



# **SCHOOL BOARD ACTION REPORT**

**DATE:** April 30, 2019  
**FROM:** Denise Juneau, Superintendent  
**LEAD STAFF:** Wyeth Jessee, Chief of Student Support Services,  
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**For Introduction:** May 29, 2019  
**For Action:** June 12, 2019

## **1. TITLE**

Contract approval for Early Support for Infants & Toddlers (Birth to 3 Intervention Service Providers)

## **2. PURPOSE**

This Board Action Report authorizes the Superintendent to execute contracts totaling \$6,692,626 with the Experimental Education Unit (EEU), Wonderland Developmental Center, Northwest Center and Boyer Children’s Clinic to ensure the provision of Early Intervention Services in accordance with Part C of the Individuals with Disabilities Education Act (IDEA).

## **3. RECOMMENDED MOTION**

I move that the School Board authorize the Superintendent to execute contracts with the Experimental Education Unit (EEU) in the amount of \$301,923, Wonderland Developmental Center in the amount of \$905,769, Northwest Center in the amount of \$2,264,422 and Boyer Children’s Clinic in the amount of \$3,220,512, to ensure the provision of Early Intervention services as defined in 34 C.F.R. 303 in accordance with Part C of the Individuals with Disabilities Education Act (IDEA), with any minor additions, deletions and modifications deemed necessary by the Superintendent; and to take any necessary actions to implement the contracts.

## **4. BACKGROUND INFORMATION**

- a. **Background** Part C of Individuals with Disabilities Education Act requires States to maintain and implement statewide, comprehensive, interagency systems to make available early intervention services for all infants and toddlers with disabilities from birth to age three. Eligible infants, toddlers and their families are entitled to individualized, quality early intervention services in accordance with Federal law. Since 2009, Washington State has also required all school districts to provide services to infants and toddlers, the requirements of Part C regulations under IDEA.

Starting in January 2006, Seattle Public Schools has served our youngest and most vulnerable students in collaboration with local Birth-to-Three providers. Currently approximately 685 children are served through our Birth-to-Three program.

By providing the required services through these contracts, the District ensures service provision and fosters relationships with the community and families to serve infants and toddlers who have disabilities and/or developmental delays.

The providers in this motion responded to RFQ 02848, Early Support for Infants and Toddlers.

The amount contracted with each agency for 2018-19 is as follows:

- Experimental Education Unit: \$243,501
- Wonderland Developmental Center: \$405,835
- Northwest Center: \$1,623,340
- Boyer Children's Clinic: \$2,435,016

For the 2019-20 school year the following amounts are anticipated:

- Experimental Education Unit (EEU): \$301,923
- Wonderland Developmental Center: \$905,769
- Northwest Center: \$2,264,422
- Boyer Children's Clinic: \$3,220,512

These increases represent an increase in the Basic Education Allocation (BEA) rate and a change to Chapter 170-400 WAC: Early Support for Infants and Toddlers. This change requires that 95% of the funds received by the district must be passed through to the Early Intervention Providers. School year 2019-20 is the last year that SPS will be the pass through for this funding.

The 2018 Washington State Legislature adopted ESSB 6257 which provides for the development of a funding model for early intervention services for eligible children. Beginning in school year 2020-21, school districts will no longer serve as a flow through for this funding but will continue to be responsible for the transition of students to Part B Individuals with Disabilities Education Act services.

- b. **Alternatives** An alternative to contracting would be for the District to provide direct administration, subcontracting, billing, payment and compliance monitoring for infants, toddlers and their families who are eligible for Birth-to-Three services.

This option would require the district to hire staff and provide facilities, as well as implement complex/compliant tracking and monitoring of services provided.

- c. **Research** Provision of early intervention services to children and their families has been supported by research that indicates the school age achievement gap is often created by an early childhood preparation gap (e.g. National Early Intervention Longitudinal Study, 2007). Children who arrive at school behind their peers tend to stay behind. High quality, aligned early learning opportunities from birth can mitigate the impact of developmental delays, especially in an aligned system that creates continuity for children and their families.

The Early Head Start Research and Evaluation Longitudinal Follow-Up Group provided an abstract from their study. This study examined school readiness at kindergarten entry for low-income children whose disability indicators were identified before age 3. Children who had suspected developmental delays and did not receive Part C services had lower pre-academic skills scores at kindergarten entry than those who had no disability indicators. In contrast, the pre-academic skills at age 5 of children who received Part C services did not differ from those who had no disability indicators. A large portion of children who had suspected developmental delays and did not receive Part C services by age 3 received Part B services later. Results highlight the importance of early intervention for low income children who have suspected developmental delays to enhance their school readiness skills.

**5. FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action will be \$6,692,626 from the Special Education Infant and Toddler Birth-to-Three revenue funds allocated as follows:

- Experimental Education Unit: \$301,923
- Wonderland Developmental Center: \$905,769
- Northwest Center: \$2,264,422
- Boyer Children’s Clinic: \$3,220,512

The revenue source for this motion is State Apportionment.

Expenditure:  One-time  Annual  Multi-Year  N/A

Revenue:  One-time  Annual  Multi-Year  N/A

**6. COMMUNITY ENGAGEMENT**

With guidance from the District’s Community Engagement tool and through review of parent communication from agencies and parent determination of service provider, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

Information will be provided on the district website, in brochures and from district staff about where early intervention services can be accessed for children residing within Seattle Public Schools. As a part of the original RFQ for these contracts, the ad for agencies to apply was publicized. Each provider engages their community.

**7. EQUITY ANALYSIS**

Qualified students will not be denied services due to their race, ethnicity, religion, English Language Learners status or ability to pay. Interpreters are provided for meetings and events so that non-English speaking families can participate. Services are provided in “natural setting,” most often in homes or childcare facilities. These occur throughout the city so no community is excluded. Information regarding the availability of translation services is provided to agencies, referral sources, and the SPS B-3 transition coordinator in order to support families accessing these services.

**8. STUDENT BENEFIT**

Students will receive early intervention services as prescribed by their Individualized Family Service Plan. By providing these services to students at an early age, their skills will improve so that they will need fewer or no special education services upon school entry.

**9. WHY BOARD ACTION IS NECESSARY**

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. \_\_\_\_\_, [TITLE], provides the Board shall approve this item
- Other: \_\_\_\_\_

**10. POLICY IMPLICATION**

Policy No. 2161, Special Education, states, “It is the policy of the Seattle School Board to provide a free appropriate public education to all eligible students with disabilities from ages 3 until graduation.” As noted above, providing services earlier in life improves outcomes.

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the A & F Committee meeting on May 20, 2019. The Committee reviewed the motion and moved the item forward for consideration by the full Board.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the contracts will be executed with the Experimental Education Unit (EEU), Wonderland Developmental Center, Northwest Center and Boyer Children's Clinic for the 2019-20 school year.

**13. ATTACHMENTS**

N/A