

District: 02-BAKER School: 0022-PREK/KINDERGARTEN CENTER

Item		Percent
No.	Item	Agree
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	94.7%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	94.7%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	94.7%
9	People from preschool special ed treat me as an equal team member.	94.7%
10	People from preschool special ed encourage me to participate in the decision-making process.	94.7%
11	People from preschool special ed respect my culture.	94.7%
12	People from preschool special ed value my ideas.	94.7%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	94.7%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	94.7%
15	People from preschool special ed give me options concerning my child's services and supports.	94.7%
17	People from preschool special ed give me enough information to know if my child is making progress.	94.7%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	94.7%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	94.7%
27	Overall, I am satisfied with the preschool special education services provided to my child.	94.7%
4	My child's evaluation report was written using words I understand.	94.4%
8	People from preschool special ed are available to speak with me.	94.4%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	94.4%
1	I am part of the IEP/IFSP decision-making process.	89.5%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	89.5%
2	My recommendations are included on the IEP/IFSP.	88.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	88.9%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	88.9%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	88.2%
24	People from preschool special ed offer supports for parents to participate in training workshops.	84.2%
25	People from preschool special ed connect families with one another for mutual support.	84.2%
20	People from preschool special ed offer parents training about preschool special education.	83.3%
	MADY School District State	

SUMMARY		School	District	State
	FSF Memhershin:	39	39	24 195

 Number of Completed Surveys:
 19
 19
 4,399

 Response Rate:
 48.7%
 48.7%
 18.2%

 Number At or Above Standard:
 17
 17
 3,226

Percent At or Above Standard: 89.5% 89.5% 73.3%



District: 03-BAY School: 0551-J.R. ARNOLD HIGH SCHOOL

Item		Percent
No.	Item	Agree
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.9%
4	My child's evaluation report was written using words I understand.	90.9%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	90.0%
12	People from preschool special ed value my ideas.	90.0%
15	People from preschool special ed give me options concerning my child's services and supports.	90.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	90.0%
1	I am part of the IEP/IFSP decision-making process.	88.9%
2	My recommendations are included on the IEP/IFSP.	88.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	88.9%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	88.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	88.9%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	87.5%
27	Overall, I am satisfied with the preschool special education services provided to my child.	81.8%
25	People from preschool special ed connect families with one another for mutual support.	55.6%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	50.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	44.4%
20	People from preschool special ed offer parents training about preschool special education.	44.4%
24	People from preschool special ed offer supports for parents to participate in training workshops.	37.5%

SUMMARY	School	District	State
ESE Membership:	32	209	24,195

 Number of Completed Surveys:
 11
 36
 4,399

 Response Rate:
 34.4%
 17.2%
 18.2%

 Number At or Above Standard:
 7
 21
 3,226

 Percent At or Above Standard:
 63.6%
 58.3%
 73.3%



District: 04-BRADFORD School: 0051-STARKE ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	100.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	100.0%
4	My child's evaluation report was written using words I understand.	94.1%
9	People from preschool special ed treat me as an equal team member.	93.8%
10	People from preschool special ed encourage me to participate in the decision-making process.	93.8%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	93.8%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	93.8%
27	Overall, I am satisfied with the preschool special education services provided to my child.	93.8%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	93.3%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	92.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	92.9%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	91.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	90.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	88.9%
20	People from preschool special ed offer parents training about preschool special education.	87.5%
15	People from preschool special ed give me options concerning my child's services and supports.	81.8%
25	People from preschool special ed connect families with one another for mutual support.	77.8%

SUMMARY	School	District	State
ESE Membership:	12	33	24,195
Number of Completed Surveys:	17	30	4,399
Response Rate:	141.7%	90.9%	18.2%
Number At or Above Standard:	16	27	3,226
Percent At or Above Standard:	94.1%	90.0%	73.3%



District: 05-BREVARD School: 1021-PRE-K ESE SERVICES

Item		Percent
No.	Item	Agree
2	My recommendations are included on the IEP/IFSP.	94.1%
1	I am part of the IEP/IFSP decision-making process.	91.2%
10	People from preschool special ed encourage me to participate in the decision-making process.	91.2%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	91.2%
4	My child's evaluation report was written using words I understand.	90.9%
8	People from preschool special ed are available to speak with me.	90.9%
12	People from preschool special ed value my ideas.	90.6%
11	People from preschool special ed respect my culture.	90.3%
9	People from preschool special ed treat me as an equal team member.	88.2%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	88.2%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	87.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	85.3%
15	People from preschool special ed give me options concerning my child's services and supports.	84.8%
17	People from preschool special ed give me enough information to know if my child is making progress.	84.8%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	82.4%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	81.3%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	75.8%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	75.8%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	75.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	73.3%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	72.7%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	71.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	69.7%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	66.7%
20	People from preschool special ed offer parents training about preschool special education.	56.7%
24	People from preschool special ed offer supports for parents to participate in training workshops.	56.7%
25	People from preschool special ed connect families with one another for mutual support.	51.7%

SUMMARY	
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	School	District	State
ESE Membership:	186	897	24,195
Number of Completed Surveys:	34	143	4,399
Response Rate:	18.3%	15.9%	18.2%
Number At or Above Standard:	20	93	3,226
Percent At or Above Standard:	58.8%	65.0%	73.3%



District: 06-BROWARD School: 1641-FAIRWAY ELEMENTARY SCHOOL

Thom		Percent
Item No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
2	My recommendations are included on the IEP/IFSP.	90.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	90.9%
9	People from preschool special ed treat me as an equal team member.	90.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.9%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	90.9%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	90.9%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	90.0%
20	People from preschool special ed offer parents training about preschool special education.	72.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	63.6%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	63.6%
25	People from preschool special ed connect families with one another for mutual support.	60.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	54.5%

SUMMARY	School	District	State
ESE Membership:	39	3,174	24,195
Number of Completed Surveys:	11	520	4,399
Response Rate:	28.2%	16.4%	18.2%

Number At or Above Standard: 8 388 3,226
Percent At or Above Standard: 72.7% 74.6% 73.3%



District: 06-BROWARD School: 1761-HOLLYWOOD PARK ELEMENTARY SCHOOL

No. Item My child's evaluation report was written using words I understand.  My child's evaluation report was written using words I understand.  100.0% People from preschool special ed respect my culture.  My recommendations are included on the IEP/IFSP.  My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.  People from preschool special ed are available to speak with me. People from preschool special ed are available to speak with me. People from preschool special ed are available to speak with me. People from preschool special ed give me enough information to know if my child is making progress. Overall, I am satisfied with the preschool special education services provided to my child. People from preschool special ed give me enough information to know if my child is making progress. Very overall, I am satisfied with the preschool special education services provided to my child. People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I am part of the IEP/IFSP decision-making process. The preschool special education program involves parents in evaluations of whether preschool special education is effective. People from preschool special ed give me options concerning my child's services and supports. People from preschool special ed give me options concerning my child's services and supports. People from preschool special ed give me information about the approaches they use to help my child learn. People from preschool special ed give me information about the approaches they use to help my child learn. People from preschool special ed erotorage me to participate in the decision-making process. People from preschool special ed encourage me to participate in the decision-making process. People from preschool special ed encourage me to participate in the decision-making process. People from pre	Item		Percent
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My recommendations are included on the IEP/IFSP.  My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.  People from preschool special ed are available to speak with me.  People from preschool special ed treat me as an equal team member.  People from preschool special ed give me enough information to know if my child is making progress.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed ensure that I have fully understood my rights related to preschool special education.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I am part of the IEP/IFSP decision-making process.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed offer parents different ways of communicating with people from preschool special ed offer parents different ways of communicating with people from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed encourage me to participate in the decision-making process.  75.0%  People from preschool special ed encourage me to participate in the decision-making process.  75.0%  People from preschool special ed encourage me to participate in the decision services are m	11	People from preschool special ed respect my culture.	100.0%
91.7% People from preschool special ed are available to speak with me. 91.7% People from preschool special ed are available to speak with me. 91.7% People from preschool special ed treat me as an equal team member. 91.7% People from preschool special ed give me enough information to know if my child is making progress. 91.7% Overall, I am satisfied with the preschool special education services provided to my child. 91.7% People from preschool special ed ensure that I have fully understood my rights related to preschool special education. People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development. I am part of the IEP/IFSP decision-making process. The preschool special education program involves parents in evaluations of whether preschool special education is effective. People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals. People from preschool special ed give me options concerning my child's services and supports. People from preschool special ed give me information about the approaches they use to help my child learn. People from preschool special ed give me information about the approaches they use to help my child learn. People from preschool special ed offer parents different ways of communicating with people from preschool special ed offer parents different ways of communicating with people from preschool special ed offer parents different ways of communicating with people from preschool special ed offer parents different ways of communicating with people from preschool special ed offer parents different ways of communicating with people from preschool special ed offer parents different ways of communicating with people from preschool special ed offer parents different ways of communicating with people from preschool special ed offer parents training about presch	12	People from preschool special ed value my ideas.	100.0%
People from preschool special ed are available to speak with me.  People from preschool special ed treat me as an equal team member.  People from preschool special ed give me enough information to know if my child is making progress.  People from preschool special ed ensure that I have fully understood my rights related to preschool special education.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I am part of the IEP/IFSP decision-making process.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool special educations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	2	My recommendations are included on the IEP/IFSP.	91.7%
People from preschool special ed treat me as an equal team member.  People from preschool special ed give me enough information to know if my child is making progress.  People from preschool special ed ensure that I have fully understood my rights related to preschool special education.  People from preschool special ed ensure that I have fully understood my rights related to preschool special education.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I am part of the IEP/IFSP decision-making process.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed encourage me to participate in the decision services are meeting my child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool special educations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	91.7%
People from preschool special ed give me enough information to know if my child is making progress. 91.7% Overall, I am satisfied with the preschool special education services provided to my child. 91.7% People from preschool special ed ensure that I have fully understood my rights related to preschool special education. 90.9% special education progress on play an active role in their child's learning and development. I am part of the IEP/IFSP decision-making process. 83.3% The preschool special education program involves parents in evaluations of whether preschool special education is effective. People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals. 83.3% People from preschool special ed give me options concerning my child's services and supports. 83.3% People from preschool special ed give me information about the approaches they use to help my child learn. 19. People from preschool special ed offer parents different ways of communicating with people from preschool special ed offer parents different ways of communicating with people from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail). 19. People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail). 19. People from preschool special ed offer parents training about preschool special education. 19. People from preschool special ed offer parents training about preschool special education. 19. People from preschool special ed offer parents training about preschool special education. 19. People from preschool special ed offer parents training about preschool special education. 19. People from preschool special ed offer parents training about preschool special education program. 19. People from preschool special ed	8	People from preschool special ed are available to speak with me.	91.7%
Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed ensure that I have fully understood my rights related to preschool special education.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I am part of the IEP/IFSP decision-making process.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me with strategies to deal with my child's behavior.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed provide me with information on how to get other services are meeting my child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Traini	9	People from preschool special ed treat me as an equal team member.	91.7%
People from preschool special ed ensure that I have fully understood my rights related to preschool special education.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I am part of the IEP/IFSP decision-making process.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents training about preschool special education.  Thave been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Ce	17	People from preschool special ed give me enough information to know if my child is making progress.	91.7%
people from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I am part of the IEP/IFSP decision-making process.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed offer parents different ways of communicating with people from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed offer parents training about preschool special education.  I have been asked for my opinion about how well preschool special education.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	27	Overall, I am satisfied with the preschool special education services provided to my child.	91.7%
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The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed offer parents training about preschool special education.  Thave been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed give me information special education that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	23		90.9%
education is effective.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me with strategies to deal with my child's behavior.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents training about preschool special education.  Thave been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed give me options parents have if they disagree with a decision made by the preschool special ed offer supports for parents to participate in training workshops.  Sa.3%	1	I am part of the IEP/IFSP decision-making process.	83.3%
IEP/IFSP goals.  People from preschool special ed give me options concerning my child's services and supports.  83.3%  People from preschool special ed provide me with strategies to deal with my child's behavior.  83.3%  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed offer parents training about preschool special education.  Thave been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	5		83.3%
People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed offer parents training about preschool special education.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed offer supports for parents to participate in training workshops.  Sa.3%	14		83.3%
People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed offer parents training about preschool special education.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed offer supports for parents to participate in training workshops.  58.3%	15	People from preschool special ed give me options concerning my child's services and supports.	83.3%
child learn.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed offer parents training about preschool special education.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed offer supports for parents to participate in training workshops.  58.3%	16	People from preschool special ed provide me with strategies to deal with my child's behavior.	83.3%
preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed offer parents training about preschool special education.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed offer supports for parents to participate in training workshops.  58.3%	18		83.3%
involvement in my child's education.  People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed offer parents training about preschool special education.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed offer supports for parents to participate in training workshops.  58.3%	21		83.3%
People from preschool special ed offer parents training about preschool special education.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed offer supports for parents to participate in training workshops.  58.3%	26		83.3%
I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed offer supports for parents to participate in training workshops.  58.3%	10	People from preschool special ed encourage me to participate in the decision-making process.	75.0%
child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed offer supports for parents to participate in training workshops.  58.3%	20	People from preschool special ed offer parents training about preschool special education.	75.0%
childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed offer supports for parents to participate in training workshops.  58.3%	6		66.7%
parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  22 People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  24 People from preschool special ed offer supports for parents to participate in training workshops.  58.3%	7		66.7%
made by the preschool special education program.  24 People from preschool special ed offer supports for parents to participate in training workshops.  58.3%	19		66.7%
	22		63.6%
People from preschool special ed connect families with one another for mutual support. 58.3%	24	People from preschool special ed offer supports for parents to participate in training workshops.	58.3%
	25	People from preschool special ed connect families with one another for mutual support.	58.3%

