



Early Childhood Transition Data Verification

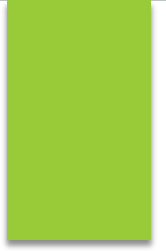
FOR THE ANNUAL SPP/APR SUBMISSION RELATIVE TO INDICATOR 12

TRANSITION FROM FAMILY-CENTERED EARLY SUPPORTS & SERVICES TO PRESCHOOL SPECIAL
EDUCATION

Objectives

- ▶ Defining Early Childhood Transitions
- ▶ Accountability
- ▶ Data Analysis
- ▶ Desk Audit and Documentation/changes from Google Form
- ▶ Findings of Compliance and Next Steps

Early Childhood Transitions



Early Childhood Transitions

- ▶ Individuals with Disabilities Education Act (IDEA) requires a smooth transition for children receiving services under Part C of IDEA (Family Centered Early Supports and Services, birth – age 3) to Part B (Preschool Special Education)
- ▶ This requirement is monitored at the federal and state level through:
 - ▶ State Performance Plan Annual Performance Report (SPP APR) – Indicator 12

State Performance Plan

- ▶ The State is required to annually submit the data to the federal government for the State Performance Plan(SPP)/ Annual Performance Report(APR).
- ▶ There are a total of 17 performance and compliance indicators.
- ▶ Indicator 12 data pertains to early childhood transitions and is derived from the information that is entered into NHSEIS by school district personnel and a subsequent desk audit to determine if transitions are in compliance.

Indicator 12

- ▶ Indicator 12 data tells us:
 - ▶ Number of children served in Family-Centered Early Supports and Services (FCESS) who were referred to preschool special education
 - ▶ Of those children, how many:
 - ▶ Were determined to be NOT eligible prior to their third birthday
 - ▶ Were found eligible and had an IEP **developed and implemented** by their third birthday
 - ▶ For whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions of 34 CFR §300.301 (d) applied. These exceptions include the parent of a child repeatedly fails or refuses to produce the child for evaluation or the child is no longer in the jurisdiction of the LEA prior to the child's third birthday.
 - ▶ Were determined eligible for early intervention services under Part C (Family-Centered Early Supports & Services) less than 90 days before their third birthday
- ▶ Districts are monitored yearly on data regarding timely early transitions.

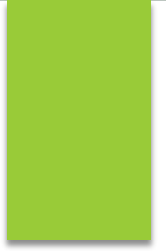
Calculating Indicator 12

- ▶ To determine the compliance with early transitions, the New Hampshire Department of Education (NHED) must measure the percent of children with timely early transitions by district.
 - ▶ Districts enter timely and accurate data into NHSEIS, which is then reviewed by the NHED to determine instances of untimely transitions.
 - ▶ Districts provide documentation to NHED as part of a desk audit to determine if districts have a valid reason for delay for any untimely transitions identified.
 - ▶ Based on the information provided, NHED identifies whether the district is demonstrating compliance with the early childhood transition timelines or is in noncompliance.

Valid Reasons for Delay

- ▶ Parent refusals to provide consent caused delays in evaluation or initial services
- ▶ Parent of a child repeatedly fails or refuses to produce the child for evaluation
- ▶ The child was determined eligible **for early intervention services under Part C** (Family-Centered Early Supports & Services) less than 90 days before their third birthday
- ▶ The child is no longer in the jurisdiction of the LEA prior to the child's third birthday.

Annual Data Review



Annual Data Review Process

1. Districts review and analyze their own data and make corrections as needed
 - ▶ Date of Referral
 - ▶ Exit Reason
 - ▶ Date of Eligibility Determination
 - ▶ Date of Parent Consent
 - ▶ IEP Signature Date
2. State pulls official report from NHSEIS to determine timeliness of transitions
3. Districts provide documentation of valid delays or exceptions to the timeline
4. State reviews data from both the NHSEIS report and supporting documentation to identify instances of compliance or issue a finding of non-compliance

Timeline Data

Activity	Timeline
District data review of students who turn three between July 1 st -December 31 st	January 1- January 31
District data review of students who turn three between January 1 st -March 30 th	April 1-April 30
District data review of students who turn three between April 1 st -June 30 th	July 1-July 31
Official NHED Data Pull	August 1
Deadline for documentation of valid exceptions	September 30 th
Desk Audit	Aug 15- September 30 th
Determination of findings	October 1-15

District Data Review

JANUARY 1- JANUARY 31
APRIL 1-APRIL 30
JULY 1-JULY 31

District Responsibility for Data Verification

- ▶ Districts are responsible entering timely and accurate data. It is recommended that districts review their data regularly to verify.
- ▶ The Bureau has allotted a review window to ensure accuracy of federal reporting. The District is responsible for reviewing and validating their own data **PRIOR** to the official state pull.

