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To: Special Education Data Managers of Public Schools Districts **Date:** February 2007
Superintendents of Public School Districts

From: Inni Barone

Subject: **PD-12 – Public School District Report of Timely Transition of Children Referred from IDEA, Part C (Early Intervention) to Preschool Special Education Services Under IDEA, Part B During the 2006-07 School Year.**

Important: Due Date is Between October 1, 2007 and October 15, 2007.

The PD-12 report replaces Tables 7 through 11 of the 2005-06 PD-9 report. The PD-12 report requests data to evaluate the State's and school district's performance on State Performance Plan (SPP) Indicator #12, required under section 616(b) of the Individuals with Disabilities Education Act (IDEA). The data collected on the PD-12 report measures a school district's compliance with important IDEA requirements related to timely transition of children from Part C to Part B of IDEA. The data provided in this report will be used to monitor compliance with regulatory requirements. For information on New York's SPP, go to <http://www.vesid.nysed.gov/specialed/spp/home.html>. The data for Indicator #12 are requested in this PD-12 report in Tables 1-4. The PD-12 report for this year contains one less table compared to the PD-9 report of last year that collected data for Indicator #12 in Tables 7-11. Last year's PD-9 Tables 8, 9 and 10 have been revised and combined into Tables 2 and 3 in this year's PD-12 report.

Indicator #12 measures the percent of children referred by Early Intervention (IDEA, Part C) prior to age 3, who are found eligible for preschool programs and/or services under IDEA, Part B, and who have an Individualized Educational Program (IEP) developed and implemented by their third birthdays.

The State Education Department (SED) is requesting data for this indicator from a sample of school districts that are representative of the State. By the end of the 2010-11 school year, all school districts will have submitted data on this indicator at least once. Please go to <http://www.vesid.nysed.gov/sedcar/data.htm> for a schedule of the school years in which school districts must submit these data.

School districts may submit data for Indicator #12 for all students. However, if reporting the data on fewer students reduces the data-reporting burden, data may be submitted for a sample of eligible students. If school districts choose to use sampling to report the data, the sampling guidelines provided in the general directions must be followed. The minimum number of eligible students to be included in the sample for Indicator #12 will be provided to school districts when school districts enter the number of preschool children requested in column B of the table above Table 1. Documentation of the sampling process, including worksheets, must be maintained and made available upon request for any future audits of these data.

Data for Indicator #12 are due to SED by October 15, 2007. These data must be submitted through the PD website at <http://pd.nysed.gov>. Paper copies of the PD-12 report will not be accepted. The web-based PD data entry system provides immediate feedback on any data reporting errors and allows school districts to make any necessary corrections. A User ID and password to

access the web-based system has been mailed to the current contact person identified on the PD website. If your school district has a new contact person, or if this information was not received, please contact the Strategic Evaluation Data Collection, Analysis and Reporting (SEDCAR) unit.

During the 2006-07 school year, SEDCAR unit staff may be available to conduct a limited number of regional training programs regarding the various special education data forms (i.e., the PD forms). If you feel that such training would be useful to the data managers in your area, please contact your local Special Education Training Resource Center (SETRC) to make your interest known so they arrange for training sessions in your area.

The data collected through the PD forms are used in the following reports and activities:

- State Performance Plan and Annual Performance Report for Special Education
- Public reporting of LEA results against State targets established in the State Performance Plan
- Calculation of minimum amount of per-pupil IDEA funds to be sub-allocated or spent on services.
- Pocketbook of Goals and Results for Individuals with Disabilities
- Chapter 655 Report to the Governor and the Legislature on the Status of the State's Schools
- Special Education Quality Assurance Reviews
- School District Report Cards
- BOCES Report Cards
- Charter School Report Cards
- Calculations to identify instances of possible race/ethnicity disproportionality
- Evaluation of programs and policies
- Other reports required by State or federal statutes

If you have any questions or are in need of assistance in completing this report, please contact the SEDCAR unit using the contact information provided on the letterhead.

Thank you.

