

Inclusive Early Education Expansion Program Evaluation

Year 2 Evaluation Report

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Executive Summary

The Inclusive Early Education Expansion Program

The Inclusive Early Education Expansion Program (IEEEP) was established in 2018 by *California Education Code* Section 8492 to increase access to inclusive early learning and care (ELC) programs for young children with disabilities, including children with significant/severe disabilities, and to fund the cost of conducting an evaluation of the IEEEEP. In 2020, the California Department of Education (CDE) awarded \$175 million to 65 grantees, including 39 school districts and 26 county offices of education. Grantees were able to allocate funds to three main budget categories: adaptive equipment, professional development, and facility renovation/construction.

The IEEEEP Evaluation

The goals of the evaluation are to understand grantees' implementation plans and expansion goals, evaluate implementation progress and impact, identify implementation successes and challenges, and investigate factors that could impact sustainability and equity in relation to expanding access to inclusive early education for children with disabilities, including children with significant/severe disabilities. The evaluation addresses questions about the implementation and impact of IEEEEP investments in professional development, adaptive equipment, and facilities renovation/construction on expanding access to inclusive ELC settings for children with disabilities.

The IEEEEP Evaluation Year 2 Report

The purpose of this report is to present key learnings from Year 2 of the IEEEEP evaluation, July 2021 through June 2022. In Year 2, four data sources were collected and analyzed to draw conclusions about key learnings:

- applications for funding submitted by 65 grantees (2019);
- the COVID-19 impact survey, which garnered responses from 65 grantees (2021);

- grantee quarterly progress reports, which garnered responses from 65 grantees each quarter, or three-month period (July–September 2021, October–December 2021, January–March 2022, and April– June 2022); and
- the inclusive early education survey, which garnered responses from 1,018 site leaders, teachers, and families (2022).

Key Learnings From Year 2

Expanded Access to Inclusive Settings

- According to quarterly progress reports, most grantees have made progress on enrolling children with disabilities in inclusive settings.
 - Since July 2021, 9,249 children with disabilities were newly enrolled in early education programs, as reported by the 65 grantees.
 - Since July 2021, the number of children with disabilities increased in both self-contained and inclusive settings, but enrollment in inclusive settings increased more, also as reported by grantees.
 - As of October 2022, there were more children with disabilities enrolled in inclusive settings than in self-contained classrooms.
 - Three quarters of grantees report being “on track” to meet their enrollment goals, despite reporting challenges such as low enrollment, restrictions due to the COVID-19 pandemic, personnel shortages and turnover, and changes in partnerships.
- ELC staff who responded to the inclusive early education survey reported that children with significant/severe disabilities had access to inclusive early education settings the least often compared with children with other types of disabilities. The evaluation will continue to investigate issues of equity of access to inclusive settings by disability type in future analyses and with other data sources (e.g., administrative data).
- Although the majority of site leaders who responded to the inclusive early education survey reported that their site makes inclusion a priority and has written policies regarding inclusion, only about a quarter of site leaders reported that their program has enough staff to implement inclusion or that staff have enough training on inclusion.

Partnerships and Collaboration

- In quarterly progress reports, 80 percent of grantees reported collaborating with Quality Counts California (QCC) to sustain IEEEP professional development efforts. The most common collaboration strategies described in quarterly narratives are as follows:

- encouraging all QCC sites to attend IIEEP-funded professional development opportunities and
 - leveraging QCC coaches to support the implementation of inclusive practices in classrooms and early education programs.
- In quarterly progress reports, grantees reported that ELC staff from general and special education settings and staff from special education local plan areas (SELPA) are commonly represented on grantees' site leadership teams.

Professional Development

- Almost all grantees (97%) contracted for professional development reported progress implementing required and recommended professional development in Year 2.
- ELC staff responses from the inclusive early education survey suggest there is room to grow regarding the perceived impact of professional development, especially in terms of teachers' confidence in supporting children with disabilities in the classroom and knowledge of inclusive practices.
- More than half of site leaders and two thirds of teachers who responded to the inclusive early education survey reported needing more training in order for staff to implement inclusion for children with disabilities. Site leaders and teachers requested additional training on the following:
 - a general overview of inclusion;
 - inclusive classroom practices (e.g., classroom management, positive behavior supports, using adaptive equipment, providing multiple ways for children to communicate);
 - collaborating with families, special education teachers, and other educators to individualize supports for children;
 - supporting children with specific disability types, especially autism spectrum disorder and emotional or behavioral challenges; and
 - creating effective inclusion policies.

Accessible Learning Environments

- In quarterly progress reports, 78 percent of grantees contracted for adaptive equipment reported making purchases, but only 60 percent of grantees contracted for facility renovation/construction reported progress on facilities projects.
- In quarterly progress reports, 60 percent of grantees contracted for facility renovation or construction reported improving both outdoor and indoor environments. In the

inclusive early education survey, the responses of ELC site leaders and teachers suggest that outdoor environments may be less accessible than indoor environments.

Families' Experiences

The inclusive early education survey revealed differences in families' perceptions of inclusion at their school, depending on the ability level of their children.

- Among families whose children have a disability who responded to the survey, more than half of the children are in an inclusive setting and the families perceived that the services are coordinated well.
 - Sixty percent of families reported that their children are in an inclusive setting and receive special education services or therapies at school.
 - Nearly three quarters of families reported that services for their children are very coordinated or extremely coordinated.
- Sixty-two percent of families of typically developing children who responded to the survey reported that they are not sure whether children with disabilities are enrolled in their child's classroom, suggesting that additional awareness-building efforts may be needed to support widespread understanding of inclusion practices.

Summary of Key Learnings

Key learnings revealed that the majority of grantees are on track to implement planned professional development and adaptive equipment purchases, although there is less progress on facilities projects. Enrollments of children with disabilities in inclusive settings has increased since July 2021. However, additional attention may be needed to ensure access is being expanded equitably to include children with significant/severe disabilities. The majority of teachers and site leaders reported needing additional training in order to implement inclusion, and their perceptions of the impact of inclusion-related professional development suggest that there is room to improve regarding the perceived impact of professional development on inclusion awareness, knowledge, and confidence in supporting children with disabilities in the classroom. Although families' experiences suggest that high-quality inclusion is commonly happening at sites, families of typically developing children largely report being unaware of inclusion in their children's classrooms. Additional awareness efforts may be needed to ensure that there is widespread understanding of inclusion practices at IIEEP-funded sites.

Summary of Next Steps for the Evaluation

In Year 3, interviews with grantees, site leadership team members, site leaders, teachers, families, and collaborative partners will yield a deeper understanding of the perceptions of

people involved with implementing IIEEP and IIEEP-funded ELC sites. Further, grantee quarterly progress reports will be revised in Year 3 so that the evaluation team can gain a better understanding of the number of children enrolled in inclusive ELC settings, successes in implementing IIEEP, and compliance with the CDE’s requirements for all ELC staff to complete required and recommended professional development trainings. In Year 4, a follow-up inclusive early education survey will yield information about changes in perceptions of high-quality inclusion practices over time at IIEEP-funded ELC sites. Finally administrative data from the CDE will allow for triangulating the enrollment data submitted by grantees in order to draw more robust conclusions about the impact of IIEEP funding on the enrollment of children with disabilities in inclusive settings.

Background

The Inclusive Early Education Expansion Program

The Inclusive Early Education Expansion Program (IIEEP) was established in 2018 by *California Education Code* Section 8492 to increase access to inclusive early learning and care (ELC) programs for young children with disabilities, including children with significant/severe disabilities, and to fund the cost of conducting an evaluation of the IIEEP.

About IIEEP Funding

Funding for IIEEP began on June 15, 2020, and continues until December 31, 2024. In 2020, the California Department of Education (CDE) awarded \$175 million to 65 grantees, including 39 school districts and 26 county offices of education. For a full list of grantees, see the [CDE IIEEP funding results webpage](#).

Awards to grantees varied in both size (figure 1) and funded activities (figure 2). Figure 1 shows that 14 grantees (22%) were awarded \$5 million or more, 27 (41%) were awarded \$1 million to \$4 million, and 24 (37%) were awarded less than \$1 million. Grantees were able to allocate funds to three main budget categories: adaptive equipment, professional development, and facility renovation/construction. Figure 2 shows that 88 percent of grantees allocated their funds to adaptive equipment, 83 percent to professional development, and 74 percent to

facility renovation/construction. For more detail on how IIEEP funding can be used, see the [CDE IIEEP frequently asked questions webpage](#).

The Year 2 IIEEP Evaluation Report

The purpose of this report is to present key learnings from Year 2 of the IIEEP evaluation, July 2021 through June 2022. This report provides an overview of the evaluation and its data sources, key learnings for each of the IIEEP evaluation questions, conclusions, and next steps for the evaluation.

