



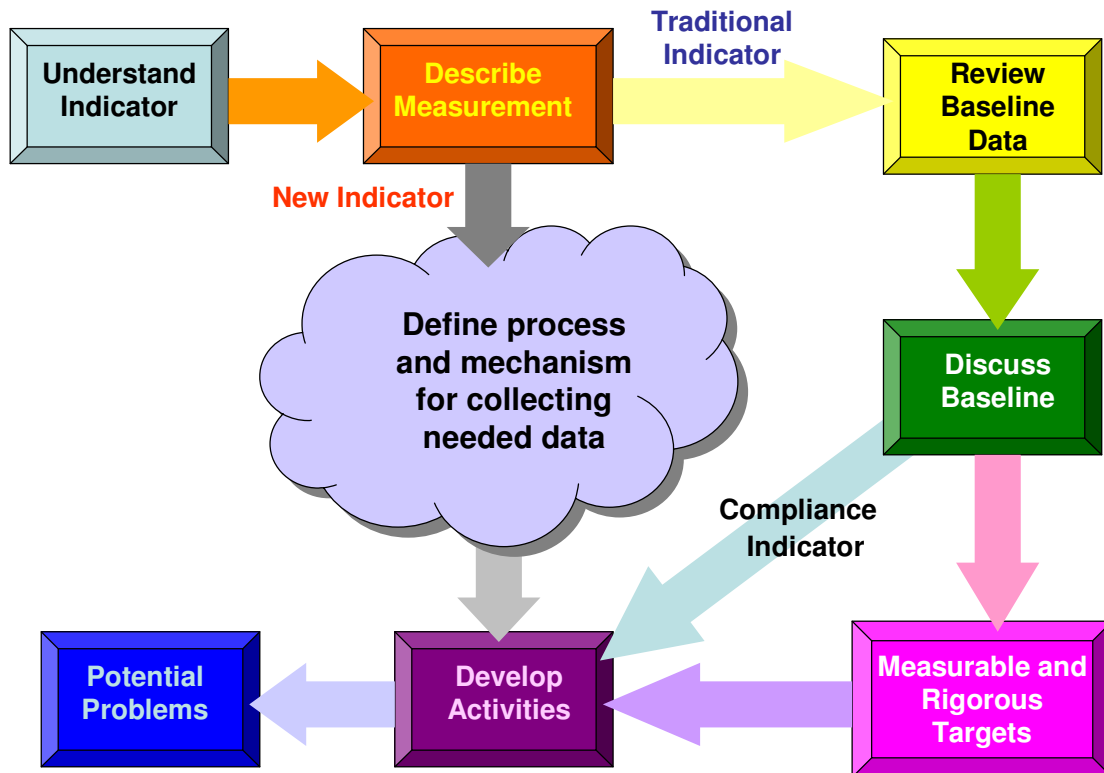
State of Maine

Department of Education

Part C State Performance Plan (SPP) for 2005-2010

January 20, 2006

Overview of the Part C State Performance Plan Development Process



Maine developed its State Performance Plan (SPP) through a process that follows the flow described in the diagram above. Stakeholders, representing the interests of children with disabilities aged 0-20, worked together to develop the Indicators for the SPP. As each indicator was considered, the content of the indicator statement and the impact it may have on Maine’s educational system was well thought-out by diverse stakeholders who sought to ensure that the data collected would be consistent with the outcomes required. FFY 2003 APR OSEP letters of March 4, 2005 and October 27, 2005 concerning non-compliance and other issues were discussed.

The Maine Advisory Council on the Education of Children with Disabilities (MACECD) were participating stakeholders for the specific purpose of developing the indicators. MACECD is a long-standing stakeholder committee with a diverse and highly capable membership that acts as advisor to the Office of Special Services in the MDOE. This group was formed in accordance with IDEA Chapter 33, §1412 (a)(21), “...for the purpose of providing policy guidance with respect to special education and related services for children..”, and in accordance with §1441, to provide an interagency coordinating council for early intervention. MACECD fulfills the IDEA membership requirements. Both Part B and Part C indicators were addressed through this group.

Stakeholders spent four working days on the SPP, September 26 and 27, 2005, October 21, 2005 and November 18, 2005. During part of the first day, members were given a survey based on

indicator topics, the results of which were used to form the SPP stakeholder sub-groups: 1) Quality Assurance; 2) Parent Involvement; 3) Identification and Disproportionality; 4) Early Transition; and 5) Student Performance. These sub-groups then worked on indicators specific to their sub-group's area of interest. The process for reviewing and developing the indicators in the sub-groups followed the flow described in the above diagram. Stakeholders reviewed drafts of the developing indicators in detail. As they worked to identify targets and methods to collect data, they offered suggestions and expertise from their particular vantage points. Notes were captured from each group and all inputs were considered when developing the indicators for the SPP. MDOE program managers, data analysts and technical assistants were available to provide information, answer questions and to facilitate the process. The November meeting was used to share the sub-group work across the entire SPP/MACECD stakeholder assembly. Each sub-group presented their indicators and prepared key points for review by each of the other sub-groups. Notes from each of the sub-group review sessions were contemplated when making final modifications to the indicators included in this document.

MACECD stakeholders view their role in the development of the indicators as continuing. The knowledge they gained in the review and development of the indicators has become the basis for their continued work this year. MACECD will continue to provide input for the February submission.

Once approved by OSEP, the MDOE Commissioner will distribute an informational letter to all LEAs announcing the availability and location of the SPP on the Website and notifying them that paper and/or electronic formats will be distributed upon request. In addition, the SPP will be distributed using the Governor's Media Distribution List. All superintendents and special education directors in Maine will receive technical assistance through regional workshops, which will begin as soon as MDOE receives approval of its SPP. Annual Performance Reports will be disseminated in the same manner within one month of their submission and approval by OSEP.

All information for the SPP/MACECD sub-committees and dissemination of the SPP are in Appendix 1. All relevant attachments and notes are in Appendix 2 by indicator number. Appendix 3 includes informational letters sent by the MDOE Commissioner. The chart below specifies where the responses to FFY 2003 APR OSEP letters of March 4, 2005 and October 27, 2005 concerning non-compliance and other issues are addressed in the SPP.

October 27, 2005 OSEP Letter – Items Addressed in the State Performance Plan

OSEP letter page	Item	SPP Indicator
I. <u>Parts C and B:</u>		
4	Part C Evaluation – 45 day	Part C Indicator 7
4-5	Part C All Services on IFSP	Part C Indicator 1
11	General supervision:	Part B Indicator 15
6	<ul style="list-style-type: none"> • Identify and timely correction of non-compliance 	Part B Indicator 16
6	<ul style="list-style-type: none"> • Formal written complaints 	Part C Indicator 10
6	<ul style="list-style-type: none"> • Mediation 	Part B Indicator 19
6-7	<ul style="list-style-type: none"> • Due process hearings and reviews 	Part B Indicator 17
7	<ul style="list-style-type: none"> • Statute repeal completed 	Part B Indicator 19 Part C Indicator 13
8	<ul style="list-style-type: none"> • Early Childhood Transition Identify - B at 90%, C at 89.1% 	Part B Indicator 12 Part C Indicator 8
II. <u>Part C only:</u>		
8	<ul style="list-style-type: none"> • Collection and timely reporting of data 	Part C Indicator 14
9	<ul style="list-style-type: none"> • Family centered services 	Part C Indicator 4
	<ul style="list-style-type: none"> • Early intervention services 	
9-10	- Natural Environments	Part C Indicator 2
10	- Early Childhood outcomes	Part C Indicator 3
III. <u>Part B Only:</u>		
10-11	Identification and timely correction of non-compliance (private special purpose schools)	Part B Indicator 15
12	<ul style="list-style-type: none"> • Collection and timely reporting 	Part B Indicator 20
12	<ul style="list-style-type: none"> • Parent involvement 	Part B Indicator 8
	<ul style="list-style-type: none"> • FAPE in LRE 	
12-13	- Disproportionality	Part B Indicator 9 Part B Indicator 10
14	- Statewide and district assessment	Part B Indicator 3
15	- LRE preschool 6 – 20	Part B Indicator 5
15	- Preschool Performance outcomes	Part B Indicator 7
15,16,17	<ul style="list-style-type: none"> • Transition 	Part B Indicator 13

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Revision History

Original: Mailed paper copy to OSEP – 12-1-05

Submission: Electronic copy to OSERS.capr@ed.gov – 12-02-05

Update: revised indicator 1, e-mailed to Cynthia Bryant at OSEP – 1-20-06

Monitoring Priority:

Early Intervention Services in Natural Environments

Part C State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 1: Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.

(20 USC 1416(a)(3)(A) and 1442)

Measurement:

Percent = # of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner divided by the total # of infants and toddlers with IFSPs times 100.

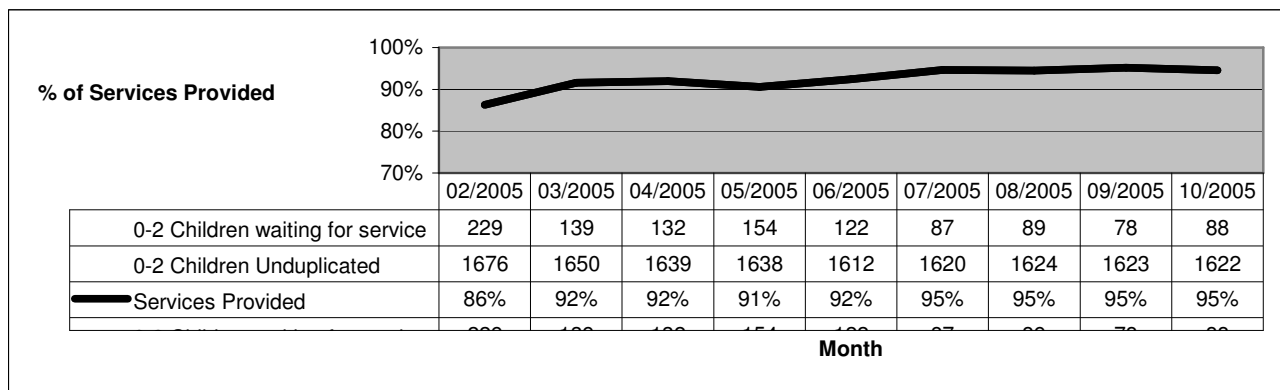
Overview of Issue/Description of System or Process:

We monitor services to assure that services defined on a child’s IFSP are provided in a timely manner. CDS sites are required to monitor the status of services and report monthly the number of children whose services are not fully delivered. The monitoring began in February of 2005 and has focused on 4 services. The combined data for the focused monitoring is presented below.

Timely means that services will begin 30 days from the date of the IFSP meeting, barring reasonable exceptions that would be documented in the child’s record.

Baseline Data for FFY 2004 (2004-2005):

Table C.1.1
Percent of Services Delivered.
2/2005 to 10/2005
Selected services



Discussion of Baseline Data:

Data has been collected on all services in prior years. Given some of the questions related to the accuracy of the data, it was decided to start anew and focus on four specific services: Developmental Delay, Speech Therapy, Occupational Therapy and Physical Therapy. The nine months of data that has been collected shows a positive trend. In the first 6 months, an increased percent of service provision

occurred before it has leveled out at 95%. There has been a slight fluctuation in the numbers of services that were not delivered but the number of children in the base population and percents have remained stable. The undelivered services in the data may have been the result of a break in service rather than a delay in the implementation of the service. There was no specific focus on services that had delays in implementation. Children who were waiting for service for any reason were included in the data. Reasons for a break in service or untimely beginnings include but are not limited to the loss of service providers, relocation of children from one CDS site to another, or a shortage of service providers in a specialty.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

The data for this indicator show we have made a good start toward the 100 percent target, but there is still much to be done. One of the purposes for the collection of service provision data is to create a benchmark for the data collection system and allow us time to consider some of the needs related to the collection and analysis of the data electronically.

We do have codes that allow us to identify services that are not being delivered and these will be expanded to tell us the reason e.g. whether the services are implemented in a timely fashion or whether the services were interrupted.

The data collection system will be modified and specific guidelines for the reporting of the data will be created and CDS site staff trained. Other considerations include:

- Collection of data for all services,
- The potential determination of a reasonable and enforceable numeric definition of timely within the full spectrum of our system,
- Further evaluation of why services are interrupted and the need for supplemental codes,
- Determination of the best format for feedback reports,
- Training and support of the sites.

2005-2006:

- Notify CDS sites of the requirements and provide preliminary instruction related to the reporting of the data,
- Work with Site directors to remove any procedural impediments,
- Develop ways to classify problems that affect service delivery,
- Develop policies for the CDS sites that standardize service delivery practices,
- State of Maine's Commissioner of the MDOE has authorized a number of initiatives that focus attention on delivery of services. Though not originally focused on the indicators of the SPP, some of the initiatives work toward the same goal, timely delivery of services,
- A sub-group of CDS site directors and representatives of Maine's community of contracted providers meets regularly to help stay aligned with their combined task of providing services for Maine's children in need. They will continue to look for ways to assure the timely delivery of services.
- During the development of the SPP, one of the largest stakeholders in the process, the Maine Advisory Council on the Education of Children with Disabilities (MACECD) has taken a strong interest in this indicator and will be focusing its resources to assist with the development of an effective delivery system.
- CDS Central Office staff have been working closely with the State's MaineCare division to clarify and refine payment policies that impact children ages 0-2. This work will continue.
- Modify and distribute the updated electronic data collection forms and train CDS site staff in their use.

2006-2007:

- Collect and analyze submitted data.
- Review annual targets.
- Use the formula prescribed in "Measurement" above to calculate the actual percent of children who received services in a timely manner.
- Build on outcomes from the first year's interactions with site directors and providers to continue the development of policies and procedures to remove impediments to timely service.

2007-2008:

- Continue ongoing data collection, evaluation and review of active IFSPs.
- Monitor compliance status through quarterly reports.
- Develop strategies to eliminate known reasons for delays in service delivery.
- Evaluate quarterly active IFSPs.

2008-2009:

- Review the goals of this indicator and reevaluate all facets of data delivery and current practices to assure alignment.
- Modify the system as needed.
- Review targets.

2009-2011:

- Utilize procedures developed and refined in the prior years for ongoing monitoring.
- Continue to provide strategies and assistance for meeting the 100% targets.

Comments related to OSEP letter to the Maine Department of Education dated 10/27/2005:

OSEP concern: Page 16:

Conclusion

A. Parts C and B

“Regarding each of the following areas, the State must submit updated data to address noncompliance in the SPP, and OSEP will determine, based upon those data, whether the State will need to submit a Final Report, due by April 4, 2006, that includes data demonstrating full compliance:

- 1. Infants and toddlers and their families receive all the services identified in their IFSPs;..”*

This indicator addresses OSEP’s concern in the sections named below:

- Discussion of Baseline Data
- Improvement Activities/Timelines/Resources

Part C State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 2: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children.

Measurement:

Percent = # of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children divided by the total # of infants and toddlers with IFSPs times 100.

Overview of Issue/Description of System or Process:

Children age 0-2 learn more easily and effectively in their natural environments e.g. in their homes or in programs including other children of their age and abilities. An Early Childhood Team (ECT), composed of parents, service providers and a Child Development Services (CDS System) Early Intervention service coordinator, is charged with evaluating the children to determine eligibility and the specific areas of need. The setting of service delivery is one of the elements they determine.

Maine is a rural state where children often live long distance from service provider locations or community-based early childhood centers. Multiple approaches are used to move early childhood environments as close to children as is possible. Infants and toddlers with special education or developmental needs are served at home, day-care settings or in other community settings among their typically developing peers throughout the state, when it is possible. When necessary, service providers travel to children at their homes and other settings to provide services.

Methods for providing service to the 0-2age group in Maine are evolving. The CDS System has been the agency in the MDOE charged with providing services to all children 0-5. Improvements in administrative efficiency and consistency of reporting are driving changes in the structure of the CDS System. Efforts are under way to centralize the administrative functions of the 16 CDS sites and additional training is being provided to assure consistency among the CDS sites. It is expected that these changes will improve the delivery of services for all children and ensure that eligibility determination is consistent across the state. These changes and changes to the data system will also enhance efforts to determine the effectiveness of Part C services.

Children will benefit from the ongoing evaluation of Maine's service delivery system. The Maine Advisory Council on the Education of Children with Disabilities (the Stakeholder Group), the State's Commissioner of MDOE and several other advisory groups composed of direct service providers, concerned parents, consultants and CDS System staff have already spurred efforts that have made an impact, as can be seen in the data displayed below.

Baseline Data for FFY 2004 (2004-2005):

Figure C.2.1

Settings For Children 0-2

2000 - 2004

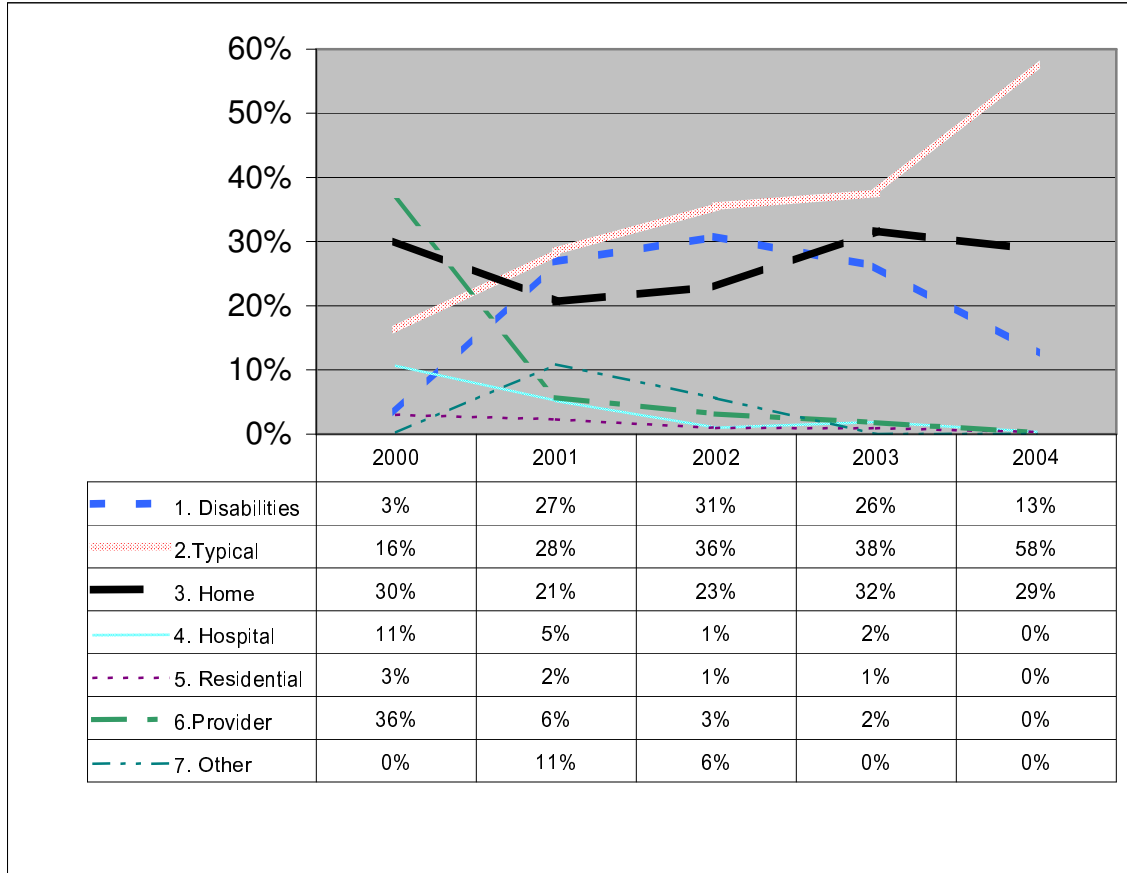


Table C.2.2

Total Counts of Children 0-2 in December 1 Child Counts

2000 - 2004

	2000	2001	2002	2003	2004
Children	842	964	1,078	1,105	1,169

Expanded category titles.

1. Program Designed for children with developmental delay or disabilities
2. Program Designed for typically developing children
3. Home
4. Hospital (Inpatient)
5. Residential Facility
6. Service provider location
7. Other

Discussion of Baseline Data:

The Childlink data system captures the setting that the ECT determines to be appropriate for the child. The data table above displays the results of the data analysis. . This data is reported on an ongoing basis by each CDS site as children are served throughout the year. By February 1 of each year, the State reports Child Count data to the Office of Special Education Programs (OSEP) as part of the Individuals with Disabilities Education Act (IDEA) Part C data collection. In November of each year, Table 2 (TABLE 2 – REPORT OF PROGRAM SETTING WHERE EARLY INTERVENTION SERVICES ARE PROVIDED TO INFANTS AND THEIR FAMILIES IN ACCORDANCE WITH PART C) is sent to OSEP. The data in Table 2 is based on the children in the Child Count.

The data show that the setting for delivery of services has moved to those settings that are most appropriate for infants and toddlers. Over the past 5 years we have experienced an increased divergence of two areas “Programs designed for children with developmental delay or disabilities” and “Programs designed for typically developing children.” In the same period the number of children served in “Hospital Inpatient settings” and “Provider locations” has dropped almost to none. Though the chart does not show it, there is a fractional percent of services being provided in those locations. These changes have come about partially because of a changed awareness of the definitions of the settings and partially due to a renewed effort to serve children in the environments that reinforce the service provided.

Systemic changes will continue to focus on ways to serve children in the environment that best suit their needs.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	90 % of infant and toddlers will be served in the home or programs for typically developing children.
2006 (2006-2007)	91 % of infant and toddlers will be served in the home or programs for typically developing children.
2007 (2007-2008)	92% of infant and toddlers will be served in the home or programs for typically developing children..
2008 (2008-2009)	93 % of infant and toddlers will be served in the home or programs for typically developing children..
2009 (2009-2010)	94 % of infant and toddlers will be served in the home or programs for typically developing children..
2010 (2010-2011)	95 % of infant and toddlers will be served in the home or programs for typically developing children..

Improvement Activities/Timelines/Resources:

Emphasis on providing services in a natural environment stimulated a review of settings data beginning in the 2002–2003 period and continued into the 2004–2005 base year period. The review resulted in the clarification of setting definitions and the guidelines for their use. The data at this point indicate that we are serving about 87 % of infant and toddlers in the home or programs for typically developing children. We will continue to seek ways to provide services in the setting that best suits the needs of the children in the CDS system.

The CDS system staff, MDOE staff and the Stakeholder Group maintain a list of improvement activities that are pursued actively in operational sessions and planning activities. The groups regularly analyze data, monitor legislation, review regulations, evaluate environmental factors, and discuss opportunities as they become apparent. The list below depicts those items highlighted during the development of this indicator, but will change throughout the year as new concerns arise:

- Settings data will be monitored to assure that children are served in the home or in community settings, the natural environments. For personnel who develop IFSP/IEPs, provide training on strategies to assure that children are served in a home or community setting.
- Data personnel in the reporting sites will continue to receive regular professional development to assure that the data sustains high accuracy regarding settings data definitions. Monitor and assess data collection method, data definitions, and reporting requirements to insure consistent and compatible criteria are applied for all children
- Sites will continue to recruit and retain qualified service providers throughout the state in order to assure availability of service in all communities and rural regions.

