

**Michigan Department of
Education**
Office of Great Start
Part B, Section 619 of IDEA
Updates

Michigan Division of Early Childhood
April 28, 2017




**Early Childhood Education
Environments** *(Ages 3 through 5)*

» State Performance Plan
Results Indicator B-6




Welcome

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**Individuals with Disabilities
Education Act (IDEA)**

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

(IDEA - P.L. 108-446 Section 614(a)(5)(A)) and (§ 300.114(a)(2))




Focus Points

- ▶ **Early Childhood Education Environments**
(Ages 3 through 5)
 - Results Indicator B-6
- ▶ **Preschool Outcomes**
 - Results Indicator B-7
- ▶ **Early Childhood Transition**
 - Compliance Indicator B-12




LRE Requirements

Each public agency must ensure that--

- (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

IDEA Part B 300.114




Supplementary Aids and Services

“Supplementary aids and services” means aids, services, and other supports that are provided in regular education classes, other education related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with Sec. Sec. 300.114 through 300.116.

(Authority: 20 U.S.C. 1401(33) – § 300.42)



Placements

(c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled;

(d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and

(e) A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications

(Part B Regulation 300.116(c)-(d))



Placements

(a) The placement decision-

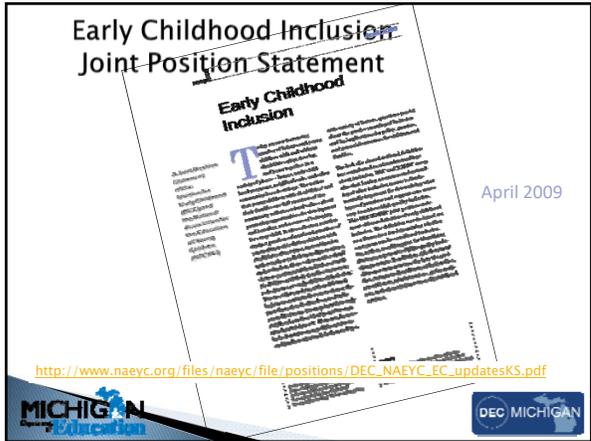
(1) Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and

(2) Is made in conformity with the LRE provisions Sec. 300.114 through 300.118;

(Part B Regulation 300.116(a))



Early Childhood Inclusion Joint Position Statement



Placements

(b) The child's placement-

(1) Is determined at least annually;

(2) Is based on the child's IEP; and

(3) Is as close as possible to the child's home;

(Part B Regulation 300.116(b))



Joint Position Statement on Inclusion

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are **access, participation and supports**



OSEP Policy–Dear Colleague Letter



The Musgrove Dear Colleague Letter on Preschool LRE
February 29, 2012

- ▶ IDEA Part B LRE provisions apply
- ▶ Right to be educated in Regular Class defined as preschool program with typically developing peers
- ▶ LEA may provide services in kindergarten classes, public or privately funded preschools, community-based child care programs or home
- ▶ If LEA has no public pre-k programs then other options are to be considered




Individual Child Needs

» The Basis for Sound Decisions

- **NOT** based on the child’s disabling condition or label (such as placement in a special class for students with intellectual disabilities just because a child has a cognitive impairment);
- **NOT** based on the disability program categories
- **NOT** based on the location of staff;
- **NOT** based on the funds that are available; and
- **NOT** based on the convenience of the school district




National Policy Statement




U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION

**POLICY STATEMENT ON
INCLUSION OF CHILDREN WITH DISABILITIES IN
EARLY CHILDHOOD PROGRAMS**
September 14, 2015

<http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>




Collecting Educational Environment Data

According to the Office of Special Education Programs (OSEP):

All states are to report an unduplicated count of all children with disabilities

Ages 3 through 5 served under IDEA, Part B, 619

By discrete age, year and educational environment




Ongoing Support for Inclusion

“We are writing to reaffirm the position of the U.S. Department of Education...that all young children with disabilities should have access to inclusive high-quality early childhood programs where they are provided with individualized and appropriate supports to enable them to meet high expectations.”

Resources Cited
U.S. Department of Education
<https://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html>

Early Childhood Technical Assistance Center <http://ectacenter.org/>





When Are Data Collected?

- ▶ Educational Environment Data is collected
 - One point in time per year
 - At the time of the IEP review meeting
- ▶ Codes are entered one time per year
 - For the Fall Child Count
 - In the MSDS




Looks at Both “What” and “Where”

In **What** type of program is the child enrolled?

