

WELCOME!

Preschool Development Grant Community of Practice Meeting

October 2016

Arizona's Way to Pre-K!

Take a look at where Preschool
Development Grant is taking us



1,252

In Year 1, the number of children served in early learning settings that met all 12 elements of high-quality preschool programming. This mixed-delivery system included public, private, in-home, faith-based, and Head Start settings!

1 Integration of Data



To aid our communities with making data-driven decisions, we recognized our need to integrate preschool data with K-12 data.

The data gathered with the state's ongoing progress monitoring tool for preschool (Teaching Strategies GOLD) has been integrated with the state's longitudinal data system, AZ Dash.

Check out the screenshots of this integration of data, available near this poster!

2 Quality First Participation

With PDG funds, we have been able to increase the number of Early learning providers participating in our tiered quality rating improvement system, Quality First, by 41! 8 of these providers were on a waiting list for participation.

Participation in Quality First is essential to the success of the PDG grant because it is the system through which elements of high-quality preschool programs will be measured through its robust assessment process.

To ensure implementation of these high-quality indicators, as well as the indicators of high-quality that go beyond this list, ADE and QF have worked collaboratively to provide support to early learning providers in the HNCs in key ways that include: on-site coaching, technical assistance, and targeted professional development.



3

Institutes of Higher Education



Alignment of course objectives to aid articulation.



Improve infant toddler content in ECE degree programs.



NAEYC accreditation opportunities for 2-year or 4-year institutions.



Arizona institutions, private and public, are participating!

4

Roadblocks & Detours

Quantity

VS

Quality

Our per-pupil allocation was \$4,600. While this does not include the investment in supports to provide comprehensive services (coaching, mental health consultation, health consultation, and inclusion coaching), it was still a challenge for our early learning providers.

The challenges included:

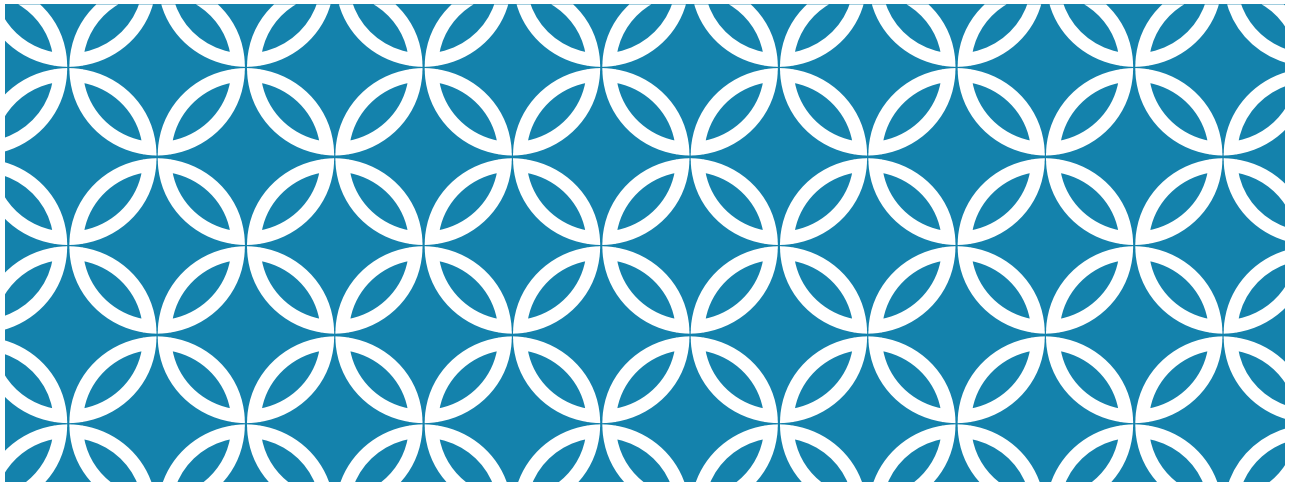
- *Filling slots in HNCs
- *Finding and hiring qualified teachers
- *Providing full day opportunities, particularly in communities in which families only want part day programming.

5 The Work Ahead

^Sustainability
^Degree-attainment
^Increased
opportunities for
participation

As we look ahead to Year 3, Arizona's team is focusing on some key areas of infrastructure-building, while continuing to increase the number of students with access to high-quality preschool programming.

One key strategy of Arizona's sustainability plan is the strong investment in college scholarships for HNCs to be able to grow their own teachers. This support for increased teacher qualifications, as well as the continued professional development of current teachers, will benefit Arizona for years to come.



