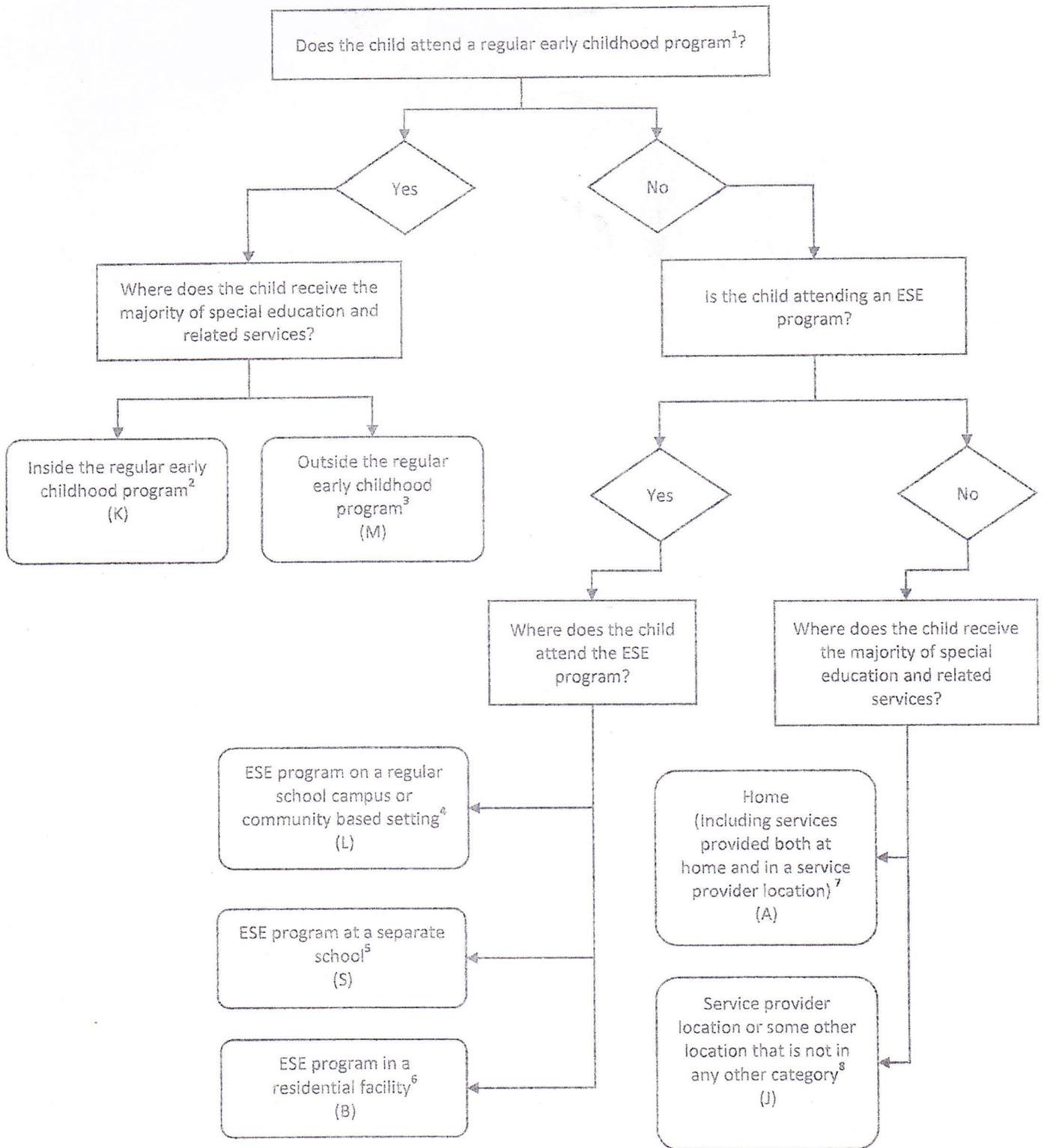


**Decision Tree for Coding Educational Environments:
Children with Disabilities Ages 3 through 5**



Note: Definitions for the terms and phrases noted by superscripts (1-8) are provided on the following page.

FLORIDA DEPARTMENT OF EDUCATION
 DOE INFORMATION DATABASE REQUIREMENTS VOLUME I:
 AUTOMATED STUDENT INFORMATION SYSTEM
 AUTOMATED STUDENT DATA ELEMENTS

Year: 2012-13

Data Element Number: **117525**

Data Element Name: **Exceptional Student, IDEA Educational Environments**

A one character code to identify the educational environment in which a student with disabilities is served. Separate codes are provided for (1) students with disabilities ages 3-5 and (2) students with disabilities ages 6-21. Use codes applicable to the age of the student as of date certain survey 2. For students identified as gifted who are not also identified as disabled use code Z. For all students ages 0-2, use code Z. For all surveys other than survey 2, the element should be z-filled.

Code Definition/Example

Ages 0-2

Z Use Z For:
 All students with disabilities ages 0-2,
 all students identified as gifted who are not also identified as disabled, and
 students with disabilities ages 6-21 for whom codes C, P, D, F, Or H do not apply.

Placement should be determined as of date certain of survey week. The element is only reported for exceptional students during Survey 2. Districts must Z-fill this element for other survey periods.

NOTE: FOR ALL STUDENTS WITH DISABILITIES REPORTED USING ANY OF THE ABOVE CODES, DISTRICTS MUST ALSO REPORT ELEMENTS "TIME WITH NONDISABLED PEERS" AND "TIME TOTAL SCHOOL WEEK."

Ages 3-5

A Home (ages 3-5 only) - Children with disabilities who do not attend an early childhood program or kindergarten provided in a separate class, separate school, or residential facility, but who receive special education and related services in the principal residence of the child's family or caregivers. Include children who receive special education both at home and in a service provider location.

