



Transitions and Options

Ready...Set...Go...
Ensuring a Smooth Transition
from Birth to 3 to Special
Education

***An Overview for Technical
Assistance and System Building***

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On Screen: Lori and Jill

Speaker: Lori

Welcome to the webcast on the overview of technical assistance and system building for preschool transitions.

This is a supplement to Ready... Set...Go, the transition from B-3 to special education. This webcast is intended to provide you with an overview of options and shared expectations to support smooth transitions for children from B-3 program to the school system.



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On Screen: Lori and Jill

Speaker: Jill

This presentation was developed and revised through a collaboration between the Department of Public Instruction and the Department of Health Services Birth to 3 program.

It is based on the collaborative transition initiative called Ready... Set... Go... Transitions and Options that was previously developed by the two departments along with Wisconsin Facets, Wisconsin Statewide Parent Educator Initiative, and the Preschool Options IDEA Discretionary Project.

This media site presentation is one of a series of Wisconsin media site presentations providing technical assistance on the transition from Birth to 3 programs to special education and the Indicators that address this transition.



OSEP Transition Indicators

Part C Indicator 8

Part B Indicator 12

Shared expectation for transition:

to support the child's transition to special education and other appropriate community services by their third birthday

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On Screen: Lori and Jill

Speaker: Jill

The Individuals with Disabilities Education Act 2004, or IDEA, and the resulting Office of Special Education Programs, or OSEP early transition indicators form the foundation for state and local efforts.

They provide a shared expectation for transition: to support the child's transition to special education and other appropriate community services by their third birthday.

Throughout this media site presentation, you will learn more about the OSEP indicators, and resulting transition process.



Waisman Center



Wisconsin's Transition Goals

- A. Children served by Birth to 3 Programs who are eligible for early childhood special education will have an IEP developed and implemented by their third birthdays to support their special education needs.
- B. Children ages birth to six with developmental delays or disabilities will experience smooth transitions into and across programs and services (e.g., Head Start, child care, Birth to 3, school) to support their ongoing development and learning.
- C. Parents will have the information and assistance they need to transition to new procedures, safeguards, environments, program services and providers.

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On Screen: Lori and Jill

Speaker: Lori

Transition is for the child and family. These three statements identify our goals to assure prompt continued services provided with information and supports to help the family understand and access the services available.



From Inconsistent and Fragile.....



....To Sturdy, Balanced and Well Connected System



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On Screen: Lori and Jill

Speaker: Jill

Currently Wisconsin is working to move from an inconsistent and fragile system to a sturdy, balanced and well connected system.

We recognize that our current system may not be as fragile as it appears, and does have successes to build upon.



The Federal Perspective

Indicators and Determinations

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On Screen: Lori and Jill

Speaker: Lori

Let's start by looking at the Federal Perspective on transition.

In this section, we will review the laws governing our programs and the role of indicators and determinations.



Individuals with Disabilities Education Act (IDEA)2004

PART C Birth to Three - Early Intervention
Services for Infants and Toddlers

**PART B Section 619 Early Childhood
Special Education** - Services for 3-5 year
olds

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On screen – Lori and Jill

Speakers:

Lori – First we will discuss the federal Legislation that regulates services for infants, toddlers, and preschool age children. The Individuals with Disabilities Education Act regulates these services. Part C of the act addresses early intervention services for infants and toddlers. These services are provided up until the child turns age 3.

Jill - IDEA Part B Section 619 regulates early childhood special education services from children from 3 to 5 years of age.

OSEP to monitor states and enforce IDEA. The purpose of monitoring is to improve educational results and functional outcomes of children with disabilities while ensuring the requirements of IDEA are met. OSEP has established indicators to measure county, LEA, and state performance.



Federal Law

IDEA 2004 20 USC 1400 – **December 3, 2004**

- **Part C Regulations – July 1, 1999** *pending reauthorization*

34 CFR Part 303 Early Intervention Program for Infants and Toddlers with Disabilities

- **Part B Regulations – August 14, 2006**

34 CFR Parts 300 and 301 Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities

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On screen: Lori and Jill

Speakers: Lori and Jill

Lori– The Individuals with Disabilities Education Act or IDEA was reauthorized in December 2004 and became effective July 1, 2005.

Part C Federal Regulations are still pending reauthorization....

Jill –These regulations are needed to implement changes made to the Individuals with Disabilities Education Act. Part B is fortunate final regs became available in August 2006.



§ 300.124 Transition of children from the Part C program to preschool programs.

