TN Part C, State Performance Plan

State of Tennessee
Department of Education
Division of Special Education
2005 – 2010 Revised

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Overview of the Revised SPP, submitted February 1, 2007, as it relates to the 2005-2006 Annual Performance Report Development, also submitted February 1, 2007.

The original Part C, IDEA State Performance Plan (SPP) for Tennessee was developed in conjunction with and approved by the State's Interagency Coordinating Council.

In order to complete this revised SPP and the 2005-2006 APR document:

1. Data was gathered from the Federal Data Reports, state data reports, state and federal statistical analysis reports, parent surveys, monitoring information, advocacy and parent groups. The Office of Data Services reformatted the information into tables that could be used for completion of the indicators.

2. The SPP Chairperson was asked to be responsible for the overall completion and submission of the document.

3. Each Cluster was assigned a chairperson for overall management and accountability as well as specific timelines for completion.

4. Each indicator was assigned a primary person who was responsible for core communication with the stakeholders of that group and ensuring that all information and suggestions were considered in the development and finalization of that indicator. Division personnel were assigned to various indicators and personnel from other departments, were asked to be a part of the various indicator groups.

5. Deadlines for review dates, draft presentations and meetings were established along with determining who should be in attendance at each meeting.

6. Meetings were held on a regular basis with the cluster and indicator chairpersons to ask and answer questions, review data and indicator progress of various indicators and clarify any issues.

7. In addition to the regular meetings, some of the indicator groups had additional meetings.

8. This revised SPP and the 2005-2006 APR will be made available to the public throughout the state via our website, http://tennessee.gov/education/speced/TEIS/tools.htm . These reports will provide the public with Tennessee's progress and/or slippage pertaining to the Targets located in this SPP.

9. The public will be made aware of the status of each Early Intervention Service Program's performance as it relates to the Targets located in Tennessee's SPP. Tennessee's Program Improvement Plan Tracker (PIP Tracker) provides the status of compliance for the most recent APR submission as well as the history from the original submission of the Self-Assessment/ Program Improvement Plan of each reporting agency. Agency PIP Trackers will be posted via our website: http://tennessee.gov/education/speced/TEIS/tools.htm .

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

Overview of the State Performance Plan Development established FFY 2004 (2004-2005):

The Part C State Performance Plan (SPP) for Tennessee was developed in conjunction with the State Interagency Coordinating Council as the primary stakeholder group. The Council was augmented to provide broader community representation. This augmentation included participation by the ARC of Tennessee, the Disability Education Coalition, the Parent Training and Information Center, Family Voices, the Governor's Office of Children's Care Coordination, and Tennessee Infant Parent Services. The process was initiated through a special called meeting of the ICC stakeholder group to review the SPP indicators, process, and requirements. Division of Special Education (DSE) Office of Early Childhood (OEC) Early Intervention (EI) Consultants assumed lead roles for specific indicators and stakeholder group members identified indicators of interest to them. DSE Consultants collected and compiled data related to the indicators and e-mail communication was maintained with stakeholder group members. Draft of indicators were presented at the regular quarterly meeting of the ICC in October 2005 for feedback and input on proposed targets. In addition, at this meeting, the stakeholder group outlined a plan for future input in the implementation of this SPP and subsequent Annual Performance Reports (APRs). Communication continued through e-mail and a final draft of the document was sent to all stakeholder group members for endorsement on November 15, 2005.

Tennessee's SPP will be disseminated throughout the state via the Lead Agency website, http://www.state.tn.us/education/speced/TEIS/, presentation at Local Interagency Coordinating Council (LICC) meetings for each of the nine TEIS districts, and at the statewide Special Education Conference (March 2006).

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

Measurement:

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

Account for untimely receipt of services.

Overview of Issue/Description of System or Process:

The Lead Agency conducted a focused review in September 2005 to collect data to address this indicator. This process consisted of a review of 5% of the records for children with IFSPs in each of the nine TEIS Point of Entry offices. These were records of children who had an Initial IFSP conducted in the time frame of 7/1/2004 – 6/30/2005. Two critical points in time were tracked for each service in the records reviewed. The dates were:

1. Date of the IFSP that authorized the specific service, and
2. Date the specified service was first delivered.

For the purpose of this review, "timely" was defined as 30 calendar days from the signing of the IFSP. This will continue to be utilized as the proposed definition of timely for TEIS pending the finalizing of State Regulations to make this timeline official.

Also, for the purpose of this focused review, the data gathered was specific to those children whose services were paid for by TEIS, either as "Payor of Last Resort" or "Sole Payor". With implementation of the new Tennessee Early Intervention Data System (TEIDS), the State will have ready access to data to demonstrate performance in timely service delivery by all providers and payor source. Service providers will be required to record attendance for all sessions of services specified on the IFSP in the new data system.

Baseline Data for FFY 2004 (2004-2005):

Table 1.1: Statewide Totals for Percent of Early Intervention Services in a Timely Manner

	Number of Children	Number of Services Delivered in a Timely Manner	Percent
Assistive Technology	10	4	40
Audiology	4	4	100
Family Training	12	11	92
Occupational Therapy	46	29	63
Physical Therapy	34	22	65
Psychological	8	4	50
Respite Care	1	1	100
Special Instruction	33	28	85
Speech Language	123	104	85
Transportation	35	30	88
Vision	2	1	50
OES	6	6	100

Timely Delivery of Services
7/1/2004 to 6/30/2005
Statewide Totals for Percent of Early Intervention Services Delivered in a Timely Manner
by Early Intervention Service

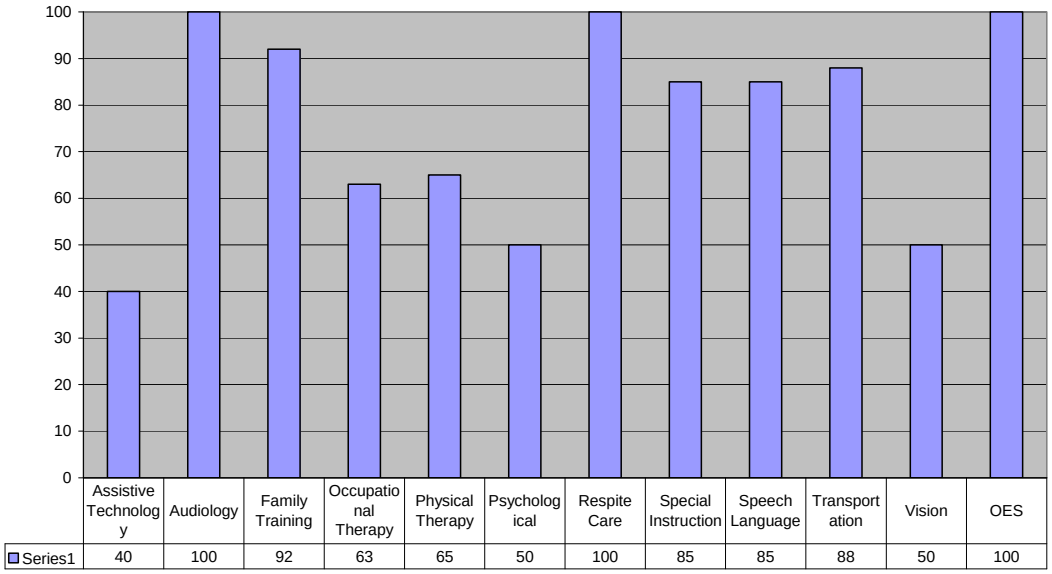
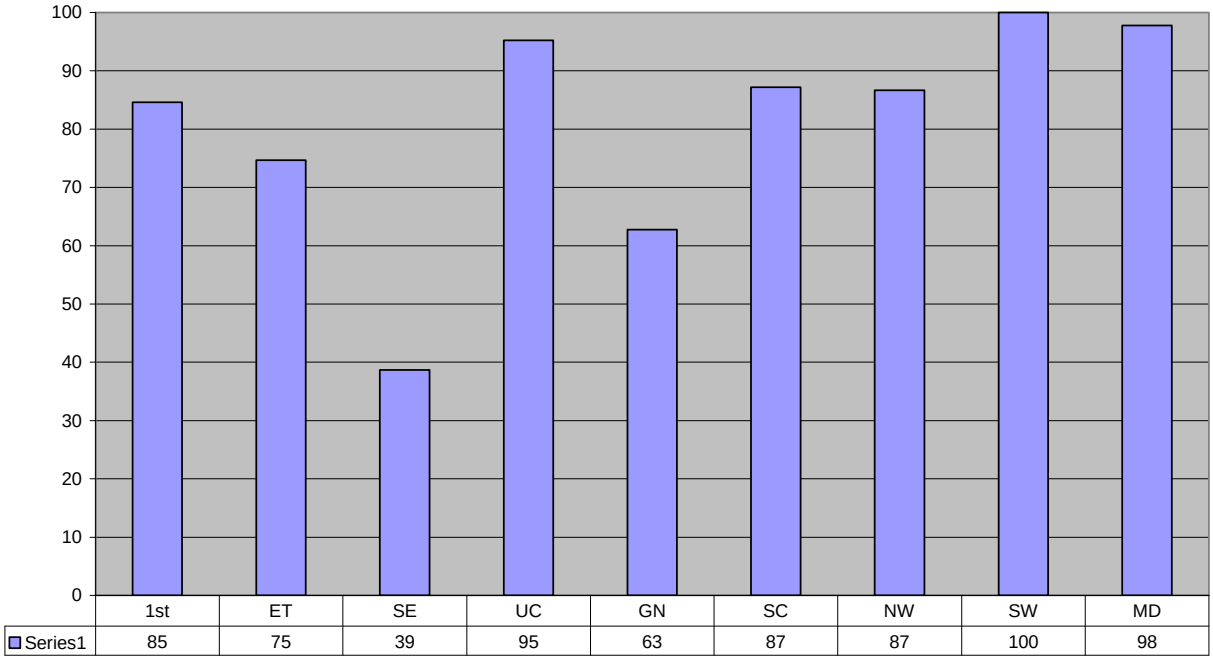


Table 1.2: TEIS District Total for Percent of Early Intervention Services in a Timely Manner

	Total Number of Children	Number of Services Delivered in a Timely Manner	Percent
1st	26	22	85
ET	75	56	75
SE	31	12	39
UC	21	20	95
GN	51	32	63
SC	39	34	87
NW	15	13	87
SW	11	11	100
MD	45	44	98
Statewide	314	244	78

Timely Delivery of Services
7/1/2004 to 6/30/2005
TEIS District Totals for Percent of Early Intervention Services Delivered in a Timely Manner



	1st	ET	SE	UC	GN	SC	NW	SW	MD
Series1	85	75	39	95	63	87	87	100	98

Discussion of Baseline Data:

Table 1.1: Statewide total for percentage of early intervention services received in a timely manner was calculated by the following formula: Total number of children receiving early intervention services in a timely manner divided by the total number of children receiving early intervention services. Results indicate that 40% (4 out of 10) of Assistive Technology services ; 50% of psychological (4 out of 8) and vision services (1 out of 2); 63% of Occupation Therapy (29 out of 46); 65% of Physical Therapy (22 out of 34); 85% of Special Instruction (28 out of 33) and Speech Language (104 out of 123); 88% of Transportation (30 out of 33); 92% of Family Training (11 out of 12); 100% of Audiology (4 out of 4), Respite Care (1 out of 1) and Other Early Intervention Services (6 out of 6).

Table 1.2: District Totals for percentage of early intervention services in a timely manner was calculated by the following formula: Total number of children receiving early intervention services (duplicated) divided by total number of children receiving early intervention services (duplicated). Results indicate that 39% of South East (SE) (12 out of 31); 63% of Greater Nashville (GN) (32 out of 51); 75% of East Tennessee (ET) (56 out of 75); 85% of First Tennessee (FT) (22 out of 26); 87% of South Central (SC) (34 out of 39) and Northwest (NW) (13 out of 15); 95% of Upper Cumberland (UC) (20 out of 21); 98% of Memphis Delta (MD) (44 out of 45); and 100% of South West (SW) (11 out of 11). Statewide total is 78% (244 out of 314)

No services were reported for Health, Medial, or Social Work.

Reasons noted for delay in timeliness of services:

- Assistive Technology: need to fit equipment prior to ordering.
- Therapy services: lack of providers, delay in insurance approvals or denials, family's preference for therapist, delay in obtaining physician's orders
- Family reasons: child or family illness

In closing, statewide for early intervention services provided in timely manner is 78%. Data from Districts ranged from low of 39% (SE) to high of 100% (SW). Statewide, Assistive Technology was the lowest service (40%) for being provided in a timely manner. Audiology, Respite Care, and Other early intervention services were the highest services (100%) for being provided in a timely manner.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Data from all TEIS Districts will indicate that a minimum of 100% of all early intervention services are provided in a timely manner.
2006 (2006-2007)	Data from all TEIS Districts will indicate that a minimum of 100% of all early intervention services are provided in a timely manner.
2007 (2007-2008)	Data from all TEIS Districts will indicate that a minimum of 100% of all early intervention services are provided in a timely manner.
2008 (2008-2009)	Data from all TEIS Districts will indicate that a minimum of 100% of all early intervention services are provided in a timely manner.
2009 (2009-2010)	Data from all TEIS Districts will indicate that a minimum of 100% of all early intervention services are provided in a timely manner.
2010 (2010-2011)	Data from all TEIS Districts will indicate that a minimum of 100% of all early intervention services are provided in a timely manner.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities	Timeline	Resources
Disseminate information regarding timeliness of service provision (30 days from parent signature on IFSP) by posting SPP Report on State's website for public access. Inform community through upcoming 9 District LICC meetings when SPP has been posted for access and use in their CIMP activities.	January 2006	Public Awareness Coordinator, DSE TA Staff, State Parent Organizations
Improve procedures for on-going tracking of performance data for timeliness of service delivery. This will include modification of current data system, incorporating tracking element in the upcoming TEIDS data system and monitoring submissions of local Program Improvement Plans (PIP) and Annual Performance Report (APR).	Begin December 2005	TEIDS Coordinator, TEIS Technical Project, DSE Monitoring Coordinator
Revised State Monitoring procedures to require the reporting of timeliness for service provision through submission of PIPs and APRs.	December 2005	DSE and DMRS TA Staff

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activities/Resources	Timelines	Resources
Quarterly Caseload Report submissions around timely initial IFSPs, including reasons for delay through current FileMaker Pro Database until such time as data can be pulled from TEIDS.	Begin March 2006	DSE Data Manager and Monitoring Personnel, Quarterly Report Submissions
Data verification for "reasons of delay" through written confirmation by TEIS POEs pertaining to	Begin March 2007 and each quarter thereafter	DSE Data Manager and Monitoring Personnel, Quarterly Report

the accuracy of data they submit to the State.		Submissions, TEIS POE Project Coordinators, Contract Coordinators, and Principal Investigators
Data verification regarding "reasons of delay" via periodic on-site sampling of data for verification of accuracy.	Begin May 2007	DSE Data Manager and Monitoring Personnel, Quarterly Report Submissions, TEIS POE Project Coordinators
District and state-wide summaries provided to POEs for the tracking of performance and utilization for correction of systematic issues of noncompliance.	Begin March 2007	DSE Data Manager and Monitoring Personnel, TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators
District POEs utilize data from Quarterly Caseload Report for tracking and reporting on indicator compliance in Continuous Improvement Monitoring Process (CIMP) reporting	Begin December 2006	TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators, District Quarterly Caseload Reports, CIMP Reports
Language added to TEIS Scope of Services to address contract compliance related to issue of timeliness pending recommendations from the Governor's Office of Children's Care Coordination (GOCCC).	July 2007 pending GOCCC	DSE Director, DSE Contract Coordinator, TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators; Scope of Services
Monitoring and implementation of sanctions for noncompliance.	Begin monitoring cycle 7/1/07-6/30/08	DSE Director, DSE Contract Coordinator, Monitoring and TA Personnel; TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators
Work with TEIDS development team to ensure reporting requirements are implemented in data system.	Begin implementation December 2006	TEIDS development team, Monitoring Personnel

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

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

Overview of Issue/Description of System or Process:

The process to address Indicator 2 consisted of an analysis of the 2004, 618 program setting data:

1. Home setting data: by birth to 1 year and birth to 3 years at both the state and district level.
2. Community setting data: by birth to 1 year and birth to 3 years at both the state and district level.
3. Combined Home and Community setting data: by birth to 1 year and birth to 3 years at both the state and district level.

Data for elements specified above were compared with the total number/percentage of program setting data for all children. Tennessee tracks setting data in the following categories:

- ❑ Home
- ❑ Community (formerly identified as "Programs Designed for Typically Developing Children")
- ❑ Other – which includes: Programs Designed for Children with Developmental Delay
  Service Provider Location
  Hospital
  Residential

Tennessee 618 Child Count Data was then compared to 2001 national data for program settings produced, July 2004 by Westat, "*Profiles of Part C Programs in States and Outlying Areas*", for children birth to 3 years of age in the following categories:

- ❑ Home
- ❑ Community
- ❑ Home and Community settings combined

Input was gained from State ICC stakeholders regarding Indicator 2. Two meetings with stakeholders were held in September and October with e-mails updating stakeholders regarding work progress.

Baseline Data for FFY 2004 (2004-2005):

Table: 2.1

618 Data by State and District: Primary Setting for Children *Birth to 1 Year* 2004										
Primary Setting	**State Total**	**District**								
		FT	**ET**	**SE**	**UC**	**GN**	**SC**	**NW**	**SW**	**MD**
Home	401 (76%)	26 (79%)	64 (65%)	56 (84%)	36 (84%)	50 (73%)	54 (81%)	32 (78%)	17 (65%)	66 (80%)
Community	21 (4%)	0	3 (3%)	2 (3%)	0	5 (7%)	1 (2%)	1 (2%)	1 (4%)	8 (10%)
Combined: Home and Community	422 (80%)	26 (79%)	67 (68%)	58 (87%)	36 (84%)	55 (80%)	55 (82%)	33 (80%)	18 (69%)	74 (90%)

% = # in setting category divided by total # in all setting categories

Table 2.1 reports 2004, 618 data for the "primary" program settings of home, community, and home and community combined for children who are *birth to 1 year of age*.

Home setting: Statewide, children were receiving early intervention services in their home as the primary setting for services 76% of the time. District data for the home setting reveals a range of low, 65% (ET and SW districts) to high, 84% (SE district).

