



# State Performance Plan (SPP)/ Annual Performance Report (APR) 2020-2025

Individuals with Disabilities  
Education Act (IDEA)



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**Indicator 11 Child Find and Indicator 12 Early Childhood Transition**

# Agenda: Child Find and Early Childhood Transition

- Frequently Used Terms for Child Find (Indicators 11 & 12)
- Indicator 11 How the Measurement Works
- Indicator 11 Data in New York State (Trends and Comparisons)
- Indicator 12 How the Measurement Works
- Indicator 12 Data in New York State (Trends and Comparisons)
- Indicator 11 & 12 Improvement Activities
- Next Steps and Closing

# Frequently Used Terms



Term	Description
State Performance Plan or SPP	Evaluates the state's efforts to implement the requirements and purposes of the Individuals with Disabilities Education Act (IDEA) and describes how the state will improve its implementation
Federal Fiscal Year or FFY	Federal Government Fiscal Year (October 1 – September 30)
Annual Performance Report (APR) Data	Data reported to the United States Department of Education Office of Special Education Programs (OSEP) against the state's targets
Indicator 11	SPP Indicator 11 measures Child Find Evaluation Timelines
Indicator 12	SPP Indicator 12 measures Early Childhood Transition
Compliant Reason	Reasons for a delay in evaluation/transition that are considered to be in compliance with New York State requirements for timely evaluations or early childhood transition
Noncompliant Reason	Reasons for a delay in evaluation/transition that are considered NOT to be in compliance with New York State requirements for timely evaluations or early childhood transition.
CSE	Committee on Special Education responsible for conducting timely evaluations for school-aged students suspected of having a disability.
CPSE	Committee on Preschool Special Education responsible for conducting timely evaluations for preschool aged students suspected of having a disability.
Part B of IDEA	Special Education services for preschool and school-aged children (3 through 21 years of age)
Part C of IDEA	Early intervention services (birth through 36 months of age)





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**Indicator 11 – Measurement Description**



# Child Find



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1. Must be conducted within 60 days of receiving parental consent for the evaluation; or within a State established timeframe.

# Indicator 11 – Child Find

State Performance Plan Targets Set at 100%



Indicator 11 measures the percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

For those students whose evaluations were not completed within 60 days (or State-established timeline), Indicator 11 reporting includes the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

The timeframe set for initial evaluation does not apply if:

- the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or
- a child enrolls in another school district after the timeframe for initial evaluations has begun, but prior to a determination being made.
- in New York State, the student's parent and Committee on Special Education (CSE) mutually agree to extend the timeline when the student is suspected of having a learning disability.

# Indicator 11 Data Collection in New York State

Committee on Preschool Special Education (CPSE) and Committee on Special Education (CSE) Events



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Annually, a statewide representative sample of one-sixth of New York State school districts plus the New York City Department of Education report when certain special education events occur:

CPSE Code	CSE Code	Special Education Event Name
CPSE01	CSE01	Initial referral to CPSE/CSE
CPSE02	CSE02	Parental consent to evaluate
CPSE03	CSE03	CPSE/CSE meeting at which evaluation results are discussed (all evaluations are completed)

New York State does not have a reporting code for the date the evaluation is completed. Instead, for purposes of monitoring Indicator 11, districts report the date the CPSE or CSE meeting is held to discuss the evaluation results.

All school districts have a choice of reporting data on all eligible students or they may submit data on a randomly selected sample of a minimum number of students using prescribed sampling guidelines.

# Indicator 11 Evaluation Delay

## Compliant Reasons and Noncompliant Reasons

### Compliant CSE & CPSE Reasons for Delay

Mutually agreed upon extended evaluation timeline met for transfer or suspected learning disability classification

Evaluation completed on time, postponed due to parents documented request or emergency school closing

Parents withdrew referral or consent to evaluate

Documented delays in making contact with parents to schedule the evaluation

Parents cancelled the scheduled evaluation and/or selected another approved evaluator

Parents refused or repeatedly did not make the child available for the evaluation

Student moved out of the district

### Compliant CPSE-only Reasons for Delay

Parents cancelled the scheduled evaluation and/or selected another approved evaluator

### Noncompliant CSE & CPSE Reasons for Delay

Delays in finding an approved evaluator

Evaluator delays in completing the evaluation

An approved multilingual evaluator was not available to provide a timely evaluation





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Facilitator check for understanding on the SPP measurement for Indicator 11 and how the data is used to measure results or outcomes.







