

State Performance Plan

Indicator 12: Early Childhood Transition



IDEA STATE
PERFORMANCE
PLAN
STAKEHOLDER
ENGAGEMENT

Description of Stakeholder Engagement Activities & Results:

The New York State Education Department (NYSED) is currently developing the State Performance Plan/Annual Performance Report (SPP/APR) for the new six-year cycle for federal fiscal year (FFY) 2020-2025. NYSED obtained stakeholder input using two central approaches:

- Broad public engagement and input through online surveys between October and November 2021; and
- Virtual meetings with stakeholder groups in November 2021.

The Office of Special Education (OSE) created a [Stakeholder Involvement](#) webpage with SPP/APR resources to promote feedback and engagement. This included a message from New York State Board of Regent member, Regent Cea, about the [SPP Stakeholder Meetings](#), an [SPP Stakeholder Invitation Letter](#), [At-a-Glance State Performance Plan Summary of Indicators 1-17](#), [Getting to Know New York's SPP/APR Handout](#), and SPP/APR FFY 2020-2025: [General Overview Presentation](#).

For Indicator 12, the OSE created the following resources designed to engage stakeholders and build capacity in data analysis, evaluating progress in meeting compliance requirements, the consideration of existing improvement activities, and the development of potential new improvement activities:

Resource Links

[Indicator 12: Early Childhood Transition Handout](#)

A summary of the data used to measure this Indicator and existing improvement activities.

[Introduction](#) and [Measurement Description](#)

An overview of frequently used terms and explanation of the Indicator 12 measurement.

[Statewide Data Trends and Comparisons](#)

Past trend data of reported performance from New York State, comparable states, and national mean to evaluate New York State's progress in this Indicator.

[Improvement Strategies](#)

An explanation of existing improvement activities and presentation of potential new activities to promote outcomes in this Indicator.

[Closing](#)

Additional resources to provide feedback and to evaluate school district performance on this Indicator.

Soliciting Public Input

Virtual Stakeholder Meetings

Five virtual stakeholder meetings were held for Indicator 12. Meetings occurred both during the day and in the evening to accommodate different schedules. A total of 66 stakeholders participated in the meeting, including 14 parents. The meetings included an overview of the SPP/APR and viewing of the pre-recorded webinar modules. Each session sought stakeholder feedback on what stood out to them about the trend data and how to use this data to evaluate New York State's progress with consideration of improvement activities, what activities could be installed, maintained, or strengthened to address improvements in early childhood transition outcomes, and any other feedback participants had regarding Indicator 12.

Online Survey

Between October to November 2021, a total of 28 stakeholders completed the online survey for Indicator 12. The Indicator 12 online survey sought stakeholder feedback to evaluate the effectiveness of existing improvement activities in making progress toward early childhood transition outcomes, whether participants supported potential new improvement activities, and whether other activities could be installed, maintained, or strengthened.

Themes of the stakeholder feedback received in the virtual meetings and online surveys on Indicator 12 included:

- The importance of training for both the CPSE and the multidisciplinary evaluation programs (MDE).
- The challenges in New York State regarding the reimbursement rates not covering the actual costs of the evaluations.
- The lack of evaluators in certain regions.
- The need for greater collaboration between the Early Intervention Program and NYSED to assist in the transition from the EIP to the CPSE.

Following the collection of stakeholder feedback from the online survey and virtual meetings, internal workgroups comprised of NYSED OSE and Information and Reporting Services reviewed stakeholder responses to identify where recommendations for improvement strategies could be amended to better align with the input received from parents, school administrators, educators, advocacy organizations, community members and other interested parties. The results of the OSE's incorporation of stakeholder feedback and evaluation of Indicator 12 progress with stakeholders will be reflected in OSE's development of improvement strategies as summarized further in this report.