Community setting: Statewide, children were receiving early intervention services in a community setting as the primary setting for services 4% of the time. District data for community setting reveals a range of low, 0% (FT and UC districts) to high, 10% (MD district).

Home and Community settings combined: Combining these two natural environment program settings identified by OSEP, 618 data reveals that 80% of children (birth to 1 year), statewide, were receiving early intervention services within their natural environment as the primary program setting. Data by district for both home and community combined reveals a range of low, 68% (ET district) to high, 90% (MD district) of children receiving early intervention services within their natural environment as the primary setting.

Table 2.2

618 Data by State and District: Primary Setting for Children *Birth to 3 Years* 2004										
Primary Setting % National Average	**State Total**	**District**								
		FT	**ET**	**SE**	**UC**	**GN**	**SC**	**NW**	**SW**	**MD**
Home 78%	2412 (61%)	192 (65%)	370 (46%)	192 (55%)	202 (68%)	459 (67%)	316 (60%)	133 (64%)	95 (53%)	453 (73%)
Community 4%	421 (10%)	40 (14%)	92 (11%)	40 (11%)	9 (3%)	70 (10%)	49 (9%)	27 (13%)	23 (13%)	71 (11%)
Combined: Home and Community 82%	2833 (71%)	232 (79%)	462 (57%)	232 (66%)	211 (71%)	529 (77%)	365 (69%)	160 (77%)	118 (66%)	524 (84%)

% = # in setting category divided by total # in all setting categories

Table 2.2 reports 2004, 618 data for the "primary" program settings of home, community, and home and community combined for children who are *birth to 3 years of age*.

Home setting: Statewide, children were receiving early intervention services in their home as the primary setting for services 61% of the time. District data for the home setting reveals a range of low, 46% (ET district) to high, 73% (MD district).

Community setting: Statewide, children were receiving early intervention services in a community setting as the primary setting for services 10% of the time. District data for the community setting reveals a range of low, 3% (UC district) to high, 14% (FT district).

Home and Community settings combined: Combining the two natural environment program settings identified by OSEP reveals that 71% of children (birth to 3 years), statewide, were receiving early intervention services within their natural environment as the primary program setting. Data by district for both home and community combined reveals a range of low, 57% (ET district) to high 84% (MD district) of children receiving early intervention services within their natural environment as the primary program setting.

Table 2.3

2004 Tennessee* 618 Program Setting Data compared with 2001 *National 618* Program Setting Data *Birth to 3 Years

Primary Setting % National Average	**State Total**	**District**								
		FT	**ET**	**SE**	**UC**	**GN**	**SC**	**NW**	**SW**	**MD**
Home 78%	- 17	- 13	- 32	- 23	- 10	- 11	- 18	- 14	- 25	- 5
Community 4%	6	10	7	7	-1	6	5	9	9	7
Combined: Home and Community 82%	- 11	- 3	- 25	- 16	- 11	- 5	- 13	- 5	- 16	2

TN difference from baseline = % in setting category – % national baseline for setting category

Table 2.3 reflects 2004, 618 data for Tennessee program settings in comparison with the respective 2001 national data for children who are birth to *3 years of age*.

Home setting: The national average for children receiving services in the home as their primary setting is 78%. As a state, Tennessee falls below that national average at 61% or -17. District wide, the average below the national average ranges from high of -5 (73%) in MD to low of -32 (46%) in ET.

Community setting: The national average for children receiving services in a community setting as their primary setting is 4%. As a state, Tennessee falls above that national average at 10% or +6. One district (UC) falls below the national average at -1 (3%). All other eight districts fall above the national average ranging from high, +10 (14%) in FT to low, +5 (9%) in SC.

Home and Community settings combined: The national average for children receiving early intervention services in a natural environment setting as their primary setting is 82%. As a state, Tennessee falls below the national average at 71% or -11. District wide, MD falls above the national average at +2 (84%). The other eight districts fall below the national average ranging from high, -3 (79%) in FT to low, -25 (57%) in ET.

Discussion of Baseline Data:

When interpreting 618 data for program settings it is critical to understand that this data identifies the "primary setting" where a child receives early intervention services. "Primary Setting" is defined by OESP as being the setting in which a child receives the most amount of early intervention services. A

child may receive more than one early intervention service and in various locations. 618 data specifically identifies the primary location/setting for those services.
As a summary the findings for 618 program setting data for home, community, and home and community settings combine reveals:

Table 2.4

Summary of Findings for Programs Settings for Children Birth to *1 Year of Age*.		
Primary Setting:	**State Findings**	**District Findings**
Home	76%	9 Districts range from low, 65% to high, 84%.
Community	4%	9 Districts range from low, 0% to high, 10%.
Combined: Home and Community	80%	9 Districts range from low, 68% to high, 90%.

Table 2.4 provides a summary of findings from 2004 Tennessee 618 Child Count Data regarding the percentage of early intervention services provided in the home, community, home and community combined as the primary setting for children birth to 1 year of age. There is currently no national data available to use as a comparison for Tennessee with other states for this population of children.

Table 2.5:

Summary of Findings for Programs Settings for Children Birth to *3 Years of Age*.		
Primary Setting: % National Average	**State Findings**	**District Findings**
Home 78%	Below national average at 61% (-17).	All 9 districts fall below national average ranging from high, -5 (73%) to low, -32 (46%).
Community 4%	Above national average at 10% (+6).	• One district below national average at -1 (3%). • Eight districts above national average ranging from high, +10 (14%) to low, +5 (9%).
Combined: Home and Community 82%	Below national average at 71% (-11).	• One district above national average at +2 (84%). • Eight districts below national average ranging from high, -3 (79%) to low, -25 (57%).

Table 2.5: provides a summary of findings from 2004 Tennessee 618 Child Count Data in comparison with national data regarding the percentage of early intervention services provided in the home, community, home and community combined as the primary setting for children birth to 3 years of age.

FFY	Measurable and Rigorous Target	
2005 (2005-2006)	Birth to 1 year of age: Target set for 81.67% (increase of 1.67%) for Home and Community settings combined.	Birth to 3 years of age: Target set for 73.34% (increase of 2.34%) for Home and Community settings combined.
2006 (2006-2007)	Birth to 1 year of age: Target set for 83.34% (increase of 1.67%) for Home and Community settings combined.	Birth to 3 years of age: Target set for 75.68% (increase of 2.34%) for Home and Community settings combined.
2007 (2007-2008)	Birth to 1 year of age: Target set for 85.01% (increase of 1.67%) for Home and Community settings combined.	Birth to 3 years of age: Target set for 78.02% (increase of 2.34%) for Home and Community settings combined.
2008 (2008-2009)	Birth to 1 year of age: Target set for 86.68% (increase of 1.67%) for Home and Community settings combined.	Birth to 3 years of age: Target set for 80.36% (increase of 2.34%) for Home and Community settings combined.

2009 (2009-2010)	Birth to 1 year of age: Target set for 88.35% (increase of 1.67%) for Home and Community settings combined.	Birth to 3 years of age: Target set for 82.70% (increase of 2.34%) for Home and Community settings combined.
2010 (2010-2011)	Birth to 1 year of age: Target set for 90.02% (increase of 1.67%) for Home and Community settings combined.	Birth to 3 years of age: Target set for 85.04% (increase of 2.34%) for Home and Community settings combined.

Targets for the combined program settings of home and community as these both are identified as natural environment settings by OSEP. In its annual review of progress/slippage of these targets, Tennessee will continue to review individual setting data by home and community also, comparing the State's ranking with national data for the birth to 3 year old populations.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities	Timelines	Resources
Post SPP Report on State's website for public access.	January 2006	Public Awareness Coordinator
Inform community through upcoming 9 District LICC meetings when SPP has been posted for access and use in CIMP activities.	Begin January 2006	DSE TA Staff
Establish state-wide task force to develop service guidelines. The charge of the task force will be to detail process/procedures for IFSP decision making around the provision of early intervention services. This would include a focus towards increasing the provision of services within the context of home and community settings.	Begin September 2005. Guidelines to be completed by May 2006.	TN Part C Director and DSE staff.
Provide training to early intervention community regarding service guidelines.	June – July 2006	DSE Staff
Ensure sub-contract language for early intervention providers is line with service guidelines.	2006-2007 subcontracts	TEIS District Project Coordinators
Monitor targets set through annual December 1, 618 Child Count.	Begin spring 2006 for December 1, 2005 Child Count.	TN Part C Director and DSE staff.
Report status of targets through APR submission to OSEP.	Begin March 2007 and ongoing annually.	TN Part C Director and DSE staff.

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activities	Timelines	Resources
Draft Service Parameters (formerly service guidelines) were developed for early intervention service providers studying natural environment issues.	Sept. 2006	GOCCC, Stakeholder Participation, DSE Staff
Stakeholder group was assembled to address natural environment compliance concerns.	Oct./Nov. 2006	GOCCC, Stakeholder Participation, DSE Staff
GOCCC's work to review and make recommendations related to TN's Part C	Finalized by Feb.	Part C Director, Part C Coordinator,

system.	2007	GOCCC Personnel
Recommendations from GOCCC implemented in timely fashion.	July 1, 2007	GOCCC, Stakeholder Participation, DSE Staff
Based on significant compliance concerns ET early intervention district has been required to restructure local leadership team to more consistently implement state policies and procedures.	Jan 1, 2007	GOCCC, DSE Staff, ET TEIS District Leadership Staff

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

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

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

C. Use of appropriate behaviors to meet their needs.

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

Measurement:

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

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

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

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

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

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

C. Use of appropriate behaviors to meet their needs:

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

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

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

Overview of Issue/Description of System or Process for FFY 2004 (2004-2005):

An Early Childhood Outcome Committee was formed by the Lead Agency in Fall 2004. This committee was composed of key stakeholders from around the state, including families, program administrators, practitioners, university personnel, State Education Agency personnel, and State Interagency Coordinating Council representatives. This committee began addressing issues related to identifying early childhood outcomes for Part C and 619 programs and ensuring these outcomes would align with Tennessee Early Childhood Early Learning Developmental Standards (TN-ELDS). Initial efforts of this group have focused on four major activities (a) reaching consensus about birth through 5 outcomes, (b) selecting a tool/instrument that could be used to measure these outcomes, (c) surveying the field to determine the extent to which this tool or others were being used, and (d) sponsoring initial training on the selected tool/instrument for Part C and Section 619 pilot sites.

The committee chose to adopt the three early childhood outcomes recommended by the Early Childhood Outcomes Center (2005, April) as a preliminary framework to guide their efforts (Note these outcomes are similar, but not identical, to the ones eventually promulgated by OSEP). No final decisions were made by the committee about whether ***only*** three outcomes would form the basis for the early childhood portion of the outcomes measurement system or whether additional outcomes might be added.

Based on a comprehensive review of existing early childhood measures, including norm-referenced, criterion-referenced, judgment-, and portfolio-based, the committee selected the Assessment, Evaluation, and Programming System (AEPS; Bricker) as one measure that could potentially be used in their child outcomes measurement system. While the committee was deliberating about outcomes and how these outcomes could be measured, they simultaneously conducted a survey of preschool teachers to determine which instruments/tools were being used with young children. (Note the survey did not ask teachers to describe for what purposes these assessment data were being gathered, such as program planning, eligibility determination, progress monitoring). The survey also asked teachers to indicate whether they were using the AEPS. Ninety-one respondents associated with 69 of the 136 school districts or special school districts in TN returned surveys. Survey results showed 99 different tools/instruments were listed (some teachers indicated they used more than one tool/instrument). The types of measures/tools being used vary widely from norm- or criterion-referenced to teacher constructed. Only 13 of the 69 respondents indicated they were using the AEPS.

Subsequent to the decision to explore the use of the AEPS in the TN outcomes measurement system and informed by survey findings, the Early Childhood Outcomes Committee recommended the TN DOE Office of Early Childhood sponsor an AEPS training session for preschool and early intervention providers who would be willing to participate in a pilot project. The pilot project is designed to explore the feasibility, acceptability, and usefulness of the AEPS as a child outcome measure in the TN outcomes measurement system.

It includes statewide representation of Early Intervention System programs and LEA preschools (13 preschool classes and 9 early intervention programs) in the three regions of the state, urban and rural, large and small size, as well as representation of various disabilities.

Initial awareness-level training on the AEPS for the pilot project participants took place on September 14, 2005. Participants in the training expressed the need for additional training/technical assistance in how to administer the AEPS and how to report AEPS data to the state. Pilot activities related to exploring the

usefulness of the AEPS as a child outcome measure need to be further refined and aligned with the proposed project's activities.
The Early Childhood Outcomes Committee has expressed interest in aligning the early childhood measures currently in use in TN (including the AEPS) with the TN-EDLS (Tennessee Early Learning Developmental Standards, http://www.state.tn.us/education/ci/cistandards2001/earlychildhood/ciearlychidcover.htm) and the OSEP child outcomes. To date, however, this has not been accomplished. Although several steps for Developing a Child Outcomes Measurement System have been accomplished in Tennessee, much work remains to be done related to this element of a comprehensive outcomes measurement system.

In September of 2005, Tennessee partnered with Vanderbilt University to submit a GSEG to continue the work it has begun. The GSEG, if received, will target the development of ***an integrated outcomes measurement system that includes***

- desired child/family outcomes and associated indicators and evidence statements,
- technically sound measurement approaches and processes;
- policies and procedures related to collection, analysis, and reporting of data, which integrates these data into existing data systems; and
- "manualized" training and technical assistance activities that develop the capacity of professional development and technical assistance providers to deliver meaningful training and TA related to the outcomes measurement system.

At the end of the proposed project, the state will be able to use data about child and family outcomes to demonstrate effectiveness of Part C and 619 services, to make decisions for program improvement, and to submit timely and accurate reports to OSEP (NECTAC, 2005).

Tennessee will work with our SICC, State Advisory Council, and GSEG Leadership, Advisory, and Management Councils on a continuous basis, reporting progress annually and on a six year basis to OSEP. We will ensure that we sample each of our state's districts at least once every 6 years and will annually include our 3 districts with average daily memberships (ADM) over 50,000. In keeping with our focused monitoring process, some districts may be sampled more often if the monitoring results warrant.

Overview of Issue/Description of System or Process (Updated for 2005-2006);

Within the FFY 2005-2006, further clarification of ECO reporting system requirements and updates on expected additional reporting features of the AEPS necessitated a change in our initial plan. Tennessee was also notified that the GSEG grant was not awarded, further requiring a change in the original plan.

Tennessee's ECO core committee, in consultation with Dr. Patricia Snyder, Vanderbilt University, and Mr. Jim Henson, Midsouth Regional Resource Regional Center, formulated the new plan. Tennessee's Early Childhood Outcomes Plan is a Birth to five (year olds) plan with the same parameters, process, and forms being used in Part C and Part B, 619. It was determined that a phase-in approach would be used; 3 Tennessee's Early Intervention System (TEIS) districts and 9 LEA's were identified for the first phase. Tennessee is naturally divided into three distinct geographic regions, east, middle and west. The 3 TEIS districts are representative of the state in the following factors:

- Various sized districts representing large and small districts. These three districts are:
  - East Tennessee District (Knoxville-East Region)
  - Greater Nashville District (Nashville-Middle Region))
  - North West District (Martin-West Region)
- Percent of disabled population
- Percent of population by race/ethnicity
- Percent of population by gender
- Representative of rural/urban

It was further decided that baseline data would be gathered using a slightly modified ECO summary form for all children in Part C or Part B 619 who received an initial IFSP or IEP from August 15th, 2006, to

November 15th, 2006. Once a district begins collecting Early Childhood Outcomes data information, they will continue with the process.

Outcomes decisions will be made by the IFSP/IEP teams, using current assessment/evaluation/eligibility information, including observations and parent report, at the initial IFSP or IEP. All information used to determine outcome ratings will be documented on the present levels of performance area of the IFSP/IEP. Signatures of participation on the IFSP/IEP will also document participation in determining child outcomes. Parents will be given a copy of the ECO form.

Although we hope to move the ECO data gathering process within our Tennessee Early Intervention Data System (TEIDS), and Easy IEP web-based systems, our baseline data is being collected on paper forms. Some changes were made on the ECO summary form to facilitate ease of administration and reporting and anticipating possible changes to the form in the future. The ECO summary form was separated into an entrance and exit form. See attachments 3.1 and 3.2.

All TEIS and LEA districts in phase one were trained on policies and procedures related to determining, collecting, and reporting Early Childhood data. Half-day trainings were held in August 2006 for all districts in phase one, using training materials produced by the ECO Center, which were slightly modified to match Tennessee forms. Participants had an opportunity to practice using the Tennessee Early Childhood Outcomes Form at Entrance. All participants received information about a sample child, then participated in small groups in mock IFSP/IEP meetings where they completed the entrance form. Ratings were compared, and in all trainings, the many groups generally rated the sample child within one numeral of the mean.

The Tennessee Early Childhood Outcomes Form at Exit will be revised to match the updated OSEP reporting categories for collecting exit data on the children in the baseline group, as well as for children in the next entrance cohort.

Once entrance and exit data are collected, children who have been in their respective programs for six months or longer will have their scores used to establish percentiles of children in each category of the three outcome questions.

Within the next two fiscal years the “phase in” process will be completed. Three additional TEIS districts will be added per fiscal year to reach a total of all nine TEIS districts participating in the entrance and exit data collection for Early Childhood Outcomes.

Baseline Data for FFY 2004 (2004-2005):

Since this is a new indicator, baseline and targets will be provided in FFY 2005 APR due February 1, 2007. Baseline data are currently being collected

Baseline Data for FFY 2005 (2005-2006):

Table 3.1 Tennessee’s Outcome Measures Entrance Data

Outcome Measure #1		Outcome Measure #2		Outcome Measure #3	
Ranking	**Percentage**	**Ranking**	**Percentage**	**Ranking**	**Percentage**
1	2,41%	1	4.82%	1	5.42%
2	9.64%	2	9.94%	2	13.86%
3	17.47%	3	23.19%	3	17.17%
4	12.65%	4	16.87%	4	18.67%
5	26.51%	5	16.57%	5	19.58%
6	19.58%	6	20.78%	6	16.57%

7	11.75%	7	7.83%	7	8.73%

Table 3.1 Outcome measures data by ranking order 1-7 per outcome measure collected.

