



Special Education Program, Funding and Reporting Updates

Special Education Leadership Team and School Finance

August 4, 2021

Special Education Division's Guiding Principles

Provide leadership

We provide educational support and guidance to Minnesota's broader educational communities.

Support whole-child thinking

Educational support is based on each child's unique needs to prepare them for further education, employment, independent living, and community participation.

Collaborate with our partners

We collaborate with and value the contributions of our partners.

Model accountability

We promote and measure evidence-based outcomes that are meaningful to our communities.

Special Education Division's Partnerships and Stakeholders

- State agency partners including:
 - Department of Human Services (DHS)
 - Department of Health (MDH)
 - Department of Corrections (DOC)
 - Department of Employment and Economic Development (DEED)
 - Professional Educator Licensing and Standards Board (PELSB)
 - Minnesota Olmstead Implementation Office and Subcabinet
- Special education directors, special education teachers and staff
- School superintendents, business officials and transportation directors
- School board members (districts, charter schools, cooperatives)
- Education organizations (e.g. Minnesota School Boards Association, Education Minnesota, Minnesota Rural Education Association, Association of Metropolitan School Districts)

Special Education Division's Partnerships and Stakeholders (2)

- Minnesota Administrators for Special Education (MASE) and Minnesota Association of School Administrators (MASA)
- Advocacy organizations (e.g. PACER, ARC, National Alliance on Mental Illness, Minnesota Association for Children's Mental Health)
- Students, parents/guardians and families
- Legislators and staff
- General public

Minnesota Department of Education (MDE) Special Education Division-Strategic Plan

The Division of Special Education has been engaged in strategic planning efforts to align our division work priorities and three focus areas:

- Equity and Equitable Outcomes
- Graduation and Post Secondary Transition
- Education in the Most Integrated Setting

...in support MDE's overall strategic plan. We will be sharing messages on this work with our external and community partners in Fall 2021.

Special Education COVID-19 Webpage Updates

- As of June 30, 2021, the MDE COVID-19 Special Education webpage has been updated to remove and archive documents based on
 - the rescinding of Governor's Executive Orders 20-82 and 21-21, and
 - the Minnesota Safe Learning Plan
- Some documents (e.g., family resources, distance learning related service provider information) has moved to specific special education web pages
- New documents related to recovery services planning and guidance will be added to existing MDE division web pages as they are developed
- Notifications will be shared through the special education directors' listserv and superintendent/charter school leader mailings



Special Education Funding Updates

Paul Ferrin | Supervisor, Special Education Funding and Data

American Rescue Plan (ARP) Act of 2021

In addition to the various Elementary and Secondary School Emergency Relief (ESSER) funds made available to local educational agencies (LEAs), the American Rescue Plan (ARP) of 2021 issued additional funding under the Individuals with Disabilities Act (IDEA) for State Fiscal Year (SFY) 2022.

- Part B Section 611 (ages 3 – 21) - \$45,023,838
- Part B Section 619 (ages 3 – 5) - \$3,783,339

LEAs who receive regular Part B funds will receive the additional ARP IDEA funds (i.e., Coops/Ed Districts).

The additional Part B Section 611 amount is roughly 25% of what is normally flowed out to schools in a regular year. Therefore, schools can estimate that they will receive roughly 25% more in federal Part B Section 611 funds for SFY 2022.

Applications have been loaded in State Educational Record View and Submission (SERVS) financial. It is a one and a half page Word document (no cover sheet) that needs to be loaded back into SERVS and signed by the Identified Official with Authority (IOwA).

American Rescue Plan (ARP) Act of 2021 (2)

SFY 2022 ARP IDEA funds are made available to cover eligible expenditures from July 1, 2021 through Sept 30, 2023.

Funds may be used for all allowable purposes under Part B of IDEA (see grant application for additional information).