Where are the majority of the special education and related services delivered

- ▶ Regular early childhood programs
- ▶ Special education programs
- ▶ Neither regular or special education program




Educational Setting Examples

» Regular Early Childhood Programs

- ▶ Child development center or child care program
- ▶ Head Start
- ▶ GSRP (Great Start Readiness Program)
- ▶ Non-public GSRP
- ▶ Kindergartens
- ▶ Public preschool classes
- ▶ Private kindergartens or preschools
- ▶ Home-based child care




Four Main Reporting Categories

- A. Attending a regular preschool program more than 10 hours a week
- B. Attending a regular preschool program less than 10 hours a week
- C. Receiving service in special education program, separate school or residential facility
- D. Receiving service in home or provider location




Educational Setting Examples

» Special Education Classrooms

Separate classrooms located in:

- Regular school buildings
- Trailers or portables outside regular school buildings
- Other community-based settings
- Hospital facilities on an outpatient basis
- Child care facilities
- Residential facility
- Separate school




Special or Regular Education

» How Do You Tell?

Special Education is:
Less than 50 percent children without disabilities (i.e., children not on IEPs)

Translation - if 50.1% or more of the children in the classroom have an IEP - it is considered special education

Regular Education is:
More than 50 percent children without disabilities (i.e., children not on IEPs)

Translation - if 50% or more of the children in the classroom do not have an IEP - it is considered regular (general) early childhood program




Preschool Education Environments

» Indicator B-6

- ▶ Percent of children aged 3 through 5 with an IEP attending a:
 - **B-6A:** Regular early childhood program and receiving majority of special education and related services in the regular early childhood program
 - **B-6B:** Separate special education class, separate school, or residential facility
- ▶ What's not included in the above statements?
- ▶ Collected once yearly - Fall each year
- ▶ Education Environments handouts




B-6 Data Reporting Tools

» High and Low Tech Options

IDC IDEA DATA CENTER
B-6 Toolkit
<https://b6tools.ideadata.org/MJ/decision-tree.html>

Child Last Name _____ Date of Birth ____/____/____ UIC _____
 Child First Name _____ Date of Report ____/____/____ CODE _____

Michigan Decision Tree for Coding Educational Environments

Is the child attending a regular early childhood program?

YES

If YES, determine the following:
 How many hours does the child attend a regular early childhood program?

At least 10 hours per week
 Less than 10 hours per week

If at least 10 hours per week:
 Where does the child receive the majority of hours of special education and related services?
 A1 = In the regular program
 A2 = In separate facility
 A3 = In the regular program and separate facility

If less than 10 hours per week:
 Where does the child receive the majority of hours of special education and related services?
 A1 = In the regular program
 A2 = In separate facility
 A3 = In the regular program and separate facility

NO

If NO, determine the following:
 Is the child attending a special program?

If YES:
 C1 = Special Education Classroom
 C2 = Separate School
 C3 = Residential facility

If NO:
 Is the child receiving the majority of special education and related services in the majority of hours of the child's family or caregiver's home?
 YES: D1 = Home
 NO: D2 = Home
 D3 = Home
 D4 = Home
 D5 = Home
 D6 = Home
 D7 = Home
 D8 = Home
 D9 = Home
 D10 = Home
 D11 = Home
 D12 = Home
 D13 = Home
 D14 = Home
 D15 = Home
 D16 = Home
 D17 = Home
 D18 = Home
 D19 = Home
 D20 = Home

SPP Indicator 86 Measurement 8 • Environment Codes A1 • C1 • C2 • C3
 SPP Indicator 86 Measurement 9 • Environment Codes C1 • C2 • C3

WISD Codes

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Data Entry Scenario

Thomas has an IEP for speech therapy and is in a home (not family) childcare five days a week for six hours a day. He goes a speech center for his speech services.

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Data Entry Scenario

Jenni attends a Head Start program 8:30–11:30 Monday through Thursday and has an IEP for speech therapy. The district has worked very hard to offer inclusive environments to all preschool children with IEPs. Jenni's one hour of speech service each week takes place in the classroom during her daily routine.

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MSDS Code 47 (A2)

Thomas has an IEP for speech therapy and is in a home (not family) childcare five days a week for six hours a day. He goes a speech center for his speech services.

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Calculating a Preschool Educational Environment

Child Last Name _____ Date of Birth ____/____/____ UIC _____
 Child First Name _____ Date of Report ____/____/____ CODE _____

Michigan Decision Tree for Coding Educational Environments

Is the child attending a regular early childhood program?

YES

If YES, determine the following:
 How many hours does the child attend a regular early childhood program?

