Educational Environments Ages 3-5

B6 Data Reporting Tools 2017–18 Clarifications

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For more information about the *IDEA* Data Center's work and its partners, see www.ideadata.org.

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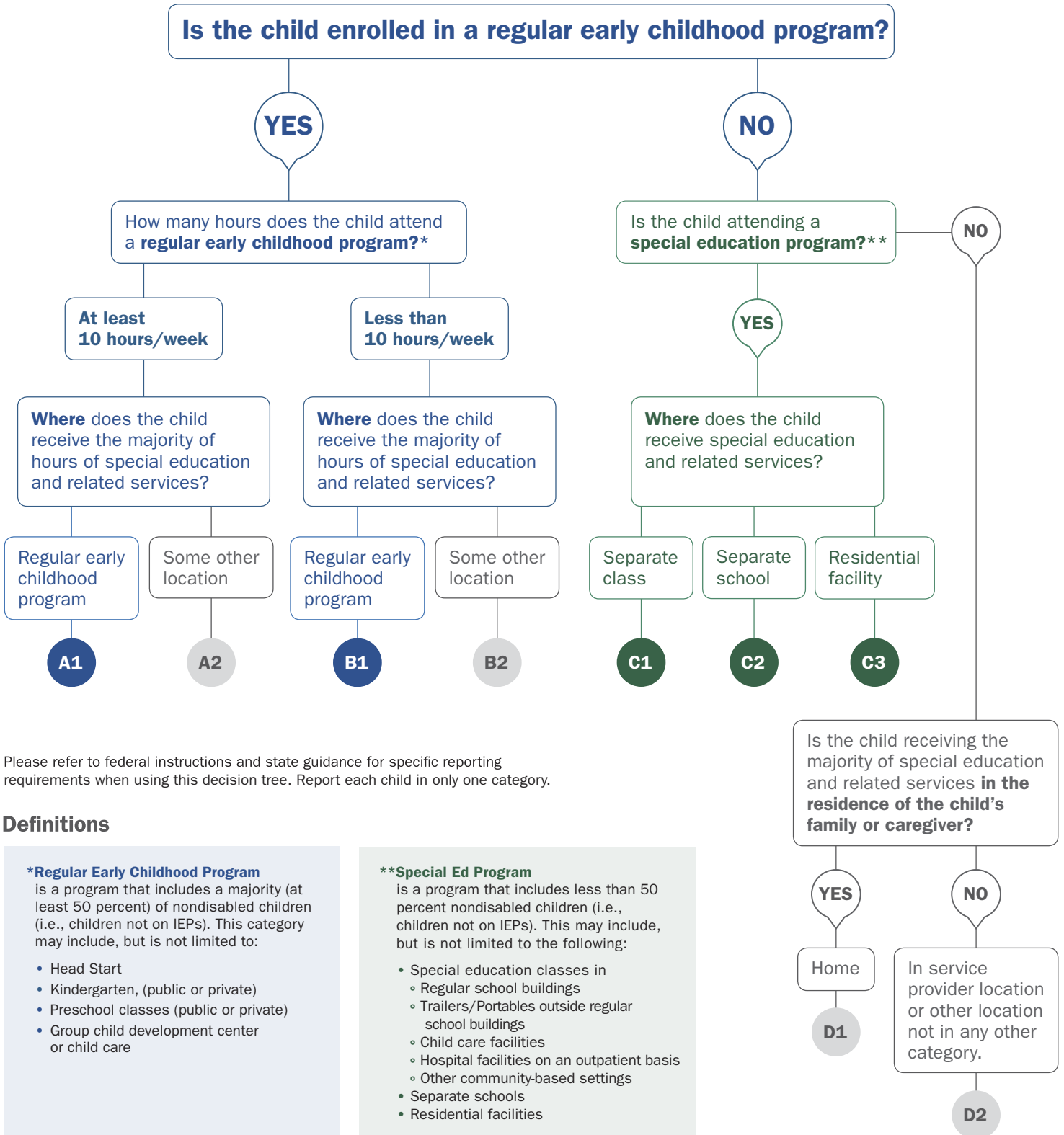
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The Individuals with Disabilities Education Act (IDEA) Data Center (IDC) has developed an Educational Environments tool kit to assist with 618 data and State Performance Plan/Annual Performance Report Part B Indicator 6 Educational Environments data collection and reporting for children ages 3–5.

The tool kit includes federal information and guidance, a decision tree, and scenarios which may be used as a resource to illustrate appropriate reporting categories.

Please note that the letters/numbers in the IDC Decision tree and chart are aligned with ED*Facts* reporting categories. The designation of B6-A and B6-B are unique to the SPP and APR.

