



# LD 386

Advisory Committee Meeting  
January 24, 2022

# Group Norms

## **Norms of Collaboration**

- Promoting a spirit of inquiry
- Pausing, Paraphrasing, Probing for specificity
- Putting ideas on the table
- Paying attention to self & others
- Presuming positive intentions

## **Technical Process**

- Use chat to ask questions/share responses
- Raise hand if you prefer to speak
- Start and end on time
- Silence electronics and disengage from them throughout the presentation

# Mission of LD 386 Advisory Group

1. Advise the Department on matters related to the development of an implementation plan to transition 4 year olds to SAUs
2. Make recommendations for the provision of services for 3-year-old children

# Number of Children Served

Part B Section 619 (3 – 5 YOs) as of 1/21/2022

Total Children Served – 2,848 across 9 regional sites

Number of 3 year olds - 874

Number of 4 year olds – 1,356

Number of 5 year olds - 618

# Placements/Settings

## **Settings for Services**

- Public preschool programs
- Head Start programs
- Private preschools
- Childcare/daycare settings
- Special Purpose Private Schools
- Contracted provider/therapist settings
- other settings, including home settings and settings across the continuum as defined in MUSER

(substantial placement information available in resource doc sent recently to advisory committee members and technical assistance team)

# Placements/Settings

- No feedback

# Placements/Settings

	Head Start		State Totals	
	#	%	#	%
<b>Total Funded Enrollment</b>	2149	100	2985	100
<b>Total Cumulative Enrollment</b>	1730	80.5	2764	92.6
<b>Referrals Made to CDS</b>	229	13.24	326	11.79
<b># of IEP's</b>			140	8.09
<b>Parent refusal of eval after referral</b>	23	1.33	27	.98
<b>Eval pending...</b>	21	1.23	36	1.3

# School Administrative Unit Data

271 SAUs in Maine

152 SAUs offer at least one public Pre-K

Less than 30% of Maine SAUs have universal Pre-K (est.)

CDS currently partnering with 36 SAUs to provide special education services, including some Pre-K classrooms for 4 year olds



# Special Education Services for 3-5 YOs at 36 SAUs

	Itinerant SDI	Classroom SDI	SP & L	SW	OT	PT	Psych	Transportation	BCBA	ECETA	Ed Tech Support	Nurse	Audiology
SAUs (36)	1	11	24	6	15	8	3	5	3	0	18	1	1

- Districts are providing a variety of services, depending on student need and the district's ability to provide
- Services with most frequency: SDI, Therapies (Speech, OT, PT) and Ed Tech/Behavioral Support

# School Administrative Unit Data

- Concerns around effective communication for families when multiple providers are involved.
- Hybrid only exists during the timeline before complete transition.

# Implementation Plan – Visual Timeline

2022-2023	2023-2024	2024-2025	2025-2026
<ul style="list-style-type: none"><li>•Capacity</li><li>•Fiscal</li><li>•Staff Analysis</li><li>•Project Manager</li><li>•Hybrid pilot sites 4+</li><li>•Budget Planning</li></ul>	<ul style="list-style-type: none"><li>•Hybrid model – SAU Pilots 4+</li><li>•Staff transition plans to SAUS</li><li>•Fiscal</li><li>•Staff Analysis</li><li>•Budget Planning</li></ul>	Hybrid model – SAU Pilots 3-year-old <ul style="list-style-type: none"><li>•Some SAUs fully transitioned</li></ul>	•4+ Fully Transitioned

# Implementation Plan – Visual Timeline

- No feedback

# Monitoring

- SAUs monitored yearly through Local Entitlement grant application and use of funds
- SAUs - every 4 years on scheduled rotation, comprehensive review of special education program, including IEP compliance for federal indicators, service provision, certification, financial
- SAUs – yearly Oct 1 Child Count
- Other required reports with established timelines

# Monitoring

- No feedback

# MaineCare Billing/Reimbursement

- CDS is billing MaineCare for all medically necessary school-based services, provided child is a member of MaineCare and parent/guardian gives approval.
- Complete list of services in responses sent 1/21/22 to advisory group
- As services transition to SAUs, some districts may require additional support and training to access MaineCare reimbursement

# MaineCare Billing/Reimbursement

- SAUs capacity to bill MaineCare is critical.
- SAU readiness to implement Pre K connected to ability to bill MaineCare.



# Funding Model for Part B Section 619

- Following PCG guidance for funding source outside the current EPS funding model
- Annual payment per child for special education (recommended)
- Draft template and plan provided in PCG report
- Work group to support detailed fiscal planning
- MEPRI conducting a special education cost analysis
- DHHS currently doing rate study

# Funding Model for Part B Section 619

- Quarterly reports from SAUs of specific Pre K costs might help SAUs feel more comfortable taking on the responsibility. This could be done over a year or two.
- MaineCare – fee for service model.

# Least Restrictive Environment

- The Least Restrictive Environment (LRE) in special education supports the Individuals with Disabilities Education Act (IDEA) and begins with the idea that students with disabilities should attend the school in their neighborhood and be integrated, to the maximum extent possible, with students without disabilities.
- The LRE is determined through a step-by-step process that assumes the student will attend a mainstream classroom in his/her neighborhood school. The student's Individualized Education Plan (IEP) team then looks at whether the student's placement in the regular classroom can be achieved satisfactorily.

# Least Restrictive Environment - MUSER

- Embedding a child's goals into developmentally appropriate activities or into the general education curriculum.
- Designing learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, as well as generalization of those skills across a variety of environments, and:
- Planning curriculum/treatment, including the planned interaction of personnel, materials, and time and space, that leads to achieving the goals in the child's IEP, and the ongoing assessment of progress through the recording of the child's measured performance over time (data collection).

# Least Restrictive Environment

- Unintended consequences of moving pre K population to public schools there might be an impact of decreasing private child care. It could impact infant and toddler care as well.

# Transportation

MUSER supports transportation of special education students to access their early intervention services.

Transportation and related costs includes the cost of travel (e.g., mileage or travel by taxi, common carrier, or other means) and other costs (e.g., tolls and parking expenses) that are necessary to enable a child eligible under this part and the child's family to receive early intervention services.

# Transportation

- Critical components for SAU readiness

# Staffing

- Recent grant will support staff development, acquisition of 282 certification and training to support the provision of related services (speech, OT, PT)
- Staff have been surveyed to understand education levels obtained and career advancement goals
- Winter/Spring 2022 – further surveying to align staff with professional opportunities. Projected participation in higher education beginning summer/fall 2022.



# Staffing

- Staffing through the SAU – are they able to hire sufficient staff and do they know what they will need?

# Next Steps for Advisory Group

Meeting February 2022

Discussion of next meeting:

- Funding is a concern
- Parent feels confident to make recommendation
- Implementation in other states – more information about other models
- Some SAUs looking into regionalization
- Consider programming that can occur outside of the school day – flexible hours
- Staffing