

Clackamas Community Inclusion Team (CIT)

Clackamas CIT Vision Statement: *We believe that providing high quality opportunities to develop language, curiosity, and social-emotional skills happen when all children are learning together. Quality early childhood education is an evidence-based strategy for promoting equity, closing opportunity gaps, and promoting joyful and full learning for all children. As an inclusive county, we prioritize access to preschool programs for all children, particularly students with documented learning differences or challenges. Desegregating preschool learning is an important step in ensuring all students are engaged learners in kindergarten and prepared for success in all aspects of school.*

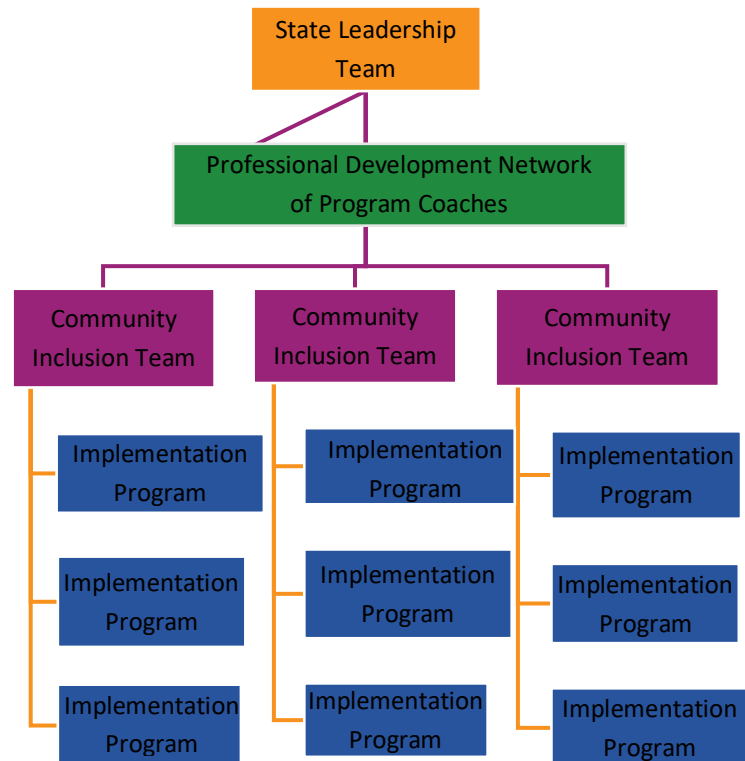
Research, policies and professional organizations embrace the importance of high-quality inclusion for young children with and without disabilities. However, programs, communities and states experience challenges in providing such high-quality inclusive services and opportunities. Therefore, the Early Childhood Technical Assistance Center (ECTA) has launched several initiatives to assist states, communities and programs to adopt, implement and sustain high-quality inclusion services, policies and practices.

ECTA and the National Center for Pyramid Model Innovations (NCPMI) have engaged with stakeholders and partners across early care and education to develop indicators that address inclusive policies and practices at the four levels of a state system: state, community, program, and early care and education environment. The indicators can be found at

<http://ectacenter.org/topics/inclusion/indicators.asp>.

The four sets of indicators are being used in technical assistance to guide the work of the state, local communities and programs.

1. **A focused State Leadership Team** is an interagency, cross-sector, collaborative team to develop or strengthen policies, procedures, funding, professional development, and other system infrastructure to plan, implement, evaluate, scale up and sustain the *State Indicators of High-Quality Inclusion* for preschool aged children.
2. **A state professional development network of Program Coaches** who can provide technical assistance to Community Inclusion Teams and local program leadership teams leading to high-fidelity implementation of the indicators.
3. **Community Inclusion Teams (CIT)** are comprised of key stakeholders from Early Childhood Special Education (ECSE), Head Start programs, childcare and private preschools, school districts, Early Learning Hubs, CCR&Rs, and families. The CIT implements action plans that guide and support the availability of high-quality inclusive early care and education environments throughout the county.
4. **Implementation Programs** are selected by the Community Inclusion Team (CIT). Those selected will use the *Local Program Indicators of High-Quality Inclusion* to support classrooms in implementing the *Early Care and Education (ECE) Environment Indicators of High-Quality Inclusion* and serve as demonstration programs.



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What is a Community Inclusion Team (CIT)?

Community Inclusion Teams (CIT) bring service providers and families together to build a shared vision of inclusion and to build the awareness throughout the community of the importance of preschool inclusion. The CIT helps guide the implementation programs in adopting the evidence-based practices that ensure that all children succeed. In this model no one program is expected to “do it alone.” Rather, they have the sustained and planful support of the State Leadership Team, Program Coaches and the CIT to help them obtain the skills, knowledge, personnel and other resources needed for high-quality inclusion.

Why do we need a CIT?

The CIT identifies what programs need to provide high-quality inclusion to all children. By working together, the community can meet these needs. The CIT supports the implementation and sustainability of high-quality inclusive practices. The CIT can help programs share professional development, staffing, and funding opportunities including how to increase, braid and coordinate resources, making the most of sparse resources, and identify new funding opportunities. The CIT builds relationships and communication among community entities. The CIT helps to build the awareness throughout the community of the importance and value of high-quality early childhood education and inclusion, and links high-quality inclusive programs to the public, including policy makers, student teachers, media, and Institutions of Higher Education. The CIT collects and shares information annually about the community’s progress in providing high-quality inclusion for all children. The CIT identifies and supports additional programs to implement evidence-based practices over time, thereby scaling-up a sustainable system of high-quality inclusion.



Who’s on the team?

Members include key stakeholders from Early Childhood Special Education (ECSE), Head Start programs, school districts, childcares and private preschools, the Clackamas Early Learning Hub, Clackamas CCR&R, and families. The Clackamas CIT has a goal of increasing diversity among CIT members and including representatives from BIPOC communities.

What is the time commitment for CIT members?

CIT members are required to attend monthly two-hour CIT meetings to learn, assess, and action plan.

CIT members are also required to attend monthly 90-minute ECTA webinars.

There is some reading to be done between meetings to prepare for discussions.

If you have any questions please contact the Clackamas CIT Lead:

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