



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION



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MEMORANDUM

TO: Intermediate School District Directors of Special Education and
Preschool Special Educators and Service Providers

FROM: Lindy Buch, Ph.D., Director *LB*
Office of Early Childhood Education and Family Services

Jacquelyn J. Thompson, Ph.D., Director
Office of Special Education and Early Intervention Services

SUBJECT: Early Childhood Transition Guide

Under the Individuals with Disabilities Education Act (IDEA), each state was required to develop and implement a State Performance Plan (SPP) for IDEA Part B and IDEA Part C. Michigan's SPPs have been submitted and approved by the United States Department of Education, Office of Special Education Programs (OSEP) and assures continued eligibility for federal funding. The SPPs contain improvement strategies based upon compliance findings and student/child performance data.

The SPP/Annual Performance Report (APR) for Part B requires 20 outcome indicators (children/students ages three – 21) and 14 outcome indicators for Part C (for children birth to age three). Each state is required to report on state performance on indicators each February through the APR.

This document is specific to Part B Indicator #12 Early Childhood Transition: Percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an Individualized Education Program (IEP) developed and implemented by their third birthday.

Part B Indicator #12 is calculated using the following measurements (required by OSEP):

- a. number of children who have been served in Part C and referred to Part B for eligibility determination.
- b. number of those referred determined to NOT be eligible and whose eligibilities were determined prior to their third birthdays.
- c. number of those found eligible who have an IEP developed and implemented by their third birthday.
- d. number of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

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The formula for this indicator is: "c" divided by ("a-b-d"). The state must also account for children included in a, but not included in b, c, or d. For children who did not have an IEP developed and implemented before their third birthday, the state must also report the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

The IDEA requires reporting of each district's performance on this important indicator to the public. The State will collect data annually from all districts and service areas.

Ongoing training and technical assistance for LEAs will take place to address data collection, reporting, and updates.

The "Stepping Into Early Childhood Transition" guide has been developed to support the efforts for measuring early childhood transition. Sections include language specific to legal mandates related to this initiative, relevant procedures regarding timelines, and Frequently Asked Questions regarding early childhood transition.

This information will be available at the [Early Childhood Special Education webpage](http://www.michigan.gov/ecse) (www.michigan.gov/ecse). Please contact Noel Cole by e-mail at ColeN@michigan.gov or call 517-241-6354 in the Office of Early Childhood Education and Family Services, with questions for technical assistance.