



# Community Inclusion Teams 2021

## Early CHOICES

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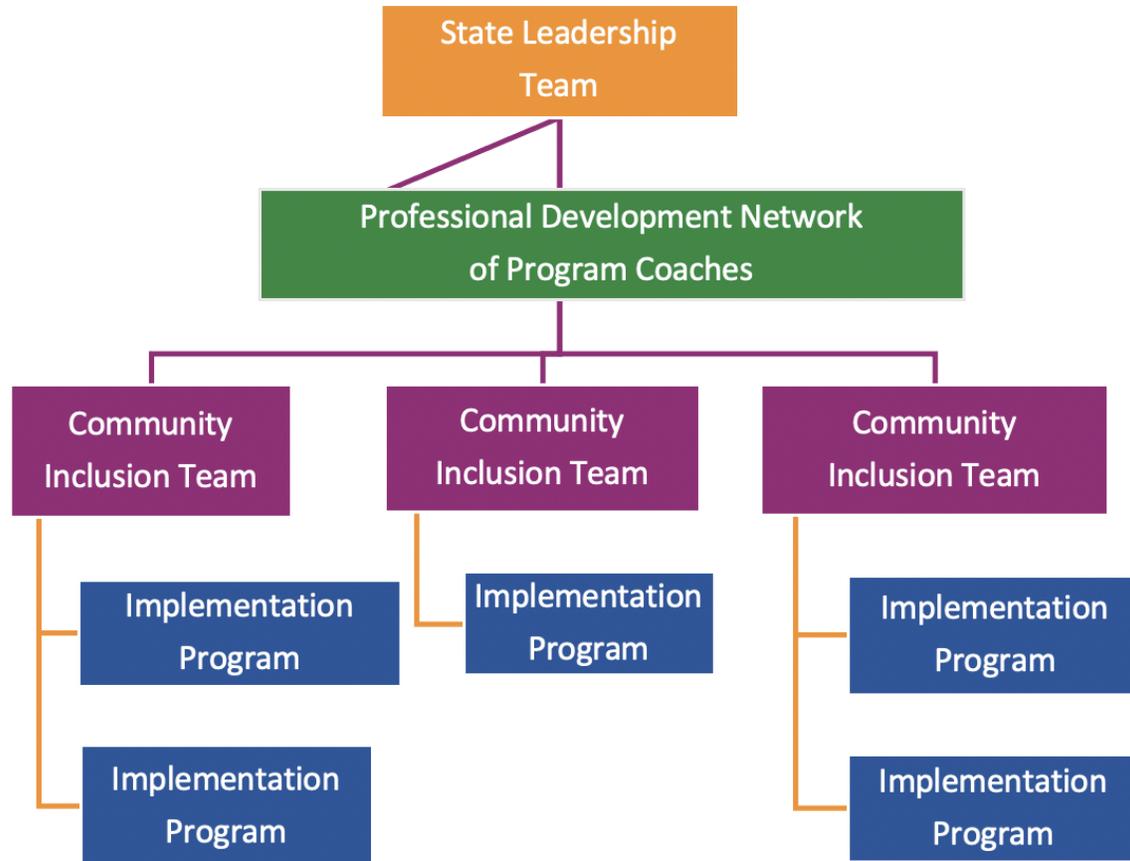
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## Implementation of Inclusion ECTA Project

### Overview

Illinois was chosen as one of two states to pilot the Implementation of Inclusion project using the *Indicators of High-Quality Inclusion* to guide implementation. Early CHOICES partnered with the Early Childhood Technical Assistance Center (ECTA) to provide technical assistance for implementing, sustaining, and scaling-up high-quality inclusive preschools. There are four critical components of this work including:

- 1) A focused State Leadership Team (SLT) that meets monthly. This SLT is an interagency, cross-sector, collaborative team that develops and strengthens policies, procedures, funding, professional development, and other systems to plan, implement, evaluate, and scale up and sustain the *State Indicators of High-Quality Inclusion* for preschool aged children with disabilities.
- 2) A state professional development network of Program Coaches who provide technical assistance to Community Inclusion Teams and local program leadership teams leading to high-fidelity implementation of the indicators. Early CHOICES has five Inclusion Specialists as Program Coaches that serve in this capacity.
- 3) School district or Local Education Agency (LEA) based Community Inclusion Teams (CIT) to serve as demonstrations of the effectiveness of the inclusion indicators and provide a model for others in the State of Illinois. There are three Community Inclusion Teams in the State of Illinois that meet on a monthly basis. These CITs consist of community partners, educational agencies, and parents. The CITs have implemented action plans based on both the *Community Indicators of High-Quality Inclusion* and *Local Program Indicators of High-Quality Inclusion* that guide and support the availability of high-quality inclusive early care and education environments throughout the community.
- 4) Site specific Implementation Programs (IP) have been selected by the Community Inclusion Teams and meet monthly. The Implementation Programs Leadership Teams have implemented action plans based on the *Local Program Indicators of High-Quality Inclusion* to support classrooms in implementing both the *Inclusive Classroom Profile* indicators and the *Early Care and Education Environment Indicators of High-Quality Inclusion*. Five Implementation Program Leadership Teams meet monthly and have implemented action plans, changed practices, and enhanced policies and procedures to maximize access, participation, supports and outcomes for children with disabilities. These Implementation Programs will also serve as demonstrations of the effectiveness of the inclusion indicators and provide a model for others in the State of Illinois.



## Timeline

### February-April 2020:

- Identify Early CHOICES Inclusion Coaches associated with each CIT
- ECTA staff call with PCs and SLT coordinator to talk about role with CITs.
- CIT conveners/leads identified
- All PCs and CITs get *Preschool Inclusion Toolbox* (Barton & Smith, 2015)

### May-August 2020

- CITs participate in calls in May and June to discuss what a CIT is, what it does, recruiting members, establishing monthly meeting schedules, meeting logistics and early steps
- CITs identify CIT members and roles (include data coordinator) and logistics
- CITs identify implementation programs and representatives from each to serve on CIT
- Monthly ECTA Webinars (Topics from Inclusion Toolbox to support implementation) begin in August.

