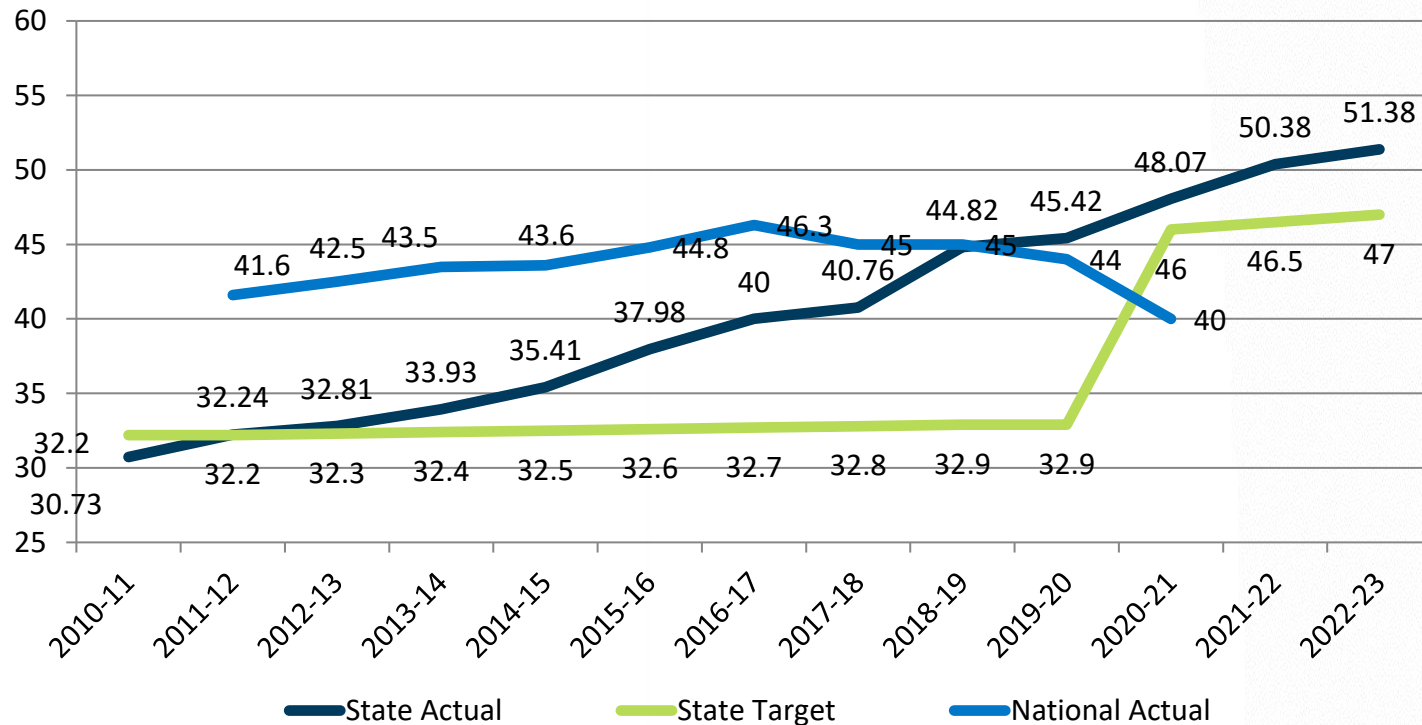


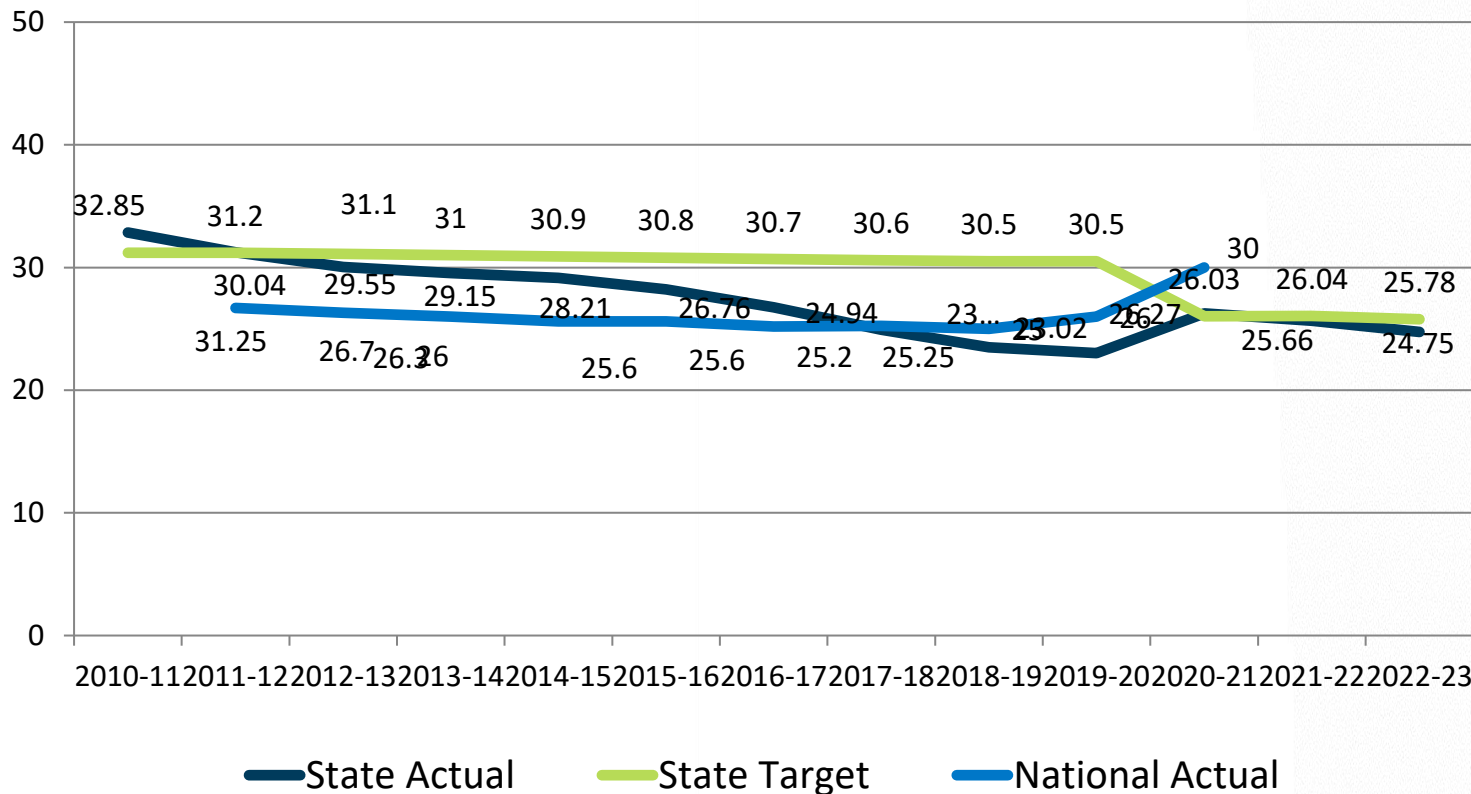
# Illinois

## SPP 6A: ISBE Early Childhood Students Ages 3-5\* in Regular Early Childhood Programs and Receiving the Majority of Special Education Related Services in that Location



\* 5-year-olds who are in kindergarten have not been included in this data since the 2020-2021 school year..

## SPP 6B: Percent of ISBE Early Childhood Students Ages 3-5\* in a Separate Special Education Setting



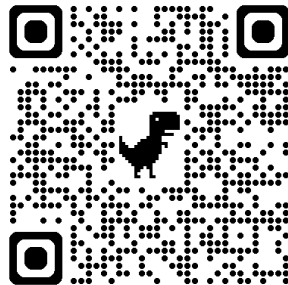
\* 5-year-olds who are in kindergarten have not been included in this data since the 2020-2021 school year.

