



Use of Preschool Special Education Stimulus Funds

Priority areas for Preschool Special Education Stimulus Fund Activities:

- 1) Preschool children with IEPs receive special education and related services in settings with typically developing peers.
- 2) Preschool children with IEPs demonstrate improved outcomes:
 - A) Positive social-emotional skills (including social relationships);
 - B) Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
 - C) Use of appropriate behaviors to meet their needs.
- 3) Parents with a child receiving preschool special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
- 4) Children referred by Family-Centered Early Supports and Services prior to age 3 are found eligible for Part B prior to age three and have an IEP developed and implemented by their third birthdays.

Specific Activities include but are not limited to:

Professional Development

- Program cost for professional development;
- Stipends for mentors for professional staff working for their certification in Special Education or Early Childhood Special Education;
- Stipends for mentors for personnel to develop specific areas of special education expertise;
- Substitutes for staff to attend professional development activities/programs; and
- Substitutes for early childhood professionals to attend preschool special education professional development activities
- Support for Preschool Technical Assistance Network for coordinated professional development and technical assistance

Family Support:

- Resources for families of preschoolers with disabilities to increase knowledge and understanding of child development, disabilities, special education, etc
- Stipends for families of preschoolers with disabilities to attend special education leadership and professional development activities
- Activities to facilitate family involvement in the preschool special education process

Preschool Special Education Administrative Case Management

A local education agency may use funds received under this part to purchase technology or services below:

- a) Coordinating attendance at transition planning conferences for children exiting early



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- intervention;
- b) Scheduling IEP meetings;
 - c) Coordinating evaluations and IEP drafting;
 - d) Visiting potential student placement environments;
 - e) Communicating with parents;
 - f) Updating progress reports for meeting IEP goals;
 - g) Updating preschool outcome assessment information.

Transition from Family-Centered Early Supports & Services to Preschool Special Education activities to promote smooth and effective early transitions may include but are not limited to:

1. Home visits;
2. Development and enhancement of local interagency agreements;
3. Parent support groups or focus groups;
4. Cross-agency professional development and technical assistance;
5. Direct services related to transition;
6. In-depth assessment of local policies, practices and procedures as well as data analysis to determine effectiveness of early transitions.

Transition from Preschool Special Education to school age

Assistive Technology:

- a. Assistive technology device:
Any item, piece of equipment, or product system, whether acquired commercially or off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.
- b. Assistive technology service: Any service that directly assists a child on an IEP in the selection, acquisition or use of an assistive technology device includes:
 1. The evaluation of the needs of the child, including a functional evaluation of the child in the child's customary environment;
 2. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for the child;
 3. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;
 4. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
 5. Training or technical assistance for the child, or where appropriate, the family of the child; and
 6. Training or technical assistance for professionals (including individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the child).



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Instructional Equipment:

- a. Which includes:
 1. Computer;
 2. Telecommunications, sensory and other technological aids and devices;
 3. Specialized furniture and equipment.

Related services, which means:

- a. Developmental, corrective, and other supportive services such as but not limited to:
 1. Audiology services;
 2. Psychological services;
 3. Physical, occupational and speech therapy;
 4. Recreation, including therapeutic recreation;
 5. Social work services;
 6. Counseling services, including rehabilitation counseling;
 7. Orientation and mobility services;
 8. Medical services, (except that such medical services shall be for diagnostic and evaluation purpose only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions to children;
 9. Speech and language services;
 10. Transportation; and,
 11. Travel training.

Special education, which means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including:

- Instruction conducted in the early childhood classroom, early childhood special education classroom, the home, hospitals and institutions, and in other settings.
- Other services identified as special education services within the IDEA.

Supplementary aids and services, which means, aids, services, and other supports that are provided in early childhood classes or other education-related settings to enable preschool children with disabilities to be educated with non-disabled children to the maximum extent appropriate.

Instructional Materials:

- Printed, published, and audio-visual instructional materials;
- Books, periodicals, documents, and other related materials;
- Software, test kit containing only consumables, (test kits & assessment tools that are over \$100 and shelf life of more than a year are considered equipment).

NOTE: IDEA Part B section 619 monies may NOT be used for preschool child find activities.