

Children with Disabilities in Child Care Settings – A Discussion of Data Discoveries & Dilemmas

CCEEPRC Breakout Session A2

April 17, 2019





Agenda



Presentations



Discussion



Presentations



Speakers

- Kathleen Hebbeler, SRI International
- Cornelia Taylor, SRI International
- Christy Kavulic, U.S. Department of Education, Office of Special Education Program Staff
- Beth Rous, University of Kentucky, Discussant
- Jenna M. Weglarz-Ward, University of Nevada, Las Vegas, Facilitator

What do we Need to Better Understand Special Populations from a National Perspective?

Kathleen Hebbeler
SRI International

Presented at the Child Care and Early Education Policy Research Consortium Annual Meeting
April 2019

Examples of research questions involving children with disabilities

* Counts:

- How many are there...?
 - In the US
 - In a program (in child care, in non-licensed care, in Head Start, in State PreK)
 - Unserved? Underserved?

* Characteristics

- What are the characteristics of children with disabilities (compared to children without disabilities)?
 - Gender, ethnicity, primary language, household income

* Experience and outcomes

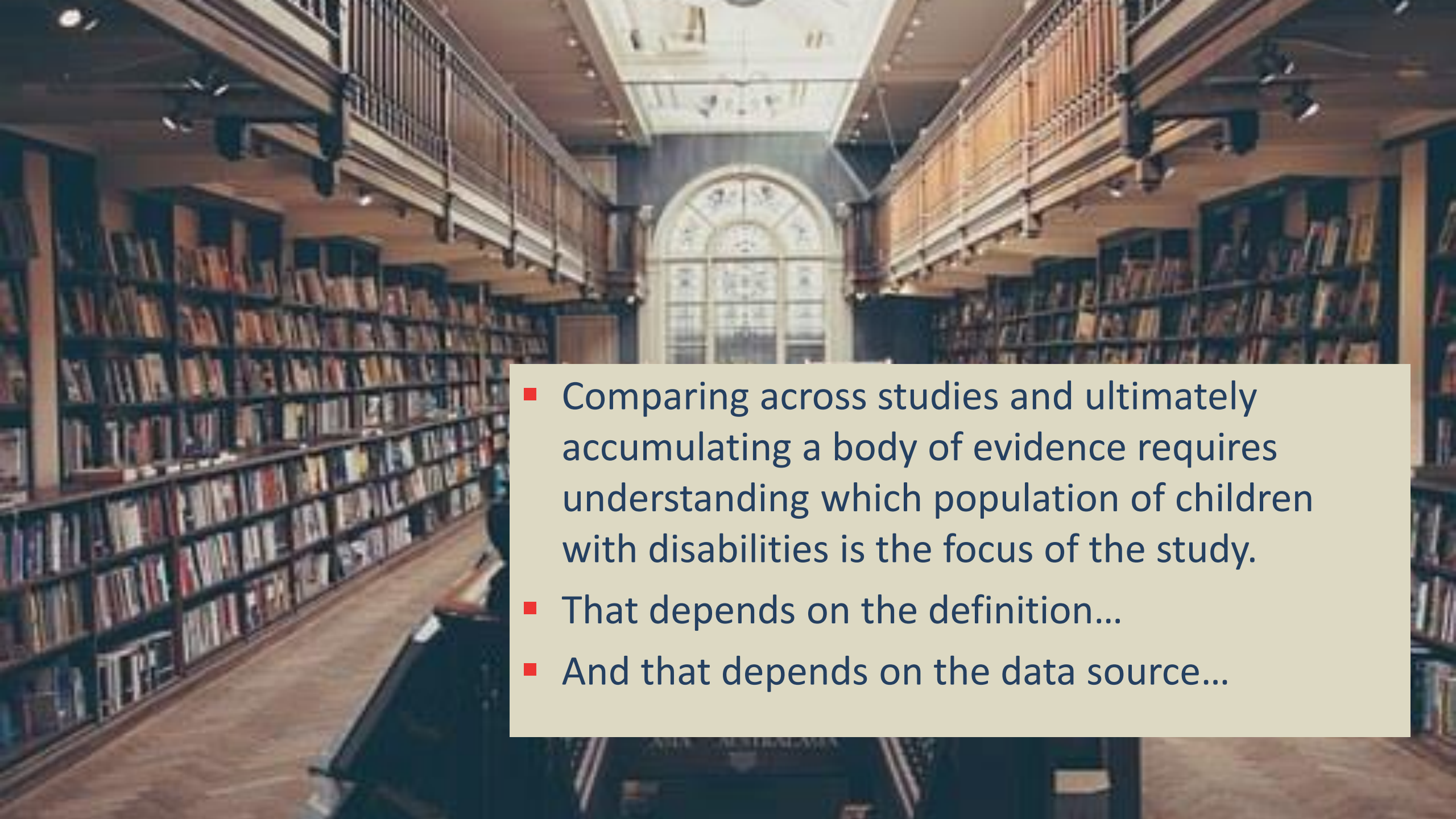
- What does X (outcomes, attendance, use of subsidies, age at enrollment in program, classroom quality, barriers to access) look like for children with disabilities (compared to children without disabilities)?



<http://www.nationalacademies.org/hmd/Reports/2018/opportunities-for-improving-programs-and-services-for-children-with-disabilities.aspx>

privileged to convene as an interdisciplinary team of experts to assess the benefits of programs and services for children with disabilities and to identify opportunities for improving service delivery.

There is no universally accepted definition of childhood disability. Different conceptual frameworks are used by clinicians, researchers, agencies, service providers, and people with disabilities to understand disability and define disability for purposes of program inclusion, classification, and monitoring. This variability posed a challenge for the committee, as it does for children with disabilities and their families, researchers in the field, and policy makers. The committee recognizes that the nature and severity of disability are not determined solely by underlying medical conditions, but are a function of interaction with the physical world, opportunities, policies, available supports, and social role expectations for children. Therefore,



- Comparing across studies and ultimately accumulating a body of evidence requires understanding which population of children with disabilities is the focus of the study.
- That depends on the definition...
- And that depends on the data source...

