

Early On[®] Redesign Final Report

Michigan SICC February 9, 2007



Child Outcomes

- Children have positive social relationships.
- Children acquire and use knowledge and skills.
- Children take appropriate action to meet their needs.

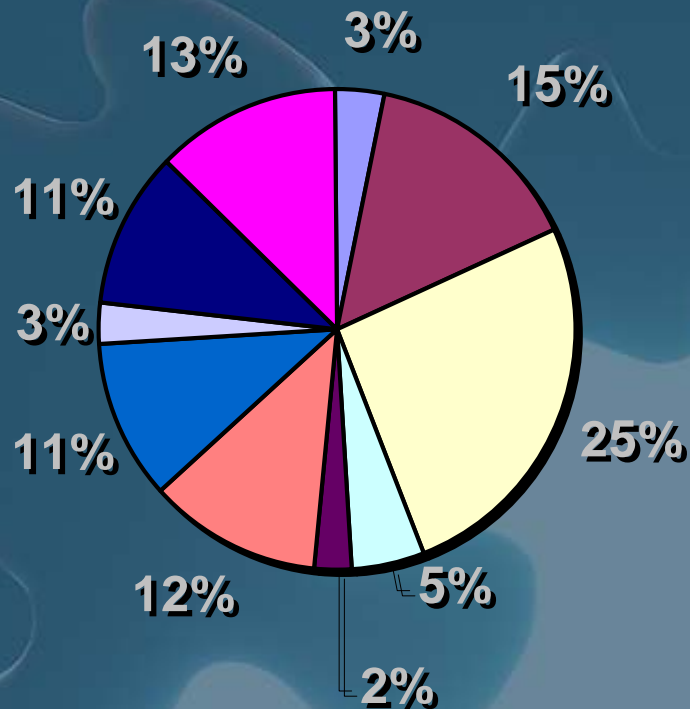


Family Outcomes

- Families understand their children's strengths, abilities and special needs.
- Families know their rights and advocate effectively for their children.
- Families help their children develop and learn.
- Families have support systems.
- Families are able to gain access to desired services, programs, and activities in their community.

Redesign Participants

This does not include the hundreds of individuals who provided public input throughout the Redesign process



- **Advocacy Organizations**
- **Birth-Three Service Providers**
- **Early On Coordinators**
- **Health Care Providers**
- **Higher Education**
- **Other***
- **Parents**
- **Preschool Programs**
- **Administrators**
- **State Agency Personnel**



Redesign Steps

- Identify Key Causes and Forces
- Determine Eligible Population
- Identify Funding Pool
- Define Results
- Allocate Resources
- Convene Results Teams
- Develop Purchasing Plan
- Create Strategic Plan and Budget

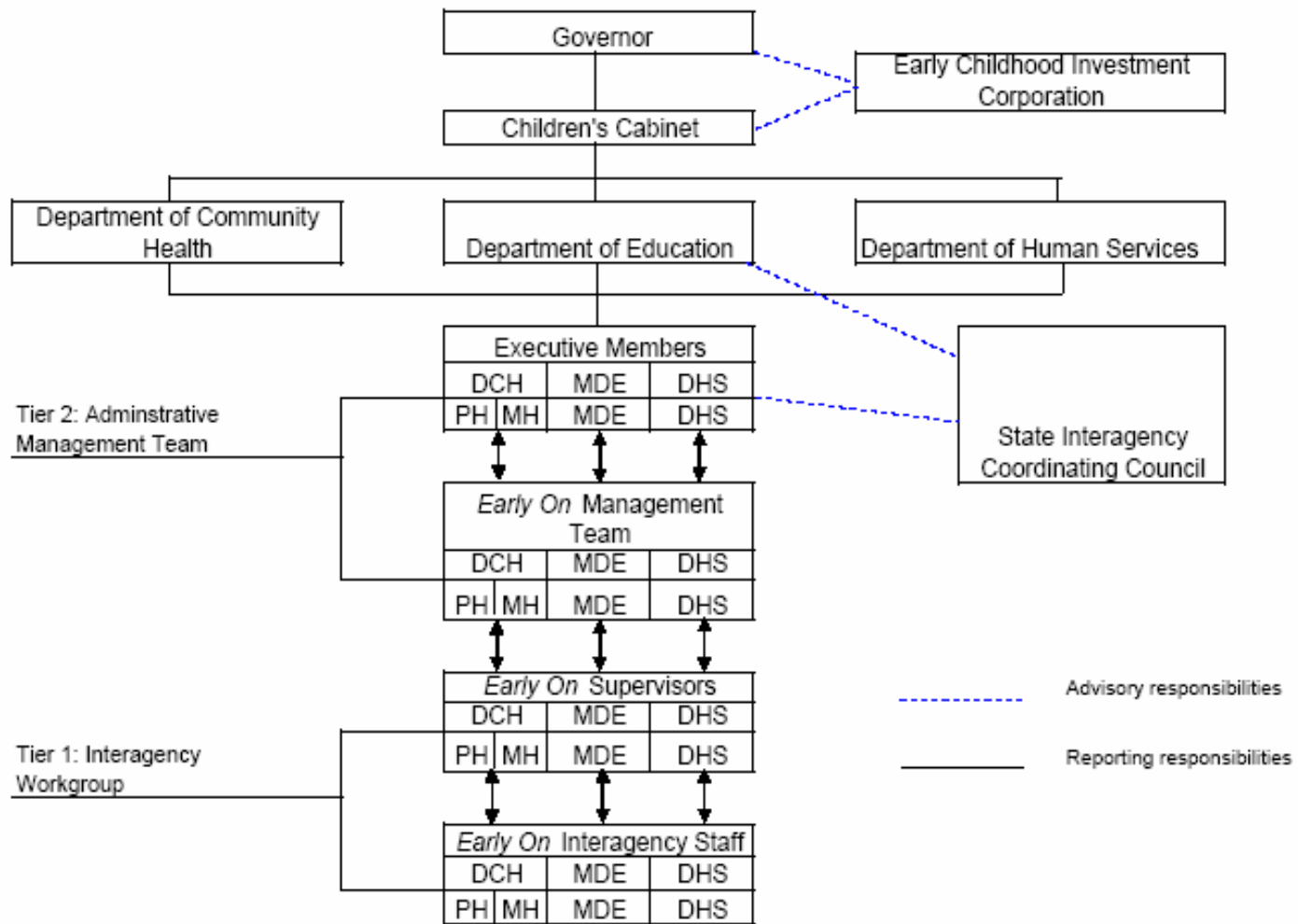


Redesign Process

- The process was designed to:
 - Identify where *Early On* was;
 - Identify where *Early On* needed to go; and
 - Determine how *Early On* will get there.



State Administration





Management Responsibilities

- **Early On Management Team:**
 - Establish work plan priorities for *Early On*;
 - Resolve Interagency Conflicts; and
 - Identify the broad early childhood priorities
- **Early On Supervisors:**
 - Create an environment of accountability for the staff;
 - Infuse broad early childhood priorities into the work plan; and
 - Oversee implementation of work plan
- **Early On Interagency Staff:**
 - Implement priorities and manage day to day activities to meet federal requirements and implement Redesign activities



