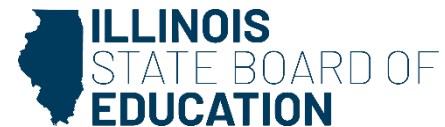


Early Childhood Special Education Bootcamp: An Overview of What you Need to Know

Kristy Doan

Early Childhood Development
Department

Illinois State Board of Education



Objectives

- Participants will understand the three early childhood indicators.
- Participants will identify resources to assist in success with indicators.
- Participants will identify professional development to improve data.



State Report Card Data

- Go to the [Illinois Report Card](#).
- Enter school district name.
- Select “Custom Report Card Builder.”
- Select “Deselect All.”
- Select “Students with Disabilities” from the Students dropdown.
- Select “Generate Report.”
- The last page of the report lists all State Performance Plan Indicators.

Indicator 6

Preschool Least Restrictive Environment

Preschool Least Restrictive Environment

- Percentage of children 3-5 enrolled in a preschool program attending:
 - 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.
- IDEA states children should be educated with their peers to the maximum extent possible.

Benefits of a High-Quality Inclusive Setting

- Research indicates that meaningful inclusion is beneficial to children with and without disabilities across a variety of developmental domains.
- Children with disabilities, including those with the most significant disabilities and the highest needs, can make significant developmental and learning progress in inclusive settings
- Children with disabilities in inclusive early childhood programs also demonstrate stronger social-emotional skills than their peers in separate settings.
- Meaningful inclusion in high-quality early childhood programs can support children with disabilities in reaching their full potential and result in broad societal benefits.



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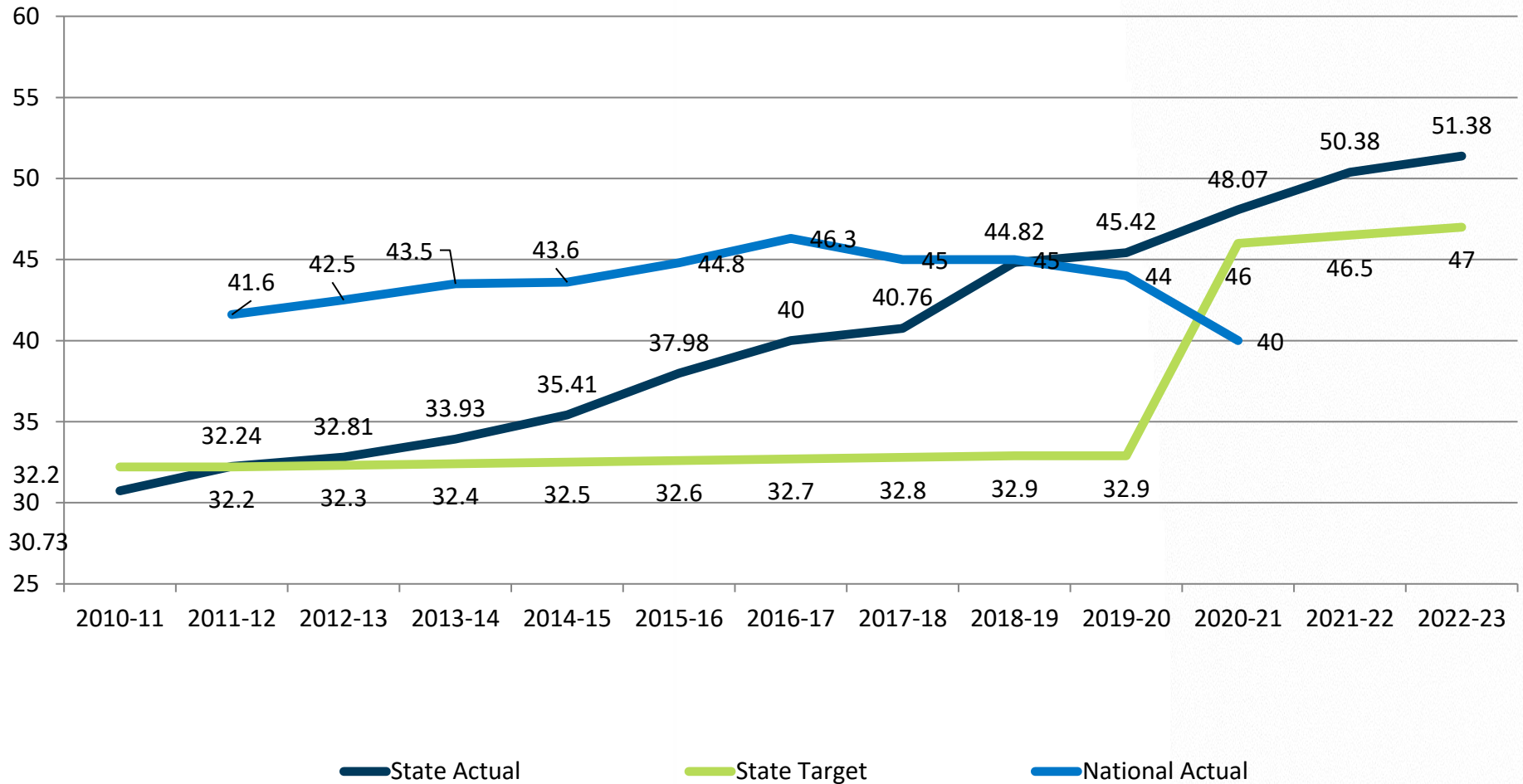
What is the Least Restrictive Environment in Early Childhood?

