



MAINE DEPARTMENT
OF EDUCATION

Early Intervention (Part C) and
Early Childhood Special Education (Part B –
Section 619)
for children diagnosed with ASD

Presenter Information



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Early Intervention for ME
Child Development Services



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The background of the slide features dark silhouettes of several individuals, likely students, sitting and reading books. The scene is dimly lit, with the light source coming from the side, creating a focused and studious atmosphere.

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None of the planners or speakers for this activity have relevant financial relationships to disclose.



Presentation Objective

- Overview of Maine's approach to Early Intervention (Part C) and Early Childhood Special Education (Part B)
- Outline eligibility requirements for Part C and Part B
- Collaboration between partners to support infants, toddlers and preschool aged children
- Updates in early childhood special education and the transition of Section 619 to School Administrative Units (SAUs)

Agenda Topics

1. IDEA Requirements
2. CDS / Early Intervention for ME
3. Early Intervention overview
4. Transition from EI to ECSPED
5. Early Childhood Special Education overview
6. Transition of Section 619 to public schools



IDEA Requirements

The Individuals with Disabilities Education Act (IDEA) requires that states develop and implement statewide, comprehensive, coordinated early intervention services for children from birth until their third birthday (Part C).

Children are entitled to a Free and Appropriate Education within the Least Restrictive Educational Environment beginning at the age of 3 years old (Part B).





Child Development Services (CDS)

CDS is the quasi-government organization responsible for early intervention and special education for infants, toddlers and young children from birth until kindergarten eligibility.

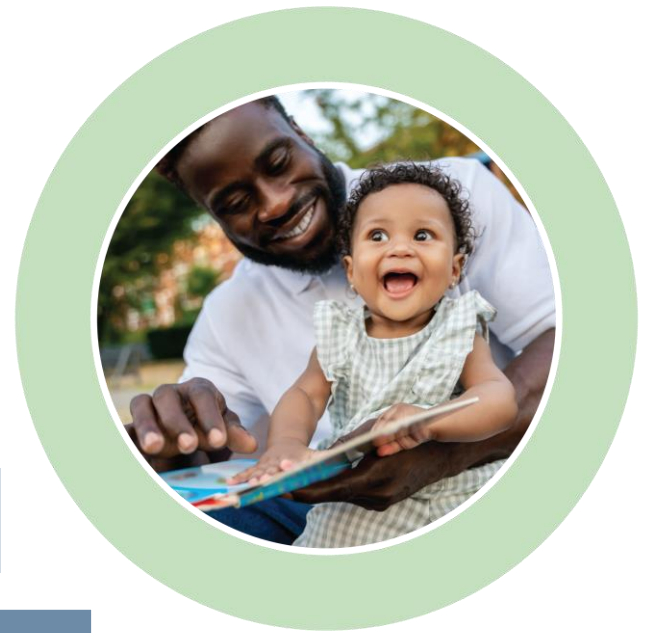
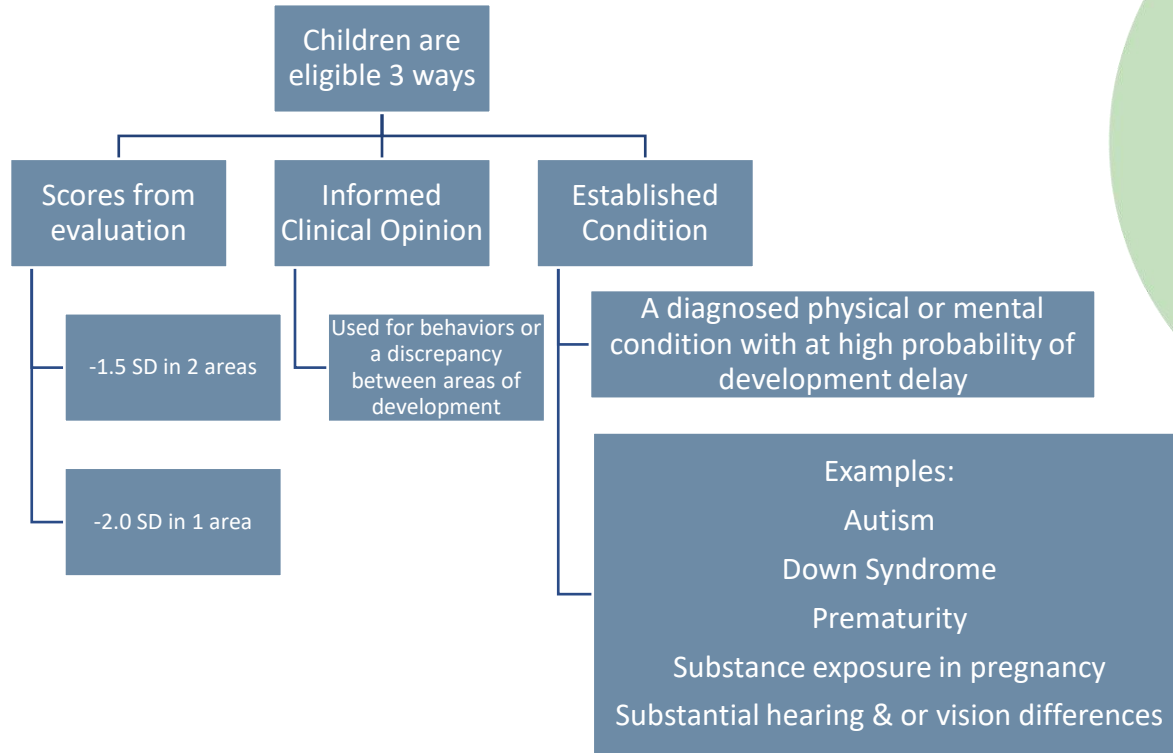
Early Intervention for ME (CDS)