2005-2006:

- Continue to evaluate service delivery mechanisms to assure that they focus on the natural environment
- Develop policies that align the sites in service delivery practices.
- For personnel who develop IFSP/IEPs, provide training on strategies to assure that children are served in a home or community setting.
- A sub-group of CDS site directors and representatives of Maine's community of contracted providers meets regularly to help stay aligned with their combined task of providing services for Main's children in need. They will be looking for ways to ensure the delivery of services in the home or in community settings.
- During the development of the SPP, one of the largest stakeholders in the process, the Stakeholder Group, has taken a strong interest in this indicator and will be focusing its resources on helping to develop an effective delivery system.

2006-2007:

- Building on outcomes from the first year's interactions with site directors and providers, continue to develop policies and procedures that encourage the delivery of services in the home or in community settings.
- As changes continue in the CDS system, settings data will be monitored to ensure that children are served in the home or in community settings, the natural environments.

2007-2008:

- Continue ongoing data collection and evaluation.
- Monitor settings' status through quarterly reports based on of active IFSPs.

2008-2009:

- Review the goals of this indicator and reevaluate all facets of data delivery and current practices to assure alignment.
- Modify the system as needed.
- Review targets.

2009-2011:

- Continue ongoing monitoring using procedures developed and refined in the prior years.

Comments related to OSEP letter to the Maine Department of Education dated 10/27/2005:

OSEP concern:

Page 9- 10:

II Additional Indicators That Pertain to Part C Only:

Early Intervention Services (EIS) in Natural Environments (NE)

“On page 38 and in Appendix 7 of the FFY 2003 APR, the State addressed the accuracy of its Part C settings data. The State did not include any monitoring data related to compliance with Part C’s requirements for settings and natural environments. In Appendix 7, the State indicated, “a sample of children who are reported to be served in the natural environment; 46.9 percent an early childhood setting (ie: child care, family day care) [and] 15.17 percent served in their home for a total of 62.07 percent being served in the natural environment. More study is needed to determine the discussions that lead teams to make decisions of where to serve children age birth to three.” With the SPP, the State must include its natural environments targets and also provide monitoring or other data as to the number of children who received early intervention services primarily in environments other than the home or programs for typically developing children, and whether these children had appropriate justifications on their IFSPs.”

OSEP concern:

Page 18:

Conclusion

C. Part C

“With the SPP, the State must include its natural environments targets and also provide monitoring or other data as to the number of children who received early intervention services primarily in environments other than the home or programs for typically developing children, whether these children had in appropriate justifications on their IFSPs “

This indicator addresses OSEP’s concern in the sections named below:

Baseline Data for FFY 2004 (2004-2005)

Improvement Activities/Timelines/Resources

Part C State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 3: Percent of infants and toddlers with IFSPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication); and
- C. Use of appropriate behaviors to meet their needs.

(20 USC 1416(a)(3)(A) and 1442)

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers = # of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers divided by # of infants and toddlers with IFSPs assessed times 100.
- b. Percent of infants and toddlers who improve functioning = # of infants and toddlers who improved functioning divided by # of infants and toddlers with IFSPs assessed times 100.
- c. Percent of infants and toddlers who did not improve functioning = # of infants and toddlers who did not improve functioning divided by # of infants and toddlers with IFSPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a, b or c. If a + b + c does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication):

- a. Percent of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers = # of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers divided by # of infants and toddlers with IFSPs assessed times 100.
- b. Percent of infants and toddlers who improved functioning = # of infants and toddlers who improved functioning divided by # of infants and toddlers with IFSPs assessed times 100.
- c. Percent of infants and toddlers who did not improve functioning = # of infants and toddlers who did not improve functioning divided by # of infants and toddlers with IFSPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a, b or c. If a + b + c does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers = # of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers divided by # of infants and toddlers with IFSPs assessed times 100.
- b. Percent of infants and toddlers who improved functioning = # of infants and toddlers who improved functioning divided by # of infants and toddlers with IFSPs assessed

times 100.

c. Percent of infants and toddlers who did not improve functioning = # of infants and toddlers who did not improve functioning divided by # of infants and toddlers with IFSPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a, b or c. If a + b + c does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

Both the MACECD group and a small focus group of the Part C Assessment Committee members brought together to evaluate the needs of this indicator, agreed that a focused evaluation of tools would be needed to determine the appropriate tool. and that the full Assessment Committee would be the best group to ask for help in planning and putting a new system in place. However, this will be a new charge that will be asked of that committee. Some members may not wish to continue with the new work.. This will result in a possible shift in membership or structure of the Assessment Committee. What the new structure will look like cannot be determined until the idea is presented to the group at their next meeting in December.

Description of the outcome measurement system for Maine:

The outcome measurement system for Maine includes:

- A. Policies and procedures to guide outcome assessment and measurement practices,
- B. Provision of training and technical assistance supports to the 16 regional Child Development Services (CDS) sites,
- C. Quality and monitoring procedures to ensure the accuracy of outcomes data,
- D. Data system elements for outcome data input and maintenance, and outcome data analysis functions.

Each of these elements is described below:

A. Policies and procedures to guide outcomes assessment and measurement practices

Maine’s Child Development Services (CDS) system is a 0-5 system. Therefore, the population of children for whom outcome data will be collected includes all children 0-5 with IFSPs/IEPs.

A full and individualized evaluation of a child’s present level of functioning must be conducted to determine eligibility prior to entry into the CDS system. Just over a year ago, work was begun to clarify the necessary distinctions in eligibility between IDEA Part C and Part B 619 children. The Assessment Committee was created to review various early childhood assessment systems and to reach consensus on which assessment tools would be used in Maine to standardize the process of multi-domain assessment to determine eligibility for children birth to age three.

The eligibility of children must be determined by using multiple sources of data and must not be dependent upon a single test score. Evaluation procedures may include, but are not limited to, observations, interviews, behavior checklists, structured interactions, play assessment, adaptive and developmental scales, criterion-referenced and norm-referenced instruments, and clinical judgment. It is recommended that observations to document areas of strength and areas that are of concern for the child should be made in his or her natural/least restrictive environment. This is the setting within the community where infants, toddlers and preschool children without disabilities are usually found (e.g., home, child care, Head Start.)

Members forming a workgroup of the Assessment Committee will next determine what other tools, if any, are necessary to track progress of children. Their decisions will be informed by a "Battelle II pilot" described below under Year 1 Improvement Activities. At the end of the pilot, the Assessment Committee will reach consensus on which other tools (if any) will be used to measure progress.

The outcome measurement system will address the following:

- a) how the outcome measurement system relates to other initiatives in Maine,
- b) who and how stakeholder groups will be involved in the outcome measurement system,
- c) the findings of a survey on commonly used assessment tools at the local level,
- d) a definition of outcomes relative to Maine's early learning guidelines/standards,
- e) a review of crosswalks of assessment tools to outcomes; how the tools support Maine's values, beliefs and policies about assessments; and a determination of whether or not Maine will require CDS to select from a list of "approved" tools,
- f) how to score and report the data,
- g) a training protocol and timeline, and
- h) a plan to field test the system.

MDOE will work with stakeholders to develop a process for collecting data and to finalize data collection procedures. Review existing data on the child could be done at the ECT meeting with the team or within a specified time period with other professionals after the child enters the program. This includes evaluations and information provided by the parents of the child, current classroom-based assessments and observations by teachers and related service providers. CDS sites will designate a person(s) to oversee data collection and interpretation. Initial levels of performance in the three outcome areas of this indicator will serve as the first data point. CDS sites will also assess all children annually, prior to the renewal of the IFSP or to transition from Part C to Part B 619. Assessments will also be administered to all children exiting the system who have been in the system at least six months.

B. Provision of training and technical assistance supports

Representatives of the Commissioner's Steering Committee are currently assisting CDS Central Office staff in developing a plan and timeline for training and professional development. CDS Central Office staff and contracted consultants will provide statewide and regional training for CDS sites' staff and contractual personnel during winter and spring 2005-2006 in the following areas: 1) using outcome measurement procedures, 2) reporting/entering data, and 3) interpreting/using the data for program improvement. The NECTAC Technical Assistance Coordinator for Maine will also assist in identifying resources for this training.

C. Quality assurance and monitoring procedures to ensure the accuracy and completeness of the outcome data

The CDS Central Office is revising monitoring procedures so that when records are selected for record review, a review of information used for outcome measures will be included in the protocol. Error checks are also being built into the State data system.

D. Data system elements for outcome data input and maintenance, and outcome data analysis functions

The State is in the process of modifying the data system for Part C and Part B to add outcome data to the required fields. The State will have the ability to analyze the Time 1 and Time 2 ratings from the data system. Current data systems will also be modified to capture, aggregate, and report the data by CDS site.

Baseline Data:

This is a new indicator. Baseline data is not available at this time; however, the parameters/strategies for measurement are described below.

Who will be included in the measurement?

Children for whom the initial IFSP is completed after January 1, 2006 (specific beginning date to be determined by CDS Central Office staff) who are ages 0 through 5 year and who receive services for at least six months before exiting the program. Stakeholder involvement will be used to develop a plan to phase in the outcome measurement process with CDS Site Directors. The plan will be revised based on findings and recommendations learned from the phase in.

What assessment/measurement tool(s) will be used for baseline data collection and who will conduct the assessments?

Approved assessment measures, observation, informed clinical judgment and information provided by the family will be used to inform the rating in each of the three outcome areas. The ECO Summary Form which summarizes each child's level of functioning in each of the three outcome areas in relation to typically developing peers is being considered for use. It is anticipated there will be a model in which the CDS designee(s) reviews existing data on the child. This could be done at the ECT meeting with the IFSP team or within a specified time period with other professionals after the child enters the program. Again, the rating will be based on existing data on the child which includes evaluations and information provided by the parents of the child, current classroom-based assessments and observations if child has been enrolled in a classroom and other observations by teachers and related service providers.

Using a gradual approach, CDS Central Office will report entry data on children entering CDS from July 1, 2005 to September 30, 2006. For each outcome area, CDS Central Office will report:

- a) Percent of children at entry who are functioning at a level comparable to same-aged peers;
- b) Percent of children at entry functioning at a level below same-aged peers.

When will measurement occur?

Outcome ratings will be discussed and determined at or near child's entry into the CDS system. Subsequent assessments, which will be conducted annually, at or near the child's exit from Part C or Part B 619 will provide a second data point. Comparison of the two scores will provide baseline data.

Who will report baseline data to whom and in what form?

Outcome rating scores in each outcome area will be entered into an on-line database by the CDS site staff. Designated staff at the CDS Central Office will have access to the data screens. The data system has a security system to limit access to individual child data to appropriate personnel.

How will data be analyzed?

The outcome ratings from entry data will be matched to exit outcome ratings for individual children. At the CDS site and CDS Central Office levels, analysis of matched scores will yield for each of the three outcomes:

- a) percent of children who reach or maintain functioning at a level comparable to same-aged peers,
- b) percent of children who improved functioning, and
- c) percent of children who did not improve functioning.

CDS Central Office will analyze by CDS site and by State, the entry status of children, exit status, and the percentages of children who increased ratings from entry data to exit data (moved nearer to typical development).

Year 1 – 2005-06

The Battelle II evaluation tool has been identified as a candidate for standardizing the way in which CDS sites collect eligibility data. Year 1 will determine the efficacy of using the Battelle II as a tool for determining both eligibility and progress.

The Battelle II will be officially piloted at three sites (Hancock, Cumberland, Androscoggin) that were selected as part of the General Supervision Enhancement Grant (GSEG) grant. However, Battelle II kits

are being ordered for all 16 sites, so there may be other sites that may want to begin the process. The purpose of the pilot is to determine how well the Battelle II works for eligibility determination and whether it can be used to track child progress for reporting data required for this indicator. The pilots will begin using the instrument in November 2005. Two additional sites will be trained in January 2006. The remaining sites will be trained by the end of 2006.

Baseline data will be reported from these pilot sites. One site is simultaneously using a curriculum-based assessment - the Assessment, Evaluation, Programming System (AEPS). We will compare the results from the Battelle II with the AEPS to determine a long-term plan for data collection.

ECT procedures and policies will be reviewed across CDS sites for consistency. Based on the findings from the Battelle II, a complete framework for categorizing the structure and findings of an ECT will be developed. A standard rating system for summarizing ECT findings related to the child’s progress will be established and using the new ECT framework a consistent and reliable method to codify all the individual information will be developed. CDS Central Office is considering the possibility of using the ECO Summary tool for this purpose.

Current data systems will be modified to capture, aggregate, and report the data by site.

Finally, a training and professional development system related to the child outcome assessment system will be developed and implemented.

Discussion of Baseline Data:

The first data collection point will be after January 1, 2006 (exact starting date to be determined by CDS Central Office) and by September 30, 2006. A second set of data will be collected October 1, 2006 to June 30, 2007 by child upon exiting from CDS System after receiving services for at least six months. Baseline will be determined based on a comparison of these two data points. Baseline data will be reported in the February 2007 Annual Performance Report.

Measurable and Rigorous Target:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	

<p>2010 (2010-2011)</p>	
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Improvement Activities/Timelines/Resources:

Resources

Northeast Regional Resource Center
National Early Childhood Technical Assistance Center
University of Maine

Part C State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 4: Percent of families participating in Part C who report that early intervention services have helped the family:

- A. Know their rights;
- B. Effectively communicate their children's needs; and
- C. Help their children develop and learn.

(20 USC 1416(a)(3)(A) and 1442)

Measurement: % of families

Overview of Issue/Description of System or Process:

Child Development Services sent a survey in 2004 and has plans to institute an annual survey as part of its monitoring program. The questions in this previously used survey will not provide data for this indicator. The survey for Indicator C-4 will be used for monitoring purposes once the survey is piloted and is formally adopted

In the OSEP letter of October 27, 2005, OSEP wrote that they appreciated the State's effort to include data and information on parent and family satisfaction in Appendix 6 of the FFY 2003 APR. (OSEP Letter October 27, 2005 Page 9) Indicator C-4 asks for data on parent involvement. The survey planned in this indicator will meet the new indicator language.

Baseline Data for FFY 2004 (2004-2005):

This is a new indicator and there is no baseline data available.

Discussion of Baseline Data:

Year 1: December 2005 to December 2006

- Modify the NCSEAM Early Intervention Part C survey by using the last 22 questions (Impact of Early Intervention Services on Your Family), and a 4 point scale rather than a six point scale with the options of never; rarely; often; always; and selected demographic questions. (See appendix.)
- Pilot the survey instrument: CDS Cumberland; CDS Hancock and CDS Androscoggin
- In coordination with the pilot sites, MDOE will obtain contact information of all parents, foster parents, surrogate parents or guardians who comprise the current caseload of the site. The parents and guardians will be sent the survey with a return postage paid envelope to the Department of Education.
- Data entry will be done by a contracted agency.
- Data analysis will be done by MDOE OSS data analysts.
- Provide the survey in accessible modes including Braille, audio, and language translations.
- Revise the distribution and collection plan as necessary.
- Set baseline and in January 2007 project annual measurable and rigorous targets based on pilot survey results in January 2007.

Year 2: January 2007

- Develop statewide distribution and collection system based on information from the pilot.
- MDOE will analyze and interpret the data.

SPP Template – Part C (3)

Maine

- Review the projected annual measurable and rigorous targets
- Publish State and local results disaggregated by CDS site.

Year 3- 6: 2007 – 2011

- Provide technical assistance and professional development workshops using Maine’s parent network system: Maine Parent Federation, Southern Maine Parent Awareness, Autism Society and Learning Disabilities Association in partnership with Maine Association of Directors of Children with Special Needs.
- Continue statewide distribution and collection system.
- Review the annual data reaching for the measurable and rigorous targets with the stakeholders group: Maine Advisory Council on the Education of Children with Disabilities.
- Distribute State and local results disaggregated by CDS site on the website, through media and to public agencies

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Monitoring Priority:

Effective General Supervision Part C / Child Find

Part C State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part C / Child Find

Indicator 5: Percent of infants and toddlers birth to 1 with IFSPs compared to:

- A. Other states with similar eligibility definitions; and
- B. National data.

(20 USC 1416(a)(3)(B) and 1442)

Measurement:

- A. Percent = # of infants and toddlers birth to 1 with IFSPs divided by the population of infants and toddlers birth to 1 times 100 compared to the same percent calculated for other states with similar (narrow, moderate or broad) eligibility definitions.
- B. Percent = # of infants and toddlers birth to 1 with IFSPs divided by the population of infants and toddlers birth to 1 times 100 compared to National data.

Overview of Issue/Description of System or Process:

The identification of children in need of services has been an integral part of the Early Intervention system in Maine since the development of the CDS System. State agencies, hospitals and private providers to name a few, all refer children to the CDS System. This indicator provides one way of looking at the effectiveness of that system by focusing on a specific age group and showing the percent of children who qualified and are served by the system.

Data for this indicator is from the December 1st Child Counts 1999-2004. The data are maintained in the ChildLink data system by the CDS sites, usually by a specific data coordinator at the site, and entered into the ChildLink database. The data are entered at the sites on an ongoing basis. The individual site databases are submitted to the central office and compiled into a single central database. A preliminary run of the 12/1 Child Count is done at the CDS sites and at the CDS Central Office. The centrally produced report is sent to the CDS sites for verification. The verification process involves distributing lists of children to their case managers. The case managers verify the child's status and return the lists to CDS site's data coordinator. The CDS site's data coordinator works with the CDS Central Office data coordinator to update data in the CDS Central Office database to produce the final Child Count. The database is "frozen" after the data are verified.

Children 0-1 with IFSPs who are included in the annual 12/1 Child Count are identified and the percent of the state population that they represent is calculated.

Baseline Data for FFY 2004 (2004-2005):

For 2004, Maine’s Child Count for children 0-1 was 98. The State population of children 0-1 in 2004 was 13,848 so the percent of Maine’s children 0-1 served was 0.71 percent. Percents for previous years are compared to those of the US and selected peer groups¹ in the two figures that follow.

Figure C.5.1

Percent of Age 0 –1 Population Served In Maine Compared To Selected Groups Of States And the US
2002 - 2004

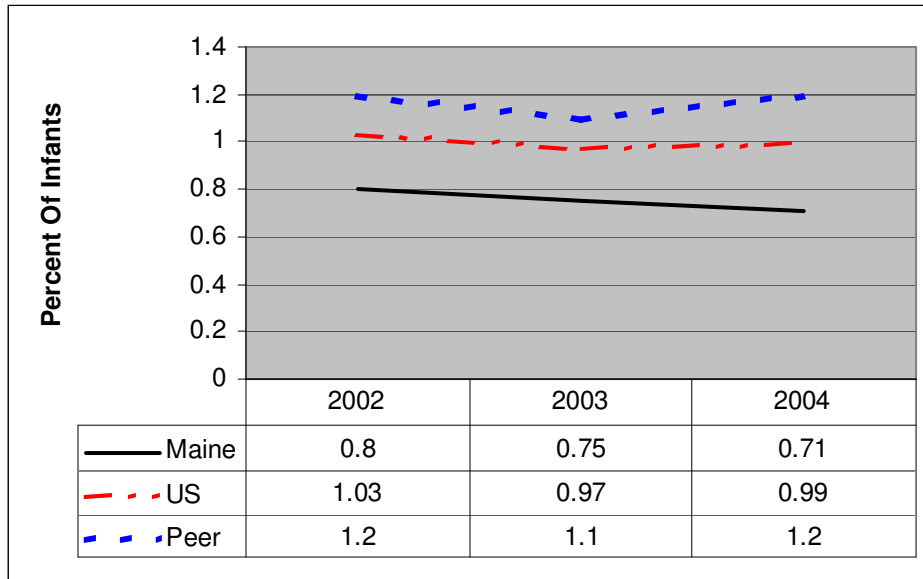


Table C.5.2

Percent of Age 0 –1 Population Served In Maine Compared To Selected Groups Of States And the US With Peer States, Population and Number of Children
2002 – 2004

Peer Eligibility Subgroup States	2002			2003			2004		
	Pop	Infants	% Served	Pop	Infants	% Served	Pop	Infants	% Served
DELAWARE	10,813	199	1.84	10,786	192	1.78	11,139	148	1.33
MAINE	13,377	107	0.8	12,985	98	0.75	13,848	98	0.71
NEW HAMPSHIRE	14,454	175	1.21	14,694	155	1.05	14,193	164	1.16
SOUTH DAKOTA	10,515	62	0.59	10,384	70	0.67	10,855	97	0.89
VERMONT	6,228	72	1.16	5,861	64	1.09	6,199	54	0.87
WEST VIRGINIA	18,220	321	1.76	20,483	325	1.59	20,649	395	1.91
WYOMING	6,017	82	1.36	6,383	100	1.57	6,600	114	1.73
Peer Average			1.2			1.2			1.2
Peer Median			1.2			1.1			1.2
National			1.03			0.97			0.99

Broad Eligibility Criteria Peer Group

Peer Eligibility Subgroup States	2002			2003			2004		
	Pop	Infants	% Served	Pop	Infants	% Served	Pop	Infants	% Served
Broad Average			1.51			1.36			1.34
Broad Median			1.07			1.04			1.1

All data are from published Federal tables.

The “Peer” group is a subset of 6 states selected from the Broad Eligibility Criteria Peer Group as Maine’s peer group¹.

Displayed data were extracted from:

Percent of Infants and Toddlers Receiving Early Intervention Services, December 1, 2002, 2003, 2004

- <http://www.ideadata.org/docs/2002PopbyAge.doc>
- <http://www.ideadata.org/docs/2003PopbyAge.doc>
- <http://www.ideadata.org/docs/2004PopbyAge.doc>

Discussion of Baseline Data:

Children 0-1 with IFSPs are from the annual 12/1/04 Child Count. They are the population from which the data for the calculation of the base year was drawn.

The selected states within the larger peer group are similar to Maine in population and a few other socio-economic characteristics. Because of the diversity among programs and because of the sizes of the populations that are being compared, it is impossible to know whether the larger or the smaller peer group provides better comparison data.

Regardless of which group Maine is compared to, the data suggest that identification of children under the age of 1 has been fairly consistent in the past 3 years. This is shown in data for Maine and the nation. If there is concern that children in Maine under the age of 3 years are benefiting from liberal criteria for eligibility, it is not borne out in the data. It is possible that they have not been identified. Maine’s identified population of children 0 through 2 is higher than the US average, but the 0-1 population is well below the US average.

The trend indicated in all the groups is flat or slightly downward but seems to be consistent across the groups. It is also consistent with a declining birth rate².

The percent of children identified by states in the peer group in 2004 are all above Maine’s percent of the population. They range from 0.87% to 1.73%. In 2004 they have all, except South Dakota and West Virginia, dropped. The national percent is close to 1.0% from 2002 to 2004.

¹ Peer Groups were established Based on Table 8.3 Number, Percentage (Based on 2003 Population Estimates), and Difference from National Baseline of Infants and Toddlers Receiving Early Intervention Services December 1, 2003” http://www.federalresourcecenter.org/frc/artbl8_3.xls Selection criteria were based on similarity of population and counts. A comparison of other demographic characteristics of selected states was done to try to assure that the states are similar enough to provide a reasonable comparison. <http://quickfacts.census.gov/qfd/index.html> The US Census Bureau’s State & County website for basic demographic profiles of each state was the source for comparative demographics in the peer group selection process.