- IDEA presumes that the least restrictive environment (LRE) is where the child would be if he or she did not have a disability.
- LRE applies regardless of if a school district runs a regular early childhood program or not.
- [Joint Policy Statement on Promoting Inclusion](#)
- [Dear Colleague Letter](#)

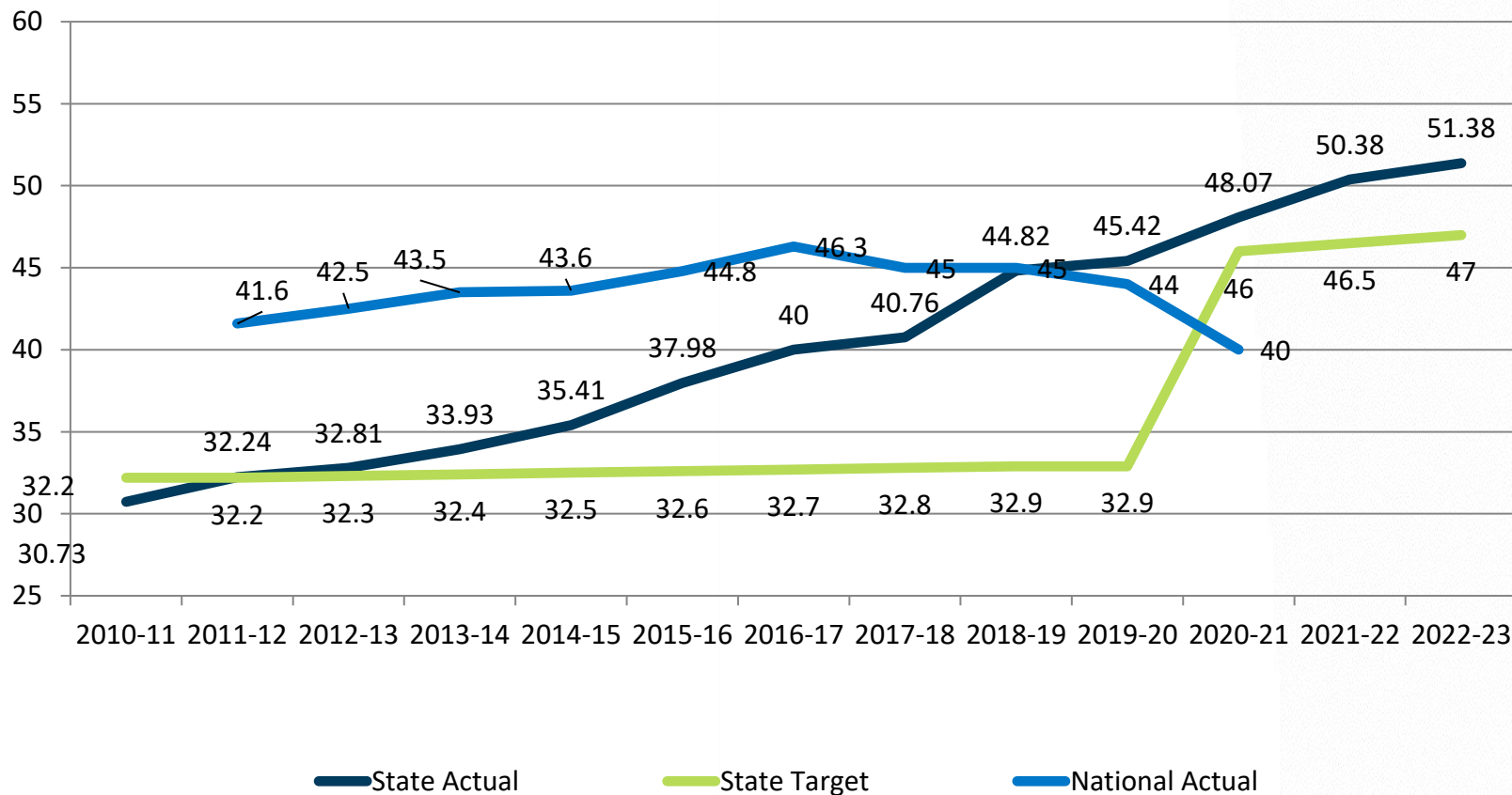
Regular Early Childhood Program

- Program that includes a majority (at least 50 percent) of nondisabled children (children with no Individualized Education Program [IEP]).
 - Head Start.
 - Preschool classes, public or private.
 - Group child development center or child care.
- Where the child is enrolled when they are not at the school is important.

