

Notes for the 2019-2020 At-A-Glance Special Education Profiles Early Intervention Early Childhood Special Education (EI ECSE)

Oregon At-A-Glance Special Education Profile

Below this heading on the first page of the EI/ECSE At-A-Glance Special Education Profile is information about the local county EI/ECSE program including the address and phone number. The website for this EI/ECSE program is in the bottom left corner of this first page.

Students We Serve - Individual Family Service Plan (IFSP)

This information is on the left hand side of page one and begins with a listing of the total number of EI and ECSE children the EI/ECSE county program serves. Below Students We Serve is information which shows the percentage of infants and toddlers aged birth to 1 and aged birth to 3 who have Individual Family Service Plans (IFSPs). These percentages are percentages of the total county population, based on census data. Data are collected from each program through the annual Special Education Child Count (SECC) and compared to US Census data.

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C.

EI Environment – Natural Environment

Near the top left portion of page one is a graph shows the percentage of infants and toddlers who primarily receive early intervention services in home or programs for typically developing children. Data are collected from each program through the Special Education Child Count (SECC) and reported through the System Performance Review & Improvement (SPR&I) process.

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C.

ECSE Environment

To the right of the EI Environment graph is the Regular Childhood Program graph which shows the percentage of preschool children who receive the majority of their early childhood special education services in a regular early childhood program. To the right of the Regular Childhood Program graph is a graph which shows the percentage of children who receive their early childhood special education services in a separate special education class, separate school, or residential facility. Data are collected from each program through the Special Education Child Count (SECC) and reported through the System Performance Review & Improvement (SPR&I) process.

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Eligibility Timeline

Below the EI and ECSE Environment graphs are three graphs which pertain to timelines for EI and ECSE children. The first graph is EI Eligibility which shows the percentage of eligible infants and toddlers for whom an evaluation, assessment, and initial Individualized Family Service Plan (IFSP) meeting was completed or was justified within 45 days. Data are collected from each program through the monthly EI/ECSE count. The next graph is the Timely EI Services graph which shows the percentage of infants and toddlers who receive early intervention services in a timely manner. Data are collected from each program through the System Performance Review & Improvement (SPR&I) process. The final graph in this series is Timeline for ECSE Eligibility which shows the percentage of children with parental consent to evaluate who were evaluated and eligibility determined within 60 school days. Data are collected from each program through the Child Find Indicator 11 collection.

Family and Parent Survey Results

On the left hand side of page two are four graphs which show the results from the Family and Parent Survey. The first three graphs show the results from the EI Parent Survey and the fourth graph shows results from the ECSE parent Survey. Starting in 2005, a six-year cycling plan was used to ensure that each program was selected once every six years to collect parent survey results through a random sampling of parents of students with IEPs. In 2012, the six-year cycling plan began again. In 2014-15, a new sampling plan was developed so that each K-12 district would be sampled every three years, and each Early Childhood Special Education (ECSE) program would be sampled every other year.

Preparing Infants and Toddlers For Preschool and Preparing Preschoolers for Kindergarten

These graphs in the middle of page 2 indicate the growth and development of infants and toddler, and preschool children who were served in the EI or ECSE program 6 months or more.

Positive Social-Emotional Skills

These graphs show the percentages of infants and toddlers and preschool children that increased their rate of growth or met age expectations in positive social-emotional skills. Positive Social Emotional Skills are skills that are expected at a specific age in social and emotional development, including social relationships.

Data are collected through the University of Oregon, on behalf of the Oregon Department of Education (ODE). ODE, in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C.

Acquisition and Use of Knowledge and Skills

These graphs show the percentages of infants and toddlers and preschool children that increased their rate of growth or met age expectations in the use of knowledge and skills. Knowledge and Skills are skills that are expected at a specific age in cognitive and communication development, including language, pre-math, and pre-literacy skills.

Data are collected through the University of Oregon, on behalf of the Oregon Department of Education (ODE). ODE, in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C.

Use of Appropriate Behaviors to Meet Needs

These graphs show the percentages of infants and toddlers and preschool children that increased their rate of growth or met age expectations in the use of appropriate behaviors to meet needs. Appropriate Behaviors to Meet Needs are behaviors that are expected at a specific age in adaptive and motor development, including self-help skills.

Data are collected through the University of Oregon, on behalf of the Oregon Department of Education (ODE). ODE, in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C.

Transition

These graphs on the bottom of page 2 show the percentages of children for whom the program met the Early Intervention (EI) to Early Childhood Special Education (ECSE) transition timeline components. Data are collected from each program through the System Performance Review & Improvement (SPR&I) process.