### September 2020 – December 2021

- Monthly CIT meetings continue to implement *Community Indicators of High Quality Inclusion*
- Monthly ECTA Webinars (Topics from *Preschool Inclusion Toolbox* to support implementation until Spring)
- Monthly calls with ECTA staff
- Four training sessions with Leadership Teams with ECTA staff
- Practice Based Coaching Foundational Training

## Community Inclusion Teams Defined

Community inclusion teams (CITs), with support of the inclusion coach from Early CHOICES, bring service providers and families together to build community-wide awareness and vision of the importance of early childhood inclusion. To learn more, we have compiled these resources:

[Overview document](#)

[CIT Defined](#)

## Community Inclusion Team Highlights

- Solid relationships build strong collaboration between district and Head Start
- Aligned vision supports collaboration across systems
- Community collaboration increases access to inclusive placements
- Implementing practice-based coaching supports inclusion

## Three Communities



### Collinsville CUSD 10

The Collinsville School District #10 operated blended classrooms for several years before participating in the Implementation of Inclusion Project through ECTA. The blended classrooms consisted of children with IEPs and children eligible for the Preschool for All or Preschool For All

Expansion program educated together in the same classroom. To support them in these inclusive options, the district accessed training and technical assistance from Early CHOICES and STARNET. In 2017-18 school year, Collinsville entered into a collaborative agreement with Early CHOICES to examine and improve their SPP Indicator 6 data. They began by analyzing the data to make sure all coding for Indicator 6 was completed correctly. Once they ensured that the coding was accurate, they continued to work with Early CHOICES to improve the inclusive options at the preschool level. The Collinsville preschool team attended regional statewide meetings with other programs to improve their Indicator 6 data, attended and worked through the *Preschool Inclusion Toolbox* trainings and accessed other trainings on inclusion.

As a result of their involvement in the Implementation of Inclusion Project, the Collinsville School District Preschool Coordinator has instituted and maintained a Community Inclusion Team (CIT), consisting of local agencies that touch the lives of young children and their families. The CIT has developed a vision, worked through the CIT Quality Indicators, and developed an action plan based on those indicators. The district has developed press releases and a Facebook page on preschool inclusion, in addition to a video about their program that highlights inclusion.

Two important outcomes of this project that increased the inclusive options for preschool-aged children have occurred so far:

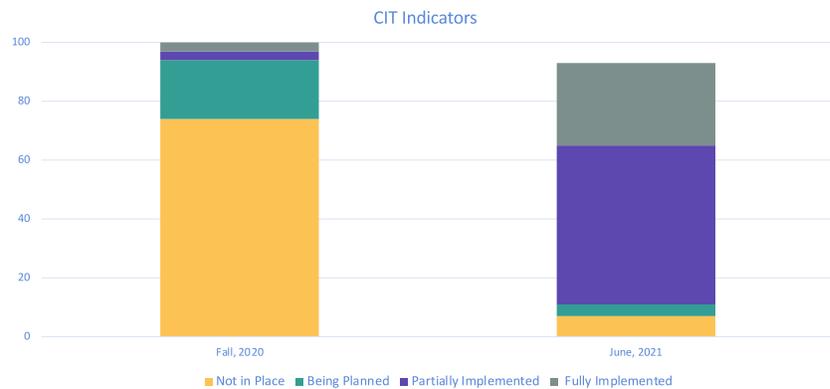
1. The Collinsville District and the Collinsville Head Start site entered a collaboration where an Itinerant Preschool Special Education teacher from the district provides special education to the Head Start children in their classrooms with services embedded in the routines and activities of the day. No longer do those children have to be transported to the school to receive their services or spend a half day in school and the other half in Head Start. This includes staffing changes to accommodate a part time coach to support inclusive practices as well as braiding of funds.
2. The Preschool Coordinator was able to work within the district to open an additional inclusive preschool classroom.

The Collinsville CIT intends to continue action planning for the community. One of their hopes is to collaborate on inclusive special education services within a local childcare center. Additional outcomes have been an inclusion focused vision statement to guide the work, joint professional development planning along with a community wide social media campaign. The CIT plans for creating a professional and parent resource guide have begun.

### **Mannheim District 83**

Before beginning the Community Inclusion Team, Early CHOICES and Mannheim collaborated regarding inclusion since 2015-16 school year. The foundational pieces of collaborative teaming, transdisciplinary practices, shared vision and more, were in place. These cornerstones were built using the following resources: a building-wide professional learning community based on the Inclusive Classroom Profile that spanned two school years; professional learning based on the diversity, equity and inclusion resources from NAEYC and the DEC Recommended Practices and associated resources;

## Collinsville Community Inclusion Team Indicators



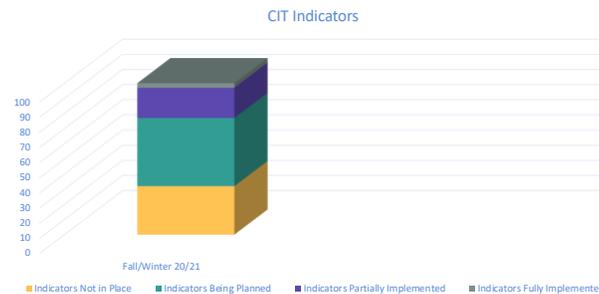
collaboration with another technical assistance project to examine classroom environments using the ECERS-R and more.

However, in adding a community aspect to the work of the program, Mannheim had an opportunity to expand and deepen its practices. The CIT was able to use experiences outlined above to frame supports for a neighboring district, Franklin Park 84, to join the CIT, as they were at the beginning stages of implementation.

