



# 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 12 – Measurement

# Indicator 12 – Early Childhood Transition

Indicator 12 measure the percent of children referred by Part C (Early Intervention) prior to age 3, who are found eligible for Part B (preschool special education), and who have an Individualized Education Program (IEP) developed and implemented by their 3rd birthdays.

For those students who did not successfully transition, Indicator 12 reporting includes the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

The Indicator 12 measurement calculation removes:

- # of children referred determined to be NOT eligible and whose eligibility was determined prior to their 3rd birthdays;
- # of children for whom: parent refusals to provide consent caused delays in evaluation or initial services; parent repeatedly fails or refuses to produce the child for the evaluation; or child enrolls in another school district after consent to evaluate but prior to when a determination of eligibility is made.
- # of children determined to be eligible for early intervention less than 90 days before their 3rd birthdays; and
- # of children whose parents chose to continue early intervention services beyond the child's 3rd birthday.



# Indicator 12 Data Collection in New York State

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

Code	Special Education Event Name
Elo1	Initial referral to CPSE
Elo2	Parental consent to evaluate
Elo3	CPSE meeting to discuss and determine eligibility (all evaluations are completed and IEP developed if determined eligible)
Elo4	Full IEP implementation

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 12 Sample Size:

## Indicator 12 Measurement Categories and New York State 2019 Reported Data:

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	2,539
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	86
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	185
d. Number for whom: parent refusals to provide consent caused delays in evaluation or initial services; parent repeatedly fails or refuses to produce the child for the evaluation; or child enrolls in another school district after consent to evaluate but prior to when a determination of eligibility is made.	757
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	4
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday	1,424

## New York State Indicator 12 Measurement Calculation

Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2019 Target	FFY 2019 Data
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.	185	268	100%	69.03%



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Facilitator check for understanding on the SPP measurement for Indicator 12 and how the data is used to measure results or outcomes.







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Indicator 12 Data Trends



# Explanation Indicator 12 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 12 data sample is collected on a school-year basis