# State Performance Plan (SPP)/ Annual Performance Report (APR) 2020-2025

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# Explanation Indicator 11 FFY Data in the Annual Performance Report (APR)

Data years presented will reflect the data NYSED submits to the federal Office of Special Education Programs (OSEP) in the APR which covers the federal fiscal year (FFY) period

The Indicator 11 data sample is collected on a school-year basis

The FFY 2020 APR is submitted to OSEP

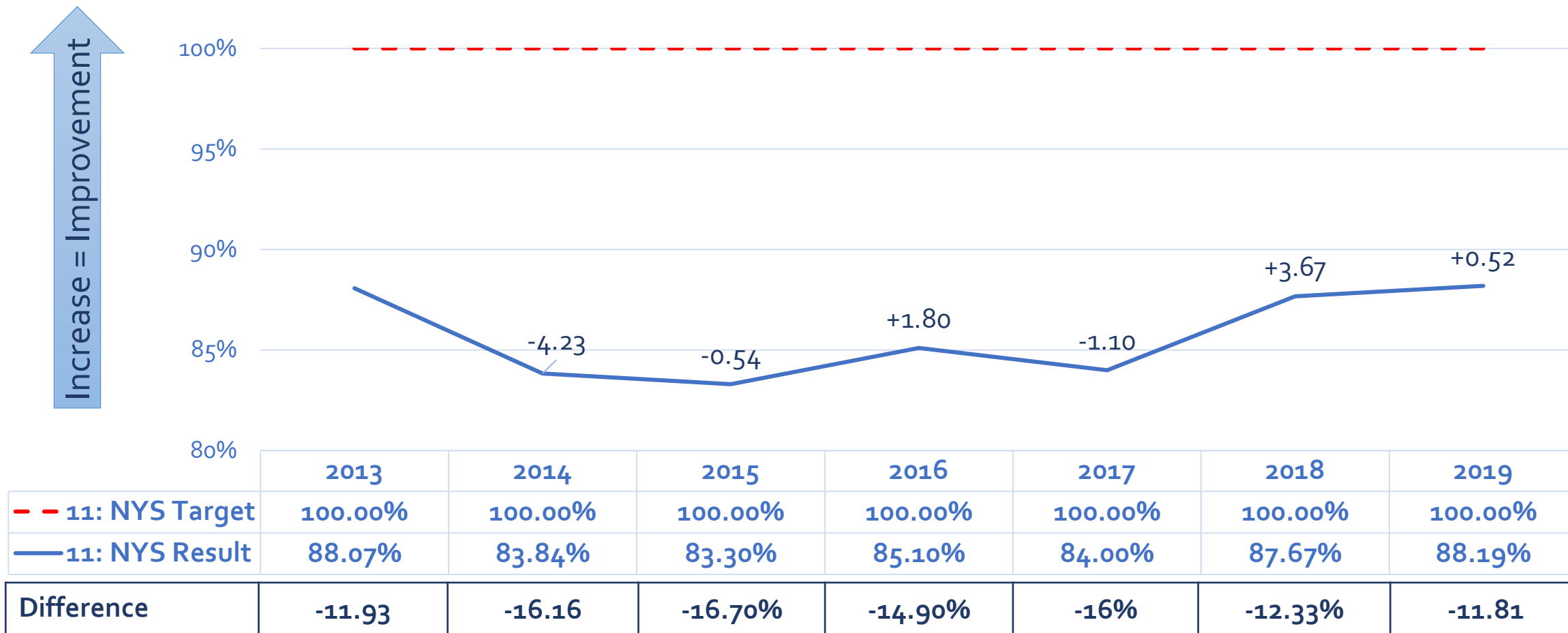


The October 2020 Preschool LRE Data  
is included in the FFY 2020 APR