#### **SUMMARY**

	School	District	State
ESE Membership:	37	3,174	24,195
Number of Completed Surveys:	12	520	4,399
Response Rate:	32.4%	16.4%	18.2%
Number At or Above Standard:	7	388	3,226
Percent At or Above Standard:	58.3%	74.6%	73.3%



District: 06-BROWARD School: 2001-BANYAN ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	93.8%
11	People from preschool special ed respect my culture.	93.8%
17	People from preschool special ed give me enough information to know if my child is making progress.	93.8%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	93.8%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	93.8%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	93.3%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	93.3%
15	People from preschool special ed give me options concerning my child's services and supports.	93.3%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	93.3%
1	I am part of the IEP/IFSP decision-making process.	92.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	92.9%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	87.5%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	85.7%
24	People from preschool special ed offer supports for parents to participate in training workshops.	85.7%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	78.6%
25	People from preschool special ed connect families with one another for mutual support.	76.9%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	68.8%
20	People from preschool special ed offer parents training about preschool special education.	66.7%

SUMMARY	School	District	State
ESE Membership:	48	3,174	24,195
Number of Completed Surveys:	16	520	4,399
Response Rate:	33.3%	16.4%	18.2%
Number At or Above Standard:	13	388	3,226
Percent At or Above Standard:	81.3%	74.6%	73.3%



## Florida ESE Parent Survey 2016-17 School Report: Preschool

School: 2621-TAMARAC ELEMENTARY SCHOOL District: 06-BROWARD

No. Tem  My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.  My child's LEP/IFSP goals are written in a way that I can work on them at home during daily routines.  My child's evaluation report was written using words I understand.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed value my ideas.  People from preschool special ed communicate regularly with me regarding my child's progress on IDO.0%  People from preschool special ed give me enough information to know if my child is making progress.  People from preschool special ed give me enough information to know if my child is making progress.  I am part of the IEP/IFSP decision-making process.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed are available to speak with me.  People from preschool special ed ensure that I have fully understood my rights related to preschool special education.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about the approaches they use to help my ga.3% child learn.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  People from preschool special ed give parents the help they may need, such as transportation, to play an activ	Item		Percent
My child's LEP/IFSP goals are written using words I understand.  My child's evaluation report was written using words I understand.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed treat me as an equal team member.  Deople from preschool special ed encourage me to participate in the decision-making process.  Dough from preschool special ed erspect my culture.  People from preschool special ed value my ideas.  People from preschool special ed communicate regularly with me regarding my child's progress on IDO.0% IEP/IFSP goals.  People from preschool special ed give me enough information to know if my child is making progress.  Now involvement in my child's education.  I am part of the IEP/IFSP decision-making process.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed are available to speak with me.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  People from preschool special ed offer parents different ways of communicating with people from preschool special		Item	Agree
My child's evaluation report was written using words I understand.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed treat me as an equal team member.  100.0% People from preschool special ed encourage me to participate in the decision-making process.  100.0% People from preschool special ed value my ideas.  People from preschool special ed value my ideas.  People from preschool special ed value my ideas.  People from preschool special ed communicate regularly with me regarding my child's progress on ID0.0% IEP/IFSP goals.  People from preschool special ed give me enough information to know if my child is making progress.  100.0% Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  I am part of the IEP/IFSP decision-making process.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed are available to speak with me.  People from preschool special ed ensure that I have fully understood my rights related to preschool special education.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special ed cyplain what options parents have if	2	My recommendations are included on the IEP/IFSP.	100.0%
The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed treat me as an equal team member.  100.0% People from preschool special ed encourage me to participate in the decision-making process.  100.0% People from preschool special ed respect my culture. People from preschool special ed walue my ideas. People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals. People from preschool special ed give me enough information to know if my child is making progress. People from preschool special ed give me enough information to know if my child is making progress. People from preschool special ed give me enough information to know if my child is making progress. In Jam part of the IEP/IFSP decision-making process. People from preschool special ed are available to speak with me. People from preschool special ed are available to speak with me. People from preschool special ed ensure that I have fully understood my rights related to preschool special education. People from preschool special ed give me options concerning my child's services and supports. People from preschool special ed give me options concerning my child's services and supports. People from preschool special ed give me information about the approaches they use to help my child learn. People from preschool special ed give me information about the approaches they use to help my child learn. People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development. People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development. People from preschool special ed give parents the help they may need, such as transportation, to play an active role	3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
9 People from preschool special ed treat me as an equal team member. 100.0% 10 People from preschool special ed encourage me to participate in the decision-making process. 100.0% 11 People from preschool special ed respect my culture. 100.0% 12 People from preschool special ed value my ideas. 100.0% 14 People from preschool special ed communicate regularly with me regarding my child's progress on IP/IFSP goals. 100.0% 16 People from preschool special ed give me enough information to know if my child is making progress. 100.0% 17 People from preschool special ed give me enough information to know if my child is making progress. 100.0% 18 People from preschool special education program's efforts to facilitate my involvement in my child's education. 11 I am part of the IEP/IFSP decision-making process. 11 People from preschool special education program's efforts to facilitate my involvement in my child's education. 11 I am part of the IEP/IFSP decision-making process. 11 People from preschool special ed are available to speak with me. 11 People from preschool special ed ensure that I have fully understood my rights related to preschool special education. 12 People from preschool special ed give me options concerning my child's services and supports. 13 People from preschool special ed give me options concerning my child's services and supports. 14 People from preschool special ed give me information about the approaches they use to help my child learn. 15 People from preschool special ed give me with strategies to deal with my child's behavior. 16 People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development. 16 People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development. 17 People from preschool special ed offer parents different ways of comm	4	My child's evaluation report was written using words I understand.	100.0%
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Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  I am part of the IEP/IFSP decision-making process.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed are available to speak with me.  People from preschool special ed ensure that I have fully understood my rights related to preschool special education.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed give me with strategies to deal with my child's behavior.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parent	14		100.0%
involvement in my child's education.  I am part of the IEP/IFSP decision-making process.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed are available to speak with me.  People from preschool special ed ensure that I have fully understood my rights related to preschool special education.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed give me with strategies to deal with my child's behavior.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special ed explain what options parents have if they disagree with a decision made by the preschool special ed explain what options parents have if they disagree with a decision for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed are available to speak with me.  People from preschool special ed ensure that I have fully understood my rights related to preschool special education.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed give me with strategies to deal with my child's behavior.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special ed explain what options parents have if they disagree with a decision made by the preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed connect families with one another for mutual support.  58.3%	26		100.0%
child's needs.  People from preschool special ed are available to speak with me.  People from preschool special ed ensure that I have fully understood my rights related to preschool special education.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed give me with strategies to deal with my child's behavior.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special ed explain what options parents have if they disagree with a decision made by the preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents training about preschool special ed	1	I am part of the IEP/IFSP decision-making process.	92.3%
People from preschool special ed ensure that I have fully understood my rights related to preschool special education.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed connect families with one another for mutual support.	6	, ,	92.3%
special education.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed connect families with one another for mutual support.  58.3%	8	People from preschool special ed are available to speak with me.	92.3%
People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed connect families with one another for mutual support.  58.3%	13		92.3%
child learn.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special ed explain what options parents have if they disagree with a decision parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed connect families with one another for mutual support.  58.3%	15	People from preschool special ed give me options concerning my child's services and supports.	92.3%
People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed connect families with one another for mutual support.  58.3%	18		92.3%
play an active role in their child's learning and development.  27 Overall, I am satisfied with the preschool special education services provided to my child.  284.6%  21 People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  22 People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  19 People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  20 People from preschool special ed offer parents training about preschool special education.  66.7%  7 People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  25 People from preschool special ed connect families with one another for mutual support.  58.3%	16	People from preschool special ed provide me with strategies to deal with my child's behavior.	84.6%
People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed connect families with one another for mutual support.  58.3%	23		84.6%
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made by the preschool special education program.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed connect families with one another for mutual support.  58.3%	21		76.9%
parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed connect families with one another for mutual support.  58.3%	22		76.9%
People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed connect families with one another for mutual support.  58.3%	19		66.7%
childcare, parent support, respite, regular preschool program, WIC, food stamps).  25 People from preschool special ed connect families with one another for mutual support.  58.3%	20	People from preschool special ed offer parents training about preschool special education.	66.7%
	7		58.3%
People from preschool special ed offer supports for parents to participate in training workshops. 50.0%	25	People from preschool special ed connect families with one another for mutual support.	58.3%
	24	People from preschool special ed offer supports for parents to participate in training workshops.	50.0%

SUMMARY	School	District	State
ESE Membership:	45	3,174	24,195
Number of Completed Surveys:	13	520	4,399
Response Rate:	28.9%	16.4%	18.2%

Number At or Above Standard: 388 3,226 Percent At or Above Standard: **69.2%** 74.6% 73.3%



District: 06-BROWARD School: 2741-MAPLEWOOD ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
11	People from preschool special ed respect my culture.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
8	People from preschool special ed are available to speak with me.	90.0%
9	People from preschool special ed treat me as an equal team member.	90.0%
12	People from preschool special ed value my ideas.	90.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	90.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	90.0%
4	My child's evaluation report was written using words I understand.	88.9%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	88.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	87.5%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	80.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	80.0%
15	People from preschool special ed give me options concerning my child's services and supports.	80.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	80.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	77.8%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	77.8%
1	I am part of the IEP/IFSP decision-making process.	70.0%
2	My recommendations are included on the IEP/IFSP.	70.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	70.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	66.7%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	66.7%
25	People from preschool special ed connect families with one another for mutual support.	66.7%
20	People from preschool special ed offer parents training about preschool special education.	55.6%
24	People from preschool special ed offer supports for parents to participate in training workshops.	55.6%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	50.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	44.4%

SUMMARY		School	District	State
	ESE Membership:	65	3,174	24,195
	Number of Completed Surveys:	10	520	4,399
	Response Rate:	15.4%	16.4%	18.2%
	Number At or Above Standard:	4	388	3,226
	Percent At or Above Standard:	40.0%	74.6%	73.3%



District: 06-BROWARD School: 2861-PINES LAKES ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	92.3%
15	People from preschool special ed give me options concerning my child's services and supports.	92.3%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	92.3%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	92.3%
24	People from preschool special ed offer supports for parents to participate in training workshops.	92.3%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	91.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	84.6%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	84.6%
20	People from preschool special ed offer parents training about preschool special education.	84.6%
25	People from preschool special ed connect families with one another for mutual support.	75.0%

SUMMARY		School	District	State
	ESE Membership:	64	3,174	24,195

 Number of Completed Surveys:
 13
 520
 4,399

 Response Rate:
 20.3%
 16.4%
 18.2%

 Number At or Above Standard:
 12
 388
 3,226

Percent At or Above Standard: **92.3% 74.6% 73.3%** 



District: 06-BROWARD School: 3081-SILVER RIDGE ELEMENTARY SCHOOL

My child's EP/IFSP goals are written in a way that I can work on them at home during daily routines.  My child's evaluation report was written using words I understand.  People from preschool special ed are available to speak with me.  People from preschool special ed treat me as an equal team member.  People from preschool special ed treat me as an equal team member.  People from preschool special ed respect my culture.  People from preschool special ed value my ideas.  People from preschool special ed value my ideas.  People from preschool special ed communicate regularly with me regarding my child's progress on special education.  People from preschool special ed communicate regularly with me regarding my child's progress on IP/IFSP goals.  People from preschool special ed give me enough information to know if my child is making progress.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed offer supports for parents to participate in training workshops.  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  Overall, I am satisfied with the preschool special education services provided to my child.  I am part of the IEP/IFSP decision-making process.  My recommendations are included on the IEP/IFSP.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed give me information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers	Item		Percent
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Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  Overall, I am satisfied with the preschool special education services provided to my child.  I am part of the IEP/IFSP decision-making process.  My recommendations are included on the IEP/IFSP.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  People from preschool special ed offer parents tirlining about preschool special education, to play an active role in their child's learning and development.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	18		100.0%
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The preschool special education program involves parents in evaluations of whether preschool special education is effective.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	1	I am part of the IEP/IFSP decision-making process.	92.3%
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child's needs.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	5		92.3%
childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	6		92.3%
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parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	16	People from preschool special ed provide me with strategies to deal with my child's behavior.	92.3%
People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	19		92.3%
play an active role in their child's learning and development.  21 People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  22 People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  81.8%	20	People from preschool special ed offer parents training about preschool special education.	92.3%
preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  22 People from preschool special ed explain what options parents have if they disagree with a decision 81.8% made by the preschool special education program.	23		92.3%
made by the preschool special education program.	21	preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	84.6%
People from preschool special ed connect families with one another for mutual support. 76.9%	22		81.8%
	25	People from preschool special ed connect families with one another for mutual support.	76.9%

SUMMAKY		

	School	District	State
ESE Membership:	73	3,174	24,195
Number of Completed Surveys:	13	520	4,399
Response Rate:	17.8%	16.4%	18.2%
Number At or Above Standard:	12	388	3,226
Percent At or Above Standard:	92.3%	74.6%	73.3%



District: 06-BROWARD School: 3642-GATOR RUN ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	92.3%
24	People from preschool special ed offer supports for parents to participate in training workshops.	92.3%
25	People from preschool special ed connect families with one another for mutual support.	92.3%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	90.9%
20	People from preschool special ed offer parents training about preschool special education.	84.6%

SUMMARY	School	District	State
ESE Membership:	42	3,174	24,195

 Number of Completed Surveys:
 13
 520
 4,399

 Response Rate:
 31.0%
 16.4%
 18.2%

 Number At or Above Standard:
 13
 388
 3,226

 Percent At or Above Standard:
 100.0%
 74.6%
 73.3%



District: 06-BROWARD School: 3781-PARK TRAILS ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.9%
4	My child's evaluation report was written using words I understand.	90.9%
8	People from preschool special ed are available to speak with me.	90.9%
9	People from preschool special ed treat me as an equal team member.	90.9%
11	People from preschool special ed respect my culture.	90.9%
12	People from preschool special ed value my ideas.	90.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	90.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.9%
1	I am part of the IEP/IFSP decision-making process.	81.8%
2	My recommendations are included on the IEP/IFSP.	81.8%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	81.8%
10	People from preschool special ed encourage me to participate in the decision-making process.	81.8%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	81.8%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	81.8%
17	People from preschool special ed give me enough information to know if my child is making progress.	81.8%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	81.8%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	81.8%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	81.8%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	81.8%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	80.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	72.7%
15	People from preschool special ed give me options concerning my child's services and supports.	72.7%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	72.7%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	63.6%
20	People from preschool special ed offer parents training about preschool special education.	60.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	60.0%
25	People from preschool special ed connect families with one another for mutual support.	60.0%
SUM	MARY School District State	

SUMMARY	School	District	State
ESE Membership	34	3,174	24,195
Number of Completed Surveys	11	520	4,399
Resnonse Rate	32 40%	16 4%	18 2%

Number At or Above Standard: 7 388 3,226
Percent At or Above Standard: 63.6% 74.6% 73.3%



District: 06-BROWARD School: 5521-BAUDHUIN ORAL SCHOOL-NOVA UNI.

