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# Michigan's Implementation Guide for Preschool Inclusion



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The tireless work of many passionate and dedicated personnel contributed to this initiative, notably the current and former administrators of the seven Inclusion Builder intermediate school districts:

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Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

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## Intent and Use of this Guide

### Purpose of this Guide

Michigan's Implementation Guide for Preschool Inclusion has been developed as a resource for district personnel who are looking to build a sustainable system of inclusion for children 3-5 with disabilities. Within this Guide, there are several resources, materials, and practices intended to support decision making and implementation of nationally recognized evidenced-based practices for preschool inclusion. Acknowledging there is not an "one-size fits all" approach to building an inclusive preschool system, this Guide is written in a way to emphasize the steps needed to build sustainable models to increase inclusion. The development of this Guide was informed by the Inclusion Builders Initiative within the state, which was launched in 2020. It is designed to support the unique contexts of school districts across Michigan and to be adapted to reflect the needs of diverse children, families, and educators. The Clinton County Regional Educational Service Agency (CCRESA) Office of Innovative Projects administered the Inclusion Builders Initiative, under the supervision of the Michigan Department of Education (MDE). For additional information regarding participating schools and districts, please see the [Appendices Section](#).

This Guide discusses key topics that must be addressed at the district and system-level to improve preschool inclusive opportunities. These topics are drawn from the lessons learned from Michigan's 'Inclusion Builders Initiative.' Importantly, the Guide also draws substantially upon the national Early Childhood Technical Assistance Center (ECTA) [12 Community Level Key Indicators of High-quality Inclusion](#). This Guide is also organized to explicitly highlight the alignment of this work with the [Michigan Preschool Inclusion Collective Action Plan](#).

Recognizing that districts are at different points along their journey – some starting out and others further along, the Guide has been designed to support district staff with formulating plans and taking steps toward increasing inclusion in their district aligned to an Implementation Science Framework.

According to [Implementation Science](#), there are four distinct phases to implementing a new Initiative (see Figure 1). These phases include:

- Phase 1- Exploration, which includes "identifying the need for change, learning about possible innovations that may provide solutions, learning about what it takes to implement the innovation effectively, developing a team to support the work as it progresses through the stages, growing stakeholders and champions, assessing and creating readiness for change, developing communication processes to support the work, and deciding to proceed (or not)";
- Phase 2- Installation, which includes "securing and developing the support needed to put a new approach or practice into place as intended, developing feedback loops between the practice and leadership level in order to streamline communication, and gathering feedback on how new practices are being implemented";
- Phase 3- Initial Implementation, which includes "the first use of an innovation by practitioners and others who have just learned how to use the innovation"; and
- Phase 4- Full implementation, which includes "the skillful use of an innovation that is well-integrated into the repertoire of practitioners and routinely and effectively supported by successive program and local administrations".<sup>1</sup>

As a result, school districts should be aware that full implementation and change can take multiple years (i.e., about two to four years). This Guide is intended to support schools through these phases.

FIGURE 1. PHASES OF IMPLEMENTING AN INITIATIVE

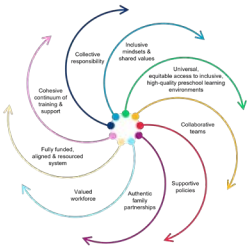


1 NIRN (n.d.). What Are Implementation Stages. Obtained from: [What Are Implementation Stages | NIRN \(unc.edu\)](#)



## Navigating the Guide

Each Section of this Guide outlines one of ECTA's Key Indicators of Preschool Inclusion, the essential elements within that Indicator, lessons learned from the Inclusion Builders Initiative related to each Indicator, and reflection questions to guide implementation. The reflection questions have also been compiled into a full version of a workbook for use.



Each section aligns to the [Community Indicators and Elements of High-Quality Inclusion](#) and one or more of the Michigan Department of Education (MDE) [Preschool Inclusion Collective Action Plan 'Nine Ideal Features](#)

[of High-Quality](#)', as indicated by the pinwheel icon. The alignment to the pinwheel icon has been color coded and bolded at the beginning of each Section, for enhanced readability.

Most Sections will include the following key components:



A brief summary of the topic, including definitions, can be found under the header, **"What is it?"** and the question mark icon.



References to the related evidence-based practices are provided, as well as additional research-based information regarding **"Why is this important?"**. These references can be found by the star icon.



Information on lessons learned from the Inclusion Builders Initiative can be found in the **"Lessons Learned from the Initiative"** header, and the Michigan State icon.



**"Reflecting on Your Current Practices"** provides question prompts designed to allow reflection on the content and consider next steps for implementation. These questions are indicated by the light-bulb icon. While these questions are included throughout the Guide, they have also been compiled for use as a workbook at the end of the document.





# 1

## Section 1: Brief Overview of the Project



This section provides a brief overview of the Inclusion Builders Initiative.

- Purpose
- Objectives and Desired Outcomes
- Michigan Collective Action Plan

# Brief Overview of the Project

## Purpose of the Inclusion Builders Initiative

The Inclusion Builders Initiative was aimed at providing focused support to increase the number of children with disabilities who are served in inclusive settings. A major driver in the creation of Inclusion Builders was the fact that, according to 2019 data reporting, Michigan was in the bottom 10% of states providing inclusive services to preschool age children with disabilities based on the national [Annual Performance Report \(APR\)](#).

According to the U.S. Department of Health and Human Services:



*“Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging...”<sup>1</sup>*



Michigan Department of Education (MDE) recognized that only one in five children with disabilities received their



special education and related services alongside their same-aged, typically developing peers.<sup>2</sup>

In addition, Michigan is one of 20 states awarded a Preschool Development Grant – Birth through Five (PDG B-5) renewal grant by the U.S. Department of Health and Human Services (DHHS). These funds have helped support the Inclusion Builders Initiative. Michigan is also one of five states selected to receive intensive technical assistance from the Early Childhood Technical Assistance (ECTA) Center, focused on building state capacity to assess, plan, and implement state level strategies to increase and improve high-quality inclusion to result in improved outcomes for preschool children

## Inclusion Builders Model

The Clinton County Regional Educational Service Agency (CCRESA) Office of Innovative Projects established the Inclusion Builders Initiative in 2020 to support the inclusion of preschool age children with disabilities in typical preschool settings. The Initiative worked to accomplish this through professional development and capacity building among selected Intermediate School Districts (ISDs), with the goal of “improving the implementation of high-quality inclusionary practices for young children with disabilities in general education preschool classrooms with typically developing peers.”<sup>3</sup>

<sup>1</sup> ACF and ED (2015) Joint Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs.

<sup>2</sup> Michigan Department of Education (2022). Collective Action Plan.

<sup>3</sup> Right from the Start (2019). Inclusion in the Preschool Classroom. (2019). p. 1.



The Initiative included the following elements:

- A professional learning community across participating ISDs.
- Partial funding for Preschool Inclusion Equity Specialists to support individual and group professional development and practice-based coaching.
- An expert consultant in preschool inclusion and practice-based coaching to plan professional development and mentor ISD coaches.

## Systematic Approach

The Initiative took a systematic approach to inclusion efforts. The foundation of any systematic change rests upon relationships built among individual staff, teams of colleagues, families and educators, and educators and the children to sustain the work of preschool inclusion. Systematic efforts help ensure that initiatives sustain and become key elements, regardless of leadership or staffing changes.

According to the [2015 joint position statement from the U.S. Department of Education and the U.S. Department of Human Services](#),



*“Systems should be built and expanded to support the learning and development of all children. This means a “high-quality” early childhood program should be one that is inclusive of children with disabilities and their families, ensuring that policies, funding, and practices enable their full participation and success.”<sup>4</sup>*



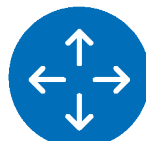
## Objectives and Desired Outcomes

The goals of the Initiative were as follows:

FIGURE 2. GOALS OF THE INCLUSION BUILDERS INITIATIVE



To expand high quality inclusive early childhood learning opportunities



Increase the number of children in regular early childhood programs (RECP)



Develop demonstration/model inclusive classrooms



Establish best practices in ISD for replication of implementation

In alignment with the [PDG B-5 Vision Statement](#), an opportunity exists for Michigan's families to experience universal access to appropriate supports and equitable services for every young child, (i.e., birth through five). Through the Initiative, Michigan aimed to make meaningful progress towards these goals and outcomes.





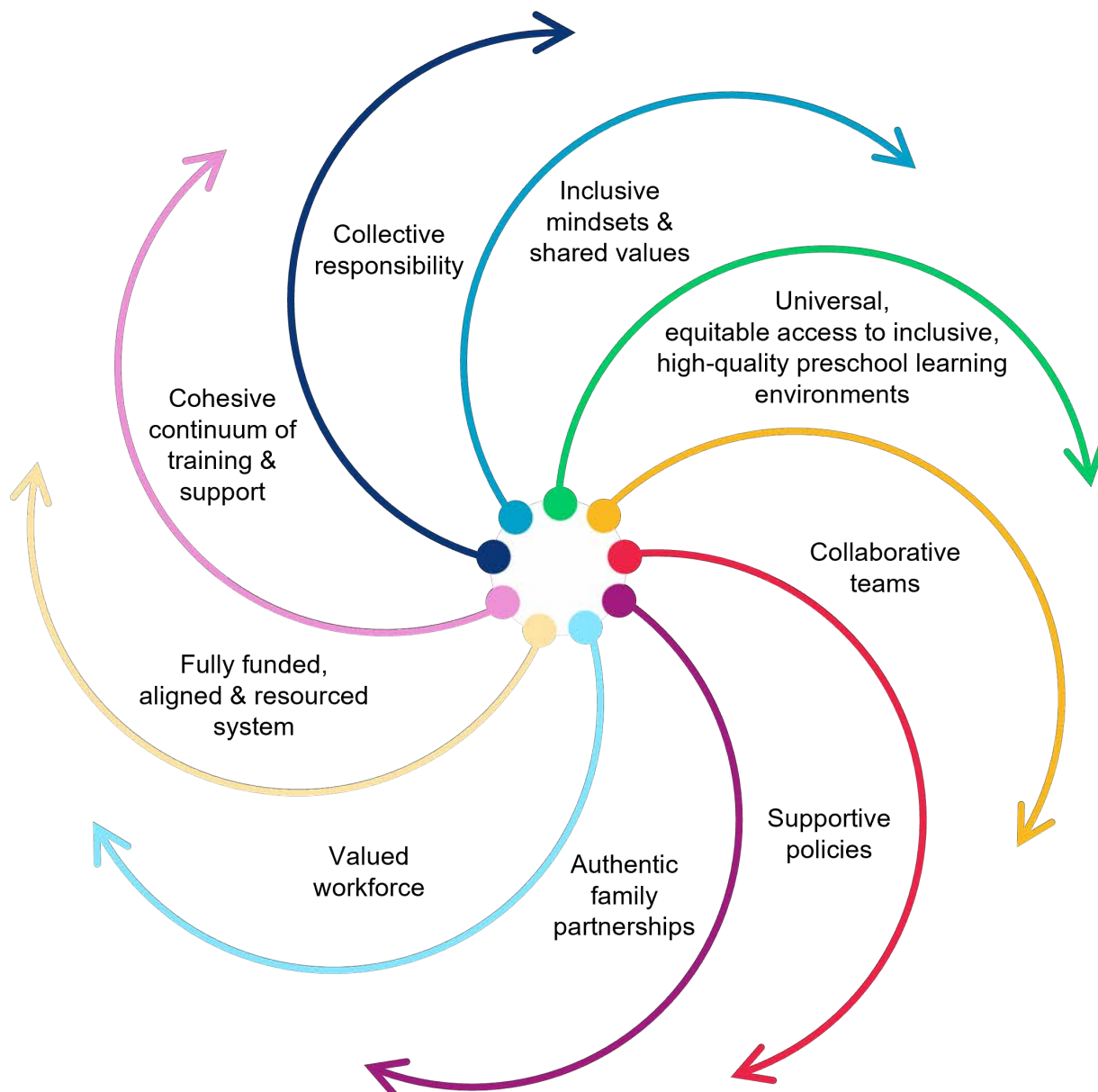
## Michigan Collective Action Plan

An important resource in support of this work is the [Michigan Preschool Inclusion Collective Action Plan](#). This Inclusion Plan was published in March 2022 and serves as a strategic plan focused on creating a high-quality, equitable, and inclusive preschool system to benefit every young child in Michigan, with an emphasis on full inclusion of young children with disabilities. The Inclusion Plan outlines nine ideal features of a high-quality, comprehensive, and equitable preschool system for all children, with emphasis on full inclusion of children with disabilities.

