

Working Draft

Investigative Questions to Explore Infrastructure and Practice

Birth to 6 Transitions

Part C (SPP Indicator 8a, b, c) Part B (SPP Indicator 12)

This tool is a working document (in draft) to assist local programs in collecting valid and reliable data by determining contributing factors or root causes related to data concerns. It is recommended that local programs use a team of parents, providers and administrators to collect and analyze data to use in the development of meaningful improvement activities. Data collection can include review of local program data, review of local policies and procedures, review of child records, and interviews with providers or parents. The depth or scope of the analysis would be determined based upon the degree of concern. Local programs may need technical assistance support to develop meaningful next steps.

The purpose of this document is to provide ideas for the types of questions a local program team would consider in investigating contributing factors related to data concerns. These questions are not meant to be an exhaustive list. It is recommended that a program consider that many of the factors and solutions identified for one indicator may in fact impact on performance in other indicators as well. Data collected from this investigation can be used to identify contributing factors that relate to program infrastructure, policies and procedures, funding, training and technical assistance, supervision, data, personnel and provider practices. These factors, once identified, can lead to meaningful strategies for change.

Give feedback to Michelle Davies daviesm@cesa5.k12.wi.us note “Investigative Questions” in the subject line.

SPP/APR Indicator C-8A: 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 IFSPs with transition steps and services.

Questions for your reflection

Systems/Infrastructure	Providers/Practice
<p>How does our agency coordinate with other agencies to support children and families during transition?</p> <p>Do we have clear policies and procedures (including a timeline) in place regarding sharing information and planning with families about potential service options for their children when they exit early intervention, including transition steps in the IFSP, and expectations about what quality transition steps should include? How do we assure these policies have been adhered to?</p> <p>Do we ensure that families understand the policies and procedures related to transitions as well as the need for early referral and the expectations and requirements of the receiving program?</p> <p>Do we provide sufficient opportunities for service coordinators to receive training and follow through with TA on clarification of rules, policies, and procedures? On developing meaningful IFSP transition steps?</p> <p>Do we have adequate numbers of personnel to provide transition services?</p> <p>Do we have adequate translating and/or interpreting services?</p> <p>Is our monitoring and supervision adequate to ensure that transition steps are included on the IFSP and that the transition steps are appropriate? Did we know we had a problem in this area?</p> <p>Do we regularly review interagency agreements and data collaboratively? Are all staff/admin involved aware of these agreements?</p>	<p>Do service coordinators have the necessary knowledge and skills to develop meaningful IFSP transition steps? Do service coordinators understand:</p> <ul style="list-style-type: none"> • The policies and procedures related to content of the IFSP, including what kinds of steps to put on the IFSP to prepare children and families for transition? • What information and resources to share with families to help them make decisions about potential service options when their child ages out of early intervention? • How to coordinate with other programs or agencies and otherwise support children and families to ensure smooth transition to various settings or next steps? • The LEA requirements for transition activities (Part B SPP indicator 12)? • The reasons/purpose for this activity. <p>Looking at files where children have recently transitioned:</p> <ul style="list-style-type: none"> • Do the files include transition plans with appropriate steps to be taken to support the transition of the child, (e.g. discussions with and training of parents regarding future placements and other matters related to the child’s transition; procedures to prepare the child for changes in service delivery, including steps to help the child adjust to, and function in new settings? • In looking at disaggregated data, including files where transition steps are not included, is there a pattern as to whether or not transition steps are included in the IFSP based upon the service coordinator? Or based on some other variable in our program? <p>Based on team interviews:</p> <ul style="list-style-type: none"> • Why does our team think we have delays in this area?

Systems/Infrastructure	Providers/Practice
<p>Do we have information on resources available to families to assist in transitioning?</p> <p>How have we included families in developing the policies and procedures designed to support them during transition?</p>	<ul style="list-style-type: none"> • What solutions do we think will address this issue?

Summary from Indicator 8A Analysis

- Based on the data/ information identified above, what are potential factors/reasons related to our current data concern?

- What strategies or activities would address the concerns?

SPP/APR Indicator C-8B: 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 notification to LEA if child potentially eligible for Part B.

Questions for your reflection

Systems/Infrastructure	Providers/Practices
<p>How does our agency coordinate with the Part B system to ensure that LEAs are notified of all potentially eligible children?</p> <p>Are there clear policies and procedures in place regarding steps to take in notifying the LEAs of all potentially eligible children including those children referred close to age three? How do we assure these policies are adhered to?</p> <p>Do we provide sufficient opportunities for service coordinators to receive training and TA around notification? Around rules, policies and procedures and clarification of roles and expectations?</p> <p>Do we have a process in place and procedures to ensure that notification is provided to LEAs in a timely manner?</p> <p>Is our monitoring and supervision adequate to ensure that notification is provided to LEAs of all potentially eligible children? Did we know we had a problem in this area?</p>	<p>Do service coordinators have the necessary knowledge and skills? Do service coordinators understand:</p> <ul style="list-style-type: none"> • Policies and procedures related to notifying the LEA of all potentially eligible children? Where is the documentation or evidence in files? • What information is shared with the LEA to fulfill the notification requirement and under what conditions? • How to coordinate with LEA in the sharing of data for notification? • The LEA requirements for transition activities (Part B SPP indicator 12)? • The reasons/purpose for this activity. <p>Based upon review of child records, including those where notification was not provided to Part B:</p> <ul style="list-style-type: none"> • Is there evidence in the record that the LEA was notified that the child is potentially eligible for Part B? <p>Based on team interviews:</p> <ul style="list-style-type: none"> • Why does our team think we have delays in this area? • What solutions do we think will address this issue?

