

# 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



## 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 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







#### U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES U.S. DEPARTMENT OF EDUCATION

#### POLICY STATEMENT ON INCLUSION OF CHILDREN WITH DISABILITIES IN EARLY CHILDHOOD PROGRAMS September 14, 2015

#### **PURPOSE**

The purpose of this policy statement is to set a vision and provide recommendations to States, local educational agencies (LEAs), schools, and public and private early childhood programs, from the U.S. Departments of Education (ED) and Health and Human Services (HHS) (the Departments), for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood

It is the Departments' position that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations. This joint ED and HHS policy statement aims to advance this

- Setting an expectation for high-quality inclusion in early childhood programs;
- Increasing public understanding of the science that supports meaningful inclusion of children with disabilities, from the earliest ages, in early childhood programs;
- Highlighting the legal foundations supporting inclusion in high-quality early childhood programs;
- Providing recommendations to States, LEAs, schools, and early childhood programs for increasing inclusive early learning opportunities for all children; and
- Identifying free resources for States, programs, early childhood personnel<sup>®</sup>, and families to support high-quality individualized programming and inclusion of children with disabilities in

Though this policy statement focuses on including young children with disabilities in early childhood programs, it is our shared vision that all people be meaningfully included in all facets of society





### UNITED STATES DEPARTMENT OF EDUCATION OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

January 9, 2017

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 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 four States investing in free public preschool programs. The Federal government, while aligning with the movement 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).2

In September 2015, ED and the U.S. Department of Health and Human Services (HHS) issued a policy statement on promoting inclusion in early childhood programs to set a vision on this issue and provide recommendations to States, local educational agencies (LEAs), schools, and public and private early childhood programs. Despite the expansion of early childhood programs, there has not yet been a proportionate expansion of inclusive early learning opportunities for young children with disabilities. Given this concern and the ED-HHS policy statement on early childhood inclusion, the Office of Special Education Programs (OSEP) is updating the February 29, 2012, Dear Colleague Letter (DCL) to reaffirm our commitment to inclusive preschool education programs for children with disabilities and to reiterate that the least restrictive environment (LRE) requirements in section 612(a)(5) of the Individuals with Disabilities

# 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 your state identified
- What type of plan, if any, does your state have around the communication and training of your districts

## **1120**

## Helpful IDC Resource

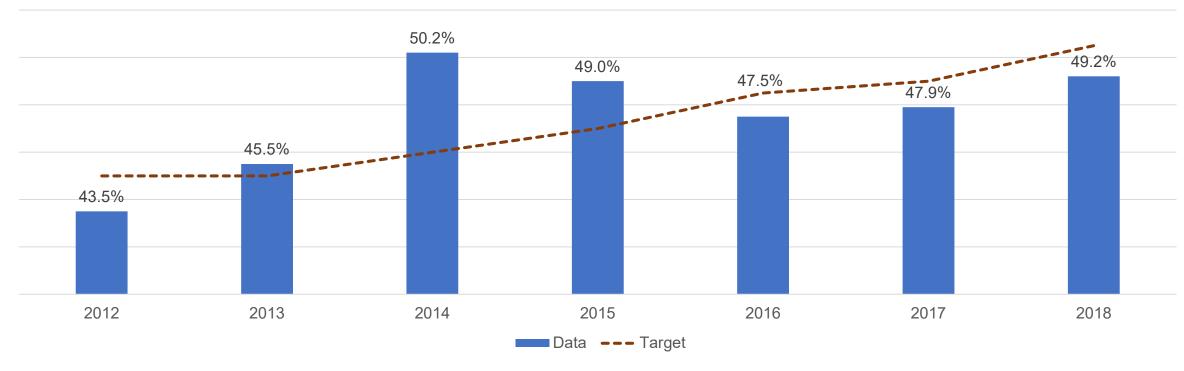
### IDC's Part B Indicator Data Display Wizard

- 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



### Indicator 6A: Delaware Preschool Educational Environments



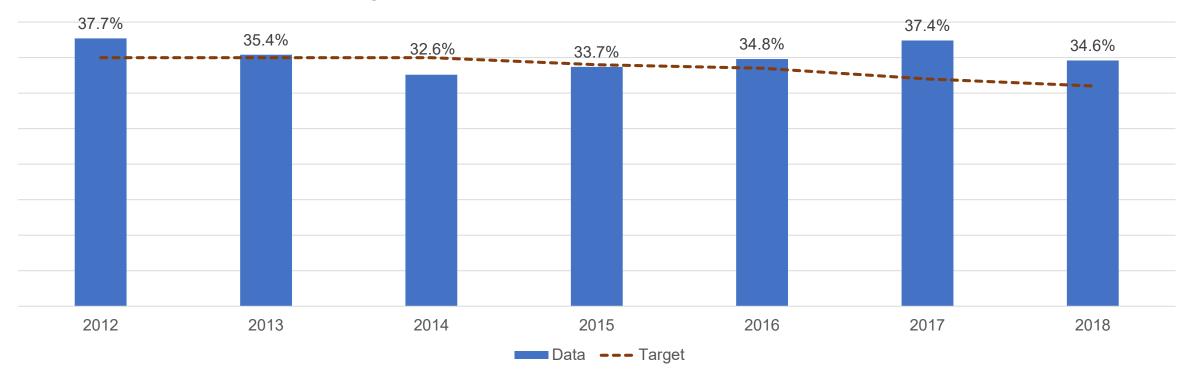
This is the data the state submitted to OSEP in the federal fiscal year (FFY) 2018 Delaware Annual Performance Report (APR). The data will be considered final when the state posts the FFY 2018 APR publicly.



