Fiscal Year 2026-27 *Early On* Federal Grant Application
Service Area Plan Instructions

In the Fiscal Year 2026-27 (FY27) *Early On* Federal NexSys application, provide a brief description of each of the following ten components of your local system, addressing both Part C only and Michigan Mandatory Special Education (MMSE), as applicable. Include discussion of all bullet points below for each component. Some components include sub-questions to be answered using yes/no radio buttons, check boxes, and/or text boxes. Please take note of the character limit shown at the bottom of each text box. Some information may cross components, provide information in the section in which it best fits. Components may be cross referenced rather than repeating information; however, all information requested in the sub-questions must be provided in the text boxes to enable pulling reports. A list of applicable regulations from 2011 Individuals with Disabilities Education Act (IDEA) Part C is provided for reference.

1. Identification

Applicable regulations: CFR 303.115, CFR 303.116, CFR 303.227, CFR 303.301, CFR 303.302, CFR 303.303

- Primary referral sources – who are they and how do you work with them?
- Describe how child find efforts are targeted toward identifying underserved populations (i.e., limited or low literacy, non-English speaking, minority, low income, inner city, rural, foster care, etc.).
- Describe collaborative efforts with other existing child find systems and community organizations.
- Describe the local process for handling referrals, including parent notification of a referral. Do you have a local referral system and/or are you using the 1800earlyon.org website or phone system?

Sub-questions:

a. Describe public awareness activities.
b. Describe child find efforts for birth to three.
c. Describe child find efforts specific to birth to one.
d. What method is used to collect data on referrals (Excel, local student information system, etc.)?
e. If available, how many referrals were received between 1/1/2025 and 12/31/2025?
f. Of those referrals, how many resulted in an evaluation?
g. Of those referrals, how many resulted in an Individualized Family Service Plan (IFSP)?

2. Eligibility Determination

Applicable regulations: CFR 303.21, CFR 303.24, CFR 303.113, CFR 303.320, CFR 303.321, CFR 303.322

- Evaluation process – briefly describe your evaluation process including:
  - Tool(s) typically used:
    - Developmental areas (e.g., domains)
    - Multidisciplinary
    - Non-discriminatory

- Who conducts the evaluation for *Early On* eligibility and MMSE eligibility?

Sub-question:

a. Is post-referral screening conducted? (Post-referral screening is conducted after a referral is received to decide whether there is a suspicion of a developmental delay and therefore a need to conduct an evaluation to determine eligibility for *Early On*. This does not include screenings completed before making a referral, such as screening done as a child find activity or screening done by a primary referral source to identify children for referral.) Select yes or no. If yes, describe the procedures and tools used. Include how the screening fits within the 45 calendar-day timeline and how all required procedural safeguards are addressed.

3. IFSP Development

Applicable regulations: CFR 303.20, CFR 303.114, CFR 303.310, CFR 303.340, CFR 303.342, CFR 303.343, CFR 303.344, CFR 303.345

- 45-day timeline – how do you ensure the timely development of the IFSP?
- How do you establish the IFSP team?
- Assessment – describe the process and any tools used:
  - Child
  - Family
- Reviews (periodic and annual) – how do you ensure the timely scheduling and completion of each type of review?

4. Service Provision

Applicable regulations: CFR 303.12, CFR 303.13, CFR 303.26, CFR 303.34, CFR 303.117, CFR 303.121, CFR 303.126

- Timely services – how do you ensure all services are initiated within 30 days of parental consent? This includes services on the initial IFSP, and new services added on subsequent IFSPs.
- Natural environments – to what degree are services provided in a natural environment and how are justifications for any services not provided in a natural environment documented?
- Central Directory – how and to whom do you disseminate the statewide Central Directory to ensure accessibility to the information? How do you provide information to update of the statewide Central Directory managed by Clinton County RESA Office of Innovative Projects?
- Year-round services – describe how you ensure services are individualized to meet the developmental needs of the child and the needs of the family to assist appropriately in the child's development throughout the year for children receiving Part C only services AND children who are also eligible for MMSE services.

