

Cohort 2 Welcome

We Are So Glad You Are
Here!

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Education Consultant



Agenda

- FAPE and Public Education
- Mixed Delivery System and Preschool Environments
- Child Find
- Fiscal Supports
- Transitions
- Educational Outcomes for Children

FAPE and Public Education History, Legislation, Current Goals

- Support Federal, State, Local Early Childhood Special Education Implementation
- Commitment to support children and families
- Build statewide capacity to serve children



Preschool Cohort I

SY 2024-2025

CDS
Aroostook

CDS
Downeast

CDS
Midcoast

CDS
Opportunities

CDS
Two Rivers

CDS
York

13 RSU 29

2 Calais

1 AOS 98
Boothbay,
Boothbay Harbor

1 Andover
Schools

7 MSAD 4
RSU 80

11 Kittery

2 School
Union #103
Jonesport, Beals

7 AOS 93
Great Salt Bay

6 RSU 68

14 York

21 RSU 13

0 SAD 12

0 RSU 35

3 St. George

2 Veazie

19 RSU 19

~100
children

Preschool Cohort 2 SY 2025-2026

CDS
Aroostook

RSU 50

CDS
Downeast

School
Union # 93
Blue Hill
Brookfield
Castine
Surry
Penobscot

Hancock

Lamoine

CDS
First
Step

Auburn

CDS
Midcoast

AOS 98
Edgecomb
Georgetown
Southport

RSU 12

RSU 71

Wiscasset

CDS
Opportuni
ties

RSU 17

RSU 52

RSU 56

RSU 72

CDS
Peds

RSU 54

CDS
Reach

RSU 15

RSU 75

CDS
Two Rivers

AOS 47
Airline
Community
School
Dedham
Orrington

Brewer

Greenbush

MSAD 41

RSU 26

CDS
York

RSU 21

Saco

~1000
children







Play (k)

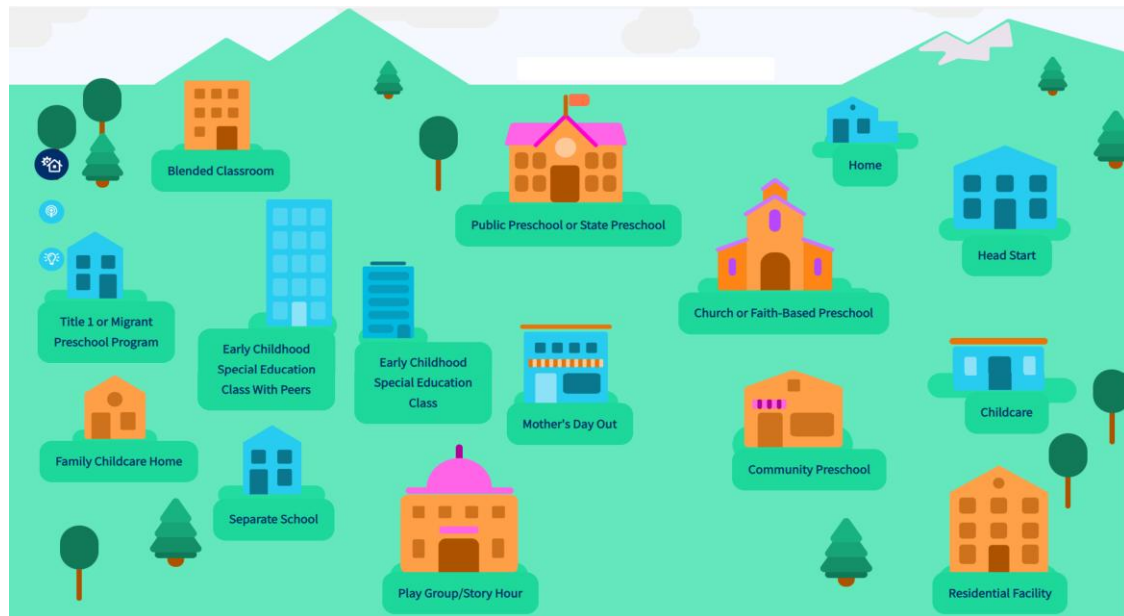








Preschool Environments and the Mixed Delivery System



- Many ways for preschool children to attend high quality programs and receive their special education services.
- Supporting a mixed delivery system means developing and partnering with programs in the community.

Importance of Inclusive Preschool Environments

PEER TO PEER LEARNING

DEFINITION

Peer-to-peer learning occurs when students engage in collaborative learning. Students learn from one another, not the teacher.

Peers can:

- Learn with each other.
- Learn from each other.
- One learn from the other.

BENEFITS

- Students see each other's perspectives to help them progress.
- Teaching others helps us to learn a topic in even more depth.
- Social interaction may help motivate students to learn.
- Studying together can become 'fun', which in turn may motivate students.



