

**Wisconsin State Performance Plan -- Early Childhood Special Education Focus Area**

November, 2008

<p><b>Overview: Federal Requirements of the State Performance Plan</b></p>	<p>Public Law 108-446 (IDEA 2004) requires that each State Education Agency and Lead Agency for Part C must develop and submit to OSEP a six year State Performance Plan (SPP). The SPP is designed to evaluate the State's efforts to implement the requirements and purposes of Part B and Part C respectively and describe how the state will improve its implementation. Each state is required to report annually to the public and to OSEP on each local education agency's and Part C program's performance on the targets in the SPP through an Annual Performance Report (APR).</p> <p>The SPP, including its indicators and targets, is developed by states with broad stakeholder input and public dissemination. The SPP requires that states collect and analyze baseline data to respond to specific priorities and indicators, establish measurable and rigorous targets, and identify improvement activities to ensure improved performance for each indicator during the six-year time frame (FFY 2005 through FFY 2010).</p> <p>Related to Part B services, every state has the same 20 indicators, as directed by the federal Office of Special Education Programs (OSEP) to ensure that IDEA is implemented by states, with particular emphasis to three priority areas: (1) Free Appropriate Education in the Least Restrictive Environment or "FAPE in the LRE", (2) Disproportionate Representation, and (3) General Supervision. In addition, every state is responsible for Part C services for infants, toddlers, and their families. Each state has the same 14 State Performance Plan Indicators that are specific to Part C</p> <p>Each state is required to submit a State Annual Performance Report (APR). This report includes data on the progress and/or slippage in meeting the 'measurable and rigorous targets' in the SPP and may serve as the state's annual report to the public/Secretary. Each state is required to post its SPP/APR on its' state website. <a href="http://nectac.org/topics/quality/statereq.asp#state">http://nectac.org/topics/quality/statereq.asp#state</a></p>
<p><b>Part B 3-21 DPI</b></p>	<p>The Wisconsin Department of Public Instruction is the State Education Agency (SEA) in Wisconsin, responsible for the State Performance Plan (SPP) for Part B of the Individuals with Disabilities Education Act (IDEA) Part B applies to services to children/students ages three years through 21 years. <a href="http://www.dpi.wi.gov/sped/spp.html">http://www.dpi.wi.gov/sped/spp.html</a></p>
<p><b>Section 619 Preschool Services</b></p>	<p>Section 619 of IDEA Part B specifically addresses services for children ages three through five years. In Wisconsin, these services are referred to as early childhood special education (ECSE), and the 619 Coordinator is Mary Peters. <a href="http://www.dpi.wi.gov/ec/ecspedhm.html">http://www.dpi.wi.gov/ec/ecspedhm.html</a></p>
<p><b>Part C Birth to 3 DHS</b></p>	<p>In Wisconsin, the Lead Agency for Part C is the Department of Health Services (formerly the Department of Health and Family Services), and the Part C Coordinator is Carol Noddings Eichinger. Other terms associated with Part C services are early intervention (EI) and Birth to 3 (B-3). <a href="http://www.dpi.wi.gov/ec/ecspedhm.html">http://www.dpi.wi.gov/ec/ecspedhm.html</a></p>
<p><b>State Performance Plan Indicators</b></p>	<p>Of the 20 Part B State Performance Plan Indicators, three are specific to the early childhood years: Indicator 6 – Early Educational Environments</p>

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<b>specific to Early Childhood</b>	Indicator 7 Child Outcomes Indicator 12 Early Transitions. Each indicator has specific requirements, data elements and reporting, targets, and goals. <a href="http://www.dpi.wi.gov/sped/spp-environmt.html">http://www.dpi.wi.gov/sped/spp-environmt.html</a>
<i>Early Childhood Support</i>	CESA and Milwaukee Public Schools Program Support Teacher receive IDEA Discretionary Funding to provide training, technical assistance and support with State Performance Plan requirements for all LEAs in each region.  DPI Consultants: Jill Haglund <a href="mailto:jill.haglund@dpi.wi.gov">jill.haglund@dpi.wi.gov</a> Mary Peters <a href="mailto:mary.peters@dpi.wi.gov">mary.peters@dpi.wi.gov</a> <a href="http://www.wisconsinsig.org/ec/ec-int.html">http://www.wisconsinsig.org/ec/ec-int.html</a>

