

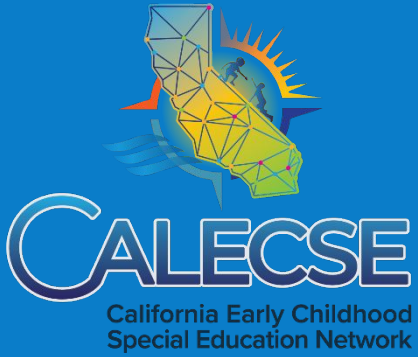


CALECSE

California Early Childhood
Special Education Network

*Funded by the California Department of Education (CDE),
Special Education Division*

Tools for Improving Child Find



CaIECSE

California Early Childhood Special Education Network

Funded by the CDE



Implementation Leadership

Co-Executive Director- Dr. Scott Turner, East San Gabriel Valley SELPA
Co-Executive Director-Melanie Hertig, Irvine Special Education/SELPA
Project Coordinator-Marion Springett, Saddleback Valley USD



CalECSE

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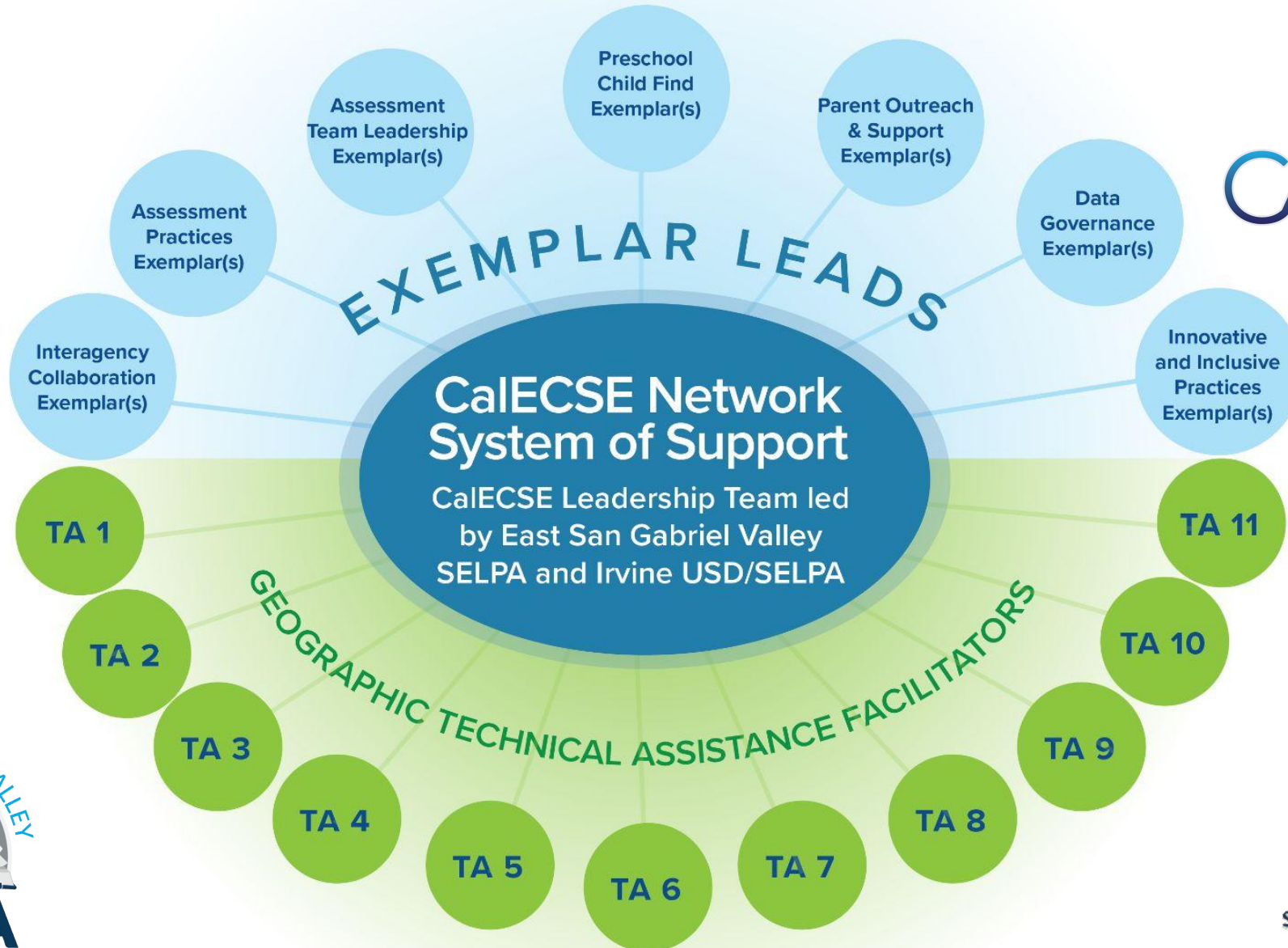
<https://calecse.org/>