- Maine's Early Intervention Program has a new name!
- Early Intervention for ME and CDS are overseen by the Office of Special Services & Inclusive Education, under the Maine Department of Education.
- CDS functions similarly to a school administrative unit.





Eligibility for Early Intervention



Maine's Approach to Early Intervention



Age of Child: Birth until third birthday

Routines-based, individualized services for infants, toddlers and their families.

Through a continuum of supports and services, an eligible child's early intervention is individualized to meet the needs of the child and family.



The Early Intervention Team is comprised of the following:

Service Coordinator

Physical Therapist

Occupational Therapist

Speech & Language Pathologist

Social Worker

Special Educator

Teacher of the Deaf

Teacher of the Visually Impaired

Dietician

Autism Specialist

Maine's Approach to Early Intervention



EARLY
INTERVENTION
FOR ME

A Brighter Start, Birth to Three

Evidence-based models that guide Early Intervention in Maine include:

Routines-based Early Intervention

Research shows that very young children learn best from those that they are most comfortable with (their caregivers) within their natural environment.

Brazelton Touchpoints Approach

A framework that supports and strengthens healthy relational dynamics between young children (birth to three) and their caregivers.

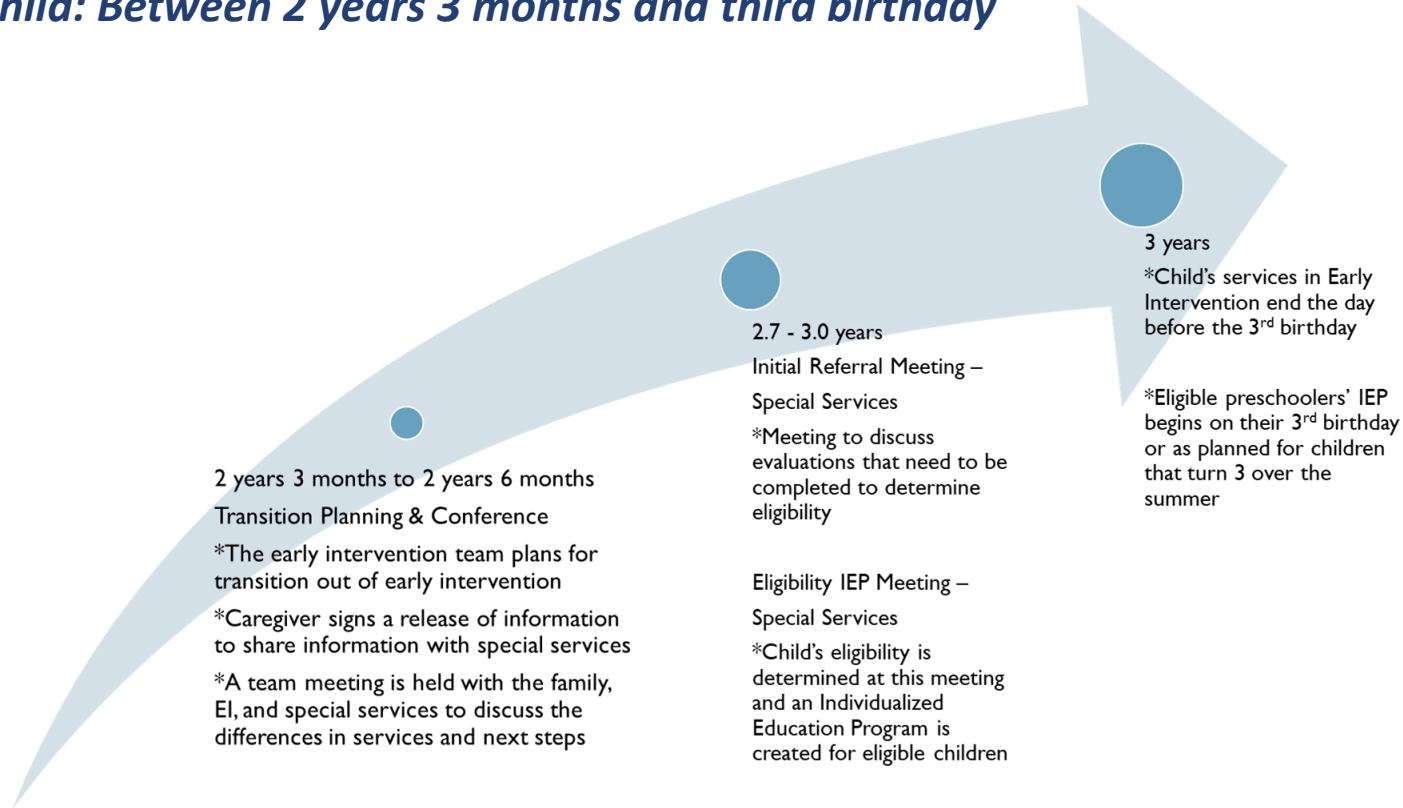
Early Start Denver Model (ESDM)

In alignment with the key principles of Early Intervention, Early Intervention for ME offers parent implemented ESDM (P-ESDM). P-ESDM is an intervention that teaches caregivers ESDM (ABA based) strategies, following a structured approach. Intervention is focused on the child's social interaction, communication skills and behavioral development.