At least 10 hours per week
 Less than 10 hours per week

If at least 10 hours per week:
 Where does the child receive the majority of hours of special education and related services?
 A1 = In the regular program
 A2 = In separate facility
 A3 = In the regular program and separate facility

If less than 10 hours per week:
 Where does the child receive the majority of hours of special education and related services?
 A1 = In the regular program
 A2 = In separate facility
 A3 = In the regular program and separate facility

NO

If NO, determine the following:
 Is the child attending a special program?

If YES:
 C1 = Special Education Classroom
 C2 = Separate School
 C3 = Residential facility

If NO:
 Is the child receiving the majority of special education and related services in the majority of hours of the child's family or caregiver's home?
 YES: D1 = Home
 NO: D2 = Home
 D3 = Home
 D4 = Home
 D5 = Home
 D6 = Home
 D7 = Home
 D8 = Home
 D9 = Home
 D10 = Home
 D11 = Home
 D12 = Home
 D13 = Home
 D14 = Home
 D15 = Home
 D16 = Home
 D17 = Home
 D18 = Home
 D19 = Home
 D20 = Home

SPP Indicator 86 Measurement 8 • Environment Codes A1 • C1 • C2 • C3
 SPP Indicator 86 Measurement 9 • Environment Codes C1 • C2 • C3

WISD Codes

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Calculating a Preschool Educational Environment

Child Last Name _____ Date of Birth ____/____/____ UIC _____
 Child First Name _____ Date of Report ____/____/____ CODE _____

Michigan Decision Tree for Coding Educational Environments

Is the child attending a regular early childhood program?

YES

If YES, determine the following:
 How many hours does the child attend a regular early childhood program?

At least 10 hours per week
 Less than 10 hours per week

If at least 10 hours per week:
 Where does the child receive the majority of hours of special education and related services?
 A1 = In the regular program
 A2 = In separate facility
 A3 = In the regular program and separate facility

If less than 10 hours per week:
 Where does the child receive the majority of hours of special education and related services?
 A1 = In the regular program
 A2 = In separate facility
 A3 = In the regular program and separate facility

NO

If NO, determine the following:
 Is the child attending a special program?

If YES:
 C1 = Special Education Classroom
 C2 = Separate School
 C3 = Residential facility

If NO:
 Is the child receiving the majority of special education and related services in the majority of hours of the child's family or caregiver's home?
 YES: D1 = Home
 NO: D2 = Home
 D3 = Home
 D4 = Home
 D5 = Home
 D6 = Home
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 D17 = Home
 D18 = Home
 D19 = Home
 D20 = Home

SPP Indicator 86 Measurement 8 • Environment Codes A1 • C1 • C2 • C3
 SPP Indicator 86 Measurement 9 • Environment Codes C1 • C2 • C3

WISD Codes

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Data Entry Scenario

Emily has an IEP for speech and occupational therapy. She is not in a preschool program. She goes to a speech center for her speech services and the local school for her occupational therapy.

Speaking of Codes

» Where are Children 3-5 Enrolled?

Preschool	12,129
Kindergarten	7,770
First Grade	554
<u>Second Grade</u>	<u>3</u>
Total	20,573

Fall Count 2015

MSDS Code 27 (D2)

Emily has an IEP for speech and occupational therapy. She is not in a preschool program. She goes to a speech center for her speech services and the local school for her occupational therapy.

Indicator 6-Measurements A & B

Part B State Annual Performance Report for Indicator 6

Measurement B # of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility (Codes 22, 25 & 26)	22	Early Childhood Special Education Program/Class
	23	Home (ages 3-5)
Measurement A # of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (Codes 46 & 48)	25	Residential Facility
	26	Separate School
	27	Service Provider Location
	46	Regular EC program at least 10 hrs/wk, majority of SE hrs. in EC program (A1)
	47	Regular EC program at least 10 hrs/wk, majority of SE hrs. in other location (A2)
	48	Regular EC program less than 10 hrs/wk, majority of SE hrs. in EC program (B1)
	49	Regular EC program less than 10 hrs/wk, majority of SE hrs. in other location (B2)

Calculating a Preschool Educational Environment

Child Last Name _____ Date of Birth ____/____/____ UIC _____
 Child First Name _____ Date of Report ____/____/____ CODE _____

Michigan Decision Tree for Coding Educational Environments

Is the child attending a regular early childhood program?

YES

If YES, determine the following:
 How many hours does the child attend a regular early childhood program?

At least 10 hours per week
 Less than 10 hours per week

If at least 10 hours per week, where does the child receive the majority of hours of special education and related services?
 "1" = In the regular classroom
 "2" = In separate other location

If less than 10 hours per week, where does the child receive the majority of hours of special education and related services?
 "3" = In the regular classroom
 "4" = In separate other location

Regular Early Childhood Program is a program that includes a required or at least 80 percent of instructional children (i.e., children not on IEPs). This category only includes, but not limited to:
 • Preschool, public or private
 • Preschool, public or private
 • Group child development center or child care

SPP Indicator 6B Measurement A = Environment Codes A1 + B1
 MSDS Codes

NO

If NO, determine the following:
 Is the child attending a special education program?

