



Dollars and Sense: Braided Funding Models, Cost Calculator, Tools for Estimating Costs

Arizona Webinar Discussion

December 2022

Debbie Cate, ECTA TA Specialist



WELCOME

In the chat:

- please add your LEA, name and role
- What you hope to learn more about?
- Do you have a funding question or issue you hope will be addressed during this session?

Outcomes

Participants will have an increased understanding of:

- funding sources for IDEA services and seats/slots in regular early childhood programs
- strategies and guidance on collaborative funding mechanisms
- models of special education service delivery and corresponding costs
- resources to support braiding funds

Agenda

- IDEA funds
- Funds supporting inclusive opportunities
- Cost Calculator
- Strategies for collaborative funding of inclusive opportunities
- Creating an Early Childhood Inclusive System
- Resources and tools

Valuing Inclusion

OSEP Dear Colleague Letter EC LRE



All young children with disabilities should have access to inclusive high-quality early childhood programs where they are provided with individualized and appropriate supports to enable them to meet high expectations.

IDEA Federal Funds for Services

Yesterday's Slido Poll



Join at
slido.com
#3661 047

What are some of the issues you face when considering usage of multiple streams of funding?

Lack of understanding of funds that others contr
lack of understanding in smaller school districts
Proper distribution
expenditure tracking
Managing funding strings time
Overwhelmed
(23 Limited training
frames sources
Supplanting
years) funding Documentation
too many hands in the pot
Finding teachers
lack of teachers staffing
Management of funds
Finding certified teachers
competing requirements Staff responsibilities
fiscal responsibility
Knowing what comes from what funding

Use of IDEA Funds

- Special education teachers
- Administrators
- Related services providers
- Specialized equipment or devices
- Materials and supplies
- Professional Development
- Technology for recordkeeping, data collection
- Case management activities for providing services described in a child's IEP



Comingling Funds is Not Allowed

- ❖ IDEA funds must be used as intended and must not be comingled with state funds.
- ❖ Use of a separate accounting system that includes an audit trail of the expenditure of funds is required.



Incidental Benefit

IDEA funds may be used for services and aids that also provide incidental benefit to children without disabilities.

Special education and related services, supplementary aids and services, all provided in a regular early childhood setting to a child with an IEP may also benefit children without IEPs.



Key Points

Funding IDEA Services and Seats in Programs

❖ IDEA funds:

- generally used for costs in excess of regular education
- targeted for the needs of children with disabilities
- may provide incidental benefit for children without disabilities

❖ IEP services and placements – if a child's IEP requires services or a placement and the district doesn't have it, they must provide it.

❖ Differences in how states fund placements for children already attending a program, and fund opportunities in regular EC programs.

Ohio: Example Allowable Costs for IDEA 619 Funds

Districts and schools must use Part B 619 funds..., only for the excess costs of providing special education and related services to children with disabilities ages 3-5, except where IDEA specifically provides otherwise.

- Services
- PD
- Family & Community Engagement



Example Allowable Costs for IDEA 619 Funds

Districts and schools must use Part B 619 funds (also called Early Childhood Special Education funds) only for the excess costs of providing special education and related services to children with disabilities ages 3-5, except where IDEA specifically provides otherwise. These funds may support children ages 3-5 with grade levels of either preschool or kindergarten.



Services to children with disabilities, ages 3-5

- ⇒ Costs for services that supplement and increase special education services provided to children with disabilities ages 3-5 with grade levels of either preschool or kindergarten;
- ⇒ Costs for expanding the availability and range of inclusive placement options for preschoolers with disabilities by increasing the capacity of public and private preschool programs through activities such as professional development and technical assistance;
- ⇒ Substitute personnel cost for district personnel who are participating in special education team meetings such as individualized education program (IEP) meetings or evaluation team report (ETR) meetings, professional development and/or collaborative planning related directly to the provision of special education and related services for children ages 3-5.
- ⇒ Cost of evaluations for children ages 3-5 suspected of having or identified with disabilities that require said evaluation;
- ⇒ Cost attributable with securing state licensure for operating a preschool special education classroom;
- ⇒ Appropriate instructional supplies and materials designed to increase achievement and outcomes of students with disabilities ages 3-5 while increasing access to and progress in the general curriculum;
- ⇒ State-of-the-art assistive technology, alternative and augmentative communication devices and software to enhance access to the general curriculum for children with disabilities ages 3-5.

Professional Development

- ⇒ High-quality, evidence-based professional development activities designed and implemented in cooperation with regional providers that assist districts and buildings in implementing systems of support for addressing the functional, academic and behavioral needs of children with disabilities ages 3-5;
- ⇒ Training cost associated with assistive technology.

Family and Community Engagement

- ⇒ Activities designed to increase the meaningful involvement of families in the educational process by improving cooperation and communication between schools and the parents of children with disabilities ages 3-5.

Digging Deeper into Funds for IDEA Services

Full Funding for IDEA

When Congress passed IDEA in 1975, they promised to cover 40% of the 'excess cost' of special education. This is referred to as full funding.

The federal government is covering only 14.3% of the additional cost



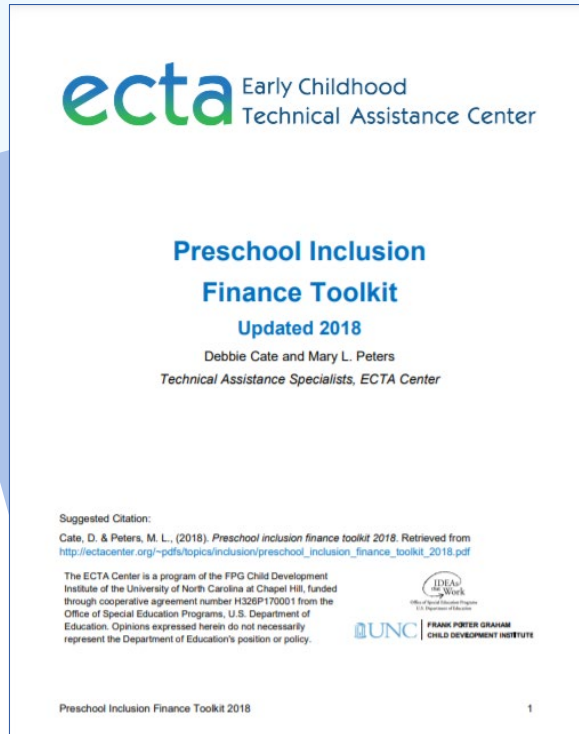
IDEA Funding: A Primer,
Congressional Research Service, 2019

The number of students with disabilities served under IDEA has increased by 25 percent in the past two decades.

