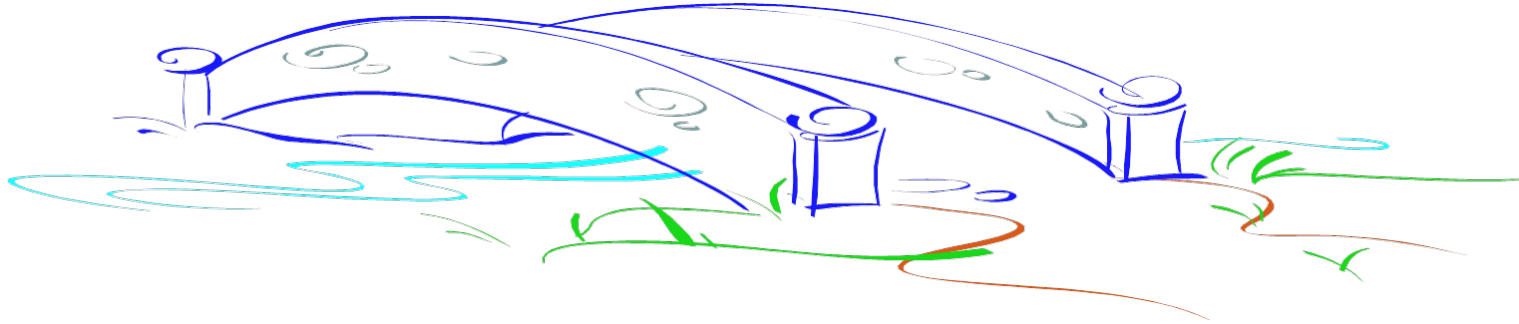


Indicator 12



Building Bridges in Transition From Early Intervention to Early Childhood

Illinois Department of Human Services (IDHS)

Illinois State Board of Education (ISBE)

September 29, 2015

Presentation Objectives

- ✓ **Review** Part C and Part B of IDEA 2004*, with a specific emphasis on transition and IEP for eligible children developed and implemented by 3rd birthdate.
- ✓ **Recognize** importance of Indicator 12 and requirements for compliance.
- ✓ **Share** strategies that facilitate smoother, successful transitions.

*Individuals with Disabilities Education Improvement Act, Part B Regulations (2006); Part C Regulations (2011)

Acronyms

APR	Annual Performance Report
CFC	Child and Family Connections
DHS	Illinois Department of Human Services
ECSE	Early Childhood Special Education
EI	Early Intervention
IFSP	Individualized Family Service Plan
LEA	Local Education Agency
LIC	Local Interagency Council
SIS	Student Information System
SPP	State Performance Plan
TPC	Transition Planning Conference

Why Do we Need a Transition Process?

- ✓ To ensure **continuity** of services
- ✓ To **minimize** disruption to the family system
- ✓ Promote child functioning in the natural environment or the **least restrictive environment**



