



Inclusion Through Braided Funding for Preschool Children with Disabilities

December 5,6,8, 2022

Introductions

Welcome!

Please introduce yourself by adding your name and role in the chat.



**Exceptional
Student Services**

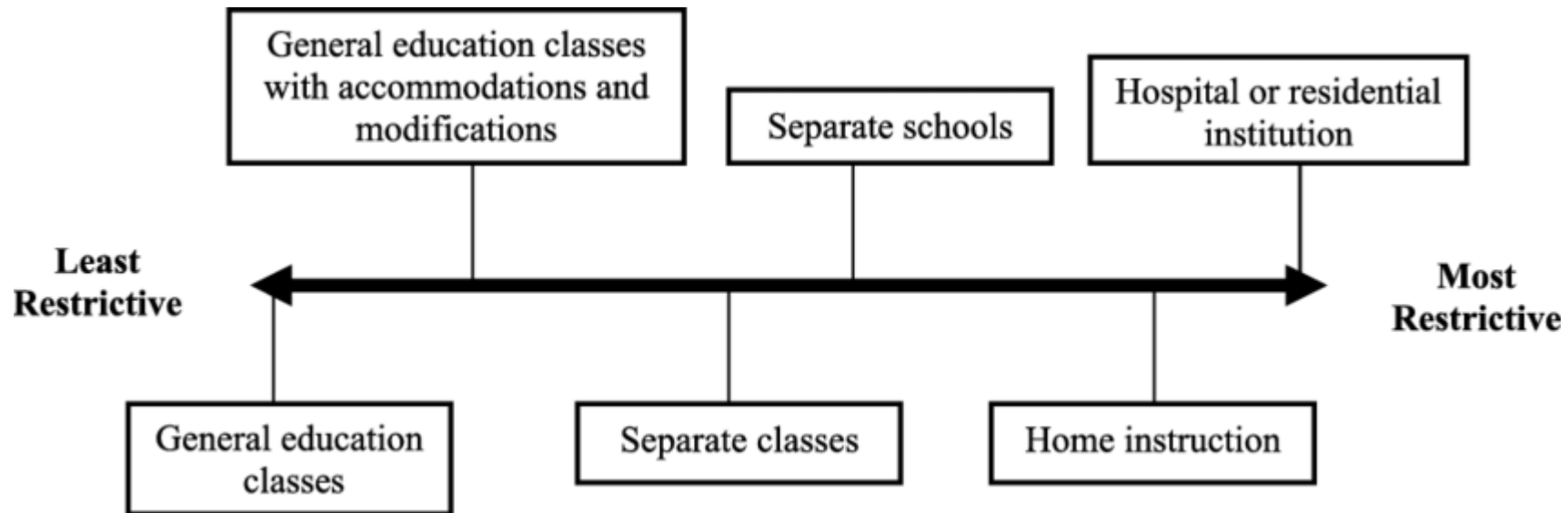
ecta Early Childhood
Technical Assistance Center

Outcomes for Sessions 1, 2, and 3

Participants will have an increased understanding of:

- IDEA funding requirements as they apply to the delivery of preschool special education services
- Financial requirements and responsibilities necessary to leverage funds for inclusive opportunities
- Strategies and guidance on collaborative funding mechanisms
- Creating and sustaining high quality, inclusive regular early childhood settings and models of special education service delivery