NCLD






ECTA Center Financing Inclusion Page

Preschool Inclusion Finance Toolkit



- Call to Action
- Funding IDEA Services
- Collaborative Funding
- Community Collaboration
- Service Delivery Models

Funding Sources for IDEA Services in Addition to 611 and 619 Funds:

Funding Source	%	#	
Local school district funds	69%	37	
Medicaid funds (in some or all school districts)	57%	31	
State-specific funds	54%	29	
General education per pupil funds	50%	27	
Other, such as an additional layer of preschool special education funds, funding based on a child's need or eligibility category, a 0.5 proportional share of special education funding based on the number of preschool children served in half-day settings or based on service hours	11%	6	

50 State Comparison: K-12 and Special Education Funding

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RESOURCE TITLE:

50-State Comparison: K-12 and Special Education Funding

Across all 50 states, there are different ways in which states allocate K-12 and special education funding to districts. Education Commission of the States has collected information on states' primary funding models, base per-student funding amounts, student attendance count methods, and funding for special education, English language learners, students from low-income backgrounds, gifted and talented, and small schools. In addition to identifying which states include mechanisms for base funding and student populations funding, this resource also provides information on how those mechanisms work. For example, how are states identifying students from low-income backgrounds and making allocations to support them?

← SHARE THIS RESOURCE ON



<https://www.ecs.org/50-state-comparison-k-12-and-special-education-funding/>

17

The Two Biggest Expenses for Providing IDEA Services

Personnel and Transportation

Educating Children with Disabilities Generally Double K-12 Costs

Although students with disabilities account for only about 13% of the student population, the total spending to educate students with disabilities, including regular education, special education, and other special-needs programs, “represents 21.4% of the \$360.6 billion total spending on elementary and secondary education in the United States”

(President’s Commission on Excellence in Special Education 2002)

Much of that cost is related to transportation. The cost for transporting students with disabilities can be double that for transporting general education students.

Teacher Salaries, 2022



Average Salary
\$65,000

Range
\$47,000 - \$92,000

Teacher Salary



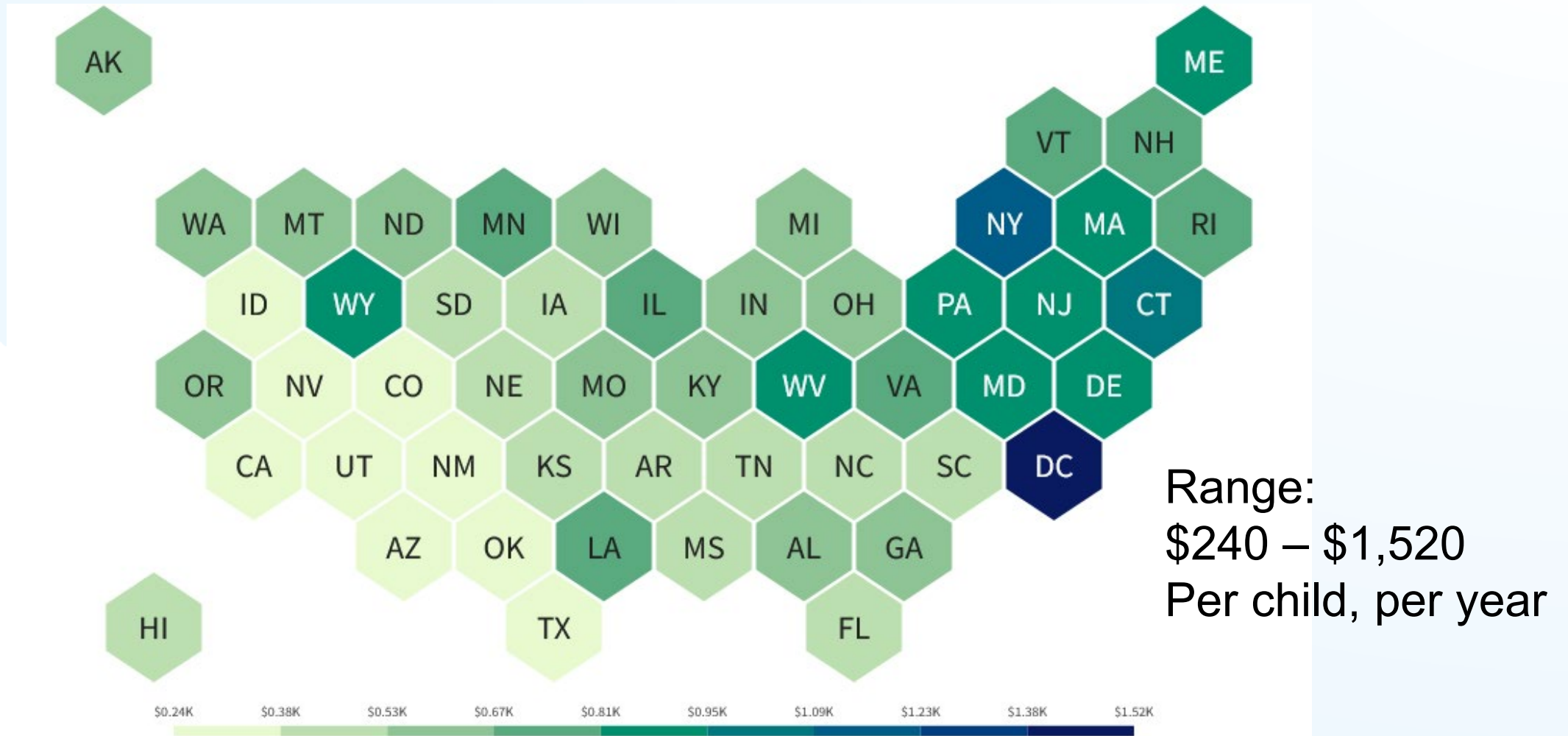
Transportation Poll

1. Approximately what percent of all school-aged children nationally ride the bus to school?
 1. 12 - 21
 2. 33 - 51
 3. 54 - 60
 4. 62 -75

2. In 2018 the average national cost per K-12 child per year to transport to school was approximately:
 1. \$520
 2. \$980
 3. \$1,200
 4. \$1,560

3. True or false – it costs more to transport all children to school in rural areas than in urban areas

State K-12 Transportation Funding, 2017-18



Cost of Special Education Transportation, 2022

Knox Co TN average cost of over \$5,500 per student receiving Special Education transportation

“The bottom line is that school systems that have taken the leap to compliance with IDEA Law (to fulfill Least Restrictive Environment stipulations) have seen huge drops in transportation costs and better academic outcomes as resources are put towards inclusive instruction rather than segregation through transportation...”