B Special Education Program in a Residential Facility (ages 3-5 only) -Children with disabilities attending a residential school or residential medical facility on an inpatient basis that includes less than 50 percent nondisabled children.

J Service Provider (ages 3-5 only) - Children with disabilities who do not attend an early childhood program, kindergarten, or special education program provided in a separate class, separate school, or residential facility, who receive all of their special education and related services from a service provider. Examples: speech instruction provided in private clinician's office, clinician's office located in a school building, hospital facility on an outpatient basis, library or other public location.

K Early Childhood Program Receiving the Majority of Special Education Services Inside the Early Childhood Program (ages 3-5 only) - Children with disabilities attending an early childhood program that includes 50 percent or more nondisabled children and who are receiving the majority of special education and related services inside the early childhood program setting. Include any child attending an early childhood program or kindergarten with 50 percent or more nondisabled children for any portion of the week who gets the majority of special education and related services in that program. Examples: Head Start, private preschools, Voluntary Prekindergarten (VPK) programs, and group child care. Attendance at an early childhood program need not be funded by IDEA, Part B funds.

L Special Education Program at a Regular School Campus or Community Based Setting (ages 3-5 only) – Children with disabilities attending an early childhood program or kindergarten that includes less than 50 percent nondisabled children in a regular school building, in a portable building outside a regular school building, in a community-based setting such as a child care facility, or in a hospital facility on an outpatient basis. Examples: Head Start, private preschools, Voluntary Prekindergarten (VPK) programs, and group child care. Attendance at an early childhood program need not be funded by IDEA, Part B funds.

M Early Childhood Program Receiving the Majority of Special Education Services Outside the Early Childhood

Data Element Number: 117525

Data Element Name: Exceptional Student, IDEA Educational Environments

Program (ages 3-5 only) - Children with disabilities attending an early childhood program that includes 50 percent or more nondisabled children and who are receiving the majority of special education and related services outside the early childhood program setting. Include any child attending an early childhood program or kindergarten with 50 percent or more nondisabled children for any portion of the week who gets the majority of special education and related services outside of that program (such as pullout services). Examples: Head Start, private preschools, Voluntary Prekindergarten (VPK) programs, and group child care. Attendance at an early childhood program need not be funded by IDEA, Part B funds.

S Special Education Program in a Separate School (ages 3-5 only) - Children with disabilities attending an early childhood program or kindergarten in a school designed specifically for children with disabilities.

FOR STUDENTS WITH DISABILITIES AGES 3-5,
(Including Kindergarten students who are age 5)
USE ONLY CODES K, L, M, S, B, A, OR J AND DETERMINE WHICH ONE OF THE CODES APPLY.

Ages 6-21

C Correction Facility (ages 6-21 only) - Students with disabilities receiving special education in Department of Juvenile Justice facilities or jails (School Function/Setting D or J in Master School Identification File),

D Separate School (ages 6-21 only) - Students with disabilities receiving special education and related services for greater than 50 percent of the school day in non-residential public or private separate day school facilities. (Also known as center schools, where all of the students are disabled.) This would also include students who may attend school at a residential facility but do not live there.

F Residential Facility (ages 6-21 only) - Students with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities and live in the residential facility during the school week.

H Home/Hospital (ages 6-21 only) - Students with disabilities receiving special education and related services at home or in an inpatient hospital program.

P Private Schools (ages 6-21 only) - Students with disabilities enrolled by their parents or guardians in regular parochial or other private schools and who receive special education and/or related services at public expense from a local educational agency. Include McKay Scholarship students who have a services plan. Do not include charter school students.

Z None of the Above - For these students, educational environment will be calculated using the two elements, Time, Total School Week and Time with Non-disabled Peers found on the Exceptional Student Format.

FOR STUDENTS WITH DISABILITIES AGES 6-21,
(Including Kindergarten students who are age 6 or older)
USE ONLY CODES C, P, D, F, H, OR Z AND DETERMINE WHICH ONE OF THE CODES APPLY.

Length: 1

Data Type: Alphabetic

Year Implemented: 0001

State Standard: Yes

Use Types:

State Reporting: Yes

Local Accountability: Yes

FASTER: No

Educational Environment Ages 3-5	
Column 1	Column 2
Row Set (A) Children attending a regular early childhood program as least 10 hrs per week,...	(A1)...and receiving the majority of hours of special education and related services in the regular early childhood program <i>Florida Code K (and TTSW* ≥ 10 hrs)</i>
	(A2)...and receiving the majority of hours of special education and related services in some other location <i>Florida Code M (and TTSW* ≥ 10 hrs)</i>
Row Set (B) Children attending a regular early childhood program less than 10 hrs per week,...	(B1)...and receiving the majority of hours of special education and related services in the regular early childhood program <i>Florida Code K (and TTSW* < 10 hrs)</i>
	(B2)...and receiving the majority of hours of special education and related services in some other location <i>Florida Code M (and TTSW* < 10 hrs)</i>
Row Set (C) Children attending a special education program (not in any regular early childhood program),...	(C1)..., specifically, a separate special education class <i>Florida Code L</i>
	(C2)..., specifically, a separate school <i>Florida Code S</i>
	(C3)..., specifically, a residential facility <i>Florida Code B</i>
Row Set (D) Children attending neither a regular early childhood program nor a special education program (not included in row sets A, B, or C)	(D1)...and receiving the majority of hours of special education and related services at home <i>Florida Code A</i>
	(D2)...and receiving the majority of hours of special education and related services at the service provider location or some other location not in any other category <i>Florida Code J</i>

*TTSW = Time, Total School Week

Examples Scenarios- Florida Code K

A kindergartener, age 5 years old, spends the majority of his day in a general education classroom where 50% or more of his peers are nondisabled. The teacher and the therapist collaborate regularly or therapist provides consultation to the teacher. The child also receives 30 minutes of speech therapy per week in the therapy room (at the same address) with the speech therapist. A1

