

Oregon

State Performance Plan (SPP)

Part C

2012



**2012
Oregon State Performance Plan (SPP)
Part C**

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Overview of FFY 2012 Annual Performance Report (APR) and FFY 2012 State Performance Plan (SPP) Development

Part C

Background

The Oregon Department of Education (ODE) works daily toward ensuring the provision of quality educational supports for all of Oregon's children. Annually, ODE prepares a performance report for the U.S. Department of Education's Office of Special Education Programs (OSEP) to summarize the activities and events of the year toward meeting the expectations of state and federal law as outlined in our State Performance Plan (SPP). To document these ongoing activities, a primary focus team of ODE staff meets on a regular basis to review and analyze the systems that support the Oregon SPP and to document activities of ongoing improvement.

It is important to note that Oregon has continued to experience economic challenges that have negatively affected some children and their families. These challenges include severe state and program-level budget and staff reductions, decreases in family income, housing instability, and general population shifts. These circumstances directly impact decisions for children with disabilities.

Stakeholder Input

This year the APR indicators for FFY 2013 were reviewed with stakeholders on November 7, 2013 and during seven EI/ECSE regional trainings. Among those invited were parents, representatives of school districts, EI service providers, education service districts, higher education, charter schools, private schools, and state agencies. Members of the State Interagency Coordinating Council (SICC) and the State Advisory Council for Special Education (SACSE) also participated. Following a review of past APR data, input was sought for targets for the 2013-2018 APR/SPP. Stakeholders were also presented with information on the C-11 State Systemic Improvement Plan.

Dissemination

At the time of submission to OSEP, the FFY 2012 SPP and the FFY 2012 APR will be posted on the ODE website at <http://www.ode.state.or.us/search/page/?=1813>. Any revisions that may be necessary following OSEP's review of Oregon's APR and SPP will be made by ODE staff and the appropriate edits will be posted at that time. Notification of the original posting will be sent to all education agencies and other interested parties for Part B and Part C. In addition, a public announcement will also be sent via the statewide message system of the Superintendent of Public Instruction. A press release will be provided to major Oregon newspapers.

Public Reporting

ODE special education staff collaborated with ODE technology and information staff to issue the 2012-2013 Oregon Special Education Report Cards. The ODE Special Education staff and the ODE Public Relations (PR) staff have created an effective system for communication of the required reporting documents. The PR office has the equipment and systems to enhance the communication from ODE to the public and media via print, publications, and the web. With access to the network of key contacts in each geographic area of the state, ODE will communicate all public reporting requirements through the Oregon Special Education Report Cards which will be distributed on April 2, 2014, to districts and programs statewide. ODE will issue a directive to all districts and programs to distribute the report cards to their respective parents. District and program report cards will be posted on the ODE website at <http://www.ode.state.or.us/search/page/?=1831>.

Determination

OSEP's determination for the Oregon Part C FFY 2011 APR and Revised SPP was *meets requirements* for Part C of IDEA. Specific factors affecting this determination included Oregon's reporting of valid and reliable FFY 2011 data reflecting the measurement for each indicator; reporting high levels of compliance or correction of previously identified findings of noncompliance for Indicators C1, C7, C8A, C8B, C8C,

and C14; and reporting under Indicator C9 both a high level of compliance in timely correcting FFY 2010 findings of noncompliance and that it verified the correction of FFY 2010 findings of noncompliance consistent with OSEP Memorandum 09-02, dated October 17, 2008. Oregon is pleased with the progress made in these areas and continues to consider additional activities that will maintain compliance and secure progress in meeting the targets.

Oregon Early Intervention/Early Childhood Special Education (EI/ECSE) Program

The Oregon EI/ECSE program is a single system of EI and ECSE services for children birth to kindergarten. While there are some eligibility differences between EI and ECSE, the program is seamless in its delivery of services in an effort to minimize transitions for families. Most children who receive EI services continue to receive ECSE services at age three. An Individualized Family Service Plan (IFSP) that meets both Part B IEP requirements and Part C IFSP requirements is used to document services to children eligible for EI and ECSE services.

Part C FFY 2012 State Performance Plan (SPP) for 2005-2012

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, including the reasons for delays.

Overview of Issue/Description of System or Process:

Oregon has a seamless system of services for children with disabilities from birth through age five that is operated by the Oregon Department of Education (ODE). ODE contracts with nine Education Service Districts (ESDs) across the state to provide EI/ECSE services in 33 local programs from FFY 2005-2008 and 35 programs from FFY 2009 forward. All of the ESDs either provide services or subcontract with local programs to provide EI/ECSE services. This system includes Part C for children birth to age three and Part B for children from age three to kindergarten age, which is age five in Oregon. Children who are age five by September 1 are eligible for public school with special education services provided by the local school district.

The Early Intervention services indicated on an IFSP are implemented by Early Intervention/Early Childhood Special Education (EI/ECSE) programs as soon as possible following parent consent for services with any reason for delay required to be documented on the IFSP. The Oregon Department of Education (ODE) defines timely manner as *within ten calendar days or as specified on the IFSP unless there is a reasonable written justification.*

All EI/ECSE programs are required to participate in the Systems Performance Review & Improvement (SPR&I) system of accountability. The SPR&I system focuses on procedural compliance and performance indicators identified through federal and state regulations and previous state accountability findings. As part of the standard operating procedures through SPR&I, EI/ECSE programs:

- Engage in self-assessment through data collection, review, and analysis to inform meaningful improvement.
- Report to ODE on early intervention services provided in a timely manner for a predetermined number of child files selected for review.
- Address noncompliance with services implemented in a timely manner through corrective action documented in SPR&I that includes verifying that services were provided to children, an explanation for the cause of the noncompliance, correction of practices that contributed to the noncompliance, and demonstration of current compliance through subsequent data collection.

Baseline Data for FFY 2004 (2004-2005):

IFSPs implemented in a timely manner

Number of programs monitored	Total number timely	Total number of IFSPs	Percentage timely
8	46	47	98%

Source: ODE SPR&I monitoring reports

Discussion of Baseline Data:

In 2004 – 2005, eight of the 33 EI/ECSE programs in the state were selected for monitoring based on a six-year monitoring cycle by county. Forty-seven EI child files were selected for procedural compliance review. Of these child files, 98% (46/47) indicated that services on the IFSPs were implemented in a timely manner following parent consent for services. Services were delayed for one child, and the reason for the delay was not documented on the IFSP. ODE required this program to submit an improvement plan targeting providing EI services as soon as possible (within ten calendar days). The program reported evidence of correction to ODE within one year. ODE verified sustainability of this correction through child file review data in April 2007.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of children with IFSPs receive early intervention services in a timely manner.
2006 (2006-2007)	100% of children with IFSPs receive early intervention services in a timely manner.
2007 (2007-2008)	100% of children with IFSPs receive early intervention services in a timely manner.
2008 (2008-2009)	100% of children with IFSPs receive early intervention services in a timely manner.
2009 (2009-2010)	100% of children with IFSPs receive early intervention services in a timely manner.
2010 (2010-2011)	100% of children with IFSPs receive early intervention services in a timely manner.
2011 (2011-2012)	100% of children with IFSPs receive early intervention services in a timely manner.
2012 (2012-2013)	100% of children with IFSPs receive early intervention services in a timely manner.

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources
Improvement Activity 1: ODE will review statewide compliance data, identify barriers to timeliness, and disseminate information to EI/ECSE programs to ensure compliance with this indicator.	Annually	ODE staff EI/ECSE Program staff
Improvement Activity 2: ODE will work with a select number of EI/ECSE programs whose data show both high and low compliance with this indicator to identify effective practices and barriers to compliance with provision of services in a timely manner.	Annually	ODE staff EI/ECSE Program staff

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Part C FFY 2012 State Performance Plan (SPP) for 2005-2012

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 2: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.

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

Measurement:

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

Overview of Issue/Description of System or Process:

Oregon has a seamless system of services for children with disabilities from birth through age five that is operated by the Oregon Department of Education (ODE). ODE contracts with nine Education Service Districts (ESDs) across the state to provide EI/ECSE services in 33 local programs from FFY 2005-2008 and 35 programs from FFY 2009 forward. All of the ESDs either provide services or subcontract with local programs to provide EI/ECSE services. This system includes Part C early intervention (EI) for children birth to age three and Part B early childhood special education (ECSE) for children from age three to kindergarten age, which is age five in Oregon. Children who are age 5 by September 1 are eligible for public school with special education services provided by the local school district.

Oregon Administrative Rule (OAR) defines natural environments as “settings that are natural or normal for the child’s age peers who have no disability” (OAR 581-015-0900). These settings include a child’s home, defined as the principal residence of the child’s family or caregivers, and typical programs such as childcare or Early Head Start that are regularly attended by children without disabilities.

To the maximum extent appropriate, EI services are provided in the home or in programs for typically developing children as determined by the child’s IFSP team. EI services only occur in a setting other than the child’s natural environment if EI services cannot be achieved satisfactorily in the child’s home or other typical setting.

ODE requires all EI/ECSE programs to participate in the Systems Performance Review & Improvement (SPR&I) system of accountability. The SPR&I process focuses on procedural compliance and performance indicators identified through federal and state regulations and previous state accountability findings.

The standard operating procedures ODE uses for this indicator include:

- Providing programs a Federal Placement Distribution performance indicator report in SPR&I that includes IFSP content requirements related to the provision of EI services in the home or community-based settings and the extent, if any, to which services will not be provided in these settings. The report also includes trend data and current data compared to state targets.
- Providing programs a data analysis worksheet if their federal placement distribution data fall outside the state established performance threshold. ODE reviews program-level analysis as part of the SPR&I process.
- Providing programs that are not “justified to meet” the target an improvement planning template to document their efforts to serve children in home and community-based settings. ODE reviews program-level improvement plans as part of the SPR&I process.

Baseline Data for FFY 2004 (2004-2005):

Children with IFSPs receiving EI services 2004 - 2005

Number receiving EI services	Number receiving EI services in the home and typical settings	Percentage receiving EI services in the home and typical settings
2081	1290	62%

Source: Oregon SECC 2004 data

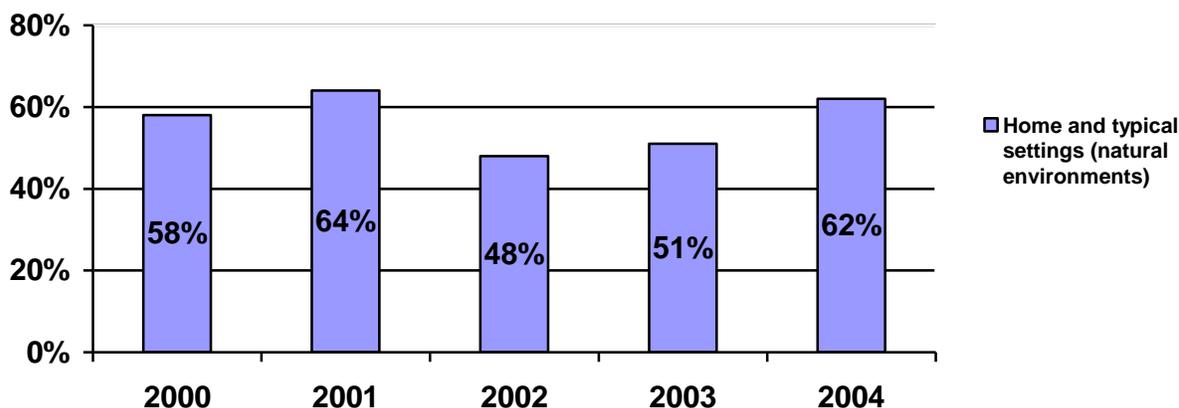
Discussion of Baseline Data:

Baseline data indicate that in 2004, 62% of infants and toddlers received EI services in the home and typical settings.

Development of Measurable and Rigorous Targets

ODE set the yearly targets by analyzing its federal placement code data from the last five years. The following graph displays the total percentage of children receiving EI services in the home and typical settings. The data show a decline in the provision of EI services in the home and typical settings from 2001 to 2002, a slight increase in 2003, and an 11% increase from 2003 to 2004.

Infants and toddlers receiving EI services in home and typical settings



Source: Oregon SECC federal placement data

In FFY 2005, the data were reviewed and discussed at the stakeholder meeting sponsored by ODE. Stakeholders suggested a 1% to 2% increase per year to reach a 72% rate by 2010. While stakeholder input is critical, ODE determined that this minimal increase would result in little or no change in the provision of EI services in the home and typical settings.

Therefore, ODE decided to set more rigorous targets based on the 11% growth demonstrated by programs when this indicator became the focus of monitoring and accountability. In November 2010, ODE conducted a stakeholders meeting to review this indicator. New targets were set for FFY 2010 through FFY 2012 and are included below.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	64% of infants and toddlers with IFSPs will receive early intervention services in the home or in programs for typically developing children. All decisions regarding where children receive their IFSP services are made by the child’s IFSP team and are based on the individual needs of the child.

2006 (2006-2007)	67% of infants and toddlers with IFSPs will receive early intervention services in the home or in programs for typically developing children. All decisions regarding where children receive their IFSP services are made by the child’s IFSP team and are based on the individual needs of the child. early intervention services in the home or programs for typically developing children.
2007 (2007-2008)	70% of infants and toddlers with IFSPs will receive early intervention services in the home or in programs for typically developing children. All decisions regarding where children receive their IFSP services are made by the child’s IFSP team and are based on the individual needs of the child.
2008 (2008-2009)	74% of infants and toddlers with IFSPs will receive early intervention services in the home or community-based settings. All decisions regarding where children receive their IFSP services are made by the child’s IFSP team and are based on the individual needs of the child.
2009 (2009-2010)	78% of infants and toddlers with IFSPs will receive early intervention services in the home or community-based settings. All decisions regarding where children receive their IFSP services are made by the child’s IFSP team and are based on the individual needs of the child.
2010 (2010-2011)	80% of infants and toddlers with IFSPs will receive early intervention services in the home or community-based settings. All decisions regarding where children receive their IFSP services are made by the child’s IFSP team and are based on the individual needs of the child.
2011 (2011-2012)	80% of infants and toddlers with IFSPs will receive early intervention services in the home or community-based settings. All decisions regarding where children receive their IFSP services are made by the child’s IFSP team and are based on the individual needs of the child.
2012 (2012-2013)	80% of infants and toddlers with IFSPs will receive early intervention services in the home or community-based settings. All decisions regarding where children receive their IFSP services are made by the child’s IFSP team and are based on the individual needs of the child.

