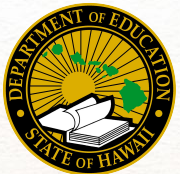




Preschool Environments Preschool Outcomes

December 9, 2022



Monitoring and Compliance Branch
Exceptional Support Branch

Special Education Advisory Council





Agenda

- Short review of the monitoring priorities for:
 - Indicator 6: Preschool Environments
 - Indicator 7: Preschool Outcomes
- Performance since the establishment of the baseline
- Current strategies for improvement
- Discussion of new ideas and strategies for improvement



Indicator 6: Preschool Least Restrictive Environment

New Requirements



Percent of children with IEPs aged 3 through 5 attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school, or residential facility.



Percent of children with IEPs aged **3, 4, and 5 who are enrolled in a preschool program** attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program;
- B. Separate special education class, separate school, or residential facility; and
- C. **Receiving special education and related services in the home.**



Indicator 6: Preschool Environments

Monitoring Priority

Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility;
- C. Receiving special education and related services in the home.

(20 U.S.C. 1416(a)(3)(A))



Preschool Least Restrictive Environment Descriptions

Services in Regular Early Childhood Program (at least 10 hours)	Attending a regular early childhood (EC) program at least 10 hours per week and received the majority of hours of special education and related services in the regular EC program.
Other Location Regular Early Childhood Program (at least 10 hours)	Attending a regular early childhood program at least 10 hours per week and received the majority of hours of special education and related services in some other location.
Services in Regular Early Childhood Program (less than 10 hours)	Attending a regular early childhood (EC) program less than 10 hours per week and received the majority of hours of special education and related services in the regular EC program.
Other Location Regular Early Childhood Program (less than 10 hours)	Attending a regular early childhood program less than 10 hours per week and received the majority of hours of special education and related services in some other location.
Separate Class	Attending a special education program (NOT in any regular early childhood program), and receiving special education and related services in a separate education class.
Separate School	Attending a special education program (NOT in any regular early childhood program), and receiving special education and related services in a separate school.
Residential Facility	Attending a special education program (NOT in any regular early childhood program) and receiving special education and related services in a Residential Facility.
Home	Attending neither a regular early childhood program nor a special education program (Not included in rows above) and receiving the majority of hours of special education and related services at home.
Service Provider Location	Attending neither a regular early childhood program nor a special education program (Not included in rows above) 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.



Indicator 6: Preschool Environments

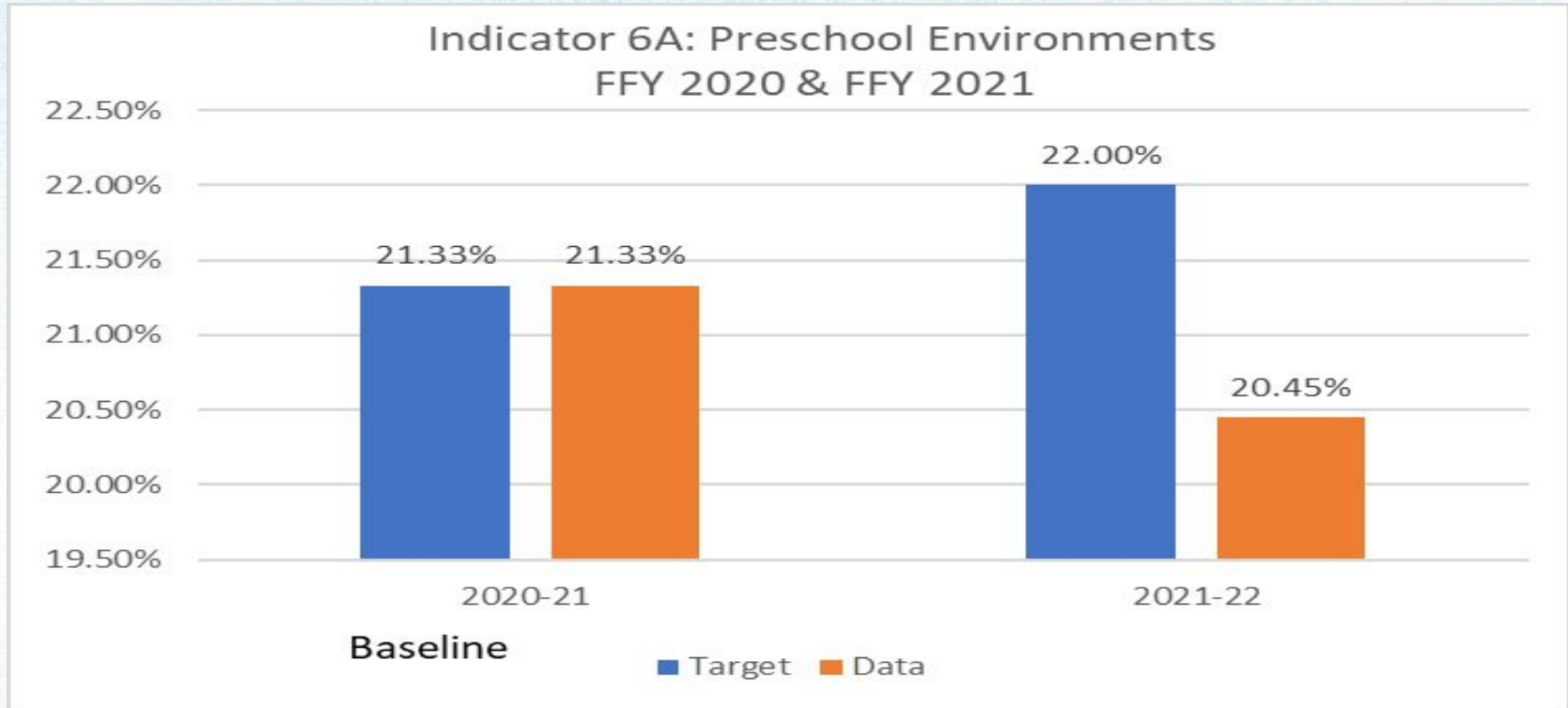
Measurement:

- A. Percent = [(# of children ages 3, 4, and 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 ages 3, 4, and 5 with IEPs)] times 100.
- B. Percent = [(# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.
- C. Percent = [(# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.



Indicator 6A: Performance

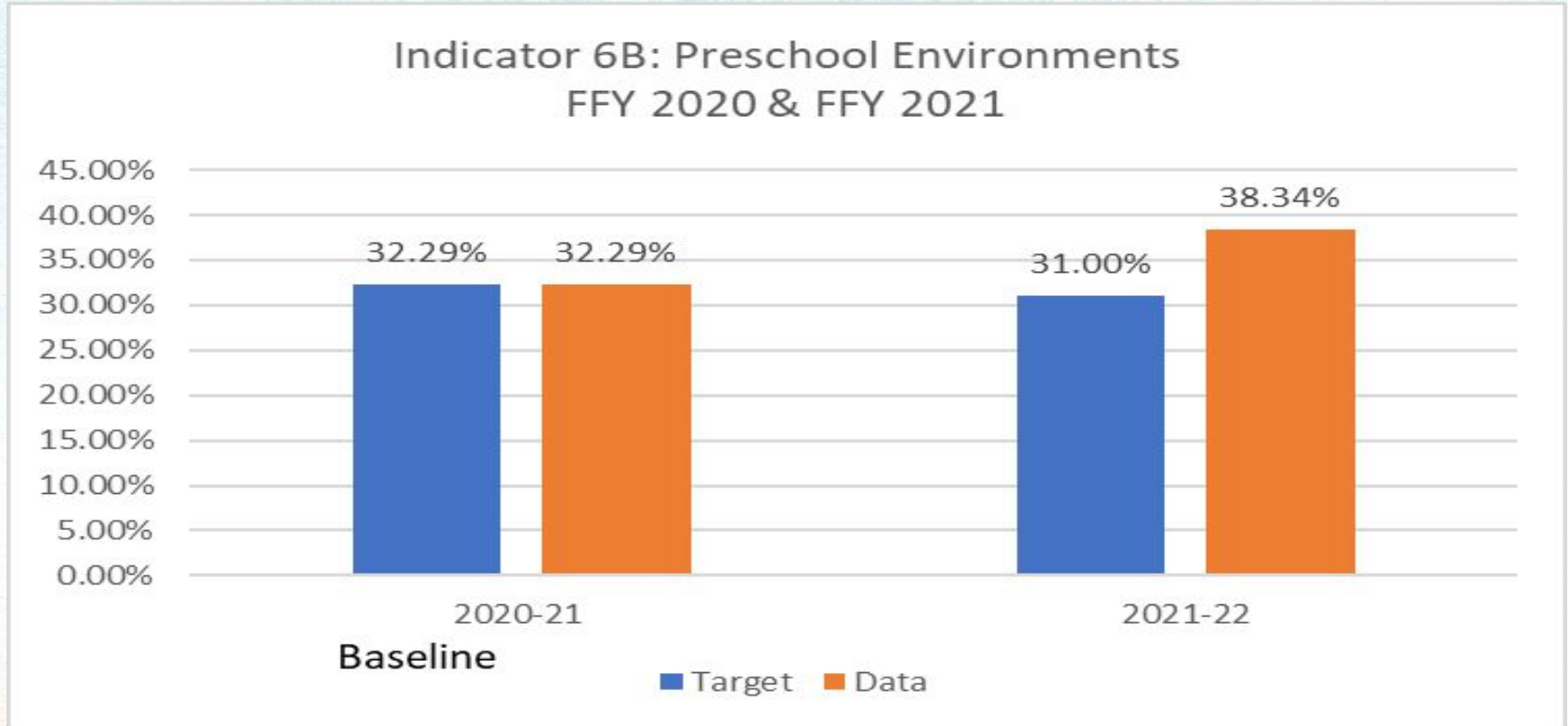
A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program