- The State must have in effect policies and procedures to ensure that—
 - (a) Children participating in early intervention programs assisted under Part C of the Act, and who will participate in preschool programs assisted under Part B of the Act, experience a smooth and effective transition to those preschool programs;
 - (b) By the third birthday of a child described in paragraph (a) of this section, an IEP has been developed and is being implemented for the child; and
 - (c) Each affected LEA will participate in transition planning conferences arranged by the designated lead agency

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On screen: Lori and Jill

Speakers: Lori

Three components are defined for the transition of children from Part C to Part B of the Act,

- Children will experience a smooth and effective transition to those preschool programs;
- By the third birthday an IEP has been developed and is being implemented for the child; and
- LEA will participate in transition planning conferences arranged by Birth to 3



The Transition Indicators

Part C Indicator 8:

Percent of all children exiting Part C who received timely transition planning to including:

- A. *IFSPs with transition steps and services;*
- B. *Notification to LEA, if child potentially eligible for Part B;* and
- C. *Transition planning conference, if child potentially eligible for Part B.*

Part B Indicator 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.

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On Screen: Lori and Jill

Speaker: Lori and Jill

Lori– Both Part B/619 and Part C of IDEA have specific indicators that measure performance related to transition. For Part C, Indicator 8 of the State Performance Plan measures the percent of children exiting Part C who received timely transition planning by their 3rd birthday.... This includes....(review A, B, and C). This is a federal compliance indicator requiring 100% compliance.

Jill--For Part B, Indicator 12 of the State Performance Plan measures the 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 3rd birthday. This is also federal compliance indicator requiring 100% compliance.



● Determinations

- Meets requirements
- Needs assistance
- Needs intervention
- Needs substantial intervention

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On Screen: Lori and Jill

Speaker: Lori

The State Departments (DHS and DPI) report annually to the federal government on their performance under the State performance plan of meeting the indicators. Specifically, the State must report, in its Annual Performance Report (APR), on its progress in meeting the measurable and rigorous targets it established in its SPP.

The U.S. Department of Education, Office of Special Education Programs (OSEP), is required to review the APR each year determine if the State Departments are meeting the requirements of IDEA.

States are also required to enforce the IDEA by making “determinations annually on the performance of each county B-3 program under Part C and LEA under Part B.”

There are four possible categories that the State, counties and LEAs can be placed into as a result of their level of meeting the requirements of IDEA measured by the indicators. They are meets requirements, needs assistance, needs intervention and needs substantial intervention. The level of continued work to meet IDEA requirements necessary by the State or program is indicative of the category a State or program is placed in. With each category there are additional requirements instituted to assist in improving services to young children with disabilities.



The Wisconsin Transition Process

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On Screen: Lori and Jill

Speaker: Jill

We have seen an overview of the federal expectations. Now we want to take a look at the Transition Processing Wisconsin. In this section, we want to briefly highlight key components of the process, with a focus on the key steps within the timeline.



State Regulations

- **Part C - Birth to 3 early intervention**
 - **Department of Health Services**
 - **HFS 90, WI Admin. Rules: Birth to 3 Early Intervention**
- **Part B – Special Education and Related Services**
 - **Department of Public Instruction**
 - **Special Ch.115 Subchapter V, WI Statutes: Children with Disabilities – April 5, 2006**

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On screen: Lori and Jill

Speakers: Lori and Jill

Lori– In Wisconsin, the Part C program is called Birth to 3 and it is administered by the Department of Health Services (DHS). DHS monitors the county agencies that implement the program.

HFS 90 is the WI administrative rule governing the Birth to 3 program.

Jill – The Part B, 619 program, often called, called d early childhood special education, is administered by the Department of Public Instruction (DPI). DPI monitors the Local Education Agencies (LEAs) or school districts that implement the program.

On April 5, 2006, Governor Doyle signed the state special education law, which aligns the state law with the requirements of IDEA. The department initiated a stakeholder process in February 2005 to review the state law in light of the reauthorized IDEA. The stakeholders unanimously agreed to changes in state law which became effective July 1, 2006.

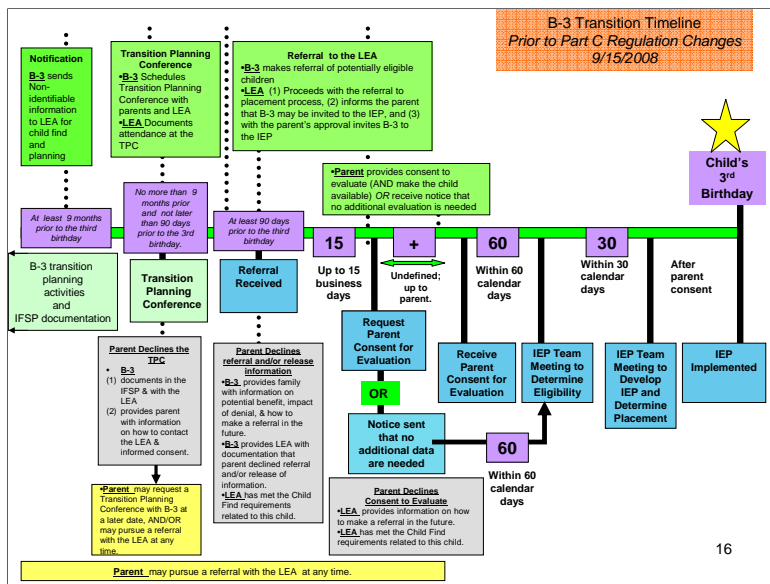


On Screen: Jill

Speaker: Jill

This picture shows the key components in Part C and Part B.

