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| APR Checklist and Tips—Indicator B-6: Preschool Environments | " " |
|  | December 2022 |

Results Indicator: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

1. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
2. Separate special education class, separate school, or residential facility.
3. Receiving special education and related services in the home. (20 U.S.C. 1416(a)(3)(A))

For an overview of the indicator, including explanation of the measurement, please access the SPP/APR modules: [SPP/APR Basics, What you Need to Know](https://dasycenter.org/spp-apr-basics-what-you-need-to-know/). For more detailed information please access the current [FFY Part B SPP/APR Package](https://sites.ed.gov/idea/grantees/#SPP-APR,FFY20-25-SPP-APR-Package). The Measurement Table language is also included at the beginning of the indicator in the SPP/APR template/platform.

**What to Know About this Indicator**

* Indicator B-6 is a report about preschool children ages 3-5 with IEPs, programs they attend, and where they receive their IDEA services.
* Remember to include only those 5-year-olds with an IEP in preschool, who are not enrolled in kindergarten. Children with an IEP who are five and enrolled in kindergarten on the state reporting date are included in Indicator B-5.
* This indicator is a results indicator and states set rigorous targets based on data analysis and stakeholder engagement.

If the data used for the SPP/APR are not the same as the data reported in the state’s 618 data report, an explanation is required.

General Tips

* Review and respond to information included in the sections “OSEP Response” and “Required Actions” from the previous year’s APR for this indicator. Include the state’s response in " Prior FFY Required Actions" section for the SPP/APR reporting platform.
* Ensure that all information is entered into the appropriate fields in the platform.
* Check that your numbers exactly match the OSEP pre-populated/auto-calculated numbers.

Exclude extraneous information that may cause confusion or create additional questions for the reader.

1. Historical Data

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. Verified accuracy of previous 5 years of targets for preschool environments A and B, and also for C, although not for all 5 years (pre-populated).

NOTE: Preschool environments for A, B, and C are defined as:* 1. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
	2. Separate special education class, separate school, or residential facility.
	3. Receiving special education and related services in the home.
 |  |  |  |
| 1. Verified accuracy of previous 5 years of data for preschool environments A and B, and also for C, although for not all 5 years (*Pre-populated*)
 |  |  |  |
| 1. Indicated whether baseline and targets were set based on ***individual*** age ranges (i.e., separate baseline and targets for each age) OR ***inclusive*** of all children ages 3, 4, and 5
 |  |  |  |
| 1. Indicated whether using target ranges for 6C (*Yes/no*)
 |  |  |  |
| 1. Verified or changed baseline year for ***individual*** targets option (A, B, C) OR

Verified or changed baseline year for ***inclusive*** targets option (A, B, C) (*Baseline table displayed according to target option selected*) |  |  |  |
| 1. Verified the accuracy of prepopulated individual targets (or inclusive targets as appropriate)

(*if using Option 1 or Option 2*)NOTE: States may choose to set one target that is inclusive of children ages 3, 4, and 5 or set individual targets for each age, as follows.1. Option 1 = individual targets selected for 6A, 6B, and 6C and no target ranges selected for 6C; default option
2. Option 2 = inclusive targets selected for 6A, 6B, and 6C and no target ranges selected for 6C
3. Option 3 = individual targets selected for 6A, 6B, and 6C and target ranges selected for 6C
4. Option 4 = inclusive targets selected for 6A, 6B, and 6C and target ranges selected for 6C
 |  |  |  |
| 1. Verified the accuracy of prepopulated individual or inclusive targets and individual or inclusive targets with target ranges (high and low) (*If using Option 3 or Option 4*)
 |  |  |  |
| 1. Described Stakeholder Input on targets (Populated if Introduction description is shared with all indicators)
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Tips (if baseline and/or targets changed):

* Change both the baseline year (FFY) and the baseline data in the “Historical Data” section if changing baseline. Baseline can be changed to reflect the current FFY or a prior FFY.
* Record the baseline data so it is consistent with the state’s data for that FFY as reported in the “Historical Data” section or in the “Current FFY Data” section. Do not round up or round down the numbers (e.g., use 89.52% not 90%).
* Describe how stakeholders were involved in the decision to keep or change baseline and/or targets. Include the kind of information/data was shared to inform their input (e.g., trend data, improvements in data quality issues, state initiatives impacting the data). Include this information in the “Targets: Description of Stakeholder Input” section unless information specific to changing baseline and/or targets for this indicator is included in the “Introduction” and the stakeholder engagement information is checked to repeat for each indicator. Individual targets by age group may allow stakeholders to better analyze and understand these data.
* Ensure the end targets for A, B and C shows improvement over baseline. Specifically, the state’s end target must reflect improvement over baseline for measurement A, in other words, there has to be an increase. For measurement B, targets are expected to decrease to show improvement. The final target for C should decrease from the baseline.
* Describe the justification/reason(s) for resetting baseline and/or targets in the “Targets: Description of Stakeholder Input” section unless information specific to changing baseline and/or targets for this indicator is included in the “Introduction” and the stakeholder engagement information is checked to repeat for each indicator. Reasons for changing baseline most frequently are related to impacting comparability of data across FFYs, such as changes in state data collection tools, methodology, or data source. Reasons for changing targets should reflect such things as improved data quality, change in baseline, initiatives or state priorities impacting indicator data.

