

Section I:

Section 619 Coordinator's Profile Updates

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Note: This document is excerpted from a larger publication. The complete Section 619 Profile, 18th Edition is available online at: http://www.nectac.org/~pdfs/pubs/sec619_2011.pdf

Administration

1. SEAs administer preschool special education through the following administrative agency or unit:

Administrative Unit	n	States
State Education Agency (SEA) Special Education Unit	26	AR, CA, CO, CT, FL, GA, HI, IN, KS, MO, MS, MT, ND, NE, NH, NJ, NY, OK, RI, SC, SD, TX, UT, VA, VT, WA
Early Childhood Unit (not within Special Education)	8	DE, IA, IL, LA, MI, MN, OH, PA
Shared responsibility: Special Education and Early Childhood	5	KY, MA, NC, OR, TN
SEA Office of Special Education and Diversity	1	NV
Shared responsibility: Division of Developmental Disabilities of the Department of Health, under direct supervision of Department of Education	1	WY
SEA / Special Education / EI and/or ECSE unit	1	MD

Comments added by states:

PA — Bureau within the Office of Child Development and Early Learning

RI — and SEA Office of Instruction, Assessment & Curriculum

2. SEAs' preschool policies and procedures differ from those for school-age children in the following areas:

Areas of Difference	n	States
Curriculum Standards	38	AR, CA, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MD, MI, MN, MO, MS, NC, NE, NJ, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WY
Program Standards	34	AR, CA, CO, DE, GA, HI, IA, IL, IN, KY, LA, MA, MI, MN, MO, MS, NC, ND, NE, NJ, NY, OH, OK, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WY
Personnel Standards	33	CA, CO, DE, FL, GA, IA, IL, IN, KS, KY, MA, MD, MI, MO, MS, NC, ND, NE, NV, NY, OH, OK, OR, RI, SC, SD, TN, TX, UT, VA, VT, WA, WY
Guidelines	29	AR, CA, CO, DE, GA, HI, IA, KS, KY, LA, MA, MI, MN, MO, MS, NE, NV, NY, OH, OK, OR, PA, RI, SC, SD, TX, UT, VA, VT
Assessment/Evaluation Policies	28	AR, CA, CO, DE, FL, GA, IA, IL, IN, KY, LA, MI, MO, MS, NE, NJ, NV, NY, OH, OK, PA, RI, SC, SD, TX, UT, VT, WY
Inclusion Policy/Guidelines	16	CA, IA, IL, IN, KY, LA, MD, MI, ND, NJ, NY, OH, PA, SC, TX, VA
Monitoring Strategies/Forms	13	CA, CT, IA, IN, KY, LA, MI, MS, NY, PA, RI, SD, TN
Program Approval Process	12	CA, IA, KY, LA, MI, MO, NY, OH, PA, RI, TN, VT
Transportation Policies	10	CA, CO, DE, FL, KY, MI, MN, NE, NY, TN
IEP Forms	6	IA, MA, ND, NY, OR, PA

3. SEAs involve the following other state-wide representatives/agencies in SPP/APR targets setting and/or improvement:

Agencies involved in SPP/APR goals, objectives, targets for improvement.	n	States
Part B Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers.		
Head Start	33	AR, CA, CO, CT, DE, FL, GA, HI, IA, IL, KS, KY, LA, MA, MD, MI, MN, MS, NE, NH, NJ, NV, OH, OK, OR, PA, SC, SD, TN, TX, VA, VT, WY
State Pre-K	30	AR, CA, CO, CT, DE, FL, GA, IA, IL, IN, KS, KY, LA, MA, MD, MI, MN, NC, NE, NJ, NV, OH, OK, OR, PA, SC, TN, TX, VA, VT
Part C Lead Agency	29	AR, CA, CT, DE, GA, HI, IL, KS, LA, MD, MI, MN, MO, NC, ND, NE, NH, NJ, OH, OK, OR, PA, SC, SD, TN, TX, VA, VT, WY
Early Education	26	AR, CA, CO, CT, DE, GA, IA, IL, KS, LA, MA, MD, MI, MN, MS, NC, NE, NH, OK, OR, PA, SC, TN, TX, VA, VT
Child Care	23	AR, CA, CO, CT, DE, GA, IL, LA, MD, MI, MN, MS, NE, NH, NJ, OK, OR, PA, SC, TN, TX, VA, VT
Other Early Childhood Projects	24	AR, CA, DE, FL, HI, IA, IL, IN, KS, LA, MA, MD, MS, NE, NH, NY, OH, OK, PA, SC, TN, TX, VA, VT
Part B Indicator 7: Percent of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills; B. Early language/communication, early literacy); and C. Use of appropriate behaviors to meet their needs.		
Part C Lead Agency	32	AR, CA, CO, CT, DE, FL, GA, HI, IL, IN, KS, KY, LA, MA, MD, MI, MN, MO, ND, NE, NJ, NV, OK, OR, PA, SC, SD, TN, TX, VA, VT, WY
Head Start	31	AR, CA, CO, CT, DE, GA, HI, IA, IL, IN, KS, KY, LA, MA, MD, MI, MN, MS, NE, NV, OH, OK, OR, PA, SC, SD, TN, TX, VA, VT, WY
State Pre-K	29	AR, CA, CO, CT, DE, FL, GA, IA, IL, IN, KS, KY, LA, MA, MD, MI, MN, NE, NJ, NV, OH, OK, OR, PA, SC, TN, TX, VA, VT
Early Education	22	AR, CA, CO, CT, GA, IA, KS, LA, MA, MD, MI, MN, MS, NE, OK, PA, SC, SD, TN, TX, VA
Child Care	18	AR, CA, CO, CT, GA, KY, LA, MI, MN, MS, NE, OK, PA, SC, TN, TX, VA, VT
Other Early Childhood Projects	24	AR, CA, FL, HI, IA, IL, IN, KS, LA, MA, MI, MS, NE, NH, NY, OH, OK, PA, SC, SD, TN, TX, VA, VT
Part B Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.		
Part C Lead Agency	41	AR, CA, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, KY, LA, MA, MD, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, VT, WA, WY
Head Start	18	CA, HI, IL, KY, LA, MN, MS, NE, NH, NJ, OH, SC, SD, TN, TX, VA, VT, WY
State Pre-K	14	CA, FL, IL, IN, KY, LA, MA, MN, NE, NJ, OH, TN, TX, VT
Child Care	10	CA, LA, MI, MN, MS, NE, NH, TN, TX, VA
Early Education	12	CA, IA, LA, MA, MI, MN, MS, NE, NH, TN, TX, VA
Other Early Childhood Projects	14	CA, FL, HI, IN, KS, LA, MI, MS, NH, NY, OH, TN, TX, VA

Funding

4. SEAs distribute Section 619 flow through funds to the following eligible agencies for preschool services:

Agency/Entity	n	States
Local Education Agencies (LEAs) only	34	CA, CO, CT, DE, FL, GA, HI, IL, IN, KS, KY, LA, MA, MD, MN, MS, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, PA, RI, SC, SD, TN, UT, VA, WA
State School(s) for the Deaf and Blind	23	CA, CO, FL, GA, HI, IL, IN, LA, MD, MI, MN, MS, MT, ND, NJ, NY, OH, RI, TN, TX, UT, VA, WA
Charter school(s) that function as an LEA	14	CA, CO, DE, GA, IN, LA, MA, MN, NJ, NY, OH, SC, TX, UT
LEAs and Education Service Agencies (ESAs)	9	AR, CO, IL, NY, SD, TX, VA, WA, WY
Other agencies which function as LEAs or ESAs	4	MS, OH, SD, VA
State supported agencies	4	NY, OR, SC, VA
ESAs only	2	IA, MI
SEA and LEA are the same	1	HI

Comments added by states:

NY — Definition of ESA as I applied in my response means State approved preschool provider agencies.

SC — Department of Disabilities and Special Needs

5. Unique features of states' preschool special education funding procedures are:

Unique Funding Feature	n	States
Child count	29	AR, CA, CO, GA, HI, IA, IL, IN, KY, LA, MA, MD, MI, MN, MS, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, WY
Weighted formula	19	DE, FL, GA, HI, IA, IL, IN, KY, MA, MI, MN, MS, NC, ND, PA, SC, TN, VA, WA
Contact time	4	CO, MI, MN, TX
Cost reimbursement	3	IN, MN, NY
Block grants	1	MT
Other	3	NJ, OH, SD

Comments added by states:

OH — The majority of funding for preschool special education are state-funded units which are staffing units based upon the number of children served, staff qualifications and staff FTE.

SC — Allocations calculated by means of a three-tiered formula: 1. A base equal to the district's allocation for FY 2000; 2. Number of children age three through five in the district's public and private schools; 3. Of that group the number living in poverty.

