

Consortium Goals for the Future

- ◇ Identify and represent the interests of the IDEA 619 program at the national level through collaboration and coordination with 619 leaders , national and state early childhood partners;
- ◇ Strengthen and foster leadership in early childhood special education at the local, state and national level; and
- ◇ Promote quality services to ensure positive outcomes for children with disabilities, ages 3 through 5.

Consortium Leadership Team

Barb Tkach Chair
619 New Jersey

Verna Thompson, Past Chair
619 Delaware

Phyllis Mondak, Vice Chair
619 Virginia

Sherry Halley, Secretary
619 Nevada

Cindy Brown
619 Maine

Penny Dell
619 Colorado

Shannon Dunstan
619 Idaho

Pam Reising-Rechner
619 Illinois

Krista Scott
619 District of Columbia

Jan Stevenson
619 Georgia



For More Information
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Consortium of State IDEA 619 Coordinators



*Early Childhood
Special Education*

*Serving and supporting
children with disabilities,
ages 3 through 5, and their
families*

Who Are We?

The Consortium of State 619 Coordinators is a national organization comprised of the state department of education policy leaders responsible for the Individuals with Disabilities Education Act (IDEA) Part B program for children, ages three through five, with disabilities.

Where Are We?

There is an IDEA 619 coordinator in each state, outlying territory and federal entity. The IDEA 619 coordinators work for state educational agencies (SEAs).



History of the 619 Consortium

The Consortium of State 619 Coordinators originated as an informal organization comprised of the 619 coordinators across the country with interests and responsibilities related to children, ages 3 through 5 with disabilities who receive special education and related services, and their families.



The Consortium of State 619 Coordinators elects one representative from each of six federally designated regions across the U.S. These representatives comprise the 619 Leadership Team.

Mission

The Mission of the Consortium of State 619 Coordinators is to ensure that eligible children, ages three through five, with disabilities, are provided a high quality educational opportunity with age and grade peers without disabilities and which result in positive outcomes for each individual child.



Positive outcomes for children mean that children, as a result of receiving special education, continue to grow and learn comparable to children without disabili-