You will see that each program has similar components but the sequences are different.



On Screen: Jill

Speaker: Jill

This chart is an overview more specific to the transition process. To better view this chart, you can stop this presentation and print the page as a handout..

The middle section of this chart shows the key stages of the process. It begins with the Birth to 3 Programs transition planning activities and it ends when a child turns 3 and the school district, or LEA, implements the IEP. The steps in the middle include: IFSP transition steps, notice, Transition Planning Conference, referral, evaluation, IEP development, and placement. We are going to talk more about each of these key stages.

The upper section of this chart summarized the roles and responsibilities for the birth to 3 programs and LEAs.

The lower section of this chart provides information related to when the process is changed when a parent does not provide consent at different stages of the process.



Birth to 3 Transition Planning

Birth to 3 helps the parent:

- Think about the future for their child
- Explore resources and services
- Understand the transition process
- Decide who will participate in transition planning

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On Screen: Lori

Speaker: Lori

Parents need to be prepared for transition since they and their child are the ones transitioning out of Birth to 3. Birth to 3 programs PLAY A ROLE IN assisting parents in planning for transition by helping them think about the future for their child—encouraging parents to Talk with others who know the child or have been through the transition process before, Think about **hopes and dreams** for the child, the child’s strengths, interests and needs, goals and where they, the parent, would like the child to spend his/her day. Birth to 3 programs can help parents explore available resources and services in their community—including the school and other typical 3 year old activities; understand the transition process—from terms to processes; and decide about the timing for steps to take in preparation for transition including the Transition Planning Conference and referral.



Birth to 3 Transition Planning-- IFSP Transition Steps

- Developed from discussions with families about dreams and next steps
- Designed to outline options available to support child and family
- Outlines who will do what, when and how
- Developed over multiple meetings or discussions

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On screen: Lori

Speaker: Lori

Birth to 3 programs ARE REQUIRED TO SUPPORT parents in planning for transitions by having discussions with parents several months prior to the transition occurring. For today's presentation, we are focusing on the transition at age three FROM PART C BIRTH TO 3 SERVICES TO PART B SPECIAL EDUCATION SERVICES. The discussions with the family are captured on the transition page of the IFSP as steps to consider and/or accomplish. IFSP transition steps are...(read screen steps)



LEA Notification

- Written information sent by Birth to 3 to the LEA regularly
- Provides non-identifying information about children in Birth to 3 close to turning 3
- Assists Birth to 3 and LEAs in fulfilling child find requirements
- Assists LEAs in planning

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On screen: Lori

Speaker: Lori

Birth to 3 programs are to send notification to the local education agencies or LEAs regularly about the number of children that will shortly reach the age of eligibility for preschool services under Part B of the Act. Typically, B-3 programs inform the school district of children turning three in the coming year. The information sent to the LEAs is non-identifying information. Sending this information assists LEAs in planning for future students and in fulfilling child find requirements.



Transition Planning Conference

- Conference must occur at least 3 months (90 days) before child's 3rd birthday.
 - Interagency agreements should consider establishing timelines to assure that the process is completed in a timely manner.

- IDEA states that the invited LEA will participate in transition planning conferences arranged by the designated Birth to 3 lead agency.

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On screen: Lori

Speaker: Lori

One of the activities Birth to 3 programs FACILITATE FOR families is the Transition Planning Conference (TPC). The TRANSITION PLANNING CONFERENCE IS DESIGNED to help give the family information about transitioning out of the Birth to 3 program and into the school district. To support families in having the information they need to make good decisions regarding their child's future the TPC must occur at least 3 months....(read screen)



Transition Planning Conference

Who will attend?

- Family
- Birth to 3 staff
- School special education staff
- Others:
 - Friends, relatives or support providers who know the child
 - Therapists, medical professionals
 - Head Start or other community programs

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On screen: Lori

Speaker: Lori

Who SHOULD BE a part of the Transition Planning Conference?

The Transition Planning Conference is designed to connect the parents with the school district so they can learn more about this option for their child with special needs at age three. Thus, the parent, a school representative and Birth to 3 staff are vital to the meeting.

In addition, parents may decide if there are other people who should be invited to the transition planning conference. Parents and the team may choose to invite others such as agencies who may provide services in the future, people who know the family and child, people who have information to share about the child such as a doctor, or people in the family's support system. The Transition Planning Conference will help the parents determine what services or supports they would like to pursue for their child and family.



