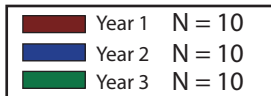


State Perceptions of Inclusion - Implementation Ratings

State Leadership Teams - Years 1 through 3 Score Comparison



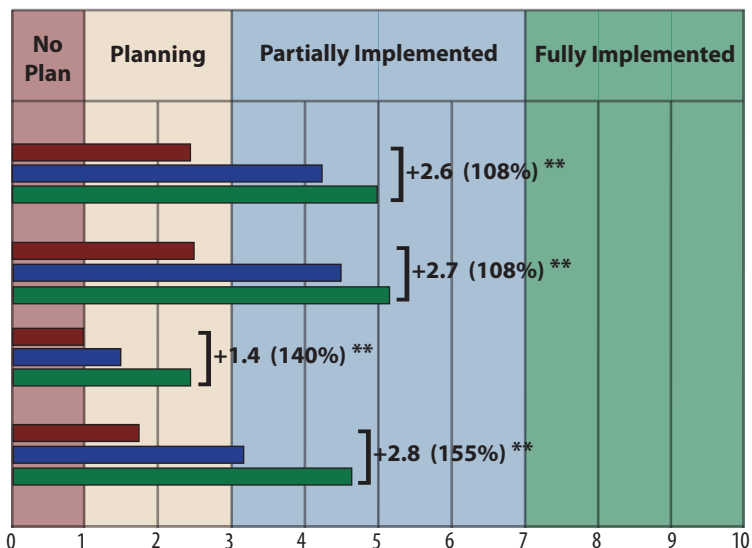
Including Children Birth-Five with Disabilities

Our state has a vision, shared by families, service providers, professional development staff and policy makers, for including infants, toddlers and preschoolers with disabilities and their families in early childhood programs.

Our state has coordinated screening, early identification, and referral policies and procedures for all infants, toddlers, and preschoolers and their families.

Throughout our state, early childhood programs recruit, enroll and welcome infants, toddlers and preschoolers with disabilities and their families into inclusive settings.

Our state has policies and professional development opportunities that support early childhood programs in making adaptations to the learning environments and instruction methods to ensure that infants, toddlers and preschoolers with disabilities can fully participate in their programs.

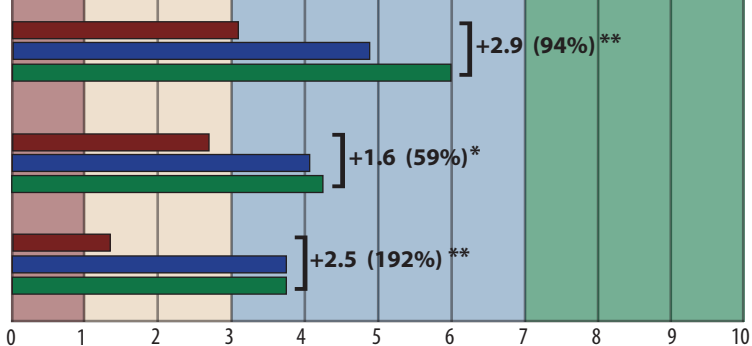


Families as Partners and Leaders

Our state has policies and procedures in place to ensure that all families of young children with disabilities receive accurate and accessible information and resources to support their child's development, and understand their legal rights and responsibilities.

Families of young children with disabilities, throughout our state, are engaged in leadership opportunities through family-to-family support, program, and community advisory boards, and other advocacy activities.

Families of infants, toddlers and preschoolers with disabilities are active partners in decision-making in our state about policies and professional development.



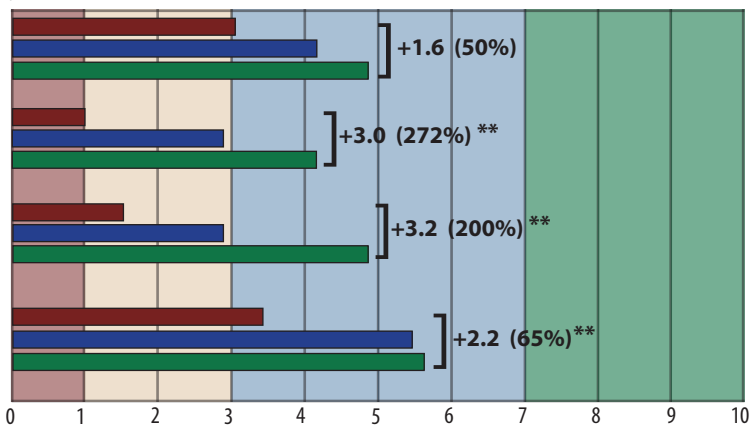
Integrated Service Delivery Systems

Our state has a cross-agency network to plan and coordinate early childhood services, including services for young children with disabilities and their families.

Professional development staff and policy makers in our state have a shared understanding of the regulations and policies of each others' systems related to early childhood inclusion.

Our state policies and professional development activities are designed to support coordinated systems, collaborative practices, and ongoing communication between families and service providers at the community-level.

Our state policies and professional development activities are designed to facilitate coordinated transition processes across systems that are responsive to the needs of young children with disabilities and their families.



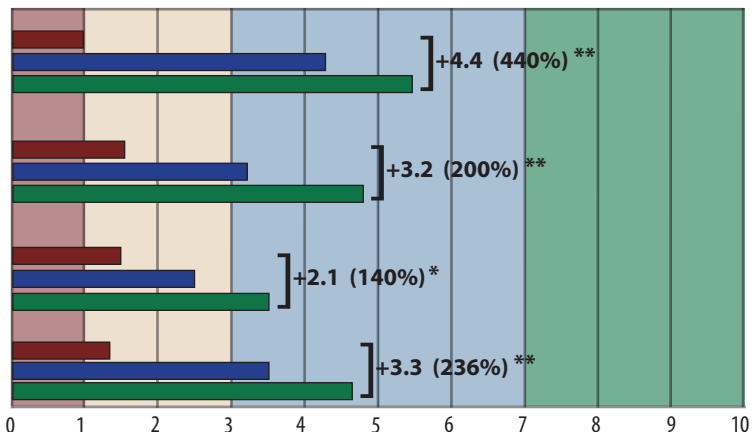
Implementation and Sustainability

Our state uses the SpecialQuest approach, materials, and resources in cross-agency professional development activities to promote inclusion for young children with disabilities and their families.

State-level early childhood policy makers, administrators and professional development providers work together to promote inclusive services for young children with disabilities and their families in local communities.

Our state examines and reflects upon progress toward achieving high quality, evidence-based inclusive services for infants, toddlers and preschoolers with disabilities and their families.

Our state is engaged with *Communities of Practice* and/or networks to explore, problem-solve and improve inclusive practices for young children with disabilities and their families.



* Indicates significant change at an alpha level of 0.10. ** Indicates significant change at an alpha level of 0.05.