

**OSEP Evaluation and Assessment  
Checklist  
Indiana Part C  
June 2018**

Background Information- Evaluation and Assessment: There were major changes to evaluation and assessment provisions in 303.321 and the State’s submission will be reviewed for each subsection and provision. The State’s policies for each of the regulatory requirements in §§303.21(a)(1) (Areas of Developmental Delay), 303.24 (Multidisciplinary), 303.25 (Native Language), and 303.321(Evaluation and Assessment) must be on file with OSEP and reflect all of the new requirements.

Background Information –Developmental Delay: The State does not need to add the term “rigorous” to its definitions, but it must have subjected its definition to the public participation requirements. The State’s policies must meet the long standing requirements of Part C, now contained in §§303.111(b), and 303.21(a)(1).

OSEP reviewed the State’s Evaluation and Assessment procedures on pages 16 to 20 of the State’s “First Steps Policy Manual (4 May 2018)” for the requirements of Section II.A.4 (developmental delay/Evaluation and Assessment) of the IDEA Part C grant application, and identified the following issues:

<b>IDEA Part C Requirement</b>	<b>Policy Reviewed</b>	<b>OSEP Issues Identified</b>	<b>Required Actions</b>
Each application must include the State’s rigorous definition of developmental delay as required under §§303.10 and 303.111	First Steps Policy Manual (4 May 2018), Pgs. 16-17, “Program Eligibility and Definition of Developmental Delay”	None	None
<p>§303.321(a)(1)(ii) clarifies that assessments provided for each eligible child must include: (A) a multidisciplinary assessment of the unique strength and needs of the infant or toddler and the identification of services appropriate to meet those needs; and</p> <p>(B) a family-directed assessment of the resources, priorities and concerns of the family and the identification of the supports and services necessary to enhance the family’s capacity to meet the developmental needs of the infant or toddler.</p>	<p>Pg. 17, first paragraph under “Child Assessment,” end of first sentence and Pg. 17, under “Child Assessment,” text under “B. Assessment .”</p> <p>Pg. 18, first sentence under “Family Assessment.”</p>	<p>None</p> <p>None</p>	<p>None</p> <p>None</p>

<p>§§303.321(a)(1)(ii) and (a)(3)(i) clarifies that an assessment is required once a child is determined eligible, regardless of how eligibility is determined.</p>	<p>Pgs. 17-20, under “Child Assessment,” text under “B. Assessment”</p>	<p>None</p>	<p>None</p>
<p>§303.321(a)(2)(i)-clarifies that an <i>evaluation</i> means the procedures used by qualified personnel to determine a child’s initial and continuing eligibility under this part, consistent with the definition of infant or toddler with a disability in §303.21.</p>	<p>Pg. 17, first paragraph under “Child Assessment” Pg. 19, under “Provider Qualifications for Evaluation and Assessment” Pg. 20, first paragraph under “Eligibility Determination Process”</p>	<p>On Pg. 20, the first sentence under “Eligibility Determination Process,” needs to be revised to make it clear that the assessment and family priorities do not dictate eligibility although they may impact the services that are provided.</p>	<p>Revise the sentence on page 20 regarding evaluations assessments and other factors determining eligibility.</p>
<p>§303.321(a)(2)(i) clarifies that an <i>initial evaluation</i> refers to the child’s evaluation to determine his or her initial eligibility under this part</p>	<p>Pgs. 17-20, under “Evaluation Procedures.”</p>	<p>None</p>	<p>None</p>
<p>§303.321(a)(2)(iii) clarifies that an initial assessment refers to assessments of the child and the family conducted prior to the child’s initial IFSP meeting, both of which must be conducted within the 45-day timeline described in §303.310.</p>	<p>Pg. 17, under “Child Assessment,” text under “B. Assessment” Pg. 21, under “Initial IFSP.”</p>	<p>On page 21, the State mentions an assessment before the initial IFSP, which meets part of this requirement. It makes clear that an assessment of the child will be done before the initial IFSP.  However, pg 18 notes that family assessment can be done at the initial IFSP meeting <b>or</b> before the meeting. The State’s policy must specify that the family assessment be conducted prior to the initial IFSP meeting. .</p>	<p>Revise policy to make it clear that a family assessment, if the family consents, should be completed as part of the initial assessment <b>prior to</b> the first IFSP meeting.</p>
<p>§303.321(a)(3)(i) clarifies that a child’s medical and other records may be used to establish eligibility (without conducting</p>	<p>Pg. 17, under “Child Assessment,” 1<sup>st</sup> sentence under “A. Evaluation”</p>	<p>State’s list of conditions that have a high probability of developmental delay (pg 17, top of page) is slightly different than the list in the Part C regulations(303.21(a)(2)(ii) and appears to be exclusive (you have to have one of the listed</p>	<p>Use the language in the IDEA Part C regulations and include additional conditions or provide OSEP with materials to show that the terms used by the State align with the terms in the IDEA Part C regulations.</p>

