



Table 3: Preschool Environments Reporting State Progress on Inclusion

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Background: Annual Federal Reporting Requirements



- Includes data on
 - number of children served,
 - personnel employed,
 - **educational environments**,
 - numbers and reasons for exiting Sp Ed,
 - discipline, children suspended from school,
 - participation in assessment,
 - dispute resolution
 - maintenance of effort

Changes in reporting on preschool environments



- Through 05-06 reported the numbers of children in preschool environments categories:
 - **Early Childhood Setting.** *Unduplicated* total who **received ALL** (100%) of their special education and related **services** in educational **programs designed** primarily **for children without disabilities**

Changes in reporting on preschool environments



- Through 05-06 (cont.)
 - **Early Childhood Special Education Setting.** *Unduplicated* total who **received ALL** (100%) of their special education and related **services** in educational **programs designed** primarily **for children with disabilities** housed in regular school buildings or other community-based settings.

Changes in reporting on preschool environments



- Through 05-06 (cont.)
 - **Home.** *Unduplicated* total who **received all** (100%) of their special education and related **services** in the principal **residence** of the child's family or caregivers
 - **Part-Time Early Childhood/Part-Time Early Childhood Special Education Setting.** *Unduplicated* total who **received** special education and related **services in multiple settings**

Changes in reporting on preschool environments



- Through 05-06 (cont.)
 - received **all (100%)** of their special education and related **services** in a
 - **Residential Facility.**
 - **Separate School**
 - **Itinerant Service Outside the Home (OPTIONAL).**
 - **Reverse Mainstream Setting (OPTIONAL).**

What were the issues in the earlier requirements?



- Feedback to OSEP
 - Requirements referring to ALL (100%) of services seemed rigid
 - “Part time” included a wide continuum of service settings- data was difficult to interpret
 - States could use optional categories, but there wasn’t consistency in the use of the term “reverse mainstreaming”, and no national data comparison

Evolution: New reporting categories in 06-07



- Changes:
- New definitions of “Early Childhood Program” and “Special Education Program”
- Reporting on the percentages of time children spent in various settings, whether they received services there or not

New Definitions 06-07



- **Early childhood program.** A program that includes **at least 50 percent** nondisabled children.
- **Special education program.** A program that includes **less than 50 percent** nondisabled children.

Calculating percentages 06-07



- The **numerator** for this calculation is the amount of **time** per week the child spends **in a regular early childhood program**.
- The **denominator** for this calculation is the *total number of **hours** the child spends **in a regular early childhood program PLUS any time** the child spent **receiving special education and related services outside of a regular early childhood program***

Percentages reported in ranges 06-07



- In the regular early childhood program
 - At least 80% of the time
 - From 40 to 79% of the time
 - Less than 40% of the time

EDUCATIONAL ENVIRONMENT:

(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM		(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS
		(B2) SEPARATE SCHOOL
		(B3) RESIDENTIAL FACILITY
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME
		(B5) SERVICE PROVIDER LOCATION
(C) TOTAL (OF ROWS A1 - B5)		

What were the issues in the 06-07 reporting requirements?



- Feedback to OSEP
- Difficulty in finding out where children were participating in early childhood programs not related to receipt of services
- Difficulty in calculating percentages
- No longer reflecting where children were receiving services
- Implications for reduced incentives for providing services in regular EC settings

Evolution: New Reporting Requirements for 10-11



- More complex
- Same definitions of regular early childhood program and Special Education program, based on **50% of nondisabled children**
- New criteria: children in regular early childhood programs **at least 10 hours a week vs. less than 10 hours a week**
- Includes where services are received

Educational Environment:

Column 1

Column 2

Row Set (A)

**CHILDREN ATTENDING A
REGULAR EARLY CHILDHOOD
PROGRAM AT LEAST 10 HRS
PER WEEK, ...**

(A1) . . and **receiving** the majority of hours of SPECIAL EDUCATION and related **services in the REGULAR EARLY CHILDHOOD PROGRAM**