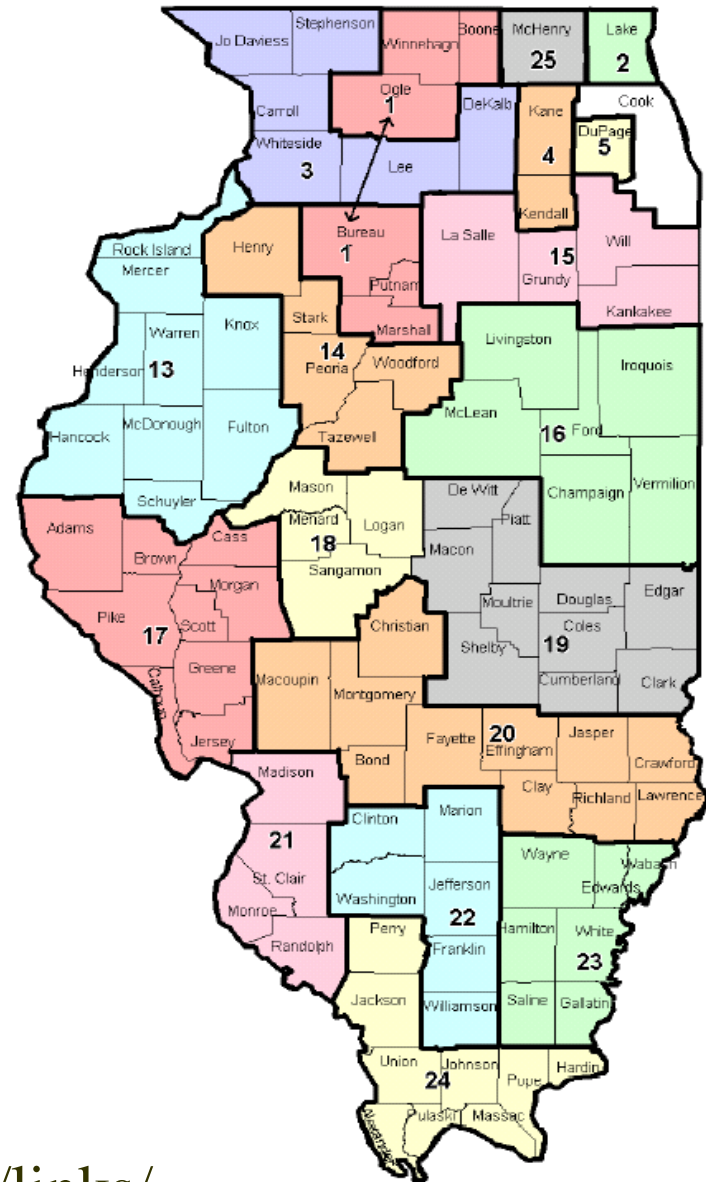
IDEA Program Comparison

- Part C (0-3)
 - Birth up to 3 years of age
 - Eligibility based on
 - 30% delay
 - Medical Diagnosis from the approved EI list
 - At Risk (based on specific criteria)
 - Developmental Program
 - IFSP (Individualized Family Service Plan)
 - Family-directed functional outcomes and strategies
- Part B (3 through 21)
 - 3 up to 22 years of age
 - Eligibility based on
 - 14 categories of eligibility
 - Including Developmental Delay (through age 9)
 - At risk NOT a category or reason for eligibility
 - Educational Program
 - IEP (Individualized Education Program)
 - Team developed goals and objectives

IDEA Program Comparison

- Part C (Birth-3)
 - System entry point CFCs - (Child and Family Connections)
 - Service Coordination
 - Intervention services
 - Natural Environment
 - Family Fees and Insurance billing criteria
 - Managed by Illinois Department of Human Services
- Part B (3 through 21)
 - System entry point local school district or SE Co-op
 - Special education program
 - Related services
 - LRE
 - FAPE
 - Managed by Illinois State Board of Education

Map of CFC Regions



<http://www.wiu.edu/ProviderConnections/links/>

Indicator 12

IDEA (34 CFR 300.124)

- Children transitioning from Part C to Part B must have eligibility determined
- For eligible children, an IEP developed and implemented

By 3rd Birthday!

