



Optimizing Outcomes for Students who are Deaf or Hard of Hearing; Educational Service Guidelines, NASDSE 2018: Chapter 3 Early Identification and Intervention

Discussion Guide for MN School District Implementation Teams, 2019-2020

Kathy Anderson, Statewide EHDI Specialist, MN Low Incidence Projects

Kathy.Anderson@metroecsu.org

Chapter 3 includes numerous topics related to the provision of timely evidence-based early intervention services for infants and toddlers who have hearing differences all in one chapter. Thus, the discussion guide for Chapter 3 is longer, as it includes questions for the implementation team to consider for each topic area. Suggested national references are listed below to provide an overview of evidence-based practices in Early Hearing Detection and Intervention (EHDI). Additional links to online information resources are highlighted in each topic area.

Related Chapter 9 self-review questions are also noted for each topic area. While many of the Chapter 9 questions address evidence-based practices for Part B Special Education services, self-review teams are encouraged to discuss how similar evidence-based practices are considered within Part C services for young children with hearing differences as well.

Key Points for Discussion: Part C Infant and Toddler Intervention Services, Transition to Part B Preschool Special Education

- Universal Newborn Hearing Screening/Support for Parents and Families; Discussion Guide page 4
- Early Brain Development/Early Access to Language and Communication; Discussion Guide page 6
- Importance of Specialized Providers; Discussion Guide page 7
- IFSP, With Parents as Key Members; Discussion Guide page 10
- Language and Communication Outcomes; Discussion Guide page 13
- Children with Additional Needs; Discussion Guide page 15
- Service Delivery Considerations; Discussion Guide page 16
- Transition from Part C to Part B; Discussion Guide page 18
- Professional Development Opportunities/Supports; Discussion Guide page 20

Suggested Part C Overview References:

[IDEA Part 303 \(Part C\) Regulations; Early Intervention Program for Infants and Toddlers with Disabilities](https://sites.ed.gov/idea/regs/c) (<https://sites.ed.gov/idea/regs/c>)

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



[Part C of IDEA](https://ectacenter.org/partc/partc.asp), Early Childhood Technical Assistance Center (ECTA)
(<https://ectacenter.org/partc/partc.asp>)

[Help Me Grow MN](http://helpmegrowmn.org/HMG/index.htm) (<http://helpmegrowmn.org/HMG/index.htm>)

[MN INSPIRE ACTION Framework](https://mncoe.org/inspire-action/), MN Centers of Excellence (COE) (<https://mncoe.org/inspire-action/>). Please connect with your district ECSE Coordinator and/or MN CoE for more information.

[DEC Recommended Practices in Early Intervention/Early Childhood Special Education, 2014](https://www.dec-sped.org/dec-recommended-practices), Division for Early Childhood of the Council for Exceptional Children (2014) (<https://www.dec-sped.org/dec-recommended-practices>)

Suggested EHDI Overview References:

[Best Practices in Family-Centered Early Intervention for Children Who Are Deaf or Hard of Hearing: An International Consensus Statement](https://academic.oup.com/jdsde/article/18/4/429/562489) (2013), *Journal of Deaf Studies and Deaf Education*, 18(4), 429-445. (<https://academic.oup.com/jdsde/article/18/4/429/562489>)

[Supplement to the JCIH 2007 Position Statement: Principles and Guidelines for Early Intervention After Confirmation That a Child Is Deaf or Hard of Hearing](https://pediatrics.aappublications.org/content/131/4/e132); *Pediatrics*, April 2013, VOLUME 131 / ISSUE 4. (<https://pediatrics.aappublications.org/content/131/4/e132>)

- Referenced often in this discussion guide; Abbreviated as “JCIH 2013”
- See also [Parents Guide to \[JCIH 2013\] Deaf and Hard of Hearing Early Intervention Recommendations, 2017](https://www.handsandvoices.org/resources/jcih-parent-guide.html) (<https://www.handsandvoices.org/resources/jcih-parent-guide.html>)

[Year 2019 Position Statement: Principles and Guidelines for Early Hearing Detection and Intervention Programs](https://digitalcommons.usu.edu/jehdi/vol4/iss2/1/), Joint Committee on Infant Hearing (JCIH), *Journal of Early Hearing Detection and Intervention*, 4(2), 1-44. DOI: 10.15142/fptk-b748. (<https://digitalcommons.usu.edu/jehdi/vol4/iss2/1/>)

- Referenced often in this discussion guide; Abbreviated as “JCIH 2019”

[A Resource Guide for Early Hearing Detection and Intervention, 2019](http://infanthearing.org/ehdi-ebook/) (EHDI eBook 2019), National Center for Hearing Assessment and Management (NCHAM), (<http://infanthearing.org/ehdi-ebook/>)

- [Chapter 16 Early Intervention for Children Birth to 3: Families, Communities & Communication](http://infanthearing.org/ehdi-ebook/2019_ebook/16%20Chapter16EarlyIntervention2019.pdf), Marilyn Sass-Lehrer, (http://infanthearing.org/ehdi-ebook/2019_ebook/16%20Chapter16EarlyIntervention2019.pdf)

[Preparing to Teach, Committing to Learn: An Introduction to Educating Children Who Are Deaf/Hard of Hearing \(2017 - 2019\)](https://www.infanthearing.org/ebook-educating-children-dhh/); NCHAM e-Book, National Center for Hearing Assessment and Management (<https://www.infanthearing.org/ebook-educating-children-dhh/>)

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



- [Chapter 8, Getting Off to a Good Start: Practices in Early Intervention](https://www.infanthearing.org/ebook-educating-children-dhh/chapters/8%20Chapter%208%202017.pdf), Jenn Voss and Arlene Stredler-Brown, (<https://www.infanthearing.org/ebook-educating-children-dhh/chapters/8%20Chapter%208%202017.pdf>)

Sass-Lehrer, M. Ed., [Early Intervention for Deaf and Hard of Hearing Infants, Toddlers and Their Families; Interdisciplinary Perspectives](https://global.oup.com/academic/product/early-intervention-for-deaf-and-hard-of-hearing-infants-toddlers-and-their-families-9780199957743?q=professional%20perspectives%20on%20deafness&lang=en&cc=us), Oxford University Press, 2015.

