

IDEA Part C to Part B Transition and Reporting



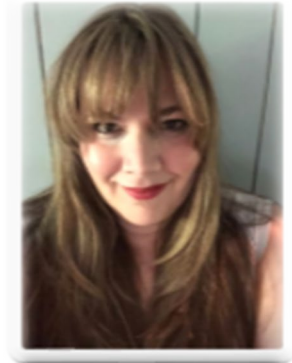
IDEA SPP/APR: Indicator 12

Introductions

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Vermont Guiding Principles: Supporting Each and Every Young Child and Family's Full and Equitable Participation

We believe that each and every child...

- Learns within the context of secure and authentic relationships, play, and interactions within their environments.
- Deserves equitable access to experiences that acknowledge and build on their uniqueness.
- Deserves opportunities to deeply learn and develop to their full potential through joyful interactions in safe, accepting environments.



Advancing Equity

All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities.

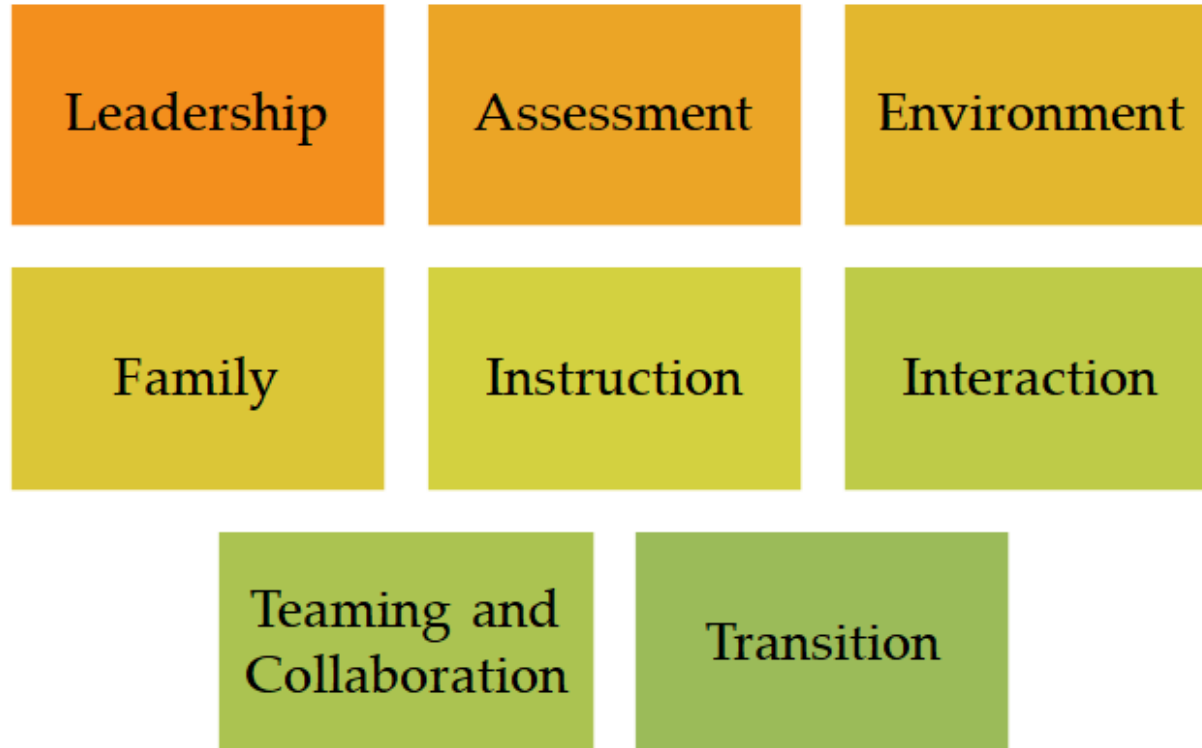
- National Association for the Education of Young Children (NAEYC Position Statement on Equity, April 2019)

Considerations for Equity



1. Provide high quality early education programs that build on each and every child's unique individual and family strengths, cultural background, language(s), abilities, and experiences.
2. Eliminate differences in educational outcomes as a result of who children are, where they live, and what resources their families have.

