

NCCIC Is a Service of the Child Care Bureau

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**CCDF PLANS FOR FY 2008–2009:
ACTIVITIES TO PROMOTE INCLUSIVE CHILD CARE**

States and Territories use the Child Care and Development Fund (CCDF) to support a variety of initiatives that encourage and strengthen the capacity of early and school-age care programs to serve children with special needs. These initiatives are grouped in the following categories: training, technical assistance, cross-system planning and coordination, resource materials, inclusion specialists, health or mental health consultants, acquisition of adaptive equipment, and others. Examples are included to illustrate the different kinds of initiatives. The initiatives are arranged by the frequency with which they are mentioned in the CCDF Plans.

As shown in the following table, 55 States and Territories indicate they use CCDF funds to promote inclusive child care by strengthening the capacity of early and school-age care programs to serve children with special needs.

Inclusive Child Care Activities		
Activity	Number of States/Territories	State/Territory
Promotes inclusive child care	55	AK, AL, AR, AS, AZ, CA, CNMI, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, UT, VA, VI, VT, WA, WI, WV
Offers training to providers	41	AL, AR, AZ, CA, CT, DE, FL, GA, GU, HI, IA, IL, IN, KS, LA, MA, MD, MI, MN, MO, MS, NC, ND, NE, NH, NM, NY, OK, OR, PA, PR, RI, SC, SD, TN, UT, VA, VT, WA, WI, WV
Provides technical assistance	27	AL, AR, AZ, CO, FL, GA, GU, HI, IL, IN, KY, LA, MD, ME, MO, MS, NC, NE, NH, NM, OK, OR, RI, SC, SD, TN, WV
Participates in cross-system planning/coordination	25	AR, CA, DC, FL, GA, HI, IA, ID, IN, KS, MA, MD, ME, MN, MT, NE, NH, NM, NY, OH, PA, RI, TN, VA, WA

Inclusive Child Care Activities		
Activity	Number of States/Territories	State/Territory
Funds inclusion specialist positions	12	CO, FL, GA, MA, ME, MO, MT, NC, NM, SD, TN, WV
Develops resource materials	11	AR, AZ, CA, DE, GA, MN, NH, SC, SD, WA, WI
Funds health/mental health/nurse consultant positions	9	IL, KY, MA, ND, NH, OK, VT, WA, WV
Provides adaptive equipment	5	AL, MA, PR, TN, WV
Other activities	7	CO, FL, MA, ME, OK, OR, VT

The following are examples of specific State initiatives and are direct excerpts from the CCDF Plans. The examples do not include all States that indicated they use CCDF funds to promote inclusive child care, but are meant to represent a range of approaches States have taken to strengthen the capacity of early and school-age care programs to serve children with special needs. Minor revisions were incorporated in order to enhance readability.

The *Child Care and Development Fund Report of State and Territory Plans FY 2008–2009* is available on NCCIC’s Web site at <http://nccic.acf.hhs.gov/pubs/stateplan2008-09/index.html>. NCCIC does not endorse any organization, publication, or resource.

Training

Arizona

The Lead Agency contracts training opportunities for providers caring for children with special needs from birth to 12 years old. Specialized training and technical assistance that focuses on inclusion of children with special needs will be offered in home-based, center-based, and after-school-based settings. Child care providers are offered information, education, and support concerning children with special needs. Resource and video materials are available through a lending library in some counties. These trainings will increase providers’ competence in addressing the special needs of children, as evidenced by knowledge of disabilities, coordinating with community resources, and the practice of inclusive child care.

Arkansas

Welcome the Children offers child care providers and educators training and technical assistance to understand cultural issues, learn strategies to support Latino children, and make referrals for possible developmental delays. Two 7-hour training modules are being presented statewide, “Cultural Diversity” and “Second Language Development and Assessment in Early Childhood.” Additional modules are being developed to provide information about disabilities, specific methods of observing and assessing Spanish-speaking children for language delays, and effectively using and/or becoming language interpreters.

Illinois

SpecialCare Outreach is a statewide training initiative offered through the Illinois Trainers Network. Child care resource and referral agencies assist locally by coordinating training sessions. The goal of SpecialCare Outreach training is to increase providers' knowledge and level of comfort so they are willing and able to extend their traditional roles to care for children with special needs/disabilities. Training also helps providers meet Illinois Department of Children and Family Services' licensing standards that require training about inclusive child care.

Indiana

The Lead Agency partners with the Indiana Association for Child Care Resource and Referral to provide one-on-one support, consultation, and training to providers and child care center directors on integrating children with disabilities into their programs.

Mississippi

The University of Southern Mississippi/Mississippi Institute for Disability Studies provides training and technical assistance to credentialed center directors on best practices for serving children with special needs.

New Hampshire

The Lead Agency contracts with the Preschool Technical Assistance Network (PTAN) to support inclusion of children with special needs in early care and education settings statewide. PTAN provides training and technical assistance to all legally operating child care providers. The Lead Agency works closely with child care resource and referral agencies and contractors to integrate training and include parents as full collaborators on inclusion. The focus of the contracts is to provide training and education on early care and education to the community, and increase retention rates and lower expulsion rates of children from child care.

