Texas Education Agency

Recent Preschool Environments Coding Questions/Answers

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SPPI 6: Preschool Environments

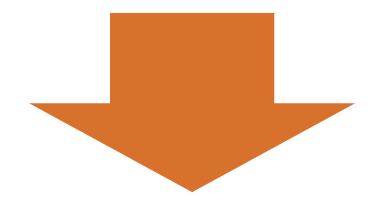**Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)**

SPPI 6: Measurement

State Performance Plan Indicator (SPPI) 6 measures the percent of children with individualized education programs (IEPs) aged 3, 4, and aged 5 who are enrolled in a preschool program attending:

- Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program

- Separate special education class, separate school, or residential facility

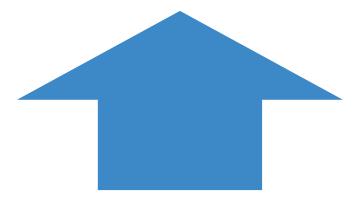- Receiving special education and related services in the home

State Performance Plan Indicator 6

Majority of children in the pre-k classroom are children with disabilities

Pre-K enrollment has decreased

Regular Early Childhood Program/Mainstream

This raises two questions:

1. Is child attending a Regular Early Childhood Program (RECP)?

2. Can a child be coded Mainstream 40 if the majority of the students are students who are receiving special education services?

Question and Answer #1

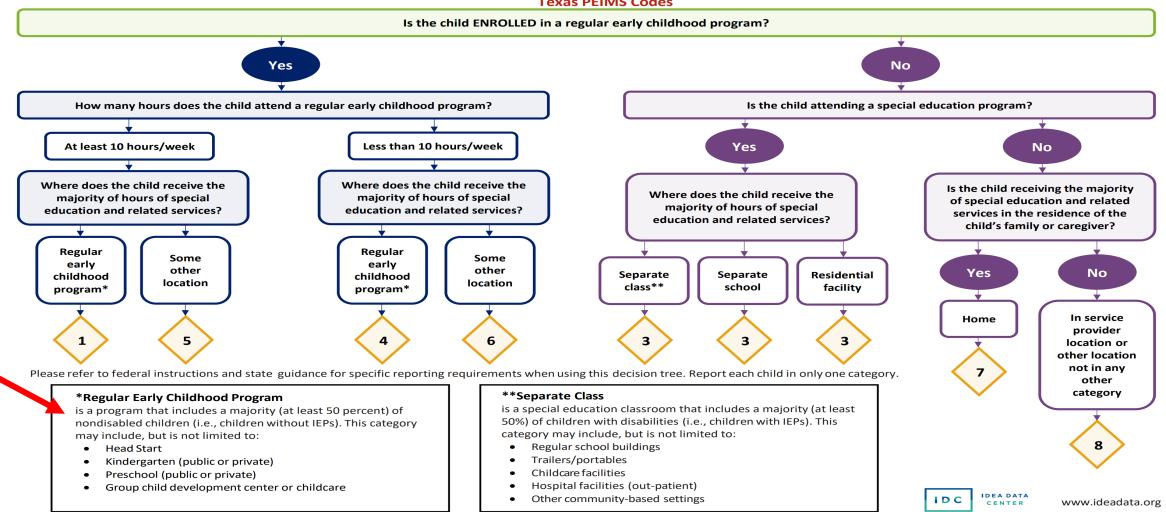**Q. 1. Is the child attending a Regular Early Childhood Program (RECP)?**

A. 1. A Regular Early Childhood Program (RECP) for the purpose of Office of Special Education Programs (OSEP) required data collection is defined as an early childhood program that includes a majority of children without disabilities.

Decision Tree for Coding Educational Environments

Decision Tree for Reporting Educational Environments for Children Ages 3-5 with IEPs
Texas PEIMS Codes

Is the child ENROLLED in a regular early childhood program?

Yes → How many hours does the child attend a regular early childhood program?

