

**Tennessee, Part C
Annual Performance Report
2009 – 2010**



**State Department of Education
Division of School Readiness and Early Learning**

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Overview of the Annual Performance Report Development:

The Lead Agency in Tennessee for Part C, Individuals with Disability Education Act (IDEA) is the State Department of Education (DOE). In the spring of 2010, Tennessee was one of two states awarded a grant entitled, "Race to the Top" (RTTP) through the federal American Recovery Reinvestment Act (ARRA) funds. One outcome of the grant was the organizational restructuring of the DOE. As of September 2010, Tennessee's Early Intervention System (TEIS) is administrated within the Division of School Readiness and Early Learning (DSREL) out of the Office of Early Childhood (OEC).

The Annual Performance Report (APR) was developed in conjunction with and approved by the State Interagency Coordinating Council (SICC) for the required indicators. Measures to complete the annual report were as follows:

1. Data utilized in the APR were gathered from Federal 618 Data Reports, **full fiscal year data** from Tennessee Early Intervention Data System (TEIDS), child outcomes data, family surveys, and monitoring activities.
2. The Part C Monitoring Coordinator took lead responsibility in the APR development and submission, along with necessary revisions to the SPP. The Part C State Data Manager provided the analysis of data for APR results Indicators. Additional Office of Early Childhood (OEC) personnel provided consultative assistance on various indicators as needed. OEC Monitoring Team reviewed the APR utilizing the following Federal Office of Special Education Programs (OSEP) documents: Part C Instruction Sheet (11/12/10); Tennessee's 2009 APR Letter and accompanying Part C FFY 2008 SPP/APR Response Table; Part C Indicator Measurement Table (10/6/10); APR Checklist (1/23/09); and OSEP Memo 09-02 regarding reporting on the correction of noncompliance. Two additional documents developed by the National Early Childhood Technical Assistance Center (NECTAC) were utilized – Guidance and Suggestions for SPP/APR Indicators C1 and C7: A Technical Assistance Document (1/26/10).
3. The first draft was completed December 3 for review and feedback by the Office of Early Childhood (OEC) Director and Division of School Readiness and Early Learning (DSREL) Assistant Commissioner. At the same time, the draft was sent out for an external review and feedback from Mid-South Regional Resource Center (MSRRC).
4. The Part C Monitoring Coordinator reviewed a draft of the APR with the State Interagency Coordinating Council (SICC) Chairperson on January 5, 2011. Recommendations were incorporated into the final Report. The Chairperson presented the full review of the APR with SICC membership on January 25 at the regularly scheduled meeting. See Attachment for Tennessee's ICC Certification.
5. The FFY 2009-2010 APR was submitted to the Federal Office of Special Education Programs (OSEP) on February 1, 2011. Following the state's period of clarification provided by OSEP, the APR and revised State Performance Plan (SPP) will be posted on the State's website located at http://tennessee.gov/education/teis/reports_data.shtm. Notification regarding the posting will be sent to all early intervention community and SICC membership.

Information regarding Tennessee's performance relative to the Federal and State targets is found under each indicator in the APR. Performance of each Early Intervention Service (EIS) Program based on Federal and State targets will be reported in the *Annual Report to the Public* which will be posted on the State's Part C website in March 2011. In Tennessee, EIS programs are defined as the nine Tennessee Early Intervention Point-of-Entry Offices (TEIS-POEs).

Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

Measurement:

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

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

Tennessee’s definition for “timely services”: no longer than 30 calendar days from the date of parent consent on an IFSP for a service.

97% = 4938/5077 x 100

Number of children with service delays attributable to exceptional family circumstances = 408

FFY	Measurable and Rigorous Target
2009-2010	100%

Actual Target Data for FFY 2009-2010:

97.26% - based on 4938 infants and toddlers with timely services out of 5077 infants and toddlers with new services initiated during the fiscal year on any IFSP type (initial, six-month review, annual, review change). Data account for the timely receipt of all services for a child rather than individual services. For example, if a child had four services and any one of the four was delivered untimely, the child had untimely service delivery.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009-2010:

FFY 2009-2010 data were reported entirely from the Tennessee Early Intervention Data System (TEIDS) – full census data for Part C eligible infants and toddlers across all IFSP types (initial, six-month review, annual, review change). Data were reviewed by the TEIS-POE leadership team with a subsequent review by OEC monitoring personnel in order to ensure accuracy and to identify reasons for untimely service delivery.

Delays due to exceptional family circumstances documented in the child’s record were included in both the numerator and denominator when determining compliance for timely service delivery.

Total # Infants/Toddlers with Delivered Services	# of Infants/Toddlers with Timely Services	# of Infants/Toddlers with Untimely Services Due to Exceptional Family Circumstances	Total # of Infants/Toddlers with Timely Delivered Services
5077	4530	408	4938

Documented exceptional family circumstances for delay include child/family sickness, family vacation, family’s preferred scheduling, etc. System issues identified for delay include difficulty in assigning an early interventionist who fits into the family’s schedule, provider/vendor illness or vacation, holidays, and lack of documentation.

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Measurement:

- Number of Infants/Toddlers with Timely Delivered Services (4938) = # of Infants/Toddlers with Timely Delivered Services (4530) + # of Infants/Toddlers with Untimely Services Due to Exceptional Family Circumstances (408)
- Percentage of Infants/Toddlers with Timely Delivered Services (97%) = Total # of Infants/Toddlers with Timely Delivered Services (4938) / Total # of Infants/Toddlers with Delivered Services (5077) x 100.

The Lead Agency reports progress from FFY 2008-2009 for Indicator 1. Data for FFY 2009-2010 reveals that 97% of children had timely delivery of services where in FFY 2008-2009 the percentage was 92%. This represents a 5% improvement from FFY 2008-2009.

Status of FFY 2008-2009 Findings

All nine EIS programs were monitored during FFY 2008-2009. One finding of noncompliance (MD) was made relative to Indicator 1 through annual monitoring. One finding of noncompliance (SC) was issued through dispute resolution processes relative to the procedural safeguard of Prior Written Notice for a service delivery issue. The Office of Early Childhood (OEC) monitoring personnel verified that correction for the two findings occurred in a timely manner (i.e., within one year from date written finding was issued). This information is reported in the Indicator 9 Worksheet. Monitoring personnel verified that all nine EIS programs are correctly implementing the specific regulatory requirements and have initiated services for each infant and toddler, although late, unless the child was no longer within the jurisdiction of TEIS.

The Lead Agency utilizes direction from both OSEP's 09-02 Memorandum and OSEP's FAQs Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan/ Annual Performance Report (9-3-08) when determining correction of noncompliance. Specific information regarding how the Lead Agency implemented the two-prong approach for determining correction of noncompliance is detailed in Indicator 9 which addresses the state's system for general supervision.

Correction of FFY 2008-2009 Findings of Noncompliance Timely Corrected (corrected within one year from identification of the noncompliance).

1. Number of findings of noncompliance that state made during FFY 2008 (the period from July 1, 2008 through June 30, 2009)	2
2. Number of findings the state verified as timely corrected (corrected within one year from the date of notification to the EIS programs of the finding)	2
3. Number of findings not verified as corrected within one year [(1) minus (2)]	0

FFY 2009-2010 Findings of Noncompliance

All nine EIS programs were monitored during FFY 2009-2010. There were five findings (ET, SE, UC, SC, and MD) of noncompliance made relative to Indicator 1. Information regarding these findings will be reported in Indicator 9 of the February 2012 APR. Of important note, OEC monitoring personnel have verified the timely correction of all findings. Specific information regarding how the Lead Agency determined correction of noncompliance is detailed in Indicator 9 which addresses the state's system for general supervision.

Improvement Activities/Timelines/Resources – FFY 2009-2010 Updates

Activity/ Action	Timelines	Resources	Activity Status
Utilize regularly the <i>Timely Delivery of Services Report</i> generated by TEIDS to track timely service delivery in order to address possible system issues.	Began March 2008 and ongoing	TEIS-POE Leadership	Completed. This activity is integrated into routine processes.
Utilize <i>Timely Delivery of Services Report</i> generated by TEIDS for annual compliance monitoring of EIS programs.	Data pulled on August 20 th for the fiscal year	Part C Monitoring Coordinator, Monitoring Consultant	Completed. This activity is integrated into routine processes.
Clean and analyze data which were untimely for the identification of documented reasons (family or system) impacting the service delivery timeline.	August/ September for the fiscal year	TEIS-POE Data Manager and Leadership	Completed. This activity is integrated into routine processes with personnel changes noted in <u>Revisions to Improvement Activities</u> in the next

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			section.
Review data which were cleaned and analyzed in order to verify data fidelity.	September for the fiscal year	Part C Monitoring Coordinator, Monitoring Consultant	Completed. This activity is integrated into routine processes.
Issue written finding where noncompliance is discovered.	October for the fiscal year	Part C Monitoring Coordinator, OEC Director	Completed. This activity is integrated into routine processes.
Develop a Corrective Action Plan (CAP) when there is a written finding.	October for the fiscal year	TEIS-POE District Administrator and Leadership to OEC monitoring personnel	Completed. This activity is integrated into routine processes.
Submit CAP progress reports.	Monthly, until correction achieved	TEIS-POE District Administrator and Leadership to OEC monitoring personnel	Completed. This activity is integrated into routine processes.
Utilize the <i>Timely Delivery of Services Report</i> generated by TEIDS for compliance tracking relative to correction.	Monthly, until correction achieved	Part C Monitoring Coordinator, Monitoring Consultant	Completed. This activity is integrated into routine processes with personnel changes noted in <u>Revisions to Improvement Activities</u> in the next section.
Clean and analyze data which are untimely for the identification of documented reasons (family or system) impacting the service delivery timeline.	Monthly, until correction achieved	TEIS-POE Data Manager and Leadership	Completed. This activity is integrated into routine processes with personnel changes noted in <u>Revisions to Improvement Activities</u> in the next section.
Review data which were cleaned and analyzed in order to verify data fidelity.	Monthly, until correction achieved	Part C Monitoring Coordinator, Monitoring Consultant	Completed. This activity is integrated into routine processes.
Issue written letter of correction when compliance has been achieved.	Date correction verified	Part C Monitoring Coordinator, OEC Director	Completed. This activity is integrated into routine processes.
Provide technical assistance to TEIS-POE as requested or per enforcement actions based on annual program determination.	Began FFY 2006 and ongoing	OEC monitoring personnel, other OEC personnel depending on TA needs/requirements	Completed. This activity is integrated into routine processes.
Include information in Vendor packet materials relative to TN's definition for timely delivery of services and guidelines for documenting service delivery in TEIDS.	May 2009 and ongoing for new Vendors	Central Reimbursement Office, State Data Manager, POE District Administrators	Completed. This activity is integrated into routine processes.

Other Activities during FFY 2009-2010

In September 2009, the Office of Early Childhood (OEC) afforded statewide educational opportunities for little to no cost to any interested TEIS-POE and Early Intervention Resource Agency (EIRA) personnel interested in furthering their education. The OEC Training Workforce Development Coordinator worked to secure these opportunities through contractual agreements with institutions of higher education throughout Tennessee. The intended outcome for this initiative was to provide opportunities for state personnel, contracted personnel, and/or paraprofessionals to pursue a degree in a related field, thus ultimately improving services to families within the System. To date, there are eight

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people (five from TEIS and three from EIRAs) who are pursuing degrees in Speech Language Pathology. There are also three TEIS personnel pursuing Masters Degrees.

In the spring of 2010, the Lead Agency conducted a review of service delivery provision statewide. The focus for the review in FFY 2009-2010 was directed toward contracted agencies called Early Intervention Resource Agencies (EIRAs) which primarily provide developmental therapy (i.e., special instruction, family training). Consistent measures were utilized in the review: licensure and certification status, usage of insurance; personnel qualifications, including supervision for paraprofessionals where applicable; the delivery of services within the natural environment; and timely service delivery. EIRAs completed and submitted a self-assessment based upon these criteria to the district TEIS-POE. TEIS District Administrators and Office of Early Childhood (OEC) Trainers conducted an onsite discussion following self-assessment submissions. Final EIRA reports were reviewed by full OEC personnel. Based on this review the Division of School Readiness and Early Learning (DSREL) began to shift service delivery to high performing contractors relative to the timely delivery of services. The DSREL intends to conduct a similar review for early intervention vendors in the coming year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009-2012:

As the state does not report 100% compliance for Indicator 1, a review of the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the development of the additional activities below. The Lead Agency will continue to implement ongoing activities in the SPP along with the new activities detailed below. The SPP has been updated to reflect the addition of these new activities.

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
Monitor the effectiveness of early intervention providers and vendors in relation to timely service delivery	Summer 2010 and ongoing	Point of Entry (POE) personnel, Office of Early Childhood (OEC) Data Managers, and Monitoring personnel
Assign OEC Training personnel to each EIRA as a liaison between the TEIS-POE and OEC for purpose of strengthening relationships, mentoring, and training.	Summer 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff
Conduct program analysis for Early Intervention Resource Agencies (EIRAs) relative to performance on timely delivery of service, natural environment, and other quality measures.	Summer 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff, TEIS-POE District Administrators, EIRA Executive Directors and personnel
Establish a cyclical schedule to routinely conduct EIRA program analysis relative to performance on timely delivery of service, natural environment, and other quality measures.	July 2011	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff
Utilization of early intervention service providers will be based on performance of timely service delivery.	January 2011 and ongoing	Point of Entry (POE) personnel, Office of Early Childhood (OEC) Data Managers, Central Reimbursement Office (CRO), and Monitoring personnel.
Conduct program analysis for Vendors relative to performance on timely delivery of service, natural environment, and other quality measures.	Begin Fall of 2011	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff
Develop a reporting structure to ensure consistent <u>data management</u> and data quality procedures.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership
Implement revised organizational reporting structure for data management. It is anticipated that the change of structure (TEIS-POE to OEC	September 2010	OEC Director, State Data Manager, OEC Data Managers, Part C Monitoring Coordinator

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personnel) will improve the quality of data management and aid in the tracking and correction of system issues increasing the POE's level of compliance.		
Deliver training to the nine OEC Data Managers regarding pulling, cleaning, and reporting monthly data to the local TEIS-POE leadership.	Begin December 2010	OEC Monitoring Team, State Data Manager, OEC Data Managers
Provide TEIS-POE Leadership with monthly data reports. It is anticipated these regular reports along with actions taken by Leadership will allow issues to be addressed quickly, thus impacting annual POE and state compliance.	Begin December 2010 and ongoing	OEC Data Managers and TEIS-POE District Administrators and Leadership

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	100%
2011-2012	100%
2012-2013	100%

Overview of the Annual Performance Report Development:

Refer to “Overview”, page 3.

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 2: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.¹

(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.

86% = 3670/4257 x 100 → Exceeded State Target

FFY	Measurable and Rigorous Target
2009-2010	82.70% Home and Community

Actual Target Data for FFY 2009-2010:

86.21% - based on 3670 infants and toddlers in home and community settings out of 4257 children reported in 618 Data for program settings (Table 2) on December 1, 2009. The Lead Agency exceeded the State Target for this reporting period.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009-2010:

As originally reported in the 2/1/08 APR (FFY 2006-2007), the Tennessee Early Intervention Data System (TEIDS) contains a validation which requires a statement of justification be completed on an IFSP whenever services are provided outside the natural environment (i.e., home or community settings). The TEIDS process validates the presence of a statement of justification.

Although the State exceeded its target, when comparing data from FFY 2008-2009, the Lead Agency reports slippage in the number of infants and toddlers who received IFSP services in home and community settings - 86% in FFY 2009-2010 as compared to 90% infants and toddlers in FFY 2008-2009. The change from FFY 2008-2009 to FFY 2009-2010 does not represent a significant change as the percentage did not change by 10%.