YES
 "5" = Special Education Classroom
 "6" = Separate School
 "7" = Residential Facility

NO
 Is the child receiving the majority of special education and related services in the residence of the child's family or caregiver?

YES
 "8" = Home

NO
 "9" = Service Provider location or some other location that is not in any other category

SPP Indicator 6B Measurement B = Environment Codes C1 + C2 + C3
 MSDS Codes

Preliminary Results for 2015

» Indicator B-6

Total number of children ages 3-5 with IEP's attending a **regular** early childhood program and receiving the **majority** or special education and/or related services in the regular early childhood program

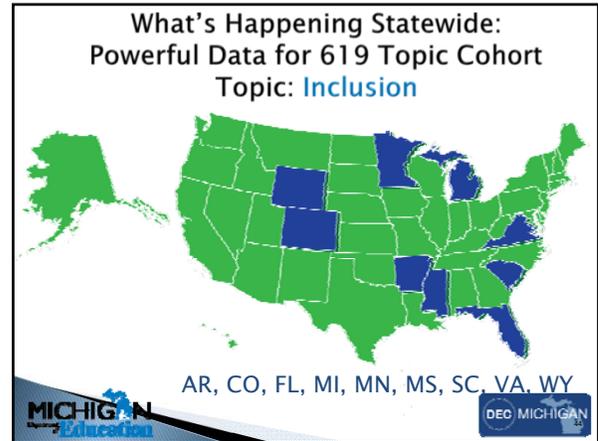
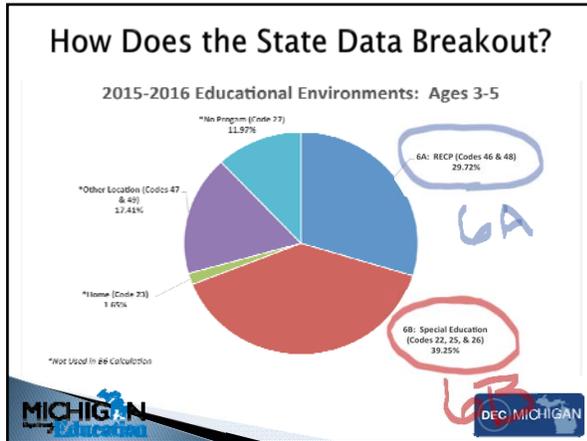
Indicator 6A $\frac{6,115}{20,573} \times 100 = 29.72\%$

Total number of children ages 3-5 with an IEP

Total number of children ages 3-5 with IEP's attending a **special education** classroom, separate school or residential facility

Indicator 6B $\frac{8,075}{20,573} \times 100 = 39.25\%$

Total number of children ages 3-5 with an IEP

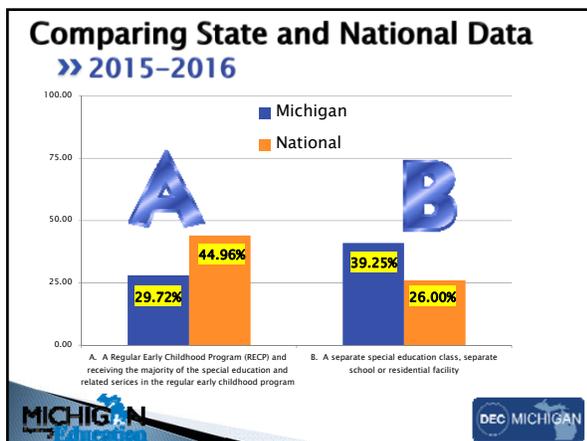


Submitted State Targets for B6

» OSEP Approved

	2014 Same from previous SPP	2015 Same from previous SPP	2017	2018
6A	≥28.20%	≥28.20% <i>Actual 29.7%</i>	≥28.30%	≥28.50%
6B	≤43.20%	≤43.20% <i>Actual 39.2%</i>	≤42.00%	≤41.50%

- ### Powerful Data for 619
- » Intended Outcomes for All States
- ▶ Increase state capacity to produce high quality 619 data
 - ▶ Improve or develop plans for use of 619 data at state/local levels
 - ▶ Plan for the analysis and dissemination of 619 data to key audiences
 - ▶ Link different data sets of 619 data and support integration efforts



- ### Powerful Data for 619
- » Intended Outcomes for Michigan
- ▶ Improve quality and reliability of the APR B6 indicator data.
 - ▶ Identify barriers to accurate reporting practices for providing services in inclusive setting.
 - ▶ Use data to help better understand the TA needs around inclusion in the state.
 - ▶ Increase the performance on APR B6A by using the data to make informed decisions for increasing embedded services and improving inclusive practices.

