
| Early Childhood Special Education      | 21         | 50                  | 21         | 92          |
| Autism                                 | 56         | 75                  | 0          | 131         |
| Resource Room                          | 156        | 151                 | 0          | 307         |
| Phys Ed for Students with Disabilities | 3          | 1                   | 0          | 4           |
| Director of Special Education          | 23         | 4                   | 17         | 44          |
| Supervisor of Special Education        | 48         | 32                  | 34         | 114         |
| Teacher Consultant: AI                 | 0          | 0                   | 10         | 10          |
| Teacher Consultant: MI                 | 0          | 0                   | 46         | 46          |
| Teacher Consultant: EI                 | 0          | 0                   | 72         | 72          |
| Teacher Consultant: LD                 | 0          | 0                   | 90         | 90          |
| Teacher Consultant: HI                 | 0          | 0                   | 6          | 6           |
| Teacher Consultant: VI                 | 0          | 0                   | 8          | 8           |
| Teacher Consultant: POHI               | 0          | 0                   | 4          | 4           |
| School Social Work                     | 133        | 29                  | 115        | 277         |
| Physical Therapy Assistant             | 0          | 0                   | 6          | 6           |
| <b>Total Approvals</b>                 | <b>613</b> | <b>647</b>          | <b>429</b> | <b>1689</b> |
| Permits                                |            |                     |            | 9           |

There are 73 special education approvals as of July 6, 2005 that are not reflected in this count pending payment. All counts will be finalized by September 1, 2005.

#### **State Improvement Grant (SIG)**

Contact: David Smith at (517) 373-7930 or at [smithdl@michigan.gov](mailto:smithdl@michigan.gov)

The OSE/EIS has received a new three-year grant that focuses on middle schools that did not make Adequate Yearly Progress (AYP) for their special education subgroup in the areas of Mathematics and English Language Arts. Collaboration with general and special education stakeholders/experts and partnership with selected middle schools will be implemented. Current SIG initiatives provide a foundation for the new SIG grant. These include the following:

### **Aligning for Leadership Forums**

These “disciplined dialogue” forums utilize “CogniScope” methodologies to engage diverse stakeholders in building consensus around a plan of action to address complex system issues. Recent forums include one with a cross-section of the MDE, from the superintendent to administrative support staff. Another forum engaged members of the SBE and MDE leadership in enhancing alignment between policy and operations. Similar forums to be piloted in several local districts this fall will serve as prototypes for the collaborative approaches to addressing complex system issues proposed in the new SIG grant.

### **Mathematics AYP Study Group**

Content and instructional specialists from general education and special education provided five days of training for two clusters of schools in July 2004. One session was held at Saginaw ISD, the other at Wayne Regional Educational Service Agency (RESA). Participating teams came from elementary and middle schools that did not make AYP in mathematics because of the performance of their Special Education subgroup. Site visits and additional days of training will help sustain learning initiated during these sessions. Emerging strategies for mathematics content and pedagogy will be integrated into the new grant.

### **Quality Assurance Review (QAR)**

The QAR is a continuous improvement process that incorporates a data based decision model aligned with a school’s overall improvement plan, which specifically addresses the improved performance of students with disabilities. Initiated in 2000 and refined through practice it is now undergoing a thorough review by external evaluators with an eye toward refining key tools and strategies—such as the self-assessment survey and school improvement strategies of particular relevance to students with disabilities—to be incorporated into the new SIG grant. Discussions have also been initiated on how to integrate with MI-Plan, a web-based school improvement planning and implementation tool.

## **Statewide Initiatives**

### **Autism Collaborative Endorsement (ACE)**

Contact: Joanne Winkelman at (517) 373-1696 or at [winkelmanj@michigan.gov](mailto:winkelmanj@michigan.gov)

Six state universities (Central Michigan University, Eastern Michigan University, Grand Valley State University, Northern Michigan University, Oakland University, and Wayne State University) joined together in January 2002 to form the ACE, an Internet-based program for special education teachers seeking a second endorsement in autism. To date approximately 50 teachers have received their ACE endorsement.

The ACE only requires one application and allows students to register for courses on-line. This program enables students to take courses from a variety of

institutions without having to travel or apply to each school separately. Completion of the practicum is arranged through their home university. For more information, visit the ACE web site at <http://ace.coe.wayne.edu> or call the toll free number 1-888-216-1029.

### **Michigan IDEA Partnership**

Contact: Fran Loose at (517) 241-4414 or at [loosef@michigan.gov](mailto:loosef@michigan.gov)

The purpose of Michigan's IDEA Partnership is to help transform **adult learning**<sup>1</sup> to support implementation of IDEA 2004 and to improve student achievement. In this U.S. Department of Education initiative housed at the National Association of State Directors of Special Education (NASDSE), close to 100 Michigan general and special education administrators, advocates, higher education faculty members, organizations, parents, policy makers, and service providers are joined by several national partners. In addition to periodic large group meetings, the majority of the Partnership's work is accomplished through several action teams.

A few current action team focus points include the **Technology** team's survey to be distributed statewide to school personnel in August to identify staff member's learning needs that may directly support student use of technology or may increase staff efficiency in completing technology-related tasks. An addition outcome is that the data gathered will be used to inform the MDE educational technology plan, due for completion 9/30/05. The **Family Involvement** action team is also developing a basic technology survey for families to inform communication strategies, parent learning opportunities and lending library purchases. The MDE's **High School Initiative's Student Support and Interventions** action team, based in the IDEA Partnership, is identifying recommendations to support vulnerable students, to support the professionals who serve them, and to create a high school culture and environment that are likely to increase these students' success in the context of increasing high school rigor. The **Title I, Title III, and IDEA 2004** action team has begun statewide planning to make building level services more seamless for staff and students.

The key resources that serve as a framework for the Partnership, helping Michigan meet the adult learning obligations of the IDEA 2004 as well as the NCLB:

- The current State Board of Education (SBE) Strategic Goal:  
*Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and children.*
- The draft Universal Education Vision and Principles prepared by an SBE referent group to serve as a filter regarding public education's responsibilities to all learners.

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<sup>1</sup> **Adult learning** includes learning among **all** adults who have the potential to influence a child's development/education.

- The SBE adopted Professional Development Vision and Standards for Michigan Educators.
- The National Staff Development Council's Standards for Staff Development, Revised, 2001. (incorporated in the SBE Vision and Standards).
- The Michigan Staff Development Council's Collaborative for Advancing Quality Professional Development Position Statement for Statewide Quality Professional Development which includes beliefs, as well as roles and responsibilities, for each role in the educational community.

### **IDEA 2004 Mandated Activities Projects**

Each year the federal allocation to Michigan includes state set-aside administrative funds for discretionary activities to meet requirements of the Individuals with Disabilities Education Act. These activities are determined by personnel needs in the state (example: the Autism initiative), by monitoring and compliance findings (example: secondary transition services), by systemic obligations and considerations of economy of scale (example: alternate assessment; MICIS), and as a result of new requirements from the United States Department of Education (example: Continuous Improvement and Focused Monitoring). The following is a summary of these activities.

#### **Center for Educational Networking (CEN)**

Contact: Linda Lynch at (800) 593-9146 #5 or at [lal@eaton.k12.mi.us](mailto:lal@eaton.k12.mi.us)  
Web: <http://www.cenmi.org>

The Center for Educational Networking (CEN) is an IDEA 2004 Mandated Activities Project (MAP) designed to function as a statewide education information network. CEN offers services that range from print and electronic production to Web site and database solutions, from editing and design to technical services. Various special education stakeholders use CEN's products and services. These stakeholders include individuals with disabilities, families, educators, community service providers, other MAPs, and the Michigan Department of Education, Office of Special Education and Early Intervention Services. Specific services include: producing and disseminating products and publications such as *Leading Change* and *FOCUS on Results*, supporting networking among special education stakeholders, facilitating event coordination and evaluation, maintaining a Web site and developing and maintaining Web sites for other MAPs and state initiatives, maintaining an archive of electronic documents and converting paper documents to electronic files, and facilitating statewide personnel development activities.