Figure 1. IIEEP Award Amounts to Grantees

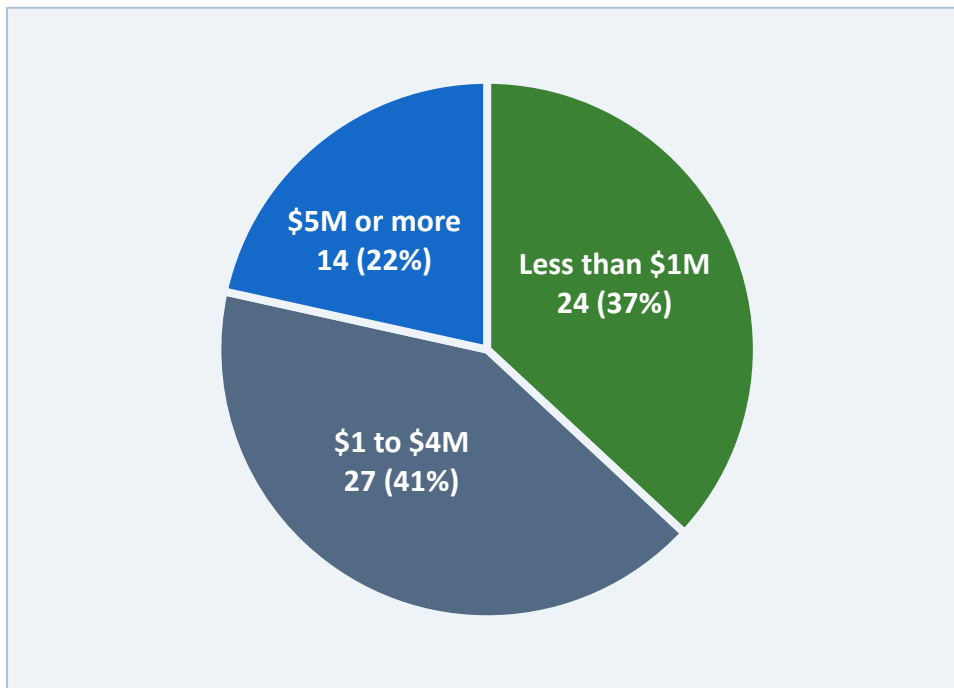
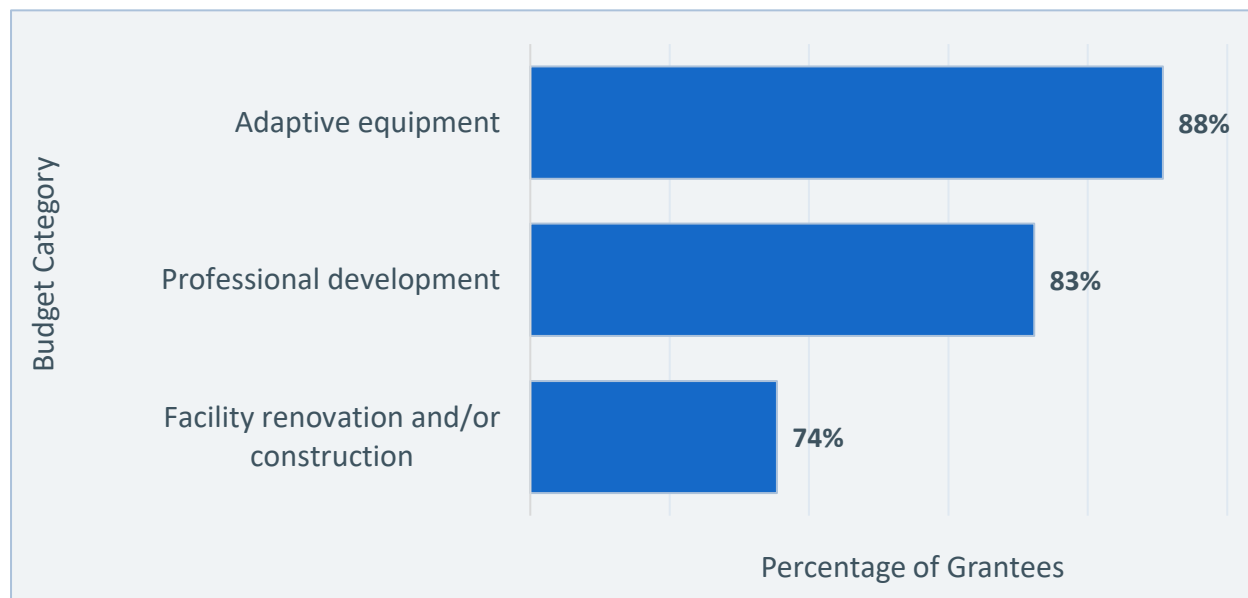


Figure 2. Percentage of Grantees with Funds Allocated to Each Budget Category



The IIEEP Evaluation

Evaluation Goals

The goals of the evaluation of the IIEEP are as follows:

- Understand grantees’ implementation plans and expansion goals.
- Evaluate implementation progress and impact.
- Identify implementation successes and challenges.
- Investigate factors that could impact sustainability and equity.

Evaluation Questions

The questions asked for the evaluation of the IIEEP are as follows:

1. What progress do grantees make toward increasing and sustaining enrollments of children with disabilities?

2. How do grantees leverage collaboration with the site leadership team and local partnerships to increase enrollment and sustain capacity for inclusive ELC programs?
3. How does professional development enhance ELC programs’ capacity to serve children with a broad range of disabilities?
4. How do investments in facilities and adaptive equipment enhance ELC programs’ capacity to increase accessibility and participation of children with a broad range of disabilities?
5. What changes are demonstrated in program leaders’, teachers’, and families’ perceptions and experiences of high-quality ELC inclusive settings that support children with disabilities?

Data Sources

The IEEEP evaluation uses quantitative and qualitative data to draw conclusions about IEEEP implementation and impact (table 1). The timeline for IEEEP evaluation activities is as follows:

- **State fiscal year 2021:** Finalize the scope of work, kick off the project, and begin data collection.
- **State fiscal year 2022–2023:** Collect and analyze data.
- **State fiscal year 2024:** Complete final data analysis and disseminate findings by June 30, 2024.

Table 1. Evaluation Data Sources

Data Type	Data Sources
Document reviews	<ul style="list-style-type: none"> • Application narratives (2019) • Budget revisions (submitted biannually) • COVID-19 impact survey (2021)
Grantee progress updates	<ul style="list-style-type: none"> • Quarterly progress reports (2021–2024) • Child enrollment data files (2023–2024)
Surveys	<ul style="list-style-type: none"> • Inclusive early education survey of site leaders, teachers, and families (2022, 2024)

Data Type	Data Sources
Interviews and focus groups	<ul style="list-style-type: none"> • Grantees (2023, 2024) • Site leadership team members (2023) • Site leaders (2023, 2024) • Teachers (2023, 2024) • Families (2023, 2024)
Site visits	<ul style="list-style-type: none"> • 4 grantees (2023) • 2 grantees (2024)
CDE administrative data	<ul style="list-style-type: none"> • Special education data (California Longitudinal Pupil Achievement Data System [CALPADS], 2020–2024) • Title 5 subsidized child care data (Child Development Management Information System [CDMIS], 2020–2024)

Year 2 Data Sources

In Year 2, four data sources were collected and analyzed to draw conclusions about key learnings:

- application narratives (2019);
- COVID-19 impact survey (2021);
- quarterly progress reports collected in October 2021, January 2022, April 2022, and July 2022 that summarize grantee implementation during the prior 3-month period; and
- inclusive early education survey of site leaders, teachers, and families (2022).

Application Narratives (2019)

Application materials were submitted to the CDE in 2019 and revised in 2020. WestEd accessed original and revised materials from the CDE’s records, including CDE administrative forms, scoring sheets, application narratives, budget summaries, and budget narratives. Materials were reviewed and analyzed by the evaluation team in Year 2 by using an online Smartsheet form. To ensure that researchers applied codes consistently, four researchers met monthly to review coded applications and discuss updates to protocols. Applications for funding served as baseline data to understand grantees’ implementation goals, strategies, challenges, and successes in implementing inclusion for children with disabilities.

COVID-19 Impact Survey (2021)

The CDE collected data on the impact of the COVID-19 pandemic on grantees' implementation plans in March 2021. The five sections of the survey aligned with the IIEEP budget categories: management and partnerships, adaptive equipment, professional development, facilities (modification), and facilities (new construction). There were also survey items on increased access and whether timelines for the grant had shifted.

Quarterly Progress Reports (July 1, 2021, through June 30, 2022)

Every three months, or quarters, during Year 2, all 65 grantees submitted quantitative and qualitative data on IIEEP implementation, impact, and barriers. At the time of this report (June 2023), Year 3 data from Quarter 1 (submitted October 2022) and Quarter 2 (submitted January 2023) were also available for some indicators and are included in this report.

Inclusive Early Education Survey (2022)

Purpose of the Survey

The survey was designed to address evaluation questions regarding ELC staff's participation in professional development and to set baseline levels of ELC staff's and families' perceptions of inclusive practices at the ELC site. The survey addressed perspectives on inclusion, inclusive policies and practices, and supports needed to implement inclusion.

How ELC Sites Were Selected to Participate

In spring 2022, grantees submitted contact information for the leaders of 794 ELC sites in their local communities that benefited from IIEEP-funded professional development, adaptive equipment, or facilities renovation/construction. The number of ELC sites benefiting from IIEEP funding varied by grantee, from zero to 86. On average, grantees reported that 12.2 ELC sites were benefiting from IIEEP funding in their local communities. Of the 794 ELC sites that benefited from IIEEP funding, 453 (57%) were selected to participate in the survey.

ELC sites were selected to participate by using a sampling procedure that aimed to balance two priorities: ensuring that grantees of all sizes were represented equally in the data and ensuring that ELC sites served by large grantees were represented adequately. These dual priorities led to different sampling procedures depending on the number of ELC sites served by the grantee.

- When grantees reported fewer than 30 ELC sites, 10 sites per grantee were selected. When grantees reported 30 or more ELC sites, 30 percent of sites per grantee were selected.
- Of the 65 IIEEP grantees, 64 grantees were eligible to participate in the survey. One grantee was excluded from participating because the only ELC site benefiting from

IEEEP funding in that community was in the process of being constructed at the time the survey was administered.