A prekindergartener, spends the majority of his day in a program where 50% or more of his peers are nondisabled. The teacher and the therapist collaborate regularly or therapist provides consultation to the teacher. The child receives 30 minutes of speech therapy per week in the therapy room (at the same address) with the speech therapist. A1

Child goes to a community childcare center two days a week for four hours. The teacher and the therapist collaborate regularly or therapist provides consultation to the teacher. Once a week, the child's parents transport the child to an elementary school at another address in order to receive speech therapy. B1

Child identified as speech impaired is enrolled in a Voluntary Prekindergarten (VPK) class where most of the children are not disabled. The VPK is located next door to an elementary school that has an SLP. The teacher and the therapist collaborate regularly or therapist provides consultation to the teacher. Once a week, the child goes to the elementary school next door to receive speech therapy. B1

IDEA Child Outcomes Highlights for FFY 2015

What Are the Outcomes?

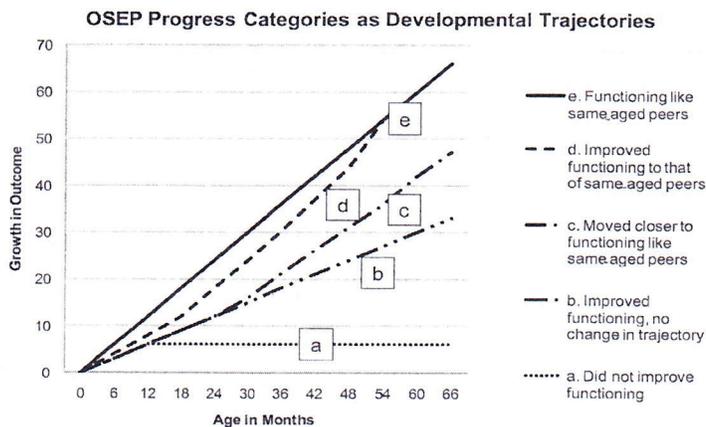
The Individuals with Disabilities Education Act (IDEA) funds programs providing services designed to assist children with a range of delays and disabilities in achieving individualized developmental and functional goals. There are two types of programs. Part C Early Intervention is for children ages birth to 2, and Part B Preschool is for children ages 3 to 5.

States report data annually to the Office of Special Education Programs (OSEP) in the U.S. Department of Education on three child outcomes for Part C and Part B Preschool programs:

- 1) **Social relationships**, which includes getting along with other children and relating well with adults
- 2) **Use of knowledge and skills**, which refers to thinking, reasoning, problem-solving, and early literacy and math skills
- 3) **Taking action to meet needs**, which includes feeding, dressing, self-care, and following rules related to health and safety

How Is Progress Measured?

The skills children master at different ages can be measured and described so that we can identify children who are developing too slowly. Children who are substantially behind their peers have developmental delays. OSEP has established five progress categories to convey these developmental trajectories. The solid line on the graph (line e) illustrates typical development. The other lines represent some kind of delay in the early years. States report annually to OSEP the percentage of children in each of the five progress categories (a to e).



From the progress category data, two summary statements per outcome are calculated.

Summary Statement 1

is the percentage of children who made greater than expected growth. The summary statement is calculated from the progress categories in the following way: $(c + d) / (a + b + c + d)$

Summary Statement 2

is the percentage of children who exited at or above age expectations. The summary statement is calculated from the progress categories in the following way: $(d + e) / (a + b + c + d + e)$



National Child Outcomes Data for Children Exiting in 2015-16

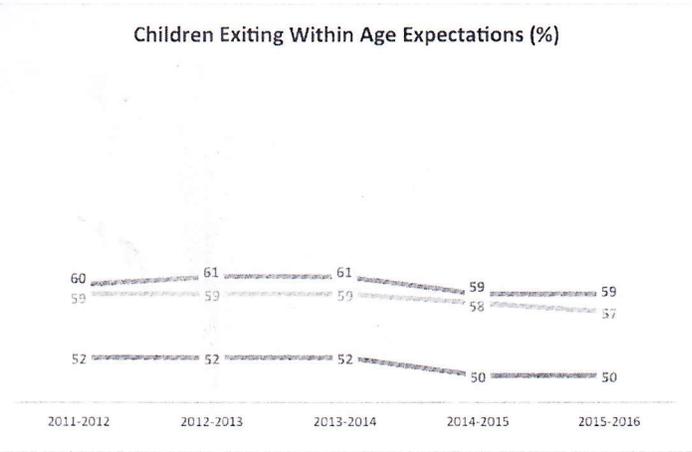
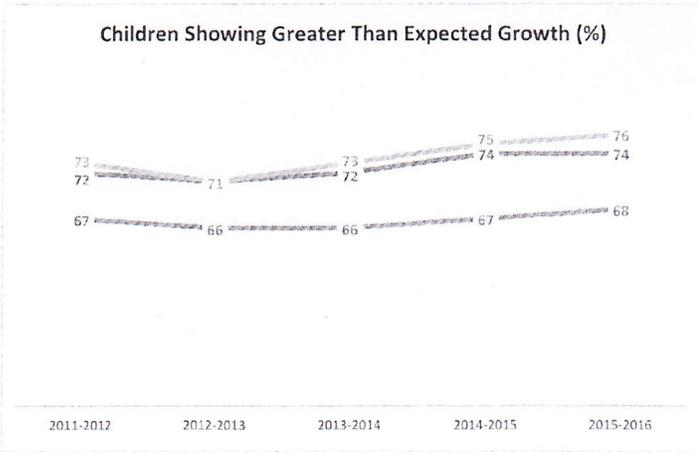
Outcome	Part C – Early Intervention (birth through age 2)		Part B – Preschool (ages 3 through 5)	
	Showed greater than expected growth (%)	Exited the program within age expectations (%)	Showed greater than expected growth (%)	Exited the program within age expectations (%)
Social Relationships	68	59	78	58
Knowledge and Skills	74	50	79	54
Action to Meet Needs	76	57	77	64

Note: Data are based on 45 Part C states and 44 Part B Preschool states. Only states with high quality data were included. See ECTA for more information.