#### **Early On® Training and Technical Assistance (EOT&TA)**

Contact: Julie Banfield at (866) 334-5437 or at [banfield@edzone.net](mailto:banfield@edzone.net)  
Web: <http://eotta.ccesa.org>

Clinton County RESA's *Early On®* EOT&TA serves as the foundation of the federally required Comprehensive System of Personnel Development (CSPD) in Michigan for Part C of the IDEA 2004. The EOT&TA's purpose is to provide training and technical assistance (TA) to interagency providers of early

intervention services to assist them in enhancing their qualifications and in demonstrating competencies in the delivery of services. The typical process for supporting personnel includes both training and TA. Initial training is followed by a series of activities that sustain the learning; further TA is offered for incorporating and implementing the competencies learned. The sustained learning and TA are provided by TA Specialists and take place in the local service area. *Early On®* Institutes are two-day trainings held at least twice a year that include the basics of the early intervention system for personnel new to *Early On®*. The *Early On®* Conference is held annually at various locations across the state. The conference is designed to meet the needs of personnel at different stages in their careers and highlights areas that are stressed as priorities through the Continuous Improvement Monitoring Process (CIMP).

### **Michigan Assistive Technology Resource (MATR)**

Contact: Jeff Diedrich at (800) 274-7426 or at [diedrich@edzone.net](mailto:diedrich@edzone.net)  
Web: <http://www.cenmi.org/matr>

Michigan's Assistive Technology Resource (MATR) is an IDEA 2004 Mandated Activities Project awarded by the Michigan Department of Education, Office of Special Education and Early Intervention Services. MATR provides training and assistance to facilitate leadership in using a multidisciplinary, data-driven approach for developing and implementing assistive technology plans for students in Michigan. MATR collaborates extensively with Michigan's five designated assistive technology regions, working with assistive technology personnel at each of the fifty-seven Intermediate School Districts as well as many of the local educational agencies (LEA's).

MATR has produced several training materials and modules to increase awareness and knowledge about assistive technology. MATR also has a comprehensive website that includes our training materials, regional information, lending library inventory, and links to resources. In addition, MATR continues to offer both a software and equipment lending library. The software lending library is available to parents as well as districts while the equipment lending library is available to Michigan's Public Schools. The lending libraries allow trial use of assistive technology with students to determine effectiveness prior to purchasing.

### **Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)**

Contact: Kathryn Schallmo at (586) 228-3330 or at [kschallmo@misd.net](mailto:kschallmo@misd.net)  
Steve Goodman at (877) 702-8600 ext. 4027 or at [sgoodman@oaisd.org](mailto:sgoodman@oaisd.org)  
Margaret McGlinchey at (269) 385-1581 or at [mmcglinc@kresanet.org](mailto:mmcglinc@kresanet.org)  
Web: <http://www.cenmi.org/miblsi>

The mission of MiBLSi is to develop support systems and sustained implementation of a data-driven, problem-solving model in elementary

schools. This is accomplished through the implementation of school wide Positive Behavior Support (PBS) and school wide reading intervention. This Mandated Activities Project meets requirements under the IDEA 2004 for school wide Positive Behavior Supports and provides assistance in early intervening to improve student performance. Data systems used include the School Wide Information System (SWIS) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This model builds on the recommendation of the National Research Council calling for a multi-tiered model of prevention/intervention to address the needs of all students, and impacts school wide systems which include school improvement, grade level and individual response to intervention. Twenty-two elementary schools participated in the first cohort (2003-2004). A second cohort consisting of an additional thirty-one schools joined the project in February of 2005. Each school team collects information on behavior and reading support systems within the school, implementation measures and student outcomes in both behavior and reading. The teams use this information to evaluate program effectiveness and also to develop intervention plans.

