



**Inclusion Information: Who is  
your inclusion Coordinator and  
what can they do for you?**



# Agenda

- Welcome and Icebreaker
- Overview of Inclusion
- Inclusions Support Funding Eligibility & Criteria
- Summary of the Inclusion Support Fund Request
- Poll Questions
- Questions & Answers

# Goals

- A shared general understanding of Inclusion
- Overview of the process and who to contact for support
- Know how to make a request
- Awareness of funding expectations and outcomes



# ICEBREAKER:

Share one small moment  
that brought you joy at  
your program this year



# Families and Inclusion

Families are the experts of their children and should:

- Be the first person you talk to when you have a concern about a child
- Be informed and be involved regularly
- Have ongoing opportunities to communicate child's strengths and needs
- Be able to ask questions at any time
- Have a right to give or refuse consent for assessments, observations, and services for their child.





# Inclusion Goals

- All children are able to thrive in any learning community when given the right support.
- All children are *fully included* in all classroom instruction and activities alongside their peers, regardless of real or perceived abilities, disabilities, trauma impact, social emotional needs, or behaviors.







# PFA Inclusion Policy

All children are provided the same level of education, and are fully included in all classroom instruction and activities alongside their peers, regardless of their abilities.

Preschool for All prohibits the exclusion, suspension, or expulsion of any PFA enrolled child. This includes:

- Sending the child out of the classroom
- Modifying the family's schedule because of behavioral concerns
- Telling a family that their child is not a "good fit" for the program.
- Not allowing attendance due to tardiness

# Alternatives to Exclusion

- Regularly communicating with families about celebrations, concerns, and reasonable accommodations
- Coming up with proactive plans with families and staff for how to support a child with behavior support needs
  - Social/Emotional Support Plan
  - Safety Plan
  - Behavior Support Plan
- Working collaboratively with MECP to support children with IFSPs
  - Include MECP Provider in plans, accommodations, and interventions for children with IFSPs
- Reach out to your Inclusion Coordinator for collaboration and support



Break for Questions

# What Does Inclusion Look Like for Children with Special Needs and/or IFSPs?

Early Childhood Special Education

- Free access to developmentally appropriate preschool
  - Follows the child's Individualized Family Service Plan (IFSP)
  - Offers the same education and social engagement opportunities alongside peers
  - Safe, welcoming, and supportive
  - Equitable and responsive to the needs of all children
  - Culturally Relevant/Responsive
-



# **What Does Inclusion Look Like for Children with Social and Emotional, Behavior, and/or Trauma-Impacted Needs?**

- Free access to developmentally appropriate preschool
  - Possible Behavior and/or Social and Emotional Support Plans
  - Offers the same education and social engagement opportunities alongside peers
  - Safe, welcoming, and supportive
  - Support that is equitable and culturally responsive
  - Support from the Early Childhood and Mental Health Consultant Team
-

# What Does Inclusion look like for PFA providers?

Early Childhood Special Education

Now:

- support from Inclusion Coordinators, MECP, Early Childhood Consultants
- Inclusion Support Funds
- Instructional Coaching

In future:

Additional training around

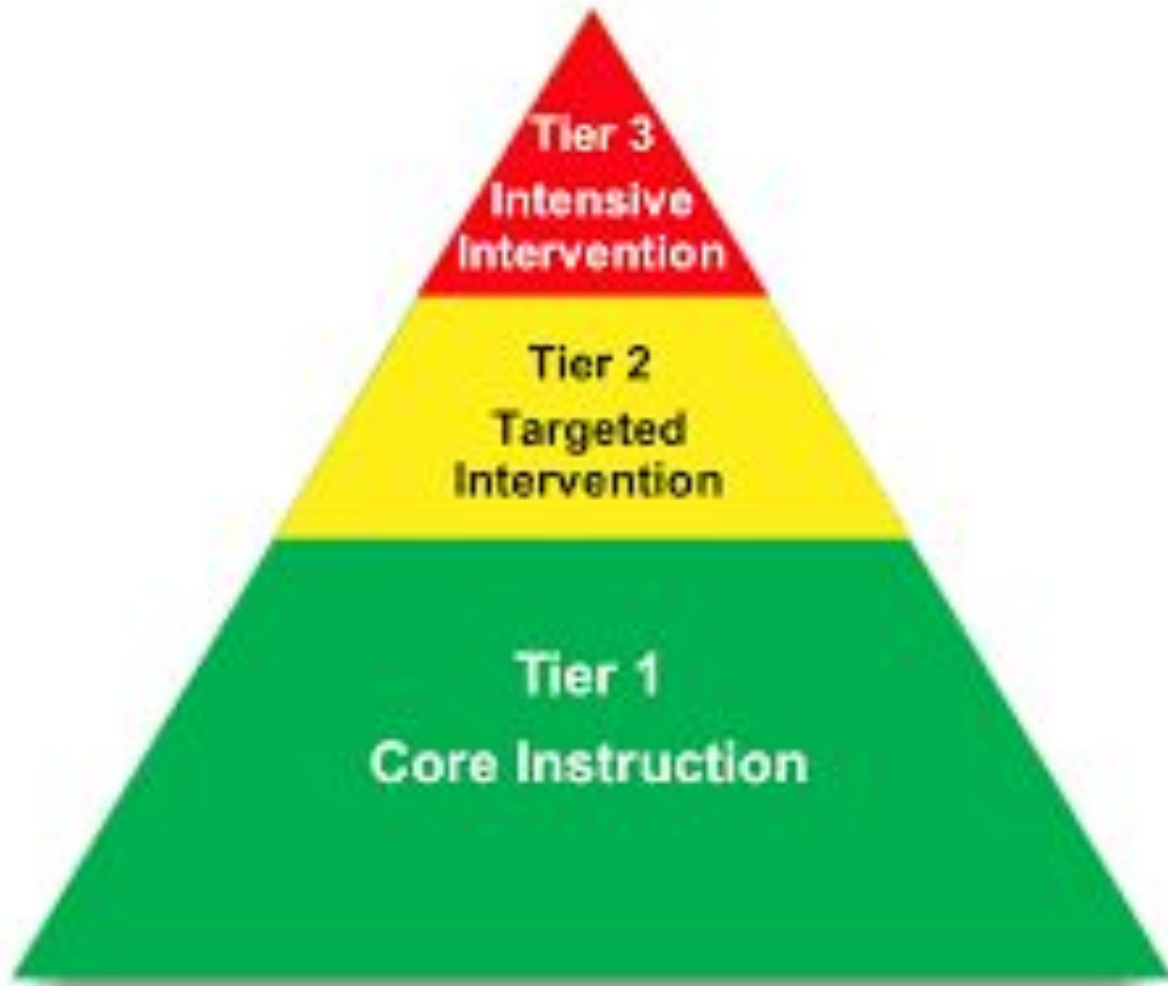
- social/emotional needs and challenging behaviors, foundational practices
  - IFSPs, MECP, and Inclusion
  - Pyramid Model and Universal Design for Learning
-



# Inclusion coordinators will:



- Help build internal systems of inclusion (templates, policies, processes, etc...)
- Check in with you monthly
- Support with inclusion funds criteria and requests
- Quarterly site visits (in coordination with your preschool specialist/partnerships coordinator)
- Answer any questions about inclusion and problem solving for solutions
- Support in coordinating between community partners (Mental Health Coordinators, MECP, PFA Coach)
- Help with resources, networking, and support



**Tier 3 Individual Child/Family Support: Equity and Inclusion Coordinator** for Inclusion Support Funds, MECP/IFSPs, Staff involved in Behavior Support Plans, Safety Plans, Social/Emotional Support Plans

**Tier 2 System Support: Inclusion Coordinator, Preschool Specialists/Partnership Coordinator,** Help build systems and policies and connect with resources, collaborate with partners and advocate on a system level, contract and business practices

**Tier 1 Classroom Support: PFA Coaching** Universal Design for Learning, Culturally Responsive and Inclusive classrooms, Pyramid Model, curriculum and classroom management



Break for Questions



# INCLUSION SUPPORT FUNDS OVERVIEW







# What Is Inclusion?

Removes barriers and provides equitable accommodations and supports so that children realize their full learning potential.

Successful when there is collaboration and trusting relationships with families.

A process that needs constant review and adjustment of policies and practices to ensure all the above.



# What Is Inclusion?

Upholds the fundamental rights of all children and their families to have access to the same high quality preschool experience.

