ecta Early Childhood
Technical Assistance Center

Digging Deeper:

What Educational Environments Data Reveal for Children, Ages 3-5

Nancy Fuhrman, WI
Gary Smith, TN
Missy Coffey
Debbie Cate & Mary Peters, ECTA

Valuing Inclusion

The Individuals with Disabilities Education Act (IDEA)

"…the first placement option considered for a preschool child with a disability is the regular public preschool program the child would attend if the child did not have a disability."

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**Early Childhood
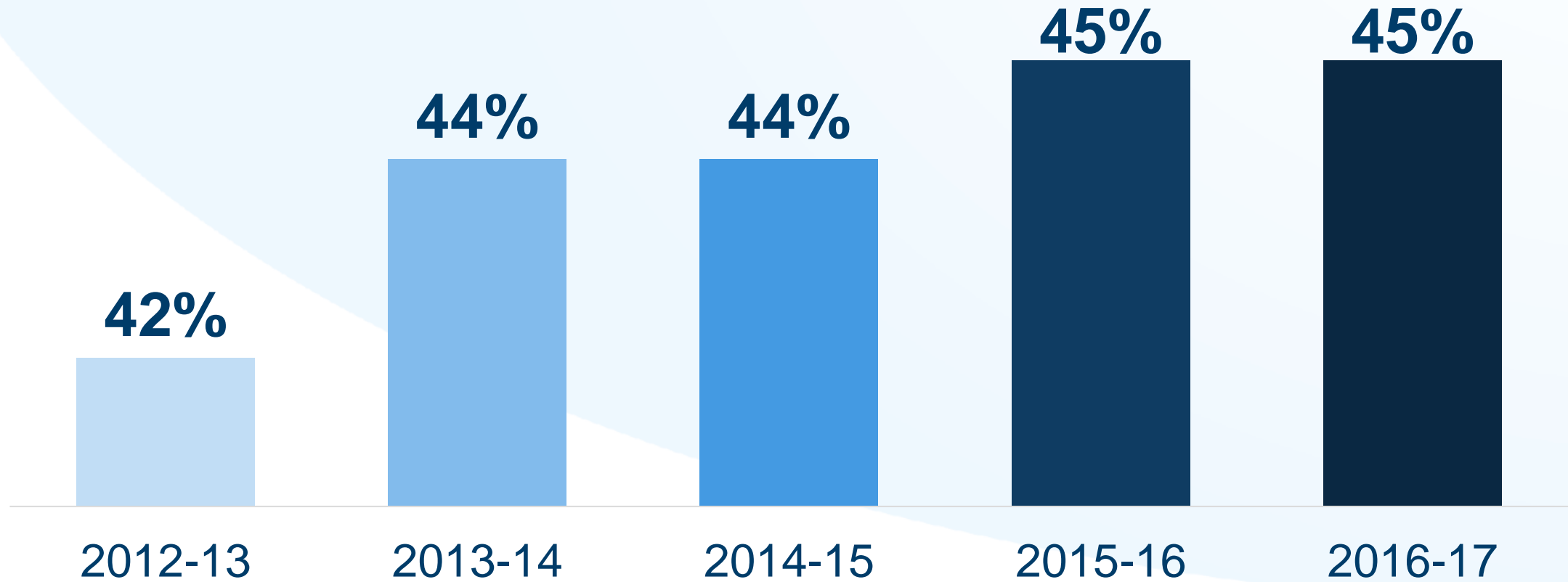Technical Assistance Center**

National Data 2016-2017

Education Environments Indicator B6 2016-17 National Data

45%

25%

1 Children attending RECP Services in Program

2 Children attending Special Ed Class, Special School, Residential

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Children who Attend a RECP and Receive the Majority of Services in the Program

2012-13	2013-14	2014-15	2015-16	2016-17
42%	44%	44%	45%	45%

Children who Attend a Special Education Class, Special School, or Residential Facility

2012-13	2013-14	2014-15	2015-16	2016-17
26%	26%	26%	25%	25%

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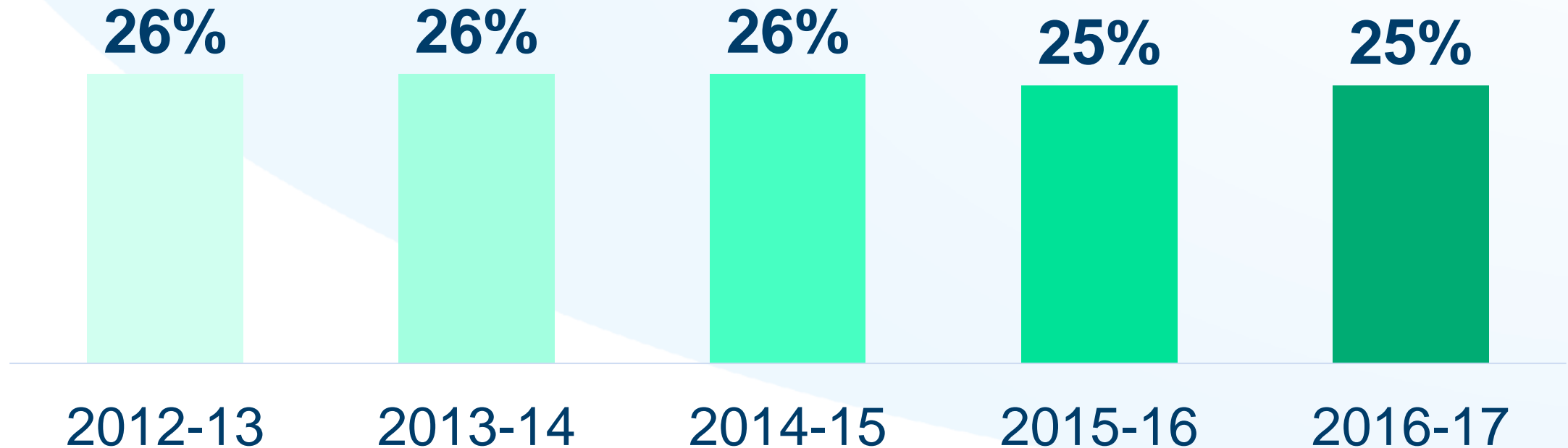
Educational Environments Children 3-5, 2016-17

Recp !0+ Services in Program	Services 10+ Services Other	Recp <!0 Services in Program	Services <10 Services Other	SpecEd Class	Sep School	Residential	Home	Provider Location
40%	17%	5%	4%	23%	2%	0%	2%	6%

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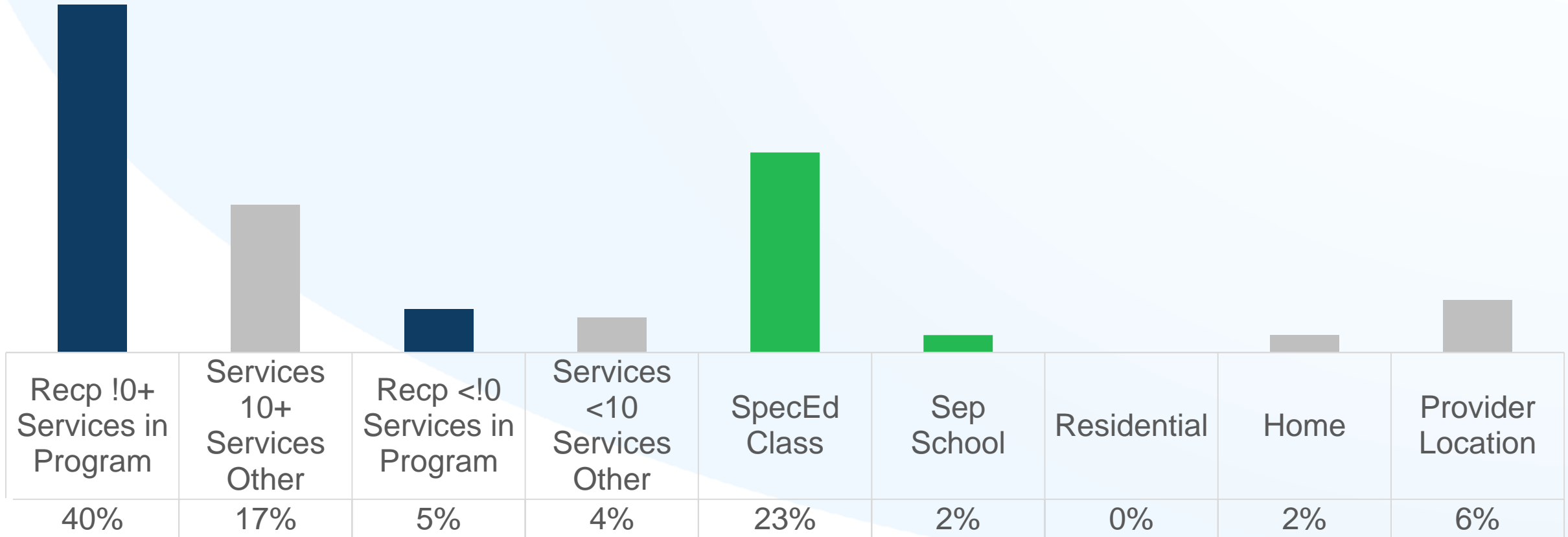
Indicator 6a Children 3-5 Attending and Receiving the Majority of Services in the Program, 2016-17