Improvement Activities/Timelines/Resources – FFY 2009-2010 Updates

Activity/ Action	Timelines	Resources	Activity Status
Periodic re-assessment for vendor rate improvements relative to the provision of early intervention services in home and community settings by the Division of School Readiness and Early Learning (DSREL) based on resources available and comparable reimbursement rates in TN.	Began October 2007 and ongoing annually	Office of Early Childhood (OEC) Director	Ongoing. Rate increases did not occur for FFY 2009-2010. Rate setting for the FFY 2011-2012 is in process at the time of this submission.

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Other Activities during FFY 2009-2010

TEIS sponsored Summer Institute Trainings in the spring of 2010. The “Tools for Tots” Program was provided to professionals who work with children with sensory integration impairments and their families. Trainings were presented by Diana Henry, OTR/L. Participants included personnel from: TEIS-POE, Early Intervention Resource Agencies (EIRAs), Local Education Agencies (LEAs), Head Start, community childcare, and therapy. Over 700 early intervention providers participated in the hands-on/ interactive one-day trainings offered in six locations throughout the state. This training was focused on developing tools and techniques to enhance natural caregiver abilities to improve motor development within daily routines. As a result, families will be less reliant on clinic-based therapies in non-natural environments.

In the summer of 2010, the OEC Training Team collaborated with Tennessee School for the Deaf (TSD) personnel to provide training relative to helping families of children who are deaf or have a hearing loss to develop and learn. The SKI-HI Curriculum developed by the Utah State University was utilized. This program offers support and resources in natural environments for families with infants, toddlers, and preschoolers, age birth to five, who are deaf and hard of hearing. Over 40 participants statewide attended the two-day training located on the Tennessee School for the Deaf campus – TEIS-POE personnel and Early Intervention Resource Agency (EIRA) early interventionists who met educational qualifications. The Office of Early Childhood has plans to provide this training again in summer of 2011.

The Division of School Readiness and Early Learning (DSREL) personnel are members of Team Tennessee and involved in a collaborative effort with the Center for Social Emotional Foundations of Early Learning (CSEFEL) located at Vanderbilt University. In the spring of 2010, TEIS along with Tennessee Voices for Children and Tennessee Child Care Resource and Referral (CCR&R) sponsored a two-day training for TEIS, EIRA, Head Start, and community childcare personnel using CSEFEL infant and toddler modules on social and emotional development. A primary intent of CSEFEL is to improve support to childcare teachers enabling them to teach children in natural environment settings. The Lead Agency anticipates that this effort will decrease the risk of children being removed from their natural environment.

In the spring of 2010, the Lead Agency conducted a review of service delivery provision statewide. The focus for the review in FFY 2009-2010 was directed toward contracted agencies called Early Intervention Resource Agencies (EIRAs) which primarily provide developmental therapy (i.e., special instruction, family training). Consistent measures were utilized in the review: licensure and certification status, usage of insurance; personnel qualifications, including supervision for paraprofessionals where applicable; the delivery of services within the natural environment; and timely service delivery. EIRAs completed and submitted a self-assessment based upon these criteria to the district TEIS-POE. TEIS District Administrators and Office of Early Childhood (OEC) Trainers conducted an onsite discussion following self-assessment submissions. Final EIRA reports were reviewed by full OEC personnel. Based on this review the Division of School Readiness and Early Learning (DSREL) began to shift service delivery to high performing contractors relative to the provision of services in the natural environment. The DSREL intends to conduct a similar review for early intervention vendors in FFY 2011-2012.

Additional Information Required by the OSEP 2008 APR Response Table for this Indicator

Statement from the Response Table	State's Response
However, in its revised SPP the State did not update the indicator language consistent with revisions in the Indicator Measurement Table.	Indicator language has been updated in the February 1, 2011 State Performance Plan (SPP) to be consistent with OSEP's revisions in the Indicator Measurement Table.
The State must provide a revised SPP that reflects the revisions to the indicator language with its FFY 2009 APR.	

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009-2012:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP). Although the State exceeded its target, this review resulted in the development of the additional activities below. The Lead Agency will continue to implement ongoing activities in the SPP along with the new activities detailed below. The SPP has been updated to reflect the addition of these new activities.

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Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
Monitor the effectiveness of early intervention providers and vendors in relation to the provision of services in the natural environment	Summer 2010 and ongoing	Point of Entry (POE) personnel, Office of Early Childhood (OEC) data managers and Central Reimbursement Office (CRO), monitoring personnel.
Assign OEC Training personnel to each EIRA as a liaison between the TEIS-POE and OEC for purpose of strengthening relationships, mentoring, and training.	Summer 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff
Conduct program analysis for Early Intervention Resource Agencies (EIRAs) relative to performance on natural environment, timely service delivery, and other quality measures.	Summer 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff, TEIS-POE District Administrators, EIRA Executive Directors and personnel
Establish a cyclical schedule to routinely conduct EIRA program analysis relative to performance on timely delivery of service, natural environment, and other quality measures.	July 2011	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff
Utilization of early intervention service providers will be based on performance for the provision of services within the natural environment	January 2011 and ongoing	Point of Entry (POE) personnel, Office of Early Childhood (OEC) Data Managers, Central Reimbursement Office (CRO), and Monitoring personnel.
Conduct program analysis for Vendors relative to performance on natural environment, timely delivery of service, and other quality measures.	Begin Fall of 2011	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Staff
Pilot on-site CSEFEL training targeting three EIRAs in East Tennessee. The purpose of this pilot is to enhance the IFSP team's ability to develop high quality IFSP outcomes. See narrative under <u>Other Activities</u> above for information regarding anticipated impact.	Fall 2010	Office of Early Childhood (OEC) Training Workforce Development Coordinator and Training Team; Signal Centers, Emory Valley Center and Sunshine (ARC of Knox Co.), Tennessee Voices for Children personnel
Develop a relationship with Tennessee Association for the Education of Young Children (TAEYC) to educate and better support community childcare providers who serve TEIS infants and toddlers. It is anticipated that improved relations and linkage with this TN early childhood organization will better utilize community childcare programs for serving Part C eligible children within their natural environment.	Fall 2010	OEC Director, Part C Coordinator, TAEYC Board

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

Tennessee maintained targets for FFY 2011–2013 the same as for FFY 2010-2011. These targets exceed the original baseline (82% Home and Community). The Lead Agency had insufficient time to complete a thorough analysis for possible target revisions. The Lead Agency will utilize technical assistance provided by OSEP and TA Providers in consideration of future targets.

FFY	Measurable and Rigorous Target
2010-2011	85.04% Home and Community
2011-2012	85.04% Home and Community
2012-2013	85.04% Home and Community

Overview of the Annual Performance Report Development:

FFY 2009-2010 is the first year information relative to this Indicator has been reported in the APR. For a historical review, refer to the State Performance Plan (SPP).

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

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

Measurement:
Outcomes:

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

Progress categories for A., B., and C.:

- a. Percent of infants and toddlers who did not improve functioning = $[(\# \text{ of infants and toddlers who did not improve functioning}) \div (\# \text{ of infants and toddlers with IFSPs assessed})] \times 100$.
- 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 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 = $\frac{\# \text{ of infants and toddlers reported in progress category (c) plus } \# \text{ of infants and toddlers reported in category (d)}}{\# \text{ of infants and toddlers reported in progress category (a) plus } \# \text{ of infants and toddlers reported in progress category (b) plus } \# \text{ of infants and toddlers reported in progress category (c) plus } \# \text{ of infants and toddlers reported in progress category (d)}} \times 100$.

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 = $\frac{\# \text{ of infants and toddlers reported in progress category (d) plus } \# \text{ of infants and toddlers reported in progress category (e)}}{\text{total } \# \text{ of infants and toddlers reported in progress categories (a) + (b) + (c) + (d) + (e)}} \times 100$.

Target Data and Actual Target Data for FFY 2009-2010:

Targets and Actual Data for Part C Children Exiting in FFY 2009-2010

Summary Statements	Targets FFY 2009-2010 (% of children)	Actual FFY 2009-2010 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	74.4%	76.7%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	46.9%	41.5%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	77.9%	74.8%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	44.7%	34.4%
Outcome C: Use of appropriate behaviors to meet their needs		
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	76.4%	76.9%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	48.9%	37.7%

Progress Data for Part C Children for FFY 2009-2010

3A: Positive social-emotional skills (including social relationships).	# of Children	% of Children
a. Percent of children who did not improve functioning.	12	2%
b. Percent of children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	101	19%
c. Percent of children who improved functioning to a level nearer to same-aged peers, but did not reach it.	205	38%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	166	31%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	60	11%
Total	N = 544	100%

3B: Acquisition and use of knowledge skills (including early language).	# of Children	% of Children
a. Percent of children who did not improve functioning.	15	3%
b. Percent of children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	113	21%
c. Percent of children who improved functioning to a level nearer to same-aged peers, but did not reach it.	229	42%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	151	28%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	36	7%
Total	N= 544	100%

3C: Use of appropriate behaviors to meet their needs.	# of Children	% of Children
a. Percent of children who did not improve functioning.	14	3%
b. Percent children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	102	19%

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c. Percent of children who improved functioning to a level nearer to same-aged peers, but did not reach it.	223	41%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	163	30%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	42	8%
Total	N = 544	100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009-2010:

The Lead Agency utilized the Early Childhood Outcomes (ECO) Center's suggested format in reporting FFY 2009-2010 data alongside the state's target.

Outcomes decisions are made by the Individualized Family Service Plan (IFSP) team and Individualized Education Plan (IEP), using current assessment/evaluation/eligibility information, including observations and parent information, at the initial IFSP/IEP. Evaluation/assessment information for infants and toddlers birth to age three years is obtained from the Battelle Developmental Inventory-2 (BDI-2).

Early Childhood Outcomes (ECO) data (entrance and exit) have been collected for 544 children between July 1, 2009, and June 30, 2010. Data were collected from six TEIS-POEs (ET, GN, FT, UC, NW, and SW). Beginning spring of 2010, three additional TEIS-POEs (SE, SC, and MD) began collecting entrance and exit data. These three EIS programs did not have the six months necessary to report exit data for this reporting period.

Early Childhood Outcome (ECO) reports are available on the state level, TEIS-POE level, and child level. By the end of FFY 2009-2010 all TEIS-POEs were trained. The Office of Early Childhood (OEC) central office has ability to review ECO data in TEIDS, send utilization reports on ECO data, and drill down data comparing POEs.

The Lead Agency maintained its baseline and targets which were established FFY 2008-2009. The Lead Agency reports the state exceeded two of its six targets (3A, Summary Statement 1 and 3C, Summary Statement 1) based on ECO data collected for FFY 2009-2010.

The Lead Agency reports progress in comparison with FFY 2008-2009 baseline data for two of the six measurements (3A, Summary Statement 1 and 3C, Summary Statement 1). It is difficult for the Lead Agency to make an analysis of data as the N-Size for FFY 2009-2010 was 544. All TEIS-POEs will report both entrance and exit data for FFY 2010-2011. As there will be a larger N-Size next year, the state anticipates having more meaningful information for the 2012 APR.

FFY 2009-2010 Updates for Improvement Activities

Department of Education (DOE) personnel delivered three regional Early Childhood Outcomes (ECO) trainings to the last three (SE, SC, and MD) of nine TEIS Point of Entry(POE) offices in addition to Local Education Agencies (LEAs) with new personnel and/ or others who benefited from refresher training. As of April 1, 2010, all TEIS Point of Entry (POE) offices were collecting entrance data utilizing the ECO Child Outcomes Summary Form (COSF). As of October 1, 2010, all TEIS-POEs were collecting exit data.

Other Activities during FFY 2009-2010

Beginning July 1, 2010, Early Childhood Outcomes (ECO) data have been collected in the Tennessee Early Intervention Data System (TEIDS). An Early Childhood Outcomes Screen was added to TEIDS. The information collected on the screen was developed based on the ECO Child Outcomes Summary Form (COSF). See below for the screen shots in TEIDS used for the collection of entrance and exit data

Tennessee Early Intervention Data System

Child ID: 17985 Child Name & DOB: Big Bird - 05/04/2008 Child Status: Inactive Phase: IFSP SC: Barbara Hill - MD

Early Childhood Outcome

Progress Assessment at Entry Progress Assessment at Exit

Date of Evaluation for Assessment: (MM/DD/YYYY)

Enter the assessment data: (From 1 to 7)

Positive Social Relationships: 1 2 3 4 5 6 7

Acquiring and Using Knowledge & Skill: 1 2 3 4 5 6 7

Taking Appropriate Action to Meet Needs: 1 2 3 4 5 6 7

Comments:

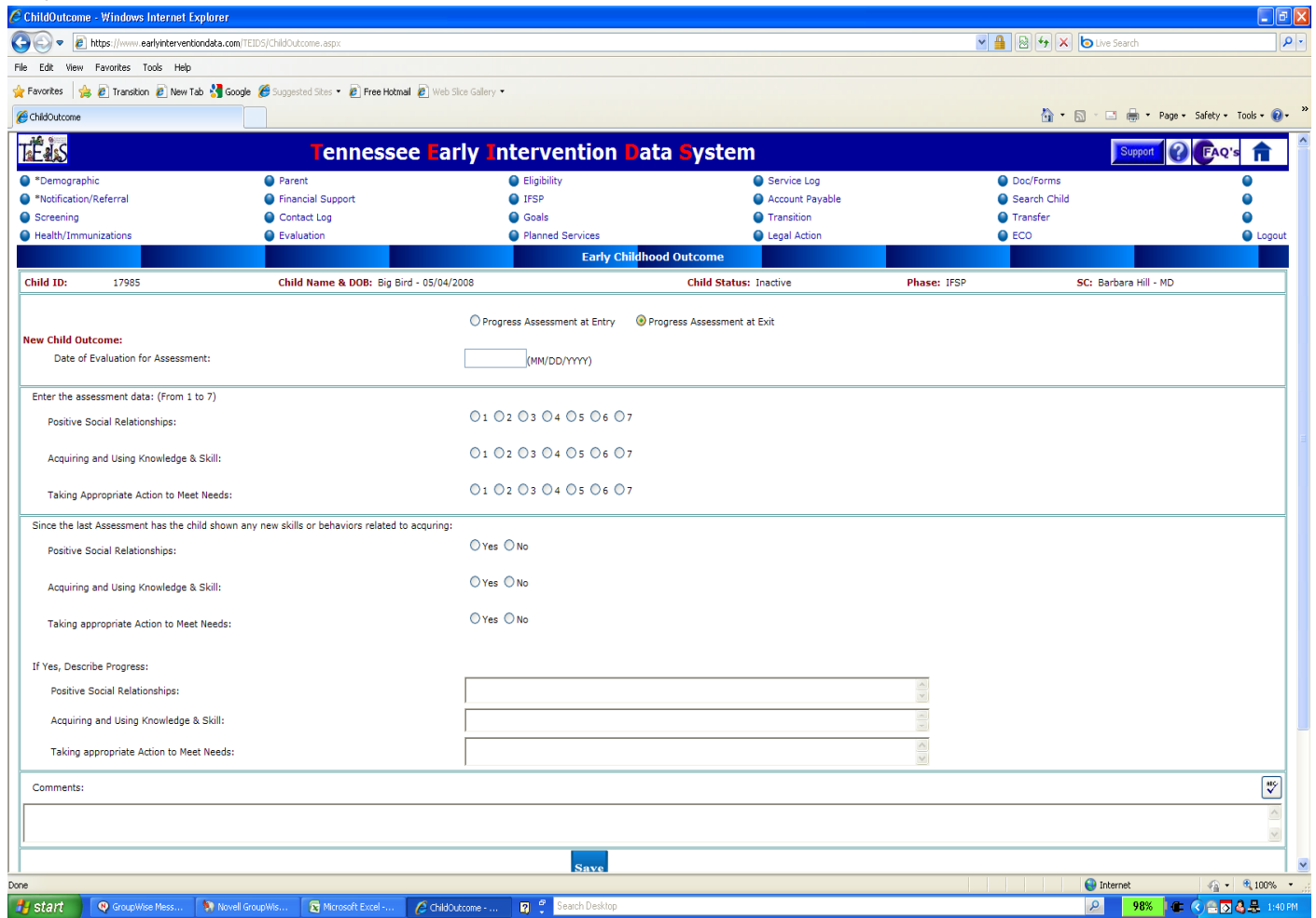
Save

Child Outcome Assessment History:

Child ID	IFSP ID	Assessment Date	Assessment Type	Social Scale	Knowledge Scale	Appropriate Action Scale	Social Relationship - Progress?	Using Knowledge - Progress?	Appropriate Action - Progress?	Social Relationship - Progress Note	Using Knowledge - Progress Note	Appropriate Action - Progress Note	Comments

Developed by Yahasoft, Inc

Exit



Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009-2012:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP). This review resulted in the development of new activities which are detailed below. The SPP has been updated to reflect the addition of these new activities.