- Overall, 453 sites were selected to participate in the survey (57% of sites benefiting from IEEEE funding):
 - Fifty-nine grantees (92.2%) reported *fewer* than 30 sites, for a total of 507 ELC sites benefiting from IEEEE funding. Ten sites per grantee were selected, resulting in 364 sites (71.8 % of sites that benefited). Of these sites, 188 responded (51.6% of sampled sites).
 - Five grantees (7.8%) reported *more* than 30 sites, for a total of 287 ELC sites benefiting from IEEEE funding. Thirty percent of sites per grantee were selected, resulting in 89 sites (31.0% of sites that benefited). Of these sites, 35 responded (39.3% of sampled sites).
- Seven ELC sites were excluded because the grantee was unable to provide the site leaders' current contact information (4), the site was not an ELC site (1), the site was under construction and so was not currently in operation (1), or the site was no longer participating as an IEEEE partner site at the time of the survey (1).

ELC sites were selected methodically, prioritizing sites named in the grantees' application narratives first and then balancing the number of sites selected across consortium partner school districts and zip codes.

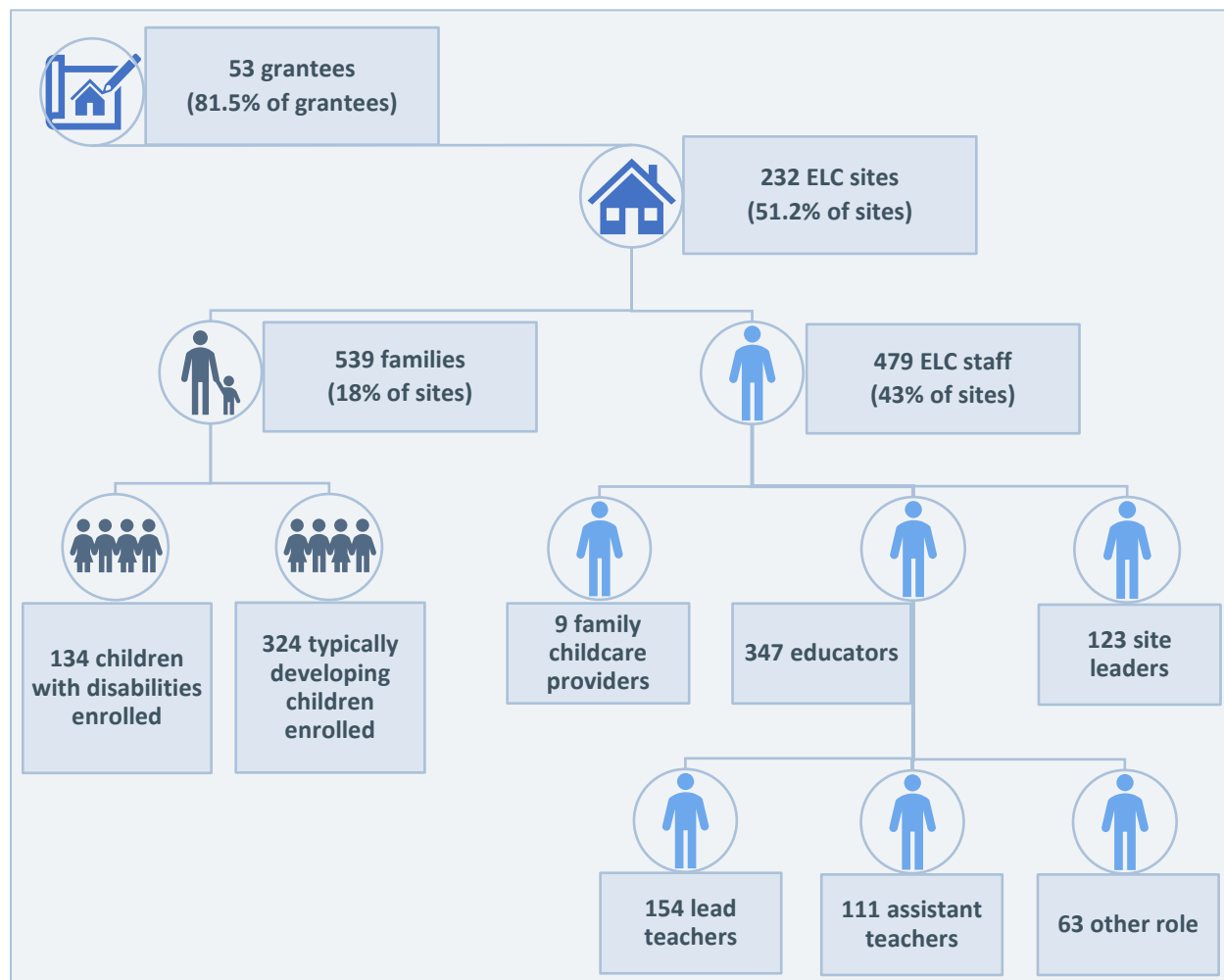
How the Survey Data Was Collected

The survey was collected online via Qualtrics from April 2022 through June 2022. Surveys were available in both English and Spanish. To track responses for each grantee, survey links were unique for each grantee. Upon clicking on the survey link, participants were asked to select the role that best described them from a list that included site leader, family child care provider, teacher, family of young children enrolled in preschool or child care, and other type of respondent. Subsequent survey questions were customized for each type of role. People who selected "other" were taken to a survey completion page.

Survey Respondents

Figure 3 shows that 1,018 people responded to the survey: 539 parents or family members of children enrolled, 9 family childcare providers, 347 educators, and 123 site leaders. (See the appendix for a full description of figure 3.) Tables 2 through 9 describe the demographic and site characteristics reported by survey respondents.

Figure 3. Families and ELC Staff Who Responded to the Survey



Note. Some totals do not add up due to missing data: the ability status of 81 children was missing, and the specific job role for 19 educators was missing. Other educator roles included supervisor, coach, coordinator, service worker, and associate teacher.

Table 2. Race/Ethnicity of ELC Staff and Children Whose Families Responded to the Survey

Race/Ethnicity (multiple selections possible)	Families (N)	Families (Valid %)	ELC Staff (N)	ELC Staff (Valid %)
American Indian or Alaska Native	11	2.2%	10	2.2%
Asian	50	10.1%	25	5.6%

Race/Ethnicity (multiple selections possible)	Families (N)	Families (Valid %)	ELC Staff (N)	ELC Staff (Valid %)
Black or African American	16	3.2%	23	5.2%
Hispanic or Latine	356	71.6%	248	55.7%
Native Hawaiian or Pacific Islander	9	1.8%	7	1.6%
White	97	19.5%	151	31.3%
Other	16	3.2%	19	4.6%
Total	497	n/a	445	n/a
Missing	42	n/a	34	n/a

Note. Participants were able to select more than one option. Totals do not sum to 100%.

Source. Inclusive early education survey, 2022.

Table 3. Languages Spoken by ELC Staff and Children Whose Families Responded to the Survey

Language(s) Spoken	Families (N)	Families (Valid %)	ELC Staff (N)	ELC Staff (Valid %)
Speaks only English fluently	173	34.9%	204	46.0%
Does not speak English fluently	138	27.8%	47	10.6%
Speaks multiple languages, including English	185	37.3%	192	43.3%
Total	496	n/a	443	n/a
Missing	43	n/a	36	n/a

Note. ECE staff were asked about languages spoken fluently. Families were asked about languages spoken in the household. As with the survey question about race/ethnicity, participants were presented with a list of options. The categories presented in this table were computed using the languages selected in the survey, including English, Spanish, Chinese, Farsi, Korean, Tagalog, Vietnamese, Indigenous language(s), Arabic, and other. Due to rounding, totals may not sum to 100%.

Source. Inclusive early education survey, 2022.

Table 4. Highest Level of Education of ELC Staff and Families Who Responded to the Survey

Highest Level of Education	Families (N)	Families (Valid %)	ELC Staff (N)	ELC Staff (Valid %)
Did not complete high school	39	7.9%	3	0.7%
High school diploma/GED	152	30.8%	6	1.0%
Some college	122	24.7%	31	6.0%
Technical degree or certification	42	8.5%	41	9.1%
Associate's degree	35	7.1%	102	22.6%
Bachelor's degree	73	14.8%	161	35.6%
Graduate school (master's, professional, or doctoral degree)	31	6.3%	108	23.9%
Total	494	n/a	452	n/a
Missing	45	n/a	27	n/a

Note. Due to rounding, totals may not sum to 100%.

Source. Inclusive early education survey, 2022.

Table 5. Qualification for Income-Based State-Funded Programs for Families Who Responded to the Survey

Do You or Does Your Child Currently Qualify for Any of the Following State-Funded Programs: Medi-Cal, County Children’s Health Initiative Program (CCHIP), CalWORKS, Head Start, or Early Head Start?	N	Valid %
No	88	19.4%
Yes	366	80.6%
Total	454	n/a
Missing	85	n/a

Source. Inclusive early education survey, 2022.

Table 6. Children’s Ability Levels in Families Who Responded to the Survey

Children’s Ability Levels	N	Valid %
Typically developing	324	70.7%
Has a disability	134	29.3%
Total	458	n/a
Missing	81	n/a

Note. Families who responded yes to one or both of the following questions about children’s ability levels are considered families whose children have a disability: Has a doctor or other specialist told you that your child has a behavioral, developmental, or medical condition or a disability? Does your child have an individualized family service plan (IFSP) or an individualized education plan (IEP)?

Source. Inclusive early education survey, 2022.

Table 7. Severity of Children’s Disabilities in Families of Children with Disabilities Who Responded to the Survey

How Would You Describe the Severity of Your Child’s Disability?	N	Valid %
Mild	43	51.8%
Moderate	33	39.8%
Significant/severe	7	8.4%
Total	83	n/a
Missing	51	n/a

Source. Inclusive early education survey, 2022.