# Preschool Inclusion Planning Series

- Identify programs based on data.
- Send a letter with their data breakdown.
- Invite programs to participate in a [planning series](#).
- Notify they will be submitting a plan that follows the [Inclusive Inquiry Cycle](#).
- Two-year cycle.

# Policy Summit and Vision Statement

- [Vision Statement](#) generated through Inclusion Policy Summit hosted in 2017 and 2018.
- Based on the Joint Inclusion Policy Statement in September 2015.
- Signed by lead agencies in Illinois.



## VISION

Illinois commits to the inclusion\* of each and every child with special needs with typically developing peers in all early childhood environments.

## GUIDING PRINCIPLES

**Increase Equitable Opportunity:** Inclusion of children with special needs is a priority in decision making about program design and resource allocation in order to ensure equitable access and full participation in all early childhood environments.

**Partner with Families:** We ensure the meaningful and supported engagement of families in policy/guidance decisions, planning, and evaluation of programs, as well as in Individualized Family Service Plan, Individualized Education Program, transition and other family/professional meetings.

**Share Benefits of Inclusion:** We recognize and intentionally raise public awareness of the well-researched benefits for all children of high-quality inclusion in all early childhood settings.

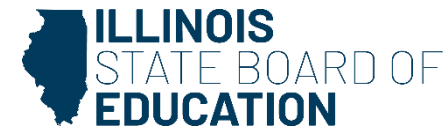
**Build and Support a Competent Workforce:** All professionals who work with children should have the knowledge, competencies and supports to implement evidence-based practices. We deliberately shift policy to support elements critical to this effort: appropriate professional standards, embedded professional development, culturally and linguistically responsive practices, positive attitudes and beliefs about inclusion, and knowledge of disabilities.

**Unified Purpose:** We intentionally and strategically engage in formal collaboration across agencies to make significant progress toward high quality inclusion across early childhood settings.

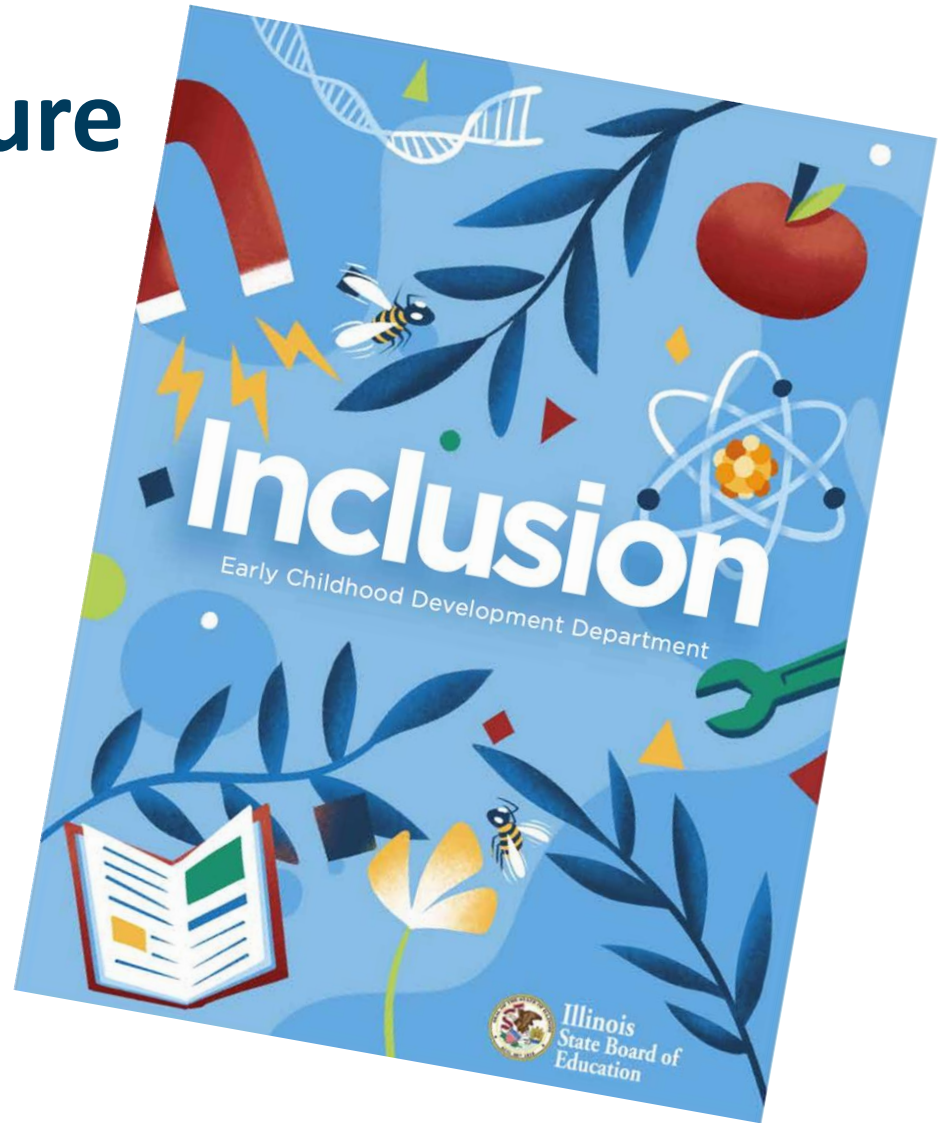
**Set Goals and Track Data:** Across agencies we set concrete goals for expanding access to inclusive and high quality early learning opportunities, including a base line number of children with and without disabilities in all early childhood settings, and benchmarks that track progress toward the goal.