State Team Members

- ▶ Lisa Wasacz - 619
- ▶ Mark Kuipers - 619
- ▶ Jerry Cullum - OSE
- ▶ Julie Trevino - OSE




The Overarching Goal of Child Outcomes

To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings, in their homes, with their families, in childcare, in preschool or school programs and in the community.

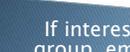
-Early Childhood Outcomes Center (2009)




Inclusion Stakeholder Group Meetings

First meeting: April 20, 2016
 Second Meeting: November 29, 2016
 Third Meeting: March 24, 2017
Upcoming Meeting: TBD (Fall of 2017)
St Joseph ISD
10 am-2 pm

If interested in being a part of the stakeholder group email wasaczl@michigan.gov expressing interest




The Three Global Child Outcomes

- A Positive Social Emotional Skills**
(including social relationships)
- B Acquisition And Use Of Knowledge And Skills** (including early language/communication and early literacy and math)
- C Use Of Appropriate Behaviors To Meet Their Needs**




Preschool Outcomes

» State Performance Plan
 Results Indicator B-7




Child Outcomes

» **Process Requirements**

- ▶ Completed at two points in time:
 1. Entry
 2. Exit
- ▶ Completed on all three outcomes for all children receiving special education support (regardless of service level).




The Four Components of Calculating and Scoring Child Outcomes

1. The Assessment Tool
2. Family Input
3. Professional Expertise
4. The Decision Tree




Professional Expertise

» **Knowing What to Expect**

- » Understands child development from foundational to age-expected skills
- » Proficient in gathering child information across settings, situations and reporters
- » Works well with families and other team members.

Age-Anchoring Tools



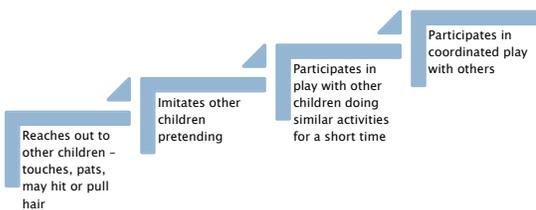

State Approved Assessment Tools

1. AEPS-Assessment, Evaluation and Programming System
2. Battelle Developmental Inventory, Second Edition (BDI-2)
3. Battelle Developmental Inventory Screening Test
4. Brigance© Inventory of Early Development-II (IED-II)
5. Brigance© Inventory of Early Development-III (IED-III)
6. Carolina Curriculum for Preschoolers
7. COR-Preschool Child Observation Record
8. COR Advantage
9. Creative Curriculum for Preschoolers
10. LAP-3-Learning Accomplishments Profile-Third Edition
11. Teaching Strategies Gold




Understanding Child Development

» **Foundational to Age-Expected**



- Reaches out to other children - touches, pats, may hit or pull hair
- Imitates other children pretending
- Participates in play with other children doing similar activities for a short time
- Participates in coordinated play with others




Family Input

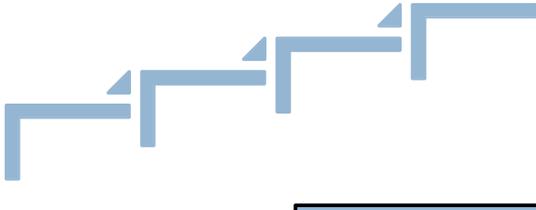
» **A Required Component**

- » Provides a **broader view** of a child's functioning across settings and situations
- » Informs the Child Outcomes Process about age-expectations within the **family's culture**.



