

Profile 2022-2023 New Improvement Plan Requirements for Indicator 12 Noncompliance

What is Indicator 12? Indicator 12 measures the percentage of children referred by IDEA Part C (Early Intervention) who are found eligible for Part B (Preschool Special Education Services) and who have IEPs developed and implemented by their third birthdays. IDEA requires that 100 % of the children enrolled in Part C (Early Intervention) and found eligible for Part B (Preschool Special Education), have Part B services in place and implemented by each child’s third birthday.

What is required when a district is found noncompliant? When a district is found noncompliant for Indicator 12, the district must develop an improvement plan outlining activities designed to remedy the noncompliance and achieve the short-term goal(s).

- Although the district will develop their own activities, The Office of Early Learning and School Readiness is requiring that the [OCALI two-part Transition from C to B and Interagency Agreement Training](#) is listed as an activity and must be completed if the district has not already done so.

Who is involved and required to sign the Improvement Plan? The district staff responsible for implementation of the improvement plan, the district superintendent and the Early Childhood State Support Team consultant for the region are required to sign the Improvement Plan. New for the 2022-2023 Profile year, the Early Intervention Contract Manager is also a required signer.

Per Ohio Administrative Code 3301-51-11 (D)(3)(f)(i): *A school district determined to be noncompliant with the transition timeline...shall develop a corrective action plan in addition to the interagency agreement. **The corrective action plan must include the signature of a representative of the agency responsible for Part C Early Intervention services.***

The graphic below highlights the required Improvement Plan OCALI training activity as well as the Early Intervention Contract Manager signature line addition.

District		IRN	State Support Team Region	
2022-2023 Special Education Profile Indicator 12 Improvement Plan				
Indicator for Improvement: 12				
Summary - Based on the Self-Review Summary Report, summarize the area(s) of concern.				
Reflection – Summarize section B, question 4 of the Self-Review Summary Report. If the district has not written an Improvement Plan for this indicator in the last three years, type NA in this area:				
Long-Term Goal(s) - Write the long-term goal to address specific areas of concern that may take place beyond the profile timeline:				
Short-Term Goal(s) – Write the short-term goal(s) for addressing specific concerns within the profile timeline:				
Activity	Resources	Timeline	Completion	
Describe activities designed to achieve the short-term goal(s) – Items 1-3 are required for all districts. Districts can add additional activities needed for improvement.	List the resources needed for activity.	Activities must be completed by September 29, 2023 .	Evidence of completed activity (training materials, agendas, sign-in sheets, procedure manuals...)	
1. Review policies, practices and procedures:				
2. Investigation of Records:				
3. District Interagency Agreement:				
4. OCALI Transition and Interagency Agreement Training:				
5. Training:				
To add a row for an additional activity - Left click in last row of the table and select <input type="text"/> when it appears at the end of the row.				
Please upload signatures and plan as one document. Do not separate.				
District Personnel Responsible for Implementation				
Title:	Name:	Signature:	Email:	
Superintendent				
Name:		Signature:	Email:	
Early Intervention Contract Manager				
Organization:	Contact Name:	Signature:	Email:	
State Support Team				
Region:	Consultant Name:	Signature:	Email:	
Comment:				
Early Learning & School Readiness: Ohio Department of Education				
ELSR Representative:		Signature:		
Comment:				

Why is this important? It is important for the district as well as Early Intervention to understand the transition process between agencies and state-level requirements for collaborative and cooperative agreements to serve preschoolers with disabilities. Although the Early Intervention Contract Manager is not responsible for creating or approving any activity associated with the district's Improvement Plan, it is important for the contract manager to be aware of areas where the district and Early Intervention can strengthen their relationship and identify areas of improvement for building a more seamless transition process. This also provides an opportunity for both parties to review their Interagency Agreement and determine a need for attending the OCALI Transition and Interagency Agreement Training.

Should you have any questions, please contact preschoolspecialeducation@education.ohio.gov