**SPPR/APR Educational/Community Partner Meeting**
**FFY 2022**
Breakout Discussion Group 3: Indicator 6 Preschool Environments and
Indicator 7 Preschool Outcomes
December 8, 2023 - 9:40-10:40 AM

**Indicators 6 & 7 Slides Presentation Link:**

https://drive.google.com/file/d/1rI7swZnCzka_DDZeiafumvA4HQ3vjBub/view?usp=sharing

**Summary of Presentation**

**Indicator 6A**

| |
|---|
| Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a: <br><br> A. *Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program* |

| |
|---|
| **What does the data show since the establishment of the baseline?** Since the baseline in 2020, there has been consistent slippage for the past 2 years, with the most recent 2022 data as 16.97% of 3-5-year-olds eligible for special education are enrolled and receiving services in a regular EC program. |

| |
|---|
| **What are the current strategies for improvement?** <br> ● Early Childhood Technical Assistance to identify strategies to move the needle <br> ● Preschool toolkit of available environments have been shared with complex areas <br> ● The Hawaii Preschool State Interagency Partnership Group was established in 2023 to address inclusion with agency representatives from: <br>     ○ University of Hawaii <br>     ○ Hawai'i Department of Education <br>     ○ Head Start <br>     ○ Executive Office on Early Learning <br>     ○ Department of Health, Early Intervention <br>     ○ Parents and Children Together <br>     ○ Leadership in Disabilities & Achievement of Hawai'i <br>     ○ Early Childhood Technical Assistance <br> ● Work with families to strengthen transitions |

| |
|---|
| **Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement?** The strategies currently implemented are effective, and more time is needed for collaboration between community partners to address this outcome. |

**Indicator 6B**

| |
|---|
| Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a: <br><br> B.   Separate special education class, separate school or residential facility |

| |
|---|
| **What does the data show since the establishment of the baseline?** Since the baseline in 2020, the data has shown a consistent increase for the past 2 years, with the most recent 2022 as 41.44% of 3-5 year-olds who are eligible for special education having services in a separate class, school or facility |

| where they are separated from typically developing peers. |
| --- |

| **What are the current strategies for improvement?** |
| --- |

- Early Childhood Technical Assistance to identify strategies to move the needle
- Preschool toolkit of available environments have been shared with complex areas
- The Hawaii Preschool State Interagency Partnership Group was established in 2023 to address inclusion with agency representatives from:
  - University of Hawaii
  - Hawai'i Department of Education
  - Head Start
  - Executive Office on Early Learning
  - Department of Health, Early Intervention
  - Parents and Children Together
  - Leadership in Disabilities & Achievement of Hawai'i
  - Early Childhood Technical Assistance
- Review of Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs with interagency group
- Create an action plan based on recommendations from Policy Statement for States

| **Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement?** Additional time is needed for collaboration between community partners to address this outcome with actionable items.  No modifications are recommended at this time. |
| --- |

### Indicator 6C

| Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:<br><br>  C.    Receiving special education and related services in the home |
| --- |

| **What does the data show since the establishment of the baseline?** Since the baseline in 2020 of 1.26%, there was a decrease in 2021, then up to .9% in 2022, yet not meeting the target in either year. |
| --- |

| **What are the current strategies for improvement?** |
| --- |

- Early Childhood Technical Assistance to identify strategies to move the needle
- Preschool toolkit of available environments has been shared with complex areas
  - Continue complex area training around making decisions based on services, what the child's needs are, and what is developmentally appropriate
- Work with complex areas on itinerant service model

| **Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement?** Additional time is needed for collaboration between community partners to address this outcome with actionable items.  No modifications are recommended. |
| --- |

### Indicator 7A

| **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.
- **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. |
| --- |

**What does the data show since the establishment of the baseline?**
**A1:** Since the baseline in 2020 of 65.68%, the results decreased to 54.74%, then up to 57.53% in 2022, still not near the target.
**A2:** Since the baseline in 2020, the results have proven positive in that each year, the percentage has gone up, and in 2022, the results of 50.67% exceeded the target of 47%.

**What are the current strategies for improvement?**
- Continue PD for Complex Area staff
- Progress monitor data
- Establish special interest groups
- Transdisciplinary Play-Based Assessments

**Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement?** The group recommended to increase the target for 7A2. No other modifications are recommended as additional time is needed to implement the above strategies for improvement.

**Indicator 7B**

**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.
- **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.

**What does the data show since the establishment of the baseline?**
**B1:** Since the baseline in 2020 of 68.07%, the results have remained lower, ending 2022 with 58.52%.
**B2:** Since the baseline in 2020 of 42.65%, the results increased 3% points in 2022, still short of the 53% target.

**What are the current strategies for improvement?**
- Continue PD for Complex Area staff
- Establish special interest groups
  - Language & Literacy
  - Play-Based Interventions
  - Coaching & Collaboration
- Transdisciplinary Play-Based Assessments
  - Expand to more districts
  - Standardize process

**Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement?** Additional time is needed for collaboration between community partners to address this outcome with actionable items. No modifications are recommended at this time.

**Indicator 7C**

**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.
- **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.

**What does the data show since the establishment of the baseline?**
**C1:** Since baseline, results have decreased. The target in 2022 was 72%, and the performance was 56.12% **C2:** Since baseline, the results have increased, and the results in 2022 surpassed the 43% target with a percentage of 52.67.

**What are the current strategies for improvement?**
- Continue PD for Complex Area staff
- Establish special interest groups
  - Language & Literacy
  - Play-Based Interventions
  - Coaching & Collaboration
- Transdisciplinary Play-Based Assessments
  - Expand to more districts
  - Standardize process

**Are the current strategies working? Do they need to be modified? What may be some new ideas and strategies for improvement?** The recommendation is to increase the target for C2.