What It Takes to Improve Preschool Environments Data
Presenters

Fort Worth, TX – March 3–4, 2020
Tony Ruggiero, IDEA Data Center
Vera Stroup-Rentier, IDEA Data Center
Julie Rand, Kansas State Department of Education

Virtual – June 23–25, 2020
Tony Ruggiero, IDEA Data Center
Vera Stroup-Rentier, IDEA Data Center
Cindy Brown, Delaware Department of Education
Julie Rand, Kansas State Department of Education
• 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 Educational Environments Ages 3-5: B6 Reporting Tools 2017-2018 Clarifications
• How this toolkit 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 Colleagues,

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 suitable high-quality early childhood programs where they are provided with individualized and appropriate supports to enable them to meet high expectations. Over the last few years, States and communities have made progress in expanding early learning opportunities for young children, with all but two States investing in their preschool programs. The Federal government, while aligned with the interests of States, has led several efforts to increase access to and the quality of early childhood programs, such as the Preschool Development Grants 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 joint statement on the importance of early childhood programs to nurture children’s development and provide recommendations to States, local education agencies (LEAs), schools, and public and private early childhood programs. Through the expansion of early childhood programs, States have made a disproportionate expansion of inclusive early learning opportunities for young children with disabilities. In line with this vision and the ED-HHS policy statement on early childhood education, the Office of Special Education Programs (OSEP) is updating the February 20, 2012, Dear Colleague Letter (DCL) to reaffirm our commitment to inclusive preschool education. This DCL replaces the February 20, 2012, DCL and includes the following Letter to the Individuals with Disabilities Education Act (IDEA) fiscal year 2015-16 grant recipients.
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 your state 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.
Indicator B6B: 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.
Indicator B6A: Kansas Preschool Educational Environments

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

$$\frac{A1+B1}{A1+A2+B1+B2+C1+C2+C3+D1+D2} \times 100$$

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

$$\frac{C1+C2+C3}{A1+A2+B1+B2+C1+C2+C3+D1+D2} \times 100$$

Individualized education program (IEP)
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-Tier System of Supports (MTSS) in early childhood
Reflective Questions Preschool LRE

• What has led to any changes in your state data over time
• If you are not meeting your state identified targets, what are some ways your state might improve your results
• If you are above the state target, what are you doing that needs to continue
• Delaware and Kansas shared their data until 2018
  ▪ What did your state’s data look like for 2018-2019 and 2019-2020
  ▪ How has it changed/stayed the same
Contact Us

Tony Ruggiero, tony.ruggiero@aemcorp.com
Vera Stroup-Rentier, verastroup-rentier@westat.com
Cindy Brown, Cindy.Brown@doe.k12.de.us
Julie Rand, jrand@ksde.org
For More Information

Visit the IDC website
http://ideadata.org/

Follow us on Twitter
https://twitter.com/ideadatacenter

Follow us on LinkedIn
http://www.linkedin.com/company/idea-data-center
This presentation was supported by a grant from the U.S. Department of Education, #H373Y190001. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

**Project Officers:** Richelle Davis and Rebecca Smith