



SPP Indicator B-12 (Early Childhood Transition) Probe Questions

Michigan Department of Education Office of Special Education
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The probe questions below are provided for district staff to use in their review of data or when developing a corrective action plan.

Common Indicator Probe Questions

1. Does the district have data or information that is more current than the data shown on the Strand Report? If so, what do the data show?
2. How do district data compare to the state target?
3. Do the data vary significantly based on race/ethnicity?
4. Do the data vary significantly based on age/grade level?
5. Do the data vary significantly based on special education eligibility category?
6. Does the performance level reflect a systemic problem (i.e., involves multiple classrooms, buildings, providers, personnel changes, or processes), or is it attributable to specific buildings, 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 individualized education programs (IEPs)?
2. What is the average number of days for late IEP development?
3. Review the Part C Annual Performance Report (APR) for the state—are there any patterns of noncompliance related to Early Childhood Transition?
4. Review the intermediate school district's (ISD) Part C Indicator 8 data—are there any patterns of noncompliance related to Early Childhood Transition?

5. There are several characteristics in the Michigan Student Data System (MSDS) which are used to calculate B-12 measurements. Those include the following:
 - a. Date of Birth
 - b. Initial IEP Date
 - c. Initial IEP Result
 - d. Special Education Exit Date
 - e. Special Education Exit Reason
 - f. Timeliness of Initial IEP
 - g. Part C Transition Timeliness
 - h. Referral date

Are all these characteristics submitted for each student?

Questions Related to Early Childhood Transition

1. What is the link between the 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 the 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 underway?
 - f. Do *Early On* staff attend each child/student's initial IEP to help ensure continuity of services?
2. How does the district maintain awareness of children from birth to age 3 who are being served by another entity (e.g., the ISD)?

3. What are the district's systems for keeping track of birthdates, IEP dates, individualized family service plan (IFSP) dates, transition plans, and links to other service providers?
4. Which personnel are responsible for ensuring the input of this data and other data related to the previously listed characteristics in MSDS used to calculate B-12 measurements?
5. Do all the staff serving children from birth to age 3 understand the requirements for transition between *Early On* and special education?
6. Are there written procedures to help train staff in the requirements for transition between *Early On* and special education, including data submission? Are there policies that evaluate or monitor the use of those procedures?