



# Educational Environments for Children Ages 3-5

## 618 Reporting Clarifications

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# Agenda

- Sharing the Reporting Clarifications
  - Including family chosen programs
  - Attending vs. Enrolled
  - Defining “In the program”
- Discussion of how the clarifications may affect some states



# Outcomes

- Participants will have an increased understanding of new reporting clarifications for Educational Environments for Children Ages 3-5
- Participants will learn how the new clarifications may influence state processes for data collection and results in the State Performance Plan/Annual Performance Report (SPP/APR)



# Resources for Reporting Educational Environments for Ages 3-5



- 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



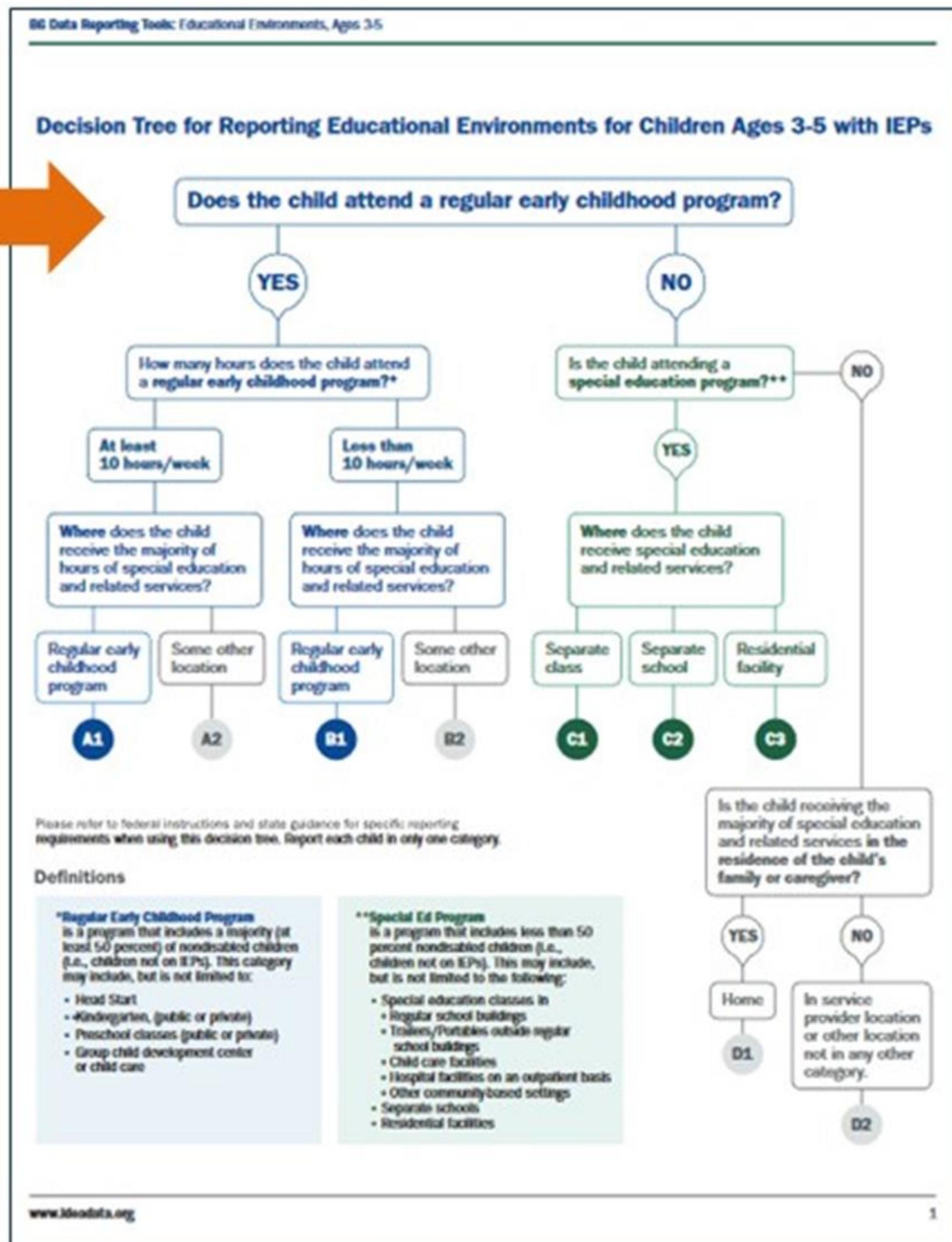


# The Decision Tree

Consider the first question:

Does the child attend a regular early childhood program?