The Office of Special Education Programs has issued general guidance around uses of these funds and reminds LEAs to consider sustainability. LEAs should focus on challenges from the pandemic, including:

- School re-entry
- Disruption in the education of children with disabilities
- Mental health services

LEAs should also focus on the issue of equity in special education and early intervention service

ARP IDEA Grant	UFARS Finance Code	SEDRA Funding Source Code	Regular IDEA UFARS FIN Code
Part B, Section 611	140	4	419
Part B, Section 619	141	5	420
Voluntary CEIS	143	7	425
Mandatory CEIS	144	8	429

Special Education Funding

The Minnesota Department of Education (MDE) wants to remind LEAs to be mindful of Maintenance of Effort (MOE). Most recovery, compensatory and even additional Extended School Year (ESY) services will occur in SFY 22. If the service is new, above and beyond what was provided before (pre-pandemic) then MDE would suggest that LEAs use their various ESSER or ARP IDEA funds to help cover the new cost. If LEAs increase their total state special education spending in SFY 22 due to additional compensatory, recovery and ESY costs, they will have to maintain that level of spending for all years thereafter.

Lastly, there are no executive orders for SFY 2022. Therefore, special education staff reassigned to other duties including childcare, food service, cleaning, etc. cannot still be charged to special education funding.



FFY 2020-25 State Performance Plan/Annual Performance Report (SPP/APR) Stakeholder Engagement Planning

Carolyn Cherry | Supervisor, Results and Improvement Unit

What is the State Performance Plan/Annual Performance Report?

- A six-year plan required under the Individuals with Disabilities Education Act (IDEA) that evaluates a states efforts to implement the requirements and purposes of IDEA to improve programs and services for children with disabilities
- Indicators 1-16 are determined by the Office of Special Education Programs (OSEP)
- Indicator 17 (State Systemic Improvement Plan) is determined by the state
Minnesota's Plan: Improving graduation outcomes for American Indian and Black students with disabilities
- Annual targets for performance are set, revisions required as needed
- OSEP uses for state monitoring and determinations
- MDE uses for division strategic planning, district determinations

Who Sets the Targets?

Indicator	Target Setter(s)	Indicator Type
1. Graduation (Percent of “Exiters”)	MDE/Stakeholders	Results
2. Dropout (Percent of “Exiters”)	MDE/Stakeholders	Results
3A. Assessment-Participation (MCA & MTAS)	MDE/Stakeholders	Results
3B. Assessment Proficiency (MCA)	MDE/Stakeholders	Results
3C. Assessment Proficiency (MTAS)	MDE/Stakeholders	Results
3D. Assessment Gap (MCA SpEd. vs. All)	MDE/Stakeholders	Results
4A. Discipline-SpEd Students	MDE/Stakeholders	Results
4B. Discipline-SpEd Students by Race/Ethnicity	OSEP	Compliance
5. Educational Environment-Ages 5 in K to 21	MDE/Stakeholders	Results
6. Educational Environments-Ages 3 to 5 not in K	MDE/Stakeholders	Results
7. Early Childhood Outcomes	MDE/Stakeholders	Results
8. Parent/guardian Satisfaction	MDE/Stakeholders	Results
9. Disproportionate Representation: Race/Ethnicity in SpEd	OSEP	Compliance
10. Disproportionate Representation: Race/Ethnicity in 6 Disabilities	OSEP	Compliance
11. Evaluation Timelines	OSEP	Compliance
12. Part C to Part B Transition	OSEP	Compliance
13. Transition Goals	OSEP	Compliance
14. Post-School Follow-up	MDE/Stakeholders	Results
15. Hearing Requests to Resolution	MDE/Stakeholders	Compliance
16. Mediations to Agreement	MDE/Stakeholders	Compliance
17. State Systemic Improvement Plan	MDE/Stakeholders	Results

Who are the Potential Stakeholders?

Stakeholder groups may represent, but are not limited to:

- State Advisory Panel(s) or workgroups
- Local special education directors or administrators
- Other state agency personnel
- Business/community representatives
- Parent/guardian Training and Information Center representatives
- Advocacy groups
- Students or former students
- Parents/guardians/family members

There's a new SPP/APR...

What does this mean for District Leaders and Staff?

We are starting a new SPP/APR cycle this coming next year that involves additional stakeholder engagement requirements, so we are asking district leaders to...

- Be prepared to learn about the new SPP/APR Package, Indicator changes/updates
- Be prepared to engage as a stakeholder (workgroups, discussions, feedback) re: Indicator data, analysis, improvement strategies and evaluation
- Identify good partners to be involved in ongoing conversations about indicator targets, data analysis, implementation and evaluation of improvement strategies

SPP/APR-Current and Next Steps Planning

- Completing information about potential stakeholder groups, representation
- Planning and creating internal and external stakeholder communications, outreach, logistics
- External stakeholder meetings and other input opportunities are planned for fall 2021
- Information about the SPP/APR is posted on the Division [Federal Reporting](#) website; more information will be posted there in the coming months
- Contact mde.special-ed@state.mn.us with questions, ideas, etc.