Some Sources of Definitions and Data

- Americans with Disabilities Act (ADA)
- Centers for Disease Control (CDC)
- Social Security Administration/Supplemental Security Income (SSI)
- Individuals with Disabilities Education Act (IDEA)
- Maternal and Child Health Bureau – Children with Special Health Care Needs (CSHCN)
- National Health Interview Survey (NHIS)
- National Survey of Children's Health (MCHB)
- Medical Expenditure Panel Survey (HHS)
- American Community Survey (Census Bureau)
- Survey of Income and Program Participation (Census Bureau)
- Early Childhood Longitudinal Study (Dept. of Education)
- National Household Education Survey (Dept. of Education)

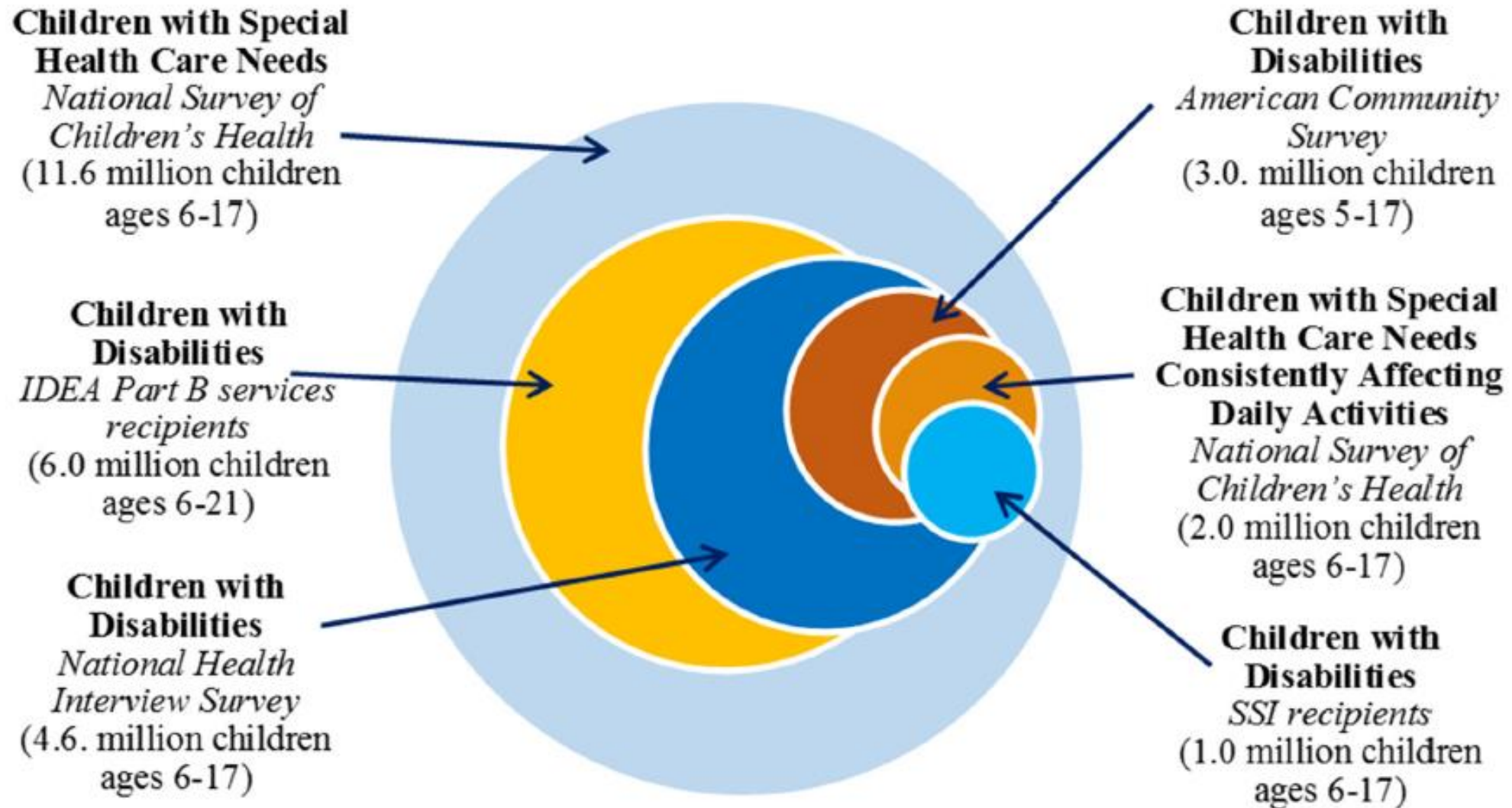


FIGURE 2-1 Prevalence of childhood disability based on selected definitions.

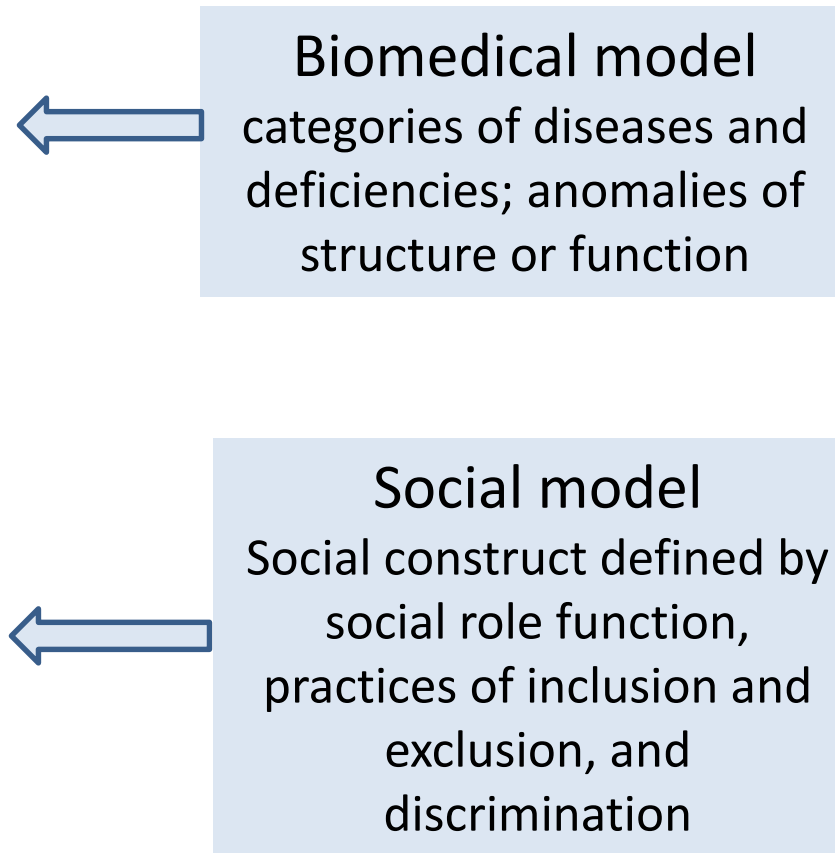
Source: <http://www.nationalacademies.org/hmd/Reports/2018/opportunities-for-improving-programs-and-services-for-children-with-disabilities.aspx>

“An estimated 13–15 percent of children younger than 6 have special needs that may require services, although fewer than 6 percent (about 350,000 infants and more than 750,000 toddlers and preschool-age children) receive special education and related services under the federal Individuals with Disabilities Education Act program.”



