

## Indicator 12: IDEA Part C to Part B Transition and Reporting

### Purpose

AOE learning modules are designed to support individuals as an orientation to a new topic or to refresh existing knowledge and skills. The purpose of the module: *IDEA Part C to Part B Transition and Reporting* is to help Administrators, Special Education Directors, and Early Childhood Special Educators in defining and clarifying the transition reporting requirements for children who are transitioning from IDEA Part C services to IDEA Part B services.

### Slide 1

Welcome to the Vermont Agency of Education Early Childhood Special Education (ECSE) Module: Indicator 12: The Individuals with Disabilities Education Act (IDEA) Part C to Part B Early Childhood Transitions and Reporting.

The purpose of this module is to help Administrators, Special Education Directors, and Early Childhood Special Educators in defining and clarifying the transition reporting requirements for children who are transitioning from IDEA Part C services to IDEA Part B services.

IDEA requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state's efforts to implement the requirements, and report compliance and performance requirements to the Office of Special Education Programs (OSEP), describing how the state will improve its implementation. Early Childhood Transitions or Indicator 12 is a compliance indicator that is reported to OSEP.

### Slide 2

We begin with the [Guiding Principles](#) to set the tone of what our beliefs are for each and every child in VERMONT. The Guiding Principles are the foundation for which public and private PreK programs follow to ensure children with disabilities have full access, participation, and support within their learning environment. The beliefs on this slide are just a slice of this inclusive document which can be accessed on the Vermont Early Education home page. Please find the link to the full document on the VT Early Childhood Education webpage.

The Vermont Early Education Guiding Principles describe what individuals, organizations, and communities understand and do in order to realize the promise of each and every young Vermont child. These principles articulate Vermont's commitment to fully include each and every child and their family in a continuum of meaningful experiences to ensure their health, mental health, safety, happiness, and success now and into the future.

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By the end of this module, you will be able to:

- Define Indicator 12: IDEA Part C to Part B Transition

- Understand federal and state requirements and how, when, and why data is collected and reported on Indicator 12
- Utilize critical questions in order to perform a root cause analysis with your Local Education Agency (LEA) team to ensure accurate and timely transition processes
- Review high quality data and problem solving practices in order to create better outcomes for each and every child

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##### Reporting, Monitoring, and Compliance

LEAs are required to submit information and data for reporting, monitoring, and compliance purposes. For most indicators, this data is reported primarily through Child Count data collection, however for Indicator 12, the Early Education Team aligns data collection with the Special Education Monitoring Cycle.

[Special Education Reports Resources](#)

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##### What are Compliance Indicators?

Under [IDEA Part B](#) (ages 3-21), the US Department of Education and OSEP, require states receiving funds through IDEA to measure and collect data on performance and compliance indicators that they have established. OSEP's accountability is designed to best support states' efforts to improve outcomes for individuals ages 3 through 21 who are receiving special education and/or related services.

Part B lists compliance and performance indicators that review the effectiveness on which states collect and report data to OSEP.

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##### Early Childhood Special Education (ECSE) Indicators

There are three SPP/APR indicators that pertain specifically to early childhood (ages 3 through 5). They are:

- Indicator 6 Preschool or Early Childhood Educational Environment
- Indicator 7 Preschool Early Childhood Outcomes
- Indicator 12 IDEA Part C to Part B Transition

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##### What is Indicator 12?

Indicator 12 is a compliance indicator which examines the percent of children referred by Part C prior to age 3, who are found eligible for Part B services, and who have an Individualized Education Program (IEP) developed and implemented by their third birthday (20 U.S.C. 1416(a)(3)(B)).

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### Indicator 12: IDEA Part C to Part B Transition Target

OSEP's expectation is that states will meet the transition timeline with 100 percent accuracy of all children who transition from Part C to Part B.

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### Collection Dates

Section 618 of the federal IDEA guideline specifies that states must collect and report data on Early Childhood Transitions for children served through Part B programs. The Vermont Agency of Education (AOE) uses data gathered from LEA's twice a year, to report IDEA Part B data for ages 3 through 5 to the U.S. Department of Education.

Collection dates are as follows: If an LEA is participating in the AOE IDEA Part B Monitoring Cycle, there are two submission dates per year: January 15 and June 1. If an LEA is not participating in the AOE IDEA Part B Monitoring Cycle, the LEA must ensure compliance by following all IDEA Part C to Part B transition requirements.

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### The Transition Time

Potential Eligibility is defined as: Within 6 months of the child's 3rd birthday, Early Intervention (EI) Team members participate in recommending the child may be eligible for ECSE Part B services.

LEA Notification: The EI Team should notify the LEA between six months and ninety days before the child's third birthday of the child's potential eligibility.

Transition Conference: The Transition Planning Meeting, also known as the Transition Conference, must take place between nine months and ninety days prior to the child's third birthday. Families should be notified of the Transition Conference by the EI Coordinator with written notice being provided to all attendees. Evidence of a child's potential eligibility to receive Part B ECSE services at age three, will be reviewed and discussed with the family during the Transition Meeting. The Transition Conference could take place over the span of several meetings.

Developing the Individualized Education Program (IEP): If the child is determined eligible to receive ECSE services, the IEP team, which includes the family, will develop an IEP to be put in place by the child's third birthday.

Parental Consent Form 6B: Parental Consent should be obtained during the IEP meeting or prior to the child's third birthday, using Special Education Form 6B, which requires parent consent for Initial Placement into IDEA Part B as well as consent for IDEA Part B services. Placement and services cannot begin until parental consent is obtained.

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### Analyzing Indicator 12 Data

Typically, in August or September, LEAs receive their local determinations for the previous year's SPP/APR. It is important that LEA teams take time to not only look at data to see if indicator targets have been met, but also to analyze the data for further program improvement and enhancement.

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### High Quality Valid and Reliable Data

Valid and reliable data is a powerful tool that informs and creates opportunities to better support children, their families, and LEAs in the education journey, while promoting high quality inclusive learning environments through informed decision making. Data can tell a story, highlighting patterns or exposing isolated events. Collecting high-quality reliable and valid data allows the LEA to make connections through analysis, which leads to insights and improvements in planning, processes, and policymaking.

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### Key Components of High Quality Data

Key Components of high-quality data are:

- Accuracy: Data must be accurate in order to understand and address each child's unique needs.
- Timeliness: Data must be collected and submitted in a timely manner in order to be compliant.
- Consistency: Data must have consistent and be understood among team members who are making decisions.
- Validity: Data must be valid and reliable in order to properly inform.
- Completeness: Data collection, analysis, and reporting should encompass various data points in order to accurately represent a child and their story.
- High Quality Data is thoughtful and purposeful.

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### Data Review and Analysis

Reviewing and comparing data information such as: the date the EI sent notification, will allow the LEA to confirm if the transition timeline occurred according to IDEA requirements and Vermont Special Education Rules. Was the notification timely, or was it a late referral, and how did it affect the child's outcome to receive Part B services? Was the IEP developed and implemented, and parent consent obtained by the child's 3rd birthday? If not, was it due to an isolated event or is there a pattern to further analyze? Were any children who were potentially eligible, then not determined eligible for Part B services? Finally, how can your data help to determine what technical assistance or professional development might be needed for continuous improvement?

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### Root Cause Analysis Questions

Asking questions may help your LEA's get to the root cause of data concerns. It is important to not only evaluate what may need improvement, but also to celebrate what is working well.

Root Cause Analysis questions include but are not limited to:

1. Does your LEA have a clear definition of transition processes, roles and responsibilities for transitions including eligibility determination? How do you monitor this?
2. Who inputs the data for your district?
3. Are there any data quality checks to eliminate invalid entries? Who gives the final sign off?
4. How does the data compare to the previous year's data?
5. Did you examine the data to look for inconsistencies, patterns? What is the process if you find something?
6. Do you use the data to guide program planning?

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### Critical Teaming Questions

In addition to looking at your data processes and procedures, it is equally important to look at how those involved in the Indicator 12 process are working as a team. Critical Teaming Questions can also be posed to further dig into your determinations and how you work and make decisions together.

