

Section 619 Profile, 19th Edition, 2012

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Administration

1. State Educational Agencies (SEAs) administer preschool special education through the following administrative agency or unit:

Administrative Unit	n	States
State Education Agency (SEA) Special Education Unit	20	AL, AR, CA, CO, CT, FL, IA, ID, KS, MT, ND, NJ, OK, OR, RI, SC, SD, VA, VT, WA
Early Childhood Unit (not within Special Education)	7	AZ, DE, IL, LA, MN, OH, PA
SEA Office of Special Education and Diversity Programs	1	NV
Shared responsibility: Special Education and Early Childhood	1	KY
SEA / Special Education / EI and/or ECSE unit	1	MD

Comments added by states:

MN — ECSE is now its own unit within the Early Learning Services division of our SEA.

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

Areas of Difference	n	States
Curriculum Standards	25	AL, AR, CA, CO, CT, DE, FL, IA, IL, KS, KY, LA, MD, MN, NJ, NV, OH, OK, PA, RI, SC, SD, VA, VT, WA
Personnel Standards	23	AZ, CA, CO, DE, FL, IA, ID, IL, KS, KY, MD, MN, ND, NV, OH, OK, OR, RI, SC, SD, VA, VT, WA
Program Standards	22	AL, AR, AZ, CA, CO, DE, IA, IL, KS, KY, LA, MN, ND, NJ, OH, OK, PA, RI, SC, SD, VA, VT
Assessment/Evaluation Policies	21	AL, AR, AZ, CA, CO, DE, FL, IA, ID, IL, KY, LA, NJ, NV, OH, OK, PA, RI, SC, SD, VT
Guidelines	21	AR, AZ, CA, CO, DE, IA, ID, KS, KY, LA, MN, NV, OH, OK, OR, PA, RI, SC, SD, VA, VT
Inclusion Policy/Guidelines	12	CA, IA, IL, KY, LA, MD, ND, NJ, OH, PA, SC, VA
Monitoring Strategies/Forms	8	CA, IA, ID, KY, LA, PA, RI, SD
Program Approval Process	8	CA, IA, KY, LA, OH, PA, RI, VT
Transportation Policies	7	CA, CO, DE, FL, ID, KY, MN
(Individualized Education Program) IEP Forms	6	IA, ID, ND, OR, PA, VT

Comments added by states:

ID — Idaho has a Blended Certificate to teach in our Early Childhood Programs. The Blended Certificate certifies professionals to work with children birth through age 8. It is a blend of Early Childhood Education and Early Childhood Special Education.

IA — Iowa ensures all programs providing special education instructional services for children on IEPs must meet Preschool Program Standards. The SEA monitors the implementation of the Iowa Quality Preschool Program Standards (IQPPS).

VT — For FY 2012 Vermont has implemented a preschool age IEP. School Districts are in the process of transitioning from using the school age IEP form to the new preschool age IEP.

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

Agencies involved in SPP/APR goals, objectives, targets for improvement	n	States
Part B Indicator 6: <i>Percent of preschool children with Individualized Education Programs (IEPs) who received special education and related services in settings with typically developing peers.</i>		
Head Start	25	AR, AZ, CA, CO, CT, DE, FL, IA, ID, IL, KS, KY, LA, MD, MN, NJ, NV, OH, OK, OR, PA, SC, SD, VA, VT
Child Care	17	AR, CA, CO, CT, DE, IL, LA, MD, MN, NJ, OH, OK, OR, PA, SC, VA, VT
Early Education	20	AR, AZ, CA, CO, CT, DE, IA, IL, KS, LA, MD, MN, OH, OK, OR, PA, SC, VA, VT, WA
Other Early Childhood Projects	19	AR, AZ, CA, DE, FL, IA, IL, KS, LA, MD, NV, OH, OK, OR, PA, SC, VA, VT, WA
State Pre-K	23	AR, CA, CO, CT, DE, FL, IA, IL, KS, KY, LA, MD, MN, NJ, NV, OH, OK, OR, PA, SC, VA, VT, WA
Part C Lead Agency	20	AR, AZ, CA, CT, DE, IL, KS, LA, MD, MN, ND, NJ, OH, OK, OR, PA, SC, SD, VA, VT
Part B Indicator 7: <i>Percent of preschool children with Individualized Education Programs (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.</i>		
Head Start	24	AR, AZ, CA, CO, CT, DE, IA, ID, IL, KS, KY, LA, MD, MN, NV, OH, OK, OR, PA, RI, SC, SD, VA, VT
Child Care	14	AR, CA, CO, CT, KY, LA, MN, OH, OK, OR, PA, SC, VA, VT
Early Education	20	AR, AZ, CA, CO, CT, IA, KS, LA, MD, MN, OH, OK, OR, PA, RI, SC, SD, VA, VT, WA
Other Early Childhood Projects	18	AR, AZ, CA, FL, IA, IL, KS, LA, NV, OH, OK, OR, PA, SC, SD, VA, VT, WA
State Pre-K	24	AR, CA, CO, CT, DE, FL, IA, IL, KS, KY, LA, MD, MN, NJ, NV, OH, OK, OR, PA, RI, SC, VA, VT, WA
Part C Lead Agency	21	AR, CA, CT, DE, FL, ID, IL, KS, LA, MD, MN, ND, NJ, NV, OK, OR, PA, RI, SC, SD, VA
Part B Indicator 12: <i>Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an Individualized Education Program (IEP) developed and implemented by their third birthdays.</i>		
Head Start	12	AZ, CA, IL, KY, LA, MN, NJ, OH, SC, SD, VA, VT
Child Care	5	CA, LA, MN, VA, VT
Early Education	8	AZ, CA, CT, LA, MN, VA, VT, WA
Other Early Childhood Projects	9	AZ, CA, FL, IL, KS, LA, OH, VA, WA
State Pre-K	11	CA, FL, IA, IL, KY, LA, MN, NJ, OH, VT, WA
Part C Lead Agency	30	AL, AR, AZ, CA, CO, CT, DE, FL, IA, ID, IL, KS, KY, LA, MD, MN, MT, ND, NJ, NV, OH, OK, OR, PA, RI, SC, SD, VA, VT, WA

Comments added by states:

IA — The statewide Special Education Advisory Panel (SEAP) is actively involved in the SPP/APR process.