Transportation

Most school-aged children travel to school via private vehicle.

2017

Method of transportation to school by percentage of K-12 students



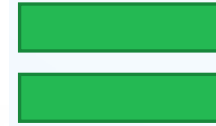
IES Statistics report 51% of children transported.

Average adjusted cost per child per year \$1,200

States with a higher percentage of students living in cities tend to spend more on transportation per student than states with a higher percentage of rural students.

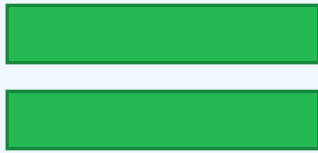
Funds Supporting IDEA Services and Inclusive Opportunities

Supplement = “ADDS TO”

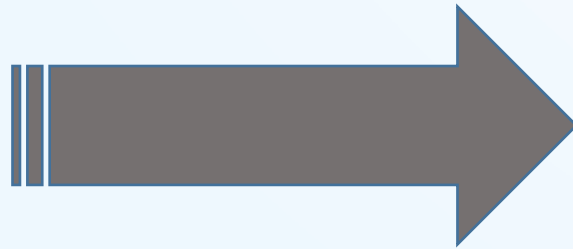


Better!

Supplant: “REPLACES”



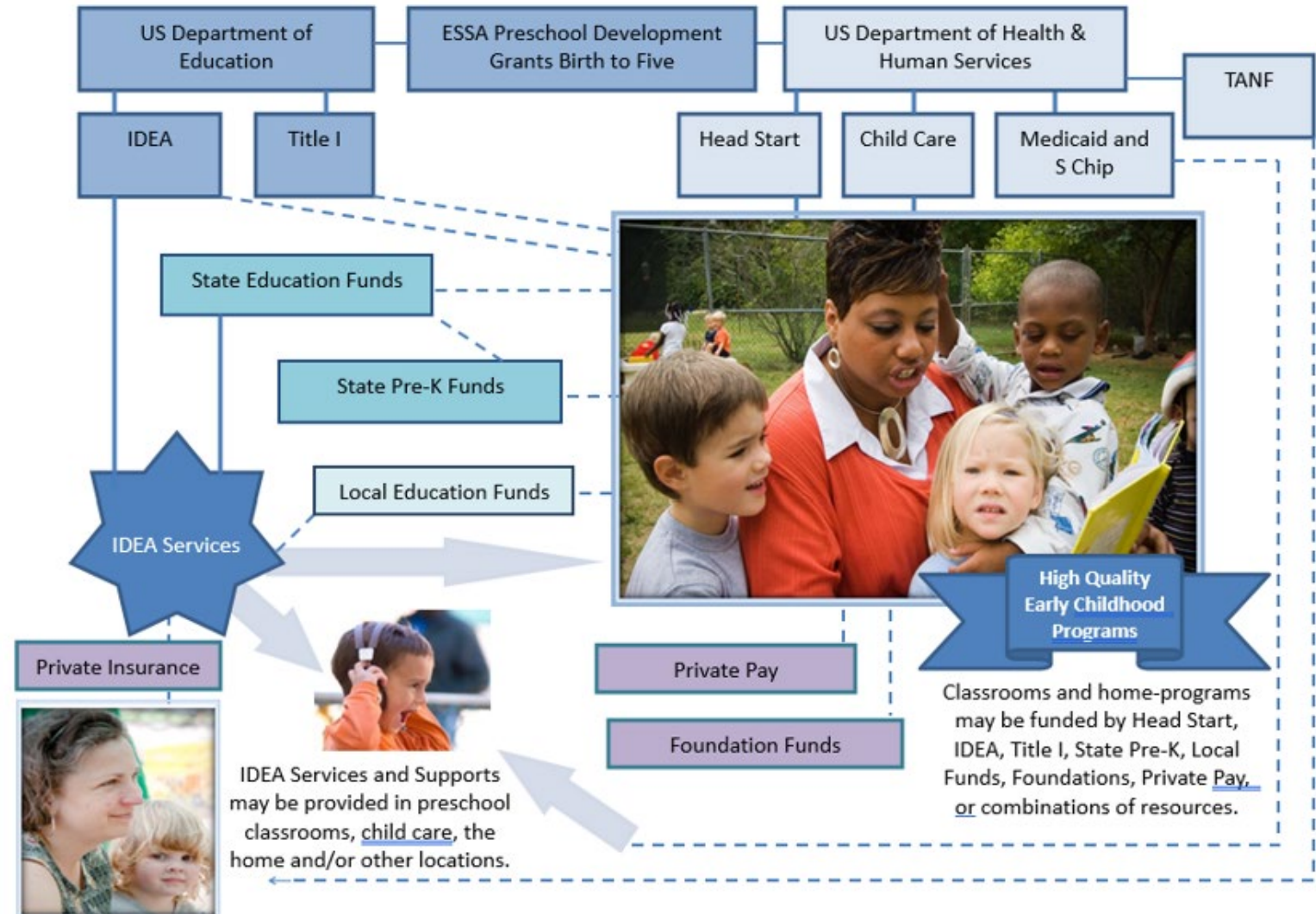
Blending Funds. . . Maybe Not



Funds Supporting IDEA Services & EC Settings

<https://ectacenter.org/~docs/topics/inclusion/funds-supporting-idea-services.docx>

Funds Supporting IDEA Services and Early Childhood Settings for Young Children with Disabilities



KEY: Solid lines to direct funders; dotted lines to possible funders.
ECTA, 2022

Description and Links to Funds Supporting IDEA Services & EC Settings

The following table summarizes major Federal and State early care and education funding streams that may be used to support young children with disabilities.