100%

45%

21%

Each bar represents a State or Territory
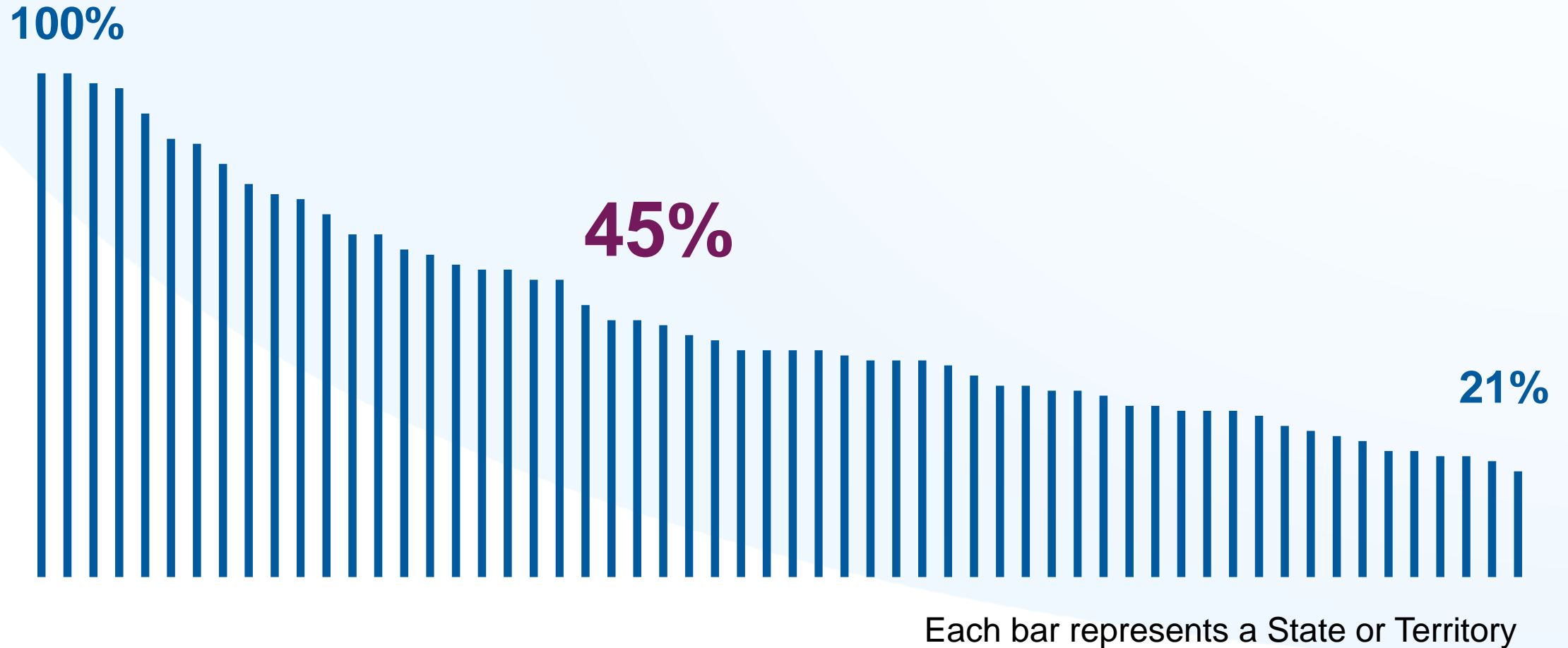
Indicator 6b Children 3-5 Attending Special Ed Class, Separate School or Residential Program

51%

25%

0%
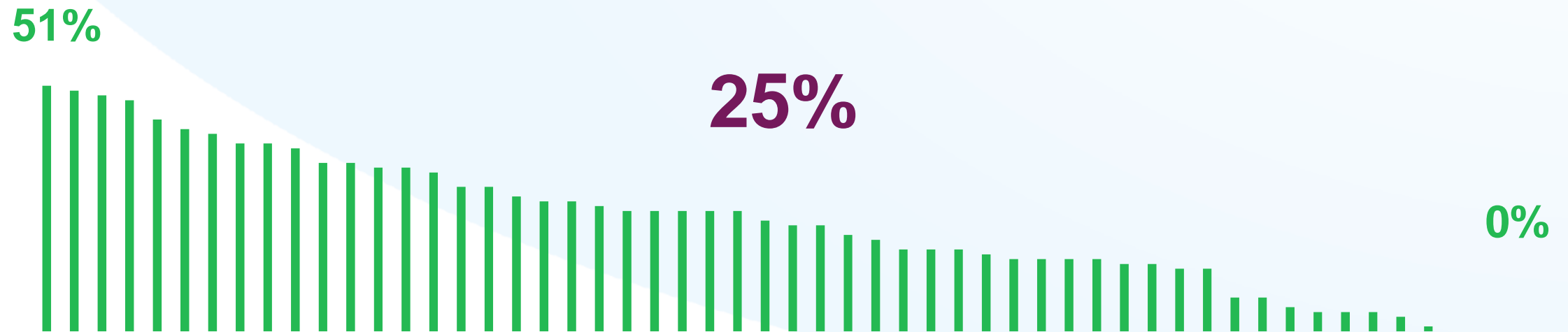
Each bar represents a State or Territory

Clarifications to the Data Collection

Resources for Reporting Educational Environments for Ages 3-5

Educational Environments Ages 3-5

B6 Data Reporting Tools

- Toolkit - Contains Guidance and Decision Tree

- Interactive Decision Tree App

- Webinars

- Data Worksheet

https://ideadata.org/resources/resource/1426/b6-data-reporting-tools-educational-environments-ages-3-5

Educational Environments Ages 3-5

618 Reporting

- Unduplicated count

- State chosen date between October 1 and December 1

- All children ages 3-5 with disabilities

  - Include children who are 5 and in kindergarten on the count date

  - Include children enrolled by parent in private school, receiving special education services on a services plan
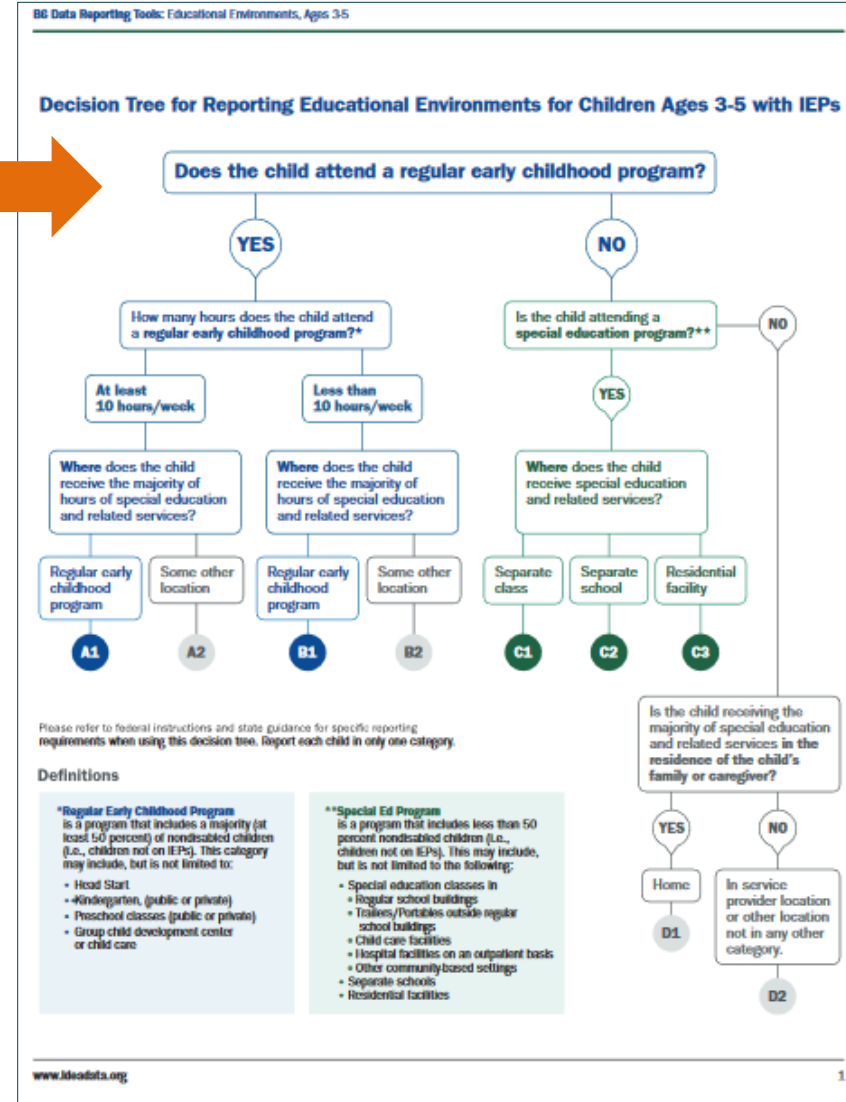
The Decision Tree

