

Michigan Department of Education

Office of Special Education
and Early Intervention Services

2007 Update



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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

In June the OSE/EIS conducted public hearings on the Administrative Rules for Special Education. The public comment period ended July 20. The OSE/EIS will compile the comment and submit the JCAR (Joint Committee on Administrative Rules) Agency Report. This report contains a synopsis of the comments contained in the public hearing record and a description of any changes made to the rules as a result of public commentary. Final rules should be in place by the end of the year. The OSE/EIS anticipates another set of proposed rules sometime within the 2007-08 school year. Governor Granholm signed a new interpreter bill into law on July 5, 2007 (Act 23 of 2007). The law requires the Division on Deaf and Hard of Hearing of the Department of Labor and Economic Growth to promulgate rules to govern procedures for application, testing, revocation, suspension or limitation of certification, continuing education, renewals, and grievances, minimal credential requirements and levels, and minimum standards of practice. The rules promulgated under this Act shall be coordinated with the Department of Education and Rule 340.1793a.

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

Contact: Patti Oates-Ulrich at (517) 241-4418 or at oates-ulrichp@michigan.gov

The reauthorized Individuals with Disabilities Education Act (IDEA), Section 616(b), requires State Departments of Education to develop a Special Education State Performance Plan (SPP). The SPP includes 20 indicators for Part B (Special Education) and fourteen (14) for Part C (Early On®). The U.S. Department of Education, Office of Special Education Programs (OSEP) provides oversight. OSEP organizes the indicators into clusters.

The OSE/EIS has organized the Part B indicators into four clusters, answering following questions about the state's performance on:

- **Are students with disabilities entering school ready to learn at high levels?**
Indicators: #6 Preschool LRE; #7 Preschool Outcomes; #11 Child Find; #12 Early Childhood Transition
- **Are students with disabilities achieving at high levels?**
Indicators: #3 Participation and Performance on Statewide Assessments (AYP); #4 Suspensions/expulsions; #5 Educational Settings; #8 Facilitated Parental Involvement; #9/10 Disproportionality

- **Are students with disabilities prepared for success beyond high school?**
Indicators: #1 Graduation; #2 Drop out; #13 Secondary Transition; #14 Post-school Outcomes
- **Does the infrastructure support the implementation of IDEA?**
Indicators: #15 monitoring; #16 Complaint Investigations; #17 Due Process Hearings; #18 Dispute resolution; #19 mediations; #20 timely and accurate reporting of data.

The Part C indicators are organized into the following clusters by OSEP.

Part C Monitoring Priorities
Early Intervention Services in Natural Environments <ul style="list-style-type: none"> • #1 Early intervention services on Individual Family Service Plan (IFSP) provided in a timely manner • #2 Receive early intervention services in the home or programs for typically developing children • #3 Infants and toddlers with IFSPs who demonstrate improved <ul style="list-style-type: none"> • Positive social-emotional skills • Acquisition and use of knowledge and skills • Use of appropriate behaviors to meet their needs • #4 Family Participation
Child Find <ul style="list-style-type: none"> • #5 Infants and toddlers birth to 1 with IFSPs • #6 Infants and toddlers birth to 3 with IFSPs • #7 Eligible infants and toddlers with IFSPs for whom an evaluation and assessment and initial IFSP meeting conducted appropriate timeline
Effective Transitions <ul style="list-style-type: none"> • #8 Timely transition planning
General Supervision <ul style="list-style-type: none"> • #9 Monitoring • #10 Written complaints resolved within 60-day timeline • #11 Due Process Hearings • #12 Dispute resolution • #13 Mediations • #14 Data reporting

In addition, with stakeholder input, the state established performance targets for all indicators for six years and described activities and strategies to support achievement of the targets. The MDE submitted its SPP reports for both Part B and Part C December, 2005 and SPP updates February 1, 2007. These reports are available on the MDE website at www.michigan.gov/ose-eis.

IDEA 2004 also requires states to report annually to the U.S. Department of Education on the progress and performance of the State and to each Local Education Agency (LEA) or early intervention program on its achievement of the targets in the State's performance plan. The Annual Performance Report (APR) also identifies the strategies to improve implementation of IDEA 2004 on the Indicators.

This year Public Reporting was required on the Part B Indicators 1-6, and 12 based on the 2005-06 data for students through age 21, and Indicators 1, 2, 5-8 of Part C. The district level data on these Indicators can be found at www.michigan.gov/ose-eis. For persons without Internet access, printed materials are available through the schools district or by contacting the Center for Educational Networking (CEN) at 800-593-9146.

Assessment of Students with Disabilities in the State Assessment System

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

MI-Access, Michigan's Alternate Assessment Program

The paper copy of the results from the 2006/2007 MI-Access assessments should be in districts. If your district did not receive paper copies of the reports, District MI-Access Coordinators should contact the MI-Access Hotline either by email (mi-access@questarAI.com) or my phone at 888-382-8384.

In addition, summary reports, Item Analysis Reports, and Demographic Reports at the State, District, and School levels are available on both the MI-Access Web page and the MI-Access Information Center.

MI-Access Assessment Development

Throughout the 2006/2007 school year, the MI-Access team has continued to engage in the development of the Participation and Supported Independence English Language Arts and Mathematics assessments and the science assessments for all three of the current MI-Access populations.

MI-Access Science

Draft sets of Science extended benchmarks (EBs) have been completed for Functional Independence (FI), Supported Independence (SI), and Participation (P). These extended science benchmarks for all three MI-Access populations are organized by grade cluster (elementary, middle school, and high school) to correspond with the three grades in which science is assessed at the state level (grades 5, 8, and 11). The OEAA is working with Kevin Richards, the MDE science consultant, to finalize the draft documents. The science EB documents are scheduled to be final by August 31.

The MI-Access piloted items were reviewed in June by the MI-Access Sensitivity Review Committee and the Science Content Advisory Committees. The reviews were very successful and the 2007/2008 MI-Access science booklets are now being produced. The first operational MI-Access science assessments in grades 5 and 8 will be administered fall 2007. The grade 11 MI-Access Science assessments will be administered spring 2008.

MI-Access Participation and Supported Independence English Language Arts and Mathematics Assessments

The first operational administration of the MI-Access Participation and Supported Independence assessments was completed spring 2007. The OEAA received a lot of

feedback that was very helpful in producing booklets for the 2007/2008 school year.

The fall 2007 assessment window starts October 8 and the grades 3-8 MI-Access P/SI assessments will be administered then. New for this year is the P/SI assessment booklet. There still is one booklet for each student, but it was more cost efficient to have both the Participation and Supported Independence items in one booklet. Please make sure the Assessment Administrators are aware of this.

Also, new for P/SI ELA and mathematics is we will now start to embed the new selected-response items in the booklets so this item format, similar to the science P/SI selected-response items, will be available to use as core items starting in 2008/2009. Like the selected-response P/SI science assessments, picture cards will be provided to use with these items. This allows the OEAA to move to the item format that the P/SI Assessment Plan Writing Team was recommending for P/SI version 2.0 without having to introduce a new assessment and go thru standard-setting and a peer review by the U.S. Department of Education.