CalECSE is a technical assistance project funded under the California Department of Education (CDE) that supports Local Educational Agencies (LEAs), Special Education Local Plan Area (SELPA)s, County Offices of Special Education (COEs), and other Agency Partners in the areas of Individuals with Disabilities Education Act (IDEA) Part C to B Transitions, Preschool Assessment Practices, and Preschool Child Find by providing technical assistance, professional learning, and demonstration of tangible practices *that have been proven successful*.

The CalECSE Network *leverages collaboration amongst agencies, disseminates resources, highlights existing exemplar practices, and provides direct technical assistance* to improve the capacity, knowledge, collaboration, and implementation of evidence-based practices across agencies throughout California.

The CalECSE Network is committed to *improving outcomes* for children and their families by *eliminating and addressing barriers* to successful transition for California's youngest children with disabilities.



Presented by:

Cristina Blevins

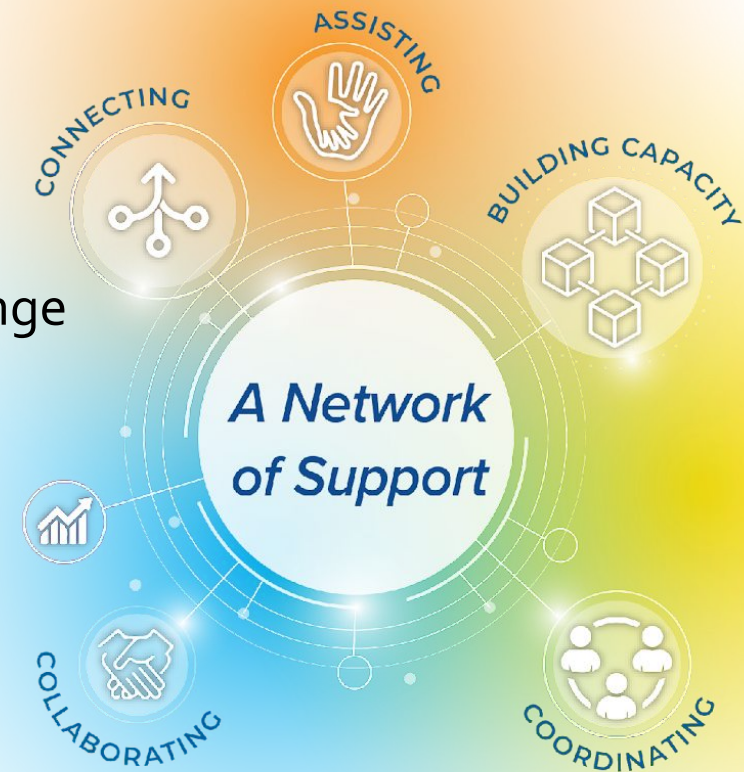
Early Learning Systems Senior Program Officer, First 5 Orange County & CalECSE Preschool Child Find Exemplar Lead

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Educational Consultant
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Child Find



What is Child Find?

Child Find is a process used to “find” children who may have a delay in one or more areas of their development or a disability.



Child Find Includes All Children

Infants, toddlers, and preschoolers

Birth to 21 years of age

Public, private, and tribal children

Highly mobile children

Homeless children

Migrant Children

Foster Children



Child Find is a Continuous Process



Tools for Improving Child Find

Evelyn Shaw, Early Childhood Technical Assistance Center (ECTA)

Margaret Gillis, The Center for Individuals with Disabilities Education Act (IDEA)
Early Childhood Data Systems

In this workshop, participants will:

- ❑ Learn the importance of Child Find and what their legal obligations are
- ❑ Delve into the significance of having a robust Child Find System
- ❑ Learn how to implement data-driven solutions based on completing a self-assessment of current practices geared to create a plan for ongoing improvement and refinement
- ❑ Learn how to address equity and access by considering ways to address disparities in access to child find services to ensure equitable opportunities for all children, regardless of background or circumstance

What is “Child Find”?

