



2023 OSEP Leadership and Project Directors' Conference



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(Authority: 20 U.S.C. 1221e-3 and 3474)

Moving States, Local Programs, and Early Childhood Environments from “Yes, But” to “Both, And” to Achieve Transformational Inclusive Change

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Implementation Showcase Intended Outcomes

Participants will:

1. Gain insights into preschool environment data for informed strategies to enhance inclusive opportunities for young children and families.
2. Collaborate on strategies to tackle state and community challenges affecting high-quality inclusion.
3. Determine actionable next steps for providers, administrators, community partners, and state leaders to foster inclusive opportunities for every young child and family.



Turn and Talk: How is Inclusion Touching your Life?

What is your connection to inclusion?

1. Family/self
2. Setting (provider, teacher, therapist, other)
3. Program (administrator, professional development provider, coach, other)
4. Community Collaborator
5. State (coordinator or other)
6. Higher Education
7. Other?



Making Sound LRE Decisions

Debbie Cate

Technical Assistance Specialist

Early Childhood Technical Assistance Center



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US DHHS and US DOE Joint Policy Statement on Early Childhood Inclusion



It is the Departments' position that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with appropriate support in meeting high expectations.



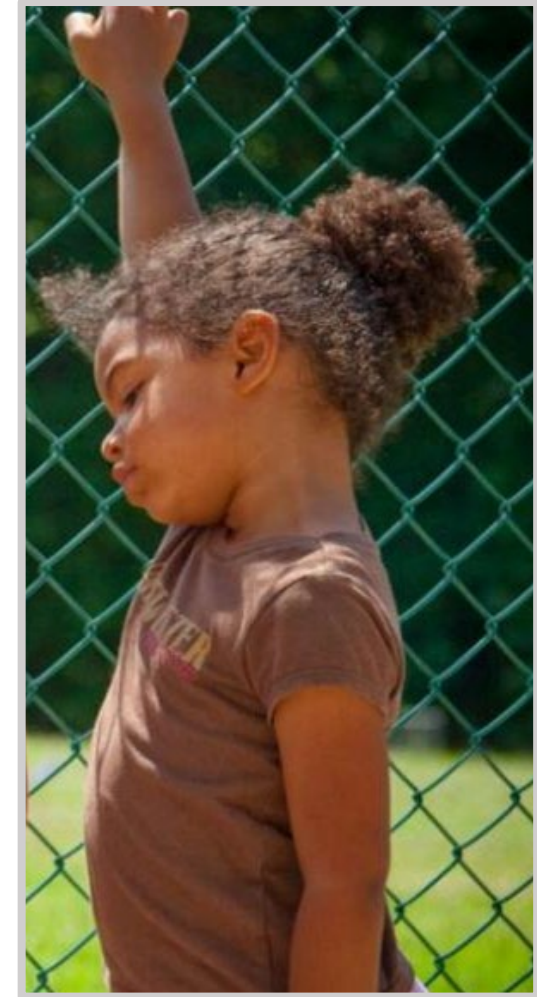
Meaningful Inclusion in Early Childhood



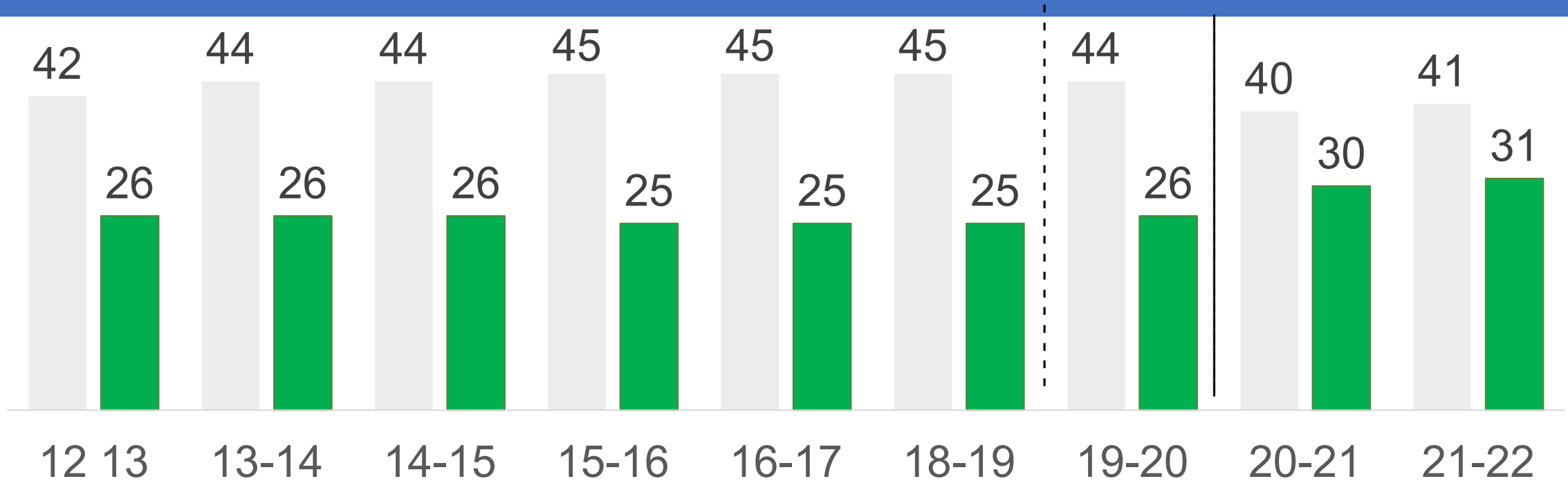
Least Restrictive Environments (LRE)