(<https://global.oup.com/academic/product/early-intervention-for-deaf-and-hard-of-hearing-infants-toddlers-and-their-families-9780199957743?q=professional%20perspectives%20on%20deafness&lang=en&cc=us>)

[Understanding the IDEA Part C Regulations: the Role of EHDI](http://www.infanthearing.org/issue_briefs/understanding-idea-part-c-regulations.pdf), National Association for Hearing Assessment and Management (NCHAM)

(http://www.infanthearing.org/issue_briefs/understanding-idea-part-c-regulations.pdf).

Notes:

- “EHDI” in this article refers to statewide EHDI Programs and EHDI Coordinators who are typically working within state Departments of Health and Human Services.
- This article shares a general description of federal Part C Regulations in relation to EHDI systems. As a reminder, each state, including Minnesota, has developed state-specific systems to implement Part C services.

Additional Information for Families and Professionals; Links to Selected References

[My Baby's Hearing](https://www.babyhearing.org/), Boys Town National Research Hospital (<https://www.babyhearing.org/>)

[Hands & Voices, National](https://www.handsandvoices.org/) (<https://www.handsandvoices.org/>)

- [Advocacy, Support, and Training \(ASTra\) Program](http://www.handsandvoices.org/astra/index.html) (<http://www.handsandvoices.org/astra/index.html>)

[Hearing First](https://hearingfirst.org/) (<https://hearingfirst.org/>)

[Hearing Loss in Children](https://www.cdc.gov/ncbddd/hearingloss/index.html), Centers for Disease Control (<https://www.cdc.gov/ncbddd/hearingloss/index.html>)

- [A Parent's Guide to Hearing Loss](https://www.cdc.gov/ncbddd/hearingloss/parentsguide/index.html) (<https://www.cdc.gov/ncbddd/hearingloss/parentsguide/index.html>)
- [Making a Plan for Your Child; IFSP considerations for Children who are Deaf and Hard of Hearing](https://www.cdc.gov/ncbddd/hearingloss/freematerials/planforyourchild.pdf) (<https://www.cdc.gov/ncbddd/hearingloss/freematerials/planforyourchild.pdf>)

[Info to Go, Laurent Clerc National Deaf Education Center](https://www3.gallaudet.edu/clerc-center/info-to-go.html), Gallaudet University, (<https://www3.gallaudet.edu/clerc-center/info-to-go.html>)

[PACER Center, Early Childhood Family Information and Resources](https://www.pacer.org/ec/) (<https://www.pacer.org/ec/>)

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



Universal Newborn Hearing Screening/Support for Parents and Families

Discussion Questions:

1. Are Early Intervention providers familiar with Minnesota's interagency EHDI system?
2. Are families of young children with hearing differences in your district/region supported in a timely manner through initial newborn hearing screening to clinical confirmation of hearing loss, to referral to Part C, through evaluation/assessments, to IFSP development, and service initiation?
 - a. Are infants and toddlers with confirmed hearing differences in your district/region being referred to early intervention "as soon as possible, but in no case more than seven days, after the child has been identified?"
 - b. A statewide EHDI goal is for infants who are born with congenital hearing differences and their families to have completed each of process steps listed above and have family-focused Part C services initiated by the time the child is 6 months of age at the latest. Is that timeline being met in your district/region?
3. Do all Birth through Two and Preschool Special Education evaluation teams obtain and report objective hearing and vision status information for all young children referred for eligibility evaluations?

Related Chapter 9 Questions: 3A, 3B, 4A

IDEA Part C References, Links:

[IDEA Part C, Subpart D Child Find, Evaluations and Assessments, and IFSPs](https://sites.ed.gov/idea/regs/c/d)

(<https://sites.ed.gov/idea/regs/c/d>)

- [Sec.303.303 Referral Procedures](https://sites.ed.gov/idea/regs/c/d/303.303) (<https://sites.ed.gov/idea/regs/c/d/303.303>)
 - "(a)(2) The procedures required in paragraph (a)(1) of this section must—
 - (i) Provide for referring a child as soon as possible, but in no case more than seven days, after the child has been identified;"
- [Sec.303.310 Post-referral Timeline](https://sites.ed.gov/idea/regs/c/d/303.310) (<https://sites.ed.gov/idea/regs/c/d/303.310>)
- [Sec.303.344\(a\) Information re. Child Status](https://sites.ed.gov/idea/regs/c/d/303.344) (<https://sites.ed.gov/idea/regs/c/d/303.344>)

MN References, Links:

[Supporting Families of Children Who Have Confirmed Hearing Loss; A Minnesota EHDI Systems Overview \(Revised August 2018-pdf\)](http://www.mnlowincidenceprojects.org/documents/ehdi/EHDI_MN_EHDISystemOverviewChart_2018.pdf)

(http://www.mnlowincidenceprojects.org/documents/ehdi/EHDI_MN_EHDISystemOverviewChart_2018.pdf)

[Minnesota Help Me Grow – Refer a Child](http://helpmegrowmn.org/HMG/Refer/) (<http://helpmegrowmn.org/HMG/Refer/>)

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



[MN CoE - INSPIRE ACTION: Identification](https://mncoe.org/inspire-action/identification/) (https://mncoe.org/inspire-action/identification/)