- **Child find** is the system for identifying, screening, referring, evaluating, and tracking children who are potentially eligible for early intervention or early childhood special education.
 - Child find system is a continuous effort that is involved in locating potentially eligible children.
 - Both Part C and Part H of IDEA require states to actively identify children who are potentially eligible for services.
- **Child find data**
 - It's more than the child count that's reported to Office of Special Education Programs (OSEP)!

Child find is an
EFFORT not an
event.

Critical Connections

- Part C and Part B 619 state agencies, local programs, and Local Education Agencies
- Parent centers and family-serving organizations
- Community agencies and programs serving underserved and at-risk populations such as homeless families
- Medical professionals (e.g., pediatricians, Neonatal Intensive Care Units, health departments)
- Childcare, Early Head Start, Head Start, Pre-Kindergarten Programs, Private or Charter Schools
- Tribal agencies
- Home visiting
- Child protection and child welfare programs, including foster care

Why Focus on Child Find Data?

- Promote earlier identification
- Reach underserved communities
- Identify areas of ineffective or inequitable implementation of child find practices
- Contribute to program planning
- Improve outcomes



Important Context

- Child find systems are complex and include activities related to identification, location, screening, referral, evaluation, determination of eligibility, and enrollment; however, the only data states report related to child find is on child count (Part C and Part B 619) and timeliness of evaluations (Part B 619)
- The 2023 GAO report, found here: <https://www.gao.gov/assets/d24106019.pdf> highlighted the promise of additional data states may already collect for shining light on how child find systems are working
- States vary widely in what data they collect at the state and local level and in how those data are structured



Digging deeper into pre-enrollment data can help programs examine equity in access to early intervention

- Can help identify potential disparities in access related to
 - Race and ethnicity
 - Geographic area
 - Primary household language
 - Age
 - Disability
 - Local program/Local Education Agency
 - Referral sources
- Comparisons to the general population may make it possible for you to also look at who may be missing from the program
- Data on subgroups makes it possible to look at practices, policies, and structures that may contribute to inequities



Engaging key partners is critical to understanding what is really happening in your child find system

Including people with lived experiences (from all aspects of the child find process) can give you a more complete picture of what is working for whom, possible issues, and opportunities to address those issues.



Whom to Engage?

- Start with local programs and Local Education Agencies
- Engage with families who are key partners
- Tap the above groups to identify other partners, such as:
 - Early care and education programs, including Head Start
 - Physicians, hospitals, health department
 - Parent Centers
 - Departments of Social Services
 - Home visiting

Ways you may want to dig into child find data

To understand who is being referred and when

- Over or under identification for certain populations (who is missing?)
- Identification at kindergarten entry vs. before

To understand referral outcomes

- By group (e.g., race/ethnicity, geographic location, housing or language status)
- By referral source (e.g., pediatricians, parents, childcare programs, social services, etc.)

To understand other aspects of the program

- Child outcomes
- Family outcomes
- Transition

Other ideas?

What types of data may be useful for understanding child find systems?

QUANTITATIVE DATA

- Data collected by Part C or Part B programs and entered into local or state data systems
 - 618 data
 - State Performance Report (SPR)/ Annual Performance Plan (APR) data, Etc.
- Population data/demographics
- Data collected and maintained by key partners

QUALITATIVE DATA

- Child Find system mapping (e.g., Child Find Self-Assessment)
- Family voice
- Feedback from key partners, including referral sources

What else?

619 Child Find Self-Assessment (CFSA)

- Voluntary self-assessment tool for States **and Local Educational Agencies** to assess their Child Find system under section 619 of the Individuals with Disabilities Education Act (IDEA).
- Developed by Office of Special Education Programs (OSEP) in collaboration with ECTA and DaSy
- To reaffirm the importance of appropriate implementation of the child find obligations under Part B of the IDEA.
- To reinforce that an effective child find system is an ongoing part of a State's responsibility to ensure that Free Appropriate Public Education (FAPE) is made available to all eligible children with disabilities.
- Impetus was trends in referrals and enrollment in recent years, particularly decreases during the pandemic and subsequent surges in referrals.

How is the 619 CFSA Organized?