Conducting the Data Review

- ▶ Districts will review and verify data in NHSEIS regarding the special education process for students referred from Part C prior to the official state data pull. This information includes:
 - ▶ Indicator 12 Report in Advanced Reporting
- ▶ Based on the data, districts will prepare and provide documentation to the State to support any valid delays during the transition process.

**** The State will use data from the official data pull and supporting documentation regarding reasons for delay to make its determination of findings. Data errors and missing documentation could result in a finding. ****

NHSEIS: Advanced Reporting

- ▶ **Indicator 12: Early Childhood Transitions** – A report summarizing key data points along the early childhood transition timeline, including FC-ESS referral date, parental consent, eligibility determination date, and IEP creation date as well as a calculation indicating timeliness either a non-eligibility determination or IEP creation.
- ▶ The report can be run for any time period during the year, allowing districts to engage in an ongoing review and self-monitoring of their transition timelines. At any time you can mimic the official data pull for federal reporting, please use the following report dates:
 - ▶ Begin Date Range: enter in the range you are reviewing at that time
 - ▶ End Date Range: enter in the range you are reviewing at that time
- ▶ ****Note: this indicator report can only be run by users with SAU and District Administrator user types.***

Accessing Advanced Reporting

- ▶ **Step 1:** Log into NHSEIS. Click on *School System Info* on the green menu bar, then *Reports* from the grey menu bar, and finally the *Start Advanced Reporting System* button on the main screen.

The screenshot shows the NHSEIS web application interface. The top navigation bar is green and contains the NHSEIS logo and the text "by PCG Education". To the right of the logo, there is a "Welcome" message and a search bar. Below the green bar is a grey menu bar with various options: Main Menu, Students, Recent Students, Wizards, Smart Logbook, Schools, School System Info, Users, Super User, My Profile, Send Us A Message, and PCG. Below the grey bar is a blue menu bar with options: System & Imports, User Management, Student Transfer, Program Approval, Reports, and Finance. The "Reports" option is circled in green. Below the blue bar is a "Reports" section with a "Start Advanced Reporting System" button, which is also circled in green. Below the button is a note: "NOTE: The Advanced Reporting System provides features such as Graphical Data Representation, Drill Down for specific data, and Ad Hoc Reporting." Below the note is a "Standard Reports" section with a "Drill-Down Reports" table. The table has four columns: Student Reports, User Reports, Service Reports, and Service Log Reports. Each column contains the text "(None Available)". Below the table is a "Scheduled Reports" section.

Standard Reports

Drill-Down Reports

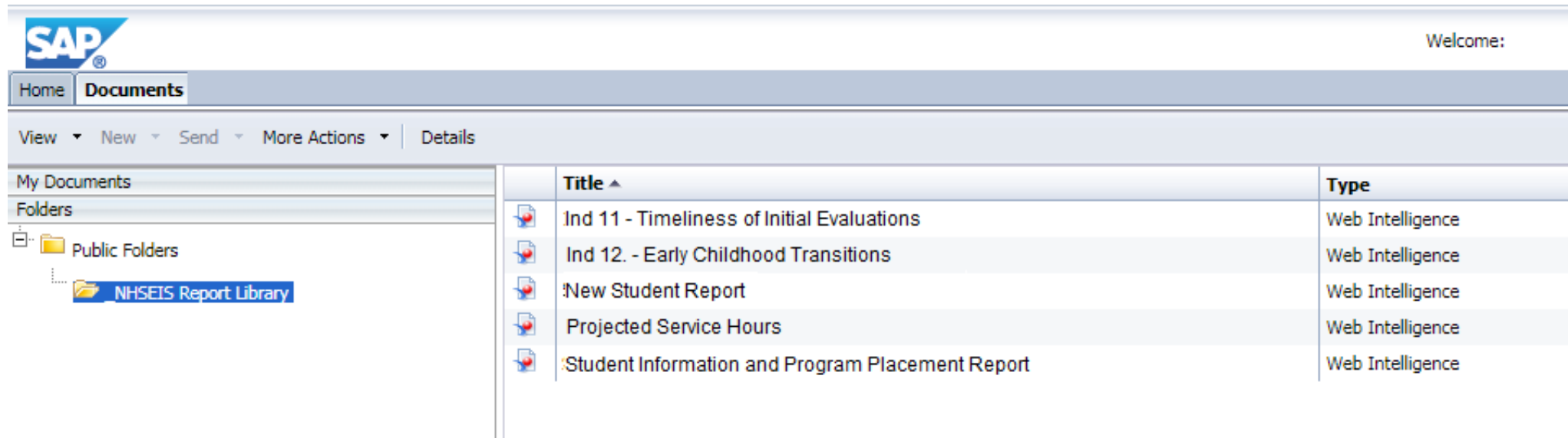
Student Reports	User Reports
(None Available)	(None Available)
Service Reports	Service Log Reports
(None Available)	(None Available)