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	96.8%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	96.8%
4	My child's evaluation report was written using words I understand.	96.8%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	96.8%
8	People from preschool special ed are available to speak with me.	96.8%
9	People from preschool special ed treat me as an equal team member.	96.8%
10	People from preschool special ed encourage me to participate in the decision-making process.	96.8%
11	People from preschool special ed respect my culture.	96.8%
12	People from preschool special ed value my ideas.	96.8%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	96.8%
15	People from preschool special ed give me options concerning my child's services and supports.	96.8%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	96.8%
17	People from preschool special ed give me enough information to know if my child is making progress.	96.8%
24	People from preschool special ed offer supports for parents to participate in training workshops.	96.8%
27	Overall, I am satisfied with the preschool special education services provided to my child.	96.8%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	96.7%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	96.7%
2	My recommendations are included on the IEP/IFSP.	93.5%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	93.5%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	93.5%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	93.5%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	93.5%
25	People from preschool special ed connect families with one another for mutual support.	93.3%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	90.3%
20	People from preschool special ed offer parents training about preschool special education.	90.3%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	87.1%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	80.6%

SUMMARY	School	District	State
ESE Membership:	135	3,174	24,195
Number of Completed Surveys:	31	520	4,399
Response Rate:	23.0%	16.4%	18.2%
Number At or Above Standard:	30	388	3,226
Percent At or Above Standard:	96.8%	74.6%	73.3%



District: 06-BROWARD School: 5541-BROWARD CHILDREN'S CENTER SOUTH

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	95.2%
4	My child's evaluation report was written using words I understand.	95.2%
8	People from preschool special ed are available to speak with me.	95.2%
9	People from preschool special ed treat me as an equal team member.	95.2%
11	People from preschool special ed respect my culture.	95.2%
2	My recommendations are included on the IEP/IFSP.	95.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	95.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	94.7%
12	People from preschool special ed value my ideas.	90.5%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	90.5%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	85.7%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	85.7%
10	People from preschool special ed encourage me to participate in the decision-making process.	85.7%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	81.0%
15	People from preschool special ed give me options concerning my child's services and supports.	81.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	81.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	81.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	81.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	80.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	78.9%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	76.2%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	76.2%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	76.2%
24	People from preschool special ed offer supports for parents to participate in training workshops.	76.2%
20	People from preschool special ed offer parents training about preschool special education.	71.4%
25	People from preschool special ed connect families with one another for mutual support.	65.0%

#### **SUMMARY**

	School	District	State
ESE Membership:	58	3,174	24,195
Number of Completed Surveys:	21	520	4,399
Response Rate:	36.2%	16.4%	18.2%
Number At or Above Standard:	15	388	3,226
Percent At or Above Standard:	71.4%	74.6%	73.3%



District: 07-CALHOUN School: 0131-BLOUNTSTOWN ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	92.3%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	85.7%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	85.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	78.6%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	78.6%
20	People from preschool special ed offer parents training about preschool special education.	78.6%
24	People from preschool special ed offer supports for parents to participate in training workshops.	69.2%
25	People from preschool special ed connect families with one another for mutual support.	69.2%

SUMMARY	School	District	State
ESE Membership:	24	32	24,195
Number of Completed Surveys:	14	16	4,399
Response Rate:	58.3%	50.0%	18.2%
Number At or Above Standard:	11	13	3,226
Percent At or Above Standard:	78.6%	81.3%	73.3%



District: 10-CLAY School: 0491-J.L. WILKINSON ELEMENTARY SCHL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	93.8%
17	People from preschool special ed give me enough information to know if my child is making progress.	93.8%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	93.3%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	93.3%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	93.3%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	87.5%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	87.5%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	87.5%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	81.3%
24	People from preschool special ed offer supports for parents to participate in training workshops.	73.3%
20	People from preschool special ed offer parents training about preschool special education.	68.8%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	66.7%
25	People from preschool special ed connect families with one another for mutual support.	66.7%

SUMMARY	School	District	State
ESE Membership:	29	326	24,195

Number of Completed Surveys: 4,399 115 16 Response Rate: 55.2% 35.3% 18.2% Number At or Above Standard: 3,226 13 95 Percent At or Above Standard: 82.6% 73.3% 81.3%



District: 10-CLAY School: 0631-SHADOWLAWN ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	90.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	88.9%
24	People from preschool special ed offer supports for parents to participate in training workshops.	80.0%
20	People from preschool special ed offer parents training about preschool special education.	66.7%
25	People from preschool special ed connect families with one another for mutual support.	66.7%

SUMMARY		School	District	State
	ESE Membership:	15	326	24,195

 Number of Completed Surveys:
 10
 115
 4,399

 Response Rate:
 66.7%
 35.3%
 18.2%

 Number At or Above Standard:
 10
 95
 3,226

 Percent At or Above Standard:
 100.0%
 82.6%
 73.3%



School: 0651-PLANTATION OAKS ELEMENTARY District: 10-CLAY SCHOOL

	SCHOOL SCHOOL	
Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	90.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	90.0%
15	People from preschool special ed give me options concerning my child's services and supports.	90.0%
17	$\label{people from preschool special ed. } \dots \mbox{ give me enough information to know if my child is making progress.}$	90.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	90.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	90.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	90.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	80.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	80.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	80.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	80.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	70.0%
20	People from preschool special ed offer parents training about preschool special education.	70.0%
25	People from preschool special ed connect families with one another for mutual support.	66.7%
SUM	MARY School District State	

SUMMARY	SI	Uľ	1M	AF	₹Y		
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	School	District	State
ESE Membership:	16	326	24,195
Number of Completed Surveys:	10	115	4,399
Response Rate:	62.5%	35.3%	18.2%
Number At or Above Standard:	7	95	3,226
Percent At or Above Standard:	70.0%	82.6%	73.3%



District: 12-COLUMBIA School: 8001-PREK ESE

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
4	My child's evaluation report was written using words I understand.	92.9%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	92.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	92.9%
20	People from preschool special ed offer parents training about preschool special education.	92.9%
25	People from preschool special ed connect families with one another for mutual support.	92.9%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	85.7%

SUMMARY	School	District	State
ESE Membership:	17	120	24,195
Number of Completed Surveys:	14	28	4,399
Response Rate:	82.4%	23.3%	18.2%
Number At or Above Standard:	14	26	3,226
Percent At or Above Standard:	100.0%	92.9%	73.3%



District: 13-DADE School: 0481-JAMES H. BRIGHT ELEMENTARY/J.W. JOHNSON ELEM

No. Item  No. Item  1 I am part of the IEP/IFSP decision-making process.  2 My recommendations are included on the IEP/IFSP.  3 My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.  4 My child's evaluation report was written using words I understand.  5 The preschool special education program involves parents in evaluations of whether preschool special education is effective.  8 People from preschool special ed are available to speak with me.  9 People from preschool special ed are available to speak with me.  100.0%  100.0%  11 People from preschool special ed respect my culture.  11 People from preschool special ed value my ideas.  12 People from preschool special ed value my ideas.  13 People from preschool special ed offer parents training about preschool special education.  24 People from preschool special ed offer parents training about preschool special education.  25 People from preschool special ed offer supports for parents to participate in training workshops.  100.0%  26 Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  27 People from preschool special ed ensure that I have fully understood my rights related to preschool special education.  28 People from preschool special ed ensure that I have fully understood my rights related to preschool special education.  29 People from preschool special ed ensure that I have fully understood my rights related to preschool special education my play an active role in their child's learning and development.  20 Overall, I am satisfied with the preschool special education services provided to my child.  21 People from preschool special ed provide me with strategies to deal with my child's behavior.  22 People from preschool special ed provide me with strategies to deal with my child's behavior.  23 People from preschool special ed provide me with information on ho			
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My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.  My child's evaluation report was written using words I understand.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed are available to speak with me.  People from preschool special ed treat me as an equal team member.  100.0%  People from preschool special ed respect my culture.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents training about preschool special education.  People from preschool special ed offer supports for parents to participate in training workshops.  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, wIC, food stamps).  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings	1	I am part of the IEP/IFSP decision-making process.	100.0%
My child's evaluation report was written using words I understand.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed are available to speak with me.  People from preschool special ed treat me as an equal team member.  100.0%  People from preschool special ed treat me as an equal team member.  100.0%  People from preschool special ed value my ideas.  People from preschool special ed value my ideas.  People from preschool special ed offer parents training about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer supports for parents to participate in training workshops.  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed offer parents different ways of communicating with people from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed offer parents different ways of communicating with people from preschool special ed evidence meetings, phone calls, e-mail).  People from preschool special ed offer parents different ways of communicating with peop	2	My recommendations are included on the IEP/IFSP.	100.0%
The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed are available to speak with me.  People from preschool special ed treat me as an equal team member.  100.0%  People from preschool special ed value my ideas.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer supports for parents for parents of participate in training workshops.  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  People from preschool special ed ensure that I have fully understood my rights related to preschool special education.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed effer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed effer parents different ways of communicating with people from preschool special education program.  People from preschool special ed effer parents different ways	3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
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9         People from preschool special ed respect my culture.         100.0%           11         People from preschool special ed respect my culture.         100.0%           12         People from preschool special ed value my ideas.         100.0%           19         People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).         100.0%           20         People from preschool special ed offer parents training about preschool special education.         100.0%           24         People from preschool special ed offer supports for parents to participate in training workshops.         100.0%           26         Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.         90.0%           13         People from preschool special ed ensure that I have fully understood my rights related to preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.         88.9%           27         People from preschool special ed provide me with strategies to deal with my child's behavior.         87.5%           38         People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).         80.0%	5		100.0%
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I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed give me enough information to know if my child is making progress.  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	22		80.0%
child's needs.  People from preschool special ed give me enough information to know if my child is making progress. 66.7%  People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	15	People from preschool special ed give me options concerning my child's services and supports.	77.8%
People from preschool special ed give me information about the approaches they use to help my child learn.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	6		70.0%
child learn.  14 People from preschool special ed communicate regularly with me regarding my child's progress on 62.5% IEP/IFSP goals.	17	People from preschool special ed give me enough information to know if my child is making progress.	66.7%
IEP/IFSP goals.	18		66.7%
People from preschool special ed connect families with one another for mutual support. 60.0%	14		62.5%
	25	People from preschool special ed connect families with one another for mutual support.	60.0%

SU	M	M/	V B	V
30		1-17	717	

	School	District	State
ESE Membership:	21	1,951	24,195
Number of Completed Surveys:	10	496	4,399
Response Rate:	47.6%	25.4%	18.2%
Number At or Above Standard:	7	387	3,226
Percent At or Above Standard:	70.0%	78.0%	73.3%



District: 13-DADE School: 0771-DR. WILLIAM A. CHAPMAN ELEMENTARY SCHOOL

	LLLITENTART SCHOOL	
Item No.	Item	Percent Agree
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
17	$\label{people from preschool special ed. } \dots \mbox{ give me enough information to know if my child is making progress.}$	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
20	People from preschool special ed offer parents training about preschool special education.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
1	I am part of the IEP/IFSP decision-making process.	90.9%
2	My recommendations are included on the IEP/IFSP.	90.9%
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6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	90.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	90.9%
15	People from preschool special ed give me options concerning my child's services and supports.	90.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	90.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	90.9%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.9%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	90.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	90.0%
25	People from preschool special ed connect families with one another for mutual support.	90.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	77.8%

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	School	District	State
ESE Membership:	22	1,951	24,195
Number of Completed Surveys:	11	496	4,399
Response Rate:	50.0%	25.4%	18.2%
Number At or Above Standard:	10	387	3,226
Percent At or Above Standard:	90.9%	78.0%	73.3%



District: 13-DADE School: 1721-EVERGLADES K-8 CENTER

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	95.5%
8	People from preschool special ed are available to speak with me.	95.5%
10	People from preschool special ed encourage me to participate in the decision-making process.	95.5%
11	People from preschool special ed respect my culture.	95.5%
12	People from preschool special ed value my ideas.	95.5%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	95.2%
27	Overall, I am satisfied with the preschool special education services provided to my child.	95.2%
2	My recommendations are included on the IEP/IFSP.	90.9%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.9%
4	My child's evaluation report was written using words I understand.	90.9%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	90.9%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	90.9%
9	People from preschool special ed treat me as an equal team member.	90.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	90.9%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	90.9%
15	People from preschool special ed give me options concerning my child's services and supports.	90.9%
17	People from preschool special ed give me enough information to know if my child is making progress.	90.9%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	90.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	90.9%
24	People from preschool special ed offer supports for parents to participate in training workshops.	90.9%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.5%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	86.4%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	86.4%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	86.4%
20	People from preschool special ed offer parents training about preschool special education.	86.4%
25	People from preschool special ed connect families with one another for mutual support.	86.4%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	85.7%