[MN Department of Health Early Hearing Detection and Intervention Follow-up Resources](http://www.improveehdi.org/mn/)

(http://www.improveehdi.org/mn/)

- [MN Roadmap, Children with Hearing Loss](http://improveehdi.org/MN/library/files/roadmapenglish.pdf)
(http://improveehdi.org/MN/library/files/roadmapenglish.pdf)
- [MN Best Practice Guidelines](http://www.improveehdi.org/mn/state/bestPractices.cfm) (http://www.improveehdi.org/mn/state/bestPractices.cfm)
- [Guidelines for Hearing Screening After the Newborn Age to Kindergarten](http://www.improveehdi.org/mn/library/files/afternewbornperiodguidelines.pdf)
(http://www.improveehdi.org/mn/library/files/afternewbornperiodguidelines.pdf)

National References, Links:

[Year 2007 Position Statement: Principles and Guidelines for Early Hearing Detection and Intervention Programs, JCIH](http://www.jcih.org/posstatemts.htm), (http://www.jcih.org/posstatemts.htm)

[Parents Guide to \[JCIH 2013\] Deaf and Hard of Hearing Early Intervention Recommendations, 2017](https://www.handsandvoices.org/resources/jcih-parent-guide.html) (https://www.handsandvoices.org/resources/jcih-parent-guide.html)*See Goal 1

[Year 2019 Position Statement: Principles and Guidelines for Early Hearing Detection and Intervention Programs](https://digitalcommons.usu.edu/jehdi/vol4/iss2/1/), Joint Committee on Infant Hearing (JCIH), *Journal of Early Hearing Detection and Intervention*, 4(2), 1-44. DOI: 10.15142/fptk-b748.

(https://digitalcommons.usu.edu/jehdi/vol4/iss2/1/)

[Early Childhood Hearing Outreach \(ECHO\) Initiative: Early Childhood Hearing Screening & Follow-up](http://www.infanthearing.org/earlychildhood/), NCHAM (http://www.infanthearing.org/earlychildhood/)

- Resources and online training opportunities for providing OAE and Pure Tone hearing screening for young children after newborn age

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



Early Brain Development / Early Access to Language and Communication

Discussion Questions:

1. Do DHH and ECSE program leaders and early intervention providers understand the unique language, communication, learning, and social needs of young children with hearing differences? Are each child's unique needs considered throughout their services?
 - a. Hearing loss in young children is considered a "neurodevelopmental emergency".
2. Are district leaders and all educational teams strongly committed to providing every young child with a hearing difference "a rich language and communication environment (auditory, visual, or a combination of both) that is accessible to the child?"

Related NASDSE Chapter 9 Questions: 1A, 1C, 6A, 7A, 7C

IDEA Part C References, Links: None listed

MN References, Links: None listed

National References, Links:

Anderson, Karen., [Brain Development and Hearing Loss](https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Brain-Development-Hearing-Loss.pdf), 2011, Success for Kids with Hearing Loss (https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Brain-Development-Hearing-Loss.pdf)

Flexer, C., [Auditory brain development for children with hearing loss](https://www.youtube.com/watch?v=UIXVf-Zqmf4), Phonak (https://www.youtube.com/watch?v=UIXVf-Zqmf4)

Goode, S., Diefendorf, M., & Colgan, S., [The Importance of Early Intervention for Infants and Toddlers with Disabilities and Their Families](https://ectacenter.org/~pdfs/pubs/importanceofearlyintervention.pdf), NECTAC 2011 (https://ectacenter.org/~pdfs/pubs/importanceofearlyintervention.pdf)

Kirkwood, J. R., [Deafness, Language Development, and Learning: What Does the Science Tell Us?](http://www.raisingandeducatingdeafchildren.org/2017/07/12/deafness-language-development-and-learning-what-does-the-science-tell-us/) in Oxford Journal: Raising and Educating Deaf Children-Foundations for Policy, Practice and Outcomes, 2011. (http://www.raisingandeducatingdeafchildren.org/2017/07/12/deafness-language-development-and-learning-what-does-the-science-tell-us/)

National Association for the Deaf (NAD) [Position Statement On Early Cognitive and Language Development and Education of Deaf and Hard of Hearing Children](https://www.nad.org/about-us/position-statements/position-statement-on-early-cognitive-and-language-development-and-education-of-deaf-and-hard-of-hearing-children/), 2014 (https://www.nad.org/about-us/position-statements/position-statement-on-early-cognitive-and-language-development-and-education-of-deaf-and-hard-of-hearing-children/)

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



Importance of Specialized Providers

Discussion Questions:

1. Are evaluation/assessment team members, Service Coordinators and Primary Service Providers assigned to children and families in your district/region based on individual child/family needs?
2. Do young children with hearing differences, birth through 2 years of age, have access to early intervention Primary Service Providers and Service Coordinators who have specialized knowledge, skills, and experience in:
 - a. utilizing evidence-based practices for serving young children with special needs and their families?
 - b. teaming with other providers to support and facilitate language development and learning for children with hearing differences and additional developmental challenges?
 - c. supporting the unique needs of young children with hearing differences through evidence-based practices that are critical to their language development and learning?
 - d. supporting the unique language and learning needs of young children with hearing differences and their families of diverse cultures and heritage languages?
3. Do young children with hearing differences, birth through 2 years of age, have access to early intervention Primary Service Providers who have specialized knowledge, skills, and experience in supporting and facilitating each child's language development using the child's and family's unique communication mode(s)/language(s)? i.e. Does the Primary Service Provider assigned to the child demonstrate:
 - a. high level ASL fluency, knowledge and skills in facilitating the development of ASL for children and families who are learning and using ASL?
 - b. high level knowledge and skills in facilitating the development of Listening and Spoken Language specific to children who have hearing differences and their families who are learning and using Listening and Spoken Language?
 - c. high level knowledge and skills in using and facilitating the development of Cued Speech/Language for children and families who are learning and using Cued Speech/Language?

