## Essential Elements

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| **Indicator Description:** |
| Percent of children with IEPs[[1]](#footnote-1) aged 3, 4, and aged 5 who are enrolled in a preschool program 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.  C. Receiving special education and related services in the home. |
| **Measurement:[[2]](#footnote-2)** |
| 6A. Percent = [(# of children ages 3, 4, and 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 ages 3, 4, and 5 with IEPs)] times 100.  6B. Percent = [(# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.  6C. Percent = [(# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100. |
| **Stakeholder Engagement:** Describe the process the SEA uses to engage stakeholders for the State Performance Plan/Annual Performance Report (SPP/APR) that includes broad stakeholder input and includes (a) the number of parents (parent members of organizations and individual parents) engaged in setting targets, analyzing data, developing improvement activities, and evaluating progress; (b) description of activities conducted to increase the capacity of diverse groups of parents to support the development of implementation of activities to improve outcomes; (c) the mechanisms and timeline for soliciting input for target setting, analyzing data, developing improvement strategies, and evaluating progress; and (d) mechanisms and timelines for making the results of the target setting, data analysis, development of improvement strategies, and evaluation available to the public. |
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| **Target Setting:** This is a results indicator. Describe the process the SEA uses to engage stakeholders to set targets. |
| SEAs may choose to set one target that is inclusive of children ages 3, 4, and 5 or set individual targets for each age. |
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| **Online SPP/APR Submission Tool Information**:Describe login information, who has access, how to gain access for additional staff, and how to access online SPP/APR submission tool support. |
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| **Data Stewards:** Provide titles and names, contact information, department, and any notes on persons responsible for data collection, validation, and submission. If there are multiple parties responsible or involved in the process, list them all. |
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| **Data Source Description:** Provide a short description of the database or data system the SEA uses to process data for this indicator. Consider connecting to 618 Child Count and Educational Environments data protocol for description of data. Data are calculated from the data the state reported in the 618 Child Count and Educational Environments. Data prefilled in the online SPP/APR submission tool. |
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| **State Collection and Submission Schedule:** Provide a list of dates necessary for this data collection, including when the data collection period opens, when data are due from the local education agencies (LEAs), and when assigned SEA staff pull the data after the collection closes. |
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## Processes

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| **Collection:** Provide detailed information about the origin and collection of the data, including titles of persons responsible. |
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| **Data Validation:** Describe the data cleaning processes and any other processes the SEA uses to ensure high-quality data. |
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| **Data Analysis:**[[3]](#footnote-3) Describe the process for data analysis. |
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| **Response to OSEP-Required Actions:** Describe the procedures for reviewing Office of Special Education Programs (OSEP) feedback. Following the release of the OSEP determination, indicate who reviews OSEP feedback and how assigned SEA staff make the plan to address concerns and create a response. |
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| **Internal Approval Process:** Describe any internal approval processes (e.g., who must sign off, timelines). |
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| **Submission:** Describe process for entering the data and analyses into online SPP/APR submission tool. Include information about the person authorized to certify the final report. |
| Data are prefilled in the online SPP/APR submission tool. |
| **Clarification:**[[4]](#footnote-4) Describe the process the SEA uses to prepare a response to OSEP’s request for clarification. |
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| **Data Governance:** Describe the process for reviewing potential or actual changes to the data collection and associated requirements. |
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| **Public Reporting:** Describe the process and format for publicly reporting the performance of each LEA against the target of the state’s SPP/APR. Note where the SEA posts the state's SPP/APR and the performance of the LEAs against the state targets. |
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1. Individualized education program. [↑](#footnote-ref-1)
2. **Measurement—**Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table: For Federal Fiscal Year (FFY) 2020 Submission. [↑](#footnote-ref-2)
3. **Data Analysis—**Review data year to year, looking for patterns statewide and within LEAs, outliers, information about whether targets are met or not met, and slippage. [↑](#footnote-ref-3)
4. **Clarification—**OSEP generally sends clarification requests to SEAs about 60 days postsubmission. [↑](#footnote-ref-4)