The 9 Ideal Features are represented in the pinwheel graphic below and include:

1. Inclusive Mindsets and Shared Values
2. Free, Universal, Equitable Access to Inclusive High Quality Early Care and Education Settings
3. Collaborative Teams
4. Supportive Policies
5. Authentic Family Partnerships
6. Cohesive Continuum of Training and Support
7. Valued Workforce
8. Aligned, Equitable, Fully Funded and Resources Systems
9. Collective Responsibility

FIGURE 3. 9 IDEAL FEATURES OF PRESCHOOL INCLUSION



The Inclusion Plan further provides [seven specific actions](#), with associated activities to achieve the ideal features collectively. These actions begin on page 9 of the linked document, and include:

1. Build a Universal Preschool System that Includes a Cohesive and Coherent Approach to Support Inclusion in All Preschool Settings for Children Ages 3-5.
2. Invest in Early Childhood Educators and Providers to Support the Growing System.
3. Establish Measures to Assess Progress, Inform Improvements, and Hold Each Level of the System Accountable for Promoting and Implementing High-Quality Equitable, and Inclusive Practices.
4. Develop a System to Ensure All Early Care and Education Settings Are Developmentally Appropriate and Through the Use of Evidenced Based Practices Are Supportive of All Learners and their Individualized Need Regardless of Special Education Eligibility.
5. Conduct a Comprehensive Cross-Sector Review of State and Federal Policies, Funding Structures, and Professional Learning Continuum that Influences Inclusion in All Preschool Settings to Identify Barriers and Propose Recommendations that Incentivize Preschool Practices.
6. Develop and Implement a Comprehensive Marketing Strategy That Will Define Inclusion and Promote Benefits.
7. Develop a Coordinated, Cross-Sector Approach to Professional Learning, Technical Assistance, and Coaching to Build Capacity and Sustain High-Quality Inclusive Programs.

Together, the Michigan Preschool Inclusion Collective Action Plans 9 Ideal Features and 7 actions, create a strong foundation toward an educational system better able to meet the needs of every young child. These Features and Actions have further been aligned to the [Early Childhood Technical Assistance \(ECTA\) Center's 12 Community Level Indicators and Elements of High-Quality Inclusion](#).

**FIGURE 4. 12 INDICATORS AND ELEMENTS OF HIGH-QUALITY INCLUSION FOR COMMUNITIES**

1	Community Inclusion Team
2	Vision
3	Family Engagement and Partnerships
4	Awareness and Commitment
5	Policies and Procedures
6	Fiscal Resources
7	Personnel Policies and Structures
8	Collaborative Teaming
9	Specialized Technical Assistance and Consultative Services
10	Program Supports for Professional Development
11	Curriculum
12	Data Collection and Use

# 2

## Section 2: Indicators and Elements of High-Quality Preschool Inclusion

Indicator C1: Community Inclusion Team

Indicator C2: Vision

Indicator C3: Family Engagement and Partnerships

Indicator C4: Awareness and Commitment

Indicator C5: Policies and Procedures

Indicator C6: Fiscal Resources

Indicator C7: Personnel Policies and Structures

Indicator C8: Collaborative Teaming

Indicator C9: Specialized Technical Assistance and Consultative Services

Indicator C10: Program Supports for Professional Development

Indicator C11: Curriculum

Indicator C12: Data Collection and Use

## High-Quality Indicator C1

### Community Inclusion Team

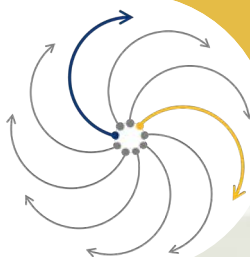
This indicator of high-quality is aligned to the ideal feature of **Collective Responsibility** and **Collaborative Teams** in [Michigan's Preschool Inclusion Collective Action Plan](#).



#### What is it?

High-Quality Indicator C1, Community Inclusion Team, is a team composed of administrators, program personnel, family members, and community partners who implement action plans that guide, support and ensure the availability of high-quality inclusive settings and the implementation of evidence-based inclusion practices at the community level.<sup>1</sup> Representatives across the mixed delivery system, including child care, Head Start, State Pre-K, and the public school, may be represented among the team. A Mixed Delivery System is defined as a system that “includes services offered through a variety of programs and providers such as Head Start, licensed family and center-based childcare, public schools, and community-based organizations supported with a combination of public and private funding.”<sup>2</sup>

The Community Inclusion Team helps all early care and education programs within the community to drive toward the same goal of high-quality inclusion. Community Inclusion Team Members share information and The Community Inclusion Team helps all early care and education programs within the community to drive toward the same goal of high-quality inclusion. Community Inclusion Team Members share information and resources among programs and agencies, facilitate agreements between the Local Education Agency (LEA)/school district, early intervention, and other community programs for the provision of early intervention, special education, and related services in natural environments. The Community Inclusion Team collects information on successes and challenges and shares that information with the State Leadership Team so the state team can better support their inclusion efforts.<sup>3</sup> A State Leadership Team (SLT) is an inter-agency, collaborative team that develops policies, procedures, funding, professional development, and any other systems to implement and increase preschool inclusion.



#### Why is it important?

A collaborative Community Inclusion Team is essential to the success of improving preschool inclusion because the Community Inclusion Team helps all Early Childhood Education (ECE) programs and partners within the community align on the vision, purpose, and implementation of inclusion. Often, a Community Inclusion Team is led by a coordinator, such as an Early Childhood Specialist, who serves as the lead contact for coordination and facilitation of evidence-based practices that ensure children succeed. In addition, there are often about 15<sup>4</sup> total members comprised of child care, school district, early intervention, Head Start, and families. Diverse composition of the Community Inclusion Team fosters inclusion of multiple perspectives, supports sustainability, and promotes shared effort and responsibility amongst all partners who are invested in inclusion for young children within the community.

Additionally, these efforts are important because they:

- Support the management of resources across programs,
- Promote awareness of early childhood programs and service delivery systems,

<sup>1</sup> Early Childhood TA Center (2022). Community Indicators and Elements of High-Quality Inclusion.

<sup>2</sup> PDG B-5 TA Center. Strategies for Collecting and Providing Data on a Mixed-Delivery System to Support Parent Choice.

<sup>3</sup> Early Childhood Technical Assistance Center. (2020). Community Indicators and Elements of High-Quality Inclusion.

<sup>4</sup> Early Childhood Technical Assistance Center. (2020). Community Indicators and Elements of High-Quality Inclusion.



- Can promote clear communication of the benefits and legal requirements of high-quality inclusion, and
- Ensure that progress is being made towards implementing recommended actions in the Inclusion Plan.<sup>5</sup>

To further facilitate engagement and steps towards the Inclusion Plan, this group often has signed written agreements or memoranda of understanding to support streamlined processes such as enrollment and data sharing.<sup>6</sup>



### Lessons Learned from the Initiative

The Initiative demonstrated that members of the Community Inclusion Team are essential because ***preschool inclusion requires more than a written plan and process; it requires collective ownership in the work.*** Each department within the school district, each agency and partner involved, must be willing to look at their processes, ways of engaging, and evaluate opportunities where barriers to inclusion may exist to support children's needs.



*"No one ECE program is expected to 'do it alone'".*

*-Preschool Inclusion and Equity Support Specialist*



The Initiative highlighted the importance of ensuring those who are on the Community Inclusion Team are knowledgeable of their role and accompanying responsibilities, and to the extent possible, coordinate roles and responsibilities. This can include activities such as joint planning, joint progress monitoring, and combined coaching. These coordinated responsibilities help support alignment, coordination, and sustainability. **The team is comprised of individuals from both general and special education, who have co-responsibilities for services and supports. It also reaffirms the message that inclusion isn't just about one individual's role or a select champion, but rather the collective work of an inclusion team working together towards a shared vision.** Additionally, participants shared how important it is for leadership to establish space within the day for this coordination and collaboration to intentionally happen.



### WHAT COULD THIS LOOK LIKE IN PRACTICE? *Implementation Examples from the Field*

Consider tapping into local teams/groups that are comprised of key stakeholders. This develops strong connections and supports efficiency and connectivity of work since we are already at the table together for County-wide Early Childhood Initiatives.



### Reflecting on Your Current Practices

Use the considerations listed below to begin assessing your current practices related to this indicator. See the full Readiness Reflection Workbook [here](#).

- **Representation:** Has your Community Inclusion Team determined which community partners are interested in participating, and needed to support high-quality inclusion? Is there representation from a diverse array of stakeholders including: parents, community-based preschool settings, providers, administrators, child care providers and others as determined appropriate?
- **Planning:** Has your Community Inclusion Team gathered interested parties to begin to formulate 2-5 concrete next steps and actions for each of the indicators represented within this guide?
- **Membership:** Has your Community Inclusion Team developed and maintained agreements with early childhood education (ECE) programs, health partners, and behavior support personnel to provide supports and services to children with disabilities in inclusive settings?
- **Vision and Plan:** Does your Community Inclusion Team have a written inclusion action plan with goals and objectives aligned with its vision/mission?
- **Ongoing:** Does your Community Inclusion Team meet regularly to address evidence of progress toward goals on the inclusion action plan?
- **Accountability:** Does your Community Inclusion Team report annually to families and the community on progress and accomplishments associated with the team's action plan?

<sup>5</sup> Early Childhood Technical Assistance Center. (2020). Community Indicators and Elements of High-Quality Inclusion.

<sup>6</sup> Early Childhood Technical Assistance Center. (2020). Community Indicators and Elements of High-Quality Inclusion.

## High-Quality Indicator C2

### Vision

This indicator of high-quality is aligned to the ideal feature of **Inclusive Mindsets and Shared Values** in [Michigan's Preschool Inclusion Collective Action Plan](#).



#### What is it?

High-Quality Indicator C2, Vision, is a statement of core values and basic beliefs which serves as a guide for your program/school's inclusion efforts, reflections, and continuous quality improvement.<sup>7</sup> The vision statement establishes attitudes and beliefs, guides how children and families should experience the educational program and associated supports, and provides a clear statement to the public about the program/school's inclusion practices.



#### Why is it important?

The vision serves as the guide and establishes shared beliefs, attitudes, and language. The shared vision will be unique to every school and community and should promote a culture and climate to support high-quality inclusion from a systems lens. The Vision Statement should be developed collectively and referred to often to support the development and use of policies and procedures that support inclusion. There are numerous places to feature and reference the Vision Statement, including in staff and family handbooks. Additionally, the Vision Statement should be referred to during school events such as open houses and parent teacher conferences. It's also important to ensure all staff and personnel, not only members of the Community Inclusion Team, can articulate and explain the vision regarding inclusion of young children with disabilities and their families. The Vision Statement can serve as a tool for connecting with key stakeholders, establishing clear expectations, and identifying key steps to move forward with preschool inclusion.

When reflecting upon preschool inclusion, it is important to ask: *What do we believe about inclusion? What do we stand for when we think about equity and inclusion?* Together, these questions can serve as an anchoring point and guide for the work of developing and driving a vision statement.

It is important to reflect upon the way in which your vision statement speaks to concepts of equity because all children

have a right to high-quality inclusive learning environments to help them achieve their full potential. "To approach education through the lens of equity is to acknowledge the disenfranchisement and discrimination faced by children, families, and teachers, and to create schools and systems that eradicate barriers to success, empower children and families, and inspire a more just society."<sup>8</sup>

Concepts of equity can also be found in the vision statement of the Inclusion Builders Initiative, and states:



*"Meaningful inclusion is a child's active, purposeful participation in community and educational settings. It is defined by high expectations for all children as well as high-quality instruction and supports provided in typical settings with similar-age peers. To accomplish meaningful inclusive opportunities, families, educators, and providers must work collaboratively in addressing structural*

<sup>7</sup> Butcher, K., Pletcher, J. (2016). Early Childhood Education Vision and Mission. Michigan State University Extension.

<sup>8</sup> New America (2020). Equity in Early Childhood Education.

*inequities and in affording all children an intentionally designed curriculum, as well as the provision of differentiated, developmentally appropriate instruction and supports. We believe that inclusion is our ethical responsibility. It is the only way in which infants and children will truly be able to experience a meaningful learning environment and a role in their community at large. We are committed to using relevant, current research and evidence-based practices to support these beliefs.”*



Intermediate School District (ISDs) reflected their existing structures of children being isolated within self-contained special education classrooms, children being pulled out of their classrooms to receive related services, or children bussed across town from an inclusive ECE setting to receive their special education and related services, were not in alignment with their vision for preschool inclusion. For this reason, many participants believed that a shared vision for inclusion was essential to the work. They reported calling upon everyone to have an honest willingness to explore personal biases towards services and supports for children with disabilities, as well as the current systems that perpetuate inequality.



### Lessons Learned from the Initiative

The Inclusion Builders Initiative Vision Statement highlights the importance of being purposeful in addressing inequities. One example of this an Intermediate School District (ISD) found during the Initiative was related to whether equity was explicitly addressed within their vision, and the ways they could further track and reduce inequities.

They shared that, while they believed in equity, it wasn't being embodied by their structure of general education and self-contained classrooms, where children are isolated within their classrooms for special education services. Through this work, they realized they needed to support staff in addressing their own biases and assumptions about inclusion.

As stated within the [Advancing Equity in Early Childhood Education Position Statement](#), advancing the right to equitable learning opportunities requires recognizing and dismantling the systems of bias that accord privilege to some and are unjust to others. With a strong vision in place, educators can create early learning environments which equitably distribute learning opportunities by helping all children experience responsive interactions that nurture their full range of social, emotional, cognitive, physical, and linguistic abilities; that reflect and model fundamental principles of fairness and justice; and that help them accomplish the goals of anti-bias education.<sup>9</sup>



### WHAT COULD THIS LOOK LIKE IN PRACTICE?

#### *Implementation Examples from the Field*

- Develop the mission and vision statements collaboratively and include perspectives from across the district/county. For example, include professionals from multiple agencies, community groups, and parents. It's unifying when everyone is working toward this goal. In addition, it helps make personal connections to the inclusion philosophy for staff so they can create their personal 'why' in relation to inclusion.
- Once the program vision is developed, make it known! Post it on display in local buildings, refer to it in times of decision-making, include it in program handbooks, share on social media, open meetings by reviewing the vision to create focus, and add it to the website.



## Reflecting on Your Current Practices

Use the considerations listed below to begin assessing your current practices related to this indicator. See the full Readiness Reflection Workbook [here](#).

- **Development:** Has your program/school developed a shared vision statement that promotes a culture and climate to support high-quality inclusion?
- **Alignment:** Has your program/school used its shared vision statement to guide the development and use of policies and procedures that support inclusion?
- **Alignment:** Has the district and associated team members taken steps to address policies, systems, and beliefs that are a hindrance to equity?
- **Membership:** Has your program/school worked to ensure that personnel can articulate and explain the vision regarding inclusion of children with disabilities and their families?
- **Awareness:** Has your program/school shared the vision's message about inclusion for children with disabilities in public awareness information and program materials?





## High-Quality Indicator C3

# Family Engagement and Partnerships

This indicator of high-quality is aligned to the ideal feature of **Authentic Family Partnerships** in [Michigan's Preschool Inclusion Collective Action Plan](#).



### What is it?

High-Quality Indicator C3, Family Engagement and Partnerships, means district leaders intentionally seek and include families in the Community Inclusion Team. Also, they invite broad family feedback in the process of building and operating inclusive preschool options. Importantly, this indicator emphasizes the need to include representation from both families who have, as well as families who do not have, children with disabilities. As members of the Community Inclusion Team, family representatives are provided meaningful and ongoing opportunities to participate and provide their perspective and thoughts. In addition, this indicator highlights the need to invite broader input from families who are not part of the Community Inclusion Team. Their feedback is sought and considered throughout the process of developing and operating high-quality, inclusive preschool programs.



### Why is it Important?

Including families as a regular part of the Community Inclusion Team is essential. Families provide a unique and critical perspective in this process. Family input should be collected and shared across the array of Community Inclusion Team members. This means that family engagement occurs within districts, child care programs, Head Start, and across the respective intervention specialists. This level of engagement means:

- Families input should be explicitly sought out regarding their experiences within the school and with their child's supports.
- Families' perspectives and feedback should be valued and used to inform the vision, policies, and practices which are part of an inclusive preschool program.
- Families feedback and input help to both evaluate the program and to gauge the effectiveness of efforts.

Family engagement and participation also supports the Community Inclusion Team to understand and honor cultural, linguistic, and family diversity. This engagement helps to ensure the needs of the community will be



### Lessons Learned from the Initiative

District leaders involved in the Inclusion Builder Initiative shared the importance of providing multiple opportunities for family members to provide feedback broadly and regularly to the Community Inclusion Team. District leaders shared that school staff should be cognizant of which families participate in meetings, use formal and informal opportunities for providing feedback, and those who do not or have not engaged to date. Opportunities for family input and feedback should be obtained throughout the implementation of the preschool inclusion plan for inclusion. For families not engaged or not providing feedback, schools can ask themselves:

- Are there other/alternate methods or mechanisms for partnering and/or providing feedback?
- Have partnership opportunities been accessible for families (e.g., languages, formats, times of the week/day)?



- Has anonymous feedback been solicited regarding the reasons families aren't engaged? Can these reasons inform the continuous quality improvement, goal setting, and data collection?

They also highlighted family engagement is a shared responsibility. ECE programs and schools must be committed to reaching out to families in meaningful ways and equipping families to actively support their children's learning and development. Intermediate School Districts (ISDs) may want to support connecting parents of children to parent trainings, resource groups, and resources matched with families interests and needs.

Inclusion should be a larger part of a school's family engagement approach. Families should be involved on parent advisory boards, contribute to establishing the shared vision, serve on the Community Inclusion Team, have opportunities to engage with other parents during broader family engagement opportunities, and should be viewed as partners in the approach. Community Inclusion Teams should consider adding concrete next steps to implementation, with clear information, informed by the reflection below, on what may be needed, as well as where they need to start and what those next steps may be.



*"Too often in public education, the children that get access to inclusive opportunities are the children who have parents who are educated, who come from high socioeconomic status, who have the capacity or understanding to identify the research affiliated with inclusion, who simply are unwilling to accept anything other than full on Ed. benefit for their child...."*

- ISD Participant



### WHAT COULD THIS LOOK LIKE IN PRACTICE?

#### *Implementation Examples from the Field*

- Collaborate with current local family engagement initiatives to imbed inclusive mission and vision into existing initiatives/events.
- Upon initiation of a change in service model, Intermediate School District (ISD) and Local Education Agency (LEA) staff partnered to create opportunities for family and community engagement through monthly meetings.
- Family participation can include parent participation on school leadership teams, school-wide surveys, and family events, to name a few.



### Reflecting on Your Current Practices

Use the considerations listed below to begin assessing your current practices related to this indicator. See the full Readiness Reflection Workbook [here](#).

- **Representation:** Does your district have a Community Inclusion Team (CIT) which includes representation from families who have and families who do not have children with disabilities?
- **Membership:** As part of the Community Inclusion Team (CIT), are family representatives provided with frequent opportunities to participate and share their perspectives in meaningful ways?
- **Inclusive:** Do you have measures for inviting feedback from families broadly and regularly?
- **Responsive:** Are your district measures for inviting family feedback varied in approach, as well as culturally and linguistically informed?
- **Importance:** Does your district have a process for reviewing and incorporating family voice and perspective?

## High-Quality Indicator C4

### Awareness and Commitment

This indicator of high-quality is aligned to the ideal feature of **Collective Responsibility** and **Inclusive Mindsets and Shared Values** in [Michigan's Preschool Inclusion Collective Action Plan](#).



#### What is it?

High-Quality Indicator C4, is the intentional building of knowledge around the importance and benefits of inclusion, and the solicitation of buy-in from programs, personnel, families, and community regarding their dedication to high-quality preschool inclusion efforts.

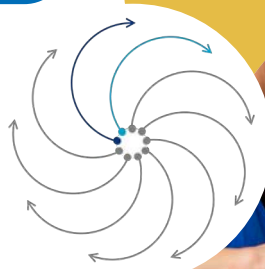
Awareness efforts include soliciting information and feedback from families and stakeholders specifically to gain knowledge of the Preschool Collective Action Plan. This also involves recruiting programs and providing information to partner on high-quality inclusion efforts. When partners have been recruited, it is important that they review the Preschool Collective Action Plan and work towards demonstrating commitment by implementing high-quality inclusionary practices.



#### Why is it important?

One of the greatest challenges in implementing high-quality inclusion practices is related to attitudes and beliefs, nationally, within states, and locally. This is why awareness and commitment are crucial to helping message the benefits of high-quality inclusive opportunities for all children of all abilities.

This is also why it is important to support an understanding of the vision and Preschool Inclusion Initiative. As a result, school districts should consider regularly gathering data and examining information on the attitudes and beliefs of leadership, personnel, and families about high-quality inclusion. This process must provide opportunities for celebrating successes and the identification of any barriers and solutions.<sup>10</sup> School leaders and coaches should work to ensure all personnel can articulate and demonstrate their commitment to high-quality inclusion. Communication can take the form of newsletters, social media posts, professional development offerings, orientations, staff meetings, and annual meetings, to name a few.



#### Lessons Learned from the Initiative

Outreach and communication efforts begin with **all** partners. This can include administration, business office, coaches, teaching staff, custodial staff, office staff and bus drivers. All partners must be able to articulate and demonstrate knowledge of the benefits and the “why” of high-quality inclusion. The Initiative demonstrated that outreach and communication must be an ongoing continuous effort. This includes providing regular and consistent opportunities for staff to share information about their inclusion experiences.

Inclusion Builders participants reflected that a commitment is required from all involved. All partners must continue to be open minded, engage in routine and systematic conversations, and to work collaboratively to be successful. Much of the work of Inclusion Builders was about shifting mindsets and seeing special education services as not a “place,” but rather a set of experiences or supports that can occur in varied settings. As one Intermediate School District (ISD) participant stated:





*"ECSE is often too restrictive and doesn't provide students with the number one evidence-based practice for enhancing student outcomes, which is typically developing peers and then on the same flip pushing a child with exceptionalities into a general education without supports and resources."*



### WHAT COULD THIS LOOK LIKE IN PRACTICE?

#### *Implementation Examples from the Field*

- Share success stories from parent, teacher, and student perspective through multiple platforms (social media, board meetings, staff meetings, posters, brochures, fliers, etc.).
- Utilize communication networks such as newsletters, social media, professional development, and other staff and community gatherings to routinely communicate about inclusion.
- Reiterate the commitment to inclusive practices by connecting back to support of common mission and vision in connective spaces and by community champions of the work.
- Provide professional development for educators and staff to build capacity and mindsets that support inclusion. Content can include information regarding FAPE in the LRE with a focus on preschool inclusion for Directors and community partners.
- Utilize the Inclusive Classroom Profile to understand current practices, inform coaching and classroom discussions.



### Reflecting on Your Current Practices

Use the considerations listed below to begin assessing your current practices related to this indicator. See the full Readiness Reflection Workbook [here](#).

- **Awareness:** Has your program/school gathered and examined information on the attitudes and beliefs of personnel, families, and the community about high-quality inclusion and provided opportunities for the identification of barriers and solutions?
- **Commitment:** Has your program/school ensured all personnel can articulate and demonstrate their commitment to high-quality inclusion?
- **Importance:** Has your program/school ensured all personnel can articulate and demonstrate their knowledge of the benefits and legal foundations of high-quality inclusion?
- **Importance:** Has your program/school created a safe space to learn about implementing inclusion? Does your program create a culture where staff can talk candidly about what implementation looks like beyond stated beliefs, and where attitudinal barriers and frustrations can be discussed as educators learn?
- **Responsive:** Has your program/school worked to provide regular and consistent opportunities for personnel, families, and the community to share information about their inclusion experiences?



## High-Quality Indicator C5

### Policies and Procedures

This indicator of high-quality is aligned to the ideal feature of **Supportive Policies** in [Michigan's Preschool Inclusion Collective Action Plan](#).



#### What is it?

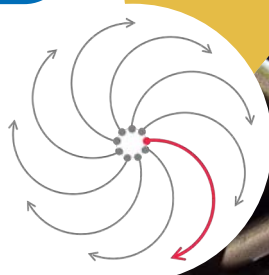
High-Quality Indicator, C5, Policies and Procedures, include the policies and procedures reflective of the Community Inclusion Team's vision statement and that support the use of evidence-based inclusion practices. Included within these policies may be the legal foundations, which establish requirements for children with disabilities. The Federal Policy Statement on Children with Disabilities in Early Childhood Programs sites the following legal foundations; IDEA, ADA, Section 504, Title II, Head Start Act, and the Child Care Development Block Grant. These Federal laws recognize and support inclusion because of the developmental, educational, and social benefits that inclusion provides to children with disabilities.<sup>11</sup>

Other relevant rules to support implementation aligned to federal and state laws for special education in Michigan include the Michigan Administrative Rules for Special Education, specifically 1754 and 1755, and Michigan Child Care Licensing. Together, these rules provide Intermediate School Districts (ISDs) guidance to help design local policies and procedures on how inclusive services are reflected on an Individualized Education Plan (IEP), who provides the services, what they look like, and ensure accountability and commitment to universal, inclusive, and equitable practices.<sup>12</sup>



#### Why is it important?

The development of policies and procedures provide guidelines to staff regarding implementation of high-quality inclusion. The documentation of these procedures further assists with ensuring that you are aligning to state rules and Federal regulations. The provision of special education and related services are required under Least Restrictive Environment (LRE). Under IDEA [34 CFR §300.114](#) — LRE requirements state:



*“Each LEA must ensure that a free appropriate public education (FAPE) is provided in the LRE to every child with a disability in its jurisdiction regardless of whether the LEA operates public general early childhood programs. This could include providing special education and related services in public or private general early childhood or preschool programs, Head Start and Early Head Start programs, and community-based child care programs.”<sup>13</sup>*



<sup>11</sup> U.S. Department of Health and Human Services, U.S. Department of Education. (2015). Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs  
<sup>12</sup> Michigan Department of Education (2021). Preschool Collective Action Plan.  
<sup>13</sup> U.S. Department of Education and U.S. Department of Human Services (2015). Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs., p. 5.



## Lessons Learned from the Initiative

Inclusion Builders shared that any preschool inclusion effort must be grounded in these policies, regulations, laws, and operationalized procedures within school and building structures and routines. Inclusion Builders suggested that anyone looking at starting or enhancing this effort first ground themselves in the relevant laws and regulations.

When designing and implementing policies and procedures in support of inclusion, Inclusion Builders suggest the following:

1. Policies and procedures for recruiting and enrolling children with disabilities.
2. Policies and procedures support the high-fidelity use of evidence-based practices with children with disabilities and their families.
3. Policies and procedures which ensure opportunities are in place for parents and personnel to offer ideas for improvements.
4. Policies and procedures for supporting individualized services that address the strengths and needs of children with disabilities and their families.
5. Policies and procedures for data collection to guide program evaluation and improvement.
6. Policies and procedures for reviewing and updating program policies and procedures.<sup>14</sup>

Policies and procedures include guidelines such as ensuring staff conversations use child first language, driven by the child's strengths, grounded in multi-tiered learning opportunities which are developmentally appropriate. Policies and procedures may reflect the continuum of supports and services for children with identified needs. Districts policies and procedures should speak to the ways children are supported in the Least Restrictive Environment, based upon the needs of this individual child.

Inclusion Builders also shared that policies and procedures must be systematic. When using a systems lens to support inclusion, leaders work to move beyond the work of a single champion or advocate to establish processes and interconnections so that all involved are working towards the vision.



## WHAT COULD THIS LOOK LIKE IN PRACTICE?

### *Implementation Examples from the Field*

Collaborate with your district's Special Education Department to develop inclusion procedures and policies that are in line with current special education requirements. This requires dedication, innovative thinking, and shared inclusive philosophies from staff members who are willing to do what is best for ALL students.



## Reflecting on Your Current Practices

Use the considerations listed below to begin assessing your current practices related to this indicator. See the full Readiness Reflection Workbook [here](#).

- **Representation:** Does your program/school provide opportunities for parents and personnel to offer ideas for improvements to policies and procedures?
- **Rules and Laws:** Does your program/school implement policies and procedures that comply with federal and state legal requirements regarding services to children with disabilities and their families?
- **Membership:** Does your program/school implement policies and procedures for recruiting and enrolling children with disabilities?
- **Evidence-Based:** Does your program/school implement policies and procedures that support the high-fidelity use of evidence-based practices with children with disabilities and their families?
- **Evaluation:** Does your program/school implement policies and procedures for data collection to guide program evaluation and improvement?
- **Iterative:** Does your program/school review and update program policies and procedures?

## High-Quality Indicator C6

### Fiscal Resources

This indicator of high-quality is aligned to the ideal feature of **Aligned, Equitable, Fully Funded & Resourced System** in [Michigan's Preschool Inclusion Collective Action Plan](#).



#### What is it?

High-Quality Indicator C6, Fiscal Resources, are required to implement educational initiatives, and include federal, state, and local government funds, private sector, and philanthropic funds, and the financial resources available for early childhood educational settings.

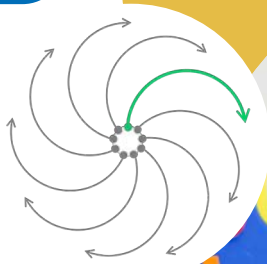
Intermediate School Districts (ISDs) may look at available funds which can be used to create inclusive classroom opportunities and support placement of children with disabilities in community-based early childhood programs. Two primary options for use of funding are available. These include 'Cost Sharing' and 'Braided Funding.' **Cost Sharing** includes when various funding streams 'follow the child' and support children in a single classroom, or when one program pays for a specific operating cost, and another program pays for a different operating cost. An example of a specific cost might be a district funding an extra classroom assistant to support the children in the classroom. **Braided funding** includes when two or more funding sources are coordinated to support the total cost of a service. Revenues are allocated and expenditures tracked by different categories of funding sources. In braiding, cost-allocation methods are required to ensure there is no duplicate funding of service costs and each funding source is charged its fair share across the partners.<sup>15</sup>



#### Why is it important?

The Intermediate School District (ISD) should have a plan in place for monitoring, and evaluating the effective use of fiscal, personnel, and other resources to support high-quality inclusion practices. Strategic use of funds can assist ISDs in leveraging costs associated with expenses such as facilities, including costs associated with changing classroom physical arrangements, schedules, and/or materials.

Funding resources help programs allocate, coordinate, design and implement evidence-based inclusion practices. Thinking comprehensively about fiscal resources can facilitate discussions among agencies and programs by comparing funding requirements and resource sharing. It can also support the provision of guidance and information to programs on available fiscal resources and legal considerations.



Additional fiscal considerations may be initial investments in hiring a new Preschool Inclusion and Equity Support Specialist, restructuring positions to be hybrid roles which focus on preschool inclusion, costs associated with travel for embedded instruction, personnel providing services across multiple sites/locations, costs associated with attendance at new professional development or meetings, implications for contracts including revisions to requirements and expectations, as well as funding additional supports such as new curricula, quality or formative assessment tools.



#### Lessons Learned from the Initiative

##### Initial Considerations

ISDs shared administrators looking to launch a preschool inclusion effort should think about the initial investment required. The first step is developing a budget for needed staffing, training, and coaching to support high-quality inclusion. The budget may require investing in staff professional development time (e.g., attending local, state, or national conferences or learning about the coaching model) as well as time for staff collaboration (i.e., joint planning and reflection). There may also be initial investments in grounding everyone in high-quality early learning principles, in the use and documentation of data to inform coaching, and in measures for evaluating the impact.

<sup>15</sup> Wallen, M., and Hubbard, A. (2013). Blending and braiding early childhood program funding streams toolkit: Enhancing financing for high-quality early learning programs (version 2). Chicago: The Ounce of Prevention Fund.



### ***Broadening the Effort***

When funds are limited and an initiative is intended to scale over time, recognizing that these efforts take effort, planning, analysis, and refinement. It is important to think strategically about which sites and classrooms to begin with, as well as those to consider for subsequent expansion. The identification of sites for implementation should be informed by a wide array of decision points, all of which impact costs, including:

- Which sites are best prepared to begin the initiative.
- The availability of personnel who have the capacity and expertise to support educators.
- Staffing considerations, and
- The availability of access to placements in regular early childhood programs with socially skilled peers.

When funding allows, expansion should also include considerations such as the degree of involvement and buy-in from leaders with decision making authority, the availability and engagement of parent and educator committees to drive and inform the work, as well as the capacity to sustain the effort. ISDs shared that they made strategic decisions when planning for scale up based on multiple factors. For example, if a school expects many retirements in a coming year, they may choose to wait until the following year.

### ***Ongoing Efforts and Sustainability***

Long-term planning requires thinking with the end in mind and having plans for sustainability at the start. Informed by their action plans, Inclusion Builders' financial decisions should be informed by these considerations as districts think about long term funding models.

Implementing a preschool inclusion model can be a cost-effective approach. Some ISDs from the Initiative reported cost savings after transitioning from self-contained to inclusive general education settings.



### **WHAT COULD THIS LOOK LIKE IN PRACTICE?**

#### ***Implementation Examples from the Field***

Determine the available revenue provided to the district through various funding sources and define how these can be layered to support students with Individualized Education Plans (IEP's). For example, a child enrolled in GSRP, with embedded services, may also receive special education 619 funds to receive 1755 services which are embedded into a classroom by special education staff. Determine the costs per child, per year, in various preschool setting models by averaging the cost of special education staff, transportation, facilities, and tuition (if any) divided by the total number of children per model to compare the true costs of operating various models.



### **Reflecting on Your Current Practices**

Use the considerations listed below to begin assessing your current practices related to this indicator. See the full Readiness Reflection Workbook [here](#).

- **Collaboration:** Has your program/school developed collaborative agreements to efficiently and effectively cost share and braid funding to provide services in high-quality inclusive settings?
- **Budget:** Has your program/school developed a budget for needed staffing, training, and coaching to support high-quality inclusion?
- **Systems:** Has your program/school planned for, monitored, and evaluated the effective use of fiscal, personnel, and other resources to support high-quality inclusion practices?
- **Infrastructure:** Does your program/school have what will be needed in the long term to sustain the effort, including time and support?
- **Coordination:** Is existing funding being used or leveraged in a coordinated way to support this work?



## High-Quality Indicator C7

# Personnel Policies and Structures

This indicator of high-quality is aligned to the ideal feature of **Valued Workforce** and **Cohesive Continuum of Training and Support** in [Michigan's Preschool Inclusion Collective Action Plan](#).



### What is it?

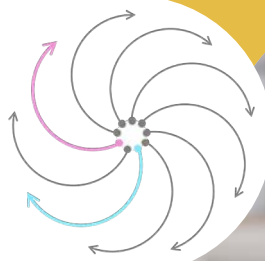
High-Quality Indicator C7, Personnel Policies and Structures, includes documentation regarding the methods, actions, requirements, and processes staff and personnel should employ. They speak to the personnel policies and structures which support the delivery of early intervention, special education, and other specialized services within daily routines and activities, enabling program personnel to collaboratively learn and implement evidence-based practices. Personnel Policies include requirements related to background checks, licensure, selection procedures for personnel, standards of conduct, communication, job and district performance and evaluation.<sup>16</sup> These may be documented through materials such as the Personnel Handbook, onboarding materials and continued staff compliance documents.<sup>17</sup>

In the Initiative, there were two primary personnel roles driving personnel and policy supports: **the Intermediate School District (ISD) Administrator and the Preschool Inclusion and Equity Support Specialist**. We will further define these roles as follows:

#### ISDs in Michigan:

ISDs have primary responsibility for personnel policies and structures. In this role they:

- Oversee and make hiring decisions
- Design and support the implementation of school policies
- Inform the roll out and sustainability of the Inclusion Builders Initiative
- Develop and maintain agreements with ECE programs, health partners, and behavior support personnel to provide supports and services to children with disabilities in inclusive settings.<sup>18</sup>



### Preschool Inclusion and Equity Support Specialists in Michigan:

Preschool Inclusion and Equity Support Specialists provide a variety of coaching and professional learning strategies when working with educators. These approaches were grounded in a coaching framework called Practice-Based Coaching. Practice Based Coaching is a professional development strategy that uses a cyclical process. This process supports teachers' use of effective teaching practices that lead to positive outcomes for children.<sup>19</sup>

Guided by Practice Based Coaching, Preschool Inclusion and Equity Specialists provided individual coaching, done one-on-one, the use of co-teaching or working side by side on an instructional strategy, as well as explicit modeling. In Explicit Modeling, a Preschool Inclusion and Equity Support Specialist collaborated with the educator to use a specific approach or intervention, which they then debrief and process later. Another approach they use is peer coaching. For example, they may have an educator who previously participated or can mentor or support a new or junior educator. Preschool Inclusion and Equity Support Specialists also support educators with increasing their awareness of available local and state resources and supports. They provide technical assistance, consultative services, as well as establish a plan for all program personnel

<sup>16</sup> Head Start Program Performance Standards (2019). Personnel Policies-Revised.

<sup>17</sup> Early Childhood Technical Assistance Center. (2022). Community Indicators and Elements of High-Quality Inclusion.

<sup>18</sup> Early Childhood Technical Assistance Center. (2022). Community Indicators and Elements of High-Quality Inclusion.

<sup>19</sup> Administration for Children and Families (2022). Practice Based Coaching Overview.

to collaborate, plan, and problem-solve with specialized services personnel.<sup>20</sup>



### Why is it important?

Policies and procedures are essential to support personnel and build an infrastructure of competence to include all children successfully. They assist in facilitating discussions between staff and leadership, and support staff in having documented policies and structures to guide their practice. They also provide guidance and information to personnel on the vision, legal requirements for inclusion, data and reporting, and instructional approaches that support embedding the delivery of early intervention, special education, and related services within the daily routines of community program settings.



*"It is really just a sense that they [general education educators] don't feel adequate that they're providing enough service and that they [children with special needs] would be better served and get more out of it...in a different classroom, with someone who has what we might consider specialized skills"*

- ISD Participant



### Lessons Learned from the Initiative

#### ISDs

ISDs carry numerous responsibilities, and many shared that they ground their work in the **established action plan and vision, with clearly stated goals and objectives aligned to the vision/mission**. This meant that ISDs needed to align the district's approach and vision within all school policies, documents, and guidelines. ISDs shared relying on the below materials to help inform their work:

- The Inclusion Vision Statement (reference High-Quality Indicator C2 Vision)
- Governing Principles Federal Regulation compliance documents

- Program Policies
- Parent Handbook
- Any other written materials

Another responsibility for ISDs was developing an awareness of which staff would be well suited for the roles and job functions needed to implement the Initiative, as well as staff best suited to participate in the Initiative and these staff members' capacity to change. ISDs shared that change efforts such as these can bring about a lot of feelings, including fear of change. ISDs shared the need to balance both allowing space for Preschool Inclusion and Equity Support Specialists and educator relationships to develop, while also supporting the implementation of policies and procedures, analyzing outcomes data, as well as managing educator accountability systems.

There were some instances when ISDs realized that they didn't have the time or capacity themselves, or there was a lack of expertise within the district, and these circumstances warranted hiring a contractor, and/or itinerant providers including therapists, nurses, social workers, psychologists, etc. in order meet the requirements of preschool special education services. ISDs also shared the importance of having contingency plans within policies and procedures for when staff turnover happens and there are reductions in FTEs. They shared that these changes could cause a month's long disruption in services and supports for educators while the hiring process ensued.

Lastly, the ISDs also shared how essential it was to ensure policies and procedures supported team coordination to discuss evidence of progress toward goals in the action plan. These outcomes were then, as part of their established process, reported to the schools' educators, families, and community, for the purposes of discussing progress and accomplishments associated with the action plan.<sup>21</sup>

#### Preschool Inclusion and Equity Support Specialists

Preschool Inclusion and Equity Support Specialists emphasized first and foremost, they worked to establish trusting professional relationships with the educators they support. They reflected that trust and relationships are the foundation of any change effort, and all growth starts from this place. Preschool Inclusion and Equity Support Specialists engaged in active listening, reflecting and shared goal setting. These practices not only promoted the educator in feeling supported, but they also modeled processes for engaging with children. One Preschool Inclusion and Equity Support Specialist reflected that through her work with educators, it highlighted:

<sup>20</sup> Early Childhood TA Center (2022). Community Indicators and Elements of High-Quality Inclusion.