² Merritt T. Heminway, Maine’s Disappearing Youth: Implications of a Declining Youth Population Excerpt: “Maine is losing its youth. The number of residents aged 15-29 has been steadily declining throughout the 1980s and 1990s. This unhappy trend can be traced to three separate phenomena: the birth rate among Maine people is continuing a 40-year decline; the rate of out-migration for youth has increased dramatically; and youth in-migration has slowed. This population decline is likely but the leading edge of a much wider problem, a near mirror image of the baby-boom phenomenon, an anti-boom.” <http://www.umaine.edu/mcsc/GEDC/presentations/Merritt%20Heminway%20brief.pdf>

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0.75 Percent of the 0 to 1 population.
2006 (2006-2007)	0.80 Percent of the 0 to 1 population.
2007 (2007-2008)	0.85 Percent of the 0 to 1 population.
2008 (2008-2009)	0.90 Percent of the 0 to 1 population.
2009 (2009-2010)	0.95 Percent of the 0 to 1 population.
2010 (2010-2011)	1 Percent of the 0 to 1 population.

Improvement Activities/Timelines/Resources:

Based on a review of population under 1 in peer states, it seems that the identification of children in the under 1 year age group in Maine is low. This rate may be influencing Maine’s low under 5 population growth.

Maine’s under 5 population growth is slightly lower than the national growth, 5.5% compared to 6.8%. It may be that having the 0 to 1 identification rate below the national identification rate is the cause. Maine’s peers are close to the national growth rate in their under 5 populations and above the national percent of children 0 to 1 identified. It may be that even though Maine’s growth rate may be lower than that of the US, the identification rate may be too low and efforts to identify children in that age group may need improvement. <http://quickfacts.census.gov/qfd/states/23000.html>

Consultants are currently evaluating the ChildFind methods used by the CDS System in Maine. Some of the findings of their evaluation are described briefly below. Based on their final recommendations existing policies and procedures will be revised and supplemented as necessary.

Evaluation findings:

- Public Awareness plans are incomplete,
- Mass screenings need to be more carefully planned and implemented,
- There is a lack of communication among key referral agencies,
- Key referral sources are not referring to the CDS System,
- Waiting lists are a strong deterrent for community members making referrals, and
- There is a lack of confidence in the abilities of the CDS System staff.

Based on the consultants' findings, efforts have been implemented to create solutions that remove each area of concern. keystones in the process are:

- Clarification of the purpose and need for Early Intervention,
- Enhanced public awareness campaigns,
- Identification sources that should be referring to the CDS System but are not,
- A streamlined central referral system,
- Memorandum's of Understanding (MOU) with referral sources,
- Elimination of waiting lists,
- Training programs for referral sources,
- Staff improvement programs, and
- Development of protocols for the application of mass screenings.

In the interim period there have been meetings with CDS site staff, associated State agency personnel, and the community at large to create or reinforce the awareness of the CDS System as the focal point for evaluating and providing services to children ages 0 through 2. There have also been efforts made to improve any known areas of concern and develop standard promotional materials from the various materials that exist in the system currently. A public website has been established to provide general information about the CDS System, what we do and how to contact us. The website will be expanded to inform the public about the performance of the agency, provide statistics related to the children we serve, and solicit feedback.

There is also concern that, while we may not be identifying all the eligible children through ChildFind, our eligibility criteria may be too liberal for the current economic climate. Eligibility guidelines are also under review and are expected to be more stringent. By reviewing ChildFind and eligibility criteria, we expect a net drop in enrollment for children ages 0 through 2. If, in fact, we are under-identifying children 0-1 we will still see an increase in the number of children served in that age group.

Improvement activities by year:

2005-2006:

- Review the results of our consultants' findings and begin to implement recommended changes, most of which are mentioned above,
- Continue to add to our Web presence and other broad media campaigns,
- Determine if the low rate of children with IFSPs is due to low identification rates or criteria for eligibility after they have entered the system in ChildFind,
- Develop and maintain communication with a selected group of states to compare methods and results,
- Continue to solicit input and assistance from stakeholders in the process, the Maine Advisory Council on the Education of Children with Disabilities (MACECD), provider groups, health care agencies, and
- Review and enhance the ChildLink data system codes to enable more detailed analysis of referral sources. Create periodic reports to provide summaries for analysis.

2006-2007:

- Review the first year's data to compare referral sources and target low response agencies to determine the reasons for low response.
- Incorporate any changes to eligibility criteria into the analysis of the rate of children with IFSPs.

2007-2011:

- Ongoing data collection, evaluation including the evaluation of low response referral sources.

- Review targets and compare them to peer groups and the US.

Part C State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part C / Child Find

Indicator 6: Percent of infants and toddlers birth to 3 with IFSPs compared to:

- A. Other States with similar eligibility definitions; and
- B. National data.

(20 USC 1416(a)(3)(B) and 1442)

Measurement:

- A. Percent = # of infants and toddlers birth to 3 with IFSPs divided by the population of infants and toddlers birth to 3 times 100 compared to the same percent calculated for other States with similar (narrow, moderate or broad) eligibility definitions.
- B. Percent = # of infants and toddlers birth to 3 with IFSPs divided by the population of infants and toddlers birth to 3 times 100 compared to National data.

Overview of Issue/Description of System or Process:

The identification of children in need of services has been an integral part of the Early Intervention system in Maine since the development of the CDS System. State agencies, hospitals and private providers to name a few, all refer children to the CDS System. This indicator provides one way of looking at the effectiveness of that system by focusing on a specific age group and showing the percent of children who qualified and are served by the system.

Data for this indicator is from the December 1st Child Counts 1999-2004. The data are maintained by the CDS sites, usually by a specific data coordinator at the site, and entered into the ChildLink database. The data are entered at the CDS sites on an ongoing basis. The individual site databases are submitted to the monthly and compiled into the CDS Central Office database. A preliminary run of the 12/1 Child Count is done at the CDS sites and at the CDS Central Office. The report produced by the CDS Central Office is sent to the CDS sites for verification. The verification process involves distributing lists of children at each CDS site to the CDS site case managers. The CDS site case managers verify the child’s status and return the lists to the CDS site’s data coordinator. The CDS site’s data coordinator works with the CDS Central Office data coordinator update data in the CDS Central Office database to produce the final Child Count. The database is “frozen” after the data are verified.

Children ages 0-2 with IFSPs are identified and included in the annual 12/1 Child Count, the percent of the state population that they represent is then calculated.

Baseline Data for FFY 2004 (2004-2005):

In 2004, Maine’s annual 12/1 Child Count for children ages 0- 2 was 1,169. The State population of children ages 0- 2 in 2004 was 40,683, so the percent of Maine’s children ages 0-2 served was 2.87 percent. Data for previous years are compared to those of the US and selected peer groups in the two figures that follow.

Figure C.6.1

Percent of Age 0–2 Population Served In Maine Compared To Selected Groups Of States And the US 1999 - 2004

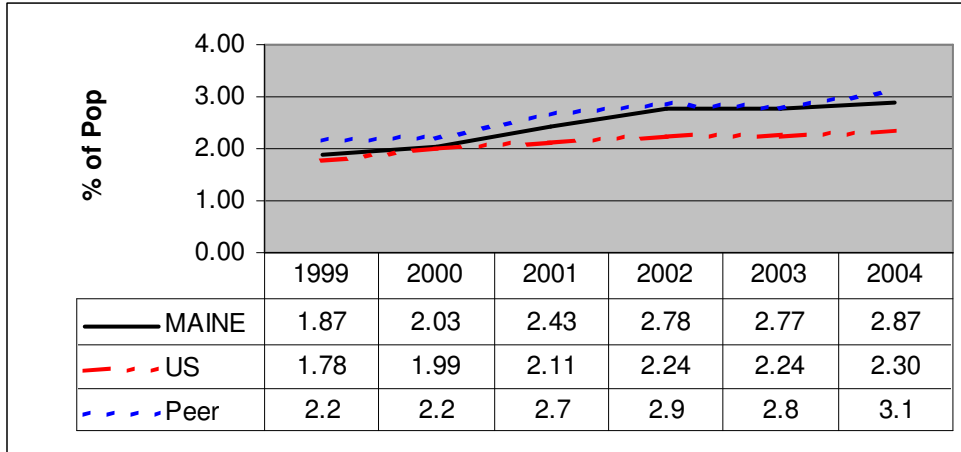


Table C.6.2

Percent of Age 0 –2 Population Served In Maine Compared To Selected Groups Of States And the US With Peer States 1999 – 2004

Peer Eligibility Subgroup States	1999	2000	2001	2002	2003	2004
DELAWARE	3.08	3.25	2.92	3.29	2.90	3.07
MAINE	1.87	2.03	2.43	2.78	2.77	2.87
NEW HAMPSHIRE	2.25	2.77	2.73	2.82	2.61	2.70
SOUTH DAKOTA	2.06	2.11	2.14	2.28	2.66	2.84
VERMONT	2.16	2.19	2.51	3.10	3.42	3.22
WEST VIRGINIA	1.41	2.13	2.66	2.85	2.73	3.26
WYOMING	2.22	2.46	2.94	3.44	3.57	3.98
Peer Average	2.2	2.4	2.6	2.9	3.0	3.1
Peer Median	2.2	2.2	2.7	2.9	2.8	3.1
National	1.78	1.99	2.11	2.24	2.24	2.30
Broad Eligibility Criteria Peer Group						
Broad Average	2.08	2.33	2.48	2.65	2.66	2.79
Broad Median	1.88	2.12	2.35	2.52	2.53	2.74

Table C.6.3
0–2 Child Count
Maine And Selected States
1999 – 2004

Peer Eligibility Subgroup States	1999	2000	2001	2002	2003	2004
DELAWARE	933	1,003	903	1,036	955	1,006
MAINE	748	842	947	1,078	1,105	1,169
NEW HAMPSHIRE	979	1,214	1,174	1,221	1,142	1,164
SOUTH DAKOTA	611	645	655	704	830	897
VERMONT	409	434	471	576	622	600
WEST VIRGINIA	833	1,288	1,553	1,619	1,517	1,985
WYOMING	401	457	531	618	672	759

Table C.6.4
0-2 Population
Maine And Selected States
1999 – 2004

Peer Eligibility Subgroup States	1999	2000	2001	2002	2003	2004
DELAWARE	30,304	30,867	30,959	31,474	32,881	32,810
MAINE	39,977	41,453	39,006	38,765	39,831	40,683
NEW HAMPSHIRE	43,559	43,897	43,027	43,222	43,959	43,104
SOUTH DAKOTA	29,625	30,516	30,599	30,885	31,183	31,624
VERMONT	18,937	19,807	18,740	18,592	18,161	18,606
WEST VIRGINIA	59,277	60,404	58,472	56,777	61,008	60,914
WYOMING	18,031	18,561	18,050	17,978	18,826	19,081

All data is from published Federal tables.

Displayed data were extracted from:

Table AH1: Number and Percentage of Infants and Toddlers Receiving Early Intervention Services 1999, 2000, 2001, 2002, 2003, 2004

- http://www.ideadata.org/tables/ar_ah1.htm
- http://www.ideadata.org/tables24th/ar_ah1.htm
- http://www.ideadata.org/tables25th/ar_ah1.xls
- http://www.ideadata.org/tables26th/ar_ah1.xls
- http://www.ideadata.org/tables27th/ar_ah1.xls

Table 8-3a. Infants and toddlers ages birth through 2 (including children at risk) receiving early intervention services under IDEA, Part C, by eligibility criteria (old), age, and state (in descending order of percent of population): 2004

http://www.federalresourcecenter.org/frc/artb18_3a.xls

Discussion of Baseline Data:

A review of children identified by peer states indicates that the identification rate for children ages 0 through 2 in Maine has been below the median identification rate of the peer³ group but is higher than the rate for the US as a whole. The percent of Main’s children 0 through 2 has stayed close to the media of the selected peer group. Note that the states in the peer group used above are a subset of the complete peer group defined as having “Broad Eligibility Criteria” in Table 8.3.

The states in the subset of the “Broad Eligibility Criteria” peer group have populations and counts of children near to that of Maine. The means and averages for the subset are a little higher than those of the broad peer group.

The rates for the larger peer group are below Maine’s rate for 2003.
 Table 8.3: 2003 “Broad Eligibility Criteria” peer group average = 2.49
 Table 8.3: 2003 “Broad Eligibility Criteria” peer group median = 2.43

The selected states within the larger peer group are similar to Maine in population and a few other socio-economic characteristics. Because of the diversity among programs, it is impossible to know whether the larger or the smaller peer group provides better comparison data.

Note: National tables AH1 and 8.3, theoretically, display the same data.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	2.80% of the 0-2 population.
2006 (2006-2007)	2.75% of the 0-2 population.
2007 (2007-2008)	2.65% of the 0-2 population.
2008 (2008-2009)	2.6% of the 0-2 population.
2009 (2009-2010)	2.6% of the 0-2 population.
2010 (2010-2011)	2.6% of the 0-2 population.

³ Peer Groups were established Based on Table 8.3 Number, Percentage (Based on 2003 Population Estimates), and Difference from National Baseline of Infants and Toddlers Receiving Early Intervention Services December 1, 2003” http://www.federalresourcecenter.org/frc/artbl8_3.xls Selection criteria were based on similarity of population and counts. A comparison of other demographic characteristics of selected states was done to try to assure that the states are similar enough to provide a reasonable comparison. http://www.federalresourcecenter.org/frc/artbl8_1.xls provided a comparison of the percent of children 0-2 for each state to the national baseline <http://quickfacts.census.gov/qfd/index.html> The US Census Bureau’s State & County website for basic demographic profiles of each state was the source for comparative demographics in the peer group selection process.

Improvement Activities/Timelines/Resources:

A preliminary review of policies for ChildFind and eligibility determination indicates that too many children may be entering the system due to overly liberal eligibility criteria. The only eligibility category for children ages 0 through 2 is Developmental Delay, so all children qualify for services if they meet the criteria for Developmental Delay. The criteria for eligibility are currently being reviewed for appropriateness.

The concerns that CDS Central Office may not be identifying all the eligible children through ChildFind and that our eligibility criteria may be too liberal for the current economic climate provide incentive to both increase and decrease our percent of identified population. If the eligibility guidelines that are currently under review are more stringent, then there will be a drop in the percent of children ages 0 through 2 identified. There is no way to know right now whether changes to the ChildFind process will offset the decrease. The net result may be a drop in the percent of the 0 through 2 population identified.

Consultants are currently evaluating the ChildFind methods used by CDS System in Maine. Some of the findings of their evaluation are described briefly below. Based on their final recommendations, existing policies and procedures will be revised and supplemented as necessary.

Evaluation findings:

- Public Awareness plans are incomplete,
- Mass screenings need to be more carefully planned and implemented,
- There is a lack of communication among key referral agencies,
- Key referral sources are not referring to the CDS system,
- Waiting lists are a strong deterrent for community members making referrals, and
- Lack of confidence in the abilities of the CDS system staff.

Based on the findings, efforts have been implemented to create solutions that remove each area of concern. keystones in the process are:

- Clarification of the purpose and need for Early Intervention,
- Enhancement of public awareness campaigns,
- Identification of sources that should be referring to the CDS system but, are not,
- Streamlined central referral system,
- Development of Memorandum's of Understanding (MOU) among referral sources,
- Elimination of waiting lists,
- Development of training programs for referral sources,
- Staff improvement programs.
- Development of protocols for the application of mass screenings.

In the interim period there have been meetings with CDS staff, associated State agency personnel, and the community at large to focus attention on CDS as the focal point for evaluating and providing services to the 0-2 age group. There have also been efforts made to improve any other known areas of concern and develop standard promotional materials from the various materials that exist in the system currently.

There is also concern that while we may not be identifying all the eligible children through ChildFind, our eligibility criteria may be too liberal for the current economic climate. Eligibility guidelines are also under review and are expected to be more stringent. By reviewing ChildFind and eligibility criteria, CDS Central Office expects a net drop in enrollment.

Improvement activities by year:

2005-2006:

- Review the results of our consultants' findings and begin to implement recommended changes, most of which are mentioned above.
- Continue to add to our Web presence and other broad media campaigns.

- Determine if the low rate of children with IFSPs is due to low identification rates or criteria for eligibility after they have entered the CDS System through ChildFind.
- Develop and maintain communication with a selected group of states to compare methods and results.
- Continue to solicit input and assistance from stakeholders in the process: MACECD (Maine Advisory Council on the Education of Children with Disabilities), provider groups, health care agencies.
- Review and enhance the ChildLink data system codes to enable more detailed analysis of referral sources. Create periodic reports to provide summaries for analysis.

2006-2007:

- Review the first year's data to compare referral sources and target low response agencies to determine the reasons for low response.
- Incorporate any changes to eligibility criteria into the analysis of the rate of children with IFSPs.

2007-2011::

- Ongoing data collection, evaluation including the evaluation of low response referral sources.
- Review targets and compare them to peer groups and the US.

Part C State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part C / Child Find

Indicator 7: 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.

(20 USC 1416(a)(3)(B) and 1442)

Measurement:

Percent = # of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting was conducted within Part C’s 45-day timeline divided by # of eligible infants and toddlers evaluated and assessed times 100.

Account for untimely evaluations.

Overview of Issue/Description of System or Process:

Currently this area is being monitored very closely. Monthly counts are submitted by the CDS sites for transmittal to Maine’s designated contact at OSEP.

This timeline is clear system wide. The calculation of the timeline has been consistent but strategies for categorizing the reasons for non-compliance have been lacking. A system has been implemented and training has occurred to insure uniform application of codes in the system. The data system has been modified to collect the codes and strategies for handling areas that are identified as problematic have been implemented.

In November 2004, the Commissioner’s Steering Committee was formed in order to advise the Commissioner and MDOE on strategies and work plans for improving Maine’s compliance with the 45 day timeline. Working with NECTAC and NERRC, Maine continues to move forward with changes to the evaluation and assessment system for children birth through two to ensure consistent practice and compliance.

Baseline Data for FFY 2004 (2004-2005):

Figure C.7.1

Timeline compliance	Feb #	Feb total pop.	Feb %	March #	March total pop.	March %	April #*	April total pop.	April %
45 day compliance	298	2476	12%	292	1768	16.52%	163	1701	9.58%
45 day - family	77	2476	3.11%	89	1768	5.03%	55	1701	3.23%
45 day- systemic	186	2476	7.51%	143	1768	8.09%	92	1701	5.41%
45 day - other	35	2476	1.41%	60	1768	3.39%	16	1701	0.94%
Timeline compliance	May #	May total pop.	May %	Jun #	Jun total pop.	Jun %	Jul #	Jul total pop.	Jul %
45 day compliance	215	1614	13%	192	1570	12.23%	147	1801	8.16%
45 day - family	43	1614	2.66%	32	1570	2.04%	42	1801	2.33%
45 day- systemic	138	1614	8.55%	123	1570	7.83%	83	1801	4.61%
45 day - other	34	1614	2.11%	37	1570	2.36%	22	1801	1.22%

SPP Template – Part C (3)

Maine

Timeline compliance	Aug #	Aug total pop.	Aug %	Sept #	Sept Total	Sept %	Oct #	Oct Total ⁴	Oct %
45 day compliance	182	1720	10.58%	176	1690	10.41%	148	1660	8.92%
45 day - family	62	1720	3.60%	77	1690	4.56%	46	1660	2.77%
45 day- systemic	105	1720	6.10%	89	1690	5.27%	91	1660	5.48%
45 day - other	15	1720	0.87%	10	1690	0.59%	11	1660	0.66%

Discussion of Baseline Data:

Figure C.7.1 does not contain a full year of baseline data. Since Maine has been working closely with OSEP to bring its 45 day timeline compliance to acceptable levels, changes have taken place in practice and the data system housed data from before February '04 are un-representative of current trends. The data in Figure C.7.1 is compiled at the CDS Central Office from information sent in by all 16 CDS sites in response to the ongoing monitoring of this issue. It is the data being sent to OSEP on a monthly basis and represents current trends.

The Column "Month #" represents the number of children whose IFSP's were not written within the 45 day timeline. The next column represents the total population of children in the system, 0-2, for that month. The final column represents the percentage of children for that month whose IFSP's did not meet the 45 day timeline.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100 percent.
2006 (2006-2007)	100 percent.
2007 (2007-2008)	100 percent.
2008 (2008-2009)	100 percent.
2009 (2009-2010)	100 percent.
2010 (2010-2011)	100 percent.

⁴ 11.30.05 - total population numbers for October are reduced by 32 for Part C and 121 for Part B 619 as one site has not completed their October summary and returned it to the State CDS office at the time these numbers were compiled

Improvement Activities/Timelines/Resources:

We will continue to focus on the analysis of problem areas. Strategies for encouraging parental responses and developing incentives for providers of services are two areas that will be at the center of improvement efforts.

A sub-group of the Commissioner's Steering Committee, the Assessment Committee, has worked over the past nine months to formulate recommendations relating to eligibility determination for children aged 0-2. The Assessment Committee evaluated many tools currently in use today and has recommended that Maine move to the use of either the Battelle II or the Bayley III to determine eligibility. The committee also recommends moving Maine to use of transdisciplinary assessment teams in order to more consistently meet the 45 day timeline.

Year 1 – 2005-2006

Over the next 9 months, the Professional Development Committee for CDS will develop and implement training in general assessment principles, the use of the Battelle II in determining eligibility, and transdisciplinary teaming will be provided to CDS employees and providers. Since redefining the data codes, implementing system wide training on the new codes, and beginning to pilot some of the recommendations of the Assessment Committee, sites have already seen reductions in children birth through two whose initial IFSP is not written within the 45 day timeline. It is anticipated that by continuing with the implementation of the Assessment Committee's recommendations, Maine will satisfy the required targets for this indicator.

Years 2-6 – 2006 – 2011

Ongoing monitoring of the rates of compliance at all 16 CDS sites will inform the necessary training and technical assistance or data management adjustments that are required at the site level to maintain acceptable compliance.

Comments related to OSEP letter to the Maine Department of Education dated 10/27/2005:

OSEP concern:

Page 8:

- II Additional Indicators That Pertain to Part C Only:
- General Supervision
- Collection and timely reporting of accurate data.

“On pages 21 – 24 of the FFY 2003 Part C APR, the State included data and information regarding reporting of accurate and timely data for infants and toddlers with disabilities, indicating that full data verification would be completed by September 1, 2005 at all 16 CDS sites.

OSEP appreciates the State's efforts and looks forward to reviewing in the State's SPP its response to the collection and timely reporting of accurate data.”

OSEP concern:

Page 16-17:

- Conclusion
- A. Parts C and B

“Regarding each of the following areas, the State must submit updated data to address noncompliance in the SPP, and OSEP will determine, based upon those data, whether the State will need to submit a Final Report, due by April 4, 2006, that includes data demonstrating full compliance:

1. Infants and toddlers and their families receive all the services identified in their IFSPs;

2. Provision of services to preschool-aged children as set forth in IEP/IFSP due to shortages in personnel; and
3. Timeline for evaluation, assessment, and holding initial IFSP Meeting.”

This indicator addresses OSEP’s concern in the sections named below:

Improvement Activities/Timelines/Resources

Monitoring Priority:

Effective General Supervision Part C / Effective Transition

Part C State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part C / Effective Transition

Indicator 8: 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.

(20 USC 1416(a)(3)(B) and 1442)

Measurement:

- A. Percent = # of children exiting Part C who have an IFSP with transition steps and services divided by # of children exiting Part C times 100.
B. Percent = # of children exiting Part C and potentially eligible for Part B where notification to the LEA occurred divided by the # of children exiting Part C who were potentially eligible for Part B times 100.
C. Percent = # of children exiting Part C and potentially eligible for Part B where the transition conference occurred divided by the # of children exiting Part C who were potentially eligible for Part B times 100.

