

# Early Childhood Special Education Overview

New Directors Presentation

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# IDEA

## ▶ Part C

- ▶ Early Intervention for eligible children birth through age 2
- ▶ Early intervention different than special education
- ▶ Minnesota has a birth mandate requiring special education

## ▶ Part B

- ▶ Special education and related services for eligible students ages 3 to 21

# Assurances Under IDEA

## Part C

- ▶ Early Intervention AND Free and Appropriate Public Education (MN)
- ▶ Child Find
- ▶ Evaluation and Assessment
- ▶ IFSP
- ▶ Natural Environments
- ▶ Procedural Safeguards
- ▶ Due Process

## Part B

- ▶ Free and Appropriate Public Education
- ▶ Child Find
- ▶ Evaluation
- ▶ IEP
- ▶ Least Restrictive Environment
- ▶ Procedural Safeguards
- ▶ Due Process

# ECSE Infrastructure Systems and Procedures

- ▶ As an administrator you should be aware of your District's systems and procedures:
  - ▶ *Intake Process*
  - ▶ *Evaluation Process*
  - ▶ *Enrollment process*
  - ▶ *Membership/ Attendance/ Service Hour Reporting*

## HELP ME GROW



Minnesota has an initiative for Public Awareness and Childfind entitled “Help Me Grow”.

- Referrals can be made to the Minnesota Department of Education (MDE) through 1-866-693-GROW or online at [www.mnparentsknow.info](http://www.mnparentsknow.info) .
- The online option includes referral portals for parents, professionals or family/friends.
- Referrals may also be made directly to local Infant and Toddler Intervention (Part C) programs.

[Help Me Grow](#)



# Federal Codes for ECSE

- ▶ EC has a more complicated enrollment process and status system
- ▶ MARSS codes for ECSE
  - ▶ General Ed “school enrollment”
  - ▶ Status “2” for being in evaluation (generates enrollment hours= \$\$)
  - ▶ Status “4” when they both qualify and receive services (.28- 1.0 PU=\$\$)
  - ▶ B-2 uses specific federal settings for students receiving services
  - ▶ 3-5 uses different federal settings for students receiving services
  - ▶ Once enrolled in Kdgn, the federal setting must change to Settings 1-8
  - ▶ At age 7, the DD category can no longer be used and must be changed
- ▶ A student could have up to 7 MARSS codes during their ECSE term

# Suggestions for Monitoring ECSE Students

- ▶ Pull a report from your district enrollment system of “Status 4” students and do a comparison with the students in your electronic Due Process system
- ▶ Regularly (monthly/ quarterly) pull a report of “Status 2” students and review with the ECSE Child Study team to make sure it is up to date- then make changes as needed



# MDE Website

There are many resources on the MDE website for ECSE

- ▶ <https://education.state.mn.us/MDE/dse/ecse/>

# Minnesota Rule for Developmental Disabilities

- ▶ Birth through 2 criteria and services  
(Mn Rule 3525.1350)
- ▶ Three through six criteria and services  
(MN rule 3525.1351)
- ▶ Other categorical criteria

# Part C only- Informed Clinical Opinion

- ▶ Informed clinical opinion is used by early intervention professionals in the evaluation and assessment process in order to make a recommendation as to initial and continuing eligibility for services under Part C and as a basis for planning services to meet child and family needs.
- ▶ Informed clinical opinion makes use of qualitative and quantitative information to assist in forming a determination regarding difficult-to-measure aspects of current developmental status and the potential need for early intervention.

