**Minnesota** Department of

# Education

# Resource Guide for Program Leaders

*October 2016*

## Accountability and Compliance

### State Performance Plan/Annual Performance Reports (SPP/APR)

The Individuals with Disabilities Education Act 2004 (IDEA 04) requires each state to report annually on the key indicators of the state's efforts to implement the requirements and purposes of Part C.

Part C SPP/APR (http://education.state.mn.us/MDE/about/adv/active/ICC/)

Part B SPP/APR (http://education.state.mn.us/MDE/dse/sped/fed/)

### Total Special Education System Manual (TSES)

The TSES Manual (http://education.state.mn.us/MDE/dse/sped/mon/prog/) and Question and Answer (Q & A) documents (http://education.state.mn.us/MDE/dse/sped/caqa/) have been posted to this page to assist school districts in maintaining compliance with state and federal special education law.

### Compliance and Assistance

The Division of Compliance and Assistance works to safeguard the rights of all learners by implementing and monitoring the laws that guarantee equal access to education for all students. The division provides training and technical assistance to districts on legal and fiscal requirements of state and federal programs and monitors them to ensure they are in compliance. Question-and-Answer documents, forms, disability eligibility checklists, and topic papers on special education are all available to help parents and district staff.

Compliance and Assistance webpage (http://education.state.mn.us/MDE/dse/sped/caqa/)

Early Intervention Q and A documents (http://education.state.mn.us/MDE/dse/sped/caqa/PartC/)

Individualized Education Program Q and A documents (http://education.state.mn.us/MDE/dse/sped/caqa/IEP/)

Due Process Forms (http://education.state.mn.us/MDE/dse/sped/due/)

## Child and Family Outcomes

### The Early Childhood Technical Assistance Center

This section of the ECTA Center website (http://ectacenter.org/eco/) provides child and family outcomes measurement tools and references for state and local administrators, technical assistance providers, teachers, other direct service providers, and families.

## Minnesota Family Outcome Survey

Link to cover letter and survey translations in 12 languages. (http://education.state.mn.us/MDE/dse/ecse/)

## Child Find/Early Identification

### Tracking, Referral and Assessment Center for Excellence (TRACE)

TRACE (http://www.tracecenter.info/index.php) is dedicated to identifying and promoting the use of evidence-based practices and models for improving child find, referral, early identification, and eligibility determination for infants, toddlers, and young children with developmental delays or disabilities who are eligible for early intervention or preschool special education.

### Centers for Disease Control and Prevention (CDC): Learn the Signs, Act Early (LTSEA)

Resources for families and professionals on issues related to child development, including screening tools and educational materials.

LTSAE Website (http://www.cdc.gov/ncbddd/actearly/index.html)

### Zero to Three

ZERO TO THREE (http://www.zerotothree.org/) is a national, nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers.

### Center for Parent Information and Resources (CPIR)

CPIR (http://www.parentcenterhub.org/) serves as a central resource of information and products to the community of Parent Training Information (PTI) Centers and the Community Parent Resource Centers (CPRCs), so that they can focus their efforts on serving families of children with disabilities.

### Help Me Grow

Link to the website for Minnesota's Help Me Grow (www.helpmegrowmn.org) initiative. Includes information about developmental stages and other resources for parents and professionals, and referral links for infant and toddler intervention and preschool special education.

## Cultural and Linguistic Diversity

### English Learner Disability Resources

This web page (http://education.state.mn.us/MDE/dse/sped/div/el/) provides assessment and eligibility determination guidelines to special education professionals. These guidelines can be used where traditional evaluation procedures may not be appropriate.

# Data Resources

## MARSS Instructional Manual

The [MARSS Manual](http://education.state.mn.us/MDE/dse/schfin/MARSS/inst/) contains data elements (attendance days, home primary language, kindergarten schedule, length of school days in minutes, etc.). (http://education.state.mn.us/MDE/dse/schfin/MARSS/inst/).

MARSS Appendices: for information on determining a student's resident district for students with or without a disability, look at appendices K and K1.

## District Data Profiles

Current School [District Data Profiles](http://w20.education.state.mn.us/MDEAnalytics/Data.jsp) for Early Childhood and K-12 Programs in Special Education (http://w20.education.state.mn.us/MDEAnalytics/Data.jsp). These reports provide specific district information on students with disabilities.

## Early Childhood Special Education and Program Finance

An [overview of special education funding and data resources](http://w20.education.state.mn.us/MDEAnalytics/Data.jsp) (http://w20.education.state.mn.us/MDEAnalytics/Data.jsp).