Table 8. Ages of Children Reported by Families Who Responded to the Survey

How Old Is Your Child?	N	Valid %
<1 year old	3	0.6%
1 year old	6	1.2%
2 years old	18	3.5%
3 years old	73	14.3%
4 years old	264	51.6%
5 years old	141	27.5%
6+ years old	7	1.4%
Total	512	n/a
Missing	27	n/a

Note. Due to rounding, totals may not sum to 100%.

Source. Inclusive early education survey, 2022.

Table 9. Gender of Children Reported by Families Who Responded to the Survey

What Is Your Child’s Gender?	N	Valid %
Girl	217	43.6%
Boy	281	56.4%
Total	498	n/a
Missing	41	n/a

Note. Families were able to self-describe their child’s gender, although no families selected this option.
Source. Inclusive early education survey, 2022.

Expanded Access to Inclusive Settings

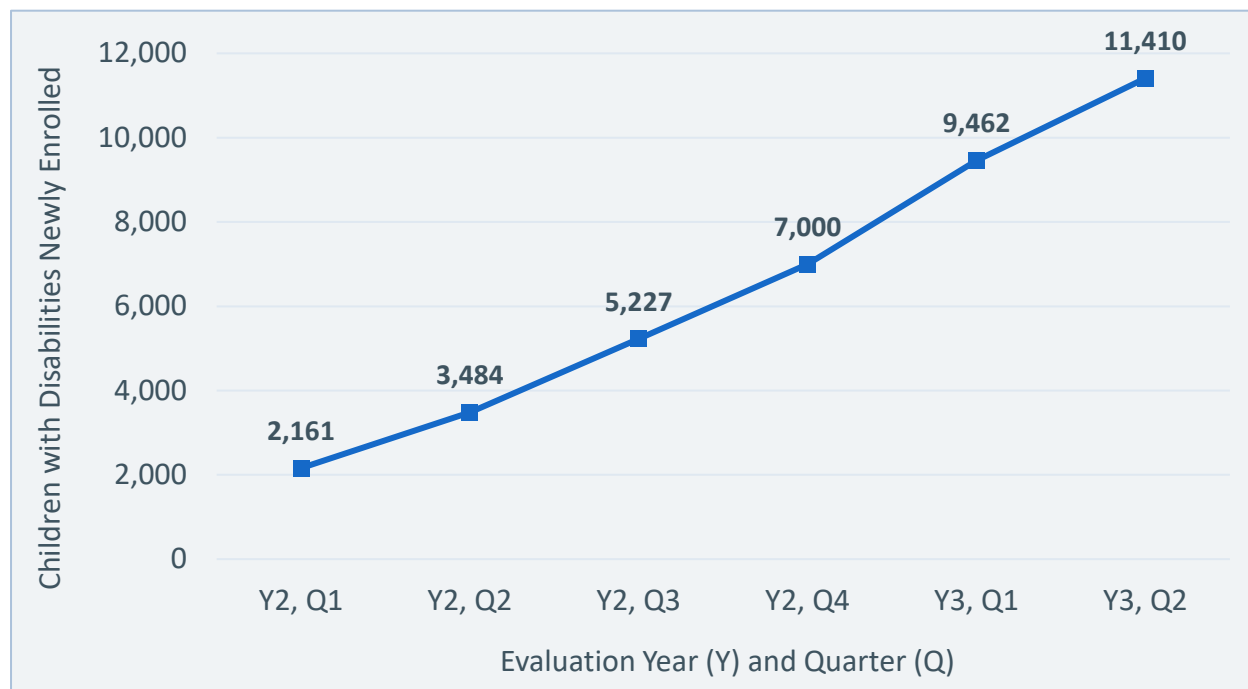
This section addresses evaluation question 1.

What progress do grantees make toward increasing and sustaining enrollments of children with disabilities?

Key Learning 1: More children with disabilities are enrolling in early education settings.

Figure 4 shows a cumulative total of children with disabilities newly enrolled in early education settings each quarter, as reported by IIEEP grantees from Year 2 through Year 3, Quarter 2. Since July 2021, grantees reported that 9,249 children with disabilities were newly enrolled in early education programs. (See the appendix for a full description of figure 4.)

Figure 4. Children with Disabilities Newly Enrolled in IIEEP Grantee and Consortium Partners' Early Education Programs, July 2021 Through October 2022



Source. IIEEP grantee quarterly progress reports, Year 2, Quarter 1, through Year 3, Quarter 2.

Key Learning 2: Enrollment of children with disabilities increased in both segregated and inclusive settings, but enrollment in inclusive settings increased more.

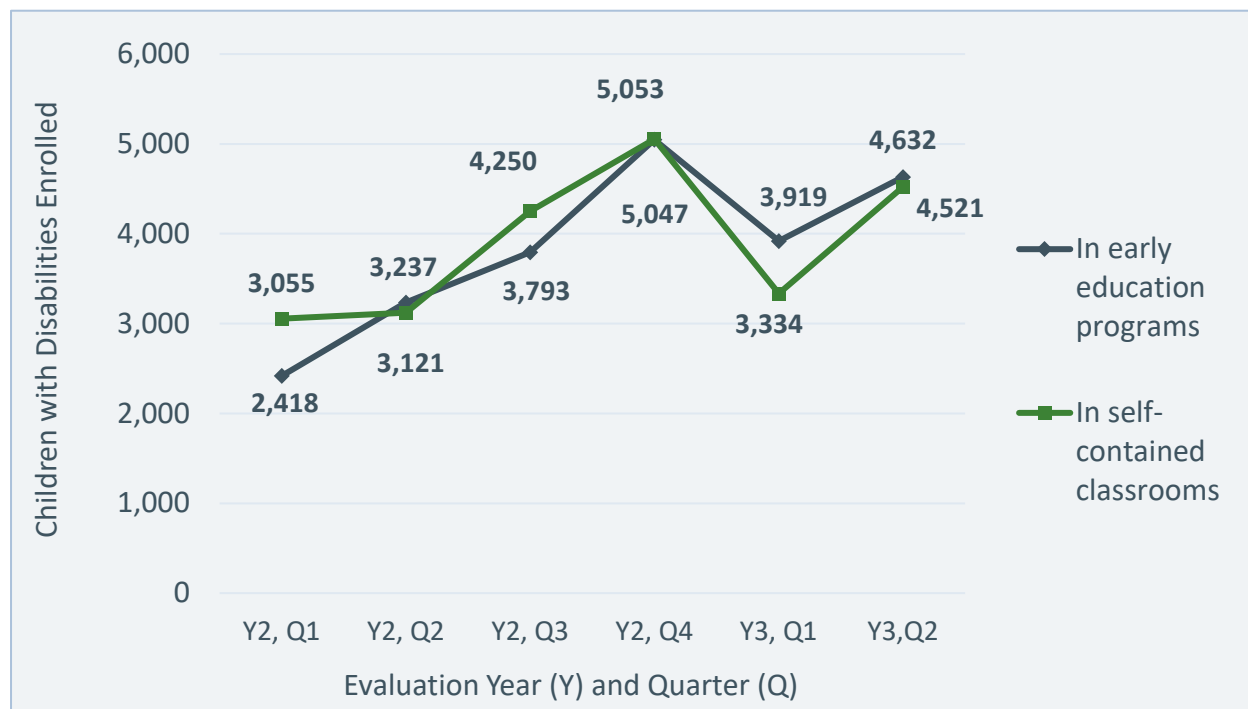
Each quarter, grantees reported the number of children with disabilities enrolled in segregated classrooms and inclusive early education programs.

- From Year 2 through Year 3, Quarter 2, enrollment of children with disabilities has increased in both inclusive early education programs and segregated, self-contained classrooms. This indicates a general trend of increasing enrollment of children with disabilities in the aftermath of the COVID-19 pandemic. Figure 5 shows the following:
 - Since July 2021, there are 2,214 more children with disabilities receiving the majority of their special education supports and services for 10 hours per week in inclusive early education programs.
 - Since July 2021, there are 1,466 more children receiving the majority of special education supports and services for 10 or more hours per week in self-contained classrooms.
- Inclusive early education settings are becoming the most common type of learning setting for children with disabilities in IIEEP-funded ELC programs. As of Year 3, Quarter

1 (October 2022), there were more children with disabilities enrolled in inclusive settings than in self-contained settings.

See the appendix for a full description of figure 5.

Figure 5. Enrollment in Self-Contained Classrooms and in Inclusive Early Education Programs, July 2021 Through October 2022



Source. IEEEP grantee quarterly progress reports, Year 2, Quarter 1, through Year 3, Quarter 2.

Key Learning 3: Children with significant disabilities are enrolled in inclusive ELC settings least often.

Site leaders were asked about the percentage of young children by disability type who currently spend at least 10 hours per week in inclusive settings. Inclusive settings were described in the survey as places in which children with disabilities can interact, play, and learn with typically developing children, the end result being that all children feel like they belong and can participate fully. Results from the inclusive early education survey revealed that access to inclusive early education settings depends on the type and severity of a child’s disability.

- Although 68 percent of site leaders considered it true that children with disabilities had access to inclusive settings in their program for at least 10 hours per week, only two in five site leaders (39%) considered this statement true specifically for children with significant/severe disabilities.

- More than half of site leaders reported that *all* children with a speech or language impairment, other health impairment or medical disability, emotional or behavioral challenges, and developmental delays (for infants and toddlers) in their program spent at least 10 hours per week in inclusive settings.
- Children with any type of significant/severe disabilities were least likely to have access to inclusive ELC settings. Twenty-two percent of site leaders reported that none of the children with significant/severe disabilities in their program had access to inclusive settings for 10 or more hours per week.

Key Learning 4: Although most grantees reported being “on track” to meet their enrollment goals, low enrollment and personnel shortages are common barriers.