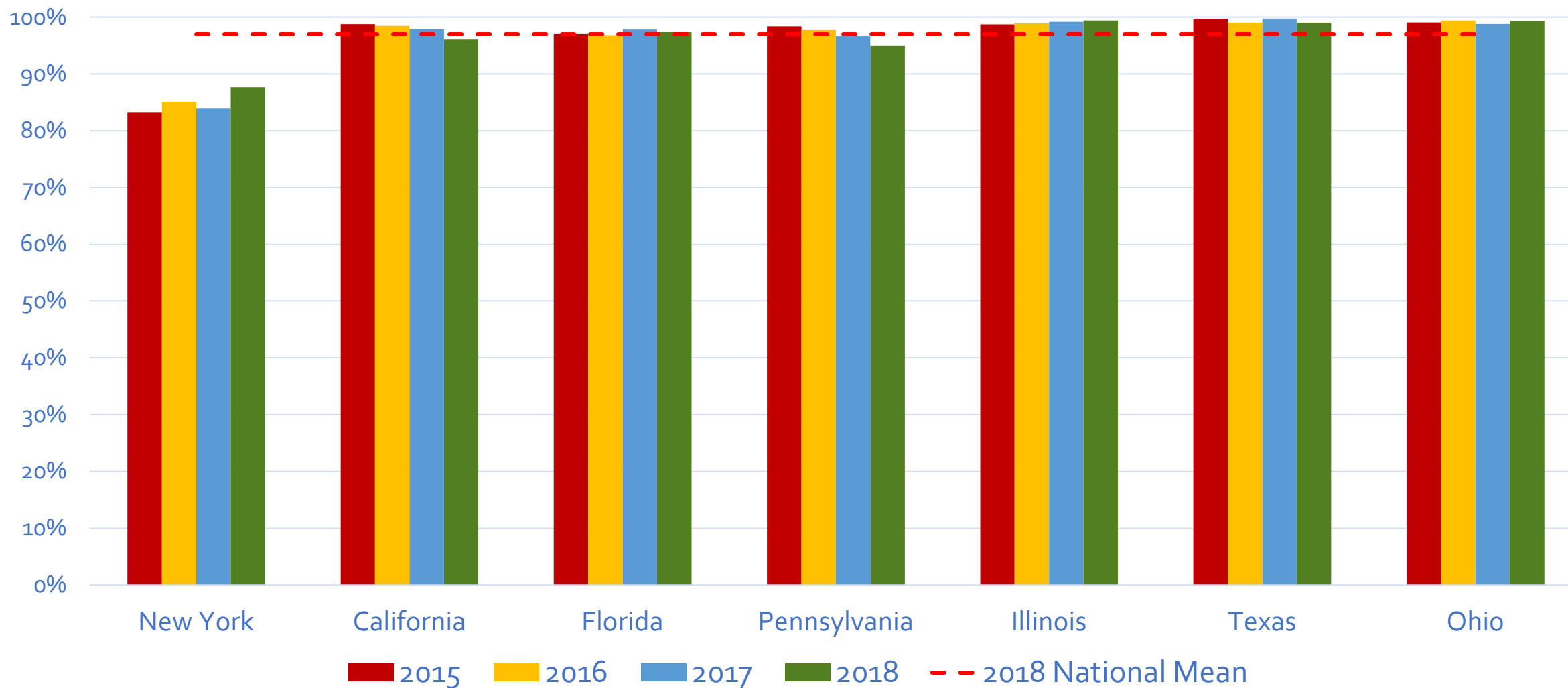


# Indicator 11 – Child Find New York State Trend Data & Results

## Percent of children whose evaluations were completed within 60 days (or State-established timeline) & Year over Year Change



## 7-PAK States and National Result Comparison Indicator 11: Child Find





# Indicator 11 National & Regional Data Comparison

50 states and 10 other administrative units National Comparison: Percent Evaluated within 60 Days

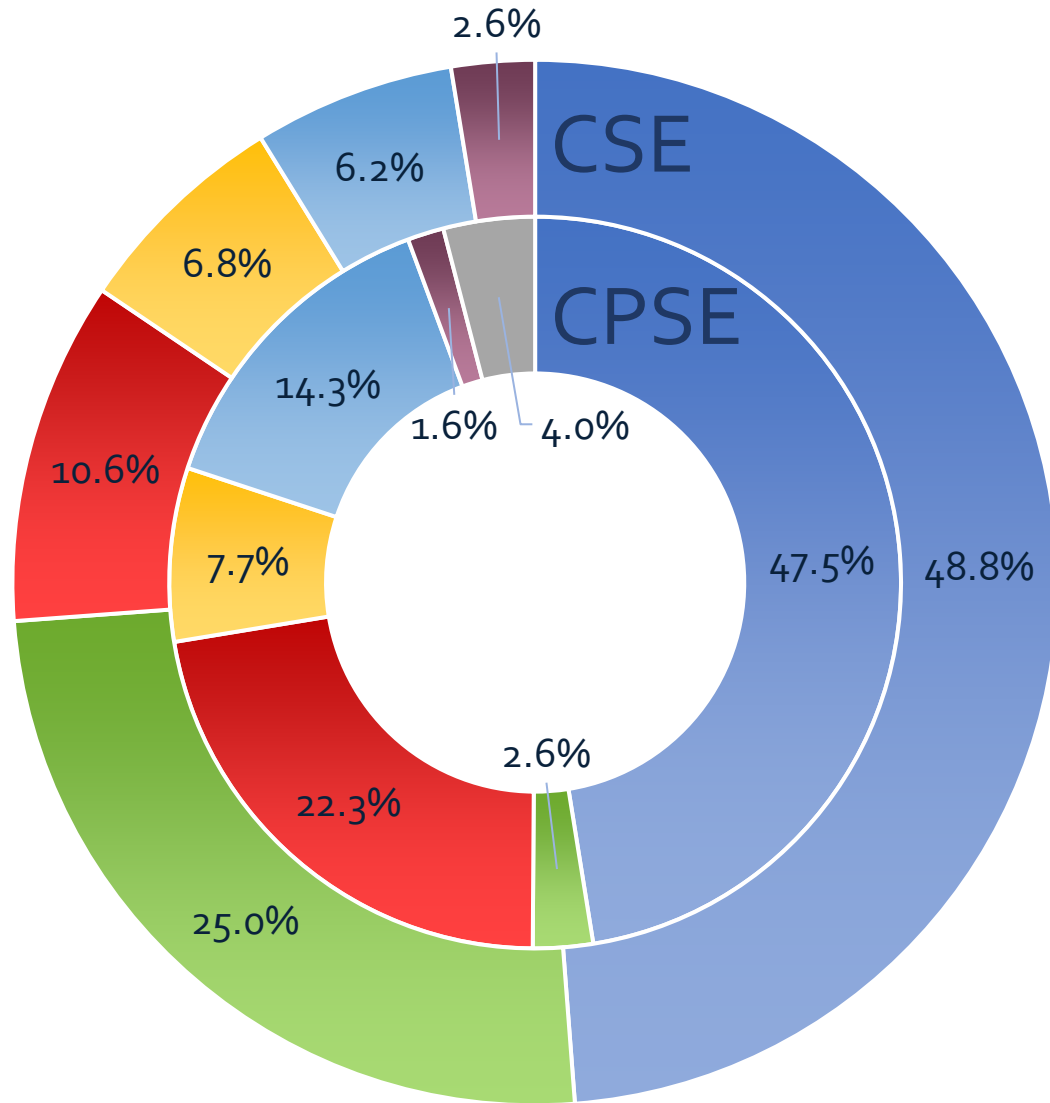
	2013	2014	2015	2016	2017	2018
90% to 100%	56	57	57	58	59	57
80% to <90%	4	3	3	2	1	3
0% to <80%	0	0	0	0	0	0