SUMMARY	School	District	State
ESE Membership:	19	1,951	24,195
Number of Completed Surveys:	22	496	4,399
Response Rate:	115.8%	25.4%	18.2%
Number At or Above Standard:	18	387	3,226
Percent At or Above Standard:	81.8%	78.0%	73.3%



District: 13-DADE School: 2281-GREYNOLDS PARK ELEMENTARY SCHL

Item	Thomas	Percent
<b>No.</b>	Item I am part of the IEP/IFSP decision-making process.	<b>Agree</b> 100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
4	My child's evaluation report was written using words I understand.	92.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	92.9%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	92.9%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	92.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	92.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	92.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	92.9%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	92.3%
24	People from preschool special ed offer supports for parents to participate in training workshops.	92.3%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	85.7%
25	People from preschool special ed connect families with one another for mutual support.	85.7%
20	People from preschool special ed offer parents training about preschool special education.	78.6%
61114	MADY School District State	

SUMMARY	School	District	State
ESE Membership:	22	1,951	24,195
Number of Completed Surveys:	14	496	4,399
Response Rate:	63.6%	25.4%	18.2%
Number At or Above Standard:	13	387	3,226
Percent At or Above Standard:	92.9%	78.0%	73.3%



District: 13-DADE School: 2321-GULFSTREAM ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
8	People from preschool special ed are available to speak with me.	92.3%
9	People from preschool special ed treat me as an equal team member.	92.3%
10	People from preschool special ed encourage me to participate in the decision-making process.	92.3%
11	People from preschool special ed respect my culture.	92.3%
12	People from preschool special ed value my ideas.	92.3%
20	People from preschool special ed offer parents training about preschool special education.	92.3%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	92.3%
24	People from preschool special ed offer supports for parents to participate in training workshops.	92.3%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	92.3%
27	Overall, I am satisfied with the preschool special education services provided to my child.	92.3%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	91.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	84.6%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	84.6%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	84.6%
15	People from preschool special ed give me options concerning my child's services and supports.	84.6%
17	People from preschool special ed give me enough information to know if my child is making progress.	84.6%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	84.6%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	84.6%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	84.6%
25	People from preschool special ed connect families with one another for mutual support.	84.6%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	76.9%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	75.0%
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SUMMARY	School	District	State
ESE Membership:	45	1,951	24,195
Number of Completed Surveys:	13	496	4,399
Response Rate:	28.9%	25.4%	18.2%
Number At or Above Standard:	11	387	3,226
Percent At or Above Standard:	84.6%	78.0%	73.3%



District: 13-DADE School: 2511-ZORA NEALE HURSTON ELEMENTARY SCHOOL

No. Item People from preschool special ed respect my culture. 11 People from preschool special ed are available to speak with me. 22 People from preschool special ed ensure that I have fully understood my rights related to preschool special education. 23 People from preschool special ed ensure that I have fully understood my rights related to preschool special education. 26 Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education. 27 I am part of the IEP/IFSP decision-making process. 28 My recommendations are included on the IEP/IFSP. 29 My child's evaluation report was written using words I understand. 29 People from preschool special ed give me options concerning my child's services and supports. 29 People from preschool special ed give me enough information to know if my child is making progress. 30 My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines. 30 People from preschool special ed encourage me to participate in the decision-making process. 31 People from preschool special ed encourage me to participate in the decision-making process. 32 People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals. 33 People from preschool special ed give me information about the approaches they use to help my child learn. 34 People from preschool special ed give me information about the approaches they use to help my child learn. 35 People from preschool special ed offer parents training about preschool special education (e.g., face-to-face meetings, phone calls, e-mail). 36 People from preschool special education (e.g., face-to-face meetings, phone calls, e-mail). 37 People from preschool special education program. 38 People from preschool special education program. 39 People from preschool special education program. 40 People from preschool special education program. 41 People from presc			
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People from preschool special ed treat me as an equal team member.  People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed value my ideas.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me information about the approaches they use to help my child learn.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	17	$\label{people from preschool special ed. } \dots \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$	91.7%
People from preschool special ed encourage me to participate in the decision-making process.  People from preschool special ed value my ideas.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me information about the approaches they use to help my child learn.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	88.0%
People from preschool special ed value my ideas.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me information about the approaches they use to help my child learn.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special education program.  The preschool special education program involves parents have if they disagree with a decision made by the preschool special education program.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	9	People from preschool special ed treat me as an equal team member.	88.0%
People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me information about the approaches they use to help my child learn.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	10	People from preschool special ed encourage me to participate in the decision-making process.	88.0%
IEP/IFSP goals.  People from preschool special ed give me information about the approaches they use to help my child learn.  Overall, I am satisfied with the preschool special education services provided to my child.  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	12	People from preschool special ed value my ideas.	88.0%
child learn.  Overall, I am satisfied with the preschool special education services provided to my child.  88.0%  People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	14		88.0%
People from preschool special ed offer parents training about preschool special education.  People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	18		88.0%
People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	27	Overall, I am satisfied with the preschool special education services provided to my child.	88.0%
preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	20	People from preschool special ed offer parents training about preschool special education.	87.5%
made by the preschool special education program.  The preschool special education program involves parents in evaluations of whether preschool special education is effective.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	21		87.5%
education is effective.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	22		86.4%
childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	5		84.0%
People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	7		84.0%
parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	16	People from preschool special ed provide me with strategies to deal with my child's behavior.	84.0%
People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	19		84.0%
play an active role in their child's learning and development.  I have been asked for my opinion about how well preschool special education services are meeting my  76.0%  child's needs.	24	People from preschool special ed offer supports for parents to participate in training workshops.	82.6%
child's needs.	23		81.8%
People from preschool special ed connect families with one another for mutual support. 66.7%	6	child's needs.	76.0%
	25	People from preschool special ed connect families with one another for mutual support.	66.7%

#### **SUMMARY**

	School	District	State
ESE Membership:	27	1,951	24,195
Number of Completed Surveys:	25	496	4,399
Response Rate:	92.6%	25.4%	18.2%
Number At or Above Standard:	21	387	3,226
Percent At or Above Standard:	84.0%	78.0%	73.3%



District: 13-DADE School: 2521-OLIVER HOOVER ELEMENTARY SCHL

Item		Percent
No.	Item	Agree
4	My child's evaluation report was written using words I understand.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
9	People from preschool special ed treat me as an equal team member.	90.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.9%
1	I am part of the IEP/IFSP decision-making process.	90.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	90.0%
2	My recommendations are included on the IEP/IFSP.	88.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	88.9%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	81.8%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	81.8%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	81.8%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	81.8%
15	People from preschool special ed give me options concerning my child's services and supports.	80.0%
20	People from preschool special ed offer parents training about preschool special education.	80.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	80.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	72.7%
27	Overall, I am satisfied with the preschool special education services provided to my child.	72.7%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	70.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	70.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	70.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	60.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	60.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	50.0%
25	People from preschool special ed connect families with one another for mutual support.	50.0%

SUMMARY		School	District	State
E	SE Membership:	28	1,951	24,195
Number of Com	pleted Surveys:	11	496	4,399

 Response Rate:
 39.3%
 25.4%
 18.2%

 Number At or Above Standard:
 6
 387
 3,226

 Percent At or Above Standard:
 54.5%
 78.0%
 73.3%



District: 13-DADE School: 2531-THENA CROWDER EARLY CHILDHOOD

Item	_	Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	100.0%
20	People from preschool special ed offer parents training about preschool special education.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	92.3%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	92.3%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	92.3%
25	People from preschool special ed connect families with one another for mutual support.	92.3%

SUMMARY	School	District	State
ESE Membership:	28	1,951	24,195
Number of Completed Surveys:	13	496	4,399
	46 401	25 40/	10.00/

 Response Rate:
 46.4%
 25.4%
 18.2%

 Number At or Above Standard:
 13
 387
 3,226

 Percent At or Above Standard:
 100.0%
 78.0%
 73.3%



District: 13-DADE School: 3661-NATURAL BRIDGE ELEMENTARY SCHL

Item		Dorcont
No.	Item	Percent Agree
4	My child's evaluation report was written using words I understand.	86.7%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	86.7%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	86.7%
8	People from preschool special ed are available to speak with me.	86.7%
9	People from preschool special ed treat me as an equal team member.	86.7%
10	People from preschool special ed encourage me to participate in the decision-making process.	86.7%
11	People from preschool special ed respect my culture.	86.7%
12	People from preschool special ed value my ideas.	86.7%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	86.7%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	86.7%
15	People from preschool special ed give me options concerning my child's services and supports.	86.7%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	86.7%
17	People from preschool special ed give me enough information to know if my child is making progress.	86.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	86.7%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	86.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	86.7%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	86.7%
27	Overall, I am satisfied with the preschool special education services provided to my child.	86.7%
1	I am part of the IEP/IFSP decision-making process.	85.7%
2	My recommendations are included on the IEP/IFSP.	85.7%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	80.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	80.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	80.0%
20	People from preschool special ed offer parents training about preschool special education.	73.3%
24	People from preschool special ed offer supports for parents to participate in training workshops.	73.3%
25	People from preschool special ed connect families with one another for mutual support.	73.3%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	64.3%
GIIIA	MARY School District State	

SUMMARY	School	District	State
ESE Membership:	13	1,951	24,195
Number of Completed Surveys:	15	496	4,399
Response Rate:	115.4%	25.4%	18.2%
Number At or Above Standard:	12	387	3,226
Percent At or Above Standard:	80.0%	78.0%	73.3%



District: 13-DADE School: 4281-PALM SPRINGS NORTH ELEMENTARY SCHOOL

Ttom		Percent
Item No.	Item	Agree
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
1	I am part of the IEP/IFSP decision-making process.	91.7%
8	People from preschool special ed are available to speak with me.	91.7%
9	People from preschool special ed treat me as an equal team member.	91.7%
15	People from preschool special ed give me options concerning my child's services and supports.	91.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	91.7%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	91.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	91.7%
24	People from preschool special ed offer supports for parents to participate in training workshops.	91.7%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	91.7%
27	Overall, I am satisfied with the preschool special education services provided to my child.	91.7%
12	People from preschool special ed value my ideas.	90.9%
17	People from preschool special ed give me enough information to know if my child is making progress.	90.9%
20	People from preschool special ed offer parents training about preschool special education.	83.3%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	83.3%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	75.0%
25	People from preschool special ed connect families with one another for mutual support.	75.0%

#### **SUMMARY**

	School	District	State
ESE Membership:	20	1,951	24,195
Number of Completed Surveys:	12	496	4,399
Response Rate:	60.0%	25.4%	18.2%
Number At or Above Standard:	10	387	3,226
Percent At or Above Standard:	83.3%	78.0%	73.3%



District: 13-DADE School: 9013-PREK INTERVENTION

Item		Percent
No.	Item	Agree
9	People from preschool special ed treat me as an equal team member.	94.7%
8	People from preschool special ed are available to speak with me.	94.6%
11	People from preschool special ed respect my culture.	94.6%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	94.6%
27	Overall, I am satisfied with the preschool special education services provided to my child.	94.6%
15	People from preschool special ed give me options concerning my child's services and supports.	94.4%
4	My child's evaluation report was written using words I understand.	93.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	92.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	92.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	92.9%
1	I am part of the IEP/IFSP decision-making process.	92.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	92.6%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	91.2%
17	People from preschool special ed give me enough information to know if my child is making progress.	91.2%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	91.1%
12	People from preschool special ed value my ideas.	91.1%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	91.1%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	91.1%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	90.9%
2	My recommendations are included on the IEP/IFSP.	90.6%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	89.3%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	89.1%
24	People from preschool special ed offer supports for parents to participate in training workshops.	88.5%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	87.5%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	87.3%
25	People from preschool special ed connect families with one another for mutual support.	84.6%
20	People from preschool special ed offer parents training about preschool special education.	83.6%

SUMMARY	School	District
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ESE Membership:	400	1,951	24,195
Number of Completed Surveys:	57	496	4,399
Response Rate:	14.3%	25.4%	18.2%
Number At or Above Standard:	51	387	3,226
Percent At or Above Standard:	89.5%	78.0%	73.3%

**State** 



District: 16-DUVAL School: 0261-ESE PRE KINDERGARTEN DISABILITIES CENTER

Ttom		Percent
Item No.	Item	Agree
11	People from preschool special ed respect my culture.	97.2%
8	People from preschool special ed are available to speak with me.	94.6%
10	People from preschool special ed encourage me to participate in the decision-making process.	94.6%
1	I am part of the IEP/IFSP decision-making process.	91.9%
4	My child's evaluation report was written using words I understand.	91.9%
12	People from preschool special ed value my ideas.	91.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	91.9%
2	My recommendations are included on the IEP/IFSP.	89.2%
9	People from preschool special ed treat me as an equal team member.	89.2%
15	People from preschool special ed give me options concerning my child's services and supports.	88.9%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	86.5%
17	People from preschool special ed give me enough information to know if my child is making progress.	86.5%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	86.5%
27	Overall, I am satisfied with the preschool special education services provided to my child.	86.5%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	86.1%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	83.8%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	83.8%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	83.3%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	83.3%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	81.1%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	80.6%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	76.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	65.6%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	64.5%
20	People from preschool special ed offer parents training about preschool special education.	61.3%
24	People from preschool special ed offer supports for parents to participate in training workshops.	58.1%
25	People from preschool special ed connect families with one another for mutual support.	56.7%

#### **SUMMARY**

	School	District	State
ESE Membership:	150	938	24,195
Number of Completed Surveys:	37	149	4,399
Response Rate:	24.7%	15.9%	18.2%
Number At or Above Standard:	27	102	3,226
Percent At or Above Standard:	73.0%	68.5%	73.3%



District: 16-DUVAL School: 2571-ALIMACANI ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	100.0%
25	People from preschool special ed connect families with one another for mutual support.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
4	My child's evaluation report was written using words I understand.	92.9%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	92.9%
9	People from preschool special ed treat me as an equal team member.	92.9%
15	People from preschool special ed give me options concerning my child's services and supports.	92.9%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	92.3%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	91.7%
20	People from preschool special ed offer parents training about preschool special education.	91.7%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	85.7%
GLINA	MARY School District State	

