

Maine's Expanding Inclusive Opportunities Initiative: Outcomes

In three years, what will be different or better as a result of the Maine's Expanding Inclusive Opportunities Initiative?

<p>An increased number of Maine's children have access to and receive services in high quality inclusive settings</p>	<p>Maine families expect that their children receive services/ supports and participate in settings with typically developing peers.</p>	<p>Maine uses innovative structures, processes, practices, and funding</p>	<p>Maine demonstrates a commitment to accountability for inclusion</p>	<p>Maine uses outcome and process data to support informed decisions</p>	<p>Maine has a regionally accessible comprehensive statewide professional development and technical assistance system</p>	<p>Maine practitioners demonstrate common core knowledge and skills reflecting guiding principles for inclusive practices.</p>	<p>Maine uses 21st century communication to promote universal access to resources</p>
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System Level Outcomes

State Interagency Administrative Infrastructure Level	Professional Development Level	Regional/Local Administrative Infrastructure Level	Provider/Practice Level	Family/Child Level- The Ultimate Outcome
<p>Maine early childhood agencies have useful, quality outcome and process data to support informed decision-making and accountability.</p> <ul style="list-style-type: none"> ➤ Performance on OSEP B6 (Preschool Settings) and C2 (Natural Environments) indicators will improve. ➤ Available data sources will identify gaps in service systems. ➤ Agencies share data 	<p>Early childhood agencies support and use a regionally accessible, comprehensive, statewide professional development and technical assistance system.</p> <ul style="list-style-type: none"> ➤ Increased coursework embeds inclusion in curriculum for early care and education providers. ➤ Course offerings for higher education degrees and certification/licensure 	<p>Program leaders support the concept and practice of inclusion.</p> <p>Program leaders actively support staff skill development and competencies via access to information, training and TA.</p> <p>Program leaders develop partnerships with other early childhood community programs.</p> <p>Program leaders actively promote the coordinated</p>	<p>Personnel demonstrate common core knowledge and skills reflecting guiding principles for inclusive practices.</p> <ul style="list-style-type: none"> ➤ Personnel are prepared and confident. ➤ Personnel gain knowledge needed to work with children of different abilities. ➤ Personnel demonstrate skills received in training. 	<p>An increased number of Maine's children have access to and receive services in high quality inclusive settings.</p> <ul style="list-style-type: none"> ➤ Children receive services/ supports in natural environments and early care and education settings with typically developing peers. Fewer children will receive services/supports in clinic settings and

<p>relevant to inclusion.</p> <p>Maine early childhood agencies demonstrate a commitment to inclusion by using policies and procedures that support inclusive practices.</p> <ul style="list-style-type: none"> ➤ State staff are aware of common aspects regarding key agency standards and quality indicators and honor unique aspects. ➤ Memorandum of Agreements are clear, accessible and are used when appropriate to define policies that promote inclusive practices. ➤ State level policies and procedures support and promote the use of braided funding strategies by local programs. 	<p>are cross-walked.</p> <ul style="list-style-type: none"> ➤ T/TA activities are coordinated across agencies/initiatives. ➤ Personnel have access to professional development at the degree level (articulation agreements). ➤ Personnel have access to courses needed to receive their authorization or certification/licensure. ➤ Personnel have a clearer understanding of available professional development activities. ➤ All staff working with young children are required to have training and/or education specific to the ages of children they work with. ➤ Programs have access to consultation, coaching and mentoring strategies that support behavioral change and improved performance. 	<p>use of resources (e.g. braided funding and local Memorandum of Agreement).</p> <p>Program leaders ensure compliance with federal, state and local legal and funding requirements.</p>	<ul style="list-style-type: none"> ➤ Providers feel supported and can access resources. ➤ Providers (e.g., child care providers) feel respected for serving children including children with special needs. ➤ Providers have a clearer understanding about regulations regarding child transition from Early Intervention Services to preschool special education. ➤ Services for children in inclusive settings reflect emerging and established evidence based standards for recommended practice. ➤ Professionals (early childhood, medical, etc.) are familiar with various child / family outcome measures (Child Outcome Summary form) and provide input that reflects individual child growth/ challenges. 	<p>special purpose programs.</p> <ul style="list-style-type: none"> ➤ Children receive differentiated and specialized instruction within daily routines. ➤ Children receive accommodations/modifications as needed to participate. ➤ Families of children with disabilities and families with typically developing children report positive impact of increased options. ➤ Families report satisfaction with their children’s program. ➤ Families expect that their children will receive services/ supports and participate in settings with typically developing peers. ➤ All Families value, support, and participate in inclusive programs for their children. ➤ Families actively advocate for inclusive settings for their children in school and community settings.
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