Consider the first question:

Does the child attend a regular early childhood program?

NEW! **Clarification**

Ed*Facts*
File Specifications FS089

https://www2.ed.gov/about/inits/ed/edfacts/sy-17-18-nonxml.html

Children with Disabilities (IDEA) Early Childhood File Specifications, 2017-18

New! Clarification

Regular Early Childhood Programs

A regular early childhood program includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). Includes, but not limited to

- Head Start

- Kindergarten

- Preschool classes offered by the public school system

- Private kindergartens or preschools

- Group child development center or child care

(See ED*Facts*, FS089.)

Play Groups and Home

- Weekly informal school or neighborhood play groups may not be considered regular early childhood programs for reporting purposes

  - These programs generally are not required to comply with state early learning standards or curricula

- Home is not considered a regular early childhood placement

Dear Colleague Letter on Early Childhood LRE

NEW! Clarification: Family Chosen Programs

Should child care and other programs that families have chosen for their child be considered when reporting these data?

Yes, States should take into consideration child care and other programs that families have chosen for their child when determining the appropriate educational environment report category.

(See ED*Facts*, FS089.)

NEW! Clarification on "Attending"

When considering if a child is attending a regular early childhood program, does the child need to be enrolled in the program, vs. attending as a 'visitor' for a portion of time?

States should report these data based on children with disabilities being enrolled in these types of programs. CWDs [children with disabilities] being enrolled in a regular early childhood program most closely aligns with the intent of the least restrictive environment provisions of the IDEA.
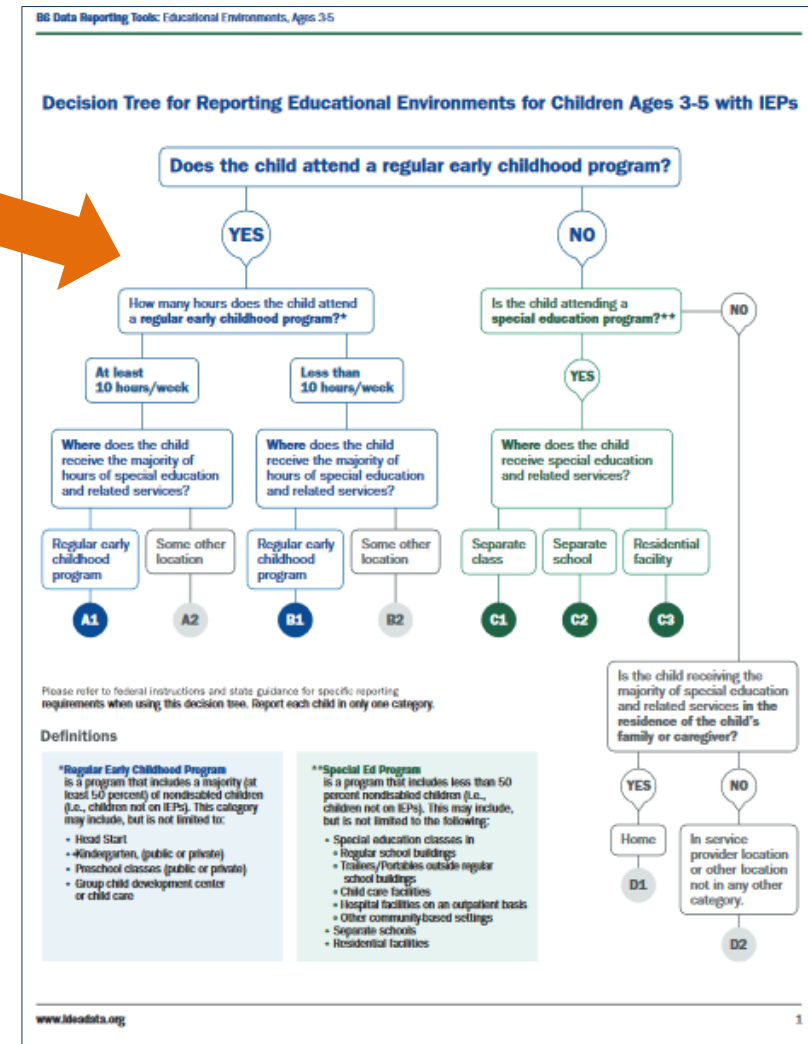
(See ED*Facts*, FS089.)

The Decision Tree

If you determine the child attends a regular early childhood program, determine time in the program and consider where special education and related services are provided.

NEW! Clarification

NEW! Clarification: Services in the Program

Considered as Receiving Services in the Regular Early Childhood Program

How should states report children receiving the majority of special education and related services in a location other than the child's classroom but within the same building?

Special education and related services delivered to the child in the course of daily activities and routines in which all children in the classroom participate (e.g., "circle time," "learning centers") would be considered as being received in the Regular Early Childhood Program.

(See ED*Facts*, FS089.)

NEW! Clarification: Services in the Program (cont.)

Not Considered as Receiving Services in the Regular Early Childhood Program

Services delivered in a location that removes the child from the opportunity to interact with nondisabled children.

These include, but are not limited to

- Services delivered in a 1:1 therapeutic setting

- Services in a small group comprised solely of children with disabilities whether or not they are provided in another location within the building where the regular early childhood program is located

(See ED*Facts*, FS089.)

The Decision Tree

If the child does not attend a regular early childhood program, does the child attend a special education classroom, separate special education school, or residential program?
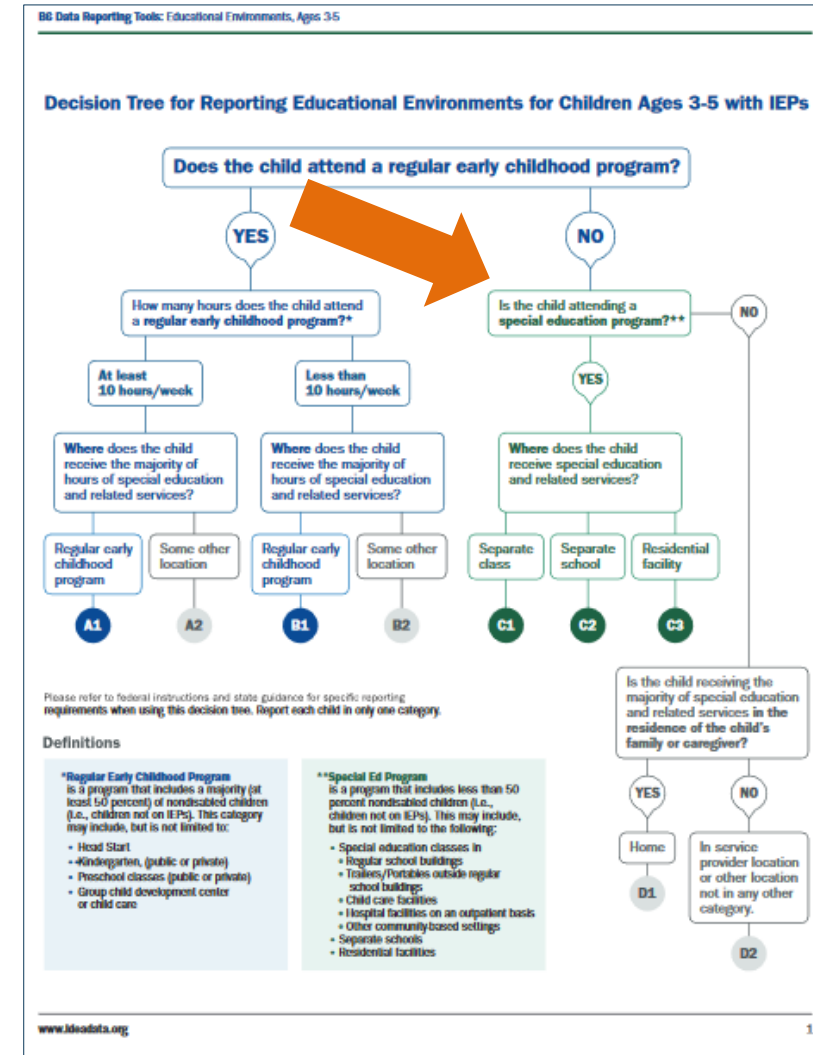
The Decision Tree

