



# Braided Funding for Inclusive Preschool Opportunities

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CIFR and IDC in collaboration  
with NCSI Fiscal Team.



# IDEA Title I B Section 619



The Secretary shall provide grants under this section **to assist States to provide special education and related services**, in accordance with this part –

(b) Eligibility.--A State shall be eligible for a grant under this section if such State--

(1) is eligible under section 612 to receive a grant under this part; and

(2) makes a free appropriate public education available to all children with disabilities, aged 3 through 5, residing in the State.

# FAPE



**What is a Free Appropriate Public Education for a child aged 3-5??**

**What is considered the continuum of alternative placements?**

- Regular Early Childhood program
- Special Ed program
  - classroom, separate school, residential facility
- Home
- Service Provider Location

# Regular Early Childhood Program



What is a regular early childhood setting?

For IDEA SPP/APR reporting: A classroom with at least 50% children who are typical

- State PreK
- Special Ed Inclusive class
- Head Start
- Title I PreK
- Child Care
- Faith based PS

# Providing FAPE in the LRE for Children aged 3-5

**How do districts pay for fees and full tuition for a child attending a regular early childhood program?**

- all fees and full tuition
- a specific amount of time in a regular program, such as 20 hours a week
- the amount paid is determined on an individual child basis

# Benefit to Nondisabled Children



Sec. 300.208(a)(1) and Sec. 613(a)(4)(A)(i)

Services and aids that also benefit nondisabled children. For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.



# Children . . .



who begin in  
segregated settings

are more likely  
to remain in  
segregated settings

# High Quality EC Programs



Provide inclusive opportunities

May significantly lower likelihood of Special Education

## NC Impact Study

Access to NC early childhood

Smart Start and More at Four programs

reduced special education placements

in 3<sup>rd</sup> grade by 39%.



## Recommendations of State: 2. Ensure State Policies Support High-Quality Inclusion

Ensure State early learning initiatives and State PreK, have specific policies and procedures to recruit, enroll, and appropriately support the learning and developmental needs of all young children with disabilities, from those with mild to those with significant disabilities.

Promote a mixed delivery system of high-quality inclusive early learning opportunities by establishing partnerships with private early childhood programs.....

[Joint Policy Statement](#)

# Recommendations for Local Action

## 4. Review and Modify Resource Allocations



- How are funds used to promote inclusive programs and allocated to establish a mixed delivery system?,
- How might resource allocation support some EC special educators and related service providers to provide consultative services?
- How can we optimize the distribution of specialized providers, materials, and equipment across early childhood programs?
- How are PD resources used to expand access to training and coaching, to support all children with disabilities, to all staff?

[Joint Policy Statement](#)

# Recommendations for State Action

## 4. Review and Modify Resource Allocations



- Inclusive EC programs are not necessarily more expensive
- Review how existing resources may be reallocated to better support increased access to inclusive early childhood programs
- Consider using funds across multiple early childhood programs particularly IDEA funds with other early childhood funding streams – PreK, HS, Title, Child Care
- Consider finance mapping
- TA and guidance to LEAs on braiding funds
- Title II PD teacher development funds

[Joint Policy Statement](#)

# Self-Assessment



## State Inclusion Self-Assessment

Adapted by ECTA and DaSy from the U.S. Department of Health and Human Services and the Department of Education *Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs*