DEC Recommended Practices

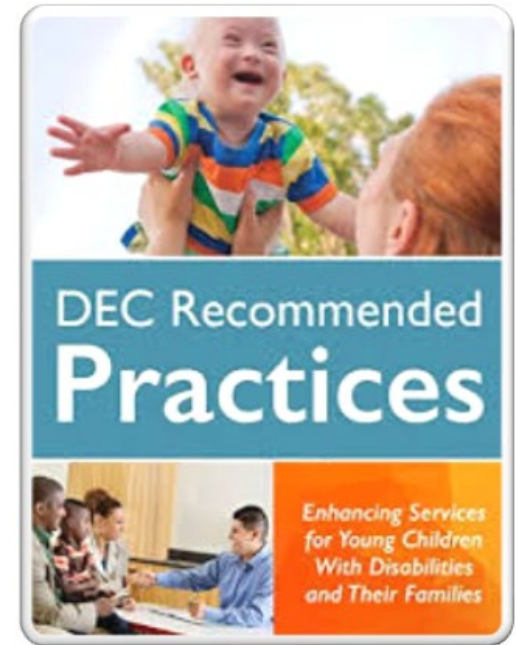


DEC Recommended Practices: Transition

Focus on Transition

TR1. Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child's successful adjustment and positive outcomes.

TR2. Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.



Example of DEC Recommended Practices: Transition 1

TR1

Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child's successful adjustment and positive outcomes.

Examples

- *A preschool teacher organizes a transition portfolio for each child who is moving to kindergarten.*
- *A director of the preschool electronically submits the academic records for each child who is moving to kindergarten and for whom the parent has given permission, to ensure that each child's prior information is included in the district's data base.*
- *A service coordinator calls the family and the preschool the week after the child's transition to preschool and again a month after transition, to make sure that all paperwork and other aspects of the transition are proceeding as planned.*

Example of DEC Recommended Practices: Transition 2

TR2

Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.

Examples

- *An infant-toddler teacher organizes the play group schedule for the older toddlers so that they practice some of the routines of preschool before they transition.*
- *A service coordinator provides families with lists of preschools and visiting schedules. She offers to accompany families on their visits to the preschools.*
- *A preschool and kindergarten teacher arrange a school visit for the preschool children. The preschool children get to explore the kindergarten classroom, talk with the kindergarten children, see the bathrooms, and sit on the school bus.*

Vermont Early Learning Standards (VELS)



Early MTSS



Vermont's Early Multi-tiered System of Supports

Promoting a Statewide Birth to Five (Early MTSS) and PreK-3 MTSS Sustainable System



Components of Early MTSS

- Strong System Support and Leadership Team
- Partnership and Collaboration
- High Quality Responsive Learning Environments
- Comprehensive Assessment
Data Feedback loops
- Well-designed Professional Learning Opportunities



Sustaining Pyramid Practices

- Established Leadership Teams
- Developed Systems Inventory of Practice
+ External Systems Coach Support
- Built a State Cadre of Pyramid Model Trainers and Practice Base Coaches
- Identified Measures: TPOT, ASQ-SE, TS GOLD, CLASS, BIR and Inclusive Classroom Profile (ICP)
- Early MTSS Practice and Implementation Manual (coming soon)



Birth to Five

Early MTSS balances building a system of supports for Universal PreK programs, PreK-3rd grade, center-based childcare, home-based childcare, Head Start and community partners in order to promote implementation of evidence-based practices to improve social, emotional and behavioral skills for each and every child

Early MTSS Embedded into State Policy and Practices!



PreK-3rd Grade



Agenda

- 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
- Review IDEA Part C: What it is, Who they serve, and State Approved Tools
- Review the Transition Timeline and Form 6B
- Explore NEW Data Tracking Tool for collection and reporting
- Using critical questions in order to perform a root cause analysis with your 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

Part 1: Who, What, Where



Reporting, Monitoring, and Compliance



LEA's are required to submit information and data for reporting, monitoring and compliance purposes.