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources
Improvement Activity 1: ODE will provide leadership in working with communities to increase options for provision of EI services in typical settings.	Ongoing	ODE staff EI/ECSE Program staff
Improvement Activity 2: ODE will provide leadership in targeting Child Find activities in local childcare centers.	Ongoing	ODE staff EI/ECSE Program staff
Improvement Activity 3: ODE will review statewide Early Intervention placement data and disseminate to EI/ECSE programs effective practices to improve the provision of early intervention services in home or community-based settings.	Annually	ODE staff EI/ECSE Program staff SPR&I reports
Improvement Activity 4: ODE will provide targeted technical assistance to programs unable to justify performing below state target and not demonstrating improvement from the previous year to improve programs’ ability to provide early intervention services in the home or community-based settings.	Annually	ODE staff EI/ECSE Program staff

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Part C FFY 2012 State Performance Plan (SPP) for 2005-2012

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:

Outcomes:

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

Progress categories for A, B and C:

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

Summary Statements for Each of the Three Outcomes:

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

Measurement for Summary Statement 1:

Percent = $[(\# \text{ of infants and toddlers reported in progress category (c) plus } \# \text{ of infants and toddlers reported in category (d)}) \div (\# \text{ of infants and toddlers reported in progress category (a) plus } \# \text{ of infants and toddlers reported in progress category (b) plus } \# \text{ of infants and toddlers reported in progress category (c) plus } \# \text{ of infants and toddlers reported in progress category (d)})] \times 100$.

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

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

Overview of Issue/Description of System or Process:

Oregon has a seamless system of services for children with disabilities from birth through age five that is operated by the Oregon Department of Education (ODE). ODE contracts with nine Education Service Districts (ESDs) across the state to provide Early Intervention/Early Childhood Special Education (EI/ECSE) services in 35 local programs. All of the ESDs either provide services or subcontract with local providers to provide EI/ECSE services. This system includes Part C for children birth to age three and Part B for children from age three to kindergarten age, which is age five in Oregon. Children who are age five by September 1 are eligible for public school with special education services provided by the local school district.

In 2001, the Oregon State Legislature requested information on the impact of early childhood special education programs in the state. ODE determined that the best method of measurement would be to use a common assessment tool. As a result, ODE contracted with Portland State University (PSU) and the University of Oregon (UO) in 2004 to develop and pilot the Early Childhood (EC) Assessment. These contractors developed test items, an administration manual, data collection forms, report formats, training materials, and an online data entry system. The EC Assessment was used as the data measurement tool from April 2005 through October 2007.

In summer 2007, based on feedback from Early Intervention/Early Childhood Special Education (EI/ECSE) personnel and stakeholders, ODE determined the need for an assessment tool that would meet both OSEP requirements and provide data necessary for developing individual child programs. To meet both of these requirements ODE selected the Assessment, Evaluation, and Programming System (AEPS).

Beginning in 2008, all EI/ECSE programs in Oregon are required to enter child AEPS data into the Early Childhood Evaluation (ecEval) system, starting with all children qualifying for early intervention services in May of 2008.

The FFY 2009 child outcome data was presented to the statewide stakeholders in November 2010 for their input and target recommendations. They recommended using the FFY 2009 child outcome data as the new baseline and recommended targets for FFY 2010 through 2012. The child outcome data for FFY 2009 included 740 exits, a substantial increase over FFY 2008 (n=261), providing more representative statewide results.

ODE is using the Early Childhood Outcomes (ECO) suggested format for SPP Indicator C3.

Policies and Procedures to Guide Outcome Assessment and Measurement Practices:

All EI/ECSE programs are required to participate in the assessment of EC outcomes using the AEPS, adhering to the guidelines for the AEPS. The guidelines for administering and reporting data are available at: <http://www.ode.state.or.us/search/page/?id=2885>.

Provisions of Training and Technical Assistance Supports of Administrators and Service Providers in Outcome Data Collection, Reporting and Use:

In 2008 personnel from all programs were trained to use the AEPS and the ecEval reporting system. Ongoing technical assistance and training for ecEval is provided to programs. The ecEval reporting system for the AEPS is continually updated and to date provides the following:

- Assessment tracking process.
- Assessment results by child/program.
- Summary reports for parents.
- Monthly updates for ODE on the number of children assessed.
- Outcome data by state, region and program.

Quality Assurance and Monitoring Procedures to Ensure the Accuracy and Completeness of the Outcome Data:

The ecEval system provides the user with instructions to ensure accuracy and completeness of the outcome data. The following features help to ensure accuracy:

- The assessment system uses the ODE Secure Student Identifier (SSID), a unique number assigned by ODE to each child.
- An assessment graph is provided by the data system for each child and is available only when the assessment is completed. The assessor is required to check the assessment information prior to finishing the data entry phase.
- The child's parents are able to participate in all aspects of the assessment. When the assessment is complete, the assessment graph is available to share with the child's parents.
- Data entered by assessors are available for viewing for accuracy by program administrators, online technical contractors and ODE staff.
- Filters have been developed to review data for missing or inaccurate data.
- Periodic data quality reports are provided to EI/ECSE contractors.

Data System Elements for Outcome Data Input and Maintenance, and Outcome Data Analysis:

To generate necessary reports, ODE maintains a database designed to include both child-level and program level data. ODE contracted with Early Childhood Cares (EC Cares) to provide the required report for this indicator. This report summarizes the children's performance into the five OSEP reporting categories and two summary statements.

Gerald Tindal Ph.D., of the University of Oregon, a national expert in educational assessment and measurement, provided guidance on how to address the five categories in each of the three outcome areas in this indicator. Dr. Tindal consulted with EC Cares personnel in determining the cut scores associated with the status of a child as it relates to the five reporting categories and provided input on reporting the data in the SPP.

Professionals experienced in assessing and providing services to infants and toddlers with special needs reviewed a number of standardized and norm referenced developmental assessments and screening tools to assign developmental ages to the AEPS test items selected by the ECO Center to be used to report on the outcomes. The team included EI/ECSE specialists and evaluators, speech and language pathologists, occupational therapists and physical therapists. Every test item was located on two or more of the validated, norm referenced, standardized tests and/or checklists used by the team. The information used to guide this process is posted on the ODE website at: <http://www.ode.state.or.us/search/page/?id=2885>.

Following this review, feedback was compiled and a separate panel of developmental experts from Oregon universities¹ reviewed the ranges for individual AEPS test items until there was agreement on the developmental age range for each item.

Measurement strategies used to collect data:

- Population of Children: All children with IFSPs, who are birth to 30 months of age when the first IFSP is developed.
- Measurement Tools: The AEPS is used as the measuring tool. Information on the validity and reliability for AEPS is available online at <http://www.aepsinteractive.com/accountability.htm>.
- Scoring Procedure: Qualified EI/ECSE staff received training on the administration and scoring of the AEPS.

¹ Team members included Jane Squires, Ph.D, Mickey Pardew, Ph.D., Carol Bunse, M.S., Leslie Munson, Ph.D., Dave Allen, Ph.D., Clara Pratt, Ph.D., Sharon Rosenkoetter, Ph.D., Lory Britain, Ph.D.

- **Assessment Administration:** The AEPS is administered by qualified EI/ECSE staff and according to the AEPS guidelines.
- **Timing of the Measurement:** The AEPS is administered when a child enters and exits an EI program. Children are also assessed with the AEPS annually prior to the child's IFSP meeting.
- **Data Reporting:** Aggregated data and reports are submitted to ODE via a secure website, ecEval.
- **Data Analysis:** The assessment data for the SPP reports are analyzed and children are grouped by category (a-e) as described previously. This analysis is conducted by EC Cares and submitted to ODE for review.

Criteria used to determine whether a child's functioning was "comparable to same-aged peers":

A table was created for each of the three outcome areas for every month of age from 1- 36 months for the AEPS. The table indicates the number of points a child needs to score at each month of age to be considered in the normal range of development for that outcome. If a child scores at or above the 50th percentile he or she is categorized as developing typically. If a child has a score that is below this level, he or she is categorized as below the normal range. Data are reviewed to compare child progress between entry and exit from the program. This process is described on the ODE website at <http://www.ode.state.or.us/search/page/?id=2885>.

Child progress is measured using the following rubric:

- If a child enters with a score below the normal range and stays the same or regresses at the next test administration, the child is categorized as (a) "does not improve functioning."
- If the child makes progress and the ratio of how far below the normal level of development increases between test administrations, the child is categorized as (b) "improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers."
- If the child makes progress but the ratio of how far below the normal level of development decreases between test administrations, the child is categorized as (c) "improved functioning to a level nearer to the functioning of same-aged peers, but did not reach it."
- If a child enters with a score below the normal range and increases to reach or exceed the normal range at the next test administration, the child is categorized as (d) "improved functioning sufficient to reach a level comparable to same-aged peers."
- If a child enters with a score at or above the normal range and maintains their score at or above the normal range at the next test administration, the child is categorized as (e) "maintains functioning at or above same age peers."

Baseline Progress Data for Infants and Toddlers Exiting 2009-2010

A. Positive social-emotional skills (including social relationships):	Number of children	Percent of children
a. Percent of infants and toddlers who did not improve functioning	71	9.6%
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	37	5.0%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	195	26.4%
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	263	35.5%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	174	23.5%
Total	N= 740	100%

B. Acquisition and use of knowledge and skills (including early language/communication):	Number of children	Percent of children
a. Percent of infants and toddlers who did not improve functioning	54	7.3%
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	209	28.2%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	423	57.2%
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	38	5.1%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	16	2.2%
Total	N= 740	100%
C. Use of appropriate behaviors to meet their needs:	Number of children	Percent of children
a. Percent of infants and toddlers who did not improve functioning	51	6.9%
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	197	26.6%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	358	48.4%
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	90	12.2%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	44	5.9%
Total	N= 740	100%

Source: ecEval database

Baseline Outcome Data for Infants and Toddlers Exiting 2009-2010

Summary Statements	Number of children	Percent of children
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	458	80.9%
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program	461	59.1%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication)		
1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	461	63.7%
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program	54	7.3%

Outcome C: Use of appropriate behaviors to meet their needs		
1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program	448	64.4%
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program	134	18.1%

Source: ecEval database

*Percentages may not total 100% due to rounding.

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

Summary Statement 1: 80.9% = [195 infants and toddlers reported in progress category (c) plus 263 infants and toddlers reported in category (d)] divided by [71 infants and toddlers reported in progress category (a) plus 37 infants and toddlers reported in progress category (b) plus 195 infants and toddlers reported in progress category (c) plus 263 infants and toddlers reported in progress category (d)] times 100.

Summary Statement 2: 59.1% = [263 infants and toddlers reported in progress category (d) plus 174 infants and toddlers reported in progress category (e)] divided by [740 infants and toddlers reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

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

Summary Statement 1: 63.7% = [423 infants and toddlers reported in progress category (c) plus 38 infants and toddlers reported in category (d)] divided by [54 infants and toddlers reported in progress category (a) plus 209 infants and toddlers reported in progress category (b) plus 423 infants and toddlers reported in progress category (c) plus 38 infants and toddlers reported in progress category (d)] times 100.

Summary Statement 2: 7.3% = [38 infants and toddlers reported in progress category (d) plus 16 infants and toddlers reported in progress category (e)] divided by [740 infants and toddlers reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Outcome C: Use of appropriate behaviors to meet their needs

Summary Statement 1: 64.4% = [358 infants and toddlers reported in progress category (c) plus 90 infants and toddlers reported in category (d)] divided by [51 infants and toddlers reported in progress category (a) plus 197 infants and toddlers reported in progress category (b) plus 358 infants and toddlers reported in progress category (c) plus 90 infants and toddlers reported in progress category (d)] times 100.

Summary Statement 2: 18.1% = [90 infants and toddlers reported in progress category (d) plus 44 infants and toddlers reported in progress category (e)] divided by [740 infants and toddlers reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Discussion of Baseline Progress and Outcome Data:

FFY 2009 data consists of all children that exited EI services between July 1, 2009 and June 30, 2010 who received services for at least six months, and who were given both an initial AEPS and an exit AEPS upon exiting from services. Both the initial and exit AEPS data were entered into Oregon’s ecEval data system.

The FFY 2009 child outcome data was presented to the statewide stakeholders in November 2010 for their input and target recommendations. They recommended using the FFY 2009 child outcome data as the new baseline and recommended targets for FFY 2010 through 2012. The child outcome data for FFY 2009 included 740 exits, a substantial increase over FFY 2008 (n=261), providing more representative statewide results. Child outcome data included children who had additional service time which may have impacted the rates of growth in the three outcome areas. Local EI/ECSE programs received an additional year of training and technical assistance which may have helped increase the accuracy of the data.

FFY	Measurable and Rigorous Target
<p>2010 (2010-2011)</p>	<p>Outcome A: Positive social-emotional skills (including social relationships)</p> <ol style="list-style-type: none"> 80.9% of those infants and toddlers who entered the program below age expectations in Outcome A, who substantially increased their rate of growth by the time they turned 3 years of age or exited the program. 59.1% of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program.
	<p>Outcome B: Acquisition and use of knowledge and skills (including early language/communication)</p> <ol style="list-style-type: none"> 63.7% of those infants and toddlers who entered the program below age expectations in Outcome B, who substantially increased their rate of growth by the time they turned 3 years of age or exited the program. 7.3% of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program.
	<p>Outcome C: Use of appropriate behaviors to meet their needs</p> <ol style="list-style-type: none"> 64.4% of those infants and toddlers who entered the program below age expectations in Outcome C, who substantially increased their rate of growth by the time they turned 3 years of age or exited the program. 18.1% of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program.
<p>2011 (2011-2012)</p>	<p>Outcome A: Positive social-emotional skills (including social relationships)</p> <ol style="list-style-type: none"> 80.9% of those infants and toddlers who entered the program below age expectations in Outcome A, who substantially increased their rate of growth by the time they turned 3 years of age or exited the program. 59.1% of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program.
	<p>Outcome B: Acquisition and use of knowledge and skills (including early language/communication)</p> <ol style="list-style-type: none"> 63.7% of those infants and toddlers who entered the program below age expectations in Outcome B, who substantially increased their rate of growth by the time they turned 3 years of age or exited the program. 7.3% of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program.
	<p>Outcome C: Use of appropriate behaviors to meet their needs</p> <ol style="list-style-type: none"> 64.4% of those infants and toddlers who entered the program below age expectations in Outcome C, who substantially increased their rate of growth by the time they turned 3 years of age or exited the program. 18.1% of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program.
<p>2012 (2012-2013)</p>	<p>Outcome A: Positive social-emotional skills (including social relationships)</p> <ol style="list-style-type: none"> 81.4% of those infants and toddlers who entered the program below age expectations in Outcome A, who substantially increased their rate of growth by the time they turned 3 years of age or exited the program. 59.4% of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program.