Attachment

**PD-12 Public School District Report of Timely Transition of Children Referred from IDEA, Part C
 (Early Intervention) to Preschool Special Education Services Under IDEA, Part B
 July 1, 2006 to June 30, 2007**

Instructions:

1. Please determine if your school district must submit data for Indicator #12 during the 2006-07 school year by checking the schedule for submitting data for some State Performance Plan indicators. **The schedule is posted at <http://www.vesid.nysed.gov/sedcar/data.htm>**
2. If required to do so, please submit these data electronically at <http://pd.nysed.gov>. **The due date for data submission is between October 1, 2007 and October 15, 2007. Paper copies of this report will not be accepted.**
3. Retain one copy (and supporting documentation) in your school district for reference and audit purposes. The required retention period ends October 15, 2014.
4. Carefully read the Instructions and Definitions on the following pages.
5. If you have questions about this report, please call (518) 486-4678, or e-mail your questions to vesidcar@mail.nysed.gov

School District Information															
(Enter 12-digit SED Code Below)															
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SCHOOL DISTRICT NAME															
ADDRESS															
<hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/>															
<i>Contact Person Information*</i>	<i>Director of Special Education or Comparable Title</i>														
<i>NAME:</i>	<i>NAME:</i>														
<i>TITLE:</i>	<i>TITLE:</i>														
<i>TELEPHONE (include Area Code)</i>	<i>TELEPHONE (include Area Code)</i>														
<i>FAX NUMBER (include Area Code)</i>	<i>FAX NUMBER (include Area Code)</i>														
<i>E-MAIL ADDRESS</i>	<i>E-MAIL ADDRESS</i>														

*All correspondence from SEDCAR will be directed to the contact person identified in the web based PD Data Entry System at <http://pd.nysed.gov>. The same contact person must be used on all PD reports completed by your school district/school or agency. We recommend that local procedures be established to forward all correspondence to the appropriate individual. Please keep the contact information current, including the e-mail address as most communication will occur via e-mail.

General Instructions for PD-12

1. During the 2006-07 school year, one statewide representative sample of school districts will complete the PD-12 to report data for Indicator #12. This indicator is “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 birthday.” By the end of the 2010-11 school year, all school districts will have submitted these data. See schedule of the school years in which school districts will submit these data at <http://www.vesid.nysed.gov/sedcar/data.htm>.
2. For Indicator #12, include the number of all children (or minimum number required in a sample) who are referred from Part C to Part B for special education programs and services prior to age three between July 1, 2006 and June 30, 2007. In Tables 1-4, report on the number of children determined eligible and the number of those children whose IEPs were implemented between July 1, 2006 and August 31, 2007.
3. Data for Indicator #12 may be submitted for all students who meet the eligibility criteria. However, if reporting these data on fewer students reduces the data-reporting burden, data may be submitted for a sample of students. If school districts choose to use sampling to report these data, the sampling guidelines included with these directions must be followed. Documentation of the sampling process, including worksheets, must be maintained by school districts and made available upon request for any future audits of these data.
4. Please follow instructions provided above each table, as well as within the description of each line of data requested in Tables 1-4.

Sampling Guidelines for Indicator # 12

Indicator #12: 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. The data for this indicator is requested in this PD-12 form, Tables 1-4.

Eligible population of children to be included in the sample of preschool children:

Identify all preschool children who were referred to determine eligibility for special education programs and services from Early Intervention (IDEA, Part C) prior to age three during the 2006-07 school year (July 1, 2006 to June 30, 2007).

Minimum number of children to be included in the sample:

School districts may provide data on all children identified under the eligible population or they may choose to report on a sample of eligible children. If school districts decide to provide data on a sample of eligible children, they must enter the number of eligible children in the table above Table 1 to determine the minimum number of children that must be included in the sample.

Method of selecting students for the sample:

1. Assign all students that meet the criteria described in the eligible population a sequential number or use a number that already exists in your database. These numbers may be student identification numbers, social security numbers, or other randomly or sequentially assigned numbers. Sort all eligible students in numerical order.
2. Use the Random Number Table posted at <http://www.vesid.nysed.gov/sedcar/data.htm> to select one number on this table as a beginning point. Use the first three or four digits of the first random number and find the student with the corresponding matching number on your numerical list of eligible students. After picking the first student to be included in the sample proceed in order on the random number table from top to bottom and left to right and select the next student to be included in the sample by matching the first three or four digits from the random number table with the student number. If the first three or four digits of the random number do not match any student number, skip to the next random number. Proceed in this fashion until the required numbers of students have been selected for the sample.

Maintain documentation of how the sample was selected:

1. Maintain documentation for a period of seven years, counting the reporting year as the first of the seven years.
2. Documentation must include the list of all students' names and numbers who were included in the eligible population, copy of the Random Number Table, the beginning number for selecting students, and a list of all students and their numbers who were selected for the sample.