Henley, J.R. & Adams, G. (2018). *Insights on access to quality child care for children with disabilities and special needs*. Washington, DC: Urban Institute

“A disability is an environmentally contextualized health-related limitation in a child’s existing or emergent capacity to perform developmentally appropriate activities and participate, as desired, in society”



Disability is the interaction between

Individual

and

Context in which they live

National Health Interview Survey

Children have a disability if...

- * Reported to receive special education or early intervention
- * Experience difficulty walking without equipment
- * Experience difficulty remembering
- * or any other limitation

(under 5)

- * Experience limitations in the kinds or amount of play activities done by other children

(3 and older)

- * Need help with personal care

Individuals with Disabilities Education Act (IDEA)

Eligibility for Section 619 Early Childhood Special Education – Ages 3 - 5

- Child has one or more of 13 conditions
 - Intellectual disability
 - Hearing impairment (including deafness)
 - Speech or language impairments
 - Visual impairments (including blindness)
 - Serious emotional disturbance
 - Autism
 - Orthopedic impairments
 - Traumatic brain injury
 - Other health impairments
 - Specific learning disability
 - Multiple disabilities
 - Deaf-blindness
 - Developmental delay
- Who, by reason thereof, needs special education and related services.
- Applies from ages 3 to 21 (except for developmental delay)

Child Care and Development Block Grant

The CCDBG considers a child to have a disability if he or she meets at least one of the following criteria:

- (1) meets the definition in section 602 of the Individuals with Disabilities Education Act (IDEA);
- (2) is eligible for early intervention services under part C of IDEA;
- (3) is under 13 years old and eligible for services under Section 504 of the Rehabilitation Act of 1973; or
- (4) is a child with a disability, as defined by the state.

Researchers define a special needs group

- * From a study of child care subsidies
- * Used the Early Childhood Longitudinal Study - Birth Cohort
- * Children who at 9-months, 2-year, or 4-year data wave were
 - Identified as having an IFSP or IEP, **AND/OR**
 - Had a medically diagnosed disability per birth certificate or parent report, **AND/OR**
 - Scored 1.5 SDs below the mean on social-emotional, motor, or cognitive skills test
 - Motor and cognitive: Bayley Short Form – Research Edition
 - Field administrators rated social-emotional functioning based on child's performance on the BSID

Disability in young children is not a stable characteristic

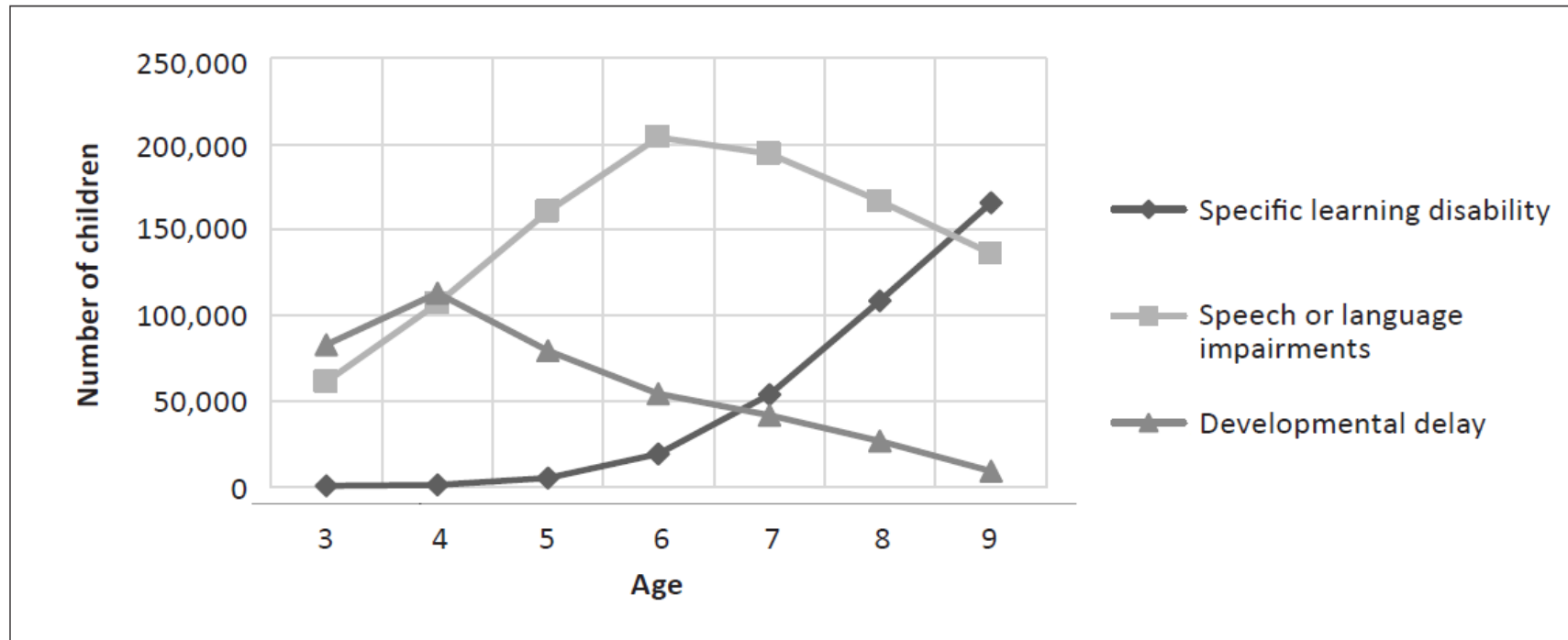


Among young children, there are:

- Children with disabilities who will have their disability(ies) all of their lives.
- Children who have a disability now but will not at some point in the future.
- Children who have a disability now that has not yet been diagnosed.
- Children who don't have a disability now but will be diagnosed with a disability in the future.
- Children who used to have a disability but no longer do.

The number of children with speech or language impairments increases until age 6 and then drops off.

Figure 1. Number of Children Served under IDEA by Age and Disability Category: 2013–14



Source: Data from U.S. Department of Education, ED Facts Data Warehouse, *IDEA Part B Child Count and Educational Environments Collection* (2013–14). Data extracted as of July 3, 2014, from file specifications 002 and 089.



Children with
disabilities are an
extremely
heterogeneous group

- Characteristics, experiences, services, outcomes, etc. will vary by the nature of the child's disability.
- Research needs to have meaningful ways to describe the child's functioning in multiple areas
- Disability categories (e.g., visual impairment) are not sufficient

Implications for Future Research

* Researchers ..

- Need to clearly present and repeatedly reference the definition/criteria they are using to identify a population of children with disabilities
- Recognize the program eligibility does not equal all definitions of children with disabilities
- Be aware of the differences between ever having a disability and having a disability now.

* States need to continue to build early childhood integrated data systems (ECIDS) so we will be able to get an accurate picture of participation of children with disabilities in all early childhood programs.

- And data bases need to include meaningful descriptors of the nature of the child's limitations.

* Consensus on a definition would be very helpful.