6. SEAs use the following funding sources to support the provision of special education and related services for preschool children with disabilities:

Funding source	Number of States Ranking			N States Ranking as Contributing	Don't Use/Don't Know
	1st	2nd	3rd		
Section 619 Funds	9	6	14	7	0
State funds: preschool special education	8	2	1	4	16
Local/county funds	6	6	1	12	6
State special education	4	3		5	11
Section 611 (VI - B) funds	2	6	4	10	6
State general education	2	3	1	5	11
Developmental Disabilities		1		2	19
Medicaid			1	17	11
Head Start			1	13	10
State early childhood				7	15
Title I				6	15
Title I Disadvantaged				3	17
Private insurance				3	18
Child Care Development Block Grant				2	16
Part C funds				1	16

Comments added by states:

CT — CT does not separate between General and Special Education funding.

PA — The state funds are called Early Intervention funds not Preschool Special Education for the Ranked 1st column.

7. SEAs support preschool programs and activities with Section 611 funds in the following ways:

Funds Used For	n	States
State-level administration of Section 619 (for monitoring, enforcement, and complaint investigation, to establish and implement the mediation process, including providing or the cost of mediators and support)	34	AR, CA, CO, CT, DE, FL, GA, HI, IL, IN, KS, MA, MD, MN, MS, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, SC, SD, TX, UT, VA, WA, WY
Accountability and outcomes activities (Including Annual Performance Report and State Performance)	34	AR, CO, CT, DE, FL, GA, HI, IA, IL, IN, KS, MA, MD, MN, MS, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, SC, SD, TX, UT, VA, WA, WY
To address TA needs related to APR determination	23	AR, CO, GA, HI, IL, IN, MD, MS, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, SC, TX, UT, VA, WY
Direct services to preschoolers with disabilities	21	AR, DE, GA, HI, IA, IL, KY, MA, MD, MS, MT, NE, NH, NJ, NY, OR, PA, SD, TX, VA, WA
Statewide preschool coordinated services systems	6	FL, KS, NE, NY, PA, WY
LEAs are directed to use a portion of 611 funds for preschool	3	AR, NC, VA

Comments added by states:

MA — Direct services to preschoolers with disabilities — this is a LEA decision.

MS — School Districts may use Section 611 funds for preschool programs at their discretion.

8. SEAs use Section 619 funds to administer Part C:

Use Funds	n	States
Yes	4	MD, MI, MN, TX
No	31	CA, CO, DE, FL, GA, HI, IA, IL, IN, KY, LA, MA, MS, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, RI, SC, UT, VA, WA, WY

9. SEAs use the following percentage of FY 2010 maximum set-aside amount (20% is the maximum) of Section 619 funds for administration:

Percentage Used	n	States
0% to 4%	16	CA, CO, CT, FL, GA, IN, MS, MT, NC, ND, NJ, OH, OR, SC, UT, WA
5% to 9%	14	AR, DE, IA, IL, KS, KY, LA, MA, MD, MI, NE, OK, PA, RI
10% to 14%	3	HI, VA, WY
15% to 20%	6	MN, NH, NV, NY, SD, TX

10. SEAs use the following percentages of FY 2010 maximum set-aside amount of Section 619 funds for other state level activities:

Percentage	n	States
0% to 19%	28	AR, CA, CO, CT, FL, GA, HI, IA, IN, KY, LA, MD, MI, MN, MS, MT, ND, NJ, OH, OK, OR, PA, RI, SC, TX, UT, WA, WY
20% to 39%	4	IL, KS, MA, NE
40% to 59%	0	
60% to 79%	2	NC, VA
80% to 100%	5	DE, NH, NV, NY, SD

11. SEAs support the following activities with Section 619 set-aside funds:

Activities	n	States
Activities at state and local levels to meet the state-established performance goals/targets (APR/SPP)	35	CA, CO, CT, DE, FL, HI, IA, IL, IN, KS, KY, LA, MA, MD, MI, MN, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, RI, SD, TN, TX, UT, VA, WA, WY
Data collection for APRs	28	CA, CO, DE, FL, HI, IL, IN, KY, MA, MD, MI, MN, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, RI, SD, TX, UT, VA
Monitoring activities including Part B Annual Performance Report (APR)	27	AR, CA, DE, HI, IA, IL, IN, LA, MA, MD, MI, MN, NC, NH, NJ, NV, OH, OK, OR, PA, RI, SD, TN, TX, UT, VA, WA
Outcomes and accountability activities including development of early childhood standards and measurement of change	27	CA, CO, DE, HI, IA, IL, IN, KY, MD, MI, MN, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, RI, SD, TN, UT, VA
Professional development	26	CA, CT, DE, IA, IL, KY, LA, MA, MD, MI, MN, NC, NE, NH, NV, NY, OH, OK, OR, RI, SD, TN, TX, UT, VA, WA
Activities related to a statewide coordinated service system for all young children	17	CA, CO, FL, HI, IA, IL, KS, MA, MD, MI, MN, NE, NJ, OH, OR, VA, WA
Direct services	8	AR, HI, NJ, OH, OR, PA, TX, VA
Support services	5	MN, OH, OR, PA, VA
Service coordination and case management	4	HI, MN, OR, PA
Early intervention services (only if state adopts the Part C three through five option)	1	MD

Comments added by states:

MS — No activities selected as Mississippi does not set-aside any 619 funds for the SEA. All funds flow through to LEAs.

SC — SEA flows through 100 percent of the 619 funds to LEAs, other state agencies for the provision of direct services to children.

12. SEAs use the following poverty criteria for the determination of the Section 619 flow-through formula:

Criteria	n	States
Number of students participating in the National School Lunch Act Program	29	AR, CO, FL, GA, IA, IN, KS, KY, MA, MD, MI, MN, MS, ND, NE, NH, NJ, NV, NY, OK, PA, RI, SC, TN, TX, UT, VA, WA, WY
State data on children receiving Temporary Assistance to Needy Families (TANF)	2	CA, IL
Title I	3	CT, HI, OH
Poverty rate from U.S. Census Bureau	5	DE, MT, NC, OR, SD

Comments added by states:

SC — This is used for one of the three prongs for the 619 funding, all of the funds are flowed-through.

13. The following SEAs have established or are in the process of establishing a per-child cost for early childhood special education (ECSE) services:

Per-Child Cost	n	States
Have established	5	IA, KY, OR, PA, UT
In process	1	MD
Not at this time	33	AR, CA, CO, CT, DE, FL, GA, HI, IL, IN, KS, LA, MA, MI, MN, MS, MT, NC, ND, NE, NJ, NV, NY, OH, OK, RI, SC, SD, TN, TX, VA, WA, WY

Comments added by states:

OH — Finance study of early childhood has been done.

Interagency Coordination

14. In the following states the age focus of the Part C State Interagency Coordinating Council (SICC) is:

Age Focus of SICC	n	States
Birth through 2	28	AR, CA, CO, CT, DE, FL, GA, IA, IN, KY, LA, MA, MS, MT, ND, NH, NJ, NV, NY, OH, OK, RI, SC, SD, TX, UT, VA, WA
Birth through 5	10	IL, KS, MD, MI, MN, NC, NE, OR, PA, WY
Birth to 12	0	
Birth through 20	0	
Birth through 21	0	

15. SEA representatives on state Part C SICCs include the following positions:

Position	n	States
Early Childhood Special Education Coordinator	26	AR, CA, CO, CT, GA, IA, IN, LA, MA, MD, MI, MS, MT, NC, NE, NH, NJ, NV, OR, RI, SC, TX, UT, VA, WA, WY
Special Education Director, Assistant/Associate Special Education Director	12	DE, FL, GA, IA, KS, MA, MS, NC, ND, OR, SC, SD
Supervisor of Early Childhood and Family Initiatives	9	IA, MA, MI, MN, NE, PA, SD, VA, WY
Preschool Director/Assistant Director	7	MI, NE, OH, PA, RI, TX, WY
Section/Bureau Chief	6	IA, MD, MI, MS, NY, PA
Assistant Superintendent/Assistant Commissioner	5	KY, MD, MI, OK, TX
Preschool special education teacher	5	NC, NH, PA, TX, WY
Monitoring specialist from State Department of Education	4	CA, MD, MT, WY
Superintendent/Commissioner	3	IL, KS, SC

Comments added by states:

LA — The SEA Homeless Liaison is also on SICC.

MS — Mississippi has the following representatives on our SICC for EI: State Director of Special Education, 619 Coordinator, and a Division Director for Parent Outreach.

OH — Our Assistant Director is also the 619 Coordinator.