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
Weekly review of ECO information to monitor data entry (entrance and exit) into TEIDS to improve data quality.	Begin July 1, 2010 and ongoing	Point of Entry (POE) personnel and Office of Early Childhood (OEC) Data Managers
Technical assistance on ECO processes will be provided as needed based on review of data to improve data quality.	Begin July 1, 2010 and ongoing	OEC Training Workforce Development Coordinator and Training Team
Data sharing from Part C database (TEIDS) to Part B database (Easy IEP) to include TEIS ECO exit data to improve data quality. This activity is also designed to improve the quality of programs and services in order to enhance children's outcomes. The Lead Agency anticipates improved data sharing will better facilitate quality transition steps and services.	Fall 2010 and ongoing	Office of Early Childhood (OEC) Part C Data Manager and Public Consulting Group (PCG)

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Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. With the current N-Size of 544, the Lead Agency has maintained targets the same until more meaningful data is available to evaluate for potential revisions. See Targets below. The SPP has been updated to record this extension of targets.

Summary Statements	Targets FFY 2010-2011 (% of children)	Targets FFY 2011-2012 (% of children)	Targets FFY 2012-2013 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)			
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	74.9%	74.9%	74.9%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	47.4%	47.4%	47.4%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)			
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	78.4%	78.4%	78.4%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	45.2%	45.2%	45.2%
Outcome C: Use of appropriate behaviors to meet their needs			
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	76.9%	76.9%	76.9%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	49.4%	49.4%	49.4%

Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

Monitoring Priority: Early Intervention Services In Natural Environments

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

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

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

Measurement:

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

4A. 94% = 645/683 x 100

4B. 92% = 623/676 x 100 → Exceeded State Target

4C. 96% = 648/678 x 100 → Exceeded State Target

Target Data and Actual Target Data for FFY 2009-2010:

Target Data and Actual Target Data	FFY 2009 Target	FFY 2009 Actual	
A. Know their rights	95%	645/683	94.44 (94%)
B. Effectively communicate their children's needs	90%	623/676	92.16 (92%)
C. Help their children develop and learn	94%	648/678	95.58 (96%)

- 4A. The State did not meet its target (-1.0%) for this indicator measurement; however, the resulting percentage remained the same from FFY 2008-2009.
- 4B. The State exceeded its target for this indicator measurement.
- 4C. The State exceeded its target for this indicator measurement.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009-2010:

All families of Part C eligible infants and toddlers in Tennessee with active IFSPs were used for the collection of data. Point in time data were pulled on April 30, 2010. Family address information was pulled from Tennessee Early Intervention Data System (TEIDS) for all nine TEIS-POEs. Two options for survey completion were provided to families – online and hard copy through mail. Options included English and Spanish formats. Families for whom TEIDS contained an email address were notified to complete the survey online. Two reminders regarding the online survey option were sent. Surveys were then mailed to remaining families – those without email addresses and those

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who had email addresses but had not responded to the online survey. The online option for survey completion was made available when the hard copy survey was mailed. A total of 2650 NCSEAM surveys were delivered with 688 or 25.96% responding. Of the 688 respondents, 193 (28%) responded online and 495 (72%) responded through mail. The Lead Agency has continued to utilize the same family survey attached in last year's Annual Performance Plan (APR).

East Tennessee State University (ETSU) personnel disseminated and collected family survey data. Utilizing ETSU resources for centralized data collection was done to ensure consistent, valid, and reliable data statewide. A contact phone number and email address were provided should families have questions. There were a few incidences where families made contact for assistance. When surveys were returned undeliverable but with a forwarding address, surveys were resent.

Resources through the Lead Agency's contract with East Tennessee State University (ETSU) will continue to be utilized for survey dissemination via online and mail utilizing the NCSEAM survey for FFY 2010-2011.

Based on the survey response rate compared with December 1, 2009 Child Count Data, the Lead Agency determined that survey results are representative of the Part C population size (birth to three years of age) served for FFY 2009-2010. The response rate allows the State to have a 95% confidence level with 3.22% confidence interval. These results were confirmed by using the "Sample Size Calculator" at <http://www.surveysystem.com/sscalc.htm>.

For FFY 2009-2010, the Lead Agency also reviewed family survey results against two additional variables when looking at representativeness of results. The two variables in addition to the Part C population size served were: 1) community type – rural, suburban, and urban; and 2) race/ethnicity – American Indian, Asian, Black, Hispanic, and White.

Survey results for community type revealed a representative response rate across rural, suburban, and urban communities when compared with 618 Child Count Data for those community types. There was no statistically significant change across community types.

Results based on the variable of race/ethnicity revealed a comparable response rate among all race/ethnicity groups – White, Black, American Indian, Asian, and Hispanic populations when compared to 618 Child Count Data for these populations. There was no statistically significant change across race/ethnicity types.

Although there was a decrease in response rate, the Lead Agency reports progress from FFY 2008-2009 in that survey results for community and race/ethnicity types were proportionately represented within survey data collections. The Lead Agency also reports maintenance of overall survey results for Indicators 4A and 4C from FFY 2008-2009. Indicator 4B had a decrease of 1%, but the State exceeded its target.

FFY 2009-2010 Updates for Improvement Activities

In the summer of 2009, two-day mandatory trainings for all nine TEIS Point of Entry Offices (POEs) were held on the following topics: family focused IFSP development; goal and action step development; procedural safeguards; and policies and procedures. Trainings were delivered by the OEC Training Workforce Development Coordinator, Part C Monitoring Coordinator, and Training Team. Also in the summer of 2009, this same training was tailored to early interventionists and delivered by the OEC Training Team. This training was provided as a refresher to Service Coordinators to facilitate the communication of procedural safeguards (Rights) to families.

Improvement Activities/Timelines/Resources – FFY 2009-2010 Updates

Activity/ Action	Timelines	Resources	Activity Status
Develop required training for all TEIS Point of Entry Offices (POEs) on the following topics: family focused IFSP development; goal and action step development; procedural safeguards; and policies and procedures.	February-March 2009	OEC Training Workforce Development Coordinator, OEC Trainers, Part C Monitoring Team	Completed. See narrative above this table for additional information.
Provide two-day training to all TEIS-POE personnel.	April-May 2009	OEC Training Workforce Development Coordinator, OEC Trainers, Part C Monitoring Team	Completed. See narrative above for additional information.

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Other Activities during FFY 2009-2010

In the summer of 2010, the OEC Training Team collaborated with Tennessee School for the Deaf (TSD) personnel to provide training relative to helping families of children who are deaf or have a hearing loss to develop and learn. The SKI-HI Curriculum developed by the Utah State University was utilized. This program offers support and resources in natural environments for families with infants, toddlers, and preschoolers, age birth to five, who are deaf and hard of hearing. Over 40 participants statewide attended the two-day training located on the Tennessee School for the Deaf campus – TEIS-POE personnel and Early Intervention Resource Agency (EIRA) early interventionists who met educational qualifications. The Office of Early Childhood has plans to provide this training again in summer of 2011.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009-2012:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP). The Lead Agency completed its improvement activities and has developed the following two additional activities in anticipation of improving the overall survey response rate. The SPP has been updated to reflect the addition of these new activities.

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
Notify TEIS-POEs when family data are pulled for survey preparation in order for POE personnel to be informed of the families who were selected for survey participation.	April 2011, ongoing	State Data Manager, East Tennessee State University Contractor, TEIS-POE District Administrators
Educating families selected during regularly scheduled meetings by providing them with a sample copy of the survey, discussing when they should receive the survey and the importance of their input for TEIS.	April/ May 2011, ongoing	TEIS-POE District Administrators and Service Coordinators, TEIS families

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

Tennessee maintained targets for FFY 2011–2013 the same as for FFY 2010-2011. These targets exceed the original baseline (82% Home and Community). The Lead Agency had insufficient time to complete a thorough analysis for possible target revisions. The Lead Agency will utilize technical assistance provided by OSEP and TA Providers in consideration of future targets.

FFY	Measurable and Rigorous Target
2010-2011	A. 95.01% B. 90.01% C. 94.01%
2011-2012	A. 95.01% B. 90.01% C. 94.01%
2012-2013	A. 95.01% B. 90.01% C. 94.01%

Part C State Annual Performance Report (APR) for FFY 2008-2009

Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / Child Find

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

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

Measurement:

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

.69% = 586/85091 x 100 compared to National Baseline of 1.03%

FFY	Measurable and Rigorous Target
2009-2010	.89%

Actual Target Data for FFY 2009-2010:

The U.S. Census Bureau’s population estimate for infants and toddlers in Tennessee under the age of one was 85,091 for FFY 2009-2010. The total number of infants and toddlers in Tennessee under the age of one with IFSPs on December 1, 2009, was 586. 618 Child Count Data reports Tennessee at .69% as compared to the national baseline of 1.03%. The state did not meet its target for FFY 2009-2010.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009-2010:

Tennessee reports slippage for FFY 2009-2010 relative to the national baseline, which had an increase of .01%. Overall, the State experienced a decrease in number of infants and toddlers served birth through 1 year from the previous fiscal year – FFY 2009, 586 for .69% and FFY 2008, 602 for .71%. The change of 16 children (.02%), birth to 1 year, does not represent a significant change as both the number and percentage did not change by 10.

Tennessee is considered a state with a narrow eligibility definition. Because of this, it is difficult to meaningfully compare Tennessee’s data for Indicator 5 with the national baseline. The national baseline is determined annually from the average across 52 states (including the District of Columbia and Puerto Rico). These states have eligibility criteria that range from broad to moderate to narrow.

FFY 2009-2010 Updates for Improvement Activities

As of July 1, 2010, funding for Screening Tools and Referral Training (START) Program shifted from Tennessee’s Medicaid Program (i.e., TennCare) to the Department of Education. Statewide regional trainings continue to be offered free of charge to medical personnel. A TEIS-POE representative is present at all regional trainings to deliver a portion of the training specific to TEIS. For practices that choose to have an abbreviated office-based training, the POE contacts those practices after training is delivered. START updates for FFY 2009-2010: 100 physicians, 65 staff, and 117 Allied Health/ medical students were trained with 13 pediatric practices, 26 family practices, and 2 medical schools participating in the training. More information on the START program can be found on their website at: <http://www.tnaap.org/DevBehScreening/aboutSTART.htm>.

In spring 2010, the Lead Agency updated the TEIS Diagnoses and Conditions List used in the determination of eligibility based on Part B of the definition for developmental delay. The START Medical Director and others in the medical community assisted in these efforts. During this review work, the Lead Agency also began to align the TEIS Diagnoses and Conditions List with International Classifications of Diseases, 9th Edition Codes (ICD-9 Codes). As of July 1, 2010, the Tennessee Early Intervention Data System (TEIDS) contains ICD-9 Codes which are utilized should a child be determined to be eligible based on Part B of the definition for developmental delay. It is expected that this

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upgrade to TEIDS will assist: 1) improved communication with medical personnel regarding TEIS and the program's eligibility standards; 2) POE Eligibility Coordinators in the determination of eligibility consistent with the List; 3) in streamlining the Office of Early Childhood (OEC) Central Reimbursement Office (CRO) approval of provider billing; and 4) the OEC Monitoring Team in more efficiently monitoring compliance of the Part B definition for eligibility for Part C.. The Lead Agency continues to utilize the START Medical Director as a resource when needed regarding eligibility questions.

Photo refractive vision screeners were purchased in fall of 2009. TEIS personnel were trained by the manufacturer (Pediavision) in the fall of 2009. The Lead Agency believes that utilizing such technology will provide more valid and reliable vision screening results for the POE Developmental Specialists when assessing vision needs in infants and toddlers. Statewide implementation for the use of Pediavision during eligibility determination procedures began January 2010.

Improvement Activities/Timelines/Resources – FFY 2009-2010 Updates

Activity/ Action	Timelines	Resources	Activity Status
Review State Public Awareness Plan for possible revisions and/or targeted focus.	Begin June 2009 and annually	Office of Early Childhood (OEC) Public Awareness Coordinator, Part C Coordinator, OEC Director	Review was not completed as the position for Public Awareness Coordinator was vacant. There has been a hiring freeze. It is expected the plan will be reviewed by OEC personnel in FFY 2011-2012.
Continue collaboration with the START Program.	Began 2005 and ongoing	OEC Public Awareness Coordinator, TEIS-POE Leadership	Ongoing. This activity is integrated into routine processes.
Maintain documentation related to public awareness and child find activities.	Began October 2008 and ongoing	TEIS-POE personnel	Ongoing. This activity is integrated into routine processes.
Submit documentation related to public awareness and child find activities.	Begin October 2009 and annually	TEIS-POE personnel, OEC Public Awareness Coordinator	Information is now maintained at the TEIS-POE. Ongoing. This activity is integrated into routine processes.
Update diagnosis condition list utilized for Part B of the definition for developmental delay.	Began June 2008, updated annually	OEC Public Awareness Coordinator, Part C Coordinator	Completed. OEC Monitoring Consultant and Part C Coordinator in conjunction with the START Medical Director worked to update the List. See narrative above this table for more information.
Research photo refractive vision screening technology options.	Summer 2009	OEC personnel, START Medical Director, Vanderbilt University personnel	Completed. See narrative above this table for more information.
Purchase photo refractive vision screeners.	Fall 2009	OEC personnel	Completed. See narrative above this table for more information.
Train and implement POE Developmental Specialists in the use of photo refractive vision screeners.	Fall 2009	OEC personnel, Contract personnel, POE Eligibility Coordinators, POE Developmental Specialists	Completed. See narrative above for more information.
Develop Public Service Announcements (PSAs) to be utilized statewide as an avenue for program and referral information about TEIS.	June 2010	Part C Coordinator, OEC Training Workforce Development Coordinator and Trainers	In an effort to improve results, the Lead Agency will strive to implement existing activities unable to be completed due to state constraints in the past fiscal year.
Initiate PSAs statewide for program and referral information about TEIS.	Fall 2010	Part C Coordinator, OEC Training Workforce Development Coordinator and Trainers	In an effort to improve results, the Lead Agency will strive to implement existing activities unable to be completed due to state constraints in the past fiscal year.
Update the TEIS	June 2010	OEC personnel, START	Completed. See narrative above this table

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Diagnoses and Conditions List to include the codes for International Statistical Classification of Diseases and Related Health Problems (ICD-9 Codes).		Medical Director and additional stakeholders including medical, agency personnel, and parents	for more information.
Upgrade Tennessee Early Intervention Data System (TEIDS) to contain a drop-down list of approved diagnoses along with ICD-9 Codes.	Fall 2010	State Data Manager and other OEC personnel, Yahasoft, Inc. Contractor	Completed. See narrative above this table for more information.
Further define the mental health section of the TEIS Diagnoses and Conditions List.	Fall 2010	OEC personnel, START Medical Director and appropriate infant mental health medical personnel	Ongoing. Activity will continue in FFY 2011-2012.