The final P/SI mathematics EGLCE and EHSCE are now posted on the MI-Access Web page. The final document includes examples of each EGLCE/EHSCE to help educators understand how to include them in the curriculum and in instruction. The ELA EGLCE/EHSCE are still draft since we are currently working on the examples to include in the document. The final P/SI EGLCE/EHSCE document will be on the MI-Access Web page (www.mi.gov/mi-access) no later than August 31.

In addition to the EGLCE/EHSCE documents, the final Participation and Supported Independence Assessment Plan for English Language Arts and Mathematics is posted on the MI-Access Web page. Appendix A includes a substantial number of example activity and selected-response items. The assessment plan is a great document to share with staff and with IEP Team members, especially parents. Please share this document as much as possible.

MI-Access Calendars

The 2007/2008 MI-Access calendar containing dates for the MI-Access Webcasts, fall conferences, Pre-ID, assessment window, submitting counts, materials arriving in districts, dates for return of materials, and so forth is now posted on the MI-Access Web page (www.mi.gov/mi-access) and the MI-Access Information Center (www.mi-access.info).

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

The U.S. Department of Education (USED) released the final regulations April 9, 2007 related to additional optional alternate assessments based on "modified achievement standards." States can choose not to administer the assessments addressed in this proposed regulation. The scores of these alternate assessments could be included in the calculation of Adequate Yearly Progress (AYP) up to a 2% cap at the state level.

The Office of Educational Assessment and Accountability (OEAA) has been discussing how Michigan might “develop” alternate assessments based on modified achievement standards, who the proposed regulation describes as eligible to take the assessments based on modified achievement standards, and most importantly, how to fund the new alternate assessment. These assessments would be called MI-Access Modified Full Independence assessments (MFL). One of the key requirements in the final regulations is that the assessments must reflect the regular content standards, not extended content standards. It also states that in order for a student to qualify to be considered to take these assessments the student must be receiving grade level instruction for the grade the student is enrolled. For example, a student is enrolled in grade 4, but is receiving instruction in English language arts at the second grade level would NOT be eligible to take the alternate assessment based on modified achievement standards.

The OEAA is partnering with Questar Assessment Inc. and possibly two additional states in writing a proposal for an OSEP IDEA General Supervision Enhancement Grant to help with the cost of the development of the MI-Access Modified Full Independence assessments.

Mark Your Calendars for the Fall OEAA Conferences

As was the case last year, all the programs housed within the Office of Educational Assessment and Accountability (OEAA) will hold joint, two-day conferences across the state in October and November.

The first day of each conference will be devoted primarily to the MEAP, the English Language Proficiency Assessment (ELPA), the Michigan Merit Exam (MME), and accountability (including Adequate Yearly Progress and Education YES! school performance indicators). The second day will be dedicated to issues related to state assessment for students with disabilities, which includes MI-Access, MEAP, and MME. Attendees may sign up for one or both days of a particular conference, depending on their roles and interests. Below is the conference schedule.

OEAA Fall Conference Dates

Dates	Locations
October 29 and 30	Battle Creek – McCalmly Plaza
November 6 and 7	Marquette – Northern Michigan Univ.
November 8 and 9	Thompsonville – Crystal Mountain
November 14 and 15	Sterling Hts. – Sterling Inn
November 19 and 20	Lansing – Lansing Center
November 29 and 30	Novi – Sheraton Hotel

On the second day of the conference, session topics will include updates on the operational assessments; training for new MI-Access District Coordinators; MI-Access Administration for Students with VI and/or HI; understanding and using assessment results (including the new Performance Level Change scores); students with disabilities and the Michigan Merit Examination; building a science curriculum for MI-Access students; mathematics teaching strategies; and so forth. Each of

these topics, and numerous others, were identified as being of great interest to educators and will provide participants with valuable information that can be used in school improvement efforts and for improving student performance on and participation in state assessment. Registration information can be found on the MI-Access Web page by September, 2007.

MEAP/MME and MI-Access Assessment Windows

OEAA Assessment Windows for 2007-08

MI -Access	Dates
Grades 3-8 mathematics and English language arts	10/8 – 11/16/2007
Grades 5 and 8 science	
Grade 11 mathematics, English language arts, and science	2/19 – 4/13/2007
MEAP	
Grades 3-9	10/08 – 10/27/2007
MME	
Fall 2007 (Retest) Grade 12 only	MME Day 1 - National Test Site Saturday, 10/27/07 Day 1 Special Testing – 10/27/07 – 11/10/07 (at the student’s high school) MME Days 2 and 3 – 10/30/07 and 10/31/07
Spring 2008	Initial Testing – March 11-14 Make-up Testing – March 25 -28

Preparing for the Michigan Merit Examination: Fall 2007 Administration Issues

As districts prepare for the next year’s assessment cycles, there are many important issues to keep in mind when considering the Michigan Merit Examination (MME) for high school students. For guidance on issues specific to IEP Team decision-making, refer to the article in the March 2007 issue of The Assist titled IEP and Section 504 Team Decision-Making for the Michigan Merit Examination. The purpose of this article is to provide districts and IEP Teams with information and updates specific to students participating in the MME during the Fall 2007 assessment cycle.

Planning for 2007/2008

As noted in the March 2007 issue of The Assist, There are two MME test cycles scheduled for the 2007/2008 school year: one in fall 2007 and another in spring 2008. Each test cycle has unique specifications that will impact IEP and Section 504 Team decisions related to accommodations. Table 1 below shows the accommodation options that were available in spring 2007, and those that will be

available in fall 2007 and spring 2008. The information that follows the table explains major similarities and differences between the cycles.

Table 1

Michigan Merit Examination – Accommodations Table				
Assessment Cycle	Day 1		Day 2	Day 3
	ACT Plus Writing		WorkKeys Reading for Information, WorkKeys Applied Mathematics, Michigan Mathematics	Michigan Science and Social Studies
	<i>ACT-Approved Accommodations</i>	<i>State-Allowed Accommodations</i>	<i>State-Allowed Accommodations</i>	<i>State-Allowed Accommodations</i>
<i>Spring 2007</i>	YES	YES	YES	YES
<i>Fall 2007</i>	YES	NO	YES	YES
<i>Spring 2008</i>	YES	YES	YES	YES

Fall 2007 MME Assessment Cycle: Retesting

Students are allowed two opportunities to take the MME to ensure that they have more than one chance to qualify for a Michigan Promise scholarship. Therefore, if they took the MME in spring 2007 and they want to retest, they may do so in fall 2007. (This also applies to new twelfth-grade students who are interested in qualifying for a Michigan Promise scholarship.) The Fall 2007 Testing Cycle is *not* available to eleventh-grade students.

Fall 2007: MME Day 1 (ACT Plus Writing)

In fall 2007, MME Day 1 (ACT Plus Writing) is scheduled for Saturday, October 27, which is a national ACT test date. Students will be administered the MME Day 1 assessments at a national test center, not at the student's school building (unless, of course, the building is designated as a national test center). This is important to know since only ACT-approved accommodations will be allowed for MME Day 1. If a student has previously been approved to use ACT-approved accommodations, only the ACT approval letter, the MME *Request for ACT-Approved Test Accommodations* form, and documentation stating that the student's IEP or Section 504 plan is current will need to be sent to ACT when scheduling the student for MME Day 1.