IDEA requires that we begin the placement discussion at the end of development of the IEP with consideration of services in regular early childhood programs for each and every child.

We All Believe in Inclusion...
And Yet



National Early Childhood Environments Data Over Time



SPP/APR Indicator 6a: Children attending a regular early childhood program (RECP) and receiving the majority of special education services in the program

SPP/APR Indicator 6b: Children who do not attend an RECP, who receive their special education services in a separate class, separate school or residential facility

<https://data.ed.gov/dataset/idea-section-618-data-products-static-tables-part-b-count-environ-tables12/resources>



Preschool Educational Environments

As reported in the
State Performance Plan, Annual Performance Report
(SPP/APR)



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SPP/APR Indicator B6: Preschool Environments



- ❖ Used to be called Early Childhood Environments
- ❖ 619 Coordinators & B Data Managers advocated for change
- ❖ Children 5 in K now reported in B5, school age LRE (20-21)
- ❖ Home added as a reporting category
- ❖ Data is from US DOE Static Table12:
<https://www2.ed.gov/programs/osepidea/618-data/statictables/index.html>, percentages are rounded



Preschool Environments

For reporting purposes, a regular early childhood program (RECP) is considered to be a classroom of at least 50% of children without disabilities.

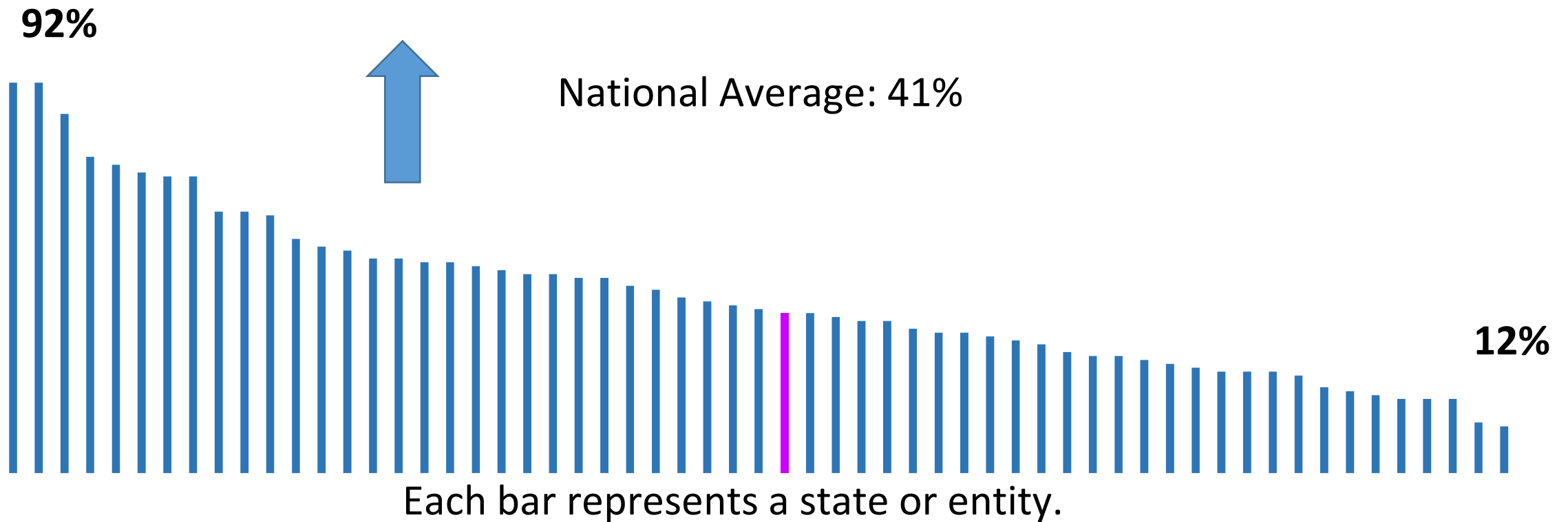
NOTE:

These data provide limited information on access to programs.