Table 3.2 Tennessee's Outcome Measures Entrance Data

Outcome Measure #1		Outcome Measure #2		Outcome Measure #3	
Ranking	**Percentage**	**Ranking**	**Percentage**	**Ranking**	**Percentage**
6 + 7 =	31.33%	6 + 7 =	28.61%	6 + 7 =	25.30%

Table 3.2 Entrance data reflecting the "completely" functioning ranges of 6 and 7per outcome measure collected.

Discussion of Baseline Data:

Since this is a new indicator, discussion of the baseline data will be provided in FFY 2005 APR due February 1, 2007.

Discussion of Baseline Data (2005-2006):

Entrance data were collected for FFY 2005-2006 from the East Tennessee District (Knoxville-East Region, Greater Nashville District (Nashville-Middle Region) and the North West District (Martin-West Region). Table 3.1 reflects this data collection. The entrance data reflects the consensus of each child's Individualized Family Service Plan (IFSP) team as to that child's functioning in the following three areas:

Outcome 1: Positive social-emotional skills (including social relationships);
Outcome 2: Acquisition and use of knowledge and skills (including early language/ communication); and
Outcome 3: Use of appropriate behaviors to meet their needs.

The percentages in Table 3.1 are based on the total number of 332 infants and toddlers from the three districts. The data were collected beginning on August 15, 2006 and November 15, 2006. The ranking order of a child's age appropriate functioning ranged from 1 to 7 as follows:

- 1 Not yet
- 3 Emerging
- 5 Somewhat
- 7 Completely

The percentages for functioning based on the three Outcomes are the combined total percentages for all three districts.

In analyzing the totals of percentages on collected data for infants and toddlers who fell within the 6 or 7 (Completely) range for Outcomes 1, 2 and 3, the following is noted:

- 31.33% of infants and toddlers functioned at a level comparable to same-aged peers for Outcome 1: Positive social-emotional skills (including social relationships);
- 28.61% of infants and toddlers functioned at a level comparable to same-aged peers for Outcome 2: Acquisition and use of knowledge and skills (including early language/ communication); and
- 25.30% of infants and toddlers functioned at a level comparable to same-aged peers for Outcome 3: Use of appropriate behaviors to meet their needs.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since this is a new indicator and exit data has yet to be obtained, measurable and rigorous targets will be provided in FFY 2006 APR due February 1, 2008. Targets will be established once baseline data are available.
2006 (2006-2007)	Since this is a new indicator and exit data has yet to be obtained, measurable and rigorous targets will be provided in FFY 2006 APR due February 1, 2008. Targets will be established once baseline data are available.
2007 (2007-2008)	Since this is a new indicator and exit data has yet to be obtained, measurable and rigorous targets will be provided in FFY 2006 APR due February 1, 2008. Targets will be established once baseline data are available.
2008 (2008-2009)	Since this is a new indicator and exit data has yet to be obtained, measurable and rigorous targets will be provided in FFY 2006 APR due February 1, 2008. Targets will be established once baseline data are available.
2009 (2009-2010)	Since this is a new indicator and exit data has yet to be obtained, measurable and rigorous targets will be provided in FFY 2006 APR due February 1, 2008. Targets will be established once baseline data are available.
2010 (2010-2011)	Since this is a new indicator and exit data has yet to be obtained, measurable and rigorous targets will be provided in FFY 2006 APR due February 1, 2008. Targets will be established once baseline data are available.

Improvement Activities/Timelines/Resources for FFY 2004 (2004-2005):
Improvement strategies and activities with timelines and resources will be developed based on established targets.

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activity	Timelines	Resources
Data verification to include: 1. Formal verification of data 2. Record review as needed 3. Retraining on data collection and data entry 4. Regular report tracking 5. Ongoing communication between state and local TEIS districts 6. Site visits as needed	January 2007 January 2007 February 2007 January 2007 and on As needed As needed	Director of Office of Early Childhood, Division of Special Education, Preschool and Early Intervention state consultants
Data analysis to include: 1. Identification of data trends and issues 2 Action plan developed for needed changes 3. Ongoing communication and between state and local TEIS districts 4. Site visits as needed 5. Retraining as needed	January 2007 January 2007 January 2007 forward As needed As needed	Director of Office of Early Childhood, Division of Special Education, Preschool and Early Intervention state consultants

Development of outcomes data collection system within the state web-based electronic Part C system/TEIDS to include: 1. Development of temporary outcomes data system to collect exit data and provide ratings corresponding with OSEP categories. 2. Design of data collection system within the state web-based electronic Part C system to include entry and exit data and ratings corresponding with OSEP categories. 3. Training provided to participating TEIS districts. 4. Linkage developed between Tennessee's Early Intervention Data System and EASY IEP	January 2007 June/July 2007 August 2007 January 2008	Director of Data Management for Tennessee Division of Special Education, Director of Office of Early Childhood, Division of Special Education, Preschool and Early Intervention state consultants
Collaboration between other Tennessee early childhood entities including: TN Voluntary Pre-K Program Head Start Title I Pre-K Programs SIG Early Childhood grantees Community Childcare Community Pre-K Programs And others as identified to encourage an understanding of early childhood outcomes.	February 2007 – annual state special education spring conference March 2007 – Early Childhood Inclusion Collaborative Other dates as appropriate	Director of Office of Early Childhood, Division of Special Education, Preschool and Early Intervention state consultants

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

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

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

Measurement:

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.

Overview of Issue/Description of System or Process for FFY 2004 (2004-2005):

In 2003, the State initiated, through contractual arrangement with the University of Tennessee and Tennessee Technological University, a study (Pathways Research Project) of the effectiveness and impact of service coordination of for Part C eligible children in Tennessee. The contractors spent time reviewing the literature and developing a family survey for gathering the desired information. This included selecting and incorporating existing surveys already validated through other research efforts to address the key areas of concern for Part C in Tennessee, e.g., The Family-Centered Program Rating Scale and the Family Empowerment Scale. The final version of the survey included 512 items and covered a wide range of areas including: family-centered practices, family empowerment, stress, social support, parent-child relations, marital satisfaction, and depression. A target of 1000 families was established with a representative sample randomly selected from each of the nine TEIS districts. The contractors developed an implementation plan and provided on-site training for TEIS Service Coordinators for presenting the questionnaire to families. Both mothers and fathers were invited to complete the questionnaire. Data collection from the surveys began 2004. Surveys are still being accepted from Districts that were last to come on board in the process. To-date, a total of 396 surveys have been returned state-wide from mothers of eligible children and a total of 144 surveys have been returned by fathers for a total of 540 state-wide. The sample returned to date represents 12% of the total number of Part C eligible children served in TN on the December 1, 2004 child count. It has been determined that the sample received to-date is sufficient to accurately speak to the performance of the Part C system in the areas reflected. This research effort was intended to be a single event and not designed to be an on-going process.

In order to evaluate the performance of the Part C system in Tennessee in an on-going and systematic way, the Department will utilize the Part C Family Survey developed through the National Center for Special Education Accountability Monitoring (NCSEAM). The implementation of the survey will, again, be in collaboration with institution/s of higher education to ensure that there is an appropriate plan for obtaining a representative sample of the population served and a sufficient rate of return to adequately demonstrate performance of the Part C system related to the three areas specified in this indicator. The final plan will be developed and reviewed by a management team including appropriate stakeholders. Sampling will be utilized for FY 05-06 – families who have been in the system a minimum of 6 months. At this time the State anticipates implementing the survey through the proposed GSED Grant. In the event the GSEG is not funded by OSEP, the State will implement a process consistent with the proposal. In the long term, the State anticipates incorporation of data collection for this Indicator within the TEIDS system.

Baseline Data for FFY 2004 (2004-2005):

While the following data is not sufficient to establish a baseline for 2004-05, it does provide some insight into the State's performance on this indicator.

Helped families know their rights: Family-Centered Collaboration
Mothers:
98% of mothers statewide reported that the TEIS system was effective in the area of Respectful Collaboration.
Fathers
91% of fathers statewide reported that the TEIS system was effective in the area of Respectful Collaboration.

Helped families effectively communicate their children's needs: Competence/Assertiveness
Mothers:
86% of mothers statewide reported that the TEIS system was effective in the area of promoting their competence in communicating their child/family's needs.

91% of mothers statewide reported that the TEIS system was effective in the area of promoting their assertiveness in communicating their child/family's needs.

Fathers:
69%of fathers statewide reported that the TEIS system was effective in the area of promoting their competence in communicating their child/family's needs.

66% of fathers statewide reported that the TEIS system was effective in the area of promoting their assertiveness in communicating their child/family's needs.

Helped families help their children develop and learn: Responsive Teaching
Mothers:
80% of mothers statewide reported that the TEIS system was effective in the area of Responsive Teaching.

Discussion of Baseline Data for FFY 2004 (2004-2005):

The data clearly demonstrates that parents, both mothers and fathers, perceive the supports provided through TEIS as effective in informing and empowering them in key areas related to meeting the needs of their child and family. While there are some slight variances in the levels reported across the nine TEIS Districts, the variances are not statistically significant. Therefore, the state-wide percentage is an appropriate representation of the performance of the Part C system in each reporting area.

Helped families know their rights:
The data reflected represents the summary of all items in the area of "Family Centered Collaboration". This component included the following item:

- *Our family's TEIS Service Coordinator gives clear and complete information about my family's rights*

Helped families effectively communicate their children's needs:
The data reflected represents the summary of all items in the area of "Competence" and Assertiveness". These components were structured as follows:
"Competence" included the following:

- *I know what to do when problems arise with my child.*
- *I am able to work with agencies and professionals to decide what services my child needs.*
- *When I need help with problems in my family, I am able to ask for help from others.*

"Assertiveness" included the following:

- *I tell professionals what I think about services being provided to my child; and*
- *My opinion is just as important as professionals' opinion in deciding what services my child needs.*

Helped families help their children develop and learn:
The data reflected represents the summary of all items in the area of "Family Centered Teaching". This component included the following items:

- Our family's TEIS service coordinator gives my family information about how children usually grow and develop;
- Our family's TEIS Service Coordinator helps my family learn how to teach our child with special needs particular skills; and
- Our family's TEIS Service Coordinator offers ideas on how my family can have fun with our children.

Overview of Issue/Description of System or Process (Updated for 2005-2006);

Tennessee's Department of Education partnered with East Tennessee State University's (ETSU) Center of Excellence in gathering family survey data. The decision was made to utilize the NCSEAM Part C Family Survey as the data collection tool (see attachment # 4.2). The survey consists of three scales. All three scales were distributed and utilized for state purposes. Indicator 4 is being specifically addresses using the Impact of Early Intervention Scale. This scale consists of 22 items that were selected through NCSEAM's advisory board. ETSU participated in the selection of the phase in group, as well as being responsible for the dissemination, collection and analysis of the family survey data. DOE staff felt it was important for families to be guaranteed that there would be some level of objectivity in gathering these data. The Director of Early Childhood Special Education Programs crafted an introductory letter to parents that was included in the mail out survey (see attachment #4.1). Tennessee had a strong return rate.

Tennessee is naturally divided into three distinct geographic regions, east, middle, and west. Each geographic region has one of our large TEIS districts within it. One Early Intervention District per region was selected ensuring all representative factors, for a total of three TEIS districts across the state. Within these three districts, all active families with an IFSP were disseminated a self-addressed copy of the NCSEAM Part C Family Survey.

ETSU staff developed a small database to insure consistent and complete data entry of the items. This database allowed for analysis for Indicator 4 as well as being available for state analysis purposes in the future. Although we hope to move the Family Outcome data gathering process within our Tennessee Early Intervention Data System (TEIDS) our baseline data was collected on paper NCSEAM Part C Family Survey forms. Once these elements are included in TEIDS, we will complete these items at least annually with all families being served with an IFSP.

Baseline Data for FFY 2005 (2005-2006):

Table 4.1 Dissemination and Return Rate

	Number Surveys Distributed	Number Surveys Returned	Return Rate
East Tennessee	707	128	18%
Greater Nashville	650	164	25%
Northwest	189	37	20%
Total	**1513**	**329**	**22%**

Table 4.1 presents dissemination and return rate of the National Center for Special Education Accountability Monitoring (NCSEAM) - Part C Parent Survey as distributed by region (East, Middle, West) in Tennessee. Of the 1513 surveys which were disseminated among the three districts within the three regions, 329 (22%) were returned. Analysis by districts indicates the following: In East Tennessee, 707 surveys disseminated, 128 (18%) returned; in Greater Nashville, 650 surveys disseminated, 164 (25%) returned; and in Northwest, 189 surveys disseminated, 37 (20%) returned.

Discussion of Baseline Data for FFY 2005 (2005-2006):

Results:

A-90% of respondent families participating in Part C report that early intervention services have helped the family know their rights.

B-95% of respondent families participating in Part C report that early intervention services have helped the family effectively communicate their children's needs.

C-95% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since this is a new indicator, measurable and rigorous targets will be established once actual baseline data are available. These targets will be reflected in the FFY 2005 APR due February 1, 2007.
2006 (2006-2007)	A-90% of respondent families participating in Part C report that early intervention services have helped the family know their rights. B-95% of respondent families participating in Part C report that early intervention services have helped the family effectively communicate their children's needs. C-95% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.
2007 (2007-2008)	A-90% of respondent families participating in Part C report that early intervention services have helped the family know their rights. B-95% of respondent families participating in Part C report that early intervention services have helped the family effectively communicate their children's needs.

	C-95% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.
2008 (2008-2009)	A-90% of respondent families participating in Part C report that early intervention services have helped the family know their rights. B-95% of respondent families participating in Part C report that early intervention services have helped the family effectively communicate their children's needs. C-95% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.
2009 (2009-2010)	A-90% of respondent families participating in Part C report that early intervention services have helped the family know their rights. B-95% of respondent families participating in Part C report that early intervention services have helped the family effectively communicate their children's needs. C-95% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.
2010 (2010-2011)	A-90% of respondent families participating in Part C report that early intervention services have helped the family know their rights. B-95% of respondent families participating in Part C report that early intervention services have helped the family effectively communicate their children's needs. C-95% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005): Improvement strategies and activities with timelines and resources will be developed based established targets

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Improvement Activities	Timelines	Resources
Additional data system design work continues; including the development of data elements for the purposes of consistently collecting and analyzing Child and Family Outcome data with all Part C eligible children in Tennessee. At the end of this reporting period the elements have not been finally developed for implementation in TEIDS.	7/1/2007	TEIDS
At the point of these family outcome data elements being included in TEIDS, additional training will be provided and then collection will happen annually with all families.	7/1/2008	TEIDS Regional Consulting Staff
Repeat Annual Family Survey	6/30/2007	Higher Education Support

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

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / Child Find

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

A. Other States with similar eligibility definitions; and

B. National data.

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

Measurement:

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

B. Percent = # of infants and toddlers birth to 1 with IFSPs divided by the population of infants and toddlers birth to 1 times 100 compared to National data.

Overview of Issue/Description of System or Process:

The Lead Agency supports a statewide Public Awareness Coordinator to design and disseminate materials to inform families and potential referral sources about the resources available to infants with disabilities and their families through the Part C system. Each of the nine TEIS Points of Entry across the state are responsible for facilitating a collaborative effort in the counties served by that office for identifying infants and toddlers with disabilities. Each POE works individually and in collaboration with the Local Interagency Coordinating Council (LICC) and service providers to implement systematic child find. The LICC Self-Assessment conducted through the Part C monitoring system requires a county specific evaluation of the effectiveness of the child find effort in the district and a Program Improvement Plan (PIP) is required when results are not deemed sufficient. Data to monitor child find related efforts are collected in the following areas:

- Federal 618 Child Count
- TEIS Quantitative Data
- TEIS POE Public Awareness and Child find efforts

Baseline Data for FFY 2004 (2004-2005):

Table 5.1: Referrals into the Part C System.

Referral Source	Number of Referrals
Parent	2,519
Primary Care Physician	1,728
Hospital/NICU/PICU	600
Department of Health	555
Therapists (i.e., SLP, OT, PT)	520
Other	510
Division of Mental Retardation Services	456
Other Health Care Provider	329
SSI	277

Other Hospital	217
Division of Children Services	216
Other TEIS District Office	190
DOE, Tennessee Infant Parent Services	172
Child Care Provider	94
Early Head Start	88
DOE, Early Intervention Resource Agencies	60
Local Educational Agency	50
Foster Parent	33
Department of Human Services	19
Surrogate Parent	5
Total Referrals	**8,638**

Table 5.1 reports data collected from TN's Quantitative Data System regarding number of referrals from primary referrals sources. Data reported is from 7/1/04-6/30/05 reporting period.

Table 5.2: Comparison of Tennessee with other States and Compared to the National Baseline for the percentage of children served under the age of 1 year.

Moderate Eligibly Category		
State	**Population Served** (National baseline = .92)	**Difference from National Baseline**
Rhode Island	1.75	+.83
Idaho	1.66	+.74
New York	1.10	+.18
Illinois	1.09	+.17
Connecticut	1.03	+.11
California	.97	+.05
Texas	.81	-.11
Utah	.76	-.16
Nebraska	.74	-.18
Tennessee	**.67**	**-.25**
South Carolina	.66	-.26
Georgia	.55	-.37
New Jersey	.53	-.39
Oregon	.51	-.41
Kentucky	.46	-.46
Puerto Rico	.37	-.55

Table 5.2 reports data from the 2004, 618 Child Count for states who fall in the moderate category for eligibility. This Table also includes a comparison of states to the national baseline for this population of children.

Table 5.3: 2004 618 Child Count Data for Children Served Birth to 1 Year of Age.

TEIS District	**Birth to 1 Year**
First Tennessee (FT)	33
East Tennessee (ET)	99
Southeast (SE)	67
Upper Cumberland (UC)	43
Greater Nashville (GN)	69
South Central (SC)	67
Northwest (NW)	41
Southwest (SW)	26
Memphis Delta (MD)	83
State Total	**528**

Table 5.3 reports 618 Child Count Data from 2004 for the number of children served by District and total for the state, birth to 1 year of age.

Discussion of Baseline Data:

Table 5.1: Tennessee currently tracks referral information through the Quantitative Data Base on 20 referral sources. There were 8,638 referrals into the Part C system between 7/1/04 and 6/30/05. A review of referral data identifies the top five referrals sources into the Part C System as being Parent, Primary Care Physician, Hospital/NICU/PICU, Department of Health, and Therapists. Of parents self-referring into the System, Quantitative Data reports that the majority are informed about the system by their physician.

Table 5.2: Out of 16 States falling in the moderate eligibility category, Tennessee ranks 10th (.67%) in the number of eligible children with IFSPs. Tennessee falls below the national baseline (-.25) of .92 for children this age range.

