



# Summary Report for Partners, Advisors and Sponsors FPG 2013 National Inclusion Institute

June 20, 2013

The 2013 Institute was held May 13–15 in Chapel Hill, NC. We thank you for partnering with us. Your support was critically important to the success of the Institute. This report provides a description of the Institute and evaluation findings.

The National Early Childhood Inclusion Institute has become one of the premier educational opportunities for anyone involved in the care and education of young children with special needs in inclusive settings. For 13 years, the National Inclusion Institute has drawn people from around the country and from foreign countries to Chapel Hill to:

- learn about the latest research findings, models, and resources to guide inclusive policy, professional development and practice;
- develop collaborative relationships and cross-agency systems to support early childhood inclusion;
- have the opportunity to meet, learn from and problem solve with peers.

Frank Porter Graham (FPG) Child Development Institute is the major sponsor and organizer of the Inclusion Institute.

## Program

This year's Institute had the most extensive program in Institute history, including.

- 1 keynote
- 2 plenaries
- 3 pre-institute, ½-day workshops
- 11 reflection sessions (6 held after the opening plenaries and 5 at the end of the Institute)
- 41 concurrent sessions
- 90+ presenters

The Institute was supported by a Planning Committee of key partners, an Advisory Board representing the key stakeholders, volunteers, and Institute Sponsors who provided financial support (Brookes Publishing Company and the NC Developmental Disabilities Council).

## Institute Partners, Sponsors, and Advisors

Ten national TA projects committed time and resources to planning and implementing the Institute. Six of those projects are funded by US, Department of Education<sup>1</sup>, and four are funded or recognized as a Center of Excellence by US Department of Health & Human Services, ACF<sup>2</sup>.

## Participants

The Institute had a total of 435 registrants; we were able to provide scholarships to support the attendance of 18 people who would otherwise not have been able to attend the conference including an adult with disabilities, undergraduate student, a parent of a child with disabilities, and the NC Early Learning Network coordinators who were also volunteers during the Institute.

1 National Professional Development Center – Autism Spectrum Disorder (NPDC-ASD), National Professional Development Center on Inclusion (NPDCI), Center to Mobilize Early Childhood Knowledge (CONNECT), Center on Enhancing Early Learning Outcomes (CEELO), Early Childhood Technical Assistance Center (ECTA Center) & Scaling up of Evidence-Based Practices (SISIP).

2 National Center on Quality Teaching & Learning (NCQTL), National Center on Child Care Professional Development Systems and Workforce Initiatives, the Head Start Center on Inclusion, and Family Infant & Preschool Program (FIPP).

Additional partners were the Aiken Foundation's National Inclusion Project, the Division for Early Childhood (DEC), Quality Assist, and NC-aeyc.



The breakout of the roles and sectors of the registrants are seen in Figure 1.

As illustrated in Figure 1, the Institute attracted attendees from multiple sectors. The sector with the greatest number of participants was preschool special education (48%); however, when combined, Head Start, child care, and regular education represented 38% attendees, showing a strong representation from general education attendees. It is interesting to note changes in sector representation from 2012 to 2013. The percentage of Child Care attendees increased in 2013 (15% compared to 4% in 2012), the number of Head Start representatives decreased (13% compared to 21% in 2012) and the percentage of Part C/Infant Toddler representatives increased slightly (9% compared to 4% in 2012).

As illustrated in Figure 2, the largest single role represented was that of practitioners/teachers (34%). Over 50% of participants were either in the role of TA/PD provider (25%), regional/local administrator (24%), faculty (7%), or state administrator (4%) continuing the tradition of attracting participants who are in leadership roles.

## Participant Ratings of the Institute

Each workshop and concurrent session was rated during the Institute. The ratings on a 1–5 scale with 5 being highest were extremely positive. The summary means of participants’ ratings