<sup>21</sup> Early Childhood Technical Assistance Center (2020). Community Indicators and Elements of High-Quality Inclusion.



*“What I’ve noticed is that one of the primary things that those two teachers picked up, was the incredible need for relationships with those kids.”*



Preschool Inclusion and Equity Support Specialists often simultaneously worked to become more knowledgeable of the policies, procedures, and tools while starting coaching. This work not only entailed getting to know the coaching model, methods for observation, documentation, and terminology, but also the districts preschool inclusion policies and procedures. Preschool Inclusion and Equity Support Specialists shared a critical early activity was getting your tools and resources well organized so you can find them easily when working with an educator. Resources and models Preschool Inclusion and Equity Support Specialists may use include, but are not limited to:

- Multi-Tiered Systems of Support (MTSS)
- Positive Behavioral Supports (PBS)
- Practice-Based Coaching (PBC)
- Differentiated Teaching and Learning (DTL)
- Inclusive Classroom Profile (ICP)

*See Glossary at the end of this document for definitions and the Evidenced-Based Practices Sections for descriptions and associated links.*

During the Initiative, coaches reported widely varying frequencies for educator visits, depending on the goals established and their capacity (some Preschool Inclusion and Equity Support Specialists had dual roles). They spoke to the importance of policies and procedures which allowed them to differentiate as needed. When possible, some engaged in group coaching when educators have similar instructional approaches or goals they are working on. Preschool Inclusion and Equity Support Specialists emphasized they are not responsible for the supervision or evaluation of general or special education educators; instead, Preschool Inclusion and Equity Support Specialists are the key staff assigned to support educators in implementing the inclusion model the district has established.

Preschool Inclusion and Equity Support Specialists are responsible for and expressed the value in attending professional development on and using the established tools and models the school district has selected. These opportunities were on the use of observation and documentation platforms, use of video, classroom quality and inclusion practice assessments, as well as established coaching frameworks. This added to their knowledge of embedded instructional practices, tiered systems of support, and child development. For example, one participant shared they used their knowledge of child development, instruction, and inclusion to identify when a support is a Tier 2 support for one child, a Tier 3 support for another child, as well as to support the general educator in this knowledge and associated practices.

Lastly, Preschool Inclusion and Equity Support Specialists shared that policies and procedures must support the establishment of a system for coaching. This includes working with the ISD to determine who participates in coaching, a system for regularly going into classrooms, and strategically using time in the classroom for intentional instruction in partnership with educators.



### **WHAT COULD THIS LOOK LIKE IN PRACTICE?** *Implementation Examples from the Field*

Treat special education as a service, not a location or “place.” For example, one district has children 0-5 serviced in the home by an ECSE Home-based team (ECSE Teachers, Social Workers, SLPs, OT, PT, PTA, COTA, VI, DHHS, Nurse, etc.) For the preschool setting, an ECSE teacher is assigned to each preschool classroom across the county. The teacher provides tiered supports and services and serves as a Preschool Inclusion and Equity Support Specialist, as well as ECSE Teacher for students in need of 1755 services. A SLP, Social Worker, Psych, OT, and PT are assigned to preschool classrooms as a part of their child review teams.





## Reflecting on Your Current Practices

Use the considerations listed below to begin assessing your current practices related to this indicator. See the full Readiness Reflection Workbook [here](#).

- **Collaboration:** Does your program/school implement policies and procedures to support collaboration among program and specialized services personnel during the daily routines of children with disabilities?
- **Hiring/Onboarding:** Has your program/school identified personnel to coordinate services for families and children with disabilities? Are there staff that would need to be hired or contracted?
- **Coordination:** Does your program/school implement policies and procedures to ensure the program and specialized services personnel work together to embed services in natural environments and daily routines and maximize learning from one another?
- **Responsive:** Has your program/school identified personnel to connect families to services and assist with navigation?
- **Implementation:** Does your program/school implement policies and procedures to ensure personnel have access to specialized supports and resources needed to address individualized child and family strengths and needs?





## High-Quality Indicator C8

# Collaborative Teaming

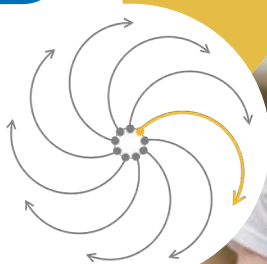
This indicator of high-quality is aligned to the ideal feature of **Collaborative Teaming** in [Michigan's Preschool Inclusion Collective Action Plan](#).



### What is it?

High-Quality Indicator, C8 Collaborative Teaming, can be defined as the professionals, paraprofessionals, and parents communicating and collaborating to ensure the needs of individual children are met.<sup>22</sup>

- High-quality teaming and collaboration involve practices and strategies for sharing knowledge and expertise, in ways that are respectful, supportive, enhance capacity, and are culturally sensitive. To support collaborative teaming, the following should be considered:
- Practitioners across multiple disciplines and families work together as a team to plan and implement supports and services.
- Practitioners and families work together as a team to systematically and regularly share expertise, knowledge, and information to build team capacity, solve problems, and plan and implement interventions.
- Practitioners use communication and group facilitation strategies to enhance interpersonal relationships.
- Team members assist each other in accessing community resources.
- Key stakeholders (e.g., administrators, teachers, assistants, parents, ancillary staff, etc.) communicate and collaborate to ensure the needs of all children are being met.
- Practitioners and families collaborate with one another and identify someone from the team to serve as a liaison.<sup>23</sup>
- Collaborative teaming requires partnering together, even when individuals may not feel “ready,” in addition to active listening, and being open to receiving feedback and changing practices.



### Why is it important?

Collaboration and teaming promotes and sustains partnerships, relationships, and ongoing interactions to ensure goals and outcomes for preschool inclusion are met. Collaborative teaming is in the best interest of the child and family because it provides guidance and information on strategies and facilitates alignment across settings and programs where children spend time.



### Lessons Learned from the Initiative

District administrators involved in the Initiative shared that their collaborative team continued to evaluate who was part of the team, the ways in which they were working together, and the opportunities for peer support to sustain the work. They learned that this work was constant and required managing challenges associated with all change initiatives. They continued to keep their “north star” at the forefront by continually asking the question of “What does this child need?” when evaluating effort and impact. This allowed the collaborative team to discuss their systems, routines, and ways of coming together and shifting mindsets. These district administrators reflected that they had to orient away from “box checking” and towards intentional systems building.

As one Intermediate School Districts (ISD) stated:



*"We talked and talked, formulated strategies, and talked and talked [more], but at some point, some people do just have to pull the band aid off. You've got to walk that line because if you just wait for everyone to feel good about it... that's where leadership comes in."*



Collaborative teaming requires structured formal and informal processes of coming together, engaging in conversations, conducting joint planning, and supporting each other. Both ISDs and Preschool Inclusion and Equity Support Specialists spoke to the value and importance of having time to connect with colleagues who performed the same or similar job functions. For example, attending state or national conferences together. These experiences allowed them to regularly review and reflect upon the effectiveness of their teaming, identify opportunities for focused conversations, and adjust within the action plan, as needed.

Another lesson learned from the Initiative is that transitions are an important element of collaboration and teaming. They require intentionality, multiple team members both within and outside the school, as well as the family. Transitions can be difficult for all children and families, particularly for those with disabilities.

Intermediate School Districts and Preschool Inclusion and Equity Support Specialists also shared that use of data was particularly helpful when engaging in collaborative teaming. This data included, for example, formative assessment data, screening data, and classroom and interactional quality data from tools included in the Resources Section. During the Initiative, data informed how decisions were made regarding placements, educational benefit reviews, informing chosen strategies and approaches, as well as personnel and other structures in support of inclusion. This also supported alignment with federal and state mandated requirements.<sup>24</sup>

Children in special education may experience more transitions than typically developing children. For example:

- Transitions from Part C to Part B,
- Within and across classrooms- such as when children receive services in a different classroom,
- Between before and after-school programming,
- Across members of the team, such as when members of the Individualized Education (IEP) team change.

It is through collaborative teaming that staff and professionals can plan for and ease these experiences for children, as well as promote inclusion, and full implementation and fidelity of the Individualized Education Plan (IEP).



### WHAT COULD THIS LOOK LIKE IN PRACTICE?

#### *Implementation Examples from the Field*

- Regular communication, co-planning, and sharing with families. These happen both informally, as well as formally.
- Weekly meetings with early childhood leadership to support teaching teams and plan monthly professional learning that will support the greatest needs of staff. This may include tiered levels of support and learning based on needs of staff.
- Monthly meetings with Early Childhood Specialists and Local Education Agencies' coaches or administrators to coordinate coaching services and provide ongoing support specific to programs and student's needs. This team examines data to guide professional learning.
- County-wide Community of Practice for early childhood educators supporting students in inclusive environments.
- Establish standing agenda items for all meetings to provide consistency in information across teams and initiatives.



## Reflecting on Your Current Practices

Use the considerations listed below to begin assessing your current practices related to this indicator. See the full Readiness Reflection Workbook [here](#).

- **Capacity:** Does your program/school have an appropriate staffing structure to ensure early intervention, special education, and related services across a variety of settings and locations?
- **Capacity:** Can your providers support program personnel in using evidence-based inclusion practices and embedded services to meet the needs of children with disabilities and their families?
- **Scheduling:** Has your program/school established staffing structures and flexible scheduling to allow personnel time to meet, plan, and problem solve?
- **Representation:** Do you have all the necessary people at the table? Are all key stakeholders invited/involved in collaborative teaming process/structure/planning/etc.
- **Responsive:** Do the staff at your program/school regularly review and assess the effectiveness of teaming practices?





## High-Quality Indicator C9

# Specialized Technical Assistance and Consultative Services

This indicator of high-quality is aligned to the ideal feature of **Cohesive Continuum of Training and Support** in [Michigan's Preschool Inclusion Collective Action Plan](#).



### What is it?

High-Quality Indicator C9, Specialized Technical Assistance and Consultative services, includes the activities and supports (e.g., peer learning communities, coaching, products, and individualized technical assistance) designed to build system capacity to improve outcomes for children with disabilities and their families.

These activities and supports include investment in staff understanding and using assessment tools, curriculum, and programs. For example, some of the tools listed in the Resources Section, such as the Classroom Assessment Scoring System (CLASS) or the Inclusive Classroom Profile (ICP), are nationally recognized tools that programs may want to consider investing in staff professional development to use the tools most effectively.

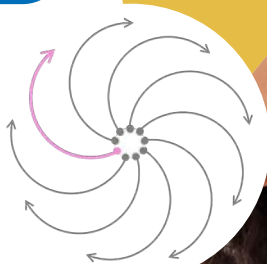


### Why is it important?

Specialized Technical Assistance and Consultative Services allow for the educators and schools to access additional content, and resources that support their inclusion efforts.

It also supports the collection of information from programs about additional support needed from the state. When considering action planning and resource allocations, it will be important to consider and plan for specialized technical assistance and consultative services. These supports may require planning, budgeting time for staff, and investing in resources or tools.

Michigan is one of five states selected to receive intensive technical assistance from the Early Childhood Technical Assistance (ECTA) Center focused on improving access to high-quality inclusive opportunities and improved preschool outcomes. As a result, state leaders are participating in national technical assistance support and working to connect these lessons learned to work with Intermediate School Districts (ISDs) as part of a continuous quality improvement process.



### Lessons Learned from the Initiative

ISDs and Preschool Inclusion and Equity Support Specialists spoke to the value and importance of participating in learning communities with peers and receiving official training on national models and/or curricula being adopted for implementation. This included training on the Pyramid Model, Practice Based Coaching, the Inclusive Classroom Profile, and high-quality purchasable curricula and/or assessment tools. A consistent theme across ISDs and Preschool Equity Inclusion Specialists was that the opportunity to attend these events afforded them the opportunity to engage with peers and colleagues, share ideas, and process together.

Initiative participants also spoke of the importance of partnering with Clinton County Regional Educational Service Agency (CCRESA) Office of Innovative Projects leadership team for specialized assistance and questions. While every effort has been made to include a myriad of resources and information within this Guide, MDE also welcomes questions and can provide further support.





### WHAT COULD THIS LOOK LIKE IN PRACTICE?

#### *Implementation Examples from the Field*

Establish EC Coaching Community of Practice and prioritize cross training specifically on research-based inclusion practices (regardless of special or general education funded positions) to build community capacity & sustainability.



### Reflecting on Your Current Practices

Use the considerations listed below to begin assessing your current practices related to this indicator. See the full Readiness Reflection Workbook [here](#).

- **Support:** Does the program/school make personnel aware of available state and local technical assistance and support?
- **Needs:** Does the program/school gather information from personnel regarding additional technical assistance and consultative services needed?
- **Inclusive:** Does the program/school develop a plan to access available technical assistance and consultative services?
- **Responsive:** Does the program/school communicate the need for additional supports to the Community Inclusion Team and/or state as appropriate?
- **Importance:** Has the district/school established a plan for all program personnel to collaborate, plan, and problem-solve with specialized services personnel?



## High-Quality Indicator C10

# Program Supports for Professional Development

This indicator of high-quality is aligned to the ideal feature of **Cohesive Continuum of Training & Support** in [Michigan's Preschool Inclusion Collective Action Plan](#).



