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Funding Considerations for Inclusive Early Childhood Programming, Age 3-5

This presentation was developed in conjunction with the State Leadership Team of the Implementation of Inclusion Technical Assistance Project.

Equity • Quality • Collaboration • Community

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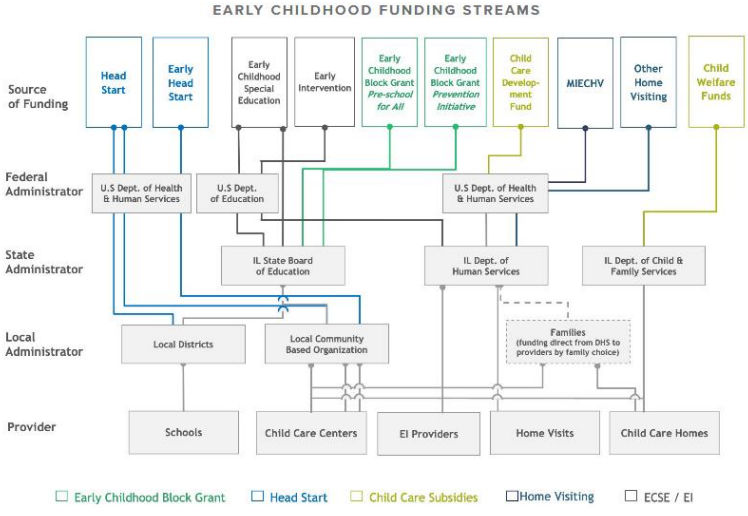
Early Childhood System in Illinois

*From Illinois Early Childhood Funding Commission Report



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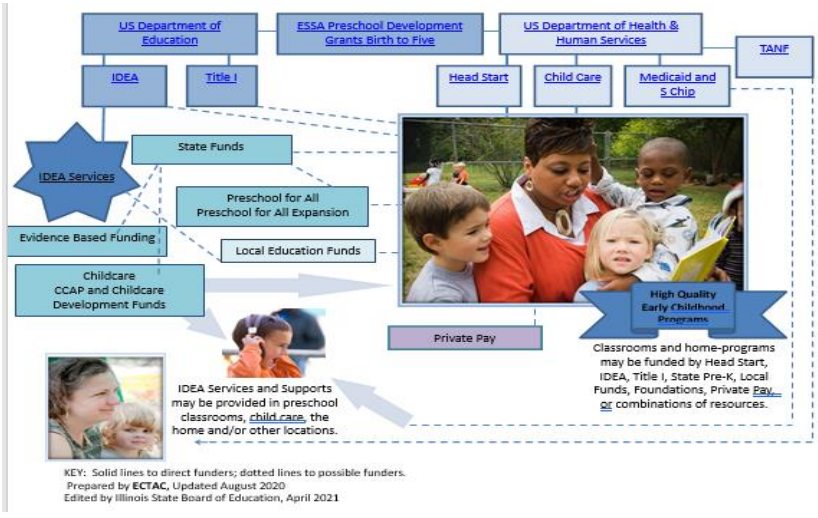
Funds Supporting IDEA Services for Preschool Aged Children in Illinois



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Funding Stream Information

- Federal Education Funds
  - IDEA
    - Established to provide grants to States to serve young children with disabilities, ages 3 through 5 years.
  - Title I
    - Title I districts may utilize Title I, part A funding to support preschool programs by providing supplemental academic support and learning opportunities to help children master challenging curricula and meet State standards in core academic subjects.
  - Preschool Development Grants
    - Differs significantly from the previous Preschool Development Grants. Designed to fund states to conduct a comprehensive statewide birth through five needs assessment followed by in-depth strategic planning, while enhancing parent choice and expanding the current mixed delivery system consisting of a wide range of provider types and settings, including child care centers and home-based child care providers,

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Funding Stream Information

- Federal Health and Human Services Funds
  - Head Start
    - Head Start programs are free, federally funded programs designed to promote school readiness for children from low-income families. Head Start programs serve children between 3 and 5 years old. These programs encourage parent involvement through regular visits to the child's home, regular opportunities for parents to volunteer in the program, and special activities. Head Start also links children and families to other services in the community.
  - Child Care and Development Block Grant (CCDF)
    - CCDF assists low-income families, families receiving temporary public assistance, and those transitioning from public assistance in obtaining childcare so they can work or attend training/education.
  - Medicaid
    - Medicaid is a 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.
  - Temporary Assistance for Needy Families (TANF)
    - 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.

