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## **Early On<sup>®</sup> Service Provider Self-Review (SPSR) Key Performance Indicator (KPI) Rating Rubrics**

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### **PURPOSE**

The KPI is a statement of the characteristics of an *Early On* system. The seven KPIs form the backbone of the service provider self-review (SPSR). They cover several broad categories related to the compliance and effectiveness of *Early On* systems that are of interest and concern to the federal Office of Special Education Programs (OSEP).

Once the service area information-gathering activities have been completed and the KPI preliminary reports are generated, the SPSR team uses performance rubrics to guide its analysis and evaluate the service area's performance on each KPI. The team assigns one of the following ratings for the service area's performance on each of the KPIs:

- Strength (indicating that, in addition to meeting legal and regulatory requirements, the service area is demonstrating best practices)
- Meets requirements (indicating that the service area meets legal and regulatory requirements)
- Needs improvement (indicating that the service area is not meeting all the legal and regulatory requirements)

The SPSR team should deliberate the KPI preliminary report findings until a *consensus decision* on each KPI's final rating is reached. Because this is a self-review, there is no absolute rating outcome for any given set of findings; rather, the SPSR team should reflect honestly on the service area's present performance relative to laws, regulations, and best practices. (Note: the Michigan Department of Education bases its binding determinations on its own analysis of many data sources, including—but not limited to—the same data sources collected in the SPSR.)

*If the service area's performance on any KPI "needs improvement," the Early On coordinator must develop an improvement plan aligned with the SPSR team's analysis.*

### **PROCESS**

The SPSR team uses the following process to assess the district's performance level on each KPI.

1. The SPSR team reviews each KPI preliminary report to ensure that all needed information has been collected and included on the KPI preliminary report. The team reviews the data for each probe question, considering the following questions:
  - a. For each probe question, is there enough data from a variety of sources to provide a complete answer? Does additional data need to be collected? (If it is possible for the team members to acquire additional data, they may do so immediately in order to incorporate it into their analysis. If additional data is not available or cannot be

obtained within the time allowed for analysis and rating, the SPSR team should determine that the service area “needs improvement” on that particular KPI and the team should state the need for more data in the subsequent improvement plan. This may mean collecting additional data from a larger sample of children, interviewing additional people, or collecting additional documents.)

- b. Within a probe question, is there agreement across multiple sources of data (if available) concerning district performance?
  - c. Does the data within a probe question generally indicate a service area strength or weakness?
2. The SPSR team discusses the service area’s performance related to a principle, taking into consideration its review of the answers to each probe question. *Minutes/notes of this discussion should be documented.*
3. Once all principles have been discussed and the data analyzed, the team records its analysis of overall performance for the KPI on the appropriate forms.
4. Using the rubrics as a guide, the SPSR team determines the service area’s overall performance on the KPI and records it on the appropriate form. The indicator need not meet the specifications of *every* example listed in the rubric, but the team should reach *consensus* on the final rating.

## Rating Rubric for KPI 1: Child Find

	Strength	Meets Requirements	Needs Improvement
<b>Principle 1, Probe 1:</b> Does the <i>Early On</i> service area identify infants and toddlers at a rate comparable to the state targets for infants and toddlers from birth to age one and from birth to age three?	<ul style="list-style-type: none"> <li>• Birth–1 identification rate &gt;1.1%</li> <li>• Birth–3 identification rate &gt;2.3%</li> </ul>	<ul style="list-style-type: none"> <li>• Birth–1 identification rate = 1.1%</li> <li>• Birth–3 identification rate = 2.3%</li> </ul>	<ul style="list-style-type: none"> <li>• Birth–1 identification rate &lt;1.1%</li> <li>• Birth–3 identification rate &lt;2.3%</li> </ul>
<b>Principle 1, Probe 2:</b> Does the <i>Early On</i> service area receive referrals from a variety of primary referral sources, including agency partners, community organizations, health care professionals and hospitals, parents, and local education agencies (LEAs)?	<ul style="list-style-type: none"> <li>• The Department of Human Services (DHS), local affiliates of the Department of Community Health (DCH), and other referring organizations have policies and procedures regarding referral to <i>Early On</i>.</li> <li>• DHS, local DCH affiliates, and other referring organizations make referrals to <i>Early On</i> that result in IFSPs.</li> </ul>	<ul style="list-style-type: none"> <li>• DHS and local DCH affiliates have policies and procedures regarding referral to <i>Early On</i>.</li> <li>• DHS and local DCH affiliates make referrals to <i>Early On</i> that result in IFSPs.</li> </ul>	<ul style="list-style-type: none"> <li>• DHS and/or local DCH affiliates do not have policies and procedures regarding referral to <i>Early On</i>.</li> <li>• DHS and/or local DCH affiliates do not make referrals to <i>Early On</i> that result in IFSPs.</li> </ul>
<b>Principle 1, Probe 3:</b> Does the <i>Early On</i> system receive referrals for underserved groups, including minority, low-income, homeless, and rural families, and children with disabilities who are wards of the state?	The service area has policies and procedures in place to ensure the identification of children from local minority populations and makes adjustments to those policies and procedures when necessary.	The service area has policies and procedures in place to ensure the identification of children from local minority populations.	The service area does not have policies and procedures in place to ensure the identification of children from local minority populations.
<b>Principle 1, Probe 4:</b> Is the <i>Early On</i> system coordinated with the Project Find system to ensure that children eligible for Michigan special education are also enrolled in <i>Early On</i> ?	<ul style="list-style-type: none"> <li>• All children from birth to age three enrolled in Michigan special education have an IFSP, if parents consent.</li> <li>• Children enrolled in <i>Early On</i> are referred to Michigan special education when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• All children from birth to age three enrolled in Michigan special education have an IFSP, if parents consent.</li> <li>• Children enrolled in <i>Early On</i> are referred to Michigan special education when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all children from birth to age three enrolled in Michigan special education whose parents consent have an IFSP.</li> <li>• Not all children enrolled in <i>Early On</i> are referred to Michigan special education when appropriate.</li> </ul>
<b>Principle 1, Probe 5:</b> Is the <i>Early On</i> system coordinated with the Project Find system to ensure that infants and toddlers eligible for <i>Early On</i> who may also be eligible for Michigan special education are referred to special education?			

Continuous Improvement & Monitoring System (Part C)

	Strength	Meets Requirements	Needs Improvement
<p><b>Principle 2, Probe 1:</b> Does the service area have a written plan, based upon the previous year's data, for making the public aware of the services available to infants and toddlers?</p>	<ul style="list-style-type: none"> <li>The service area has an annual plan that includes specific activities for making all primary referral sources aware of <i>Early On</i> services.</li> <li>The service area's memorandum of understanding (MOU) includes specific public awareness activities and partner agencies have participated in these activities.</li> </ul>	<ul style="list-style-type: none"> <li>The service area has an annual plan for making primary referral sources aware of <i>Early On</i> services but does not specify particular activities.</li> <li>The service area's MOU includes public awareness activities but partner agencies have not participated in these activities.</li> </ul>	<ul style="list-style-type: none"> <li>The service area does not address public awareness in an annual plan.</li> <li>The service area's MOU does not include public awareness activities.</li> </ul>
<p><b>Principle 3, Probe 1:</b> Does each referred child and family have access to a service coordinator (or primary contact person) to ensure a timely and smooth response to referral?</p>	<p>Within 10 days of referral each family is notified of referral and asked for permission for evaluation.</p>	<p>Within 10 days of referral each family is notified of referral and asked for permission for evaluation.</p>	<p>Not all families are notified of referral within 10 days and asked for permission to evaluate.</p>
<p><b>Principle 3, Probe 2:</b> Does the <i>Early On</i> system have a database that tracks the status of all referrals?</p> <p><b>Principle 3, Probe 3:</b> Does the <i>Early On</i> system use the database to ensure that all referrals are processed in a timely manner and flow smoothly through the referral system?</p>	<ul style="list-style-type: none"> <li>The service area uses a database to track referrals and to ensure that all referrals are processed in a timely manner and flow smoothly through the referral system.</li> </ul>		