Programs	
	Federal Education Funds
IDEA: Preschool Grants for Children with Disabilities	The Preschool Grants Program is authorized under Section 619 of Part B of IDEA and administered by the Office of Special Education Programs, ED. It was established to provide grants to States to serve young children with disabilities, ages 3 through 5 years. http://www2.ed.gov/about/offices/list/osers/osep/index.html
Title I Preschool	Many school districts support preschool programs with their Title I (Education for the Disadvantaged) funds. More than 50,000 public schools across the country use Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet State standards in core academic subjects. http://www2.ed.gov/programs/titleiparta/index.html
ESSA Preschool Development Grants Birth through Five (PDG B-5)	PDG B-5 grants, which differ significantly from the previous Preschool Development Grants, are designed to fund states to conduct a comprehensive statewide birth through five needs assessment followed by in-depth strategic planning, while enhancing parent choice and expanding the current mixed delivery system consisting of a wide range of provider types and settings, including child care centers and home-based child care providers, Head Start and Early Head Start, state pre-kindergarten, and home visiting service providers across the public, private and faith-based sectors. https://www.acf.hhs.gov/ecd/early-learning/preschool-development-grants
	Federal Health and Human Services Funds
Head Start/Early Head Start	Head Start and Early Head Start programs are free, federally funded programs designed to promote school readiness for children from low-income families. Early Head Start serves pregnant women and families with children under age 3. Head Start programs serve children between 3 and 5 years old. These programs encourage parent involvement through regular visits to the child's home, regular opportunities for parents to volunteer in the program, and special activities. Head Start and Early Head Start programs also link children and families to other services in the community. https://www.acf.hhs.gov/ohs
Child Care Development Funds (CCDF)	CCDF assists low-income families, families receiving temporary public assistance, and those transitioning from public assistance in obtaining child care so they can work or attend training/education. CCD is administered by the Office of Child Care, DHHS, and provides grants to States, Territories and Tribes to serve children younger than 13 years; however, some grantees may elect to serve children ages 13 to 19 who are physically or mentally incapacitated or under court supervision. https://www.acf.hhs.gov/occ/initiatives
Medicaid	Medicaid is a public health insurance which pays for services for children, including preventive care, immunizations, screening and treatment of health conditions, doctor and hospital visits, and vision and dental care for families who are income eligible and/or children with disabilities. https://www.medicaid.gov/
Temporary Assistance for Needy Families (TANF)	TANF is administered by the Office of Family Assistance, DHSS, and provides grants to States, Territories, or Tribes to assist needy families with children so that children can be cared for in their own homes; reduce dependency by promoting job preparation, work, and marriage; reduce and prevent out-of-wedlock pregnancies; and to encourage the formation and maintenance of two-parent families. States may transfer TANF funds to CCDF or directly spend funds on child care. https://www.acf.hhs.gov/ofa/programs/tanf
	State and Local
State/Local Education Funds	State and local dollars are primary funding sources of public K-12 education (see individual state departments of education websites).
State-Funded Prekindergarten	An early learning program invests public resources, e.g., State general revenue funds. In preschool education to increase access and improve quality. The Funding often goes to local school districts for programming that emphasizes school readiness. https://nieer.org/
	Private
Private Insurance	Private family or child insurance used with family permission.
Private Pay	Funding sources such as parental payment or co-pay, scholarships, and/or donations, may support programs and/or enrollment of children.
Foundation Funds	May be utilized to support programs and/or enrollment of individuals.

Page 3 Updated with COVID Fund Info

Funds	Description
Federal Education Funds	
ARP IDEA	Of the \$130 billion that was allocated to the Department of Education, the following amounts were earmarked for IDEA grant awards as supplemental FFY 2021 funds: \$2.58 billion for grants to states under Part B of IDEA, \$200 million for preschool grants under IDEA, and \$250 million for programs for infants and toddlers under Part C of IDEA. All IDEA (Parts B and C) ARP funds must be used consistently with current IDEA statutory and regulatory requirements. https://www2.ed.gov/policy/speced/leg/arp/arp-idea-fact-sheet.pdf
CARES & CRSSA ESSER	The CARES Act provided funds through the Education Stabilization Fund of the Elementary and Secondary School Emergency Relief (ESSER) Fund. The Education Department awarded these grants to SEAs to provide LEAs with emergency relief funds to address the impact that COVID-19 on elementary and secondary schools. ESSER Funds were awarded in the same proportion as each State received funds under Part A of Title I of the ESEA Act of 1965. https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/
ARP ESSER	Elementary and Secondary School Emergency Relief (ESSER) funds can be used to fund programs for children from birth through kindergarten. These programs can be located on school campuses, in community-based settings in a district's attendance zone, including local Head Start, child care, and preschool programs. States and LEAs may use ARP funds for early childhood programs, including classroom-based instructional programs, salaries and benefits for teachers and other staff, extended-day programs in Head Start or community-based child care programs, professional development for early childhood professionals, support services, such as nutrition, vision, dental, and counseling services, screening and diagnostic assessments, transition programs, parent involvement initiatives and home visiting programs. https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf
Federal Health and Human Services Funds	
CARES HS	The CARES Act designates additional funds to Head Start to help prepare low-income children for kindergarten, and to support their growth and development by creating a positive environment for them during the public health crisis. Funds were released directly to all 1,600 local Head Start and Early Head Start programs, including tribal programs, in every state and territory. https://www.acf.hhs.gov/media/press/2020/cares-act-gives-extra-750-million-head-start-program
CARES CCDF	CARES Act funds provided through the Child Care Development Fund (CCDF) in each state may be used to provide continued payments to child care providers for decreased enrollment or closures related to coronavirus, and to assure they are able to remain open or reopen. Funds may also be used for child care assistance to emergency responders, health care and other essential workers during response to the coronavirus, regardless of income eligibility requirements. https://www.acf.hhs.gov/occ/policy-guidance/summary-child-care-provisions-coronavirus-aid-relief-and-economic-security-act
ARP HS	ARP included \$1 billion for Head Start programs. All Head Start, Early Head Start, and Early Head Start-Child Care Partnership grantees were eligible to receive additional funds proportionally based on funded enrollment levels. Local grantees used funds to reach more families, get facilities ready for in-person comprehensive services, and to support Head Start employees through compensation and professional development initiatives. https://eclkc.ohs.acf.hhs.gov/policy/pi/acf-pi-hs-21-03

Arizona Funds

Supporting Slots in Regular Early Childhood Programs

- First Things First (FTF)
- High Quality Early Learning grant (HQEL)
- District Maintenance & Operations (M&O)
- Migrant
- Tuition
- Title I
- Head Start
- Tuition





Funding IDEA Services in Least Restrictive Environments

Always begin the IEP placement discussion with consideration of services in inclusive environments first. Funding structures and placements based on administrative convenience (it's what we have, or what we've always done) shouldn't drive LRE decisions.

Mixed Delivery – Comprehensive Early Childhood System Early Care and Education Consortium (ECEC)

Funds administered across, Head Start, public schools, & community organizations to ensure access to high-quality, affordable options B-5.