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<p><b>Part B Indicator 6 Early Educational Environmen s</b></p>	<p>Educational Placements, Ages 3-5 <i>Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).</i></p>														
<p><b>What is Required?</b></p>	<p>Educational environment reports reflects the child’s participation with nondisabled peers, determined by the Individual Education Program (IEP) team, and based on the child’s disability related needs. One educational environment is not preferred over another. Each Local Education Agency (LEA) or school district must identify a continuum of service delivery options. <a href="http://www.dpi.wi.gov/sped/spp-environmt.html">http://www.dpi.wi.gov/sped/spp-environmt.html</a></p>														
<p><b>Who is involved?</b></p>	<p>IEP team members complete the IEP (Form I-9) and complete the Data Worksheet for Determining Environment Codes (Form EE-1). This information is then entered into WDPI’s Individual Student Enrollment System (ISES) which forms the basis of the Child Count, FAPE, and Exiting Special Education data reports submitted to OSEP. ISES collects individual student records for all students (students with and without disabilities) using a unique student identifier (number). The WDPI’s Federal Student Data Report (child count) is used to collect individual student records and complete Table 1 and Table 3 of the federal data reports submitted to OSEP. Child count data is required by each district, annually. Training materials are available on the DPI website. Training and resources: <a href="http://www.dpi.wi.gov/sped/spp20-envir.html">http://www.dpi.wi.gov/sped/spp20-envir.html</a> Special Education Forms: <a href="http://www.dpi.wi.gov/sped/doc/forms06all.doc">http://www.dpi.wi.gov/sped/doc/forms06all.doc</a></p>														
<p><b>Where do we stand?</b>  <b>Priority Targets/Goal</b></p>	<p>Priority: FAPE in the LRE.</p> <table border="1" data-bbox="396 1129 1386 1325"> <thead> <tr> <th>Baseline 2004-05</th> <th>Data 2005-06</th> <th>Data 2006-07</th> <th>Target 2006-07</th> <th>Progress or Slippage</th> <th>Target 2007-08</th> <th>SPP Goal 2010-11</th> </tr> </thead> <tbody> <tr> <td>35.86%</td> <td>35.47%</td> <td>N.A.</td> <td>N.A.</td> <td>N.A.</td> <td>N.A.</td> <td>TBD for Feb. 2009 APR</td> </tr> </tbody> </table> <p><a href="http://www.dpi.wi.gov/sped/doc/spp-tar-goal.doc">http://www.dpi.wi.gov/sped/doc/spp-tar-goal.doc</a></p>	Baseline 2004-05	Data 2005-06	Data 2006-07	Target 2006-07	Progress or Slippage	Target 2007-08	SPP Goal 2010-11	35.86%	35.47%	N.A.	N.A.	N.A.	N.A.	TBD for Feb. 2009 APR
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35.86%	35.47%	N.A.	N.A.	N.A.	N.A.	TBD for Feb. 2009 APR									
<p><b>What are the implications?</b></p>	<p>The need for timely and accurate data has become paramount in assessing the effectiveness of state and local efforts to improve outcomes for students with disabilities, in addition to ensuring continued procedural compliance with state and federal laws and regulations. Many of the data elements used to assess outcomes are collected through ISES. Incomplete, inaccurate, or missing data can have serious implications such as negatively affecting LEA determinations under 34 CFR §300.603 and potentially impacting how an LEA may spend their flow-through dollars.</p>														
<p><b>What can be done to improve our standing on this indicator?</b></p>	<p>Practices which promote the identification and usage of a full continuum of service delivery options are necessary. Statewide training and minigrant supports are available. There are a number of state and national resources referenced at <a href="http://www.collaboratingpartners.com/EarlyCSE.htm">http://www.collaboratingpartners.com/EarlyCSE.htm</a> Accurate reporting is also key. WDPI developed training materials to ensure districts accurately report early childhood and school-age environment codes. Online training (including a PowerPoint presentation) for LEAs stresses the</p>														

