

**Nebraska Early Development Network
Regional SYSTEMS SUPPORT/CHANGE Grant
Planning Guide**

**Fiscal Year
September 1, 2012 - August 31, 2013**
Due Date: August 1, 2012



For More Information Contact:

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2012-2013 GRANT FUNDING ALLOCATIONS

Regional Systems Support Grant	2012-13 Amount
Planning Region #1 - Wakefield Area - ESU #1	\$11,000
Planning Region #3 - Rural Omaha Area - ESU #3	\$18,500
Planning Region #4 - Auburn Area - ESU #4	\$11,000
Planning Region #5 - Beatrice Area - ESU #5	\$11,000
Planning Region #6 - Milford Area - ESU #6	\$14,000
Planning Region #7 - Columbus Area - ESU #7	\$13,250
Planning Region #8 - Neligh Area - ESU #8	\$8,750
Planning Region #9 - Hastings Area - Head Start	\$20,000
Planning Region #10 - Kearney Area - ESU #10	\$15,500
Planning Region #11 - Holdrege Area - ESU #11	\$8,000
Planning Region #12 - Chadron/Alliance - Western Comm Health	\$5,750
Planning Region #13 - Scottsbluff Area - ESU #13	\$8,000
Planning Region #14 - Sidney Area - ESU #13	\$5,750
Planning Region #15 - McCook Area - ESU #15	\$6,500
Planning Region #16 - Ogallala Area - ESU #16	\$10,250
Planning Region #17 - Ainsworth Area - ESU #17	\$8,000
Planning Region #18 - Lincoln Public Schools Area	\$37,000
Planning Region #19 - Omaha Public Schools Area	\$40,000
Planning Region #20 - Bellevue Public Schools Area	\$8,750
Planning Region #21 - Millard Public Schools Area	\$17,750
Planning Region #22 - Westside Community Schools Area	\$7,250
Planning Region #23 - Papillion/LaVista Area	\$14,000
Planning Region #24 - Ralston Public Schools Area	\$7,250
Planning Region #26 - Grand Island Area Schools	\$12,500
Planning Region #27 - North Platte Public Schools Area	\$9,500
Planning Region #28 - Broken Bow Area	\$6,500
Planning Region #29 - Norfolk Public Schools Area	\$8,000
Planning Region #225 - Fremont Area - ESU #2	\$19,000
Regional Systems Support/Change Grants	\$362,750

FUNDING

The focus of these Federal IDEA Part C grant funds are specific to children with disabilities, birth to age three, and their families. Funding must go through a Planning Region Team Lead Agency to be used in achieving the goals identified in the project's activities and grant priority areas. In addition, funding may be considered for the following:

- Families may receive reimbursement for child care, mileage, meals, lodging and stipend(s) for meetings/trainings.
- Funding for clerical support, PRT chairperson, project director and financial staff are allowed.

NON-ALLOWABLE EXPENDITURES

- Direct services to families
- Capital improvements
- Door prizes/drawings, incentives, reinforcers.
- Out-of-state travel must be pre-approved by Part C Co-Leads prior to ordering
- Equipment must be pre-approved by Part C Co-Leads prior to ordering.

Nebraska Early Development Network Regional SYSTEMS SUPPORT/CHANGE Grant

Application Requirements

All early childhood planning region applicants must assure that activities comply with the regulations stated in the Health and Human Services, Early Intervention Services Coordination Manual, Title 480; the Nebraska Department of Education, Rule 51; IDEA, Part C; and the Early Intervention Act.

PLANNING REGION TEAM ROLE AND RESPONSIBILITIES

The purpose of the Early Childhood Planning Region team is to assist in collaborative planning and development of a family centered, interagency community-based system for all children, with emphasis on those with disabilities, birth to age five. The membership must mirror the make-up of the Early Childhood Interagency Coordinating Council (ECICC). One responsibility of the Planning Region team is to assist in establishing the services coordination system in the region. (See *Health and Human Services, Early Intervention Services Coordination Manual, Title 480; and Nebraska Department of Education Rule 51, Title 92 NAC, Chapter 51*). The team shall:

1. Discuss issues of regional concern related to services for children birth to age five with disabilities and their families;
2. Make recommendations/provide feedback to local agencies regarding the provision of early intervention services in the region;
3. Identify the potential agency(ies) in the region to provide services coordination for the region and notify the Nebraska Departments of Education and Health and Human Services of the potential agency(ies);
4. Identify the potential agency(ies) to provide systems support(s) for the region;
5. Work with the services coordinator(s) to identify gaps/duplications in resources in the region;
6. Identify the training and technical assistance needs in the region for administrators, direct services providers, and families involved in the provision or receipt of early intervention services;
7. Identify the resources that may be shared, adjusted, or developed in the region to address the gaps/duplication in services;
8. Meet, at a minimum, on a quarterly basis; and
9. Assist school districts and service coordination agencies in addressing gaps and barriers identified through the Improving Learning for Children with Disabilities (ILCD) process.