### What is it?

High-Quality Indicator, C10, Program Supports for Professional Development, includes sharing information to staff and programs on shared professional development opportunities. It also includes the identification of trainers and coaches to build and sustain program-wide adoption of evidence-based inclusion practices.<sup>25</sup> These efforts may include activities such as coaching, consultation, and mentoring.



### Why Is It Important?

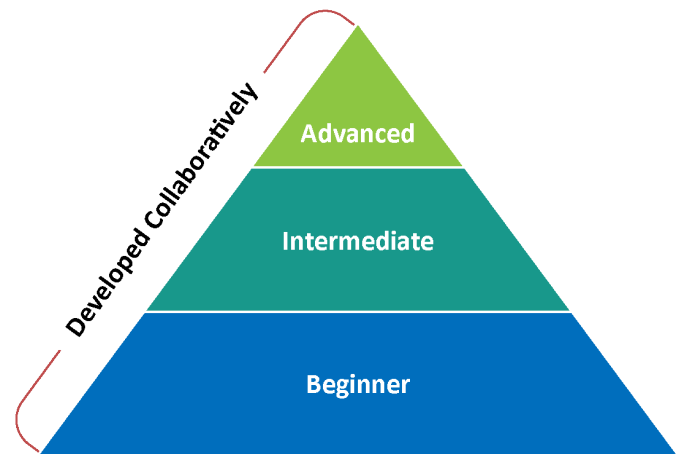
Program Supports for Professional Development assists program staff with a commitment to the vision, in developing skills necessary to support high-quality inclusion, and in the ongoing evaluation of their own professional learning. Ultimately, Program Supports for Professional Development communicates to staff that the effort is important, and that staff are invested in. Additionally, it communicates a commitment to ongoing continuous improvement.

It also assists programs in the collection of data on the effectiveness of professional development. Through these efforts, Intermediate School Districts (ISDs) assess professional development needs within the community to develop shared opportunities for training and coaching. Lastly, they are able to evaluate the impact of shared professional development opportunities, and make adjustments for future planning.<sup>26</sup>

Professional development should be made available at the beginner, intermediate, and advanced levels. It may be beneficial to pair more novice educators with experienced educators, or to have those of comparable levels reflecting and engaging together. These opportunities may also require providing release time for staff at varying levels to engage in meaningful, on-going, and evidence-based professional development and coaching. There should also

be a system in place for providing professional development to support newly hired personnel, including administrators, around the district's inclusion vision and approach.<sup>27</sup>

FIGURE 5. PROFESSIONAL DEVELOPMENT APPROACH



The development of competencies, knowledge, and skills among staff are critical in order to implement the practices that support the growth and development of children and families. High-quality inclusion is directly connected to a foundation of high-quality teaching/pedagogy, developmentally appropriate practices, and implementation of environmental modifications. For this reason, professional development should focus on both

<sup>25</sup> Early Childhood Technical Assistance Center (2022). Community Indicators and Elements of High-Quality Inclusion.

<sup>26</sup> Early Childhood Technical Assistance Center. (2022). Community Indicators and Elements of High-Quality Inclusion.

<sup>27</sup> National Center on Development, Teaching, and Learning (n.d.). Practice-Based Coaching for Inclusion: FAQ.

the general education and special education realm with planned supports to bring the knowledge and practices to the child/classroom level.

A high-quality early childhood classroom is the foundation of high-quality inclusion practices. ISDs are encouraged to align professional development to respective licensing regulations. They should also consider participation in high-quality systems, such as Great Start to Quality and National Association for the Education of Young Children (NAEYC) program accreditation, as well as to rely upon high-quality evidenced based resources, such as those provided through this Guide and featured on key sites such as [What Works Clearinghouse](#).



### Lessons Learned from the Initiative

ISDs and Preschool Inclusion and Equity Support Specialists shared professional development should be aligned and unified across settings and roles so that all educators and providers receive the same training and messages. This means it is beneficial to have educators, assistants, Preschool Inclusion and Equity Support Specialists, early childhood specialists, and ancillary staff attend together to promote continuity.

Preschool Inclusion and Equity Support Specialists and ISDs also shared that the support they received during professional development, helped them in thinking about tiered supports for both general education, as well as special education. One Preschool Inclusion and Equity Support Specialist provided an example of this around use of a visual schedule, sharing that a visual schedule used for a specific child with an Individualized Education Plan (IEP) may “check the box” in terms of meeting accommodations or requirements for one child, but are also generalizable to support and benefit other children in the classroom. She stated, a



*Visual schedule serves 16 different children in 16 different ways.*



Another general consideration related to coaching and professional development is the establishment of a system of determining who receives coaching, and to what extent. During the Initiative, there were multiple approaches for making this determination. Some districts had all newly hired or junior educators (i.e., educators new to the profession) participate. Others had all participate and

differentiated the focus and degree of intervention. Others used child-level metrics to make these decisions which included the number of children on or with Individualized Education Plan (IEPs), child outcomes and observation data, and using focused coaching for an educator who had children not meeting developmental or learning expectations.

### Practice-Based Coaching

A specific model that was used during the Initiative was Practice-Based Coaching.

Practice-Based Coaching is a research-based coaching model for supporting effective teaching that leads to positive learning outcomes for children. Practice-Based Coaching is founded on a strong partnership between the coach and coachee. Practice-Based Coaching uses a cyclical process, as displayed in Figure 5, which includes Focused Observations, Reflection and Feedback, and Shared Goals and Action Planning. This cycle has been found to have a strong evidence base demonstrating that it changes teacher practice and evidence that when teachers continue to implement the cycle, there are positive outcomes for children. Whether you use Practice-Based Coaching, or another research-based model, it is important that ISDs provide professional development to staff to implement the coaching framework they have adopted effectively.



FIGURE 6. PRACTICE-BASED COACHING CYCLE

Image retrieved from <https://health.oregonstate.edu/elsi/coaching/coaching-resources>

Preschool Inclusion and Equity Support Specialists also reflected upon the fact that they were often learning about these evidenced-based practices while they were supporting educators in the principles and techniques. With the many resources available and a lot of professional development to attend, it took time to understand the concepts, how they connected, and which resource to use for which purpose when providing professional development or coaching. As a result, Preschool Inclusion and Equity Support Specialists shared that the role requires patience with yourself, the ability to commit to your own professional learning, and willingness to shift perspectives related to prior practices. For example, it took time and effort for many Preschool Inclusion and Equity Support Specialists to shift their thinking to focus on changing adult behaviors and move away from an evaluation mindset.

Initiative participants also reflected that coaching would look different each year, as the makeup of the educator team and child characteristics will vary. This means the degree of support will vary along with the use of tools for specific strategies and interventions.



### WHAT COULD THIS LOOK LIKE IN PRACTICE?

#### *Implementation Examples from the Field*

Collaborative partnerships between teaching teams, Special Ed. Teachers, Speech Pathologists, Early Childhood Center (ECC), and Early Childhood Specialist (ECS)/ Preschool Inclusion and Equity Support Specialist Coaches to improve support, and implementation of inclusive practices in classrooms. This gives a complete understanding of needs that can be tailored into professional development allowing the district to continue to move inclusion forward.



### Reflecting on Your Current Practices

Use the considerations listed below to begin assessing your current practices related to this indicator. See the full Readiness Reflection Workbook [here](#).

- **Assessment:** Does the program/school systematically assess personnel strengths and needs related to high-fidelity use of high-quality inclusion practices?
- **Support:** Does the program/school implement the necessary supports for use of high-quality inclusion practices, such as practice-based coaching and mentoring for personnel and administrators?
- **Inclusive:** Does the program/school identify and support personnel responsible for facilitating practice-based coaching and mentoring?
- **Learning:** Does the program/school provide professional development opportunities for personnel on coaching, evidence-based inclusion practices, and embedding specialized services?
- **Importance:** Does the school/program provide release time and resources necessary for personnel, including administrators, to engage in meaningful, on-going, and evidence-based professional development and coaching?
- **Evaluation:** Does the program/school evaluate the effectiveness of professional development and its impact on the adoption and use of evidence-based inclusion practices?



## High-Quality Indicator C11

### Curriculum

This indicator of high-quality is aligned to the ideal feature of **Universal, Equitable Access to Inclusive, High-Quality Preschool Learning Environments** in [Michigan's Preschool Inclusion Collective Action Plan](#).



#### What is it?

High-Quality Indicator C11, Curriculum, includes a research-based early childhood curriculum, which aligns with best practices on how children develop and learn. A curriculum should be selected that provides guidance and information to programs on research-based practices which are adaptable to individual children's strengths and needs. Curriculum focuses on domain-specific, developmentally appropriate content and skills. It is important to note an Individualized Education Plan (IEP) is not a curriculum.

A research-based curriculum is content-rich and provides a sequence of learning experiences based on children's developmental progress. Programs should select and use a comprehensive curriculum, which addresses a broad range of developmental domains, or a content specific curriculum to focus on specific areas (e.g., social and emotional development). Intermediate School Districts (ISDs) may find it helpful to review the [Curriculum Consumer Report](#), published by the Administration for Children and Families when evaluating curricula options. Additionally, [MDE has engaged in a curriculum review process](#), and additional information regarding this, can be found online.

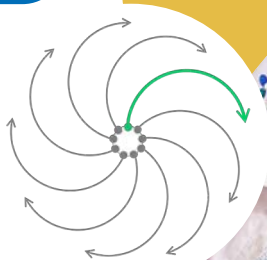


#### Why is it important?

A high-quality general education curriculum benefits all children both typically developing and children with disabilities.

A high-quality curriculum promotes individualized learning, multiple methods of engagement and representation, and supports developmentally appropriate practices.

There are also uses and benefits to a layered or content specific curriculum such as a special education curricula or content specific curricula for children who need additional learning opportunities in a particular content area. However, first, there should be a universal developmentally appropriate curricula which serves as the foundation. This is reflective of the importance in having the full continuum of services available across the classroom and program.



#### Lessons Learned from the Initiative

ISDs may have a locally developed curricula or have chosen to use/have a purchased curriculum such as HighScope, Teaching Strategies or Connect for Learning, among others. This may be a choice of the specific district, local ISD or a requirement of an initiative such as state funded Pre-K. Regardless of an ISDs decision related to curriculum, it should:

- Be developmentally appropriate and promote play
- Align to the Michigan [Early Childhood Standards of Quality for Infants to Kindergarten](#),
- Align to the program vision,
- Include opportunities for planning itinerant goals and objectives within routines,
- Promote opportunities for intentionally planned family involvement, and
- Include professional development and ongoing learning opportunities for educators.

As one Preschool Inclusion and Equity Support Specialists stated:



*“Recording was the best way to reflect on myself because you think things are happening and you’re ... talking and instructing, but you can’t see everything that’s going on... That video recorded all the happenings.”*



Once a curriculum is selected for implementation, staff should be appropriately trained on how to implement it, as well as how to make adaptations, accommodations, and modifications to the curriculum to meet the needs of all children. One resource that can assist educators with making these adaptations is [Building-Blocks-for-Teaching-Preschoolers-with-Special-Needs-Third Edition](#). Another resource which may be beneficial is from the Division for Early Childhood (DEC) called [Cara's Kits](#). Staff should continually engage in a process of evaluating the curriculum's effectiveness related to high-quality inclusion practices.<sup>28</sup>



### WHAT COULD THIS LOOK LIKE IN PRACTICE?

#### *Implementation Examples from the Field*

- Alignment between general education and special education curriculums and supports.
- Use of an Inclusion tool (Teaching Pyramid Model [TPOT] or Inclusive Classroom Profile [ICP])
- Special education goals and objectives that are functional and fall within the classroom routine (Classroom Measure of Engagement, Independence, and Social Relationships [CLAMEISR]).
- Alignment and integration across general education and special education ensures all educators are speaking the same language, working on the same goals, and all staff are differentiating.



### Reflecting on Your Current Practices

Use the considerations listed below to begin assessing your current practices related to this indicator. See the full Readiness Reflection Workbook [here](#).

- **Representation:** Is a high-quality general education curriculum currently being used? Is it being used to fidelity?
- **Adoption:** Have curriculum resources been selected for use by the district? Have research and studies for who and where evidence has been demonstrated (population, geographic, etc.) been reviewed to inform approaches?
- **Inclusive:** Does the program/school implement a curriculum that is adaptable to the strengths and needs of children with disabilities?
- **Responsive:** Does the program/school train personnel on how to make adaptations, accommodations, and modifications to the curriculum in order to meet the needs of children with disabilities?
- **Importance:** Does the program/school ensure personnel have a strong understanding of the principles of universal design for learning as a framework for flexible and accessible instructional practices, materials, and environments?

## High-Quality Indicator C12

# Data Collection and Use

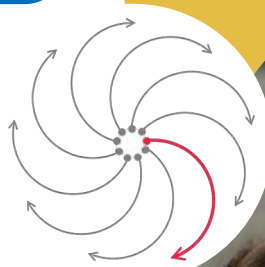
This indicator of high-quality is aligned to the ideal feature of **Supportive Policies** in [Michigan's Preschool Inclusion Collective Action Plan](#).