3-Year Average New York State District Data (2017-18 through 2019-20)

	All districts on sampling schedule	NYC sample	Rest of State districts on sampling schedule
on time	38,516	15,022	23,494
compliant reason	4,819	1,451	3,368
noncompliant reason	5,272	4,281	991
Total referrals	50,059	21,159	28,900
<b>Annual Performance Report rate:</b>	<b>89.15%</b>	<b>79.37%</b>	<b>96.44%</b>

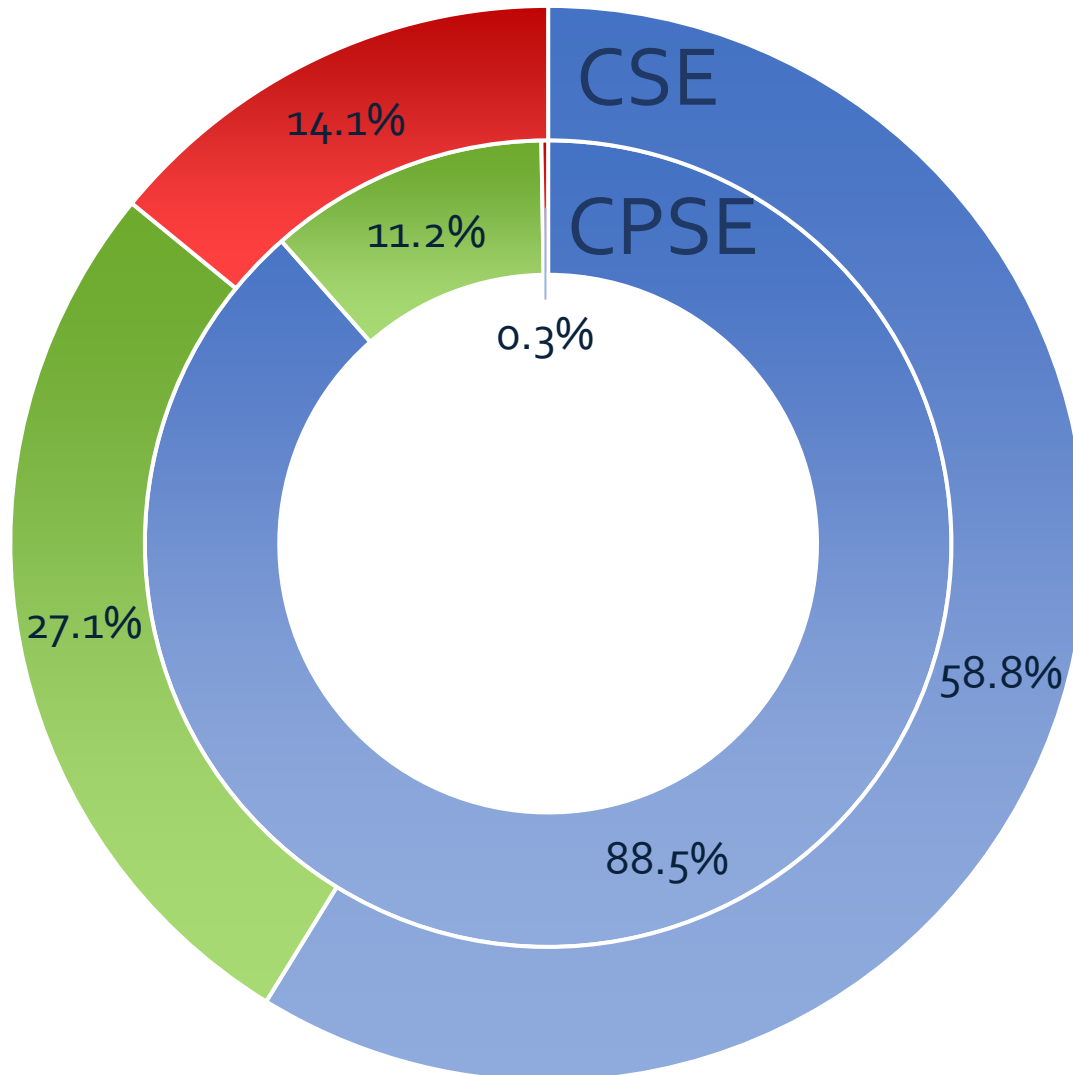


# 2019 New York State Indicator 11 Data Compliant Delay Reasons Reported



- Eval completed on time, postponed due to parents documented request or emergency school closing
- Mutually agreed upon extended evaluation timeline met for transfer or suspected LD classification
- Parents refused or repeatedly did not make the child available for the evaluation