## B-2 Caseloads/ Workloads

- ▶ MN Rule 3525.2340 lists the maximum caseload for B-2 to be 12. However, this has not been enforced and there has been more discussion about the number of visits per week being a better indicator to determine caseload/ workload
- ▶ Teacher assignments can be determined by both caseload and workload numbers. Workload could be calculated based on how many visits are indicated on the IFSP and then calculated based on visits per week (e.g. Weekly visits are counted as 1, 2x/ month counted as .5, monthly visits counted as .25 and quarterly visits counted as .1)

# Suggestions for B-2 Workload Determination

- ▶ Have an understanding of Workload and Caseload with staff and the Union
- ▶ Many districts have guidelines such as 16-20 visits a week as a full-time FTE (allows for staff flexibility)
- ▶ Schedule for home visits - Common times or Individual
- ▶ Length of Home Visits
- ▶ Maintaining and Sharing Calendars with administration and colleagues
- ▶ Cancellation Decisions
- ▶ Illness guidelines - for staff and students

# Child and Family Outcomes

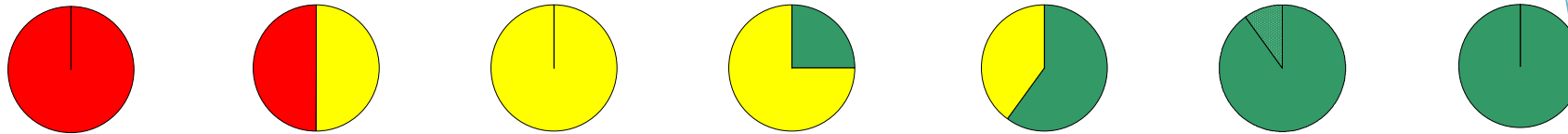
- ▶ Measures the effectiveness of ECSE programs using:
  - ▶ MN ECSE Child Outcomes Summary Form (COSF)
  - ▶ Family Outcomes Survey
- ▶ These data are what are reported on your District Report Cards for ECSE Parts C and B

# Three Child Outcomes


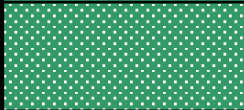


- Positive social emotional skills (including positive social relationships)
- Acquisition and use of knowledge and skills (including early language/ communication [and early literacy])
- Use of appropriate behaviors to meet their needs