SPP 6A: ISBE Early Childhood Students Ages 3-5* in Regular Early Childhood Programs and Receiving the Majority of Special Education Related Services in that Location



SPP 6B: Percent of ISBE Early Childhood Students Ages 3-5* in a Separate Special Education Setting



What Makes Inclusion Work?



- Administrative Support
- Family and Community Partnerships
- Collaboration and Training
- Professional Learning, Formal Time to Plan and Reflect
- Evidence-Based Practices
- Adaptations and Support Systems
- Vision and Attitude

Features of Inclusion



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Mindset & Inclusion

GROWTH MINDSET & INCLUSION @kristen62

INSTEAD OF THINKING... (FIXED MINDSET)

- HE IS NOT READY FOR SCHOOL.
- WE DON'T HAVE ENOUGH RESOURCES.
- SHE NEEDS TO BE PULLED OUT TO A SEPARATE SETTING.
- I NEED MORE EDUCATION ASSISTANT TIME.
- WE HAVE TRIED THIS STRATEGY BEFORE.
- I WASN'T TRAINED FOR THIS.

TRY THINKING... (GROWTH MINDSET)

- HOW CAN WE GET SCHOOL READY FOR HIM?
- WHAT CAN I DO WITH THE RESOURCES I HAVE?
- HOW CAN I MAKE SURE SHE HAS A SENSE OF BELONGING?
- WHAT CAN HE DO INDEPENDENTLY?
- DID ANY PART OF IT WORK?
- WHERE CAN I LEARN MORE?

WHEN A FLOWER DOESN'T BLOOM YOU FIX THE ENVIRONMENT IN WHICH IT GROWS, NOT THE FLOWER.
Alex Den Heijer

FREE DOWNLOAD: northstarpaths.com

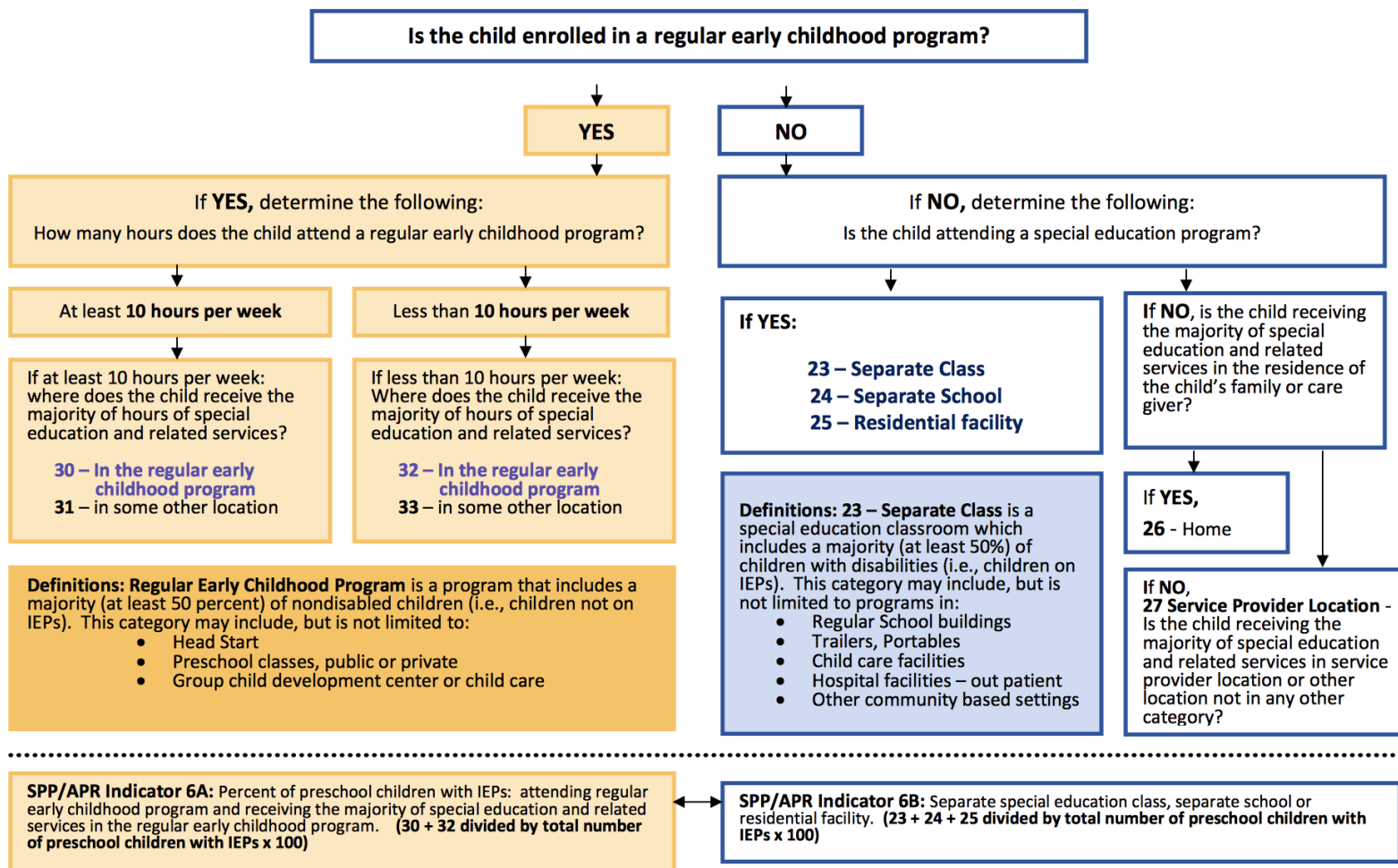
The infographic features a large brick wall on the left side, representing a fixed mindset, and a series of four plants of increasing size on the right side, representing a growth mindset. The plants start as a small seedling and grow into a large, blooming sunflower.