Continuum of Placement Options



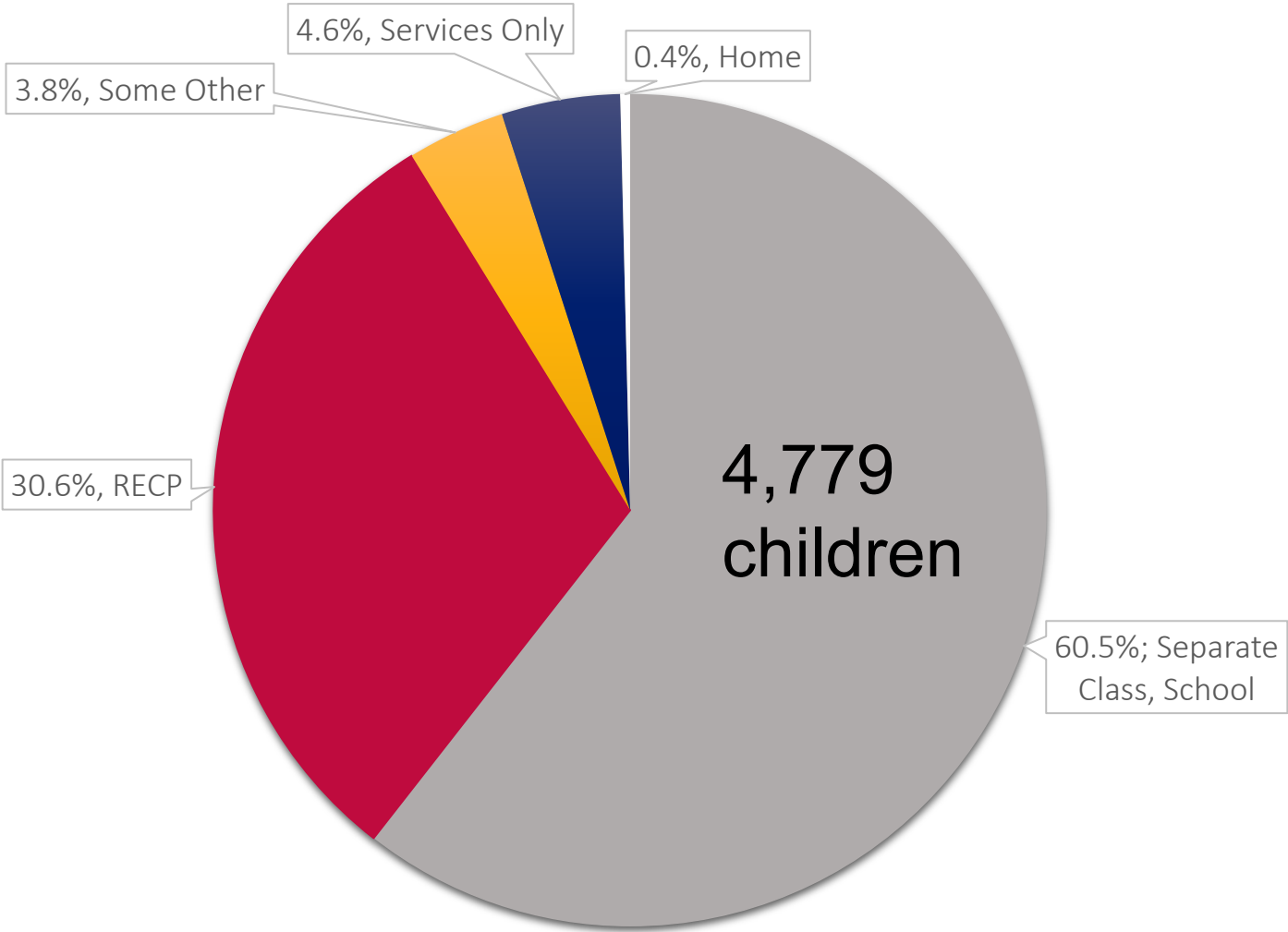
Public schools, including charter schools, “must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.” [34 C.F.R. § 300.115(a)] This continuum of educational placements must include “instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.” [Id.] “Although the [IDEA] does not require that each school building in an LEA be able to provide all the special education and related services for all types and severities of disabilities, the [school] has an obligation to make available a full continuum of alternative placement options that maximize opportunities for its children with disabilities to be educated with nondisabled peers to the extent appropriate. In all cases, placement decisions must be individually determined on the basis of the child’s abilities and needs and each child’s IEP, and not solely on factors such as category of disability, severity of disability, availability of special education and related services, configuration of the service delivery system, availability of space, or administrative convenience.” [34 C.F.R. Part 300, Analysis of Comments and Changes, Subpart B–State Eligibility, *Federal Register*, Vol.71, No. 156, p. 46588 (August 2006)] Therefore, if a school does not have the educational placement needed by a particular child, it can pay tuition to send the student to a school that has the appropriate placement, it can contract services out to a vendor, or it can create an appropriate program. [ESS Educational Placement Guidance](#)

8,086

preschool-aged children were served in 149 school districts during SY21–22.