Scheduled Reports

1. Select School System Info on the green menu bar.
2. Click on Reports on the blue menu bar.
3. Click on Start Advanced Reporting System

Generating Indicator 12 Report

Step 2: Double-click the report labeled *Ind. 12-Early Childhood Transitions*. Note: if the full report list is not visible on the right side of the screen, double-click *NHSEIS Report Library* in the folders list on the left to expand the selection.



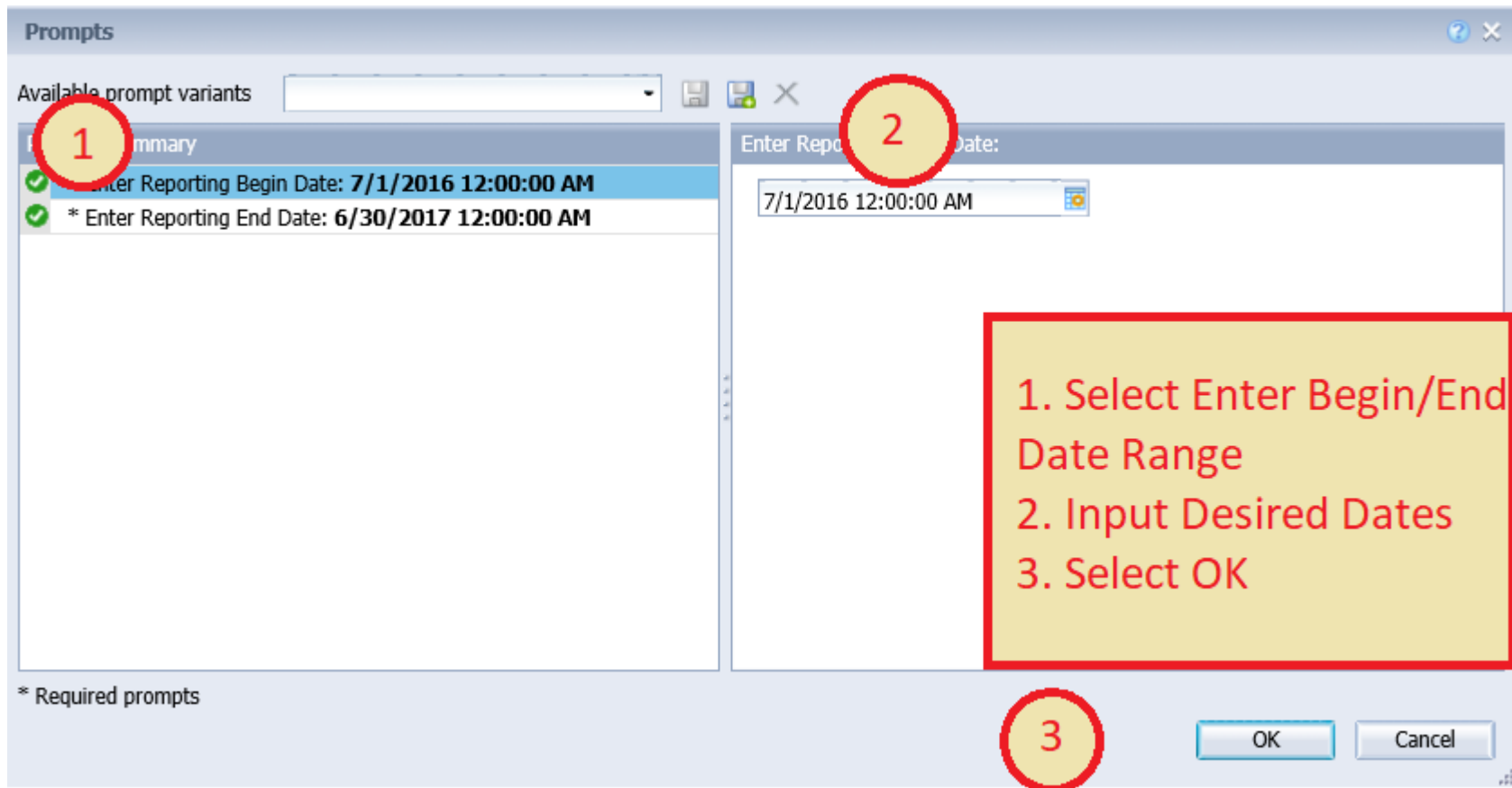
The screenshot shows the SAP Documents interface. The top left corner features the SAP logo. The top right corner displays "Welcome:". Below the logo, there are tabs for "Home" and "Documents". A menu bar includes "View", "New", "Send", "More Actions", and "Details". On the left side, a "My Documents" pane shows a "Folders" section with "Public Folders" and "NHSEIS Report Library" (highlighted in blue). The main area displays a table of reports.

