

Early Childhood Transition System - Frequently Asked Questions

Updated December 2020

The Individuals with Disabilities Education Act (IDEA) requires districts to complete the evaluation process for children referred from IDEA Part C Early Intervention programs and have services in place for any eligible students by their third birthdays. Districts must document those State Performance Plan (SPP) Indicator 12 evaluation and service timelines and the Illinois State Board of Education (ISBE) must submit an annual data report to the Office of Special Education Programs (OSEP). The Illinois Department of Human Services and ISBE coordinate to provide a monthly list of children who may be transitioning from early intervention to early childhood special education, i.e. the early childhood transition system available in the Student Information System (SIS).

The Early Childhood Transition system is available online with the expectation that districts document Indicator 12 status of all children on the list. ISBE provides the Early Childhood Transition system to:

- notify districts of children receiving Early Intervention services who may transition to early childhood special education,
- to facilitate smooth and effective transitions, and
- for accuracy in State Performance Plan, Indicator 12, data reporting.

These frequently asked questions are provided to assist districts with the Indicator 12 transition process and the Early Childhood Transition data entries.

Question 1. Where do I find the Early Childhood Transition system?

Answer: This system is the data entry portal where districts/cooperatives are required to enter information on students transitioning from early intervention to early childhood. This system is located in the SIS system listing and is titled "Early Childhood Transition"

The screenshot displays the Illinois State Board of Education Student Information System (SIS) interface. The left sidebar contains a navigation menu with the following items: Home, Student, Search SID, Request New SID, Exit Enrollment, Assessment Pre-ID, Assessment Correction, Assessment Unassigned, Adjusted Cohorts, Evidence Based Funding, Program, **Early Childhood Transition** (circled), PA 100 - 105, Teacher, Batch Files, Reports, Help, ISBE Internal, and Log Out. The main content area features a header for the Student Information System, a login field for FMALLOY, and a navigation bar with tabs for District Status Panel, Early Childhood Metrics, Assessment Correction - 2018, and Assessment Correction And Scores - 2018. A red-bordered box highlights updated information: "UPDATED: Pre-ID functionality and reports are now available for DLM-AA, IAR, PSAT 8/9, PSAT 10 and SAT. IAR Assessment Test Format (Online or Paper) and Test Window - Step 1 is not yet available pending final IAR dates. Attendance is no longer required on Exit (and a new collection is forthcoming). 504 Plan is now available. For the SIS external website click here". Below this, there is a "District" dropdown menu set to "-- All Districts --" and radio buttons for "Home" and "Serving". The "Current Enrollments & Program Indicators*" bar chart shows enrollment data for various educational levels from Birth to 3 to 12-Grade. The "Upcoming Key Dates" table lists activities such as "Fall of School Year 2019 (2018-2019) - Teacher and Student Assignment data due" and "PSAT 8/9 and 10 file sent to Vendor for printing labels and booklet and manual quantities".

Question 2. Does the Early Childhood Transition system replace the EI to EC tracking form?

Answer: No, those are two separate processes for two separate purposes. The Early Childhood Transition system is an ISBE data collection portal and the EI to EC tracking form is a communication and tracking tool for Early Intervention. Districts must continue to complete the tracking forms and send those to the local CFCs.

Question 3. How do I document on a student who transitioned from early intervention, but is not in the Early Childhood Transition system?

Answer: If you have a student transitioning from early intervention who is not on your list, contact ISBE for assistance in resolving the matter. You will be unable to document on the student at the present time but make sure you check back monthly. If the child appears on the list you will need to document on them.

Question 4. How often should districts update the Early Childhood Transition system?

Answer: Districts can update as frequently as wanted, as long as data is reported for each child in the system by August 1 of the following fiscal year.

- Do not enter information on the child until he/she has reached his/her third birthdate.
- It is allowable to enter data after completion of the transition process (evaluation and service start date for an eligible child).
- **Final data for a complete fiscal year, must be entered by August 1** of the following fiscal year. Example - for children who turn three-years-old in FY21 (July 1, 2020 – June 30, 2021), the district **must** have all data up-to-date in the Early Childhood Transition System by August 1, 2021.

The system is updated monthly, so it is a good practice to check monthly for new children and also notify ISBE of any children who are on the list in error (e.g. address outside of district boundaries). Users will be unable to document a student's transition until the child has reached his or her third birthday.

Question 5. When should I note that the student is not within the district boundaries?