Preschool Children by Least Restrictive Environment: SY2021–22



Preschool Attendance in a Regular Early Childhood Program by Size of District

Large Districts:



Average 25.5% of preschool children with disabilities attend RECP

Small Districts:



Average 50.1% of preschool children with disabilities attend RECP

(Large= greater than 100 preschool aged students, Small= less than 100)₈

Last year 33 school districts reported that they had no preschool children with disabilities attending a Regular Early Childhood Program.



High Quality Preschool Inclusion Models

LEAP Preschool Model

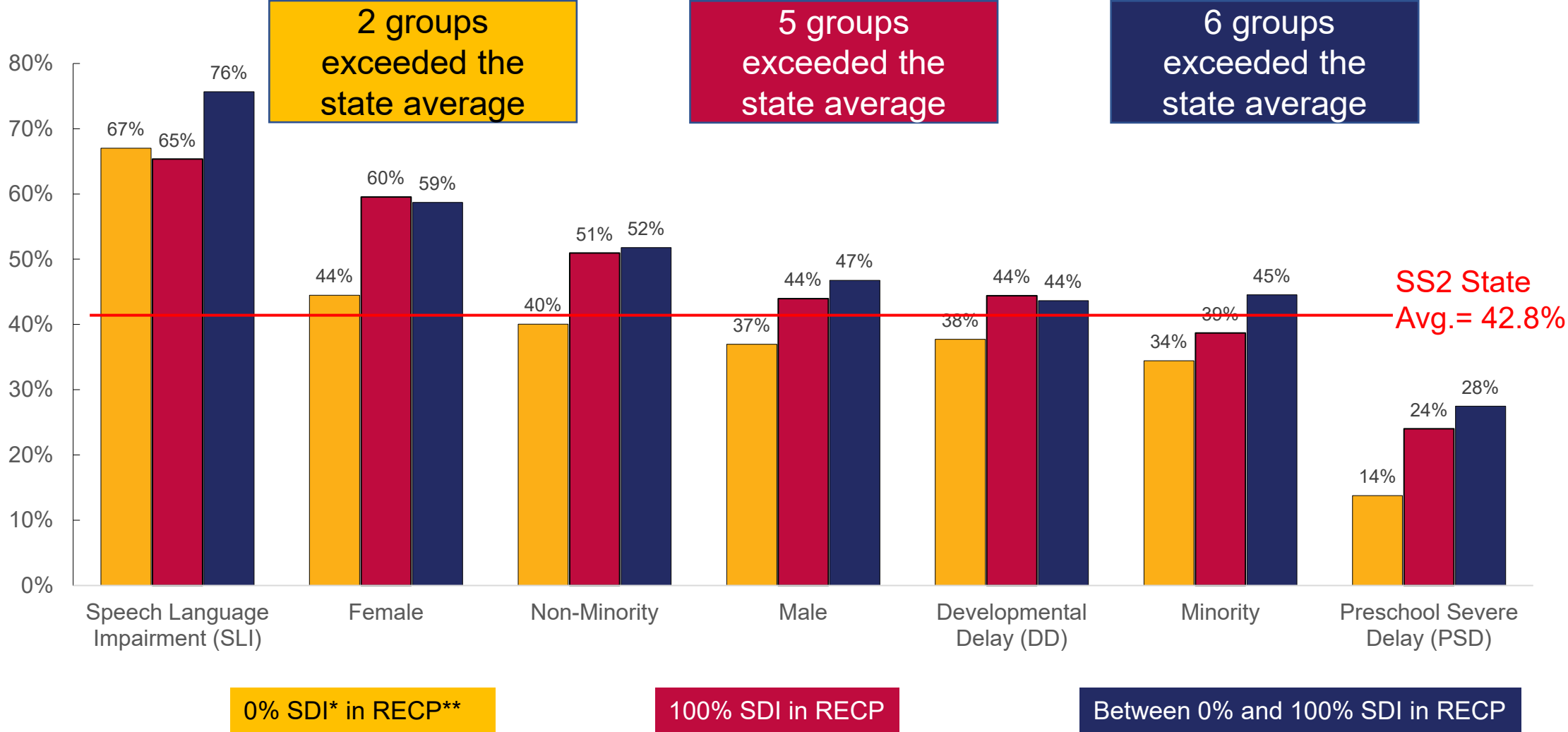
- Supporting inclusion
- Peer Support
- Data based decisions
- Parent Training

