Transition Workshop

Improving transitions for young children with disabilities as they move from Early Intervention into Preschool Special Education

April 2007
AGENDA

- Welcome and Introductions
  - Icebreaker Exercise
- Presentation
  - Questions and Discussion
- Lunch
- Planning/Discussion
- Questions and Evaluation
- Adjourn
**Icebreaker**

Think of time in your life when you made a significant change:

- got married
- new job
- expecting a child
- moving away to college
- other?

What supports and planning helped prepare you for a successful transition?
Icebreaker

Now think of a time in your life when a change happened and you didn’t have the time to plan:

• a loss of job
• a transfer
• other?
Icebreaker

Now imagine you have no voice, you’re only two and others are planning for you!
Individuals with Disabilities Education Improvement Act of 2004

PART C Early Intervention

Operational Standards revised 2006

PART B/Section 619 Preschool Special Education

Regulations effective July 1, 2005
What the Federal Law Says for Part C

- IDEA Section 637(9) – “a description of the policies and procedures to be used—(A) to ensure a smooth transition for toddlers receiving early intervention services under this part (and children receiving those services under part 635(c)) to preschool, school, other appropriate services, or exiting the program, including a description of how—(i) the families of such toddlers and children will be included in the transition plans required by subparagraph (C); and (ii) the lead agency designated or established under section 635(a)(10) will—(I) notify the local educational agency for the area in which such a child resides that a child will shortly reach the age of eligibility for preschool services under part B, as determined in accordance with State law; (II) in the case of a child who may be eligible for such preschool services, with the approval of the family of the child, convene a conference among the lead agency, the family, and the local educational agency not less than 90 days (and at the discretion of all parties, not more than 9 months) before the child is eligible for the preschool services that the child may receive…”
What Operational Standards Say

"2. For those children being referred to the Local Educational Agency (LEA), a referral with written parental consent must be made at least six months before the child’s 3rd birthday in accordance with MA Special Education Regulations (603CMR28.00, section 28.04(1)(d)). The Interagency Policy on Early Childhood Transitions (found in Appendix A of these standards) includes guidance for the planning process which will take place when the child is transitioning to special education services. At least 90 days before and up to 9 months prior to the child’s 3rd birthday, with written parental consent, the Early Intervention program convenes a Transition Planning Conference with the family, a representative from the LEA and the Early Intervention program staff. The purpose of this meeting is to review the child’s service history, discuss possible program options with the LEA, and establish transition activities. With written parental consent, information about the child, including evaluation and assessment information and relevant information from the IFSP is sent to the LEA."
What the Federal Law Says for Part B

- IDEA Section 612(9) – “Transition from Part C to Preschool Programs -- Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9). By the third birthday of such a child, an individualized education program or, if consistent with sections 614(d)(2)(B) and 636(d), an individualized family service plan, has been developed and is being implemented for the child. The local educational agency will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10).”
What the State Special Education Regulations Say

- 603 CMR 28.04(d) – “Upon referral, school districts shall evaluate children who are two and a half years of age and who may be receiving services through an early intervention program. An initial evaluation shall be conducted in order to ensure that if such child is found eligible, special education services begin promptly at age three.”
What the State Special Education Regulations Say (cont.)

- 603 CMR 28.04(1)(a) – “When a child is referred for an evaluation to determine eligibility for special education, the school district shall send written notice to the student’s parent(s) within five school days of receipt of the referral.”

- 603 CMR 28.04(1)(b) - ...“shall seek the consent of a parent for the evaluation to occur, and provide the parents with the opportunity to express any concerns or provide information on the student’s skills or abilities.”
Did you know...

- Timelines
  - EI timelines follow calendar days
  - LEA timelines follow school days

- How does the difference impact transitions?
Let’s look

• Referral from EI for special education eligibility determination starts the timeline.

• LEA sends consent to evaluate to parent(s) within 5 school days.

• Evaluation(s) must be completed within 30 school days of a signed returned consent form. A Team meeting is held within 15 school days and, if eligible, an IEP developed.

• Parent has 30 calendar days to review and return the IEP.
Let’s look

• That’s 93 calendar days*, not counting school vacations or holidays!!!

*updated from original presentation to reflect 30 calendar days for parents to sign
Let’s look at Mary

Mary is a child with multiple disabilities enrolled in an Early Intervention program. She receives her EI services in a family child care and at home. Mary will turn three on June 1.

EI referred Mary to the LEA when Mary was 2 years 6 mo, on Dec 1 and works with the LEA and parents to set up a transition conference at a mutually convenient time for all involved.

In response to the referral, the LEA sends a consent to evaluate on Dec 4, and the parent returns it Dec 10. Evaluations are scheduled throughout mid/late December and January, and includes an observation at Mary’s family child care provider, keeping within the 30 school days.

At the same time, the transition conference is scheduled for Dec 12. EI, LEA, Mary’s parents and the family child care provider are all there to discuss next steps. Everyone learns more about Mary, her EI experience, her family’s hopes and dreams for Mary, the evaluation process, and early education and care programs and resources in her community. The LEA invites Mary’s parents to visit the integrated preschool classrooms.
Mary, continued

Mary’s evaluations are completed and a Team meeting is scheduled for **Feb 8**. Evaluation results are available on **Feb 6** for Mary’s parents to review prior to the meeting.

It is determined that Mary is eligible for special education. An IEP is developed at the Team meeting and placement will be at the integrated preschool starting June 1. Mary’s parents leave the meeting with a written summary.