- ▶ **Regulatory requirements specific to Part B Child Find**
 - Highlights the specific requirements all States must have for a Child Find System.
 - Provides space for states and LEAs to document how they are meeting the requirements through their policies and procedures
- ▶ **Child Find Best Practices**
 - Excel-based tool for States and LEAs to evaluate implementation of best practices related to child find for 619.
 - Highlights practices that programs or researchers have found to be beneficial for preschool special education programs in identifying and locating children with disabilities or developmental delays (as defined by the State).
- ▶ **Technical Assistance and Resources**
 - Provides an overview of topical resources related to child find
- ▶ **OSEP Policy Letters and Guidance**
 - Describes OSEP policy letters and other guidance focused on child find in Part B 619

Infographic and 619 CFSA Documents

<https://ectacenter.org/topics/earlyid/tools.asp>



PART B 619 CHILD FIND SELF-ASSESSMENT (Part B 619 CFSA)

The Part B 619 Child Find Self-Assessment (CFSA) is a voluntary tool to help Local Education Agencies (LEAs) strengthen their child find systems with the goal of ensuring children eligible for services are referred and enrolled. The toolkit can also be used by State Education Agencies (SEAs) to look across LEAs and support continuous improvement of child find.

Part B 619 Child Find Self-Assessment Sections



Tools

Section I
Statutory Requirements
Specific to Part B 619
Child Find

Document how you are fulfilling each requirement of Part B 619 Child Find in this Word-based tool



Section II
Part B 619 Child Find
Best Practices

Evaluate your implementation of Part B 619 Child Find best practices and identify where to focus your efforts in this Excel-based tool



Resources

Section III
Technical Assistance
and Resources

Access Part B 619 Child Find resources



Section IV
OSEP Policy Letters
and Guidance

Access information, guidance, and clarification from OSEP

Best Practices for Part B 619 Child Find

The best practices in Section 2 of the Part B 619 CFSA are organized into 7 themes:

1 Cross-sector Collaboration



2 Identifying Children Who Are Underserved by Part B



3 Data and Data Systems



4 Technical Adequacy of Screening Tools



5 Efficiency of Screening and Referral Process and Procedures



6 Responding When Children Are Found Ineligible for Part B 619



7 Evaluation of Child Find



Access the Part B 619 Child Find Self Assessment here:
<https://ectacenter.org/topics/earlyid/tools.asp>



The Part B 619 Child Find Self-Assessment was developed by the Office of Special Education Programs (OSEP), in collaboration with the Center for IDEA Early Childhood Data Systems (DaSy) and the Early Childhood Technical Assistance Center (ECTA).



Section I: Regulatory Requirements

- ▶ Fillable Word document
- Highlights requirements
- Includes:
 - Child Find Requirement (34 C.F.R. § 300.111(a))
 - Use of term “developmental delay” (optional)
 - Other children in child find (34 C.F.R. § 300.111(c))
 - Construction (34 C.F.R. § 300.111(d))

IDEA Section 619 Child Find Self-Assessment (CFSA)

Other children in child find (34 C.F.R. § 300.111(c)): Child find also must include:

1. Children who are suspected of being a child with a disability under 34 C.F.R. § 300.8 and in need of special education, even though they are advancing from grade to grade; and
2. Highly mobile children, including migrant children.

Construction (34 C.F.R. § 300.111(d)):

1. Nothing in the Act requires that children be classified by their disability so long as each child who has a disability that is listed in § 300.8 and who, by reason of that disability, needs special education and related services is regarded as a child with a disability under Part B of the IDEA.

Child Find System: 34 C.F.R. § 300.111

Definition of Child Find

What policies and procedures do the State and LEA currently have in place to ensure that, consistent with section 612(a)(3) of IDEA and 34 C.F.R. § 300.111, all children ages three through five with disabilities are identified and located in a timely manner?⁴

State Response	LEA Response
Describe how the State's Child Find policies and procedures include children who are suspected of being a child with a disability under 34 C.F.R. § 300.8 and are in need of special education, even though they are advancing from grade to grade, consistent with 34 C.F.R. § 300.111(c)(1)?	
State Response	

⁴ The child find obligation applies to all children with disabilities residing in the jurisdiction, including children with disabilities who are homeless or are wards of the State, children with disabilities attending private schools, highly mobile and migrant children with disabilities, children with disabilities suspected of having developmental delays as defined in 34 C.F.R. § 300.8(b) and in need of special education even though they are advancing from grade to grade, children with disabilities who have complex medical needs and who reside in nursing homes because of serious health problems, children with disabilities in correctional facilities, and children with disabilities enrolled in public charter schools. 34 C.F.R. §§ 300.111(a)(1)(i) and (c), 300.2(b), and 300.209.