Transition from Early Intervention to Special Education

Age of Child: Between 2 years 3 months and third birthday



Collaboration (Early Intervention)

A medical evaluation that puts forth a diagnosis of Autism Spectrum Disorder is sufficient to determine eligibility for early intervention.

The Individualized Family Service Plan (IFSP) team conducts a comprehensive family assessment to determine individualized services for the toddler and their family.

It is best if recommendations included in the evaluation report allow for this individualization and include high quality resources for the family.

A release of information for Child Development Services must be signed to discuss individual child cases.





Fax: 207.624.6661

Phone: 877.770.8883

Making a Referral

Referrals can be made directly to Child Development Services (CDS) / Early Intervention for ME for all children from birth until they are eligible for kindergarten.

Online: <https://www.maine.gov/doe/cds/childfindform>



Early Childhood Special Education



Part B, Section 619 of the federal
Individuals with Disabilities
Education Act.

Age of Child: Third birthday until
Kindergarten eligibility.

Early Childhood Special Education includes
Child Find activities and Free
Appropriate Public Education (FAPE).



EARLY INTERVENTION

Part C under federal law IDEA
(Individuals with Disabilities Education Act)

Serves infants and toddlers from
birth to their third birthday

Services occur in the natural environment,
which is typically home or childcare

The IFSP (Individualized Family Service Plan)
guides services.