Sub-questions:

a. Are your service providers for children eligible for Part C only (check all that apply):
   - ❑ Intermediate school district (ISD) employees
   - ❑ Individuals contracted directly by ISD
   - ❑ Individuals contracted by ISD through employment entity
   - ❑ Local education agency (LEA) employees
   - ❑ Individuals contracted directly by LEA
   - ❑ Individuals contracted by LEA through employment entity
   - ❑ Contract with community entity
   - ❑ Collaborative agreement (in kind) with community entity
   - ❑ Other. If other, please describe.

b. Are your service providers for children eligible for Part C and MMSE (check all that apply):
   - ❑ ISD employees
   - ❑ Individuals contracted directly by ISD
   - ❑ Individuals contracted by ISD through employment entity
   - ❑ LEA employees
   - ❑ Individuals contracted directly by LEA
   - ❑ Individuals contracted by LEA through employment entity
   - ❑ Contract with community entity
   - ❑ Collaborative agreement (in kind) with community entity
   - ❑ Other. If other, please describe.

c. Which of the following describes your model for service coordination for children eligible for Part C only (check all that apply):
   - ❑ Dedicated service coordinators
   - ❑ Providers serve as service coordinators
   - ❑ Other. If other, please describe.

   If dedicated service coordinators, are they (check all that apply):
   - ❑ ISD employees
   - ❑ Individuals contracted directly by ISD
   - ❑ Individuals contracted by ISD through employment entity
   - ❑ LEA employees
   - ❑ Individuals contracted directly by LEA
   - ❑ Individuals contracted by LEA through employment entity
   - ❑ Contract with community entity
   - ❑ Collaborative agreement (in kind) with community entity
   - ❑ Other. If other, please describe.

d. Which of the following describes your model for service coordination for children eligible for Part C and MMSE (check all that apply):
   - ❑ Dedicated service coordinators
   - ❑ Providers serve as service coordinators
   - ❑ Other. If other, please describe.

If dedicated service coordinators, are they (check all that apply):

- ❑ ISD employees
- ❑ Individuals contracted directly by ISD
- ❑ Individuals contracted by ISD through employment entity
- ❑ LEA employees
- ❑ Individuals contracted directly by LEA
- ❑ Individuals contracted by LEA through employment entity
- ❑ Contract with community entity
- ❑ Collaborative agreement (in kind) with community entity
- ❑ Other. If other, please describe.

5. Transition

Applicable Regulations: CFR 303.209

- Transition window – how do you ensure timeliness of the transition plan and transition conference? How do you ensure that transition requirements are met for every toddler exiting *Early On* after turning 27 months of age?
- Transition plan – describe your procedures for developing the transition plan as part of an IFSP—at either an initial IFSP, periodic review, or annual IFSP. Define the transition plan process, including what reasons, who should have a transition plan, and at what ages you would develop a transition plan.
- Transition conference:
  - Describe how you determine which children are potentially eligible for IDEA Part B preschool special education (619) and therefore in need of a transition conference with participation by *Early On*, the family, and an LEA representative. Describe your procedures for holding this conference.
  - For children **not** considered potentially eligible for Part B 619, describe how you make reasonable efforts to convene a conference among *Early On*, the family, and providers of other appropriate services.
- Coordination with Part B 619 – describe how you coordinate with Part B 619 staff for an Individualized Education Plan (IEP) by the child's third birthday.
- Notification – describe how notification is provided to the LEA/state education agency (SEA) regarding children potentially eligible for Part B 619 who are approaching the age of transition.

6. Procedural Safeguards

Applicable Regulations: CFR 303.123, CFR 303.400, CFR 303.401, CFR 303.402-303.417, CFR 303.420-303.422, CFR 303.430-303.434, CFR 303.440-303.449

- Family awareness/understanding of rights and procedural safeguards. How is this accomplished?
- Accessing translators and interpreters, providing materials in native language/mode of communication – what resources do you have available to meet these needs?
- Consent to screen – if post-referral screening is used, describe your procedures for obtaining consent for the screening.
- Consent to evaluate/assess – describe your procedures for obtaining consent for evaluations and assessments. Address consents for initial evaluation, initial assessment, ongoing assessment, and evaluations completed at later dates.

