

Aligning CONNECT Modules with OSEP Indicators and Outcomes

The state administrators in charge of early intervention services (Part C of IDEA) and preschool disabilities services (Part B Section 619 of IDEA) have certain reporting requirements to the US Department of Education – Office of Special Education Programs (OSEP).

Part C Early Intervention and Part B-Section 619 coordinators must demonstrate yearly progress in Annual Performance Reviews (APR) of their State Performance Plans (SPP) towards performance indicators in nine areas related to early childhood outcomes. Part C has 14 indicators and Part B has 20 indicators on the SPP/APR. All states must have an improvement plan which typically includes professional development activities.

The content, activities and resources of CONNECT Modules 1,2, 4, 5, and 7 can be used by professional development providers to help states make progress towards the following **OSEP Indicators**: Part C Indicators =2, 3, 4, & 8. Part B Indicators=6, 7, 8, & 12. CONNECT Modules are free online resources for faculty and professional development providers. They can be found at <http://community.fpg.unc.edu/>

Module 1: Embedded Interventions

Part C

Indicator 2: Settings

Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.
(20 U.S.C. 1416(a)(3)(A) and 1442)

Indicator 3: Child Outcomes

Percent of infants and toddlers with IFSPs who demonstrate improved:

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

(20 U.S.C. 1416(a)(3)(A) and 1442)

Indicator 4: Family Outcomes

Percent of families participating in Part C who report that early intervention services have helped the family:

- A. Know their rights;
- B. Effectively communicate their children's needs; and
- C. Help their children develop and learn.

(20 U.S.C. 1416(a)(3)(A) and 1442)

Module 1: Embedded Interventions

Part B

Indicator 6: Preschool Least Restrictive Environment (LRE)*

Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Indicator 7: Preschool Outcomes

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.

(20 U.S.C. 1416 (a)(3)(A))

**This indicator is currently under review by OSEP.*

Module 2: Transition

Part C

Indicator 8: Part C to Part B Transition

Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including:

- A. IFSPs with transition steps and services;
- B. Notification to LEA, if child potentially eligible for Part B; and
- C. Transition conference, if child potentially eligible for Part B

(20 U.S. C. 1416(a)(3)(B) and 1442)

Part B

Indicator 12: Part C to Part B Transition

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. (20 U.S.C. 1416(a)(3)(B))

Module 4: Family-Professional Partnerships

Part C

Indicator 4: Family Outcomes

Percent of families participating in Part C who report that early intervention services have helped the family:

- A. Know their rights;
- B. Effectively communicate their children's needs; and
- C. Help their children develop and learn.

(20 U.S.C. 1416(a)(3)(A) and 1442)

Part B

Indicator 8: Parent Involvement

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.

(20 U.S.C. 1416(a)(3)(A))

Module 5: Assistive Technology Interventions

Part C

Indicator 2: Settings

Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.

(20 U.S.C. 1416(a)(3)(A) and 1442)

Part C – Indicator 3: Early Childhood Outcomes

Percent of infants and toddlers with IFSPs who demonstrate improved:

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

(20 U.S.C. 1416(a)(3)(A) and 1442)

Part C – Indicator 4: Family Outcomes

Percent of families participating in Part C who report that early intervention services have helped the family:

- A. Know their rights;

Module 5: Assistive Technology Interventions

- B. Effectively communicate their children's needs; and
- C. Help their children develop and learn.
(20 U.S.C. 1416(a)(3)(A) and 1442)

Part B

Indicator 6: Preschool Least Restrictive Environment (LRE)*

Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

Indicator 7: Preschool Outcomes

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.
(20 U.S.C. 1416 (a)(3)(A))

*This indicator is currently under review by OSEP.

Module 7: Tiered Instruction

Part B

Indicator 6: Preschool Children in General Education Settings (Preschool Least Restrictive Environment (LRE))

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: Preschool Outcomes

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.