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	<p>importance of data accuracy and provides examples of how to accurately determine environment codes. This training is updated on a regular basis.  <a href="http://dpi.wi.gov/sped/cc_data.html">http://dpi.wi.gov/sped/cc_data.html</a></p>
<b>How is this reported?</b>	<p>Annual Child Count reporting (see above).  <a href="http://dpi.wi.gov/lbstat/esea061407a.html">http://dpi.wi.gov/lbstat/esea061407a.html</a></p>
<b>What supports us in meeting this goal?</b>	<p>Community approaches support the inclusion of children with disabilities in a variety of early education and care settings. The widespread use of the Wisconsin Model Early Learning Standards, which promote accommodations, inclusion, and individualized approaches also support this indicator. A number of resources are listed at the Wisconsin Early Childhood Collaborating Partners website.  <a href="http://www.collaboratingpartners.com/EarlyCSE.htm">http://www.collaboratingpartners.com/EarlyCSE.htm</a></p>
<b>Where will I find additional information?</b>	<p>In addition to the resource listed within this section, specific early education environment information is listed below:                  Decision Tree <a href="http://www.dpi.wi.gov/sped/doc/ed-envir-3-5.doc">http://www.dpi.wi.gov/sped/doc/ed-envir-3-5.doc</a>                  Question and Answer Document from OSEP  <a href="https://www.ideadata.org/docs/PRESCHOOL%20LRE%20QA.doc">https://www.ideadata.org/docs/PRESCHOOL%20LRE%20QA.doc</a></p>
<b>Who will provide support?</b>	<p>Your CESA early childhood program support staff person will provide training and technical assistance on Indicator #6 requirements and support in carrying out best practices. See the handout –“ IDEA Preschool Discretionary Grants” for contact information.</p> <p>Preschool Options – Training and technical assistance for Wisconsin                  The Preschool Options Project is an ongoing statewide systems change project providing training and technical assistance to CESAs, school districts, and communities through sub-grants that focus on expanding service delivery options to young children with disabilities. Specific training and technical assistance utilize child count data for data based decisions and action planning. It is funded with preschool IDEA discretionary funds.  <a href="http://www.prechooloptions.org">www.prechooloptions.org</a></p> <p>A video describing community approaches to expanding preschool delivery of services options has been developed and may be viewed at  <a href="http://www.wisconsinsig.org/best/video.htm">http://www.wisconsinsig.org/best/video.htm</a>.</p>