## Rating Rubric for KPI 2: Eligibility Determination

	Strength	Meets Requirements	Needs Improvement
<p><b>Principle 1, Probe 1:</b> Is evaluation or assessment information in the five areas of development—physical (including health, vision, hearing, and fine and gross motor); cognition, social and emotional development; communication; and adaptive skills—collected and reviewed within 45 days of referral?</p> <p><b>Principle 1, Probe 3:</b> Are family members active participants in the evaluation of the child’s development?</p> <p><b>Principle 1, Probe 5:</b> Is documentation for eligibility for each referred child reviewed by a multidisciplinary team?</p>	<ul style="list-style-type: none"> <li>Evaluation or assessment information is collected and reviewed in all five developmental areas.</li> <li>Evaluation or assessment information is collected and reviewed within 45 days of referral.</li> <li>Family members are active participants in the evaluation process and provided information about their child’s development.</li> <li>Evaluations take place in the child’s natural environment.</li> <li>Evaluation or assessment information is reviewed concurrently by a multidisciplinary team.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation or assessment information is collected and reviewed in all five developmental areas.</li> <li>Evaluation or assessment information is collected and reviewed within 45 days of referral.</li> <li>Family members are introduced to the <i>Early On</i> system and the multidisciplinary evaluation process.</li> <li>Evaluation or assessment information from more than one discipline is reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation or assessment information is not collected and reviewed in all five developmental areas.</li> <li>Evaluation or assessment information is not collected and reviewed within 45 days of referral.</li> </ul>
<p><b>Principle 1, Probe 2:</b> Are children rated on the three child outcomes during the evaluation and assessment process?</p> <p><b>Principle 1, Probe 3:</b> Are family members active participants in the evaluation of the child’s development?</p>	<p>Child outcome rating is completed with family involvement.</p>	<p>Child outcome rating is completed with family involvement.</p>	<ul style="list-style-type: none"> <li>Child outcome rating is not completed.</li> <li>Child outcome rating is completed without family involvement.</li> </ul>
<p><b>Principle 1, Probe 4:</b> Are family resources, priorities, and concerns identified?</p>	<ul style="list-style-type: none"> <li>Family interview was based on the “family routine.”</li> <li>Evaluations are responsive to the family’s lifestyle, culture, and language or mode of communication.</li> </ul>	<ul style="list-style-type: none"> <li>Family resources, priorities, and concerns are identified through the evaluation and assessment process.</li> <li>Evaluations are responsive to the family’s language or mode of communication.</li> </ul>	<p>Family resources, priorities, and concerns are not identified through the evaluation and assessment process.</p>

## Rating Rubric for KPI 3: Individualized Family Service Plans

	Strength	Meets Requirements	Needs Improvement
<b>Principle 1, Probe 1:</b> Does the service area provide a comprehensive system of professional learning for its service coordinators regarding their roles, responsibilities, skills, and expertise?	Service area provides ongoing professional learning opportunities.	Service area provides professional learning opportunities.	Service providers do not have opportunities for professional learning.
<b>Principle 1, Probe 2:</b> Does the service area develop IFSPs in a timely manner?	<ul style="list-style-type: none"> <li>Initial IFSP meeting is conducted within 45 days of referral.</li> <li>Initial IFSP is completed within 60 days of referral.</li> </ul>	<ul style="list-style-type: none"> <li>Initial IFSP meeting is conducted within 45 days of referral.</li> <li>Initial IFSP is completed within 60 days of referral.</li> </ul>	<ul style="list-style-type: none"> <li>Initial IFSP meeting is not conducted within 45 days of referral.</li> <li>Initial IFSP is not completed within 60 days of referral.</li> </ul>
<p><b>Principle 1, Probe 3:</b> Does the current IFSP clearly define the child's strengths and needs based upon the evaluation and assessments, including parent interview?</p> <p><b>Principle 1, Probe 4:</b> Does the current IFSP clearly state the resources, priorities, and concerns of the family related to enhancing the family's capacity to meet the developmental needs of the child?</p> <p><b>Principle 1, Probe 6:</b> Do service coordinators provide information about, or referrals to, community supports?</p>	<ul style="list-style-type: none"> <li>Child's strengths and needs identified in the IFSP correlate with the evaluation and assessment information.</li> <li>Current IFSP clearly states the family's concerns, priorities, and resources.</li> <li>Service coordinators help families prioritize concerns and access services.</li> <li>The current IFSP reflects referrals to community supports.</li> </ul>	<ul style="list-style-type: none"> <li>Child's strengths and needs identified in the IFSP correlate with the evaluation and assessment information.</li> <li>Current IFSP clearly states the family's concerns, priorities, and resources.</li> <li>Service coordinators provide parents with information about or referrals to community supports.</li> </ul>	<ul style="list-style-type: none"> <li>Child's strengths and needs are not included on the current IFSP.</li> <li>Child's strengths and needs identified in the IFSP do not correlate with the evaluation and assessment information.</li> <li>Current IFSP does not state the family's concerns, priorities, and resources.</li> <li>Service coordinators do not provide parents with information about or referrals to community supports.</li> </ul>
<b>Principle 1, Probe 5:</b> Are families actively involved in the development of their child's IFSP?	Family members contribute to discussions about suitable choices concerning their services and supports.	Family members are present at the IFSP meeting.	Family members are not present at the IFSP meeting.

