Educational Environments
Ages 3-5

B6 Data Reporting Tools 2017–18 Clarifications

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May 2018
Version 2.0
The IDEA Data Center (IDC) created this document under U.S. Department of Education, Office of Special Education Programs Grant No. H373Y130002. Richelle Davis and Meredith Miceli serve as the project officers.

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**Suggested Citation:**

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 EDFacts 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**

- How many hours does the child attend a regular early childhood program?*
  - At least 10 hours/week
  - Some other location

**B1**

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

**A1**

**B2**

**NO**

- Is the child attending a special education program?**
  - No
  - Yes

Where does the child receive special education and related services?

- A2
- B1
- B2
- C1
- C2
- C3

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

**YES**

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

**NO**

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

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.

\[
\frac{A1+B1}{\text{total number of children 3-5 with IEPs}} \times 100
\]

### Indicator B6-B
Percent of children 3 through 5 with IEPs attending separate special education class, separate school or residential facility.

\[
\frac{C1+C2+C3}{\text{total number of children 3-5 with IEPs}} \times 100
\]

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

<table>
<thead>
<tr>
<th>A1</th>
<th>at least 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>less than 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program</td>
</tr>
<tr>
<td>C1</td>
<td>separate class</td>
</tr>
<tr>
<td>C2</td>
<td>separate school</td>
</tr>
<tr>
<td>C3</td>
<td>residential facility</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A2</th>
<th>at least 10 hours per week and receiving the majority of hours of special education and related services in some other location</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>less than 10 hours per week and receiving the majority of hours of special education and related services in some other location</td>
</tr>
<tr>
<td>D1</td>
<td>...and receiving the majority of hours of special education and related services in the home</td>
</tr>
<tr>
<td>D2</td>
<td>...and receiving special education and related services at the provider location or some other location</td>
</tr>
</tbody>
</table>

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www.ideadata.org
# SPP/APR Part B Indicator 6 Measurement Table

## Excerpt: Indicator 6

<table>
<thead>
<tr>
<th>Monitoring Priorities and Indicators</th>
<th>Data Source and Measurement</th>
<th>Instructions for Indicators/Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.</strong> Percent of children with IEPs aged 3 through 5 attending a:</td>
<td><strong>Data Source:</strong> Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification C089.</td>
<td><strong>Sampling from the State’s 618 data is not allowed.</strong></td>
</tr>
</tbody>
</table>
| **A.** Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and | **Measurement:**  
**A.** Percent = \[
\frac{(# \text{ of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program})}{(total \text{ # of children aged 3 through 5 with IEPs})} \times 100.
\]
| Describe the results of the calculations and compare the results to the target. |
| **B.** Separate special education class, separate school or residential facility. | **B.** Percent = \[
\frac{(# \text{ of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility})}{(total \text{ # of children aged 3 through 5 with IEPs})} \times 100.
\] |
| (20 U.S.C. 1416(a)(3)(A)) | 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 EDFACTS 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 ED Facts chart below provides data managers the permitted values used for early childhood educational environment.

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Setting</th>
<th>Permitted Values</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children attending a regular early childhood program at least 10 hrs per week</td>
<td>A1 And receiving the majority of hours of special education and related services in the regular early childhood program</td>
<td>Services regular early childhood program (at least 10 hours)</td>
<td>REC10YSVCS</td>
</tr>
<tr>
<td></td>
<td>A2 And receiving the majority of hours of special education and related services in some other location</td>
<td>Other location regular early childhood program (at least 10 hours)</td>
<td>REC10YOTHLOC</td>
</tr>
<tr>
<td>Children attending a regular early childhood program less than 10 hrs per week</td>
<td>B1 And receiving the majority of hours of special education and related services in the regular early childhood program</td>
<td>Services regular early childhood program (less than 10 hours)</td>
<td>REC09YSVCS</td>
</tr>
<tr>
<td></td>
<td>B2 And receiving the majority of hours of special education and related services in some other location</td>
<td>Other location regular early childhood program (less than 10 hours)</td>
<td>REC09YOTHLOC</td>
</tr>
<tr>
<td>Children attending a special education program (NOT in any regular early childhood program)</td>
<td>C1 Specifically, a separate special education class</td>
<td>Separate class</td>
<td>SC</td>
</tr>
<tr>
<td></td>
<td>C2 Specifically, a separate school</td>
<td>Separate school</td>
<td>SS</td>
</tr>
<tr>
<td></td>
<td>C3 Specifically, a residential facility</td>
<td>Residential facility</td>
<td>RF</td>
</tr>
<tr>
<td>Children attending neither a regular early childhood program nor a special education program (Not included in rows above)</td>
<td>D1 And receiving the majority of hours of special education and related services at home</td>
<td>Home</td>
<td>H</td>
</tr>
<tr>
<td></td>
<td>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</td>
<td>Service provider location</td>
<td>SPL</td>
</tr>
</tbody>
</table>

Note: The chart above uses color coding used in the Decision Tree. The letters/numbers in the measurement formulas 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).
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