

Scenarios for B6 Reporting Tools for Educational Environments for Children Ages 3–5

Overview of the Scenarios

Preschool Educational Environments 3-5 Scenarios

The Individuals with Disabilities Education Act (IDEA) Data Center (IDC) developed educational environments scenarios for states to use as a resource for 618 child count and Indicator B6 educational environments reporting for children with IEPs ages 3-5.

States may customize the scenarios to match the early childhood program terminology, definitions, instructions and reporting codes they use.

Kindergarten, state funded prekindergarten, Title I, Head Start and other public and private community preschool programs are generally considered to meet the reporting definition of regular early childhood programs. Programs included in the scenarios are assumed to have a composition that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEPs), unless otherwise specified.

If the age of a child is not provided within a scenario, consider the child to be between three and six years of age. Children who are five years of age on the state

specified child count date and in kindergarten are included in this count. Children older than six years of age are not included.

To develop the draft scenarios, IDC completed a national scan for scenarios currently used in state-level training materials, then organized, reviewed, revised and added scenarios for use by all states. A panel of state Section 619 Coordinators and data managers rated the scenarios for clarity and relevance.

The IDC Preschool Environments Team would like to hear from you about your use of the educational environments scenarios. Please contact us with any questions, needs or samples of your state's customized version of the scenarios.

Scenarios:

1. Marita is a 4-year-old girl who attends a school for children with autism. She resides at the school during the week.
2. Jackie attends a community early childhood program 3 days a week for 4 hours each session. Her dad brings her to speech-language services twice a week for an hour each session at the neighborhood school.
3. Jody participates in a private Mother's Day Out preschool program. She attends this program 9 hours per week and receives all special education and related services in her Mother's Day Out classroom.
4. Althea attends a preschool classroom at the regional school for the blind 2 mornings a week for 4 hours each session, where she receives special education services, including working with the mobility and orientation specialist. She does not attend any other program.
5. Eddie is 5 years old. He attends a kindergarten classroom 25 hours per week and receives all special education and related services in the kindergarten classroom.
6. John receives special education services in his home. He does not attend preschool or child care.
7. Faun attends a faith-based preschool 2 days during the week for 4 hours a day and receives 30 minutes a week of speech therapy in an office located outside of the classroom.
8. Trish is 5 years old and goes to the neighborhood school 3 days a week for 4 hours a day to receive her special education services. She attends a classroom where there are 10 children. Six children have IEPs.
9. Tina receives speech therapy 2 times a week for 30 minutes, each session at the neighborhood school. She does not receive any other services or attend any program.

Reporting Categories

- A1:** Children attending a regular early childhood program at least 10 hours per week and receiving the majority of special education and related services in the regular early childhood program
- A2:** Children attending a regular early childhood program at least 10 hours per week and receiving the majority of special education and related services in some other location
- B1:** Children attending a regular early childhood program less than 10 hours per week and receiving the majority of special education and related services in the regular early childhood program
- B2:** Children attending a regular early childhood program less than 10 hours per week and receiving the majority of special education and related services in some other location
- C1:** Children attending a special education program (NOT in any regular early childhood program), specifically a separate special education class
- C2:** Children attending a special education program (NOT in any regular early childhood program), specifically a separate special education school
- C3:** Children attending a special education program (NOT in any regular early childhood program), specifically a residential facility
- D1:** Children attending neither a regular early childhood program nor a special education program and receiving the majority of special education and related services at home
- D2:** Children attending neither a regular early childhood program nor a special education program and receiving the majority of special education and related services at the service provider's location or in some other location not in any other category

Preschool Educational Environments 3-5 Scenarios

Glossary of Terms

Blended classroom or program An early childhood blended classroom or program where children are supported by different funding sources. Funds are ‘braided’ from 2 or more funding sources to support the total cost of services to individual children. Revenues are allocated and expenditures tracked by their categorical funding source. These classrooms or programs might represent an intentional braiding of IDEA, Head Start, Title I, state pre-k, community child care, or other “braided” funds.

Child care Child care (childcare) or preschool is a broad term for programs that provide care and supervision of children, usually from age 6 weeks to age 13.

Early Childhood Special Education IDEA special education services provided to young children with disabilities, generally referring to children ages 3 through 5.

Faith-Based Preschool Early childhood programs operated by religious organizations. Note: Some public and private preschool programs are housed or operated in faith-based centers as non-religious community programs.

Head Start Early childhood programs that promote the school readiness of young children from low-income families through agencies in their local community. Head Start and Early Head Start programs support the mental, social, and emotional development of children from birth to age 5.

Kindergarten program Kindergarten programs are considered the first year of formal education and are generally integrated into state K-12 school systems. In most state and private schools, children begin kindergarten at age 5 to 6 and attend for 1 year.

Mother’s Day Out Mother’s Day Out programs are a type of private community early childhood program. These programs tend to be regularly scheduled and are designed for young children to interact with their peers.