Table 5.3: 2004, 618 Child Count reports 528 children birth to 1 year of age served in TN's Part C System. The three largest districts in the state which served greatest number of children this age were: East Tennessee, Memphis Delta, and Greater Nashville. The three smallest districts in the state which served the fewest number of children this age were: Southwest, First Tennessee, and Northwest.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Target of .74% has been established for the projected number of children served birth to one year of age. This is an increase of .07% from the SPP baseline (.67%).
2006 (2006-2007)	Target of .80% has been established for the projected number of children served birth to one year of age. This is an increase of .06% from the 2005 APR Target.
2007 (2007-2008)	Target of .85% has been established for the projected number of children served birth to one year of age. This is an increase of .05% from the 2006 APR Target.
2008 (2008-2009)	Target of .89% has been established for the projected number of children served birth to one year of age. This is an increase of .04% from the 2007 APR Target.
2009 (2009-2010)	Target of .92% has been established for the projected number of children served birth to one year of age. This is an increase of .03% from the 2008 APR Target.
2010 (2010-2011)	Target of .94% has been established for the projected number of children served birth to one year of age. This is an increase of .02% from the 2009 APR Target.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities	Timelines	Resources
Modify current Quantitative Data System to support gathering, analysis and reporting of data to reflect age of child at referral by referral source.	January 2006	Part C Data Coordinator; TEIS Training and TA Project
Organize interagency committee explore the development of an updated comprehensive child find plan specific to Part C including clarifying barriers to identification of children in a timely manner and identifying approaches and supports for identifying infants and toddlers with disabilities.	January 2006	TN DOE, State ICC, TN Governor's Office of Children's Care Coordination
Continue collaborative efforts with Federal and State initiatives to support young children and their families.	Ongoing	TN DOE Office of Early Learning; State's Newborn Hearing Screening Project; TN Child Health Profile Project(TN-CHP), the Governor's Office for Children's Care Coordination and the State TenderCare Efforts (Informing physicians and the public about EPSDT); Early Childhood Comprehensive System Project (ECCS) TN Infant-Toddler Child Care Initiative; Project; SSI; TN Dept. Children's Services (CAPTA referrals); etc
TEIS POE and EI Service Providers continue to maintain records of specific efforts to inform the public and identify children who are eligible, or potentially eligible for TEIS.	Ongoing	TEIS Point of Entry Personnel; LICCs; Part C Monitoring System
Include tracking of local public awareness activities in the TEIDS to allow for more definitive reporting on local efforts.		TEIDS Project Coordinator and DSE Part C Monitoring Coordinator
Track activity and progress on PIPs that have identified child find as a local need.		DSE Part C Monitoring Coordinator; DSE and DMRS TA Personnel

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activities	Timelines	Resources
Support the expansion of the START program of Early Intervention training/tools to Pediatric offices in Tennessee	Implemented-Ongoing	Dr. Quentin Humberd, Developmental Pediatrician; SICC member
Analysis of newly installed TEIDS tracking in terms of referral sources, age of entry	Implemented-Ongoing	Yahasoft Inc. (Roy Su, Developer)
The GOCCC workgroup including Emerald Consulting will be studying Child Find and Eligibility Procedures, including identifying any potential for reducing barriers to eligibility determination. Appropriate state wide policy will be implemented by January 1, 2007 to ensure consistent, timely eligibility procedures.	February 2007	GOCCC, DSE Leadership Staff, Emerald Consulting

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

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / Child Find

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

A. Other States with similar eligibility definitions; and

B. National data.

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

Measurement:

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

B. Percent = # of infants and toddlers birth to 3 with IFSPs divided by the population of infants and toddlers birth to 3 times 100 compared to National data.

Overview of Issue/Description of System or Process:

See overview on Indicator 5, page 20

Baseline Data for FFY 2004 (2004-2005):

Refer to table 5.1 on page 19, for referral data.

Table 6.1: Comparison of Tennessee with other States and Compared to the National Baseline for the percentage of children served birth through age 2 years.

Moderate Eligibly Category		
State	**Population Served** (National baseline = 2.24)	**Difference from National Baseline**
New York	4.26	+2.02
Rhode Island	3.56	+1.32
Connecticut	3.10	+.86
Illinois	2.86	+.62
Idaho	2.73	+.49
Kentucky	2.29	+.05
New Jersey	2.21	-.03
Texas	1.84	-.40
Puerto Rico	1.80	-.44
Tennessee	**1.80**	**-.44**
Utah	1.77	-.47
Nebraska	1.74	-.50
California	1.67	-.57
Oregon	1.55	-.69
South Carolina	1.36	-.88
Georgia	1.33	-.91

Table 6.1 reports data from the 2004, 618 Child Count for states who fall in the moderate category for eligibility. This Table also includes a comparison of states to the national baseline for this population of children.

Table 6.2: 2004 618 Child Count Data for Children Served Birth through Age Two Years.

TEIS District	Birth to 1 Year
First Tennessee (FT)	296
East Tennessee (ET)	804
Southeast (SE)	352
Upper Cumberland (UC)	298
Greater Nashville (GN)	689
South Central (SC)	527
Northwest (NW)	208
Southwest (SW)	180
Memphis Delta (MD)	619
State Total	**3,973**

Table 6.2 reports 618 Child Count Data from 2004 for the number of children served by District and total for the state, birth through two years of age.

Discussion of Baseline Data:

Table 6.1: Out of 16 States falling in the moderate eligibility category, Tennessee ranks 9 th (1.80%) in the number of eligible children with IFSPs. Tennessee falls below the national baseline (-.44) of 2.24 for children this age range.

Table 6.2: 2004, 618 Child Count reports 3,973 children birth though age two years served in TN's Part C System. The three largest districts in the state which served greatest number of children this age were: East Tennessee, Greater Nashville, and Memphis Delta. The three smallest districts in the state which served the fewest number of children this age were: Southwest, Northwest, and First Tennessee.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Target of 1.92% has been established for the projected number of children served birth to one year of age. This is an increase of .12% from the SPP baseline (1.80%).
2006 (2006-2007)	Target of 2.00% has been established for the projected number of children served birth to one year of age. This is an increase of .08% from the 2005 APR Target.
2007 (2007-2008)	Target of 2.07% has been established for the projected number of children served birth to one year of age. This is an increase of .07% from the 2006 APR Target.
2008 (2008-2009)	Target of 2.13% has been established for the projected number of children served birth to one year of age. This is an increase of .06% from the 2007 APR Target.
2009 (2009-2010)	Target of 2.19% has been established for the projected number of children served birth to one year of age. This is an increase of .06% from the 2008 APR Target.

2010 (2010-2011)	Target of 2.25% has been established for the projected number of children served birth to one year of age. This is an increase of .06% from the 2009 APR Target.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities	Timelines	Resources
Modify current Quantitative Data System to support gathering, analysis and reporting of data to reflect age of child at referral by referral source.	January 2006	Part C Data Coordinator; TEIS Training and TA Project
Organize interagency committee explore the development of an updated comprehensive child find plan specific to Part C including clarifying barriers to identification of children in a timely manner and identifying approaches and supports for identifying infants and toddlers with disabilities.	January 2006	TN DOE, State ICC, TN Governor's Office of Children's Care Coordination
Continue collaborative efforts with Federal and State initiatives to support young children and their families.	Ongoing	TN DOE Office of Early Learning; State's Newborn Hearing Screening Project; TN Child Health Profile Project(TN-CHP), the Governor's Office for Children's Care Coordination and the State TenderCare Efforts (Informing physicians and the public about EPSDT); Early Childhood Comprehensive System Project (ECCS) Project; TN Infant-Toddler Child Care Initiative; SSI; TN Dept. Children's Services (CAPTA referrals)
TEIS POE and EI Service Providers continue to maintain records of specific efforts to inform the public and identify children who are eligible, or potentially eligible for TEIS.	Ongoing	TEIS Point of Entry Personnel; LICCs; Part C Monitoring System
Include tracking of local public awareness activities in the TEIDS to allow for more definitive reporting on local efforts.	September 2006	TEIDS Project Coordinator and DSE Part C Monitoring Coordinator
Track activity and progress on local APRs that have identified child find as a local need.	Annually beginning March 2006	DSE Part C Monitoring Coordinator; DSE and DMRS TA Personnel

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activities	Timelines	Resources
Support the expansion of the START program of Early Intervention training/tools to Pediatric offices in Tennessee	Implemented-Ongoing	Dr. Quentin Humberd, Developmental Pediatrician; SICC member
Analysis of newly installed TEIDS tracking in terms of referral sources, age of entry	Implemented-Ongoing	Yahasoft Inc. (Roy Su Developer)
The GOCCC workgroup including Emerald Consulting will be studying Child Find and Eligibility Procedures, including identifying any potential for reducing barriers to eligibility determination. Appropriate state wide policy will be implemented by January 1, 2007 to ensure consistent, timely eligibility procedures.	February 2007	GOCCC, DSE Leadership Staff, Emerald Consulting

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

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / Child Find

Indicator 7: Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.

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

Measurement:

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

Account for untimely evaluations.

Overview of Issue/Description of System or Process:

Part C - Infants and Toddlers with Disabilities, of IDEA (Individuals with Disabilities Education Act) is a federally regulated program that offers financial assistance to States to develop and implement a system that provides early intervention services for infants and toddlers with disabilities and their families. These services are made available in the state of Tennessee through Tennessee's Early Intervention System (TEIS). The lead agency for this State's system is the State of Tennessee Department of Education, Division of Special Education.

The Tennessee Early Intervention System is managed through a dynamic hierarchy of administrative entities at the local, regional, and statewide levels. The TEIS consists of a central state office that coordinates and supervises the functions of nine district (regional) offices. Each district office coordinates the central Point of Entry (POE) and service coordination for their entire region, and coordinates the delivery of service to children in that district. Within each district is an array of service providers that deliver the actual services at the local level to the families and children.

There are currently approximately 4200 children served through TEIS. There are nine Points of Entry sites which serve nine districts across the state. It is at these Points of Entry that children are assigned a Service Coordinator to oversee the Eligibility Determination Process and IFSP development. Above the approximately 4200 children served, another 25-30% is handled by these Points of Entry via referrals, screenings, and follow-up. The TEIS program currently collects and reports their required data with a FileMaker Pro database.

Baseline Data for FFY 2004 (2004-2005):

Baseline Data for FFY 2004 (2004-2005): 2151 (Evaluations and IFSP's) out of a total of 3713 (Evaluations and IFSP's) were conducted within the Part C's 45 day timeline. This accounts for a 57.93% rate of timely completion of Evaluations and IFSP's.

A. Over 30 days no intake						A. Over 30 days no intake				
	9/15/04	12/15/04	3/15/2005	6/15/2005			9/15/04	12/15/2004	3/15/2005	6/15/2005
1st TN	8	9	13	1		1st TN	2.29%	2.66%	3.49%	0.28%
ET	11	25	14	10		ET	1.06%	2.53%	1.37%	0.99%
SE	6	1	1	2		SE	1.31%	0.23%	0.22%	0.42%
UC	5	2	1	3		UC	1.24%	0.51%	0.27%	0.84%
GN	33	6	27	15		GN	3.40%	0.68%	2.80%	1.57%
SC	13	3	8	11		SC	1.94%	0.48%	1.18%	1.54%
NW	1	2	0	0		NW	0.38%	0.75%	0.00%	0.00%
SW	5	0	1	0		SW	2.54%	0.00%	0.50%	0.00%
MD	1	6	6	11		MD	0.14%	0.82%	0.76%	1.40%
Total	83	54	71	53		Total	1.64%	1.11%	1.39%	1.04%
B. Over age 3						B. Over age 3				
	9/15/04	12/15/2004	3/15/2005	6/15/2005			9/15/04	12/15/2004	3/15/2005	6/15/2005
1st TN	4	0	0	0		1st TN	1.15%	0.00%	0.00%	0.00%
ET	0	0	2	1		ET	0.00%	0.00%	0.20%	0.10%
SE	1	0	0	0		SE	0.22%	0.00%	0.00%	0.00%
UC	0	0	0	0		UC	0.00%	0.00%	0.00%	0.00%
GN	0	1	0	0		GN	0.00%	0.11%	0.00%	0.00%
SC	22	0	0	0		SC	3.28%	0.00%	0.00%	0.00%
NW	0	0	0	0		NW	0.00%	0.00%	0.00%	0.00%
SW	3	0	0	0		SW	1.52%	0.00%	0.00%	0.00%
MD	26	0	0	0		MD	3.62%	0.00%	0.00%	0.00%
Total	56	1	2	1		Total	1.10%	0.02%	0.04%	0.02%
C. Initial IFSPs not completed (more than 45 days						C. Initial IFSPs not completed (more than 45 days				
	9/15/04	12/15/2004	3/15/2005	6/15/2005			9/15/04	12/15/2004	3/15/2005	6/15/2005
1st TN	14	17	14	9		1st TN	4%	5%	3.75%	2.56%
ET	54	117	63	39		ET	5%	12%	6.15%	3.85%
SE	7	6	14	3		SE	2%	1%	3.07%	0.64%
UC	19	26	17	17		UC	5%	7%	4.52%	4.78%
GN	102	116	95	126		GN	10%	13%	9.87%	13.21%
SC	33	33	46	31		SC	5%	5%	6.79%	4.35%
NW	7	2	3	2		NW	3%	1%	1.19%	0.74%
SW	0	0	1	1		SW	0%	0%	0.50%	0.50%
MD	47	25	12	0		MD	7%	3%	1.53%	0.00%
Total	283	342	265	228		Total	6%	7%	5.19%	4.46%

D. Transition meetings less than 90 days or more than 180 days						D. Transition meetings less than 90 days or more than 180 days				
				6/15/2005						6/15/05%
FT				11		FT				3.13%
ET				59		ET				5.82%
SE				37		SE				7.86%
UC				18		UC				5.06%
GN				56		GN				5.87%
SC				46		SC				6.46%
NW				7		NW				2.58%
SW				11		SW				5.50%
MD				33		MD				4.20%
Total				278		Total				5.43%
D. Number for explanation						D. Number for explanation				
	9/15/04	12/15/2004	3/15/2005	6/15/2005			9/15/04	12/15/2004	3/15/2005	
1st TN	26	26	27	21		1st TN	7%	8%	7.24%	5.97%
ET	65	141	80	109		ET	6%	14%	7.81%	10.75%
SE	14	7	15	42		SE	3%	2%	3.29%	8.92%
UC	24	28	18	38		UC	6%	7%	4.79%	10.67%
GN	135	123	122	201		GN	14%	14%	12.67%	21.07%
SC	68	36	54	91		SC	10%	6%	7.98%	12.78%
NW	8	4	3	9		NW	3%	2%	1.19%	3.32%
SW	8	0	1	12		SW	4%	0%	0.50%	6.00%
MD	72	31	18	44		MD	10%	4%	2.29%	5.61%
Total	420	396	338	567		Total	8%	8%	6.62%	11.09%
E. Total # on QR										
	9/15/04	12/15/2004	3/15/2005	6/15/2005						
1st TN	349	338	373	352						
ET	1039	988	1024	1014						
SE	459	426	456	471						
UC	402	392	376	356						
GN	972	887	963	954						
SC	671	629	677	712						
NW	266	266	253	271						
SW	197	197	199	200						
MD	718	728	786	785						
Total	5073	4851	5107	5115						

Discussion of Baseline Data:

The State Lead agency implemented focused monitoring efforts around the issue of timely IFSP development in August 2003. An extensive on site record review was completed that identified specific barriers to the completion of IFSP development. Local issues were shared with district offices and plans for compliance were encouraged. As of September 2004, the State lead agency recognized that although some progress on IFSP timelines had occurred, additional monitoring efforts were deemed necessary. Starting on September 15, 2004, the State Department of Education began requiring the Quarterly Case Report from each of the district offices. This data report is consistently gathered and submitted by all nine district offices. The report looks at several performance and compliance issues. The report is a child level report that tracks timelines for IFSP development. Initial, six month, annual and transition conference timelines are all tracked with this one tool. Additional performance measures that are tracked are timeliness from referral to intake and case load. This compliance report is reported by individual service coordinator. The tool allows district and state administrators to identify if there are state, district, county or staff level compliance issues around timely IFSP development. The state Lead Agency identifies any meeting that is not held in a timely manner and requires specific case by case justification/explanation for late meetings. We have seen many districts make tremendous progress on timely IFSP development; the state has also seen a steady increase in performance since the inception of this compliance tool. The lead agency has encouraged the utilization of this data tool as a monthly district compliance measure. Many offices have developed this approach. The state has initiated intensive targeted technical assistance to the districts that have not seen a significant increase in the timeliness of Eligibility Determination and IFSP development. (Please note below the baseline trend of timely IFSP development since the initiation of the "Quarterly Case Report" and the associated monitoring functions.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Tennessee's Early Intervention System will see 100 Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. The State Lead Agency will continue to require justification for all IFSPs not completed within the specified timeline of 45 days.
2006 (2006-2007)	Tennessee's Early Intervention System will see 100 Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. The State Lead Agency will continue to require justification for all IFSPs not completed within the specified timeline of 45 days.
2007 (2007-2008)	Tennessee's Early Intervention System will see 100 Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. The State Lead Agency will continue to require justification for all IFSPs not completed within the specified timeline of 45 days.
2008 (2008-2009)	Tennessee's Early Intervention System will see 100 Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. The State Lead Agency will continue to require justification for all IFSPs not completed within the specified timeline of 45 days.

