

## 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 related to early childhood outcomes. Part C has 11 indicators and Part B has 17 indicators on the SPP/APR. The State's SPP/APR includes a systemic improvement plan (SSIP) which includes support for program and/or practitioner implementation of evidence-based practices.

The content, activities and resources of **Module 1: Embedded Interventions** can be used by professional development providers to help states make progress towards the following **OSEP Indicators**:

### **Part C – Indicator 2: Services in Natural Environments**

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 Involvement**

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 6: Preschool Environment**

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))

**Part B – 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))

**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))