What are Compliance Indicators?

Part B lists compliance and performance indicators that review the effectiveness on which states collect and report data to the Office for Special Education Programs (OSEP).



Early Childhood Special Education (ECSE) Indicators

Indicator 6:
Early Childhood
Educational
Environment

Indicator 7: Early
Childhood
Outcomes

Indicator 12: IDEA
Part C to Part B
Transition

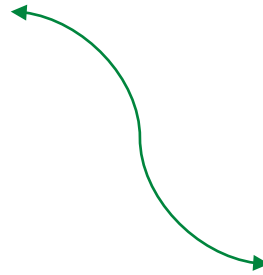
What is Indicator 12: IDEA Part C to Part B Transition?



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, and who have an IEP developed and implemented by their 3rd birthday.

(20 U.S.C. 1416(a)(3)(B))

Defining Transition



IDEA Part C: Early Intervention (EI) Birth to 3

Early Intervention services are delivered to infants and toddlers (birth to age 3 years old) with developmental delays or disabilities as part of Vermont's statewide Children's Integrated Services (CIS) Program.



Children's Integrated Services (CIS) Ages Birth to 3

- The State of Vermont contracts with 12 regional non-profit, community-based organizations to deliver CIS services.
- Early Intervention services are most often provided by regionally-based parent-child centers under those contracts.
- Vermont CIS Early Intervention (CIS-EI) provides some form of service to approximately 1,800 children annually.



State Approved Evaluation Tools for Ages Birth to 3

CIS-EI providers must use one (or a combination) of the State-approved evaluation tools to determine initial and ongoing eligibility for Part C:

- Assessment, Evaluation, and Programming System (AEPS)
- Infant Toddler Developmental Assessment (IDA)
- Hawaii Early Learning Profile (HELP)



