CHILD FIND SELF-ASSESSMENT (CFSA) FOR 619

BRENDA WILKINS AND VINETTA FREEMAN (OSEP)

MARGARET GILLIS, DASY AND EVELYN SHAW, ECTA
Agenda

▶ Why focus on Child Find?
▶ Introduction to the 619 Child Find Self-Assessment (CFSA)
▶ Resources
[T]here is one widely-accepted fact: early and intensive intervention can have a profound impact on the quality of life for children at risk and their families. The key is early detection.

Why focus on Preschool Child Find?

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Opportunities to Strengthen Child Find

- Develop systems to better track and improve earlier identification.
- Close gaps in integrating Part B 619 identification systems within States and local communities.
- Reduce gaps in tracking children from concerns to referral, evaluation, and services.
- Combine developmental monitoring and screening systems to increase earlier identification (more targeted and appropriate referrals) and receipt of early intervention services.

(Barger, Rice & Simmons, 2016; Barger et al, 2018)
619 Child Find Self-Assessment (CFSA)

► Voluntary self-assessment tool for States and local educational agencies (LEAs) to assess their Child Find system under section 619 of the Individuals with Disabilities Education Act (IDEA).

► Collaborative effort with ECTA and DaSy
To reaffirm the importance of appropriate implementation of the child find obligations under Part B of the IDEA.

Reinforce that an effective child find system is an ongoing part of a State’s responsibility to ensure that FAPE is made available to all eligible children with disabilities.

During the COVID-19 pandemic, numerous children have not registered for school or have unenrolled from schools. Many others have received instruction only virtually.
619 Child Find Self-Assessment

**Purpose**: support programs in establishing efficient and effective Child Find systems.

- Similar format to the Part C tool with four components:
  1. Regulatory requirements
  2. Best Practices
  3. Technical assistance and resources
  4. OSEP policy letters and guidance

- Local Education Agency/District level focus

- Best Practice Themes include:
  - Cross-sector collaboration
  - Data Systems
  - Technical adequacy of screening and evaluation tools
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.

► Child Find Best Practices
  • States and LEAs can utilize Section II of this tool to evaluate the implementation of their current policies, procedures, and practices.
  • It 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 OSEP funded resources and technical assistance centers that are committed to improving State early intervention and early childhood special education service systems.

► OSEP Policy Letters and Guidance
  • Describes OSEP policy letters and other guidance focused on child find in Part B 619
Section 1: Regulatory Requirements

► Fillable Word document

► Highlights requirements

► Includes:
  • Child Find Requirement (34 C.F.R. § 300.111(a))
  • Use of term “developmental delay” Screening procedures (optional)
  • Other children in child find (34 C.F.R. § 300.111(c))
  • Construction (34 C.F.R. § 300.111(d))
# Section II : Best Practices Excel Tool

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<td>Child Find Action Plan (roster of team members, activities, etc.)</td>
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<td><strong>Data</strong></td>
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<td>Exportable data file updated via &quot;Get Data&quot; button</td>
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<td>(see instructions tab for more information)</td>
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Get Data
Section II: Child Find Best Practices

Child Find Best Practices

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.

- **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:

- **b** Collaborate with Part C and other community organizations serving children and families to promote child find awareness efforts.
  - Evidence:

- **c** Establish policies and procedures that support ongoing and effective communication and collaborative relationships between Part C and Part B to support transition.
  - Evidence:

- **d** Establish policies and procedures to support ongoing collaborative relationships with community agencies that serve underserved and at-risk populations.
  - Evidence:

- **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:
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 support 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>
<thead>
<tr>
<th>Theme</th>
<th>Rating</th>
<th>Priority</th>
<th>Total # of Practices</th>
<th># of Practices in this theme with RATING...</th>
<th># of Practices in this theme with PRIORITY...</th>
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# Section II: Child Find Action Plan

## Planning Team Members

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<tr>
<th>Child Find Planning Team Member</th>
<th>Role</th>
<th>Organization</th>
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### Child Find Improvement Plan

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<th>Outcomes of activities</th>
<th>Activities to improve Child Find</th>
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### 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)
Section III: Technical Assistance and Resources

Federal Regulations Regarding Child Find

IDEA Statute, Chapter 33, Subchapter II – Assistance for Education of All Children with Disabilities
https://sites.ed.gov/idea/statute-chapter-33/subchapter-i

Regulations of the Offices of the Department of Education, Office of Special Education and Rehabilitative Services, Part 300—Assistance to States for the Education of Children with Disabilities The Electronic Code of Federal Regulations outlines all early intervention regulations and includes key terms used throughout the regulations with links to these definitions. Note, this link provides all regulations related to early intervention, including components related to child find. Specific regulations and definitions can be accessed by clicking the section numbers in blue. For more information about the specific sections of the regulations related to child find, see Section I of the Child Find Self-Assessment. https://www.ecfr.gov/cgi-bin/text-idx?SID=7f5ee5f29e2844006e01c000f176c00&mc=true&tpl=/ecfrbrowse/Title34/34cfr300_main_02.tfl

For OSEP Policy Letters and Guidance, see Section IV of the Child Find Self-Assessment.

