

# **Checklists for SPP/APR Indicators 11-14**

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## **Indicator 11**

Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

## **Indicator 12**

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

## **Indicator 13**

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

## **Indicator 14**

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

## **Indicator 11 – Child Find**

\_\_ Run Child Find Compliance Reports (Weekly or Bi-Weekly)

MSIS Menu: Reports → Student Data → Child Find → Compliance

\_\_ Run Child Find Roster Report weekly or bi-weekly to identify approaching deadlines

MSIS Menu: Reports → Student Data → Child Find → Roster

\*Note: If you have students populating on your Child Find reports who are not initial rulings for your district in the current school year, enter the appropriate non-initial reason in the drop-down box on the Child Find screen.

\_\_ Enter any initial rulings and any student with an MSIS ID who was tested (eligible or not) into the Child Find screen. See the MSIS Special Education Manual for instructions.

\_\_ For any Part C to B referral student who was tested and found not eligible for services, include the date that the student was determined not eligible to the Office of Special Education with your Part C to B reporting.

\_\_ Once an IEP is developed, enter the information into MSIS on both the Child Find Screen and the Student Update Screen. DO NOT wait until July 1 to enter initial rulings, only wait on non-initial IEPs that are developed/revised in the spring for the next/upcoming school year.

Timeliness of data entry on the Child Find screen is of the utmost importance. Reviews of data entered on the Child Find screen will be conducted at various times of the year to determine compliance.

Each child listed on the Child Find screen should have a response – either a non-initial reason or data about the evaluation should be entered.

**Indicator 12 – Part C to B**

All activities for Indicator 12 should be completed on a monthly or bi-weekly basis.

- \_\_ Run No Match Report at least once a month and respond with any students that should be removed.  
MSIS Menu: Reports → Special Education Data → Student → Part C to B Data → Student No Match Roster

Reasons for Removal:

Parent Refused Services	No Permission to test
Service Discontinued	Parent did not show up
Not Eligible (must provide date of determination)	Student is deceased
Parent wants to delay to later school year	Student belongs to another district
Moved out of state	Unknown to district and First Steps
Parent did not respond	Enrolled in University based program

\* Removing a student from your No Match Report does not necessarily mean that you will not serve the student (Ex: Parent wants to delay to later school year. You should still continue with the process.)

- \_\_ Contact local service agency to obtain information needed for students on your No Match Report as well as request referrals for students turning 27 months of age.

- \_\_ Run Match Report at least once a month to monitor approaching IEP deadlines.  
MSIS Menu: Reports → Special Education Data → Student → Part C to B Data → Student Match Roster

- \_\_ For students that become eligible, enter initial data into MSIS. This includes requesting a MSIS ID, entering data on the Child Find screen, and setting SPED indicators. For districts that have pre-school programs, enroll the student in that school. Otherwise, enter the student in school 500. Once Child Find data is entered, go through the tabs on the Non-Public Student Update screen in sequential order and fill in data on each tab or send a DSD file setting the SPED Indicator to Yes. If the student is enrolled in a public school, enter the student’s information on the Student Update screen.

- \_\_ Once an IEP is developed, update the IEP date in MSIS. DO NOT wait until July 1 to enter initial rulings, only wait on non-initial IEPs that are developed in the spring for the next/upcoming school year.

Notes:

If the local service agency stops serving a child after they send that student’s information to MSIS, it is your responsibility to remove that student from your Part C to B No Match Report using the reason ‘Service Discontinued’

You can request to remove students from your Part C to B No Match Report when the parent or guardian refuses testing or services, even if they later request services. At that point, the child will be part of the data collection for Indicator 11.

Keep documentation of the date the local service agency refers the child by letter or other means. Knowing what children to expect on your Part C to B reports will help us locate those who are not showing up or assigned to the wrong district.

### **Indicator 13 – Transition Services**

\_\_ Run and Check Missing Transition Services Report every month. This report is a list of students ages 14 and up that are missing transition services or who have transition services set to 'No'. Students that do have transition services are not listed on the report.

MSIS Menu: Reports → Special Education Data → Student → Transition Services → Pre Cut-off Transition Services

Note: This data is part of the December 1 Child Count, so be sure to enter Transition Services information before that time. Continue to update any new rulings after December 1.

## **Indicator 14 – Post-Secondary**

\_\_ Update Post-Secondary Screen beginning in April for the previous year's graduates/leavers.

MSIS Menu: Modules → Special Education → Post Secondary

\_\_ Use the Post-Secondary Screen and Report to determine which students to contact. Be sure to check all of your schools, not just the high schools.

MSIS Menu: Modules → Special Education → Post Secondary (Use green traffic light button to run report for each school)

\_\_ Monthly, attempt contact with those students that you have not yet contacted.

\_\_ When contacting students, we need to know if they are: (check all that apply, see definitions below)

Enrolled in higher education

Enrolled in some other postsecondary education or training program

Competitively Employed

Some other employment

Other

\_\_ Try to have as few a number of 'Unknowns' as possible. These students will count against your compliance goals.

Definitions:

Enrolled in Higher Education - Enrolled in a community college, college/university, or other Institute of Higher Education: in an educational program to earn a degree or other recognized credential; OR in a training program that lasts at least one academic year to prepare for gainful employment.

Competitive Employment - Worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

90 days (cumulative, at any time, can be multiple jobs), at least minimum wage, average of 20 hours or more a week.

Some other postsecondary education or training program - Postsecondary education or training programs including, but not limited, to: Compensatory education programs, GED, Job Corps, Workforce development, Workforce Investment Act, Adult education, or Vocational technical school which is less than a two-year program.

Some other employment - Worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school, including working in a family business or working for room and board. Worked for at least 90 days (any rate of pay or hours/week):

Other options include Re-enrolled in Secondary, Deceased, Unknown, or Not Engaged (Includes incarceration, hospitalization, and stay-at-home parents). See the MSIS Special Education Manual for expanded definitions.

Comments can be entered for any student. Examples of comments would be: type of education or training program student is enrolled in, contact attempts made, or reasons the student is not engaged.