- **At least 10 hours/week** → Where does the child receive the majority of hours of special education and related services?
  - **Regular early childhood program*** → **1**
  - **Some other location** → **5**
- **Less than 10 hours/week** → Where does the child receive the majority of hours of special education and related services?
  - **Regular early childhood program*** → **4**
  - **Some other location** → **6**

No → Is the child attending a special education program?

- **Yes** → Where does the child receive the majority of hours of special education and related services?
  - **Separate class**** → **3**
  - **Separate school** → **3**
  - **Residential facility** → **3**
- **No** → Is the child receiving the majority of special education and related services in the residence of the child's family or caregiver?
  - **Yes** → **Home** → **7**
  - **No** → In service provider location or other location not in any other category → **8**

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

***Regular Early Childhood Program**
is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children without IEPs). This category may include, but is not limited to:
- Head Start
- Kindergarten (public or private)
- Preschool (public or private)
- Group child development center or childcare

****Separate Class**
is a special education classroom that includes a majority (at least 50%) of children with disabilities (i.e., children with IEPs). This category may include, but is not limited to:
- Regular school buildings
- Trailers/portables
- Childcare facilities
- Hospital facilities (out-patient)
- Other community-based settings

IDC — IDEA DATA CENTER — www.ideadata.org

ECSE Location Code Decision Tree

Question and Answer #2

Q. 2. Can a child be coded Mainstream 40 if the majority of the students are students who are receiving special education services?

A.2. 4.7.10.3.2 Pre-K Program: A preschool-age student who meets eligibility requirements for pre-K and special education services and is receiving special education services in the pre-K classroom may be coded mainstream, provided that the majority of students in his or her class are students who are not receiving special education services.

For the mainstream code to be used for the student, the majority of students in his or her class must be students who are not receiving special education services.

See 4.7.10.3.2 Pre-K Program for more information, p. 114

Question and Answer #3

Q. 3. How do we get funded for an ineligible Early Childhood Special Education (ECSE) student? When I make a student a 4 or 5 ADA it turns off funding.

A. 3. When a student who is eligible for special education, but not eligible for pre-k, is served in a pre-k classroom, a special education teacher must be in the classroom for the student's entire instructional day for ADA and weighted funding to be generated. (P. 199 SAAH)

If the special education teacher is not in the pre-k classroom for the entire day the ADA and weighted funding will not be generated.