- As of Year 3, Quarter 2 (October through December 2022), 75 percent of IIEEP grantees reported being “on track” to meet or exceed their goals to enroll children with disabilities in inclusive early education settings.
- Grantees who reported that they were not on track to meet their enrollment goals commonly indicated the following barriers: low enrollment, the COVID-19 pandemic, and personnel changes. Additional barriers mentioned were problems with partnerships, priorities that competed with the priorities of the universal pre-K expansion efforts, and systemic challenges with program misalignment (table 10).

Table 10. Grantees’ Reports of Challenges and Plans to Overcome Challenges to Meet Enrollment Goals

Challenge	Example	Plans to Overcome (if reported)
Low enrollment	<p>“We have the capacity and means to meet or exceed our projected totals by the end of the grant period; however, we are not getting the numbers of special needs learners transitioning into our program as expected.”</p> <p>“With the implementation of [universal transitional kindergarten], it will be difficult to gauge whether we will continue to be on track to meet or exceed our projected totals by the end of the grant period.”</p> <p>“Our universal transitional kindergarten program is growing and taken all of our four-year-old students from preschool.”</p>	<p>“We enroll and/or offer and encourage enrollment to all special needs learners in the area.”</p> <p>“We are working with our districts to be a part of conversations around [universal pre-K]. We believe this may be a data issue.”</p>

Challenge	Example	Plans to Overcome (if reported)
<p>COVID-19 pandemic</p>	<p>“[Our school district] reports that they are not on track because they are still capping maximum class enrollment at 16 children due to COVID safety concerns. Pre-COVID, when projections were made, the cap was set at 24.”</p> <p>“Due to pandemic and public health guidance, enrollment numbers for center-based programs are smaller due to stable groupings, which are recommended.”</p>	<p>“Securing a partner to provide integration with their preschool is preventing them from fulfilling projections at this time.”</p>
<p>Personnel shortages</p>	<p>“The [early childhood special education] teacher position is currently unfilled and, as such, they are unable to enroll children with IEPs into the inclusive program.”</p>	<p>“Staff, including [special education staff], are now meeting regularly to engage in shared decision-making regarding inclusion support. They have also hired a new half-time teacher on special assignment to support and train staff on providing instructional support in the [least restrictive environment] and [have] adopted two new curricula.”</p>
<p>Partnerships</p>	<p>“There have been some changes with our partner sites this year, which led to a setback in progress. This includes a [California State Preschool] Program run by a community-based organization which had been operating as an inclusive preschool but lost their district partnership and dedicated special education teacher.”</p>	<p>“Our hope is that the training and support the staff from those sites received and continue to receive through IEEEP will serve them well as they continue to provide care either in new placements or in their reorganized program.”</p>
<p>Universal pre-K expansion</p>	<p>“The advent of UPK has caused some shifts; administrators are focused on meeting the new UTK standards, and participation in IEEEP has taken a backseat to this work in some ways.”</p>	<p>“We are working to overcome this by incorporating more of the IEEEP work into the UPK work our COE is leading, but it is difficult.”</p>

Challenge	Example	Plans to Overcome (if reported)
Program alignment	<p>“There is a systemic challenge with serving children with disabilities in state-funded preschool programs not associated with a local education agency (LEA). Families must take children who qualify for special education services to certain LEA locations at specified times. . . . If they cannot make the offered time and place, they . . . unknowingly ‘deny’ services.”</p> <p>“The barrier of self-contained preschool [special day class] schedules—due to union negotiations—has impacted the ability for children to be on the same schedule and mainstream during key points of the day. This will continue to be a barrier for [our district].”</p>	<p>“Our admin is streamlining the enrollment process to make the program more efficient for families with students with [individualized education plans].”</p> <p>“[We continue] to refine our referral and assessment process and placement continuum.”</p>

Source. IEEEP grantee quarterly progress report narratives, Year 2, Quarter 1, through Year 3, Quarter 2.

Key Learning 5: Although site leaders make inclusion a priority and incorporate it into program policy, more training for staff is needed.

Tables 11 and 12 show that the majority of site leaders who responded to the inclusive early education survey reported that their site makes inclusion a priority (69%) with written policies regarding inclusion (61%). However, only about a quarter of site leaders and one fifth of teachers reported that there are enough staff (29% and 22%, respectively) and that staff have enough training to implement inclusion (23% and 16%, respectively). More than one quarter of teachers reported that they did not know whether their site had written policies that support inclusion (28%).

Table 11. Site Leaders’ Reports of Inclusion Priorities, Policies, and Resources

Survey Item Regarding Inclusion Priorities, Policies, and Resources	Site Leaders Who Reported Statement Is “True” (Valid %)	Site Leaders Who Reported Statement Is “Somewhat True” (Valid %)	Site Leaders Who Reported Statement Is “Not True” (Valid %)	Site Leaders Who Responded to Statement with “I Don’t Know” (Valid %)
My program has enough staff to implement inclusion.	29.0%	45.0%	25.0%	1.0%

Survey Item Regarding Inclusion Priorities, Policies, and Resources	Site Leaders Who Reported Statement Is “True” (Valid %)	Site Leaders Who Reported Statement Is “Somewhat True” (Valid %)	Site Leaders Who Reported Statement Is “Not True” (Valid %)	Site Leaders Who Responded to Statement with “I Don’t Know” (Valid %)
Staff have enough training to support children with disabilities in inclusive settings.	22.8%	50.5%	25.7%	1.0%
Program leaders make inclusion a priority.	69.3%	25.7%	2.0%	3.0%
My program has written policies that support inclusion.	61.0%	28.0%	6.0%	5.0%

Note. Data was missing for 30–31 site leaders. To protect participants’ anonymity, family child care providers are included in the “site leaders” category.

Source. Inclusive early education survey, 2022.

Table 12. Teachers’ Reports of Inclusion Priorities, Policies, and Resources

Survey Item Regarding Inclusion Priorities, Policies, and Resources	Teachers Who Reported Statement Is “True” (Valid %)	Teachers Who Reported Statement Is “Somewhat True” (Valid %)	Teachers Who Reported Statement Is “Not True” (Valid %)	Teachers Who Responded to Statement with “I Don’t Know” (Valid %)
My program has enough staff to implement inclusion.	21.8%	30.7%	37.9%	9.6%
Staff have enough training to support children with disabilities in inclusive settings.	15.5%	34.1%	42.6%	7.8%
Program leaders make inclusion a priority.	42.6%	34.1%	9.3%	14.0%
My program has written policies that support inclusion.	37.7%	26.5%	7.4%	28.4%

Note. Data was missing for 86–90 teachers.

Source. Inclusive early education survey (2022).

Partnerships and Collaboration

This section addresses evaluation question 2.

How do grantees leverage collaboration with the site leadership team and local partnerships to increase enrollment and sustain capacity for inclusive ELC programs?

IEEEP grantees are required to build partnerships and collaborate with local partners in order to accomplish the goals of IIEEP. In quarterly progress report narratives, IIEEP grantees reported collaborative efforts to expand access to inclusive early education settings for children with disabilities. These narratives yield some insights into how grantees leverage collaborations. Interviews and focus groups conducted in Years 3 and 4 will shed greater light on this area of IIEEP implementation.

Table 13 lists the themes regarding collaboration that have emerged from grantee quarterly progress report narratives, including the specific strategies reported by grantees.

Table 13. Themes Regarding Collaboration in Grantee Quarterly Progress Report Narratives

Collaborative Effort	Specific Strategies
<p>Build and deepen partnerships</p>	<ul style="list-style-type: none"> Co-learning opportunities New partners Memoranda of understanding (MOUs) Universal pre-K expansion Development of inclusion resources
<p>Expand access</p>	<ul style="list-style-type: none"> Referral, evaluation, and placement Family outreach and program promotion Screening and identification Co-teaching

Collaborative Effort	Specific Strategies
Provide individualized supports	Special education supports in general education settings Supports for families Individualized supports Student transition meetings IEP/IFSP meetings
Implement inclusive practices	Staff capacity building Facility improvements Adaptive equipment
Provide accountability and sustainability	IIEEP grant planning and monitoring Data-informed decision-making

Source. IIEEP grantee quarterly progress reports, Year 3 (2022/23 school year).

Key Learning 1: Quality Counts California is an important collaborative partner for the majority of IIEEP grantees.

- Eighty percent of IIEEP grantees reported collaborating with their local Quality Counts California (QCC) consortium.
- QCC is a critical collaborative partner for sustaining the IIEEP professional development efforts. From quarterly progress report narratives, the most common collaboration strategies are
 - encouraging all QCC sites to attend IIEEP-funded professional development opportunities and
 - leveraging QCC coaches to support the implementation of inclusive practices in classrooms and early education programs.

Key Learning 2: ELC staff from general and education settings and special education local plan area staff are commonly represented on grantees’ site leadership teams.

IIEEP grantees are required to form a local site leadership team to guide the planning and implementation of the IIEEP grant. In quarterly progress reports, IIEEP grantees most often reported that principals, directors, teachers, county office of education staff, and special

education local plan area (SELPA) staff are represented on their local teams, whereas they least often reported that tribal child care and resource and referral agencies are represented (table 14).

Table 14. Types of Partners Represented on Grantees’ Site Leadership Teams

Partner Type	Percentage of Grantees Who Reported Representation of Partner on Local Site Team
Principal/director	99%
General education teacher	93%
Special education teacher	88%
Other special education staff	85%
County office of education staff	82%
Special education local plan area staff	79%
Other general education staff	68%
Public child care agency	68%
Head Start or Early Head Start	57%
Local planning council	51%
Other type of partner	51%
Family resource center	48%
Regional center	48%
Parent	46%
Quality Counts California staff	46%

Partner Type	Percentage of Grantees Who Reported Representation of Partner on Local Site Team
Institute of higher education	46%
Private child care agency	42%
First 5	42%
Resource and referral agency	32%
Tribal child care	8%

Source. IEEP grantee quarterly progress reports, Year 3 (2022/23 school year).

