



Early Childhood Transition


Michigan's State Performance Plan
Indicator 12

www.michigan.gov/ose-eis

Effective Early Childhood Transition matters for children with disabilities.

 In Michigan, from birth to age three, children with disabilities are supported by Early On[®] and sometimes special education services. This transition data helps ensure that as children grow, they and their families receive uninterrupted support from birth until they transition to school age support services.

 The earlier an intervention is provided *and maintained*, the greater the chance that a child can begin school 'ready to learn.'

 The supportive services provided during a child's first three years, if recognized during the child's transition out of these services, will enhance the preschool planning process.

Early Childhood Transition Reporting Requirement

Provision of data on children found ineligible for special education is a new requirement for both State Performance Plan Indicators 11 and 12. Collection of these data have not been a state requirement, although many ISDs and/or local educational agencies (LEAs) systematically collect and maintain such information in their various information systems.

Likewise, Michigan had not collected reasons why a Part C child who is referred for special education may not have an Individualized Education Program (IEP) implemented by his or her third birthday. If a referral has been received by a district, the district maintains and monitors this data, while tracking the evaluation through the 30 school day evaluation period set by the State.

Improvements Made in the Data Collection Process in Michigan

The state collects data on children being served under Part C (birth to age two) and those receiving special education services using different data reporting systems. Part C data are initially collected and maintained by intermediate school districts (ISDs) using the Early Education Tracking System (EETRK) data system. The special education data are maintained by districts using their chosen data system or the Michigan Compliance Information System (MI-CIS). In addition, districts are required to submit specified special education data to the MI-CIS database for the Section 618 December 1 Count. In 2006, the EETRK and MI-CIS databases began to merge into one.

In Michigan, all referrals to special education require parental consent to evaluate. This is true for all children being referred from Part C to Part B, even though Part C has previously secured parental consent. In both situations, consent is secured as part of the referral and generally occurs on the same date.

The statewide special education Section 618 December 1 data collection does not capture any referral information. Currently, the EETRK system has optional entry fields for referral dates and consent dates for Part C and separate dates for special education. The Part C referral date has been collected and reported for several years, but the special education dates have not been consistently collected. The result is a limited set of records (about 20 percent) that have entries for the special education referral date.

The EETRK system contains a data field for identifying the special education eligibility of the child. In most cases, there is a corresponding entry of the Individualized Education Program (IEP) date. There is no distinction, however, for the IEP implementation date, although this date is generally the date of the IEP team meeting. Since the EETRK system has many of the data fields, EETRK data will be used to prepare the baseline.

Table 1: Michigan's Compliance in Early Childhood Transition 2005: (2005-2006)

(a) # of children who have been served in Part C and referred to Part B for eligibility determination.	714
(b) # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.	271
(c) # of those found eligible who have an IEP developed and implemented by their third birthdays.	408
(d) # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.	0
# children included in (a) but not included in (b), (c) or (d)	35

Formula:

Percent = [(c) divided by (a - b)] x 100

$$[(408)/(714-271)]100 = \boxed{92.1\%}$$

Source: Sample from Cohort One of the Continuous Improvement and Monitoring System (CIMS)

Michigan's Commitment to Education

The Office of Special Education and Early Intervention Services (OSE/EIS) collaborates with the Office of Early Childhood Education and Family Services (ECE&FS) in regards to State Performance Plan (SPP) Indicator #12: *Percentage of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.* Michigan submitted a revised SPP report for Indicator #12 because additional data collection strategies have been implemented, since submitting the December 2005 SPP, that affect baseline data.

Defining Early Childhood Transition

Early Childhood transition is an effort to promote successful transitions between infant/toddler programs, preschool programs, and public programs for young children with disabilities and their families.

Michigan's Performance

Interim Resolution

In 2005-2006, because the existing data collection systems did not include all data elements necessary for this indicator the information was collected using a Zoomerang Survey. The survey was sent to Cohort One of the Continuous Improvement & Monitoring System (CIMS) Service Provider Self Review (SPSR). The ISDs in Cohort One are an approved random sample of all ISDs and LEAs in Michigan. The data was collected based on children served during the 2005 school year. The OSE/EIS Information Management Team worked with the Michigan Department of Education (MDE) Section 619 Consultant to compile the survey instrument that was disseminated to CIMS Cohort One.

Qualitative data, such as reasons for delays, maintained by LEAs and not easily collected through the existing data system, will be collected through Michigan's Continuous Improvement and Monitoring System (CIMS) using the Service Provider Self Review (SPSR).

As part of the SPSR, a variety of Key Performance Indicators (KPIs) are used for data collection. A KPI is being developed to gather information regarding the status of special education children ages three to five. The new federal requirements to identify the number of children found ineligible for special education and to describe the reasons why IEPs for Part C children have not occurred prior to their third birthdays will be incorporated into this KPI.

Long-Range Plan

The OSE/EIS has developed a long-range plan to ensure that collection of data for Indicators 11 and 12 are integrated in the existing data collection systems. Steps for collecting all requisite data for Indicator 12 include the following:

- Documentation of referrals made will be captured in EETRK/MI-CIS.
- Special education personnel will process the referral. Once an IEP meeting is held, special education personnel will provide the Part C coordinator with the date the IEP was held, eligibility determination, and reason(s) why the IEP was held after the third birthday (if applicable).
- The Part C coordinator will enter data into the EETRK system to complete the monitoring of the IEP by recording the date and result of the IEP.

Data will be collected at the state through the regular June and December *Early On*[®] collections. Data will be captured on:

- Children referred to special education in a specified period prior to the collection and who exited Part C at age three during the school year.
- The birth date and IEP date, indicating whether the IEP was held by a child's third birthday.
- The IEP will be used to indicate eligibility determination.
- The list of reasons that an IEP was held beyond the third birthday.
- Range of days that an IEP was held beyond the third birthday.

The MDE also recommends the use of several broad categories for districts to use in collecting data regarding timeline delays. These may include:

- Child not available to evaluate.
- Child/family moved.
- All parties agree to extend the evaluation period and progress is being made.
- Child's evaluation is in process and is within the evaluation period.

For more information-

National Early Childhood Transition Center

Examines factors that promote successful transitions between infant/toddler programs, preschool programs, and public school programs for young children with disabilities and their families.

www.ihdi.uky.edu/nectc/

Calculating Early Childhood Transition

Data is collected on children who receive Part C services and are turning age three and found eligible to transition to Part B (three to five year olds) services. This requires that an IEP be developed and implemented prior to their third birthday.

Early Childhood Transition rates are calculated using guidelines provided by the U.S. Department of Education, Office of Special Education Programs (OSEP).

These calculations indicate the percentage of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by his or her third birthday.

Michigan Can Improve

Michigan's target is 100 percent compliance in Early Childhood Transition. More specifically, 100 percent of children referred by Part C prior to age 3, who are found eligible for Part B will have an IEP developed and implemented by their third birthdays. 2005-2006 is the first year that this data has been collected.

Michigan's Score: 92.1 percent

Source: Sample using Cohort One of the Continuous Improvement and Monitoring System (CIMS). Michigan's complete State Performance Plan (SPP) can be viewed and downloaded at:

www.michigan.gov/ose-eis