

Does the child attend regular early childhood program?

YES

If YES, determine the following:
How many hours does the child attend a regular early childhood program?

At least 10 hours per week

If at least 10 hours per week:
where does the child receive the
majority of hours of special
education and related services?

**30 – In the regular early
childhood program**
31 – in some other location

Less than 10 hours per week

If less than 10 hours per week:
Where does the child receive the
majority of hours of special
education and related services?

**32 – In the regular early
childhood program**
33 – in some other location

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

NO

If NO, determine the following:
Is the child attending a special education program?

If YES:

23 – Separate Class
24 – Separate School
25 – Residential facility

Definitions: 23 – Separate Class is a special education classroom which 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

If NO, is the child receiving
the majority of special
education and related
services in the residence of
the child's family or care
giver?

If YES,
26 - Home

If NO,
27 Service Provider Location -
Is the child receiving the
majority of special education
and related services in service
provider location or other
location not in any other
category?

SPP/APR Indicator 6: Percent of children 3 through 5 with IEPs attending:
Indicator 6A: regular early childhood program and receiving the majority of special
education and related services in the regular early childhood program. $(30 + 32$
 $\text{divided by total number of children 3-5 with IEPs} \times 100)$

SPP/APR Indicator 6B: Separate special education class, separate school or
residential facility. $(23 + 24 + 25 \text{ divided by total number of children 3-5 with IEPs} \times$
 $100)$

Data Driven Dialogue

Activate & Engage

What are some questions are we asking?
What assumptions do we bring to this discussion?
What are some possibilities for learning that this experience presents to us?

Organize & Integrate

What inferences, explanations or conclusions might we draw? (causation)
What additional data sources might we explore to verify our explanations? (confirmation)
What are some solutions you might explore as a result of our conclusions? (action)
What data will we need to collect to guide implementation? (calibration)

Explore & Discover

What important points seem to pop out?
What patterns, categories, or trends are emerging?
What seems to be surprising or unexpected?
What are some ways we have not yet explored these data?

