



**ELC INCLUSION WORK GROUP
October 27th, 2015 at 1:00 pm
ELC Board Room**

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| I. | Welcome & Introductions | Helene Good |
| II. | Review of Minutes | Helene Good |
| III. | Summary of Previously Gathered Data | |
| IV. | Review of Additional Data Provided by ELCMDM Staff | |
| V. | Identification of Additional Data Required | |
| VI. | Cost Analysis | |
| | A. Special Needs Differential | |
| | B. Regulatory Cost | |
| | C. Professional Development Cost | |
| | D. Material Cost | |
| VII. | Formulation of Preliminary Recommendations to Board | |
| VIII. | Adjourn | Helene Good |

Mission: To promote high-quality school readiness, voluntary pre-kindergarten and after school programs, thus increasing all children's chances of achieving future educational success and becoming productive members of society. The Coalition seeks to further the physical, social, emotional and intellectual needs of Miami-Dade and Monroe County children with a priority toward the ages before birth through age 5.



Inclusion Work Group
October 13th, 2015; 9:30 AM
Early Learning Coalition Board Room

Board Attendees: Helene Good, Mara Zapata, Abilio Rodriguez, Philip Gassman (via conference call), Gladys Montes (via conference call), Dr. Tina Carroll-Scott (via conference call)

Staff Attendees: Anabel Espinosa, Lisa Sanabria, Pamela Hollingsworth, Lucy Schrack

General Attendees: Jackie Romillo (Citrus), Rachel Spector (The Children's Trust), Alex Lopes(MDCPS)

I. Welcome and Introductions **Helene Good**

II. Approval of Minutes **Helene Good**

- H. Good called for the approval of the meeting minutes from October 13th, 2015.
 - M. Zapata moved to approve the minutes.
 - P. Gassman seconded the motion.
 - Motion was passed unanimously.

III. Inclusion Work Group **Helene Good**

- H. Good gave a brief summary of the last meeting. H. Good stated that there seems to be general agreement that the ELC is not really providing inclusion services but is mainly focused on assessments. H. Good asked whether the ELC is serving any children with special needs, and if so, how many. A. Espinosa stated that the list is being generated.
- A. Espinosa stated that there are three things to focus on:
 - Identifying children with special needs, especially those that have not been assessed or touched by any services.
 - Verifying that these children are receiving support
 - Educating providers
- The following question was raised for discussion: Is the ELC's focus on screening or inclusion? M. Zapata stated that providers understand that assessments need to take place but they do not understand the need have inclusion in their centers. H. Good stated that



there is a need to educate providers, inform them of their legal obligation to allow these children into their-centers, and educate families of their rights.

- F. Hicks stated that eligibility workers are able to write on EFS if the child has an IEP. He will create a list on active children with disability and where they are (providers), and bring it to the next meeting.
- H. Good stated that there are many schools for children only with special needs, parents have segregated them.
- P. Gassman asked, once a child is identified, what is the push back from providers to make changes to educate these children? H. Good responded that since they are being identified at such a young age it is easier to allow them to participate and incorporate them into the regular curriculum. P. Gassman stated that if teachers would need to purchase items or hire an assistant to help this child participate, then the ELC should offer these providers extra funding.
- M. Zapata stated that once identified there is a need to educate providers on how to educate these children. A. Espinosa stated that providers need this knowledge and that it is the responsibility of the ELC to increase this education opportunities. Once educators understand that they can do this they will have less push back.
- A. Rodriguez stated that even when staff knows the child needs extra help due to special needs it becomes difficult to implement due to ratio guidelines. Once a child is diagnosed with special needs most providers want the child out immediately and they do not have the financial resources. Reimbursement to these providers should be the first thing the ELC puts in place.
- A. Espinosa stated that there are funds available but there are no providers receiving it at the moment. P. Hollingsworth stated that the board approved a differential for providers that have special needs.
- F. Hicks stated that children with disabilities can be identified through CCRR. When a parent calls in reference to a child with special needs, CCRR should warm transfer to the warm line. CCRR manager will be present at next meeting to address.
- R. Spector agreed with A. Rodriguez on the fact that a differential must be offered as well as extensive training so providers will accept the children with special needs. H. Good expressed concern that money is available and not being used.
- J. Hernandez stated that a differential has not been implemented because of a concern that providers were getting paid without any proof that they were offering additional services.



There was a lack of consensus regarding how staff would know which providers had the knowledge and skills to offer these enhanced services. Providers needed to be assessed before implementing this differential, the differential will depend on the providers and teachers' qualification. MDCPS has a differential but that comes from their funding.

- A. Espinosa stated that before teachers can attain these qualifications they need the money.
- H. Good stated that there will be children that have an IEP and do not require any special assistance and this will bear no cost. J. Romillo stated that the goal is to identify and educate, which has been done through screening.
- J. Romillo stated that we must identify providers that are willing to participate and offer the training to those teachers. H. Good stated that this system already exists this is not an option it is the law, it is important people to know (ADA). P. Hollingsworth stated that MDC offers these training and licensing.
- A. Rodriguez stated that it should be a requirement that providers inform the ELC once they enroll a child who is on an IEP.
- Next meeting is scheduled for 1:00 PM on October 27th in the ELC Board Room.

