

Quick Reference for Preschool Environments and the Final Early Childhood Outcomes (ECO) in ACHIEVE

Purpose

Teams and IEP facilitators may use this document as a quick reference to verify preschool-specific processes in ACHIEVE have been completed accurately. Please see the accompanying [webinar](#) and slides for more detailed information about these processes.

Disclaimer: This tip sheet does not encompass all steps and processes required for the IEP. Only certain parts of the IEP process are highlighted here to support accurate documentation and data collection for specific preschool measurements.

Preschool Environments

Stepper: LEARNER DASHBOARD, Section: Regular Early Childhood Program (RECP)

Once the IEP is written but before it is finalized, verify all RECPs have been entered on the Learner Dashboard

- Include any RECP the learner is attending at the time of the IEP meeting (even if they will no longer attend after the IEP meeting) and any new RECPs the learner will begin as a result of the IEP
 - Reminder: RECPs are programs where less than or equal to 50% of children receive special education services, including programs where the IEP may or may not be implemented. Examples: SWVPP, Head Start, Shared Visions, community preschools, and child care centers licensed by DHHS
- Check that the question “*Will attend RECP after IEP Meeting*” (yes/no) has been answered for all RECPs

IEP Stepper: SERVICES+, Section: Least Restrictive Environment (LRE)

Check the pie chart in LRE and the information underneath:

- Does the pie chart accurately reflect the percentage of services that are provided in and out of the RECP?
 - Example: 20 total minutes of services removed/100 total minutes of services = .20 (or 20% Removed)

- Does the first sentence under the pie chart accurately reflect the total number of hours that the child will be attending an RECP (including programs where the IEP may not be implemented)?
- Do you see a red warning message that states there is an issue with the percentage of services the learner is receiving and the RECP Summary Table?
 - If yes, this indicates that the pie chart reflects some services being provided in the RECP but no RECPs have been entered on the learner dashboard. Check the RECP summary table and go back to the Learner Dashboard to correct the issue and/or update RECPs the learner may begin or stop attending due to the IEP.

There are a series of questions that appear under the pie chart and RECP summary table. The question(s) you see are dependent on different variables that have been entered. Here is a summary of each question, **check to make sure that the correct question(s) is being displayed and answered:**

- ***“What are the reasons _____ cannot be provided all special education services in a regular early childhood program?”***
 - This question should display when there are some services being provided outside of an RECP (green in the pie chart) .
 - The IEP team will need to describe why all services are not able to be provided in any RECP (in general, not specific to a certain location or type of program)
- ***“Will _____’s special education services be provided in the regular early childhood program or school they currently attend?”***
 - This question should display when the learner is already attending an RECP based on the start date entered on the Learner Dashboard
 - Teams will answer as follows:
 - Respond “yes” if the learner will continue to attend that program and receive special education services in that program.
 - Respond “no” if the learner is not going to receive their special education services in that RECP and explain why they cannot receive their special education services in their current program
- ***“Will _____ attend the regular early childhood program or school they would attend if nondisabled?”***
 - This question should display when the learner was not attending a Regular Early Childhood Program before the IEP, based on the start date entered on the Learner Dashboard, but will begin a new RECP after the IEP meeting.

- **“Where does ____ receive special education services?”**

- This question should only display when 100% of services are being removed (pie chart is 100% green) **AND** the child is not attending any RECPs. Teams will choose from a dropdown list of options for the location of services.
- You **SHOULD NOT** be answering this question if a learner is attending any RECP, even if the special education services are not provided in the RECP. If you see this question in error, double check that all of the learner’s RECPs have been entered correctly as described above.

Administrators can look at the preschool environment data and EC Setting Codes for learners with finalized IEPs by running the special education report called “Service Roster” and comparing the EC Code for each learner to the definition of the [EC Setting Codes](#). Reminder, if a learner is attending any RECP, they should have an A1, A2, B1, or B2 code, even if the IEP is not being implemented in that program.

Final Early Childhood Outcomes (ECO)

Stepper: LEARNER DASHBOARD, Section: Quick Links

- Is the learner exiting from special education services?
 - If yes, access the final ECO by choosing “*End/Exit ____ From Special Education*”
- Is the learner staying in special education but transitioning to kindergarten?
 - If yes, access the final ECO by choosing “*Transition to Kindergarten-Final ECO*”
 - Complete the final ECO no more than 90 days before the learner’s last day in preschool and as close as possible to the end of programming so that the final ECO reflects the most accurate
- Verify the ECO Decision Tree and progress questions have been answered for each final ECO area.
 - Reminder: Progress means any progress made since the learner began receiving special education services, including progress on IEP goals, progress in the general education curriculum, and/or progress in their independence and functioning, within that ECO area
- Verify the final ECO has been completed by clicking “Finalize” at the bottom of the final ECO section