EARLY CHILDHOOD SPECIAL
EDUCATION

Least Restrictive Environment
Inclusion Task Force
AZ-Statewide Autism Project

SOME DATA...

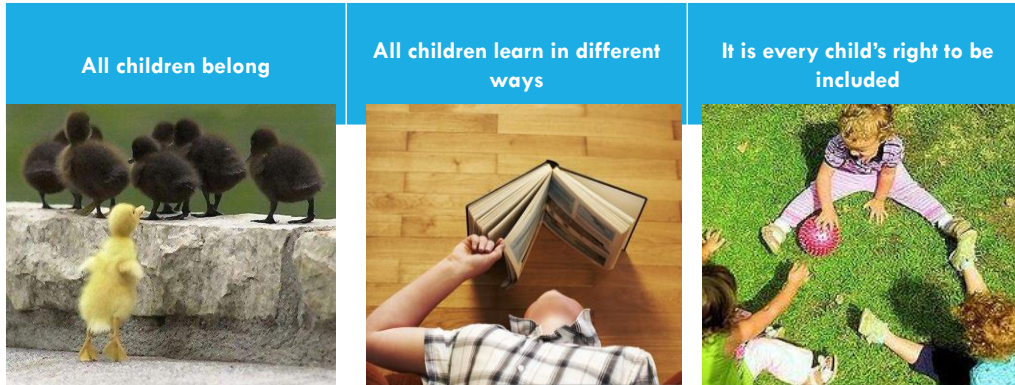
Category	Number
Number of Arizona Students K-12	993,815
Number of Children with Disabilities K-12 (13.2%)	114,523
Number of Children Age Three to Five in AZ	259,633
Preschool Aged Children Enrolled in Programs (36%)	93,467
Preschool Children with Disabilities (5.5%)	54,660
Number of Preschool Aged Children in PDG Programs (2015-16)	1940
<i>Number of Preschool aged children to be served at the 10% level</i>	<i>194</i>

INCLUSION, LEAST RESTRICTIVE ENVIRONMENT AND CONTINUUM OF PLACEMENT OPTIONS

The intersection of ideas and laws...

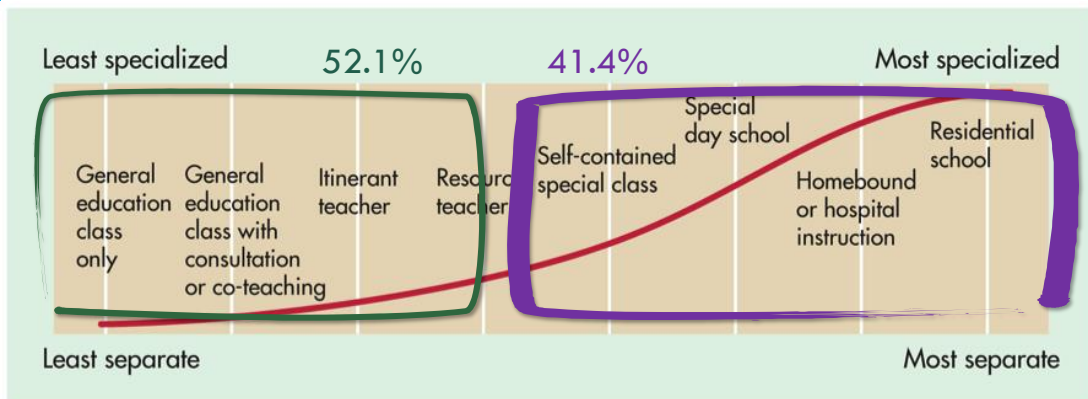


GUIDING PRINCIPLES OF INCLUSION



CONTINUUM OF PLACEMENT OPTIONS

54,660 Preschool Children
with Disabilities (5.5%)



Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. LEA's should engage in planning to ensure that the full continuum is available.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

States must ensure that Public Education Agencies have the policies and procedures in place to ensure that, to the maximum extent appropriate, **children with disabilities are educated with children who are nondisabled.**

- IDEA Regulations: Part 300 / B / 300.114
- Arizona Board Rules: R7-2-401/H1-2
- OSEP Dear Colleague Letter Preschool LRE
- <http://ectacenter.org/~pdfs/topics/inclusion/determining-lre-placements.pdf>



SEPARATE SCHOOLING CONDITIONS



Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such **that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.**

SUPPLEMENTARY AIDS AND SERVICES

Simplified, it is something *in addition to, different, or in place of* what is *typically needed* to teach a child.