Professional Development

This section addresses evaluation question 3.

How does professional development enhance ELC programs’ capacity to serve children with a broad range of disabilities?

Key Learning 1: Most grantees reported progress in implementing required and recommended professional development.

Table 15 shows that 83 percent of grantees have been contracted for professional development and that 97 percent of contracted grantees reported that they were making progress toward implementing professional development.

Table 15. Professional Development Progress Reported by IIEEP Grantees Contracted to Implement This Component

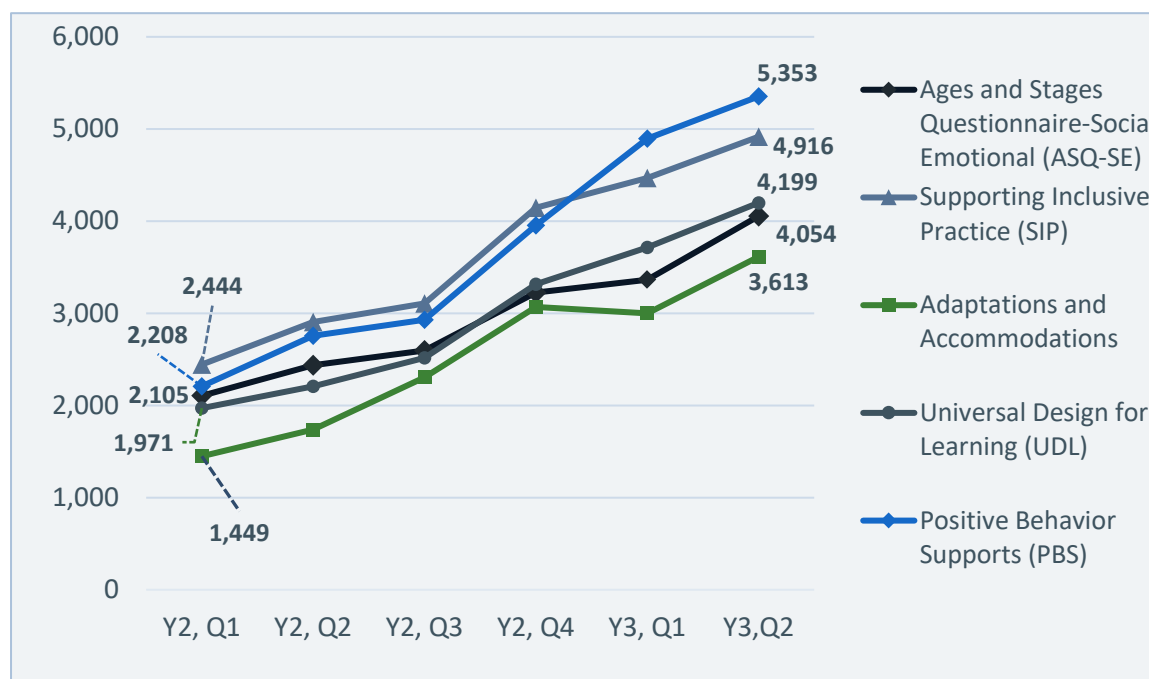
Investment	Contracted (N)	Contracted (%)	Total Grantees Reporting Progress (N)	Total Grantees Reporting Progress (%)
Professional development	54	83%	63	97%

Note: "Total grantees reporting progress" was computed by dividing the total number of grantees who reported professional development progress during Year 2 by the total number of grantees contracted for professional development.

Source. IIEEP grantee quarterly progress reports, Year 2 (2021/22 school year).

Figure 6 shows that the number of ELC staff trained on required topics almost or more than doubled between July 2021 and September 2022. For example, the number of ELC staff trained on adaptations and accommodations was 1,449 in Year 2, Quarter 2, and was 3,613 in Year 3, Quarter 2, which is an increase of 250 percent. (See the appendix for a full description of figure 6.)

Figure 6. The Number of ELC Staff Trained on Required Topics Has Increased Over Time

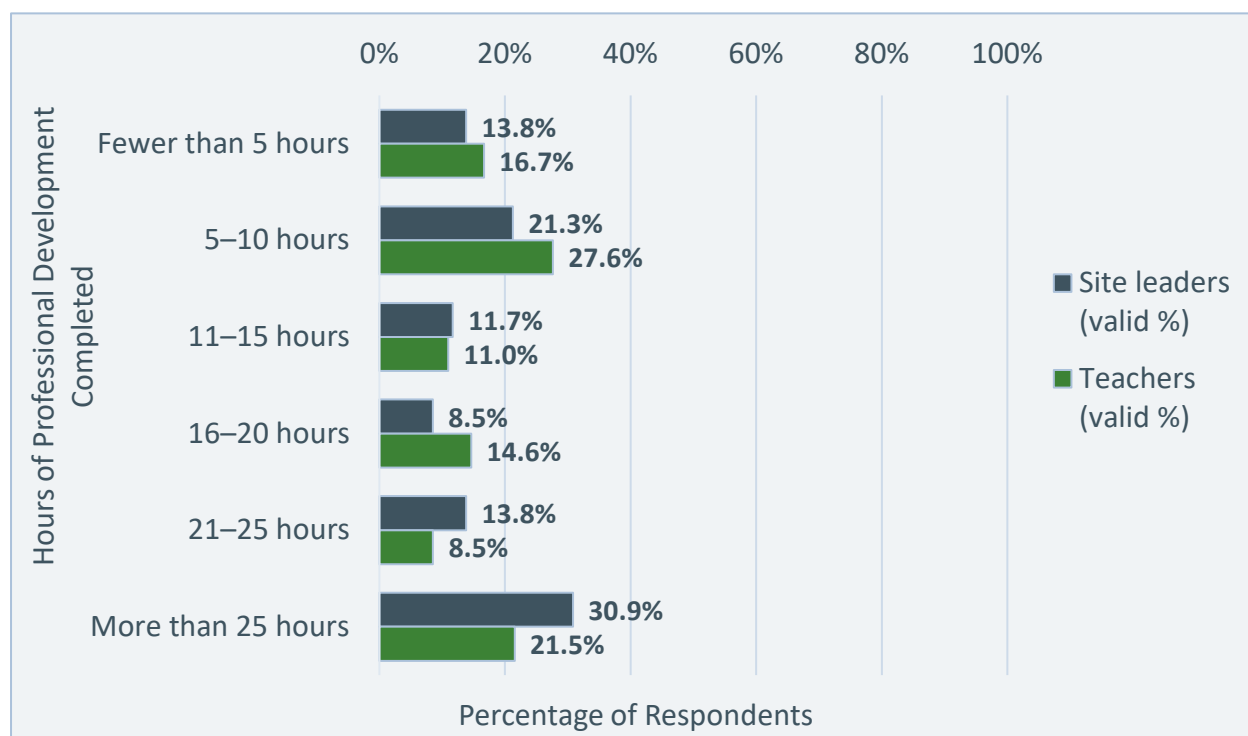


Source. IIEEP grantee quarterly progress reports, Year 2, Quarter 1, through Year 3, Quarter 2.

Figure 7 shows that the majority of site leaders and teachers who responded to the survey reported completing at least five hours of professional development on inclusion since fall 2019: 33 percent of site leaders and 39 percent of teachers completed 5 to 15 hours, 22

percent of site leaders and 23 percent of teachers completed 16 to 25 hours, and 31 percent of site leaders and 22 percent of teachers completed more than 25 hours. Only 14 percent of site leaders and 17 percent of teachers reported completing fewer than five hours.

Figure 7. The Majority of ELC Providers Who Responded to the Survey Reported Completing 5+ Hours of Professional Development on Inclusion Since Fall 2019



Note. Data was missing for 38 site leaders and 101 teachers. To protect participants’ anonymity, family child care providers are included in the “site leaders” category. Due to rounding, totals may not sum to 100%.

Source. Baseline inclusive early education survey, 2022.

Key Learning 2: Survey results suggest there is room to grow regarding ELC providers’ perceived impact of professional development.

As shown in table 16, about half of site leaders and one third of teachers reported that professional development had “a great deal” of an impact, especially regarding confidence in supporting children with disabilities in inclusive classrooms and knowledge about inclusive practices.

Table 16. Site Leaders and Teachers Who Reported That Professional Development Had “A Great Deal” of Impact

“Professional Development . . .”	Site Leaders Who Reported “A Great Deal” (Valid %)	Teachers Who Reported “A Great Deal” (Valid %)
Helped me understand the benefits of early childhood inclusion.	53.8%	43.7%
Improved my knowledge about inclusive practices.	49.5%	35.9%
Increased my confidence in supporting children with disabilities in inclusive classrooms.	49.5%	33.3%
Helped me implement inclusion.	43.3%	32.0%

Note. Data was missing for 41–42 site leaders and 100–103 teachers. To protect participants’ anonymity, family child care providers are included in the “site leaders” category.

Source. Baseline inclusive early education survey, 2022.

Key Learning 3: More than half of site leaders and two thirds of teachers reported needing more training on inclusion.

In the inclusive early education survey, 55 percent of site leaders and 67 percent of teachers reported needing “more training for staff” as an additional resource. In narrative responses, ELC staff suggested the following topics for professional development:

- general overview of inclusion;
- support for practice (e.g., classroom management and positive behavior supports, using adaptive equipment safely and effectively, providing multiple ways for children to communicate);
- collaborating with families, special education teachers, and other educators to individualize supports for children;
- supporting children with autism spectrum disorder, emotional or behavioral challenges, rarer disability types, significant/severe disabilities, or infants and toddlers with developmental delays; and
- creating effective inclusion policies.

