



Early Learning Services: Early Childhood Special Education

Special Education Directors' Forum

December 6, 2019

Child Outcomes Data for 2018-2019

- Data entry window: 11/1 – 12/10.
- Developmental status reported for children who entered or exited Part C or preschool special education between 7/1/2018 – 6/30/2019.
- Allowable reporting methods:
 - Child Outcome Summary Ratings (COSF):
 - Child by child.
 - Batch upload.
 - Item level assessment data through batch upload.

Benefits of item-level assessment submission

- Assessment data measures progress on 3 federal child outcomes and the Minnesota Early Childhood Indicators of Progress (ECIPs).
- Same reporting methodology used by Voluntary Prekindergarten and School Readiness Plus.
- Less subjective than COSF ratings.
- Can measure progress of Individualized Education Program (IEP) goals that are aligned to ECIPs.
- Data can be used to strengthen local programs.
- Included in dashboards that monitor the state's investment for children with high needs.

Most districts are moving toward item-level submission

- Now an option for both Part C and Preschool Special Education.
- Menu of tools are those identified as part of Kindergarten Entry Profile (KEP):
 - Teaching Strategies Gold-Part C and Preschool.
 - Desired Results Developmental Profile-Part C and Preschool.
 - Child Observation Record (COR) Advantage – Part C and Preschool.
 - Work Sampling System – Preschool only.
- Batch upload from publisher or spreadsheet – fall, winter and spring.

Statewide shift to item-level requirement

2019-2020: Item level data is supported and encouraged for Preschool and Part C.

2020-2021: Item level data will be supported and encouraged for Part C and strongly encouraged for preschool.

2021-2022:

- Item level data will be encouraged for Part C.
- Item level data will be **required** for most preschool students .
- Exceptions: preschoolers with significant delays such that progress can not be measured using one of the KEP tools or children participating in inclusive settings that use a Parent Aware approved tool that is not also a KEP tool.

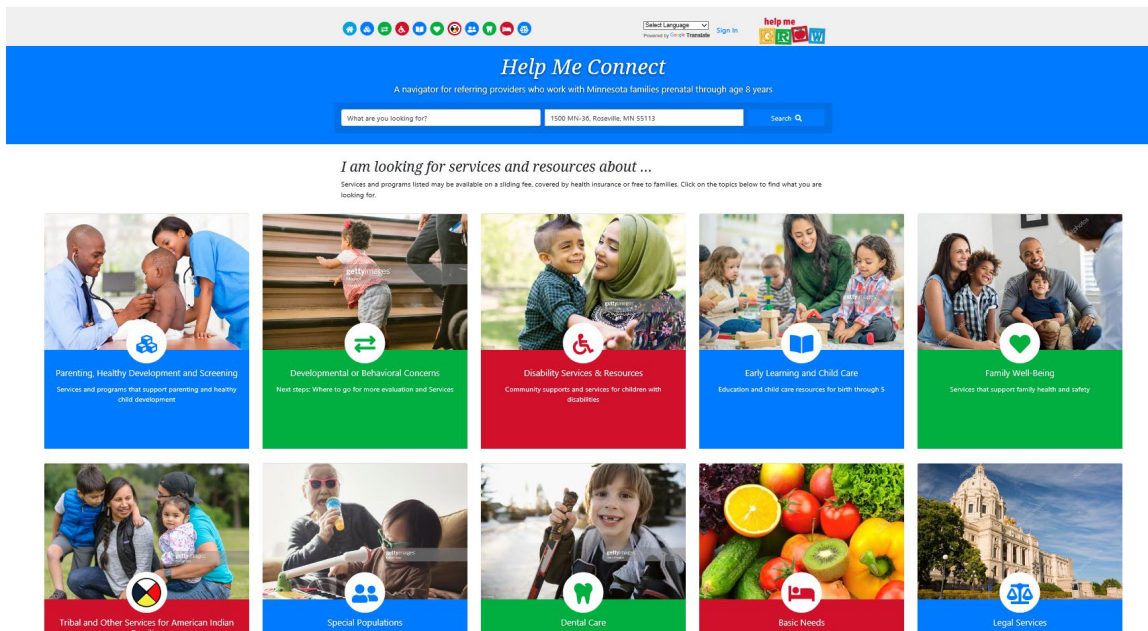
Background Checks and Inclusion

- Background check requirements vary across preschool settings .
- School districts have one set of requirements and Head Start and Department of Human Service (DHS) authorized sites having their own, more extensive set of requirements.
- It is important that these differences do not create barriers to the use of these sites as natural environments or inclusive placement options for young children.

Cost of background checks can be reimbursed

- The cost of the background check is reimbursable from Special Education funds.
- Code the cost to program 420, finance 740 with object code 305. Enter the total amount on Special Education Data Reporting Application (SEDRA) under line 1 with funding source 'a', service code 'b', program 420 and personnel type code (PTC) 16. These lines automatically go into error and then the district just needs to submit copies of the invoices to have the error removed.
- Resource available on the Centers of Excellence website at <https://mncoe.org/inspire-action/natural-or-least-restrictive-environment/>.

Help Me Connect (“Expanded Help Me Grow”)



- Help Me Connect = interagency collaboration (Minnesota Department of Education (MDE), Minnesota Department of Health (MDH), DHS).
- Help Me Connect = expanding Help Me Grow.
- Help Me Connect = Navigator for referring providers, prenatal-to-8.
- Help Me Connect = supports service coordination (required for Part C).
- Help Me Connect interviews/survey:
 - Survey: All staff working with families and children prenatal-age 8 (0-3, 3-5 programs).
 - **Due date for survey: December 13.**