Transition Planning Conference

- Is focused on the child
- Reviews present services
- Discusses future options and possible changes in service delivery
- Discussion the transition process and roles
- Discusses Birth to 3 staff participation in the first IEP meeting

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On screen: Lori

Speaker: Lori

The Transition Planning Conference is 1st and foremost focused on the child

The Transition Planning Conference then serves to discuss/describe/review:

- The roles of those involved in the transition planning for the child
- The child's current programming and services
- The future service delivery options
- the development or update of the transition steps on the IFSP (to include among other things Who will do what, when)



Referrals to LEA for Special Education and Related Services

When the family, at the TPC, decides that a **referral by Birth to 3** is appropriate ...

- Birth to 3 will then send the referral to the school (LEA) which includes the child's name, date of birth, parental contact information, and area(s) of concern.

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On screen: Lori

Speaker: Lori

Another activity the Birth to 3 program assists the family in completing is the referral to Early Childhood Special Education.

To make a referral to the school district for early childhood special education, the Birth to 3 program uses the new PPS system. In the PPS system a referral is sent to the school district electronically and includes the data necessary to make a referral: child's name, dob, parental contact information and the reason why the child is believed to be a child with a disability. This electronic referral is considered a written document. We will discuss the PPS system later in this presentation.



Referrals to LEA for Special Education and Related Services

When the family, at the TPC, **can not yet decide** if a referral by Birth to 3 is appropriate...

The IFSP transition page is updated by Birth to 3 to define the process for providing the family with additional information to assist them in making their decision about referral, and the procedures for when and how the LEA (school) will be informed of the parents decision.

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On screen: Lori

Speaker: Lori

Read slide



Referrals to LEA for Special Education and Related Services

When the family, at the TPC, decides that a referral by Birth to 3 **is not appropriate...** the IFSP transition page is updated by Birth to 3 to define the process for when and how the LEA (school) will receive documentation that the parents refused the referral and evaluation. The parents are informed on how they can make a referral in the future if they change their minds. LEA has met the Child Find requirements related to this child.

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On screen: Lori

Speaker: Lori

If the family decides not to refer to the school district at this time, the Birth to 3 program provides the family with information on potential benefit, impact of denial, & how to make a referral in the future; they could put the steps to make a referral on the IFSP transition page. In addition, the B-3 program determines how they will inform the school district that a child on the LEA Notification list will not be coming to their district.



The IEP Timeline: Referral to Placement

- Within 15 business days of receiving a special education referral, the LEA must :
 - Ensure an IEP team reviews existing evaluation data.
 - Requests parents consent to evaluate the child or .
 - Send parents a notice that no testing is needed
- Within 60 days after an LEA receives parental consent for an initial evaluation, the LEA must conduct an IEP meeting to determine if the child is a child with a disability.
- Within 30 days after a determination that the child is a child with a disability, the LEA must conduct an IEP meeting to develop an IEP and determine an educational placement

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On screen: Jill

Speaker: Jill

Prior to 2004, there were two 90 day timelines within the early transition process. While the Transition Planning Conference 90 day timeline still exists, the previous LEA evaluation 90 day timeline has changed with the revision of WI Chapter 115 special education statutes. The new timeline is shown here. Once the referral has been received by the school district.....This sets in motion the IEP Team process...

Read slides



The IEP Team: Roles and Responsibilities

- **Discuss** the types of services the child received as part of the IFSP
- Take into consideration the work done by the Transition Planning Team
- Determine **Eligibility**
- If eligible, develop an **IEP** with measurable annual goals and determine **Services** needed
- Determine the **Placement** in the Least Restrictive Environment

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On screen: Jill

Speaker: Jill

The IEP Team determines eligibility and if the child is eligible develops the IEP.

The team includes the parent and school staff.

The parent may also agree to invite a representative from Birth to 3 who has knowledge of the child.

The IEP Team is responsible for considering prior information, determining eligibility, developing goals, determining services, and determining placement.



Placement: Least Restrictive Environment

“The full continuum of alternative placements at 34 CFR 300.551, including integrated **placement options**, such as community-based settings with typically developing age peers, must be available to preschool children with disabilities.”

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On screen: Jill

Speaker: Jill

The IEP Team must consider a

“**full continuum of alternative placements**, including **integrated placement options**, such as community-based settings with **typically developing age peers**, must be available to preschool children with disabilities”



Placement: Educational Environments

Possible settings for 3-5 year olds with disabilities...

- General Education Settings
 - 4 Year Old Kindergarten
 - 5 Year Old Kindergarten
 - Title One Preschool
 - Licensed Daycares and Preschools
 - Head Start
- Special Education Classrooms
- Home
- One-to-One Services outside the Home
- Part-time General Education/Part-time Special Education
- Residential Facility
- Separate School
- Any combination of above

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On screen: Jill

Speaker: Jill

There are a variety of possible settings for 3-5 year olds with disabilities, that the team (including the parent) should consider.