Summary From Indicator C-8B Analysis

- Based on the data/ information identified above, what are potential factors/reasons related to our current data concern?
- What strategies or activities would address the concerns?

SPP/APR Indicator C-8C: 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 conducting a transition planning conference, if child potentially eligible for Part B.

Questions for your reflection

Systems/Infrastructure	Providers/Practice
<p>How does our agency coordinate with other agencies to support children and families preparing for and during the transition planning conference?</p> <p>How is referral addressed at the Transition Planning Conference? Is referral in time for IEP by 3rd birthday?</p> <p>Are there procedures in place with the LEA to ensure that timely scheduling occurs so that the transition planning conference can occur in a timely manner and all participants can attend? Do these procedures include how to address children with late summer/fall birthdays?</p> <p>Based on the above agreements, do we have clear policies and procedures in place regarding timely transition planning conferences, including sharing information with families about potential service options for their children when they exit early intervention and the transition planning conference, when and how to invite participants to the transition planning conference, and what needs to occur at the transition planning conference? How do we assure these policies are adhered to?</p> <p>Do we provide sufficient opportunities for service coordinators to receive training and TA about sharing information with families about potential service options, the transition planning conferences, and written transition agreements?</p> <p>Do we have adequate numbers of personnel to plan and conduct transition planning conferences for children transitioning to Part B or other services?</p>	<p>Do service coordinators have the necessary knowledge and skills related to carrying out a meaningful and timely transition conference? Do service coordinators understand:</p> <ul style="list-style-type: none"> • The related policies and procedures related to timely transition planning conferences? • What information and resources to share with families to help them make decisions about services options when their child ages out of early intervention? • How to coordinate with the LEA and other programs or agencies in planning and conducting the transition planning conference? • The LEA requirements for transition activities (Part B SPP indicator12)? • How to support and prepare families for the transition planning conference? • Steps to take when a transition planning conference or the transition plan steps written as a result of the transition planning conference falls outside the expectations of the formal written transition agreement? • The reasons/purpose for this activity • Families right to be informed of options even if the service coordinator feels the family is “not ready” <p>In looking at files where children have recently transitioned, including those where transition planning conferences are not timely:</p> <ul style="list-style-type: none"> • Is there documentation that the LEA was invited to the transition planning conference? Were they invited early enough to allow them to attend?

SPP/APR Indicator B-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.

Questions for your reflection

Systems/Infrastructure	Providers/Practice
<p>How do we ensure that children referred by Part C and found eligible for Part B have an IEP developed by their third birthday?</p> <p>Do we have clear policies and procedures in place regarding obtaining parental consent for evaluation, completing the evaluation with 60 days from consent or state established timelines, determining eligibility, and developing and IEP prior to the child’s third birthday?</p> <p>Does the number of days between each activity as specified in our procedures ensure that the IEP is developed by the child’s third birthday?</p> <p>Do we provide opportunities for providers to receive training and TA?</p> <p>Do we have adequate numbers of personnel to conduct evaluations?</p> <p>Do we adequately coordinate with Part C programs to ensure we receive referrals in adequate time to conduct the evaluation and develop the IEP by the child’s third birthday? Do we have agreed upon timelines and procedures? Is our interagency agreement with Part C helpful in meeting our timelines through clear identification of procedures? Is this a working document that is updated on a regular basis? Are all relevant staff aware of the interagency agreement and its contents?</p> <p>Do we coordinate with Part C programs in using information and evaluations of the child to assist us in having the IEP by the third birthday? Do we coordinate OSEP Outcomes data at the time of transition?</p> <p>Is our monitoring and supervision adequate for this requirement? Did we know we had a problem?</p>	<p>Do our providers have the necessary knowledge and skills to implement policies and procedures related to completing all required activities from referral through developing the IEP?</p> <p>Based on a review of child records, including those where the IEP is not developed by the child’s third birthday, and/or the local data available:</p> <ul style="list-style-type: none"> • How many days following referral was parental consent obtained for evaluation? • How many days from parent consent until the evaluation completed? • How many days from completion of the evaluation was eligibility determined? • How many days from eligibility was the IEP completed? • What percent of the children not served on their third birthday are related to parents not providing consent for the evaluation? • What percent of the children not served on their third birthday are related to not completing evaluations in a timely manner? What are the reasons for those delays? • In looking at disaggregated data, is there a difference in timeliness based on specific personnel who provide evaluations? Or based on some other variable in our program? What were the reasons? <p>Based on provider interviews:</p> <ul style="list-style-type: none"> • Why do our providers think we have delays in this area? • What solutions do they think will address this issue? • Do providers know how to include families in the IEP process, information sharing and team decisions? • Do providers know how to adapt the IEP process for culturally or

