

Minnesota Part C Annual Performance Report FFY 2008 (July 1, 2008 – June 30, 2009)



February 2010

Part C State Annual Performance Report (APR) for FFY 08

Overview of the Annual Performance Report Development:

The Governor's Interagency Coordinating Council (ICC) supported staff from the Minnesota Department of Education (MDE) in the development of the APR. A subcommittee was formed to advise and assist department staff in the development of the APR including discussion of the data, giving meaning to the results, and addressing areas of strength as well as areas of concern. During the ICC APR subcommittee meeting in January 2010, the following steps were taken:

- Data was shared for the indicators,
- Activities were reviewed,
- Setting of targets for the 3 functional Part C child outcomes,
- Progress/slippage was discussed,
- Recommendations were made for the continued inclusion of the APR in the priorities of the ICC, and
- Final approval of the APR was granted.

Data included in the APR came from five primary sources: (1) the Minnesota Automated Reporting Student System (MARSS), (2) Minnesota's 618 data submitted during the reporting year, (3) monitoring data, (4) the Family Outcomes Survey, and (5) the ECSE Outcomes online data system that allow MDE to collect data for indicator 3 for all applicable children served under Part C and for a sample of applicable children for indicators 1 and 8.

State staff charged with responsibility for the annual development of the APR received invaluable technical assistance from the North Central Regional Resource Center, the National Early Childhood Technical Assistance Center, the Data Accountability Center and the Early Childhood Outcomes Center.

The APR will be posted on the MDE web site and notices will be sent to stakeholders about the posting. It can be found under Accountability Programs on the Compliance and Assistance landing page under the heading of "Federal Communications". The appropriately revised State Performance Plan is posted in the same location on the MDE website.

The Department also posts the performance of local educational agencies (LEAs/early intervention program sites) on its web site each year. District Data Profiles can be accessed under Learner Support on the Special Education Policy landing page and the heading "State and Local Performance". Data are not reported to the public in instances where cell sizes are small and the publication of the data would result in the disclosure of personally identifiable information about individual children or where the data is insufficient to yield statistically reliable information. Many of the state's LEAs serve a small population and it is not possible to report the data. In these instances, reporting of data will be done jointly with other LEAs in larger administrative units, such as special education cooperatives. The data profiles will be posted in March 2010 and training will be provided for LEA staff on accessing and utilizing their data in program improvement in spring 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 U.S.C. 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.

Account for untimely receipt of services, including the reasons for delays.

FFY	Measurable and Rigorous Target
FFY 08	Compliance Target of 100%

Actual Target Data for FFY 2008: $2,679 \div 2,696 = 99.4\%$

Data for this indicator was taken from MARSS, MDE’s student data system and reflects the initiation of services from initial or annual IFSPs or period reviews for 2,696 children served by the two groups of school districts (Group A and Group D) included in the monitoring cycle for MDE. Services were initiated in a timely manner for 2,626 children. Of the 70 initiations that were untimely, 53 were reported to be untimely due to exceptional child or family-based reasons. Only 17 were untimely due to systems reasons such as staff shortages, vacations, illness, or scheduling.

Correction of FFY 2007 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 98.0%

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007, through June 30, 2008)	4
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the EIS program of the finding)	4
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2007 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected:

All correction was completed and verified within one year.

Verification of Correction (either timely or subsequent):

Correction of each identified findings of noncompliance was submitted to MDE. All documentation of correction was reviewed by staff from the Division of Compliance and Assistance. If correction documentation was not initially accepted, the SEAU was required by MDE to resubmit. All correction documentation submitted for the findings related to this indicator was submitted and accepted within one year from when the findings were identified.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Minnesota is proud of performance on this indicator, maintaining a very high level of performance as the number of children service birth through two has increased significantly. Concurrently, Minnesota has implemented the following activities, which will result in the data for this indicator being collected and reported completely from monitoring data in the future.

- *Communicate Part C Standards.* Minnesota has instituted a process of training SEAU and LEA staff during the year of scheduled Self-Review or MDE Review. Part C Standards are emphasized as a component of the training process, focused specifically on review of individual student records for determination of compliance. Verification of the application of Part C Standards is completed by MDE Monitoring staff for each SEAU. In addition, MDE has posted a number of Question and Answer documents on the state website, specifically addressing issues of Part C compliance, including the timeline requirements as related to year-round service delivery.
- *Monitoring data collection.* Minnesota has implemented the process of collecting evidence of timely initiation of services through file reviews completed for a stratified random sample of all Part C eligible students for those SEAUs scheduled for either Self-Review or MDE Review. Data for responding to the indicator is currently being collected through the monitoring process for reporting in FFY 2009.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008.

No revisions are deemed to be necessary at this time.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

As detailed above, MDE has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR is correctly implementing the specific regulatory requirements and has developed an IEP that includes the required transition content for each youth, unless the youth is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

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 community-based settings.

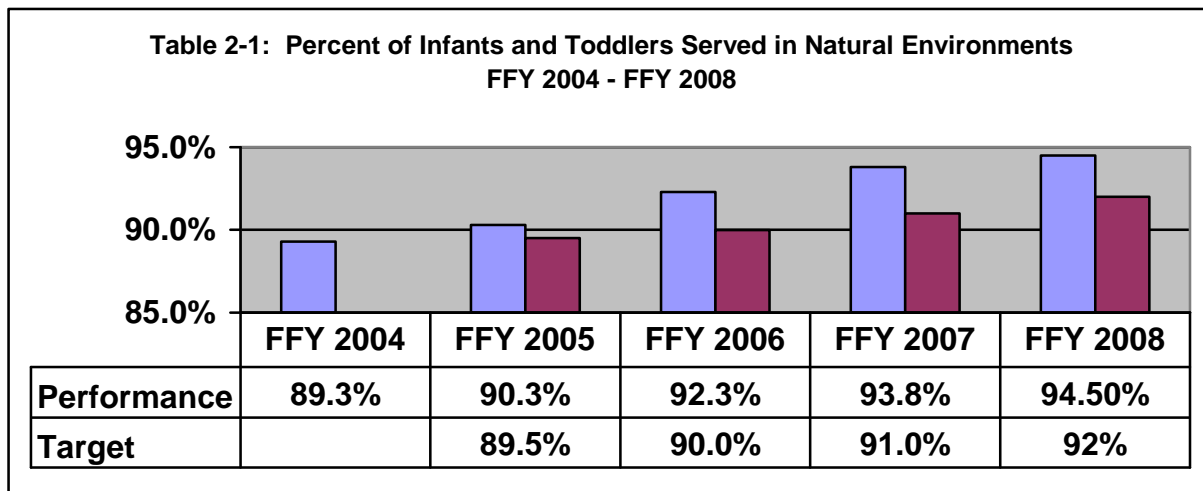
(20 U.S.C. 1416(a)(3)(A) and 1442)

Measurement: Percent = [(# of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings) divided by the (total # of infants and toddlers with IFSPs)] times 100.

FFY	Measurable and Rigorous Target
2008	92% of infants and toddlers served at home or in community-based programs designed primarily for children without disabilities.

Actual Target Data for FFY 2008: $((4,175 + 152) \div 4,579) = 94.5\%$

A total of 4,579 infants and toddlers were served through IFSPs on December 1, 2008. Of those children, 4,175 received early intervention services at home. An additional 152 children received services in community-based settings such as child care, Early Head Start or Early Childhood Family Education. Only 252 children received services in settings that would not be considered “natural” for infants or toddlers.



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

During the reporting year, MDE completed activities intended to increase the state’s capacity to serve infants and toddlers in natural environments and to enhance the quality of early intervention provided in natural environments. Please note that many of these activities are ongoing activities as stated in the

SPP and have contributed to the state’s steady and significant improvement over the past five years as displayed in Table 2.1 above.

Completed Improvement Activities:

- *Revise IFSP document to enhance clarity of need to justify use of early intervention environments that are not natural.* During the reporting year, MDE completed a comprehensive revision of the state recommended IFSP document. The relevant section of the IFSP document shown below serves to effectively inform IFSP teams of their obligation to serve infants and toddlers in natural environments or to justify the provision of each early intervention services provided in an environment that is not a natural environment.