Early Childhood Programs Comparison Worksheet

	PROGRAMS					
ELEMENTS	**Preschool for All (PFA)**	**Preschool for All Expansion (PFAE)**	**Head Start**	**Special Education**	**Title I/ESSA**	**Child Care**
Program Structure and Oversight						
State Agency	Illinois State Board of Education (ISBE)	ISBE	(Federal) US Department of Health and Human Services	ISBE	ISBE	Illinois Department of Human Services (IDHS)
State Lead	Early Childhood Department	Early Childhood Department	Illinois Head Start Association and Head Start State Collaboration Office	Special Education Department	Title Grants Administration Department	Child Care Assistance Program
Web-Site	https://www.isbe.net/Pages/Preschool-For-All.aspx	https://www.isbe.net/Pages/Preschool-Development-Grant-Expansion-Grant.aspx	http://ilheadstart.org/	https://www.isbe.net/Pages/Special-Education-Programs.aspx	https://www.isbe.net/Pages/Title-I.aspx	https://www.dhs.state.il.us/page.aspx?item=30355

https://www.isbe.net/Documents/EC-Program-Comparison-Worksheet.pdf

Utilizing Different Funding Streams to Support Children with Special Needs

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Use of IDEA Funds

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- Used for students who qualify for an IEP
- Special education teachers
- Administrators
- Related services providers
- Providing the services of special education teachers and related services providers in community-based settings
- Specialized equipment or devices
- Materials and supplies
- Professional Development
- Technology for recordkeeping, data collection
- Case management activities for providing services described in a child's IEP
- Purchase placement in community-based program
- Transportation

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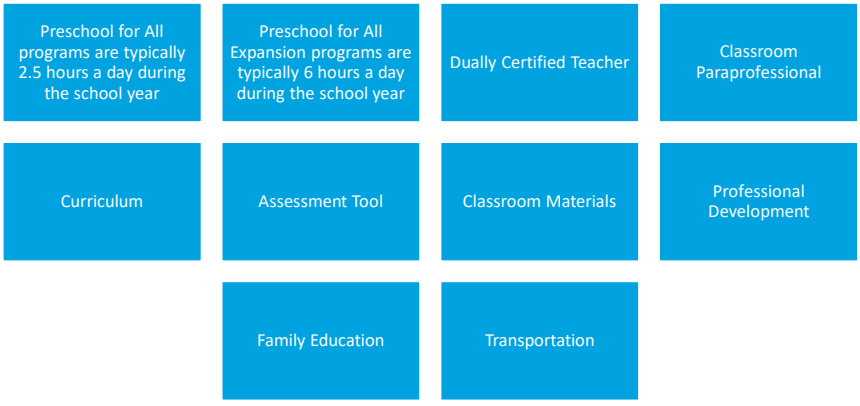
Use of Early Childhood Block Grant Funds



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Transportation Funding- ISBE

- Least Restrictive Environment applies to transportation.
- If a district elects to transport regular education prekindergarten students, it may claim reimbursement if the student(s) ride on a regular route with other kindergarten through grade 12 students.
- Prekindergarten regular education students who are transported on an exclusive prekindergarten route are considered non-reimbursable for claim purposes.
- Regular education pre-K students who reside 1.5 miles or more who are enrolled to be transported on a regular route are eligible for reimbursement. If only one or two of the students have an IEP on the route, the miles would be prorated based on the ratio of regular education pre-K students to special education pre-K students. All mileage should be accounted for to and from school.
- Only students with an IEP for transportation are reimbursable for state reimbursement on the transportation claim under the special ed category.
- Districts can transport to and from where the child is and does not have to be the home only (district policy).

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Transportation Resources

- Pupil transportation reimbursement chart: https://www.isbe.net/Documents/Reporting-PreK-Mileage-Appendix-E.pdf. This mentions early childhood regular and special education students together.
- Pupil transportation FAQ: https://www.isbe.net/Documents/pupil-transp-faq.pdf. Questions 4, 5, 41, 90, 95 apply specifically to early childhood.
- Special Education transportation: https://www.isbe.net/Documents/special_needs_transport.pdf. The first few pages discuss IDEA and the laws around transportation. There is also a section on early childhood.