SUMMARY	School	District	State
ESE Membership:	45	938	24,195
Number of Completed Surveys:	14	149	4,399
Response Rate:	31.1%	15.9%	18.2%
Number At or Above Standard:	13	102	3,226
Percent At or Above Standard:	92.9%	68.5%	73.3%



District: 16-DUVAL School: 2631-ABESS PARK ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	83.3%
4	My child's evaluation report was written using words I understand.	83.3%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	81.8%
11	People from preschool special ed respect my culture.	80.0%
2	My recommendations are included on the IEP/IFSP.	75.0%
8	People from preschool special ed are available to speak with me.	75.0%
9	People from preschool special ed treat me as an equal team member.	75.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	75.0%
12	People from preschool special ed value my ideas.	75.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	75.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	75.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	72.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	72.7%
24	People from preschool special ed offer supports for parents to participate in training workshops.	72.7%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	66.7%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	66.7%
15	People from preschool special ed give me options concerning my child's services and supports.	66.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	66.7%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	63.6%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	63.6%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	63.6%
20	People from preschool special ed offer parents training about preschool special education.	63.6%
27	Overall, I am satisfied with the preschool special education services provided to my child.	63.6%
25	People from preschool special ed connect families with one another for mutual support.	54.5%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	50.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	50.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	33.3%

SUMMARY	School	District	State
ESE Membership:	51	938	24,195
Number of Completed Surveys:	12	149	4,399
Response Rate:	23.5%	15.9%	18.2%
Number At or Above Standard:	6	102	3,226
Percent At or Above Standard:	50.0%	68.5%	73.3%



School: 0022-BUNNELL ELEMENTARY SCHOOL District: 18-FLAGLER

Item		Percent		
No.	Item	Agree		
1	I am part of the IEP/IFSP decision-making process.	100.0%		
2	My recommendations are included on the IEP/IFSP.	100.0%		
8	People from preschool special ed are available to speak with me.	100.0%		
9	People from preschool special ed treat me as an equal team member.	100.0%		
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%		
11	People from preschool special ed respect my culture.	100.0%		
12	People from preschool special ed value my ideas.	100.0%		
18	People from preschool special ed give me information about the approaches they use to help my child learn.			
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%		
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%		
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	91.7%		
4	My child's evaluation report was written using words I understand.	91.7%		
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.			
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	91.7%		
17	People from preschool special ed give me enough information to know if my child is making progress.	91.7%		
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	90.9%		
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	83.3%		
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	75.0%		
15	People from preschool special ed give me options concerning my child's services and supports.	72.7%		
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	72.7%		
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	70.0%		
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	63.6%		
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).			
20	People from preschool special ed offer parents training about preschool special education.	54.5%		
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	54.5%		
24	People from preschool special ed offer supports for parents to participate in training workshops.	50.0%		
25	People from preschool special ed connect families with one another for mutual support.	50.0%		
SUM	MARY School District State			

SUMMARY	
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	SCHOOL	District	State
ESE Membership:	44	67	24,195
Number of Completed Surveys:	12	17	4,399
Response Rate:	27.3%	25.4%	18.2%
Number At or Above Standard:	8	12	3,226
Percent At or Above Standard:	66.7%	70.6%	73.3%



District: 21-GILCHRIST School: 0032-BELL ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	92.3%
27	Overall, I am satisfied with the preschool special education services provided to my child.	92.3%
1	I am part of the IEP/IFSP decision-making process.	86.7%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	86.7%
8	People from preschool special ed are available to speak with me.	86.7%
9	People from preschool special ed treat me as an equal team member.	86.7%
10	People from preschool special ed encourage me to participate in the decision-making process.	86.7%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	86.7%
4	My child's evaluation report was written using words I understand.	85.7%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	85.7%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	85.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	85.7%
24	People from preschool special ed offer supports for parents to participate in training workshops.	85.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	80.0%
11	People from preschool special ed respect my culture.	80.0%
12	People from preschool special ed value my ideas.	80.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	80.0%
15	People from preschool special ed give me options concerning my child's services and supports.	80.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	80.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	80.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	80.0%
20	People from preschool special ed offer parents training about preschool special education.	80.0%
2	My recommendations are included on the IEP/IFSP.	78.6%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	78.6%
25	People from preschool special ed connect families with one another for mutual support.	78.6%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	73.3%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	73.3%

SUMMARY	School	District	State
ESE Membership:	22	52	24,195

 Number of Completed Surveys:
 15
 36
 4,399

 Response Rate:
 68.2%
 69.2%
 18.2%

 Number At or Above Standard:
 11
 29
 3,226

 Percent At or Above Standard:
 73.3%
 80.6%
 73.3%



District: 21-GILCHRIST School: 0041-TRENTON ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	94.7%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	94.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	94.7%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	94.7%
17	People from preschool special ed give me enough information to know if my child is making progress.	94.4%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	89.5%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	89.5%
20	People from preschool special ed offer parents training about preschool special education.	84.2%
24	People from preschool special ed offer supports for parents to participate in training workshops.	84.2%
25	People from preschool special ed connect families with one another for mutual support.	83.3%
SUM	MARY School District State	

SUMMARY		School	DISTRICT	State
	ESE Membership:	30	52	24,195
N	lumber of Completed Surveys:	19	36	4,399
	Response Rate:	63.3%	69.2%	18.2%
1	Number At or Above Standard:	16	29	3,226

Percent At or Above Standard: 84.2%

80.6%

73.3%



District: 29-HILLSBOROUGH School: 5372-ESE BIRTH THRU AGE 5

Thorse		Dorcont
Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	96.2%
4	My child's evaluation report was written using words I understand.	96.2%
8	People from preschool special ed are available to speak with me.	96.2%
10	People from preschool special ed encourage me to participate in the decision-making process.	96.2%
11	People from preschool special ed respect my culture.	96.2%
12	People from preschool special ed value my ideas.	96.2%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	96.2%
17	People from preschool special ed give me enough information to know if my child is making progress.	96.2%
2	My recommendations are included on the IEP/IFSP.	96.0%
9	People from preschool special ed treat me as an equal team member.	96.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	96.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	96.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	92.3%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	92.3%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	92.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	92.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	88.5%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	88.5%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	87.0%
15	People from preschool special ed give me options concerning my child's services and supports.	84.6%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	84.6%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	77.3%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	73.1%
20	People from preschool special ed offer parents training about preschool special education.	73.1%
24	People from preschool special ed offer supports for parents to participate in training workshops.	70.8%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	69.2%
25	People from preschool special ed connect families with one another for mutual support.	66.7%
SUM	MARY School District State	

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	School	District	State
ESE Membership:	236	1,718	24,195
Number of Completed Surveys:	26	296	4,399
Response Rate:	11.0%	17.2%	18.2%
Number At or Above Standard:	20	220	3,226
Percent At or Above Standard:	76.9%	74.3%	73.3%



District: 32-JACKSON School: 0024-JACKSON COUNTY EARLY CHILDHOOD CENTER

Item		Percent
No.	Item	Agree
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	95.8%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	95.8%
8	People from preschool special ed are available to speak with me.	95.8%
9	People from preschool special ed treat me as an equal team member.	95.8%
10	People from preschool special ed encourage me to participate in the decision-making process.	95.8%
11	People from preschool special ed respect my culture.	95.8%
12	People from preschool special ed value my ideas.	95.8%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	95.8%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	95.8%
15	People from preschool special ed give me options concerning my child's services and supports.	95.8%
17	$People from \ preschool \ special \ ed. \ \ give \ me \ enough \ information \ to \ know \ if \ my \ child \ is \ making \ progress.$	95.8%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	95.8%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	95.8%
20	People from preschool special ed offer parents training about preschool special education.	95.8%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	95.8%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	95.8%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	95.8%
24	People from preschool special ed offer supports for parents to participate in training workshops.	95.8%
25	People from preschool special ed connect families with one another for mutual support.	95.8%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	95.8%
27	Overall, I am satisfied with the preschool special education services provided to my child.	95.8%
2	My recommendations are included on the IEP/IFSP.	95.7%
1	I am part of the IEP/IFSP decision-making process.	91.7%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	91.7%
4	My child's evaluation report was written using words I understand.	91.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	91.7%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	91.7%

#### **SUMMARY**

	School	District	State
ESE Membership:	30	45	24,195
Number of Completed Surveys:	24	26	4,399
Response Rate:	80.0%	57.8%	18.2%
Number At or Above Standard:	23	25	3,226
Percent At or Above Standard:	95.8%	96.2%	73.3%



District: 36-LEE School: 0231-HARNS MARSH ELEMENTARY SCHOOL

Item No.	Thom	Percent
8	Item People from preschool special ed are available to speak with me.	<b>Agree</b> 100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
	People from preschool special ed respect my culture.	100.0%
11		
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.9%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	90.9%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	90.9%
12	People from preschool special ed value my ideas.	90.9%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	90.9%
15	People from preschool special ed give me options concerning my child's services and supports.	90.9%
17	People from preschool special ed give me enough information to know if my child is making progress.	90.9%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	90.9%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.0%
4	My child's evaluation report was written using words I understand.	81.8%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	81.8%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	81.8%
1	I am part of the IEP/IFSP decision-making process.	80.0%
2	My recommendations are included on the IEP/IFSP.	80.0%
20	People from preschool special ed offer parents training about preschool special education.	80.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	72.7%
24	People from preschool special ed offer supports for parents to participate in training workshops.	72.7%
25	People from preschool special ed connect families with one another for mutual support.	72.7%

SUMMARY	School	District	State
ESE Membership	: 38	772	24,195
Number of Completed Surveys	: 11	151	4,399

Response Rate: **28.9% 19.6% 18.2%**Number At or Above Standard: 9 119 3,226
Percent At or Above Standard: **81.8% 78.8% 73.3%** 



District: 36-LEE School: 0261-J. COLIN ENGLISH ELEM. SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
4	My child's evaluation report was written using words I understand.	93.8%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	93.8%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	93.8%
20	People from preschool special ed offer parents training about preschool special education.	93.8%
25	People from preschool special ed connect families with one another for mutual support.	81.3%

IM		

	School	District	State
ESE Membership:	35	772	24,195
Number of Completed Surveys:	16	151	4,399
Response Rate:	45.7%	19.6%	18.2%
Number At or Above Standard:	16	119	3,226
Percent At or Above Standard:	100.0%	78.8%	73.3%



District: 36-LEE School: 0571-CALOOSA ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	92.3%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	92.3%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	92.3%
20	People from preschool special ed offer parents training about preschool special education.	91.7%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	91.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	91.7%
24	People from preschool special ed offer supports for parents to participate in training workshops.	91.7%
25	People from preschool special ed connect families with one another for mutual support.	83.3%

SUMMARY		School	District	State
	ECE Mambarahini	26	772	2/ 105

24,195 ESE Membership: 772 4,399 Number of Completed Surveys: 13 151 Response Rate: 36.1% 19.6% 18.2% Number At or Above Standard: 3,226 12 119 Percent At or Above Standard: 78.8% 73.3% 92.3%



CHMMADV

### Florida ESE Parent Survey 2016-17 School Report: Preschool

District: 40-MADISON School: 0041-MADISON COUNTY CENTRAL SCHOOL

No. Item  1 am part of the IEP/IFSP decision-making process. 2 My recommendations are included on the IEP/IFSP. 4 My recommendations are included on the IEP/IFSP. 4 My recommendations are included on the IEP/IFSP. 4 My recommendations are included on the IEP/IFSP. 5 The preschool special education program involves parents in evaluations of whether preschool special education is effective. 8 People from preschool special ed are available to speak with me. 10 People from preschool special ed encourage me to participate in the decision-making process. 100.0% education is effective. 100.0% People from preschool special ed encourage me to participate in the decision-making process. 11 People from preschool special ed value my ideas. 12 People from preschool special ed ensure that I have fully understood my rights related to preschool special education. 13 People from preschool special ed provide me with strategies to deal with my child's behavior. 14 People from preschool special ed give me enough information to know if my child is making progress. 14 People from preschool special ed give me enough information to know if my child is making progress. 15 People from preschool special ed give me information about the approaches they use to help my child learn. 16 People from preschool special ed give me enterings, phone calls, e-mail). 17 People from preschool special ed effer parents different ways of communicating with people from preschool special education program. 18 People from preschool special education program. 19 People from preschool special education program. 20 People from preschool special education program. 21 People from preschool special education program. 22 People from preschool special education program. 23 People from preschool special education program. 24 People from preschool special education program. 25 People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's	Item		Percent
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preschool special education (e.g., face-to-face meetings, phone calls, e-mail).  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  Overall, I am satisfied with the preschool special education services provided to my child.  My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed treat me as an equal team member.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed connect families with one another for mutual support.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	18		100.0%
made by the preschool special education program.  People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  Overall, I am satisfied with the preschool special education services provided to my child.  My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed treat me as an equal team member.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed connect families with one another for mutual support.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	21		100.0%
play an active role in their child's learning and development.  26 Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  27 Overall, I am satisfied with the preschool special education services provided to my child.  3 My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.  4 People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  9 People from preschool special ed treat me as an equal team member.  91.7%  14 People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  15 People from preschool special ed give me options concerning my child's services and supports.  19 People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  26 People from preschool special ed offer supports for parents to participate in training workshops.  27 People from preschool special ed connect families with one another for mutual support.  28 People from preschool special ed connect families with one another for mutual support.  91.7%  100.0%	22		100.0%
involvement in my child's education.  Overall, I am satisfied with the preschool special education services provided to my child.  My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed treat me as an equal team member.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed connect families with one another for mutual support.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	23		100.0%
My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed treat me as an equal team member.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed connect families with one another for mutual support.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	26		100.0%
People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed treat me as an equal team member.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed connect families with one another for mutual support.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed treat me as an equal team member.  People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed connect families with one another for mutual support.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	91.7%
People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed connect families with one another for mutual support.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	7		91.7%
IEP/IFSP goals.  15 People from preschool special ed give me options concerning my child's services and supports.  19 People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  24 People from preschool special ed offer supports for parents to participate in training workshops.  25 People from preschool special ed connect families with one another for mutual support.  26 I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	9	People from preschool special ed treat me as an equal team member.	91.7%
People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed connect families with one another for mutual support.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	14		91.7%
parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  24 People from preschool special ed offer supports for parents to participate in training workshops.  25 People from preschool special ed connect families with one another for mutual support.  6 I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  83.3%	15	People from preschool special ed give me options concerning my child's services and supports.	91.7%
People from preschool special ed connect families with one another for mutual support.  91.7%  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	19		91.7%
6 I have been asked for my opinion about how well preschool special education services are meeting my 83.3% child's needs.	24	People from preschool special ed offer supports for parents to participate in training workshops.	91.7%
child's needs.	25	People from preschool special ed connect families with one another for mutual support.	91.7%
People from preschool special ed offer parents training about preschool special education. 83.3%	6		83.3%
	20	People from preschool special ed offer parents training about preschool special education.	83.3%

