

23<sup>RD</sup> INTERNATIONAL EARLY CHILDHOOD  
INCLUSION INSTITUTE  
UNDER THE SUN, EVERYONE BELONGS, REIMAGINING  
INCLUSION ACROSS SETTINGS

FEDERAL PLENARY

# Agenda

- ▶ Welcome
- ▶ Introduction
- ▶ Recorded Messages
- ▶ Federal Panel Presentations
- ▶ Q and A Session
- ▶ Resources and Tools

# Office of Special Education and Rehabilitative Services (OSERS)

Welcome Message from Katherine (Katy) Neas, Assistant Secretary, OSERS

# Office of Special Education Programs (OSEP)

Welcome Message from Valerie C. Williams, Director, OSEP



# Panelists



Jennifer Barrett-Zitkus  
OSEP



Julia Martin Eile  
OSEP



Beth Caron  
OHS



Judy Wilgren  
OECD

# OSEP's Vision and Mission

## Vision

A world in which individuals with disabilities have unlimited opportunities to learn and to lead purposeful and fulfilling lives.

## Mission

To lead the nation's efforts to improve outcomes for children with disabilities, birth through 21, and their families, ensuring access to fair, equitable, and high-quality education and services.

# Monitoring and State Improvement Planning Division

- ▶ Monitoring and State Improvement Planning Division (MSIP) carries out major activities related to the Part B, Part C of the Individuals with Disabilities Education Act (IDEA), and 619 formula grant programs.
- ▶ MSIP is responsible to ensure consistency with federal requirements and to ensure that states and other public agencies continue to implement programs designed to improve results for infants, toddlers, children, and youth with disabilities.



# OSEP Formula Grants

## Part B

Assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities, ages three through 21.

- ▶ **Grants to States program.** Authorized by Part B, Section 611 for children ages three through 21.
- ▶ **Preschool Grants program.** Authorized by Part B, Section 619 for children ages three through five.

## Part C

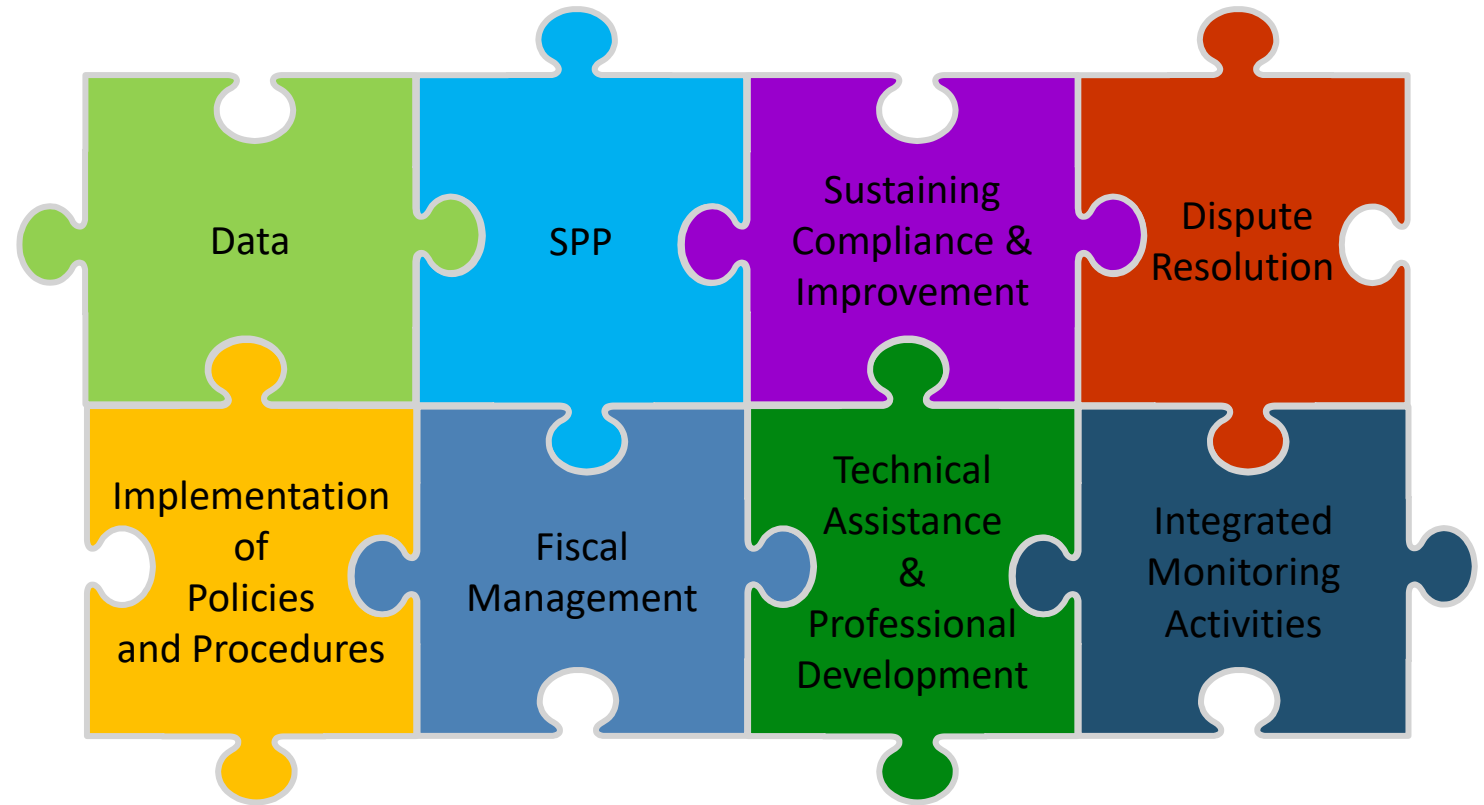
Support early intervention services for infants and toddlers.

- ▶ **Grants for Infants and Families program.** Authorized by Part C for infants and toddlers, ages birth through two, and their families.