Section II : Best Practices Excel Tool

Table of Contents

Instructions

Child Find Best Practices

Cross-Sector Collaboration

Identifying Children who are Underserved by Part B

Data and Data Systems

Technical Adequacy of Screening Tools

Efficiency of Screening and Referral Process and Procedures

Responding When Children are Found Ineligible for Part B

Evaluation of Child Find

Theme Summary

Summary ratings for each Theme (calculated from Best Practices ratings)

Action Plan

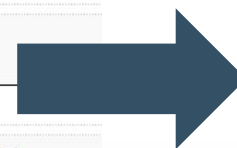
Child Find Action Plan (roster of team members, activities, etc.)

Data

Exportable data file updated via "Get Data" button
(see *Instructions* tab for more information)

Help

Click a topic to view more information and some trouble-shooting ideas



Get Data

Section II : Child Find Best Practices

Child Find Best Practices

Table of Contents

Theme 1

Theme 2

Theme 3

Theme 4

Theme 5

Theme 6

Theme 7

Show Evidence

PDF with Evidence

Hide Evidence

PDF without Evidence

Theme Ratings Explained

Best Practice Rating (BPR) Explained

		Rating	Priority
Theme 1 Cross-Sector Collaboration The practices in this section focus on cross-sector collaboration to support states and Local Education Agencies (LEAs) in identifying young children who may be eligible for Part B services. Ongoing and effective collaborative relationships with local community agencies and early childhood programs supports the appropriate referral by families of young children to Part B. Effective collaborative relationships are those where there is ongoing communication and adherence to child find procedures.		Theme Rating:	
a	Leverage federal or state-funded early childhood systems initiatives and coordinate with collaborating agencies to promote child find awareness, screening, and referral efforts. Evidence:	Best Practice Rating:	
b	Collaborate with Part C and other community organizations serving children and families to promote child find awareness efforts. Evidence:	Best Practice Rating:	
c	Establish policies and procedures that support ongoing and effective communication and collaborative relationships between Part C and Part B to support transition. Evidence:	Best Practice Rating:	
d	Establish policies and procedures to support ongoing collaborative relationships with community agencies that serve underserved and at-risk populations. Evidence:	Best Practice Rating:	
e	Collaborate with community organizations serving children and families to promote screening efforts (e.g., implementing community-wide screening) and referral efforts. Conduct regular conversations with community partners to develop shared awareness of local monitoring, screening, and referral efforts and sources. Evidence:	Best Practice Rating:	

619 CFSA Best Practices List

- BP 1: Cross-Sector Collaboration
- BP 2: Identifying Children who are Underserved by Part B
- BP 3: Data and Data Systems
- BP 4: Technical Adequacy of Screening Tools
- BP 5: Efficiency of Screening and Referral Process and Procedures
- BP 6: Responding When Children are Found Ineligible for Part B
- BP 7: Evaluation of Child Find



BP 1: Cross-Sector Collaboration

The practices in this section focus on cross-sector collaboration to support states and Local Education Agencies (LEAs) in identifying young children who may be eligible for Part B services. Ongoing and effective collaborative relationships with local community agencies and early childhood programs supports the appropriate referral by families of young children to Part B. Effective collaborative relationships are those where there is ongoing communication and adherence to child find procedures.

- a) Leverage federal or state-funded early childhood systems initiatives and coordinate with collaborating agencies to promote child find awareness, screening, and referral efforts.
- b) Collaborate with Part C and other community organizations serving children and families to promote child find awareness efforts.
- c) Establish policies and procedures that support ongoing and effective communication and collaborative relationships between Part C and Part B to support transition.
- d) Establish policies and procedures to support ongoing collaborative relationships with community agencies that serve underserved and at-risk populations.
- e) Collaborate with community organizations serving children and families to promote screening efforts (e.g., implementing community-wide screening) and referral efforts. Conduct regular conversations with community partners to develop shared awareness of local monitoring, screening, and referral efforts and sources.
- f) Collaborate with childcare programs, private schools, and charter schools to promote pathways for screening and referral for children served by those programs.
- g) Collaborate with community agencies to promote partnerships with families to promote the referral process.
- h) Coordinate with surrounding Local Education Agencies (LEAs) to streamline referral process.
- i) Implement respectful and appropriate pre-referral education and information-sharing with families to support their understanding of the importance of early childhood special education (ECSE) and to reduce stigma.