They do not tell us about quality, time, participation or support.



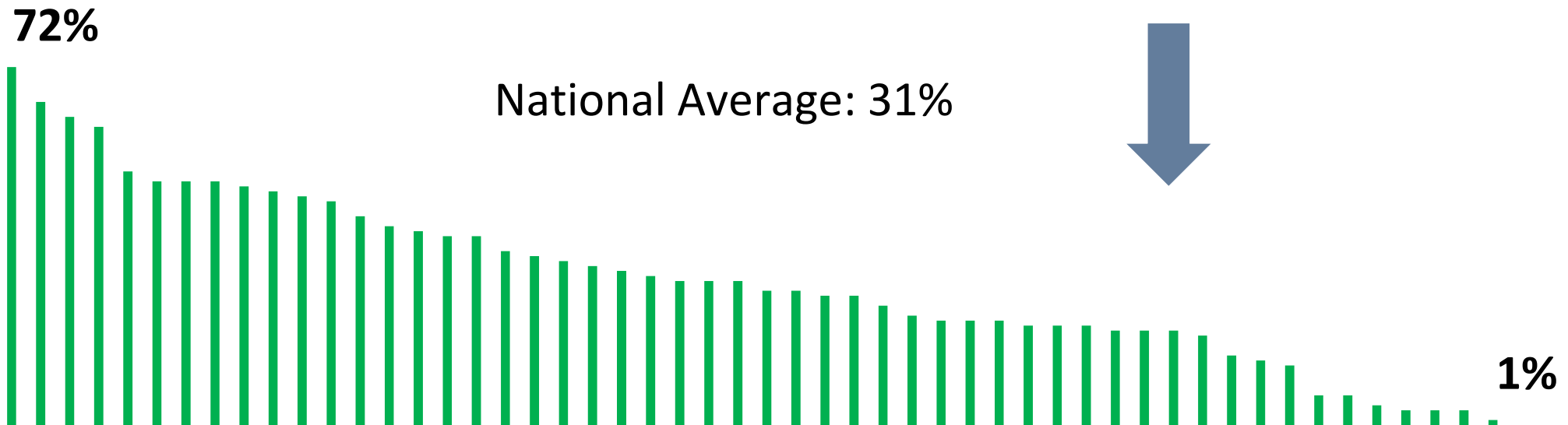
Children Attending a Regular EC Program and Receiving Services in the Program, 21-22



Ed.gov Static Table: <https://www2.ed.gov/programs/osepidea/618-data/static-tables/index.html>



Children Not Attending a Regular EC Program, Receiving Services in a Special Education Program, 21-22



Each bar represents a state or entity.



SPP/APR Indicator 6

and the Fall 618 Data Collection:

Percent of children 3-5 in Pre-K Served under IDEA by Educational Setting, 2021-22

State	RECP 10 + services in program	RECP 10 + services other loc	RECP 10- services in program	RECP 10 - services other loc	Separate class	Separate school	<u>Res</u> facility	Home SPP APR B6C	Provider loc		SPP APR B6A	SPP APR B6B
US	36	12	5	4	29	2	0	4	9		41	31



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continued

SPP/APR Indicator 6 and the Fall 618 Data Collection: Percent of children 3-5 in Pre-K Served under IDEA by Educational Setting, 2021-22

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Preschool Environments Data Discussion