Itinerant Model of Early Childhood Special Education

- Collaborative Planning
- Consultations with families and practitioners
- Itinerant services delivered in the setting the child attends



Percentage of Children with Disabilities Exiting at Age-Expectations (SS2) by Subgroups and Environments, Outcome A: SY20–21



*SDI=Specially Designed Instruction
**RECP=Regular Early Childhood Program

AZ Inclusion Coalition Identified Funding as a Challenge in 2013





CITATION: "Impact of North Carolina's Early Childhood Programs and Policies on Educational Outcomes In Elementary School," Kenneth A. Dodge, Yu Bai, Helen F. Ladd, Clara G. Muschkin. Child Development, November 2016. DOI: 10.1111/cdev.12645.

North Carolina Impact Study

Average NC Pre-K funding reduced the odds of special education placements by:

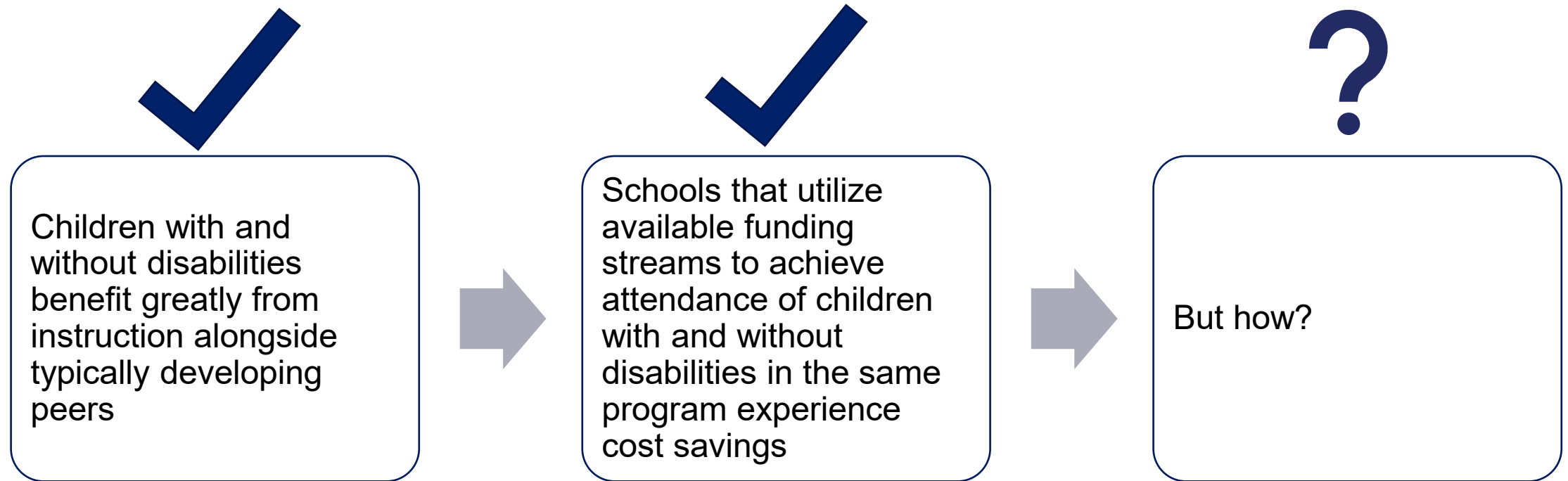
- 29 percent in third grade
- 43 percent in fourth grade
- 48 percent in fifth grade
- 29% less retention
- higher reading and math