Overview of Issue/Description of System or Process:

Maine currently has a seamless system 0-5. Chapter 180(IX.7) currently states: “The Regional Site (CDS site) Board is responsible for ensuring that all children age 2 who have been identified through the Childfind process as meeting the eligibility criteria for early intervention services have an ECT meeting, at least ninety (90) days prior to the child’s third birthday, for the purpose of developing an IFSP/IEP for implementation at no cost to the family when the child turns age 3.”

- Children ages 0-2 in Maine are eligible if they meet the criteria for “Developmental Delay”, the only disability category for that group. The fourteen disability categories for children 3-5 include “Developmental Delay” with the same set of qualifying criteria as 0-2

Baseline Data for FFY 2004 (2004-2005):

Data for this indicator are not available.

Discussion of Baseline Data:

The current data system does not record transition data other than the eligibility criteria. Based on current policies the existing services are uninterrupted by transition to Part B. Because this is a 0-5 system, there is no formal identification to the LEAs until the spring of the year that the child is eligible for Kindergarten. (Chapter 180 IX.7)

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

Year 1: 2005 – 2006

Emphasis on transition will be increased and formalized by:

- Providing additional training to sites related to the transition process including the following protocols:
 - Notify the parent that transition will occur in the next 3 to 6 months.
 - Notify the local education agency (school district) that there will be an Early Childhood Team (ECT) meeting to address transition steps.*
 - Coordinate meeting date with family and school district.
 - Send information to the family about special education eligibility at age 3.
 - Proceed with steps to prepare the toddler and family for changes in service delivery.
 - Provide information about community resources.
 - Review the IFSP to document transition outcomes by age 3.
 - For a child whose first eligibility meeting is held after age 2 years, 6 months, the IFSP developed must include transition information.

If there is any possibility that the child will qualify for special education services at age 3, a representative from the school district where the family resides should be participating in the transition process in order to ensure a smooth transition to FAPE.

- Expanding the data collection system to include elements specific to transition including but not limited to the following transition steps:

- The date of the final ECT meeting to review the IFSP for inclusion of transition needs,
- The date of notification to the LEA,
- Codified results of the meeting. The codes will provide references to special conditions encountered at the transition meeting in addition to the standard Part C Exit Codes.

Years 2-6 – 2006-2011

Monitor sites for compliance and verify data and data entry. Based on findings, continue to provide ongoing professional development and trainings to enhance understanding and compliance.

Comments related to OSEP letter to the Maine Department of Education dated 10/27/2005:

OSEP concern:

I. Related Indicators Under Parts C and B:

Page 8:

Early Childhood Transition.
Collection and timely reporting of accurate data.

Early Childhood Transition

On pages 36 and 37 of the FFY **2003 Part B** APR, the State responded to the question: “are all children eligible for Part B services receiving special education and related services by their third birthday,” by stating that 90 percent of the children served by Part C continued to be eligible under Part B and that the remainder (ten percent) of the children exited Part C. OSEP appreciates the State’s efforts in this area and looks forward to reviewing data and information in the SPP regarding early childhood transition.

On page 43 of the FFY 2003 **Part C** APR, State included data and information regarding children transitioning from Part C to Part B indicating that 89.1 percent of children transitioning out of Part C were found eligible for services under Part B in 2004. On page 43, the State included a target for 2004 - 2005 stating that all children turning three would have a transition planning conference at least 90 days prior to the third birthday and this would be evaluated through monitoring. OSEP looks forward to reviewing the State’s updated data in response to indicator number 8 in the SPP.

This is supplemental data related to Part C Indicator 8 but is included solely for the purpose of addressing OSEPs request to review progress related to PartC to Part B Exit data:

The data below provide an accounting of children who left the Part C system in the specified time frames it is included in response to OSEP’s letter and should not be considered a response to this indicator.

Figure 8.C.1

TABLE 3		
REPORT ON INFANTS AND TODDLERS EXITING PART C PROGRAMS		
2004-2005		
For the period 12/1/2003 - 11/30/2004		
REASONS FOR EXIT	TOTAL	Percent
TOTAL NUMBER OF INFANTS AND TODDLERS EXITING	1478	100
1. COMPLETION OF IFSP PRIOR TO REACHING MAXIMUM AGE FOR PART C	112	7.6
2. PART B ELIGIBLE	1234	83.5
3. NOT ELIGIBLE FOR PART B, EXIT TO OTHER PROGRAMS	2	0.1

4. NOT ELIGIBLE FOR PART B, EXIT WITH NO REFERRALS	0	0.0
5. PART B, ELIGIBILITY NOT DETERMINED	45	3.0
6. DECEASED	2	0.1
7. MOVED OUT OF STATE	35	2.4
8. WITHDRAWAL BY PARENT (OR GUARDIAN)	40	2.7
9. ATTEMPTS TO CONTACT UNSUCCESSFUL	8	0.5

Figure 8.C.1 is based on the OSEP Part C Child Count Table 3 that was submitted to OSEP in October of 2005. It should be considered the most accurate data to date. It supercedes previously submitted data.

OSEP concern:

I. Related Indicators Under Parts C and B:

Page 8:

Collection and timely reporting of accurate data

As documented in OSEP’s February 2004 verification letter, DOE reported that: (1) it was not fully confident in the accuracy of its Part C settings and exit data; (2) the error rate in the settings data could be as high as 20 percent; and (3) MDOE was concerned that the accuracy of the exit data was affected by the fact that many service coordinators did not understand that children are “exiting” Part C, when they reach age three (thus aging out of Part C eligibility) and continue to receive services from CDS under §619. OSEP’s verification letter required MDOE to submit, within 60 days from the date of the letter, its plan for ensuring that the Part C settings and exiting data provided as part of the next required submission of IDEA §618 data were accurate. MDOE submitted this plan in its FFY 2002 APR. In its March 2005 response to the State’s FFY 2002 Part C APR, OSEP accepted the strategies and timelines that the State proposed in its FFY 2002 Part C APR to ensure such accuracy, and required the State to include, in its next Part C report under §618, confirmation that MDOE implemented the revised data collection procedures to ensure accurate data submissions under §618, and ensure that the §618 data report contained accurate settings and exit data.

This indicator addresses OSEP’s concern in the sections named below:

Improvement Activities/Timelines/Resources

Monitoring Priority:

Effective General Supervision Part C / General Supervision

Part C State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 9: 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.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:

- A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:
B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:
C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:

Overview of Issue/Description of System or Process:

This indicator will require a constant dialog between Maine’s Part C coordinator and a clearly designated federal coordinator to develop and maintain a vision of what constitutes priority areas, correction, and timelines for correction. Currently, the State and federal coordinators are in place and have an established relationship that is conducive to dialog.

Measurement specific:

- A.) This document sets out the priority areas. OSEP’s annual review and feedback letter specify the findings that will provide the basis for the numerical analysis of this indicator.
B.) Documented dialog between the Part C and federal coordinators will provide the information necessary for this calculation.
C.) The Due Process section of Maine’s Department of Education will maintain data for this part of the indicator and will provide a numerical summary of activities. In addition, the Part C coordinator will maintain a documented history of complaints and their subsequent correction that occur outside the MDOE’s Due Process purview.

Baseline Data for FFY 2004 (2004-2005):

Maine is 100 percent compliant.

Discussion of Baseline Data:

A.) Base year data are from the March 2005 feedback letter. The letter defines 9 specific findings. All the recommendations and requirements specified have been fulfilled. During the summer months of 2005, monitoring visits to all 16 CDS sites have identified a number of technical assistance needs and improvement opportunities.

B and C) There is no non-compliance for Part C due process.

This is a compliance indicator so the target is set by OSEP at 100%.

FFY	Measurable and Rigorous Target		
	Noncompliance related to monitoring priority areas and indicators	Noncompliance related to areas not included in the above monitoring priority areas and indicators	Noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.)
2005 (2005-2006)	100%	100%	100%
2006 (2006-2007)	100%	100%	100%
2007 (2007-2008)	100%	100%	100%
2008 (2008-2009)	100%	100%	100%
2009 (2009-2010)	100%	100%	100%
2010 (2010-2011)	100%	100%	100%

Improvement Activities/Timelines/Resources:

In April of 2005, MDOE staffed a monitoring position for Part C and Part B 619. In the summer of 2005, all 16 sites received on site file reviews to ascertain a baseline for needed training for the coming year.

Years 1-2:

Training and professional development opportunities will be planned to answer needs identified through the site file reviews. The focused monitoring plan for the Child Development Services System will be developed and will be implemented starting in the Autumn of 2006. This includes:

- The transition between Part C and Part B (619),
- Documentation and the process in regard to ESY determinations that are not consistent from site to site,
- Use of Prior Written Notice,
- Consistency of IFSP / IEP writing,
- Tracking dates of service and current service providers.

Part C State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 10: 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.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:

Percent = (# complaints with reports issued within timelines + # of complaints issued within extended timelines) divided by (# of complaints with reports issued) times 100.

Overview of Issue/Description of System or Process:

Complaints are tracked in detail using the Due Process Office database (DOCKET). The database includes the report issued date and resolution dates for all complaint investigations. Timeline extensions can be granted under specific guidelines.

The DPO provided training to Complaint Investigators during the spring of 2005.

Baseline Data for FFY 2004 (2004-2005):

Most recent data available are for the 2005 calendar year as reported in the September 2005 letter to OSEP:

Part C Signed, written complaints	
Signed, written complaints total	1
Complaints with reports issued	0
Reports with findings	0
Reports without findings	0
Reports within timeline	0
Reports within extended timelines	0
Complaints withdrawn, dismissed, or no jurisdiction	1
Complaints pending	0
Complaint pending a due process hearing	0

Percent = 100%

Discussion of Baseline Data:

One complaint pertaining to children 0-2 years in age was not investigated, because it was withdrawn.

Complaints are very rarely filed for children aged 0-2 years of age. Compliance with this measure in 2005 is likely.

This is a compliance indicator so the target is set by OSEP at 100%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

The DPO has sent a memo to Complaint Investigators regarding more formalization of the extension of complaint investigations, guidance regarding clear criteria of granting extensions, and the inception of case conferences to discuss complaint investigation report drafts. The DPO is in the process of finalizing an internal list of “extenuating circumstances” to distribute to complaint investigators as guidance for them and DPO for the consideration of requests for extensions.

Part C State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 11: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:

Percent = (hearing decisions within timeline + hearing decisions within extended timeline) divided by Hearings (fully adjudicated) times 100.

Overview of Issue/Description of System or Process:

Hearings are tracked in detail using the Due Process Office (DPO) database (DOCKET). The database includes the *report issued date* and *resolution dates* for all hearings. Timeline extensions can be granted by the hearing officer at the request of either or both parties. If a hearing officer grants an extension, the hearing officer must provide to the parties and the DPO a new date certain for the issuance of the hearing decision.

Resolution sessions and agreements are new requirements that will be discussed in Indicator 18.

Baseline Data for FFY 2004 (2004-2005):

Part C Hearing requests	
Hearing requests total	0
Resolution sessions	
Settlement agreements	0
Hearings (fully adjudicated)	0
Decisions within timeline	0
Decisions within extended timeline	0

Part C Expedited hearing requests	
Expedited hearing requests total	0
Resolution sessions	0
Settlement agreements	0
Expedited hearings (fully adjudicated)	0
Change of placement ordered	0

Percent = 100%

Discussion of Baseline Data:

No cases pertaining to children 0-2 years in age.

This is a compliance indicator so the target is set by OSEP at 100%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

From January 2005 through May 23, 2005, the DPO had only one hearing officer. This was due to the fact that the DOE received a very poor response to the RFP's for hearing officers and complaint investigators. By June of 2005, the DPO had appointed two more hearing officers. On August 2, 2005, the DPO met with six hearing officers, four of whom are on the regular hearing roster and two of whom are back-up/emergency basis hearing officers. The appointment of more hearing officers is a significant improvement to our hearing services.

After the October 2003 OSEP review and the subsequent letter, the DPO improved the hearing extension request form; it requires the hearing officer to let the parties and the DPO know a new date certain for issuance of the hearing decision when an extension is granted (extensions can only be requested by the parties).

In response to the July 1, 2005 effective date of the IDEA, the Commissioner issued Informational Letters #18 and #20 regarding filing for hearings and expedited hearings.

Due to the relatively small pool of attorneys in Maine who represent schools and families, oftentimes, if there are multiple hearings scheduled during the same time period. If these attorneys are representing the parties, the hearing officers will frequently receive numerous requests for extensions for the hearings over which they are presiding.

In response to the IDEA statute and in order to promote resolution of the issues brought to a hearing, the DPO is scheduling mediations to occur on the 21st day after the LEA has received the request for hearing if both parties are willing to participate in mediation. Then, if the resolution session is waived by both parties or unsuccessful, the parties can participate in mediation.

A peer reviewer has been contracted to read and comment on drafts of hearing decisions.

Part C State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 12: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted).

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:

Percent = # of settlement agreements divided by # of resolution sessions times 100.

Overview of Issue/Description of System or Process:

This is a new indicator that is resolved from new data inputs “Resolution sessions” and “Settlement agreements” that will be counted in our due process data. The MDOE-DPO has developed a resolution session status form for LEAs to fill out when they have received a request for a hearing from parents. In response to the IDEA, the DPO has added to its docket database status drop-down list the following:

1. “Partially resolved resolution session” to indicate that part of the issues brought in a hearing request have been resolved in a resolution session, (NOTE: If the hearing request is withdrawn and the rest of the issues are not taken forward for adjudication, the withdrawal of the hearing status would be “withdrawn with and without prejudice”. The issues not resolved in the resolution session could be brought to DPO in a new hearing request.)
2. “Resolved resolution session” to indicate that all of the issues brought in a hearing request have been resolved in a resolution session,
3. “Voided” to indicate the LEA or the parents exercised their right to void the resolution session agreement within three business days of the execution of the agreement,
4. “Waived” to indicate the parties have agreed to waive the resolution session and either have chosen to participate in mediation or wish to proceed directly to a due process hearing,
5. “Not applicable” to indicate that the initiating party is the LEA and a resolution session is not required in this sort of hearing or that an expedited hearing has been requested,
6. “DPO decision” to indicate that the DPO has declined to make arrangements for an expedited hearing request for reasons other than disciplinary issues,
7. “Not resolved” to indicate that a resolution session was held but did not result in an agreement.

The performance data will be accounted for in the charts shown in Indicator 17.

The Maine DOE Commissioner has sent out an informational letter #12 regarding resolution sessions.

Baseline Data for FFY 2004 (2004-2005):

This is a new indicator and there is no baseline data available.

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Part C State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 13: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement:

Percent = (mediation agreements for mediations related to due process + mediation agreements for mediations NOT related to due) divided by # mediations completed times 100.

Overview of Issue/Description of System or Process:

Mediations are tracked in detail using the Due Process Office database (DOCKET). The database includes the report issued date and resolution dates for all mediations.

The DPO provided training to mediators on March 18, 2005.

Baseline Data for FFY 2004 (2004-2005©: (Actual data for 2005 calendar year only.)

Part C Mediation requests	
Mediation requests total	0
Mediations	0
Mediations related to due process (for hearings & expedited hearings)	0
Mediation agreements	0
Mediations not related to due process (for stand-alone mediations & complaint investigations)	0
Mediation agreements	0
Mediations declined	0
Mediations open	0

Percent = 100%

Discussion of Baseline Data:

One 1 mediation associated with a request for a complaint investigation pertaining to children 0-2 years in age was mediated in 2005. Value for Measurable and Rigorous Targets are set based on performance in Part B Indicator 19, where mediation quantities are large enough to provide statistical confidence.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	76%

2006 (2006-2007)	77%
2007 (2007-2008)	78%
2008 (2008-2009)	80%
2009 (2009-2010)	82%
2010 (2010-2011)	85%

Improvement Activities/Timelines/Resources:

The DPO has changed the docket designation of stand-alone mediations to “S” so as to differentiate them from mediations associated with complaint investigations, hearings and expedited hearings. This improves the data collection process.

When a dispute resolution request is received for a complaint investigation, hearing or expedited hearing & the initiating party has indicated an unwillingness to participate in mediation, DPO staff follow up with the initiating party to discuss the benefits of mediation, the difference between mediation & a PET meeting, the expertise & objectivity of the mediator & the wide scope of issues in hopes that the person will choose to participate in mediation.

With the advent of the resolution session for hearings initiated by parents, the DPO mediation process has been put in a deferential position vis-à-vis the resolution session timeframe. If both parties agree to participate in mediation within the timelines of a hearing requested by a family, the DPO sets up the mediation to occur on or after the 21st day from the receipt of the request for hearing.

Part C State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 14: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Measurement: Submitted on or before due dates (February 1 for child count, including race and ethnicity, settings and November 1 for exiting, personnel, dispute resolution)

Overview of Issue/Description of System or Process:

The Maine Department of Education is required to report annually to the US Department of Education, Office of Special Education Programs on elements of the special education data. Data for these reports are taken from the annual student count done at each LEA in December and subsequent data analysis completed within the Maine Department of Education.

Baseline Data for FFY 2004 (2004-2005):

Data requirement	Content	Due Data	Actual Date
Table 1	Child Count	February 1, 2005	January 28, 2005
Table 2	Settings	November 1, 2004	October 29, 2004
Table 3	Exiting	November 1, 2004	October 29, 2004
Table 4	Services	November 1, 2004	October 29, 2004
Table 5	Personnel	November 1, 2004	October 29, 2004
Part C APR	Annual Performance Report	April 1, 2005 deferred by letter to May 4, 2005	May 4, 2005

Discussion of Baseline Data:

Submitting data on time has been a priority for the Data Management/Finance and Federal Programs/Research and Evaluation team in the Office of Special Services. Reports are submitted on time. The annual performance report for the 2003-2004 school year was delayed to address a March 4, 2005 letter (page 22 - "within 60 days of this letter") from the Office of Special Education Programs (OSEP) in order to provide adequate response to specific inquiry posed and non-compliance indicated in the letter. The deferred date was May 4, 2005.

Maine’s current and sustained performance to this indicator is 100%. This is a compliance indicator so the target is 100%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%

Improvement Activities/Timelines/Resources:

Years 1-6:

Maine will continue to track required report deadlines and ensure completion on time.

Child count data are being provided in-part using an electronic upload to the OSEP EDEN database. Additional data elements and other improvement will continue as they are defined.

Part C – SPP /APR Attachment 1

**Report of Dispute Resolution Under Part C of the Individuals with Disabilities Education Act
Complaints, Mediations, Resolution Sessions, and Due Process Hearings**

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	1
(1.1) Complaints with reports issued	0
(a) Reports with findings	0
(b) Reports within timeline	0
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	1
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	
(2.1) Mediations	0
(a) Mediations related to due process	0
(i) Mediation agreements	0
(b) Mediations not related to due process	0
(i) Mediation agreements	0
(2.2) Mediations not held (including pending)	0

SECTION C: Hearing requests	
(3) Hearing requests total	0
(3.1) Resolution sessions	
(a) Settlement agreements	
(3.2) Hearings (fully adjudicated)	0
(a) Decisions within timeline	0
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	
(a) Settlement agreements	
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Appendices

IDEA Advisory Panel (MACECD)	Member Name
(i) Parents of children with disabilities (ages birth through 26).	Alyssa Barker, Brenda Bennett, Janet Williams (8), Deb Dunlap (10), Angela Harvey (12), Sue Henri-Mackenzie, Phil Potenziano, Melissa Kneeland (5,7), Lisa Smith (12, 14), Susan Witt, Howard Wright, Dee Wright
(ii) Individuals with disabilities;	Brenda Bennett, Deb Gardner, Lisa Smith
(iii) Teachers	Angela Delorme, Nancy Sullivan
(iv) Representatives of institutions of higher education that prepare special education and related services personnel.	Loraine Spenciner
(v) State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).	Shelley Reed
(vi) Administrators of programs for children with disabilities.	Tom Bouchard, Bill Breton, James Kilbride, Meg Waters, Barb Neilly Patti Williams, Teresa Berkowitz, Shannon Welsh
(vii) Representatives of other State agencies involved in the financing or delivery of related services to children with disabilities.	Rachel Posner, Patti Williams, Chris Bean
(viii) Representatives of private schools and public charter schools.	Tom Bouchard
(ix) Not less than 1 representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities.	Libby Sterling, Kathy Adams
(x) A representative from the State child welfare agency responsible for foster care.	Linda Brissette
(xi) A representative from the State juvenile and adult corrections agencies.	Ellis King
State Interagency Coordinating Council	
A) PARENTS.-- Not less than 20 percent of the members shall be parents of infants or toddlers with disabilities or children with disabilities aged 12 or younger, with knowledge of, or experience with, programs for infants and toddlers with disabilities. Not less than 1 such member shall be a parent of an infant or toddler with a disability or a child with a disability aged 6 or younger.	Angela Harvey, Janet Williams, Deb Dunlap, Melissa Kneeland
B) SERVICE PROVIDERS.-- Not less than 20 percent of the members shall be public or private providers of early intervention services.	Maribeth Barney, Jonathan Kimball, Margi Snyder, Diane Smith, Kim Megrath, Lori Hasenus
C) STATE LEGISLATURE.-- Not less than 1 member shall be from the State legislature.	Nancy Sullivan
D) PERSONNEL PREPARATION.-- Not less than 1 member shall be involved in personnel preparation.	Loraine Spenciner
E) AGENCY FOR EARLY INTERVENTION SERVICES.-- Not less than 1 member shall be from each of the State agencies involved in the provision of, or payment for, early intervention services to infants	Maribeth Barney, Patti Williams

SPP Template – Part C (3)

Maine

and toddlers with disabilities and their families and shall have sufficient authority to engage in policy planning and implementation on behalf of such agencies.	
F) AGENCY FOR PRESCHOOL SERVICES.-- Not less than 1 member shall be from the State educational agency responsible for preschool services to children with disabilities and shall have sufficient authority to engage in policy planning and implementation on behalf of such agency.	Maribeth Barney
G) STATE MEDICAID AGENCY.--Not less than 1 member shall be from the agency responsible for the State medicaid program.	MaryAnn Anderson
H) HEAD START AGENCY--Not less than 1 member shall be a representative from a Head Start agency or program in the State.	Judy Reidt-Parker
I) CHILD CARE AGENCY--Not less than 1 member shall be a representative from a State agency responsible for child care.	Carolyn Drugge
J) AGENCY FOR HEALTH INSURANCE--Not less than 1 member shall be from the agency responsible for the State regulation of health insurance.	Glenn Griswold
K) OFFICE OF THE COORDINATOR OF EDUCATION OF HOMELESS CHILDREN AND YOUTH--Not less than 1 member shall be a representative designated by the Office of Coordinator for Education of Homeless Children and Youths.	Shelley Reed
L) STATE FOSTER CARE REPRESENTATIVE--Not less than 1 member shall be a representative from the State child welfare agency responsible for foster care.	Linda Brissette
M) MENTAL HEALTH AGENCY--Not less than 1 member shall be a representative from the State agency responsible for children's mental health.	Rachel Posner
N) OTHER MEMBERS--The council may include other members selected by the Governor, including a representative from the Bureau of Indian Affairs (BIA), or where there is no BIA-funded school, from the Indian Health Service or the tribe or tribal council.	Lisa Collins, Linda Huff, Jean Eaton

Appendix

SPP/MACECD Stakeholders Committee - Five Committees:

Indicators and participants are shown in the table below:

Interest Sub-Group	Indicators	Participant	Allegiance
Early Transition	Part B: 7, 12 Part C: 3, 7	Dee Wright Howard Wright Jonathan Kimball Loraine Spenciner Maribeth Barney Angela Delorme Aymie Walshe	Grandparent Grandparent Program Administrator Personnel Prep. Educator Early Education Administrator Parent, Teacher DOE Technical Assistant
Identification and Disproportionality	Part B: 5, 6, 9, 10 Part C: 2, 5, 6	Lisa Smith Terry Berkowitz William Breton Patti Williams Deb Gardner Margi Snyder Carolyn Drugge Dana Duncan	Parent Service Provider Special Education Director State Agency Representative Individual with Disabilities Service Provider State Agency Leader DOE Technical Assistant
Parent Involvement	Part B: 8 Part C: 4	Kathy Adams Brenda Bennett Deb Dunlap Angela Harvey James Kilbride Kim Megrath Rachel Posner Barb Neilly Pam Rosen	Service Provider Service Provider Parent Parent Special Education Director Service Provider State Agency Representative Principal (Elementary) DOE Technical Assistant
Quality Assurance	Part B: 11, 13, 15 – 20 Part C: 1, 7, 9 - 14	Nancy Sullivan Phillip Potenziano Shannon Welch Diane Smith Libby Sterling Anna Feeny Pauline Lamontagne	State Legislator/Teacher Special Service Co-Director Superintendent Attorney Service Provider DOE Technical Assistant DOE Technical Assistant
Student Performance	Part B: 1, 2, 3, 4, 14	Sue Henri-MacKenzie Chris Bean Lori Hasenfus Tom Bouchard Shelley Reed Glenn Griswold George Smith	Parent – MACECD President State Agency Representative Special Education Director Teacher, Administrator Homeless Children/Youth Rep. Bureau of Insurance DOE Technical Assistant

MACECD 05-06

COMMITTEE QUESTIONNAIRE

Please enter your name in the space provided then check the appropriate box to indicate your interest in participating in a MACECD Committee charged with studying each of the following items. Note: all items refer to children with disabilities. Please be sure to rank each of the 15 items.