JUSTIFICATION FOR EACH SERVICE PROVIDED IN LOCATIONS OTHER THAN THE NATURAL ENVIRONMENT
Service(s):
Environments in which service(s) are provided:
Team explanation of why service(s) cannot be provided in the natural environment:

- *Effectively monitor for the appropriate use of natural environments.* MDE required those districts that participated in the Minnesota Continuous Improvement Monitoring Process: Self Review (MnCIMP:SR) that demonstrated performance lower than the state’s FFY 2007 performance to develop an action plan. These plans were reviewed and approved by MDE staff and will be implemented throughout the 2009-2010 school year.
- *Support the Center for Inclusive Child Care (CICC).* This collaboratively-funded initiative has worked to build statewide capacity among child care providers to effectively include infants and toddlers with disabilities in child care centers and family child care homes. The CICC provided online and face-to-face training opportunities on multiple topics of importance to child care providers. These training activities are provided in multiple languages in order to meet the needs of child care providers who speak languages other than English. The CICC maintains a directory of certified trainers and consultants in many content areas and hosts a dynamic website that has become an important state resource. See <http://www.inclusivechildcare.org/> for resources available from CICC.
- *Increase professional satisfaction with inclusive Early Childhood sites.* MDE has continued to provide training and technical assistance on those methods that were included in the National Individualizing Preschool Inclusion Project as part of the State Professional Development Grant. Minnesota is also one of 8 states partnering with the National Professional Development Center on Inclusion (NPDCI) and established two goals that will influence future work in this area.
- *Provide parents with information on natural environments.* PACER center, with funding provided by MDE, has developed resources and training to help parents to fully understand the early intervention system, including the use of natural environments. Many of these resources are available at <http://www.pacer.org/publications/earlyChildhood.asp>
- *Increase understanding and use of the District Data Profiles.* The profiles were reformatted to enhance the ability of an end-user to understand information presented. Early Childhood Special Education Leaders participated in a May 2009 training event that included understanding and

using their District Data Profiles for program improvement and conducting additional data analysis using Excel.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

Minnesota has added the following two important initiatives. Neither initiative was included as part of prior APR submissions as each represents a recent opportunity.

Activities	Timelines	Resources
Regionalize early childhood professional development activities through the creation of eight Early Childhood Centers of Excellence. Each Center of Excellence will employ a .5 FTE professional development facilitator to support the unique needs early childhood professionals. Training cadres will be established within each regional center including a training cadre on the use of Routines Based Interviews and embedded intervention.	2009-2011	Part C ARRA
Partner with the OSEP-funded Technical Assistance Center on Social-Emotional Intervention (TACSEI) to build statewide capacity to enhance social emotional development within homes and other natural environments.	2009-2011	Part C

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 U.S.C. 1416(a)(3)(A) and 1442)

Measurement:

Outcomes:

- 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.

Progress categories for A, B and C:

- a. 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.
- b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = [(# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.
- e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = [(# of infants and toddlers who maintained functioning at a level comparable to same-aged peers) divided by (# of infants and toddlers with IFSPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

Summary Statement 1: Of those infants and toddlers who entered or exited early intervention below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = # of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in category (d) divided by [# of infants and toddlers reported in progress category (a) plus # of infants and toddlers reported in progress category (b) plus # of infants and toddlers reported in

progress category (c) plus # of infants and toddlers reported in progress category (d)] times 100.

Summary Statement 2: The percent of infants and toddlers who were functioning within age expectations in each Outcome by the time they turned 3 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of infants and toddlers reported in progress category (d) plus [# of infants and toddlers reported in progress category (e) divided by the total # of infants and toddlers reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Overview of Issue/Description of System or Process:

In response to federal outcome reporting requirements and to improve interventions for young children with disabilities, Minnesota has implemented an outcome reporting system to measure the percent of infants and toddlers with IFSPs who demonstrate improved positive social-emotional skills; acquisition and use of knowledge and skills; and use of appropriate behaviors to meet their needs. The procedures put into place throughout the state are based extensively on the work of and recommendations made by the Early Childhood Outcomes Center (ECO).

The Child Outcomes Summary Form (COSF) was selected as the data collection protocol because it converts data from multiple tools and multiple sources into a simple 7-point metric that facilitates the measurement of child progress while eliminating problems inherent in a system that requires pre- and post-testing using a single tool.

Members of IFSP teams are required to complete a COSF for all children initially determined eligible under Part C who are age 30 months or younger. ECO's revised Summary Rating Decision Tree is used to assist in reaching consensus on ratings. No data is reported for children who are older than 30 months at the time they enter Part C as they will not be served for 6 months or more under Part C prior to their transition to services under Part B or to other community programs, if appropriate.

A COSF must also be completed when children exit Minnesota's Part C system for any of the following reasons:

- The child is turning 3 and transitioning into services under Part B,
- The child has determined to no longer be an infant or toddler with a disability and is appropriately exited from services,
- The child's parents are opting to discontinue services under Part C,
- The child is moving out of Minnesota.

Multiple data sources are incorporated in the COSF for each eligible child. Those sources include:

- Norm-referenced test data generated for some children as part of initial eligibility determination,
- Criterion-referenced or curriculum-based measures that have been cross-walked by ECO,
- Parent report,
- Observations made by early childhood special educators, related service providers and other primary caregivers.

While MDE strongly encourages districts to frequently assess child progress and use that ongoing assessment data to inform intervention strategies, MDE only requires the reporting of that data at entrance into and exit from Part C for infants and toddlers with disabilities.

To support local education agencies in the purchase of necessary assessment tools or to secure training on the appropriate use of tools, an additional \$15 per child ages 3-5 from the 12/1/05 child count was appropriated from 619 discretionary funds during Fiscal Year 06. Districts were given the discretion to use any criterion-referenced or curriculum-based assessment measure that has been cross-walked by ECO as the foundational element for child outcome progress measurement. In addition, MDE sponsored trainings on several cross-walked assessment tools during the reporting year to support appropriate use of tools by IFSP team members.

Great effort has been made to build statewide capacity to collect and report data that is both valid and reliable. MDE's ECSE Specialists conducted 55 half-day training sessions throughout the state during fall 2006 to support the initiation of the child outcomes process. More than 2,000 ECSE leaders, teachers and related service providers attended those kick-off sessions. Informational overviews were provided to Directors of Special Education and Head Start leadership during the same period. These original trainings provided an introduction to the COSF as a document and process, communicated expectations for when a COSF must be completed for a participating child and shared the vision of the potential value of valid outcomes data.

Six regional trainings were conducted during the September 2007 for 400 ECSE professionals from throughout Minnesota who each have some level of responsibility in regard to the COSF designated by their local Special Education Administrative Unit. These trainings reviewed the COSF process, provided additional clarification while focusing extensively on data quality. A chart of the key actions and responsibilities at each level of this extensive initiative (state, local administration, IFSP team) was developed and used as a training framework.

Entrance ratings from COSFs were submitted to MDE by every local education agency using a simple Excel workbook in November 2006. Since the original submission, the Information Technologies Division within MDE has worked to develop and implement a web-based data collection application. Training was provided on the application to Minnesota's ECSE coordinators and lead teachers at an annual leadership conference. The web-based "ECSE Outcomes" data system has been used as the data collection platform for three annual cycles.

MDE used the "OSEP Calculator" developed by ECO to convert subsequent ratings on the 7-point ECO scale in combination with responses to the 'b' question for each outcome (Has the child gained any new skill since the last summary rating?) into the five subgroups required in the 2008 APR. Minnesota considers ratings of 6 or 7 to indicate functional development at a level comparable to typically-developing peers.

COSF Data Validation Efforts

During FFY 2007, MDE turned its focus from system development to data verification and validation and continued that focus throughout FFY 2008. MDE staff participated in the COSF Community-of-Practice and in the annual outcomes meeting sponsored by ECO. MDE staff delivered a national webinar on "pattern checking" of COSF data at the request of ECO. In addition, Minnesota was named a "framework" state by ECO and has received additional technical assistance as a result of that new affiliation. All activities were found to be highly beneficial in reinforcing and refining Minnesota's outcome system.

Materials were developed to assist local ECSE leaders to examine individual COSFs to verify that all required components of the document were in place and that resulting ratings validly reflected the developmental status of the child. Trainings were provided for members of IFSP teams to refine the COSF decision-making process. MDE's data collection system was revised during FFY 2007 to prevent IFSP teams from reporting "impossible combinations". ECO defines impossible combinations as those entry and exit rating combinations that cannot occur if the IFSP reports that no progress has been achieved by the child.