Duke University: Investment in ECE Pays Off



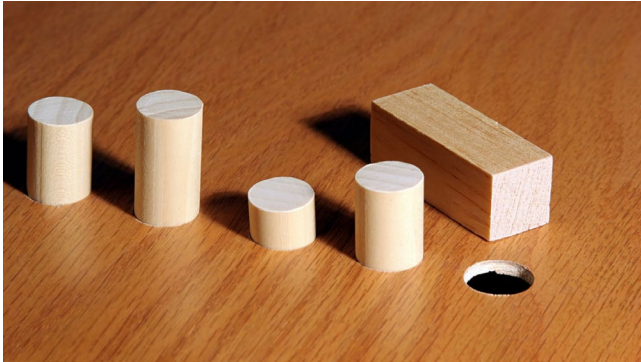
Funding a Regular Early Childhood Program that Includes Children with Disabilities



Funding: Commitment, Availability, Usage



- Working together, committing to the activities, being all in, knowing your needs



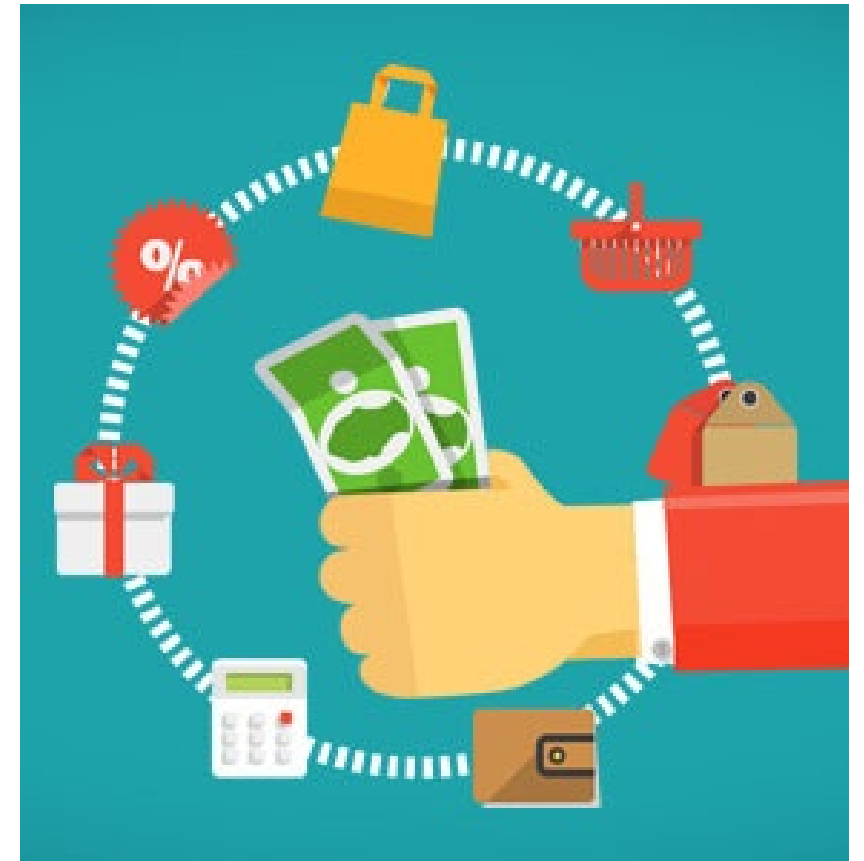
- Looking at what is possible, what is available, what is beneficial and allowable, what is aligned to needs



- Building the systems needed to initiate, implement and maintain funding at the district, school, and classroom level

