

## Frequently Asked Questions

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

The ECSE service location code applies to all 3-, 4-, or 5-year-old children 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, ages 3-5, is receiving special education and related services from the local education agency (LEA) in any setting(s) or environment. The ARD committee determines and documents [frequency, location, and duration](#) of services in the child's IEP. This includes children:

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

PEIMS Data Standards information is located on the [PEIMS Data Standards](#) website.

### 2. Who should be responsible for assigning an ECSE service location code?

Admission, Review, and Dismissal (ARD) committees are responsible for determining [frequency, location, and duration](#) of services which in turn directly impacts the determination of the location code. Local LEAs are responsible for PEIMS data.

### 3. For the purpose of the ECSE service location code, what is the definition of a regular early childhood program?<sup>1</sup>

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 category may include, but is not limited to

- Head Start;
- Kindergarten (public or private)<sup>2</sup>;
- Prekindergarten (public or private);
- Preschool classes (public or private);
- District or community child care programs; and
- Group child development center or child care<sup>3</sup>

The ARD committee determines and documents [frequency, location, and duration](#) of services in the child's IEP.

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<sup>1</sup> See [OSEP Dear Colleague letter dated January 9, 2017](#) regarding Preschool Placement Options and Reporting Educational Environments Data for Preschool Children with Disabilities.

<sup>2</sup> Non-LEA programs should meet applicable standards for curriculum, learning environment, and progress monitoring outlined in the [Texas Prekindergarten Guidelines \(updated 2015\)](#) to be considered as a Regular Early Childhood Program in reporting Least Restrictive Environment settings.

<sup>3</sup> This is the definition that the US Department of Education uses in its annual data collection under section 618 of the IDEA on the number of children with disabilities aged three through five served under the IDEA Part B program according to their educational environments.

**4. If an LEA provides a child ECSE services in the morning and the parent enrolls the child in a day care program in the afternoon, is the day care program included in the service location code determination?**

No. LEAs should only consider regular early childhood programs when the LEA is providing special education and/or related services as determined by the ARD committee and documented for [frequency, location, and duration](#) in the child's IEP.

**5. ECSE service location codes 5 and 6 use the term "in some other location". What is the meaning of "some other location"?**

Students enrolled in and attending a regular early childhood program 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.

**6. Which 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?**

Location Code 8

Example: A child that 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

**7. Does the eligibility requirement for an early childhood pre-kindergarten program affect the ECSE service location code?**

Eligibility does not impact the ECSE service location code.

**8. Where can I find resources to aide in determining ECSE service location codes?**

Resources are found on the SPP Indicator 6 [Preschool Environments Ages 3-5](#) website and the [Texas Student Data System \(TSDS\) Code Tables](#) website.

**9. How should children receiving the majority of special education and related services in a classroom other than the child's classroom but within the same building be reported?**

Special education and related services delivered in the child's classroom in the course of daily activities and routines in which all children in the classroom participate (e.g., "circle time", "learning centers"), would be considered as being received in the Regular Early Childhood Program. However, services delivered in other locations that remove the child from the opportunity to interact with nondisabled children would **not** be considered as being received in the Regular Early Childhood Program. These include, but are not limited to, services delivered in a 1:1 therapeutic setting, or in a small group comprised solely of children with disabilities in another location within the building where the regular early childhood program is located.

**10. When considering if a child is attending a Regular Education Program, does the child need to be enrolled in the program vs. attending as a “visitor” for a portion of the time?**

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

**11. Would *informal settings* with children without disabilities be considered as Regular Early Childhood Programs?<sup>4</sup>**

Informal settings, such as weekly school-based or neighborhood playgroups, or home settings are not considered Regular Early Childhood Programs 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.<sup>5</sup>

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<sup>4</sup> Non-LEA programs should meet applicable standards for curriculum, learning environment, and progress monitoring outlined in the [Texas Prekindergarten Guidelines \(updated 2015\)](#) to be considered as a Regular Early Childhood Program in reporting Least Restrictive Environment settings.

<sup>5</sup> See [OSEP Dear Colleague letter dated January 9, 2017](#) regarding Preschool Placement Options and Reporting Educational Environments Data for Preschool Children with Disabilities.