

LD 386 Advisory Group



November 23, 2021



Meeting Agenda

- Introductions
- Group norms
- Examination of LD 386
- Timeline proposal
- Next steps
- Transition to the co chair



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

***** Parking Lot Items *****



LD 386

LD 386 addresses the “Provision of Early Childhood Special Education Services for Children with Disabilities from 4 year of Age to under 6 Years of Age from CDS to SAUs”.

- Create a proposal for the provision of special education to 3-year-olds
- Propose a timeline for the transition of services for children 4 and older from CDS to SAUs



Provision of Special Education Services to 3 year old Children

Additionally, LD 386 asks us to address the provision of special education services for 3-year-old children.

Proposed Provision of Services

9 Regional Sites

Maine Early Intervention Services

IDEA Part C: Early Intervention Program

- Children birth through age 2
- Services are delivered through an Individual family service plan (IFSP)
- IFSP Identifies the priorities, resources, and concerns of families through early intervention services Maine receives IDEA federal grants funds

Early Intervention Services

To Be Determined

Preschool Special Education Programming

IDEA Part B (619): Educational guidelines for children

- Children age 3
- Maine receives IDEA federal grant funds
- Services are delivered through an Individual Education Program (IEP)

Free Appropriate Public Education

3-year-old children

Provision of services undetermined (addressed in both LD 386 and LD 255)

School Administrative Unit (SAU)

IDEA Part B (619)

- Children ages 4 +
- Maine receives IDEA federal grant funds
- Services are delivered through an Individual Education Program (IEP)

Free Appropriate Public Education

IDEA Part B (611)

- Children ages 5 through 22
- Maine receive IDEA grant funds
- Services are delivered through an Individual Education Program (IEP)

Free Appropriate Public Education

The proposed provision of services looks like this, taking into consideration the change initiated in LD 386



Review: Proposal for 3 year old Provision of Services, continued

Explanation:

OPTION 1

Quasi State Agency

- FAPE obligation on QSA
- Created within Maine DOE
- Oversight by Special Services Department
- Contracted agencies providing services
- Current CDS staff providing case management, IEP implementation
- Rebranded – Preschool Special Education Programming (PSEP)
- Facilitate transition from Part C to Part B

- Option 1 is continuing what we already have
- There would be too many transitions for staff and families
- Could create multiple transitions within a years time
- Transitions currently from C to B go smoothly because both entities are typically in the same building (this may not be the case w/ a new agency)
- This option is very similar to the current model



Review: Proposal for 3 year old Provision of Services, continued

OPTION 2 Hybrid Model

- FAPE obligation on SAU
- Oversight by Maine DOE
- Individualized by SAU
- Choice in the following:
 - Provision of service
 - Staffing
 - Administrative oversight
 - Eligibility requirements including evaluation, child find, eligibility meeting
 - Transportation
 - Data system choice
 - Support referrals
 - Coordinate services
 - Case Management
 - Facilitate transition from Part C to Part B



OPTION 3 SAU Responsible

- FAPE obligation on SAU
- Maine DOE monitors SAU
- SAU responsible for enrolled children in catchment area
- Each SAU would determine how to provide services for 3-year-old children
- Could create regional preschools
- Continue to contract with preschool providers for services
- Provide staffing
- Provide transportation
- Facilitate transition from Part C to Part B

- Using the hybrid would allow SAUs to begin to understand what is entailed in support for 3 year old children
- Hybrid is already being piloted to support unmet need for preschool special education children
- Once SAUs have an idea of what the provision of services will be, there will be more consistency between preschool and school aged services
- Option 2 would allow time for SAUs to transition to becoming fully responsible via Option 3
- Child care and service delivery outside of residence SAU may be an issue in 2 or 3
- Could offer an opportunity for SAUs to build relationships with outside agencies and providers

Questions or concerns?



Timeline Proposal Components

Propose a timeline for the transition of services for children 4 years and older from CDS to SAUs

- School administrative unit capacity, staffing and physical space
- Fiscal Analysis of Transitioning Services to SAU
- LD 386 Components Addressed
- Current CDS Staffing
- Independent Project Manager



Proposed Timeline

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

Thoughts and considerations on the timeline?



School administrative unit capacity, staffing and physical space

In alignment with PCG report, establish capacity task force January 1, 2022 – January 1, 2023 to determine the following:

- Staffing needs and opportunities
- Physical space requirements and opportunities
- Data mapping and trend analysis

Are there additional categories that we should be looking at?



Fiscal Analysis of Transitioning Services to SAU

In alignment with PCG report, establish fiscal task force January 1, 2022 – January 1, 2023 to determine the following:

- Building/rental improvements and costs
- Staffing needs and associated costs
- Administrative oversight: Transitioned to SAU and included in fiscal analysis
- Transportation: Transitioned to SAU and included in fiscal analysis
- Develop map and analysis of costs associated with private preschool providers

Are there additional categories that we should be looking at?



LD 386 Components Addressed

- Curriculum and assessments:
Maine Early Learning and Development Standards – no mandatory assessments for this age group
- Data systems:
RFP CDS happening currently. RFP in development for school aged children
- Health and safety-related considerations:
currently preschools have dual approval in DHHS and DOE
- Analysis of MaineCare funding opportunities: detailed in MEPRI report (May 2021)



Current CDS Staffing

Include a plan to protect current Child Development Services System employees from any negative or unintended consequences related to retirement and pensions and the federal windfall elimination provision and government pension offset

- ✓ Provisional discussion with Maine PERS
- ✓ Reviewing and changing job descriptions to align with the provision of services in SAUs
- ✓ Partnering with SAUs to provide services to 4+ children
- ✓ Applied for a federal grant to support certification needs and get CDS staff school ready

Proposed timeline: January 1, 2022 to January 1, 2023

- Conduct an analysis of staff positions at CDS and evaluate staff goals supporting employment



Independent Project Manager

January 1, 2022 to July 1, 2022 –
develop and release RFP to obtain
Independent Project Manager to
support goals and measure plan
effectiveness and progress



Next Steps

- Draft written proposal December 2021
- Review proposal with the Education and Cultural Affairs Committee February 2022
- Additional Advisory Group meetings scheduled for December and January
- Transition to the co chair