



State of Arizona
Department of Education

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Early Childhood Education Alert

ECSE

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Updates for Early Childhood Special Education in collaboration with Head Start

A series of forums will continue strengthening the relationship between districts and Head Start, and clarifying Head Start's new federal requirement for a state Memorandum of Understanding (MOU) that would serve as a model for district MOUs with their local Head Start agency. Regional meetings for districts and Head Start agencies are scheduled between September 25th and November 6th. Please see online registration at www.ade.az.gov/online/registration under early childhood programs.

Memoranda of Understanding (MOU) should be updated. Please see the attached sample(s). Processes and procedures for screenings, referrals and collection of ongoing progress monitoring (OPM) data should be clearly outlined and jointly agreed upon. See page 46 of the Preschool Assessment Manual for more information <http://www.ade.az.gov/earlychildhood/downloads/PreschoolAssessmentManual.pdf>. Once a Head Start child is referred to a district, regular timelines take effect: 45 days to complete screenings and 60 days to complete the evaluation/eligibility process. Keep in mind that Head Start has a screening process and personnel who can assist in this process. Training Head Start personnel in your district's screening process may help to expedite the process and get children evaluated in a timely manner. Early Intervention is key and delays to the screening and referral process may be detrimental to children.

Program Assessment/Early Childhood Quality Improvement Process (ECQUIP). We recommend that Head Start personnel be included in your district's ECQUIP process. It is an opportunity to solidify process and procedures and include these in written MOUs and process and procedure manuals to ensure smooth transitions when personnel change. It is also an opportunity to continue to increase quality throughout all district early childhood programs in a uniform and collaborative manner to the benefit of children, families and district personnel.

Transitions. Guidance from ADE and Head Start is to set up transition policies and procedures for all children that are transitioning whether it's children starting new to preschool, children transitioning from classroom to classroom, all children transitioning from preschool to kindergarten, children transitioning from preschool program to preschool program (i.e.: special needs preschool class to a Head Start classroom). Research tells us those children that are involved in well thought out transition planning fare better. We encourage districts to identify children with special needs that would benefit from Head Start's more comprehensive services and to use Head Start as a least restrictive environment (LRE) placement for children from their district. Head Start does accept children that are over the income requirements.

Ten Percent Requirement Head Start grantees and delegates are required to have 10% of their actual enrollment to be children with disabilities by the mid point of the school year (i.e.: 160 contact days, 80th contact day is midpoint). We recommend reviewing student lists each Spring (during your transition planning) and determine, of those already identified children with disabilities, which children would be ready to transition to a less restrictive environment (such as Head Start!!). Consider inviting the Head Start family service worker to the annual review to explain the Head Start program as an option, rewrite the Individual Education Program (IEP) to reflect placement in the Head Start Program and have the family service worker complete the intake. This will assist Head Start in meeting the 10% requirement as well as provide children a least restrictive environment placement. Please see the attached information on Head Start's requirement to meet a 10% minimum for children with disabilities.

Database. This is a reminder to use your Preschool Database to track your preschool program's important data. With this overall data, it is important to understand your numbers from year to year (July 1st to June 30th). You may also track

information such as number of screenings, number of Head Start referrals, number of evaluations and number of children that did not qualify (DNQ). If your DNQ numbers are too high you may use that data to re-examine your screening process and whether you may be over identifying children at screening. eIEP-Pro has incorporated the database into their program.

Average Daily Membership (ADM). In order to collect state monies a child must receive instruction a minimum of 360 minutes over three days per week. Thoughtfully determine the amount of services the child would need to make progress on goals. Services would need to add up to a minimum of 360 minutes per week within the Head Start classroom in order to collect ADM monies. Some children may benefit from more services; however, the minimum required is stated in the sample below.

Service	Time	Location	Staff
Cognitive, communication, social/emotional, behavioral & adaptive instruction and carry over skills for SLP, OT and PT goals.	240 min/week	Head Start Classroom	Head Start Teacher in consultation with ECSE Teacher
Related Services	Time	Location	Staff
Articulation Therapy & Language Therapy	90 min/week	Head Start Class and/or SLP room	SLP
Occupational Therapy	20 min/week	Head Start Class and/or sensory room	OT
Physical Therapy	10 min/week	Head Start Class and/or playground	PT
Transportation	Daily	Door to Door; Front of complex	Bus Driver
Service	Time	Location	Staff
SLP Consultation	1 hour/month	Head Start Class	SLP/Head Start Team
OT Consultation	1 hour/month	Head Start Class	OT/Head Start Team
PT Consultation	1 hour/month	Head Start Class	PT/Head Start Team
Support Services	Time	Location	Staff
Assistive Technology In-service	2/year-ongoing coaching	Various venues	Head Start Teacher, Teacher Assistants
Communication & Literacy Development Trainings	4 per year	Head Start Class	PT/Head Start Team