



STORIES FROM THE FIELD: BEST PRACTICES FOR MAXIMIZING RESOURCES FOR EXPANSION OF EARLY CHILDHOOD EDUCATION

NOVEMBER 14, 2018 | EARLY EDUCATION FUNDING WEBINAR

TOPICS

- Access to Full Day Preschool
- Inclusion of Students with Disabilities & Dual Language Learners
- Overcoming Barriers
- Leveraging Multiple Funding Sources
- Q & A



MODERATORS



MARTHA ALVAREZ
Association of
California School
Administrators



AMANDA DICKEY
California County
Superintendents
Educational Services
Association

PANELISTS



RENEE MENEFFEE
Shasta County
Office of Education



MELISSA MADERIOS
Great Partnership
Special Education
Consortium



DR. REBECA ANDRADE
Glendale Unified
School District



SHASTA COUNTY OFFICE OF EDUCATION & GREAT PARTNERSHIP

*Collaboration between Gateway Unified School District, Redding Elementary School District,
& Enterprise Elementary School District*

RENEE MENEFFEE, Executive Director, Early Childhood Services, Shasta COE

MELISSA MADERIOS, Director, Great Partnership Special Education Consortium

SHASTA COUNTY

- Shasta County Population 178,208
- Children Ages 0 - 5 11,963
- Children 0 - 5 Living in Poverty 3,916
- Children Kindergarten to Grade 3 8,025
- Children Enrolled TK 2018-19 +500
- Children Ages 3-5 Enrolled in Licensed Child Care 2017-18 2,758

- Number of Districts 25
- Number of TK Classes (over 50% TK/K combo) 40

- *Child Care Resource and Referral Network 2017*
- *California Basic Educational Data System Local Assistance Bureau*
- *California State Department of Education's Business Services Division*



SHASTA COUNTY EARLY CHILDHOOD PROGRAMS

SERVING CHILDREN 3-5

California State Preschool Sites	29
GREAT Partnership Preschool Sites	5
Head Start Sites	23
<u>Private Preschool Sites</u>	<u>33</u>
Total Preschool Sites	90



SHASTA COUNTY OFFICE OF EDUCATION

EARLY CHILDHOOD SERVICES

California State Preschool Program (*21 Sites on District and College Campuses*)

California General Child Care and Development (*In Family Child Care Home Setting*)

California Alternative Payment Program

Calworks (*Stage I*)

California Stage II & III (*Shasta & Tehama*)

Family Home Education Network (*Shasta & Tehama*)

Resource and Referral (*Shasta & Tehama*)

Local Child Care and Development Planning Council

California Transitional Kindergarten Stipend

Quality County (*Lead 6 County Consortium*)

Help Me Grow (*Case Coordination*)

Early Intervention Program (*Shasta & Tehama*)

Foster Bridge Emergency Program (*Shasta & Tehama*)



CHILDREN 0-8 WITH DISABILITIES

INITIAL IEP COUNTS FOR 2013-14 THROUGH 2017-18*					
September 26, 2018					
	2013/14	2014/15	2015/16	2016/17	2017/18
Ages 0-3	23	19	28	20	15
Ages 3-5	152	150	164	186	189
Ages 5-8	163	150	147	142	178

**7% of children are identified prior to preschool entry*



INCLUSIVE EARLY EDUCATION COMMITTEE

Shasta County SELPA

Shasta County Office of Education

GREAT Partnership (*Gateway, Redding, and Enterprise Districts*)

Shasta Head Start

Far Northern Regional Center

Rowell Family Empowerment

Early Intervention Program



INCLUSIVE EARLY EDUCATION COMMITTEE

IDENTIFIED CHALLENGES AND BARRIERS TO ADDRESS

- Number of children qualifying for Special Education services continue to rise.
- Additional Special Day Classes (SDC) opening to serve children with disabilities.
- Inclusion classrooms had few “typicals” enrolled.
- Families and district felt the disconnect from IDEA Part C (0-3 year old) to IDEA Part B (3-21 year old).
- Lack of professional development offered for early childhood and special education staff working with all children.
- Children entering kindergarten, first and second grade, are being identified for the first time.
- Programs serve an increased number of children in trauma and exhibiting extreme behaviors.
- There are multiple access points within a complex system for families and providers.
- An increased number of children identified with Autism and Speech/Language disabilities.



CREATING A SYSTEM OF SUCCESS FOR ALL CHILDREN

Develop an MOU with GREAT Partnership to serve children with disabilities in general education early childhood programs and provide Special Education services in the general education environment.

- a. SCOE subcontracts CSPP slots to GREAT Partnership to enroll children with IEPs in general education classrooms.
 - i. SCOE provides licensing support, compliance monitoring, onsite T/TA, professional development and coaching.
- b. Use general education programs on district campuses as offer of FAPE.
- c. Provide professional development opportunities for early childhood and special education providers.
- d. Facilitate successful Part C to Part B transitions with the support of a Parent Liaison.
- e. Wrap programs when possible to provide full day services.
- f. Utilize a shared database system.