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<p><b>Part B Indicator 7 Child Outcomes</b></p>	<p><b>PRESCHOOL OUTCOMES</b> Ages 3-5  <i>Percent of preschool children with IEPs who demonstrate improved:</i>  <i>A. Positive social-emotional skills (including social relationships);</i>  <i>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy);</i>  <i>C. Use of appropriate behaviors to meet their needs.</i></p>																																		
	<p>This is a new indicator in response to the need to demonstrate the effectiveness of early intervention (Part C Indicator #3) and early childhood special education (Part B/Section 619 Indicator #7).</p>																																		
<p><b>What is required?</b></p>	<ul style="list-style-type: none"> <li>▪ A district is assigned a sample year beginning July 1 and ending June 30 of the following year. Districts assigned year are listed at the website: <a href="http://www.dpi.state.wi.us/sped/spp-selfassmt.html">http://www.dpi.state.wi.us/sped/spp-selfassmt.html</a></li> <li>▪ Any children with an initial IEP between July 1 and June 30 of your district's assigned year is included in your "entry cohort" including "speech and language only" children. (Note: The initial placement signature date of the initial IEP must fall within this date range.)</li> <li>▪ A district develops a team process to: collect and organize information, use the Child Outcome Summary Form (COSF) within teams and make determinations about ratings. Input from parents must be included when gathering information on the child's level of functioning.</li> <li>▪ Using the COSF, the team determines the entry rating within 60 days of entry for each child.</li> <li>▪ Implement an on-going assessment system utilizing one of the approved, recommended assessment tools to gather information on children's growth and development throughout the entire period of time the child is in early intervention.</li> <li>▪ Report the selected information at any time or by September 1<sup>st</sup> - following the close of your entry year, and each subsequent September 1<sup>st</sup> until all of the students in your entry cohort have been exited.</li> <li>▪ Follow the entry cohort and complete the Child Outcomes Summary form for each child as the child exits services or is 6 by September 1<sup>st</sup> until all of the students in your entry cohort have been exited.</li> </ul> <p>Maintain local records of the Child Outcomes Summary Form.</p>																																		
<p><b>Where do we stand?</b></p> <p style="text-align: center;"><b>Priority Targets/Goal</b></p>	<p>Aligned with the Priority of FAPE in the LRE. Targets and goals have been set for Wisconsin at</p> <table border="1" data-bbox="428 1444 1416 1726"> <thead> <tr> <th>Baseline 2004-05</th> <th>Data 2005-06</th> <th>Data 2006-07</th> <th>Target 2006-07</th> <th>Progress or Slippage</th> <th>Target 2007-08</th> <th>SPP Goal 2010-11</th> </tr> </thead> <tbody> <tr> <td>N.A.</td> <td>(Entry Status) 32.37%</td> <td>(Progress Data) 59.57%</td> <td>N.A.</td> <td>N.A.</td> <td>N.A.</td> <td>TBD for Feb. 2010 APR</td> </tr> <tr> <td></td> <td>12.72%</td> <td>70.21%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>45.66%</td> <td>70.21%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Baseline is not required until a later year, per an OSEP decision for all states.  <a href="http://www.dpi.wi.gov/sped/doc/spp-tar-goal.doc">http://www.dpi.wi.gov/sped/doc/spp-tar-goal.doc</a></p>							Baseline 2004-05	Data 2005-06	Data 2006-07	Target 2006-07	Progress or Slippage	Target 2007-08	SPP Goal 2010-11	N.A.	(Entry Status) 32.37%	(Progress Data) 59.57%	N.A.	N.A.	N.A.	TBD for Feb. 2010 APR		12.72%	70.21%						45.66%	70.21%				
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	<ul style="list-style-type: none"> <li>▪ We are beginning the fourth year of a six year cycle (with 05-06 being a small pilot sample).</li> <li>▪ Data is provided to OSEP each February on all children who have</li> </ul>																																		

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	<p>entered and exited the program and who have been in service for six months or more. (Note: The data through June 2007 submitted to OSEP in February 2008 consisted of a sample of just 30 children.)</p> <ul style="list-style-type: none"> <li>▪ Targets will be set in 2010 with guidance from OSEP.</li> </ul>
<p><b>Who is involved?</b></p>	<p>Gathering information on the child’s development and completion of the Child Outcomes Summary Form is a team decision-making process. The team consists of all people involved in providing services to the child and significant people in the child’s life including:</p> <ul style="list-style-type: none"> <li>▪ Early childhood special education teacher</li> <li>▪ Speech &amp; language pathologist</li> <li>▪ Occupational therapist and/or physical therapist</li> <li>▪ School psychologist</li> <li>▪ Principal</li> <li>▪ 4K or kindergarten teacher</li> <li>▪ Director of special education</li> <li>▪ Child’s parent/guardian and/or significant family members</li> <li>▪ Child care provider, Head Start teacher or preschool teacher (if child attends other programs)</li> </ul>
<p><b>What are the implications?</b></p>	<p>Each state, county, district and program, as well as the federal Office of Special Education Programs (OSEP), can use the information:</p> <ul style="list-style-type: none"> <li>▪ to demonstrate the effectiveness and benefits of early childhood intervention</li> <li>▪ for program improvement</li> <li>▪ for professional development</li> </ul>
<p><b>What can be done to improve our standing on this indicator?</b></p>	<ul style="list-style-type: none"> <li>▪ Develop a <i>system</i> of ongoing assessment to gather information on children’s growth and development.</li> <li>▪ Determine your district’s assigned sample year and closely monitor to ensure all children with initial IEP’s (including speech and language only children) are included in your entry cohort.</li> <li>▪ Develop a district team process action plan to determine how you will:             <ul style="list-style-type: none"> <li>– use the Child Outcome Summary Form within teams</li> <li>– collect and organize data</li> <li>– make determinations about ratings</li> <li>– maintain child outcome summary information</li> <li>– decide who will report to DPI</li> </ul> </li> <li>▪ Report child outcomes data on the DPI Special Education Web Portal within the designated time frame.</li> <li>▪ Monitor the entry cohort until each child has been exited from the system.</li> </ul>
<p><b>How is this reported?</b></p>	<ul style="list-style-type: none"> <li>▪ Entry and exit information is submitted to the state on the Child Outcomes database which is part of the new Special Education Web Portal.</li> <li>▪ The website address and pertinent reporting information is provided to the Director of Special Education via an email letter sent in early July of the district’s designated cycle year.</li> <li>▪ Report the selected information at any time or by September 1<sup>st</sup> -</li> </ul>