The Transition Timeline from Birth to Age 3

The Transition Timeline



First Steps

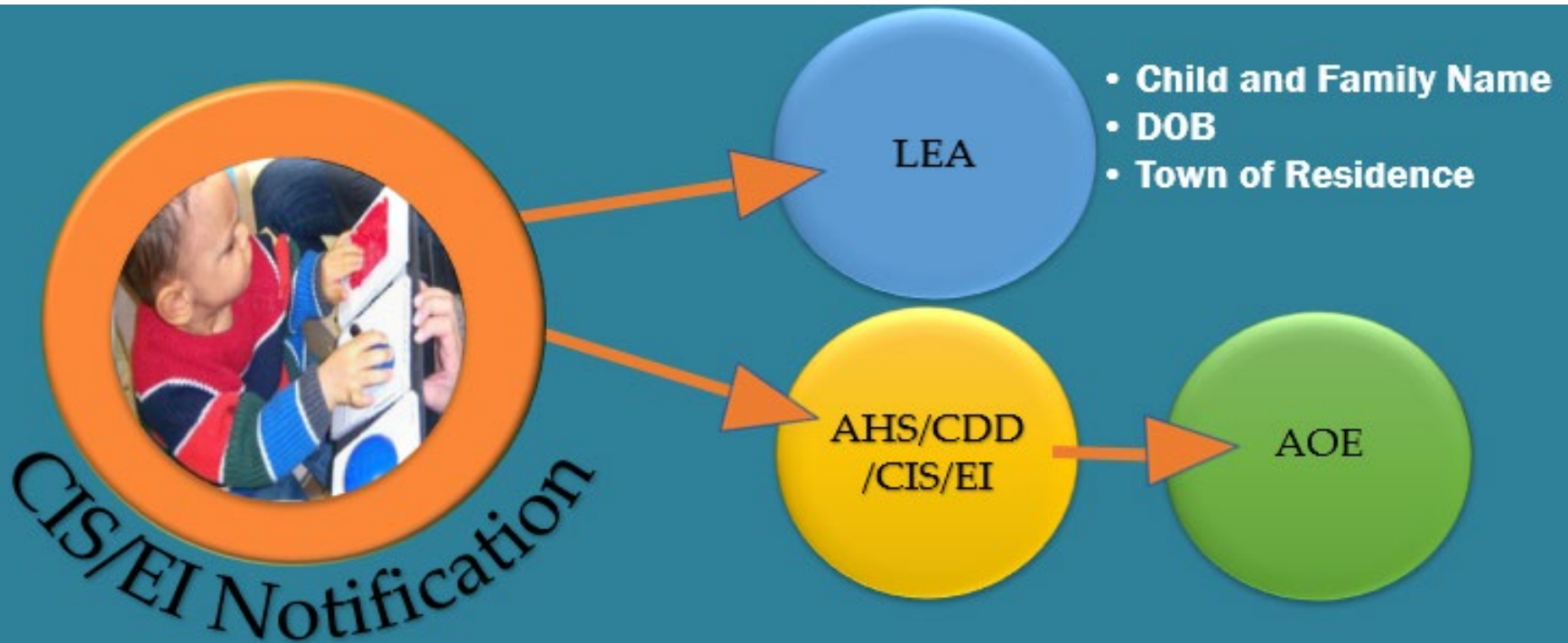
First Steps

The first steps begin with conversations about transition with the family and what they would like to see happen for their child and what some possible options could be.

Birth-2 yrs.



2360.57 Notifications of Transition at Age Three (CFR §303.209)



CIS/EI sends written notification to LEA of residence for each child who is potentially eligible for Part B/ECSE services when they turn 3.

The Transition Timeline

Potential Eligibility

Within 6 months of the child's 3rd birthday, EI Team members participate in recommending the child may be eligible for Early Childhood Special Education (ECSE) Part B services.

LEA Notification

Between 6 months and 90 days before the child's 3rd birthday, the EI Team notifies the LEA that the child may be eligible for ECSE IDEA Part B services on their 3rd birthday.

Transition Conference

The transition planning meeting must take place between 9 months and 90 days prior to the child's 3rd birthday. With family consent, the EI Coordinator will schedule the Transition Conference and send written notice to all attendees.

Developing the IEP

If your child is eligible for ECSE services, the family and IEP team will meet to develop an IEP by the child's 3rd birthday. If the LEA has not determined the child to be eligible for ECSE service. The EI Coordinator will discuss other community options that may be available to support the child.

Parental Consent (Form 6B)

Form 6B is a Special Education state form to be followed and completed by the LEA representative during the transition conference or IEP meeting. In order for services to begin, families need to sign form 6B to consent to ECSE services as well as placement into IDEA Part B.

Late Referrals

Transition Requirements (Federal Part C Indicators 8A, 8B, 8C)

Transition Conference, with family consent, for Children found to be Potentially Eligible (8C), and Signed Transition Plan, with family consent, for children with a disability, even if potential eligibility is not determined (8A)

Within 90 days, or in time for Transition Conference (whichever is earlier) documents are forwarded, with family consent, to LEA:

- * Signed family consent to release child's documents to LEA,
- * Evaluation(s) and procedures/documentation used to determine PE,
- * One Plans,
- * All pertinent ongoing assessments and practitioner notes

Late Referral received: family opts for initial eval, then PE determined and notice sent to LEA; or family opts to have referral sent to LEA (no PE required) (8B)

Late Referral received: no requirement for Part C other than, with family consent, make a referral to LEA (8B)



Potential Eligibility is determined using evidence from ongoing assessment and a State approved 3 domain assessment tool and there is at least a 25% delay demonstrated in one or more of the following developmental domains: Speech & Language (receptive/responsive communication, including articulation, fluency, or voice), Adaptive, Social & Emotional, Physical (including gross/fine motor), Cognitive (including perception, memory, processing, or reasoning).