OSEP* Requires

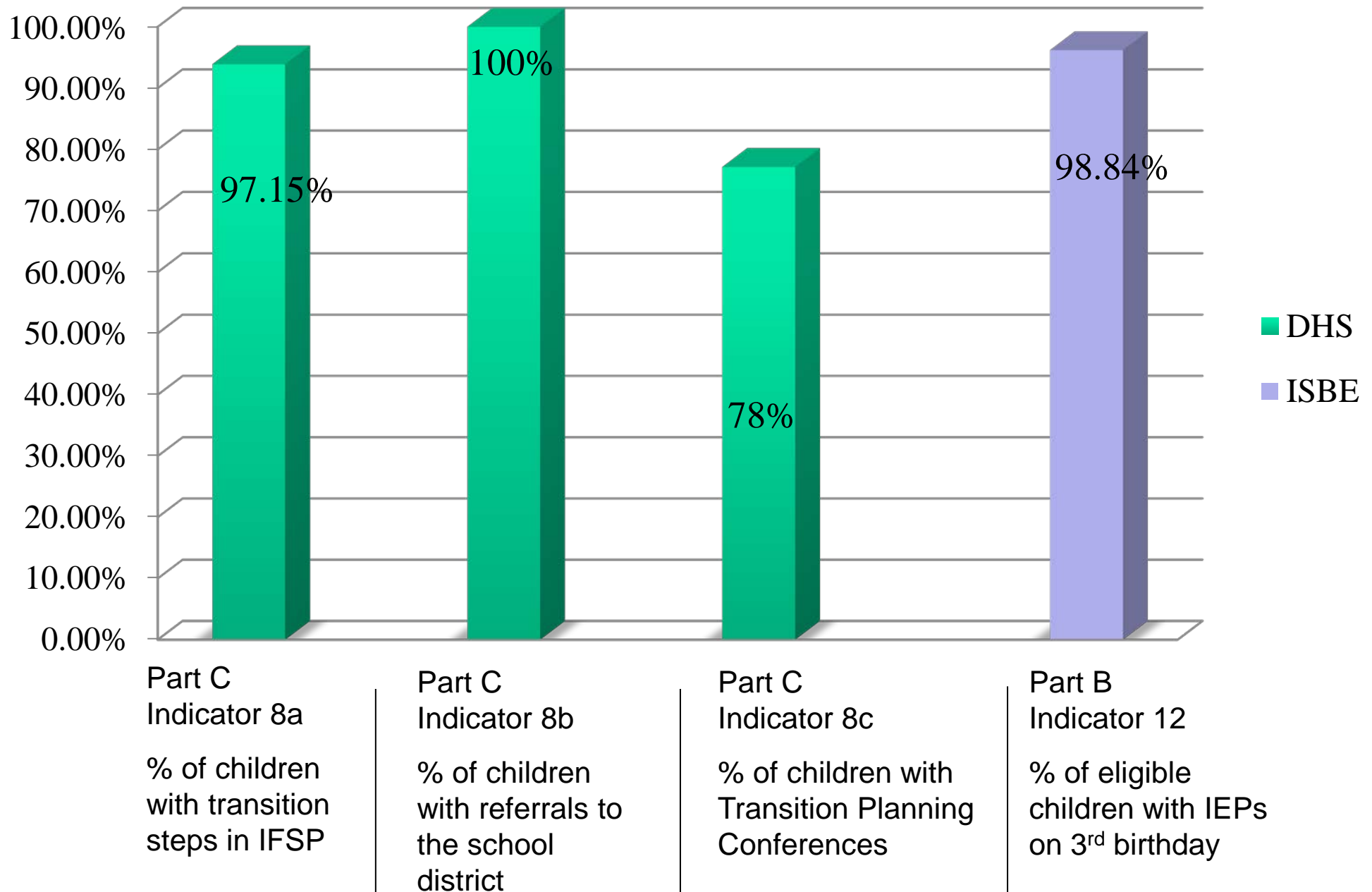


100%

**Office of Special Education Programs*

Data Based on 2013-14 Reports

Annual State Performance Report



Indicator 12

Status of Children Referred from Part C to Part B

Fiscal Year	Total # Referred from Part C to Part B	Determined NOT Eligible prior to 3 rd Birthday	Eligible and IEP Implemented by 3 rd Birthday	Parental Refusal/Repeated Failure to Produce Child for Evaluation	Delays in Eligibility Determination and IEP Implementation	
FFY2012 (2012-2013)	9,164	999	6,929	954	Total - 275	
					CFC Delays	LEA Delays
					7	268
FFY2011 (2011-2012)	10,931	1,168	7,236	2,135	Total - 383	
					CFC Delays	LEA Delays
					9	374
FFY2010 (2010-2011)	10,757	1,200	7,426	1,979	Total - 145	
					CFC Delays	LEA Delays
					7	138
FFY2009 (2009-2010)	10,613	1,141	7,583	1,760	Total - 121	
					CFC Delays	LEA Delays
					8	113
FFY2008 (2008-2009)	8,300	834	5,799	1,596	Total - 67	
					CFC Delays	LEA Delays
					4	63

Indicator 12

Illinois Special Education State Performance Plan

Percent of children referred by Part C prior to age three who were found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

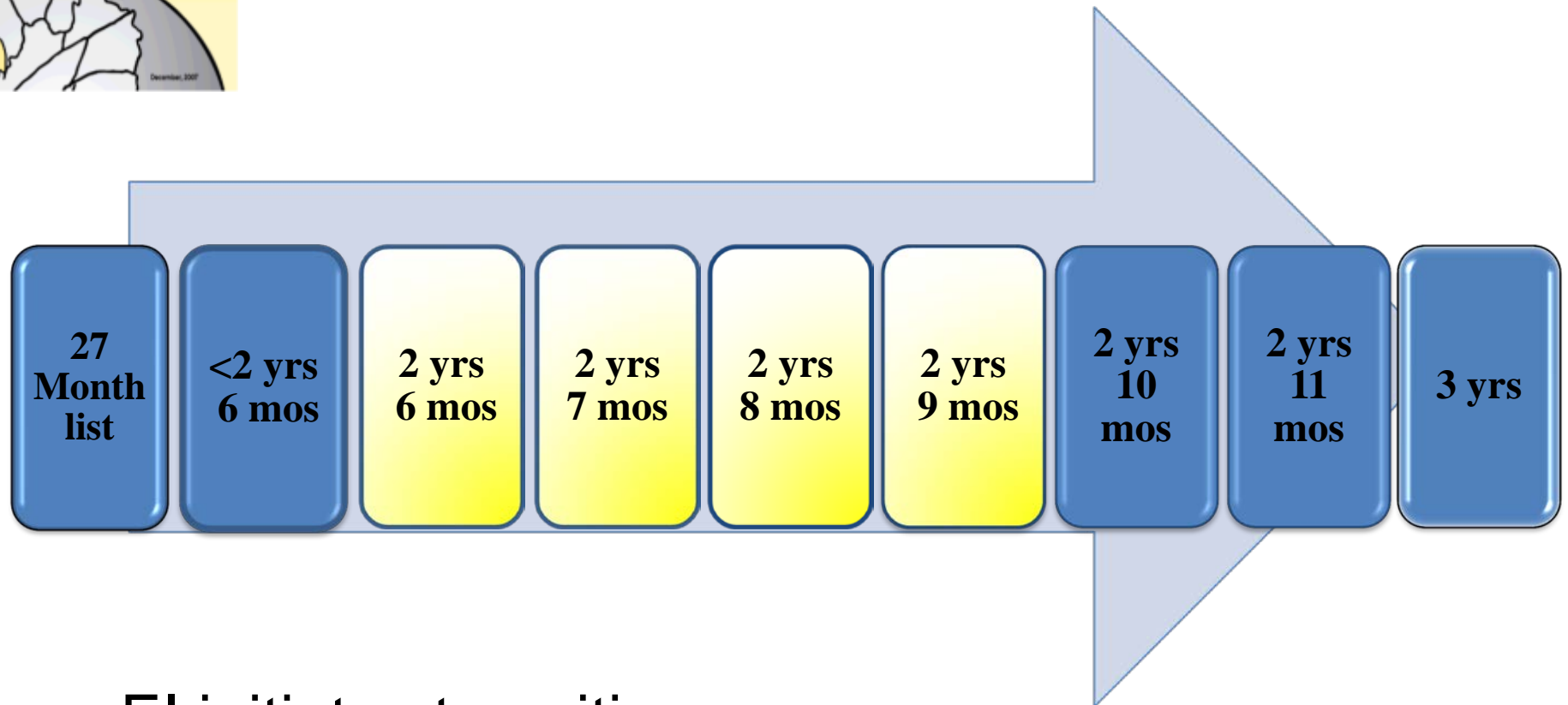
Data Source			
	Actual Target Data	Number of LEAs	Number of children
FFY2012 (2012 – 2013) Annual Performance Report, Part B February 3, 2014	96.2%	21	275
FFY2011 (2011 – 2012) Annual Performance Report, Part B February 4, 2013	95.0%	12	383
FFY2010 (2010 – 2011) Annual Performance Report, Part B Revised April 10, 2012	98.1%	12	145
FFY2009 (2009 – 2010) Annual Performance Report, Part B February 1, 2011	98.4%	13	121
FFY2008 (2008 – 2009) Annual Performance Report, Part B February 1, 2010	98.9%	<i>New system implemented</i>	67

Early Intervention to Early Childhood Special Education Transition List “27-Month List”

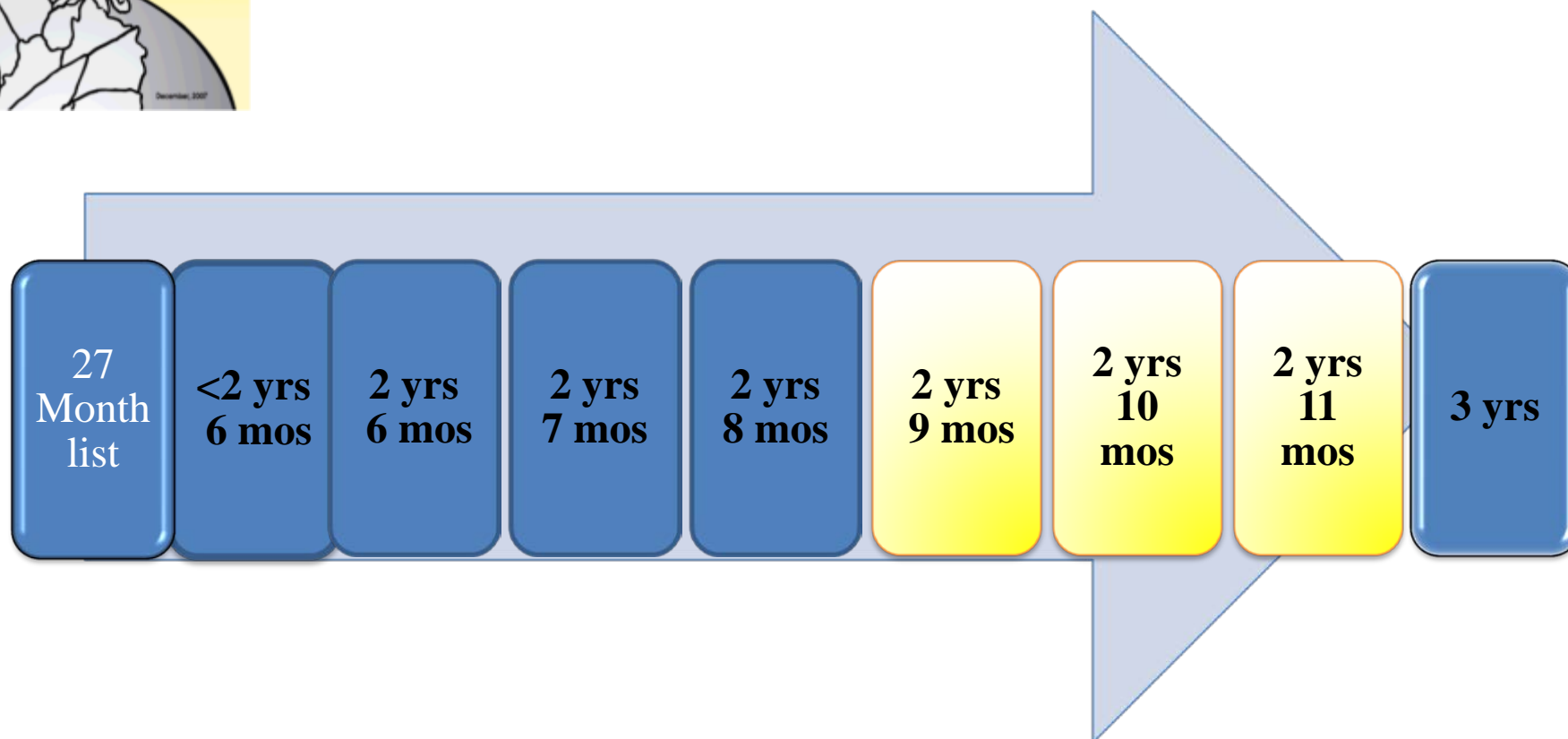
Information provided to the LEA:

- EI Number
- CFC ID
- Child Name
- Date of Birth
- Parent/Guardian name
- Address
- Phone

****LEAs may contact CFCs to verify this information.***



- EI initiates transition
- EI sends referral to LEA/SE Co-op



Transition Planning Conference Requirements:

- CFC – Convene and participate in the meeting
- LEA – Participate in the meeting

Transition *Planning* Conference

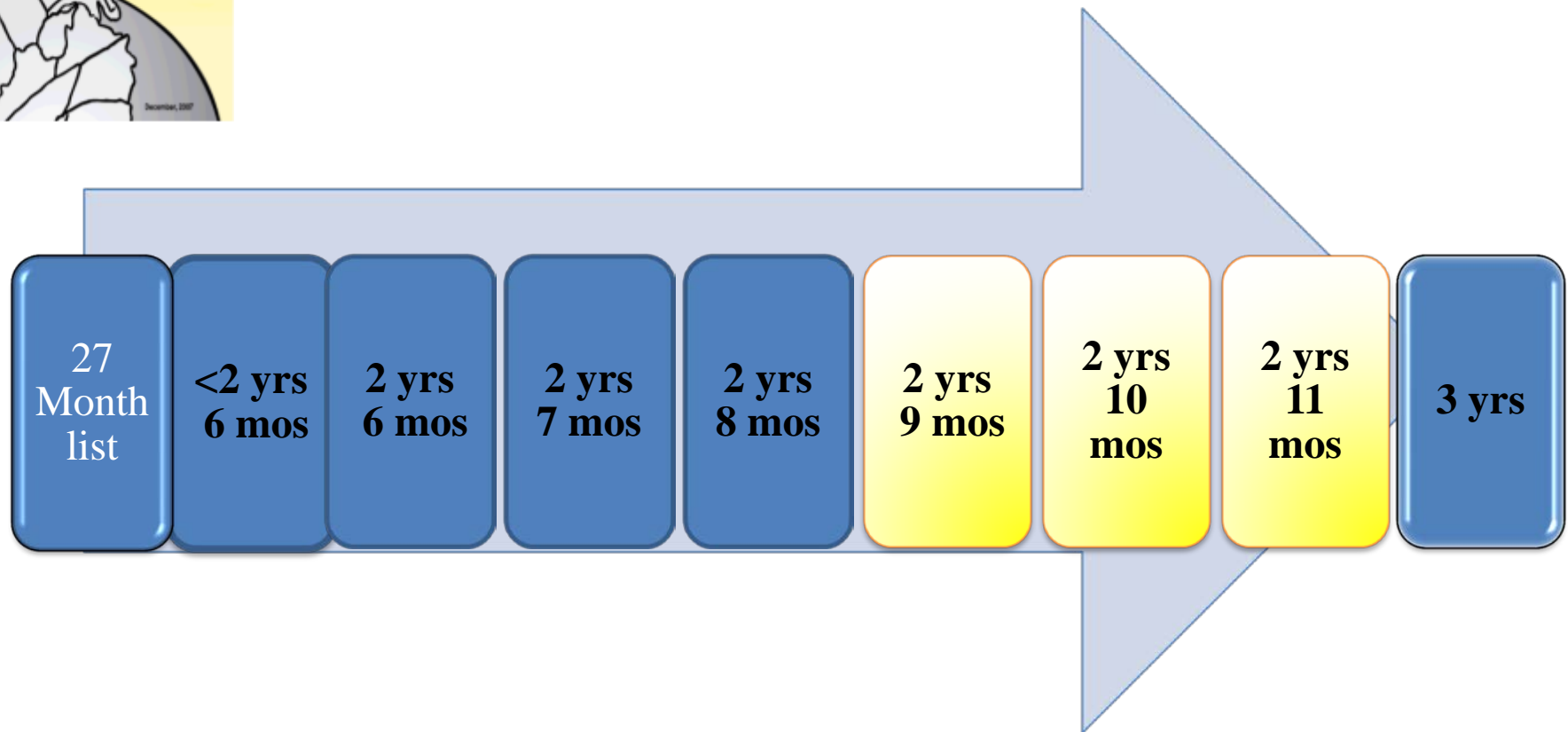
- ❖ Attended by Parent, Service Coordinator, Representative of District
 - ❖ Required that LEA participate
 - ❖ CFC's have a timeline to meet (by 2 years 9 months)
- ❖ Describe School District evaluation and IEP process
- ❖ Discuss potential educational program and services
- ❖ **NO PLACEMENT/SERVICES DECISIONS ARE MADE!**



