



Summary Report for 2015 National Early Childhood Inclusion Institute

July, 2015

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 15 years, the 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;
- to develop collaborative relationships and cross-agency systems to support early childhood inclusion;
- to have the opportunity to meet, learn from and problem solve with peers.

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

We thank you for partnering with us on the 2015 National Early Childhood Inclusion Institute, which was held May 12-14 in Chapel Hill, NC. Your support was critically important to the Institute's success. This report provides a summary of evaluation findings and a brief description of the Institute.

Participant Ratings of Institute

We solicited participant ratings of the Institute as a whole through an online survey that we sent immediately following the Institute. In addition, we collected ratings from participants for each pre-Institute workshop, plenary, and concurrent session during the Institute. Based on these two data sources, we found that participants were positive about all aspects of the Institute with numerous comments about it being the best conference ever attended. Mean ratings of the overall Institute, based on 61% response rate to the online survey and using a 1-5 scale with 5 being highest, were as follows: overall quality of Institute ($x=4.66$); quality of presenters and resource people ($x=4.55$); and relevance of Institute ($x=4.63$). The following representative quotes tell the story:

"In my 23 years of being an educator, this is the best conference I have ever attended."

"The venue, the schedule, the variety of topics were exceptional. I also liked that there were topics that could apply to children with and without disabilities, which means that a variety of participants can attend this conference."

"The topics, the quality of the presenters, the number of participants, the length of the Institute, and Southern hospitality made this Institute the best conference of professionals in education that I have attended in my career of over 20 years."

"The diversity of the attendees and presenters brought 'the big picture' to every discussion."

"This conference always has the best people in the field."

"My eyes were opened to so much information that I can assimilate into my daily work."



The participants raved about the keynote address by Ann and Kate Turnbull and the two plenaries, one focused on sibling issues and the other being a federal panel. Illustrative quotes include the following:

“The Turnbulls were inspiring, amazing and informative.”

“Siblings were not on my radar screen until this session.”

“The support of the federal panel and their attendance at sessions was amazing, as well as having federal, state, and local providers, administrators and TA folks at the same conference sharing the same information.”

The individual ratings at the end of each workshop, plenary and concurrent session provided additional data on the success of the Institute. The summary means across all sessions on a 1-5 scale with 5 being highest were extremely positive: quality (x= 4.66), organization & clarity of content (x= 4.70), usefulness (x= 4.64), and relevance (x= 4.74).

Program

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

- 1 keynote
- 2 plenaries
- 4 pre-institute, ½-day workshops
- 11 reflection sessions (at the beginning and the end of the Institute)
- 45 concurrent sessions
- 80+ presenters

Institute Partners, Sponsors, and Advisors

The Institute was supported by many people: staff, a Planning Committee which included key partners and stakeholders, and Institute Sponsors who provided financial support (Brookes Publishing Company and the NC Developmental Disabilities Council).

Institute Planning Committee

Harriet Able	Kate Gallagher
Lorie Barnes	Vivian James
Debbie Cate	Katy McCullough
Rob Corso	Mary Lee Porterfield
Shelley deFosset	Robin Rooney
Lanier DeGrella	Judy Swett
Tracie Dickson	

Partners

- Center on Enhancing Early Learning Outcomes (CEELO)
- CONNECT: The Center to Mobilize Early Childhood Knowledge
- Delaware Early Childhood Assistive Technology Demonstration
- Division for Early Childhood/Council for Exceptional Children (DEC/CEC)
- ECTA Center—The Early Childhood Technical Assistance Center Exceptional Children’s Assistance Center
- Family, Infant and Preschool Program (FIPP)
- FirstSchool
- Head Start National Center on Health
- National Center on Cultural and Linguistic Responsiveness
- National Center on Quality Teaching and Learning (NCQTL)
- National Implementation Research Network (NIRN)
- National Inclusion Project
- National Professional Development Center on Autism Spectrum Disorders
- North Carolina Association for the Education of Young Children (NCAeyc)
- PACER Center
- Race to the Top Early Learning Challenge TA Center (RTT-ELC TA Center)
- UNC School of Education
- ZERO TO THREE National Center for Infants, Toddler and Families Center for Training Services