- Authorization to share information – when is this completed?
- Prior written notice – when and how are notices provided to families?
- Protecting confidentiality – describe staff training and procedures to protect confidentiality.
- Disposition of records – what are your procedures? How and when is the family informed?
- Mediation, due process, and complaints – how and when are parents informed about these procedures? Describe procedures used when the need for these arises.

7. Personnel

Applicable Regulations: CFR 303.31, CFR 303.118, CFR 303.119

- Areas of responsibility – briefly describe your ISD's structure, including program, administration, data, and finance.
- Standards – describe in general the qualifications required for staff and whether assistants are utilized. See *Early On* Personnel Standards.
- Recruitment – what efforts are made to seek qualified staff?
- Orientation – how are new *Early On* staff/contractors oriented?
- In-service training – how are professional development needs determined and how are those needs met? Describe the use of *Early On* Training & Technical Assistance and other professional development resources.
- How is it determined who needs to complete the Essentials of *Early On* training and how is it documented? Have all current staff completed this training, if required? If not, what is your path for completion, including timelines?
- Supervision of staff – by whom and how?

8. Financial Matters

Applicable Regulations: CFR 303.222, CFR 303.225, CFR 303.500, CFR 303.501, CFR 303.510, CFR 303.520, CFR 303.521

- Payor of Last Resort – how is it ensured that federal funds are not used when state or local funds are available?
- Oversight of allowable costs:
  - Budget – who is involved in preparation of the budget?
  - Financial expenditure reports – who completes financial reports?
- Maintenance of Effort (MOE) – how do you determine the amount budgeted from state and local funds for the upcoming year? Are program codes included when reporting all expenditures related to *Early On* in the Financial Information Database (FID)? Who completes these requirements?

Sub-question:

a. Does your ISD bill Medicaid for services provided to: Part C with MMSE, Part C only, or is there no Medicaid billing for Part C children. Check all that apply.

9. Data Collection and Reporting

Applicable Regulations: CFR 303.124, CFR 303.701, CFR 303.722

- Local tracking system – describe how data are gathered.
- Michigan Student Data System (MSDS) reporting – who is responsible and how is it done?
- Use of data at the local level – how are data used and by whom to support your quality process improvements? Include descriptions of how you use the child and family data reports, earlyondata.com, data collected locally, etc.

Sub-questions:

a. Indicate local data system(s) used (check all that apply): Illuminate, Infinite Campus, MI Star, PCG, PowerSchool Special Education, or other. If other, what system is used?
b. Indicate type of IFSP used: paper, electronic (auto fills to data system), electronic (does not auto fill to data system), or other. If other, what type of IFSP is used?
c. Child outcomes rating and reporting – who is responsible and describe process?
d. Child outcomes rating and reporting - what assessment tools are used?
e. Child outcomes rating and reporting - how is the decision tree used?
f. Child outcomes rating and reporting - how are parents involved in the child outcome rating process?

10. Local Interagency Coordinating Council (LICC)

Applicable Regulations: CFR 303.125, CFR 303.601, CFR 303.605

- Composition – who/what agencies are represented? If you are missing any of the three required community representatives (community mental health, local public health, local department of health and human services), how will you recruit them to join the LICC?
- Meetings – list frequency and are they connected with other community meetings?
- Family engagement – how many, how are they oriented, and how are they engaged? Are parents compensated for their time and participation? If so, please describe the process and rates. If you do not have 20 percent parent participation, how will you recruit more parents to join the LICC?
- Interagency and intra-agency coordination – how do you coordinate with public health, mental health, and human services agencies? How do you coordinate with local education agencies? How do you coordinate with other programs within the ISD?
- Community connections – list and describe connections to other community collaborative groups. How do you coordinate with other local programs that support infants and toddlers?

Sub-question:

a. Indicate whether the LICC is:
   - ❑ a stand-alone LICC
   - ❑ Other. If other, please describe.

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