However, if the accommodations in the student's current IEP have changed, the school should consider applying for ACT approval of the new accommodations.

If a student has either a new IEP or Section 504 plan or is new to the district and has not previously been approved to use ACT-approved accommodations, the entire application will need to be completed. More details about the application process for fall will be sent to MME TACs in sufficient time to submit applications and appeal if needed. However, if the appeal is denied, the student will need to be scheduled for

the Spring 2008 MME Testing Cycle since state-allowed accommodations are not permitted for MME Day 1 for fall 2007.

Fall 2007 MME Day 2 and Day 3

Accommodations for WorkKeys and the Michigan mathematics, science, and social studies components are locally determined by IEP and Section 504 Teams. State-allowed accommodations can be considered for MME Day 2 and Day 3. The dates for administering these assessments are listed in Table 2 below. All Day 2 and Day 3 assessments for students using accommodation(s) **must** be ordered through the OEAA Secure Site (www.mi.gov/oeaa-secure). The accommodated materials are *not* automatically ordered if a student has ACT-approved accommodations for MME Day 1.

Table 2

Fall 2007 MME Test Cycle			
MME Components	Initial Test Date(s)	Makeup Test Date(s)	Special Testing Test Dates*
MME Day 1 ACT Plus Writing	October 27 National Test Date Administered at National Centers	None	None
MME Day 2 ACT WorkKeys and Michigan Mathematics	October 30	None	October 30 – November 13 (At the local District)
MME Day 2 p.m. or Day 3 a.m. Michigan Science and Social Studies	October 30 p.m. or October 31 a.m.	None	October 30 – November 14 (At the local District)

* "Special Testing" may not begin before the initial test administration. For example, if the initial administration of the Michigan science and social studies assessments is scheduled for October 31, the special testing window for those assessments may not begin before October 31.

MME Accommodation Webcast

Mark your calendars for September 11, 2007 for a Webcast that will address what should be done BEFORE the administration of the MME, such as requesting accommodations, ordering accommodations, what should be done DURING the administration of the MME, what needs to take place AFTER the administration of the MME related to accommodations.

MME Resources

For more information on the MME, please go to the MME Web page (www.michigan.gov/mme). There you will find the information and tools described in this article as well as more details on assessing special populations and updates on other issues related to the administration of the MME.

Sign Up for the OEAA LISTSERV

The Office of Educational Assessment and Accountability (OEAA) has established more than one LISTSERV to communicate information and announcements with administrators, teachers, parents, and community members – virtually any interested party who would like to receive news and information about the four OEAA programs. They are free and open to the public.

When you join any of the special interest lists, you will automatically be included in the MDE-OEAA list. The MDE-OEAA list will be used to send messages of interest to members of all the special interest lists. However, if you are not interested in any of the special interest Listservs, you may join just the MDE-OEAA list. But remember, you will miss information that is sent only to members of the special interest lists.

SPECIAL INTEREST LISTS

MDE-ASWD - is available for all individuals with an interest in state assessment for students with disabilities. (AVAILABLE NOW)

MDE-MEAP - is available for all individuals in the Michigan Educational Assessment Program. (AVAILABLE NOW)

How Do I Join a LISTSERV?

To join a LISTSERV, send an email message to listserv@listserv.michigan.gov

In the body of the e-mail message, type Subscribe "NAME OF LIST" (minus the quote marks) followed by your name (optional). Leave the subject line of your email blank.

Example: type the following in the e-mail message if you wish to join Assessing Students with Disabilities Listserv (MDE-ASWD). Subscribe MDE-ASWD

Continuous Improvement and Monitoring System (CIMS)

Contact: Ann Omans at (517)373-0924 or at omansa@michigan.gov

Service Provider Self-Review (SPSR) 2006-2007

The second year cohort, consisting of approximately one third of Michigan's Local Educational Agencies (LEA), inclusive of public schools, public school academies, and Intermediate School Districts (ISD), completed the CIMS Part B SPSR during the 2006-2007 school year. SPSR activities require each school district to gather information through Educational Benefit Reviews, Student Record Reviews, Individualized Education Program (IEP) Implementation Reviews, and surveys. The information is then utilized by each district's SPSR Team to analyze and rate the district's performance on 11 performance indicators, develop improvement plans to address each rating, and complete student level corrective actions generated from the record and implementation reviews.

The analysis and rating component of the SPSR establishes a rubric for rating the district's overall system performance in the delivery of special education programs and services and the system's effect on positive outcomes for students with disabilities. The following chart summarizes the number of districts rating their performance according to the rubric by performance indicator.

<i>KPI</i>	<i>Performance Indicator</i>	The Rating Rubric			
		<i>Strength</i>	<i>Meets Requirements</i>	<i>Needs Improvement</i>	<i>Not In Compliance</i>
1.	Child Find*	51	156	51	18
2.	Positive Behavior Support	29	98	138	13
3.	Student Assistance Teams	62	91	114	11
4.	Family Participation	112	133	26	7
5.	IEP Development, Implementation, and Timelines	88	92	44	54
6.	Curriculum	57	127	73	21
7.	Least Restrictive Environment	68	135	56	19
8.	Participation in the State General Assessment	74	146	56	2
9.	Preparation and Planning for Adult Life	43	146	60	29
10.	Instructional Practices Based on Peer-Reviewed Research	17	96	161	4
11.	Data Use	98	139	40	1

*KPI 1 = two ratings not reported

The Service Provider Self Review for Part C Service Areas will be implemented in one third of Michigan's *Early On*[®] Service Areas in the fall of the 2007-2008 school year.

Focused Monitoring

The selection of sites for CIMS Part B Focused Monitoring for 2006-2007 was based on data related to the priorities of: 1) Identification rate of students for special education programs and services; 2) Least Restrictive Environment placements; and, 3) Dropout rate of students with disabilities. Sixteen LEAs were involved in Focused Monitoring during the 2006-2007 school year.

The selection of sites for CIMS Part C Service Area Focused Monitoring for 2006-2007 was based on data related to the priorities of: 1) Identification rate; 2) Provision of services in the Natural Environment; and, 3) Transition planning. Four

Early On® Service Areas were involved in Focused Monitoring during the 2006-2007 school year.

During the 2006-2007 school year, eight Part B and 2 Part C Focused Monitoring sites from the previous school year were involved in the development and implementation of improvement plans related to their Focused Monitoring findings.

The following chart contains the distribution of Focused Monitoring site visits by priority for the 2006-2007 school year.

CIMS Part B

Identification Rate	Least Restrictive Environment	Dropout Rate
13	11	2

CIMS Part C

Identification Rate	Natural Environments	Transition Planning
2	2	0

NOTE: Several LEAs and Service Areas were Focus Monitored on multiple priorities.

Verification

Twelve ISDs were involved in Verification visits during the 2006-2007 school year. Verification visits focused on the districts within the ISDs who were involved in the CIMS Part B SPSR for the 2005-2006 school year. Verification visits included record reviews and interviews focused on the implementation of the SPSR.

