

The background of the slide features dark blue silhouettes of several individuals, likely students or staff, looking down at documents or books. The overall color scheme is a gradient of dark blues.

Data Collection and Submissions in Early Childhood Special Education

Presented by: OSSIE and Programming and Data Teams



Data Collections for PreK Children with Disabilities

- Child Count
- Preschool Environments (Indicator 6)
 - Percent of children attending and receiving services in specific educational environments

- Preschool Transition (Indicator 12)

- Percent of children who received early intervention services and transitioned to early childhood special education by age three

- Child Outcomes (Indicator 7)

- Progress of preschool age children with disabilities between entry and exit from the program on three outcome areas.

SAUs In Cohort 1 Receive Their Own Excel Spreadsheet File To Collect And Submit Data To SEA

- Student data prepopulated on the spreadsheet is based on SAU submitted data and is specific to each SAU/LEA.
- Requested data elements will be collected and tracked by the SAU/LEA over the remainder of the school year.
- Data must be complete and submitted for each student enrolled.
- Securely email the spreadsheet back to the SEA by June 30, 2025.

SEA Requests Two Data Sets

Ind 12 Preschool Transition

- a) Count of number of Referrals from Part C to Part B
- b) Count of number of children determined not eligible
- c) Count of eligible children with an IEP by three years old
- d) Count of children who did not have an IEP on time because of parent delay
- e) Count of children who did not have an IEP due to late referrals from EI

Ind 7 Child Outcomes

- a) Social Emotional Entry and Exit Scores and progress between entry and exit
- b) Knowledge and Skills Entry and Exit Scores and progress between entry and exit
- c) Behaviors to Meet Needs Entry and Exit Scores and progress between entry and exit

Tab 1: Instructions

Welcome!

This is a sample tracking log schools may use to ensure data is collected and submitted to the SEA for all preschool aged children with disabilities. The use of this document is optional, but data **will need to be submitted by schools for Indicators 12 and 7** (see below for data specifications). This tracking log is designed to support schools to monitor the Child Counts, Transition Timelines and

TABS:

- 1. Instructions**
- 2. Roster:** Designed to help track children who are in the Child Find process of eligibility determination
Not a required data collection. The children on this tab represent those children who were reported by the SAU to be enrolled as of Oct 1.
- 3. Indicator 12:** Designed to track the process from Transition from Early Intervention to Preschool Special Education
Add student data to the spreadsheet on tab three when you receive a PEA notification from Part C (EI form ME) in each of the white boxes.
Your entries will autopopulate the blue colored cells. Watch for cells that turn red. The following fields will be used to calculate compliance with Indicator 12 Preschool Transition:
 - Number children who were served in Part C and referred to Part B for eligibility determination
 - # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
 - # of those found eligible who have an IEP developed and implemented by their third birthdays.
 - # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
 - # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.These Reasons for Delay are available as dropdowns. They are defined as:
Late To Part C=children who were found eligible for AzeIP services between the ages of 2.9 and 2.10 % (allowable/compliant)
Parent or Child Unavailable= Parent or child availability prevented timely completion of transition process(allowable/compliant)
Late From Part C=Children eligible for Part C by 2 y 9mo and PEA Notification form was received after 2 years 9months (not allowable/non-compliant)
Shortage of Personnel (not allowable/non-compliant)
Interruption of school schedule; Summer Birthday (not allowable/non-compliant)
Child did not pass vision/hearing test (not allowable/non-compliant)
- 4. Child Outcomes**

1. Instructions | 2. Child Roster | 3. In By Three | 4. Child Outcomes

Tab 2. Child Roster

- Prepopulated data received from the SAU on children in Cohort 1 on October 1.
- Unrelated to quarterly data collection for funding purposes.
- Not required tracking sheet.

Date:	Attending District	Resident District	Resident Town	Superintendent's Agreement (Yes or No)	Service Provider Location	FAPE Provider Location (if different)	Last Name	First Name	State Student ID	Sex	Birthdate	Age on Oct 1, 2024	Grade	Child Find (Yes or No)
10/1/2024	SAU District 1	SAU District 1	Best City Ever	No	Best Child Care Center		Starr	Ringo	123456	M	10/2/2021	3		
10/1/2024	SAU District 1	SAU District 2	Best City Ever	No	CDS		Harrison	George	234567	M	4/8/2021	4		
10/1/2024	SAU District 1	SAU District 1	Best City Ever	Yes	Public school of residence		Lennon	John	345678	M	3/1/2022	3		
10/1/2024	SAU District 1	SAU District 1	Best City Ever	No	Public school of residence		McCartney	Paul	456789	M	9/1/2021	5		

Tab 3: Transition from Early Intervention

- Upon receipt of a referral from Early Intervention for ME record the date of referral, birthdate, Transition Conference date, date whether the child was eligible or not eligible, IEP date, reasons for delay.
- Used to calculate the percentage of children who had an IEP by three years old if they had been in Early Intervention

Tab 3: Ind 12 Transition Data Collection and Reporting

- Five data elements are reported by tracking the referral, eligibility, and IEP dates of students transitioning from Early Intervention.



For Children Transitioning from Early Intervention for ME, enter data into spreadsheet columns that are white. Blue cells are automatically calculated and locked.