The Community Indicators of High Quality Inclusion were rated one time showing a strong base to build upon with a number of indicators being planned at the start of the project.

Franklin Park is beginning to implement inclusive practices and Mannheim is looking to continue to deepen their practice. As a community the districts are collaborating with the special education cooperative and early intervention providers to explore serving children in community childcares. There are no Head Start grantees in the community.

## Mannheim Community Indicators



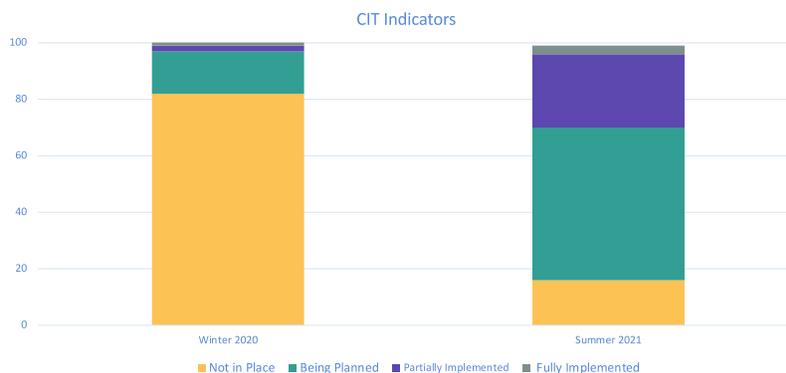
### Springfield District 186

Early CHOICES has had a collaborative agreement in 2017-18 school year before the ECTA project began. As part of the agreement, they were able to accomplish:

1. A developed LRE team that attended regional statewide meetings with other programs to improve their 6a and 6b data.
2. Program wide completion of the What Makes Inclusion Work Assessment tool use of the data to develop a LRE plan for implementing more inclusive practices.
3. Team member attendance of The Preschool Inclusion Toolbox webinar series by Early CHOICES.
4. Member attendance and participation in monthly LRE team meetings at the Early Learning Center.
5. Participation of the entire preschool staff, teachers' union, administration and Superintendent during meetings to share the implementation plan and field any questions from attendees.
6. Staff implementation of their plan that included having six fewer Early Childhood self-contained classrooms and embedded therapies and other related services in the classroom.

At the start of the 4<sup>th</sup> year working collaboratively with Springfield #186 they began participating in this statewide project. A Community Inclusion Team made up of members from EI, Head Start, community childcare and preschools, district staff, and family members was created. This team has been able to attend one year of monthly webinars using the Preschool Inclusion Toolbox to increase knowledge and use of strategies for inclusion, as inclusion was fairly new in the district. The CIT also developed a vision statement that promoted preschool inclusion community wide. A community campaign was launched to relay messaging with the creation of a resource guide. A plan for implementation has been developed and members meet monthly to re-visit their plan and share implementation updates.

## Springfield Community Inclusion Team Indicators



Future plans include growing and expanding inclusion in the local Head Start. Having a Community Inclusion Team allowed for community leaders to be an integral part of inclusion being implemented at a larger level, with the district now exploring and developing plans to expand inclusive opportunities for

children and their families at the K-5 grade levels. The Inclusion Committee plans of using data from this project to explore and possibly replicate the structures that have been put in place. Based on the Community Indicators and Elements of High Quality Inclusion along with a review of additional data, the Springfield CIT has made progress on building a foundation for inclusive preschool. Indicator data shown above indicates the amount of progress this CIT has made with implementing structures to promote successful inclusion. At the beginning of the year, 80% of these indicators were not in place. At the end of the first year, almost 60% of the indicators are being planned with more than 20% at partial implementation.

*“Our work has kept the vision as our focus, so no matter what lens our community team members look through, they can see how it applies to their work with young children in our community.”*

## Evaluation Data

### Early CHOICES Pre-Post Survey Data Community Inclusion Teams

Early CHOICES surveyed CIT Members at the start of organizing each CIT and then again after the CITs had been meeting for one year. Our initial survey had an average of three members per community complete and our post survey had an average of seven. The increase in response on the post survey indicates an increased understanding and investment to the Community Inclusion Team and process. The survey had the participants rank implementation using the following descriptors:

Response options:

Not Yet- Activity is not currently part of the program's implementation plan and/or program is exploring adoption
Developing- Program is currently accessing resources and developing a plan to implement this activity
Implementing- Program is currently implementing activities; program uses ongoing data in decision-making and utilizes its own and community resources to support implementation
Sustaining - Activity is fully implemented, is an expectation of the program's practice and embedded in program policies, is focused on effectiveness and makes adjustments to insure sustainability

The items in the survey are below. See the Appendix for complete surveys which include descriptors of what each item looked like in place and not in place.

1. *With respect to my School/District/Program, administrative leadership supports inclusive practices.*
2. *With respect to my Community Inclusion Team, the leadership support inclusive practices.*
3. *The CIT has a vision and philosophy statement clearly stating the belief that all students can learn and belong in all aspects of community.*
4. *All CIT members plan collaboratively looking at all resources available.*
5. *Children with IEPs/IFSPs attend the school/ preschool/childcare setting they would attend if they didn't have a disability.*
6. *When children leave early childhood services, the first placement considered is the general education kindergarten in the home school.*
7. *There is a venue to inform families and the community about inclusive practices and the benefits for ALL students.*
8. *Partnerships exist with parents/guardians/family members to ensure collaboration on implementation of effective inclusive practices.*
9. *Community Inclusion Team decisions are grounded in data and research.*
10. *Professional Development occurs in a variety of ways and is consistent with priorities for developing an inclusive school.*
11. *In my community, collaboration occurs between the school and agencies that support children with disabilities in the community to foster transition and other services.*
12. *Community Inclusion Team meetings use data and are regularly scheduled, organized and goal oriented, with written agendas, minutes, and shared roles/responsibilities.*

## Summary

The scores in the pre-survey are higher than the scores in the post. The discrepancy is not only expected, but also encouraging, as we know that individuals frequently overestimate their implementation of inclusion due to a lack of understanding. This is most likely because as the teams met over the year and had dialogue about practices, they learned more about implementing inclusion and what was happening across their community. The data in the post survey also better represents the diverse perspectives of their communities, as additional members responded to the survey.