If the child does not attend a regular early childhood program or a special education program, is the child receiving services in the home? If not, is the child receiving services in a service provider location?
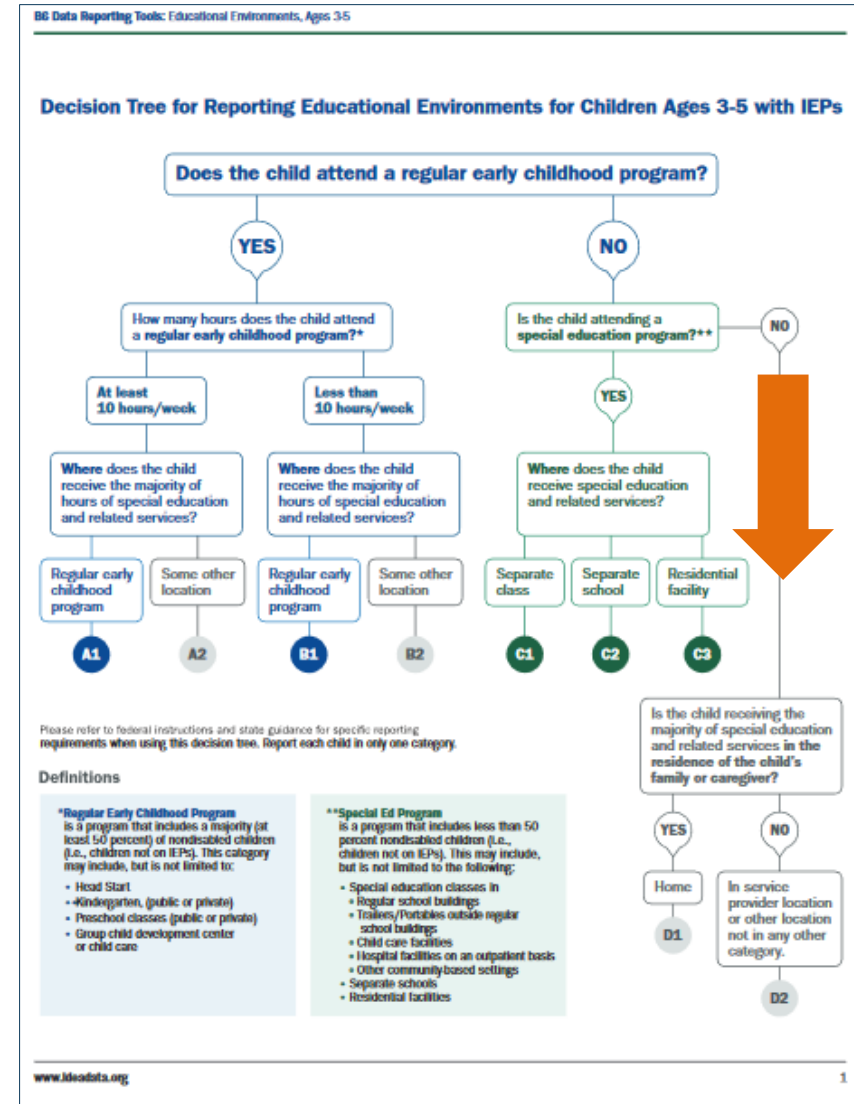
Influences on State and Local Data Perceptions

Coding Considerations

✓ Is the first consideration always, does the child attend a regular early childhood program?

- Is this true for children who receive only speech and language services?

- Is this true for children who attend a stand alone regular early childhood program?

Children Receiving Services in Other Locations

- For children who attend regular early childhood programs, but receive the majority of their special education and related services in other locations
  - What regular programs are these children attending?
  - Are these programs chosen by their parents?
  - How many children are attending 10 hours or more, versus 10 hours or less?

Children in Special Education Settings

- Children in special education settings may be appropriately coded as children who:
  - Attend a regular early childhood program but receive the majority of their special education and related services in other locations
  - Other locations may be in self-contained classroom, separate special education school, or residential setting
    - Do you know how many children attend a special education program, who are coded as attending a regular early childhood program but receiving services in other locations? What percentage?

Children 3-5 in Kindergarten

- Children in kindergarten who are five on the state selected collection date should be included
  - Approximately how many children are five in kindergarten on the collection date in your state?
  - How do these children impact your data?
    - Where are these children receiving special education services?
    - From whom are these children receiving special education services?

Using your data for program improvement to create more inclusive opportunities

Jenny Giles
Nancy Fuhrman

Wisconsin

Department of Public Instruction

Preschool Inclusion

- Preschool inclusion statewide initiative for many years
  - Sharing of resources
  - Discussion of preschool options

- Efforts did not result in substantial change

- Results Driven Accountability (RDA) and Preschool Inclusion Policy Statement made rethink efforts
  - Resulted in focused LEA approach to increasing preschool inclusion
  - Expectation that focused approach will impact educational environment data as well as child outcomes data

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CESA Program Support Teachers

- 12 Regional Cooperative Educational Service Agencies (CESAs) within state
  - Purpose is to provide technical assistance

- IDEA discretionary dollars used to fund one or more early childhood program support teachers (PSTs) within each CESA

- CESA PSTs leading the work at the LEA level
  - SEA staff and statewide early childhood coordinator available to provide support and resources
  - ECTA staff provided 1-day professional development
    - Resource sharing
    - Data analysis

Identifying Focus LEAs

Scoring Rubric

1 point	Did not meet the state target for Indicator 6A
1 point	Did not meet the state target for Indicator 6B
1 point	More children attending a special education program or receiving services in a service provider/other location than children attending a regular early childhood program
2 points	More children attending a regular early childhood program and receiving majority of services in another location than children attending a regular early childhood program and receiving majority of services in the program

- Three Years of Data
  - Possible 15 points total

Identifying Focus LEAs Continued

- LEAs within CESA sorted high score to low score

- SEA identified between three to seven LEAs within each CESA based on score and number of LEAs within the CESA
  - LEA Child Count = At least 10 children ages 3-5

- CESA Program Support Teacher provided scoring data for SEA identified LEAs
  - Only shared scoring data for SEA identified LEAs as wanted selection to be data-based and not prior relationship based

- Using data CESA Program Support Teacher selected a focus LEA

Focus LEAs – Year One

- October - Selected LEAs invited by SEA to participate in focus work

  - Recognition that this is a state initiative

  - Assurance that LEA was not doing something wrong

- November / December – CESA Program Support Teacher made initial contact with focus LEA

  - Establish meeting/contact dates

    - Required to connect monthly either face-to-face or through technology

  - Establish focus team within LEA

- January / April - CESA program support teacher and focus LEA continued to meet

  - Focus on exploration/observations

- June – Focus LEA and CESA program support teacher develop long-term preschool inclusion goal

Data Drill Down

- Educational Environment Data
  - Percent by educational environment
  - Percent by age and educational environment
  - Percent by disability and educational environment

- Data Review Guide - Questions to Ask
  - Where do most 3 year olds, 4 year olds, and 5 year olds receive their special education services?
    - Are there more inclusive opportunities for children at different ages?
  - What is the disability of the majority of children ages 3 through 5?
    - Are there more inclusive opportunities for children of differing disability categories?