Most significantly, MDE hosted a "Day of Excellence" during which local ECSE leaders used specially developed Excel workbooks to analyze their own COSF data to attempt to identify logical patterns in the data. A pattern-checking document was later developed to allow all districts to benefit from this type of analysis.

Baseline Data for FFY 2008 (2008-2009):

A. Positive social-emotional skills (including social relationships):	Number of children	Percent of children
a. Percent of infants and toddlers who did not improve functioning	70	3.3%
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	556	26.1%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	643	30.2%
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	475	22.3%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	385	18.1%
Total	N= 2,129	100%

B. Acquisition and use of knowledge and skills (including early language and communication skills):	Number of Children	Percent of Children
a. Percent of infants and toddlers who did not improve functioning	52	2.5%
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	513	24.1%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	698	32.8%
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	516	24.2%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	350	16.4%
Total	N= 2,129	100%

C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of infants and toddlers who did not improve functioning	52	2.4%
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	522	24.5%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	646	30.4%
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	575	27.0%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	334	15.7%
Total	N= 2,129	100%

Summary Statements	% of children
Outcome A: Positive social-emotional skills (including social relationships)	
1. Of those children who entered or exited early intervention below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	64.1%
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	40.4%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	
1. Of those children who entered or exited early intervention below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	68.2%
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	40.7%
Outcome C: Use of appropriate behaviors to meet their needs	
1. Of those children who entered or exited early intervention below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	68.0%
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	42.7%

Discussion of Baseline Data:

Children included in the calculation of Minnesota’s baseline data were initially determined eligible beginning April 1, 2006 and exited early intervention between July 1, 2008 and June 30, 2009 after receiving a minimum of 6 months of service. For the first time Minnesota’s data includes children determined eligible as young infants and so is more representative of the universe of children served under early intervention.

A total of 2,129 children met the selection criteria for inclusion in the calculation of baseline data. Boys outnumber girls by almost 2:1 which closely mirrors the gender distribution in the 618 data submitted by the state during the reporting year. Breakdown by race/ethnicity reveals a slightly greater proportion of white children included in this data set than in the state’s 618 data. This is logical given challenges the state is working to overcome in identifying children from diverse racial/ethnic groups as young as possible.

Of the children included, 69% were eligible using developmental delay criteria. Speech language (18%), deaf/hard of hearing (2%) and autism spectrum disorder (6.4%) were the other disability categories most represented.

As we consider use of the baseline data to establish targets for FFY 2009 and FFY 2010 quality of the data is an essential consideration. One indicator of quality is stability over time. The table below shows the percentage of children in each of the 5 progress categories over the past 3 reporting years. Key factors must be noted. First, the size of the data set more than doubled from FFY 2006 to FFY 2007 and doubled again from FFY 2007 to FFY 2008. The number of children in the data set enhances data validity and, as the age range at which children were initially identified expands downward, the data becomes more representative.

Some trends can be readily identified. The proportion of children in Progress Category A has increased slightly across outcomes over the three years as more children identified earlier are included in the data. It is reasonable to believe that Category A will increase slightly in FFY 2009 and then stabilize as the data reaches its ultimate degree of representation next year.

The proportion of children maintaining age appropriate behavior has decreased in each outcome from FFY 2006 as the data reflects proportionately fewer children with speech/language disorder as their primary disability.

An additional consideration reflected in the data is the increased breadth of Minnesota’s definition of developmental delay from FFY 2006 and FFY 2007 to the data included in baseline data for FFY 2008. So this year’s data includes proportionately more children with diagnosed disabling conditions and also more children with less significant developmental delays, including delays in a single developmental domain.

Table 3.1: Progress Categories for Each Functional Outcome for FFY 2006 – FFY 2008

Progress Category	A: Positive Social Relationships			B: Acquisition & Use of Knowledge and Skills			C. Use of Appropriate Behaviors to Meet Needs		
	FFY 2006	FFY 2007	FFY 2008	FFY 2006	FFY 2007	FFY 2008	FFY 2006	FFY 2007	FFY 2008
A	1.4%	2.6%	3.3%	1.4%	1.8%	2.5%	1.14	2.3%	2.4%
B	28.1%	29.2%	26.1%	25.2%	29.5%	24.1%	20.57	24.6%	24.5%
C	26.7%	33.9%	30.2%	34.3%	34.9%	32.8%	20.57	30.8%	30.4%
D	20.5%	17.9%	22.3%	21.0%	19.8%	24.2%	24.57	20.8%	27.0%
E	23.3%	16.4%	18.1%	18.1%	14.0%	16.4%	33.14	21.3%	15.7%
N=	353	1,059	2,129	353	1,059	2,129	353	1,059	2,129

MDE involved a subcommittee of the ICC in the target setting process. Consideration was given to the characteristics of children included in the progress data set for FY 2008 compared to the children who will be included in the future as well as to the impact of additional training activities which we believe has positively impacted the quality of both entrance and exit rankings.

Measurable and Rigorous Targets	FFY 2009	FFY 2010
Outcome A: Positive social-emotional skills (including social relationships)		
Summary 1: Of those children who entered or exited early intervention below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	66%	68%
Summary 2: The percent of children who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	41%	42%

Measurable and Rigorous Targets	FFY 2009	FFY 2010
Outcome B: Acquisition and use of knowledge and skills		
Summary 1: Of those children who entered or exited early intervention below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	70%	72%
Summary 2: The percent of children who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	42%	43%
Outcome C: Use of appropriate behaviors to meet their needs		
Summary 1: Of those children who entered or exited early intervention below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	70%	72%
Summary 2: The percent of children who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	44%	45%

Improvement Activities/Timelines/Resources:

Activities	Projected Timelines	Projected Resources
Continue implementation of the ECSE Outcomes web-based data collection tool, developed to facilitate the annual collection of child outcome data.	2009-2011	MDE staff
Provide training as requested on evaluation and assessment tools that are considered valid, reliable and have been cross walked by the Early Childhood Outcomes Center to allow assessment results to appropriately inform ratings on the Child Outcome Summary Form.	2009-2011	Part C
Create online learning modules as one means to increase utilization of the MDE website as a source of information for the Child Outcome Summary Form and process.	2010	MDE staff
Participate with ECO on ENHANCE, a federally funded initiative to validate the COSF. Three Minnesota have been selected to participate in the study: Minneapolis, Anoka-Hennepin, and Elk River	2009-2011	MDE staff in partnership with ECO
Conduct COSF implementation survey to determine the degree to which the procedures established by MDE are being followed with fidelity at the local level. Results will be used to guide technical assistance and training.	2009-2010	MDE staff in partnership with ECO as part of Framework Project
Annually update the COSF Pattern-Checking Tool as a means for local ECSE leaders to continue to validate the quality of COSF data submitted.	2009-2011	MDE staff

Activities	Projected Timelines	Projected Resources
Regionalize early childhood professional development activities through the creation of eight Early Childhood Centers of Excellence. Each Center of Excellence will employ a .5 FTE professional development facilitator to support the unique needs early childhood professionals. Training cadres will be established within each regional center including a training cadre on the use of Routines Based Interviews and embedded intervention.	2009-2011	Part C ARRA
Partner with the OSEP-funded Technical Assistance Center on Social-Emotional Intervention (TACSEI) to build statewide capacity to enhance social emotional development within homes and other natural environments.	2009-2011	Part C
Promote use of evidence-based practices through high quality professional development initiatives targeted toward all segments of the early intervention system: administrators, ECSE teachers, related service providers, service coordinators and allied professionals.	2009-2011	MDE Staff

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 U.S.C. 1416(a)(3)(A) and 1442)

Measurement:

- A. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family know their rights) divided by the (# of respondent families participating in Part C)] times 100.
- B. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs) divided by the (# of respondent families participating in Part C)] times 100.
- C. Percent = [(# of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn) divided by the (# of respondent families participating in Part C)] times 100.

