

CHILD FIND SELF-ASSESSMENT (CFSA) FOR 619

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- ▶ Why focus on Child Find?
- ▶ Introduction to the 619 Child Find Self-Assessment (CFSA)
- ▶ Resources

Why Child Find?

[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.

First Signs. (n.d.). Our mission. Retrieved July 7, 2014 from the First Signs website: <http://firstsigns.org/>

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

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



Section II : Child Find Best Practices



Child Find Best Practices

Show Evidence

PDF with Evidence

Theme Ratings Explained

← Table of Contents

Theme 1

Theme 2

Theme 3

Theme 4

Theme 5

Theme 6

Theme 7

Hide Evidence

PDF without Evidence

Best Practice Rating (BPR) Explained

	Rating	Priority
Theme 1 Cross-Sector Collaboration <i>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.</i>	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: <input style="width: 100%;" type="text"/>	Best Practice Rating:	
b Collaborate with Part C and other community organizations serving children and families to promote child find awareness efforts. Evidence: <input style="width: 100%;" type="text"/>	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: <input style="width: 100%;" type="text"/>	Best Practice Rating:	
d Establish policies and procedures to support ongoing collaborative relationships with community agencies that serve underserved and at-risk populations. Evidence: <input style="width: 100%;" type="text"/>	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: <input style="width: 100%;" type="text"/>	Best Practice Rating:	



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

- ▶ 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

Section II : Data Summary of Child Find Best Practices

THEME SUMMARY	← Table of Contents							Total # of Practices	# of Practices in this theme				# of Practices in this theme			
	Theme Rating								with RATING...				with PRIORITY...			
	Rating	Priority	1	2	3	4	5		6	7	1	2	3	4	Low	Medium
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

Child Find Planning Team Member	Role	Organization

Outcomes of activities	Activities to improve Child Find

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)

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Section III: Technical Assistance and Resources



Federal Regulations Regarding Child Find
<p>IDEA Statute, Chapter 33, Subchapter II – Assistance for Education of All Children with Disabilities https://sites.ed.gov/idea/statute-chapter-33/subchapter-ii</p> <p>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 their 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=a77fef52928440d09cad38cb08615100&mc=true&tpl=/ecfrbrowse/Title34/34cfr300_main_02.tpl</p> <p>For OSEP Policy Letters and Guidance, see Section IV of the Child Find Self-Assessment.</p>
Part B Eligibility Resources
<p>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.infanthearing.org/earlyintervention/docs/aspect-idea-part-c-and-idea-part-b.pdf</p> <p>Part B, Section 619 Eligibility – Collection of resources from the ECTA Center https://ectacenter.org/topics/earlyid/partbelig.asp</p> <p>Norm-Referenced Assessment Tools for Children Birth to Age Five Years with Potential for Remote Administration for Eligibility Determination https://ectacenter.org/~pdfs/topics/earlyid/assessment-tools-norm-referenced.pdf</p> <p>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. https://ectacenter.org/events/webinars.asp#y2020remoteeligibility619</p>
Multi-Tiered Systems of Support/Response to Intervention Resources
<p>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</p>

- ▶ Federal Regulations Regarding Child Find
- ▶ Part B Eligibility Resources
- ▶ Multi-Tiered Systems of Support/Response to Intervention Resources
- ▶ Screening Resources
- ▶ Public Awareness Resources
- ▶ Special Populations Resources
- ▶ Resources on Disruptions
- ▶ OSEP TA Centers Available to Provide TA around Child Find



Section IV : OSEP Policy Letters & Guidance



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.

Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities (March 21, 2020)

This new 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.

<https://sites.ed.gov/idea/idea-files/supplemental-fact-sheet-addressing-risk-covid-19-preschool-elementary-secondary-schools-serving-children-disabilities-march-21-2020/>

OSEP Memo 16-07—Response to Intervention (RTI) and Preschool Services (April 29, 2016)

This memo provides guidance on how A Response to Intervention Process cannot be used to Delay-Deny an Evaluation for Preschool Special Education Services under the Individuals with Disabilities Education Act

<https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/oseprtpreschoolmemo4-29-16.pdf>

Letter to Rowland (September 9, 2019)

This policy letter addresses a series of questions regarding the development of IEPs 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.

<https://sites.ed.gov/idea/idea-files/policy-letter-sept-9-2019-rowland/>

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.

<https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/preschool-lre-dcl-1-10-17.pdf>

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 children with disabilities attending charter schools and their parents under the Individuals with Disabilities Education Act.

<https://sites.ed.gov/idea/idea-files/frequently-asked-questions-about-the-rights-of-students-with-disabilities-in-public-charter-schools-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.

<https://sites.ed.gov/idea/files/joint-statement-full-text.pdf>

Letter to Lawrence Sigel, Esq. (Aug. 2, 2018)

<https://sites.ed.gov/idea/files/osep-letter-to-siegel-08-02-2018.pdf>

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!

Child Find Self-Assessment for 619 Feedback Form

Thank you for taking the time to provide some feedback on the Child Find Self-Assessment for 619. We are interested in your perspective on the content, functionality, and usefulness of the tool.

This feedback form addresses the tool overall and all 4 sections of the Child Find Self-Assessment for 619:

- Section I: Regulatory Requirements Specific to Child Find
- Section II: Child Find Best Practices
- Section III: Technical Assistance and Resources
- Section IV: OSEP Policy Letters and Guidance

All items on this form are optional, so you do not need to complete the entire form to submit your feedback.

[Sign in to Google](#) to save your progress. [Learn more](#)

Next

Clear form

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 tool kit 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		Resources	
 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	 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	5 Efficiency of Screening and Referral Process and Procedures
2 Identifying Children Who Are Underserved by Part B	6 Responding When Children Are Found Ineligible for Part B 619
3 Data and Data Systems	7 Evaluation of Child Find
4 Technical Adequacy of Screening Tools	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).

▶ 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