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State Performance Plan/Annual Performance Report (SPP/APR) Indicator Preschool Environments

What it measures:

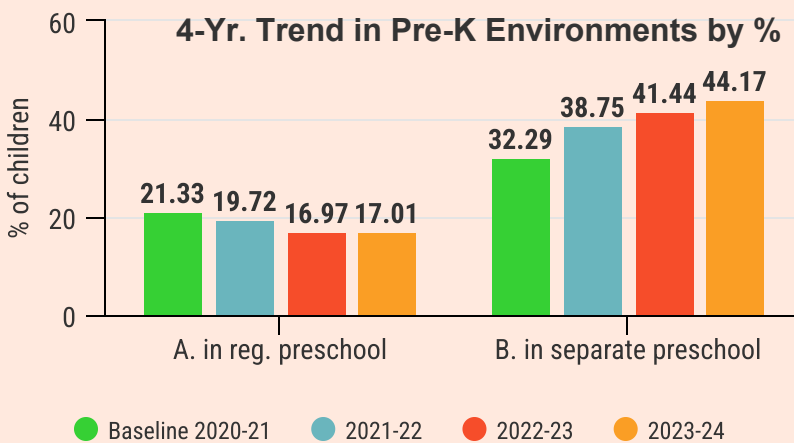
The percent of children with IEPs aged 3, 4, and 5 who are enrolled in an early childhood program with non-disabled peers. This indicator measures children who:

- A. Attend a regular early childhood program and receive the majority of special education and related services in the regular early childhood program;
- B. Attend a separate special education class, separate school, or residential facility;
- C. Receive special education and related services in the home.

Why it's important:

All young children with disabilities should have access to high-quality inclusive childhood programs that provide individualized and appropriate supports so they can fully participate alongside their same-aged peers without disabilities. Inclusive programs ensure access to the general curriculum, provide opportunities to create lasting friendships, show growth in learning new skills and have proven benefits for all children with or without a disability.

Inclusive preschool placements have been decreasing:



The SY 23-24 data shows a decrease in the number of students in a regular early childhood program (6A) and an increase in the number of students in a separate class (6B). Further analysis is needed to determine the reasons for slippage.

In SY 23-24 only 0.56% of preschool children with IEPs were receiving special education and related services in the home (6C).

Some Current Improvement Activities*:



Universal Preschool



More training in Inclusive practices



Head Start Expanding partnerships

*Click on the link to learn more about the improvement activity.