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	25	AL, AZ, CA, CO, CT, FL, ID, IL, KS, KY, LA, MD, MN, MT, ND, NJ, NV, OH, OK, PA, RI, SC, SD, VA, VT
State School(s) for the Deaf and Blind	18	AL, AZ, CA, CO, FL, ID, IL, LA, MD, MN, MT, ND, NJ, OH, RI, SC, VA, WA
Charter school(s) that function as an LEA	7	CA, CO, LA, MN, NJ, OH, SC
LEAs and Education Service Agencies (ESAs)	5	AR, CO, IL, SD, WA
State supported agencies	5	AL, ID, OR, SC, VA
ESAs only	1	IA
Other agencies which function as LEAs or ESAs	3	OH, SD, VA

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

Unique Funding Feature	n	States
Child count	21	AL, AR, AZ, CA, CO, IA, IL, KY, LA, MD, MN, NV, OH, OK, OR, PA, RI, SC, SD, VA, VT
Weighted formula	9	AZ, FL, IA, IL, KY, MN, PA, SC, VA
Contact time	3	CO, ID, MN
Block grants	1	MT
Cost reimbursement	1	MN
Other	4	NJ, OH, SD, WA

Comments added by states:

WA — Census basis.

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

Funding Source	Primary	Secondary	Tertiary	Contributing	Don't Use / Don't Know
619 Funds	10	5	8	5	
611 (VI - B) funds		7	6	6	4
Medicaid			1	12	6
State Funds: Preschool Special Education	6	4	1	2	6
Local/County funds	5	2	2	7	4
Local/County funds		2	2	7	4
State Special Education	3	3	2	6	4
State General Education	3	3	1	5	8
State Early Childhood				6	7
Title I Disadvantaged				4	10
Title I			1	5	9
Private insurance					12
Developmental Disabilities				1	12
Part C funds					12
Child Care Development Block Grant				1	11
Head Start			1	9	5

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 personnel)	26	AR, AZ, CA, CO, CT, FL, ID, IL, KS, LA, MD, MN, MT, ND, NJ, NV, OH, OK, OR, PA, RI, SC, SD, VA, VT, WA
Accountability and outcomes activities (including Annual Performance Report and State Performance Plan)	26	AR, AZ, CO, CT, FL, IA, ID, IL, KS, LA, MD, MN, MT, ND, NJ, NV, OH, OK, OR, PA, RI, SC, SD, VA, VT, WA
To address TA needs related to APR determination	17	AR, CO, IA, IL, LA, MD, ND, NJ, NV, OH, OK, OR, PA, SC, VA, VT, WA
Direct services to preschoolers with disabilities	12	AR, IA, IL, KY, MD, MT, NJ, OR, PA, SD, VA, WA
Statewide preschool coordinated services systems	5	FL, ID, KS, OR, PA
LEAs are directed to use a portion of 611 funds for preschool	4	AR, SC, VA, WA

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

Use Funds	n	States
Yes	3	CO, MD, MN
No	22	CA, CT, FL, IA, ID, IL, KY, LA, MT, ND, NJ, NV, OH, OK, OR, PA, RI, SC, SD, VA, VT, WA

Comments added by states:

VT — Vermont SEA supports Agency of Human Services Part C through an annual grant. Monies are allocated from the education general fund.

9. SEAs set-aside/use the following percentage of FY 2011 Section 619 funds for administration (20% is the maximum):

Percentage	n	States
0% to 4%	11	CA, CO, CT, FL, ID, MT, ND, NJ, OH, SC, WA
5% to 9%	12	AR, AZ, IA, IL, KS, KY, LA, MD, OK, OR, PA, RI
10% to 14%	0	
15% to 20%	5	MN, NV, SD, VA, VT

10. SEAs use the following percentages of FY 2011 maximum set-aside amount of Section 619 funds for other state level activities:

Percentage	n	States
0% to 19%	21	AR, AZ, CA, CO, CT, FL, IA, ID, KY, MD, MN, MT, ND, NJ, OH, OK, OR, PA, RI, SC, VT
20% to 39%	4	IL, KS, LA, WA
40% to 59%	0	
60% to 79%	0	
80% to 100%	3	NV, SD, VA

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)	23	AZ, CA, CO, CT, FL, IA, IL, KS, KY, LA, MD, MN, NJ, NV, OH, OK, OR, PA, RI, SD, VA, VT, WA
Monitoring activities including Part B Annual Performance Report (APR)	20	AR, AZ, CA, CO, IA, IL, LA, MD, MN, NJ, NV, OH, OK, OR, PA, RI, SD, VA, VT, WA
Data collection for APRs	18	AZ, CA, CO, FL, IL, KY, MD, MN, NJ, NV, OH, OK, OR, PA, RI, SD, VA, VT
Performance Report (APR) Outcomes and accountability activities including development of early childhood standards and measurement of change	18	AZ, CA, CO, IA, IL, KY, MD, MN, NJ, NV, OH, OK, OR, PA, RI, SD, VA, VT
Professional development	17	CA, CT, IA, IL, KY, LA, MD, MN, NV, OH, OK, OR, RI, SD, VA, VT, WA
Activities related to a statewide coordinated service system for all young children	15	AZ, CA, CO, CT, FL, IA, IL, KS, MD, MN, NJ, OH, OR, VA, VT
Direct Services	8	AR, CA, NJ, OH, OR, PA, VA, WA
Support services	6	CA, MN, OH, OR, PA, VA
Service coordination and case management	3	MN, OR, PA
Early intervention services (only if state adopts the Part C three through five option)	1	MD

Comments added by states:

ND — No activities selected as North Dakota does not set-aside 619 funds for the SEA. All funds flow through to LEAs.