# Differentiated Monitoring and Support (DMS) 2.0

## 8 Key Components



# Research to Practice (RTP)

- ▶ The discretionary grant programs administered by RTP are authorized under Part D of the Individuals with Disabilities Education Act (IDEA), which include:
  - Personnel Development Grant
  - Technical Assistance and Dissemination Grants
  - State Personnel Development Grant Programs (SPDG) Grants
  - Parent Training and Information Grants
  - Educational Technology, Media, and Materials Grants



## Office of Special Education Programs Technical Assistance Network



### TA&D Program Centers

- Center for Appropriate Dispute Resolution in Special Education (CADRE) [cadreworks.org](http://cadreworks.org)
- Center on Positive Behavioral Interventions and Supports (PBIS) [pbis.org](http://pbis.org)
- Early Childhood Technical Assistance Center (ECTA Center) [ectacenter.org](http://ectacenter.org)
- Literacy for Leaders (L4L) [leadforliteracy.org](http://leadforliteracy.org)
- National Center for Pyramid Model Innovations (NCPMI) [challengingbehavior.cbcs.usf.edu](http://challengingbehavior.cbcs.usf.edu)
- National Center for Systemic Improvement (NCSI) [wested.org/project/national-center-for-systemic-improvement](http://wested.org/project/national-center-for-systemic-improvement)
- National Center on Deaf-Blindness (NCDB) [nationaldb.org](http://nationaldb.org)
- National Center on Educational Outcomes (NCEO) [nceo.info](http://nceo.info)
- National Center on Intensive Intervention (NCII) [intensiveintervention.org](http://intensiveintervention.org)
- National Deaf Center (NDC) [nationaldeafcenter.org](http://nationaldeafcenter.org)
- National Technical Assistance Center on Transition (NTACT) [transitionta.org](http://transitionta.org)
- PROGRESS Center: Promoting Rigorous Outcomes and Growth by Redesigning Educational Services for Students with Disabilities Center [promotingprogress.org](http://promotingprogress.org)
- State Implementation and Scaling-up of Evidence-based Practices Center (SISEP) [sisep.fpg.unc.edu](http://sisep.fpg.unc.edu)
- TIES Center: Increasing Time, Instructional Effectiveness, Engagement, and State Support for Inclusive Practices for Students with Significant Cognitive Disabilities [ici.umn.edu/projects/view/203](http://ici.umn.edu/projects/view/203)



### Technology, Personnel, and Data Centers

- Bookshare [bookshare.org/cms](http://bookshare.org/cms)
- Center for IDEA Fiscal Reporting (CIFR) [cifr.wested.org](http://cifr.wested.org)
- Center on Inclusive Software for Learning (CISL) [cisl.cast.org](http://cisl.cast.org)
- Center on Technology Systems in Local Educational Agencies/Center on Inclusive Technology & Education System (CITES) [cites.cast.org](http://cites.cast.org)
- CEEDAR Center: Collaboration for Effective Educator Development, Accountability, and Reform Center [ceedar.education.ufl.edu](http://ceedar.education.ufl.edu)
- DIAGRAM Center [diagramcenter.org](http://diagramcenter.org)
- Early Childhood Personnel Center (ECPC) [ecpeta.org](http://ecpeta.org)
- Early Childhood STEM Center (STEMIE) [stemie.fpg.unc.edu](http://stemie.fpg.unc.edu)
- IDEA Data Center (IDC) [ideadata.org](http://ideadata.org)
- IRIS Center [iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu)
- National Center on Accessible Educational Materials (AEM) [aem.cast.org](http://aem.cast.org)
- National Center on Improving Literacy (NCIL) [improvingliteracy.org](http://improvingliteracy.org)
- National Instructional Materials Access Center (NIMAC) [nimac.us](http://nimac.us)
- The Center for IDEA Early Childhood Data Systems (DaSy) [dasycenter.org](http://dasycenter.org)
- The Center for the Integration of IDEA Data (CIID) [ciidta.grads360.org/#program](http://ciidta.grads360.org/#program)



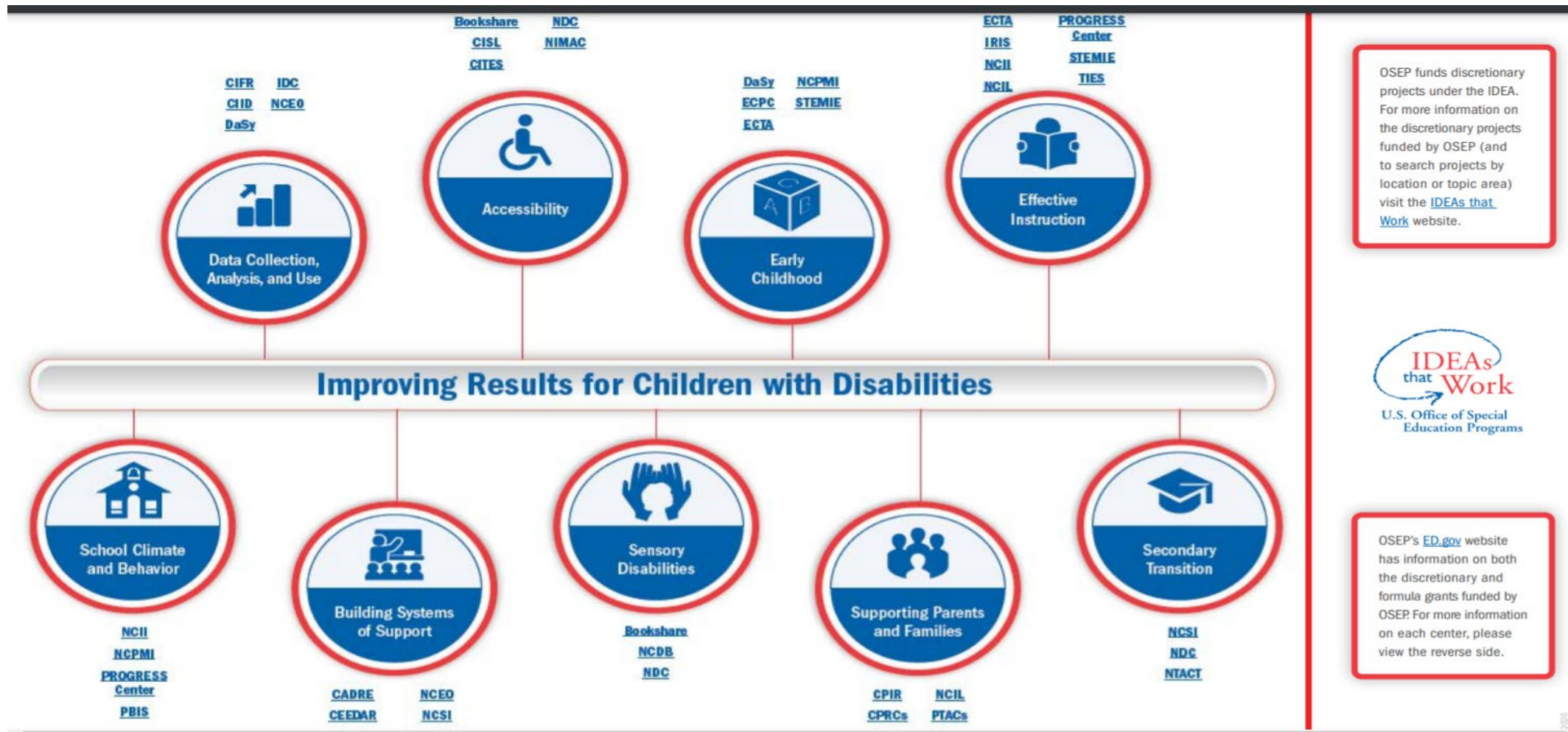
### Parent Program Centers

- Center for Parent Information and Resources (CPIR) [parentcenterhub.org](http://parentcenterhub.org)
- Community Parent Resource Centers (CPRCs) [parentcenterhub.org/find-your-center](http://parentcenterhub.org/find-your-center)
- Parent Training and Information Centers (PTIs) [parentcenterhub.org/find-your-center](http://parentcenterhub.org/find-your-center)
- Regional Parent Technical Assistance Centers (RPTACs) [parentcenterhub.org/rptacs](http://parentcenterhub.org/rptacs)



For an interactive copy of this PDF with live links, please visit <https://osepideasthatwork.org/>.