**Michigan Special Education Mediation Program**

Contact: David Gruber at (517) 485-2274 or at [resolve@tds.net](mailto:resolve@tds.net)  
Web: <http://www.cenmi.org/msemp/Default.asp>

The Michigan Special Education Mediation Program (MSEMP) provides collaborative skills and services to plan and resolve disputes arising from early intervention and special education activities under IDEA 2004. The MSEMP furnishes, at no cost to users, mediation services, IFSP (Individualized Family Service Plan) and IEP facilitation services, conflict resolution training, and education about the benefits of collaborative problem solving. The program works through the Community Dispute Resolution Program, a statewide network of nonprofit conflict resolution centers, to make available to parents, school districts, and service providers non-adversarial alternatives to the hearing and complaint processes. Dispute Resolution Education Resources, Inc., a Lansing-based nonprofit organization, administers the program for the Office of Special Education/Early Intervention Services. The MSEMP is working to increase awareness and use of collaborative techniques to foster productive relationships among those assisting individuals from birth to 26 served through special education programs and services.

**Michigan's Transition Outcomes Project (MI-TOP)**

Contact: Laurie Bradley at (517) 373-2677 or at [bradleylm@michigan.gov](mailto:bradleylm@michigan.gov)

The Michigan Transition Outcomes Project (MI-TOP) initiative was implemented in the fall of 2004 to assist Intermediate School Districts (ISDs) in their efforts to improve graduation and special education post-secondary outcomes. MI-TOP is committed to working with ISDs to help with change and developing a system that identifies excellence. Work in the 2003-2004

fiscal year centered on collecting, compiling and interpreting data, identifying needed supports, and applying new learning.

During the 2004-2005 fiscal year, in an effort to move beyond compliance to quality, the MI-TOP community accomplished the following:

- Contributed toward embedding the transition mandates into the Continuous Improvement and Monitoring System
- Developed an interactive website to report out data collection
- Developed an improvement plan based on the 2003-2004 IEP reviews and are currently collecting comparison data to check improvement
- Provided on-going technical assistance
- Trained all Transition Coordinators on writing appropriate goals and objectives for the grant year 2005-2006 for performance-based improvement to local transition systems
- Created the *Michigan Transition Connection Communities of Practice* website at <http://www.sisd.cc/services/mtc.htm>

For more information, visit the Michigan Transition Resources web site at [www.cenmi.org/tspmi](http://www.cenmi.org/tspmi).

### **Parent Training and Information**

Citizens Alliance to Uphold Special Education (CAUSE)

Contact: Patricia G. Keller at (517) 886-9167 or at [patk@causeonline.org](mailto:patk@causeonline.org)

CAUSE is Michigan's federally mandated Parent Training and Information Center. We provide a collaborative forum where consumers and providers can actively support an individualized Free Appropriate Public Education (FAPE) that enables all students to maximize their options in the world community. Our priority is to protect and advocate for the educational rights of students with disabilities. With financial support from the U.S. Office of Special Education and the Michigan Department of Education, CAUSE achieves these goals by providing free information, referral, support, advocacy, workshops, conference presentations, and trainings to parents and professionals across the state. The CAUSE team of staff and volunteer parent advocates work to empower parents and support school personnel as we seek improved educational outcomes for students. Each year, we respond to over 30,000 phone calls, disseminate over 90,000 pieces of information, attend over 3,000 meetings involving families and schools, and provide over 100 workshops upon request.