- Added benefit - Data accuracy discussions

Wisconsin School District

Child Count	Ages 3-21	Ages 3-5
10/1/2016	318	30
10/1/2015	278	37
10/1/2014	297	30

Child Count	Indicator 6A (R1 + R3 / Total)			Indicator 6B (B1 + B2 + B3 / Total)		
	District	State	Target At or Above	District	State	Target At or Below
10/1/2016	6.67%	34.33%	35.50%	46.67%	20.34%	19.25%
10/1/2015	21.62%	35.91%	34.50%	21.62%	16.75%	20.25%
10/1/2014	13.51%	35.16%	33.50%	43.33%	18.53%	21.25%

R1 = Regular EC Program; 10+ hours; majority services within
R2 = Regular EC Program; 10+ hours; majority services outside
R3 = Regular EC Program; <10 hours; majority services within
R4 = Regular EC Program; <10 hours; majority services outside
B1 = Separate special education class
B2 = Separate special education school
B3 = Residential facility
B4 = Home only
B5 = Service provider location only

Educational Environment

	10/1/2016				10/1/2015				10/1/2014			
	District		State		District		State		District		State	
Env R1	1	3.33%	4,998	30.92%	6	16.22%	5,368	33.36%	3	10.00%	5,067	31.98%
Env R2	6	20.00%	5,061	31.31%	8	21.62%	5,591	34.75%	8	26.67%	5,358	33.81%
Env R3	1	3.33%	552	3.41%	2	5.41%	409	2.54%	1	3.33%	504	3.18%
Env R4	4	13.33%	1,061	6.56%	9	24.32%	959	5.96%	2	6.67%	912	5.76%
Env B1	14	46.67%	3,202	19.81%	8	21.62%	2,636	16.38%	15	50.00%	2,873	18.13%
Env B2	0	0%	84	.52%	0	0%	54	.34%	0	0%	59	.37%
Env B3	0	0%	2	.01%	0	0%	5	.03%	0	0%	4	.03%
Env B4	3	10.00%	228	1.41%	2	5.41%	293	1.82%	0	0%	284	1.79%
Env B5	1	3.33%	978	6.05%	2	5.41%	774	4.81%	1	3.33%	785	4.95%
Total	30	100%	16,166	100%	37	100%	16,089	100%	30	100%	15,846	100%

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Year 1 Accomplishments – Addressing Barriers

- Preschool inclusion video - https://dpi.wi.gov/sped/early-childhood

- Relationship building within the LEA

- Identification of possible community partners

- Realization need to meet the LEA where the LEA is at

- Realization that it is OK to not know

- Realization that preschool inclusion is more than just changing the numbers

- Lots of excitement from LEAs and CESA program support teachers

Next Steps

- Each CESA Program Support Teacher will continue to work with their Year 1 focus LEA

- Each CESA Program Support Teacher will be working with one to seven additional focus LEAs during the 2018-19 school year
  - Determined by number of discretionary grant days available within the CESA

- Rubric for identifying focus LEAs will include disproportionality and LEA determination data
  - 1 point if identified for Indicator 9
  - 1 point if identified for Indicator 10
  - 1 point if identified for Indicator 4B
  - 1 point if LEA determination does not meet requirements

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Next Steps Continued

- Encourage use of local data

- Continued guidance in root cause analysis

  - Development of measurable goals

- Continued professional development related to coaching/facilitation

- Educational Environment Data Displays

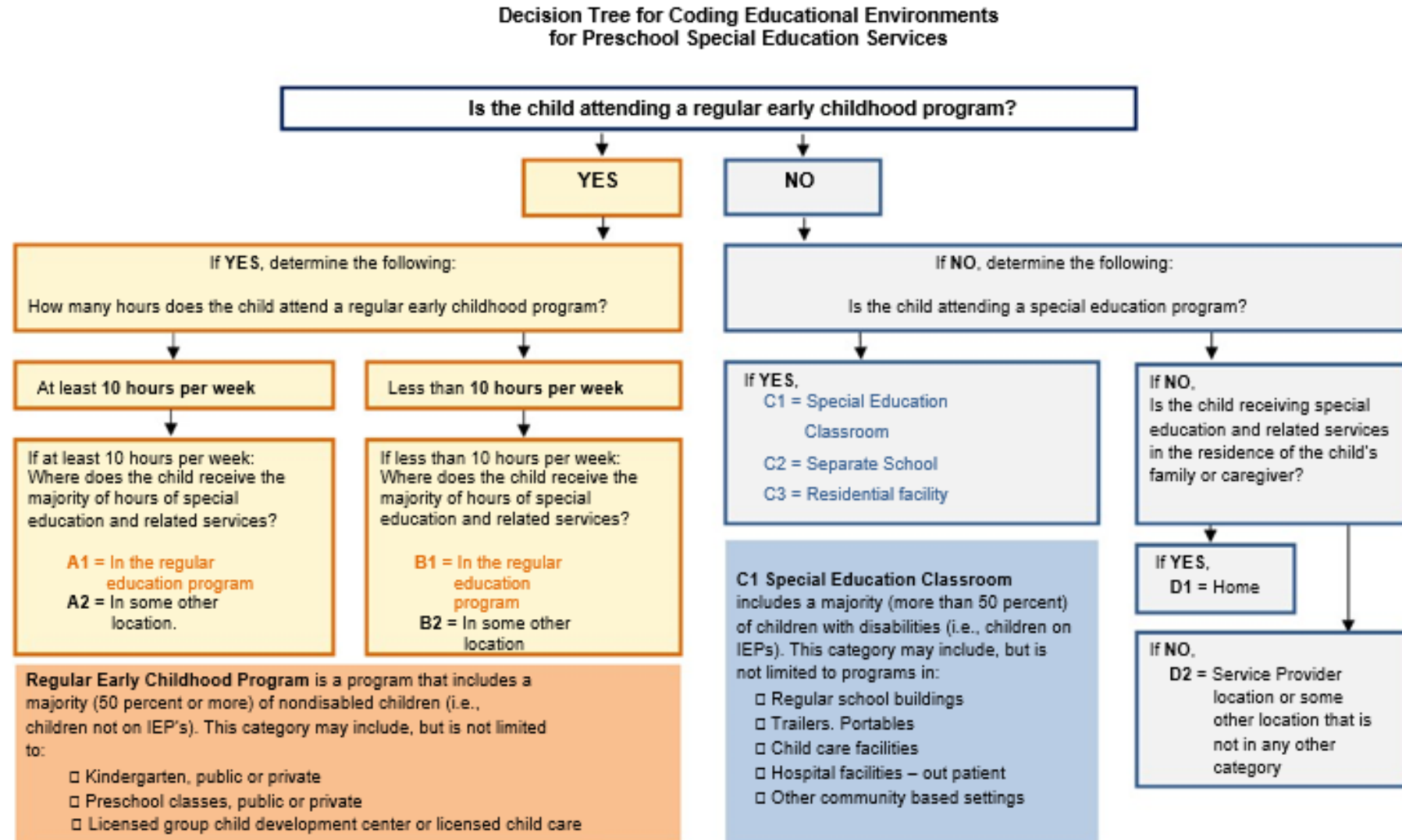 - Available to all LEAs

  - Self-directed data analysis

Gary Smith

TN Data System Indicator 6 History

- Easy IEP (state online data system) default calculation error discovered

- Unable to use indicator 6 as part of district annual performance report determinations

- System programming correction

Early Childhood Environments Decision Tree

Decision Tree for Coding Educational Environments
for Preschool Special Education Services

Is the child attending a regular early childhood program?

YES / **NO**

If **YES**, determine the following:

How many hours does the child attend a regular early childhood program?

At least 10 hours per week / Less than 10 hours per week

If at least 10 hours per week: Where does the child receive the majority of hours of special education and related services?

A1 = In the regular education program
A2 = In some other location.

If less than 10 hours per week: Where does the child receive the majority of hours of special education and related services?

B1 = In the regular education program
B2 = In some other location

Regular Early Childhood Program is a program that includes a majority (50 percent or more) of nondisabled children (i.e., children not on IEP's). This category may include, but is not limited to:
□ Kindergarten, public or private
□ Preschool classes, public or private
□ Licensed group child development center or licensed child care

If **NO**, determine the following:

Is the child attending a special education program?

If YES,
C1 = Special Education Classroom
C2 = Separate School
C3 = Residential facility

C1 Special Education Classroom includes a majority (more than 50 percent) of children with disabilities (i.e., children on IEPs). This category may include, but is not limited to programs in:
□ Regular school buildings
□ Trailers. Portables
□ Child care facilities
□ Hospital facilities – out patient
□ Other community based settings

If NO,
Is the child receiving special education and related services in the residence of the child's family or caregiver?

If YES,
D1 = Home

If NO,
D2 = Service Provider location or some other location that is not in any other category

Modified from document available at http://www.nectac.org/~pdfs/sec619/settingsdecisiontree.pdf   Original developed by Nancy Skorheim, ND Section 619 Coordinator, Martha Diefendorf & Debbie Cate, NECTAC, June 2010, amended Oct 2010

45

Tennessee Data

	Dec. 1, 2015	Dec. 1, 2016	Dec. 1, 2017	2017 Target
N	12,905	13,480	13, 950	
A1+B1	24.09%	24.17%	24.3%	34%
A2+B2	32.00%	32.00%	33.6%	
C1+C2+C3	35%	33.4%	33.7%	24%

Tennessee Data

	Dec. 1, 2015	Dec. 1, 2016	Dec. 1, 2017	2017 Target
N	12,905	13,480	13, 950	
A1+B1	24.09%	24.17%	24.3%	34%
A2+B2	32.00%	32.00%	33.6%	
C1+C2+C3	35%	33.4%	33.7%	24%

Tennessee Data

	Dec. 1, 2015	Dec. 1, 2016	Dec. 1, 2017	2017 Target
N	12,905	13,480	13, 950	
A1+B1	24.09%	24.17%	24.3%	34%
A2+B2	32.00%	32.00%	33.6%	
C1+C2+C3	35%	33.4%	33.7%	24%

2016-17 Indicator 6A Data

- Children 3-5 Attending and Receiving the Majority of Services in the Program

100%

45%

TN= 24%

21%

Each bar represents a State or Territory
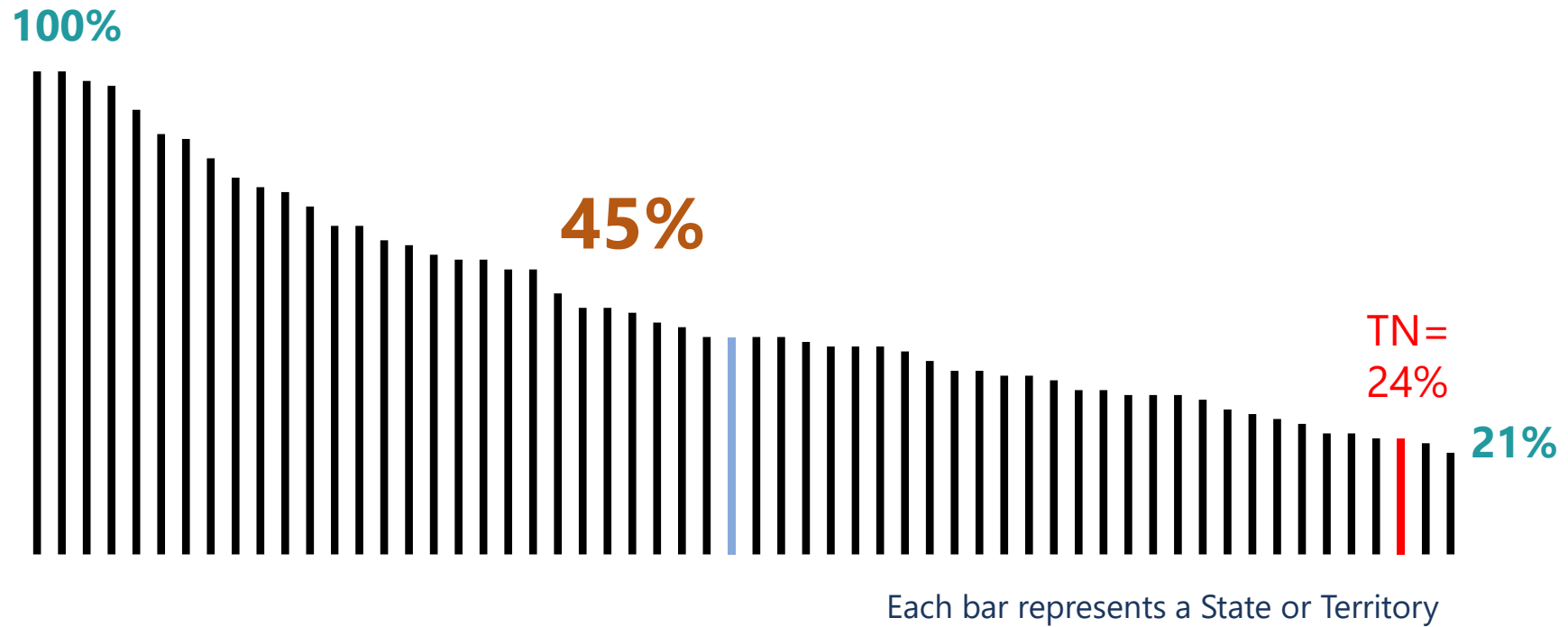
2016-17 Indicator 6B Data

- Children 3-5 Attending Special Ed Class, Separate School or Residential Program

51%   TN=33%   **25%**   **0%**

Each bar represents a State or Territory

Department of **Education**
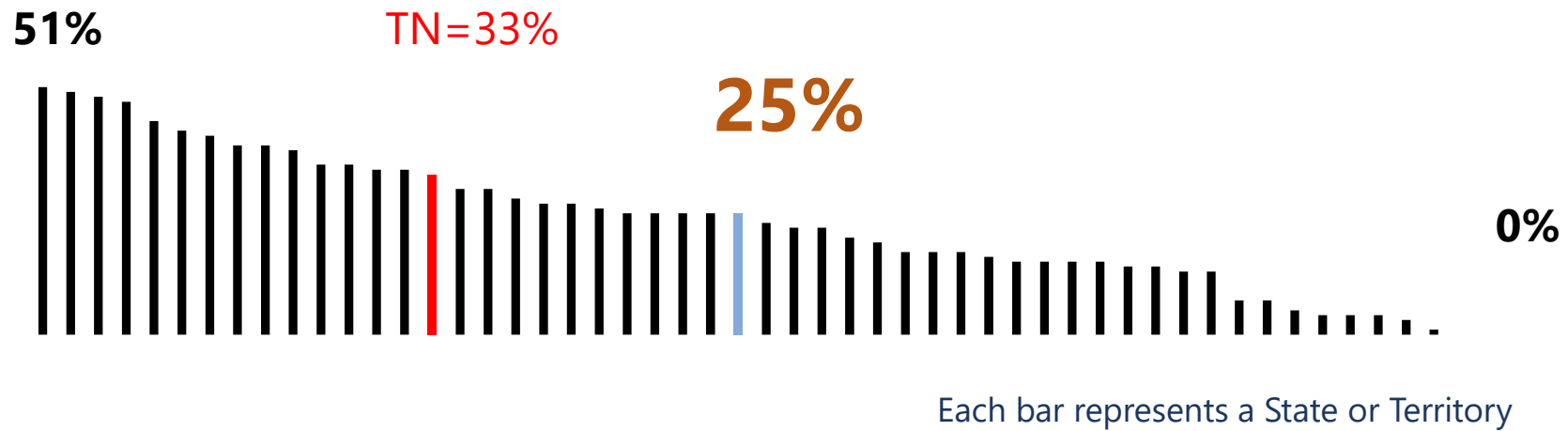
How do we use the data?

