



Quality Matters:

National Initiatives to Support Inclusion

National Inclusion Institute
Chapel Hill, North Carolina
May 11, 2016

Beth Caron

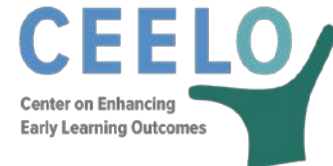
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Center on Enhancing Early Learning Outcomes (CEELO)



The Facts

❖ Inclusion benefits all children



❖ Children can be effectively educated in inclusive programs using specialized instruction

❖ Families of all children generally have positive views of inclusion

❖ Inclusion is not more expensive

❖ Children do not need to be “ready” for inclusion

Further Facts

- ❖ Research is clear: it is effective
- ❖ IDEA is clear: it is preferred
- ❖ The profession is clear: it is time!
 - ❖ DEC/NAEYC position statement
 - ❖ DEC Recommended Practices
 - ❖ Joint ED and HHS policy statement

And Yet...

In 27 years,

inclusion has

increased only 5.7%

And many children
continue to be educated
in separate settings.



Preschool Inclusion Survey found these Major Challenges (Barton & Smith, 2014)



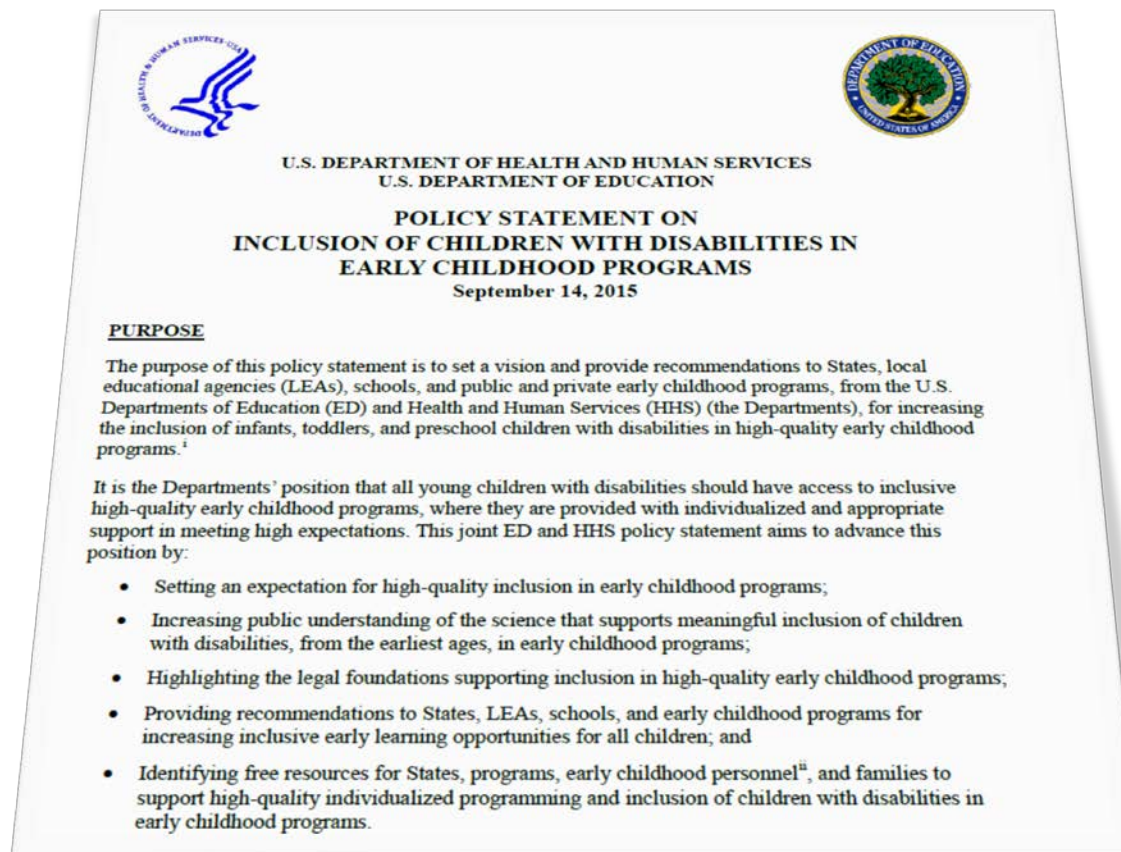
- ❖ Attitudes & Beliefs
- ❖ Fiscal resources
- ❖ Approval of non-public school setting
- ❖ Curricula/methods
- ❖ Transportation
- ❖ Personnel qualifications
- ❖ Program quality