See the following resources for more information on justifications for resetting baseline and targets:

* + [Target Setting Guide](https://dasycenter.org/target-setting-guide/)
	+ [OSEP’s Universal TA for FFY 2020-2025](https://sites.ed.gov/idea/files/Universal-TA-for-FFY-2020-2025-SPP-APR.pdf)

[IDEA Part B SPP/APR User Guide](https://osep.communities.ed.gov/#program/spp-apr-resources)

2. SPP/APR Data

2a. Current FFY Data

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| --- | --- | --- | --- |
| Were the following completed? | Yes | No | Notes |
| 1. Verified accuracy of prepopulated 618 data table for children with IEPs by age group (ages 3, 4, and 5) and environment (*Pre-populated*)

a1. Attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program b1. Attending a separate special education class b2. Attending separate school b3. Attending residential facility c1. Receiving special education and related services in the home |  |  |  |
| 1. Indicated if data reported in this indicator are NOT the same as the state’s data reported under Section 618 (If data are NOT the same, numerator and denominator fields in the data table are editable)
 |  |  |  |
| 1. Provided explanation if data reported were NOT the same as the state’s 618 data
 |  |  |  |

2B. If using Options 1 and 3 – Individual Targets

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. Verified the accuracy of the total number of children with IEPs including children in each age group (ages 3, 4, and 5) for A, B, and C (*Pre-populated*)
 |  |  |  |
| 1. Verified accuracy of targets for each age group (ages 3, 4, and 5) and environments for A, B, and C.
 |  |  |  |
| 1. Verified accuracy of current FFY data for each age group (ages 3, 4, and 5) and environments A, B, and C (*Auto-calculated by:*
	1. *Dividing number of children ages 3, 4, or 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 by total number of children ages 3, 4, or 5 with IEPs*
	2. *Dividing number of children ages 3, 4, or 5 with IEPs attending a separate special education class, separate school, or residential facility by total number of children ages 3, 4, or 5 with IEPs*
	3. *Dividing number of children ages 3, 4, or 5 with IEPs receiving special education and related services in the home by total number of children age 3, 4, or 5 with an IEP.*)
 |  |  |  |
| 1. Verified accuracy of status regarding meeting or not meeting target (*Auto-calculated by comparing current FFY data to current FFY target*)
 |  |  |  |
| 1. Verified accuracy of slippage statement (*Auto-calculated using OSEP’s definition of slippage – see* [*IDEA Part B SPP/APR User Guide*](https://osep.communities.ed.gov/#program/spp-apr-resources))
 |  |  |  |

Tips (Individual Targets):

* Reflect only preschoolers in the data who are 3, 4, or 5 years old and attending preschool. Five-year-old kindergartners are no longer included in Indicator B-6 data.
* Report on the percentage of preschoolers who receive special education and related services in the home. Note that states are not required to establish a baseline or targets if the number of children receiving special education and related services in the home is less than 10. For B-6C, states may express their targets in a range (e.g., 75-85%). Also note, an individualized education program (IEP) team, including the parent, must make decisions about the child’s home being the least restrictive environment (LRE) for the provision of special education and related services based on individual child needs. Therefore, in alignment with this rationale, the end target does not need to show improvement over baseline for 6C.

Consider factors that have impacted slippage (e.g., policies and procedures are not clear, change in local leadership, personnel/workforce shortage, providers not understanding requirements and procedures, natural disaster) when describing reasons for slippage. See [State Examples of Slippage](https://dasycenter.org/spp-apr-checklists-and-tips/SlippageExamples_Acc.pdf).

2C. If using Options 2 and 4 – Inclusive Targets

| Were the following completed? | Yes | No | Notes |
| --- | --- | --- | --- |
| 1. Verified accuracy of pre-populated number of children with IEPs served, total number of children with IEPs, and previous FFY data for preschool environments A, B, and C
 |  |  |  |
| 1. Verified accuracy of targets for current FFY
 |  |  |  |
| 1. Verified accuracy of current FFY data for preschool environments A, B, and C(*Auto-calculated by*
	1. *Dividing number of children ages 3-5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program by total number of children ages 3-5 with IEPs*
	2. *Dividing number of children ages 3-5 with IEPs attending a separate special education class, separate school, or residential facility by total number of children ages 3-5 with IEPs*
	3. *Dividing number of children ages 3-5 with IEPs receiving special education and related services in the home by total number of children ages 3-5 with IEPs.*)
 |  |  |  |
| 1. Verified accuracy of status regarding meeting or not meeting target (*Auto-calculated by comparing current FFY data to current FFY target*)
 |  |  |  |
| 1. Verified accuracy of slippage statement (*Auto-calculated using OSEP’s definition of slippage - see* [*IDEA Part B SPP/APR User Guide*](https://osep.communities.ed.gov/#program/spp-apr-resources))
 |  |  |  |

Tips (Inclusive Targets):

* Reflect only preschoolers in the data who are 3, 4, or 5 years old and attending preschool. Five-year-old kindergartners are no longer included in Indicator B-6 data.
* Report on the percentage of preschoolers who receive special education and related services in the home. Note that states are not required to establish a baseline or targets if the number of children receiving special education and related services in the home is less than 10. For B-6C, states may express their targets in a range (e.g., 75-85%). Also note, an individualized education program (IEP) team, including the parent, must make decisions about the child’s home being the least restrictive environment (LRE) for the provision of special education and related services based on individual child needs. Therefore, in alignment with this rationale, the end target does not need to show improvement over baseline for 6C.

Consider factors that have impacted slippage (e.g., policies and procedures are not clear, change in local leadership, personnel/workforce shortage, providers not understanding requirements and procedures, natural disaster) when describing reasons for slippage. See [State Examples of Slippage](https://dasycenter.org/spp-apr-checklists-and-tips/SlippageExamples_Acc.pdf).

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