Complaints – Federal Fiscal Year 2006

Contact: Ann Omans at (517) 373-0924 or at omansa@michigan.gov

Trends

1. IEP implementation continued to be the most frequent complaint issue in 2006-2007. The Next Five most seen issues are: 1) Suspension/MDR, 2) Issues around the MET, 3) Procedural Safeguards/Due Process, 4) IEE, and, in a tie at 5) Referral/Timelines/Screening & Teacher Certification/Qualifications.
2. Federal Regulations, State Rules: Program Accountability (PA) Unit thoroughly reviewed IDEA 2004 and the proposed federal regulations. PA assisted in development of the proposed new State rules.
3. The PA Unit continued efforts to increase awareness of and encouraged greater use of mediation/dispute resolution services available by the Michigan Special Education Mediation Program.
4. PA provided training for ISD compliance monitors.
5. Technical Assistance (TA): The OSE/EIS toll-free TA line received a significant increase in calls regarding questions and concerns about special education. In the past 5 years the line has logged 10,000 + calls.

6. The PA Unit formed a committee to review complaint investigation procedures. This committee has completed the review work and the PA unit will work on a final draft that will be taken out for public comment.

Complaint Data

	2006	2005	2004	2003
Special Education Complaints	260	227	251	272

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 complaint database has been completed. The database will provide optimal benefit to the PA unit and assist in Federal reporting requirements.

Early Intervention Services/Early On@ Michigan

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

Updated information to be submitted at a later date.

Funding/Grants

Contact: John Andrejack at (517) 241-4035 or at andrejackj@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 application submission and reporting more efficient.

The Federal IDEA 2006 grants project period ended June 30, 2007. Final Narrative Reports are due 60 days after – **August 29, 2007** for Special Education Flowthrough (source 060450 blue grant); Enhancing Opportunities for Students with Disabilities (EOSD) (source 070480 green grant); and Transition Services (source 070490 green grant).

MEGS Help

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.

Interim Federal Expenditure Report (IFER)

Districts need to complete an IFER1 for the 0607 green grant for Special Education Flowthrough. If a district had unspent funds on the 0506 blue grants, you will need to complete an IFER2. The IFER1 is used to enter the first 12 months expenditures and the IFER2 is used to enter the second 12 months expenditures for a 24-month grant. If a district spends 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-.

Districts complete the Final Cost Reports (DS-4044s) through MEGS, which will result in greater efficiency. The DS-4044s are due August 29, 2007. The IFER1 and IFER2 will add together to create your DS-4044.

Fiscal Year 2007-2008 IDEA 2004, Part B Allocations

Final allocations for the IDEA 2004, Part B Special Education Flowthrough, EOSD, and Transition Services, are being reviewed and approved by the MDE Superintendent. After the Superintendent approves the allocations, notification will be sent to the ISDs.

Flexible Funding Provisions

Beginning in the fiscal year 2—5-2006, the IDEA 2004 and current federal regulations will allow districts three options for completing federal grant applications under Flexible Funding Provisions. 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 2007-2008 fiscal year. The application form and the description of each of the options can be found in MEGS.

Enhancing Opportunities for Students with Disabilities (EOSD) Grant

The fiscal year 2007-2008 EOSD awards remain the same as the fiscal year 2006-2007.

Preschool Special Education/Part B, Section 619

Contact: Stefanie Kujaczynski Ed. D., at (517) 241-6354 or at kujaczynskis@michigan.gov

The State Performance Plan for Part B and Part C include similar early childhood outcomes: 1) the ability of each child to acquire skills and knowledge; 2) the ability of each child to meet his or her needs; and 3) the ability of each child to develop social-emotional relationships. This new federal mandate has resulted in the need to report information on how Michigan's children, birth to five, are progressing in these areas. This indicator (#7) has been the focus of much work as it requires collecting and reporting new types of data for this population of children. Data collection on preschool outcomes will begin in the fall of 2007 for Cohort Two Intermediate School Districts and continue for Cohort One Intermediate School Districts.

In order to assist with the data collection for children who are receiving ancillary services only, 900 Battelle Screener kits were purchased and distributed statewide to interested ISDs, with intent to share with their locals. In addition, several statewide trainings will be held during the fall 2007 on several of the assessment tools. A major focus of our work during

the 2007-2008 year will be on the development of an on-line data collection system for child outcomes (Indicator #7).

Other areas of emphasis for preschool aged children include: Child Find data; transition from Part C to Part B; Least Restrictive Environment (LRE); and family outcomes. All of these are requirements of the State Performance Plan and initial reporting will begin with the 2007 APR. Updates to data collection systems have been completed for these areas and will commence in fall 2007.

Finally, an advisory group will begin the work of examining current preschool LRE practices, with focus on recommendations for future LRE changes that align with SPP targets. Discussion will include changes in the State's special education rules that are not mandated by IDEA, specifically those rules which present barriers to preschool LRE.

State School Aid

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

The State School Aid Act appropriates funding to the state's 552 LEAs, 229 PSAs and 57 ISDs for operations and certain categorical programs. It also appropriates funds to the Center for Educational Performance Information (CEPI), the Department of Labor and Economic Growth (DLEG), and other entities to implement grants and programs related to K-12 education.

For the 2007-08 school year the State School Aid Act has not yet been signed. The Governor's recommendation HB 4359 was sent to the House in March, but the House has not passed the school aid bill out to be sent on to the Senate. It appears likely that such a bill will not be passed by both chambers until late this summer.

Districts may access an analysis of both the Governor's recommendation (dated March 7, 2007) as well as the first draft of the school aid bill by the House (dated May 21, 2007) at the web site below:

[http://www.legislature.mi.gov/\(S\(qcx4flu141joha55gcmlqa3a\)\)/mileg.aspx?page=getObject&objectName=2007-HB-4359](http://www.legislature.mi.gov/(S(qcx4flu141joha55gcmlqa3a))/mileg.aspx?page=getObject&objectName=2007-HB-4359)

Districts seeking a compiled School Aid Bill for 2006-07 may access a copy at:

<http://www.senate.michigan.gov/sfa/Publications/JointRep/SchoolAid/SchoolAidActCompiled.pdf>

Transition Grant

The MDE-OSE/EIS' priority for transition during 2007-2008 is directed toward the development of effective systems to achieve post-school outcomes for

students with disabilities. As identified by the OSE/EIS, **Preparation and Planning for Post-school Life** is a key performance indicator of *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. With emphasis on outcomes-based decision making, ISDs must address the four principles of the transition key performance indicator. Principles #1 and #2 include data collection requirements connected to State Performance Plan Indicators #13 and #14.

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

State Performance Plan (SPP) Indicator #14 – *Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))*

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.

State Performance Plan (SPP) Indicator #13 – *Secondary Transition Services: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. (20 U.S.C. 1416(a)(3)(B))*

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 balfour@michigan.gov

Intermediate School District Plans for the Delivery of Special Education Programs and Services that are approved by the superintendent of public instruction and are

on file in our office remain in effect until a new plan or modification is submitted and approved. To submit a modification or clarification to a current ISD plan the form and process can be found on the MDE web site at:

http://www.michigan.gov/documents/ISDClarification-Modifications-03-16-05_119277_7.pdf

The Intermediate School District Plan Criteria for the Delivery of Special Education Programs and Services was taken out for public comment and hearing in June to add a requirement for an assurance on confidentiality to comply with federal requirements. Comments were accepted through July 20th. Once this document is finalized it will replace the current criteria document available on the MDE web site.