- Parents withdrew referral or consent to evaluate
- Documented delays in making contact with parents to schedule the evaluation
- Student moved out of the district
- Parents cancelled the scheduled evaluation and/or selected another approved evaluator

# 2019 New York State Indicator 11 Data Noncompliant Reasons Reported



- Evaluator delays in completing the evaluation
- Delays in finding an approved evaluator
- Multilingual evaluator was not available to provide a timely evaluation



# What did the Indicator 11 SPP data tell us?

## Stakeholder Discussion







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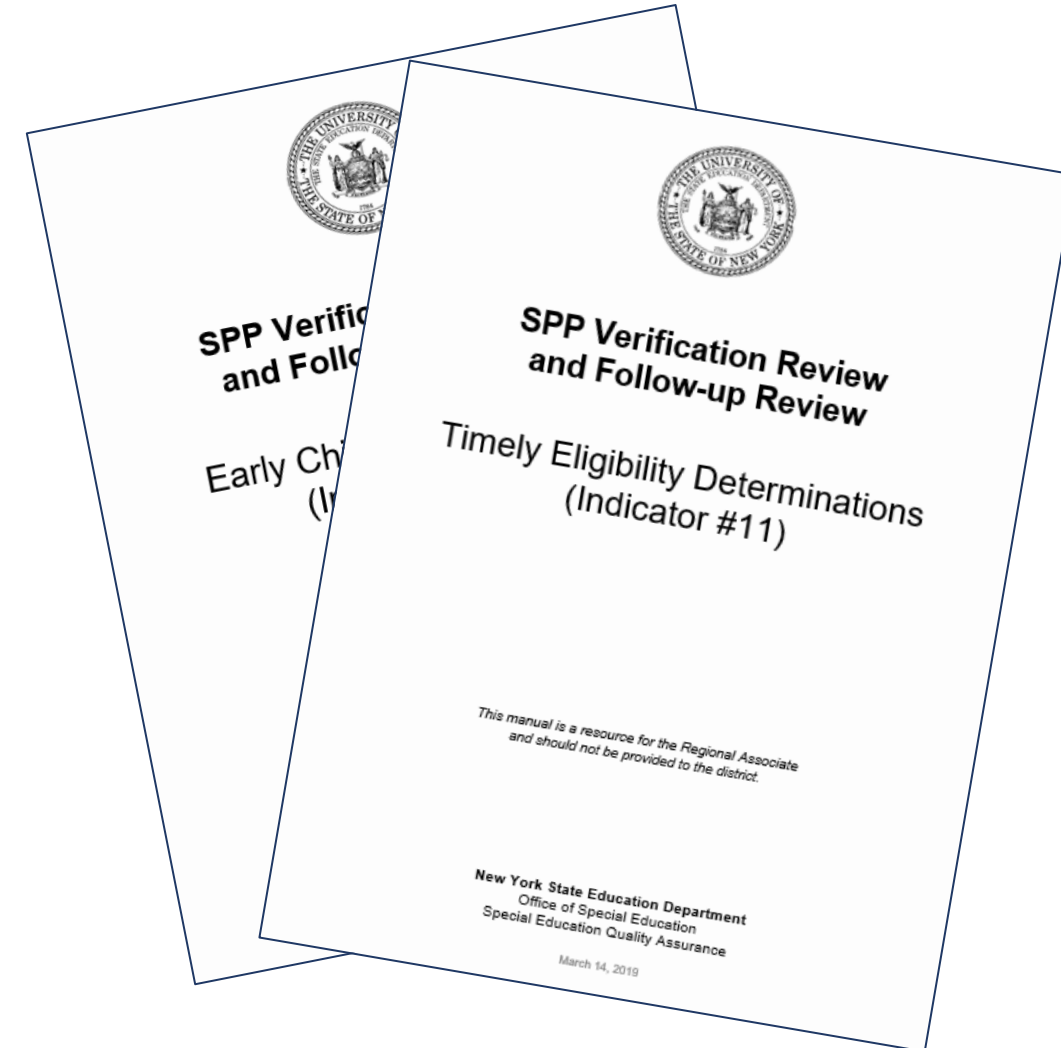
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Indicators 11 & 12 – Improvement Strategies

