EITA and BEISFS Resources to Support Inclusion

The Indicators of High-Quality Inclusion are designed to support local Early Intervention administrators to improve and increase inclusive opportunities for young children. These indicators form the basis of "Recommendations for Local Action" in the *Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs* (2023).

Local Program Indicators of High-Quality Inclusion	EITA and BEISFS Resources to Support

INDICATOR L1: Inclusion Leadership Teams
 	
The program establishes or participates in a Program Inclusion Leadership Team. It is composed of administrators, program staff, family members, adults with disabilities, and community partners who implement action plans that guide, support, and ensure the implementation of inclusive programs and inclusive practices.
	Core Leadership Team Supports:
	
	  o Preschool CLT Resources
	  o Infant Toddler Roadmap
	  o Preschool Implementation Guide
	
	Collaborating for Inclusive Classroom Practices in Early Childhood Courses
	
	Cara's Kit
	
	OCDEL Inclusion Infographic

INDICATOR L2: Shared Purpose *The program develops and implements a shared purpose statement that affirms the unique contributions of all children. It pays particular attention to children with disabilities and those historically and contemporarily underserved and marginalized. The statement is communicated in the languages and formats (for example, written, verbal, or video) that best meet the needs of the local community.*	Federal inclusion statements and Inclusion announcements in Pennsylvania are linked on the EITA Inclusion page
INDICATOR L3: Family Engagement and Partnerships *The program ensures families of children with and without disabilities participate in the development and implementation of policies and initiatives related to inclusion.*	EITA Family Page - Check this page often for updated information on C2P2EI, Parent Cafes, and P3D Parent to Parent of Pennsylvania Annual EI Family Survey Parent Interview as part of Verification PA Early Learning Standards Collaborating for Inclusive Classroom Practices in Early Childhood Courses
INDICATOR L4: Awareness and Commitment *The program has concrete guidelines for inclusion that intentionally promote an awareness of and commitment to inclusion among providers, families, and the community.*	Determination results promote inclusion awareness Federal inclusion statements and Inclusion announcements in Pennsylvania are linked on the EITA Inclusion page Publicly celebrating successes (e.g., policy forums)
INDICATOR L5: Policies and Procedures *The program develops and implements written inclusion policies and procedures reflective of its shared purpose statement and support the use of inclusive practices. The policies are available in the languages, including sign language, and formats that are relevant to the needs of the population in the local program.*	Local Interagency Coordinating Councils Core Leadership Teams Early Learning Resource Centers Quarterly meetings

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INDICATOR L6: Fiscal Resources *The program understands the available funding streams and resources and reallocates, coordinates, and braids funds to design and implement inclusive practices.*	Grants offered ○ Inclusion grants ○ Assistive Technology grants Fiscal Agreement for Preschool Service Delivery Installation
INDICATOR L7: Staff Policies and Structure *The program's policies and structures support the delivery of EI, special education, and other specialized services (for example, speech-language therapy, occupational therapy, or physical therapy) within daily routines and activities enabling program providers to collaboratively learn and implement inclusive practices.*	[Learning Paths for Infant Toddler and Preschool Service Delivery](#) [Collaborating for Inclusive Classroom Practices in Early Childhood Courses](#) [Infant Toddler Service Coordination initiative](#) Cultural competence job aids and sections within courses (e.g., EIO)
INDICATOR L8: Collaborative Teaming *The program provides adequate planning time and other supports for collaborative teams to work together on an ongoing basis to maximize the learning and development of children with disabilities.*	Emphasis on collaboration across courses Movement towards more collaborative practices via service delivery models Policies about how to conduct evaluations Translation of state materials
INDICATOR L9: Specialized Technical Assistance and Consultative Services *The program identifies and accesses specialized technical assistance (TA) and consultative services to support the implementation of inclusive practices and communicates to the state any additional supports. Information on TA and consultative services are presented in relevant formats and languages that meet programs' needs.*	EITA Portal to Practice, EITA Coaching Corner – Subscribe on main page https://www.eita-pa.org/ Regional leadership meetings
INDICATOR L10: Program Supports for Professional Development *The program builds provider confidence and competence in implementing inclusive practices. It provides opportunities and supports to engage in professional development (PD) and coaching that promotes equity.*	[Learning Paths for Infant Toddler and Preschool Service Delivery](#) [Courses](#) on adult learning, cultural humility
INDICATOR L11: Curriculum *The program effectively uses a developmentally-appropriate curriculum that is adapted as needed. It provides children with disabilities inclusion experiences that foster their learning, agency, and socialization.*	Preschool Service Delivery emphasizes the importance of setting targets within the curriculum used by the EC program
INDICATOR L12: Data Collection and Use *The program uses disaggregated data, (i.e., race and ethnicity, language, ability, gender, income, geographic region), ongoing observation, and authentic assessment to make decisions and improve quality related to environment, inclusive practices, and child experiences.*	[Updated progress monitoring course](#) [Online ASQ resource](#) EITA Data team

March 2024