NAME:	Highest importance this year	Willing to study this year	Prefer not to study this year	No interest at this time
Dropouts and graduation				
Family participation in identifying and service planning				
Transition to pre-school				
Inclusion of children in mainstream classrooms				
Assuring that schools (LEA's) are in compliance with rules				
Use of accommodations for participation in assessments				
	Highest importance this year	Willing to study this year	Prefer not to study this year	No interest at this time
School facilitation of parent involvement				
Exits from successful intervention for 0-2 year-olds				
Natural environments for young children				
Accessible and effective dispute resolution				
Suspensions and expulsions				
Parents of infants/toddlers understanding their rights				
Use of IEP's for 3-year-olds				
Ethnic representation in special education				
Timely and accurate DOE reporting.				

COMMITTEE MEMBERSHIP KEY

Highest importance this year 4	Willing to study this year 3	Prefer not to study this year 2	No interest at this time 1
--	--	---	--

Student Performance

- 1. Drop-outs and graduation
- 6. Use of accommodations for participation in regular assessments
- 11. Suspensions and expulsions

Parent Involvement

- 2. Family participation in identifying and service planning
- 7. School facilitation of parent involvement
- 12. Parents of infants and toddlers understanding their rights

Early Transition

- 3. Transition to pre-school
- 8. Exits from successful intervention for 0-2 year olds
- 13. Use of IEP's for 3-year-olds

Identification and Disproportionality

- 4. Inclusion of children in mainstream classrooms
- 9. Natural environments for young children
- 14. Ethnic representation in special education

Quality Assurance

- 5. Assuring that schools (LEA's) are in compliance with rules
- 10. Accessible and effective dispute resolution
- 15. Timely and accurate DOE reporting

Student Performance	Parent Involvement	Early Transition	Identification and Disproportionality	Quality Assurance
Item 1:	Item 2:	Item 3:	Item 4:	Item 5:
Item 6:	Item 7:	Item 8:	Item 9:	Item 10:
Item 11:	Item 12:	Item 13:	Item 14:	Item 15:
SP TOTAL:	PI TOTAL:	ET TOTAL:	I&D TOTAL:	QA TOTAL:

NAME: _____

COMMITTEE: _____

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Paul Carrier	Portland Press Herald
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Todd Benoit	Bangor Daily News
city editor	Bangor Daily News
Misty Edgecomb	Bangor Daily News
Dawn Gagnon	Bangor Daily News
Meg Haskell	Bangor Daily News
Nok Noi Hauger	Bangor Daily News
Rick Levasseur	Bangor Daily News
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Sharon Mack	Bangor Daily News
Jeff Tuttle	Bangor Daily News
Susan Young	Bangor Daily News
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Jodi Hausen	Sun Journal
Lindsay Tice	Lewiston Sun Journal
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	Scarborough Leader
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	Star Herald
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Richard Lizotte	Sun Chronical – Saco
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	The Waldo Independent
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	The Weekly Packet
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INFORMATIONAL LETTER: 53

POLICY CODE: EH

TO: Superintendents, Assistant Superintendents, Special Education Directors, Child Development Services (CDS) Directors

FROM: Susan A. Gendron, Commissioner

DATE: October 25, 2005

RE: Impact on School Administrative Districts (SAUs) and Child Development Services (CDS) Sites of new data collection requirements and public reporting by Maine Department of Education (MDOE) under the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004

A. KEY POINTS RE: IDEIA CHANGES:

- The Federal Individuals with Disabilities Education Improvement Act (IDEIA) requires the Maine Department of Education (MDOE) Office of Special Services (OSS) to develop and submit a six year State Performance Plan (SPP) by December 2, 2005 to the United States Department of Education (US DOE) Office of Special Programs (OSEP).
- The SPP consists of 34 performance indicators used to monitor performance of which 22 rely on data collected from the School Administrative Units (SAUs) and CDS Sites.
 - IDEIA Part B (three through twenty years of age), consists of 20 indicators, 8 of which are new. Fourteen of these rely on data collected from the SAUs and CDS Sites.
 - IDEIA Part C (birth through two years of age), consists of 14 indicators, 3 of which are new. Eight of these indicators rely on data collected from the CDS Sites.
- Progress toward “Measurable and Rigorous Targets” in the SPP is reported in the Annual Performance Report the MDOE will send to the US DOE OSEP each year beginning on February 7, 2007.

The US DOE OSEP requires the MDOE OSS to convene a stakeholder group to participate in developing the SPP. OSEP suggested using the Maine Advisory Council on the Education of Children with Disabilities (MACECD). This fall, MACECD has been meeting in Augusta to review the 34 draft indicators, render advice and assist in setting the annual “Measurable and Rigorous Targets” for each indicator.

B. IMPLICATIONS FOR SAUs and CDS Sites: Data Collection and Public Reporting

1. “Measurable and Rigorous Targets” are set by MDOE OSS using MACECD input.
2. The US DOE OSEP expects that all SAUs and CDS Sites will meet these “Measurable and Rigorous Targets.”
3. Progress toward the “Measurable and Rigorous Targets” must be reported by MDOE OSS annually to the US DOE OSEP beginning in February, 2007 and must be made public on the SPP website and through other media.

C. PUBLIC ACCESS TO INFORMATION

The website contains additional information about the SPP and a link to the federal website that contains the indicators that are the focus of this letter.

<http://www.maine.gov/education/specedd/data/stateperformanceplan.htm>

The SPP will be made available on the SPP website after its submission to the US DOE OSEP on December 2, 2005. The SPP will contain baseline data for indicators for which data has traditionally been collected and the annual “Measurable and Rigorous Targets.” The SPP will also contain plans for collecting baseline data for new indicators.

For more information about the SPP submission process and its implications for SAUs and CDS Sites, please contact Dr. Pamela Rosen at 207-624-6648 or pam.rosen@maine.gov.

INFORMATIONAL LETTER: 12

POLICY CODE: JI A

TO: Superintendents of Schools; CDS Site Directors; MADSEC; Disability Rights Center; Maine Parent Federation

FROM: Susan A. Gendron, Commissioner of Education

DATE: August 15, 2005

RE: Resolution Sessions

In the recently enacted Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, Section 615(f)(1)(B), it states

(B) RESOLUTION SESSION.—

(i) PRELIMINARY MEETING.—Prior to the opportunity for an impartial due process hearing under subparagraph (A), the local educational agency shall convene a meeting with the parents and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the complaint

(I) within 15 days of receiving notice of the parents’ complaint;

(II) which shall include a representative of the agency who has decisionmaking authority on behalf of such agency;

(III) which may not include an attorney of the local educational agency unless the parent is accompanied by an attorney; and

(IV) where the parents of the child discuss their complaint, and the facts that form the basis of the complaint, and the local educational agency is provided the opportunity to resolve the complaint, unless the parents and the local educational agency agree in writing to waive such meeting, or agree to use the mediation process described in subsection (e).

(ii) HEARING.—If the local educational agency has not resolve the complaint to the satisfaction of the parents within 30 days of the receipt of the complaint, the due process hearing may occur, and all of the applicable timelines for a due process hearing under this part shall commence.

(iii) WRITTEN SETTLEMENT AGREEMENT.—In the case that a resolution is reached to resolve the complaint at a meeting described in clause (i), the parties shall execute a legally binding agreement that is—

(I) signed by both the parent and a representative of the agency who has the authority to bind such agency; and

(II) enforceable in any State court of competent jurisdiction or in a district court of the United States.

(iv) REVIEW PERIOD.—If the parties execute an agreement pursuant to clause (iii), a party may void such agreement within 3 business days of the agreement’s execution.

The local educational agency (LEA) is responsible for:

- 1) keeping close track of the receipt of a request for a hearing from a parent;
- 2) sending a facsimile of that request to the State educational agency (SEA) on the date the LEA receives it or no later than the close of the next business day;
- 3) complying with the timelines for the resolution meeting as well as other applicable timelines at §615(c)(2)(B)(i)(I), §615(c)(2)(B)(ii) and §615(c)(2)(C);
- 4) arranging for and holding the resolution meeting unless the LEA and the parents have waived the resolution session, agreed to participate in mediation or decided to go directly to a hearing;
- 5) notifying the Maine Department of Education, Due Process Office if the LEA and the parents have waived the resolution session and want to participate in mediation; and
- 6) notifying the Maine Department of Education, Due Process Office of the status of the resolution session if the resolution session was held.

If a recipient of this memorandum has questions about the content of this memo, please contact the Due Process Office by e-mail at patricia.neumeier@maine.gov or by phone at 624-6644.

(See enclosed form for notification of the SEA of the status of the resolution session.)

INFORMATIONAL LETTER: 18

POLICY CODE: JIA/IHBA

TO: Superintendents of Schools; CDS Site Directors; MADSEC; Disability Rights Center; Maine Parent Federation

FROM: Susan A. Gendron, Commissioner of Education

DATE: August 24, 2005

RE: Filing a request for a due process hearing (referred to in the Federal statute as a “due process complaint”)

The Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 went into effect July 1, 2005. In Section 615, “Procedural Safeguards” of the IDEIA 2004 statute, subsection (b) states,

The procedures required by this section shall include the following: ...

(6) An opportunity for any party to present a complaint –

(A) with respect to any matter relating to the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to such child; and

(B) which sets forth an alleged violation that occurred not more than 2 years before the date the parent or public agency knew or should have known about the alleged action that forms the basis of the complaint, or, if the State has an explicit time limitation for presenting such a complaint under this part, in such time as the State law allows, except that the exceptions to the timeline described in subsection (f)(3)(D) shall apply to the timeline described in this subparagraph.

(7)(A) Procedures that require either party, or the attorney representing a party, to provide due process complaint notice in accordance with section (c)(2) (which shall remain confidential) –

(i) to the other party, in the complaint filed under paragraph (6), and forward a copy of such notice to the State educational agency; and

(ii) that shall include-

(I) the name of the child, the address of the residence of the child (or available contact information in the case of a homeless child), and the name of the school the child is attending;

(II) in the case of a homeless child or youth (within the meaning of section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), available contact information for the child and the name of the school the child is attending;

(III) a description of the nature of the problem of the child relating to such proposed initiation or change, including facts relating to such problem; and

(IV) a proposed resolution of the problem to the party at the time.

(B) A requirement that a party may not have a due process hearing until the party, or the attorney representing the party, files a notice that meets the requirements of subparagraph (A)(ii).

In subsection (b)(7)(A)(i) the Act implies that, the “other party” must be the first recipient of a request for a due process hearing; then the initiating party must forward a copy of the notice of request for a due process hearing to the State educational agency (SEA). Therefore, the official date of receipt of a request for a due process hearing is the date it is received: (1) by a local educational agency (LEA) (also called a school administrative unit in Maine) from a parent; or (2) by a parent from an LEA. In other words, the “clock” for all of the IDEIA statutory requirements around hearings starts “ticking” when the “other party” (LEA or parent) receives the notice of a request for a due process hearing. Even though the revised IDEIA clearly puts the burden of notifying the SEA on the party who initiates the complaint (either LEA or parents), because the date on which the complaint is received is critical for setting the “clock” in motion, the Due Process Office (DPO) expects the LEA to notify it of either the receipt of a notice of a request for a due process hearing from a parent or the receipt by a parent of the LEA’s request for a due process hearing.

Thus, an LEA must keep close track of: (1) the date on which notice of a request for a due process hearing is received from a parent and immediately send a telephone facsimile (FAX) copy of the notice, with the date stamp received indicated on the notice, to the SEA; and, (2) the date on which notice of an LEA-initiated due process hearing is received by a parent (an LEA may want to consider utilization of a postal service receipt confirmation for notices that apply to this). This tracking would involve the LEA providing information about this to all support staff persons who open surface mail to the LEA, and receive FAXes for the LEA, and hand-delivered documents in the LEA.

Under the Individuals with Disabilities Education Act (IDEA) of 1997, the DPO has accepted, up through the end of business June 30, 2005, FAXed copies of notices of request for due process hearings and has counted the FAX receipt date as the official receipt date of the request. Under the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, after July 1, 2005, LEAs must follow this acceptance of FAXed copies of such notices and count the FAX receipt date as the official receipt date.

The DPO is enclosing a copy of the new Dispute Resolution Request (DRR) form for hearings for LEAs to have on file and distribute to parents who might express interest in filing for a due process hearing. Although, under the IDEA of 1997, the DPO has encouraged parents, through the end of business June 30, 2005, to use the DRR form when filing for a due process hearing and has received a large majority of hearing requests via DRR forms, under the IDEIA of 2004, after July 1, 2005, if an LEA receives a written notice of a request for a due process hearing, other than on a DRR form, and the notice contains the required notice contents (subsection (b)(7)(A)(ii)), it must be accepted and date stamp received as a request.

If a recipient of this memorandum has questions about the content of this memo, please contact the DPO by e-mail at patricia.neumeier@maine.gov or by phone at 624-6644.

Enclosure: [Hearing Request Form](#)

INFORMATIONAL LETTER 20

POLICY CODE: IHBA

TO: Superintendents of Schools; Special Education Directors; CDS Site Directors; Maine Parent Federation; Disability Rights Center; Special Education Law Attorneys

FROM: Susan A. Gendron, Commissioner of Education

DATE: August 24, 2005

RE: Restrictions on Expedited Hearing

Per the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 §615(k)(3)(B) and §615(k)(4)(A) & (B) regarding expedited hearings,

(k)(3)(B) AUTHORITY OF HEARING OFFICER –

(i) IN GENERAL – If a parent of a child with a disability disagrees with a decision as described in subparagraph (a), the hearing officer may determine whether the decision regarding such action was appropriate.

(ii) CHANGE OF PLACEMENT ORDER – A hearing officer under this section may order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

(k)(4)(A) PLACEMENT DURING APPEALS – When a parent requests a hearing regarding a disciplinary procedure described in paragraph (1)(B) or challenges the interim alternative educational setting or manifestation determination-

(A) the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in paragraph (1)(B), whichever occurs first, unless the parent and the State or local educational agency agree otherwise;

(B) the State or local educational agency shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested.

In response to this statute, the Maine Department of Education (MDOE) has determined that the Maine regulation is in conflict with the federal statute and we must follow the federal statute in the restriction of the utilization of expedited hearings to matters regarding disciplinary action toward students who have been identified as students with disabilities or are in the special education referral process. In past years, the MDOE has accepted requests for expedited hearings from parents and legal guardians about a variety of time-sensitive issues, including extended school year (ESY) services. This policy terminated as of July 1, 2005, the effective date of the new statute. Furthermore, since expedited hearings may only be held during a school year (the timeframe refers only to “school days”), any requests for expedited hearings that are received during the summer will be scheduled for dates when school days may be calculated in the fall.

If a recipient of this memorandum has questions about the content of this memo, please contact the Due Process Office by e-mail at patricia.neumeier@maine.gov or by phone at 624-6644.

Maine Department of Education Survey for Parents of Children Birth through Two

<p>If you need help with this survey, please put your telephone number here: _____.</p> <p>Return the survey using the self-addressed stamped envelope.</p> <p>You will be called by the Department of Education.</p> <p>Directions: This is a survey for parents whose child or children have received or are receiving early intervention services before they were 3 years old. Your answers will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices as you recall your past experiences: Never, Rarely, Often, Always. You may skip any item that you feel does not apply to you or your child.</p>	Never	Rarely	Often	Always
<p>Over the past year, special education services have helped me and/or my family:</p> <p>1. - participate in typical activities for children and families in my community</p> <p>2. - know about services in the community</p> <p>3. - improve my family's quality of life</p> <p>4. - know where to go for support to meet my child's needs</p> <p>5. - know where to go for support to meet my family's needs</p> <p>6. - get the services that my child and family need</p> <p>7. - feel more confident in my skills as a parent</p> <p>8. - keep up friendships for my child and family</p> <p>9. - make changes in family routines that will benefit my child with special needs</p> <p>10. - be more effective in managing my child's behavior</p> <p>11. - do activities that are good for my child even in times of stress</p> <p>Over the past year, special education services have helped me and/or my family:</p> <p>12. - feel that I can get the services and supports that my child and family need</p> <p>13. - understand how the early intervention system works</p> <p>14. - be able to evaluate how much progress my child is making</p> <p>15. - feel that my child will be accepted and welcomed in the community</p> <p>16. - feel that my family will be accepted and welcomed in the community</p> <p>17. - communicate more effectively with the people who work with my child and family</p> <p>18. - understand the roles of the people who work with my child and family</p> <p>19. - know about my child's and family's rights concerning special education services</p> <p>20. - do things with and for my child that are good for my child's development</p> <p>21. - understand my child's special needs</p> <p>22. - feel that my efforts are helping my child</p>				

23. What is the name of the site where your child received services (Head Start, Child Care, etc):

24. How old was your infant/toddler at the time you completed this survey.

- _____ 1 Birth to 1 year
- _____ 2 1-2 years
- _____ 3 2-3 years
- _____ 4 Over 3 years

Part C Family Survey - Early Intervention - Impact of Early Intervention Services on the Family

Maine Department of Education Survey for Parents of Children Birth through Two

25. Was your infant referred to either Children with Special Health Needs or Public Health Nursing at the time of birth?

- 1 Yes
- 2 No

26. How old was your child when he or she was first referred to Early Intervention

- 1 Birth to 6 months
- 2 6 months to 12 months
- 3 12 months to 18 months
- 4 18 months to 24 months
- 5 24 months to 30 months

27. Is your child a boy or a girl?

- 1 Boy
- 2 Girl

28. What is your child's race / ethnicity

- 1 White
- 2 Black or African-American
- 3 Hispanic or Latino
- 4 Asian or Pacific Islander
- 5 American Indian/Alaskan
- 6 Multi-racial

29. What is your relationship to the child?

- 1 Mother
- 2 Father
- 3 Guardian
- 4 Surrogate Parent
- 5 Foster Parent
- 6 Grandparent

STATE PERFORMANCE PLAN (SPP) INDICATOR C 1
STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Quality Assurance

Indicator Part C, #1: Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

1. INDICATOR:

- Data reflects all intervention services or just one/some?
- Data? Number of children did not receive services within 30 days?
- Clarify drawback #1
- Invite Laurie Bertulli to Oct. meeting
- How are we collecting data?
- Why are we collecting data?
- Need baseline data
- Need CDS representation
- 9 mirrors Part B-15

2. MEASUREMENT:

- No comment

3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- No comment

4. BASELINE DATA:

- No comment

5. MEASURABLE AND RIGOROUS TARGET (Mr T):

- No comment

6. IMPROVEMENT ACTIVITIES:

- Different indicator—why aren't people using it? Do people know about service?

STATE PERFORMANCE PLAN (SPP) INDICATOR C 1

STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Quality Assurance

Indicator Part C, #1: Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling
DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

1. **INDICATOR:**

- No Comment

2. **MEASUREMENT:**

- No Comment

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Bruce was available to provide information and explanations about this Indicator. The QA group decided to use Bruce's notes to revise this indicator.
- There was some concern that we would not have 100% compliance but Pam explained that there is some leeway during the first year as long as we are crystal clear as to the current status and the process for gaining 100% compliance.
- Overview of the issue should not include the "30 day" reference to define "timeliness".

4. **BASELINE DATA:**

- QA members decided to scrap all of the information contained in the Indicator 1 template and start over because there is no baseline data.
- Data collected from October through January will be used as a baseline from which to measure and report data collected during the next six months.
- By January 1, 2006 MDOE should have a process in place for collecting the data.
- Compliance should be 100% but the QA group acknowledges that 100% probably will not be reached because only 6 months worth of data will be available.
- Data will be collected through Child Link.

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

6. **IMPROVEMENT ACTIVITIES:**

- Include: "Provide training and support for regional sites." DOE should use annual Child Count data to determine for which children the data is being collected. Timelines should specify when sites are notified and the start date of January 1, 2006 for collecting data to report.

STATE PERFORMANCE PLAN (SPP) INDICATOR C 1
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part C, #1: Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.

The following indicator has been reviewed by all stakeholder members

Comments:

- DOE will collect and analyze submitted data 131.06 to 630.06

STATE PERFORMANCE PLAN (SPP) INDICATOR C 2

STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: ID and Disproportionality

Indicator Part C, #2: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children.

Traditional Indicator

Stakeholder Members: Lisa Smith, Terry Berkowitz, Patti Williams, Deb Gardner, Margi Snyder, Carolyn Drugge

DOE Technical Assistant: Dana Duncan

Note taker: Helen Weiczorek

1. INDICATOR:

- How to we define “primarily”?

2. MEASUREMENT:

- Where is the information coming from – there’s what’s desired and what happens.
- Will pick it up on in progress report.

3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- N/A – will be developed

4. BASELINE DATA:

- Is the baseline data accurate?
- If they are going to program for typically developing children, does that count?
- What is “other”? It really has to be defined.
- Examples of “other” could be a service provider office, or a service provider meeting elsewhere, or a special purpose program.
- Dana will ask Bruce.
- “Community” has to be defined before “other” can be defined.
- Where is “home”. Daycare? Whose home – grandparents? other relatives? In home day care?
- Right now we are moving toward no one over 3 getting services at home, the tendency being out of home service.
- Make sure to target indicator for definition of elements –
 - home
 - typically developing environments
 - neither
- AILLRE – they can’t all be.
- How many children in the system? How many have plans?
- What % of total kids is the 1169?
- Only 1169 are being served? Are we under-identifying?
- The data indicates that in '03 and '04 children were moving from “other”; but, how many kids were born in '02, '03, '04?
- Include clarification of “typically developing settings” from C-5.
- Data is collected in categories that don’t match the Indicator.
- Does everyone have the same understanding of the data we’re collecting?