Michigan Compliance Information System (MICIS)

Contact: Allan Knapp at (517) 485-8181 or at akzoom@aol.com

Six December Special Education and Early On® data collections have been done with the MICIS Periodic Count process, as well as six June Early On® data collections. The December 2006 collection was the smoothest and most accurate: Personnel data were collected in the Registry for Education Personnel (REP); Exit data were collected in the Single Record Student Database (SRSD) layout; deadlines were shortened; draft data portraits were produced during the first week of January. We learned from using the SRSD exit data the extent of cleanup needed there. Districts need to identify all students with an active IEP as Special Education, including those with “zero-fte” services; districts need to exit students from special education if they are leaving the district; and if a district wants a student to graduate from special education, it needs to exit the student as a graduate, not as a student returning to general education. A new feature was added to the Period Count Detail Reports to allow a display of students who were countable but out of compliance because their IEP was more than a year old.

The December count data and SRSD exit data were augmented with survey information from the Office of Early Childhood Education and Family Services and analysis data from Wayne State University to produce the first set of Public Reports, required by IDEA 2004 and displayed with MICIS technology.

For MICIS daily users, new Referral screens and reports were implemented, allowing capture of State Performance Plan information on students who were referred and found to be ineligible as well as the “countable” eligible IEPs.

The new electronic IEP module is compliant with IDEA 2004 regulations. In addition to the “pilot” districts from Oakland and Dickinson-Iron, “pioneer” districts from Muskegon, Sanilac, Ingham, and Delta-Schoolcraft worked with the training staff from Interagency Information Systems (IIS) to develop flexible models for learning and implementing the new software. Additional districts have signed up for training this fall. We expect each district will be mature MICIS daily system users, will rely on Interagency Information Systems (IIS) for MICIS support and will also have in-house staff to provide assistance on how the IEP should be run in their

district. There has been discussion of additional functionality to allow non-MICIS users the opportunity to use the MICIS eIEP.

Michigan Medicaid School Based Services (SBS) Program

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

Overview

During fiscal year 2005 (October 2004 through September 2005) Medicaid reimbursement to Michigan ISDs around the State totaled \$70.7M. The fee-for-service total was \$58.6M and the Administrative Outreach component reimbursement was \$12.1M.

The Michigan Department of Community Health (MDCH), where the Medicaid Program is housed, works closely with the Department of Education and ISDs to maintain an effective program. Below find some highlights of the SBS program since July 2005.

Fee-For-Service (FFS) Program

Contact: Linda Sowle at Michigan Dept. of Community Health (517) 241-8398 or at sowlel@michigan.gov

The Michigan Medicaid Program's FFS component has seen a lot of activity in the past few years. Some highlights:

- 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.
- With assistance of Medicaid staff at the MDCH, more ISDs have decided to forego utilizing a billing company to process their FFS claims and, thus far, all seem to be pleased with that decision. The MDCH staff holds "Billing Information" sessions also to assist the ISDs and billing agents with information and education regarding Medicaid billing practices and changes.
- 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 MDCH contracted with a vendor—the PCG Company—to assist in this process, part of the cost of this contract was shared by the ISDs.
- To meet the CMS mandate, Michigan formed a "rate setting workgroup" in early 2005, consisting of representatives from MDCH, MDE, CMS and ten ISDs to work closely with the contractor on this project. During the past year the workgroup met almost monthly to gather information from ISDs and local districts to analyze already-existing data that could be used. There have been informal discussions with the CMS on the progress thus

far, but the formal submission of a Medicaid State Plan Amendment has not occurred yet. It appears that no changes will occur during the forthcoming fiscal years— the schools', that began July 1st, and the State of Michigan's, that begins October 1st. The goal of this project is to design a process for obtaining reimbursement that minimizes the administrative burden on special education and business staff at the ISD and local levels, while meeting the federal CMS criteria.

Administrative Outreach Program

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

- The first year of the new Administrative Outreach Program was completed on December 31, 2004 and the federal CMS has begun comparing the data from calendar year 2004 with that of the Administrative Outreach claims submitted between January 2000 to December 2003, (as provided for in the May 2002 Settlement Agreement between CMS and the State of Michigan). 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. We do know there will not be a report available before fall of 2006.

Federal Budget Implications for Medicaid SBS

The President's proposed 2007 federal budget, released in February 2006, calls for significant cuts nationwide in the Medicaid School Based Services Program. It would eliminate reimbursement for transportation and the Administrative Outreach program, and decrease that for case management services. If the cuts are adopted as proposed, it is estimated that **\$29M would be lost to Michigan per yr (\$17M to ISDs)**.

Other

The Fee For Service Rate Setting Work Group and Administrative Outreach Advisory Group – Each meet for approximately two hours (one in the morning, one in the afternoon) in Lansing at the Capitol Commons Complex at 400 South Pine Street, on Tuesdays. The MDCH home page is here: www.michigan.gov/mdch and under Medicaid, click on "Providers". For specific SBS concerns, comments or proposed agenda items, please submit these items to: SchoolBasedServices@michigan.gov.

Low Incidence Outreach Programs & Services

Contact: Collette Bauman at (810) 760-2206 or at baumanc@michigan.gov

LIO provides programs and services to support children with visual impairments and children who are deaf or hard of hearing, 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)
- Program Improvement Process - Programs for students with visual impairment (VI)
- Visually Impaired Helpline
- Consultation around specific student needs (assessment and programming)

More information about this project can be found on the website at:

<http://www.cenmi.org/msdb-lio>

Michigan School for the Deaf (MSD)

Contact: Becky Calaman (810) 257 1486 (v) or 810 257 1460 (tty) or at calamanr@michigan.gov

The Michigan School for the Deaf (MSD) is a public residential school for children who are Deaf or Hard of Hearing established by an Act of the Michigan Legislature in 1848. Students are referred by their local school districts and placement is determined by an IEP team. MSD serves students from age 3 to 26 and their families throughout the State of Michigan.

Students who attend Michigan School for the Deaf 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) as well as academic and residential support services. The range, intensity, and scope of services available at MSD are provided for any student with a hearing loss 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 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 communications needs as identified in the IDEIA 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.

MSD's programs and services are provided without cost to parents except for a small recreational fee. All students are transported to MSD by their local school

districts. Day students travel to and from school to their homes every school day. Residential students travel to their homes on Friday afternoon and return to campus on Sunday afternoon.

MSD follows a traditional school calendar for all students. The educational program is similar in structure and sequence to that provided by public schools following Michigan standards and benchmarks. Students participate in statewide and standardized assessments such as the MEAP, MI-ACCESS, SAT-HI, and ACT. Programming is specifically geared to meet the individual needs of the student and fulfill the goals and objectives of the IEP.

Programming and services provided also include audiological services, transitional living program, counseling, social work services, American Sign Language classes and evaluations, physical therapy, occupational therapy, speech and language assessments, speech therapy, and transition planning. Extracurricular activities include soccer, basketball, volleyball, cheerleading, track, Jr. NAD, Singing Hands, yearbook, drama, and Close-Up.

