NC 1507-6 State Administration (a) For the purpose of administering section 619 of the IDEA (including the coordination of activities under Part B of the IDEA with, and providing technical assistance to, other programs that provide service to children with disabilities), a State may use not more than 20 percent of the maximum amount the State may reserve for any fiscal year. NC 1507-7 The state education agency must use any funds the State reserves and does not use for administration- (c) For activities at the State and local levels to meet the performance goals established by the State under section 612(a)(15) of the IDEA.

The state set-aside from the IDEA 619 grant is used to support the following performance and compliance goals:

**Value #1 - “All preschool children with disabilities will be identified and receive early intervention”**

- **Activities**
  - Child Find Program- Indicator 11 on the State Performance Plan
    - Preschool Exceptional Children Assessment Program
      - Guidance Documents (Guiding Practices in Early Childhood Hearing and Vision Screening)
      - Professional Development for Psychologists, Speech-Language Pathologists, Occupational & Physical Therapists, & Educational Diagnosticians on developmentally appropriate assessment practices
    - Transition Program- Indicator 12 on the State Performance Plan
      - Guidance Documents (Guiding Practices in Early Childhood Transition)
      - Interagency Agreements (State and Local)
      - Professional Development for Coordinators
      - Data Dashboard for Local Education Agency and state data displays for Child find data

- **Final Outcomes**
  - Comprehensive Child Find System and data tracking through the 619 Preschool Grant and the state’s authoritative data source

**Value #2 – We believe that preschool children with special needs should be included in community programs**

- **Activities**
  - Inclusion Initiative- Indicator 6 on the State Performance Plan
    - Data webinars on understanding preschool LRE data
    - Data Dashboard for Local Education Agency and state data displays for Indicator 6 data
    - Cross Sector professional development on Foundations Social Emotional/Tier I, II and III (MTSS) for teachers and administrators
    - Guidance Documents (Questions and Answers, Guidance for IEP teams making LRE decisions, Early Childhood Settings decision tree)
- PreK IEP Training for early childhood teachers
- Guidance on understanding early childhood settings
- Support for preschool coordinator’s professional development to promote inclusion

**Final Outcome**
- Increased number of preschoolers with special needs participating in high quality community settings and receiving embedded interventions in their inclusive environment as evidenced in the state and LEA Early Childhood LRE data.

**Value #3 – We believe that children with special needs should demonstrate positive child outcomes**

**Activities**
- Early Childhood Outcomes-Indicator 7 on the State Performance Plan
  - Data Dashboard for Local Education Agency and state data displays for Indicator 6 data
  - Continuous training on child outcome process
  - Monitoring and feedback to LEAs on Indicator 7 data for quality control
  - Professional Development Initiatives to Improve Child Outcomes:
    - Targeted project on the implementation of the NC Preschool Pyramid Model to promote positive social and emotional development (project in the State Systemic Improvement Plan)
    - High quality on-going formative assessments using NC Early Learning and Development progressions to support valid and reliable child outcome data
    - Targeted pilot project on standardizing process of transitioning all preschool children into kindergarten using the North Carolina Early Learning and Development Progressions
- Early Childhood Discipline- implementation of Equity in IDEA reauthorization
  - Guidance documents (Guiding Practices in Early Childhood Discipline)
  - Professional development on Early Childhood Discipline
    - Tier I and II of the Foundations SE/MTSS for teachers
    - Professional development for administrators
  - Technical assistance from the state
    - OEL leadership works with PowerSchool leaders (authoritative data source for the Department of Public Instruction) to develop standardized process to enter PK children into PowerSchool so that the State can develop standardized report on suspension and expulsion rates

**Final Outcome**
- Preschoolers with disabilities will change developmental trajectories as a result of the time in services in positive social relationships, acquisition of knowledge and skills and the ability to get their needs met appropriately. Data tracking through Indicator 7.
  - Data reported to the Office of Special Education Programs and to the North Carolina State Early Childhood Action Plan [https://www.ncdhhs.gov/goal-9-track-school-success](https://www.ncdhhs.gov/goal-9-track-school-success)

**Value #4- We believe that family involvement and satisfaction impact child outcomes**

*NC Early Learning Network is a joint project of the NC Department of Public Instruction, Office of Early Learning and UNC Frank Porter Graham Child Development Institute*
Activities
- The Inclusion, Assessment, and Child Outcomes Initiatives will have strong family components (engagement and participation) built into each of the professional development components.
- Targeted pilot project on standardizing process of transitioning all preschool children into kindergarten (based on SL House Bill 140)

Final Outcomes
- Families will feel supported during the IEP process and understand their child’s disability so as to support him/her in the preschool educational process
- Families will become actively engaged in the transition to Kindergarten process

Value #5: We believe that a highly trained workforce will have positive impact on child and family outcomes

Activities
- Facilitation of the Pre-K Exceptional Children Coordinator Network
  - Fall and Regional Meetings with targeted professional development around understanding child outcome and preschool LRE data and applying it to the continuous improvement process
  - Preschool Coordinators Orientation
  - Preschool Coordinators Listserv
  - Data webinars on preschool Child Find and LRE
  - Data dashboard to provide feedback and technical assistance to LEAs
- Early Learning Network- a statewide professional development and technical assistance system.
  - Foundations on Social and Emotional Development (Tiers I, II, and III) effective teaching practices for core, supplemental and intensive support
  - North Carolina Early Learning and Development Progressions- formative assessment, child outcome and transition to kindergarten training for teachers.
  - Preschool Play-Based Assessment Team training

Final Outcomes
- High quality preschool program design and delivery