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	21	AR, AZ, CO, FL, IA, ID, KS, KY, LA, MD, MN, ND, NJ, NV, OK, OR, PA, RI, SC, VA, VT
Poverty rate from U.S. Census Bureau	3	MT, SD, WA
State data on children receiving Temporary Assistance to Needy Families (TANF)	2	CA, IL
Title I	2	CT, OH

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	AZ, IA, KY, OR, PA
In process	1	MD
Not at this time	21	AR, CA, CO, CT, FL, ID, IL, KS, LA, MN, MT, ND, NJ, NV, OH, OK, RI, SC, SD, VA, VT

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	21	AL, AR, AZ, CA, CO, CT, FL, IA, KY, LA, MT, ND, NJ, NV, OH, OK, RI, SC, SD, VA, VT
Birth through 5	7	ID, IL, KS, MD, MN, OR, PA

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

Position	n	States
Early Childhood Special Education Coordinator	17	AR, AZ, CA, CO, CT, IA, ID, KS, LA, MD, MT, NJ, NV, OR, RI, VA, VT
Special Education Director, Assistant/ Associate Special Education Director	7	FL, IA, KS, ND, OR, SC, SD
Superintendent/Commissioner	4	AL, IL, KS, SC
Preschool Director/Assistant Director	3	OH, PA, RI
Assistant Superintendent/Assistant Commissioner	3	KY, MD, OK
Section/Bureau Chief	3	IA, MD, PA
Other: Supervisor of Early Childhood and Family Initiatives	6	IA, MN, OH, PA, SD, VA
Other: Monitoring specialist from State Department of Education	5	CA, ID, MD, MT, WA
Other: Preschool special education teacher	1	PA

Comments added by states:

AZ — An early childhood special education/619 staff member who handles all early intervention activities.

KS — The ICC appoints the Commissioner and the ECSE Coordinator is appointed by the commissioner and SE Director to attend.

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

ECAC Activities	n	States
<i>Representation on ECAC</i>		
Part C is represented on the State ECAC	17	CA, CO, CT, IA, ID, KY, LA, MD, NJ, NV, OH, OR, PA, RI, VA, VT, WA
Section 619 is represented on the State ECAC	14	CA, CT, IA, ID, IL, MD, NJ, NV, OK, OR, PA, RI, VT, WA
<i>State needs assessment of the quality and availability of EC programs</i>		
State ECAC is addressing/planning/conducting	16	CA, CT, IA, ID, IL, KY, LA, MD, MN, NJ, NV, OH, OR, RI, VA, VT
Children with disabilities are included	16	CA, ID, IL, KY, LA, MD, MN, NJ, NV, OH, OK, OR, PA, RI, VA, VT
Section 619 representative participates in planning/conducting	11	CA, ID, IL, LA, MD, NJ, NV, OH, OK, RI, VT
<i>Comprehensive EC data system</i>		
State ECAC is addressing/planning/conducting	17	CA, CO, CT, IA, IL, KY, LA, MD, MN, NJ, NV, OH, OR, RI, VA, VT, WA
Children with disabilities are included	14	CA, CO, IL, KY, LA, MD, MN, NV, OH, OR, PA, RI, VA, VT
Section 619 representative participates in planning/conducting	12	CA, IL, KS, LA, MD, MN, NJ, NV, OK, RI, SC, VT
<i>Statewide EC professional development system</i>		
State ECAC is addressing/planning/conducting	19	AR, CA, CO, CT, IA, ID, IL, KS, LA, MD, MN, NJ, NV, OH, OR, RI, VA, VT, WA
Children with disabilities are included	16	AR, CA, CO, IA, IL, LA, MD, MN, NV, OH, OR, PA, RI, SC, VA, VT
Section 619 representative participates in planning/conducting	13	CA, IA, IL, LA, MD, NV, OH, OK, OR, RI, SC, VA, VT
<i>Research-based early learning standards</i>		
State ECAC is addressing/planning/conducting	18	AR, CA, CO, CT, IA, ID, IL, LA, MD, MN, NJ, NV, OH, OK, OR, RI, VT, WA
Children with disabilities are included	17	CA, CO, IA, ID, IL, KS, LA, MD, MN, NJ, NV, OH, OR, PA, RI, SC, VT
Section 619 representative participates in planning/conducting	14	CA, CO, IA, ID, IL, KS, LA, MD, NJ, NV, OR, RI, SC, VT

Comments added by states:

CO — Colorado is beginning to look at a state data system, assessing quality & available EC programs, and professional development activities.

FL — Florida has a State Advisory Council which has representation for programs for prekindergarten through age 22 students with disabilities.

ID — Idaho has combined the ECAC Council with the ICC Council to have one Early Childhood Coordinating Council. This council's members represent ITP, SDE, TANF, HS, Medicaid, IPUL, Higher Ed. Child Welfare, Council on DD, IESDB, IAAYC, Public Health, & CC of ID.

VT — Section 619 is represented on the Vermont Building Bright Future Council via SEA commissioner and Early Education Coordinator.

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: B though 2	10	CA, CT, IA, KY, LA, ND, NJ, OK, SC, VA
Age focus: B though 5	6	AR, ID, MN, OR, PA, WA
Age focus: 3 though 5	0	
Age focus: Varies within state	4	CO, IL, KS, MD

Types of Support	n	States
Provides TA to ICCs	14	CA, IA, IL, KS, KY, MD, MN, ND, NJ, OK, OR, PA, SC, VA
SPR/APR related work (e.g., shared B & C data systems, stakeholder involvement, transition)	13	CA, IA, ID, IL, KS, MD, MN, NJ, OR, PA, SC, VA, WA
Provides fiscal/staff support	6	AR, IA, ID, MN, OR, VA

Comments added by states:

ID — Idaho combined the ECAC Council & ICC Council into EC3 & has Regional Councils as well. This council members represent ITP, SDE, TANF, HS, Medicaid, IPUL, Higher Ed. Child Welfare, Council on DD, IESDB, IAEYC, Public Health, & CC of ID.

18. 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	4	KY, LA, OR, SC
No	18	AL, AR, AZ, CA, CO, CT, FL, IA, MD, MN, MT, NJ, OH, OK, PA, RI, SD, VA
Not Known	6	ID, IL, KS, ND, NV, WA

Comments added by states:

OR — Our SEA plays an active role but not through our state preschool special education program.