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	<p>following the close of your entry year, and each subsequent September 1<sup>st</sup> until all of the students in your entry cohort have been exited.</p>
<p><b>What supports us in meeting this goal?</b></p>	<p>Two intervention practices in carrying out the requirements for Indicator #7 are recommended best practice by the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC). These practices are:</p> <ul style="list-style-type: none"> <li>▪ Utilization of on-going assessment to gather information on children’s growth and development.</li> <li>▪ Obtaining parent input on children’s everyday functioning in the assessment process.</li> </ul> <p>These two practices have high impact; carrying out these practices helps to ensure high quality early intervention services.</p>
<p><b>Where will I find additional information?</b></p>	<ul style="list-style-type: none"> <li>▪ To access the Child Outcomes Summary Form (COSF), Q&amp;A, a list of recommended, approved assessment tools and other resources go to: <a href="http://www.collaboratingpartners.com/Early_OSEP.htm">http://www.collaboratingpartners.com/Early_OSEP.htm</a></li> <li>▪ To view a webcast on how to enter data onto the new child outcomes database go to: <a href="http://media2.wi.gov/DPI/Catalog/Front.aspx?cid=1fe95f3f-5675-464b-b673-adbd0a4b85ba">http://media2.wi.gov/DPI/Catalog/Front.aspx?cid=1fe95f3f-5675-464b-b673-adbd0a4b85ba</a></li> <li>▪ Nationally, support is available from the Early Childhood Outcomes (ECO) Center <a href="http://www.fpg.unc.edu/~ECO/index.cfm">http://www.fpg.unc.edu/~ECO/index.cfm</a></li> </ul>
<p><b>Who will provide support?</b></p>	<ul style="list-style-type: none"> <li>▪ Your CESA early childhood program support staff person will provide training and technical assistance on Indicator #7 requirements and support in carrying out best practices. See the handout –“ IDEA Preschool Discretionary Grants” for contact information.</li> <li>▪ Contact Ruth Chvojicek, Statewide Child Outcomes Coordinator at 800-862-3725 ext 245 or <a href="mailto:chvojicekr@cesa5.k12.wi.us">chvojicekr@cesa5.k12.wi.us</a></li> </ul>