- * Visit the DaSy website at:
<http://dasycenter.org/>
- * Like us on Facebook:
<https://www.facebook.com/dasycenter>
- * Follow us on Twitter:
[@DaSyCenter](https://twitter.com/DaSyCenter)

Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H373Z120002. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officers, Meredith Miceli and Richelle Davis.



Recent data on the inclusion of children with disabilities in early care and education settings

Cornelia Taylor, SRI International

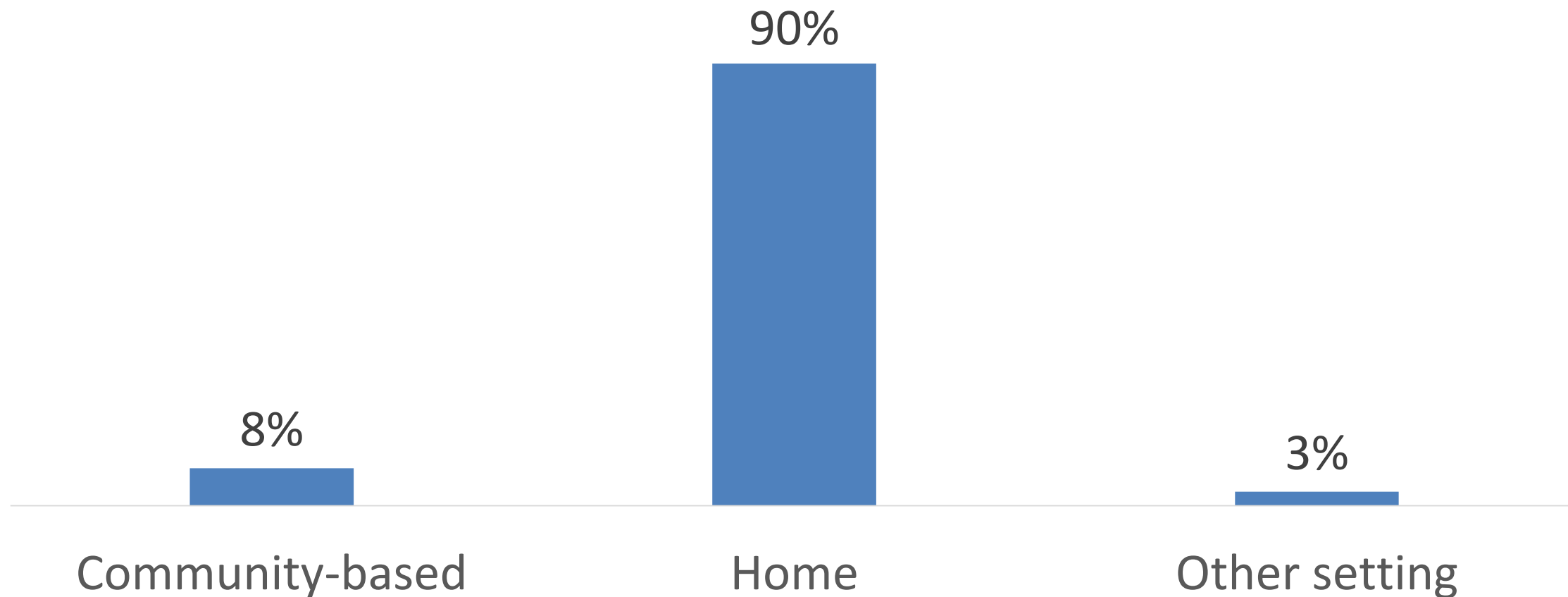


IDEA Data

IDEA data reporting requirements related to service settings

- * Early Intervention and preschool special education programs report annual data on the settings where child receive their special education services
- * For Part C states report if the child received services in a community-based setting defined as.
 - children whose early intervention services are provided primarily in a setting where children without disabilities typically are found. These settings include but are not limited to child care centers (including family day care), preschools, regular nursery schools, early childhood center, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).

Most infants and toddlers receive Part C services in their homes*

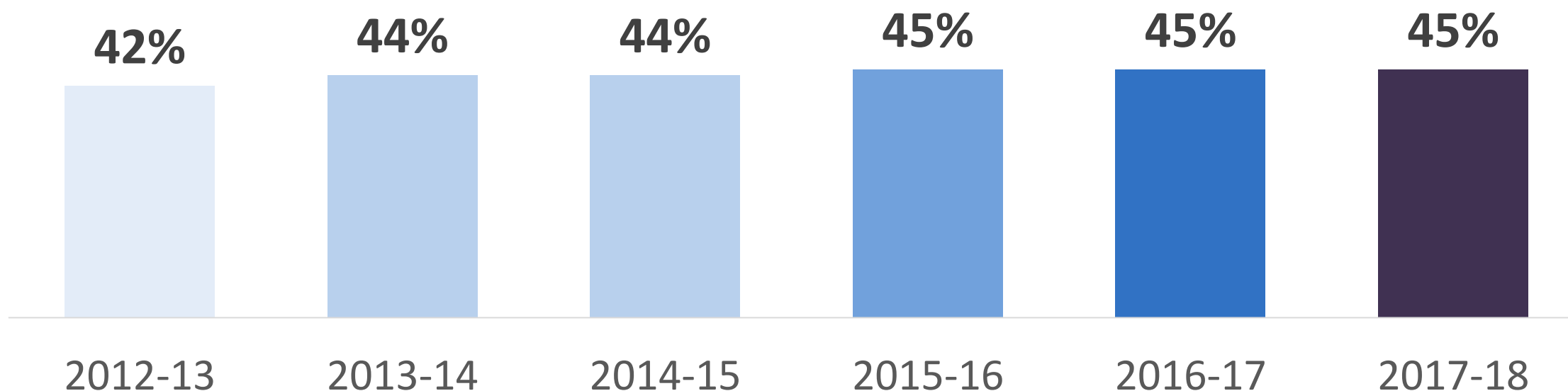


*Percent of infants and toddlers ages birth through 2 served under IDEA, Part C, by early intervention setting : 2017 available [here](#)

Settings data reported for Preschool Special Education

- ✿ The preschool special education settings data collection address two questions
 - Does the child attend a regular early childhood program?
 - Where does the child receive their special education services, in that regular education program or somewhere else?
- ✿ Other educational environments include:
- ✿ Special Education Class, Special School, Home, Provider Location, or Residential Facility

The percentage of children receiving IDEA services has remained fairly steady over the years.