Referrals Less Than 45 Days

Transition Conference, with family consent, for children found to be potentially eligible (8C), and Signed Transition Plan, with family consent, for children with a disability, even if potential eligibility is not determined (8A)

Late Referral Received: Family opts for initial eval, then PE determined and notice sent to LEA; or family opts to have referral sent to LEA (no PE required) (8B)

Late Referral Received: No requirement for Part C other than with family consent, make a referral to LEA (8B)



Best Practice for Late Referrals 90-45 days

- Proceed with CIS/EI initial evaluation, and if eligible for Part C services as well as 'potentially eligible' for Part B services, convene a One Plan (IFSP)/Transition meeting and begin early intervention services or,
- Proceed with Early Intervention services due to immediacy of needs and significant concerns about child's mental and/or medical condition. Develop an 'interim' One Plan (IFSP) and begin early intervention service as warranted. Team will discuss appropriateness of conducting Part C and/or Part B initial evaluation and eligibility determination or,
- Proceed with referral to LEA. LEA must act on referral within 15 calendar days. An education support team (EST) or other school-based team will gather, process and review child's potential eligibility for Part B services information and concerns e.g., reason for referral, developmental concerns, screenings, health records, etc.

Form 6B IDEA Part C to Part B Transition

- **REQUIRED!**
- Form 6B is followed and completed by the LEA during the Transition Conference.

Part I: Potential Eligibility Criteria
Part II: Evidence
Part III: Eligibility Determination ECSE/Part B
Part IV: Parental consent for both IDEA Part B services AND placement

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Form 6B

Form 6B: IDEA Part C to Part B Transition
Determination Process of Your Child's Eligibility for
Early Childhood Special Education Services at Age 3

School District: _____ Date: _____

Dear _____

Your child's Part C Children's Integrated Service/Early Intervention (CIS/EI) program has notified the local school district/local education agency (LEA) that your child **may be eligible** for Part B **Early Childhood Special Education (ECSE)** services when your child turns 3 years-old. The school district team will use the following potential eligibility criteria including evidence presented by the Part C CIS/EI team during the 90-day transition meeting to determine if your child is eligible for Part B ECSE and related services once your child turns three (3).

Part I: Potential Eligibility Criteria

Part C CIS/EI will gather the following information to share with your local school district if your child **may be eligible** to receive Part B ECSE services at age three (3):

1. If your child demonstrates a 25% delay in one or more developmental domains as measured by ongoing assessment and use of a Part C State approved assessment tool,
OR
2. If your child has a medical condition diagnosed by a licensed physician that may result in significant delays by their sixth (6th) birthday,
AND
3. Prior to your child's third (3rd) birthday, if your child received consistent specialized instruction, developmental therapy services and/or speech and language services as specified on your child's One Plan/Individual Family Service Plan (IFSP).

Part II: Evidence

The Local Education Agency (LEA) is your local school district and will review, consider, and **decide** if your child is eligible to receive Part B ECSE services based on the following evidence:

1. Results from a Part C state approved all domain assessment measure used to determine a 25% delay in one or more developmental areas (Check the measure(s) that applies):
 - Assessment, Evaluation, and Programming System (AEPS)
 - Infant-Toddler Developmental Assessment (IDA)
 - Hawaii Early Learning Profile (HELP)
 - Trans-disciplinary Play Based Assessment (TPBA)
 - Other tools used in addition to the Part C state approved tools above which may provide evidence in support of a 25% delay in specific domain areas (e.g. speech/articulation, gross motor) list here: _____
 - N/A Child has a diagnosed medical condition *Proceed to #2.

FAQ 1

Q: What information should IDEA Part B receive for a child transitioning from IDEA Part C?

Answer 1

A: The LEA should receive any ongoing assessment, data, progress notes, signed releases, the assessment, and the IFSP/One Plan 90 days prior to the child's 3rd birthday. SVT Special Education Rule 2360.5.10.1 Part C Records Forwarded to LEA.

FAQ 2

Q2: What is the difference between Part B eligibility and potential eligibility?

Answer 2

A2: 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.

Only the LEA can determine Part B eligibility.

FAQ 3

Q3: If a child currently receives Early Intervention services, will the child automatically receive IDEA Part B services?

