

Step Six of the *Early On*[®] redesign process has been completed. Approximately ninety individuals representing the various stakeholder perspectives contributed their time and expertise during four onsite days of intensive work from July through October. The draft results of their efforts were presented to the SICC in November. SICC members requested some changes in the two proceedings documents that were produced. Those changes have been made and the documents are now available for posting on the redesign website.

The indicator document is provided for your information as it has already gone through the public comment process. The results groups used the previous public comment as the final indicators were refined.

The draft Results Group Product document is available for public comment. The document reflects the best thinking of the many stakeholders who participated in Step Six of the redesign process. The document contains recommendations regarding activities that need to be addressed to ensure that *Early On*[®] can support the achievement of the child and family outcomes.

The draft document will be available for comment for two weeks. All comments will be aggregated, posted on the redesign website for your information and reviewed by the Leadership team. Your comments are most important as the work of this step will be combined with the work completed for the other steps and will be used in the development of the strategic plan and purchasing process. Thank you for your interest and commitment to the redesign process.

Recommended Indicators for Redesign Activities

Families understand their children's strengths, abilities and special needs.
Percent of families who understand infant/toddler development.
Percent of families who are able to recognize how their infant or toddler is developing.
Percent of families who understand their infant/toddler's strengths and skills. and
Percent of families who are able to use information about their infant/toddler's strengths and skills to assist their infant/toddler to develop.
Families know their rights and advocate effectively for their children.
Percent of families who report they are partners in planning goals (resources/supports) on the IFSP.
Percent of families who are knowledgeable about the range of services available for their child and family.
Percent of families who report their priorities for their child were addressed on the IFSP.
SPP Indicators:
Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.
Percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their child's needs.
Percent of families participating in Part C who report that early intervention services have helped their family know their rights.
Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45 day timeline.
General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.

Recommended Indicators for Redesign Activities

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B dues process procedures are adopted).

Percent of mediations held that resulted in mediation agreements.

Recommended Indicators for Redesign Activities

Families help their children develop and learn.

Percent of families who understand their infant/toddler's abilities and needs.

Percent of families who are able to use appropriate parenting skills to help their infant/toddler's development.

Percent of families who incorporate developmental activities and strategies into their daily routine.

Families have support systems.

Percent of families who report having access to parent organizations or support groups relevant to their child's disability and their families' needs and concerns.

Percent of families who report connections to formal supports.

Percent of families who report that they have access to the necessary supports in place in their lives (such as income, housing, food, supportive stable relationships, quality child care, transportation, insurance, etc

Families are able to gain access to desired services, programs, and activities in their community.

Percent of families with IFSPs who report they are informed about services, programs and activities relevant to their priorities.

Percent of families with IFSPs who report they understand the value of services, programs and activities relevant to their priorities.

Percent of families who report they receive support to access services, programs and activities relevant to their priorities.

Percent of families with IFSPs who report they have access to services, programs and activities relevant to their priorities.

Recommended Indicators for Redesign Activities

Children have positive social relationships.

Percent of infants and toddlers who maintain or make progress toward secure attachment with at least one primary caregiver.

Percent of infants and toddlers who show progress in interacting positively with significant adults throughout their daily routines.

Percentage of infants and toddlers who make progress toward interacting positively with children in their daily routines.

Percent of infants and toddlers who make progress toward actively controlling their own behavior and demonstrating ability to comfort himself/herself.

Children acquire and use knowledge and skills.

Percent of infant and toddlers exiting from Early On due to developmental progress.

Percent of infants and toddlers who maintained or improved developmental trajectory in acquiring skills and using knowledge.

Percent of infants and toddlers who participate in everyday activities, play and routines.

Children take appropriate action to meet their needs.

Percent of infants and toddlers who communicate wants and needs.

Percent of infants and toddlers who meet their self-help needs which allows them to participate in everyday routines and activities.

Other SPP Indicators:

Percent of infants and toddlers with IFSPs who primarily receive eraly intervention services in the home or programs for typically developing children

Percent of infants and toddlers birth to one with IFSPs compared to : 10 other states with sim,ilar eligibility definitions; and 2) national data.

Percent of infants and toddlers birth to three with IFSPs compared to : 10 other states with sim,ilar eligibility definitions; and 2) national data.

Recommended Indicators for Redesign Activities

Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including: a) IFSPs with transition steps and services; b) Notification to LEA, if child potentially eligible for Part B; and c) Transition conference, if child potentially eligible for Part B. State reported data (618 and State Performance Plan and Annual Performance report) are timely and accurate.

