

COMMUNITY INDICATORS AND ELEMENTS OF HIGH-QUALITY INCLUSION (FIELD REVIEW)

Team Members:

- 1- Not in Place: no planning, no actions
- 2- Being Planned: planning, no actions
- 3- Partially Implemented: some actions taken
- 4- Fully Implemented: all actions taken

Indicators	Element #	Benchmarks of Quality	Comments							
1. Community Inclusion Team	1	The Community Inclusion Team (CIT) has a coordinator who serves as the lead contact and coordinates team meetings.								
	2	The CIT has members who represent key stakeholder groups, such as child care, school district, early intervention, Head Start, and families. This representation ensures key voices are at the table while limiting the number to about 15 members.								
	3	The CIT has requirements for member participation, such as signed written agreements and memoranda of understanding.								
	4	The CIT shares administrative supports and resources across programs. Participating programs commit to cover costs of staff time, supporting materials, and other expenses.								
	5	The CIT has a written action plan with goals and objectives aligned with its vision statement and these indicators.								
	6	The CIT is aware of early childhood programs and service delivery systems in the community, including program activities and purposes, population served, program eligibility, operating calendar/hours, etc.								
	7	The CIT communicates clearly the benefits and legal requirements of inclusion to early childhood programs, service delivery systems, and families in the community.								
	8	The CIT shares the <i>Local Program Indicators of High-Quality Inclusion and the Early Childhood Education Environments Indicators of High-Quality Inclusion</i> with all programs and assists their use of the indicators.								
	9	The CIT facilitates formal agreements among the community partners which promote community inclusion opportunities such as arrangements for early intervention and/or school district personnel to provide early intervention, special education, and related services within community early care and education settings; arrangements for shared professional development opportunities and resources; and arrangements for shared transportation resources, etc.								
	10	The CIT meets regularly to address evidence of progress toward the goals on the inclusion action plan.								
	11	The CIT reports annually to State Leadership Team, media, policy makers, families and the community at large on accomplishments, including increase in the number and quality of inclusion environments, and progress on other related activities associated with the team's action plans.								
	12	The CIT provides opportunities for community celebrations of progress.								
	13	The CIT partners with school district personnel to increase inclusive opportunities for early elementary age students.								

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	14	The CIT communicates to state agencies and/or the State Leadership Team the need for state-level solutions to address barriers to high-quality inclusion related to policies, procedures and funding identified by programs within their community.							
2. Vision	1	The Community Inclusion Team (CIT) develops and disseminates a written, community-wide vision of high-quality inclusion for children with disabilities and their families. Team members are able to clearly communicate the purpose and vision of the CIT.							
	2	The CIT provides guidance and information to help programs develop a written vision statement for inclusion.							
	3	The CIT develops a written action plan, based on its vision, that guides the work of the CIT. The CIT reviews the plan and reports progress at each meeting to ensure achievement of the goals.							
	4	The CIT reviews and revises the inclusion action plan at least annually.							
3. Family Engagement and Partnerships	1	The Community Inclusion Team (CIT) supports the membership and participation of families on the CIT and in its activities.							
	2	The CIT provides guidance and information to programs on effective family engagement and partnerships.							
	3	The CIT provides training opportunities for families.							
	4	The CIT develops multiple mechanisms for communicating with families about high-quality inclusion.							
4. Awareness and Commitment	1	The Community Inclusion Team (CIT) solicits information and feedback from programs, families, community, and stakeholders about their knowledge of high-quality inclusion.							
	2	The CIT incorporates state public awareness strategies when appropriate.							
	3	The CIT develops and implements a community-wide inclusion public awareness plan using research on the benefits of inclusion and the legal foundations and requirements for high-quality inclusion. The public awareness strategies include written information, social media, hosting visits to high-quality programs, and other methods.							
	4	The CIT adapts the public awareness plan for audiences such as families, local early intervention providers, public school administrators at all levels, school board officials, child care directors, state administrators of ECE programs and other policy makers such as legislators and governors.							
	5	The CIT provides guidance and information to programs on effective public awareness activities for high-quality inclusion.							
	6	The CIT identifies, in partnership with Program Coaches, centers, schools or programs that can be highlighted as local demonstration sites for high-quality inclusion.							
	7	The CIT develops an awareness presentation to recruit programs.							
	8	The CIT establishes recruitment and acceptance criteria for programs participating in the initiative.							
	9	The CIT recruits programs annually.							
	10	The CIT evaluates the effectiveness of the public awareness plan.							
5. Policies and Procedures	1	The Community Inclusion Team (CIT) provides opportunities for programs to jointly review policies and procedures in order to identify any that are conflicting or that could be a barrier to high-quality inclusion.							

	2	The CIT provides guidance and information to programs on policies and procedures that support and promote high-quality inclusion.							
	3	The CIT establishes procedures that effectively support resource sharing and coordinated service delivery among programs.							
6. Fiscal Resources	1	The Community Inclusion Team (CIT) facilitates discussion among agencies and programs comparing funding requirements and resource sharing.							
	2	The CIT provides guidance and information to programs on available fiscal resources and legal considerations for using funding streams including how to cost share, braid, layer and coordinate resources.							
	3	The CIT helps programs identify funding sources to support inclusion activities for at least three years.							
7. Personnel Policies and Structure	1	The Community Inclusion Team (CIT) facilitates discussion among agencies and programs comparing personnel policies and structures.							
	2	The CIT provides guidance and information to programs on personnel policies and structures that support embedding the delivery of early intervention, special education and related services within the daily routines of community program settings.							
8. Collaborative Teaming	1	The Community Inclusion Team (CIT) provides guidance and information to programs on strategies for effective collaborative teaming.							
	2	The CIT facilitates collaboration among personnel across all community settings and programs.							
9. Specialized Technical Assistance and Consultative Services	1	The Community Inclusion Team (CIT) provides guidance and information to programs on how to access available state and local specialized technical assistance and consultative services.							
	2	The CIT collects information from programs about additional supports needed from the state.							
10. Program Supports for Professional Development	1	The Community Inclusion Team (CIT) provides guidance and information to programs on shared professional development opportunities.							
	2	The CIT identifies trainers and coaches to build and sustain program-wide adoption of evidence-based inclusion practices.							
	3	The CIT provides guidance and information to programs on evidence-based professional development approaches such as training, coaching and mentoring.							
	4	The CIT provides information and guidance to programs on evidence-based inclusion practices including role release and embedded specialized services.							
	5	The CIT assists programs in the collection of data on the effectiveness of professional development.							
	6	The CIT collects data on professional development needs within the community to develop shared opportunities for training, coaching, etc.							
	7	The CIT evaluates the impact of shared professional development opportunities.							
11. Curriculum	1	The Community Inclusion Team (CIT) provides information to local programs on the benefits of using a research-based curriculum.							
	2	The CIT provides examples of research-based curricula to local programs.							
12. Data Collection and Use	1	The Community Inclusion Team (CIT) provides guidance and information to programs on measures, procedures and use of data to ensure high-quality inclusion.							
	2	The CIT collects data annually on programs' progress on their action plans.							

3	The CIT collects data annually on each programs' number of high-quality inclusion slots available.							
4	The CIT collects data annually on each programs' number of high-quality inclusion slots filled.							
5	The CIT collects data annually on each programs' number of high-quality inclusion slots needed.							
6	The CIT collects progress data annually from each program on the <i>Local Program Indicators of High-Quality Inclusion and the Early Childhood Education Environments Indicators of High-Quality Inclusion</i> .							
7	The CIT collects information from families and programs on gaps and needs in the community.							
8	The CIT shares summary data and progress data with the State Leadership Team.							