- Direct services to the child
- Support and training for staff

Types of Adaptations	Direct Services to Child	Support Training for Staff
How instruction is delivered	Amount of personal assistance	Aug com device training
How much the child participates in a given activity	Amount of time allotted for task completion	Crisis Intervention Training
How difficult the activity level is	Modified curricular goals	Positive Behavior Supports training
How student can respond to instruction	Providing instructional adaptations (pre-teaching, etc.)	Prompt dependency and fading

CONVERSATIONS AT THE IEP MEETING TO DETERMINE THE LRE

PLACEMENTS Checklist:

- ☐ Located in the school that he/she would attend if nondisabled, unless the IEP requires some other arrangement.
- ☐ Consideration must be given to any potential harmful effect on the child or on the quality of services that he/she needs.
- ☐ Must not remove a child from education in age appropriate regular classroom solely because of needed modifications in the general education curriculum.

34 C.F.R. § 300.116

1. What are the educational benefits of a full-time general education placement?
2. What are the nonacademic benefits of a full-time general education placement?
3. What is the effect that the student has on the teacher and other children in the general education class?
4. What is the financial cost of mainstreaming?

Sacramento City Unified Sch. Dist. v. Rachel H., 20 IDELR 812 (9th Cir. 1994) (AK, AZ, CA, HI, ID, MT, NV, OR, WA)

INCLUSION TASK FORCE, REDUX

History:

The purpose of the Arizona Early Childhood Inclusion Coalition is to expand high quality inclusive opportunities for all young children and their families through collaborative partnerships, increased public awareness, advocacy, supportive policies and coordination of technical assistance and education.



INCLUSION TASK FORCE, CONT.

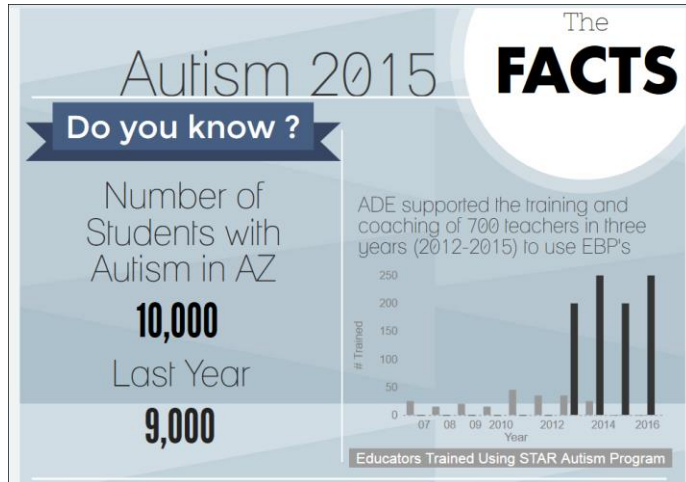
Task Force Past Findings (2008-10):

- lack of funding for typically developing children to attend preschool
- shortages of ECSE Teachers and related service providers to travel to regular education programs
- lack of recognition by the School Facilities Board of typically developing preschoolers in building funding formulas
- as well as the extraordinary efforts required to collaborate with non-district programs



Would you like to participate directly or receive information regarding on-going Inclusion Task Force activities? Please note on sign in sheet...

BUILDING CAPACITY ACROSS THE STATE



PROFESSIONAL DEVELOPMENT

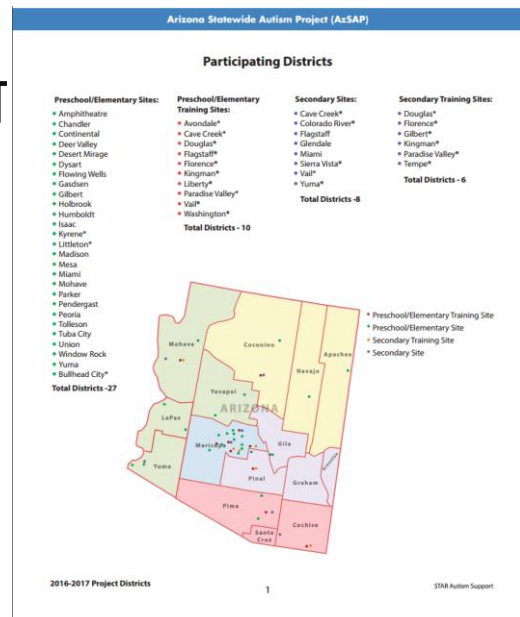
Arizona Statewide Autism Project

(Az-SAP) SY 2013-2107 (so far)

Responding the to the needs of the community to support educators working with children with autism and other developmental disabilities.