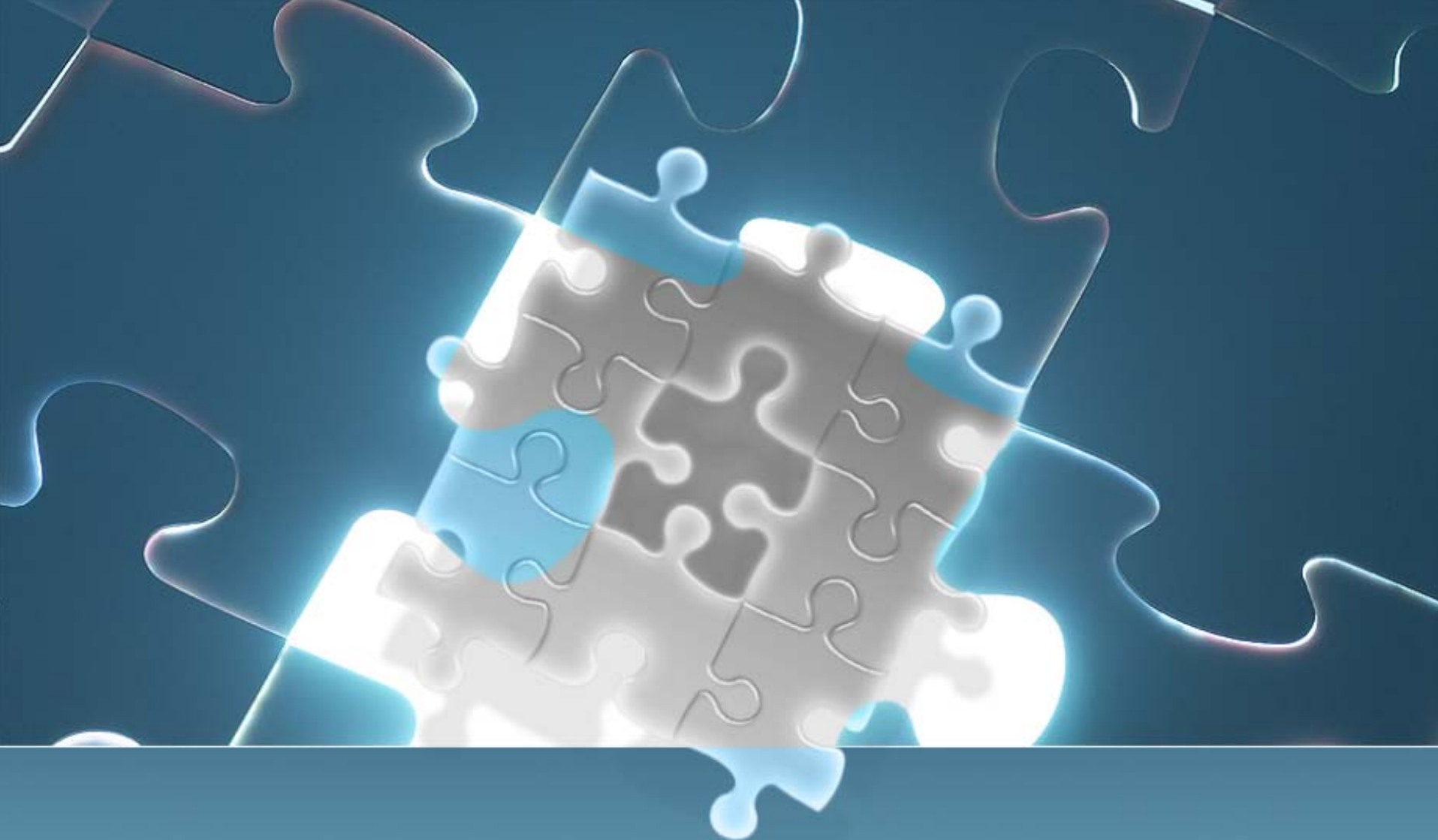
Management Structure Funding

- **Early On Management Team**: In-kind contribution from Department of Community Health (PH and MH); Department of Human Services (DHS); and Department of Education (MDE)
- **Early On Supervisors**: In-kind contribution from MDE, PH, MH and DHS
- **Early On Interagency Staff**:
 - Professional staff are partially funded by Part C
 - Parent partner in each agency (PH, MH and DHS) are fully funded by Part C.

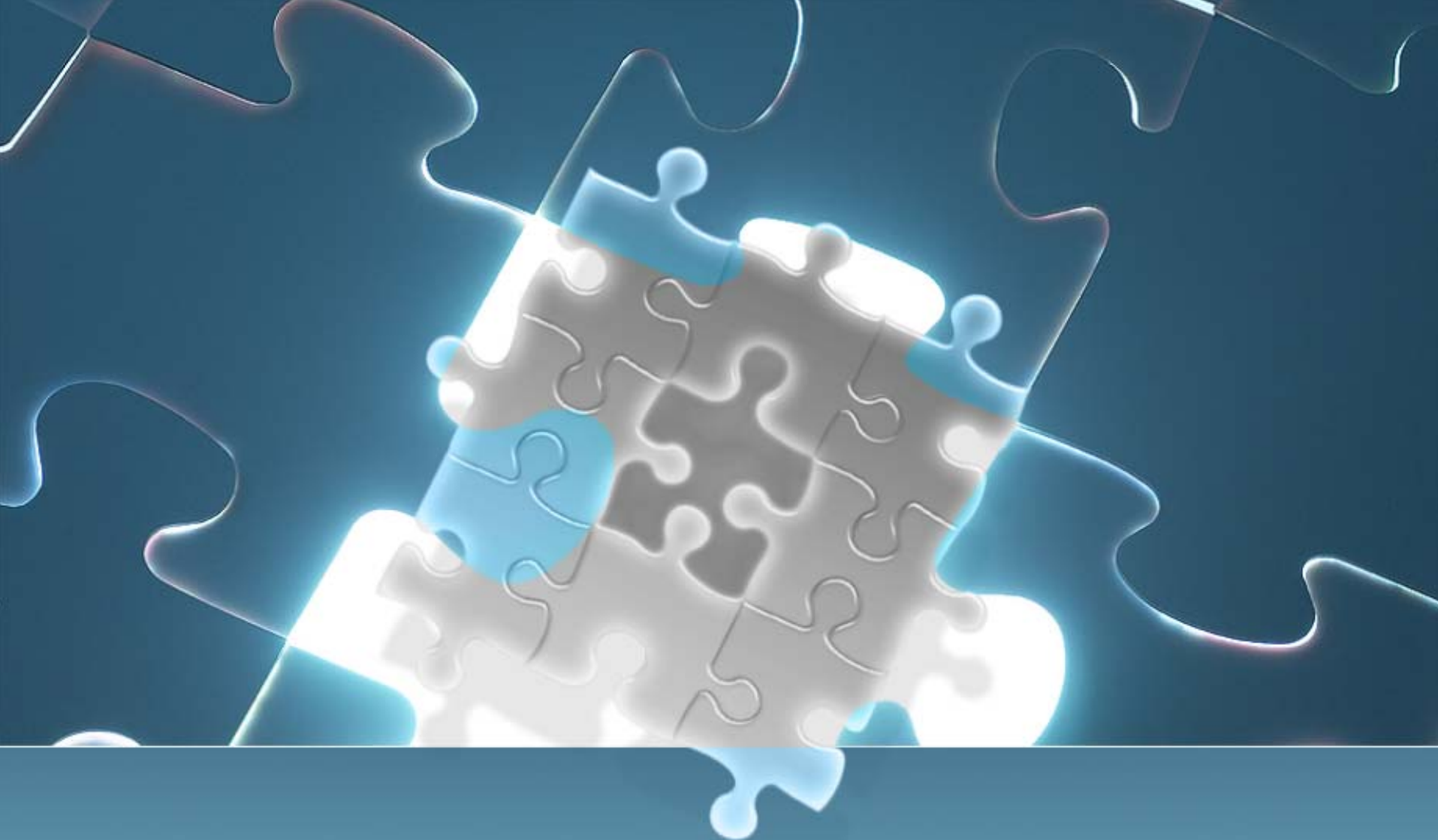


Status of Lead Agency

- The Management Team has agreed unanimously that there will be no change in the state lead agency.
- The Management Team has agreed unanimously that there will be no change in local fiduciary.



Questions/Comments?



Draft Purchasing Priorities



Compliance

is

Priority # 1



To be compliant,
there must be
accountability at all
levels



Required Statutory Consequences

- Compliance Agreement
- Potential Consequences from OSEP:
 - Direct the use of State level funds for technical assistance, services, or other expenditures
 - Withhold not less than 20, but not more than 50, percent of the State's Part C allocation