Continuous Improvement & Monitoring System (Part C)

	Strength	Meets Requirements	Needs Improvement
<p><b>Principle 2, Probe 1:</b> Are <i>Early On</i> services provided in a timely manner and as planned on the IFSP?</p>	<ul style="list-style-type: none"> <li>All “other” services received by families are reported on the current IFSP.</li> <li>Services listed on the IFSP are initiated within 30 days of parental consent.</li> <li>Services, activities, and strategies are provided as indicated on the current IFSP.</li> <li>Services on the IFSP continue throughout the calendar year.</li> </ul>	<ul style="list-style-type: none"> <li>Services listed on the IFSP are initiated within 30 days of parental consent.</li> <li>Services, activities, and strategies are provided as indicated on the current IFSP.</li> <li>Services on the IFSP continue throughout the calendar year.</li> </ul>	<ul style="list-style-type: none"> <li>There are gaps in service delivery that are not due to exceptional family circumstances.</li> <li>Services listed on the IFSP are not initiated within 30 days of parental consent.</li> <li>Services, activities, and strategies are not provided as indicated on the IFSP.</li> <li>Services on the IFSP do not continue throughout the calendar year.</li> </ul>
<p><b>Principle 2, Probe 2:</b> Are IFSP reviews timely and based upon documentation and data collected on the progress of the child and family?</p>	<ul style="list-style-type: none"> <li>IFSP reviews are completed within the timeline.</li> <li>IFSP reviews include a discussion of child progress.</li> <li>Outcomes, strategies, and services are updated according to child progress.</li> </ul>	<ul style="list-style-type: none"> <li>IFSP reviews are completed within the timeline.</li> <li>IFSP reviews include a discussion of child progress.</li> <li>Outcomes, strategies, and services are updated according to child progress.</li> </ul>	<ul style="list-style-type: none"> <li>IFSP reviews are not completed within the timeline.</li> <li>IFSP reviews do not include a discussion of child progress.</li> <li>Outcomes, strategies, and services are not updated according to child progress.</li> </ul>
<p><b>Principle 2, Probe 3:</b> Does child outcome data indicate that the service area is making a positive impact on children’s development?</p>	<p>Child outcome data show improved outcomes.</p>	<p>Child outcome data were collected.</p>	<p>Child outcome data were not collected.</p>

## Rating Rubric for KPI 4: Services in Natural Environments

	Strength	Meets Requirements	Needs Improvement
<p><b>Principle 1, Probe 1:</b> Does the service area provide a comprehensive system of professional learning for its service coordinators regarding natural environments?</p> <p><b>Principle 1, Probe 2:</b> Are services provided as a part of a child's natural routines/activities and within the home or in community-based settings?</p> <p><b>Principle 1, Probe 3:</b> Are there groups of infants and toddlers who are less likely to receive services in natural environments?</p>	<ul style="list-style-type: none"> <li>• More than 88% of children receive services primarily in natural environments.</li> <li>• Service area provides ongoing professional learning opportunities regarding natural environments.</li> <li>• Families receive information about modification of routines, activities, and the physical setting to help their child.</li> </ul>	<ul style="list-style-type: none"> <li>• Eighty-eight percent of children receive services primarily in natural environments.</li> <li>• Service area provides professional learning opportunities regarding natural environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Less than 88% of children receive services primarily in natural environments.</li> <li>• Service providers do not have opportunities for professional learning regarding natural environments.</li> <li>• Children of identifiable age or eligibility are not receiving services primarily in natural environments.</li> </ul>
<p><b>Principle 2, Probe 1:</b> Does the service area use data to create and implement strategies to effectively increase participation of children and their families in community-based settings?</p> <p><b>Principle 2, Probe 2:</b> If a service is not provided in the child's natural environment, is there a family-driven justification and a plan to help the child generalize skills across environments?</p>	<ul style="list-style-type: none"> <li>• Service areas have policies, procedures, and strategies—based on data—to increase participation of children and their families in community-based settings.</li> <li>• For services not provided primarily in natural environments, the IFSP identifies steps to insure the generalization of skills.</li> </ul>	<p>Services not provided primarily in natural environments have a family-driven justification.</p>	<p>There is no family-driven justification for services not provided primarily in natural environments.</p>