Utah

Utah Career Ladder training includes 40 hours of provider training specific to including children with disabilities in child care programs. This training constitutes the Special Needs Endorsement for the Career Ladder Program.

Technical Assistance

Florida

The Lead Agency coordinates with the Department of Education to offer the Technical Assistance and Training System (TATS). TATS is a statewide project to support programs that serve prekindergarten children with disabilities by providing training and technical assistance. Regional facilitators provide services in support of program effectiveness, inclusion of children with disabilities in settings with typically developing peers, evaluation and assessment, research-based curriculum and instruction, and transition services from prekindergarten to kindergarten. The collaboration of TATS facilitators and early learning coalitions' inclusion specialists is an ongoing effort to meet the needs of school districts and private early learning providers throughout the State.

Maine

The Department of Health and Human Services (DHHS) has a cooperative agreement with the Center for Community Inclusion at the University of Maine to provide technical assistance and flexible funding to providers caring for children with special needs. Four specialists are available by phone, email, or to visit child care programs to assess needs and provide information. Funds are available on a limited basis to pay for additional staff or equipment to enable a child with special needs to remain in child care. This project is coordinated with both Special Education at the Department of Education and Children's Behavioral Health Services at DHHS.

Maryland

The Lead Agency supports programs that offer direct services to children with special needs through training and technical assistance. Training on working with children with special needs is provided to early care and education staff through a contract with Abilities Network, Inc. The network provides onsite training to family day care providers and center-based programs in partnership with PACT: Helping Children with Special Needs. Pre- and post-testing is used to measure knowledge gains. Technical assistance is provided to those who score less than 80 percent on the post-test, or at the participant's request.

South Carolina

The Lead Agency has a contractual agreement with the University of South Carolina's School of Medicine – Center for Disability Resources to provide training and technical assistance to child care providers currently serving or interested in serving children with different needs. Center staff have developed a monograph series that includes an indepth review of developmental deficiencies and guidance for working with young children.

South Dakota

The Lead Agency provides training and technical assistance on an ongoing basis to encourage providers to include children with special needs in their child care programs. Including all children is a topic area embedded in all the various curriculum and training offerings within the early care and education system. Licensing staff work one on one with programs requesting technical assistance, and support them when enrolling children with special needs.

Cross-System Planning and Coordination

California

The Map to Inclusive Child Care Project provides information and resources about local and State efforts that support inclusion. Project members will be utilized to support outreach and dissemination of project activities. Training materials will be developed and posted on the project's Web site for early childhood educators to use when explaining the early intervention and disabilities systems to child care staff.

Minnesota

The Lead Agency continues to collaborate with community partners and State and local agencies to create a system of professional development that supports inclusive child care. The system will focus on identifying core competencies that define highly qualified practitioners who serve children in inclusive settings, as well as training delivery and support strategies that are most effective in changing practitioner practice, such as consultation and coaching. The Lead Agency also participates on the Interagency Coordinating Council with the Minnesota Department of Education and Minnesota Department of Health to facilitate provision of special education services to children from birth to 5 years old.

Nebraska

The Early Childhood Interagency Coordinating Council provides structure and ongoing communication among State, regional, and local entities about the needs, gaps, and barriers to service delivery for children with special needs. The committee identifies Federal requirements under Part C of the Individuals with Disabilities Education Act as they relate to State actions to address the shortcomings.

Pennsylvania

The Department of Public Welfare's Early Childhood Professional Development System works collaboratively with the Early Intervention Technical Assistance network to ensure that sufficient training opportunities exist across the State and are coordinated to prevent duplication. Pennsylvania is developing a management information system to track child outcomes, including services to children with disabilities in inclusive settings. This system should be ready to implement in January 2009.

Virginia

The Lead Agency will work with local departments of social services and the Virginia Child Care Resource and Referral Network to increase the availability of child care for children with special needs and publicize the availability of these providers. The Lead Agency is partnering with many groups, including the Governor's Working Group, Virginia Commonwealth University's Partnership for People with Disabilities, Child Development Resources, Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services, Virginia Department of Education, and others, to develop a statewide infrastructure to support inclusiveness in early care and education programs.

Resource Materials

Delaware

Delaware's Building Capacity in Natural Environments initiative focuses on improving awareness and knowledge in the early care and education community regarding inclusion of children with special needs. A new resource on how to integrate children with special needs was developed and is being distributed to child care providers.

Washington

The Include Me Guide to Inclusive Child Care provides information and resources to providers about caring for children with special needs. The publication was coordinated by the Department of Early Learning, Child Care Coordinating Subcommittee on Inclusive Child Care, and other entities, and is maintained and reprinted by the Department of Social and Health Services with CCDF funds.