FFY	Measurable and Rigorous Target
2008	A. Know their rights: 85% B. Effectively communicate their children's needs: 86% C. Help their children develop and learn: 93%

Actual Target Data for FFY 2008:

During FFY 2008 a total of 2,706 children exited Part C services after receiving a minimum of 6 months of early intervention service. The parents of each of these children should have received a Family Outcomes Survey from the child's primary service provider or other member of the child's IFSP team. Completed surveys were received from 1,172 families. This represents a response rate of 43%. Responses were matched with demographic data using the MARSS number displayed on each returned survey and weighted based on the proportion of each racial group within the set of potential respondents as shown in Table 4.1 below.

- A. Know their rights: 81%
- B. Effectively communicate their children's needs: 87%
- C. Help their children develop and learn: 90%

Table 4.1

	American Indian	Asian/Pacific Islander	Hispanic	Black	White
Potential Respondents	65	103	231	244	2,063
Responses Received	15	42	73	79	962
Calculated Weighting Factor	1.88	1.04	1.37	1.35	0.93

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

While Minnesota has made significant progress in each of the three family outcomes since our baseline was established and improved performance in all three outcomes since FFY 2007, the state met only 1 of three targets established for FFY 2008. The outcome demonstrating the greatest improvement over baseline—Parents Know Their Rights—is also the family outcome showing the greatest degree of slippage from the FFY 2008 established target.

Table 4.2

FFY 2005 Baseline	FFY 2006 Performance	FFY 2007 Performance	FFY 2008 Performance	FFY 2008 Target	Progress or (Slippage) from Target
A. 74%	A. 75%	A. 77%	A. 81%	85%	(4%)
B. 82%	B. 87%	B. 83%	B. 87%	86%	1%
C. 87%	C. 90%	C. 87%	C. 90%	93%	(3%)

- *Developed and disseminated a Parent Rights and Procedural Safeguards document specific to Minnesota’s Part C Infant and Toddler Intervention Program.* This document has been published separate from the Part B document in order to be easier for families to distinguish between the two programs. The document has been posted to MDE’s website.
- *Calculate and disseminate the response rates of individual Special Education Administrative Units.* Further, those Special Education Administrative Units that participated in the Minnesota Continuous Improvement Process Self Review (MnCIMP:SR) were required to include improvement activities to improve the response rate if their response rate for FFY 2007 was less than 50% of potential respondents.
- *Develop and disseminate new IFSP document and provide adequate training and technical assistance.* Minnesota’s new IFSP includes a much more visible section to document information from the Family Directed Assessment and to document those times when a family opts out of this assessment component. By placing greater emphasis on this important aspect of the assessment process it is hoped that IFSPs will, in turn, more strongly reflect the true concerns of families. This will lead to even more positive outcomes for families.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

The subcommittee of the ICC that provided assistance to MDE in developing this APR expressed concern over a continually low response rate. Further, it is believed that greater intentionality is needed to ensure that Part C service coordinators and service providers have an adequate knowledge of the rights of enrolled families. These two new activities specifically address those concerns.

Activities	Projected Timelines	Projected Resources
With input from the ICC, develop a two-tiered incentive process to increase the response rate. The strategy should reward districts to promote the distribution of surveys and provide an incentive to families to return the survey in timely manner..	2010	Part C
Create 2 online learning modules to build greater understanding regarding the rights of families enrolled in Part C. One module will be specific to families and will be posted on the family section of the Help Me Grow website. The second module will provide support to service coordinators and providers to more fully understand the rights of families so they might more adequately explain those rights.	2010	MDE staff

Monitoring Priority: Effective General Supervision Part C / Child Find

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

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

Measurement: Percent = [(# of infants and toddler birth to 1 with IFSPs) divided by the (population of infants and toddlers birth to 1)] times 100 compared to national data.

FFY	Measurable and Rigorous Target
2008	.8% of the general population of infants under age 1.

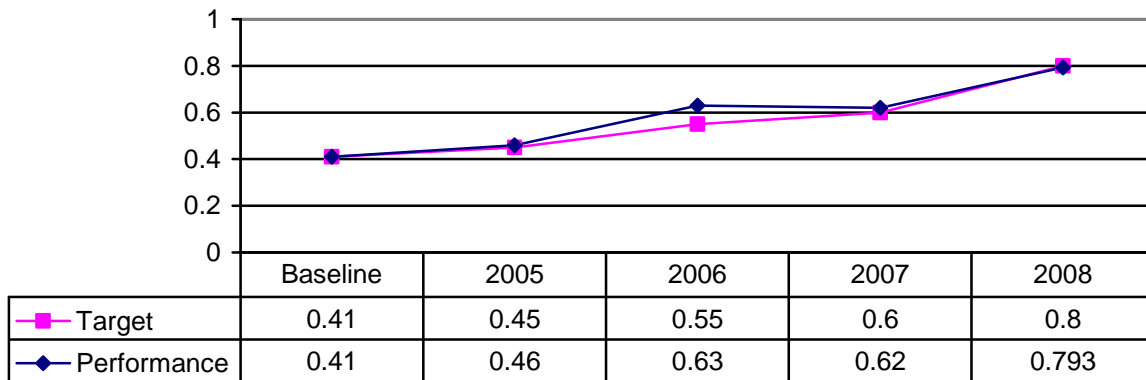
Actual Target Data for FFY 2008: $(583 \div 73,528) \times 100 = .793\%$

Minnesota served 583 out of an estimated 73,528 infants under age 1 on December 1, 2008 representing .793% infants. Minnesota serves proportionately fewer infants than the 1.04% national rate.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Minnesota has made remarkable progress in efforts to identify and serve infants under age 1 since the State Performance Plan was first submitted as demonstrated by the chart below. The dramatic increase from FFY 2007 to FFY 2008 of 450 to 583 infants served respectively represents a year to year increase of almost 30%. MDE attributes this to full understanding of the revised eligibility criteria by primary referral sources and members of initial evaluation teams paired with improved outreach. Slippage from the robust target established for FFY 2008 was only 7/1000 of a percent. Since the baseline for this indicator was established in FFY 2004, Minnesota’s performance has increased by .383% (from 0.41% to .793%). The national average has increased by only .12% (from .92% to 1.04%). The improvement in performance shown by Minnesota on this indicator is more than 3 times greater than the improvement demonstrated by the country as a whole.

Figure 5.1: Percent of Infants served through IFSPs from FFYs 2004 - 2008 compared to established targets



While the majority of activities associated with this indicator are considered ongoing, several key benchmarks were achieved during FFY 2008:

- “Help Me Grow” was established as the tagline and logo for Minnesota’s public awareness campaign. A toll free number has been promoted as a single point of phone entry for any primary referral sources. The line is manned during all state business days by an individual with knowledge of Minnesota’s early intervention system. Referrals are turned over to the local EI program within one business day. Marketing materials are being readied for statewide dissemination. As one way of reaching parents of young children, access to “Help Me Grow” is embedded within the Minnesota Parents Know website at <http://www.parentsknow.state.mn.us/parentsknow/Newborn/index.html>
- Regional Part C grants were made available to collaborating local programs. Region 9 received additional resources through this opportunity and created a 30 second public service announcement promoting “Help Me Grow”. This brief PSA has aired numerous times in southern Minnesota.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

No revisions are necessary

Monitoring Priority: Effective General Supervision Part C / Child Find

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

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

Measurement: Percent = [(# of infants and toddler birth to 3 with IFSPs) divided by the (population of infants and toddlers birth to 3)] times 100 compared to national data.

FFY	Measurable and Rigorous Target
2008	2.10% of the general population birth to 3.