Stakeholder Meetings & Online Survey

Five virtual stakeholder meetings were held to discuss Indicator 12

Nov. 3rd 9:00 – 11:30 AM

Nov. 10th 9:00 – 11:30 AM

Nov. 10th 6:00 – 8:30 PM

Nov. 18th 1:00 – 3:30 PM

Nov. 18th 6:00 – 8:30 PM

A total of 66 stakeholders participated in the meetings, including 14 parents.

An online survey was published to collect stakeholder feedback over a six-week period.

A total of 28 stakeholders completed an online survey, including 13 parents.

NYSED values its partnership with parents and other key stakeholders in our ongoing efforts to improve outcomes for students with disabilities throughout New York State. Thank you to all who participated in a meeting or survey.

Feedback on Improvement Strategies

Following the evaluation of Indicator 12 trend data (past targets and performance), stakeholder presentations included a description of improvement strategies with requested feedback on what activities should be considered, maintained, or strengthened to address improvements in preschool early childhood transition. The presented information and solicited feedback from a variety of stakeholders, including parents and educators, is intended to increase capacity to support activities around improving Indicator 12 outcomes.

Improvement Strategies Presented:

Existing Improvement Activities to Improve Indicator 12 Outcomes: the OSE presentation included a summary of school district verification and follow-up reviews; targeted monitoring of New York City School District's compliance assurance plan; Chapter 429 of the Laws of 2017 making school districts approved preschool evaluators without needing to submit an application to NYSED; early childhood transition materials including a *Resource to Special Education Support Services* and the Memorandum of Understanding with the Department of Health (DOH) regarding the Early Intervention Program (EIP) and Preschool Special Education Program; promotion of the "Learn the Signs. Act Early" campaign; and the OSE Educational Partnership targeted professional development resources to improve early childhood transition in New York State.

Potential New Improvement Strategies to Improve Indicator 12 Outcomes: the OSE presented seven potential new improvement activities for stakeholder consideration. This includes repealing the requirement that the parent(s) select the preschool evaluator and replace it with the requirement that the school district, after providing the parent(s) with a list of approved evaluators, consult with the parent(s) regarding the selection of an evaluator who can provide a timely evaluation of the preschool child; issuing additional guidance on both the MDE program and CPSE's responsibilities for timely evaluations; updating the NYSED and DOH early childhood transition guidance; expanding the Indicator 12 data collection sample size by increasing the frequency of district reporting and/or the sample of students for reporting districts; updating OSE guidance on initial evaluation requirements; developing a CPSE training module on proper data reporting and effective processes; and requiring school districts to conduct a root cause analysis for low Indicator 12 performance with the OSE Educational Partnership.

Stakeholder Feedback on Improvement Strategies:

Participants of the online survey and virtual meetings were asked to rate the effectiveness of the existing improvement activities to improve Indicator 12 outcomes. When asked to rate effectiveness on a scale of 1-5, the New York City School District compliance assurance plan activities, school districts as approved evaluators, and the OSE Educational Partnership received the highest ratings. Early childhood transition resources received the next highest rating with all other existing improvement activities receiving a rating for moderate effectiveness.

Both online survey participants and virtual meeting participants were asked whether they support the OSE potential new improvement activities for preschool early childhood transition and to rank them in order of importance. Stakeholders supported all potential new improvement activities with the greatest support for:

1. Updating the NYSED and DOH 2005 Transition guidance for parents and families;
2. Issuing additional guidance on both the MDE program and CPSE's responsibilities for timely evaluations;
3. Developing a CPSE training module on proper data reporting and effective processes; and
4. Requiring low performing school districts to conduct a root cause analysis with the OSE Partnership.

In addition to the improvement activities presented, stakeholders provided the following for consideration:

- Additional funding is needed for preschool evaluations.
- Training for parents, the CPSE, and the MDE is important and needed.
- Greater collaboration is needed to assist in the transition from the EIP to the CPSE.

Stakeholder responses will be used by the OSE to identify priority areas for improvement and assist in the development of the strategies that will be implemented to promote early childhood transition and meet performance objectives for Indicator 12 in the 2020-2025 SPP/APR.