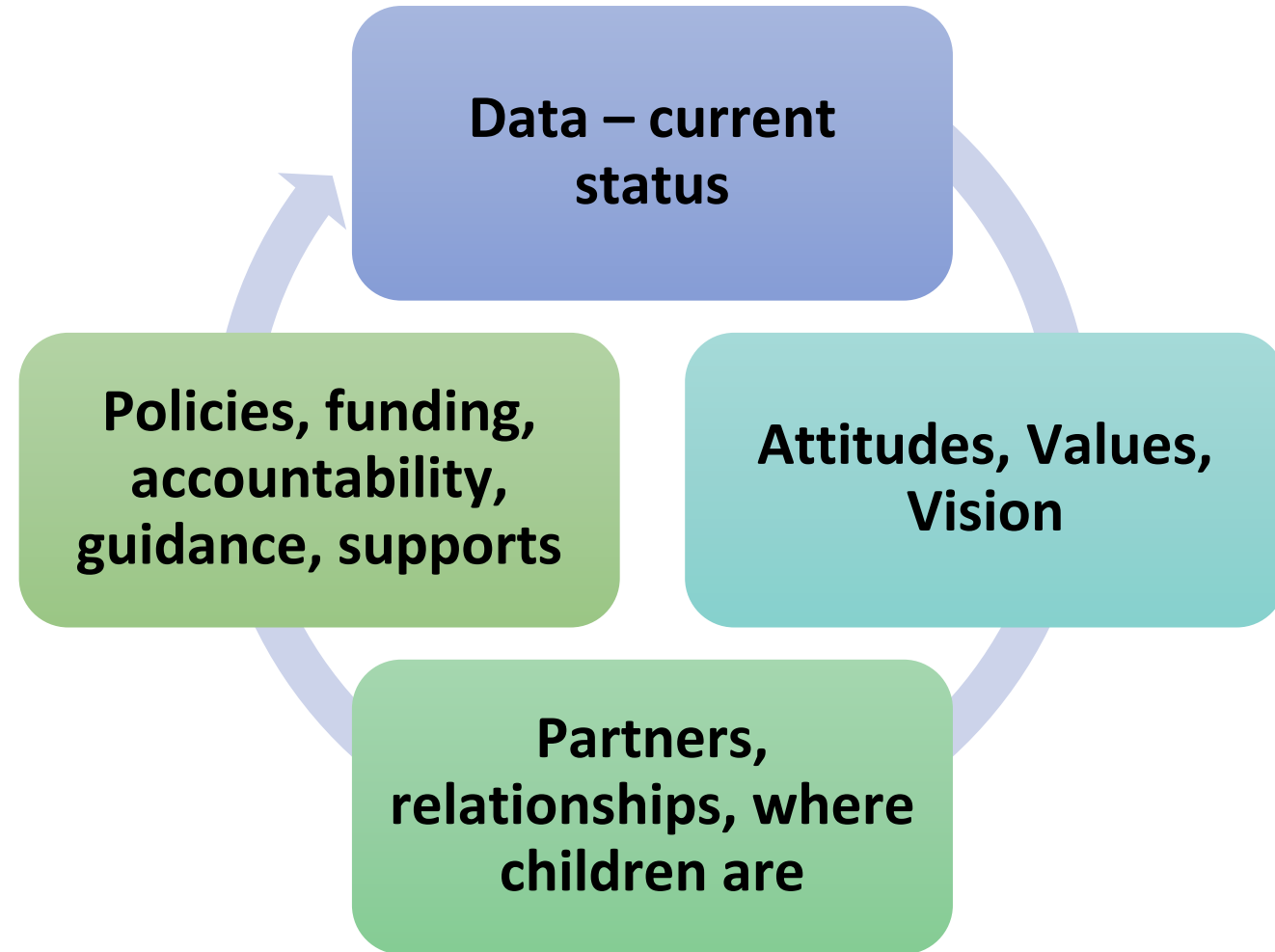
1. Do you have questions or reaction to the data?
2. Do you know what your state or local data are **and** how to access them?



Factors

Factors are the individualized state and local context described in the Inclusion Indicators.

Critical factors are the key "givens" or levers in a state or local program that guide how to best increase or provide inclusive opportunities.



The Most Critical Factor



Critical Factors & Givens

Critical factors are the key "givens" or levers in a state or local program that guide how to best increase or provide inclusive opportunities.

Givens are the key factors that can't be easily changed.