David Sanderson, State Administrative Manager
Cecelia A Winkler, MA, Principal
1667 Miller Road, Flint, MI 48503-5096
Main Office: 800/622-6730 tty/voice or
810/257-1400 tty/voice or
810/257 1490 fax

Personnel Approvals

Contact: Roxanne Balfour at (517) 335-0468 balfour@michigan.gov

The following is a summary of the special education approvals that were processed for 2006-2007 school year.

Approval Counts for 2006-2007

Program Name	Temporary	Cont Temporary	Full	Total
Mild Cognitive Impairment	21	48	0	69
Moderate Cognitive Impairment	7	21	0	28
Severe Cognitive Impairment	7	9	0	16
Emotional Impairment	34	64	0	98
Learning Disabilities	84	91	0	175
Visual Impairment	1	1	0	2
Physical and Other Health Impairment	5	4	0	9
Severe Multiple Impairment	0	3	0	3
Early Childhood Special Education	18	40	35	93
Autism	89	103	0	192
Resource Room	127	167	0	294
Phys Ed for Students with Disabilities	9	3	0	12
Director of Special Education	21	10	18	49
Supervisor of Special Education	59	29	38	126
Teacher Consultant: AI	0	0	13	13
Teacher Consultant: MI	0	0	39	39
Teacher Consultant: EI	0	0	62	62
Teacher Consultant: LD	0	0	99	99
Teacher Consultant: HI	0	0	11	11
Teacher Consultant: VI	0	0	4	4
Teacher Consultant: POHI	0	0	4	4
School Social Work	82	32	93	207
Physical Therapy Assistant	0	0	2	2
Transition Coordinator	0	0	65	65
Total Approvals	564	625	484	1673
Permits				6

There are still 73 special education teacher approvals as of July 16, 2007, that are not reflected in this count pending payment. All counts will be finalized by September 1, 2007.

State Improvement Grant (SIG)

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

The OSE/EIS has reached the end of this three-year grant (September 2004—August 2007) that has focused on middle schools that did not make Adequate

Yearly Progress (AYP) for their Special Education Subgroup in Mathematics and English Language Arts. Program design and facilitation has been done through collaboration between experienced General and Special Education stakeholders and in partnership with participating middle schools.

A one year, no-cost extension has been requested. It will focus mainly on the packaging and prototyping of a scale-up model for the Mathematics initiative. Refinements of products developed in English Language Arts will continue in collaboration with MiBLSi, the recipient of the US Department of Education, Office of Special Education Programs (OSEP) State Professional Development Grant, the new name for the State Improvement Grants. Root Cause Mapping, the third initiative under SIG-2, will no longer be offered by the OSE/EIS.

Mathematics AYP Study Group

Mathematics AYP processes and products aligned to the Grade Level Content Expectations continue to be developed. These are being completed for the Number and Operation strand and the Geometry strand. The main product development focus for the extension year will be the Algebra strand.

Training dates are being scheduled for a couple of targeted schools and several collaborating ISDs. A training-of-trainers model will also be tested in a couple of areas during the extension year. The intent is to collect data that will inform the OSE/EIS on the core fidelity elements so that an appropriate scale-up model can be ready for implementation at the end of the extension year.

It became apparent during the last year that the work of this Mathematics initiative dovetails nicely with the principles elucidated by Universal Design for Learning. A close collaboration between these two initiatives is expected to emerge during the extension year.

Michigan IDEA Partnership Phase II: *Reach and Teach for Learning*

Contact: Leisa Gallagher (517) 335-0444 or at gallagherl@michigan.gov

The purpose of *Reach and Teach for Learning 2006-2007* was to improve learning results for middle and high school students who are hard for us to reach and/or hard for us to teach.

The *Reach and Teach for Learning* core sponsors included:

- The American Federation of Teachers - Michigan
- The Michigan Association of Administrators of Special Education
- The Michigan Association of Secondary School Principals
- The Michigan Department of Education
 - The Office of Special Education and Early Intervention Services
 - The Office of School Improvement
- The Michigan Education Association
- The Michigan Elementary and Middle School Principals Association
- The National Association of State Directors of Special Education, through an IDEA Partnership grant to the Michigan Department of Education

Five core work sessions for the *Reach and Teach for Learning* building teams occurred between July, 2006 and April, 2007. Teams selected 15 to 20 students in each building and then used collaborative analysis methods to match interventions to student risk factors for academic failure. As special and general education teams spent each of the five days concentrating on a particular theme from the school improvement framework, they reported unequivocal success with the cohort of identified students. Evidence of building success:

- Secondary principles recommended adopting *Reach and Teach* principles into 2007-2008 school improvement plans.
- Building teams recommended placement of their strongest instructional staff to teach the 9th grade academy.
- Bullying Prevention, *Why Try?* (a social skills program) and Mentoring programs were adopted at either the building and/or the secondary level of all buildings in the district.
- Parents began a family resource closet for students in need of clothing.
- *Reading Apprenticeship*, a secondary literacy approach, was adopted by several buildings.
- One school rolled out a red carpet down the hallway to begin the school year and told each student that they were a star.

In order to sustain the lessons learned from this initiative, *Reach and Teach* principles will be incorporated into the planning for High School Redesign work with more LEAs. Key resources are available through the Center for Educational Networking web page www.cenmi.org/ideapartner.

Statewide IDEA 2004 Mandated or Authorized Activities/Projects

Each year the federal allocation to Michigan includes state set-aside administrative funds for mandated and authorized 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 Monitoring System). The following is a summary of these activities.

Autism Collaborative Endorsement (ACE)

Contact: Joanne Winkelman at (517) 373-1696 or at
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 107 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 www.ace.coe.wayne.edu

Center for Educational Networking (CEN)

Contact: Holly Sasso at (800) 593-9146 #6 or hsasso@eaton.k12.mi.us
Web: 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 access CEN's publications, *Leading Change* and *FOCUS on Results* and the CEN Web site (www.cenmi.org) to stay informed about current news and guidance and technical assistance offered through the Michigan Department of Education Office of Special Education and Early Intervention Services (MDE, OSE/EIS). These stakeholders include individuals with disabilities, families, educators, community service providers, other MAPs, and the MDE, OSE/EIS and Early Intervention Services. Additional services include: producing and disseminating products for other MAPs, 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 facilitating statewide personnel development activities.

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

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

Updated information to be submitted at a later date.

Early On® Public Awareness and Project Find

Contact: www.ProjectFindMichigan.org and www.1800EarlyOn.org

Public awareness, outreach, 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 referral line for *Early On*® is 1-800-EarlyOn (327-5966) and for Project Find, it is 1-800-252-0052. Assistance is provided to ISDs and other agency partners to help publicize the benefits of early intervention and the availability of special education services. Publications are developed and distributed to ISDs for

distribution locally, including the *Early On*® brochure, the Family Rights brochure, *Early On*® Family Guidebooks 1-4, and other *Early On*® and Project Find materials.

Michigan Alliance for Families

Contact: Sherri Boyd at (517) 487- 5426 ext. 105 or at sherri@arcmi.org

Coming soon: <http://www.michiganallianceforfamilies.org>

The Michigan Alliance for Families, a project of The Arc Michigan and an IDEA 2004 Mandated Activities Project (MAP) parent and education grant, will implement a statewide system that will provide information, educational workshops in collaboration with several statewide organizations and initiatives, regional parent mentors and support to emerging parent leaders. This project serves Michigan families of children with disabilities from birth through 26 years of age.