# OSEP Technical Assistance Centers



# Early Childhood and Parent TA Centers



[ECTA Collaboration](#)



# Partnering to Support Families of Children with Disabilities

## ► Parent Training and Information Center

- Work with families of infants, toddlers, children and youth with disabilities, birth to 26 to understand their rights under IDEA and help parents effectively participate in their child's services and education
- Find your parent center: <https://www.parentcenterhub.org/find-your-center/>



# OSEP Investments in Early Childhood

## State Personnel Development Grants

**Purpose:** Assist SEAs in reforming and improving their systems for personnel preparation and professional development

**SPDG Competitive Preference Priority in FY2022:** Fund projects designed to enable the State to meet the Comprehensive System of Personnel Development requirements of IDEA.

- Alabama
- California
- Georgia
- Kansas
- Michigan
- Missouri

- New Mexico
- Nebraska
- Pennsylvania
- Ohio
- Oklahoma
- Vermont





# Personnel Preparation Grants



- ▶ Prepare teachers and direct service providers in early intervention, special education, and related services to work with children with disabilities and their families
- ▶ Grants to universities to provide financial support for scholars to complete a degree in early intervention, special education, or related services
- ▶ Scholars receiving financial support owe two years of service to the field for each year of financial support received



# Fiscal Year 2023 Notices Inviting Applications

- ▶ **84.325K:** Preparation of Early Intervention and Special Education Personnel Serving Children with Disabilities who have High-Intensity Needs
- ▶ **84.325R:** Preparation of Related Services Personnel Serving Children with Disabilities who have High-Intensity Needs
- ▶ **84.325M:** Personnel Preparation of Special Education, Early Intervention, and Related Services Personnel at Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, and Other Minority Serving Institutions


# Fiscal Year 2023 Notices Inviting Applications



**Personnel Development to Improve Services and Results for Children with Disabilities**

Preparation of Early Intervention and Special Education Personnel Serving Children with Disabilities who have High-Intensity Needs (84.325K)

**FY23 Grant Program Applicant Resource**



This document is a brief summary of Personnel Development to Improve Services and Results for Children with Disabilities Program and application requirements. Do not rely solely on the information in this document for guidance. Please refer to the Notice Inviting Applications (NIA) and the program regulations published in the Federal Register for additional information, as these are the official documents governing the competition.





**Personnel Development to Improve Services and Results for Children with Disabilities**

Preparation of Special Education, Early Intervention, and Related Services Personnel at Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, and other Minority Serving Institutions (84.325M)

**FY23 Grant Program Applicant Resource**




This document is a brief summary of Personnel Development to Improve Services and Results for Children with Disabilities Program and application requirements. Do not rely solely on the information in this document for guidance. Please refer to the Notice Inviting Applications (NIA) and the program regulations published in the Federal Register for additional information, as these are the official documents governing the competition.



**Personnel Development to Improve Services and Results for Children with Disabilities**

Preparation of Related Services Personnel Serving Children with Disabilities who have High-Intensity Needs (84.325R)

**FY23 Grant Program Applicant Resource**



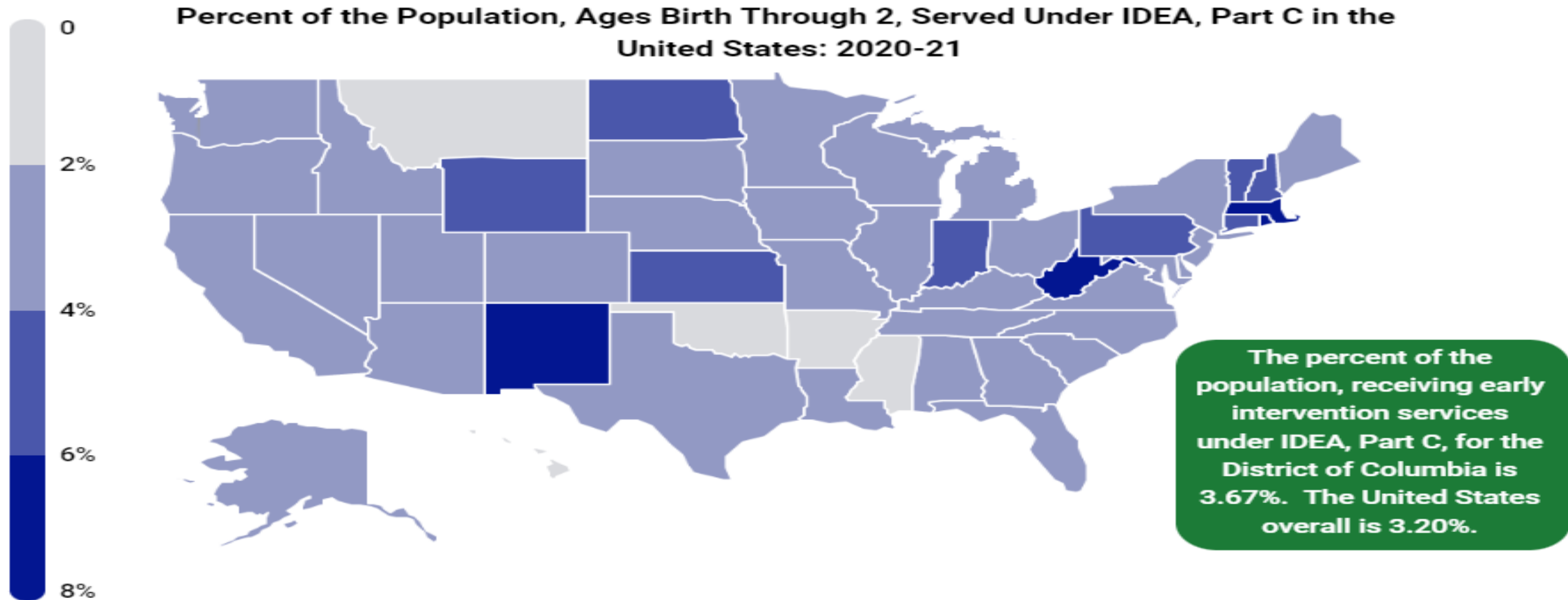
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## New OSEP Grant Competitions

