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!

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.
The Work Ahead

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.
**SOME DATA...**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Arizona Students K-12</td>
<td>993,815</td>
</tr>
<tr>
<td>Number of Children with Disabilities K-12 (13.2%)</td>
<td>114,523</td>
</tr>
<tr>
<td>Number of Children Age Three to Five in AZ</td>
<td>259,633</td>
</tr>
<tr>
<td>Preschool Aged Children Enrolled in Programs (36%)</td>
<td>93,467</td>
</tr>
<tr>
<td>Preschool Children with Disabilities (5.5%)</td>
<td>54,660</td>
</tr>
<tr>
<td>Number of Preschool Aged Children in PDG Programs (2015-16)</td>
<td>1,940</td>
</tr>
<tr>
<td>Number of Preschool aged children to be served at the 10% level</td>
<td>194</td>
</tr>
</tbody>
</table>

**INCLUSION, LEAST RESTRICTIVE ENVIRONMENT AND CONTINUUM OF PLACEMENT OPTIONS**

The intersection of ideas and laws...
GUIDING PRINCIPLES OF INCLUSION

All children belong
All children learn in different ways
It is every child’s right to be included

CONTINUUM OF PLACEMENT OPTIONS

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.

54,660 Preschool Children with Disabilities (5.5%)
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 / 8 / 300.114
- Arizona Board Rules: R7-2-401/H1-2
- OSEP Dear Colleague Letter Preschool LRE

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

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

CONVERSATIONS AT THE IEP MEETING TO DETERMINE THE LRE

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?

**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

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 ongoing Inclusion Task Force activities? Please note on sign in sheet...
BUILDING CAPACITY ACROSS THE STATE

PROFESSIONAL DEVELOPMENT

Arizona Statewide Autism Project (Az-SAP) SY 2013-2017 (so far)

Responding 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
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 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**

<table>
<thead>
<tr>
<th></th>
<th>Special Education Students</th>
<th>General Education Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a self-contained preschool program</td>
<td>207</td>
<td>34</td>
</tr>
<tr>
<td>In a general education classroom</td>
<td>231</td>
<td>423</td>
</tr>
<tr>
<td>Out placed or resource only</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

**PUSD Total Preschool Students**: 895

### 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
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

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
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

- General Education Classrooms
  - GenEd Teacher 50/50 1 IA
  - GenEd Teacher w/PIRT support 30-40 minutes a month SDI 60/40 + PIRTA
  - GenEd Teacher w/PIRT + (Expanded PIRT) 30 minutes a week SDI 60/40 + PIRTA
  - Co-Teaching GenEd and SpEd Teachers 70/30 1IA

- Special Education Classroom
  - SpEd Teacher 30/70 2 IAs
## PROGRAM COST PER STUDENT

<table>
<thead>
<tr>
<th></th>
<th>General Preschool</th>
<th>Gen Ed with PIRT</th>
<th>Gen Ed with PIRT+ (Expanded PIRT)</th>
<th>Developmental PS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs</td>
<td>$2344</td>
<td>$2674</td>
<td>$3469</td>
<td>$5937</td>
</tr>
</tbody>
</table>

## SAVINGS !!!!!

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

<table>
<thead>
<tr>
<th></th>
<th>General Ed</th>
<th>Gen Ed with PIT</th>
<th>Gen Ed with PIT+ (Expanded PIT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs</td>
<td>$3593</td>
<td>$3263</td>
<td>$2468</td>
</tr>
</tbody>
</table>
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
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 Subrecieipients 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?
Year 3

Preschool Development Grant

and beyond...

$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