- The items that had the highest implementation were seen in Indicator 1, leadership supports inclusive practices and 12, CIT uses data and has regularly scheduled meetings.
- The only item that received *Not Yet* ratings from any participants in the post survey was *Children with IEPs/IFSPs attend the school/ preschool/childcare setting they would attend if they didn't have a disability.*

Implementation is slow and directly correlated to the understanding of inclusion, and policies, procedures, and the collaboration it requires. As the Community Inclusion Teams learn more, they are recognizing what they thought was in place is perhaps not in place across the community, but seem to be in place in their own program.

## Illinois Intensive TA from ECTA Evaluation

In March 2021 ECTA conducted an evaluation of the technical assistance (TA) to the Community Inclusion Teams in Illinois. Many of the results pertain to the effectiveness of the TA from ECTA. Results show that overall, the technical assistance supported the CITs ability to build collaborative relationships and effectively plan the increase of inclusive opportunities in their communities for children ages birth to 5. Below are a few key findings from ECTA's evaluation.

1. We have strengthened our community inclusion team's cohesiveness and ability to work effectively together with 100% of respondents agreeing.

Answer	Count	Percentage
1 Strongly Disagree	0	0%
2 Disagree	0	0%
3 Agree	13	65%
4 Strongly Agree	7	35%
Total	20	100%

2. The community inclusion team has successfully identified action steps related to these topics, even if not prioritized for this year's work:

Answer	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree	Total Agree	N/A – No Opinion
A. Attitude and belief challenges for inclusion and strategies to address them	11 (55%)	8 (40%)	1 (5%)	0 (0%)	19 (95%)	0
B. Policy and procedure challenges to inclusion and strategies to address	8 (40%)	10 (50%)	2 (10%)	0 (0%)	18 (90%)	0
C. Financing high quality inclusion	6 (30%)	7 (35%)	7 (35%)	0 (0%)	13 (65%)	0
D. Practice Based Coaching	7 (35%)	7 (35%)	4 (22%)	0 (0%)	14 (78%)	2

The feedback was positive with respect to the ongoing series of workshops based on the *Preschool Inclusion Toolbox*. The CIT members expressed concern that the series moved quickly with new topics each month and not enough time in between topics to successfully action plan and take initial steps on the previous month's topics and goals. Early CHOICES supported the CITs with Illinois specific resources, and the State Leadership Team also supported the CITs by looking deeper into policy guidance and public awareness opportunities.

## Preschool Environments Indicator 6 Data

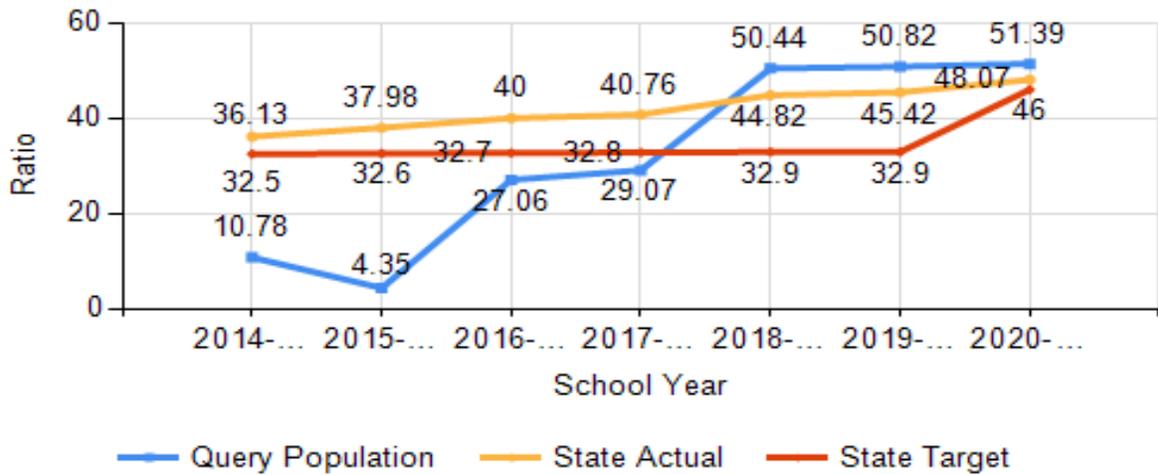
**Indicator 6A – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.**

The desired direction of change for these data would be represented by a percentage increase.

**Indicator 6B – Separate special education class, separate school or residential facility.**

The desired direction of change for these data would be represented by a percentage decrease.