# Office of Special Education Monitoring: Verification and Follow-Up Reviews

- For both Indicators 11 and 12, states must report detailed information about the timely correction of noncompliance, information regarding the nature of any continuing noncompliance, improvement activities completed, and enforcement actions that were taken.
- The Special Education Quality Assurance Offices conducts Indicator 11 and Indicator 12 verification and follow-up reviews, selecting districts on a 6-year cycle.
- Targeted monitoring of Indicators 11 and 12 are included in the New York City School District compliance assurance plan (CAP).



# Continued Description – Indicator 11 & Indicator 12 Monitoring: Verification and Follow-Up Reviews

- School districts not reporting 100% compliance rates with Indicators 11 or 12 must verify that:
  1. All student-specific noncompliance has been resolved; and
  2. The district has addressed the reasons for its noncompliance and met compliance standards for all students tracked during a three-month period.
- These school districts submit assurances that noncompliance has been addressed.
- SEQA follows up on the district assurances, confirm that the student-specific noncompliance was resolved, and review a sample from the three-month period to confirm compliance was achieved.

## Indicator 11 Statement of Assurances

In the first assurance (**Part 1**), the district will assure that for each identified student, if any, whose initial evaluation was not completed in compliance with State time lines, and for whom data was not already available in SIRS, has since had his or her initial evaluation completed and if not, there is a reason that is in compliance with State requirements.

In the second assurance (**Part 2**), the district will assure that it has addressed the reasons why the students did not receive their initial evaluations on time and provide data to verify that students for whom parent consent to evaluate was received during a three-month period determined by the district have received their initial individual evaluations within the State required timelines.





# Indicator 11 Child Find Guidance

**From:** Christopher Suriano

**Subject:** [Chapter 429 of the Laws of 2017 establishing that all school districts are deemed approved evaluators of preschool students suspected of having a disability without the need to submit an application to the New York State Education Department](#)

The purpose of this memorandum is to inform you that, at its September 2018 meeting, the Board of Regents proposed regulations to conform section 200.1 of the Commissioner's Regulations to Chapter 429 of the Laws of 2017 (Chapter 429). Chapter 429 amended New York State Education Law section 4410 establishing that all school districts are deemed approved evaluators of preschool students suspected of having a disability without the need to submit an application to the New York State Education Department (NYSED). Although the regulations are currently proposed, these changes have been in effect since the Governor signed Chapter 429 into law on November 29, 2017. A copy of the full text of the proposed regulations developed consistent with the requirements of Chapter 429 can be found at the [Board of Regents website](http://www.regents.nysed.gov/common/regents/files/918p12d1.pdf) <http://www.regents.nysed.gov/common/regents/files/918p12d1.pdf>. For your reference, a copy of the full text of Chapter 429 is attached.

**Attachment:** [Chapter 429 of the Laws of 2017 Full Text](#)

## CPSE Considerations for Conducting Preschool Evaluations during COVID-19

A Toolkit for Committees on Preschool Special Education to  
continue Child Find responsibilities during the COVID-19 outbreak

- In October 2018, the Office of Special Education issued field guidance that an amendment to Education Law 4410 (Chapter 429 of the Laws of 2017) has made school districts approved preschool evaluators without needing to submit an application to NYSED.
- On June 22, 2020, Office of Special Education posted a toolkit for CPSE's to continue child find responsibilities during the COVID-19 outbreak

## Indicator 12 Early Childhood Transition Materials

- The Office of Special Education Preschool Policy Unit partnered with the Office of Early Learning and the New York State Council on Children and Families to issue [A Resource to Special Education Support Services](#).
  - This resource includes important information for families to help navigate the early childhood transition process.
- NYSED and the New York State Department of Health (DOH) are developing a Memorandum of Understanding (MOU) regarding the Early Intervention Program and Preschool Special Education Programs.
  - The MOU contains agency roles, relevant timelines, data sharing agreements, and process requirements according to the laws and regulations governing both agencies.



# Learn the Signs. Act Early. (LTSAE) Digital Toolkit

CDC's "Learn the Signs. Act Early." program encourages parents and providers to learn the signs of healthy development, monitor every child's early development, and act early when there is a concern. The program offers free checklists and other tools to make developmental monitoring practical and easy.

## CDC's Milestone Tracker App

CDC's Milestone Tracker app, available in English and Spanish, provides a fun and easy way for parents and caregivers to track and support their child's early development from ages 2 months to 5 years.