VA — State Homeless project director

16. Programs for children with disabilities are involved in the following State Early Childhood Advisory Council (ECAC) activities:

ECAC Activities	n	States
Representation on ECAC		
Section 619 is represented on the State ECAC	13	CT, IA, MA, MD, NE, NH, NV, NY, OK, OR, PA, RI, WY
Part C is represented on the State ECAC	20	CT, DE, IA, KY, LA, MA, MD, MS, NE, NH, NJ, NV, NY, OH, OR, PA, RI, TX, WA, WY
State needs assessment of the quality and availability of EC programs		
State ECAC is addressing/planning/conducting	16	CT, DE, IA, IL, KY, MD, MN, MS, NH, NJ, NV, NY, OH, OR, RI, TX
Children with disabilities are included	15	DE, IL, KY, MD, MN, NH, NV, NY, OH, OK, OR, PA, RI, TX, WY
Section 619 representative participates in planning/conducting	11	DE, IL, MD, MN, NH, NV, NY, OH, OK, RI, WY
Comprehensive EC data system		
State ECAC is addressing/planning/conducting	19	CT, DE, IA, IL, KY, MA, MD, MN, MS, NE, NH, NJ, NV, NY, OH, OR, RI, TX, WA
Children with disabilities are included	15	DE, IL, KY, MA, MD, NE, NH, NV, NY, OH, OR, PA, RI, TX, WY
Section 619 representative participates in planning/conducting	12	DE, IL, MD, NE, NH, NV, NY, OK, RI, SC, UT, WY
Statewide EC professional development system		
State ECAC is addressing/planning/conducting	18	AR, CT, DE, IA, IL, LA, MD, MN, MS, NE, NJ, NV, NY, OH, OR, RI, TX, WA
Children with disabilities are included	16	CA, DE, IA, IL, MD, MN, NE, NH, NV, NY, OH, OR, PA, RI, SC, TX
Section 619 representative participates in planning/conducting	14	CA, CT, DE, IA, IL, MD, NE, NH, NV, NY, OH, OK, RI, SC
Research-based early learning standards		
State ECAC is addressing/planning/conducting	16	AR, CT, DE, IA, IL, MD, MN, NJ, NV, NY, OH, OK, OR, RI, TX, WA
Children with disabilities are included	17	CA, DE, IA, IL, MD, MN, NH, NJ, NV, NY, OH, OR, PA, RI, SC, TX, WY
Section 619 representative participates in planning/conducting	15	CA, DE, IA, IL, MA, MD, NH, NJ, NV, NY, OR, RI, SC, UT, WY

Comments added by states:

- FL — Florida has a State Advisory Council which has representation for programs for prekindergarten through age 22 students with disabilities.
- KS — ECAC in our state has not met and neither Part C nor Part B 619 were identified as representatives on the ECAC.
- MA — Comprehensive data system - MA is in process of building a P-20 data system.
- MS — The SECAC has begun to consider efforts to ensure the smooth transition from Part C to Part B.
- ND — I am not part of a state early childhood advisory council. We do have an Early Childhood Special Education Advisory Committee that I facilitate as the Section 619 Coordinator.
- NH — Our State ECAC is just forming. It is the intention to address all these areas and include preschool special education.
- OH — The Early Childhood Advisory Council has a subcommittee on special needs; 619 Coordinator participates. The preschool state director is part of the longitudinal data system development.
- PA — Our SICC Chair is on the Early Learning Council. Our programs use the Early Learning Standards like all Early Childhood Programs.

17. Local/regional ICCs within states address the following age ranges and are supported by SEAs in the following ways:

Age Focus	n	States
Age focus: Birth through 2	15	CA, CT, GA, IA, KY, LA, MS, ND, NJ, NY, OK, SC, UT, VA, WA
Age focus: Birth through 5	8	AR, MI, MN, NC, NE, OR, PA, WY
Age focus: 3 through 5	2	IN, MA
Age focus: Varies within state	4	CO, IL, KS, MD
Age focus: Not Reported	0	

Types of Support	n	States
Provides TA to ICCs	20	CA, IA, IL, KS, KY, MA, MD, MI, MN, NC, ND, NE, NJ, NY, OK, OR, PA, SC, VA, WY
SPR/APR related work (e.g., shared B & C data systems, stakeholder involvement, transition)	18	CA, IA, IL, IN, KS, MA, MD, MN, NC, NE, NJ, OR, PA, SC, UT, VA, WA, WY
Provides Fiscal/Staff Support	8	AR, IA, MI, MN, NE, OR, VA, WY
Requires Preschool ICCs	1	WY

18. The following SEAs play an active role in developing their state's Temporary Assistance for Needy Families (TANF) block grant plan under the 1996 Welfare Act:

Active Role	n	States
Yes	9	IL, KS, KY, MA, MS, OH, SC, WA, WY
No	24	AR, CA, CO, CT, FL, GA, IN, LA, MD, MI, MN, MT, NC, NE, NH, NJ, NY, OK, OR, PA, RI, SD, UT, VA
Not Known	4	DE, HI, ND, NV

Comments added by states:

OH — Provide feedback to lead agency

19. The following SEAs actively link preschool special education with the State Children's Health Insurance Plan (SCHIP):

Link	n	States
Yes	9	CO, IL, KS, MA, MD, MN, OH, VA, WY
No	21	AR, CA, CT, FL, GA, IN, KY, MI, MS, MT, NC, NE, NJ, NY, OK, OR, PA, RI, SD, UT, WA
Not Known	6	DE, HI, LA, ND, NH, NV

20. SEAs have interagency agreements with the following state agencies, tribal entities and Head Start:

	n	States
Human/Social Services	27	AR, CO, CT, DE, GA, HI, IL, IN, KS, KY, LA, MA, MD, MN, MT, ND, NE, NJ, NV, NY, OH, OK, OR, SC, SD, UT, VA
Department of Health	26	AR, CA, CO, CT, FL, GA, HI, IL, IN, KS, KY, MA, MD, MN, MS, MT, ND, NJ, NY, OK, OR, PA, RI, SC, VA, WY
Head Start (Federal)	25	AR, CA, CO, DE, FL, GA, HI, IL, IN, KS, KY, MA, MD, MI, MN, ND, NJ, NY, OK, OR, PA, SC, VA, WA, WY
Developmental Disabilities	18	AR, CA, CO, DE, GA, IL, IN, KY, MI, MN, MS, MT, ND, NJ, OR, RI, VA, WY
Mental Health	11	CA, DE, GA, HI, IL, MD, MI, MT, NY, OR, SD
Health and Human Services	10	IL, KY, MA, MN, MS, MT, OH, OR, SC, VA
State Operated Programs	8	CO, IN, MT, OR, RI, SC, SD, VA
Tribal Entities	4	CA, MI, OR, WY

Comments added by states:

NV — Working on a statewide template (containing all HS Act requirements) from which LEAs with various funding sources (State Pre-K, ECSE, Title I). Could draft one cooperative agreement that would include all district EC programs.

SC — Head Start: updating is in process.

21. SEAs engage in the following activities with Head Start:

Activity	n	States
LEA/ESAs have local interagency agreements with Head Start	38	AR, CA, CO, CT, DE, FL, GA, HI, IL, IN, KS, KY, LA, MA, MD, MI, MN, MS, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, RI, SC, SD, TX, UT, VA, WA, WY
SEA requires LEA/ESAs to keep data on number of eligible 3 through 5 year olds enrolled in Head Start	16	AR, CO, HI, IL, KY, MD, MI, MS, MT, NC, NJ, NY, OH, OR, SC, TX
Has a Head Start representative on State Part B Advisory Panel or Preschool Advisory Council	13	IL, KS, LA, NC, NE, NV, OH, OR, PA, SC, TX, VA, WY

Comments added by states:

SC — LEAs keep data on number of eligible 3 through 5 year olds in HS with IEPs.

22. SEAs report that their Section 619 Programs are engaged in the following initiatives that support comprehensive services for all young children and their families:

States	Initiatives That Support Comprehensive Services
AR	Arkansas Division of Early Care and Early Childhood Education is supporting the SpecialQuest Initiative. The State Preschool Special Education Coordinator serves on the State team. There are six local teams on which an EC Special Education Local Coordinator serves. We have developed training for the local child care providers in the areas of meeting ADA and coordination with their local Early Childhood Special Education Programs provided by the LEA. This year we are participating in "Expanding Opportunities".
CA	Participate on Head Start Inclusion Workgroup, Interdepartmental collaboration with Department of Developmental services, California Preschool Instructional Network providing professional development in Literacy/Language, Math, Social Emotional content areas. Part C workgroup.
CO	Early Childhood Councils, RtI preK-12, OSEP State Personnel Development Grant for statewide PBS preK-12.
CT	Collaborative training/conferences with state agency partners.
FL	Florida has funded a state technical assistance system (TATS) for preschool programs for children with disabilities through the University of Central Florida; work on an interagency basis with Department of Health (lead agency for Part C) and with the DOE/AWI Offices of Early Learning. On the local level, some school districts are involved with Early Learning Coalitions, Voluntary Prekindergarten program (VPK) for 4 year olds, and with Head Start.
GA	We are active team members on our state Early Childhood Comprehensive System. We also participate on several initiatives of our early childhood agency.
IL	Collaborative statewide training and TA system and statewide preschool inclusion project; Head Start Collaboration grant; collaborative statewide conference.
IN	Indiana has established a state level transition team to address issues related to transition for all young children (birth to third grade) and their families. State level participants include parent representatives and representatives from Head Start, Department of Education, Department of Health, First Steps, Riley Hospital, Indiana Association of Child Care Resource and Referral, and the Transition Coordinator. First Steps (Part C) and the Division of Exceptional Learners provide financial support through the Unified Training System Family Involvement fund for family members of children with disabilities to participate in conferences and training events.
KS	Part C to B Special Education team, School Readiness, state-funded preschools for 4-year-olds at-risk, Head Start, Early Head Start, Parents as Teachers; state/regional Child Care Resource and Referral Agencies; Migrant Family Literacy; support of KECCS plan; development of Kansas Preschool Program; collaboration around development of Early Learning Standards for 0-5 consistent with K-12 standards.
LA	The Louisiana Section 619 Coordinator is part of the Early Childhood section of the Literacy Goal Office and not part of Special Populations. Section 619 personnel serve on all SEA early childhood task forces, committees, etc.
MA	Dept. of Early Education and Care (EEC) oversees most aspects of early childhood, including child care, public school preschool, Parent Child Home Program, Head Start state funds, family support programs, and collaborates with other programs, such as Community Partnerships for Children, Head Start, and early literacy.