Part B Eligibility Resources

National Center for Hearing Assessment and Management - Compares Part C and Part B policies in the following areas: Eligibility Criteria, Eligibility Determination, Types of Services, Service Settings, Service Recipients, Parental Rights, and System of Payments. It is intended as a resource to support transition between these programs for children who are deaf or hard of hearing. http://www.ncham.org/earlyvention/docs/aspect-idea-part-c-and-idea-part-b.pdf

Part B, Section 619 Eligibility – Collection of resources from the ECTA Center
https://ectacentre.org/topics/early/619pacelp.asp

Norm-Referenced Assessment Tools for Children Birth to Age Five Years with Potential for Remote Administration for Eligibility Determination

Applying Assessment Principles to Evaluation for Eligibility Remotely (Section 619) – This recorded webinar addresses the purposes of evaluation and assessment, federal requirements for determining eligibility under IDEA, formal and informal methods and processes, key considerations, and resources.

Multi-Tiered Systems of Support/Response to Intervention Resources

Frameworks for Response to Intervention in Early Childhood: Description and Implications – This position statement from the Division for Early Childhood of the Council for Exceptional Children, the National Association for the Education of Young Children, and the National Head Start Association defines early childhood response-to-intervention frameworks and addresses misunderstandings and misconceptions. https://www.decdocs.org/position-statement/frameworks
Section IV: OSEP Policy Letters and Guidance

OSEP is charged with developing, communicating, and disseminating Federal policy on early intervention services to infants and toddlers with disabilities and on the provision of special education and related services for children with disabilities. The attached policy letters provide information and guidance relevant to a State's preschool services and providing a Child Find system.


This resource, from the Office for Civil Rights (OCR) and the Office of Special Education and Rehabilitative Services (OSERS), explains that as a school district takes necessary steps to address the health, safety, and well-being of all its students and staff, educators can use distance learning opportunities to serve all students.


OSEP Memo 10-07—Response to Intervention (RTI) and Preschool Services (April 22, 2010)

This memo provides guidance on how a Response to Intervention Process cannot be used to delay or deny an Evaluation for Preschool Special Education Services under the Individuals with Disabilities Education Act.


Letter to Rowland (September 9, 2019)

This policy letter addresses a series of questions regarding the development of IFPs of children placed in certain preschool programs, including whether a public agency may restrict the provision of a specific related service based solely on the child’s placement in a particular program.


Preschool Least Restrictive Environments (Updated January 9, 2017)

This letter provides updated guidance on preschool least restrictive environments (LRE) and addresses key statutory and regulatory requirements; preschool placement options; reporting educational environments data for preschool children with disabilities; and the use of IDEA Part B funds for preschool children with disabilities.


FAQ Frequently Asked Questions about the Rights of Students with Disabilities in Public Charter Schools under the Individuals with Disabilities Education Act (December 27, 2016)

This guidance provides charter schools, states, state educational agencies (SEAs), local educational agencies (LEAs), other public agencies, parents, and other stakeholders with information regarding the rights of students with disabilities attending charter schools and their parents under the Individuals with Disabilities Education Act.


Inclusion of Children with Disabilities in Early Childhood Programs (September 18, 2015)

This policy statement, released jointly by the Departments of Education and Health and Human Services, states that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations.


This letter provides clarification as to whether there is a general notification requirement to all parents regarding special education laws and processes. Specifically, if a local educational agency (LEA) has a duty to notify parents of the individuals with Disabilities Education Act (IDEA) prior to their child being referred for an evaluation and identified as a child with a disability.
Your Feedback is Important!
Updated versions of other child find TA resources are forthcoming, including the Child Find Funnel Chart Tool and Child Find Meaningful Differences Calculator.

DaSy and ECTA TA providers are available to support use of the Part B 619 CFSA and other tools.

- Contact Evelyn Shaw
evelyn.shaw@unc.edu

https://ectacenter.org/topics/earlyid/tools.asp
QUESTIONS?

Office of Special Education Programs
Office of Special Education and Rehabilitative Services
U.S. Department of Education