IV. Adjourn

Helene Good

**Inclusion Work Group
October 27, 2015**

The Inclusion Work Group met on Tuesday, October 13, 2015. The data below summarizes the results for the data requests made by the committee members.

How many providers were paid the Special Needs Differential 2014-2015?

# of School Readiness Providers Paid Special Needs Differential (July 2014)	121
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A total of one hundred and twenty-one (121) providers were paid the Special Needs Differential between July 2014 and June 2015 for children enrolled in the School Readiness program with an Individualized Education Plan (IEP) or Individualized Family Support Plan (IFSP).

How many children were identified as having a documented disability?

# of Children with Special Needs Paid (provider) Special Needs Differential (July 2014)	108
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A total of one hundred and eight (108) children participating in School Readiness were identified in EFS as having a disability between July 2014 and June 2015. The providers responsible for care were paid the Special Needs Differential.

How many providers were paid the Special Needs Differential 2015-2016?

# of School Readiness Providers Paid Special Needs Differential (July 2015- September 2015)	0
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The Early Learning Coalition of Miami-Dade/Monroe did not pay providers the Special Needs Differential between July 2015 and September 2015.

How many children were identified as having a documented disability?

# of Children with Special Needs Paid (provider) Special Needs Differential (July 2015-September 2015)	0
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The Early Learning Coalition of Miami-Dade/Monroe did not identify any children as having a disability between July 2015 and September 2015. A random sample of students enrolled in specialized settings revealed no special needs designation.

How many specialists were paid VPK-SIS?	
# of Specialized Intervention Services Paid Special Needs- VPKSIS (July 2015-September 2015)	8

A total of eight (8) specialists were paid for services through VPK SIS between July 2015 and September 2015.

How many children with Special Needs are currently enrolled in School Readiness and VPK SIS?	
# Children with Special Needs Enrolled VPK SIS (October 22, 2015)	6
# Children with Special Needs Enrolled School Readiness (October 22, 2015)	21

A total of six (6) children are currently enrolled in VPK-SIS.

A total of twenty-one (21) children are currently enrolled School Readiness, as per the Early Learning Coalition of Miami-Dade and Monroe's CCR&R database.

RECOGNIZED DISABILITY CATEGORIES

Early Education and Prekindergarten: Birth through two¹

Age	Definition
Birth to 2	A prekindergarten child with disabilities is a child who is below five (5) years of age on or before September 1 and has a sensory, physical, mental, or emotional condition which significantly affects the attainment of normal developmental milestones.
Developmental Delay (0-2)	<p>A child who is developmentally delayed is defined as a child from birth through two years of age who has a delay in one (1) or more of the following areas:</p> <ol style="list-style-type: none"> 1. Adaptive or self help development; 2. Cognitive development; 3. Communication development; 4. Social/emotional development; 5. Physical/motor development
Established Condition (Birth to 2)	A child with an established condition is defined as a child from birth through two (2) years of age with a diagnosed physical or mental condition known to have a high probability of resulting in developmental delay or disability. Such conditions shall include genetic disorders, metabolic disorders, neurological abnormalities and insults, or severe attachment disorder.

¹ Florida Department of Education. (2015). Early education and Prekindergarten: Birth through two years. Retrieved October 26, 2015, from <http://www.fldoe.org/academics/exceptional-student-edu/early-education/birth-through-two-years.stml>

Ages three through five²

Age	Definition
Ages 3-5	A prekindergarten child with disabilities is a child who is below five (5) years of age on or before September 1 and has a sensory, physical, mental, or emotional condition which significantly affects the attainment of normal developmental milestones.
Developmental Delay (3-5)	<p>A child who is developmentally delayed is three (3) through five (5) years of age and is delayed in one (1) or more of the following areas:</p> <ol style="list-style-type: none"> 1. Adaptive or self-help development, 2. Cognitive development, 3. Communication development, 4. Social or emotional development, 5. Physical development including fine, or gross, or perceptual motor

² Florida Department of Education. (2015). Early education and Prekindergarten: Ages three through five. Retrieved October 26, 2015, from <http://www.fldoe.org/academics/exceptional-student-edu/early-education/birth-through-two-years.stml>

The Bureau of Exceptional Education and Student Services supports school districts and others in their efforts to provide exceptional student education programs for students ages 3 - 21 who have disabilities and students who are gifted³.

FDOE Disability Category	Acronym
Autism Spectrum Disorder	ASD
Deaf or Hard of Hearing	DDH
Developmental Delay (Birth to 2)	DD
Developmental Delay (Ages 3-5)	DD
Established Condition (Birth to 2)	EC
Dual Sensory Impairment	DSI
Emotional/Behavioral Disability	E/BD
Gifted	G
Homebound or Hospitalized	HH
Language Impairment	LI
Intellectual Disability	ID
Other Health Impairment	OHI
Orthopedic Impairment	OI
Specific Learning Disability	SLD
Speech Impairment	SI
Traumatic Brain Injury	TBI
Visual Impairment: Blind and Partially Sighted	VI

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³ Florida Department of Education. (2015). ESE Eligibility. Retrieved October 26, 2015, from <http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility>