	<p>Outcome B: Acquisition and use of knowledge and skills (including early language/communication)</p> <ol style="list-style-type: none"> 1. 64.2% of those infants and toddlers who entered the program below age expectations in Outcome B, who substantially increased their rate of growth by the time they turned 3 years of age or exited the program. 2. 7.6% of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program.
	<p>Outcome C: Use of appropriate behaviors to meet their needs</p> <ol style="list-style-type: none"> 1. 64.9% of those infants and toddlers who entered the program below age expectations in Outcome C, who substantially increased their rate of growth by the time they turned 3 years of age or exited the program. 2. 18.4% of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program.

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources
<p>Improvement Activity 1: ODE will review statewide performance data on improvement in positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet the child’s needs, and disseminate information on effective practices to EI/ECSE programs to improve performance with this indicator.</p>	Annually	ODE staff EI/ECSE Program staff
<p>Improvement Activity 2: ODE will review outcome data for this indicator with EI/ECSE Contractors and collaborate on possible EI program changes to facilitate progress across all outcome areas.</p>	Annually	ODE staff EI/ECSE Program staff
<p>Improvement Activity 3: ODE will review statewide performance data with the child outcomes committee to determine data validity and improvements to data collection and analysis.</p>	Ongoing	ODE staff Interagency partners

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Part C FFY 2012 State Performance Plan (SPP) for 2005-2012

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:

In 1996, the Oregon Department of Education (ODE) assembled a team to develop and implement a plan to evaluate EI/ECSE programs. Among the outcomes evaluated was the impact of the program on families with children receiving EI/ECSE services. The Oregon Early Intervention/Early Childhood Special Education (EI/ECSE) Family Survey was created and administered beginning in 1996 with subsequent revisions in 1999 and 2000. The survey was mailed to a random sample of families with children receiving EI/ECSE services.

In fall 2004, ODE collaborated with the Oregon Parent Training and Information Center (OrPTI) to develop an additional method of gathering parent feedback. In spring 2005, ODE and OrPTI piloted parent forums in one county. The forums were successful in collecting additional feedback and in providing parents with information about the services available to them through the OrPTI.

Description of Data Collection Process:

In collaboration with the State Advisory Council on Special Education (SACSE), State Interagency Coordinating Council (SICC), and stakeholder groups, ODE conducted a thorough review of the Oregon EI/ECSE family survey to determine if the current survey adequately addressed the indicator, specifically if parents reported that early intervention services helped the family know their rights, effectively communicated their children's needs, and helped their children develop and learn. This review resulted in the determination that, while the EI/ECSE family survey provided valuable information to ODE and programs regarding parent satisfaction with local programs, it did not provide sufficient data to inform the indicator.

In 2005-2006, in an effort to make data-informed decisions regarding program impact on parent involvement as a means of improving services and results for children receiving early intervention services and to gather baseline data for the FFY 2005 APR, ODE adopted the National Center for Special Education Accountability Monitoring (NCSEAM) *Family Survey—Early Intervention*.

Beginning in FFY 2005 and continuing through FFY 2010, ODE will survey a statewide representative sample of parents of infants and toddlers receiving early intervention services. Each year, the sample will be representative of the total population with respect to race/ethnicity, gender, primary disability and

program size (see detailed sampling plan and tables below). By FFY 2010, data will have been collected from all counties in Oregon. Beginning in FFY 2011, ODE will initiate a second cycle of parent surveys based on the current sampling plan.

On July 11, 2006, 693 surveys were sent to the parents of children who receive services under IDEA Part C and who reside in about 22% of the state's 36 counties. A follow-up mailing was sent on October 5, 2006.

Oregon Part C Sampling Plan Components

- The population to be represented is described by the demographics in the Oregon Part C data file of addresses for families receiving services.

Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Asian	60	2.8	2.8	2.8
	Black	69	3.3	3.3	6.1
	Caucasian	1521	71.7	71.7	77.8
	Hispanic	435	20.5	20.5	98.3
	NativeAmer	35	1.7	1.7	100.0
	Total	2120	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F	815	38.4	38.4	38.4
	M	1305	61.6	61.6	100.0
	Total	2120	100.0	100.0	

Primary Disability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AUT	37	1.7	1.7	1.7
	D/B	2	.1	.1	1.8
	DD	1855	87.5	87.5	89.3
	ED	1	.0	.0	89.4
	HI	79	3.7	3.7	93.1
	MR	1	.0	.0	93.2
	OHI	11	.5	.5	93.7
	OI	68	3.2	3.2	96.9
	SLD	1	.0	.0	96.9
	SPL	19	.9	.9	97.8
	VI	46	2.2	2.2	100.0
	Total	2120	100.0	100.0	

County * ServiceArea Crosstabulation

Count		ServiceArea									Total
		1	2	3	4	5	6	7	8	9	
County Baker	6	0	0	0	0	0	0	0	0	0	6
Benton	0	0	0	40	0	0	0	0	0	0	40
Clackamas	0	0	0	0	0	0	0	0	255	0	255
Clatsop	0	0	0	0	0	0	0	28	0	0	28
Columbia	0	0	0	0	0	0	0	29	0	0	29
Coos	0	0	0	56	0	0	0	0	0	0	56
Crook	0	6	0	0	0	0	0	0	0	0	6
Curry	0	0	0	2	0	0	0	0	0	0	2
Deschutes	0	106	0	0	0	0	0	0	0	0	106
Douglas	0	0	47	0	0	0	0	0	0	0	47
Gilliam	0	1	0	0	0	0	0	0	0	0	1
Grant	2	0	0	0	0	0	0	0	0	0	2
Harney	0	3	0	0	0	0	0	0	0	0	3
Hood River	0	0	0	0	0	32	0	0	0	0	32
Jackson	0	0	4	0	0	0	0	0	0	0	4
Jefferson	0	32	0	0	0	0	0	0	0	0	32
Josephine	0	0	2	0	0	0	0	0	0	0	2
Klamath	0	0	76	0	0	0	0	0	0	0	76
Lake	0	0	1	0	0	0	0	0	0	0	1
Lane	0	0	0	0	0	0	247	0	0	0	247
Lincoln	0	0	0	33	0	0	0	0	0	0	33
Linn	0	0	0	50	0	0	0	0	0	0	50
Malheur	17	0	0	0	0	0	0	0	0	0	17
Marion	0	0	0	0	211	0	0	0	0	0	211
Morrow	4	0	0	0	0	0	0	0	0	0	4
Multnomah	0	0	0	0	0	336	0	0	0	0	336
Polk	0	0	0	0	22	0	0	0	0	0	22
Sherman	0	2	0	0	0	0	0	0	0	0	2
Tillamook	0	0	0	0	0	0	0	6	0	0	6
Umatilla	62	0	0	0	0	0	0	0	0	0	62
Union	10	0	0	0	0	0	0	0	0	0	10
Wallowa	3	0	0	0	0	0	0	0	0	0	3
Wasco	0	0	0	0	0	25	0	0	0	0	25
Washington	0	0	0	0	0	0	0	315	0	0	315
Yamhill	0	0	0	0	49	0	0	0	0	0	49
Total		104	150	130	181	282	393	247	378	255	2120

- Describe the sampling frame.
 - o A list of the names and addresses of all 2,120 children with addresses served under Part C in Oregon constitutes the sampling frame.
- Describe the stages/cycle of sampling and the units sampled at each stage (e.g., selecting service areas, then programs within service areas, then children within programs).
 - o Part C is administered through nine Service Areas statewide. Two of the Service Areas include only a single (large population) county. One county was randomly selected from each of eight of the Service Areas, excluding one of the single-county Service Areas. About one-sixth of the programs (36 counties) in the state will be sampled each year for six years.
 - o The same eight counties will be sampled for Part C and 619.
 - o No Service Areas or counties have more than 50,000 children served, so none have to be sampled each of the six years.
 - o No Service Areas or counties have more than 1,500 children served, so surveys will be sent to all families receiving services in the eight counties selected.

- Describe any stratification that is used for each stage of sampling. (e.g., Program may be stratified by child population, degree of urbanicity, etc.).
 - Eight of the nine Service Areas were selected. Then SPSS was used to randomly select one county from within each of the seven Service Areas having more than one county served.
 - Programs with fewer than 1,500 children served will have surveys mailed to all parents.
 - Programs with more than 1,500 children served (none in this sample) will have surveys mailed to enough parents to ensure that a 20% response rate will provide a 5% margin of error at a 95% confidence level, given the total population of the program.

This random sample of roughly 22% of the 36 counties with address data is comprised of 8 counties that have a total population of about 1/3 of the total population of families receiving Part C services. Future years' samples will naturally result in similar variations, such that next years' sample of 1/6 of the counties might be comprised of 5 counties having 1/7 of the total population.

Ethnicity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Asian	26	3.6	3.6	3.6
Black	15	2.1	2.1	5.7
Caucasian	535	74.5	74.5	80.2
Hispanic	138	19.2	19.2	99.4
NativeAmer	4	.6	.6	100.0
Total	718	100.0	100.0	

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid F	277	38.6	38.6	38.6
M	441	61.4	61.4	100.0
Total	718	100.0	100.0	

Primary Disability

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid AUT	9	1.3	1.3	1.3
DD	639	89.0	89.0	90.3
HI	25	3.5	3.5	93.7
MR	1	.1	.1	93.9
OHI	1	.1	.1	94.0
OI	19	2.6	2.6	96.7
SPL	9	1.3	1.3	97.9
VI	15	2.1	2.1	100.0
Total	718	100.0	100.0	

- Describe the method/process to collect the data (survey, phone, etc.)
 - Oregon has provided Avatar International, Inc. with a mailing list.
 - Avatar will check this list against the US Postal Service’s list of valid addresses.
 - Duplicates and invalid addresses will be sent back to Oregon for correction, deletion, etc.
 - Avatar will use a randomization algorithm to select addresses.
 - Avatar will mail out surveys, along with a stamped return envelope addressed to Improving Special Education at a PO Box in Florida.
 - Avatar will scan the returned surveys and produce statistical reports showing the extent to which the population served is represented by the sample.

- Describe how your plan meets the reporting requirements.
 - One-sixth of the counties have been sampled this year, and another one-sixth will be sampled (without replacement) each year for the next five years.
 - There are no programs with populations of over 50,000 families served, so there are no programs to be included every year of the six year cycle.
 - Counties with large enough populations (over 1,500) will be sampled in proportions sufficient to arrive as closely as possible to a 5% margin of error with a 95% confidence level.
 - Counties with populations of families served of less than 1,500 will be comprehensively surveyed, with forms sent to every address in the database.

County Service Area Crosstabulation

		ServiceArea								Total
		1	2	3	4	5	6	7	8	
County	Douglas	0	0	47	0	0	0	0	0	47
	Hood River	0	0	0	0	0	32	0	0	32
	Lane	0	0	0	0	0	0	247	0	247
	Linn	0	0	0	50	0	0	0	0	50
	Polk	0	0	0	0	22	0	0	0	22
	Sherman	0	2	0	0	0	0	0	0	2
	Wallowa	3	0	0	0	0	0	0	0	3
	Washington	0	0	0	0	0	0	0	315	315
Total		3	2	47	50	22	32	247	315	718

Baseline Data for 2005-2006:

- A. 65% = 114/175 of respondent families participating in Part C who report that early intervention services have helped the family know their rights times 100.
- B. 58% = 102/175 of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs times 100.
- C. 71% = 124/175 of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn times 100.

Family Survey—Early Intervention
Scale for Measuring the Impact of Early Intervention Services

Item Calibration	Statement
677	Participate in typical activities for children and families in the community.
656	Know about services in the community.
639	Know where to go for help and support to meet my family's needs.
624	Keep up friendships for my child and family.
608	Know where to go for help and support to meet my child's needs.
583	Be more effective in managing my child's behavior.
576	Make changes in our family routines that will benefit my child with special needs.
576	Do activities that are good for my child even in times of stress.
569	Improve my family's quality of life.
564	Feel that I can get the services and supports that my child and family need.
563	Get services that my child and family need.
562	Feel that my family will be accepted and welcomed in the community.
559	Feel more confident in my skills as a parent.
559	Feel that my child will be accepted and welcomed in the community.
556	Communicate more effectively with people who work with my child and my family.
552	Understand how the early intervention system works.
545	Understand the roles and responsibilities of the people who work with my child.
540	Figure out solutions to problems as they come up.
539	Feel that i can handle the challenges of parenting a child with special needs.
539	Know about my child's and family's rights concerning early intervention services.
534	Be able to evaluate how much progress my child is making.
516	Understand my child's special needs.
498	Feel that my efforts are helping my child.
497	Do things with and for my child that are good for my child's development.

Source: Family Survey—Early Intervention, 2005-2006

Note: The table above includes parent responses from a national sample in the order of overall agreeability. Items with low calibrations, at the bottom of the table, are items that families consistently agree with most. For example, the item with a calibration of 497, "Do things with and for my child that are good for my child's development," is the most agreeable item in this scale. Items with high calibrations, at the top of the table, are items that families agree with least.

Discussion of Baseline Data:

A total of 693 surveys were sent to parents of children receiving early intervention (Part C) services in one-sixth of the state's 36 counties. Of the 693 surveys sent, 175 were completed by parents and returned. This total represents a 25.3% response rate (175/693), with the margin of error calculated at 6.3% for a 95% confidence level.

The survey results indicate:

- 65% (114/175) of families participating in Part C reported that early intervention services have helped the family know their rights.
- 58% (102/175) of families participating in Part C reported that early intervention services have helped the family effectively communicate their children's needs.

- 71% (124/175) of families participating in Part C reported that early intervention services helped the family help their children develop and learn.

To assist in analysis of survey results, ODE applied the nationally recommended level of agreement for survey items identified as most closely aligning to the standards of 539, 556, and 516 which align with 4A, 4B, and 4C respectively. ODE reviewed state survey results and identified a prioritized list of items to be addressed through statewide improvement.

ODE meets with stakeholders on an annual basis to review data for this indicator. Measurable targets and improvement activities are based on stakeholder feedback and ODE analysis of parent engagement.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since this is a new indicator, baseline data and targets will be provided in FFY 2005 APR due February 1, 2007.
2006 (2006-2007)	A. 65% of respondent families participating in Part C who report that early intervention services have helped the family know their rights. B. 58% of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs. C. 71% 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. 68% of respondent families participating in Part C who report that early intervention services have helped the family know their rights. B. 64% of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs. C. 73% 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. 76% of respondent families participating in Part C who report that early intervention services have helped the family know their rights. B. 72% of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs. C. 79% 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. 82% of respondent families participating in Part C who report that early intervention services have helped the family know their rights. B. 79% of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs. C. 85% 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. 86% of respondent families participating in Part C who report that early intervention services have helped the family know their rights. B. 85% of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs. C. 90% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.
2011 (2011-2012)	A. 86% of respondent families participating in Part C who report that early intervention services have helped the family know their rights. B. 85% of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs. C. 90% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.

