Educational Environments
Ages 3-5

B6 Data Reporting Tools
The Individuals with Disabilities Education Act (IDEA) Data Center (IDC) has developed an Educational Environments Tool Kit to assist with 618 data and SPP/APR 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 State Performance Plan (SPP) and Annual Performance Report (APR).
Decision Tree for Reporting Educational Environments for Children Ages 3-5 with IEPs

Does the child attend a regular early childhood program?

**YES**

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

- At least 10 hours/week
- Less than 10 hours/week

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

- Regular early childhood program
- Some other location

**NO**

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

**YES**

Where does the child receive special education and related services?

- Separate class
- Separate school
- Residential facility

**NO**

Is the child attending a special education program?**

**YES**

Where does the child receive special education and related services?

- Separate class
- Separate school
- Residential facility

**NO**

Does the child attend a regular early childhood program?

**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

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

\[
\frac{A1+B1}{(A1+A2+B1+B2+C1+C2+C3+D1+D2)} \times 100
\]

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

\[
\frac{C1+C2+C3}{(A1+A2+B1+B2+C1+C2+C3+D1+D2)} \times 100
\]

The letters/numbers in the chart 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).

Category Definitions of Programs and Services to Report Indicator B6

<table>
<thead>
<tr>
<th>Children attending a regular early childhood program...</th>
<th>Children attending a special education program (not in any regular early childhood program)...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
<td><strong>B1</strong></td>
</tr>
<tr>
<td>...at least 10 hours per week and receiving the majority of hours of special education and related services <strong>in the regular early childhood program</strong></td>
<td>...less than 10 hours per week and receiving the majority of hours of special education and related services <strong>in the regular early childhood program</strong></td>
</tr>
<tr>
<td><strong>C1</strong></td>
<td><strong>C2</strong></td>
</tr>
<tr>
<td>separate class</td>
<td>separate school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Children attending a regular early childhood program...</th>
<th>Children attending neither a regular early childhood program nor a special education program (not included in category a, b, or c)...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A2</strong></td>
<td><strong>B2</strong></td>
</tr>
<tr>
<td>...at least 10 hours per week and receiving the majority of hours of special education and related services <strong>in some other location</strong></td>
<td>...less than 10 hours per week and receiving the majority of hours of special education and related services <strong>in some other location</strong></td>
</tr>
<tr>
<td><strong>D1</strong></td>
<td><strong>D2</strong></td>
</tr>
<tr>
<td>...and receiving the majority of hours of special education and related services <strong>at the provider location or some other location</strong></td>
<td>...and receiving special education and related services <strong>in the home</strong></td>
</tr>
</tbody>
</table>
## 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 aged 3 through 5 with IEPs attending a:</td>
<td><strong>Data Source:</strong> Data collected under IDEA section 618. <strong>Measurement:</strong> <strong>A.</strong> 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; and}}{\text{total # of children aged 3 through 5 with IEPs}}] times 100. <strong>B.</strong> Percent = [\frac{# \text{ of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility}}{\text{total # of children aged 3 through 5 with IEPs}}] times 100.</td>
<td>For this indicator, report 618 data that were collected on a date between October 1 and December 1, 2013 and due on April 1, 2014. Sampling from State’s 618 data is not allowed. If the data reported in this indicator are not the same as the State’s data reported under IDEA section 618, explain.</td>
</tr>
</tbody>
</table>

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).
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 SEAs to the U.S. Department of Education.

Below is select 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 individual 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/programs/initiatives/edfacts/file-specifications.html File C089

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 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.

Revised!

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.

<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 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).
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.

Citation
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