Indicator 6B: Performance

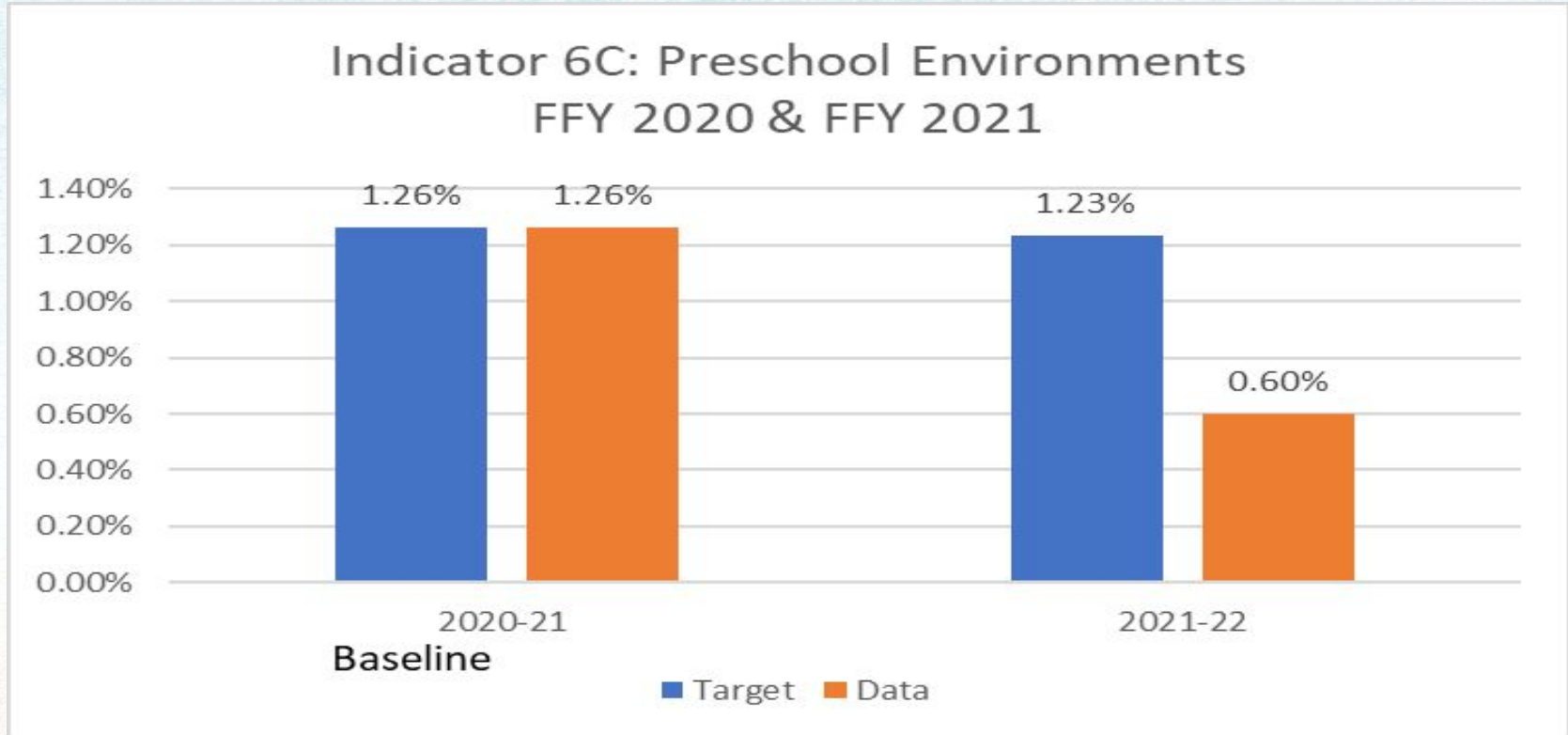
B. Separate special education class, separate school, or residential facility





