





What Every DoSE Needs to Know about the State-Funded Preschool Program But Never Has Time to Ask



2019 DoSE Institute | Lexington, KY

September 2019

Today's Objective

To strengthen outcomes for preschool students with disabilities by providing Directors of Special Education with critical information about the State-Funded Preschool Program



What You Need to Know

- ▶ **Preschool Program Proposal**
- ▶ **KY All STARS**
- ▶ **Attendance**
- ▶ **Preschool Partnership Grant**
- ▶ **Head Start Full Utilization**
- ▶ **Preschool Special Education**
- ▶ **Early Childhood Regional Training Centers**
- ▶ **Preschool Enrollment Count**





True or False

In 2017, the Office of Education Accountability (OEA) recommended KDE require districts to submit complete proposals that include all required proposal elements identified in KRS 157.3175.



*** New ***

Annual Preschool Proposal

- ▶ **The Kentucky Department of Education's Office of Special Education and Early Learning's School Readiness Branch is developing a joint and annual preschool evaluation and grant application system, in accordance to KRS 157.3175.**
- ▶ **By the 2020-2021 school year, the KDE will implement an annual evaluation and grant application system for preschool programs statewide.**



** New **

Annual Preschool Program Application

- ▶ **The KDE is reviewing potential platforms to align monitoring and oversight with the submission of preschool grant proposals for funding.**
- ▶ **The goal is to provide better alignment of district proposals to funding and improve programing for preschool students.**
- ▶ **If a district is not in compliance with regulation after initial notification and attempts to correct issues, state preschool funding could be withheld.**



** New**

Annual Preschool Program Application

- ▶ A renewed focus on compliance with preschool regulations is the intent of the preschool program proposals.
- ▶ The OSEEL believes that compliance with regulation is the “floor” of a quality program.





True or False

Kentucky All STARS refers to Kentucky's new 5-Star Accountability system for K-12, which will provide an overall rating for every school, district and state.



Preschool All STARS

What is Kentucky All STARS?

- ▶ **Kentucky All STARS is a Tiered Quality Rating and Improvement System (TQRIS).**
- ▶ **TQRIS is a method to assess, improve and communicate the level of quality in early care and education and wrap around services in Kentucky.**



Preschool All STARS

What's in 704 KAR 3:015?

- ▶ **Section 1** defines terms used in the administrative regulation.
- ▶ **Section 2** requires state-funded preschool sites to achieve at least a level three rating in Kentucky All STARS.
- ▶ **Section 3** requires KDE to use criteria developed in consultation with CHFS and GOEC for determining a preschool site's quality rating level.
- ▶ **Section 4** requires preschool sites to verify performance annually with KDE to ensure STARS quality is maintained during the three year certification period.



What's in 704 KAR 3:015?

- ▶ **Section 5** outlines the Kentucky All STARS renewal process for a preschool site.
- ▶ **Section 6** identifies potential conditions requiring a reevaluation of a preschool site's certification.
- ▶ **Section 7** provides the actions KDE may take if a program site does not meet regulatory requirements for the state-funded preschool program.
- ▶ **Section 8** outlines the appeal process for preschool sites when KDE revokes or takes other action against a site's STAR certification.
- ▶ **Section 9** incorporates by reference the Kentucky All STARS Rating System.



All STARS – Preschool

- ▶ **Kentucky All STARS will continue on a 3 year cycle, in accordance to 704 KAR 3:015.**
- ▶ **The ECERS rating will be one part of the All STARS process.**
- ▶ **More guidance regarding this process is being created.**





True or False

Chronic absences in the early years of schooling often set a pattern of absenteeism that continues into later grades.



2019-20 Preschool Attendance

- ▶ Starting with the 2019-20 school year, districts will be required to record attendance for preschoolers in Infinite Campus.
- ▶ The KDE will enforce 704 KAR 3:410(5)(C)(4) and require districts to utilize Infinite Campus to record the daily attendance of preschool students.