Additional Information Required by the OSEP 2008 APR Response Table for this Indicator

Statement from the Response Table	State's Response
<p>However, in its revised SPP the State did not update the indicator language consistent with revisions in the Indicator Measurement Table.</p> <p>The State must provide a revised SPP that reflects the revisions to the indicator language with its FFY 2009 APR.</p>	<p>Indicator language has been updated in the February 1, 2011 State Performance Plan (SPP) to be consistent with OSEP's revisions in the Indicator Measurement Table.</p>

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009-2012:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP). In an effort to improve results, the Lead Agency will strive to implement existing activities unable to be completed due to state constraints in the past fiscal year.

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
Provide Self-Determination training using a train-the-trainer model in order for these concepts to begin to be embedded in the daily lives of young children with the expectation that it will lead to greater skills as they grow and mature. Training focuses on how to foster young children's' choice making throughout natural learning opportunities. Training will be provided to TEIS Service Coordinators, Early Intervention Resource Agency (EIRA) personnel, parents, and others interested. This Project is a statewide collaborative effort led by a disability advocacy group. The Lead Agency anticipates this collaboration will also further enhance community awareness for TEIS.	Spring/ Summer 2011	OEC Training Workforce Development Coordinator and Training Team, Arc of Tennessee

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. Tennessee maintained targets for FFY 2011–2013 the same as for FFY 2010-2011. These targets exceed the original baseline (.67%). See Targets below. The SPP has been updated to record this extension of targets.

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FFY	Measurable and Rigorous Target
2010-2011	.89
2011-2012	.89
2012-2013	.89

Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / Child Find

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

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

Measurement:

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

1.65% = 4257/258766 x 100 compared to the National Baseline of 2.67%

FFY	Measurable and Rigorous Target
2009-2010	2.37%

Actual Target Data for FFY 2009-2010:

The U.S. Census Bureau’s population estimate for infants and toddlers birth through two years of age was 258766 for FFY 2009-2010. The total number of infants and toddlers in Tennessee birth through 2 years of age with IFSPs on December 1, 2009, was 4257. 618 Child Count Data reports Tennessee at 1.65% as compared to the national baseline of 2.67%. The state did not meet its target for FFY 2009-2010.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009-2010:

Tennessee reports slippage from FFY 2009-2010 relative to the national baseline, which had an increase of .01%. Overall, the State experienced a decrease in number of infants and toddlers served birth through 2 years from the previous fiscal year – FFY 2009, 4257 for 1.65% and FFY 2008, 4362 for 1.72%. When reviewing 618 Child Count Data for the past two fiscal years, the number of children reported on December 1 decreased by more than 10 and the percentage decreased by 2.41%. This change does not represent a significant change as both the number and percentage did not change by 10.

Tennessee is considered a state with a narrow eligibility definition. Because of this, it is difficult to meaningfully compare Tennessee’s data for Indicator 6 with the national baseline. The national baseline is determined annually from the average across 52 states (including the District of Columbia and Puerto Rico). These states have eligibility criteria that range from broad to moderate to narrow.

When providing information within the state (i.e., Legislators, other state departments, SICC, etc.) regarding the number of infants/toddlers served birth through two years of age for a fiscal year, the Lead Agency utilizes the Federal 618 Data from both the December 1 Child Count and Exiting. December 1 Child Count is a “snapshot” of the number of children with IFSPs on that particular day. Exiting data provides the number of children who had an IFSP at some point during the course of the full fiscal year. The Lead Agency believes that the combination of these two numbers is a more accurate reflection of actual numbers of infants/toddlers served during a fiscal year. For FFY year 2009-2010 the combined number was 7903 infants and toddlers served birth through age two years – 4257, December 1 Child Count and 3646, Exiting.

APR – Part C (4)**Tennessee**FFY 2009-2010 Updates for Improvement Activities

As of July 1, 2010, funding for Screening Tools and Referral Training (START) Program shifted from Tennessee's Medicaid Program (i.e., TennCare) to the Department of Education. Statewide regional trainings continue to be offered free of charge to medical personnel. A TEIS-POE representative is present at all regional trainings to deliver a portion of the training specific to TEIS. For practices that choose to have an abbreviated office-based training, the POE contacts those practices after training is delivered. START updates for FFY 2009-2010: 100 physicians, 65 staff, and 117 Allied Health/ medical students were trained with 13 pediatric practices, 26 family practices, and 2 medical schools participating in the training. More information on the START program can be found on their website at: <http://www.tnaap.org/DevBehScreening/aboutSTART.htm>.

In spring 2010, the Lead Agency updated the TEIS Diagnoses and Conditions List used in the determination of eligibility based on Part B of the definition for developmental delay. The START Medical Director and others in the medical community assisted in these efforts. During this review work, the Lead Agency also began to align the TEIS Diagnoses and Conditions List with International Classifications of Diseases, 9th Edition Codes (ICD-9 Codes). As of July 1, 2010, the Tennessee Early Intervention Data System (TEIDS) contains ICD-9 Codes which are utilized should a child be determined to be eligible based on Part B of the definition for developmental delay. It is expected that this upgrade to TEIDS will assist: 1) improved communication with medical personnel regarding TEIS and the program's eligibility standards; 2) POE Eligibility Coordinators in the determination of eligibility consistent with the List; 3) in streamlining the Office of Early Childhood (OEC) Central Reimbursement Office (CRO) approval of provider billing; and 4) the OEC Monitoring Team in more efficiently monitoring compliance of the Part B definition for eligibility for Part C. The Lead Agency continues to utilize the START Medical Director as a resource when needed regarding eligibility questions.

Photo refractive vision screeners were purchased in fall of 2009. TEIS personnel were trained by the manufacturer (Pediavision) in the fall of 2009. The Lead Agency believes that utilizing such technology will provide more valid and reliable vision screening results for the POE Developmental Specialists when assessing vision needs in infants and toddlers. Statewide implementation for the use of Pediavision during eligibility determination procedures began January 2010.

Improvement Activities/Timelines/Resources – FFY 2009-2010 Updates

Activity/ Action	Timelines	Resources	Activity Status
Review State Public Awareness Plan for possible revisions and/or targeted focus.	Begin June 2009 and annually	Office of Early Childhood (OEC) Public Awareness Coordinator, Part C Coordinator, OEC Director	Review was not completed as the position for Public Awareness Coordinator was vacant. There has been a hiring freeze. It is expected the plan will be reviewed by OEC personnel in FFY 2011-2012.
Continue collaboration with the START Program.	Began 2005 and ongoing	OEC Public Awareness Coordinator, TEIS-POE Leadership	Ongoing. This activity is integrated into routine processes.
Maintain documentation related to public awareness and child find activities.	Began October 2008 and ongoing	TEIS-POE personnel	Ongoing. This activity is integrated into routine processes.
Submit documentation related to public awareness and child find activities.	Begin October 2009 and annually	TEIS-POE personnel, OEC Public Awareness Coordinator	Information is now maintained at the TEIS-POE. Ongoing. This activity is integrated into routine processes.
Update diagnosis condition list utilized for Part B of the definition for developmental delay.	Began June 2008, updated annually	OEC Public Awareness Coordinator, Part C Coordinator	Completed. OEC Monitoring Consultant and Part C Coordinator in conjunction with the START Medical Director worked to update the List. See narrative above this table for more information.
Research photo refractive vision screening technology options.	Summer 2009	OEC personnel, START Medical Director, Vanderbilt University personnel	Completed. See narrative above this table for more information.
Purchase photo refractive vision screeners.	Fall 2009	OEC personnel	Completed. See narrative above this table for more information.
Train and implement POE	Fall 2009	OEC personnel, Contract	Completed. See narrative above for

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Developmental Specialists in the use of photo refractive vision screeners.		personnel, POE Eligibility Coordinators, POE Developmental Specialists	more information.
Develop Public Service Announcements (PSAs) to be utilized statewide as an avenue for program and referral information about TEIS.	June 2010	Part C Coordinator, OEC Training Workforce Development Coordinator and Trainers	In an effort to improve results, the Lead Agency will strive to implement existing activities unable to be completed due to state constraints in the past fiscal year.
Initiate PSAs statewide for program and referral information about TEIS.	Fall 2010	Part C Coordinator, OEC Training Workforce Development Coordinator and Trainers	In an effort to improve results, the Lead Agency will strive to implement existing activities unable to be completed due to state constraints in the past fiscal year.
Update the TEIS Diagnoses and Conditions List to include the codes for International Statistical Classification of Diseases and Related Health Problems (ICD-9 Codes).	June 2010	OEC personnel, START Medical Director and additional stakeholders including medical, agency personnel, and parents	Completed. See narrative above this table for more information.
Upgrade Tennessee Early Intervention Data System (TEIDS) to contain a drop-down list of approved diagnoses along with ICD-9 Codes.	Fall 2010	State Data Manager and other OEC personnel, Yahasoft, Inc. Contractor	Completed. See narrative above this table for more information.
Further define the mental health section of the TEIS Diagnoses and Conditions List.	Fall 2010	OEC personnel, START Medical Director and appropriate infant mental health medical personnel	Ongoing. Activity will continue in FFY 2011-2012.

Additional Information Required by the OSEP 2008 APR Response Table for this Indicator

Statement from the Response Table	State's Response
<p>However, in its revised SPP the State did not update the indicator language consistent with revisions in the Indicator Measurement Table.</p> <p>The State must provide a revised SPP that reflects the revisions to the indicator language with its FFY 2009 APR.</p>	<p>Indicator language has been updated in the February 1, 2011 State Performance Plan (SPP) to be consistent with OSEP's revisions in the Indicator Measurement Table.</p>

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2009-2012:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP). In an effort to improve results, the Lead Agency will strive to implement existing activities unable to be completed due to state constraints in the past fiscal year.

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
A statewide parent outreach and training will be conducted regarding early identification of Autism spectrum disorders. This activity is a result of the Tennessee's "Learn the Signs Act Early" leadership team. This project is a national priority for the Centers for Disease Control (CDC). This work will be completed via a contract/subcontract with the three state chapters of the Autism Society of America.	July 2010	OEC Training Workforce Development Coordinator, Three Regional State Chapters of the Autism Society of America

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<p>Provide Self-Determination training using a train-the-trainer model in order for these concepts to begin to be embedded in the daily lives of young children with the expectation that it will lead to greater skills as they grow and mature. Training focuses on how to foster young children’s choice making throughout natural learning opportunities. Training will be provided to TEIS Service Coordinators, Early Intervention Resource Agency (EIRA) personnel, parents, and others interested. This Project is a statewide collaborative effort led by a disability advocacy group. The Lead Agency anticipates this collaboration will also further enhance community awareness for TEIS.</p>	<p>Spring/ Summer 2011</p>	<p>OEC Training Workforce Development Coordinator and Training Team, Arc of Tennessee</p>
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The state reviewed and revised its SPP/APR Targets beginning FFY 2012. Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. Tennessee maintained targets for FFY 2011–2013 the same as for FFY 2010-2011. These targets exceed the original baseline (1.71%). See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	2.37%
2011-2012	2.37%
2012-2013	2.37%

Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / Child Find

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

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

Measurement:

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

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

97% = 3415/3519 x 100 – timely eligibility determination

Number of documented delays attributable to exceptional family circumstances = 259

92% = 3228/3519 x 100 – timely initial IFSP meetings

Number of documented delays attributable to exceptional family circumstances = 622

FFY	Measurable and Rigorous Target
2009-2010	100%

Actual Target Data for FFY 2009-2010:

Timely eligibility determination: 97.04% - based on 3415 infants and toddlers with timely eligibility determination out of 3519 infants and toddlers with initial IFSP development.

Timely initial IFSP development: 91.73% - based on 3228 infants and toddlers with timely initial IFSP meetings out of 3519 infants and toddlers with initial IFSP development.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009-2010:

FFY 2009-2010, data were reported entirely from the Tennessee Early Intervention Data System (TEIDS) – full census data for Part C eligible infants and toddlers who had eligibility determination and initial IFSP development. Data were reviewed by the TEIS-POE leadership team with a subsequent review by OEC monitoring personnel in order to ensure accuracy and to identify reasons for untimeliness.

Delays due to exceptional family circumstances documented in the child’s record were included in both the numerator and denominator when determining compliance for **timely eligibility determination**.

Total # Eligibility Determination for Infants/Toddlers with Initial IFSPs	# Timely	# Untimely due to exceptional family circumstances	Total # Timely Eligibility Determination for Infants/Toddlers with Initial IFSPs
3519	3156	259	3415

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Documented exceptional family circumstances for delay relative to **eligibility determination** include difficulty in locating or contacting family upon receipt of referral, child/family sickness, family's preferred scheduling, family "no show" when developmental evaluator went to the home.

Documented exceptional family circumstances for delay relative to **initial IFSP development** include difficulty locating or contacting the family upon receipt of referral, child/family sickness, family's preferred scheduling, family vacation, family "no show" when service coordinator went to the home for a timely scheduled meeting.

Identified system issues for delay include delays in contacting family and/or completing intake upon receipt of referral into TEIS, delays in requesting developmental evaluation or scheduling initial IFSP meeting after eligibility has been determined, poor planning management of Service Coordinators around approved leave or holidays, and lack of documentation.

Measurement:

- Number of Timely Eligibility Determination for Infants/Toddlers with Initial IFSPs (3415) = # Timely (3156) + # Untimely Due to Exceptional Family Circumstances (259).
- Percent of timely eligibility determination for children with initial IFSPs (97%) = Total # of Timely Eligibility Determination for children with Initial IFSPs (3415) / Total # of Eligibility Determination for Children with Initial IFSPs (3519).

The Lead Agency reports slight slippage from FFY 2008-2009 for Indicator 7 relative to **timely eligibility determination**. Data for FFY 2009-2010 reveals that 97% of infants/toddlers had timely eligibility determination where in FFY 2008-2009 the percentage was 98% (97.62). This represents a 0.58% decrease. The Lead Agency cannot attribute a specific reason as to why the state had slippage as the decrease was less than 1%.

Delays due to exceptional family circumstances documented in the child's record were included in both the numerator and denominator when determining compliance for **timely initial IFSP development**.

<u>Total # Initial IFSPs</u>	# Timely	# Untimely due to exceptional family circumstances	<u>Total # Timely Initial IFSPs</u>
3519	2606	622	3228

Measurement:

- Number of timely Initial IFSPs (3228) = # Timely (2606) + # Untimely Due to Exceptional Family Circumstances (622)
- Percent of timely Initial IFSPs (92%) = Total # of Timely Initial IFSPs (3228) / Total # Initial IFSPs (3519).

The Lead Agency reports maintenance from FFY 2008-2009 for Indicator 7 relative to **timely initial IFSP development**. Data for FFY 2009-2010 reveals 92% of children had timely Initial IFSP development where in FFY 2008-2009 the percentage was 92%.

Status of FFY 2008-2009 Findings

All nine EIS programs were monitored during FFY 2008-2009. There was one finding (MD) of noncompliance issued relative to annual monitoring activities for Indicator 7. The Monitoring Team verified that correction for the one finding occurred in a timely manner (i.e., within one year from date written finding was issued). This information is reported in the Indicator 9 Worksheet. Monitoring personnel verified that all nine EIS programs are correctly implementing the specific regulatory requirements and have held an initial IFSP for each infant and toddler, although late, unless the child was no longer within the jurisdiction of TEIS.

The Lead Agency utilizes direction from both OSEP's 09-02 Memorandum and OSEP's FAQs Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan/ Annual Performance Report (9-3-08) when determining correction of noncompliance. Specific information regarding how the Lead Agency implemented the two-prong approach for determining correction of noncompliance is detailed in Indicator 9 which addresses the state's system for general supervision.