Reminders from School Finance Division: On-boarding to EdFi

Districts On-boarding to Ed-Fi

MDE is currently onboarding **all** districts and charters in Minnesota to Ed-Fi in the upcoming 2021-22 school year.

Read through the Index Documentation Table on the [EdFi Website](#) to find resources for your district

or

email: ed-fi.mde@state.mn.us for more information...

Data Submissions
0-4 Census Data Reporting
Access to Career Technical Education for Students with a Disability (ACTE-SPED)
ADM Web Estimates (ADMWE)
Assessment Secure Reports
Assurance of Compliance and Mandated Reporting
Athletics Data Reporting
Career and Technical Education Levy Web-Based Reporting System
Carl Perkins
CLiCS Program Administration
Compulsory Instruction Compliance Data Reporting
Continuing Education Clock Hour Reporting
Disciplinary Incident Reporting System
District and School Site Verification
Early Childhood Education Outcomes
Early Education Student
Early Learning Scholarship Administration System (ELSA)
Early Learning Services Data Reporting
Ed-Fi

Data Submissions

The Minnesota Department of Education (MDE) collects data on a variety of topics. Select the data reporting topic you are interested in to open that page. You will find an overview of the data collection process for that topic, along with user guides or help documents, if applicable.

A link to the data collection system is also provided on the description page. Most systems require a login and password. Contact information for each system can be found on the lower left side of each page.

[Submission Calendar for Districts - 6/1/21](#)

List of reporting and data entry periods of importance to districts and schools, including a brief description of each.

+ **Education Identity and Access Management (EDIAM) Security System**

+ **Creating a New EDIAM User Account**

+ **Accessing Applications From Your EDIAM User Profile**

+ **Identified Official with Authority (IOwA) Setup Process**

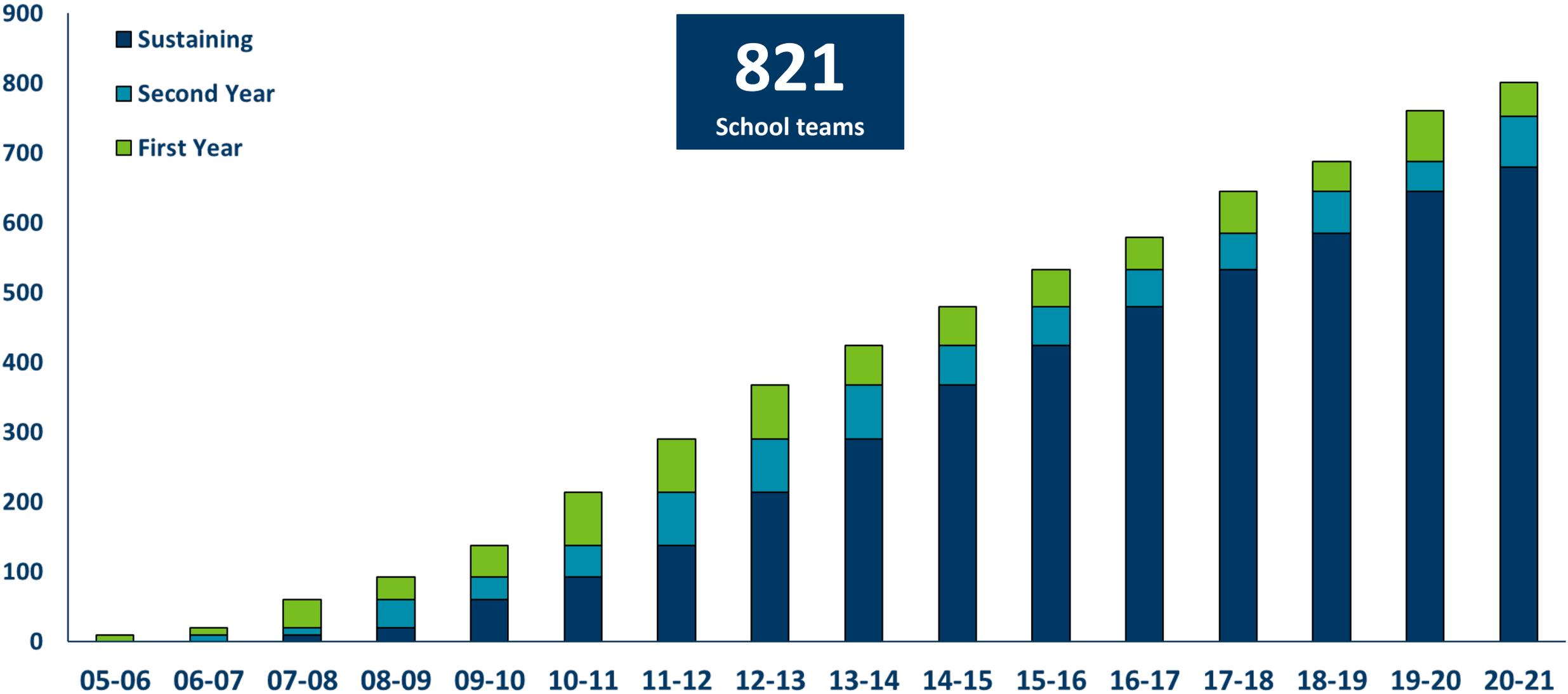
Questions?