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

Link	n	States
Yes	6	CO, IL, KS, MD, MN, VA
No	16	AL, AR, AZ, CA, CT, FL, IA, KY, LA, MT, NJ, OK, OR, PA, RI, SD
Not Known	5	ID, ND, NV, OH, WA

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

Agency	n	States
Human/Social Services	25	AL, AR, AZ, CA, CO, CT, IA, ID, IL, KS, KY, LA, MD, MN, MT, ND, NJ, NV, OH, OK, OR, SC, SD, VA, VT
Department of Health	21	AL, AR, CA, CT, FL, IA, IL, KS, KY, MD, MN, MT, ND, NJ, OK, OR, PA, RI, SC, VA, VT
Head Start (Federal)	19	AR, CA, CO, CT, FL, IL, KS, KY, MD, MN, ND, NJ, OK, OR, PA, SC, VA, VT, WA
Developmental Disabilities	14	AR, AZ, CA, CO, IA, IL, KY, MN, MT, ND, NJ, OR, RI, VA
Health and Human Services	10	IA, IL, KY, MN, MT, OH, OR, PA, SC, VA
Mental Health	10	CA, IL, LA, MD, MT, NV, OR, SD, VA, WA
State Operated Programs	7	CO, MT, OR, RI, SC, SD, VA
Tribal Entities	4	AZ, CA, ID, OR

Comments added by states:

AZ — Our Part C is in the Department of Economic Security so I chose Human Services/Social Ser/public welfare choice.

LA — Agreements with Head Start and Part C, which is located within the Department of Health and Hospitals.

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

Activity	n	States
LEA/ESAs have local interagency agreements with Head Start	29	AL, AR, AZ, CA, CO, CT, FL, IA, ID, IL, KS, KY, LA, MD, MN, MT, ND, NJ, NV, OH, OK, OR, PA, RI, SC, SD, VA, VT, WA
SEA requires LEA/ESAs to keep data on number of eligible 3 through 5 year olds enrolled in Head Start	10	AR, CO, IL, KY, MD, MT, NJ, OH, OR, VT
Has a Head Start representative on State Part B Advisory Panel or Preschool Advisory Council	11	IL, KS, LA, NV, OH, OK, OR, PA, SC, VA, VT

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:

State	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”.
AZ	Arizona works closely with a variety of initiatives including early literacy, First Things First, Title I, and Head Start to promote ongoing progress monitoring for Preschool Outcomes along with other collaboration to promote smooth early intervention transitions and servicing children with special needs in their least restrictive environments.
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.
ID	The Idaho 619 Coordinator is part of the Early Childhood Coordinating Council, Consortium for the Preparation of Early Childhood Professionals, member of the Early Childhood Comprehensive System, sponsor of a collaborative statewide conference, member of the Idaho Literacy Team, and collaborates with the Idaho Commission for Libraries on early literacy programs.
IL	Collaborative statewide training and TA system and statewide preschool inclusion project; Head Start Collaboration grant; collaborative statewide conference.
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.
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.
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.
MT	Our program is engaged in Early Reading First and Early Childhood Partnerships for Professional Development (ECPPD) that support comprehensive services for all young children and their families.
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.

State	Initiatives That Support Comprehensive Services
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.
OH	Ohio received the Race to the Top; Early Learning Challenge Grant in December of 2011 and as a result is working actively to create and support a birth to five infrastructure for all children and featuring those with disabilities, dual language learners and children whose families have low income.
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.
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; Writing Quality IFSPs; Working with Preschool Children with Autism: Modifying the Preschool Environment to Foster Independence and Language Development. CSEFEL training of trainers training open to all working with preschool children with disabilities; brochure on the early childhood Outcomes Process being developed for parents of preschool children with disabilities with assistance from out PTI.
SD	Center for Early Literacy learning (CELL), Parent Conference, and Early Childhood Behavior trainings
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.
VT	<p>Vermont Act 62 allows school districts to partner with community based childcare/home settings in order to offer more inclusive placement options for children with disabilities.</p> <p>Vermont has implemented Foundations for Early Learning since 2008 after receiving a TA grant from CSEFEL and CELL. 619 coordinator is co-lead with Part C on this initiative. FEL now known as "Early VT/MTSS" will now sustain social/emotional, early literacy and numeracy for the next 5 years. Early VT/Multi Tier Systems of Support aligns with school age MTSS.</p> <p>Some school districts use Title 1 funds to offer preschool to 3 and 4 year olds.</p> <p>Head Start State and Local Collaboration and Trainings.</p>
WA	Even Start Early Literacy and Title I are located within the SEA.

23. Section 619 programs collaborate with their state’s Early Childhood Comprehensive System (ECCS) grant in the following ways:

SEA Support	n	States
Collaborative work on PD, TA	13	AR, CA, IA, ID, IL, MN, NV, OK, OR, PA, RI, SC, VA
Receives information/updates about ECCS work	12	AR, CO, FL, IA, ID, OH, OR, PA, RI, SC, VA, WA
Section 619 coord or representative is on ECCS steering committee/leadership team, and/or workgroups/working committees	11	AR, IA, ID, KS, NJ, NV, OK, PA, RI, SC, VA
Participate together on ECAC Council	6	CA, CT, MD, NJ, NV, RI
Dept. of Ed. Designee represents all of Dept. of Ed’s EC programs, including Section 619	6	CA, KY, MN, OR, RI, VT
ECCS is represented on SICC	1	NJ

24. Section 619 programs collaborate with their state’s Child Care and Development Fund (CCDF) grant in the following ways:

Services	n	States
Collaborate to develop and promote Early Learning Standards/ guidelines	19	AZ, CO, FL, IA, ID, IL, KS, KY, LA, MN, NJ, NV, OH, OK, OR, RI, SD, VA, VT
Joint work on program quality guidelines/standards/Quality Rating and Improvement System (QRIS)	17	AZ, CA, CO, IA, ID, IL, KY, LA, MD, MN, NJ, OH, OR, PA, RI, VA, VT
Jointly sponsor, plan, and participate in PD activities	13	AZ, CT, IL, KY, LA, MN, OH, OK, OR, RI, SC, SD, VA
Jointly developed personnel competencies	8	CA, FL, IL, LA, MN, OH, RI, VA
Participate in/contribute to development of State Plan	7	ID, LA, NJ, OH, OK, OR, RI
Fiscal agreements/ subsidies for children with IEPs in Child Care	5	CT, KS, MD, MN, OR

Comments added by states:

CO — Colorado is currently working on developing early childhood competencies.