# What Does the Data Tell Us?



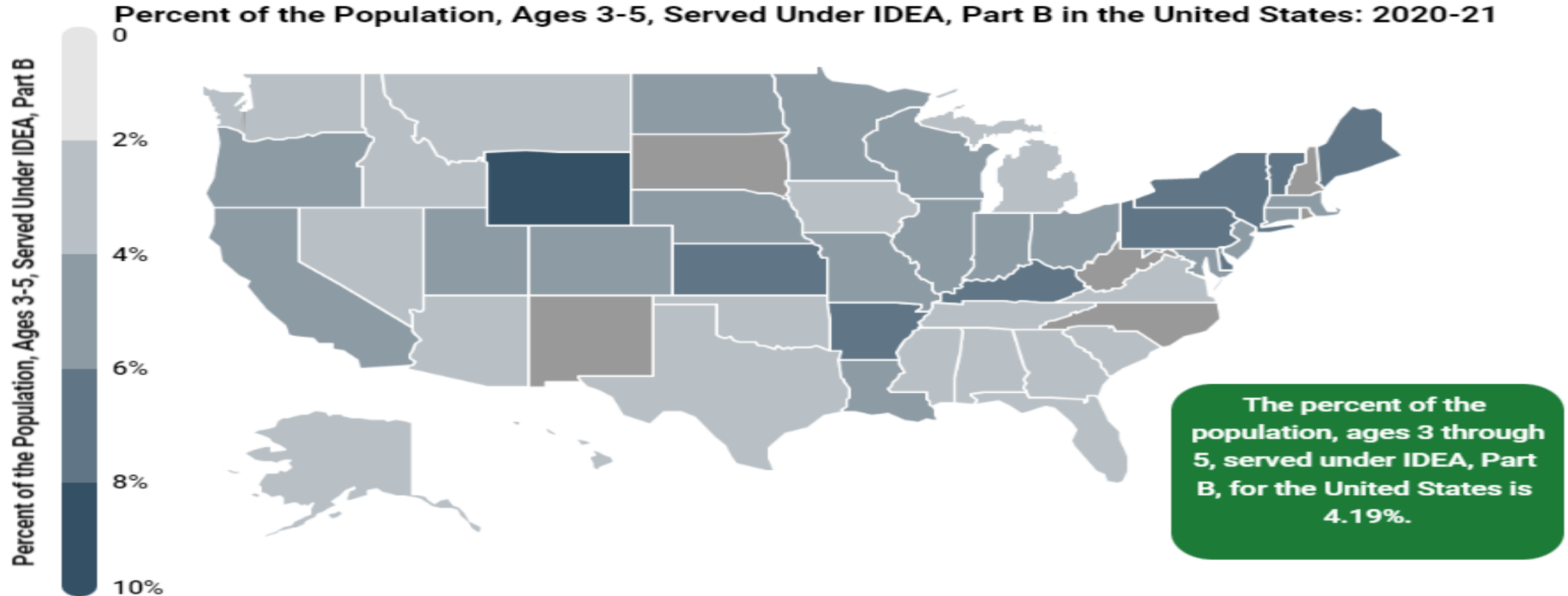
# Child Count – Part C



Source: U.S. Department of Education, EDFacts Metadata and Process System (EMAPS): "IDEA Part C Child Count and Settings," 2020-21.  
<https://data.ed.gov/dataset/7b9f310d-1cfa-4bb1-8b51-93adf64bf574/resource/522188b6-4910-4d59-b218-e1155f4b5535/download/cchildcountsettings2020-21.csv> These data are a snapshot count collected by states in the fall of the identified year. U.S. Bureau of the Census. "2020 State Population Estimates by Age, Sex, Race, and Hispanic Origin". Data accessed August 2022 from <http://www.census.gov/popest>



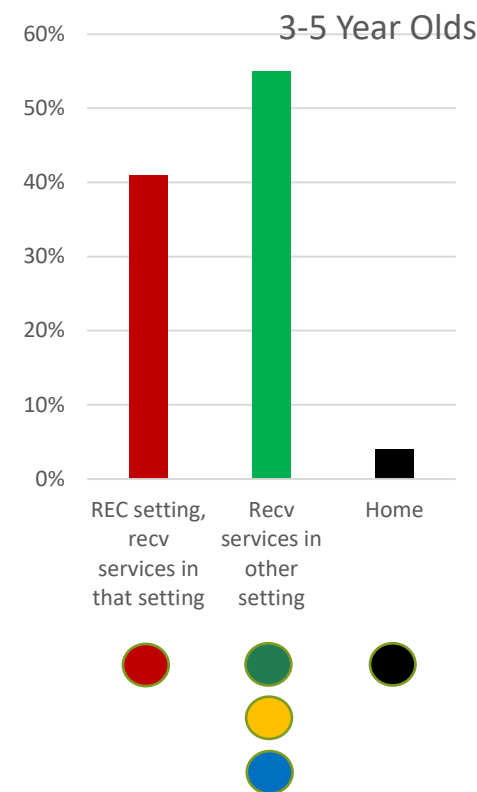
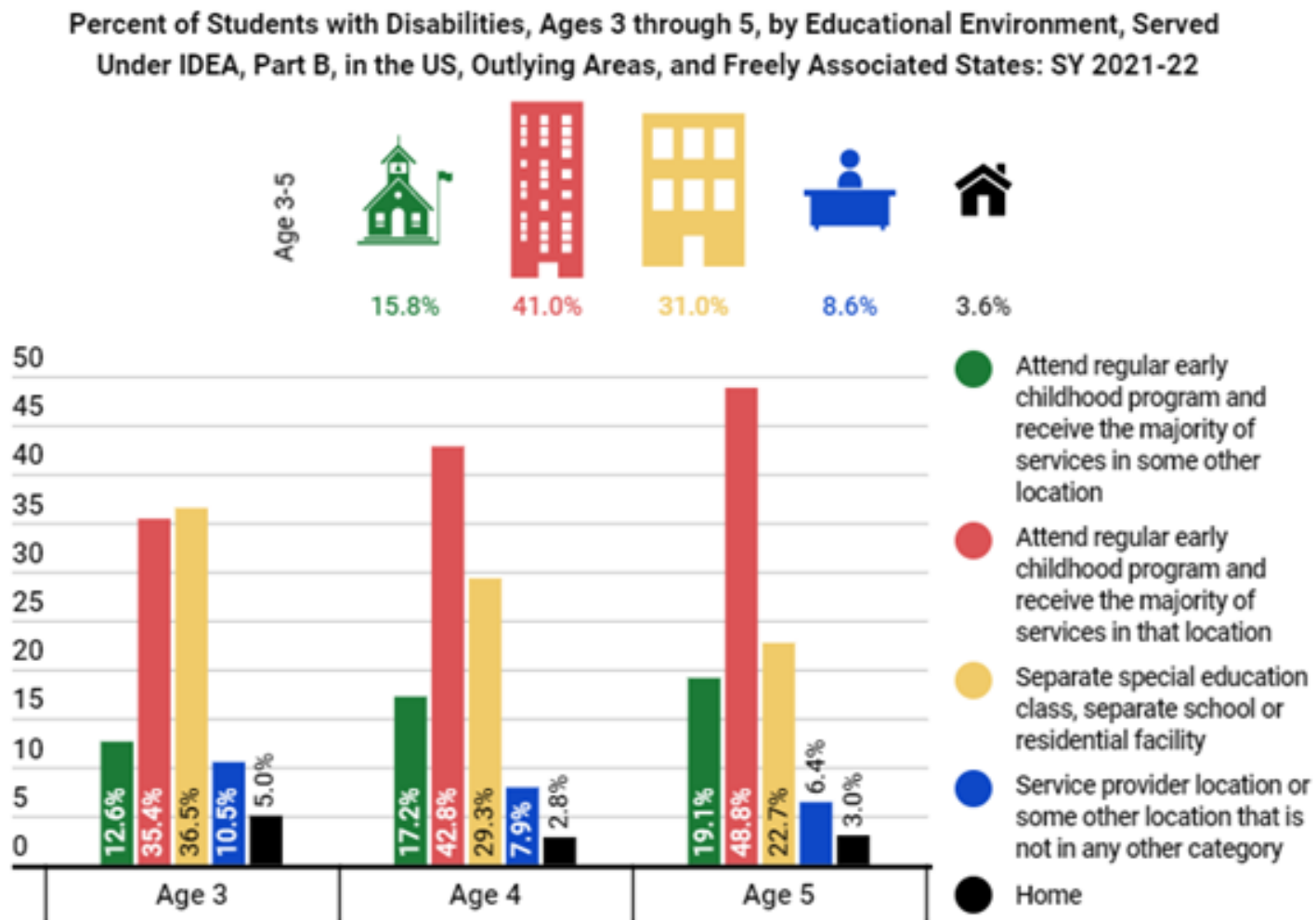
# Child Count Part B Section 619