June 7, 2016

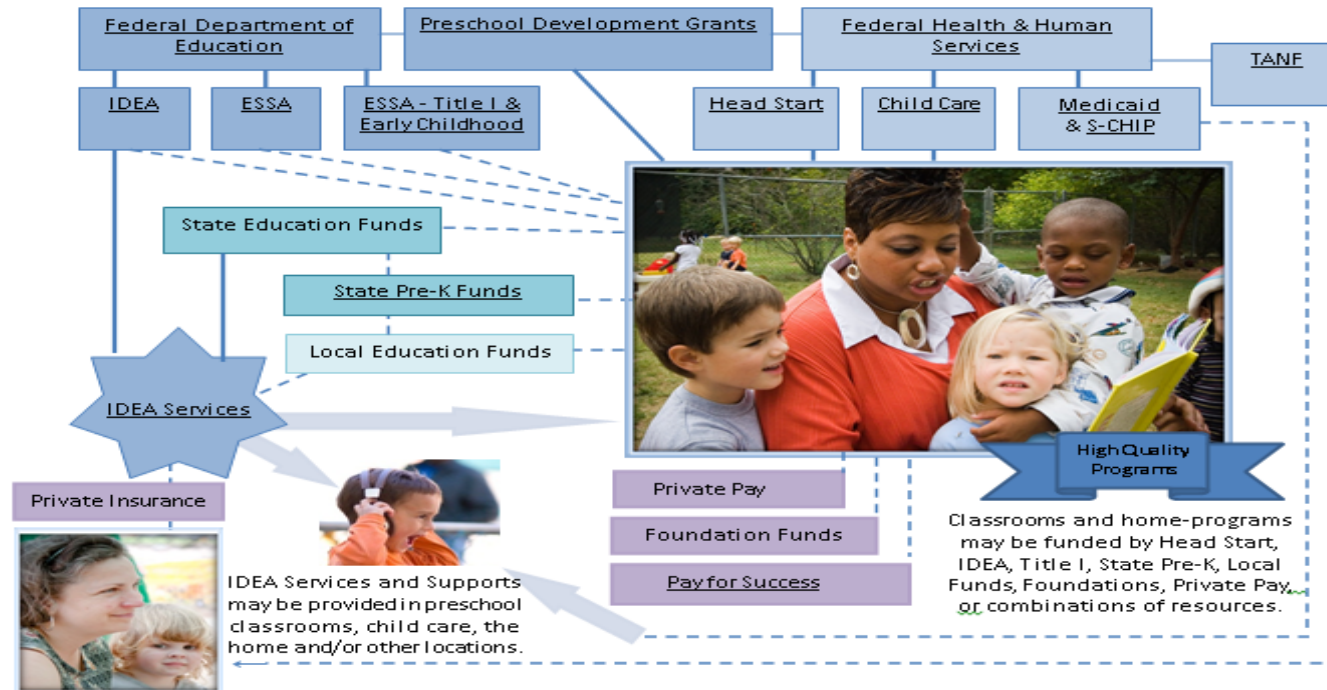


*This tool provides a framework for examining key aspects of a state infrastructure that are useful for promoting inclusive practices, programs and policies. It also can be used for facilitating discussions among early childhood agencies and programs to promote partnerships to benefit young children with special needs and their families. The nine categories of recommendations from the joint policy statement are included with elements under each category. As the team considers each item, reflect on past experiences working together to provide services to young children and families. Once a team has completed the self-assessment, sections may be prioritized for future actions and improvements.*

	1. Not yet 2. In process/partially implemented 3. In place/fully implemented			Evidence What does it look like?	Comments (e.g., Next Steps, Status, Prioritization)
	1.	2.	3.		
<b>1. Create a State-Level Interagency Taskforce and Plan for Inclusion</b>					
1a. Does the state have a cross sector vision and mission for inclusion?					
1b. Does the state vision and mission statement address access, participation, and supports in inclusive services and programs?					

# Funding Sources: Supporting Young Children with Disabilities

Funding Sources: Supporting Young Children with Disabilities



KEY: Solid lines to direct funders; dotted lines to possible funders.  
Prepared by the ECTA Center, Updated June 2016



# Funding Source Summary Table



## Funding Sources: Supporting Young Children with Disabilities

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

Funding	Programs	Comments
Federal Education Funds	IDEA: Children with Disabilities	The Preschool Grants Program, Part B, Section 619 of IDEA, administered by the Office of Special Education Programs, to provide grants to States to serve young children with disabilities, ages 3 through 5 years. <a href="http://www2.ed.gov/about/offices/list/osep/osep/index.html">http://www2.ed.gov/about/offices/list/osep/osep/index.html</a>
	Every Student Succeeds Act (contains Preschool provisions)	Every Student Succeeds Act (ESSA), December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA). The new law supports improved collaboration and coordination among early education programs (public schools, home-based child care, center-based child care, Head Start, etc.), and emphasized smooth transitions from pre-K programs to kindergarten. Also includes preschool development grants separate from the ones listed below. <a href="http://www.ed.gov/essa?src=m">http://www.ed.gov/essa?src=m</a>
	ESSA Early Childhood	First Five fund overview <a href="http://ffvf.org/wp-content/uploads/2016/02/ESSA_ECE_ProvisionsNarrativeSummaryAnalysis_020316.pdf">http://ffvf.org/wp-content/uploads/2016/02/ESSA_ECE_ProvisionsNarrativeSummaryAnalysis_020316.pdf</a> CCSSO Early Childhood provisions <a href="http://www.ccsso.org/Documents/2016/ESSA/CCSSO_ESSA_ECE_Guide.pdf">http://www.ccsso.org/Documents/2016/ESSA/CCSSO_ESSA_ECE_Guide.pdf</a>
	Preschool Development Grants	Grants to States for implementing coherent, compelling, and comprehensive early learning education reforms: aligning and raising standards for existing early learning and development programs; improving training and support for the early learning workforce through evidence-based practices. New Preschool Development Grants support the creation or expansion of state early learning programs. <a href="http://www2.ed.gov/programs/preschooldevelopmentgrants/index.html">http://www2.ed.gov/programs/preschooldevelopmentgrants/index.html</a>
Federal Health and Human Services Funds	Head Start/Early Head Start	Head Start and Early Head Start programs are administered by the Office of Head Start, DHHS, and provide grants to local public and private non-profit and for-profit agencies. They are child-focused programs that serve children from birth to age 5, pregnant women and their families, and have the overall goal of increasing the school readiness of young children from low-income families. <a href="http://www.acf.hhs.gov/programs/ohs/">www.acf.hhs.gov/programs/ohs/</a>
	Child Care and Development Fund (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. CCDF is administered by the office of Child Care, DHHS, and provides grant to States, Territories and Tribes to serve children younger than 13 years; however, some grantees may elect to serve children age 13 to 19 who are physically or mentally incapacitated or under court supervision. <a href="http://www.acf.hhs.gov/programs/ccb/ccdf/factsheet.htm">www.acf.hhs.gov/programs/ccb/ccdf/factsheet.htm</a>
	Medicaid & S-CHIP	Medicaid and SCHIP provide 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. <a href="http://www.medicare.gov/">http://www.medicare.gov/</a> <a href="http://www.medicare.gov/Medicaid-CHIP-Program-Information/By-Topic/By-Topic.html">http://www.medicare.gov/Medicaid-CHIP-Program-Information/By-Topic/By-Topic.html</a>
	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. <a href="http://www.acf.hhs.gov/programs/ofa/">www.acf.hhs.gov/programs/ofa/</a>
State and Local	State and Local Funds	States and local dollars are primary funding sources of public K-12 education (see individual state departments of education websites).
	State-Funded Prekindergarten	Early learning programs funded by State funds to strengthen children's learning. Funding often goes to local school districts for programs emphasizing school readiness, often for children who are at risk due to economic situation. <a href="http://nieer.org/yearbook/">http://nieer.org/yearbook/</a> , <a href="http://ceeb.org/">http://ceeb.org/</a>
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 gifts) may support programs and/or enrollment of children.
	Foundation Funds	Funds that may be utilized to support programs and/or enrollment of individuals.
	Pay for Success	Pay for Success is a creative approach to funding social services, with potential to bring resources to proven preventative programs. Private investors pay for preventative or interventional social services up front. Should these services deliver their intended results, governments then reimburse the investors with a return on their investment. <a href="http://www.nonprofitfinancefund.org/pay-for-success">http://www.nonprofitfinancefund.org/pay-for-success</a>