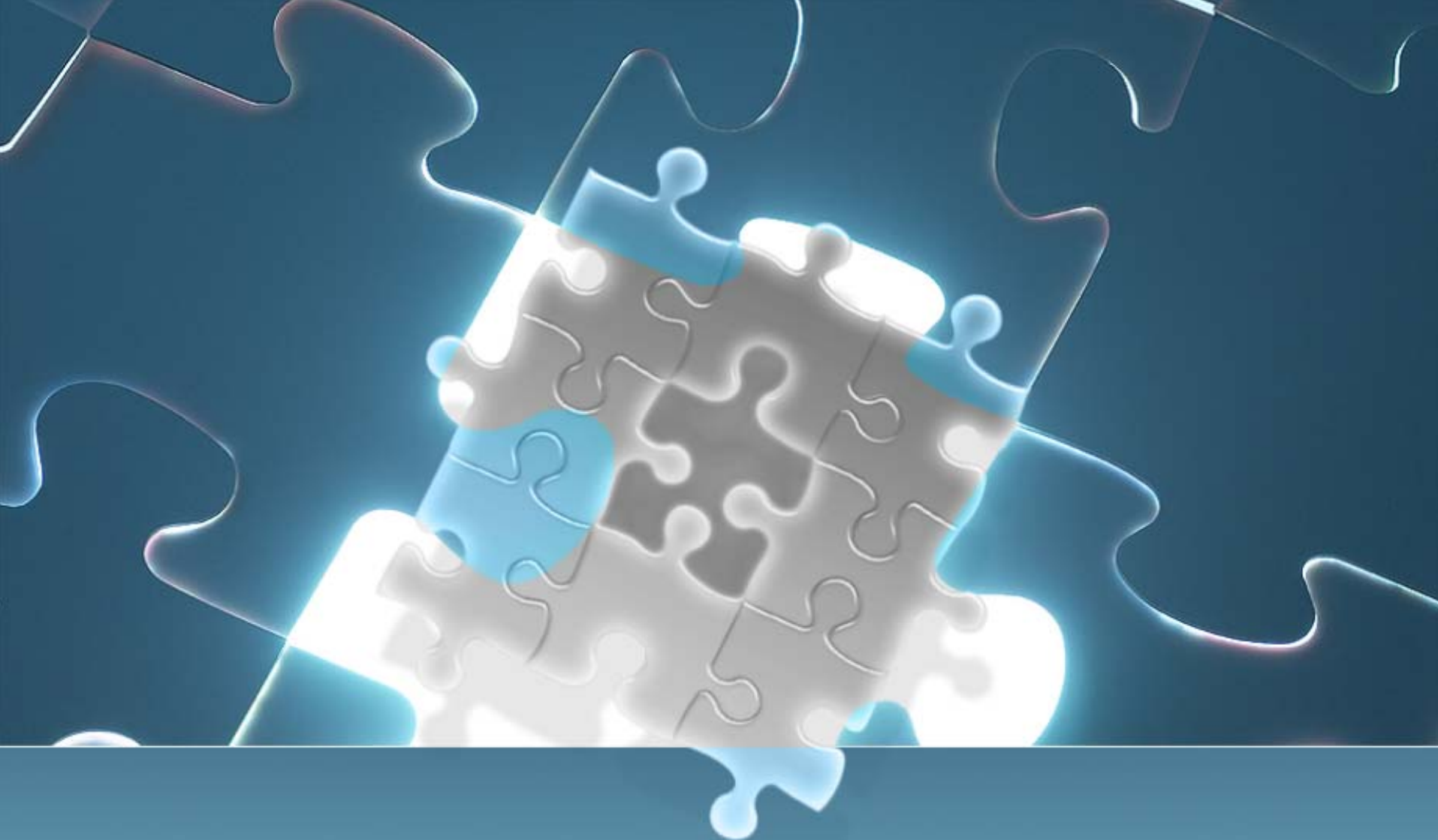
Changes that are in progress

- Fiscal study
- Prevalence Study
- SPP/APR
- Clarity of focus on outcomes and compliance
- Eligibility Criteria/Eligibility Determination Process
- Parent Leadership Initiative

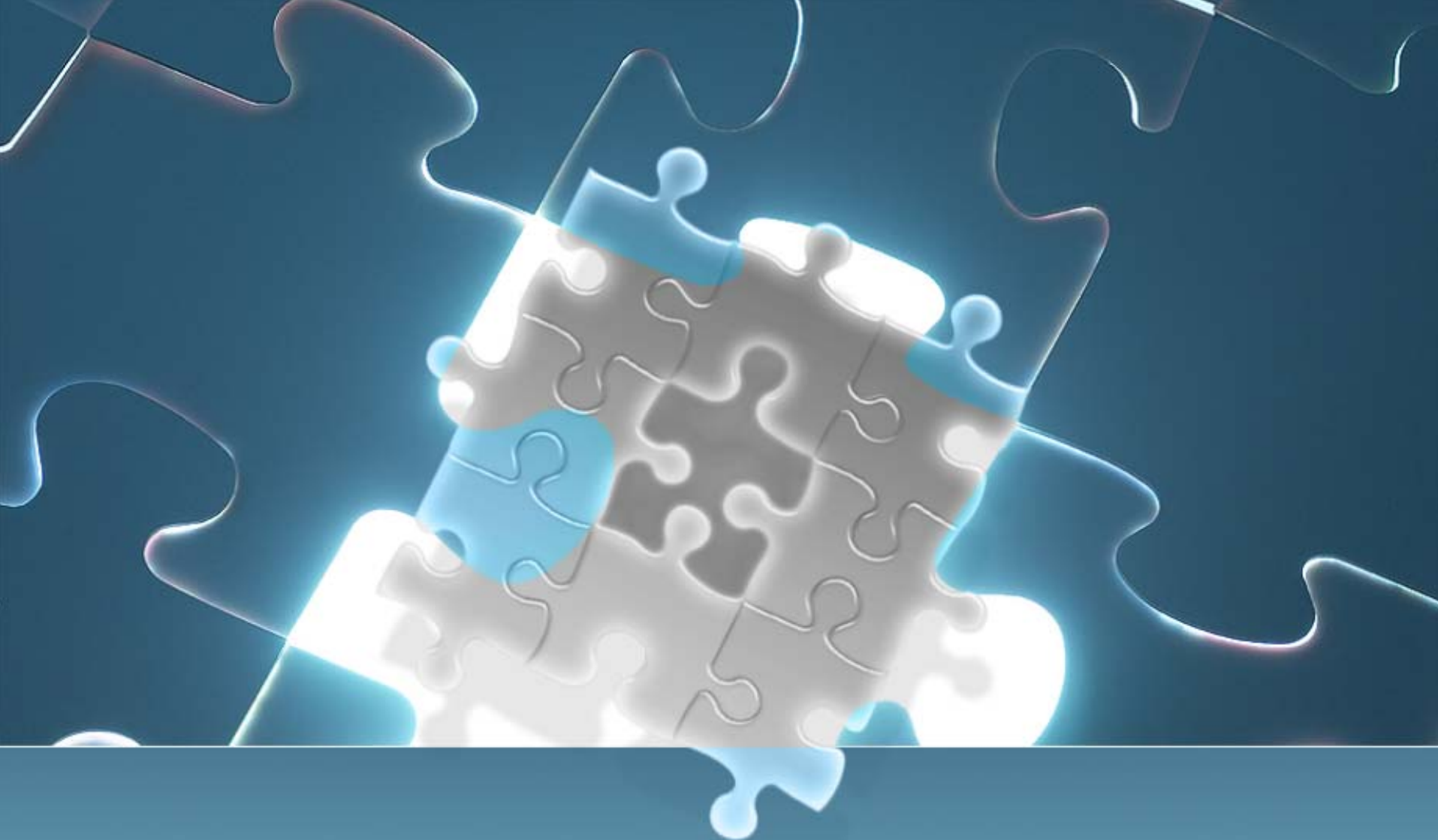


Changes that are in progress

- RFPs will reflect the purchasing priorities
- Additional Family Outcomes
- Service Definition
- Documentation
- Authorization to Share Data
- Social Emotional Workgroup Recommendations



Questions/Comments?



Training and Technical Assistance



- Training impacts knowledge, behavior and attitude
- Technical assistance impacts compliance and accountability



Training

- To prepare and deliver adult education, formal and informal learning experiences, and other planned educational events;
- To increase the competence of parents, providers, and administrators involved in *Early On*;
- To provide educational opportunities that are based on a formal assessment of needs; and
- To facilitate appropriate learning opportunities that will engage all families.



Technical Assistance

- To meet the specific needs of a particular individual, or group of individuals, agency, or group of agencies at the community level;
- To help assure that public policies are implemented appropriately and effectively throughout the state ;
- To assist community programs and service providers in adopting or adapting specific innovations or practices; and
- To provide information and resources on a topic or issue.



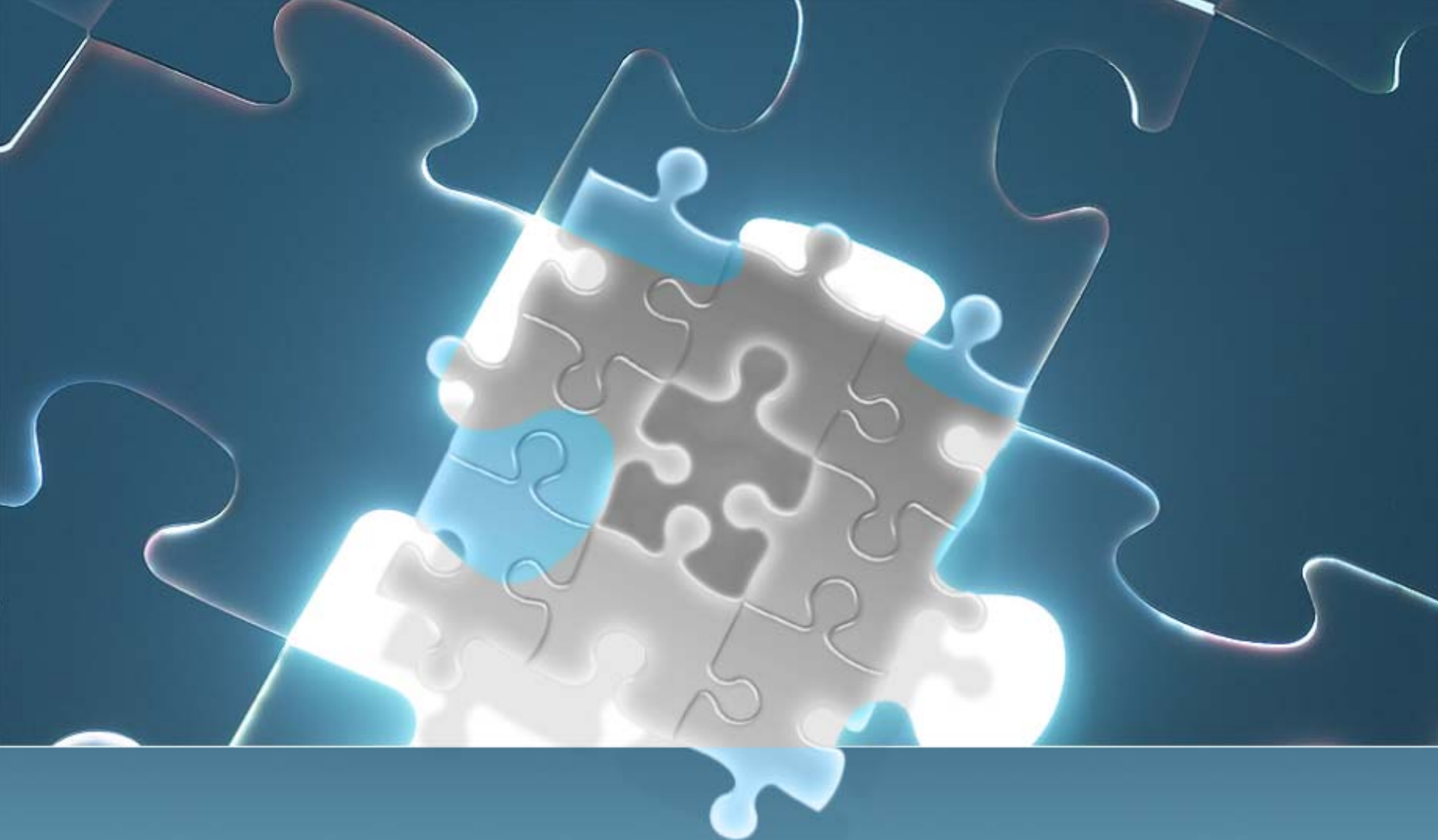
Future Directions for Training

- Formal Assessment of Training Needs;
- Outcome-based, Evidence-based Learning Opportunities;
- Parent Involvement:
 - As co-trainers; and
 - As participants