### **Family Information Exchange (FIE)**

Contact: Ellen Sugrue Hyman (517) 487-5426 ext. 105 or at [ellen@arcmi.org](mailto:ellen@arcmi.org). On the web at: <http://www.arcmi.org>

FIE, a project of The Arc Michigan, is a communication and information network for *Early On* (Part C) families and parent leaders across Michigan. FIE's staff which includes parents of children with disabilities, handles information and referral calls and provides general and specific information packets on disability and related issues to families of young children. Three

times a year, FIE publishes the Key Player Packet, an important statewide newsletter/resource for young families and professionals about *Early On*. FIE also supports parent members of the State Interagency Coordinating Council (SICC) by providing them with support, information and assistance. FIE maintains a database of over 6800 families and professionals.

### **The Parent Coalition**

Contact: Ellen Sugrue Hyman (517) 487-5426 ext. 105 or at [ellen@arcmi.org](mailto:ellen@arcmi.org). On the web at: <http://www.arcmi.org>

The Parent Coalition works to improve outcomes for students with disabilities by training parent leaders to build parent/professional partnerships in local communities for school-age children (Part B). Trainings are targeted to Intermediate School Districts (ISD) Local Interagency Coordinating Councils (LICC), Local School Community Organizations (LSCO), Parent Teacher Associations (PTA) and other community agencies. Parent leaders provide workshops on four different modules and provide informal advocacy and support to parents in their community. Training topics are: Partnerships within the Community, Positive Behavioral Supports, Parent/Professional Partnerships, and Attention Deficit Hyperactivity Disorder. Parent Leaders are located in Ottawa, Mason/Lake, Kent, Marquette, Eaton, Washtenaw, Wayne, Oakland, Tuscola, Ontonagon, Keweenaw, and Macomb. The Arc Michigan subcontracts with UCP of Metro Detroit and the Developmental Disabilities Institute at Wayne State University to implement these activities.

### **Project PERFORM**

(Providing Education and Resources to Families and Others Residing in Michigan)

Contact: Kay Moler at 800-552-4821 or [kmoler@wash.k12.mi.us](mailto:kmoler@wash.k12.mi.us)  
Washtenaw Intermediate School District  
Web: <http://www.wash.k12.mi.us/perform>

Project PERFORM is an IDEA 2004 Mandated Activities Project (MAP) working in conjunction with other groups to provide technical assistance in the form of resources/referrals, information and support for Michigan families of children with disabilities from birth to age 26. The services of Project PERFORM are also used by other stakeholders including educators and community service providers. Project PERFORM staff members are parents of children with special needs, who can provide one-on-one support to consumers through our toll-free telephone line or by email. The other major services offered are the Project PERFORM Web site, 21 Information Folders on disabilities and educationally related topics available on the Web site or in print, and a lending library.

### **Project Find and Public Awareness, Information & Referral (PAIR)**

<http://www.projectfindmichigan.org>

<http://www.1800earlyon.org>

Public awareness, information & referral services are provided to Michigan's IDEA 2004 child find initiatives: *Early On*® (IDEA 2004 Part C) and Project

Find (IDEA 2004 Part B). The statewide, toll-free phone number for *Early On®* is 1-800-EARLY ON and for Project Find, it is 1-800-252-0052. Technical assistance is provided to ISD's and other agency partner coordinators to help publicize the benefits of early intervention and the availability of early childhood services. Publications are developed and distributed to ISD's for distribution locally, including the *Early On®* brochure, Family Rights brochure, *Early On®*/Project Find bookmarks, posters, etc.