Placement: Timeline and Summer Birthdays

- If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin:
 - Immediately
 - Before the third birthday
 - At the beginning of a new school year
- LEAs will need to consider Extended School Year Services (ESY)
- If an IEP is in effect to start at the beginning of the school year, Birth to 3 MAY provide services through a transition IFSP.

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On screen: Jill

Speaker: Jill

It is the intent that there be no gaps in service from the end point of Birth to 3 services to the beginning of Early Childhood Special Education.

Unlike Year Round Birth to Three Services, Early Childhood Special Education (ECSE) services are generally available only during the school year. In some cases a child may need extended school year services.

Generally children turning three during the school year begin school services when they turn three.

But when the birthday is over the summer that poses some challenges as to an appropriate transition from B-3 services to ECSE.

It will take planning to determine how children with summer birthdays will best be supported in their transition.

Possible scenarios:

- 1) A child may leave Birth to 3 earlier in the spring to begin services in the school before the end of the school year.
- 2) The IEP team may determine a child needs ESY services.
- 3) The IEP team may decide that ECSE services will begin at the start of the new school year.
- 4) In some cases, when the child does not need ESY services, the Birth to 3 program has the option to continue current services over the summer months (this would be reflected in the Transition Plan).



Placement: Third birthday

Children served by Birth to 3 Programs who are eligible for early childhood special education will have an IEP developed and implemented by their third birthdays to meet their special education needs.

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On screen: Jill
speaker: Jill

When the transition process is successful Children served by Birth to 3 Programs who are eligible for early childhood special education will have an IEP developed and implemented by their third birthdays to meet their special education needs. This will result in a smooth and effective transition for children and families and WI being in full compliance with Indicator 12.



What Can Birth to 3 and LEAs do to Improve Transition and the Indicators?

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On screen: Lori and Jill

Speaker: Lori

Read slide



Transition Practice: Assess the Process

- Continually assess the steps your agency takes to help a family transition
 - Use resources from DHS and DPI websites to help you assess various aspects of the process
- Look at incorporating families in the planning, scheduling and execution of the process activities
- Share what you learn about the process with each other
- Determine together how to respond to what you learned

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On screen: Lori and Jill

Speaker: Lori

To improve the transition process for families, Birth to 3 programs and LEAs can continue to review the transition processes in place for families from one system to the other. This starts by continually assessing the steps each agency takes to help support families during transition. There are tools on the DHS and DPI websites for use in assessing transition between programs.

Birth to 3 programs and LEAs should evaluate how families are incorporated into the planning, scheduling and execution of the transition activities. What insights can families give us to improve our practices?

Birth to 3 and LEAs can share with each other what is learned about what works and does not work to support families and determine TOGETHER how to change processes to better support the families.



Transition Practice: Interagency Agreements

- Meet regularly with each other to assess the process outlined in agreements
 - Assure it matches the work/practice
 - Assure contact information is correct
 - Assure both are using it to guide the work
- Update agreements as necessary
- Share with all staff at your agency affected by the steps outlined in the agreement

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On screen: Lori and Jill

Speaker: Jill

Interagency agreements are one tool used to help both agencies be “on the same page” about what to expect and do. Here are some simple things for Birth to 3 and LEAs to keep in mind when using interagency agreements. (read screen)



Transition Practice: Good work & Documentation

- Transition practices need to include both good work--procedures, steps, etc.--and good documentation—in files and in data collection system
- Good documentation allows for sharing, monitoring, verifying, gathering feedback and celebrating

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On screen: Lori

Speaker: Lori

We have been discussing the practices that make up good WORK in transition. Another practice of transitioning a family is good Documentation. Good documentation allows for sharing, monitoring, verifying, gathering feedback and celebrating.



Transition Practice: Documentation in Files

- Steps of what has been offered and done to support families
- Reasons why procedures did not occur as planned
- Decisions made by families regarding the procedures planned

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On screen: Lori

Speaker: Lori

Documentation in files includes writing down the steps of what has been discussed and offered and done to support families in the transition process. It includes documenting the reasons why procedures did not occur as planned and what was done to remedy the situation. It includes writing down the decisions made by families.

By doing all this documentation, if questions arise or concerns are expressed, each agency can reference what they have done to evaluate the situation and determine what to do now and next time.



Transition Practice: Documentation in Data System

- Timely
 - Done timely
 - Done based upon up to date information
- Accurate
 - All fields are completed
 - Most up to date information is used to complete fields

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On screen: Lori

Speaker: Lori

Documentation in the Data collection system, PPS, includes entering data in a timely and accurate manner. This type of good documentation allows for real time monitoring and prompt correction as needed.



What are DHS and DPI Doing to Improve the Transition Indicators?