The FFY 2020 APR is submitted to OSEP

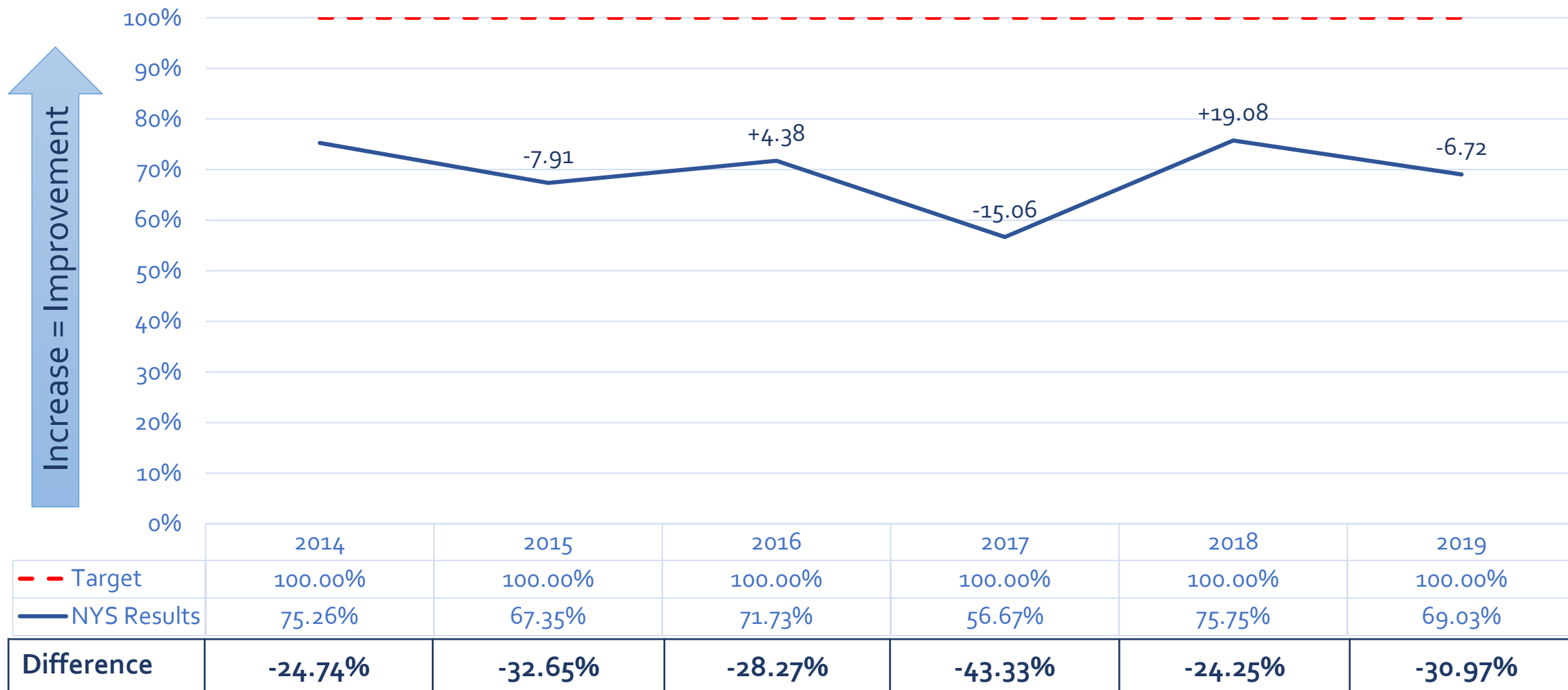


The October 2020 Preschool LRE Data is included in the FFY 2020 APR



# Indicator 12: Early Childhood Transition NYS Targets & Results

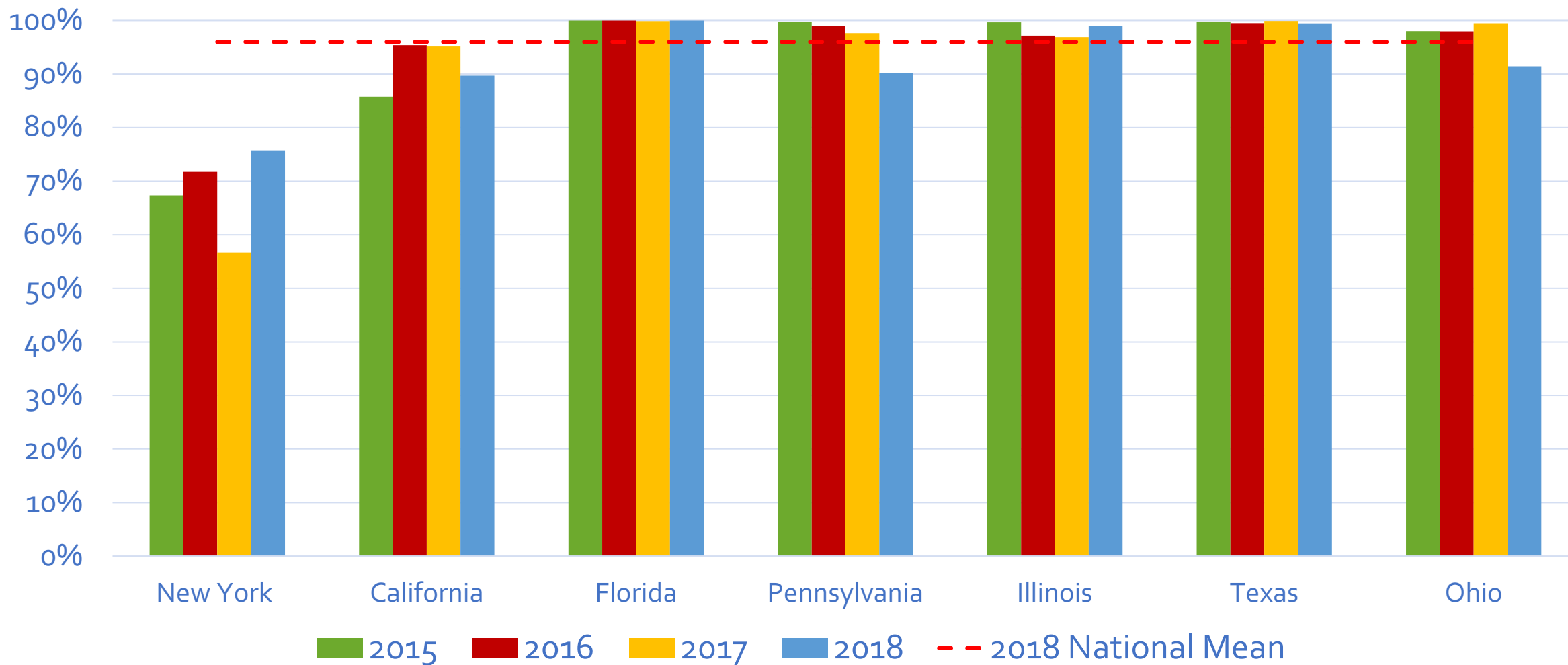
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays





# State-to-State Result Comparison: 7-PAK States

## Indicator 12: Early Childhood Transition





# SPP 12 National & Regional Data Comparison

## Number of States and Territories by Deciles and Reporting Year (FFY 2014 to FFY 2018)

Percent Part B Eligible with IEP by Age Three	2014	2015	2016	2017	2018
90% to 100%	54	53	52	50	49
80% to <90%	1	1	2	4	6
70% to <80%	1	1	1	1	1
60% to <70%	0	1	0	0	0
50% to <60%	0	0	0	1	0
0% to <50%	0	0	0	0	0

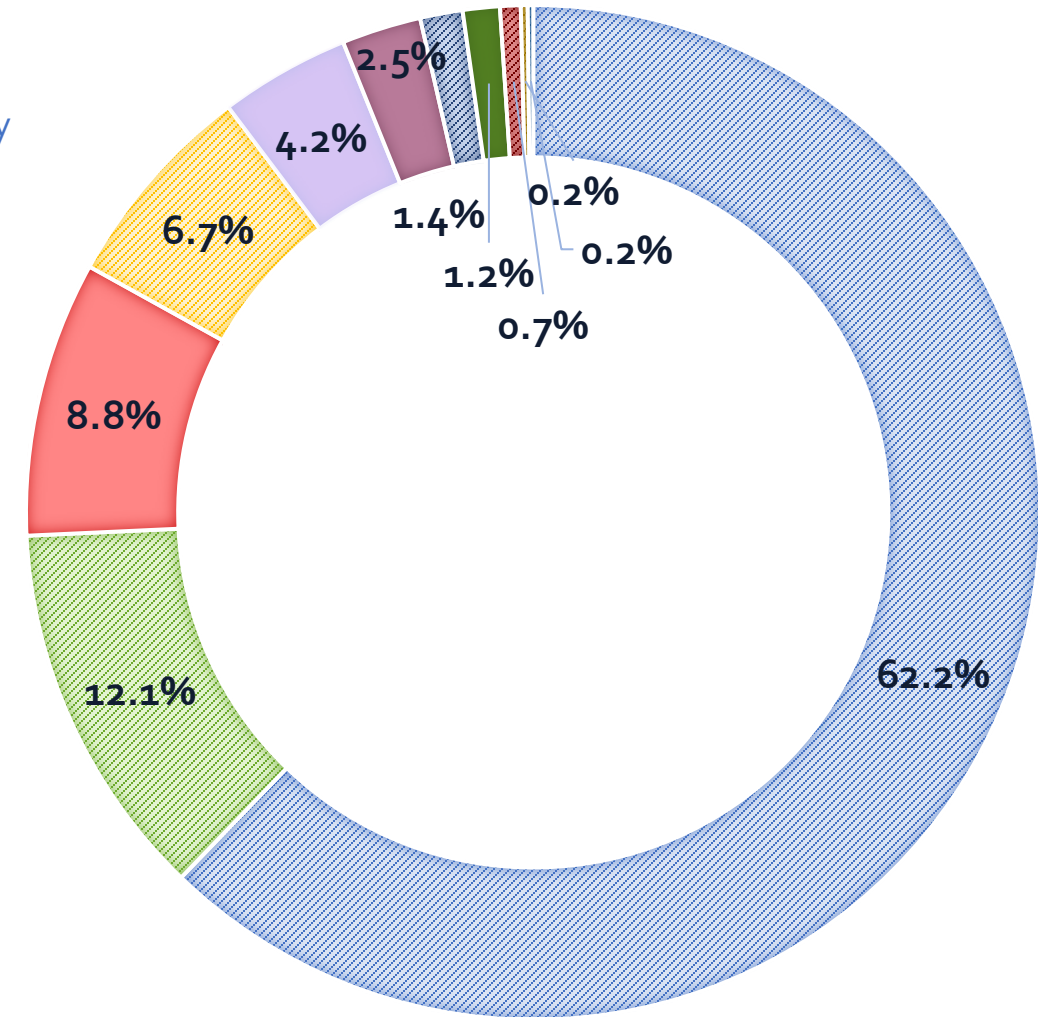
## 3-Year Average New York State District Data (2017-18 through 2019-20)

