

# Preschool: Addressing the Unique Reporting Issues

FY20 Data Collections Conference

August 2019

Classic Center

Athens, GA

Carol Seay Ed.D., Part B Data Manager

# Priorities for 2019-2020

- **STUDENTS FIRST**

- Specially Designed Instruction
- IEP Services and Supports
- Self Determination Skills

- **TEACHERS FIRST**

- Equity
- Efficacy
- Excellence

- **LEADERS FIRST**

- Intentional (Data-driven decision making)
- Inclusive

- **FAMILIES FIRST**

- Engaging and Effective Home-School Partnerships

# Today's Agenda Items

- Reporting Enrollment
  - Who is responsible?
- Reporting FTE/Federal Child Count
  - Environment
- Reporting Student Record
  - Discipline
- Reporting Preschool Program Codes
- IEP or ISP?
- Preschool Outcomes
- Reporting Timelines (Early Childhood Transition) who is responsible?
- Reporting courses

# Reporting Enrollment for Preschoolers



# Pre-K Enrollment

- Pre-K served in the LEA, community, private preschool (not school) or home
  - Served under an IEP
  - **Reported with an enrollment record**
- Pre-K special education students served in a private school (*must meet the definition of a school*) and the *parent rejected the offer of FAPE*
  - Served under an ISP
  - **Not reported with an enrollment record**

# Requiring Birth Certificate...

board rule 160-5-1-.28 STUDENT ENROLLMENT AND WITHDRAWAL.

## 3. Provisional Enrollment.

The LEA **must provisionally enroll the student** and give parent, guardian, or other person in control or charge of a child a minimum **of 30 days to satisfy all of the documentation requirements**. LEAs should still work to get all documentation during school normal registration periods and provisional enrollment should be **implemented as an exception rather than as a rule**.

It should be implemented in instances where the parent, guardian, grandparent, or other person needs additional time to procure certain documents or evidence. For example, if the LEA has adopted rules and policies requiring the other person enrolling a student to obtain guardianship, the LEA must still enroll the student under this provisional enrollment provision while the other person pursues guardianship in probate court.

An LEA may request a GTID prior to enrollment

# Requesting a GTID

- An LEA may request a GTID for a student as young as 2 ½
- A GTID may be requested prior to the student actually enrolling in the LEA



# Reporting FTE



# Reporting Preschool FTE

- Preschool SWD **do not** earn FTE
- Preschool is funded by State and Federal Preschool Grants
- Segments for SWD in Preschool **are reported** during FTE
  - No funding

# Preschool SWD FTE; Grade Level = PK

## Enrolled in the LEA

- **General education segments:**
  - Report with Program CODE = “0”
- **Special education segments:**
  - Report with Program Code corresponding to their Primary Area (P – 4)

# Preschool SWD FTE; Grade Level = PK

Receive **special education services in a community based preschool setting**

(including Head Start, GA PreK, non-public preschools, service provider locations, residential settings or home)

- **General education** segments:
  - Report with Program CODE = “0”
- **Special education** segments:
  - Report with Program Code corresponding to their Primary Area (P – 4)

# Age 5 Special Education

- Student, age 5, whose **GRADE LEVEL = 'PK'**
  - **Do not** earn FTE funds.
  - Report general education segments with Program Code = "0"
  - Report special education segments with code corresponding to Primary Area
  - Report with an Early Childhood Environment for Federal Child Count
- Student, age 5, whose **GRADE LEVEL = 'K'**
  - **Do earn** FTE funds
  - Report general education segments with appropriate general education Program Code (A = Kindergarten)
  - Report special education segments with code corresponding to Primary Area
  - **NEW:** Report with a School-age Environment for Federal Child Count

# Definition: Grade Codes

- **PK** = Preschool, child is 3, 4, or 5 years old (includes 2 ½ year olds)
- **K** = Kindergarten, child is at least 5 years old
- **UK** = Underage Kindergarten, child is in Kindergarten but not 5 years old
- **U1** = Underage 1<sup>st</sup> grader, child is in 1<sup>st</sup> grade but not 6 years old

# Reporting Environment for Preschoolers



# Environments for Children Ages 3-5

- OSEP requires that environment be reported by **age** (not grade), ***exceptions now apply***
- Report Environment according to child's age on **COUNT DAY**
- Environments are reported in October each year during the FTE1 cycle; Federal Child Count
- Guidance Document: Data Collections Webpage, FTE, [FTE Resources](#)

# ***NEW*** – Reporting 5-year-old Children

- Children who are 5 years old on Count Day and in **Preschool** must be reported with an **Early Childhood Environment**
- Children who are 5 years old and in **Kindergarten** must be reported with a **School-age Environment**



# Environments Guidance

Offices & Divisions ▾ Programs & Initiatives ▾ Data & Reporting ▾ Learning & Curriculum ▾ State Board & Policy ▾ Financial

🏠 → Technology Services → Technology Services → Data Collections

## General Information

### Data Collection Documentation

Data Collection Overview

Data Conference

GaDOE Name Processing Rules

Georgia Student Data Privacy, Accessibility, and Transparency Act

Records Retention

School Count by Type

Submit Request for Data

## FY2020 Data Collections and Reporting

### Data Collection Documentation

- Certified/Classified Personnel Information (CPI)
- End of Pathway Assessment (EOPA)
- Free/Reduced Price Meal Eligibility
- Full-Time Equivalent (FTE) / FTE Data Survey
- GUIDE (Georgia Unique Identifier for Education)
- Pre-ID Labels
- Private School
- STRIDE
- Student Class
- Student Record
- 'New Coordinator' Documentation
- Presentations, Webinars, and Miscellaneous Documentation
- FY2020 Summary of Transmission Dates

Click here

# Environment Guidance

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## FY2020 FTE Resources

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Full-Time Equivalent (FTE) refers to data collected for Quality Basic Education funding and is based on student enrollment and the education services provided by local school systems to students.

### FTE Data Survey

- FTE Data Survey Instructions
- FTE Data Survey Transmission Dates

### FTE Resources

- FTE Transmission Dates
- FTE Data Element Detail
- FTE General Information
- FTE Categories and Weights
- GNETS FAQ's
- Guidelines for Special Education Environments: Ages 5 and Under ←
- Guidelines for Special Education Environments: Ages 6 - 21 ←
- Special Education Educational Environments Calculator: Ages 5 and under
- Special Education Educational Environments Calculator: Ages 6 - 21

# Environments A-D

**Environment A:** Children who attend a Regular Early Childhood Program **at least 10 hours per week** and receive the **majority** of their special education and related **services in** the Regular Early Childhood Program.

**Environment B:** Children who attend a Regular Early Childhood Program **at least 10 hours per week** and receive the **majority** of special education and related services in **some other location**.

**Environment C:** Children who attend a Regular Early Childhood Program **less than 10 hours per week** and receive the **majority** of their special education and related **services in** the Regular Early Childhood Program.

**Environment D:** Children who attend a Regular Early Childhood Program **less than 10 hours per week** and receive the **majority** of special education and related services in **some other location**.

# APR Indicator 6: Preschool LRE

**Environments A & C** are used to calculate your Early Childhood Settings percentage\* for Indicator 6 of the APR:

- Services provided ***in the regular early childhood program***
- Note: percentage of time in general education is not measured

## **Environments B & C**

- Services are provided in ***some other location***
- Children in these environments are not included when calculating the Early Childhood Settings percentage for Indicator 6 of the APR

\* Early Childhood percentage is the % of preschool children receiving the majority of their services in a regular early childhood program

# Additional Environments

- **Environment E:** *Special education classrooms;* Children who attend a special education program in a class with less than 50% nondisabled children.
- **Environment F:** *Separate schools;* Children who receive education programs in public or private day schools designed specifically for children with disabilities.
- **Environment G:** *Residential facilities;* Children who receive education programs in publicly or privately-operated residential schools or residential medical facilities on an inpatient basis.
- **Environment H:** *Home;* Children who receive special education and related services in the principal residence of the child's family or caregivers, and who did not attend an early childhood program, or a special education program provided in a separate class, separate school, or residential facility.

# Additional Environments

- **Environment I:** *Service provider location;* Children who receive all of their special education and related services from a service provider, and who do not attend an Early Childhood Program, or a Special Education Early Childhood Program provided in a separate class, separate school, or residential facility, or receive services in their home.

***Parentally Placed in Private School;*** Children who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local education agency under a service plan.

- **New Guidance:** Child who is **Parentally Placed in Private School (PPPS)** and receives services from the LEA, report the applicable **Environment Code A, B, C or D**, according the amount of time the child is in a regular early childhood program OR **Environment I** if the child goes to the services provider's location to receive special education services OR **Environment Code H** if the LEA provides the services in the student's home

# Scenario: Freddie

Eddie is 5 years old. He attends a preschool classroom 25 hours per week and receives all special education and related services in the preschool classroom.

*Is this a regular early childhood program? **Yes***

*Does he attend at least 10 hours per week? **Yes***

*Where does he receive the majority of his special education services? **In the regular childhood program***

**Environment? A**

# Scenario: Eddie

Eddie is 5 years old. He attends a Kindergarten classroom 32 hours per week and receives all special education and related services in the Kindergarten classroom.

*Is this a regular early childhood program? **Doesn't matter***

*Does he attend at least 10 hours per week? **Doesn't matter***

*Where does he receive the majority of his special education services? **Doesn't matter***

*Where does he receive his educational services, special and regular? **In the regular education classroom***

**Environment? Use a school age environment code = to the percentage of time in general education, Environment 1 (a School-age Environment)**

***What does matter is the percentage of time the student is in the general education classroom receiving services or not***



# Scenario: Jackie

Jackie attends a community early childhood program 3 days a week for 4 hours each session. Her dad brings her to speech-language services twice a week for an hour each session at the neighborhood school.

*Does she attend a regular early childhood program?*

**Yes**

*How many hours does she attend?* **12 (at least 10 hrs.)**

*Where does she receive the majority of her special education services?* **Some other location**

**Environment: B**

# Scenario: Jody

Jody participates in a private mother's day out preschool program. She attends this program 9 hours per week and receives all special education and related services in her mother's day out classroom.

*Is this a regular early childhood program? **Yes***

*Does she attend less than 10 hours per week? **Yes***

*Where does she receive the majority of her special education services? **In the regular childhood program***

**Environment? C**

# Scenario: Faun

Faun attends a faith-based preschool 2 days during the week for 4 hours a day and receives 30 minutes a week of speech therapy in an office located outside of the classroom.

*Does she attend a regular early childhood program?*

**Yes**

*How many hours does she attend? **8 (less than 10 per week)***

Where does she receive the majority of her special education services? **Some other location**

**Environment: D**

# Scenario: Trish

Trish is 5 years old and goes to the neighborhood school 3 days a week for 4 hours a day to receive her special education services in a preschool classroom. She attends a classroom where there are 10 children. Six children have IEPs.

*Does she attend a regular early childhood program?*

**No**

*Is she attending a special education program?* **Yes**

*Where does she receive special education services?*

**Separate Class**

**Environment: E**

# Scenario: Althea

Althea attends a preschool classroom at the regional school for the blind 2 mornings a week for 4 hours each session, where she receives special education services, including working with the mobility and orientation specialist. She does not attend any other program.

*Does she attend a regular early childhood program?* **No**

*Is she attending a special education program?* **Yes**

*Where does she receive special education services?* **Separate School**

**Environment: F**

# Scenario: Marita

Marita is a 4-year-old girl who attends a school for children with autism. She resides at the school during the week.

*Does she attend a regular early childhood program?*

**No**

*Is she attending a special education program?* **Yes**

*Where does she receive her special education services?* **Residential facility**

**Environment: G**

# Scenario: John

John receives special education services in his home. He does not attend preschool or childcare.

*Is this a regular early childhood program?* **No**

*Is John attending a special education program?* **No**

*Where does he receive the majority of his special education services?* **In his home**

**Environment? H**

# Scenario: Tina

Tina is 3 years old. She receives speech therapy 2 times a week for 30 minutes, each session at the neighborhood school. She does not receive any other services or attend any program.

*Does she attend a regular early childhood program?*

**No**

*Does she attend a special education program?* **No**

*Where does she receive the majority of her special education services?* **In a service provider location or other location not in any other category**

**Environment: I**



# Scenario: Leroy

Leroy is 4 years old. His parents enrolled him in a preschool class in a private school along with his sister who is in 1<sup>st</sup> grade. Leroy receives speech services from the LEA where he resides. His parents take him to the SLP's office at the elementary school to receive his services.

*Does he attend a regular early childhood program? **Yes***

*How many hours does he attend? **30 hours a week***

*Does he attend a special education program? **No***

*Where does she receive the majority of her special education services? **In a service provider location***

**Environment: I**

# Scenario: Katie

Katie 4 years old. Her parents enrolled her in a preschool class in a private school along with her sister who is in 2nd grade. Katie receives speech and OT services from the LEA where she reside. The LEA sends the SLP and OT to the private school to provide these services. The SLP and OT pull Katie to another room to provide the services.

*Does she attend a regular early childhood program? **Yes***

*How many hours does she attend? **30 hours a week***

*Does she attend a special education program? **No***

*Where does she receive the majority of her special education services? **In some other location***

**Environment: B**

# IEP or Services Plan?

# When is a student on a Services Plan?

## Services Plan (formerly ISP)

Common misconception:

Preschool students who receive services in the community should be on a Services Plan.

Preschool students receiving services in the community should be enrolled in your LEA and receive services on an IEP

# When is a student on a Services Plan?

A student is on a Services Plan when:

- LEA has offered FAPE through an IEP  
and
- The Parent rejects the offer of FAPE and chooses to enroll the student in a private school or home school  
and
- The child is eligible for services that the LEA provides through Proportionate Share
  - No FTE funds earned or spent

# Services Plan Events

- At this time Services Plan events **are not** captured in Student Record.
- Students receiving services on a Services Plan are not enrolled
- Do not obtain Parental Consent for Services for students on a Services Plan
- Students receiving services on a Services Plan **do not earn FTE** funding but **are reported** for informational purposes (Federal Child Count)
  - A district uses “Proportionate Share” funds to pay for Services Plan Services

# Reporting Student Record (SR)

Preschool SWD



# Reporting SR Events

Most preschool SWD will have an Event '01'

- Event '01': Babies Can't Wait Transition
  - This is the date of the transition conference, transitioning from Part C (Babies Can't Wait) to Part B (services for children ages 3-21)
- Event '02': Consent for Evaluation
  - Please consider: if an LEA has 50 transition conferences, shouldn't they have 50 consents to evaluate?
    - If a child is eligible for Part C services, an evaluation should determine eligibility for Part B services
    - Unless parent refuses to provide consent



# Additional SR Events

- EVENT '03' = Date of the evaluation
- EVENT '04' = Date of eligibility meeting
- EVENT '05' = Date of initial IEP
- EVENT '06' = Date of initiation of services (not the date the parent signs consent)
- EVENT '14' **(NEW!)** = Date the Parental Consent for Services is received by the LEA

# Discipline

GADOE requires that discipline events be reported for children ages 3-5 in the same manner as all children ages 6-21

- These discipline data (removals) will be used together with data for children ages 6-21 when considering Significant Disproportionality for:
  - Total Disciplinary Removals
  - Discrete ISS  $\leq$  10 days, OSS,  $\leq$  10 days, ISS  $>$  10 days, & OSS  $>$  10 days

# Preschool Program Codes

Preschool Program codes are reported for all Pre-K students in the Student Level Record

# Pre-K Program Codes

Pre-K Program Code	Title	Description of Pre-K Program
01	Early Head Start	Federally funded program for age eligible children birth – 3
02	Head Start 3	Children must be 3 by September 1 of current school year and meet current Head Start eligibility requirements.
03	Head Start 4	Children must be 4 by September 1 of current school year and meet current Head Start eligibility requirements.
04	Head Start 5	Children must be 5 by September 1 of current school year and meet current Head Start eligibility requirements.
05	Georgia Lottery Funded Pre-K	Children must be 4 by September 1 of current year and are enrolled in a lottery funded Georgia Pre-K classroom
06	Title 1 Funded Pre-K	Children must be 4 by September 1 of current year and are not enrolled in Head Start or Georgia Pre-K. Title 1 classes are locally funded through Title 1 funds
07	Special Education 3-year olds	Use this code for 3-year olds ( <b>as of Count Day</b> ) <b>or 2 year olds</b> in a special education preschool program, not served in any other program listed above
08	Special Education 4-year olds	Use this code for 4-year olds ( <b>as of Count Day</b> ) in a special education preschool program, not served in any other program listed above
09	Blended Head Start/GA Pre-K	Classes are blended with Georgia's Pre-K Program and are required to meet eligibility for Head Start and follow both the Head Start and Georgia's Pre-K Requirements.
10	Other Pre-K Program	n/a
99	None	n/a
Blank/ null	for non-Pre-K students only	n/a

# Q & A; Examples

**Example 1** - What code is used for a Student age 4 who does not attend a daycare, does not attend a PK class, is at home and comes to service provider location for speech services for 30 min a week?

**08: Special Education 4-year olds.** The services this student receives are his special education program

**Example 2** - What code is used for a student age 4 who attends a daycare, but it is not a Headstart daycare, and they are NOT in a GA PK lottery class at the daycare and are in 4-year-old class. The student receives special education services at the daycare.

**10: Other Pre-K Program.** The program is not just for Pre-K SWD

**Example 3** - What code is used for a student age 4 who attends a daycare and is in a GA Lottery funded Pre-k at the daycare and receives special education services at the daycare?

**05: Georgia Lottery Funded Pre-K.** The GA PRE-K does not need to be in your school system. If the child is attending a program that is a Lottery Pre-K, regardless of where it is use code 05.

# Pre-K Program

Note: When the student is served part of the day in one program and part of the day in special education, **choose the code that represents the non-special education portion**

Example: If the student is part day Georgia Pre-K and part day special education, then choose '05' Georgia Pre-K for any child attending the lottery funded program, regardless of whether or not they are receiving special education services

# Reviewing Preschool Program Code Data

## Student Record Report SR084: Student Summary Information

- All students in the LEA
- Several Programs' data displayed:
  - SWD
  - GAA
  - **Preschool Program Codes**
    - Numbers and student level data for all students reported:
      - Head Start, GA Pre-K, Special Education Classes, etc.

# SDD Eligibility

## Significant Developmental Delay

- A delay in a child's development in adaptive behavior, cognition, communication, motor development or emotional development...
- Must be established on or before the child's 7<sup>th</sup> birthday
- May be used for children from age 3 through 9
  - To the end of the school year in which the child turns 9

## Child turns 9 between July 1, 2019 – June 30, 2020:

- Establish categorical eligibility by June 30, 2020

## Child turns 9 between July 1, 2020 – June 30, 2021:

- Establish categorical eligibility during the 2020-2021 school year



# Preschool Outcomes Data Reporting

# Preschool Outcomes (Indicator 7 of SPP/APR)

Percent of preschool children aged 3 through 5 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)*
- C. Use of appropriate behaviors to meet their needs*

# Preschool Outcomes (Indicator 7 of SPP/APR)

OSEP wants to know, for each area:

Of those preschool children who entered or exited the preschool program **below age expectations**,

- the percent who ***substantially increased their rate of growth*** by the time they **turned 6 years of age or exited** the program
- The percent of preschool children who were ***functioning within age expectations*** in by the time they **turned 6 years of age or exited** the program.

# Preschool Exit Data

- Districts collect student level data
  - Use the Preschool Exit data template
  - Template is located with Data Collections Conference Tools, Templates and Documents
- Districts report Summary Data to the GADOE
  - Districts should *maintain their student level data*
- Georgia reports Summary Data to OSEP

# Preschool Data Collection Template, [Click here](#)

1	District name:															
2	GTID	School	Last Name	First Name	DOB	Program Entry Date	Entry Age	Entrance Social-Emotional	Entrance Knowledge & Skill	Entrance Adaptive Behavior	Program Exit Date	Duration of Services in years	Teacher Name When Exited	Exit Social/Emotional	Exit Knowledge & Skill	Exit Adaptive Behavior
3	1						0.0					0.0				
4	2						0.0					0.0				
5	3						0.0					0.0				
6	4						0.0					0.0				
7	5						0.0					0.0				
8	6						0.0					0.0				
9	7						0.0					0.0				
10	8						0.0					0.0				
11	9						0.0					0.0				
12	10						0.0					0.0				
13	11						0.0					0.0				
14	12						0.0					0.0				
15	13						0.0					0.0				
16	14						0.0					0.0				
17	15						0.0					0.0				
18	16						0.0					0.0				
19	17						0.0					0.0				
20	18						0.0					0.0				
21	19						0.0					0.0				
22	20						0.0					0.0				
23	21						0.0					0.0				
24	22						0.0					0.0				
25	23						0.0					0.0				
26	24						0.0					0.0				
27	25						0.0					0.0				
28	26						0.0					0.0				
29	27						0.0					0.0				
30	28						0.0					0.0				

DATA ENTRY

Summary Data

Directions for data entry

Directions for Portal Entry



# Collecting and Reporting the Data

## On the Preschool Exit Data Template

- Enter each student's GTID, School, Last & First Name, DOB
- Enter the Program Entry Date for each student
- *The **Entry Age** will auto-calculate*
- Rate the student as a "1" or "2" for each of the 3 areas: **Social/Emotional, Knowledge & Skill, Adaptive Behavior**
  - "1" = Student is at or above age level peers
  - "2" = Student is below age level peers

# Collecting and Reporting the Data

When the student **exits** the preschool program **or turns 6**, whichever is earlier:

- Enter the exit date
- *The Duration of Services will automatically calculate*
  - *The cell will stay green if the student was enrolled more than 6 months*
  - *If the student was enrolled fewer than 6 months the cell will turn red showing you the % of the year the child was enrolled.*

# Collecting and Reporting the Data

When the student **exits** the program or turns 6:

- Enter the name of the student's teacher when the student exited
- Enter the Exit rating for each of the 3 areas:
  1. Social/emotional
  2. Knowledge and Skill
  3. Adaptive behavior



# Ratings:

1 = Student did not improve functioning

2 = Student improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

3 = Student improved functioning to a level nearer to same-aged peers but did not reach it

4 = Student improved functioning to reach a level comparable to same-aged peers

5 = Student maintained functioning at a level comparable to same-aged peers

# Data Entry Template

DOB	Program Entry Date	Entry Age	Entrance Social-Emotional	Entrance Knowledge & Skill	Entrance Adaptive Behavior	Program Exit Date	Duration of Services in years	Teacher Name When Exited	Exit Social/Emotional	Exit Knowledge & Skill	Exit Adaptive Behavior
7/2/2012	8/5/2015	3.1	1	2	2	5/20/2018	2.8	Smith	4	5	3
9/14/2013	9/14/2016	3.0	1	2	2	5/20/2018	1.7	Smith	2	2	2
6/5/2014	8/5/2017	3.2	2	1	2	10/30/2017	0.2	Smith	*	*	*
4/25/2012	4/25/2015	3.0	1	2	2	5/20/2018	3.1	Smith	4	4	4
2/15/2014	2/15/2017	3.0	1	2	2	5/20/2018	1.3	Smith	5	5	5
3/27/2013	3/27/2016	3.0	2	2	2	5/20/2018	2.1	Jones	4	3	4
9/20/2014	9/20/2017	3.0	2	1	1	4/20/2018	0.6	Jones	1	1	1
10/10/2013	10/10/2016	3.0	2	2	1	2/25/2018	1.4	Jones	2	3	3
8/25/2011	8/25/2014	3.0	2	1	2	8/25/2017	3.0	Jones	3	2	3
9/29/2012	9/29/2016	4.0	1	2	2	5/20/2018	1.6	Jones	4	3	3
12/20/2012	1/4/2016	3.0	2	1	2	5/20/2018	2.4	Jones	4	5	4

# Data Summary

	A	B
1	<b>Data Summary: Enter this data into the Special Education Preschool Outcome Application in the Dashboard:</b>	
2	<b>Postitive Social Emotional Skills (Outcome 1)</b>	
3	a.) Percent of children who did not improve functioning	1
4	b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2
5	c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach	1
6	d.) Percent of children who improved functioning to reach a level compared to same-aged peers	5
7	e.) Percent of children who maintained functioning to a level compared to same-aged peers	1
8	<b>Total number of students reported</b>	<b>10</b>
9		
10	<b>Acquisition of Knowledge and Skills (Outcome 2)</b>	
11	a.) Percent of children who did not improve functioning	1
12	b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2
13	c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach	3
14	d.) Percent of children who improved functioning to reach a level compared to same-aged peers	2
15	e.) Percent of children who maintained functioning to a level compared to same-aged peers	2
16	<b>Total number of students reported</b>	<b>10</b>
17		
18	<b>Appropriate use of Behavior to meet needs (Outcome 3)</b>	
19	a.) Percent of children who did not improve functioning	1

- Click on the Data Summary Tab
- The data automatically populates the summary page
- These are the data you will enter into the Preschool application in the Special Education Dashboard

# Dashboard View

	Positive Social- Emotional skills (Outcome 1)		Acquisition and use of Knowledge and skills (Outcome 2)		Appropriate use of Behaviour to meet needs (Outcome 3)	
	Enter # of Children	% of Children	Enter # of Children	% of Children	Enter # of Children	% of Children
a. Percent of children who did not improve functioning	4	6.45%	4	6.45%	5	8.06%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	21	3.87%	23	37.1%	15	24.19%
c. Percent of children who improved functioning to a level near to same-aged peers but did not reach	12	9.35%	23	37.1%	7	11.29%
d. Percent of children who improved functioning to reach a level compared to same-aged peers	9	4.52%	9	14.52%	8	12.9%
e. Percent of children who maintained functioning to a level compared to same-aged peers	16	5.81%	3	4.84%	27	43.55%
<b>TOTAL</b>	<b>62</b>	<b>100%</b>	<b>62</b>	<b>100%</b>	<b>62</b>	<b>100%</b>
<b>SUMMARY STATEMENTS</b>						
1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited	$(c+d) / (a+b+c+d)$	45.65%		54.24%		42.86%
2. Percent of children who were functioning with age expectations in [outcome], by the time they exited	$(d+e) / (a+b+c+d+e)$	40.32%		19.35%		56.45%

These summary statements automatically calculate

# Early Childhood Transition

APR Indicator 12; Timelines



# Indicator 12 Measure

Was the IEP in place\* by the child's 3<sup>rd</sup> birthday?