SUMMAKT		School	District	State
	ESE Membership:	33	57	24,195
N	lumber of Completed Surveys:	12	26	4,399
	Resnonse Rate	36 4%	45 6%	18 7%

Number At or Above Standard: 10 22 3,226
Percent At or Above Standard: 83.3% 84.6% 73.3%

School District

State



District: 41-MANATEE School: 0151-MANATEE ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
12	People from preschool special ed value my ideas.	100.0%
1	I am part of the IEP/IFSP decision-making process.	92.3%
4	My child's evaluation report was written using words I understand.	92.3%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	92.3%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	92.3%
17	$\label{people from preschool special ed. } \dots \mbox{ give me enough information to know if my child is making progress.}$	92.3%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	92.3%
27	Overall, I am satisfied with the preschool special education services provided to my child.	92.3%
11	People from preschool special ed respect my culture.	91.7%
10	People from preschool special ed encourage me to participate in the decision-making process.	84.6%
15	People from preschool special ed give me options concerning my child's services and supports.	84.6%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	84.6%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	84.6%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	84.6%
24	People from preschool special ed offer supports for parents to participate in training workshops.	84.6%
2	My recommendations are included on the IEP/IFSP.	76.9%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	76.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	76.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	69.2%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	69.2%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	69.2%
20	People from preschool special ed offer parents training about preschool special education.	61.5%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	61.5%
25	People from preschool special ed connect families with one another for mutual support.	61.5%

SII	MM/	7BA	
	1.11.12	7171	

	School	District	State
ESE Membership:	51	612	24,195
Number of Completed Surveys:	13	110	4,399
Response Rate:	25.5%	18.0%	18.2%
Number At or Above Standard:	7	74	3,226
Percent At or Above Standard:	53.8%	67.3%	73.3%



School: 0221-JESSIE P. MILLER ELEM. SCHOOL District: 41-MANATEE

Item		Percent
No.	Item	Agree
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
1	I am part of the IEP/IFSP decision-making process.	91.7%
2	My recommendations are included on the IEP/IFSP.	91.7%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	91.7%
10	People from preschool special ed encourage me to participate in the decision-making process.	91.7%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	91.7%
15	People from preschool special ed give me options concerning my child's services and supports.	91.7%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	91.7%
17	People from preschool special ed give me enough information to know if my child is making progress.	91.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	91.7%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	91.7%
27	Overall, I am satisfied with the preschool special education services provided to my child.	91.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.9%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	83.3%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	83.3%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	81.8%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	72.7%
25	People from preschool special ed connect families with one another for mutual support.	72.7%
24	People from preschool special ed offer supports for parents to participate in training workshops.	66.7%
20	People from preschool special ed offer parents training about preschool special education.	54.5%

School	District	State
53	612	24,195
12	110	4,399
22.6%	18.0%	18.2%
9	74	3,226
75.0%	67.3%	73.3%
	53 12 <b>22.6%</b> 9	53 612 12 110 <b>22.6% 18.0%</b> 9 74



### Florida ESE Parent Survey 2016-17 School Report: Preschool

School: 0701-GENE WITT ELEMENTARY SCHOOL District: 41-MANATEE

Thomas		Davasant
Item No.	Item	Percent Agree
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
1	I am part of the IEP/IFSP decision-making process.	94.7%
2	My recommendations are included on the IEP/IFSP.	94.7%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	94.7%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	94.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	94.7%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	94.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	94.7%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	94.7%
20	People from preschool special ed offer parents training about preschool special education.	94.7%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	94.7%
25	People from preschool special ed connect families with one another for mutual support.	94.7%
SUM	MARY School District State	

SUMMARY	School	District	State
ESE Membership:	30	612	24,195
Number of Completed Surveys:	19	110	4,399

18.0% Response Rate: 63.3% 18.2% Number At or Above Standard: 3,226 18 74 Percent At or Above Standard: 94.7% 67.3% 73.3%



District: 42-MARION School: 0731-MARION OAKS ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My child's IEP/IESP goals are written in a way that I can work on them at home during daily routines	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	93.8%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	93.8%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	93.8%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	93.8%
15	People from preschool special ed give me options concerning my child's services and supports.	93.8%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	93.8%
17	People from preschool special ed give me enough information to know if my child is making progress.	93.8%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	93.8%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	93.8%
20	People from preschool special ed offer parents training about preschool special education.	93.8%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	93.8%
27	Overall, I am satisfied with the preschool special education services provided to my child.	93.8%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	87.5%
24	People from preschool special ed offer supports for parents to participate in training workshops.	87.5%
25	People from preschool special ed connect families with one another for mutual support.	85.7%

SUMMARY	School	District	State
ESE Membership:	37	335	24,195

4,399 Number of Completed Surveys: 45 16 Response Rate: 43.2% 13.4% 18.2% Number At or Above Standard: 3,226 15 34 Percent At or Above Standard: **75.6%** 73.3% 93.8%



District: 44-MONROE School: 0111-HORACE O'BRYANT SCHOOL

Item		Percent
No.	Item	Agree
8	People from preschool special ed are available to speak with me.	92.9%
9	People from preschool special ed treat me as an equal team member.	92.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	92.9%
11	People from preschool special ed respect my culture.	92.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	92.9%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	92.9%
17	People from preschool special ed give me enough information to know if my child is making progress.	92.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	92.9%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	92.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	92.9%
1	I am part of the IEP/IFSP decision-making process.	92.3%
2	My recommendations are included on the IEP/IFSP.	92.3%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	92.3%
4	My child's evaluation report was written using words I understand.	92.3%
12	People from preschool special ed value my ideas.	92.3%
15	People from preschool special ed give me options concerning my child's services and supports.	92.3%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	92.3%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	92.3%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	92.3%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	92.3%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	91.7%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	91.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	84.6%
24	People from preschool special ed offer supports for parents to participate in training workshops.	84.6%
25	People from preschool special ed connect families with one another for mutual support.	84.6%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	78.6%
20	People from preschool special ed offer parents training about preschool special education.	76.9%

SUMMARY	School	District	State
ESE Membership	21	94	24,195
Number of Completed Surveys	14	34	4,399
	66 70/	26 20/	40.00/

 Response Rate:
 66.7%
 36.2%
 18.2%

 Number At or Above Standard:
 13
 31
 3,226

 Percent At or Above Standard:
 92.9%
 91.2%
 73.3%



District: 44-MONROE School: 0161-POINCIANA ELEMENTARY SCHOOL

		_
Item No.	Item	Percent Agree
2	My recommendations are included on the IEP/IFSP.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
11	People from preschool special ed respect my culture.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
1	I am part of the IEP/IFSP decision-making process.	90.9%
4	My child's evaluation report was written using words I understand.	90.9%
8	People from preschool special ed are available to speak with me.	90.9%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	90.9%
17	People from preschool special ed give me enough information to know if my child is making progress.	90.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	90.9%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.9%
24	People from preschool special ed offer supports for parents to participate in training workshops.	90.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	90.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.0%
12	People from preschool special ed value my ideas.	90.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	90.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	81.8%
9	People from preschool special ed treat me as an equal team member.	81.8%
20	People from preschool special ed offer parents training about preschool special education.	81.8%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	72.7%
25	People from preschool special ed connect families with one another for mutual support.	72.7%

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	School	District	State
ESE Membership:	17	94	24,195
Number of Completed Surveys:	11	34	4,399
Response Rate:	64.7%	36.2%	18.2%
Number At or Above Standard:	9	31	3,226
Percent At or Above Standard:	81.8%	91.2%	73.3%



District: 46-OKALOOSA School: 0811-SOUTHSIDE PRIMARY SCHOOL

Item		Percent
No.	Item	Agree
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
1	I am part of the IEP/IFSP decision-making process.	94.7%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	94.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	94.7%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	94.7%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	89.5%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	89.5%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	84.2%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	78.9%
24	People from preschool special ed offer supports for parents to participate in training workshops.	78.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	77.8%
20	People from preschool special ed offer parents training about preschool special education.	77.8%
25	People from preschool special ed connect families with one another for mutual support.	77.8%
SUM	MARY School District State	

SUMMARY		School	District	State
	ESE Membership:	129	320	24,195
	Number of Completed Surveys:	19	53	4,399
	Response Rate:	14.7%	16.6%	18.2%
	Number At or Above Standard:	16	43	3,226

Percent At or Above Standard: **84.2% 81.1% 73.3%** 



### Florida ESE Parent Survey 2016-17 School Report: Preschool

School: 0213-LAWTON CHILES ELEMENTARY District: 48-ORANGE

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.0%
15	People from preschool special ed give me options concerning my child's services and supports.	90.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	90.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	90.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	88.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	80.0%
25	People from preschool special ed connect families with one another for mutual support.	77.8%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	70.0%
20	People from preschool special ed offer parents training about preschool special education.	70.0%
SUM	MARY School District State	

SUMMARY	SCHOOL	District	State
ESE Membership:	21	1,431	24,195
Number of Completed Surveys:	10	215	4,399

Response Rate: 47.6% 15.0% 18.2% Number At or Above Standard: 8 3,226 164 Percent At or Above Standard: 80.0% 76.3% 73.3%



School: 0322-WHISPERING OAK ELEMENTARY District: 48-ORANGE

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	90.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	90.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	90.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.0%
2	My recommendations are included on the IEP/IFSP.	88.9%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	88.9%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	87.5%
17	People from preschool special ed give me enough information to know if my child is making progress.	80.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	80.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	77.8%
15	People from preschool special ed give me options concerning my child's services and supports.	77.8%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	77.8%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	70.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	62.5%
20	People from preschool special ed offer parents training about preschool special education.	55.6%
25	People from preschool special ed connect families with one another for mutual support.	33.3%

SUMMARY	School	District	State
ESE Membership:	19	1,431	24,195
Number of Completed Surveys:	10	215	4,399
Response Rate:	52.6%	15.0%	18.2%
Number At or Above Standard:	7	164	3,226
Percent At or Above Standard:	70.0%	76.3%	73.3%



District: 48-ORANGE School: 1751-WOLF LAKE ELEMENTARY

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	93.3%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	92.9%
24	People from preschool special ed offer supports for parents to participate in training workshops.	92.3%
20	People from preschool special ed offer parents training about preschool special education.	86.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	85.7%
25	People from preschool special ed connect families with one another for mutual support.	73.3%

SUMMARY	School	District	State
ESE Membership:	49	1,431	24,195
Number of Completed Surveys:	16	215	4,399
Response Rate:	32.7%	15.0%	18.2%
Number At or Above Standard:	15	164	3,226

Percent At or Above Standard: 93.8% 76.3% 73.3%



District: 49-OSCEOLA School: 0043-NARCOOSSEE ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
11	People from preschool special ed respect my culture.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	92.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	92.9%
12	People from preschool special ed value my ideas.	92.9%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	92.9%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	92.9%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	92.9%
15	People from preschool special ed give me options concerning my child's services and supports.	85.7%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	85.7%
17	People from preschool special ed give me enough information to know if my child is making progress.	85.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	85.7%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	81.8%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	76.9%
24	People from preschool special ed offer supports for parents to participate in training workshops.	69.2%
25	People from preschool special ed connect families with one another for mutual support.	69.2%
20	People from preschool special ed offer parents training about preschool special education.	53.8%

SUMMARY		School	District	State
	ESE Membership:	21	357	24,195
	Number of Completed Surveys:	14	46	4,399
	Response Rate:	66.7%	12.9%	18.2%
	Number At or Above Standard:	10	33	3,226

Percent At or Above Standard: **71.4% 71.7% 73.3%** 



District: 50-PALM BEACH School: 0591-MEADOW PARK ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	96.3%
4	My child's evaluation report was written using words I understand.	96.3%
8	People from preschool special ed are available to speak with me.	96.3%
11	People from preschool special ed respect my culture.	96.3%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	96.3%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	96.3%
12	People from preschool special ed value my ideas.	96.2%
2	My recommendations are included on the IEP/IFSP.	92.6%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	92.6%
9	People from preschool special ed treat me as an equal team member.	92.6%
10	People from preschool special ed encourage me to participate in the decision-making process.	92.6%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	92.6%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	92.6%
27	Overall, I am satisfied with the preschool special education services provided to my child.	92.6%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	88.9%
15	People from preschool special ed give me options concerning my child's services and supports.	88.9%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	88.9%
17	People from preschool special ed give me enough information to know if my child is making progress.	88.5%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	85.2%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	85.2%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	85.2%
24	People from preschool special ed offer supports for parents to participate in training workshops.	85.2%
25	People from preschool special ed connect families with one another for mutual support.	84.6%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	81.5%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	81.5%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	80.8%
20	People from preschool special ed offer parents training about preschool special education.	77.8%

SUMMARY	School	District	State
ESE Membership:	132	1,817	24,195
Number of Completed Surveys:	27	292	4,399
Response Rate:	20.5%	16.1%	18.2%
Number At or Above Standard:	22	191	3,226
Percent At or Above Standard:	81.5%	65.4%	73.3%



District: 50-PALM BEACH School: 0771-STARLIGHT COVE ELEMENTARY SCHL

Item		Percent
No.	Item	Agree
4	My child's evaluation report was written using words I understand.	100.0%
11	People from preschool special ed respect my culture.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
1	I am part of the IEP/IFSP decision-making process.	92.3%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	92.3%
8	People from preschool special ed are available to speak with me.	92.3%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	92.3%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	92.3%
2	My recommendations are included on the IEP/IFSP.	91.7%
12	People from preschool special ed value my ideas.	91.7%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	91.7%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	84.6%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	84.6%
9	People from preschool special ed treat me as an equal team member.	84.6%
10	People from preschool special ed encourage me to participate in the decision-making process.	84.6%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	83.3%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	83.3%
25	People from preschool special ed connect families with one another for mutual support.	81.8%
15	People from preschool special ed give me options concerning my child's services and supports.	76.9%
20	People from preschool special ed offer parents training about preschool special education.	72.7%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	72.7%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	63.6%
24	People from preschool special ed offer supports for parents to participate in training workshops.	63.6%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	60.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	58.3%

SUMMARY	School	District	State
ESE Membership:	55	1,817	24,195
Number of Completed Surveys:	13	292	4,399
Response Rate:	23.6%	16.1%	18.2%
Number At or Above Standard:	7	191	3,226
Percent At or Above Standard:	53.8%	65.4%	73.3%



District: 50-PALM BEACH School: 1541-DWIGHT D. EISENHOWER ELEM.