Table 1- Transition of Children from Early Intervention (Part C of IDEA) to Preschool Special Education Programs and/or Services (Part B of IDEA)

Determination of Sample Size: Enter below in Column B, the number of children who meet the description provided in Column A. The data entry system will display in Column C the minimum number of children that must be included in the school district's sample of children for whom data must be provided in Tables 1 through 4. As an alternative, school districts may provide data in Tables 1 through 4 for all children reported in Column B. If this school district chooses to report data on the minimum number of eligible children reflected in Column C, it must adhere to the sampling guidelines provided in the directions accompanying this form.

A	B	C
Description of Eligible Children to be Reported in Table 1	Number of Children	Minimum Number of Children for Sampling
Number of children referred from Part C (Early Intervention) to Part B for preschool special education programs and/or services prior to the age of three during the 2006-07 school year (July 1, 2006-June 30, 2007).		PD data entry system will fill this cell

Directions for Completing Table 1:

Line 1- Report in Line 1 below the number of children reported in Column B or Column C above. Report the number from Column B if the school district will report data on all eligible children. Report the number from Column C if the school district will report data on a minimum sample of eligible children.

Line 2- Of the children in Line 1, report the number found **eligible** (at a Committee on Preschool Special Education (CPSE) meeting at which eligibility is determined) for Part B preschool special education programs and/or services on or before the age of three (Column A) and after the age of three (Column B). Report on all evaluations completed by August 31, 2007.

Line 3- Of the children in Line 1, report the number found **not eligible** (at a CPSE meeting at which eligibility is determined) for Part B preschool special education programs and/or services on or before the age of three (Column A) and after the age of three (Column B). Report on all evaluations completed by August 31, 2007.

Line 4- Of the children in Line 2, report the number whose IEPs were developed and implemented on or before their third birthdays (Column A) or after their third birthdays (Column B). Report on all IEPs implemented by August 31, 2007. Also include in 4B students who were determined to be eligible by August 31, 2007 but did not have an IEP developed and implemented by August 31, 2007.

Line No.	Description	Number of Children		C
		A	B	
		On or Before the Age of Three	After the Age of Three	Total
1	Number of children referred from Part C (Early Intervention) to Part B for preschool special education programs and/or services prior to the age of three.			
2	Of the children in Line 1, how many were found eligible for Part B preschool special education programs and/or services?			
3	Of the children in Line 1, how many were found not eligible for Part B preschool special education programs and/or services?			
4	Of the children in Line 2, how many had their IEPs implemented and/or how many did not have their IEP implemented by August 31, 2007?			

Table 2- Reasons for More Referrals for Evaluation than Initial Eligibility Determinations and Reasons for Delays in Determination of Eligibility for Children Found Not Eligible for Part B Services

If more children are reported as referred from Part C (Table 1, Line 1) than whose initial eligibility was determined for services under Part B (Table 1, Column C, Lines 2 plus 3), and if there were delays in determining the eligibility of children who were found not eligible for Part B services (Table 1, Line 3, Column B), provide reasons for more referral than determinations of eligibility and reasons for delays in determining eligibility for children who were found not eligible. The total number of students for whom reasons must be provided in this table is displayed in Line 1 below and represents [(Table 1, Line 1) minus (Table 1, sum of Lines 2 and 3) plus (Table 1, Line 3, Column B)]. In Lines 2 through 12 below, report by primary reason the number of children whose eligibility determinations were not completed or the number determined to be not eligible for Part B services past their third birthday. Report each child only once according to the primary reason that best describes the child’s lack of eligibility determination or delay in a not eligible determination. The number in Line 1 below must equal the sum of numbers in Lines 2 through 12 below. If Line 1 is 0, no response is required in this table.

Line No.	Reasons for More Referrals for Evaluation than Initial Eligibility Determinations and Reasons for Delays in Determination of Eligibility for Children Found Not Eligible for Part B Services	A
		Number
1	What is the sum of [(Table 1, Line 1) minus (Table 1, Column C, sum of Lines 2 and 3) plus (Table 1, Line 3, Column B)]?	PD data entry system will fill this cell.
2	Of the children in Line 1 above, report the numbers whose parents withdrew referral or consent to evaluate.	
3	Of the children in Line 1 above, report the numbers who were referred from EI less than 30 school days prior to their third birthday.	
4	Of the children in Line 1 above, report the numbers who moved out of the district before the determination of eligibility was completed.	
5	Of the children in Line 1 above, report the numbers of children who died before the determination of eligibility was completed.	
6	Of the children in Line 1 above, report the numbers for whom an approved evaluator was not available to provide a timely evaluation.	
7	Of the children in Line 1 above, report the numbers for whom there were delays in making contact with parents to schedule the evaluation. (There is documentation of repeated attempts to make the contact.)	
8	Of the children in Line 1 above, report the number whose parents cancelled the scheduled evaluation and selected another approved evaluator.	
9	Of the children in Line 1 above, report the number for whom additional evaluations were requested after the CPSE’s initial meeting to discuss evaluation results.	
10	Of the children in Line 1 above, report the number whose parents refused or repeatedly did not make the child available for the evaluation.	
11	Of the children in Line 1 above, report the number for whom there were evaluator delays in completing the evaluation.	
12	Of the children in Line 1 above, report the number who transferred to this school district after the evaluation period began and the parent and school district agreed in writing to an extended time period.	
13	Of the children in Line 1 above, report the numbers for whom there were delays in scheduling CPSE meetings.	