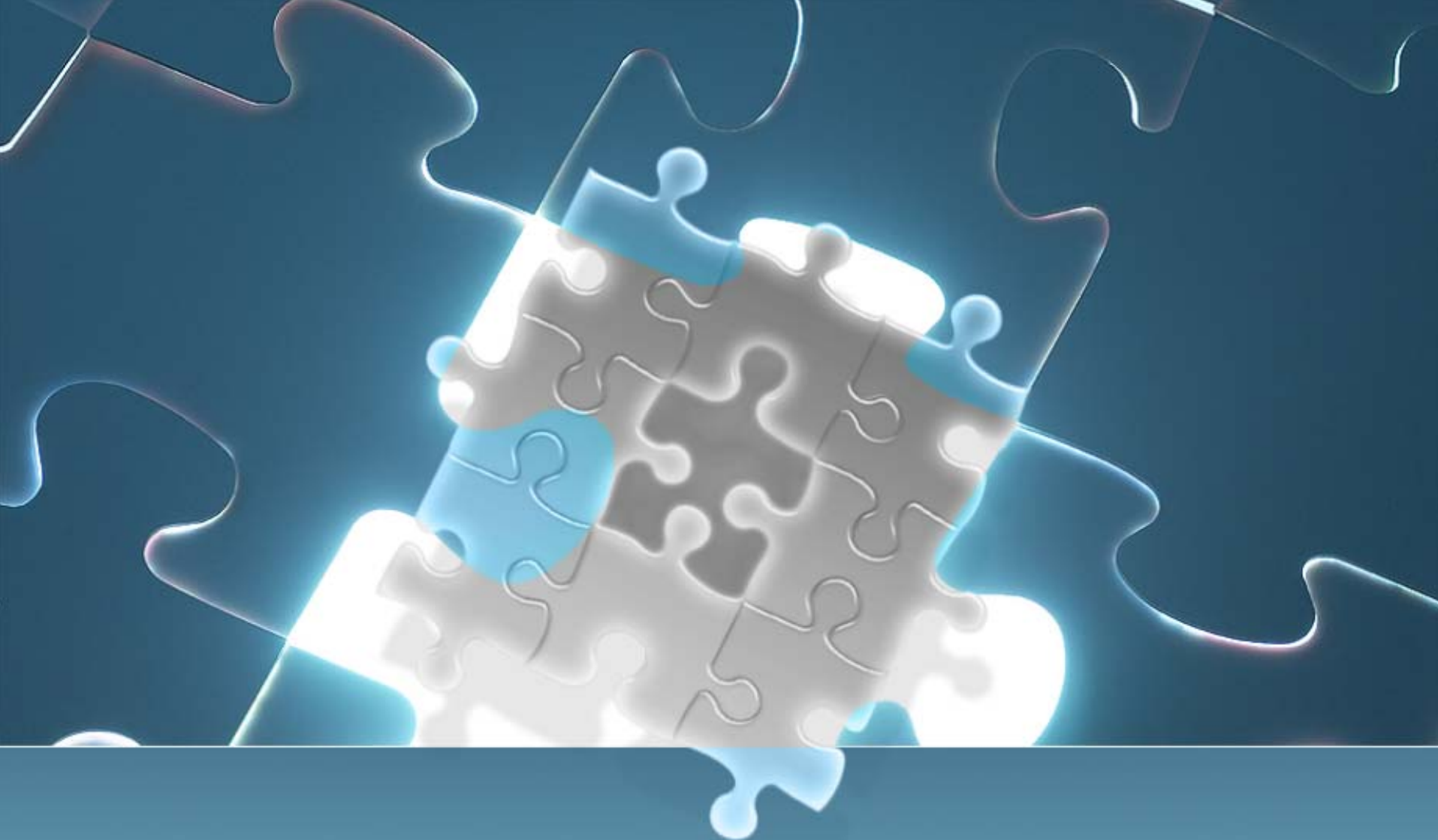


Future Directions for Training Contract

- Effective Utilization of Technology;
- Tiered Levels of Training:
 - Introductory; and
 - Ongoing Development
- Training methodologies that are designed to change practices that lead to improved child and family outcomes



Questions/Comments?