Uses Evidence Based Instructional Practices

Multi-day training on ABA strategies: behavior, language, reinforcement





TO INFINITY AND BEYOND:

EXPANDING THE CONTINUUM OF EARLY CHILDHOOD SPECIAL EDUCATION SERVICES

DEBBIE PISCHKE, ED.D



EARLY CHILDHOOD INCLUSION

Early childhood inclusion embodies the values, policies and practices that support the right of every infant and young child and his / her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities and society.

DEC & NAEYC 2009

CURRENT PROGRAMMING

PUSD COMMON LANGUAGE

- “Community” Preschool
 - Classrooms within PUSD that consist of: 50% students are who are typically developing and 50% students who require an IEP
- “Developmental” Preschool
 - Classrooms within PUSD that consist of: 30% students who are typically developing and 70% students who have an IEP (self-contained classroom)

HISTORY OF PRESCHOOL PROGRAMMING IN PUSD

- In the beginning (early 1990s)
 - Only self-contained preschool classrooms with some peer models
 - Most students who were evaluated by the PS assessment team and identified as a student with a disability were placed in these self-contained preschool classrooms
 - Other students who required an IEP and were attending community based preschool (not PUSD) and received itinerant services
 - PUSD did not offer general education preschool programs in the district

DEVELOPMENT OF PUSD COMMUNITY PRESCHOOL CLASSROOMS

- Early Childhood Block Grant (1995)
 - Targeted at-risk and/or low income four year olds
 - Two PUSD Community Preschools (Kachina and Peoria Elementary)
 - Only enrolled typically developing students
 - Partnered with Head Start and La Petite Academy
 - 60 students total

EXPANSION OF COMMUNITY PRESCHOOL PROGRAM

- 1996
 - Added families who did not qualify financially under the grant
 - District offered tuition-based preschool placement for typically developing students
 - Self-supporting through grants and tuition -> did not receive PUSD M&O funding

INCLUSION HISTORY

- Between 2000-2001
 - Students who had been identified with a Speech Language Impairment for articulation were gradually placed in the PUSD Community Preschool Classrooms
 - Tuition subsidized by the special education department for students who were on IEPs
 - PUSD Developmental Preschool Classrooms were not licensed by Department of Health Services Childcare Licensure - limited inclusion
 - All classrooms were open to ages 3-5 years old

INCLUSION HISTORY (CONTINUED)

- 2004-2005
 - PUSD Developmental Preschool Classrooms were re-licensed through Department of Health Services, which allowed more opportunities for inclusion
- 2007-2008
 - PUSD Community Preschool Classrooms were designed as a 50-50 model (50% typically developing students/50% students with IEPs)

CURRENT MODEL

- Developed during 2009-2010 school year
 - PUSD Community Preschool Classrooms
 - **Addition of Preschool Inclusion Teacher (PIT)**
 - PIT provides itinerant Specially Designed Instruction (SDI) to meet the needs of students who are on IEPs; students do not require SDI throughout their day
 - Classrooms continue to consist of 50% students who are typically developing and 50% of students who have identified disabilities and require an IEP

ROLE OF PRESCHOOL INCLUSION TEACHER (PIT)

- Delivers SDI (specially designed instruction)
- Acts as the case manager
- Provides consultative support: working with classroom staff to adapt the environment and tools, manage expectations, develop toolbox of strategies that are appropriate for individual students

CLASSROOM COMPARISON

Community Preschool Classroom

- Teacher certified in early childhood
- 1 Instructional Assistant
- 16 children in a classroom
- No more than 8 students who require an IEP to maintain general education LRE

Developmental Preschool Classroom

- Teacher certified in early childhood AND special education
- 2 Instructional Assistants
- 8-10 children who require an IEP and up to 3 peer models

Type of classroom depends on the ratio of general education vs. special education students

PUSD PRESCHOOL STUDENTS

PUSD Total
Preschool
Students

895

	Special Education Students	General Education Students
In a self-contained preschool program	207	34
In a general education classroom	231	423
Out placed or resource only	14	