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Decision Tree for Coding Preschool Environments for Children ages 3-5 Served Under the IDEA not in Kindergarten

5 year olds in Kindergarten are reported with 6-21, not with Preschool Environments

Illinois EE Code Generator Application: ec-sppsix.com



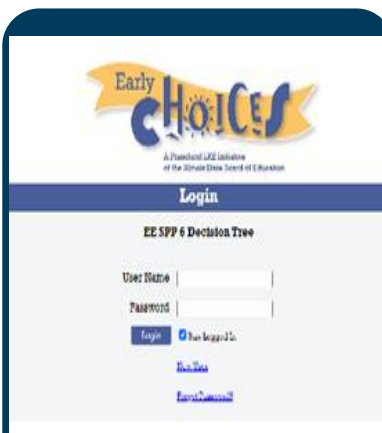
Scenarios

- A child attends a special education classroom in the morning at the school and goes to a group child care center in the afternoon.
- A child is in a Preschool for All (PFA) classroom and attends speech in the speech classroom 30 minutes per week.
- A child is enrolled in a district-funded preschool classroom and receives 100% of the IEP minutes within that classroom.

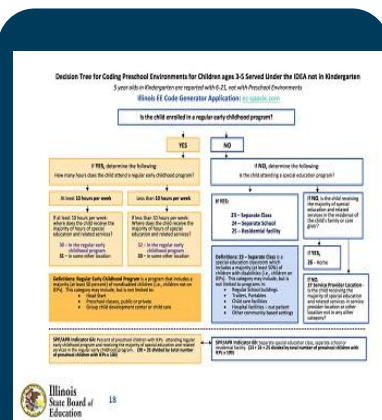
Educational Environment Coding Resources



This [module](#) is designed for administrators and educators to learn about Preschool Environment Codes for children ages 3-5.



This is a [webpage](#) to generate Preschool Environment Codes for districts in Illinois. App is now available, too!



Use this [decision tree](#) to determine the correct code for preschool children ages 3-5 under the IDEA not in kindergarten. Located on the ISBE Early Childhood Special Education Inclusion/LRE webpage.



Answers to the most commonly received questions about coding are available on the ISBE Early Childhood Special Education Inclusion/LRE webpage.



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Inclusion Resources



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Indicator 7

Early Childhood Outcomes

Early Childhood Outcomes

Early childhood outcomes are used to help measure the impact early childhood intervention has on a child's ability to have:

- Positive social relationships.
- Acquire and use knowledge and skills.
- Take appropriate action to meet their needs.

