



Resources that Support the Inclusion of Young Children with Disabilities

[Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs](#)

Highlighted Recommendations:

- Bring partners, including families, together and co-create a State vision statement for inclusion
- Leverage existing early childhood state councils and taskforces to establish a focus on inclusion
- Review data and track progress towards meeting goals related to inclusion
- Enhance professional development

Highlighted Successes:

States have used this policy statement to:

- Convene State leadership teams to prioritize the recommendations in the policy statement for their State and to plan for how they can make progress to implement the recommendations
- Hold conversations with local educational agencies on their beliefs and attitudes around inclusion and provide research and data to debunk myths
- Hold State conferences and develop resources to promote best practices in inclusion

[Collaboration and Coordination of the Maternal, Infant, and Early Childhood Home Visiting Program and the Individuals with Disabilities Act Part C Programs](#)

Highlighted Recommendations:

- Set a statewide vision for collaboration across early childhood providers
- Build on interagency advisory groups
- Develop centralized intake, screening, and referral systems
- Develop policies and procedures on dually enrolling families

Highlighted Successes:

- Connecticut established an Office of Early Childhood by combining programs from five separate agencies. The Family Support Division Director holds the titles of both Part C Coordinator and MIECHV director.
- West Virginia's Interagency Coordinating Council (ICC) brings together a broad array of stakeholders to develop a greater understanding of the needs of young children and families and the programs designed to support them. By adding the MIECHV Program to the ICC, the State is able to accomplish several goals including coordinating professional development activities.

[Policy Statement on Meeting the Needs of Families with Young Children Experiencing and At Risk of Homelessness](#)

Highlighted Recommendations:

- Support a two-generation approach by developing and strengthening partnerships across early childhood, public school and housing programs and systems
- Enhance early childhood program and public school system integration with the Continuum of Care's coordinated entry process
- Improve, leverage and integrate early childhood homelessness data, including from LEAs on age 0 to 5

Highlighted Successes:

- States have improved communication, collaboration and coordination within Federal agencies on behalf of children experiencing homelessness (including children with disabilities) from birth to high school.
- State Coordinators for the Education of Homeless Children and Youth Programs work with SEAs and LEAs to coordinate activities on behalf of children and families experiencing homelessness. These activities help to ensure equal protections under the law, while also addressing barriers and strengthening supports for young children and youth experiencing homelessness.



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[Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings](#)

Highlighted Recommendations:

- Develop and clearly communicate expulsion and suspension policies
- Access technical assistance in workforce development to prevent expulsion and suspension
- Set goals for improvement and analyze data to assess progress
- Make use of free resources to develop and scale best practices

Highlighted Successes:

- Arkansas launched the Behavior Help System - a statewide response system to provide a single point of entry when support is needed for early childhood programs to address behavior challenges. Behavior Help coordinates training, technical assistance, and mental health consultation resources.
- Colorado increased supports for early educators to support, prevent, and reduce expulsions and suspensions from child care programs. Colorado's Early Childhood Mental Health (ECMH) Specialist Program provides coaching and mental health consultation to child care professionals and early childhood programs on supporting children's social-emotional development, early identification of mental health concerns, and support on implementing policies that prevent expulsion and suspensions.

[Policy Statement on Family Engagement: From the Early Years to the Early Grades](#)

Highlighted Recommendations:

- Plan for and prioritize family engagement
- Communicate consistent messages that support strong family engagement
- Establish policies, procedures, and practices that support family engagement

Highlighted Successes:

States have used the Family Engagement in Early Childhood Policy Statement to -

- Guide how State leadership teams think about infusing family engagement in their systems and programs, and the development of State plans
- Provide technical assistance to local educational agencies and programs on implementing effective family engagement practices
- Guide how States, local educational agencies, and programs evaluate the effectiveness of family engagement practices

[Policy Statement on Supporting the Development of Children Who Are Dual Language Learners in Early Childhood Programs](#)

Highlighted Recommendations:

- Develop and implement a plan for supporting young children who are DLLs
- Identify data on the number of DLLs in the community to guide policy and inform resource allocation
- Establish statewide policies that appropriately support children who are DLLs

Highlighted Successes:

- States are widely disseminating the statement to educate families and professional communities
- States and local programs are using the statement to influence policy and to design early childhood programs that support young dual language learners