2012 (2012-2013)	<p>A. 86% of respondent families participating in Part C who report that early intervention services have helped the family know their rights.</p> <p>B. 85% of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs.</p> <p>C. 90% of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn.</p>
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Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources
Improvement Activity 1: ODE will provide districts/programs a sample letter they may use at annual IFSP/IEP meetings to explain the ways in which the information is used in the program's annual Special Education Report Card.	Annually	ODE staff
Improvement Activity 2: Prior to the distribution of the NCSEAM survey, ODE will notify local advocacy groups of the upcoming survey and enlist their assistance in promoting the survey and answering parent questions.	Annually	ODE staff
Improvement Activity 3: ODE will collaborate with Family and Community Together (FACT), Oregon's designated Parent Training and Information Center, to develop resources, supports and training options for families of students with disabilities and program personnel.	Annually	ODE staff FACT
Improvement Activity 4: ODE will provide programs selected for the NCSEAM parent survey a flyer for parents explaining the purpose of the survey, encouraging parent participation and providing contact information for questions. Prior to the mailing of the NCSEAM parent survey, the selected programs will distribute the flyer to parents of children with disabilities who reside in their county.	Annually	ODE staff EI/ECSE programs

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Part C FFY 2012 State Performance Plan (SPP) for 2005-2012

Monitoring Priority: Effective General Supervision Part C/Child Find

**Indicator 5: Percent of infants and toddlers birth to 1 with IFSPs compared to national data.
(20 USC 1416(a)(3)(B) and 1442)**

Measurement:

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

Overview of Issue/Description of System or Process:

Local Early Intervention/Early Childhood Special Education (EI/ECSE) programs and school districts have joint and separate responsibilities for locating, identifying, and evaluating all children birth to age three who reside within its jurisdiction and are suspected of being eligible for EI services.

The following are joint EI/ECSE and school district responsibilities:

- Conducting public awareness activities including announcements on television, radio, and newspaper; presentations at community meetings; and outreach to those who may not understand English, who may move frequently, or who may live in rural or isolated areas;
- Disseminating to parents the EI/ECSE brochure and materials developed by local programs on the availability of EI/ECSE services, including materials for non-English speaking families; this includes how to make a referral and how to obtain an eligibility evaluation for EI/ECSE services;
- Developing communication links with community agencies that provide services to the children who may be eligible for EI/ECSE, including the dissemination of child find materials to hospitals, clinics, public health agencies, pediatricians, pediatric nurses, Head Start, Early Head Start, community preschools, childcare providers, and social service professionals involved in family or child services; and
- Publishing notices, before any major child find activity, which inform parents that confidentiality requirements apply to these activities. Circulation of this notice must be adequate to inform parents within the jurisdiction of the EI/ECSE program and school district.

Local school districts are responsible, financially and legally, for EI/ECSE eligibility evaluations. School districts may contract with local EI/ECSE programs or another entity to fulfill these requirements.

The following are required in evaluating children for EI/ECSE eligibility:

- Administering and scoring tests, interpreting evaluation scores, conducting child observations, gathering developmental histories, conducting parent interviews, and writing evaluation reports.
- Evaluating children referred for an EI eligibility evaluation within 45 calendar days from referral to IFSP.
- Conducting ECSE eligibility evaluations for children enrolled in EI and approaching their third birthday (OAR 581-015- 2805).
- Evaluating children referred for an ECSE eligibility evaluation within 60 school days of parent consent for evaluation.

Local EI/ECSE programs are responsible for providing a referral and evaluation process in each county that includes the following:

- Providing a year-round primary contact that receives and processes referrals for children suspected of being eligible for EI/ECSE services.

- Assuring that all children referred as suspected of having a disability are referred to the child's local school district or agency contracted by the district, for EI/ECSE eligibility evaluations.
- Assisting the local school districts to meet the responsibility for eligibility evaluations for EI services within 45 calendar days from referral. This might be accomplished by helping form evaluation consortia through district contracts with ESDs and other sources.
- Convening teams to determine eligibility for EI/ECSE services.
- Assuring eligibility determinations are conducted in compliance with applicable federal and Oregon statutes, regulations, and guidelines.
- Referring children who are eligible for EI/ECSE services to the county's EI/ECSE program for the development of the IFSP and placement in appropriate services.
- Assuring child find materials are disseminated to non-English-speaking families and are available in locations frequented by families of young children.

The Oregon Department of Education (ODE) works with other agencies to assure the early identification of infants and toddlers with or with the likelihood of developing developmental delay(s), including:

- Developing a Memorandum of Understanding with Oregon Department of Human Services (DHS) Child Welfare to assure that all children birth to age 3 who are victims of substantiated child abuse or neglect, including children who are substantiated as affected by illegal substance abuse or withdrawal symptoms resulting from prenatal exposure, receive developmental screening and are referred to local EI/ECSE programs. These policies and procedures meet the requirements under the Child Abuse Prevention and Treatment Act (CAPTA) and IDEA 2004. ODE annually reviews county-level CAPTA agreements,
- Developing a Memorandum of Understanding with the DHS Early Hearing Detection and Intervention Program (EHDI) to implement a law requiring follow-up for infants who are suspected of being deaf or hearing impaired. ODE works with the EHDI program to monitor referrals made to EI/ECSE programs to ensure follow through with these infants and their families. These policies and procedures assure that infants are referred immediately to the EI/ECSE program and that the EI/ECSE program follows up with the DHS EHDI program with the status of the infant's enrollment in the EI/ECSE program.
- Development of an Intergovernmental Agreement with the Office of Head Start/Early Head Start, Region X Head Start/Early Head Start, Region XI American Indian/Alaska Native Head Start and Region XII Migrant/Seasonal Head Start to assure that infants and their families receive timely referrals to the EI program and that the Head Start and EI programs work collaboratively to meet the individual needs of the child and his or her family.

As of FFY 2009, the standard operating procedures for this indicator include:

- Requiring all EI/ECSE programs to report monthly on numbers of infants and toddlers referred and the sources of the referrals.
- Providing programs a data analysis worksheet if their data fall outside the state established performance threshold and they are not justified to meet the target. ODE reviews program-level analysis to inform findings as part of the SPR&I process.
- Providing programs an improvement planning template to document their planned activities to identify children birth to age three. ODE reviews program-level improvement plans as part of the SPR&I process.

Baseline Data for FFY 2004 (2004-2005):

A. Data for other states with similar eligibility definitions

**Infants Birth to Age One Receiving Early Intervention Services
Narrow Eligibility Criteria Group 2004 – 2005**

Oregon			Average of Other States with Similar Eligibility Definitions		
Total number of children	Total number of children birth to age one receiving early intervention services	Percent of children receiving early intervention services	Total number of children	Total number of children birth to age one receiving early intervention services	Percent of children receiving early intervention services
44,962	229	0.51%	671,390	5,043	0.75%

Source: The U.S. Bureau of the Census, August 2005; SECC 2004; OSEP Table 8-3a (State Eligibility Tables)

B. National data

Infants Birth to Age One Receiving Early Intervention Services 2004 - 2005

Oregon			National		
Total number of children	Total number of children birth to age one receiving early intervention services	Percent of children receiving early intervention services	Total number of children	Total number of children birth to age one receiving early intervention services	Percent of children receiving early intervention services
44,962	229	0.51%	4,143,461	38,192	0.92%

Source: The U.S. Bureau of the Census, August 2005; SECC 2004; OSEP Table 8-4a (State Eligibility Tables)

Discussion of Baseline Data:

In the three groupings of states with similar eligibility criteria established by OSEP, Oregon falls into the narrow group. Comparison data show that Oregon (0.51%) is below the average for this group (0.75%).

Oregon (0.51%) is below the national percentage (0.92%) of infants receiving early intervention services.

Data suggest that although Oregon is in the grouping of states with narrow early intervention eligibility criteria, Oregon may be under-identifying infants who need these services.

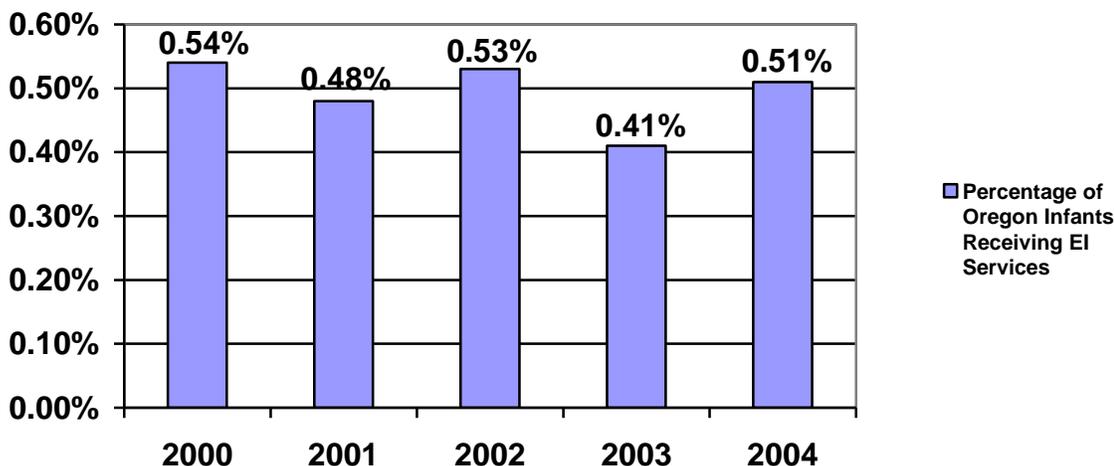
Development of Measurable and Rigorous Targets

ODE used trend data from 2000 - 2004 to work with stakeholders in developing targets for the remainder of the SPP. Trend data show very little change from 2000 to 2003 in the percentage of Oregon infants and toddlers who receive early intervention service. Stakeholders recommended the following:

- Begin in 2005 with a target that matches the 2004 data.
- Set targets for the years 2005 - 2010 with gradual increments of growth, with some targets at the same level to allow EI/ECSE programs time to achieve the results of planned child find activities.
- Set a target of 0.75% for 2010.

As per the SPP/APR instructions, ODE is adding targets for this indicator for FFY 2011 and FFY 2012. After consulting with stakeholders at the annual stakeholders meeting in November 2010, ODE established measureable and rigorous targets for FFY 2010, FFY 2011, and FFY 2012.

Infants Birth to Age One Receiving Early Intervention Services 2000-2004



Source: U. S. Bureau of the Census, August 2005; SECC 2000 – 2004.

Note: The total number of children from birth to age one was calculated using population estimates from U. S. Bureau of the Census, August 2005. The total number of children from birth to age one that received early intervention services was obtained from SECC that occurs annually on December 1.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0.51% of infants, birth to age 1, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2006 (2006-2007)	0.60% of infants, birth to age 1, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2007 (2007-2008)	0.60% of infants, birth to age 1, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2008 (2008-2009)	0.70% of infants, birth to age 1, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2009 (2009-2010)	0.75% of infants, birth to age 1, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2010 (2010-2011)	0.62% of infants, birth to age 1, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2011 (2011-2012)	0.63% of infants, birth to age 1, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2012 (2012-2013)	0.64% of infants, birth to age 1, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.

Improvement Activities/Timelines/Resources (through 2012):

Pending approval from OSEP, ODE proposes deleting Activity 2, as this activity has been completed. Analysis of referral data did not produce results that were useful for informing program improvement.

Improvement Activities	Timelines	Resources
Improvement Activity 1: ODE will work with state-level interagency partners including health, mental health, and child care to ensure referrals of infants who may be eligible for early intervention.	Ongoing	ODE staff Interagency partners
Improvement Activity 2: ODE will provide targeted technical assistance to EI/ECSE programs performing below state targets, that are not “justified to meet” the target, and which do not demonstrate improvement from the previous year for this indicator.	Annually	ODE staff

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Part C FFY 2012 State Performance Plan (SPP) for 2005-2012

Monitoring Priority: Effective General Supervision Part C/Child Find

**Indicator 6: Percent of infants and toddlers birth to 3 with IFSPs compared to national data.
(20 USC 1416(a)(3)(B) and 1442)**

Measurement:

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

Overview of Issue/Description of System or Process:

Local Early Intervention/Early Childhood Special Education (EI/ECSE) programs and school districts have joint and separate responsibilities for locating, identifying, and evaluating all children birth to age three who reside within its jurisdiction and are suspected of being eligible for EI services.

The following are joint EI/ECSE and school district responsibilities:

- Conducting public awareness activities including announcements on television, radio, and newspaper; presentations at community meetings; and outreach to those who may not understand English, who may move frequently, or who may live in rural or isolated areas.
- Disseminating to parents the EI/ECSE brochure and materials developed by local programs on the availability of EI/ECSE services, including materials for non-English speaking families; this includes how to make a referral and how to obtain an eligibility evaluation for EI/ECSE services.
- Developing communication links with community agencies that provide services to the children who may be eligible for EI/ECSE, including the dissemination of child find materials to hospitals, clinics, public health agencies, pediatricians, pediatric nurses, Head Start, Early Head Start, community preschools, childcare providers, and social service professionals involved in family or child services.
- Publishing notices, before any major child find activity, which inform parents that confidentiality requirements apply to these activities. Circulation of this notice must be adequate to inform parents within the jurisdiction of the EI/ECSE program and school district.

Local school districts are responsible, financially and legally, for EI/ECSE eligibility evaluations. School districts may contract with local EI/ECSE programs or another entity to fulfill these requirements.

The following are required in evaluating children for EI/ECSE eligibility:

- Administering and scoring tests, interpreting evaluation scores, conducting child observations, gathering developmental histories, conducting parent interviews, and writing evaluation reports.
- Evaluating children referred for an EI eligibility evaluation within 45 calendar days from referral to IFSP.
- Conducting ECSE eligibility evaluations for children enrolled in EI and approaching their third birthday (OAR 581-015-2805).
- Evaluating children referred for an ECSE eligibility evaluation within 60 school days of parent consent for evaluation.

Local EI/ECSE programs are responsible for providing a referral and evaluation process in each county that includes the following:

- Providing a year-round primary contact that receives and processes referrals for children suspected of being eligible for EI/ECSE services.
- Assuring that all children referred as suspected of having a disability are referred to the child's local school district or agency contracted by the district, for EI/ECSE eligibility evaluations.