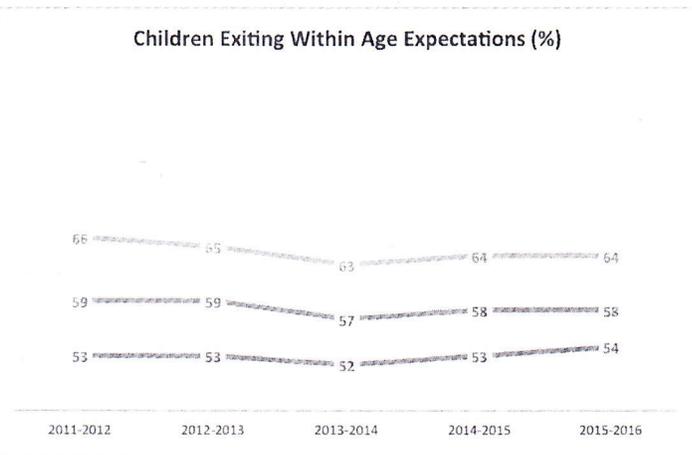
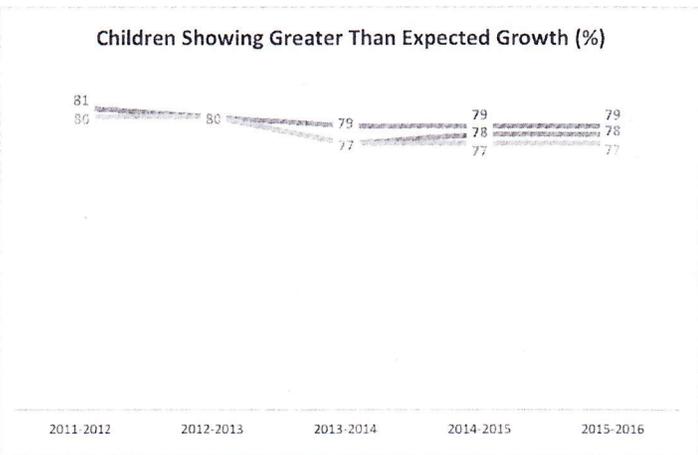
National Trends Over Time: Summary Statements by Outcome

-  Social Relationships
-  Knowledge and Skills
-  Action to Meet Needs

Part C Early Intervention



Part B Preschool



Conclusion

The data show that large percentages of children continue to show greater than expected gains, and large percentages of children continue to leave the programs with age expected skills.

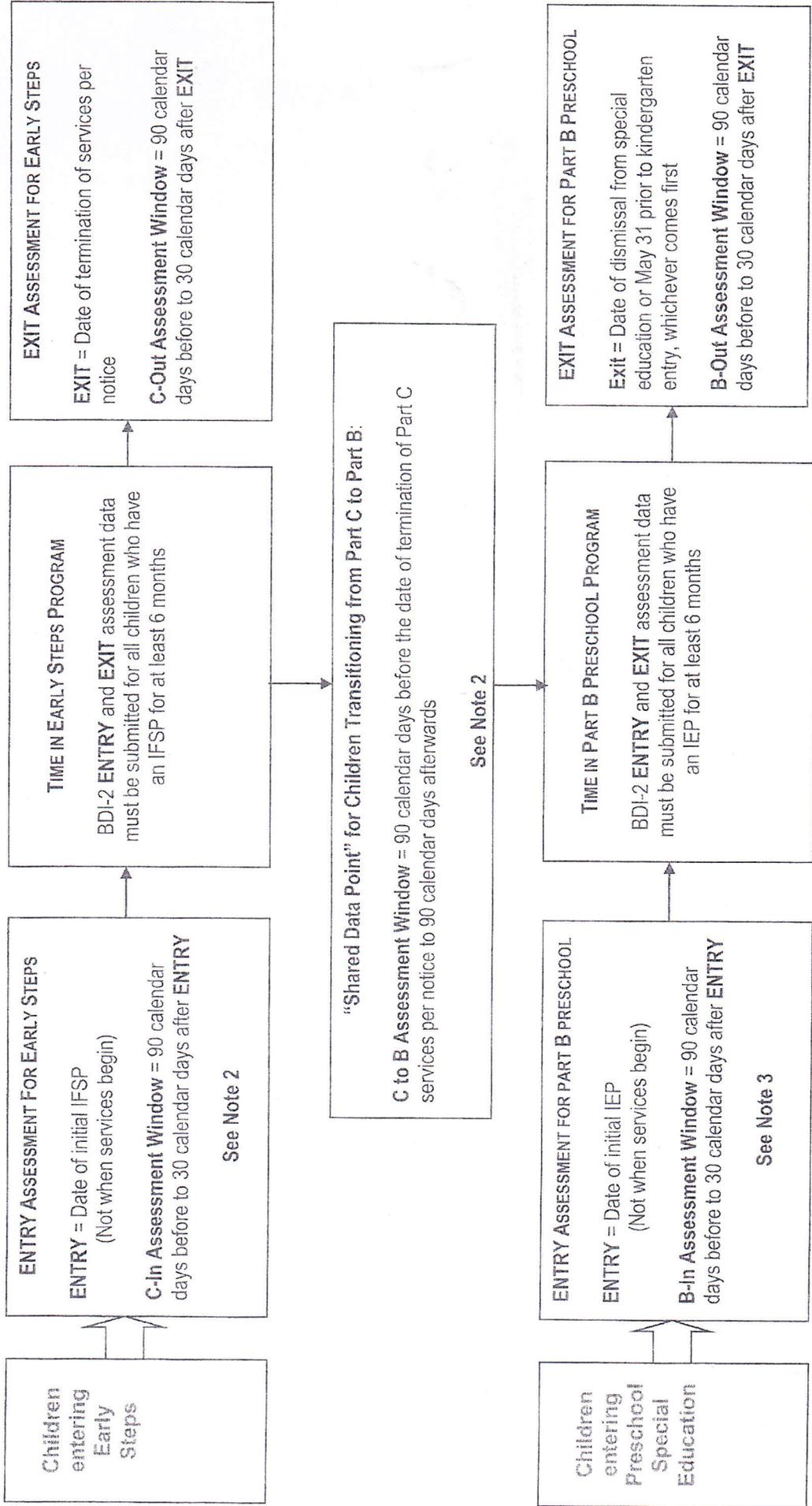
There has been little year-to-year change in the numbers, which speaks to the stability of the data.