New Data Collection System

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On screen: Lori and Jill

Speaker: Lori

The Departments have been working collaboratively for years to improve transitioning for families from B-3 to the school district. The Departments continue to work together. In this section we will review some of the current steps the Departments are taking to support agencies and, thus, families in transition.

First, let's discuss the new Data Collection System, PPS.



New Data Collection System Program Participation System (PPS)

Mediasite Webcasts

are available to walk you through the process:

DPI: <http://dpi.wi.gov/sped/spp-tran-presch.html>

DHS: <http://dhs.wisconsin.gov/bdds/birthto3/ta/index.htm>

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On screen: Lori and Jill

Speaker: Lori

Each state department has links to the mediasite presentations to learn more about the PPS system.



Program Participation System (PPS)

- Easy notification
 - Send electronic notification to the LEA
 - Determine by whom and to whom the email will be sent at the LEA to inform them a notification report is available
 - In the interagency agreement, it should state who will get the LEA notification report at the LEA

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On screen: Lori

Speaker: Lori

Today, we will be sharing how the new data collection system, PPS, supports B-3 and LEAs in the transition process. There is another webcast to view about the entire PPS system and its uses.

PPS provides Birth to 3 programs an easy process for sending electronic LEA Notification to school districts. Birth to 3 programs and LEAs should determine how often, by whom in the B-3 program, and to whom the email will be sent to the LEA to inform the LEA a notification report is available. This process should be documented in the interagency agreement.

Transition / Program Exit Page

The screenshot displays a web interface for managing notifications. At the top, a 'Notification' section contains a 'Populate with last Notification details' button (circled in red) and a 'Send Notification' button. Below this, fields for 'Last Sent Date' (07/20/2008), 'Last Notified LEA' (Dane Supreme), 'Provider Email Address' (reid.exley@dwd.state.wi.us), 'LEA Email Address' (john.smith@parkersd.net), 'Service Coordinator Name', and 'Phone' are visible. A red callout box labeled 'Notification Zoom-In' points to the 'Populate with last Notification details' button. Below the form is a preview of an email titled 'Birth-to-Three Child Notification - Message (Plain Text)'. The email header shows 'From: John.Doe@Birth_to_3.wi.us', 'To: nps@dane.k12.wi.us', 'Cc: John.Doe@Birth_to_3.wi.us', and 'Subject: Birth-To-Three Child Notification (Official)'. The body text states: '**This e-mail is automatically generated.Please do not reply to this e-mail.**' and 'This email is to notify you that one or more Birth-to-Three children will be coming into your school district in the next 12 months. Please access the Program Participation System (PPS) report at the link below to retrieve a list of dates of birth and areas of needs of children that may be referred to your school district in the near future.' A red callout box labeled 'Notification Email' points to the email preview. The page number '41' is located in the bottom right corner.

On screen: Lori

Speaker: Lori

When a Birth to 3 program sends LEA notification that a child may soon be transitioned to the LEA, the LEA receives an email letting them know a Notification report is available. They can then access the report through PPS.



Program Participation System (PPS)

- Easy referrals
 - Send electronic referrals
 - Determine when, by whom, to whom the email will be sent at the LEA to inform them a referral has been sent
 - In the interagency agreement, it should state who will get the email at the LEA about a referral being sent
 - Through end of 2008, Birth to 3 programs will continue to ALSO send paper referrals to the LEA to assure electronic referral system is working smoothly
 - The LEA 15 business day timeline begins when the electronic referral is sent.

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On screen: Lori

Speaker: Lori

Lori: PPS also provides Birth to 3 programs an easy process for sending electronic referrals to school districts. Birth to 3 programs should determine how often, by whom in the B-3 program and to whom at the LEA the email will be made.

This should be documented In the interagency agreement.

Through the end of 2008, Birth to 3 programs will send both electronic and paper referrals to the LEA to assure the electronic referral system is working smoothly between agencies.

Jill: The LEA 15 business day timeline begins when the electronic referral is sent.

Transition / Program Exit Page

The screenshot displays a web-based form titled "Refer to LEA" with two tabs: "Populate with last Notification details" and "Populate with last Referral details". The form includes fields for "Last Sent Date", "Last Referred LEA", "Permission to Refer Child" (Yes/No), "Consent to Release Information to LEA?" (Yes/No), "Referral Type" (Electronic), "Referral Sent Date" (01/01/2000), "Provider Email Address" (joe.smith@birthto3-polk.gov), "LEA Email Address (comma separated)" (jane.doe@polk.dpi.us), and "Service Coordinator Name" (Mary Smith). A checkbox is present for "Parent did not provide timely consent or child was referred to Birth to 3 after age 2 years, 6 months". Below the form, there are checkboxes for "Communication", "Learning", "Hearing", and "Motor".