ID — Idaho initiated the work to develop jointly developed personnel competencies.

25. SEAs offer the following considerations for children with Individualized Education Programs (IEPs) in their CCDF programs:

Consideration	n	States
Enhanced or differential rates paid to providers of children with special needs	16	CT, FL, IA, IL, KS, LA, MD, MN, MT, NJ, OH, OK, OR, SD, VA, WA
Model demonstration, training TA to providers	15	AR, AZ, CA, FL, ID, IL, MN, NJ, NV, OH, OR, PA, RI, VA, WA
In-home care an option for health or other special needs	10	IA, ID, IL, KY, MN, OH, OR, PA, SD, VT
Special emphasis on children with disabilities including policy statements or task forces deployed	9	AR, CA, CO, IL, MD, MN, MT, NJ, OR
Priority for children with special needs in child care subsidies	8	AZ, CO, FL, IA, IL, KY, OH, OR
Extension of age of eligibility for children with special needs	6	FL, IA, IL, MN, OR, SD
Income requirements adjusted for families with children with documented needs	1	OR
Incentives other than per-child rate	2	MN, PA

Comments added by states:

VT — Agency of Human Services Child Development Division administers this program. SEA does not take part of establishing policy/procedures.

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
AL			Yes		Yes
AR	Yes	Yes	Yes		Yes
AZ		Yes	Yes		Yes
CA	Yes		Yes		Yes
CO	No	No	No	No	Yes
CT					Yes
FL		Yes	Yes		Yes
IA	Yes		Yes		Yes
ID			Yes		Yes
IL	Yes	Yes	Yes	Unknown	Yes
KS					Yes
KY	No	No	Yes	No	Yes
LA	Yes	Yes	Yes	No	Yes
MD	Yes	Yes	Yes	Yes	Yes
MN	Yes	Yes	Yes	Yes	Yes
ND					Yes
NJ		Yes	Yes		Yes
NV	Yes	Yes	Yes	Yes	Yes
OH	Yes	No	Yes	Yes	Yes
OK			Yes		Yes
OR	Yes	Yes	Yes	Yes	Yes
PA	Yes	Yes		Yes	Yes
RI	Yes	Yes	Yes	Yes	Yes
SC	Yes	Yes	Yes	Yes	Yes
SD	No	No	No	No	No
VA	Yes	Yes	Yes	Yes	Yes
VT	Yes	Yes	Yes	Yes	Yes
WA	No	No	Yes		Yes

Comments added by states:

IA — More information about the interagency coordinated efforts for our personnel development system is available online at: <http://www.earlychildhoodiowa.org/professionaldevelopment/>

KS — Our state is beginning to review this.

LA — Because of the passage of Act 3 of the 2012 legislative session, we are working to build an early care and education network across all early childhood programs. These efforts have resulted in the development of new early learning standards (birth to five) and renewed emphasis on inclusion of children with disabilities in all settings.

OH — A joint effort on the part of child-serving agencies is underway to create, integrate, document and provide professional development activities for the education and care for children.

SC — Expanding Opportunities for Inclusion Leadership team share professional development initiative information, agency updates, and coordinated projects.

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	23	AL, AR, AZ, CA, CO, CT, IA, ID, IL, KY, LA, MD, MN, NJ, NV, OK, OR, PA, RI, SD, VA, VT, WA
State or regional EC conferences	22	AL, AR, AZ, CA, CT, IA, ID, IL, KS, KY, LA, MN, NJ, NV, OH, OK, PA, RI, SC, SD, VA, VT
State or regional TA system	19	AZ, CA, CO, FL, IA, ID, IL, KS, KY, MN, MT, NV, OH, OR, PA, SC, SD, VA, VT
On-line training and TA	14	AL, CA, CO, ID, IL, KY, MN, OH, PA, RI, SD, VA, VT, WA
Grants/funding to locals	13	AL, AZ, CA, CO, IA, LA, MD, MN, OR, PA, RI, VA, VT
SpecialQuest/NPDCI grant activities related to cross sector PD	8	AR, CA, IL, LA, MN, OH, PA, VA
Communities of Practice	6	CO, MN, OH, RI, VA, VT
Demonstration sites	6	AL, CA, MN, NV, RI, VT

Training Opportunities Address	n	States
Positive Behavioral Supports, children with challenging behavior, children with Autism Spectrum Disorders (ASD)	25	AL, AR, AZ, CA, CO, CT, FL, IA, IL, KS, KY, LA, MD, MN, NJ, OH, OK, OR, PA, RI, SC, SD, VA, VT, WA
Inclusion (in general) how to implement	25	AL, AR, AZ, CA, CO, CT, FL, ID, IL, KY, LA, MD, MN, MT, NJ, NV, OH, OK, OR, PA, RI, SC, VA, VT, WA
Child Assessment	21	AL, AZ, CA, CO, CT, IA, ID, IL, KY, LA, MD, MN, OH, OK, PA, RI, SC, SD, VA, VT, WA
Quality settings/quality standards/National Association for the Education of Young Children (NAEYC) accreditation	14	AZ, CT, FL, IA, IL, KY, LA, MD, OH, OR, PA, RI, VA, VT
Pre-K Response to Intervention (RTI)	7	CO, CT, IL, KS, KY, PA, VT

Comments added by states:

IA — We are beginning to develop training for the implementation of quality IEPs.

