



Indicator 12: Preschool Transitions from Part C to Part B Special Education Services FY21

Annual SPED Data Collection

Reason to **Not** Include Students in the Annual Report

- Do not include children who previously RECEIVED services from AzEIP whose parents chose not to pursue district preschool services.
- Do not include a child if an actual referral never happened or parents **opted out of the process at any point.**

Reasons for Delay for Students Included in the Annual Report:

- Late Referral **to** Part C (eligible for Part C (AzEIP) between 2.9 and 2.10½)—**Deductible**
- Late Referral **from** Part C (eligible for Part C (AzEIP) services by 2.9 and PEA Notification/Referral Form received after 2.9)—**Not Deductible**
- Parent or Child Unavailability (e.g., child_moved, family hospitalization, vacation, etc.)—**Deductible**
- Child Did Not Pass Vision or Hearing Test—**Not Deductible**
- Shortage of Personnel—**Not Deductible**
- Interruption of School Schedule; Summer Birthday—**Not Deductible**

ESS Annual SPED Data Collection: Preschool Transition

Authorization: 20 USC §1416(a)(3)(B); 34 CFR §§ 300.157 and 300.601(b)

State Data FY21

The Summary Data

- 2995 students eligible for Part C were referred to Part B Preschool services
- 2602 students were found eligible for Part B Preschool services
- 393 students were found not eligible by Part B Preschool services
- 383 students were found not eligible by their 3rd birthday
- 10 students were found not eligible after their 3rd birthday
- 2442 eligible students had an IEP developed by their 3rd birthday
- 160 eligible students had an IEP developed after their 3rd birthday

The Key

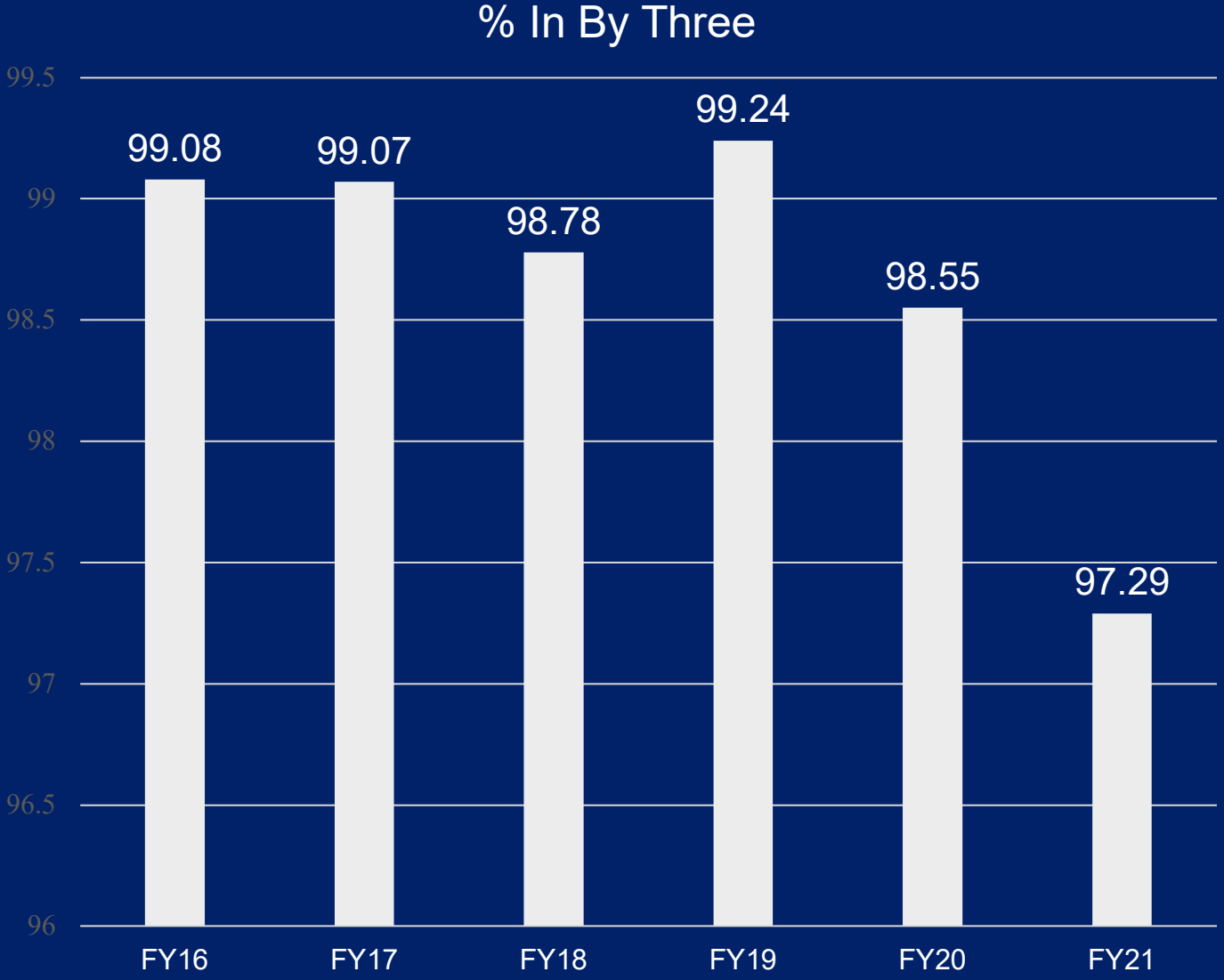
- A - # served by AZEIP
- B - # not eligible by 3
- C - # eligible by 3
- D - # parent/child unavailable
- E - # Late TO AzEIP referrals