### What is it?

Data is an essential part of developing meaningful preschool inclusion opportunities. Collecting and using data in an ongoing, intentional manner is the foundation of developing action plans designed to expand not only the number of children who have access to inclusive settings but is also the foundation for understanding and growing the effectiveness of these settings. Additionally, high-quality data is the basis for understanding and addressing the needs of key stakeholders involved in the work of inclusion. Data essentially informs the work of expanding preschool inclusive opportunities in three important areas:

- **Placement** - The data collected annually for reporting Indicator B6, Preschool Environments is an important part of this information and, as a critical first step, particular attention must, be given to assuring that this data is an accurate reflection of where children with Individualized Education Plan (IEPs) ages 3-5 are being served. However, placement data is more than just accurately reporting where children are being served. For inclusive opportunities to expand, the Community Inclusion Team must dive more deeply into quantitative data to define how many high-quality inclusive slots were available and used during the school year as well as how many additional slots were needed.
- **Practices** – This data provides the Community Inclusion Team with information on the use of evidence-based practices being used within inclusive preschool settings. This data goes beyond discovering the “where” of inclusion to defining the “how.” Using data from tools such as the Inclusive Classroom Profile, teams are able to assess and through coaching and professional development expand the use of high leverage practices ensuring that children with Individualized Education Plan (IEPs) are provided meaningful participation.



- **People** – This data provides the Community Inclusion Team with information from families and staff members regarding perceptions and needs surrounding preschool inclusion. This data is qualitative in nature and is used to determine if the action plan is effective and meets the needs of children and families as well as those who are providing them with the needed support.

High-quality data and use are essential parts of any action plan developed to improve preschool inclusive opportunities. The data that is used must be reliable and valid. It must be gathered, reported, and reviewed regularly.<sup>29</sup>



### Why is it important?

Collecting and utilizing high-quality data is important because it provides guidance and information to programs, informs development and review of action plans, and shows progress on the number of children being successfully served in high-quality inclusion settings. Data can also reveal the number of children who could be served, reveal gaps and needs among the program, and provide a summary and progress data to staff and Community Inclusion Team members and leadership.<sup>30</sup>

Data should inform revisions to action plans and regular data summaries should be provided to families, staff, the

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Early Childhood Technical Assistance Center (2022). Community Indicators and Elements of High-Quality Inclusion.

30

Early Childhood Technical Assistance Center (2022). Community Indicators and Elements of High-Quality Inclusion.

Community Inclusion Team and other key stakeholders, including the State Leadership Team.

To ensure valid and reliable data, programs should evaluate the overall data collection process on a routine basis.<sup>31</sup> To assure high-quality data the district may choose to use specific tools to facilitate data collection and analysis. These tools may include decision matrices, purchased platforms and assessment tools, locally developed rubrics, and qualitative metrics, and survey data, among others.

Regardless of which tools are used, collecting data, analyzing data, and providing feedback is a key responsibility of the Community Inclusion Team.



### Lessons Learned from the Initiative

During the Inclusion Builders Initiative, the majority of districts made significant errors in their data collection for Indicator B6. One district highlighted that staff members were inputting Preschool Environments data when the children's Individualized Education Plans (IEPs) were being completed in the Spring with the acknowledgement that this information was often outdated and incorrect during the Fall reporting period. This practice made it difficult to measure progress in providing a least restrictive setting for children.

Another district found errors in their pupil accounting. These instances proved informative to the teams regarding what to change within their processes and systems. The lessons learned from these data quality issues helped inform the schools action plan, and continuous quality improvement.

High-quality data was also extremely valuable in the Practice-based Coaching provided to teachers by the Preschool Inclusion and Equity Support Specialist. Data on teacher practices was routinely collected through formal observation and video recording. This data was subsequently used to reflect upon and promote effective teaching practices many times resulting in improved classroom inclusion practices for all children.

Data is a primary component of this process. The Initiative often changed the way educators approached instructional planning and assessment, with some participants adopting new tools, processes, and systems to assist with moving inclusion forward.

As one Preschool Inclusion and Equity Support Specialist stated:



*“One classroom in particular had several special needs students. Many were not identified [un]til the end of the year. By the time the whole evaluation process [happened], one was [identified] on the autism spectrum and she did phenomenal. And I don’t think if we hadn’t had this coaching piece that the child would have had as successful of a year. But the teacher really learned how to make inclusion work before she ever even got any help with this student.”*



These experiences speak to the importance of evaluating these efforts.

There are multiple resources available to support this work. Two examples include the: [Michigan Educational Worksheet for Coding Educational Environments](#), which assists with outlining the decision rules regarding determining the appropriate educational environment category for an individual child, age 3- 5; and the [Michigan Updated B6 Decision Tree for Reporting Preschool Educational Environments for Children Ages 3-5 with Individualized Education Plans \(IEPs\)](#), which is a decision tree for reporting educational service provision.





## WHAT COULD THIS LOOK LIKE IN PRACTICE?

### *Implementation Examples from the Field*

- County-wide EC data drive meetings (all key stakeholders invited).
- Preschool Inclusion and Equity Support Specialist joining PreK data collection meetings with reps from all programs to examine data (e.g., ICP and TPOT data, CLASS, PQA-R/Classroom Coach, individual student data, etc.)
- Consultation with local Special Education leadership and providers around definition of and collection of environment data. For example, what tools need to be created to support the work?



## Reflecting on Your Current Practices

Use the considerations listed below to begin assessing your current practices related to this indicator. See the full Readiness Reflection Workbook [here](#).


- **Analysis:** Does your district/program have systems in place to evaluate the data and determine what makes sense, what doesn't, and where additional information may be needed?
- **Action Planning:** Does your district/program have an action plan for preschool inclusion that is based on measurable data?
- **Collection and Review:** Does your district/program have a clear process for gathering and reporting high-quality data?
- **Placement Data:** Does your district/program have a way of accurately collecting and analyzing data regarding preschool environments, including the inclusive slots used and needed?
- **Practices:** Does your district/program have a data-based method of measuring and improving the use of evidence-based teaching practices within inclusive settings?
- **People:** Does your district/program have a way of gathering qualitative data from families and providers regarding their perceptions and needs?



# 3

## Section 3: Resources and Evidence-Based Practices

This section provides specific resources for implementation that were gleaned by CCRESA and MDE.

- Implementation Science (IS)
  - Use of the Inclusive Classroom Profile
  - Teaching Pyramid Observation Tools
  - Classroom Assessment Scoring System- Preschool (CLASS)
  - Classroom Coach
  - Pyramid Model
  - Practice-Based Coaching
  - Environmental Rating Scales
  - TORSH Talent Coaching Platform
- 

## Resources and Evidence Based Practices

During the Initiative, there were numerous resources and evidenced-based practices used to support preschool inclusion efforts. Additional information regarding each of these tools and resources has been compiled below.

The implementation tools listed below are not a comprehensive list. They are the resources used by the Inclusion Builders Initiative to support preschool inclusion.

Regardless of which tools or platform the district selects, it is essential that districts ensure that staff are supported in learning the tool, that the selected tool and process aligns with the vision, and can be integrated within the action plan.

### Implementation Science (IS)

Implementation Science is a framework that outlines the phases, steps, and duration of time for implementing a new effort. Developed by the National Implementation Research Network at Frank Porter Graham Child Development Institute, Implementation Science outlines four phases: Exploration, Installation, Initial Implementation, Full Implementation. This framework can help to establish appropriate expectations for implementation. To find out more, please visit the link provided. [Using Implementation Science to Improve Outcomes for Students with Disabilities | Frank Porter Graham Child Development Institute \(unc.edu\)](#)

### Use of the Inclusive Classroom Profile

The Inclusive Classroom Profile is a comprehensive, field-tested observation tool that helps providers implement high-quality inclusive classrooms. This tool is made for classrooms serving 2–5-year-old children and can be used to help assess your program's current inclusive practices, recommend more inclusive practices for children and guide quality improvement. To learn more, visit the links provided: [ICP - Brookes Publishing Co.](#)

### Teaching Pyramid Observation Tools

Teaching Pyramid Observation Tools or (TPOT) is an assessment designed to measure high-quality practices that support children's social and emotional development and behavior. To learn more, visit: [TPOT™ - Brookes Publishing Co.](#)



### Classroom Assessment Scoring System- Preschool (CLASS)

The Classroom Assessment Scoring System or (CLASS) is an observation tool that assesses the quality of teacher to child interactions that support a child's development and learning. There are 3 domains assessed by the tool, which include: Emotional Support, Classroom Organization, and Instructional Support. For more information, please visit: [CLASS® - Teachstone](#)

### Classroom Coach

The Classroom Coach is an observation instrument that provides a comprehensive assessment of preschool classroom quality to inform program improvements, guide teacher training, and increase student outcomes. To learn more, visit: <https://highscope.org/our-practice/classroomcoach/>

### Pyramid Model

The Pyramid Model is a conceptual framework of evidence-based practices to help young children's healthy social and emotional development. This model provides guidance for early childhood special education personnel, early intervention personnel, early educators, families, and other professionals. In alignment with implementing overarching high-quality general education practices, many implementers will find a considerable amount of support is focused on Pyramid Model Tier One and Tier Two strategies,

which focus on responsive relationships and high-quality environments. These practices impact all children in a classroom. For additional information visit: [The Pyramid Model Consortium - Supporting Early Childhood PBIS](#)

[Unpacking the Pyramid Model Videos](#)

## Practice-Based Coaching

Practice-based coaching (PBC) uses a cyclical process, as displayed in Figure 8, which includes Focused Observations, Reflection and Feedback, and Shared Goals and Action Planning. This cycle has been found to have a strong evidence base demonstrating changes in teacher practice leading to positive outcomes for children. For additional information, please visit: [Head Start ECLKC – Practice Based Coaching Overview](#) and [NCPMI – Practice-Based Coaching](#)

The Preschool Inclusion Equity Specialists used the following book to strengthen their coaching practices: [Essentials of Practice-Based Coaching](#)

## Environmental Rating Scales

The Environmental Rating Scales (ERS) are well recognized tools for assessment of classroom environmental quality and use in quality improvement. There are different tools, which look at preschool, infant and toddler, and school age environments.

For additional information, please visit: [ERS Institute](#)

## TORSH Talent Coaching Platform

The Inclusion Builders Initiative chose to use TORSH Talent, a coaching platform for educators to house coaching data, documents, and professional learning in one place. Other coaching platforms exist (both for cost and free of charge). Users should choose a platform that allows for teachers, coaches, and administrators to seamlessly plan and implement the practice-based coaching cycle, record and share video, track progress, and analyze data. For more information, please visit: [TORSH](#)






# 4

## Section 4: Appendices

The Appendices section provides links to valuable resources which will support your implementation of preschool inclusion.

- Site Information
  - Resources
  - Glossary
  - FAQ
- 

# References Appendices

## 1. Site Information

This table displays the Intermediate School Districts (ISDs) involved in the Inclusion Builders Initiative during the 2020-2021 school year. These seven (7) participating school districts were intentionally selected to represent the respective diversity across Michigan and included districts in rural and urban communities across the state, with varying student body sizes, educator, and student demographics.

The data below highlights the widely varying makeup of each of the participating sites and should be considered a snapshot in time because certain variables are not static. This also demonstrates preschool inclusion, and the indicators discussed throughout this Guide have widely varying application and documented impact across Michigan. This table is intended to serve as a resource as school districts looking to implement preschool inclusion may find commonalities and peers amongst Initiative locations.



TABLE 1. INITIATIVE SITE INFORMATION SCHOOL YEAR 2020-2021

Demographic	Bay-Arenac ISD	Eastern Upper Peninsula ISD	Hillsdale County ISD	Kent ISD	Montcalm Area ISD	Newaygo County ISD	St. Joseph County ISD
Description of District	Suburban/Small	Rural/Distant	Town/Distant	City/Midsize	Town/Distant	Rural/Fringe	Rural/Distant
Number of LEAs	10	19	11	20	7	7	10
Total Students	15,000	6,400	5,400	102,000	12,000	7,050	10,000
Ethnicity	83% White 8% Hispanic 5% Two or More 3% African American	59% White 35% American/Alaskan Indian 2% Two or More 2% African American	93% White 3% Hispanic 3% Two or More 1% African American	57% White 19% Hispanic 14% African American 6% Two or More	83% White 8% Hispanic 5% African American 4% Two or More	85% white 10% Hispanic 2% Two or More 1% African American	75% White 16% Hispanic 5% Two or More 6% African American
Economically Disadvantaged	54%	57%	56%	49%	64%	68%	57%

## 2. Resources

Please visit the CCRESA website for additional role and subject specific resources. The CCRESA Team is available to support access to, and further understanding of the resources available to support preschool inclusion.

### ***Resources for Preschool Inclusion and Equity Support Specialist***

National Center on Quality Teaching and Learning: Activities Matrix. Organizing Learning Throughout the Day

[Activity Matrix: Organizing Learning Throughout the Day | ECLKC \(hhs.gov\)](https://eclkc.ohs.acf.hhs.gov/active-learning-throughout-the-day/)

Results Matter Video Library

[Updated-Results Matter Video Library Catalog \(5-28-20\). pdf](https://www.resultsmatter.org/video-library/catalog/5-28-20/)

National Pyramid Model Coaching Resources

[Pyramid Model - National Center for Pyramid Model Innovations \(challengingbehavior.org\)](https://www.challengingbehavior.org/pyramid-model/)

### ***Resources for Intermediate School Districts***

Preschool Inclusion Collective Action Plan

[Preschool Inclusion Collective Action Plan \(michigan.gov\)](https://www.michigan.gov/preschool-inclusion-collective-action-plan/)

National Center on Quality Teaching and Learning: Activities Matrix. Organizing Learning Throughout the Day

[Activity Matrix: Organizing Learning Throughout the Day | ECLKC \(hhs.gov\)](https://eclkc.ohs.acf.hhs.gov/active-learning-throughout-the-day/)

### ***General Resources***

Center for Inclusive Child Care (2019).