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
AL	3 to 8					3 to 8
AR				3 to 8		
AZ	Birth to 5				Birth to 21	
CA	Birth to 5				Birth to 5	Birth to 5
CO	Birth to 8				Birth to 8	
CT						
FL			Birth to 4	3 to 8	Birth to 5	3 to 21
IA	Birth to k	Birth to grade 3		Birth to k		
ID					3 to 5	5 to 21
IL				Birth to 6	3 to 21	
KS		Birth to grade 3				
KY		Birth to k				
LA	Birth to 5			Birth to grade 3	Birth to 21	
MD					Birth to 8	
MN	Birth to 7					Birth to 21
MT						
ND						
NJ			3 to 5			3 to 21
NV	Birth to 7				Birth to 7	Birth to 7
OH	3 to 8	3 to 5			3 to 5	Other
OK				3 to 6		
OR	Birth to 5					Birth to 8
PA	Other	Other	Other	Other	Other	Other
RI	Birth to 6					
SC	Birth to 8		Birth to 8			3 to 21
SD	Birth to 8	5 to 21	Birth to 5	Birth to 5	Other	Birth to 8
VA	Birth to 5				Birth to 5	
VT	Birth to 6		Birth to 8	Birth to 8	Birth to 21	5 to 21
WA						3 to 21

Comments added by states:

MN — Some special education licensure includes ECSE/EI within its scope of practice.

PA — All classroom teachers are certified through the Department of Education licensure.

SC — ECSE Certification recently adopted. All staff working with preschool children with disabilities must have this certification by 2016.

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

Type of Support	n	States
Define personnel standards for paraprofessionals	23	AL, AR, AZ, CA, CO, CT, IA, ID, IL, KS, KY, MD, MN, MT, ND, OH, OK, OR, PA, RI, SC, SD, WA
Provide training to administrators	20	AR, AZ, CA, CO, CT, IA, IL, KS, KY, MN, MT, ND, NJ, NV, OR, PA, RI, SC, VA, VT
<i>Require training on these topics:</i>		
Adaptive equipment	4	CA, IA, PA, SC
Behavioral supports	6	AR, CA, IA, PA, SC, WA
Child development	4	AR, IA, PA, WA
Confidentiality	8	AL, AR, IA, OK, PA, SC, VT, WA
Curriculum modifications	4	AR, IA, PA, WA
Developmentally appropriate practice	6	AR, CA, IA, PA, SC, WA
Engaging families	5	AR, CA, IA, PA, SC
IDEA	6	AL, AR, CA, PA, SC, WA
Specific disabilities	1	PA
<i>Provide training programs that enable paraprofessionals to move up a career ladder toward:</i>		
Speech therapy assistant	4	AR, CA, OR, VT
Occupational therapy assistant	1	CA
Physical therapy assistant	1	CA

Comments added by states:

VT — Paraprofessional trainings are determined by the LEA.

Transition

30. SEAs allow Section 619 funds to provide Free and Appropriate Public Education (FAPE) to children before their third birthday:

Allow	n	States
Yes	14	AZ, CO, CT, FL, IL, KS, LA, MN, ND, NJ, OH, RI, SC, VA
No	13	AR, CA, IA, ID, KY, MD, MT, NV, OK, OR, PA, SD, WA

Comments added by states:

SC — For the purpose of identification.

VA — Child is age eligible if they are 2 by Sept. 30 of the present school year.

VT — Vermont is in the process of promulgating new state Special Education rules. It is proposed that LEAs may use Part B dollars to provide FAPE to a child younger than 3 when transitioning from Part C to B.

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	4	ID, MD, MN, WA
No	21	AR, AZ, CA, CO, CT, FL, IA, IL, KY, LA, MT, ND, NJ, NV, OH, OK, OR, PA, RI, SD, VA

Comments added by states:

VT — Proposed VT Special Education rules are seeking to allow this.

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

Agreement	n	States
Yes	5	AR, CA, KY, PA, VT
No	22	AZ, CO, CT, FL, IA, ID, IL, KS, LA, MD, MN, MT, ND, NJ, NV, OH, OK, OR, RI, SD, VA, WA

33. Status of states' data collection systems to aid in transition between Part C and Part B 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	12	CT, FL, IA, IL, KS, MN, OK, OR, PA, SC, SD, VT
Part C and Part B data systems use the same unique identifier to track individual children.	2	MD, OH
Being developed	9	AR, CA, KY, LA, ND, NJ, RI, VA, WA
Not currently working on	2	AZ, ID
Not known	0	

Comments added by states:

LA — Our state is in the process of developing a data system with unique identifiers that can be used across programs and agencies. Currently Part C has a system and Part B has a system.

OH — As part of the Early Learning Challenge Grant the use of the unique identifier is being developed beyond the Part C and Part B data systems to include other birth to five child serving agencies.

Accreditation and Monitoring

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

State	ECERS	NAEYC	State-Developed QRIS Process	Other	Comments
AR			Yes		QRIS is currently being implemented by First Things First and details are not known at this time. I believe a program would have to choose to be included in the QRIS system and I am not sure that any early childhood special education program are targeted at this time.
AZ	Yes	Yes	Yes		
CA	Yes				
CO	No	No	Yes	No	
CT	Yes	Yes	No		
FL	No	No	No	No	Programs are aware of the standards but funds are not currently used to support this effort.
ID	Yes	Yes	Yes		Idaho has a volunteer QRIS system.
IL					Considering
KS	Yes	Yes	No	No	
KY	Yes	Yes	Yes		
LA	Yes	No	Yes		Children with disabilities may be placed in child care facilities as a part of LRE. At this time, our QRIs is voluntary.
MD	Yes	Yes	Yes		
MN	No	Yes	Yes	No	ECSE programs are not rated. Other early care and education programs that may enroll young children with disabilities are rated, making it easier for LEAs to identify programs of higher quality with which to partner.
NJ	Yes				
NV	No	No	No	No	
OH	No	No	Yes	No	All publicly funded programs in Ohio, including preschool special education are required to participate in our Step Up To Quality TQRIS system.
OK	No	No	No	No	
OR	No	No	No		Our state is in the process of developing its TQRIS.
PA	No	No	No		
RI	Yes	No	Yes		
SC	No	No	No		
SD	No	No	No	No	
VA	Yes	No	No	Yes	Use CLASS along with the ECERS in a voluntary participation state QRIS system.
VT	Yes	Yes	Yes		
WA			Yes		

For more information on the following quality standards:

ECERS (Early Childhood Comprehensive System) - <http://ers.fpg.unc.edu/>

NAEYC (National Association for the Education of Young Children) - <http://www.naeyc.org/policy/statetrends/qrisc>

CLASS (Classroom Assessment Scoring System) - <http://www.teachstone.org/about-the-class/>

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

States	Initiatives That Support Comprehensive Services
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.
AZ	ECSE staff participate with the monitoring and general supervision activities of the Exceptional Student Services Department.
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 V 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.
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 programs are also included in the collaborative model of monitoring that is in place as part of state wide monitoring. Preschool program specific monitoring is now in place and local school districts are on a five year cycle for monitoring.
LA	At this time, we do not monitor with other agencies.
MD	We have established joint monitoring procedures with Part C around Transition at age 3.
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.
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.
RI	Preschool monitoring takes place within general Part B monitoring. We do not collaborate with other state agencies.
SC	Preschool is being monitored as part of the larger system, looking at General Supervision which includes a self-assessment.
WA	Preschool monitoring is part of our General Supervision. The same section that monitors school-age programs also monitors preschool.