<p><b>Part B Indicator #12</b></p>	<p><i>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.</i></p>
<p><b>What is required?</b></p>	<p>This is a compliance indicator; 100% of children referred by Birth to 3 programs prior to age three, who are found eligible for special education services, must have an IEP developed and implemented by their third birthdays.</p> <p>On the referral form (R-1), record the response to the following question: <i>If the child is transitioning from a Birth to 3 Early Intervention Program, and the district was invited by the designated lead agency to participate in the transition planning meeting, document the date of the meeting and who attended for the LEA or explain why the LEA did not attend:</i></p> <p><a href="http://www.dpi.wi.gov/sped/doc/forms06all.doc">http://www.dpi.wi.gov/sped/doc/forms06all.doc</a></p> <p>Every LEA is required to provide a Local Performance Plan (LPP) each year and accurate report the necessary data.</p> <p><a href="http://www.dpi.wi.gov/sped/spp-tran-presch.html">http://www.dpi.wi.gov/sped/spp-tran-presch.html</a></p>
<p><b>Who is involved?</b></p>	<ul style="list-style-type: none"> <li>• The goal of transitioning in Wisconsin is to provide a smooth transition for families with children with delays or disabilities when they leave the Birth to 3 Program and transition to the local school district or another setting for services. This goal is designed to meet the needs of the parents and the child including, but not limited to, understanding the process and their options, learning about their rights and responsibilities, and meeting their new providers.</li> <li>• To assist in a smooth and timely transition for a child from Birth to Three services, service coordinators and program staff who work with the family should be knowledgeable about the transition process and the community services and supports that are available for young children and their families.</li> <li>• In Wisconsin, Local Education Agencies (LEAs or school districts) are responsible for providing special education and related services to eligible children no later than their third birthday. School districts have individual processes for determining a child's eligibility for special education and related services; therefore, service coordinators should familiarize themselves with the process used in each school district in which they serve children. Birth to 3 program staff and LEA staff should have regular contact with each other to determine together how to promote a smooth process for families transitioning from Birth to 3 to the school district, along with how to support meeting each agency's Indicators.</li> <li>• Families are an integral part of the transition process from Birth to 3 to the school district. They know their child best and what they and their child will need to have a smooth transition between agencies. It is important for both the Birth to 3 program and the LEA to respect each family's needs and questions and to provide resources to support the family in the transition from one program to the other.</li> <li>• Families in the Birth to 3 Program are introduced to the idea of</li> </ul>

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	<p>transition from the start. Transition is discussed with families in a general manner as early as the initial IFSP and at subsequent reviews. The service coordinator should ensure that each family considering a referral to the LEA receives the Step Ahead at Age 3 booklet and is offered a Transition Planning Conference.</p> <ul style="list-style-type: none"> <li>• In Wisconsin, LEAs receive information at various times about a child/family in the Birth to 3 Program to help the LEA plan on serving the child and prepare for meeting and working with the child and family.</li> </ul>														
<b>How is this reported?</b>	<p>Information from the referral to IEP process for each child is collected by each LEA. Each LEA, in turn reports this information as part of the Local Performance Plan (LPP)  <a href="http://www.dpi.wi.gov/sped/lpp.html">http://www.dpi.wi.gov/sped/lpp.html</a></p>														
<b>What supports us in meeting this goal?</b>	<p>Local Interagency agreements support the steps that are involved within the transition timeline for children who have been receiving early intervention services from Birth to 3 programs.</p>														
<b>Where do we stand?</b>	<p>Current data:</p> <table border="1" data-bbox="428 867 1414 1045"> <thead> <tr> <th>Baseline 2004-05</th> <th>Data 2005-06</th> <th>Data 2006-07</th> <th>Target 2006-07</th> <th>Progress or Slippage</th> <th>Target 2007-08</th> <th>SPP Goal 2010-11</th> </tr> </thead> <tbody> <tr> <td align="center">85%</td> <td align="center">Baseline 65.6 %</td> <td align="center">74.35%</td> <td align="center">100%</td> <td align="center">Progress</td> <td align="center">100%</td> <td align="center">100%</td> </tr> </tbody> </table> <p>While progress has been made, Wisconsin has not met the required (100%) measure on this indicator for the past two year.</p>	Baseline 2004-05	Data 2005-06	Data 2006-07	Target 2006-07	Progress or Slippage	Target 2007-08	SPP Goal 2010-11	85%	Baseline 65.6 %	74.35%	100%	Progress	100%	100%
Baseline 2004-05	Data 2005-06	Data 2006-07	Target 2006-07	Progress or Slippage	Target 2007-08	SPP Goal 2010-11									
85%	Baseline 65.6 %	74.35%	100%	Progress	100%	100%									
<b>What are the implications?</b>	<p>IDEA requires DPI to make an annual determination as to whether each local educational agency is meeting the requirements of the statute. DPI must review LEA performance against the targets in the State Performance Plan (SPP). Specifically, DPI must consider LEA performance on compliance indicators in the SPP; whether data submitted by LEAs is valid, reliable, and timely; uncorrected noncompliance from other sources, and any audit findings. The Department must use the same four categories as OSEP when making determinations: the LEA meets the requirements, needs assistance, needs intervention, or needs substantial intervention in implementing the requirements of IDEA.</p> <p>Indicator 12 requires DPI to identify the percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. The required target for this indicator is 100%. For the 2006-2007 school year, your LEA reported via the Local Performance Plan that less than 100% of children referred by county birth-to-three programs to the LEA prior to age three who were found eligible for services, had an IEP developed and implemented by their third birthdays (see enclosed data report).</p> <p><u>Required LEA Action:</u>                  By July 1, 2008, the LEA must conduct an analysis of preschool transition.</p>														