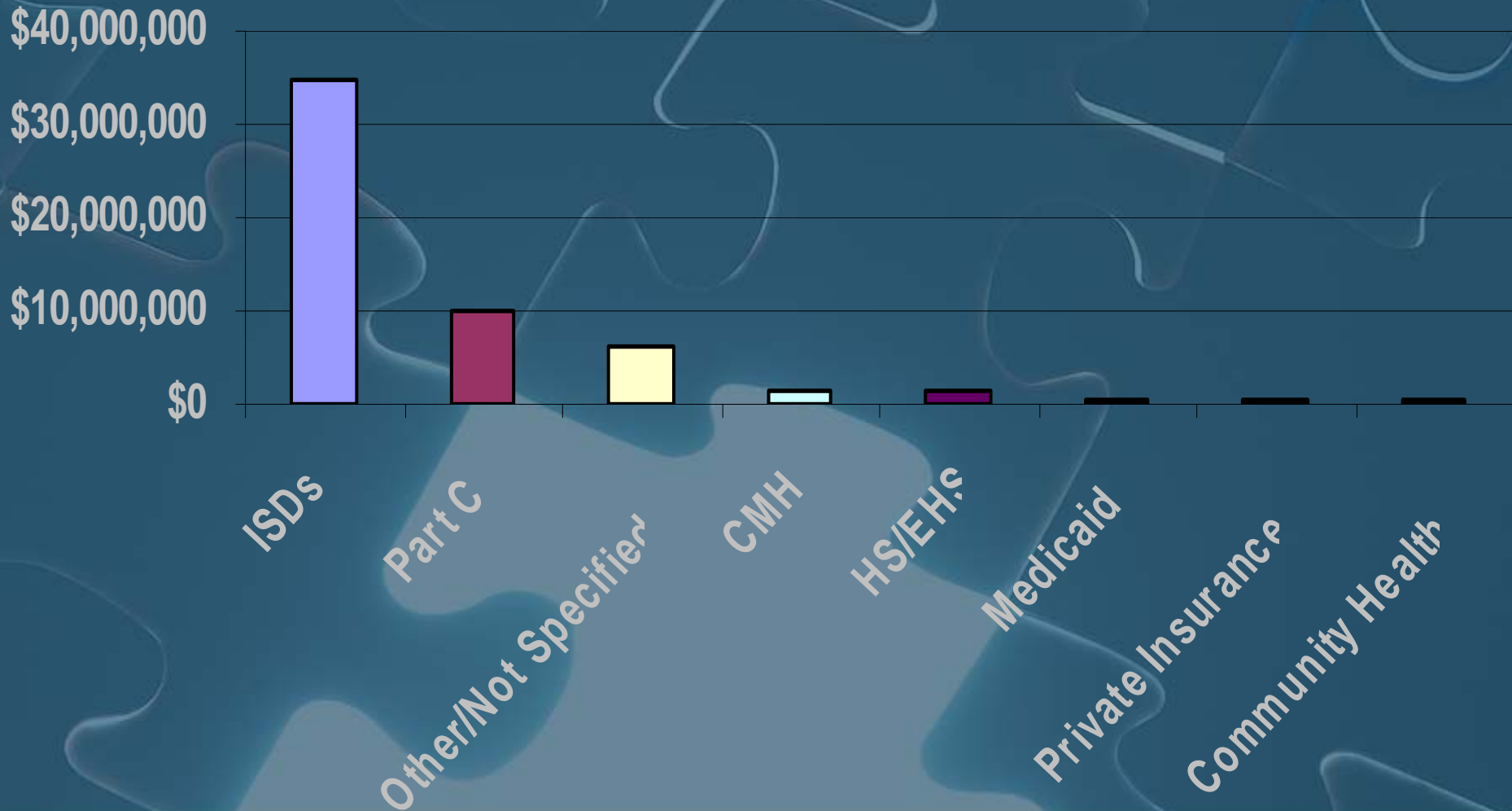


Appropriate Use of Resources

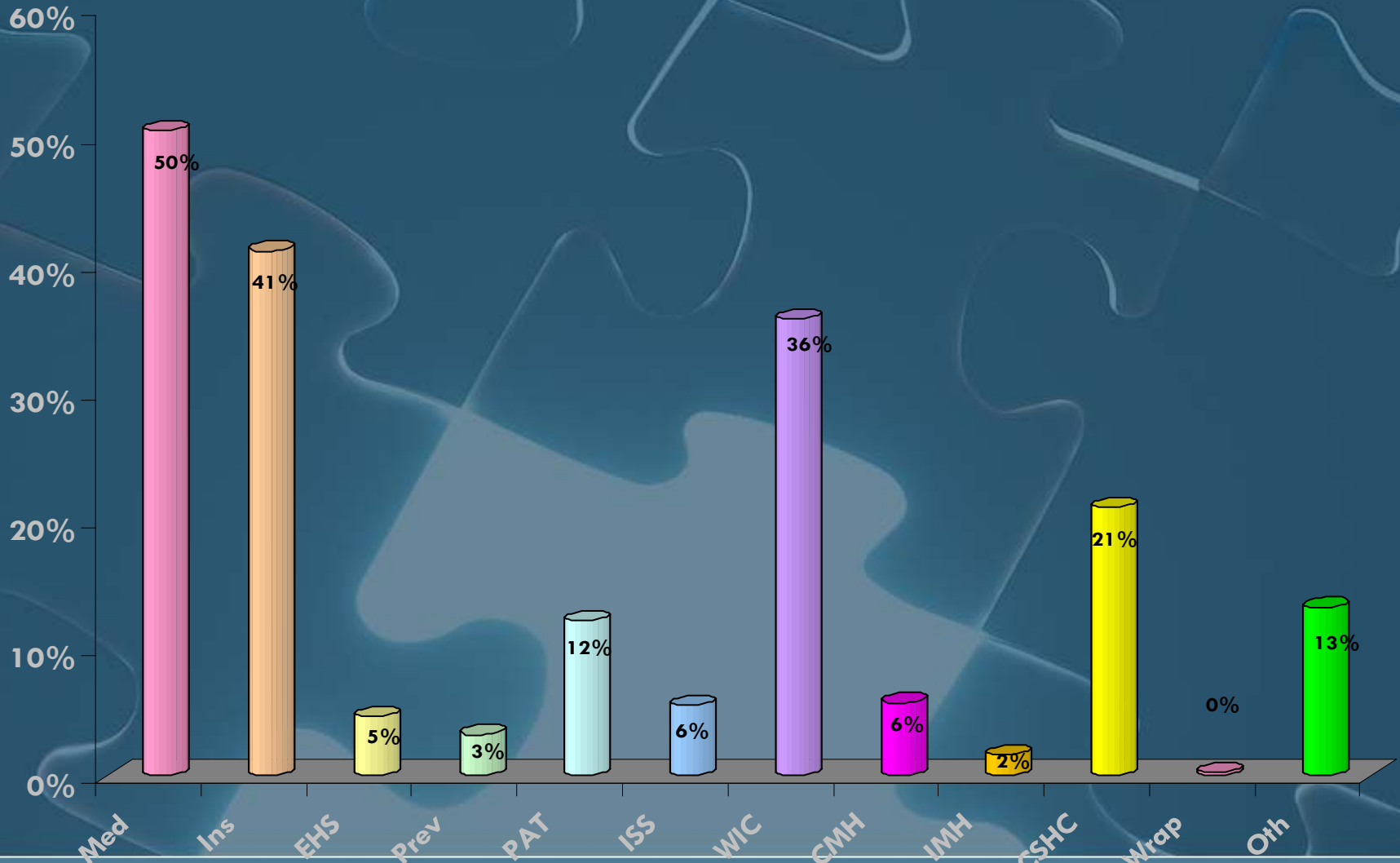
Cost Study Survey Participants (N=30)

| Central East (N=8) | Southeast (N=6) | Southwest (N=6) |
|--|--------------------------------------|---------------------------------|
| Clare-Gladwin RES D | Hillsdale ISD | Allegan County ISD |
| Clinton County RESA | Ingham ICC | Berrien ICC |
| Gratiot-Isabella RES D Huron ISD | Lenawee ISD Livingston ESA | Branch ISD Eaton ISD |
| Lapeer County ISD Saginaw ISD | Oakland ISD Wayne County RESA | St. Joseph ISD Van Buren ISD |
| Shiawassee County RESA | Upper Peninsula (N=5) | Northwest (N=2) |
| St. Clair RESA | Copper Country ISD | Charlevoix- Emmet ISD |
| Central West (N=3) | Delta- Schoolcraft ISD | Manistee ISD |
| Kent ISD | Dickinson-Iron ISD | |
| Newaygo ISD | Eastern Upper Peninsula ISD | |
| Ottawa ISD | Gogebic- Ontonagon ISD | |