(e-survey of 619 coordinators and their colleagues)

Initiatives and Opportunities to Support Inclusion

- ❖ Federal Public Awareness Campaign with a Joint Policy Statement on Inclusion
- ❖ DEC Recommended Practices and Special Initiative on Inclusion
- ❖ Race to the Top - Early Learning Challenge Grants
- ❖ Preschool Development Grants

Joint Federal Policy Statement



<http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>

Joint Federal Policy Statement

September 14, 2015

Purpose: To set a vision and provide recommendations for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs.

“All young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations.”

DEC Recommended Practices in Early Intervention/Early Childhood Special Education

The Division for Early Childhood of the Council for Exceptional Children



This document is available online at: <http://www.dec-sped.org/recommendedpractices>

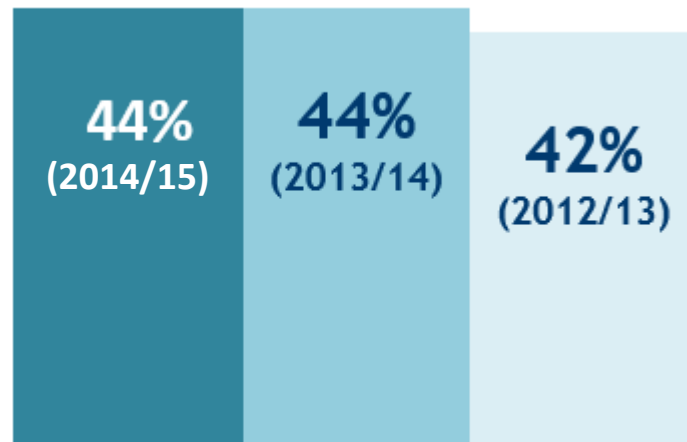


FEDERAL IDEA, RTT-ELC AND PDG DATA

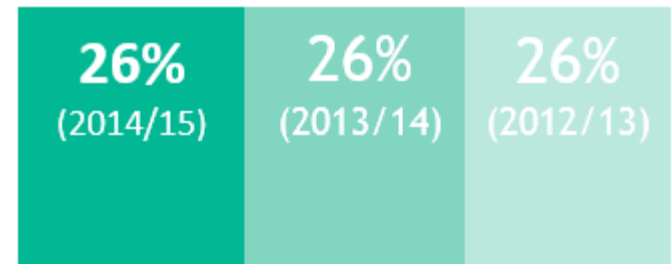
OSEP SPP/APR Indicator 6 Measurement:

- A. Percent of children aged 3 - 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
- B. Percent of children aged 3 - 5 with IEPs attending a separate special education class, separate school or residential facility.

IDEA Section 619 Indicator 6 Results: Percent of Children aged 3-5 Attending...



A. a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.



B. a separate special education class, separate school or residential facility.

Race to the Top - Early Learning Challenge

Annual Performance Measures

Improving Program Quality

(B)(2)(c): The number and percentage of early learning and development programs participating in the Statewide tiered quality rating and improvement system (TQRIS)

(B)(4)(c)(1). The number of early learning and development programs in the top tiers of the TQRIS

Improving Access to Quality Programs

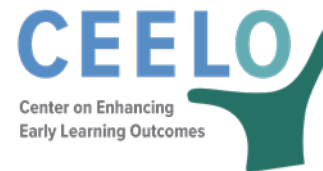
(B)(4)(c)(2). The number and percentage of children with high needs enrolled in early learning and development programs in the top tiers of the TQRIS (including programs funded by IDEA, Part B, Section 619 and Part C