States	Initiatives That Support Comprehensive Services
MD	Ongoing participation in the Maryland Model for School Readiness (MMSR), which focuses on the coordination and establishment of a comprehensive system of services for all young children, birth to 9, and their families.
MI	Coordination is done at a local level and may vary in each ISD.
MN	ECSE remains part of the Division of Early Learning Services within the MN Department of Education which facilitates ongoing coordination with all early childhood programs. Cross-sector professional development activities are a major component of those collaborative efforts.
MS	Mississippi was recently selected to participate in the Expanding Opportunities Initiative to promote inclusive opportunities for preschool children. We have formed an interagency team that has begun to develop a public awareness campaign and to provide input on other early childhood initiatives underway in our state (e.g., revision of state preschool early learning standards and development of the state proposal for the Race to the Top Early Learning Challenge Grant).
MT	Our program is engaged in Early Reading First and Early Childhood Partnerships for Professional Development (ECPD) that support comprehensive services for all young children and their families.
NC	Preschool Assessment Center Initiative - professional development model with demonstration sites for developmentally and culturally appropriate entry level eligibility transdisciplinary assessment for young children. Preschool Demonstration Program Initiative- professional development model with demonstration sites for evidence based practices in Tier I and II of the pyramid model. CSEFEL Initiative- professional development model implementing the PK PBS model.
ND	The Section 619 Coordinator is a member of the ND School for the Deaf, ND Vision Services/School for the Blind and Deaf/Blind Services Project advisory boards. These agencies provide services for ages 0-21. In addition, the Section 619 Coordinator and the professional in Title I who holds the early childhood portfolio are working together on several initiatives focusing on at-risk preschool children.
NJ	Ongoing work with the SICC. Head Start Agreement is in the process of revision. The Section 619 Program collaborates with the Maps for Inclusive Child Care Program. The Section 619 program provided training on including children with disabilities in districts with a mandate to provide early childhood education. Additionally, it supported training to districts utilizing the Pyramid model (CSEFEL and TACSEI); participated in implementation of State Performance Plan activities; provided input to state preschool activities specific to inclusion.
NV	The Early Childhood Special Education Consultant (619) participates on the Early Childhood Advisory Council along with the Early Childhood Education Consultant from the Department of Education. Current work of the ECAC includes TACSEI and Expanding Opportunities Initiatives and working on the Race to the Top-Early Learning Challenge Fund Grant.
OK	Provides technical assistance and trainings to LEAs.
OR	We are working with a number of other agencies on developing comprehensive services at the local level for young children and their families. Some of these agencies include Head Start, Healthy Start, Commission on Children and Families, Adult and Family Services, Even Start, and the Health Department.
PA	Part B Preschool program is administered within the Office of Child Development and Early Learning, which has oversight of numerous early care and education programs including Part C Early Intervention, Pre-K programs, Head Start supplemental family integrated child care. This integration of Programs offers incredible opportunities for collaborative initiatives.

States	Initiatives That Support Comprehensive Services
RI	At the local level, several districts use their Section 619 funds to support these activities.
SC	Head Start; technical assistance project for personnel who work with preschool children who have disabilities and who are at risk for or who have problem behaviors in community-based programs; courses in working with young children with challenging behaviors and including children with disabilities in early childhood classes. Annual Research to Practice Institute open to all general ed, Part C, community based programs, and parents - courses include CARAS Kit, Low Cost Low Tech Assistive Technology; Family Involvement, and COSF Case Studies.
SD	Center for Early Literacy learning (CELL), Parent Conference, and Early Childhood Behavior trainings
TX	ECI Quarterly Meetings, Early Childhood Transition Committee (Improvement Planning Group), Preschool LRE Initiative
UT	Section 619 is part of the Early Childhood Council that supports those initiatives in Utah.
VA	The 619 Coordinator works closely with the other state agencies that have early childhood initiatives. The state is working on developing a coordinated professional development system for all providers of services to children birth to five and their families. We are updating and aligning guidelines/standards from the various preschool programs (Head Start, state 0 – 5 milestones and competencies, state curriculum guidelines). A state EC project and regional TA centers are led by the 619 Coordinator. Activities these groups support are assisting local school divisions improve their EC programs through teacher coaching, training, local program evaluation, and keeping up on the most recent research about assessment, curricula, inclusive practices, and evidence-based practices. A state data system that will share information across agencies is being developed with federal grant money. 619 is represented on the advisory group for this project. 619 is also part of an advisory group for the development of a state registry for child care providers and EC teachers. The state is piloting a quality rating system in child care centers and family child care homes. The 619 Coordinator is involved in the development of training for the system and also a member of the state advisory board. The Section 619 Coordinator participates in the Virginia Special Quest Grant and National Professional Development Center on Inclusion Grant as a member of the strategic planning committee.
WA	Even Start Early Literacy and Title I are located within the SEA.
WY	None at this time.

23. Section 619 programs collaborate with their state’s ECCS grant in the following ways:

Collaborative Activities	n	States
Section 619 Coordinator or representative is on ECCS steering committee/leadership team, and/or workgroups/working committees	19	AR, DE, GA, IA, KS, MA, MI, ND, NE, NJ, NV, NY, OK, PA, RI, SC, UT, VA, WY
Collaborative work on Professional Development, TA	11	AR, CA, DE, GA, IA, IL, MN, PA, RI, SC, VA
Receives information/updates about ECCS work	10	AR, DE, FL, GA, IA, NH, OH, PA, RI, SC
Dept. of Ed. Designee represents all of Dept. of Ed.’s EC programs, including Section 619	9	CA, DE, GA, IN, KY, MN, NC, OR, RI
Participate together on ECAC Council	3	CT, NH, RI
ECCS is represented on SICC	0	
Staff person funded by ECCS grant for policy related to children with disabilities	0	

Comments added by states:

MS — Our state did not apply for the second part of this grant and no longer has a functioning group.

24. Section 619 programs collaborate with their state’s CCDF grant in the following ways:

Collaborative Activities	n	States
Jointly sponsor, plan, and participate in Professional Development activities	14	CT, DE, IL, KY, MN, NH, OH, OK, OR, RI, SC, SD, VA, WY
Collaborate to develop and promote Early Learning Standards/ Guidelines	14	FL, IL, IN, KS, KY, LA, MS, NH, NV, OR, RI, SD, UT, VA
Participate in/contribute to development of State Plan	8	LA, MA, NH, NJ, OH, OK, OR, RI
Joint work on program quality guidelines/ standards/ QRIS	8	CA, IL, KY, NH, OR, PA, RI, VA
Fiscal agreements/ subsidies for children with IEPs in Child Care	5	CT, KS, MD, MN, NE
Jointly developed personnel competencies	6	CA, FL, IL, LA, RI, VA

Comments added by states:

NV — Work collaboratively on the ECAC.

OH — Beginning discussions on QRIS.

25. SEAs offer the following considerations for children with IEPs in their CCDF programs:

Consideration	n	States
Enhanced or differential rates paid to providers of children with special needs	22	CT, DE, FL, IA, IL, IN, KS, LA, MA, MD, MN, MS, MT, NJ, NY, OH, OK, OR, SD, UT, VA, WA
Model demonstration, training TA to providers	16	AR, CA, FL, IL, IN, MA, MI, MN, NJ, NY, OH, OR, PA, RI, VA, WA
Priority for children with special needs in child care subsidies	13	CO, FL, IA, IL, IN, KY, MA, MS, NC, NE, NY, OH, OR
Special emphasis on children with disabilities including policy statements or task forces deployed	12	AR, CA, CO, IL, IN, MA, MD, MN, MT, NJ, NY, OR
In-home care an option for health or other special needs	11	IA, IL, KY, MA, MN, MS, NY, OH, OR, PA, SD
Extension of age of eligibility for children with special needs	9	FL, IA, IL, IN, MA, MN, NY, OR, SD
Income requirements adjusted for families with children with documented needs	3	MA, NC, OR
Incentives other than per-child rate	4	DE, MA, MN, PA

Comments added by states:

MS — All child care subsidies allow for in-home care such as Family, Friend, & Neighbor care.