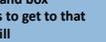

Foundational to Age-Expected

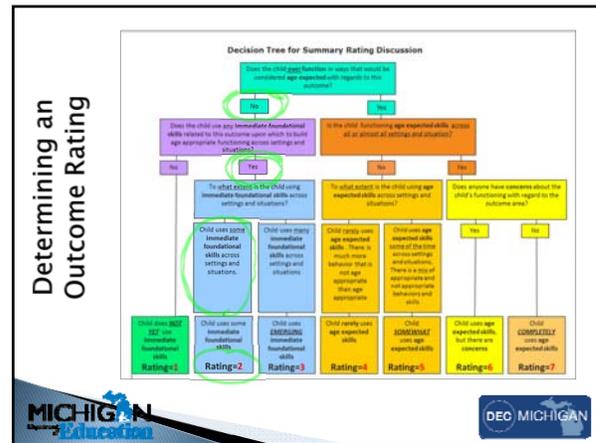
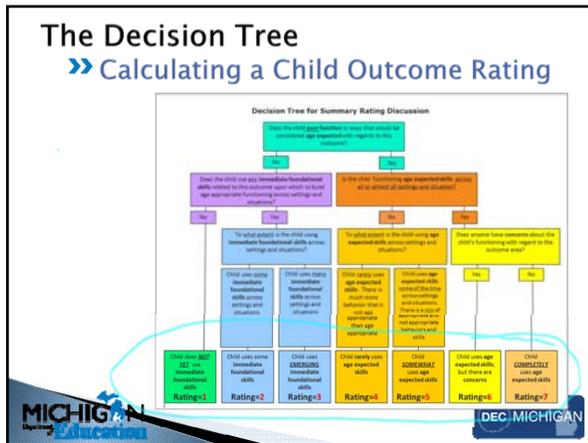
» **Let's Practice!**



Directions

- 1) Think of a Age Appropriate Skill
- 2) Place in top right hand box
- 3) Complete the steps to get to that age-appropriate skill



The 7 Point Rating Scale

1.	2.	3.	4.	5.	6.	7.
Not Yet	Between Not Yet and Emerging	Emerging	Between Emerging and Somewhat	Somewhat	Between Somewhat and Completely	Completely

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Data Entry Scenario

What is George's Score?

After observations, the LAP-3 assessment, and talking with George's parents, George's current developmental functions in the area of knowledge and skills are sometimes age-appropriate. He is inconsistent across setting and situations and there is more behavior that is not age-appropriate than is age-appropriate.

4

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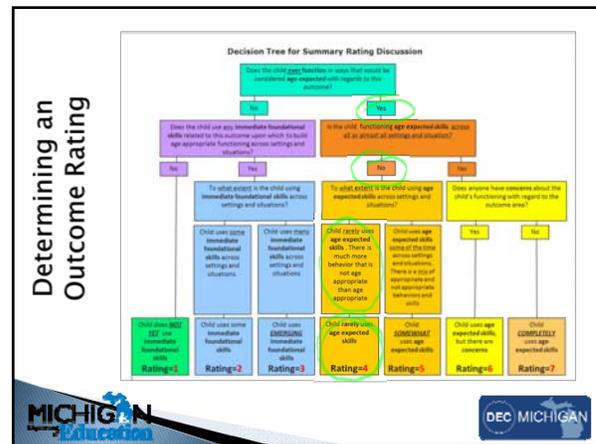
Data Entry Scenario

What is Sam's Score?

Sam has been assessed with the Battelle. Both the classroom teacher and the ECSE teacher have observed him in different school settings. They also had a parent conference after the Battelle was given. Sam's current development functions in the area of Social Emotional Skills are all younger than his chronological age. Sam is functioning at age levels within 6 months of his chronological age in some settings and situations. Sam has some immediate foundational skills in some settings and situations.

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Indicator B-7

- Percent of preschool children ages 3 through 5 with an IEP who demonstrate improved:
 - Positive social-emotional skills
 - Acquisition and use of knowledge and skills
 - Use of appropriate behaviors to meet their needs
- Results are reported in two Summary Statements

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Determining a Progress Reporting Category

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Determining a Reporting Category

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Progress Reporting Categories

- a) **Did not improve** functioning
- b) **Improved functioning**, but not sufficiently to move nearer to functioning comparable to same-aged peers
- c) **Improved functioning** to a level nearer to same-aged peers, but did not reach it.
- d) **Improved functioning** to reach a level comparable to same aged peers.
- e) **Improved functioning** to maintain at a level comparable to same aged peers

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Summary Statement #1

Of those children who entered the entered or exited the program below age expectations in each outcome, the percent who **substantially increased** their rate of growth by the time they turned 6 years old or exited the program.

$$\frac{c + d}{a + b + c + d}$$

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Summary Statement #2

The percent of children who were functioning **within age expectations** in each outcome by the time they turned 6 years old or exited the program.

$$\frac{d + e}{a + b + c + d + e}$$


Training Options

» Online and Onsite

- » Online Child Outcomes Training
 - <http://dasyonline.org/DaSyCOS2015>
 - <http://eotta.ccrea.org/Event.php?ID=3>
- » In-Person Child Outcomes Trainings
 - <http://eotta.ccrea.org/>
 - mkuipers@ccrea.org
 - (866)334-KIDS(5437)
- » Online Child Outcomes Data Webinar
 - https://remc.adobeconnect.com/_a819987134/eo_data_06_13/148



