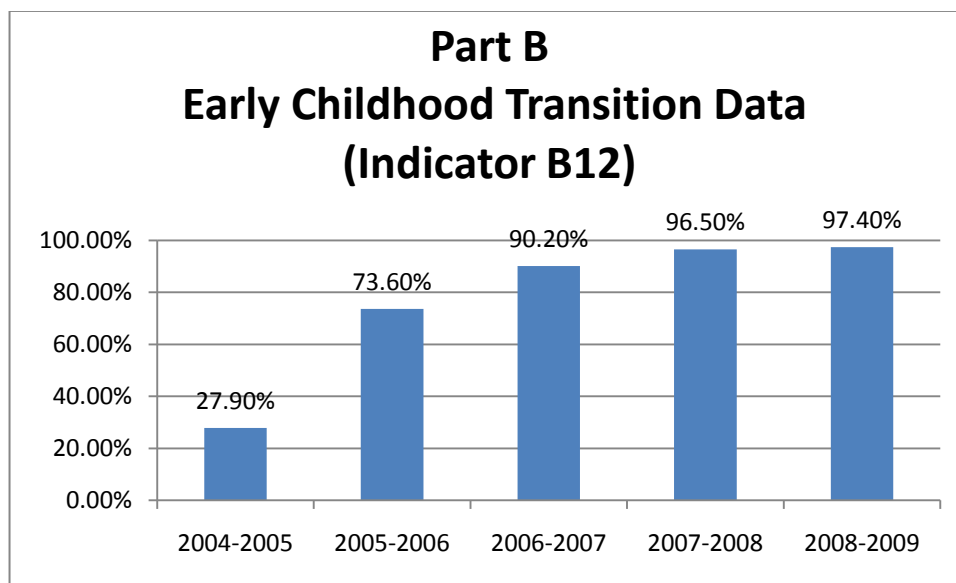


EXAMPLE

Early Childhood Transition Data – B12

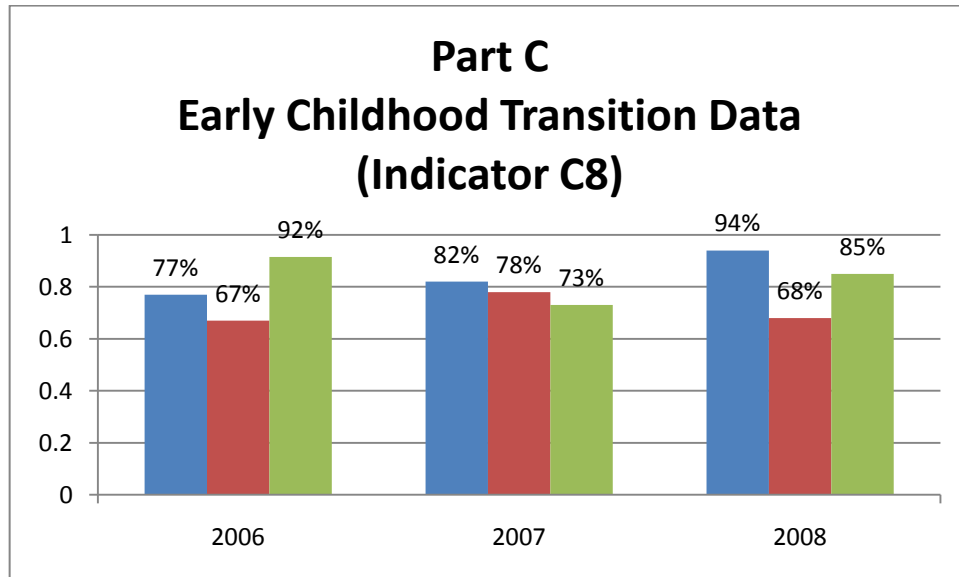
Background: Statewide Early Childhood Transition Data

State X is a mid-sized state with both Part B and Part C housed within the State Department of Education. State X collects data on all children, transitioning from Part C to Part B, who have their IEP developed and implemented by their third (3rd) birthday. Data for these children who transitioned from Part C to Part B during July 1, 2009 to June 30, 2010 are reported below. Based on data analyses already conducted, the State data manager has concluded that these data are accurate and reliable.



1. What are your initial reactions to the data?
2. What are the possible explanations for the progress across time?
3. What additional data would you need to conduct a root cause analysis?

Here are the Part C early childhood transition data for State X. The Part C lead agency collects the following three (3) data points on all children who received timely transition planning to support the child's transition to preschool and other community services, prior to their third (3rd) birthday: 1) children who have IFSPs with transition steps and services, 2) notification to the LEA, if the child is eligible for Part B services, and 3) a transition conference, if the child is potentially eligible for Part B services.



1. What are your initial reactions to the data?
2. What are the possible explanations for progress across time?
3. What additional data would you need to conduct a root cause analysis?
4. What additional insights do you have about early childhood transition in State X, now that you have data from both Part B and Part C?

Stakeholder Input

During the most recent SPP/APR stakeholder meeting, the stakeholders wanted to discuss the improvement activities related to early childhood transition in their State. The stakeholders are concerned that not enough emphasis is being placed on training parents and staff about the requirements and timelines. The stakeholders ask the State staff to provide information on the whether their concerns are warranted.

1. What is the goal of your evaluation?
2. What type(s) of evaluation would you propose to conduct and why?
3. What are some possible evaluation questions you would want to ask?
4. What are some possible options for how to get the necessary data?
5. Where will you get the data?

Regional Data

After collecting the appropriate data to answer the evaluation questions, State staff were able to identify root causes related to not meeting the timelines associated with early childhood transition. The regional data are as follows:

Part B Regional Data	Region									
	1	2	3	4	5	6	7	8	9	10
	100%	62%	100%	85%	54%	97%	99%	99%	96%	100%
Part B personnel unavailable during summer months for evaluation.		x		x	x	x				
Not enough personnel to process referrals for preschool special education and to develop and implement IEPs by the child's third (3 rd) birthday.		x		x	x					
Professional development attendance records show LEA staff are unaware of transition responsibilities for both Part B and Part C personnel.		x		x	x				x	
Children, who were served in Part C greater than ninety (90) days prior to their third (3 rd) birthday, were referred late to Part B.		x					x	x		

Part C Regional Data	Region									
	1	2	3	4	5	6	7	8	9	10
	95%	75%	100%	80%	61%	98%	82%	100%	88%	100%
Transition plans were developed but did not contain IDEA-required information.	x			x	x	x				
LEA notification was not consistently sent for those children who were potentially eligible for Part B services.		x			x		x			
Insufficient personnel to coordinate transition planning conferences.	x	x			x		x		x	

1. Based on all the data reported by regional programs, what actions might the State take next? Are there specific improvement activities in which you might choose to focus your resources?

2. What issues, if any, need to be addressed with regional programs only?