Related NASDSE Chapter 9 Questions: 1B, 1C, 2E, 2G, 3A, 7A, 7B, 7C, 9A

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



IDEA Part C References, Links:

[Sec 303.321\(a\)\(4\)](#) *“All evaluations and assessments of the child and family must be conducted by qualified personnel, in a nondiscriminatory manner, and selected and administered so as not to be racially or culturally discriminatory.”*

[Sec. 303.13 Early intervention services](https://sites.ed.gov/idea/regs/c/a/303.13) (https://sites.ed.gov/idea/regs/c/a/303.13)

- 303.13(b) Types of EI services
- 303.13(c) Qualified Personnel

[Sec 303.344\(g\)\(1\)](https://sites.ed.gov/idea/regs/c/d/303.344) (https://sites.ed.gov/idea/regs/c/d/303.344)

Service Coordinator: *“The IFSP must include the name of the service coordinator from the profession most relevant to the child’s or family’s needs (or who is otherwise qualified to carry out all applicable responsibilities under this part), who will be responsible for implementing the early intervention services identified in a child’s IFSP, including transition services, and coordination with other agencies and persons.”*

[Sec. 303.31 Qualified personnel](https://sites.ed.gov/idea/regs/c/a/303.31) (https://sites.ed.gov/idea/regs/c/a/303.31)

[Sec. 303.34 Service coordination services \(case management\)](#)

(https://sites.ed.gov/idea/regs/c/a/303.34)

MN References, Links:

[Recommended Knowledge and Competencies for Professionals Working with Young Children Who Are Deaf and Hard of Hearing and Their Families, 2010](#), MN Newborn Hearing Screening Advisory Committee

(http://www.improveehdi.org/wi/library/files/MDH%20Knowledge%20and%20Competencies.pdf)

[MN Administrative Rule 8710.5200 Teachers of Special Education: Deaf or Hard of Hearing](#)

(https://www.revisor.mn.gov/rules/8710.5200/)

[MN Administrative Rule 8710.5250 Teachers of Special Education: Oral/Aural Deaf Education](#)

(https://www.revisor.mn.gov/rules/8710.5250/)

[MN Administrative Rule 8710.5500 Teachers of Special Education: Early Childhood](#)

(https://www.revisor.mn.gov/rules/8710.5500/)

[Part C Service Coordinator’s / Service Provider’s Checklist; Supporting Families of Young Children Who are Deaf or Hard of Hearing, Revised December 2018 \(Revised Jan 2019.pdf\)](#)

(http://www.mnlowincidenceprojects.org/documents/ehdi/PartC_ServiceCoordinator_Provider_Checklist_2019.pdf)

[Service Coordination Project - MN Centers of Excellence](#) (https://mncoe.org/documents/)

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



National References, Links:

[JCIH 2013](https://pediatrics.aappublications.org/content/131/4/e132) (<https://pediatrics.aappublications.org/content/131/4/e132>).

*See Goals 2, 3, 3a, 3b, 4, 5

- [Parents Guide to \[JCIH 2013\] Deaf and Hard of Hearing Early Intervention Recommendations, 2017](https://www.handsandvoices.org/resources/jcih-parent-guide.html) (<https://www.handsandvoices.org/resources/jcih-parent-guide.html>)

[Year 2019 Position Statement: Principles and Guidelines for Early Hearing Detection and Intervention Programs](#), Joint Committee on Infant Hearing (JCIH), *Journal of Early Hearing Detection and Intervention*, 4(2), 1-44. DOI: 10.15142/fptk-b748. (<https://digitalcommons.usu.edu/jehdi/vol4/iss2/1/>)

[Best Practices in Family-Centered Early Intervention for Children Who Are Deaf or Hard of Hearing: An International Consensus Statement \(2013\)](#), *Journal of Deaf Studies and Deaf Education*, 18(4), 429-445. (<https://academic.oup.com/jdsde/article/18/4/429/562489>)

*See Principles 2, 7.

[Teacher of Students who are Deaf or Hard of Hearing: A Critical Resource Needed for Legal Compliance, 2017](#); Position Statement on behalf of the Council of Exceptional Children (CEC) - Division for Communication, Language, and Deaf/Hard of Hearing (DCD) (<http://files.constantcontact.com/5d296d09001/f41a19b2-f711-4e83-8802-902ccf31159a.pdf>)

- See NASDSE *Optimizing Outcomes*, Appendix B, page 106

[CEC Initial Specialty Set; Entry Level Knowledge and Skills for Teachers of Students Who are Deaf or Hard of Hearing, 2018.](#)

(<https://www.cec.sped.org/~media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20%20DHH%20%20Revalidated%202018.pdf>)

[CEC Advanced Specialty Set: Special Education Deaf and Hard of Hearing Specialist, 2018.](#)

(<https://www.cec.sped.org/~media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Advanced%20Specialty%20Set%20%20Special%20Education%20Deaf%20and%20Hard%20of%20Hearing%20Specialist%20%20Revised%202018.pdf>)

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



IFSP, With Parents as Key Members

Discussion Questions:

1. Review the chart on NASDSE pages 15-16 “Components of an IFSP/ JCIH 2013 Goals”.
 - a. Are all aspects of IFSP and JCIH 2013 goals addressed and supported for each child and family? (NASDSE Chapter 9 Question 3A)
2. Are all MN children, birth through two, with any type/degree of confirmed permanent hearing loss, or chronic conductive hearing loss, and their families determined to be eligible to receive Part C services as appropriate to their needs, as clarified in 2019 MDE guidance.
 - a. [Guidance on Hearing Loss that Establishes Eligibility under Part C of the Individuals with Disabilities Education Act \(IDEA\)](#) MN Department of Education, June 2019. (<https://education.mn.gov/MDE/dse/ecse/bc/index.htm>)
 - b. [Determining Eligibility for Minnesota’s IDEA Part C Infant and Toddler Intervention Services for Young Children with Hearing Differences \(July 2019\)](#) (http://www.mnlowincidenceprojects.org/documents/ehdi/EDHI_DeterminingEligibility_for_MNs_IDEA_PartC_InfantToddler_with_HearingDifferences_July2019.pdf)
3. Are evidence-based practices and strategies for supporting infants and toddlers who have hearing differences used with consistency and fidelity throughout services? (Chapter 9 Questions: 2C, 5A, 7A, 7C)
4. Are families actively involved with evaluation, assessment, IFSP development and services? (Chapter 9 Questions 1B, 3A, 3B)
5. How are early intervention services planned and provided to meet the unique needs of young children with hearing differences in culturally/linguistically diverse families and/or underserved populations? (Chapter 9 Questions 1B, 2E, 3A, 3B)
6. Is the child’s development and progress, including language development, consistently monitored at least every 6 months along with annual and 6-month IFSP review? (Chapter 9 Questions 2H)
7. Are quality, unbiased information resources related to hearing, hearing differences, language development, communication opportunities, and early intervention services available for all families of young children with hearing differences, including families whose primary home language is not English? (continued on next page)

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



- a. Is information available in a variety of formats for families based on their specific needs? (Chapter 9 Questions 1B, 2E, 3A, 3B)
 - b. Do all families receive the MN version of the *Beginnings* book, "[Understanding your Child's Hearing Loss; A Guide for Parents](#)" from their child's clinical audiologist? Do Primary Service Providers review this resource with families? (<https://ncbegin.org/product/understanding-your-childs-hearing-loss-a-guide-for-parents/>)
 - c. Do all families receive the [What You Need to Know](#) binder from the Department of Health? Do Primary Service Providers review this resource with families? (<https://www.health.state.mn.us/docs/people/childreneyouth/cyshn/ehdibinder.pdf>)
8. Do families have access to family-to-family supports? (Chapter 9 Questions 3C)
 - a. [MN Hands and Voices](#) (<https://www.mnhandsandvoices.org>)
 9. Do families have access to adults who are DHH and trained to provide information and mentoring? (Chapter 9 Questions 3C, 8D)
 - a. [MN Deaf Mentor Family Program](#) (<https://lifetrack-mn.org/programs-services/deaf-hard-of-hearing/deaf-mentor-family-program.html>)
 - b. [MN Hands and Voices - DHH Guide Program](#) (<https://www.mnhandsandvoices.org/>)
 10. Natural Environments in Part C: (Chapter 9 Questions 1A, 1C, 4J, 4K, 5B, 6D, 6E, 6F, 7I)
 - a. What does this mean for young children with hearing differences in your school district/region? How are service environments determined for each child with a hearing difference and their family? What service environment options are available/not available to children and families who live in your district? If an inclusive early childhood environment is determined to be not conducive to the child's language development and learning, what other learning environments are utilized?
 - b. Is there a commitment to, and support for, providing all children with full access to language...appropriate acoustic environments...communication with others...Primary Service Providers and other early intervention providers who can help facilitate optimal language development and learning?

Related NASDSE Chapter 9 Questions: (Noted separately after each question)

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



IDEA Part C References, Links:

[IDEA Part 303 \(Part C\) Regulations; Early Intervention Program for Infants and Toddlers with Disabilities](https://sites.ed.gov/idea/regs/c), (<https://sites.ed.gov/idea/regs/c>)

[Sec. 303.13 Early intervention services](https://sites.ed.gov/idea/regs/c/a/303.13) (<https://sites.ed.gov/idea/regs/c/a/303.13>)

- Includes Types of EI services; Assistive Technology; Qualified Personnel

IDEA Part C [Subpart D Child Find, Evaluations and Assessments, and IFSPs](https://sites.ed.gov/idea/regs/c/d) (<https://sites.ed.gov/idea/regs/c/d>)

- [Sec.303.321 Evaluation of the Child and Assessment of the Child and Family](https://sites.ed.gov/idea/regs/c/d/303.321) (<https://sites.ed.gov/idea/regs/c/d/303.321>)
- [Sec. 303.343 IFSP Team meeting and periodic review](https://sites.ed.gov/idea/regs/c/d/303.343) (<https://sites.ed.gov/idea/regs/c/d/303.343>)
- [Sec. 303.342 Procedures for IFSP development, review, and evaluation](https://sites.ed.gov/idea/regs/c/d/303.342) (<https://sites.ed.gov/idea/regs/c/d/303.342>)
- [Sec. 303.344 Content of an IFSP](https://sites.ed.gov/idea/regs/c/d/303.344) (<https://sites.ed.gov/idea/regs/c/d/303.344>)

MN References, Links (Additional):

[MN Department of Education, Part C and Part B Resources](https://education.mn.gov/MDE/dse/ecse/bc/index.htm) (<https://education.mn.gov/MDE/dse/ecse/bc/index.htm>)

[PACER Center](https://www.pacer.org/) <https://www.pacer.org/>; [PACER, Early Childhood](https://www.pacer.org/ec/) <https://www.pacer.org/ec/>

National References, Links:

[JCIH 2013](https://pediatrics.aappublications.org/content/131/4/e132) (<https://pediatrics.aappublications.org/content/131/4/e132>).