- Assisting the local school districts to meet the responsibility for eligibility evaluations for EI services within 45 calendar days from referral. This might be accomplished by helping form evaluation consortia through district contracts with ESDs and other sources.
- Convening teams to determine eligibility for EI/ECSE services.
- Assuring eligibility determinations are conducted in compliance with applicable federal and Oregon statutes, regulations, and guidelines.
- Referring children who are eligible for EI/ECSE services to the county's EI/ECSE program for the development of the IFSP and placement in appropriate services.
- Assuring child find materials are disseminated to non-English-speaking families and are available in locations frequented by families of young children.

The Oregon Department of Education (ODE) works with other agencies to assure the early identification of infants and toddlers with or with the likelihood of developing developmental delay(s), including:

- Developing a Memorandum of Understanding with the Oregon Department of Human Services (DHS) Child Welfare to assure that all children birth to age 3 who are victims of substantiated child abuse or neglect, including children who are substantiated as affected by illegal substance abuse or withdrawal symptoms resulting from prenatal exposure, receive developmental screening and are referred to local EI/ECSE programs. These policies and procedures meet the requirements under the Child Abuse and Prevention Treatment Act (CAPTA) and IDEA 2004. ODE annually reviews county-level CAPTA agreements.
- Developing a Memorandum of Understanding with the DHS Early Hearing Detection and Intervention Program (EHDI) to implement a law requiring follow-up for infants who are suspected of being deaf or hearing impaired. ODE works with the EHDI program to monitor referrals made to EI/ECSE programs to ensure follow through with these infants and their families. These policies and procedures assure that infants are referred immediately to the EI/ECSE program and that the EI/ECSE program follows up with the DHS EHDI program with the status of the infant's enrollment in the EI/ECSE program.
- Development of an Intergovernmental Agreement with the Office of Head Start/ Early Head Start, Region X Head Start/Early Head Start, Region XI American Indian/Alaska Native Head Start and Region XII Migrant/Seasonal Head Start to assure that infants and their families receive timely referrals to the EI program and that the Head Start and EI programs work collaboratively to meet the individual needs of the child and his or her family.

As of FFY 2009, the standard operating procedures for this indicator include:

- Requiring all EI/ECSE programs to report monthly on numbers of infants and toddlers referred and the sources of the referrals.
- Providing programs a data analysis worksheet if their data fall outside the state established performance threshold and they are not "justified to meet" the target. ODE reviews program-level analysis to inform findings as part of the SPR&I process.
- Providing programs an improvement planning template to document their efforts to identify children birth to age three. ODE reviews program-level improvement plans to inform findings as part of the SPR&I process.

Baseline Data for FFY 2004 (2004-2005):

A. Other states with similar eligibility definitions

**Infants Birth to Age Three Receiving Early Intervention Services
Narrow Eligibility Criteria Group 2004 - 2005**

Oregon			Average of Other States with Similar Eligibility Definitions		
Total number of children	Total number of children birth to age three receiving early intervention services	Percent of children receiving early intervention services	Total number of children	Total number of children receiving early intervention services	Percent of children receiving early intervention services
134,621	2,081	1.55%	1,990,359	34,527	1.73%

Source: The U.S. Bureau of the Census, August 2005; SECC 2004; OSEP Table 8-3a (State Eligibility Tables)

B. National data

**Infants Birth to Age Three Receiving Early Intervention Services
2004 - 2005**

Oregon			National		
Total number of children	Total number of children birth to age three receiving early intervention services	Percent of children receiving early intervention services	Total number of children	Total number of children receiving early intervention services	Percent of children receiving early intervention services
134,621	2,081	1.55%	12,311,909	275,484	2.24%

Source: The U.S. Bureau of the Census, August 2005; SECC 2004; OSEP Table 8-3c (State Eligibility Tables)

Discussion of Baseline Data:

In the three groupings of states with similar eligibility criteria established by OSEP, Oregon falls into the narrow group. Comparison data show that Oregon (1.55%) is below the average for this group (1.73%). Within this group, nine states have a higher percentage and five states have a lower percentage than Oregon.

Oregon (1.55%) is below the national percentage (2.24%) of infants and toddlers receiving early intervention services.

Data suggest that although Oregon is in the grouping of states with narrow early intervention eligibility criteria, Oregon may be under-identifying infants and toddlers who need these services.

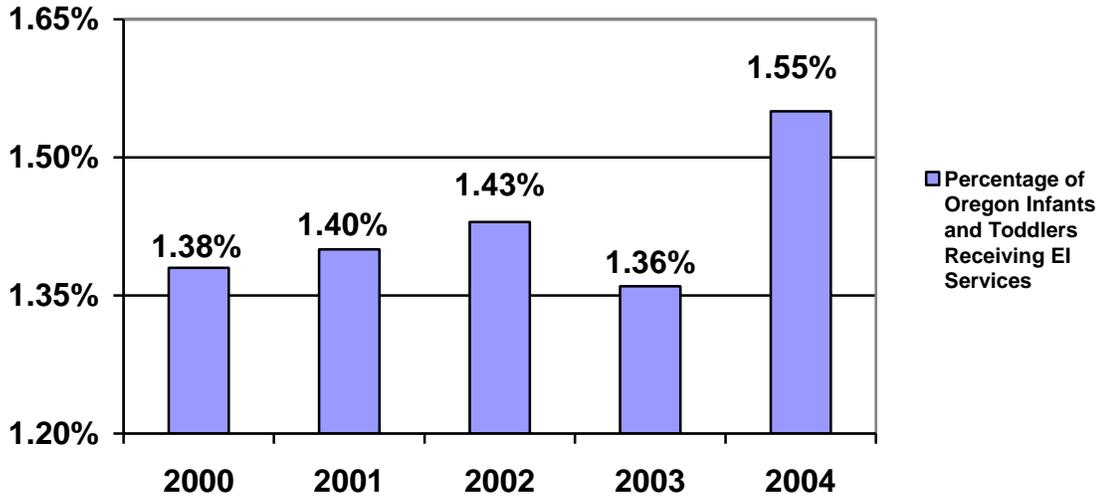
Development of Measurable and Rigorous Targets

ODE used trend data from 2000 - 2004 to work with stakeholders in developing targets for the next six years. Trend data show very little change from 2000 to 2003 (ranging from 1.36% to 1.43%) in the percentage of Oregon infants and toddlers who receive early intervention service. The biggest change occurred from 2003 to 2004 (1.36% to 1.55%). Stakeholders recommended the following:

- Begin in 2005 with a target that matches the 2004 data.
- Set targets for the years 2005 - 2010 with gradual increments of growth, with some targets at the same level to allow EI/ECSE programs time to achieve the results of planned child find activities.
- Set a target of 2% for 2010.

As per the SPP/APR instructions, ODE is adding targets for this indicator for FFY 2011 and FFY 2012. After consulting with stakeholders at the annual stakeholders meeting in November 2010, ODE established measureable and rigorous targets for FFY 2010, FFY 2011, and FFY 2012.

Infants and Toddlers Birth to Age Three Receiving Early Intervention Services 2000 - 2004



Source: U. S. Bureau of the Census, August 2005; SECC 2000 – 2004.

Note: The total number of children from birth to age three was calculated using population estimates from U. S. Bureau of the Census, August 2005. The total number of children from birth to age three that received early intervention services was obtained from SECC that occurs annually on December 1.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	1.55% of infants and toddlers, birth to age 3, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2006 (2006-2007)	1.67% of infants and toddlers, birth to age 3, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2007 (2007-2008)	1.67% of infants and toddlers, birth to age 3, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2008 (2008-2009)	1.83% of infants and toddlers, birth to age 3, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2009 (2009-2010)	1.83% of infants and toddlers, birth to age 3, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2010 (2010-2011)	2.0% of infants and toddlers, birth to age 3, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2011 (2011-2012)	2.1% of infants and toddlers, birth to age 3, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.
2012 (2012-2013)	2.2% of infants and toddlers, birth to age 3, in conformance with state eligibility requirements, are determined eligible for early intervention services and have IFSPs.

Improvement Activities/Timelines/Resources:

Pending approval from OSEP, ODE proposes deleting Activity 2, as this activity has been completed. Analysis of referral data did not produce results that were useful for informing program improvement.

Improvement Activities	Timelines	Resources
Improvement Activity 1: ODE will work with state-level interagency partners including health, mental health, and child care to ensure referrals of infants and toddlers who may be eligible for early intervention.	Ongoing	ODE staff Interagency partners
Improvement Activity 2: ODE will provide targeted technical assistance to EI/ECSE programs performing below state targets, that are not “justified to meet” the target, and which do not demonstrate improvement from the previous year for this indicator.	Annually	ODE staff

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Part C FFY 2012 State Performance Plan (SPP) for 2005-2012

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 infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline) divided by the (# of infants and toddlers with IFSPs evaluated and assessed for whom an initial IFSP meeting was required to be conducted)] times 100.

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

Overview of Issue/Description of System or Process:

Oregon has a seamless system of services for children with disabilities from birth through age five that is operated by the Oregon Department of Education (ODE). ODE contracts with nine Education Service Districts (ESDs) across the state to provide EI/ECSE services in 33 local programs from FFY 2005-2008 and 35 programs from FFY 2009 forward. All of the ESDs either provide services or subcontract with local providers to provide EI/ECSE services. This system includes Part C for children birth to age three and Part B for children from age three to kindergarten age, which is age five in Oregon. Children who are age five by September 1 are eligible for public school with special education services provided by the local school district.

Each Oregon county has a designated referral and evaluation agency that acts as the single point of entry for children into the Early Intervention/Early Childhood Special Education (EI/ECSE) system. When an early intervention referral is received by the designated agency, it works with the family to conduct a developmental screening of the child and/or to schedule an early intervention eligibility evaluation. Local school districts have the legal and fiscal responsibility for conducting EI eligibility evaluations. Most districts contract with the local EI/ECSE program to fulfill the evaluation responsibilities, including conducting the evaluation within 45 days. When the evaluation is complete, the EI/ECSE program convenes a team to determine EI eligibility and develop the initial IFSP. The EI/ECSE program is responsible for conducting initial IFSP meetings within 45 days of the child's referral to the program.

State monitoring findings for timely EI evaluations and initial IFSP meetings in 2000 and 2001 prompted ODE to gather additional data in 2002 from all 33 EI/ECSE programs in the state. These additional data confirmed a systemic issue with completing timely evaluations and holding initial IFSP meetings within 45 days. Data showed that 18% of the programs (6/33) were in compliance with these requirements.

In 2003 and 2004, ODE provided technical assistance to EI/ECSE contractors and subcontractors on tracking referral timelines and conducting evaluations and initial IFSP meetings in the 45-day time period. In summer 2004, ODE developed sanctions for programs with continued noncompliance with the 45-day timeline requirement. In September 2004, ODE instituted a system requiring contractors to submit monthly data about timeliness, analyze specific reasons for not meeting the 45-day timeline, and develop solutions for meeting the 45-day timeline.

In response to OSEP's findings through review of Oregon's 2002 APR and the OSEP verification visit in July 2004, ODE submitted a plan "to ensure compliance with Part C's 45-day timeline requirement for completing EI evaluations and initial IFSP meetings." All instances of non-compliance by programs are addressed through a corrective action plan with continued non-compliance resulting in a series of ODE-

enforced sanctions. ODE reported its progress in meeting these requirements to OSEP in June 2005 and November 2005.

As of FFY 2009, the standard operating procedures for this indicator include:

- EI/ECSE programs submit monthly 45-day timeline data to ODE.
- ODE notifies the area contractor and county coordinator of noncompliance with the 45-day timeline (34 CFR §§303.321(e)(2), 303.322(e)(1), and 303.342(a)).
- EI/ECSE Programs submit a corrective action plan (CAP) for any child for whom the 45-day timeline was not met. Included in the CAP are:
 - The number of days needed to complete the initial referral, eligibility and IFSP process.
 - The child’s initials and birth date.
 - The specific reasons for not meeting the 45-day timeline.
 - Corrective actions based on an analysis of the problem(s).
 - Activities planned to address each problem identified.
- ODE verifies that each program with noncompliance is correctly implementing the 45-day timeline through review of subsequent monthly data submissions (achieving 100% compliance).
- ODE requires additional corrective action for programs showing ongoing noncompliance.

Baseline Data for FFY 2004 (2004-2005):

The percentage was calculated using data collected monthly from all EI/ECSE programs in the state. The data are cumulative from July 1, 2004, through June 30, 2005.

**EI Evaluations and Initial IFSP Meetings Completed in 45 Days
2004-2005**

Total number	Total number completed timely	Percent of EI evaluations and initial IFSP meetings completed within 45 days
2,984	2,824	95%

Source: Monthly EI/ECSE reports to ODE

Note: In a letter from OSEP on January 14, 2005, about the 2002 APR, OSEP indicated that “documented family circumstances represent reasonable explanations for exceeding the 45-day timeline, and therefore, should be excluded when determining noncompliance with Part C’s 45-day timeline requirement.” This occurred with 37 children that are included in the baseline data. If this clarification is applied, the adjusted baseline data are 96% (2824/2947).

Account of Untimely Evaluations

In January 2005, ODE began requiring the documentation of reasons for not meeting the 45-day timeline. From January 2005 through June 2005, eleven evaluations and initial IFSP meetings did not meet the 45-day timeline for the following reasons: program breaks (4), staff communication problems (4), insufficient evaluation time periods (2), and failing to schedule an IFSP meeting early enough (1). The programs with these issues developed and implemented corrective action plans to ensure completion of EI evaluations and initial IFSP meetings within the 45-day timeline.

Discussion of Baseline Data:

Gains are evident from 2003 to 2004. ODE requires EI/ECSE programs with noncompliance in completing EI evaluations and initial IFSPS meetings in 45 days to address the noncompliance through a corrective action plan. ODE enforced a series of sanctions for evidence of continued noncompliance.