**Early On Redesign
Results Group Product**

<p>Component: Appropriate Early Intervention Services are Available - §303.12 Early Intervention Services: (a) General. As used in this part, early intervention services means services that-- (1) Are designed to meet the developmental needs of each child eligible under this part and the needs of the family related to enhancing the child's development; (2) Are selected in collaboration with the parents;(3) Are provided-- (i) Under public supervision; (ii) By qualified personnel, as defined in Sec. 303.21, including the types of personnel listed in paragraph (e) of this section; (iii) In conformity with an individualized family service plan; and (iv) At no cost, unless, subject to Sec. 303.520(b)(3), Federal or State law provides for a system of payments by families, including a schedule of sliding fees; and (4) Meet the standards of the State, including the requirements of this part.</p>		
Goals	Strategies	Activities
<p>A fully implemented universal system that offers families all services outlined in statute to which they are entitled</p>	<ul style="list-style-type: none"> • Examine and revise funding distribution to ensure system implementation • Adopt service delivery philosophy consistent with research about achieving child outcomes(Dunst, et.al) • Examine and revise data collection to ensure that the information needed to drive practice is incorporated 	
<p>Component: Service Coordination – §303.23 Service coordination means the activities carried out by a service coordinator to assist and enable a child eligible under this part and the child's family to receive the rights, procedural safeguards, and services that are authorized to be provided under the State's early intervention program Sec. 303.23</p>		
Goals	Strategies	Activities
<p>To have appropriately educated service coordinators who have the knowledge, skills and attitudes to effectively support families to navigate Early On.</p>	<p>1. Establish personnel standards that articulate the education knowledge and skills required to effectively implement early on</p>	<ul style="list-style-type: none"> • Include current service coordinators in flexible, individualized training program to understand their role as mentors or providing service coordination along a continuum (changing over time).

<p>All families have one service coordinator and one plan across programs and funding</p>	<ul style="list-style-type: none"> • Acknowledge Early On as a system of services from various agencies- not a program with its own prescriptive requirements(basic philosophy of Part C) • Service coordination needs to come from a variety of sources in order to be effective • Common paperwork and sharing information/data and similar monitoring systems • Make a deliberate effort to identify parents to be service coordinators, with training to understand the basic pieces of service coordination like any other service coordinator- parents being service coordinators for other families 	<ul style="list-style-type: none"> • Develop an electronic record that is built in and revised to do electronic data collection.
<p>Component: Central Directory - §303.301 The early intervention system must maintain an easily accessible Central Directory of resources statewide to assist professionals and families with children with special needs.</p>		
<p>Goals</p>	<p>Strategies</p>	<p>Activities</p>
<p>Improve access to Central Directory</p>	<ul style="list-style-type: none"> • Determine all existing state-wide directories for early childhood, e.g. Great Parents/Great Start, their content and requirements. • Continue to explore future use of 211 for Central Directory. • Put Central Directory on-line in easy to use format. • Create multiple, easy to use (for families, especially) formats for Central Directory. • Create marketing plan for Central Directory. 	<ul style="list-style-type: none"> • Align all state-wide early childhood directories. • Determine an effective search engine. • Translate Central Directory into Spanish and Arabic. • Explore how local libraries can assist families with Central Directory access. • Include families as one of the target audiences of the marketing plan.

<p>Ensure that Central Directory is comprehensive and includes all federally required information.</p>	<ul style="list-style-type: none"> • Create state-wide template that establishes uniform and high standards for Central Directory (state and local.) 	<ul style="list-style-type: none"> • List experts and mentors for natural supports and accessing services for families. • List how to use the agency and its potential benefit to families. • List research-based early intervention approaches, national organizations and affiliated groups. • Community maps of programs, services and activities in the community for all families. • List parent to parent support.
<p>Ensure that Central Directory is up to date in all formats.</p>	<ul style="list-style-type: none"> • Develop policy and procedures for updating Central Directory. 	
<p>Component: Public Awareness - §303.320 A systematic plan for increasing public awareness about the early intervention system must be in place and may include Public Service Announcements, brochures, posters, video and print materials, and advertisements.</p>		
<p>Goals</p>	<p>Strategies</p>	<p>Activities</p>
<p>Single public awareness campaign for all early childhood efforts</p>	<ul style="list-style-type: none"> • Align Early On with existing early childhood campaigns, e.g. Born Learning, Great Start, • Develop state-wide, research-based marketing plan for Early On 	<ul style="list-style-type: none"> • Identify all current early childhood campaigns. • Distribute adequate numbers of materials to reach all parents. • Review research. • Add marketing/PR person to SICC. • Use radio, TV, billboard to promote name recognition.
<p>Experienced parents are engaged in outreach to “new” parents.</p>	<ul style="list-style-type: none"> • Develop a state-wide, parent-to-parent network. • Use parent leaders to help communicate the message to families. 	<ul style="list-style-type: none"> • Convene parent leadership task force. • Link with Parent to Parent Network. • Prepare initial proposal for interagency directors meeting. • Use parent-to-parent approaches to share information and get the word out.