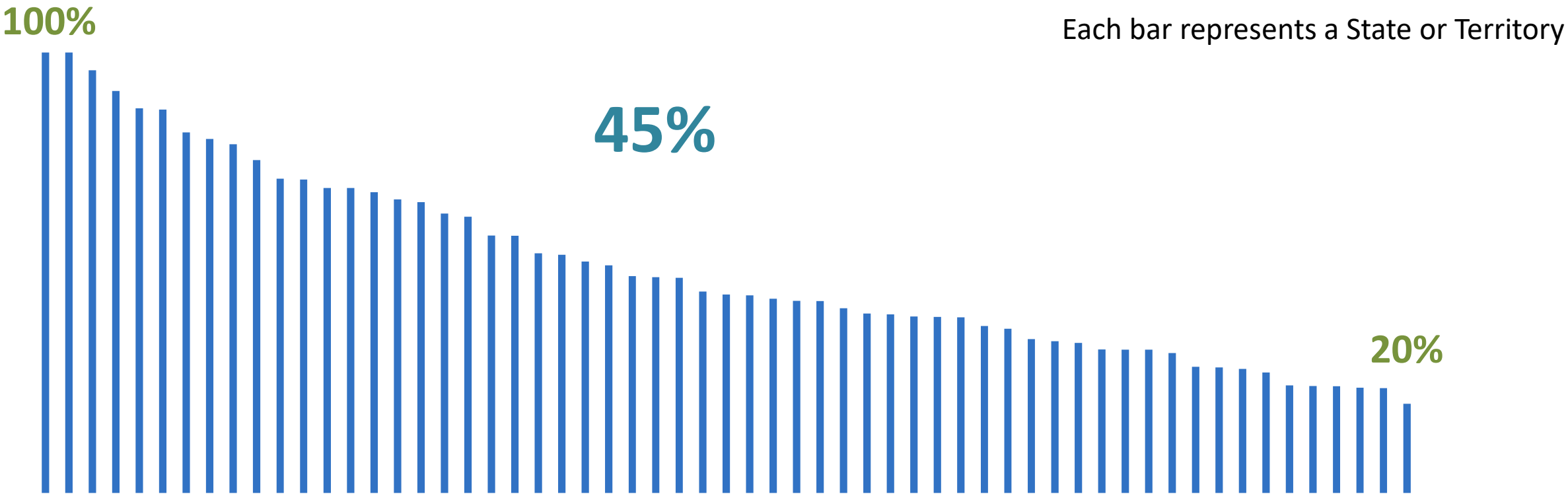
347,258 children receive the majority of IDEA services in the regular early childhood program, 2017-18

Data compiled by:

ecta Early Childhood
Technical Assistance Center



There is substantial variation across states in the percent of children 3-5 receiving IDEA services in regular early childhood programs, 2017-18