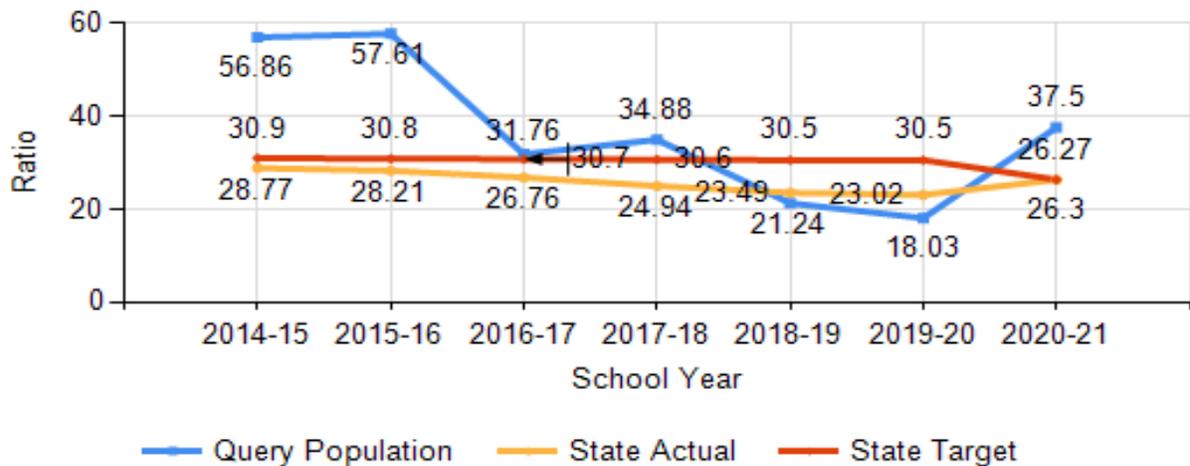
**Indicator 6a**



Collinsville increased and successfully maintain their SPP Indicator 6A above the state average between SY 17-18 and 20-21. In SY 17-18, the Indicator 6A data for this school district was 29.07, approximately 11.69 percentage points below the state target of 40.76. In SY 18-19, Collinsville noted a significant increase of 21.37 percentage points for Indicator 6A score of 50.44%, meeting and exceeding the state average by 5.62%. In years 19-20 and 20-21, Collinsville was able to maintain their success of exceeding the state average in Indicator 6A with an additional .38% (50.82) improvement in 19-20 and an additional improvement of .57% (51.39) in 20-21. Between the 17-18 and 20-21 school year, Collinsville CUSD 10 improved their Indicator 6A by a total of 22.32% points, resulting in 12 more students in SY 20-21 receiving their special education services in their regular early childhood program.

**Collinsville SPP Indicator 6B**

**Indicator 6b**

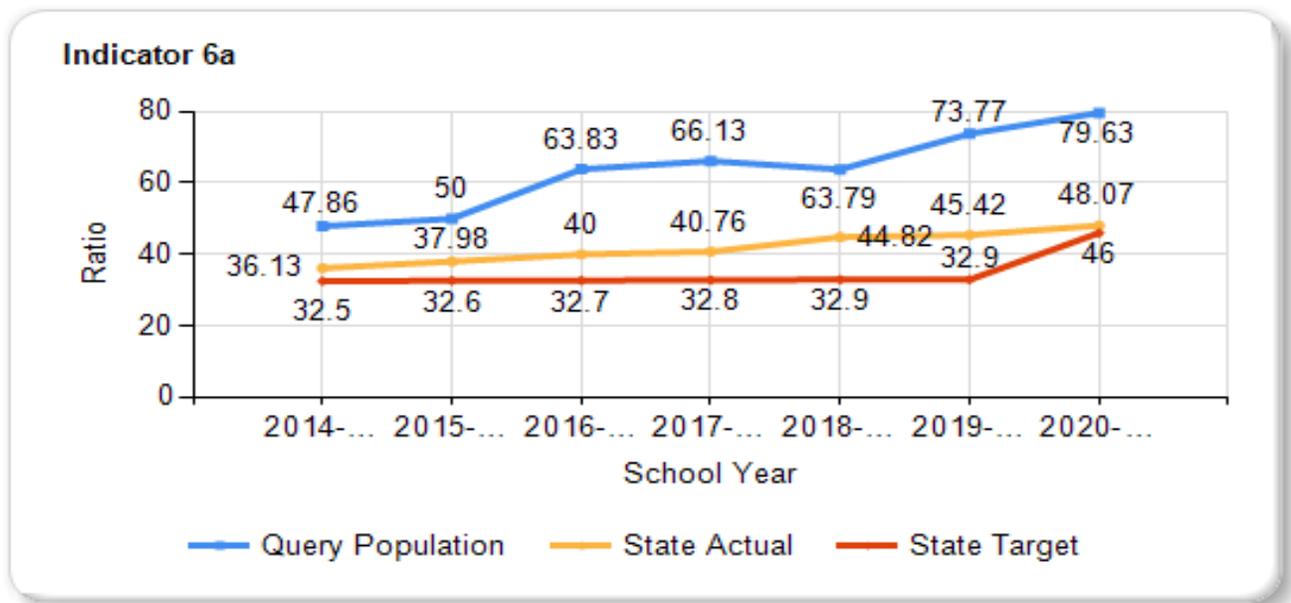


Indicator 6B or the percentage of students 3-5 years of age attending a separate special education class, school or residential facility was more of a challenge for Collinsville CUSD between SY 17-18 and

20-21. In SY 17-18, Collinsville placed almost 10% more students (9.94) than the state average of 24.94. In SY 18-19, Collinsville demonstrated a 13.64% improvement in Indicator 6B and was better than the state average of 23.49 by 2.25% (21.24). SY 19-20 continued the positive improvements with an additional 3.21% improvement and 5.01% (18.03) better than the state means of 23.02%. In SY 20-21, Collinsville struggled in Indicator 6B, with a 19.27% increase in 6B placements over SY 19-20 noted. The SY 20-21 SPP 6B indicator of 37.5% was even higher than the SY 18-19 placement of 34.88% by 2.62%. This may be due to the impact of the COVID-19 pandemic which has caused a decrease in enrollment.