<p>Primary referral sources refer potentially eligible children and families.</p>	<ul style="list-style-type: none"> • Prepare analysis of local efforts regarding primary referral sources. • Research effective strategies to increase referral by primary referral sources. • Prepare a plan to increase referral by primary referral sources. • Target primary referrals sources with information about the importance of social-emotional health and the need for early identification and referral. 	<ul style="list-style-type: none"> • Training to health care and educational professionals to get them to model and market professional collaboration with Early On, as a standard of care. • Build relationships with local referral sources; provide TA to help, as needed. • Reach out to parents and providers in settings like preschool, Head Start, and K-12 to inform them of Early On.
<p>Component: Comprehensive Child Find and Referral - §303.321 States must implement procedures to identify children in need of early intervention services. Possible activities include health fairs, free screenings, visits to clinics and other agencies serving families, brochures and posters. Since Part C is an interagency effort, a state’s child find efforts must be well coordinated with other federal programs as identified in 303.321(c).</p>		
<p>Goals</p>	<p>Strategies</p>	<p>Activities</p>
<ul style="list-style-type: none"> • To ensure that all eligible children are identified. 	<ul style="list-style-type: none"> • Increase the identification of children with social-emotional delays. • Clarify the criteria for eligibility for <i>Early On</i>. • Institute universal developmental screenings for all children in Michigan. • Develop interagency agreements that specify automatic referrals to <i>Early On</i> for certain diagnoses (Maternal Infant Health Program, CSHCS, SSI, etc.). • Create a unified referral system with Born Learning, Great Parents, 0 – 3 Secondary Prevention, and other state initiatives. 	<ul style="list-style-type: none"> • Convene a stakeholder workgroup to: <ul style="list-style-type: none"> ○ gain a clearer understanding of the factors that lead to the low of identification of children with social-emotional delay, ○ Research and recommend tools for assessing children’s social-emotional development. • Provide training on workgroups’ recommendations to all early intervention personnel. • Convene an Eligibility Task Force to examine current eligibility criteria and make recommendations on

		<p>necessity of changing current criteria.</p> <ul style="list-style-type: none"> • Develop and distribute a policy regarding eligibility criteria. • Evaluate results of criteria changes on child find rates, other early childhood systems and the IDEIA 2004 regulations.
<p>Component: Identification of Family Resources, Priorities and Concerns - §303.322(d) (3) (iii) The IFSP process and document must meet the federal requirements including: A statement of the family's concerns, priorities, and resources related to enhancing their child's development (the voluntary family-directed assessment).</p>		
Goals	Strategies	Activities
<ul style="list-style-type: none"> • To clarify and communicate to the field the Federal regulations and research-based practices for identification of family resources, priorities and concerns. 	<ul style="list-style-type: none"> • Develop policies and guidelines for the identification of family resources, priorities, and concerns. • Identify and distribute information concerning methodologies for conducting family interviews. • Provide learning opportunities for parents to be able to identify and express their priorities, resources, and concerns. 	<ul style="list-style-type: none"> • Examine and interpret the Federal regulations to determine exactly what is required for Part C. • Develop and distribute policy on the Federal regulations. • Research best practices for identification of family resources, priorities, and concerns. • Develop and distribute guidance on research-based practices. • Develop consistent learning opportunities for all early intervention personnel and parents on policies and guidelines including how to connect information gained through the family interview to the IFSP outcomes. • Integrate a "listening to parents" component into training for professional preparation and graduate students.

Component: Comprehensive System of Personnel Development - §303.360 Each state must provide for a comprehensive system of personnel development which must: be consistent with the comprehensive system of personnel development required under Part B; provide for pre-service and in-service training to be conducted on an interdisciplinary basis to the extent appropriate; provide for the training of a variety of personnel needed to meet the requirements of the law, including public and private providers, primary referral sources, associate level professionals and service coordinators; ensure that the training provided relates specifically to: understanding the basic components of early intervention services available; meeting the interrelated social or emotional, health, developmental and educational needs of eligible children; assisting families in enhancing the development of their children; and participating fully in the development and implementation of the IFSP.