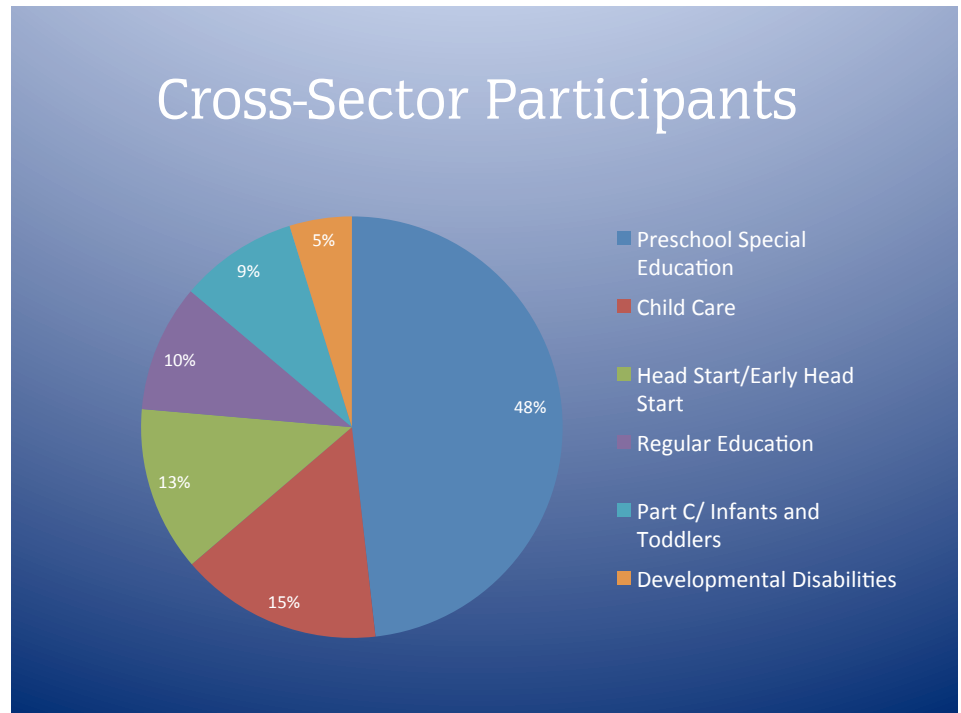


Figure 1. Percentage of participants representing one of six sectors.

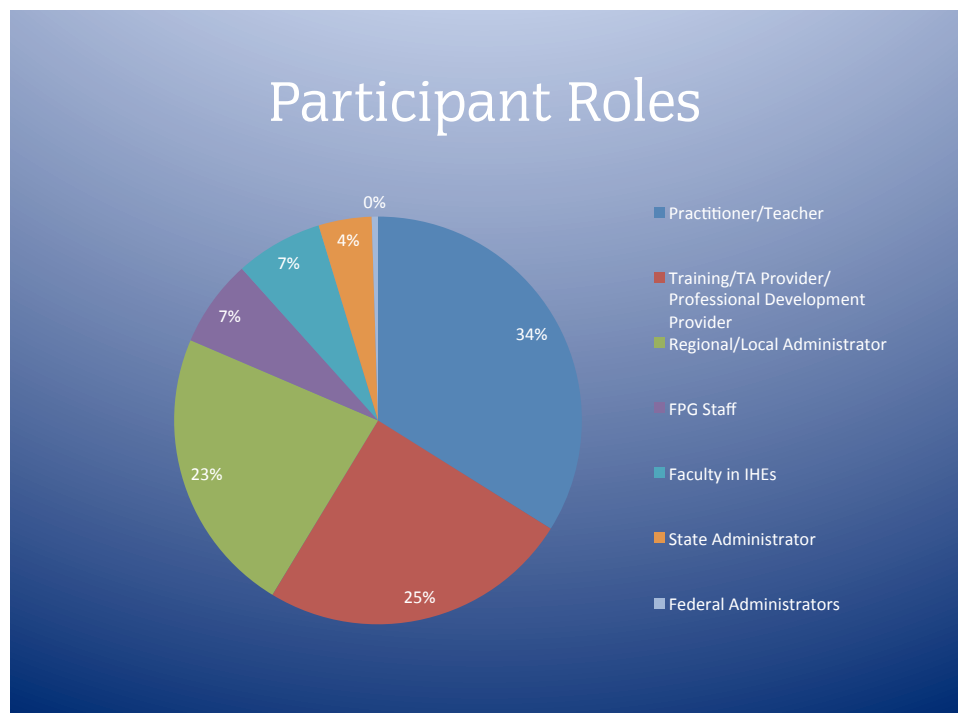


Figure 2. Percentage of participants representing one of six roles.

across all sessions are as follows: quality ( $x= 4.60$ ), organization & clarity of content ( $x= 4.65$ ), usefulness ( $x= 4.55$ ), and relevance ( $x= 4.68$ ).

In addition ratings of the Institute as a whole were collected by an online survey sent to all participants immediately following the Institute. Based on a 66% response rate, mean ratings were as follows: overall quality of Institute ( $x=4.62$ ); quality of presenters and resource people ( $x=4.56$ ); and relevance of Institute ( $x=4.59$ ). We received over 500 comments on this survey and a frequently repeated phrase was that the Inclusion Institute

is a favorite conference of attendees. Many said it was the best conference they have ever attended. Two representative quotes:

*“... such an amazing opportunity to meet and listen to top leaders in our field with the most current information.”*

*“After attending the institute I came back to work with a stronger belief in what we are doing for ALL children and my expectations have grown even greater for what I know my children can accomplish! This was a great experience that I hope will never leave me.”*

## Summary

We are thrilled with the success of the Inclusion Institute. As you can tell from the quotes, the Institute resonated with participants in terms of presenters, content, format and organization.

We could not have done it without you. Thank you for partnering with us in this important endeavor.

—Pam Winton & Shelley deFosset

INSTITUTE CO-CHAIRS