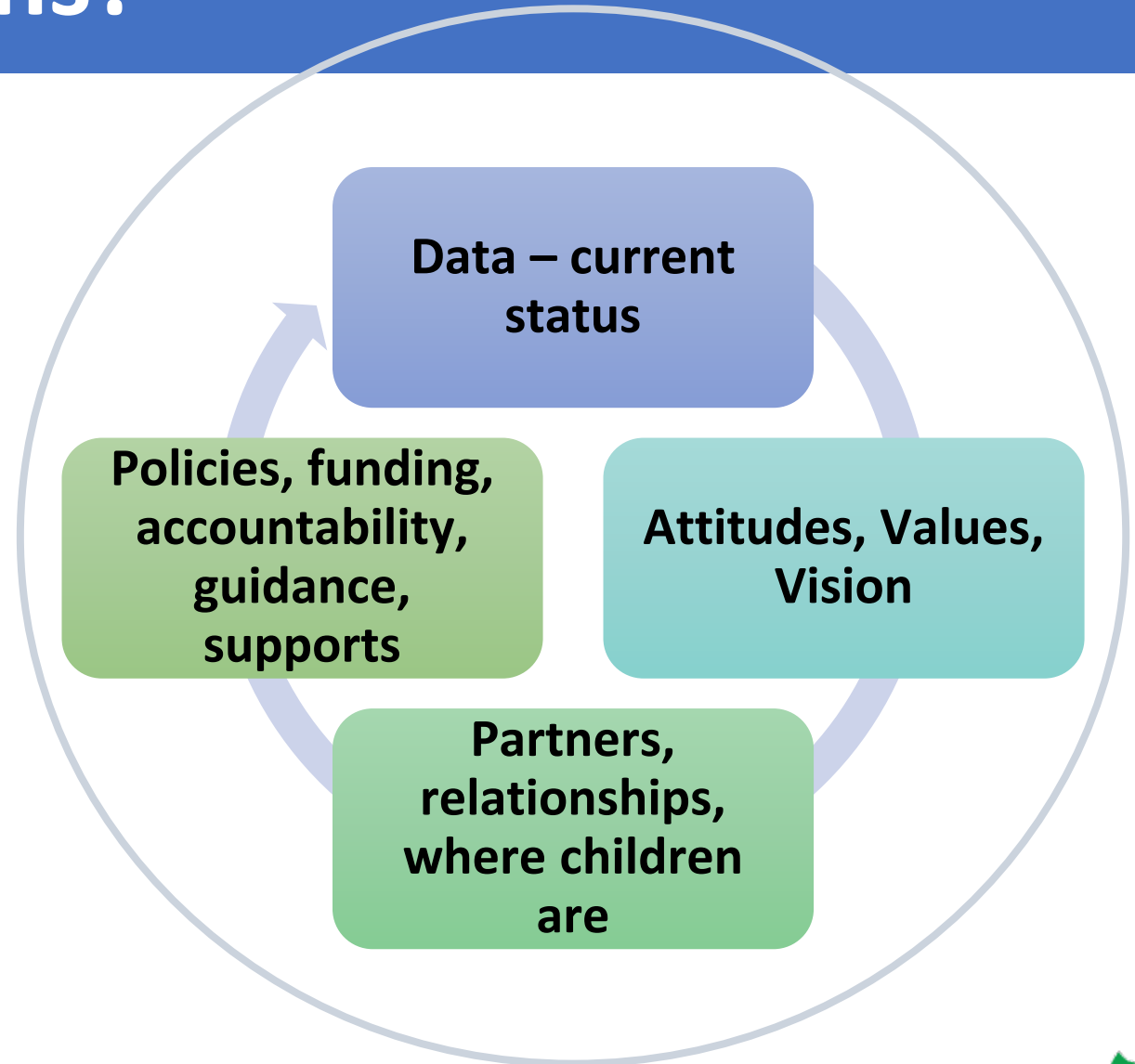
What's in your sphere of influence?



What are Your Givens?

Givens - critical factors that can't be easily changed and are outside your sphere of influence.

- Which are most impactful?
- Which are leverage points?
- Which define your next steps?





Look! Think! Act!

- ❖ What are your data telling you?
- ❖ Ask questions
- ❖ Who are your partners – where are you children?
- ❖ What are your givens and critical factors?
- ❖ What strategies can be leveraged based on your individual state or local factors

<https://dasycenter.org/look-think-act/>



Local Program and Leadership Practices for High Quality Inclusion

Jackie Joseph & Phil Strain

Positive Early Learning Experiences Center

University of Denver



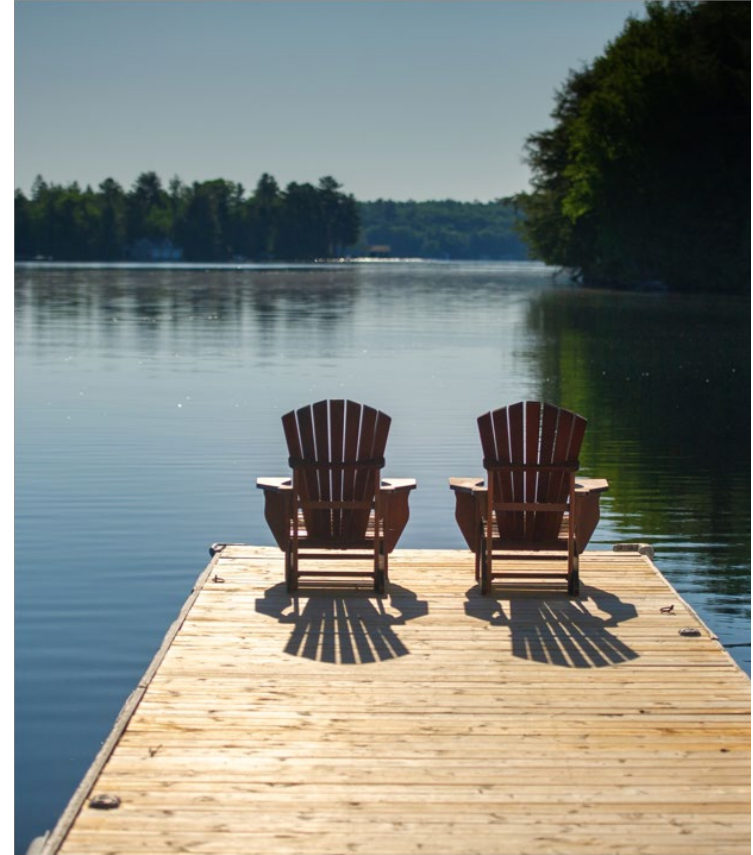
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What does High Quality Inclusion mean?