“A well-funded mixed-delivery system avoids disruptions to children and families and better facilitates a quality birth to five system of early care and learning”

Variability of State and Local Factors Influence Funds for Inclusive Placements

Rules, regulations, geography, opportunity and philosophy

- Funding Structures (shouldn't drive service)
- Maximum number of children in the classroom
- Ratio requirements for inclusive classrooms
- Personnel requirements
 - Ratio of adults to children
 - Personnel licensure requirements
- Disadvantaged - migrant, homeless, poverty
- Culture and philosophy
- Transportation



Cost of Inclusive Programs

Context & Factors Influencing Costs are Critical to Understand

Lower costs were associated with more inclusive programs across public schools, community, and Head Start programs



Inclusive preschool models were less expensive for school districts than segregated models

Collaborative Funding Models

Layered Funds



Funds that Follow the Child



Cost Sharing – Slots

The same amount per child

- ❖ Funds determined based on the cost of the program or classroom.
- ❖ Each funding source pays the same amount for each child for the regular early childhood program seat.
- ❖ The cost of the classroom is divided it by the number of children in the classroom.
- ❖ IDEA services and costs are the responsibility of special education



Cost Sharing – Cost Contribution



Each funding source pays the amount per child generated by their program.

Funds for the classroom are based on the amount the funding program spends per child.

Fictional Example:

- Head Start \$9,000 per child
- Title I \$6,600 per child

Specific Cost Funding

Each preschool program pays for part of the program cost.

- One program pays for the teacher, another for a paraprofessional.
- Special education pays for an additional para to assist in the classroom.





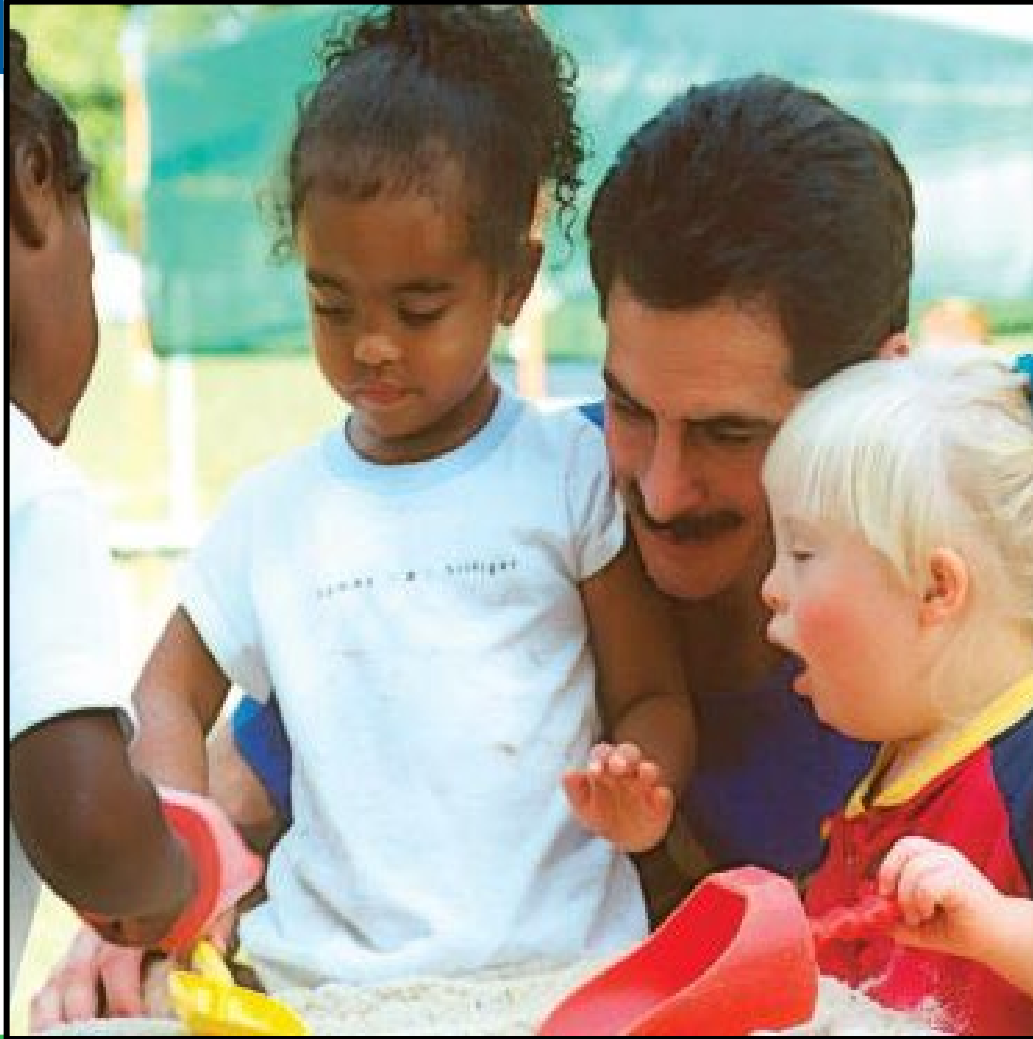
In Kind Sharing

When one program provides a service or other operating functions:

A school may have extra rooms, or an older building no longer being used for LEA community preschool programs.

In return the district pays a reduced tuition for children with disabilities.

Funded Enrollment



When determining placement, always consider a regular program first.

If a child is not in a program, and the IEP team determines a regular placement is needed:

If there is not a public placement at no cost to the family, IDEA funds should be used to pay for the placement.

Pay for time needed to implement the IEP.