2009 (2009-2010)	Tennessee's Early Intervention System will see 100 Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. The State Lead Agency will continue to require justification for all IFSP's not completed within the specified timeline of 45 days.
2010 (2010-2011)	Tennessee's Early Intervention System will see 100 Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. The State Lead Agency will continue to require justification for all IFSP's not completed within the specified timeline of 45 days.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities/Resources	Timelines	Resources
The lead agency will encourage the utilization of the Quarterly Case Report tool as a monthly district compliance measure. A number of offices have developed this approach. The state has initiated intensive targeted technical assistance to the districts that have not seen a significant increase in the timeliness of Eligibility Determination and IFSP development. The state lead agency is exploring the idea of requiring monthly submissions.(Please note above the baseline trend of timely IFSP development since the initiation of the "Quarterly Case Report" and the associated monitoring functions	Begin September 2005	DSE Data and Monitoring Personnel, Quarterly Report Submission
Specific Case by Case Reporting will continue to be Required from the Districts to the State regarding any Initial IFSP that is not completed within 45 days of the referral into the Part C system	Ongoing with through submission of Quarterly Caseload Report	Point of Entry Staff, DSE Data and Monitoring Personnel

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activities/Resources	Timelines	Resources
Quarterly Caseload Report submissions around timely initial IFSPs, including reasons for delay through current FileMaker Pro Database until such time as data can be pulled from TEIDS.	Begin March 2006	DSE Data Manager and Monitoring Personnel, Quarterly Report Submissions
Data verification for "reasons of delay" through written confirmation by TEIS POEs pertaining to the accuracy of data they submit to the State.	Begin March 2007 and each quarter thereafter	DSE Data Manager and Monitoring Personnel, Quarterly Report Submissions, TEIS POE Project Coordinators,

		Contract Coordinators, and Principal Investigators
Data verification regarding “reasons of delay” via periodic on-site sampling of data for verification of accuracy.	Begin May 2007	DSE Data Manager and Monitoring Personnel, Quarterly Report Submissions, TEIS POE Project Coordinators
District and state-wide summaries provided to POEs for the tracking of performance and utilization for correction of systematic issues of noncompliance.	Begin March 2007	DSE Data Manager and Monitoring Personnel, TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators
District POEs utilize data from Quarterly Caseload Report for tracking and reporting on indicator compliance in Continuous Improvement Monitoring Process (CIMP) reporting	Begin December 2006	TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators, District Quarterly Caseload Reports, CIMP Reports
Language added to TEIS Scope of Services to address contract compliance related to issue of timely initial IFSP meetings pending recommendations from the Governor’s Office of Children’s Care Coordination (GOCCC).	July 2007 pending GOCCC	DSE Director, DSE Contract Coordinator, TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators; Scope of Services
Monitoring and implementation of sanctions for noncompliance.	Begin monitoring cycle 7/1/07-6/30/08	DSE Director, DSE Contract Coordinator, Monitoring and TA Personnel; TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators
Work with TEIDS development team to ensure reporting requirements are implemented in data system.	Begin implementation December 2006	TEIDS development team, Monitoring Personnel

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

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / Effective Transition

Indicator 8: Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including:

A. IFSPs with transition steps and services
B. Notification to LEA, if child potentially eligible for Part B: and
C. Transition conference, if child potentially eligible for Part B.

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

Measurement:

A. Percent = # of children exiting Part C who have an IFSP with transition steps and services divided by # of children exiting Part C times 100.

B. Percent = # of children exiting Part C and potentially eligible for Part B where notification to the LEA occurred divided by the # of children exiting Part C who were potentially eligible for Part B times 100.

C. Percent = # of children exiting Part C and potentially eligible for Part B where the transition conference occurred divided by the # of children exiting Part C who were potentially eligible for Part B times 100.

Overview of Issue/Description of System or Process:

Past analyses of TN transition processes have focused on number of transition conference processes and timelines rather than this December 2005 SPP's requirement to report on number of children as the unit of analyses. However, baseline and trend data related to transition reported In Tennessee's March 2004 APR, Part C, does provide valuable information that directs Tennessee's improvement plan. These are reflected in the activities, timelines, and resources of this December 2005 SPP, Part C, Indicator 8. Please note that Tennessee state regulations related to notification to LEA include the language, "with parental consent." This factor, therefore, influences our notification measure (B).

Baseline Data for FFY 2004 (2004-2005):

A. Tennessee Quantitative Data System

TABLE 8.2

2004-2005 QUANTITATIVE DATA SUMMARY FOR LEA NOTIFICATION										
	FT	ET	SE	UC	GN	SC	NW	SW	MD	**TOTAL**
7/1/2004-6/30/2005										
Children turning three minus families who refused services (C-E)	311	1072	401	157	1167	1010	169	213	358	4858
Number of referrals to LEA by age 2 (A)	89	97	41	46	135	60	96	16	78	658
Percent = # of children exiting where notification occurred divided by # of children exiting times 100 (#2/#1)*100	**28.62**	**9.05**	**10.22**	**29.30**	**11.57**	**5.94**	**56.80**	**7.51**	**21.79**	**13.54**

B. TEIS Quarterly Caseload Reports

TABLE 8.2

TRANSITION MEETINGS June 15, 2005 Quarterly Caseload Report Summary						
	# 3rd Birthday by 9/15/05 Number exiting Part C and potentially elig. For Part B	# of Transition meetings within timeline (90 days -6 mos)	% of transition meetings within timeline (column b / column c*100)	Family reasons as reason for delay(excluded from column b for total number of children exiting)	% of transition meetings within timeline minus family reasons	family refusal for referral to Part B
FT	35	28	80.00%	5	93.33%	1
ET	122	71	58.20%	28	75.53%	2
SE	57	40	70.18%	7	80.00%	5
UC	30	16	53.33%	10	80.00%	0
GN	93	60	64.52%	20	82.19%	14
SC	77	52	67.53%	11	78.79%	7
NW	26	20	76.92%	1	80.00%	1
SW	20	17	85.00%	2	94.44%	1
MD	85	51	60.00%	18	76.12%	0
	545	355	65.14%	102	80.14%	31
Every child who was turning three on or before 9/15/05 was included.						
Late referrals (90 days or less) before there 3rd birthday was excluded.						

Discussion of Baseline Data:

A. In Table 8.1 above, Tennessee's Quantitative Data provides notification to LEAs and the total number of referrals to LEAs by age two for FFY 2004-05. This number of referrals was DIVIDED BY all state children who were turning three MINUS the number of families who refused Part B services AND MINUS the number of children who entered the system after age two to arrive at a percentage of referrals to LEAs. Analysis shows that 13.54% of children turning age three were referred to an LEA by age two. However, data reported in all of the nine TEIS districts ranged from 9% of children being reported to LEAs by age two to 57% of children being reported to LEAs by age three. A more valid and reliable analysis of this measurement is possible; however, with Tennessee's current Quantitative Data System, this process would require twenty or more manual steps per child, which was not feasible for the deadline of this SPP. The February 2007 APR will report progress towards improving collection/analysis of this data.

B. In Table 8.2 above, TEIS Quarterly Caseload Data, reported from the state's nine district offices was used to identify every child turning three on or before 09.15.2005. Late referrals and refusals (90 days or less prior the third birthday) were excluded from the data. Two sets of percentages were calculated from this data:

1. The first percentage was based on all children (as described above) who had transition meetings within the timelines.

2. The second percentage did not include those children whose transitions were delayed due to family reasons.

The analysis shows that transition meetings within the timelines improved by approximately 15% (from 65.14 to 80.14) when family reasons were excluded. Tennessee has seen improvement in percentage of transition meetings held within required timelines when factoring out delays caused by family reasons.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of children exiting Part C will receive timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday. a. 100% of children exiting Part C will have IFSPs that include *transition steps and services*. b. 100% of LEAs will receive *notification when there is parental consent* for children exiting Part C who are potentially eligible for Part B services. 100% of children exiting Part C who are potentially eligible for Part B services will have a transition conference.
2006 (2006-2007)	100% of children exiting Part C will receive timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday. c. 100% of children exiting Part C will have IFSPs that include *transition steps and services*. d. 100% of LEAs will receive *notification when there is parental consent* for children exiting Part C who are potentially eligible for Part B services. 100% of children exiting Part C who are potentially eligible for Part B services will have a transition conference.
2007 (2007-2008)	100% of children exiting Part C will receive timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday. e. 100% of children exiting Part C will have IFSPs that include *transition steps and services*. f. 100% of LEAs will receive *notification when there is parental consent* for children exiting Part C who are potentially eligible for Part B services. 100% of children exiting Part C who are potentially eligible for Part B services will have a transition conference.
2008 (2008-2009)	100% of children exiting Part C will receive timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday. g. 100% of children exiting Part C will have IFSPs that include *transition steps and services*. h. 100% of LEAs will receive *notification when there is parental consent* for

	children exiting Part C who are potentially eligible for Part B services. 100% of children exiting Part C who are potentially eligible for Part B services will have a transition conference.
2009 (2009-2010)	100% of children exiting Part C will receive timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday. i. 100% of children exiting Part C will have IFSPs that include *transition steps and services*. j. 100% of LEAs will receive *notification when there is parental consent* for children exiting Part C who are potentially eligible for Part B services. 100% of children exiting Part C who are potentially eligible for Part B services will have a transition conference.
2010 (2010-2011)	100% of children exiting Part C will receive timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday. k. 100% of children exiting Part C will have IFSPs that include *transition steps and services*. l. 100% of LEAs will receive *notification when there is parental consent* for children exiting Part C who are potentially eligible for Part B services. 100% of children exiting Part C who are potentially eligible for Part B services will have a transition conference.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities	Timelines	Resources
All persons providing Part C Service Coordination in Tennessee must complete required Service Coordinators Training Program (includes module on Transition).	Initiated September 2005	TN Service Coordinator Training Curriculum; Approved Trainers
Develop and implement Parent Training Curriculum and other resource documents regarding transition. Help parents prepare for transition by providing STEP/PTI preschool transition and basic workshops to all parents of two and three year olds.	Initiate March 2006	DSE Personnel; TN Parent Training and Information Center; National Early Childhood Transition Center (NECTC)
Continue Quarterly Partnership meetings with Early Intervention programs and LEAs	Ongoing	State 619 Coordinator, DSE EI TA Consultants and Preschool Consultants
Provide training to ensure accurate data entry by service coordinators	Ongoing	TEIDS Data Coordinator; DSE EI TA Consultants; TEIS Project Coordinators
Monitor the number and timeliness of transition	Ongoing	TEIDS Data Coordinator;

conferences and participation of E I and LEA personnel in transition conferences through current data system.		TEIS Project Coordinators
Finalize the full implementation of the web-based data system so that data is readily available at the state office. Modifications to local data base will be made for transition timelines in order to identify reason for delay in transition meetings	September 2006	Data System Development Contractor; GSEG Management Team; TEIDS Coordinator
Continue emphasis on local self-assessment lncluding local analysis and reporting performance in the area of transition through the Part C Monitoring System	Ongoing	DSE/DMRS EI TA Consultants and validation team
Provide joint training and TA opportunities for EI, LEA, and community programs in order to improve transitions for children exiting the Part C system (includes "Paving the Way" powerpoint, Early Childhood strand at the DSE Annual Spring Conference and implementation of Part C Service Coordination Training Modules/Transition Module #9).	Ongoing	DSE E I and Preschool Personnel; Parent Trainin and Information Centers; TEIS Approved Service Coordination Trainers
Implement Quarterly Case Report data collection from 9 TEIS district offices (including data fields for Transition Meeting Date).	Ongoing	TEIDS Data Coordinator and TEIS Part C Monitoring Coordinator
Children will be assigned a unique identifier in the TEIDS statewide database that will follow them into Part B (if eligible) or upon school entry at age 5. This will allow for seamless tracking into the Part B data system. This will improve TN's ability to obtain and analyze transition data and help identify areas and programs in need of improvement.	September 2006	Data System Development Contractor; GSEG Management Team; TEIDS Coordinator
Include a field in electronic database related to reasons why parents refuse Part B referral to LEA.	December 2005	Data System Development Contractor; GSEG Management Team; TEIDS Coordinator
IFSP transition plans will include referral of families to support resources (ex. Arc of TN and /or STEP/PTI or other agencies) for information as needed.	Ongoing	Family Service Coordinators/Family
TN DOE delineate in more detail responsibilities for Early Intervention Systems and for LEAs including guidance for EI facilitation of informal networking opportunities for families and LEA educators. Consider and address the problem of Part C having trouble contacting LEA preschool personnel in the summer. Consider whether the fact that Part C personnel has different "work hours" than Part B personnel creates transition difficulties.	June 2005	619 Coordinator; stakeholder group

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activities/Resources	Timelines	Resources
Quarterly Caseload Report submissions around transition plans, timely notifications to LEA and timely transition conference meetings including reasons for delay through current FileMaker Pro Database until such time as data can be pulled from TEIDS.	Begin March 2007	DSE Data Manager and Monitoring Personnel, Quarterly Report Submissions
Data verification for "reasons of delay" through written confirmation by TEIS POEs pertaining to the accuracy of data they submit to the State.	Begin March 2007 and each quarter thereafter	DSE Data Manager and Monitoring Personnel, Quarterly Report Submissions, TEIS POE Project Coordinators, Contract Coordinators, and Principal Investigators
Data verification regarding "reasons of delay" via periodic on-site sampling of data for verification of accuracy.	Begin May 2007	DSE Data Manager and Monitoring Personnel, Quarterly Report Submissions, TEIS POE Project Coordinators
District and state-wide summaries provided to POEs for the tracking of performance and utilization for correction of systematic issues of noncompliance.	Begin March 2007	DSE Data Manager and Monitoring Personnel, TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators
District POEs utilize data from Quarterly Caseload Report for tracking and reporting on indicator compliance in Continuous Improvement Monitoring Process (CIMP) reporting	Begin December 2006	TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators, District Quarterly Caseload Reports, CIMP Reports
Language added to TEIS Scope of Services to address contract compliance related to issue of timely initial IFSP meetings pending recommendations from the Governor's Office of Children's Care Coordination (GOCCC).	July 2007 pending GOCCC	DSE Director, DSE Contract Coordinator, TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators; Scope of Services
Monitoring and implementation of sanctions for noncompliance.	Begin monitoring cycle 7/1/07-6/30/08	DSE Director, DSE Contract Coordinator, Monitoring and TA Personnel; TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators
Work with TEIDS development team to ensure reporting requirements are implemented in data system.	Begin implementation December 2006	TEIDS development team, Monitoring Personnel

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

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / General Supervision

Indicator 9: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

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

Measurement:

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:
   a. # of findings of noncompliance made related to priority areas.
   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.

   For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:
   a. # of findings of noncompliance made related to such areas.
   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.

   For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:
   a. # of EIS programs in which noncompliance was identified through other mechanisms.
   b. # of findings of noncompliance made.
   c. # of corrections completed as soon as possible but in no case later than one year from identification.

   Percent = c divided by b times 100.

   For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

Overview of Issue/Description of System or Process:

Local Early Intervention Programs:
Tennessee's Early Intervention System (TEIS) is composed of nine (9) geographical districts. The Lead Agency maintains a local TEIS Point of Entry (POE) in each district through contractual arrangements. The Department currently tracks the performance of the POE on contractual provisions through the Quantitative Data System. Responsibilities of the POE include local public awareness, child find, data collection and reporting, facilitation of eligibility determination and generation of the IFSP, service coordination, and establishing local contracts for early intervention services as payor of last resort.

Direct intervention services specified on the IFSP are provided through programs operating within the TEIS district. These Include:

- The Tennessee Infant Parent School (TIPSS): A statewide program of home-based services funded by the TN Department of Education. The TIPS School maintains a local office in each of the nine TEIS Districts.
- Early Intervention Resource Agency (EIRA) – Five (5) service programs in various locations in the state funded by the TN Department of Education. Each of these agencies have a specific focus including rural service delivery, outreach and services to the Hispanic community, and specialty services related to children with autism and behavioral concerns.
- TN Division of Mental Retardation Service Provider Agencies (DRMS): Thirty seven (37) EI service provider agencies across the State funded by DMRS (with some support from TN DOE).

Part C Monitoring:
For the 2003-04 fiscal year, the Part C monitoring process consisted primarily of of-site reviews by TN Department of Education personnel in which programs were evaluated utilizing the State's monitoring document. This document was comprised of approximately 400 indicators including both compliance indicators and best practice indicators. Best practice indicators were weighted equally to compliance indicators; therefore, the State's measure of "compliance" was set at a score 90% or above. The process involved monitoring three (3) districts per year and entities were required to submit a Corrective Action Plan (CAP) for indicators determined non-compliant.

Beginning in September 2004, the Department of Education implemented a re-designed Continuous Improvement Monitoring Process (CIMP) for the Part C system based on a revised set of indicators. Revisions to the monitoring process utilized input from a stakeholder taskforce facilitated by (1) Alliance for Systems Change/Midsouth Regional Resource Center (ASC/MSRRC), (2) National Early Childhood Technical Assistance Center (NEC*TAC), and (3) National Center for Special Education Accountability and Monitoring (NCSEAM). The taskforce included representatives from the Department of Education, the Division of Mental Retardation Services,Tennessee Infant-Parent Services, the Department of Health (CSS), Higher Education, service providers and parents. Under the revised monitoring approach, indicators were consolidated and <u>all</u> indicators in the Self-Assessment document are now considered "Compliance" Indicators. Unlike the previous monitoring process, no "best-practice" indicators have been included.

In the initial phase of the CIMP process, designated personnel from the Division of Special Education (DSE) and TN Division of Mental Retardation (DMRS) provide training and technical support to local entities in conducting a thorough Self-Assessment based on the established indicators. Within the Self-Assessment document, "Guidance" items are provided for each indicator to support the determination of whether or not the entity is in compliance with that indicator. Some guidance items have been identified as "critical" to the determination of compliance with the indicator. Data <u>must</u> be provided related to those items to support the conclusions of compliance or non-compliance with the Indicator. In addition, entities with an existing CAP from the previous monitoring system must demonstrate consideration of status on areas of non-compliance in the Self-Assessment report. The CIMP process is being implemented in three (3) districts each year until all nine (9) districts have participated in the Self-Assessment process. Ongoing monitoring will be maintained through the submission of annual performance reports and data monitoring by the State validation team.

Through the Self-Assessment, indicators that cannot be verified to be compliant require the development and submission, along with the Self-Assessment Report, of a Program Improvement Plan (PIP) describing the actions that will be taken to bring the entity into compliance in the identified area. The PIP must address the specific critical guidance item/s contributing to the non-compliance. Any indicator that is determined to be non-compliant with IDEA <u>must be corrected within one calendar year of identification</u>. The date of "identification" of non-compliance is defined as the date that the PIP is approved by DSE/DMRS validation team.

Upon receipt of the Self-Assessment Report and PIP by the Department, the DSE/DMRS monitoring validation team will conduct a desk-audit to review the conclusions drawn in each Self-Assessment in

light of procedures and data utilized to support the decision making process. The validation team may determine that sufficient information is available to support approval of the Self-Assessment and PIP based on the desk audit. However, the validation team may also request additional verbal or written clarification or they may determine that there is need to make an on-site visit to validate conclusions drawn in the self-assessment process. In some instances, the validation team may deem it necessary to conduct focused monitoring to further explore a particular area of concern related to compliance. In rare occasions, a comprehensive discovery visit may be made to a program. Progress on PIPs will be monitored through the submission of APRs or interim reports as deemed necessary by the validation team.