**NEW!** Clarification







U.S. DEPARTMENT OF EDUCATION

EDFacts Submission System

**FS089 – Children with Disabilities  
(IDEA) Early Childhood  
File Specifications**

SY 2017-18

## **EdFacts** **File Specifications FSo89**

<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 *EDFacts*, FSo89.)



# 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 *EDFacts*, FSo89.)



## ***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 *EDFacts*, FSo89.)

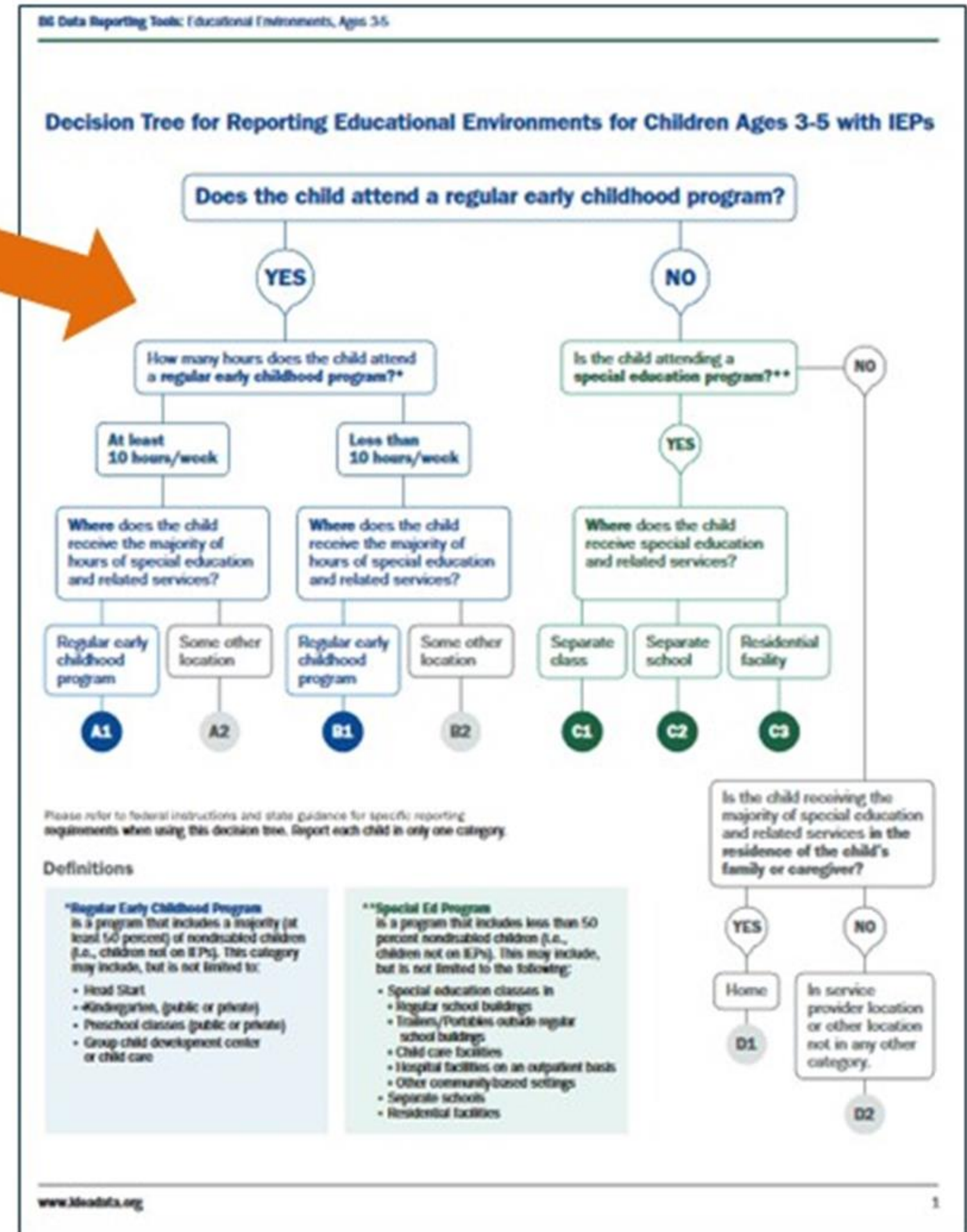




# The Decision Tree

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 *EDFacts*, FSo89.)