Although there is stability in the national data, we continue to see fluctuation of the numbers within states. The number of states submitting high-quality data has increased over time, but states are still building the capacity to collect valid and reliable data.



Flowchart and Decision Rules for Entry and Exit for Child Outcomes Assessments

BDI-2 assessment data must be submitted for all children at ENTRY and EXIT for children who have an IFSP or IEP for at least 6 months
See Note 1



Flowchart and Decision Rules for Entry and Exit for Child Outcomes Assessments

BDI-2 assessment data must be submitted for all children at ENTRY and EXIT for children who have an IFSP or IEP for at least 6 months
See Note 1

Notes for Clarification

1. All children served in Early Steps and all children served in the preschool program for children with disabilities for at least 6 months will be included in the child outcomes measurement system. This includes children never served by Early Steps who enter the preschool program after age three.
2. Early Steps children who have an initial IFSP date after the age of 30 months (beginning 30 months plus 1 day) will not be in the Early Steps child outcomes measurement system. However, for these children, a BDI-2 assessment administered by Early Steps when the child is 30 months plus one day, or older, may be used as the **ENTRY** assessment for preschool. This is the **only exception** to the defined assessment window and intended to promote collaboration between Early Steps and school districts.
3. Preschool children who have an initial IEP date of December 1st or later in the **school year prior to kindergarten** will not be included in the Part B preschool child outcomes measurement system. Participation in extended school year (ESY) does not change this.

Additional Information for Clarification

4. **ENTRY** is defined as the date of the initial IFSP or IEP even if there is a delay in implementing the services.
5. If the administration of the BDI-2 assessment is not completed on the same day that it was initiated, the assessment must be completed within 14 days. The date of the assessment is always considered the **first day that administration was initiated**.
6. The Florida child outcomes measurement system provides for a "shared data point." A "shared data point" exists when the same BDI-2 assessment can be used as both the **EXIT** assessment for Early Steps and the **ENTRY** assessment for Part B Preschool (Exit from C/Entry to B). The following are examples of what is meant by the shared data point.
 - a. Example #1 - The **school district** conducts an eligibility evaluation using the BDI-2 for a child [age 34 months] who will have been served by Part C for at least six months. This assessment serves as the **EXIT** assessment for Early Steps and the **ENTRY** assessment for Part B preschool.
 - b. Example #2 - **Early Steps** conducts an evaluation using the BDI-2 for a child [age 34 months] who will have been served by Part C for at least six months. As in Example #2, this assessment serves as the **EXIT** assessment for Early Steps and the **ENTRY** assessment for Part B preschool.
7. Children whose length of time in either Early Steps or the Part B preschool program is just over 6 months should be given their **EXIT** assessment as late as possible in the assessment window so that the assessment can demonstrate maximum progress.
8. If, because of family relocation, a child receives services from two or more Early Steps programs, or from two or more school districts, data on the child's progress in the Early Steps or the preschool program will not be included in any local program or school district report and will only be included in the state-level report.