Item		Percent
No.	Item	Agree
4	My child's evaluation report was written using words I understand.	91.3%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	91.3%
11	People from preschool special ed respect my culture.	90.5%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	87.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	86.4%
1	I am part of the IEP/IFSP decision-making process.	81.0%
8	People from preschool special ed are available to speak with me.	78.3%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	78.3%
27	Overall, I am satisfied with the preschool special education services provided to my child.	78.3%
2	My recommendations are included on the IEP/IFSP.	77.3%
12	People from preschool special ed value my ideas.	77.3%
9	People from preschool special ed treat me as an equal team member.	73.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	73.9%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	73.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	73.9%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	69.6%
15	People from preschool special ed give me options concerning my child's services and supports.	69.6%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	69.6%
17	People from preschool special ed give me enough information to know if my child is making progress.	69.6%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	69.6%
10	People from preschool special ed encourage me to participate in the decision-making process.	65.2%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	60.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	59.1%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	52.2%
20	People from preschool special ed offer parents training about preschool special education.	52.2%
25	People from preschool special ed connect families with one another for mutual support.	50.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	47.6%

SUMMARY	School	District	State
ESE Membership:	169	1,817	24,195
Number of Completed Surveys:	23	292	4,399
Response Rate:	13.6%	16.1%	18.2%
Number At or Above Standard:	12	191	3,226
Percent At or Above Standard:	52.2%	65.4%	73.3%



District: 50-PALM BEACH School: 1671-WELLINGTON ELEMENTARY SCHOOL

Item		Percent
<b>No.</b> 3	Item	Agree
	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.9%
4	My child's evaluation report was written using words I understand.	90.9%
11	People from preschool special ed respect my culture.	90.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.9%
1	I am part of the IEP/IFSP decision-making process.	81.8%
8	People from preschool special ed are available to speak with me.	81.8%
9	People from preschool special ed treat me as an equal team member.	81.8%
10	People from preschool special ed encourage me to participate in the decision-making process.	81.8%
12	People from preschool special ed value my ideas.	81.8%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	81.8%
15	People from preschool special ed give me options concerning my child's services and supports.	81.8%
17	People from preschool special ed give me enough information to know if my child is making progress.	81.8%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	81.8%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	81.8%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	81.8%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	80.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	80.0%
2	My recommendations are included on the IEP/IFSP.	72.7%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	72.7%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	70.0%
20	People from preschool special ed offer parents training about preschool special education.	70.0%
25	People from preschool special ed connect families with one another for mutual support.	70.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	66.7%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	63.6%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	63.6%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	63.6%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	63.6%

SUMMARY		School	District	State
	ESE Membership:	69	1,817	24,195
	Number of Completed Surveys:	11	292	4,399
	Response Rate:	15.9%	16.1%	18.2%
	Number At or Above Standard:	7	191	3,226
	Percent At or Above Standard:	63.6%	65.4%	73.3%



District: 50-PALM BEACH School: 1801-ROYAL PALM SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
4	My child's evaluation report was written using words I understand.	96.6%
11	People from preschool special ed respect my culture.	96.6%
17	People from preschool special ed give me enough information to know if my child is making progress.	96.6%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	96.6%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	96.6%
2	My recommendations are included on the IEP/IFSP.	96.4%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	96.4%
10	People from preschool special ed encourage me to participate in the decision-making process.	96.4%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	96.4%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	96.3%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	96.3%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	93.1%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	93.1%
9	People from preschool special ed treat me as an equal team member.	92.9%
15	People from preschool special ed give me options concerning my child's services and supports.	92.9%
12	People from preschool special ed value my ideas.	89.7%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	89.3%
24	People from preschool special ed offer supports for parents to participate in training workshops.	88.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	86.2%
20	People from preschool special ed offer parents training about preschool special education.	86.2%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	85.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	82.8%
25	People from preschool special ed connect families with one another for mutual support.	75.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	66.7%

SUMMARY	School	District	State
ESE Membership:	146	1,817	24,195
Number of Completed Surveys:	29	292	4,399
Response Rate:	19.9%	16.1%	18.2%
Number At or Above Standard:	25	191	3,226
Percent At or Above Standard:	86.2%	65.4%	73.3%



### Florida ESE Parent Survey 2016-17 School Report: Preschool

School: 1811-CORAL SUNSET ELEMENTARY SCHOOL District: 50-PALM BEACH

Item		Percent
No.	Item	Agree
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
2	My recommendations are included on the IEP/IFSP.	92.9%
4	My child's evaluation report was written using words I understand.	92.9%
8	People from preschool special ed are available to speak with me.	92.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	92.9%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	92.3%
1	I am part of the IEP/IFSP decision-making process.	85.7%
9	People from preschool special ed treat me as an equal team member.	85.7%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	85.7%
17	People from preschool special ed give me enough information to know if my child is making progress.	85.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	85.7%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	85.7%
15	People from preschool special ed give me options concerning my child's services and supports.	78.6%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	78.6%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	78.6%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	78.6%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	78.6%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	71.4%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	71.4%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	71.4%
24	People from preschool special ed offer supports for parents to participate in training workshops.	57.1%
25	People from preschool special ed connect families with one another for mutual support.	42.9%
20	People from preschool special ed offer parents training about preschool special education.	35.7%
SUM	MARY School District State	

SUMMARY	School	District	State
ESE Membership:	75	1,817	24,195
Number of Completed Surveys:	14	292	4,399
Response Rate:	18.7%	16.1%	18.2%
Number At on Above Ctandard	0	101	2 226

Number At or Above Standard: 191 3,226 Percent At or Above Standard: 64.3% 65.4% 73.3%



District: 50-PALM BEACH School: 1901-LOXAHATCHEE GROVES ELEMENTARY

Item		Percent
<b>No.</b>	Item	<b>Agree</b> 92.9%
	I am part of the IEP/IFSP decision-making process.	
8	People from preschool special ed are available to speak with me.	92.9%
9	People from preschool special ed treat me as an equal team member.	92.9%
11	People from preschool special ed respect my culture.	92.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	92.9%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	92.3%
12	People from preschool special ed value my ideas.	91.7%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	91.7%
2	My recommendations are included on the IEP/IFSP.	85.7%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	85.7%
4	My child's evaluation report was written using words I understand.	85.7%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	85.7%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	85.7%
10	People from preschool special ed encourage me to participate in the decision-making process.	84.6%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	78.6%
15	People from preschool special ed give me options concerning my child's services and supports.	78.6%
17	People from preschool special ed give me enough information to know if my child is making progress.	78.6%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	78.6%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	78.6%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	78.6%
24	People from preschool special ed offer supports for parents to participate in training workshops.	78.6%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	76.9%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	71.4%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	71.4%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	71.4%
20	People from preschool special ed offer parents training about preschool special education.	71.4%
25	People from preschool special ed connect families with one another for mutual support.	53.8%
SUM	MARY School District State	

SUMMARY	SCHOOL	District	State
ESE Membership:	91	1,817	24,195
Number of Completed Surveys:	14	292	4,399
Response Rate:	15.4%	16.1%	18.2%
Number At or Above Standards	0	101	2 226

Number At or Above Standard: 9 191 3,226
Percent At or Above Standard: 64.3% 65.4% 73.3%



District: 50-PALM BEACH School: 1931-LIGHTHOUSE ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	90.0%
2	My recommendations are included on the IEP/IFSP.	90.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.0%
8	People from preschool special ed are available to speak with me.	90.0%
9	People from preschool special ed treat me as an equal team member.	90.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.0%
11	People from preschool special ed respect my culture.	90.0%
12	People from preschool special ed value my ideas.	90.0%
4	My child's evaluation report was written using words I understand.	88.9%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	80.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	80.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	70.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	70.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	70.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	70.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	60.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	60.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	60.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	60.0%
15	People from preschool special ed give me options concerning my child's services and supports.	50.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	50.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	40.0%
25	People from preschool special ed connect families with one another for mutual support.	40.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	33.3%
20	People from preschool special ed offer parents training about preschool special education.	30.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	22.2%
24	People from preschool special ed offer supports for parents to participate in training workshops.	20.0%

SUMMARY		School	District	State
	ESE Membership:	43	1,817	24,195
	Number of Completed Surveys:	10	292	4,399
	Response Rate:	23.3%	16.1%	18.2%
	Number At or Above Standard:	2	191	3,226
	Percent At or Above Standard:	20.0%	65.4%	73.3%



District: 51-PASCO School: 0093-GULF TRACE ELEMENTARY SCHOOL

Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	92.3%
2	My recommendations are included on the IEP/IFSP.	92.3%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	92.3%
4	My child's evaluation report was written using words I understand.	92.3%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	92.3%
8	People from preschool special ed are available to speak with me.	92.3%
9	People from preschool special ed treat me as an equal team member.	92.3%
10	People from preschool special ed encourage me to participate in the decision-making process.	92.3%
11	People from preschool special ed respect my culture.	92.3%
12	People from preschool special ed value my ideas.	92.3%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	92.3%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	92.3%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	92.3%
17	People from preschool special ed give me enough information to know if my child is making progress.	92.3%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	92.3%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	92.3%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	92.3%
27	Overall, I am satisfied with the preschool special education services provided to my child.	92.3%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	91.7%
15	People from preschool special ed give me options concerning my child's services and supports.	84.6%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	84.6%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	76.9%
24	People from preschool special ed offer supports for parents to participate in training workshops.	76.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	69.2%
20	People from preschool special ed offer parents training about preschool special education.	69.2%
25	People from preschool special ed connect families with one another for mutual support.	58.3%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	53.8%

SUMMARY	School	District	State
ESE Membership:	28	679	24,195
Number of Completed Surveys:	13	116	4,399
Response Rate:	46.4%	17.1%	18.2%
Number At or Above Standard:	9	74	3,226
Percent At or Above Standard:	69.2%	63.8%	73.3%



School: 0961-LAKE MYRTLE ELEMENTARY SCHOOL District: 51-PASCO

Item		Percent
No.	Item	Agree
4	My child's evaluation report was written using words I understand.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
1	I am part of the IEP/IFSP decision-making process.	90.9%
2	My recommendations are included on the IEP/IFSP.	90.9%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.9%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	90.9%
17	$\label{people from preschool special ed. } \dots \mbox{ give me enough information to know if my child is making progress.}$	90.9%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	90.9%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.9%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	81.8%
15	People from preschool special ed give me options concerning my child's services and supports.	81.8%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	81.8%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	81.8%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	81.8%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	72.7%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	63.6%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	63.6%
20	People from preschool special ed offer parents training about preschool special education.	54.5%
24	People from preschool special ed offer supports for parents to participate in training workshops.	54.5%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	50.0%
25	People from preschool special ed connect families with one another for mutual support.	36.4%
SUM	MARY School District State	

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	School	District	State
ESE Membership:	45	679	24,195
Number of Completed Surveys:	11	116	4,399
Response Rate:	24.4%	17.1%	18.2%
Number At or Above Standard:	6	74	3,226
Percent At or Above Standard:	54.5%	63.8%	73.3%



School: 3731-SAFETY HARBOR ELEMENTARY District: 52-PINELLAS

SCHOOL

Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	100.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	90.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	90.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	90.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	90.0%
9	People from preschool special ed treat me as an equal team member.	90.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	90.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	90.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	90.0%
15	People from preschool special ed give me options concerning my child's services and supports.	90.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	90.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	90.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	90.0%
20	People from preschool special ed offer parents training about preschool special education.	90.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	90.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	90.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.0%
25	People from preschool special ed connect families with one another for mutual support.	80.0%
SUM	MARY School District State	

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	School	District	State
ESE Membership:	24	1,095	24,195
Number of Completed Surveys:	10	189	4,399
Response Rate:	41.7%	17.3%	18.2%
Number At or Above Standard:	9	124	3,226
Percent At or Above Standard:	90.0%	65.6%	73.3%



