Indicator 8: Early Childhood Transition

Essential Elements

| Element | Response |
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| **Indicator Description** | The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:  8A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday;  8B. Notified (consistent with any opt-out policy adopted by the state) the state educational agency (SEA) and the local educational agency (LEA) where the toddler resides at least 90 days prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services; and  8C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services.  (20 U.S.C. 1416(a)(3)(B) and 1442) |
| **Measurement** | 8A. Percent = [(# of toddlers with disabilities exiting Part C who have an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to their third birthday) divided by the (# of toddlers with disabilities exiting Part C)] times 100.  8B. Percent = [(# of toddlers with disabilities exiting Part C where notification (consistent with any opt-out policy adopted by the state) to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100.  8C. Percent = [(# of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday for toddlers potentially eligible for Part B) divided by the (# of toddlers with disabilities exiting Part C who were potentially eligible for Part B)] times 100. |
| **Target Setting** | Targets must be 100% as this is a compliance indicator. |
| **E*MAPS* Reporting Information:** Describe log-in information, location of manual, etc. | Click or tap here to enter text. |
| **Data Stewards:** Provide titles and names, contact information, departments, and any notes on persons responsible for collections, validation, analysis, and submission. List all parties and their role in the process, e.g., Part C coordinator, Part C data manager, data analyst, program coordinator, provider. | Click or tap here to enter text. |
| **Data Source Description:** Provide a short description of the databases or systems your state uses to gather data for this indicator.   * Data to be taken from monitoring or state data system. | Click or tap here to enter text. |
| **State Collection and Submission Schedule:** Provide a list of dates necessary for the timely processing and submission of these data. Include when the data collection period opens, when data are due from the local early intervention (EI) programs, and when assigned staff pull the data after the collection closes. | Click or tap here to enter text. |

a**Measurement:** Part C SPP/APR Measurement Table FFY 2020-2025.

Processes

| Element | Response |
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| **Collection:** Provide detailed information about the origin and collection of the data and names and titles of persons responsible. (If data are from state monitoring, describe the method your state uses to select early intervention (EI) programs that it monitors.)   * Describe the method used to collect these data. Provide the actual numbers used in the calculation. * 8A and 8C: If data are from the state’s monitoring, describe the procedures used to collect these data. If data are from state monitoring, also describe the method used to select EI programs for monitoring. If data are from a state database, describe the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period) and how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period. | Click or tap here to enter text. |
| **Data Quality:** Describe the data cleaning processes and any other processes your state uses to ensure high-quality data. | Click or tap here to enter text. |
| **Data Analysis:** Describe the process for data analysis.   * 8A and 8C: States are not required to report in their calculation the number of children for whom the state has identified the cause for the delay as exceptional family circumstances documented in the child’s record. If a state chooses to report in its calculation children for whom the state has identified the cause for the delay as exceptional family circumstances documented in the child’s record, the numbers of these children are to be included in the numerator and denominator. Include in the discussion of the data the numbers the state used to determine its calculation under this indicator and report separately the number of documented delays attributable to exceptional family circumstances. * 8B: The state may adopt a written policy that requires the lead agency to provide notice to the parent of an eligible child with an IFSP of the impending notification to the SEA and LEA and permits the parent within a specified time period to “opt-out” of the referral. Under the state’s opt-out policy, the state is not required to include in the calculation under B (in either the numerator or denominator) the number of children for whom the parents have opted out. However, the state must include in the discussion of data, the number of parents who opted out. In addition, any written opt-out policy must be on file with the Department of Education as part of the State’s Part C application. * 8C: Do not include in the calculation, but provide a separate number for those toddlers for whom the parent did not provide approval for the transition conference. The measurement is intended to capture those children for whom a transition conference must be held within the required timeline and, as such, only children between 2 years 3 months and age 3 should be included in the denominator. * Account for untimely transition planning under A, B, and C, including the reasons for delays | Click or tap here to enter text. |
| **Response to Office of Special Education Programs (OSEP)-Required Actions:** Describe the procedures for reviewing and responding to OSEP feedback. Following the release of the OSEP determination, indicate who reviews OSEP feedback and how your state makes the plan to address concerns and create a response. | Click or tap here to enter text. |
| **Report on Correction of Identified Noncompliance:** Describe the databases, processes, sources, and persons responsible for conducting the verification of correction reported in the previous State Performance Plan Annual Performance Report (SPP/APR).   * If the state did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, methods to ensure correction, and any enforcement actions that were taken. * If the state reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2019 SPP/APR, the data for FFY 2018), and the state did not identify any findings of noncompliance, provide an explanation of why the state did not identify any findings of noncompliance. | Click or tap here to enter text. |
| **Internal Approval Process:** Describe any internal approval processes, including who must sign off and timelines. | Click or tap here to enter text. |
| **External Approval Process:** Describe the State Interagency Coordinating Council (SICC) certification process, including dates and timelines. | Click or tap here to enter text. |
| **Submission:** Describe the process for entering the data and analyses into E*MAPS*. Include information on the person and role authorized to certify the final report. | Click or tap here to enter text. |
| **Clarification:**a Describe the process your state uses to prepare a response to OSEP’s request for clarification. | Click or tap here to enter text. |
| **Data Governance:** Describe the process for reviewing and approving potential or actual changes to the data collection system and/or processes. | Click or tap here to enter text. |
| **Public Reporting:** Describe the process and format for publicly reporting the performance of each local EI program against the target of the state’s SPP/APR data. Note the person responsible and where your state posts the state and local SPP/APR data. | Click or tap here to enter text. |

a**Clarification:** OSEP generally sends clarification requests to states about 60 days post-submission.

Resources

Indicator 8: Early Childhood Transition

* [IDEA Part C & Part B Transition Requirements for Late Referrals to Part C](https://ectacenter.org/~pdfs/topics/transition/Timeline_for_late_referral_2018-07-27.pdf)
* [OSEP Memo Regarding Reporting on Correction of Noncompliance in the SPP/APR](https://ectacenter.org/~pdfs/events/osep09-02timelycorrectionmemo.pdf) (2008)
* [FAQ Regarding Identification and Correction of Noncompliance and Reporting on Correction in the SPP/APR](https://ectacenter.org/~pdfs/events/OSEP-FAQ-Identification-Correction.pdf) (2008)
* Technical Assistance Follow-up Call on Identifying, Correcting, and Reporting Noncompliance  
  <https://ectacenter.org/events/webinars.asp>

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| **Acknowledgment**  This resource was adapted from the Part C IDEA Data Processes Toolkit designed by the IDEA Data Center (IDC). The current resource relied heavily on the contents of the IDC Part C IDEA Data Processes Toolkit. Additions and revisions to the toolkit were informed by the expertise and input of DaSy staff. | | |
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| **About Us**  The contents of this brief were developed under a grant from the U.S. Department of Education, #H373Z190002. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officers, Meredith Miceli and Amy Bae.  The DaSy Center is a national technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs. The DaSy Center works with states to support IDEA early intervention and early childhood special education state programs in the development or enhancement of coordinated early childhood longitudinal data systems. | | Logo of the U.S. Office of Special Education Program IDEAS that Work |
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