Program Note 2 Options in the BDI-2 Data Manager

Pre-K

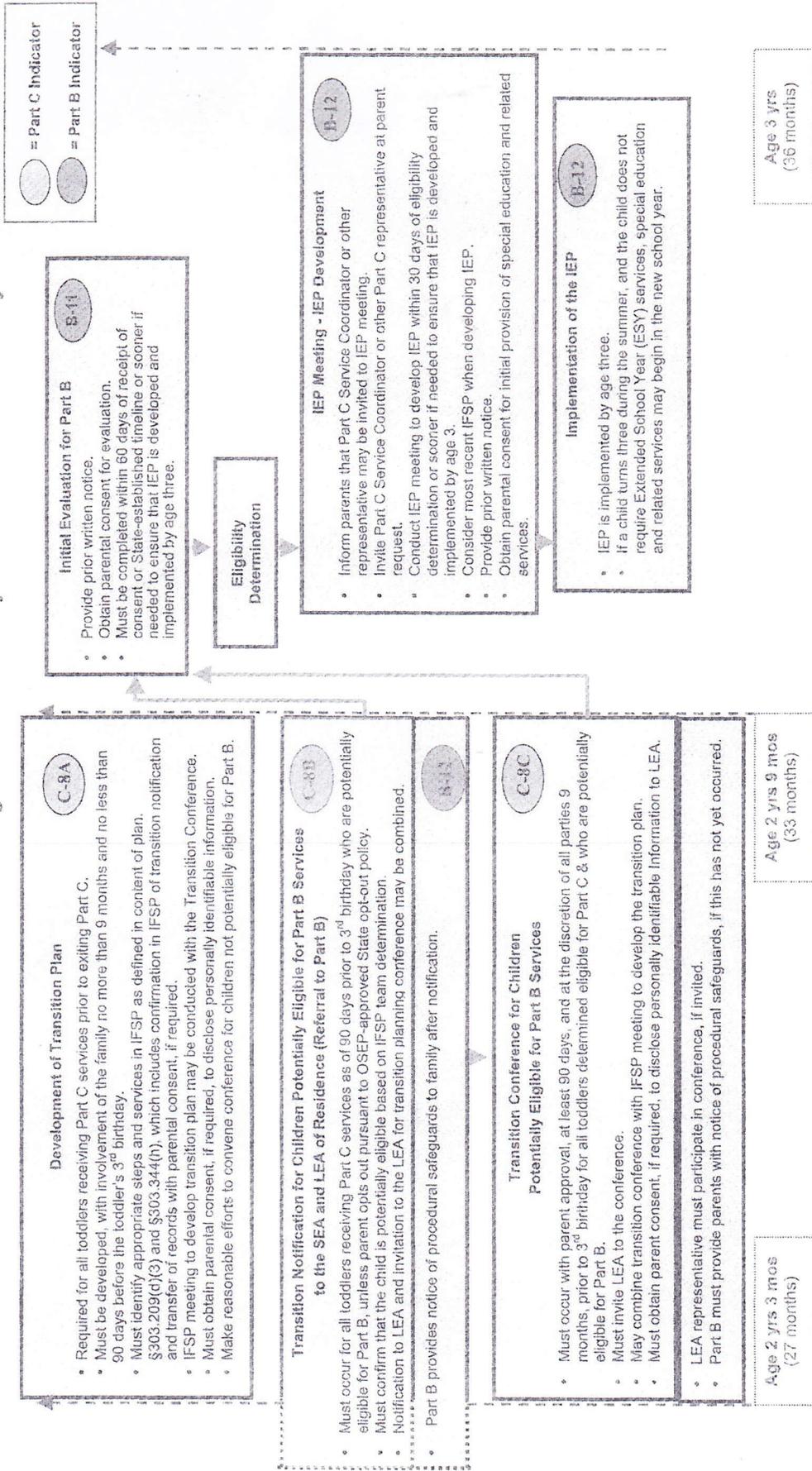
Part B Datapoint Options	
Options	Definitions
Part B Entry	The assessment represents the child's status on ENTRY into the Preschool Special Education program.
Part B Exit	The assessment represents the child's status on EXIT from the Preschool Special Education program.
0: Ineligible	The child was determined ineligible for services and will not be receiving services through the Preschool Special Education program.
1: Other - Not for Child Outcomes	The assessment was conducted for a purpose unrelated to providing entry or exit data for the Florida Child Outcomes Measurement System. For example, the assessment was conducted as part of ongoing progress monitoring.
3: Early Entry Part B	The assessment represents the child's status on ENTRY into the Preschool Special Education program. The assessment has been conducted NO MORE than 12 months before the child's 3 rd birthday.

Important Notes:

- The following choices are **NOT VALID DATAPPOINT OPTIONS** for Part B: "Part C Entry," "Part C Exit," "Transition," "Entry," "Exit," and numbers "2" and "4" through "9."
- Change the data point to "0" for any children found ineligible.
- When follow-up full assessments are administered following a screener in any domain(s), data points for both the screener and full assessment should match.

Part C to Part B Early Childhood Transition Timeline for SPP/APR Indicators C-8A, 8B, 8C, B-11 and B-12

For Part C Children Determined Eligible at least 90 Days Prior to Their 3rd Birthday



**Transition Timeline Chart
Part C to Part B**

Child's Birth Month	Notification to LEA Due (27 m)	Transition Planning Begins (27-33 m)	Transition Conferences Take Place (30-33 m)	Exit BDI-2 Completed (33 m)	Staffing by Child's 3rd Birthday (35-36m)
January	April	Apr - Oct	July - Oct	Oct	Dec - Jan
February	May	May - Nov	August - Nov	Nov	Jan - Feb
March	June	June - Dec	Sept - Dec	Dec	Feb - Mar
April	July	July - Jan	Oct - Jan	Jan	Mar - Apr
May	August	Aug - Feb	Nov - Feb	Feb	Apr - May
June	September	Sept - Mar	Dec - March	March	May - June
July	October	Oct - April	Jan - April	April	June
August	November	Nov - May	Feb - May	May	June
September	December	Dec - June	March - June	June	Aug - Sept
October	January	Jan - July	April - June	June	Sept - Oct
November	February	Feb - Aug	May - August	Aug	Oct - Nov
December	March	Mar - Sept	June - Sept	Sept	Nov - Dec

Late Referrals to IDEA Part C (≤135 days before child's 3rd birthday)

Introduction and Explanation to the Chart

The attached timeline chart was developed as a TA document by the OSEP TA Priority Team on Early Childhood Transition in response to questions being raised by states about the IDEA early childhood transition requirements and how they might best fulfill them, particularly in light of the 2011 Part C regulations.

When children are referred to Part C as they are approaching age 3, there are different program and reporting requirements for the IDEA Part C and Part B Programs depending on the child's age. The Part C requirements for these "late referrals" vary for three distinct ranges of days before the child's third birthday: referred less than 45 days, referred and determined eligible between 46 and 90 days, and determined eligible between 91 and 135 days. Most of the requirements for this last time frame are similar to those for all children referred to Part C prior to 90 days before their 3rd birthday; however, some reporting requirements and recommended practices are unique for this time frame.

The attached chart illustrates the requirements, roles and responsibilities of the Parts C and B programs within a time period and, within each program, across the three time periods. The chart's information is based on the IDEA 2004 Statute, the 2011 IDEA Part C Regulations and the 2006 IDEA Part B Regulations that relate to transition and child find, and the OSEP *Early Childhood Transition FAQs on SPP/APR Indicators C-8 and B-12* released December 1, 2009.