COST OF CURRENT MODEL

- Community Preschool Classroom
 - ~ \$75,000 annually (teacher and 1 part time IA)
 - 32 students (16 a.m./16 p.m.)
 - Cost per student = \$2344
 - Tuition based
 - Quality First Scholarships (based on income)
 - Tuition subsidized by special education department for students on IEPs -> 230 kids
 - 231 students on IEPs
- Developmental Preschool Classroom
 - ~ \$95,000 annually (teacher, 1 full time IA and 1 part time IA)
 - 16 students (8 a.m./8 p.m.)
 - Cost per student = \$5937
 - M & O funded
 - 207 students on IEPs

BEST PRACTICES AND RESEARCH

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA 2004)

- Part B
 - Requires that special education and related services be provided, to the maximum extent possible, in the least restrictive environment, which includes a continuum of placement options and supplementary services
- The first placement option considered for an eligible children with a disability is the regular classroom the child would attend if he or she did not have a disability

U.S. DEPARTMENT OF EDUCATION

Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs (September 14, 2015)

“It is the Departments’ position that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations.”

RESEARCH REGARDING INCLUSION

- Children with disabilities in inclusive settings:
 - can make significant developmental and learning progress
 - experience greater cognitive and communication development, which is especially apparent in children with more significant disabilities
 - demonstrate stronger social-emotional skills than their peers in separate settings

<http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>

RESEARCH REGARDING INCLUSION (CONTINUED)

- Children demonstrate greater independence as an adult
- Children with disabilities can be effectively educated in inclusive programs using specially designed instruction
- Inclusion is not more expensive than having separate programs for children with disabilities.

RESEARCH REGARDING INCLUSION (CONTINUED)

- Successful inclusion requires intentional and effective collaboration and teaming
- The individual outcomes of preschool inclusion should include access, membership, participation, friendships, and support
- Children with disabilities do not need to be “ready” to be included - Programs need to be “ready” to support all children

RESEARCH REGARDING INCLUSION (CONTINUED)

- Children's growth and learning is related to the peers' skills and the effects are more pronounced for children with disabilities
- Desired outcomes are achieved when children are included several days a week in social and learning opportunities with typically developing peers and specialized instructional strategies are used to meet children's individual needs

Barton, E & Smith, B. 2014

RECOMMENDATIONS FOR LOCAL ACTIONS

US DEPARTMENT OF EDUCATION POLICY STATEMENT OF
INCLUSION OF CHILDREN WITH DISABILITIES IN EARLY
CHILDHOOD PROGRAMS (SEPTEMBER 14, 2015)

CREATE A VISION

Arizona Department of Education:

“Arizona is committed to including all children and their families in early learning environments by providing family centered supports and services that are high quality, comprehensive and collaborative.”

CREATE THE CULTURE OF INCLUSION

- Identify instructional leaders (administrators, principals, psychologists, teachers, family...)
- Develop a child-centered culture
 - Explicitly & implicitly convey the message that you are welcome, wanted, respected and valued
- Barriers related to creating the culture
 - Lack of knowledge & awareness
 - Needs based vs. strengths based

PRIORITIZE INCLUSIVE PLACEMENTS

- General Ed Placement First
 - The first placement option considered for a child with a disability is the same considered for a child without disabilities
 - Consider adaptations and supports are needed to allow access and promote success for all children
- Barriers
 - Perceptions
 - Differentiating instruction
 - Education / Collaboration

IDENTIFY RESOURCES FOR SUCCESS

- Professional Development
- Access to specialized supports and materials to promote:
 - Children's Learning
 - Social-Emotional/Behavioral health
 - Language/Communication Development
- Blended Instructional Approaches
- Barriers

CREATE STAFF STRUCTURE

- Collaborative
- Sufficient staff to implement programming
- Supportive/consistent teams
- Review, assess and modify

PROPOSED PRESCHOOL MODEL

PHASE 1 - COMPLETED

- Enrolled students with IEPs in district Community Preschool Classrooms
- Added Preschool Inclusion Teachers
- Created Developmental Preschool Classrooms
- Considered Outplacement