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Use of Head Start Funds

- Head Start programs operate a minimum of 3.5 hours per day. Most operate a 6- or 7-hour day. Programs must operate at least 1380 hours per year.
- Head Start programs must enroll 10% of students with disabilities, but LEAs remain responsible for providing the services
- Cost sharing for professional development and other services pertaining to children is encouraged.
- Each classroom must have, at minimum, 1 teacher and 1 aide or 2 teachers. Programs must follow Head Start Program Performance Standards for teacher and aide education requirements or the Illinois DCFS Licensing Standards whichever is stricter.
- Head Start programs must collaborate with their LEAs and develop Interagency Agreements to improve service delivery to enrolled children with IEPs or IFSPs
- Head Start supplies classroom materials and supplies

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Use of Childcare Development Funds (CCDF)

CHILDCARE PROGRAMS ARE A MINIMUM OF 5 HOURS A DAY FOR A FULL DAY PROGRAM, 12 MONTHS A YEAR

CLASSROOM TEACHER

CLASSROOM ASSISTANCE TEACHER

MEALS/SNACKS

PROFESSIONAL DEVELOPMENT

CLASSROOM MATERIALS

CHILDREN WITH IEPS HAVE A RATE BUMP OF 20% FOR SITE ADMINISTERED CHILDCARE

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Use of Title I Funds

Funds may be utilized for activities that focus on the need of the LEA's eligible students:

- Compliment or extend programs based on early learning
- Increase days or extend time
- Increase the quality of the program
- Enrich services through the provision of extra personnel for Title I students
- Supplement or expand existing learning programs
- Coordinate with and support eligible children enrolled in other preschool programs
- Professional Development for parent and family engagement strategies for Title I Early Childhood Educators
- School readiness services to promote transition

Schoolwide: If a school operates as schoolwide, Title I funding may serve all students residing within the attendance area. If the school cannot serve all students, it must establish and apply selective criteria to ensure that the most at-risk students are served.

Targeted Assistance: If a school is targeted assistance, then only students identified as failing, or most at risk of failing, to meet state standards when they reach school age are eligible to be served with Title I funds.

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Use of Title I Funds continued

- **District Wide Preschool:** Districts may reserve a portion of Title I funds off the top off its allocation to operate a preschool program for eligible children within the district as a whole or in a portion. An LEA may use Title I funds to implement a districtwide preschool program to benefit all preschool students, only if all schools in the LEA are operating schoolwide programs.
- Eligibility of utilizing Title I funds depend on the type of Title I program (schoolwide/targeted) in each LEA's attendance center.

https://www.isbe.net/Documents/EC-Title-I.pdf

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IL Evidence Based Funding Formula

School districts receive funding through the funding formula to provide services to preschool aged students with IEPs across all settings

Preschool aged children with IEPs are counted towards a district's enrollment count. EBF uses each district's total Average Student Enrollment to determine the number of positions to support the special education population.

Preschool aged children with IEPs student counts come from the IStar Student Approval system. Students with an approved enrollment record on October 1st and March 1st in the Student Information System (SIS) will be counted.

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Funding Examples

These examples are not meant to be fully comprehensive. They should provide ideas on how funding can be combined to create programs.

Braiding

- Financial assistance from several sources is coordinated to support a single initiative or strategy, while each individual award maintains its award-specific identify.
- Allows LEAs and schools to include other federal or state grants to lessen duplicate efforts for a holistic/comprehensive program.

Layered Funds

- Private / Philanthropic
- Federal IDEA
- State Pre-K
- Title I Funds
- Community Funds
- Federal Head Start

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Preschool for All and Head Start for Full Day Programming

First Layer

- The LEA/program is a Preschool for All program. These are the funds the program is receiving to operate.

Second Layer

- The LEA/program is also a Head Start site. They use Head Start funding to make this a full day classroom and layer on comprehensive services required by Head Start.

Third Layer:

- Students with an IEP are enrolled in this classroom. IDEA funds are used to provide special education services and collaboration support, including materials or specialized equipment necessary to implement the IEP.

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Source: https://pdg.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=26705

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Full Day Child Care Center

First Layer

- The family pays for the child to attend a community childcare center and in some circumstances, CCAP funding offsets the costs

Second Layer

- The child qualifies for an IEP. The resident district uses IDEA funds to provide special education services and collaboration support, including materials or specialized equipment necessary to implement the IEP at the childcare setting.

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Private Preschool/IDEA

First Layer

- A student qualifies for an IEP and the team recommends a general education setting. The student is not enrolled anywhere, so the district utilizes IDEA funds to purchase a slot/pay for tuition in a community preschool program.

Second Layer

- IDEA funds are used to provide special education services, and collaboration support, including materials or specialized equipment necessary to implement the IEP.

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Head Start/IDEA

First Layer

- The student is enrolled in the local Head Start program. Head Start funds are used to provide for the general programming. Cost sharing provided to pay for professional development of Head Start staff.