BP 2: Identifying Children who are Underserved by Part B

The practices in this section focus on strategies for states and LEAs to consider when reaching out to underserved populations so that equal opportunity is provided for participation in Part B. Some preschool-aged children with disabilities are not readily

Section II : Data Summary of Child Find Best Practices

THEME SUMMARY	Table of Contents		Theme Rating							Total # of Practices	# of Practices in this theme				# of Practices in this theme		
			Rating	Priority								with RATING...				with PRIORITY...	
	1	2			3	4	5	6	7		1	2	3	4	Low	Medium	High
Child Find Best Practices																	
Cross-Sector Collaboration										9							
Identifying Children who are Underserved by Part B										3							
Data and Data Systems	4									10	2	1	1	2	1	1	1
Technical Adequacy of Screening Tools										7							
Efficiency of Screening and Referral Process and Procedures										8							
Responding When Children are Found Ineligible for Part B										3							
Evaluation of Child Find										5							

Section II : Child Find Action Plan

Action Plan

jump to:

Planning Team Members

Child Find Improvement Plan

Stakeholder Involvement

Show High Priority BPs

Planning Team Members

State Child Find Planning Team Members, Role and Organization Represented

Child Find Improvement Plan

[illegible]

Instructions:

Fill out the charts to the right. Use as many rows as necessary.

NOTE ON PRINTING:

If you would like to print, this page is set up to print each chart on its own page, going across.

You will want to print only the pages that have data in them - if you print this whole tab you may end up with many pages with no information.

Adjust Row Height (to print)

Discussion

- Think about your community...
 - Which key partners and perspectives would you bring together to engage in discussion around the Child Find Self Assessment (CFSA)?
 - What data or other information would be useful for informing the discussion?
 - How might this process be useful for promoting equity in access to preschool special education services?

Thank you!

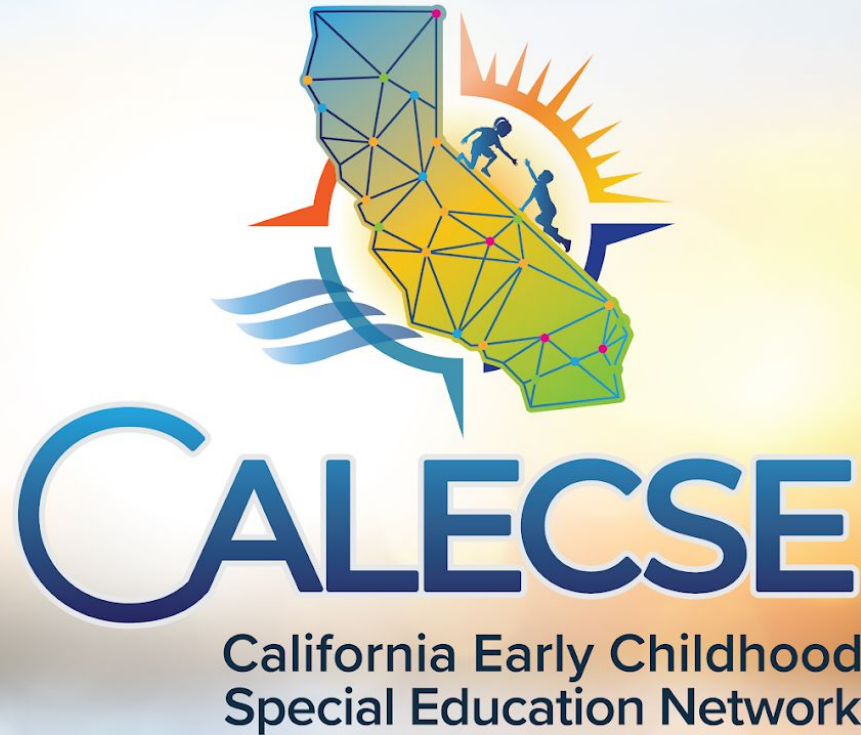
Resources

- GAO Report:
<https://www.gao.gov/assets/d24106019.pdf>
- Child Find Self-Assessment:
<https://ectacenter.org/topics/earlyid/tools.asp>
- DaSy Critical Questions:
https://dasycenter.org/wp-content/uploads/2020/12/DaSy_Critical_Questions_2020.pdf
- DaSy Critical Questions for Equity:
https://dasycenter.org/wp-content/uploads/2023/10/DaSy_RacialEquityCriticalQuestions_Acc.pdf





<https://calecse.org/>



Thank you for attending!

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