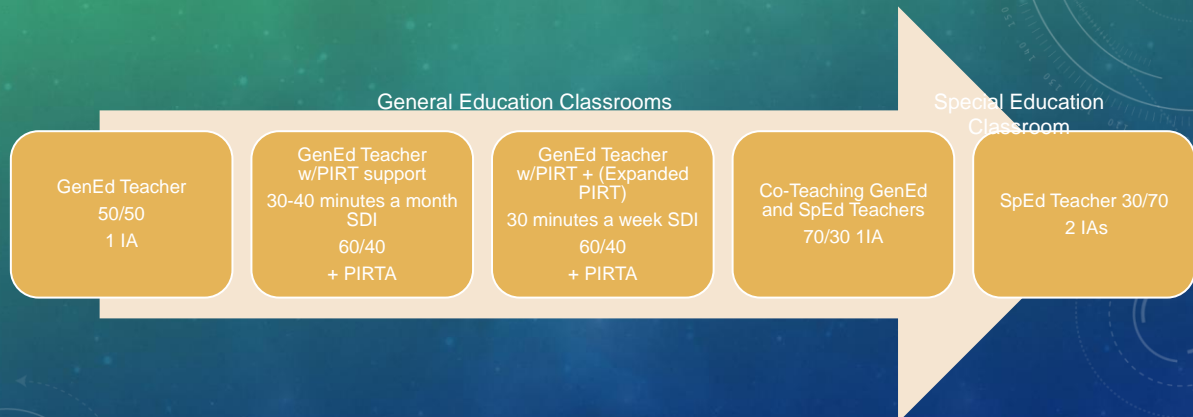
PHASE 2: COMPLETED

- Co-teaching Preschool Classroom
 - General education teacher
 - Special education teacher
 - Instructional assistant for four days
 - Ratio is 70% students who are typically developing/30% students with IEPs
 - Funded through PDG and IDEA Preschool Grants

PHASE 3: IN PROCESS

- General Education with Expanded Preschool Inclusion Resource Teacher
 - General education teacher with early childhood certification
 - Increased PIRT support (based on student need) (+)
 - Increased IA support: one per PIRT
 - Push-in related services (based on student need)

PROPOSED PRESCHOOL CONTINUUM OF SERVICES



PROGRAM COST PER STUDENT

General Preschool	Gen Ed with PIRT	Gen Ed with PIRT+ (Expanded PIRT)	Developmental PS
\$2344	\$2674	\$3469	\$5937

SAVINGS !!!!

PER STUDENT MOVED FROM SELF-CONTAINED
CLASSROOM TO LESS RESTRICTIVE
ENVIRONMENT

General Ed	Gen Ed with PIT	Gen Ed with PIT+ (Expanded PIT)
\$3593	\$3263	\$2468

HOW TO FUND THE INCLUSION PROGRAM

- Federal Grants
- State Funded Grants
- McKinney Vento – Title I
- Special Education (for teacher & students who require IEPs)
- Tuition

SEEKING QUALITY FIRST GRANTS

- Scholarships and incentive funding to improve programming
- DHS licensing opens other avenues for additional inclusion options

CHALLENGES

- Attitude & Belief
 - someone will lose
 - staff unpreparedness
 - lack of awareness and understanding
 - lack of respect
 - lack of communication/collaboration
- Policy & Procedure
 - Conflicting policies across programs
- Resources
- Turf issues

SOLUTIONS

- Collaboration Awareness Support
- Systems Change
- Community Awareness
- Think creatively

PRESCHOOL INCLUSION ACTION PLAN

Your Turn!!

Fiscal Monitoring

Juliana Panqueva, ECE Fiscal
Program Specialist

Kristy Rosen, ECE Project Specialist

2 CFR Part §200.328 & §200.331 Monitoring and Reporting Program Performance

- ADE is responsible for oversight of the operations of the Preschool Development Grant (PDG) activities
- All activities performed by PDG sub recipients must be monitored by ADE to ensure compliance with Federal requirements
- Ensuring funds are spent properly while meeting the definition of high quality preschool program

PDG Program Duties

Receiving Federal Grant Monies Entails both **Programmatic** and **Financial Duties ...**



... including ensuring **Reasonable, Allowable** and **Necessary** expenditure of grant funds!

A Focus on 5 Main Objectives

- **Administrative and Financial Recordkeeping**—Monitoring will ensure that there is a solid internal control system in place for maintaining documentation.
- **Fixed Assets**—Monitoring will include a physical review of assets purchased using PDG Grant funds (if applicable).
- **Time & Effort Reporting**—Monitoring will ensure that there is an adequate level of Time and Effort documentation for all salaries and wages charged to the PDG Grant.
- **Review of Expenditures and Cash Management**—Monitoring will ensure that cash management/flow correlates with the expenditure documentation and all expenditures can be accounted for.
- **Adherence to Reporting Guidelines**—Monitoring will also review the timeliness of budgetary and programmatic implementation reporting.