5. MEASURABLE AND RIGOROUS TARGET (Mr T):

- Make sure “home” and “community” are understood.
- What are other states doing – broken out by “home” and “community”?
- If we are at 84%, then 90% does not feel very rigorous.

- With training on coding, we could see an improvement in data.
- Some direction should be given to Bruce on how to display the data.
- Next year improve target then stay at that level? That is not continuous improvement. Why stopping at 90%?

6. IMPROVEMENT ACTIVITIES:

- We don't want to do what the first paragraph says. Without understanding more of what it means, this statement doesn't work.
- What does the 2nd activity mean? (Collapsed set = "home" and "community")
- "Due to the ambiguity..." is very true.

NOTE: We need both definitions and data together. Break down "community" and provide numbers for the breakdowns. Separate out programs for typically developing.

STATE PERFORMANCE PLAN (SPP) INDICATOR C 2
STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: ID and Disproportionality

Indicator Part C, #2: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children.

Traditional Indicator

Stakeholder Members: Lisa Smith, Terry Berkowitz, Patti Williams, Deb Gardner, Margi Snyder, Carolyn Drugge

DOE Technical Assistant: Dana Duncan

Note taker: Helen Weiczorek

1. INDICATOR:

2. MEASUREMENT:

- Indicate 0-2.

3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

4. BASELINE DATA:

- Bruce and Dana are still validating – then the targets will change accordingly.
- Clarify “programs for typically developing children”.
- Be clear that “activities” does not include regular doctor appointments.
- What is “other”?

5. MEASURABLE AND RIGOROUS TARGET (Mr T):

- “05 data not available” – Dana will make best projection for 05.
- The targets must relate to the data.

6. IMPROVEMENT ACTIVITIES:

- Delete the first paragraph: “90% of infants ... reviewed in FY 2006.”
- Discuss educating the data input people.
- Delete: “Due to the ambiguity ... target values.”

STATE PERFORMANCE PLAN (SPP) INDICATOR C 2
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part C, #2: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children.

The following indicator has been reviewed by all stakeholder members

Comments:

- 95% seems too high compliance and services, availability of providers

STATE PERFORMANCE PLAN (SPP) INDICATOR C 3
STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Early Transition

Indicator Part C #3: Percent of infants and toddlers with IFSPs who demonstrate improved:

- 3a: positive social-emotional skills (including social relationships)
- 3.b: acquisition and use of knowledge and skills (including early language/communication)
- 3c: use of appropriate behaviors to meet their needs.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Stakeholder Members: Dee Wright, Howard Wright, Jonathan Kimball, Loraine Spenciner, Maribeth Barney, Angela Delorme.

DOE Technical Assistant: Aymie Walshe

Note taker: Evelyn Bowie



1. INDICATOR:



2. MEASUREMENT:

- There is a distinction between eligibility and progress management. The same tool shouldn't be used for both.
- Members are not happy with the using Battelle measurements. Try to find a measurement source and measure progress by Jan. 2007.
- The Assessment, Evaluation and Programming System (AEPS) has been trained for in York county. There is also the Carolina Curriculum. Something should be used that doesn't require advanced training. Take small steps to assess areas we are interested in. Imbedded in regular pre-school routine (natural setting). Both Carolina and AEPS give ideas for working with children.
- Battelle give standard scores. Use Battelle as a baseline? We are talking about standardizing a process for assessment. Tools for eligibility and progress should not be the same. Battelle can't be used to set benchmarks, it's not designed for it. Battelle could be used for eligibility and the information will tell where kids are by age groups.
- Make it clear to the feds what the Battelle data is for, we don't want to over test.



3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS

- Training on Battelle and implementations
- More system to the "progress" assessment place
- Standardization of a process for assessment of progress
- The suggested changes to the language in SPP Template Part C, Indicator 3 Overview of Issue/Description of System or Process are in bold (below):

The overall process will include these components:

Evaluation of tools currently in use within the CDS system for determining eligibility and progress.
(reword to read: Evaluation tools currently on the market and in use within the CDS system for determining children's progress.)

Selection of a standard tool or tools

Review current site level ECT procedures and policies for consistency

Establish a system wide ECT procedures and policies for consistency.

Establish a standard rating system for summarizing ECT findings related to the child's progress.

Modify current data systems to capture and report the data.

Provide training to personnel as needed.

(the above components are all year one)

- Evaluate of tools currently in use within the CDS system for determining eligibility and progress.

- A committee was created a year ago to review evaluation tools for the assessment of eligibility requirements. We will extend their limits of their deliberations to include tools that have the capacity to fulfill the need to assess a child's progress. **(suggest moving this sentence up)**
 - ❑ Select a standard tool or tools.
 - We will select specific evaluation tools that are compatible with the dual purposes of initial assessment for eligibility and ongoing monitoring for this indicator with references to national and peer base lines if such a tool exists. **(change to read: select a tool to monitor progress)**
 - Further, the tool(s) should provide the basis for determination of eligibility at transition from Part C to Part B and transition to school age.
 - The tool selected will be one accepted by the Early Intervention community nation wide. **(with adequate technical characteristics)**
 - The Battelle and the Bayle tools have been identified by the committee as having the potential for fulfilling our needs but the committee has not made a final recommendation. The Bayle has a couple of significant drawbacks so as of this writing the Battelle it seems that the Battelle may become the tool. With the knowledge that the committee may not concur with this plan will assume the Battelle has been selected. The report of the assessment committee will supply the name of the tool selected and their rational for selection. **(delete this paragraph, starting with, The Battelle and the Bayle...)**
 - ❑ Review current site level ECT procedures and policies for consistency.
 - The current system has a common legislated Rule regulating procedures and policies and must adhere to all pertinent regulatory mandates. But, each site within the system is an autonomous agency with its own governing board so individual site policies and procedures may differ in their specifics.
 - Review each sites policies and procedures in the areas of eligibility and progress evaluation to determine:
 - Specific areas of common concern and the measures that are applied to those areas.
 - Common evaluations **(evaluation)** tools
 - Summary forms
 - Reporting procedures
 - ❑ Establish a system wide ECT procedures and policies for consistency. **(note: these are data issues)**
 - A complete framework for categorizing the structure and findings of an ECT.
 - Including a standard method for the recording and summarization of anecdotal information.
 - ❑ Establish a standard rating system for summarizing ECT findings related to the child's progress.
 - Using the new ECT framework create a consistent and reliable method to codify all the individual components.
 - ❑ Modify current data systems to capture and report the data.
 - ❑ Provide training to personnel as needed. **(as with all other subcommittees)**
- (two sentences above are variables for outcomes and should be explicit so we collect from the beginning)

Year 1: (make headings the year activities) (assessment tool for monitoring progress, end year one with training)

- The Battelle evaluation tool has been identified as a potential candidate for our standard evaluation tool. We will determine the best way to incorporate these tools with information from the multiple provider evaluation tools currently in use and anecdotal information gathered by the Early Childhood Team.
- Pilot the Battelle at a group of sites representative of Maine's overall socio-economic profile.
- Modify the current electronic data system to facilitate the collection of the Battelle data.
- Establish a system wide ECT procedures and policies for consistency.

- Set preliminary annual targets based on the Battelle. Given current time constraints it is not feasible to try to completely integrate the ECT data and the Battelle so the preliminary focus will be on the integration and use of the Battelle.

Year 2: **(implement assessment tool)**

- Institute the Battelle (**change Battelle to the word tool**) at all sites.
- Establish a standard rating system for summarizing ECT findings related to the child's progress.
- Continue Efforts to integrate the ECT data and the Battelle.**(tool)**
- Administer the Battelle **(tool)** to all new children starting 1/1/2007.
- Administer the Battelle **(tool)** to all children annually prior to the renewal of their IFSP or to transition from 0-2 to 3-5.
- **(refer to test manuals in regard to what current means)**

Year 3-6: **(assessment will be ongoing and will happen at least once before year 3-6)**

- Full incorporation of the Battelle with change data for all children.
- Integrate standard ECT rating system with the Battelle for rating the child's progress.
- Set annual targets.
- Jonathan's suggestion: Why did they progress or not? (What curriculum, what intervention, track other variables)
- Training needed
- Systematic change
- Understanding of different types of assessments and their purpose

**STATE PERFORMANCE PLAN (SPP) INDICATOR C 3
STAKEHOLDERS MEETING: MACECD**

Meeting Date: Oct. 21, 2005

Committee Name: Early Transition

Indicator Part C #3: Percent of infants and toddlers with IFSPs who demonstrate improved:

- 3a: positive social-emotional skills (including social relationships)
- 3.b: acquisition and use of knowledge and skills (including early language/communication)
- 3c: use of appropriate behaviors to meet their needs.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Stakeholder Members: Dee Wright, Howard Wright, Jonathan Kimball, Loraine Spenciner, Maribeth Barney, Angela Delorme.

DOE Technical Assistant: Aymie Walshe

Note taker: Evelyn Bowie

1. **INDICATOR:**

- No Comment

2. **MEASUREMENT:**

- No Comment

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 3
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part C #3: Percent of infants and toddlers with IFSPs who demonstrate improved:

3a: positive social-emotional skills (including social relationships)

3.b: acquisition and use of knowledge and skills (including early language/communication

3c: use of appropriate behaviors to meet their needs.

The following indicator has been reviewed by all stakeholder members

Comments:

- See B-7, essentially the same
STATE PERFORMANCE PLAN (SPP) INDICATOR C 4

STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Parent Involvement

Indicator Part C, #4: Percent of families participating in Part C who report that early intervention services have helped the family:

4a: Know their rights

4b: Effectively communicate their children's needs; and

4c: help their children develop and learn.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Kathy Adams, Brenda Bennett, Deb Dunlap, Angela Harvey, James Kilbride, Kim Megrath, Rachel Posner, Barb Neilly

DOE technical Assistant: Pam Rosen

Note taker: Dawn Kliphan



1. **INDICATOR:**

- We will collect baseline data for *IDEIA* Part C, 0-2 year olds, early intervention in Phase I, using a modified NSEAM survey with 25 questions and 4 options for answering ranging from always to never.
- The questions will include all 22 questions of the NSEAM "Impact of Early Intervention Services..." questions, and demographic questions 48, 51 and the variable represented by the difference between # 49, "Child's Age at Time of Survey Completion" and # 50, "Child's Age When First Referred to Early Intervention."
- Surveys should be conducted at points of transition.
- We need a DOE decision as to who submits the surveys, parents through the mail or CDS sites
- **What data to collect? Barriers to collecting?**
 - we have little data on parent involvement, because it's not collected
 - should ask the same questions and be consistent
 - need to know what interventions and parent involvement activities occur
 - surveys will measure parent perceptions of their skills over time
 - important to remember that what we measure is their perception of reality, satisfaction will not be measured
 - we should only ask those questions for which we can influence the outcome
 - important to know what CDS sites are doing to influence parent perception and encourage family involvement
 - efforts to encourage family involvement are inconsistent among CDS sites
 - important to find a way for CDS sites to tell us what they are doing and what's impacting parent perceptions
 - important to understand what's going on at different CDS sites as well
 - when surveying CDS staff, length of CDS service is important
 - family surveys completed by both parents and CDS sites would give good information as to variations in perceptions
 - transitions from early intervention services to regular education services should be considered



2. **MEASUREMENT:**

- **What to do with data**
 - when highs or lows are detected we must be careful how interpreted
 - use first year baseline data to report to OSEP
 - use first year baseline data as starting point for Phase II work
- **What tool to collect data**
 - the challenge is to get the data/information
 - must develop a survey for all units in Maine to use

- information can be collected in a number of ways: phone, survey, website, focus groups, can choose the parents to contact
- there are 3 options for using a survey to collect data: 1) accept NSEAM survey as is; 2) modify NSEAM survey, in which case we have to use “Impact of Early Intervention Services on Your Family” questions in the survey; or 3) develop a new survey for which we would have to conduct reliability and validity studies on each of the survey dimensions



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- **Sample**

- could ask the same parents rather than conduct random surveys
- should use a random sample and consistent survey to collect baseline data
- perception over time is important
- baseline and exit data will provide transition data and measure cohorts, not the same families
- important to know the pockets across the State
- Reorganization of CDS will reduce the number of sites to seven
- There are 1200 infants and toddlers being served by CDS in Maine
- There are 40,000 infants and toddlers in Maine
- Maine identifies 2.9% of infants and toddlers
- national identification rate is 4% for infants and toddlers, and 3-5 year olds
- about 25% of CDS clients will be surveyed annually through surveys at points of transitions

- **How we collect data**

- the way we collect the data and how questions are stated are important to the results
- could ask families on a regular basis if we want to get a true picture
- could survey parents when they enter the system and on annual reviews
- data collected will be over time so will reveal changes over time
- how to distribute is not certain
- there are pro and cons to various ways of conducting surveys
- could be through the required Service Coordinator for each CDS child
- data collected will be influenced by the method of collection and the time of collection which may influence parent perceptions. We may get more accurate information at exit because the family is no longer connected so there can be little retribution
- Service Coordinators in Maine are determined through IFSPs and assigned and employed by CDS
- reasons for conducting the survey should be explained to the parents
- after parent completes the survey they should put it in a pre-stamped envelope and mail it out without CDS personnel viewing their responses
- some parents may need help completing the survey so we should recommend that surveys be translated and put in alternate formats as required
- interpretation of the data can be affected by the timing of data collection. There could be personnel and other changes. We should not collect the data at a single point in time
- important that we assure parents that their information is confidential.

STATE PERFORMANCE PLAN (SPP) INDICATOR C 4

STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Parent Involvement

Indicator Part C, #4: Percent of families participating in Part C who report that early intervention services have helped the family:

4a: Know their rights

4b: Effectively communicate their children’s needs; and

4c: help their children develop and learn.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Kathy Adams, Brenda Bennett, Deb Dunlap, Angela Harvey, James Kilbride, Kim Megrath, Rachel Posner, Barb Neilly

DOE technical Assistant: Pam Rosen

Note taker: Dawn Kliphan

MDOE Draft Accepted



1. **INDICATOR:**



2. **MEASUREMENT:**



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

STATE PERFORMANCE PLAN (SPP) INDICATOR C 4
STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 18, 2005

Indicator Part C #4: Percent of families participating in Part C who report that early intervention services have helped the family:

4a: Know their rights

4b: Effectively communicate their children's needs; and

4c: help their children develop and learn.

The following indicator has been reviewed by all stakeholder members

Comments:

Socialization reinforcement (child is exposed to group settings with parent to increase parent awareness of child's social needs in larger group settings)

Survey seems to not include how parents are involved in schools

Accessibility measure

STATE PERFORMANCE PLAN (SPP) INDICATOR C 5

STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: ID and Disproportionality

Indicator Part C, #5: Percent of toddlers birth to 1 with IFSPs compared to:

5a: other states with similar eligibility definitions and

5b: national data

Traditional Indicator

Stakeholder Members: Lisa Smith, Terry Berkowitz, Patti Williams, Deb Gardner, Margi Snyder, Carolyn Drugge

DOE Technical Assistant: Dana Duncan

Note taker: Helen Weiczorek

Note: Generic statement from Dana – Data is captured for 3 - 5 using different methods than 6 – 21. This is changing as we move to MEDMS.

1. INDICATOR:

- A. “With similar eligibility definitions” – what is this? What are they and what are the definitions. Do the fed’s have a grouping?
- B. Why was C-2 birth to 2 and C-5 is birth to 1 and C-6 is birth to 3?
- C. Is it that they want to see are we getting early intervention?

2. MEASUREMENT:

- Numbers with percentages
- The fed’s should be giving us this information.
- Who’s similar? What’s the eligibility? What’s the data? (That would be ’03 data.)

3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- Is Childlink national? No
- Sending the report to the sites for verification presents a potential glitch.
- The overview is all about Maine. Where do we get other state and national data? This should be included.

4. BASELINE DATA:

- We under-identify. 0.7% compared to 1% ??
- We don’t have national data for ’04.
- ’03 data is posted on line.
- Caution: we should not be looking at states with similar size, but with similar eligibility. Again, what’s that?
- Peer group - median 2.4 to 2.9 – 2 ½ to 3 times the national average in the prior calculation. What gets us from 0.7 to 2.6?
- Define “peer group”.
- “Lacking any reason ...” - more work to be done.
- 2.4 to 2.9 refers to 0-2, no 0-1.

5. MEASURABLE AND RIGOROUS TARGET (Mr T):

- Target is different from indicator. Indicator is 0-1. Target is 0-2. Unacceptable.

5. IMPROVEMENT ACTIVITIES:

- “Eligibility criteria might be too liberal.” ?????
- Eligibility cannot be based on economics.
- We can’t come up with Improvement Activities because it’s based on the wrong target.
- Need improved data analysis.

6. *POTENTIAL PROBLEMS:*

- Clarification, consistency.
- Better identification at pediatrician level.
- Whole list of Improvement Activities for C-5:
 - Based on \$\$
 - In process, what are they? / timelines?

STATE PERFORMANCE PLAN (SPP) INDICATOR C 5
STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: ID and Disproportionality

Indicator Part C, #5: Percent of toddlers birth to 1 with IFSPs compared to:

5a: other states with similar eligibility definitions and

5b: national data

Traditional Indicator

Stakeholder Members: Lisa Smith, Terry Berkowitz, Patti Williams, Deb Gardner, Margi Snyder, Carolyn Drugge

DOE Technical Assistant: Dana Duncan

Note taker: Helen Weiczorek

7. INDICATOR:

- No Comment

8. MEASUREMENT:

- No Comment

9. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- No Comment

10. BASELINE DATA:

- No Comment

5. MEASURABLE AND RIGOROUS TARGET (Mr T):

- No Comment

11. IMPROVEMENT ACTIVITIES:

- No Comment

12. POTENTIAL PROBLEMS:

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 5
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part C, #5: Percent of toddlers birth to 1 with IFSPs compared to:

5a: other states with similar eligibility definitions and

5b: national data

The following indicator has been reviewed by all stakeholder members

Comments:

5A

- Mixed concern: ID may be harder in urban areas than in rural, but rural families don't seem to gain access to services

5B

- Correlation to community "help" philosophy? Me vs. We?

STATE PERFORMANCE PLAN (SPP) INDICATOR C 6

STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: ID and Disproportionality

Indicator Part C, #6: Percent of infants and toddlers birth to 3 with IFSPs compared to:

6a: other states with similar eligibility definitions

6b: national data

Traditional Indicator

Stakeholder Members: Lisa Smith, Terry Berkowitz, Patti Williams, Deb Gardner, Margi Snyder, Carolyn Drugge

DOE Technical Assistant: Dana Duncan

Note taker: Helen Weiczorek

1. INDICATOR:

- a. “With similar eligibility definitions” – what is this? What are they and what are the definitions. Do the fed’s have a grouping?
- b. Why was C-2 birth to 2 and C-5 is birth to 1 and C-6 is birth to 3?
- c. Is it that they want to see are we getting early intervention?

2. MEASUREMENT:

- Numbers with percentages
- The fed’s should be giving us this information.
- Who’s similar? What’s the eligibility? What’s the data? (That would be ’03 data.)

3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- Is Childlink national? No
- Sending the report to the sites for verification presents a potential glitch.
- The overview is all about Maine. Where do we get other state and national data? This should be included.
- Children 0-2: should be 0-5.

4. BASELINE DATA:

- We like this presentation structure better than C-5.
- We under-identify. 0.7% compared to 1% ??
- We don’t have national data for ’04.
- ’03 data is posted on line.
- Caution: we should not be looking at states with similar size, but with similar eligibility. Again, what’s that?
- Peer group - median 2.4 to 2.9 – 2 ½ to 3 times the national average in the prior calculation. What gets us from 0.7 to 2.6?
- Define “peer group”.
- “Lacking any reason ...” - more work to be done.
- 2.4 to 2.9 refers to 0-2, no 0-1.
- Is it 0-2? Or 0 through 2?
- So it is the right data?
- What is the infant percentage?
- Keep table information on a single page.

5. MEASURABLE AND RIGOROUS TARGET (Mr T):

- Why target to drop form 3% ot 2%?
- The national average is 2.4%. Why go up to 3% this year?
- What if we’re identifying better vs. over / under-identifying?

- Believe the percentage should go up, not down.
- We may be under-identifying, but there may be a reason for the numbers.
- Early intervention can move them out.
- Children 0-2. Should be 0-5.

5. IMPROVEMENT ACTIVITIES:

- “Eligibility criteria might be too liberal.” ?????
- Eligibility cannot be based on economics.
- We need to know if we are under / over-identifying in order to develop Improvement Activities.
- Develop consistency in eligibility criteria and Child Find practices across the state, through school age.

6. POTENTIAL PROBLEMS:

- Clarification, consistency.
- Better identification at pediatrician level.

STATE PERFORMANCE PLAN (SPP) INDICATOR C 6
STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: ID and Disproportionality

Indicator Part C, #6: Percent of infants and toddlers birth to 3 with IFSPs compared to:

6a: other states with similar eligibility definitions

6b: national data

Traditional Indicator

Stakeholder Members: Lisa Smith, Terry Berkowitz, Patti Williams, Deb Gardner, Margi Snyder, Carolyn Drugge

DOE Technical Assistant: Dana Duncan

Note taker: Helen Weiczorek

7. INDICATOR:

- No Comment

8. MEASUREMENT:

- No Comment

9. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- No Comment

10. BASELINE DATA:

- No Comment

5. MEASURABLE AND RIGOROUS TARGET (Mr T):

- No Comment

11. IMPROVEMENT ACTIVITIES:

- No Comment

12. POTENTIAL PROBLEMS:

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 6
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part C, #6: Percent of infants and toddlers birth to 3 with IFSPs compared to:

6a: other states with similar eligibility definitions

6b: national data

The following indicator has been reviewed by all stakeholder members

Comments:

6A

- Why are we trying to reduce ID rate to match an “average” when an average is just that, some states higher/some lower. Why not appropriately ID all kids who qualify without regard to a number?
- Is reducing the percentage the right thing to do?

6B

- Have we addressed the reason we are above the national average?

STATE PERFORMANCE PLAN (SPP) INDICATOR C 7
STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Quality Assurance

Indicator Part C, #7: 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.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

1. **INDICATOR:**

- No Comment

2. **MEASUREMENT:** Discussion to develop understanding of existing measurements techniques.

- No Comment

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- No Comment

4. **BASELINE DATA:**

- No Comment

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

6. **IMPROVEMENT ACTIVITIES:**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 7
STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Quality Assurance

Indicator Part C, #7: 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.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

1. **INDICATOR:**

- No Comment

2. **MEASUREMENT:**

- No Comment

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Aymie presented information to the QA group and will be updating the Indicator form. The MDOE Part C Assessment Committee has created tools to determine the eligibility for Birth through 2 and the IFSPs that are written. A trans-disciplinary team approach will be used to write an IFSP that day if possible.
- CDS sites were not meeting timelines in the past but they are making progress. • Compliance is at about 90% now.

4. **BASELINE DATA:**

- No Comment

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

6. **IMPROVEMENT ACTIVITIES:**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 7
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part C, #7: 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.

The following indicator has been reviewed by all stakeholder members

Comments:

STATE PERFORMANCE PLAN (SPP) INDICATOR C 8 STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Early Transition

Indicator Part C #8: 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:

8a: IFSPs with transition steps and services

8b: Notification to LEA, if child potentially eligible for Part B; and

8c: Transition conference, if child potentially eligible for Part B.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Stakeholder Members: Dee Wright, Howard Wright, Jonathan Kimball, Loraine Spenciner, Maribeth Barney, Angela Delorme.

