

# **Inclusion Builders – Preschool Inclusion and Equity Support Project Program Request for Applications: Questions and Answers**

## **Question**

Regarding the Inclusion Builders application and budget, I'm wondering if the funding could be used to support parts of several people. I think we could do a lot to build capacity and sustain the work if we could, for example, use the funding for a percentage/FTE of our Early Childhood Specialists that support GSRP programs. The ECS staff work with programs and classrooms that already have children with IEPs and have been trained in the Pyramid Model. It would be helpful to know if this is permissible before we fully develop our plan.

## **Answer**

It is possible to partially fund more than one position. You will need to designate one lead person who will attend all national pd training and conferences and describe how information from the trainings and conferences will intentionally be forwarded and shared with the other individual(s) who are funded through these monies.

## **Question**

How many staff/students do you anticipate the Preschool Inclusion & Equity Support Specialist will support?

## **Answer**

This will vary and is dependent upon the district wide implementation plan. The Inclusion and Equity Specialist will also serve as the mentor and coach for the district with a focus on intentional coaching in 2-3 classrooms at the onset with growth to additional classrooms deemed appropriate to build capacity within the district. Support will be provided for the teaching team, teacher consultant(s), therapists and specialists.

## **Question**

In the webinar, I thought I understood them to say that the job description for the Preschool Inclusion & Equity Support Specialist was created by your team. I didn't see a link or document for this. Did I misunderstand the webinar?

## **Answer**

As stated in the RFP under Performance Measures:

Preschool Inclusion and Equity Support Specialist position filled with qualified candidate

- The Inclusion Support Specialist will possess at a minimum a bachelor's degree in Early Childhood or related field with training and/or field experience in practice-based coaching. Preference given to candidates possessing a master's degree in Curriculum and Instruction or Educational Leadership and those having training in a research or evidence-based coaching model (e.g.: facilitative, instructional, collaborative, consultative and/or transformational). Additional requirements include:
  - Five years successful instructional experience in a preschool setting with preference given to candidates who have teaching experience and in providing instruction in an inclusive setting,
  - Strong content knowledge in the history, data and practices related to preschool inclusion,
  - Demonstrated history of building collaborative professional relationships with adult learners and experience in developing structures to support the competencies of various stakeholders,
  - Preference given to candidates with experience in developing/facilitating professional learning and developing procedures to sustain learning through professional learning communities, classroom learning labs, and/or other forms of collaboration,
  - Implementation experience with evidence-based models for systems support, such as Multi-Tiered Systems of Support (MTSS), including Positive Behavioral Intervention Supports (PBIS) for preschool settings preferred.
  - Knowledge of and experience in continuous improvement cycle implementation.

## Question

Year 2 indicates .75 FTE but then indicates 68,656.35 for the amount (same as year 1, 1.0 FTE) while Year 3 indicates .5 FTE with 22,885.45. Is this correct? Or is year 2 supposed to be .75 FTE with PDG Funding Commitment of 51,492?

## Answer

The math in the proposal is correct as presented.

Year 1 funding is for a total of 9 months (October 2020 – June 2021).

Year 2 funding is for 12 months (July 2021 – June 2022).

Year 3 funding is for 6 months (July 2022 – December 2020)- the PDG funding award ends December 2022.