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Correction of FFY 2008 Findings of Noncompliance Timely Corrected (corrected within one year from identification of the noncompliance).

1. Number of findings of noncompliance that state made during FFY 2008 (the period from July 1, 2008 through June 30, 2009)	1
2. Number of findings the state verified as timely corrected (corrected within one year from the date of notification to the EIS programs of the finding)	1
3. Number of findings not verified as corrected within one year [(1) minus (2)]	0

FFY 2009-2010 Findings of Noncompliance

All nine EIS programs were monitored during FFY 2009-2010. Four findings of noncompliance (SE, UC, SC, and MD) were made relative to Indicator 7. Information regarding these findings will be reported in Indicator 9 of the February 2012 APR. Of important note, OEC monitoring personnel have verified the timely correction of all findings. Specific information regarding how the Lead Agency determined correction of noncompliance is detailed in Indicator 9 which addresses the state’s system for general supervision.

FFY 2009-2010 Updates for Improvement Activities

The Lead Agency purchased laptop computers and wireless internet cards for POE Developmental Specialists and Service Coordinators in fall of 2009. Providing personnel who work in the field with this equipment will eliminate current duplication by enabling evaluations to be entered into TEIDS and IFSPs to be developed onsite where internet is available. It is believed that this will further improve compliance with timelines.

In the summer of 2009, two-day mandatory trainings for all nine TEIS Point of Entry Offices (POEs) were held on the following topics: family focused IFSP development, goal and action step development, procedural safeguards, and policies and procedures. Trainings were delivered by the OEC Training Workforce Development Coordinator, Part C Monitoring Coordinator, and Training Team. Also in the summer of 2009, this same training was tailored to early interventionists and delivered by the OEC Training Team.

Improvement Activities/Timelines/Resources – FFY 2009-2010 Updates

Activity/ Action	Timelines	Resources	Activity Status
Weekly review of all IFSP meeting types (initial, 6-month, annual, requested reviews, LEA transition conferences) completed by service coordinators. The purpose of reviews: 1) correction of TEIDS data entry errors; and 2) ensuring TEIDS documentation when meetings were untimely; Weekly review report is sent to the State central office.	Began May 2008 and ongoing weekly	TEIS-POE Data Manager and Leadership, State Data Manager	Completed. This activity is integrated into routine processes with personnel changes noted in <u>Revisions to Improvement Activities</u> in the next section.
Utilize TEIDS data for annual compliance monitoring of EIS programs.	Data pulled on July 20 th for the fiscal year	State Data Manager, Part C Monitoring Coordinator	Completed. This activity is integrated into routine processes.
Clean and analyze data which were untimely for the identification of documented reasons (family or system) impacting timelines.	August/ September for the fiscal year	TEIS-POE Data Manager and Leadership	Completed. This activity is integrated into routine processes with personnel changes noted in <u>Revisions to Improvement Activities</u> in the next section.
Review data which were cleaned and analyzed in order to verify data fidelity.	August/ September for the fiscal year	Part C Monitoring Coordinator, Monitoring Consultant	Completed. This activity is integrated into routine processes.
Issue written finding where noncompliance is discovered.	September for the fiscal year	Part C Monitoring Coordinator, Office of Early Childhood (OEC) Director	Completed. This activity is integrated into routine processes.
Develop a Corrective Action Plan (CAP) when there is a written finding.	September for the fiscal	Part C Monitoring Coordinator, Office of	Completed. This activity is integrated into routine

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	year	Early Childhood (OEC) Director	processes.
Submit CAP progress reports.	Monthly, until correction is achieved	TEIS-POE District Administrator and Leadership to OEC Monitoring personnel	Completed. This activity is integrated into routine processes.
Utilize both TEIDS data <u>and</u> CAP progress reports to monitor compliance tracking relative to correction of noncompliance.	Monthly, until correction achieved	Part C Monitoring Coordinator, Monitoring Consultant	Completed. This activity is integrated into routine processes.
Clean and analyze data which were untimely for the identification of documented reasons (family or system) impacting timelines.	Monthly, until correction achieved	TEIS-POE Data Manager and Leadership	Completed. This activity is integrated into routine processes with personnel changes noted in <u>Revisions to Improvement Activities</u> in the next section.
Review data which were cleaned and analyzed in order to verify fidelity of data.	Monthly, until correction achieved	Part C Monitoring Coordinator, Monitoring Consultant	Completed. This activity is integrated into routine processes.
Issue written letter of correction when compliance has been achieved.	Date correction verified	Part C Monitoring Coordinator, OEC Director	Completed. This activity is integrated into routine processes.
Provide technical assistance to TEIS-POE as requested or per enforcement actions based on annual program determination.	Began FFY 2006 and ongoing	OEC Monitoring personnel, other OEC personnel depending on TA needs/ requirements	Completed. This activity is integrated into routine processes.
Develop required training for all TEIS Point of Entry Offices (POEs) on the following topics: family focused IFSP development; goal and action step development; procedural safeguards; and policies and procedures.	February-March 2009	OEC Training Workforce Development Coordinator and Trainers, Part C Monitoring Coordinator	Completed. See narrative above this table for information.
Provide two-day training to all TEIS-POE personnel.	April-May 2009	OEC Training Workforce Development Coordinator and Trainers, Part C Monitoring Coordinator	Completed. See narrative above this table for information.
Purchase laptop computers and wireless internet cards for POE Developmental Specialists and Service Coordinators.	July 2009	OEC personnel, DOE Information Technology personnel, DOE fiscal personnel, Department of Finance and Administration	Completed. See narrative above this table for information.
Distribute laptop computers and wireless internet cards to POE Developmental Specialists and Service Coordinators.	September 2009	OEC personnel, DOE Information Technology personnel	Completed. See narrative above this table for information.
Phase into the primary use of laptops statewide where internet connectivity is available.	April 2010	POE District Administrators, Developmental Specialists, Service Coordinators	Completed. See narrative above this table for information.

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Other Activities during FFY 2009-2010

In the spring of 2010, training was completed for all TEIS Service Coordinators and Service Coordination Managers in the process of conducting Routines Based Interviews (RBI) for the purpose of developing IFSP outcomes. Along with the training, the OEC Training Team has provided support and monitoring of IFSPs to ensure outcome achievement. In January 2010, each TEIS-POE developed a plan for full implementation of the RBI process by January 2011. POE plans were reviewed and approved by OEC Training Team.

The Battelle Developmental Inventory-2 (BDI-2) continues to be utilized as the evaluation tool for Part C eligibility determination. Refresher training was provided to all TEIS Eligibility Team and Service Coordination Managers. Riverside Publishing Company conducted the training in partnership with the TEIS Training Team, spring 2010.

Photo refractive vision screeners were purchased in fall of 2009. TEIS personnel were trained by the manufacturer (Pediavision) in the fall of 2009. The Lead Agency believes that utilizing such technology will provide more valid and reliable vision screening results for the POE Developmental Specialists when assessing vision needs in infants and toddlers. Statewide implementation for the use of Pediavision during eligibility determination procedures began January 2010.

During FFY 2009-2010 Tennessee was in year three of a four-year TEIDS-Plus Project which is a federally funded research project to study the impact of a web-based quality assurance system designed to monitor and improve Individualized Family Service Plan (IFSP) development and implementation. The system includes five components for helping Service Coordinators and families make data-based decisions when developing the IFSP. TEIDS serves as the platform for the project's embedded learning objects with links in TEIDS to the TEIDS-Plus website containing information and examples on the five components. This year saw the beginning of a two-year experiment, contrasting two TEIS-POEs having access to TEIDS-Plus with two TEIS-POEs having access only to the regular TEIDS. Data are collected for these four POEs through the following avenues:

1. Review of the IFSP document measuring the quality of functionality of the IFSP; the extent of alignment with state early childhood standards; and the number, frequency, and intensity of planned services;
2. Analysis of recordings made during IFSP meetings for consenting families to measure the extent and nature of parents' talk;
3. Analysis of parent-completed survey about participation in the development of the IFSP; and
4. Collecting information about child development with the Pediatric Evaluation of Disability Inventory (PEDI), an instrument that measures both how children perform self-care, mobility, and social skills through an interview of the family.

Data are also collected in the two experimental POEs on Service Coordinator use of the TEIDS-Plus learning objectives in TEIDS with links to the TEIDS-Plus website. The Project's hypothesis is that those POEs having access to TEIDS-Plus use a higher quality process for developing IFSPs and produce higher quality IFSPs than those POEs with access to only the regular TEIDS. Information regarding results will be available after the Project ends in June 2011.

In FFY 2009-2010, the OEC Part C Coordinator in conjunction with Department of Education Human Resources (DOE-HR) personnel provided 'Performance Management' work sessions to the TEIS-POE District Administrators in order to strengthen and support supervisory efforts of the POE offices. During these sessions it was determined that the state civil service job plans were not written in measurable, behavioral terms specific to the function of TEIS personnel when used in performance management. Work began in August 2009 by the Part C Coordinator, TEIS-POE District Administrators, and DOE-HR staff to develop SMART (**S**pecific **M**easurable **A**chievable **R**ealistic **T**imely) Job Plans for each TEIS-POE, civil-service position. A draft for SMART Job Performance Plans for these positions was developed in December 2009. The Part C Coordinator and Part C Monitoring Coordinator finalized the TEIS-POE Plans and developed SMART Job Plans for OEC civil service personnel in February 2010. Implementation of SMART Job Plans began March 2010. SMART Job Plans contain behaviorally written performance measures which utilize data for specific job performance. A strong relationship exists between Plans across supervisory responsibilities. For example, performance measures for Service Coordinators (i.e., timely eligibility determination, initial IFSP meetings, and LEA transition conferences) are linked to performance measures for Service Coordination Managers and to performance measures for the District Administrator. It is believed that this further clarification of roles and responsibilities for each position type and utilizing performance-based measures during annual evaluations will have a positive impact on measures of compliance.

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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009-2012:

As the state does not report 100% compliance for Indicator 7, a review of the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the development of the additional activities detailed below. The Lead Agency will continue to implement ongoing activities along with these new activities. The SPP has been updated to reflect the addition of these activities.

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
Review organizational structure, including roles and responsibilities relative to <u>data management</u> and <u>professional development</u> .	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood
Develop a reporting structure to ensure consistent <u>data management</u> and data quality procedures.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership
Implement revised organizational reporting structure for data management. It is anticipated that the change of structure (TEIS-POE to OEC personnel) will improve the quality of data management and aid in the tracking and correction of system issues increasing the POE's level of compliance.	September 2010	OEC Director, State Data Manager, OEC Data Managers, Part C Monitoring Coordinator
Deliver training to the nine OEC Data Managers regarding pulling, cleaning, and reporting monthly data to the local TEIS-POE leadership.	Begin December 2010	OEC Monitoring Team, State Data Manager, OEC Data Managers
Provide TEIS-POE Leadership with monthly data reports. It is anticipated these regular reports along with actions taken by Leadership will allow issues to be addressed quickly, thus impacting annual POE and state compliance.	Begin December 2010 and ongoing	OEC Data Managers and TEIS-POE District Administrators and Leadership
Develop a reporting structure to ensure consistent <u>professional development</u> .	August 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership
Implement revised organizational reporting structure for professional development.	September 2010	OEC Director; Training Workforce Development Coordinator, and OEC Training Team
Utilize SMART Job Plan performance data for Indicator 7 when conducting TEIS-POE Interim Performance Reviews and Annual Performance Evaluations.	July 2010 (1 st Interim) November 2010 (2 nd Interim) February 2011 (Annual Performance Evaluations)	TEIS-POE supervisory personnel (District Administrators, Service Coordination Managers, Eligibility Coordinators), Part C Coordinator

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	100%

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2011-2012	100%
2012-2013	100%

Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / Effective Transition

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

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

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

Measurement:

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

Account for untimely transition conferences, including reasons for delays.

A. 100% = 3519/3519 x 100 → Compliance with Federal Target

B. 100% = 3519/3519 x 100 → Compliance with Federal Target

C. 94% = 1496/1590 x 100

Number of documented delays attributable to exceptional family circumstances = 239

FFY	Measurable and Rigorous Target
2009-2010	A. 100% B. 100% C. 100%

Actual Target Data for FFY 2009-2010:

8A. IFSPs with Transition Steps and Services

100% - 3519 infants and toddlers had initial IFSP development in FFY 2009-2010. Tennessee Early Intervention Data System (TEIDS) contains a validation which assures compliance for this component of indicator 8 – all children with initial IFSP development have a transition outcome/ goal. The Lead Agency met the Federal Target for component A of the indicator.

8B. LEA Notifications

100% - based on 3519 infants and toddlers had initial IFSP development in FFY 2009-2010. Quarterly notification data are pulled from TEIDS and shared with LEAs, beginning with initial IFSP development. The Lead Agency met the Federal Target for component B of the indicator. In Tennessee, Part C eligibility definition is aligned closely with Part

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B eligibility definition as a result all children served in Part C are potentially eligible for Part B special education services.

8C. Transition Conferences

94.09% - based on 1496 children who had timely LEA transition conferences out of the 1590 children who reached the age for transition and where parent gave consent for an LEA transition conference.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009-2010:

As reported for **8A** in the 2/1/08 APR (FFY 2006-2007), TEIDS contains a validation that assures every child has a transition goal before an Initial IFSP can be saved as final. For FFY 09-10, the Lead Agency reports maintenance of compliance utilizing the current TEIDS validation.

As reported for **8B** in the 2/1/08 APR (FFY 2006-2007), the Lead Agency has a process for data sharing between the Part C System and LEAs at the Division of College and Career Readiness (DCCR) central office level. Quarterly directory information (including contact information) is pulled for children who had initial IFSP development. The OEC State Data Manager separates data by each LEA and sends to the appropriate LEA Special Education Supervisor for their dissemination to preschool personnel for use in planning. For FFY 09-10, the Lead Agency reports maintenance of compliance utilizing the current process for LEA notification.

For **8C**, FFY 2009-2010 full census data were collected from the Tennessee Early Intervention Data System (TEIDS) for Part C children who had a LEA transition conference unless a conference was refused by the family. Data were reviewed by the TEIS-POE leadership team with a subsequent review by OEC monitoring personnel in order to ensure accuracy and to identify reasons for untimeliness.

Delays due to exceptional family circumstances documented in the child's record were included in both the numerator and denominator when determining compliance for timely LEA Transition Conferences.

<u>Total # LEA Conferences</u>	# Timely	# Untimely Due to Exceptional Family Circumstances	<u>Total # Timely LEA Conferences</u>
1590	1257	239	1496

Documented exceptional family circumstances for delay of transition conferences include child/family sickness, family vacation, family's preferred scheduling, and family "no show" for a timely scheduled meeting. Identified system issues for delay of transition conferences include scheduling difficulties or delays by the Service Coordinator, poor planning management of service coordinators around approved leave or holidays, and lack of documentation.

Measurement:

Number of Timely LEA Transition Conferences (1590) = # Timely (1257) + # Untimely Due to Exceptional Family Circumstances (239)

Percentage of Timely LEA Transition Conferences (94%) = Total # of Timely Conferences (1496) / Total # of Conferences (1590).

The Lead Agency reports slippage from FFY 2008-2009 for Indicator 8C. Data for FFY 2009-2010 reveals that 94.09% of children had timely LEA transition conferences where in FFY 2008-2009 the percentage was 95.03%. This represents a .94% decrease from FFY 2008-2009. The Lead Agency cannot attribute a specific reason as to why the state had slippage as the decrease was less than 1%.

Status of FFY 2008-2009 Findings

All nine EIS programs were monitored during FFY 2008-2009. One finding (MD) of noncompliance was made relative to indicator 8C. The Monitoring Team verified that correction for the one finding occurred in a timely manner (i.e., within one year from date written finding was issued). This information is reported in the Indicator 9 Worksheet. Monitoring personnel verified that all nine EIS programs are correctly implementing the specific regulatory requirements and have held an LEA transition conference for every child, although late, unless the child was no longer within the jurisdiction of TEIS.