Preschool Environments

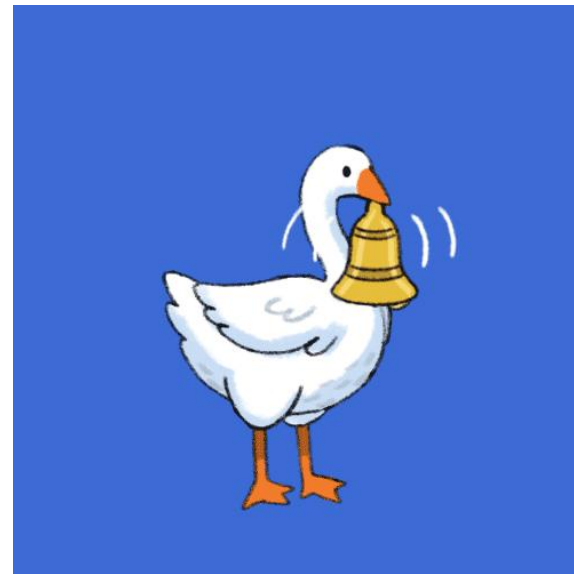
Who are the people in your neighborhood?

- Least Restrictive Environment
- Classrooms can change from year-to-year dependent on children's needs.
- Look to community programs, private service providers, nearby programs, collaboratives, inter-district supports.



Child Find

- Requirement: All children with disabilities are identified, located, and evaluated
- Method for notifying community about Child Find
- SAUs conduct screening activities to decide if a referral for an evaluation is needed
- Serving eligible children in your catchment area



Fiscal and Financial Support



- State has committed to provide funding to ensure preschool children receive a FAPE
- Cohorts receive regular information and updates to obtain, use, and account for funds
- Individualized meetings to answer questions

Transitions

1. Early Intervention to Preschool

Two entry points: Child Find and Early Intervention for ME

Schools support timely transition activities to prevent delays and have an IEP by three years old.

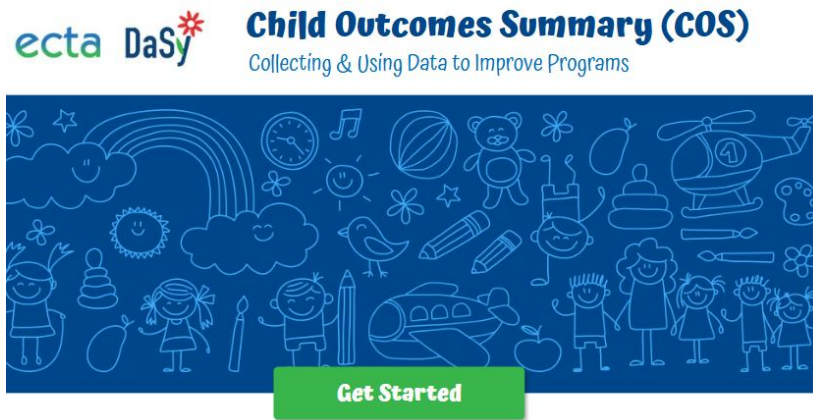
2. Preschool to Kindergarten

Public PreK and Head Start programs have transition to kindergarten requirements, and recommendations for transition best practices.



Educational Benefit: From Delays to Achieving Developmental Milestones

- Children enter as early as three years old with skills that may be delayed or age expected
- Ratings are assigned for three outcome areas
 - Social emotional skills
 - Knowledge and Skills
 - Behaviors to Meet Needs
- School programs will be provided with tools and resources to assess and report children's skills



ecta Early Childhood
Technical Assistance Center

DaSy
The Center for IDEA
Early Childhood Data Systems

The three child outcomes and the Child Outcomes Summary process were developed by the Early Childhood Outcomes (ECO) Center which was funded by the U.S. Office of Special Education Programs (OSEP) from 2003 to 2014. The work on child outcomes measurement now continues through the Early Childhood Technical Assistance (ECTA) Center. ECTA has partnered with the Center for IDEA Early Childhood Data Systems (DaSy) for the development of these modules. Both ECTA and DaSy are technical assistance centers funded by OSEP.

Our Goal Is to Help You Help Children with Disabilities and Their Families





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References

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- Module: Peer-Mediated Instruction and Intervention Retrieved from <https://autisminternetmodules.org/storage/ocali-ims-sites/ocali-ims-aim/documents/OverviewofPMII82008.pdf>
- SPP/APR Indicators: [State Performance Plans/Annual Performance Reports \(SPP/APR\) - Individuals with Disabilities Education Act](#)
- [Sec. 300.111 Child find - Individuals with Disabilities Education Act](#)
- [Sec. 300.124 Transition of children from the Part C program to preschool programs - Individuals with Disabilities Education Act](#)
- [Sec. 300.114 LRE requirements - Individuals with Disabilities Education Act](#)
- [ECTA Center: Outcomes Measurement](#)