Take a moment to think about and jot down what comes to mind when you hear “*High Quality Inclusive Program*”

- Who are you thinking about?
- What is happening?
- What does it look like?
- Feel like?
- What is the outcome?



LEAP Model of Inclusion

1. **Inclusion:** All Day, Everyday from Day 1
2. **Classroom Environment:** Foundation of high-quality (environment, curricula) with systematic intervention embedded in routines
3. **Peer-Mediated Intervention:** Comprehensive social skills instruction and planning to support peers to facilitate learning for one another
4. **Data and Data-Based Decision Making:** Goal of generalization, focus on prompting hierarchies, functional outcomes, and collaborative daily review of and response to data
5. **Program Intensity:** Opportunities to respond x functional objectives x quality of instruction x provider competence x use of data
6. **Evidence-Based Strategies:** Use of a variety of strategies
7. **Family Partnerships:** Use of multiple collaborative approaches to help families help their children learn new skills and to improve the family's quality of life



Developing the LEAP-FAST

Why?

How?



Components of LEAP FAST

1. Functional Leadership Team
2. Staff Readiness and Buy-In
3. Family Involvement
4. Strategies for Promoting and Sustaining Program-wide Implementation
5. Classrooms Demonstrate the Adoption of the Core LEAP Features as Identified on the Quality Program Indicators
6. Procedures for Responding to Individual Children
7. Staff Capacity-Building and Support
8. Monitoring Implementation and Outcomes
9. Personnel Policy and Fiscal Supports



FAST Quantitative Outcomes

- Programs/classrooms at 90% or higher on the FAST reached QPI fidelity 3 months faster
- Overall FAST Score above 90% is associated with QPI Fidelity 100% of the time (1 to 25 years)
- Overall FAST Score above 90% has zero correlation with economic, personnel or policy challenges faced



FAST: Make it or Break It Categories

1. Functional Leadership Team
2. Strategies for Program-Wide Implementation
3. Classrooms Demonstrating Core LEAP Practices
4. Staff Capacity-Building

Overall FAST score above 90% has zero correlation with economic, personnel or policy challenges



FAST Qualitative Outcomes

**Qualitative
Methodology**

Outcomes



What Programs and People are Successful?

- Relentless Advocates for Inclusion
- Fly Swatters at the Picnic
- Users of Inclusion Quality Assessments for HR decisions
- Providers of Coaching for EVERYONE
- Practitioners of inclusion principles with staff
- Folks with open hearts and open minds



What Programs and People are Not Successful?

- Those who strictly adhere to a rigid curriculum
- Those in search of good QRIS scores above all else
- Those who think they hold the magic themselves
- Those who are committed to a single instructional approach



LEAP-FAST Hills to Live On

- Ratio of children without disabilities to those with disabilities
- Transdisciplinary service delivery
- Focus on the QPI as Index of Quality




Commitment to Relentlessness



AS A RELENTLESS LEADER

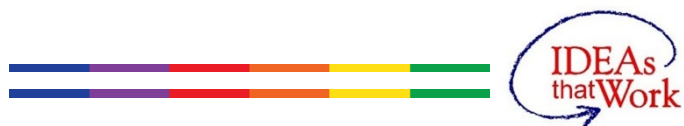
I WILL:

- Start every meeting with our "Why"
- Align all decisions to our purpose
- Promote full inclusion at every public opportunity
- Recruit family allies to tell their story publicly
- Refuse to accept the Social Justice crime of segregated services

 Positive Early Learning Experiences Center
morgridge.du.edu/pele-center



Discussion



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Embedded Instruction for Early Learning California