Goals	Strategies	Activities
<ul style="list-style-type: none"> • To have an inclusive “Comprehensive System of People Development” that includes parents and is consistent with the requirements of IDEIA. 	<ul style="list-style-type: none"> • Develop a parent leadership training system incorporating family-centered principles. • Develop policy and guidelines to apply research-based information to current practices, including an accountability measure. • Implement outcome-based personnel learning opportunities and technical assistance so that discipline-specific training translates to improvement in practices. 	<ul style="list-style-type: none"> • Build upon the ideas generated at the parent leadership meeting to get something in place for parents. • Convene an ongoing advisory group to develop, implement and evaluate approved redesign recommendations. • Connect with the budget spending plan to pay for needed technical assistance and system learning opportunities. • Develop, implement and evaluate an interdisciplinary curriculum for family-centered early intervention implementation. • Include the ISD Superintendents as a group to receive training around the issues that their staff is learning about. • Have parents involved in developing, creating and teaching a personnel preparation course.

Component: Procedural Safeguards - §303.400 Procedural safeguards protecting the rights of families are guaranteed by law. It is the lead agency's responsibility to ensure that families are adequately informed of their rights and procedural safeguards are implemented throughout the early intervention process. Family rights include: the right to a timely, multi disciplinary assessment; the right, if eligible, to appropriate early intervention services for the child and family; the right to refuse evaluations, assessments, and services; the right to notice before a change is made or refused in the identification, evaluation, or placement of the child, or in the provision of services to the child or family; the right to confidentiality of personally-identifiable information; the right to review and correct Early Intervention records; the right to utilize an advocate or lawyer in any and all dealings with the early intervention system; and the right to utilize administrative and judicial processes to resolve complaints.

Goals	Strategies	Activities
Parents know their rights and can act on their rights when necessary	<ul style="list-style-type: none"> • Need single source of answers on procedural safeguards. (website with Q and A) • Assure oversight of procedural safeguards training of service providers/coordinators for all who write IFSP's • Help families understand their rights by making the procedural safeguards training available in multiple formats and modalities for families 	

Component: Supervision and Monitoring - §303.501 The Lead Agency is responsible for the administration of the early intervention system. This includes any and all supervision and monitoring activities to ensure that the required federal components of the law are being implemented. Early intervention providers, agencies, institutions or organizations participating in the early intervention system are monitored by the state.

Goals	Strategies	Activities
Michigan state system will meet statutory requirements with regard to supervision and monitoring	<ul style="list-style-type: none"> • Use all state level interagency resources to supervise and monitor by making it explicit in the Interagency Agreement • Families will be involved at all levels of monitoring, quality 	

	<p>improvement/assurance, and evaluation of the system, including all grantees that are contracted to evaluate or gather data about the Early On system.</p> <ul style="list-style-type: none"> • System will recognize parents as the social conscience of the system 	
<p>Component: Interagency Agreements - §303.523 The Lead Agency (State specific) is responsible for establishing agreements with other state agencies involved in the provision of services to families and children and/or the early intervention system in order to:</p> <ol style="list-style-type: none"> 1. define financial responsibility for the provision of service; 2. establish procedures for a timely resolution of disputes; and 3. ensure effective cooperation and coordination. 		
Goals	Strategies	Activities
<p>Interagency agreement is up-to-date and includes all partners.</p>	<ul style="list-style-type: none"> • Ensure that Early On is on the agenda of the interagency directors and ECIC Executive Committee. • Complete up date of interagency agreement with all partners. • Determine calendar for review of agreement. 	<ul style="list-style-type: none"> • Reaffirm that Early On will be guided by an interagency, systems approach. • Early On articulates its “theory of change” • Align Early On with the Great Start system at the state and local levels. • Get the interagency agreement to have “teeth.” • Revisit local and state interagency agreements on an annual basis.
<p>Interagency agreement includes fiscal plan for Early On.</p>	<ul style="list-style-type: none"> • Complete fiscal study. • Obtain Medicaid reimbursement for full range of early intervention services. • Determine potential for private insurance coverage for early intervention services. 	