Wisconsin

The Child Care Information Center (CCIC) in Wisconsin has inclusive child care materials available for parents, providers, instructors, and other professionals through its statewide library and resource clearinghouse. The collaborative media campaign, "Together – Children Grow," has produced multiple materials to promote inclusive activities and can be accessed through CCIC. The materials promote four components of quality inclusive settings: staff education, accessible buildings, program accommodations, and disability-specific services and resources. A display of materials is available for conferences, including multiple resources for inclusive child care such as posters, books, and brochures.

Inclusion Specialists

Georgia

An inclusion coordinator is on staff at each of the child care resource and referral agencies as provided in the contract with Bright from the Start: Georgia Department of Early Care and Learning. The coordinators are responsible for providing services to families who have children with special needs and the providers who care for them. The coordinators continually promote inclusive child care through training, drop-in visits to child care programs, and meetings they attend in their community (i.e. Kiwanis, Local Interagency Coordinating Councils, Family Connections, and county Department of Family and Children Services offices).

Missouri

The Missouri Child Care Resource and Referral Network supports services for families of children with special needs by staffing child care inclusion coordinators in each of its seven agencies. Key activities of the coordinators are to increase the number of regulated facilities able to care for children with special needs, give technical assistance to providers on caring for children with special needs, assist families in finding and/or maintaining care for children with special needs, and develop training initiatives to prepare providers for addressing the needs of children with special needs and their families.

North Carolina

Partnerships for Inclusion provides training and technical assistance to providers on effective consultation with child care providers and professionals, inclusion of children with special needs, creating learning environments for children with special needs, individualized interventions, provider training, and connecting providers and families with community resources. The group also conducts statewide surveys of special needs children served in child care.

Tennessee

The Tennessee Child Care Resource & Referral Network has a statewide Health, Safety and Inclusion Coordinator who works with individual network specialists, local health departments, Tennessee Department of Education staff, and other private and nonprofit organizations working with young children to disseminate the latest information about best practices for inclusion. The coordinator also works collaboratively with Tennessee's early intervention system to help parents locate resources for infants and toddlers up to 2 years of age with special educational needs.

Health or Mental Health Consultants

Kentucky

To address the mental health needs of children, KIDS NOW, Kentucky's Early Childhood Initiative, has allocated funding to expand and enhance mental health services to children from birth to 5 years of age, and to their families. The goal of this program is to identify needs, provide mental health consultation to early childhood programs, and offer assessment and therapeutic services for young children and their families.

Massachusetts

The Lead Agency co-administers the Comprehensive Mental Health for Child Care Project to ensure that contracted child care providers have comprehensive onsite mental health services available to children and their families. This is done through a partnership between child care programs and mental health clinics participating in the Massachusetts Behavioral Health Partnership. Child care programs and mental health clinics jointly hire clinicians to provide a broad range of training and support to children, their families, and child care staff beyond the billable therapeutic and assessment services that clinicians normally provide.

Oklahoma

Resource materials for parents and providers have been developed on inclusive child care and include information on the special needs reimbursement rate. Support for providers dealing with children exhibiting challenging behavior is provided through the Warmline, a statewide toll-free access to either a child development specialist or nurse during business hours, or access to an extensive library of tapes on health, child development and behavior, care, and related topics. Providers can also request onsite mental health consultations from professionals to assist them in dealing with social and emotional development or challenging behavior. Services are evaluated by interviewing child care center directors who have utilized the services and consultants who delivered the services. Most directors indicated the consultants were able to help them resolve the initial problems, and their facilities were able to utilize consultants' services to enhance teacher skills and reduce challenging behavior.

Acquisition of Adaptive Equipment

Alabama

United Cerebral Palsy and the Alabama Department of Public Health/Healthy Child Care Alabama provide support for inclusive child care by purchasing adaptive equipment to loan or give to providers to effectively serve children with special needs. Several quality contractors offer training for providers that specifically focuses on serving children with special needs.

West Virginia

The Lead Agency provided more than \$100,000 to the West Virginia Birth to Three Program to purchase assistive technology that can be loaned to child care providers. The equipment was purchased and given to child care resource and referral agencies, who distribute it to providers through Traveling Resource And Information Library Service (TRAILS) vans. TRAILS van specialists were trained on these "Wee Tools."

Other

Oregon

The Partnership in Inclusive Child Care is a training program to increase the number of regulated child care providers caring for children with special needs. In 2005, eight people from five Oregon communities were trained to provide the Teaching Research Assistance to Childcare (TRAC) providers inclusion curriculum developed at Western Oregon University. TRAC is designed to give providers information and skills to increase their ability to serve children with special needs. An additional eight trainers were sponsored in the second cohort in 2006. Additional cohorts are planned for 2007 and 2008, with the goal of providing trainers statewide within 4 years. Participants in the local trainings are linked to other community resources that support inclusive child care. Examples of linked resources include consultation, mentoring, technical assistance, and financial assistance.

Vermont

The Lead Agency offers specialized training to providers to enhance their ability to care for children with special needs. Grants are available to child care programs to support accommodations for children, such as funding for individual aides. Mental health consultation is available to regulated child care programs, including family child care homes, to assist in providing services to children with behavioral issues.