Source: Sources: U.S. Department of Education, EDFacts Data Warehouse (EDW): "IDEA Part B Child Count and Educational Environments Collection," 2020-21. Data extracted as of July 7, 2021 from file specifications 002 and 089.

U.S. Bureau of the Census. "2020 State Population Estimates by Age, Sex, Race, and Hispanic Origin". Data accessed July 2021 from <http://www.census.gov/popest>

# Educational Environments Data SY 2021-22





# OSEP Fast Facts

- The purpose of the OSEP Fast Facts is to share and promote our 618 Individuals with Disabilities Education Act (IDEA) data.
- OSEP Fast Facts pulls together data from the 12 data collections authorized under IDEA Section 618 into graphic visual representations with the intent to present 618 data quickly and clearly.
- Data presented includes that collected through child count, educational environments, discipline, and exiting data collections.
- OSEP will post future Fast Facts to the OSEP Fast Facts page at: <https://sites.ed.gov/idea/osep-fast-facts/>

# Coordination and Collaboration



# Dear Colleague Letter



## **Joint Dear Colleague Letter and Guidance Document**

Office of Special Education Programs and Office of Head Start

A Dear Colleague Letter on  
Individuals With Disabilities  
Education Act (IDEA)  
Services in Head Start

Guidance on  
Creating an Effective  
Memorandum of  
Understanding to Support  
High Quality Inclusive Early  
Childhood Systems





# Re-Release of Guidance

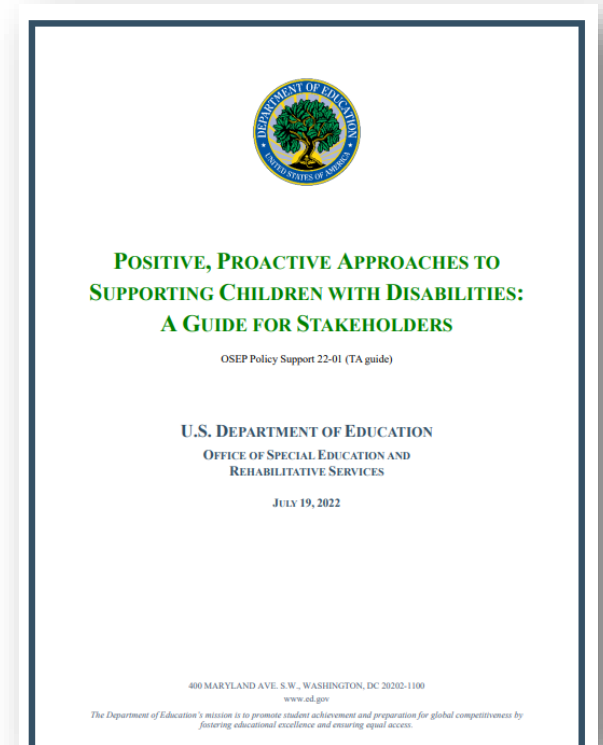
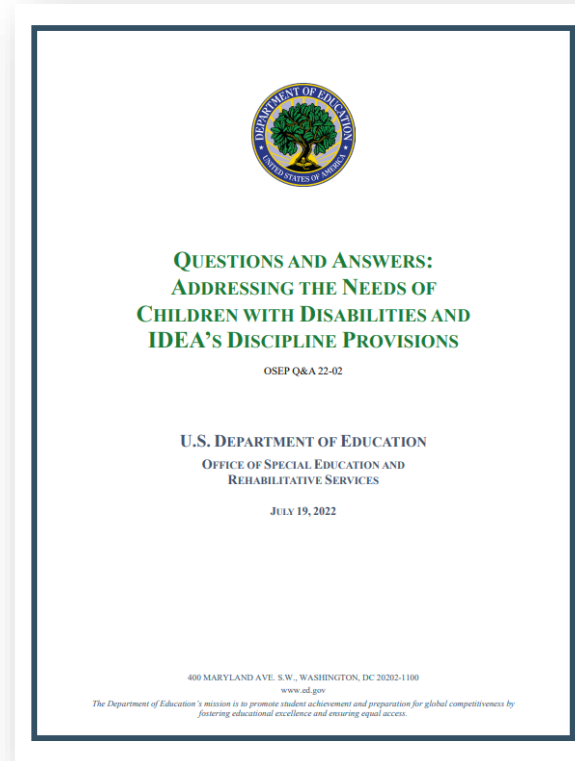
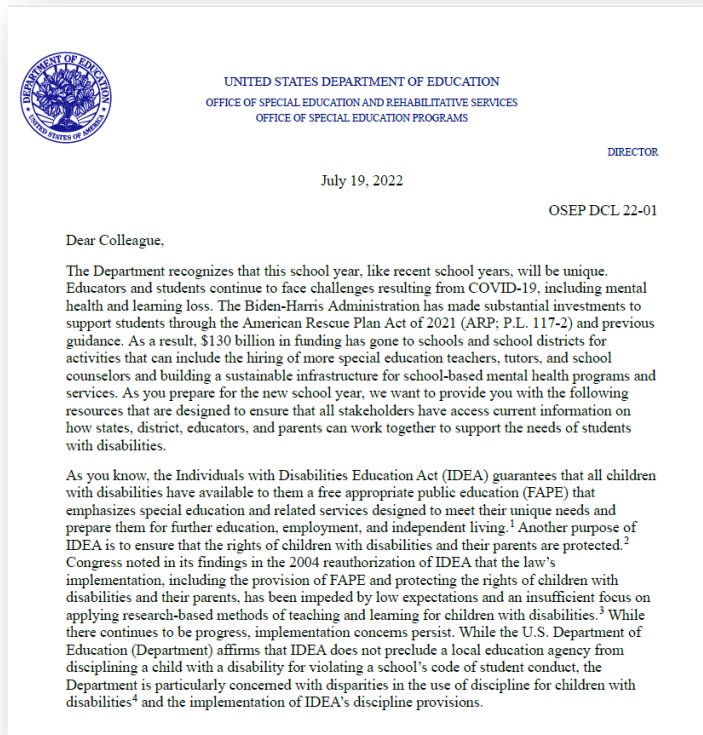
- ▶ OSEP Memo 16-07 Multi-Tier System of Supports and Preschool Services (April 29, 2016)