[Click here to learn more >](#)



## Milestone Checklists

How a child plays, learns, speaks, acts, and moves offers important clues about his or her development. Families can use these checklists to track and celebrate their child's development and learn what to do if they ever have concerns.

[Available in Spanish >](#)

[Click here to download >](#)



## Information for Families

LTSAE has free tools to help families track their children's milestones. Visit this website for children's books, milestone checklists and more.

[Click here to learn more >](#)



## Concerned About Your Child's Development?

It is important to act early and talk to the doctor if there are ever any concerns about a child's development. This website provides information on how families can get help if they have concerns.

[Click here to learn more >](#)

## Developmental Monitoring and Screening

The American Academy of Pediatrics recommends both developmental monitoring and developmental screening for all children. This fact sheet provides information in English and Spanish on the importance of both.

[Click here to learn more >](#)



## Early Intervention Information by State

Each state and territory has an early intervention program that provides free or low cost services and supports to children under age 3. This website provides more information on how families can have their child evaluated.

[Click here to learn more >](#)

## Videos, Social Media, and Web Buttons

These videos and digital assets from "Learn the Signs. Act Early." can be shared on your website, posted to social media, shown in waiting rooms, and included in presentations.

[Click here to learn more >](#)



## Milestones Matter with CDC and Vroom

This free poster from CDC and Vroom shares the importance of tracking children's development and using brain building tips to add learning to everyday moments.

[Available in Spanish >](#)

[Click here to download >](#)



# Learn the Signs. Act Early.

- The Office of Special Education is a member of the New York State Act Early Team to assist in promoting the Centers for Disease Control's "Learn the Signs. Act Early" Campaign.
- The "Learn the Signs. Act Early" Campaign includes tools, resources and videos, in multiple languages, and is available at [www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly).



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# Office of Special Education Educational Partnership Tiered Support & Professional Development



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12 Regional  
Partnership Centers

14 School-Age Family  
and Community  
Engagement Centers

14 Early Childhood  
Family and Community  
Engagement Centers

## Systems Change Work Providing a Variety of Supports to Educational Organizations in New York State

**1** Regional Learning

**2** Targeted Skills/Support Groups

**3** Support Plans





# Educational Partnership Resources

## Targeted Professional Development Improvement Strategies



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The following professional development trainings are offered relating to Timely Evaluations and/or Early Childhood Transition:

- CPSE/CSE Chairperson Training
- Preschool Special Education Process
- CPSE to CSE for Parents
- EI to CPSE for Parents
- EI to CPSE for Professionals
- Identifying and Intensifying Intervention
- Universal Screening: Best Practices in Screening for Academic Deficits
- Understanding the IEP Process for Parents of Preschoolers
- Early Childhood Benchmarks of Quality

# Potential New Improvement Strategies



1

Leverage OSE Partnership resources for additional planning for identified school districts based on preschool and school-age data, with a special emphasis on those districts with the lowest performance. Identified districts would be required to conduct root cause analysis and develop steps to take to improve evaluation timelines.

2

Develop a CSE/CPSE Chairperson Training module on guidance on reporting and building systems to support Indicator 11 data, including the importance of providing timely evaluations and effective processes used by districts that report high numbers of timely evaluations. Discuss OSEP's expected target of 100 percent compliance.

3

Issue additional guidance on the following:

- Multidisciplinary Evaluator (MDE) Program Responsibilities for Timely Evaluations
- CPSE Early Childhood Transition Responsibilities

4

Issue updated guidance relating to initial evaluations.

# Potential New Improvement Strategies - Continued



5

Expand Indicators 11 and 12 Sample Size for low performing districts

- Increase frequency of district reporting
- Increase the sample of students for reporting districts

6

Partner with the New York State Department of Health to update early childhood transition resources for parents and families last issued in 2005 titled: [The Transition of Children from The New York State Department of Health Early Intervention Program to The State Education Department Preschool Special Education Program or Other Early Childhood Services \(nysed.gov\)](#)

7

Repeal the requirement that the parent(s) selects the preschool evaluator and replace it with the requirement that the school district, after providing the parent(s) with a list of approved evaluators, must consult with the parent(s) regarding the selection of an evaluator that can provide a timely evaluation of the preschool child.



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What activities could be considered, maintained, or strengthened to address improvements in Child Find?

What activities could be considered, maintained, or strengthened to address improvements in Early Childhood Transition?