Fund Sources for Direct Services Identified on the IFSP



Program Eligibilities Identified on the Child Demographic Form



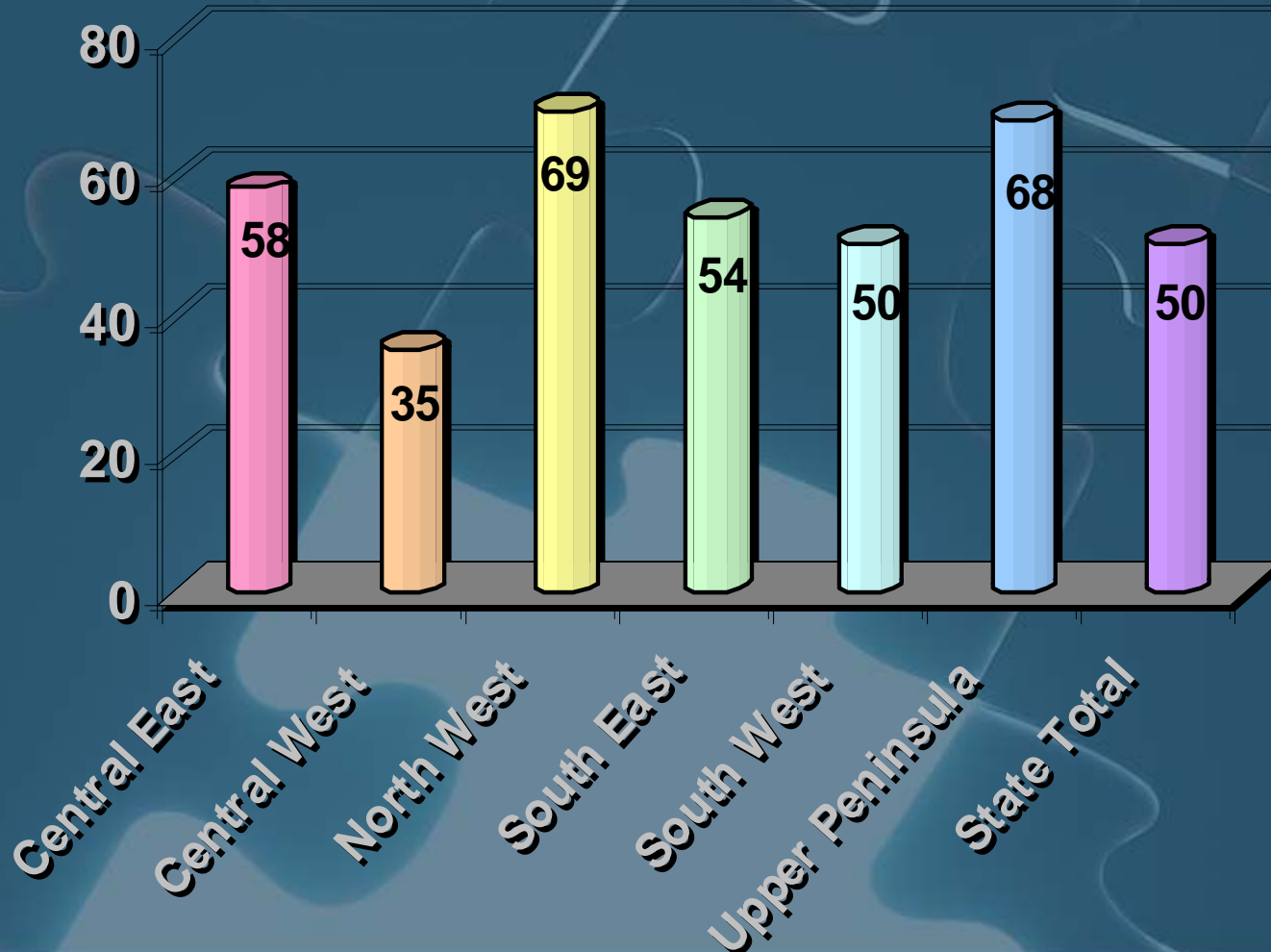


Next Steps

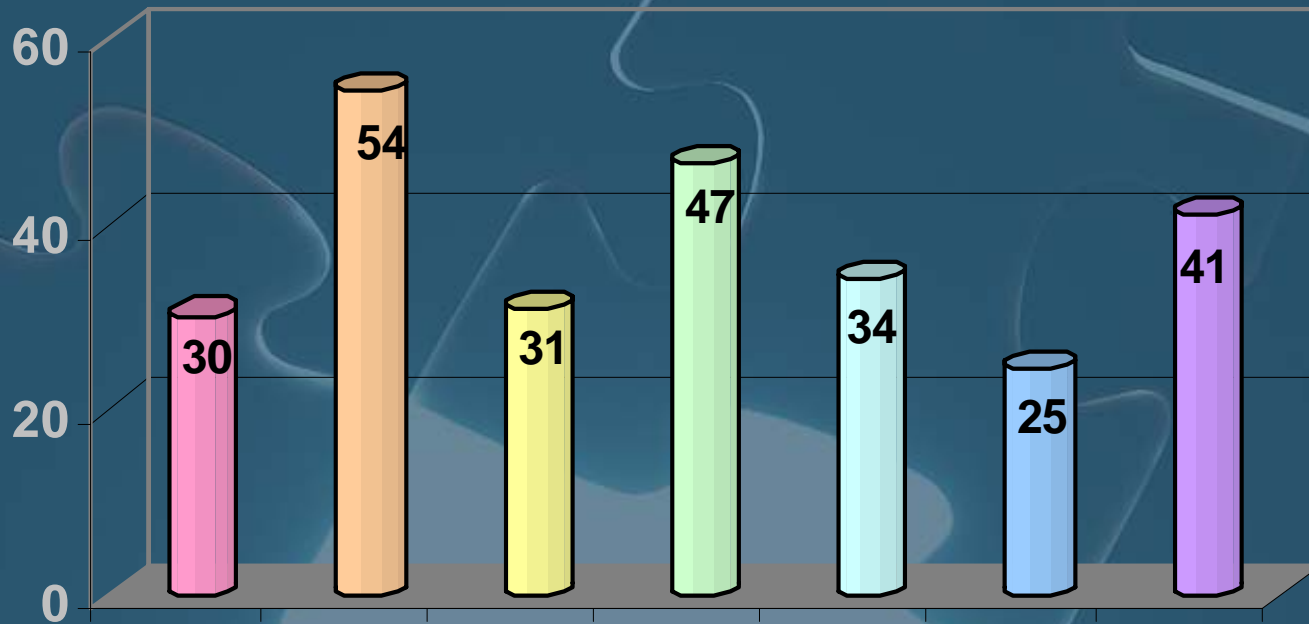
Phase One:

- Address Part C compliance issues related to use of Medicaid and Private Insurance:
 - Policies Related to Payment for Services (§303.520)
 - Fees (§303.521)
 - Payor of Last Resort (§303.527)
 - Identification and Coordination of Resources (§303.522)
- Analysis of how Medicaid and Private Insurance could be incorporated into the funding pool for the Part C system