(A2) . . and **receiving** the majority of hours of SPECIAL EDUCATION and related **services in some OTHER LOCATION**

Row Set (B)

**CHILDREN ATTENDING A
REGULAR EARLY CHILDHOOD
PROGRAM LESS THAN 10 HRS
PER WEEK, ...**

(B1) . . and **receiving** the majority of hours of SPECIAL EDUCATION and related **services in the REGULAR EARLY CHILDHOOD PROGRAM**

(B2) . . and **receiving** the majority of hours of SPECIAL EDUCATION and related **services in some OTHER LOCATION**

Educational Environment:

Column 1

Column 2

Row Set (C)

**CHILDREN ATTENDING A
SPECIAL EDUCATION
PROGRAM**

**(NOT in any regular early
childhood program), ...**

(C1) ...specifically, a SEPARATE
SPECIAL EDUCATION CLASS

(C2) ...specifically, a SEPARATE
SCHOOL

(C3) ...specifically, a RESIDENTIAL
FACILITY

Row Set (D)

**CHILDREN ATTENDING
NEITHER A REGULAR EARLY
CHILDHOOD PROGRAM NOR A
SPECIAL EDUCATION
PROGRAM (NOT INCLUDED IN
ROW SETS A, B, OR C)**

(D1) ...and RECEIVING the majority of
hours of SPECIAL EDUCATION and
related SERVICES at HOME

(D2) ...and RECEIVING the majority of
hours of SPECIAL EDUCATION and
related SERVICES at the SERVICE
PROVIDER LOCATION or some
OTHER LOCATION not in any other
category

Responses to Challenges



- Eliminates the calculations of percentage of time in early childhood settings
- Separately counts children who receive services in regular settings from children who receive services in other locations
- Could provide incentives for services in regular early childhood settings

Reactions to date



- States still need to identify the early childhood programs in which children with IEPs are participating
 - Implications for gathering this information from families
- Data are due February 2, 2011
 - Implications for changing data collection forms and systems to accommodate the new data

Implications for APR/SPP Indicator B6: Preschool LRE



- Will the Indicator mirror the revised data requirement?
- Need to reestablish baseline and set targets with the new data table
- With so many numbers reported in the table, what data will targets be set on?

<p>6. Percent of children aged 3 through 5 with IEPs attending a:</p> <p>A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and</p> <p>B. Separate special education class, separate school or residential facility.</p> <p>(20 U.S.C. 1416(a)(3)(A))</p>	<p>Data Source:</p> <p>Data collected on Table 3 of Information Collection 1820-0517 (Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements).</p> <p>Measurement:</p> <p>A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.</p> <p>B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.</p>	<p><i>For this indicator, report 618 data that were collected on a date between October 1 and December 1, 2009 and due on February 2, 2010. Sampling from State's 618 data is not allowed.</i></p> <p>If the data reported in this indicator are not the same as the State's 618 data reported in Table 3, explain.</p> <p>In the FFY 2009 submission, due February 1, 2011, establish a new baseline, targets and, as needed, improvement activities for this indicator using the 2009-2010 data.</p>
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Reaction and Discussion



- The new Table 3 will provide appropriate information for APR Indicator B6 measurement
- Recommended Table 3, (A1) plus (B1) be used for Indicator B6 sub indicator A

(Percent of children aged 3 through 5 with IEPs attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.)

Reaction and Discussion



- Recommended Table 3, (C1) plus (C2) plus (C3) be used for B6 sub indicator B (Percent of children aged 3 through 5 with IEPs attending a: B. Separate special education class, separate school or residential facility.)

Reaction and Discussion



- Discussed the challenge of creating new data collection forms, training local providers on using the forms, cleaning and analyzing the data, and having it ready to report by February, 2011.
- Reliable and valid data are important for establishing baseline and setting new targets on this indicator