Table 3- Reasons for Not Implementing Children’s IEPs Prior to Children’s Third Birthdays for Children Found Eligible for IDEA, Part B Services

For children reported as being eligible for IDEA, Part B programs and/or services who do not have their IEPs developed and implemented by their third birthdays in Table 1, Line 4, Column B, report the numbers of such children by reasons for delays. Report each child only once in Lines 2 through 15 below, according to the primary reason for the delay. The number in Line 1 must equal the sum of numbers in Lines 2 through 15 below. If Line 1 is 0, no response is required in this Table.

Line No.	Reasons for Not Implementing Children’s IEPs Prior to Children’s Third Birthdays for Children Found Eligible for IDEA, Part B Services	A
		Number
1	How many children are reported as being eligible for Part B programs and/or services but who did not have their IEPs implemented before their third birthdays in Table 1, Line 4, Column B?	PD data entry system will fill this cell
2	Of the children reported in Line 1, report the number whose parents chose to continue their children in Early Intervention Program and transition to preschool special education after the child became three years of age.	
3	Of the children reported in Line 1, report the number whose parents chose not to enroll their child in the recommended preschool special education program and/or related services. (This is the same as parent did not provide consent for services.)	
4	Of the children reported in Line 1, report the number for whom the recommended Part B programs and/or services were not available when the children turned three years of age.	
5	Of the children in Line 1, report the number who started receiving services on the recommended program’s beginning date, even though it was after the child’s third birthday.	
6	Of the children reported in Line 1, report the number who moved out of the district prior to children’s third birthdays.	
7	Of the number of children in Line 1, report the number for whom parents provided consent to evaluate less than 30 school days prior to their third birthdays.	
8	Of the children in Line 1 above, report the numbers for whom an approved evaluator was not available to provide a timely evaluation.	
9	Of the children in Line 1 above, report the numbers for whom there were delays in making contact with parents to schedule the evaluation. (There is documentation of repeated attempts to make the contact.)	
10	Of the children in Line 1 above, report the number whose parents cancelled the scheduled evaluation and selected another approved evaluator.	
11	Of the children in Line 1 above, report the number for whom additional evaluations were requested after the CPSE’s initial meeting to discuss evaluation results.	
12	Of the children in Line 1 above, report the number whose parents refused or repeatedly did not make the child available for the evaluation.	
13	Of the children in Line 1 above, report the number for whom there were evaluator delays in completing the evaluation.	
14	Of the children in Line 1 above, report the number who transferred to this school district after the evaluation period began and the parent and school district agreed in writing to an extended time period.	
15	Of the children in Line 1 above, report the numbers for whom there were delays in scheduling CPSE meetings.	

Table 4- Number of Days of Delay in Developing and Implementing Children’s IEPs by Their Third Birthdays for Children Transitioning from IDEA, Part C to IDEA, Part B

For children who were referred from IDEA, Part C to IDEA, Part B, report the number of such children by the number of days of delay in the implementation of their IEPs past their third birthdays. If there are children reported in Table 1, Line 4 (Column B), provide the number of children by range of days beyond the children’s third birthday when IEPs were implemented. The total number of children reported below must be equal to the total number of children reported in Table 1, Line 4, Column B. If Line 1 is 0, no response is required in this Table.

Line No.	Number of Days Past Third Birthdays When IEPs were Implemented	A
		Number
1	How many children’s IEPs were developed and implemented past their third birthday? (This number is from Table 1, Line 4, Column B.)	PD data entry system will fill this cell
2	Number of children whose IEPs were implemented 1 to 10 days past their third birthdays	
3	Number of children whose IEPs were implemented 11 to 20 days past their third birthdays	
4	Number of children whose IEPs were implemented 21 to 30 days past their third birthdays	
5	Number of children whose IEPs were implemented more than 30 days past their third birthdays	