Contact: ed-fi.mde@state.mn.us



Special Education Division Projects and School/District Partnership Updates

Growth of Positive Behavioral Interventions and Supports (PBIS) in Minnesota: 2005-Present



821
School teams

Schoolwide Positive Behavior Interventions and Supports (PBIS) Across Districts and Charters

274 districts/charters

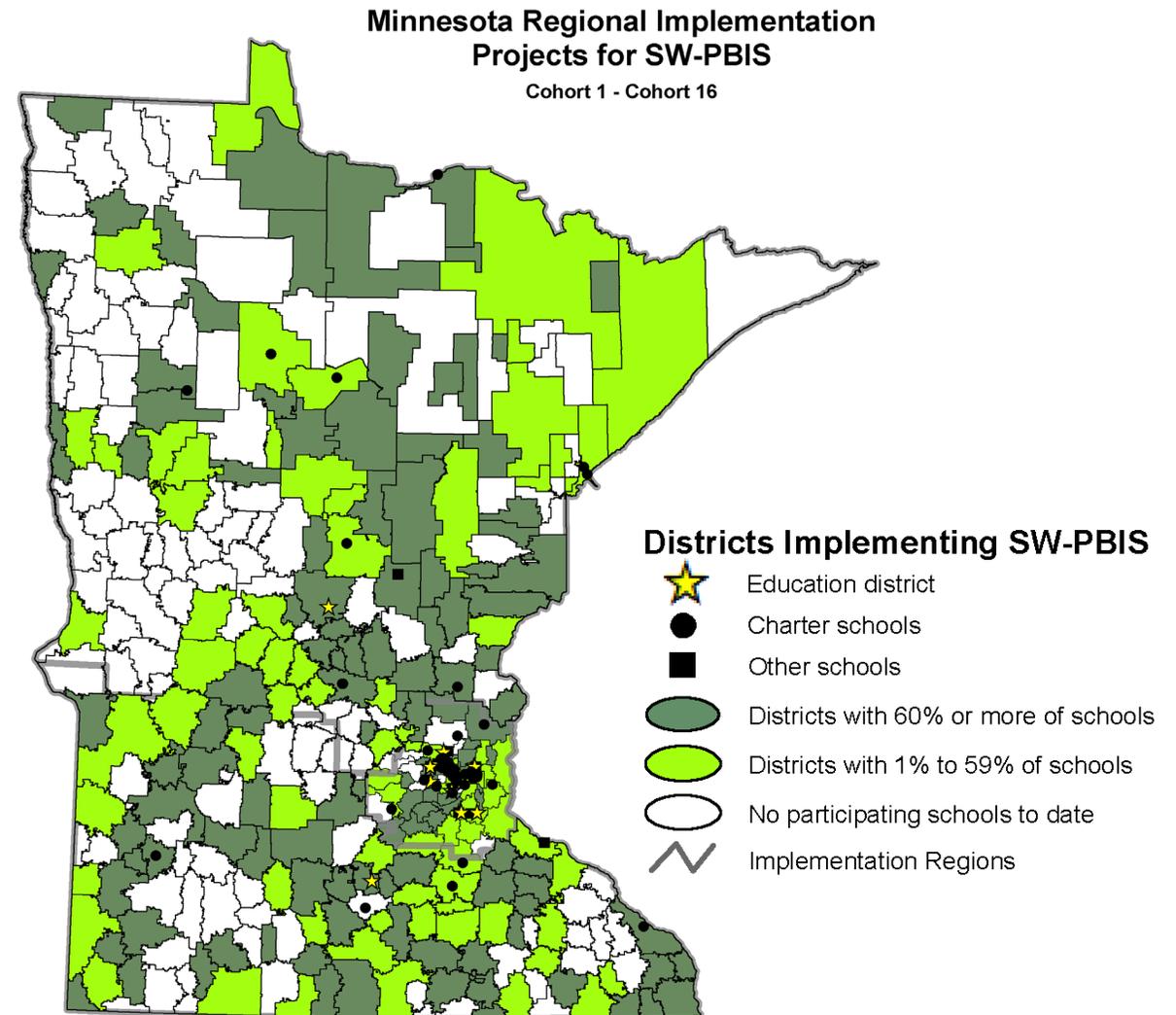
- **55%** of districts/charters in Minnesota