Medicaid Enrolled



Private Insurance



Central East

Central West

North West

South East

South West

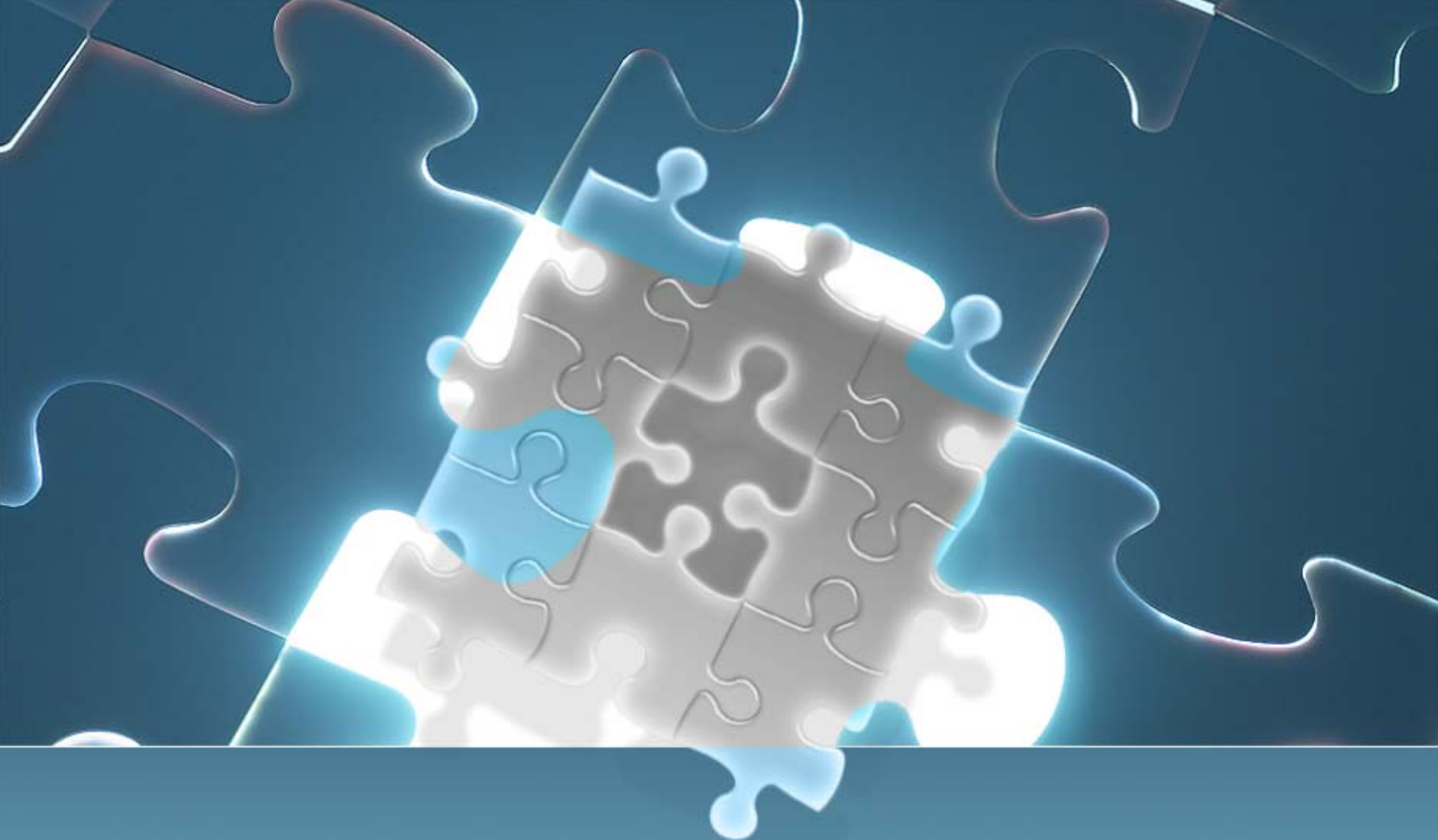
Upper Peninsula

State Total

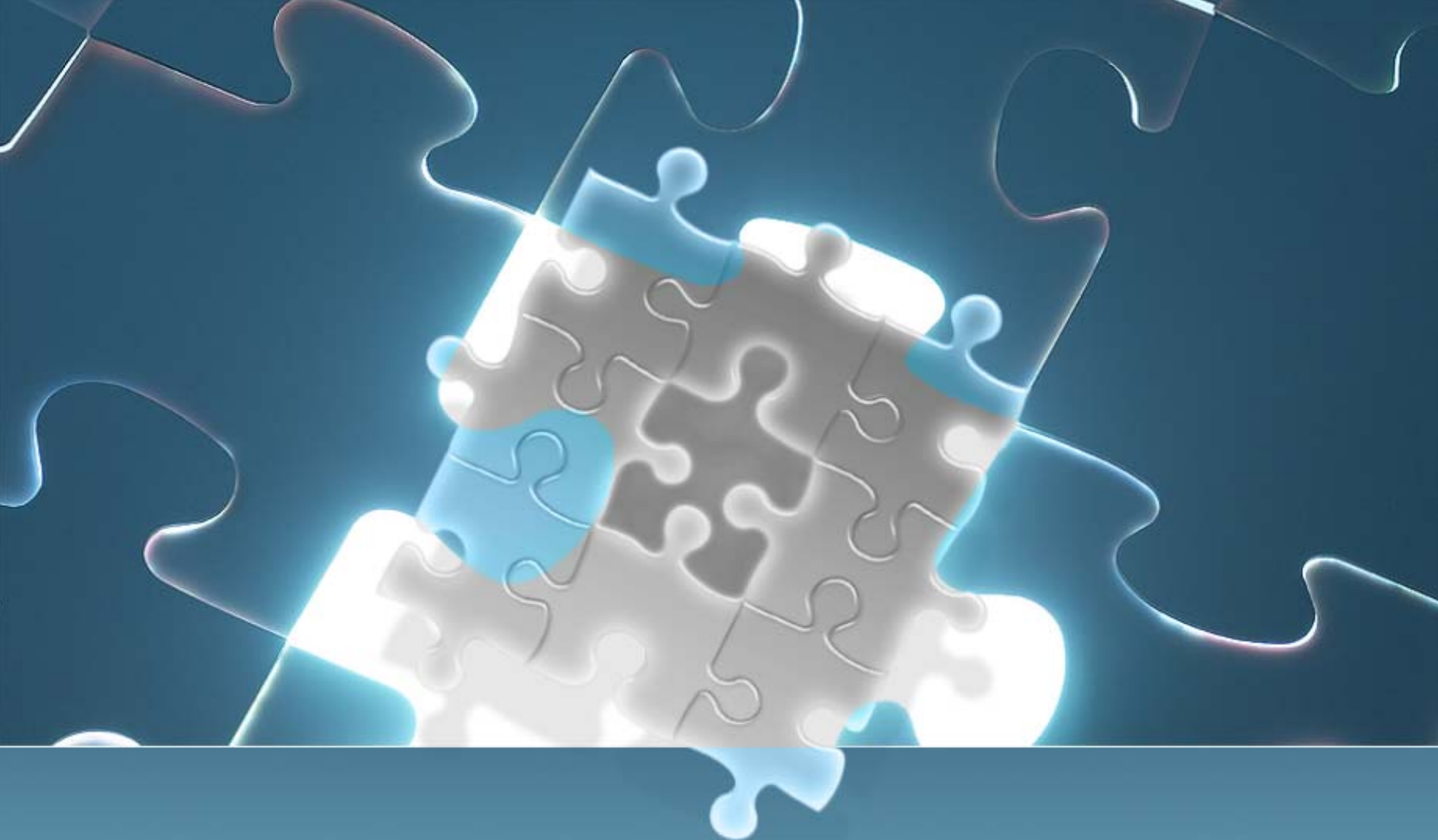


Next Steps

- **Phase Two**: Establish workgroup of all stakeholders to address statewide equitability of the funding methodology at the local level
 - Align 2009 service area application and budget with established priorities
 - Increased compliance language in contract
- **Phase Three**: Fiscal Strategies are operational



Questions/Comments?



Data Collection/Evaluation



Phase One

- Compliance with Federal data requirements for the Annual Performance Report:
 - What data needs to be collected
 - From what source
 - Whether a sample can be used
 - Ensure that clear data definitions exist
 - Methodology to assemble and analyze data that is collected
 - Who will collect the data



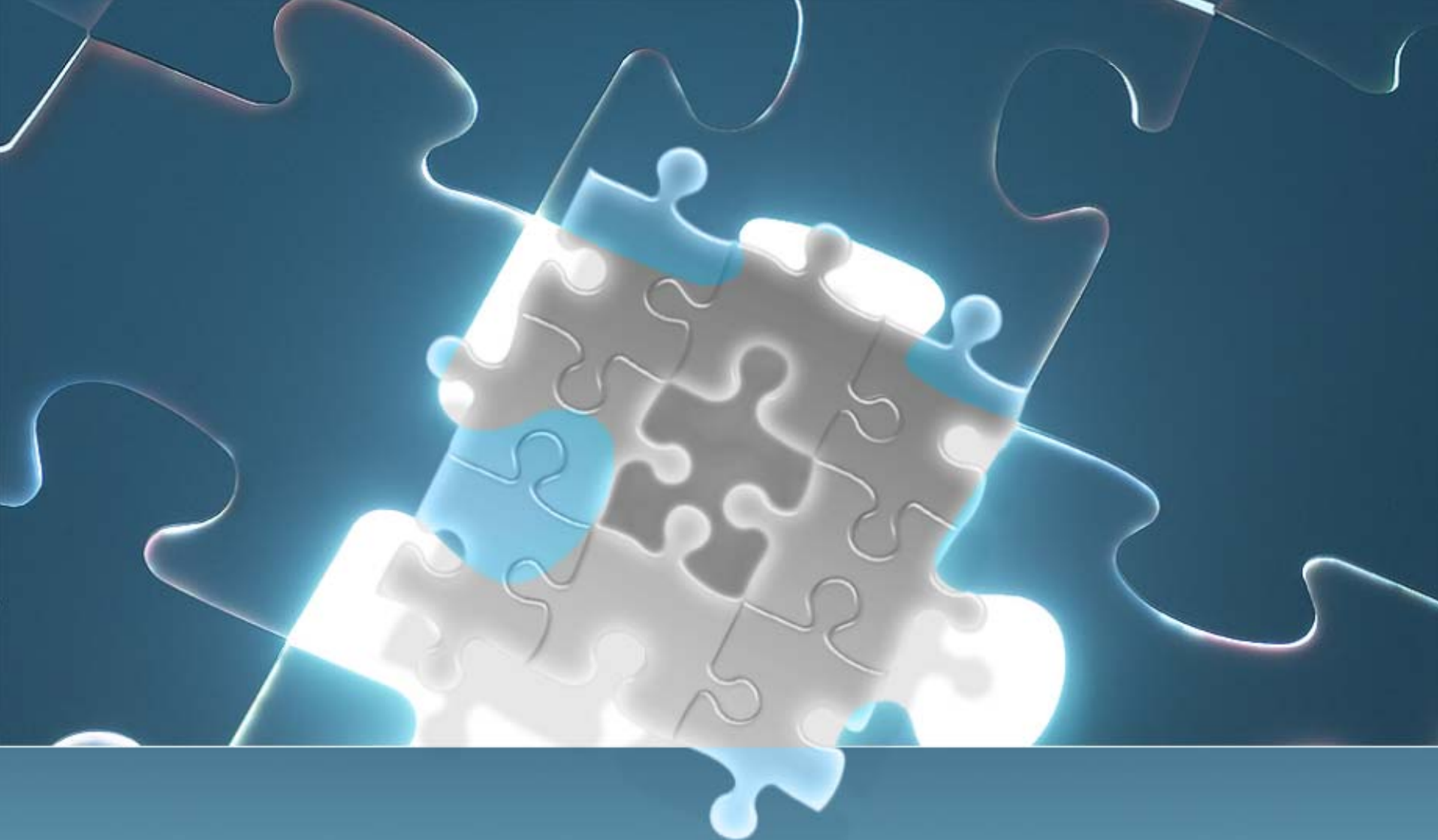
Phase Two

- Analysis of Data Systems in use by other states that incorporate authorized services, service utilization data, fund sources, case management tools and support general supervision responsibilities at the local and state level;
- Become involved with DIT work that may lead to a comprehensive, state-level, collaborative data system for 0-3 or 0-5 that address FERPA and HIPAA protections and enables collaboration among all early childhood efforts.

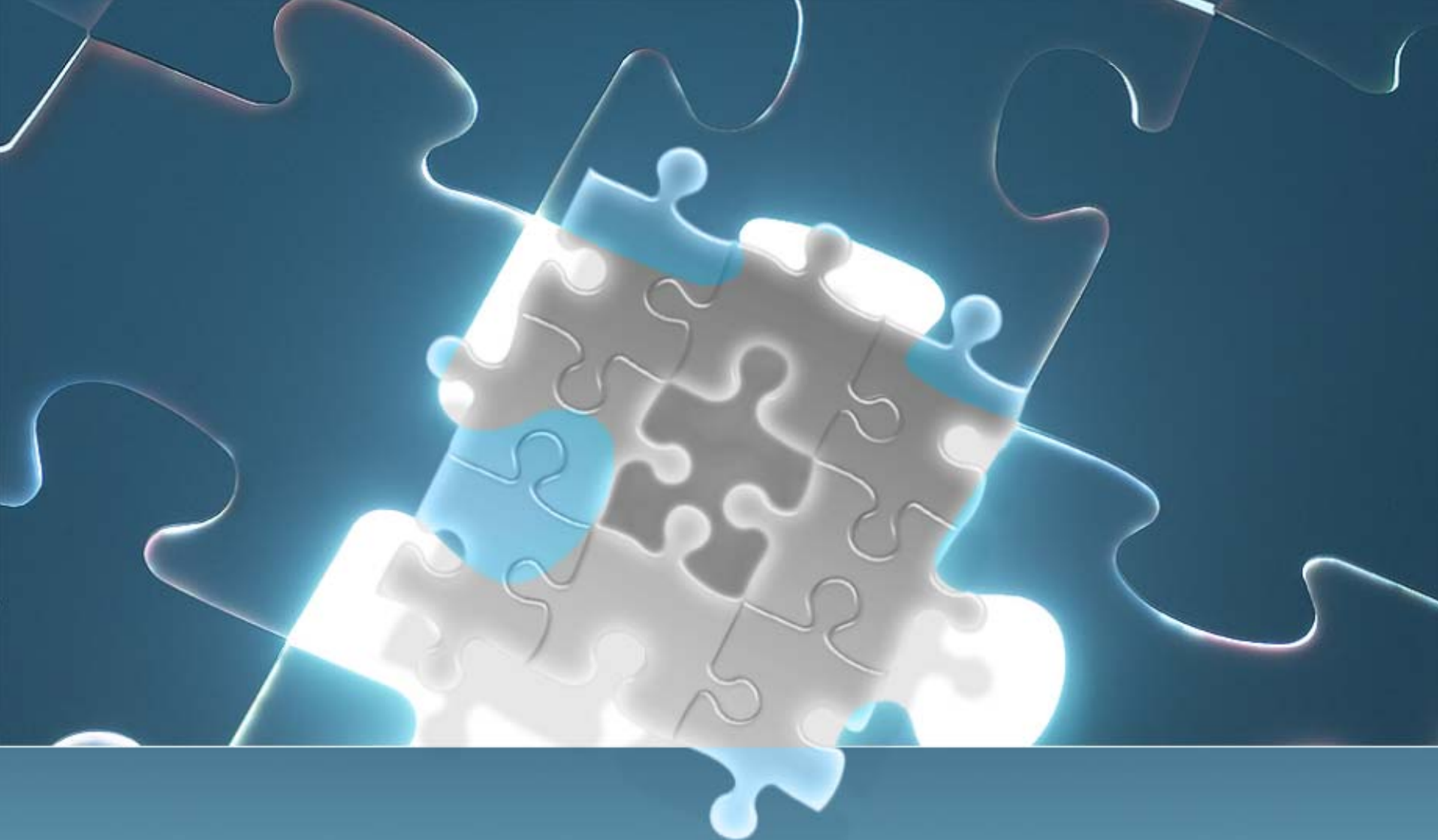


Phase Three

- Complete procurement process for comprehensive data system
- Implement and continuously evaluate system to ensure responsiveness to system needs.