The CIMP process requires agencies to submit an Annual Performance Report (APR) with data demonstrating that 100% compliance has been achieved. Throughout the monitoring process, training and technical assistance is provided to programs in the development of the PIP and APR. Upon receipt of the APR, the validation process requires the following actions dependent on the data provided: 1) Recognition for exemplary performance; 2) Directed to revise PIP; 3) Directed to obtain and use targeted technical assistance; 4) State focused intervention on performance indicators; 5) Request voluntary performance agreement with the State; 6) Required performance agreement with the State-includes fact finding or data collection by State; 7) Letter from State documenting problems and issuing warning; or 8) Move to legal action.

The first monitoring cycle of CIMP was completed in April 2005 with validation completed in October 2005. Nineteen (19) early intervention programs within 3 districts submitted self-assessments and program improvement plans (PIP).

Informing regarding the requirement to correct all non-compliance within one year of identification has occurred at State and Local ICC meetings, at state-wide TEIS Project Coordinator's meetings, in Technical Assistance training sessions, and in local provider meetings. However, pending the completion of a manual on monitoring procedures (development of the validation process and procedures are still being finalized) and formal revision of the State's Rules, Regulations and Minimum Standards (targeted for June 30, 2006), written policy has not been issued regarding this issue. Until such time as these documents are completed, the Department has issued a written statement to the public from the Assistant Commissioner for the Division of Special Education (see Attachment 2) to ensure that everyone is fully informed of this requirement. In addition, all monitoring correspondence will also include this provision.

In addition to the CIMP process, the State monitors through on-going reviews of Quantitative Data System reports, quarterly TEIS caseload reports (initial contacts, IFSP timelines, and transition), and by pulling focused data reports as needed. With quarterly caseload reports, TEIS is required to submit explanations for timelines that have not been met. Quantitative data report are reviewed semi-annually related to referrals, evaluations, IFSP, transition, and service coordination activities.

Baseline Data for FFY 2004 (2004-2005):

Table A: Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification based on monitoring Findings with Corrective Action Plans (CAP) (2004-2005) (Measurement A)

SPP Indicator	Part C Monitoring (CAP) Indicator	[9.A. (a.)] # Findings ('03-'04)	[9.A. (b.)] # and % Corrected within 1 Year	[Updated data] # and % Corrected by 6/30/05
1. Percent of Infants and toddlers with IFSPs who receive early intervention services on their IFSPs in a timely manner.	7.6.1 (3) services consistent with IFSP service page	15	7 (47%)	15 (100%)
2. Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing	7.7.1 (3) services provided in NE, lifestyle and	11	6 (55%)	8 (73%)

SPP Indicator	Part C Monitoring (CAP) Indicator	[9.A. (a.)] # Findings ('03-'04)	[9.A. (b.)] # and % Corrected within 1 Year	[Updated data] # and % Corrected by 6/30/05
children.	daily routines			
3. Percent of infants and toddlers with IFSPs who demonstrate improved: A. Positive social-emotional skills; B. Acquisition and C. Use of knowledge and skills; use of appropriate behaviors to meet their needs. **NEW INDICATOR**	7.6.1 (7) IFSP documentation of child progress	14	7 (50%)	11 (79%)
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; C. Help their children develop and learn. **NEW INDICATOR**	2.3.1 family assessment	7	4 (57%)	8 (86%)
	6.1.1 agency policy/procedures for family access to child's records	8	5 (63%)	5 (63%)
	6.1.2 agency policy/procedures for family request correction/deletion of child's record	3	1 (33%)	2 (67%)
	6.1.3 agency policy/procedures for confidentiality	4	3 (75%)	4 (100%)
	6.1.4 agency policy/procedures for informed consent	9	4 (44%)	7 (78%)
	6.1.5 family informed of rights	5	5 (100%)	NA
	6.1.6 agency policy/procedures accept/decline EI services	0	NA	NA
	6.1.7 WPN	3	2 (67%)	3 (100%)
5. Percent of infants and toddlers birth to 1 with IFSPs compared to: A. other states with similar definitions; and B. National data.	Addressed at state level			
6. Percent of infants and toddlers birth to 3 with IFSPs compared to: A. Other states with similar definitions; and B. National data.	Addressed at state level			
7. Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an IFSP meeting were conducted within Part's 45 day timeline.	2.1.4 (1) eval. & ass.	8	6 (75%)	8 (100%)
	3.1.1 initial IFSPs	9	3 (33%)	5 (56%)
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 birthday including: A. IFSPs with transition steps and services; B. Notification to LEA, if child potentially	3.1.11 (1) IFSP steps/services	5	3 (60%)	5 (100%)
	5.2.4 (1) LEA notification	5	4 (80%)	5 (100%)

SPP Indicator	Part C Monitoring (CAP) Indicator	[9.A. (a.)] # Findings ('03-'04)	[9.A. (b.)] # and % Corrected within 1 Year	[Updated data] # and % Corrected by 6/30/05
eligible for Part B; and C. Transition conference, if child potentially eligible for Part B.	5.2.4 (2) Transition Conference	8	5 (63%)	8 (100%)

Table A reflects percentage of non-compliance related to SPP Monitoring Priorities/Indicators and those areas that were corrected within 1 year time of identifying non-compliance and then the status as of 6/30/05. These areas of non-compliance were found under the former Part C Monitoring System. The new system of CIMP which includes: Self-Assessment; Program Improvement Plans; and Annual Performance Reports began September of 2004.

Table B: Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected in one year of identification based on monitoring Findings with Corrective Action Plans (CAP) (2004-2005) (Measurement B).

Part C Monitoring (CAP) Indicator	[9.A. (a.)] # Findings ('03-'04)	[9.A. (b.)] # and % Corrected within 1 Year	[Updated data] # and % Corrected by 6/30/05
1.1.1 The agency uses materials that accurately and effectively describe the early intervention system to families, to primary referral sources and to community members.	3	3 (100%)	NA
1.1.2 The agency participates in the development of a plan for informing the community about Tennessee's early intervention system.	5	4 (80%)	5 (100%)
1.3.1 The agency has procedures for accepting referrals into their agency.	1	1 (100%)	NA
1.3.2 The agency has a reasonable timeframe for notifying families after receipt of referrals to their agency.	6	6 (100%)	NA
1.3.3 The agency's procedures assure that a follow-up with the referral occurs.	13	9 (69%)	11 (85%)
1.3.4 The agency makes referrals to other programs or agencies when appropriate.	4	2 (50%)	2 (50%)
2.1.1 Families are fully informed of all activities that will occur and records that will be accessed in the completion of the multidisciplinary evaluation process.	4	2 (50%)	2 (50%)
2.1.2 The agency obtains written permission from the family or legal guardian prior to conducting the multidisciplinary evaluation.	5	5 (100%)	NA
2.1.3 The evaluation/assessment process is culturally sensitive and administered in the family's native language or other form of communication, when possible.	12	9 (75%)	12 (100%)
2.1.5 A minimum of two different disciplines that best meet the needs of the child are involved in the evaluation/assessment.	3	2 (67%)	3 (100%)
2.1.6 Multidisciplinary teams complete timely comprehensive evaluations.	7	4 (57%)	7 (100%)
2.1.7 The agency determines the child's initial or continuing eligibility for early intervention services through a comprehensive multidisciplinary evaluation.	9	4 (44%)	7 (78%)
2.2.1 Infant and toddlers who are eligible for early intervention services receive ongoing assessments in order to identify the child's unique strengths and needs.	14	9 (69%)	11 (79%)
2.2.2 More than one method is used to determine services for	9	8 (89%)	9 (100%)

Part C Monitoring (CAP) Indicator	[9.A. (a.)] # Findings ('03-'04)	[9.A. (b.)] # and % Corrected within 1 Year	[Updated data] # and % Corrected by 6/30/05
the child and family.			
2.2.4 Families are fully informed of all activities that will occur and records that will be accessed in the completion of ongoing assessments.	8	5 (63%)	6 (75%)
3.1.2 The results of the evaluation/assessment process are used to develop a comprehensive IFSP for the child.	18	11 (61%)	14 (78%)
3.1.3 The written IFSP includes a statement of the child's present levels of development based on professional objective criteria.	15	8 (53%)	12 (80%)
3.1.4 The written IFSP includes statements of major outcomes expected for the child and the family with the criteria, procedures, and timelines used to determine the degree of progress toward achieving the outcomes.	17	12 (71%)	14 (82%)
3.1.5 The written IFSP includes a statement of the specific services that are necessary to help meet the unique needs of the child and family.	16	9 (56%)	12 (75%)
3.1.7 A periodic review of the IFSP is conducted six months after the initial IFSP or annual IFSP or at the request of the family or service provider.	9	6 (67%)	8 (89%)
3.1.8 The IFSP is evaluated annually or when the parent requests it.	9	3 (33%)	8 (89%)
3.1.9 Interim IFSPs are developed as needed.	8	5 (63%)	6 (75%)
3.1.10 There are appropriate participates in the IFSP development.	5	2 (40%)	4 (80%)
3.1.11 The IFSP includes steps to support the transition of the infant or toddler from Part C.	10	6 (60%)	8 (80%)
4.1.1 Each family has a service coordinator.	4	2 (50%)	3 (75%)
4.1.2 The service coordinator assists the family in facilitating the timely delivery of services, the coordination of early intervention services, and other services as needed by the child or family.	3	2 (67%)	3 (100%)
4.1.3 Through all phases of service delivery the service coordinator is responsive to the needs and desires of the family.	1	1 (100%)	NA
4.1.4 The incoming service coordinator oversees the evaluation to determine eligibility.	2	1 (50%)	2 (100%)
4.1.5 Service coordinators coordinate assessments.	5	1 (20%)	1 (20%)
5.1.1 Early intervention agencies will consistently interface with local service providers during a child's transition to a new program.	13	5 (38%)	9 (69%)
5.2.3 Relevant information regarding assessments and evaluations of the child, and copies of the IFSP, are provided to the receiving program prior to transition.	12	8 (67%)	11 (92%)
5.2.5 Children who are exiting the early intervention system and are not eligible for Part B services will have the opportunity to participate in community based services.	9	5 (56%)	6 (67%)
5.2.6 Parents are informed of all options available at transition.	17	8 (47%)	13 (76%)
6.1.7 The agency has policies/procedures for informing families of advocacy services.	3	2 (67%)	3 (100%)
6.1.9 The agency has a complaint or grievance policies/procedures that families can use.	1	0 (0%)	1 (100%)
6.1.10 Parents are appropriately informed about Part B parental rights and responsibilities.	7	4 (57%)	5 (71%)

Part C Monitoring (CAP) Indicator	[9.A. (a.)] # Findings ('03-'04)	[9.A. (b.)] # and % Corrected within 1 Year	[Updated data] # and % Corrected by 6/30/05
6.1.11 Parents are provided information regarding procedural safeguards and parent rights.	3	1 (33%)	2 (67%)
6.1.12 When the need for appointment of a surrogate parent is indicated, the early intervention agency refers the infant or toddler to the district TEIS office.	2	2 (100%)	NA
6.1.13 Surrogate parents are assigned appropriately.	4	2 (50%)	3 (75%)
6.1.14 Parents are present at each meeting of the IFSP team	5	1 (20%)	2 (40%)
7.7.2 The early intervention service providers implement strategies and services that are compatible with family needs.	12	5 (42%)	7 (58%)
7.7.3 Services are provided at no cost to families.	9	6 (67%)	8 (89%)
8.1.1 Agency assures that their early intervention service providers meet the minimum qualifications for the provision of early intervention services.	5	3 (60%)	5 (100%)
8.1.3 The employment process includes (1) background checks; (2) personal and professional references; (3) follow-up on required references for early intervention service providers.	4	3 (75%)	3 (75%)
8.1.4 The agency ensures that their early intervention service providers are appropriately qualified to provide the early intervention services that they are rendering.	3	3 (100%)	NA
8.1.5 The agency ensures that personnel who are assigned as service coordinators are appropriately qualified.	0	NA	NA
8.2.1 A written orientation plan exists which transmits early intervention service values, philosophy and mission.	6	5 (83%)	6 (100%)
8.2.2 The agency's early intervention service providers demonstrate knowledge and understanding of (1) abuse, and neglect laws; (2) policies and procedures; and (3) individual reporting responsibilities prior to actual service delivery.	6	4 (67%)	5 (83%)
8.3.2 The agency early intervention service providers develop and implement an individual program plan of intervention strategies, activities and objectives for each child prior to the delivery of intervention services.	11	4 (36%)	6 (55%)
9.5.1 The program submits child/family data to the Department of Education.	0		

Table B reflects percentage of non-compliance related to areas not included in Table A as SPP Monitoring Priorities/Indicators. Data reports areas corrected within 1 year time after identification of non-compliance and the status of those areas as of 6/30/05. These areas of non-compliance were found under the former Part C Monitoring System. The new system of CIMP which includes: Self-Assessment; Program Improvement Plans; and Annual Performance Reports began September of 2004.

Discussion of Baseline Data:

Table A:

- Indicator 1: Under the former monitoring system, "timeliness" of services was not specifically defined so the review of timeliness was evaluated by the subjective view of what was "within reason." Beginning September of 2004 with the new CIMP, "timeliness" has now been defined as, "No longer that than 30 days from parent consent [signature] for particular service on the IFSP."
- Indicator 3: The former system for monitoring did capture data around IFSP documentation related to child progress toward IFSP outcomes. See SPP Indicator 3 as to how the state is addressing this new OSEP compliance indicator.

- Indicator 4: The former system for monitoring captured some data for this area when reviewed against the OSEP Related Requirements Document. See SPP Indicator 4 as to how the state is addressing this new OSEP compliance indicator.
- Indicators 5 and 6: Under the former system of monitoring these indicators were addressed through the state's APR at the state level. Beginning September of 2004 with the new CIMP, such data is reviewed now at the District (Nine Local Interagency Coordinating Councils) level only for analysis and the setting of targets.

Table B:

- These indicators were under the former monitoring system and have now been incorporated into the new system for monitoring (CIMP) where they will continue to be addressed and tracked for compliance. See Improvement Activities/Timelines/Resources for how these additional areas of non-compliance identified will be addressed.

Measurement C for SPP Indicator 9: Non-compliance was not identified through other mechanisms (i.e., complaints, due process, and mediations). Refer to SPP Indicator 10, for information regarding complaints for the '04-'05 reporting period. Refer to SPP Indicator 11, for information regarding due process for the '04-'05 reporting period. Refer to SPP Indicator 12, for information regarding mediation for the '04-'05 reporting period.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Programs (covers 6 of the 9 Districts) will demonstrate 100% compliance for non-compliance on CIMP indicators within one year of identification as evidenced in the Annual Performance Reports (APR). Programs (the remaining 3 of the 9 Districts) beginning the new CIMP process ('06-'07) will demonstrate 100% compliance in areas identified in their previous CAP through the new Self-Assessment indicators.
2006 (2006-2007)	Programs (covering all 9 Districts) will demonstrate 100% compliance for non-compliance on CIMP indicators within one year of identification as evidenced in the Annual Performance Reports (APR).
2007 (2007-2008)	Programs (covering all 9 Districts) will demonstrate 100% compliance for non-compliance on CIMP indicators within one year of identification as evidenced in the Annual Performance Reports (APR).
2008 (2008-2009)	Programs (covering all 9 Districts) will demonstrate 100% compliance for non-compliance on CIMP indicators within one year of identification as evidenced in the Annual Performance Reports (APR).
2009 (2009-2010)	Programs (covering all 9 Districts) will demonstrate 100% compliance for non-compliance on CIMP indicators within one year of identification as evidenced in the Annual Performance Reports (APR).

2010 (2010-2011)	Programs (covering all 9 Districts) will demonstrate 100% compliance for non-compliance on CIMP indicators within one year of identification as evidenced in the Annual Performance Reports (APR).