821 schools

- **39%** of schools in Minnesota

378,097 of students

- **43%** of students in Minnesota



2021 Minnesota PBIS Sustaining Exemplar Recognition

Schools: 45 schools or programs applied and met criteria

- 30 early childhood, elementary and/or K-8 schools or programs
- 11 junior and/or senior high schools
- Four special education and/or State-Approved Alternative Programs

Districts: Seven districts applied and met criteria by either:

- Demonstrating exemplar district capacity with over 60% of schools implementing PBIS with fidelity annually, or
- Progressing toward sustaining implementation with multiple schools measuring fidelity annually.

List of exemplars available on [Sustaining Exemplar webpage](http://pbisMN.org/statewide/sustaining-exemplar-schools.php)
(<http://pbisMN.org/statewide/sustaining-exemplar-schools.php>)

Criteria for schools or programs:

- Demonstrated fidelity of PBIS implementation
- Submitted application demonstrating sustained implementation of PBIS
 - PBIS training
 - Leadership
 - Collection and use of data in action planning
 - Other work/outcomes
 - Sustainability practices
 - Giving back

PBIS Efforts Last Year—School Accomplishments

- During this year despite the pandemic our team...
 - Thrived as a team to support distance learning
 - Remained consistent with core components of PBIS
- Leaned into Tier 1 systems to navigate distance learning and welcoming students back to in person learning
- Teaching/re-teaching expectations with all of the model shifts within our district (hybrid, distance, hybrid, full-time in person)
- The way our team has continued to evolve and modify to meet the needs of our staff and students.

2021 Minnesota PBIS Summer Institute Recordings Available

Presentations and recordings from June 16-17, 2021 available on the [Summer Institute webpage](http://pbisMN.org/summer-institute) (<http://pbisMN.org/summer-institute>)

Topics included:

- **Keynote with Dr. Tamika LaSalle**, [Culturally Responsive] Positive Behavioral Interventions and Supports: Leveraging Existing Systems To Advance Equity
- Establishing preliminary evidence for culturally responsive PBIS: Personal Matrix Activity
- Classroom management practices
- Culturally Linguistic and Responsive Teaching (CLRT) strategies
- District teams: Aligning preK-12 programs and initiatives
- Adult student panel Q&A for 18-21 year olds receiving secondary transition supports
- Integrating PBIS efforts into improvement plans
- Pave your way back after a significant event
- PBIS strategies incorporating the use of video

Alternative Delivery of Specialized Instructional Services (ADSIS)

ADSIS Purpose

To provide direct instructional services to K-12 pupils who

- need additional academic or behavioral support to succeed in the general education environment; and
- may eventually qualify for special education or related services if the intervention services were not available.

2021-2023 Funding Cycle District/Charter Schools

- 104 Early Submission Applicants-approved
- 105 Additional applications-approved
- Seven Applications remaining in review

ADSIS Technical Assistance/Professional Development Opportunities

- **Summer Preview-Two Options**

Mini-webinars for staff or schools new to ADSIS for overview

August 24, 2021 3-4:30 p.m.

August 31, 2021 3-4:30 p.m.