## ***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

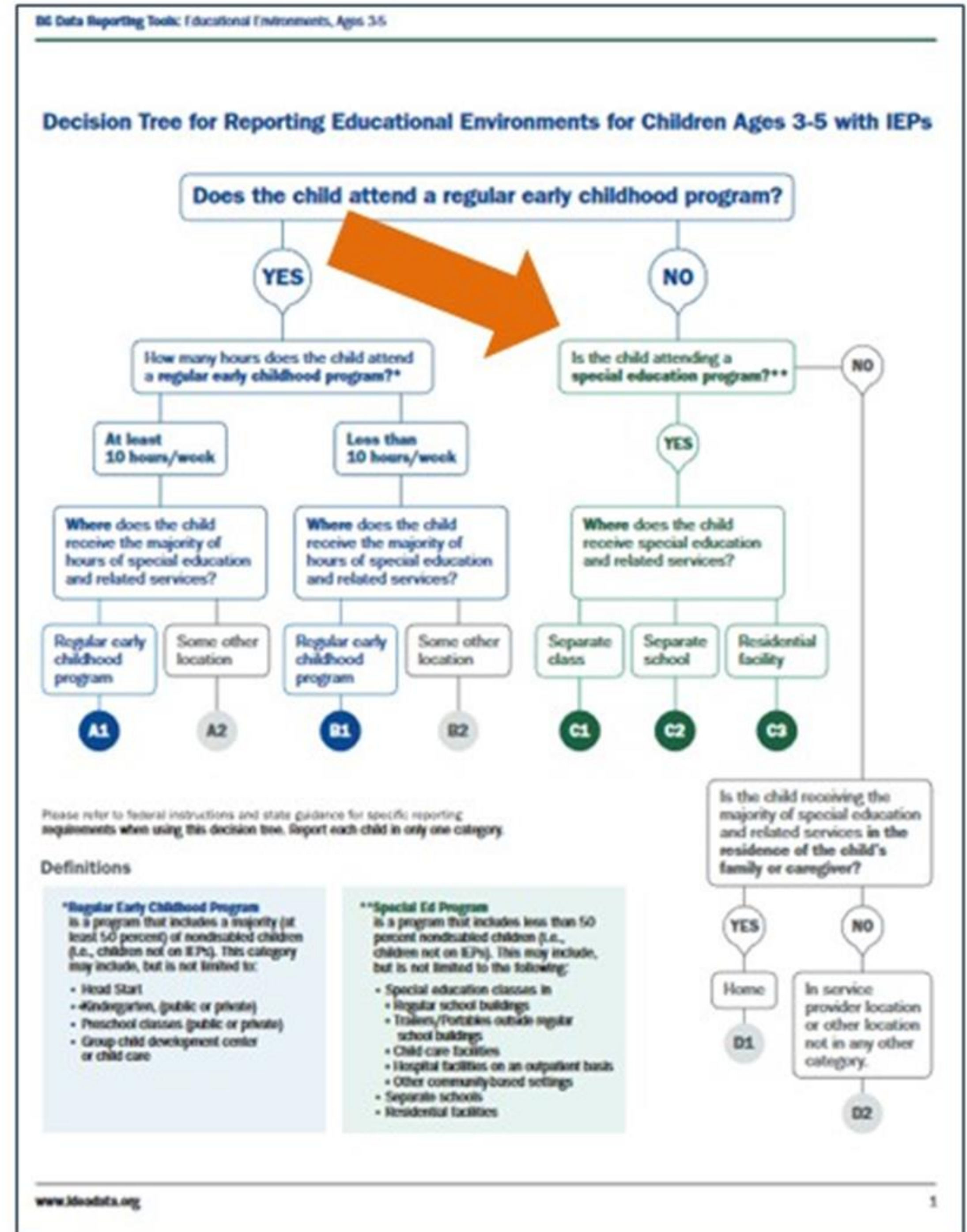
- Services delivered in a 1:1 therapeutic setting
- Services in a small group comprised solely of children with disabilities whether or not they are provided in another location within the building where the regular early childhood program is located

(See *EDFacts*, FSo89.)



