IELCCP Consortium - August 14, 2019

**Highlights from Group Review on Federal Policy of Inclusion**

1. Overview and Foundation Sections
   1. Why?
      1. 30+ years of research and experience
      2. State and federal support, yet lack of proportionate expansion of inclusive practices
      3. Legal Foundation for Inclusion
         1. LRE
         2. IDEA
         3. FAPE
         4. ADA / Section 504
      4. Every person’s constitutional right
      5. Benefits ALL – students with and without disabilities
      6. Equal costs compared to having separate programs
      7. Students with disabilities are supported in reaching their full potential equals less public resources needed later in life
   2. How?
      1. High expectations
      2. Intentionally promoting participation in ALL learning and social activities
      3. Individualized accommodations
      4. Evidence – based services
      5. Need for developmental specialist who can identify and address delays in development
      6. Support
2. Challenges / Path Ahead Sections
   1. Challenges
      1. 0-3
         1. Families have difficulty finding / keeping childcare. Impact on employment
         2. Lack of coordination – difficult transition Part C to Part B
         3. Perception Part C – natural environment = home; there are other natural environments
      2. 3-5
         1. In 3 decades percent of children with disabilities in inclusive settings unchanged. 2013 – more than half received services in separate settings.
         2. Special education setting considered first resort
         3. FAPE interpreted as services provided in public school locations
         4. Lack of training of staff
         5. Lack of comprehensive services; mental health, special ed, medical, childcare, early ed all provided by different agencies / locations.
         6. Limited community partnerships – lack of coordinated leadership
   2. Path ahead
      1. Community wide partnerships that communicate inclusion as priority, shared responsibilities.
      2. Ongoing commitment needed.
      3. Resource allocation (including money)
      4. Policy change to reflect “culture of inclusion” that emphasizes:
         1. Access – remove barriers (communication, physical, etc)
         2. Participation – sense of belonging in place that promotes learning
         3. Support – broad system of coordinated services (one stop stop?)
3. State Action Section
   1. Create a state level task force for inclusion
      1. Active role, coordinated and comprehensive ECE systems prepared to meet the needs of ALL children
      2. Provide leadership bringing partners
         1. IDEA part B and C, HS, EHS, childcare, home visiting, etc.
      3. Council builds efforts of ECE including quality improvement efforts
   2. Ensure high quality inclusion policies
      1. Facilitate rather than create barriers to inclusion
      2. Comprehensive culturally linguistic responsiveness
      3. Eliminate transitions for programming for children with significant needs
      4. Not having to choose between EI/SES and the current provider
      5. Natural proportions of program design
      6. Mixed delivery system equipped to support learning and development of all children
      7. Get involved by involving families. Include family organizations in policy discussion planning and evaluation progress in inclusion plans
   3. Set goals, Track data
      1. Baseline identification of slots, children with and without disabilities served in the slots
   4. Review and modify resource allocation
      1. States should consider using funds across multiple funding streams
      2. Provide T/A on braiding funds to support increased inclusive settings
   5. Quality Rating Frameworks
      1. QRIS systems should incorporate tools to evaluate and measure inclusion practices in frameworks (mandatory not optional)
   6. Strengthen Accountability / Build incentive structure
      1. Public recognition of high quality inclusive programs, tiered reimbursement in QRIS, subsidy differentials, education recognition / compensation
      2. Strengthen accountability of LEAs to provide families with all options in the continuum of services.
      3. Incentivize programs through tiered reimbursement in QRIS, childcare, subsidy differentials, tuition assistance and TA.
      4. Build coordinated ECE professional development system
         1. Including school-based and community based (centers and FCC) and including teachers, para-professionals, aids
         2. Common knowledge base
            1. Child development and learning
            2. Consistent and nurturing relationships
            3. Biological and environmental influence on development
         3. Common competencies
            1. High quality interactions
            2. Promoting social emotional learning
            3. Mitigating challenging behaviors
            4. Recognizing signs of assessment needs
            5. Use variety of tools and techniques
            6. Ensure workforce prep programs have a strong focus on inclusion and including competencies for working with children with disabilities and their families
            7. Personnel policies facilitate inclusion

Co-teaching – early childhood teacher and specialists (OT, PT, SLP, DHH)

* + - * 1. Develop PD / TA plan (Hub / network) inclusion experts / behavior and mental health inclusion coaches, credit bearing trainings, title 2 money, ID and highlight exemplary programs
        2. Statewide supports for children’s special education and behavioral health

1. Local Action Section
   1. Families
      1. Build capacity within the family through;
         1. Education about inclusion
         2. Connection to a coordinator
         3. No either/or option – inclusion is the first option
         4. Understanding resources
   2. Staff
      1. Build a system of support based on a culture of inclusion by;
         1. Professional development
         2. Following legal requirements
         3. Role understanding and clarification
         4. Culturally and linguistically appropriate
      2. Resources
         1. Experts – early interventionists, inclusion specialists, early childhood mental health experts, behavior consultants, ECE special education teachers, developmental specialists, DHH teachers, VI teachers, O&M specialists, APE, OT, SLP
      3. Systems
         1. Formal agreements countywide between ALL providers
         2. Necessary infrastructure developed / in place
         3. Data sharing / data collection
         4. Policies and procedures established
         5. Transitions systems from ECE to elementary school
         6. Co-teaching – one environment for child