Decision Tree for Reporting Educational Environments for Children Ages 3–5 With IEPs

Is the child enrolled in a regular early childhood program?

YES

NO

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

Is the child attending a special education program?**

NO

At least 10 hours/week

Less than 10 hours/week

YES

Where does the child receive the majority of hours of special education and related services?

Where does the child receive the majority of hours of special education and related services?

Where does the child receive special education and related services?

Regular early childhood program

Some other location

Regular early childhood program

Some other location

Separate class

Separate school

Residential facility

A1

A2

B1

B2

C1

C2

C3

Please refer to federal instructions and state guidance for specific reporting requirements when using this decision tree. Report each child in only one category.

Is the child receiving the majority of special education and related services **in the residence of the child's family or caregiver?**

YES

NO

Home

In service provider location or other location not in any other category.

D1

D2

Definitions

***Regular Early Childhood Program**
is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This category may include, but is not limited to:

- Head Start
- Kindergarten, (public or private)
- Preschool classes (public or private)
- Group child development center or child care

****Special Ed Program**
is a program that includes less than 50 percent nondisabled children (i.e., children not on IEPs). This may include, but is not limited to the following:

- Special education classes in
  - Regular school buildings
  - Trailers/Portables outside regular school buildings
  - Child care facilities
  - Hospital facilities on an outpatient basis
  - Other community-based settings
- Separate schools
- Residential facilities

Decision Tree for Reporting Educational Environments for Children Ages 3–5 With IEPs

State Performance Plan/Annual Performance Report (SPP/APR), Part B, Indicator 6

Indicator B6-A

Percent of children 3 through 5 with IEPs attending regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

$$\frac{A1+B1}{\text{total number of children 3-5 with IEPs}} \times 100$$
$$\text{(A1+A2+B1+B2+C1+C2+C3+D1+D2)}$$

Indicator B6-B

Percent of children 3 through 5 with IEPs attending separate special education class, separate school or residential facility.

$$\frac{C1+C2+C3}{\text{total number of children 3-5 with IEPs}} \times 100$$
$$\text{(A1+A2+B1+B2+C1+C2+C3+D1+D2)}$$

The letters/numbers in the chart are aligned with ED*Facts* and the IDC Decision Tree. The designation of B6-A and B6-B are unique to the State Performance Plan (SPP) and Annual Performance Report (APR).

Category Definitions of Programs and Services to Report Indicator B6

Children attending a
regular early childhood program...

A1 ...at least 10 hours per week and receiving the majority of hours of special education and related services **in the regular early childhood program**

B1 ...less than 10 hours per week and receiving the majority of hours of special education and related services **in the regular early childhood program**

Children attending a
special education program
(not in any regular early childhood program)...

C1 separate class

C2 separate school

C3 residential facility

Children attending a
regular early childhood program...

A2 ...at least 10 hours per week and receiving the majority of hours of special education and related services **in some other location**

B2 ...less than 10 hours per week and receiving the majority of hours of special education and related services **in some other location**

Children attending **neither a regular early childhood program nor a special education program**
(not included in category A, B, or C)...

D1 ...and receiving the majority of hours of special education and related services **in the home**

D2 ...and receiving special education and related services **at the provider location or some other location**

SPP/APR Part B Indicator 6 Measurement Table

Excerpt: Indicator 6

Monitoring Priorities and Indicators	Data Source and Measurement	Instructions for Indicators/Measurement
6. Percent of children with IEPs aged 3 through 5 attending a: **A.** Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and **B.** Separate special education class, separate school or residential facility. (20 U.S.C. 1416(a)(3)(A))	**Data Source:** Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification C089. **Measurement:** **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. **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.	*Sampling from the State's 618 data is not allowed.* Describe the results of the calculations and compare the results to the target. If the data reported in this indicator are not the same as the State's data reported under IDEA section 618, explain.

The letters/numbers in the measurement formulas are aligned with EDFacts and the IDC Decision Tree. The designation of B6-A and B6-B are unique to the State Performance Plan (SPP) and Annual Performance Report (APR).

Source

https://osep.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=28247

Reporting Educational Environments for Preschool Children, Ages 3–5, With Disabilities
Excerpts from the Technical Guide – Children with Disabilities (IDEA) Early Childhood File Specifications

Purpose:

The purpose of this document is to provide information on the reporting of Educational Environments data in the 618 data collection that is used as the basis for States' Performance Plan and Annual Performance Reports (SPP/APRs), Part B, Indicator 6. This document contains excerpts from technical instructions for building files that are submitted through the ED*Facts* Submission System (ESS), an electronic system that facilitates the efficient and timely transmission of data from state education agencies (SEAs) to the U.S. Department of Education.