See 4.9.3 ECSE Services and Pre-K Programs for more information, p.199

	Student Age[1]	ADA Elig. Code	Instructional Setting Code	Grade Level	PPCD Ind.	ECI Ind	Child Count	ADA Elig. Code	Instructional Setting Code	Grade Level	PPCD Ind.	ECI Ind	Child Count
Coding Chart 1: ECSE Services and Pre-K													
		Coding Information for Student Who Is Eligible for Both Special Education AND Pre-K						Coding Information for Student Who Is Eligible for Special Education BUT Ineligible for Pre-K[2]					
served in the pre-K classroom by pre-K and special education teachers for ½ day (at least 2 but fewer than 4 hours)[3]	3 or 4	2 half-day	40	pre-K	1	0	3	2 half-day	40	EE	1	0	3
served in the pre-K classroom by pre-K and special education teachers for full day (at least 4 hours)[3]	3 or 4	1 full-day	40	pre-K	1	0	3	1 full-day	40	EE	1	0	3
served in the pre-K classroom by pre-K teacher for ½ day (at least 2 but fewer than 4 hours) with indirect and/or consultative services by special education teacher less than 2	3 or 4	2 half-day	40	pre-K	1	0	3	5 ineligible half-day	40	EE	1	0	3
served in the pre-K classroom by pre-K teacher for full day (at least 4 hours) with indirect and/or consultative services by special education teacher less than 2 hrs/day	3 or 4	1 full-day	40	pre-K	1	0	3	4 ineligible full-day	40	EE	1	0	3
served in the ½ day pre-K classroom but leaves for special education and related services in a self-contained (S-C) environment less than 21% of the instructional day	3 or 4	2 half-day	41	pre-K	1	0	3	5 ineligible half-day	41	EE	1	0	3
served in the ½ day pre-K classroom but leaves for special education and related services in a S-C environment at least 21% but less than 50% of the instructional day	3 or 4	2 half-day	42	pre-K	1	0	3	5 ineligible half-day	42	EE	1	0	3
served in the ½ day pre-K classroom but leaves for special education and related services in a S-C environment at least 50% but less than 60% of the instructional day	3 or 4	2 half-day	43	pre-K	1	0	3	5 ineligible half-day	43	EE	1	0	3
served in the pre-K classroom for ½ day and in a S-C classroom for the other ½ day	3 or 4	1 full-day	43	pre-K	1	0	3	2 half-day	43	EE	1	0	3
served in the pre-K classroom by pre-K and special education teachers for ½ day and in a S-C classroom for the other ½ day	3 or 4	1 full-day	43	pre-K	1	0	3	1 full-day[3]	43	EE	1	0	3
served in the ½ day pre-K classroom but leaves for special education and related services in a S-C environment more than 60% of the instructional day	3 or 4	2 half-day	44	pre-K	1	0	3	5 ineligible half-day	44	EE	1	0	3
served in a S-C classroom by a special education teacher for at least 2 hours but fewer than 4 hours each day (Students in this setting receive only special education and related services.)[4]	3 or 4	2 half-day	45	EE	1	0	3	2 half-day	45	EE	1	0	3
served in a S-C classroom by a special education teacher for at least 4 hours each day (Students in this setting receive only special education and related services.)[4]	3 or 4	1 full-day	45	EE	1	0	3	1 full-day	45	EE	1	0	3
served in the ½ day pre-K classroom and the only sp. ed. svc. the student receives is 1 hour speech therapy/wk	3 or 4	2 half-day	00	pre-K	1	0	3	5 ineligible half-day	00	EE	1	0	3

Note: The examples in this chart related to pre-K programs assume that your district provides both a 3-year-old pre-K program and a 4-year-old pre-K program. For pre-K eligibility requirements, see 7.2 Eligibility.   ADA eligibility code rules:
General: 0 = enrolled fewer than 2 hours per day, 2 = enrolled 2+ but fewer than 4 hours per day, 1 = enrolled at least 4 hours per day
Homebound: 0 = enrolled fewer than 2 hours per week, 2 = enrolled 2+ but fewer than 4 hours per week, 1 = enrolled at least 4 hours per week
Students whose only special education service is speech therapy and who are served fewer than 2 hours each day are coded with an ADA eligibility code of 0.

[1] An eligible special education student must be provided special education services beginning on his or her third birthday, even if his or her birthday falls after September 1.

[2] Ineligible pre-K students may be served in the pre-K classroom if the ARD committee deems it appropriate and space is available. However, eligible pre-K students should not be denied enrollment due to an ineligible pre-K student's enrollment.

[3] The pre-K and special education teachers must be teaching concurrently for the entire half day if student is to be eligible for half-day attendance or for the entire day if student is to be eligible for full-day attendance. See 4.7.10.1.1 Requirements Related to Teachers Providing Special Education Instruction in General Education Settings.

[4] Refer to 4.7.14 Code 45 - Full-Time Early Childhood Special Education Setting

Resources

Preschool Environments | Texas Education Agency

2022-2023 Student Attendance Accounting Handbook (texas.gov)

ECTA Center: Improving Systems, Practices and Outcomes

Questions

Please submit your PEIMS question via the Texas Student Data System (TSDS) Incident Management System (TIMS) available within the [Texas Education Agency Login (TEAL)](#) TSDS Portal.

SPP related questions may be submitted to: SPP@tea.Texas.gov

Thank You

THANK YOU!