



# STATE INDICATORS OF HIGH QUALITY INCLUSION

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## **INDICATOR 1: Cross-Sector Leadership**

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A state level cross-sector leadership team exists with the ability to implement a shared mission, vision, strategic plan and recommendations to support high-quality inclusion across the early childhood system.

## **INDICATOR 2: Policy/Guidance**

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State early care and education agencies have aligned policies and procedures that promote high-quality inclusion.

## **INDICATOR 3: Family Engagement**

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State early care and education agencies engage families as essential partners when developing, implementing, and evaluating policies and initiatives that facilitate inclusion.

## **INDICATOR 4: Accountability, Data Use and Continuous Quality Assurance Systems**

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State early care and education agencies require and support local programs in collecting and using data to evaluate and improve how well children with disabilities are accessing and participating in inclusive early childhood programs.

## **INDICATOR 5: Funding**

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State early care and education agencies actively implement cross-sector strategies to allow coordination and leveraging of funds and resources at the local level to provide high-quality inclusion.

## **INDICATOR 6: State Early Learning Standards/Guidelines**

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State early learning standards or guidelines for developmental expectations of children include specific strategies and adaptations to support the needs of children with disabilities.

## **INDICATOR 7: Program Standards**

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State early care and education agencies have standards for measuring program quality that contain procedures and practices for including children with disabilities within local early care and education programs.

## **INDICATOR 8: Allocation of Resources to Support Personnel**

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State early care and education agencies provide sufficient specialized technical assistance and consultative services to support local programs in implementing high quality inclusive practices.

## **INDICATOR 9: Coordination of Professional Development Resources**

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State early care and education agencies use a cross-sector approach to coordinate evidence-based professional development efforts to build personnel capacity to provide high quality inclusive programs.

## **INDICATOR 10: EC Personnel Standards, Credentialing, Certification & Licensure Requirements**

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State early care and education agencies' personnel standards, certifications, credentialing and licensure requirements include competencies for supporting children with disabilities and their families.

## **INDICATOR 11: Preservice Education and Personnel Preparation**

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Institutes of Higher Education require specific courses and practicum experiences that prepare early care and education personnel to implement effective inclusive practices to engage children with disabilities and their families.

## **INDICATOR 12: Public Awareness**

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State early care and education agencies implement ongoing public awareness strategies regarding the legal foundations and benefits of inclusion that target a variety of audiences, including families.

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

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