Questions/Comments?

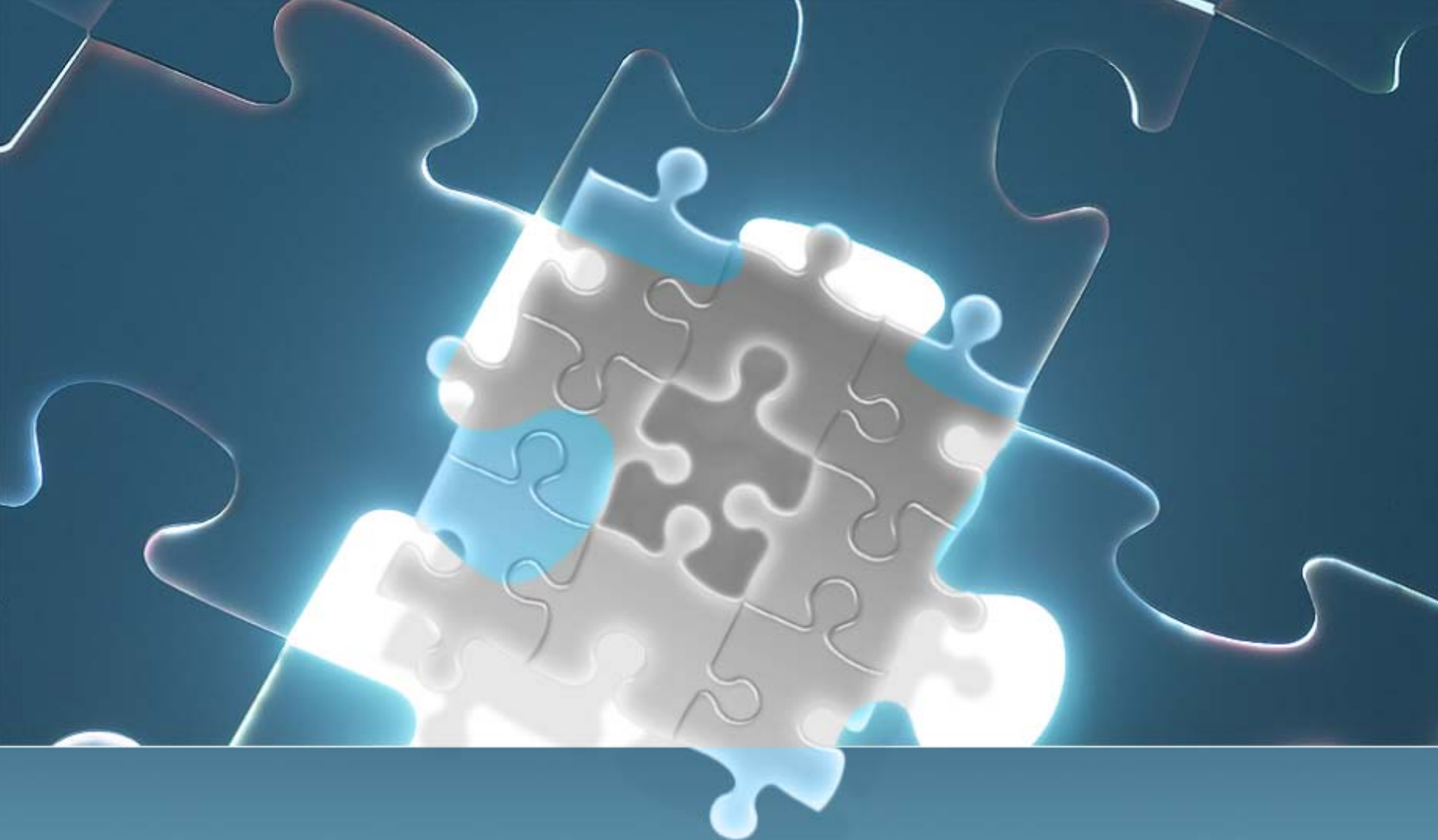


Child Find, Public Awareness, Central Directory



Child Find/Public Awareness/Central Directory

- Increased efforts to identify eligible children
- Strategic Partnerships
- Statewide Campaign with local outreach
- Relationship to other Early Childhood Public Awareness campaigns
- Role of 2-1-1



General Supervision and Monitoring



Next Steps

- APR Data documenting non-compliance
 - Record Review
 - EETRK
- Increased demand for accountability
- Interim plan must be implemented to meet federal requirements



Next Steps

- Long term strategy must be developed
- Incorporate APR compliance issues
- Interagency Focus
- Use of findings to shape policy, finance, training and technical assistance



Why These Priorities for the Purchasing Plan?



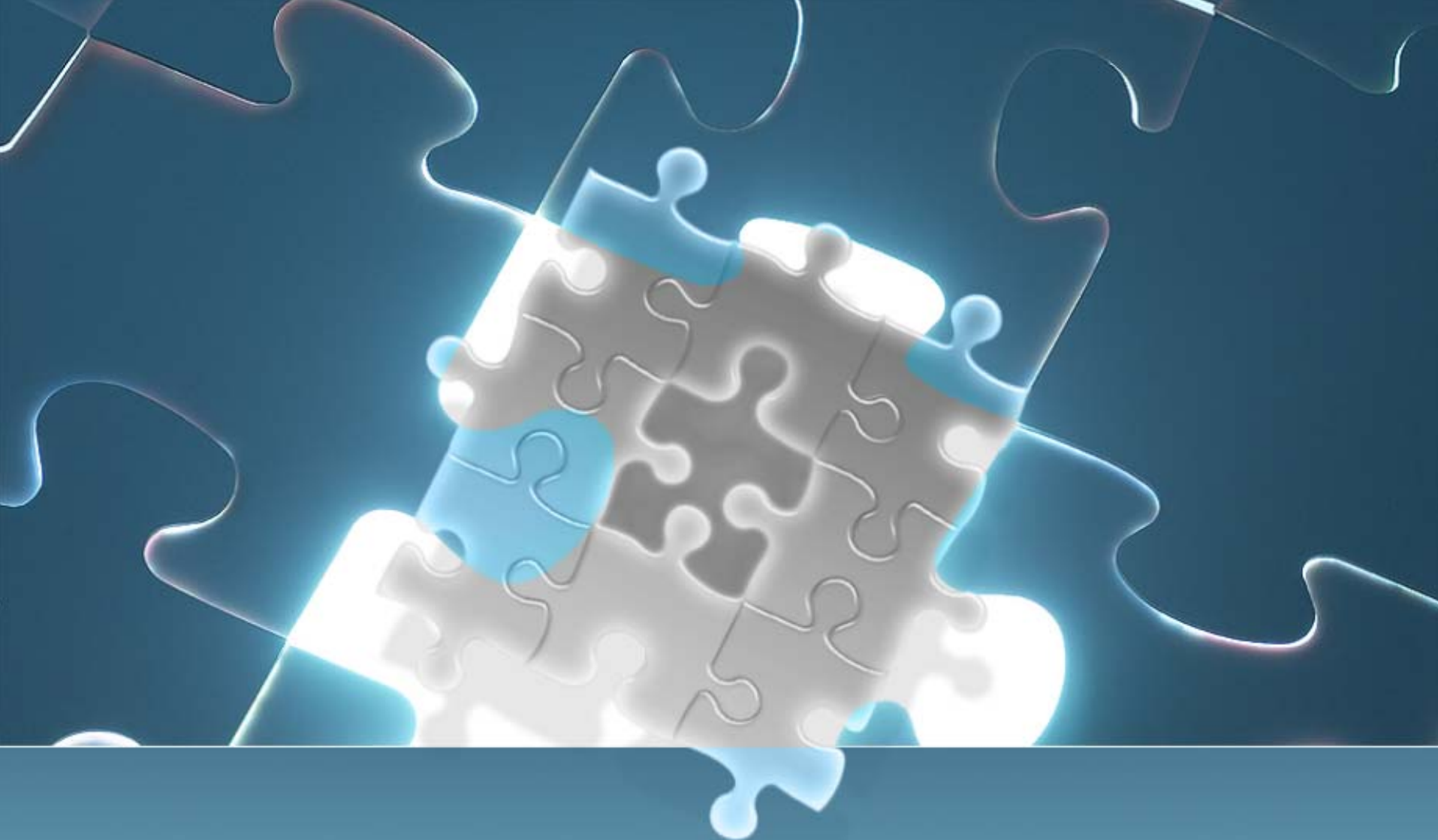
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