<p>an evaluation of the child) if those records indicate a developmental delay or that the child otherwise meets the criteria for an infant and toddler with a disability under §303.21.</p>		<p>conditions to bypass an eligibility determination). It is unclear if the State’s terms have the same meaning as the terms in the Part C regulations. The State’s list cannot be more restrictive than the one in the IDEA Part C regulations.</p>	
<p>§303.321(a)(3)(ii) requires the lead agency to ensure that informed clinical opinion may be used as an independent basis to establish a child’s eligibility even when other instruments do not establish eligibility, and provides that informed clinical opinion may not be used to negate the results of evaluation instruments used to establish eligibility.</p>	<p>Pg. 18, under “Child Assessment,” text under “M.: “When raw scores are unable to to be determined, informed clinical opinion may be used....”</p> <p>Pg 19, under “Informed Clinical Opinion”</p>	<p>None</p>	<p>None</p>
<p>§303.25 provides a new definition for <u>native language</u>. §§303.25 and 303.321(a)(5) provide that all evaluations and assessments of a child must be conducted in the native language of the child, if determined developmentally appropriate by qualified personnel conducting those evaluations and assessments, and §303.321(a)(6) provides that family assessments must be conducted in the native language of the family members being assessed.</p>	<p>Pg. 18, under “Child Assessment,” text under “I.” #3, All evaluations and assessment must be conducted: (3)..in the parent’s native language.....”</p>	<p>State does not express that “all evaluations and assessments of a child must be conducted in the native language of the child, if determined developmentally appropriate by qualified personnel conducting those evaluations and assessments, and that family assessments must be conducted in the native language of the family members being assessed.”</p>	<p>The State must include the required content regarding “native language” to their evaluation and assessment procedures.</p> <p>OSEP <i>recommends</i> that State also add “native language” requirements to the “Family Assessment” section of document on pg. 18.</p>
<p>§303.321(c)(1) clarifies that an assessment of the child must include a review of the results of an evaluation conducted under §303.321(b), personal observations of the child, and the identification of the child’s needs in each of the developmental areas in §303.21(a)(1).</p>	<p>Pg. 17, under “Child Assessment,” text under “B. Assessment, 2<sup>nd</sup> sentence”</p>	<p>None</p>	<p>None</p>

<p>§303.321(c)(2)(i) requires that the family assessment must be voluntary on the part of each family member participating in the assessment</p>	<p>Pg. 18, 3rd sentence under “Family Assessment.”</p>	<p>None</p>	<p>None</p>
<p>§303.24 clarifies that, with respect to evaluations and assessments, <u>multidisciplinary</u> may include one individual who is qualified in more than one discipline or profession.</p>	<p>Pg. 17, under “Child Assessment,” text under “C. ...Each assessment team responsible for a child’s evaluation and assessment must be multidisciplinary.....”</p>	<p>None</p>	<p>None</p>