Early Childhood Special Education Inclusion Task Force

Participants, Goals, Strategies, Progress

Suzanne Perry

Early Childhood Special Education

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Arizona
Department of Education

Current Inclusion Efforts

Program Supports and Technical Assistance

- ❏ **Inclusion Task Force 2016-Present**
- ❏ **Professional Development:**
  - **Itinerant Model of Early Childhood Special Education**
  - **Inclusive Classroom Profile Assessment Training**
  - **Early Childhood Inclusion Training**
- ❏ **Technical Assistance:**
  - **LRE Preschool Categories**

Inclusion Task Force Goal

To increase access to high quality inclusive environments

Four Elements in Theory of Change:

1.	2.	3.	4.	
If we strengthen parents' knowledge of legal rights and support them to participate in decision making…	If we support programs to braid and blend funding to facilitate any child's participation in a preschool setting…	If we increase awareness of research on benefits of inclusive settings and high-quality inclusive practices for all…	If we support programs to deliver high quality specially designed instruction for young children…	…Then all children, with family and community support, will develop to their fullest potential

Practice Profiles Operationalize the Values and Core Components of an Initiative

Four Practice Profiles

- **18 key practices or key components**

- **Why each is important**

- **What they look like or how they would be accomplished**

| Strategy #2: If we support ALL early childhood programs to braid funding to facilitate inclusion…				
Core Component	**Contribution to the Outcome**	**Expected Use in Practice**	**Developmental Use in Practice**	**Unacceptable Use in Practice**
Description of this component	Why this core component is important to achieving the outcome	Description of practitioner behavior	Description of practitioner behavior	Description of practitioner behavior
1. Explore Stage: Examine the degree to which a particular program or innovation meets the school or districts needs and whether implementation is feasible.	Early childhood programs using multiple funding sources must assess needs, demographics, legal requirements in-order to effectively braids funds Think about the child first (is it beneficial to all kids?)	• Research and acquire knowledge to braid funds ie; use of ECTA tool kit, (ECTA website) to articulate or explain about them to others • Identifying programmatic and eligibility requirements for costs of implementing an ECE program and the cost of offering a high-quality program (CEELO's cost of quality tool) • All members commit to the mission and vision statements and to take action to implement a particular funding strategy	• Some members buy in to include the mission and vision statements and make the commitment to take action • Identify funding sources • Be familiar with models of effective funding plans • Understand specific rules and monitoring requirements tied to each funding source, including capacity to implement • Seek and gather info on other funding sources that may be available (i.e. groups and community resources)	• Available or potential funding sources not identified • Rules and monitoring requirements surrounding funding sources are not explored • Needs not explored • Impact of use of funds not explored
2. Design for Implementation (Installation) Practical preparations are needed to initiate the new program or innovation.	"Structural supports necessary to initiate the program are put in place." These include ensuring the availability of funding streams, human resource strategies, and policy development as well as creating referral mechanisms, reporting frameworks, and outcome expectations. Additional resources may be needed to realign current staff, hire new staff members to meet the qualifications required by the program or practice, secure appropriate space, purchase needed technology (e.g., cell phones, computers), fund un-reimbursed time in meetings with stakeholders, and fund time for staff while they are in training.	• Collaborate and communicate with identified stakeholders about decisions • Create and or deliver a guide to how the funding works • Develop a scope of work document that includes identified activities, individuals responsible and timelines • Develop a strategic plan that includes goals, strategies for how goals will be met • Share Scope of work and Strategic plan are shared with stakeholders • Policy review to ensure equitable opportunities, participation, equal application of funding,	• Create a project management document that includes identified elements for using the funding stream • Communicate with identified stakeholders about decisions and the scope of the project • Provide guidance/PD on requirements of the funding source(s) to create the systems (e.g. allowable and disallowable activities, monitoring, licensing, term of the grant for renewal) • Schedule professional development aligned to funding source requirements • Assign roles and responsibilities to develop a scope of work • Identify data that will need to be monitored	• Communication about funding streams is limited to select (district) staff • Scope of projected work not developed • Targeted TA and PD based on program needs is not explored or developed

Stage-Based Implementation

When building new planes…

1.Explore:
Adoption
Orientation
Commitment

2.Install:
Set Up
Leadership
Teams, Data
Systems

3.Implement:
Provide
Support to
Embed
Practices

4.Sustain:
Improved
efficiency,
effectiveness
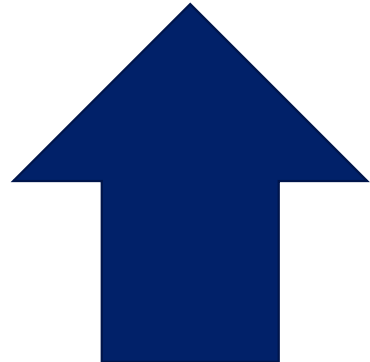
Current and Projected Activities to Meet Goals

Goal: Team Based Implementation

Family Support	Funding Support	Leadership Support	Instructional Support
• Connect with existing organizations • Current trainings highlighted • Develop new trainings to share with PEA's	• Braiding funding training • Additional funding opportunities • Use of funds support	• Research on inclusion • Data connections of HQ practices and outcomes • Self-assessments on inclusive practices	• Highlight best practices • Offer additional training • Promote current trainings

Progress Data

% Preschoolers Attending Regular or Special Programs RECP (3-5 years old, not in Kindergarten)

Preschool Environments 2015-2109

Self-Contained Programs

Regular Early Childhood Programs

Service Only Programs

Legend: PA1 PB1 — PD — PS