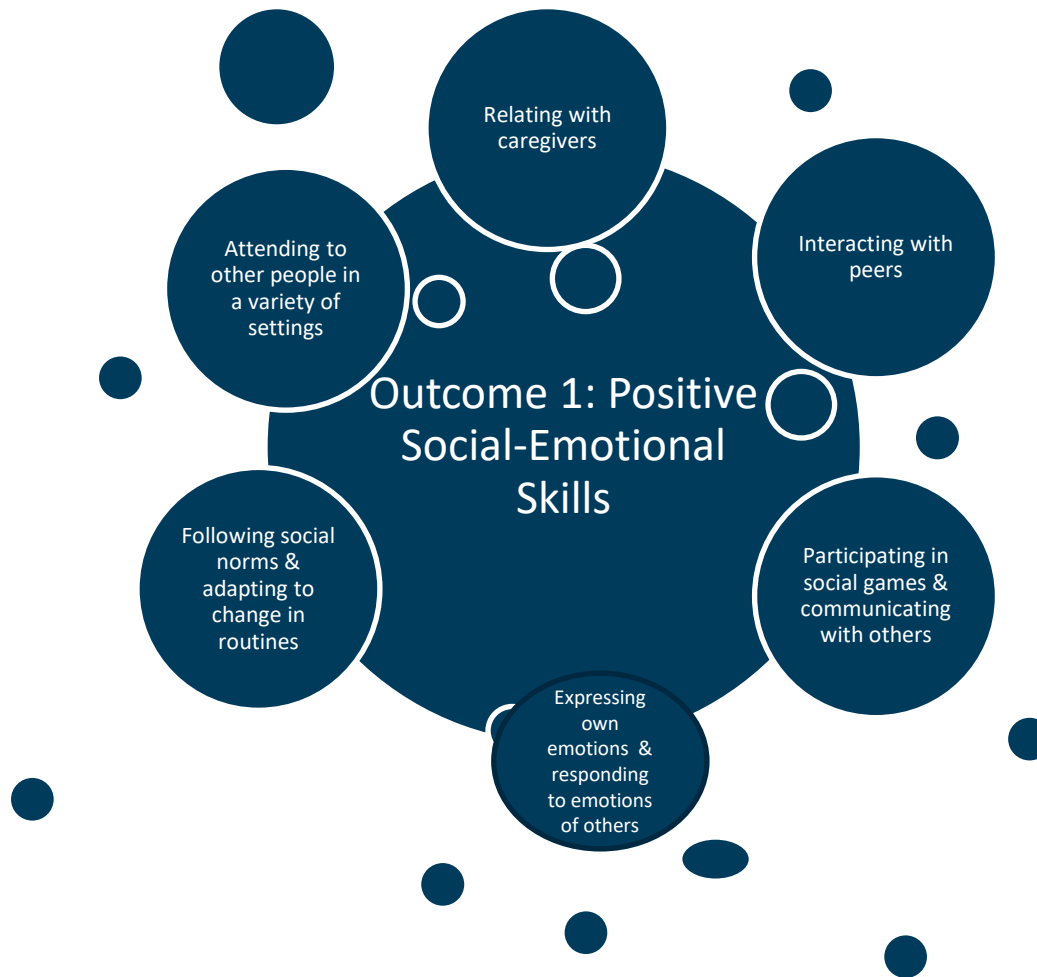


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Summary Statements

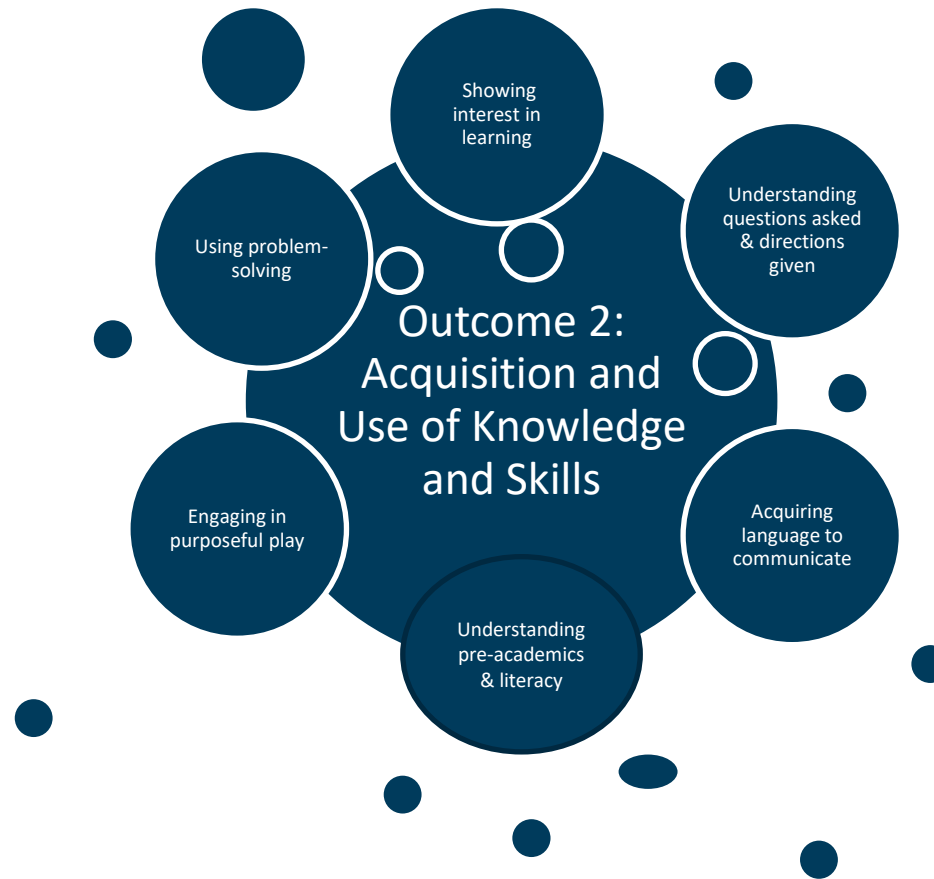
- Percentage of children who entered or exited the program below age expectations in each outcome who substantially increased their rate of growth by the time they turned 6 years of age or exited the program, and
- Percentage of children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program.