### **Qualitative Compliance Information Project**

Contact: Lyke Thompson at (313) 577-5209 or at [ad5122@wayne.edu](mailto:ad5122@wayne.edu)  
Charo Hulleza at (313) 577-8831 or at [c.hulleza@wayne.edu](mailto:c.hulleza@wayne.edu)

The purpose of this project is to support the on-going evaluation of Part C of IDEA 2004 in *Early On®* Michigan. The evaluation provides formative feedback to State level stakeholders regarding the progress of Part C, and provides long-term assessment of the impact of Part C on families and on the service system. This Mandated Activities Project supports the Continuous Improvement Process for Part C and provides necessary information for federal verification and monitoring. Current activities include a biennial Service Coordinator Survey of approximately 770 service coordinators, and an annual Family Survey of approximately 5,500 families who currently receive *Early On®* services and 1,300 who have recently transitioned out of *Early On®*. The project also is interviewing families regarding receipt of services, both to facilitate *Early On®* System Review and to gather data to meet federal requirements. This will help determine if children are receiving timely and appropriate services according to their Individualized Family Service Plan. In the fall, the project will survey local *Early On®* Coordinators and Local Interagency Coordinating Council (LICCC) members about implementation of *Early On®* in their area.

### **School Improvement Mini Grants**

Contact: Lamia Haddad at (517) 373-4584 or at [haddadl@michigan.gov](mailto:haddadl@michigan.gov)

The purpose of this project is to improve the performance of students with disabilities in schools that are in Phase 1 or Phase 2 of School Improvement and the special education subgroup did not make Adequate Yearly Progress (AYP). The total amount of funds available for these grants in 2005-2006 is \$390,000. The maximum funding award for Phase 1 schools is \$10,000. The maximum funding award for Phase 2 schools is \$25,000. The grant period will be from October 1, 2005 until September 30, 2006.

Elementary and Secondary school buildings are eligible to apply through their School Improvement teams. In buildings where there are fewer than thirty (30) students in the special education subgroup, district level AYP status may be used to qualify the building as long as the majority of students with disabilities in the building who participated in state assessments did not perform at a proficient level.

Each building team that applies must include at a minimum: a general educator, a special educator, building principal, central office administrator, school improvement team member, and a parent. A consulting partnership with a college/university is also encouraged. An instructional paraprofessional may also participate. The applicants are encouraged to collaborate with general education.

The School Improvement Mini Grant is designed to support school improvement projects in Elementary and Secondary school buildings.

### **Statewide Autism Resource and Training (START)**

Contact: Amy Matthews at (616) 331-6480 or at [matthewa@gvsu.edu](mailto:matthewa@gvsu.edu)

Web: <http://www.gvsu.edu/autismcenter>

This Mandated Activities Project was initiated to improve the delivery of educational services and supports to students with autism spectrum disorder across the state. The START project serves as a coordinating and support entity for school systems and regional networks across the state of Michigan to increase access to local resources, training and supports for students with autism spectrum disorder and ensure the use of effective practices. The project has a model of service to accomplish this statewide effort that emphasizes resources, training, collaboration and networking, and effective practices. Intensive trainings are tailored to each school program based on a model of increasing knowledge, applying new knowledge and skills, and teaming and collaboration. The creation of Regional Collaborative Networks (RCN) and the Effective Practice Leadership Initiative (EPLI) has led to collaboration among school systems and regional stakeholders to form a network of training and information for educators in each region of the state. The Autism Program Evaluation and Planning Tool (APEPT) serves as a program assessment tool to guide schools in developing and implementing program improvement plans based on regular assessment of programming across critical areas necessary for improved outcomes for students with autism spectrum disorder.

## **Advisory Groups**

### **Special Education Advisory Committee (SEAC)**

Contact: Fran Loose at (517) 241-4414 or at [loosef@michigan.gov](mailto:loosef@michigan.gov)

The Special Education Advisory Committee (SEAC) is Michigan's IDEA 2004 mandated State Advisory Panel to the SBE and the MDE. Its purpose is to:

- Advise the State Education Agency (SEA) of unmet needs within the State in the education of children with disabilities, 300.169(a);
- Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities, 300.169(b);
- Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act, 300.169(c);

- Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act, 300.169(d); and
- Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities, 300.169(e)

The SEAC served as an advisory resource regarding the array of documents and procedures that were revised to comply with the newly implemented rules. In addition, much of the work over the past year has occurred within the context of three subcommittees of SEAC.