\*We adhere to the definition of Early Childhood Inclusion from the DEC and NAEYC Joint Position Statement on Inclusion.

Vision statement developed from the recommendations of the Policy Statement on the Inclusion for Children with Disabilities in Early Childhood Programs, Sept 2015, U.S. Department of Education, and the U.S. Department of Health and Human Services.



# Inclusion Brochure

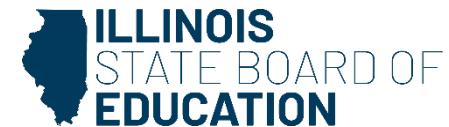




# On Demand Modules



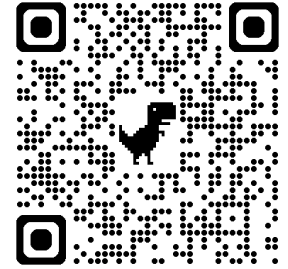
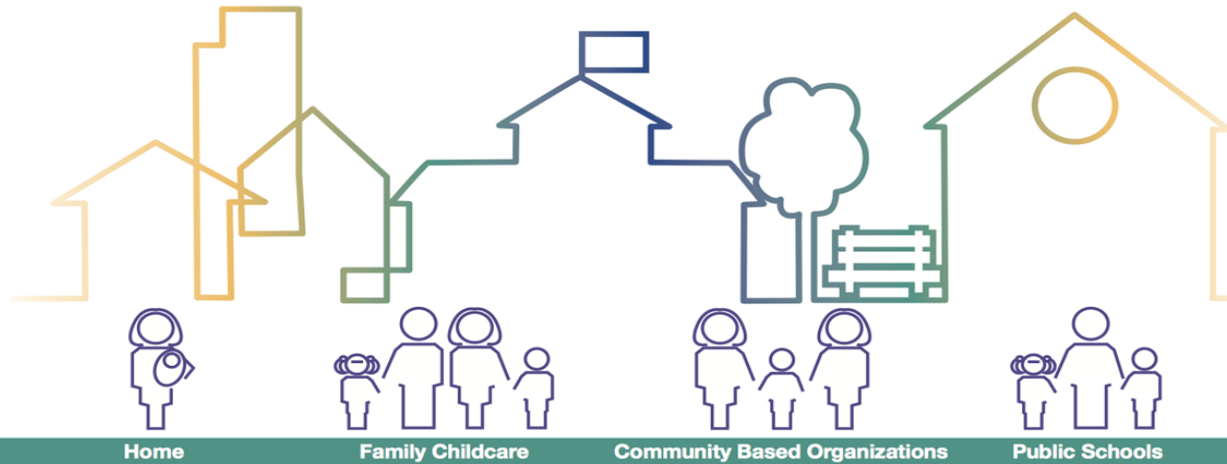
## Using **Federal Guidance** to **Promote High-Quality Inclusion** for All Children with Disabilities