26. SEAs collaborate on Technical Assistance and Professional Development activities with the following early childhood agencies:

State	Child Care Lead Agency	General Early Childhood Agency	Head Start	Health/ Public Health	Part C
AR	Yes	Yes			Yes
CA	Yes	Yes	Yes	Yes	Yes
CO		Yes			Yes
CT	Yes				Yes
DE		Yes	Yes		Yes
FL		Yes	Yes	No	Yes
GA	Yes	Yes	Yes		Yes
IA	Yes		Yes		Yes
IL	Yes	Yes	Yes		Yes
IN	No	No	No	No	No
KS	Yes		Yes		Yes
KY			Yes		Yes
LA		Yes	Yes		
MA	Yes	Yes	Yes	Yes	Yes
MD	Yes	Yes	No	No	Yes
MN	Yes	Yes	Yes	Yes	Yes
MS	No	No	No	Yes	Yes
NC	No	Yes	No	No	Yes
ND			Yes		Yes
NE	Yes		Yes		Yes
NH	Yes		No	No	Yes
NJ		Yes	Yes		Yes
NV	Yes	Yes	Yes	Yes	Yes
NY			Yes		Yes
OH	Yes		Yes		Yes
OK			Yes		Yes
OR	Yes	Yes	Yes	Yes	Yes
PA	Yes	Yes	Yes	Yes	Yes
RI	Yes	Yes	Yes	Yes	Yes
SC	Yes	Yes	Yes	Yes	Yes
SD	Yes	Yes	Yes	Yes	Yes
UT					Yes
VA	Yes	Yes	Yes	Yes	Yes
WA	No	No	No	No	Yes
WY					Yes

Comments added by states:

- AR — The Early Childhood Education subcommittee has developed several interagency collaborative trainings in the area of inclusion. We have also participated in the NECTAC "Expanding Opportunities" initiative.
- IA — Iowa’s Early Childhood Professional Development System unites the early childhood sectors of early learning, special needs/early intervention, family support, and health, mental health and nutrition. ECI is working towards a comprehensive system that integrates professional standards, career pathways, articulation, leadership, evaluation and financing. Information is available at:
<http://www.earlychildhoodiowa.org/professionaldevelopment/index.html>
- MS — The Mississippi SEA has collaborative training with the Part C program located in the Dept. of Health focused on Part C to B transition. The Extension service with funding from the Dept. of Human Services is working to develop a coordinated early learning professional development system; however, the system is not yet comprehensive enough to include linkages with early childhood special education and early intervention specialists.
- MN — Minnesota has established a cross-sector professional development initiative called the Centers of Excellence for young children with disabilities. Leadership councils for cross-sector PD exist at the state and regional levels.
- NC — We are currently an NPDCI state and are initiating a joint MOU around this topic.
- NV — The TACSEI Initiative works with all of the agencies listed.
- PA — We have EITA (Early Intervention Technical Assistance) that provides training to all of the above entities.
- SC — SC’s application to the Expanding Opportunities initiative was accepted and we began working on a plan for collaborative professional development and TA in July of 2011. Prior to this time, there were also collaborative ventures.

Personnel

27. SEAs provided/supported training opportunities at the local level for personnel in LEAs and other community-based settings for the purpose of supporting the continuation and/or expansion of community-based inclusive settings in the following ways:

Means of Providing/Supporting T/TA	n	States
On-site training and TA	24	AR, CA, CO, CT, IA, IL, IN, KY, LA, MN, MS, NC, NE, NH, NV, NY, OK, OR, PA, RI, SD, TX, VA, WA
State or regional EC conferences	23	AR, CA, CT, DE, IA, IL, KS, KY, LA, MI, MN, NE, NJ, NV, OH, OK, PA, RI, SC, SD, TX,
State or regional TA system	21	CA, DE, FL, IA, IL, KS, KY, MI, MN, MS, MT, NE, NH, NV, NY, OH, OR, PA, SD, TX, VA
On-line training and TA	14	CA, CO, IL, IN, MA, MI, NC, NY, PA, RI, SD, TX, VA, WA
Grants/funding to locals	13	CA, CO, IA, LA, MD, MN, MS, NE, OR, PA, RI, TX, VA
SpecialQuest/NPDCI grant activities related to cross sector PD	11	AR, CA, DE, GA, IL, LA, MN, OH, PA, VA, WY
Demonstration sites	6	CA, MN, NC, NV, RI, TX
Communities of Practice	6	CO, MA, MN, MS, NY, VA

Training Opportunities Address	n	States
Positive Behavioral Supports, children with challenging behavior, children with ASD	30	AR, CA, CO, CT, FL, IA, IL, IN, KS, KY, LA, MA, MD, MN, MS, NC, NE, NH, NJ, OH, OK, OR, PA, RI, SC, SD, TX, UT, VA, WY
Inclusion (in general) how to implement	30	AR, CA, CO, CT, DE, FL, GA, IL, IN, KY, LA, MA, MD, MI, MS, MT, NC, NE, NH, NJ, NV, OH, OK, OR, PA, RI, SC, TX, UT, VA
Child Assessment	21	CA, CT, DE, IA, IL, IN, KY, LA, MN, MS, NC, NE, NH, OH, PA, RI, SC, SD, TX, UT, VA
Quality settings/ quality standards/ NAEYC accreditation	10	CT, FL, IA, KY, LA, OH, OR, PA, RI, VA
Pre-K RTI	7	CT, IL, KS, KY, MI, NH, PA

Comments added by states:

MS — Additional training opportunities include Transition from Part C to B.

NV — Information above specifically relates to TACSEI and Expanding Opportunities Initiatives.

SC — The Office of Exceptional Children (SEA) and General Education provide an annual Research to Practice Institute open to all.

PA — EI Leadership meetings conducted.

MN — Training cadres developed specific to TACSEI and cultural/linguistic diversity assessment and intervention.

28. SEAs have the following certification/licensure requirements for preschool special education staff who work with young children with disabilities in the age/grade ranges shown:

State	ECSE Certification	General Early Childhood Certification (includes Special Ed. requirements)	General Early Childhood Certification (no Special Ed. Requirements)	General Early Childhood Certification + Preschool Add-on/Endorsement	Special Ed. + Preschool Special Ed. Add-on/Endorsement	Special Ed. Certification
AR					3 to 8	
CA	Birth to 5					Birth to 5
CO	Birth to 5				Birth to 5	
CT					Birth to 5	
DE	Birth to K		Birth to K			Other
FL			Birth to 4	3 to 8	Birth to 5	3 to 21
GA	Birth to 5				3 to 5	3 to 21
IA	Birth to K	Birth to Grade 3		Birth to K		
IL			Birth to Grade 3	Birth to 6	3 to 6	3 to 21
IN		3 to 5			3 to 5	3 to 5
KS		Birth to Grade 3				
KY		Birth to K				
LA	3 to 5			3 to 5	3 to 5	
MA		3 to 7				3 to 21
MD					3 to 8	
MI		Birth to 21	Birth to K			3 to 21
MN	Birth to 7					Birth to 21
MS					Birth to K	Birth to K
MT						
NC		Birth to 5		Birth to 5		
ND						
NE	Birth to 8	Birth to 8				
NH	Birth to 8		Other			5 to 21
NJ					3 to 5	
NV	Birth to 7		Other		Birth to 7	Birth to 7
NY	Birth to Grade 3	Birth to Grade 3	Birth to Grade 3		Birth to Grade 3	Birth to Grade 3
OH	3 to 8	3 to 5			3 to 5	Other
OK						3 to 21
OR	Birth to 5					Birth to 4
PA	Other	Other	Other	Other	Other	Other
RI	Birth to 6					
SC	Birth to 8		3 to 8			5 to 21
SD	Birth to 8	Other	Birth to 8	Birth to 5	Birth to 5	5 to 21
TX						3 to 21
UT						Birth to 5
VA					Birth to 21	
WA	Birth to Grade 3					3 to 21
WY					Birth to Grade 3	

Comments added by states:

- MN — Some categorical special education licensure areas begin at birth in our state.
- ND — Certification in elementary or kindergarten education with a special education credential (usually Masters Level) in Early Childhood Special Education ages 3-6.
- NE — EC Unified certification B-8
- NH — General EC Certification for Pre-K through Grade 3
- NV — Early Childhood Endorsement is currently Birth through Second Grade.
- OH — Visually Impaired and Hearing Impaired apply 3-21 for special ed. certification.
- OK — Requires additional certification in early childhood.
- PA — All classroom teachers are certified through the Department of Ed. Licensure.
- RI — General EC also required for teachers of inclusionary classrooms.
- SC — ECSE Certification went into regulation in July 2011; currently still using old certification requirements until Praxis cut-off scores are set.