Indicator 6C: Performance

C. Receiving special education and related services in the home

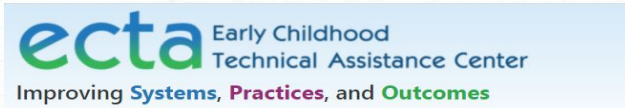




Current Improvement Strategies Preschool Environments

- Collaborated with the Early Childhood Technical Assistance (ECTA) to help with LRE decision making and service delivery options
- Explored service delivery options for early learners: [preschool toolkit](#).

Coming soon...



6 Preschool Environments

FAPE in the LRE for Preschool Children

What it measures:
The percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a:
A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program;
B. Separate special education class, separate school, or residential facility; and
C. **NEW** Receiving special education and related services in the home.

Hawaii is behind most states in including preschoolers.
Comparison with Nat'l Data FFY 2018*

Category	Hawaii	National Avg.
% in reg. ed.	28.5	50
% in separate	23.8	20

OSEP recently changed the measurement for Pre-K LRE
The old measurement included all 3-5 yr. olds. The new measurement for FFY 2020 and beyond removes 5 yr. olds who are attending Kindergarten.

New baselines (green bars) showing % of preschoolers for 6A & 6B.

Indicator	3-5 yr. olds	3-5 yr. olds
Indicator 6A	21.3	31.2
Indicator 6B	28.5	31.2

1.26% of preschoolers received special education at home in FFY 2020
Indicator 6C

The targets for Indicator 6B & 6C should remain low.
OSEP expects that most children would attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program.

Potential Improvement Activities

- Universal Preschool
- More training in inclusive practices
- Head Start Expanding partnerships

SPIN November 2021 Source: 2020 Part B FFY 2018 SPP/APR Indicator Analysis Booklet Hawaii Annual Performance Report Data



Indicator 6: Improvement Strategies for Preschool Environments



[Indicator 6 Jamboard](#)



Indicator 7: Preschool Outcomes

Monitoring Priority

Measures the percent of children aged 3 through 5 with Individualized Education Programs (IEP)s who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.





Five Progress Categories for Each Outcome

Calculated from data entered into Teaching Strategies GOLD from when the child enters and exits the preschool program for students with disabilities.

The percent of children who:

- a) Did not improve functioning
- b) Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers
- c) Improved functioning to a level nearer to same-aged peers, but did not reach it
- d) Improved functioning to reach a level comparable to same-aged peers
- e) Maintained functioning at a level comparable to same-aged peers



Outcome Summary Statements

For each Outcome area, the progress categories are calculated, as required by OSEP, into the following summary statements:

- ❑ **Summary Statement 1:** Of those children who entered the program below age expectations in each Outcome, the percent who **substantially increased their rate of growth** by the time they exited the program.
- ❑ **Summary Statement 2:** The percent of children who **were functioning within age expectations in each Outcome** by the time they exited the program.



Indicator 7A1: Positive Social-Emotional Skills

A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Outcome A Progress Category	Number of children	Percentage of Children
a. Preschool children who did not improve functioning	8	1.15%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	245	35.15%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	126	18.08%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	180	25.82%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	138	19.80%

Outcome A	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation: (c+d)/(a+b+c+d)</i>	306	559	65.68%	68.00%	54.74%



Indicator 7A2: Positive Social-Emotional Skills

A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.

Outcome A Progress Category	Number of children	Percentage of Children
a. Preschool children who did not improve functioning	8	1.15%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	245	35.15%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	126	18.08%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	180	25.82%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	138	19.80%

Outcome A	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. Calculation: $(d+e)/(a+b+c+d+e)$	318	697	41.20%	46.00%	45.62%



Indicator 7B1: Acquisition & Use of Knowledge & Skills

B1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.

Outcome B Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	0	0.00%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	261	37.45%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	154	22.09%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	172	24.68%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	110	15.78%

Outcome B	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation: (c+d)/(a+b+c+d)</i>	326	587	68.07%	70.00%	55.54%



Indicator 7B2: Acquisition & Use of Knowledge & Skills

B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program.

Outcome B Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	0	0.00%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	261	37.45%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	154	22.09%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	172	24.68%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	110	15.78%

Outcome B	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. <i>Calculation: (d+e)/(a+b+c+d+e)</i>	282	697	42.65%	52.00%	40.46%



Indicator 7C1:

Use of Appropriate Behaviors to Meet Their Needs

C1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.

Outcome C Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	14	2.01%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	229	32.86%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	132	18.94%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	182	26.11%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	140	20.09%

Outcome C	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	314	557	68.21%	70.00%	56.37%
<i>Calculation: (c+d)/(a+b+c+d)</i>					



Indicator 7C2:

Use of Appropriate Behaviors to Meet Their Needs

C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.

Outcome C Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	14	2.01%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	229	32.86%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	132	18.94%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	182	26.11%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	140	20.09%

Outcome C	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. <i>Calculation: (d+e)/(a+b+c+d+e)</i>	322	697	37.32%	42.00%	46.20%



Strategies for Improvement Preschool Outcomes





Starting early: The connection between Language and Learning





Children with oral language difficulties are at risk for later reading challenges, particularly comprehension.

For social emotional health and academic success, children need to be able to share information with others.





Research: Language and Literacy Connection

ASHA. 2001, Justice (2002)

Oral language provides the foundation for the development of literacy.

The relationship between oral language and literacy development is reciprocal in nature (Boudreau & Hedberg, 1999; Chaney, 1992; Dickinson & Tabors, 1991; Lonigan et al., 1999; Maclean, Bryant, & Bradley, 1987).

Children with speech and language impairments are at increased risk for difficulties with early and conventional literacy development.

Intervention for oral language can positively influence literacy development and vice versa.



Preschool to 3rd Grade Connection

Skills in oral language are predictive of later written language achievements, particularly in the area of reading (Catts, et al., 2001, 2002)

A strong focus on oral language development in early years is critical for future academic **SUCCESS** (Marchman et al., 2013)

Reading
Writing



The gap in academic ability tends to persist or grow throughout the school experience, particularly those who are at risk

(Fielding et al., 2007)



Improvement Activities

Professional Learning Communities

Who

- District Resource Teachers
- Speech-Language Pathologists

Content:

- Interactive Reading Strategies and Coaching
 - Teachers and
 - Parents

Goal:

- Improve language & literacy skills
- Enhance student outcomes



Research

Enhances language development

Facilitates the acquisition of emergent literacy skills

Is respectful of economic, cultural and environmental differences



Current Improvement Strategies

Preschool Outcomes

Implemented:

- Professional Development with Preschool Resource Teachers or 619 Coordinators & SLP Coordinator teams statewide
- Preschool Outcomes data
 - Identify oral language challenges in the preschool population
 - Language literacy connections (overview)
- Preschool Workgroup with selected DESs

Continued Events and Coming Soon:

- Continue PLCs with Preschool RTs and SLPs
- In-depth training with selected preschool RTs and SLPs
 - Early Childhood Language and Literacy - LETRS
- Coaching Professional development for RTs and SLPs



Preschool Outcomes Infographic

*Created in collaboration with
SPIN*
(Special Parent Information Network)

Preschool Outcomes

Parent input is valuable and important in order to assess the whole child. The Hawaii State Department of Education measures growth in preschool aged children 3-5 years with an Individualized Education Program (IEP). Student's skills are assessed as they continue to grow and learn. Talk with your child's teacher or IEP team to see how you can support your child's early learning.



Social-Emotional Skills

This outcome measures:

- Playing and interacting with adults & other children
- Learning how to manage their feelings
- Understanding and following rules

Parent feedback to the school can include:

- How my child expresses their feelings
- How my child interacts with others in the community

Knowledge & Skills

This outcome measures:

- Thinking, problem solving & remembering
- Displaying an interest in learning
- Understanding and communicating thoughts & ideas

Parent feedback to the school can include:

- What skills and activities my child does well
- What skills and activities my child finds difficult



Meeting Own Needs

This outcome measures:

- Self-care like feeding, toileting, dressing & grooming
- Using objects like a crayons, utensils & switches as tools
- Acting appropriately to get what they want

Parent feedback to the school can include:

- How my child takes care of their basic needs
- How my child uses tools in their day to day life





Indicator 7: Improvement Strategies for Preschool Outcomes



[Indicator 7 Jamboard](#)



Reporting Out/Next Steps



Thank you for participating in the Preschool
Environments and Outcomes Discussion Group!



Please leave this meeting and return to the
Main Session.