



Working Together to Enhance the Quality of Inclusive Early Care and Education

Presentation at 2016 CRIEI Conference

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Outline of Session

1. Context for the Projects/Research
2. Building Early Childhood Faculty Capacity (Needs Assessment, Rasch Analysis)
3. Student Needs Assessment
4. Syllabus Revision
5. Overall Process/Focus Group Results
6. Discussion

Convergence of Needs, a Model and OSEP Priorities

Early childhood teacher
preparation research



Crosswalks: A model for the
systematic infusion of new
constructs in EC/ ECSE
teacher preparation



Office of Special
Education
Program's 325N
grants (PEPI,
SCRIPT-NC, The
Partner Project)

Research Findings

- 56% of IHEs offering early childhood education are community colleges
- EC professionals are not prepared to work with children with disabilities
 - 41% of Associate's degree programs required practicum in working with children with disabilities
- Community college faculty have a high workload
 - 70% are adjunct faculty
 - Full-time faculty-student ratio = 1:79

Source: Maxwell, Lim & Early, 2006



Crosswalks Model Components

- Campus-community collaborative planning
- Professional development to address identified needs and priorities
- Resources to support change
- Systematic evaluation
 - Faculty needs assessment
 - Student needs assessment
 - Changes in syllabi
 - Changes in coursework, field experiences and program practices

For results see Maude, Catlett, Moore, Sánchez, Thorp, & Corso, 2010 and Catlett, Maude, Nollsch, & Simon, 2014

325N Project Priorities from OSEP

Quality practice experience

Increasing faculty knowledge and skills

Evidence-Based Practice

Supporting children with disabilities

Faculty supports

Key Features of Projects

Technical assistance (TA) and support is tailored based on the unique features of each community college



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Key Features of Projects

TA to support efforts of community college faculty to enhance their coursework and practica to meet state and national focuses around inclusion

The collage features three documents:

- Top Left:** A document titled "Early Childhood Inclusion" dated April 2009. It is a joint position statement from the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). The text discusses the increasing number of children with disabilities and the need for inclusive early childhood programs.
- Top Right:** A document titled "POLICY STATEMENT ON INCLUSION OF CHILDREN WITH DISABILITIES IN EARLY CHILDHOOD PROGRAMS" dated September 14, 2015. It is issued by the U.S. Department of Health and Human Services and the U.S. Department of Education. The purpose is to set a vision and provide recommendations for increasing the inclusion of children with disabilities in high-quality early childhood programs.
- Bottom Center:** The QRIS (Quality Rating and Improvement System) logo, featuring the text "QRIS" in large grey letters, a stylized star with blue and yellow outlines, and "National Learning Network" in blue text below.

Key Features of Projects

Involvement of diverse
community partners in
the work



Key Features of Projects

State of the art websites that provide updated and sustainable materials including the DEC Recommended Practices

Project PEPI Enhancement Resources



Collaboration | Social Emotional | Families | Specialized Instruction | Oregon Resources | National Resources

Collaboration

Collaboration Objective 1: Students will have knowledge about inclusion of children with disabilities in early childhood programs.

[Research Synthesis Points on Early Childhood Inclusion](#): National Professional Development Center on Inclusion. The University of North Carolina

DEC/NAEYC Position on Early Childhood Inclusion [Full version](#) - [Summary](#)

[Friendship, Inclusion, and Learning](#) (Runtime: 7:25) Video showing a beautiful friendship that blossomed between two young girls in a preschool classroom. - :

Collaboration Objective 3: Students will be able providers using effective problem-solving proces

Source: PEPI

PROJECT OVERVIEW

[Partner Project Home](#)

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PROJECT RESOURCES

[Areas of Focus](#)

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EARLY CHILDHOOD SPECIAL EDUCATION CONTENT - DISABILITY CATEGORIES

It is important for Early Childhood educators to develop an awareness of different disability categories, associated behaviors, and educational implications so that they can begin to design, implement, and evaluate instructional strategies. By increasing their awareness of different disability categories, teachers may be better prepared to create learning environments that stimulate and challenge all children. The following resources provide an overview of disability categories, associated behaviors, and potential implications for development and learning.

Overview of Disability Categories

The following fact sheet developed by the National Dissemination Center for Children with Disabilities (NICHCY) provides an overview of the categories of disabilities as defined by the Individuals with Disabilities Education Act (IDEA). [PDF](#)

The following link provides information on the Americans with Disabilities Act (ADA). <http://nichcy.org/laws/ada/>

The following publication explains how the requirements of the ADA apply to Child Care Centers. The document also describes some of the Department of Justice's ongoing enforcement efforts in the child care area and it provides a resource list on sources of information on the ADA. <http://www.ada.gov/childq526a.htm>

Attention Deficit-Hyperactivity Disorder (ADHD)

The following fact sheet developed by the National Dissemination Center for Children with Disabilities (NICHCY) provides an overview of characteristics and educational implications of ADHD. [FACT SHEET](#)

The following fact sheet developed by the Head Start Center for Inclusion provides an overview of characteristics and educational implications of ADHD. [PDF](#)

Autism Spectrum Disorder (ASD)



Ideas and Strategies for Incorporating the DEC Recommended Practices in Child Development (Conception to Age 8)

FAMILIES AND ASSESSMENT. Provide students with the following scenario or develop your own scenario. Ask students to use at least five of the DEC recommended assessment practices to develop an action plan for how they can work collaboratively with a family to better understand their child's development. "Jose is a quiet 3-year old who joined your classroom a month ago. He does not talk much and does not participate in pretend play. He also avoids eye contact. Should you be concerned? Does he behave this way at home too?"

DEC RECOMMENDED PRACTICES IN ACTION. The five DEC interactional practices (INT1-INT5) are critical in children's language, social emotional, and cognitive development. Using CONNECT Modules (<http://community.fpg.unc.edu>), ask students to watch the following three videos: Video 1.15: Routine at home – playing Mr. Potato Head®, Video 1.7: Routine in a program – building with blocks, and Video 1.6: Routine in a program – taking turns. As they watch the videos, have them check off the DEC recommended practices that they observe using the checklist below. Note that not all the practices in the checklist are observable in the videos but they may be used as a catalyst for discussion. For on-ground courses, discuss after each video clip. For online courses, facilitate a discussion on the online discussion board.

	CONNECT Module 1		CONNECT Module 7
	Video 1.15: Routine at home – playing Mr. Potato	Video 1.7: Routine in a program – building with	Video 1.6: Routine in a program –

Source: SCRIPT-NC

Source: Partner Project

Key Features of Projects

User-friendly and accessible resources for community college faculty to include in their course work to fit their local community college goals



Source: SCRIPT-NC

Shared Measures → Shared Results

- Faculty and student needs assessments were adapted from previously-federally funded project, *Crosswalks*
- Additional post-faculty and student needs assessment questions developed jointly by group (i.e., FPG, U of Toledo and Western Oregon)
- Focus group protocol developed jointly by group

Cross-Project Measures

Grantee	Faculty Needs Assessment (Pre / Post)	Student Needs Assessment (Pre / Post)	Post-TA Focus Group	Graduate of the Future
Frank Porter Graham Child Development Institute	X	X	X	X
University of Toledo	X	X	X	X
Western Oregon University	X	X	X	
Northampton Community College	X	X		X
Tacoma Community College	X	X		X

Overview of Baseline Faculty Needs Assessment

- Survey has 3 sections: EC and EI Content Areas, Instructional Strategies and Demographics
- EC and EI Content: Using a scale of 1 (Low) -5 (High), respondents indicated their current level of knowledge, emphasis on ECSE content in the courses they teach, knowledge of where to access resources related to ECSE content, and comfort teaching the content with regard to the statements
- Instructional Strategies: Using a scale of 0 (None) – 5 *High), respondents indicated their skills and emphasis on ECSE content and skills in the courses they teach with regard to the statements

Additional 23 Items for Post-Faculty Needs Assessment

- Impact of the Curriculum Review Process on:
 - Perceived changes in one's knowledge and skills
 - Use and perception of resources (e.g., videos, etc.) for learners as well as faculty
 - Field experiences for students

Methods (Baseline data)

- 2 grantees administered a 36-item survey while the other 3 administered a 28-item survey
- Online survey – Qualtrics (n= 16), Survey Monkey (n=1)
- Needs assessment conducted in Fall 2011 / Spring 2012, Fall 2012 / Spring 2013, and Fall 2014/Spring 2015
- Descriptive statistics and bivariate correlations were conducted using SPSS 21

Who were the participants?

- 173 early childhood faculty from 17 community colleges in North Carolina, Ohio, Oregon, Pennsylvania, Michigan, and Washington
- #s of faculty respondents in each of the CCs surveyed ranged from 2 to 52 (Median = 9)
- The demographics of the faculty were similar to findings from national surveys (Early & Winton, 2001; Maxwell, Lim & Early, 2006)

Faculty Education and Experience in ECSE

- Faculty earned their highest level of education between 1967 and 2015
- 75% indicated their highest level of education was Master's degree
- 53% indicated their primary discipline was early childhood education
- Number of years in personnel preparation ranged from 0-50 years
- Number of years of experience in providing direct services to children and families ranged from 3-50 years

Faculty knowledge and skills: Top 10 areas of needs

1. Using AT to enhance children's development and access to natural learning opportunities (M = 3.02, SD = 1.09)
2. Using AT to enhance children's participation in the general curriculum (M = 3.04, SD = 1.04)
3. Implementing transition plans and services across settings (M = 3.32, SD = 1.15)
4. Knowledge of relevant state and federal regulations specific to meeting the needs of children with diverse abilities and their families (M = 3.51, SD = 1.03)
5. Using EBPs in EI and ECSE (M=3.55, SD = 1.01)

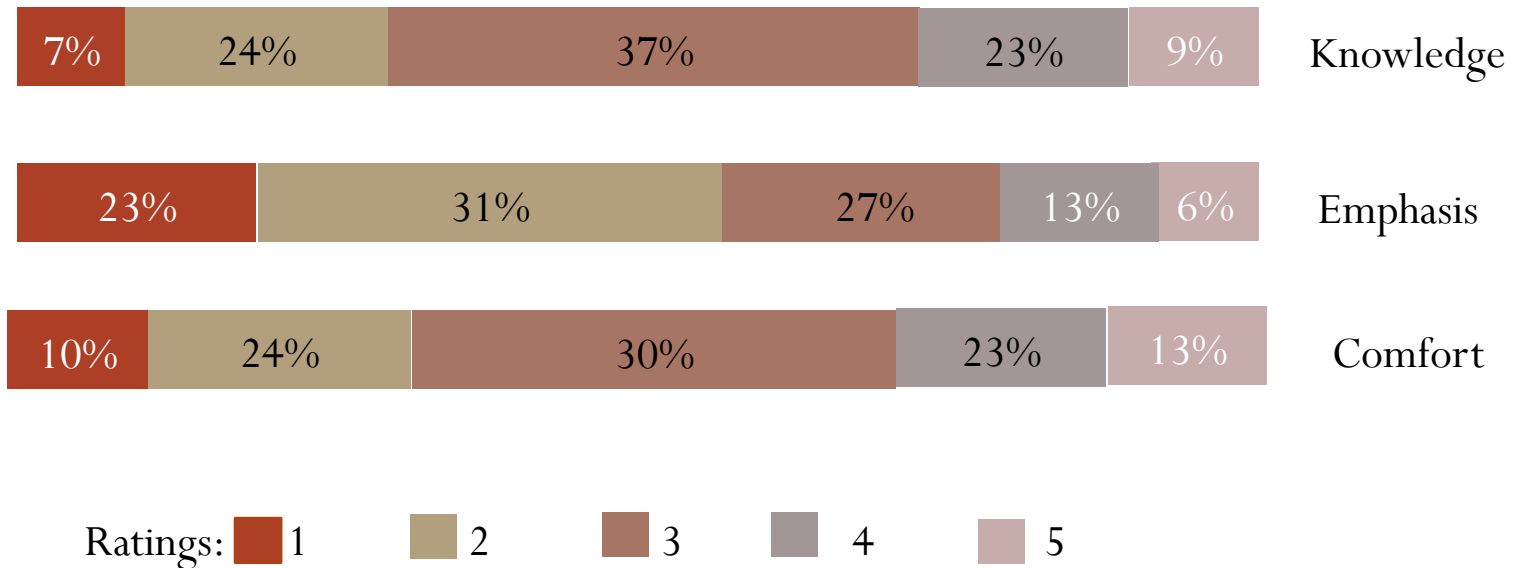
Faculty knowledge and skills: Top areas of needs (cont'd)

6. Implementing IFSPs and IEPs (M = 3.70, SD = 1.16)
7. Systematically embedding intervention strategies into daily routines & activities of children with diverse abilities (M = 3.71, SD = .99)
8. Using data from progress monitoring efforts to make curriculum decisions to support the academic & development progress of children with diverse abilities (M = 3.75, SD = 1.17)
9. Implementing varied measures of informal assessment to monitor the academic or developmental progress of children of diverse abilities (M=3.91, SD = 1.06)
10. Implementing intervention strategies to support early development or academic achievement of children of diverse abilities (M=3.91, SD = .94)

Research question

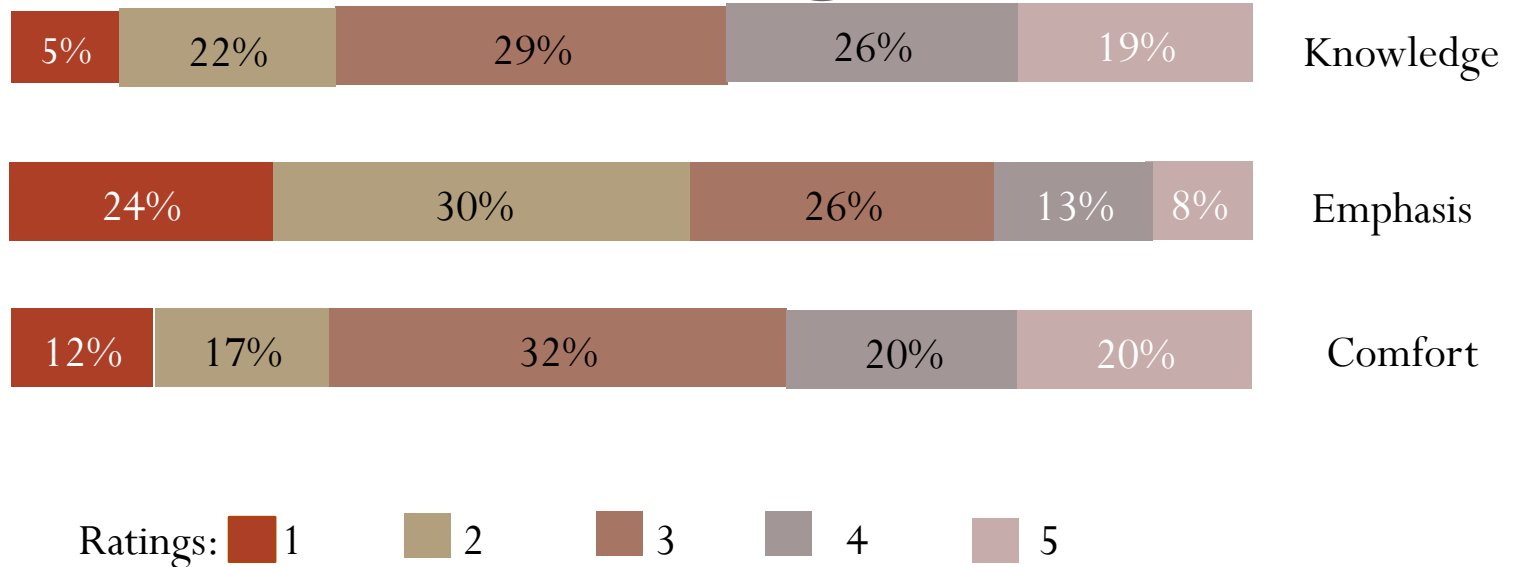
- What is the relationship between faculty members' knowledge, skills and comfort level related to ECSE topical areas and the degree to which they are addressed in Community College program coursework in ECE ?

Using AT to enhance children's access to natural learning opportunities



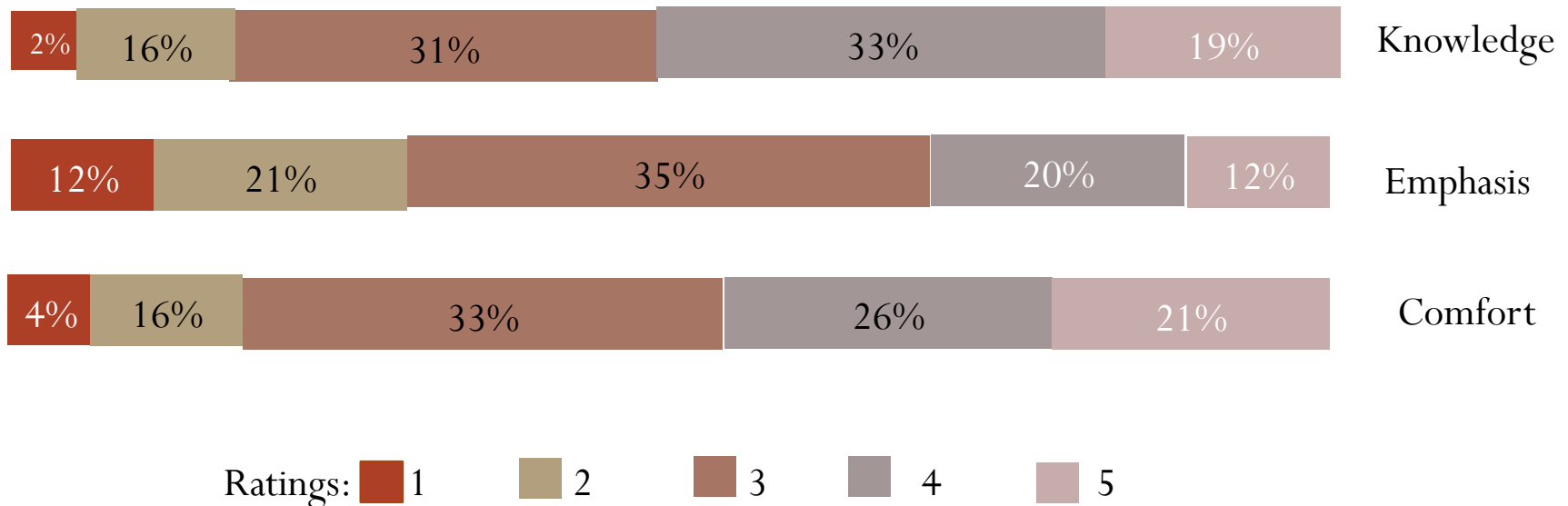
- Levels of emphasis in courses taught were correlated to knowledge and skills ($r(164) = .65, p < .01$) as well as to comfort level ($r(164) = .54, p < .01$).

Implementing transition plans and services across settings.



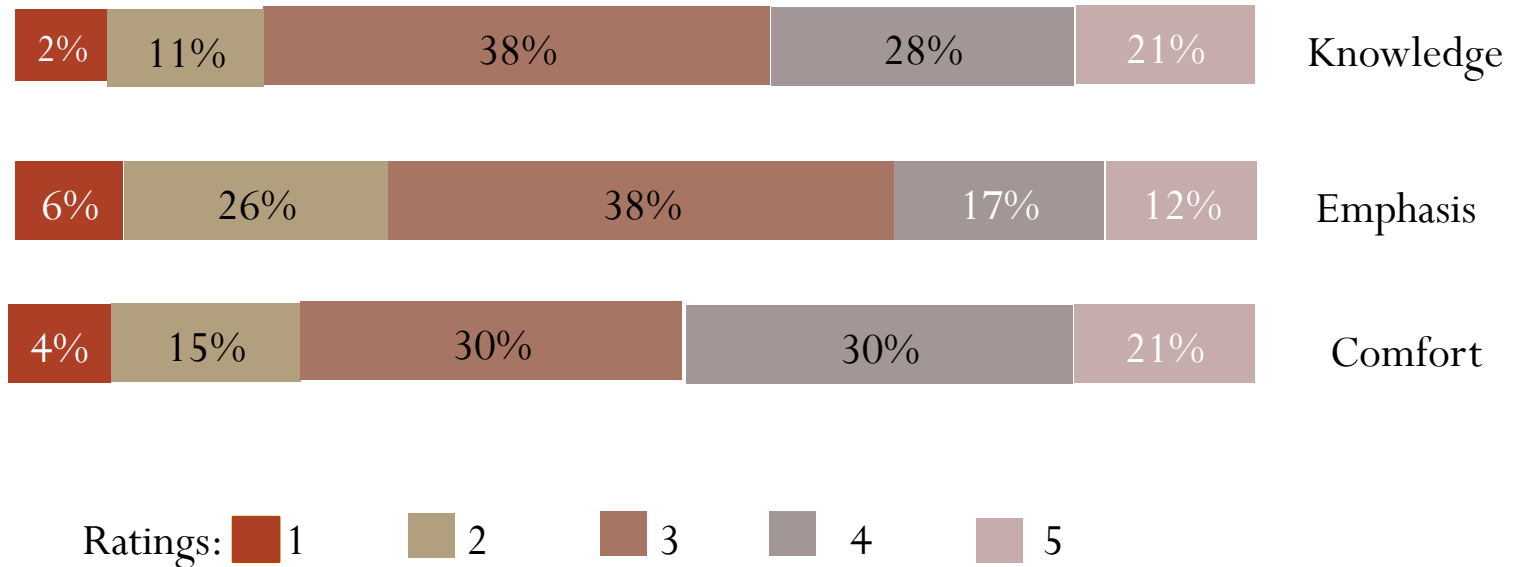
- Levels of emphasis in courses taught were correlated to knowledge and skills ($r(162) = .61, p < .01$) as well as to comfort level ($r(162) = .52, p < .01$).

Relevant state and federal regulations specific to meeting the needs of children with diverse abilities and their families



- Levels of emphasis in courses taught were correlated to knowledge and skills ($r(162) = .54, p < .01$) as well as to comfort level ($r(162) = .52, p < .01$).

Using EBP in EI & ECSE



- Levels of emphasis in courses taught were correlated to knowledge and skills ($r(119) = .67, p < .01$) as well as to comfort level ($r(119) = .65, p < .01$)

Overview of Baseline Student Needs Assessment

Survey has 4 sections: Familiarity with terms, EC and EI Content Areas, About Your Coursework and Experience, and Demographics

- Terms: Using a scale of 1 (Not at all familiar) -5 (Extremely familiar), respondents indicated their familiarity with common ECSE / EI terms
- EC and EI Content: Using a scale of 1 (Low) -5 (High), respondents indicated their current level of knowledge related to ECSE content

Additional 13 Items for Post-Student Needs Assessment

- Additional questions included:
 - The extent to which students had opportunities to work in field experiences / practica with children with disabilities
 - The degree to which students felt prepared to use various EBPs to work with children with disabilities
 - Students' perception of including children with disabilities before they began their academic studies and at the current time point.

Methods (Baseline)

- Online survey – Qualtrics (n= 17)
- Needs assessment conducted in Fall 2012 / Spring 2013, Fall 2013 / Spring 2014, Fall 2014/Spring 2015, and Fall 2015
- Descriptive statistics and one-way Anova / post-hoc tests were conducted using SPSS 22

Who were the participants? (Preliminary data analysis)

- 948 early childhood students from 10 community colleges in North Carolina, Ohio, Oregon, Pennsylvania, and Washington
- #s of student respondents in each of the CCs surveyed ranged from 10 to 229
- The majority were non-Hispanic White

Students' Current and Past Experience in Early Childhood

- Over 80% have worked with young children prior to enrolling in community college
- About 45% are currently employed to work with young children

Students' Familiarity with Terms

- Overall, mean ratings were all below 4 for all 11 terms
- The following terms had mean ratings below 3:
 - Assistive technology: 2.53 (SD = 1.23)
 - EBP: 2.72 (SD = 1.20)
 - Progress monitoring: 2.83 (SD = 1.20)
 - Embedded interventions: 2.87 (SD = 1.20)
 - IFSPs: 2.88 (SD = 1.28)
 - Transition: 2.99 (SD = 1.23)

Student Needs Assessment

The majority of the students scoring low-medium in terms of level of knowledge:

- Using evidence-based practices in early intervention (EI) and early childhood special education (ECSE)
- Working with specialists and therapists who support children with diverse abilities.
- Implementing functional Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).
- Implementing transition plans and services across settings.
- Relevant state and federal regulations specific to meeting the needs of children with diverse abilities and their families.

Research Question

- Are there differences between school differences in terms of students' familiarity with ECSE / EI terms at baseline?

Results

- There were statistically significant differences between group means as determined by one-way ANOVA for all 11 terms. For example,
 - EBP: $F(9, 913) = 11.34, p < .001$
 - Embedding individualized intervention: $F(9, 908) = 8.18, p < .001$
 - Assistive Technology: $F(9, 904) = 8.51, p < .001$
 - IEP: $F(9, 910) = 7.82, p < .001$

Results: Post-hoc tests

Evidence-based practice	N	Mean	Significant Differences
School 16	9	3.33	
School 3	100	3.32	a
School 1	104	3.19	c
School 15	72	3.14	e
School 7	49	2.94	g
School 4	76	2.62	b,d
School 5	229	2.6	b,d,f
School 2	189	2.33	b,d,f,h
School 9	45	2.24	b,d,f
School 6	50	2.22	b,d,f

Results: Post-hoc tests

Embedded interventions	N	Mean	Significant Differences
School 16	10	3.4	
School 15	70	3.37	a
School 3	100	3.32	c
School 1	103	3.22	e
School 7	48	2.92	
School 4	75	2.85	
School 5	227	2.78	d,f
School 6	49	2.69	
School 2	191	2.55	b,d,f
School 9	45	2.18	b,d,f

Results: Post-hoc tests

Assistive Technology	N	Mean	Significant Differences
School 15	72	3.08	a
School 3	100	2.98	c
School 1	102	2.81	e
School 16	10	2.8	
School 7	49	2.59	
School 5	225	2.56	b
School 4	75	2.48	
School 2	186	2.2	b,d,f
School 9	45	1.93	b,d,f
School 6	50	1.9	b,d,f

Results: Post-hoc tests

IEP	N	Mean	Significant Differences
School 16	10	4.3	a
School 3	100	3.6	c
School 15	72	3.58	e
School 1	102	3.43	g
School 7	49	3.43	
School 5	227	3.42	
School 4	76	3.04	
School 2	189	2.85	b,d,f,h
School 9	45	2.84	b,d
School 6	50	2.56	b,d,f,h

The Rasch Measurement Model (RMM)

Additional Analyses of the Faculty Needs
Assessment

Survey Data are Ordinal

The problem with survey responses is that they are *ordinal* in nature (from ‘less to more’, such as ‘strongly disagree’ to ‘strongly agree’ or ‘low’ to ‘high’). As such, in their original form, they are not equal interval, meaning that they do not possess the mathematical qualities necessary for addition, subtraction, or comparison on a commonly understood standard, equal-interval unit of measure.

A - Current Level of Your Knowledge & Skill				
Low	Medium		High	
1	2	3	4	5

Ruler Analogy

Think of a RULER with equal intervals to demarcate commonly understood units of length. Before the development of standard measures of length, one could only line up people in an ordinal fashion - tallest, next tallest, shorter, and so forth.

This type of 'measurement' is not measurement at all and does not translate/communicate/infer to other groups of individuals. Such is the case with survey data in their original form.

A - Current Level of Your Knowledge & Skill				
Low	Medium		High	
1	2	3	4	5



Analysis Restrictions

There are also limitations as to what analyses you can do with your data. Without converting raw survey data into measurement units, only descriptive statistics (e.g., frequencies or percentages) can be generated to summarize the data, and these statistics do not allow researchers to make any inferences/generalizations.

Solution - RMM

We need to take ordinal survey responses and develop units of measurement so the unit values remain the same across the ruler, just like in any physical measure.

The Rasch Measurement Model is the only model that accomplishes that. It combines rigorous statistical methods with rich qualitative descriptions to provide meaningful measures that can be used to compare attributes, perceptions, and attitudes across any subgroup or time period of interest.

The Rasch Model also allows you to test your theory or understanding of the phenomenon you are studying and see it in a more complex way.

Item Ordering for 'Philosophical Approach'

Most difficult to agree with

C27 Implementing positive behavior support plans from the data collected by the system of functional assessment

C9 Implementing functional Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs)

C6 Systematically embedding individualized intervention strategies into daily routines and activities of children with diverse abilities

C3 Implementing intervention strategies to support the social-emotional and behavioral development

C29 Demonstrating sensitivity to children from diverse linguistic backgrounds and their families

C19 Relationship-based professional development approaches, including coaching, consultation, and mentoring

C2 Collaborating and working effectively with licensed/certified professional practitioners who support children with and without disabilities.

C4 Implementing age appropriate expectations for routines in early childhood settings for children

C15 Communicating effectively with families of children of diverse abilities.

C28 Demonstrating sensitivity to children from diverse cultural backgrounds and their families

C18 Working with children from diverse socioeconomic backgrounds and their families

Least difficult to agree with

Summary Statistics

- **Reliability = .82**
- **All items fit the model**
- **Support for unidimensionality (53% of variance accounted for)**

Item Ordering for ‘Degree of Familiarity’

Most difficult to agree with

C7 Using a range of augmentative or assistive technology to enhance children’s development and access to natural learning opportunities.

C8 Using a range of augmentative or assistive technology to enhance children’s participation in the general curriculum.

C20 Relevant state and federal regulations specific to meeting the needs of children with diverse abilities and their families

C11 Using data from progress monitoring efforts to make curricular decisions to support the academic and developmental (i.e., cognitive, language, motor, and social / emotional) progress of children with diverse abilities.

C10 Using varied measures of informal assessment to monitor the academic or developmental progress of children of diverse abilities.

C12 Adapting or modifying the physical environment to support children’s access to natural learning opportunities.

C2 Collaborating and working effectively with licensed/certified professional practitioners who support children with and without disabilities.

C13 Adapting or modifying classroom routines to support the learning and development of young children with diverse abilities.

C15 Communicating effectively with families of children of diverse abilities.

Summary Statistics

- **Reliability = .87**
- **All items fit the model**
- **Support for unidimensionality (64.3% of variance accounted for)**

Focus Group

ECE Community College Program Leaders

Moderator (unknown to participants)

Observer (unknown to participants)

Focus Groups by Telephone

- Advantages of Telephone Focus Groups -
 - Brought together community college faculty from across U.S.
 - Opportunity to field test questions for later groups
- Disadvantages –
 - Unable to observe non-verbal responses and cues of participants
 - Uncontrolled interference (e.g. doorbell, pets, etc)

Focus Group Protocol

- Each project recruited ECE Program Chairs for a total of 6 participants
- Questions sent to participants prior to the call
- An outside facilitator led the call
- Participants assigned a number to use (instead of their name) during the call to assure anonymity
- Main questions asked in a round-robin format to elicit responses from each participant and follow-up probes used as needed
- Conference call was recorded
- A note-taker recorded key points during the call

Participants in Focus Group

(n = 4)

- Age Range - 40 to 65
- Education level: Doctorate = 2 and Master's = 2
- Range of Teaching Experience in ECE - 5 to 21 years
- Range of Teaching Experience at CC - 4 to 21 years