29. SEAs' support for the use of paraprofessionals in early childhood/ECSE includes:

Type of Support	n	States
Define personnel standards for paraprofessionals	29	AR, CA, CO, CT, DE, GA, IA, IL, KS, KY, MA, MD, MI, MN, MT, NC, ND, NE, NY, OH, OK, OR, PA, RI, SC, SD, TX, UT, WA
Provide training to administrators	22	AR, CA, CO, CT, IA, IL, IN, KS, KY, MA, MN, MT, NC, ND, NJ, NV, NY, OR, PA, RI, SC,
Require training for paraprofessionals on these topics:		
Developmentally appropriate practice	8	AR, CA, IA, IN, NC, PA, SC, WA
IDEA	6	AR, CA, IN, PA, SC, WA
Behavioral supports	6	AR, CA, IA, PA, SC, WA
Confidentiality	6	AR, IA, OK, PA, SC, WA
Curriculum modifications	5	AR, IA, IN, PA, WA
Child development	5	AR, IA, NC, PA, WA
Engaging families	5	AR, CA, IA, PA, SC
Adaptive equipment	4	CA, IA, PA, SC
Specific disabilities	1	PA
Provide training programs that enable paraprofessionals to move up a career ladder toward:		
Speech therapy assistant	3	AR, CA, NC
Occupational therapy assistant	2	CA, NC
Physical therapy assistant	2	CA, NC

Comments added by states:

MS — The training of paraprofessionals falls under the authority of the MS State Dept. of Health.

PA — Paraprofessionals must complete 2 years postsecondary or possess associates degree or higher or meet a rigorous standard of quality through local and state assessment.

Transition

30. The following SEAs allow Section 619 funds to provide FAPE to children before their third birthday:

Allow	n	States
Yes	23	CO, CT, DE, FL, GA, IL, IN, KS, LA, MA, MI, MN, ND, NE, NH, NJ, NY, OH, RI, SC, TX, VA, WA
No	15	AR, CA, IA, KY, MD, MS, MT, NC, NV, OK, OR, PA, SD, UT, WY

Comments added by states:

SC — Used for transition activities and the determination of eligibility before age three.

FL — LEAs in Florida may provide FAPE to 2 year olds who will turn 3 during the school year.

31. The following states have a policy that allows for the use of Part C funds to provide FAPE for children past their third birthday:

Allow	n	States
Yes	6	DE, LA, MD, MI, MN, NY
No	30	AR, CA, CO, CT, FL, GA, IA, IL, IN, KY, MA, MS, MT, NC, ND, NH, NJ, NV, OH, OK, OR, PA, RI, SC, SD, TX, UT, VA, WA, WY

Comments added by states:

LA — Only if Part C funds are available.

32. States have developed agreements for transition from preschool to kindergarten/first grade:

Agreement	n	States
Yes	8	AR, CA, IN, KY, PA, RI, SC, WY
No	29	CO, CT, DE, FL, GA, IA, IL, KS, LA, MA, MD, MI, MN, MS, MT, NC, ND, NE, NJ, NV, NY, OH, OK, OR, SD, TX, UT, VA, WA

Comments added by states:

MA — LEAs may have agreements, but it is not state mandated.

OH — ODE funded programs follow Early Learning Program Guidelines, which include PS to K transition planning. Ready Schools Initiative includes transition as well.

33. Status of states' data collection systems between Part C and Part B to aid in transition and to provide data for Part C and Part B Annual Performance Reports is as follows:

Status	n	States
In place, data used in C and B APRs	19	CT, FL, GA, IA, IL, IN, KS, MI, MN, MS, NC, NE, OK, OR, PA, SC, SD, UT, WY
Part C and Part B data systems use the same unique identifier to track individual children.	3	MD, NH, OH
Being developed	10	AR, CA, CO, DE, KY, ND, NY, RI, VA, WA

Comments added by states:

- KS — Part C and Part B are working on the Longitudinal Data system being developed in Kansas.
- MS — Mississippi is working on their Statewide Longitudinal Data System and has thus far linked data across K-12 with Institutions of Higher Learning and Community Colleges as well as with Corrections. We have not yet completed linkages with early childhood programs nor determined how to include data from Part C and Part B, Section 619 as concerns over privacy have not yet been resolved. Part C and Part B are sharing data to promote smooth transitions between these programs.
- NV — Part C and Part B 619 are both involved in the ECAC, which is working on a data system.
- NY — We are working on this system for unique student identifiers from Part C to Part B. Currently in place for Part B.
- OH — Part C and Part B work with third party vendor (for confidentiality) to assign a unique identifier used by Education; a quarterly report is generated to track children transitioning at both the state and local level.
- OR — Our system is a seamless birth to kindergarten age EI/ECSE program.
- SD — Part B and Part C share district information when collecting data for Indicator 11 and 12, which is used to report on the APR and SPP.
- UT — At 27 months a child in Part C is assigned a unique identifier which will be used throughout their school career, however, Part C does not use the same number to track that child through the Part C system.
- WY — Part C and Part B Section 619 are within the Wyoming Department of Health. Both programs use the same statewide data system for data collection.

Accreditation and Monitoring

34. States with requirements, activities or initiatives that support the use of the following quality standards in settings where children with disabilities are served:

State	ECERS	NAEYC	State-developed QRIS Process	Other	Comments
AR	Yes		Yes		
CA					Do not have a state QRIS.
CO			Yes		
CT	No	No	No		
DE	Yes	Yes	Yes		There are components of quality for each Quality Tier that focus on serving children with disabilities.
FL	No	No	No	No	Programs are aware of the standards but 619 funds are not currently used to support this effort.
GA			Yes		
IA	Yes	Yes	Yes	Yes	The ECSE and EC programs providing special education instructional services to children must implement at least one of the three required quality standards: NAEYC Accreditation; Head Start Program Performance Standards; or Iowa Quality Preschool Program Standards. More information at http://educateiowa.gov/index.php?option=com_content&task=view&id=1672&Itemid=2478
IL	Yes		Yes		Preschool Special Education has not been included.
IN	Yes	No	No		
KS	Yes	Yes	No	No	
KY	Yes	Yes	Yes		
LA			Yes		Preschool Special Education is not included in the QRIS.
MA	Yes	Yes	Yes		QRIS applies to public school preschool in MA and preschool special education is embedded in the standards.

State	ECERS	NAEYC	State-developed QRIS Process	Other	Comments
MD			Yes		
MN	No	No	Yes	No	Minnesota is currently piloting a state-developed QRIS system called "Parent Aware".
MS	Yes	No	Yes	Yes	Mississippi has a voluntary QRIS for private childcare, Head Start, and public school programs. The MS Child Care Quality Step System uses the ECERS for its environmental rating measure and the Arnett Caregiver Interaction Scale as its teacher-child relationship measure. Several references are made in the QRIS handbook about addressing the special needs of children such as encouraging a MOU with a LEA to serve children with special needs, recognition of degrees or credentials in ECSE, and inclusion of classroom adaptations for children with special needs and participation on IFSP teams in the self-assessments for directors. Despite several references to MS First Steps Early Intervention Part C services, no mention is made of early childhood special education Part B 619 services.
NC			Yes		
NE	Yes	Yes	No		
NJ	Yes	Yes	Considering		
NY			Considering		NYS ECAC is working on a project to develop a QRIS process known as Quality Stars NY. A sample of preschool special education programs participated in the pilot and SED staff serve in an advisory role on the project.

State	ECERS	NAEYC	State-developed QRIS Process	Other	Comments
OH	Yes		Yes		Currently the QRIS system is built upon program licensing. Both Education and the child care agency license programs based upon who operates the program. As preschool special education is operated by LEAs and licensed by Education, these programs are not part of the QRIS system. Discussions on QRIS are underway.
OK	No	No	No	No	
OR	No	No	Yes	No	Preschool special education is encouraged to place children needing preschool placements in programs completing the quality standards.
PA	No	No	No		
RI	Yes	No	Yes	Yes	Our QRIS includes criteria related to collaborating with LEAs to access developmental screenings.
SC					Other state agencies, LEAs, or local programs use rating systems; not SCDE at this time
SD	No	No	No	No	
TX	Considering	Considering	Considering	No	
VA	Considering	No	Considering	Considering	State QRIS is voluntary and in the pilot stage. It uses the ECERS-R, CLASS, ITERS, Toddler CLASS, FCCERS, and other standards developed by the state. They can be found at: http://www.smartbeginnings.org/Home/StarQualityInitiative/ForEarlyChildhoodProfessionals.aspx
WA	No	No	Yes		Preschool special education is not included in the current QRIS system.