EI Evaluations and Initial IFSP Meetings Completed in 45 Days

Year	Percent of EI evaluations and initial IFSP meetings completed within 45 days
2003	72% (1574/2181)
2004	95% (2824/2948)

Source: Monthly EI/ECSE reports to ODE

Note: In a letter from OSEP on January 14, 2005, about the 2002 APR, OSEP indicated that “documented family circumstances represent reasonable explanations for exceeding the 45-day timeline, and therefore, should be excluded when determining noncompliance with Part C’s 45-day timeline requirement.” This occurred with 37 children that are included in the baseline data. If this clarification is applied, the adjusted baseline data are 96% (2824/2947).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of eligible infants and toddlers with IFSPs will have evaluation, assessment, and initial IFSP meeting conducted within 45 days.
2006 (2006-2007)	100% of eligible infants and toddlers with IFSPs will have evaluation, assessment, and initial IFSP meeting conducted within 45 days.
2007 (2007-2008)	100% of eligible infants and toddlers with IFSPs will have evaluation, assessment, and initial IFSP meeting conducted within 45 days.
2008 (2008-2009)	100% of eligible infants and toddlers with IFSPs will have evaluation, assessment, and initial IFSP meeting conducted within 45 days.
2009 (2009-2010)	100% of eligible infants and toddlers with IFSPs will have evaluation, assessment, and initial IFSP meeting conducted within 45 days.
2010 (2010-2011)	100% of eligible infants and toddlers with IFSPs will have evaluation, assessment, and initial IFSP meeting conducted within 45 days.
2011 (2011-2012)	100% of eligible infants and toddlers with IFSPs will have evaluation, assessment, and initial IFSP meeting conducted within 45 days.
2012 (2012-2013)	100% of eligible infants and toddlers with IFSPs will have evaluation, assessment, and initial IFSP meeting conducted within 45 days.

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources
Improvement Activity 1: ODE will review statewide compliance data, identify barriers to the completion of evaluation, assessment, and initial IFSP meetings being conducted within 45 days, and disseminate information to EI/ECSE programs to ensure compliance with this indicator.	Annually	ODE staff EI/ECSE Program staff
Improvement Activity 2: ODE will work with a select number of EI/ECE programs whose data show both high and low compliance with this indicator to identify effective practices and barriers to compliance with the 45-day timeline.	Monitored monthly, ongoing	ODE staff EI/ECSE Program staff

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Part C FFY 2012 State Performance Plan (SPP) for 2005-2012

Monitoring Priority: Effective General Supervision Part C/Effective Transition

Indicator 8: The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead agency has:

- A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;
- B. Notified (consistent with any opt-out policy adopted by the State) the SEA and the LEA where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services; and
- C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

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

Measurement:

- A. Percent = [(# of toddlers with disabilities exiting Part C who have an IFSP with transition steps and services at least 90 days, and at the discretion of all parties at least nine months, prior to their third birthday) divided by the (# of toddlers with disabilities exiting Part C)] times 100.
- B. Percent = [(# of toddlers with disabilities exiting Part C where notification (consistent with any opt-out policy adopted by the State) to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.
- C. Percent = [(# of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties at least nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.

Account for untimely transition planning under 8A, 8B, and 8C, including the reasons for delay.

Overview of Issue/Description of System or Process:

Oregon has a seamless system of services for children with disabilities from birth through age five that is operated by the Oregon Department of Education (ODE). ODE contracts with nine Education Service Districts (ESDs) across the state to provide EI/ECSE services in 33 local programs from FFY 2005-2008 and 35 programs from FFY 2009 forward. All of the ESDs either provide services or subcontract with local programs to provide EI/ECSE services. This system includes Part C for children birth to age three and Part B for children from age three to kindergarten age, which is age five in Oregon. While there are some eligibility differences between early intervention and early childhood special education, the program is seamless in its delivery of services in an effort to minimize transitions for families. Most children who receive EI services continue to receive ECSE services at age three.

ODE requires EI/ECSE programs to have an IFSP meeting in which transition is addressed at least 90 days and, with the family's permission, up to nine months prior to the third birthday of children receiving early intervention services. Transition is addressed at this IFSP meeting and includes the following:

- Discussions with and training of parents about future services, placements, and other matters related to the child's transition.
- Planning the child's eligibility evaluation for ECSE (Part B) services.

- Planning procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in the new setting or steps to exit from the EI program.
- Review of the child's program options for the period from the child's third birthday through the remainder of the school year.
- With parental consent, transmission of information about the child to the ECSE program or other service provider, if different from the child's EI program.

The EI/ECSE program is required to ensure that parental consent for ECSE evaluation is obtained, the evaluation conducted, and eligibility determined. For children eligible for ECSE services, an ECSE IFSP meeting is required to be held to develop the ECSE IFSP, determine ECSE placement, and obtain parent consent for initial placement in special education. ECSE eligibility and implementation of services for children found eligible are required to be in place by the child's third birthday. For children not eligible for ECSE services, the child's IFSP team develops a transition plan to support the child's transition to other services or to exit the program. The plan includes referrals to other services when appropriate.

Children evaluated for Part C services are known to the school district (LEA) because it is responsible, financially and legally, for both EI and ECSE eligibility evaluations. The district also provides transportation, when necessary, for children and their families to access EI services and conducts ECSE eligibility evaluations for children enrolled in EI as children approach their third birthday. Therefore, additional notification to the district, when a child approaches age three, is not necessary. If the ECSE provider is different from the child's EI provider, then notification, with parent consent, is provided to the new service provider.

The Oregon Department of Education (ODE) requires EI/ECSE programs to have an IFSP meeting in which transition is addressed at least 90 days and, with the family's permission, up to nine months prior to the third birthday of children receiving early intervention services. Transition is addressed at this IFSP meeting and includes the following:

- Discussions with and training of parents about future services, placements, and other matters related to the child's transition.
- Planning the child's eligibility evaluation for ECSE (Part B) services.
- Planning procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in the new setting or steps to exit from the EI program.
- Review of the child's program options for the period from the child's third birthday through the remainder of the school year.
- With parental consent, transmission of information about the child to the ECSE program or other service provider, if different from the child's EI program.

The EI/ECSE program is required to ensure that parental consent for ECSE evaluation is obtained, the evaluation conducted, and eligibility determined. For children eligible for ECSE services, an ECSE IFSP meeting is required to be held to develop the ECSE IFSP, determine ECSE placement, and obtain parent consent for initial placement in special education. ECSE eligibility and implementation of services for children found eligible are required to be in place by the child's third birthday. For children not eligible for ECSE services, the child's IFSP team develops a transition plan to support the child's transition to other services or to exit the program. The plan includes referrals to other services when appropriate.

Children evaluated for Part C services are known to the school district (LEA) because it is responsible, financially and legally, for both EI and ECSE eligibility evaluations. The district also provides transportation, when necessary, for children and their families to access EI services and conducts ECSE eligibility evaluations for children enrolled in EI as children approach the third birthday. Therefore, additional notification to the district, when a child approaches age three, is not necessary. If the ECSE provider is different from the child's EI provider, then notification, with parent consent, is provided to the new service provider.

Oregon has not adopted the optional written policy that requires the lead agency to provide notice to the parent of an eligible child with an IFSP of the impending notification to the SEA and LEA under IDEA section 637(a)(9)(A)(ii)(I) and §303.209(b)(1) and (2) and permits the parent within a specified time period to “opt out” of the referral.

All EI/ECSE programs are required to participate in System Performance Review & Improvement (SPR&I). The SPR&I system focuses on procedural compliance and performance indicators identified through federal and state regulations and previous state accountability findings.

As part of the standard operating procedures through SPR&I, EI/ECSE programs:

- Engage in self-assessment through data collection, review, and analysis to inform meaningful improvement.
- Report to ODE on timely transition planning for a predetermined number of child files selected for review.
- Address noncompliance with timely transition steps and services through corrective action documented in SPR&I that includes verifying that services were provided to children, an explanation for the cause of the noncompliance, correction of practices that contributed to the noncompliance, and demonstration of current compliance through subsequent data collection.

Baseline Data for FFY 2004 (2004-2005):

A. 78% = 7 (the number of children exiting Part C who have an IFSP transition steps and services) divided by 9 (the number of children exiting Part C times 100)).

B. All children receiving EI services are already known to the ECSE program since both EI and ECSE services are delivered by the same program. Also, children transitioning from Part C to Part B are already known to the school district because the school district is responsible (under state law) for EI and ECSE evaluations and transportation services.

C. 89% = 8 (number of children exiting Part C and potentially eligible for Part B where the transition conference occurred) divided by 9 (the number of children exiting Part C who were potentially eligible for Part B times 100).

Discussion of Baseline Data:

In 2004-2005 eight of the 33 EI/ECSE programs in the state were selected for monitoring based on a six-year monitoring cycle by county. The baseline data were collected using a predetermined number of child files selected for review in each program. Files were selected to incorporate children with a variety of disabilities, children from diverse ethnic groups and children at EI transition age. ODE recognizes that the selection process resulted in a small number of files of transition-age children reviewed and will increase the number reviewed to more effectively evaluate this indicator.

A. Transition Steps and Services

Eight EI/ECSE programs were monitored during 2004-2005. From these eight programs, files of nine children who were transitioning from EI to ECSE or other services were reviewed. Of these nine files, 78% (7/9) included timely transition planning to support the child’s transition to preschool and other appropriate community services by the child’s third birthday. One child’s file had no evidence of a transition plan meeting or services, and one child had a transition plan documented but transition steps and services were not specified.

Noncompliance with EI transition occurred in two different EI/ECSE programs. ODE required the programs to submit improvement plans targeting transition planning to support the child’s transition to preschool and other appropriate community services by the child’s third birthday. Both programs will report evidence of correction to ODE within one year. ODE will verify sustainability of this correction through child file review data in April 2007.

B. Notification to LEA

Children evaluated for Part C services are known to the school district (LEA) because it is responsible, financially and legally, for both EI and ECSE eligibility evaluations. The district also provides transportation, when necessary, for children and their families to access EI services and conducts ECSE eligibility evaluations for children enrolled in EI as children approach the third birthday. Children receiving EI services are already known to the ECSE program since both EI and ECSE services are delivered by the same program.

C. Transition Conference

Of the nine files reviewed for EI transition, 89% (8/9) included evidence of a transition planning conference at least 90 calendar days, and, at the discretion of the parties, up to nine months before the third birthday. One child’s file had no evidence that a transition planning meeting occurred.

The program with noncompliance in this area submitted an improvement plan to ODE targeting convening transition planning meetings at least 90 calendar days, and, at the discretion of the parties, up to nine months before the third birthday. ODE required the program to submit an improvement plan targeting transition planning meetings. The program will report evidence of correction to ODE within one year. ODE will verify sustainability of this correction through child file review data in April 2007.

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>A. 100% of children exiting Part C have an IFSP with transition steps and services to support the child’s transition to preschool and other appropriate community services prior to the third birthday.</p> <p>B. 100% of children exiting Part C and potentially eligible for Part B have the ECSE program notified prior to the third birthday.</p> <p>C. 100% of children exiting Part C and potentially eligible for Part B have a transition conference at least 90 calendar days, and, at the discretion of the parties, up to nine months before the third birthday.</p>
<p>2006 (2006-2007)</p>	<p>A. 100% of children exiting Part C have an IFSP with transition steps and services to support the child’s transition to preschool and other appropriate community services prior to the third birthday.</p> <p>B. 100% of children exiting Part C and potentially eligible for Part B have the ECSE program notified prior to the third birthday.</p> <p>C. 100% of children exiting Part C and potentially eligible for Part B have a transition conference at least 90 calendar days, and, at the discretion of the parties, up to nine months before the third birthday.</p>
<p>2007 (2007-2008)</p>	<p>A. 100% of children exiting Part C have an IFSP with transition steps and services to support the child’s transition to preschool and other appropriate community services prior to the third birthday.</p> <p>B. 100% of children exiting Part C and potentially eligible for Part B have the ECSE program notified prior to the third birthday.</p> <p>C. 100% of children exiting Part C and potentially eligible for Part B have a transition conference at least 90 calendar days, and, at the discretion of the parties, up to nine months before the third birthday.</p>
<p>2008 (2008-2009)</p>	<p>A. 100% of children exiting Part C have an IFSP with transition steps and services to support the child’s transition to preschool and other appropriate community services prior to the third birthday.</p> <p>B. 100% of children exiting Part C and potentially eligible for Part B have the ECSE program notified prior to the third birthday.</p> <p>C. 100% of children exiting Part C and potentially eligible for Part B have a transition conference at least 90 calendar days, and, at the discretion of the parties, up to nine months before the third birthday.</p>

<p>2009 (2009-2010)</p>	<p>A. 100% of children exiting Part C have an IFSP with transition steps and services to support the child’s transition to preschool and other appropriate community services prior to the third birthday. B. 100% of children exiting Part C and potentially eligible for Part B have the ECSE program notified prior to the third birthday. C. 100% of children exiting Part C and potentially eligible for Part B have a transition conference at least 90 calendar days, and, at the discretion of the parties, up to nine months before the third birthday.</p>
<p>2010 (2010-2011)</p>	<p>A. 100% of children exiting Part C have an IFSP with transition steps and services to support the child’s transition to preschool and other appropriate community services prior to the third birthday. B. 100% of children exiting Part C and potentially eligible for Part B have the ECSE program notified prior to the third birthday. C. 100% of children exiting Part C and potentially eligible for Part B have a transition conference at least 90 calendar days, and, at the discretion of the parties, up to nine months before the third birthday.</p>
<p>2011 (2011-2012)</p>	<p>A. 100% of toddlers with disabilities exiting Part C have an IFSP with transition steps and services to support the child’s transition to preschool and other appropriate community services prior to the third birthday. B. 100% of toddlers with disabilities exiting Part C have the ECSE program notified prior to the third birthday. C. 100% of toddlers with disabilities exiting Part C have a transition conference at least 90 calendar days, and, at the discretion of the parties, up to nine months before the third birthday.</p>
<p>2012 (2012-2013)</p>	<p>A. 100% of toddlers with disabilities exiting Part C have an IFSP with transition steps and services to support the child’s transition to preschool and other appropriate community services prior to the third birthday. B. 100% of toddlers with disabilities exiting Part C have the ECSE program notified prior to the third birthday. C. 100% of toddlers with disabilities exiting Part C have a transition conference at least 90 calendar days, and, at the discretion of the parties, up to nine months before the third birthday.</p>

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources
<p>Improvement Activity 1: ODE will review statewide compliance data, identify barriers to the timely provision of transition conferences, steps and services, and disseminate information to EI/ECSE programs to ensure compliance with this indicator.</p>	<p>Annually</p>	<p>ODE staff EI/ECSE Program staff SPR&I reports</p>
<p>Improvement Activity 2: ODE will work with a select number of EI/ECSE programs whose data show both high and low compliance with this indicator to identify effective practices and barriers to compliance with the provision of timely transition steps and services.</p>	<p>Annually</p>	<p>ODE staff EI/ECSE Program staff</p>
<p>Improvement Activity 3: ODE will require EI/ECSE programs that are performing below state targets and not demonstrating improvement from the previous year to:</p> <ul style="list-style-type: none"> • Review and submit their transition procedures to ODE; • Revise procedures as needed; and • Provide training to program staff to ensure compliance with the timely transition planning. 	<p>Annually</p>	<p>ODE staff EI/ECSE Program staff</p>

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Part C FFY 2012 State Performance Plan (SPP) for 2005-2012

Monitoring Priority: Effective General Supervision Part C / General Supervision

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

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

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

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

Overview of Issue/Description of System or Process:

In 2003-2004, eight Early Intervention/Early Childhood Special Education (EI/ECSE) programs were selected for monitoring on a county based, six-year cycle. Programs completed self-assessment activities through a collaborative process with the Oregon Department of Education (ODE); developed improvement plans based on self-assessment results (which included strategies designed to correct identified noncompliance); implemented improvement activities; and reported progress annually to the ODE. Data reported for this indicator reflect procedural noncompliance identified during 2003-2004, with correction of noncompliance required during 2004-2005.

