

Maine's Expanding Inclusive Opportunities Initiative: Outcomes

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

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

System Level Outcomes

State Interagency Administrative Infrastructure Level

- **Maine early childhood agencies have useful, quality outcome and process data to support informed decision-making and accountability.**
 - 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 relevant to inclusion.
- **Maine early childhood agencies demonstrate a commitment to inclusion by using policies and procedures that support inclusive practices.**
 - 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.

Professional Development Level

- **Early childhood agencies support and use a regionally accessible, comprehensive, statewide professional development and technical assistance system.**
 - Increased coursework embeds inclusion in curriculum for early care and education providers.
 - Course offerings for higher education degrees and certification/licensure are cross-walked.
 - 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.

Regional/Local Administrative Infrastructure Level

- **Program leaders support the concept and practice of inclusion.**
 - Program leaders actively support staff skill development and competencies via access to information, training and TA.
 - Program leaders develop partnerships with other early childhood community programs.
 - Program leaders actively promote the coordinated use of resources (e.g. Braided funding and local Memorandum of Agreement).
 - Program leaders ensure compliance with federal, state and local legal and funding requirements.

Provider/Practice Level

- **Personnel demonstrate common core knowledge and skills reflecting guiding principles for inclusive practices.**
 - Personnel are prepared and confident.
 - Personnel gain knowledge needed to work with children of different abilities.

- Personnel demonstrate skills received in training.
- 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.

Family/Child Level - The Ultimate Outcome

- **An increased number of Maine's children have access to and receive services in high quality inclusive settings.**
 - 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 special purpose programs.
 - 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.