



Summary Report for Partners, Advisors and Sponsors 2014 National Early Childhood Inclusion Institute

July, 2014

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 14 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 (FPG) Child Development Institute is the major sponsor and organizer of the Inclusion Institute.

The 2014 National Early Childhood Inclusion Institute was held May 20-22 in Chapel Hill, NC. We thank you for partnering with us. Your support was critically important to the Institute's success. This report provides a brief description of the Institute and evaluation findings.

Participants applauded the quality of the presenters, the sessions, and the Institute as a whole. The following representative quotes tell the story:

"... best institute I have attended in 24 years in education."

"The caliber of the presenters and the ready access to them was the best part of the conference."

"The variety of workshops to meet the needs of different roles in the inclusion world."

Program

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

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

The Institute was supported by many people: a Planning Committee which included key partners and stakeholders, volunteers, and Institute Sponsors who provided financial support (Brookes Publishing Company, the NC Developmental Disabilities Council, and the University Of North Carolina School Of Social Work).





Institute Partners, Sponsors, and Advisors

Over twenty projects committed time and resources to planning and implementing the Institute. Six of those projects are funded by US, Department of Education¹; four are funded or recognized as a Center of Excellence by US Department of Health & Human Services, ACF² and eleven are professional or non-profit organizations and centers.³

Participants

The Institute had a total of 548 registrants. We were able to provide scholarships to support the attendance of more than 18 people who would otherwise not have been able to attend the conference including an adult with disabilities, a parent of a child with disabilities, university students, and the NC Early Learning Network coordinators, who were also volunteers during the Institute.

The breakout of the roles and sectors of the registrants are seen in Figures 1 and 2.

The Institute attracted attendees from multiple sectors, as illustrated in Figure 1. We were pleased to have strong representation from both special education and regular education. While there were slightly more attendees representing preschool special education at 43% (40% Preschool Special Education, 3% Developmental Disabilities), when combined, Head Start, child care, and regular education represented 37% of the attendees, showing a strong representation from general education.

The Institute attracted registrants from many roles as illustrated in Figure 2. The roles with the greatest representation were practitioners/teachers (29%), training/TA/PD providers (28%) and federal, state, and local administrators (25%).

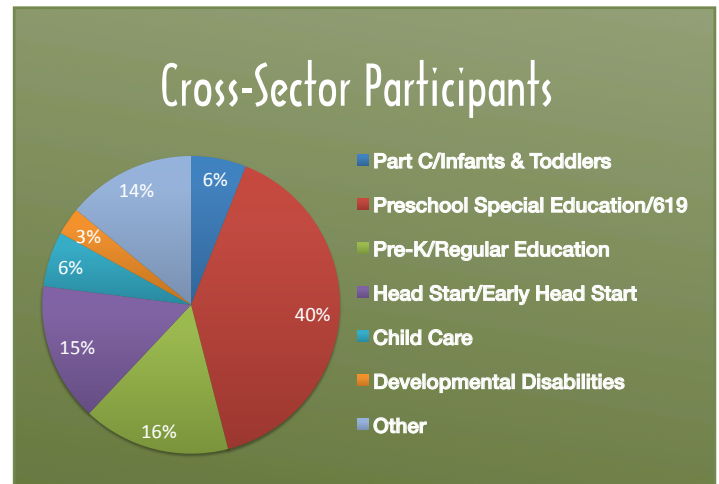


Figure 1. Percentage of participants representing one of seven sectors.

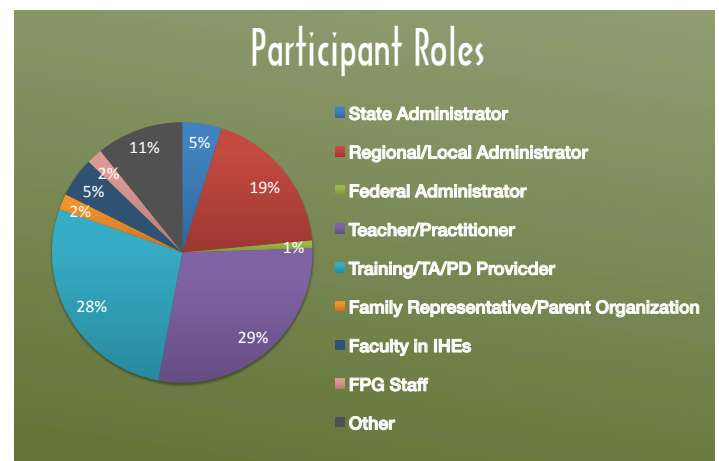


Figure 2. Percentage of participants representing one of nine roles.

¹ Center to Mobilize Early Childhood Knowledge (CONNECT), Center on Enhancing Early Learning Outcomes (CEELO), Early Childhood Technical Assistance Center (ECTA Center), Exceptional Children's Assistance Center, National Professional Development Center – Autism Spectrum Disorder (NPDC-ASD), & the PACER Center

² Family, Infant and Preschool Program (FIPP), National Center on Quality Teaching & Learning (NCQTL), National Center on Child Care Professional Development Systems and Workforce Initiatives, & the Race to the Top Early Learning Challenge TA Center.

³ Additional partners were the Aiken Foundation's National Inclusion Project, the Division for Early Childhood (DEC), Devereux Center For Resilient Children, Family Support Network of North Carolina, FirstSchool, InFocus, MAP to Inclusion and Belonging, Quality Assist, NC-aeyc, NC Post-Secondary Alliance & ZERO TO THREE National Center for Infants, Toddler and Families Center for Training Services.



Participant Ratings of the Institute

Each plenary session, 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 across all sessions are as follows: quality ($x=4.67$), organization & clarity of content ($x=4.69$), usefulness ($x=4.62$), and relevance ($x=4.73$).

In addition, feedback on the Institute as a whole was collected through an online survey sent to all participants immediately following the Institute. Based on a 65% response rate, feedback was extremely positive.

"So many wonderful sessions....I am so glad to have the presentations and info [from concurrent sessions] that I missed available on the website!!! I also was so glad to have time to reflect and give feedback."

Participants raved about the keynote address by Dwayne Ballen, the father of a son with autism, an author, and a national TV sportscaster. The keynote address was highly rated, receiving mean ratings of quality ($x=4.79$) and usefulness and relevance ($x=4.71$), and we received hundreds of comments about the impact of his address: *"Brought us back to the reason we work in inclusion."* *"Wonderful to hear the story of a father's journey."*

Summary

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

We could not have done it without you. On behalf of the staff and Institute Planning Committee, thank you for partnering with us in this important endeavor.

— Pam Winton
Institute Chair

Institute Planning Committee

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Judy Swett
Pam Winton (*Chair*)
Tracey West
(*Institute Coordinator*)
Jay Hargrove
(*Institute Administrator*)

Partners

Center on Enhancing Early Learning Outcomes (CEELO)
CONNECT: The Center to Mobilize Early Childhood Knowledge
Devereux Center For Resilient Children
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)
Family Support Network of North Carolina
FirstSchool
InFocus
MAP to Inclusion and Belonging
National Center on Child Care Professional Development Systems and Workforce Initiatives
National Center on Quality Teaching and Learning (NCQTL)
National Inclusion Project
National Professional Development Center on Autism Spectrum Disorders
North Carolina Association for the Education of Young Children (NCAeYC)
NC Post-Secondary Education Alliance
PACER Center
Quality Assist
Race to the Top Early Learning Challenge TA Center (RTT-ELC TA Center)
ZERO TO THREE National Center for Infants, Toddler and Families Center for Training Services