## Data Accountability Center

This website (www.ideadata.org) provides public access to data about children and youth with disabilities served under IDEA - Part B and C; technical assistance materials to support the collection, analysis and reporting of IDEA data; and, the forms and spreadsheets used for collection.

## Early Childhood Technical Assistance (ECTA) Center Early Childhood Data Sources

This website (http://ectacenter.org/portal/ecdata.asp) provides links to national and state-by-state data, policies and initiatives related to early childhood care and education.

## Research Connections

This website (http://www.researchconnections.org/childcare/welcome) connects to thousands of resources on child care and early education. It also provides state specific research, data research and data collection tools.

## Results Matter

[Results Matter](http://www.cde.state.co.us/resultsmatter) (http://www.cde.state.co.us/resultsmatter) is a statewide program through the Colorado Department of Education that promotes the use of ongoing, developmental, observation-based assessment in early care and education settings. The website included a video library on early care and education to help providers better understand ways to use observation, documentation, and assessment to inform practice. It also includes resources related to professional development, child and family outcomes, and data and accountability.

## Disability Information

### Disability Minnesota

This website (http://www.mndisability.gov/public/home.jsp) serves as a single entry point to over 100 Minnesota state agency programs, products, and services that are devoted to the range of disability issues. Also provides access to laws, statutes, and regulations in pertinent disability-related areas.

### National Center for Education in Maternal and Child Health at Georgetown University (NCEMCH)

NCEMCH (http://ncemch.org/) is a national resource to the maternal and child health community. Their functions are to launch national health initiatives involving multiple partners; develop and disseminate culturally competent child health and development materials for families and professionals; and, provide state-of-the-art knowledge and information services for health professionals, educators, researchers, policymakers, service providers, business leaders, families, and the public.

### Minnesota Low Incidence Projects

This project (http://mnlowincidenceprojects.org) is designed to assist school districts across the state in fulfilling federal requirements in the areas of implementation of the IDEA, professional development and insuring the availability of high quality staff in the low incidence areas of Special Education. Technical assistance is offered as a regular function of the project.

## Evidence-Based Practices

### Minnesota Centers of Excellence for Young Children with Disabilities (MNCOE)

MNCOE (http://mncoe.org/) is a regional system of professional development (PD) in Minnesota. Each one of the eight PD regions is coordinated by a Regional Professional Development Facilitator(s) (PDF) who is responsible for coordinating the various professional development activities across their regions.

### Technical Assistance Center on Social Emotional Intervention (TACSEI)

TACSEI (www.challengingbehavior.org) provides research based intervention strategies to improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities. Minnesota is a TACSEI state.

### Center on the Social Emotional Foundations for Early Learning (CSEFEL)

CSEFEL (http://csefel.vanderbilt.edu/index.html) is a national resource center focused on promoting the social emotional development and school readiness of young children birth to age 5, using the Pyramid Model.

### Family Guided Routines Based Intervention (FGRBI)

FGRBI (http://fgrbi.fsu.edu/index.html) is a research project that is focused on developing and validating a family-guided routines-based intervention model that meets the spirit of the legislative mandate of natural environment and recommended practices of the field.

## [Research and Training Center (RTC)](#) on Early Childhood Development – The Puckett Institute

The major aim of the RTC (http://www.puckett.org/researchtrainingcenter.php) is to implement a coordinated and advanced program of applied research on knowledge and practice that improves interventions associated with the healthy mental, behavioral, communication, preliteracy, social-emotional, and interpersonal development of infants, toddlers, and preschoolers with or at risk for developmental disabilities. This information is designed specifically for parents, therapists, early childhood educators, and early interventionists, as well as researchers, and includes information about effective early childhood intervention practices based on research.

## The Human Development Institute

The [Human Development Institute](#) is Kentucky's University Center for Excellence in Developmental Disabilities Education, Research and Service. We focus our efforts on improving lifelong opportunities and services for individuals with disabilities, their families and the community. (http://www.hdi.uky.edu/NECTC/Projects/Early_Childhood.aspx)

The Institute provides a strong foundation for more than 40 research, training and service projects, addressing a wide range of topics and issues in areas such as early childhood, education and alternate assessment, transition across the lifespan, employment, community living, and personnel preparation.

