



Inclusion Through Braided Funding for Preschool Children with Disabilities

Day 3: December 8, 2022

Looking Back: Day 1, Day 2

- Day 1: Foundational information
 - Data that targets why inclusion is important
 - Frameworks, definitions, and funding sources to increase opportunities for children with and without disabilities to attend a common program
- Day 2: Deeper Dive
 - Funding models and service delivery models
 - Demonstrations of potential cost savings when serving children in inclusive settings

Reflection: Questions, Comments

- What are some thoughts you are having about the topics presented so far?
- What does this mean for you and your program?
- What is a resource on the Padlet that you have found valuable?



LEA Examples of Funding Inclusion

Introduction of Panel Members:

- Penni Case, Page Unified School District
- Diane Salazar, Phoenix Elementary School District
- Stacey Williams, Prescott Unified School District
- Erica Jimenez, Yuma Elementary School District
- Sabrina Salmon, Reem Kievit, Tucson Unified School District

Questions for Panel

Introductions:

- Please share your name, role, district name
- Rural/Suburban/Urban
- Total # preschool children with IEPs in district
- # licensed childcare classrooms
- length of day/ times per week for programs
- LRE data-- % of children served in a RECP
- Generally, do you provide transportation for preschool children with disabilities?

1. Why did you decided to braid funding, what funding streams are they using?
2. How did you approach any changes to the way you fund programs?
 - What conversations did you have with budget director, administrators, teachers?
 - What were their (administrators, budget directors, teachers) reactions to initial conversations to braid the funding or implement various service delivery models to increase inclusive preschool programming?
 - Once implemented, did you see cost reductions?
3. How is it going now—what are some of your challenges, biggest costs and strategies for funding the program?

“High-quality early childhood programs can **boost the upward mobility** of two generations by freeing working parents to build their careers and increase wages over time while their child develops a broad range of foundational skills that lead to lifelong success.”

-James J. Heckman, *The Henry Schultz Distinguished Service Professor of Economics at the University of Chicago, and a Nobel Memorial Prize winner in economics*



Thank you!

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