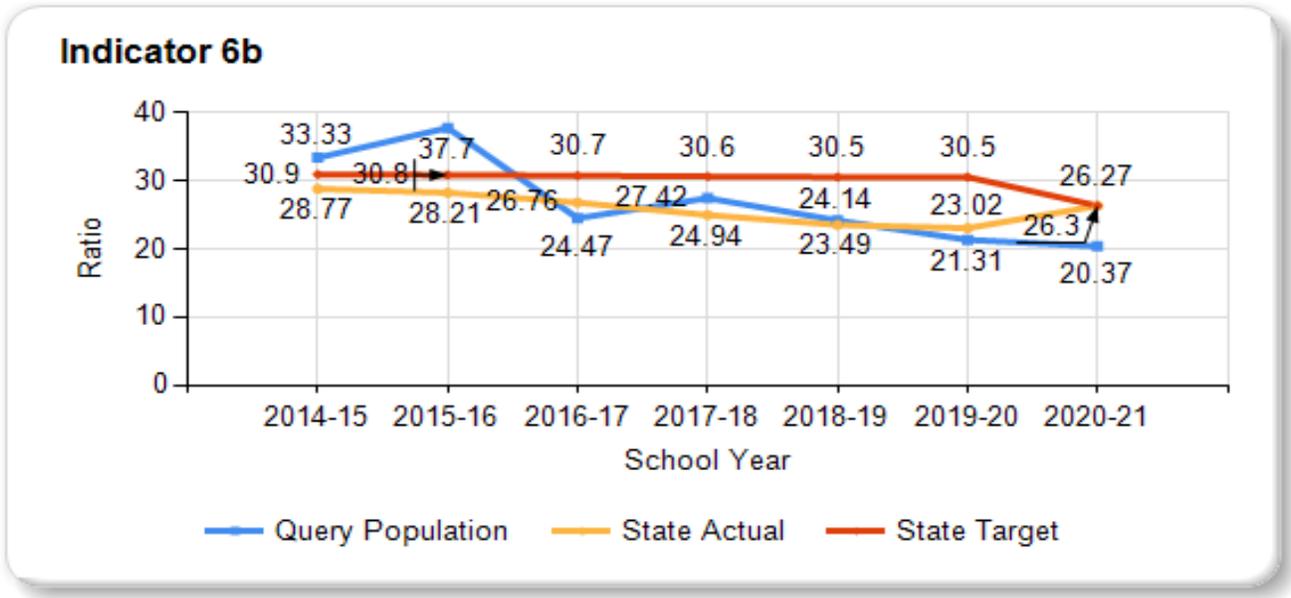
## Mannheim SD 83

### SPP Indicator 6A



Mannheim SD 83 has proven to be an exemplar district in Indicator 6A. During SY 17-18 through SY 20-21, Mannheim met and exceeded the state average all four school years by on average 26.3%. In SY 20-21, Mannheim also exceeded the State target by 33.63% with Indicator 6A percentage score of 79.63%. This means that Mannheim is successfully educating 4 out of every children 3-5 years of age with IEPs in the regular early childhood program with supports and services in the regular program.

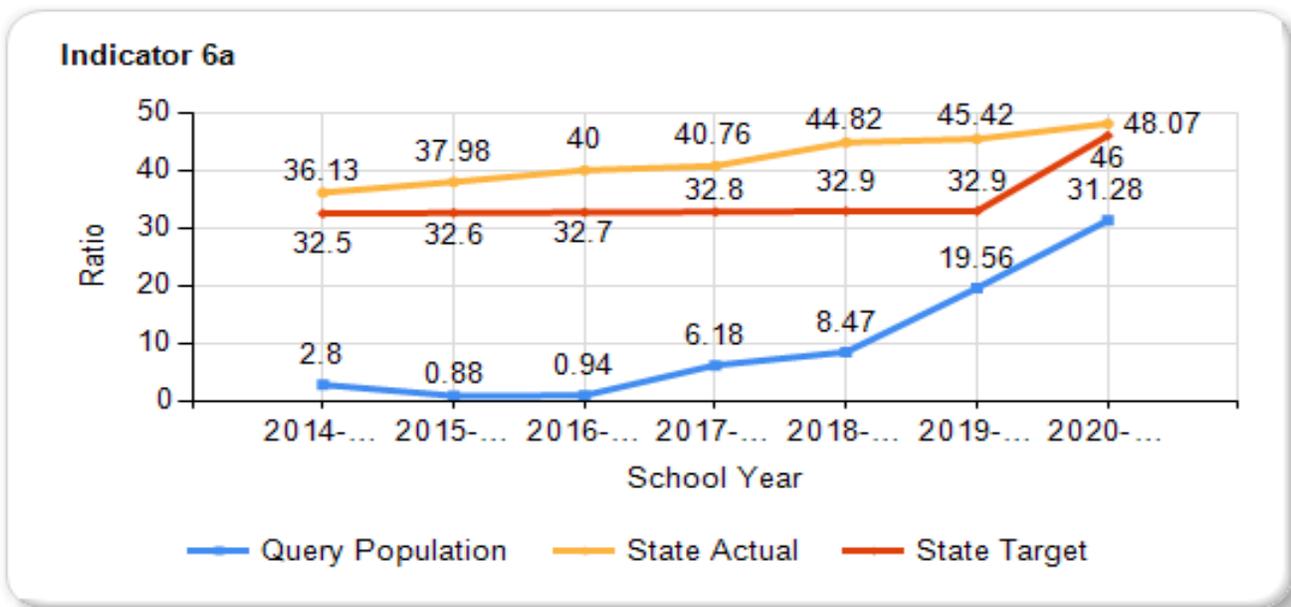
SPP Indicator 6B



Indicator 6B proved to be slightly more challenging for Mannheim SD 83. In SY 17-18, the 6B district average was 27.42% which was 2.48% higher than the state average. Just one school year later (SY 18-19), Mannheim was able to match the State average of 23.49%. School years 19-20 and 20-21 Mannheim continued to demonstrate this positive trend exceeding the State average in 19-20 (23.02) by 1.31% and in SY 20-21 by 5.97% (20.37).