## Inclusion

### [Center for Inclusive Childcare (CICC)](#)

CICC provides consultation, professional development opportunities, documents and online resources to facilitate inclusion of children with special needs in community-based early childhood programs. (http://www.inclusivechildcare.org/index.cfm)

### Special Quest

Access to [Special Quest](#) (http://www.specialquest.org/) materials and resources for professional development to provide high-quality, inclusive services for young children with disabilities and their families.

### Connect Modules

[CONNECT](#) (http://community.fpg.unc.edu/) creates web-based professional development resources that focus on working with young children and their families in a variety of learning environments and inclusive settings.

## Infant and Toddler Early Intervention and Preschool Special Education

### The [Office of Special Education Programs (OSEP)](#)
OSEP (http://www2.ed.gov/about/offices/list/osers/osep/index.html) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.

**United States Department of Education**

Current Initiatives include Early Learning and Race to the Top.

[United States Department of Education website](http://www.ed.gov/) (http://www.ed.gov/)

[Early Learning webpage](http://www.ed.gov/early-learning) (http://www.ed.gov/early-learning)

**Frank Porter Graham Child Development Institute**

[Frank Porter Graham](http://www.fpg.unc.edu/) (http://www.fpg.unc.edu/) has quality materials on topics related to early childhood and early intervention. They also have a listserv.

**Early Childhood Technical Assistance (ECTA) Center**

The [ECTA Center](http://ectacenter.org/) serves Part C and Part B Programs to improve service systems and outcomes for children and families. The website (http://ectacenter.org/) also includes an annotated list of resources that contain definitions of EI/ECSE terms.

## Evaluation Compendium

A document that helps educators select validated and reliable instruments to determine eligibility for early childhood special education services for children ages birth to six years of age (http://education.state.mn.us/MDE/dse/ecse/bc/).

**Division of Early Childhood (DEC)**

[The Division for Early Childhood](http://www.dec-sped.org/) (http://www.dec-sped.org/) promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children who have or are at risk for developmental delays and disabilities. There is also a [Minnesota DEC](http://www.mndec.org/) (http://www.mndec.org/) chapter.

## Center for Early Education and Development (CEED)

Part of the University of Minnesota, CEED's (http://www.cehd.umn.edu/CEED/) mission is to improve developmental outcomes for children through research, training, and outreach.

## Tufts University Child and Family Web Guide

This web guide (http://www.cfw.tufts.edu/?/page/about-us/1/) includes expert reviewed sites on child development and special education.

## National Association of State Directors of Special Education (NASDSE)

NASDSE (http://www.nasdse.org/) provides leadership to improve educational services and outcomes for students with disabilities.

**Center on the Developing Child, Harvard**

The [National Scientific Council on the Developing Child](http://developingchild.harvard.edu/index.php/activities/council/) generates, translates, and applies knowledge in the service of improving life outcomes for children in the United States and throughout the world.
(http://developingchild.harvard.edu/index.php/activities/council/)

## [National Association for the Education of Young Children (NAEYC)](#)

NAEYC is the world's largest organization working on behalf of young children. The website (http://www.naeyc.org/) contains professional development resources.

## [Minnesota Association for the Education of Young Children (MnAEYC) and the Minnesota School-Age Care Alliance (MnSACA)](#)

MnAEYC/MnSACA (http://mnaeyc-mnsaca.org/) promotes quality in early care and education and out-of-school time programs and supports the leadership and development of early care and education and out-of-school time professionals.

## [IDEA Infant and Toddler Coordinators Association (ITCA)](#)

ITCA (http://ideainfanttoddler.org/) is organized to promote mutual assistance, cooperation, and exchange of information and ideas in the administration of Part C and to provide support to Part C coordinators.

## [Education Resources Information Center (ERIC)](#)

ERIC (http://www.eric.ed.gov/) is an online digital library of education research and information.

## Laws and Rules

### Minnesota Administrative Rule

Link to [Minnesota Administrative Rule 3525](#) (https://www.revisor.mn.gov/rules/?id=3525), governing special education services for children and youth with disabilities.

### Part C Regulations

[Federal Part C Regulations](#) (http://www.gpo.gov/fdsys/pkg/FR-2011-09-28/pdf/2011-22783.pdf) passed September 28, 2011 and effective July 1, 2012.

### Part B Regulations

Link to current [Part B Regulations](#) (http://idea.ed.gov/explore/home)

## Transportation

### Reference Guide to Transporting Students with Disabilities

[Transportation Resources](#) (http://education.state.mn.us/MDE/dse/schfin/Trans/) has information that helps school districts report students and costs on year-end state reports along with documents that will help districts and parents understand their transportation responsibilities and rights.