*See Goals 6, 7, 8, 9, 10, 11, 12

- [Parents Guide to \[JCIH 2013\] Deaf and Hard of Hearing Early Intervention Recommendations, 2017](https://www.handsandvoices.org/resources/jcih-parent-guide.html) (<https://www.handsandvoices.org/resources/jcih-parent-guide.html>)

[JCIH 2019](https://digitalcommons.usu.edu/jehdi/vol4/iss2/1/) (<https://digitalcommons.usu.edu/jehdi/vol4/iss2/1/>)

[International Consensus Statement 2013](https://academic.oup.com/jdsde/article/18/4/429/562489)

(<https://academic.oup.com/jdsde/article/18/4/429/562489>)

*See Principles 2, 3, 4, 5, 6, 7, 8, 9

[CEC-DEC Recommended Practices, 2014](https://www.dec-sped.org/dec-recommended-practices) (<https://www.dec-sped.org/dec-recommended-practices>)

- [DEC Recommended Practices Monograph Series](https://www.dec-sped.org/rp-mono-base) (<https://www.dec-sped.org/rp-mono-base>)

[ECTA Center: DEC Recommended Practices - Practice Improvement Tools](http://ectacenter.org/decrp/)

(<http://ectacenter.org/decrp/>)

- [ECTA Center: Recommended Practices Performance Checklists](http://ectacenter.org/decrp/type-checklists.asp) (<http://ectacenter.org/decrp/type-checklists.asp>)
- [ECTA Center: Evidence-based Practices](http://ectacenter.org/topics/evbased/evbased.asp) (<http://ectacenter.org/topics/evbased/evbased.asp>)

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



Language and Communication Outcomes

Questions:

1. Is accurate, unbiased information provided to all families about all communication “opportunities” (choices)?
2. Are parent/family choices and child’s language(s)/mode(s)/need(s) respected and supported? (ASL, Cued Speech/Language, strategies to facilitate Listening and Spoken Language, or a combination?)
3. Is each child’s language development and learning consistently monitored, using quality assessment tools and methods? Is the child making at least one year’s progress in communication development in one year’s time?
4. Based on ongoing assessments, are IFSP services/supports/intensity modified as needed with commitment to age-expected language development?
5. Are language and learning outcomes (including the “DHH Questions”) reported to MDE for each child exiting Part C and Preschool Special Education services?

Related Chapter 9 Questions: 2H, 3B, 4A, 7I

IDEA Part C References, Links:

[IDEA Part C, Sec. 303.343 IFSP Team meeting and periodic review](https://sites.ed.gov/idea/regs/c/d/303.343)
(<https://sites.ed.gov/idea/regs/c/d/303.343>)

MN References, Links:

Resources for Assessment of Students Who are Deaf and Hard of Hearing, 2019, MN Department of Education- [Deaf and Hard of Hearing](https://education.mn.gov/MDE/dse/sped/cat/dhh/index.htm)
(<https://education.mn.gov/MDE/dse/sped/cat/dhh/index.htm>)

- Appendix A, pages 82-102, Early Childhood Assessment Resources

National References, Links:

[JCIH 2013](https://pediatrics.aappublications.org/content/131/4/e132); (<https://pediatrics.aappublications.org/content/131/4/e132>) *See Goal 6

- [Parents Guide to \[JCIH 2013\] Deaf and Hard of Hearing Early Intervention Recommendations, 2017](https://www.handsandvoices.org/resources/jcih-parent-guide.html) (<https://www.handsandvoices.org/resources/jcih-parent-guide.html>)

[Year 2019 Position Statement: Principles and Guidelines for Early Hearing Detection and Intervention Programs](#), Joint Committee on Infant Hearing (JCIH), *Journal of Early Hearing Detection and Intervention*, 4(2), 1-44. DOI: 10.15142/fptk-b748. (<https://digitalcommons.usu.edu/jehdi/vol4/iss2/1/>)

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



[International Consensus Statement 2013](#) *See Principle 3, 5, 6, 9
(<https://academic.oup.com/jdsde/article/18/4/429/562489>)

Gardiner-Walsh, S., & Lenihan, S., [Chapter 2 -Communication Options](#), NCHAM e-Book,
“Preparing to Teach, Committing to Learn” (2017-2019)

[Hearing First](https://hearingfirst.org/) (<https://hearingfirst.org/>): Information for families and professionals about
Listening and Spoken Language (LSL)

[VL2 Family Information Center](https://vl2parentspackage.org/) (<https://vl2parentspackage.org/>): Information for families and
professionals about American Sign Language (ASL)

[National Cued Speech Association](http://www.cuedspeech.org/) (<http://www.cuedspeech.org/>): Information for families and
professionals about Cued Speech/Cued Language

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



Children with Additional Needs

Questions:

Has hearing status been objectively addressed for every child evaluated for Part C eligibility or receiving services, Birth through two years and 3-5 years?

How are child and family needs related to hearing differences considered/supported for young children with multiple developmental challenges?

Do Early Intervention teams for children with multiple developmental challenges include a Teacher DHH? Educational Audiologist?

How do educational teams provide young children with hearing differences and multiple developmental challenges access to full language and communication?

Related Chapter 9 Questions: 1A, 2E, 3A, 3B, 4H

IDEA Part C References, Links:

[IDEA Part C, Subpart D Child Find, Evaluations and Assessments, and IFSPs](https://sites.ed.gov/idea/regs/c/d)

(<https://sites.ed.gov/idea/regs/c/d>)

- [Sec.303.344\(a\) Information re. Child Status](https://sites.ed.gov/idea/regs/c/d/303.344) (<https://sites.ed.gov/idea/regs/c/d/303.344>)

MN References, Links:

[Guidelines for Hearing Screening After the Newborn Age to Kindergarten](http://www.improveehdi.org/mn/library/files/afternewbornperiodguidelines.pdf), MN Department of Health (<http://www.improveehdi.org/mn/library/files/afternewbornperiodguidelines.pdf>)

National References, Links:

[JCIH 2013](https://pediatrics.aappublications.org/content/131/4/e132) (<https://pediatrics.aappublications.org/content/131/4/e132>).

