

Early Childhood Special Education (ECSE) Updates

Myths & Facts in Early Childhood Special Education (ECSE)

Myths & Facts in Early Childhood Special Education (ECSE) is now available! There are multiple definitions for inclusion and for the purposes of this document we are seeking to align these definitions of inclusion as follows: 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 [resource](#) was developed to challenge the myths that exist and highlight the facts of why inclusionary practices work for each and every student.

Accessible Educational Materials and Assistive Technologies in Early Childhood Education: What, Why, and How

Ensuring that all students, including those with disabilities, can access and engage with learning materials is a pivotal aspect of educational equity and inclusion. [Accessible Educational Materials and Assistive Technologies in Early Childhood Education: What, Why, and How](#) explores the use of accessible educational materials (AEM) and assistive technology (AT) supports in inclusive early childhood settings by explaining what they are, why they are crucial for fostering inclusive learning environments, and how they can be implemented effectively.

GAO Report on Child Care Accessibility Recommends Coordination

In [Child Care Accessibility: Agencies Can Further Coordinate to Better Serve Families with Disabilities](#), the Government Accountability Office (GAO) examined barriers that children with disabilities and their parents face in accessing child care. In its report, the GAO recommended that the federal Departments of Health and Human Services (HHS) and Education further coordinate with one another to promote resources designed to help parents of children with disabilities.



The report addresses:

- The prevalence of children and parents with disabilities.
- What barriers do children and parents with disabilities face to accessing and participating in child care facilities and services?
- What selected federally funded child care providers report about their ability to serve children and parents with disabilities.
- The extent to which HHS and Education provide informational resources about child care to families with disabilities and to child care providers about serving these families.

STEMIE Innovation for Inclusion in Early Learning

Curated Booklist: [Hispanic & Latino/a in STEM](#)

- As of 2019, about 18.5% of the population in the U.S. are Hispanic/Latino/a (US Census). Yet only about 5% of children's picture books depict Hispanic/Latino/a characters (Huyck, David & Dahlen, 2019 June 19).

Curated Booklist: [Native American Heritage in STEM](#)

- In our search for books, we considered how the books could offer mirrors, windows, and sliding glass doors (Bishop, 1990) that positively depict Native American characters and heritage, while offering opportunities for conversations about STEM concepts or STEM identity.

[Request for Applications](#) - Early Educators (PreK) Cohort for Target TA

- The STEM Innovation for Inclusion in Early Education (STEMIE) invites early educators in preschool and child care centers to apply for technical assistance (TA) to embed inclusive early STEM learning into their classrooms. This initiative aims to increase STEM access for all children, particularly those with disabilities, and includes learning trajectories (LTs) in science, technology, and engineering.
- Eligible applicants must be committed to inclusive STEM education and have center support. They will receive customized technical assistance, including needs assessments, workshops, coaching, and participation in a Community of Practice (CoP). The program runs from December 2025 to January 2027, requiring approximately 5 contact hours monthly for two years. Applications are due by November 22, 2024.