Early Childhood Outcomes



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Early Childhood Outcomes



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Early Childhood Outcomes

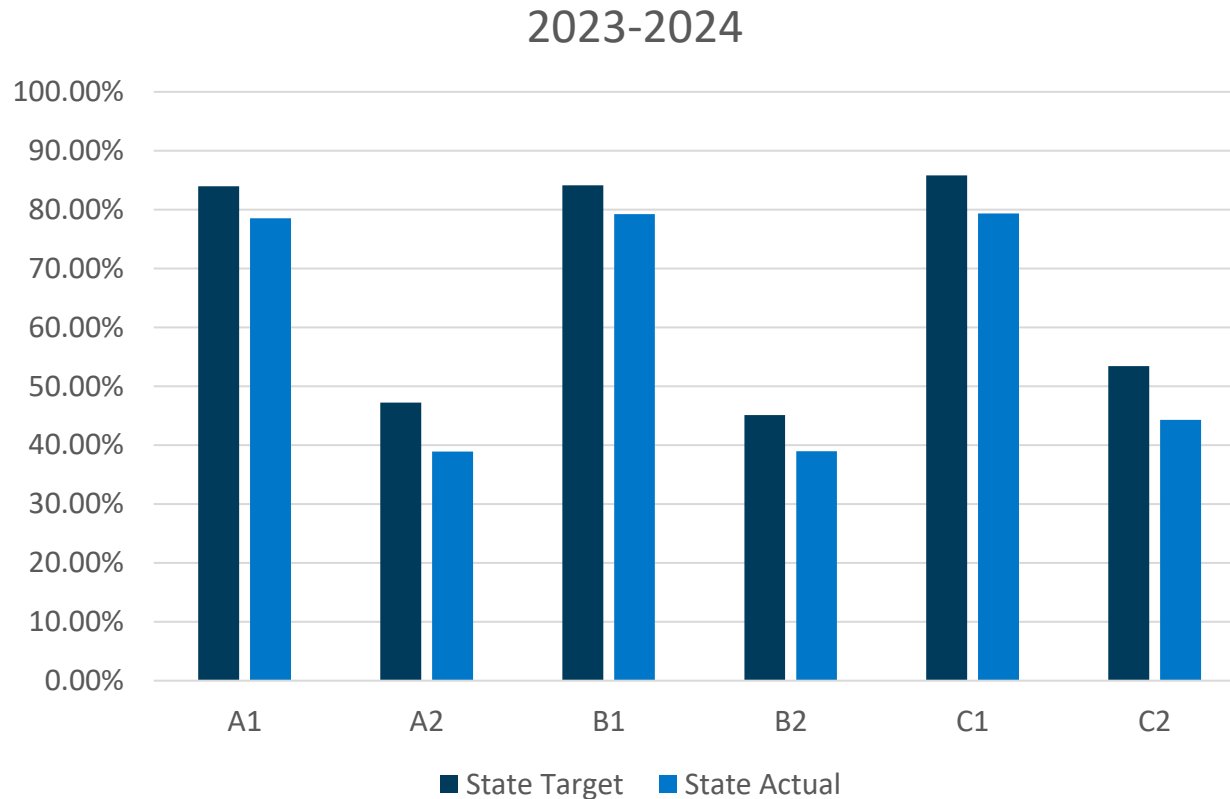


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Why Outcomes?

- Achieving each of the three child outcomes is key to supporting the ultimate goal of active and successful participation of children with disabilities.
- High-quality services allow children with disabilities to move closer to age-expected functioning than they would have been able to without those services.
- Evidence for the effectiveness of early intervention and early childhood special education at national, state, and local levels.

Early Childhood Outcomes Data



A -- Social Relationships
B -- Knowledge and Skills
C -- Action to Meet Needs

1- Substantially increased rate of growth
2- Functioning within age expectations

Accessing Early Childhood Outcome Data

Student Information System

Student Information System (SIS) data provides only raw early childhood outcome data, including initial ratings and any progress ratings for each student.

Log in to SIS.

Select Reports on left side.

Select Early Childhood Outcomes from the Early Learning dropdown.

The summary report provides total number of ratings by category code, gender, race, and length of service.

The detail report provides all students with all ratings they have received and all information that as entered for an outcome rating.

Who is included in ECO?

- EVERY child who receives early childhood special education services with an IEP, including speech only.

When are Ratings Completed?

- Entry ratings within 45 days of enrolling in the program.
- Progress ratings annually between February 1 and July 31.
- Within six months of exit.

The Question at Entry

- For each of the three outcome areas: To what extent does this child show age-appropriate functioning -- across a variety of settings and situations -- on this outcome?

The Questions at Progress Ratings

- In each of the three outcome areas: To what extent does this child show age-appropriate functioning -- across a variety of settings and situations -- for this outcome?
- Has the child shown ANY new skills or behaviors related to this outcome since the last outcome rating?