## Rating Rubric for KPI 5: Transition

	Strength	Meets Requirements	Needs Improvement
<p><b>Principle 1, Probe 1:</b> Are families provided with supports and services to allow them to effectively participate in their child's transition process?</p>	<ul style="list-style-type: none"> <li>Family members are included in the transition process from planning through execution.</li> <li>Family members play a lead role in transition decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>Family members provide consent before information is shared with other agencies.</li> <li>Family members have the opportunity to participate in the transition process.</li> </ul>	<ul style="list-style-type: none"> <li>Family members do not provide consent before information is shared with other agencies.</li> <li>Family members are not made aware of opportunities to participate in the transition process.</li> </ul>
<p><b>Principle 1, Probe 2:</b> Are the necessary supports and services put in place in a timely manner for children and their families when they leave <i>Early On</i>?</p>	<ul style="list-style-type: none"> <li>Transition steps and services are identified on the IFSP and transition plan.</li> <li>Transition steps and services are developed with family members.</li> <li>The transition plan provides multiple options for services and programs.</li> <li>The transition conference takes place at least 90 calendar days before the child's third birthday.</li> <li>All children have a transition conference.</li> <li>Representatives from organizations providing post-transition services and programs attend the transition conference.</li> </ul>	<ul style="list-style-type: none"> <li>Transition steps and services are identified on the IFSP <b>or</b> transition plan.</li> <li>Family members attend the transition conference.</li> <li>The transition plan provides at least one option for services and programs.</li> <li>The transition conference takes place at least 90 calendar days before the child's third birthday.</li> <li>All children have a transition conference.</li> </ul>	<ul style="list-style-type: none"> <li>Transition steps and services are not provided on either the IFSP or transition plan.</li> <li>The transition conference does not take place at least 90 calendar days before the child's third birthday.</li> <li>Not all children have a transition conference.</li> </ul>

## Rating Rubric for KPI 6: Family Rights and Outcomes

	Strength	Meets Requirements	Needs Improvement
<p><b>Principle 1, Probe 1:</b> Does the service area have an accurate, written <i>Early On</i> document for parents that addresses their rights?</p> <p><b>Principle 1, Probe 2:</b> Is the information contained in the service area's written policies, procedures, and forms accessible to families and understandable, and can families obtain these documents in their native language?</p>	<ul style="list-style-type: none"> <li>• Written policies and procedures are in place that:                             <ul style="list-style-type: none"> <li>• Ensure that records are available to parents</li> <li>• Explain steps to correct or delete records</li> <li>• Define complaints and due process</li> <li>• Inform parents of rights related to consent</li> <li>• Address surrogacy and foster parents</li> <li>• Address the disposition of records</li> </ul> </li> <li>• Parents are given a copy of their rights that they can read and understand and their service coordinator is knowledgeable and helps them understand how the early intervention system works.</li> </ul>	<ul style="list-style-type: none"> <li>• Written policies and procedures are in place that:                             <ul style="list-style-type: none"> <li>• Ensure that records are available to parents</li> <li>• Explain steps to correct or delete records</li> <li>• Define complaints and due process</li> <li>• Inform parents of rights related to consent</li> <li>• Address surrogacy and foster parents</li> <li>• Address the disposition of records</li> </ul> </li> <li>• Parents are given a copy of their rights that they can read and understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Service areas do <b>not</b> have in place written policies and procedures that:                             <ul style="list-style-type: none"> <li>• Ensure that records are available to parents</li> <li>• Explain steps to correct or delete records</li> <li>• Define complaints and due process</li> <li>• Inform parents of rights related to consent</li> <li>• Address surrogacy and foster parents</li> <li>• Address the disposition of records</li> </ul> </li> <li>• Parents are not given a copy of their rights.</li> </ul>