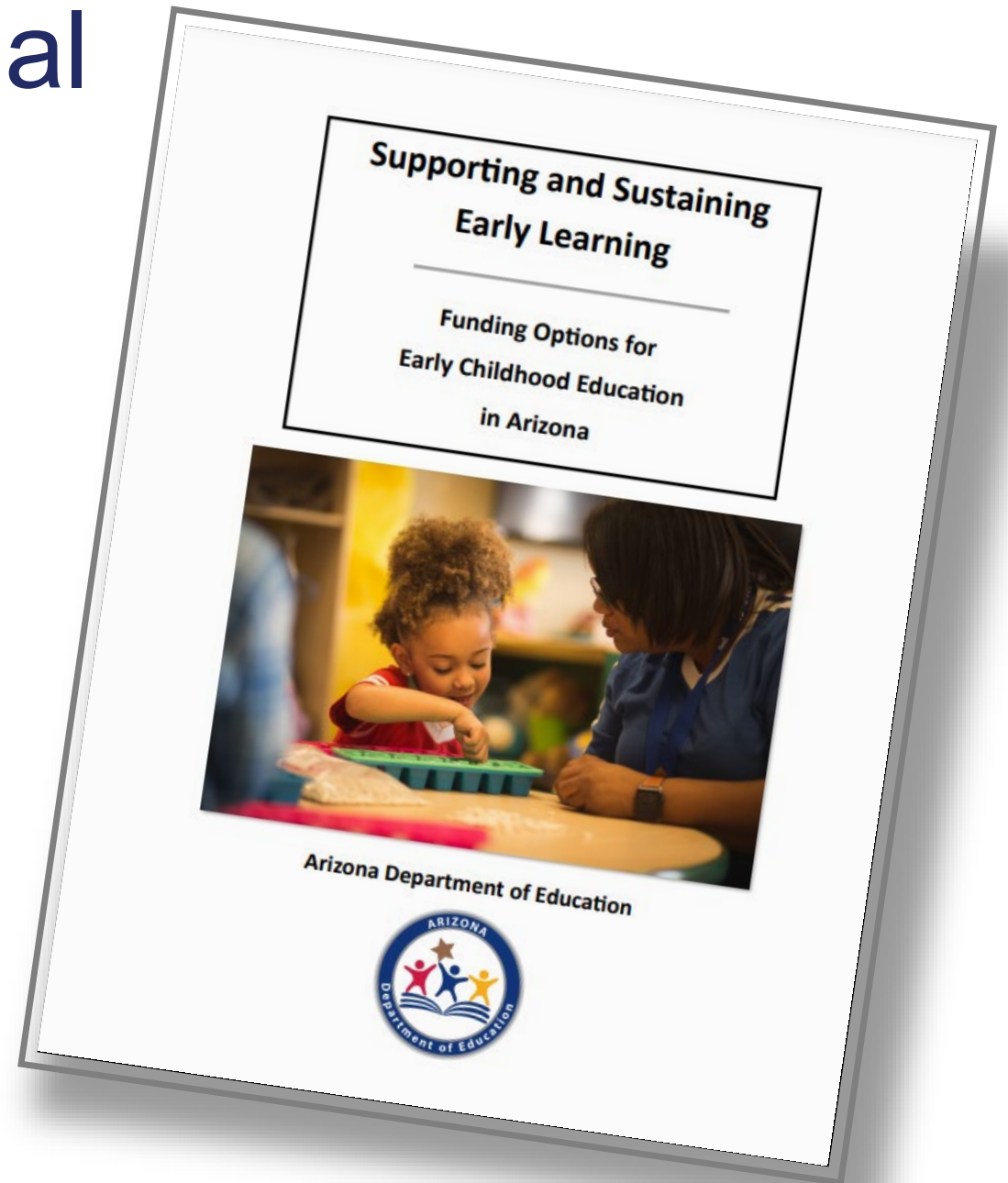
Funding Sources

- Funding sources available to serve preschool aged children, programs, services are varied in nature:
 - some fund seats/slots, others fund materials/resources, still others address staffing configurations, help with program administration, some are through cost savings, others through qualifications such as quality, poverty
- Goal is to use any/all the available funds to serve the children in the community.



