

National Early Childhood Inclusion Indicators Initiative

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What is the National Early Childhood Inclusion Indicators Initiative?

A national initiative with partners across early care and education working to develop indicators that address inclusive policies and practices at the state, local program leadership and classroom system level. The indicators will support state and local program leaders to examine and implement strategies that strengthen their capacity to provide high quality inclusive options in their communities. The goal of the initiative is to improve and increase inclusive opportunities for young children with disabilities and their families, through system and practice refinements.

Who is leading the initiative?

The initiative is co-led by the Early Childhood Technical Assistance (ECTA) Center and the National Center for Pyramid Model Innovations (NCPMI) and includes partners from across the early care and education system. ECTA Center is leading the development of the state and local program leadership indicators and the NCPMI is leading the development of the classroom indicators.

Who are the indicators for?

The inclusion indicators are designed to support state leaders, local administrators and front-line personnel in the early care and education system providing programs and services to children, ages birth through five and their families.

For more information, please visit
<http://ectacenter.org/topics/inclusion>

What are indicators of high quality inclusion?

Three sets of indicators being developed are:

- **State Indicators** address key infrastructure elements across state agencies and federal programs in a state early care and education system. They are designed to support leaders in evaluating and enhancing their system of supports to local programs in the service delivery system.
- **Local Program Leadership Indicators** address what needs to be in place to support program staff in providing high quality inclusive practices with children and families.
- **Classroom Indicators** will detail the critical practices to implement in classrooms based on evidence-based practices. They are designed to support efforts to improve classroom teaching practices and environments to maximize the access, meaningful participation, and developmental outcomes of young children with disabilities in early childhood settings.

The indicators can be used to identify gaps and strengths with the goal to increase access to high quality programs that include and actively support the participation of children with disabilities.

Who are the partners?

A cross-sector partner group of early childhood stakeholders was formed with representation from national TA centers funded by the Offices of Child Care, Head Start, Special Education Programs, and Elementary and Secondary Education, national early childhood professional associations, national organizations and state agencies. This cross-sector approach brings together different perspectives of the early care and education system in the development and dissemination of the work. The partners participate by providing input and guidance in the development and refinement of the indicators.

What is the plan for future engagement and input?

Work will continue with the national partners. There will be opportunities for public dialog and input during presentations at national meetings in 2019, including the National Early Childhood Inclusion Institute, OSEP Leadership Conference, QRIS National Conference and the International DEC Conference. Updates to the indicators will also occur after field-testing with state and local teams in 2019-2020.