Reason category	All districts on sampling schedule	NYC sample	Rest of State districts on sampling schedule
a. served in Part C and referred to Part B	7,542	4,408	3,134
b. determined to be not eligible prior to 3rd birthday	321	108	213
c. Part B eligible with IEP by Age Three	502	145	357
d. lack of consent or moved prior eligibility determination	1,839	1,405	434
e. referred to Part C less than 90 days before 3 <sup>rd</sup> birthday	33	0	33
f. elected to remain in Early Intervention	4,498	2,433	2,065
noncompliant	34 <sup>8</sup>	317	31
APR rate: c / (a-b-d-e-f)	58.99%	31.39%	91.77%

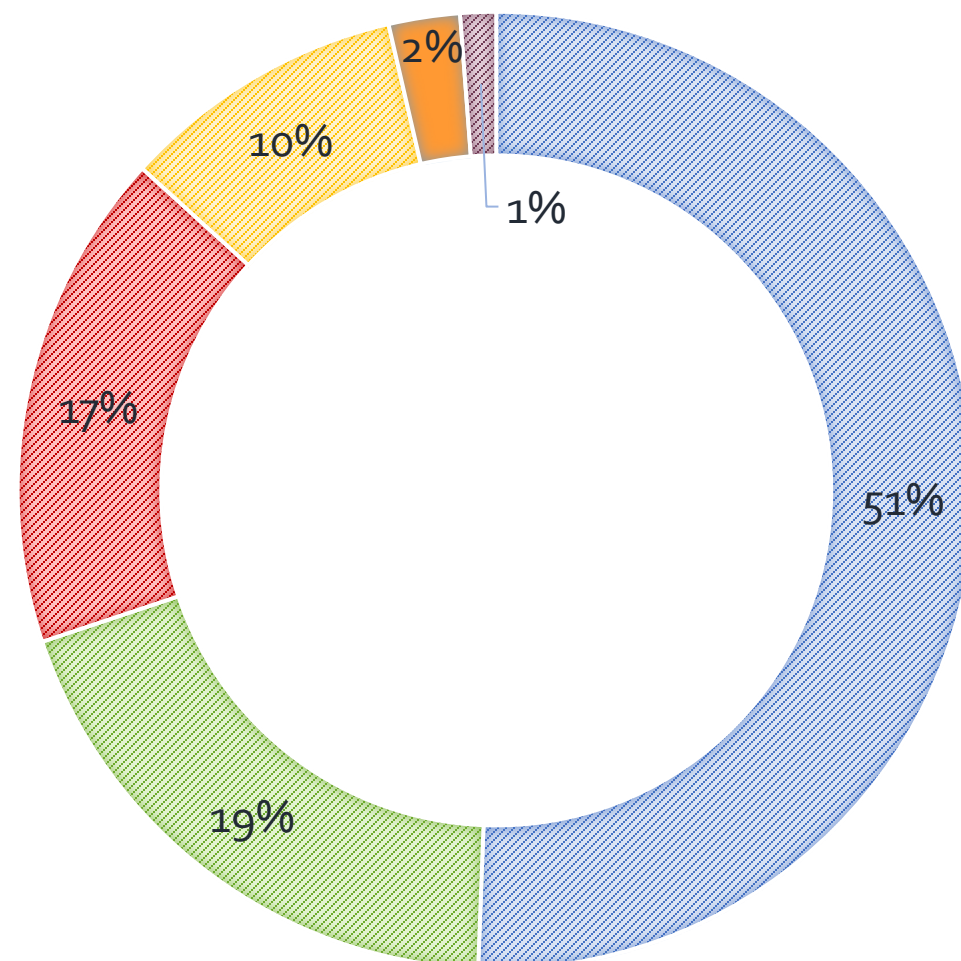
# NYS 2019 Compliant Reasons for Delay Indicator 12 Early Childhood Transition



