

Indicator 6: Preschool Environments

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school, or residential facility.
- C. Receiving special education and related services in the home.

(20 U.S.C. 1416(a)(3)(A))

Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED*Facts* file specification FS089.

Measurement

- A. Percent = $[(\# \text{ of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program}) \div (\text{total } \# \text{ of children ages 3, 4, and 5 with IEPs})] \times 100$.
- B. Percent = $[(\# \text{ of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school, or residential facility}) \div (\text{total } \# \text{ of children ages 3, 4, and 5 with IEPs})] \times 100$.
- C. Percent = $[(\# \text{ of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home}) \div (\text{total } \# \text{ of children ages 3, 4, and 5 with IEPs})] \times 100$.

Instructions

Sampling from the State's 618 data is not allowed.

States must report five-year-old children with disabilities who are enrolled in preschool programs in this indicator. Five-year-old children with disabilities who are enrolled in kindergarten are included in Indicator 5.

States may choose to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age.

For Indicator 6C: States are not required to establish a baseline or targets if the number of children receiving special education and related services in the home is less than 10, regardless of whether the State chooses to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age. In a reporting period during which the number of children receiving special education and related services in the home reaches 10 or greater, States are required to develop baseline and targets and report on them in the corresponding SPP/APR.

For Indicator 6C: States may express their targets in a range (e.g., 75-85%).

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State's data reported under IDEA section 618, explain.

6 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data (Inclusive) – 6A, 6B, 6C

Part	FFY	2018	2019	2020	2021	2022
A	Target >=	45.10%		45.10%	45.20%	45.30%
A	Data	40.53%	29.99%	28.28%	30.01%	33.05%
B	Target <=	27.50%		27.50%	27.40%	27.30%
B	Data	34.67%	44.32%	48.05%	48.77%	43.54%
C	Target <=					
C	Data			0.92%	0.65%	0.73%

Targets: Description of Stakeholder Input

The Special Education Advisory Panel (SEAP) in Montana has been in existence since 2013. The SEAP is made up of 17 members, nine of whom are parents of students with disabilities. The panel is fully vested and broadly representative of Montana. Many of the panel members serve in other agency or organization leadership positions or on advisory councils as the voice of students with disabilities. This enables the SEA to draw insight and advice from a diverse group of stakeholders with an understanding of Montana's unique needs and strengths.

In the 2023/2024 school year, the SEA asked for input on Indicators 8 and 14 from the SEAP, the Special Education Directors, Educational Advocates, and the Weekly Superintendent's Hour. The SEA presented information on Indicator 8 regarding moving from a paper and pencil, sample, 23 question survey to an electronic, census, 10 question survey. All four entities agreed with the SEA's proposal.

The SEA asked the SEAP and Special Education Directors to weigh in on Indicator 14. The SEA proposed changing two questions and set new targets. Based on the information provided from stakeholders, the SEA did change the two questions and set new targets for Indicator 14.

In the spring of every school year, the SEA brings together parents, Montana’s Parent Training and Information center the Montana Empowerment Center (MEC), the SEAP, and other state agencies for a joint stakeholder meeting. During this meeting the SEA reviews the APR submitted in February. The SEA asks for suggestions on how to potentially improve the outcomes of the indicators along with doing a data drill down of the state data and district level data.

In addition to the above-mentioned stakeholders, the SEA worked with many other stakeholder groups that support students with disabilities. Those groups include but are not limited to:
 Montana Council for Exceptional Children (MCEC) – presented on updates at the SEA, national level, and writing compliant special education paperwork
 Vocational Rehabilitation and Blind Services – strengthening our secondary transition
 Education Advocates – presented Indicator 8 changes & new monitoring process
 Summer Institute
 Montana Council of Administrators of Special Education (MCASE)
 Higher Education Consortium (HEC)
 Great Divide Special Education Cooperative board meeting
 Dawson Community College – assisting in setting up the ParaPathways Program
 Weekly Superintendent’s Hour – Indicator 8
 CSPD Regional Directors
 Montana Empowerment Center – IEP Boot Camps
 Disability Rights Montana
 University of Montana – Mental Health Professional Development Grant for the Rural and Indigenous School-based Mental Health and Empowerment (RAISE) initiative

For this reporting cycle, the state convened stakeholders to solicit input related to the targets for Indicator 6C, given this is the first year the state has had 10 or more students with disabilities in the environment category. Based on this input, the state has established new targets for Indicator 6C.

Targets

Please select if the State wants to set baselines and targets based on individual age ranges (i.e., separate baseline and targets for each age), or inclusive of all children ages 3, 4, and 5.

Inclusive Targets

Please select if the State wants to use target ranges for 6C.

Target Range not used

Baselines for Inclusive Targets option (A, B, C)

Part	Baseline Year	Baseline Data
A	2019	29.99%
B	2019	44.32%
C	2023	1.56%

Inclusive Targets – 6A, 6B

FFY	2023	2024	2025
Target A >=	45.50%	45.50%	45.60%
Target B <=	27.20%	27.10%	27.00%

Inclusive Targets – 6C

FFY	2023	2024	2025
Target C <=	1.56%	1.56%	1.56%

Prepopulated Data

Data Source:

SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613)

Date:

07/31/2024

Description	3	4	5	3 through 5 - Total
Total number of children with IEPs	248	444	77	769

Description	3	4	5	3 through 5 - Total
a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	80	155	20	255
b1. Number of children attending separate special education class	103	168	25	296
b2. Number of children attending separate school	5	11	1	17
b3. Number of children attending residential facility	0	0	0	0
c1. Number of children receiving special education and related services in the home	2	6	4	12

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

FFY 2023 SPP/APR Data - Aged 3 through 5

Preschool Environments	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	255	769	33.05%	45.50%	33.16%	Did not meet target	No Slippage
B. Separate special education class, separate school, or residential facility	313	769	43.54%	27.20%	40.70%	Did not meet target	No Slippage
C. Home	12	769	0.73%	1.56%	1.56%	N/A	N/A

Provide additional information about this indicator (optional)

In FFY 2023, the number of preschool children with disabilities ages 3-5 receiving services in the home was 10 students or more for the first time since the addition of Indicator 6C (in FFY 2020). Given that the state historically did not have a minimum of 10 preschool children with disabilities receiving services in the home, no baseline or targets for Indicator 6C were previously established. This year, with 12 preschool children with disabilities now reported as receiving services in the home, the state has established a baseline of FFY 2023 and, through stakeholder input, established targets through FFY 2025. The baseline year of FFY 2023 was selected because this is the first reporting period in which there were a sufficient number of students for data to be reported.

6 - Prior FFY Required Actions

None

6 - OSEP Response

6 - Required Actions