In addition, over eighteen projects or organizations committed time and resources to planning and participating in sessions at the Institute. The U.S. Departments of Education and Health & Human Services funded ten of those projects;¹ four are professional or non-profit organizations and centers;^{2;} and four are other partners.³

Participants

The Institute had a total of 549 registrants and had to turn away many more because of its sold out status in March. As noted in the Institute ratings, the diversity of the attendees and presenters was a strength. Figures 1 & 2 illustrate the multiple sectors and roles represented. We were pleased to continue to have strong representation from both special education and regular education and strong grassroots attendance from practitioners and administrators.

Summary

We are thrilled with the success of the 2015 Inclusion Institute. As you can tell from the quotes and ratings, 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.

Sincerely,
Pam Winton, Chair

- 1 Center on Enhancing Early Learning Outcomes, Delaware Early Childhood Assistive Technology Demonstration, ECTA Center—The Early Childhood Technical Assistance Center, Head Start National Center on Health, National Center on Cultural and Linguistic Responsiveness, National Center on Quality Teaching and Learning, National Implementation Research Network, National Professional Development Center on Autism Spectrum Disorders, PACER Center, Race to the Top Early Learning Challenge TA Center
- 2 Division for Early Childhood/Council for Exceptional Children, National Inclusion Project, North Carolina Association for the Education of Young Children, ZERO TO THREE National Center for Infants, Toddler and Families Center for Training Services
- 3 CONNECT: The Center to Mobilize Early Childhood Knowledge, Family, Infant and Preschool Program (FIPP), FirstSchool, UNC School of Education

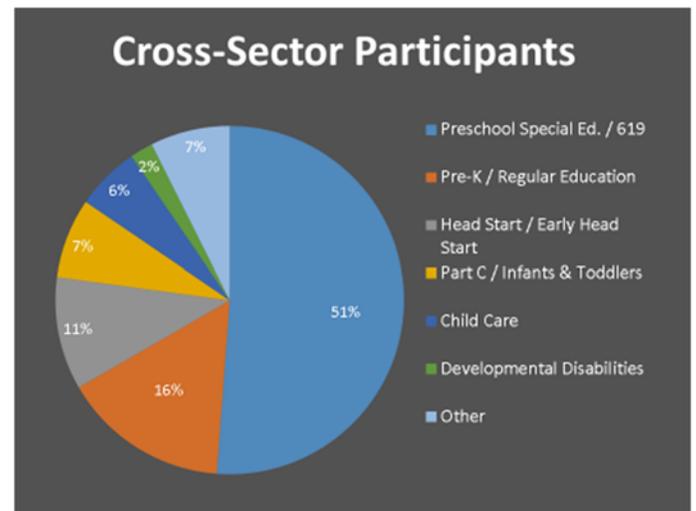


Figure 1. Percentage of participants representing one of seven sectors.

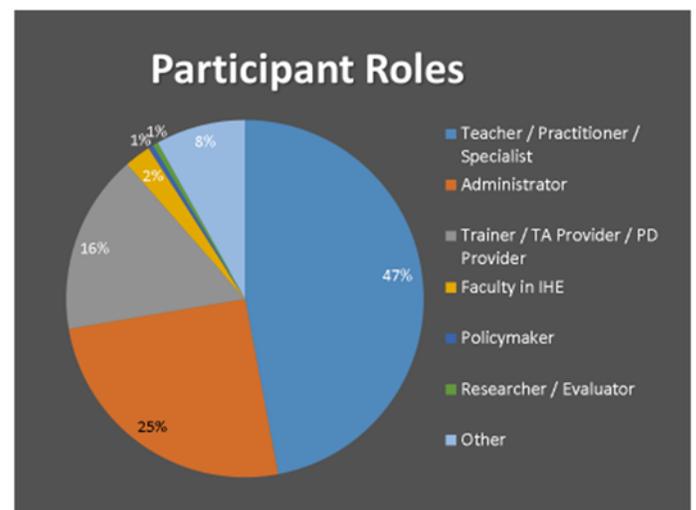


Figure 2. Percentage of participants representing one of seven roles.