## **Improving Access To High-Quality Resources That Equitably Support Social-Emotional Development and Mental Health of Young Children**



# OSEP's Discipline & Behavior Guidance Package



[www.idea.ed.gov>>resources>>Topic Areas>>Discipline/Behavior Supports](http://www.idea.ed.gov>>resources>>Topic%20Areas>>Discipline/Behavior%20Supports)

# OSEP Resources

- ▶ [IDEA Website](#)
- ▶ [OSEP Newsletter](#)
- ▶ [OSEP Blog](#)
- ▶ [IDEAs that Work](#)
- ▶ [OSEP State Contacts](#)
- ▶ [Working Together to Support All Infants and Toddlers with Disabilities](#)



# OSEP Guidance Documents

- ▶ Department of Education Sends Letter to State Directors of Special Education About Highly Mobile Children
- ▶ Memorandum: OSEP 22-01 Personnel Qualification under IDEA
- ▶ Department of Education Sends Letter to State Directors of Special Education About Highly Mobile Children
- ▶ OSEP Memo 16-07 Multi-Tier System of Supports and Preschool Services (April 29, 2016)
- ▶ Dear Colleague on Preschool LRE (January 9, 2017)



# OSEP Guidance Documents Continued

- ▶ Key Principles and Practices
- ▶ DEC Environment Practice Improvement Tools
- ▶ Key Practices Underlying the IEP Process
- ▶ Webinar Scaling the EC Education Pipeline through Registered Apprenticeships

# OSEP-Funded TA Centers

- ▶ [National Center for Pyramid Model Innovations](#)
- ▶ [Early Childhood Technical Assistance Center \(ECTA\)](#)
- ▶ [STEMIE](#)
- ▶ [Parent Center Hub](#)
- ▶ [The Center for IDEA Early Childhood Data Systems \(DaSy\)](#)
- ▶ [Center IDEA Fiscal Reporting \(CIFR\)](#)
- ▶ Early Childhood Intervention Personnel Center for Equity (ECiPC-Equity-link coming in June)

# OSEP Funded TA Resources

- ▶ [IDC Preschool Environments Toolkit](#)
- ▶ [Increasing Access to Inclusive Environments](#)
- ▶ [Referring a Preschool Child with Suspected Disability or Delay for Evaluation for Special Education](#)
- ▶ [Indicators of High-Quality Inclusion](#)
- ▶ [Racial Equity Factsheet](#)



# International Early Childhood Inclusion Institute

Beth Caron, State Systems Specialist  
Office of Head Start

May 16, 2023  
Chapel Hill, NC

# Welcome from Khari Garvin, Director of Head Start



# The Role of Head Start

- ❑ Fundamentally created as an equity program
- ❑ Mixed-delivery of comprehensive services, individualized for each family
- ❑ The Head Start workforce is at the epicenter of connecting families and children to community resources
- ❑ Training and Technical Assistance (TTA) provides the implementation mechanism for OHS policy and program analysis to ensure effective, responsive services





# Head Start Programs

- ❑ Delivered through 1,700 agencies in local communities, Head Start and Early Head Start programs provide services to over a million children every year, in every U.S. state and territory, in farmworker camps, and in over 150 tribal communities.
- ❑ Head Start Enrollment:
  - More than 80% of enrollment is children who are 3 and 4 years old.
  - Infants, toddlers and pregnant women, served through Early Head Start programs, make up just under 20% of Head Start enrollment
- ❑ Early Head Start programs are available to the family until the child turns 3 years old and is ready to transition into Head Start or another pre-K program.

# Head Start's Comprehensive Services

Comprehensive services have been a cornerstone of Head Start from its very beginning in the summer of 1965. These include educational services, dental and health screening, family support services, and healthy meals provided for all children, including those with disabilities.

(Comprehensive Services video link:

<https://eclkc.ohs.acf.hhs.gov/video/comprehensive-services-foundation-head-start>)



# Inclusion in Head Start

The Office of Head Start is committed to:

- ❑ Promoting equity in the systems and services that support young children with disabilities and their families; and
- ❑ Upholding the principles of equality of access and inclusion central to the [IDEA](#).