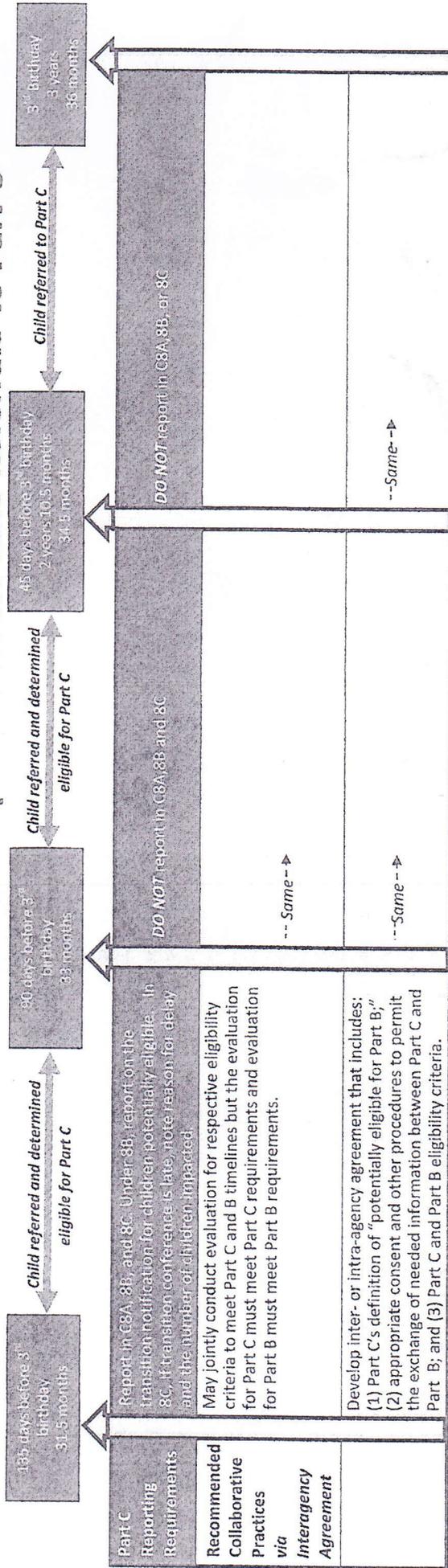
Coordination between the IDEA Part C and Part B program is critical to ensure that both programs can reach and maintain 100% compliance with SPP/APR Indicators C8 and B12 on early childhood transition. States must have transition agreements between the Part C and Part B preschool programs to address transition. It is also critical to ensure that families gain an understanding of the different service delivery systems and their options in a compassionate and meaningful way. And finally, it is important to ensure that children receive the services they need to promote their learning and development. Collaboration between the two programs helps families and children adjust to, and prepare for, this period of transition.

The IDEA Part C and Part B programs are strongly encouraged to work together to develop collaborative State and local practices to ensure smooth transitions for children and families and that both programs meet the required timelines.

The IDEA statute and applicable regulations can be accessed at:

- IDEA 2004 Statute (P.L. 108-446) for Parts B and C
<http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2C%2C>
- IDEA Federal Regulations at 34 CFR Parts 300 and 303
<http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C> (Part B)
<http://www.gpo.gov/fdsys/pkg/FR-2011-09-28/pdf/2011-22783.pdf> (Part C)

Federal IDEA Part C Transition Requirements for Late Referrals to Part C

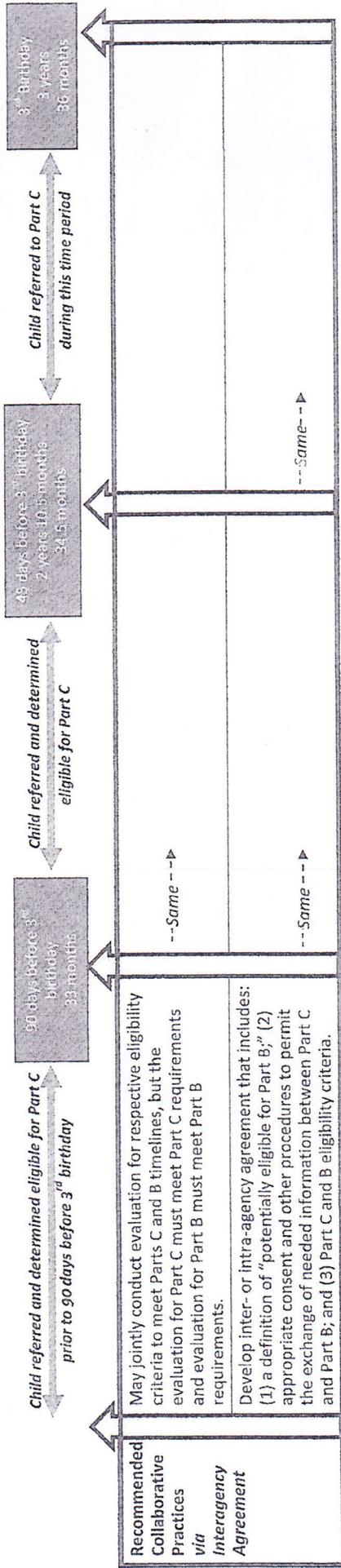


Developed by Diefendorf, M. & Lucas, A., for the Early Childhood Transition TA Priority Team – July 2010
 Revised by Lucas, A., Whaley, K. and Cate, D., for the Early Childhood Transition Workgroup of the RRCPP General Supervision Priority Team and the Office of Special Education Programs (OSEP) – September, 2012