What could be done?

- ✓ Review services and progress in EI
- ✓ Describe School District evaluation process and services
- ✓ Review registration/enrollment procedures
- ✓ Check for understanding
- ✓ Review timeline
- ✓ Write a Transition plan





- Domain review
- Evaluations
- Eligibility meeting/IEP meetings

Timeline for IEP Development



LEA responsibilities for children exiting EI who become Part B eligible:

✓ IEP in place by child's 3rd birthday

AND

✓ IEP in place 60 school days from parent's written consent for evaluation

For children **not** in EI Services:
IEP in place 60 school days from parent's written consent for evaluation

What if...

Children are on the “27 month list” but no Transition Planning Conference:

- Verify 27-month list data with CFC
- LEAs have a responsibility to contact the family regarding programs and services.
- Document parental contacts
 - Telephone
 - Correspondence
 - Home visit
 - Email

LATE REFERRALS

	Eligibility/IEP for an eligible child completed by 3 rd birthday	60 Day Timeline	District Indicator 12 Finding
Enrolled in EI before 2 years 9 months	YES	YES	YES
Enrolled in EI after 2 years 9 months	YES	<p>YES</p> <p>**This timeline cannot be used to extend the evaluation beyond the child's 3rd birthday. Meeting the 3rd birthday timeline fulfills both requirements.</p>	NO
EI receives referral 45 days or fewer from the child's 3 rd birthday	<p>NO</p> <p>CFC will send the family directly to the LEA.</p>	YES	NO

Summer Birthday

All requirements still apply.

- For children with summer or early fall birthdays:
 - Determine eligibility and develop IEP before staff leave for summer break
 - OR
 - Complete evaluation/IEP process during summer (with LEA staff or contractual)
- Procedures for children referred from EI who have summer/early fall birthdays should be outlined in the Transition Agreement between the CFC and LEA.

Extended School Year (ESY) Determination

ESY is an INDIVIDUAL determination and the IEP team should consider the following:

- EI data including the student's skill level and rate of progress
- nature of the disability and degree of impairment
- whether the service is extraordinary to the child's condition
- retrospective data such as past regression and rates of recoupment of skills
- whether the requested services are an integral part of the program for other students with the same condition
- availability of other resources
- ability of child's parents to maintain child's level of skills

Extended School Year (ESY) Service Options

- Individualized services which may include:
 - Classroom instruction and related services
 - Home-based
 - Alternate settings
 - Related services
- ISBE memo: http://www.isbe.net/special/pdfs/memo_esy_01.pdf

What happens if you have a finding?

I. Initial Notification

ISBE will notify the district/cooperative of the potential finding.

The “clean up” memo:

- Generally arrives in late November/early December
- Identifies affected student(s)
- Includes *Reason of Delay Codes*
- Includes a timeline for completing the data correction

**It is the district's responsibility to provide the data correction documentation to ISBE.

What happens if you have a finding?

(sample clean-up memo – handouts available)



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Georg J. Chico
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

MEMORANDUM

TO: Early Childhood Special Education Coordinators
Special Education Directors
District Superintendents

FROM: David ~~Andel~~
Division Administrator
Special Education and Support Services

DATE: December 9, 2013

SUBJECT: Early Childhood Special Education Part C to Part B Transition Follow-up

The Illinois State Board of Education (ISBE) is in the process of reviewing district submitted data for findings of noncompliance regarding Indicator 12. You are receiving this memo because some of the child specific data entered by the CFC (Child and Family Connections) in your area indicates that there could be a gap between the children's third birthdays and the implementation of special education services, thus resulting in a potential finding of noncompliance. ISBE has compared these data with the data your district reported to SIS and the attached list is of students for whom no match was found.