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The Lead Agency utilizes direction from both OSEP's 09-02 Memorandum and OSEP's FAQs Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan/ Annual Performance Report (9-3-08) when determining correction of noncompliance. Specific information regarding how the Lead Agency implemented the two-prong approach for determining correction of noncompliance is detailed in Indicator 9 which addresses the state's system for general supervision.

Correction of FFY 2008 Findings of Noncompliance Timely Corrected (corrected within one year from identification of the noncompliance).

1. Number of findings of noncompliance that state made during FFY 2008 (the period from July 1, 2008 through June 30, 2009)	1
2. Number of findings the state verified as timely corrected (corrected within one year from the date of notification to the EIS programs of the finding)	1
3. Number of findings not verified as corrected within one year [(1) minus (2)]	0

FFY 2009-2010 Findings of Noncompliance

All nine EIS programs were monitored during FFY 2009-2010. One finding of noncompliance (MD) was made for Indicator 8C. Information regarding these findings will be reported in Indicator 9 of the February 2012 APR. Of important note, OEC Monitoring personnel have verified the timely correction of all findings. Specific information regarding how the Lead Agency determined correction of noncompliance is detailed in Indicator 9 which addresses the state's system for general supervision.

FFY 2009-2010 Updates for Improvement Activities

In FFY 2009-2010, the Office of Early Childhood (OEC) Training Workforce Development Coordinator and Trainers developed a transition booklet entitled, "Steps to Success" to be utilized with families during home visits. The booklet contains information and activities to educate families about transition timelines, steps, and expectations for Part C/ Part B personnel and families during the transition process. A web-based resource has also been developed to complement the booklet which allows for individual tailoring by each district to include specific LEA requirements. This resource contains modules which support the Booklet sections and will be utilized by TEIS Service Coordinators and Early Intervention Resource Agencies (EIRAs) personnel. It is expected that this initiative will further improve smooth transitions from Part C to Part B and continue to impact progress toward compliance.

Improvement Activities/Timelines/Resources – FFY 2009-2010 Updates

Activity/ Action	Timelines	Resources	Activity Status
Weekly review of all IFSP meeting types (initial, 6-month, annual, requested reviews, LEA transition conferences) completed by service coordinators. The purpose of reviews: 1) correction of TEIDS data entry errors; and 2) ensuring TEIDS documentation when meetings were untimely; Weekly review report is sent to the State central office.	Began May 2008 and ongoing weekly	TEIS-POE Data Manager and Leadership, State Data Manager	Completed. This activity is integrated into routine processes with personnel changes noted in <u>Revisions to Improvement Activities</u> in the next section.
Utilize the <i>Upcoming Meeting Report</i> generated by TEIDS as resource for planning/scheduling transition conferences.	Monthly	TEIS-POE Leadership	Completed. This activity is integrated into routine processes.
Utilize TEIDS data for annual compliance monitoring of EIS programs.	Data pulled on July 20 th for the fiscal year	State Data Manager, Part C Monitoring Coordinator	Completed. This activity is integrated into routine processes.
Clean and analyze data which were untimely for the identification of documented reasons (family or system) impacting the meeting timeline.	August/ September for the fiscal year	TEIS-POE Data Manager and Leadership	Completed. This activity is integrated into routine processes with personnel changes noted in <u>Revisions to Improvement Activities</u> in the next section.
Review data which were cleaned and analyzed in order to verify data fidelity.	August/ September for	Part C Monitoring Coordinator, Monitoring	Completed. This activity is integrated into routine

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	the fiscal year	Consultant	processes.
Issue written finding where noncompliance is discovered.	September for the fiscal year	Part C Monitoring Coordinator, Office of Early Childhood (OEC) Director	Completed. This activity is integrated into routine processes.
Develop a Corrective Action Plan (CAP) when there is a written finding.	September for the fiscal year	Part C Monitoring Coordinator, Office of Early Childhood (OEC) Director	Completed. This activity is integrated into routine processes.
Submit CAP progress reports.	Monthly, until correction achieved	TEIS-POE District Administrator and Leadership to OEC Monitoring personnel	Completed. This activity is integrated into routine processes.
Utilize both TEIDS data and CAP progress reports to monitor compliance tracking relative to correction of noncompliance.	Monthly, until correction achieved	Part C Monitoring Coordinator, Monitoring Consultant	Completed. This activity is integrated into routine processes.
Clean and analyze data which are untimely for the identification of documented reasons (family or system) impacting the meeting timeline.	Monthly, until correction achieved	TEIS-POE Data Manager and Leadership	Completed. This activity is integrated into routine processes with personnel changes noted in <u>Revisions to Improvement Activities</u> in the next section.
Review data which were cleaned and analyzed in order to verify fidelity of data.	Monthly, until correction achieved	Part C Monitoring Coordinator, Monitoring Consultant	Completed. This activity is integrated into routine processes.
Issue written letter of correction when compliance has been achieved.	Date correction verified	Part C Monitoring Coordinator, OEC Director	Completed. This activity is integrated into routine processes.
Provide technical assistance to TEIS-POEs as requested or per enforcement actions based on annual program determination.	Began FFY 2006 and ongoing	OEC Monitoring personnel, other OEC personnel depending on TA needs/ requirements	Completed. This activity is integrated into routine processes.
Develop Transition booklet and web-based training modules.	January 2010	OEC Training Workforce Development Coordinator and Training Team	Completed. See narrative above this table for information.
Present information about the new initiative to LEAs at Annual Special Education Conference – Presentation of booklet and web-based training.	February 2010	OEC Training Workforce Development Coordinator and Training Team	Completed. See narrative above this table for information.
Full implementation of Transition booklet and the use of web-based training.	April 2010	OEC Training Workforce Development Coordinator and Training Team, TEIS Service Coordinators, Early Interventionists (EIRAs, Vendors, and State part-time personnel)	Activity revised; refer to updated activity below under <u>Revisions to Improvement Activities</u> .

Other Activities during FFY 2009-2010

The Lead Agency continues to utilize its web-based training "Early Childhood Transition: Connecting the Dots." This web-based curriculum was originally developed by the North Central Regional Resource Center and modified for use in Tennessee. The online, competency-based curriculum is used by Part C (TEIS) and Part B (LEA) personnel who are

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directly involved in early childhood transition. The OEC Training Workforce Development Coordinator is able to monitor and compile reports regarding training utilization by participants from TEIS-POEs, Early Intervention Resource Agencies (EIRAs), and Local Education Agency (LEA).

The Lead Agency continues to utilize the brochure which was initially developed from the recommendation of a State Interagency Coordinating Council (SICC) member representing TN's Council on Developmental Disabilities (DD Council). This brochure provides families with basic written information regarding the transition process from Part C at age three years. The transition brochure is posted on the State's website at http://tennessee.gov/education/teis/parent_info.shtml.

The Lead Agency is pleased to report the collaborative efforts between the Part C Data Manager with the Part B Data Manager around the sharing of data utilized for the Annual Performance Report (APR) development. Specific data pulled and cleaned from the Tennessee Early Intervention Data System (TEIDS) utilized for Part C, Indicator 8C is now merged into a unified data table for use when comparing data in the Special Education Data Services System (Easy-IEP) for the development Indicator B12 (Part C to Part B Transition).

In FFY 2009-2010, the OEC Part C Coordinator in conjunction with Department of Education Human Resources (DOE-HR) personnel provided 'Performance Management' work sessions to the TEIS-POE District Administrators in order to strengthen and support supervisory efforts of the POE offices. During these sessions it was determined that the state civil service job plans were not written in measurable, behavioral terms specific to the function of TEIS personnel when used in performance management. Work began in August 2009 by the Part C Coordinator, TEIS-POE District Administrators, and DOE-HR staff to develop SMART (**S**pecific **M**easurable **A**chievable **R**ealistic **T**imely) Job Plans for each TEIS-POE, civil-service position. A draft for SMART Job Performance Plans for these positions was developed in December 2009. The Part C Coordinator and Part C Monitoring Coordinator finalized the TEIS-POE Plans and developed SMART Job Plans for OEC civil service personnel in February 2010. Implementation of SMART Job Plans began March 2010. SMART Job Plans contain behaviorally written performance measures which utilize data for specific job performance. A strong relationship exists between Plans across supervisory responsibilities. For example, performance measures for Service Coordinators (i.e., timely eligibility determination, initial IFSP meetings, and LEA transition conferences) are linked to performance measures for Service Coordination Managers and to performance measures for the District Administrator. It is believed that this further clarification of roles and responsibilities for each position type and utilizing performance-based measures during annual evaluations will have a positive impact on measures of compliance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009-2012:

As the state does not report 100% compliance for Indicator 8C, a review of the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP) was completed. This review resulted in the development of the additional activities detailed below. The Lead Agency will continue to implement ongoing activities in the SPP along with the new activities. The SPP has been updated to reflect the addition of these new activities.

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
Review organizational structure, including roles and responsibilities relative to <u>data management</u> and <u>professional development</u> .	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood
Develop a reporting structure to ensure consistent <u>data management</u> and data quality procedures.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership
Implement revised organizational reporting structure for data management. It is anticipated that the change of structure (TEIS-POE to OEC personnel) will improve the quality of data management and aid	September 2010	OEC Director, State Data Manager, OEC Data Managers, Part C Monitoring Coordinator

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in the tracking and correction of system issues increasing the POE's level of compliance.		
Deliver training to the nine OEC Data Managers regarding pulling, cleaning, and reporting monthly data to the local TEIS-POE leadership.	Begin December 2010	OEC Monitoring Team, State Data Manager, OEC Data Managers
Provide TEIS-POE Leadership with monthly data reports. It is anticipated these regular reports along with actions taken by Leadership will allow issues to be addressed quickly, thus impacting annual POE and state compliance.	Begin December 2010 and ongoing	OEC Data Managers and TEIS-POE District Administrators and Leadership
Develop a reporting structure to ensure consistent professional development.	August 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership
Implement revised organizational reporting structure for professional development.	September 2010	OEC Director; Training Workforce Development Coordinator; and OEC Training Team
Bi-monthly data sharing from Part C database (TEIDS) to Part B database (Easy IEP) to include TEIS transition data (i.e., assessment and services information) to improve data quality. This activity is also designed to improve the quality of programs and services in order to enhance children's outcomes. The Lead Agency anticipates improved data sharing will better facilitate quality transition steps and services.	Fall 2010 and ongoing	Office of Early Childhood (OEC) State Data Manager and Public Consulting Group (PCG)
Utilize SMART Job Plan performance data for Indicator 8C when conducting TEIS-POE Interim Performance Reviews and Annual Performance Evaluations.	July 2010 (1 st Interim) November 2010 (2 nd Interim) February 2011 (Annual Performance Evaluations)	TEIS-POE supervisory personnel (District Administrators, Service Coordination Managers, Eligibility Coordinators), Part C Coordinator
Update "Early Childhood Transition: Connecting the Dots." Updates to include clarifications related to OSEP's Early Childhood Transition FAQs.	Spring 2011	OEC Preschool Consultant, Training Workforce Development Coordinator, State Data Manager, Training Team
Deliver training to TEIS-POE and EIRA personnel on the usage of the "Steps to Success" Booklet and complementary web-based resource.	Spring 2011	OEC Preschool Consultant Training Workforce Development Coordinator, Training Team

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	100%
2011-2012	100%
2012-2013	100%

Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / General Supervision

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

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

Measurement:

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.

100% = 7/7 x 100 → Compliance with Federal Target

FFY	Measurable and Rigorous Target
2009-2010	100%

Actual Target Data for FFY 2008-2009:

The reader is referred to the following information related to the state’s system of general supervision for monitoring when reviewing content for indicator 9 which is inclusive of Indicators 1, 7, and 8C.

- A. Early Intervention Service (EIS) Programs. In Tennessee, EIS programs are defined as the nine Tennessee Early Intervention System Point of Entry Offices (TEIS-POEs). Each POE has a leadership team structure with direct oversight provided by a District Administrator. State personnel in these offices are responsible for: 1) Part C eligibility determination and 2) all service coordination activities which include IFSP development, oversight of service delivery, and transition. Each TEIS-POE has an Office of Early Childhood (OEC) Data Manager who keeps POE leadership informed regarding status of accurate data entry into the Tennessee Early Intervention Data System (TEIDS); status of compliance measures with Indicators 1, 7, and 8C; and additional data elements which are tracked at the POE level.
- B. Monitoring Activities. The Lead Agency monitors EIS programs (TEIS-POEs). Annual monitoring training is delivered to TEIS-POEs relative to the types of monitoring activities; pertinent updates from OSEP related to monitoring, process for the identification of noncompliance; the three step process for determining correction of noncompliance, and the basic corrective planning process should a finding of noncompliance be issued. Monitoring activities are conducted through the following three avenues:
 - 1. Annual Monitoring: All nine EIS programs are monitored annually. The Tennessee Early Intervention Data System (TEIDS) allows for web-based tracking of compliance at the individual child level. Full fiscal year census data from TEIDS are utilized annually for the monitoring of federal compliance Indicators 1, 7, and 8C. Compliance with Indicator 8A is maintained through a TEIDS validation. Compliance with Indicator 8B is addressed through quarterly data sharing at the state level between Part C and Part B. The review for

status of compliance and the issuing of findings if warranted occurs during August-October for the previous fiscal year.

2. Dispute Resolution: Findings of noncompliance may be issued as an outcome of one of the three dispute resolution processes (i.e., administrative complaint, mediation, due process). Identifying noncompliance and issuing a finding when warranted may occur at any point during the fiscal year.
 3. Focused Monitoring Activities: Standard activities are planned based on one or more of the following: 1.) IDEA Related Requirements; 2.) TEIS Operations Manual; 3) TEIS Policy Manual; and/ or 4.) Input regarding possible issues from Office of Early Childhood (OEC) personnel. Standard focused monitoring activities occur in the spring with any findings issued in May/ June. Focused monitoring may also be initiated based upon a particular concern which warrants investigation. A finding of noncompliance for this type of situation may be issued at any point during the fiscal year.
- C. Issuing findings of noncompliance. A finding of noncompliance can be issued to an EIS program through any of the monitoring activities described above. When this occurs the Office of Early Childhood (OEC) issues a letter of finding along with supporting data and a Corrective Action Plan (CAP) template.
- D. Determining correction of noncompliance: The Lead Agency utilizes direction from both OSEP's 09-02 Memorandum and OSEP's FAQs Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan/ Annual Performance Report (9-3-08) when determining correction of noncompliance. When correction has been achieved, the OEC issues a letter of correction to the POE along with the final, completed CAP. The Lead Agency adheres to the federal Office of Special Education Program's (OSEP) definition for timely correction – as soon as possible, but not more than one year from the date the finding was issued. The 09-02 Memorandum identifies a “two-prong approach” when determining correction. The Lead agency uses the following three steps when determining correction as part of its system of general supervision:
1. Child-level correction (prong 1). When child-level noncompliance is discovered (i.e., a child has yet to receive an IFSP service [Indicator 1], have a meeting [Indicators 7 or 8C], or any other child-level compliance issue), the child's TEIDS identification number is recorded within the TEIS-POE's initial CAP template prepared by the Part C Monitoring Coordinator. Annual training addresses the need for immediate attention and correction of such issues when found. The TEIS-POE informs the Monitoring Team of correction through monthly CAP progress reporting. The Monitoring Team verifies correction by reviewing each child's record in Tennessee Early Intervention Data System (TEIDS).
 2. Correct Implementation of regulatory requirements (prong 2). A subsequent review of data is made relative to the finding concern in order for the OEC Monitoring Team to verify that the TEIS-POE is correctly implementing the specific regulatory requirements for each infant and toddler. This entails a review of monthly, full census data in TEIDS until 100% compliance is achieved.
 3. Completion of Corrective Action Plans (CAPs). The Lead Agency additionally utilizes a Corrective Action Plan as part of its system of general supervision. The CAP provides the vehicle for the EIS Program to identify systemic issues impacting noncompliance and address those issues through the development and implementation of a plan of correction. As part of the CAP development, the POE conducts a Root Cause Analysis (RCA) related to system issues across all children which led to the noncompliance. Based on the results of the RCA, corrective action steps are developed which include information regarding timelines and the identification of who is responsible for each action step. OEC Monitoring Team provides technical assistance to the POE for the development of the CAP. The CAP template becomes a monthly reporting and communication tool between the POE and OEC Monitoring Team. It is used to document progress status until corrective actions/ measures have been implemented. The Lead Agency uses this third step in the correction process to ensure EIS program leadership identify/ address local systemic issues which impact overall state-level compliance.
- E. Issuing Letters of Determination. The Lead Agency issues EIS Program Determinations after the completion of all monitoring activities for the fiscal year. Decisions regarding program determinations are made from a full review of monitoring information and are based upon the four categories defined by IDEA – Meets Requirements, Needs Assistance, Needs Intervention, Needs Substantial Intervention. This review is conducted by the senior leadership of the Office of Early Childhood (OEC). The OEC issues a letter of determination to the POE along with a copy of

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“Tennessee’s System of Enforcements for EIS Programs.” This document details Tennessee’s enforcement actions for each of the four categories.

