



## New Mexico Preschool Educational Environment Guidance Federal Alignment of Codes



**ADAPTED FOR NEW MEXICO  
STARS INFORMATION SYSTEM**

*Aligned with Federal Codes*

**Educational  
Environments  
Ages 3-5**

**B6 Data  
Reporting Tools**

## January 2019

**This guidance is directly related to Indicator 6's  
District Inclusion self-assessment for OSEP reporting.**  
<http://ectacenter.org/~pdfs/topics/inclusion/local-inclusion-self-assessment.pdf>

**NEW MEXICO ALIGNMENT CODES IN ORANGE REVISED SY 2018/2019**

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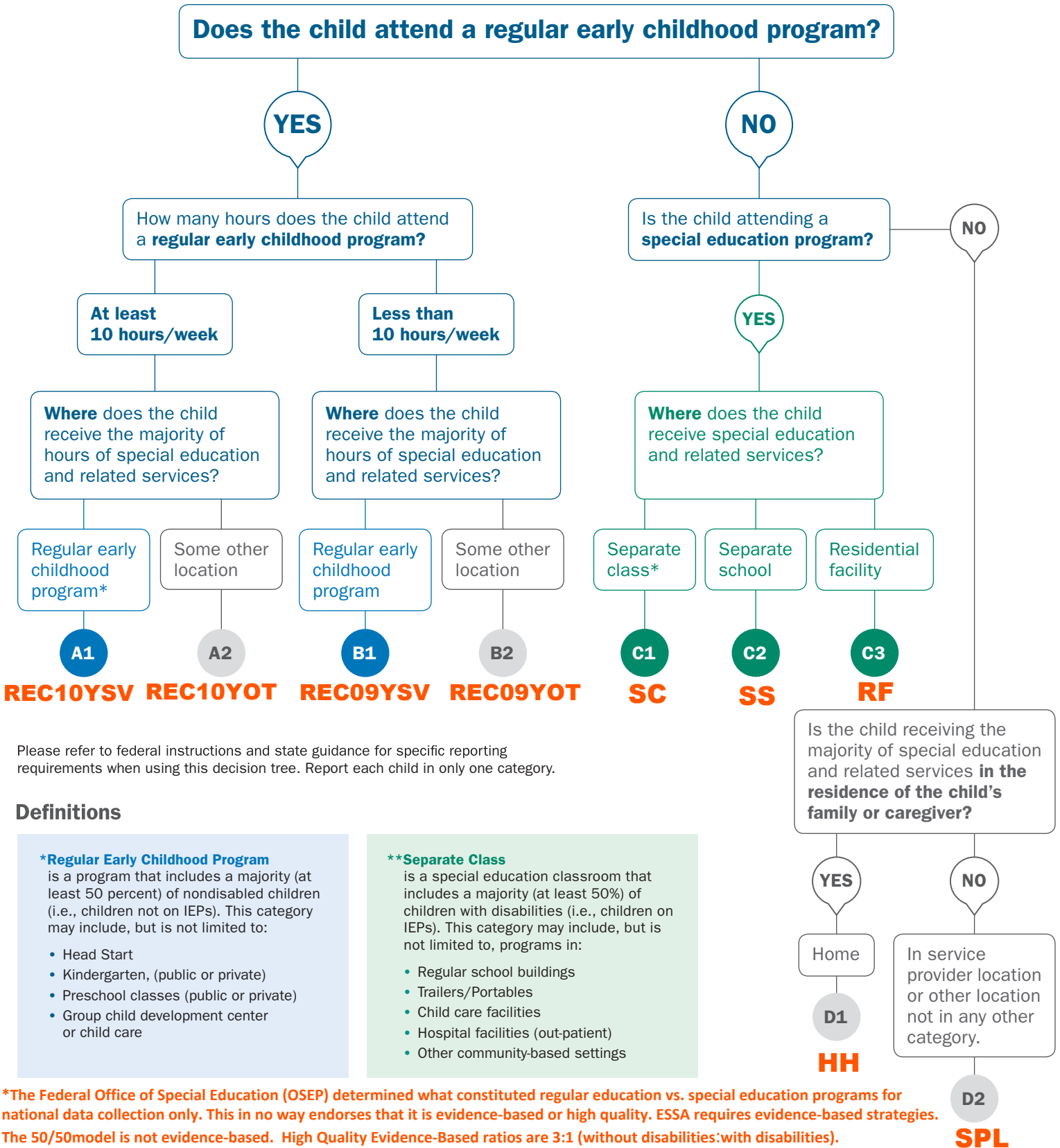
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## NEW MEXICO ALIGNMENT CODES in ORANGE

### Decision Tree for Reporting Educational Environments for Children Ages 3-5 with IEPs



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

#### 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

**\*\*Separate Class** is a special education classroom that includes a majority (at least 50%) of children with disabilities (i.e., children on IEPs). This category may include, but is not limited to, programs in:

- Regular school buildings
- Trailers/Portables
- Child care facilities
- Hospital facilities (out-patient)
- Other community-based settings

**\*The Federal Office of Special Education (OSEP) determined what constituted regular education vs. special education programs for national data collection only. This in no way endorses that it is evidence-based or high quality. ESSA requires evidence-based strategies. The 50/50model is not evidence-based. High Quality Evidence-Based ratios are 3:1 (without disabilities:with disabilities).**

## 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.

$$\frac{A1+B1}{\text{total number of children 3-5 with IEPs (A1+A2+B1+B2+C1+C2+C3+D1+D2)}} \times 100$$

#### Indicator B6-B

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

$$\frac{C1+C2+C3}{\text{total number of children 3-5 with IEPs (A1+A2+B1+B2+C1+C2+C3+D1+D2)}} \times 100$$