Children are eligible under the criteria of
developmental delay,
established condition of risk, or
informed clinical opinion.

The IFSP is written for 12 months, and is
reviewed at least every 6 months or more
frequently if requested by team members.

SPECIAL EDUCATION

Part B under federal law IDEA
(Individuals with Disabilities Education Act)

Serves children from age 3 up to age 22

Services occur in an educational environment.

The IEP (Individualized Education Plan)
guides services.

Children are eligible under 13 specific
eligibility categories.

The IEP is written for the school year and
is reviewed annually or as requested by
team members.

Primary Differences between Early Intervention and Special Education





Provision of FAPE

F

- School administrative units (SAUs) or CDS must provide children with disabilities with special education services at no cost to the student or family.

A

- Special education services should be designed to meet the unique needs of children with disabilities based on appropriate evaluations and placement decisions.

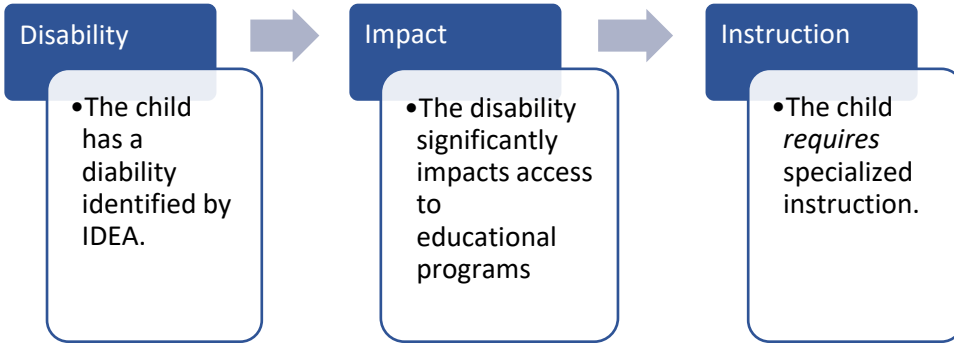
P

- Public schools or CDS must make special education services available to all eligible students who reside within their district boundaries

E

- Students must be provided with an education that is appropriately challenging and in line with their Individualized Education Plan (IEP).

Eligibility for Early Childhood Special Education





Legislation

LD 345: *An Act to Transition the Responsibility for Child Find Activities and for Ensuring a Free, Appropriate Public Education for Eligible Children from the Child Development Services to School Administrative Units*

LD 2214: *An Act to Make Supplemental Appropriations and Allocations for the Expenditures of State Government, General Fund and Other Funds and to Change Certain Provisions of the Law Necessary to the Proper Operations of State Government for the Fiscal Years Ending June 30, 2024 and June 30, 2025*

LD 2214 became Public Law 2023, Chapter 643, Part W

Why?



Transition of child find and FAPE responsibilities to SAUs –

Why? Why now?

Structure of existing system has been problematic:

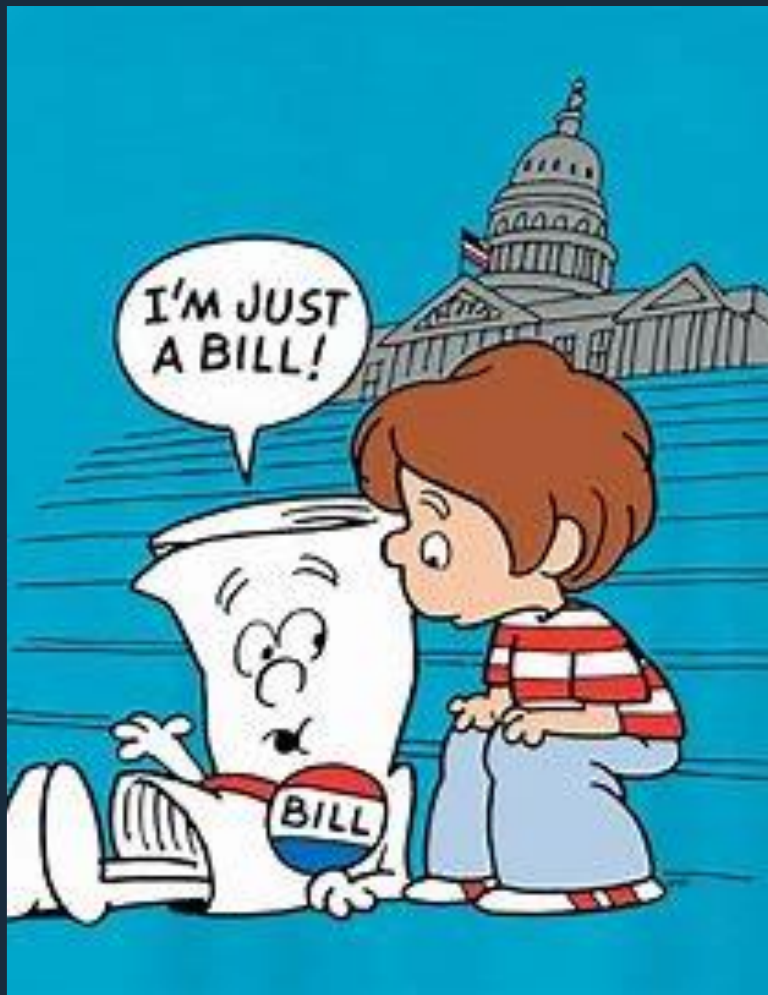
- CDS responsible, but doesn't operate or oversee preschool programming
- Requires significantly more admin and overhead costs, which drive up cost of serving the children
- Separate early childhood programs for children with disabilities, which contributes to high numbers of placements in special purpose private preschools and more restrictive placements



CDS Initiatives since 2021

- An increase in funding from \$700,000 to \$8 million over 3 years to fund positions and services to directly support CDS children in public schools.
- Opening 13 CDS-run preschool classrooms throughout the state to expand services for children.
- \$1.5 million in ARP grant funding to certify CDS staff as Early Special Education Teachers with 30-40 staff expected to obtain this certification.
- \$1.75 million in preschool expansion ARP grant funding for CDS in SAUs.
- Providing professional development and training to CDS staff to improve their understanding of special education laws.
- Increasing CDS staff salaries and benefits.
- Engaging multiple stakeholder groups to inform recommendations for CDS.
- Continual collaboration with DOE's Early Learning Team to support CDS in the provision of special education services as preschool expands in the Maine.
- Providing recommendations to the Legislature for long-term solutions to CDS.
- Introduced bills in 2022 and 2024
- Initiating partnerships between CDS and more than 60 local public schools to expand special education services provided by SAUs for these children, more than doubling the number from the 2018-2019 school year.