Answer 3

A3: No. If the IFSP/One Plan team decides the child may be eligible for ECSE, they will gather evidence to share with the child's local school district, within 6 months of the child's 3rd birthday. Eligibility for ECSE can **only** be determined by the child's school district.

When potential eligibility is being decided by the One Plan team, they must provide and **articulate compelling and well-documented evidence to the LEA in support of potential eligibility**. Using initial, annual, and 6 month reviews for evidence is vital as information needs to be current and updated before the transition conference.

FAQ 4

Q4: Can IDEA Part C State Approved Tools like the AEPS or the HELP assessment be the only form of evidence used for Part B to determine eligibility if the assessment demonstrates a 25% delay?

Answer 4

A4: Part C State Approved Tools cannot be the only piece of evidence used to determine eligibility into Part B. 2360.5.7 Notifications of Transition at Age Three (a1) and (CFR §303.209).

After a child's initial evaluation in CIS/EI, reviews and updates occur at 6 month intervals along with annual evaluation for continuing Part C eligibility and services. Part C is **not** responsible in conducting comprehensive evaluations in order to determine if a child has a 25% delay. However, it is **IMPERATIVE** that One Plan team members gather ongoing assessment information and observations to show progress or lack of progress during this time. Additional information provided to LEAS needs to include ongoing progress summary reports from Speech Language Pathologists, Occupational Therapists, and Physical Therapists for example. LEAs will consider these reports, documents, and notes in determining Part B/ECSE eligibility.

Part 2: Data Collection, Reporting, and Analysis



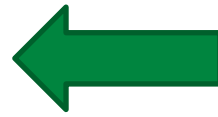
Indicator 12: IDEA Part C to Part B Transition Target



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

Collection Dates

If an LEA is participating in the AOE 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 Part B Monitoring Cycle, the LEA must ensure compliance by following all Part C to Part B transition requirements.

Transition Tracker Tool

Vermont Part C to Part B ECSE Transition Tracking Log (including Indicator 12)

LEA Name and ID Number:

School Year:

Percent: IDEA SPP/APR Indicator

SPP/APR Indicator 12 Summary

Count	SPP/APR Indicator 12 Measurement
6	a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
0	b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
1	c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
1	d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
1	e. # of children determined to be eligible for early intervention services under Part C less than 30 days before their third birthdays.

Child's initials or Permanent Record Number (Perm Number)	Date of birth	Child's age today	Date of child's third birthday	CIS/IEI Office	Date of LEA submission to ADE	Person submitting data on behalf of the LEA (SUS/SD)	Date LEA received written notice from CIS/IEI Office that this child may be potentially eligible for Part B services on their 3rd birthday	If this child was determined eligible for Part C less than 90 days before age 3, select range of days determined Part C eligible prior to 3rd birthday	Date Procedural Safeguards sent	Part C to B ECSE transition meeting deadline	Part C to B ECSE transition meeting date	Part C to B ECSE transition meeting held on-time? (Yes or No)	Date consent for evaluation received from parent	Date determined eligible for Part B by LEA	Eligible, not eligible, or not determined	If child was determined "Not eligible," was the determination made prior to child's 3rd birthday?	completed prior to the 3rd birthday, OR (2) eligibility determination of "Not eligible" was not made prior to the child's 3rd birthday, OR (3) eligibility "Not determined" is selected in column P, then select reason OR (4) IEP not developed or implemented by the 3rd birthday
000000000	8/16/2018	3 yrs, 2 months	8/16/2021	Adams EI Office	11/12/2020	Jane Doe	11/1/2020	less than 45 days - NEW REFERRAL		5/18/2021	9/13/2021	No	9/13/2021	12/12/2021	Not eligible	No	
111111111	9/20/2018	3 yrs, 1 months	9/20/2021				11/1/2020			6/22/2021	11/23/2020	Yes	3/25/2021	3/24/2021	Eligible		Parent refusal
222222222	10/1/2018	3 yrs, 1 months	10/1/2021				8/25/2019			7/3/2021	3/28/2022	No	3/28/2022	6/14/2022	Eligible		
333333333	2/29/2020	1 yrs, 8 months	3/1/2023				8/28/2020			12/1/2022	12/1/2022	Yes	3/26/2021		Eligible		
444444444	10/16/2018	3 yrs, 0 months	10/16/2021				8/28/2020			7/18/2021			6/25/2019		Not determined		Moved/exit
555555555	10/15/2018	3 yrs, 0 months	10/15/2021				8/28/2020			7/11/2021					Not determined		
666666666	9/30/2018	3 yrs, 1 months	9/30/2021							7/2/2021							
777777777	5/29/2018	3 yrs, 5 months	5/29/2021							2/28/2021							
888888888																	

