

CAP Activity Page

B-12 CAP Dec2014-SampleDistrict-00-88888

CAP Activity Name: Sample District B-12 CAP for FFY 2013 (Dec. 2014 Workbook)

1. Based on your RAP team activities, what are the underlying problems that caused the noncompliance? How may district policies, procedures and practices, or the lack of supports, have contributed to these results?

The original non-compliance was the result of three factors. These included making referrals too close to the child's third birthday and not taking into account the 3rd birthday timeline. This problem was addressed by redesigning Sample District's birth to three evaluation process. Specifics of these activities are described in the December 2014 CAP Activity Summary. The new evaluation process and related activities have resulted in 100% compliance with the early childhood transition requirements as indicated by our tracking system since March 2013. However, the issue with FFY 2013 was directly related to the fact that summer months can be the most difficult time to meet the timelines and June through August can be difficult due to summer schedules.

2. What will the district do to correct the problem? Describe the CAP activity in as much detail as possible.

Given the success of the new evaluation process, data tracking system and data review procedures, this CAP focuses on maintenance and integrity of the evaluation process established as well as the continued periodic data review on this process. Tasks and activities will be carried out to maintain the evaluation process of 0 to 3 year olds that has proven successful since we started implementation in March 2013. Continued evidence of correction will be meeting timelines of completing SE evaluations and resulting IEP's prior to the child's third birthday.

3. Activities, dates they will occur, and name/title of person responsible: (To create additional rows, press SAVE.)

Activities	Date/Deadline(s)	Name/Title of Person Responsible
1 Respective administrators review with staff, the birth to three evaluation process. This includes the PET, HI/VI and EO/FIT program administrators. Recommend the process be reviewed tri-annually (fall, winter, spring).	5/1/2015	Sample, Admin.
2 As part of this tri-annual review, provide staff with data on hitting the timelines	4/30/2015	Sample, Admin..
3 Include an agenda item for staff/team meetings to discuss implementation and timeline issues arising during the implementation process. To be done at least monthly.	3/1/2015	Sample, Admin.
4 Program administration for the respective programs discuss the need for change in the evaluation process after each tri-annual review with staff.	5/1/2015	Sample, Admin.
5 The spring review of the process and monthly review at staff/team meetings will help address this. Reaching out to local districts and insuring that each has a staff member available to attend IEPs is an additional activity that must occur.	5/1/2015	Sample, Admin.

4. What documentation will your local have available as evidence that your tasks and activities were completed (e.g., meeting notes, agendas, new procedures)?

- A written description of the birth to three evaluation process to provide to staff.
- Reflection in staff/team meeting agendas of the respective programs, indicating that monthly and tri-annual reviews and discussions were scheduled.
- Spreadsheet for tracking completion of IEPs
- Tri-annual data summary derived from the tracking spreadsheet.

5. How will the local monitor data on a monthly basis to determine that the tasks and activities listed in #3 have corrected the noncompliance (e.g., monthly data pulls, monthly record reviews)?

Tri-annual reviews of the spreadsheet and subsequent data summary for staff provide one sources of evidence. In addition, a review of the TIEnet report of student profile data will provide additional confirmation that the new procedures continue to have a positive impact on the timeliness of evaluations for 0 to 3 year old students.