Title ^	Type
Ind 11 - Timeliness of Initial Evaluations	Web Intelligence
Ind 12. - Early Childhood Transitions	Web Intelligence
New Student Report	Web Intelligence
Projected Service Hours	Web Intelligence
Student Information and Program Placement Report	Web Intelligence

Report Criteria

- ▶ **Step 3:** A pop-up box will appear allowing you to enter the date range
To begin:
 - ▶ 1. Enter *Begin Date Range* in the left side of the box
 - ▶ 2. Enter **date of range** of the current school year in the *Enter Begin Date Range* box in the left column
 - ▶ Repeat the steps above to enter the End Date Range.
 - ▶ 4. Enter *End Date Range* in the left side of the box
 - ▶ 5. Enter **date of range** of the current school year in the *Enter End Date Range* box in the middle column
 - ▶ Then select *OK* to run the report.

Report Criteria - Visual



Reviewing the Indicator 12 Report

Step 4: Review the data to make sure it is complete and accurate. Correct any data that is not accurate in the system by August 1. The Department of Education will pull the final report for federal reporting September 30. **There will be no further opportunity to make corrections after this date.**

Note: if there were no transitions that occurred in your district during the report window, your district will not appear in the report. Run the report for a longer period (for a full year) to be sure the report is working.

Untimely Transitions

- ▶ Once districts determine the data in NHSEIS is accurate, the district will review any transitions flagged as untimely and compile documentation regarding a valid delay in the process (if applicable.)
- ▶ Following the state data pull, the NHED will notify districts of untimely transitions and request documentation of valid delay via the Exception Forms.

Indicator 12 - Early Childhood Transitions

School System Name	District of Liability	Student Code	State Code	Student Status	First Name



Eligibility Event Date	Eligibility Determination Days	IEP Event Date	IEP Days	Timeliness	Eligible

