

# SPP Indicator B-12 (Early Childhood Transition)

## Probe Questions

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### Common Indicator Probe Questions

1. Do you have new data or new information that is more current than the data shown on your Strand Report? If so, what do the data show?
2. How does your performance level compare to the State target?
3. Do the data vary significantly based on student race/ethnicity?
4. Do the data vary significantly based on student age/grade level?
5. Do the data vary significantly based on student special education eligibility category?
6. Does the performance level reflect a **systemic** problem (e.g., it involves multiple classrooms, buildings, providers, personnel changes, or processes), or is it **clustered** in specific buildings, or with providers, or groups of students?
7. Have the data shown any significant changes over time?

### Indicator-Specific Probe Questions

#### **Questions Related to Reported Data**

1. What are the primary reasons listed for late IEPs?
2. What is the average number of days for late IEP development?
3. Review the Part C APR for the State—do you see any patterns of noncompliance related to Early Childhood Transition?
4. Review your ISD's Part C Indicator 8 data—do you see any patterns of noncompliance related to Early Childhood Transition?

#### **Questions Related to Child Find Services**

1. What is the link between your district's *Early On*® and special education system (both program personnel and data personnel) in delivering these services?
  - a. Is there a clear understanding that *Early On* can make a special education referral?
  - b. Who is responsible (district or ISD) for the initial referral?
  - c. Who is responsible (district or ISD) for the provision of service to children from birth to age 3?
  - d. How consistent is the hand-off between *Early On* services and special education services for children/students in your district?

- e. What processes are in place to ensure that children who are *Early On* eligible—and who are later referred for special education evaluation—continue to receive *Early On* services while the evaluation is under way?
  - f. Do *Early On* staff attend each child/student’s initial IEP to help ensure continuity of services?
2. How does your district maintain awareness of children from birth to age 3 who are being served by another entity (e.g., the ISD)?
3. What are your district’s systems for keeping track of birthdates, IEP dates, IFSP dates, transition plans, and links to other service providers?
4. Do all of the staff serving children from birth to age 3 understand the requirements for transition between *Early On* and special education?
5. Are there written procedures to help train staff in the requirements for transition between *Early On* and special education? Are there policies that evaluate or monitor the use of those procedures?