The Formula

$$C/(A-B-D-E)100 = _ \%$$
$$2442/(2995-383-84-18)100 = _ \%$$
$$(2442/2510)100 = _ \%$$

Students "In by 3" = 97.29%

Fiscal Year	% In By Three
FY16	99.08
FY17	99.07
FY18	98.78
FY19	99.27
FY20	98.55
FY21	97.29
FY22	(in process)



Deductibles

- Late Referral **to** Part C—Eligible for AZEIP between 2y 9m and 2y 10.5m (*18 instances*)
- Parent or Child Unavailable—Moved, hospitalization, vacations, etc. (*84 instances*)

Non-Deductibles

	2017/18 (Red for Ed)	2018/19	2019/20 (COVID-19)	2020/21 (COVID-19)
Child did not pass hearing or vision	1	3	0	1
Interruption in school schedule	10	1	28	62
Late referral from Part C	12	17	13	4
Shortage of personnel	7	0	0	1
Total	30	21	41	68



Early Childhood Transition Myths



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Myth #1

Parents are Required to Enroll in the District of residence (DOR) Order to Receive an Evaluation.

State Board Rule R7-2-401 D requires that each public education agency establish, implement, and make available, either in writing or electronically, to its school-based personnel and all parents, within the public education agency boundaries of responsibility, written procedures for the identification and referral of all children with disabilities, aged birth through 21, including children with disabilities attending private schools and home schools, regardless of the severity of their disability.



Myth #2

The District of Residence (DOR) is Required to Wait Until a Child is at Least 2.9 Years Old to Complete the Evaluation, When Referred From Arizona Early Intervention Program (AzEIP).

AzEIP is required to hold a transition conference with the family, including the DOR, to review options with the family. This is required to be held between the child's age of 2.3 - 2.9.

The DOR can begin the evaluation at any time after the transition conference.

The DOR can use the transition conference as the review of existing data meeting, provided all appropriate team composition is present and appropriate notice has been provided to parents.



Myth #3

If a Child Referred From AzEIP is Referred Over the Summer, the DOR Can Wait Until the Start of the School Year to Conduct the Evaluation.

Individuals with Disabilities Education Act (IDEA) requires that a child referred from AzEIP be evaluated and a Free and Appropriate Public Education (FAPE) made available by the child's third birthday. This may necessitate the DOR to conduct evaluations and develop Individualized Education Programs (IEPs) over the summer. IEP implementation is not required to occur outside of the regular school year; however the development of the IEP constitutes the offer of FAPE.

Service implementation is not the same as offer of FAPE.



Myth #4

The DOR is Required to Conduct All New Assessments for a Child Referred From AzEIP.

The DOR is responsible for conducting an evaluation for all children referred from AzEIP in accordance with the IDEA. A review of existing data starts the evaluation process, and this team determines what additional data, if any, is needed to determine eligibility and/or programming for the child. All existing data should be reviewed which may include AzEIP testing, service coordinator progress, etc. when determining what additional data may be needed.



Myth #5

AzEIP Determines When and Where the Transition Conference Will be Held.

The transition conference is to be held at a time and place mutually agreed upon by all parties, which include parents, Arizona Part C providers, and Public Education Agency (PEA) staff. PEA participation is defined as having a member of the PEA attend the transition conference, in person or through alternate means. The PEA role at the transition conference is to provide information to parents about the options for preschool programming available at the PEA, including the continuum of service options available for all students.



Myth #6

Data Collected at the Program Support and Monitoring (PSM) Annual Site Visit (ASV) Will Match the Data Submitted in the DOR Annual Data.

PSM ASVs are using real time data submitted to the State Education Agency (SEA). The AzEIP Service Coordinator is required to notify the SEA and the PEA of the children who will be transitioning from Early Intervention and may be in need of Special Education. There have been instances where the school was notified and not the state and vice versa. Our goal is to ensure that all schools have timely notification of impending transitions.

DOR annual data submitted is what the SEA is submitting in the Annual Performance Report (APR). ADE/ESS is working with Part C to establish a data sharing agreement that will replace the current notification system and lead to improved data quality in the future.





Contact Us

<https://www.azed.gov/specialeducation>

(602) 542-4013

ESSInbox@azed.gov

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