This section contains guidance for submitting Educational Environments data, an unduplicated count of the children with disabilities ages 3 through 5 receiving special education and related services according to an individualized education program (IEP) or an individualized family service plan (IFSP) or a services plan in place on the state's child count date (between October 1 and December 1).

Complete instructions for this data collection may be found at:

http://www2.ed.gov/about/inits/ed/edfacts/sy-17-18-nonxml.html File FS089

Which children should be reported in this file?

Include all children with disabilities (IDEA) who are ages 3 through 5 and receive special education and related services according to an individual education program or services plan in place on the count date. This includes children enrolled in private school by a parent, but who are still receiving special education services through the local education agency (LEA) under a services plan.

What children should not be reported in this file?

Do not include children with disabilities (IDEA) who are ages 6 and over. (Those children are reported in C002.)

How should children with disabilities (IDEA) who receive their education in a state-operated school (i.e., state school for the deaf) be reported?

Children who receive their education exclusively at a state-operated facility should be reported in the SEA level count. If an LEA retains responsibility for the education of children who receive their education exclusively at a state-operated facility, the LEA may also report those students, depending on state procedures.

How are children who reside in one LEA but received services in another reported?

Students should be reported by the LEA that has responsibility for the students.

Are all children reported in all category sets and subtotals?

Yes. In the SEA- and LEA-level files, all students should be reported in all category sets and subtotals.

If the total of the education unit is more than the total of a category set or subtotal, the difference will be interpreted as students that were missing information on the status.

How are counts of children reported by Educational Environment (IDEA) Early Childhood?

The EDFacts chart below provides data managers the permitted values used for early childhood educational environment.

Type of Program	Setting		Permitted Values	Code
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	Services regular early childhood program (at least 10 hours)	**REC10YSVCS**
	A2	And receiving the majority of hours of special education and related services in some other location	Other location regular early childhood program (at least 10 hours)	**REC10YOTHLOC**
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	Services regular early childhood program (less than 10 hours)	**REC09YSVCS**
	B2	And receiving the majority of hours of special education and related services in some other location	Other location regular early childhood program (less than 10 hours)	**REC09YOTHLOC**
Children attending a **special education program** (NOT in any regular early childhood program)	**C1**	Specifically, a separate special education class	Separate class	**SC**
	C2	Specifically, a separate school	Separate school	**SS**
	C3	Specifically, a residential facility	Residential facility	**RF**
Children attending **neither a regular early childhood program nor a special education program** (Not included in rows above)	**D1**	And receiving the majority of hours of special education and related services at home	Home	**H**
	D2	And receiving the majority of hours of special education and related services at the service provider's location or some other location not in any other category	Service provider location	**SPL**

Note: The chart above uses color coding used in the Decision Tree. The letters/numbers in the measurement formulas are aligned with EDFacts and the IDC Decision Tree. The designation of B6-A and B6-B are unique to the State Performance Plan (SPP) and Annual Performance Report (APR).

2017–18 Technical Guide Clarifications

What are regular early childhood programs?

A regular early childhood program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs). This may include, but is not limited to, the following:

- Head Start
- Kindergarten
- Preschool classes offered to an eligible pre-kindergarten population by the public school system
- Private kindergartens or preschools
- Group child development center or child care

What are special education programs?

A special education program is a program that includes less than 50 percent nondisabled children (i.e., children not on IEPs). This may include, but is not limited to, the following:

- Special education classes in
  - Regular school buildings
  - Trailers or portables outside regular school buildings
  - Child care facilities
  - Hospital facilities on an outpatient basis
  - Other community-based settings
- Separate schools
- Residential facilities

What if some data are not available?

If some data are not available, the data can be reported as "missing" by including records with student counts of "-1." If a "-1" is present in the SEA-level file on the due date, it will be interpreted as "missing" data, which is inconsistent with IDEA reporting.

NEW 2017–18! How should children receiving the majority of special education and related services in a location other than the child's classroom but within the same building be reported?

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. However, services delivered in a location that removes the child from the opportunity to interact with nondisabled children would not be considered as being received in the Regular Early Childhood Program. These include, but are not limited to, services delivered in a 1:1 therapeutic setting, or 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.

NEW 2017–18! 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 being enrolled in a regular early childhood program most closely aligns with the intent of the least restrictive environment provisions of the IDEA.

NEW 2017–18! 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.

From the OSEP Dear Colleague Letter Preschool LRE, 2017!

informal settings, such as weekly school-based or neighborhood playgroups, or home settings are not considered Regular Early Childhood Programs for the 618 data collection as these informal settings are generally not required to comply with a State's early learning programs standards or curricula

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