# Indicator B6B: Delaware Preschool Educational Environments



Indicator 6B: Delaware Preschool Educational Environments



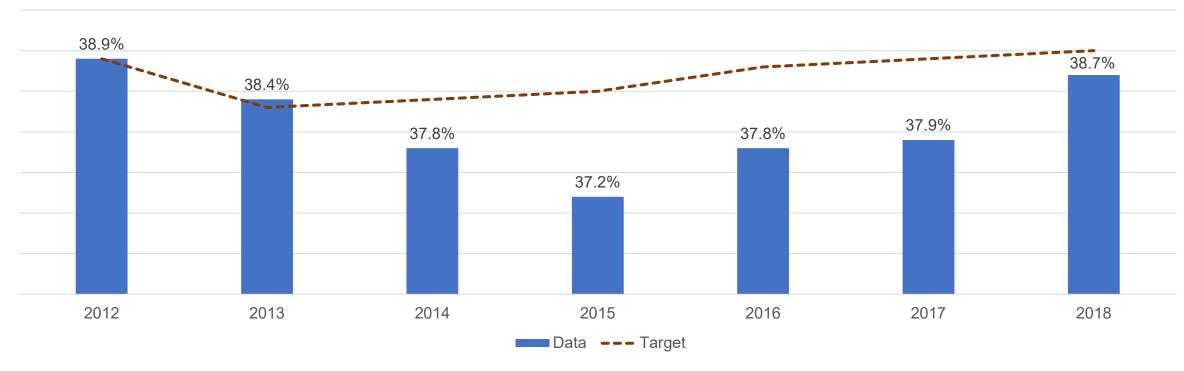
This is the data the state submitted to OSEP in the federal fiscal year (FFY) 2018 Delaware Annual Performance Report (APR). The data will be considered final when the state posts the FFY 2018 APR publicly.



# Indicator B6A: Kansas Preschool Educational Environments



#### Indicator 6A: Kansas Preschool Educational Environments

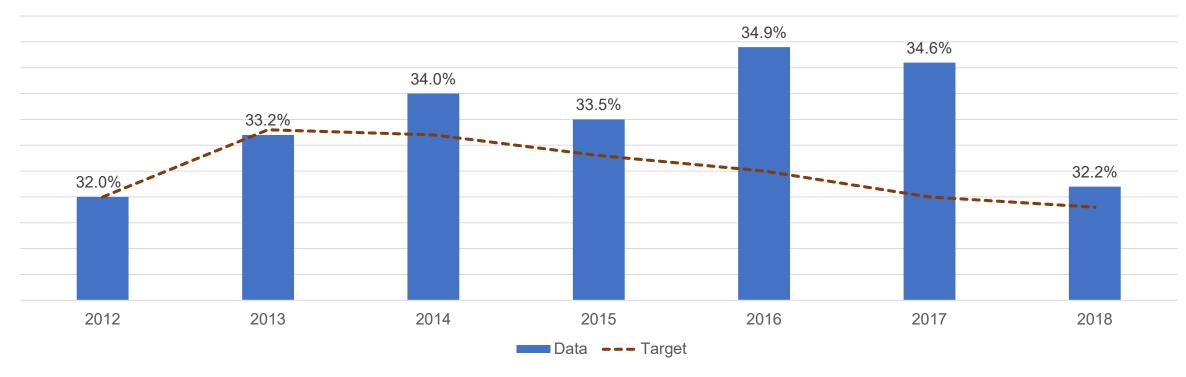


This is the data the state submitted to OSEP in the federal fiscal year (FFY) 2018 Kansas Annual Performance Report (APR). The data will be considered final when the state posts the FFY 2018 APR publicly.

# Indicator B6B: Kansas Preschool Educational Environments



### Indicator 6B: 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.







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
- <u>Scenarios for B6 Reporting Tools for Educational Environments for Children Ages 3-5</u>
- 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.

### **Indicator 6-B**

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

A1+B1 X 100

Total number of children 3-5 with IEPs (A1+A2+B1+B2+C1+C2+C3+D1+D2)

Individualized education program (IEP)

C1+C2+C3

X 100

Total number of children 3-5 with IEPs (A1+A2+B1+B2+C1+C2+C3+D1+D2)

## 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



## **1120**



- 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

## **1120** 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
<a href="https://twitter.com/ideadatacenter">https://twitter.com/ideadatacenter</a>



Follow us on LinkedIn <a href="http://www.linkedin.com/company/idea-data-center">http://www.linkedin.com/company/idea-data-center</a>





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