An email preview window titled "Birth-to-Three Child Referral (Official) - Message (Plain Text)" is overlaid on the form. It shows the following details:
From: John.Doe@Birth_to_3.wi.us
To: nps@dane.k12.wi.us
Cc: John.Doe@Birth_to_3.wi.us
Subject: Birth To Three Child Referral (Official)
The email body contains a notice: "This e-mail is automatically generated. Please do not reply to this e-mail." and provides instructions for accessing referral information via two links:
https://dev.pps.wisconsin.gov/pps/PPSSearchDisplay?REPORT=LEA_INFO&PGM_PTCP_ID=533&B3_REF_SEQ_NUM=1
https://dev.pps.wisconsin.gov/pps/PPSSearchDisplay?REPORT=LEA_REPORT

Annotations include a red box labeled "Referral Zoom-In" pointing to the "Referral Type" field, a red box labeled "Referral Email" with an arrow pointing to the email preview window, and a green arrow pointing to the "Parent did not provide timely consent..." checkbox.

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On screen: Lori

Speaker: Lori

When a referral is sent to the LEA through PPS, the school district receives an email letting them know a referral has been sent and they should access the PPS system to learn about the child referred. Again, The LEA 15 business day timeline begins when the electronic referral is sent.



Program Participation System (PPS)

- Easy documentation of steps and data
 - Designed to allow each agency to document all the data for transition indicators in one place
 - Gathers additional data to be used to assess the data gathered about transition procedures and why they do or do not occur as expected
 - Will allow DHS and DPI to share aggregate data to plan together

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On screen: Lori

Speaker: Lori

In order to monitor and support good transition practices, the new PPS system has a page for Birth to 3 programs to document their Indicator 8 information and a page for Local Education Agencies to document their Indicator 12 information.

Transition / Program Exit Page

The screenshot shows a web-based form for 'Transition / Program Exit'. It includes sections for 'Transition Planning Conference Details' and 'Program Exit'. Red arrows point from the numbered list on the right to specific fields in the form.

❖ 5 Main Purposes:

- 1.) Send email notification to schools
- 2.) Recorded Transition steps on IFSP
- 3.) Capture Transition Planning Conference details
- 4.) Send basic email referral information to schools
- 5.) Program Exit reasons and outcomes

❖ Page is accessible as long as the child referral page has been updated. This allows you to record a child exiting the program before the age of 3.

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On screen: Lori

Speaker: Lori

This Birth to 3 page in PPS has 5 main purposes to it. Document LEA notification, Document the Transition Planning Conference details, Document referral sent to schools, Document when Transition steps added to the IFSP and document program Exit reasons and child outcomes. How to complete this page is described in the webcast about the entire PPS system.

LEA Information Page

❖ 3 Sections of LEA Information Page:

1. LEA Transition
2. Child and Parent Information
3. Birth to 3 Referral Information

Allows schools to record their eligibility and IEP details.

Schools are given limited access to some Birth to 3 service data for their planning purposes (if consent has been given by family)

On screen: Lori

Speaker: Lori

School Districts have a page that is not accessible by Birth to 3 Providers. The LEA Page is where school districts are able to record information about children that are referred for an IEP team evaluation from Birth to 3 and it includes eligibility, IEP, and other items. This information is used to measure compliance with Indicator 12.

A limited amount of child specific data entered by the Birth to 3 user will display on the LEA's page if consent is given by parents.



What else are the DPI and DHS Doing to Improve the Indicators?

Clarifying the Timeline, Policies,
Bulletins, and Interagency Agreements

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On screen: Lori and Jill

Speaker: Jill

The state departments are also working in a variety of other ways to improve our transitions and indicators.

Earlier, you saw the new process timeline – you will note that it has a date in the upper right hand corner. It is still a work in progress.

We are updating policies and developing new bulletins to share with the field.

These will all lead to revisions to the existing state level interagency agreement.



What Technical Assistance and Resources are Available to Counties and LEAs?

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On screen: Jill and Lori

Speaker: Lori

Lori: The next few slides will review some of the technical assistance available to county B-3 programs and LEAs.



Technical Assistance Available to Counties & LEAs

Program Specific Support

- RESource staff is available for counties
- CESA Early Childhood Program Support Teachers are available for LEAs
- CESA Regional Service Network Project Directors will address this at statewide meetings and at their CESA RSN meetings.

Collaborative Support

- RESource and CESAs can facilitate meetings between counties and districts
- RESource, CESAs, and FACETS/WSPEI can sponsor regional, county, or district Ready-Set-Go training sessions
- State Department Staff can provide technical assistance.

