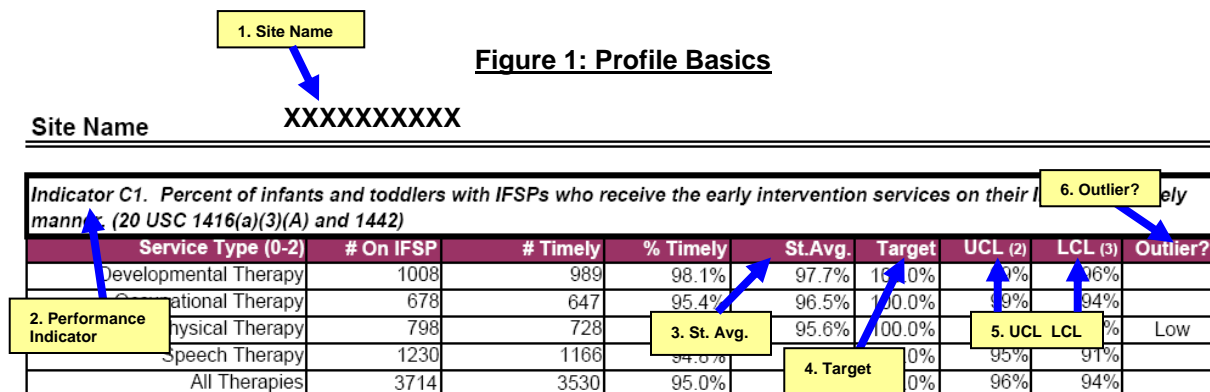


Understanding your CDS site profile

Your site profile is a view of your site based on eleven of the performance and compliance indicators required by the Office of Special Education Programs (OSEP) under the Individuals with Disabilities Act (IDEA). The purpose of this primer is to give you an understanding of how to interpret the material presented in the profile. The data used come from ChildLink, Case-e, or from an on-site visit. Figure 1 provides an overview of a few of the basic elements of the profile.



The first line of the profile contains your site’s name and a number that shows the “Overall Determination Level” to be discussed below.

1. Site name – No explanation required
2. The performance indicator appears in bold italics, and includes, where space permits, a reference to the law.
3. St. Avg. – state average – the average scores of all 16 sites.
4. Target – performance expected of a site on a specific indicator (See 2 above).
5. UCL LCL – Upper Control Limit, Lower Control Limit – a statistical calculation that ascertains the maximum and minimum performance level the site can be expected to achieve given the state average and the sample size of the site.
6. Outlier – If a site’s score is above the UCL the word “High” will appear. If a site’s score is below the LCL the word “Low” will appear

Indicator C1. Timeliness of services *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)*

Figure 2 below provides a snapshot of indicator C1. Indicator C1 is a compliance indicator which means that a performance level of less than 100% is unacceptable. Timeliness is evaluated for Developmental Therapy, Occupational Therapy, Physical Therapy, and Speech Therapy. The % Timely figure is derived by dividing the number of therapies that were provide in a timely manner by the number of therapies listed on the IFSP. Data are presented for both the 0-2 and 3-5 children.

Figure 2. Timeliness of Service

<i>Indicator C1. 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)</i>								
Service Type (0-2)	# On IFSP	# Timely	% Timely	St.Avg.	Target	UCL (2)	LCL (3)	Outlier?
Developmental Therapy	1008	989	98.1%	97.7%	100.0%	99%	96%	
Occupational Therapy	78	72	92.3%	96.5%	100.0%	99%	94%	
Physical Therapy	129	125	97.2%	95.6%	100.0%	98%	93%	Low
Speech Therapy	1230	1166	94.8%	93.3%	100.0%	95%	91%	
All Therapies	3714	3530	95.0%	95.4%	100.0%	96%	94%	

Service Type (3-5)	# On IEP	# Timely	% Timely	St.Avg.	Target	UCL	LCL	Outlier?
Developmental Therapy	2661	2647	99.5%	98.2%	100.0%	99%	97%	High
Occupational Therapy	2729	2688	98.5%	97.4%	100.0%	98%	97%	High
Physical Therapy	1282	1257	98.0%	94.4%	100.0%	96%	92%	High
Speech Therapy	4044	3951	97.7%	96.2%	100.0%	97%	95%	High
All Therapies	10716	10543	98.4%	96.8%	100.0%	97%	96%	High

- # On IFSP – the number of IFSPs during the last year that specified a particular type of therapy.
- # Timely – the number of therapies of a particular type delivered in a timely manner (timeliness as specified by the law)
- % Timely – the percentage of therapies of a particular type delivered in a timely manner (i.e., # Timely divided by # of IFSP)

Indicator C2: Settings *Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children. (20 USC 1416(a)(3)(A) and 1442) (4)*

Figure 3 shows the data for indicator C2. What is expected here is that children will receive early intervention services in either their home or in a program designed for typically developing children. Data are divided into two groups, "Typical" or "Atypical" and the percent receiving services in a typical setting is shown.

Figure 3. Settings

Typical		Atypical							
<i>C2. Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children. (20 USC 1416(a)(3)(A) and 1442) (4)</i>									
Typical	Atypical	Total	%Typical	St.Avg.	Target	UCL	LCL	Outlier?	
120	1	121	99.2%	84.7%	91%	94%	75%	High	

(4) Categories were "Typical" and "Other." "Other" considered atypical

Indicator C4: Parent Survey 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))

Parents from all CDS sites are surveyed each year. The Maine Advisory Council for the Education of Children with Disabilities (MACECD) determined which questions to ask. There are three surveys, one for parents of the 0-2 population, one for parents of the 3-5 population and one for parents of school age children.