Analyzing Indicator 12 Data



What are we
doing well
and what can
we improve
upon?

High Quality Valid and Reliable Data



- Creates and informs to better support children, families, and the LEA.
- Supports planning, policymaking, and management/budget decision-making.
- Tells a story.
- Promotes high quality inclusive learning environments.

Key Components of High Quality Data

- Accuracy
- Timeliness
- Consistency
- Validity
- Completeness



Data Review and Analysis

- Review dates of notification.
- How did the notification affect the child's outcome?
- Was the IEP developed and parent consent obtained by the 3rd birthday?
- How can the data help to determine if technical assistance or professional development is needed for continuous improvement?



Root Cause Analysis Questions

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?

Critical Teaming Questions

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.)

More Commonly Asked Questions and Answers (Q&A)



FAQ 5

Q5: 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?

Answer 5

A5: 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 transition ninety-day period prior to the child's third birthday, and extend through the IEP meeting.

FAQ 6

Q6: If my LEA is a participant in the Part B Monitoring Cycle, how do I report a child who has a summer birthday?

Answer 6

A6: 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.

FAQ 7

Q7: 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?

Answer 7

A7: No, at this time, there is no waiver of federal timelines related to special education compliance.

FAQ 8

Q8: What if an LEA has been unable to contact the family to arrange an IEP meeting before the child's third birthday?

Answer 8A

A8A: LEA's need to take the following steps in order to ensure families are present and active participants at each IEP meeting:

- (1) Notify families of the meeting early enough that they will have an opportunity to attend; and
- (2) 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.

Answer 8B

A8B: 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:

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

Answer 8C

A8C: 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.

Upcoming Webinars

October- ECO (Indicator7) 10/15

November- C to B Transition (Indicator 12) 11/12

December- LRE (Indicator 6) 12/17

January- Writing Functional IEP Goals 1/14

February- Creating Inclusive Environments 2/11

March- Early MTSS

April, May, and June TBD

Community of Practice Calls:

- Following each webinar
- Will not be recorded
- Questions and answers will be distributed.
- https://padlet.com/katie_mccarthy1/y9x7nnrh6ws09to5

Jamboards and Padlet



Teams Meeting Links for October and November

Early Childhood Special Education Virtual Webinars and Communities of Practice 2021-2022

Purpose: The Early Education Team is providing free virtual webinars and communities of practice to early childhood special education regions throughout the 2021-2022 school year. Webinars will be recorded and posted for asynchronous viewing. Community of practice calls on the topic will not be recorded.

Audience: Early Childhood (ages 1 through 5) Special Educators, Administrators, Special Education Therapists/Consultants, Related Service Providers, and public PreK general Educators are invited to participate in the last 2 years.

Format: Each interactive session will include information and discussion on specific early childhood special education topics and accompanying resources. Webinars will typically occur the second Friday of each month. The agenda and a Teams link will be sent via email several weeks prior to the webinar.

DOCX

ECSE List of Dates for Webinars and
CoP links 2021-2022

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Resources



- MOVING ON Booklet!!
- Division for Early Childhood of the Council for Exceptional Children (DEC)
- IDEA Federal Statute and Regulations
- State of Vermont Special Education Rules
- Early Childhood Technical Assistance Center (ECTA)
- Vermont Early Childhood Guiding Principles

Contacts

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