Springfield SD 186

SPP Indicator 6A

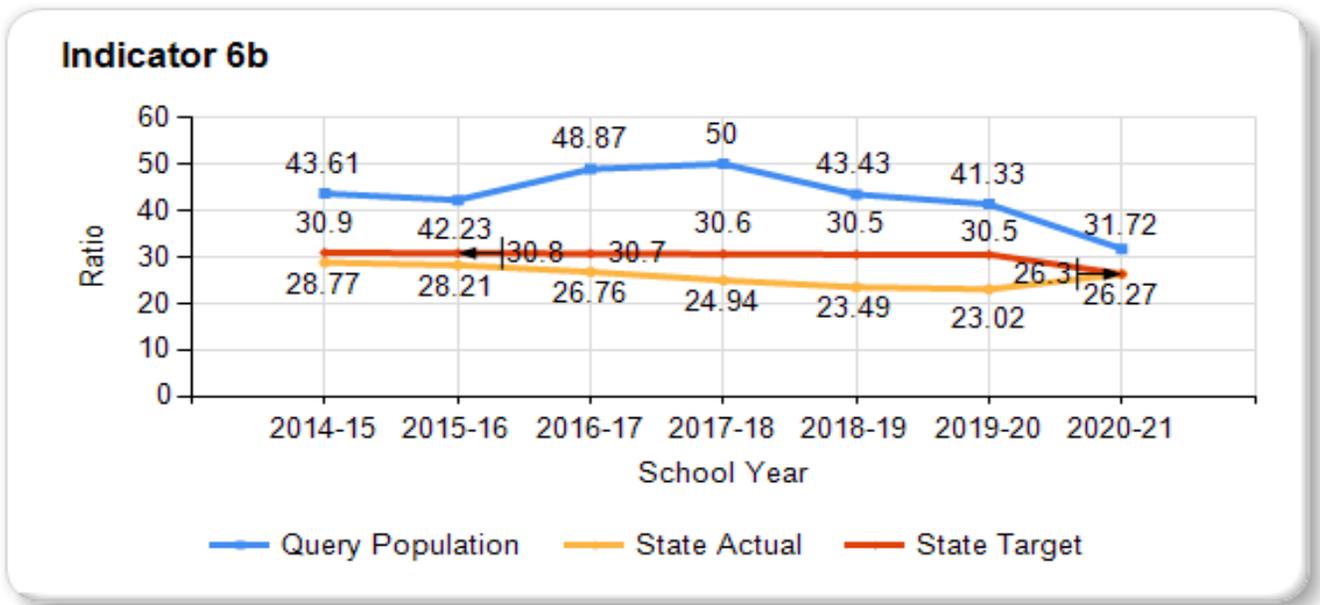


While Springfield SD 186 did not meet the Indicator 6A state average on any of the four school years analyzed, they did demonstrate a continuous positive trend of increase of students ages 3-5 years of age receiving their special education supports within their regular early childhood placement.

In SY 17-18, Springfield had a four-school year low of 6.18% in Indicator 6A meaning that in this school year, a little over 1 in 20 students ages 3-5 years of age received their special education services in their regular early childhood placement.

Over the span of the next three years (Sy 19-SY 21), Springfield increased SPP 6A on average by 8.37% a year. In SY 20-21, the SPP 6A value increased by 25.1% over SY 17-18. While Springfield's Indicator 6A placement in SY 20-21 still fell 16.79% below the state average of 48.07%, the data are trending in a positive direction.

**SPP Indicator 6B**



Indicator 6B followed a similar trajectory as 6A for Springfield SD 186 from SY 17-SY 21. Again, 6B fell far below the state average for all four years and worked over the same period to gradually decrease placement in self-contained settings. In SY 17-18, one out of every two students ages 3-5 years of age received their special education services in a separate class, school, or residential facility. By SY 20-21, Springfield improved their Indicator 6B data by 18.28% over SY 17-18 for a 6B rate of 30.74%, exceeding the State target by only 5.42%.

*“We are trying to draw in as many partners as we can so that we grow our circles of influence with the information that we want to provide to our community about the importance of inclusion.”*

## SUMMARY

### Lessons Learned

We identified both lessons learned and next steps after analyzing data from several tools: the CIT pre and post surveys, the Preschool Environments 6A and 6B data and the Community and Local Program Indicator data. First, the successes we have seen were built upon existing work in all three community sites moving towards implementation of inclusion, which had been in place for multiple years. Second, the CITs need support both from TA providers and from within the program to fund the work (e.g. staff time). Third, the work takes time and is labor intensive. The investment in significant time and energy to build relationships is key, as those relationships between and among teams is the foundation for inclusion. And fourth, strong leadership at a high level within each community system is imperative for inclusion.

We have evidence that the percentage of children being served in regular early care settings has increased in these targeted areas. Moving forward, to scale up implementation, building upon existing frameworks and relationships will be key as well as providing support for ongoing effective practices within inclusive settings. It is imperative to have representation and active participation from high level administration, so policy changes are supported.

The experience of developing CITs in three distinct regions throughout Illinois has reinforced what the body of research regarding inclusion has shown: inclusion depends upon a shared vision that is upheld by a community, strong collaborative relationships across sectors, and a strong commitment at all levels within an organization to implement high quality, evidence based practices.

### Next Steps for Illinois Scaling Up Community Inclusion Teams

Early CHOICES will continue to provide intensive TA to existing CITs to grow their capacity to scale up within their communities. The ongoing work will serve as a basis to mentor other communities. For example, a method of mentoring can include sharing information via presentations at statewide conferences such as the Partner Plan Act Conference. Professional learning will be key, as well. One leading idea for professional learning is to hold CIT Forums with past communities to provide peer-to-peer learning opportunities to a broad range of programs. Additionally, as a series based on *The Preschool Inclusion Toolbox* was instrumental in work preparing for and continuing in the ECTA project, Early CHOICES will facilitate another series. We will support the existing CITs in developing sound policies and procedures so that this work can be scaled up. And finally, but not conclusively, the SLT will continue to be intentional about funding opportunities and planning, while keeping partners informed of the work. Community teams will be expanded to include more early childhood service providers, including a stronger parent voice.