OSEP Indicator 9 Worksheet

The worksheet below reports the status of correction for findings made in FFY 2008-2009.

Timely correction of noncompliance within one year of identification

Indicator	General Supervision System Components	# of EIS Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of Noncompliance Identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of Noncompliance from (a) for which Correction was Verified no Later than One Year from Identification
1. Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
	Dispute Resolution: Complaints, Hearings	1	1	1
2. Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	N/A ^A	N/A ^A	N/A ^A
	Dispute Resolution: Complaints, Hearings	0	0	0
3. Percent of infants and toddlers with IFSPs who demonstrate improved outcomes	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	N/A ^B	N/A ^B	N/A ^B
	Dispute Resolution: Complaints, Hearings	0	0	0
4. Percent of families participating in Part C who report that early intervention services have helped the family	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	N/A ^C	N/A ^C	N/A ^C

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Indicator	General Supervision System Components	# of EIS Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of Noncompliance Identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of Noncompliance from (a) for which Correction was Verified no Later than One Year from Identification
	Dispute Resolution: Complaints, Hearings	0	0	0
5. Percent of infants and toddlers birth to 1 with IFSPs	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	N/A ^D	N/A ^D	N/A ^D
6. Percent of infants and toddlers birth to 3 with IFSPs	Dispute Resolution: Complaints, Hearings	0	0	0
7. Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
	Dispute Resolution: Complaints, Hearings	0	0	0
8. Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including: A. IFSPs with transition steps and services;	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
8. Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0

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Indicator	General Supervision System Components	# of EIS Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of Noncompliance Identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of Noncompliance from (a) for which Correction was Verified no Later than One Year from Identification
appropriate community services by their third birthday including: B. Notification to LEA, if child potentially eligible for Part B:	Dispute Resolution: Complaints, Hearings	0	0	0
8. Percent of all children exiting Part C who received timely transition planning to support the child’s transition to preschool and other appropriate community services by their third birthday including:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
C. Transition conference, if child potentially eligible for Part B	Dispute Resolution: Complaints, Hearings	0	0	0
Focused Monitoring on IDEA Related Requirements Focus Area: Procedural Safeguards	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	3	3
Sum the numbers down Column a and Column b		7	7	7

Footnotes for Indicator 9 Worksheet:

- A. Indicator 2 – Primary Settings. OSEP defines this Federal indicator as a results indicator. For this indicator, the state is compared to the annual state target utilizing annual 618 Data for settings (Table 2). These data are made available to the early intervention community on the State’s website under “TN Child Count Data” at http://tennessee.gov/education/teis/reports_data.shtml. Data are shared specifically with district EIS programs and the State Interagency Coordinating Council (SICC). In the *Annual Report to the Public* posted on the State’s website under “Reports” at http://tennessee.gov/education/teis/reports_data.shtml, data for each EIS program is provided as a comparison with the annual State target.
- B. Indicator 3 – Child Outcomes. OSEP defines this Federal indicator as a results indicator. The results of child outcomes data are collected and reported in the state’s Annual Performance Report (APR). See Indicator 3 in this report. Results are shared with EIS programs who collected data and with the SICC.
- C. Indicator 4 – Family Outcomes. OSEP defines this Federal indicator as a results indicator. The results of family survey data are collected and shared specifically with the EIS programs and the SICC. In the *Annual Report to the Public* posted on the State’s website under “Reports” at http://tennessee.gov/education/teis/reports_data.shtml, data for each EIS program is provided as a comparison with the annual State target.
- D. Indicators 5 and 6 – Children served birth to age one year (Indicator 5) and children served birth to three years of age (Indicator 6). OSEP defines this Federal indicator as a results indicator. For this indicator, the state is

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compared to the national baseline utilizing annual 618 Data (Table 1, Section A). These data are made available to the early intervention community on the State’s website under “TN Child Count Data” at http://tennessee.gov/education/teis/reports_data.shtml. Data are shared specifically with district EIS programs and the State Interagency Coordinating Council (SICC). In the *Annual Report to the Public* posted on the State’s website under “Reports” at http://tennessee.gov/education/teis/reports_data.shtml, data for each EIS program is provided as a comparison with the annual state target.

Indicator 9 Worksheet Summary

FFY 2008-2009 Monitoring Results for Correction of Noncompliance:

Annual Monitoring:

In FFY 2008-2009, all nine EIS programs were monitored. Three findings of noncompliance were issued. One finding each was issued to TEIS-MD for indicators 1, 7, and 8C. With technical assistance from OEC Monitoring Team, the POE conducted a root cause analysis and developed corrective measures as part of a Corrective Action Plan (CAP). The Monitoring Team reviewed subsequent monthly child-level data to verify correction of noncompliance. Timely correction was achieved by TEIS-MD for all three findings.

Dispute Resolution:

One finding of noncompliance was issued to TEIS-SC relative to dispute resolution processes. The finding was related to procedural safeguards for the use of Prior Written Notice for a service delivery issue (Indicator 1). A Corrective Action Plan was developed by the POE to address the issue. The CAP was completed with timely correction related to the specific issue.

Focused Monitoring:

Three EIS programs were monitored related to IDEA Related Requirements with the focus area of Procedural Safeguards. Three findings of noncompliance were issued – one to each TEIS-POE (ET, UC, and GN). With technical assistance from OEC Monitoring Team, the three POEs conducted a root cause analysis and developed corrective measures as part of a Corrective Action Plan (CAP). OEC Monitoring Team reviewed child-level documentation faxed by the POE to verify correction of noncompliance. Timely correction was achieved by all three TEIS-POEs.

Percent of noncompliance corrected within one year of identification was 100% (column b sum (7) divided by column a sum (7) times 100).

OEC personnel have verified that all nine EIS programs are correctly implementing the specific regulatory requirements, and have initiated services for each infant and toddler, although late, unless the child was no longer within the jurisdiction of TEIS. The Lead Agency utilized direction from both OSEP’s FAQs Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan/ Annual Performance Report (9-3-08) and OSEP’s 09-02 Memorandum.

Correction of FFY 2008 Findings of Noncompliance Timely Corrected (corrected within one year from identification of the noncompliance).

1. Number of findings of noncompliance that state made during FFY 2008 (the period from July 1, 2008 through June 30, 2009) (Sum of Column a on the Indicator 9 Worksheet)	7
2. Number of findings the state verified as timely corrected (corrected within one year from the date of notification to the EIS programs of the finding) (Sum of Column b on the Indicator 9 Worksheet)	7
3. Number of findings not verified as corrected within one year [(1) minus (2)]	0

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009-2010:

The Lead Agency reports maintenance of compliance for indicator 9 - timely correction within one year from date of written finding. Data from FFY 2008-2009 (APR, current year) reveals, 100% and from FFY 2007-2008 (APR, last year), 100%.

Monitoring Activities Completed in FFY 2009-2010:

Annual Monitoring:

All nine EIS programs are monitored annually. In FFY 2009-2010, 10 findings of noncompliance were issued relative to annual monitoring activities. Five findings (ET, SE, UC, SC, and MD) were issued for Indicator 1. Four findings (SE, UC, SC, and MD) were issued for Indicator 7. One finding (MD) was issued for Indicator 8C. Information

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regarding these findings will be reported in Indicator 9 of the February 2012 APR. Of important note, OEC Monitoring Team has verified the timely correction of all findings. Specific information regarding how the Lead Agency determined correction of noncompliance is detailed above in this Indicator.

Dispute Resolution:

In FFY 2009-2010 there were no findings issued to EIS programs relative to dispute resolution processes. This information will be reported in Indicator 9 worksheet of the February 2012 APR.

Focused Monitoring:

In FFY 2009-2010, three findings of noncompliance (ET, SE, and MD) were issued relative to focused monitoring activities. One finding (ET) resulted from the Office of Early Childhood (OEC) Monitoring Team investigating an expressed community concern. Two findings (SE and MD) were relative to IDEA Related Requirements for Procedural Safeguards addressed as part of planned focused monitoring activities. Information regarding these findings will be reported in Indicator 9 of the February 2012 APR. Of important note, OEC Monitoring Team has verified the timely correction of all findings. Specific information regarding how the Lead Agency determined correction of noncompliance is detailed above in this Indicator.

Improvement Activities/Timelines/Resources – FFY 2009-2010 Updates

Activity/ Action	Timelines	Resources	Activity Status
Weekly review of all IFSP meeting types (initial, 6-month, annual, requested reviews, LEA transition conferences) completed by service coordinators. The purpose of reviews is three-fold: 1) correction of TEIDS data entry errors; 2) ensuring TEIDS documentation when meetings were untimely; and 3) verification of hard documentation where family denied access to private insurance for services. Weekly review report is sent to the State central office.	Began May 2008 and ongoing weekly	TEIS-POE Leadership, TEIS-POE Data Manager, and State Data Manager	Completed. This activity is integrated into routine processes with personnel changes noted in <u>Revisions to Improvement Activities</u> in the next section.
Annual training provided to EIS Programs prior to annual compliance monitoring.	July for the fiscal year	Part C Monitoring Coordinator, Monitoring Consultant	Completed. This activity is integrated into routine processes.
Utilize TEIDS data for annual compliance monitoring of EIS programs.	Data pulled July 20 th for the fiscal year Indicators 7 and 8C Data pulled August 20 th for the fiscal year Indicator 1	State Data Manager, Part C Monitoring Coordinator	Completed. This activity is integrated into routine processes with personnel changes noted in <u>Revisions to Improvement Activities</u> in the next section.
Clean and analyze data which were untimely for the identification of documented reasons (family or system) impacting timelines.	August/ September for the fiscal year	TEIS-POE Data Manager and Leadership	Completed. This activity is integrated into routine processes with personnel changes noted in <u>Revisions to Improvement Activities</u> in the next section.
Review data which were cleaned and analyzed in order to verify fidelity of data.	September/ October for the fiscal year	Part C Monitoring Coordinator, Monitoring Consultant	Completed. This activity is integrated into routine processes.
Issue written findings where noncompliance is discovered.	September/ October for the fiscal year	Part C Monitoring Coordinator, Office of Early Childhood (OEC)	Completed. This activity is integrated into routine

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		Director	processes.
Develop a Corrective Action Plan (CAP) when there is a written finding.	September/ October for the fiscal year	Part C Monitoring Coordinator, TEIS-POE District Administrator and Leadership	Completed. This activity is integrated into routine processes.
Submit CAP progress reports.	Monthly, until correction is achieved	TEIS-POE District Administrator and Leadership to OEC Monitoring Team	Completed. This activity is integrated into routine processes.
Utilize both TEIDS data <u>and</u> CAP progress reports to monitor compliance tracking relative to correction of noncompliance.	Monthly, until correction achieved	Part C Monitoring Coordinator, Monitoring Consultant	Completed. This activity is integrated into routine processes.
Issue written letter of correction when compliance has been achieved. This decision is based upon both TEIDS data and CAP progress reports.	Date correction verified	Part C Monitoring Coordinator, OEC Director	Completed. This activity is integrated into routine processes.
Letters of Determination issued to EIS programs. Enforcement actions are specified by determination category based on written document, <i>Tennessee’s System of Enforcements for EIS Programs</i> .	Prior to the completion of the <i>Annual Report to the Public</i>	Part C Monitoring Coordinator, Office of Early Childhood (OEC) Director	Completed. This activity is integrated into routine processes.
As appropriate, review and revise the TEIS Operations Manual.	Begin October 2009 and annually	Training Workforce and Development Coordinator, Part C Coordinator, OEC personnel	Ongoing. Revisions/ updates currently in progress.
Modify record review document for reviewing TEIS policies to also include specific <i>Part C SPP/APR Related Requirements</i> within the TEIS Operations Manual. This document will become a focused-monitoring/audit protocol.	Begin February 2009	Part C Monitoring Coordinator, OEC Auditor and Monitoring Consultant	Completed. Template is revised based on focused monitoring needs. This activity is integrated into routine processes.
Conduct focused-monitoring/audit with selected EIS Programs.	April /May 2009	Part C Monitoring Coordinator with Monitoring Consultant, TEIS-POE Leadership	Completed. This activity is integrated into routine processes.
The Lead Agency requested technical assistance in order to develop a written document which describes the components and processes of Tennessee’s system of general supervision.	Work began August 2008	Mid-South Regional Resource Center (MSRRC) and other appropriate technical assistance centers, Part C Monitoring Coordinator, OEC Director, OEC personnel	Completed. The Lead Agency utilized technical assistance from MSRRC to review and frame its monitoring processes. This information is now detailed in Indicator 9, pp. 43-45.

Other Activities during FFY 2009-1010

In FFY 2009-2010, the OEC Part C Coordinator in conjunction with Department of Education Human Resources (DOE-HR) personnel provided ‘Performance Management’ work sessions to the TEIS-POE District Administrators in order to strengthen and support supervisory efforts of the POE offices. During these sessions it was determined that the state civil service job plans were not written in measurable, behavioral terms specific to the function of TEIS personnel when used in performance management. Work began in August 2009 by the Part C Coordinator, TEIS-POE District Administrators, and DOE-HR staff to develop SMART (**S**pecific **M**easurable **A**chievable **R**ealistic **T**imely) Job Plans for each TEIS-POE, civil-service position. A draft for SMART Job Performance Plans for these positions was developed in December 2009. The Part C Coordinator and Part C Monitoring Coordinator finalized the TEIS-POE Plans and

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developed SMART Job Plans for OEC civil service personnel in February 2010. Implementation of SMART Job Plans began March 2010. SMART Job Plans contain behaviorally written performance measures which utilize data for specific job performance. A strong relationship exists between Plans across supervisory responsibilities. For example, performance measures for Service Coordinators (i.e., timely eligibility determination, initial IFSP meetings, and LEA transition conferences) are linked to performance measures for Service Coordination Managers and to performance measures for the District Administrator. It is believed that this further clarification of roles and responsibilities for each position type and utilizing performance-based measures during annual evaluations will have a positive impact on measures of compliance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009-2012:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources. Even though the Lead Agency reports maintenance of compliance with Indicator 9, the following additional activities have been added. The first five activities listed are revisions to previous improvement activities based on changes in organizational structure. The Lead Agency will continue to implement activities outlined in the State Performance Plan (SPP). The SPP has been updated to reflect the addition of these activities.