MEMBERSHIP REQUIREMENTS

The Early Childhood Planning Region Team represents key individuals in the Planning Region who work closely to coordinate the planning for a comprehensive, interagency service delivery system for young children with special needs and their families in that Region. (See *Health and Human Services, Early Intervention Services Coordination Manual, Title 480; and Nebraska Department of Education Rule 51, Title 92 NAC, Chapter 51*). We strongly encourage and will support your partnering with Early Head Start, Early Childhood Endowment, higher education, Migrant and Indian Programs in your region and other community organizations.

In order to facilitate problem solving across agencies, each team must be comprised of:

1. Representatives of school districts and approved cooperatives;
2. Nebraska Department of Health and Human Services representatives;
3. Family members of children with special needs (minimum of 20% membership);
4. A representative from health/medical and developmental disabilities services;
5. A representative from Head Start or Early Head Start;
6. A representative from child care;
7. A representative of the services coordination contracting agency;
8. A representative for underserved children and families, including low income, inner city, Indian, homeless, migrant and minority populations and rural areas as applicable for the region;
9. Regions are also encouraged to have representatives from other public and private agencies, business community leaders and clergy as team members;
10. Early Learning Connection Coordinator (ELC).

Grant Priority Areas

Priorities for the State that must be addressed in this application are Public Awareness and Outreach; Training, Skill Building and Technical Assistance; Services Coordination Support; and Improving Learning for Children with Disabilities (ILCD)/Quality Assurance. Example activities are listed below each heading. The PRT should select any of these items as well as additional activities based on the Team's analysis of needs in the region.

Public Awareness and Outreach: Planning Region Teams will build relationships with all private and public agencies to build awareness of Early Development Network and the referral process, including efforts to:

- Continue public awareness efforts in the community targeting local physicians, dentists, ophthalmologists, audiologists, local child care providers, juvenile and family court judges, health and social service workers, other public agencies and the public at large using findings from analysis of the CONNECT data.
- Continue collaboration with Protection and Safety workers to ensure timely referrals of children, who are involved in a substantiated case of child abuse or neglect; who are identified as affected by illegal substance abuse, or withdrawal symptoms resulting from prenatal drug exposure.
- Continue outreach to targeted groups of children from historically underserved populations, particularly minority, low-income, Indian, homeless, migrant, inner-city and rural populations, and children with disabilities who are wards of the state.
- Provide interpreters to enable all families to participate in trainings and meetings; translate written materials; and enhance capacity of agencies and providers to identify, evaluate and meet the needs of all populations in the region.

Training, Skill Building and Technical Assistance: Planning Region Teams will coordinate training, consultation, information and skill-building activities, including efforts to:

- Support services for children birth to age five with disabilities by targeting training for service providers, services coordinators and administrators across the region.
- Help families know their rights, effectively communicate their children's needs, and help their children develop and learn (i.e., to increase percentage of positive responses in the Part C Family Survey).
- Support Results Matter, early childhood social-emotional development, Child Abuse Prevention Treatment Act (CAPTA), services in natural and least restrictive environments, activities related to the Improved Learning for Children with Disabilities (ILCD), Home and Community-Based Waiver services, the Services Coordination Quality Assurance process, transition planning, and other identified training efforts.
- Collaborate with school districts, the Early Development Network and their partners to implement Results Matter early childhood outcomes birth to age five.
- Target a specific improvement goal for the Planning Region Team based on the Family Survey results.
- Participate in State Early Development Network sponsored trainings.
- Coordinate with the Early Learning Coordinator (ELC) on local training events.
- Attend other appropriate trainings.
- Refill the supplies in the Assistive Technology tubs.
- Continue local implementation of state sponsored ARRA activities, such as: Helping Babies from the Bench philosophy and implementation of Phase II action plans; Native American and Migrant family outreach and collaborative projects; improvement in

