



Idaho Department  
of Education

# Getting Started: A Guide to Early Childhood Special Education

ESEA/IDEA Directors Meeting



# Objectives



- Understand the principles of Least Restrictive Environments (LRE) in Early Childhood Special Education.
- Explore Early Childhood Outcomes (ECO) and their role in tracking child development and progress.
- Learn key strategies for a smooth transition from Part C (Infant Toddler Program) to Part B (Preschool Special Education).
- Identify best practices for supporting families and children in Early Childhood Special Education to ensure continuity of services.

# The Purpose of Early Childhood Special Education and Early Intervention



- “Providing services early helps children catch up and increases their chances for success in school and life overall.”  
Annie Stuart (Understood.org)
- The purpose of early intervention is to lessen the effects of the disability or delay. (Wrightslaw.com)
- The goal is that services, provided early, will *help any delays in development* so that the child will not need services later on.

# How are we measuring PROGRESS?



Indicator 6: Least Restrictive Environment

Indicator 7: Early Childhood Outcomes

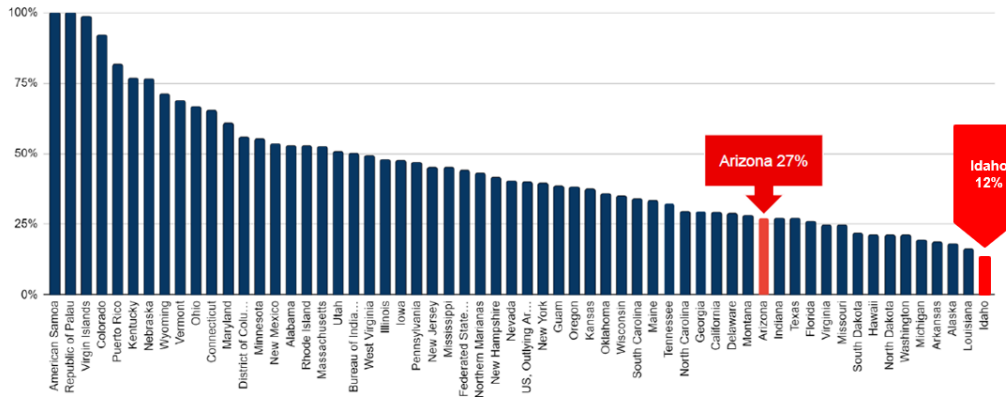
Indicator 12: Timely Transitions from Part C to Part B



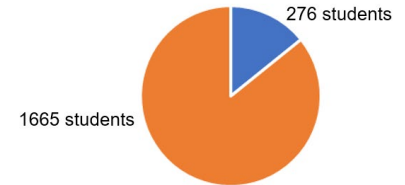
# Indicator 6: Least Restrictive Environments – Where are we today?

Idaho is last in the nation in providing special education services in a regular early childhood program

RECP by State: SY 2020–21



# of children w/IEPs 3-5 years of age



- A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
- B. Separate special education class, separate school or residential facility
- C. Home

# Indicator 6: Least Restrictive Environment – Considerations for Improvement?

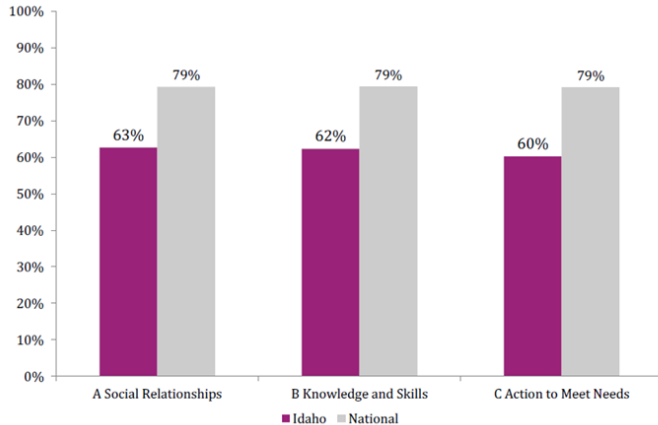
1. Increase partnerships with private preschools and childcare providers
2. Use itinerant teachers to support community-based settings
3. Support inclusive practices through participation in the Idaho Pyramid Collaborative
4. Consider joining or creating an early learning collaborative

# Indicator 7: Early Childhood Outcomes – Where are we today?

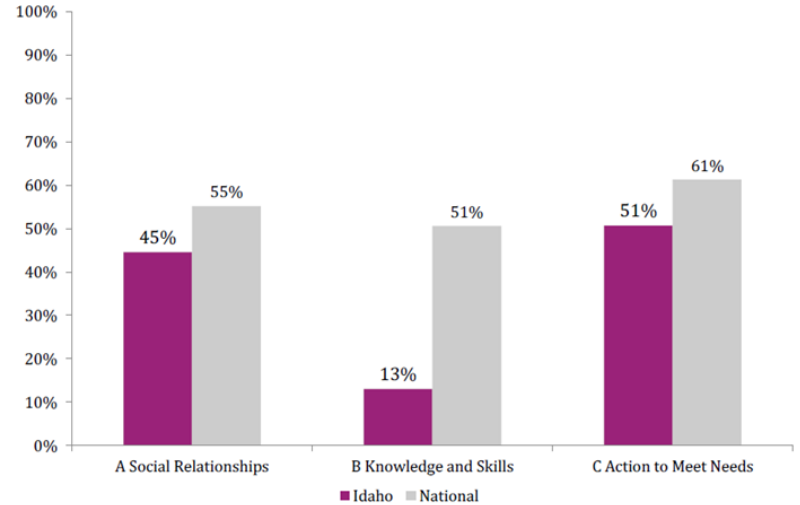
## Comparison of State and National Data

Note: Figures 1 and 2, below, compare the state percentage for each summary statement with the weighted national average. The "weighted average" is calculated to account for the size (i.e., child count) of each state's contribution to the average.

**Figure 1. Preschool Special Education National and State Percentages for Summary Statement 1**



**Figure 2. Preschool Special Education National and State Percentages for Summary Statement 2**



# Indicator 7: Early Childhood Outcomes – Considerations for Improvement?

1. Evaluate district's early childhood outcome process and data collection
2. Enhance parent engagement and support
3. Increase access to inclusive settings
4. Ensure IEP teams are proficient in age-anchoring to accurately reflect a student's abilities





# Indicator 12: Transition from Infant Toddler to LEA – Where are we today?

## FFY 2022 SPP/APR Data

Measurement	Count
a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	1,154
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	.
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	353
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	740
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	.
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.	.

Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2021 Data	FFY 2022 Target	FFY 2022 Data
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	353	362	89.79%	100%	97.51%

# Indicator 12: Early Childhood Outcomes – Considerations for Improvement?

1. Ensure appropriate staff received nightly notifications
2. Identify and establish a process for late and summer referrals
3. Utilize the Interagency Agreement and protocols to understand and educate staff on the process of Part C to B transitions
4. Accurate data reporting

# Resources

- Idaho Training Clearinghouse
  - Early Childhood Topic Page
  - Idaho Pyramid Collaborative topic page
  - Idaho Department of Education
- Special Education Public Reporting
  - Interagency Agreements and Protocols



# Thank you !!



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of Education

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