*See Goal 4

[JCIH 2019](https://digitalcommons.usu.edu/jehdi/vol4/iss2/1/), (<https://digitalcommons.usu.edu/jehdi/vol4/iss2/1/>)

[Parents Guide to \[JCIH 2013\] Deaf and Hard of Hearing Early Intervention Recommendations, 2017](https://www.handsandvoices.org/resources/jcih-parent-guide.html) (<https://www.handsandvoices.org/resources/jcih-parent-guide.html>)

[International Consensus Statement 2013](https://academic.oup.com/jdsde/article/18/4/429/562489)

(<https://academic.oup.com/jdsde/article/18/4/429/562489>)

- *See Principle 8

[A Resource Guide for Early Hearing Detection and Intervention, 2019](http://infanthearing.org/ehdi-ebook/) (EHDI eBook 2019),

National Center for Hearing Assessment and Management (NCHAM),

(<http://infanthearing.org/ehdi-ebook/>)

- [Chapter 6, Children Who Are Deaf or Hard of Hearing PLUS](http://infanthearing.org/ehdi-ebook/2019_ebook/6%20Chapter6ChildrenPLUS2019.pdf), Susan Wiley, PhD; Rachel St. John, MD, FAAP; & Candace Lindow-Davies; (http://infanthearing.org/ehdi-ebook/2019_ebook/6%20Chapter6ChildrenPLUS2019.pdf)

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



Service Delivery Considerations

Questions:

1. Are all learning/service delivery environments considered in order to support the individual child's and family's needs and desired outcomes? (Chapter 9 Questions 1C, 4H, 5A, 6A)
 - a. Review questions from (Johnson 2016) regarding placement and service setting considerations (NASDSE pages 19-20).
 - b. Chapter 9 Section 6 questions address "Least Restrictive Environment" under Part B Special Education. They do not address Part C "Natural Environments". However, self-review teams might discuss how practices related to language and communication access, and unique needs of young children with hearing differences impact decisions regarding services and service settings.
2. How is auditory and visual access, support for language development, and communication with others ensured for children in inclusive environments? (Chapter 9 Questions 4A, 4H, 4I, 4K)
3. How does the district ensure that every child has access to "high quality, meaningful, fully accessible EC programs" that are individualized to unique to their needs? (NASDSE page 16) (Chapter 9 Questions 7A, 7B, 7C, 7D, 7E, 7F)
4. Are "Distance Services" (telepractice) ever used to provide supports to young children and families in your district or region? Why? How?

Related Chapter 9 Questions: Listed in questions

IDEA Part C References, Links:

[Part C Subpart B Sec.303.126 Early Intervention in Natural Environments](https://sites.ed.gov/idea/regs/c/b/303.126)

(<https://sites.ed.gov/idea/regs/c/b/303.126>) "Each system must include policies and procedures to ensure, consistent with §§303.13(a)(8) (early intervention services), 303.26 (natural environments), and 303.344(d)(1)(ii) (content of an IFSP), that early intervention services for infants and toddlers with disabilities are provided—

(a) To the maximum extent appropriate, in natural environments; and

(b) In settings other than the natural environment that are most appropriate, as determined by the parent and the IFSP Team, only when early intervention services cannot be achieved satisfactorily in a natural environment."

[Part C Subpart B Sec.303.26 Natural Environments](https://sites.ed.gov/idea/regs/c/a/303.26) (<https://sites.ed.gov/idea/regs/c/a/303.26>)

"Natural environments means settings that are natural or typical for a same-aged infant or

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



toddler without a disability, may include the home or community settings, and must be consistent with the provisions of §303.126.”

MN References, Links: None listed

National References, Links:

[Natural Environments for Infants and Toddlers Who Are Deaf or Hard of Hearing and Their Families](#), Joint statement from ASHA and Council on Education of the Deaf, ASHA 2006, (<https://www.asha.org/aud/Natural-Environments-for-Infants-and-Toddlers/>)

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



Transition from Part C to Part B

Questions:

1. How are parents supported during and after transition from Part C Infant and Toddler Intervention to Part B Preschool Special Education? (Chapter 9 Questions 2J, 3B, 3C, 3D)
 - a. What opportunities are provided for parent learning and support, specifically related to hearing differences, after the child turns 3?
2. Is there a full developmental assessment (beyond just an evaluation for eligibility determination) completed for children leaving Part C / entering Part B services, with an intentional focus on all aspects of language/communication development and identified needs? Used to plan comprehensive services through an IEP? (Chapter 9 Questions 2 I, Section 4 Questions—Language and Communication Access)
3. Is outcome reporting (including “DHH Questions”) for each child done on the basis of appropriate, in-depth assessments as well as observations? (Chapter 9 Questions 7G)
4. How are IEP *Special Considerations* addressed in supports for each child with a hearing difference as the child’s IEP is developed and they begin to receive Preschool Special Education services? (Chapter 9 Questions 1A, 2P, 4C, 4D, 4E, 4F, 4G, 5E, 5F, 5H, 8A)
5. Is a full continuum of Special Education services and placements considered and determined to support individual children’s auditory and visual access, language and learning needs? (Chapter 9 Questions 2F, 2K, 2L, 4J, 6B, 6D, 6E, 6F, 7I, 7J)

Related NASDSE Chapter 9 Questions: Listed in questions

IDEA Part C & B References, Links:

[Part C Subpart B Sec. 300.124 Transition of children from the Part C program to preschool programs](https://sites.ed.gov/idea/regs/b/b/300.124) (https://sites.ed.gov/idea/regs/b/b/300.124)