35. SEAs conduct or are planning to conduct preschool monitoring collaboratively with other agency(ies) in the following ways:

States	Collaborative Preschool Monitoring
AR	We have developed a monitoring system for the Developmental Disabilities Services Programs for 3-5 year olds and we do provide the General Supervision of these programs to ensure compliance with Early Childhood Special Education under IDEA.
CA	Plan and participate in Part C Monitoring
CT	Monitoring with Part C on Part B and Section 619 transition requirements - general supervision for FAPE by 3 and SPP/APR indicator #12 and Part B/Section 619 participates in Part C monitoring.
FL	The SEA is continuing to work with Part C to build a process to monitor transition (Part C to Part B) data as well as to monitor child outcomes data.
GA	N/A
KS	The SEA is working collaboratively with the Lead Agency for Part C to assist with resolving issues in order to assist in timely transition from Part C to Part B and the Early Childhood Outcomes.
KY	Preschool programs are included in the collaborative model of monitoring that is in place as part of the Exceptional Children process for local district monitoring. Preschool program specific monitoring under development and piloting.
MA	The Massachusetts Department of Early Education and Care participates in the Massachusetts Department of Elementary and Secondary Education's monitoring efforts.
MD	We have established joint monitoring procedures with Part C around Transition at age 3.
MS	Mississippi is not currently planning to conduct collaborative preschool monitoring activities with other agencies.
NC	Our preschool exceptional children consultants work collaboratively with the exceptional children monitors to conduct on-site TA and monitoring activities. The preschool consultants are housed within the Office of Early Learning while the monitors are housed within the Exceptional Children Division of the Department of Public Instruction.
NE	No, we do not do collaborative preschool monitoring with other agencies.
NJ	The Office of Special Education (Section 619-Preschool Staff) work collaboratively with the Office of Early Childhood as validators in the Self Assessment Validation System developed for districts providing early childhood programs.
NY	Municipalities participate or comment on reviews of preschool special education programs because in NY municipalities pay for part of the cost of preschool special education.
OH	Internal agency collaboration with the Office for Exceptional Children (school-age population) for monitoring and with the Office for Federal Programs coordinating the Comprehensive Continuous Improvement Planning. Joint technical assistance/monitoring of complaints regarding transition with the Ohio Dept. of Health (Part C).
OR	Part C and Section 619 are monitored together.
PA	Not applicable at this time.
SC	Preschool is being monitored as part of the larger system, looking at General Supervision, which includes a self-assessment.
SD	None
UT	Done in collaboration with Part B special education monitoring but not with other agencies.
WA	Preschool monitoring is part of our General Supervision. The same section that monitors school-age programs also monitors preschool.
WY	The Wyoming Developmental Disabilities Division (DDD) performs the monitoring of the Developmental Preschools with collaboration with the Wyoming Department of Education. Full monitoring reports are shared with the Department of Education and the ICC focus group monitoring reports are shared with the State Early Intervention Council (EIC) for them to report back to the governor.

Use of IEPs and IFSPs

36. SEAs have developed, or are developing, preschool-specific policies and strategies to enhance the involvement of parents in their child's IEP (or IFSP if used):

Policy/Strategy	n	States
Have developed	19	AR, CO, CT, GA, IL, KY, LA, MA, MN, MT, ND, NY, OH, OR, PA, RI, SC, UT, VT
Under development	5	CA, IN, MD, TX, WY

Comments added by states:

KY — Completed development of ENGAGEMENT series (family training modules).

MS — Mississippi is currently considering the development of preschool-specific policies and strategies.

SC — As part of the transition process and the parent survey, there are strategies in place. Working on strategies for parents regarding the COSF process.

37. Individualized plan used by states for preschool special education services:

Individualized Plan Use	n	States
Use IEPs for ages 3-21	21	AR, CT, IA, IN, KY, LA, MA, MD, MN, NE, NH, NY, OH, OK, SC, SD, TX, UT, VT, WA, WY
Use IEPs designed specifically for preschool	2	ND, PA
Allow local discretion in using IFSPs	10	CA, CO, FL, GA, IL, KS, MS, NC, RI, VA
Use IFSPs as a result of statewide policy for all preschool services	1	OR

Comments added by states:

IA — Additional forms for preschool special education include: Early Childhood Settings worksheet (618 Table 3/Indicator B6) and Early Childhood Outcomes (ECO) Summary form (Indicator B7).

MS — Local districts may use IFSP or IEP to serve a child aged three to five years; however, only one plan may be in effect at a time.

NY — While the State has one IEP form, there are specific requirements that only apply to preschool students with disabilities.

OR — The IFSP we use meets all Part B and Part C requirements.

VT — Vermont is revising the IEP to be designed more specifically to preschool age. This will be put out as guidance only.

Family-Centered Services

38. SEAs collaborate with the Parent Training and Information Center(s) (PTIs) in their state in the following ways:

Collaborations	n	States
Special projects	33	AR, CA, CO, CT, DE, FL, GA, IL, IN, KS, KY, MA, MI, MN, MS, MT, NC, ND, NE, NH, NV, NY, OH, OK, OR, RI, SC, SD, TX, UT, VA, WA, WY
Provision of technical assistance	32	AR, CO, CT, DE, FL, GA, IL, IN, KS, MA, MI, MN, MS, MT, NC, ND, NH, NJ, NV, NY, OH, OK, OR, PA, RI, SC, SD, TX, UT, VA, WA, WY
Shared resources	28	AR, CA, CO, DE, GA, IL, IN, KS, KY, MD, MI, MN, MS, NC, ND, NE, NH, NJ, NV, OH, OK, OR, PA, RI, SC, SD, UT, VA
Joint conferences	22	AR, CA, CO, CT, DE, GA, IL, IN, KS, KY, MN, MS, ND, NH, NV, OH, OK, OR, RI, SD, UT, VA
Other	12	CO, IL, KS, MI, MS, MT, NV, OH, OK, SC, SD, UT

Comments added by states:

MS — In addition, the Mississippi SDE conducts joint regional trainings with PTIs in the state.

OH — Provide funding for a preschool parent mentor at the PTI to work with other parent mentors around the state. PTI conducts surveys to assist in identifying TA and PD needs.

SC — Our PTI will be conducting our Parent Surveys, and is part of our Expanding Opportunities Initiative leadership team.

UT — PTI is part of our Expanding Opportunities Initiative and special grant on transition.

39. SEAs support the provision of service coordination/case management to Section 619-eligible children, 3 through 5 years of age, in the following ways:

SEA Support	n	States
State regulation or policy regarding service coordination	10	CA, MA, MN, MS, ND, NV, OR, PA, UT, WY
Training/technical assistance regarding service coordination		
For LEAs	19	AR, CA, CO, IN, KS, MA, MI, MN, MS, MT, ND, NV, OH, OR, PA, RI, UT, VA, WY
For family members	5	AR, IN, MN, MS, NV
For community partners	2	MN, NV
Funding for service coordination using the following sources		
Federal Section 619 Funds	5	CA, CO, IN, OR, RI
Federal Part B Funds	4	CA, CO, MN, OR
Medicaid	4	MS, OR, RI, VA
State Special Education Funds	3	CO, OR, PA
Local Funds	3	CO, MS, VA

Comments added by states:

CO — LEAs assign the case coordination and fund it with multiple sources.

Standards and Outcomes Measures

40. The following states have early learning standards/guidelines (ELS/G) that apply:

ELS/G	n	States
State's unified cross-agency ELS/G applies to all children Birth through 5 years (or first grade)	13	DE, FL, GA, IA, KS, KY, LA, MS, NE, NV, OR, PA, WA
State's unified cross-agency ELS/G applies to all children Age 3 through 5 years (or first grade)	17	AR, CT, IL, IN, MA, MD, MI, MN, NC, NJ, NV, NY, OK, RI, SD, TX, UT
State's unified cross-agency ELS/G applies to all children Birth through 2 years	3	AR, MN, NC
State does not have cross-agency ELS/G	4	CO, OH, SC, VA

Comments added by states and URLs to ELS/G:

FL — Birth to 5: <http://www.flbt5.com> and for voluntary prekindergarten for 4 year olds:

<http://www.fldoe.org/earlylearning/perform.asp>

KS — <http://www.ksde.org/Default.aspx?tabid=3321>

LA — <http://www.louisianaschools.net/lde/uploads/17057.pdf> (for 4 year olds only); Birth to three is being rewritten at this time.

MD — <http://www.mdk12.org/instruction/curriculum/index.html>

MA — <http://www.doe.mass.edu/frameworks/current.html>

MN — http://www.education.state.mn.us/MDE/Learning_Support/Early_Learning_Services/Publications/index.html

MS — ELGs for 3s and 4s, by the SEA, <http://www.mde.k12.ms.us/acad/id/curriculum/laer/earlylearning.html> and ELGs for B to 2, created by Head Start Collaboration Office, <http://earlychildhood.msstate.edu/teacher-resources/MS-IT-ELGS.pdf>

NE — <http://www.education.ne.gov/oec/>

NV — Newly revised Pre-K standards/guidelines and new early learning guidelines for 0-3

NJ — <http://www.state.nj.us/education/ece/guide/>

NY — Standards are under revision. Current standards posted at the following URL:

http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf

ND — <http://www.nd.gov/dhs/info/pubs/docs/cfs/nd-early-learning-guidelines-for-ages-3-thru-5.pdf>

OK — <http://www.okdhs.org>

OH — <http://www.education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1389&ContentID=1629&Content=108875>

PA — http://www.pakeys.org/pages/get.aspx?page=Career_Standards

SD — http://doe.sd.gov/oess/documents/HEADSTART_EarlyLearningGuidelines.pdf

UT — Pre-K Guidelines: <http://www.schools.utah.gov/CURR/preschoolkindergarten/default.aspx>