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities	Timelines	Resources
Ongoing submission of CAPs (former monitoring system) and submission of APRs (CIMP system of monitoring.	Ongoing as reports are due	EIS Programs, DSE and DMRS TA personnel, DSE Monitoring personnel
Follow-up with on-site visits for EIS Programs who continue to report areas of non-compliance as identified in Tables A and B to determine appropriate action to be taken.	Begin January 2006	DSE and DMRS Monitoring Personnel
2nd cycle of CIMP monitoring process begins for 3 districts (ET, UC & SW). Quarterly reports submitted by 9 TEIS offices with required explanations	09/2005 9/15/2005	DSE and DMRS TA and Monitoring Personnel TA and Monitoring
618 Child Count submitted by all programs OSEP SPP due Quarterly reports submitted by 9 TEIS offices with required explanations. Quantitative Data submitted by 9 TEIS offices Annual Performance Reports (APR) submitted for 3 districts (FT, GN, NW) who completed CIMP self-assessment (2004-2005) for validation review. Quarterly reports submitted by 9 TEIS offices with required explanations. Corrective Action Plans submitted for review.	12/1/2005 12/2/2005 12/15/2005 12/31/2005 03/2006 3/15/2006 ongoing	EIS Programs State DSE personnel TEIS District Offices, DSE Monitoring personnel TEIS District Offices State DSE and DMRS Monitoring personnel TEIS District Offices, DSE Monitoring personnel DSE Monitoring personnel
Self-assessment and Program Improvement Plans (PIP) submitted for 2nd cycle CIMP for validation review (ET, UC, & SW). Quarterly reports submitted with required explanations Quantitative data submitted by 9 TEIS offices	4/15/2006 6/15/2006 6/30/2006	EIS Programs, DSE and DMRS TA personnel TEIS District Offices, DSE Monitoring personnel TEIS District Offices, DSE Monitoring personnel

3rd cycle of CIMP monitoring process begins for 3 districts (SE, SC, MD) Quarterly reports submitted by 9 TEIS offices with required explanations.	7/2006 9/15/2006	State DOE & DMRS TA TEIS District Offices, DSE Monitoring personnel
618 Child Count submitted by all programs. Self-assessment and Program Improvement Plans (PIP) submitted for 3rd cycle CIMP for validation review (SE, SC, & MD).	12/1/2006 12/1/2006	EIS Programs State DOE & DMRSV-QA
Quarterly reports submitted by 9 TEIS offices with required explanations Quantitative data submitted by 9 TEIS offices.	12/15/2006 12/30/2006	TEIS District Offices, DSE Monitoring personnel TEIS District Offices, DSE Monitoring personnel
OSEP APR due Annual Performance Reports (APR) submitted for 6 districts (FT, GN, NW, ET, UC, SW) who completed CIMP self-assessment (2004-2006) for validation review.	2/1/2007 3/1/2007	State DSE personnel EIS Programs, DSE and DMRS TA personnel
Quarterly reports submitted by 9 TEIS offices with required explanations	3/15/2007	TEIS District Offices, DSE Monitoring personnel
Quarterly reports submitted by 9 TEIS offices with required explanations. Quantitative data submitted by 9 TEIS offices.	6/15/2007 6/30/2007	TEIS District Offices, DSE Monitoring personnel TEIS District Offices, DSE Monitoring personnel

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activities/Resources	Timelines	Resources
Submission of CIMP reports from Cohort 1 (FT, GN, and NW), Cohort 2 (ET, UC, and SW), and Cohort 3 (SE, SC, and MD).	October 15, 2007 and ongoing	EIS Programs
Technical Assistance available to EIS Programs related to the preparation of CIMP Reports.	January 2007 and ongoing	EIS Programs with support from regional DOE and DMRS Technical Assistance Personnel
Completion of Desk Audit for all CIMP report submissions.	Within 1 to 2 months of submission date	DSE Monitoring Personnel, EIS Programs
Completion of Validation review reports for all CIMP report submissions. Note: Some reports may require	Within 3 to 4 months of	DSE Monitoring Personnel and DMRS

re-submission and/or onsite visit by validation team before final report can be issued due to insufficient or conflicting information.	submission date	Personnel with invitation to DSE and DMRS regional Technical Assistance Personnel to sit in on review meeting; EIS Programs
Update State-wide trainings for CIMP report preparation.	May 2007	DSE Monitoring Personnel with input from regional DSE and DMRS Technical Assistance Personnel
Delivery of annual state-wide CIMP Training.	June-July 2007 and ongoing	DSE Technical Assistance Personnel with support from DSE Monitoring Personnel
Follow-up with EIS Programs related to implementation of program improvement plans utilizing validation report findings.	January 2007 and ongoing	Regional DSE and DMRS Technical Assistance Personnel
Focused monitoring activities based on findings from EIS CIMP report submissions. Note: Activities targeted to specific monitoring issue(s) identified either statewide or across one or several districts.	Begin monitoring cycle 7/1/07-6/30/08	DSE Monitoring Personnel, Director, Part C Coordinator, DSE Data Manager, and EIS Programs. Additional resources: State Contact from Mid-South RRC, NECTAC, and OSEP
Implementation of Tennessee monitoring determinations along with sanctions for issues of longstanding compliance: • Modify OSEP's monitoring determinations document to make information specific to Tennessee. Develop draft document for implementation pending final recommendations from the Governor's Office of Children's Care Coordination (GOCCC). • Letter of communication to EIS Programs • Incorporate information into statewide CIMP trainings • Implementation and monitoring of sanctions for noncompliance.	 March 2007 pending recommendations GOCCC March 2007 pending recommendations GOCCC May 2007 pending recommendations of GOCCC Begin monitoring cycle 7/1/07-6/30/08	 DSE Director, Monitoring Coordinator, and Part C Coordinator. DSE Director, EIS Programs DSE Monitoring Personnel DSE Director, DSE Contract Coordinator, Monitoring and TA Personnel; TEIS POE Project Coordinators, Contract Coordinators and Principal Investigators
Language added to TEIS Scope of Services to address contract compliance related to issues of general supervision which include monitoring pending recommendations from the GOCCC.	July 2007 pending GOCCC	DSE Director, DSE Contract Coordinator, TEIS POE Project Coordinators, Contract

		Coordinators and Principal Investigators; Scope of Services
Revised monitoring procedures and process based on newly implemented Tennessee Early Intervention Data System (TEIDS).	Begin FFY 7/1/07-6/30/08	DSE Monitoring Personnel, OEC Director, and designated workgroup. Additional resources: State Contact from Mid-South RRC, NECTAC, and OSEP

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

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

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.

Overview of Issue/Description of System or Process:

Written administrative complaints are submitted to the Division of Special Education's Office of Early Childhood (DSE/OEC). The complaint is reviewed by the OEC Director to verify the basis of the complaint. A letter of acknowledgement is issued to the individual lodging the complaint. A letter is also issued to the entity against which the complaint is directed encouraging local resolution of the complaint and providing a 10-day window of opportunity for that resolution to occur. The complaint is also immediately assigned to the appropriate EI Regional Consultant. If no resolution is obtained at the local level within the allotted timeframe, the EI Consultant moves forward with a full review of the complaint including review of records and interviews with appropriate parties. Administrative complaints must be resolved within sixty calendar days of receipt by the Division. Records of Early Intervention Administrative Complaints are maintained by the DSE/OEC.

Baseline Data for FFY 2004 (2004-2005):

Two written complaints were logged on behalf of Part C eligible children with the Division in FY 2004-05

Table 10.1: Written Administrative Complaints 2004-05

Date Filed	Region/District/ Agency	Number of Days to Resolution	Reason for Complaint	Action/Outcome
4/15/05	Middle TN/ Greater Nashville/ TEIS POE	46	Parent alleged denial of Procedural Safeguards: prior written notice; services in natural environments	Investigated. Basis for complaint unfounded.
6/24/05	East TN/ East TN District /TEIS	NA	Family alleged denial of service; parent request for therapy 5 days per week.	Investigated. Family moved out of state during process.

Discussion of Baseline Data:

The number of written complaints continues to be minimal for Tennessee's Part C System. The 04/15/05 complaint was not able to be resolved within the 10-day window for local resolution and was investigated by the Division. The allegation of violation of procedural safeguards and lack of prior written notice of denial was determined to be unfounded based on documentation in records. In the complaint filed 06/24/05, the family moved out –of-state without notice during the investigation process.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of Part C written complaints received by the Division will be resolved within 60 calendar day timeline.
2006 (2006-2007)	100% of Part C written complaints received by the Division will be resolved within 60 calendar day timeline.
2007 (2007-2008)	100% of Part C written complaints received by the Division will be resolved within 60 calendar day timeline.
2008 (2008-2009)	100% of Part C written complaints received by the Division will be resolved within 60 calendar day timeline.
2009 (2009-2010)	100% of Part C written complaints received by the Division will be resolved within 60 calendar day timeline.
2010 (2010-2011)	100% of Part C written complaints received by the Division will be resolved within 60 calendar day timeline.

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Continue to inform families of rights and procedural safeguards	Ongoing	TN DSE; Part C Service Coordinators
Continue to follow established procedures and timelines for follow-up and investigation of complaints	Ongoing	TN DSE Regional EI Consultants

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

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

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.

Overview of Issue/Description of System or Process:

Due process hearings are available as a method of dispute resolution. The Division maintains a roster of qualified attorneys who serve as hearing officers and are available to conduct hearings throughout the State. Early resolution of due process hearing requests is encouraged through resolution or mediation. Legal staff maintain due process hearing logs documenting activity in this area.

Baseline Data for FFY 2004 (2004-2005):

One (1) request for a due process hearing was filed in June 2005.

Discussion of Baseline Data:

A request for due process hearing was filed on behalf of one child in June 2005. The IFSP team had determined that the child had made tremendous progress and was functioning at, or above, age level. Written prior notice was provided to the family indicating that the child no longer met the definition for services under Part C and would be discharged from services. The child was approaching the third birthday and the parent stated that due process was being filed expressly to invoke stay-put until the child turned three. This request was resolved without a formal hearing.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of due process hearings will have written decisions within the required timelines.
2006 (2006-2007)	100% of due process hearings will have written decisions within the required timelines.
2007 (2007-2008)	100% of due process hearings will have written decisions within the required timelines.

2008 (2008-2009)	100% of due process hearings will have written decisions within the required timelines.
2009 (2009-2010)	100% of due process hearings will have written decisions within the required timelines.
2010 (2010-2011)	100% of due process hearings will have written decisions within the required timelines.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005);

Activities	Timelines	Resources
Maintain availability of qualified attorneys to conduct due process hearings. Continue to inform families of availability of mediation process and encourage use of mediation as a dispute resolution process.	Ongoing	TN DSE Office of Legal Services; TEIS Service Coordinators

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

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

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.

Overview of Issue/Description of System or Process:

Early resolution of due process hearing requests is encouraged through resolution sessions which must occur within fifteen days of receipt of due process hearing requests unless waived by the parties. The DSE Office of Legal Services maintains data on activities in this area.

Baseline Data for FFY 2005 (2005-2006):

Table 12.1 Improvement Activities/Timelines/Resources

Activities	Timelines	Resources	Activity Status
Maintain availability of qualified attorneys to conduct due process hearings. Continue to inform families of availability of mediation process and encourage use of mediation as a dispute resolution process	Ongoing	TN DSE Office of Legal Services; TEIS Service Coordinators	DSE/OEC continues to maintain qualified attorneys to conduct due process hearings if requested. All nine TEIS offices complied with directive from DOE to implement service coordination training which included instruction on procedures related to the Rights of infants and Toddlers in TEIS, including Procedural Safeguards. 140 service coordinators were trained.

Table 12.1 describes the improvement activities, timelines for completion of those activities, resources available to the OEC to accomplish activities, and the status of the activities determined necessary for Indicator 12.

No early resolution sessions were conducted for Part C in this baseline reporting period, FFY 2005. Early resolution of due process hearings continues to be available as a method of dispute resolution.

Discussion of Baseline Data:

No early resolution sessions were conducted for Part C during the current reporting year.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since there have been no hearing requests that went to resolution sessions, no targets are being established at this time.

2006 (2006-2007)	Since there have been no hearing requests that went to resolution sessions, no targets are being established at this time. Targets will be set when baseline data is established.
2007 (2007-2008)	Since there have been no hearing requests that went to resolution sessions, no targets are being established at this time. Targets will be set when baseline data is established.
2008 (2008-2009)	Since there have been no hearing requests that went to resolution sessions, no targets are being established at this time. Targets will be set when baseline data is established.
2009 (2009-2010)	Since there have been no hearing requests that went to resolution sessions, no targets are being established at this time. Targets will be set when baseline data is established.
2010 (2010-2011)	Since there have been no hearing requests that went to resolution sessions, no targets are being established at this time. Targets will be set when baseline data is established.

Improvement Activities/Timelines/Resources established FFY 2005 (2005-2006):

Activities	Timelines	Resources
Maintain availability of qualified attorneys to conduct due process hearings.	Ongoing	TN DSE Office of Legal Services; TEIS Service Coordinators
Continue to inform families of all types of dispute resolutions and encourage families to utilize resolution sessions as a dispute resolution process.	Ongoing	TN DSE Office of Legal Services; TEIS Service Coordinators

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

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

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.

Overview of Issue/Description of System or Process:

Mediation is encouraged as a method of dispute resolution. The Division maintains a roster of qualified mediators who are available to mediate disputes throughout the State in a timely manner. Successful mediations result in written agreements, which are signed by the parties. The Division's office of Legal Services maintains mediations logs regarding actions in this area.

Baseline Data for FFY 2004 (2004-2005):

There were no mediation requests for the Part C System in this reporting period.

Discussion of Baseline Data:

There were no mediation requests for the Part C System in this reporting period.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since there has been no activity in this area, no targets are being established at this time.
2006 (2006-2007)	Since there have been no mediation requests, no targets are being established at this time. Targets will be set when baseline data is established.
2007 (2007-2008)	Since there have been no mediation requests, no targets are being established at this time. Targets will be set when baseline data is established.
2008 (2008-2009)	Since there have been no mediation requests, no targets are being established at this time. Targets will be set when baseline data is established.
2009 (2009-2010)	Since there have been no mediation requests, no targets are being established at this time. Targets will be set when baseline data is established.

2010 (2010-2011)	Since there have been no mediation requests, no targets are being established at this time. Targets will be set when baseline data is established.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities	Timelines	Resources
Maintain availability of qualified persons to conduct mediations. Encourage use of mediation as a dispute resolution process. Continue to inform families of availability of mediation process and encourage use of mediation as a dispute resolution process.	Ongoing	TN DSE Office of Legal Services; TEIS Service Coordinators

Attachment 1 (Form)

Report of Dispute Resolution Under Part C of the Individuals with Disabilities Education Act

Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	2
(1.1) Complaints with reports issued	0
(a) Reports with findings	0
(b) Reports within timeline	0
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaints pending a due process hearing	0

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

SECTION C: Hearing requests	
(3) Hearing requests total	1
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	0
(a) Decisions within timeline **SELECT** timeline used {30 day/Part C 45 day/Part B 45 day}	0
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	1

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

Overview of the State Performance Plan Development:

Refer to Overview, page 3.

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, including race and ethnicity, settings and November 1 for exiting, personnel, dispute resolution); and

b. Accurate (describe mechanisms for ensuring accuracy).

Overview of Issue/Description of System or Process:

TDE maintains a continuous contract with East TN State University (ETSU) for a Training and Technical Assistance Project. This Contractor assists the Lead Agency in maintenance of the Quantitative Data System (operational data for the TEIS Point of Entry Offices), compiles statewide data and generates Quantitative Data reports on a bi-annual basis, or as requested. In addition, the Contractor oversees the collection and reporting of Tennessee's 618 Data.

TN Division of Special Education (DSE) Infant-Toddler Consultants, in partnership with the Technical Assistance Data Coordinator continues to administer a comprehensive training module regarding appropirate interpretation and submission and of Part C 618 Data.

TN DSE Infant-Toddler Consultants, DSE Preschool Consultants, and TEIS Technical Assistance Data Coordinator conduct annual statewide training for Part C service providers regarding 618 data collection and reporting including onsite distribution of reporting packets. The trainings clarify and stress the appropriate interpretation and reporting of 618 data. All consultants will provide TA and clarification by phone following training, as needed.

The Director of the DSE Office of Early Childhood continues to receive support of the State Interagency Coordinating Council, especially Members from the Division of Mental Retardation Services, in ensuring comprehensive and accurate reporting for the 618 data.

TN DSE, in partnership with the TEIS Technical Assistance Data Coordinator continues to monitor the State's established deadline (December 12, 2003) for submitting reports. Information regarding agencies who have not reported by the deadline are submitted to the appropriate State agency for follow-up. Agencies who do not report by the deadline are contacted by the district TEIS Office and the Division of Special Education Infant-Toddler Consultant for their region.

The TEIS Technical Assistance Data Coordinator processes data submitted and addresses concerns regarding accuracy in reporting by verifying information with the reporting entity, as needed, to ensure a high degree of accuracy in 618 data reports.

TEIS continues to review and update TEIS Quantitative Data system to obtain appropriate data for system's evaluation. The State of Tennessee is continuing progress on a General Supervision Enhancement Grant that is developing a new web based data management system for Part C.

TN DSE Monitoring Coordinator and EI Consultants conduct on-site reviews in areas of concern.

Baseline Data for FFY 2004 (2004-2005):

TEIS Part C Coordinator – Annual Performance Report processed and report submitted to OSEP within required timeline of March 30, 2005

TEIS TA Project Coordinator – 618 Data processed and reports have been submitted to OSEP by February 1, 2005 timeline.

Discussion of Baseline Data:

The State of Tennessee continues to develop the Annual Performance Report in a manner that allows for significant stakeholder input. The Lead Agency utilizes the State Interagency Coordinating Council as well as other stakeholders throughout the process of APR development.

TN Division of Special Education (DSE) Infant-Toddler Consultants, in partnership with the Technical Assistance Data Coordinator continues to administer a comprehensive training module regarding appropirate interpretation and submission and of Part C 618 Data.

TN DSE Infant-Toddler Consultants, DSE Preschool Consultants, and TEIS Technical Assistance Data Coordinator conduct annual statewide training for Part C service providers regarding 618 data collection and reporting including onsite distribution of reporting packets. The trainings clarify and stress the appropriate interpretation and reporting of 618 data. All consultants will provide TA and clarification by phone following training, as needed.

The Director of the DSE Office of Early Childhood continues to receive support of the State Interagency Coordinating Council, especially Members from the Division of Mental Retardation Services, in ensuring comprehensive and accurate reporting for the 618 data.

TN DSE, in partnership with the TEIS Technical Assistance Data Coordinator continues to monitor the State's established deadline (December 12, 2003) for submitting reports. Information regarding agencies who have not reported by the deadline established by the Lead Agency are submitted to the appropriate governing State agency for follow-up.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of all required data reports (child count - including race and ethnicity, settings exiting, personnel, dispute resolution, etc) will be submitted on or before OSEP established due dates. TN DSE will ensure 100% accuracy in Part C data collection and reporting through informational resources, training, technical assistance, and ongoing monitoring procedures.
2006 (2006-2007)	100% of all required data reports (child count - including race and ethnicity, settings exiting, personnel, dispute resolution, etc) will be submitted on or before OSEP established due dates. TN DSE will ensure 100% accuracy in Part C data collection and reporting through informational resources, training, technical assistance, and ongoing monitoring procedures.
2007 (2007-2008)	100% of all required data reports (child count - including race and ethnicity, settings exiting, personnel, dispute resolution, etc) will be submitted on or before OSEP established due dates. TN DSE will ensure 100% accuracy in Part C data collection and reporting through

	informational resources, training, technical assistance, and ongoing monitoring procedures.
2008 (2008-2009)	100% of all required data reports (child count - including race and ethnicity, settings exiting, personnel, dispute resolution, etc) will be submitted on or before OSEP established due dates. TN DSE will ensure 100% accuracy in Part C data collection and reporting through informational resources, training, technical assistance, and ongoing monitoring procedures.
2009 (2009-2010)	100% of all required data reports (child count - including race and ethnicity, settings exiting, personnel, dispute resolution, etc) will be submitted on or before OSEP established due dates. TN DSE will ensure 100% accuracy in Part C data collection and reporting through informational resources, training, technical assistance, and ongoing monitoring procedures.
2010 (2010-2011)	100% of all required data reports (child count - including race and ethnicity, settings exiting, personnel, dispute resolution, etc) will be submitted on or before OSEP established due dates. TN DSE will ensure 100% accuracy in Part C data collection and reporting through informational resources, training, technical assistance, and ongoing monitoring procedures.