Enclosed is a document with the name, address and phone number of the child or children, in your district for which further information is needed. In order to ensure that data submitted for your district for Indicator 12 is accurate, please complete the following information for each child:

- Whether or not the child was eligible for special education and related services and the date eligibility was determined.
 - The date the IEP was developed.
 - The date Special Education services began.
 - The reason for delay if the child's IEP was not developed by his or her third birthday. Please use the codes below:
1. No Delay. (Please provide documentation)
 2. Parent failure or refusal to produce child for evaluation caused a delay in the eligibility determination time line. (Please provide explanation)
Examples:
Parent declined referral.
Parents declined services.
Parents decided to have services privately.
The IEP has not been written because the parent misses or cancels appointments.
Note: Documentation for family delay because of failure to produce the child must include 3 attempts to contact the family by 3 different methods (i.e. telephone, home visit, email, etc)
The child has been in the hospital.
There was a death in the child's family.
 3. The child enrolled in the district after parental consent was received in another district, but before eligibility could be determined.
Example:

The family moves into the district during the transition process.

4. Early Intervention (CFC) sends the referral after the child is 2 years 9 months, but the CFC received the child before the age 2 years 9 months.
5. Early Intervention (CFC) receives the child after 2 years 9 months, and makes the referral.
6. School District Delay (Please provide an explanation)

Examples:

The referral was made after the school year ended.
There was a delay due to scheduling difficulties on behalf of the district.
The child's birthday falls during the summer.
The family has not provided evidence of residency.
The child's physical was not provided.

The reasons for delay codes are also located at the bottom of the enclosed document. If your district has no knowledge of this child, please follow-up with your local CFC as well as with ISBE about the status of this student.

When you have completed the form please fax it to Gwen Williams in Special Education Services at **217.782.0372** by **January 6, 2014**. If you have questions please contact one of the following consultants: Felicia Malloy (fmalley@isbe.net), Kristy Wheeler (kwheeler@isbe.net), Gwen Williams (gwilliam@isbe.net) at **217.782.5589** or Pam ~~Reising~~ ~~Rechoer~~ (preising@isbe.net) at **217.524.4835** or Meredith Logan (mlogan@isbe.net) at **312.814.8270**.

Thank you for your cooperation with this matter.

What happens if you have a finding?

(sample clean up memo - student list, handouts available)

East City SD 999

StudentLastName Date	StudentFirstName	StudentAddress	StudentCity
El # : #####	Eligible? Y N	IEP Developed? Y N	Date Services Began: _____
Birthdate: 07/25/2009	Date _____	Date _____	Reason for Delay _____

Clean Up Memo

SIS Reason for Delay Codes

1. No delay (**provide documentation**)
2. Parent failure or refusal to produce child for evaluation (**provide explanation**)
3. The child enrolled in the district after parental consent was obtained in another district, but before eligibility could be determined.
4. CFC sends the referral after the child is 2.9, but they received the child before age 2.9
*CFC delay - results in a **district finding**
5. CFC received after 2.9 and makes the referral
6. School district delay (**provide explanation**)
*LEA delay - results in a **district finding**

What happens if you have a finding?

II. Finding of Noncompliance

The district will have a specific timeframe to submit data corrections to ISBE.

No Finding - If the district is able to verify and correct all data errors during the clean-up period, no finding of noncompliance will be issued.

Finding – If at the end of the clean-up period the district has any students with CFC delays (SIS code 4) or LEA delays (SIS code 6), the district will receive a finding of noncompliance for Indicator 12 of the State Performance Plan.

What happens if you have a finding?

(sample letter of findings – handouts available)

February 10, 2014

LEA corrective action must include:

- Status of child/children identified in the letter of finding, e.g.
 - Whether or not Part B eligible
 - Date of IEP
 - Start date for services
- Action plan to prevent any future recurrence
- Verification of completion of any required training or technical assistance

RCDT
Superintendent
District
District Address
City, State Zip

Dear Superintendent:

Per the United States Department of Education, Office of Special Education Programs, States are required to make findings of noncompliance when Local Education Agencies (LEAs) do not reach the measurable and rigorous target of 100 percent for State Performance Plan (SPP) compliance indicators when noncompliance is identified through the State's data systems. Based on final 2012-2013 school year data collected through the Student Information System (SIS), Department of Human Services (DHS) records and subsequent follow up with your LEA in December 2013, your LEA did not reach the measurable and rigorous target for SPP Compliance Indicator 12. As a result, a finding of noncompliance has been issued. Findings were issued for instances in which students were not successfully transitioned by their third birthdays and were given a reason for delay code of LEA Delay (F) or CFC Delay (G). All findings of noncompliance must be corrected as soon as possible, but in no case more than one year from identification. In this instance, correction must be no later than one year from the date of this letter.