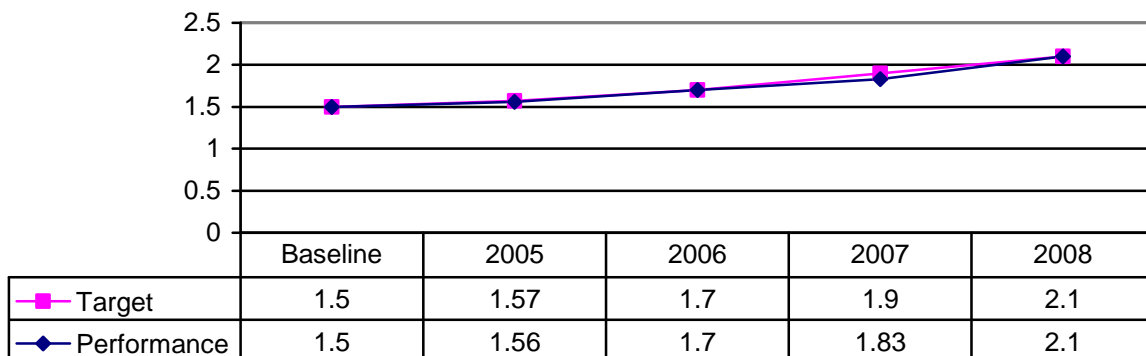
Actual Target Data for 2008: $(4,579 \div 217,768) \times 100 = 2.1\%$

Minnesota served 4,579 children out of an estimated 217,768 infants and toddlers age birth to 3 on December 1, 2008 representing 2.10% infants. Minnesota serves proportionately fewer infants and toddlers than the 2.66% national rate.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2008:

Minnesota has made remarkable progress in efforts to identify and serve infants and toddlers birth to age 3 since the State Performance Plan was first submitted. This progress is illustrated by the chart below. We are pleased to have met our established target for this year and proud of the progress made since the baseline for this indicator was established in FFY 2004. Minnesota’s performance has increased by .6% (from 1.5% to 2.1%). During this same time, the national average has increased by only .36% (from 2.3% to 2.66%). The states improvement on this indicator is almost twice that of the country as a whole.

Figure 6.1: Percent of infants and toddlers served during FFYs 2004 - 2008 compared to established targets.



While the majority of activities associated with this indicator are considered ongoing, several key benchmarks were achieved during FFY 2008:

- “Help Me Grow” was established as the tagline and logo for Minnesota’s public awareness campaign. A toll free number has been promoted as a single point of phone entry for any primary referral sources. The line is manned during all state business days by an individual with knowledge of Minnesota’s early intervention system. Referrals are turned over to the local EI program within 1 business day. Marketing materials are being readied for statewide dissemination. As one way of reaching parents of young children, access to “Help Me Grow” is embedded within the Minnesota Parents Know website at <http://www.parentsknow.state.mn.us/parentsknow/Newborn/index.html>
- Regional Part C grants were made available to collaborating local programs. Region 9 received additional resources through this opportunity and created a 30 second public service announcement promoting Help Me Grow. This brief PSA has aired numerous times in southern Minnesota.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

[If applicable]

No revisions necessary

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

Measurement:

Percent = [(# of 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 the (# of infants and toddlers with IFSPs evaluated and assessed for whom an initial IFSP meeting was required to be conducted)] times 100.

Account for untimely evaluations, assessments, and initial IFSP meetings, including the reasons for delays.

FFY	Measurable and Rigorous Target
2008	Compliance target of 100%

Actual Target Data for FFY 2008: $(262 \div 314) \times 100 = 83.4\%$

Data for this indicator has been collected through MDE’s Minnesota Continuous Improvement Monitoring Process (MNCIMP) web-based data system. The MNCIMP web-based data system is used in part for gathering data from record reviews completed as part of compliance monitoring. Compliance monitoring of Local Education Agencies (LEAs) through special education administrative units (SEAs) is scheduled on a five-year cycle. In year one of the cycle, the LEA conducts a self-review of records. In year two, the LEA must demonstrate correction of any noncompliance identified in the self-review. In year three, MDE conducts an on-site review of the LEA including a review of student records, facilities, and the LEA’s Total Special Education System (TSES). In year four of the cycle, the LEA must demonstrate correction of noncompliance identified during the MDE review and implement any corrective action. The fifth year of the cycle is used to verify results of the implemented corrective action plan. In any given year, data is collected through the self-review of records for 20 percent of the LEAs in Minnesota.

As part of the record review, a computer generated sample is used to determine the student records to be reviewed. Records to be monitored are selected from the most recent district enrollment data. Files selected for review are chosen so as to be an accurate representation of the district as a whole. Selection is based on a stratified random sampling with consideration given to race/ethnicity, age, gender, and primary disability of the student. During the record review, the most current due process documentation is monitored to determine that legal standards are met.

Data for this indicator is gathered from looking at all the files with documented parental consent for an initial evaluation. Noncompliance is identified for this indicator when the evaluation and assessment and initial IFSP meeting were not conducted within Part C’s 45-day timeline.

A total of 314 files documenting initial Part C evaluations that took place between July 1, 2008 and June 30, 2009 were reviewed. 262 files included evaluations conducted between 7/1/08 and 6/30/09 which were found to be timely (245) or were untimely due to exceptional child/family circumstances (17). Therefore, the performance for FFY 2008 was 83.4%

Correction of FFY 2007 Findings of Noncompliance (if State reported less than 100% compliance):
 Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 83.9%

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007, through June 30, 2008)	28
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the EIS program of the finding)	28
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2007 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected:

All correction was completed and verified within one year.

Verification of Correction (either timely or subsequent):

Correction of each identified findings of noncompliance was submitted to MDE. All correction documentation was reviewed by staff from the Division of Compliance and Assistance. If correction documentation was not initially accepted, the SEAU was required to resubmit. All correction documentation submitted for the findings related to this indicator was submitted and accepted within one year from the identification of each finding.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2008:

During the reporting year, MDE staff met with representatives of each local program with data showing non-compliance that did not participate in the voluntary Minnesota Continuous Improvement Monitoring Process. Each program was supported in completing root cause analysis and developing a plan to reach compliance. In addition, MDE Division of Compliance and Assistance trained both Self-Review and MDE Review districts to use the web-based system for reporting individual student noncompliance data. The training has been streamlined and a training team formed to ensure consistent training. MDE has also increased the verification component of the training in which MDE staff verifies the results of records reviewed by LEAs to ensure the LEA staff accurately understand the legal requirements, are accurately citing noncompliance, and are able to demonstrate correction of all identified noncompliance. Ongoing training will continue yearly for those districts scheduled for either Self-Review or MDE Review, based on the State monitoring schedule. In each of the training sessions, MDE emphasizes the year-round calendar for complying with the 45-day timeline.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

Improvement activities are ongoing as noted in the SPP. No revisions are deemed necessary at this time.

Additional Information Required by the OSEP APR Response Table for this Indicator:

As detailed above, MDE has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR is correctly implementing the specific regulatory requirements and has developed an IEP that includes the required transition content for each youth, unless the youth is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

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 U.S.C. 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 the (# 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.

Account for untimely transition conferences, including reasons for delays.

FFY	Measurable and Rigorous Target
2008	8A: Compliance Target of 100% 8B: Compliance Target of 100% 8C: Compliance Target of 100%

Actual Target Data for FFY 2008:

8A: $780 \div 819 = 95.24\%$

8B: $747 \div 747 = 100\%$

8C: $514 \div 739 = 69.55\%$

Data for this indicator was taken from the ECSE Outcomes data system and reflects the transition of 819 children from Part C during the reporting year. Of those, 739 were considered to be potentially eligible for services under Part B by their IFSP teams. All of these children were served by districts included in Group A or Group D of MDE’s 5 year monitoring cycle.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

The table below illustrates the dramatic progress made by Minnesota over the past four years in meeting the transition requirements of Part C. The state acknowledges slow but steady progress shown by early intervention teams in meeting these requirements. MDE attributes this progress to the quality of the training and technical assistance provided and to the commitment of local programs to meeting requirements.

Table 8.1 Performance from FFY 2005 - 2008

FFY 2005	FFY 2006	FFY 2007	FFY 2008
A. 80%	A. 87%	A. 91%	A. 95.24%
B. 100%	B. 100%	B. 100%	B. 100%
C. 30%	C. 50%	C. 59%	C. 69.55%

Several important activities were completed during the reporting year:

- *Communicate Part C Standards.* Minnesota has instituted the process of training SEAU and LEA staff during the year of scheduled Self-Review or MDE Review. Part C Standards are emphasized as a component of the training process, focused specifically at review of individual student records for determination of compliance. Verification of application of standards is completed by MDE Monitoring staff for each SEAU. In addition, MDE has posted a number of Question and Answer documents on the state website, specifically addressing issues of Part C compliance, including addressing the timeline requirements as related to year-round service delivery.
- *Monitoring data collection.* Minnesota has implemented the process of collecting evidence of transition steps and services and timely transition conferences through file reviews completed for a stratified random sample of all Part C eligible students for those SEAUs scheduled for either Self-Review or MDE Review. Data for responding to the indicator is being collected through the monitoring process for the FFY 2009 reporting period.
- *Development and implementation of a new IFSP document.* Minnesota’s revised document effectively guides IFSP teams to meet all transition requirements. The transition planning grid is shown below. The new IFSP also documents whether or not the child is considered to be potentially eligible for Part B and captures important transition information for children who are potentially eligible. The document was developed during the reporting year. Some LEAs were able to implement the new IFSP as the year drew to a close. The full and positive impact of the new IFSP on transition planning is yet to be realized.

