Building an Independent IEU

Sarah A. Forster

Assistant Attorney General

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



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



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"



Quasi-independent state entity. "Quasiindependent 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).



[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 eliqible 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.



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



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



Potential Non-Voting Members

- Employees of SIEU
- Executive Director



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

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- 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



- 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 . . .

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- 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



Role of the SIEU vs.

Role of the **Department** as "lead agency" under Part C

What?

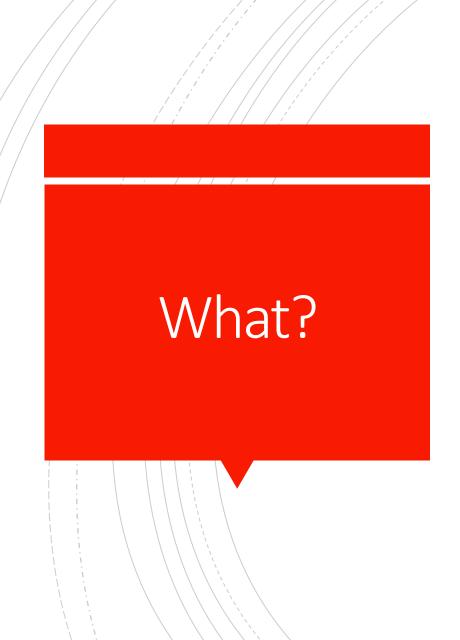
SIEU

- 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



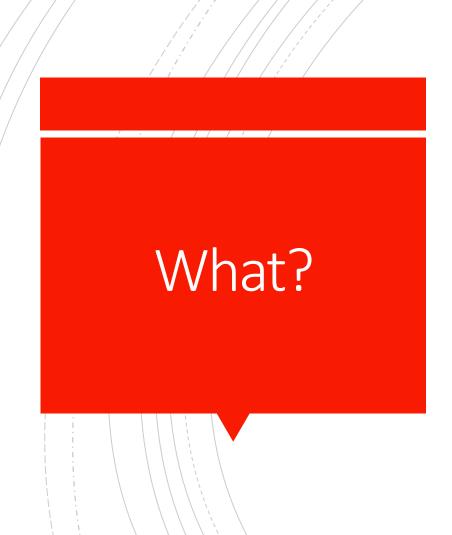
SIEU

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



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)



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 . . .

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• 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