A complete IEP is sent to Mary’s parents on **Feb 10**.

Mary’s parents return an accepted, signed IEP on **March 8**.

During April and May, Mary visits the preschool classroom a few times with either her parents or her family child care provider to provide Mary a smooth transition.

Mary’s IEP is implemented and she starts preschool on **June 1**.
What do the data say?

Number of LEAs serving Children on IEPs On or Before their Third Birthday

- 47%-<1%: 37
- 73%-50%: 31
- 99%-75%: 57
- 100%: 99

Percent Range
Or we can look at it this way...

State Percentage of LEAs serving Children with IEPs on or Before Third Birthday

- 47% (37)
- 25% (57)
- 14% (31)
- 44% (99)
- 17% (37)
- 100%
- 99%-75%
- 73%-50%
- 47%<1%
We’ve got a long way to go to compliance!

We know the requirements.....

How can we improve transitions?

Part C and Part B have submitted plans to Office of Special Education Programs (OSEP)
State Performance Plan (SPP)

Part C: Early Intervention

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.

Part B: Preschool Special Ed

Indicator #12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
Baseline data measurements

Part C: Early Intervention Measurement:
A. Percent = \(\left\{ \frac{\text{(# of children exiting Part C who have an IFSP with transition steps and services)}}{\text{(# of children exiting Part C)}} \right\} \times 100\)
B. Percent = \(\left\{ \frac{\text{(# of children exiting Part C and potentially eligible for Part B where notification to the LEA occurred)}}{\text{(# of children exiting Part C who were potentially eligible for Part B)}} \right\} \times 100\)
C. Percent = \(\left\{ \frac{\text{(# of children exiting Part C and potentially eligible for Part B where transition conference occurred)}}{\text{(# of children exiting Part C who were potentially eligible for Part B)}} \right\} \times 100\)

Part B: Preschool Special Ed Measurement:
A. # of children who have been served in Part C and referred to Part B for eligibility determination.
B. # of those children referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
C. # of those found eligible who have an IEP developed and implemented by their third birthdays.

Account for children included in (A) but not included in (B) or (C). Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.
Percent = \(\frac{C}{(A - B)} \times 100\)
Baseline data (FFY2004)

Part C: Early Intervention
A. 72.3% of all children discharged (regardless of age of discharge), based on exiting data from OSEP’s table 3, had a “yes” answer to “Was the individual transition plan fully developed?”
B. 61.5% of children discharged from EI and potentially eligible for Part B, had a “yes” answer to “was the LEA invited?” on the Transition Survey on the Annual Report/Self-Assessment.
C. 85.2% of children discharged from EI and potentially eligible for Part B had a “yes” answer to “Did a transition conference occur for this child?”

Part B: Preschool Special Ed
A. 5,938 children were referred from EI
B. 1,627 were found NOT eligible
C. 4,311 were found eligible

Of those referred and found eligible:

3,357 had an IEP developed and implemented on or before their third birthday.

77.8%

Reasons for delays: school vacations, summer birthdays, parent refusals, late referrals, medical condition of child, district related days
Both Part C and Part B

Indicators 3 and 12 respectively are compliance indicators and require 100%

OSEP has made a change in Part B, factoring out of the equation delays due to parent refusal (referred but refused to return consent form, refused services, etc); districts will be asked for this information in FY08 grants.
Another shared Indicator: Measuring Child Outcomes

- OSEP was concerned that programs were not producing measurable, positive, functional child outcomes.
State Performance Plan (SPP)

Part C: Early Intervention
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.

Part B: Preschool Special Ed
Indicator #7: Percent of preschool children with IEPs who demonstrate improved:
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.
Measuring Child Outcomes

Part C: Early Intervention
Massachusetts EI programs currently collect entry and exit data on all children in EI using the Michigan EIDP and Battelle Developmental Inventory-2 and reported through Early Intervention Information System (EIIS)

Part B: Preschool Special Ed
MA DOE submitted a plan that while EEC is developing the Kindergarten Readiness Assessment System, we would collect child outcomes data through a cohort model. LEAs in the cohort would use data gathered through various assessments and all LEAs would use the ECO Center’s Child Outcomes Summary Form.
Positive Outcomes for the System

- All providers are looking at young children in a more holistic way, not just in the area of disability
- Use exit data from Early Intervention as entry data for Preschool
- The Kindergarten Readiness Assessment System will include the OSEP outcomes and data can be extrapolated for reporting
Public reporting

- Current state monitoring systems collect transition information and report by EI program (EIIS) and LEA (SE17)
- OSEP requires that we publicly report on these transition indicators for both Part C Early Intervention programs and Part B LEAs.
- Coming soon to the DPH and DOE websites....
Planning for Improvement!

- Appendix A to the EI Operational Standards – Interagency Policy on Early Childhood Transitions, written 1994; currently being updated.
- Transition Guide – at the presses!!
- Local Memorandum of Understanding (MOU) between EI programs and LEAs that spell out agreed upon timelines, practices and procedures.
- Shared professional development opportunities.
- Early Childhood Network meetings will return!
Best Practices

- Let’s learn with and from each other
- Discussion and Questions
Links

EEC http://www.eec.state.ma.us


MA Part C Early Intervention


MA Part B Special Education
http://www.doe.mass.edu/sped/spp/

http://www.doe.mass.edu/sped/regs.html
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