- Parents chose to continue their child in EI and transition to preschool after the age of 3
- Parent provided consent to evaluate less than 30 school days prior to child's third birthday
- Parents withdrew or did not provide referral or consent to evaluate
- Parents refused or repeatedly did not make the child available for the evaluation
- Documented delays in making contact with parents to schedule the evaluation
- The program's starting date and/or days of operation were after the child's 3rd birthday
- Student moved out of the district
- Parents did not provide consent for services
- DOB is July/August and ESY not part of IEP and IEP implemented in September
- Parents cancelled the scheduled evaluation and/or selected another approved evaluator
- Referral to EI less than 90 days from 3rd birthday



# NYS 2019 Noncompliant Reasons for Delay Indicator 12 Early Childhood Transition



- Evaluator delays in completing the evaluation
- Evaluator was not available to provide a timely evaluation
- Delays in scheduling CPSE meetings
- The recommended Part B program/services were not available when the child turned 3 years of age
- Additional evaluations were requested
- Multilingual evaluator was not available to provide a timely evaluation



# What did the Indicator 12 SPP data tell us?

## Stakeholder Discussion







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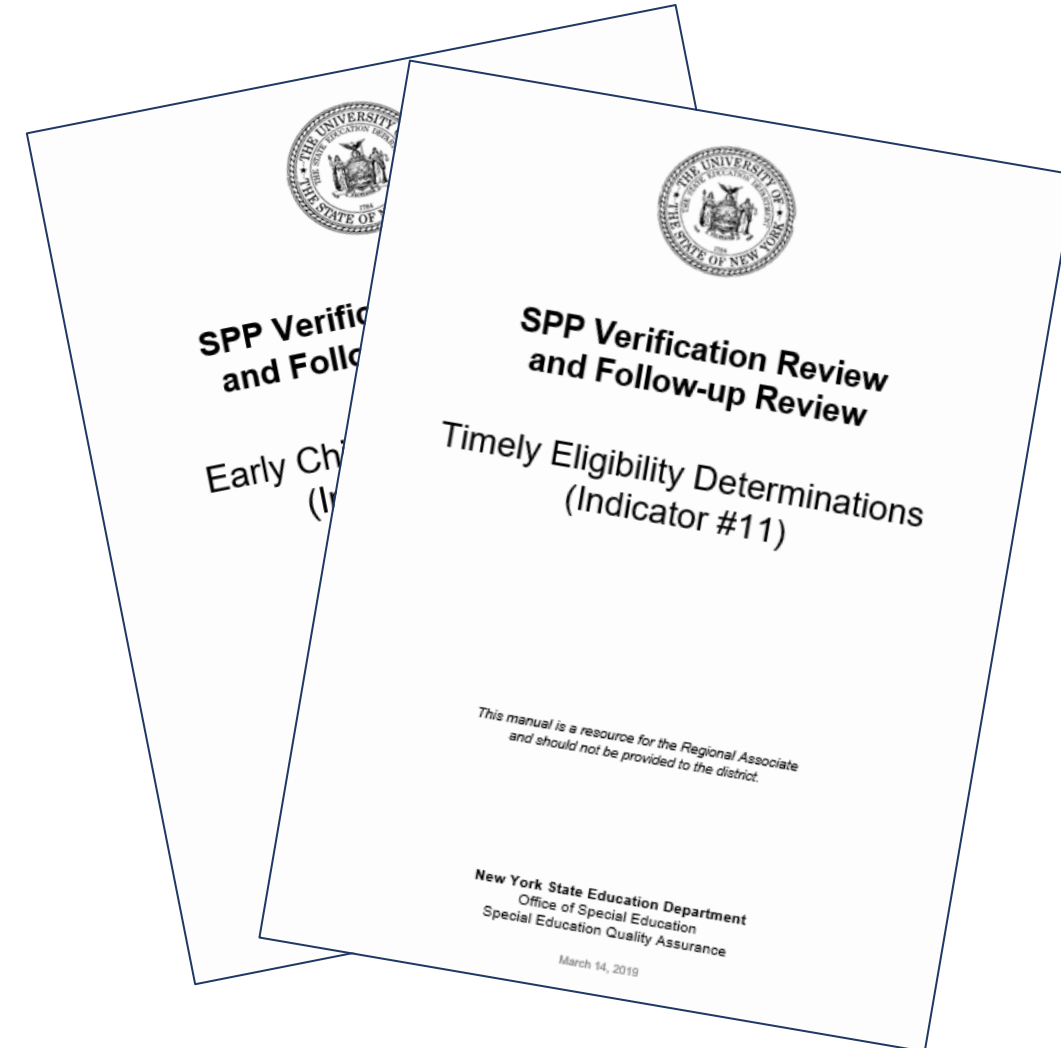
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Indicators 11 & 12 – Improvement Strategies