2019-20 Preschool Attendance

▶ For general calendar setup questions, please refer to the Office of Finance and Operations School Calendars web page or contact your field representative:

- <https://education.ky.gov/districts/enrol/Pages/School-Calendar.aspx>
- Sheila Harned: 270-705-9158 (Western KY)
- Ruth Wilkes: 859-516-1673 (Central KY)
- Scott Rose: 606-776-0798 (Eastern KY)

▶ Preschool-specific questions should be directed to OSEEL:

- Andrea Bartholomew: 502-564-4970, ext. 4722



Partnership Grants

- ▶ There are 52 preschool partnership grants funded in FY 2019 – 2020 (\$7,403,789).
- ▶ Grantees are expected to implement research-based early numeracy and early literacy teaching strategies.
- ▶ Grantees must use a portion of funds on high quality professional learning to support district and child care staff.
- ▶ Grantees must use a portion of funds to evaluate the effectiveness of the partnership grant.





True or False

In a NIEER study of Head Start quality, Kentucky and Vermont were ranked best in the nation.



Head Start Full Utilization

- ▶ Each year school districts and Head Start programs enter into full utilization agreements to coordinate services to eligible preschool children.
- ▶ Certification forms must be completed and signed by the Head Start director and school district representative and mailed to KDE (kdestatef@education.ky.gov).
- ▶ Forms are due by **September 15, 2019**.
- ▶ Do not mail forms to the Kentucky Head Start State Collaboration Office.



Preschool Special Education

- ▶ **Least Restrictive Environment**
- ▶ **Classroom Placement**
- ▶ **Indicators for OSEP reporting**
- ▶ **PBIS in Preschool- LINK2K**



Diversity is being invited
to the party;
Inclusion is being
asked to dance.

Verna Myers

www.declicinternational.com



Inclusion Works!

- ▶ **The intention of state funded preschool is to provide a model of inclusion.**
- ▶ **Research shows us that all students learn better when all students are included.**
- ▶ **When placing students with disabilities, it is imperative to consider the FULL continuum of services provided.**



Inclusion Works!

- ▶ **Least Restrictive Environment decisions are ARC decisions.**
- ▶ **Staff, transportation, or parent convenience is not an acceptable reason to select a more restrictive environment for a child.**



Related Services: Push in vs Pull out?

- ▶ Considered as Receiving Services in the Regular Early Childhood Program.
- ▶ How should states report children receiving the majority of special education and related services in a location other than the child's classroom but within the same building?
- ▶ Special education and related services delivered to the child in the course of daily activities and routines in which all children in the classroom participate (e.g., “circle time,” “learning centers”) would be considered as being received in the Regular Early Childhood Program.

(See *EDFacts*, FS089.)



Related Services: Push In vs Pull Out?

- ▶ **Not Considered as Receiving Services in the Regular Early Childhood Program**
- ▶ **Services delivered in a location that removes the child from the opportunity to interact with nondisabled children.**
- ▶ **These include, but are not limited to:**
 - **Services delivered in a 1:1 therapeutic setting**
 - **Services in a small group comprised solely of children with disabilities whether or not they are provided in another location within the building where the regular early childhood program is located**

(See *EDFacts*, FS089.)



State Performance Plan/Annual Performance Report (SPP/APR)

- ▶ **Submitted to the Office of Special Education Programs (OSEP)**
 - **Includes indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA**
 - **Information is used by OSEP in state determinations**



Indicator 6

- ▶ **Early Childhood Settings - % of children ages 3-5 with IEPs**
 - (A) Receiving majority of special education and related services in regular early childhood program,
 - (B) Attending separate special education class, separate school, or residential facility
- ▶ **December 1 Child Count**



Indicator 7

- ▶ **Preschool Skills - % of preschool children ages 3-5 with IEPs with improved**
 - (A) Positive social-emotional skills and relationships,
 - (B) Acquisition and use of knowledge and skills,
 - (C) Use of appropriate behaviors to meet their needs.



What is KEDS?



