State Performance Plan Indicator (SPPI) 6: Preschool Environments Frequently Asked Questions (FAQ)

This document provides guidance on preschool environments for children receiving special education services. It addresses common questions about specific considerations for different scenarios. This Frequently Asked Question (FAQ) guide is intended for educators, administrators, and other professionals involved in early childhood special education. In this document, the Early Childhood Special Education (ECSE) service location code refers to Public Education Information Management System (PEIMS) data element PPCDServiceLocation E1077, as defined by the code table PPCDServiceLocation C184.

Q1. Which children would be assigned an Early Childhood Special Education (ECSE) service location code?

A1. The ECSE service location code applies to all 3-, 4-, or 5-year-old children, **not in kindergarten**, with an individualized education program (IEP) counted in the Public Education Information Management System (PEIMS) fall snapshot date and who meet the PEIMS Data Standards definition in which the ECSE student is receiving special education and related services from the local educational agency (LEA) in any setting(s) or environment. The Admission, Review, and Dismissal (ARD) Committee determines and documents frequency, location, and duration of services in the child's IEP. This includes:

- children who are enrolled in a private or home school by a parent, but receive special education services through the LEA under a services plan, or
- 3- or 4-year-old children who are dually enrolled in the LEA and a private/home school and receive special education services through an IEP.

Q2. Who is responsible for assigning an Early Childhood Special Education (ECSE) service location code?

A2. Admission, Review, and Dismissal (ARD) Committees are responsible for determining frequency, location, and duration of services which directly impact the location code's determination. Local educational agencies (LEAs) are responsible for Public Education Information Management System (PEIMS) data.

Q3. For the purpose of the Early Childhood Special Education (ECSE) service location code, what is the definition of a regular early childhood program (RECP)?

A3. A RECP is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on individualized education programs (IEPs)). This category may include, but is not limited to the following:

- Head Start
- preschool class offered to an eligible pre-kindergarten population by the public school system
- private preschool
- group child development center or childcare

Q4. Should childcare and other programs that families have chosen for their child be considered when reporting these data?

A4. Yes. Local educational agencies (LEAs) should consider childcare and other programs that families have chosen when determining the appropriate educational environment reporting category.

Q5. What are special education programs?

A5. A special education program is a program that includes less than 50 percent nondisabled children (i.e., children not on individualized education programs (IEPs)) This may include, but is not limited to the following:

- special education classes
  - regular school buildings
  - trailers or portables outside regular school buildings
  - childcare facilities
  - hospital facilities on an outpatient basis
  - other community-based settings
- separate schools
- residential facilities

Q6. Early Childhood Special Education (ECSE) service location codes 5 and 6 use the term "in some other location". What is the meaning of "some other location"?

A6. Students enrolled in and attending a **regular early childhood program** (RECP) and receiving services in "some other location" references any location other than the regular early childhood education setting, such as a therapist room, a resource room, a self-contained room, or a separate class designed for children with disabilities.

Q7. Which Early Childhood Special Education (ECSE) service location code should be assigned to a child who does not participate in either a regular or special education program but is taken to the school for speech therapy?

A7. Location Code 8 (e.g., child spends the day at home or with a care giver and is taken to the school to receive speech therapy and/or any related services).

Q8. Does the eligibility requirement for an early childhood pre-kindergarten program affect the Early Childhood Special Education (ECSE) service location code?

A8. The eligibility requirement for an early childhood pre-kindergarten program does not impact the ECSE service location code.

Q9. Where can I find resources to aid in determining Early Childhood Special Education (ECSE) service location codes?

A9. Resources are found on the State Performance Plan (SPP) Indicator 6 Preschool Environments Ages 3-5 website and the Texas Student Data System (TSDS) Code Tables website.

Q10. When considering if a child is attending a regular early childhood program (RECP), does the child need to be enrolled in the program vs. attending as a "visitor" for a portion of the time?

A10. Data on children with disabilities would be reported based on enrollment in these types of programs. Children with disabilities being enrolled in a RECP most closely align with the intent of the least restrictive environment provision of the Individuals with Disabilities Education Act (IDEA).

Q11. Would informal settings with children without disabilities be considered a regular early childhood program (RECP)?

A11. Informal settings, such as weekly school-based or neighborhood playgroups, or home settings are not considered a RECP for the data collection purposes, as these informal settings are generally not required to comply with a State's early learning program standards or curricula.

Contacts
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