Primary Assessments

- [Assessment and Evaluation Programming System \(AEPS\)](#)
- [High Scope Child Observation Record](#)
- [The Work Sampling System](#)
- [Teaching Strategies GOLD](#)
- [Early Learning Scales \(ELS\)](#)
- Ages and Stages Questionnaire (Speech Only)
- [Desired Results Developmental Profile \(DRDP\)/Illinois Early Learning and Development Standards \(IELDS\)](#)

Using Data for Program Improvement

- Does your program serve some children more effectively than others?
- Does your program serve children in families with specific characteristics more effectively than others?
- Do child outcomes differ across local programs?
- Do child outcomes differ across programs with specific intervention approaches or service features?
- Do child outcomes differ across settings?
- Are trends over time showing gradual increases in rate of child progress and levels of achievement?

Outcomes Resources

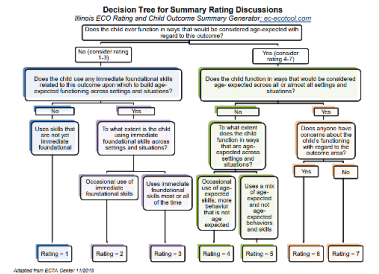


Modules created by Early CHOICES provide an overview of outcomes and how to capture them, and how to use tools in the decision-making process.



Answers to the [most commonly received questions](#) about Early Childhood Outcomes are available on the ISBE Early Childhood Outcomes resource webpage

Use [this form](#) to provide all of the information that must be submitted each year to ISBE. Located on the ISBE Early Childhood Outcomes resource webpage.



The [decision tree](#) helps the team determine what rating is appropriate for the student in each area. Located on the ISBE Early Childhood Outcomes resource webpage. Early CHOICES also has an app available.



Indicator 12

Early Intervention to Early Childhood Special
Education Transition

Transition from EI to ECSE

- Percentage of children referred by Part C prior to age 3, who are found eligible for Part B and who have an IEP developed and implemented by their third birthday.

Extended Early Intervention

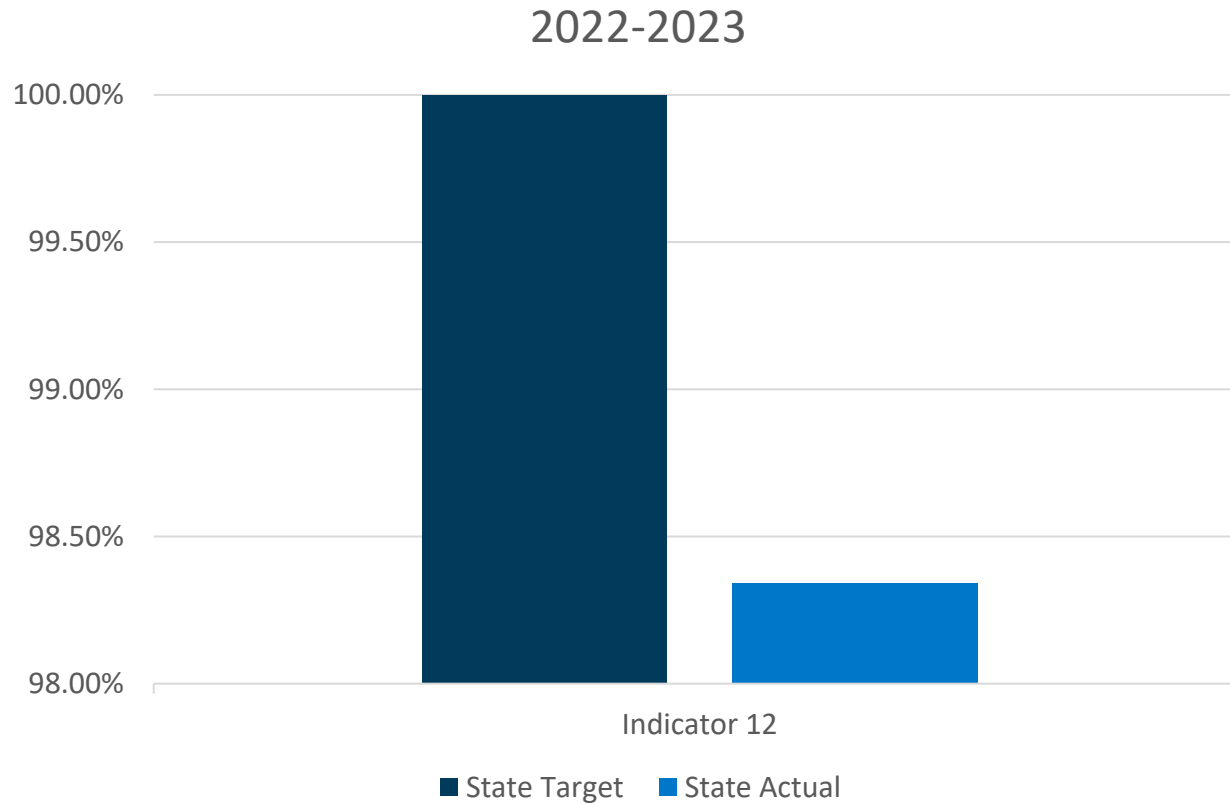
- Illinois Early Intervention Extended Services (EI/ES) offers parents of eligible children the choice to continue Early Intervention (EI) services beyond their child's third birthday until the start of the school year following their third birthday.
 - Must be currently enrolled in Early Intervention.
 - Birthday between May 1 and August 31.
 - Found eligible for early childhood special education under IDEA and Section 14-8.02 of Public Act 102-0209 (Section 11h) and have created an Individualized Education Program.
- Have the option to continue with their EI services until the beginning of the next school year following their third birthday OR exit Early Intervention and begin early childhood special education services through their local school district as of the IEP implementation date.
- The Early Intervention Training Program developed an [interactive tool](#) to help determine if a child is eligible for Extended Services in Illinois.
- Students potentially eligible for EI/ES are noted on the transition system.