Beginning in FFY 2005, all districts and EI/ECSE programs in Oregon receiving IDEA funds were required to participate in the ODE Systems Performance Review & Improvement (SPR&I) system of annual accountability and performance reporting. This system focuses on compliance and performance indicators identified through federal and state regulation. The SPR&I system provides ODE a mechanism for review of district/program policies, procedures, and practices. Oregon meets the majority of its state agency general supervision requirements through the implementation of the SPR&I monitoring and accountability system.

The following activities are considered standard operating procedure for the SPR&I system of compliance monitoring.

- **SPR&I Annual Training:** ODE offers annual regional trainings to all programs each fall. Regional trainings include an overview of the SPR&I annual reporting system, use of and updates to the SPR&I database, and compliance training. Programs are required to send to this annual training, at a minimum, one licensed special education administrator responsible for the supervision of EI/ECSE. In addition, at least one Education Service District (ESD) licensed staff and/or administrator is encouraged to attend in order to build capacity in providing programs within their jurisdiction subsequent technical assistance as needed. Programs are encouraged to send a small team to continue efforts for local capacity building in the areas of procedural compliance.
- **Grant Awards:** Small formula grants are awarded to programs annually to assist in completing the required activities of the SPR&I system. These grant awards extend through the year.
- **Procedural Compliance Review:** Programs conduct individual child file reviews annually to collect procedural compliance review (PCR) data. These data are collected on a specified number of child files determined by ODE and are evenly split between Early Intervention and Early Childhood Special Education. Individual child procedural compliance data is collected by programs and submitted to ODE electronically through the SPR&I database.

In FFY 2008, ODE enhanced the file review process by using an individual child level data submission process for file review through SPR&I. This enhanced process documents program corrections within individual files, the review of subsequent data for evidence of compliance, and addresses systemic issues when identified.

- **ODE verification:** ODE assigns department personnel (county contacts) to programs to support performance, compliance, and corrective action on an ongoing basis. County contacts validate all compliance data submitted by EI programs. Programs selected by ODE submit a subset of their child file review data to ODE for verification.
- **Correction of noncompliance:** All identified noncompliance must be corrected within one year of written notification by ODE. Correction of noncompliance requires programs to verify that services were provided to children, explain the cause of the noncompliance, correct practices that contributed to the noncompliance, and demonstrate current compliance through subsequent data.
- **Annual Determinations:** All programs in Oregon receive written notification of their determination status annually. Determinations include:
 - ODE criteria for determination status.
 - Written notification of findings made by ODE.
 - Federal and state citation(s) for standard(s) considered out of compliance.
- **Noncompliance identified through other mechanisms:** Complaints and due process hearings may result in findings of noncompliance. ODE uses independent contractors to conduct complaint investigations for ODE, with support, coordination, and additional assistance by ODE legal specialists. When a complaint final order identifies noncompliance and orders corrective action, ODE staff work with program staff to ensure completion of corrective action within required timelines.

ODE has a one-tier due process hearing system. All early intervention due process hearings are conducted by Office of Administrative Hearings (OAH) administrative law judges. OAH and ODE have trained OAH administrative law judges to conduct special education hearings. When a due process hearing final order identifies noncompliance and orders corrective action, ODE staff work with district/program staff to ensure completion of corrective action within required timelines. ODE uses the same dispute resolution system for Part C as for Part B.

Baseline Data for FFY 2004 (2004-2005):

Indicator	Monitoring Method	Number Reviewed	Number with Findings	a. Number of Findings	b. Number Corrected within one year	Percent Corrected within one year
1. Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner	Data collected through self-assessment; verified by the ODE data review and on-site visit.	8	7	12	11	92%
2. Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or programs for typically developing children.	Data collected through self-assessment; verified by the ODE data review and on-site visit.	8	2	2	2	100%

Indicator	Monitoring Method	Number Reviewed	Number with Findings	a. Number of Findings	b. Number Corrected within one year	Percent Corrected within one year
3. Percent of infants and toddlers with IFSPs who demonstrate improved: positive social-emotional skills, acquisition and use of knowledge and skills; use of appropriate behaviors to meet their needs. NEW INDICATOR, NO DATA 2004-05				NEW INDICATOR NO DATA 2004-2005		
4. Percent of families participating in Part C who report that early intervention services helped the family: know their rights; effectively communicate their children’s needs; and help their children develop and learn. NEW INDICATOR, NO DATA 2004-05				NEW INDICATOR NO DATA 2004-2005		
5. Percent of infants and toddlers birth to 1 with IFSPs.	Data collected through self-assessment; verified by the ODE data review and on-site visit.	8	5	5	5	100%
6. Percent of infants and toddlers birth to 3 with IFSPs.	Data collected through self-assessment; verified by the ODE data review and on-site visit.	8	5	5	5	100%
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.	Data collected through self-assessment; verified by the ODE data review and on-site visit.	8	8	25	22	88%

Indicator	Monitoring Method	Number Reviewed	Number with Findings	a. Number of Findings	b. Number Corrected within one year	Percent Corrected within one year
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.	Data collected through self-assessment; verified by the ODE data review and on-site visit.	8	2	4	2	50%
TOTALS	SUM COLUMNS A AND B			53	47	

Discussion of Baseline Data:

Baseline data indicates a total of 53 findings with 47 corrected within one year of identification, resulting in an 89% correction rate. Data reported reflects noncompliance identified as part of monitoring activities during 2003-2004, with required correction of identified noncompliance during 2004-2005.

Eight programs were involved in monitoring activities during the time period indicated for reporting. Agencies with identified noncompliance submitted progress reports in May 2005 informing ODE of their status of completion of correction. Three programs reported evidence of correction of all identified noncompliance within the required timeline. Five of the eight programs provided evidence of progress toward completion of identified noncompliance but did not complete correction of all noncompliance (representing 11% of the findings) within the one-year timeline.

EI/ECSE programs required to report on their status subsequent to November 15, 2005 indicated 100% of these programs completed correction, representing 100% of the remaining findings.

The baseline data shows no findings of noncompliance identified through other mechanisms such as complaints or due process hearings during the baseline year. ODE continues to provide procedural safeguards information, including information about mediation, complaints, and due process hearings, to parents of infants and toddlers. ODE continues to assess the information parents have through the parent survey discussed under indicator C 4.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of findings of noncompliance are corrected as soon as possible but in no case later than one year from identification.
2006 (2006-2007)	100% of findings of noncompliance are corrected as soon as possible but in no case later than one year from identification.
2007 (2007-2008)	100% of findings of noncompliance are corrected as soon as possible but in no case later than one year from identification.
2008 (2008-2009)	100% of findings of noncompliance are corrected as soon as possible but in no case later than one year from identification.
2009 (2009-2010)	100% of findings of noncompliance are corrected as soon as possible but in no case later than one year from identification.
2010 (2010-2011)	100% of findings of noncompliance are corrected as soon as possible but in no case later than one year from identification.

2011 (2011-2012)	100% of findings of noncompliance are corrected as soon as possible but in no case later than one year from identification.
2012 (2012-2013)	100% of findings of noncompliance are corrected as soon as possible but in no case later than one year from identification.

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources
Improvement Activity 1: ODE will review statewide compliance data, identify areas of noncompliance, and disseminate information to ensure compliance with this indicator.	Annually	ODE staff
Improvement Activity 2: ODE provides targeted technical assistance to programs through focused monitoring based on the results of a comprehensive review of compliance and performance indicators and annual determination status	Annually	ODE staff

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Part C FFY 2012 State Performance Plan (SPP) for 2005-2012

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:

The Oregon Department of Education (ODE) oversees complaints, due process hearings, mediations, and other alternative dispute resolution activities as part of its general supervision responsibilities. The Dispute Resolution Committee is a stakeholder group of parents, special educators, a mediator, a parent attorney, a school district attorney, and others. The Dispute Resolution Committee reviews a sample of state complaints and due process final orders issued and all dispute resolution data, including the results of complaint participant surveys.

During FFY 2009, ODE contracted with five external specialists to conduct complaint investigations for ODE, with support and coordination by the ODE special education legal specialist. ODE provided training and oversight for these complaint contractors (investigators).

The standard operating procedures for this indicator include:

- Assigning staff and/or contracted resources necessary to complete complaint investigations and issue written final orders within required timelines.
- Conducting expedited reviews of complaints and request additional information, if necessary, so incomplete complaints do not result in an extension of the 60-day timeline.
- Granting extensions of time for complaint resolution for mediation, local resolution, or settlement negotiations only with written agreement from the complainant and the program.
- Treating the filing of new allegations in a pending complaint as the initiation of a new complaint, unless the new allegations can be investigated as part of the pending complaint without an extension of the timeline.
- Monitoring extensions for exceptional circumstances on a case-by-case basis and consider other options, such as dismissal without prejudice (with permission to refile) as a response to complaints that are incomplete.
- Providing training to complaint contractors about strategies for completing complaint activities and writing final orders within required timelines.

Baseline Data for FFY 2004 (2004-2005):

0 timely complaints = 0 (completed within 60 days) + 0 (timely within extension) divided by 0 (total complaints with reports) times 100.

Discussion of Baseline Data:

ODE did not receive any Part C complaints during 2004 - 2005. ODE data continue to show improvement in timeliness of complaint resolution for Part B (from 29% timely in 2002 to 97% timely for the 2004-2005 school year). ODE continues to implement, with positive results, the strategies in the 2003 APR which are incorporated into the activities below.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	ODE will complete 100% of complaint investigations and issue final written orders within 60 days or within an extended timeline for exceptional circumstances with respect to a particular complaint.
2006 (2006-2007)	ODE will complete 100% of complaint investigations and issue final written orders within 60 days or within an extended timeline for exceptional circumstances with respect to a particular complaint.
2007 (2007-2008)	ODE will complete 100% of complaint investigations and issue final written orders within 60 days or within an extended timeline for exceptional circumstances with respect to a particular complaint.
2008 (2008-2009)	ODE will complete 100% of complaint investigations and issue final written orders within 60 days or within an extended timeline for exceptional circumstances with respect to a particular complaint.
2009 (2009-2010)	ODE will complete 100% of complaint investigations and issue final written orders within 60 days or within an extended timeline for exceptional circumstances with respect to a particular complaint.
2010 (2010-2011)	ODE will complete 100% of complaint investigations and issue final written orders within 60 days or within an extended timeline for exceptional circumstances with respect to a particular complaint.
2011 (2011-2012)	OSEP eliminated the requirement to report on this indicator as of FFY 2011.
2012 (2012-2013)	OSEP eliminated the requirement to report on this indicator as of FFY 2011.

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources
Improvement Activity 1: ODE will monitor extensions for exceptional circumstances on a case-by-case basis and will consider other options, such as dismissal without prejudice (with permission to refile) as a response to complaints that are incomplete.	Ongoing	ODE staff

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Part C FFY 2012 State Performance Plan (SPP) for 2005-2012

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:

The Oregon Department of Education (ODE) has adopted Part B due process hearing procedures for Part C, establishing a 45-day timeline for Part C hearings. ODE has a one-tier due process hearing system. Due process hearings are conducted by the Office of Administrative Hearings (OAH). ODE provides or arranges for special education law training for at least five administrative law judges within the OAH, and these judges are assigned to conduct special education hearings.

The standard operating procedures for this indicator include collaboration with the OAH to provide training to administrative law judges regarding effective hearing management practices to ensure timely completion of hearings and regarding granting and documenting any extensions of timelines in final orders.

Baseline Data for FFY 2004 (2004-2005):

ODE had no fully adjudicated Part C hearings during 2004-2005.

0 = 0 (completed within 45 days) + 0 (completed within extension) divided by 0 (fully adjudicated hearings) times 100.

Discussion of Baseline Data:

For 2004-2005, ODE had no hearing requests for Part C children and no fully adjudicated hearings.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	ODE will complete 100% of fully adjudicated due process hearings within 45 days or within a timeline that is properly extended by the hearing officer at the request of either party.
2006 (2006-2007)	ODE will complete 100% of fully adjudicated due process hearings within 45 days or within a timeline that is properly extended by the hearing officer at the request of either party.
2007 (2007-2008)	ODE will complete 100% of fully adjudicated due process hearings within 45 days or within a timeline that is properly extended by the hearing officer at the request of either party.
2008 (2008-2009)	ODE will complete 100% of fully adjudicated due process hearings within 45 days or within a timeline that is properly extended by the hearing officer at the request of either party.
2009 (2009-2010)	ODE will complete 100% of fully adjudicated due process hearings within 45 days or within a timeline that is properly extended by the hearing officer at the request of either party.
2010 (2010-2011)	ODE will complete 100% of fully adjudicated due process hearings within 45 days or within a timeline that is properly extended by the hearing officer at the request of either party.

2011 (2011-2012)	OSEP eliminated the requirement to report on this indicator as of FFY 2011.
2012 (2012-2013)	OSEP eliminated the requirement to report on this indicator as of FFY 2011.

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources
Improvement Activity 1: ODE will document the reasons for any late orders, analyze this information, and collaborate with the Office of Administrative Hearings to ensure timely orders.	Ongoing	ODE staff

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Part C FFY 2012 State Performance Plan (SPP) for 2005-2012

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:

The Oregon Department of Education (ODE) has adopted Part B hearing procedures for Part C. Under IDEA 2004 Part B, parties to a due process hearing must either participate in a resolution session, agree to waive the resolution session, or agree to mediation in lieu of the resolution session. ODE has developed written guidance and a sample form for documenting resolution session participation and agreements for districts/programs.

ODE provides information about mediation, complaints, and due process hearings to Part C parents in the *Notice of Procedural Safeguards*. ODE has translated the *Notice of Procedural Safeguards* in Spanish, Russian, Vietnamese, and Chinese, and makes it available in alternate formats, upon request. ODE also contracts with the Oregon Parent Training and Information Center to provide information to parents of infants, toddlers, preschool, and school-age children about procedural safeguards, including information about dispute resolution options.