Improvement Activities/Timelines/Resources established FFY 2009 (2009-2012)

Activity/ Action	Timelines	Resources
Review organizational structure, including roles and responsibilities relative to <u>data management</u> and <u>professional development</u> .	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood
Develop a reporting structure to ensure consistent <u>data management</u> and data quality procedures.	July 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership
Implement revised organizational reporting structure for data management. It is anticipated that the change of structure (TEIS-POE to OEC personnel) will improve the quality of data management and aid in the tracking and correction of system issues increasing the POE’s level of compliance.	September 2010	OEC Director, State Data Manager, OEC Data Managers, Part C Monitoring Coordinator
Deliver training to the nine OEC Data Managers regarding pulling, cleaning, and reporting monthly data to the local TEIS-POE leadership.	Begin December 2010	OEC Monitoring Team, State Data Manager; OEC Data Managers
Provide TEIS POE Leadership with monthly data reports. It is anticipated these regular reports along with actions taken by Leadership will allow issues to be addressed quickly, thus impacting annual POE and state compliance.	Begin December 2010 and ongoing	OEC Data Managers and TEIS-POE District Administrators and Leadership
Develop a reporting structure to ensure consistent <u>professional development</u> .	August 2010	Division of School Readiness and Early Learning (DSREL) leadership – Assistant Commissioner, Director of the Office of Early Childhood (OEC) and OEC leadership
Implement revised organizational reporting structure for professional development.	September 2010	OEC Director; Training Workforce Development Coordinator, and OEC Training Team
Utilize SMART Job Plan performance data for Indicators 7 and 8C when conducting TEIS-POE Interim Performance Reviews and Annual Performance Evaluations.	July 2010 (1 st Interim) November 2010 (2 nd Interim) February 2011 (Annual Performance Evaluations)	TEIS-POE supervisory personnel (District Administrators, Service Coordination Managers, Eligibility Coordinators), Part C Coordinator

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Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	100%
2011-2012	100%
2012-2013	100%

Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / General Supervision

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

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

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.
100% = 2 + 1/3 x 100

FFY	Measurable and Rigorous Target
2009-2010	100%

Actual Target Data for 2009-2010:

100% - Four administrative complaints were filed. Of the 4 filed, one was dismissed. Of the 3 administrative complaints with written reports, one had an extended timeline due to additional information submitted by the parent.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2009-2010:

For FFY 2009-2010, the Lead Agency reports maintenance of compliance for Indicator 10.

Family survey results (Indicator 4) revealed that 94% of families participating in Part C report that early intervention services have helped the family know their rights.

Improvement Activities/Timelines/Resources - FFY 2009-2010 Updates

Activity/ Action	Timelines	Resources	Activity Status
Continue to inform families of all types of dispute resolutions available under Part C.	Ongoing	TEIS Service Coordinators	Ongoing. This activity is incorporated into routine processes.
Develop written communication protocol related to outcomes pertaining to dispute resolutions to better inform where possible monitoring actions/follow-up is needed.	March 2009	Part C Coordinator, Director, Part C Monitoring Coordinator in conjunction with DOE legal personnel	Completed. Protocol has been updated to reflect the change to the Division of School Readiness and Early Learning (DSREL), September 2010.

Other Activities during FFY 2009-2010

In the summer of 2009, two-day mandatory trainings for all nine TEIS Point of Entry Offices (POEs) were held on several topics including procedural safeguards under IDEA and how to ensure families are informed of their rights. Trainings were delivered by the OEC Training Workforce Development Coordinator, Part C Monitoring Coordinator, and Training Team.

APR – Part C (4)**Tennessee****Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2012:**

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	100%
2011-2012	100%
2012-2013	100%

Part C State Annual Performance Report (APR) for 2009-2010

Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / General Supervision

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

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

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.
0% = 0+0/0 x 100

FFY	Measurable and Rigorous Target
2009-2010	100%

Actual Target Data for FFY 2009-2010:

100% - No due process hearings were requested for the fiscal year.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2009-2010:

For FFY 2009-2010, the Lead Agency reports maintenance of compliance for Indicator 11.

Family survey results (Indicator 4) revealed that 94% of families participating in Part C report that early intervention services have helped the family know their rights.

Improvement Activities/Timelines/Resources - FFY 2009-2010 Updates

Activity/ Action	Timelines	Resources	Activity Status
Continue to inform families of all types of dispute resolutions available under Part C.	Ongoing	TEIS Service Coordinators	Ongoing. This activity is incorporated into routine processes.
Develop written communication protocol related to outcomes pertaining to dispute resolutions to better inform where possible monitoring actions/follow-up is needed.	March 2009	Part C Coordinator, Director, Part C Monitoring Coordinator in conjunction with DOE legal personnel	Completed. Protocol has been updated to reflect the change to the Division of School Readiness and Early Learning (DSREL), September 2010.

Other Activities during FFY 2009-2010

In the summer of 2009, two-day mandatory trainings for all nine TEIS Point of Entry Offices (POEs) were held on several topics including procedural safeguards under IDEA and how to ensure families are informed of their rights . Trainings were delivered by the OEC Training Workforce Development Coordinator, Part C Monitoring Coordinator, and Training Team.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2012:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the

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state will continue to implement ongoing activities that have been integrated within routine processes as outlined in the State Performance Plan (SPP).

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	100%
2011-2012	100%
2012-2013	100%

Part C State Annual Performance Report (APR) for 2009-2010

Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / General Supervision

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

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

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
2009-2010	The State is not required to provide targets or improvement activities until any FFY in which 10 or more resolution sessions were conducted.

Actual Target Data for FFY 2009-2010:

No incidences occurred for this reporting period.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2009-2010:

Family survey results (Indicator 4) revealed that 94% of families participating in Part C report that early intervention services have helped the family know their rights.

Improvement Activities/Timelines/Resources - FFY 2009-2010 Updates

Activity/ Action	Timelines	Resources	Activity Status
Maintain availability of qualified attorneys to conduct due process hearings.	Ongoing	TN DOE Office of Legal Services; TEIS Service Coordinators	Ongoing. This activity is incorporated into routine processes.
Continue to inform families of all types of dispute resolutions available under Part C.	Ongoing	TEIS Service Coordinators	Ongoing. This activity is incorporated into routine processes.

Other Activities during FFY 2009-2010

In the summer of 2009, two-day mandatory trainings for all nine TEIS Point of Entry Offices (POEs) were held on several topics including procedural safeguards under IDEA and how to ensure families are informed of their rights . Trainings were delivered by the OEC Training Workforce Development Coordinator, Part C Monitoring Coordinator, and Training Team.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2012:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

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Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	The State is not required to provide targets or improvement activities until any FFY in which 10 or more resolution sessions were conducted.
2011-2012	The State is not required to provide targets or improvement activities until any FFY in which 10 or more resolution sessions were conducted.
2012-2013	The State is not required to provide targets or improvement activities until any FFY in which 10 or more resolution sessions were conducted.

Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / General Supervision

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

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

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

100% = 0+1/1 x 100

FFY	Measurable and Rigorous Target
2009-2010	The State is not required to provide targets or improvement activities until any FFY in which 10 or more mediations were conducted.

Actual Target Data for FFY 2009-2010:

100% - There were two requests for mediation filed. One mediation was held and resulted in a signed mediation agreement. The other request for mediation was declined by the DSREL as the same issue had previously been investigated through the Administrative Complaint process several months earlier with no finding issued relative to the concern.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2009-2010:

For FFY 2009-2010, the Lead Agency reports maintenance of compliance for Indicator 13.

Family survey results (Indicator 4) revealed that 94% of families participating in Part C report that early intervention services have helped the family know their rights.

Improvement Activities/Timelines/Resources - FFY 2009-2010 Updates

Activity/ Action	Timelines	Resources	Activity Status
Develop written communication protocol related to outcomes pertaining to dispute resolutions to better inform where possible monitoring actions/follow-up is needed.	March 2009	Part C Coordinator, Director, Part C Monitoring Coordinator in conjunction with DOE legal personnel	Completed. Protocol has been updated to reflect the change to the Division of School Readiness and Early Learning (DSREL), September 2010.
Continue to inform families of all types of dispute resolutions available under Part C.	Ongoing	TEIS Service Coordinators	Ongoing. This activity is incorporated into routine processes.

Other Activities during FFY 2009-2010

In the summer of 2009, two-day mandatory trainings for all nine TEIS Point of Entry Offices (POEs) were held on several topics including procedural safeguards under IDEA and how to ensure families are informed of their rights . Trainings were delivered by the OEC Training Workforce Development Coordinator, Part C Monitoring Coordinator, and Training Team.

APR – Part C (4)**Tennessee****Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2009-2012:**

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	The State is not required to provide targets or improvement activities until any FFY in which 10 or more mediations were conducted.
2011-2012	The State is not required to provide targets or improvement activities until any FFY in which 10 or more mediations were conducted.
2012-2013	The State is not required to provide targets or improvement activities until any FFY in which 10 or more mediations were conducted.

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Part C State Annual Performance Report (APR) for FFY 2009-2010

Overview of the Annual Performance Report Development:

Refer to Overview, page 3.

Monitoring Priority: Effective General Supervision Part C / General Supervision

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

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

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

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

A. 100% = Annual Performance Report and 618 Child Count Data → submitted timely

B. Assurance of accurate data – provided

FFY	Measurable and Rigorous Target
2009-2010	100%

Actual Target Data for FFY 2008-2009:

100% - All State reported data were submitted on time; and to the best knowledge of the Lead Agency, data were accurate given the definitions at the time. There are multiple information and data verification checks built into the submission of the APR/SPP and 618 Data. The Lead Agency utilized the “Indicator 14 Data Rubric” for calculating data reported for this indicator.

Part C Indicator 14 Data Rubric

Indicator 14 - SPP/APR Data			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1	1	2
2	1	1	2
3	1	1	2
4	1	1	2
5	1	1	2
6	1	1	2
7	1	1	2
8A	1	1	2
8B	1	1	2
8C	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
		Subtotal	30
APR Score Calculation	Timely Submission Points If the FFY 2009 APR was submitted on-time, place		5

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	the number 5 in the cell on the right.	
	Grand Total (Sum of subtotal and Timely Submission Points) =	35

Indicator 14 - 618 Data					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 – Child Count Due Date: 2/1/10	1	1	1	N/A	3
Table 2 – Settings Due Date: 2/1/10	1	1	1	1	4
Table 3 – Exiting Due Date: 11/1/10	1	1	1	N/A	3
Table 4 – Dispute Resolution Due Date: 11/1/10	1	1	1	N/A	3
				Subtotal	13
618 Score Calculation			Grand Total (Subtotal X 2.5) =		32.5

Indicator #14 Calculation	
A. APR Grand Total	35.00
B. 618 Grand Total	32.50
C. APR Grand Total (A) + 618 Grand Total (B) =	67.50
Total NA in APR	0.00
Total NA in 618	2.50
Base	67.50
D. Subtotal (C divided by Base*) =	1.000
E. Indicator Score (Subtotal D x 100) =	100.0

*Note any cell marked as N/A will decrease the denominator by 1 for APR and 2.5 for 618

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009-2010:

For FFY 2009-2010, the Lead Agency reports maintenance of compliance for Indicator 14.

Annual Performance Report and State Performance Plan

Refer to the APR Overview on page 3, regarding process for information and data verification in report development. See Attachment for Tennessee’s Interagency Coordinating Council (ICC) Certification.

Federal 618 Data

All Federal 618 Data were pulled from the Tennessee Early Intervention Data System (TEIDS) for all required tables. The Part C Data Manager and Part C Monitoring Coordinator verified that data were error-free, consistent, valid, and reliable. Data were reported on the required Westat DTS forms and submitted timely.

Tennessee’s Annual Report to the Public

Federal 616 report requirements were completed for FFY 2008-2009. The report was posted in March 2010, one month after the APR due date. An email was sent to OSEP State Contact informing of the posting and with website

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link. The FFY 2009-2010 Report will be posted in March 2011 on the State’s website under “Reports” at http://tennessee.gov/education/teis/reports_data.shtml.

Improvement Activities/Timelines/Resources - FFY 2009-2010 Updates

Activity/ Action	Timelines	Resources	Activity Status
Federal 618 Data will be: 1) pulled according to required timeframes through TEIDS, 2) cleaned, verified, and analyzed when significant changes occur; and 3) submitted timely.	Annually, Westat submissions due: <ul style="list-style-type: none"> • Dec. 1 Child Count due February 1 • Exiting Data due November 1 • Dispute Resolution Data due November 1 	State Data Manager working with Part C Monitoring Coordinator and OEC Director	Completed. Ongoing annually. This activity is incorporated into routine processes.
Annual Performance Plan (APR) development and timely submission along with any revisions needed in the State Performance Plan (SPP).	Annually, due February 1	Part C Monitoring Coordinator working with State Data Manager, Monitoring Consultant, OEC Director, Part C Coordinator	Completed. Ongoing annually. This activity is incorporated into routine processes.
APR and SPP posted on the State’s website after the state’s period of clarification provided by OSEP.	Annually	Part C Monitoring Coordinator, OEC Logistics and Procurement personnel	Completed. Ongoing annually. This activity is incorporated into routine processes.
Tennessee’s Annual Report to the Public developed and posted on the State’s website.	Annually, due March	Part C Monitoring Coordinator, Monitoring Consultant, OEC Director, OEC Logistics and Procurement personnel	Completed. Ongoing annually. This activity is incorporated into routine processes.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009-2012:

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources, and determined revisions were not warranted at this time. As Tennessee maintained compliance, the state will continue to implement ongoing activities that have been incorporated within routine processes as outlined in the State Performance Plan (SPP).

Per direction from the federal Office of Special Education Programs (OSEP), the state has extended SPP targets for this indicator through FFY 2012. See Targets below. The SPP has been updated to record this extension of targets.

FFY	Measurable and Rigorous Target
2010-2011	100%
2011-2012	100%
2012-2013	100%

2009-2010 Annual Performance Report (APR)

Attachment

Tennessee's Interagency Coordinating Council (ICC) Certification

**ANNUAL REPORT CERTIFICATION OF THE
INTERAGENCY COORDINATING COUNCIL
UNDER PART C OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**

Under IDEA Section 641(e)(1)(D) and 34 CFR §303.654, the Interagency Coordinating Council (ICC) of each jurisdiction that receives funds under Part C of the IDEA must prepare and submit to the Secretary of the U.S. Department of Education (Department) and to the Governor of its jurisdiction an annual report on the status of the early intervention programs for infants and toddlers with disabilities and their families operated within the State. The ICC may either: (1) prepare and submit its own annual report to the Department and the Governor, or (2) provide this certification with the State lead agency's Annual Performance Report (APR)¹ under Part C of the IDEA. This certification (including the annual report or APR) is due no later than February 1, 2011.

On behalf of the ICC of the State/jurisdiction of Tennessee, I hereby certify that the ICC is: [please check one]

- 1. Submitting its own annual report (which is attached); or
- 2. Using the State's Part C APR for FFY 2009 in lieu of submitting the ICC's own annual report. By completing this certification, the ICC confirms that it has reviewed the State's Part C APR for accuracy and completeness.²

I hereby further confirm that a copy of this Annual Report Certification and the annual report or APR has been provided to our Governor.

Maitha Herndon
Signature of ICC Chairperson

1-25-2011
Date

mherndon@utm.edu
Address or e-mail

731-881-7112
Daytime telephone number

¹ Under IDEA Sections 616(b)(2)(C)(ii)(II) and 642 and under 34 CFR §80.40, the lead agency's APR must report on the State's performance under its State performance plan and contain information about the activities and accomplishments of the grant period for a particular Federal fiscal year (FFY).

² If the ICC is using the State's Part C APR and it disagrees with data or other information presented in the State's Part C APR, the ICC must attach to this certification an explanation of the ICC's disagreement and submit the certification and explanation no later than February 1, 2011.