FUTURE PROGRAMS FOR ALL CHILDREN

- Develop a 10-week Assessment Center for authentic assessments and successful transition supports.
- Co-locate programs and services as Centralized Access Point for families.
- Subcontract CSPP slots to districts who enroll TK/Expanded TK students.
 - Provide professional development, T/TA, compliance monitoring, mentor coaching.
- Improve access for all children in general education environments.



GLENDALE UNIFIED SCHOOL DISTRICT

DR. REBECA ANDRADE, Director, Early Education and Extended Learning Programs

GLENDALE UNIFIED SCHOOL DISTRICT DEMOGRAPHICS

- One of the most culturally diverse cities in California
 - More than 52 languages with a wide range of ethnic and cultural backgrounds
- 32 Schools
- 26,000 Students preschool through grade 12
- In 1945 GUSD establishes the Early Education department

Student Ethnicity

Caucasian (<i>includes Armenian, European, Middle Eastern, and North African</i>)	55.4%
Hispanic/Latino	23.0%
Asian (<i>includes Filipino</i>)	17.8%
African American/Black	1.2%
American Indian/Alaskan Native	0.2%
Pacific Islander	0.1%
Multiple Races/Declined to State	2.3%
English Learners	24.0%
Free/Reduced Lunch	54.8%
Students with Special Needs	10.6%

EARLY EDUCATION DEMOGRAPHICS

- Full day and part day preschool classrooms
 - 57% ELL
 - 7% IEP
 - 81% state subsidized
 - 19% parent fees
- Full Day Preschool is from 8:00 AM to 2:30 PM
- Extended learning programs (wrap around services) are provided to all preschool families and available from 6:30 AM until 6:00 PM



BRIEF OVERVIEW OF GLENDALE USD EARLY EDUCATION AND EXTENDED LEARNING PROGRAMS DEPARTMENT

- Full day and part day preschool classrooms (*Full day programs are 8:00 AM to 2:30 PM*)
- Learning through play and inquiry, with an emphasis on social emotional learning and integrated STEAM
- Inclusion and dual language education (Spanish-immersion) spaces available for students
- \$11 million budget funded solely by state contracts and parent fees (no encroachment of district general funds). Department provides approximately \$280,000 to district for custodial salaries and supplies
- 91 full time and part time certificated employees with ECE permit, 344 part time classified staff, six managers



SERVING THE NEEDS OF EVERY FAMILY

- 246 day program available for income-eligible families
- Year-round or monthly preschool space available for fee paying families
- 6:30 AM to 6:00 PM available for all families

How?

- 12 month and 10 month employees
- Staggered work shifts
- Preschool classrooms at school sites remain open all year, even when schools are not in session



EQUITY IN PRESCHOOL: INTEGRATED PROGRAMS

- Preschool students in a classroom may be fee-paying or receiving state subsidized services
- Students in a classroom may be receiving Special Ed services or general education
- Students in a Spanish-immersion classroom may be English learners (in any given language, not just Spanish) or have English as their only language
- Waivers in preschools with licensed classrooms and Special Day classrooms so children may interact with developing peers



EQUITY IN PRESCHOOL: INCLUSION PROGRAMS

- Preschool spaces are reserved for Special Education department (Special Ed department is billed for those spaces)
- The Special Education department provides an Inclusion teacher specialist (TOSA) to support both classrooms, students and families as needed
- The Special Education department provides an educational assistant for every four students in a classroom
- The Early Education and Extended Learning Programs department provides a Behavior Intervention Assistant
- Meetings are held monthly between Special Ed and Early Ed administrators and Inclusion teacher to ensure programmatic as well as student needs are being met



ADDRESSING QUALITY EDUCATION

- Preschool teachers contract is the district's teacher contract:
 - Lessons are an expectation, curriculum is provided
 - Evaluation tools for preschool teachers are the same as K12 staff (*7 standards*)
 - Five of seven standards are related to CSTPs and two standards address professional learning growth and responsibilities
- Five contractual department wide professional learning meetings (*6:30 PM – 8:00 PM, dinner provided*)
- Monthly in-person voluntary professional learning opportunities. Topics ranging from STEAM, PBIS, DRDP, technology
- Online voluntary professional learning opportunities through Google Classroom (*initial stages*)



LEVERAGING FUNDING RESOURCES

- CSPP
- Self-Supporting
- \$250,000 one time grant award from Los Angeles County Supervisor Michael D. Antonovich
 - Funds were used for STEAM curriculum and technology materials and supplies, not salaries





QUESTIONS



CONTACT

If you have any questions or would like additional information, please contact one of the presenters.

- malvarez@acsa.org
- mmaderios@gwusd.org
- randrade@gusd.net
- rmenefee@shastacoe.org
- adickey@ccsesa.org

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