### **General Supervision Committee**

Reviewed public comment and advised the SEAC and MDE with regard to the December 1, 2004 IEP Addendum & Manual Insertion, Due Process Hearing (Magistrate System), Qualifications of Teachers, Programs for Students with Severe Language Impairments, and Homebound Services – RE: Administration of Programs and Services.


### **School Age Committee**

Developed quick notes format to share SEAC activities with the State Board of Education and the affiliated members, developed an affiliation grid indicating organizations and advocacy groups where members play a significant role, reviewed the seclusion and restraint draft document and made recommendations to the entire SEAC, developed recommendations for parameters for guest speakers.

### **Secondary Transition Committee**

Reviewed public comment on the proposed rule regarding the qualifications for a Transition Coordinator and approval procedures, recommended changes to current pupil accounting rules that would allow for an expanded definition of instructional time a student could be involved with work-based learning as determined by the transition services within the student's IEP, reviewed the proposed revised Transition IEP form to encourage Secondary Transition Subcommittee members' submission of public comment.

### **State Interagency Coordinating Council (SICC)**

Contact: Barb Schinderle at (517) 241-2591 or at [schinderleb@michigan.gov](mailto:schinderleb@michigan.gov)  
web: <http://www.cenmi.org/pair/sicc.asp> 

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 2004) 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 FIA], and parents) to draft a process to guide the redesign.

On February 18, 2005, the SICCC voted to adopt the proposed process, marking the beginning of the redesign effort.

For more information, or to comment on *Early On*<sup>®</sup> redesign, contact:  
[http://earlyonredesign@michigan.gov](mailto:earlyonredesign@michigan.gov).

## **Acronyms**

|          |   |
|----------|---|
| ACE      | Autism Collaborative Endorsement                        |
| AI       | Autistic Impairment                                     |
| ASD      | Autism Spectrum Disorder                                |
| APR      | Annual Performance Report                               |
| AYP      | Adequate Yearly Progress                                |
| APWT     | Assessment Plan Writing Team                            |
| BIP      | Behavior Intervention Plan                              |
| CAUSE    | Citizens Alliance to Uphold Special Education           |
| CB       | Capacity Building                                       |
| CEN      | Center for Educational Networking                       |
| CEPI     | Center for Educational Performance Information          |
| CI       | Cognitive Impairment                                    |
| CIFM     | Continuous Improvement Focused Monitoring               |
| CIMP     | Continuous Improvement Monitoring Process               |
| CIMS     | Continuous Improvement and Monitoring System            |
| CMS      | Centers for Medicare and Medicaid Services              |
| CSPD     | Comprehensive System for Personnel Development          |
| DHS      | Department of Human Services (formerly FIA)             |
| DIBELS   | Dynamic Indicators of Basic Early Literacy Skills       |
| DLEG     | Department of Labor and Economic Growth                 |
| DOC      | Department of Corrections                               |
| DRAM     | Dispute Resolution Association of Michigan              |
| EBS      | Effective Behavior Support                              |
| EETRK    | Early Education Tracking System                         |
| EI       | Emotional Impairment                                    |
| EIS      | Early Intervention Services                             |
| EIPA     | Educational Interpreter Performance Assessment          |
| EO       | Early On <sup>®</sup>                                   |
| EOSD     | Enhancing Opportunities for Students with Disabilities  |
| EOT & TA | Early On <sup>®</sup> Training and Technical Assistance |
| EPLI     | Effective Practices Leadership Initiative               |
| ESA      | Educational Service Agency                              |
| ESD      | Educational Service District                            |
| FAPE     | Free Appropriate Public Education                       |
| FBA      | Functional Behavior Assessment                          |
| FIE      | Family Information Exchange                             |
| FFS      | Fee-For-Service   |
| FY       | Fiscal Year   |
| HI       | Hearing Impairment                                      |
| GLCE     | Grade Level Content Expectations                        |
| IDEA     | Individuals with Disabilities Education Act             |