IE for ME ID Number	State Student ID	Child's Last Name	Child's First Name	DOB (mm/dd/yyyy)	Date Child Turns Three Years Old	12a. Date of PEA Notification 2y-3y9m (turns red if after 2y 9m) Contact SEA if late referral	Transition Conference "No Later Than Date" (Must take place on or before child is 2y 9m)	Date of SAU Attendance at Transition Conference by 2y 9mo (RED if late)	Date of Evaluation Consent	Actual Preschool eligibility determination date (red-late)	Evaluation determination due date (36mo-30days) if consent plus 60 is greater than birthday	Eligible for Special Education? Yes/No	12b. Eligibility determined prior to 3rd birthday?	IEP due date (w/ 30 days of eligibility and by the time the child turns three, whichever is first.	Actual Date of IEP (red-late)	12c. IEP developed by third birthday?	12d, 12e. Choose the reason child was not in by three: (RED-Non-compliant)	Allowable exception?	Compliance with In By Three?	# of days late (report if non-compliant)	Notes and Comments (if Child Find, parent declines FAPE offer, no shows)		
		Noteligible	Timmy	10/25/2021	10/25/2024	7/7/2024	7/25/2024	7/11/2024	7/11/2024	9/15/2024	9/25/2024	No	yes	10/25/2024									
		Lateparent	Ricky	10/25/2021	10/25/2024	8/25/2024	7/25/2024	8/6/2024	8/26/2024	10/1/2024	9/25/2024	Yes	yes	10/25/2024	10/30/2024	no	Parent or Child Unavailable	Yes	compliance	5	parent no show for IEP		
		Ortime	John	10/28/2024	10/28/2027	4/29/2027	7/29/2027	5/30/2024	6/15/2024	7/25/2024	9/28/2027	Yes	yes	10/28/2027	10/15/2024	yes							
		Nostaff	Mary	10/30/2021	10/30/2024	5/15/2024	7/31/2024	5/20/2024	5/20/2024	10/1/2024	9/30/2024	Yes	yes	10/30/2024	11/1/2024	no	Shortage of Personnel	No	non-compliance	1			
				50.0%	4							1					1			0	1		
				Percent In by Three c((a-b-d-e))	12 a. Number children who were served in Part C and referred to Part B for eligibility determination						12 b. Number of children found not eligible by their 3rd Birthday				(c) # of those found eligible who have an IEP developed and implemented by their third birthdays.				12d. Parent or Child Unavailable		12e. Late Referral to EI for Me		lowest number of days late

Tab 4: Ind 7 Child Outcomes Data Collection and Reporting Overview

Outcome Area	Entry	Exit	Progress?
Outcome 7A	score 1-7	score 1-7	y/n
Outcome 7B	score 1-7	score 1-7	y/n
Outcome 7C	score 1-7	score 1-7	y/n

Tab 4. Ind 7 Child Outcomes Data Collection and Reporting

State Student ID	Student Last Name	Student First Name	COS entry score date 	COS A Social Emotional entry rating (1-7)	COS B Knowledge and Skills entry rating (1-7)	COS C Behavior to Meet Needs entry rating (1-7)	COS exit score date 	COS A Social Emotional exit rating (1-7)	COS A Social Emotional Skills: Did student make progress between entry and exit? (Yes/No)	COS B Knowledge and Skills exit rating (1-7)	COS B Knowledge and Skills: Did student make progress between entry and exit? (Yes/No)	COS C Behavior to Meet Needs exit rating (1-7)	COS C Behaviors to Meet Needs Skills: Did the student make progress between entry and exit? (Yes/No)
	Starr	Ringo	12/1/2022	2	3	2	5/24/2024	4	yes	3	yes	4	yes
	Harrison	George	2/1/2022	3	3	3	5/25/2024	4	yes	4	yes	4	yes
	Lennon	John	12/15/2022	4	3	4	5/26/2024	5	yes	4	yes	5	yes
	McCartney	Paul	11/20/2022	4	5	5	5/27/2024	5	yes	6	yes	6	yes

- Child Outcomes Data Entry Page
 - Name, ID, Entry Date, Entry Score for Each Outcome area
 - Exit Date, Exit Score and Progress rating required for each student

Child Outcomes Data Collection Timeline

- For entry—as soon as possible upon eligibility as a preschool aged child with a disability so that the date the baseline is determined offers the maximum amount of time for development and instructional progress prior to exit.
- For exit— as close as possible prior to exiting the program either by age, or is no longer eligible, or moves a score must be determined.
- Data on all children exiting the program during the school year to be submitted to SEA by June 30, 2025

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Early Childhood Special Education - Cohort 1



Resources, Tools, Notices, and Opportunities for Professional Development and Collaboration for School Administrative Units
Participating in Cohort 1, Fiscal Year 2024-25



Early Childhood Special Education Foundations

[Provision of Free Appropriate Public Education \(FAPE\)](#)

[Legislation for Provision of Early Childhood Special Education in School Administrative Units \(25-A\)1, PL 2023, c. 643, part V](#)

[Quality Early Childhood Education Programs](#)

[Office of Special Services and Inclusive Education](#)

[Family Engagement and Trusting Partnerships](#)



Free Appropriate Public Education in Early Childhood (FAPE)

- Implementing the FAPE Mandate
- Early Childhood Special Education Disability Categories
- Least Restrictive Environment
- Child Find and the Special Education Process

[Information on FAPE](#)



Cohort Meetings

Cohort 1 Recordings

May 2024
[5/15/2024](#) | [5/22/2024](#) | [5/29/2024](#)

June 2024
[6/12/2024](#)

July 2024
[7/31/2024](#)

August 2024
[8/7/2024](#) | [8/14/2024](#) | [8/28/2024](#)
[School Renovation Meeting \(8/15/2024\)](#)

September 2024
[9/4/2024](#) | [9/11/2024](#) | [9/18/2024](#) | [9/25/2024](#)

October 2024
[10/2/2024](#) | [10/9/2024](#) | [10/23/2024](#)

Other Resources

- [Introduction to the Child Outcomes Summary Process](#)
- [Introduction to Transition from Early Intervention](#)

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