Believes that all children have the capability to learn and to build healthy relationships with the adults and peers in their classroom.

Is racially equitable and culturally responsive.







**Reflection:**

**What Does Inclusion Look Like  
in Your Program?**

# Inclusion Support Funds Process



## Process overview:

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**1 Observe**

Allow time to observe and identify needs, as much as possible

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**2 Connect**

Connect with families about their child's strengths and needs

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**3 Consult and Collaborate**

Consult with Inclusion Coordinators and other service providers ( e.g. MECP) to implement strategies

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**4 Request**

Work with Inclusion Coordinator to request Inclusion funds.

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**5 Assess**

Collaborate to determine whether current strategies are working, and what is needed for child inclusion



# Key Form Questions:

- Program name (site/classroom)
- Contact person's name, email, and phone number
- Child's/Children's Name and their PFA ID#
- Reasons for Request (expected outcomes)

## STAFFING REQUESTS (One Staff Per Request):

- Expected Work Hours Full time or Part time
- Duties
- Total Monthly Rate Based on Expected Work Hours

## MATERIALS/TRAINING/OTHER ONE-TIME SERVICES:

- Description of Services (Materials, Training, Staffing, Etc.)
- Total Amount of All Items



Break for Questions



# Request Review Process

- You will be contacted within ten (10) business days regarding questions and next steps.
- If your funding request is denied, you will receive written notice and explanation.
- If your request is approved, your email will include a PDF of your approval letter. If you are subcontracted through MESO, they will be cc'd in the email to you.



# Approval Process

- One-time and recurring funds are approved for one fiscal year, regardless of when they are approved. The County fiscal year runs from July 1<sup>st</sup> – June 30<sup>th</sup>.
  - You must submit a new request every year to have recurring funding considered for renewal.
  - Prior approval does not guarantee ongoing approval.
- Please reach out to your Inclusion Coordinator if you have questions or concerns about continuing funding into the new fiscal year.



# Inclusion Funding Guidelines

- MECP provides *all* services, equipment, and materials related to a child's IFSP goals. If a child has an IFSP, you must consult with them first.
- Inclusion funding is *supplemental support*, and intended to be used alongside current or new strategies, *not* as the only strategy.
- Can be used for equipment, tools, training, classroom aid, environmental accommodations, and interpretation to communicate with families about their child's educational goals and needs.
- As part of planned and collaborative strategies in direct consultation with Inclusion Coordinator, Early Childhood Consultants, and/or MECP.



# Inclusion Funding Guidelines

- Staffing:
  - **Cannot** be used to provide 1:1 support for a child, school-wide assessment, testing, classroom management support or in-house coaching, OT, ABA, or other interventions billable to insurance, or any services that should be covered by MECP
  - **Can** be used as a teacher support in a specific classroom so that the teacher can meet the needs of the children with special needs
  - Pay for a Classroom Aide is capped at \$21.08 an hour with 50% fringe-benefit allowance for qualified employees
- MECP **MUST** be a part of any supplemental support plans for students with IFSPs.
  - PFA Coaches and Inclusion Coordinators do not need to be a part of those meetings

# PFA INCLUSION SUPPORT FUNDS SUMMARY



Pilot site collaborates with family, coach, and other service providers to identify resources to supplement a child's inclusion plan, including training, classroom materials, equipment, staffing, and other resources to support Pilot site and child



Pilot site completes request form. PFA staff review follow up with the provider within 10 business days. An approval letter will be sent via email. MESO will be copied on approval letters sent to pilot sites that are subcontracted through MESO.



PEL contracted Pilot Sites



MESO contracted Pilot Sites



Pilot site purchases approved services and materials and submits invoices to the PEL Budget and Contract Specialist.



Subcontracted Pilot sites purchase approved supports. Inclusion invoices submitted with monthly invoices to MESO



PEL reimbursement sent within 10 business days after invoices are approved and processed.



Pilot site inclusion fund reimbursements are processed and included in their monthly payments.



Your PFA Inclusion Coordinator will check in monthly to follow up on success or to determine additional needs. Pilot sites will complete inclusion fund reports.



# Thank you!



## Questions?

[multco.us/dchs/preschool-all](https://multco.us/dchs/preschool-all)

# Contact us anytime

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# Scan to give feedback