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

### NEW MEXICO ALIGNMENT

<p>Children attending a <b>regular early childhood program...</b></p> <p><b>REC10YSV</b></p> <p><b>A1</b> ...at least 10 hours per week and receiving the majority of hours of special education and related services <b>in the regular early childhood program</b></p> <p><b>REC09YSV</b></p> <p><b>B1</b> ...less than 10 hours per week and receiving the majority of hours of special education and related services <b>in the regular early childhood program</b></p>	<p>Children attending a <b>special education program</b> (not in any regular early childhood program)...</p> <p><b>C1</b> separate class <b>SC</b></p> <p><b>C2</b> separate school <b>SS</b></p> <p><b>C3</b> residential facility <b>RF</b></p>
<p>Children attending a <b>regular early childhood program...</b></p> <p><b>REC10YOT</b></p> <p><b>A2</b> ...at least 10 hours per week and receiving the majority of hours of special education and related services <b>in some other location</b></p> <p><b>REC09YOT</b></p> <p><b>B2</b> ...less than 10 hours per week and receiving the majority of hours of special education and related services <b>in some other location</b></p>	<p>Children attending <b>neither a regular early childhood program nor a special education program</b> (not included in category a, b, or c)...</p> <p><b>D1</b> ...and receiving the majority of hours of special education and related services <b>in the home</b> <b>HH</b></p> <p><b>D2</b> ...and receiving special education and related services <b>at the provider location or some other location</b> <b>SPL</b></p>

## SPP/APR Part B Indicator 6 Measurement Table

### Excerpt: Indicator 6

Monitoring Priorities and Indicators	Data Source and Measurement	Instructions for Indicators/Measurement
<p><b>6.</b> Percent of children aged 3 through 5 with IEPs attending a:</p> <p><b>A.</b> Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and</p> <p><b>B.</b> Separate special education class, separate school, or residential facility. (20 U.S.C. 1416(a)(3)(A))</p>	<p><b>Data Source:</b> Data collected under IDEA section 618.</p> <p><b>Measurement:</b></p> <p><b>A.</b> Percent = [(# 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) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.  <b>[A1+B1 divided by total number of children aged 3-5 with IEPs (A1+A2+B1+B2+C1+C2+C3+D1+D2) x 100]</b></p> <p><b>B.</b> Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.  <b>[C1+C2+C3 divided by total number of children aged 3-5 with IEPs (A1+A2+B1+B2+C1+C2+C3+D1+D2) x 100]</b></p>	<p><i>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.</i></p> <p>If the data reported in this indicator are not the same as the State's data reported under IDEA section 618, explain.</p>

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).

#### Source

<http://therightidea.tadnet.org/assets/2543>

FFY 2013-2018 Part B SPP/APR (OMB NO: 1820-0624/Expiration Data 5/31/2017) Part B SPP/APR Indicator/ Measurement Table—page 5

## Reporting Educational Environments for Preschool Children, Ages 3 through 5, with Disabilities

### Excerpts from the Technical Guide – Children with Disabilities (IDEA) Early Childhood File Specifications

#### **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 individualized 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/inits/ed/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 CO02.)

#### **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 chart below explains the permitted values used for early childhood educational environment.

Type of Program	Setting	Permitted Values	Code
Children attending a regular early childhood program <b>at least 10 hrs per week</b>	<b>A1</b> And receiving the majority of hours of special education and related services in the regular early childhood program	Services regular early childhood program (at least 10 hours)	<b>REC10YSVCS</b> <b>REC10YSV</b>
	<b>A2</b> And receiving the majority of hours of special education and related services in some other location	Other location regular early childhood program (at least 10 hours)	<b>REC10Y0THLOC</b> <b>REC10YOT</b>
Children attending a regular early childhood program <b>less than 10 hrs per week</b>	<b>B1</b> And receiving the majority of hours of special education and related services in the regular early childhood program	Services regular early childhood program (less than 10 hours)	<b>REC09YSVCS</b> <b>REC09YSV</b>
	<b>B2</b> And receiving the majority of hours of special education and related services in some other location	Other location regular early childhood program (less than 10 hours)	<b>REC09Y0THLOC</b> <b>REC09YOT</b>
Children attending a <b>special education program</b> (NOT in any regular early childhood program)	<b>C1</b> Specifically, a separate special education class	Separate class	<b>SC</b> <b>SC</b>
	<b>C2</b> Specifically, a separate school	Separate school	<b>SS</b> <b>SS</b>
	<b>C3</b> Specifically, a residential facility	Residential facility	<b>RF</b> <b>RF</b>
Children attending <b>neither a regular early childhood program nor a special education program</b> (Not included in rows above)	<b>D1</b> And receiving the majority of hours of special education and related services at home	Home <b>HOSPITAL</b>	<b>H</b> <b>HH</b>
	<b>D2</b> 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	Service provider location	<b>SPL</b> <b>SPL</b>

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

**\*The Federal Office of Special Education (OSEP) determined what constituted regular education vs. special education programs for national data collection only. This in no way endorses that it is evidence-based or high quality. ESSA requires evidence-based strategies. The 50/50 model is not evidence-based. High Quality Evidence-Based ratios are 3:1 (without disabilities:with disabilities).**

### Citation

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FILE C089 – Children with Disabilities (IDEA) Early Childhood File Specifications – V11.0 (SY 2014-15), U.S. Department of Education, Washington, DC: EDFacts. Retrieved August 2014 from <http://www.ed.gov/edfacts>.

Prepared by the Early Childhood Technical Assistance Center (ECTA) and the IDEA Data Center (IDC), August 2014; minor revision March 2015.

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