Use of Individualized Education Programs (IEPs) and Individualized Family Service Plans (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	16	AR, CO, CT, IA, IL, KY, LA, MN, MT, ND, OH, OR, PA, RI, SC, VT
Under development	4	CA, ID, KS, MD

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

IFSP Use	n	States
Use Interagency Plan for ages 3-21	16	AR, AZ, CT, IA, KY, LA, MD, MN, NV, OH, OK, RI, SC, SD, VA, WA
Allow local discretion in using IFSPs	5	CA, CO, FL, IL, KS
Use IEPs designed specifically for preschool	4	ID, ND, PA, VT
Use IFSPs as a result of statewide policy for all preschool services	1	OR

Comments added by states:

OR — Our IFSP meets Part C and Part B requirements.

VT — In September 2012, Vermont LEAs are implementing new preschool age IEP.

Family-Centered Services

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

Activity	n	States
Provision of technical assistance	24	AR, AZ, CO, CT, FL, ID, IL, KS, LA, MN, MT, ND, NJ, NV, OH, OK, OR, PA, RI, SC, SD, VA, VT, WA
Shared resources	23	AR, AZ, CA, CO, ID, IL, KS, KY, LA, MD, MN, ND, NJ, NV, OH, OK, OR, PA, RI, SC, SD, VA, VT
Special projects	21	AR, AZ, CA, CO, CT, FL, IL, KS, KY, LA, MN, MT, ND, NV, OH, OK, OR, RI, SC, SD, VA
Joint conferences	18	AR, CA, CO, CT, ID, IL, KS, KY, MN, ND, NV, OH, OK, OR, RI, SD, VA, VT
Other	10	CO, IL, KS, LA, MT, NV, OH, OK, SC, SD

Comments added by states:

LA — They serve on our special education advisory council and provide input on policy development that may affect children and families.

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	7	CA, MN, ND, NV, OR, PA, VT
<i>Training/technical assistance regarding service coordination</i>		
For LEAs	14	AR, CA, CO, KS, MN, MT, ND, NV, OH, OR, PA, RI, VA, VT
For family members	3	AR, MN, NV
For community partners	2	MN, NV
<i>Funding for service coordination using the following sources</i>		
Federal Section 619 Funds	6	CA, CO, MN, OR, RI, VT
Federal Part B Funds	6	CA, CO, LA, OR, RI, VT
State Special Education Funds	4	CO, OR, PA, VT
Medicaid	4	ID, OR, RI, VA
Local Funds	2	CO, VA

Comments added by states:

OH — Ohio is participating in a cross agency team to explore the use Medicaid funds for 619 programs.

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	11	CA, FL, ID, KS, KY, LA, NV, OH, OR, PA, WA
State's unified cross-agency ELS/G applies to all children Age 3 through 5	11	AR, CT, IL, MD, MN, NJ, NV, OK, RI, SD, VT
State's unified cross-agency ELS/G applies to all children Birth through two	3	AR, MN, NJ
State does not have cross-agency ELS/G	2	SC, VA

Comments added by states:

AZ — In the process of being revised to align with the Common Core Standards. For more information, see: <http://www.azed.gov/wp-content/uploads/PDF/EarlyLearningStandards.pdf>

ID — <http://www.healthandwelfare.idaho.gov/Portals/0/Children/IELEGuidelines/whnjs.htm>

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

KY — <http://kidsnow.ky.gov/Improving-Early-Care/Pages/Tools-and-Resources.aspx>

OK — <http://ok.gov/sde/sites/ok.gov.sde/files/C3%20Pass%20prek.pdf>

LA — Standards are being revised. New URL will not be available until late spring.

OH — <http://earlychildhoodohio.org/>

OR — Our state recently adopted the Head Start Framework.

RI — <http://www.ride.ri.gov/ELS/doc.asp>

VA — http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf

VT — http://education.vermont.gov/new/pdffdoc/pgm_earlyed/pubs/vels_03.pdf

WA — <http://www.k12.wa.us/SpecialEd/EarlyChildhood/default.aspx>

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

Status	n	States
Program outcomes	2	RI, SD
Have program performance goals and outcomes	3	LA, OH, PA
Efficacy/outcome/longitudinal study for program performance goals is planned/underway	3	OH, PA, RI
Program outcome data is available	7	IL, KS, LA, MD, OH, PA, RI
Efficacy/outcome/longitudinal study for child performance goals is planned/underway	5	CO, 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	22	AR, CA, CO, CT, FL, IA, IL, KS, KY, LA, MD, MN, NJ, NV, OH, OK, OR, PA, RI, SC, VA, VT
Title 1 Pre-K	20	AR, AZ, CO, CT, FL, IA, IL, KS, LA, MN, ND, NJ, NV, OH, OR, RI, SC, SD, VA, VT
State Head Start	18	AR, CA, CO, CT, IL, KS, LA, MD, MN, NJ, NV, OK, OR, PA, RI, VA, VT, WA
Locally funded Pre-K	16	AR, CO, CT, IA, IL, KS, LA, MN, MT, NJ, OH, OR, RI, SD, VA, WA
Pre-K Early Reading	7	CO, IL, KS, MN, MT, VA, WA

Comments added by states:

CA — Transitional K

AZ — Pre-K Scholarship Programs through some regional councils of First Things First.

SC — Head Start is not a state program in SC, however it is available in most counties of the state.