## COSF's 7 point scale

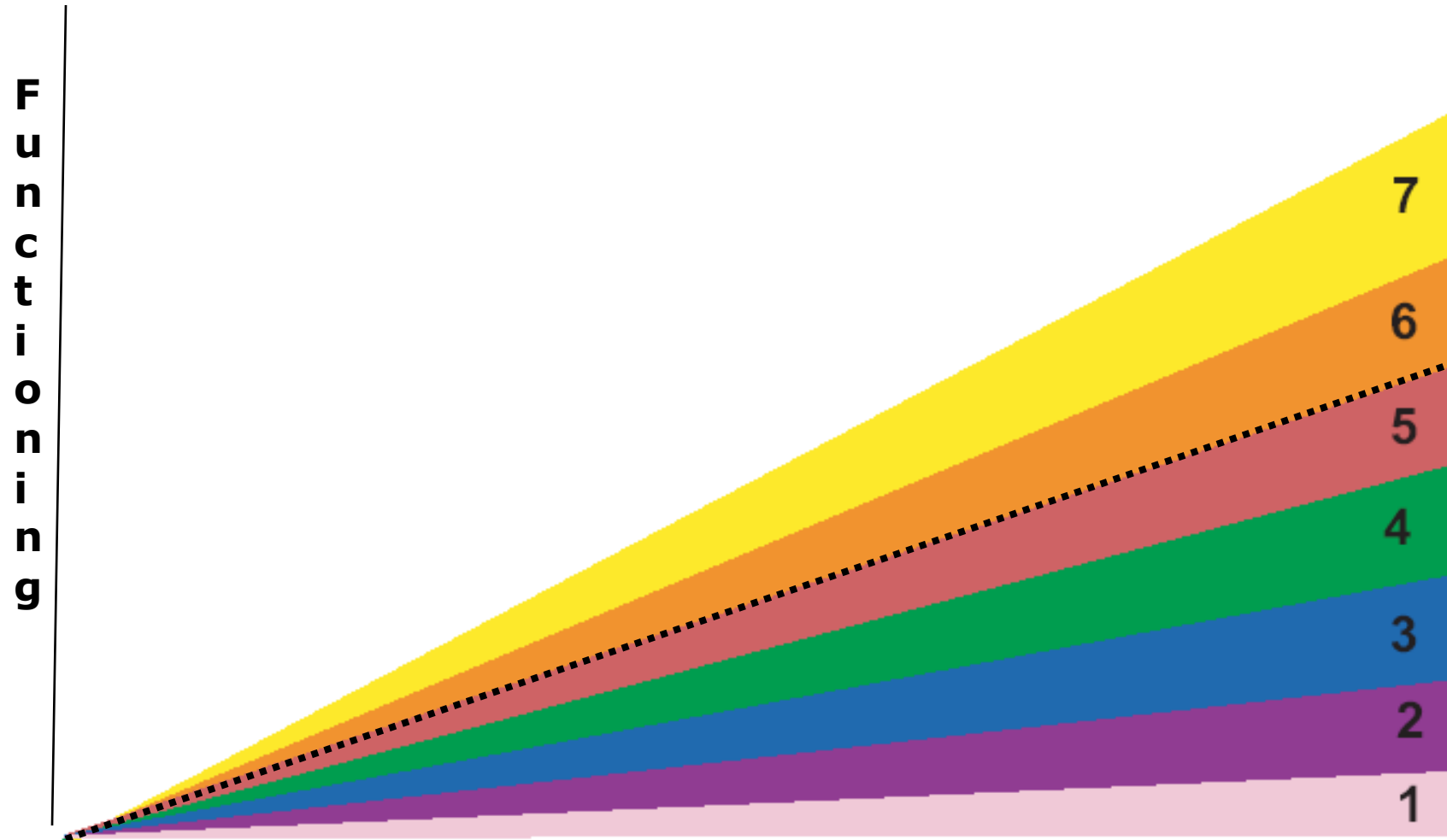


1 2 3 4 5 6 7

	Age Expected (AE) Functioning
	AE with Qualitative Concern
	Immediate Foundational Skills
	Foundational Skills



# Developmental Trajectories



Age in Months

# Family Outcomes- Part C only

- ▶ Using a Survey, Families rate their services on a five point scale on three Outcomes:
  - ▶ Knowing their rights
  - ▶ Communicating their child's needs (including understanding their child's strengths, needs and abilities)
  - ▶ Helping their child learn (including assessing supports in the community)

# ECSE Finance

- ▶ All ECSE students generate a minimum of .28 PU up to 1.0 PU based on an average daily membership formula
- ▶ Student Membership hours divided by 825 = ADM
- ▶ Example 1: Using a 165 day school year calendar; a student scheduled to attend 3x/wk (99 days) for 2.5 hours/day = 247.5 divided by 825 would generate .3 PU
- ▶ Example 2: A B-2 student identified in April and receives 9 home visits April-June would generate .28 PU
- ▶ Example 3: A 4 year old attends 5x/ week for 6 hours/day for 170 days = 1,020 divided by 825 = 1.2 would receive 1.0 PU

# Assure Accurate Reporting for ECSE

- ▶ Review System for reporting Membership and Attendance hours annually
  - ▶ Develop a calendar to mark membership days for each class as a guide
  - ▶ Review how daily attendance is taken and reported
- ▶ Review system for reporting Service Hours used in determining tuition rates
- ▶ Refer to Procedure 6 of the MDE MARSS Procedures Manual (last update November, 2020)

# Other Early Childhood Finance Options

- ▶ Voluntary Pre-K
  - ▶ Maximum of .6 (based on Membership days converted to hours divided by 845 hours = ADM)
- ▶ School Readiness funding through ECFE
- ▶ Pathways II Scholarships
- ▶ Compensatory Funding
- ▶ Title 1 Funds (if part of a District's plan)
- ▶ District Funding

# Minnesota Center of Excellence

- ▶ Three main areas of training and coaching for ECSE teams:
  - ▶ Pyramid Model
  - ▶ Evidence-based Quality Intervention Practices EQIP (formerly FGRBI)
  - ▶ Classroom Engagement Model

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