- Report only referrals from Babies Can't Wait
- Also report for Indicator 11: 60-day timeline

Exceptions (allowable 'late')

- Parent repeatedly fails or refuses to produce the child for evaluation
- Extenuating circumstances such as illness or unusual evaluation needs
- Parent refusal to provide consent (after transition meeting) causing a delay in evaluation or initial services)
- Child referred TO BCW less than 90 days before the 3<sup>rd</sup> birthday

Babies Can't Wait		SPP/APR Indicator 12	
Transition Timelines			
1a	Total # BCW Transition Conferences		50
1b	Total # Transition Referrals w/consents from BCW		50
2	Total Referrals minus Exceptions (Row 1b-Row 10)		<b>49</b>
3	# Eligible with IEP in place BY age 3		<b>44</b>
4	# Eligible with IEP in place after age 3		3
5	# Ineligible BY age 3		<b>2</b>
6	# Ineligible After age 3		1
7	Total # Completed on time (by age 3)		46
8	% Eligible with IEP in place by age 3		93.62%
9	Total # Completed late (after age 3)		4
10	Total # Exceptions		1
11	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		3
12	% Completed late		6.12%
13	Range of days late for "Total # counted as Late" Row 11	1-10 days	2
		11-30 days	1
		31-60 days	
		> 60 days	
		Total	3

**Total Conferences = Total Referrals**

**The % Eligible with IEP in place by age 3 (line 8):**

**# eligible with IEP in place by 3rd birthday**

**÷**

**(the # of referrals minus exceptions minus ineligible by age 3)**

**44/(49-2)=**

**44/47 = 93.62%**

# Indicator 11

Evaluations completed for children referred from Babies Can't Wait must also meet the 60-day timeline requirement.

Two different measures; a child may be 'on time' for one and 'late' for another.

Example: the child is referred, and the evaluation is completed within 60 days, but the IEP is not in place by the child's 3<sup>rd</sup> birthday.

- Indicator 11: on time
- Indicator 12: late



# Implemented IEP

The language in the federal regulation:

***Transition of children from the Part C program to preschool programs.***

*The State must have in effect policies and procedures to ensure that...*

*(b) By the third birthday of a child described in paragraph (a) of this section, an IEP ... has been developed and is being implemented for the child consistent with §300.101(b)...*

In Georgia, 'being implemented' is interpreted to mean that if the child's 3<sup>rd</sup> birthday falls during the summer months or a holiday period, the IEP is ready and will be implemented when school resumes.

# Reporting PK Courses

# PK Course Codes

PK.00100xx	Regular Education Pre-K Literacy
PK.00200xx	Regular Education Pre-K Numeracy
PK.80100xx or PK.90100xx	Special Education Pre-K Literacy
PK.80200xx or PK.90200xx	Special Education Pre-K Numeracy

<p><b>No Special Education Teacher in this setting</b></p>	<p><b>PK SWD: Regular Early Childhood Program in Public School or Community with Additional Supportive Services (special education services from a para, interpreter, etc.)</b></p>
<p><b>Staff</b></p>	<p>Regular Education Teacher Subject to PQ and In-field</p>
<p><b>3YR/4YR Literacy Course</b></p>	<p>PK.00100xx</p>
<p>PQ Requirement for regular education teacher</p>	<p>Bright from the Start Requirements</p>
<p>In-field Requirement for regular education teacher</p>	<p>Content Certification</p>
<p><b>3YR/4YR Numeracy Course</b></p>	<p>PK.00200xx</p>
<p>PQ Requirement for regular education teacher</p>	<p>Bright from the Start Requirements</p>
<p>In-field Requirement for regular education teacher</p>	<p>Content Certification</p>

**No Special  
Education  
Teacher in this  
setting**

**PK SWD: Regular Early Childhood Program in  
Public School or Community, only Special  
Education Services: only Special Education  
Program is Speech**

**Staff**

Regular Education Teacher Subject to PQ and In-field  
Speech Language Pathologist not subject to PQ or In-field

**3YR/4YR Literacy  
Course**

PK.00100xx  
Do Not report a course for speech

PQ Requirement for  
regular education teacher

Bright from the Start Requirements

In-field Requirement for  
regular education teacher

Content Certification

**3YR/4YR Numeracy  
Course**

PK.00200xx  
Do Not report a course for speech

PQ Requirement for  
regular education teacher

Bright from the Start Requirements

In-field Requirement for  
regular education teacher

Content Certification

**No Special  
Education Teacher  
in this setting**

**PK SWD: Regular Early Childhood Program in Public School  
or Community, Receiving Regular Education Instruction and  
Special Education Related Services (OT, PT, Nursing, etc.),  
No Direct Services**

**Staff**

Regular Education Teacher Subject to PQ and In-field  
Staff providing related services not subject to PQ and In-field