Continuous Improvement & Monitoring System (Part C)

	Strength	Meets Requirements	Needs Improvement
<p><b>Principle 1, Probe 3:</b> Is timely and appropriate consent obtained for all eligible infants and toddlers when necessary?</p> <p><b>Principle 1, Probe 4:</b> Does the service area provide appropriate training to service coordinators regarding procedural safeguards?</p>	<ul style="list-style-type: none"> <li>Parents were notified of referral and asked for permission to evaluate within 10 days of referral.</li> <li>Written consent was obtained prior to the start of the evaluation and assessment.</li> <li>Signed <i>Authorization to Share</i> forms are updated every six months.</li> <li>Service area provides ongoing professional learning opportunities regarding procedural safeguards.</li> </ul>	<ul style="list-style-type: none"> <li>Parents were notified of referral and asked for permission to evaluate within 10 days of referral.</li> <li>Written consent was obtained prior to the start of the evaluation and assessment.</li> <li>Signed <i>Authorization to Share</i> forms are updated every six months.</li> <li>Service area provides professional learning opportunities regarding procedural safeguards.</li> </ul>	<ul style="list-style-type: none"> <li>Parents were not notified of referral and asked for permission to evaluate within 10 days of referral.</li> <li>Written consent was not obtained prior to the start of the evaluation and assessment.</li> <li>Signed <i>Authorization to Share</i> forms are not updated every six months.</li> <li>Service providers do not have opportunities for professional learning regarding procedural safeguards.</li> </ul>
<p><b>Principle 2, Probe 1:</b> Does family outcome data indicate that the service area is helping families support their child's development?</p>	<ul style="list-style-type: none"> <li>The service area provides supports to families to help them know their rights, communicate their child's needs, and help their child develop and learn.</li> <li>Families participate in desired services and activities that are available to all families.</li> </ul>	<p>The service area provides supports to families to help them know their rights, communicate their child's needs, and help their child develop and learn.</p>	<p>The service area does not provide supports to families to help them know their rights, communicate their child's needs, and help their child develop and learn.</p>

## Rating Rubric for KPI 7: System Implementation and Evaluation

	Strength	Meets Requirements	Needs Improvement
<b>Principle 1, Probe 1:</b> Does the service area have formal agreements with identified local public agencies and formal or informal agreements with other local public and/or private agencies or organizations?	The service area has formal agreements with local affiliates of DCH, DHS, or education agencies to refer, evaluate, develop IFSPs, and provide service coordination and transition planning.	The service area has informal agreements with local affiliates of DCH, DHS, or education agencies to refer, evaluate, develop IFSPs, and provide service coordination and transition planning.	The service area has no formal or informal agreements with other agencies or organizations.
<b>Principle 2, Probe 1:</b> Does the service area annually analyze data from multiple sources in order to modify policies and procedures, systems design, and professional learning?	The service area annually analyzes 618 data, along with other data sources, in order to make system improvements.	The service area reviews 618 data annually.	The service area does not review 618 data annually.
<b>Principle 2, Probe 2:</b> Does the service area submit timely and accurate data?	<ul style="list-style-type: none"> <li>The service area has a policy and procedure for the timely and accurate submission of data that clearly identifies a person responsible for submitting and verifying data and reports.</li> <li>The service area submitted all data and reports by the deadline.</li> </ul>	<ul style="list-style-type: none"> <li>The service area has a policy or procedure for the timely and accurate submission of data that clearly identifies a person responsible.</li> <li>The service area submitted all data and reports by the deadline.</li> </ul>	<ul style="list-style-type: none"> <li>The service area does not have a policy or procedure for the timely and accurate submission of data that clearly identifies a person responsible.</li> <li>The service area did not submit all data and reports by the deadline.</li> </ul>