

Menu of Preschool Inclusion Policy, Procedure, and Resource Solutions

Challenges related to procedures and policies	Is this a challenge? Yes/No	Possible solutions (from survey respondents)	For solutions tried, write progress and outcome.
Ensuring program quality		Establish preschool programs that are high quality and include students with disabilities and typical children from the community.	
		Establish cooperative and blended preschool classrooms based on approved state models.	
		Integrate inclusion into the state quality rating and improvement system or implementation system.	
		Implement high-fidelity models for inclusive classrooms.	
Ensuring personnel competence		Provide dual endorsement for educators (combined state teaching licensure for early childhood special education and general early childhood).	
		Provide certifications with coteaching requirements for special education and general education.	
		Offer training to private child care programs and preschools on topics related to special education, including accommodations and intervention strategies.	
		Provide district-level consultation for nondistrict programs, including observation, coaching, positive behavioral recommendations, on-site therapy, and frequent meetings.	
		Establish strong working relationships between community preschool teachers and public school itinerant early childhood special education teachers.	
		Invite nondistrict providers to district trainings.	
		Build training and technical assistance into the state career ladder and other venues to equip early childhood personnel with knowledge and skills.	
		Provide state trainings for continuous education.	

(continued)

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Applying effective fiscal strategies		Allow state educational consultants to oversee local boards, and allow children with individualized education programs (IEPs) to enroll in state pre-K programs and classes.	
		Braid and blend funding from multiple sources as necessary for mutually beneficial relationships (e.g., Individuals with Disabilities Education Act, pre-K, Title I).	
		Support contract negotiations with community programs that provide high-quality inclusion settings for young children with special needs.	
		Write commitment letters and memoranda of agreement letters between involved parties and funders.	
		Use paraprofessionals in combination with certified teachers for collaborative or coteaching.	
		Create tuition-based programs for students without IEPs to attend high-quality preschools.	
		Provide blended preschool programs, serving 10 at-risk students with five students with IEPs per session. Secure funding that pays for a general education teacher and special education teacher in the same classroom.	
		At the state level, pull together a stakeholder group to discuss the barriers, and work together to try come up with solutions. Allow funding to follow each child with an IEP into the general education setting.	