Funding Sources Manual

- Federal, State, Tribal, and Local funding opportunities
 - IDEA grants
 - Title funding
 - Migrant
 - Head Start
 - CACFP
 - PDG (anticipated renewal Dec 2022)
 - Quality First
 - DES Childcare Subsidy





We

want

to
hear

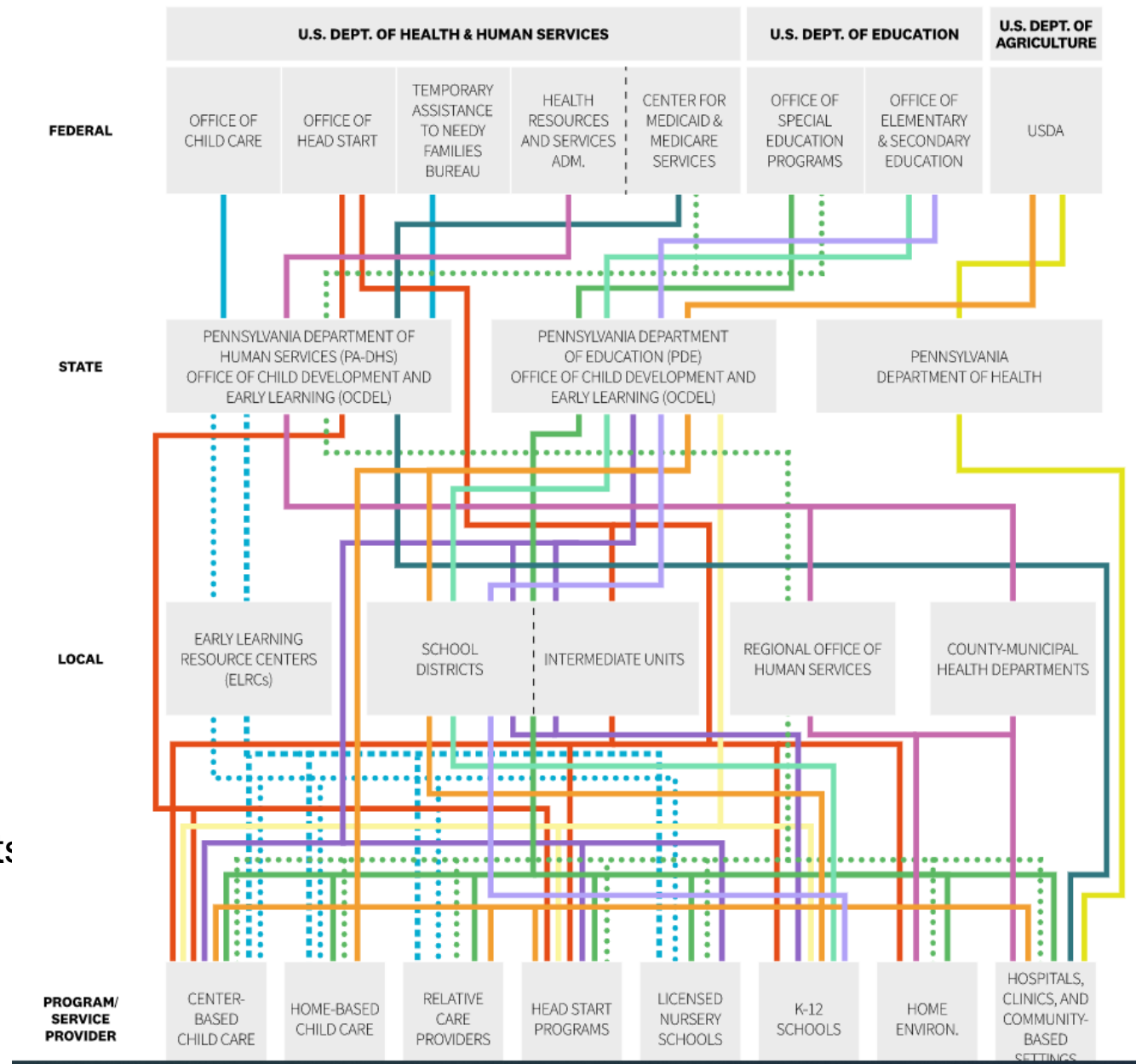
from
you!

Funding Polls

- Poll #1 What funding sources do you use for preschool?
- Poll #2 Do you use one, or more than one funding source?