Accessible Learning Environments

This section addresses evaluation question 4.

How do investments in facilities and adaptive equipment enhance ELC programs’ capacity to increase accessibility and participation of children with a broad range of disabilities?

Key Learning 1: Most grantees reported progress in purchasing adaptive equipment, but there is less progress on facility renovation/construction projects.

Table 17 shows that 89 percent of grantees have been contracted for adaptive equipment and that 78 percent of contracted grantees reported that they were making progress toward purchasing the equipment. Among grantees contracted for facility renovation/construction (74%), fewer grantees reported making progress on facilities projects (60%).

Table 17. Accessible Facilities Progress Reported by IIEEP Grantees Contracted to Implement Adaptive Equipment and Facility Renovation/Construction

Investment	Contracted (N)	Contracted (%)	Total Grantees Reporting Progress (N)	Total Grantees Reporting Progress (%)
Adaptive equipment	58	89%	45	78%
Facility renovation/construction	48	74%	29	60%

Note: “Total grantees reporting progress” was computed by dividing the total number of grantees who reported adaptive equipment or facility renovation/construction progress during Year 2 by the total number of grantees contracted for those components, respectively.

Source. IIEEP grantee quarterly progress report, Year 3, Quarter 1.

Key Learning 2: Grantees are improving both outdoor and indoor environments.

Figure 8 displays the percentage of grantees contracted for adaptive equipment or facilities renovation/construction that reported improving indoor environments, outdoor environments, family child care homes, or other types of settings.

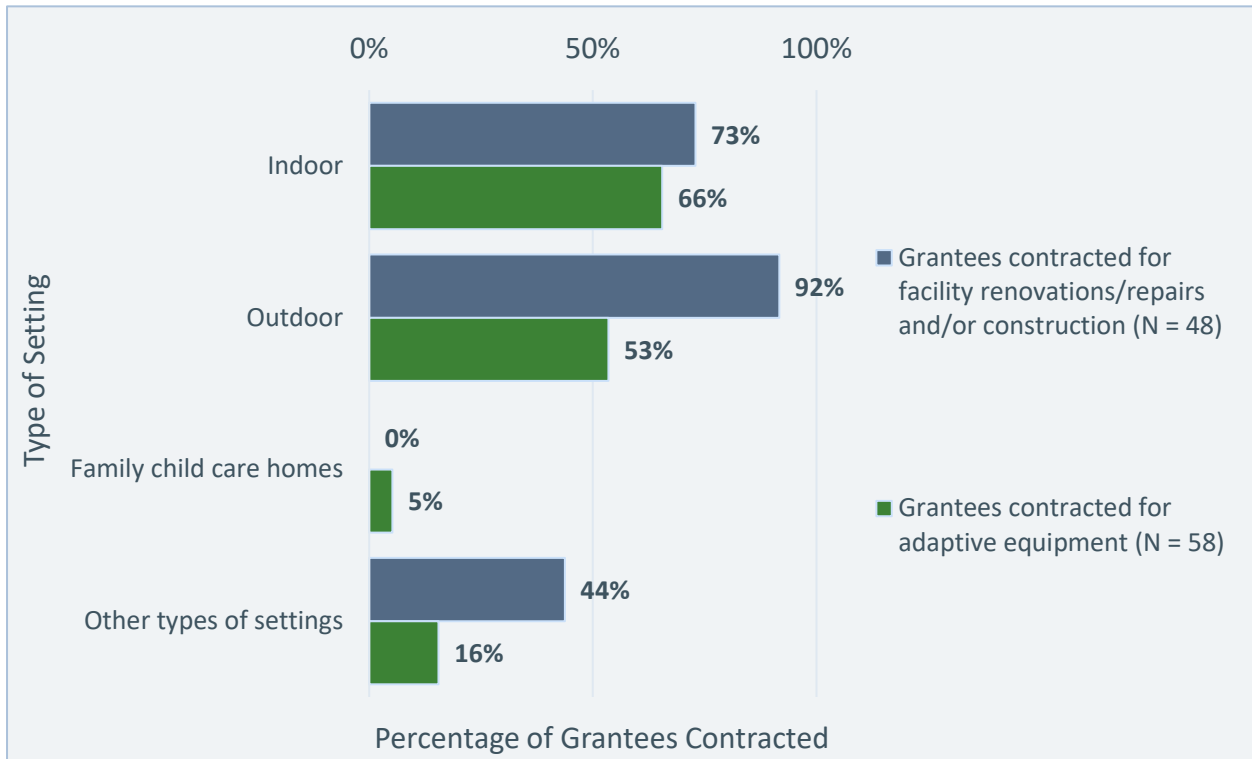
The most common types of renovation, repair, and construction projects reported by grantees are those for outdoor areas (92%). Seventy-three percent of grantees contracted for facility renovation/construction reported making improvements to the indoor environments, and the most common type of indoor improvement project was classroom improvement.

The most common types of adaptive equipment purchases are adaptive and instructional materials, adaptive playground equipment, generally adaptive and universally designed materials, and adaptive furniture. Sixty-six percent of grantees contracted for adaptive equipment reported purchasing equipment for indoor environments, and 53 percent reported purchasing equipment for outdoor environments.

New facility construction is not allowed in family child care homes. Although renovation of family child care homes was allowed, no grantees utilized IEEEEP funds for this purpose. Very few grantees reported making purchases for adaptive equipment for family child care home providers (5%).

Other types of settings for facility improvement were reported by 44 percent of grantees contracted for facility renovation/construction and by 16 percent of grantees contracted for adaptive equipment. Other types of settings typically involve facility exteriors, including fencing.

Figure 8. Types of Environments Grantees Reported Improving



Source. IEEEP grantee quarterly progress report summary, Year 3, Quarter 1.

Key Learning 3: Outdoor environments may be less accessible than indoor environments.

As shown in table 18, in response to the baseline inclusive early education survey, more than half of site leaders and teachers reported that indoor facilities were accessible for children with disabilities. However, there was less agreement about the accessibility of outdoor environments.

Table 18. Site Leaders’ and Teachers’ Reports of Facility Accessibility

Accessible Facilities	Site Leaders Who Reported Statement Is “True” (Valid %)	Teachers Who Reported Statement Is “True” (Valid %)
Learning environments are accessible for children with disabilities.	68.0%	67.3%

Accessible Facilities	Site Leaders Who Reported Statement Is “True” (Valid %)	Teachers Who Reported Statement Is “True” (Valid %)
Bathrooms, hallways, and entryways are accessible for children with disabilities.	59.0%	66.0%
Adaptive equipment is available in my program to support children’s participation.	45.8%	50.0%
Playgrounds are accessible for children with disabilities.	40.0%	43.5%

Note. Data was missing for 30–31 site leaders and 86–90 teachers. To protect participants’ anonymity, family child care providers are included in the “site leaders” category.

Source. Baseline inclusive early education survey, 2022.

Families’ Experiences

This section partially addresses evaluation question 5.

What changes are demonstrated in program leaders’, teachers’, and families’ perceptions and experiences of high-quality ELC inclusive settings that support children with disabilities?

The Year 2 findings related to evaluation question 5 are preliminary. Changes in perceptions cannot yet be assessed. However, the inclusive early education survey established baseline data, and follow-up data will be collected in fall 2023. Analysis of survey data will continue into Year 3 to gain an in-depth understanding of ELC staff’s and families’ perceptions and experiences of high-quality inclusive settings. In Year 2, survey responses are reported to establish a baseline understanding of families’ perceptions and experiences of high-quality ELC inclusive settings that support children with disabilities.

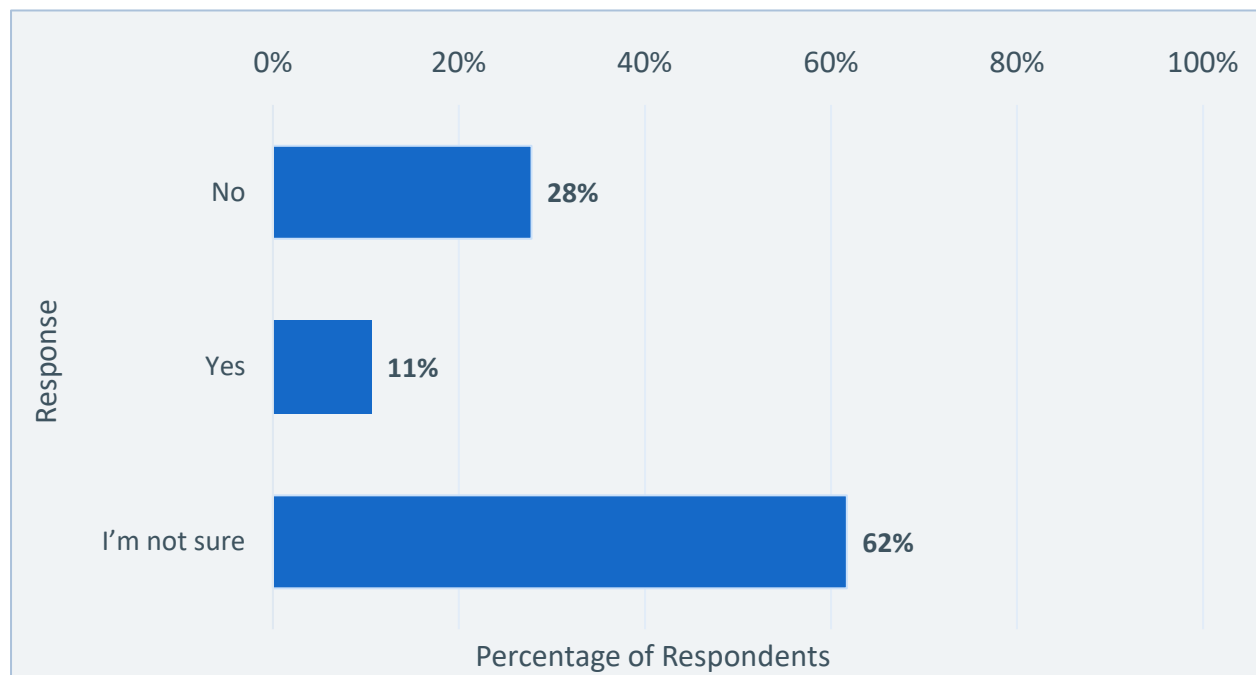
Key Learning 1: Although only 60 percent of families of children with disabilities reported that their children are in an inclusive setting, the majority reported that services for their child are very coordinated.

- Sixty percent of families of children with disabilities reported that their child receives special education services or therapies at school.
- Seventy-three percent of families of children with disabilities reported that their child’s educational and health services are either very coordinated or extremely coordinated.

Key Learning 2: The majority of families of typically developing children who responded to the survey are unaware of inclusion practices.

Figure 9 illustrates that the majority (62%) of families of typically developing children reported that they are not sure whether there are children with disabilities in their child’s classroom. Eleven percent reported that there are, and 28 percent reported that there are not.

Figure 9. Families’ Responses to the Question “Are There Any Children with Disabilities in Your Child’s Current Classroom?”



Source. Baseline inclusive early education survey, 2022. Due to rounding, totals may not sum to 100%.

Conclusions and Next Steps

Conclusions

Findings from Year 2 of the IEEEP evaluation suggest that, despite challenges implementing IEEEP, most grantees are on track to meet or exceed their enrollment goals. In quarterly progress reports, grantees reported implementation progress in the areas of professional development, purchasing adaptive equipment, increasing enrollment of children with disabilities, and, to a lesser extent, facility renovation/construction. Grantees also reported that 9,249 new children with disabilities were enrolled in ELC settings between July 2021 and December 2022. Although enrollment increased in both inclusive and self-contained classrooms during Years 2 and 3, enrollment in inclusive settings increased at a faster rate, and as of October 2022 there are now more children with disabilities enrolled in inclusive settings than there are in self-contained classrooms, according to grantee reported progress.

The majority of grantees are making progress on implementing professional development, although survey results suggest that additional trainings may be needed. Grantees have reported that the number of staff trained has increased every quarter. However, about half of site leaders and one third of teachers who responded to the inclusive early education survey reported that professional development had a great deal of impact on their awareness of the benefits of inclusion, knowledge of inclusive practices, or confidence in supporting children with disabilities in inclusive classrooms. More than half of site leaders and almost three quarters of teachers also reported needing more training for staff in order to implement inclusion for children with disabilities. Site leaders and teachers requested additional training on a general overview of inclusion; inclusive classroom practices (e.g., classroom management, positive behavior supports, using adaptive equipment, providing multiple ways for children to communicate); collaborating with families, special education teachers, and other educators on individualized supports for children; supporting children with specific disability types, especially autism spectrum disorder and emotional or behavioral challenges; and creating effective inclusion policies. These findings point to an opportunity to further support ELC staff in learning about and implementing inclusive practices.

The inclusive early education survey also provided an opportunity to learn about families' perspectives on inclusive ELC settings. The majority of families with children with disabilities expressed positive perceptions of their child's inclusion at school, although only 60 percent reported that their child received special education services or therapies at school in an inclusive environment. The survey also revealed that families of typically developing children largely reported being unaware of inclusive practices at their child's ELC program, suggesting a

need to further increase awareness and to conduct outreach about inclusive services for all families enrolled.

Next Steps for the Evaluation

Key learnings will continue to evolve as new data sources inform WestEd's understanding of IIEEP implementation and impact. In Years 3 and 4, additional data sources will incorporate new and deeper perspectives regarding the evaluation questions:

- **Grantees.** In Year 2, grantee perspectives were learned from application data, the COVID-19 impact survey, and quarterly progress reports. In Years 3 and 4, a greater understanding of grantees' implementation efforts and impacts will be obtained by interviewing and conducting ELC site visits for a subset of grantees.
- **ELC site leaders, teachers, and families.** In Year 2, the inclusive early education survey provided a snapshot of the perspectives of diverse people affiliated with ELC sites that benefit from IIEEP funding: site leaders, teachers, and families. In Years 3 and 4, grantee site visits, focus groups, and interviews with site leaders, teachers, and families will be conducted to further understand perspectives on the implementation and impact of IIEEP in their communities. In Year 4, a follow-up inclusive early education survey will yield information about changes in perceptions of high-quality inclusion practices over time at IIEEP-funded ELC sites.

The data sources leveraged in Years 3 and 4 will allow WestEd to better quantify the implementation and impact of IIEEP. Although the grantee quarterly progress reports have yielded valuable insights about IIEEP implementation through Year 2, revisions are needed to better understand the number of children enrolled in inclusive ELC settings, the prevalence of successes and challenges identified thematically in Year 2, and compliance with the CDE's requirements to train all ELC staff. In Year 3, a revised grantee quarterly progress report will be released to address these shortcomings. In addition, CDE administrative data will be utilized to address grantees' challenges with reporting accurate child enrollment data. In Years 3 through 5 of the evaluation, CDE administrative data will be triangulated with grantees' application and quarterly progress report data in order to understand the impact of IIEEP funding on expanded access to inclusive ELC settings for children with a broad range of disabilities. Further, CDE administrative data will enhance the evaluation because it will allow for an equity-focused analysis in order to understand whether expanded access to inclusive ELC settings differs for children by disability type/severity, race/ethnicity, or gender.

Appendix: Descriptions of Figures 3 Through 6

Figure 3. Families and ELC Staff Who Responded to the Survey

Overview and Presentation

The flow chart shows the breakdown of the families and ELC staff who responded to the inclusive early education survey. Fifty-three grantees (81.5 percent of grantees) and 232 ELC sites (51.2 percent of sites) responded.

- Of these respondents, 539 (18% of sites) were families, 134 of whom had children with disabilities enrolled and 324 of whom had typically developing children enrolled. Data on the ability status of children was missing for 81 of the families who responded to the survey.
- Four hundred and seventy-nine of the respondents (43% of sites) were ELC staff. These staff were made up of nine family child care providers, 123 site leaders, and 347 educators. Of the educators, 154 were lead teachers, 111 were assistant teachers, and 63 identified themselves as being in an “other role”: supervisor, coach, coordinator, service worker, and associate teacher. Data on a specific job role was missing for 19 educators who responded to the survey.

Figure 4. Children with Disabilities Newly Enrolled in IIEEP Grantee and Consortium Partners’ Early Education Programs, July 2021 Through October 2022

Overview and Presentation

The line graph shows a cumulative total of children with disabilities newly enrolled in early education settings each quarter by IIEEP grantees from Year 2 through Year 3, Quarter 2, of the evaluation.

Numerical Values Presented in the Graph

Evaluation Year and Quarter	Children with Disabilities Newly Enrolled
Year 2, Quarter 1	2,161
Year 2, Quarter 2	3,484
Year 2, Quarter 3	5,227
Year 2, Quarter 4	7,000
Year 3, Quarter 1	9,462
Year 3, Quarter 2	11,410

Source. IIEEP grantee quarterly progress reports, Year 2, Quarter 1, through Year 3, Quarter 2.

Figure 5. Enrollment in Self-Contained Classrooms and in Inclusive Early Education Programs, July 2021 Through October 2022

Overview and Presentation

The line graph shows that from Year 2 through Year 3, Quarter 2, enrollment of children with disabilities has increased in both inclusive early education programs and segregated, self-contained classrooms. This indicates a general trend of increasing enrollment of children with disabilities in the aftermath of the COVID-19 pandemic. As of Year 3, Quarter 1 (October 2022), there were more children with disabilities enrolled in inclusive settings than in self-contained settings.

Numerical Values Presented in the Graph

Evaluation Year and Quarter	Children with Disabilities Enrolled (Early Education Programs)	Children with Disabilities Enrolled (Self-Contained Classrooms)
Year 2, Quarter 1	2,418	3,055
Year 2, Quarter 2	3,237	3,121

Evaluation Year and Quarter	Children with Disabilities Enrolled (Early Education Programs)	Children with Disabilities Enrolled (Self-Contained Classrooms)
Year 2, Quarter 3	3,793	4,250
Year 2, Quarter 4	5,047	5,053
Year 3, Quarter 1	3,919	3,334
Year 3, Quarter 2	4,632	4,521

Source. IEEEP grantee quarterly progress reports, Year 2, Quarter 1, through Year 3, Quarter 2.

Figure 6. The Number of ELC Staff Trained on Required Topics Has Increased Over Time

Overview and Presentation

The line graph shows that the number of ELC staff trained on required topics almost or more than doubled between July 2021 and September 2022. The required topics were the Ages & Stages Questionnaires: Social Emotional (ASQ:SE), Supporting Inclusive Practices (SIP), adaptations and accommodations, Universal Design for Learning (UDL), and positive behavior supports (PBS).

Numerical Values Presented in the Graph

Evaluation Year and Quarter	Number of Staff Trained (Y2, Q1)	Number of Staff Trained (Y3, Q2)
Ages & Stages Questionnaires: Social Emotional (ASQ:SE)	2,105	4,054
Supporting Inclusive Practices (SIP)	2,444	4,916
Adaptations and accommodations	1,449	3,613
Universal Design for Learning (UDL)	1,971	4,199
Positive behavior supports (PBS)	2,208	5,353

Source. IEEEP grantee quarterly progress reports, Year 2, Quarter 1, through Year 3, Quarter 2.