Federal IDEA Part B Transition Requirements for Late Referrals to Part C

	Child referred and determined eligible for Part C prior to 90 days before 3 rd birthday	Child referred and determined eligible for Part C 45 days before 3 rd birthday	Child referred to Part C during this time period	
Indicator B11 (Timely evaluation)	<p>LEA must participate in Part C transition conference for children determined eligible under Part C and potentially eligible for Part B.</p> <p>Provide procedural safeguards notice to parents upon referral by Part C (SEA and LEA notified that child served under Part C is potentially eligible for Part B).</p> <p>Provide prior written notice and obtain parental consent for initial evaluation.</p> <p>Review existing evaluation data on the child, including Part C evaluation and assessments.</p> <p>Conduct initial evaluation (within 60 days of receipt of parental consent or State-established timeframe or sooner if evaluation timeline expires after 3rd birthday) and determine eligibility by 3rd birthday.</p> <p>Inform family that Part C service coordinator must be invited to IEP meeting at parent's request; invite Part C service coordinator if parent requests and obtain parental consent to disclose personally identifiable information to Part C, if required.</p> <p>Conduct IEP meeting to develop IEP within 30 days of eligibility determination (or sooner if 30 days expires after 3rd birthday). Consider IFSP when developing IEP, provide prior written notice, and obtain parental consent for services.</p> <p>Implement IEP by child's 3rd birthday, including dates for initiation of special education and related services.</p>	<p>Transition conference is NOT required.</p> <p>-- Same --></p> <p>-- Same --></p> <p>-- Same --></p> <p>Conduct initial evaluation (within 60 days of receipt of parental consent or State-established timeframe) and determine eligibility.</p> <p>-- Same --></p> <p>Conduct IEP meeting to develop IEP within 30 days of eligibility determination. Consider IFSP when developing IEP, provide prior written notice, and obtain parental consent for services.</p> <p>Implement IEP by child's 3rd birthday or as soon after the child's 3rd birthday as possible.</p>	<p>-- Same --></p> <p>If Part C refers to Part B, Part B contacts parent. If parent initiates request for an initial evaluation, provide parents with procedural safeguards notice.</p> <p>-- Same --></p> <p>-- Same --></p> <p>-- Same --></p> <p>Service coordinator is NOT invited to IEP meeting since child was not served in Part C.</p> <p>-- Same --></p> <p>Implement IEP as soon as possible after development.</p>	<p>3rd Birthday 3 years 36 months</p>
Indicator B12 (IEP by 3 rd Birthday)	<p>Report in B11 and B12(a)</p>	<p>Report in B14, B12 (a) and B12 (e)</p>	<p>Report in B11 DO NOT report in B12</p>	
Part B Reporting Requirements				

Federal IDEA Part B Transition Requirements for Late Referrals to Part C



Developed by Diefendorf, M. & Lucas, A., for the Early Childhood Transition TA Priority Team – July 2010
 Revised by Lucas, A., Whaley, K. and Cate, D., for the Early Childhood Transition Workgroup of the RRCF General Supervision Priority Team and the Office of Special Education Programs (OSEP) – September, 2012

**Exceptional Student Education (ESE) Parent Survey Best Practices
2017**

The following list of recommendations is a compilation of the practices utilized by the highest responding schools for the ESE Parent Survey.

District Action

- Encourage the Superintendent and/or ESE Director to release a memo to school administrators that stresses the importance of the ESE Parent Survey

Paper Survey Dissemination

- Create a dissemination plan for paper surveys
- Dissemination may be spaced out over several weeks

ESE Parent Survey Flyer

- Post at schools and district offices
- Distribute to parents via email
- Send home with students
- Distribute to community partners including regional parent centers
- Disseminate to parents at Individual Educational Plan (IEP) meetings
- Send home with report cards and/or progress reports
- Email to ESE parents signed up to the school or district listserv

School Newsletter/Monthly Notes

- Announce the survey and include the survey web link
- Include monthly survey reminders for the duration of the survey period (February 1 – May 31)

Parent Meetings – (IEP or Parent-Teacher Conferences)

- Provide a readily available computer for parents to complete the survey prior to or immediately following the meeting
- Provide parents with the survey web link for later use

Automated Phone Calls

- Announce survey dates, that paper surveys will be sent home during the month of February
- Be sure to include the survey web link should parents prefer the online survey
- Announce that the survey is accessible from a smart phone and state that a computer is available at the school should a parent not have Internet access
- Provide a point of contact

Personal Communications

- Have district staff or teachers personally call parents
- Include a handwritten note accompanying the flyer
- Email reminders to parents

Websites

- Announce the ESE Parent Survey on FDLRS, district and school websites
- Include that paper surveys will be sent home with the student
- Provide the survey web link should the parent opt for the online survey

Special Events

- Set up a laptop station at parent events; for example: parent night, book fairs, open house, etc.

FLORIDA Part B State Performance Plan (SPP)

The State Performance Plan represents the Department of Education's plan for improving outcomes of children with disabilities in Florida. This State Performance Plan (SPP) evaluates Florida's efforts to implement the requirements and purposes of IDEA 2004 and illustrates how the state will continuously improve student performance and achievement. Each February, the state is required to develop an Annual Performance Report (APR) to report to the public and to the Office of Special Education Programs (OSEP) on the targets in its SPP. Florida has historically used the LEA Profile to provide data in key areas to districts and other stakeholders. Since the implementation of the SPP this profile has been modified to include the public reporting requirements. On the final page of the LEA profile the indicator, the state target, and the LEA's performance relative to the target are summarized. Of the 20 Indicators in the SPP, four of them are related to Pre-K ESE. These are explained below.

Pre-K Indicators

Indicator 6 – Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Indicator 7 – Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Indicator 8 – Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

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. This is a compliance indicator, meaning the target is 100% compliance.

Helpful links for more information:

SPP - <http://www.fldoe.org/ese/>

APR – <http://www.fldoe.org/ese/>

LEA profiles – <http://www.fldoe.org/ese/datapage.asp>