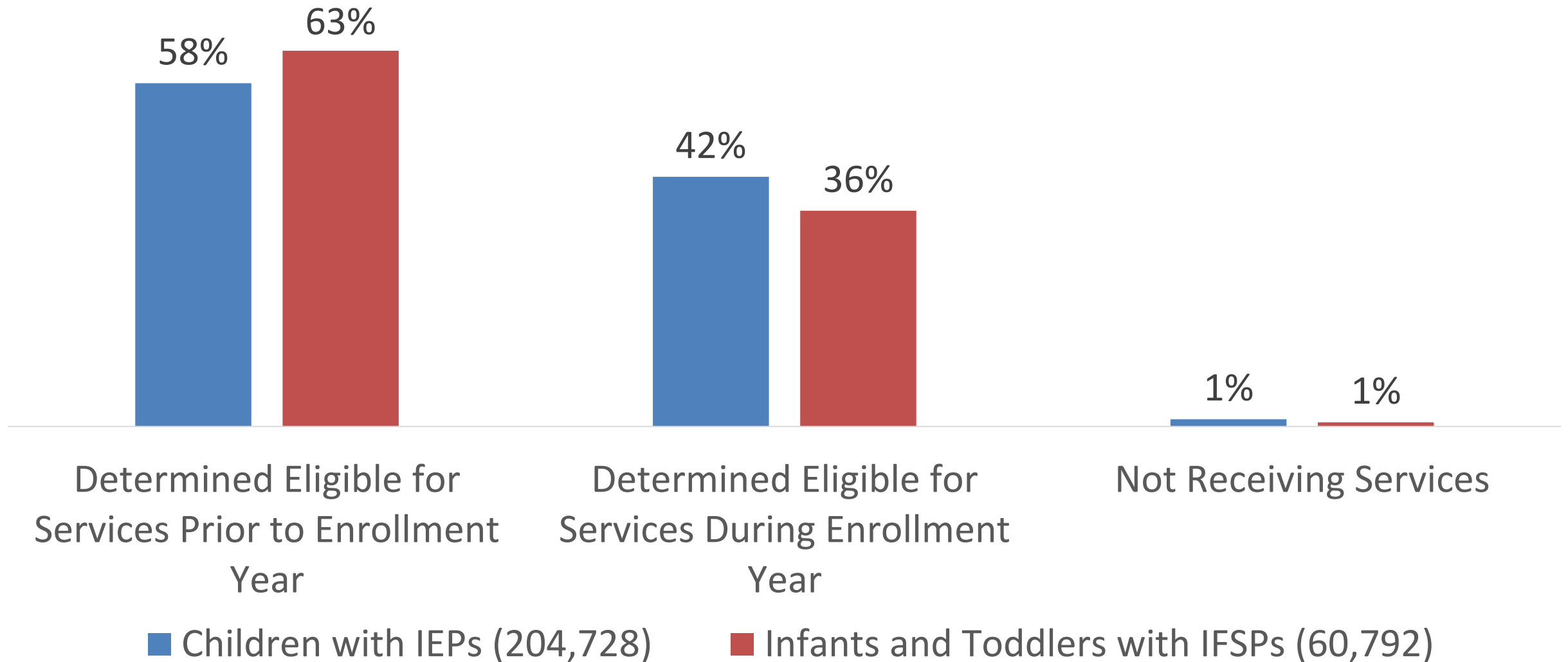


Head Start: Program Information Report

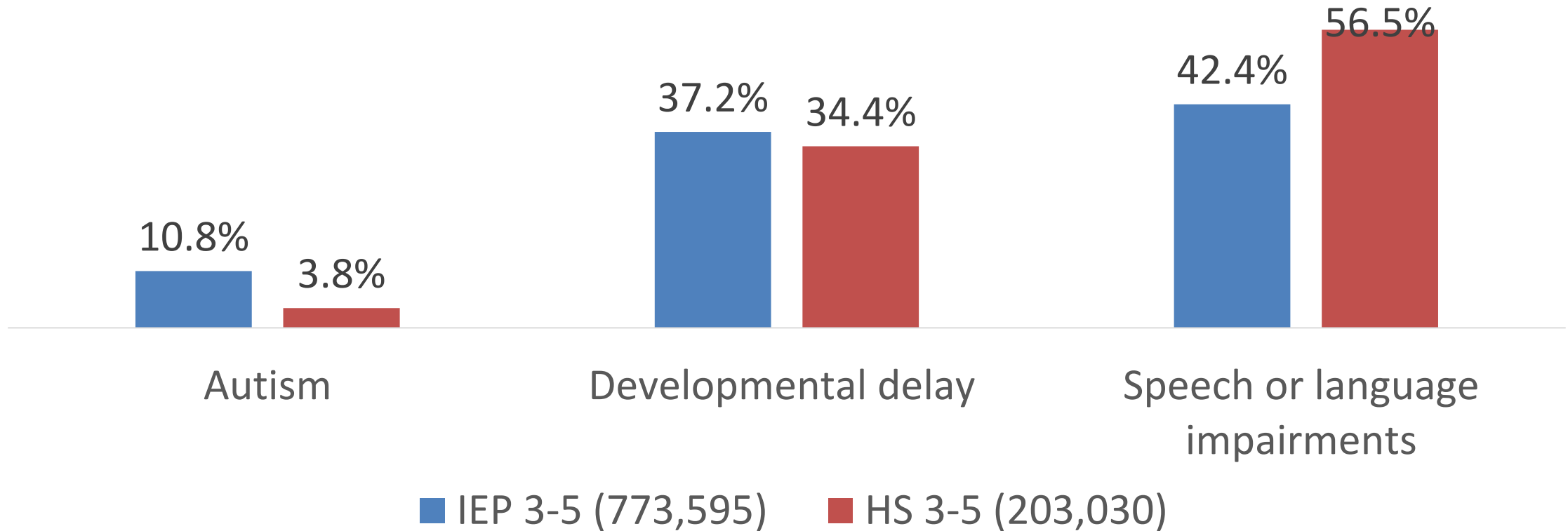
Information about services for children with disabilities collected through the Program Information Report

- ✿ Infants, toddlers and preschoolers receiving disability services in EHS/HS
 - Preschool disabilities services (HS and Migrant programs)
 - Infant and toddler Part C early intervention services (EHS and Migrant programs)
 - Preschool primary disabilities (HS and Migrant programs)

Percent of the infants, toddlers, and children enrolled in the program who had an IEP or IFSP by subgroups (2018 export)

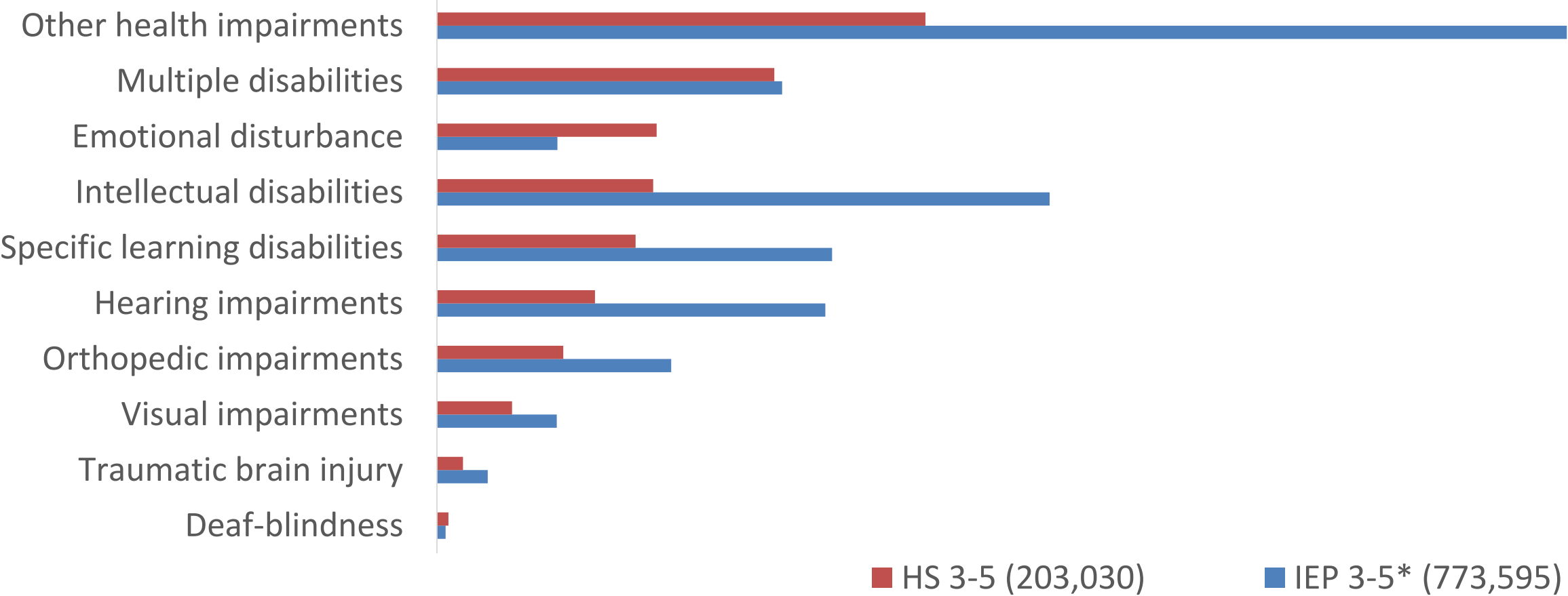


The percent of children with speech or language impairments served in Head Start is greater than the percent served under IDEA* across settings.



* Source: U.S. Department of Education, ED Facts Data Warehouse (EDW): "IDEA Part B Child Count and Educational Environments Collection," 2017-18. Data extracted as of July 11, 2018 from file specifications 002 and 089.

Children with all types of disabilities are served in Head Start



* Source: U.S. Department of Education, EDFacts Data Warehouse (EDW): “IDEA Part B Child Count and Educational Environments Collection,” 2017-18. Data extracted as of July 11, 2018 from file specifications 002 and 089.



Child Care Data

CCDF Data Collection

- * As of Oct. 2016, states required to include child disability status for all children receiving subsidy in Monthly Child Care Data Report.
- * They answer a y/n question indicating whether the child has a disability.
- * Disability is defined to include:
 - (A) a child with a disability, as defined in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401);
 - (B) a child who is eligible for early intervention services under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.);
 - (C) a child who is eligible for services under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794); and
 - (D) a child with a disability, as defined by the State involved.