Critical Teaming questions include but are not limited to:

1. Are there procedures to coordinate the exchange of information between agencies?
2. How is information relayed to all team members? What are the procedures to ensure all team members have the appropriate information about the child throughout the transition process?
3. Is there parent input?
4. Is the LEA ensuring Form 6B is being utilized consistently? (It is a state requirement)

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The following slides will address frequently asked questions and provide answers regarding Indicator 12 procedures and requirements.

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Question 1: If a child is determined eligible to receive Part B ECSE services when they turn three, what form should be used to fulfill the IDEA requirement of written consent for the child's placement in Part B AND consent of Part B services?

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Answer 1: Vermont State [Form 6B](#) includes eligibility determination as well as the required parental consent for placement into Part B and Part B services. Completion of the form can start during the ninety-day period prior to the child's third birthday and extend through the IEP meeting.

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Question 2: If my LEA is a participant in the Part B Monitoring Cycle, how do I report a child who has a summer birthday?

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Answer 2: If the child's third birthday occurs on or before June 30, the summer reporting would occur by the June 1 submission date.

If the child's third birthday occurs after June 30, the reporting would occur January 15 the following calendar year.

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Question 3: Are there currently any waivers for federal requirements related to compliance timelines such as having the IEP in place by the child's third birthday?

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Answer 3: At this time, there is no waiver of federal timelines related to special education compliance.

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Question 4: What if an LEA has been unable to contact the family to arrange an IEP meeting before the child's third birthday?

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Answer 4A: LEA's need to take the following steps in order to ensure families are present and active participants at each IEP meeting:

- Notify families of the meeting early enough that they will have an opportunity to attend; and
- Schedule the meeting at a mutually agreed upon time and place. If a satisfactory agreement on such time or place cannot be reached, the LEA shall use other, mutually agreed upon methods to ensure family participation, including individual or conference telephone calls, or video conferencing.

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Answer 4B: When the district is unable to arrange the families' participation, the LEA shall convene the IEP meeting to meet its obligation to provide appropriate services to the child.

A meeting may be conducted without a family member in attendance if the LEA is unable to contact the family. Under these circumstances, the LEA shall maintain a record of at least three attempts to arrange a mutually agreed upon time and place, such as:

- Detailed records of telephone calls made or attempted and the results of those calls.
- Copies of correspondence sent to the parents and any responses received; and
- Detailed records of visits made to the parent's home or place of employment and the results of those visits.

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Answer 4C: If written parent consent (Form 6B) is not obtained from the family, the LEA cannot provide Part B placement or implement services. It is critical to obtain consent because this is the only time written consent is obtained during the transition process.

*Vermont State Rule 2363.4* If written parent consent (Form 6B) is not obtained from the family, the LEA cannot provide Part B placement or implement services. It is critical to obtain consent because this is the only time written consent is obtained during the transition process.

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Resources

Please visit the sites and resources listed to enrich and expand your C to B transition knowledge and practice. There is:

[Division for Early Childhood of the Council for Exceptional Children](#) (DEC). DEC

Recommended Practices for parents and professionals who work with young children who have or are at risk for developmental delays or disabilities.

IDEA Federal Statute and Regulations Relating to Early Childhood Transitions: [Federal Requirement for Transition from Part C to Part B](#)

[Vermont State Board of Education Manual of Rules and Practices Series 2360](#) Special Education Rules: State rules designed to ensure that eligible Vermont students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs in accordance with federal law.

VT AOE [Form 6B](#)

Early Childhood Technical Assistance Center (ECTA): Information to ensure a seamless transition from Part C to Part B for children with disabilities and their families, educators, and administrators.

[Transition from Part C to preschool](#) resources

[Developing High Quality Functional IEP Goals](#)

[Vermont Early Childhood Guiding Principles](#)

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For additional information or questions about the Indicator 12 IDEA Part C to Part B Transition and Reporting module, please contact IDEA Part B 619 Coordinator, Katie McCarthy at [Katie.McCarthy@vermont.gov](mailto:Katie.McCarthy@vermont.gov) or Early Childhood Inclusion Coordinator Amy Murphy at [Amy.Murphy@vermont.gov](mailto:Amy.Murphy@vermont.gov).