Neighborhood School The school in which a child would attend if he or she was school aged.

Regular Early Childhood Program Regular Early Childhood Programs (RECP) for the purposes of this data collection are public and private programs that include 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

Speech-Language Playgroup A group of children who participate in supervised activities designed to encourage language acquisition and use. These opportunities may include peers, and/or families. Check student composition and state guidance for determining the correct category.

State pre-k State-operated and funded pre-kindergarten or pre-k programs designed to ensure that preschoolers are ready for kindergarten. State pre-k programs are generally designed for 4-year-olds though some states also serve 3-year-olds. Many state pre-k programs provide services for a targeted group of children at risk for school failure.

Title 1 Program Title I preschool programs are preschool programs for which an LEA or school uses Title I funds, in whole or in part, to improve cognitive, health, and social-emotional outcomes for eligible children below the grade at which an LEA provides a free public elementary education.

Reporting Tools for Educational Environments Ages 3-5 and SPP APR Indicator B6 Scenarios with Answers

Scenarios:

- 1. Marita is a 4-year-old girl who attends a school for children with autism. She resides at the school during the week.*
 - Marita does not attend a regular early childhood program (school for children with autism).
 - Marita is attending a special education program (school for children with autism).
 - Marita receives special education and related services in a residential school where she resides during the week (school for children with autism).
 - Marita is in the C3 reporting category.
- 2. Jackie attends a community early childhood program 3 days a week for 4 hours each session. Her dad brings her to speech-language services twice a week for an hour each session at the neighborhood school.*
 - Jackie attends a regular early childhood program (community early childhood program).
 - Jackie attends the regular early childhood program more than 10 hours per week (12 hours per week).
 - Jackie receives the majority of special education and related services in some other location (neighborhood school).
 - Jackie is in the A2 reporting category.
- 3. Jody participates in a private mother's day out preschool program. She attends this program 9 hours per week and receives all special education and related services in her mother's day out classroom.*
 - Jody attends a regular early childhood program (mother's day out preschool program).
 - Jody attends a regular early childhood program less than 10 hours per week (9 hours per week).
 - Jody receives the majority of hours of special education and related services in the regular early childhood program (all special education and related services in mother's day out preschool program).
 - Jody is in the B1 reporting category.
- 4. Althea attends a preschool classroom at the regional school for the blind 2 mornings a week for 4 hours each session, where she receives special education services, including working with the mobility and orientation specialist. She does not attend any other program.*
 - Althea does not attend a regular early childhood program (preschool classroom at the regional school for the blind).
 - Althea attends a special education program (regional school for the blind).
 - Althea receives special education and related services in a separate school (regional school for the blind).
 - Althea is in the C2 reporting category.
- 5. Eddie is 5 years old. He attends a kindergarten classroom 25 hours per week and receives all special education and related services in the kindergarten classroom.*
 - Eddie attends a regular early childhood program (kindergarten classroom).
 - Eddie attends the regular early childhood program more than 10 hours per week (25 hours per week).
 - Eddie receives the majority of special education and related service in the regular early childhood program (all special education and related services in the kindergarten classroom).
 - Eddie is in the A1 reporting category.

- 6.** *John receives special education services in his home. He does not attend preschool or child care.*

 - John does not attend a regular early childhood program (does not attend preschool or child care).
 - John does not attend a special education program (receives special education services in his home).
 - John receives the majority of special education and related services in the residence of the child's family or caregiver (receives special education services in his home).
 - John is in the D1 reporting category.
- 7.** *Faun attends a faith-based preschool 2 days during the week for 4 hours a day and receives 30 minutes a week of speech therapy in an office located outside of the classroom.*

 - Faun attends a regular early childhood program (faith-based preschool).
 - Faun attends the regular early childhood program less than 10 hours per week (8 hours per week).
 - Faun receives the majority of special education and related services in some other location (office located outside of the classroom).
 - Faun is in the B2 reporting category.
- 8.** *Trish is 5 years old and goes to the neighborhood school 3 days a week for 4 hours a day to receive her special education services. She attends a classroom where there are 10 children. Six children have IEPs.*

 - Trish does not attend a regular early childhood program (neighborhood school, separate class).
 - Trish attends a special education program (neighborhood school, separate class).
 - Trish receives special education and related services in a separate class (special education classroom).
 - Trish is in the C1 reporting category.
- 9.** *Tina receives speech therapy 2 times a week for 30 minutes, each session at the neighborhood school. She does not receive any other services or attend any program.*

 - Tina does not attend a regular early childhood program (receives speech therapy, does not receive any other services or attend any program).
 - Tina does not attend a special education program (receives speech therapy, does not receive any other services or attend any program).
 - Tina does not receive the majority of special education and related services in the residence of the child's family or caregiver (speech therapy at the neighborhood school).
 - Tina receives the majority of special education and related services in a service provider location or other location not in any other category (speech therapy at the neighborhood school).
 - Tina is in the D2 reporting category.