TRANSITION PLANNING	
Transition Steps and Services (required for all children, not just those potentially eligible for Part B)	
Who will do what?	When?
<input type="checkbox"/> No	
THIS SECTION ONLY FOR CHILDREN POTENTIALLY ELIGIBLE FOR PART B Deadline for Transition Conferences (calculated to be at least 90 days before the child's 3rd birthday) ___/___/___	
If the child is potentially eligible for Part B, has the Transition Planning Conference been held where preschool options were discussed? <input type="checkbox"/> Yes, indicate date: ___/___/___ <input type="checkbox"/> No	
FOR OFFICIAL USE ONLY Transition summary for MARSS reporting Status end date: ___/___/___ Status end code: _____ (if 27, add instruction setting beginning at age 3 _____)	

Correction of FFY 2007 Findings of Noncompliance (if State reported less than 100% compliance):

	8A	8B	8C
<i>Level of compliance Minnesota reported for FFY 2007 for each C to B Transition sub-indicator:</i>	91%	100%	59%
1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007, through June 30, 2008)	2	0	0
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the EIS program of the finding)	2	0	0
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0	0	0

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	0	0	0
5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0	0	0

6. Number of FFY 2007 findings <u>not</u> verified as corrected [(4) minus (5)]	0	0	0
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

No revisions are necessary.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

As detailed above, MDE has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR is correctly implementing the specific regulatory requirements and has developed an IEP that includes the required transition content for each youth, unless the youth is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

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:
 Percent of noncompliance corrected within one year of identification:
 a. # of findings of noncompliance.
 b. # of corrections completed as soon as possible but in no case later than one year from identification.
 Percent = [(b) divided by (a)] times 100.
 States are required to use the “Indicator 9 Worksheet” to report data for this indicator (see Attachment A).

FFY	Measurable and Rigorous Target
2008	100%

Actual Target Data for FFY 2008: 92.1%

Describe the process for selecting EIS programs for Monitoring:

Compliance monitoring of EIS programs is done through Special Education Administrative Units (SEAU). Each SEAU is scheduled on a five-year cycle. SEAUs were assigned to a group in the cycle based on previous participation in MDE’s Minnesota Continuous Improvement Monitoring Process (MNCIMP), the date of their most recent MDE on-site monitoring visit, geographic location, and demographics of the SEAU. In year one of the monitoring cycle, the SEAU conducts a self-review of records. In year two, the SEAU must demonstrate correction of any noncompliance identified in the self-review. In year three, MDE conducts an on-site review of the SEAU including a review of student records, facilities, and the SEAU’s Total Special Education System (TSES). In year four of the cycle, the SEAU must demonstrate correction of noncompliance identified during the MDE review and implement any corrective action. The fifth year of the cycle is used to verify results of the implemented corrective action plan. In previous years, noncompliance, and subsequent correction, was tracked only for records reviewed during the MDE on-site visit. With the introduction of the MNCIMP web-based system, record review data for both self-review and MDE on-site visits are collected via the web-based system which allows MDE to track the correction of any identified individual student record noncompliance.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

MDE has completed the initial development of the web-based self-review system. SEAUs conducting self-review of records in FFY 07 and FFY 08 submitted their data via the web-based system with correction of noncompliance being tracked through the web-based system as well. In addition, in FFY

08 MDE record reviews were conducted using the web-based system so that now all monitoring data is being collected and tracked through the web-based system.

Minnesota reports slippage on Indicator 9 from the FFY 2007 rate of 100% to an FFY 2008 rate of 92.1%, a decrease of 7.9%. The state has not met the target of 100% for Indicator 9.

The noncompliance that was not corrected within one year was all from noncompliance identified through monitoring and individual student record review. A total of 224 findings of noncompliance were identified through record review. Of those findings, 18 were not corrected within one year.

The noncompliance not corrected within one year can be traced back to one individual district and two cooperative districts. The bulk of the noncompliance not corrected within one year lies with just the two cooperatives. Both cooperatives are in rural, north central Minnesota, covering a very large geographical area. Removing these two cooperatives from the equation would bring total percentage of noncompliance corrected within one year to 99%.

One of these cooperatives, made up of 6 individual districts, accounted for approximately 23% of the total findings of noncompliance, yet accounts for 67% of the noncompliance not corrected within one year. The districts in this cooperative corrected 77% of their initial findings of noncompliance and attempted to correct another 14% of those findings. The other cooperative, made up of four individual districts, accounted for approximately 9.3% of the total findings of noncompliance, yet accounts for 22% of the noncompliance not corrected within one year. The districts in this cooperative corrected 81% of their initial findings of noncompliance. The remaining 19% did not have any correction documentation submitted to MDE. MDE has worked continually with these cooperatives to submit correction of noncompliance and, even though all correction has now been submitted, MDE will continue to work with these cooperatives with increased oversight to ensure timely correction of noncompliance and issue corrective action to address any systemic concerns.

Correction of FFY 2007 Findings of Noncompliance Timely Corrected (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008) (Sum of Column a on the Indicator C 9 Worksheet)	227
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the EIS programs of the finding) (Sum of Column b on the Indicator C 9 Worksheet)	209
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	18

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	18
5. Number of findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	18
6. Number of findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected

All noncompliance identified in FFY 2007 has been corrected.

Verification of Correction (either timely or subsequent)

All noncompliance identified in FFY 2007 was tracked through the Access Monitoring Database and the 100% correction tracking system set up by MDE. All SEAUs with individual student record noncompliance were required to submit documentation of the correction of the noncompliance to MDE. Staff at MDE reviewed the documentation submitted and either accepted or rejected the correction. If documentation was rejected, the district would need to resubmit documentation until correction had been accepted by MDE.

The vast majority (92%) of the findings were corrected within one year. Eighteen findings of noncompliance were not corrected within one year yet have since been corrected. Most of the noncompliance not corrected within one year was not corrected simply because the SEAUs did not respond in a timely manner and submit documentation as requested. MDE has worked with these SEAUs to clarify what documentation is needed to demonstrate correction of findings. This continues to be a learning process for both SEAUs and MDE. MDE has added a component to its trainings of SEAUs to include the correction process and provide more clarification on how to properly demonstrate correction.

The Indicator 9-C worksheet is displayed on pages 34 & 35.

Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable)

All noncompliance identified in FFY 2006 was corrected in FFY 2007.

Correction of Any Remaining Findings of Noncompliance from FFY 2005 or Earlier (if applicable)

All noncompliance identified in FFY 2005 or earlier has been corrected.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

No changes or revisions have been made to the Improvement Activities or Resources. No new improvement activities have been added. MDE has now moved from the Access Monitoring Database for collecting data on individual student record review and a compliance tracking system in which correction was tracked manually to the MNCIMP web-system which collects all data and tracks all noncompliance for individual student record reviews. MDE continues to update the system to better meet the needs for both MDE and the SEAUs and continues to train SEAUs on how to identify and correct noncompliance. MDE will continue with the improvement activities described below.