# ESSA and Early Learning



- Early learning coordination within communities
- Greater alignment with early elementary grades
- Family Engagement and PD funds may be used for early childhood – family engagement and capacity building among teachers, leaders, and staff serving young children
- Preschool Development Grant program jointly administered by HHS and DOE (different than current PDG program)



# Title IX Preschool Development Grants



***\$250 million available in FFY 2018***

Initial grants 1 year for Survey of State

Renewal grant - Up to three years

State match – 30%

Preference to rural areas with service gaps

Implement activities in areas in need of improvement

Expand access to existing programs

New programs for un-served children and families

Supplement, not supplant, other public funds

# ECTA Systems Framework



Finance

# ECTA Center



**ECTA Center**  
The Early Childhood Technical Assistance Center *Improving Systems, Practices and Outcomes*

Part C | Section 619 | Contacts | Topics | Events | Research & Reference | Publications | eNotes | For Families/Para Families

System Framework | DEC Recommended Practices | Implementing & Scaling Up EBP | Implementation Process | Outcomes Measurement

### Inclusion in Least Restrictive Environments

**Inclusion in Least Restrictive Environments**

**Inclusion: Overview**

**Federal Laws and Guidance**

- IDEA - Law, Regulations, Data Tables
- Federal Policy Letters and Guidance
- Reporting Requirements
- Section 504, ADA, Head Start Act

**Tools for Understanding LRE**

**State Resources for Inclusion**

**Position Statements on Inclusion from National Organizations**

**Research and Studies on Inclusion**

**Financing Strategies and Collaborative Funding**

**Personnel Development for Inclusion**

**Webinars on Inclusion**

**ECTA Topic Team on Inclusion**

Kathy Whaley | Katy McCullough | Mary Peters | Megan Vinh | Debbie Cate | Barbara Smith | Judy Swett | Katrina Martin

**Most recent additions to this topic:**

- [2016 National Inclusion Webinar Series](#) (February 18, 2016)
- National Early Childhood Inclusion Institute:**
  - [2016 National Early Childhood Inclusion Institute](#) May 10-12, 2016, register for Waiting List only
- [Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs:](#) The U.S. Departments of Education and Health and Human Services released guidance setting a vision for action that recommends states, districts, schools and public and private early childhood programs prioritize and implement policies that support inclusion, improve their infrastructure and offer professional development to strengthen and increase the number of inclusive high-quality early childhood programs nationwide. The Departments crafted the guidance with the input of early learning professionals, families and early learning stakeholders. The policy statement also includes free resources for states, local districts, early childhood personnel and families. (September 14, 2015)
- [OSEP Policy Letter on Preschool LRE](#) (February 29, 2012) U.S. Department of Education, Office of Special Education Programs - Reiterates that the least restrictive environment requirements of IDEA Section 612(a)(5) apply to the placement of preschool children with disabilities.

**Related page:** [IEP \(Individualized Education Program\)](#)

- Funding Streams
- Finance Information for 619
- Self-assessment

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