Preschool Development Grants Annual Performance Measures:

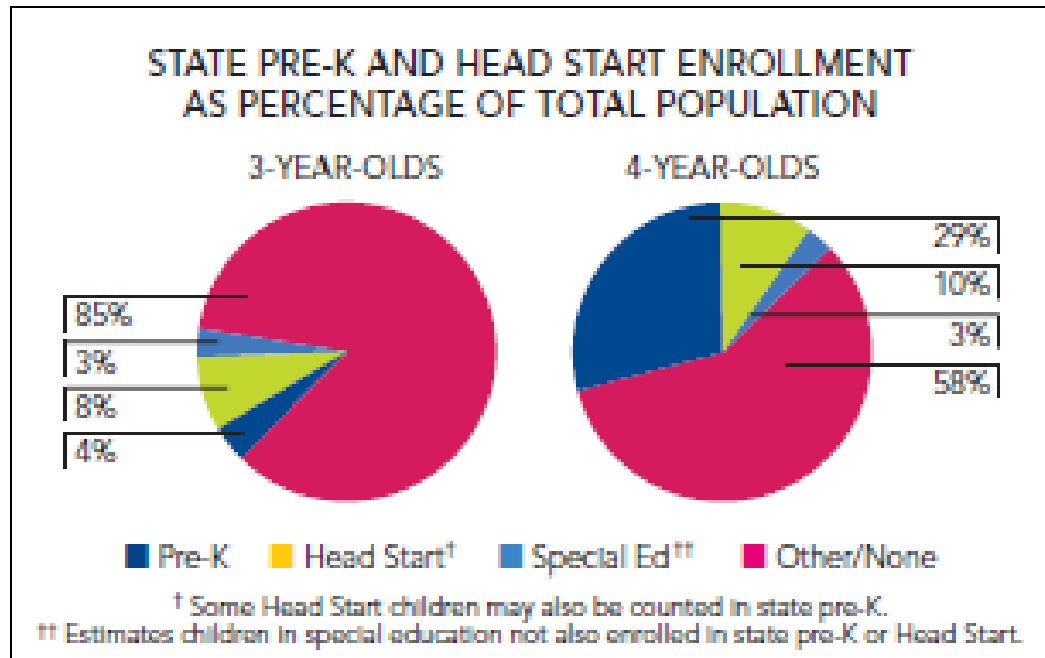
Indicators (C). Number and Percent of Eligible Children with Disabilities Served in the High-Quality Preschool Programs funded by this grant and served by Subgrantee

Jim Squires

NIEER STATE OF PRESCHOOL DATA



What Can We Learn from the NIEER State of Preschool Yearbook?



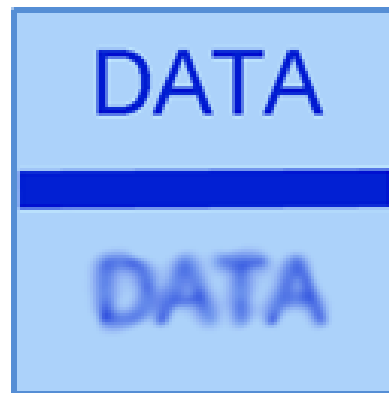
- Total state preschool enrollment (3s & 4s) 1,347,072 (29% of 4s)
- EC SpEd enrollment (3s & 4s) 425,445 (5%)

Pre-K SpEd Enrollment by State

APPENDIX D: PRE-K SPECIAL EDUCATION ENROLLMENT						
STATE	NUMBERS AND PERCENTAGES OF 3- AND 4-YEAR-OLDS, BY STATE 2013-2014					
	3-year-olds		4-year-olds		Total 3- and 4-year-olds	
	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population
Alabama	1,366	2%	2,365	4%	3,731	3%
Alaska	415	4%	717	7%	1,132	5%
Arizona	3,482	4%	5,482	6%	8,964	5%
Arkansas	3,005	8%	5,143	13%	8,148	11%
California	18,458	4%	26,448	5%	44,906	4%
Colorado	3,031	4%	4,450	6%	7,481	5%
Connecticut	2,183	6%	2,821	7%	5,004	6%
Delaware	419	4%	726	7%	1,145	5%
District of Columbia	247	3%	529	8%	776	5%
Florida	7,219	3%	12,738	6%	19,957	5%
Georgia	3,373	2%	5,459	4%	8,832	3%
Hawaii	653	4%	874	5%	1,527	4%
Idaho	719	3%	1,127	5%	1,846	4%
Illinois	9,084	6%	13,033	8%	22,117	7%
Indiana	4,265	5%	5,976	7%	10,241	6%
Iowa	1,378	3%	2,151	5%	3,529	4%
Kansas	2,831	7%	3,959	10%	6,790	8%
Kentucky	3,702	7%	6,169	11%	9,871	9%
Louisiana	1,716	3%	3,249	5%	4,965	4%
Maine	804	6%	1,325	10%	2,129	8%
Maryland	3,341	5%	4,473	6%	7,814	5%
Massachusetts	4,207	6%	5,743	8%	9,950	7%
Michigan	4,905	4%	6,766	6%	11,671	5%
Minnesota	3,329	5%	5,234	7%	8,563	6%
Mississippi	1,689	4%	3,222	8%	4,911	6%
Missouri	3,431	5%	5,713	8%	9,144	6%
Montana	284	2%	543	4%	827	3%
Nebraska	1,241	5%	1,887	7%	3,128	6%
Nevada	1,838	5%	2,855	8%	4,693	6%
New Hampshire	865	7%	1,186	9%	2,051	8%
New Jersey	4,853	5%	6,307	6%	11,160	5%
New Mexico	1,597	6%	2,261	8%	3,858	7%
New York	18,418	8%	25,150	11%	43,568	10%
North Carolina	4,236	3%	6,318	5%	10,554	4%
North Dakota	393	4%	602	6%	995	5%
Ohio	5,409	4%	8,944	6%	14,353	5%
Oklahoma	1,535	3%	2,721	5%	4,256	4%
Oregon	2,668	6%	3,716	8%	6,384	7%
Pennsylvania	8,604	6%	12,422	9%	21,026	7%
Rhode Island	729	7%	1,018	9%	1,747	8%
South Carolina	1,831	3%	3,137	5%	4,968	4%
South Dakota	592	5%	860	7%	1,452	6%
Tennessee	2,214	3%	4,064	5%	6,278	4%
Texas	8,748	2%	14,369	4%	23,117	3%
Utah	2,384	5%	3,341	6%	5,725	6%
Vermont	491	8%	611	10%	1,102	9%
Virginia	3,774	4%	5,559	5%	9,333	5%
Washington	3,249	4%	4,967	6%	8,216	5%
West Virginia	968	5%	1,752	9%	2,720	7%
Wisconsin	3,392	5%	5,398	8%	8,790	6%
Wyoming	0	0%	0	0%	0	0%
50 states + DC	169,565	4%	255,880	6%	425,445	5%

Of 54 state-funded pre-K programs:

- 19 (35%) reported enrollment figures for English Language Learners
- 10 (19%) allowed children receiving SpEd services to attend programs but not be counted in enrollment; all others include in enrollment
- 25 (46%) reported exact SpEd enrollment; 22 can break down by age
- 40 (74%) operated on the school-year calendar
- 22 (41%) allowed K age-eligible children with IEPs to attend pre-K
- 18 (33%) specifically include disability or developmental delay in eligibility criteria
- 27 (50%) require teacher licensure that may include EC SpEd; 0 require any specialized training for assistant teacher
- 13 (24%) report use of federal IDEA (619) funds for children (9 unable to report exact amount)



