

Early Childhood Special Education (ECSE) Updates

OSEP 2023 Early Childhood Transition Questions and Answers - Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) 2023 Early Childhood Transition Questions and Answers document ([2023 EC Transition Q&A](#)) incorporates longstanding policy and provides further clarification on early childhood transition requirements for children transitioning from the IDEA Part C early intervention program to the IDEA Part B preschool program. This document updates and supplements OSEP's 2009 Early Childhood Transition Frequently Asked Questions (which addressed transition data reporting questions under State Performance Plan/Annual Performance Report (SPP/APR)) based on the 2011 IDEA Part C regulations. It also incorporates guidance from OSEP's 2011 Letter to Infants and Toddler Coordinators Association (ITCA) and National Association of State Directors of Special Education (NASDSE), as well as OSEP's 2023 Letter to Nix.

OSEP POLICY STATEMENT: Inclusion of Children with Disabilities in Early Childhood Programs (November 28, 2023) - Individuals with Disabilities Education Act

All young children with disabilities should have access to high-quality inclusive early childhood programs that provide individualized and appropriate support so they can fully participate alongside their peers without disabilities, meet high expectations, and achieve their full potential. The responsibility to ensure that young children with disabilities and their families are included in high-quality early childhood programs is shared by federal, state, and local governments, early childhood systems, early childhood programs and providers, local educational agencies (LEAs), and schools.

This [policy statement](#) from the U.S. Departments of Education (ED) and Health and Human Services (HHS) (the Departments) builds upon our earlier 2015 policy statement with renewed commitment and urgency as children with disabilities continue to face significant barriers accessing and participating in inclusive early childhood programs.



Critical Questions for Addressing Racial Equity in Early Intervention and Early Childhood Special Education

A new resource from the Center for IDEA Early Childhood Data Systems (DaSy) helps states examine equity issues when providing early intervention (EI) and early childhood special education (ECSE) services. [Critical Questions for Addressing Racial Equity in Early Intervention and Early Childhood Special Education](#) are policy and programmatic questions that help states identify disparities in their service delivery system. Many of the questions are also relevant at the local level. They are divided into these three sections: child and family questions; practitioner questions; and early intervention service (EIS) program and lead education agency (LEA) questions. The answers to the questions support the long-term goal of equitable access, services and supports, and positive outcomes for all young children and their families, especially the historically underserved.

Think Inclusive Podcast: Inclusion in Early Childhood Education with OSEP Director Valerie Williams

Valerie Williams, Director of OSEP, discusses the importance of inclusion in early childhood education. She shares a personal story about finding the right preschool for her son with Down syndrome and highlights the need for a mindset shift among educators and administrators. Valerie emphasizes the importance of providing resources and technical assistance to support inclusive practices. She also discusses the current state of inclusive education in different states and the need for implementation and accountability. Listen to the podcast [here](#).

ECSE Inclusion Champion's Resource Corner

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