DHSDLTCBto3Group@wisconsin.gov
 Jill.haglund@dpi.wi.gov

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On screen: Jill and Lori

Speaker: Jill and Lori

Jill: The Department of Health Services and the Department of Public Instruction have in place program specific and collaborative supports. Program Specific Support comes within the framework of each system:

Lori: For Birth to 3 programs RESource staff is available for counties

Jill: For school districts: CESA Early Childhood Program Support Teachers are available for LEAs. CESA Regional Service Network Project Directors will also address this at statewide meetings and at their CESA RSN meetings.

Lori: collaborative support promotes partnerships between Birth to 3 and LEAs. RESource and CESAs can facilitate meetings between counties and districts

Jill: Ready-Set-Go training sessions can be sponsored jointly. And in the event that counties and districts can not find common ground. State department staff are available to assist. You can see Lori and my email addresses on this slide.



Access DHS and DPI Indicator Websites

DHS Indicator #8

<http://dhs.wisconsin.gov/bdds/birthto3/ta/index.htm>

DPI Indicator #12

<http://dpi.wi.gov/sped/spp-tran-presch.html>

On screen: Lori and Jill

Speaker: Lori

Each state department has a website with technical assistance links and materials.

This websites also include links to other Mediasite presentations, including one on the entire PPS system.



WI Early Childhood Collaborating Partners

www.collaboratingpartners.com/transition/Ready-Set-Go.htm

Transitions & Options Ready.. Set.. Go..

A training package for regional and local utilization. Created for presentations to parents with county and district staff.

Presented by teams from WSPEI/FACETS, CESA EC-PSTs, Birth to 3 REsource or others

Interagency Agreements and more

On screen: Lori and Jill

Speaker: Jill

The Wisconsin Early Childhood Collaborating Partners website will also provide a wide variety of resource materials, sample agreements, and links related to transition.

Ready.. Set.. Go.. May be accessed from this website.



Material for Local Investigative Questions

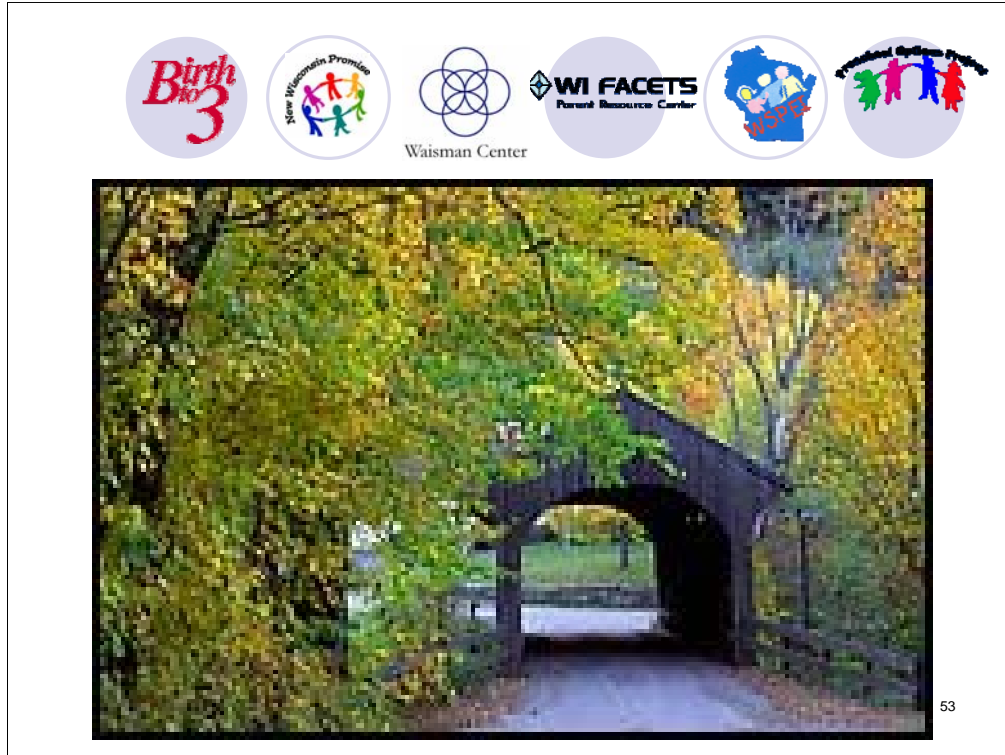
- Investigative questions, policies and guidance, tools and resources has been revised for Wisconsin.
- Posted on previous websites.

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On screen: Lori and Jill

Speaker: Lori

We are also in the process of developing a working document to help counties and districts assess their transition systems. These investigative questions are based on documents from the federal Technical Assistance (TA) system and are being redesigned to cover both Part C and Part B. You can find this document through the previous websites. We welcome comments as you use the questions to consider your transition process.



On screen: Jill and Lori

Speaker: Jill

We hope you have found this presentation to provide a foundation for the transition process and to be useful in identifying sources of technical assistance to help you ensure a smooth and effective transition for children in the Birth to 3 programs to early childhood special education.

Thank you for viewing this presentation.