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
Assistive technology	7	AZ, CA, FL, LA, RI, SC, WA
Autism	14	AZ, CA, CO, CT, IL, KS, KY, MD, OK, OR, RI, SD, VT, WA
Blind	1	WA
Challenging behavior	17	AZ, CA, CO, CT, FL, IL, MD, MN, NJ, NV, OK, OR, PA, RI, SC, VA, VT
Deaf	3	OK, PA, WA
Deaf/Blind	3	FL, ND, WA
Fetal alcohol effects/syndrome	1	KY
Homeless	3	IL, PA, VA
Mental health needs	7	CA, CT, OR, SC, SD, VA, VT

Comments added by states:

AZ — State funded training with follow up coaching for teams (which, besides obvious special education team members, must include a general education teacher, teaching assistant and administrator). The training is 3 days with additional 3 days of coaching. District has option of purchasing more coaching. First set of teams to be chosen to participate in Spring of 2013. Partnering with Assistive Technology team to provide assistance to preschool special education programs. We partner with our state DEC each year to provide a professional development day around challenging behaviors in order to support Inclusion efforts.

CO — Colorado has a State Personnel Development Grant, which has an implementation of the Teaching Pyramid component and working with preschoolers with autism component.

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

LA — Funding was made available to our regional Assistive Technology Centers to update materials and equipment for children ages 3 to 5.

Although not listed, we also provide grants to universities to help teachers become certified in Early Invention. We also have a project through SpecialQuest in several districts to promote more inclusion in regular preschool programs.

- MN — Minnesota is in its third year as a TACSEI state and has carefully expanded to include 25 demonstration and expansion sites.
- NV — Nevada has a statewide TACSEI program.
- OK — The resources for each are: Early Foundations (autism), Oklahoma Autism Network’s Challenging Behaviors trainings program, and Project ECCO (Enriching Children’s Communications Opportunities).
- PA — Parent satisfaction survey for children who are deaf and hard of hearing.
 Development of policy statement of all early childhood programs within the state related to identifying and serving children and families who are homeless.
 Statewide positive behavior support training and policy statement.
- VA — Challenging behavior and infant/child mental health needs are being addressed together. We have a state Mental Health Association that has spearheaded the creation of a Child Mental Health Coordinator. This position is coordinating state training with the Center for Social Emotional Foundations of Early Learning for trainers and localities to implement. We have also adopted the Michigan model for mental health providers certification. Five practitioners completed the program, two are sitting the the exam this winter, and a new cohort will begin in January, 2013. We also held a child mental health summit for legislators and local government this past fall. Several state agencies, public and private child programs- advocacy and direct service, and educational institutions worked collaboratively on this project and continue to disseminate the information gathered at the summit.
 The state homeless project, Project Hope, and the Head Start State Collaboration Office convened a workgroup. The group included Part C, 619, local Head Start representatives, local McKinney-Vento Liasons, public schools, and other groups that support the homeless population. A webpage for preschool resources (local, state, and national) is being added to the Project Hope site. A folder for families to keep important papers was developed with a preschool perspective. Information about local contacts - schools, social services, medical support, etc., a book for the child, and a bookmark with parenting information are in each folder. These have been distributed to Part C programs, McKinney-Vento liaisons, homeless shelters, Head Start Programs, 619 programs, and other public programs.

Preschool Least Restrictive Environment (LRE)

44. States support preschool-aged children with Individualized Education Programs (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	24	AR, AZ, CA, CO, CT, FL, IA, ID, IL, KS, KY, LA, MD, MN, MT, NV, OH, OK, OR, PA, RI, SC, VA, VT
Provision of training and technical assistance to implement evidence-based inclusive practices	24	AL, AR, AZ, CA, CO, CT, IA, IL, KS, KY, LA, MD, MN, MT, NJ, NV, OH, OK, OR, PA, RI, SC, VA, VT
Setting targets for LRE and collecting data about settings	23	AL, AZ, CA, CO, CT, IA, ID, IL, KS, KY, LA, MD, MN, MT, ND, NJ, NV, OH, OK, OR, PA, VT, WA
Development and maintenance of MOUs at the district level (e.g., with Head Start, Child Care)	20	AL, AR, AZ, CO, FL, ID, IL, KS, KY, LA, MD, MN, MT, NV, OH, OK, OR, SD, VT, WA
Combining programs by blending and braiding funds at the district level	18	AL, AR, AZ, CA, CO, CT, FL, IA, IL, KS, KY, LA, MN, OH, OK, SD, VA, VT
Ongoing quality improvement process for EC programs related to inclusion	16	AR, AZ, CO, CT, IA, IL, KY, LA, MN, NJ, OK, OR, PA, RI, VA, VT
Guidelines for joint planning across all EC programs rather than separate plans	9	AR, CA, IA, IL, NV, OH, OR, PA, VT
Advisory committee assigned with addressing challenges	9	CO, IL, LA, MN, NV, OR, PA, SC, VT
Supportive information for families to assist in LRE decision making during the IEP meeting	9	AR, IL, LA, MD, NJ, OH, PA, RI, WA
Development of Action Plans related to improvement of inclusive placements	9	AR, LA, MN, NV, OR, PA, SC, VA, VT
Contracts with individual community providers	7	AL, AR, KY, OR, PA, VA, VT
Child care quality awards system with incentives for having children with IEPs enrolled	6	IL, LA, OH, OR, PA, RI
Funding for quality enhancements to programs	4	LA, MN, PA, VT
Grants for supplemental services for children with disabilities attending community-based program	3	IL, LA, PA
Other	2	MD, OH

Comments added by states:

MD — We have developed a web-based professional development module: The Preschool NE/LRE Decision-Making Module. It is intended for Extended IFSP and IEP Teams, families and community providers.

NV — Nevada is an Expanding Opportunities initiative state.

OH — TQRIS, Step Up To Quality includes rating incentives for district and community programs to provide inclusive settings.

VA — Inclusive practices initiative that supported systems change involving school and community preschool programs. Inclusive Placement Opportunities for Preschoolers manual developed:
<http://www.vcu.edu/ttac/ipop.html>

Collaborative professional development for materials that support inclusive practices - Special Quest, NPDCI, CSEFEL.

Having successful programs speak at state and regional meetings.