Timeline

- 10% of sub grantees monitored each FY of PDG
- Notification sent to program asking for a detailed year-to-date expenditure report
- Request for Additional Information requesting supporting documentation for all expenditures using PDG funds
- Review of documentation
- Decision letter

Goal

- To support PDG programs to ensure compliance with Federal audit requirements

Expenditures - Payroll

- Staff contracts and personnel documents
- Teaching Certificates and/or Highly Qualified Qualification documents
- Fingerprint cards (as appropriate)
- Payroll journals and timesheets
- Time & Effort documentation
- Backup documents for adjusting journal entries
- Substitute teachers



171 Hwy 68, P.O. Box 30
Webbasso, MN 56293
507-342-5168
Fax 507-342-5617
www.jonli-craft.com

INVOICE

Invoice No: 0000784985
Invoice Date: 01/21/2016
Customer No: THAGLO

Our Order No: 011416THA

Bill To:		Ship To:	
[Redacted]		[Redacted]	
Terms: Cash #1/01/21/2016	Disc: \$0.00	Shipped: 01/20/2016	
Cash #2/01/21/2016	Disc: \$0.00	Shipped VIA LME GND PRE 182.88	
Net Due Date: 01/22/2016		Shipment No: 777079	
Customer Service Rep: KGL		PROD No: 32202832163	
		Track No:	

Qty Ordered	Qty Shipped	Qty B.O.	Item Number	Unit Price	Ext Price
1	1	0	0539JC	\$289.2000	\$289.20
6	6	0	0498JC	\$23.2000	\$139.20
1	1	0	0294JC	\$332.5000	\$332.50
0	1	0	FREIGHT	\$182.8800	\$182.88



TERMS: A service charge of 10% per month (18% APR) will be added to all accounts when payment is not received within 30 days.

Thank You For Your Order!

Sales Total: \$760.00
Sales Tax: \$0.00
Freight: \$182.88
Less: \$0.00
Other Charges: \$0.00
Invoice Total: \$943.78

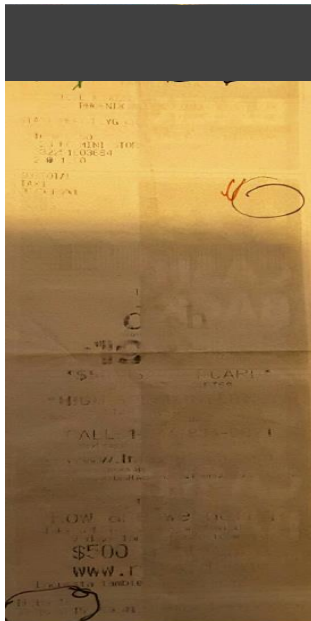
Preschool Development Grant Requested Expenditure Documentation Totals Unlimited #26

Payroll Expenditures
August 2015

Duties – Plan and implement curriculum, portfolios, parent teacher conferences, ASQ assessments, daily interactions with all children and parents, ensure all children are engaged in the daily activities.

Date	Hours Worked on PDG Classroom
08/03/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/04/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/05/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/06/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/07/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/10/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/11/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/12/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/13/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/14/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/17/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/18/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/19/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/20/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/21/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/24/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/25/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/26/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/27/15	7:00am – 4:00pm (1 hour lunch break 12-1)
08/28/15	7:00am – 4:00pm (1 hour lunch break 12-1)

08/31/15 7:00am – 4:00pm (1 hour lunch break 12-1)
[Signature]
Date: 7/25/16
[Signature]
Date: 7/25/16



All fiscal and supporting documentation must be maintained by the PDG program for 5 years after the completion of the grant

Expenditures – Non-payroll

- Purchase Orders and Requisition documents
- Packing slips or other documents showing when purchased items were received into inventory
- Invoices, statements, and receipts
- Copies of payment checks/warrants
- Contracts with third-party service providers
- Backup documents for adjusting journal entries

All expenditures must be preapproved in your budget by an ECE Program Specialist or Director