DOE Technical Assistant: Aymie Walshe

Note taker: Evelyn Bowie



1. **INDICATOR:**

- Limited transition



2. **MEASUREMENT:**

- No Comment



3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- Suggested changes/clarifications to the language in SPP Template Part C, Indicator 8, Overview of Issue/Description of System of Process are in bold (below):
 - Providing training to sites related to the transition process.
 - Expanding the data collection system to include elements specific to transition including but not limited to the following transition steps:
 - Notify the parent that transition will occur in the next 3 to 6 months.
 - Notify the local education agency (school district) that there will be an

Individualized Family Service Plan (IFSP) meeting to address transition steps.

- Within 30 days of notification of meeting, coordinate meeting date with parents and school district. **(in chapter 180, the meeting has to be within 90 days. Indicator states notify everyone 30 days out and then plan the meeting. Double check the 30-day statement.) (Reword: Coordinate meeting date with district.)**
- **(the next three bullets are a subset of the transition steps)**
- Information to the parent about special education eligibility at age 3.
- Steps to prepare the toddler **(and family)** for changes in service delivery.
- Information about community resources.
- Projected date for the final review of the IFSP to review transition outcomes by age 3. **(Reword: Review of the IFSP to document transition outcomes by age 3 by the service coordinator. It does not have to be an in person, face-to-face meeting.)**
- For a child whose first IFSP **(Change IFSP to: eligibility meeting)** is held after age 2 years, 6 months, that IFSP must include transition information.
- Other discussion: Measures to collect data before transition. Avoid multiple meetings around transition. Service coordinator can do paper review. Review IFSP to document transition outcomes by age 3 (by service coordinator).



4. **BASELINE DATA:**

- No Comment



5. **MEASURABLE AND RIGOROUS TARGET (Mr T**

- No Comment



6. **IMPROVEMENT ACTIVITIES:**

- No Comment

**STATE PERFORMANCE PLAN (SPP) INDICATOR C 8
STAKEHOLDERS MEETING: MACECD**

Meeting Date: Oct. 21, 2005

Committee Name: Early Transition

Indicator Part C #8: 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:

8a: IFSPs with transition steps and services

8b: Notification to LEA, if child potentially eligible for Part B; and

8c: Transition conference, if child potentially eligible for Part B.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Stakeholder Members: Dee Wright, Howard Wright, Jonathan Kimball, Loraine Spenciner, Maribeth Barney, Angela Delorme.

DOE Technical Assistant: Aymie Walshe

Note taker: Evelyn Bowie

1. **INDICATOR:**

- No Comment

2. **MEASUREMENT:**

- No Comment

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- No Comment

4. **BASELINE DATA:**

- No Comment

5. **MEASURABLE AND RIGOROUS TARGET (Mr T**

- No Comment

6. **IMPROVEMENT ACTIVITIES:**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 8
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part C #8: 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:

8a: IFSPs with transition steps and services

8b: Notification to LEA, if child potentially eligible for Part B; and

8c: Transition conference, if child potentially eligible for Part B.

The following indicator has been reviewed by all stakeholder members

Comments:

STATE PERFORMANCE PLAN (SPP) INDICATOR C 9
STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Quality Assurance

Indicator Part C, #9: 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.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

1. **INDICATOR:**

- No Comment

2. **MEASUREMENT:**

- No Comment

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- No Comment

4. **BASELINE DATA:**

- No Comment

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

6. **IMPROVEMENT ACTIVITIES:**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 9
STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Quality Assurance

Indicator Part C, #9: 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.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

1. INDICATOR:

- No Comment

2. MEASUREMENT:

- No Comment

3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- Aymie presented information to the QA group and will be updating the Indicator form. A system for monitoring CDS sites' performance is being developed and will be used as an improvement strategy. Aymie has done site reviews to put together training, after which, focused monitoring can be done and corrective action plans can be made. MDOE must be at 100% compliance by April 2006 to answer a March OSEP citation. There will be no reference to the OSEP citation in the Indicator form. Include "There were no due process claims" in the indicator form. We will use data gathered from the APR but not reference the source in the Indicator form itself.

4. BASELINE DATA:

- No Comment

5. MEASURABLE AND RIGOROUS TARGET (Mr T):

- No Comment

6. IMPROVEMENT ACTIVITIES:

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 9
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part C, #9: 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.

The following indicator has been reviewed by all stakeholder members

Comments:

- See B-15
- At the expense of programs and timelines that work for kids?

STATE PERFORMANCE PLAN (SPP) INDICATOR C 10
STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Quality Assurance

Indicator Part C, #10: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline for exceptional circumstances with respect to a particular complaint.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling
DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

1. **INDICATOR:**

- No Comment

2. **MEASUREMENT:**

- No Comment

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- No Comment

4. **BASELINE DATA:**

- No Comment

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

6. **IMPROVEMENT ACTIVITIES:**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 10
STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Quality Assurance

Indicator Part C, #10: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline for exceptional circumstances with respect to a particular complaint.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling
DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

1. INDICATOR:

- Susan will make the changes to this indicator form.

2. MEASUREMENT:

- No Comment

3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- No Comment

4. BASELINE DATA:

- Baseline Data: The QA group decided to add “because it was withdrawn” to the end of the sentence “One complaint pertaining to children 0-2 years in age was not investigated”.

5. MEASURABLE AND RIGOROUS TARGET (Mr T):

- No Comment

6. IMPROVEMENT ACTIVITIES:

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 10
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part C, #10: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline for exceptional circumstances with respect to a particular complaint.

The following indicator has been reviewed by all stakeholder members

Comments:

- See B-16

STATE PERFORMANCE PLAN (SPP) INDICATOR C 11
STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Quality Assurance

Indicator Part C, #11: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling
DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

1. **INDICATOR:**

- No Comment

2. **MEASUREMENT:**

- No Comment

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- No Comment

4. **BASELINE DATA:**

- No Comment

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

6. **IMPROVEMENT ACTIVITIES:**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 11
STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Quality Assurance

Indicator Part C, #11: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling
DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

1. INDICATOR:

- No Comment

2. MEASUREMENT:

- No Comment

3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- Susan will make the changes to this indicator form which is comparable to the Part B 17 Indicator.

4. BASELINE DATA:

- No Comment

5. MEASURABLE AND RIGOROUS TARGET (Mr T):

- No Comment

6. IMPROVEMENT ACTIVITIES:

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 11
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part C, #11: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.

The following indicator has been reviewed by all stakeholder members

Comments:

- See B-17

STATE PERFORMANCE PLAN (SPP) INDICATOR C 12
STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Quality Assurance

Indicator Part C, #12: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

New Indicator: Develop a plan to establish a baseline by 2/7/07.

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

1. INDICATOR:

- No Comment

2. MEASUREMENT:

- No Comment

3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 12
STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Quality Assurance

Indicator Part C, #12: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

New Indicator: Develop a plan to establish a baseline by 2/7/07.

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer



1. INDICATOR:

- Susan will make the changes to this indicator form which is comparable to the Part B 18 indicator.
- The QA group suggests that Tables be named in this chart and in similar charts such as in the Part B 18 indicator form.



2. MEASUREMENT:

- Language in the chart under 2006 should say "Data will be collected and reported". At 2007, the language should read "Baseline data will be reported February 2, 2007"



3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 12
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part C, #12: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

The following indicator has been reviewed by all stakeholder members

Comments:

See B-18

STATE PERFORMANCE PLAN (SPP) INDICATOR C 13
STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Quality Assurance

Indicator Part C, #13: Percent of mediations that were held that resulted in mediation agreements.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

1. **INDICATOR:**

- No Comment

2. **MEASUREMENT:**

- No Comment

3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:**

- No Comment

4. **BASELINE DATA:**

- No Comment

5. **MEASURABLE AND RIGOROUS TARGET (Mr T):**

- No Comment

6. **IMPROVEMENT ACTIVITIES:**

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 13
STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Quality Assurance

Indicator Part C, #13: Percent of mediations that were held that resulted in mediation agreements.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

1. INDICATOR:

- The QA group suggests that Tables be named in this chart and in similar charts on other Indicator forms.

2. MEASUREMENT:

- No Comment

3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- No Comment

4. BASELINE DATA:

- Language in the chart under 2006 should say "Data will be collected and reported". At 2007, the language should read "Baseline data will be reported February 2, 2007"

5. MEASURABLE AND RIGOROUS TARGET (Mr T):

- No Comment

6. IMPROVEMENT ACTIVITIES:

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 13
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Indicator Part C, #13: Percent of mediations that were held that resulted in mediation agreements.

The following indicator has been reviewed by all stakeholder members

Comments:

See B-19

STATE PERFORMANCE PLAN (SPP) INDICATOR C 14
STAKEHOLDERS MEETING: MACECD

Meeting Date: Sept. 26, 2005

Committee Name: Quality Assurance

Indicator Part C, #14: State reported data (618 and State Performance Plan and APR) are timely and accurate.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

- 1. **INDICATOR:** Discussion to develop understanding of the language and meaning of each indicator.
 - No Comment

- 2. **MEASUREMENT:** Discussion to develop understanding of existing measurements techniques.
 - No Comment

- 3. **OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:** How DOE collects the data.
 - No Comment

- 4. **BASELINE DATA:** Discussion to develop understanding of baseline and/or trend data and data interpretation.
 - No Comment

- 5. **MEASURABLE AND RIGOROUS TARGET (Mr T):** Discussion to make recommendations on measurable and rigorous targets.
 - No Comment

- 6. **IMPROVEMENT ACTIVITIES:** Discussion to develop understanding of the improvement activities and to suggest additional activities to improve outcomes for children.
 - No Comment

- 7. **POTENTIAL PROBLEMS:** Brainstorm potential problem areas to study for the remainder of the MACECD year.

STATE PERFORMANCE PLAN (SPP) INDICATOR C 14
STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 21, 2005

Committee Name: Quality Assurance

Indicator Part C, #14: State reported data (618 and State Performance Plan and APR) are timely and accurate.

Traditional Indicator:

Stakeholder Members: Nancy Sullivan, Phillip Potenziano, Shannon Welch, Diane Smith, Libby Sterling

DOE Technical Assistant: Anna Feeney, Pauline Lamontagne

Note taker: Pat Neumeyer

1. INDICATOR:

- No Comment

2. MEASUREMENT:

- No Comment

3. OVERVIEW OF ISSUE/DESCRIPTION OF SYSTEM OR PROCESS:

- Aymie presented information to the QA group and will be updating the Indicator form. Members questioned whether Dana was collecting the data. Aymie has the Part C APR so that should be included in the chart. "As approved by OSEP" should be included under the chart.

4. BASELINE DATA:

- Baseline data paragraph should retain the 1st two sentences and remove the remaining paragraph after "Reports are submitted on time".

5. MEASURABLE AND RIGOROUS TARGET (Mr T):

- No Comment

6. IMPROVEMENT ACTIVITIES:

- No Comment

STATE PERFORMANCE PLAN (SPP) INDICATOR C 14
STAKEHOLDERS MEETING: MACECD

Meeting Date: Oct. 18, 2005

Indicator Part C, #14: State reported data (618 and State Performance Plan and APR) are timely and accurate.

The following indicator has been reviewed by all stakeholder members

Comments:

STATE PERFORMANCE PLAN (SPP) PART C SURVEY
STAKEHOLDERS MEETING: MACECD

Meeting Date: Nov. 18, 2005

Committee Name: Parent Involvement

Indicator Part C #4: Percent of families participating in Part C who report that early intervention services have helped the family:

4a: Know their rights

4b: Effectively communicate their children's needs; and

4c: help their children develop and learn.

New Indicator: Develop a plan to collect data to establish a baseline by 2/7/07.

Stakeholder Members: Kathy Adams, Brenda Bennett, Deb Dunlap, Angela Harvey, James Kilbride, Kim Megrath, Rachel Posner, Barb Neilly.

DOE Technical Assistant: Pam Rosen

Note taker: Dawn Kliphan

The following indicator has been reviewed by all stakeholder members

Comments:

- Note: if you need help with this survey...
- #34 English Language Learner: Parents may not know what this means. Students who use ASL interpreter
- For people with difficulty reading, the alternate instructions is embedded. I would bold the option, bring to the top and write in simple language

Child Development Services ChildLink Data System

ChildLink is a database system that was developed for the 16 CDS sites and various state agencies whose primary clients are children 0–5. ChildLink data is collected as source data for mandated federal reports and to help with the day-to-day management of the process of serving children at the CDS sites. ChildLink is currently used the 16 CDS sites but the other state agencies have stopped using the program.

ChildLink is an Access database system that was designed as a standalone system with all data entry at each site done by one person. Access databases can be used by more than one person and across a network so even though it is designed as a standalone database it can and is used by more than one person simultaneously.

CDS central office advocates the use of ChildLink for all site related data needs but only information specified in federal regulations for annual reports must be entered. The use of the ChildLink as an administrative tool varies across the state. Larger sites tend to rely on it more than smaller sites. There are a number of fields provided that have been used only by a few sites. All of the sites are beginning recognize that the data in ChildLink are becoming more important at all levels so there has been a recent interest in reviewing the data collected by the system to determine its current relevance and the need to collect additional data elements. Increasing requests by the State legislature and Federal agencies for indicators of the effectiveness of the grants that fund CDS have also contributed to a heightened awareness of the ChildLink data system and its potential.

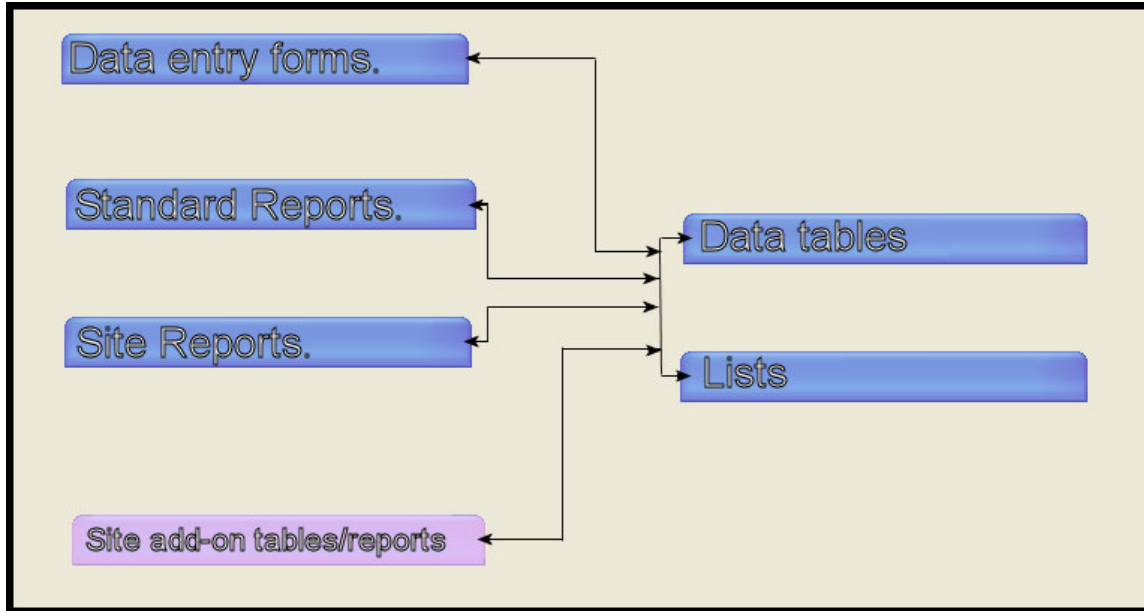
Data are submitted to the central office via e-mail or CD monthly. The site data are combined into a single dataset. The individual databases are still small enough so that each database holds all of the records for all the children who have been referred to CDS at that site. ChildLink was not originally designed to keep longitudinal data. It focused on the data related to each child's Individual Family Service Plan (IFSP), as the IFSP changed data in the fields were changed to reflect the latest version of the IFSP so for children who entered the system prior to 2003 some historical data been overwritten and electronically lost. Continued analysis of the data and increased demands for data backed justification of the CDS systems efficiency show that some fields that are now seen as important historically have not been kept.

The original version of ChildLink was written in a DOS based language that is obsolete. One of the strengths of the older version of ChildLink was the data were stored in tables accessible to those who had some training in using Dbase. Dbase was one of the first "user friendly" database programs that could be used to create reports and do data analysis. Dbase file formats are still recognized and in use. Microsoft's Access database was chosen for the newer version of ChildLink because it had proved itself to be compatible with the older data files and is a mainstream program with an established user base. It also has "user friendly" aspects that exceed the Dbase legacy, easier and friendlier. New or informal reports can be developed at the CDS sites, as they are needed. These reports are often distributed and discussed among the other sites. They are an important resource in that they promote the use of and help verify ChildLink. Some sites link supplemental databases to the ChildLink database.

With the help of a federal General Supervision Enhancement Grant, ChildLink is being converted to a web based program that will also link directly to the Maine Department of Educations central data collection system MEDMS. It is scheduled to be piloted at two sites in the latter part of 2005.

ChildLink structure:

The components that make up the ChildLink database system are stored in five Access database files. For ease of discussion Access database files will be referred to as MDBs. The diagram below illustrates the relationships of the MDBs. The sixth MDB represents potential site created add-ins.



Data entry forms:

Data is entered into ChildLink through a series of forms. All the data entry forms are stored in this module. The MDB is linked to all data tables and lists.

Standard Reports:

Reports that are created for system-wide distribution and reports that print the contents of the “Lists” tables are included in this MDB. The MDB is linked to all data tables and lists.

Site Reports:

Reports, queries and some supplemental tables for in-house use can be created and stored in this MDB. The MDB was linked to all data tables and lists when it was released. It is not replaced in system upgrades or changes because it is unique at each site.

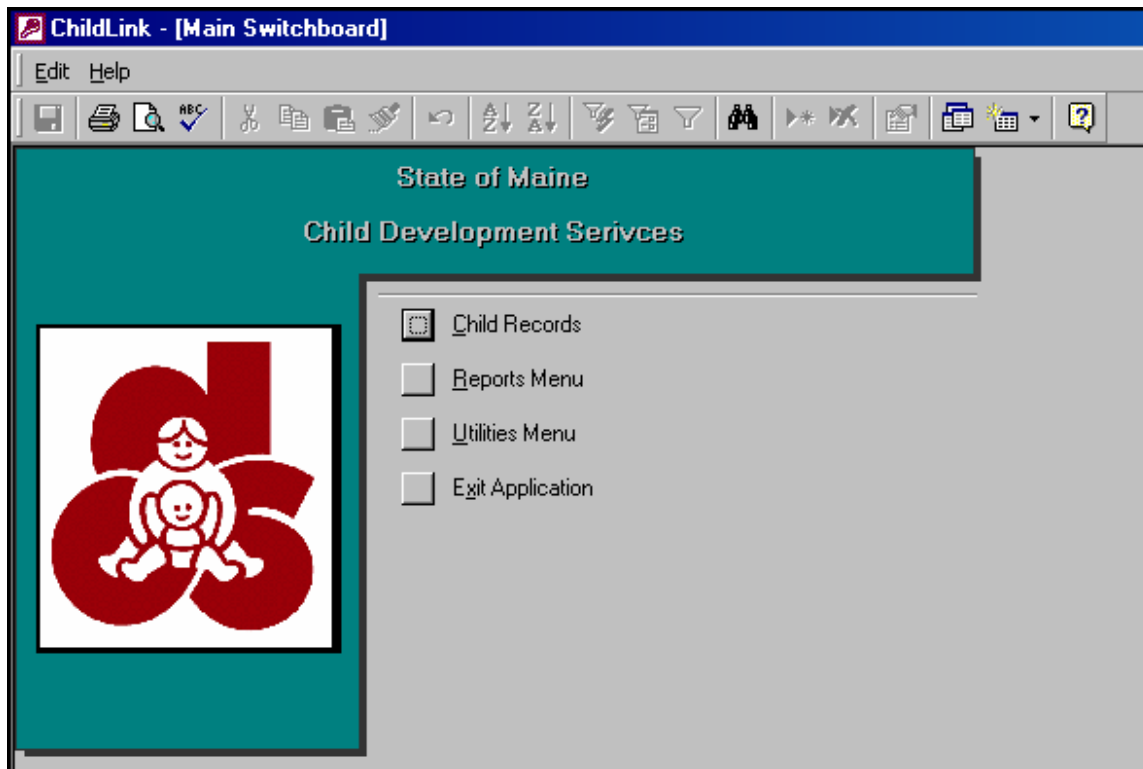
Data Tables:

This MDB has all the tables with data that can be added or modified by the user. All MDBs except the “Lists” MDB have links to this MDB.

Lists:

This MDB has all the option lists that are used in all the forms in the “Data entry forms” MDB with data that can be added or modified by the user. All MDBs except the “Data Tables” MDB have links to this MDB.

Main Switchboard:



The Main switchboard consists of four choices:

Child Records

This is the option that loads the Child form it is the starting point for the entry of child related data.

Reports Menu

Currently unpopulated. This option leads to system reports like the “45 Day Report” that shows 0-2 year olds in the first 45 days of processing. This option also accesses a site created report module that has links to all the tables so that site-specific custom reports can be added to the system.

Utilities Menu

Backup, restore and set up modules.

Special Note: These utilities do not work in the Windows XP operating system.

Exit Application

Quit the program.

Child Records:

The screenshot shows the ChildLink software interface. At the top, the title bar reads "ChildLink Version 01.00 - [Version 0001 - 00000000000000 000000000000] ID= CDS00000000". Below the title bar is a menu bar with "Edit" and "Help".

The main interface is divided into several sections:

- Child Locator:** A dropdown menu showing "000000000000" and buttons for "Add A New Child", "Select All", and "Past 30 Days". A "Child Locator By ID" dropdown shows "CDS00000000".
- Navigation Tabs:** "Child", "Parents", "Address", "CDS", "Screenings", "Evaluations", "ECI Team", "IFSPs", "Services", "Insurance", "Blank".
- Child Information:**
 - Child's ID:** CDS00000000
 - First:** 00000000000000
 - MI:** 000000000000
 - Last:** 000000000000
 - Jr., III, Etc.:** (empty dropdown)
 - Gender:** Female
 - Date Of Birth:** 9/13/1947
 - Age:** 54.7
- CDS Locator ID:** (empty field)
- SSN:** 007-67-6666
- Ethnic origin of the child:** American Indian or Alaska Native
- Child's primary health care provider:** (empty dropdown with "Update List" button)

Eligibility at Transition to 3-5 Age Group: Open: (dropdown menu)

Notes: (empty text area)

Compliance: NonCompliance Reasons: 0 | In Compliance

Footer: 5/21/2002, 1 of 1 Children, "Open Only" includes Inactives, Open Only, Move alphabetically one child at a time. Services Displayed: 0, Delete This Child, Exit ChildLink, Social Security Number or Proxy, FLTR.