# INCLUSION IN ILLINOIS Birth to 5 Across Systems

Built on [Illinois Early Childhood Inclusion Vision Statement](#)

Supported by [The U.S. Department of Education and the U.S. Department of Health and Human Services Joint Policy Statement on Inclusion](#), the [NAEYC and DEC Joint Inclusion Statement](#) and the [National Early Childhood Inclusion Indicators Initiative](#).



Early Intervention (EI) Services and Early Childhood Special Education Services through the Local Education Agencies (LEAs) follow the child and family in their community: provided in homes, public schools, community-based organizations (CBOs) and family childcare.

## Public Outreach

- Effort to support families and providers at the very first opportunity to understand inclusion
- Must reach all sectors and be in small accessible learning objects
- Use of social media and other strategies to reach across the state

## Guidance, incentives and accountability to support LEAs

- Create and implement guidance and models for LEAs to provide specialized services in the LRE which includes child care, Head Start or private preschool
- Assure state rules and regulations are in place to allow LEAs flexibility to provide services and supports

## Supports to CBO's to increase access

- Expand access to enhanced public funding to more programs
- Increase child care capacity to provide high-quality inclusive childcare through TA & PD
- Revise quality standards related to inclusion within ExceleRate
- Increase funding to ensure high quality structures are in place

## Guidance, incentives and accountability to support EI

- Build infrastructure to support providers to provide services in CBO's with the intent of maximizing inclusive opportunities
- Continue to expand Natural Partners work to build communication and model across EI and CBOs

**ExceleRate Illinois Quality Framework with indicators of high-quality inclusion built in throughout each circle of quality.**



# Indicators of High-Quality Inclusion

These four sets of indicators were designed by a group of [national partners](#) 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.

 [State Indicators](#)

 [Community Indicators](#)

 [Local Program Indicators](#)

 [Early Care and Education Environment Indicators](#)

## Indicators of High-Quality Inclusion

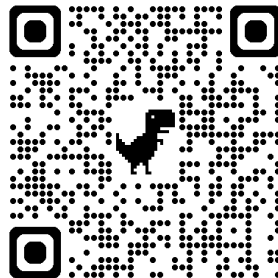
# Advancing Preschool Inclusion

## Advancing Preschool Inclusion in Community-Based Early Childhood Education Programs

Illinois State Board of Education

December 2022

- Recommendations for potential service and funding models to advance quality inclusive special education and related services to preschoolers with disabilities enrolled in community-based early childhood education programs.





# Preschool Development Grant 2023

- Launch event
- Funding for three community inclusion teams
- Advisory group
- Carryout recommendations from Implementing Inclusion Report
- Lessons learned for expansion of project

# Community Inclusion Team Highlights



- Aligned vision for inclusion supports collaboration across community systems,
- Community collaboration increases access to inclusive placements,
- Early childhood community leaders collaborating builds communication across the system, and
- Indicators of high-quality inclusion guide the work of each community inclusion team.

# Overall Lessons Learned

- Needs for Support
- Access to Resources
- Time Matters
- Building Relationships
- Professional Learning
- Building Capacity and Partnerships



# Itinerant Guidelines

- Building Relationships
- Defining the Model
- Placement Decisions
- Identifying Roles
- Collaborative Relationships
- Scheduling
- Travel
- Planning
- Caseloads
- Professional Learning
- Memorandums of Understanding

## Resource Guide for Early Childhood Collaborative Itinerant Teaching Model

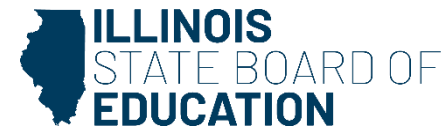
July 2024



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