- ▶ **Kentucky Early Childhood Data System**
- ▶ **Uses continuous assessment information to report progress to OSEP**
- ▶ **All state funded students must be evaluated using an approved instrument**
 - **AEPS, Carolina, TSGold, Work Sampling, COR.**

Indicator 12

- ▶ **Part C to B Transition - % of children found Part B eligible with IEP implemented by 3rd birthday.**
 - **Non-Compliance factors**
 - ✓ **District did not complete transition evaluation and/or IEP by child's 3rd birthday**
 - ✓ **District was unable to locate child**



Suspension/Expulsion of Preschool Students

Suspension and expulsion: response to a disciplinary action that is administered as a consequence of a student's inappropriate behavior, resulting in the removal of the student from their educational setting/placement for a specified period of time





Examples of Exclusionary Practices

Suspension – anytime a child is excluded from their educational setting/placement

- **In school: student is excluded from the classroom**
 - ✓ Student sent to principal's office
- **Out of School: student is excluded from being on the school premises**
 - ✓ Student is sent home early

Examples of Exclusionary Practices

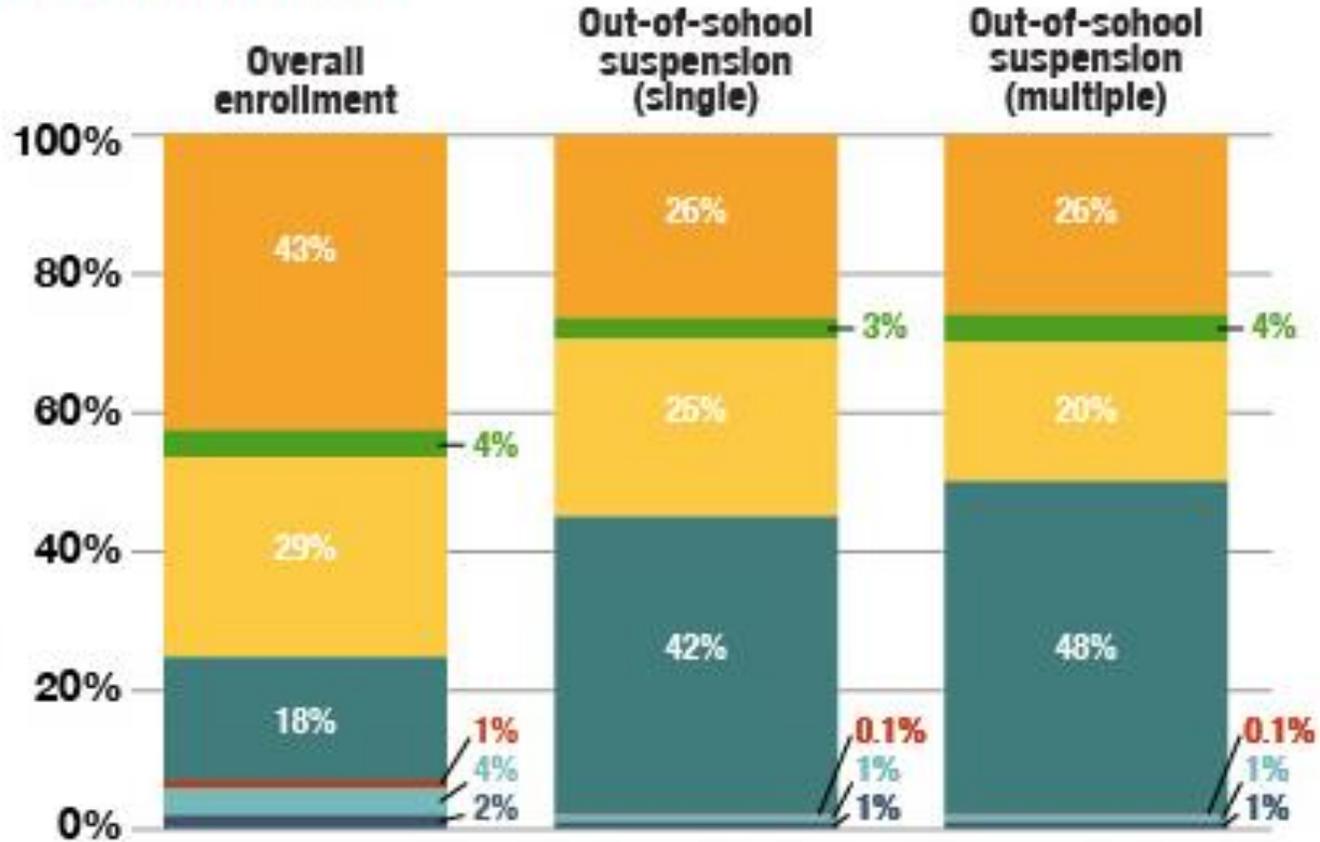
- ▶ **Expulsion** – Dismissing a student from the early childhood program
 - Telling the family the child is not a “good fit” for the program
 - Removing child from the program permanently





Disparity in Discipline Starts in Preschool

Less than 1 percent of the 1 million students in preschool in 2011-12 were suspended from school. But that translates into roughly 8,000 3- and 4-year-olds. More than 2,500 were suspended more than once.



SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12

So, you've suspended a preschool child. Now what?

- ▶ **Document, document, document.**
- ▶ **The OSEEL is committed to supporting preschool programs engage in and deliver developmentally appropriate behavioral supports to students and schools.**



LINK2K Project

- ▶ **LINK2K originated from the state personnel development grant (SPDG) This is a 5 year federal grant awarded by the office of special education programs (OSEP).**
- ▶ **LINK2K Vision: Supporting the Implementation of Positive Behavior Intervention and Support (PBIS) in Preschool.**
- ▶ **PBIS is a Implementation *framework* for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students. PBIS is IDEA funded and approved.**
- ▶ **LINK2K project has funded one new position at each of the Regional Training Centers. These positions will be systems coaches that will help guide and facilitate PBIS work within our preschools.**



Regional Training Centers (RTCs)

- ▶ **There are five Early Childhood RTCs: Anderson, Ashland, Berea, Calloway, Simpson.**
- ▶ **Each RTC is 100% funded through IDEA 619 dollars.**
- ▶ **Early Childhood RTCs are focused on providing special education technical assistance and support to school districts.**



Preschool Count - State Funding

- ▶ A formula is used to provide funding to school districts, and amounts are based on the average number of children served on December 1 and March 1 of the previous academic year.
- ▶ There is a standard “per-child” rate for three categories of enrollment (at-risk, speech, developmental delays).
- ▶ There’s a weighted category for three- and four-year-olds with severe disabilities.



Funding Scenario (District Allocation)



Preschool Enrollment Category	12/1/18	3/1/19	Average	Per-Child Rate	Total
At-Risk	68	64	66	\$3,372	\$222,552
Speech	18	20	19	\$3,372	\$64,068
Developmental Delay	9	11	10	\$3,372	\$33,720
Severe	5	5	5	\$6,406	\$32,030
					\$352,370

District funding scenario is based on average enrollment of 100 eligible preschool students.

Preschool Count – Federal Funding

- ▶ The total allocation of the IDEA Preschool funds is the sum of the base allocation, the amount calculated for the enrollment of K-12 students in the district, and the amount calculated for the children eligible for a free or reduced lunch.
- ▶ IDEA funds are no longer impacted by the number of children receiving special education and related services. The IDEA requires LEAs to identify, locate and evaluate through its Child Find activities those children who are eligible for special education ages 3 through 21 (and specifically to transition those infants and toddlers receiving services through Part C of the IDEA by their 3rd birthday if they meet Part B eligibility). LEAs are required to make services available to all eligible children.



Do Not Check State Exclude



State Reporting Fields

State Exclude
 State Exclude
 Immigrant
 Out Of State
 Program 504
 Foreign Exchange

Perkins Only
 Perkins Only

Refugee
 Extra Year in Primary

School Choice

Dropout Questionnaire

Resident District

School of Accountability

District of Accountability

Resources:

School Readiness Branch

502-564-4970 *New Phone Number*

Kathie Anderson: ext. 4133

Rebecca Atkins: ext. 4708

Andrea Bartholomew: ext. 4722

Bill Buchanan: ext. 4702

Stephanie Ernst: ext. 4520

Malaika Williams: ext. 4033



Additional KDE Staff

Education Licensure & Quality

Crystal Hord – (502) 564-5846

IDEA Implementation and Preschool (LINK)

Angie Sheely – (502) 564-4970

Budgets & Financial Management

Nicole Crosthwaite – (502) 564-1979

Student Tracking and Transportation

Ronda Devine – (502) 564-5279

Student Data Services

Matt Coffey – (502) 564-2020