Service Delivery Models

- **Co-teachers** (regular and special education) in classroom
- **Dually certified teacher** who provides regular and special education
- **Additional support** for the classroom by regular or special education paraprofessionals or teacher assistants
- **Consultation** with the regular education classroom teacher
- **Itinerant special education teacher** and/or teacher assistant work with the child (or children) in classroom. Related special education service providers (therapists) in classroom
- **Paraprofessional** or assistant providing support to an individual child as specified in a child's IEP

Cost Calculator

Setting	Model A1	Model A2	Model B			Model C			Model D			
	Special Ed Class 100% IEPs	Special Ed Class 100% IEPs	Special Ed EC Class Children w and w/out IEPs No more than 50% with IEPs			Regular Early Childhood Program 6 children w/ IEPs			Regular Early Childhood Program A few children with IEPs			
	Children with IEPs	Children with IEPs	Children w/o IEPs	Children w/ IEPs	Total Children Per Class	Children w/o IEPs	Children w/ IEPs	Total Children Per Class	Children w/o IEPs	Children w/ IEPs	Total Children Per Class	
Class Configuration ENTER LEA #s	8	16	12	8	20	14	6	20	18	2	20	Cost calculated for the special educatoin portion pre child for the children w IEPs in green
Staffing - Special Ed ENTER Staff and FTE	1 Sped Teacher 3 Para	1 Sped Teacher 3 Para	1 Sped Teacher 2 Para			Itinerant Teacher - special education services (.50 FTE)			Itinerant Teacher - special education services (.1 FTE)			
Staffing Costs (IDEA portion) ENTER LEA #s	\$110,000	\$110,000	\$95,000			\$32,500			\$6,500			Teacher - \$65,000 Para - \$15,000
Itinerant Teacher Travel Costs ENTER LEA #s	NA	NA	NA						\$1,000			Teacher travel costs - per year
Child Transportation ENTER LEA #s	\$26,200	\$5,240	\$26,200			\$19,650			NA			Child Transportation - \$3,275 per child
Tuition paid by Special Ed Enter yearly tuition paid	NA	NA	NA			\$14,250						
Tuition paid to District Enter tuition received by district	NA	NA	\$57,000			NA						Tuition paid to district - \$4,750 per child (half sped tuition)
Facilities Paid by District May enter yearly cost												
CALCULATED cost per child with IEP with child transportation (if any)	\$17,025	\$7,203	\$8,025			\$8,692			#VALUE!			This row is self calculating. Includes transportation costs.
CALCULATED cost per child with w/o child transportation	\$13,750	\$6,875	\$4,750			\$5,417			\$3,750			This row is self calculating

Serving 32 Children – Self-Contained Personnel Costs



IDEA

Cost per Child

\$10,300

\$13,575

1

- 10 children
- Teacher \$65,000
- 3 Para \$45,000

2

- 8 children
- Teacher \$65,000
- 3 Para \$45,000

3

- 14 children
- Teacher \$65,000
- 3 Para \$45,000

Personnel cost - 3 teachers, 9 paras: \$330,000

32 Children, Same Dollars – 4 Teachers, 4 paras (\$320,000)

1	2	3	4
Sped Teacher	Sped Teacher	Sped Teacher	Sped Teacher
Para	Para	Para	Para
8 children	8 children	8 children	8 children

1	2	3	4
Sped Teacher	Sped Teacher	Sped Teacher	Itinerant Sped Teacher
Para	2 Para	Para	
10 children	8 children	6 children	10 children

1	2	3	4
Sped Teacher	Sped Teacher	Itinerant Sped Teacher	Itinerant Sped Teacher
2 Para	2 Para		
6 children	6 children	10 children	10 children

Serving 32 Children – Self-Contained Personnel Costs



IDEA

Cost per Child

\$8,400

\$11,675

1

- 14 children
- Teacher
\$65,000
- 2 Para
\$30,000

2

- 10 children
- Teacher
\$65,000
- 1 Para
\$15,000

3

- 8 children
- Teacher
\$65,000
- 2 Para
\$30,000

Personnel cost - 3 teachers, 5 paras: \$270,000

32 Children, Same Dollars – Teachers & Para (\$270,000)

Part Time itinerant
Sped Teacher to
start with 2

1	2	3
Sped Teacher	Sped Teacher	Sped Teacher
Para	Para	Para
14 children	8 children	10 children

1	2	3
Sped Teacher	Sped Teacher	Itinerant Sped Teacher
Para	2 Para	
10 children	10 children	12 children

1	2	3	4
Sped Teacher	Sped Teacher	Itinerant Sped Teacher	Itinerant Sped Teacher
Para	Part time para		
6 children	6 children	10 children	10 children

Serving 32 Children – Self-Contained Personnel Costs



IDEA

Cost per Child

\$6,400

\$9,675

1

- 16 children
- Teacher \$65,000
- 3 Para \$45,000

2

- 16 children
- Teacher \$65,000
- 2 Para
- \$30,000

Personnel cost - 2 teachers, 5 paras: \$205,000

32 Children, Same Dollars – 2 Teachers, 5 paras (\$205,000)

Part Time itinerant
teacher to start
with 2

1	2	3
Sped Teacher	Sped Teacher	Sped Teacher
	Part time para	
10 children	12 children	10 children

1	2	3	4
Itinerant Sped Teacher	Itinerant Sped Teacher	Itinerant Sped Teacher	
	Para		para
12 children	10 children	10 children	3 children

Serving 32 Children – Single Teacher Caseload

Personnel Costs (am, pm classes?)



IDEA

Cost per Child

\$2,000

\$5,275

1

- 32 children
- Teacher
\$65,000

Personnel cost - 1 teachers: \$65,000

Serving 32 Children – Develop Itinerant Caseload Schedule

Teacher	Teacher	Teacher	Para
\$65,000	\$65,000	\$65,000	\$15,000
12 children	4 children 3x per week	4 children am	Supports am class
2x per week	6 children 2x per week	6 children 2 x per week children pm	Supports pm class

Develop weekly schedule in am/pm, hourly or 30-minute increments,
include any teacher travel time

Discussion and Questions



Resources

ECTA Web site: Financing Strategies and Collaborative Funding

Financing Strategies and Collaborative Funding

Systems

[Inclusion](#)

[Federal Laws and Guidance](#)

[Tools](#)

[State Examples](#)

[Policy and Position Statements](#)

[Research and Studies](#)

[Financing Strategies and
Collaborative Funding](#)

[Professional Development](#)

[National Early Childhood Inclusion
Indicators Initiative](#)
• [Partners](#)

Many collaborative strategies, sample interagency agreements, planning tools, and funding sources exist to assist states and communities in providing inclusive preschool special education services. Additional information related to financing IDEA Part C and Section 619 services can be found on the ECTA Center's topic page on [Finance](#).

Preschool Inclusion Finance Toolkit


[Preschool Inclusion Finance Toolkit 2018](#)


ECTA's 2018 update of the finance toolkit contains more details and examples of funding requirements and strategies that promote early childhood inclusion. (February 4, 2019) Worksheets included in this toolkit:


 [Early Childhood Programs Comparison Worksheet](#)

 [Determining Costs Inclusive Worksheet](#)

Planning Tools and Self-Assessments

 [Fiscal Management Checklist for Partnerships](#) (Early Head Start - Child Care Partnership, 2014) - focuses on the fiscal aspects of early education partnerships including: funding sources, braided funding, fiscal agreements and fiscal reporting.