In addition to the Michigan Department of Education and The Arc Michigan, the organizational members of the Michigan Alliance for Families include: Association for Children's Mental Health; Autism Society of Michigan; Citizens Alliance to Uphold Special Education (CAUSE); Michigan Association of Intermediate School Administrators; Michigan Disability Rights Coalition; Michigan Protection and Advocacy Service; United Cerebral Palsy Detroit; United Cerebral Palsy of Michigan; Washtenaw Intermediate School District; and Wayne State University Developmental Disabilities Institute.

Michigan Alliance for Families provides information, support, and education to families of children with disabilities from birth to age 26. The group also helps facilitate parent involvement as a means of improving services and results for children with disabilities. The Alliance can assist you in knowing your rights; effectively communicating your children's needs; and advising how to help your child develop and learn. The Alliance mentors and supports existing and emerging parent leaders involved with Local Interagency Coordinating Councils (LICCs), Parent Advisory Committees (PACs), the Special Education Advisory Committee (SEAC), the Statewide Interagency Coordinating Council (SICC), and other groups.

This project combines the resources and expertise of two previous MDE grants, Family Information Exchange and Project PERFORM. The project staff of both components includes parents of children and adults with disabilities. For information and referral please call the Ann Arbor office 1-734-994-8100 ext. 1590 or e-mail: info@michiganallianceforfamilies.org. For parent mentoring, training and support, please contact the Lansing office 800-292-7851 ext. 114 or 128 or e-mail: sandee.k@arcmi.org or kelly.o@arcmi.org

Michigan's Integrated Technology Supports (MITS)

Contact: Jeff Diedrich at (989) 224-0333 or at jeff.diedrich@gmail.com
Web: www.cenmi.org/mits

Michigan's Integrated Technology Supports (MITS) is an IDEA 2004 Mandated Activities Project awarded by the Michigan Department of Education, Office of Special Education and Early Intervention Services. During the 2006-2007 school year, MITS established a referent group of diverse stakeholders from around the state to focus on the framework of Universal Design for Learning (UDL) and its implementation by 2012. UDL is a proactive approach that seeks to design curriculum to meet the needs of the broadest range of learners. Participants engaged in three-co-laboratories, meeting six days over the span of two months. The first co-laboratory focused on identifying the ideal. The second co-laboratory focused on identifying barriers. The final co-laboratory focused on identifying action options to overcome barriers to realize the ideal. Subsequently, a steering committee was established to begin addressing the action options.

During the 2007-2008 school year, it is anticipated that MITS will establish several proto-type sites, providing support to those sites for the implementation of UDL. MITS has established a partnership with Central Michigan University teacher education program to assist with the proto-type sites and infuse UDL into teacher preparation coursework.

MITS 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 are housed at Central Michigan University and allow for trial use 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
Steve Goodman at (877) 702-8600 ext. 4027 or at sgoodman@oaisd.org
Margaret McGlinchey at (269) 385-1581 or at mmcglinchey@kresanet.org
Web: 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. A third cohort of 50 schools joined the project in February of 2006. Since January of 2007 a fourth cohort of 162 schools has been added. There are now approximately 265 active participating schools. Each school leadership team collects information on behavior and reading support systems within the school to strengthen 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 which increase student success.

Michigan Special Education Mediation Program

Contact: David Gruber at (517) 485-2274 or at resolve@tds.net
Web: www.cenmi.org/msemp

The Michigan Special Education Mediation Program (MSEMP) provides collaborative skills and services for avoiding and resolving disputes that arise from early intervention and special education activities under IDEA 2004. The MSEMP furnishes, at no cost to users:

- Neutral facilitators to maximize communication, participation, fairness and efficiency in IFSP (Individualized Family Service Plan), IEP (Individualized Education Program) and Resolution Meetings
- Neutral mediators to help parents and educators resolve their own disputes; and
- Training in collaborative communication, conflict resolution and problem solving.

These services enable parents, school districts, and service providers to pursue 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 (OSE/EIS).

In the first half of FY2007, the MSEMP saw new cases increase 63 percent, facilitations 100 percent and mediations 38 percent over the same period the previous year. Agreement rates for the period, including complete and partial agreements, topped 80 percent for facilitation and mediation. By the end of June 2007, the MSEMP had set a record for new cases in a single year, reflecting a 40 percent increase in new cases over FY2006.

In FY2007, the MSEMP contributed to a revision of the OSE/EIS dispute resolution policy, which is designed to encourage collaboration in educational planning and dispute resolution related to children and young adults with

special needs. The OSE/EIS and the MSEMP will be sharing more information about the policy and collaborative methods generally in the coming year.

Michigan's Transition Outcomes Project (MI-TOP)

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

The Michigan Transition Outcomes Project (MI-TOP) initiative was implemented in the fall of 2003 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 and replicates excellence. The MI-TOP Core Planning Team, comprised of diverse transition stakeholders, advises the Office of Special Education and Early Intervention Services in transition related initiatives.

Key MI-TOP initiatives include:

- Using a statewide system of data collection on State Performance Plan indicators 13 (*Percentage of youth with disabilities age 16 or above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals*) and 14 (*Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving school*) for data-based improvement planning. Primary objectives are to increase compliance with the secondary transition requirements of the Individuals with Disabilities Education Act and improve post-secondary outcomes for students with disabilities.
- Integrating transition as a conceptual framework for quality planning with Michigan's high school redesign efforts.
- Exploring collaborative relationships with the National Secondary Transition Technical Assistance Center, National Dropout Prevent Center for Students with Disabilities, Great Lakes East Comprehensive Assistance Center, National Post School Outcomes Center, the North Central Regional Resource Center and the International Center for Leadership in Education.
- Embedding key performance indicators of a quality transition system into the Continuous Improvement and Monitoring System.
- Continuing collaborations with community partners including Michigan Transition Services Association, Michigan Rehabilitation Services, Michigan Commission for the Blind, MiConnections.
- Providing ongoing technical assistance and training.
- Administering *Transition Services (TS) and Transition Coordinator* grants.

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

Parent Training and Information

Citizens Alliance to Uphold Special Education (CAUSE)

Contact: Mary Suurmeyer at (517) 886-9167 or at
marys@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 33,000 pieces of information, attend over 850 meetings involving families and schools, and provide over 120 workshops upon request.

Qualitative Compliance Information Project

Contact:

Updated information to be submitted at a later date.

Statewide Autism Resource and Training (START)

Contact: Amy Matthews at (616) 331-6480 or 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 (ASD) 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 ASD 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. START also promotes the use of effective practices in schools by developing a building level assessment tool called the Universal Supports Assessment and Planning Tool (USAPT). This tool will be used to guide schools in developing and implementing improvement plans based on regular assessment of programming across critical areas that will lead to improved outcomes for students with ASD.