<http://www.inclusivechildcare.org/>

Early Edu Alliance (2019) University of Washington. <https://eclkc.ohs.acf.hhs.gov/professional-development/article/earlyedu-alliance-higher-education-learning-modules>

Early Childhood Technical Assistance Center, Least Restrictive Environment Reference Points and Discussion Prompts [ECTA Center: Preschool LRE Reference Points and Discussion Prompts](https://ectacenter.org/preschool-lre-reference-points-and-discussion-prompts/)

Early Childhood Technical Assistance Center, Learning Lab: Coaching for Practice Change (2020). <https://ectacenter.org/~calls/2017/learninglab.asp>

Family Matters Fact Sheets

[Family Matters \(michigan.gov\)](https://www.michigan.gov/family-matters/)

Head Start Early Childhood Learning and Knowledge Center ECLKC (2020). <https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc>

Michigan Administrative Rules for Special Education (MARSE)

[https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/MI-rules/MARSE\\_Supplemented\\_with\\_IDEA\\_Regs.pdf?rev=a9fd6c0ae03548fdad9195e24c4020ac](https://www.michigan.gov/-/media/Project/Websites/mde/specialeducation/MI-rules/MARSE_Supplemented_with_IDEA_Regs.pdf?rev=a9fd6c0ae03548fdad9195e24c4020ac).

National Implementation Research Network (NIRN) Active Implementation Strategies. Fixsen, D. L., Blase, K. A., & Van Dyke, M. (2018). Assessing implementation stages. Chapel Hill, NC: Active Implementation Research Network. [Resources – AIRN Active Implementation Research Network](https://www.airn.org/)

NCPMI, Implementing Practice-Based Coaching within the Pyramid Model (2019) [https://challengingbehavior.cbcs.usf.edu/docs/LeadershipTeam\\_PBC\\_Guide.pdf](https://challengingbehavior.cbcs.usf.edu/docs/LeadershipTeam_PBC_Guide.pdf)

Snyder, P., Hemmeter, M. & Fox, L. (2015). Supporting Implementation of Evidence-Based Practices Through Practice-Based Coaching. *Topics in Early Childhood Special Education* Vol. 35(3) 133–143. Obtained from: Supporting Implementation of Evidence-Based Practices Through Practice-Based Coaching - Patricia A. Snyder, Mary Louise Hemmeter, Lise Fox, 2015 ([sagepub.com](https://www.sagepub.com))

## 3. Glossary

**Awareness and Commitment** - is the intentional promotion of awareness across programs, personnel, families, and community regarding preschool inclusion efforts.

**Braided Funding** - includes when two or more funding sources are coordinated to support the total cost of a service. Revenues are allocated and expenditures tracked by different categories of funding sources. In braiding, cost-allocation methods are required to ensure that there is no duplicate funding of service costs and that each funding source is charged its fair share across the partners.<sup>32</sup>

**The Classroom Assessment Scoring System (CLASS)** - is an observation tool that assess the quality of teacher to child interactions that support child's development and learning.

**Classroom Measure of Engagement, Independence, and Social Relationships (CLA-MEISR)** - an instrument designed to develop a profile of functional behaviors of a child in early childhood education classroom routines.

**Community Inclusion Teams** - The Community Inclusion Team often includes administrators, program staff, family members who have children with and without disabilities, Head Start representatives and community partners who implement action plans that guide, support, and ensure the availability of high-quality inclusive settings and the implementation of evidence-based inclusion practices.

**Community of Practice** - is a collective and collaborative learning group.

**Collaborative Teaming** - the professionals, paraprofessionals, parents, and students communicating and collaborating with one another to make meaningful decisions in order to provide appropriate and effective services.

**Cost Sharing** - includes when various funding streams 'follow the child' and support children in a single classroom, or when one program pays for a specific operating cost, and another program pays for a different operating cost. An example of a specific cost might be a district funding an extra classroom assistant to support the children in the classroom. Each funding source must be used as intended and documented.<sup>33</sup>

**Curriculum** - A research-based early childhood curriculum is in line with current studies and best practices on how children develop and learn. It focuses on domain-specific, developmentally appropriate content and skills.

**Data** - Includes quantitative, measured in quantities as numbers, or qualitative, describing what something is like or what is observable information. To be meaningful, data must be reliable, valid, and accessible.<sup>34</sup>

**Early Childhood Technical Assistance Center's (ECTA)** - is focused on assisting states to improve service systems for young children with disabilities and in scaling up and sustaining effective services and research-based interventions for infants, toddlers and preschoolers with disabilities and their families.

**Evidence Based Practices** - in the field of early childhood is the process that pulls together the best available research, knowledge from professional experts, and data and input from children and their caregivers, to identify and provide services, evaluated and proven to achieve positive outcomes for children and families.

**Equity** - acknowledgement of the disenfranchisement and discrimination faced by children, families, and teachers, and to create schools and systems that eradicate barriers to success, empower children and families, and inspire a

more just society."<sup>35</sup>

**Family Engagement** - the culturally and linguistically responsive relationship-building with key family members in a child's life. It includes a collaborative and strengths-based process through which early childhood professionals, families, and children build positive and goal-oriented relationships.

**Fidelity** - the degree of exactness with which something is copied or reproduced.

**Fiscal Resources** - include federal, state, and local government funds and the financial resources available for early childhood educational settings. These may also include private sector or philanthropic funds.

**Implementation Science (IS)** - is the study of methods that influence the integration of evidence-based interventions into practice settings.

**Inclusive Classroom Profile** - is a structured observation rating scale designed to assess the quality of provisions and daily classroom practices that support the developmental needs of children with disabilities in early childhood settings.

**Itinerant Special Education Model** - research based service delivery model for providing special education services to young children within the general EC environment.

**Legal Foundations** - include the laws and policies which make up ADA, Section 504, Title II, Head Start Act, and the Child Care Development Block Grant.

**Michigan Preschool Inclusion Collective Action Plan** - was published in March 2022 and serves as a strategic plan focused on creating a high-quality, equitable, and inclusive preschool system to benefit every young child in Michigan, with an emphasis on full inclusion of children with disabilities.

**Mixed-Delivery System** - A Mixed Delivery System is defined as a system that "includes services offered through a variety of programs and providers such as Head Start, licensed family and center-based childcare, public schools, and community-based organizations supported with a combination of public and private funding."<sup>36</sup>

**Multi-Tiered Systems of Support** - a system of targeted support for students struggling academically or behaviorally.

**Personnel Policies and Structures** - include documentation regarding the documented methods, actions, requirements, and processes.

33 Early Childhood Technical Assistance Center (2019). Braiding Funds: How Districts Can Create Inclusive Placement Opportunities for Young Children with Disabilities.

34 Early Childhood TA Center. (2015). *A System Framework for Building High-Quality Early Intervention and Preschool Special Education Programs*.

35 New America (2020). Equity in Early Childhood Education. Retrieved from: Equity in Early Childhood Education (newamerica.org)

36 PDG B-5 TA Center. Strategies for Collecting and Providing Data on a Mixed-Delivery System to Support Parent Choice.



**Practiced Based Coaching** - is a professional development strategy that uses a cyclical process for supporting effective teaching and home visiting practices that lead to positive learning outcomes for children, including infants and toddlers.<sup>37</sup>

**Preschool Development Grant - Birth through Five (PDGB-5)**-is a \$250 million competitive federal grant designed to improve states' early childhood systems by building upon existing federal, state, and local early care and learning investments.

**Preschool Inclusion and Equity Support Specialists** - are staff who serve as ISD staff supporting individual and group professional development and practice-based coaching

**Program Support and Professional Development** - includes coaching, consultation, mentoring. Program Supports and Professional Development is important because a key element of implementing high-quality inclusion is the development of competencies, knowledge, and skills.

**Pyramid Model** - is a conceptual framework of evidence-based practices to help young children's healthy social and emotional development.

**Specialized Technical Assistance and Consultative Services** - Includes the activities and supports including conferences, peer learning communities, products, and individualized TA designed to build system capacity to improve outcomes for children with disabilities and their families.

**State Leadership Team** - is an inter-agency, collaborative team that develops policies, procedures, funding, professional development, and any other systems to implement and increase preschool inclusion.<sup>38</sup>

**System** - A system is a group of interacting, interrelated, and interdependent components that form a complex and unified whole.<sup>39</sup>

**TPOT** - is an assessment designed to measure high-quality practices that support children's social and emotional development and behavior.

**Vision Statement** - is a statement of core values and basic beliefs. A Vision Statement serves a guiding statement, which drives your program/school's inclusion efforts.

## 4. FAQ: Commonly asked implementation questions and answers

**Q: Where can I learn more about preschool inclusion and its benefits?**

**A:** A good starting place for the research and facts on preschool inclusion, can be found in the "Brief Summary: Fact Sheet on Preschool Inclusion" document, linked below.

[Preschool Inclusion Collective Action Plan \(michigan.gov\)](https://michigan.gov/preschool-inclusion)

**Q: Has an external evaluation been conducted of the Preschool Inclusion Builders project?**

**A:** Yes, AIR conducted an external evaluation in 2021 and 2022. The findings from the reports can be found, linked below.

[AIR 2021](#)

[AIR 2022](#)

**Q: Is there a checklist or list of key steps to increase inclusion?**

**A:** As presented in this Guide, there are key indicators and elements for building systems to sustainably increase inclusion. Because each Intermediate School District (ISD) is unique in its needs, culture, and current stage for increasing inclusion, there is no "one-size fits all" approach or checklist. Rather, this Guide's Reflecting on Your Current Practices questions may be used to help an Intermediate School District (ISD) identify areas to strengthen as they work to build sustainable systems to increase preschool inclusion.

**Q: What additional resources can I look at to help inform my financial planning to support the model?**

**A:** Resources which may be helpful in further understanding cost modeling and the costs associated with preschool inclusion, can be found below.

- [Preschool Inclusion Toolbox](#)
- [The Costs of Preschool Inclusion.pdf](#)
- [Preschool Inclusion Finance Toolkit](#)

<sup>37</sup> National Center on Development Teaching and Learning. (n.d.) Practice Based Coaching. Retrieved from: Practice-Based Coaching (PBC) | ECLKC (hhs.gov)

<sup>38</sup> Early Choices (2021). Community Inclusion Teams 2021. Retrieved from: Community-Inclusion-Teams-4.28.22eval.pdf (eclre.org)

<sup>39</sup> Coffman, J. (2007). Early Childhood Systems: Building from a community perspective. Retrieved from: Early Childhood Systems Building from a Community Perspective – Issue Brief - Colorado Trust

**Q: What do the Michigan Administrative Rules state?**

**A:** Michigan Administrative Rules for Special Education rule 1754 specifies the age of children receiving services, hours of instruction required, and ratios of teaching staff to students, as well as requirements for parent engagement. Michigan Administrative Rules for Special Education rule 1755 specifies that the child receiving special education services should receive these services from an approved or endorsed special education educator, and/or the student could have approved related services staff under educational guidance of the endorsed special education teacher. According to these rules, the student must be provided no less than 72 hours of special education in their least restrictive environment. Rule 1755 also states for any child placed in a non-special education environment; the Individualized Education Plan (IEP) team should consider including an early childhood special education teacher in the discussion of the Individualized Education Plan (IEP).

Other relevant laws include the Individuals with Disabilities Education Act (Part B), Section 300.114. These requirements stipulate any Least Restrictive Environment (LRE) must ensure:

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.<sup>40</sup>

[Sec. 300.114 LRE requirements - Individuals with Disabilities Education Act](#)

**Q: What types of data should be collected when considering children's learning and development? How should this data be used to inform instruction?**

**A:** Data collection should be systematically gathered over time- during different parts of the day/routine, at a child's home and in school, and throughout different activities.<sup>41</sup> Key components to evaluate when reviewing observation and authentic assessment data may include:

- Pieces of evidence, gathered for each skill at more than one snapshot in time

- Observation and documentation gathered across multiple times in the day, activities, and from multiple individuals who know and work with the child
- An analysis of what the data demonstrates in terms of impacts on children's outcomes and progress on learning
- Documentation of the changes need to happen regarding planning
- The ways in which the observed skills inform Individualized Education Plan (IEP's) goals and team planning

**Q: I am interested in learning more about the ways Intermediate School Districts (ISDs) should consider systems, and systems thinking when planning their initiative. Can you share more?**

**A:** A system has six critical components, reflected in this systems framework graphic from the national Early Childhood Technical Assistance (ECTA) Center.

**FIGURE 9. SIX CRITICAL COMPONENTS OF BUILDING HIGH-QUALITY SYSTEMS**



Image retrieved from ECTA Center: [About the System Framework](#)

<sup>40</sup> U.S. Department of Education (2017). Individuals with Disabilities Education Act (IDEA).

<sup>41</sup> Early Childhood Technical Assistance Center (2022). Community Indicators and Elements of High-Quality Inclusion.

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