The indicator asks whether parents believe EI services have helped the family a. know their rights, b. effectively communicate their children's needs, and 3. develop and learn. MACED was asked to select questions from the survey that best represented what the indicator was asking for. For a, "We THINK we know and we DO know our rights and what to do if not satisfied" were selected, for b. Effectively communicate, "Early intervention services have helped my family feel we can get the services and supports my child and family need" was selected, and for c. Develop and learn, "Early intervention services have helped my family do things with and for my child that are good for their development" was selected. Figure 4 below presents a snapshot of how the survey results are reported.

Figure 4: Parent Survey for 0-2

C4. 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))								
Item	Yes	No	Total	%Yes	St.Avg.	UCL	LCL	Outlier?
A. Know rights	13	26	39	33%	35%	58%	12%	
B. Communicate needs	30	5	35	86%	82%	100%	63%	
C. Develop and learn	33	2	39	85%	84%	100%	66%	

Target for Indicator 4 is 86% for FFY2006.

Indicator C7: Timely Evaluations 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) (6) (7)

Figure 5 shows the profile for Timely Evaluations for 0-2 children. Results for this indicator are based on the average over the course of a year. Reasons for non-compliance were grouped into those related to "family," to the "system," and to "other."

Figure 5: Timely evaluations

C7. 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) (6) (7)								
Item	Avg. # IFSPs	Avg.InC	Avg. OOC	Avg% IC	St.Avg.	UCL	LCL	Outlier?
Family	238.8	226.9	11.9	95%	97%	100%	94%	
System	238.8	222.2	16.7	93%	95%	99%	90%	
Other	3.8	2.1	1.7	100%	99%	100%	97%	
All	238.8	221.2	17.6	88%	91%	97%	86%	

Target for Indicator 7 is 100% for FFY2006.

1. Avg # IFSPs – Average number of IFSPs the site had in the course of the one year period.
2. Avg.InC – Average In Compliance – The average number of IFSPs for which an evaluation , assessment and initial IFSP meeting were conducted within the 45 day timeline.
3. Avg.OOC – Average Out of Compliance – The average number of IFSPs for which an evaluation , assessment and initial IFSP meeting were NOT conducted within the 45 day timeline

Indicator C8: Part C to Part B619 Transition Planning *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)* Figure 6 below provides a snapshot of data captured for the Part C to Part B619 transition. These data come from visits by the site review team. OSEP wants to know whether a. the IFSPs include transition steps and services, b. Whether the LEA has been notified that the child is potentially eligible for Part B services, and c. Whether a transition conference was held if the child is potentially eligible. Note that there is a row for each of the three items. Note also, that for purposes of this review cycle the notification element was not monitored.

Figure 6 Part C to B Transition

C8. 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. No

Item	# Files	# IC	% IC	St.Avg.	Target	UCL	LCL	Outlier?
A. Steps	NM	NM	NM	69%	100%	NM	NM	NM
B. Notification	NM	NM	NM	NM	100%	NM	NM	NM
C. Confere	1. # Files	2. # IC	NM	NM	87%	100%	NM	NM

1. # Files – Number of files reviewed during the site visit.

2. # IC – Of the files reviewed the number found to be in compliance.

3. NM – Not monitored

3. NM

Indicator B6: Settings for 3-5 year olds *Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). (20 U.S.C. 1416(a)(3)(A))* Figure 7 below provides a snapshot of the data captured for determining where services are taking place. As in indicator C3 above, data are categorized into Typical and Atypical settings. Typical Early Childhood settings include the home and part time Early Childhood Special Education settings. Atypical settings include Early Childhood Special Education settings, Residential facilities, Separate Schools.

Figure 7 Settings for 3-5 year olds

B6. Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education se

Typical	Atypical	Total	% Typical	St.Avg.	Target	UCL	LCL	Outlier?
275	102	377	73%	74%	81%	80%	67%	

Indicator B8 Parent Involvement *Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A)) (10)* Figure 8 below shows how data for this indicator are captured. The Maine Advisory Council (MACECD) determined that the question, *CDS staff treat me as a team member* was the question that best represented the degree to which schools facilitate parent involvement, and parents who answered “Often” or “Always” were counted in the “Yes” group for the indicator.

Figure 8 Parent Involvement

B8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A)) (10)

	Yes	No	Total	%Yes	St.Avg.	Target	UCL	LCL	Outlier?
	145	2	161	90%	94%		99%	88%	

Indicator B11: Timely Evaluations *Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline). (20 U.S.C. 1416(a)(3)(B)) (11)* This indicator is identical to C7 above but is concerned with the 3-5 year old population. Figure 9 provides a snapshot for how these data are presented.

Figure 9 Timely Evaluations

B11. Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline). (20 U.S.C. 1416(a)(3)(B)) (11)

	Avg.# IEPs	Avg.InC	Avg% IC	St.Avg.	Target	UCL	LCL	Outlier?
Family	629.8	628.6	99.8%	99.4%	100%	100%	99%	
Systemic	629.8	628.6	99.8%	98.6%	100%	100%	97%	
Other	629.8	629.8	100.0%	99.9%	100%	100%	99%	
All	629.8	627.3	99.6%	97.9%	100%	100%	96%	

Indicator B12: Part C to Part B Eligibility *Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))* Figure 10 below provides data for this indicator. The percentage of children found eligible (%Eligible) is the quotient resulting from dividing the number of eligible children by the total number of children. For purposes of the calculation, children for which eligibility was “Undetermined” are assumed to be ineligible.

Figure 10 Part C to Part B Eligibility

B 12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

	Eligible	Ineligible	Undetermined	Total	%Eligible	St.Avg.	UCL	LCL	Outlier?
	202	0	3	205	99%	96%	100%	96%	