Desk Audit

AUG 15- SEPTEMBER 30TH

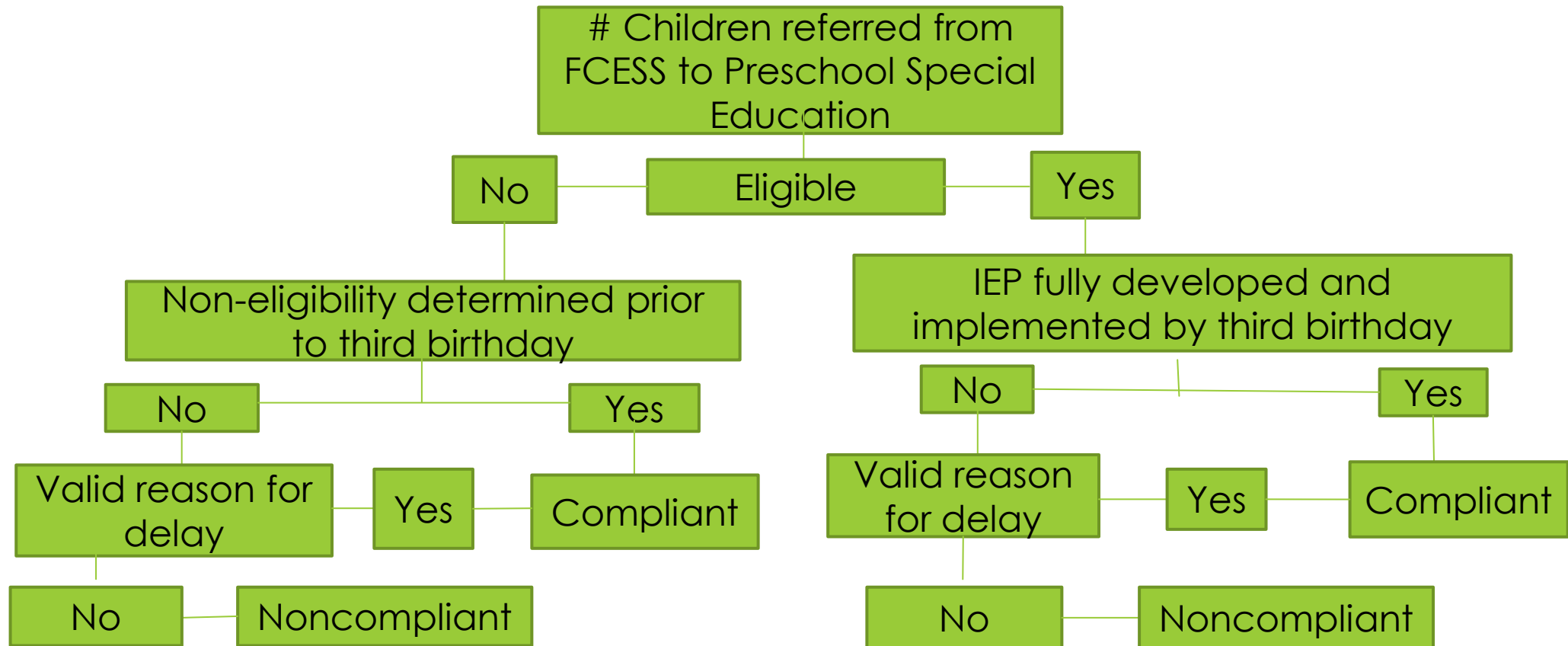
Official State Data Pull

- ▶ The State will pull the Indicator 12 report from NHSEIS on August 1st .
- ▶ The State pulls this data ***with the understanding that all district data has been verified by the district and is complete and accurate.***
- ▶ This State data pull is the official data used in combination with documentation of valid delays derived from the desk audit for determining compliance and federal reporting.

Desk Audit Process

- ▶ Data showing that the transition process for a student was untimely will trigger a desk audit.
- ▶ Audit Process
 1. Upon reviewing their data during the review window timeframes, the district will identify any student transitions identified as untimely and prepare documentation for the subsequent desk audit.
 2. The NHED will notify the district of transitions identified as untimely in the official data pull and request documentation be provided via Exception Forms within two weeks of receiving the request.
 3. Districts will enter the appropriate documentation for the identified students via Exception Form by the specified deadline.
 4. The NHED will review the documentation provided and make a determination of compliance or finding. The NHED will then notify districts of its determination and any next steps.

Desk Audit Review



Valid Reasons for Delay

- ▶ Parent refusals to provide consent caused delays in evaluation or initial services
- ▶ Parent of a child repeatedly fails or refuses to produce the child for evaluation
- ▶ The child was determined eligible **for early intervention services under Part C** (Family-Centered Early Supports & Services) less than 90 days before their third birthday
- ▶ The child is no longer in the jurisdiction of the LEA prior to the child's third birthday.