Needs Intervention District Selection Process

District APR indicators $\leq$ state targets

Weighting of indicators for overall calculation

Identification of lowest 10% **10%**

Needs Intervention Districts

- Partnership with 611 team

- State IDEA teams conduct onsite visits with district teams
  - Indicator data overview
  - Interview to identify processes and capacity
  - classroom observations
  - IEP file reviews
  - Corrective action plan development

Needs Assistance Districts

- Districts required to address APR indicators not meeting state targets (online process)

- District Indicator 6 Plan Criteria

actually have a plan

convey an understanding of LEA data in relation to target

must indicate clear movement toward state target
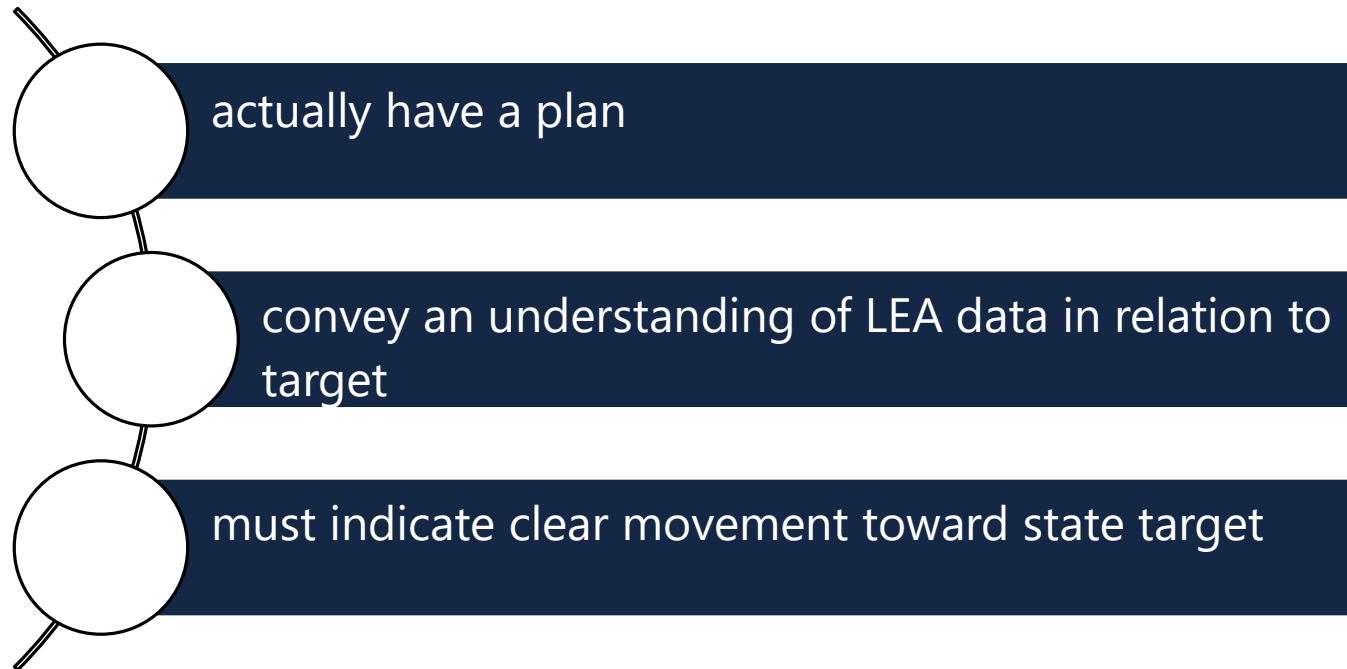
Needs Assistance Districts

- All plans reviewed by state office IDEA staff

Year 1 Indicator 6: 0% of 33 districts met the criteria
All sent back for revisions

Year 2 Indicator 6: 34% of 41 districts met the criteria
rest sent back for revision

Federal Inclusion Cohort

- ECTA & DaSy
- Competitive application process
- One of six states selected
  - (Illinois, Iowa, Maryland, Nevada, Pennsylvania, & Tennessee)
- Regular activities and meetings over 1 ½ years

Tennessee Inclusion Cohort Experience

Established Goals

Needs Assessment

Received Ongoing Support

Information Sharing
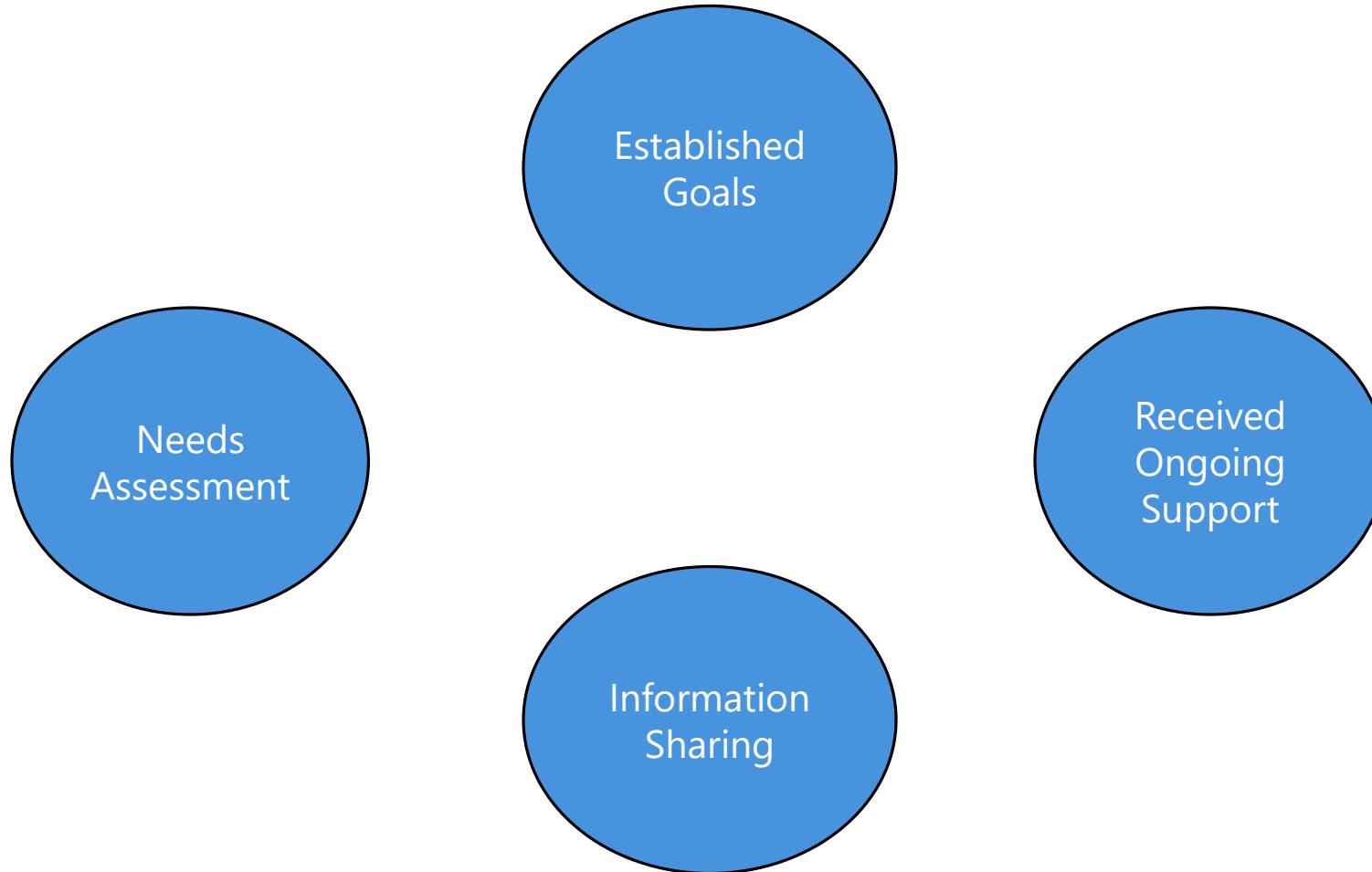
INCLUSION

Cohort Initiatives- Inclusion Survey

- Nearly 70% response rate

- Barriers to inclusion
  - 12 categories
  - 5 point Likert scale
    - "not a barrier" to "very significant barrier"

Cohort Initiatives- Inclusion Survey

"Significant" or "Very Significant"

Funding 40%   Transportation 18%

Cohort Initiatives- Inclusion Survey

- Funding usage

- LRE related practices

- Overall feedback not in line with state data

Cohort Initiatives- State Voluntary Preschool

- State Voluntary PreK (VPK) eligibility

    - Tier 1- Income eligible four-year-olds

    - Some districts excluding children with disabilities

    - Many with disabilities a result of referral rather than SPED/VPK collaboration

Cohort Initiatives- State Voluntary Preschool

- 2016-17 numbers: 1,100 out of 18,340 (6%)
  - State office partnership
    - Application inclusion practices reporting
    - 10% target communication
    - District plan requirements
    - District follow-up

- 2017-18 Numbers: 1,780 out of 18,340 (9.7%)