VA — <http://www.earlychildhood.virginia.gov/quality.shtml>

WA — <http://www.del.wa.gov/publications/development/docs/BenchmarksColor.pdf>

41. Status of SEA evaluation of early childhood programs supported with Section 619 funds, outside of APR requirements:

Status	n	States
Have articulated program performance goals and outcomes	6	GA, IA, LA, NC, OH, PA
Efficacy/outcome/longitudinal study for program performance goals is planned/underway	3	OH, PA, RI
Program outcome data is available	10	GA, IA, IL, LA, MD, OH, PA, RI, TX, WY
Efficacy/outcome/longitudinal study for child performance goals is planned/underway	7	CO, GA, IN, KS, MN, PA, RI

Pre-Kindergarten Programs

42. States have the following general education pre-kindergarten program(s):

Program	n	States
State Funded Pre-K for At Risk	28	AR, CO, CT, DE, FL, GA, IA, IL, KS, KY, LA, MA, MD, MI, MN, NC, NE, NJ, NV, NY, OH, OK, OR, PA, RI, SC, TX, VA
Title 1 Pre-K	28	AR, CO, CT, DE, FL, GA, IA, IL, IN, KS, LA, MA, MI, MN, MS, NC, ND, NE, NJ, NV, OH, OR, RI, SC, SD, UT, VA, WY
Locally Funded Pre-K	26	AR, CO, CT, DE, IA, IL, IN, KS, LA, MA, MI, MN, MS, MT, NC, NE, NJ, NY, OH, OR, RI, SD, TX, UT, VA, WY
State Head Start	21	AR, CT, GA, IL, KS, LA, MA, MD, MI, MN, NC, NJ, NV, NY, OK, OR, PA, RI, TX, VA, WA
Pre-K Early Reading	11	CO, GA, IL, IN, KS, MI, MN, MT, NY, UT, WA

Initiatives for Special Populations

43. SEAs indicated success in special initiatives for early childhood special needs/populations and provided brief descriptions of selected initiatives:

Initiative for	n	States
Challenging behavior	18	CO, CT, FL, IA, IL, MD, MN, NC, ND, NE, NJ, NV, OK, OR, PA, RI, SC, UT
Autism	15	CO, CT, IA, IL, KY, MD, MI, NE, NY, OK, OR, RI, SD, UT, WA
Mental health needs	7	CT, IA, MA, MN, OR, SC, SD
Assistive technology	6	FL, NE, NY, PA, SC, WA
Deaf/Blind	5	CO, FL, ND, UT, WA
Deaf	3	OH, PA, WA
Blind	1	WA
Fetal Alcohol Effects/Syndrome	1	KY
Homeless	1	IL
Migrant	1	OH
Traumatic brain injury	0	

Comments added by states:

FL — The initiatives selected are not exclusively preschool. The SEA funds a statewide project (TATS) for preschool children with disabilities that provides training to deal with challenging behaviors.

IA — In 2009, the Iowa Department of Public Health received a federal grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) to help ensure that Iowa's youngest children are thriving in safe, supportive environments and entering school ready to learn and succeed. Project LAUNCH funds are used to provide direct services to families and to build system infrastructure, birth through 8.
<http://www.projectlaunchiowa.org/>

KY — Early Child Autism Initiative, Kentucky Prevention Enhancement Site for Fetal Alcohol Syndrome

MA — The Department of Early Education and Care has an ongoing mental health grant.

MN — MN is a participant in the Technical Assistance Center on Social Emotional Intervention (TACSEI) which is working to build statewide capacity in reducing challenging behaviors and effectively and collaboratively meeting the needs of children with identified mental health concerns.

MS — Mississippi has undertaken special initiatives in Autism and challenging behavior (PBIS); however, these initiatives are neither specific to nor limited to early childhood populations.

NY — Autism technical assistance: <http://www.p12.nysed.gov/specialed/autism/>

OH — Have provided start up funds for preschool at State School for Deaf; developing outreach plan statewide for LEAs serving children who are HI, including TA and PD for parents and staff; require connection to regional infant and toddler hearing centers; provide grant to Head Start Migrant grantee to support delivery of specialized instruction in conjunction with LEA agreements.

PA — Parent satisfaction Surveys-Deaf, <http://www.pattan.net> houses trainings and publications.

UT — We have supported an program called ASSERT for children with Autism. There are state guidelines called LRBI that provides information on PBS for children 3-21. The state is collaborating with one of the universities for a new Deaf/Blind Endorsement.

TX — Initiatives are not exclusively preschool and many times initiatives are developed by regional service centers based on regional needs assessment.

WA — In the state of Washington, the Special Education Technology Center is designed to assist school districts with the special technology needs of special education students. It provides technology resources that are otherwise difficult to find or access. <http://www.cwu.edu/~setc/>

The Autism Outreach Project will develop a statewide system in which the identification, program, development, placement, and staff development activities could be coordinated to ensure that all school districts, parents, agencies, and students are appropriately served throughout the State of Washington.

<http://www.esd189.org/autism/>

Washington Sensory Disabilities Services is a statewide project to provide information, training, technical assistance and resources to families and educators regarding individuals who are deaf, hard of hearing, visually impaired, blind, or have a combined hearing and vision loss. <http://www.wsdsonline.org>

44. States support preschool-aged children with IEPs receiving special education and related services in inclusive, community-based options with typically developing peers in the following ways:

State support for inclusive services	n	States
Provision of training and technical assistance to improve local collaboration	31	AR, CO, CT, DE, FL, GA, IA, IL, IN, KS, KY, LA, MA, MD, MI, MN, MS, MT, NC, NE, NH, NV, NY, OH, OK, OR, PA, RI, SC, TX, UT
Setting targets for LRE and collecting data about settings	26	CO, CT, GA, IL, IN, KY, LA, MA, MD, MI, MN, MT, NC, ND, NE, NH, NJ, NV, NY, OH, OK, OR, PA, UT, WA, WY
Provision of training and technical assistance to implement evidence-based inclusive practices	26	AR, CO, CT, GA, IA, IL, IN, KS, KY, LA, MA, MI, MN, MT, NC, NE, NH, NJ, NV, OH, OK, OR, PA, RI, SC, TX
Development and maintenance of MOUs at the district level (e.g., with Head Start, Child Care)	24	AR, CO, DE, FL, IL, IN, KY, LA, MA, MN, MS, MT, NC, NE, NH, NV, NY, OH, OK, OR, SD, TX, UT, WA
Combining programs by blending and braiding funds at the district level	19	AR, CO, CT, DE, FL, IA, IL, KS, KY, LA, MA, MN, NC, NE, NY, OH, OK, SD, UT
Ongoing quality improvement process for EC programs	18	AR, CO, CT, GA, IA, IL, KY, LA, MA, MS, NC, NE, NJ, OK, OR, PA, RI, TX
Advisory committee assigned with addressing challenges related to inclusion	14	DE, GA, IL, IN, LA, MI, MN, MS, NE, NV, OR, PA, SC, TX
Supportive information for families to assist in LRE decision making during the IEP meeting	13	AR, GA, IL, LA, NH, NJ, NY, OH, OK, PA, RI, TX, WY
Development of Action Plans related to improvement of inclusive placement	12	AR, GA, IN, LA, MI, MN, NC, NH, NV, OR, PA, SC
Guidelines for joint planning across all EC programs rather than separate plans	7	IA, IL, MI, NV, OH, OR, PA
Contracts with individual community providers	7	KY, MS, NY, OR, PA, TX, WY
Funding for quality enhancements to programs	4	LA, MN, MS, PA
Child care quality awards system with incentives for having children with IEPs enrolled	4	IL, OR, PA, RI
Grants for supplemental services for children with disabilities attending community-based program	3	IL, LA, PA
Other	1	OH

Comments added by states:

AR — Our State is now participating in Expanding Opportunities Initiative.

FL — Some LEAs have implemented blended classrooms with school readiness, Head Start, and/or the Voluntary Prekindergarten program for 4 year olds. The SEA funds a project (TATS) that provides technical assistance and training to LEAs to assist with inclusionary practices. Florida has an ongoing work group called "Expanding Opportunities" that has developed products to support inclusionary practices.

MS — Mississippi has undertaken several strategies to promote inclusion of young children with special needs in their communities. Current efforts include the participation with the Expanding Opportunities Initiative and the consideration to revise supports for quality services, such as the ELG and QRIS, to more explicitly support inclusive practices. In addition, the SEA continues to support districts through provision of training and TA in inclusive practices as well promoting the use of MOUs and contracts with community partners to facilitate inclusive services.

OH — Baseline, annual data and models for inclusion discussed annually with field supervisors; Regional TA system funded for LRE study groups with LEAs, child care, Head Start; study groups piloted a tool for Quality Inclusion Reflections using a rubric (in final stages of development); established a teacher leader cohort with general preschool and preschool special education teams (mentoring/coaching model); self assessment tool FAPE in LRE provides framework for local data analysis and planning.

UT — State LRE manual developed with stakeholders (currently being updated):

<http://www.schools.utah.gov/sars/DOCS/resources/lremanual.aspx>