Answer: The not in district boundary option allows districts to notify ISBE that a child's address on this list is outside of the district boundaries. The district can and should make note of the correct district in the pop up box once selected if known. Since you are unable to document on the student until he/she reaches his/her third birthday, please contact ISBE at the numbers below to notify us as soon as you are alerted to this. Districts should **not** select out of district boundaries if the child has moved out of the district. Select Option 2, the child moved away before or during the transition process, for this scenario.

Question 6. How long can districts access the student data in the Early Childhood Transition system?

Answer: The children listed in the Early Childhood Transition system will be there during the fiscal year they turn three and the following fiscal year. We encourage districts to update the system at least monthly and all students must be documented by August 1 of the next fiscal year.

Question 7. What do I do if I cannot get a SIS match for an IDEA eligible child in the Early Childhood Transition system?

Answer: The district will need to create a record in the student information system (SIS) and enroll the student with the grade level of **evaluation only**. If you know the student has a SIS number, try broadening your search criteria (i.e. birthdate only or birthdate and last name). Only 10 records are displayed on a page, so add in additional search fields until the field is narrowed down to less than 10.

Question 8. Our district evaluated a child and determined she was not eligible. The system requires a SIS match, however, the child was never enrolled. What do we do?

Answer: The district will need to enroll the child in SIS with the grade level of **evaluation only**. This creates a temporary record which ISBE will exit at a later date.

Question 9. What is the most appropriate delay code to choose when the evaluation was completed before the third birthday but the services could not start due to a parent choice or school break?

Answer: Choose Delay code 7 – School break or parent choice. This would not result in a district finding of noncompliance.

Question 10. What are the delay code reasons? Which delay codes result in a district finding of noncompliance?

Answer: Delay codes 4 – CFC delay and 6 – LEA delay result in a district finding of noncompliance. Any incomplete records by August 1 of the following fiscal year also result in a finding.

Reason For Delay in Transition Code	Reason for Delay in Transition Stem Label	Description
1	No Delay	The child was served in Part C (Early Intervention), was referred to Part B (Early Childhood Special Education) for Part B eligibility determination, and eligibility/non-eligibility for Part B services was determined by his/her third birthday.
2	Parent/guardian refusal	Parent/guardian refusal to provide consent caused a delay in evaluation or initial services OR parent/guardian repeatedly failed or refused to produce the child for evaluation.
3	The child enrolled in the district	The child enrolled in the district after the transition process had begun and prior to a determination by the child's previous district as to whether the child was a child with a disability
4	Early Intervention (CFC) sends the referral after the child is 2 years 9 months, but they received the child before age 2 years 9 months. (Results in school district finding).	This results in a school district non-compliant finding. The LEA is responsible for children on the transition list regardless of if the CFC sends a referral.
5	The child was determined to be eligible for early intervention services under Part C less than 90 days before his/her third birthday	
6	School District Delay (Results in school district finding).	This results in a school district non-compliant finding. District does not complete evaluation and determine eligibility by the 3rd birthday (e.g., Child was on the 27th

		month list, district did not receive EI referral packet and did not follow up with CFC or parent/guardian, did not meet evaluation timeline).
7	School break or parent choice	The child was served in Part C (Early Intervention), was referred to Part B (Early Childhood Special Education) for Part B eligibility determination, was determined to be ELIGIBLE for Part B services, and had an IEP developed and ready to be implemented by his/her third birthday, but services could not begin until after his/her third birthday due to a school break or parent/guardian choice

Question 11. Why is a CFC delay a district finding of noncompliance?

Answer: Districts are required to seek out IDEA eligible students, including those transitioning from Early Intervention. The Early Childhood Transition system provides districts advance notice of children who may be transitioning from Early Intervention. It is the district’s responsibility to follow up on all children on the transition list and work collaboratively with the CFC office.

Question 12. Why will the system not allow me to document on the student?

Answer: You cannot document on students until they have reached their third birthdate. We recommend at the end of the month, document on all students who turned three during the month.

Question 13. We used the IFSP to develop the IEP. What reason for not evaluating do I select?

Answer: When you use the IFSP to develop the IEP, you still complete the evaluation process. At the domain meeting, you would have determined that no additional data needs collected and you are using the IFSP information. You then hold an eligibility determination conference to determine eligibility. In the transition system, for the question “was an evaluation completed?” the answer is yes.

Question 14. What is the color coding within the early childhood transition system?

Answer: The green records indicate documentation is complete. The red records indicate document is not complete and it is past the third birthdate. The black records indicate the child has not yet reached the third birthdate.

Please contact the Indicator 12 team with any questions.

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