Improvement Activities/Timelines/Resources established FFY 2004 (2004-2005):

Activities	Timelines	Resources
DSE Regional Infant/Toddler Consultants, DSE Preschool Consultants; TEIS TA Project Data Coordinator Statewide – Completion of Statewide Training on procedures for 618 data reporting;	November 2005	DSE Staff, TEIS-TA Contract
Agency Data Reports Submitted to the TEIS Technical Assistance Project Data Coordinator by December 12, 2005. Follow-up with agencies who have not reported by December 12, 2005, if necessary.	December 12, 2005	Point of Entry Staff, DSE Staff , TEIS-TA Contract
TEIS TA Project Coordinator – 618 Data processed and reports submitted to OSEP by February 2006.	February 2006	TEIS-TA Contract
Follow-up to areas of concern, DSE EI Personnel; March – September 2006	March –September 2006	DSE Staff
Reports issued to respective agencies and programs clarifying reporting concerns, TDE; as appropriate	September 2006	TEIS-TA Contract, DSE Staff
Meeting with TEIS Project Coordinators will include addressing any concerns about data management with the current TEIS	Quarterly	DSE Early Intervention

Quantitative Data System.		Personnel; Part C Data Coordinator
Part C Data Consultant and TEIS TA Consultant will work with individual districts to correct any data concerns that are identified. Telephone, email, and on-site technical support will be provided as needed.	Ongoing, as needed	Part C Data Coordinator; TEIS TA Consultant
Development of the Tennessee Early Intervention Data System (TEIDS) ongoing including providing monthly training and feedback sessions from pilot sites. Elements to assist in ensuring accuracy will be incorporated in the system design.	Pilot Complete March 2006; Statewide implementation October 2006	TEIDS Contractor; DSE Part C Data Coordinator
Contractor for Development of the TEIDS will include manual to ensure users are informed on data entry procedures and use of the system to ensure accuracy of data. Part C Data Consultant and DSE staff will provide ongoing training and TA.	October 2006 forward	TEIDS Contractor; DSE Part C Data Coordinator and EI Personnel

Attachment 2 – State Memorandum

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
5TH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0380

PHIL BREDESEN
GOVERNOR

LANA C. SEIVERS, Ed.D.
COMMISSIONER

MEMORANDUM

TO: **Tennessee Part C Early Intervention Service Providers and Stakeholders**

FROM: **Joseph Fisher, Assistant Commissioner**
Tennessee Department of Education, Division of Special Education

RE: **Correction of Non-Compliance with Provision of the Individual's with Disabilities Education Act (IDEA)**

DATE: **November 28, 2005**

It has come to my attention that additional written clarification is required regarding the timeline for correction of areas found to be non-compliant with Part C of the IDEA through the State's Part C Continuous Improvement Monitoring Process (CIMP). The Department of Education has implemented a re-designed CIMP process for the Part C system with an established set of Indicators that were identified by a broad group of stakeholders in the State's Part C system. Under this revised monitoring approach, all Indicators in the Self-Assessment document are considered "Compliance" Indicators. Unlike the previous monitoring process, no "best-practice" indicators have been included.

In the initial phase of the CIMP process designated personnel from the Division of Special Education (DSE) and TN Division of Mental Retardation (DMRS) provide training and technical support to local entities in conducting a thorough Self-Assessment based on the established indicators. Within the Self-Assessment document, "Guidance" items are provided for each indicator to support the determination of whether or not the entity is in compliance with that indicator. Some guidance items have been identified as "critical" to the determination of compliance with the indicator. Data must be provided related to those items to support the conclusions of compliance or non-compliance with the Indicator.

Through the Self-Assessment, indicators that cannot be verified to be compliant require the development and submission, along with the Self-Assessment Report, of a Program Improvement Plan (PIP) describing the actions that will be taken to bring the entity into compliance in the identified area. The PIP must address the specific critical guidance item/s contributing to the non-compliance. **Any indicator that is determined to be non-compliant with IDEA must be corrected within one calendar year of identification**. The date of "identification" of non-compliance is defined as the date that the PIP is approved by DSE/DMRS validation team.

Upon receipt of the Self-Assessment Report and PIP by the Department, the DSE/DMRS monitoring validation team will conduct a desk-audit to review the conclusions drawn in each Self-Assessment in light of procedures and data utilized to support the decision making process. The validation team may determine that sufficient information is available to support approval of the Self-Assessment and PIP based on the desk audit.

However, the validation team may also request additional verbal or written clarification or they may determine that there is need to make an on-site visit to validate conclusions drawn in the self-assessment process. In some instances, the validation team may deem it necessary to conduct focused monitoring in a particular area of concern related to compliance. Progress on PIPs will be monitored through the submission of APRs or interim reports as deemed necessary.

I trust that this will provide sufficient clarification of any questions regarding the State's Part C CIMP process, the requirement that identified non-compliance with any CIMP Indicator must be rectified within one calendar year, and the definition of what constitutes the date of "identification" of non-compliance. Should you require further information on this issue, please contact Catherine Goodwin, DSE Part C Monitoring Coordinator at 615.253.4521.

ATTACHMENTS submitted with revised SPP February 1, 2007

Attachment 3.1 TN Child Outcome Summary Form at Entrance Directions for Completion

Complete this form for every child birth through five who enters the Part C or Part B preschool system, beginning with the initial IFSPs/IEPs developed 8-15-06 and thereafter. Do not complete a form for a child who is new to the TEIS or LEA district who received Part C/ Part B preschool services in another district.

Complete the form as follows:

1. **TEIS or LEA** – TEIS or LEA district name
2. **Initial IFSP or IEP Date** – Fill in the date of the initial IFSP/IEP, which is also the date the child summary form is completed.
3. **EI Program Setting or LEA School –** List the EI program setting or LEA school where the child is receiving services. For a child receiving services in multiple settings, list the primary service setting.
4. **Service Coordinator/Teacher** – List the Service Coordinator for Part C, and the Teacher, SLP, or case-manager for Part B.
5. **Child's Name** – Child's full name, including middle name or initial
6. **DOB** – Child's date of birth
7. **R – Race –** Enter **A** for Asian, Pacific Islander, **I** for American Indian, **H** for Hispanic, **B** for Black, and **W** for white
8. **Gender –** check male of female

At the initial IFSP/IEP meeting, after reviewing and discussing all current information about the child, including all assessment/evaluation information, present levels of performance and all pertinent information, the team should, as a group, consider the three child outcomes questions. At this time the team will complete the child outcomes summary form.

Questions 1a, 2a, 3a: Circle only one number for each outcome. Definitions for the scale points are provided at the end of the instructions. Other sources of information to make this determination may be used, including the Tennessee Early Learning Developmental Standards, and observations. All information used to support an outcome determination must be documented in the present levels of performance section of the IFSP or IEP.

Keep a copy of the completed outcomes form in the child's record with the IFSP or IEP, and submit a duplicate copy to your district office, following the submission procedure your TEIS office or school district has established.

Further information on making outcomes determinations may be obtained in the Instructions for completing the Child Outcomes Summary form provided by the Early Childhood Outcomes Center, dated 4-20-06.

Attachment 3.2 Tennessee Child Outcomes Summary Form at Entrance

Complete this form for every child birth through five at the initial IFSP or IEP meeting.

TEIS/LEA_____ Initial IFSP/IEP Date_____

Program/School_____ SC/Teacher_____

Child's Name_____ DOB_____R___M__F__

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- *Relating with adults*
- *Relating with other children*
- *Following rules related to groups or interacting with others (if older than 18 months)*

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? *(Circle one number)*

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- *Thinking, reasoning, remembering, and problem solving*
- *Understanding symbols*
- *Understanding the physical and social worlds*

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? *(Circle one number)*

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- *Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)*
- *Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)*
- *Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)*

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? *(Circle one number)*

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

Tennessee Department of Education, Division of Special Education, modified from ECO child outcomes form 7-06.

Attachment 4.1 TEIS Survey Introduction Letter to Parents

STATE OF TENNESSEE

DEPARTMENT OF EDUCATION

PHIL BREDESEN
GOVERNOR

DIVISION OF SPECIAL EDUCATION
7TH FLOOR, ANDREW JOHNSON TOWER

LANA C. SEIVERS, Ed.D.
COMMISSIONER

MEMORANDUM

TO: Tennessee's Early Intervention System (TEIS) Parents

FROM: Jamie Thomas Kilpatrick, Director
Office of Early Childhood Programs, Division of Special Education

RE: Tennessee's Early Intervention System Parental Quality Surveys

DATE: November 2, 2006

The support for implementation of Tennessee's Early Intervention System is provided in part by funding from the federal Office of Special Education Programs. Tennessee's Early Intervention System is seeking your involvement in gathering family perceptions about the early intervention system in Tennessee. In an attempt to best implement this management initiative, we are asking for your assistance. Therefore, we would like for all of you to be aware that the attached survey will be mailed to you with a self-addressed stamped envelope. Please help us in implementing this important measure of the systemic success.

* TEIDS technical assistance staff will gather your input and perceptions on the system, especially on areas where the system meets family needs.

* Participation in these surveys is strongly encouraged, because these data will be used to shape future improvement activities.

You have an opportunity to be involved with program measurement. Please return your results in the contained envelope.

As always, we value and appreciate your commitment to helping the State of Tennessee with the implementation of TEIS.

Attachment 4.1 NCSEAM Survey Bank of Items

NATIONAL CENTER FOR SPECIAL EDUCATION ACCOUNTABILITY MONITORING

Early Childhood Parent/Family Participation Survey

INFORMATION ABOUT MY CHILD
Race / Ethnicity
White
Black or African - American
Hispanic or Latino
Asian or Pacific Islander
American Indian or Alaskan Native
State of Residence

Version C2

Child's Age at Time of Survey Completion
Birth to 6 months
6 - 12 months
12 - 18 months
18 months - 2 years
2 - 2 ½ years
2 ½ - 3 years
Over 3 years
Child's Age Upon Referral to Early Intervention
Birth to 6 months
6 - 12 months
12 - 18 months
18 months - 2 years
2 - 2 ½ years
2 ½ - 3 years
Over 3 years
Please select all areas in which your child has special needs:
Understanding and using language
Learning and cognition
Social skills / behavior
Emotional
Adaptive skills
Physical / movement
Health / medical
I completed the survey independently OR
I completed the survey as someone read the items to me.
Select one of the following:
I read or heard the items read in: English Spanish Another language
SURVEY ADMINISTRATION
-Learning and cognition

Impact on My Child

Over the past year, early intervention services have had a positive impact on my child's progress in the following areas:
-Social skills/behavior
-Understanding and using language
-Physical/movement
-Emotional
-Adaptive skills
-Health/medical
Very Strongly Disagree

Strongly Disagree
Disagree
Agree
Strongly Agree
Very Strongly Agree

Over the past year, early intervention services have helped me and/or my family:

Impact on Parents and Families

- feel more confident in my skills as a parent.
- be more optimistic about my child's future.

Draft

Page 2 of 5

Over the past year, early intervention services have helped me and/or my family:

Impact on Parents and Families (cont.)

Very Strongly Disagree
Strongly Disagree
Disagree
Agree
Strongly Agree
Very Strongly Agree

Version C2

- feel that I can handle the challenges of parenting a child with special needs.
- feel that I can get the services and supports that my child and family need.
- feel that my child will be accepted and welcomed in the community.
- feel that my family will be accepted and welcomed in the community.
- improve my family's quality of life.
- participate in typical activities for children and families in my community.
- cope with stressful situations.
- get the services that my child and family need.
- be able to evaluate how much progress my child is making.
- communicate more effectively with the people who work with my child and my family.
- do things with and for my child that are good for my child's development.
- help other children in my family (if there are other children) adjust to their brother's or sister's special needs.
- find information I need.
- know about services in the community.
- know where to go for help or support to meet my family's needs.
- know where to go for help or support to meet my child's needs.
- figure out solutions to problems as they come up.
- be more effective in managing my child's behavior.
- make changes in our family routines that will benefit my child with special needs.
- do activities that are good for my child even in times of stress.
- keep up friendships for my child and family.
- understand how the special education system works.
- know about my child's and family's rights concerning special education services.
- understand the roles and responsibilities of the people who work with my child and family.
- understand my child's special needs.
- feel that my efforts are helping my child.
- understands the unique needs of my child and family.
- respects my culture and language.
- acknowledges my family's efforts.
- answers my questions.
- is good at working with families.
- is knowledgeable and professional.

My service coordinator:

Service Coordinator

- respects my family's values.
- shows a willingness to learn about the strengths and needs of my child and family.
- understands my child's behavior.
- is available to speak with me on a regular basis.
- is easy to contact.
- is willing to meet and work with other people important to my family.
- helps me find solutions to the challenges my family faces.

Draft

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Very Strongly Disagree
Strongly Disagree
Disagree
Agree
Strongly Agree
Very Strongly Agree

Service Coordinator (cont.)

My service coordinator:

- recognizes the good things I do as a parent.
- does what he/she says he/she is going to do.
- does everything he/she can do to help my family get the services we need.

I have a good working relationship with my service coordinator.

If I am not satisfied with a service, I feel I can tell my service coordinator what I think without negative consequences for me or my child.

If I disagree with a decision about services for my child or my family, I (would) feel comfortable discussing this with my service coordinator.

- show a willingness to learn about the strengths and needs of my child and family.
- understand my child's behavior.
- understand the unique needs of my child and family.
- recognize the good things I do as a parent.
- do what they say they are going to do.
- are willing to meet and work with other people important to my family.
- help me find solutions to the challenges my family faces.

The early intervention service provider(s) that work with my child:

Service Providers

- are available to speak with me on a regular basis.
- respect my culture and language.
- acknowledge my family's efforts.
- answer my questions.
- are knowledgeable and professional.
- are easy for me to talk to about my child and my family.
- respect my family's values.

My family's needs (such as transportation, child care, etc.) were considered when planning for my child's services.

I was given an opportunity to discuss the evaluation.

I was given all reports and evaluations related to my child prior to the IFSP meeting(s).

I felt part of the decision-making process.

My view of my child's development was considered.

IFSP meetings are scheduled at a time and place that are convenient for me.

I was offered help I needed, such as child care services or transportation, to enable me to participate in the IFSP meeting(s).

Everyone at the IFSP meeting(s) was introduced to me.

Developing the Individualized Family Service Plan
People at the meeting discussed my suggestions and ideas.
My questions about early intervention services were answered.
My family's schedule and daily routines were considered when planning for my child's services.
I was asked to share what I believe are my child's needs and strengths.
The IFSP reflects my hopes and dreams for my child.
The IFSP is keeping up with my family's changing needs.
Draft
Page 4 of 5 **Version C2**
Very Strongly Disagree
Strongly Disagree
Disagree
Agree
Strongly Agree
Very Strongly Agree
- my child's developmental needs.
My family was given information about:
- how different interventions or therapies would benefit my child.
- activities that I could do with my child in our everyday lives.
- modifications of routines, activities, and the physical setting that would help my child in different environments.
- how to communicate effectively with professionals and agencies.
- positive discipline methods I can use with my child.

I was told who to call if I had questions about any materials I received.
The written information I receive is in a language I understand.
Information Exchange
The written information I receive is clear to me.
Receiving Early Intervention Services
I was given choices concerning my family's services and supports.
Someone from the early intervention program visited my home to give me ideas on helping my child at home.
I receive advance notice of upcoming IFSP meetings.
My child receives services in the setting that we prefer.
My child receives services in settings where children without special needs participate.
I receive regular communication about my child's development.
I know who to call if I have problems with the services and supports my child and family are receiving.
It was fairly easy to get the services written on our IFSP.
The services on our IFSP have been provided in a timely manner.
Someone from the early intervention program helped me get in touch with other parents for help and support.
Someone from the early intervention program helped me get services like child care, transportation, respite care, pre-school programs, WIC/Food stamps, etc.
An interpreter is available for meetings if I want one.
If I disagree with a decision about services for my child or my family, I (would) feel comfortable discussing this with someone in the early intervention program.
If I am not satisfied with a service, I feel I can talk about it and people from the early intervention program won't hold it against me or my child.
Early intervention staff expect positive outcomes for my child.
Early intervention staff keep information about my child and family confidential.
I have felt part of the team when meeting to discuss my child.
I have a good working relationship with my child's service providers.

Early intervention staff asked:
- what I thought could be done to improve services for my child.
- whether the services and help my family was receiving were meeting our needs.

Any changes in personnel working with my child were discussed with me prior to the change.

Draft

Page 5 of 5 **Version C2**

Very Strongly Disagree
Strongly Disagree
Disagree
Agree
Strongly Agree
Very Strongly Agree

Information Exchange (cont.)

My family was given information about:

--Thank you for your participation.--

- whether other children in the family needed help in understanding the needs of their brother or sister with a disability.
- whether I wanted help in dealing with stressful situations.

My family was asked:
- how to access different programs and services in the community.
- community programs that are open to all children.
- organizations that offer information and training for parents, for example, Parent Training and Information Centers, Family Resource Centers, disability support groups, etc.
- different people's roles in the early intervention system.
- where to go for help or support if I feel worried or stressed.
- my rights as a parent of a child who is eligible for early intervention services.
- how to request additional assessments if I think they are necessary.
- who to call if I am not satisfied with the services my child receives.
- what my options are if I disagree with a decision about my child's services.
- different programs or places where my child could receive services.
- support groups for parents.

I was given information about the public school system's programs and services for children age three and older.

I was given help throughout the transition process.

I was encouraged to participate in the transition planning meeting.

The concept of Least Restrictive Environment / Inclusion was explained to me when we discussed preschool special education.

Transition

Before my child's third birthday, a meeting was held to discuss various service and program options for my child.

I have been given information or reports about plans to improve early intervention services.

I am working with others to improve the early intervention system.

Efforts to Improve the Early Intervention System

I have been asked for my opinion about how well the early intervention services my child and family receive are meeting our needs.

The early intervention program regularly evaluates whether early intervention services are effective.

The early intervention program regularly holds public meetings to gather family input on early intervention services.

Attachment 10.1 Table 4

Report of Dispute Resolution Under Part C of the IDEA 2005-2006 Data

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	3
(1.1) Complaints with reports issued	3
(a) Reports with findings	3
(b) Reports within timeline	3
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	0
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

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

SECTION C: Hearing requests	
(3) Hearing requests total	0
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	0
(a) Decisions within timeline	0
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	0
Specify timeline used (30 day Part C, 30 day Part B, or 45 day Part B):	Select on DP Hearings Worksheet