- **ADSIS Fall Orientation**

Extended Webinar for teams from all ADSIS schools for overview, reporting requirements and important details

Tuesday, September 14, 2021 Time TBD

- **ADSIS Tuesday Talks**

Monthly mini-webinar for school teams for ongoing support through the year

Second Tuesday of each month 3-4 p.m.

ADSIS Program Details

Contacts: MDE.ADSISreview@state.mn.us

- Becky Nies and Dan Torrez, ADSIS Coordinators
- Tamarah Jackelen, ADSIS Assistant

Notes:

- Details and links for all webinars will be sent out to applicants in August
Welcome email
- Districts with applications still in review or with conditional amendments
will be contacted soon

What Language Essentials for Teachers of Reading and Spelling (LETRS) Is...and Is Not

LETRS is:

- A blended-learning professional development series on The Science of Reading
- 2-4 years of intensive professional learning
- A comprehensive training in oral language, reading and writing skills.
 1. Includes defined knowledge
 2. Provides instructional routines and practice
 3. Effective in changing teacher practice

LETRS is not:

A curriculum or set of materials

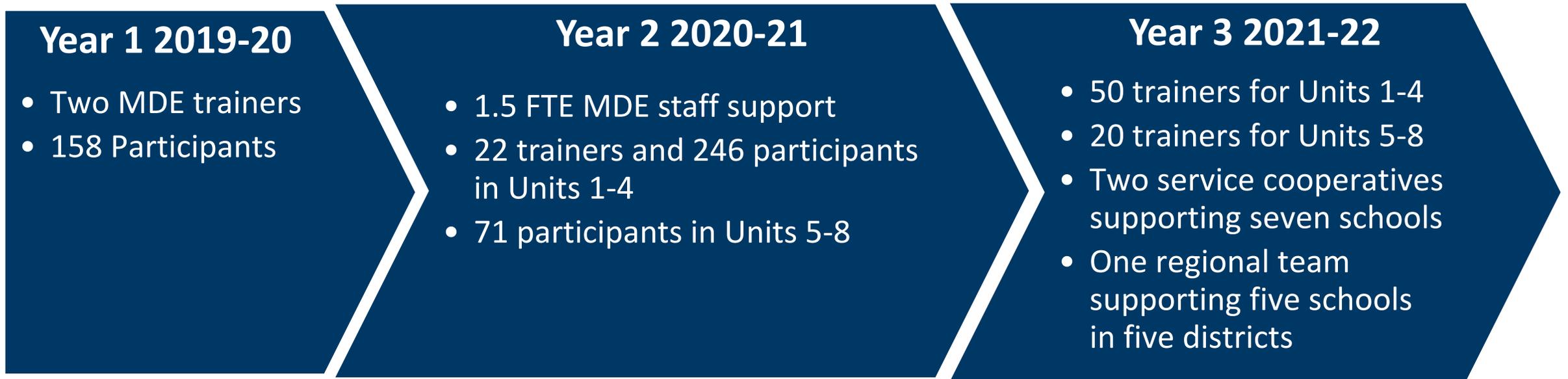
More of the same “phonics approach”

Disability focused

Getting away from standards based instruction and proficiency

For teachers only

MDE Language Essentials for Teachers of Reading and Spelling (LETRS) Pilot Project: Size and Scope



MDE Trains

MDE Supports Trainers 1-4
Stand up 2 school-wide teams

MDE Supports Trainers 1-8
Stand up District and Regional Teams

LETRS Implementation Pilot

School Year	LETRS Unit 1-4	LETRS Unit 5-8
2018-19	MDE Learning	
2019-20	158	MDE Learning
2020-21	201	71
2019-21 Total Participants	359	71

Average Scores	Average Percent LETRS Unit 1-4	Average Percent LETRS Unit 5-8
Pre-Test Score (aggregate across years)	62%	78%
Post-Test Score (aggregate across years)	98%	95%

LETRS: What Participants are Saying

I have been an educator for twenty years...I was a peer coach, gained my reading license, became a literacy coach, participated in the Striving Readers Comprehensive Literacy grant and was trained in comprehensive Orton-Gillingham.

Without question, however, the LETRS training has had the greatest impact on both my teaching and on how I coach teachers in their own literacy instruction. Instead of making best guesses as to what the next steps should be, I can give precise strategies, tools and coaching in response to student needs because I also have the tools to identify them.

