What It Takes to Improve Preschool Environments Data
Presenters

Fort Worth, TX – March 3–4, 2020
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Nashville, TN – Cancelled Due to COVID-19
Tony Ruggiero, IDEA Data Center
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Agenda

• Understanding the importance of the preschool education environments data collection: A view from two states

• Delaware and Kansas Preschool Educational Environments and IDC’s Part B Indicator Data Display Wizard

• IDC’s toolkit for Educational Environments Ages 3-5: B6 Reporting Tools 2017-2018 Clarifications and Interactive Application

• How this tool helped Delaware and Kansas analyze their state and local data to improve Indicator B6 results and make program improvements
Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs: U.S. Departments of Education and Health and Human Services
Dear Colleague:

We are writing to reaffirm the position of the U.S. Department of Education (ED or Department) that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate supports and services to achieve their highest levels of development. Over the last few years, States and communities have made great progress in expanding early learning opportunities for young children, with all but two States creating or improving inclusive preschool programs. The Federal government, while aligning with the increasing number of States, has led several efforts to increase access to and the quality of early childhood programs, such as the Preschool Development Grant and expansion of Head Start. States have focused on improving the quality of early learning programs, including the development of early learning program standards and incorporating these into Quality Rating and Improvement Systems (QRIS).

In September 2015, ED and the U.S. Department of Health and Human Services (HHS) issued a policy statement on providing inclusive early childhood programs to all children, including children with disabilities. This policy statement is consistent with the vision of early childhood education programs to be inclusive, whether operated by States, local educational agencies (LEAs), schools, and public and private early childhood programs. Despite the expansion of early childhood programs, there has not been a proportionate expansion of inclusive early learning opportunities for young children with disabilities. Given this context and the ED-HHS policy statement on early childhood education, the Office of Special Education Programs (OSEP) is issuing the following

Office of Special Education Programs (OSEP) Dear Colleague Letter: Preschool Least Restrictive Environment (LRE)
Issues and Solutions in Data Quality for Preschool Educational Environments

• What are your state’s challenges around this data collection
• What are your state’s solutions to the data quality issues identified
• What type of plan, if any, does your state have around the communication and training of your districts
Helpful IDC Resource

IDC’s *Part B Indicator Data Display Wizard*

- A tool to help states visualize data from their SPP/APR
- Delaware and Kansas and the Data Display Wizard
Indicator B6A: Delaware Preschool Educational Environments

This is the data the state submitted to OSEP in the federal fiscal year (FFY) 2018 Delaware Annual Performance Report (APR). The data will be considered final when the state posts the FFY 2018 APR publicly.
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Indicator B6A: Kansas Preschool Educational Environments

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Indicator B6B: Kansas Preschool Educational Environments

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<th>Target</th>
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<tr>
<td>2012</td>
<td>32.0%</td>
<td></td>
</tr>
<tr>
<td>2013</td>
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</tr>
<tr>
<td>2018</td>
<td>32.2%</td>
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</table>

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Helpful IDC Resource

_Educational Environments Ages 3-5: B6 Reporting Tools 2017–2018 Clarifications and Interactive Application_

• Educational Environments Ages 3-5: B6 Reporting Tools 2017–2018 Clarifications
• Scenarios for B6 Reporting Tools for Educational Environments for Children Ages 3-5
• Educational Environments 3-5 Data Template: Calculating Local Data Worksheet
Calculations for SPP/APR Indicator 6

**Indicator 6-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.

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

Individualized education program (IEP)

**Indicator 6-B**
Percent of children 3 through 5 with IEPs attending separate special education class, separate school or residential facility.

\[
\frac{C1+C2+C3}{(A1+A2+B1+B2+C1+C2+C3+D1+D2)} \times 100
\]
Delaware Perspectives on Statewide Efforts to Address Preschool Educational Environments
• Self-assessment of state and local districts
• Development and implementation of Early Childhood Inclusion Committee
• Statewide monthly and quarterly meetings with district special education directors and staff
• Itinerant Teacher Community of Practice (monthly) (Increase in the employment of itinerant teachers)
• Child Care and Development Fund (CCDF) Inclusion Specialist Grant
• Early Childhood Inclusion Guidance Document
Kansas Perspectives on Statewide Efforts to Address Preschool Educational Environments
• Flexible funding for preschool programming (e.g., incentives for inclusion, state at-risk funding for 3- and 4-year-olds)
• Monthly webinars with early childhood staff, including preschool special education staff
• Statewide annual and quarterly meetings with district special education directors and staff
• Work with Educational Environments 3-5 Data Template: Calculating Local Data Worksheet
• Ongoing work with Kansas Multi-Tiers System of Supports (MTSS) in early childhood
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