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	<p>The analysis should include a review of the LEA data on preschool children referred by county birth-to-three programs; a review of your agency's preschool transition policies, procedures, and practices; and a review of your local interagency agreements related to preschool transition. We strongly recommend your analysis be conducted in collaboration with county agencies referring children with suspected disabilities from Part C birth-to-three programs. Following the review, the LEA must submit an improvement plan that includes a description of the review and activities for the 2008-09 school year directed at increasing the percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. The LEA will submit the improvement plan online at <a href="https://www2.dpi.state.wi.us/seportal/Pages/SignIn.aspx">https://www2.dpi.state.wi.us/seportal/Pages/SignIn.aspx</a>.</p>
<p><b>What can be done to improve our standing on this indicator</b></p>	<p>The Wisconsin Cross Department Transition Team (representing DHS and DPI) is working to deliver common expectations regarding timely referral from Part C to B, participation of LEA in the transition planning conferences, IFSPs with transition steps, and LEA notification.</p> <p>One of the strategies for creating these common expectations and understanding of IDEA 2004 requirements is through the network of training and technical assistance providers. This network includes the Birth to 3 REsource regional staff and early childhood program support teachers located in larger school districts and the CESAs. This network facilitates local meetings of Birth to 3, LEAs, and other community programs such as child care and Head Start as they develop interagency agreements. This network also coordinates the delivery of the <i>Ready, Set, Go</i> trainings which are presented by a team that includes representation from parents, Birth to 3, and LEAs.</p> <p>Wisconsin utilizes the Early Childhood Collaborating Partners website at <a href="http://www.collaboratingpartners.com/transition/index.htm">http://www.collaboratingpartners.com/transition/index.htm</a> as a central point of information for transition agreement examples, Ready Set Go training power points and handouts and other resources related to transition. The revised materials reflect the changes to IDEA 2004. Both Departments are committed to maintaining the focus on these activities in the contracts of their training and technical assistance providers through the completion of the 2010 State Performance Plan.</p>
<p><b>Who will provide support?</b></p>	<p>Early transition training and technical assistance is being updated and will be available from regional support personnel (CESA program support teachers, regional services network directors, and Birth to 3 REsource staff).</p> <p>Reviewing and revising interagency agreements to specifically address procedures and timelines for early transitions is a critical improvement strategy that is supported by CESA PST and Birth to 3 REsource staff. <a href="http://www.collaboratingpartners.com/transition/policies.htm">http://www.collaboratingpartners.com/transition/policies.htm</a></p> <p>Important activities focus on the shared data base between DHS and DPI related to transition. There will be a shared data base on line for DHS in</p>

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	<p>July. School district involvement will begin in the fall. This will provide electronic referrals from Birth to 3 to the schools. Training will begin in September.</p>
<b>Where will I find additional information?</b>	<ul style="list-style-type: none"><li>• DPI <a href="http://www.dpi.wi.gov/sped/spp-tran-presch.html">http://www.dpi.wi.gov/sped/spp-tran-presch.html</a></li><li>• Collaborating Partners <a href="http://www.collaboratingpartners.com/transition/index.htm">http://www.collaboratingpartners.com/transition/index.htm</a></li><li>• Ready Set Go training information <a href="http://www.collaboratingpartners.com/transition/Ready-Set-Go.htm">http://www.collaboratingpartners.com/transition/Ready-Set-Go.htm</a></li><li>• Media Site training <a href="http://media2.wi.gov/DPI/Catalog/">http://media2.wi.gov/DPI/Catalog/</a></li><li>• National resources <a href="http://www.nectac.org/topics/transition/transition.asp">http://www.nectac.org/topics/transition/transition.asp</a></li></ul>