Documenting Exceptions

- ▶ For any early transitions that are not timely, districts should review their documentation/student files and assess whether the delay may be an exception (valid reason for delay).
- ▶ The NHED will notify the district of transitions identified as untimely in the official data pull and request documentation be provided via the Exception Forms within two weeks of receiving the request.
- ▶ **Districts will complete the form for all transitions identified.**
- ▶ Only provide information requested on the form. Per 20 USC 1232g: Family educational and privacy rights, please do NOT provide any personally identifiable information regarding the student or family that is not essential to justifying the district's request for an exception to the federal Indicator 12 timeline. If additional documentation is needed, you will be contacted later.

Submitting Documentation: Exception Forms



NH Department of Education

**Bureau of
Special Education
Support**

25 Hall Street, Concord, NH 03301
(603) 271-3741 - www.education.nh.gov

Indicator 12

EXCEPTIONS TO THE SPECIAL EDUCATION TIMELINE: Late Referral to Family-Centered Early Supports & Services (FCESS)

District Name: _____ Student SASID: _____

Referral Date: _____ Parent Consent to Evaluate Date: _____

Disposition of Referral: _____ Date of Eligibility Determination: _____

IEP Signature Date: _____ Date of 3rd Birthday: _____

Submitting Documentation: Exception Forms



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Indicator 12

EXCEPTIONS TO THE SPECIAL EDUCATION TIMELINE: Child No Longer in District Jurisdiction during Transition Process

District Name: _____ Student SASID: _____

Referral Date: _____ Parent Consent to Evaluate Date: _____

Disposition of Referral: _____ Date of Eligibility Determination: _____

IEP Signature Date: _____ Date of 3rd Birthday: _____

Submitting Documentation: Exception Forms



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Indicator 12

EXCEPTIONS TO THE SPECIAL EDUCATION TIMELINE: Parent Delay

District Name: _____ Student SASID: _____
Referral Date: _____ Parent Consent to Evaluate Date: _____
Disposition of Referral: _____ Date of Eligibility Determination: _____
IEP Signature Date: _____ Date of 3rd Birthday: _____

Findings of Compliance

- ▶ The NHED will review the documentation provided and identify instances in compliance or issue a finding of non-compliance. The NHED will then notify districts of its decision and any next steps.
- ▶ Notifications of non-compliance will be emailed to the Superintendent and Special Education Director between October 1-October 15.

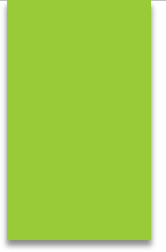
Common Issues Observed

- ▶ Coordination challenges or miscommunication with local Area Agencies
- ▶ Untimely or inaccurate data entry,
- ▶ Lack of written referral processes for district (Ed 1105.04)
- ▶ Staff training
- ▶ Lack of documentation to support valid delay

Indicator 12 and Indicator 11

- ▶ Two compliance timelines occur simultaneously during early childhood transitions
- ▶ Indicator 12 – Early Childhood Transitions
 - ▶ Child must be found ineligible prior to age 3 OR found eligible and have a signed IEP in place as of the 3rd birthday
- ▶ Indicator 11 – Initial Referral
 - ▶ Children referred from FCESS to Preschool Special Education must also meet the 60 day timeline for initial evaluations
 - ▶ Compliance determinations for Indicator 11 are completed through a separate process

Next Steps



Getting Ready

- ▶ Districts should review their policies, referral processes, and interagency agreements with staff to ensure a shared understanding of the expectations and process for early childhood transitions.
- ▶ To ensure that district data are accurate for the annual submission, district personnel are strongly encouraged to run their own data report to review their data and make any corrections as appropriate.
- ▶ While this review is not a requirement, when the state pulls the data it is with the understanding that all district data has verified by the district and is accurate.
- ▶ Delayed data entry and data errors could result in a finding.

Questions and Technical Assistance

- ▶ For questions about early transition data for children who are referred from Family-Centered Early Supports & Services, questions about valid exceptions or for questions about this power point, please feel free to reach out to either the NHDOE or to Race2K. Race2K is funded by the NHED to provide technical assistance and support to districts around early transitions.

NHED~

- ▶ Brandy Quinn-Richards – Brandy.A.Quinn-Richards@doe.nh.gov or (603) 271-2178

Race2K~

- ▶ Michelle Lewis – mlewis@picnh.org or 224-7005
- ▶ Jen Cunha – jcunha@picnh.org or 224-7005