

**New York**  
**Monitoring and Support Visit Summary and Next Steps**  
**September 28-30, 2016**

<b>Focus Area: Timely Initial Evaluation</b>	<b>DMS Designation: Targeted</b>
<b>Background</b> The April 26, 2016 DMS notice indicated that, in the area of Compliance, NYSED was identified for targeted engagement regarding timely initial evaluation (Annual Performance Report (APR) Indicator 11) The State's FFY 2013 APR data for Indicator 11 showed that 88.07% of children were evaluated within 60 days of receiving parental consent for initial evaluation.	
<b>Special Note</b> New York's FFY 2014 data for APR Indicator 11 was 83.84%, which represents slippage from the State's FFY 2013 APR data. The State indicated that the low compliance data for two large districts had a major impact on the Statewide data, resulting in its inability to demonstrate 100% compliance for this Indicator.	
<b>Purpose of Monitoring Activity</b> The purpose of this monitoring activity was to explore the State's challenges with ensuring initial evaluations are conducted in a timely manner by discussing: 1) the factors that are impacting the State's data; 2) the activities (technical assistance/training, corrective action, enforcement actions, etc.) the State has conducted to address the issues; and 3) ways in which OSEP and/or OSEP-funded technical assistance (TA) centers can assist the State.	
<b>Visit Summary</b> OSEP met with representatives of the State, including staff from the State's TA centers, to discuss the timely initial evaluation requirement in section 614(a)(1)(C) and 34 CFR §300.301(c). The discussion focused on the following topics: <b>Timely Initial Evaluation Data:</b> In a discussion with OSEP, and NYSED indicated that its root cause analysis identified two districts with particularly low data for this requirement. NYSED also described potential factors affecting timely initial evaluation, which included inconsistent implementation of policies, procedures, and practices at the district level. NYSED believes that this inconsistency is partly due to a high turnover rate in district leadership. NYSED reported that there are recruitment and retention issues, which have led to an insufficient number of evaluators. This is especially true for bilingual evaluators. <b>Use of Technical Assistance and Professional Development Resources:</b> NYSED has implemented a number of improvement activities, including targeted TA and training. OSEP identified additional TA support from the following OSEP-funded TA centers: the NCSI's Cross-State Learning Collaboratives; Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), and the Early Childhood Technical Assistance Center (ECTA).	
<b>Next Steps</b> During FFY 2016, OSEP will continue to be available for TA calls with NYSED to discuss the State's progress in meeting the timely initial evaluation requirements. In addition, OSEP will share TA resources and materials that may be helpful to the State.	