

Preschool Access for All Learning Network Grant Guidelines

Preschool Access for All Learning Network aims to increase inclusive opportunities for children with disabilities ages three to five, increase access to developmentally appropriate environments, and support high-quality instruction and interactions. All expenditures of Preschool AALN mini-grants should reflect data-informed purchases aligned to these three areas of focus and should be supplementary to the general program provided to preschool children in the district.

Districts should partner with their assigned Regional Access Coach to identify purchases that will support the identified long-term goals, annual goals, and objectives outlined on the district's inclusion plan.

General Guidance for Program Details

Districts will develop an Inclusion Plan at the P-AALN Inclusion Summit in June each year. The inclusion plan includes a district's vision statement for high-quality inclusion for preschool children with disabilities, a long-term goal to be achieved by the end of the three-year grant cycle, and an annual goal to be achieved in the current school year. In addition, districts will outline objectives, which are the steps which will be taken to achieve the annual goal.

Both long-term and annual goals must be measurable and contain a source of data that districts can utilize to demonstrate progress at the mid-year and end-of-year reporting periods.

Topic considerations when developing long-term and annual goals:

- Increase of the number of preschool children enrolled and receiving the majority of special education and related services in general education
- Increase enrollment of preschool children with disabilities in Voluntary Pre-K (VPK), Title I pre-K, or other general education pre-K options in the district
- Increase the quality / access to instruction for preschool children with disabilities
- Expand the itinerant service delivery model by increasing the number of general education programs in the community and LEA enrolling children with disabilities
- Improve outcomes for children with disabilities

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General Guidance for Budget Details

All expenditures outlined in this grant should be supported and grounded in data gathered by the district's Inclusion Leadership Team (ILT) to support classrooms serving students with disabilities, ages three to five. This includes observational data from means such as the Preschool Knowledge Building Instruction Practice Guide (IPG), district-conducted CLASS and CLASS environment observations, or needs-assessment data gathered in partnership with the district-assigned Regional Access Coach.

Budgets should clearly connect to the long-term goal, annual goal, and annual objectives set by the district's ILT and narratives should be written to clearly illustrate how the purchases support preschool children with disabilities. When using a single line item for a large portion of the budget, please specify how the funding total will be utilized for the various purchases.

Example 1:

Based on the CLASS Environment walkthroughs conducted with our Inclusion Leadership Team, the ten preschool classrooms serving at least 65 preschool students with disabilities need to increase the quality of the Emotional Support domain, specifically in the area of adaptations for all children's participation. Educators will engage in training through this grant to increase their knowledge of utilizing adaptive materials. Therefore, the expenditures are as follows.

\$2,000 for adaptive seating such as cube chairs and wiggle cushions

\$1,000 for adaptive materials such as loop scissors, grippers, chunky paintbrushes, slant boards, and weighted utensils

\$500 for adaptive books aligning with the district adopted curriculum

Example 2:

Based on the Preschool IPG walkthroughs conducted with our RAC and Inclusion Leadership Team, the four preschool classrooms serving at least 20 preschool students with disabilities need to increase their ability to promote access to the same interactions and activity(ies) of all children without modifying or changing the ultimate expectation. Therefore, expenditures are as follows:

\$2,000 Core vocabulary communication boards for the gym, library, and lunchroom

\$500 Voice output buttons

\$1,250 Mid-tech communication devices for each center area in four classrooms

\$5,000 High-tech communication devices for each classroom

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Ideas to Consider when Completing Your Budget

Adaptive materials including, but not limited to:

- Loop scissors, grippers, chunky paintbrushes
- Adaptive books
- Weighted utensils or writing tools
- Slant boards
- Velcro or magnetic puzzles
- Multisensory learning materials
- Noise cancelling headphones

Furniture and equipment including, but not limited to:

- Cube chairs, wobble cushions, floor rockers, exercise balls
- Sensory swings
- Wheelchair-accessible tables
- Low-rise shelving
- Adjustable-height easels
- Privacy cubes for calming area
- Accessible playground equipment

Assistive technology including, but not limited to:

- Low-, mid-, and high-tech communication devices
- Switch operated toys and learning tools
- Core vocabulary communication boards
- Visual timers
- Voice output buttons
- First/then boards

Professional development to improve instructional support of preschool students with disabilities, including, but not limited to:

- Teacher stipends for special education, related service providers, and general education teachers to engage in collaborative planning
- Educator and paraprofessional training, including curriculum-based trainings, related to increasing knowledge of educating preschool children with disabilities
- Teacher stipends to attend Preschool AALN or TN-TAN professional development occurring outside of contract hours