## Appendix

### Pre-post Survey Questions from Early CHOICES for CITs

\* 3. With respect to my School/District/Program, administrative leadership supports inclusive practices.

**In Place:** *This system supports collaborative planning, co-teaching, and family participation in all aspects of the community. Resources are combined for a unified system. Personnel, curriculum and instructional practices from special and regular early childhood education teachers are provided to ensure educational experiences that meet individual children's needs.*

**Not In Place:** *Two systems of education are maintained: children are served by different staff, funding streams, and program requirements.*

\* 4. With respect to my Community Inclusion Team, the leadership support inclusive practices.

**In Place:** *This system supports collaborative planning, co-teaching, and student participation in all aspects of the school community. Resources are combined for a unified system. Personnel, curriculum and instructional practices from special and regular early childhood education teachers are provided to ensure educational experiences that meet diverse student needs.*

**Not In Place:** *Two systems of education are maintained: children are served by different staff, funding streams, and program requirements.*

\* 5. The CIT has a vision and philosophy statement clearly stating the belief that all students can learn and belong in all aspects of community.

**In Place:** *Inclusion and diversity are valued and are not an experiment to be tested. The vision statement is concise and is posted throughout the building. Staff know the statement, use it as a touchstone and can explain it to families and other visitors. Vision statement is shared with all families, and promoted in social media/website.*

**Not In Place:** *Inclusion is an activity for some students rather than a commitment to all children.*

\* 6. All CIT members plan collaboratively looking at all resources available.

**In Place:** *All community resources are identified. A plan is developed that accounts for the needs of all children in the community and indicates how all team members will be involved in meeting those needs within the regular early childhood program.*

**Not in Place:** *Special Education resources and personnel are scheduled to support only those students whose IEP calls for a specific support. This support often requires the child to be pulled out of the regular early childhood program or have multiple placements .*

7. Children with IEPs/IFSPs attend the school/ preschool/daycare setting they would attend if they didn't have a disability.

**In Place:** *Children attend the neighborhood school/ home school/preschool/child care. Services are provided on site via itinerant/consultative model to support inclusion. Time is allocated for collaboration among those supporting the child. When child is identified as having a disability, program provides services at the setting where he/she is already enrolled.*

**Not In Place:** *Preschoolers are sent to schools based on the need for special education services. Preschoolers may attend a regular early childhood program for part of their day but are transported to another location to receive their special education services.*

\* 8. When children leave early childhood services, the first placement considered should be the general education kindergarten in the home school.

**In Place:** *A formal procedure is in place for transitioning children from early childhood. A kindergarten teacher is a member of the transition team. All enter kindergarten with supports and supplemental services as needed.*

**Not in Place:** *There is little or no formal collaboration between early childhood staff and general education staff. A large percentage of children transition into special education classrooms or developmental kindergartens from early childhood services.*

\* 9. There is a venue to inform families and the community about inclusive practices and the benefits for ALL students.

**In Place:** *The community has a strategy to keep all families informed of special education services and inclusive practices that are implemented. The benefits of these practices are also communicated. This could be through regular PTO/PTA meetings, an advisory committee at the school or district level, social media, website, or newsletter from administration.*

**Not In Place:** *Families of students with and without IFSPs/ IEPs are unaware of how the school serves students using inclusive practices. Families of all students are unaware of the benefits.*

\* 10. Partnerships exist with parents/guardians/family members to ensure collaboration on implementation of effective inclusive practices.

**In Place:** *Program or district involves parents in the community inclusion team and consistently seeks feedback from families about special education services for their child with an IEP/IFSP (i.e.: follow up interviews, surveys, etc.)*

**Not In Place:** *Feedback from families is not sought consistently. Feedback from families is usually in response to complaints.*

\* 11. Community Inclusion Team decisions are grounded in data and research.

**In Place:** *Program/District has a system in place for identifying and collecting needed data.*

**Not In Place:** *Decisions are made based upon feelings of staff. Children with disabilities need to be close to their non-disabled peers in behavior, and performance in order to participate in regular early childhood programs.*

\* 12. Professional Development occurs in a variety of ways and is consistent with priorities for developing an inclusive school.

**In Place:** *All staff are involved in planning professional development. The professional development is multifaceted (i.e. action research, learning groups around printed material, web searches, etc.) There is evidence of classroom application and long term planning.*

**Not In Place:** *Episodic workshops, in-services and institutes where participants gather data without processing and applying the data gathered to their classrooms and instructional practices.*

\* 13. In my community, collaboration occurs between the school and agencies that support children with disabilities in the community to foster transition and other services.

**In Place:** *Programs collaborate with local agencies that serve children with disabilities to help refer families of children with disabilities for support. Connections are established with all entities supporting children and families in the area.*

**Not In Place:** *Personnel are unaware of agencies in the community that support children with disabilities.*

\* 14. Community Inclusion Team meetings use data and are regularly scheduled, organized and goal oriented, with written agendas, minutes and shared roles/responsibilities (e.g. note taker, time keeper).

**In Place:** *Teams meet regularly. There is a written agenda and outcomes to address the stated goal. Participants leave the meeting with a clear understanding of what is going to be done within the given timeframe and who is going to do it. The agenda minutes are accessible to all relevant staff. Specialized personnel regularly meet with teams to identify outcomes and plan for support for students with disabilities.*

**Not in Place:** *Team meetings or co-planning sessions are not scheduled or are disorganized and seldom have an overt and shared goal. Members leave the meeting without a firm grasp of the resolution or outcome decided.*