HHS and ED are updating the 2015 joint ED and HHS policy statement on inclusion, focusing on:

- ❑ Setting an expectation for high-quality inclusion in ECE programs;
- ❑ Increasing public understanding of the science that supports meaningful inclusion;
- ❑ Highlighting the legal foundations for inclusion;
- ❑ Providing recommendations to States, LEAs, schools, and ECE programs for increasing inclusive early learning opportunities for all children; and
- ❑ Identifying free resources for states, programs, early childhood personnel, and families to support high-quality individualized programming and inclusion in ECE programs

# Services for Children with Disabilities in Head Start and Early Head Start

- ❑ Head Start programs must ensure at least 10 percent of its total funded enrollment is filled by children eligible for services under IDEA
- ❑ All Head Start programs must ensure enrolled children with disabilities and their families receive all applicable program services delivered in the least restrictive possible environment and that they fully participate in all program activities
- ❑ Currently in 2022, **13.3 percent** of children in Head Start have an IEP (71,905 children) and **12.9 percent** of children in Early Head Start have an IFSP (26,932 children)

# How Head Start Meets the Individual Needs of Children Eligible Under IDEA:

Head Start programs work closely with the local agency responsible for implementing IDEA, the family, and other service partners, as appropriate, to ensure:

- ☐ Services will be planned and delivered as required by the child's IFSP or IEP, as appropriate;
- ☐ Children are working towards their IFSP or IEP goals;
- ☐ Elements of the IFSP or IEP that the program cannot implement are implemented by other appropriate agencies, related service providers and specialists;
- ☐ IFSPs and IEPs are being reviewed and revised, as required by IDEA; and,
- ☐ Services are provided in a child's regular Early Head Start or Head Start classroom or family child care home to the greatest extent possible.

# Collaboration in the Development of IEPs and IFSPs

Head Start programs must participate in the development of the IFSP/IEP if requested by the child's parents, and in the implementation of the IFSP/IEP. At a minimum, the program must offer:

- ☐ To provide relevant information from its screenings, assessments, and observations to the team developing a child's IFSP/IEP; and,
- ☐ To participate in meetings with the local agency responsible for implementing IDEA to develop or review an IEP/IFSP for a child being considered for Head Start enrollment, a currently enrolled child, or a child transitioning from a Head Start program.



# Collaborative Efforts between OSEP and OHS

## ❑ Guidance on Creating MOUs to Support Inclusive Early Childhood Systems

- OSEP and OHS developed this guidance, along with resources and considerations to help programs develop state and local MOUs

## ❑ 619 and Head Start Collaboration Office Directors Workgroup

- Quarterly Meetings with IDEA 619 Coordinators and state Head Start Collaboration Office (HSCO) Directors to support inclusive opportunities and make better connections between LEAs and

<https://sites.ed.gov/idea/idea-files/guidance-on-creating-an-effective-memorandum-of-understanding-to-support-high-quality-inclusive-early-childhood-systems-oct-5-2022/>



# OHS Training & Technical Assistance Centers

Leading the delivery of T/TA at the national level are four centers:

1. [The National Center on Program Management and Fiscal Operations](#)
2. [The National Center on Early Childhood Development, Teaching and Learning](#)
3. [The National Center on Parent, Family, and Community Engagement](#)
4. [The National Center on Health, Behavioral Health, and Safety](#)

The National Centers function as a team that provides Head Start grantees with consistent information from OHS across all service areas. Each Center has an area of focus and is staffed by experts who have extensive experience with Head Start programs and with the development of effective interventions that make a difference in the lives of young children and their families.



# Head Start Inclusion Resources

<https://eclkc.ohs.acf.hhs.gov/children-disabilities>

 U.S. Department of Health & Human Services >  Administration for Children & Families

Contact Us 1-866-763-6481

[Español](#)



[About](#)

[Topics](#)

[Policy & Regulations](#)

[View the Latest Coronavirus Disease 2019 \(COVID-19\) Updates from the Office of Head Start »](#)

Children with Disabilities

Search this Website

Search



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



OFFICE OF HEAD START

# Head Start Inclusion Resources

## Highly Individualized Teaching and Learning: An Overview



Download the video [MP4, 68MB]

Download the transcript [PDF, 0.0KB]

Explore this in-service suite for individualized teaching practices. Learn how to enrich activities for children with specific learning needs.

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/highly-individualized-teaching-learning>

## 15-minute In-service Suites



## 15-minute In-service Suites

These 15-minute in-service suites are a professional development resource for staff in busy, active early childhood centers and programs. They are organized around one topic or big idea and address effective teaching and assessment practices.



Engaging Interactions and Environments

[View Resource](#) ▶



Highly Individualized Teaching and Learning

[View Resource](#) ▶

<https://eclkc.ohs.acf.hhs.gov/professional-development/article/15-minute-service-suites>



# Inclusion Resources (Continued)

## Services for Infants with Significant Disabilities in Early Head Start Programs

[About](#)[Topics](#)[Policy & Regulations](#)

### Services for Infants with Significant Disabilities in Early Head Start Programs

The Office of Special Education Programs (OSEP) and the Office of Head Start (OHS) have jointly developed this resource to support programs as they promote the inclusion of infants with significant disabilities and their families.

A significant disability in infancy refers to a specific developmental or medical condition experienced by an infant, birth to 12 months. Examples include chronic illness, physical injury, or congenital anomaly (a structural or functional difference from typical development that is present from birth).

Significant disabilities in infancy can lead to developmental delays that increase over time and may interfere with the infant's acquisition of knowledge and skills needed for independence.

Infants with significant disabilities may require intensive individualized supports to fully participate in daily experiences at home, in their communities, or in an early care and education program. Early Head Start (EHS) programs offer this support, in careful and collaborative planning with families.



<https://eclkc.ohs.acf.hhs.gov/publication/services-infants-significant-disabilities-early-head-start-programs>

## IDEA 101: Partnering with Service Providers to Support Effective Inclusion



National Center on  
Early Childhood Development, Teaching, and Learning

August 23, 2022

### IDEA 101: Partnering with Specialized Service Providers to Support Effective Inclusion

Host

Jennifer Fung, NCECDTL



<https://eclkc.ohs.acf.hhs.gov/video/idea-101-partnering-service-providers-support-effective-inclusion>



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



OFFICE OF HEADSTART

# Networking in MyPeers

The screenshot displays the MyPeers web application interface. At the top, there is a dark navigation bar with the MyPeers logo, a search bar (Shift + S), and buttons for History, Pinned, and Compose. On the right of the top bar, there are links for Chats, Help, and a user profile for Dayana (Set Status).

On the left side, a vertical sidebar lists navigation options: My Dashboard, Code of Conduct, News Feed (209), Messages, People, Communities (highlighted in blue), Workgroups, Files, Wikis, Questions, Recognition, Downloads, and More.