Stated and Accomplished Goals of Project:

- Establish collaborative networks in all counties in Michigan (only 2 counties not presently covered, but will be targeted in '08-09)
- Establish a training model based on effective practice that includes intensive instruction with application and follow up (e.g., coaching)
- Establish effective practice guidelines for school settings using regular evaluation and methods for improvement
- Serve as a coordinating entity in the state of Michigan for educators and parents to offer training, support, networking and effective practices

Future Goals of START:

- Increase training and support in the area of early intervention
- Increase the use of the coaching model in all local school buildings supporting students with ASD
- Expand utilization of the building level assessment tool called the Universal Supports Assessment and Planning Tool (USAPT) and continue to develop the program level assessment tool called the Autism Program Evaluation and Planning Tool (APEPT)
- Create better tools to measure START program impact and student outcomes

Advisory Groups

Special Education Advisory Committee (SEAC)

Contact: Ann Omans at (517) 373-0924 or at omansa@michigan.gov
Beverly A. Broni-Yeglic, Chair 2007-08 at babaronyeglic@yahoo.com
Chuck Saur, SEAC Chair, 2006-07 at chucksaur@kentisd.org

The Special Education Advisory Committee (SEAC) is Michigan's IDEA 2004 mandated State Advisory Panel to the SBE and the MDE. The SEAC is committed to facilitating meaningful dialogue that centers on asking broad-based, student-focused questions that focus on integration of practice as opposed to positional politics, and seeks mutual learning rather than using information as currency. As individual members and as a body, The SEAC overtly worked to build relationships rather than settle for animosity.

This year's work of the SEAC included advising on the Federally-mandated Annual Performance Report (APR) and further work on the State Performance Plan (SPP) indicators. The SEAC commented publicly on the proposed changes to the

Administrative Rules for Special Education Programs and Services. In addition, given our state's systemic efforts to implement High School reform, we elected to address topics to illuminate the gap we perceive between changes in our educational system, and the future educational system that may not yet be in place to support all students, including those with disabilities for whom we are most concerned and who will face those changes. Much of the work over the past year has occurred within the context of two subcommittees of SEAC:

Proactive and Early Intervention for All focused on the intention of proactive early intervening services assuring that ALL students are successful at an earlier point in their education. SEAC supports the concept of Response to Intervention (RTI) as both a method of assessment of learning disability as well as the structure of proposed supports that are delivered within a general education setting. SEAC supports a cultural shift towards special education as a quality, need-based service; rather than a separate environment for disabled students.

Unintended Consequences of High School Reform promoted proactive identification of the unintended negative impact of High School Reform, and its immediate implementation of higher standards. The SEAC believes that children with disabilities may be most at risk for experiencing unintended consequences of these changes in expectations. For students entering ninth grade, this impact can be enormous, given that the critical intended supports may not yet be in place. Four major areas of risk or unintended consequences were identified:

1. Confusion regarding the Michigan Merit Curriculum, grade level content expectations and personal curriculum
2. Disconnection between the assessment systems and system accountability
3. Gaps between the skills needed to implement the new requirements and the skills available for both educational personnel in service as well as pre-service
4. Home-school communication: Potential lost opportunities and resources

State Interagency Coordinating Council (SICC)

Contact:

Updated information to be submitted at a later date.

Acronyms

ACE	Autism Collaborative Endorsement
ADA	American's with Disabilities Act
AI	Autistic Impairment
APEPT	Autism Program Evaluation and Planning Tool
APR	Annual Performance Report
APWT	Assessment Plan Writing Team
ASD	Autism Spectrum Disorder
ASWD	Assessment for Students with Disabilities
AYP	Adequate Yearly Progress
CAC	Content Advisory Committee
CAUSE	Citizens Alliance to Uphold Special Education
CB	Capacity Building
CEN	Center for Educational Networking
CEPI	Center for Educational Performance and Information
CI	Cognitive Impairment
CIMS	Continuous Improvement and Monitoring System
CMS	Centers for Medicare and Medicaid Services
DHS	Department of Human Services (formerly FIA)
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DRAM	Dispute Resolution Association of Michigan
EBs	Extended Benchmarks
EETRK	Early Education Tracking System
EGLCE	Extended Grade Level Content Expectations
EI	Emotional Impairment
EIS	Early Intervention Services
EIPA	Educational Interpreter Performance Assessment
ELA	English Language Arts
ELPA	English Language Proficiency Assessment
EO	Early On [®]
EOSD	Enhancing Opportunities for Students with Disabilities
EOT & TA	Early On [®] Training and Technical Assistance
ESA	Educational Service Agency
ESD	Educational Service District
FAPE	Free Appropriate Public Education
FI	Functional Independence
FFS	Fee-For-Service
FM	Focused Monitoring
FY	Fiscal Year
HI	Hearing Impairment
HSCE	High School Content Expectations
GLCE	Grade Level Content Expectations
IDA	Infant/Toddler Developmental Assessment
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IEPT	Individualized Education Program Team

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IFSP	Individualized Family Service Plan
IFER	Interim Federal Expense Report
IHE	Institutions of Higher Education
IIS	Interagency Information System
ISD	Intermediate School District
LD	Learning Disability
LEA	Local Educational Agency
LICC	Local Interagency Coordinating Council
LIO	Low Incidence Outreach
LRE	Least Restrictive Environment
LSCO	Local School Community Organizations
MAP	Mandated Activities Project
MASSP	Michigan Association of Secondary School Principals
MDE	Michigan Department of Education
MDOC	Michigan Department of Corrections
MDCH	Michigan Department of Community Health
MDLEG	Michigan Department of Labor and Economic Growth
MEGS	Michigan Electronic Grants System
MEIS	Michigan Education Information System
MEMSPA	Michigan Elementary and Middle School Principals Association
MHSAA	Michigan High School Athletic Association
MFL	Modified Full Independence
MiBLSI	Michigan's Integrated Behavior and Learning Support Initiative
MICIS	Michigan Compliance Information System
MI-TOP	Michigan Transition Outcomes Project
MITS	Michigan's Integrated Technology Supports
MME	Michigan Merit Exam
MTR	Michigan Transition Resources
MSD	Michigan School for the Deaf
MSEMP	Michigan Special Education Mediation Program
NCLB	No Child Left Behind
NPRM	Notice of Proposed Rule Making
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)
P	Participation
PAC	Parent Advisory Committee
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
POHI	Physical and Other Health Impairments
PSA	Public School Academy
PTA	Parent Teacher Association

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RCN	Regional Collaboration Networks
REP	Registry of Education Personnel
RESA	Regional Educational Service Agency
RESD	Regional Educational Service District
RFP	Request for Proposal
RFR	Request for Rule Making
SA	Service Area
SB-CEUs	State Board - Continuing Education Units
SBE	State Board of Education
SBS	School Based Services
SEA	State Education Agency
SEAC	Special Education Advisory Committee
SESOM	Special Education Supervisors of Michigan
SI	Supported Independence
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
SRC	Sensitivity Review Committee
SRSD	Single Record Student Database
START	STatewide Autism Resource and Training
SWIS	School Wide Information System
SXI	Severe Multiple Impairments
TA	Technical Assistance
TAC	Technical Advisory Committee
TAC	Test Accommodation Coordinator
TBI	Traumatic Brain Injury
TS	Transition Services
UDL	Universal Design for Learning
USDoE	United States Department of Education
VI	Visual Impairment