|         |   |
|---------|---|
| IEP     | Individualized Education Program                                    |
| IEPT    | Individualized Education Program Team                               |
| IFSP    | Individualized Family Service Plan                                  |
| IFER    | Interim Federal Expense Report                                      |
| IHE     | Institutions of Higher Education                                    |
| ISD     | Intermediate School District  |
| LD      | Learning Disability   |
| LEA     | Local Educational Agency  |
| LICC    | Local Interagency Coordinating Council                              |
| LIO     | Low Incidence Outreach  |
| LRE     | Least Restrictive Environment                                       |
| MAP     | Mandated Activities Project   |
| MDE     | Michigan Department of Education                                    |
| MEGS    | Michigan Electronic Grants System                                   |
| MEIS    | Michigan Education Information System                               |
| MATR    | Michigan's Assistive Technology Resource                            |
| MDOC    | Michigan Department of Corrections                                  |
| MDE     | Michigan Department of Education                                    |
| MiBLSI  | Michigan's Integrated Behavior and Learning Support Initiative      |
| MICIS   | Michigan Compliance Information System                              |
| MDCH    | Michigan Department of Community Health                             |
| MI-TOP  | Michigan Transition Outcomes Project                                |
| MTR     | Michigan Transition Resources                                       |
| MSB     | Michigan School for the Blind                                       |
| MSD     | Michigan School for the Deaf  |
| MSEMP   | Michigan Special Education Mediation Program                        |
| NCLB    | No Child Left Behind  |
| NSDC    | National Staff Development Council                                  |
| OEAA    | Office of Educational Assessment and Accountability                 |
| OHI     | Other Health Impairment   |
| OSE/EIS | Office of Special Education and Early Intervention Services         |
| OSEP    | Office of Special Education Programs (U.S. Department of Education) |
| PAC     | Parent Advisory Committee   |
| PAIR    | Project Find and Public Awareness, Information & Referral           |
| Part B  | Special Education (under IDEA 2004)                                 |
| Part C  | <i>Early On®</i> (under IDEA 2004)                                  |
| PBS     | Positive Behavior Support   |
| PBSYC   | Positive Behavior Support for Young Children                        |
| PD      | Personnel Development   |
| PFR     | Program Fiscal Review   |
| PI      | Physical Impairment   |
| PSA     | Public School Academy   |
| QAR     | Quality Assurance Review  |
| RESA    | Regional Educational Service Agency                                 |

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|         |   |
|---------|---|
| RESD    | Regional Educational Service District             |
| RFP     | Request for Proposal                              |
| RFR     | Request for Rule Making                           |
| RMS     | Registry Management System                        |
| SA      | Service Area                                      |
| SB-CEUs | State Board - Continuing Education Units          |
| SBE     | State Board of Education                          |
| SEA     | State Education Agency                            |
| SEAC    | Special Education Advisory Committee              |
| SESOM   | Special Education Supervisors of Michigan         |
| SICC    | State Interagency Coordinating Council            |
| SIG     | State Improvement Grant                           |
| SLI     | Speech and Language Impairment                    |
| SOAHR   | State Office of Administrative Hearings and Rules |
| SPAC    | Statewide Parent Advisory Committee               |
| SPP     | State Performance Plan                            |
| SPSR    | Service Provider Self-Review                      |
| START   | STatewide Autism Resource and Training            |
| SWIS    | School Wide Information System                    |
| SXI     | Severe Multiple Impairment                        |
| TA      | Technical Assistance                              |
| TBI     | Traumatic Brain Injury                            |
| TMT     | Training, Materials and Technology                |
| TS      | Transition Services                               |
| USDoE   | United States Department of Education             |
| VI      | Visual Impairment                                 |