	<ul style="list-style-type: none"> • Use funding to drive improved implementation of the IAA agreement 	
Interagency and association relationships are strengthened at all levels of the Early On system.	<ul style="list-style-type: none"> • Interagency partners and associations engage in long-term, collaboration training, technical assistance and consultation. • Create service planning and documentation materials useable across all agencies. 	<ul style="list-style-type: none"> • Partner with Michigan Association of Infant Mental Health to better serve infants and toddlers with social-emotional concerns. • Work more closely with CSHCS. • Identify all partners who need to be involved in Early On, e.g. child care, • Increase trained staff across agencies who are working with children in Early On. • Increase management understanding of Early On – outcomes, monitoring process, role in implementing services. • Provide feed-back to all partners on impact of participation re: Early On success.
<p>Component: Data Collection - §303.540 The state is responsible for determining the methods by which required state and federal information will be collected and maintained. An early intervention record must be established for each child enrolled in the state’s Part C system. All early intervention records are covered under the Family Education Rights and Privacy Act (FERPA).</p> <p>While there is federally required data, states need to develop a data system (electronic or paper) beyond the minimum requirements in order to do program planning and evaluation. Some sort of data system is necessary to support the state’s ability to meet their general supervision requirements and help in monitoring the effectiveness of their Part C system.</p>		
Goals	Strategies	Activities
Develop common definitions and child identifiers across agencies.	<ul style="list-style-type: none"> • Develop shared definition for data elements across all Early On grantees and service areas. 	<ul style="list-style-type: none"> • Train data entry personnel to ensure correct data is entered and used for Early On system decision-

	<ul style="list-style-type: none"> • Improve data entry in local service areas. 	making.
Share available data across agencies.	<ul style="list-style-type: none"> • Gain interagency access to all relevant 0-3 data. • Develop software for computer based IFSP that can upload to central data base. 	<ul style="list-style-type: none"> • Policy and procedures are developed to assure timely access to data. • Have release forms at all primary referral locations to facilitate data sharing.
Collect relevant data across agencies	<ul style="list-style-type: none"> • EETRK includes all required 618 data and SPP data. • Child outcomes data is available. • Family outcome measurement tool addresses parent's perceptions of their own knowledge, competence, confidence and enjoyment. 	<ul style="list-style-type: none"> • Child progress is measured using parent information and opinions about progress. • Child progress data is provided to parents and system, and used for system improvement. • Child progress is celebrated by the system. • Ensure that family survey is friendly to families. • Use more than a family survey (family focus groups and other authentic measures) to collect family outcome data. • Assess participatory and relational aspects of practice.
Make decisions based on data	<ul style="list-style-type: none"> • Develop training for LICCs in the understanding and use of data. 	<ul style="list-style-type: none"> • State provides training on data input, utility, and validity. • Provide access to data analysis to increase understanding. • Empower people to make changes based on data.
Monitor accountability of Early On system.	<ul style="list-style-type: none"> • Evaluate CAPTA referral and assessment services and exit information. • Track children who have been in 	<ul style="list-style-type: none"> • Address parent concerns about child having been labeled as a result of participating in Early On.

	<p>Early On throughout school to determine if they have better outcomes.</p> <ul style="list-style-type: none"> • Collect data on informal complaint resolution. 	
<p>Component: Policies and Procedures - Policies means State statutes, regulations, Governor's orders, and directives by the lead agency, or other written documents that represent the State's position concerning any matter covered under this part. State policies include -- (1) A State's commitment to maintain the statewide system (§303.140); (2) A State's eligibility criteria and procedures (§303.300); (3) A statement that, consistent with §303.520(b), provides that services under this part will be provided at no cost to parents, except where a system of payments is provided for under Federal or State law. (4) A State's standards for personnel who provide services to children eligible under this part (§303.361); (5) A State's position and procedures related to contracting or making other arrangements with service providers under subpart F of this part; and (6) Other positions that the State has adopted related to implementing any of the other requirements under this part.</p>		
Goals	Strategies	Activities
<p>All policies and procedures will be planned, implemented and evaluated to comply with IDEIA and Michigan State Plan and will promote family centered practices.</p>	<ul style="list-style-type: none"> • Include stakeholders in development of policies and procedures. • Assure all agencies get a consistent message. • Deepen the interagency systems' understanding of policies and procedures to increase compliance. 	<ul style="list-style-type: none"> • Examine, clarify and communicate existing policies and procedures. • Develop or revise policies and procedures to reflect changes in IDEIA and other companion Acts or Regulations that impact Early Intervention and provide written guidance. (i.e. state plan, CAPTA, etc.) • Develop, implement and evaluate learning opportunities for policy. • Provide technical assistance to help people know what to do. • Develop rigorous accountability system for <i>Early On</i> to increase compliance. • Communicate best practices across the state. • Complete a fiscal study and capture of additional funds to

		adequately implement policies. <ul style="list-style-type: none">• Utilize data to continually strategize ways to strengthen the systems' responsiveness to families for the intent of Part C through policies.
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