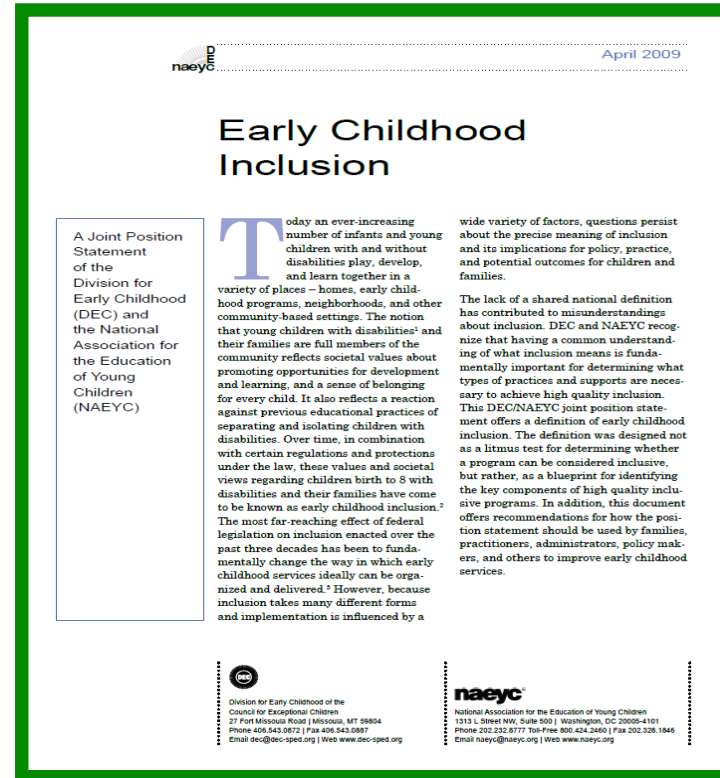
Summary Points about inclusion of children with disabilities

- * Almost all infants and toddlers with disabilities receive IDEA services in natural environments
- * Less than half of preschool age children with disabilities receive IDEA services in their regular early childhood programs.
- * Head Start serves children in all of the federal disability categories.

FEDERAL RESOURCES TO SUPPORT THE INCLUSION OF YOUNG CHILDREN WITH DISABILITIES

Christy Kavulic U.S. Department of Education, Office of Special
Education Program Staff

DEC/NAEYC Position Statement on Early Childhood Inclusion

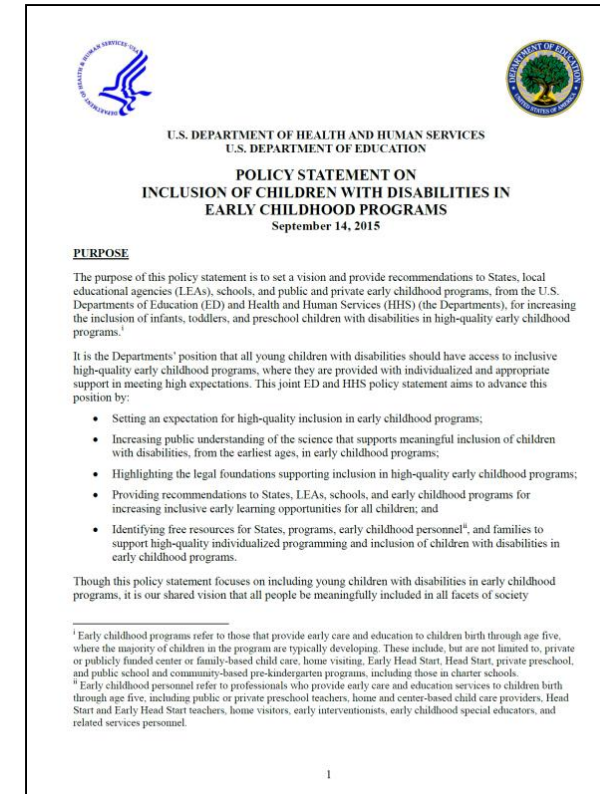




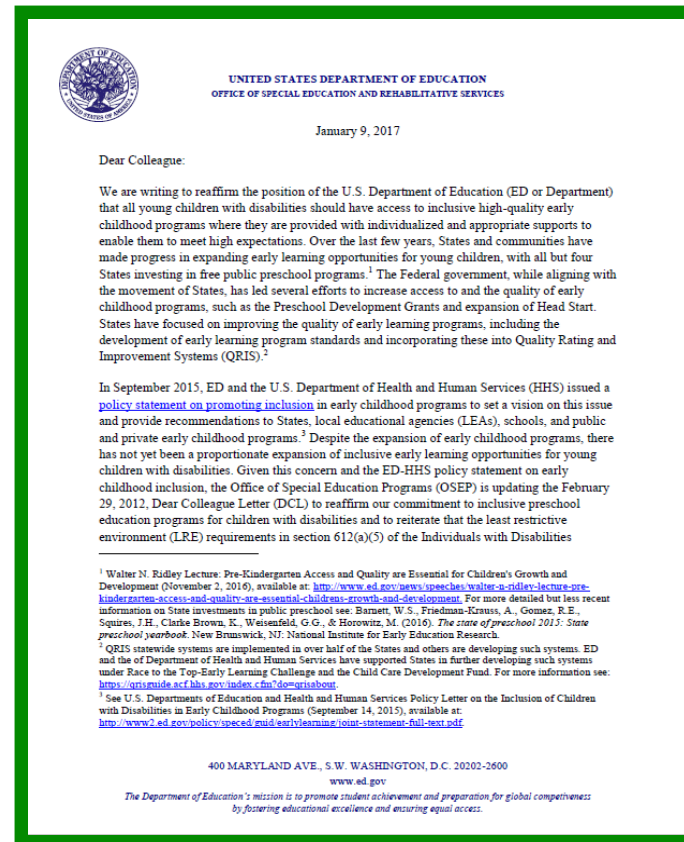
Federal Policy Statement

Inclusion of Children with Disabilities in Early Childhood Programs

www.ed.gov/early-learning
www.acf.hhs.gov/programs/ecd



Dear Colleague Letter related to Preschool Least Restrictive Environment (LRE)



<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/preschool-lre-dcl-1-10-17.pdf>

Data Considerations

- Set goals for expanding access to inclusive and high-quality early learning opportunities
- Establish a baseline that identifies the number of inclusive high-quality early childhood slots available, the number of children under five with and without disabilities served in those slots, and benchmarks that track progress in reaching the State's goals
- Ensure that children across the State have equal access to inclusive early childhood programs

Resources

- State Early Childhood Inclusion Self-Assessment
 - A framework for examining key aspects of a State infrastructure that are useful for promoting high quality inclusive practices, programs and policies
 - There is a section of the self-assessment that specifically focuses on setting goals and tracking data

<http://ectacenter.org/topics/inclusion/default.asp>

State Early Childhood Inclusion Self-Assessment

July 28, 2017



Adapted by the ECTA and DaSy Centers from the U.S. Department of Health and Human Services and the Department of Education's *Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs*

Kathy T. Whaley, Debbie Cate, Penny Dell, Megan Vinh, & Jen Neitzel

This self-assessment tool provides a framework for examining key aspects of a State infrastructure that are useful for promoting high quality inclusive practices, programs and policies. The sections of the self-assessment are organized by the nine state recommendations of the Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs (2015). The policy statement is reflective of the defining features of access, participation and supports as described by the early childhood professional organizations of Division for Early Childhood of the Council for Exceptional Children (DEC) and the National Association for the Education of Young Children (NAEYC) (2009) available at https://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf

The self-assessment is useful for examining components of a state system, identification of system strengths and gaps. It can be used to facilitate discussions and cross- sector strategic planning among early childhood agencies and programs to promote partnerships that will benefit young children with disabilities and their families. After completion of the self-assessment, sections may be prioritized for determining future actions and improvements. The policy statement is available online at <http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>

Rating Scale: 1. Not yet 2. Planning but not implemented 3. In process, and/or partially implemented 4. In place/fully implemented

	Rating	Evidence What does it look like?	Comments (e.g., Next Steps, Status, Prioritization)
1. Create a State-Level Interagency Task Force and Plan for Inclusion			
1a. Does your State have a State Interagency Task Force with the authority to create or strengthen early childhood inclusion? This can be any team working on inclusion such as such as a council, Leadership Team, or workgroup.			
1b. Does your State Interagency Task Force include representatives from different sectors and groups within the State? At a minimum include representatives from all early childhood sectors and programs as referenced in the joint policy statement.			

State Early Childhood Inclusion Self-Assessment

- 3a. Do individual state agencies have concrete goals aligned with the State Interagency Task Force goals on the agreed upon vision and mission for expanding access to inclusive and high quality learning opportunities?
- 3b. Do state agencies track the enrollment of children with disabilities in early childhood programs?
- 3c. Do the State Interagency Task Force and their respective agencies establish a baseline that identifies the number of high-quality early learning childhood slots available and the number of children under five with and without disabilities in those slots?

State Early Childhood Inclusion Self-Assessment

- 3d. Does the State use data and have benchmarks to track the progress toward increasing the number of high-quality early childhood program slots available and the number of children under five with and without disabilities in those slots?
- 3e. Do State agencies have and use data that provide information about children and family having equal access to high-quality early childhood programs (such as suspension and expulsion data, IDEA educational environments, mediation and due process data, enrollment information, and child care subsidy program, etc.)?
- 3f. Do State agencies have and use data that provide information about program quality and inclusive program practices (QRIS standards, tools to measure inclusive practices)?

State Early Childhood Inclusion Self-Assessment

- 3g. Do State agencies use data to monitor program quality and inclusive program practices?
- 3h. Do State agencies provide data on access and quality to local programs in user-friendly formats with the expectation that local programs will use it for decision-making and program improvement?

Resources

- Linking Data Between Early Childhood Programs
 - Collection of resources States can use as they work toward linking data
 - Data Governance
 - Technical Considerations
 - Critical Questions that Linking Can Help Answer
 - Resources Around State Linking Efforts
 - Data Privacy Resources
 - General Linking Resources

<https://dasyscenter.org/linking-data-between-part-c-619-and-part-b/>

Linking Data Between Part C and Part B 619

This Special Collection provides resources specifically helpful for states as they work toward linking data between Part C and Part B 619 programs. These resources have been identified by TA providers from CEDS, CIID, DaSy, EDTAP, and PTAC as most relevant and useful for this work.

Data Governance Resources



Linking

Data linking between Part C and Part B 619: Start here! This first of three mini-webinars presented during Linking Week 2017, focused on helping state staff think through the [data governance](#) and technology considerations related to ... [Read more](#)

Best Practices in Data Governance and Management for Early Care and Education: Supporting Effective Quality Rating and Improvement Systems This 2014 OPRE Research Brief illustrates the need for and benefits of building strong ECE [data governance](#) structures and

Resources

- Governance of Data Partnerships
 - This toolkit contains information on how to share record-level data with another program or agency. It provides foundational information to prepare partners as they jointly consider and build a data sharing agreement and/or data partnership management plan.

<https://dasycenter.org/data-governance-management-toolkit/governance-of-data-partnerships/>

Governance of Data Partnerships

[Data Partnerships \[PDF\]](#)

Overview

A [data partnership](#) is an arrangement between two or more parties that agree to collaborate for the purpose of advancing their mutual data interests (e.g., Part C and Early Hearing Detection and Intervention or Part B 619 and State Longitudinal Data System). Such collaboration often involves matching, linking, and/or integrating record-level data. (A [data partnership](#) is not needed when publicly available aggregate data from one agency are being shared and used by another.)

- [Back to Toolkit Home](#)
- [Go to Introduction](#)

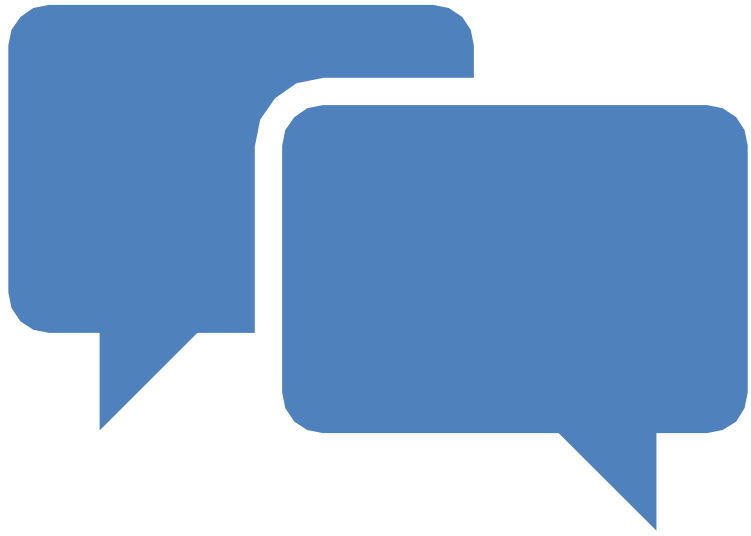
Resources

- Data Culture Toolkit: Supporting State and Local Data Use
 - This toolkit contains information, guidance, and templates to assist program staff with supporting conditions for a culture of data use at the state and local levels

[**https://dasycenter.org/data-culture-toolkit/**](https://dasycenter.org/data-culture-toolkit/)

Data Culture Toolkit: Supporting State and Local Data Use

The DaSy [Data Culture](#) Toolkit is a resource containing information, guidance, and templates to assist Part C and Part B 619 program staff with building effective [data teams](#) and supporting conditions for a [culture of data use](#) at the state and local levels. The toolkit is organized around key steps to building a [culture of data use](#) in your state or local team. Each step includes an overview, considerations and data team resources (e.g., videos, [infographics](#), templates, and blogs), and tips for how to use resources included in each section. The Toolkit Introduction (first tile) provides general information on how to use the toolkit. As agencies use the [data culture](#) tools contained here, they will be able to 1) increase the participation and focus of their [data teams](#) and 2) review and make improvements to [data quality](#) and the processes used to gather, monitor, analyze, and use data.



Discussion

THANK YOU!

For more information about the Workgroup for Children with Disabilities
in Child Care:

Check out Basecamp or contact us.

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