**3YR/4YR Literacy  
Course**

PK.00100xx

PQ Requirement for  
regular education teacher

Bright from the Start Requirements

In-field Requirement for  
regular education teacher

Content Certification

**3YR/4YR Numeracy  
Course**

PK.00200xx

PQ Requirement for  
regular education teacher

Bright from the Start Requirements

In-field Requirement for  
regular education teacher

Content Certification

	PK Students with Disabilities <b>in the Community</b> (Headstart, GA Pre-K) Direct Services in Regular Early Childhood Setting: Consultative, Collaboration or Co-teaching	
Staff	<ul style="list-style-type: none"> <li>• Regular Education Teacher Subject to PQ and In-field</li> <li>• Special Education Teacher Subject to PQ and In-field</li> <li>• Co-teacher listed as additional teacher</li> </ul>	
<b>3YR/4YR Literacy</b>	<b>PK.00100xx or PK.90100xx</b>	
PQ Requirement for regular education teacher	Report 616-16-1616	Bright from the Start Requirements
PQ Requirement for special education teacher	Special Education teacher's SSN	Special Education Certification
In-Field Requirement for regular education teacher	Report 616-16-1616	Content Certification
In-Field Requirement for special education teacher	Special Education teacher's SSN	Special Education Certification
<b>3YR/4YR Numeracy</b>	<b>PK.00200xx or PK.902.00xx</b>	
PQ Requirement for regular education teacher	Report 616-16-1616	Bright from the Start Requirements
PQ Requirement for special education teacher	Special Education teacher's SSN	Special Education Certification
In-Field Requirement for regular education teacher	Report 616-16-1616	Content Certification
In-Field Requirement for special education teacher	Special Education teacher's SSN	Special Education Certification

	PK Students with Disabilities <b>in the LEA</b> (Headstart, GA Pre-K) Direct Services in Regular Early Childhood Setting: Consultative, Collaboration or Co-teaching	
Staff	<ul style="list-style-type: none"> <li>• Regular Education Teacher Subject to PQ and In-field</li> <li>• Special Education Teacher Subject to PQ and In-field</li> <li>• Co-teacher listed as additional teacher</li> </ul>	
<b>3YR/4YR Literacy</b>	<b>PK.00100xx or PK.90100xx</b>	
PQ Requirement for regular education teacher	Regular Education teacher's SSN	Bright from the Start Requirements
PQ Requirement for special education teacher	Special Education teacher's SSN	Special Education Certification
In-Field Requirement for regular education teacher	Regular Education teacher's SSN	Content Certification
In-Field Requirement for special education teacher	Special Education teacher's SSN	Special Education Certification
<b>3YR/4YR Numeracy</b>	<b>PK.00200xx or PK.902.00xx</b>	
PQ Requirement for regular education teacher	Regular Education teacher's SSN	Bright from the Start Requirements
PQ Requirement for special education teacher	Special Education teacher's SSN	Special Education Certification
In-Field Requirement for regular education teacher	Report 616-16-1616	Content Certification
In-Field Requirement for special education teacher	Special Education teacher's SSN	Special Education Certification



	<b>PK SWD: Child is <u>NOT</u> in a Regular Early Childhood Program in Public School or Community, is Receiving Special Education Instruction in a separate special education program, separate school, residential facility or home</b>
<b>Staff</b>	Special Education Teacher Subject to PQ and In-field
<b>3YR/4YR Literacy Course</b>	PK.801.00xx
PQ Requirement for special education teacher	Special Education Certification
In-field Requirement for special education teacher	Content Certification
<b>3YR/4YR Numeracy Course</b>	PK.802.00xx
PQ Requirement for special education teacher	Special Education Certification
In-field Requirement for special education teacher	Content Certification

# Pre-K Courses

LEAs will report courses for preschool children; regular education and special education

In FY20 for In-field determination per Georgia's ESSA requirements:

- Pre-K Literacy: PK.00100xx
- Pre-K Numeracy: PK.00200xx
- **Special Needs Literacy: PK.801.00 or 901.00**
- **Special Needs Numeracy: PK.802.00 or 902.00**

Every PK student **except Speech only** must have 2 courses.

- If **PK.801, PK.802, PK.901, or PK.902** is reported, the student must have a PRIMARY AREA on the same course

# Pre-K Speech Only

Preschool students who receive only speech services from an SLP

- The SLP is not subject to PQ/In-Field.
- SLPs are a service field that does not qualify as a 'content' certification for in-field
- Unless the SLP is providing content, the LEA should **not report this time as a course**

# Questions

Contact

Carol Seay

[cseay@doe.k12.ga.us](mailto:cseay@doe.k12.ga.us)

470-218-3244