The main content area is titled "Communities" and includes a search bar and filters for "All Categories" and "My Communities (11)". It displays a grid of community cards, each with a circular icon, a title, and activity information:

- Head Start Disabilities-Inclu...**: Last Activity: Apr 17, 2023; Creation Date: Jun 13, 2016. Icon shows diverse people holding hands.
- MyPeers Central**: Last Activity: Mon Sep 14, 2020; Creation Date: Mon May 23, 2016. Icon is a yellow circle with the text "My peers and colleagues inspire me. Robin Chase".
- Directors Corner**: Last Activity: Mon Sep 14, 2020; Creation Date: Fri Apr 14, 2017. Icon is a yellow arrow pointing right with the text "DIRECTORS CORNER".
- Practice-Based Coaching Co...**: Last Activity: Mon Sep 14, 2020; Creation Date: Fri Mar 31, 2017. Icon is a circular diagram with "Effective Teaching Practices" in the center and "Collaborative Coaching Partnerships", "Shared Goals and Action Planning", "Focused Observations", and "Reflection and Feedback" around it.
- Mis Colegas (MyPeers en esp...**: Last Activity: Mon Sep 14, 2020; Creation Date: Fri Aug 10, 2018. Icon says "¡Hablemos Español!".
- Education Leaders Community**: Icon is a green circle with a lightbulb.
- HOME VISITING COMMUNITY**: Icon is a green house with a heart and a person inside.



*Head Start plays a critical role in ensuring eligible children receive the early intervention, early childhood special education services and family supports they need to change their trajectory and succeed in later schooling and in life.*



# Preschool Development Grants B-5

## Efforts to Support the Inclusion of Infants, Toddlers and Young Children with Disabilities

Judy Rios Willgren, M.Ed.



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**  
Early Childhood Development



# Preschool Development Grants





# Program Approach

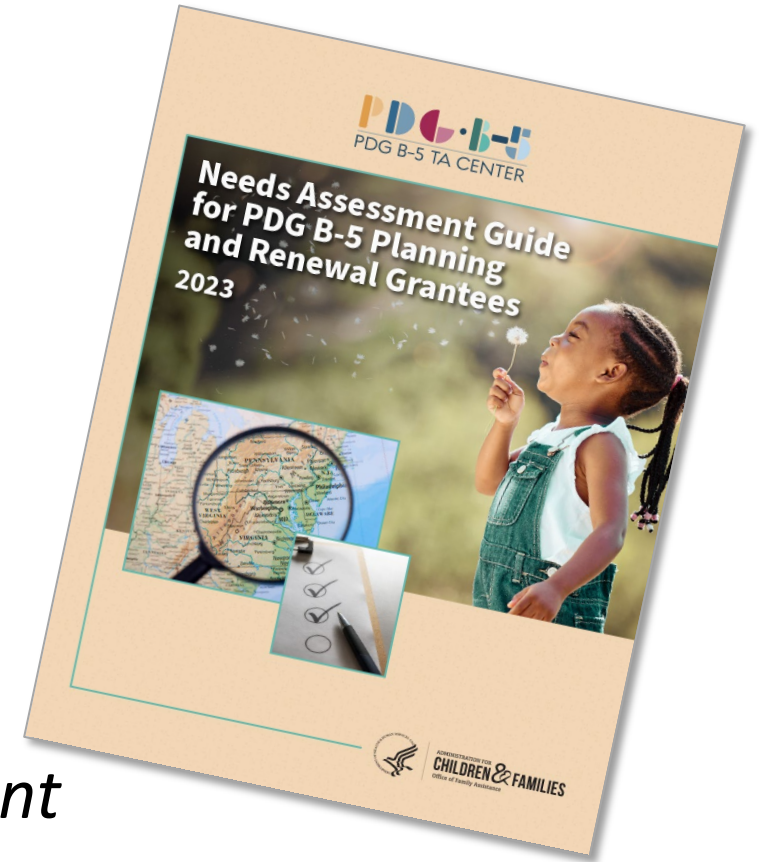
- Promote an integrated B-5 ECCE system
- Support the early childhood workforce
- Expand meaningful community and family engagement and leadership
- **Ensure the inclusion of children with, or at risk of, disabilities**
- **Address suspension, expulsions, exclusion**



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**  
Early Childhood Development

# PDG B5 Major Activities

- **Activity One:** Update Comprehensive Statewide, B-5 Needs Assessment
- **Activity Two:** Update Statewide B-5 Strategic Plan
- **Activity Four:** *Support the B-5 Workforce and Disseminate Best Practices*
- **Activity Five:** *Support Program Quality Improvement*
- **Activity Six:** *Subgrants to Enhance Quality and Expand Access to Existing and New Programs*
- **Bonus 3:** Increasing Access to Inclusive Settings



# Grantee Highlights – Efforts to Support Children with Disabilities

Activity 5 – Support Program Quality Improvement

Activity 6 – Subgranting Options: A, B, and/or C

Bonus 3: Increasing Access to Inclusive Settings





# Activity 5: Support Program Quality Improvement

- Develop the Itinerant Early Childhood Special Education Model includes PD on the inclusion of children with disabilities in classroom-based activities (RI)
- Expand data collection on the access and availability of high-quality services for infants and toddlers with disabilities in underserved communities (NH)
- Higher incentive payments for serving infants, toddlers and children with disabilities in underserved communities (CT)



# Activity 6: Subgranting Options: A, B, and/or C

- Early Intervention System Autism Initiative/Hands and Voices Project (AL)
- Start up and expansion efforts to serve up to 1000 infants and toddlers with disabilities (10%) in CC (AZ)
- Expand slots for I/T with disabilities (DE)
- Add Inclusion Specialist to provide inclusive CC support, expand grants to provide resources to serve children with challenging behaviors and disabilities (ND)
- Full service community schools (NH)
- Incentivize Innovative Preschool Special Education Partnerships; Implementation of IECMHC; improve efforts between HS and LEAs on improving services for child with special needs (NM)
- Develop new ECCE programs for underserved populations and make facility accommodations (OH)
- Supplement funding for the state's Part C program with PDG B5 funds and increase number of infants and toddlers served (TX)
- Monitor the accessibility of children with disabilities in high quality programs, development of the Inclusive Classroom Profile and Inclusive Placement Opportunities (VA)
- Provide financial supports and subgrants to expand programs to serve vulnerable populations (VT)

## Bonus 3: Increasing Access to Inclusive Settings

- Expand access to AK IN! enhanced referral for subsidy supports for serving children with disabilities (AK)
- Hire State level Inclusion Specialist, hold special education Inclusion Summit (AZ)
- Hire five new Inclusion coaches for CC and one new inclusion coach for FCC (DE)
- Revise inclusion trainings, new supports for behavior and trauma informed care (IN)
- Assessment based coaching and mentoring to sites serving children with disabilities (KY)
- Expand screening and referral (MA)
- Inclusion Practices Tool Kit (ME)
- Increase access to Inclusive Settings Pilot (MT)
- Increase 35 high quality NRPK seats for children and families beyond 200% eligibility for children with disabilities (NV)
- New Inclusion Credential (OH)
- Exceptional Needs Reimbursement Grant (OK)

# Questions and Answers



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