- First Name
- Middle Initial
- Last Name
- Gender
- DOB:
- SSN.
- CDS Locator ID
- Ethnicity
- Child's primary health care Provider
- Open
- Closing Date
- Closing
- Eligibility At Transition To 3-5 Age Group
- Noncompliance Reasons

The Parents page

Child Locator		Child Locator By ID	
<input type="text" value="AVEDON"/>		<input type="text" value="CDS16 2"/>	
<input type="button" value="Select All"/>		<input type="button" value="Past 30 Days"/>	
<input type="button" value="Child"/>	<input type="button" value="Parents"/>	<input type="button" value="Address"/>	<input type="button" value="CDS"/>
<input type="button" value="Screenings"/>	<input type="button" value="Evaluations"/>	<input type="button" value="ECI Team"/>	<input type="button" value="IFSPs"/>
<input type="button" value="Services"/>	<input type="button" value="Insurance"/>	<input type="button" value="Other"/>	
Child lives with.: <input type="text" value="Both"/>		Number of brothers and sisters. <input type="text" value="0"/>	
<input type="checkbox"/> Ward of the state.			
Phone Numbers:			
	First	MI	Last
Father	<input type="text" value="ANDREW"/>	<input type="text"/>	<input type="text" value="AVEDON"/>
			Home: <input type="text" value="(207) 555-5555"/>
			Work <input type="text" value="(207) 555-5555"/>
			Ext. <input type="text" value="1"/>
Mother	<input type="text" value="ARALINI"/>	<input type="text"/>	<input type="text" value="NEE-AVEDON"/>
			Home: <input type="text" value="(207) 444-4444"/>
			Work <input type="text" value="Fa(207) 777-7777"/>
			Ext. <input type="text" value="um2"/>
Guardians			
<input type="checkbox"/> Do not make automatic updates to these Guardians and do not prompt for changes.			
Mother	<input type="text" value="ANDREW"/>	<input type="text" value="AVEDON"/>	<input type="text" value="(207) 555-5555"/>
			<input type="text" value="(207) 555-5555"/>
			<input type="text" value="1"/>
	<input type="text" value="ARALINI"/>	<input type="text" value="NEE-AVEDON"/>	<input type="text" value="(207) 444-4444"/>
			<input type="text" value="(207) 777-7777"/>
			<input type="text" value="2"/>
<p>If the child lives with the Father, Mother, Both, or Joint the Guardian fields automatically show the parent's information unless the child is a ward of the state.</p> <p>If the child lives with someone other than the parents the Guardian fields should be used to enter that information. The parent fields should be entered but will not be reflected in the Guardian fields.</p> <p>If the Field "Child lives with " is changed to Father, Mother, Both, or Joint you will be asked if you want to change the Guardian fields unless the child is a ward of the state.</p>			
<input type="text" value="1"/> of <input type="text" value="2"/> : Children		<input type="button" value="Open Only"/>	
		<input type="button" value="←"/> <input type="button" value="→"/> Move alphabetically one child at a time.	
			<input type="button" value="Exit ChildLink"/>
Child lives with. Child lives with. Both parents, Mother, Father, Foster parents, Relatives, Other guardian			

- Father
- Mother
- Custodian1
- Custodian2
- Child lives with
- Ward of the state
- Brothers and Sisters

The Address page

Current Guardian ANDREW AVEDON CDS16 2 <input type="button" value="Press this button to copy the Primary mailing address here."/> <input type="button" value="Clear ARALINI NEE-AVEDON"/>		Child's Residence <input type="checkbox"/> Same as Mailing? Street and number 1 ARAPAHOE DRIVE ITINERANT ARMS Town Aurora State / Zip ME 04408	
Address of ARALINI NEE-AVEDON Street and number 999 ARAPAHOE DRIVE ITINERANT ARMS Town Aurora State ME Zip Code 04408		Mailing address for ANDREW AVEDON Street and number P O BOX 1 Town Bangor State ME Zip Code 04402	
School Information School Admin Unit Auburn School Department School Name			

Child's Residence
 Mailing address.
 Town
 State
 Zip
 SAU

The CDS Page :

Date	Reason for Referral	Referred By	Received by	Up date Lists 2		
1/1/2001	Tympanometry	NOMADS	MARLEEN, MARLEEN			
Status		Referral Notes				
Edit NOT PROCESSED						
1 of 1 ; Referral		<input type="button" value="Previous Referral"/> <input type="button" value="Next Referral"/>				
Site Point of Contact		Service Coordinator / Case Manager				
FUROR, OBER		FUROR, OBER				
Date that the child was first referred to CDS		Date the Child was Referred For Evaluation	Initial Date the child was determined to be eligible for services.	First IFSP Date	Age at Latest Referral	Age Today
1/1/2001					53.3	54.7
Current Referral Date		Compliance Date	IFSP Review Date	Current IFSP	Current IFSP Date	
1/1/2001						
<input type="button" value="Add Referral"/>						

Referral Date
 Referral Source
 Reason For Referral

**Site Point of Contact
Service Coordinator / Case Manager**

The Screening page

Child	Parents	Address	CDS	Screenings	Evaluations	ECI Team	IFSPs	Services	Insurance	Other
Date	ScreenType	Screened By	Recommendation	Cost	Needs Re-Scr	Re-Scr Date	Is Re-Scr	Result		

Screening Form

Microsoft Access - [Screening for CHILD NEW]

Type of Screening: **Fine Motor**

Screening Date: **2/1/2001** Fine Motor Legacy

Provider: **NOMADS**

Agency: **NOMADS**

Recommendation: **Evaluate**

Estimated cost: **0**

Results of the latest screening:

Scheduled Date:

Is this a re-screen:

A re-screen necessary:

Date to re-screen:

ESID:

ID:

5/21/2002 2:23:59 PM

- Screening Types
- Screening Date
- Screeners
- Provider
- Recommendation

The Evaluation Page

Date	Scheduled Date	Eval Type	Evaluated By	Recommendation	Cost	Needs Re-Ev	Re-Eval Date	Is Re-Ev	Result
9/17/2002		Audiological	HEARING HEALTHCARE	Assessment In Progress	0	No		No	
8/16/2002		Speech & Language	GRIFF ASSO	No Services	0	No		No	
8/6/2002		All Developmental	HALE, NATALIE	Provide Services	0	No		No	
3/20/2002		Psychological	SHECKART, GEORGE	Provide Services	0	No		No	

of Evaluations:

The Evaluations page is similar to the Screenings page. It shows both the Eval date and the date the Eval was scheduled to occur.

Evaluation Form

ChildLink Version 01.00 - [Evaluation for CHILD NEW]

Type of Evaluation: Scheduled Date:

Evaluation Date: Augmentative Communication Legacy: Is this a re-eval:

Provider: Agency: A re-eval necessary:

Recommendation: Date to re-eval:

Estimated cost: ESID:

Results of the latest Evaluation:

ID: ECTID:

5/21/2002 2:26:20 PM

- Type of Evaluation
- Scheduled Evaluation Date
- Evaluation Date
- Provider
- Recommendation

The ECT page

Child	Parents	Address	CDS	Screenings	Evaluations	ECT Team	IFSPs	Services	Insurance	Other
-------	---------	---------	-----	------------	-------------	----------	-------	----------	-----------	-------

Date: Summary of the ECT IFSPID:

Record: of 1

ECT Form

ECT Summary : RICHARD AVEDON CDS16 2

Date Of ECT: Started: Ended: IFSP: ECTID: ID: 4/3/2001 3:25:36 PM

Reason for Meeting: Recommendation:

Parent Approved the ECT Changes: Followup Requested:

Location of the meeting: List of Standard Locations

Summary of the ECT findings.

Convener	Member Name	Participation Method
<input checked="" type="checkbox"/>	<input type="text" value="OHARA, MAUREEN"/>	<input type="text" value="Attended"/>
<input type="checkbox"/>	<input type="text" value="MOTHER"/>	<input type="text" value="Attended"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

Record: of 2

ECT Date
Reason for meeting
Location
Participants

Meeting Times
Recommendation
Parent Approval status
Method of participation

The IFSP page

Child	Parents	Address	CDS	Screenings	Evaluations	ECI Team	IFSPs	Services	Insurance	Other
Current IFSP Date	Last Amended	Expected to Close	Service Coordinator	CloseDate	Close Reason	IFSP's	1	Open	1	
4/4/2001		4/3/2002	OHARA, MAUREEN		Open					
Amendments	0	4/4/2001 10:09:52 AM	CDS16	200						
<input type="button" value="Add, View or Modify an IFSP"/>			Current IFSP		CDS16 200					
Use this Button to Modify or View the complete IFSP selected above or Add a new IFSP.										

IFSP form

ChildLink - [Current IFSP for RICHARD AVEDON]											
Service Coordinator / Targeted Case Manager						Who consented?					
OHARA, MAUREEN											
IFSP was written:	Current IFSP date:	Expected To Close	Actual Close Date:	Closing Reasons		IFSP is Interim <input type="checkbox"/>					
4/4/2001	4/4/2001	4/3/2002		Open							
Has Amendments		<input type="checkbox"/>	Amended on				CDS16	200	0		
Disabling Condition		ICD-9 code	Amendment Start		End	IFSP and Amendment					
Multiple disabilities			4/4/2001		4/3/2002	CDS16 200 0					
LRE		LRE Comments									
Home/Head Start											
Goals											
Services											
<input type="button" value="Add Service"/>		<input type="button" value="Delete This Amendment"/>		<input type="button" value="Previous Amendment"/>		<input type="button" value="Next Amendment"/>					
						4/3/2001 4:05:03 PM		<input type="button" value="Amend This IFSP"/>		<input type="button" value="Exit IFSP"/>	

Service Coordinator / Case Manager
IFSP Written
Current IFSP
Expected To Close
Close Date
Closing Reasons
Amended on

Amendment section
Disabling Condition.
ICD9 code
LRE (Least Restrictive Environment)
Goals
Services

The Services Page

Service	Start	Amended	End	Provider of the service.	Status	Freq	Inten	IFSP and Ammendmen
Transportation	8/14/2002	11/4/2002	6/28/2003	CCI	Open	3	0	CDS03 374900 2
Service Co-ordination	8/14/2002	11/4/2002	6/28/2003	BARBER, DIANE	Open	1	17	CDS03 374900 2
Family Counseling	8/14/2002	11/4/2002	6/28/2003	GOLDSTEIN, INA	Open	1	60	CDS03 374900 2
Developmental Ther	8/14/2002	11/4/2002	6/28/2003	CHILD HEALTH CTR	Open	3	150	CDS03 374900 2

Record: 1 of 4

Buttons: Add Service, Modify a Service, Active Selected, Fake Service Descriptions, Pay Source

Service form

ChildLink Version 01.00 - [Service Information]

Service: Occupational Therapy | Current status of this service: Open

ICD9 Codes(Billing): | CPT Code: | Service Provider: NOMADS

Type of Service Location: Home/Early Childhood | Initial Start Date: 4/1/2001 | Amount paid for the service: 0.00 | Payment Date:

Comments related to the service. | Progress reports

Frequency (Times per week): 5 | Intensity (Length of each session in minutes.): 60 | Actual Start Date: 4/1/2001 | End: 3/31/2002

Method of service delivery: Individual | What does the service cost per hour/mile?: \$14.00 | Miles / Trip: 0.00 | Cost of this Service Per Week: \$70.00 | Date the service is scheduled to end: | Cost of this Service Start to End Date: 52 | \$3,640.00

Percent paid for the service by CDS: CDS00 100 0 100 0 0 | CDS00 1 | CDS00 1000001 | -1264790513

Buttons: Service Provider Data, Exit

5/21/2002 2:29:56 PM

- Service
- Status
- ICD Code
- CPT Code
- Service Provider
- Start date
- End Date
- Location
- Frequency (sessions per week)
- Intensity (length of session)
- Method (Group/Individual)
- Pay source

Progress Report form

Progress Report Summary			
Quarter	Date Due	DateReceived	CDS Comment
Provider Notes			
1	7/3/2001		
2	10/3/2001		
3	1/3/2002		
4	4/3/2002		
Add A Progress Report			
Exit			
Record:			1
of 4 (Filtered)			

The Insurance Page

InsuranceName:	InsuranceType:	Policy number:	EligibilityDate	ExpirationDate	Use	Pay Order
Medicaid	FEDERAL	9999999999999999	1/1/2001	6/1/2001	<input checked="" type="checkbox"/>	1
BLUE CROSS	Private	8888888888888888	2/1/2001	9/1/2001	<input checked="" type="checkbox"/>	2

Record: 1 of 2

Add Insurance **Modify Insurance**

This page provides access to and a summary of the child’s insurance information.

Insurance form

Insurance Provider Information

Name of the Insurance Company

Type of Insurance

Insurance policy number. (or SSI,etc.)

Group Number

EligibilityDate Expiration Date

Policy Holder:

First Last Primary Care eligible.

ANDREW AVEDON CanUse

Holders SSN PCP Referral Required

Comments: Order of Payment 0

Exit

InsuranceTypeID Child's ID CDS16 2

- Name of the Insurance Company
- Types of insurance
- Policy number
- Eligibility Date
- Expiration Date
- Primary Care Eligible.
- PCP Referral.
- Holders SSN

Insurance Details form

Insurance Company

Name: Medicaid Agent: First: Last:

Address1: Type: CHAMPUS

Address2: Comments:

City:

State:

ZipCode:

Phone: PhoneExtension: Exit

Record: 1 of 1 (Filtered)

The Blank page

Is blank.

The Provider form

Provider in this version of ChildLink refers to individuals or agencies that do anything child related for the site, regardless of the classification of the service. References to parents, relatives or guardians, as providers are generic to avoid adding thousands of individuals who are only involved with one or two specific children.

ChildLink - [Provider Contact Information for MIGHTY LISTENERS]

MIGHTY LISTENERS Specialties

Addresses Phone Numbers

Office/Home

Care of... or Title

Street1

Street 2

Town

State / Zip Me

Next Address Previous Address Next Phone Number Previous Phone Number

Type of provider: PROVIDER AGENCY Comments:

Is An Agency # of Staff: 0 Primary Provider

Change Office or Agency Name

MIGHTY LISTENERS

Office Hours: Open/Close

Currently under contract Retired

Federal Tax ID: -1372813871 16

Medicaid Number:

Other ID:

Provider List: MIGHTY LISTENERS

Exit

There are two slightly different views of this form. One view, above, is for Individuals who are providers. These individuals can be self-employed, unemployed or employees. An Individuals is one person. The other view of the form, below, is for Agencies. Agencies are companies, hospitals or governmental agencies. They are any organized group of 2 or more individuals that has a name.

ChildLink - [Provider Contact Information for OHARA, MAUREEN]

Prefix First and M.I. Last Suffix Specialties

Name Ms MAUREEN OHARA

Addresses Phone Numbers

Office/Home

Care of... or Title

Street1

Street 2

Town

State / Zip Me

Next Address Previous Address Next Phone Number Previous Phone Number

Type of provider: CDS EMPLOYEE Comments:

Is An Agency Primary Provider

Office Or Agency Name

CDS ANDROSCOGGIN

Office Hours: Open/Close

Currently under contract Retired

Federal Tax ID: 293633682 16

Medicaid Number:

Other ID:

Provider List: OHARA, MAUREEN

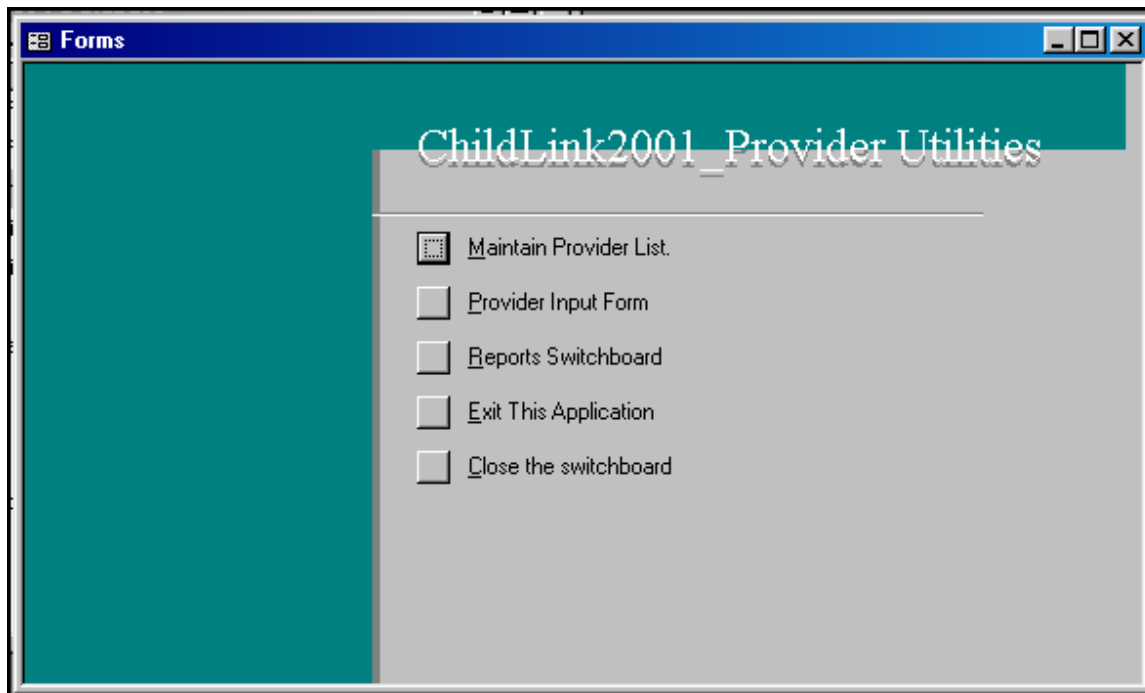
Exit

Provider Specialties form

The screenshot shows a Microsoft Access form titled "frmProviderSpecialty". The form is divided into several sections:

- Specialties:** A dropdown menu.
- Fape Service:** A dropdown menu.
- Has the educational requirements. Y,N,P,X:** A checkbox.
- Has the required license.Y,N,P,X:** A checkbox.
- Description of services if different than listed in the SPECIALTY table:** A text box.
- Comments:** A larger text box.
- Service units contracted for. Hour, Week, Month,Year:** A dropdown menu.
- Miles:** A text box.
- Hours/Unit:** A text box.
- Cost per unit of service:** A text box containing "0.00".
- Cost/Hour:** A text box containing "0.0".
- Contract starting date:** A date picker.
- Days Off:** A text box.
- Days in Contract:** A text box.
- Contract ending date:** A date picker.
- Days Off:** A text box containing "0".
- Working Days:** A text box.
- ExpectedCostOfContract:** A text box containing "0.00".
- Working Hours:** A text box.
- Specialty list for the current provider:** A large empty list box.
- ProviderID:** A text box containing "293633682".
- AgencyId:** A text box containing "0".
- Buttons:** "Calculate Cost", "Add a Specialty", and "Exit".
- Record navigation:** "Record: 1 of 1" with navigation icons.

ChildLink2001_ProviderUtilities.mdb



The Main switchboard contains 5 selections.

- Maintain Provider List

- Provider Input Form

- Reports Switchboard

- Exit This Application

- Close the Switchboard

Maintain Provider List

This option opens a form that allows you to access and edit individual provider records, remove duplicate providers, and change providers on children's records.

Provider Input Form

This is the same form that is available through the provider related fields on the data entry forms for the children's data. This form allows you to enter new providers and edit data in existing provider's records.

Reports Switchboard

Several reports that list providers and related children in several ways.

Exit This Application

Leave the utility module

Close the Switchboard

Closes the switchboard but leaves you in the module.

Maintain the Provider List

The screenshot shows a software window titled "Provider Selection Form". At the top, there are two dropdown menus for "Provider Name" and "New Provider Name", each with an "ID" input field below it. A "Change Provider for Open Children" button is positioned between them. A red text note states: "The children served by Provider Name will be changed to New Provider Name if you use the Change Provider button." Below this is a "Selected Providers List" table with columns for ID, Last name, First name, Office or Agency, ProvName, and Is an Agency. To the right of the table is a red-bordered box containing a delete icon and the text: "This button deletes the provider selected in Selected Providers List." Below the table is a text instruction: "Click on a provider in the Selected Providers List above to see children that have used them." At the bottom, there is another table with columns for Child's ID, Last Name, First Name, Field of Origin, and Open. To the right of this table are buttons for "Open Selected" and "All or Open". An "Exit" button is located at the bottom right of the window.

Child Record Fields: partial list

The Child page

First Name
Middle Initial
Last Name
Gender
DOB:
SSN.
CDS Locater ID
Ethnicity
Child's primary health care Provider
Open
Closing Date
Closing
Eligibility At Transition
Noncompliance Reasons

The Parents page

Father
Mother
Custodian1
Custodian2
Child lives with
Ward of the state
Brothers and Sisters
Child's Residence
Mailing address.
Town
State
Zip
SAU

Referral Form

Referral Date
Referral Source
Reason For Referral
Site Point of Contact
Service Coordinator / Case Manager

Screening Form

Screening Types
Screening Date
Screeners

Evaluation Form

Type of Evaluation
Scheduled Evaluation Date
Evaluation Date
Provider
Recommendation

ECT Form (Early Childhood Team)

ECT Date
Meeting Times
Reason for meeting
Recommendation
Location
Parent Approval status
Participants
Method of participation

IFSP form

Service Coordinator / Case Manager
IFSP Written
Current IFSP
Expected To Close
Close Date
Closing Reasons
Amended on

Amendment section

Disabling Condition.
ICD9 code
LRE (Least Restrictive Environment)
Goals
Services

Service form

Service
Status
ICD Code
CPT Code
Service Provider
Start date
End Date
Location
Frequency (sessions per week)
Intensity (length of session)
Method (Group/Individual)
Pay source

Insurance form

Name of the Insurance Company
Types of insurance
Policy number
Eligibility Date
Expiration Date
Primary Care Eligible.
PCP Referral.
Holders SS

SPP Template – Part C (3)

Maine

Selected fields: Not all fields are represented from all the databases.

MEDEMS	ChildLink	EFS05-SpEd
SchoolStudentID	ID	STUDENT_CODE
StateStudentID	CDSLocaterID	MEDMSID
MedicaidID	Medicaid Number	
SSN	SSN	STUDENT_SSN
ResidentSAU_ID	School	
ResidentTownCode	DOE_TownCode	
LastName	CLname	STUDENT_LAST_NAME
FirstName	CFName	STUDENT_FIRST_NAME
MiddleName	CMINIT	STUDENT_MI
Alias	NC	
NameSuffixCode	NameSuffix	STUDENT_GEN
Language	NC	
EthnicityCode	Ethnicity	STUDENT_RACE_CODE
Gender	Gender	STUDENT_SEX
BirthDate	DOB	STUDENT_BIRTHDATE
CityTownOfBirth	NC	CITYTOWNOFBIRTH
CountyOfBirth	NC	
StateOfBirth	NC	STATEOFBIRTH
CountryOfBirth	NC	
BirthOrderCode	NC	
CitizenshipCode	NC	
USArrivalDate	NC	
CountryOfResidency	Based on Residence address	
EnglishProficiency	NC	
CountryOfCitizenship	NC	
RefugeeFlag	NC	
ImmigrantFlag	NC	
ParentGuardian1LastName	CustLName	
ParentGuardian1FirstName	CustFName	
ParentGuardian2LastName	Cust2Lnam	
ParentGuardian2FirstName	Cust2FNam	
MotherMaidenName	NC	
	SchoolName	SCHOOL_CODE
	AmmendmentDIS_CON	EXCEPTIONALITY_CODE
	AmmendmentLRE	EDUCATIONAL_PLACEMENT_CODE
	DOETownCode	TOWN_CODE
	CloseReasonID	EXIT_CODE
	DOETownCode via Mail.TownIDR	RESIDENT_TOWN
	CloseDate	EXIT_DATE
	FapeServiceCode	RELATED_SERVICE_CODE
		STUDENT_TYPE_CODE
		UNIT_CODE
		YEAR_CODE

Data table relationships:

