

Early Childhood Transition

OSPI/WASA Special Education Conference

Hotel Murano

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Introductions

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Objectives

- Preview state data for Indicator 12 from the 2010-2011 school year
- Review transition timelines for children transitioning from Part C to Part B
- Discuss other transitions that occur during the child's school career:
 - between public school and Non-Public Agencies
 - between grade levels (elementary, middle and high school)
 - secondary transition

Transition from Part C to Part B

- **Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.
- Compliance Indicator
 - 100% required

2007-2011 Trend Data

Indicator 12

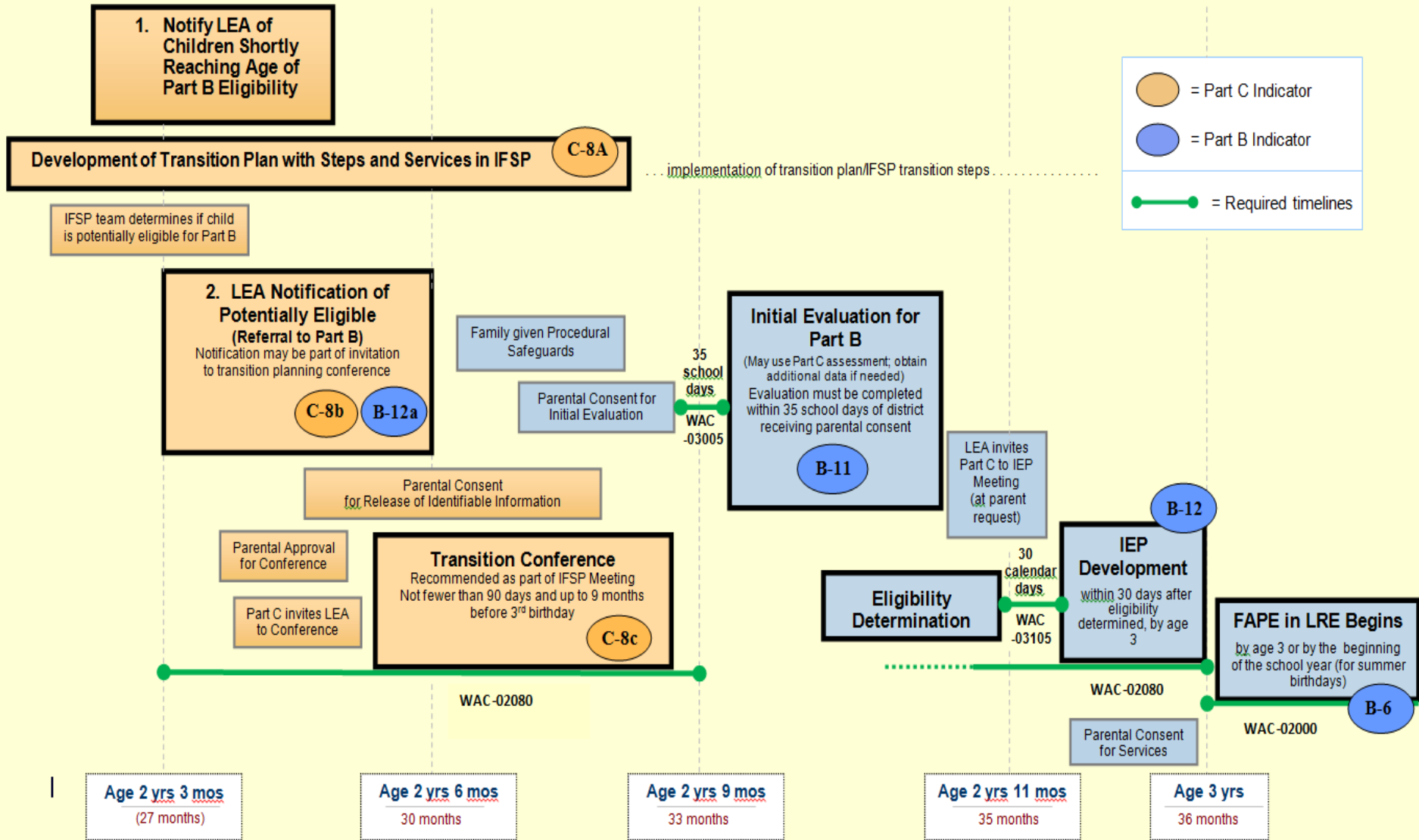


Transition from Part C to Part B

- Review timeline requirements
- Transition Flowchart from the National Early Childhood Technical Assistance Center (NECTAC)

Early Childhood Transition from Part C to Part B

Timeline Requirements *adapted for Washington State*



Late Referrals to Part C

Referred to Part C 90-46 days prior to third birthday

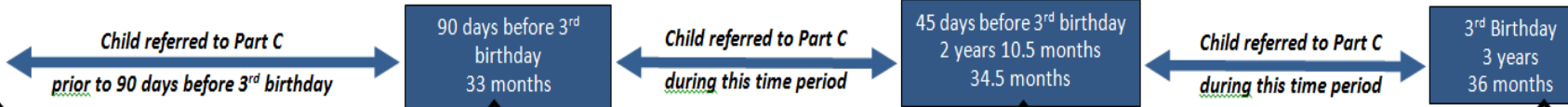
- Part C will complete the evaluation, determination of eligibility, conduct the IFSP meeting, and refer to Part B (with parent consent)
- Child referred **to Part C** less than 90 days prior to the child's third birthday
 - allowable exception under Indicator 12
 - if the IEP is late, it is reported as late then factored out in the state data calculation

Late Referrals to Part C

Referred to Part C 45 days (or less) prior to third birthday

- Part C will not do an evaluation and the child will be referred to the district
- The child is not served in Part C, so the IEP is not required to be in place by the 3rd birthday
- The child is included in Indicator 11, but not Indicator 12

Federal IDEA Part C & Part B Transition Requirements for Late Referrals to Part C



Part B Program Requirements

Part B Reporting Requirements

Recommended Collaborative Practices via Interagency Agreement

Provide procedural safeguards notice to parents upon initial referral (LEA notified child potentially eligible under Part B).

Provide prior written notice and obtain parental consent for initial evaluation.

Review existing evaluation data on the child, including Part C evaluation.

Conduct initial evaluation within 35 school days (according to WAC 392-172A-03005) or sooner if evaluation timeline expires after 3rd birthday and determine eligibility by 3rd birthday.

Inform family that Part C service coordinator must be invited to IEP meeting at parent's request; invite Part C if parent requests.

Develop IEP within 30 calendar days of eligibility determination (according to WAC 392-172A-03105) or sooner if 30 days expires after 3rd birthday, obtain parental consent for services, and implement IEP by 3rd birthday.

Report in B11 and B12(a)

May jointly conduct evaluation for respective eligibility criteria to meet Parts C and B timelines.

Develop inter- or intra-agency agreement and procedures that: (1) define potentially eligible for Part B; (2) use joint referral form for Part B that includes consent for Part C to receive information; and (3) identify eligibility criteria.

Attend Part C transition conference as part of the initial IFSP meeting.

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Conduct initial evaluation within 35 school days (according to WAC 392-172A-03005) and determine eligibility.

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Develop IEP within 30 calendar days of eligibility determination (according to WAC 392-172A-03105), obtain parental consent for services, and implement IEP by 3rd birthday or as soon after the child's 3rd birthday as possible.

Report in B11, B12 (a) and B12 (e)

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May jointly conduct initial IFSP meeting and initial IEP meeting concurrently to meet Part C and B timelines.

Treat as initial referral if parent initiates request for an evaluation and provide parents with procedural safeguards notice and Part B information. If Part C provides referral, review referral and contact parent.

Obtain parental consent for initial evaluation. Review existing assessments.

Review existing evaluation data on the child.

Service Coordinator is not invited to IEP meeting since Child was not served in Part C

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Report in B11
DO NOT report in B12

Part C assists family in contacting LEA and facilitates initiating Part B eligibility determination process.

Late Referrals to Part B

Referred to Part B less than 90 days prior to third birthday

- Child who has been receiving Part C services
- Transition is a compliance indicator for both Part C and Part B
- IEP *must* be in place by the third birthday when there is a late referral to Part B

Part C Data Management System

New electronic Data Management System (DMS) will be launched 9/19/11

- Make sure you are a registered user
 - Contact your Local Lead Agency (LLA)
<http://www.del.wa.gov/publications/esit/docs/ContactsDirectory.pdf>
- More tools to make tracking easier
 - Monthly reminder (link) of age eligible children sent from ESIT
 - Compliance review reports for Local Lead Agencies
 - Flexibility around Ad-Hoc reporting
 - Child Outcomes Summary Process imbedded in IFSP
 - Transition steps and services (discrete activities)

Tips

- Program focus changes from family support to the child's educational needs
- District participation in Transition Conference
 - Provide information about Part B special education programs
- Understand the current district system of tracking children birth through two
- Explore the new Part C electronic Data Management System (DMS) to help streamline tracking
- Start early
- Have a back-up plan for completing initial evaluations when there is a late referral to Part C or Part B

Other Transitions

Non-Public Agencies

- **Application process**

- Letter of intent to contract is sent to OSPI
- NPA completes the application and submits to the district
- District reviews the application
- District submits the application to OSPI

- **Annual and Three Year review process**

- NPA submits annual review form to OSPI
- Three year renewal application is submitted to the district, district then submits the complete renewal application to OSPI

<http://www.k12.wa.us/SpecialEd/NonPublicAgency.aspx>

Formative Transitions

Keys to Success: Attitude, Self-Advocacy and Preparation

- Elementary to Middle School
 - Students need assistance prior to, during, and after the move so that their social, psychological, and academic well-being is not compromised. (Weldy, 1991)
- Middle School to High School
 - In particular parents need to be actively involved in the decisions their eighth graders are asked to make about classes they will take in ninth grade and understand the long-term effects of the course decisions. (Paulson, 1994)

Formative Transitions

Keys to Success: Attitude, Self-Advocacy and Preparation

- High School to Post-Secondary Setting
 - IDEA 2004 highlights the importance of post secondary goals and putting in place transition services, including courses of study, to facilitate the students' movement from high school to post high school life. (NCSET, 2008)

Questions?

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<http://www.k12.wa.us/SpecialEd/EarlyChildhood/PreschoolTransition.aspx>