Relevant Requirements

Indicator 12

34 CFR 300.124(b)

The State must have in effect policies and procedures to ensure that-

i) By the third birthday of a child described in paragraph (a) of this section, an IEP or, if consistent with 300.323(b) and section 636(d) of the Act, and IFSP, has been developed and is being implemented for the child consistent with 300.101(b).

Corrective Action for District Level Findings

In order to close findings of noncompliance, the Illinois State Board of Education (ISBE) must verify that the LEA corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA and is correctly implementing the specific regulatory requirements related to Indicator 12 (i.e. achieved 100% compliance) based on a review of the updated data. In order to demonstrate the above, the LEA is required to take the following steps:

Develop and implement the IEP, or determine the child ineligible, for each individual case of noncompliance, although late, unless the child is no longer within the jurisdiction of the LEA. Enclosed is a list of student(s) who transitioned into the LEA from Early Intervention, and whose eligibility was not determined within the regulatory timelines.

Participate in district specific technical assistance activities provided by STARTNET/Early CHOICES. Staff from STARTNET/Early CHOICES will contact your district to discuss the specific Indicator 12 finding and strategies for meeting the Part C to Part B transition regulatory timeline.

Provide a written statement of assurance to ISBE that the LEA is correctly implementing the regulations related to Indicator 12 as listed above. This statement of assurance is to be submitted to ISBE by November 3, 2014.

Indicator 12 technical assistance resources can be found at: http://www.isbe.net/earlychi/html/ec_speced_intervention.htm.

ISBE Principal Consultant, , will be available to answer any questions you might have regarding the requirements discussed above. You may contact Felicia Malloy at fmalloy@isbe.net or via telephone at 217-782-5589.

Sincerely,

David Andel
Division Administrator

What happens if you have a finding?

III. Letter of Finding

The Indicator 12 letters of findings are sent to district superintendents, with state-approved directors carbon copied.

The letters of findings are generally mailed in February and:

- Identify the affected student(s)
- Identify the reason(s) for the finding
 - Code F: LEA delay (SIS code 6)
 - Code G: CFC delay (SIS code 4)
- Specify the required corrective action
- Include the timeline for completion of the corrective action (one year from the date of the letter)

What happens if you have a finding?

IV. Resolving the Finding

Illinois is required to report to the federal Office of Special Education Programs (OSEP) on the status of the State Performance Plan Indicators annually.

- The finding must be addressed and closed within the one year period to avoid additional actions from ISBE and OSEP. **Districts are encouraged to avoid delays and complete corrective action in a timely manner.**
- The Special Education Services Division is available for questions regarding special education indicators. Felicia Malloy is the Indicator 12 contact – fmalloy@isbe.net or 217-782-5589.

Compliance & Best Practice Strategies

- Build positive relationships with families
 - Contact family when referral is received
 - Quick phone call
 - Introductory/welcome letter and/or brochure
 - Encourage visits to various educational settings
 - EC classrooms/programs
 - Head Start
 - Preschool for All
 - Private preschools
 - Help parents become informed participants
 - Resource materials available for parents
 - Parent/peer group or school district contact

Compliance & Best Practice Strategies

- Positive relationship with local Child and Family Connections Office(s)
 - Open and continual communications
 - Verifying 27-month list data
 - Verifying whether a student's home address is within the district boundaries
 - Shared professional development opportunities
 - Local Interagency Council (LIC) active membership
 - Transition agreements (required)
 - Establish contact persons and their responsibilities
 - Coordinating Transition Planning Conferences with CFCs
 - Develop a schedule

Compliance & Best Practice Strategies

- Policies and Procedures
 - Review regularly to ensure:
 - Consistency with state/federal guidance
 - Fidelity of implementation
 - Training for staff on policies and procedures
 - Don't let staff changes/vacancies result in delays for students
 - Have a back-up in place
 - Professional development for new staff and continuing professional development on any changes in policies and procedures

Compliance & Best Practice Strategies

- Using data from EI for eligibility determination
 - Evaluations from EI
 - Progress notes
 - IFSP
- May use IFSP for interim IEP
 - Must meet all of the requirements of an IEP
 - Family outcomes vs. educational goals
 - Differences in provider types

Resource page

- CFC map and listing
<http://www.wiu.edu/ProviderConnections/links/>
- Communication on ESY for Students with Disabilities 11/20/01 http://www.isbe.net/spec-ed/pdfs/memo_esy.pdf
- Look What I Can Do (Child Find materials):
<http://www.childfind-idea-il.us/Materials.aspx>
- ISBE - EI to ECSE Transition Page
http://www.isbe.net/earlychi/html/ec_speced_intervention.htm (includes most recent tracking form)

ISBE Contacts

Early Childhood (telephone 217/524-4835)

- Sharonda Brown sbrown@isbe.net
- Pamela Reising Rechner preising@isbe.net

Special Education (telephone 217/782-5589)

- Felicia Malloy fmalloy@isbe.net