Collaborative Funding:

- Leveraging resources to create inclusive opportunities for children with disabilities through funding agreements.
 1. Identify funding streams
 2. Identify eligible populations
 3. Build integrated data systems
 4. Align requirements of funding streams
 5. Develop shared goals and a plan for collaboration among agencies, departments
 6. Build state or local programs that use multiple funding streams
 7. Develop governance structures to support collaboration
 8. Support braiding at the provider level



- [Braiding Funding Toolkit, Mathematica \(2021\)](#)

Funding Models and Service Delivery Models

- **Cost sharing:** each program pays the same amount per child by determining the per child cost. Each source pays that amount for the number of children they fund.
- **Cost sharing-cost contribution:** a funding source contributes money to the program. In this example, each funding source provides a specific dollar amount to the program.
- **Specific cost funding:** commitment of funds is made for expenses or functions within a program by a specific fund source, according to guidelines of each source. Funds are not exchanged by programs but are allocated through agreements to support components of a program.
- **In-kind sharing:** another way to braid funding. A classroom in a school building may be provided to a regular early childhood program in exchange for slots saved specifically for a child with disabilities.

Co-teachers: Regular and Special Education teachers in a classroom work together to plan, implement and assess the activities of all children. Costs are dependent on the number of hours, children, days

Dually Certified Teachers: provide regular and special education to one group of children with and without IEPs

Paraprofessionals: provide additional support to all children or are assigned to one child working under the direction of a special education teacher, funded by any of the sources as permissible.

Itinerant Special Education: teachers and related service providers deliver special education services in regular education classrooms in collaboration with regular education teacher and other staff.

Layering and Braiding Funding: Management of Two or More Funding Sources



Layering: a foundational source of funds, a second layer might provide additional program hours, staff training, equipment and/or supplies. A third layer may be child specific such as IDEA funds for a child's IEP services.



Braiding: Classroom supported by different funding streams, each source paying a portion of the total classroom cost.



Word Cloud

- What are some of the challenges you might have to confront when utilizing multiple streams of funding?
- Join at [slido.com #3661 047](https://slido.com/join/3661047)

One Size Fits One

-
- Variability of state and local factors influence funds usage
 - Rules, regulations, geography, opportunity, and philosophy all contribute to the decisions each district makes.



Cost of Inclusive Programs

- 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
- Odom, S. L. (2000). Preschool inclusion: What we know and where we go from here. Topics in Early Childhood Special Education, 20, 20-27.



ECTA Preschool Funding Toolkit (2018)



Preschool Inclusion Finance Toolkit Updated 2018

Debbie Cate and Mary L. Peters
Technical Assistance Specialists, ECTA Center

PDF

preschool inclusion finance toolkit 2018

Serving Preschool Under Title I

March 4, 2019

Serving Preschool Children Under Title I

Non-Regulatory Guidance

PDF

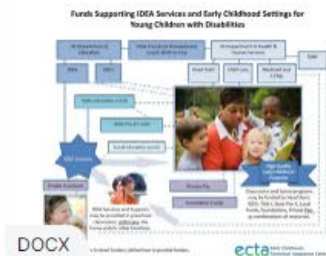
preschoolguidance

Cost Allocation: Braiding, Blending, Layering



Cost Allocation Tip Sheet | ECLKC

ECTA: Funds Supporting IDEA Services and Early Childhood Settings for Preschool



DOCX

funds-supporting-idea-services

IDEA Grant funding through ADE



Become a DES Licensed Child Care Center



Become a Licensed Center or Group Home Provider

DHS Empower Program: Discounted DHS License



Northern AZ United Way



Grants - United Way of Northern Arizona

Arizona Early Childhood Scholarships and Grants



AZ Scholarships and Incentives | Arizona Early Childhood

FTF Regional Partnerships



Braiding PDG and Title 1A (2018)



Title I-A supporting high quality preschool

Itinerant Model of Early Childhood Special Education



Itinerant Model - Community of Practice

LEAP Preschool Model



Bipartisan Policy Center Childcare and Market Rate: Supporting the Supply Side



Cost Modeling Report

Cost Modeling and Market Rate Survey



Child Care Cost Modeling Analysis and the Market Rate Survey: Why We Need Both

Cost Modeling One Pager

Padlet Resources



Resources and Links

[All resources and links will be included on the Padlet](#)



Thank You

Suzanne Perry, Director of Early Childhood Special Education
Suzanne.Perry@azed.gov
(602) 542-1113