Preschool Outcomes

» Our Most Recent Data and Targets

Summary Statement #1		Target	Actual	Target
Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.		2015	2015	2016
Outcome A:	Positive Social Emotional Skills	≥86.50%	87.90%	≥87.00%
Outcome B:	Acquisition and Use of Knowledge and Skills	≥87.50%	89.11%	≥88.00%
Outcome C:	Appropriate Behaviors to Meet Needs	≥86.50%	87.47%	≥87.25%

Summary Statement #2		Target	Actual	Target
The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.		2015	2015	2016
Outcome A:	Positive Social Emotional Skills	≥55.00%	58.02%	≥55.10%
Outcome B:	Acquisition and Use of Knowledge and Skills	≥56.10%	58.93%	≥56.30%
Outcome C:	Appropriate Behaviors to Meet Needs	≥59.20%	61.25%	≥59.30%



Early Childhood Transition

(By age three)

» State Performance Plan Compliance Indicator B-12



Preschool Outcomes

» Our Future Targets

Summary Statement #1		Year	Year	Year	Year	Year
Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.		2014	2015	2016	2017	2018
Outcome A:	Positive Social Emotional Skills	≥86.00%	≥86.50%	≥87.00%	≥87.50%	≥88.00%
Outcome B:	Acquisition and Use of Knowledge and Skills	≥87.00%	≥87.50%	≥88.00%	≥88.50%	≥89.00%
Outcome C:	Appropriate Behaviors to Meet Needs	≥86.00%	≥86.50%	≥87.25%	≥87.75%	≥88.25%

Summary Statement #2		Year	Year	Year	Year	Year
The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.		2014	2015	2016	2017	2018
Outcome A:	Positive Social Emotional Skills	≥54.90%	≥55.00%	≥55.10%	≥55.20%	≥55.30%
Outcome B:	Acquisition and Use of Knowledge and Skills	≥56.00%	≥56.10%	≥56.30%	≥56.40%	≥56.50%
Outcome C:	Appropriate Behaviors to Meet Needs	≥59.10%	≥59.20%	≥59.30%	≥59.40%	≥59.50%



IEP by Age 3

» Indicator B-12

- Percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
- IEP by Three
- Compliance Indicator
- MSDS
- Collaboration between *Early On* and Part B, 619



Important About B-12

» Who's Responsibility Is It ?

Part C establishes the state policy regarding children who are "potentially eligible under Part B"

Part B **Resident District** is responsible for the development and implementation of the IEP by the child's third birthday for those potentially eligible children.

Both Part C and the local district have responsibilities for providing information and resources throughout the transition process



Additional B-12 Requirements

Each state must ensure that—(i) The obligation to make FAPE available to each eligible child residing in the state begins no later than the child's third birthday; and (ii) An IEP is in effect for the child by that date, in accordance with § 300.323(b).

If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin [20 U.S.C 1414(a)(1)(A); 34 CFR 300.101(b)]

Smooth and effective transition from Part C to preschool programs. [20 U.S.C. 1412(a)(9); 34 CFR 300.124]

Invitation for initial IEP meeting to Part C representative. [20 U.S.C 1414(d)(1)(D); 34 300.321(f)]



Important About B-12

» What is Potentially Eligible?

Only children who are in receiving services in both *Early On* and receiving Michigan Mandatory Special Education (MMSE) are included in this indicator



Federal Reporting of B-12 in the Annual Performance Report (APR)

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays

- ▶ **Measurement**
 - a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination
 - b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthday
 - c. Number of those found eligible who have an IEP developed and implemented by their third birthday
 - d. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services
 - e. Number of children who were referred to Part C less than 90 days before their third birthdays
- ▶ Account for children included in a. but not included in b., c., d. or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays
- ▶ Percent = [(c) divided by (a - b - d - e)] times 100



B-12 Federal Requirement

IDEA requires that, no later than their third birthday, eligible children with established disabilities or developmental delays transition from Part C of IDEA, known in Michigan as *Early On*[®], to Part B, Section 619 services, known in Michigan as Early Childhood Special Education (ECSE) Services.

The Individualized Education Program (IEP) must be developed and implemented by the child's third birthday.



B-12 Measurement A:

» Total Population

Measurement A: Number of children who have been served in Part C and referred to Part B of IDEA for Part B eligibility determination

- ✓ Children included in Indicator B-12 are any children (as proposed by the *Early On*[®] State Plan, Sec 303.209):

- Enrolled and turn three between July 1 and June 30 of a given school year

- Who are in Part C and Michigan Special Education and are referred to Part B of IDEA in the Part B Referral component of the MSDS



B-12 Measurements B & C:

» Eligibility

Measurement B: Number of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthday

Measurement C: Number of those found eligible who have an IEP developed and implemented by their third birthday



Important to Remember

Indicator B-12 *only includes*

1. Children who are dually enrolled in:
 - A. *Early On*® **and**
 - B. Michigan Mandatory Special Education (MMSE)

and
2. Who are between the age of 2 years, 3 months and 3 years.