# 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?

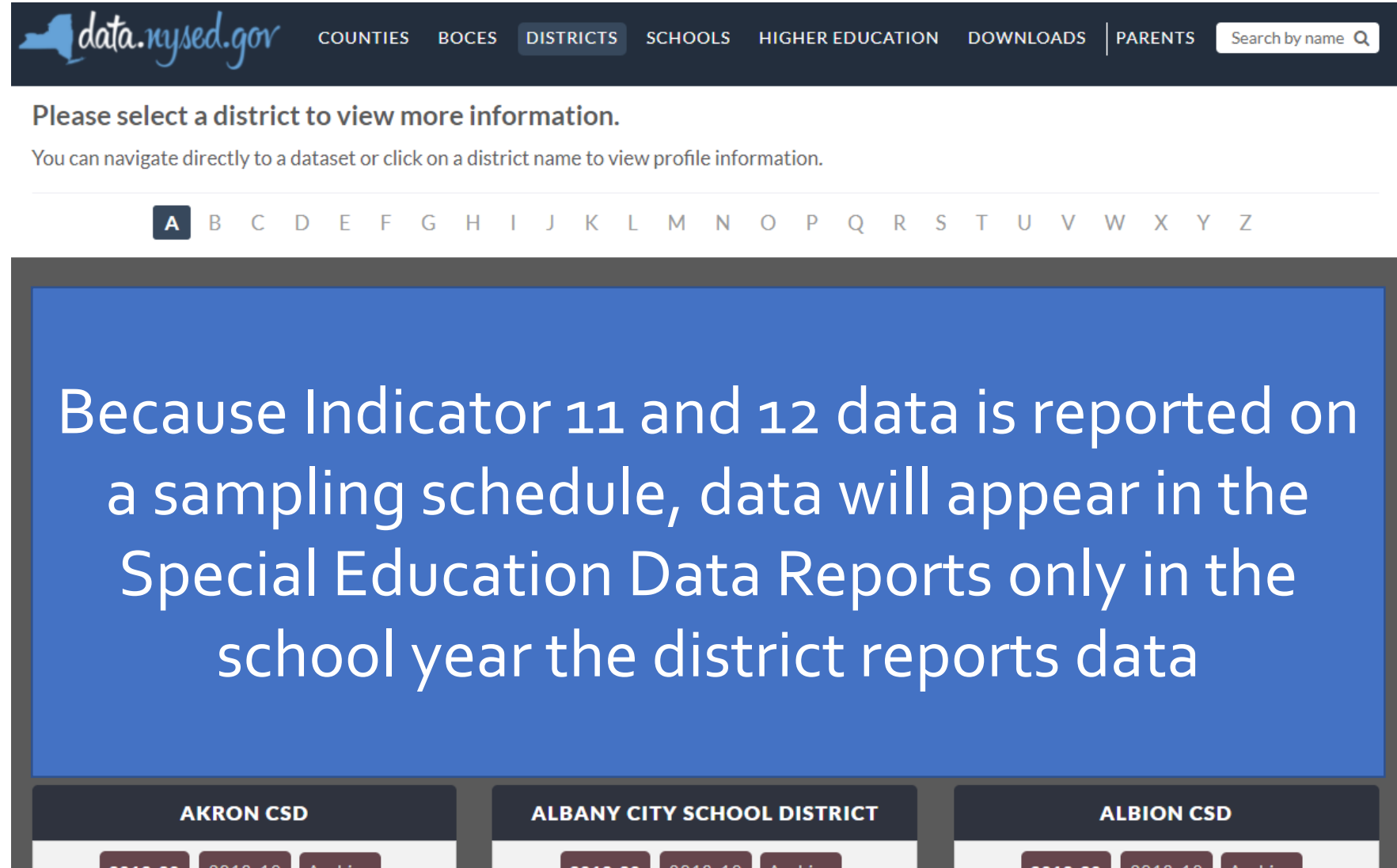
What activities could be considered, maintained, or strengthened to address improvements in Early Childhood Transition?

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](http://data.nysed.gov)



[data.nysed.gov](http://data.nysed.gov) COUNTIES BOCES **DISTRICTS** SCHOOLS HIGHER EDUCATION DOWNLOADS PARENTS

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

