

SPP/APR* Indicator Summary

Indicator 12 – Early Childhood Transition



Percentage of students who received services through the Infant Toddler Program and had an initial eligibility evaluation and, if eligible, an IEP in place by their third birthday.

Why is the indicator important?

Students included in Indicator 12 were determined eligible and have been receiving special education through the Idaho Department of Health and Welfare, Infant/Toddler Program (ITP). Early childhood transition sets a maximum timeframe to have initial eligibility determined and, if eligible an individual education program (IEP) in place to make sure that students have a smooth transition without a break in services.

Studies show that successful early childhood transitions can increase positive social-emotional, developmental, and academic outcomes for children.

Where does the data come from?

The data used for calculating this percentage are submitted to the state from districts also known as local education agencies (LEAs). Data are submitted throughout the school year through the Idaho System for Educational Excellence (ISEE) as part of the Special Education Students file. LEAs have an opportunity to review and correct any reporting errors after the end of the school year. The data are then reviewed by the Idaho State Department of Education and compliance with the Individuals with Disabilities Education Act (IDEA) is determined at the student level.

How is the indicator calculated?

$$\begin{aligned} & \# \text{ Students with parental consent for initial eligibility evaluation who have initial eligibility} \\ & \quad \text{determined and if eligible IEP developed by their third birthday} \\ \div & \\ & (\# \text{ Students referred as potentially eligible} - \# \text{ Timely but Did Not Qualify} - \# \text{ Parental Delays} \\ & \quad - \# \text{ Late Referrals} - \# \text{ Continued in ITP after age 3}) \\ = & \% \text{ of Early Childhood Transition completed on or before the students third birthday} \end{aligned}$$

What are the goals of the indicator?

Idaho's goal is to have 100% of early childhood transitions timely, including initial eligibility determinations and, if eligible, IEP in place on or before the student's third birthday. The goal for Indicator 12 – Early Childhood Transition is set by the Office of Special Education Programs (OSEP) to ensure states focus on achieving 100% compliance with IDEA.



* State Performance Plan / Annual Performance Report (SPP/APR).

Note: Idaho has a state exception rule for Child Find (60-day timeline). This exception rule does not apply to the Early Childhood Transition timeline.

How are the data used?

State Performance Plan/Annual Performance Report (SPP/APR) information, including early childhood transition data, is used when identifying LEAs for additional support and training. LEAs that are well below state targets may receive targeted supports or be prioritized for additional funding and resources to help improve processes and program evaluation.

In addition any LEA identified with one or more cases of noncompliance must go back and make sure that all noncompliance is corrected at the student level. This means that for each student where noncompliance was identified the LEA must confirm that an eligibility and IEP were created and services were provided. The LEA must then prove that their system is compliant by providing additional information that shows 100% compliance in early childhood transition.

Idaho's Progress to State Targets



Additional Information

COVID-19 has had a negative impact on Indicator 12 – Early Childhood Transition. Since the beginning of the COVID-19 pandemic, Idaho has seen high turnover and increased numbers of unfilled positions at all levels. These shortages reduce resources necessary to complete evaluations in a timely manner, reduce communication between teams, and reduce understanding of how to correctly report data. The Idaho Special Education Support and Technical Assistance (Idaho SESTA) have developed online training modules, quick guides, and short informative videos so educators can access training without being pulled away from their classrooms.