




# Preschool Educational Environments

Michigan's State Performance Plan  
Indicator 6

[www.michigan.gov/ose-eis](http://www.michigan.gov/ose-eis)

## Preschool Educational Environments Matter for Children With Disabilities

-  Families with young children gain from services close to home. If services are far away, child care and transportation are harder to maintain.
-  Services in early childhood and community settings may help children and parents make friends and maintain the supportive relationships they already possess.
-  Preschool education and services for three to five year olds are designed to support school readiness. Connections with necessary supports during the preschool experience provide opportunities for continuing necessary supports at school entry.

## Reporting Requirement: Preschool Educational Environments

Indicator 6 is a results measure.

Indicator 6—Percent of preschool children with IEPs who received special education and related services with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

## Michigan Information on Preschool Educational Environments

The U.S. Department of Education, Office of Special Education Programs (OSEP) does not require states to report on Indicator 6 at this time. Michigan anticipates that reporting will begin in the future.

The Michigan Department of Education, Office of Special Education and Early Intervention Services (MDE, OSE-EIS) collaborates with the Office of Early Childhood Education and Family Services (ECE&FS) in regard to State Performance Plan (SPP) Indicator 6.

## Michigan's Commitment to Education

In 2006, the State Board of Education adopted the *Early Childhood Standards of Quality for Prekindergarten*. These standards have generated a statewide conversation regarding increasing the amount of time children with disabilities spend in settings with typically developing peers.

### For More Information

#### Conditions Necessary for Desirable Outcomes in Inclusive Classrooms

[www.nectac.org/inclusion/research/RS\\_conditions.asp](http://www.nectac.org/inclusion/research/RS_conditions.asp)

#### Early Childhood Research Institute on Inclusion (ECRII)

[www.fpg.unc.edu/~ecrii/index.html](http://www.fpg.unc.edu/~ecrii/index.html)

#### An Administrator's Guide to Preschool Inclusion

[www.fpg.unc.edu/~publicationsoffice/pdfs/AdmGuide.pdf](http://www.fpg.unc.edu/~publicationsoffice/pdfs/AdmGuide.pdf)

#### Natural Environments and Inclusion (NECTAC)

[www.nectac.org/inclusion/default.asp](http://www.nectac.org/inclusion/default.asp)

#### Michigan's State Performance Plan (SPP) and Annual Performance Report (APR)

[www.michigan.gov/ose-eis](http://www.michigan.gov/ose-eis)