Summer Birthdays

- The requirement is still in place.
- Make plans to evaluate the child before the school year ends.
- Make plans for an evaluation team over the summer.

100%

Illinois Data



Early Childhood Transition System

- Information Provided
 - EI Number
 - CFC ID
 - Child Name
 - Date of Birth
 - Parent/Guardian Name
 - Address
 - Phone
- Updated monthly

What if ...

- The child is on transition list, but the CFC does not contact the district about a transition planning conference or send a referral packet?
 - Verify data with CFC.
 - Contact the family regarding programs and services.
 - Document parental contacts.

What if ...

- The child isn't in the transition system?
 - Search for the student in the "Student Not Assigned to a District" category.
 - Must enter first name, last name, and date of birth.
 - Select “District Responsible for Student.”

What if ...

- The child doesn't qualify or enroll in an early childhood program so there is no SIS number?
 - Create an evaluation only record.
 - Select "Request SID number."
 - Enter requested information.
 - Select "Evaluation Only" for grade level.
 - List start date as first day of the school year.

What if ...

- Our program is full?
 - State and federal regulations require school districts to serve children who are transitioning from early intervention and who are eligible for ECSE on or before their third birthdays.
 - The LEA must provide services and the placement option listed in the IEP.


Transition Planning Conference

- Early Intervention responsible for setting up and facilitating.
- Attended by parent, service coordinator, representative of district.
- Required that an LEA participate.
- Must be completed by 2 years, 9 months.
- Describe school district evaluation and IEP process.
- Discuss potential education program and services.


Evaluation Process

- Screenings are not required.
- The team could decide to use Early Intervention reports and not conduct separate evaluations to determine eligibility.

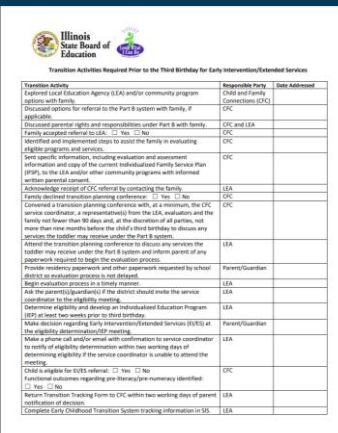
Transition Resources



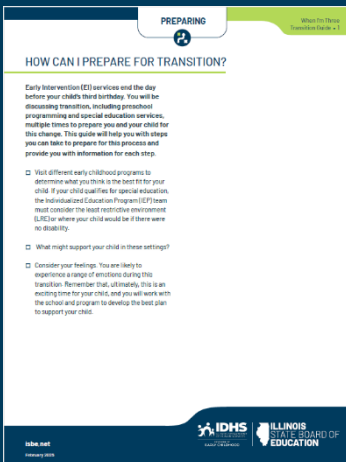
Each STAR NET region hosts a training at least once a year on the transition process. It partners with Early Intervention.



Answers to the [most commonly received](#) questions about early childhood transition are available on the ISBE Early Childhood Transition resource webpage.



Find information about [EI/ES requirements](#) on the Early Childhood Transition resource webpage.



[This resource](#) explains the transition process for parents and provides a guide for what to expect. Families receive this resource from the EI service coordinator.

Professional Development

- [STAR NET](#)
- [Early CHOICES](#)

Resources

[isbe.net](#)

[Child Find](#)

A group of diverse young children are sitting at a table in a classroom, engaged in a drawing activity. They are holding markers and looking at each other. The background shows a bulletin board with various papers and colorful geometric shapes (triangles, circles) in shades of teal, purple, and green. The text 'Sharing A Vision 2025' is overlaid on the image, with 'Sharing' and 'Vision' in a large, white, serif font, and 'A' in a smaller, white, sans-serif font. Below the main title, the dates 'October 8-10, 2025' are written in a smaller, white, sans-serif font.

Sharing A Vision 2025

October 8-10, 2025

Embassy Suites Hotel and Conference Center | East Peoria, IL

<https://sharingavision.org/>



Questions?

kdoan@isbe.net

Thank you