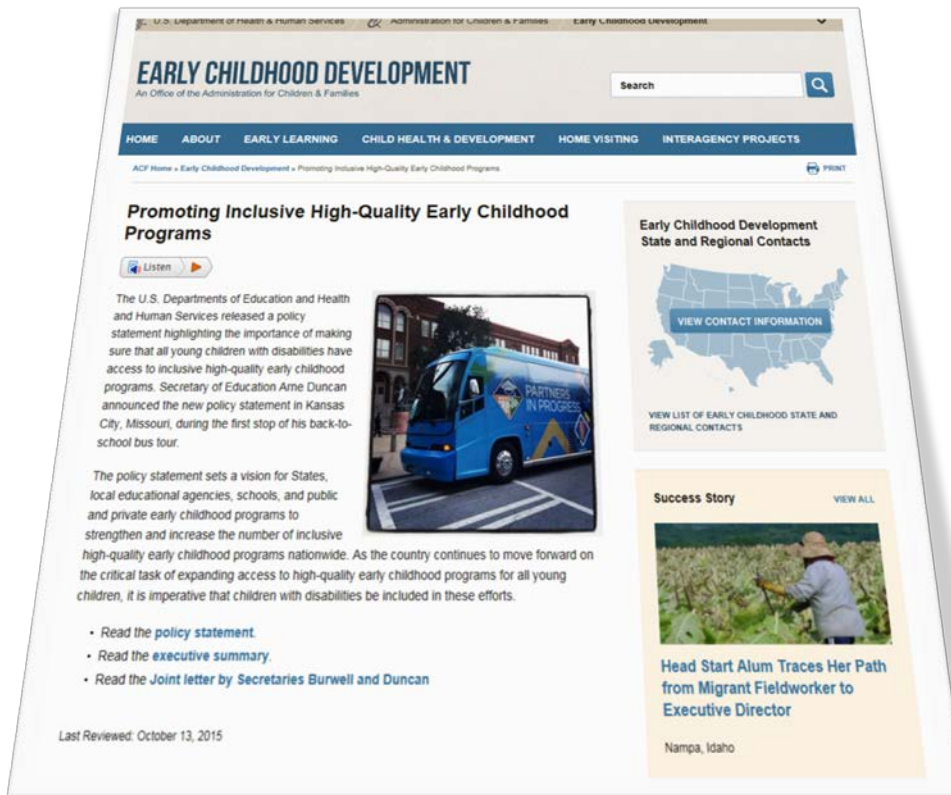
*Not everything that can be counted counts;
and not everything that counts can be counted.*

- William Bruce Cameron, 1963

BREAKOUT DISCUSSIONS

RESOURCES

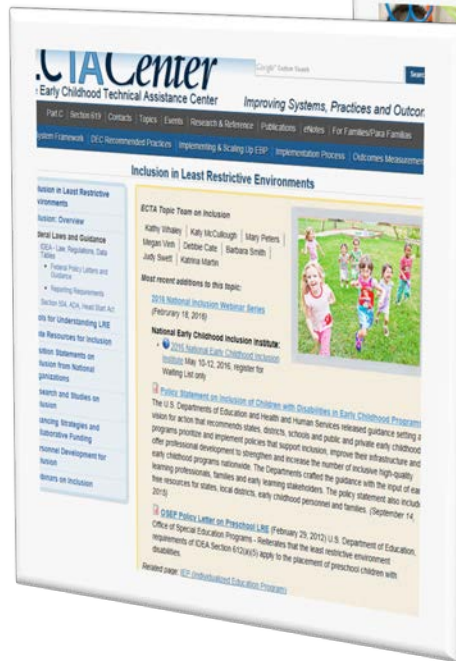
Federal Resources



<http://www2.ed.gov/about/earlylearning/inclusion/index.html>

<http://www.acf.hhs.gov/programs/ecd/inclusive-high-quality-early-childhood-programs>

Other Resources



[http://ectacenter.org/
topics/inclusion/default.asp](http://ectacenter.org/topics/inclusion/default.asp)

[https://elc.grads360.org/
#communities/inclusion/inclusion](https://elc.grads360.org/#communities/inclusion/inclusion)

<http://ceelo.org/>

<http://nieer.org/>

[https://pdg.grads360.org/#communities/
supporting-children](https://pdg.grads360.org/#communities/supporting-children)



CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!



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