Early Childhood Transition Policy and Procedure Updates
SEAP Meeting 3/30/2021

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What agencies are involved?

- IDEA Part C: AzEIP
  - Ensures infants and toddlers with disabilities and their families receive statewide comprehensive services including transition
  - Enhances the capacity of families to meet their child's developmental needs
- IDEA Part B: ADE/ESS
  - Ensures public education agencies (PEAs) have special education programs, policies, and procedures that comply with the IDEA
  - Ensures eligible children and youth 3–21 receive a free appropriate public education (FAPE), which includes a seamless transition process from Part C to Part B

Why is change necessary?

Required due to findings issued to Arizona by the Office of Special Education Programs (OSEP) during its monitoring of Part C

Increases collaboration between Part C and Part B, which is a best practice and good for children

Increases the validity and reliability of data reported to/by Part C and Part B, as well as federal reporting

OSEP Findings (Spring 2019)

Part C

- Noncompliant single line of responsibility including general supervision, monitoring, and enforcement of service-providing agencies

- AzEIP must ensure valid and reliable transition data

- Noncompliant fiscal monitoring regarding system of payments

Part B

- Noncompliant general supervision & monitoring activities for Part C to Part B (preschool) transition

- Incomplete SEA P & P for preschool transition

- ADE/ESS system must ensure valid and reliable preschool transition data collection

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Changes to Part C Thus Far

- AzEIP moved from a program within the Division of Developmental Disabilities back to the Office of the Director

- Developed a data sharing agreement and working on data system improvements for transition data

- Updated general supervision procedures, including corrective action requirements for all agencies

Highlights of Changes for Part C

Integrated Monitoring

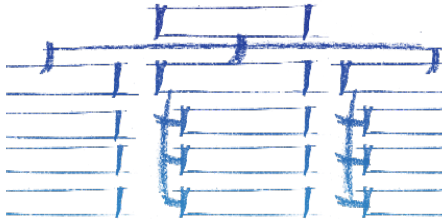Data System Improvements

Technical Assistance

Fiscal Monitoring Indicators

Policy Updates to General Supervision

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Part B Changes

Reorganization of ECSE (619) into ESS

Development of data sharing agreement with Part C

Revision to ESS Policy and Procedure for preschool transition

Highlights of Changes to Part B Policy and Procedures

Transition meeting requirements

Data reporting from Part C to Part B

Programmatic monitoring of Part B

Technical assistance and support

Professional development and training

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Transition Requirements

- Public education agency (PEA) representatives will be required to attend all transition meetings. (IDEA 300.124)

- The PEA will conduct a full and individual initial evaluation of the child, transitioning from Part C, in accordance with 300.304–300.306 by the child's 3rd birthday.

- The PEA will develop and implement an IEP in accordance with 300.320–300.324, by the child's 3rd birthday

Data Reporting

- Part C will report transition data into a system that allows Part B to pull data

- Data will be submitted in real time for tracking, training, and programmatic monitoring purposes

- Data elements may include transition meeting date, PEA attendance at the transition meeting, unique student identifiable information, district of residence (DOR) referral information

Programmatic Monitoring

PEA attendance at the transition meeting will be reviewed

Data from Part C will be used to verify and monitor appropriate student files

When students are not transitioned by their 3rd birthday and/or the PEA is found to not be attending transition conferences, findings will be issued, and a corrective action plan may be needed

Technical Assistance and Support

- Data associated with Part C reporting will be reviewed at annual site visits for technical assistance purposes

- ADE/ESS ECSE unit regularly reviews transition notices (dates and proximity to child turning 3) to support schools to complete required activities on time

Professional Development and Training

ECSE Summit

IDEA Conference sessions

Monitoring Alerts (to the field)

Director Check-In webinars

Questions?

Contact Information

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