Baseline Data for 2005-2006:

0% = [0 (3.1(a) divided by 0 (3.1)] times 100.

Discussion of Baseline Data:

During 2005-2006, ODE had no Part C due process hearing requests. ODE provides information about mediation, complaints, and due process hearings to Part C parents in the *Notice of Procedural Safeguards*. ODE has translated the *Notice of Procedural Safeguards* in Spanish, Russian, Vietnamese, and Chinese, and makes it available in alternate formats, upon request. ODE also contracts with the Oregon Parent Training and Information Center to provide information to parents of infants, toddlers, preschool, and school-age children about procedural safeguards, including information about dispute resolution options.

As per the SPP/APR instructions, improvement activities and targets are not required for this indicator.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since this is a new indicator, targets will be provided in the 2005 APR due February 1, 2007.
2006 (2006-2007)	Because ODE had less than 10 resolution sessions, no targets are set as per SPP/APR instructions.
2007 (2007-2008)	Because ODE had less than 10 resolution sessions, no targets are set as per SPP/APR instructions.
2008 (2008-2009)	Because ODE had less than 10 resolution sessions, no targets are set as per SPP/APR instructions.
2009 (2009-2010)	As per the SPP/APR instructions, improvement activities and targets are not required for this indicator.

2010 (2010-2011)	Targets and improvement activities will be set if ODE has 10 or more resolution sessions for this indicator.
2011 (2011-2012)	Targets and improvement activities will be set if ODE has 10 or more resolution sessions for this indicator.
2012 (2012-2013)	Targets and improvement activities will be set if ODE has 10 or more resolution sessions for this indicator.

Improvement Activities/Timelines/Resources (through 2012):

As per the SPP/APR instructions, improvement activities and targets are not required for this indicator.

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Part C FFY 2012 State Performance Plan (SPP) for 2005-2012

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:

The Oregon Department of Education (ODE) offers mediation to EI/ECSE programs to resolve special education disputes. ODE uses the same dispute resolution system for Part C as for Part B. During FFY 2009, ODE retained twelve mediators, all independent contractors, to conduct mediations. ODE provides annual training to the mediation panel on the provisions of the IDEA and application of mediation strategies to special education disputes. ODE also conducts outreach to districts/programs and parents to explain the availability of mediation at no cost to districts/programs or parents before the filing of a complaint or hearing request.

ODE surveys participants immediately following mediation and six months later about the participant's satisfaction with the mediation process. Survey results are reviewed by the Dispute Resolution Committee (DRC), a stakeholder group of parents, special educators, a mediator, a parent attorney, a school district attorney, and others. The DRC also includes a representative of the State Interagency Coordinating Council (SICC). The DRC advises ODE on improvements to the dispute resolution system, including mediation.

The standard operating procedures for ODE dispute resolution include:

- Conducting outreach to districts/programs and parents to explain the availability of mediation at no cost to districts/programs or parents before the filing of a complaint or hearing request.
- Providing training for mediators on IDEA, effective strategies for conducting special education mediations, and writing effective mediation agreements.
- Requesting written participant feedback following each mediation and again six months after mediation to determine the sustainability of the agreement.
- Reviewing mediation feedback with the DRC to address program improvement.

Baseline Data for FFY 2004 (2004-2005):

0% = 0 (mediation agreements related to due process hearings) + 0 (mediation agreements not related to due process hearings) divided by 0 (all mediations held) times 100.

Discussion of Baseline Data:

ODE did not have any Part C mediations during the baseline 2004-2005 year.

Part B baseline data show an 86.3% mediation agreement rate, with a slightly higher rate (87.5%) for mediations when a hearing has been requested. The mediation literature suggests that mediation agreement rates in this range indicate a healthy mediation system

Development of Measurable and Rigorous Targets

Because Oregon did not have any Part C mediations during the baseline year, Oregon has not set targets for this indicator per OSEP e-mail dated November 16, 2005.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Oregon is not required to set targets for this indicator because there have been no mediation requests submitted.
2006 (2006-2007)	Oregon is not required to set targets for this indicator because there have been no mediation requests submitted.
2007 (2007-2008)	Oregon is not required to set targets for this indicator because there have been no mediation requests submitted.
2008 (2008-2009)	Oregon is not required to set targets for this indicator because there have been no mediation requests submitted.
2009 (2009-2010)	Oregon is not required to set targets for this indicator because there have been no mediation requests submitted.
2010 (2010-2011)	Targets and improvement activities will be set if ODE has 10 or more resolution sessions for this indicator.
2011 (2011-2012)	Targets and improvement activities will be set if ODE has 10 or more resolution sessions for this indicator.
2012 (2012-2013)	Targets and improvement activities will be set if ODE has 10 or more resolution sessions for this indicator.

Improvement Activities/Timelines/Resources (through 2012):

As per the SPP/APR instructions, improvement activities and targets are not required for this indicator.

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Part C FFY 2012 State Performance Plan (SPP) for 2005-2012

Monitoring Priority: Effective General Supervision Part C/General Supervision

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

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

Measurement:

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

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

Overview of Issue/Description of System or Process:

The Oregon Department of Education (ODE) manages many statewide data collections designed to meet federal and state reporting requirements, to inform statewide policy development, and to guide practice. ODE stresses accuracy and timeliness in each data collection, in the verification of all data, and in data reporting at both the state and local levels.

The following activities are standard operating procedures for all ODE data collections:

- All data collections have a primary owner who provides specific documentation, instruction, and training for their particular data collection. As part of the documentation, all data elements are explained in detail. All data collection timelines are posted online each year and technical, research, and content specialists are available to assist district/program staff in reporting valid and reliable data in a timely manner.
- Program data providers meet regularly with ODE data owners to discuss data policies, procedures, and other issues related to clearly communicating collection requirements. As part of these meetings, changes to the timelines or collections are reviewed to provide proper notice to the data submitters. The importance of submitting timely and accurate data is stressed.
- Data collection timelines are set according to data reporting needs, and allow ODE to review the data and submit timely reports. Prior to any data collections opening for agencies to submit data, the data systems are thoroughly tested internally to ensure they are working properly, the data can be collected properly, and the validations (error checks) are working correctly. Each year the data systems are reviewed internally to revise business rules, as necessary, to accommodate revised reporting requirements or to improve the efficiency of the data collection process.
- ODE's data systems collect data electronically from the programs. Agencies are able to submit files and/or one record at a time and able to edit records individually after they have been submitted. All data submitted through the electronic systems are reviewed on submission for errors to ensure valid data is collected.
- The data systems include a unique identifier for each child and staff for whom data are reported in each data collection which allows for comparison and reliability checks across data collections. As part of most data collections, reports are provided to programs to review and verify the data they submitted is accurate. In addition, ODE content specialists and research analysts work collaboratively to verify the collected data is valid and reliable and to report the data in a timely and accurate manner and in a variety of formats.
- In addition, the Special Education Child Count (SECC) and Exit collections have reports that track the progress of each agency required to submit data to the collection. This allows ODE staff to monitor the collection progress and provide assistance for any agencies that may be struggling with the timely submission of their data.

- The Annual Performance Report (APR) and State Performance Plan (SPP) are populated with data gathered from ODE's electronic data collections and additional data from monitoring databases, the dispute resolution database, and parent surveys.

A variety of public agencies, including Early Intervention (EI) programs, provide the data reported in this indicator.

Baseline Data for FFY 2004 (2004-2005):

For the 2004 - 2005 baseline year, all data for Section 618 reports came from one of two collections:

- The Special Education Child Count (SECC) collects child-level data via a web application. Data are collected as of December 1 of each year.
- The Special Education Personnel Census Data collects (aggregate) FTE by EI program for personnel involved with the delivery of special education and related services. Data are collected in a web application and are due to ODE by July 1 of each year.

Section 618 data were reported in a timely manner, and as required to OSEP via paper and to Westat via Excel spreadsheets.

- All EI programs reported 2004 SECC data on or before the due date.
- The Special Education Personnel Census collection required EI programs to review year-to-year validations for the first time in the spring 2005 collection. This report was submitted to OSEP on time on November 1, 2005.
- Section 618 data for Part C Table 1 were submitted on February 17, 2005, and were subsequently updated when changes were made, based on corrected data. Section 618 data for Part C Tables 2, 3, 4, and 5 were submitted on time for the November 1, 2005, data submission.
- The 2003 APR was submitted on time on March 31, 2005 and the 2005 SPP was submitted on time on December 2, 2005.
- SPR&I procedural compliance review included eligibility and census verification of selected child files to assist in assuring accuracy of SECC data. There were no findings of noncompliance for these indicators.
- Dispute resolution data for 2004 – 2005 were reported on Attachment 1 and submitted timely with the SPP.

Discussion of Baseline Data:

- The SECC collection takes place annually on December 1. Annual trainings for new users are held across the state. ODE provides a technical manual, numerous "how-to" forms, and a professional staff to support the application. Over the years, both through ODE analysis and Westat validations, occasional district-specific system changes have created mistakes which have been corrected.
- The new ODE Student Secure Identification system (SSID) allows, for the first time, easy identification of children as they move from one EI program to another or as they transition to ECSE and school-age services.
- Dispute resolution data are timely and accurate.
- SPR&I procedural compliance review includes eligibility and census verification of selected child files to assist in assuring accuracy of SECC data. The individual child file review process includes verification of student enrollment, IDEA eligibility, IFSPs, and assurance that IFSPs contain specially designed instruction. The number of child files selected for review is determined by applying a square root formula to the program's most current child count. Using this formula, ODE site facilitators select child files, ensuring selections represent all disability categories and age ranges reported by the EI program.

The following four eligibility and census verification indicators are assessed for each child file selected:

- o Statement of eligibility, signed by an eligibility team, is in effect on December 1 of the census review year.
- o An IFSP is in effect on December 1 of the census review year.
- o An IFSP contains specially designed instruction.
- o The student was enrolled in the EI program on December 1 of the census review year.

Findings of noncompliance for these indicators result in individual child file corrections and may result in a census removal for the program.

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>1. Annual SECC data</p> <ul style="list-style-type: none"> a) 100% of programs will submit timely data to ODE on or before the due date. b) 100% of programs will submit accurate data to ODE on or before the due date. c) ODE will submit timely data to OSEP on or before the due date. d) ODE will submit accurate data to OSEP on or before the due date.
	<p>2. Annual Exiting Data</p> <ul style="list-style-type: none"> a) 100% of programs will submit timely data to ODE on or before the due date. b) 100% of programs will submit accurate data to ODE on or before the due date. c) ODE will submit timely data to OSEP on or before the due date. d) ODE will submit accurate data to OSEP on or before the due date
	<p>3. Dispute Resolution</p> <ul style="list-style-type: none"> a) NA. Programs do not report these data. (ODE collects these data directly). b) NA. Programs do not report these data. (ODE collects these data directly). c) ODE will submit timely data to OSEP on or before the due date. d) ODE will submit accurate data to OSEP on or before the due date.
	<p>4. Parent Survey</p> <ul style="list-style-type: none"> a) NA. Programs do not report these data. (ODE collects these data directly). b) NA. Programs do not report these data. (ODE collects these data directly). c) ODE will submit timely data to OSEP on or before the due date. d) ODE will submit accurate data to OSEP on or before the due date.
	<p>5. SPR&I</p> <ul style="list-style-type: none"> a) 100% of programs will submit timely data to ODE on or before the due date. b) 100% of programs will submit accurate data to ODE on or before the due date. c) ODE will submit timely data to OSEP on or before the due date. d) ODE will submit accurate data to OSEP on or before the due date.
<p>2006 (2006-2007)</p>	<p>1. Annual SECC data</p> <ul style="list-style-type: none"> a) 100% of programs will submit timely data to ODE on or before the due date. b) 100% of programs will submit accurate data to ODE on or before the due date. c) ODE will submit timely data to OSEP on or before the due date. d) ODE will submit accurate data to OSEP on or before the due date.
	<p>2. Annual Exiting Data</p> <ul style="list-style-type: none"> a) 100% of programs will submit timely data to ODE on or before the due date. b) 100% of programs will submit accurate data to ODE on or before the due date. c) ODE will submit timely data to OSEP on or before the due date. d) ODE will submit accurate data to OSEP on or before the due date
	<p>3. Dispute Resolution</p> <ul style="list-style-type: none"> a) NA. Programs do not report these data. (ODE collects these data directly). b) NA. Programs do not report these data. (ODE collects these data directly).

	<ul style="list-style-type: none"> c) ODE will submit timely data to OSEP on or before the due date. d) ODE will submit accurate data to OSEP on or before the due date.
	<p>4. Parent Survey</p> <ul style="list-style-type: none"> a) NA. Programs do not report these data. (ODE collects these data directly). b) NA. Programs do not report these data. (ODE collects these data directly). c) ODE will submit timely data to OSEP on or before the due date. d) ODE will submit accurate data to OSEP on or before the due date.
	<p>5. SPR&I</p> <ul style="list-style-type: none"> a) 100% of programs will submit timely data to ODE on or before the due date. b) 100% of programs will submit accurate data to ODE on or before the due date. c) ODE will submit timely data to OSEP on or before the due date. d) ODE will submit accurate data to OSEP on or before the due date.
2007 (2007-2008)	100% of state-reported data, including 618 data, State Performance Plan, and Annual Performance Reports will be accurate and submitted to OSEP on or before the due date.
2008 (2008-2009)	100% of state-reported data, including 618 data, State Performance Plan, and Annual Performance Reports will be accurate and submitted to OSEP on or before the due date.
2009 (2009-2010)	100% of state-reported data, including 618 data, State Performance Plan, and Annual Performance Reports will be accurate and submitted to OSEP on or before the due date.
2010 (2010-2011)	100% of state-reported data, including 618 data, State Performance Plan, and Annual Performance Reports will be accurate and submitted to OSEP on or before the due date.
2011 (2011-2012)	100% of state-reported data, including 618 data, State Performance Plan, and Annual Performance Reports will be accurate and submitted to OSEP on or before the due date.
2012 (2012-2013)	100% of state-reported data, including 618 data, State Performance Plan, and Annual Performance Reports will be accurate and submitted to OSEP on or before the due date.

Improvement Activities/Timelines/Resources (through 2012):

Improvement Activities	Timelines	Resources
Improvement Activity 1: ODE will review statewide data submissions to identify barriers to timeliness and accuracy, and disseminate information to ensure timely and accurate submission of valid and reliable data.	Annually	ODE staff EI/ECSE Program staff
Improvement Activity 2: Provide targeted technical assistance to selected programs in an effort to enhance the timely and accurate submission of data.	Annually	ODE staff EI/ECSE Program staff

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