[Part B Subpart D Sec.300.324\(a\)\(2\) Development, review, and revision of IEP/Consideration of Special Factors](https://sites.ed.gov/idea/regs/b/d/300.324/a/2) (https://sites.ed.gov/idea/regs/b/d/300.324/a/2)

MN References, Links:

[Early Childhood Transition Guidebook, PACER Center](https://www.pacer.org/parent/php/PHP-a40.pdf) (https://www.pacer.org/parent/php/PHP-a40.pdf)

Resources for Assessment of Students Who are Deaf and Hard of Hearing, 2019, MN Department of Education--Deaf and Hard of Hearing (https://education.mn.gov/MDE/dse/sped/cat/dhh/index.htm)

- Appendix A, pages 82-102, Early Childhood Assessment Resources

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



[Language and Communication Focused IEPs for Learners Who Are Deaf or Hard of Hearing, A Discussion Guide](https://mn.gov/deaf-commission/assets/Language-and-Communication-Focused-IEPs-for-Learners-Who-Are-Deaf-or-Hard-of-Hearing-Discussion-Guide_tcm1063-154134.pdf); Commission of Deaf, DeafBlind and Hard of Hearing Minnesotans, 2015 (https://mn.gov/deaf-commission/assets/Language-and-Communication-Focused-IEPs-for-Learners-Who-Are-Deaf-or-Hard-of-Hearing-Discussion-Guide_tcm1063-154134.pdf)

National References, Links:

[POLICY STATEMENT: Inclusion of Children with Disabilities in Early Childhood Programs \(September 18, 2015\)](https://sites.ed.gov/idea/idea-files/policy-statement-inclusion-of-children-with-disabilities-in-early-childhood-programs/) U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES U.S. DEPARTMENT OF EDUCATION. (https://sites.ed.gov/idea/idea-files/policy-statement-inclusion-of-children-with-disabilities-in-early-childhood-programs/)

[Eligibility and Service Delivery Policies: Differences Between IDEA Part C and IDEA Part B](http://www.infanthearing.org/earlyintervention/docs/aspect-idea-part-c-and-idea-part-b.pdf), NCHAM (http://www.infanthearing.org/earlyintervention/docs/aspect-idea-part-c-and-idea-part-b.pdf)

[Comparison of Pertinent Part B and Part C IDEA Requirements Related to Children and Youth Who are Deaf/Hard of Hearing with OSEP Analysis of Comments and Rationale for Part C Changes](http://handsandvoices.org/astra/docs/appendix-C.pdf), Hands & Voices ASTra Appendix C (http://handsandvoices.org/astra/docs/appendix-C.pdf)

[Preparing to Teach, Committing to Learn: An Introduction to Educating Children Who Are Deaf/Hard of Hearing \(2017 - 2019\)](https://www.infanthearing.org/ebook-educating-children-dhh/); NCHAM e-Book, National Center for Hearing Assessment and Management (https://www.infanthearing.org/ebook-educating-children-dhh/)

- [Chapter 10, Educational Settings](https://www.infanthearing.org/ebook-educating-children-dhh/chapters/Chapter%2010%202018.pdf), Dawn Gettemeier, (https://www.infanthearing.org/ebook-educating-children-dhh/chapters/Chapter%2010%202018.pdf)

[The Hands & Voices Advocacy, Support and Training Program \(ASTra\)](http://www.handsandvoices.org/astra/index.html) (http://www.handsandvoices.org/astra/index.html)

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02



Professional Development Opportunities/Supports

Questions:

1. Are professional development and mentoring opportunities available for Early Intervention providers who serve young children with hearing differences and their families? (Chapter 9 Questions 2M, 2N, 7L, 9A, 9B, 9C, 9D, 9E)
2. What additional professional development and/or mentoring would be helpful?

Recent Professional Development Opportunities, EHDI:

- Regional and Statewide Communities of Practice
- MN Regional EHDI Teams
- [Auditory Consultant Resource Network](https://www.boystownhospital.org/hearingservices/EducationalOutreach/Pages/ACRN.aspx), Boys Town National Research Hospital; (<https://www.boystownhospital.org/hearingservices/EducationalOutreach/Pages/ACRN.aspx>)
 - MN Regional EHDI Teams Resource: *ACRN Handbook*
 - Boys Town/MN Low Incidence Projects online learning modules/resource binders (Birth to Five), 2015-2017
 - Course 1: Family-Centered Early Intervention Principles and Auditory-Visual Continuum
 - Course 2: Assessment Principles and Practices: Bridge to Planning and Intervention; S.C.A.L.E.S. Model
 - Course 3: Tools to Support Family-Centered Early Intervention Principles and Practices
- *Listening2Learn Coaching Model: Provider Checklist for Early Intervention*, Nanette Thompson and Kristi Yoshinaga-Itano, 2019. (For more information, contact Kathy.Anderson@metroecsu.org.)
- [MN Centers of Excellence](https://mncoe.org/) (<https://mncoe.org/>)
 - [MN INSPIRE ACTION Framework](https://mncoe.org/inspire-action/) (<https://mncoe.org/inspire-action/>)
 - [Service Coordination Modules](https://mncoe.org/documents/) (<https://mncoe.org/documents/>)
 - [State Innovations](https://mncoe.org/state-innovations/): Family Guided Routines-Based Interventions; Pyramid Model; Classroom Engagement (<https://mncoe.org/state-innovations/>)

The contents of this resource do not necessarily represent the policy of the federal Department of Education or the state Department of Education, and you should not assume endorsement by the federal or state government. Funding for this event is made possible with a grant from the MN Department of Education. The source of the funds is federal award Special Education – Grants to States, CFDA 84.02