 [Considerations for Making Finance Decisions to Promote Preschool Inclusion](#) (2012) - a tool kit developed by NECTAC for Section 619 Coordinators, LEA program staff, community partners and early childhood TA providers.

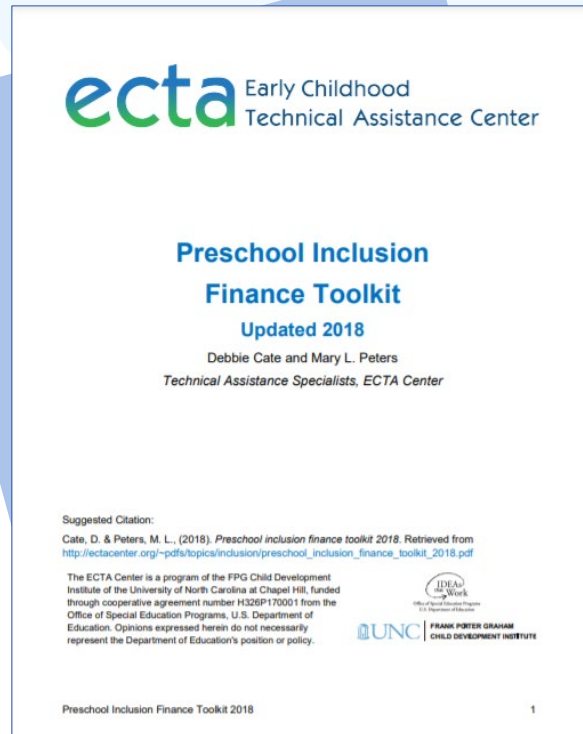
 [Putting it Together: A Guide to Funding Comprehensive Services in Child Care and Early Education](#) (2012) by Christine Johnson-Staub of CLASP helps states look beyond major sources of child care

Page Contents

- [Preschool Inclusion Finance Toolkit](#)
- [Planning Tools and Self-Assessments](#)
 - [State Example: OH, WI](#)
- [Collaborative Strategies](#)
 - [State Examples: FL](#)
 - [Local Examples: CA, FL, WI](#)
- [Interagency Agreements](#)
 - [State Examples: CA, NJ, VA, WV, WI](#)
 - [Local Example: TX](#)
- [Funding Streams and Accountability](#)

ECTA Center Financing Inclusion Toolkit

Finance Toolkit



- Call to Action
- Funding IDEA Services
- Collaborative Funding
- Community Collaboration
- Service Delivery Models

General Resources

- OSEP Dear Colleague Letter – Preschool LRE:
<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/preschool-lre-dcl-1-10-17.pdf>
- US HHS and ED Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs:
<https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>
- ECTA Inclusion page:
 - Inclusion Indicators: <https://ectacenter.org/topics/inclusion/indicators.asp>
 - Inclusion: <https://ectacenter.org/topics/inclusion/>
 - Inclusion finance strategies: <https://ectacenter.org/topics/inclusion/funding.asp>

Funding Early Childhood Placements

Dear Colleague Letter on Early Childhood LRE

Program Placement Options:

If a child's IEP requires placement in a RECP, the LEA must provide it

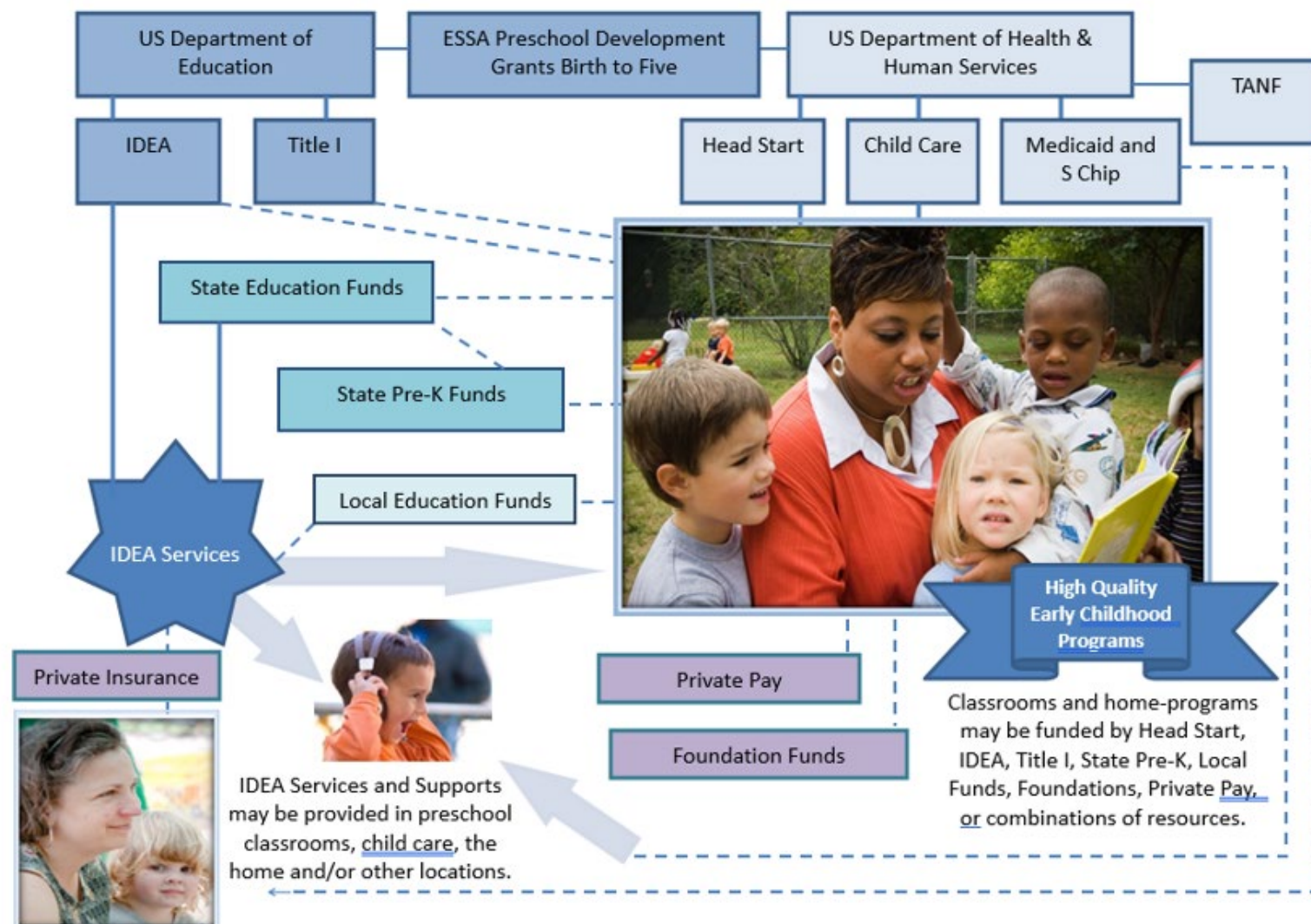
1. In their own inclusive program
2. In a community public program at no cost to the state Pre-K, Title I, Head Start
3. If no public program is available, the LEA may use IDEA funds