Therese Snyder

Director of Professional Learning

Embedded Instruction for Early Learning CA

Desired Results Access Project, funded by CDE-SED



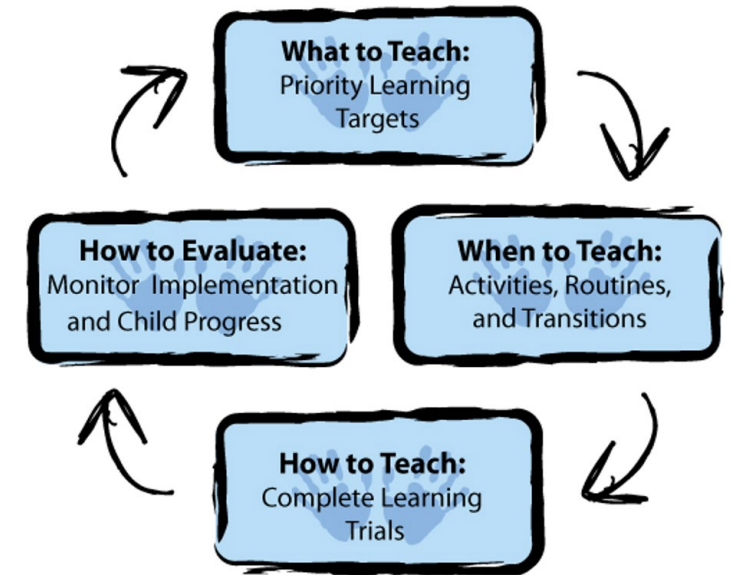
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Embedded Instruction for Early Learning-CA

The EIEL Approach to Advance Inclusive Practices

- Practice-Based Coaching Framework
- Embedded Instruction for Early Learning Practices
- Job-Embedded Professional Learning
- Evidence Informed
 - Tested in CA- Model Demonstration Sites