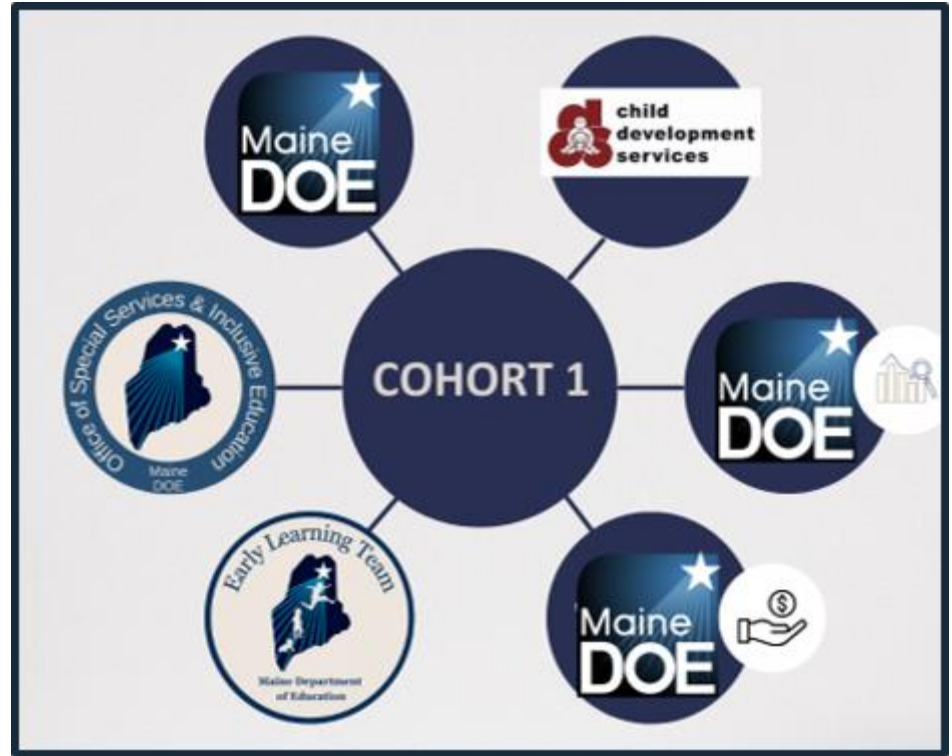


What's in the bill? What's new?

- Transition early childhood special education to SAUs by 2028
- Funds must be used for the purposes of educating 3- and 4-year-olds with IEPs
- Due process and compensatory services
- Maine DOE must approve an SAU's readiness plan before the SAU is approved to assume FAPE
- Transition of CDS regional sites to regional support and service hubs
- Special Revolving Renovation
- Extended Part C Eligibility

Implementation Teams

- Commissioner's Office
- Data
- Fiscal
- OSSIE
- CDS Team members
- Early Learning
- Certification (HEES)
- School Facilities



Cross-Agency & Partnership Work

- Regular meetings with members of the Preschool Development Grant
 - Identifying licensed providers
- Cross Agency Team focused on supporting the mixed delivery system
 - Discussions about blending & braiding funding
- Continued collaboration with Office of MaineCare Services (OMS)



The image shows a map of Maine with various colored regions (green, yellow, orange, pink) and numerous purple dots representing child care providers. A popup window titled "DoeDistrictsFacilities - Child Care Providers April 2024: Union" is overlaid on the map, displaying details for a specific provider.

Field	Value
DBA NAME (program or administrator)	WHITNEY FILES
E-MAIL_RES	mgutheinz@penbayymca.org
NAME (program or administrator)	PENOBSCOT BAY YMCA-LILY POND
PROGRAM ID	677047
PROGRAM TYPE	CHILD CARE CENTER
StAddr	183 Union St
CITY	ROCKPORT
State	ME

Zoom to 1 of 9

Cohort 1



Preschool Cohort I

CDS Aroostook	CDS Downeast	CDS Midcoast	CDS Opportunities	CDS Two Rivers	CDS York
RSU 29	Calais	AOS 98 Boothbay, Boothbay Harbor	Andover Schools	MSAD 4 RSU 80	Kittery School Department
	School Union #103 Jonesport, Beals	AOS 93 Great Salt Bay		RSU 68	York
		RSU 13		SAD 12	RSU 35
		St. George		Veazie School Department	
				RSU 19	



CDS Service and Support Hubs

- CDS Sites continue to provide services to children in their regions.
- **Process referrals**
- MOUs are developed with each Cohort 1 SAU.
 - Detail Service and Supports
 - Monthly meeting
 - Individualized for each SAU
- Service and Support Hub
 - Preschool Programming
 - Related Services
 - Itinerant 282B services
 - Case Management
 - Professional Development



Early Childhood Special Education - Cohort 1



EARLY CHILDHOOD SPECIAL EDUCATION - COHORT 1

Resources, Tools, Notices, and Opportunities for Professional Development and Collaboration for School Administrative Units
Participating in Cohort 1, Fiscal Year 2024-25



Early Childhood Special
Education Foundations



Free Appropriate Public
Education in Early
Childhood (FAPE)



Cohort Meetings
Cohort 1 Recordings



Cohort 2 Information

Early Childhood Special Education – Cohort 1: [Early Childhood Special Education - Cohort 1 | Department of Education](#)

Childcare Choices in ME: [Child Care Choices for Maine](#)



Questions



Contact Information

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