

Coordinating Services for Young Children with Disabilities (0-5)

NCSL Interagency CADRE Meeting
August 5, 2007

Welcome, we are glad you are here!

- o CADRE members
- o Legislators from states presenting today
- o Other interested legislators

The NCSL Interagency CADRE

- The NCSL Interagency CADRE consists of legislators from across the country who are committed to exploring innovative models of service coordination and cross-agency collaboration to improve results for vulnerable populations.
- Meet twice annually:
 - School Finance Seminar in February
 - Annual Meeting in August
- Hold web seminars and conference calls on issues
- Advise NCSL about legislator the need for information and interaction around issues

NCSL CADRE

- Funded by The Office of Special Education Programs (OSEP)
- Supported by the IDEA Partnership at the National Association of State Directors of Special Education (NASDSE)
- CADRE is focused on:
 - o Translating policy into practice
 - o Learning about the value of *Communities of Practice* that cross organizational and agency boundaries
 - o Showcasing promising practices on issues of importance to legislators

Research and Policy Have Focused on All Children Reading at Level by Grade 3.

How will we get there?

Creating seamless services across the age span:

- Infants
- Toddlers
- Young Pre-school Children
- School Aged Children

Aligning investments and agency efforts that support shared goals for children

- Initiatives under Dept. of Education
 - Part C of IDEA
 - Section 619 of IDEA
 - Universal Pre-school Initiatives
 - Full Day Kindergarten Initiatives
 - Family Support Initiatives
- Initiatives under Dept. of Welfare
- Initiatives under Dept. of Health and Human Services

Understanding Services under IDEA

- Part C – Services to Infants and Toddlers
(Ages 0-2)
- Part B – Services to Students 3-21
(Section 619 – Ages 3-5)

Why Was Part C Established under IDEA?

Congress established this program in 1986 in recognition of *"an urgent and substantial need"* to:

- o enhance the development of infants and toddlers with disabilities;
- o reduce educational costs by minimizing the need for special education through early intervention;
- o minimize the likelihood of institutionalization, and maximize independent living; and,
- o enhance the capacity of families to meet their child's needs.

How is Part C Administered?

- The Program for Infants and Toddlers with Disabilities (Part C of IDEA) is a federal grant program that assists states in operating a **comprehensive statewide program of early intervention services** for infants and toddlers with disabilities, ages birth through age 2 years, and their families.
- In order for a state to participate in the program it must assure that early intervention will be available to every eligible child and its family.
- The governor must designate a **lead agency** to receive the grant and administer the program, and appoint an **Interagency Coordinating Council (ICC)**, including parents of young children with disabilities, to advise and assist the lead agency.
- Currently, all states and eligible territories are participating in the Part C program.
- Annual **funding** to each state is based upon **census figures** of the number of children, birth through 2, in the general population.

Comprehensive Program

- A rigorous definition of the term 'developmental delay'
- Appropriate early intervention services based on scientifically based research, to the extent practicable, are available to all infants and toddlers with disabilities and their families, including Indian and homeless infants and toddlers
- Timely and comprehensive multidisciplinary evaluation of needs of children and family-directed identification of the needs of each family
- Individualized family service plan and service coordination
- Comprehensive child find and referral system
- Public awareness program including the preparation and dissemination of information to be given to parents, and disseminating such information to parents
- Central directory of services, resources, and research and demonstration projects
- Comprehensive system of personnel development, including the training of paraprofessionals and the training of primary referral sources
- Policies and procedures to ensure that personnel are appropriately and adequately prepared and trained
- Single line of authority in a lead agency designated or established by the governor for carrying out:
 - General administration and supervision
 - Identification and coordination of all available resources
 - Assignment of financial responsibility to the appropriate agencies
 - Development of procedures to ensure that services are provided in a timely manner pending resolution of any disputes
 - Resolution of intra- and interagency disputes
 - Development of formal interagency agreements
- Policy pertaining to contracting or otherwise arranging for services
- Procedure for securing timely reimbursement of funds
- Procedural safeguards
- System for compiling data on the early intervention system
- State interagency coordinating council
- Policies and procedures to ensure that to the maximum extent appropriate, early intervention services are provided in natural environments except when early intervention cannot be achieved satisfactorily in a natural environment

State to State Variation

- States have some discretion in setting the criteria for child eligibility, including whether or not to serve at risk children. As a result, *definitions of eligibility* differ significantly from state to state.
- States also differ concerning which state agency has been designated *lead agency* for the Part C program.
- In fact, statewide early intervention systems differ in many ways from state to state.
- Since 2003, *Child Abuse Protection and Treatment Act (CAPTA)* requires that children who have been involved in substantiated cases of abuse or neglect be screened for referral to Part C

IDEA Partnership: Investing in Strategies at the Intersection of Policy, Practice and People

- How can decisionmakers improve policy by learning from and with the field?
- How can practitioners and consumers build relationships that will sustain strategies beyond funding shifts and changing levels?
- How can state agencies work across boundaries to meet important goals?
- How can agencies that work for shared goals build *communities of practice* that create state efficiencies.

IDEA Partnership Seed Grants: Big Impact from Little Dollars

- **NH**

Early Literacy: Building Family Capacity

- **VT**

Cross-agency Training: Common Core for All Early Childhood Providers

- **UT**

Crossing Systems for Young Children at Risk:
Bridging CAPTA and Part C IDEA

New Hampshire:

**Family Driven Early Literacy Initiative
(FeDELI)**

Vermont:

**Common Core Competencies for All
Early Childhood Providers**



Vermont's Early Childhood & Family Mental Health Competencies



Guiding the preparation and ongoing professional development of service providers who support families with young children.



The Need:

- Young children and their families were still experiencing difficulties in their homes, preschools, and community settings.
- Inconsistent service delivery system.
- Some professionals had skills in mental health, some in child development but they rarely had both.
- Growing recognition that social emotional competency runs through all child outcomes

The Field of Early Childhood and Family Mental Health

- Recognizes the importance of a solid social/emotional foundation in early childhood.
- Promotes the social and emotional well being of young children and their families.
- Emphasizes secure relationships between children, parents and caregivers.



Project Goals:

- **Develop early childhood and family mental health competencies and a sustainable structure for ongoing support.**
- **Integrate the competencies within existing personnel preparation systems.**
- **Create mechanisms for providing specialty endorsements for selected disciplines.**
- **Assure a close connection between this work and state accountability systems.**

Six Domains

Family Systems

Child Development

Assessment

Addressing
Challenges



Systems Resources

Philosophy &

professional

Development

Four Competency Levels

- **Specialist**
- **Advanced**
- **Intermediate**
- **Foundational**



Utah:

**Crossing Systems for Young
Children at Risk:
Bridging CAPTA and Part C IDEA**

Next Steps for the CADRE and NCSL

- How do the examples set by these states meet needs for legislators?
- How can the work of these states be packaged and communicated to legislators and staff?
 - What could NCSL do?
 - What could the IDEA Partnership do?
 - What other information do legislators need about this and other interagency issues?
- How can legislators get engaged
 - in the National Communities of Practice
 - In Communities of Practice in their states