Literacy Coach and Interventionist

Questions? Contact: mde.LETRS@state.mn.us

What Participants are Saying (2)

I just got my reading license and I didn't learn any of this in all of that coursework. LETRS is teaching me the practical things that I really need to know to make a difference with my students. How could I be a coach and not know this?!

LETRS participant

I have a student who guessed at everything last year. He has been a bully and a difficult student for years, now that I am teaching him what we are learning from LETRS he is sounding out words. My challenge now is how to get a paraprofessional to carry on what I'm learning.

Special Education Teacher

Questions? Contact: mde.LETRS@state.mn.us

State Personnel Development Grant (SPDG)

- Subgrants of up to \$100,000 are available to school districts, charter schools, education cooperatives, and BIE-funded schools serving high local enrollments of North American Indian students with disabilities, especially in outstate rural Minnesota
- Subgrants are used to for professional development and implementation of evidence-based practices that improve graduation rates for North American Indian students with disabilities
- RFP has been published and applications are being accepted through August 20, 2021
- Contact Tom Delaney (SPDG Director) at thomas.delaney@state.mn.us

School-Based Community Services Update

- **New Option:** Schools can now get Medicaid reimbursement for covered health and mental health services provided to students enrolled in Minnesota Health Care Programs when the services are not part of an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP), or the student does not have an IEP or IFSP.
- Covered services include Public Health Nursing and Outpatient Mental Health – two types of service for which school districts have expressed the most need and interest in funding supports.
- For more information e-mail Julie Neururer at julie.neururer@state.mn.us for information and assistance. *She is an expert.*

Secondary Transition: Employment Capacity Building Cohort

MDE will continue to offer professional development to school districts and charter schools for improving rates of competitive integrated employment for students with disabilities

School districts and charter schools form community teams with local vocational rehabilitation counselors, disability services and other partners

Professional development is designed to support local implementation of an effective practice for improving rates of competitive integrated employment for students with disabilities

Professional development and state staff coaching is provided online to allow participation across Minnesota

For more information, e-mail Lindsey Horowitz at lindsey.jo.horowitz@state.mn.us

Secondary Transition: Project SEARCH

MDE continues to support establishment of Project SEARCH internship sites for students with developmental cognitive disabilities or autism in Minnesota age 18-21

Project SEARCH provides 10-week paid internships at businesses during which students learn to apply marketable skills including: communication, financial literacy, critical thinking, self-management, problem solving, leadership, decision-making, flexibility and teamwork

The goal for each intern is integrated competitive employment upon graduation

Project SEARCH sites are collaborations of business, school districts, vocational rehabilitation services, State Services for the Blind (SSB), disability services and follow-along providers

For more information, e-mail Lindsey Horowitz at lindsey.jo.horowitz@state.mn.us

Secondary Transition: American Recovery Plan (1)

MDE is designing a grant opportunity from American Recovery Plan funds to support implementation of life skills and vocational skills for students with disabilities including in school districts and charter schools

The grant opportunity will be designed to support implementation of one or more of the following in school districts and charter schools:

- effective practices for improved social inclusion of students with disabilities with student peers, school and community
- secondary transition services for students with disabilities who exited special education in the 2020-21 school year owing to age

Secondary Transition: American Recovery Plan (2)

The grant opportunity will be designed to support implementation of one or more of the following in school districts and charter schools (continued):

- internet capacity for special education transition programs, including access and licensing for the Minnesota Career Information System (MCIS), MyVault, etc.
- professional development and implementation of effective practices for improving life skills, vocational skills, and improved postsecondary outcomes for students with disabilities

The grant opportunity is planned for release in Fall of 2021

For more information, e-mail Lindsey Horowitz at lindsey.jo.horowitz@state.mn.us

*We all do better when
we all do better...together.*

- Adapted from Senator Paul Wellstone

Contacts

Special Education Division Leadership Team

Robyn Widley: robyn.widley@state.mn.us

Eric Kloos: eric.kloos@state.mn.us

Aaron Barnes: aaron.barnes@state.mn.us

Tom Delaney: thomas.delaney@state.mn.us

Special Education School Finance

Paul Ferrin: paul.ferrin@state.mn.us

Thank you



*...for all you do for Minnesota students.
Our thoughts are with you, stay healthy.*

Questions?

mde.special-ed@state.mn.us