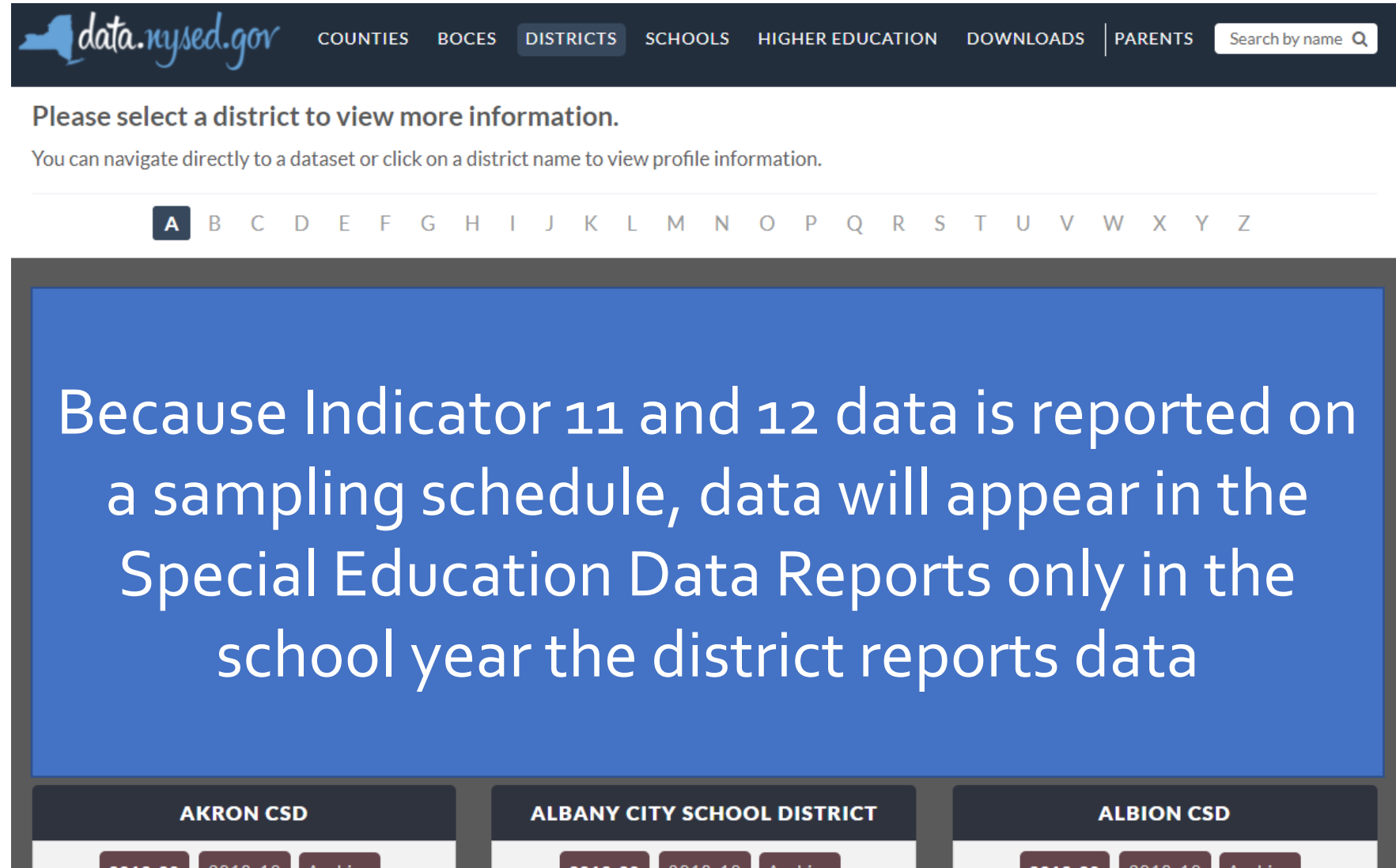
Stakeholder Discussion





# New York State School District SPP Data

Additional information on SPP Indicator data may be found in school district "Special Education Data" reports available at data.nysed.gov



data.nysed.gov COUNTIES BOCES DISTRICTS SCHOOLS HIGHER EDUCATION DOWNLOADS PARENTS Search by name Q

Please select a district to view more information.  
You can navigate directly to a dataset or click on a district name to view profile information.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Because Indicator 11 and 12 data is reported on a sampling schedule, data will appear in the Special Education Data Reports only in the school year the district reports data

AKRON CSD ALBANY CITY SCHOOL DISTRICT ALBION CSD

2019-20 2018-19 Archive 2019-20 2018-19 Archive 2019-20 2018-19 Archive

# Share Your Voice in our Online Survey



Each SPP Indicator has an online survey to collect input on NYS's target-setting and/or improvement activities

The online surveys are intended to collect feedback from interested stakeholders. They are available for those who are not attending a virtual meeting or for those who have additional information to share beyond the virtual meetings

Please visit the [SPP/APR webpage](http://www.nysed.gov/special-education/fffy-2020-2025-spp-apr) to submit your survey  
<http://www.nysed.gov/special-education/fffy-2020-2025-spp-apr>

# THANK YOU FOR YOUR CONTRIBUTION

Your Voice is Important to  
New York State's Efforts to  
Improve Outcomes for our  
Students with Disabilities