Use of IDEA Part B Funds: Excess Cost principle applies generally

1. If no public program is available, the LEA may use IDEA funds
2. If child attending program paid for by parent, LEA responsible for special ed costs.
3. Specifically, if the placement team determines, based on the child's IEP, that placement in an inclusive private preschool program is necessary to provide FAPE... LEA is responsible for making available an appropriate program in the LRE and ensuring that tuition costs associated with that placement for the period of time necessary to implement the IEP are at no cost to the parents.

Funds Supporting IDEA Services & EC Settings

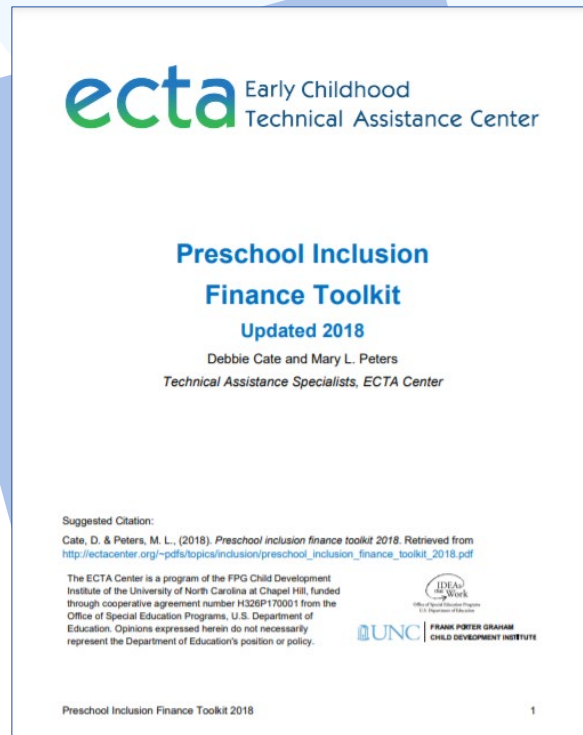
Funds Supporting IDEA Services and Early Childhood Settings for Young Children with Disabilities



KEY: Solid lines to direct funders; dotted lines to possible funders.
ECTA, 2022

ECTA Center Financing Inclusion Website Resources

Finance Toolkit



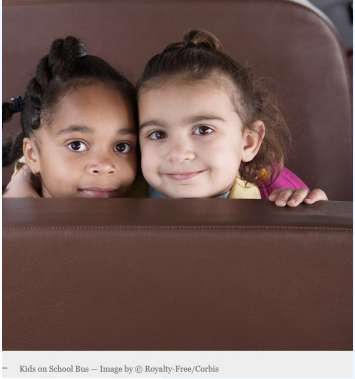
Determining Costs

The image shows a worksheet titled 'Determining Costs within Inclusive (or Blended) Programs'. It contains several sections for calculating costs. Section III, 'Cost Contribution', includes a table for 'All Programs Pay Their Program's Base Cost Contribution per Child' with columns for Program Name, \$ per Child, # Children, and Total Cost Contribution. Section IV, 'Determining Blended Program Costs', includes a table for 'Annual Expense' with columns for Annual Expense and Cost. Section V, 'Contribution and Costs', includes a table for 'Total Cost Contribution' and 'Total Cost of Blended Program'.

Comparison Worksheet

	State Pre-K	Head Start	Title I	Child Care	Special Education	Other
Local Agency Responsible						
Local Lead						
Mission, Vision						
Eligibility & Enrollment						
Age of children served						
Hours						
Class size						
Teacher-child ratio						
Staff Qualifications by title:						
Teacher						
Assistant						
Licensing						
Required PD or training						
Monitoring						
Curriculum						
Learning Standards						
Child Assessments						
Attendance						
Referrals						
Suspension and Expulsion						
Regional Agency						
Regional Lead						
Website						
State Agency Responsible						
State Lead						
Website(s)						
Web-Site						

Transportation Resources



- IL Special Ed Transportation Guide: https://www.isbe.net/Documents/special_needs_transport.pdf
- The Costs and Challenges of Transporting Students with Disabilities, 2009: <https://files.eric.ed.gov/fulltext/EJ919351.pdf>
- NJ study: <https://stnonline.com/news/study-seeks-200m-in-nj-school-transportation-costs/>
 - \$1,508 per bus rider, with the middle 50 percent of school districts spending between \$1,160 and \$3,361 per student.
 - But over three-dozen districts spend over \$10,000 per student, with many of these variations linked to transporting students with disabilities.
- SEEP Special Education Transportation Report 2002
- Transportation Costs of Special Education, 2015: <https://achievementproducts.wordpress.com/2015/05/20/transportation-costs-of-special-education/>
- How Much does the Government Spend on Transporting Kids to School, 2022: <https://usafacts.org/articles/how-much-does-the-government-spend-on-getting-kids-to-school/>
- <https://one.nhtsa.gov/people/injury/buses/guide1999/prekfinal.htm>

Braided Funding -

1. Identify Funding Streams
2. Create a leadership team - develop goals & plan for collaboration
3. Develop governance structures
4. Compare requirements
5. Align requirements
6. Align data systems
7. Highlight programs that are braiding funding streams



Braiding Federal Funding to Expand Access to Quality Early Care and Education and Early Childhood Supports and Services:

A Tool for States and Local Communities

August 16, 2021
Katie Gonzalez and Pia Caronongan

Submitted to:
Office of the Assistant Secretary for Planning and Evaluation
U.S. Department of Health and Human Services
200 Independence Ave, SW
Washington, DC 20201



Valuing Inclusion: Placement

The Individuals with Disabilities Education Act (IDEA)

“...presumes that the first placement option considered for a preschool child with a disability is the regular public preschool program the child would attend if the child did not have a disability.”

