

Steps to Quality – Suggestions for the Management and Use of Data

Indicator 6: Inclusion

(1) . Suggestions for Accurate and Timely Data Entry

- Identify one administrator/contact person to develop and coordinate the process for entering environment codes. for the data entry process (ex. Education Information Services Director). The administrator or contact person coordinates with staff assigned to enter data into the district’s Student Information System.
- Assign and train all staff with the responsibility of entering data at initial eligibility or registration in a program (or whenever the environment code is entered) for timely completion prior to Survey 2.
- Develop processes to ensure that the appropriate data have been accurately entered in each district Student Information System. Ensure that there is a policy and format for communicating information to staff that enter information locally (for example, use of a communication form for recording information related to environmental settings, minutes/percentages of attendance in specific programs). [FL DOE Educational Environments](#)
- Develop a system with staff so that when children transfer from one program or setting to another, information is reviewed and recorded accurately to reflect children’s current LRE (process decision tree).*

Guiding Questions:

Do your staff trainings address the needs for information related to the following:

- entering data into the Student Information System
- reviewing processes for provision of information to staff to ensure accuracy
- use of manuals and processes to ensure accuracy and timeliness of entries

Is training provided for staff members who provide LRE information, as well as for those who enter data?

Is training provided to update new staff?

Is there a procedure for re-training or updating any staff members who exhibit patterns of errors or who request assistance?

Are staff trained and provided examples of LRE environmental codes?

Resources:

[Pre-K ESE State Indicator Calendar with Links to Resources](#)

[Indicator 6 Resources \(TATS\)](#)

[PK-12 Database Manual Updates and User Manuals](#)

[DOE Course Code Directory](#)

Planning notes:

Indicator 6: Inclusion

(2). Suggestions for Improving Accuracy and Analyzing of the Data

- Establish a date to run report (F71000) prior to Survey 2 (October) with enough time to make corrections. Contact your district MIS (Management Information Systems) staff and request a copy of final report before sending to DOE.
- Develop a system for identifying errors in data entry by comparing to students' service delivery models in order to determine trends related to staff training, programs, and dissemination of information.
- Develop a system for re-training staff and for providing instructions and updates about the requirements of reporting data for LRE. Utilize a process decision tree along with scenario examples of environmental codes
- Use data from Indicator 6 reports for the following:
 - ___to establish goals for timely, accurate data entry,
 - ___to establish goals for providing supports for increasing inclusive opportunities
 - ___establish targets for quality improvement in programs

Guiding Questions:

Are specific staff members assigned duties related to the monitoring and correction of data? Are staff members trained in the requirements for reporting data?

Are systems and procedures in place for communication among staff in regards to requirements, updates, correction of errors, and receipt and entry of information about educational environments?

Based on reports, can you determine trends among variables (for example, locations, types of programs, availability of opportunities for inclusion) be?

Resources:

[Pre-K ESE State Indicator Calendar with Links to Resources](#)

[Indicator 6 Resources \(TATS\)](#)

[District LEA Profiles](#)

Planning notes:

Steps to Quality – Suggestions for the Management and Use of Data

Indicator 6: Inclusion

(3). Increasing Inclusive Opportunities by Exploring Resources and Partnerships

- Examine specific aspects of the district’s programs to identify characteristics (examples: location, type of programs) related to strengths, as well as barriers when developing or increasing inclusive opportunities.
- Organize and record information about your district’s current early childhood program locations and staffing models in order to examine how that information impacts decisions related to inclusion.
- Identify community and district resources and partnerships which might be considered sources for developing inclusive opportunities in your district.
- Enlist collaborative partners to participate in discussions related to the development of or increase in inclusion. Develop plans for contacting, scheduling meetings, and developing a system for planning “first and next steps” related to inclusion.

Guiding Questions:

Are plans in place to determine and address barriers to implementation of inclusion with school/program administrators in order to maximize opportunities for inclusion throughout your district? (example survey in appendix)

Are you familiar with programs and agencies that can support developing or increasing inclusive opportunities (example, Title I, School Readiness, Comprehensive Coordinating Early Intervening Services - CCEIS, Head Start, VPK, Community private/church programs)?

Have you previously collaborated with community early childhood programs and district staff to develop an overview of strengths and barriers related to inclusion?

Do you have a process to familiarize staff with your county and district early childhood programs to ensure that children with IEP’s have the full continuum of service delivery options?

Listed below are links for resources for your consideration in planning:

[Florida Office of Early Learning](#)

[Contacts for Early Learning Coalitions \(Florida\)](#)

[Title 1 Funding for Preschool](#)

[Comprehensive Coordinated Early Intervening Services \(CCEIS\)](#)

Resources:

[Preschool Inclusion Key Findings from Research and Implications for Policy](#)

[Matrix of Services by State](#)

[Preschool Inclusion Finance Toolkit](#)

Additional Resources: [Inclusion Links to Resources](#)

Now, you are ready for your Next Steps!

Steps to Quality – Suggestions for the Management and Use of Data

Indicator 6: Inclusion

(4). Implementing Effective Practices for Inclusion

- Survey your district's Pre-K staff (ESE teachers, general education teachers, paraprofessionals, service providers) to determine barriers to implementing high quality inclusive practices and plan professional development based on results.
- Use the results from data, research, and other resources (example: staff input) to identify trends related to the following:
 - ___ staff training in curriculum, addressing social skills, addressing communication needs
 - ___ differentiation of instruction
 - ___ incorporation of Florida Early Learning and Developmental Standards (FELDS) in planning
 - ___ progress monitoring
- Organize and record information related to staff certification, experience, retention, and role assignments in order to develop staff trainings accordingly.
- Describe possible strengths and barriers for increasing opportunities for inclusion based on the factors related to existing staff credentials and prior professional development.

Guiding Questions:

Does data indicate trends of success (use as models) or need (intensify training and supports) in any of the following?

- Types of programs and/or services (self-contained, blended, itinerant, full-day, part-day, pull-out or push-in therapy, services provided in community programs),
- Specific demographics or locations within your district or differences among specific teachers or staff,
- Differences in curriculum, progress monitoring, professional development

Examine each of these aspects with regard to consistency of use, professional development, and availability of resources:

- Teacher and administrator training in UDL, Classroom Essentials, FELDS
- Ability to share professional development with community partners

Resources:

[Resources within Reason - DEC document](#)

[Administrator Resources for Program Effectiveness](#)

["Rock Your Classroom" - Guide to Evidence-based Practices in Early Childhood Classrooms](#)

[Matrix of Inclusion Resources](#)

[TATS&FIN Talk with Instructional Staff about Inclusion](#)

Planning notes: