The Office of Special Education Programs (OSEP) has identified 20 indicators to guide State Education Agencies (SEAs) in their implementation of the Individuals with Disabilities Education Act (IDEA) Part B. These indicators are also used by the SEA to report progress and performance to OSEP. This, in turn, allows OSEP to report concrete data back to Congress and to monitor and supervise State implementation in specific areas.

Indicator 12 is focused on the transition from SoonerStart to school-based services. The indicator reads as follows:

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.
[20 U.S.C. 1416(a)(3)(B)]

Driving Question: Is transition from Part C (SoonerStart) services to Part B (school-based) services efficient and effective?

Instructions

Prior to beginning the self-assessment, the LEA may need to gather and review educational records, processes, information, and documents related to **transition from SoonerStart** in the LEA. This information may include:

1) **Information about the student from SoonerStart**
2) **Written Policies and Procedures**
3) **Notification to the LEA from SoonerStart**
4) **Students' IEPs**

Each component and best practice description is followed by a list of measures. Some include examples. An LEA's stage of practice should be informed by these measures.

Stages of Practice

The self-assessment is intended to identify an Local Education Agency's (LEA's) stage of practice in the area of transition from SoonerStart and provide guidance for LEAs in improving their practice. The Oklahoma State Department of Education, Special Education Services division (OSDE-SES) envisions stages of practice along this continuum:

1) None
2) Exploring
3) Partial
4) Adequate
5) Best

An LEA may assess its practice as "Best Practice" if the LEA has measurable/observable evidence of the practice and documentation of consistent use.

Components

For the area of preschool transition, the OSDE-SES has identified three quality indicators. These indicators provide a comprehensive description of transition from SoonerStart in the LEA.

1) **Timeliness of Transition Planning Conference (TPC)**
2) **Evaluation and Assessment of Student**
3) **IEP is in place on or before child's third birthday.**

Self-Assessment Team

A team consists of more than one person. The self-assessment should be completed by a team of at least 3-5 individuals. The Self-Assessment Team may include:

1) Special Education Services Director
2) Special Education Teacher(s)
3) General Education Teacher(s)
4) Administrator(s)
5) Counselor(s)
6) Related Service Providers
7) SoonerStart Personnel

List the team here:

Name	Role	Signature

Components

1) **Timeliness of Transition Planning Conference (TPC)**

Best practice: *All notices* of TPCs are received 4-6 months prior to the child's third birthday. The TPC is held and the evaluation and IEP processes are completed *before* the child's third birthday. *All participants understand the importance of the TPC.*

Measures:

___ The Transition Planning Conference is a meeting scheduled by SoonerStart personnel to inform the Local Education Agency (LEA) of a child that may meet eligibility criteria for a child with a disability under the IDEA.

- Ex. SoonerStart personnel schedule the TPC at a mutually agreed upon time.
- Ex. The TPC takes place when the child is between 27-33 months of age.

___ The LEA receives notices of the TPC 4-6 months prior to the child's third birthday.

_____Consistently _____Inconsistently

- Ex. The LEA occasionally receives a notice less than 90 days prior to the child's birthday due to a late referral to SoonerStart.
- Ex. Receiving the notice of TPC/Notification to LEA from SoonerStart allows the LEA to properly evaluate, determine eligibility, and write the IEP if needed prior to the child's third birthday.

Comments/Documentation:

2) Evaluation and Assessment of Student

Best practice: A full and individual initial evaluation is conducted to determine the student's strengths and needs in all five developmental domains. *Ongoing assessment occurs in natural settings to determine if placement changes are necessary.*

Measures:

___ The child transitioning from SoonerStart is considered a new referral to the LEA. Receiving services from SoonerStart does not guarantee eligibility for the LEA, so a full and individual evaluation should be completed.

- Ex. A standardized assessment tool that addresses all five areas of early childhood development as listed in IDEA (Motor, Adaptive, Cognitive, Personal Social, and Communication) should be used.
- Ex. The student has a delay of 2.0 standard deviation in one area or 1.5 standard deviations in two or more areas to qualify for services if the district uses the Developmentally Delayed category.
- Ex. The student meets qualification guidelines as outlined in the Special Education Handbook if the district uses Categories.
  - http://ok.gov/sde/documents/2013-11-18/special-education-handbook

___ Ongoing assessment occurs.

- Ex. Teachers and/or Therapists keep weekly data on the student's progress. If a change in placement toward a more Least Restrictive Environment is warranted, an IEP meeting is held.

Comments/Documentation:

3) Individual Education Program (IEP) is in place on or before child's third birthday.

Best practice: *100%* of IEPs are in place before the student's third birthday. Services are scheduled to begin on student's third birthday. *ESY is considered if the student's birthday falls during the summer months.*

Measures:

___ Services need to begin on the child's third birthday if it occurs during the school year.

- Ex. The student's birthday is January 7. The evaluation, eligibility determination, and IEP process are all complete so the student may begin receiving services on January 7.

___ If a child's birthday occurs during the summer months, consideration of ESY must be made.

- Ex. The student's birthday is June 18. The evaluation, eligibility determination, and IEP process-including ESY determination are all complete so the student may begin receiving services when school begins in August. If the IEP determines ESY services are needed for the student, those services should begin on June 18.

Comments/Documentation: