

NATIONAL CENTER on Inclusion Toward **Rightful Presence**

Summary of Progress Toward Annual Goals

Mar 1, 2023 - Feb 29, 2024

OUR WHY

The Center's purpose is to assist state education agencies and local educational agencies in successfully implementing and sustaining evidence-based inclusive practices and policies that support some of the most segregated students in the nation, that is K-12th grade students with autism, intellectual disability, traumatic brain injury, and multiple disabilities, especially those who participate in alternate academic assessments.

THE APPROACH

Public education systems can better serve this focal population by continuing progress from inclusion toward "rightful presence." Rightful presence presumes that students with disabilities truly belong in and deserve access to all that school has to offer, in contrast to inclusion in schools where they are de facto guests of a dominant host culture that sets the conditions for who is invited into educational spaces and provided challenging learning opportunities, and who is excluded from them. Recognizing this focal population's full humanity and identity as learners with variability in the cognitive, relational, and communication pathways and instructional methods by which they best learn, the Center refers to these students as "dynamic learners."

HOW?

The Center provides three levels of technical assistance and dissemination to SEAs and LEAs:

- (1) Intensive TA partnerships over four years with four selected SEAs and two LEAs and eight schools in each state (n = 8 LEAs; n = 32 schools) to demonstrate how to move from inclusion toward rightful presence for dynamic learners as well as other students who are left out or kept at the margins of school.
- (2) Targeted TA for 15 (each project year) SEAs and LEAs who are ready to explore or move toward rightful presence, through a wide range of short-term interactions (e.g., group facilitation to explore current practices, presentations on moving toward rightful presence, confidential consultation on issues of segregation of dynamic learners).
- (3) Universal TA&D providing digital products to any SEA, LEA, school, educator, or interested party through an open access website and through other collaborative outlets (e.g., book publishers, journals, links to other providers).

Goal 1:



Increase SEA and LEA capacity to be the source of technical support for inclusive practices and policies in model demonstration sites

Accomplished:

- 4 Model Demonstration Site state partners selected: Delaware, New Mexico, Wisconsin, California, and 7 MDS LEA partners
- SEA capacity increased through coaching & National Leadership Consortium
- 4 baseline SEA/LEA capacity assessments

Goal 2:



Advance school teams' implementation of and fidelity to inclusion of [dynamic learners] in model demonstration sites

Accomplished:

- 17 school partners
- 9 baseline organizational assessments

Goal 3:



Improve inclusive time, engagement, and instructional quality for [dynamic learners] in model demonstration sites

Accomplished:

- 9 baseline secondary student outcome data
- 9 matched control sites for analyses

Goal 4:



Knowledge development and dissemination of universal and targeted TA products

Accomplished:

- 16 Targeted TA to SEA and LEA leaders, reaching at least 38 states
- Webpage towardrightfulpresence.org
- Data collection in 8 knowledge development sites
- 5 animated short videos in plain language for educators, families, and students
- 2 Equity-Forward Forums for Educators podcasts on rightful presence
- Book chapter "Creating Rightful Presence in School Communities" for Research-based Practices for Educating Students with Intellectual Disability (2nd Ed.)
- Dozens of national leadership & collaboration activities