

# Building an Independent IEU

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# **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

**END  
ZONE**

## **LD 255**

Advise the Department of Education on:

1. A plan for early intervention services
  - a. quasi-independent state agency
  - b. MOU between DOE/DHHS
  - c. 16 components of a statewide system
  - d. Timeline/resources/statutory & regulatory changes
2. Analysis of the federal Extended Part C option
3. Recommendations for services for 3 year olds with disabilities

**DOE's report due on February 1, 2022**

# Essential Questions

- **Who?**
- **What?**
- **Where?**
- **When?**
- **Why?**
- **How?**

Why?

## **L.D. 255**

Advisory committee to: “advise the department on the development of a plan for the provision of early intervention services for children from birth to under 3 years of age **through a quasi-independent government agency structure**”

Who?

**Quasi-independent state entity.** "Quasi-independent state entity" means an organization that has been established by the Legislature as an independent board, commission or agency to fulfill governmental purposes and that receives revenues that are derived, in whole or part, from federal or state taxes or fees. 5 M.R.S. § 12021(5).

CDS is already identified in 5 M.R.S. § 12021(6)(A).

Who?

[DRAFT LANGUAGE]

The **State Intermediate Educational Unit (SIEU)** is established as a body corporate and politic and as a public instrumentality of the State for the purpose of identifying, evaluating and providing early intervention services to eligible infants and toddlers with disabilities from birth to under age three and their families. The exercise by the SIEU of the powers conferred by this chapter is the performance of an essential public function by and on behalf of the State.

Who?

## **Board of Directors**

- **Governing board v. advisory board**
- **Time & attention**
- **Variety of knowledge/skill sets**
- **Voting v. non-voting**
- **Existing examples: MECDHH/GBSD and MSSM**



Who?

## **Potential Voting Members:**

- State officials
- Early intervention service providers
- Higher eds. that train early intervention service providers
- Parents of infants and toddlers who have participated in Part C program

Who?

## **Potential Non-Voting Members**

- Employees of SIEU
- Executive Director

A red speech bubble graphic with a white outline, containing the text "Time for INPUT!".

**Time for  
INPUT!**

**Thoughts/suggestions for the  
Department on Voting and Non-  
Voting Board members . . .**

## Thoughts/suggestions for the Department on Voting and Non-Voting Board members . . .

- Part B 619 representatives
- Municipal representatives
- Two parents at a minimum
- Parent representative advocacy agency
- Not too heavy with state agency staff – balanced
- Board hires/fires Ex Dir. The Ex. Dir hires/fires staff.
- Size of board 11-15 members
- Community service provider
- Non voting member from OMS/DHHS
- One member OMS/DHHS voting recommended if there is a voting member from the DOE
- Early Intervention for ME!
- Chair of the ICC should be sitting on this committee and vice versa
- MACSP should be on the board
- 3-5 at large members (standard language)
- Head Start representation or maybe Early Head Start

A red speech bubble with a white question mark inside, pointing downwards. The bubble is positioned on the left side of the slide, overlapping a red rectangular area. The background features decorative curved lines in the top-left and bottom-right corners.

How?

- **Executive Director**
- **Treasurer/Business Office**
- **Staff**
- **Shared services**
- **Contractors**

**Time for  
INPUT!**

**Thoughts/suggestions for the  
Department about  
roles/staffing/provision of  
services through shared  
services agreements and  
contracting . . .**

Thoughts/suggestions for the Department about roles/staffing/provision of services through shared services agreements and contracting . . .

- Treasurer should be part of the board
- The statute should provide the ability to hire the ED
- Board should be annually reviewed
- Bylaws should be created to provide checks and balances to mitigate risks
- Name a chair
- Term limits
- Take care to make sure there is continuity between governors
- Exec committee sub group of board to support decision making

What?

Role of the **SIEU** vs.

Role of the **Department** as “lead agency” under Part C



What?

## SIEU

- Direct provision of Part C:
  - Child find (green = the 16 req'ts of a Part C System)
  - Child count
  - Identification
  - Evaluation
  - Development of IFSP
  - Provision of early intervention services
  - Extended Part C option (blue = based on discussion on 1/11)
  - Procedural safeguards

What?

## **SIEU**

- Referrals outside of Part C system
- Transition to Part B
- Data collection/maintenance of education record
- Professional development

What?

# Department of Education

- **Lead Agency** (green = the 16 req'ts of a Part C System)
- **Ensure compliance with Part C by monitoring/oversight of SIEU**
- **Submit annual application to USDOE; SPP/APR**
- **Interagency agreements/coordination of resources across agencies**
- **State Interagency Coordinating Council (SICC)**

What?

# Department of Education

- System of Personnel Development
- Public Awareness Program
- Funding Mechanism/reimbursements
- Rulemaking (M/S)
  - Definition of Developmental delay
  - Child find, identification, evaluation, provision of early intervention services, natural environments
  - Personnel qualification
  - Procedural safeguards

**Time for  
INPUT!**

**Thoughts/suggestions for the  
Department on the division of  
roles/responsibilities between  
the SIEU and the Department . . .**

Thoughts/suggestions for the Department on the division of roles/responsibilities between the SIEU and the Department . . .

- No feedback

When?  
Where?

- Year round
- Regional administration of services
- Early intervention services must be provided in natural environments determined by the parent and the IFSP Team, unless early intervention cannot be achieved satisfactorily in a natural environment

**Time for  
INPUT!**

Now that you've seen the whole presentation, any additional thoughts/suggestions for the Department on the establishment of an independent SIEU and the allocation of roles/responsibilities between the SIEU and the Department of Education . . .



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- Early Intervention for ME
- Due Process – not changed in the development of an SIEU
- Adopt Part B Due Process procedures for Part C

**END  
ZONE**

## **LD 255**

Advise the Department of Education on:

1. A plan for early intervention services
  - a. quasi-independent state agency (1/25)
  - b. MOU between DOE/DHHS (N/A)
  - c. 16 components of a statewide system (1/25)
  - d. Timeline/resources/statutory & regulatory changes (throughout)
2. Analysis of the federal Extended Part C option (1/11)
3. Recommendations for services for 3 year olds with disabilities (1/11)

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Thank you!!!

-- 😊 Sarah