

Michigan Department of Education
**OFFICE OF EARLY CHILDHOOD EDUCATION
AND FAMILY SERVICES**
P.O. Box 30008
Lansing, Michigan 48909

AUTHORITY: P.L. 108-446.

COMPLETION: Voluntary. Failure to file will result in loss of funding.

Direct questions regarding this form to (517) 373-8843.

**APPLICATION UPDATE FOR FEDERAL ASSISTANCE FOR
THE EDUCATION OF INDIVIDUALS WITH DISABILITIES
FISCAL YEAR 2008-2009**

PROJECT IDENTIFICATION

IDEA Contact Person		
Name of School District or Agency		District Code
Address		
City	State	Zip Code
Telephone Number	Fax Number	
I certify that the information submitted in this application update is true and correct to the best of my knowledge. The budget was prepared cooperatively by the Program and Business Offices.		
SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL		DATE

**SPECIAL EDUCATION – PRESCHOOL
PRESCHOOL PROGRAM DESIGN
FY 2008-2009**

ISD/Agency _____ **District Code** _____
LEA _____ **District Code** _____

Component Number _____
Component _____
Subtitle _____

Which SPP indicators are addressed by this component?

- | | |
|---|---|
| 6. <input type="checkbox"/> Preschool LRE | 11. <input type="checkbox"/> Child Find |
| 7. <input type="checkbox"/> Preschool Skill Development | 12. <input type="checkbox"/> EC Transition |
| 8. <input type="checkbox"/> Facilitated Parent Involvement | 15. <input type="checkbox"/> Compliance Findings |
| 9. <input type="checkbox"/> Disproportionality - Child | 16. <input type="checkbox"/> Complaints Resolved |
| 10. <input type="checkbox"/> Disproportionality - Eligibility | 17. <input type="checkbox"/> Hearings Adjudicated |
| | 18. <input type="checkbox"/> Hearings Settled |
| | 19. <input type="checkbox"/> Mediated Agreements |
| | 20. <input type="checkbox"/> Timely Reporting of Data |

Objective

Activities

**SPECIAL EDUCATION – PRESCHOOL
PRESCHOOL PROGRAM DESIGN (cont'd)
FY 2008-2009**

ISD/Agency _____ **District Code** _____
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Timelines _____

Evidence Options

Personnel

- Payroll records
- Signed personnel/agency contracts
- Staff attendance logs

Professional Learning

- Lists of dates and topics
- Attendance logs
- Evaluation summaries
- Mathematics instruction
- English language arts instruction
- Positive behavior support

Parent Involvement

- Copies of notes to parents
- Parent Advisory Committee (PAC)
- Parent attendance at IEPT meetings
- Parent survey results
- Parent Teacher Conference attendance
- Parent training session records
- Record of volunteer work
- Meeting attendance records

Assessment

- Behavior assessments
- Documentation of revised student assessment practices
- Evaluation records of all students with parental consent to evaluate
- Proportionate identification rates across subgroups
- Psychological reports

Meetings

- Agendas
- Minutes / summary notes
- Records of attendance/Sign-in sheets

Interventions

- Report of services provided
- File of referrals from Part C to Part B
- Intervention logs
- Percentage of students served outside general education < 21%
- Percentage of students served outside general education > 60%
- Structured core academic instruction records
- IEPs of students include all requirements

Student Impact

- Percentage of students served in separate facilities
- Records of Student progress: social/emotional, cognitive, ability to meet own needs
- State assessment results
- Improved student outcomes

State Data

- CIMS Monitoring Report
- SPSR
- SRSD Discipline files
- Dec. 1 Report

Child Find

- Child Find records and reports
- Child Find recruitment materials

**SPECIAL EDUCATION – PRESCHOOL
PRESCHOOL PROGRAM DESIGN (cont'd)
FY 2008-2009**

ISD/Agency _____ **District Code** _____
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If Other, please specify:

For additional assistance please go to [HELP](#) to view model applications and samples.
Also see Checklists for Preschool Components and Timelines.

**SPECIAL EDUCATION – PRESCHOOL
PERFORMANCE INDICATORS
FY 2008-2009**

ISD/Agency _____ District Code _____
LEA _____ District Code _____

IDEA Priority Components	Components in this application	Responsibility met with other fund streams
Free, Appropriate Public Education (FAPE)		
1. Graduation: Increase percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.		<input type="checkbox"/>
2. Drop out: Reduce percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.		<input type="checkbox"/>
3. AYP Improvement: Increase participation and performance of children with disabilities on statewide assessment: <ul style="list-style-type: none"> • Percent of districts meeting the State’s AYP objectives for progress for disability subgroup. • Participation rate for children with IEPs in MEAP or MI- Access. • Proficiency rate for children with IEPs against grade level standards & alternate achievement standards. 		<input type="checkbox"/>
4. Suspension and Expulsion <ul style="list-style-type: none"> A. Reduce percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year and; B. Reduce percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity 		<input type="checkbox"/>
5. Least Restrictive Environment: Percent children with IEPs aged 6 through 21: <ul style="list-style-type: none"> A. Increase number removed from regular class less than 21% of the day; B. Decrease number removed from regular class greater than 60% of the day; or C. Consider number served in public or private separate schools, residential placements, or homebound or hospital placements. 		<input type="checkbox"/>
6. Preschool Least Restrictive Environment: Increase percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).		<input type="checkbox"/>

**SPECIAL EDUCATION – PRESCHOOL
PERFORMANCE INDICATORS (cont'd)
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<p>7. Preschool Skill Development Improvement: Increase percent of preschool children with IEPs who demonstrate improved:</p> <ul style="list-style-type: none"> A. Positive social-emotional skills (including social relationships) B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs. 		<input type="checkbox"/>
<p>8: Facilitated Parent Involvement: Increase percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>		<input type="checkbox"/>
Disproportionality		
<p>9. Disproportionality – Child with a Disability: Reduce percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p>		<input type="checkbox"/>
<p>10. Disproportionality – Eligibility Category: Reduce percent of districts that report disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p>		<input type="checkbox"/>
General Supervision		
<p>11. Child Find: Increase percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).</p>		<input type="checkbox"/>
<p>12. Early Childhood Transition: Increase percent of children referred by Part C prior to age 3 and who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p>		<input type="checkbox"/>
<p>13. Secondary Transition Services: Increase percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.</p>		<input type="checkbox"/>
<p>14. Post School Outcomes: Increase percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.</p>		<input type="checkbox"/>
<p>15. Compliance Findings: 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.</p>		<input type="checkbox"/>

**SPECIAL EDUCATION – PRESCHOOL
PERFORMANCE INDICATORS (cont'd)
FY 2008-2009**

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<p>16. Complaints Resolved: Increase 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.</p>		<input type="checkbox"/>
<p>17. Hearings Adjudicated: Increase percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.</p>		<input type="checkbox"/>
<p>18. Hearings Settled: Increase percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.</p>		<input type="checkbox"/>
<p>19. Mediated Agreements: Increase percent of mediations held that resulted in mediation agreements.</p>		<input type="checkbox"/>
<p>20. Timely Reporting of Data: Assure State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p>		<input type="checkbox"/>