Expenditures – Capital Outlay

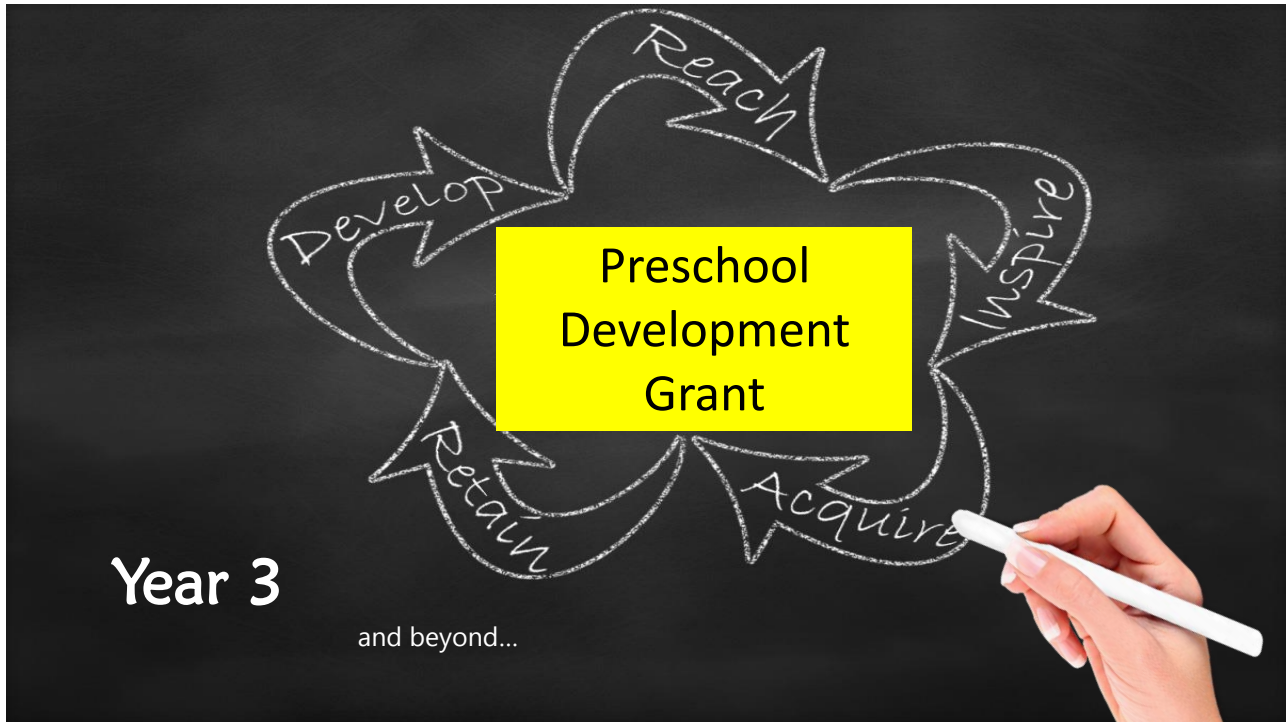
Per 2 CFR §200.313 AND the USFR, the PDG Subreceptants MUST

- Maintain property records for assets
- Take a physical inventory of Capital Assets at least once every two years (Federal guideline)
- Take a physical inventory of Capital and Stewardship assets every three years (State guideline)
- Establish controls over items costing less than \$1,000 that could be easily stolen (iPads, etc.)

Internal Controls

- Formal Policies & Procedures approved by the LEA's School Board
- Segregation of Duties so one individual does not perform/control every step of a process (to prevent fraud)
- Formal financial and purchasing approval processes
- Management oversight

What information or guidance would be necessary for those with less experience than you to achieve the goals of sound financial management?



Preschool Development Grant

\$678,308.60

Increased participation

- More children served
- More early learning programs
- More high-needs communities



How will we do it?



Updated participation criteria

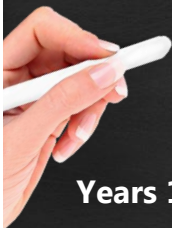


Years 1, 2

- A-F Accountability for LEA; C or above
- FRL % Served
- ELL % Served
- K population served

Year 3

- Point system
- Consideration given for past participation
- Rubric for scoring in following areas:



Potential Criteria:

- Previous PDG participation
- Tribe
- Teacher with a BA
- Teacher with ECE or ECSE certification
- In a rural area
- Military population
- FRL % served
- ELL % served
- Licensed and in good standing
- Already enrolled in Quality First
- Star rating is 3 or above



Next steps:

- Utilizing an advisory structure, the PDG administrative team will meet to finalize draft program participation criteria.
- Invitations will be sent out to selected advisory committee members.
- The make up of the advisory structure will be as follows:

LEA representative (2)

Private child care representative (2)

Faith-based provider representative (1)

Head Start representative (2)

Family home provider representative (1)

Quality First representative (1)

ADE representative (2)



Q&A

You have

Questions

We have

Answers