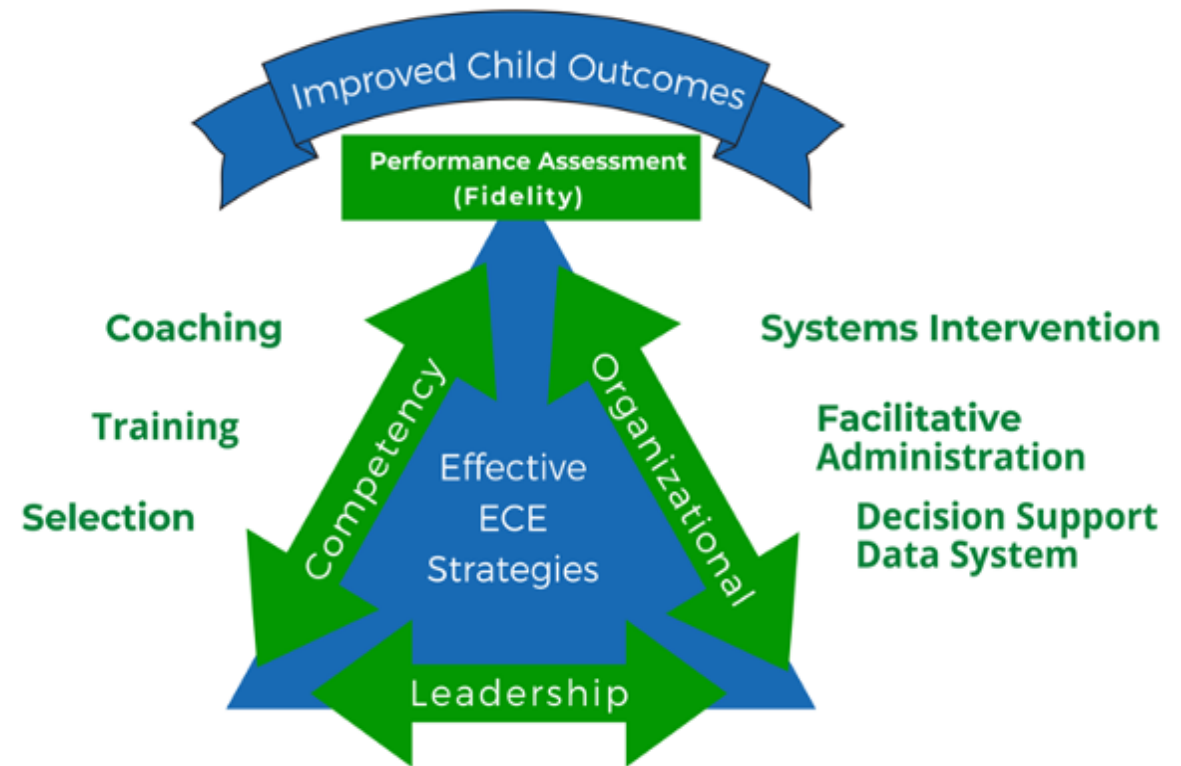
EIEL-CA Implementation Essentials

Implementation Roadmap

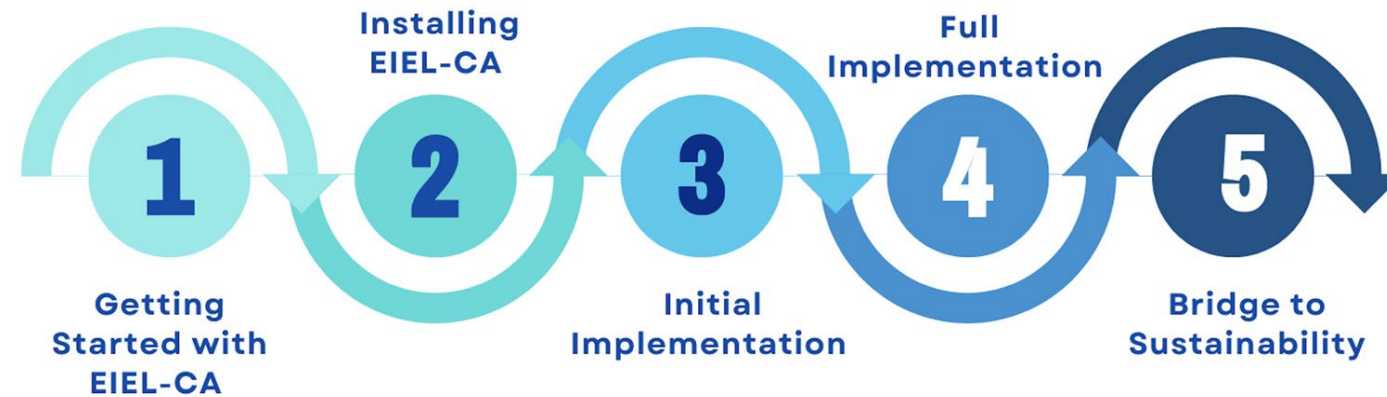
Leadership Teams

Coaches and Teachers

- Getting coaches ready
- Getting teachers ready



Getting Started → Working to Do it Right → Working to Do It Better →



Decision-making about commitments to adopting effective practices and PBC

Set up infrastructure so successful implementation can take place and be supported

Expand, sustain and scale the practices to other sites, teams, partners



EIEL-CA Essential Supports



Technical Assistance

- Collaborative Leadership Team Meetings
- Fall-Spring Implementation Planning
- On-demand TA and Office Hours
- Progress Monitoring

Professional Development

- Tools for Teacher Learning Series, PLCs, and PBC Coaching Collaboratives
- EIEL Series: Learn about It, Learn More, and Digging Deeper



Sustaining and Scaling EIEL-CA

Year 1

- 4 teaching teams in inclusive classes participate in EIEL PD and PBC Coaching
 - 3-4 children with IEPs in each class
 - 1- .5 FTE PBC Coach

Year 2 and Year 3

- Add new teaching teams in inclusive classes
- New, Returning and Sustainability Teachers receive EIEL PD and/or PBC coaching as needed to support use of EIEL practices

Year 4 Repeat, sustain and scale!



EIEL-CA Funding Opportunities to Grow Inclusive Practices

- Salary to support hiring and retaining a PBC Coach
- Teacher stipends for teaching teams to have coaching sessions with their PBC Coach and complete the required EIEL professional development
- Sub coverage for teaching teams to engage with their PBC Coach in action planning, reflection and feedback cycles
- Materials, Technology, Equipment



Implementation Showcase Q & A



Resource Spotlight

- Individuals with Disabilities Education Act (IDEA) website
 - Brings together IDEA information and resources from the Department and its grantees.
 - <https://sites.ed.gov/idea/>
- IDEAS That Work
 - For information from research to practice initiatives funded by OSEP that address the provisions of IDEA and ESSA. This website includes resources, links, and other important information relevant to OSEP's research to practice efforts.
 - <https://osepideasthatwork.org/>
- US Depts of HHS and DOE POLICY STATEMENT: Inclusion of Children with Disabilities in Early Childhood Programs (2015)
 - <https://sites.ed.gov/idea/idea-files/policy-statement-inclusion-of-children-with-disabilities-in-early-childhood-programs/>
- OSEP Dear Colleague Letter on Preschool LRE (2017)
 - https://sites.ed.gov/idea/files/policy_speced_guid_idea_memosdcltrs_preschool-lre-dcl-1-10-17.pdf



Sustainability and Leadership Resource Spotlight

- [LEAP-Fast](#)
- [LEAP Preschool Model Vimeo Channel](#)
- [ECTA Center Indicators of High Quality Inclusion](#) (State, Community, Local Program, Environment)



EIEL-CA Resource Spotlight

Embedded Instruction for Early Learning

- Embedded Instruction for Early Learning-CA

<https://embeddedinstruction.net>

- Embedded Instruction for Early Learning-CA Padlet

<https://padlet.com/EIELCA/embedded-instruction-for-early-learning-ca-4yqmbest1086dt0c>

- Anita Zucker Center for Excellence in Early Childhood Studies

<https://ceecs.education.ufl.edu/project/embedded-instruction-for-early-learning/>