CHMMADV

### Florida ESE Parent Survey 2016-17 School Report: Preschool

District: 53-POLK School: 8031-ACHIEVEMENT ACADEMY

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	96.4%
2	My recommendations are included on the IEP/IFSP.	96.4%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	96.4%
9	People from preschool special ed treat me as an equal team member.	96.4%
10	People from preschool special ed encourage me to participate in the decision-making process.	96.4%
12	People from preschool special ed value my ideas.	96.4%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	96.4%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	96.4%
15	People from preschool special ed give me options concerning my child's services and supports.	96.4%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	96.4%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	96.4%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	96.4%
27	Overall, I am satisfied with the preschool special education services provided to my child.	96.4%
4	My child's evaluation report was written using words I understand.	96.3%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	96.3%
11	People from preschool special ed respect my culture.	96.3%
17	People from preschool special ed give me enough information to know if my child is making progress.	96.3%
8	People from preschool special ed are available to speak with me.	92.9%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	92.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	92.9%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	92.6%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	89.3%
20	People from preschool special ed offer parents training about preschool special education.	89.3%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	89.3%
25	People from preschool special ed connect families with one another for mutual support.	89.3%
24	People from preschool special ed offer supports for parents to participate in training workshops.	88.9%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	84.6%

SUMMARY	SCHOOL	District	State
ESE Membership:	157	779	24,195
Number of Completed Surveys:	28	136	4,399
Response Rate:	17.8%	17.5%	18.2%

Number At or Above Standard: 25 96 3,226 Percent At or Above Standard: 89.3% 70.6% 73.3%

School District

State



District: 53-POLK School: 8143-OUR CHILDREN'S ACADEMY

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
2	My recommendations are included on the IEP/IFSP.	90.9%
4	My child's evaluation report was written using words I understand.	90.9%
9	People from preschool special ed treat me as an equal team member.	90.9%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	90.9%
10	People from preschool special ed encourage me to participate in the decision-making process.	88.9%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	81.8%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	81.8%
8	People from preschool special ed are available to speak with me.	81.8%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	81.8%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	72.7%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	72.7%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	72.7%
27	Overall, I am satisfied with the preschool special education services provided to my child.	72.7%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	63.6%
15	People from preschool special ed give me options concerning my child's services and supports.	63.6%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	63.6%
17	People from preschool special ed give me enough information to know if my child is making progress.	55.6%
24	People from preschool special ed offer supports for parents to participate in training workshops.	54.5%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	50.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	45.5%
20	People from preschool special ed offer parents training about preschool special education.	45.5%
25	People from preschool special ed connect families with one another for mutual support.	45.5%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	40.0%
SUM	MARY School District State	

SUMMARY	SCHOOL	DISTRICT	State
ESE Membership:	66	779	24,195
Number of Completed Surveys:	11	136	4,399
		4	

 Response Rate:
 16.7%
 17.5%
 18.2%

 Number At or Above Standard:
 5
 96
 3,226

 Percent At or Above Standard:
 45.5%
 70.6%
 73.3%



District: 55-ST. JOHNS School: 0381-CUNNINGHAM CREEK ELEM, SCHOOL

Item No.	Item	Percent Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
4	My child's evaluation report was written using words I understand.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	90.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	90.0%
8	People from preschool special ed are available to speak with me.	90.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	90.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	90.0%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	90.0%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	90.0%
25	People from preschool special ed connect families with one another for mutual support.	90.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	88.9%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	80.0%
24	People from preschool special ed offer supports for parents to participate in training workshops.	80.0%
20	People from preschool special ed offer parents training about preschool special education.	70.0%

SUMMARY	School	District	State
ESE Membership	: 31	277	24,195
Number of Completed Surveys	: 10	62	4,399

Response Rate: 32.3% 22.4% 18.2% Number At or Above Standard: 3,226 8 46

Percent At or Above Standard: 74.2% 73.3% 80.0%



District: 57-SANTA ROSA School: 0131-T. R. JACKSON PREK CENTER

Item		Percent
No.	Item	Agree
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
4	My child's evaluation report was written using words I understand.	90.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	90.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	90.0%
8	People from preschool special ed are available to speak with me.	90.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	90.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	90.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	90.0%
9	People from preschool special ed treat me as an equal team member.	88.9%
12	People from preschool special ed value my ideas.	88.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	88.9%
17	People from preschool special ed give me enough information to know if my child is making progress.	88.9%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	88.9%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	88.9%
1	I am part of the IEP/IFSP decision-making process.	80.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	80.0%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	77.8%
15	People from preschool special ed give me options concerning my child's services and supports.	77.8%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	77.8%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	77.8%
20	People from preschool special ed offer parents training about preschool special education.	77.8%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	77.8%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	77.8%
24	People from preschool special ed offer supports for parents to participate in training workshops.	77.8%
25	People from preschool special ed connect families with one another for mutual support.	77.8%
2	My recommendations are included on the IEP/IFSP.	70.0%

SUMMARY
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	School	District	State
ESE Membership:	43	274	24,195
Number of Completed Surveys:	10	73	4,399
Response Rate:	23.3%	26.6%	18.2%
Number At or Above Standard:	7	57	3,226
Percent At or Above Standard:	70.0%	78.1%	73.3%



District: 57-SANTA ROSA School: 0342-WEST NAVARRE INTERMEDIATE SCHOOL

No. Item  1 am part of the IEP/IFSP decision-making process. 1 am part of the IEP/IFSP decision-making process. 2 My cendendations are included on the IEP/IFSP. 3 My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines. 4 My child's evaluation report was written using words I understand. 5 The preschool special education program involves parents in evaluations of whether preschool special education is effective. 8 People from preschool special ed are available to speak with me. 100.0% education is effective. 8 People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals. 17 People from preschool special ed give me enough information to know if my child is making progress. 100.0% People from preschool special ed treat me as an equal team member. 90.9% People from preschool special ed treat me as an equal team member. 90.9% People from preschool special ed treat me as an equal team member. 90.9% People from preschool special ed espect my culture. 90.9% People from preschool special ed espect my culture. 90.9% People from preschool special ed offer parents different ways of communicating with people from preschool special ed give parents different ways of communicating with people from preschool special ed give parents different ways of communicating with people from preschool special ed give parents different ways of communicating with people from preschool special ed give menst the help they may need, such as transportation, to play an active role in their child's learning and development.  12 People from preschool special ed evalue my ideas. 13 People from preschool special ed evalue my ideas. 14 People from preschool special ed evalue my ideas. 15 People from preschool special ed give me information about the approaches they use to help my child's needs. 16 People from preschool special ed give me information about organizations	Item		Percent
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People from preschool special ed give me information about the approaches they use to help my child learn.  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed offer parents training about preschool special education.  54.5%	13		90.0%
child learn.  Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed offer parents training about preschool special education.  54.5%	12	People from preschool special ed value my ideas.	81.8%
involvement in my child's education.  I have been asked for my opinion about how well preschool special education services are meeting my child's needs.  People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed offer parents training about preschool special education.  54.5%	18		81.8%
child's needs.  19 People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  15 People from preschool special ed give me options concerning my child's services and supports.  16 People from preschool special ed provide me with strategies to deal with my child's behavior.  17 People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  24 People from preschool special ed offer supports for parents to participate in training workshops.  26 People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  27 People from preschool special ed offer parents training about preschool special education.  28 People from preschool special ed offer parents training about preschool special education.	26		81.8%
parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).  People from preschool special ed give me options concerning my child's services and supports.  People from preschool special ed provide me with strategies to deal with my child's behavior.  People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed offer parents training about preschool special education.  54.5%	6		80.0%
People from preschool special ed provide me with strategies to deal with my child's behavior. 70.0% People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program. People from preschool special ed offer supports for parents to participate in training workshops. 60.0% People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps). People from preschool special ed offer parents training about preschool special education. 54.5%	19		72.7%
People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.  People from preschool special ed offer supports for parents to participate in training workshops.  People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed offer parents training about preschool special education.  54.5%	15	People from preschool special ed give me options concerning my child's services and supports.	70.0%
made by the preschool special education program.  24 People from preschool special ed offer supports for parents to participate in training workshops.  50.0%  7 People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  20 People from preschool special ed offer parents training about preschool special education.  54.5%	16	People from preschool special ed provide me with strategies to deal with my child's behavior.	70.0%
People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).  People from preschool special ed offer parents training about preschool special education.  54.5%	22	made by the preschool special education program.	70.0%
childcare, parent support, respite, regular preschool program, WIC, food stamps).  20 People from preschool special ed offer parents training about preschool special education.  54.5%	24	People from preschool special ed offer supports for parents to participate in training workshops.	60.0%
	7		54.5%
People from preschool special ed connect families with one another for mutual support. 45.5%	20	People from preschool special ed offer parents training about preschool special education.	54.5%
	25	People from preschool special ed connect families with one another for mutual support.	45.5%

#### SUMMARY

	School	District	State
ESE Membership:	30	274	24,195
Number of Completed Surveys:	11	73	4,399
Response Rate:	36.7%	26.6%	18.2%
Number At or Above Standard:	7	57	3,226
Percent At or Above Standard:	63.6%	78.1%	73.3%



District: 61-SUWANNEE PRIMARY SCHOOL

Item		Percent
No.	Item	Agree
1	I am part of the IEP/IFSP decision-making process.	100.0%
2	My recommendations are included on the IEP/IFSP.	100.0%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	100.0%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	100.0%
8	People from preschool special ed are available to speak with me.	100.0%
9	People from preschool special ed treat me as an equal team member.	100.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	100.0%
11	People from preschool special ed respect my culture.	100.0%
12	People from preschool special ed value my ideas.	100.0%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	100.0%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	100.0%
15	People from preschool special ed give me options concerning my child's services and supports.	100.0%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	100.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	100.0%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	100.0%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	100.0%
27	Overall, I am satisfied with the preschool special education services provided to my child.	100.0%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	94.1%
4	My child's evaluation report was written using words I understand.	94.1%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	93.8%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	93.8%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	88.2%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	87.5%
20	People from preschool special ed offer parents training about preschool special education.	87.5%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	86.7%
25	People from preschool special ed connect families with one another for mutual support.	86.7%
24	People from preschool special ed offer supports for parents to participate in training workshops.	82.4%

SUMMARY	School	District	State
ESE Membership:	39	52	24,195
Number of Completed Surveys:	17	25	4,399
Response Rate:	43.6%	48.1%	18.2%
Number At or Above Standard:	15	23	3,226
Percent At or Above Standard:	88.2%	92.0%	73.3%



District: 64-VOLUSIA School: 4531-SPRUCE CREEK ELEMENTARY SCHOOL

Item		Percent
No.	Item	Agree
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	92.9%
4	My child's evaluation report was written using words I understand.	92.9%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	92.9%
8	People from preschool special ed are available to speak with me.	92.9%
9	People from preschool special ed treat me as an equal team member.	92.9%
11	People from preschool special ed respect my culture.	92.9%
12	People from preschool special ed value my ideas.	92.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	92.9%
17	People from preschool special ed give me enough information to know if my child is making progress.	92.9%
1	I am part of the IEP/IFSP decision-making process.	91.7%
2	My recommendations are included on the IEP/IFSP.	85.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	85.7%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	85.7%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	84.6%
27	Overall, I am satisfied with the preschool special education services provided to my child.	84.6%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	78.6%
15	People from preschool special ed give me options concerning my child's services and supports.	78.6%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	76.9%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	75.0%
10	People from preschool special ed encourage me to participate in the decision-making process.	69.2%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	63.6%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	61.5%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	57.1%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	53.8%
20	People from preschool special ed offer parents training about preschool special education.	53.8%
24	People from preschool special ed offer supports for parents to participate in training workshops.	50.0%
25	People from preschool special ed connect families with one another for mutual support.	46.2%

SUMMARY		School	District	State
	ESE Membership:	35	522	24,195
	Number of Completed Surveys:	14	88	4,399
	Response Rate:	40.0%	16.9%	18.2%
	Number At or Above Standards	7	<b>5</b> 7	2 226

Number At or Above Standard: 7 57 3,226
Percent At or Above Standard: 50.0% 64.8% 73.3%



District: 65-WAKULLA School: 0072-DISTRICT PRE-K PROGRAMS

Item No.	Item	Percent Agree
4	My child's evaluation report was written using words I understand.	95.9%
13	People from preschool special ed ensure that I have fully understood my rights related to preschool special education.	95.7%
11	People from preschool special ed respect my culture.	95.7%
3	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	93.9%
1	I am part of the IEP/IFSP decision-making process.	93.8%
21	People from preschool special ed offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	93.8%
16	People from preschool special ed provide me with strategies to deal with my child's behavior.	93.5%
8	People from preschool special ed are available to speak with me.	91.8%
9	People from preschool special ed treat me as an equal team member.	91.8%
10	People from preschool special ed encourage me to participate in the decision-making process.	89.6%
27	Overall, I am satisfied with the preschool special education services provided to my child.	89.6%
2	My recommendations are included on the IEP/IFSP.	89.4%
12	People from preschool special ed value my ideas.	89.4%
26	Overall, I am satisfied with the preschool special education program's efforts to facilitate my involvement in my child's education.	87.5%
23	People from preschool special ed give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	86.0%
17	People from preschool special ed give me enough information to know if my child is making progress.	85.7%
5	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	85.4%
14	People from preschool special ed communicate regularly with me regarding my child's progress on IEP/IFSP goals.	83.7%
18	People from preschool special ed give me information about the approaches they use to help my child learn.	83.7%
15	People from preschool special ed give me options concerning my child's services and supports.	83.3%
19	People from preschool special ed give me information about organizations that offer support for parents (for example, Parent Training and Info. Centers, Family Resource Centers, disability groups).	82.2%
22	People from preschool special ed explain what options parents have if they disagree with a decision made by the preschool special education program.	79.5%
24	People from preschool special ed offer supports for parents to participate in training workshops.	79.2%
6	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	77.1%
7	People from preschool special ed provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	76.1%
20	People from preschool special ed offer parents training about preschool special education.	74.5%
25	People from preschool special ed connect families with one another for mutual support.	68.9%

SUMMARY	RY .		District	
	ECE Manala analain	220	206	

ESE Membership:	238	296	24,195
Number of Completed Surveys:	49	57	4,399
Response Rate:	20.6%	19.3%	18.2%
Number At or Above Standard:	37	43	3,226
Percent At or Above Standard:	75.5%	75.4%	73.3%

State