# The Decision Tree

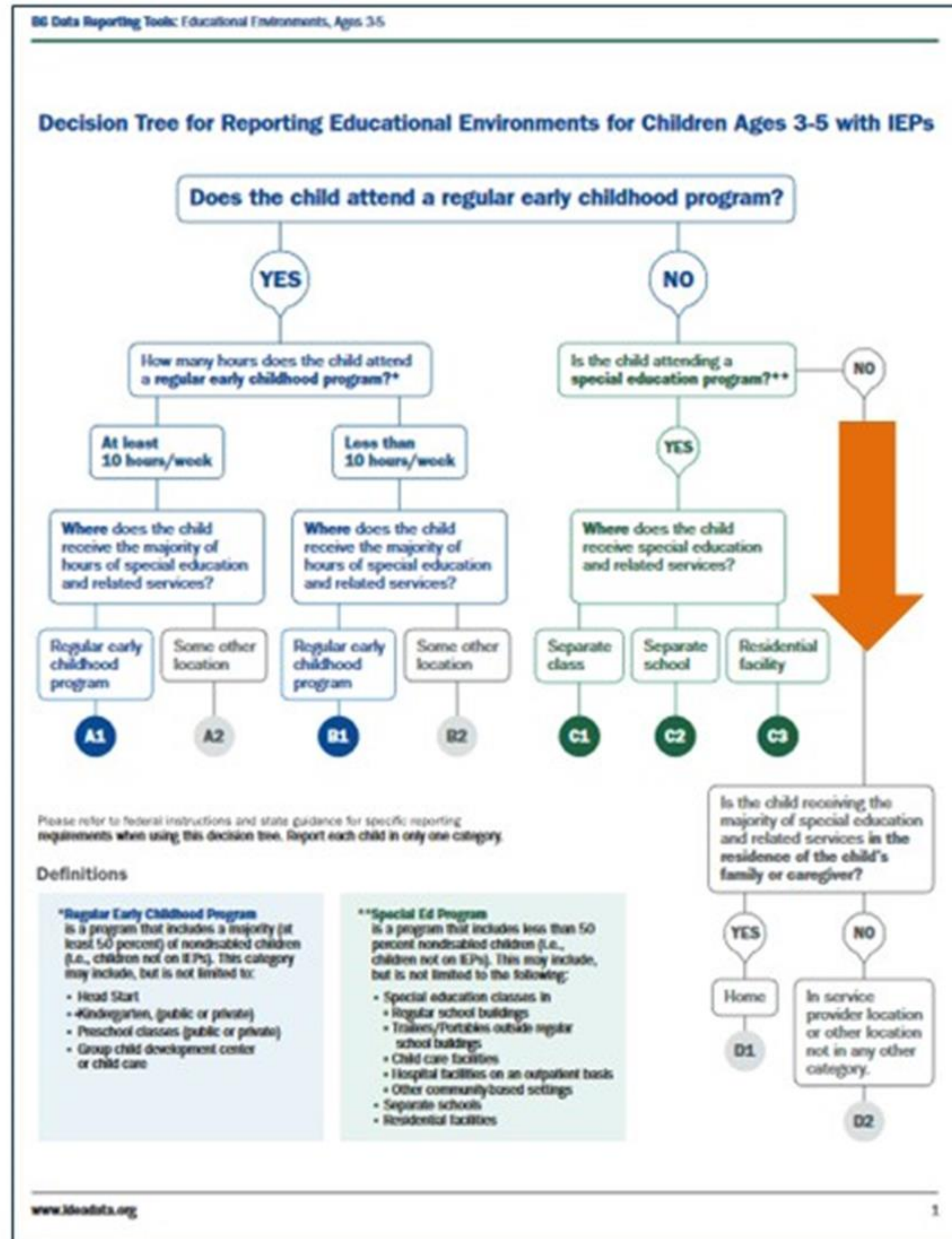
If the child does not attend a regular early childhood program, does the child attend a special education classroom, separate special education school, or residential program?





# 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?





# How Would You Code This Example?

A 3-year-old child comes to a state preschool classroom for special education services; the child is not enrolled in the preschool classroom.





# How Would You Code This Example?

A district purchases time at a child care center for a child to receive special education services.



The child does not attend the child care center other than the time the child is receiving special education services.



# How Would You Code This Example?

A child is in a separate special education classroom but comes to the preschool or kindergarten classroom for story time, play time, recess, and special activities.





# Discussion—Changes in Data Collection

1. **Raise your hand** if your state will have to make changes around children enrolled rather than 'visiting' other classrooms? Do you think it will significantly affect your data and performance?
2. **Raise your hand** if your state will have to make changes around family chosen programs? Do you think it will significantly affect your data and performance?
3. **Raise your hand** if your state will have to make changes around services in the classroom? Do you think it will significantly impact your data and performance?



# Contact Information

For more information on reporting educational environments data for children ages 3-5:

Contact [Debbie.cate@unc.edu](mailto:Debbie.cate@unc.edu)



# For More Information

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<http://ideadata.org/>



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# Evaluation Poll

- The poll questions will appear on the right-hand side.



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