

## **Feedback: Child Care and Development Fund (CCDF) Plan for States and Territories, November 22, 2010**

The National Professional Development Center on Inclusion (NPDCI) is working with states to ensure that early childhood practitioners are highly effective in supporting the development and learning of every young child, including those with diverse abilities. As a national center that focuses on professional development and inclusion, we have provided some suggestions related to inclusion of young children with disabilities and professional development.

### **Inclusion**

We are very pleased with the numerous ways in which children with special needs are included within the CCDF plan. We do have a few additional ideas for more systematically and intentionally incorporating children with special needs into this document.

- Define “children with special needs” or refer states to their state’s eligibility categories for special needs. The term special needs can be ambiguous. We suggest using the term children with disabilities or adding a footnote specifying that the term special needs encompasses children with identified disabilities as well as children at-risk.
- Clarify the term Inclusion Program; every early care and education program is a potential inclusive program (page 9, 11).
- Expand Goals for the Next Biennium to specifically address the needs of children who are culturally, linguistically, and ability diverse (page 57).
- In reference to the lead agency designated to administer the CCDF, include early intervention (Part C) and Section 619 of IDEA (e.g., in Tables 1.5.1 “Lead Agency Consultation Efforts” (page 9) and 1.6.1 “Lead Agency Coordination Efforts” (pages 10 & 11))
- Under Family Outreach, provide an item that targets services for eligible families with children with a disability (page 16).
- Under 3.3.1 Element 1: Program Standards, we recommend including two additional items to the list of quality indicators: 1) working effectively with children with special needs and their families, and, 2) working effectively with children who are culturally and linguistically diverse and their families (page 44).
- Add an additional category to the types and methods used to support child care programs that addresses programming for children who are culturally and linguistically diverse (page 46).

- Under 3.4.1 Workforce Element 1 – Competencies: Core Body of Skills and Knowledge add two additional items, one that addresses core knowledge and competencies (CKC) for practitioners working with children with disabilities, children who are dual language learners, and children who are culturally diverse; and one that addresses the alignment of CKCs with national standards for young children (e.g., NAEYC and DEC/CEC) (page 51).

### **Professional Development**

In the CCDF plan, professional development is encompassed within Non-Monetary Supports. In this section, states are asked to identify types and methods of support provided to programs. Two of the choices provided are approaches to professional development: training, and on-site consultation (page 45). In the early childhood field there is no clear or universally accepted definition of these terms. The lack of an accepted definition will likely lead to challenges in interpreting the data.

We have also noted a similar issue in the description of roles included in the workforce data system (page 51). Two of the roles, 1) Support Staff, and 2) Education and Training Staff, include examples that may be confusing to the states completing the survey. The examples provided for Support include mentors, coaches, home visitors, and mental health consultants while the examples for Education and Training Staff include TA providers, CCR&R staff, instructors, and faculty. Confusion may result from the overlap in the two categories, for example, TA providers, CCR&R staff and faculty may act as mentors, coaches, or consultants. The lack of clear categories will lead to challenges in interpreting the data.

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<http://community.fpg.unc.edu/npdci>

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