LEA Level Data

Percent of SWDs in VPK Programs by LEA
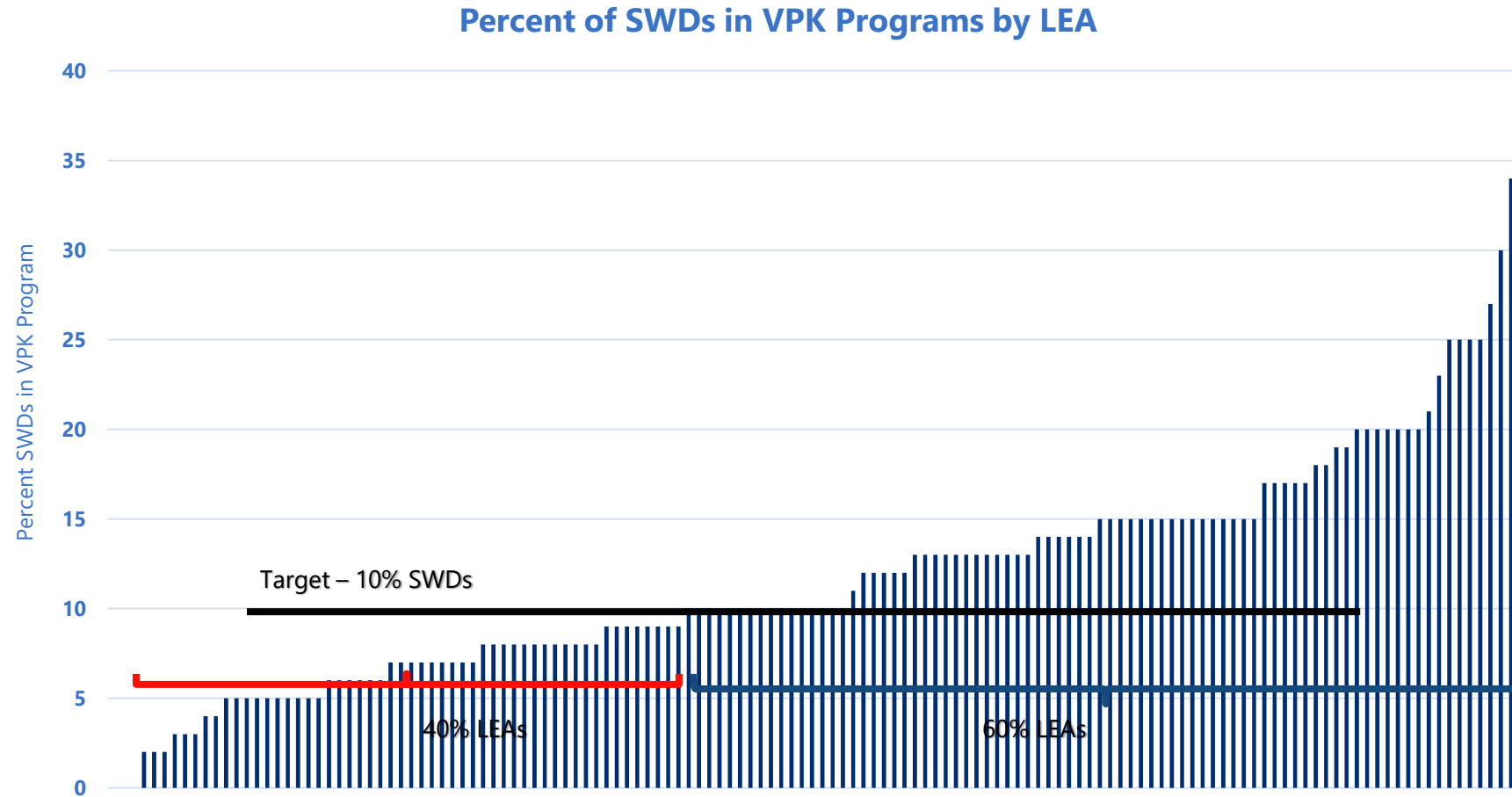
TN State Personnel Development Grant

Division of Special Populations & Student Support

SPDG Early Childhood Inclusion Cohort District Selection Process

- Competitive application process
  - Looking for intentionality and capacity

  > Application Components

- District's vision for increasing inclusive practices
- District operated classroom options by age range
  - (619, VPK, Title 1, etc.)
- Typical service delivery model
- Curriculum usage
- SPED and general education partners working relationship

Department of
Education

2018 Early Childhood Inclusion Cohort

SPDG 2.0 Preschool Districts (17)

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TN Department of Education

TN Early Childhood Inclusion Cohort Key Focus Areas

Increasing Early Childhood Inclusive practices for Children Ages 3-5 with Disabilities

Improving Classroom Quality for Children Ages 3-5 with Disabilities

What's happened so far?

- Onsite district visits by the regional 619 Consultants

- District inclusion self-assessment

- SPDG Early Childhood Inclusion Cohort Summit
  - Diverse district teams in attendance
  - Information shared to promote early childhood inclusive practices
  - Provided focused, guided work time to develop goals and strategies for improvement

Current Activities:

- Regional 619 Consultant district work
  - Classroom observations
    - Needs assessment
  - District feedback
  - Ongoing technical assistance

- $10,000 SPDG funds
  - Instructional supplies and materials

- Community of practice calls/webinars

The **Center on the Social and Emotional Foundations for Early Learning (CSEFEL)** is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country
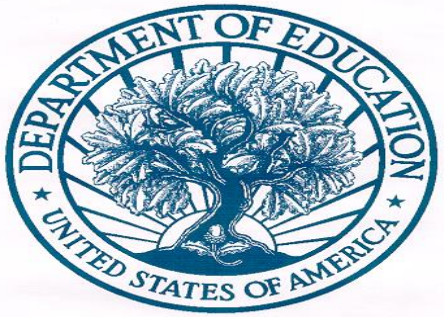
Curriculum Opportunity

- Pre-K curriculum concerns
    - Curriculum RFP
    - Three approved for all state VPK program

ESSA Requirements

- SEA and LEA report cards must include information from the Civil Rights Data Collection (CRDC) on "the number and percentage of students enrolled in preschool programs." (1111(h)(1)(C)(viii)(II)(aa))

- As described in Report Card guidance ED released in January 2017, SEAs and LEAs should use CRDC data that ED will make publicly available (i.e., SEAs and LEAs should not use their raw data submitted to ED). (See Section H of the Report Card Guidance.)

- The Report Card guidance also states that, "The CRDC data does not include information on children receiving preschool services provided under State-administered preschool programs by other entities, such as community-based organizations. In addition to the required CRDC data, a State or LEA may choose to include information on enrollment in these programs on their report cards." (Question H-3)

CRDC Definition

- Report card uses the CRDC definition

- **Early childhood:** refers to early childhood programs and services for children birth through age 2

- **Pre-School:** refers to pre-school programs and services for children ages 3 through 5

- **CRDC School:** Is an institution that provides educational services and: (1) has one or more grade groups (preschool through grade 12) or is ungraded, (2) has one or more teachers, (3) is located in one or more buildings, (4) has assigned administrator(s), (5) receives public funds as its primary support, and (6) is operated by an educational agency. For the purposes of this definition, "public funds" includes federal, state, and local public funds. "Located in a building" does not preclude virtual schools since the administrators and teachers are located in a building somewhere. An "education agency" is not limited to the state or local educational agency, but can include other agencies (e.g., corrections or health and human services) charged with providing public education services.

- **CRDC LEA:** A local educational agency (LEA) or educational agency is a governmental administrative unit at the local level which exists primarily to operate schools or to contract for educational services. These units may or may not be coterminous with county, city, or town boundaries.

The Denominator Challenge

- ESSA asks for the percentage of children 3-5 participating in publicly funded services

- CRDC does not provide a percentage or a total population

- To create a percentage, states must determine what to use as a denominator

Current State Approaches:

Based on a survey of 10 SEAs the ESSA Preschool Count calculation:

CRDC 3-5 Count 2015-2016 (provided to each state on a public file)
American Community Survey (ACS) **estimates**

CRDC 3-5 Count 2015-2016 (provided to each state on a public file)
ECIDS Total Population

SEAs plan to report other community programs in a second calculation:

Total Distinct Count across programs serving 3-5 year olds
ECIDS Total Population

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Technical Assistance Center

Find out more at **ectacenter.org**

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