<i>Improvement Activities</i>	<i>Timelines</i>	<i>Resources</i>
<p>Train districts on the web-based self-review system. Districts scheduled to conduct a self-review record review during FFY 2008 were trained on the web-based system in December 2008. Additional districts will be trained over the next few years as their district is scheduled to conduct a record review.</p> <p>Update: SEAUs are trained according to the monitoring cycle schedule. SEAUs scheduled for MDE Review or Self-Review in 2008-2009 were trained during that school year. SEAUs scheduled for Self-Review or</p>	2008-2011	MDE C&A Staff Technology Staff

<p>MDE Review during 2009-2010 are currently being trained. A training team has been formed to streamline the training and ensure consistency. Training of SEAUs will continue until all SEAUs have been trained on the system and ongoing as needed.</p>		
<p>Update state recommended Due Process forms to ensure all required components are adequately addressed. With changes in both state and federal laws, MDE’s goal is to update the recommended Due Process forms to accurately reflect these changes.</p> <p>Update: MDE will continue to revise these forms as necessary.</p>	<p>2008-2011</p>	<p>MDE C&A Staff</p>
<p>Revise web-based monitoring system. MDE has developed a tracking system for 100% correction of identified child record noncompliance within the web-based monitoring system. Parent surveys have also been added to the system so that data can be collected. MDE is still working on the development of a TSES Plan checklist for district use in their Self Review process.</p> <p>Update: MDE is currently using the web-based tracking system for tracking correction of all identified student record noncompliance. Changes continue to be made to the system to improve function and ease of use. The parent survey data is also being collected using the web-based system but MDE is still working on adding a TSES review component to the web-based system. The timeline for this activity has been extended.</p>	<p>2008-2011</p>	<p>MDE C&A Staff Technology Staff</p>
<p>Develop additional compliance monitoring data collection tools. Further development of the web-based monitoring system will include MDE compliance monitoring data collection tools for district reviews; such as facility reviews, interviews, and staff surveys.</p> <p>Update: MDE has focused its efforts on improving the current functioning of the web-based system and has not moved forward with adding new components. MDE is currently working on updating the facility review and interview forms and will then move to adding them into the web-based system. Timeline for this activity has been extended.</p>	<p>2009-2011</p>	<p>MDE C&A Staff Technology Staff</p>
<p>Develop new monitoring report templates. Further development of the web-based monitoring system will create monitoring report templates with the data collected.</p> <p>Update: MDE has completed creation of the monitoring report template. Changes are being made as needed to improve function and ease of use. The timeline for this activity has been extended.</p>	<p>2009-2011</p>	<p>MDE C&A Staff Technology Staff</p>

Indicator 9-C Worksheet

Indicator/Indicator Clusters	General Supervision System Components A: Monitoring Activities: Self-assessment/Local APR, Data Review, Desk Audit, On-Site Visits, or other B: Dispute Resolution: Complaints or Hearings	# of EIS Programs Issued Findings in FFY 2007	(a) # of Findings of non-compliance identified in FFY 2007	(b) # of findings of non-compliance from (a) for which correction was verified no later than one year from identification
1. Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner	A: Monitoring Activities	46	4	4
	B: Dispute Resolution:	1	0	0
2. Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings	A: Monitoring Activities	46	0	0
	B: Dispute Resolution:	1	0	0
3. Percent of infants and toddlers with IFSPs who demonstrate improved outcomes	A: Monitoring Activities	46	0	0
	B: Dispute Resolution:	1	0	0
4. Percent of families participating in Part C who report that early intervention services have helped the family	A: Monitoring Activities	46	0	0
	B: Dispute Resolution:	1	0	0
5. Percent of infants and toddlers birth to 1 with IFSPs	A: Monitoring Activities	46	23	18
	6. Percent of infants and toddlers birth to 3 with IFSPs	1	0	0
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.	A: Monitoring Activities	46	28	28
	B: Dispute Resolution:	1	0	0
8. A. IFSPs with transition steps and services;	A: Monitoring Activities	46	2	2
	B: Dispute Resolution:	1	0	0
8. B. Notification to LEA, if child potentially eligible for Part B; and	A: Monitoring Activities	46	0	0
	B: Dispute Resolution:	1	0	0
8. C. Transition conference, if child potentially eligible for Part B.	A: Monitoring Activities	46	0	0
	B: Dispute Resolution:	1	0	0

Indicator/Indicator Clusters	General Supervision System Components A: Monitoring Activities: Self-assessment/Local APR, Data Review, Desk Audit, On-Site Visits, or other B: Dispute Resolution: Complaints or Hearings	# of EIS Programs Issued Findings in FFY 2007	(a) # of Findings of non-compliance identified in FFY 2007	(b) # of findings of non-compliance from (a) for which correction was verified no later than one year from identification
OTHER AREAS OF NONCOMPLIANCE: Evaluation	A: Monitoring Activities	46	56	53
	B: Dispute Resolution:	1	1	1
OTHER AREAS OF NONCOMPLIANCE: Individual Family Service Plan (IFSP)	A: Monitoring Activities	46	48	43
	B: Dispute Resolution:	1	0	0
OTHER AREAS OF NONCOMPLIANCE: Due Process	A: Monitoring Activities	46	61	56
	B: Dispute Resolution:	1		
OTHER AREAS OF NONCOMPLIANCE: FAPE	A: Monitoring Activities	46	2	2
	B: Dispute Resolution:	1	0	0
OTHER AREAS OF NONCOMPLIANCE: OTHER	A: Monitoring Activities	46	0	0
	B: Dispute Resolution:	1	2	2
Sum the numbers down Column a and Column b			227	209

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 = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
2008	100%

Actual Target Data for FFY 2008: [(0+0) ÷ 0]

(1) Total number of written, signed complaints filed	2
(1.1) Complaints with reports issued	0
(a) Reports with findings of noncompliance	0
(b) Reports within timeline	0
(c) Reports within extended timelines	0
(1.2) Complaints pending	1
(a) Complaints pending a due process hearing	0
(1.3) Complaints withdrawn or dismissed	1

A total of two signed, written complaints were received during FFY 2008. As indicated by the table above, one complaint was pending as the year ended and the other complaint had been withdrawn or dismissed.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Minnesota Complaint Procedures

Changes to Minnesota's complaint procedures over the past year have focused on increasing timeliness and on completing improvements to the database. In Minnesota, any individual or organization may file a complaint alleging that an early intervention program has violated provisions of the federal or state special education rules. Complaints must be in writing, signed by the individual or organization filing the complaint and sent to MDE. Complaints must allege violations of state or federal special education laws or rules that occurred not more than one year prior to the date that the complaint is received. Complainants must include the facts upon which they base their allegations of violations.

Upon receipt of a signed, written complaint, the 60-day time period for issuance of a final decision begins. Initially, a complaint is reviewed by the supervisor and is assigned to a complaint investigator based on

investigator workload. Support staff members immediately perform procedural duties, setting up files for each complaint, gathering district information and calculating time frames.

Initially, a complaint investigator, with the permission of the complainant, contacts the district's special education director to determine if it is possible to resolve the complaint at the district level. Calls to the special education director are routine as this facilitates early settlement, assures that the district is the appropriate party to address the issues set forth in the complaint and helps determine if there are additional issues that should be addressed.

The complaint investigator then contacts the complainant and confirms receipt of the complaint. This call also allows the investigator to clarify and confirm the issues set forth in the written complaint and assures that the proper parties are named.

Following confirmation, the investigator drafts an issue letter, which is mailed to the complainant, the superintendent and the special education director. The supervisor and the complaint investigator have regular meetings every two weeks regarding each complaint being handled by the investigator.

MDE requires complaint investigators to present draft complaint reports to the supervisor 45 days after receipt of the complaint. Should the supervisor and the investigator determine at the 45-day mark that an extension would be necessary, an extension, which is only permitted on a case-by-case basis, is issued. Extensions are issued when complaints present situations, such as unduly complex issues or systemic problems, which require additional time for thorough investigation and thoughtful resolution.

MDE issued extensions for complaints that involved systemic or complex issues. In cases where an extension is necessary, MDE informs the parties by letter of the extension and sets a new deadline based on the anticipated date the report will be completed. If the report is delayed by a few days, sometimes a note is made to the file and parties are notified, but no letter is sent.

Technical Assistance and National Centers

Minnesota finds the assistance of CADRE, specifically the support of the complaint investigators' listserv, to be the most useful support available to staff involved in complaint investigation. This listserv creates an online community where it is possible to post questions and obtain answers from colleagues in other states. The listserv fluctuates in terms of activity and would benefit from an active moderator who would post information from outside sources in order to provide additional support and to keep the list engaged. Minnesota has also used the Mountain Plains Regional Resource Center's website, which has an active element pertaining to complaint investigation.

Improvement Activities

MDE's main activity related to this area has been an emphasis on the construction and use of an electronic database to track all due process data. The purpose of the database is to allow MDE to determine where delays in the processing of complaint decisions are occurring at a level of detail that is not currently possible. The database was developed to present each user with a "dashboard" that informs them of the status of each complaint for which they are responsible.