- early childhood mental health identification and service delivery, Family Leadership trainings/activities/projects, Assistive Technology trainings to early childhood providers/families; implementation of Routines-Based Interview process;

Services Coordination Support: Review procedures and propose changes in local agencies, including efforts to:

- Increase support of families by establishing working relationships with all agencies and providing technical assistance, as needed.
- Identify resources that may be shared, adjusted or developed across all agencies to support referral, intake and assessment processes.
- Identify and raise awareness of gaps and barriers in services to children with disabilities through discussion at PRT meetings.
- Support quality of data entered in Coordinating Options In Nebraska's Network Through Effective Communication And Technology (CONNECT).
- Analyze regional data to understand why families decline services coordination. (Statewide survey data indicates a significantly higher outcome rating for families who use services coordination.)
- Participate in state sponsored services coordination trainings and meetings.

Improving Learning for Children with Disabilities (ILCD)/Quality Assurance: Actively use the ILCD and Services Coordination Quality Assurance processes including efforts to:

- Specifically address gaps and barriers in meeting the MDT/IFSP 45-calendar-day timeline. (compliance indicator 7 on the State Performance Plan)
- Assure transition planning occurs timely and includes appropriate steps as outlined in Rule 51 and DHHS manual (including family role in transition steps and transition conference occurs at least 90 days prior to child's 3rd birthday), as well as transitions across settings and services such as child care, Head Start, waiver and kindergarten.
- Analyze referral versus verification rates from CONNECT data including verification rates of CAPTA/drug addicted infant referrals and waiver eligible children. Analyze the use and effectiveness of appropriate screening tools (if applicable) related to early identification and verification of infants/toddlers.
- Work with school districts to assure birth to five NSSRS child count is annually submitted on October 1st.
- Support Results Matter activities for program quality, child outcomes and program impact on families.
- Increase the parent response rate in the Part C Family Survey of families of children with an IFSP. Evaluate year-round services, including referral process, evaluations, and provision of services (to include the provision of services in Natural Environments).
- Support ILCD/QA corrective action and improvement activities for school district staff and services coordinators.
- Support continuous quality improvement in programs and services.

REQUIRED REPORTS

The following reports are required to receive funding for the Early Development Network Planning Region Systems Support/Change Grant. Reports should be submitted according to the guidelines listed below.

1. MEETING DATES

- Each Region should establish quarterly (at a minimum) meeting dates at the beginning of the year.
- Meetings are to comply with the Open Meetings Act and be held in locations accessible to the public.
- Establish a communication system for sharing state and local level information with PRT members.
- Share Planning Region Team information with your Special Education Regional Representative.
- Send copies of all meeting minutes and activities to Pam Kasl, pam.kasl@nebraska.gov. This can be accomplished by including her in your Team distribution list.

2. ANNUAL MEETING

- Each Planning Region Team should participate in an interagency annual meeting as defined in NAC 92, 51-005.03A prior to July 1, 2012.
- The purpose of the Annual Meeting is to provide a basis for communication and problem solving among the various agencies serving children with special needs birth to five and their families, and to establish a mechanism for collaborative program development. The team should work with the school districts in the region to coordinate the plans for this meeting.
- Example Annual Meeting documents can be found at, <http://edn.ne.gov/prt.html>.
- The report should include:
 - A copy of the minutes of the annual meeting
 - An attendance roster from the meeting
 - A list of gaps and barriers as defined in NAC 92, 51-005.03C
 - The Annual Meeting Report is due **August 31, 2012** to Pam Kasl, NE Dept. of Education, P.O. Box 94987, Lincoln, NE 68509.

3. FINANCIAL REPORT

- Final request for funds must be submitted through the Grants Management System (GMS) no later than **October 15, 2012**.

CALENDAR for the EDN Systems Support/Change Grant

August 1, 2012	Due date for 2012-2013 grant applications.
August 31, 2012	End of the 2011-2012 Grant Year
August 31, 2012	Due date for submission of Annual Meeting Report for 2011-2012
September 1, 2012	2012-2013 Grant Year begins
October 13, 2012	Due date for submission of the final request for funds through GMS (FY 11-12)
August 31, 2013	End of the 2012-2013 Grant Year
August 31, 2013	Due date for submission of Annual Meeting Report for 2012-2013
October 15, 2013	Due date for submission of the final request for funds through GMS (FY 12-13)