B-12 Measurement D:

» Parent Refusal

Measurement D: Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services

- ✓ For a child who is potentially eligible for Part B special education supports, but for whom the parents do not give consent for evaluation, the lack of an IEP by age three does not result in noncompliance. The reason of parent refusal must be entered into the MSDS.



Would This Child Be Included in B-12?

Anthony is 2 years and 6 months old and receives services listed within his IFSP in his home through his local *Early On* provider. He remains in *Early On* until he transitions onto an IEP at age 3 and receives 1755 services.

- Is Anthony part of the B-12 pool? **No**
- Why or Why Not? **Anthony is not receiving BOTH *Early On* and Michigan Mandatory Special Education supports.**



B-12 Measurement E:

» Late Referral to *Early On*®

Measurement E: Number of children who were referred to Part C less than 90 days before their third birthday

- ✓ If a child is referred to Part C less than 90 days before his or her birthday, the IEP does not result in noncompliance for B-12. The referral date must be entered into the MSDS.



Would This Child Be Included in B-12?

Shaylynn is 2 ½ years old and was found eligible for special education and is receiving OT and PT services on an IEP

- Is Shaylynn part of the B-12 pool? **No**
- Why or Why Not? **Shaylynn was NOT involved with *Early On* nor MMSE before being found eligible for supports on an IEP.**



Would This Child Be Included in B-12?

May is 2 years 3 months old receiving services on an IFSP for both *Early On* and MMSE. She transitions at 2 years 6 months onto an IEP and moves into an ECSE program (1754).

- Is May part of the B-12 pool? **Yes**
- Why or Why Not? **May is receiving services both in *Early On* and MMSE supports**




CIMS Workbook

- ▶ Compliance Indicator
 - ▶ Target is 100% set by OSEP



- ▶ Corrective Action Plans (CAPs)
 - ▶ Required if less than 100%
 - ▶ Due March 1, 2017




Would This Child Be Included in B-12?

Cameron is a 2 year old on an IFSP receiving both *Early On* and MMSE. At age 2 years 9 months he is evaluated and found not eligible for Part B, Section 619. He is exited out of both MMSE and *Early On*.

- Is Cameron part of the B-12 pool? **Yes**
- Why or Why Not? **Cameron received *Early On* and MMSE supports. He would be listed as not eligible**




Early Childhood Transition

» B-12 Data Issues

- ❑ Identifying Pool of Potentially Eligible
- ❑ Use of the Part C Transition Timeliness Code in the Initial IEP Component
- ❑ Late Referral to Part C
- ❑ Missing Data
- ❑ Disconnect between Districts' Student Information Systems and the MSDS




Early Childhood Transition

» How Are We Doing As a State?

Children referred by Part C to Part B who are potentially eligible

Compliance Indicator Target is 100%	2011	2012	2013	2014	2015
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their 3 rd birthday	99.40%	98.40%	97.26%	Pre Validation 68.28% Post Validation 89.74%	No Validation 76.05%




Currently in the Works

» Addressing Data Issues

- ✓ Part C and 619 participating in National TA:
 - ✓ Participating states: Michigan, North Dakota, New York, South Carolina, West Virginia
 - ✓ March 1, 2016 - May 1, 2017
- ✓ Intended Outcomes for Overall Cohort:
 - ✓ Create and update data governance and management policies for linking data
 - ✓ Identify and implement the applicable methods for linking data
 - ✓ Use data to answer critical questions about linking Part C and 619 data
 - ✓ Create a data culture of linking data across early childhood systems




Michigan's Intended SMART Outcomes

- Michigan will have the ability to identify the population of children in reporting categories for C8C and B12 using a data characteristic in the MI data system (*Early On Component*)
- Michigan will have the ability to answer critical questions regarding children's program from Part C and 619 through school age, at kindergarten and in time at third grade that shows the percentage of children in 619 that are not eligible for special education in kindergarten by state and ISD level
- Communication with clear processes



Questions?



To Date:

- ✓ Michigan participates on phone calls with other states every other state
- ✓ Michigan participates on conference calls with state team members
- ✓ Michigan participated in an in-person meeting for this cohort in June
- ✓ Michigan-assigned TA facilitated in-person meeting in Michigan in July focuses on data elements in MSDS manual and the requirements for C8C and B12



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