| Oregon Department of Education logo | **State Performance Plan (SPP)**  **Fact Sheet**  **Indicator C5: Child Find (Birth to One)** | | | |
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# **Oregon State Performance Plan**

Under the Individuals with Disabilities Education Act of 2004 (IDEA), the Oregon Department of Education (ODE) is required to submit a six-year State Performance Plan (SPP) to the Office of Special Education Programs (OSEP). The OSEP has developed key performance measures, known as indicators, to measure both compliance and results. The OSEP sets the targets for compliance indicators and the ODE sets targets for the results indicators. The SPP must include targets for each results indicator. The ODE reports on progress made toward these indicators each year in the Annual Performance Report (APR). Every six years the ODE must review results targets and engage key partners in the development of new targets. ODE is currently seeking input related to the indicators for which targets must be established and will be holding a public input session to discuss data related to this indicator in December 2021. Please see the [ODE State Performance Plan and Annual Reports for Special Education webpage](https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/State-Performance-Plan-and-Annual-Performance-Report-for-Special-Education.aspx) for more information and to register for the public input session. You can also provide input without attending the session through this survey.

# **What does this indicator measure and why is it important?**

Indicator C5 reports on the percentage of children receiving IFSP services on December 1 as compared to the number of children in the state who are birth to one year old.

The data from this indicator shows how well EI/ECSE programs conduct child find activities for infants and toddlers age birth to age one. This indicator is a subset of data for Indicator 6 and is calculated and measure because of the importance of getting infants identified, evaluated, and enrolled in Early Intervention services as quickly as possible. Low performance would indicate the need for improvement in some of the child find efforts.

# **What is the data source?**

Data collected under section 618 of the IDEA (IDEA Part C Child Count and Settings data collection in the EDFacts Metadata and Process System (E*MAPS*)) and Census (for the denominator).

# **Does the baseline need to be set or reset for this indicator?**

No.

# **How has Oregon performed over time?**

| **FFY** | **2005** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Target ≥ | *Baseline* | 0.76% | 0.76% | 0.80% | 0.80% | 0.80% | 0.80% |
| Data | 0.75% | 0.93% | 0.91% | 0.96% | 0.94% | 0.98% | 1.04% |

# **What are the new targets?**

The ODE will not set new targets until we hear from our partners. There are several ways to set new targets. It could be a percentage increase, start with the end game in mind, or examine trends over time and make predictions based on trends. Some helpful information about setting targets:

* Targets are meant to support improved results and outcomes for children and families. They should be within reach but still show growth.
* Change takes time. Targets can be created with this understanding in mind. For example, targets may stay the same for several years in a row, and then improve slightly during the final target year (FFY 2025). Alternatively, targets could show a slight improvement each year.

**Example A**

| **FFY** | **2020** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- | --- |
| Targets ≥ | 0.80% | 0.81% | 0.81% | 0.82% | 0.82% | 0.83% |

Proposed targets shows a gradual increase.

**Example B**

| **FFY** | **2020** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- | --- |
| Target ≥ | 0.80% | 0.82% | 0.84% | 0.86% | 0.88% | 0.90% |

Example B shows more growth.

**If you need more information about this indicator in order to provide input, please contact:**

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