Second Layer

- Students with an IEP are enrolled in this classroom. IDEA funds are used to provide special education services and collaboration support, including materials or specialized equipment necessary to implement the IEP.

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Head Start – Child Care Full Day

First Layer

- The student is enrolled in the local Head Start half day program. Head Start funds are used to provide for the general programming.

Second Layer

- CCDF funds are used to provide childcare services the remaining part of the day. These funds are also utilized to make the program a year long program.

Third Layer:

- Students with an IEP are enrolled in this classroom. IDEA funds are used to provide special education services and collaboration support, including materials or specialized equipment necessary to implement the IEP.

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Tuition Based School Classroom

First Layer	Second Layer	Third Layer:
• The preschool program is a tuition funded program. Tuition funds the teacher, curriculum, assessment, materials, and general functioning of the classroom.	• Tuition does not fully fund the program, so the school district uses local funds to fully fund.	• Students with an IEP are enrolled in this classroom. IDEA funds are used to provide special education services and collaboration support, including materials or specialized equipment necessary to implement the IEP.

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Full Day-Year Long Programming

First Layer

- The student is enrolled in the local Head Start half day program. Head Start funds are used to provide for the general programming.

Second Layer

- The Head Start program is also a Preschool for All program. These funds are used to make the program a full day program.

Third Layer:

- CCDF funds are used to provide childcare services the remaining part of the day. These funds are also utilized to make the program a year long program.

Fourth Layer:

- Students with an IEP are enrolled in this classroom. IDEA funds are used to provide special education services and collaboration support, including materials or specialized equipment necessary to implement the IEP.

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Family Childcare/Park District

First Layer

- The child attends a family childcare center and receives a portion of care paid for through CCDF funds.

Second Layer

- Three days a week for a two hours a day, the child attends a park district preschool program.

Third Layer:

- The child has an IEP and did not have access to a general education setting, so the district secured a spot at the park district program and pays the tuition using IDEA funds. IDEA funds are also used to provide special education services and collaboration support, including materials or specialized equipment necessary to implement the IEP.

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Preschool for All/Title I

First Layer	Second Layer	Third Layer:
• The LEA/program is a Preschool for All program. These are the funds the program is receiving to operate a half day program.	• All schools within the district operate as Schoolwide, so the participating schools utilize Title I funding to supplement the other half day program.	• Students with an IEP are enrolled in this classroom. IDEA funds are used to provide special education services and collaboration support, including materials or specialized equipment necessary to implement the IEP.

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IDEA Funding as a Layer

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IDEA funds will be used in varying degrees depending on the student

One student may require a special education teacher, physical therapist, occupational therapist, speech language pathologist, and specialized equipment.

Another student may need speech-language pathologist services.

Another student may require adapted materials.

The funding needed for each student changes depending on the needs.

Allocability

- There are important administrative considerations when an LEA braids multiple funding sources to support a single project.
- The LEA must demonstrate allocability: costs charged to each program were allocable to that program.
- The money that funds a portion (or all) of a project must receive a benefit relative to the contribution it makes.

Cost Allocation Plans

- When layering funds, it is important to have a cost allocation plan in place.
- This is a document that states how a district will identify, accumulate, and distribute certain allowable administrative costs in grants and identifies the allocation methods used for distributing the costs.
- A written plan for allocating joint costs is required to support the distribution of those costs to the grant program.

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Cost Allocation Principles

- A cost that benefits two or more projects or activities in proportions that can be determined without undue effort or cost must be allocated to the projects based on the proportional benefit.
- A cost that benefits two or more projects or activities in proportions that cannot be determined because of the interrelationship of the work involved may be allocated or transferred to projects that are benefited based on any reasonable, documented basis.

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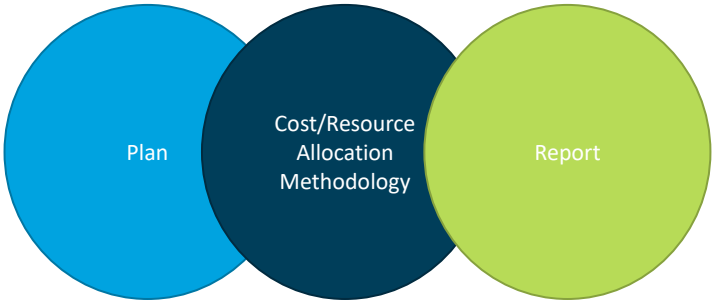
Blending and Braiding



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