The database has been operational since October of 2007. Complaint investigators spent considerable time entering data from past years, reporting issues with the system and learning to enter current data. MDE information technology staff continues to work on full utilization of the system to issue reports and detailed examples for the data required for OSEP's worksheets. Complaint investigators need to continue to improve their use of the system to communicate details of the status of cases, especially where there are extensions.

MDE has seen a decline in the total number of complaints filed across Part B and Part C which may be due to the shorter federal window of time permitted for Part B complaints. MDE has increased marketing efforts in an attempt to offset this decrease in complaints. The emphasis for this activity is statewide and includes focused outreach to diverse populations. To this end, MDE staff continued to have a presence at statewide stakeholder conferences. In the past year, Minnesota has translated its "How to file a Complaint" document and accompanying form into multiple languages that reflect the languages spoken in Minnesota districts and distributed this document at stakeholder conferences. Minnesota has also

updated its model complaint form to make the document more user-friendly. The updated model complaint form was also translated into several languages. In addition, Minnesota has met with various advocacy groups to discuss what changes, if any, to the complaint system might increase its accessibility. Minnesota has also implemented requirements in its parent advocacy grant to assure that parents are receiving information on all of their due process options, including the complaint process. The procedural due process documents posted on MDE's website were also recently updated and translated into several languages. During the fiscal year MDE also developed and disseminated a revised *Infant and Toddler Intervention Procedural Safeguards Notice*. In order to reach families served through Part C who speak a language other than English the document has been translated into Arabic, Bosnian, Cambodian, Hmong, Lao, Russian, Somali and Spanish. All documents can be accessed on the MDE website at

http://education.state.mn.us/MDE/Accountability_Programs/Compliance_and_Assistance/Recommended_Due_Process_Forms/index.html

Continuing Activities:

Activities	Timeline	Resources
Operationalize the electronic database by entering past and current data as it is available and train staff to become more adept at using the database. The database will be used to track status of complaints and automatically alert due process staff to approaching deadlines.	2006-2010	MDE staff IT staff
MDE staff will participate at conferences or other activities where parents of students with disabilities will be informed of the complaint process and other dispute resolution processes. MDE will distribute materials informing parents about special education complaints and other due process resolution procedures to ensure a broader dissemination of materials.	2006-2010	MDE Staff

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008

No revisions are deemed necessary at this time.

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 = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
2008	100%

Actual Target Data for FFY 2008: [(0 + 0) ÷ 0] x 100

SECTION C: HEARING REQUESTS	
(3) Total number of hearing requests filed (for all States)	0
(3.1) Resolution meetings (applicable ONLY for states using Part B due process hearing procedures)	0
(a) Written settlement agreements reached through resolution meetings	0
(3.2) Hearings (fully adjudicated) (for all states)	0
(a) Complete EITHER item (1) OR item(2), below as applicable.	-9
(1) Decisions within timeline - Part C procedures	-9
(2) Decisions within timeline - Part B procedures	0
(b) Decisions within extended timeline (applicable ONLY if using Part B Due process hearing procedures)	0
(3.3) Resolved without a hearing (for all States)	0

There were no Part C hearing requests or hearings held during the reporting period.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

There were no Part C hearing requests or hearings held during the reporting period.

During the fiscal year MDE also developed and disseminated a revised *Infant and Toddler Intervention Procedural Safeguards Notice*. In order to reach families served through Part C who speak a language other than English the document has been translated into Arabic, Bosnian, Cambodian, Hmong, Lao, Russian, Somali and Spanish. All documents can be accessed on the MDE website at:

http://education.state.mn.us/MDE/Accountability_Programs/Compliance_and_Assistance/Recommended_Due_Process_Forms/index.html

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

No revisions are deemed necessary at this time.

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 = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
2008	n/a No targets have been set since there have been no Part C hearing requests in FFYs 2004 – 2008.

Actual Target Data for FFY 2008: $(0 \div 0) \times 100$

There were no Part C hearing requests during the reporting period therefore there were no resolution sessions. Because there have been no Part C hearing requests during FFYs 2004 – 2008, Minnesota has not yet established a baseline for this indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

The improvement activities within the SPP are ongoing and included within the chart shown below.

Activities	Timelines	Resources
Due process hearing coordinator maintains data on hearings and related matters, including resolution sessions and their outcomes.	2005 - 2011	MDE staff
Develop and distribute handout for parents on due process hearing process, including resolution sessions; translate handout into Hmong, Somali, and Spanish languages.	2006-2011	MDE staff PACER Center
Develop electronic database with required fields concerning resolution sessions for use by hearing officers to record resolution session use and results.	2007-2008	MDE staff IT staff

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

No revisions are deemed necessary.

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 = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2008	84%

Actual Target Data for 2008: $[(0+3) \div 3] \times 100 = 100\%$

SECTION B: MEDIATION REQUESTS	
(2) Total number of mediation requests received	3
(2.1) Mediations held	3
(a) Mediations related to hearing requests	0
(i) Mediation agreements related to hearing requests	0
(b) Mediations not related to hearing requests	3
(i) Mediation agreements not related to hearing requests	3
(2.2) Mediations not held (including pending)	0

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Minnesota exceeded the target for FFY 2008 by achieving performance of 100% on this indicator. Of the 3 mediations that were held, each resulted in an agreement.

Minnesota has a strong alternative dispute resolution system. In addition to mediation, this system includes conciliation conferences and state-provided facilitators for IFSP meetings upon request. Minnesota has been providing statewide training in order to increase local capacity for more effective communication and IFSP meeting facilitation. More than 3,000 school staff have received this training, and overwhelmingly, participants have responded positively to it.

MDE shares information across internal systems. The database that has been completed for the complaint system is fully operational for the mediation system. This system will allow a more precise evaluation of the impact of various interventions. Minnesota has a mediation coordinator who collects participants' feedback for mediations and facilitated IFSP meetings. The feedback is collected in the form of surveys that invite all participants to respond. Surveys are collected immediately after the

session is held, and again 60 days after an agreement is reached, in order to determine the effect and durability of the agreement.

Facilitated IFSP meetings, which are moderated by a trained facilitator, provide another option for resolving disputes at an early stage of conflict. The Minnesota legislature has directed MDE to offer facilitated IFSP meetings (Minn. Stat. 125A.091 subd. 8). Facilitated IFSP meetings are similar to regular IFSP team meetings but include the presence of a facilitator, provided at no cost to either party. Mediators and facilitators cannot be called to testify, nor can their records be used, in subsequent due process hearings.

Mediation provides an informal, yet structured, process by which a neutral third party assists districts and parents in resolving disputes. All parties must voluntarily agree to participate in mediation. A party requests mediation by completing and signing a request form, which is sent to MDE. Request forms are available on-line and at school district offices, agency offices, and advocacy organizations.

Technical Assistance and National Centers

Minnesota finds CADRE to be a useful source of information for mediators and about issues arising in mediation. The CADRE website is a good source for information and is used by MDE staff and mediators.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

No revisions are deemed necessary.

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: State reported data, including 618 data, State performance plan, and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count and settings and November 1 for exiting and dispute resolution); and
- b. Accurate, including covering the correct year and following the correct measurement.

States are required to use the “Indicator 14 Data Rubric” for reporting data for this indicator (see Attachment B).

FFY	Measurable and Rigorous Target
2008	14a: 100%
	14b: 100%

Actual Target Data for FFY 2008:

14a: 100%
14b: 100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

MDE takes pride in the timely submission of accurate data. Multiple systems within the agency contribute to submission of 618 and APR data.

Completed Activities

- An interactive just-in-time training module was developed and made available through the MDE website for all local stakeholders in the accuracy of MARSS data.
- A Day of Excellence was held with local program leadership to build local capacity to conduct data analysis which will support local improvement efforts while promoting identification of potentially inaccurate data.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

No revisions deemed necessary

Part C Indicator 14 Data Rubric

Indicator 14 - SPP/APR Data			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1	1	2
2	1	1	2
3	1	1	2
4	1	1	2
5	1	1	2
6	1	1	2
7	1	1	2
8A	1	1	2
8B	1	1	2
8C	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
		Subtotal	30
APR Score Calculation	Timely Submission Points (5 pts for submission of APR/SPP by February 1, 2010)		5
	Grand Total		35