Questions for Focus Group Participants

- Five questions from 12 previously prepared questions developed by OSEP grantees
 1. Usefulness and relevance of curriculum enhancements
 2. Barriers to participation - institutional as well as personal
 3. Difference in teaching/leading after involvement with projects
 4. Difference in field placement after involvement with projects
 5. Extent to which students are prepared to work with children with diverse abilities and from diverse backgrounds

Method of Analysis of Transcript

- Three types of qualitative analyses were used:
 1. Word repetitions- simple count of key words such as “curriculum” or “embedded”. This reviewer also used constant comparison -similarities and differences
 2. Pawing - marking of texts with different highlighters or underlining key phrases
 3. Cutting and sorting - quotes that matched themes; choosing and discarding
- Themes and quotes reviewed by third professional - peer debriefing

Theme: Intentional and Critical Review of Curriculum

...it was by using the template to evaluate our courses and to see what was missing and rarely did our outcomes and activities match, I think that was the biggest thing, our take-away of the process”

...”a really clear matrix that showed all of the enhancements and how they lined up with our program and then I was able to take that and to use that and when I had to jump in and start teaching” (newer faculty)

Theme: Resources

- *“...to use in [those] courses, videos, video clips, and different articles, that we really didn't have because that wasn't really our focus that we are able to sort of infuse throughout our classes to infuse just sort of an awareness of children with special needs”*
- *“...”the resources were, I think, what all of our faculty were most excited about and how just one small resource could make a difference to a course in terms of introducing the content related to children with exceptional needs”*

Theme: Resources

- *“I think what we’re doing more, [is] using all the resources, I think that’s what really made a difference”*
- *“I would just like to say that again, more resources, more information, about children with linguistic issues, we saw that there was some bias that was coming to our students and faculty on some of those issues so I think that really opened that up and we were able to bring in more articles about children and families who had linguistic challenges were more prepared for that”.*

Theme:

Embedded Inclusion Content (across coursework)

- *“We had a program class on children with special needs, and probably what we discovered was we just assumed that one class was taking care of it and we didn’t really have special needs woven through the program as much so I think that was what was most helpful for us”*
- *...[outcomes] it was very helpful for me for matching up outcomes and for sorting out what worked best in each course”*
- *...”we have been able to embed a lot more awareness and language around special education and children with exceptional needs”*

Theme: Time/Collaboration Buy In

- *“I believe the biggest barrier was time, having the time to get together, it could be an institutional barrier that our schedules are so difficult but we were bringing in not only our not only our adjuncts our fulltime people but community people as well so getting the time to do that.”*
- *...”so keeping the adjuncts up to date with any changes and then asking them to review enhancements and to report back about how they were going to use them has been a little bit hard.”*
- *“...so talking that out with my colleagues more so than anything having to do with the enhancements or the grant, I think that’s been the hardest part”*

Theme:

Extent of Preparedness

- *"...[language around special education] its permeated all of our courses and now we have students that want to know more so that's it!"*
- *"...I think it got many students out of their comfort zone and students said afterwards they were glad they did it"*
- *"... So I think there are some students it made a difference, others, I can't say all of them, but just from those coming back to say "Wow, I am very interested, I never thought I would be interested in working with children of diverse abilities, but I am" I think that speaks loudly, that makes such a difference for us in the program."*

Theme (cont.)

Extent of Preparedness

- *"....many students have said "I didn't know something as simple as taping the paper down was considered a modification" a lot of a-ha moments, a lot of eye opening things like, like, "oh, gee, if I let a child hold a scruffy it would be easier for them," so many of our students don't even, they just they really, the whole [special ed] piece seems very foreign to them..."*
- *[more resources on linguistic diversity]..."we saw there was some bias that was coming to our students and faculty on some of those issues so I think that really opened that up and we were able to bring in more articles about children and families who had linguistic challenges were more prepared for that."*

Theme: Quality Field Placement

- *“We don’t struggle to find sites, we struggle to find sites that we want to put students in, or that we think children should be in”*
- *“Most of the time, the classes they are going into in Head Start are inclusive environments, not quite every single classroom, but that is definitely a change that was made”*

Theme:

Anticipated/Unanticipated Outcomes

- *“We developed some strong relationships with the Centers for Exceptional Children, so that they asked for our students to come there, we started teaching classes over there, and having classes in the center, so it has made a difference”.*
- *...”some of decisions we have made, some of the openness to placing students with children with special needs that maybe we were not aware of before, I do think we have impacted some students lives for better in that way”.*
- *“I would just add that it’s been really great, you know, to hear what people are doing, it would be so nice to be able to connect with other programs and how they use this and working with others.”*

Next Steps for Cross-Project Data Collection and Analyses

- Post-student and faculty needs assessments
 - Compare data across time
- More focus group discussions